

## 2018 GCEH Proposed Meeting Schedule

- **MC2 – Meets 10:30a-12n**
- **GCECH – Meets 12:30p-2:30p**

Jan. 1 – Holiday - No meeting

Feb. 5 – VA data and services – Katie Burnham Wilkins?

Mar. 5 – MO CAN – Jessica Hoey - [jhoey@communityaction.org](mailto:jhoey@communityaction.org) ?

Apr. 2

May 7

June 4

July 2

Aug. 6

Sept. 3 – Holiday – No meeting

Oct. 1

Nov. 5

Dec. 3

Other – Discussion on Action steps planning



## **Bylaws**

### **Article I - Name**

The name of this organization shall be the Governor's Committee to End Homelessness (GCEH).

### **Article II - Vision and Mission**

Homelessness is unacceptable in Missouri. It is the belief of the Governor's Committee to End Homelessness that housing is a right, not a privilege. Therefore, all individuals and families must have the right to safe, affordable housing in healthy communities with access to a network of supportive services.

The mission of the Governor's Committee to End Homelessness is to prevent and end homelessness by establishing strategies to promote public and private coordination and collaboration, develop new strategies to evaluate and reallocate resources, removing barriers to accessing services, evaluating unmet needs and providing supportive services and affordable housing needs, implementing effective solutions to build economic security and promoting and supporting activities that prevent homelessness.

### **Article III - Responsibilities**

#### **Section 1 General**

The responsibilities of the committee are set forth by Executive Order by Governor Jeremiah W. (Jay) Nixon. Should the Executive Order expire, December 31, 2016, and not be reinstated, the responsibilities will remain as outlined.

#### **Section 2 Tasks of the Committee**

The three main tasks of the GCEH are:

- 1- Raise awareness about homelessness issues in Missouri
- 2- Advocate for housing and services for families and individuals who are homeless through resource collaboration
- 3- Facilitate the Balance of State Continuum of Care process

In addition, the committee will ensure there is a valid Homeless Management Information System (HMIS) and conduct Regional Housing Team Meetings on a quarterly basis.

## **Article IV - Membership**

### **Section 1 Membership**

- 1- The committee will be composed of no less than 20 members appointed by the Governor.
- 2- Members of the committee shall serve under the guidelines of the Executive Order and shall serve without compensation.
- 3- Membership shall include:
  - a. At least one representative from each of the following state agencies:
    - i. Department of Corrections
    - ii. Department of Economic Development
    - iii. Department of Elementary and Secondary Education
    - iv. Department of Health and Senior Services
    - v. Department of Mental Health Housing Office
    - vi. Department of Social Services
    - vii. Missouri Housing Development Commission, Lead Balance of State Continuum of Care Agency
- 4- Additionally, the following agencies shall hold a seat on the committee:
  - a. Balance of State HMIS Lead Agency or subcontractor of lead as approved by Lead Agency
  - b. One representative from each established Continuum of Care in Missouri
  - c. The Salvation Army
  - d. Empower Missouri (formerly MASW)
  - e. Missouri Coalition Against Domestic and Sexual Violence
  - f. Veterans Administration
- 5- The Governor shall appoint other representatives who are familiar with the challenges of homelessness; including representatives of the faith based community, community action agencies, non-profit organizations, and local/and or federal governmental agencies.
- 6- At least 51% of the committee shall consist of non-profit, faith-based and/or community-based agencies.
- 7- If an overlap of agency representation occurs due to changes in officers or lead agency roles, the agency will only hold one seat.

- 8- At least one member will be formerly homeless.

## **Section 2 Terms of Service**

- 1- Should a member resign from their agency or organization, the agency or organization will still hold a seat and a representative from that agency or organization will fill the vacant seat. Unless the person is a direct appointment from the Governor's office of Boards and Commissions.
- 2- Absence and non-attendance to committee meetings may result in termination of service of the member. Refer to Article VII, Section 3 for nonparticipation.

## **Article V - Officers**

### **Section 1 Officers**

Three officers will coordinate the work of the committee: Chair, Vice-Chair and Secretary.

### **Section 2 Nomination and Election**

- 1- The Executive Committee will nominate and recommend to the committee a slate of candidates for Chair, Vice-Chair and Secretary to be voted on every two years at the December meeting.
- 2- Should an officer resign from the committee before completing a term of office, the Executive Committee will appoint a member from the committee to finish the term of office. The committee will vote for approval of the new officer.

### **Section 3 Terms of Service**

Officers shall be elected for a two-year term. Term of office is two years beginning in January of the year following an election and running concurrent with the calendar year. Officers can serve a maximum of two two-year terms. An officer must serve one term out of any office before serving again. If the Vice-Chair must complete the term of a Chair then he or she can be reelected to complete one additional term.

### **Section 4 Duties**

#### **1- Chair**

The Committee Chair will serve as the Chair of the Executive Committee. The Chair is responsible for scheduling and facilitating meetings, preparing meeting agendas and overseeing the review and approval of the annual report. The Chair is responsible for representing the committee for public appearances and media requests. At the end of

their term, the Chair will be responsible for advising the new, incoming Chair and assisting with the transition for new officers.

**2- Vice-Chair**

The Vice-Chair will serve as the Chair of the Awareness Committee. The Vice-Chair will facilitate meetings in the event that the Chair is unable to attend. In the absence of the Secretary, the Vice-Chair will serve as Secretary. In the absence of both the Chair and Secretary, the Vice-Chair will appoint a committee member to serve as Secretary for the meeting. Should the Chair, for any reason not be able to complete a term of office then the Vice-Chair will take over and a new Vice-Chair would then be appointed to complete the term.

**3- Secretary**

The Secretary will serve as Chair of the Targeted Issues Committee. The Secretary shall ensure that all minutes of meetings and records of the committee's business are compiled and preserved. The Secretary is responsible for sending minutes to committee members and sending monthly meeting reminders. All minutes and records of the committee shall be maintained by the Secretary. The Secretary will call roll for attendance and any agenda items up for vote during meetings. The Secretary will be responsible for reporting on missed attendance, and notifying the committee if a member is in violation of Section 3.2 of Article VII.

## **Article VI - Standing and Ad Hoc Sub-Committees**

### **Section 1 Committee Membership**

In addition to members of the committee, non-members may be appointed to serve on standing or ad hoc sub-committees by recommendation from committee chairs or other GCEH members.

### **Section 2 Reports**

All sub-committees shall maintain written agendas and/or minutes which shall be provided to the Chair of the GCEH and made available to the full committee upon request. Each sub-committee chair shall report its activities to the committee as necessary.

### **Section 3 Meetings**

- 1- All sub-committees shall meet at such time and place as designated by the Chair of the sub-committees and as often as necessary to accomplish their tasks.
- 2- The Executive Committee shall meet between the regularly scheduled GCEH meetings and prior to full GCEH meetings.

- 3- Participation by members of committees may be via telephone conference calls.
- 4- All sub-committees are responsible for providing a committee report for the committee's annual report.

#### **Section 4 Standing Sub-Committees**

- 1- The standing sub-committees of the GCEH are the following: Executive Committee, Balance of State Continuum of Care Committee, Awareness Committee and Targeted Issues Committee. The ad-hoc sub-committees of the GCEH are the following: Review Committee and other committees and workgroups as approved by the GCEH.
- 2- The Chair of each standing sub-committee is assigned as stated in Article V, Section 4.
- 3- Executive Committee
  - a. The Executive Committee shall consist of the Chair, Vice-Chair, Secretary, and one representative from the lead agency for Balance of State (BoS) Continuum of Care (CoC), the lead agency or subcontractor for Homeless Management Information System (HMIS) and the Missouri Department of Mental Health Housing Office.
  - b. Responsibilities of the Executive Committee are:
    - i. Recommend new members for appointment
    - ii. New member orientation
    - iii. Nomination of officers in December of expiring terms of service
    - iv. Yearly Review Committee appointments
    - v. Assist Chair with agenda content
    - vi. Attendance monitoring
    - vii. Appointing additional committees as needed
    - viii. Reviewing and approving the Annual Report
    - ix. Review HUD BoS CoC Consolidated Application to HUD from the Lead Agency prior to submission
    - x. Coordinate statewide efforts to end homelessness
- 4- Balance of State Continuum of Care Committee
  - a. The Balance of State Continuum of Care committee will be chaired by the BoS CoC lead agency. The committee shall include one representative from the lead agency for HMIS or subcontractor, each State agency that administers McKinney-Vento as amended by HEARTH funded programs and one representative from each region in the Balance of State Continuum of Care.
  - b. Responsibilities of the Balance of State Committee Chair are:
    - i. Schedule and facilitate Regional Housing Team Meetings

