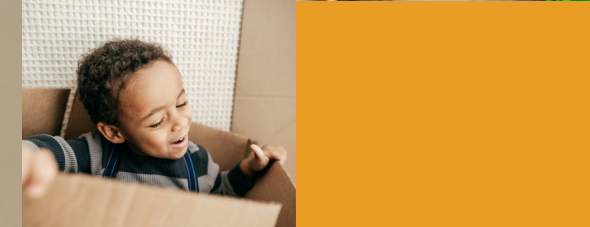


Interagency Coordinating Council (ICC) on Early Intervention Meeting

October 21, 2022



Housekeeping



Interpretación en español: haga clic en el globo blanco en la parte inferior de la pantalla con la etiqueta "Interpretation." Luego haga clic en "Spanish" y seleccione "Mute original audio."



ASL interpreters have been "Spotlighted" and live closed captioning is active



This meeting is being recorded

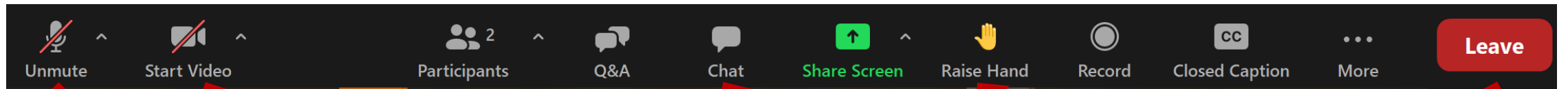


Materials are available at: <https://www.dds.ca.gov/services/early-start/state-icc-on-early-intervention-overview/>



Submit written comments via email to: earlystart@dds.ca.gov

Zoom Tips



Unmute mic only when it's your turn to speak



Turn your webcam on/off

All attendees can type questions/comments in the Q&A

Chat is available for Workgroup members only

Workgroup members can raise your hand when you want to speak

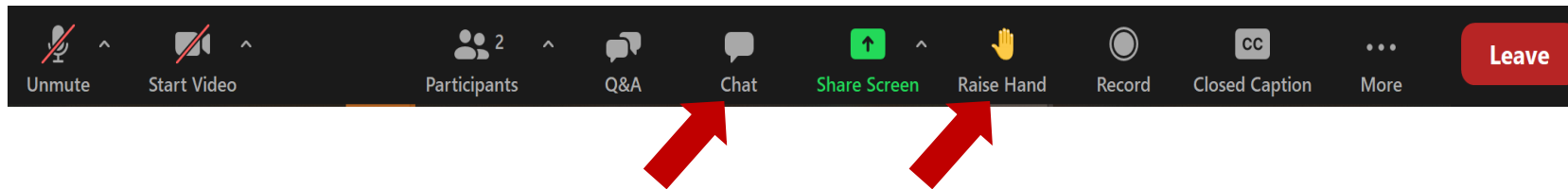
Leave the webinar at the end of the meeting



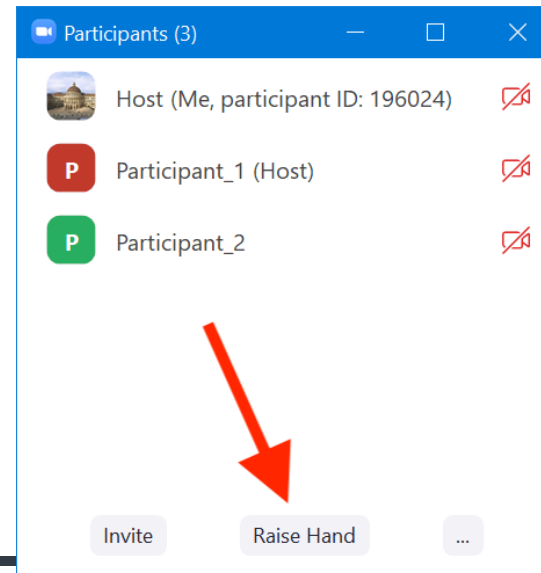
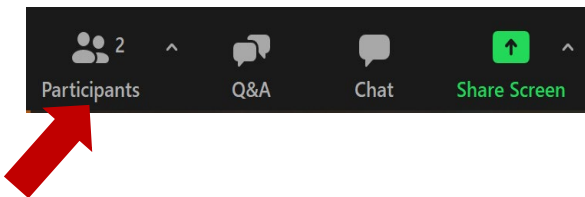
- For attendees, your video and microphone will not be available
- You will only see/hear workgroup members, DDS staff and presenters on screen
- Features will vary based on the version of Zoom and device you are using
- Some Zoom features are not available for telephone-only participants

