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## Working Together for a Better Beginning

"I want to focus on the next five years, ten years, and beyond. I want to focus on our future.

The bipartisan reform of No Child Left Behind was an important start, and together, we've increased early childhood education.. In the coming years, we should build on that progress..."

-- President Obama, January 2016, State of the Union Address

## Early Childhood Development

Office of the Deputy Assistant Secretary for Early Childhood Development  
Mary E. Switzer Building, 330 C Street, SW  
Washington, D.C. 20201

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### 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.

#### [Flint Does Not Suffer Alone](#)

How mine run-off and other water pollutants are harming Native nations.

#### [Cultural Awareness and Knowledge are Fundamental to Serving U.S. Children and Families](#)

The Office of Planning, Research, and Evaluation hosted a second discussion on cultural responsiveness.

#### [Growth in Unaccompanied Children Program at HHS](#)

Program growth is matched with increased safety and security measures.

#### [Head Start: Beyond 50 Years](#)

Head Start celebrates its 51st birthday with a look towards expanded programs and new

Child care and the early learning workforce was front and center this week in our nation's capital. First, the U.S. Departments of Health and Human Services and Education released a [report](#) describing the low compensation for teachers across early learning settings. Then the [U.S. Senate held a hearing related to the implementation of the Child Care and Development Block Grant Act of 2014](#).

At the [United State of Women Summit](#) on June 14<sup>th</sup>, thousands gathered to celebrate the achievements to date by women and girls while also recognizing how far we still have to go. At the summit, the U.S. Departments of Health and Human Services and Education released, ["High-Quality Early Learning Settings Depend on a High-Quality Workforce: Low Compensation Undermines Quality."](#)

The report describes the low earnings of the early care and education workforce, which is predominantly comprised of women. It connects the research about early brain development and the importance of high-quality early learning settings for our youngest children. As education and training requirements have increased over the past two decades, compensation has not. In all 50 states, median annual earnings for the child care workforce would qualify a worker with a family of three for Supplemental Nutrition Assistance Program (SNAP) benefits (income below \$26,124).

Across early learning settings (child care, Head Start, publicly funded preschool in community settings, and school-based preschool), individuals with the same level of education have markedly different earnings. For example, for an individual with a Bachelor's degree, there is a \$6.70 per hour difference in median wages between employment in a public school sponsored program compared to a community-based child care program. Annually, that translates to a difference of



standards.

### [New Ways to Approach School Readiness in Home Visiting](#)

Head Start home visitors provide essential comprehensive services that are the foundation of school readiness.

### [Comprehensive Services and Training/Technical Assistance in Head Start](#)

T/TA system helps grantees focus on strengths and identify possible barriers to providing a high-quality program.

### [Career Pathways Leading Improved Services](#)

To meet demand for a skilled workforce, new agencies have been added to partnership to improve collaboration on education, workforce development, human and social services.

### [Head Start's Comprehensive Approach to Child Development](#)

Head Start was created with input by experts who supported a comprehensive program: health, social services and education.

### [Hearts, Hope, and America's Safety Net](#)

The Administration for Children and Families is celebrating 25 years of impacting people, affecting change and empowering families.

### [Affecting Change for Children](#)

The Administration for Children and Families is celebrating 25 years of impacting people, affecting change and empowering families.

### [A Lesson in Early Childhood Homelessness](#)

Almost 1.3 million children under the age of six experienced homelessness in 2013, and data show that this number has since risen.

### [ACF Informate](#)

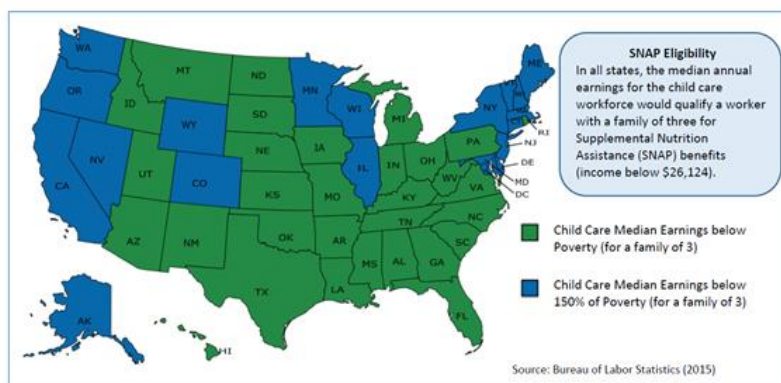
The May Issue is here

<http://www.acf.hhs.gov/informate-may-2016>

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

\$13,936 per year. Low pay makes it difficult to attract and retain more

Figure 5: Child Care Workforce Median Annual Earnings Qualify for Public Benefits



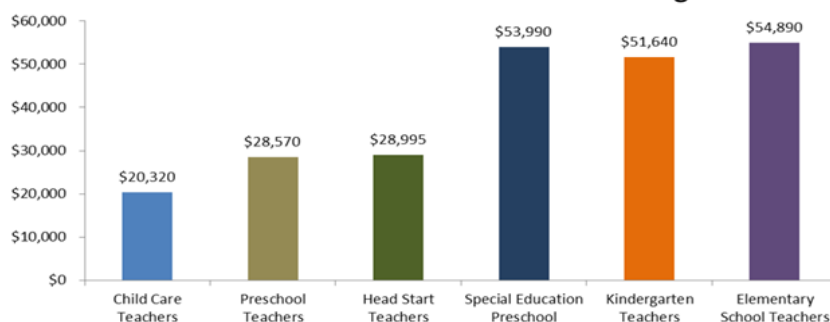
experienced, educated staff and fuels high turnover.

