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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
Mary E. Switzer Building, 330 C Street, SW
Washington, D.C. 20201

December 14, 2015

VOLUME 3, NUMBER 12

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.

[Celebrating Tribal Child Care Programs and Leaders](#)

Across the country, tribal child care programs succeed in health promotion, partnerships and leadership.

[Honor Our Elders: Our Past. Our Present. Our Future.](#)

HHS celebrates Native Elders for this year's National Native American Heritage Month.

[Early Learning for New Americans: An Opportunity for All Of Us](#)

Reflections on an Interactive Presentation and Discussion at the Virginia Head Start Conference.

As the year draws to an end, it is a wonderful time to reflect on what we have accomplished in the last year and what we want to prioritize for the upcoming year. The Early Head Start-Child Care Partnerships continues to be at the forefront of what we are trying to do at ACF to increase access and improve the quality of early care and education for more infants and toddlers and their families across the country. We are excited to move full steam ahead with our implementation and we are committed to working with all our grantees and national, state, and local partners and stakeholders to ensure the long-term success of these efforts.



At this time, we have 275 grantees working with more than 1,100 child care partners and 600 family child care providers across the country, with more partners coming online each month. More than 5,800 teachers in 2,900 classrooms are benefitting from additional investments that are enhancing the learning environments and professional development of providers to meet Early Head Start standards. We expect to have 32,000 infants and toddlers enrolled in these programs at full enrollment. Thousands of additional children served at these centers and family child care homes will also benefit from the enhancements and improvements in these learning environments.

ACF has also embarked on [transforming our early childhood technical assistance \(TA\) system](#) to better support program staff in their delivery of high quality services to young children and families. Our new TA system brings together funding, knowledge, and skills from the Office of Child Care, the Office of Head Start and our health partners in HHS — the Maternal and Child Health Bureau (MCHB) and the Substance Abuse and Mental Health Services Administration (SAMHSA). We are working closely with our [six new national centers](#) to build the capacity for excellence in early childhood services regardless of setting or funding stream. Training and technical assistance will be available to everyone who works in child care and Head Start, from state child care agency staff to

[A Busy Year for Child Care](#)

One year into a new child care law, systems across the country are already changing for the better.

[ACF's Commitment to Learning and Improving](#)

New Deputy Assistant Secretary for Planning, Research, and Evaluation.

[Collaborating Across Federal Programs to Address Maternal Depression](#)

Sharing SAMHSA's new More than the Blues toolkit at ACF.

[Introducing a Compendium of Evidenced-Based Parenting Interventions](#)

New research-based resources for states, schools and early childhood programs are now available.

[Bringing the Beach to Kids in an EHS-Family Child Care Partnership](#)

Preschoolers loved the program's new learning games, art supplies and arrangements, but their encounter with sand was what thrilled them the most.

[A Guide to Implementing Parenting Interventions in Early Care and Education Settings](#)

What do program, state and child care network leaders need to know in order to successfully implement a parenting intervention?

[November Infórmate](#)

ACF Hispanic Outreach Newsletter

[December Infórmate](#)

ACF Hispanic Outreach Newsletter

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

Featured Reports



OPRE

Goldstein Named Deputy Assistant Secretary for

Head Start program directors to providers caring for children in their homes.

We know that large scale systems change is not easy and it will take time. We also know that we can only be successful when we work together. We are committed to partnerships at the federal level across the Offices of Head Start and Child Care and with our other federal partners. We know you are also working on similar types of partnerships with your state and local programs and with the children and families you are serving.



Ultimately, our success is your success. We all own this work together. As we move toward the end of the 18-month start-up phase of these Early Head Start-Child Care Partnerships (EHS-CCP), we are committed to ensuring that grantees have the resources they need to implement high-quality programs. We also look forward to learning from you and sharing the innovative strategies being implemented across the country.

If you have questions, need help or just want to share what you are learning, please contact your ACF Regional Office. Regional training and technical assistance is available. The National Center on EHS-CCP is also available to share resources and help locate implementation planners and fiscal consultants.

I am pleased to share that the Early Head Start-Child Care Partnership Inter-Agency Team recently received the **Secretary's Award for Meritorious Service at the 2015 HHS Departmental Awards Ceremony**. This achievement represents the immense effort that all staff, within the Central and Regional Offices (more than 130 staff), put forth to design, coordinate, and implement the many steps of the funding and award process, and to support grantees with initial implementation.