Providing Comments- Appointed Members

Appointed Members: Please use the “Chat” or “Raise Hand” to comment



You may need to click on “Participants” and a new window will open where you can “Raise Hand”




Agenda

- I. Opening: Welcome and Roll Call
- II. Review ICC Mission and Purpose, and theme of meeting
- III. ICC Council Reports and Voting on Action Items
- IV. Video: Be a Part of Early Intervention
- V. Presentation- Leanne Wheeler- Birth to 5 Homeless Children- Identifying, Enrolling and Serving
- VI. Public Input

Lunch

- VII. Subcommittee Report-Outs
 - Improving Systems
 - Communications
 - Darby's Legacy
- VIII. Public Input
- IX. Recap and Closing Remarks

ICC MISSION AND PURPOSE



To promote and enhance a coordinated family service system for infants and toddlers, ages birth to three years, who have, or are at risk for having a developmental delay or disability, and their families, by utilizing and encouraging a family-centered approach, family-professional partnerships, and interagency collaboration.

ICC Council Reports and Voting

Video: Be a Part of Early Intervention

[Home Page \(bepartofei.org\)](http://bepartofei.org)

Presentation

Birth to 5 Homeless Children-Identifying, Enrolling, and Serving

Leanne Wheeler



TONY THURMOND
State Superintendent
of Public Instruction

Birth to 5 Homeless Children – Identifying, Enrolling, and Serving

OCTOBER 2022



Facts and Figures (1)

- In California, in 2018–19 (Pre-COVID) there were 269,699 homeless children and youth enrolled in public schools. Since COVID, California has seen a decrease in identification and enrollment of homeless children and youth.
- In 2015, it was estimated 220,940 children under age six in California experienced homelessness.
- Only nine percent were served by Head Start or Early Head Start or by McKinney-Vento-funded early learning and care (ELC) programs.

Facts and Figures (2)

- 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)

- 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.
- To learn more, please visit website at [National Center on Family Homelessness | American Institutes for Research \(air.org\)](http://www.air.org)

Homeless Definition (1)

- Individuals who lack a fixed, regular, and adequate nighttime residence
 - A **fixed** residence is one that is stationary, permanent, and not subject to change.
 - A **regular** residence is one that is used on a normal, standard, and consistent basis.
 - An **adequate** residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.

Homeless Definition (2)

- Examples of homelessness include children and youth living in:
 - Shared housing due to economic hardship, loss of housing, or natural disasters
 - Motels or hotels
 - Public or private places not designed for sleeping
 - Trailer parks or campgrounds
 - Cars, parks, and abandoned buildings
 - Emergency or transitional shelters

Homeless Definition (3)

- To determine if a homeless child or youth lives in substandard living conditions consider:
 - Health and safety concerns
 - Number of occupants per square foot
 - Age of occupants
 - State and local building codes

Causes and Barriers

CAUSES OF HOMELESSNESS

- Lack of affordable housing
- Poverty
- Health problems
- Domestic violence
- Natural and other disasters
- Abuse, neglect, and/or abandonment

BARRIERS TO ACCESSIBILITY

- High mobility
- Lack of enrollment documents needed
- Lack of transportation, toys, structure
- A shortage of classroom slots
- Lack of awareness at school and at home

The Law: McKinney-Vento (1)

- Originally passed in 1987 and then reauthorized in 2015 by the Every Student Succeeds Act (ESSA) which went into effect on October 1, 2016
- Provides stability, access, and support for academic success for homeless children and youth, including preschool-aged children
- You can access the full legislation at <https://nche.ed.gov/legislation/mckinney-vento/>.
- It is also important to note that many of California *Education Codes* are now aligned to the Federal statute.

The Law: McKinney-Vento (2)

- Under the 42 United States Code (U.S.C.) Section 11432(g)(6)(A), it states that homeless liaisons should identify preschool aged children experiencing homelessness through outreach and coordination activities with outside agencies.
- Coordinate with social service agencies, child development programs, early intervention programs, and other preschool programs (such as Head Start, State-funded preschool, etc.)

The Law: McKinney-Vento (3)

- Preschool programs are required to:
 - Enroll homeless children in their programs, even if the parent or guardian cannot provide the paperwork normally required such as immunizations, proof of residence, etc.
 - Offer comparable services, including transportation, to preschoolers who are homeless and collaborate these services with LEAs and other service providers

The Law: McKinney-Vento (4)

- Under ESSA, school of origin now includes preschool and school of origin refers to the school in which the homeless child was last enrolled.
- LEAs and preschool programs are required to continue the child's education in the school of origin for the duration of their homelessness.