The report reviewed wages of preschool teachers with kindergarten and elementary school teachers. In 2015, the median annual wage for preschool teachers paled in comparison to annual earnings of kindergarten and elementary school teachers.

The report concluded with recommendations to support a high-quality workforce and pay parity across early learning settings. Because the majority of early learning programs are funded through parent fees and parents cannot afford to pay more, the report recommended reviewing more effective ways to fund the overall system of early care and learning.

Figure 9.

### U.S. Median Annual Workforce Earnings



The report provides data by state. See the report and state profiles [here](#).

Shannon Rudisill, Associate Deputy Assistant Secretary for Early Childhood Development discussed the report at The United State of Women Investing in the Women who Care for and Teach our Youngest Learners event.



## Featured Reports



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

[Descriptive Implementation and Outcome Study Report: National Implementation Evaluation of the Health Profession Opportunity Grants \(HPOG\) to Serve TANF Recipients and Other Low-Income Individuals](#)

[Self-Regulation and Toxic Stress Report 3: A Comprehensive Review of Self-Regulation Interventions from Birth Through Young Adulthood](#)

[Researching the CCDF Program by Linking Administrative Data with Data from the CCDF Policies Database: A How-To Guide](#)

[Implications of Child Care and Development Block Grant Reauthorization for State Policies](#)

[An Early Look at Families and Local Programs in the Mother and Infant Home Visiting Program Evaluation-Strong Start](#)

[Early Care, Early Education, and Home Visiting in American Indian and Alaska Native Communities: Design Options for Assessing Early Childhood Needs](#)

[Describing the Preparation and Ongoing Professional Development of the Infant/Toddler Workforce: An Analysis of the National Survey for Early Care and Education Data](#)

[Monitoring in Early Care and Education](#)

### 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.

#### Research Findings

[How are collaborations partnering to meet the child care needs of parents in education and](#)

Today, on June 15<sup>th</sup>, the Senate Health, Education, Labor and Pensions (HELP) Committee held a hearing, [“Implementing the Child Care and Development Block Grant Act of 2014: Perspectives of Stakeholders.”](#) It was an opportunity to talk about not only where states are in the implementation process but also the supports the Administration for Children and Families has put into place. Since enactment, technical assistance specialists across the country have been working with states, territories and tribes to implement provisions related to subsidy administration, improving access to high quality care, strengthening child care health and safety requirements and improve both the frequency and effectiveness of monitoring.



Some states face greater challenges than others. There was discussion about the challenges states face and efforts states are making to come into compliance.

Ms. Le’Vaughn Johnson Westbrook, a parent living in Virginia, testified about the death of her infant son in a licensed child care home in Georgia. At the time of her son’s death, an investigation revealed numerous health and safety violations. In addition, at the time, Georgia did not have a comprehensive background check requirement, however, the state has since enacted stronger background check requirements and is working to further strengthen required screenings for providers.

Sheila Hoyle, Executive Director of the Southwestern Child Development Commission, in rural North Carolina, called the CCDBG Act of 2014 “historic” and said, “We finally have the policy right. Families with children will be better served by it.”

Dr. Myra Jones-Taylor, Commissioner, the Connecticut Office of Early Childhood and Ms. Margaret Williams, Executive Director, Maryland Family Network, also testified. Senators were interested in both successes and challenges and listened closely as stakeholders shared their perspectives.

It is time for a new vision for child care. Implementation of the CCDBG Act of 2014 is the first step.

*Linda*



[training?](#)

[Can children's child care experiences predict cortisol levels across infancy and toddlerhood?](#)

[Is there an association between social-behavioral readiness in kindergarten and grade retention, receipt of academic support services, and suspensions/expulsions?](#)

### Policy Resources

[What is California's local approach to raising quality in early childhood programs?](#)

[What are the best practices from the field of early childhood mental health consultation to help reduce the impact of stressors on young children?](#)

[What are the challenges and practices that Head Start school partnerships continue to face in implementing and sustaining transition relationships?](#)

[What was the state of child care assistance spending and participation in 2014?](#)

## Additional Resources



### Invest in Us

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

### From the Office of Head Start:

See updates to the "National Center on Afterschool and Summer Enrichment (NCASE)" page <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ohs-tta/nae.html>

New "Better Hearing and Speech Month" page <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/health-services-management/program-planning/better-hearing.html>

## Better Outcomes through a 2Gen Approach: Federal Agencies Focus on Serving Whole Families

*HHS and other federal agencies participated in an all-day conference to highlight the important two-generation (2Gen) efforts—those focused on both children and families—here at the federal level and in communities across the nation. The conference focused on strategies to help the whole family, such as economic and educational supports for parents and high-quality early learning programs for children. Mark Greenberg, Acting ACF Assistant Secretary talked about ACF's efforts*



### Two-Generation Strategies at the Administration for Children and Families

The following are excerpts from opening remarks by Mark Greenberg, Acting ACF Assistant Secretary

On behalf of my ACF colleagues, I want to acknowledge the terrific work done to elevate attention of policy makers, program administrators, funders,

researchers, and others to the importance of two generation strategies and initiatives.

