



NATIONAL CENTER ON

Early Childhood Health and Wellness



CHILD CARE

State Capacity Building Center

Measuring a Standard of Care: Using Standards Like Caring for Our Children Basics to Inform Technical Assistance for Infant/Toddler Programs

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Kim Clear-Sandor, National Center on Early Childhood Health and Wellness

Welcome

- ◆ Thank you for supporting the healthy development of infants and toddlers and their families.



Supporting Infants and Toddlers Together

Early Childhood Team

- Community member
- Direct child-serving practitioner
 - Caregiver
 - Home visitor
- State government professional
- State level professionals
 - Licensors
 - Quality system
- Training and Technical Assistance Providers
 - Infant Toddler Consultants
 - Child Care Health Consultants
 - Mental Health Consultants
 - CCRR Trainers
 - CCRR Staff
- Other

Outcomes

Examine tools for assessing health and safety in infant/toddler programs

Discuss how to use these tools as a technical assistance provider

Investigate the components of standards and regulations

Strategize how to use standards to support high quality safe and healthy environments

What Do We Mean by a “Standard of Care”?

- ◆ A general statement about what is expected to be provided to ensure high-quality care for children.



Source: Standards for improving the quality of care for children and young adolescents in health facilities. Geneva: World Health Organization; 2018.
Licence: CC BY-NC-SA 3.0 IGO.



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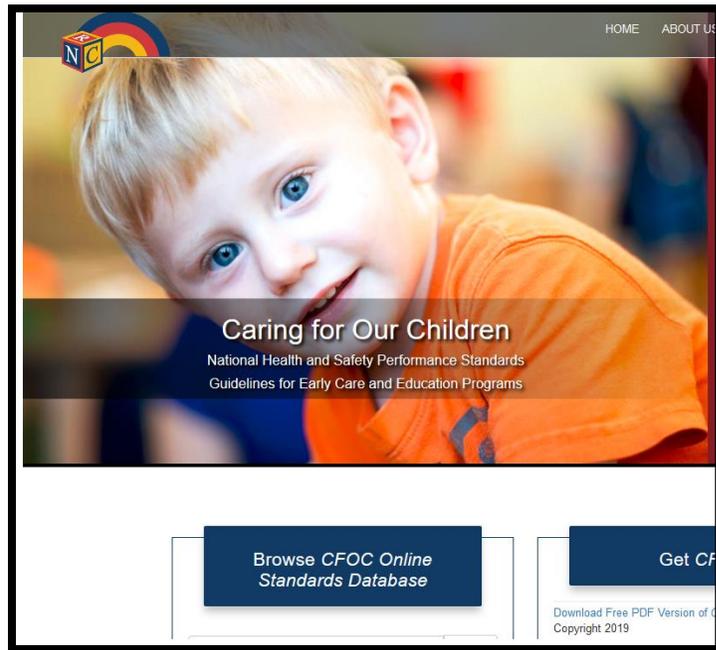
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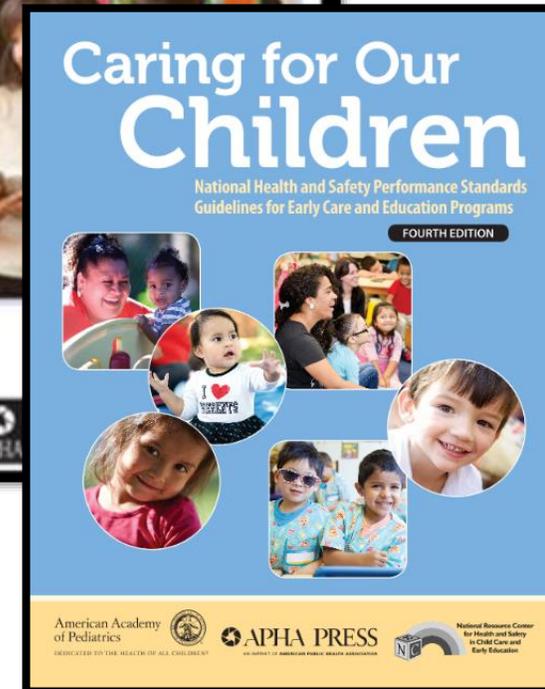
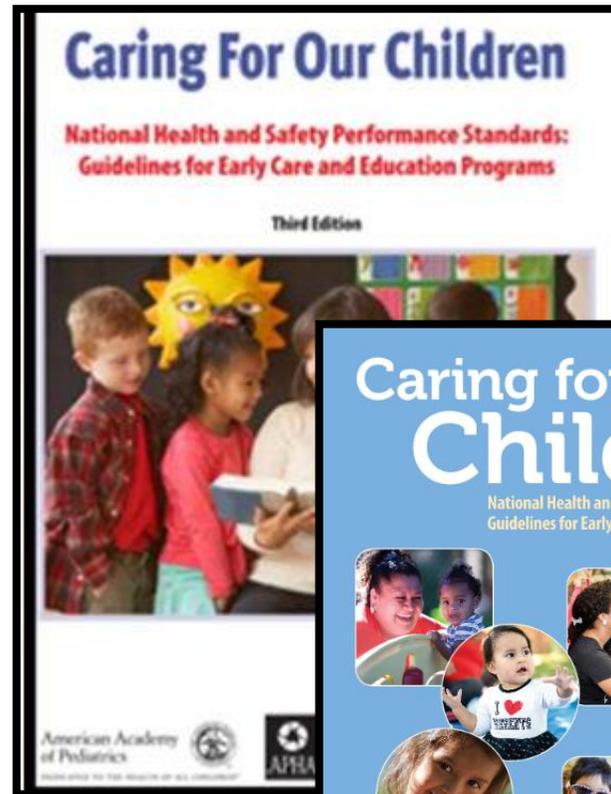
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Caring for Our Children, Online Database



<http://nrckids.org/CFOC>



Caring for Our Children (CFOC) Standards

- Definitive source on best practice in health and safety in early care and education settings
- Evidence-based
- Expert consensus
- Model for health & safety practices



Caring for Our Children Standards vs. Regulations

- What is a standard?
- How is a regulation different from a standard?



