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Working Together for a Better Beginning

"In today's economy, when having both parents in the workforce is an economic necessity for many families, we need affordable, high-quality childcare more than ever. It's not a nice-to-have -- it's a must-have. So it's time we stop treating childcare as a side issue, or as a women's issue, and treat it like the national economic priority that it is for all of us."

-- President Obama, January 2015, State of the Union Address

Early Childhood Development

Office of the Deputy Assistant Secretary for Early Childhood Development
370 L'Enfant Promenade, S.W.
Washington, D.C. 20447

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VOLUME 3, NUMBER 2

Have you been to our website recently?

Learn more about the Office of Early Childhood Development and click [here](#).

Check out these ACF blogs

The ACF blog — The Family Room — talks about new initiatives at the agency, success stories and policy announcements.

[New Child Care Director Ready to Implement CCDBG and Increase the Supply of Infant Toddler Quality Care](#)

Meet Rachel Schumacher, new director of the Office of Child Care.

[40th Anniversary of the EITC: A Call for Innovative Outreach](#)

This year marks the 40th anniversary of the Earned Income Tax Credit Act, however 20 percent of Americans remain unaware that they qualify for the credit.

[Exploratory Impact Findings of Social-Emotional Enhancements on Three-Year-](#)

President Obama energized the child care community during his [State of the Union address](#), saying that *"it's time we stop treating child care as a side issue, or as a women's issue, and treat it like the national economic priority that it is for all of us."*

Following that, the [President announced a major new proposal to make high-quality child care available for all infants and toddlers](#) in low- and moderate income families. He highlighted the proposal during a visit to a Head Start center and a speech in Lawrence, Kansas.

In his 2016 budget, the President emphasizes these priorities. It laid out a strategy to strengthen our middle class and help America's hard-working families get ahead. It highlights the importance of high quality early learning and the importance of supporting young parents.

Federal and state funding for child care assistance falls well short of the need and millions of low income families struggle to find quality care they can afford in their communities. High quality care is extremely hard to find and expensive, particularly for low income families with young children. The average cost of infant and toddler care is almost double the average subsidy that parents receive in the CCDF Program.

The President's Budget proposes the critical investments needed to accelerate economic growth in the long run, in research, education, including early education from birth, training, and infrastructure. Below are highlights:

- [Head Start](#) an increase of \$ 1.5 billion.
- \$1.1 billion to increase duration of Head Start services to cover a full



[Olds](#)

Three-year-olds in Head Start have increased from 24 percent in 1980 to 40 percent in 2013.

[Expanding Access to High Quality Child Care for Low-Income Families](#)

A safe, nurturing environment that enriches children's development is critical to working families and is one of the best investments we can make.

[2015 Brings New Federal Action to Prevent Child Trafficking](#)

ACF will work even closer with states and child welfare systems to protect children who are vulnerable to human trafficking.

[Leading the Way in Community Partnerships](#)

From the very start, Head Start was envisioned as a community effort.

[Head Start: Leading the Way for 50 Years](#)

Head Start provides the most vulnerable preschool children and their families with comprehensive services to meet their emotional, social, health, nutritional, and mental health needs.

[Healthy Fathers, Healthy Families: Improving Father and Child Health and the Affordable Care Act](#)

On Jan. 24, Fatherhood Buzz barbershops will host fathers and families for a day of activities to promote healthy lifestyles and behaviors.

[Nation Sees Reduction in Child Abuse and Neglect in Annual Child Welfare Report](#)

More must be done to prevent abuse to avoid long-lasting health effects.

[Help Shape a Federal Immigrant and Refugee Integration Strategy](#)

The White House Task Force on New Americans puts a call out for ideas to help shape the focus of the federal immigration

school day and year.

- \$150 million is set aside to expand funding for [Early Head Start-Child Care Partnerships](#).
- Funds are included for cost of living increases and to support DRS.
- **The President's budget proposes an additional \$82 billion over ten years for the [Child Care and Development Block Grant \(CCDBG\)](#).** The total FY2016 budget request is \$9.4 billion, a \$4 billion increase over FY2015.



