

# 2021 HUD CoC NOFO

## Renewal Project Applicant

### Supplemental Questions

Central Minnesota Continuum of Care – 505

#### Renewal Projects –Supplemental Questions

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##### Racial Equity Self-Assessment

**1) Equity/Diversity of staff- What percentage of the organization’s staff identify as Black, Indigenous, or People of Color (BIPOC), and/or LGBTQ+, and/or have experienced homelessness?**

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**2) Equity/diversity of Board and Leadership - What percentage of the organization’s board, directors, and managers identify as Black, Indigenous, or People of Color (BIPOC), and/or LGBTQ+, and/or have experienced homelessness?**

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**3) Equity in Increased Overall Income – What percentage of BIPOC households increased their income in the last 12 months?**

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**4) Equity in Exits to permanent housing – What percentage of BIPOC participants exited the program to permanent destinations?**

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**5) Equity – Returns to Homelessness within 12 months – What percentage of BIPOC participants returned to homelessness within 12 months of exiting to permanent housing?**

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**6) How does your program integrate culturally specific and/or culturally responsive programming? If your program does not currently integrate culturally specific and/or culturally responsive programming, what is your plan to do so in the future? (suggested word count: 100-250 words):**

Culturally Responsive Care Definition<sup>1</sup>: “Cultural responsiveness means being open to new ideas that may conflict with the ideas, beliefs and values of your own culture, and being able to see these differences as equal...It means being respectful of everyone’s backgrounds, beliefs, values, customs, knowledge, lifestyle, and social behaviors. It helps you provide culturally appropriate care and support, so people are empowered to manage their own health. Cultural responsiveness involves continuous learning, self-exploration, and reflection. It draws on a number of concepts, including cultural awareness, cultural sensitivity, and cultural competence Cultural responsiveness is important for all social and cultural groups, including:

- Indigenous and tribally enrolled people
- People from culturally and linguistically diverse backgrounds
- Refugees or displaced migrants
- People at all life stages, including end of life
- People with different abilities
- Lesbian Gay Bisexual Transgender Queer Intersex Asexual Two Spirit (LGBTQIAS2+ people)

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<sup>1</sup> Definition adapted from the Agency for Clinical Innovation, New South Wales, AU.

# Housing First Assessment

Housing First projects are effective in assisting all subpopulations of people experiencing homelessness to access and sustain permanent stable housing. It has been demonstrated that projects can operate well and safely without requirements that prevent many people living on the streets and in the shelter system from entering and/or remaining in housing.

As part of the NOFO solicitation for new and renewal projects, applicants are required to answer the following questions related to the proposed project's eligibility criteria and project rules. Each question will be scored as indicated. At the completion of the questionnaire, the applicant will tabulate the total score.

For the 2021 NOFO competition, this assessment is required for CoC-funded housing projects only.

## 1. Low Barrier access:

- a. Does the project require clients to pass a background screening prior to project entry (excluding sexual offender/predator check)?

Yes  No  [No = 1 point]

- b. Does the project prohibit all persons with specified criminal convictions on a blanket basis to be excluded from admission (excluding registered sexual offenders)?

Yes  No  [No = 1 point]

- c. Does the project require participants to be clean and sober for a specified period prior to project entry as a condition for admission?

Yes  No  [No = 1 point]

- d. Does the project serve individuals and families regardless of sexual orientation, family composition, or marital status?

Yes  No  [Yes = 1 point]

- e. Does the project serve and house transgender individuals according to the gender they identify?

Yes  No  [Yes = 1 point]

- f. Does the project expedite the admission process including aiding in assembling necessary documents in order to support the application for admission and using person-centered and flexible processes for admission to the project?

Yes  No  [Yes = 1 point]

## 2. Housing Retention

- a. Does the project terminate participants for failure to participate in treatment or support services including case management?

Yes  No  [ No = 1 point]

- b. Does the project terminate participants solely for engaging in substance use?

Yes  No  [No = 1 point]

- c. Does the project require participants to obtain income as a condition of remaining in the project?

Yes  No  [No = 1 point]

- d. Does the project make all efforts to avoid discharging participants into homelessness including referral back to coordinated entry for those who cannot remain in the project?

Yes  No  [Yes = 1 point]

- e. Are project participants held to standards/behaviors not found in mainstream leases (such as not being allowed visitors, curfews, required to do chores, or not being allowed to have alcoholic beverages in their unit)?