What is a CFOC Standard?

- Statement that defines goal of practice
- Strongest criterion for practice set by organization
- Incentive for universal compliance
- Not necessarily required for legal operation
- Legitimized or validated by:
 - Scientific or epidemiological data and/or
 - Widely agreed upon high-quality practice

Regulations

- Are required for legal operation
- Originate with authoritative agency
- Have the power of law
- Are linked to enforcement activity
- Are often intended for a particular circumstance



Regulations



Head Start Program Performance Standards

Head Start Program Performance Standards Showcase

Home > Head Start Policy and Regulations Share Print Feedback

The Office of Head Start has released the first comprehensive revision of the Head Start Program Performance Standards (HSPPS) since 1975. Find out more under "Presenting the Standards." Explore the content areas of the Showcase to learn more about how the Standards apply to major Head Start program areas.

General Explore this section to find important information and resources that are woven throughout the nine key program areas. Explore Resources	Governance Encompassed in Part 1302, this topic addresses the requirements around a governing body, a policy council, the agency level and policy committees at the delegate level, and a parent committee. Explore Resources	ERSEA Supporting Part 1302 Subpart A, this topic addresses requirements and procedures for the eligibility determination, recruitment, selection, enrollment, and attendance of children and includes new requirements related to suspension and expulsion and re-en. Explore Resources	Program Structure As discussed mainly in Part 1302 subpart E, this topic addresses the program options a program may operate, and the setting, staffing, duration, and training requirements for each option. Explore Resources
Education Drawing mainly from Part 1302 Subpart C, this topic addresses how a program must provide high-quality early education and child development services, including the optional early dualities (Part 1302 Subpart P), that promote children's success in school. Explore Resources	Health Drawing from Part 1302 Subpart D, this section supports the requirements around health and health, mental health, and nutrition services, as well as the Health Service Advisory Committee. Explore Resources	Family and Community Engagement As discussed mainly in Part 1302 subpart E, this topic addresses how a program must integrate parent and family engagement strategies into all systems and program services, and establish ongoing relationships and partnerships with community organizations. Explore Resources	HR & Professional Development As discussed mainly in Part 1302 Subpart I, this topic addresses personnel policies, staff qualifications and competency requirements, training and professional development, staff health and wellness, and volunteers. Explore Resources
Program Management Drawing largely from Part 1302 Subpart J, this topic addresses how a program promotes management that supports a process of ongoing monitoring and using data for continuous improvement and attaining program goals. Explore Resources	Admin & Fiscal Requirements Encompassed mainly in Part 1302, this topic addresses financial requirements, administrative requirements, protocols for the privacy of child records, evaluation of program operations, facilities, and transportation. Explore Resources		



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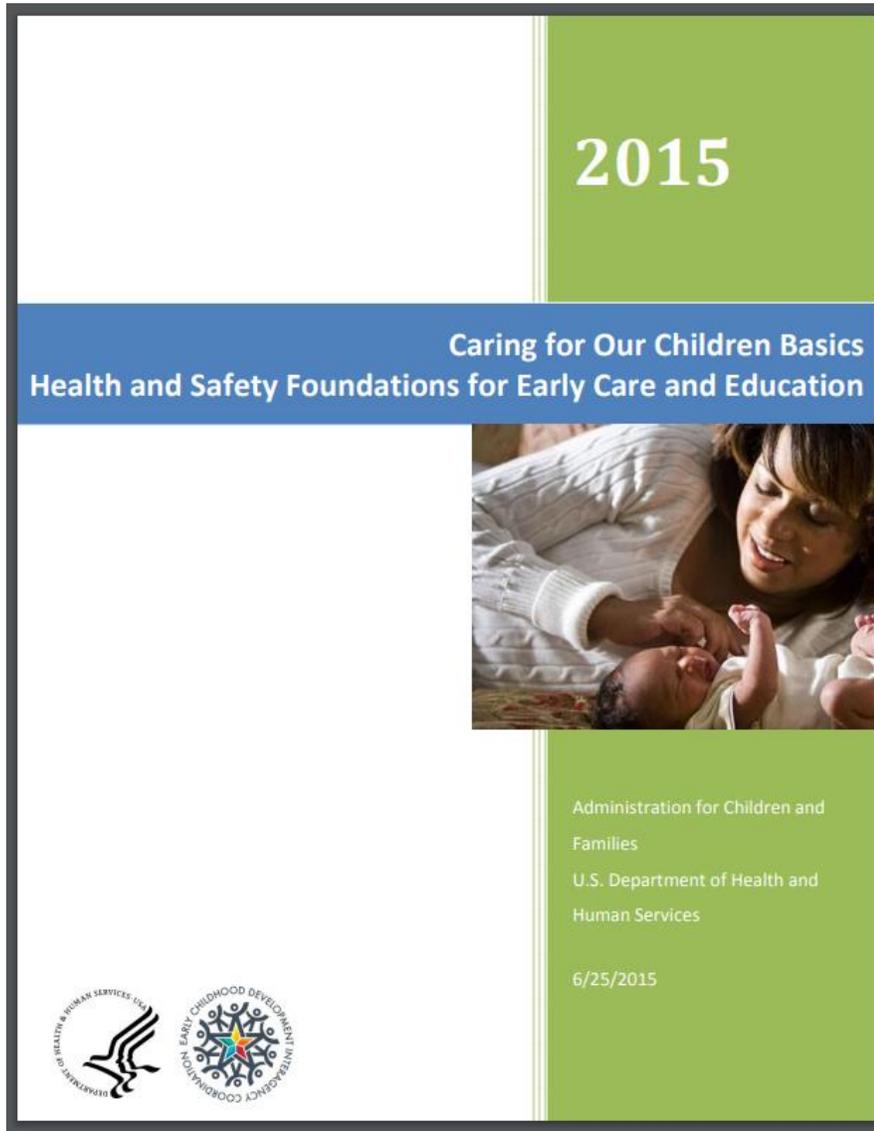