While I want to be clear that this is not a competition, I do want to note that ACF, we very much view ourselves as the original two-generation agency. It's, of course, reflected in our name --- the Administration for Children and Families. And, perhaps, more importantly, it's reflected in the orientation that from the beginning has guided the Head Start Program, and that is increasingly reflected in our work across ACF.

It's a specific commitment in the ACF strategic plan, and over the course of the day, you'll have opportunities to hear more of the specifics of our two generation work in a set of areas, including early childhood, Temporary Assistance for Needy Families, collaborative work around Rural Impact, the Community Services Block Grant, and more. But in my opening comments, I wanted to say a few words about why we're committed to a two generation approach and about some of the questions and challenges that we think are key in efforts to bring this work forward.

### Supporting strong families

For us, a starting point is that we want to get good outcomes for children, and we believe it is not possible to do that without recognizing that children grow up in families, that strong and supportive families will promote better outcomes, and that when family life is disrupted, chaotic, or worse, it is far more difficult to get good outcomes for children. At the same time, we also recognize that in efforts to work with adults, particularly to promote success in employment, it's essential that strategies are mindful of the roles, responsibilities, and challenges faced when workers are also parents.

We appreciate that these basic insights aren't new. But, it's often striking to see

Posted new “Lead Poisoning Prevention for Head Start Children” page New page:  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/physical-health/education-activities/lead-poisoning-prevention.html>

Lead Screening page:  
[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/safety-injury-prevention/environmental-protection-efforts/health\\_fts\\_00748\\_072905.html](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/safety-injury-prevention/environmental-protection-efforts/health_fts_00748_072905.html)

Updated EPSDT by State page in the Collaboration & Partnerships portal  
<http://eclkc.ohs.acf.hhs.gov/hslc/states/epsdt>

Updated the “Head Start Eligibility Verification Form” page and PDF in the PMFO portal  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mang-sys/ersea/eligibility-verification-form.html>

Posted the “Tools and Technical Assistance for Early Head Start-Child Care Partnerships Teams” page with the “Office Hours” Webinars in the EHS-CCP portal

Launch page:  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp/webinars>

Child Care Development Fund (CCDF) Subsidy Authorization Processes and Provider Payment Practices: Supporting Low-Income Families and Child Care Providers:  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp/webinars/office-hours-1.html>

Early Head Start and Family Child Care: Using Partnerships to Maximize Your Potential for Success: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp/webinars/office-hours-2.html>

Infant/Toddler Workforce Professional Development Supports:  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp/webinars/office-hours-3.html>

The Art of Partnership:  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp/webinars/office-hours-4.html>

Funding Allocation:  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta->

how little they’re reflected in program design. Programs working with children may have minimal awareness of family circumstances and needs and may have little or no capacity to identify broader family needs and connect family members to services. Programs working with adults may not even know they are parents, and if they do have that information, may not use it in any meaningful way in employability planning or services.

See the full presentation at <http://www.acf.hhs.gov/2016/speeches/two-generation-strategies-at-acf>.

## Early Head Start –Child Care Partnership

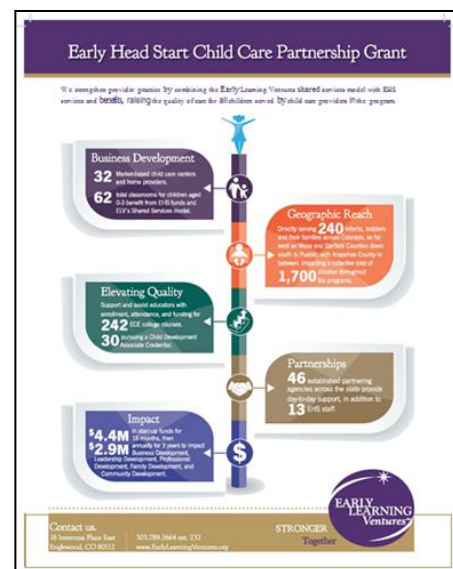
### *A Shared Services Approach to the Early Head Start-Child Care Partnerships: Reflections on One Year of Implementation*

A little over one year ago, Early Learning Ventures of Colorado (ELV) received an Early Head Start–Child Care (EHS–CC) Partnership grant to support vulnerable children and families in underserved areas across Colorado. Although not a Head Start grantee at the time, the vision was to use ELV’s shared services child care provider network and shared services technology platform to take high-quality Early Head Start services to children in their current child care settings. The unique model would bring vital quality-enhancing supports to the independent child care centers and family child care homes that low-income, working parents had chosen for the care of their children. With a robust technology platform, a proven shared services model, and a strong leadership team, ELV set out to provide critical Early Head Start programming where it was most needed over a 9,000 square-mile area in Colorado.