- By 2025, the initiative would reach over **2.6 million children**, including nearly **triple the number of infants and toddlers served to 1.8 million children**.
- By 2025, funding would make child care assistance available to all families with incomes up to 200 percent of poverty (about \$40,000 a year for a family of three) with children under age 4.
- Includes \$266 million increase in discretionary funding to help States implement the policies required by the new bipartisan CCDBG law. Among other changes, the law significantly strengthens health and safety standards in the CCDF program.
- Includes \$500 million for the Maternal, Infant, Early Childhood Home Visiting Program (MIECHV), the same as FY 2015; a \$15B investment over 10 years.
- The [Administration for Children and Families](#) will continue to jointly administer Race to the Top-Early Learning Challenge grants and Preschool Development Grants with the Department of Education to build capacity to develop, enhance, or expand high-quality programs. The President's Budget includes \$750 million for [Preschool Development Grants](#) grants.

The budget also includes cutting taxes for families paying child care with a credit of up to \$3,000 per child. The President's tax proposal would streamline child care tax benefits and **triple the maximum child care tax credit for middle class families with young children, increasing it to \$3,000 per child.**

- Under the President's proposal, they could claim a 50 percent credit for up to \$6,000 of expenses per child under five.

At the heart of our work is our commitment to achieve our goals:

- Building successful Early Learning and Development Systems across Head

and refugee integration strategy.

[Tribal Home Visiting Grantees Submit Benchmarks Data for the First Time](#)

New information being collected will provide quantifiable data on improvements of eligible families participating in the program.

[Sharing Lessons Learned from the Current Knowledge of Early Care and Education Partnerships](#)

Check out the findings from a literature review of 78 studies on the characteristics of ECE partnerships.

[Family Engagement Inventory Now Live!](#)

Learn about a new interactive web-based tool that helps familiarize professionals in child welfare, juvenile justice, behavioral health, education and early childhood education on family engagement.

[Child Welfare Information Gateway Unveils New Website](#)

New functionality enhances access to child welfare information, resources and tools.

<https://www.acf.hhs.gov/blog/2015/01/child-welfare-information-gateway-unveils-new-website>

[Check Out ACF's Hispanic Stakeholder Outreach Newsletter - Infórmate](#)

January's Issue features the President's Task Force on New Americans, a new report on Hispanic families by the National Research Center on Hispanic Children and Families, plus much more ACF program information, jobs and news.

See more blogs and visit [The Family Room Blog](#).

Featured Reports

Start, child care, and pre-K

- Promoting high quality and accountable early learning and development programs for all children
- Improving the health and safety of early learning and development programs
- Ensuring an effective early childhood workforce
- Promoting family support and engagement in the child's development

The 2016 Budget supports these goals.

Linda

Kansas early childhood representatives welcome President Obama!



Front: Deb Crowl, Cheryl Firsching, Leadell Ediger, Middle: Elaine Edwards, Tanya Koehn, Dean Olson, Back: Reva Wywadis and Angie Saenger

CCDF Reauthorization: An Exciting New Era for Child Care

With November's historic passage of the Child Care and Development Block Grant (CCDBG) Act of 2014, we have entered an exciting new era for early childhood care and education. The new law (Pub.L. 113-186) not only reauthorizes the Child Care and Development Fund (CCDF) program, but makes expansive changes that will greatly improve child care services for our nation's children and families.



The law includes a number of substantive changes to program requirements, some of which include statutorily mandated effective dates. CCDF Administrators joined together in Washington D.C. the end of January for a two-day meeting "CCDF Reauthorization: An Exciting New Era for Child Care."

The meeting was organized to focus on opportunities to better serve children and families and strengthen the quality of providers in the context of new statutory

Recently posted on the [OPRE Site](#):

[Exploratory Impacts of Three Social-Emotional Curricula on Three-Year-Olds in the Head Start CARES Demonstration](#)

New exploratory impact findings suggest that benefits of social-emotional enhancements in Head Start can extend to 3-year-olds in mixed-age (3- and 4-year-olds) classrooms.

[Cheaper, Faster, Better: Are State Administrative Data the Answer? The Mother and Infant Home Visiting Program Evaluation-Strong Start Second Annual Report](#)

Policymakers are increasingly encouraging greater use of administrative data to produce lower cost, timely, and rigorous evaluations of health and social programs. But is using administrative data actually cheaper, faster, and better? Learn how the Mother and Infant Home Visiting Program Evaluation-Strong Start (MIHOPE-Strong Start) team approached such an effort in [this report](#).

