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## Working Together for a Better Beginning

“Research shows that one of the best investments we can make in a child’s life is high-quality early education.”

President Barack Obama in his State of the Union address, January 28, 2014

## Early Childhood Development

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

November 18, 2014

VOLUME 2, NUMBER 10

### 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.

#### [Two Anniversaries, One Goal](#)

Associate Commissioner highlights goals of Runaway & Homeless Youth and Family Violence Prevention & Services Acts on historic anniversaries.

#### [November is National Adoption Month](#)

Two-thirds of the 102,000 children and youth in the U.S. foster care system have a sibling in foster care.

#### [Head Start Champion Retires After 42 Years of Service](#)

Former Head Start parent, volunteer and federal worker talks about the program

Mark the date -- **November 17, 2014** – a moment in time for early care and education in America! An hour ago, the Senate passed the reauthorization of the Child Care and Development Block Grant (CCDBG), something many of us have been working on for decades. In ten years, we will remember that this was the date that we as a nation began the process of building a foundation under the nation’s largest early learning program - child care. See a preliminary markup [here](#).



That foundation includes basic health and safety provisions; background checks and entry level training for the workforce, and a more transparent system of quality information for parents who entrust their children to child care providers on a daily basis. By establishing a floor under child care, we will begin to align our early learning programs so that whether children are in Head Start, child care centers or family child care homes, or State Pre-K settings, they will all have access to high quality services.

Today, I had the opportunity to speak to a group of early childhood experts just before the Bill was voted on. I was reminded of a date in 1989 just after the Military Child Care Act was passed. I was speaking to a group of Military Child Development Program Directors and while we knew it would be good for children and families, many of us never envisioned just how much work was ahead. But like all early childhood professionals we stayed the course and six years later, the military program was described as a “model for the nation”. We are again at a defining moment in our history and although there will be challenges ahead, I expect we as early childhood educators will get the job done, this time for millions of America’s children!

You’ve heard me talk about the Early Head Start-Child Care Partnerships in the last few months. Congratulations to everyone who reviewed more than 600 grant

that benefitted her family

#### [Economic Development a Continuing Priority for Native Communities](#)

An update on the ANA SEEDS funding initiative in year two: an effort to help spur Native American economic development through targeted assistance for job and business creation.

#### [Jane's Story](#)

"Because the domestic violence shelter was there, my children and I are alive."

#### [Francesca's Story](#)

"Domestic violence is not a family matter. It is everyone's business."

#### [Runaway and Homeless Youth Grab Spotlight at National Press Club](#)

Advocate Cyndi Lauper joins former homeless youth to share stories and ideas to improve services

#### [Children's Bureau Launches New Approach to Technical Assistance](#)

By centralizing its services, the Children's Bureau intends to establish a more integrated model of service provision.

#### [Bridging the Word Gap](#)

A big day at the White House for infants, toddlers and brain development.

#### [New Infant-Toddler Training and Technical Assistance Projects](#)

Office of Child Care and Office of Head Start focus on improving quality.

#### [Supporting Children of Incarcerated Parents](#)

Parents deserve a second chance to get a job and support their kids once they leave prison.

#### [What Early Care and Education Providers and Families Should Know About Enterovirus D68](#)

Infecting about 10 to 15 million Americans each year, enteroviruses are very common, especially during the summer and fall months.

applications for partnerships and expansion slots. We are working hard to be able to announce new grants in early December. These grants will provide high quality early education to many more infants and toddlers and pave the way for better alignment of child care and Early Head Start programs. In partnership with the Department of Education we have completed the review of the 36 Preschool Development and Expansion grants and will announce these grants in early December.

BUT, much remains to be done and we need to build a national movement to improve early learning services for our youngest children. There was a flurry of activity when the White House announced that it will hold a summit on early childhood on December 10<sup>th</sup>. Recently, Senior Administration Officials have traveled across the country to hear from local officials, education experts, business leaders, and the philanthropic community about how to best advance the President's agenda to expand access to high-quality early education for all Americans.

The White House Summit will bring together a broad coalition of philanthropic, business, education, advocacy and elected leaders, as well as other stakeholders who are committed to expanding access to high-quality early education. This summit builds on the President's call in his 2013 State of the Union address to expand access to high-quality early childhood education to every child in America. As part of that effort, the President proposed a series of new investments that will establish a continuum of high-quality early learning for a child—beginning at birth and continuing to age five. His commitment to young children has never wavered.