Caring for Our Children Basics: History

- ◆ Developed in 2015
- ◆ Includes minimum health and safety standards
- ◆ Does not represent all standards that should be present to achieve the highest quality, only basic health and safety practices
- ◆ Is voluntary

Source: Administration for Children and Families, U.S. Department for Health and Human Services. (2015). *Caring for our children basics: Health and safety foundations for early care and education*. Retrieved April 9, 2018, from https://www.acf.hhs.gov/sites/default/files/ece/caring_for_our_children_basics.pdf





- 1.4.4.1/1.4.4.2 Continuing Education for Directors, Caregivers/Teachers in Child Care and Family Child Care Homes
- 1.4.5.2 Child Abuse and Neglect Education
- Program Activities for Healthy Development**
- 2.1.1.4 Monitoring Children's Development/Obtaining Consent for Screening
- 2.1.2.1/2.1.3.1 Personal Caregiver/Teacher Relationships for Birth to Five-Year-Olds
- 2.2.0.1 Methods of Supervision of Children
- 2.2.0.4 Supervision near Water.....
- 2.2.0.8 Preventing Expulsions, Suspensions, and Other Limitations in Service
- 2.2.0.9 Prohibited Caregiver/Teacher Behaviors
- Health Promotion and Protection**
- 3.1.3.1 Active Opportunities for Physical Activity.....
- 3.1.4.1 Safe Sleep Practices and SIDS Risk Reduction.....
- 3.1.5.1 Routine Oral Hygiene Activities
- 3.2.1.4 Diaper Changing Procedure
- 3.2.2.1 Situations that Require Hand Hygiene.....
- 3.3.0.1 Routine Cleaning, Sanitizing, and Disinfecting.....
- 3.2.3.4 Prevention of Exposure to Blood and Body Fluids.....
- 3.4.1.1 Use of Tobacco, Alcohol, and Illegal Drugs
- 3.4.3.1 Emergency Procedures
- 3.4.4.1 Recognizing and Reporting Suspected Child Abuse, Neglect, and Expulsion.....



Caring for Our Children (CFOC)

[Save as PDF](#)

Chapter 3: Health Promotion and Protection

3.1 Health Promotion in Child Care

3.1.4 Safe Sleep

3.1.4.1: Safe Sleep Practices and Sudden Unexpected Infant Death (SUID)/SIDS Risk Reduction



Safe sleep practices help reduce the risk of sudden unexpected infant deaths (SUIDs). Facilities should develop a written policy describing the practices to be used to promote safe sleep for infants. The policy should explain that these practices aim to reduce the risk of SUIDs, including sudden infant death syndrome (SIDS), suffocation and other deaths that may occur when an infant is in a crib or asleep. About 3,500 SUIDs occurred in the U.S. in 2014 (1).

All staff, parents/guardians, volunteers and others approved to enter rooms where infants are cared for should receive a copy of the Safe Sleep Policy and additional educational information and training on the importance of consistent use of safe sleep policies and practices before they are allowed to care for infants (i.e., first day as an employee/volunteer/substitute). Documentation that training has occurred and that these individuals have received and reviewed the written policy before they care for children should be kept on file. Additional educational materials can be found at <https://www.nichd.nih.gov/sts/materials/Pages/default.aspx>.

CFOC Basics Tools

CFOCB Standards Alignment Tool

Program Review Tool

CFOCB Standards Alignment Tool

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Early Childhood Quality Assurance

Caring for Our Children Basics Health and Safety Standards Alignment Tool for Child Care Centers and Family Child Care Homes

Contents

Introduction	4
Instructions	4
CFOCB Health and Safety Standards Alignment Tool	6
Staffing	6
1.1.1-1.1.1.5 Ratios for Centers and Family Child Care Homes	6
1.2.0.2 Background Screening	7
1.4.1.1/1.4.2.3 Pre-service Training/Orientation	7
1.4.3.1 First Aid and CPR Training for Staff	8
1.4.4.1/1.4.4.2 Continuing Education for Directors, Caregivers/Teachers in Centers, and Family Child Care	

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CARING FOR OUR CHILDREN BASICS: PROGRAM REVIEW TOOL
for Center-Based Programs and Family Child Care Homes

Introduction

Center-based programs and family child care homes protect the health and safety of children in their care. This is hard work, so it's essential to have a good plan. This Program Review Tool lists the minimum health and safety standards for child care settings outside of the home. It covers 8 practical content areas from "Caring for Our Children Basics." The tool is a fillable PDF, so you can update it over time.

Use the tool to:

- Assess your current health and safety practices.
- Identify where practices should be stronger.
- Develop strategies and plans for professional development.

Once the "basics" are met, your center-based program or family child care home can continue to strengthen health and safety practices by consulting "Caring for Our Children, 3rd Edition," which has more standards and explanations for why each standard is important.

About "Caring for Our Children Basics"

"Caring for Our Children Basics" was developed by child development, health, and safety experts working in and outside of government, with leadership from the Office of Child Care, Office of Head Start, Office of the Deputy Assistant Secretary for Early Childhood Development, and the Maternal and Child Health Bureau/Health Resources and Services Administration (HRSA). It is based on "Caring for Our Children: National Health and Safety Performance Standards; 3rd Edition," developed by the American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education, with funding from the Maternal and Child Health Bureau/HRSA.



https://childcareta.acf.hhs.gov/sites/default/files/public/cfocb_alignment_tool.pdf

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/caring-for-our-children-basics-self-assessment-tool.pdf>

Caring for Our Children (CFOC) Online Database

CFOC Online Standards Database

(Most up-to-date source)

Search the *CFOC Online Standards Database* by health and safety topic, search term, chapter, or standard number.

