

2012



Lesson 3: Identification and Outreach

Mini-workbook



Updated 1/31/2012

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About the Mini-workbook

The **mini-workbooks** are designed to use with the *Interactive Homelessness Lessons* on the Early Childhood Learning and Knowledge Center (ECLKC). The mini-workbooks are optional. You can successfully complete the Web version of the lessons without this resource. However, the mini-workbooks offer a multidimensional learning experience for programs who want to use the *Interactive Homelessness Lessons* as a training tool with groups of staff. You will find that the mini-workbooks point to the Web version to find answers and to discover more information.

The **Explore Information** tab in the Web version of each Lesson contains information, resources and materials to support your knowledge gathering and knowledge sharing. Some of the resources that are listed in the Web version are also included in the mini-workbooks. The computer symbol  indicates resources that are included in the Web version of the *Interactive Homelessness Lessons*. This symbol  indicates resources that are included in the mini-workbook version of the *Interactive Homelessness Lessons*. These symbols are used in the table on the next page.

Throughout the mini-workbook you will be asked to share your thoughts in the “Idea Box”. The light bulb is the symbol for the idea box.

This symbol  precedes instructions that direct you to a particular section of the Web version of the *Interactive Homelessness Lessons* for answers and for more information.

The Web version can be found on the Early Childhood Learning and Knowledge Center (ECLKC). The instructions on page 6 display how to access the ***Interactive Homelessness Lessons***.

The ***Interactive Homelessness Lessons*** take account of many real-life scenarios that may occur in programs and communities. The Lessons include a myriad of useful resources to support your learning and discovery of new strategies and ideas as you work with families experiencing homelessness.

In ***Lesson 3: Identification and Outreach***, Sherri Watkins pinpoints some identification and outreach strategies.

In this lesson, you will develop an outreach plan. Information to support developing an outreach plan includes listening to the ideas of three Head Start Collaboration Directors. In addition there are three charts chock-full of strategies and ideas for you to review: *Ideas and Procedures*, *Contacts*, and *Locations for Outreach*. A work sheet is available for you to guide the development of your outreach plan.

About the Mini-workbook (continued)

Resources that are listed in the **Explore Information** section of the Interactive Homelessness Lesson 3 are included in this table:

Lesson 3: Identification & Outreach	
Legal Definition of Homelessness	 
Ideas and Procedures	 
Contacts	 
Locations for Outreach	 
Samples of Identification and Outreach Materials	

How to Access the Interactive Homelessness Lessons on the ECLKC

The Interactive Homelessness Lessons can be found on the Early Childhood Learning and Knowledge Center (ECLKC).

1. Enter ECLKC.ohs.acf.hhs.gov in the browser. After the ECLKC page appears, enter 'Interactive Homelessness Lessons' in the search box. Click on 'search'.

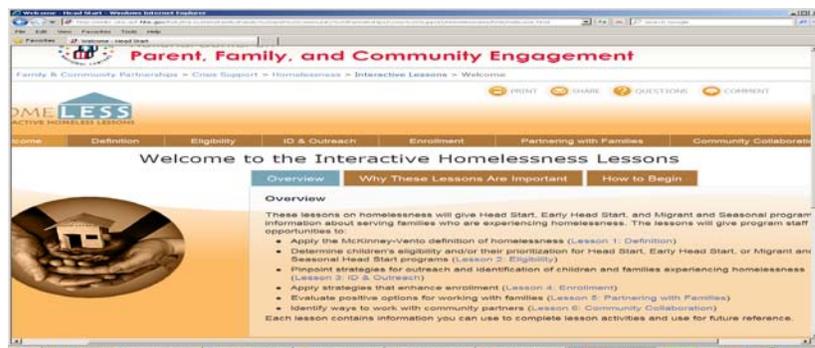
...enter 'Interactive Homelessness Lessons' in the search box