This IS a big day for all of us and it will be a busy month for sure! Soon, President Obama will sign the CCDBG bill and hopefully in a few years, we will all look back and remember this time in history. So, wherever you are, take a few minutes to celebrate the moment and enjoy the day, then we can all roll up our sleeves and begin the work ahead. Thank you for all you do for our youngest children.

*Linda*

## **Head Start is turning 50, and the National Head Start Association has planned a year-long celebration.**

Celebrate Head Start's 50th Anniversary by participating in NHSA's and Teaching Strategies' Head StART: My Favorite PART Challenge. Classrooms of Head Start children from across the country are invited to create original works of group art to illustrate their favorite part of Head Start! Local winners will compete for two national awards.



### [Early Head Start-Child Care Partnership Applications Under Review](#)

Innovative models work together to serve young children in poverty.

### [Reflections on the 30th Anniversary of the Family Violence Prevention & Services Act](#)

Today, FVPSA supports nearly 1,600 shelters, 200 Tribes and Tribal organizations, and domestic violence coalitions in 56 states and territories.

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

## Featured Reports



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

**New** [The CCDF Policies Database Book of Tables: Key Cross-State Variations in CCDF Policies as of October 1, 2013](#)

**NEW** [Household Search for and Perceptions of Early Care and Education: Initial Findings from the National Survey of Early Care and Education \(NSECE\)](#)

**NEW** [NSCAW, No. 21: Disconnected Youth Involved in Child Welfare](#)

[Literature Review in Brief: Healthcare Occupational Training and Support Programs under the Affordable Care Act](#)

[Benchmark Measures Selected by Home Visiting Grantees](#)

**Child Care & Early Education RESEARCH CONNECTIONS**  
*Promoting high-quality research and informing policy*

### **New Resources on Integrated Data Systems**

*Research Connections* has released two

**Eligibility:** Children must be three to five years of age and participate through a local Head Start program that is a current NHSA member. All art work must be developed in a Head Start classroom or during a home-based socialization.

**Objective:** NHSA and Teaching Strategies wish to illustrate the Head Start experience through the eyes of young children. The winning entries will be reproduced on a commemorative 50th Anniversary poster that will be distributed to all Head Start and Early Head Start programs.

Forms for download: [Submission Form](#), [Application Toolkit](#).

For more information on celebrating 50 years, see [here!](#)

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



## Kindergarten Entry Assessments in the Race to the Top – Early Learning Challenge (RTT-ELC) States - Revised

Check out this **revised** resource from ELC TA to learn more about [Kindergarten Entry Assessments \(KEA\) in the Race to the Top – Early Learning Challenge \(RTT-ELC\) states](#). Under their RTT-ELC grants, States are revising existing or implementing new kindergarten entry assessment tools. This summary provides an overview of the assessment instruments currently in use or being developed by the 20 States participating in RTT-ELC. The update details which States are collaborating on KEA development, and it provides information on the time frames for developing and conducting the assessments.

## What is happening in early learning in states?

**Colorado:** Colorado developed “PEAK”, an online service for Colorado families to apply for and access benefit information for medical, food, and cash assistance programs. Using Race to the Top – Early Learning Challenge grant funds Colorado has expanded PEAK to now include 12 programs with an early childhood focus including Colorado Child Care Assistance Program, Colorado Preschool Program, Head Start, Child Find, Early Intervention, Low Income Energy Assistance, School Nutrition, Healthy Steps, Special Supplemental Nutrition Program for Women, Infants, and Children, Nurse Family Partnerships, Parents as Teachers, and Home Instruction for Parents of Preschool Youngsters. Colorado has already launched 6 of 12 programs (June and November of 2014) and plans to complete the remaining 6 in March of 2015.

Families will benefit from:

- **Single source for information.** Cuts down on multiple applications for services. Saves time for families requesting assistance.

new resources on early care and education integrated data systems: a [Key Topic Resource List](#) and a [Topic of Interest](#).

