ADMINISTRATION FOR CHILDREN & FAMILIES

EARLY CHILDHOOD SELF-ASSESSMENT TOOL FOR FAMILY SUPPORTIVE HOUSING

A guide to support the safe, healthy development of young children

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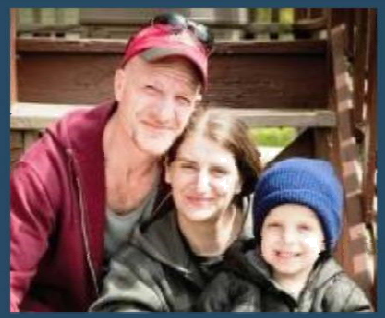
Office of the Deputy Assistant Secretary for Early Childhood Development

Administration for Children and Families, U.S. Department of Health & Human Services

Corporation for Supportive Housing (CSH)



CSH

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Introduction

Family supportive housing provides essential services to infants, toddlers, and preschoolers during a stressful yet promising time in their lives, moving into and settling in a permanent, affordable supportive housing unit of their own! Supportive housing can play a critical role in the safety and the physical, socio-emotional, and intellectual development of children ages 0-5. The *Early Childhood Self-Assessment Tool for Family Supportive Housing* is specifically designed to help supportive services and property management staff to create environments and supportive services that are safe and developmentally appropriate for infants, toddlers, and preschoolers. In this tool, you will find recommendations and information on how the physical spaces, programming, supportive services, policies and procedures, 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
- Early Childhood Self-Assessment Tool for Family Shelters

What is Supportive Housing?

Supportive housing is a combination of affordable housing and supportive services designed to help vulnerable individuals and families use stable housing as a platform for health, recovery and personal growth. Supportive housing can be any type of independent housing that meets the needs of tenants and is integrated within the neighborhood or community. This may include an apartment, duplex or single family home. Services available in supportive housing will vary depending on individual preferences and needs, but can include case management, mental health services, primary health services, substance abuse treatment, employment services and parenting skills.

Supportive housing is designed for people who are unable to stay housed without a wide range of supportive services, who are cycling between homelessness and unstable housing. Individuals or families living in supportive housing may have a long history of homelessness or stays in institutions. They often face one or more persistent obstacles to maintaining housing such as serious mental illness, substance use disorders or chronic medical problems. Though services help tenants maintain stability, being housed is an essential first step in addressing conditions that often have gone untreated. The combination of housing and supportive services creates a synergy that allows tenants to take steps toward stability and independence.

Quality supportive housing projects are as diverse as the communities in which they are located; but all supportive housing:

- **Targets the most vulnerable:** Vulnerable households include those where the head of household is experiencing homelessness, at-risk of homelessness, or is inappropriately staying in an institution. They may also be facing multiple barriers to employment and housing stability, including mental illness, substance use and/or other disabling or chronic health conditions.
- **Is affordable:** Affordability underscores that the tenant household ideally pays no more than 30% of its household income toward rent.
- **Provides tenant households with a lease or sublease:** Leases for a supportive housing tenant must be identical to a non-supportive housing tenant, with no limits on length of tenancy, as long as lease terms and conditions are met.
- **Provides client-centered services:** Proactively engages members of the tenant household with a flexible and comprehensive array of supportive services, without requiring participation in services as a condition of ongoing tenancy.
- **Coordinates with Key Partners:** Effectively coordinates among key partners to address issues resulting from substance use, mental health and other crises, with a focus on fostering housing stability.
- **Builds strong support networks:** Supports tenants including children, in connecting with community-based resources and activities while building strong social support networks for families.

Supportive housing also improves outcomes and generates cost savings for public systems, while benefiting communities. Supportive housing has positive effects on housing stability, school attendance, employment, mental and physical health and overall quality of life.[1] People in supportive housing live more stable and productive lives. Studies from across the country have found that supportive housing results in tenants' decreased use of homeless shelters, hospitals, emergency rooms, jails and prisons.[2]

[1] Mental Health Commission of Canada. "National Final Report: Cross-Site At Home" (2014).

