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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

June 8, 2015

VOLUME 3, NUMBER 6

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.

[Territories Together Initiative](#)

ACF is working to improve service delivery and outreach to American Samoa, Guam, Northern Mariana Islands, Puerto Rico, and U.S. Virgin islands.

[ACF Increases Online Presence](#)

More programs are engaging public through social media

[The Workforce Innovation and Opportunity Act: A Vision to Revitalize the Workforce System](#)

HATS OFF TO OUR FEDERAL ECE STAFF

The Early Childhood Staff here at the Administration for Children and Families are amazing people – so committed and hard working. That includes our Regional Staff, too. They defy every single stereotype of the federal worker. They come in early and leave late, usually take no lunches, (let alone long ones), never get coffee breaks, never get to read a newspaper (only the clips) and frequently have to be forced to take a vacation. No kidding.

Why? . . . because each and every one has an amazing sense of commitment to our youngest children, especially the poorest. They share a vision of what our Country can and should do for our children and are constantly looking for ways to make it happen. So, I am particularly proud to take this opportunity to give the staff here a hearty shout out. After years of hard work, so many initiatives are coming to fruition.

Last month, the National Academy of Sciences report on the workforce was released, the federal home visiting program (MIECHV) was reauthorized, and we completed a 4-part webinar series on the prevention of preschool expulsion. We recently issued the Funding Opportunity Announcements for the redesigned Early Childhood Technical Assistance Network, published the State Child Care Planning Guidance in the federal register for comment, and we finished the last of the six Early Head Start-Child Care Partnership orientation meetings. (Attendance was 1,898.) Last week we released a report describing the work of the State Advisory Councils. Soon, we will release the draft Head Start Performance Standards for public comment and the new Early Learning Outcomes Framework, and next month, we will host STAM, the State Child Care Administrators Conference. AND, these are just the big things. So, believe me when I say we have the hardest working people imaginable here at ACF.



The Workforce Innovation and Opportunity Act supports innovative strategies to keep pace with changing economic conditions and calls for improved collaboration among agencies at the State, local and Federal levels.

[Children's Bureau Invests in a More Efficient System for Foster Care Placement](#)

New technology will save states money in administrative costs and staff time.

[Homeless in Paradise](#)

Supporting the Social and Economic Development Goals of Pacific Islander Communities

[Strengthening Systems to Family Stability](#)

The Office of Family Assistance launches National Policy Academy to share innovation.

[Celebrating the Launch of Head Start: May 18, 1965](#)

Dr. Enriquez reflects on the past and future of Head Start.

[Their Chance, Your Family](#)

During National Foster Care month, one ACF leader talks about her experience as a foster parent.

[Infórmate: Helping the Hispanic Community Connect with Resources](#)

Monthly newsletter spotlights new programs, job vacancies and grant funding.

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

Featured Reports



As anyone who works in a large bureaucracy such as the Federal Government will tell you, there are many challenges, frustrations, and yes even some hair-pulling moments. BUT, there are far more opportunities to impact change and enjoy the rewards that come from knowing that somewhere, a child's life might be better in some small way.

Linda

50 Years of History

Project Head Start was launched on May 18, 1965, with the goal of providing vulnerable preschool children and their families with comprehensive services to help them be ready for school. Programs were developed "by local communities to meet local needs" and shaped by the leadership of parents and volunteers. After 50 years, these core values remain unchanged.



Read these reflections on the past and future of Head Start, from May 18, 2015.

- [Celebrating the Launch of Head Start: May 18, 1965 by Dr. Blanca Enriquez](#)
- [Head Start Op Ed in the Huffington Post by Secretary Burwell](#)
- [Presidential Proclamation — 50th Anniversary of Head Start by President Barack Obama](#)
- [See the video](#) of the President visiting the Head Start Center in Lawrence,



Early Childhood Training and Technical Assistance System

Our vision for all children and families is the same – that they have the supports they need to grow up healthy, happy, and successful in school, work, and life. We want this for all children and families but especially those who face special challenges due to poverty, disabilities, special health care needs, or other family stressors. This is our vision for our Nation's children regardless of whether the supports we offer come from home visiting, child care, or Early Head Start and Head Start programs.

ACF took a big step forward in our efforts to bring together our best expertise and resources to help States, territories and tribes, communities, and early childhood programs improve services. Building on existing training and technical assistance (TTA) efforts, the transformed system will provide training, resources and materials to multiple stakeholder groups at regional, state and local levels to support school readiness as the foundation for life-long learning and success. Bringing together knowledge and skills from Head Start, child care, and our health partners in HHS, our new design incorporates a continuum of services from expectant families through the early childhood period and on to afterschool and summer enrichment, which is a big part of child care programming. We published six new funding opportunity announcements, soliciting proposals to build new National Early Childhood Centers.

What Prices do Providers of Center & Home-based Early Care & Education Charge?



The National Survey of Early Care and Education

shows that the price of care for two-year-olds exceeds the price of care for three- and four-year-olds in center based programs. [Explore the full report](#) to learn more about the price of center and home based care, care that is free to all parents, as well as how prices and the availability of free care vary by community characteristics such as poverty and urban density.

A Portrait of Providers of Home-Based Early Care and Education

What do we know about individuals



who provide home-based early care and education? Using data from the National Survey of Early Care and Education this fact sheet describes individuals who care for other people's children, age five and under, in home-based settings.

