**2021 HUD CoC NOFO**

**Renewal Project Applicant**

**Supplemental Questions**

Northeast Minnesota Continuum of Care – 504

# Renewal Projects –Supplemental Questions

## Project Information

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| 1. **Does your agency intend to make any changes to your CoC-funded project in 2021?**
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|  [ ]  Yes [ ]  No   |
| 1. **If yes, please describe below.**
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## Project Performance

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| 1. **Does your agency have any low performing measures on your Calendar Year 2020 APR? If yes, please provide any helpful narrative for the Ranking & Review Committee to consider when reviewing your application. Please include specific information about how your organization was impacted by COVID-19 and the eviction moratorium. (suggested word count: 100-250 words):**

This response is optional and will not be scored. This response will provide the Ranking & Review Committee with helpful context about any program barriers.  |
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## Addressing Inequities to Accessing Housing (TH, RRH, Joint TH/RRH, and PSH Applicants Only)

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| 1. **What are inequities to accessing housing in your service area and what actions steps is your program taking to address them? If your organization does not currently address inequities to accessing housing, what is your plan to do so in the future? (suggested word count: 100-250 words):**
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| 1. **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):**

Cultural Responsive Care Definition[[1]](#footnote-1) : “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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## Promoting Volunteerism (TH, RRH, Joint TH/RRH, and PSH Applicants Only)

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| 1. **How does your agency connect participants to volunteer and community service opportunities?**

This question is optional and will be used to support the CoC Collaborative Application. Your response will not be scored as part of the project application.  |
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## CoC Participation:

[ ]  The applicant agrees to regularly attend CoC Governing Board meetings and participate in a CoC Committee

[ ]  A representative of the applicant agency attended at least 50% of CoC Governing Board meetings from January 1, 2020 – December 31, 2020.

***If a representative of your agency did not attend at least 50% of CoC Governing Board meetings, please explain why:***

[ ]  The applicant agency agrees to provide project level data to the CoC, including:

1. Participating in the annual point-in-time sheltered and unsheltered count;
2. Submitting Annual Performance Reports (APR) to the CoC in a timely manner;
3. Participating in CoC Planning, Gaps Analysis and Needs Assessments;
4. Submitting required LSA, HIC, PIT and GIW reports, as requested, in a timely manner.

## Services (TH, RRH, Joint TH/RRH, and PSH Applicants Only)

[ ]  Applicant agrees that all participants will meet HUD’s definition of homeless, as described in the Act, the Rule, and Section II.B.11.f of the NOFO. (Threshold)

[ ]  Applicant assures that CoC program staff will complete Fair Housing training annually. (Threshold)

## Coordinated Entry:

[ ]  Applicant participates in the NE CoC Coordinated Entry System, including attending training, completing CES assessments and receiving referrals through Coordinated Entry as outlined in the NE CoC Coordinated Entry Policies and Procedures. (Threshold)

[ ]  Agency staff currently complete Coordinated Entry assessments for the NE CoC Coordinated Entry System.

## Other HUD Requirements:

Please review HUD Program Requirements as defined in the 2021 HUD CoC NOFO and select **one** of the options below:

[ ]  Applicant meets ALL other HUD Program Requirements as defined in the 2021 HUD CoC NOFO. (Threshold)

[ ]  Applicant does NOT meet ALL other HUD Program Requirements as defined in the 2021 HUD CoC NOFO. (Threshold)

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

Yes [ ]  No [ ]  [No = 1 point]

* 1. 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]

* 1. 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]

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

Yes [ ]  No [ ]  [Yes = 1 point]

* 1. Does the project serve and house transgender individuals according to the gender they identify?

Yes [ ]  No [ ]  [Yes = 1 point]

* 1. 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]

1. **Housing Retention**
	1. Does the project terminate participants for failure to participate in treatment or support services including case management?

Yes [ ]  No [ ]  [ No = 1 point}

* 1. Does the project terminate participants solely for engaging in substance use?

Yes [ ]  No [ ]  [No = 1 point]

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

Yes [ ]  No [ ]  [No = 1 point]

* 1. 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]

* 1. 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]

1. **Participant engagement**
	1. 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]

* 1. Does the project provide regular opportunities for program participants to provide input on project policies and operations

Yes [ ]  No [ ]  [Yes = 1 point]

* 1. 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**

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| 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).** |
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**Households with Children Supplement**

Northeast Minnesota Continuum of Care – 504

# Instructions

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

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.

1. Definition adapted from the Agency for Clinical Innovation, New South Wales, AU. [↑](#footnote-ref-1)