Suggested Citation for CFOC Standards Online Database:

American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. CFOC Standards Online Database. Aurora, CO; National Resource Center for Health and Safety in Child Care and Early Education; 2019. [URL of Standard/Chapter]. Accessed [date].

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Standard included in Stepping Stones (SS)



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Current CFOC Standard-based Resources

Other NRC Resources

- [Special Collections](#)
- [Licensing Toolkits](#)
- [Healthy Weight Checklists and Tipsheet](#)

Related External Resources

- [California Health and Safety Checklist](#)
- [California Health and Safety User Manual](#)
- [Child Care Health Consultation: Skill Building Modules](#)

CFOC Online Standards Database

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CFOC Online

5.1.3.4

search

Search

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Caring for Our Children (CFOC)

Save as PDF

Chapter 5: Facilities, Supplies, Equipment, and Environmental Health

5.1 Overall Requirements

5.1.3 Openings

5.1.3.4: Safety Guards for Glass Windows/Doors

Glass windows and glass door panels within thirty-six inches of the floor should have safety guards (such as rails or mesh) or be of safety-grade glass or polymer and equipped with a vision strip.

RATIONALE

Glass panels can be invisible to an active child or adult (1). When a child collides with a glass panel, serious injury can result from the collision impact or the broken glass.

COMMENTS

In areas where glass windows are repeatedly broken, installation of polymer material should be considered.

TYPE OF FACILITY

Center, Large Family Child Care Home

RELATED STANDARDS

[5.1.3.2 Possibility of Exit from Windows](#)

REFERENCES

1. International Code Council (ICC). 2009. 2009 international building code. Washington, DC: ICC.

Caring for Our Children (CFOC) Online Database

CFOC Online Standards Database (Most up-to-date source)

Search search

Search the *CFOC Online Standards Database* by health and safety topic, search term, chapter, or standard number.

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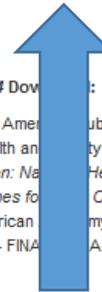
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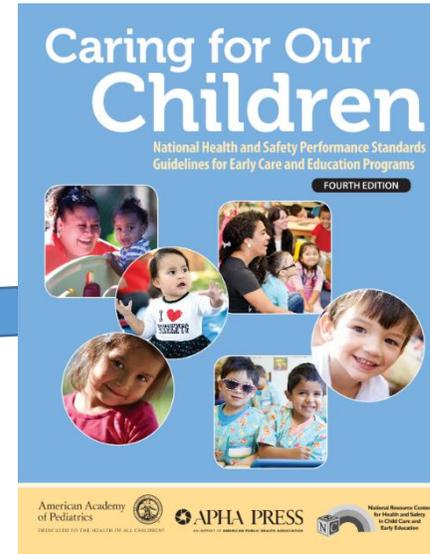
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Caring for Our Children, 4th Ed.

- Published January, 2019
- Includes updated standards between June 2011 – May 2018

<http://nrckids.org/CFOC/>

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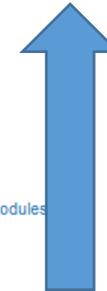
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CFOC Standard-based Resources

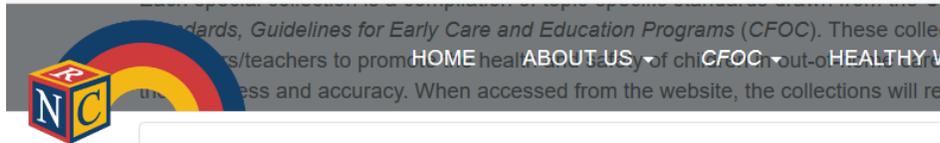
[Healthy Weight Checklists and Tipsheet](#)

[California Health and Safety Checklist](#)

[California Health and Safety User Manual](#)

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CFOC Standards Based Resources: Special Collections



Caring for Children with Special Health Care Needs

Caring for Infants and Toddlers in Early Care and Education (I/T)

Environmental Health in Early Care and Education

Oral Health in Child Care and Early Education

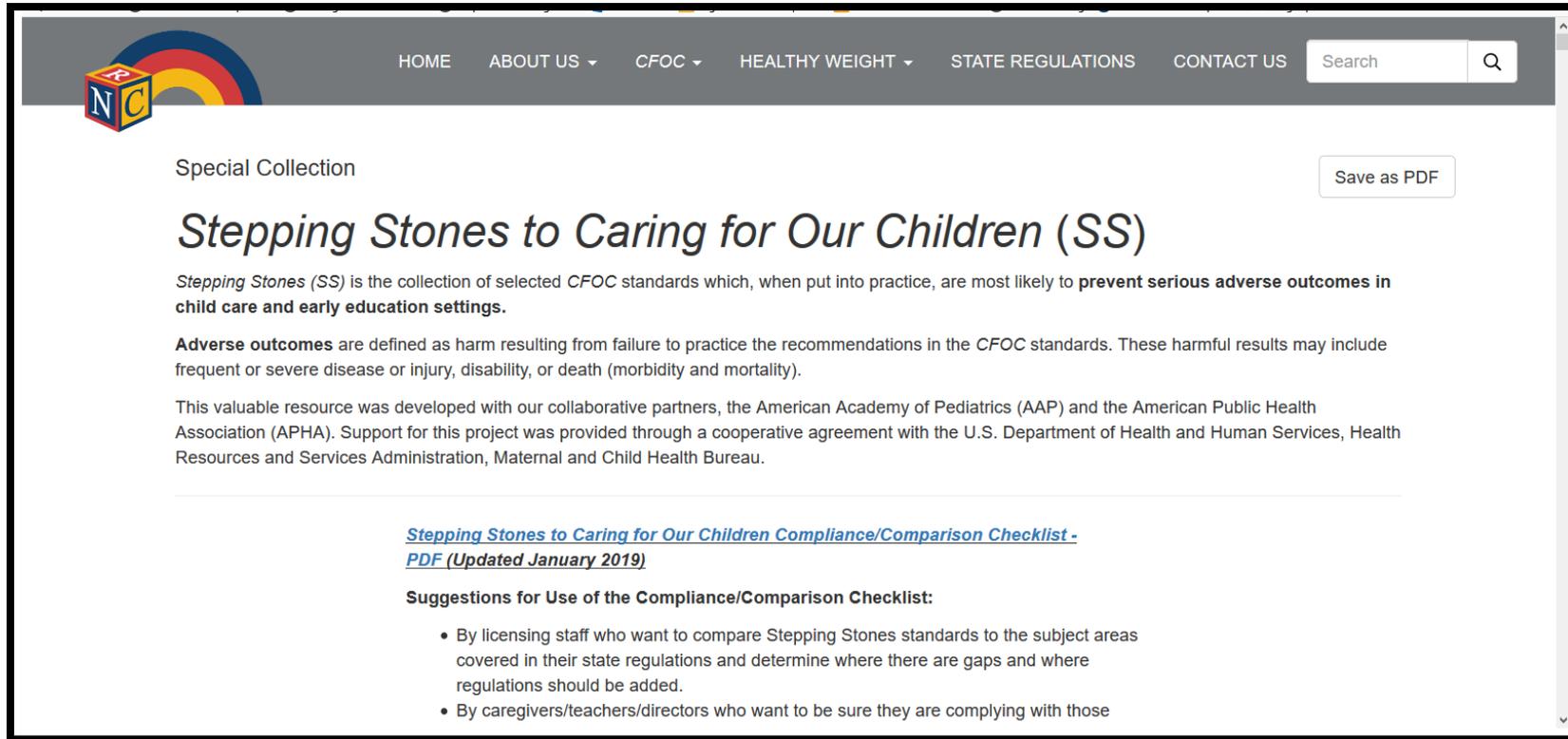
Preventing Childhood Obesity in Early Care and Education Programs