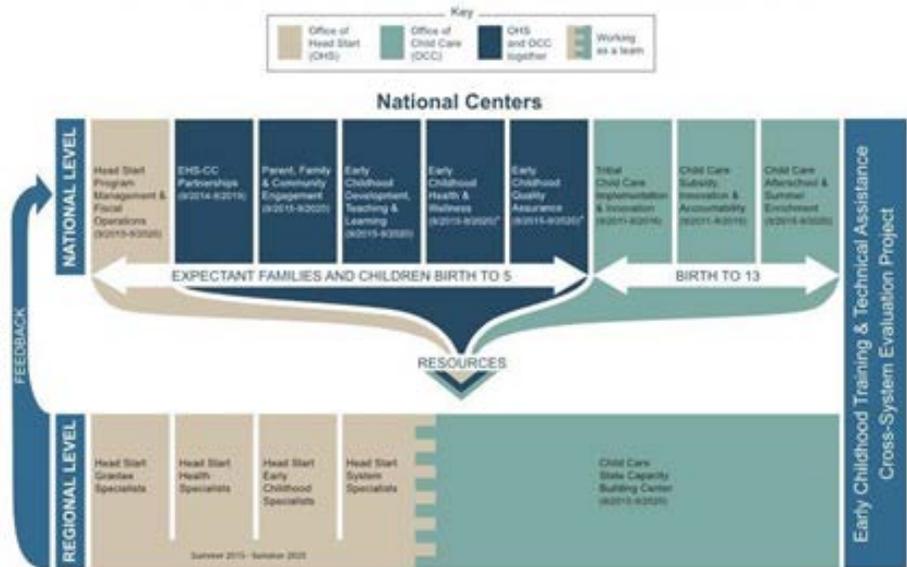
[Explore the factsheet to learn more](#)

Practitioner Friendly Booklet Describes the Early Head Start Family & Child Experiences Survey (Baby FACES)



What did we learn about program

ADMINISTRATION FOR CHILDREN AND FAMILIES EARLY CHILDHOOD TRAINING & TECHNICAL ASSISTANCE SYSTEM



You can access links to all the announcements at www.grants.gov.

To learn more about our Early Childhood T/TA System, please visit:

<http://www.acf.hhs.gov/programs/ecd/interagency-projects/ece-technical-assistance>.

Read the full [article about the new Training and Technical Assistance System](#) by Associate Deputy Assistant Secretary, Shannon Rudisill.

Early Head Start - Child Care Partnerships Update

We are excited to have completed our round of EHS-CCP Orientations last week. As we move forward with our 275 grantees, we are committed to promoting productive and mutually beneficial relationships with our grantees and their partners, as well as our state, national and federal partners.

The Office of Child Care (OCC) and the Office of Head Start (OHS) have embarked on a new era of working together and are committed to practice at the federal level which



mirrors what we expect at the state and local level. We have jointly developed practice principles to guide our work moving forward. First, children and families deserve high quality, comprehensive services, regardless of the setting or funding stream. We are committed to the continuity of services and will work to prevent disruptions as much as possible. These partnerships

features and services, quality, family characteristics, and children's development in Early Head Start from Baby FACES? [Explore this easy to read booklet](#) to learn more about the children & families who participated in the survey at age 2 and the programs that served them.

A Portrait of 3-Year-Olds in Early Head Start, Their Families, & the Programs Serving Them

The Early Head Start Family & Child Experiences Survey found that children in Early Head Start are served by qualified staff and parents and children show improvement in several (but not all) areas over the course of enrollment. [Explore the full report](#) to learn more about how families are faring, program participation, service quality, predictors of quality, and links between services and outcomes.

See two fact sheets from the National Survey of Early Care and Education (NSECE):

[Fact Sheet: Provision of Early Care and Education during Non-Standard Hours](#)

[Fact Sheet: Who is Providing Home-Based Early Care and Education?](#)



[Watch this video to learn more](#) about the importance of

social-emotional development, the training and coaching that Head Start teachers received in the Head Start CARES demonstration, and

will directly benefit the staff of child care partners and support improved child care salaries and benefits.

Partnerships should be grounded in mutual respect and curiosity about each other's programs. Partners work together as a team and value what each member contributes. We believe that a strengths-based approach to partnership is the basis of improvement. We also recognize that a good sense of humor is sometimes needed to balance the tense moments in a partnership.

We embrace innovation, and a commitment to embrace change and flexibility. We will persevere and resist the urge to give up and be willing to bend as needed but don't break. We will measure progress and focus on what works well and what doesn't work at all. We know we will need to document our progress and promote and maintain accountability for the effective use of federal funds. We will promote continuous improvement and share lessons learned to focus on improving the quality of early care and education nationally. Finally, we recognize this is a collective responsibility - we all own this work. Success rests with each of us.

EarlyEdU: An Alliance for Head Start and Early Childhood Teaching



The Office of Head Start launched the National Center on Quality Teaching and Learning higher education partnership (formerly known as Head Start University) **EarlyEdU: An Alliance for Head Start and Early Childhood Teaching.**

[The National Center on Quality Teaching and Learning](#) (NCQTL) hosted the second of two State meetings to introduce EarlyEdU to interested State teams. The State leads in this area are working to partner with institutions that are well situated to help close gaps in access to higher education for early childhood educators. Many states and institutions of higher education are interested in growing their capacity for teaching high-quality early learning online courses that allow instructors to see students in practice and provide feedback.