[2] Basu, A., Kee, R., Buchanan, D. and Sadowski, L. S. (2012), Comparative Cost Analysis of Housing and Case Management Program for Chronically Ill Homeless Adults Compared to Usual Care. Health Serv Res, 47: 523–543.

Why this tool is important

Supportive housing for families with young children is an ideal environment to increase parent/caregiver understanding of how they can positively impact early learning. Being exposed to a safe, stable, and developmentally appropriate environment while young is important to healthy development since brain development occurs rapidly from birth to five.[3] The capacity of the caregiver and the supportive housing partners to help ensure a safe and developmentally appropriate environment can positively impact the brain development of our youngest children. Age appropriate play is important to children's development because it allows children to learn how to manage frustration and disappointment, engage with others, learn how to share and take turns, as well as the joy of accomplishing a task. A large body of research indicates that "the best predictors of success for children are a healthy start at birth and healthy development in the early years."[4] Healthy development includes the cognitive, social-emotional, and physical domains of development. Research has found that brain development can be altered by significant adversities experienced during a child's formative years.[5] For example, restrictions in exposure to a developmentally appropriate environment while young may impact development. Researchers also report that a lack of cognitive stimulation in the home environment, such as limited exposure to developmentally appropriate toys and books as well as the ability to play, has been associated with developmental delays and declines in cognitive ability among children.[6] Similarly, the inability to play and explore can hinder not only a child's learning, but their physical development as well.

By working closely together, supportive housing partners can strengthen and support the parents and caregivers to provide sensitive and protective that is culturally and developmentally appropriate for the children living in supportive housing.

- **The supportive service provider strengthens and supports parent capacity.** Service providers work with parents to provide services that address the needs of infants, toddlers and preschoolers that are culturally sensitive, developmentally appropriate and strengthen parent capacity to support their child's development.
- **The parent and caregivers provide stable care and protection of their young children.** Parents and caregivers do this by providing sensitive, predictable and responsive care parenting to their children.
- **The housing or property manager create and promote safe and stable housing for tenants.** They do this by providing management and policies and procedures that are developmentally and culturally appropriate, trauma informed, and do not undercut promotive and protective factors.

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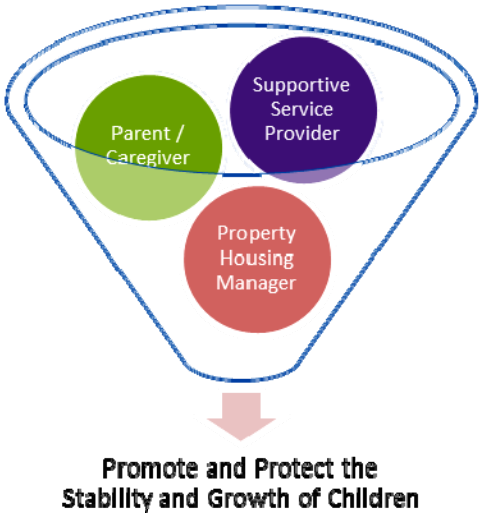
[3] Carmela J. DeCandia and Ellen L. Bassuk, *Meeting the Needs of Young Families Experiencing Homelessness: A Guide for Service Providers and Program Administrators* (Waltham, MA: American Institutes for Research, 2012).

[4] The Annie E. Casey Foundation, *Kids Count Data Book: State Trends In Child Well-Being* (Baltimore, MD: The Annie E. Casey Foundation, 2014), 6.

[5] Carmela J. DeCandia and Ellen L. Bassuk, *Meeting the Needs of Young Families Experiencing Homelessness: A Guide for Service Providers and Program Administrators* (Waltham, MA: American Institutes for Research, 2012).

[6] Judith Samuels, Marybeth Shinn, and John C. Buckner, *Homeless Children: Update on Research, Policy, Programs, and Opportunities* (Washington, DC: USDHHS, 2010).