The foundation of the EHS-CC partnership grant is a business model called “shared services,” which brings child care providers together to benefit from

economies of scale in business functions. The ELV shared services model is implemented through an ELV Alliance—a community-based organization committed to improving the quality of child care. Through the Alliance, center-based and family child care providers access a suite of services including a web-based platform for purchasing discounts and access to business and quality infrastructure supports (e.g., employee and parent handbooks, human



[system/ehs-ccp/webinars/office-hours-5.html](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp/webinars/office-hours-5.html)

Introducing Early Educator Central:

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp/webinars/office-hours-6.html>

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA): Utilizing Child Care Subsidies: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp/webinars/office-hours-7.html>

National Standards Crosswalk Tool:

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp/webinars/office-hours-8.html>

Setting Up Your Partnerships:

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp/webinars/office-hours-9.html>

Policy and Program Guidance for the EHS-CC Partnerships:

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp/webinars/office-hours-10.html>

**The Administration for Children and Families' National Research Conference on Early Childhood** will be here soon! **Have you marked your calendar for July 11 – 13<sup>th</sup>?**

The conference (formerly the Head Start National Research Conference) draws more than 1200 early childhood researchers, practitioners and policymakers to D.C., to exchange ideas and learn the latest research on early childhood services and young children ages 0 to 8 years.

The conference has always welcomed participants from across the programs that serve young children (e.g., child care, Head Start, Early Head Start, pre-K, home visiting, child welfare, and other early childhood programs). The Research Conference really is an unusual combination of experts with widely varying perspectives!

Look for details ([www.rcec2016.net](http://www.rcec2016.net)). We look forward to seeing you all July 11<sup>th</sup> through 13<sup>th</sup> at the Grand Hyatt Washington DC!

resources policies and procedures, marketing tools, mailing templates, and online training modules). In addition, providers utilize ELV Alliance CORE technology, a web-based early care and education management system that handles key program management functions (e.g., enrollment, registration, waitlist, and billing; staff demographics, certification, and training; child development tracking; and vaccination compliance). An independent return on investment (ROI) study (<http://earlylearningventures.org/investors/roi>) found that child care providers participating in ELV saved up to \$8 for every dollar invested in the ELV model.

Using the shared service model, ELV is now working with 32 center-based and family child care partners in four Colorado counties to provide Early Head Start services to 240 children younger than 3 and their families. These children have received health and developmental screenings and comprehensive services; have benefited from smaller adult-to-child ratios and groups sizes; and are cared for in environments that are safer, healthier, and more developmentally rich than they were one year ago. The family support specialists funded through the grant connect families with vital social services, helping them with income and housing support, health services, counseling, parent support, and other needs.

The staff members employed by provider partners are also benefiting. Over 124 early childhood professionals are taking college courses or pursuing a Child Development Associate credential to meet the teacher qualifications of Early Head Start. These professionals are also receiving tailored supports in the classroom through highly skilled coaches, and in many cases, are receiving higher salaries and benefits.

The benefits of the model not only reach the 240 children receiving Early Head Start services, but spill over to all of the 1,700 children that are cared for by the provider partners. All children in these settings are benefiting from the additional revenue and higher standards that accompany the grant, the professional development offered to administrators and teachers, and the quality improvements to the classroom and family child care home environments.



ELV's technology platform, leadership team, and strong relationships with local social service partners have allowed for the successful implementation of the Early Head Start–Child Care Partnership grant over a large geographic area in Colorado. The application of the shared services model has created greater efficiencies allowing ELV to be a particularly effective steward of

federal funding and has supported strong business practices among its provider partners. The environmental, pedagogical, and business improvements that have resulted will have a long-lasting impact on the providers, children, families, and communities being served.

To learn more about ELV's lessons learned from their first year, visit: <http://earlylearningventures.org/EHS-reflections>

For more information about ELV's shared services model, visit: <http://earlylearningventures.org/child-care-providers/shared-services/>



The [2015 State Preschool Yearbook](#) was released, profiling State-funded prekindergarten programs in the United States. This latest *Yearbook* presents data on State-funded prekindergarten during the 2014-2015 school year as well as documenting more than a decade of change in State pre-K. Read the *Yearbook* [here](#).

#### [Watch New BUILD Initiative Video that Explains Systems Building](#)

The BUILD Initiative has released a video that describes our vision of a comprehensive early childhood system in which families can easily access high-quality early learning and development opportunities, regardless of their neighborhood, and agencies working with children and families can have the resources to meet the needs of our diverse young child and family population. [Watch](#) and share with colleagues, friends and family members!

#### **CDC Releases *Preventing Child Abuse & Neglect: A Technical Package for Policy, Norm, and Programmatic Activities***

The CDC released [Preventing Child Abuse & Neglect: A Technical Package for Policy, Norm, and Programmatic Activities](#). A technical package is a collection of strategies that represent the best available evidence to prevent or reduce public health problems like violence. The package supports CDC's [Essentials for Childhood framework](#) and highlights 5 strategies to prevent child abuse and neglect:

- Strengthen economic supports for families
- Change social norms to support parents and positive parenting
- Provide quality care and education early in life

## Joint Statement on Dual Language Learners in Early Childhood Programs Released

The White House [announced](#) a new [joint policy statement](#) from the U.S. Departments of Health and Human Services and Education on better supporting our country's youngest dual language learners (DLLs) in early childhood programs. The White House, in collaboration with [Too Small to Fail](#) and [Invest in US](#), held a regional convening June 2 at the [United Way Center for Excellence in Early Education](#) in Miami, FL to highlight the importance of supporting our country's DLLs in early childhood programs.