The states teams that attended the May 5-6 meeting in New York City were from Colorado, Massachusetts, Michigan, Minnesota, Montana, New Jersey, New York and West Virginia, as well as philanthropic funders. There were faculty from 16 different higher education institutions, 8 higher education administrators (including deans, associate deans, chairs, program directors, etc.), 13 state leads (department of early learning, etc.), 5 Head Start State Collaboration Directors, 6 philanthropic funders, and two state AEYC T.E.A.C.H. Early Childhood® scholarship administrators.

The 8 state teams spent a day and a half talking about access to quality BA degree program, gaps in their respective states, and making plans to address these. This gave many state teams the opportunity to come together and for many it was a very worthwhile conversation and planning. Another highlight of the meeting was [NCQTL](#) presenting examples of courses and highlights of the unique intentional teaching approach. Several state teams shared ideas of how EarlyEdU can work in their states. Almost every state noted the need for more data on workforce, higher education and scans of local program quality.

Transforming the Workforce for Children Birth

understand the significance of the findings from the evaluation.

Funding Opportunity to Support Secondary Analyses of Data on Early Care & Education

Apply for a grant opportunity to support research using existing data (such as the National Survey of Early Care and Education) to address issues of relevance to decision makers at the local, State, and national levels. Visit the [Secondary Analyses of Data on Early Care and Education grant announcement](#) for additional information on this opportunity. Letters of Intent are due June 1st, and applications are due June 29th.

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.

[What percentage of early care and education providers offer services for parents during non-standard hours?](#)

[How can technology be used to support and improve the quality of practice of early childhood practitioners?](#)

[What can we learn from the Head Start Trauma Smart model?](#)

[Can a professional development program for family child care providers help them support children's socioemotional development?](#)

[How can policies influence what beverages are served to young](#)

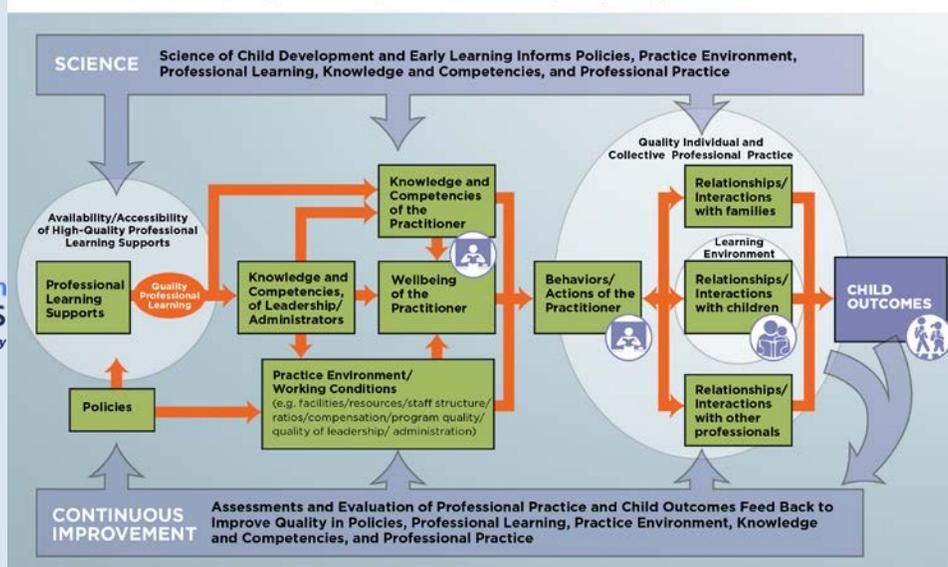
Through Age 8: A Unifying Foundation

www.iom.edu/Birthtoeight

The [Institute of Medicine](#) (IOM) and the National Research Council (NCR) released [Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation](#) in April.

Part IV of the study discusses the development of the early childhood workforce that supports children from birth through age 8. A number of factors contribute to workforce development and quality professional practice. See Chapter 8 to learn more about the framework presented that extends beyond the systems and processes to elements such as practice environment, policies affecting professional requirements, evaluation systems, and the status of well-being of these professionals.

Figure 8-1. Factors that contribute to quality professional practice and ultimately to improving child outcomes.



INSTITUTE OF MEDICINE AND NATIONAL RESEARCH COUNCIL OF THE NATIONAL ACADEMIES

[Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation](#). Washington, DC: The National Academies Press, 2015. Figure 8 -1.Factors that contribute to quality professional practice. Institute of Medicine and National Research Council.

You can download the full report [here](#).

2015 Tribal Home Visiting Annual Grantee Meeting: Strength, Resiliency, and Purpose

By Priscilla Hodge, Tribal Home Visiting Dissemination Specialist

[children in child care?](#)

[Policy Resources](#)

The Massachusetts legislature mandated that the state Department of Early Education and Care (EEC) conduct an assessment of the state's subsidized child care system. The Urban Institute produced four reports as part of the review. See the reports [here on Research Connections](#).

Additional Resources

[A Better Start: Why Classroom Diversity Matters in Early Education](#), presents the results of a study finding racial/ethnic and economic disparities in preschool enrollment and in the quality of preschool that children experience. The authors discuss researching findings on why the socioeconomic and racial/ethnic composition of early childhood classrooms is important and provide a number of suggestions for steps that can be taken to increase diversity. http://tcf.org/assets/downloads/A_Better_Start.pdf

MIECHV Data Collection: A 60-day Federal Register Notice (FRN) for The Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) Quarterly Data Request, was published on May 13, 2015, and is available for review at <http://www.gpo.gov/fdsys/pkg/FR-2015-05-13/html/2015-11547.htm>. The comment period is open until **July 13, 2015**. Comments can be sent to paperwork@hrsa.gov.