This tool will assist supportive housing providers to improve policies, procedures and service delivery alongside the parents and caregivers to create an optimal environment for young children.



Organization of this tool

This tool contains recommendations for making supportive housing, both scattered site and single site, safe and developmentally appropriate for infants, toddlers, and preschoolers. Recommendations in this tool can be applied to community rooms, offices of service providers and property management, conference rooms, class rooms, lobbies and other shared spaces in supportive housing. Many of the recommendations can be carried over into goal and service plans developed with parents and caregivers and practiced within their individual family units, for instance during move-in, orientation, home visits and parent coaching.

The tool has six (6) areas:

- Tenant Centered Housing and Services for Families with Children
- Health & Safety
- Wellness & Development
- Workforce Standards
- Training & Collaboration
- Food & Nutrition

It is understood that supportive housing programs may be operating at capacity, with little extra time or financial resources**.** Therefore, this tool categorizes recommendations by the estimated amount of resources they will require to assist with understanding the capacity and resources needed to implement each recommendation.

- Recommendations that likely require few resources, i.e. those that can be done for little to no money or staff time, are marked with one 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 housing providers to apply for grant funding, are marked with three asterisks and highlighted in **dark blue**. ***

Low Resource Requirements*	Some Resource Requirements**	Substantial Resource Requirements***

How to use this tool

Initial Assessment: It is recommended that supportive housing staff, including services and property management staff, use this tool first to do an initial assessment of their physical spaces, programming, supportive services, and policies and procedures. Note whether each recommendation has been accomplished, is improving, or needs action. Staff could consider completing the tool with local early childhood partners with expertise and access to information and resources.

Create an Action Plan: Based on the results of the initial assessment, supportive housing staff and property management 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.

On-Going Monitoring: It is suggested that staff members use this tool to re-evaluate 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, it is important to consistently engage tenants, especially parents with young children, throughout the process of improving the programs policies and practices related to infants, toddlers, and preschoolers. This engagement of parents will also provide a valuable opportunity for parents to learn about actions they can take and resources they can access to assure their children's safety and healthy growth regardless of where they may be living.

This tool is not intended to serve as comprehensive guide to programming in supportive housing or as a guide for ensuring the full educational needs of young children**. This tool is simply a mechanism to guide supportive housing providers as they begin the process to improve the safety and developmental appropriateness of a supportive housing program for young children**.

Additional Resources Specifically for Family Supportive Housing

More detailed information about family centered services and case management to ensure the needs of young children are incorporated into your supportive housing can be found in the tools below at CSH and Visible Child Initiative.

Welcome Home: Design and Practice Guide for Supportive Housing for Families with Children

This guide is intended for supportive housing administrators and practitioners who are developing and involved in supportive housing efforts that serve families with children. Families being served by supportive housing efforts face a complex set of challenges including long-term and repeated homelessness, child welfare involvement, mental health issues, domestic violence, and a parental history of trauma. The instability, trauma and complex needs of these families not only impact their housing outcomes, but also their parenting and child development outcomes. Permanent supportive housing for these families provides a platform for adult healing, family strengthening and a healthier life course for the children and youth. To support a family's ability to use the opportunity that supportive housing provides fully it will be important for supportive housing providers to build an environment that is both developmentally appropriate to the needs of children and responsive to the unique needs and pressures of parents.

A Practice Framework for Delivering Services to Families in Supportive Housing

This document provides a framework for practice in family supportive housing settings. It is intended to be a capacity-building tool for those who are designing or already providing case management services for families living in supportive housing. However, those in the supportive housing field are encouraged to further enhance this tool with their own experiences and practice protocols.

90 Day Window for Children, E Learning

The 90 Day Window for Children approach incorporates current early childhood research and established best practices. The training outlines a parent engagement, early childhood development approach intended to increase staff focus on the status and needs of children, and develop a child focused service plan within the first 90 days of a family's residency.