Homeless Liaisons (1)

- All LEAs must designate a homeless liaison to assist homeless children and youth with identification, enrollment, accessibility, and success in school.
 - A list of all homeless liaisons, as well as county offices of education (COEs) can be found on the CDE Homeless Education web page at <https://www.cde.ca.gov/sp/hs/>.
- LEA liaisons must ensure that:
 - Homeless children and youth are identified including infants, toddlers, and preschool age children.

Homeless Liaisons (2)

- Access is provided for enrollment and retention
- Families are informed of and receive educational opportunities and services
- Children and youth who do not have immunizations are assisted
- Ensure that educational rights are at each “parent area” within each early education program and that these rights are posted in locations such as schools, shelters, libraries, and soup kitchens, in a form understandable to the parents and guardians.

Homeless Liaisons (3)



- Posters can be accessed at the California Department of Education (CDE) Resources for Homeless Children and Youth web page at <https://www.cde.ca.gov/sp/hs/cy/>.
- You can also obtain free Spanish and English posters by contacting the CDE Homeless Education Program by email at HomelessED@cde.ca.gov.

Barriers to Participation

- Eligibility requirements
- Lack of transportation, toys, equipment, etc.
- Lack of parent participation or involvement
- Poor health, fatigue, hunger, anxiety, and/or trauma
- Lack of outreach to homeless families
- Lack of awareness, misunderstandings
- Families feeling invisible

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)

These outreach strategies can be applied to staff members from both the LEA and the early education program. As we all know, working together benefits all children especially the ones who are homeless.

- Initiate interagency communication and collaboration, together
- Build awareness by training family advocates, early intervention staff, regional centers, and LEAs about homeless rights and provisions – the more people that understand homelessness, the easier it is to identify

Training Modules

Homeless
101/Overview

Teachers

Registrars

Administrators

Counselors

Data

Community
Collaborations

Site Liaisons

Health and
Wellness

Early
Education

Transportation

Identification
and
Enrollment

Outreach Strategies (2)

- Incorporate questions on housing status on enrollment applications. Housing Questionnaire can be accessed at the CDE Resources for Homeless Children and Youth web page at <https://www.cde.ca.gov/sp/hs/cyl/>.
- Identify all infant/toddler programs, both public and private, within the community
- Once identified, then immediately enroll a child, even if documentation is lacking – you can always get that information later

Part of the Housing Questionnaire

Presently, are you and/or your family living in any of the following situations?

- ☐ Staying in a shelter (family shelter, domestic violence shelter, youth shelter) or Federal Emergency Management Agency (FEMA) trailer
- ☐ Sharing housing with other(s) due to loss of housing, economic hardship, natural disaster, lack of adequate housing, or similar reason
- ☐ Living in a car, park, campground, abandoned building, or other inadequate accommodations (i.e. lack of water, electricity, or heat)
- ☐ Temporarily living in a motel or hotel due to loss of housing, economic hardship, natural disaster, or similar reason
- ☐ Living in a single-home residence that is permanent

I am a student under the age of 18 and living apart from parent(s) or guardian

- ☐ Yes ☐ No

The undersigned parent/guardian certifies that the information provided above is correct and accurate.

Outreach Strategies (3)

- Continuously connect with homeless families prior to enrollment to build the relationship
- Work with school personnel, including registrars, enrollment coordinators and liaisons, in identifying children under five years of age in the community
- Visit homeless shelters in your community to better gain awareness and reach out to the community
- Participate in various “events” such health fairs, job fairs, parent activities, etc.

Outreach Strategies (4)

- Coordinate and collaborate with the homeless liaison and make sure that their contact information is a resource for families without proof of address
- Be flexible with policies that may serve as a barrier such as enrollment, attendance, and parent participation
- Work with
 - Shelters to refer families with young children
 - Medical outreach programs, especially in rural areas
 - Programs serving young homeless parents



Statewide Support and Resources

- Three COEs were selected to be Homeless Education Technical Assistance Centers (HETACs). Their role is to offer regional support to other COEs as well as conduct statewide activities.
- They have been developing and disseminating resources, offering professional development opportunities, and ensuring that COEs have the capacity and tools required to serve and support.
- Their website is [Home - California Homeless Education and Technical Assistance Center \(hetac.org\)](http://hetac.org).