This notice announces HRSA and ACF's intention to request quarterly service utilization data from MIECHV program grantees in four areas: program capacity, place-

On May 5-6, 2015, the [Tribal Maternal, Infant, and Early Childhood Home Visiting program](#) hosted the 2015 Tribal Home Visiting Annual Grantee Meeting – a two-day meeting with a theme of strength, resiliency, and purpose. All 25 Tribal Home Visiting grantees attended the meeting along with representatives from the Health Resources and Services Administration (HRSA), the Programmatic Assistance for Tribal Home Visiting Center (PATH), the Tribal Home Visiting Evaluation Institute (TEI), and the Tribal Early Childhood Research Center (TRC). Dr. Michael C. Lu, Associate Administrator of Maternal and Child Health at HRSA, provided a welcome, while Shannon L. Rudisill, Associate Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development at the Administration for Children and Families (ACF), gave closing remarks.



The Annual Grantee Meeting included four major session areas: creating supportive relationships; supporting evaluation and data collection; implementing home visiting models to fidelity; and telling your story to promote sustainability. Designed to build knowledge and inform practice, each session first explored core concepts of a given

- See pictured: Linda Logan, Programmatic Assistance for Tribal Home Visiting (PATH), Sheena Kanott, Eastern Band of Cherokee Indians, and Barbara Moffitt, Choctaw Nation of Oklahoma

topic and then explored practice through grantee-driven examples, discussion, and activities. For example, [Shannon Crossbear](#) presented about how reflective practices relate closely to traditional indigenous practices and relationship-based values typified by the “world relational view”. Following the plenary, grantees participated in breakout sessions focused on using reflective practice to create supportive staff relationships in their home visiting programs, as well as sessions centered on building strong relationships with families.

Although a number of plenaries featured guest presenters, the majority of presentations featured the work of Tribal Home Visiting grantees. In fact, each breakout session featured at least one grantee – if not more – as a presenter. It was evident that the meeting was truly grantee-led and that grantees enjoyed the opportunity for peer sharing and networking.

See the full [article here](#).

ACF Releases State Advisory Councils Final Report

Linda K. Smith, Deputy Assistant Secretary for Early Childhood Development

I am pleased to share that we released a final report highlighting significant accomplishments by State Advisory Councils (SAC) on Early Childhood Education and Care. State Advisory Councils were a dream of the late Senator Edward M. Kennedy. His early vision was to spur states on to better coordinated and higher quality early care and education. With his support, the SACs were authorized in the Head Start Act of 2007 with a goal of promoting partnerships between Head Start Agencies, State and

based services, family engagement, and staff recruitment and retention.

Head Start Resources

[Head Start Bilingual Glossary](#)

[“Early Essentials Webisode 9: Language Development”](#)

[“PFCE Professional Development Guide No. 4” PDF](#)

[“Head Start Timeline”](#)

[See four new Head Start Stories](#)



Invest in Us

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



ZERO TO THREE has released a new set of materials called [The Magic of Everyday Moments](#) that show how adult interactions shape the growth and learning of infants and toddlers. The videos are all available to view online at no cost [here](#).

local governments and the private sector.

They were first funded through the American Recovery and Reinvestment Act (ARRA) of 2009. ACF awarded nearly \$100 million of ARRA funding to 45 states, Washington, D.C., Puerto Rico, Virgin Islands, Guam, and American Samoa in the form of SAC grants. This three-year funding was the administration's first investment in building the early childhood infrastructure for the President's Early Learning Initiative.

Many states had already begun to develop early childhood development systems prior to receiving the grant. The SAC grant propelled further improvements in the quality of early childhood programs, better coordination among existing early childhood programs, and streamlined service delivery.

Through the SACs' work, states developed an unprecedented level of cooperation among agencies and programs and successfully built efficiencies into program service delivery for children and families.

Continue reading [here](#).

See the [full report here](#).

Head Start and the Evolving Concept of Family Involvement



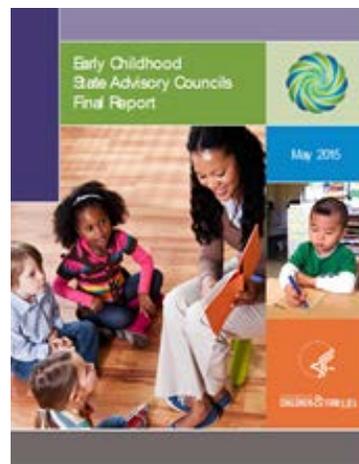
By Sarah Merrill, Program Specialist for the Office of Head Start

Did you know that Head Start was the first child development program to include intentional involvement of parents and family engagement in all aspects of services? The program was designed to promote the growth and development of parents and their children. The Planning Committee for Head Start felt that children would benefit from their

parents' direct involvement in the program. They agreed that the best way for parents to learn about child development was by participating with their children in the daily activities of the program.

At the creation of Head Start, the concept of parent involvement was controversial. The recommendation for parents to be a part of program governance was radical. Previously, all other programs placed parents in separate groups from their children, or simply ignored them.

Although parent involvement was written into law in 1967, their role in governance was spelled out for the first time in 1970 through Part B in the Head Start Policy Manual. This policy was also known as 70.2. Policy 70.2 defined the responsibilities of Policy Councils at the program, delegate, and agency levels. At that time, many Head Start grantees—especially those in public school settings—called Washington, DC and threatened to leave Head Start because 70.2 gave so much authority to parents.