[School Readiness Goals among Head Start and Early Head Start Grantees](#)

Under the Improving Head Start for School Readiness Act of 2007, local Head Start and Early Head Start grantees are formally required to develop school readiness goals and evaluate children's progress toward these goals. [Read here](#) to learn more about how grantees are responding to these requirements, setting school readiness goals, collecting and analyzing data to track progress towards goals, and using these data in program planning and improvement.

[Measuring the Quality of Caregiver-Child Interactions for Infants and Toddlers \(Q-CCIIT\)](#)

This report provides an overview of the Quality of Caregiver-Child Interactions for Infants and Toddlers (QCCIIT) observation tool, which was designed to measure the quality of caregiver-child interactions in

requirements, discuss dates and timelines for implementation of new CCDF requirements, provide orientation to the draft CCDF Plan Pre-Print for FY 2016-2018, share useful resources and listen!

See Rachel's blog [Early Childhood Advocate Ready to Implement Law to Increase the Supply of Infant Toddler Quality Care Across America](#).

Stay updated with OCC resources [here](#).



Invest in Us

[Invest in Us](#), a new initiative created by the First Five Years Fund, a bipartisan non-profit organization, in partnership with private philanthropic leaders, was launched at the [White House Summit on Early Education](#) in response to the President's call for action.

- *Invest in US* will connect communities and states interested in expanding early learning programs and opportunities with 10 leading partners that have committed to helping connect leaders with resources, planning grants, technical assistance, and other support for their youngest learners.
- Leading private and philanthropic organizations committed to new actions of over \$330 million from [corporate and philanthropic leaders](#) to expand the reach and enhance the quality of early education for thousands of additional children.
- Learn more [here](#).

Race to the Top-Early Learning Challenge (RTT-ELC) Highlight



2014 Wisconsin Core Competencies for Professionals Working with Young Children & Their Families

By Dara Martinovich, WI RTT-ELC

The *2014 Wisconsin Core Competencies for Professionals Working with Young Children & Their Families* are expectations for what the workforce should know (**content**) and be able to do (**skills**) in a respectful & competent manner (**attitudes**) in their roles working with and/or on behalf of children and their families. Thus, the *2014 Wisconsin Core Competencies* provide a *common language* and general *best practices* guidance for professionals working with young children and families in a variety of programs, services, and settings.

The development of the *2014 Wisconsin Core Competencies* was a *collaborative endeavor* which was *funded in part by Wisconsin's Race to the Top – Early Learning Challenge (RTT-ELC) grant*. The RTT-ELC grant is funded by the U.S. Department of Education and the U.S. Department of Health and Human Services.

child care settings serving infants and toddlers. The tool can be used across different types of settings and measures caregiver support for infant/toddler social-emotional development, cognitive development, language and literacy development, as well as areas of concern (negative caregiving behaviors).



New Resource from the National Research Center on Hispanic Children & Families

The OPRE-sponsored [National Research Center on Hispanic Children & Families](http://hispanicresearchcenter.org) just launched a new website (hispanicresearchcenter.org); released a research report, [The Complex and Varied Households of Low-Income Hispanic Children](#); and announced a [webinar scheduled for Wednesday, February 11 at 1:30pm ET](#). The webinar will focus on family formation, household structure, and complexity among low-income Hispanic families.

Child Care & Early Education RESEARCH CONNECTIONS

Promoting high-quality research and informing policy

[Research Connections](#) regularly reviews its latest acquisitions and identifies reports and journal articles of high policy relevance.

[Is workplace stress associated with poorer quality teacher-child relationships in Head Start?](#)

[Does incorporating parents into childhood obesity prevention interventions in early childhood settings impact the outcomes of the interventions?](#)

[What teacher-child interactions promote child development?](#)

[What can we learn from the literature about data use for continuous quality improvement that can be applied to the Head Start field?](#)

Representatives from several Wisconsin agencies participated in a **cross-sector work group** that made recommendations for the development of the *2014 Wisconsin Core Competencies* and then obtained the support of key stakeholders and endorsement by the *Wisconsin Early Childhood Cross-Sector Professional Development Initiative (PDI)*.