CSH Dimensions of Quality Supportive Housing

CSH Dimensions of Quality Supportive Housing strives to build the capacity of the supportive and affordable housing industries to create and operate high-quality, effective and sustainable housing units. Resources include a Toolkit, Guidebook and online training.

Self-Assessment Tool

Section A: Tenant Centered Housing and Services for Families with Children

The healthy development of infants, toddlers and preschoolers happens within the context of family, community and culture. Some of these practices can be incorporated into goal and service plans that parents develop alongside the supportive services team.

What have we done so far?	Accomplished Improving or Needs Action	Notes	Next Steps	Lead Person
A1: Each family has their own affordable unit with a lease identical to tenants not in supportive housing. *				
A2: Families are connected to Head Start, Child Care, TANF, LIHEAP, public education, IDEA Program, SNAP, WIC, Summer Food Service Program, CHIP & Medicaid, etc.*				
A3: Supportive services are coordinated with federally funded, locally provided home visiting services like MIECHV and Tribal MIECHV.*				
A4: There is a clear process to receive feedback and/or file grievances relating to the supportive housing's policies and practices concerning infants, toddlers, and preschoolers.*				

What have we done so far?	Accomplished Improving or Needs Action	Notes	Next Steps	Lead Person
A5: The guidelines regarding visitation by nonresidents ensure the safety of tenants.*				
A6: Standard procedures are in place to encourage and incorporate parent feedback regarding programs and policies about the safety and development of infants, toddlers, and preschoolers.*				
A7: All guidelines, rules, policies, programming, and feedback processes regarding infants, toddlers, and preschoolers are posted publically in common areas and shared with tenants annually.*				
A8: All families are provided or referred to early childhood enrichment programming for infants, toddlers, and preschoolers.***				
A9: Classes on topics such as parenting, nutrition, financial literacy, etc. to support the parents of infants, toddlers, and preschoolers are offered (not required).***				

What have we done so far?	Accomplished Improving or Needs Action	Notes	Next Steps	Lead Person
A10: Evidence-based or research informed, culturally appropriate parent education and support of infants, toddlers and preschoolers is provided to parents and caregivers. ***				
A11: Staff are trained and provided on-going support in Motivational Interviewing, Trauma Informed Care for infants through adulthood, and Stages of Change.***				

Resources Referenced in Section A: Tenant Center Housing and Services for Families with Children

CSH Delivering Quality Services
http://www.csh.org/toolkit/supportive-housing-quality-toolkit/supportive-services/delivering-services/

CSH Dimensions of Quality Supportive Housing
http://www.csh.org/wp-content/uploads/2013/07/CSH_Dimensions_of_Quality_Supportive_Housing_guidebook.pdf

Tenant Manual & Welcome Packet
http://www.csh.org/wp-content/uploads/2013/11/Tenant-Manual.pdf

Welcome Home: Design and Practice Guidance for Supportive Housing with Children
http://www.csh.org/wp-content/uploads/2013/11/Welcome-Home.pdf

A Practice Framework for Delivering Services to Families in Supportive Housing
http://www.csh.org/wp-content/uploads/2013/11/Practice-Framework.pdf

Head Start Locator
acf.hhs.gov/ohs

Child Care State and Territory Contacts
go.usa.gov/GFPP

Temporary Assistance for Needy Families
acf.hhs.gov/ofa/help

Low Income Home Energy Assistance Program
go.usa.gov/GFmA

Education for Homeless Children and Youth Program
ed.gov/programs/homeless

Supplemental Nutrition Assistance Program (SNAP)
www.fns.usda.gov/snap

Special Supplemental Nutrition Program for Women, Infants, and Children
www.fns.usda.gov/wic

Summer Food Service Program
www.fns.usda.gov/sfsp

CHIP & Medicaid
go.usa.gov/GFVh

Home Visiting
mchb.hrsa.gov/programs/homevisiting

The Individuals with Disabilities Education Act (IDEA)
http://idea.ed.gov/

ACF Compendium of Parenting Interventions
http://www.acf.hhs.gov/ecd/resource/compendium-of-parenting-interventions