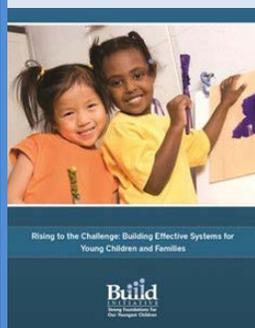


[Children gain up to three times as much weight during the summer compared to the entire school year](#), according to a new research brief from *Active Living Research*. The brief also finds that children during the summer lose cardiovascular fitness improvements achieved during the school year.

FREE CONNECT Course: Foundations of Inclusion

This course is intended to introduce the basics of inclusion and the rights and supports for children and teachers in early childhood education. . [REGISTER NOW](#) FREE.

Course objectives: At the end of this course, you will be able to define inclusion and describe four recent research findings related to inclusion; understand the legislation related to inclusion; and identify 3 actions teachers can take.



The [BUILD Initiative](#) released four chapters of [Rising to the Challenge: Building Effective](#)

[Systems for Young Children and Families, a BUILD E-Book](#). Check back for additional chapters on topics such as health, workforce

We've come a long way since then. In 1996, Head Start Program Performance Standards reminded us that parent involvement means partnering with them. The Head Start Parent, Family, and Community Engagement (PFCE) Framework, released in 2011, reinforced the idea that it also means engaging them in how the program works. These are important tasks, but they can be hard to accomplish. At times, it may still feel controversial. Take heart. Actively partnering with families in the daily operations of your program empowers them to be actively engaged in the development and learning of their children!

[Continue reading here.](#)

Want to see footage from the 1960s? The [LBJ Library YouTube](#) channel has a collection of videos worth watching.

Hear more modern parents talk about how Head Start has changed them. [Watch and listen](#) to these parents and families share their positive experiences with Head Start programs.

Visit the [50th anniversary page](#) for more videos, pictures, and stories.

Measuring the Quality of Relationships between Families & Early Childhood Providers/Teachers



[Explore a brief overview](#) of the Family and Provider/Teacher Relationship Quality project that developed five measures of relationship quality between families and the providers/teachers who care for their young children. Learn about the measures, where to access them, and their potential uses.

The FPTRQ measures were developed through a rigorous four-year process that included:

- An extensive literature review that identified key elements of family and provider/teacher relationships;
- The development of a conceptual model that guided the development of the measures;
- Focus groups with parents and providers that confirmed and refined the conceptual model;
- A comprehensive measurement and item review that identified, adapted, and developed items to test;
- Iterative rounds of cognitive interviews that assessed the effectiveness of the selected questions;
- Pilot and field studies that were conducted in cities across the country; and
- Psychometric analyses established the reliability of the measures.

The goal of the FPTRQ project is to develop new measures to assess the quality of the relationship between families and providers/teachers of early care and education for children birth to 5 years of age. The measures will examine this relationship from both the parent and the provider/teacher perspectives, and capture important elements of family-provider/teacher relationships such as attitudes of respect, commitment, and openness to change and practices such as bi-directional communication, sensitivity, and flexibility.

Learn more of the Development of a Measure of Family and Provider/Teacher Relationship Quality (FPTRQ), 2010-2015 [here.](#)

development, data systems, sustainability and assessment. See chapters and executive summaries <http://buildinitiative.org/OurWork/StateandLocal/EarlyLearningChallenge.aspx>

Joan Lombardi, Ph.D. wrote a blog post, [Improving the Odds for Children At Risk - Can we Rise to the Challenge?](#), to accompany the release.

Office of Child Care Regional Meetings

This spring, Rachel Schumacher, Director of the Office of Child Care, met with regional staff as part of three regional meetings in Dallas, San Francisco and Atlanta. States and Territories participated in demonstrations and presentations of technical assistance (TA) tools and resources to help implement Child Care and Development Fund (CCDF) changes from the CCDBG Reauthorization. They had the opportunity to discuss strategies that they and their peers have used related to CCDF topics, such as subsidy system reforms, increased health and safety requirements, consumer education. The meeting also included opportunities for States and Territories to share plans and ideas in small groups (Cross Regional Table Top Discussion). State and Territory staff members learned concrete ideas on implementing the new law, tailored specifically to the challenges and opportunities within their States and Territories.



Rachel also made a point to visit child care programs when possible, to see and hear from providers on the ground making a difference every day. Two of the programs visited are pictured – one in San Francisco and one in Dallas.

Compass Children's Center in San Francisco is an award-winning, enriched, early childhood

education center with a curriculum tailored to meet the specific needs of children living in extreme poverty and homelessness.

Services include full-day childcare for 66 children (all receive CCDF Subsidy) from three months to five years of age; a specialized early childhood curriculum focused on art, music, science and nature, pre-reading and pre-math, and gross motor play; high teacher-child ratio; ongoing assessment of each child's cognitive, emotional and social development; two nutritious meals, plus snacks, served daily; support services for parents and children, including crisis management, psychotherapy, counseling and referrals and more.

Rachel, Amanda Guarino, Management and Program Analyst, OCC, Mary Beth Phillips, State Systems Specialist, Region IX and Abby Cohn, Regional Program Manager, OCC Region IX had a guided tour arranged with very little notice by Isabel Magdaleno, Assistant Program Director, including the rooftop play area pictured.