- ii. Coordinate the Point-in-Time count
- iii. Prepare the Point-in-Time count reports
- iv. Prepare and complete HUD BoS CoC Consolidated Application
- v. Keep and update committee procedures and recommend policy updates to GCEH
- c. Responsibilities of the Balance of State Committee members are:
  - i. Serve in advisory capacity to the sub-committee chair
  - ii. Contribute to revisions of the 10 Year Plan as needed

#### 5- Awareness Committee

- a. The Awareness committee shall consist of members and non-members elected by the Awareness Chair.
- b. Responsibilities of the Awareness Committee Chair are:
  - i. Organize workgroups under the Awareness Committee
  - ii. Provide oversight and assistance to workgroups
- c. Responsibilities of the Awareness Committee members are:
  - i. Plan and coordinate homelessness awareness events
  - ii. Plan and coordinate Legislative Awareness Day
  - iii. Plan and coordinate Project Homeless Connect
  - iv. Keep and update committee procedures and recommend policy updates to GCEH

#### 6- Targeted Issues Committee

- a. The Targeted Issues Committee shall consist of members elected by the Targeted Issues Chair.
- b. Responsibilities of the Targeted Issues Committee Chair are:
  - i. Organize workgroups such as Re-entry, Chronically Homeless, Homeless Children, Homeless Veterans, Domestic Violence and others as needed.
  - ii. Keep and update committee procedures and recommend policy updates to GCEH
- c. Responsibilities of the Targeted Issues Committee members are:
  - i. Assist and support workgroups
  - ii. Report workgroup information and progress to GCEH

#### 7- Review Committee

- a. The Review Committee is an ad-hoc committee and shall consist of no less than five members appointed by the Executive Committee.
- b. Responsibilities of the Review Committee Chair are:
  - i. Attend and present information at the BoS CoC Project Application training

- ii. Facilitate the Review Committee meeting
  - iii. Provide updates at the GCEH meetings
  - iv. Provide feedback to applicants after ranking and submission as requested
- c. The responsibilities of the Review Committee are:
  - i. Review Project Applications for new and renewal projects
  - ii. Rank Project Applications as defined by HUD in the NOFA
- d. Applicants, currently funded agencies or entities that may have a financial gain or other conflict of interest may not hold a seat on the Review Committee, or vote on recommendations made by this committee.

## **Article VII - Meetings**

### **Section 1 Meetings**

Regular meetings of the GCEH will convene on the first Monday of every other month, at 11:00 a.m. to 2:00 p.m. The committee will meet in February, April, June, August, October and December. In the event of a holiday, the committee will meet the following Monday.

### **Section 2 Voting**

#### **1- Eligibility**

Appointed agencies, organizations, state agencies and Governor appointments shall be designated voting members and shall hold one vote.

#### **2- General**

Under general ethical principals regarding conflict of interest, members of the committee shall recuse themselves when they have or anticipate having a direct financial gain or conflict of interest in the outcome of a committee decision, independent of their status as providers of services to homeless.

#### **3- Quorum**

51% of the members eligible to vote shall constitute a quorum. If during the meeting the number of members present is reduced to below a quorum, the meeting may continue but no vote may be taken.

#### **4- Voting by proxy**

Any member unable to be present at the time of a vote may send one representative of their agency or organization to vote by proxy. The Secretary must receive written notification prior to the meeting being called to order to approve the vote by proxy.

#### **5- In the event of an item needing committee approval by a vote, any Executive Committee member can call a special meeting and a vote may be held via phone or email.**



### **Section 3 Vacancies/Nonparticipation**

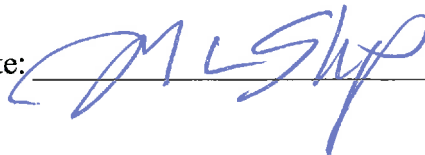
- 1- Individual committee membership ends when:
  - a. A member resigns or dies; or
  - b. A member is deemed inactive by the committee upon the relevant facts having been presented; or
  - c. A majority of the committee terminates the member for just cause, as defined by the majority.
- 2- After two absences of any regularly scheduled full committee meeting not represented by member or proxy, within one calendar year, the member may be notified that his/her position will be declared vacant. In the case of vacant positions, the head of the agency or organization will be notified and requested to name a replacement representative from that agency or organization. The Executive Committee shall determine final action on the status of membership for individual members. For members who are direct appointments, the Governor's Boards and Commissions office will be notified of the absences.
- 3- Attending by telephone fulfills the attendance requirements of these Bylaws.
- 4- An individual's termination of membership does not terminate the appointment as provided in Article IV, Section 2.

### **Article VIII - Amendments to Bylaws**

The Bylaws of the Governor's Committee to End Homelessness may be revised, amended or repealed by a majority vote of the committee. Any member may submit proposed changes in writing to the Committee Chair. The Chair must provide the proposed changes at one committee meeting and take a vote at the next regularly scheduled meeting.

Bylaws accepted by vote on: Monday April 6, 2015

Chairperson signature and date: \_\_\_\_\_





## **Bylaws**

### **Article I - Name**

The name of this committee shall be the Governor's Committee to End Homelessness ("GCEH").

### **Article II - Vision and Mission**

The GCEH will lead Missouri's efforts to prevent and end homelessness.

### **Article III - Responsibilities**

#### **Section 1 General**

The responsibilities of the committee are as set forth by Executive Order 03-17, as reauthorized by Executive Order 16-10. Should the Executive Order expire, December 30, 2020, and not be reinstated, the GCEH members will continue to endeavor to work together to further the mission of the GCEH and its work in ending homelessness in Missouri.

#### **Section 2 Tasks of the Committee**

The main tasks of the GCEH are:

- 1- Develop a state plan to end homelessness that will establish strategies to promote public and private coordination and collaboration
- 2- Evaluate and reallocate resources
- 3- Remove barriers to access of housing and services
- 4- Promote and support activities that prevent homelessness
- 5- Work with all Missouri Continuum of Care to integrate and coordinate their local plans with the state plan to end homelessness

### **Article IV - Membership**

#### **Section 1 Membership**

Membership shall follow the guidelines set forth in Executive Order 03-17.

## **Section 2 Terms of Service**

- 1- Should a member resign from his or her respective organization, the organization will still hold a seat and a representative from that organization (as determined by that organization) will fill the vacant seat unless the member is a direct appointment from the Governor's office of Boards and Commissions.
- 2- Repeated absences from GCEH meetings may result in termination of service of the member, per Article VII, Section 3,

## **Article V - Officers**

### **Section 1 Officers**

Three officers (Chair, Vice-Chair, and Secretary) together will coordinate the work of the committee.

### **Section 2 Nomination and Election**

- 1- The Executive Committee will accept nominations from a nominating committee comprised of members from the full GCEH for candidates for Chair, Vice-Chair and Secretary. Election of officers will take place every two years at a regularly scheduled meeting of the GCEH.
- 2- Should an officer resign from the GCEH before completing a term of office as defined in Article V, Section 3, the Executive Committee will recommend a member from the GCEH to finish the term of office. The full GCEH will vote to approve the new officer.

### **Section 3 Terms of Service**

Officers shall be elected for a two-year term. Term of office is two years beginning in January of the year following an election and running concurrent with the calendar year. Officers can serve two, two-year terms, in any combination, for a maximum of four years as an officer. An officer must serve one term out of any office before serving again.

### **Section 4 Duties**

- 1- Chair  
The Committee Chair will serve as the Chair of the Executive Committee and the full GCEH. The Chair is responsible for scheduling and facilitating meetings, preparing meeting agendas and overseeing the review and approval of the annual report to the Governor. The Chair is responsible for representing the GCEH for public appearances and media requests.
- 2- Vice-Chair

The Vice-Chair will facilitate meetings in the event that the Chair is unable to attend. In the absence of the Secretary, the Vice-Chair will serve as Secretary. In the absence of both the Chair and Secretary, the Vice-Chair will appoint a committee member to serve as Secretary for the meeting. Should the Chair, for any reason not be able to complete a term of office then the Vice-Chair will complete the term as Chair and a new Vice-Chair will be recommended and approved to complete the term.

### 3- Secretary

The Secretary shall ensure that all minutes of meetings and records of the GCEH's business are compiled and preserved. The Secretary is responsible for sending minutes, monthly meeting reminders and other notifications to GCEH members. All minutes and records of the GCEH shall be maintained by the Secretary. The Secretary will be responsible for reporting on missed attendance, and notifying the GCEH if a member is in violation of Section 3.2 of Article VII.