Since Congress appropriated \$500M to expand access to high-quality, comprehensive services to low-income infants and toddlers and their families in January of 2014, a dedicated inter-agency team has demonstrated exemplary collaboration and leadership to develop and implement the Early Head Start-Child Care Partnership program. Key activities included working with policy officials in HHS and the executive office of the President, drafting and publishing four separate funding opportunity announcements, designing and implementing a six-week panel review process that included over 230 reviewers, along with over 100 federal staff from



multiple agencies, including the ACF regional offices, and conducting complex grant negotiations with 275 entities. The Early Head Start-Child Care Partnerships seek to raise the quality of child care to meet Early Head Start standards, while ensuring that the settings are responsive to the needs of working families.

Although I was on traveling during this ceremony, I couldn't be more proud! Thank you to everyone involved with the EHS-CC Partnership Inter-Agency Team for their extraordinary contributions to ensure that more infants and toddlers in every state in our

Planning, Research and Evaluation

ACF's new Deputy Assistant Secretary for Planning, Research, and Evaluation is OPRE's Naomi Goldstein. This new career position reflects ACF's commitment to be a learning organization with a culture of continuous improvement. Naomi Goldstein, previously director of the Office of Planning, Research and Evaluation, has assumed this new position. Under Ms. Goldstein's leadership, OPRE has continued to build both the quality of its research and evaluation efforts, and the strength of its collaborations to improve ACF's ability to deliver high quality human services. To learn more, check out [Acting Assistant Secretary Mark Greenberg's blog announcement](#).

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



A Guidebook for Implementing Parenting Interventions

What do program, state, and child care

network leaders need to know in order to successfully implement a parenting intervention? [Explore this guidebook](#) to understand more about the key tasks and milestones of each of the four stages of implementation: exploration, installation, initial implementation, and full implementation.



National Survey of Early Care & Education

Quality in ECE Settings

How can we use data from the NSECE to measure predictors of quality in ECE settings? [Explore this report](#) to learn more about predictors of quality, as well as descriptive data for each of the

Using NSECE Data to Measure Selected Predictors of

country have access to high quality early childhood services.

Thank you for your commitment to improving learning opportunities and outcomes for our youngest children and their families. We look forward our continued partnership with you and best wishes for a productive and successful 2016!



Linda

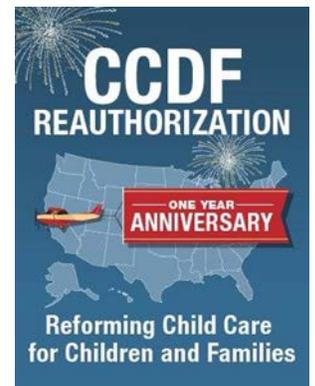


One Year Later – The CCDBG Act of 2014 and Opportunities for Leadership

Celebrating the CCDBG Act of 2014 Anniversary and Accomplishments

OCC recently celebrated the one-year anniversary of the passage and signing of Child Care and Development Block Grant Act of 2014. The broad, bipartisan, support for the law sent a clear signal that a stronger, safer, more parent-friendly child care system is a national priority, and the anniversary provided OCC and its partners with an opportunity to look back at some of the significant provisions of the law:

- **CCDF as a catalyst for change:** New focus in the law on child development, family-engagement, and getting low-income children access to high-quality child care has created an opportunity for states, tribes, and territories to work more closely with partners in licensing, quality improvement, Head Start, Pre-K, health, and social support networks.
- **Increased health and safety requirements for child care programs and providers.** New training requirements for child care providers, annual inspections of CCDF providers, and criminal background checks for all child care providers, staff, and those with unsupervised access to children keep children safe and offer parents more peace of mind.
- **Making the program policies more family-friendly.** Minimum 12 month eligibility periods and redetermination periods that don't unduly disrupt parental employment better support parents as they work toward greater financial security.
- **Improving and expanding information parents have about their child care options.** Parents deserve complete information about child care settings. New provisions requiring easily accessible provider-specific information, results of monitoring and inspection reports, and a searchable national consumer education website help bring that information to more families.



selected predictors.

Administration for Children and Families' National Research Conference on Early Childhood

We want to take this opportunity to discuss an exciting change in the early childhood research field: Head Start's National Research Conference on Early Childhood is changing its name!

In order to actively and specifically encourage participation of researchers, practitioners and policymakers from across the early childhood disciplines, Head Start's National Research Conference on Early Childhood will now be called **Administration for Children and Families' National Research Conference on Early Childhood**.