Off of the Press

- **California Early Care and Education Resource Guide**
This HETAC resource outlines key California early care and education (ECE) programs and shares information with California homeless liaisons and service providers on how to connect families experiencing homelessness to needed ECE supports.
- **Local Early Care and Education Programs: A Resource for Families in Transition**
This resource outlines key California ECE programs and shares information with parents and caregivers about how to help their children access needed ECE supports. It also is customizable to the local community context and is intended to serve as a companion resource to the HETAC's **California Early Care and Education Resource Guide**.

More Resources

CDE Homeless Education web page at <https://www.cde.ca.gov/sp/hs/> and our general email is HomelessED@cde.ca.gov.

Thank you!

Public Input

Public Input Guidelines

COMMENTS CAN BE IN WRITING OR SPOKEN

All comments are published as part of the public record and provided to ICC members

EACH PERSON HAS 2 MINUTES TO COMMENT

We want to make sure there's time to hear from everyone. Longer comments? Submit them in writing to ensure your full message is shared

COMMENTING ON BEHALF OF OTHERS

One person is welcome to share input from others, please just be mindful of time, summarize key points and turn in any written statements

IF YOU WANT TO SPEAK, SIGN IN

Signing in allows us to call on you when it is time for public comment

PLEASE BE SPECIFIC

A clear statement-including specific suggestions for addressing any concerns you may have- is most helpful

WANT TO SHARE A POWERPOINT OR VIDEOS AS PART OF YOUR PUBLIC COMMENT?

Email EarlyStart@dds.ca.gov at least 14 days in advance with any audio/visual needs

Lunch

Subcommittee Report-Outs

Improving Systems
Communications
Darby's Legacy

Darby's Legacy

*Best Practices When Serving
Families with Infants and
Toddlers Who Are Medically
Fragile*



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What is Darby's Legacy?

Darby's Legacy is a gift to families who have children with complex medical needs, medical providers, regional center service coordinators, early start providers, and anyone else who supports infants and toddlers with complex medical needs.

- Best practices document designed to serve as a step-by-step guide for families and professionals that explains the whole system of existing resources and how to link to the services, with an emphasis on family-centered care.

"The power of legacy on an individual level is that we can draw on the past and the present to touch an infinite future with our finite lives."

Susan V. Bosak





In Loving Memory of
Sweet Darby Jean

The Answers to the “W” Questions

Who: All of us who work in the field of infant and toddler services, whether it is medical, developmental, regional center, CCS, therapists, infant and maternal mental health, FRC's, and LEA's. We must commit to working together on behalf of our California families. This is the essence of Family Centered Care and of the IFSP.

What: Information and support **MUST** be given in an informative, supportive and precise manner. There must be not only navigation, but coordination of the California systems of care.

When: Prior to the birth if there is a medical issue determined, and throughout those all important first three years.

Where: In the doctor's or specialist's office, in the family home, a Family Resource Center or anywhere the parent feels secure and supported.

Why: Because this is Darby's Legacy.
Because we must do better.....

“I wouldn’t change **you** for
the **world**, but I would
change the **world** for you.”

Hopes and Dreams for Darby's Legacy



What Comes
Next?
*(or at least
what we
would LOVE
to come
next)*

- Darby's Legacy is a living document on a state website
 - Annual review to ensure accurate content
- Statewide awareness campaign to unveil Darby's Legacy
- Identification of stakeholders [Agenda item for future ICC meeting]
- Outreach and Communication Committee of the ICC adopt a goal to develop a distribution plan
- Develop presentations that can be shared with various stakeholder audiences
- Community Based Organizations and potential legislative efforts

THANK YOU

Huge THANK YOU to everyone that put so much time, energy, dedication, and expertise into making this incredible resource for families!

Cindy Rubin

Linda Landry

Kathleen Angkustsiri

Jennifer Bloom

Edith Gallardo

Gayatri Mahajan

Lisa Schoyer

Tara Sisemore-Hester

Emily Stieren

Marian Williams

Sharon DeRego

Mai Moua

Ross Adams

Angela McGuire

Marie Kanne Poulson

Teresa Anderson

Joeseph Billingsly

Felicia Ford

Brenda Macias

Debbie Sarmento

Suzanne Sherinian

Elizabeth Spencer

Diane Williams

January Crane

Jessica Dailey-Keithline

Emily Woolford

Beth Cole

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Recap and Closing Remarks

CONTACT INFO

DDS Early Start Mailbox:
earlystart@dds.ca.gov

DDS Early Start Webpage:
[Early Start - CA Department of
Developmental Services](#)

ICC Webpage
[State ICC on Early Intervention
Overview](#)