2. Select the Interactive Homelessness Lessons icon.



3. Welcome to the Interactive Homelessness Lessons page will appear.



4. Go to the **ID & Outreach** tab.

Why Identification and Outreach are Important

Identification and outreach are important for several reasons:

- The Head Start Act requires Head Start programs to identify children and families who are experiencing homelessness, and remove barriers to their enrollment and participation in Head Start. In addition, the Individuals with Disabilities Education Act (IDEA) requires Child-Find activities specifically targeted to ensure that all homeless children and youth with disabilities are identified and served. (20 U.S.C. §1401(3)(A); 20 U.S.C. §§1434(1) and 1435(a)(2)).
- Homeless children and families receive services not only through Head Start, but also through the McKinney-Vento Act, Title I, IDEA, Child Nutrition, and other programs. To ensure our children receive appropriate services, we must identify them as eligible.
- The circumstances of homelessness vary, and programs must understand the most effective ways to find and enroll homeless children. We cannot serve children and families if we don't know who they are. For example, migrant families who are homeless may be temporarily staying in camps or under bridges. In communities where there are no shelters, families may be staying with family or friends. Urban communities may have some shelters available to homeless families, but those shelters may be full or families may be ineligible to stay there. In some communities, faith-based organizations have taken a lead role in providing temporary shelter to homeless families. For each of these communities, outreach efforts and recruitment practices may need to be different. They must be diverse and incorporate visiting locations that are not familiar to your program.

Legal Definition of Homelessness

According to section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), the term “homeless children and youths”—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence ...;
and

(B) includes—

(i) children and youths 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 camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths 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 ...;

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Children and youth are considered homeless if they fit both part A and any one of the subparts of part B of the definition above.

What is the meaning of fixed, regular, and adequate?

What is the meaning of fixed, regular, and adequate?

Fixed nighttime residence: Stationary, permanent, and not subject to change.

Regular nighttime residence: Used on a predictable, routine, or consistent basis.

Adequate nighttime residence: Sufficient for meeting both the physical and psychological needs typically met in home environments.

What is substandard housing?

What is substandard housing?

Excerpt from The Office of Head Start Policy Clarification (OHS-PC- I-0) states:

“...In determining whether a child is living in "substandard housing", Head Start staff must evaluate whether the child's housing situation falls short of community standards or is of lower quality than the law prescribes. Staff should consider factors such as whether there are health and safety concerns related to the housing; the number of occupants per square foot; the age(s) of the occupants; and whether the housing meets State or local building codes. Does a comparison of the housing in question with community norms and laws lead staff to conclude that it is lower than what community norms or laws require?...”

Informal Guidance, May 8, 2008

Ideas and Procedures

Ideas	Procedures
<p>Educate Head Start staff, community partners, and government-level partners</p>	<ul style="list-style-type: none"> • Encourage training and awareness activities including: <ul style="list-style-type: none"> ○ Learning opportunities for outreach staff that will enable them to identify and assist families experiencing homelessness. ○ Training and awareness activities on (1) the definition and (2) signs of homelessness for program staff, including administrators, bus drivers, family support staff, social workers, teachers, and others. ○ How to use sensitivity and discretion in following up on answers to questions. ○ Avoiding the use of the word “homeless.” Exercise sensitivity when talking with parents and youth, who often are afraid to identify themselves as homeless due to fears of stigma or negative repercussions. ○ Cross-training in the larger early childhood system to spread the same message that Head Start personnel are spreading and to increase cross-referrals. Educate partners, such as the McKinney-Vento liaison and families in homeless situations, to understand the McKinney-Vento Act and how it relates to Head Start. Partner with local school systems and help them understand Head Start enrollment requirements. ○ Making staff aware of regulations and operating procedures, such as closing times or lights-out and meal schedules, of shelters and other organizations serving families in homeless situations. • Provide outreach materials and activities including: <ul style="list-style-type: none"> ○ Information on priority enrollment for children experiencing homelessness. ○ Asking about housing status as part of the standard enrollment process. ○ Outreach materials and posters where there is a frequent influx of families and youth in high-risk situations, including: low-cost motels, campgrounds, laundromats, libraries, social service agencies, and youth centers. ○ Reaching out to unaccompanied homeless youth who are pregnant or parenting by collaborating with street outreach teams, drop-in centers, and youth shelters,