We hope that researchers from across the country will submit quality research symposia and posters in response to the Call for Presentations which is currently open (www.rcec2016.net). We look forward to seeing you all July 11th through 13th at the Grand Hyatt Washington DC!

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 is the role of child care subsidies in the lives of low-income children?](#)

[Are policies that promote labor force participation of women with children effective?](#)

[How do child care providers interpret 'reasonable suspicion' of child abuse?](#)

[What are the findings in the Austin Two-Generation Pilot project?](#)

- **Raising the bar on child care quality for all children.** Quality improvements will come from new professional development and training requirements to improve knowledge and skills of CCDF providers and the child care workforce as well as an increase in funding set-aside for quality improvements.

In the coming years, the provisions in the new law are going to change the landscape of early care and education in the United States. OCC is working with their partners in the states, tribes, and territories to bring that change to the children, families, and child care providers who need it most.

State Successes in Strengthening Child Care Systems

Changing the national child care system is no simple task, but in the year since the new law was passed, states across the country have already made tremendous progress in improving child care for children, families and providers. Here are some of the examples of state progress and successes that OCC highlighted during the anniversary recognition week:

Colorado is conducting a full overhaul of State child care subsidy rules, working closely with county leaders who administer the CCDF program in that State.

Oklahoma has engaged in an extensive revision of licensing requirements, and the new requirements will go into effect in January 2016. In working on the revisions, the state has engaged with a variety of partners, including providers, the State Early Childhood Advisory Council, Head Start Collaboration Office partners, and the Oklahoma Tribal Child Care Association.

South Carolina has begun to do annual unannounced inspections at registered child care homes, which are required by a State law passed in 2014. In the last year, all the State's approximately 1,000 child care homes have been inspected, and these visits discovered unsafe conditions that might not have been found otherwise.

Pennsylvania is developing strategies to expand access to training in the 10 required health and safety topics to providers across the large and diverse State, which includes expansive rural areas. Pennsylvania will offer both face-to-face and online module methods of meeting the new requirements; in-person training will be offered at a low cost.

Utah reformed its provider payment practices beginning in September of 2015 and has begun paying providers at the start of the month instead of reimbursing them after services have been rendered.

Arkansas has focused its efforts on using Better Beginnings, a child care quality rating and improvement system, to connect some of the State's most vulnerable children to child care that meets quality standards. This policy includes homeless children and those in foster care.

Louisiana has lengthened eligibility for child care financial assistance for as long as 24 months, stabilizing access to care for families and promoting the continuity of relationships. Louisiana has also reduced reporting requirements to support vulnerable families and providers.

New Mexico used the [Provider Cost of Quality Calculator](#) to project provider payment rates, and on September 30th of this year, New Mexico increased tiered payment rates at the 4- and 5-star levels in licensed centers.

CCDF Reauthorization Resources

Despite the great work going on across the country in implementing the new law, states, tribes, and territories will need continued support and resources. Policy resources can be found on the [OCC CCDF Reauthorization Policy Resource page](#), and technical assistance resources can be found on the [Child Care Technical Assistance CCDF Reauthorization page](#). Some of the resources posted recently include:

[What are home literacy beliefs and practices among low-income Latino families?](#)

[How has Mississippi's child care quality rating and improvement system, Quality Stars, fared?](#)

[Are English language learner children at greater risk for developing reading problems?](#)

[What are the rates of parents' persistence and certification in a two-generation education and training program?](#)

[What type of early childhood coaching literature is available to improve the effectiveness of coaching and the preparation of coaches who serve in early childhood settings?](#)

[What are the trends around preschool discipline?](#)

[Topic of Interest: Off-Site Coaching in Early Childhood Center-Based Settings](#)

Professional Development approaches such as coaching can be costly and logistically complicated to deliver. As a result, interest is growing in the use of technology to deliver off-site support. A recent project funded by the Office of Planning, Research and Evaluation (OPRE) examined the role of technology in early childhood practice. The final report provides in-depth descriptions of evidence-based professional development approaches that incorporate technology to support off-site delivery, including two coaching programs: Classroom Links to Early Literacy and My Teacher Partner.