[What changes to child care assistance policies did states make between February 2013 and February 2014?](#)

[What strategies and features of family support programs may be most effective in reaching and engaging black and Latino families?](#)

[Does state preschool crowd-out private provision?](#)

[How do voters in Colorado, Florida, Georgia, North Carolina, and Ohio view early childhood education?](#)

[What are the differences in the developmental status of children with and without child protection involvement who attend high-quality early care and education programs?](#)

[How can using the Common Core State Standards as a framework improve the school readiness of rural children?](#)

[How do Head Start impacts on children's cognitive and social-behavioral outcomes vary by control group child care arrangements?](#)

## Additional Resources



A quality rating and improvement system (QRIS) measures and improves the quality of early care and education programs, and communicates that quality to parents as they consider care. [The BUILD Initiative](#) is excited to announce the launch of the searchable QRIS Compendium at [griscompendium.org](http://griscompendium.org). This website has the latest details on QRIS in every state, territory and region, allowing visitors to produce state

- **Improved Application Process.** This reduces the completion of duplicate forms. Provides clean, legible applications which can reduce the instances of manual entry error.
- **Expedited Application Process.** Process is faster and smoother and the state providers offer improved customer service.
- **Targeted use of Case Management.** Allows programs to update information and reminders on renewal for services.
- **Outreach.** This allows programs to increase recruitment, quantify demand and understand capacity.

For more information visit: <https://coloradopeak.secure.force.com/>

**Minnesota:** Early Childhood Family Education (ECFE): Celebrating 40 Years of Learning for Minnesota's Parents and Children. ECFE started 40 years ago and it is designed to educate parents and children from birth to kindergarten entrance. – See more at: <http://www.childtrends.org/early-childhood-family-education-celebrating-40-years-of-learning-for-minnesotas-parents-and-children/#sthash.uLBfDYq.dpuf>

**Oregon:** Oregon has taken significant steps to transform its health care and early education systems. Recognizing that good health is a key component of ensuring children enter school ready to succeed, Oregon is now aligning the two systems with the ultimate goal of improving kindergarten readiness. This report, supported by the Build Initiative, describes Oregon's approach to aligning its two innovative system transformations and highlights key strategies – including joint staffing, blended funding, and shared expectations – to elucidate lessons for policy makers seeking to bridge health care and early education. - See more at: <http://www.nashp.org/publication/bridging-health-care-and-early-education-system-transformations-kindergarten-readiness#sthash.emkLQDqi.dpuf>

## New Infant-Toddler Training and Technical Assistance Projects

*By Linda Smith, Deputy Assistant Secretary and Interdepartmental Liaison for Early Childhood Development; Ann Linehan, Acting Director, Office of Head Start; and Shannon Rudisill, Director, Office of Child Care*



are three years old, the structures of their brains that influence later learning are mostly formed.

It seems we learn more and more every day about all that our youngest children can learn. **Research shows that a tremendous amount of brain development happens in the very first months of life.** By the time children

Millions of infants and toddlers across the country spend a significant part of their

and local QRIS profiles, analyze QRIS dimensions, compare QRIS elements across states, and more. [Child Trends](#) is the project manager for [griscompendium.org](http://griscompendium.org).



To learn how to use the tools on this new site, join a webinar on

Thursday, December 4, from 2 to 3 p.m. ET. Register [here](#).



### [5 Myths about Young children and Screen Media](#)

Debunking common misconceptions about the impact of screen use on babies and toddlers.



A new CLASP brief, [First Steps for Early Success: State Strategies to Support Developmental Screening in Early Childhood Settings](#), explores the role of child care and early education programs in connecting children to developmental screening, as well as national efforts and funding streams to support developmental screening and its relationship to early childhood.



### [turning the corner state child care assistance policies 2014](#)

Families in thirty-three states were better off in February 2014 than in February 2013 under one or more child care assistance policies.

days in early care and education settings, including child care and Early Head Start. At the **Offices of Child Care (OCC)** and **Head Start (OHS)**, we have a responsibility to ensure that those children, their families, and their teachers get the best support we can offer. We have increased our focus on the youngest children in recent years, and we're pleased to announce that OCC and OHS are co-administering **two new training and technical assistance (T/TA) projects** that focus on infants and toddlers in early care settings.

See the rest of this article at <http://www.acf.hhs.gov/blog/2014/10/new-infant-toddler-training-and-technical-assistance-projects>.

## Safe to Sleep® Campaign



death syndrome (SIDS) and other sleep-related causes of infant death.

The Safe to Sleep® campaign (formerly the Back to Sleep® campaign), led by the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD) of the National Institutes of Health (NIH), promotes ways to reduce the risk of sudden infant death syndrome (SIDS) and other sleep-related causes of infant death.