## Article VI - Ad Hoc and Standing Sub-Committees

### Section 1 Committee Membership

In addition to members of the GCEH, non-members may be appointed to serve on ad hoc sub-committees by recommendation from subcommittee chairs or other GCEH members.

### Section 2 Reports

All **standing and** ad hoc sub-committees shall maintain written agendas and/or minutes which shall be provided to the Chair and Secretary of the GCEH and made available to the full GCEH upon request. Each sub-committee chair shall report its activities to the GCEH as necessary.

### Section 3 Meetings

- 1- **Sub-committees** and ad hoc sub-committees shall meet at such time and place as designated by the chair of the ad hoc sub-committees and as often as necessary to accomplish their tasks.
- 2- The Executive Committee **may** meet between the regularly scheduled GCEH meetings.
- 3- Participation by members of sub-committees may be via telephone conference calls or other technological means.
- 4- All ad hoc sub-committees are responsible for providing an ad hoc sub-committee report for the GCEH's annual report.

#### **Section 4 Ad hoc and Standing Sub-Committees**

- 1- The Executive Committee **and MC2** are the only standing sub-committees of the GCEH. Ad hoc sub-committees of the GCEH will be created on an as needed basis, recommended and approved by the full GCEH.
- 2- The Chair of the standing or ad hoc sub-committee is assigned as stated in Article VI, Section 1.
- 3- Executive Committee
  - a. The Executive Committee shall consist of the Chair, Vice-Chair, and Secretary.
  - b. Responsibilities of the Executive Committee are:
    - i. New member orientation
    - ii. Nomination of officers in December of expiring terms of service
    - iii. Facilitate meeting logistics
    - iv. Assist Chair with agenda content
    - v. Attendance monitoring
    - vi. Maintain a current membership list
    - vii. Create additional committees as needed
    - viii. Maintain GCEH website
    - ix. Review and approve the Annual Report
    - x. Coordinate statewide efforts to end homelessness

#### **4. Missouri Continua Collaboration (MC2) Sub-Committee**

- a. The MC2 Subcommittee shall consist of one appointed representative of each Continuum of Care in the State of Missouri.
- b. Responsibilities of the MC2 Subcommittee, shall include:
  - i. Provide local leadership in ending homelessness across the state through the local Continuums of Care.
  - ii. Provide feedback to the GCEH on local progress in ending homelessness
  - iii. Identify barriers to ending homelessness that may require statewide coordination
  - iv. Share information on progress, strategies, tools and best practices across Continuums of Care

#### **Article VII - Meetings**

## **Section 1 Meetings**

Regular meetings of the GCEH will generally convene on the first Monday of the month, at least quarterly, from 12:30-2:30pm In the event of a holiday, the committee **may** meet the following Monday.

## **Section 2 Voting**

All items to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.

### **General**

Under general ethical principles regarding conflict of interest, members of the GCEH shall recuse themselves when they have or anticipate having a direct financial gain or conflict of interest in the outcome of a committee decision, independent of their status as providers of homeless services.

### **Quorum**

The members present at any properly announced meeting shall constitute a quorum.

#### **1- Voting by proxy**

Any member unable to be present at the time of a vote may send one representative of their organization to vote by proxy.

#### **2- In the event of an item needing committee approval by a vote, any GCEH member can call a special meeting and a vote may be held in person or via phone or other technological means.**

## **Section 3 Vacancies/Nonparticipation**

#### **1- Individual GCEH membership ends when:**

- a. A member resigns or dies; or
- b. A member is deemed inactive by the GCEH, as set forth herein; or
- c. A majority of the committee terminates the member for just cause, following a vote of the full GCEH to terminate the membership for cause.
- d. A member's term expires.

#### **2- Should any member (or such member's duly authorized proxy) miss three consecutive regularly scheduled GCEH meetings within one calendar year, the member may be notified that the member has been deemed inactive and the membership terminated due to such inactivity. Following such notification to the member of an organization, the head**

of the organization will be notified and requested to name a replacement representative from that organization. For members who are direct appointments by the Governor, the Governor's Boards and Commissions office will be notified of the absences by the Chair.

### **Article VIII - Amendments to Bylaws**

These Bylaws may be revised, amended or repealed by a majority vote of the GCEH. Any GCEH member may submit proposed changes in writing to the Chair. The Chair must provide the proposed changes at a GCEH meeting and then take a vote at the next regularly scheduled meeting following the presentation of the proposed changes.

### **CERTIFICATION**

Bylaws accepted by majority vote on: \_\_\_\_\_

Chairperson signature and date: \_\_\_\_\_



# ADMINISTRATION FOR CHILDREN & FAMILIES

## EARLY CHILDHOOD SELF- ASSESSMENT TOOL FOR FAMILY SHELTERS

Updated April 2015

Office of the Deputy Assistant Secretary for Early Childhood Development, Administration for  
Children and Families, U.S. Department of Health & Human Services

*A guide to  
support the safe  
and healthy  
development of  
young children in  
shelter settings*





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## Introduction

Family shelters provide essential services to infants, toddlers, and preschoolers during a difficult time in their lives. As you work to connect families to permanent housing, you can ensure that your shelter environment assists the physical, socio-emotional, and intellectual development of children ages 0-5 to support these children through their experience of homelessness. Creating this safe, developmentally appropriate environment will assure that the infants, toddlers, and preschoolers in your shelter have the best possible start to a bright future, as they exit homelessness into permanent housing.

The *Early Childhood Self-Assessment Tool for Family Shelters* is specifically designed to help shelter staff members create shelter environments that are safe and developmentally appropriate for infants, toddlers, and preschoolers. In this tool, you will find recommendations and information on how your shelter environment, programming, policies, and staff can support early childhood safety and development. Similar tools have been developed and implemented with much success in child care, early learning, and early childhood development settings.

This tool is just one of several resources that the Administration on Children and Families (ACF) created to support the healthy and safe development of children experiencing homelessness.

- [Birth to Five: Watch me Thrive!](#), a coordinated federal effort to encourage healthy child development, universal developmental and behavioral screening for children, and support for the families and providers who care for them
- [Developmental Screening Guide for shelter and housing providers](#)
- [Early Childhood and Family Homelessness Resource List](#)

### Additional Concerns: Child Abuse & Domestic Violence

We recognize that in the course of working with young children, providers may discover situations of concern within the family. If you suspect a child is being abused or neglected, contact your local Child Protective Service (CPS) or law enforcement agency so professionals can assess the situation. Many states have a toll-free number to call to report suspected child abuse or neglect. To find out where to call, consult the [Child Welfare Information Gateway](#).

If you find that a child is currently part of a family that is experiencing domestic violence, find a safe time and place to speak to the parent. Let her or him know that there is help available by calling **1-800-799-7233**. The National Domestic Violence Hotline provides crisis intervention and can help the parent plan for safety and next steps.

For additional resources, check out Childhelp®, a national organization that provides crisis assistance and other counseling and referral services. Call **1-800-4-A-CHILD** (1-800-422-4453). The Childhelp National Child Abuse Hotline is staffed 24 hours a day, 7 days a week, with professional crisis counselors who have access to a database of 55,000 emergency, social service, and support resources. All calls are anonymous.

## Why this tool is important

Approximately 672,000 children under the age of six will be homeless at some point during the year,<sup>1</sup> many of whom will spend substantial time in shelters. These children face a host of barriers that are linked to poor physical, socio-emotional, and intellectual development outcomes.<sup>2</sup> Supporting the healthy development of young children experiencing homelessness can reduce the prevalence of developmental and behavioral disorders that are associated with high costs and long-term consequences for the housing crisis, health, mental health, education, child welfare, and justice systems.<sup>3</sup> Shelters can be a positive force in the lives of children and mitigate the negative impact that homelessness can have on their development by creating an environment that is safe and developmentally appropriate.

## Organization of this tool

This tool contains a section of recommendations for making shelter facilities safe and developmentally appropriate for infants, toddlers, and preschoolers in five areas: Health & Safety, Wellness & Development, Workforce Standards & Training, Programming, and Food & Nutrition. Links to resources referenced in the tool are listed at the end of each section, and starting on page 20. Also accompanying these recommendations is an action plan form that can be found on page 18.

We understand that your shelter program is likely operating at capacity, with little extra time or financial resources. Therefore, this tool categorizes recommendations by the estimated amount of resources they will require.

- Recommendations that likely require few resources, i.e. those that can be done for little to no money or staff time, are marked with an asterisk and highlighted in white.
- Recommendations that likely require some resources, i.e. those that may need a small amount of money or staff time, are marked with two asterisks and highlighted in light blue.
- Recommendations that likely require substantial resources, i.e. those that may require shelters to apply for grant funding, are marked with three asterisks and highlighted in dark blue.