Motivational Interviewing
http://www.integration.samhsa.gov/clinical-practice/motivational-interviewing

National Child Traumatic Stress Network (NCTSN)
http://www.nctsn.org

Section B: Health & Safety

These recommendations apply to common areas in single site supportive housing such as lobbies, community rooms, and bathrooms attached to these common areas, classrooms, staff offices, play areas and computer labs. Some of these recommendations can be incorporated into the supportive services and coaching that staff provide to caregivers as they move-in and settle into their own homes. And some of these practices can be incorporated into goal and service plans that parents develop alongside the supportive services team.

What have we done so far?	Accomplished Improving or Needs Action	Notes	Needs Action	Lead Person
B1: Emergency response plans (for natural disasters, lost children, active shooters, etc.) are discussed with residents and posted publicly.*				
B2: (specific to single site) There is access to sanitary diaper changing stations in men and women bathrooms.*				
B3: Frequent hand washing is practiced and encouraged.*				
B4: Parents are provided the information and tools to maintain and track up-to-date health and immunization records of their children.*				
B5: Infants, toddlers, and preschoolers are under supervision by parents, caregivers, staff or volunteers at all times.*				

What have we done so far?	Accomplished Improving or Needs Action	Notes	Needs Action	Lead Person
B6: To reduce the risk of Sudden Infant Death Syndrome (SIDS) and Sudden Unexplained Death Syndrome (SUIDS), information is provided to parents about safe sleep practices as outlined by the NIH and parents are connected to resources for cribs, pack-n-plays etc.**				
B7: All common spaces monitored by staff are baby proofed for infants, toddlers, and preschoolers.**				
B8. Families are taught about ensuring their private homes are baby proofed for young children and connected to appropriate resources.**				
B9: Age appropriate first aid materials are on hand (including EpiPens, Children's Benadryl and Tylenol, band aids, etc.) per state regulations.**				
B10: Age appropriate hygiene materials (i.e. baby soap, baby shampoo) are provided as part of moving-in supplies.**				
B11: Infants, toddlers, and preschoolers are connected to primary care providers.**				

What have we done so far?	Accomplished Improving or Needs Action	Notes	Needs Action	Lead Person
B12: Child abuse safeguards are incorporated: 1) low walls, vision panels, and reflective security mirrors are part of shared, common space monitored by staff (specific to single site) *2)* staff are provided cross-training for reporting child abuse; *3)* a written process for reporting child abuse is included in policies and procures ***				

Resources Referenced in Section B: Health and Safety

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/

Prevent Exposure to Blood and other Bodily Fluids
http://go.usa.gov/GHsG

Immunization Schedules for Infants and Children
www.cdc.gov/vaccines

Safe Sleep Practices
http://go.usa.gov/G6F9

CSH Dimensions of Quality Supportive Housing
http://www.csh.org/wp-content/uploads/2013/07/CSH_Dimensions_of_Quality_Supportive_Housing_guidebook.pdf

Section C: Wellness & Development (In-take, assessments, service and goal plans, supportive housing community events)

The healthy development of infants, toddlers and preschoolers happens within the context of family, community and culture. Some of these practices can be incorporated into goal and service plans that parents develop alongside the supportive services team.