Safe Sleep Practices and SIDS/Suffocation Risk Reduction

Stepping Stones to Caring for Our Children (SS)



Stepping Stones



The screenshot shows a web browser displaying the 'Stepping Stones' page. At the top left is a logo with the letters 'NC' and a rainbow. The navigation menu includes 'HOME', 'ABOUT US', 'CFOC', 'HEALTHY WEIGHT', 'STATE REGULATIONS', and 'CONTACT US'. A search bar is on the right. The main content area features a 'Special Collection' label and a 'Save as PDF' button. The title is 'Stepping Stones to Caring for Our Children (SS)'. The text describes the collection of CFOC standards aimed at preventing serious adverse outcomes in child care and early education settings. It defines 'Adverse outcomes' and mentions collaborative partners like the AAP and APHA. A link to a compliance checklist PDF is provided, along with suggestions for its use.

Special Collection Save as PDF

Stepping Stones to Caring for Our Children (SS)

Stepping Stones (SS) is the collection of selected CFOC standards which, when put into practice, are most likely to **prevent serious adverse outcomes in child care and early education settings.**

Adverse outcomes are defined as harm resulting from failure to practice the recommendations in the CFOC standards. These harmful results may include frequent or severe disease or injury, disability, or death (morbidity and mortality).

This valuable resource was developed with our collaborative partners, the American Academy of Pediatrics (AAP) and the American Public Health Association (APHA). Support for this project was provided through a cooperative agreement with the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau.

[Stepping Stones to Caring for Our Children Compliance/Comparison Checklist - PDF \(Updated January 2019\)](#)

Suggestions for Use of the Compliance/Comparison Checklist:

- By licensing staff who want to compare Stepping Stones standards to the subject areas covered in their state regulations and determine where there are gaps and where regulations should be added.
- By caregivers/teachers/directors who want to be sure they are complying with those

Safe Sleep Practices and SIDS/Suffocation Risk Reduction Collection

Education on Safe Sleep and Reducing the Risk of SIDS

Knowledge Base

- 1.3.1.1 General Qualifications of Directors
- 1.3.2.4 Additional Qualifications for Caregivers/Teachers Serving Children Birth to Thirty-Five Months of Age
- 1.3.3.1 General Qualifications of Family Child Care Caregivers/Teachers to Operate a Family Child Care Home
- 1.3.2.7 Qualifications and Responsibilities for Health Advocates
- 1.6.0.1 Child Care Health Consultants

Orientation, Training and Continuing Education

- 1.4.1.1 Pre-service Training
- 1.4.2.1 Initial Orientation of All Staff
- 1.5.0.1 Employment of Substitutes
- 1.5.0.2 Orientation of Substitutes
- 1.4.4.1 Continuing Education for Directors and Caregivers/Teachers in Centers and Large Family Child Care Homes
- 1.4.4.2 Continuing Education for Small Family Child Care Home Caregivers/Teachers
- 2.4.2.1 Health and Safety Education Topics for Staff
- 9.4.3.3 Training Record
- 10.6.1.1 Regulatory Agency Provision of Caregiver/Teacher and Consumer Training and Support Services
- 10.6.1.2 Provision of Training to Facilities by Health Agencies

Safe Sleep Policies and Information

- 9.2.1.1 Content of Policies
- 1.8.2.1 Staff Familiarity with Facility Policies, Plans and Procedures

^ v Highlight All Match Case Whole Words 7 of 40 matches



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http://nrckids.org/CFOC/Safe_Sleep



- By child care health consultants and trainers to assess
- [HOME](#) [ABOUT US](#) [CFOC](#) [HEALTH](#)
- Be sure to save the checklist to your device in order to use the feature.