Ideas	Procedures
	<p>and by working to build trust with young people.</p> <ul style="list-style-type: none"> • Ask the community for help. Contact local agencies to seek their collaboration in identifying and serving homeless children and youth, including: faith-based organizations, food banks, homeless continuum of care, Community Resource Coordination Groups (CRCGs), housing and public health departments and programs, homeless coalitions, shelters, and soup kitchens. • Ask families for help. Families can share information, for example, by word of mouth and by posting outreach materials where their peers will see them. • Ask school district liaisons for help. Under the McKinney-Vento Act, every school district is required to designate a homeless liaison. The McKinney-Vento Act requires liaisons to ensure that homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies. Contact local school districts to obtain the name of the state homeless education coordinator or liaison.
Outreach materials and posters	<ul style="list-style-type: none"> • Leave materials and posters where there are low-income families (e.g., shelters, campgrounds, motels, public housing projects, laundromats, libraries, social service agencies). • Describe different living arrangements that qualify as homeless situations. Not all families who are experiencing homelessness think of themselves as “homeless”. • Keep the materials well stocked. • Include information on rights, who is considered homeless, and a local number to call. • Participate in fairs and activities that are specific to homeless populations. • Place materials in work rooms at hotels, cafeterias, restaurant kitchens and other job locations where parents in homeless situations may work (remember families in homeless situations may have jobs but no home to go to after work).
Awareness activities	<ul style="list-style-type: none"> • Provide awareness activities for the community, infant, toddler, and preschool environments, and school staff through professional development training sessions. Include a list of local service providers such as food banks, clothing providers, and medical, dental, and counseling resources. • Conduct family nights to offer health checks, services, and resources.

Ideas	Procedures
	<ul style="list-style-type: none"> • Invite service agency personnel and homeless families to help conduct sensitivity training for school staff including: <ul style="list-style-type: none"> ○ Registrars ○ Secretaries ○ School counselors ○ School social workers ○ School nurses ○ Teachers ○ Bus drivers ○ Administrators ○ Attendance officers • Include training on (1) the definition and (2) how to recognize common signs of homelessness. • Visit sites where homeless families live. • Conduct parent outreach sessions at facilities, such as shelters and motels, where there are families in homeless situations: <ul style="list-style-type: none"> ○ Bring awareness of the value of Head Start. ○ Provide informational materials about the programs and services available. ○ Include materials in various languages. • Set up recruitment hubs at places where families experiencing homelessness might be. For example, create a mini recruitment fair at shopping malls or stores, check-cashing facilities, Goodwill clothing depots, soup kitchens, libraries, fast-food restaurants, etc. Set-up and staff tables to reach children and families in untraditional places for recruitment, but common to where families in homeless situations may gather.
Procedures and paperwork	<ul style="list-style-type: none"> • During enrollment and intake, use sensitive techniques to identify families experiencing homelessness. • Collaborate to design a universal referral form that can be used across programs (e.g., a streamlined referral form that has contact information for each agency). • Share applications to ensure that all collaborating agencies are represented (e.g., Head Start staff visiting a family shelter would not leave only Head Start applications but also information about local liaisons).
Continuity of education	<ul style="list-style-type: none"> • Make a referral for older children to the local homelessness liaison.
Avoid using the term “homeless”	<ul style="list-style-type: none"> • Avoid using the word “homeless.” Exercise sensitivity when talking with parents and youth, who often are afraid to identify