The campaign's messages are based on recommendations by the American Academy of Pediatrics. These recommendations include ways that parents and caregivers can reduce the risk of SIDS and other sleep-related causes of infant death by making a baby's sleep environment safer. Babies who usually sleep on their backs but who are then placed to sleep on their stomachs, such as for a nap, are at very high risk for SIDS. So, it is important for everyone who cares for a baby to use the back sleep position for all sleep times—for naps and at night.

As you may know, October was SIDS Awareness Month. A promotional e-toolkit was developed as a resource for you. The toolkit includes:

- Sample social media posts with the campaign hashtags
- Drop-in presentation slides about SIDS and the campaign
- Videos in English and Spanish explaining ways to reduce the risk of SIDS and other sleep-related causes of infant death
- Infographics that explain key points related to reducing the risk of SIDS and other sleep-related causes of infant death.

Visit the [Safe to Sleep® website](#) to order FREE educational materials, read myths and facts about safe infant sleep, find tummy time tips and discover other helpful resources.

## Tribal Home Visiting Grantees Awarded CMS Grants to Improve Health Care Services for AIAN Children

On November 12, 2014, three of our Tribal Home Visiting grantees- Native American Community Health Center of Arizona, South Central Foundation of Alaska, and Choctaw Nation of Oklahoma of Oklahoma- received grants from the Centers for Medicare & Medicaid Services (CMS) to improve access to quality health care services for American Indian and Alaska Native children. CMS awarded 10 grants, totaling \$3.9 million, for outreach and enrollment efforts aimed at AIAN children eligible for Medicaid and the Children's Health Insurance Program (CHIP).



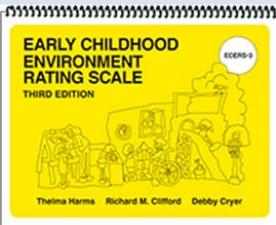
**Designing a Home Visiting Framework for Families in Public and Mixed-Income Communities**

– Home visiting programs hold promise for helping vulnerable families, but most are not designed to fully address the needs.



**What do IDEA and FERPA tell us about early childhood data sharing?**

Join the DaSy Center for a webinar reprisal of this popular session from our 2014 Improving Data, Improving Outcomes conference. **Save the Date** - Wednesday, December 17 from 2:00-3:30 p.m. EST. Registration information coming



**Just Released: The New Version of the Early Childhood Environment Rating Scale**

Designed for classrooms serving 3-5 year-olds, the much-anticipated new edition of the Early Childhood Environment Rating Scale (the ECERS-3) from Teachers College Press debuted at the annual meeting of the National Association for the Education of Young Children (NAEYC).



Native Health Community Health Center (Native Health) plans to use the grant to engage schools in Medicaid and CHIP outreach, enrollment, and retention activities.

The grant will allow Native Health to establish relationships with American Indian Program Liaisons in school districts across the Phoenix metro area. In addition, the grant will provide Native Health with the necessary resources to expand outreach, education, and assistance around Health-e-Arizona, the state’s online application, and enrollment at primary care clinics and major shopping malls.

Southcentral Foundation plans to use the grant to incorporate Medicaid and CHIP outreach and enrollment into other AIAN programs. The grant will allow Southcentral Foundation to help other programs incorporate IQualify, an eligibility and enrollment software tool, into their activities.



The grant will also provide Southcentral Foundation with the resources to fund mobile units to make quarterly visits to AIAN serving organizations in Alaska.

Choctaw Nation of Oklahoma also plans to use the grant to incorporate Medicaid and CHIP outreach and enrollment into other tribal programs. The grant will allow Choctaw Nation to conduct children’s health coverage outreach and enrollment activities within a number of existing programs serving AIAN children. Such programs may include but are not limited to Support for Pregnant and Parenting Teens; Head Start; Women, Infant and Children (WIC) program and tribal home visiting programs.