The small group learned so much from Jan Cohen (Interim Executive) and Wei Ying Jiang (Preschool Team Coordinator) about the comprehensive services the program provides. Amanda said, "It is a wonderful environment, an oasis in the Tenderloin, and our timing enabled us to see the engagement between children, families and staff."

In Dallas, Rachel had the opportunity to visit **Vogel Alcove**. For 27 years, Vogel Alcove has provided free, quality child development services for Dallas' youngest victims of poverty: homeless children six weeks to five years old. Vogel Alcove is the only comprehensive early childhood education program in the city of Dallas whose primary focus is to provide free childcare and case management for children and their families referred by 21 local emergency shelters, domestic violence shelters, housing programs and organizations that serve homeless families. Pictured here are Rachel Schumacher, Gwen Jones, RPM for Region VI, Karen Hughes, the Executive director of Vogel Alcove. Rachel shared this picture and said, "We are standing in front of an amazing outdoor space they have for the kids. They are running an inspirational program that is a national model for child care and support for homeless children and families. "



Community Action Targeting Children who are Homeless (Project CATCH) - Created by the Young Child Mental Health Collaborative

It is estimated that one in 30 children will be homeless each year in the U.S, and young children are at particularly high risk of homelessness. As many as 2.5 million children are homeless in the U.S., with approximately 42% being 5 years of age or younger. The cumulative risk experiences of homeless children are associated with neighborhood and family violence (Ponce, Lawless, & Rowe, 2014), health issues and lack of access to health care (Cutli, Herbers, Rinaldi, Masten, & Oberg; Perlman & Fantuzzo, 2013), high rates of mental health problems, (Obradovic, 2010) and high rates of learning, cognitive and language development and academic achievement difficulties (Haskett, Armstrong, & Tisdale, 2015; Chiu & DeMarco, 2010) Clearly, children experiencing homelessness warrant the attention of mental health, early childhood, and education professionals. Unfortunately, children are often "invisible" in shelters because staff members' primary role is to focus on immediate safety and housing goals.

Community Action Targeting Children who are Homeless (**Project CATCH**), a program of the Salvation Army of Wake County, NC, is a successful community collaborative created by mental health professionals of the Young Child Mental Health Collaborative to ensure the needs of this highly vulnerable—and growing—population are being met. The CATCH vision: *All families experiencing homelessness in Wake County will have access to a coordinated system*

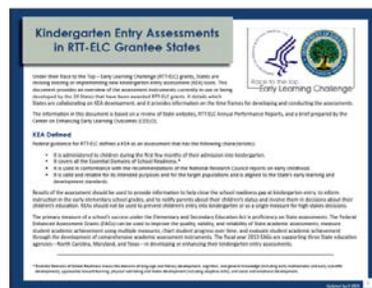


of care that nurtures the health, well-being, and success of their children. CATCH provides community leadership to implement and sustain a multi-tiered system of care by (a) coordinating and integrating shelter and community services for homeless families (community level), (b) changing the structure, policies, and practices of shelters to better support families (shelter level), (c) enhancing parenting to strengthen parent-child relationships that can mitigate the potentially harmful impact of homelessness on children (family level), and (d) assessing children's mental health and development to inform referrals for appropriate community services (child level). The collaborative consists of 10 shelters and 18 community agencies and is very successful because partners communicate through case discussion and attendance at monthly meetings where resources, camaraderie, and shared case management surround children's needs within the community. CATCH receives child referrals from 10 area shelters and the school system. At the end of three and one-half years, CATCH served over 1,300 children (ages 0-18) who are homeless with identified food and clothing needs, as well as initiating mental health, medical, and educational referrals to help them succeed. To read more, continue reading [here](#).

For a full description of Project CATCH, see Donlon, Lake, Pope, Shaw, and Haskett (2014). While CATCH currently is a local program supported with local foundation funding, it can be replicated in other communities. For more information about CATCH or how to implement it in your community, please contact Jennifer Tisdale at jennifer.tisdale@uss.salvationarmy.org. For information about the study on *The Development Status and Socio-Emotional Functioning of Young Children who are Homeless*, contact Dr. Mary Haskett at mehasket@ncsu.edu.

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

Updated Summary of Kindergarten Entry Assessments in the Race to the Top – Early Learning Challenge States



Check out this updated 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, 20 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. It details which States are collaborating on KEA development, provides

information on the time frames for developing and conducting the assessments, and provides links to KEA homepages across the States.

[View the full resource here.](#)



New Website for Preschool Development Grants Launched

The Departments of Education and Health and Human Services launched a website for Preschool Development Grant grantees and stakeholders. The site, managed by PDG TA, can be found at <https://pdg.grads360.org/#program>.

Want to learn more about Preschool Development Grants? You can find information [here](#) and [here](#).

A few highlights in early learning

Massachusetts: The Children's Behavioral Health Initiative (CBHI) and the Massachusetts Departments of Mental Health (DMH) and Early Education and Care (EEC) released a joint publication - **Infant and Early Childhood Mental Health**

Resources and Services: A Guide for Early Education and Care Professionals. Early childhood professionals play important roles in the lives of the young children they care for, and their knowledge and experience make them trusted resources for families. This guide was developed to support their work. It provides basic information on infant and early childhood mental health and includes descriptions of services and supports for families with young children, as well as resources that can benefit both center-based and family providers of early education and care.



To engage families in conversations about their children's social and emotional development, the guide has advice on how to share concerns with parents. Also included is a discussion of self-care and suggestions on how programs can support their staff. To download the guide, please click [here](#), or go to www.mass.gov/masshealth/cbhi and click on CBHI Information for Early Education and Care, Pre-K and K-12 School Staff.