Table of Contents

I. Enrollment and Admission

- 1.1.2.1 Minimum Age to Enter Child Care
- 9.2.1.3 Enrollment Information to Parents/Guardians and Caregivers/Teachers
- 9.4.2.3 Contents of Admission Agreement Between Child Care Program and Parent/Guardian

Staffing, Consultants, and Supervision

- 1.6.0.1 Child Care Health Consultants
- 1.6.0.2 Frequency of Child Care Health Consultation Visits
- 1.6.0.3 Early Childhood Mental Health Consultants
- 1.6.0.4 Early Childhood Education Consultants
- 1.1.1.1 Ratios for Small Family Child Care Homes
- 1.1.1.2 Ratios for Large Family Child Care Homes and Centers
- 1.1.1.3 Ratios for Facilities Serving Children with Special Health Care Needs and Disabilities
- 1.1.1.4 Ratios and Supervision During Transportation
- 1.1.1.5 Ratios and Supervision for Swimming, Wading, and Water Play
- 2.2.0.1 Methods of Supervision of Children
- 2.2.0.4 Supervision Near Bodies of Water
- 4.5.0.6 Adult Supervision of Children Who Are Learning to Feed Themselves

Staff Qualifications and Training

diapering ^ v Highlight All Match Case Whole Words 7 of 40 matches

Caring for Infants Toddlers Collection



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http://nrckids.org/CFOC/Infant_Toddlers

How have you used
CFOC in your work?

Using CFOC in your Work

- Improve quality
- Perform observations
- Understand issues/problems
- Develop policies & procedures



Increase Quality

- Infant and Toddler Standards
- Infant Toddler Collection Checklist



CFOC Infant Toddler Collection Compliance/Comparison Checklist

1. Enrollment and Admission
2. Staffing, Consultants and Supervision
 1. Staff Qualifications Training
 2. Consultants
 3. Supervision
3. Environment and Equipment
 1. Building and Environment: Inside and out
 2. Equipment, Materials and Toys
 1. Facility
 2. Food preparation & Feeding Area
 3. Play areas
4. Program Activities for healthy Development
 1. Developmentally Appropriate Practice
 2. Positive Behavior Management
5. Healthy Weight Promotion
 1. Physical Activity
 2. Nutrition
6. Safe and Healthy Practices and Procedures
 1. Safe Food Practices
 2. Health Promotion and Protection
 3. Cleaning, Sanitizing, Disinfecting Practices
 4. Infection Control/Disease Prevention and Management
 5. Medication Administration
 6. Abuse/Neglect
 7. Emergency and Disaster Preparedness

CFOC Standard Number	CFOC Online Database Standard Title	Compliance/Comparison	
		Yes	No
I. Enrollment and Admission			
1.1.2.1	Minimum Age to Enter Child Care		
9.2.1.3	Enrollment Information to Parents/Guardians and Caregivers/Teachers		
9.4.2.3	Contents of Admission Agreement Between Child Care Program and Parent/Guardian		
II. Staffing, Consultants and Supervision			
A. Staff Qualifications and Training			
1.2.0.2*	Background Screening		
1.3.1.1*	General Qualifications of Directors		
1.3.2.2*	Qualifications of Lead Teachers and Teachers		
1.3.2.3	Qualifications for Assistant Teachers, Teacher aides, and Volunteers		
1.3.2.4	Additional Qualifications for Caregivers/Teachers Serving Children Three to Thirty-Five Months of Age		
1.3.2.7	Qualifications and Responsibilities of Health Advocates		
1.3.3.1*	General Qualifications of Family Child Care Caregivers/Teachers to Operate a Family Child Care Home		
1.4.1.1*	Pre-service Training		
1.4.2.2*	Orientation for Care of Children with Special Health Care Needs		
1.4.2.3*	Orientation Topics		
1.4.3.1*	First Aid and CPR Training for Staff		

<https://bit.ly/2U7qDHP>

IT Collection Checklist

How do you think
you could use this
checklist in your
work?

3.2.1.4 Diapering Procedure Observations



3.2.1.4 Diapering Procedure Observations

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3.2.1.4: Diaper Changing Procedure

The following diaper-changing procedure should be posted in the changing area, followed for all diaper changes, and used as part of staff evaluation of caregivers/teachers who diaper. The signage should be simple and in multiple languages if caregivers/teachers who speak multiple languages are involved in diapering. All employees who will change diapers should undergo training and periodic assessment of diapering practices. Caregivers/teachers should never leave a child unattended on a table or countertop, even for an instant. A safety strap or harness should not be used on the diaper-changing table. If an emergency arises, caregivers/teachers should bring any child on an elevated surface to the floor or take the child with them. Use a fragrance-free bleach that is US Environmental Protection Agency (EPA) registered as a sanitizing or disinfecting solution. If other products are used for sanitizing or disinfecting, they should also be fragrance-free and EPA registered (1).

All cleaning and disinfecting solutions should be stored to be accessible to the caregiver/teacher but out of reach of any child. Please refer to [Appendix J: Selecting an Appropriate Sanitizer or Disinfectant](#).

Step 1: Get organized. Before performed (2), gather, and bring:

- a. Nonabsorbent paper liner
- b. Unused diaper, clean cloth
- c. Readily available wipes
- d. A plastic bag for any soiled items
- e. Disposable gloves, if you use them
- f. A thick application of antiseptic toilet tissue

Step 2: Carry the child to the changing area.

- a. Always keep a hand on the child.
- b. If the child's feet cannot be held, use a safety strap that does not contaminate these surfaces.

Step 3: Clean the child's diaper.