Data indicate that about one in five school-aged children speak a language other than English at home, a figure that has more than doubled in the past few decades. Estimates suggest that this number may be even higher for learners under the age of six; for example, nearly a third of children in Head Start programs are DLLs. Research with young DLLs clearly reflects that children's bilingual skill development promotes overall language development and should be encouraged.

The Federal policy statement released recognizes the cultural and linguistic assets of this population of children, and provides important resources and recommendations to the early childhood field to ensure that our nation's early education programs are accessible to these families, and that they appropriately foster the learning and development of this large and growing group of children. Announcements made that day also mark progress on the President's My Brother's Keeper Initiative, which aims to ensure that all young people, including children of color, can reach their full potential.

See the Policy Statement [here](#) at <http://www.acf.hhs.gov/programs/ecd/dual-language-learners>.

See a new [DLL Electronic Toolkit for Programs, Early Educators, Child Care Providers, and Families](#): The new DLL Toolkit, released by HHS' Office of Head Start, includes free resources on supporting the learning and development-including dual language development - of DLLs at home, in early learning settings, and in the community. The DLL toolkit will be available at no cost to all early childhood programs, including all Head Start programs, which serve more than 300,000 DLLs every day. The toolkit will also be disseminated to home visitors in all 50 States supported by the Maternal Infant and Early Childhood Home Visiting program, and the families they serve.

Learn more about [Talking is Teaching: Talk, Read, Sing](#) in Miami here at <http://bit.ly/25VZ6Wc>.

Additional Announcements and Commitments Made at the White House Convening can be seen here at <https://www.whitehouse.gov/the-press-office/2016/06/02/fact-sheet-supporting-dual-language-learners-early-learning-settings>.



- Enhance parenting skills to promote healthy child development
- Intervene to lessen harms and prevent future risk

The strategies in this package include those with a focus on preventing child abuse and neglect from happening in the first place, as well as approaches to lessen the immediate and long-term harms of child abuse and neglect. Strategies are intended to work in combination and reinforce each other. The technical package describes the approaches to advance each strategy and the evidence behind them.

### CMS Releases Guidance on Maternal Depression Screenings

The U.S. Centers for Medicare and Medicaid Services (CMS) released an [Informational Bulletin \(IB\)](#) highlighting the critical role Medicaid can play in supporting state policy choices to promote young children's healthy development through maternal depression screening and treatment.

The guidance in the IB clarifies that states can allow maternal depression screenings to be claimed as a service for the child under Medicaid's Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) benefit, because the scientific evidence indicates that maternal depression is a risk factor for the child and that screening in a well-child visit is a best practice. Once a state makes that choice, providers such as pediatricians can be reimbursed for conducting the screening. After diagnosis, the guidance also clarifies that treatment services provided to the mother and child together—for example, family or dyadic therapy (but not separate treatment for the mother alone)—can also be claimed as direct services for the child.

See CLASP here for more information at <http://www.clasp.org/issues/child-care-and-early-education/in-focus/new-cms-options-screening-and-treating-maternal-depression>

## ACF's Tribal Home Visiting Program

### The Power of Stories: Enriching Program Research & Reporting



Historically, tribal communities have used storytelling to share language, traditions, and beliefs from one generation to another. Tribal social service programs and other human service programs can build on this rich tradition by using stories within a qualitative research

framework. This report explores opportunities, considerations, and methods for using storytelling to understand and communicate information about social service programs in tribal communities.

#### Overview and key points

Stories can enrich program research and reporting. Historically, tribal communities have used storytelling to share language, traditions, and beliefs from one generation to another. Tribal social service programs and others can build on this rich tradition by using stories within a qualitative research framework. The purpose of this report is to explore opportunities, considerations, and methods for using storytelling to understand and communicate about social service programs in tribal communities.

Qualitative research can provide insight into whether, how, and why a program works. Common qualitative data collection methods include interviews, focus groups, and observations. With these methods, programs can draw stories from program participants, staff, elders, community members, and other key stakeholders.

Here are key points to consider when using stories in program research and reporting:

- **Stories are powerful because they are accessible and enlightening.** Stories resonate with us and can illuminate common and unusual experiences of program staff and participants.
- **Stories provide rich information** to explore, describe, or explain program activities and participant outcomes.
- **The methods for story collection and analysis depend on your purpose and intended audience.** Stories can be collected through interviews, story circles, or visual and performance-based approaches. Stories can be coded for themes and analyzed.
- **Effective formats for story reporting depend on your purpose and audience** but might include vignettes, case studies, or multimedia.
- **Stories are deeply personal, and storytellers' rights must be honored.** Potential storytellers need to be engaged from start to finish in conversations





### [Leveraging Integrated Data Systems to Examine the Effect of Housing and Neighborhood Conditions on Kindergarten Readiness](#)

The Louisiana Policy Institute for Children published a new report ["Measuring Up: Strengthening Louisiana's Early Childhood Accountability System."](#)



### **Early Head Start-Child Care Partnerships (EHS-CC)**

The next round of applications for Early Head Start Expansion and EHS-Child Care Partnership Grants is set to be posted on June 30 and due August 30 according to the HHS Grants Forecast [website](#).