Ideas	Procedures
	<p>themselves as homeless due to fears of stigma or negative repercussions.</p> <ul style="list-style-type: none"> • The term “homeless” is not always associated with children. Ask people if they know families who are: <ul style="list-style-type: none"> ○ Staying temporarily with relatives or another family, ○ Staying at campgrounds or in their car, ○ Living at motels, or ○ Moving several times a year.
Information fliers, brochures, newsletters	<ul style="list-style-type: none"> • Develop fliers and brochures about your program and disseminate them to agencies and facilities serving families who are experiencing homelessness or at risk of homelessness. Include information about the educational, health, and development needs of children and strategies to meet those needs. • Consider having a focus group with families experiencing homelessness to discuss whether your materials would attract them.
Use databases	<ul style="list-style-type: none"> • Sort by children’s addresses to identify doubled-up situations.
Home visits	<ul style="list-style-type: none"> • Conduct home visits to determine doubled-up situations.

Contacts

Who To Contact	Examples	Do This...
Low-cost motels and campgrounds	<ul style="list-style-type: none"> • Park rangers • Managers of motels 	<ul style="list-style-type: none"> • Inform them of school services that are available to children experiencing homelessness. • Leave written materials, including minimum age eligibility information, for the families that stay there. • Include contact information for your program. • Ask them to help identify and contact you regarding families experiencing homelessness.
Agencies that work with families in homeless situations	<ul style="list-style-type: none"> • Local Homeless Task Force • Homeless coalitions • Homeless Assistance Continuum of Care 	<ul style="list-style-type: none"> • Enlist these community-based groups as partners in the identification of children who are in homeless situations.
Community and social service agencies	<ul style="list-style-type: none"> • Food banks • Faith-based organizations • Homeless Assistance Continuum of Care • Community resource coordination groups • Housing and public health departments and programs • Homeless coalitions • Shelters • Soup kitchens • Drop-in centers • Welfare and housing agencies • Nonprofit agencies • Police or sheriff 	<ul style="list-style-type: none"> • Contact local agencies and ask their assistance in identifying and referring families in homeless situations, particularly families who may not fit the traditional definition of homelessness. • Make the State Department of Social Services aware of the eligibility requirements for Head Start.
Local Education Agencies (LEA)	<ul style="list-style-type: none"> • Local liaisons 	<ul style="list-style-type: none"> • Encourage them to carry Head Start applications.
Families in the community	<ul style="list-style-type: none"> • Families who may be sharing their home 	<ul style="list-style-type: none"> • When doing outreach, find out if families are sharing their home or have other families living in their garage or guesthouse.

Locations for Outreach

Note: You may want to conduct initial intake at these locations.

Locations	Examples	Do This...
Community service agencies	<ul style="list-style-type: none"> • Shelters • Soup kitchens • Food banks • Transitional living programs • Street outreach teams • Drop-in centers • Community action agencies • Welfare departments • Housing departments • Public health departments • Community health centers • Medical clinics • Hospitals • Faith-based organizations 	<ul style="list-style-type: none"> • Set up meetings to begin to collaborate on issues such as: <ul style="list-style-type: none"> ○ Identification of families in homeless situations ○ Head Start enrollment process ○ Transportation • Tell them about your Head Start program and what it has to offer. • Ask them to provide referrals. • Provide outreach materials and posters in several languages. • Place streamlined referral forms throughout the community. Include contacts for each program on the form and use the same form for various programs.
Places with low-income families	<ul style="list-style-type: none"> • Public laundry facilities • Migrant housing developments • Low-income neighborhoods • Public housing complexes • Libraries • Social service agencies • Community events 	<ul style="list-style-type: none"> • Develop relationships with people who operate services or programs in these areas or who use the services. • Provide outreach materials and posters in several languages.
Shelters and transitional housing facilities	<ul style="list-style-type: none"> • Motels and hotels • Shelters 	<ul style="list-style-type: none"> • Talk to staff about your program's services, enrollment processes, and eligibility requirements. • Offer family nights to provide information and resources. • Be available for outreach following natural disasters when there might be many displaced families.
Local daycare centers and preschools		<ul style="list-style-type: none"> • Build relationships and collaborate to identify families in homeless situations.