What have we done so far?	Accomplished Improving or Needs Action	Notes	Next Steps	Lead Person
C1: All infants, toddlers, and preschoolers are screened for developmental delays, parents are supported in accessing appropriate services.*				
C2: Parents access Part C and Part B 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).*				
C3: Parents are encouraged to follow a schedule that allows infants, toddlers, and preschoolers to attend child care, Head Start, IDEA Part C early intervention or Part B preschool or other early care and learning programs.*				

What have we done so far?	Accomplished Improving or Needs Action	Notes	Next Steps	Lead Person
C4: Materials are easily accessible and provided to families to encourage participation in Head Start, Early Head Start, IDEA Part C early intervention or Part B preschool, child care subsidy programs, preschool, home visiting, and other early care and learning programs.*				
C5: Families have access to age and developmentally appropriate toys and learning materials that are provided to parents and available in child care and community space (books, games, etc. that are cleaned, repaired, etc.).**				
C6: A healthy parent-child relationship is promoted; service providers: 1) Encourage and support developmentally appropriate feeding and meal routines with infants, toddlers, and preschoolers. 2) Promote parent-child discussions with rich language during meal time. 3) Encourage and find developmentally appropriate, low cost toys.**				

What have we done so far?	Accomplished Improving or Needs Action	Notes	Next Steps	Lead Person
C7: Community space is available for parents to spend time with infants, toddlers, and preschoolers that is clean, well-maintained, and family friendly.**				
C8: During community and family events, healthy snacks/meals are provided along with space for parents to feed or eat with their infants, toddlers, and preschoolers.**				
C9: Developmentally appropriate indoor and outdoor play space available for infants, toddlers, and preschoolers that is safe, clean, and well-maintained.**				

Resources Referenced in Section C: Wellness and Development

Development Screening for Housing & Homeless Service Providers
http://go.usa.gov/GFxh

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

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 D: Workforce Standards, Training and Collaborations

This section is applicable to all partner agencies working together to support children and families.

What have we done so far?	Accomplished Improving or Needs Action	Notes	Next Steps	Lead Person
D1: Cross-training is provided between services and property management staff. *				
D2: Policies and procedures are in place that guide staff during crises and are updated regularly.*				
D3: Procedures and partnerships are in place for collaborating with local early care and education programs (Head Start, child care, IDEA Part C early intervention and Part B preschool, etc.).*				
D4: The supportive housing partners collaborate with the local HUD Continuum of Care and McKinney-Vento Homeless Education Liaison.*				
D5: Staff is trained on the effects of homelessness on the development of young children and on how staff can support the healthy development of infants, toddlers, and preschoolers.*				

What have we done so far?	Accomplished Improving or Needs Action	Notes	Next Steps	Lead Person
D6: Staff is trained on recognizing domestic violence and is aware of the process for referring families to community-based services and hotlines.**				
D7: Staff is trained in trauma-informed care for infants through adulthood.**				
D8: Staff is trained in crisis intervention and harm reduction.**				
D9: At least one staff member is trained in CPR/First Aid for adults, infants, toddlers, and preschoolers present at all community classes and events.**				
D10: All staff pass background checks to ensure they pass all child abuse clearances.**				
D11: Staff is trained on protocols for reporting child abuse and neglect.**				

What have we done so far?	Accomplished Improving or Needs Action	Notes	Next Steps	Lead Person
D12: Staff or expert consultants are utilized to identify and address the developmental, educational, and nutritional needs of infants, toddlers, preschoolers; staff or expert consultants are utilized to assist with the process for making referrals to IDEA Part C and Part B programs for infants, toddlers and young children with disabilities for early care and learning programs.***				

Resources Referenced in Section D: Workforce Standards, Training and Collaborations

State Coordinators for Homeless Education
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
https://www.acf.hhs.gov/trauma-toolkit?utm_source=blog&utm_medium=blog

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

Educational Resources
http://naehcy.org/educational-resources/housing

CSH Quality Toolkit
http://www.csh.org/qualitytoolkit

CSH Dimensions of Quality Supportive Housing
http://www.csh.org/wp-content/uploads/2013/07/CSH_Dimensions_of_Quality_Supportive_Housing_guidebook.pdf

Welcome Home: Design and Practice Guidance for Supportive Housing for Families with Children
http://www.csh.org/wp-content/uploads/2013/11/Welcome-Home.pdf

Section E: Food & Nutrition

These recommendations apply to a community kitchen, community meal and gatherings; group activities and classes. Some of these practices can be incorporated into goal and service plans that parents develop alongside the supportive services team.