Low Resource Requirements*	Some Resource Requirements**	Substantial Resource Requirements***
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<sup>1</sup> Bassuk, Ellen L., Cristina Murphy, Natalie Thompson Coupe, Rachael R. Kenney, and Corey Anne Beach. America's Youngest Outcasts: 2010. National Center on Family Homelessness, Needham, MA. 2011.

<sup>2</sup> Bassuk, Ellen L., Cristina Murphy, Natalie Thompson Coupe, Rachael R. Kenney, and Corey Anne Beach. America's Youngest Outcasts: 2010. National Center on Family Homelessness, Needham, MA. 2011; Tumaini R. Coker, Marc N. Elliott, David E. Kanouse, Jo Anne Grunbaum, M. Janice Gilliland, Susan R. Tortolero, Paula Cuccaro, and Mark A. Schuster. "Prevalence, Characteristics, and Associated Health and Health Care of Family Homelessness among Fifth-Grade Students." *American Journal of Public Health* 99:8, 1446-1452. August 2009; Bassuk, E. L., Volk, K. T., & Olivet, J. "A framework for developing supports and services for families experiencing homelessness." *The Open Health Services and Policy Journal*, 3, 34-40. 2010.

<sup>3</sup> Johnson, K. and J. Rosenthal. (2009). Improving Care Coordination, Case Management, and Linkages to Service for Young Children: Opportunities for States. (Portland, ME: The National Academy for State Health Policy, April 2009). <http://www.nashp.org/making-the-case#sthash.e4r0aYIK.dpuf>; Reynolds, A. and J. Temple. (2008). "Cost-effective early childhood development programs from preschool to third grade." *Annual Review of Clinical Psychology*, 4, 109–139.

## How to use this tool

We recommend that shelter staff use this tool first to do an initial assessment of their facility, noting whether each recommendation has been accomplished, is improving, or needs action. Based on the results of the initial assessment, operators and/or staff then can use the included resources to identify strategies to best provide a safe and developmentally appropriate setting for infants, toddlers, and preschoolers. These strategies can then be translated into an action plan.

We suggest that staff members use this tool to re-evaluate the shelter's progress at least once during the implementation process and once after the process's completion. Also, because of the complex and changing nature of each family's experience with homelessness, it may be helpful to consistently engage residents, especially parents with young children, throughout the process of improving the facility's policies and practices related to infants, toddlers, and preschoolers.

This tool is not intended to serve as comprehensive guide to programming in shelters or as a guide for ensuring the full education needs of young children. It is simply a mechanism to guide shelter staff as they begin the process to improve the safety and developmental appropriateness of their facility for young children.

## Self-Assessment Tool

### Section A: Health & Safety

What have we done so far?	Accomplished	Improving	Needs Action	Notes	Next Steps
A1: We meet all <a href="#">Emergency Solutions Grant</a> health and safety standards*					
A2: We discuss emergency response plans (for natural disasters, lost children, active shooters, etc.) with residents and post them publicly*					
A3: We have <a href="#">sanitary diaper changing stations</a> *					
A4: <a href="#">We practice and encourage frequent hand washing</a> *					
A5: <a href="#">We prevent harmful exposure to blood and other dangerous bodily fluids</a> *					
A6: We take precautions to limit the spread of contagious diseases among infants, toddlers, and preschoolers*					
A7: <a href="#">We encourage parents of infants, toddlers, and preschoolers to immunize their children and keep track of these immunizations</a> *					
A8: We maintain an appropriate temperature in the shelter and allow residents with young children to stay inside when needed and/or desired*					

What have we done so far?	Accomplished	Improving	Needs Action	Notes	Next Steps
A9: We have rules regarding visitation by non-residents to ensure the safety of residents*					
A10: We mandate that all residents, staff, volunteers, and other shelter guests sign in and out of the facility*					
A11: Infants, toddlers, and preschoolers are under supervision by parents and/or staff/volunteers at all times, following staff/child ratio requirements*					
A12: We encourage and incorporate parent feedback regarding our facility's policies towards the safety and development of infants, toddlers, and preschoolers*					
A13: We follow <a href="#">safe sleep practices as outlined by the NIH</a> to reduce the risk of Sudden Infant Death Syndrome (SIDS) and provide parents with this information**					
A14: We have safety proofed all rooms and common spaces for infants, toddlers, and preschoolers**					
A15: We have age appropriate first aid materials on hand (including EpiPens, Children's Benadryl and Tylenol, band aids, etc.)**					

What have we done so far?	Accomplished	Improving	Needs Action	Notes	Next Steps
A16: We provide age appropriate hygiene materials (i.e. baby soap, baby shampoo, sunscreen)**					
A17: We connect infants, toddlers, and preschoolers to primary care providers by posting information, providing transportation, etc.**					
A18: We have separate, private rooms for each family with infants, toddlers, and preschoolers**					
A19: We have child abuse safeguards throughout our facility (low walls, vision panels, and reflective security mirrors) and have written process and training for reporting child abuse***					

### Resources Referenced in this Section

[Shelter and housing standards](#) – Code of Federal Regulations 24

C.F.R. §576.403

<http://go.usa.gov/G66R>

[Diaper Changing Stations](#)

<http://cfoc.nrckids.org/StandardView/3.2.1.4>

[Hand Washing](#)

[www.cdc.gov/features/handwashing/](http://www.cdc.gov/features/handwashing/)

[Prevent Exposure to Blood and other Bodily Fluids](#)

<http://go.usa.gov/GHsG>

[Immunization Schedules for Infants and Children](#)

[www.cdc.gov/vaccines](http://www.cdc.gov/vaccines)

[Safe Sleep Practices](#)

<http://go.usa.gov/G6F9>

**Section B: Wellness & Development**

What have we done so far?	Accomplished	Improving	Needs Action	Notes	Next Steps
B1: <a href="#">We screen all infants, toddlers, and preschoolers for developmental delays</a> , refer them to Part C and B of IDEA child find programs in each State if needed, and follow any existing <a href="#">special care plans</a> *					
B2: We offer referrals to <a href="#">Part C</a> and <a href="#">Part B</a> of IDEA for evaluations to determine the need for IDEA services such as speech, physical therapy and special education. We offer referrals for infants, toddlers, and preschoolers (i.e. mental health, home visiting)*					
B3: We follow a schedule that allows infants, toddlers, and preschoolers to attend child care, Head Start, IDEA <a href="#">Part C</a> early intervention or <a href="#">Part B</a> preschool or other early care and learning programs*					
B4: We publically post enrollment materials for, refer families to, and encourage participation in Head Start, Early Head Start, IDEA <a href="#">Part C</a> early intervention or <a href="#">Part B</a> preschool, child care subsidy programs, preschool, and other early care and learning programs*					



What have we done so far?	Accomplished	Improving	Needs Action	Notes	Next Steps
B5: We have and maintain <a href="#">age and developmentally appropriate toys and learning materials</a> (books, games, etc. that are cleaned, repaired, etc.)**					
B6: We have space available for women to breastfeed privately**					
B7: We have space available for parents to spend time with infants, toddlers, and preschoolers that is clean, well-maintained, and family friendly**					
B8: We have space available for parents to eat with infants, toddlers, and preschoolers**					
B9: We have indoor and outdoor play space available for infants, toddlers, and preschoolers that is safe, clean, and well-maintained**					

### Resources Referenced in this Section

#### [Development Screening for Housing & Homeless Service Providers](#)

<http://go.usa.gov/GFxx>

#### [Care Plan for Children with Special Health Needs](#)

<http://go.usa.gov/7qCm>

#### [Toys and Activities for Young Children](#)

[www.naeyc.org/ecp/resources/goodtoys](http://www.naeyc.org/ecp/resources/goodtoys)

#### [IDEA State Part C Coordinators and Referral Website](#)

<http://ectacenter.org/contact/ptccoord.asp>

#### [IDEA State Part B Coordinators and Referral Website](#)

<http://ectacenter.org/contact/619coord.asp>

#### [Centers for Disease Control and Prevention – Developmental Milestones](#)

<http://www.cdc.gov/ncbddd/actearly/milestones/>

**Section C: Workforce Standards & Training**

What have we done so far?	Accomplished	Improving	Needs Action	Notes	Next Steps
C1: We train our staff on the effects of homelessness on the development of young children and on how they can support the healthy development of infants, toddlers, and preschoolers*					
C2: We train our staff to recognize and respond to adverse drug and allergic reactions*					
C3: We have procedures in place for collaborating with local early care and education programs (Head Start, child care, IDEA <a href="#">Part C</a> early intervention and <a href="#">Part B</a> preschool, etc.)*					
C4: We collaborate with the local McKinney-Vento Homeless Education Liaison and post <a href="#">contact information</a> in the shelter*					
C6: We train our staff on recognizing domestic violence and the process for referring families to <a href="#">community-based services and hotlines</a> **					
C7: We train our staff in <a href="#">trauma-informed care</a> **					