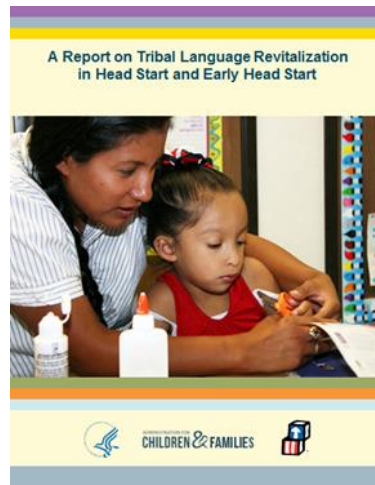
### [Strive for 5!](#)

**Too Small to Fail**, Houghton Mifflin Harcourt, the **National Head Start Association** and the **National Association for Family Child Care** created [Strive for 5!](#), a new program designed to equip early educators with unique bilingual (English/Spanish) tools and resources to create language-rich environments for young children. Each week focuses on specific information, tools and tips essential to your early learning program. Learn more at <http://bit.ly/27QRTZm>

about the story collection purpose, safety, confidentiality, data ownership, verification, and approval to share stories.

See <http://www.acf.hhs.gov/programs/opre/resource/power-of-stories-enriching-program-research-reporting> for the research brief and report.

## **Report on Tribal Language Revitalization**



We all know that children, families and communities benefit when their heritage is honored. After a year -long effort, spearheaded by the National Center on Cultural and Linguistic Responsiveness, the [Report on Tribal Language Revitalization in Head Start and Early Head Start](#) was released.

The material is based on visits to programs and discussions with tribal leaders, program staff, and parents. The chapters focus on preparing and developing a strategy, implementing language learning for children and adult learners, and building community support. There are program examples and

teaching tips, along with a list of resources. The report affirms the value of maintaining tribes' cultural and linguistic heritage. Find the [Report and Executive Summary](#) at <http://eclkc.ohs.acf.hhs.gov/hslc/states/aiatn/tlr/lang-revitalize.html>.

## **Early Childhood Workforce**

### **EarlyEDU Alliance Update**

The EarlyEdU Alliance brings together higher education and government stakeholders to strengthen the nation's early care and education workforce by increasing access to bachelor's degrees for working professionals. This higher education alliance works to advance early childhood teaching by providing a suite of online courses for early childhood educators to prepare them for classroom success.

A national pilot with colleges and universities is currently underway. State leads in this alliance 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.



**EarlyEdU**

Want to learn what has EarlyEdU achieved so far? See a few highlights below.

- Developed 15 in-person and 7 online college-level courses in early childhood education;
- Created the Coaching Companion, a web application for students and faculty to share and give feedback on videos of student teaching in early childhood settings;

### **Video: Quality early childhood education creates lasting effects for disadvantaged children**

Quality early childhood education has lasting effects for disadvantaged children. Children arrive at school ready to learn and build upon early skills development. Social and emotional

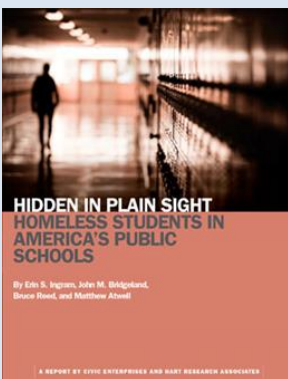


No fadeout. Lasting effects.  
Get the facts.

skills learned early in life drive higher achievement

throughout the school years and into adulthood, providing a wide range of benefits including higher full-time employment rates and better health, social and economic outcomes. See the new video that illustrates the lasting effects of quality early childhood education for disadvantaged children.

Just released! [Hidden in Plain Sight](#)



Compared with permanently housed children in poverty, [young children experiencing homelessness](#) have more developmental delays, health problems, and other challenges. Yet homeless

children face unique barriers to enrolling and participating in preschool. This is especially troubling in light of the fact that over 50% of children living in federally-funded homeless shelters are under the age of five.

[The National Center on Family Homelessness](#) reports that 75 percent of homeless elementary school students performed below grade level in reading and math. That number rose to 85 percent for high school students.

[Download the Full Report](#)  
[Download the Executive Summary](#)

- Conducted a pilot of in-person courses and the Coaching Companion in 20 participating IHEs (institutions of higher education) in California;
- Begun a national pilot, running from January-June 2016, with 24 IHEs across the country offering EarlyEdU courses and piloting the Coaching Companion;
- Established state teams in 16 states

### **Want to learn more about the national pilot?**

Visit the EarlyEdU website: <http://www.earlyedualliance.org>. Contact the Head Start State Collaboration Office Director in your state; identify a liaison on your team to work with EarlyEdU in your region; contact Katie Emerson-Hoss (<mailto:info@earlyedualliance.org>), Higher Ed Manager at EarlyEdU, for more information.

## **Technology and Early Childhood**

### **Association of the Type of Toy Used During Play With the Quantity and Quality of Parent-Infant Communication**

Are you interested in early language?

We know that the early language environment of a child influences language outcome, which in turn affects reading and academic success. A new research report from ***Jama Pediatrics*** explored which types of everyday activities promote the best language environment for children.