The *2014 Wisconsin Core Competencies* are organized under *12 Content Areas* and may be viewed and downloaded from the *Wisconsin Early Childhood Collaborating Partners (WECCP)* website at: <http://www.collaboratingpartners.com/professional-development-core-competencies.php>

[Request for Comment: Race to the Top-Early Learning Challenge: Descriptive Study of Tiered Quality Rating and Improvement Systems in Nine Round 1 States](#)

The U.S. Department of Education is soliciting comments on a new proposed study, the Study of Race to the Top-Early Learning Challenge Tiered Quality Rating and Improvement Systems (RTT-ELC TQRIS), which will collect data from two to three RTT-ELC states on TQRIS ratings, component-level ratings, indicator-level ratings, and kindergarten entry assessments. In the event that the kindergarten entry assessment data are not available from state databases, the study will reach out to selected districts in the RTT-ELC states to collect such data. If this step proves necessary, the study will reach out to up to 42 districts in order to ultimately recruit 14 districts from which to collect assessment data. The study will use these data to conduct analyses of the relationship between TQRIS ratings and child outcome measures to inform ongoing development and improvement of TQRIS systems at the state level. The Department of Education is especially interested in public comment addressing the following issues: (1) Is this collection necessary to the proper functions of the Department; (2) will this information be processed and used in a timely manner; (3) is the estimate of burden accurate; (4) how might the Department enhance the quality, utility, and clarity of the information to be collected; and (5) how might the Department minimize the burden of this collection on the respondents, including through the use of information technology.

Comments must be received by March 23, 2015. Comments submitted in response to this notice should be submitted electronically through the Federal eRulemaking Portal at <http://www.regulations.gov>

What is happening in early learning in states?

Louisiana: The state Board of Elementary and Secondary Education decided in January that pre-school teachers must take classes of their own to learn more about young children's care and development. The move is part of a statewide push to improve pre-school, authorized by Act 3 of the 2012 legislative session and related laws.

Other recent changes include the Education Department taking over management of pre-school programs, new academic report cards and coordinated pre-school enrollment. The rules apply to all pre-schools that accept public funding, such as those participating in the Child Care Assistance program.

The latest change means that teachers must secure at least a child development associate credential by 2019. For those who want higher certifications, classes that specifically focus on children from birth to age 5 will be available.

[What legislative action did states take in 2014 related to early care and education?](#)

[How do Head Start Grantees set and use school readiness goals?](#)

Additional Resources



Invest in Us

Quality early childhood education programs help children grow. See how investments in quality programs pay **Summit Commitments [here](#).**

the Ounce

The Ounce of Prevention Fund has announced its upcoming launch of its Achieve OnDemand™ online professional development for home visitors. This new professional development resource is available to home visitors and supervisors nationwide. Read more [here](#).

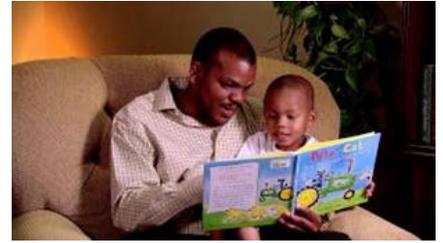
[Closing the achievement gap: Four states' efforts](#)

A [new ECS report](#) highlights the efforts of four states -- Connecticut, Massachusetts, Washington and Wisconsin -- to reduce their achievement gaps through state-level task forces or commissions and other legislative action. These four states historically boast average or strong academic achievement levels, but all are facing achievement gaps, some of them significant.



According to [brain research](#), the brain's

Georgia: Georgia launched a series of television spots to increase awareness about the Georgia Early Learning and Development Standards (GELDS). The state's Department of Early Care and Learning collaborated with Georgia Public Broadcasting to produce a 12-spot series called [Play to Learn](#). Each spot focuses on a different skill outlined in the GELDS.

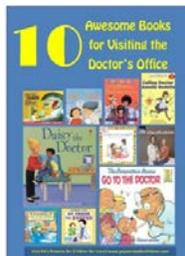


North Carolina: FPG's *Supporting Change and Reform in Preservice Teaching in North Carolina* (SCRIPT-NC) will be offering [free webinars for early childhood faculty nationwide](#). Although the primary audience for these monthly webinars will be faculty in early childhood associate degree programs, the content and resources also are relevant for bachelor's level instruction and other forms of professional development, including training, technical assistance, and consultation.