- A new video on the [benefits of monitoring](#) child care providers for children, parents, and providers.
- An [issue brief](#) and [case studies](#) on supporting license-exempt family child care, and another issue brief on [monitoring license-exempt CCDF homes](#).
- Resources on [CCDF program health and safety requirements](#) and [reporting and tracking serious incidents in child care](#)
- A [new video highlighting](#) the importance of continuity in child care
- A resource this on how [family-friendly policies can improve program integrity](#)
- A series of issue briefs and other resources about [consumer education](#)
- A IM on [building the supply of high-quality child care](#)



OCC also held a webinar highlighting state examples and resources, and that webinar is [available online](#).

Read the [full blog post](#) by Rachel Schumacher, Director of the Office of Child Care [here](#) on the ACF The Family Room Blog and [here](#) at White House.gov.

Launching a Tribal EHS Expansion Grant from the Ground Up

The Owens Valley Career Development Center (OVCDC) is a new EHS-CC Partnership and Expansion grantee. It consists of a consortium of four Central California Tribes (Bishop Paiute, Big Pine Paiute, Big Sandy Mono and Cold Springs Mono). The partnership will award services across a wide geographic area of rural communities around the Eastern and Western Sierras in Central California. Although OVDC has long focused on providing education and self-sufficiency services, the EHS-CCP Expansion grant enables them to provide services to the youngest children and their families. Tom Zizzo, Administrative Analyst for OVDC, stated that, "We are excited because this grant provides a foundation for how all our other programs can be tied together and how we can provide assistance to those who need it...starting from birth and all the way through adulthood."



Going from the grand vision to the reality of implementation required support from many places. First, as a new grantee to the Office of Head Start (OHS), OVDC needed to quickly learn about all the requirements for the program. OVDC instantly sought and received extensive technical assistance from an Implementation Planner consultant and long-time EHS technical assistance provider. OVDC knew it would take time to get their program fully operational.

This [Topic of Interest](#) expands on the OPRE project by identifying research in the [Research Connections](#) collection on additional approaches to using technology for off-site delivery of coaching in early childhood center-based settings.

Additional Resources



Invest in Us

Quality early childhood education programs help children grow. See how investments in quality programs pay.

Learn more [here](#).



The [BUILD Initiative](#) released seven chapters of [Rising to the Challenge: Building Effective Systems for Young Children and Families](#), a BUILD E-Book.

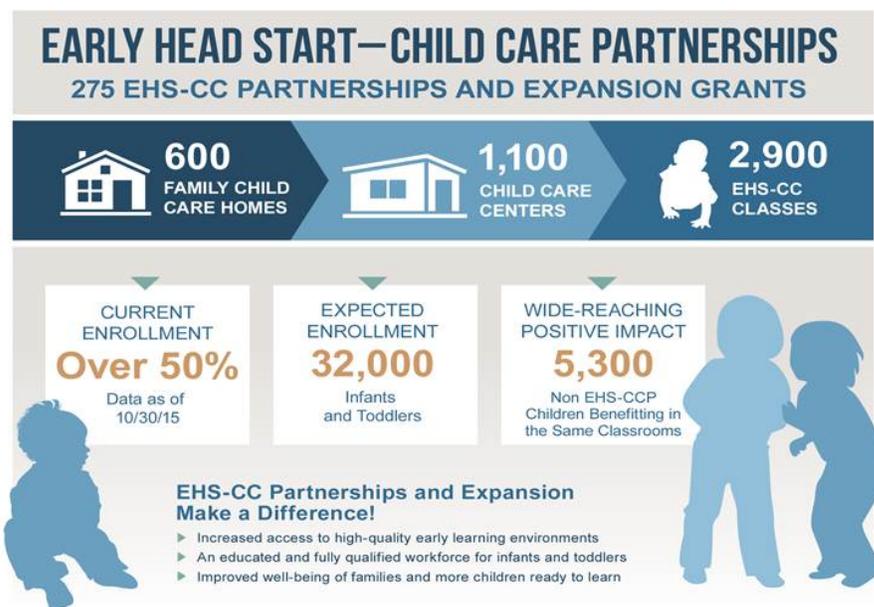
See chapters and executive summaries [here](#).