What have we done so far?	Accomplished	Improving	Needs Action	Notes	Next Steps
C8: We have at least one staff who is trained in CPR/First Aid for adults, infants, toddlers, and preschoolers present at all times**					
C9: We run background checks on all of our staff to ensure they pass all child abuse clearances**					
C10: We have staff and/or consultants who can address the developmental, educational, and nutritional needs of infants, toddlers, preschoolers and knows process for making referrals to IDEA <a href="#">Part C</a> and <a href="#">Part B</a> programs for infants, toddlers and young children with disabilities for early care and learning programs***					

### Resources Referenced in this Section

#### [State Coordinators for Homeless Education](#)

[center.serve.org/nche/states/state\\_resources.php](http://center.serve.org/nche/states/state_resources.php)

#### [Domestic Violence Resource Network](#)

<http://go.usa.gov/GFTT>

#### [Trauma-Informed Care](#)

[www.familyhomelessness.org/media/90.pdf](http://www.familyhomelessness.org/media/90.pdf)

#### [IDEA State Part C Coordinators and Referral Website](#)

<http://ectacenter.org/contact/ptccoord.asp>

#### [IDEA State Part B Coordinators and Referral Website](#)

<http://ectacenter.org/contact/619coord.asp>

**Section D: Programming**

<b>What have we done so far?</b>	<b>Accomplished</b>	<b>Improving</b>	<b>Needs Action</b>	<b>Notes</b>	<b>Next Steps</b>
D1: We encourage and support family connections to <a href="#">Head Start</a> , <a href="#">Child Care</a> , <a href="#">TANF</a> , <a href="#">LIHEAP</a> , <a href="#">public education</a> , <a href="#">IDEA Program</a> , <a href="#">SNAP</a> , <a href="#">WIC</a> , <a href="#">Summer Food Service Program</a> , <a href="#">CHIP &amp; Medicaid</a> , etc.*					
D2: We connect families with <a href="#">home visiting services</a> and provide space for home visits to occur in our shelter*					
D3: We have a clear process to receive feedback and/or file grievances relating to the shelter's policies and practices concerning infants, toddlers, and preschoolers*					
D4: All rules, policies, programming, and feedback processes regarding infants, toddlers, and preschoolers are posted publicly in the shelter*					
D5: We have on-site early childhood enrichment programming for infants, toddlers, and preschoolers***					
D6: We offer (not require) classes on topics such as parenting, nutrition, financial literacy, etc. to support the parents of infants, toddlers, and preschoolers***					

## **Resources Referenced in this Section**

### [Head Start Locator](#)

[acf.hhs.gov/ohs](http://acf.hhs.gov/ohs)

### [Child Care State and Territory Contacts](#)

[go.usa.gov/GFPP](http://go.usa.gov/GFPP)

### [Temporary Assistance for Needy Families](#)

[acf.hhs.gov/ofa/help](http://acf.hhs.gov/ofa/help)

### [Low Income Home Energy Assistance Program](#)

[go.usa.gov/GFmA](http://go.usa.gov/GFmA)

### [Education for Homeless Children and Youth Program](#)

[ed.gov/programs/homeless](http://ed.gov/programs/homeless)

### [Supplemental Nutrition Assistance Program \(SNAP\)](#)

[www.fns.usda.gov/snap](http://www.fns.usda.gov/snap)

### [Special Supplemental Nutrition Program for Women, Infants, and Children](#)

[www.fns.usda.gov/wic](http://www.fns.usda.gov/wic)

### [Summer Food Service Program](#)

[www.fns.usda.gov/sfsp](http://www.fns.usda.gov/sfsp)

### [CHIP & Medicaid](#)

[go.usa.gov/GFVh](http://go.usa.gov/GFVh)

### [Home Visiting](#)

[mchb.hrsa.gov/programs/homevisiting](http://mchb.hrsa.gov/programs/homevisiting)

### [The Individuals with Disabilities Education Act \(IDEA\)](#)

<http://idea.ed.gov/>

**Section E: Food & Nutrition**

What have we done so far?	Accomplished	Improving	Needs Action	Notes	Next Steps
E1: We comply with local, state, and federal food safety standards*					
E2: We do not serve foods that are <a href="#">choking hazards</a> to infants, toddlers, or preschoolers*					
E3: Our residents always have access to safe drinking water*					
E4: <a href="#">We follow CDC guidelines for storing human milk</a> *					
E5: We warm bottles with warm tap water, NEVER the microwave and publically post this practice*					
E6: We identify and maintain records of food allergies and other special dietary needs of infants, toddlers, and preschoolers*					
E7: We take advantage of the <a href="#">Child and Adult Care Food Program</a> **					
E8: <a href="#">We provide snacks and meals with attention to children's allergies and dietary restrictions</a> **					
E9: We always have a supply of formula, baby food, and age-appropriate nutritious snacks available to parents of infants, toddlers, and preschoolers**					

## **Resources Referenced in this Section**

### [Choking Hazards](#)

[go.usa.gov/GFG4](http://go.usa.gov/GFG4)

### [Storing Human Milk](#)

[go.usa.gov/GF7W](http://go.usa.gov/GF7W)

### [Child and Adult Care Food Program](#)

[www.fns.usda.gov/cacfp](http://www.fns.usda.gov/cacfp)

### [Age Appropriate Nutrition](#)

[www.acf.hhs.gov/ecd/age-appropriate-nutrition](http://www.acf.hhs.gov/ecd/age-appropriate-nutrition)

**Action Plan for Creating a Safe, Developmentally Appropriate Environment for Young Children****GOAL:** \_\_\_\_\_

<b>ACTION STEPS</b>	<b>TIMELINE</b>	<b>PERSON(S) INVOLVED</b>	<b>RESOURCES NEEDED</b>

**SIGNATURE OF SHELTER OPERATOR/STAFF:**



## Thank you for making a difference

Research indicates that the first five years of a child's life are critical to brain development, academic achievement, and outcomes later in life. The work you are doing to provide the infants, toddlers, and preschoolers who reside at your shelter with a safe and developmentally appropriate experience is vital to the trajectory of their lives.

In addition to implementing the above recommendations, you can continue to play an important, positive role in the lives of countless young children by passing this tool along to other shelters and publicizing the need for early childhood-specific practices in homeless services throughout your community. If you aren't already, it would be helpful to get involved in your community's [Continuum of Care](#), which coordinates homeless service delivery and reach out to your [Local Emergency Food & Shelter Program Board](#), which provides funding for temporary shelter and food services. Both are great places to advocate for young children experiencing homelessness.

Thank you for improving the lives of young children and their parents experiencing homelessness in your community. Please keep up the good work and contact ACF's [Office of Early Childhood Development](#) with requests for resources, connections, or any other supports to continue making a difference in the lives of these children and families.

Please visit ACF's website for a full list of [ACF resources on early childhood homelessness](#).



## Acknowledgement

Multiple departments and agencies collaboratively developed this resource to support the outreach efforts of the Early Childhood Sub-group of the Interagency Workgroup on Ending Family Homelessness. We would like to acknowledge those contributing to or reviewing this resource including:

- ACF Office of the Acting Assistant Secretary
- ACF Office of the Deputy Assistant Secretary for Early Childhood Development
- ACF Office of Head Start
- ACF Office of Child Care
- ACF Family & Youth Services Bureau, Family Violence Prevention & Services Program
- U.S. Department of Education (OESE and OSEP)
- U.S. Department of Housing and Urban Development
- United States Interagency Council on Homelessness
- National Alliance to End Homelessness
- National Center for Homeless Education
- National Association for the Education of Homeless Children and Youth
- Ounce of Prevention Fund
- Bill Emerson Hunger Fellowship Program

We would also like to acknowledge the special contributions of Grace Whitney, PhD, MPA, Director of the CT Head Start State Collaboration Office. She provided background and research on the CT Head Start – Family Shelter Collaboration Project that was the basis for this resource.