What have we done so far?	Accomplished Improving or Needs Action	Notes	Next Steps	Lead Person
E1: Staff is aware of food allergies and support parents to meet needs of their children with allergies.*				
E2: Parents are taught about healthy nutrition and encouraged to access nutritious food.*				
E3: Parents are taught about choking hazards and safe drinking water.*				
E4: Families are taught about breastfeeding and encouraged to follow CDC guidelines for storing human milk.*				
E5: Parents are taught about healthy practices for warming bottles with warm tap water; NEVER the microwave and this information is publically posted.*				
E6: A supply of formula, baby food, and age-appropriate nutritious snacks are available to parents of infants, toddlers, and preschoolers.**				

What have we done so far?	Accomplished Improving or Needs Action	Notes	Next Steps	Lead Person
E7: Staff provides and model nutritious food and snacks during group activities.**				

Resources Referenced in Section E: Food and Nutrition

Choking Hazards
go.usa.gov/GFG4

Storing Human Milk
go.usa.gov/GF7W

Age Appropriate Nutrition
www.acf.hhs.gov/ecd/age-appropriate-nutrition

Baby's Food Safety & Heating Milk USDA
http://www.fda.gov/Food/ResourcesForYou/HealthEducators/ucm089629.htm

Do Not Warm Baby Bottles in the Microwave Children's Hospital Dartmouth & NH HHS
http://www.dhhs.nh.gov/dphs/documents/microwave-safety.pdf

WIC Breastfeeding Information
http://www.fns.usda.gov/wic/breastfeeding-promotion-and-support-wic

Special Supplemental Nutrition Program for Women, Infants, and Children
www.fns.usda.gov/wic

Action Plan for Creating Safe, Developmentally Appropriate Supportive Housing for Young Children

It is suggested that supportive housing staff, including services and property management staff, use this tool first to do an initial assessment of their physical spaces, programs and services. Bring in expert partners from early childhood to assist in identifying opportunities to improve and resources to access.

As a team, identify the first goal or key area to improve upon then identify the action steps necessary to make progress towards that goal.

Goal: _____

Action Steps	Timeline	Person(s) Involved	Resources Needed

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 help families provide the infants, toddlers, and preschoolers who reside in housing 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 programs 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, CSH and The Visible Child Initiative. Both are great places to learn about supportive housing for families with young children.

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

This tool is a collaboration of the Administration of Children and Families and CSH. Multiple departments and agencies developed this resource to support the outreach efforts of the Early Childhood Sub-group of the Interagency Workgroup on Ending Family Homelessness. We are thankful for the important contributions of:

- 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
- HHS Office of the Assistant Secretary for Planning and Evaluation
- ACF Family & Youth Services Bureau, Child Welfare
- U.S. Department of Education
- 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
- SchoolHouse Connection
- Council of Large Public Housing Authorities (CLPHA)
- Center for the Study of Social Policy (CSSP)
- CT Head Start State Collaboration Office
- Lutheran Social Services of MN
- Simpson Housing Services
- Sharon Henry Blythe, The Visible Child Initiative, Family Housing Fund

Resources Referenced in this Document

Section A: Tenant Centered Housing and Services for Families with Children

CSH Delivering Quality Services
http://www.csh.org/toolkit/supportive-housing-quality-toolkit/supportive-services/delivering-services/

CSH Dimensions of Quality Supportive Housing
http://www.csh.org/wp-content/uploads/2013/07/CSH_Dimensions_of_Quality_Supportive_Housing_guidebook.pdf

Tenant Manual & Welcome Packet
http://www.csh.org/wp-content/uploads/2013/11/Tenant-Manual.pdf

Welcome Home: Design and Practice Guidance for Supportive Housing with Children
http://www.csh.org/wp-content/uploads/2013/11/Welcome-Home.pdf

A Practice Framework for Delivering Services to Families in Supportive Housing
http://www.csh.org/wp-content/uploads/2013/11/Practice-Framework.pdf