Research shows that community college programs need support to adequately prepare early childhood educators to serve young children who are culturally, linguistically, and ability diverse. [SCRIPT-NC](#) works with community college early childhood programs to assess, enhance, and redesign courses to better prepare pre-service early childhood educators to meet the needs of children in their communities.

Washington: The Washington Department of Early Learning and Child Care Aware of Eastern Washington have teamed up to create two outreach [toolkits](#) for those participating in Early Achievers, WA's TQRIS. Toolkit 1 is for Early Achievers participants who are working on level 2 requirements (that is, who are not yet rated). Toolkit 2 is for those who have been rated. The customizable marketing materials will help Early Achievers participants share information and celebrate quality improvement activities with different audiences: current and future families, media, and community. [Washington Early Achievers - Outreach Toolkit for Participants](#).

Pennsylvania: Pennsylvania's [Learning is Everywhere](#) campaign highlights activities aligned with their Early Learning Standards. Learning is Everywhere! Fun activities, aligned with the Pennsylvania Early Learning Standards, to help prepare children for school success! February highlights learning at the doctor's office! PA highlights 10 Awesome Books for visiting the Doctor's Office.



Leading the Way in Community Partnerships

By Amanda Bryans, Division Director, Education and Comprehensive Services, Office of Head Start

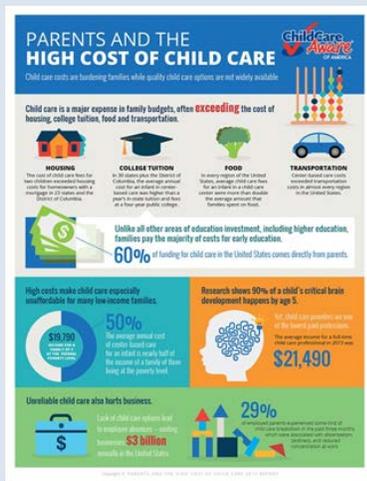
From the very first, Head Start was envisioned as a community effort. We always knew its success rested in both the leadership of parents and support from local businesses, municipalities, community members, and



chemistry actually changes when curiosity is piqued, and helps a person remember not just what they're curious about, but any other information they come across during that highly charged learning time.

[The BUILD Initiative and the QRIS National Learning Network Hosted a Webinar in our "Let's Talk" Series](#)

Measuring, Monitoring, and Improving the Quality of Work Life in Early Childhood Programs took place on January 20th. Assessment tools used in QRIS typically focus on classroom quality, but compelling research confirms the importance of addressing the work environment of staff as well. During this webinar, presenters Jill Bella and Paula Jorde Bloom from the McCormick Center for Early Childhood Leadership at National Louis University introduced participants to the Early Childhood Work Environment Survey (ECWES), a tool for assessing ten dimensions of organizational climate in early childhood programs. Click [here](#) for more information and resources related to the webinar.



[Tools for National Children's Dental Health Month:](#) February is National Children's Dental Health Month, a good time to raise awareness about the importance of oral health.

neighbors. We could never do all that was needed alone. Head Start agencies assessed what was available at the community level and used the federal resources to fill in the gaps. We knew children's success depended on comprehensive services.

Head Start had public-private partnerships before it was cool. One of the conditions for a Head Start grant includes a 20 percent local contribution. Businesses, community organizations, and ordinary citizens have donated time and gifts to their local Head Start programs. Philanthropic groups have helped communities plan their Head Start grant application, and then helped local programs develop strategically.



Recently, President Obama's #InvestInUS campaign has renewed this call for local agencies to get involved in early care and education efforts in their area. These efforts produce an often unrecognized benefit. In addition to the obvious contribution to the program, individuals and organizations that volunteer at Head Start witness firsthand the way the program works. They frequently say that they only meant to stay a short while, but could not leave once they understood the program's power.

Over the years, Head Start has produced several resources for community partnerships. In the early 2000s Head Start developed the [Quality in Linking Together \(QUILT\) resources](#). These papers helped Head Start agencies develop formal agreements with community partners. We revisited and updated these papers just last year to help communities plan [partnerships between Early Head Start and child care agencies](#). Other resources can be found in the [Parent, Family, and Community Engagement section](#) of the Early Childhood Learning and Knowledge Center (ECLKC), as well as the [Program Management and Fiscal Operations](#) section.