The National Policy Digest is a bi-monthly newsletter from [the Ounce of Prevention Fund](#) that shares up-to-date and noteworthy developments in early childhood on the state and federal level. Drawing on diverse sources from across the field, the digest includes news on policy and funding changes, policy trends and analyses, the latest in early childhood research and information on

One new requirement for OVDC and their tribal consortium partners was the need to establish a Parent Policy Council. This was a completely new process for OVDC's Board of Trustees and their partners' Tribal Boards. To ensure its success, OVDC recruited trusted members of the tribal community who were willing to think about the broader goals of the EHS-CCP program, and not just their own particular tribe's needs. All the members were enthusiastic and passionate parents who brought that perspective to the first meeting. Jerry Parr, Implementation Planner consultant noted that, "In all my 30+ years working with EHS, this was one of the best Policy Council meetings I have ever attended." The members brought in their own experiences as parents as part of their deliberations, which strengthened their relationships with each other and to the EHS Expansion program.

[Please read the full text of this highlight here.](#)

The following infographic was shared on the "Moving Forward with the Early Head Start – Child Care Partnerships" webinar on November 12, 2015.



For more information on Early Head Start-Child Care Partnerships, see [here](#) and [here](#).

SAMHSA Toolkit is a Gift to Many, Professionally and Personally



By *Patty Marickovich*, MIECHV Coordinator at the Office of Head Start, and *Amanda Bryans*, Education and Comprehensive Services Division Director, Office of Head Start



With the holiday season

upcoming events in the field. To subscribe, contact Elizabeth Kenefick (ekenefick@theounce.org).

Open Enrollment for the Health Insurance Marketplace:

Open enrollment for the Health Insurance Marketplace began November 1, 2015 and ends **January 31, 2016**. Visit healthcare.gov for the latest information on open enrollment and use materials at Marketplace.cms.gov to share with your community.

From the Office of Head Start:

[See the "Children with Special Health Care Needs Webinar" video](#)

[See the Spanish version of the "Program Environments: Responsive Programming for Migrant Families" video](#)

[Posted five "Leadership, Governance & Management Systems" protocol guides](#)

Recently posted new 2015 PIR National Services Snapshots on the ECLKC Program Service Reports: <http://eclkc.ohs.acf.hhs.gov/hslc/data/psr>
Program Information Report: <http://eclkc.ohs.acf.hhs.gov/hslc/data/pir>

[Basic Information for Early Head Start-Child Care Partnerships](#)

The National Center on Early Head Start-Child Care Partnerships (NCEHS-CCP) has created a collection of resources that offer foundational information related to EHS-CCP programs. Find links to documents and websites that are essential to understanding the EHS-CCP grant. They also highlight the Early Head Start and child care systems that the partnerships bridge.

Topics in the resource include:

upon us, there is a special gift for all of us from SAMHSA - [Depression in Mothers: More Than the Blues Toolkit](#). As we get ready to celebrate the holidays with families and friends, our thoughts are drawn to those who are not enjoying the happy feelings that we associate with this time of year. This truly is an awesome toolkit for our programs and also for us, personally. This resource can help you, regardless of whether you seek to assist a young mother with maternal depression, or someone experiencing another form of depression. Many of the resources and handouts in this toolkit can be useful to anyone who notices a family member or close friend who just might need support. It is well-written and the information is useful. You can find ideas such as:

- ways to begin the conversation;
- accessing free screening tools;
- ideas to suggest to help improve mood at no cost and many that involve little time;
- links to additional sites, providing a wealth of information in English and Spanish.

Take the time to notice those around you during the holidays and throughout the upcoming year, especially those whose lives are closely linked to yours. Ask yourself, how can I use this information to share the gift with others? Pass it on, and whisper a "thank you" to our colleagues who contributed to creating this toolkit, one of the best gifts of the holiday season.

Locate the [Depression in Mothers: More Than the Blues Toolkit](#). [here](#).

See [Collaborating Across Federal Programs to Address Maternal Depression](#) on ACF's The Family Room Blog.

Congressional Baby Caucus Briefing on American Indian and Alaska Native Communities Features ACF Tribal Home Visiting and Tribal Early Learning Initiative Grantees



From left: Rep. Rosa DeLauro (D-CT), Heather Hamlin (White Earth Nation, MN), Sarah Snetsinger (White Earth Nation, MN), Tarajeane Yazzie-Mintz (American Indian College

- Introductory facts about the EHS-CCP grant program
- Helpful tools for partnerships just getting started
- Research about successful partnerships
- Child Care and Development Block Grant and child care subsidies
- Child care licensing
- Head Start and Early Head Start basics

[Now Available here!](#)

HRSA is launching the **Bridging the Word Gap Challenge, a prize competition to spur the development of** a technologically-based intervention that drives parents and caregivers to talk, and engage in more back-and-forth interactions, with their young children (ages 0-4). The innovative solution will promote the early language environment and address the word gap issue.