Head Start Locator
acf.hhs.gov/ohs

Child Care State and Territory Contacts
go.usa.gov/GFPP

Temporary Assistance for Needy Families
acf.hhs.gov/ofa/help

Low Income Home Energy Assistance Program
go.usa.gov/GFmA

Education for Homeless Children and Youth Program
ed.gov/programs/homeless

Supplemental Nutrition Assistance Program (SNAP)
www.fns.usda.gov/snap

Special Supplemental Nutrition Program for Women, Infants, and Children
www.fns.usda.gov/wic

Summer Food Service Program
www.fns.usda.gov/sfsp

CHIP & Medicaid
go.usa.gov/GFVh

Home Visiting
mchb.hrsa.gov/programs/homevisiting

The Individuals with Disabilities Education Act (IDEA)
http://idea.ed.gov/

ACF Compendium of Parenting Interventions
http://www.acf.hhs.gov/ecd/resource/compendium-of-parenting-interventions

Motivational Interviewing
http://www.integration.samhsa.gov/clinical-practice/motivational-interviewing

National Child Traumatic Stress Network
http://www.nctsn.org

Section B: Health & Safety

Shelter and housing standards – Code of Federal Regulations
24 C.F.R. §576.403
http://go.usa.gov/G66R

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/

Prevent Exposure to Blood and other Bodily Fluids
http://go.usa.gov/GHsG

Immunization Schedules for Infants and Children
www.cdc.gov/vaccines

Safe Sleep Practices
http://go.usa.gov/G6F9

CSH Dimensions of Quality Supportive Housing
http://www.csh.org/wp-content/uploads/2013/07/CSH_Dimensions_of_Quality_Supportive_Housing_guidebook.pdf

Section C: Wellness & Development

Development Screening for Housing & Homeless Service Providers
http://go.usa.gov/GFxh

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

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 D: Workforce Standards & Training

State Coordinators for Homeless Education
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

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

Educational Resources
http://naehcy.org/educational-resources/housing

CSH Quality Toolkit
http://www.csh.org/qualitytoolkit

CSH Dimensions of Quality Supportive Housing
http://www.csh.org/wp-content/uploads/2013/07/CSH_Dimensions_of_Quality_Supportive_Housing_guidebook.pdf

Welcome Home: Design and Practice Guidance for Supportive Housing for Families with Children
http://www.csh.org/wp-content/uploads/2013/11/Welcome-Home.pdf

Section E: Food & Nutrition

Choking Hazards
go.usa.gov/GFG4

Storing Human Milk
go.usa.gov/GF7W

Age Appropriate Nutrition
www.acf.hhs.gov/ecd/age-appropriate-nutrition

Baby's Food Safety & Heating Milk USDA
http://www.fda.gov/Food/ResourcesForYou/HealthEducators/ucm089629.htm

Do Not Warm Baby Bottles in the Microwave Children's Hospital Dartmouth & NH HHS
http://www.dhhs.nh.gov/dphs/documents/microwave-safety.pdf

WIC Breastfeeding Information
http://www.fns.usda.gov/wic/breastfeeding-promotion-and-support-wic

Special Supplemental Nutrition Program for Women, Infants, and Children
www.fns.usda.gov/wic

Additional Resources

Birth to 5: Watch Me Thrive!
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

Local Emergency Food & Shelter Program Board
www.efsp.unitedway.org

ACF Office of Early Childhood Development
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

National Center for Homeless Education
http://nche.ed.gov/states/state_resources.php

SchoolHouse Connection
http://www.schoolhouseconnection.org/

Children's Bureau
https://www.acf.hhs.gov/cb

Child Welfare Gateway
https://www.childwelfare.gov/

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. https://www.childwelfare.gov/

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.

To report child abuse and neglect, contact https://www.childwelfare.gov/contact. 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.

ADMINISTRATION FOR CHILDREN & FAMILIES

CSH