## List of resources referenced in this document

### Self-Assessment Tool Section A: Health & Safety

[Shelter and housing standards](#) – Code of Federal Regulations

24 C.F.R. §576.403

<http://go.usa.gov/G66R>

[Hand Washing](#)

[www.cdc.gov/features/handwashing/](http://www.cdc.gov/features/handwashing/)

[Prevent Exposure to Blood and other Bodily Fluids](#)

<http://go.usa.gov/GHsG>

[Immunization Schedules for Infants and Children](#)

[www.cdc.gov/vaccines](http://www.cdc.gov/vaccines)

[Safe Sleep Practices](#)

<http://go.usa.gov/G6F9>

### Self-Assessment Tool Section B: Wellness & Development

[Development Screening for Housing & Homeless Service Providers](#)

<http://go.usa.gov/GFxx>

[Care Plan for Children with Special Health Needs](#)

<http://go.usa.gov/7qCm>

[Toys and Activities for Young Children](#)

[www.naeyc.org/ecp/resources/goodtoys](http://www.naeyc.org/ecp/resources/goodtoys)

### Self-Assessment Tool Section C: Workforce Standards & Training

[State Coordinators for Homeless Education](#)

[center.serve.org/nche/states/state\\_resources.php](http://center.serve.org/nche/states/state_resources.php)

[Domestic Violence Resource Network](#)

<http://go.usa.gov/GFTT>

[Trauma-Informed Care](#)

[www.familyhomelessness.org/media/90.pdf](http://www.familyhomelessness.org/media/90.pdf)

### Self-Assessment Tool Section D: Programming

[Head Start Locator](#)

[acf.hhs.gov/ohs](http://acf.hhs.gov/ohs)

[Child Care State and Territory Contacts](#)

<http://go.usa.gov/GFPP>

[Temporary Assistance for Needy Families](#)

[acf.hhs.gov/ofa/help](http://acf.hhs.gov/ofa/help)

[Low Income Home Energy Assistance Program](#)

<http://go.usa.gov/GFmA>

[Education for Homeless Children and Youth Program](#)

[ed.gov/programs/homeless](http://ed.gov/programs/homeless)

[Supplemental Nutrition Assistance Program \(SNAP\)](#)

[www.fns.usda.gov/snap](http://www.fns.usda.gov/snap)

[Special Supplemental Nutrition Program for Women, Infants, and Children](#)

[www.fns.usda.gov/wic](http://www.fns.usda.gov/wic)

[Summer Food Service Program](#)

[www.fns.usda.gov/sfsp](http://www.fns.usda.gov/sfsp)

[CHIP & Medicaid](#)

<http://go.usa.gov/GFVh>

[Home Visiting](#)

[mchb.hrsa.gov/programs/homevisiting](http://mchb.hrsa.gov/programs/homevisiting)

## **Self-Assessment Tool Section E: Food & Nutrition**

### [Choking Hazards](#)

[go.usa.gov/GFG4](http://go.usa.gov/GFG4)

### [Storing Human Milk](#)

[go.usa.gov/GF7W](http://go.usa.gov/GF7W)

### [Child and Adult Care Food Program](#)

[www.fns.usda.gov/cacfp](http://www.fns.usda.gov/cacfp)

### [Age Appropriate Nutrition](#)

[www.acf.hhs.gov/ecd/age-appropriate-nutrition](http://www.acf.hhs.gov/ecd/age-appropriate-nutrition)

## **Additional Resources**

### [Birth to 5: Watch Me Thrive](#)

[hhs.gov/watchmethrive](http://hhs.gov/watchmethrive)

### [Early Childhood and Family Homelessness Resource List](#)

<http://go.usa.gov/GFdC>

### [State Child Abuse Reporting Numbers](#)

<http://go.usa.gov/GFAJ>

### [Continuum of Care Locator](#)

[www.hudexchange.info/grantees](http://www.hudexchange.info/grantees)

### [Local Emergency Food & Shelter Program Board](#)

[www.efsp.unitedway.org](http://www.efsp.unitedway.org)

### [ACF Office of Early Childhood Development](#)

[acf.hhs.gov/ecd](http://acf.hhs.gov/ecd)

### [The Early Childhood Technical Assistance Center \(ECTA\)](#)

<http://ectacenter.org>

### [U.S. Department of Education – Office of Special Education Programs](#)

<http://www2.ed.gov/about/offices/list/osers>

### [IDEA State Part C Coordinators and Referral Website](#)

<http://ectacenter.org/contact/ptccoord.asp>

### [IDEA State Part B Coordinators and Referral Website](#)

<http://ectacenter.org/contact/619coord.asp>

### [The Individuals with Disabilities Education Act](#)

<http://idea.ed.gov>



JULY 2017

## A Guide to Support Early Care and Education Community Partnership

MISSOURI HEAD START STATE COLLABORATION OFFICE



## How many times have we heard the phrase, *'It takes a Village'* and nodded our heads in agreement, being confident there is power in unity.

Being united for a cause, we are able to achieve great things; things no one person or organization could have achieved single-handedly. We recognize that children do not grow up in isolation, families cannot do their jobs alone, nor can communities prosper in isolation. The strength in collaboration relies on recognizing this interdependence and fostering links necessary to assure children, families, and communities thrive. To that end, I am reminded how Head Start programs approach their mission in empowering children and families while working hand-in-hand with them ultimately *defines* the *kind* of program they will become.

A long-standing strategy in solidifying partnerships between Head Start and partnering agencies has been formalizing these partnerships through agreements, called Memorandum of Understandings (MOUs). Historically, MOUs have offered information and technical aspects to address perfunctory rules, standards and regulations. Following a review and analysis of a variety of Missouri documents, including an MOU effectiveness study and Missouri Head Start Needs Assessments, the MHSSCO changed our approach to MOU development. Rather than promoting the development of MOUs through primarily a regulatory / responsibility lens, we are now encouraging a *values-based approach*. We believe by changing the way we collectively promote the development of MOUs, the agreements will become fluid and dynamic. They will become mechanisms that promote and embrace ongoing conversation, unity, and collaboration among partnering agencies.

The MHSSCO would like to express our appreciation to Dialogic Dimensions, an independent consulting agency and the members of the MOU workgroup, representing:

- Missouri Department of Elementary and Secondary Education
- Missouri Department of Health and Senior Services
- Missouri Department of Mental Health
- Missouri Department of Social Services
- Missouri Head Start Association
- Missouri programs: Grace Hill Settlement House, Missouri Valley Community Action Agency, Ozarks Area Community Action Corporation, Youth In Need
- Regional Training and Technical Assistance
- Springfield Public Schools
- St. Louis Public Schools

To all of the Early Head Start and Head Start programs in Missouri,  
I hope you will find this Guide to be a meaningful tool that supports your work.

**STACEY WRIGHT, DIRECTOR, MHSSCO**

*THANK YOU to the Region VII Head Start Association for assisting with the design and layout of this Guide.*

<sup>1</sup>A Handbook Strategic Collaboration: Establishing State and Community-Based Partnerships, Sixth Edition (LeFebvre Consulting, LLC with funding from the Missouri Department of Social Services, Children's Division, Early Childhood and Prevention Services Section).

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# Missouri Head Start State Collaboration Office and State and Community Partners

## A Guide to Support Early Care and Education Community Partnership

### SECTION I.

#### INTRODUCTION

The following materials were developed by an interagency early childhood Memorandum of Understanding (MOU) Workgroup. Members representing leadership from Missouri relevant state agencies, statewide organizations, and Region VII technical assistance (U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start), and local early childhood programs met over the period of July 2016 through April 2017. Throughout the scope of this work, members engaged in facilitated professional development regarding values clarification, a review of various types and key elements of MOUs, and essentials of authentic collaboration. *(See appendix for listing of members and representative agencies.)*

#### AUTHENTIC VALUES-BASED COLLABORATION

Authentic collaboration, the most intensive form of partnership, is as time-consuming and challenging as it is rewarding. MOU Workgroup members' respective understanding, knowledge, and experience in collaborative efforts promoted open dialogue regarding various early childhood programs and services and the quality of partnering and implementing programs. Ultimately, their experience and discussion informed the development of a values-based partnership guide, a working, living, responsive product available to early childhood care and education programs wishing to demonstrate and strengthen a commitment to partnership on behalf of Missouri's young children and their families.

#### MISSOURI MEMORANDUM OF UNDERSTANDING WORKGROUP

Through the process, MOU Workgroup members contributed to and agreed upon core partnership values, guiding principles, and elements of a Memorandum of Understanding. They reviewed relevant resources, including the federal Interagency Policy Board, January 2017, Report to the U.S. Secretaries of the Department of Education and Health and Human Services.