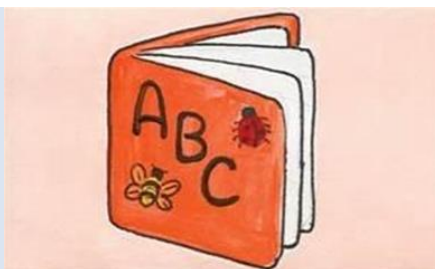
#### **At a Glance**

- To promote language development, parents are encouraged to read to their infants and spend time playing 1 on 1, but little is known about how different types of play activities affect parent-infant communication.
- In the present study, play with books and traditional toys was superior to play with electronic toys in promoting high-quality communication.
- Children vocalized less during play with electronic toys than during play with books.
- Because play with electronic toys is associated with decreased quantity and quality of language input, it should be discouraged to promote early language development.



Dr. Anna V. Sosa, the researcher, found that when the parent and child played with an electronic toy (battery-operated, educational toys with buttons and switches that can be manipulated to produce lights, words, & songs), there were fewer parent words spoken and fewer child vocalizations than when the play activity included traditional toys or books. In sum, play with electronic toys is associated with decreased quantity and quality of language input compared with play with books or traditional toys.

[Download the fact sheet](#)



The release may be found here at <http://media.jamanetwork.com/news-item/how-does-type-of-toy-affect-quantity-quality-of-language-in-infant-playtime/>.

## Early Childhood Homelessness

Research from [Children's HealthWatch](#) illustrates there is **no safe level of homelessness**. The timing (pre-natal, post-natal) and duration of homelessness (more or less than six months) compounds the risk of harmful child health outcomes. The younger and longer a child experiences homelessness, the greater the cumulative toll of negative health outcomes, which can have lifelong effects on the child, the family, and the community.

Pre-natal and post-natal homelessness have long-term negative health impacts on children, families and communities. See the new research [here](#).



## Public Housing Authorities and Early Childhood

By Marsha Basloe, Senior Advisor for Early Childhood Development



Last month, I had the opportunity to participate on behalf of the Office of Early Childhood Development in the [Council of Large Public Housing Authorities'](#) (CLPHA) second annual Affordable Housing & Education Summit. Early childhood was ever present as part of the two day discussion.

HUD Secretary Julián Castro provided the keynote speech pointing out that we are at a nexus between housing opportunities and educational opportunities, and that we are coming together at a time of extraordinary change. He talked about our work being more than bricks and mortar and that opportunity does not stop at the front door.

He also said, "brain power is the new currency of success." We know that birth to five is a time of unparalleled growth. The brain development during these critically important years are depend on the quality of experiences they have with adults in their lives, including families, child care providers, preschool teachers, and housing providers. It is little wonder, then, that the 120 attendees who were working to



engage new ideas and develop innovative practices connected on the importance of early childhood education.

Secretary Castro also recognized educators and public housing authorities in the communities of Vancouver, Washington; Akron, Ohio and New Haven, Connecticut, saying, "Whether it's **early childhood education**, or lowering the dropout rate, or ensuring that young girls and boys of color have the same opportunity as everyone else, you also are doing fantastic work across this country."

Jenn Ramirez Robson, Director of Resident Services for the [King County Housing Authority](#) shared information on their Gates Foundation funded early learning pilot, Greenbridge Learning and Education Advocacy (GLEA). Greenbridge is the Hope VI community in the suburb south of Seattle. GLEA is a partnership program between King County Housing Authority, the Highline School District, and the Bill and Melinda Gates Foundation. The program's goal is to educate and connect the families of infants and toddlers to community and district programs that support kindergarten readiness skills and academic success. An advantage of the approach is that it gives the participating elementary school access to children before they enroll in pre-school or kindergarten, when intervention is more powerful and effective. The program includes 9 weeks of classes for parents and academy babies along with home visits. During each session, academy babies go to our preschool classrooms with early learning teachers and staff where they have their first classroom learning experiences. Based on the multi-national makeup of the families and toddlers, the element of cultural sensitivity is incorporated into the tenets of the program. The video is wonderful! **See it here at** <https://vimeo.com/145626988>.

Learn more at their home page at [www.kcha.org](http://www.kcha.org) or the Greenbridge community page at <http://www.kcha.org/development/greenbridge/>.

At the heart of every housing authority's mission is improving the lives of the families and individuals they serve. I learned so much from being at the Summit, and look forward to partnering with CLPHA as we continue to work to end family homelessness and meet the needs of young children and families for future success.



## Head Start's Comprehensive Approach to Child Development

By Sarah Merrill, Infant Toddler Program Specialist, Office of Head Start



Did you know there was a panel of experts who developed recommendations for the first Head Start program? Recommendations for a Head Start Program by a Panel of Experts, also known as the Cooke Report, included key beliefs that are still with Head Start today – such as providing comprehensive services “involving activities generally associated with the fields of health, social services, and education.”

We are true to our roots! Head Start programs have

provided comprehensive services to 33 million children since 1965. "What we tried to visualize was a comprehensive child development effort," [said Dr. Cooke](#). "That went far beyond simply preparing someone to do better in kindergarten; it went to the health of the child and the overall psychology."

Polly Greenberg said, "From the absolute beginning, Head Start was never intended as just to be preschool. The emphasis was on comprehensive services: nutrition, health screening, health care, social services, and new careers for the parents with training and income. Helping people get out of the cycle of poverty; and that includes energizing, giving people confidence that they can do this; and it is one step at a time."