Oregon: OR Early Learning & Native American Housing Project: Portland Public Schools (PPS) and the [Native American Youth and Family Center](#), also known as NAYA, aim to build intergenerational housing and an early learning center at the site of the former Foster Elementary in Southeast Portland. Construction is expected to start this fall for the housing project, [called Generations](#), which will consist of 40 housing units for Native American seniors and families who are fostering Native American children. A Regional Early Learning Academy and Longhouse community center are included in the second phase of the project to provide supportive services in education, family workforce readiness, and a community health clinic. The center will have three kindergarten classrooms, two child care classrooms and three rooms for Head Start. PPS will run the kindergarten and Head Start programs, and NAYA will operate child care. The initial timeline shows Foster School demolition starting this August and construction on the Longhouse and Early Learning Center beginning in August 2016.

Colorado: Lieutenant Governor Joe Garica, the co-chair of the Early Childhood Leadership Commission (ECLC), released a first draft of the Updated Early Childhood Colorado Framework. Since the Early Childhood Colorado Framework was released in 2008, state and local stakeholders have used it as a resource to help identify needs, guide planning and decision making, and build partnerships to better support young

children and families across the state. The Framework has been updated to reflect Colorado's recent investments in and commitments to early childhood. Your feedback is essential to this process. A brief "[Overview of the Draft 2015 Framework](#)" was prepared to orient the public to the changes that have been made between the 2008 and 2015 versions. See the Early Childhood Colorado Framework [here](#).

South Carolina: In partnership with Save the Children Action Network, on April 15, 2015, the Institute for Child Success (ICS) hosted a reception following the screening of the documentary, [A Path Appears](#), in Columbia. Narrated by Jennifer Garner, Artist Ambassador and Trustee for Save the Children, this amazing documentary makes a compelling case for why investing in kids is the best way to combat poverty. Garner attended the event along with Mark Shriver, President of Save the Children Action Network.

Kentucky: KY has embraced social media from twitter to utube: Born Learning Academies help children enter school ready to learn & succeed. More @ [@KYGOEC](https://www.youtube.com/watch?v=8IbPdQHsHg4...#earlychildhood). See Governor Beshear talk about Born Learning Academies on utube [here](#).

Pennsylvania: In February 2015, the Office of Child Development and Early Learning (OCDEL) received a four-year, \$24.3 million grant to serve low-income, at-risk children and their families. OCDEL requested grant proposals and the Wolf Administration recently announced the winners of the [Early Head Start Child Care Partnership grants](#). The grant prioritized partnerships between community-based organizations and local child care providers. Seven Pennsylvania early learning agencies and their partners were selected to receive the funds. In addition to providing comprehensive Early Head Start services to 368 vulnerable children and their families, the grants also will increase the quality of child care, enhance staff development, and strengthen community partnerships. For more information, visit the [PA Keys website](#).

New York: MaryEllen Elia, the former superintendent of the Hillsborough County school system in Tampa, has become the **next commissioner of public schools in New York state**. The New York Board of Regents voted to name Elia as commissioner on May 26. Elia replaces former Commissioner John King, who left his position at the start of the year to become a senior adviser to U.S. Secretary of Education Arne Duncan. There are approximately 2.7 million students enrolled in New York state public schools.

New Hampshire: New Hampshire Public Radio (NHPR) has been hosting a series called "[The First Decade: Early Childhood Disparities and the Future of N.H.'s Kids.](#)" When it comes to kids' well-being, New Hampshire ranks high overall in survey after survey. But we need to look a little deeper. Children in poor families continue to lose ground in everything from access to health care to quality education to opportunities to play sports. NHPR takes a look at how disparities in early childhood shape a child's chances for success later in life. The series covers five broad areas: home and family, health and nutrition, education, play, and politics and policies. The series' webpages include links to the radio reports [here](#).

North Carolina: T.E.A.C.H. Early Childhood® National Center launched a new website www.teachechnationalcenter.org. The new website provides easier access to About Us, Center Initiatives and Resources, T.E.A.C.H. Early Childhood®, Child Care WAGES®, the T.E.A.C.H. Early Childhood® Alliance and The Early Childhood Workforce. T.E.A.C.H. Early Childhood® National Center is a program of Child Care Services Association.

Indiana: On My Way Pre-K, the state's first preschool program pilot, was designed to get more low-income children enrolled in high quality preschool programs. Indiana Public Media reported that [the five counties participating in the pilot program](#) are seeing more providers move into Level 3 or 4 on the state's voluntary [Paths to QUALITY](#)

[system](#). IN has seen a steady increase of providers trying to get on the ranking system since it was created in 2009. There are four levels on the [Paths to QUALITY system](#).

Illinois: Illinois recently launched a smartphone app for the Gateways to Opportunity Registry that gives Gateways Registry members the ability to scan QR codes for the sessions they attend at early care and education conferences. That information is then immediately sent to their Professional Development Record (PDR). There are approximately 35 “Registry-Verified Conferences” held each year in Illinois. These conferences meet established quality assurance criteria and the sessions offered can be used to meet ExceleRate Illinois standards as well as the licensing in-service hour requirement. Attendance is recorded on the Professional Development Record for an average of 150 individuals at each conference. Using the app uploads the information to the PDR immediately, instead of waiting for the information to be data entered at a later date by Gateways Registry staff. See its [video on YouTube](#).