Participants are invited to develop a technologically-based intervention that drives parents and caregivers to talk and engage in more back-and-forth interactions with their young children (ages 0-4). The innovative solution will promote the early language environment and address the word gap issue. There will be 3 Phases to the Challenge;

- Phase 1: Design, 7-10 winners, \$10,000
- Phase 2: Development and Small Scale Testing, 3-5 winners, \$25,000
- Phase 3: Scaling, 1 winner, \$100,000

Phase 1 Application Deadline: **December 31, 2015**

For more information about registering visit the [HRSA website](#).

Fund), Myra Parker (University of Washington), Carolyn Hornbuckle (National Congress of American Indians), Rep. Duncan Hunter (R-CA)

On November 5, 2015, Representative Rosa DeLauro (D-CT) and Representative Duncan Hunter (R-CA), co-chairs of the bipartisan [Congressional Baby Caucus](#), sponsored a briefing for Hill staff on early childhood issues in American Indian and Alaska Native (AIAN) communities. Titled “Creating a Path for our Children: Early Learning in Native Communities,” the briefing highlighted innovative and exciting efforts in AIAN communities to prevent disparities in early learning experiences and outcomes for infants and toddlers.

The briefing featured Carolyn Hornbuckle, JD (Mohawk) from the [National Congress of American Indians Policy Research Center](#), Myra Parker, JD, Ph.D. (Mandan/Hidatsa) from the [Center of the Study of Health and Risk Behaviors](#) at the University of Washington, Tarajeen Yazzie-Mintz, Ed.D (Navajo) from the Wakanyeja “Sacred Little Ones” Early Childhood Education and K’e’ Early Childhood Initiatives at the [American Indian College Fund](#), and Sarah Snetsinger, RN, MCH Service Coordinator and Heather Hamlin, Parent Mentor, from the White Earth Home Visiting and [White Earth Coordinated Assessment, Resources and Education \(WECARE\)](#) programs. White Earth’s Home Visiting and WECARE programs have received funding through ACF’s [Tribal Home Visiting Program](#) and [Tribal Early Learning Initiative](#).

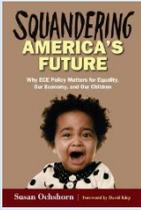
Rep. DeLauro and Rep. Hunter shared their commitment to supporting AIAN communities and tribal sovereignty. The panelists emphasized the importance of providing quality early childhood opportunities and services to AIAN children and their families, stressing the importance of incorporating culture and language into programs. Ms. Hornbuckle discussed the need to increase federal resources for tribally-driven work that recognizes tribal sovereignty and the federal-tribal trust responsibility. Dr. Parker discussed the urgency of better data and measures related to AIAN populations, including the more than 70 percent living in urban areas, to inform prevention efforts. Dr. Yazzie-Mintz spoke about innovative efforts at Tribal Colleges and Universities to leverage tribal resources to strengthen systems of care of young children in tribal communities – including pathways to teacher training, engaging families in children’s education, supporting early literacy, and integrating Native language and culture. Ms. Snetsinger and Ms. Hamlin shared stories about the impact home visiting programs can have on individual children and families, as well as the importance of coordinating across programs like Head Start, child care, and home visiting in communities to maximize the reach of services and improve families’ experiences through client-driven coordinated case management. All panelists emphasized the importance of giving tribal communities resources and flexibility to develop high-quality, evidence-informed programs and services that meet their culture and context.

Tribal MIECHV Grantee Highlight

Cara Little and Paty Gonzalez, from Tribal MIECHV grantee Native American Health Center’s Strong Families Home Visiting Program in Oakland, CA recently wrote, [“Nourishing Native American Community Five Days a Week”](#), about their experiences supporting families by connecting them to the

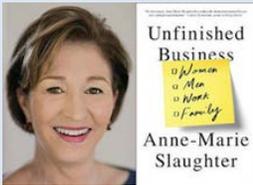


Are you reading?