Providing such a breadth of services can be challenging. It takes a lot of planning, coordination, and community partners. However, a comprehensive approach allows Head Start staff to focus on children and families holistically. Their work in providing a comprehensive approach for each child and family is the essence of individualized services. We know development is influenced by individual temperament, life experiences, and interests. We know children grow and learn in their own style and pace. Additionally, we know that the areas of development are connected and influenced by one another. We would do a disservice if we didn't consider the whole child, in the context of his or her family, when planning and delivering all types of services.

Last month, we celebrated Head Start's 51st birthday, and explored many aspects of the comprehensive services Head Start programs provide. You can see our May 18th celebrations by checking out the [Head Start timeline](#) and exploring the ways we've integrated comprehensive services since the very beginning.

See The Family Room Blog [Head Start: Beyond 50 Years](#) at <http://www.acf.hhs.gov/blog/2016/05/head-start-beyond-50-years>.

## OPRE: A Look Back at the Work of the Division of Child & Family Development

OPRE's Division of Child and Family Development (DCFD) is responsible for research and evaluation related to Head Start, child care, early childhood



development, dual language learners, child maltreatment, and child welfare services. OPRE's research in the area of child and family development focuses on young children, mothers, families, and youth. DCFD invests in rigorous research and evaluation on child and family development topics and disseminates findings to a diverse range of stakeholders, including federal and state policymakers, program administrators, researchers, and intermediary

organizations. [Explore their annual report to learn more.](#)

## Toxic Stress and Self-Regulation Reports



OPRE has commissioned a series of four inter-related reports titled Toxic Stress and Self-Regulation. [\*Self-Regulation and Toxic Stress Report 3: A Comprehensive Review of Self-Regulation Interventions from Birth through Young Adulthood\*](#) was recently released.

This is the third in a series of reports on Self-Regulation and Toxic Stress. This report describes results of a comprehensive review of self-regulation interventions from birth through young adulthood and summarizes the level of evidence for different interventions across age groups and outcome domains. The report provides details on the methodological approach and data findings, including figures with detailed descriptions for the reader who is interested in the evidence base supporting our conclusions. The fourth and final report, Implications for Programs and Practice, will discuss implications of this evidence for different types of programs.

See all reports on Toxic Stress and Self-Regulation at <http://www.acf.hhs.gov/programs/opre/research/project/toxic-stress-and-self-regulation-reports>.



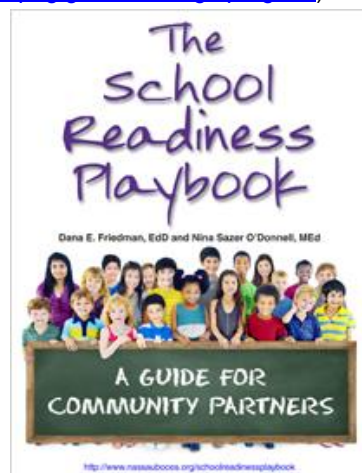
**Race to the Top-Early Learning Challenge (RTT-ELC) and**

**Preschool Development (PDG) Highlight**



The Preschool Development and Expansion Grant Technical Assistance website has a new look. You can see it at [PDG TA \(https://pdg.grads360.org/#program\)](https://pdg.grads360.org/#program). PDG's [Communities of Practice](#), [Newsletter](#) and [Newsbreak](#) archives are housed there. View [Products and Resources](#) to find new materials: Preschool Development Grantee Snapshots and Preschool Development Grant Program Brochures, Years 1 and 2.

The Long Island Pre-K Initiative released its new book, [The School Readiness Playbook](#), authored by Nina Sazer O'Donnell and Dana E. Friedman. This Playbook, at [www.nassauboces.org/pre-k](http://www.nassauboces.org/pre-k), is a compendium of best practices on community-level collaborative efforts to increase school readiness for young children. It includes





information about how each community member can contribute. See examples from communities working together, a case study of Westbury, NY's school readiness efforts and links to research, reports and websites.

All of the content is intended for communities to borrow and adapt or use as-is. The hope is that the guide inspires learning and action among people everywhere who care about helping all young children get a great start in school and life. There is no cost to download the document, which includes over 150 helpful web links, and brief videos from "players" all over the country, describing successful collaborations.

You can download the Playbook here at <http://www.nassauboces.org/pre-k/schoolreadinessplaybook>.

## Look Before You Lock



Heatstroke is one of the leading causes of death among children. Unfortunately, even great parents can forget a child in the back seat. Other risk factors include caregivers who aren't used to driving kids or whose routine suddenly changes.



Whether you're a parent, caregiver or bystander of a child left in a car, it's vitally important to understand children are more vulnerable to heatstroke than adults. Follow these important rules and tips to protect children from heatstroke: [Look Before You](#)

[Lock](#)

Make it a habit to look before you lock, and try these [tips to avoid putting children at risk of heatstroke](#).



National Head Start Association, Yasmina Vinci, Executive Director

[The National Head Start Association \(NHSA\)](#) recently released a research blast examining what mental health means for a child, a Head Start staff member, and a family unit. The brief, ["Mental Health and Wellness in Head Start,"](#) includes resources and research that provide guidance on how to build and contribute to an environment that supports child and staff wellness each day. With children, just as with early childhood educators, stress has serious, adverse effects, affecting brain development, the cardiovascular and immune systems, and metabolism. Addressing mental health and wellness is a key component of the comprehensive Head Start model that aims to prepare children and their families for success in kindergarten, and later in life.



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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.*