ACF joins NHTSA on Look Before You Lock Campaign

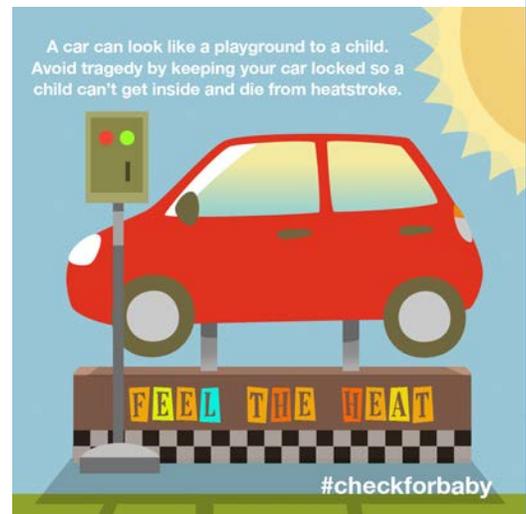
Heatstroke is the number one killer of children, outside of car crashes. That's why the Administration for Children and Families has joined with the National Highway Traffic Safety Administration (NHTSA) to attempt to reduce these deaths by reminding parents and caregivers about the dangers of heatstroke and leaving children in hot cars.

Heatstroke in hot cars is serious danger to children. Data from the San Francisco State University Department of Geosciences show that since 1998, there have been 637 deaths in the United States resulting from adults leaving a young child in a vehicle.

“As outside temperatures rise, the risks of children dying from being left alone inside a hot vehicle also rises,” said Linda Smith, Deputy Assistant Secretary of Early Childhood. “One child dies from heatstroke nearly every 10 days from being left in a hot vehicle, but what is most tragic is that the majority of these deaths could have been prevented.”

Heatstroke tragedies are 100 percent preventable. NHTSA urges parents and caregivers to take the following precautions to prevent heatstroke incidents from occurring:

- Never leave a child unattended in a vehicle – even if the windows are partially open or the engine is running and the air conditioning is on;
- Make a habit of looking in the vehicle – front and back – before locking the door and walking away;
- Ask the childcare provider to call if the child doesn't show up for care as expected;



- Do things that serve as a reminder that a child is in the vehicle, such as placing a purse or briefcase in the back seat to ensure no child is accidentally left in the vehicle, or writing a note or using a stuffed animal placed in the driver's view to indicate a child is in the car seat; and
- Teach children that a vehicle is not a play area and store keys out of a child's reach.

In addition, NHTSA urges community members who see a child alone in a hot vehicle to immediately call 911 or the local emergency number.

[Quiz: How Much Do You Know About Preventing Child Heatstroke?](#)

Think heatstroke can't happen in a car on a cloudy day? Think again. Take this quiz to test how much you know about preventing child heatstroke.

See materials developed by the National Highway Traffic Safety Administration - www.safercar.gov/heatstroke

Early Childhood Workforce

Child Care and Youth Training and Technical Assistance Project (CYTTAP)

Tonia R. Durden, Ph.D., Assistant Professor, Extension Early Childhood Education Specialist Department of Child, Youth and Family Studies University of Nebraska-Lincoln

The seeds for the [Childcare and Youth Training & Technical Assistance Project \(CYTTAP\)](#) were planted in 2010 in response to a lack of high-quality childcare for military families living off-installation. At that time, 98% of all on installation childcare centers were nationally accredited, compared to only 10% of all childcare centers nationally.

The University of Nebraska Lincoln and Penn State University's [Better Kid Care](#) (BKC) program, partnered together to develop and implement CYTTAP which was funded under an agreement between USDA-NIFA and the Department of Defense Office of Family Policy. The focus of CYTTAP is to increase the quantity and quality of early care and education for young children by providing research based professional development and technical assistance to professionals who care for young children in communities with a high concentration of off-installation military families. CYTTAP was introduced in late 2010 in the 13 states with the highest densities of off-installation military families, and has since expanded to 21 states.

CYTTAP provides direct care providers and early childhood trainers in pilot states with a suite of high-quality and research based professional development training and resources for both facility-based and home-based settings. Examples of the face to face programming include [Rock Solid Foundations](#), developed by the Center on the Social Emotional Foundations for Early Learning (CSEFEL) and modified by UNL, which aims to address the social and emotional needs of young children.

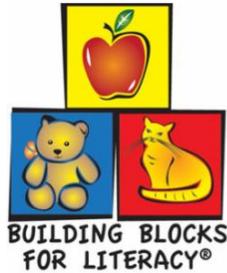
Rock Solid: Enhancing Emotional Literacy: Birth Age Three Course Objectives:

- Examine ways to promote the social and emotional development of children as a means of preventing challenging behaviors.
- Identify strategies to support children's emotional literacy.
- Discover ways to implement the Pyramid Model strategies in a child care program.

We also will have two more lessons focusing on attachment and building positive relationships with infants and toddlers coming soon! Visit <http://child.unl.edu/cyttap> to explore further the programming and resources available through CYTTAP.



National Head Start Association, Yasmina Vinci, Executive Director



This June the [National Head Start Association](#) (NHSA) is excited to partner with [Building Blocks for Literacy](#), a program that promotes early literacy skills for children in early learning environments. Together, NHSA and Building Blocks for Literacy will provide a research based, research-proven body of knowledge and best practices for adults working with children birth to five. [The partnership](#) will provide Head Start staff and parents with the science, knowledge, and practice to ensure Head Start children enter kindergarten ready to learn to read.



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.