RELATED STANDARDS

- [3.2.1.1 Type of Diapers Worn](#)
- [3.2.1.2 Handling Cloth Diapers](#)
- [3.2.1.3 Checking For the Need to Change Diapers](#)
- [3.2.2.1 Situations that Require Hand Hygiene](#)
- [3.2.2.2 Handwashing Procedure](#)
- [3.3.0.1 Routine Cleaning, Sanitizing, and Disinfecting](#)
- [5.2.7.4 Containment of Soiled Diapers](#)
- [5.4.4.2 Location of Laundry Equipment and Water Temperature for Laundering](#)
- [Appendix D: Gloving](#)
- [Appendix J: Selecting an Appropriate Sanitizer or Disinfectant](#)
- [Appendix K: Routine Schedule for Cleaning, Sanitizing, and Disinfecting](#)

Understand Issues/Problems



CFOC Standards

3.1.4.1 Safe Sleep Practices and Sudden Unexpected Infant Death/SIDS Risk Reduction

2.2.0.1 Methods of Supervision of Children

3.1.4.2 Swaddling

3.1.4.3 Pacifier Use

3.1.4.4 Scheduled Rest Periods and Sleep Arrangements

3.4.1.1 Use of Tobacco, Electronic Cigarettes, Alcohol, and Drugs

3.4.6.1 Strangulation Hazards

3.6.4.5 Death

4.3.1.1 General Plan for Feeding Infants

5.4.5.1 Sleeping Equipment and Supplies

5.4.5.2 Cribs

6.4.1.3 Crib Toys

If you are asked to help review or write a policy about toddler nutrition, what information would you look up to inform your work?

CFOC Standards

4.2.0.5 Meal and Snack Patterns

4.2.0.7 100% Fruit Juice

4.2.0.8 Feeding Plans and Dietary Modifications

4.3.1.7 Feeding Cow's Milk

4.3.2.1 Meal and Snack Patterns for Toddlers and Preschoolers

4.7.0.1 Nutrition Learning Experiences for Children

4.7.0.2 Nutrition Education for Parents/Guardians

Appendix Q: MyPlate: Make It Yours

Appendix R: Choose MyPlate: 10 Tips to a Great Plate



Caring for Our Children

File Edit View History Bookmarks Tools Help

Head Start | ECL... Express Setup downloads.ringcent... New Tab Caring for Infant... Razuna Enterpris... MyPeers Y eckz CFOC Bas... Caring for Our C... Caring For Our C... Caring for Our Child... Y bitty - Yahoo Se... Bitty | URL Short...

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Caring for Our Children
National Health and Safety Performance Standards
Guidelines for Early Care and Education Programs

Caring for Our Children, (CFOC) is a collection of national standards that represent the best practices, based on evidence, expertise, and experience, for quality health and safety policies and practices for today's early care and education settings.

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NATIONAL CENTER ON

Early Childhood Health and Wellness

<http://nrckids.org/CFOC/>



CHILD CARE

State Capacity Building Center

Break to Evaluate

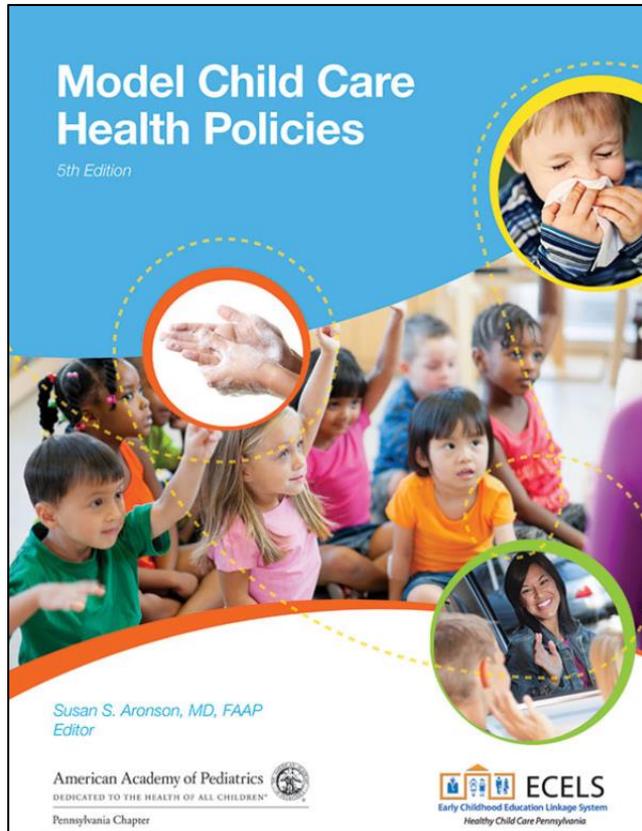


CHILD CARE

State Capacity Building Center

Resources

Model Child Care Health Policies



Pennsylvania Chapter of the American Academy of Pediatrics. *Model Child Care Health Policies*. Aronson SS, ed. 5th ed. Elk Grove Village, IL: American Academy of Pediatrics; 2014. Retrieved from <http://www.ecels-healthychildcarepa.org/publications/manuals-pamphlets-policies/item/248-model-child-care-health-policies.html>



Mango Apps, MYPEERS Online Community

JOIN the
conversation



Infant-Toddler Consulta...



Register for
myP MyPeers



Child Care Health Cons...

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

Coming in May and June

National Center on Early Childhood Health and Wellness will be hosting a webinar to introduce the Child Care Health Consultant portfolio of tools.



Questions?



NATIONAL CENTER ON

Early Childhood Health and Wellness

State Capacity Building Center

Infant/Toddler Resource Guide



Office of Child Care
Infant/Toddler Resource Guide

About Us

Home State Level Policy Professionals PD & TA Professionals Infant/Toddler Care Providers Infant/Toddler Care Video Clips

About the Infant/Toddler Resource Guide

What is the purpose of this guide?

This Resource Guide offers a host of materials to support the development and implementation of policies and practices for high-quality care for infants and toddlers. Whether you are a Child Care and Development Fund (CCDF) Administrator developing policies, a child care provider seeking information and guidance, or a professional development provider seeking innovative training materials, this site is for you. Development of this guide is new and actively growing, so check in frequently to see what resources have been added to support your work with infants, toddlers, and their families.

Who are the intended users?

We are including resources for three primary audiences:

- CCDF Administrators, staff, and state policy professionals
- Child care resource and referral administrators, training organization directors and trainers, higher education institution administrators and early childhood/child developmental faculty, and technical assistance organization administrators and providers
- Infant and toddler teachers, center directors, and family child care providers

The Program for Infant/Toddler Care Six Essential Program Practices for Relationship-Based Care

These papers promote evidence-based program practices that support infant/toddler care.