Prepare Your Plan

Step 1: Review identification and outreach strategies and ideas.

- Review *Ideas and Procedures, Contacts* and *Locations for Outreach*
- ➡ Go to *Interactive Homelessness Lesson 3: ID & Outreach - Khari's Ideas* and watch the video clips to learn more about Khari's ideas.
- ➡ Go to *Interactive Homelessness Lesson 3: ID & Outreach - Grace's Ideas* and watch the video clips to learn more about Grace's ideas.
- ➡ Go to *Interactive Homelessness Lesson 3: ID & Outreach - Mary's Ideas* and watch the video clips to learn more about Mary's ideas.

Step 2: Create your plan, using the Worksheet: Outreach Plan. Include details in your plan, such as the following:

- Ideas you want to try
- Procedures or steps you will follow to implement the idea
- Names of people who will help implement your ideas or people you plan to contact for help
- Timeline
- Target locations for outreach
- Ideas for flyers, letters, and other outreach materials

Step 3: Share your plan with others. Consider doing the following:

- Share your plan with appropriate staff, such as program director, family service manager, and other managers.
- Integrate your plan into policies and procedures.
- Use your community assessment to inform your plan.
- Consider your program's systems of operation (e.g., program planning, record-keeping and reporting, governance) as you prepare your plan.

Worksheet: Outreach Plan

What will you do? (Ideas and Activities)	Who will do it? (Name and Contact Information)	When will you do it? (Begin/End Date)	Where will you do it? (Target Locations)

Key Points About Identification and Outreach

In this lesson, you have begun to plan how you will identify and reach out to families experiencing homelessness. This entails:

- Gathering your ideas and determining procedures to implement those ideas;
- Listing people and places to contact;
- Targeting locations to conduct outreach activities;
- Determining a timeline; and
- Preparing outreach materials

As a final thought, the face of homelessness has changed. Where they live, what they do, and how they look is different. The general notion of homelessness is no more. Homeless families are hiding behind the rest of the population as they don't want to be identified.

This makes the identification and outreach difficult. For this reason, we as Head Start professionals must work collectively to find these families.

Remember that serving children experiencing homelessness is crucial to our mission of serving the neediest children in our country. Together let's continue to make Head Start and Early Head Start a reality for as many families in homeless situations as we can.

-Office of Head Start

ACKNOWLEDGMENTS

The creation of the ***Interactive Homelessness Lessons*** was a collaborative project. The overarching goal, *to create a knowledge base with which Head Start and Early Head Start staff who work with families could enhance their skills and knowledge as it relates to their work with families experiencing homelessness*, was achieved through mutual sharing of ideas, time and an enormous amount of effort.

The Homelessness Workgroup played an integral role to ensure that the experiences in each lesson were far-reaching and all encompassing. The Homelessness Workgroup includes a dynamic group of knowledge experts: Kiersten Beigel (Federal Lead), Marco Beltran, Diana Bowman, Jacqueline Davis, Mary Lynne Diggs, Barbara Duffield, Shirley Fan-Chan, Carolyn Garmise, Khari Garvin, Christina Murphy, Tamara Perez, Mary Vanderwert, Sheri Watkins, and Grace Whitney.

A great debt of gratitude is extended to the Head Start/Early Head Start programs, local homeless liaisons, and Baltimore City Schools who allowed us to interview and chronicle their processes, strategies and ideas in the lessons and, in some cases, permitted their forms and other documents to be used as samples.

The Workgroup also extends a warm and sincere thank you to Yvonne Andersen and Sara Villavicencio who shared their personal experiences with homelessness, and to the staff who supported them, Kim Garcia and Dora McKean.

The Workgroup commends the Head Start Knowledge and Information Management Services (HSKIMS) team who videotaped, formatted, and designed the lessons for use on the Web.

You are encouraged to explore all that this dynamic resource has to offer.

Thank you