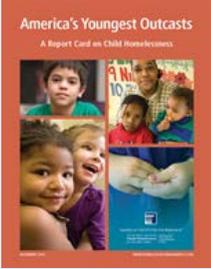
**Educare Winnebago**

Deputy Assistant Secretary for Early Childhood, Linda Smith, visited the Winnebago Reservation last month for the grand opening of its Educate Winnebago center. She was one of many who were there to celebrate. Leaders from several Oklahoma tribes traveled to the grand opening. George B. Kaiser of the Tulsa-based George Kaiser Family Foundation, who has partnered in three Educare centers in the city as

well as a number of other early childhood initiatives, Susie Buffett, chairwoman of the Buffett Early Childhood Fund, and Samuel Meisels, executive director of the Buffett Early Childhood Institute



[America's Youngest Outcasts](#), prepared by The National Center on Family



Homelessness at American Institutes for Research, ranks the 50 states on how they are addressing child homelessness from best (1) to worst (50).

also attended.

Educare Winnebago is the first Educare School to serve Native American children and families. The school combines Educare's best practices with activities that honor local culture and traditions. Children are taught in the native Ho-Chunk language in addition to English. A cultural resource room houses events, community college classes and after-school tutoring programs for K-3rd grade students from Winnebago Public Schools. Educare Winnebago is located on the Winnebago Indian Reservation in northeast Nebraska. The Winnebago Reservation lies along the Missouri about 80 miles north of Omaha in northern Thurston County and includes the village of Winnebago.

The Winnebago Tribal Council and the Buffett Early Childhood Fund each raised 50 percent of the cost of the 30,000-square-foot facility, which will serve 191 children from birth to age 5. It will follow Educare's research-based model for early childhood education. Operating costs will be paid by Winnebago Head Start, Little Hill Child Development Center, the Winnebago Public Schools and the Winnebago Tribal Council.

Congratulations Educare Winnebago!

## Bridging the Word Gap

Research shows that during the first three years of life, a poor child hears roughly 30 million fewer total words than his or her more affluent peers. This is known as the "word gap," and it can lead to disparities not just in

vocabulary size, but also in school readiness, long-term educational and health outcomes, earnings, and family stability. The "word gap" refers to the difference in the both the quantity of words and the quality of foundational interactions a child hears and experiences in the first few years of life.



See more information on Bridging the Word Gap [here](#) and [here](#).  
(<http://www.acf.hhs.gov/programs/ecd/child-health-development/bridging-the-word-gap>)

Last month, 2,383,645 people around the globe came together to celebrate literacy and to talk about the importance of high-quality early education.

The Children's Services of Broward County supported early literacy. All children within the county received copies of *Bunny Cakes* to read on [Jumpstart's Read for the Record Day!](#)



## November is National Homeless Awareness Month

### Illinois Preschool for All Plan for Serving Children and Families Experiencing Homelessness

By Vicki Hodges, Principal Consultant, McKinney-Vento Homeless Education, Illinois State Board of Education

In Illinois, the regional model is used to provide McKinney-Vento Homeless Education services to children and families experiencing homelessness. There are seven regions throughout the State and each of the regions has a Lead Area Liaison who provides professional development and technical assistance to the area schools and assists children and their families with educational needs.



As part of the educational landscape in Illinois, the state funded preschool program [Preschool for All](#) is offered on a competitive grant process. As part of the requirements of the grant, public school district programs are required to have a plan in place to serve children experiencing homelessness. The programs are monitored on a three year cycle and as part of the compliance monitoring checklist, programs are cited for compliance with having a plan. Two years ago it was brought to the attention of the Early Childhood staff at the State Board of Education that programs needed guidance on how to create and effectively adhere to a plan to serve the children experiencing homelessness.

Together with the NAEHCY Early Childhood sub-committee, Illinois created a plan that the [Preschool for All](#) programs could use to meet the needs of the children and families that they serve. The plan can be found at [http://www.isbe.net/earlychi/preschool/preschool\\_homeless.pdf](http://www.isbe.net/earlychi/preschool/preschool_homeless.pdf).

To ensure that the programs are better able to serve the needs of their community, the Lead Area Liaisons invite the *Preschool for All* staff/administrators to the various regional trainings and professional development opportunities throughout the year. The goal is to provide an awareness of the [McKinney-Vento Act](#) and to work through barriers that may exist, e.g. transportation, number of available slots in preschool programs, eligibility, enrollment requirements. The Lead Area Liaisons also work to ensure that all preschool age children experiencing homelessness are identified, being served in the preschool program, and being reported in Student Information System, the data collection system. As part of the Continuums of Care, the Lead Area Liaisons also stress the importance that community services play in the early childhood programs and within the early childhood community that they serve.