Yes  No  [No = 1 point]

## 3. Participant engagement

- a. Does the project provide participant choice in accessing services and are efforts made to connect participants to community-based services?

Yes  No  [Yes = 1 point]

- b. Does the project provide regular opportunities for program participants to provide input on project policies and operations?

Yes  No  [Yes = 1 point]

- c. Are project staff trained in clinical and non-clinical strategies to support participant engagement including harm reduction, motivational interviewing, and trauma informed approaches?

Yes  No  [Yes = 1 point]

TOTAL SCORE: \_\_\_\_\_

## HOUSING FIRST NARRATIVE

- 1. Please provide an overall description of how this project utilizes a housing first approach. This response will be scored based on how the project designed with aligned with the Housing First Principles including: *Client participation in services is not a prerequisite for housing placement; Few, if any, programmatic requirements for entry into housing (e.g. sobriety, minimum income threshold); Services are provided as per client's choice and discretion.***

**Up to 2 additional points may be given to the project based on your response to this question. (Suggested word count: 100-250).**

# Households with Children Supplement

Central Minnesota Continuum of Care – 505

## Instructions

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Each PSH, RRH and TH project that serves households with children, including unaccompanied youth, must demonstrate that it is:

1. Collaborating with local education agencies to assist in the identification of homeless families as well as informing these homeless families and youth of their eligibility for McKinney-Vento education services.
2. Considering the educational needs of children when families are placed in emergency or transitional shelter and is, to the maximum extent practicable, placing families with children as close to possible to their school of origin so as not to disrupt the children's education.
3. Establishing policies and practices that are consistent with, and do not restrict the exercise of rights provided by the education subtitle of the McKinney-Vento Act, and other laws relating to the provision of educational and related services to individuals and families experiencing homelessness.
4. Designating a staff person to ensure that children are enrolled in school and connected to the appropriate services within the community, including early childhood programs such as Head Start, Part C of the Individuals with Disabilities Education Act, and McKinney-Vento education services.

To do that, complete this checklist. Not all steps are required to receive points in this scoring criteria. Please see NE CoC NOFA Scoring Criteria for more information about scoring related to this assessment.

## Checklist

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Check the box to indicate the steps the project applicant and/or project partners have taken to meet the requirements listed above.

### K-12 Education

HUD minimum requirements

- Written plan in place to ensure that children & youth are enrolled in and attending school. Plan includes staff duties, formal partnerships/MOUs developed with school districts to identify and serve homeless households with children, and program intake and/or case management checklist or procedures that address education rights, education plans for households with children, and school stability.
- Provide parents and youth with brochures and other information that summarizes their educational rights, as well as contact information for the school liaison and/or state homeless education coordinator.

- Place posters about educational rights in places where parents and youth can see them. Designate specific staff to facilitate child and youth access and enrollment in K-12 education.

Exceeds HUD requirements

All minimum requirements, plus:

- Develop an education plan for children and youth as part of a family's case plan.
- Develop a staff training plan and provide (or arrange for) training of designated staff to ensure child and youth access and enrollment in K-12 education.
- Establish a study area at the program that is quiet and has educational resources for students, such as computers, calculators, and books.
- Measures in place to evaluate compliance and effectiveness in ensuring school enrollment and attendance.
- Demonstrated success in enrollment and attendance outcomes for children and youth.

## Early Childhood Development

HUD minimum requirements

- Written plan in place to ensure families can access Head Start or other public early childhood programs. Plan includes staff duties, formal partnerships/MOUs developed with Head Start or other early childhood programs to identify and serve homeless households with children, and intake and/or case management checklist or procedures that address education rights, education plans for households with children, school stability, and information on local early childhood education programs.
- Designate and train specific staff to facilitate participant access to early childhood education programs.
- Ensure that homeless families with children ages 0-5 are aware of and can access Early Head Start and Head Start and other public preschool programs. Facilitate their attendance by assisting, for example, with transportation.

Exceeds HUD requirements

All minimum requirements, plus:

- Work with early intervention providers to provide space for services to children under age three who have developmental delays.

- Allow early intervention and special education providers to conduct screenings at the housing program, particularly for children birth to five, to determine if the children are eligible for special services due to a development delay or disability.
- Ensure that homeless families with children ages 0-5 are aware of and can access family education programs. Facilitate their attendance by assisting, for example, with transportation.
- Demonstrated success in early childhood development for program participants.