Found at <https://www2.ed.gov/about/inits/ed/earlylearning/files/el-ipb-report-to-secretaries.pdf>



As indicated in the aforementioned federal report, six federal study groups were formed in 2010 and met regularly to focus on areas of:

- Early Learning Program Standards
- Early Learning Standards, Curriculum, and Assessment
- Workforce and Professional Development
- Parent, Family, and Community Engagement
- Health and Safety Promotion
- Data System Integration.

The Missouri MOU Workgroup recommends using these six focus areas when discussing goals and activities in the breadth and depth of early childhood partnerships.

(NOTE: See paragraph D—in the following section, “Key Elements and Considerations...”)

The centerpiece, purpose and outcome for the Missouri MOU Workgroup was the development of a “Guide to Support Early Care and Education Community Partnership” focused on key elements of a “Memorandum of Understanding” (MOU). The Guide is intended as a resource for Missouri’s *Early Head Start and Head Start programs* as they enter into relationships with potential or ongoing like-missioned partners and service agencies. MOUs are helpful, and in some cases required, to assist programs and partnering agencies in creating a clearer understanding of collaboration and to support continuity and stability of partnerships for the delivery of quality services for young children and their families. *(To better assist partnering agencies in the use of the Guide, notes and prompts are inserted in parentheses ( ) which may be helpful as partnering agencies develop their written agreements.)*

## CLOSING

When considering a partnership, it is important to determine the rationale and purpose for engaging other entities. Before engaging in outreach to potential partners, you may want to ask yourselves:

- Are all children being served that could benefit from our program?
- Would comprehensive services be made more available if entering into a partnership?
- Does a possible duplication of effort, services, and use of resources currently exist in our community?
- Are there other like-minded organizations and programs in our service area?

There may be other questions to guide the initial steps in exploring partnerships. It will be important to identify the “right person” that represents each partnering agency ensuring they maintain positive human relations, knowledge, and essential communication skills to provide leadership in this process.



## SECTION II.

### KEY ELEMENTS & CONSIDERATIONS IN THE DEVELOPMENT OF A MEMORANDUM OF UNDERSTANDING

Agencies/Organizations/Partners: (\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)  
(Month, Date, Year)

#### A. Introduction:

This Memorandum of Understanding (MOU) sets forth the terms, goals, activities, and other important information pursuant and relevant to an understanding of partnership that supports young children and their families accessing early childhood programs and services. The identified agencies and organizations are represented by signatories found in this MOU.

#### B. Values and Purpose Statement:

We believe this early childhood partnership is active and evolving and is based on a common mission and values:

- Effective Communication
- Integrity and Respect
- Clarity and Transparency
- Commitment
- Collaboration
- Embracing Cultural and Linguistic Diversity
- Mutual Accountability

Furthermore, we believe this MOU is a reflection of common values, including mutual and shared outcomes, and supports the development of an early care and education system. We recognize that other values may be identified as unique to each partnership.

The purpose and efforts of early childhood partnerships are highly effective and productive when parties:

- Use data-informed processes to establish need, identify priorities and types of services;
- Seek to reduce duplication of effort;
- Value existing relationships;
- Commit to goal-oriented outcomes and positive results for young children and their families;
- Contribute efforts and resources for mutual benefit and collective impact;
- Offer the highest quality programs, practices, and comprehensive services permitted with available resources.

We believe well-developed early childhood partnerships uniquely benefit special and vulnerable populations, including those living in poverty and other high need situations.

### C. Guiding Principles:

Adopted from the Missouri Early Childhood Comprehensive System, found at <http://dss.mo.gov/cbec/pdf/strategic-plan.pdf>

The partners in this MOU ascribe to the following guiding principles:

- **Early childhood** is the life period of **most intensive development** where both **positive and negative factors** have the **greatest impact**;
- **Effective programs** for young children **respond** to the **totality** of a **child's development**, not just one aspect;
- **Children with disabilities** or other **special needs** are **best served** in **natural environments and inclusive programs**, rather than separate, clinical, or disability-focused settings;
- **Family involvement and engagement is essential** to meeting the needs of young children; effective early childhood programs invite and support **parents as fully engaged partners** in the delivery of services;
- High Quality programs that are **informed by research** are the **most effective**;
- Practices, programs, and professionals are **culturally responsive, inclusive and accessible** to all children;
- **Investments** in **prevention and early intervention** are the most **cost effective** use of public funds;
- The **coordination of programs** and services across the state, communities, and agencies **results** in administrative **efficiencies, greater impact of services** and more **convenience for families**.

### D. Goals and Activities:

The following goals will be achieved with the implementation of the identified activities:  
(In this section, define and highlight goals and activities, roles and responsibilities, and clear expectations. Briefly identify potential data and timelines. A formal work plan details the aforementioned, i.e., goals, activities, tasks, person responsible for carrying out tasks, and timelines. A work plan should identify resources, including funding and facilities, use of logo, if relevant, and/or if a new one is to be jointly developed. The work plan may simply be referenced here and subsequently included in an appendix.)

*NOTE: See the "Overview" in "Guide to Support Early Care & Education Community Partnerships" for a review of the six federal focus areas recommended as key areas of partnership goals and activities.*

### E. Communication and Reporting:

Effective communication among partners should include but not limited to documentation and timely sending out of agendas, meeting notes, and reports of progress, as relevant and necessary. Effective facilitation of meetings is important to keep the agenda moving forward and focused.

(Describe who will evaluate, follow-up, and serve as the main point of contact or identified liaison in the partnership. This section should include the person or agency that is the keeper of the intellectual property, i.e., all documentation. Include contact information as needed for the point of contact and where documents will be kept.)

#### F. Duration, Revisions, Renewal:

This MOU will be in effect by all parties from (date) to (date). The MOU may be revised at any time as requested and by mutual consent of all parties. The MOU may be renewable at the end of the timeframe stipulated and as mutually agreed upon by all parties.

#### G. Disclaimer:

This Memorandum of Understanding is not intended to create a legal or binding agreement on any party. However, it may serve as a planning step in the formal development of legally binding partnerships. (We urge programs to consult with legal counsel as needed.)

#### H. Conflict Management:

In the event of conflict related to the goals, activities, and terms of this MOU, the parties will seek to resolve the conflict with immediacy. Parties may choose to meet with a neutral third party entity to assist in addressing and resolving disagreements. If conflict cannot be resolved, this MOU may be terminated as initiated by one or more parties.

#### I. Contact Information and Signatories:

(Name(s); and Position Held, Agency or Organization, Address, Contact Information)  
(Signature /Date signed)

We recognize that leadership may change during the effective dates of this MOU. Where the signatories represent authorized representatives of each agency, it is the intent that the commitment to continuity and ongoing partnership, and implementation of goals and activities is sustained.

*NOTE: Once all signatories are in place, copies of the MOU should be provided to each party. It is strongly encouraged that parties work to increase awareness of the MOU within and across each partnering agency. Changes in signatories, authorized representatives, and agency contacts may be updated electronically and distributed to all parties. The keeper of the intellectual property, (See Section E. Communications and Reporting) should safely store the original document unless otherwise agreed upon by all partners.*



## SECTION III.

### MISSOURI MOU WORKGROUP MEMBERS

ENTITY	DIVISION/NAME	REPRESENTATIVE(S)
Missouri Department of Elementary and Secondary Education	Early Learning Special Education McKinney-Vento/Homeless	Jo Anne Ralston Pam Williams, Heike Johns Pam Thomas Donna Cash
Missouri Department of Health and Senior Services	Section for Child Care Regulation Section for Healthy Families & Youth WIC/Nutritional Services	Stephanie Chandler Cindy Reese Susan White
Missouri Department of Mental Health	Project LAUNCH	Julie Allen
Missouri Department of Social Services	Children's Division— Early Childhood Prevention Services Section	Wanda Wilson
State Head Start Association	Missouri Head Start Association	Tina Bernskoetter
Head Start State Collaboration Office	Missouri Head Start State Collaboration Office, CFPR, HDFS, University of Missouri	Carolyn Stemmons Stacey Wright
Regional Training and Technical Assistance	State Specialist	Beth Nichols
Head Start/Early Head Start	Missouri Valley Community Action, Youth In Need, Grace Hill Head Start, Ozarks Area Community Action Corporation	Cindy Gabbert Melissa Chambers Roderick Jones Kimberly Shinn-Brown
Local Education Agency	Springfield Public Schools St. Louis Public Schools	Missy Riley Paula Knight
Consulting Agency	Dialogic Dimensions	Eleanor Shirley

## EARLY CHILDHOOD PARTNERSHIP GUIDE & MEMORANDUM OF UNDERSTANDING WORKGROUP REFERENCES

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*Negotiating a Partnership Agreement: Wisdom from the Field.*

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# Missouri Head Start – State Collaboration Office