Child Care State Capacity Building Center. (n.d.). Infant/toddler resource guide [Web page]. Washington, DC: Office of Child Care. Retrieved from <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

Technical Assistance Supports You Can Use

The Child Care State Capacity Building Center's Infant/Toddler Specialist Network can help you

- ◆ develop or align infant/toddler competencies, credentials, endorsements, and certificates;
- ◆ support the growth of infant/toddler-related, relationship-based professional development;
- ◆ support ongoing infant/toddler quality meetings;
- ◆ integrate infant/toddler criteria within quality frameworks;
- ◆ codeliver a Program for Infant/Toddler Care training for trainers; and
- ◆ achieve any goals you have related to quality infant/toddler care!

Child Care State Capacity Building Center. (n.d.). Infant/toddler resource guide [Web page]. Washington, DC: Office of Child Care. Retrieved from <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

National Center on Early Childhood Health and Wellness

Toll-Free: 888-227-5125

Email: health@ecetta.info

Website: <https://eclkc.ohs.acf.hhs.gov/health>

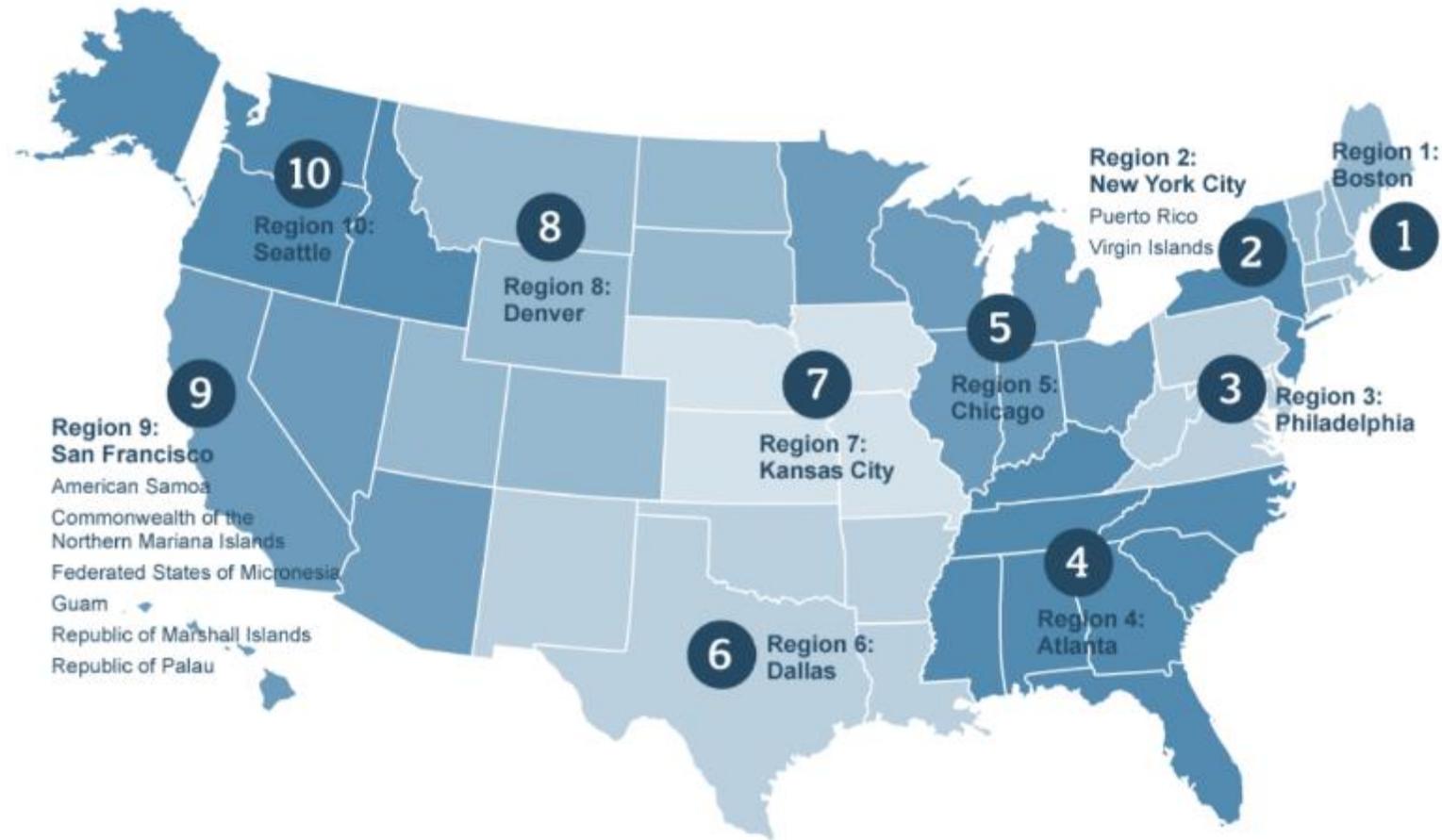
Contact Us!

NRC website: <http://nrckids.org>

CFOC Online Database:

<http://nrckids.org/CFOC>

What Is Your Region?



Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). Regional offices [Web page, last reviewed October 17, 2016]. Retrieved from <https://www.acf.hhs.gov/oro/regional-offices>

Infant/Toddler Specialists

Region	Name	Contact
I	Ronna Schaffer	Ronna.Schaffer@icf.com
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IV	Holly Wilcher	Holly.Wilcher@icf.com
V	Jeanne VanOrsdal	Jeanne.VanOrsdal@icf.com
VI	Jeanne VanOrsdal and Chandra Curtis	Jeanne.VanOrsdal@icf.com and Chandra.Curtis@icf.com
VII	Julie Law	Jlaw2@wested.org
VIII	Tina Jiminez	Tjimine@wested.org
IX	Natasha Hartman	Nhartma@wested.org
X	April Westermann	April.Westermann@icf.com

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