Continue reading this blog [here](#).



President Obama's FY16 budget includes a commitment to expanding and strengthening child care and early education programs, specifically increasing the duration of Head Start to a full school day and year. The President is not only securing better outcomes for at-risk children, but supporting the working parents of those children

who are striving to secure a brighter future for their families.

[The National Head Start Association](#)

(NHTA) looks forward to building on this momentum and has released a report highlighting the exceptional efforts of Head Start programs in designing effective two-generation solutions aimed at breaking the cycle of poverty and putting families on the path to self-sufficiency. The report, "[Two Generations Together](#)," examines common mechanisms for funding, partnerships and research in an effort to disseminate strategies that will help other Head Start and early learning programs develop or enhance two-generation work of their own. NHTA released the report and recognized the featured Head Start programs last month during their [Two Generations Together Institute](#).



Progress on Rebuilding Head Start in Long Beach, NY After Super Storm Sandy



Superstorm Sandy made landfall along the New York and New Jersey coastlines on October 29, 2012. The damage wrought by Super Storm Sandy disrupted thousands of lives and communities. A little over 2 years later, many families and communities have recovered, however others still face challenges with rebuilding their lives, homes, and businesses. Long Beach, NY was one of the worst-hit communities where 20 percent of its homes were determined to be unfit to

live in as a result of Super Storm Sandy. The waters of Sandy totally flooded the program's Head Start center, rendering it uninhabitable; it was condemned by the City of Long Beach.

On August 8, 2014 Economic Opportunity Commission (EOC) of Nassau County held a groundbreaking ceremony for the new Long Beach Head Start Facility located at 1 East Pine Street, Long Beach, NY. Since the groundbreaking, EOC and its contractor have moved steadily toward a targeted occupancy date of December 31, 2015.

The new Head Start facility is projected to cost \$8.9 million and will be funded by the Administration for Children and Families (ACF), Office of Head Start (OHS) from \$95 million in Hurricane Sandy Disaster Relief Funds appropriated by Congress. The environmentally-sustainable and energy-efficient building will feature



four bright classrooms with centralized bathrooms for 60 children on the second and third floors. The building will also house administrative and staff offices, parent meeting areas, a commercial kitchen on the fourth floor, and a state-of-the-art rooftop playground.



As of January 1, 2015 the construction has progressed; 238 pilings have been pounded in the ground to support the three story structure. The foundation is complete; all electrical, phone and fiber optic cable are underground and connected to services; and City of Long Beach has connected the water and sewer lines to the street.

Progress during January focused on the detailed planning and fabrication of the steel for erecting the super structure this month. Once the structure is complete, the building will be enclosed and the detailed interior work will begin.

A Cold Night for a Good Cause

By: [Bill Corr](#), HHS Deputy Secretary

As the temperature dropped to a chilling 25 degrees, I joined hundreds of volunteers canvassing the streets of Washington for D.C.'s annual "Point-in-Time" homeless count. This census of homeless individuals measures how well we are meeting our national goal to end homelessness and helps the Administration determine how to allocate resources for homeless support services. But beyond just number gathering, this effort aims to connect those experiencing homelessness with housing, health care, and other resources they need.

Those of us in D.C. were just a handful of the volunteers from communities across the country--many in areas even



colder than the Capitol--who go out each January to conduct a census of our homeless neighbors. Volunteers speak to people living on the street and ask a few short questions. We also provide them a list of resources where they could connect to services, including agencies that could support their health and help them get off the streets.

At the Department of Health and Human Services, we see that the relationship between health and housing stability is intertwined. A health crisis can mean someone loses their ability to work, which causes them to lose their housing and eventually end up on the street. Many struggle with serious mental illnesses, substance use disorders, and disabilities or chronic conditions that go unnoticed and untreated. Without housing, they can't focus on their health issues, and without

addressing their health issues, they can't get back on their feet.

HHS administers many programs that target specific populations that experience homelessness, including people with mental and/or substance use disorders, veterans, families and youth, and chronically homeless individuals. Although these programs are making a difference, more is needed to help the approximately 578,000 people who experience homelessness on any given night.