GCEH Meeting Presentation  
December 4, 2017

# Overview

## ○ Geographic Information

- Missouri Head Start/Early Head Start

## ○ Data

- State
  - Head Start/Early Head Start

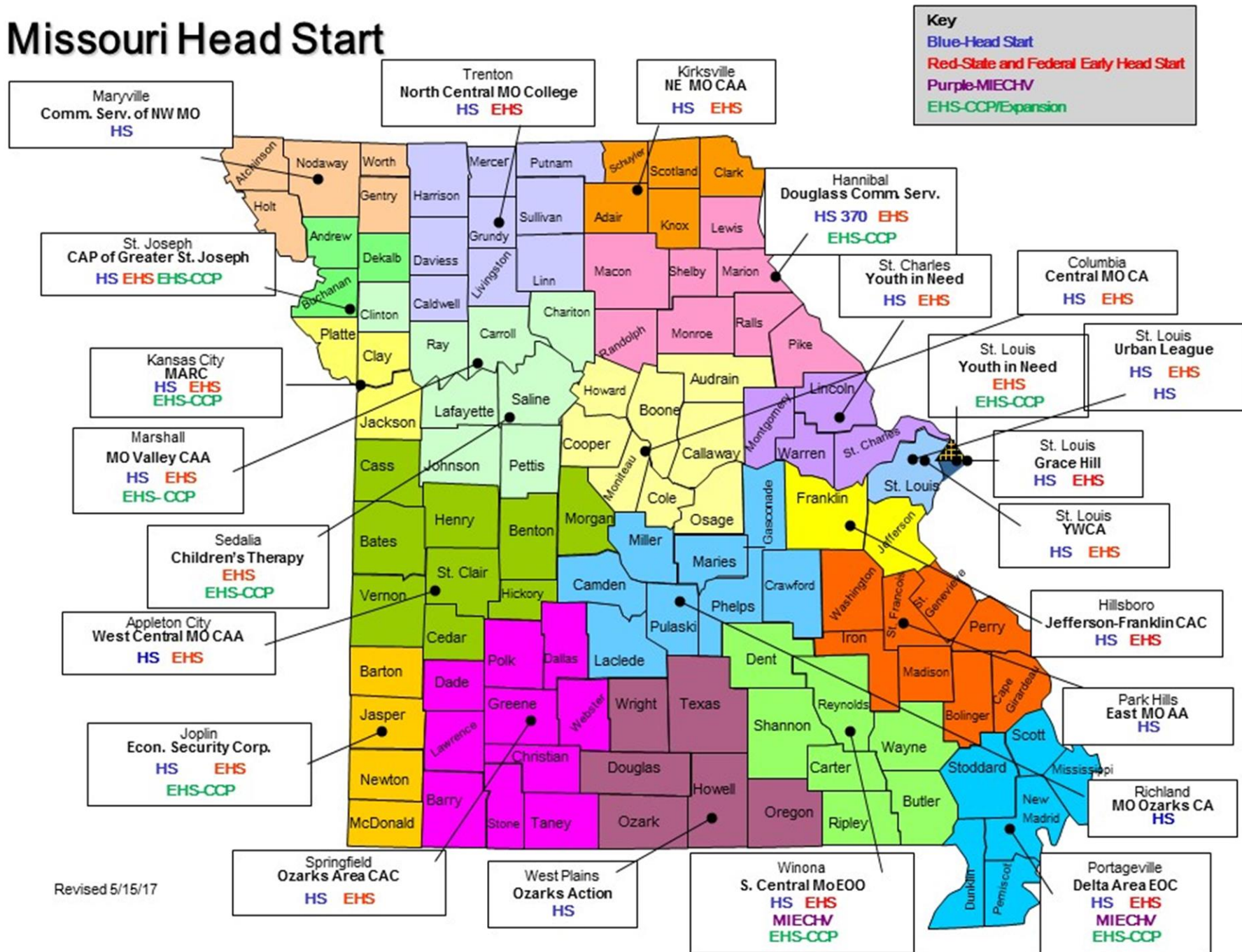
## ○ HS Program Standards

## ○ Resources

## ○ Questions and Comments



## Missouri Head Start

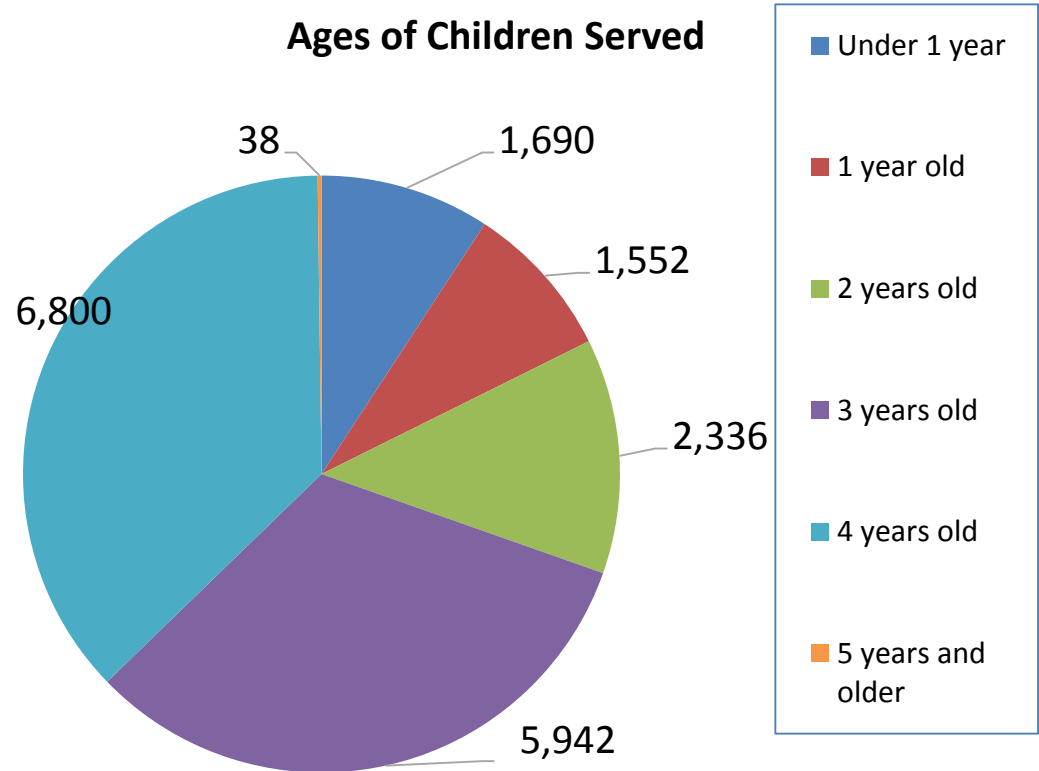


Revised 5/15/17



# Children of Missouri Head Start and Early Head Start Programs

- **Total funded enrollment of 14,641 reported on 2016-17 PIR.**
- **A total cumulative enrollment of 18,790 in Head Start and Early Head Start, inclusive of 432 pregnant women.**
- **Of the children served in a center-based program, the number who received Head Start or Early Head Start services at a child care center partner was 1,322.**



# Families Served by Missouri Head Start and Early Head Start Programs

- **16,711 families were served by Head Start or Early Head Start agencies.**
- **The total number of homeless children served during the enrollment year was 1,116.**
- **Of the 1,022 homeless families served during the year, 370 acquired housing during the enrollment year.**

# Missouri's Homeless Services Data:

## 2016-17 Head Start Program Information Report (PIR)

**16,711**

Families served by Head Start or Early Head Start agencies during the enrollment year

**1,116**

Total number of children experiencing homelessness served during the enrollment year

**1,022**

Families experiencing homelessness were served during the enrollment year

**370**

Families experiencing homelessness acquired housing during the enrollment year

# Head Start Program Standards

- Standards require programs to actively recruit vulnerable populations, including homeless children & families
- Programs are required to make significant efforts to support transitions to other HS/EHS for children experiencing homelessness or foster care when they move out of a community



# A Guide to Support Early Care and Education Community Partnership

<http://www.moheadstart.org/Missouri%20Head%20Start%20State%20Collaboration%20Office.aspx>



# **Early Childhood Self-Assessment** **Tool For Family Shelters**

[https://www.acf.hhs.gov/sites/default/files/ecd/ech\\_family\\_shelter\\_self\\_assessment\\_tool\\_120114\\_final.pdf](https://www.acf.hhs.gov/sites/default/files/ecd/ech_family_shelter_self_assessment_tool_120114_final.pdf)

# Questions and Comments



# Contact Information

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