Through its RTT-ELC grant, Illinois has created seven Early Childhood Innovation Zones that are focused on increasing the number of children with high needs who are receiving high quality early learning services. In two of these Innovation Zones there has been an intense focus on developing robust referral and follow-up systems to ensure that young children experiencing homelessness are identified and enrolled in an early learning program. Early successes in these communities have demonstrated how important it is to have the whole community involved in identifying and linking families to services, rather than expecting this to be the

responsibility just of the schools, Head Start programs, or homeless services agencies. Together we can make a difference in our children's lives.



[Let's Move! Child Care \(LMCC\)](#) is excited to announce a call for nominations for child care and early education centers and homes who are participating in the [Child and Adult Care Food Program \(CACFP\)](#) and primarily serve children 0-5 years of age; CACFP sponsoring agencies; and State CACFP agencies who are making outstanding efforts to improve child nutrition programs that promote young children's health and prevent childhood obesity.

The top nominees and their efforts will be recognized and showcased at an LMCC Recognition Event at the 2015 National CACFP Sponsors Association Conference in Las Vegas, Nevada.

To make a nomination for this special recognition and see the selection criteria, go to: <https://www.surveymonkey.com/s/2015LMCCNomination>

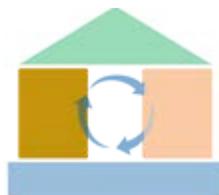
## Supporting Early Childhood

[The National Center on Quality Teaching and Learning](#) uses a house to represent four integral elements of quality teaching and learning: engaging every day interactions with children (the foundation); choosing and implementing a strong curriculum (first pillar); using regular assessment of children's skills (second pillar), and individualized teaching (the roof). These elements--when connected with one another--form a single structure that fosters children's learning and development.



**Foundation:**  
Engaging Interactions and Environments

Effective, engaging interactions and environments are the foundation for all learning in early childhood classrooms. High-quality preschool classrooms include a well-organized and managed classroom, social and emotional support, and instructional interactions and materials that stimulate children's thinking and skills.



**The First Pillar:**  
Research-Based Curricula and Teaching Practices

A high-quality, research-based curriculum provides learning goals and activities in key areas of children's development that reflect support for school readiness goals.



## The Second Pillar: Ongoing Child Assessment

Ongoing assessment is integral to curriculum and instruction. Our goal is to help children achieve school readiness and individual learning goals. We need to keep track of the children's progress and use assessment to guide our teaching.



## The Roof: Highly Individualized Teaching and Learning

Effective instruction for all children requires individualized teaching and learning opportunities to access, participate, and thrive in the preschool classroom.

For more information, see [here](#) and [here](#).

The [Office of Child Care \(OCC\)](#) is pleased to announce the availability of a new resource—a series of eight reports (noted below) on *Contemporary Issues in Child Care Licensing*. The reports were developed with the support of nationally recognized consultants and are based on in-depth interviews with representatives from nine State licensing agencies: Connecticut, Florida, Georgia, North Carolina, Ohio, Oklahoma, Texas, Utah, and Washington. OCC believes the examples of innovative and diverse State practices will help State licensing agencies in seeking to strengthen their programs, meet new OCC policy reforms, and better protect children in out-of-home care.

- *Child Care Licensing Inspection Policies*
- *Enforcement Strategies With Licensed Child Care Providers*
- *Monitoring Strategies for Determining Compliance: Differential Monitoring, Risk Assessment, and Key Indicators*
- *Enforcement and Approaches to Illegally Operating Providers*
- *Reporting, Tracking, and Responding to Serious Injuries and Fatalities in Child Care*
- *Building and Physical Premises Safety in Child Care*
- *Quality Assurance in Child Care Licensing*
- *Elements of a Licensing Statute*

The reports, developed for OCC by the [National Center on Child Care Quality Improvement \(NCCCQI\)](#), and other resources about health and safety and licensing are available on the Child Care Technical Assistance Network Web site at <https://childcareta.acf.hhs.gov/topics/health-and-safety-and-licensing>.



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



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Twitter logo linked to <https://twitter.com/ACFHHS>

[Sign up](#) to receive the Early Childhood Development Newsletter. If you have questions or comments regarding the newsletter please contact:

[marsha.basloe@acf.hhs.gov](mailto:marsha.basloe@acf.hhs.gov)

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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.*