Continue reading this blog [here](#) on the HHS website.

For information on early childhood homelessness, continue [here](#).

Early Childhood Workforce

Take Another Look at Penn State Better Kid Care On Demand



Resilient caregivers: 'Bouncing back' from stress

Are you feeling stressed? This online lesson helps caregivers learn how to deal with and bounce back from stress. Bouncing back is sometimes called resiliency. Everyone needs to find ways to bounce back after experiencing stress. Handling stress in positive ways is especially important considering the demanding job of caring for children every day. Learn about stress and resiliency and identify your own strengths and ability to avoid or deal with stress.

- 1.) Access this lesson at: <http://extension.psu.edu/youth/betterkidcare>
- 2.) Click on: "On Demand Web Lessons" button on the left menu bar
- 3.) Create an account and sign in
- 4.) Select the title of the lesson: Resilient caregivers: 'Bouncing back' from stress.

CEUs are available and the lesson is approved for child development associate credential training credit.

Note: All of [Better Kid Care's On Demand](#) lessons are available at no cost to the participant. To complete the lesson assessment, receive professional development credit and be issued a certificate of completion there is usually a small fee. However, Better Kid Care is collaborating with the Department of Defense, USDA, and the University of Nebraska to provide this online professional development lesson at no cost to child care professionals.

Better Kid Care also has many research-to-practice resources and more than 150 online modules for early care and education and school-age professionals in the areas of child growth and development, curriculum, family engagement and communication, nutrition, health and safety and professionalism. All resources can be accessed from the [Better Kid Care website](#) above.

Safe Sleep Practices for Caregivers: Reduce the Risk of SUID

Tonia Durden and Kathleen Lodl, University of Nebraska, Lincoln; Claudia Mincemoyer, Penn State University

Providing high quality sleep environments and understanding sudden unexpected infant deaths (SUID) are an essential part of a child care provider's job. There are about 4,000 sudden and unexpected deaths in the United States each year. More than half of these deaths are caused by a commonly known type of SUID called SIDS or Sudden Infant Death Syndrome. This module focuses on defining SUID and identifying behaviors that affect and reduce the risk of sleep-related SUID. Specifically, you'll learn about the common beliefs and misconceptions about SUID, understand the behaviors that affect the risk of sleep-related SUID and learn to implement safe sleep practices for infants.

- 1.) Access this lesson at: <http://extension.psu.edu/youth/betterkidcare>
<http://extension.psu.edu/youth/betterkidcare>
- 2.) Click on: "On Demand Web Lessons" button on the left menu bar
- 3.) Create an account and sign in.
- 4.) Select the title of the lesson: Safe Sleep Practices for Caregivers: Reduce the risk of SUID.

Continuing Education Units are available and the lesson is approved for child development associate credential training credit.

Note: All of Better Kid Care's On Demand lessons are available at no cost to the participant. To complete the lesson assessment, receive professional development credit and be issued a certificate of completion there is usually a small fee; however, Better Kid Care is collaborating with the Department of Defense, USDA, and the University of Nebraska to provide this online professional development module at no cost to child care professionals. Better Kid Care also has many research-to-practice resources and more than 150 online modules for early care and education and school-age professionals in the areas of child growth and development, curriculum, family engagement and communication, nutrition, health and safety and professionalism. All resources can be accessed from the Better Kid Care website above.

This material is based upon work supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, and the Office of Family Policy, Children and Youth, U.S. Department of Defense under Award No. 2009-48667-05833 developed in collaboration with Penn State University and the University of Nebraska. Any opinions, findings, conclusions, or recommendations expressed herein are those of the author(s) and do not necessarily reflect the view of the U.S. Department of Agriculture.



ADMINISTRATION FOR
CHILDREN & FAMILIES



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For more information on the Early Childhood Development Office at ACF, visit the website <http://www.acf.hhs.gov/programs/ecd>.

The Early Childhood Development newsletter contains links to other websites and news articles. These links represent just a few examples of the numerous reference materials currently available to the public. The opinions expressed in any articles or web pages do not necessarily reflect the positions or policies of the U.S. Department of Health and Human Services and the Administration for Children and Families. The inclusion of resources should not be construed or interpreted as an endorsement of any private organization or business listed herein.