[Squandering America's Future: Why ECE Policy Matters for Equality, Our Economy and Our Children](#)

by Susan Ochshorn



[Unfinished Business: Women, Men, Work, Family](#)

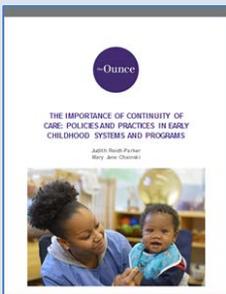
By Anne-Marie Slaughter



[Learning with PBS KIDS: A Study of Family Engagement and Early Mathematics Achievement](#)

By [Betsy McCarthy](#), [Linlin Li](#), [Michelle Tiu](#), [Sara Atienza](#), [Ursula Sexton](#)

The National Policy Team at the Ounce of Prevention Fund released [“The Importance of Continuity of Care: Policies and Practices in Early Childhood Systems and Programs.”](#)



This policy brief provides a review of the research that articulates the importance of continuity of care for young children and families, including the nurturing relationships that

are developed as a result. Additionally, it

services they need, while also providing tools for nourishing community and family health, teaching life skills, and developing parenting knowledge and engagement. You can find this article [here](#).

ACF Senior Leaders Visit Tribal Communities



In November, ACF senior leaders—including Acting Assistant Secretary Mark Greenberg, Administration for Native Americans Commissioner Lillian Sparks-Robinson, Administration on Children, Youth and Families Commissioner



Rafael López, and Chief of Staff Jeff Hild—traveled to Idaho to visit with tribal leaders and grantees in Shoshone-Bannock, Nez Perce, and Coeur d'Alene tribal communities to discuss ACF programs. Greenberg and López additionally traveled to eastern Washington to meet with researchers and administrators at Spokane Falls Community College's Early Head Start/Child Care partnership, and to visit a YMCA domestic violence service provider. The accompanying photos are of the group meeting with Shoshone and Bannock Tribes in Fort Hall, Idaho, which included visits to the Chief Tahgee Language Immersion School, Shoshone-Bannock Early Head Start and Head Start Program, Tribal Center Social Services, and Shoshone-Bannock Education and Training Programs. Thank you to ANA and regional staff in Region 10 for their assistance in coordinating this visit.

highlights opportunities to support policies and programming that help young children develop secure relationships.

The Early & Elementary Education team at New America released a new report, "[From Crawling to Walking: Ranking States on Birth - 3rd Grade Policies that Build Strong Readers](#)," that measures states on a broad set of policy indicators that can help ensure children are on track to read on grade level by the end of third grade. The report and [data visualization tool](#) offer ideas on birth-3rd grade policies that support children's literacy development and rank all 50 states and Washington, DC on whether they have these policies in place.



[24-Month-Old Children With Larger Oral Vocabularies Display Greater Academic and Behavioral](#)

[Functioning at Kindergarten Entry](#)

Paul L. Morgan*, George Farkas, Marianne M. Hillemeier, Carol Scheffner Hammer and Steve Maczuga



[Building Blocks: State Child Care Assistance Policies 2015](#)

Read more [here](#).

ZERO TO THREE's executive director, Matthew Melmed, published a three-part blog series through the *Huffington Post* exploring the mental health needs of very young children. See the posts here:

A-Waiting Opportunity

"What happens in well-child and prenatal care should be on the front-line of investments in children. The pediatric venue is the only service system that sees our youngest children and parents with near universality and regularity in the earliest years."



By Dr. Dina Lieser, [Co-Director of Docs for Tots](#) and Director of Community Pediatrics and Ambulatory Pediatrics at Nassau University Medical Center

As a pediatrician at a safety-net hospital serving some of Nassau County's most vulnerable families, some days I am inspired. On others, I am haunted by the missed opportunities that occur on a daily, systemic basis. Walking past our clinic waiting room I see Juliana, who has been sitting restlessly for the past 30 minutes, her mom on her phone. As we are in a clinic serving a low-income population in a community that boasts a 41% high school graduation rate, I know Juliana's odds for poor school readiness and the cascade of life events that follow.

And yet there are so many of these moments, these precious moments that could be so much better spent. I can't help but feel shorted by my medical education, which spoke little about a pediatrician's role in our nation's economy and education system. The pediatric venue is the only service system that sees our youngest children and parents with near universality and regularity in the earliest years (14 recommended visits through age 4). With all we know about early brain development, shouldn't every moment spent in pediatric care be the concern of everybody- school superintendent, business owner, tax payer, teacher and law enforcement alike?

What happens in well-child and prenatal care should be on the front-line of investments in children. Parents spend long waits- both in the waiting room and the exam room- that are prime time for interventions. Yet this trusted setting is so often ignored in discussions and investments in the early childhood and educational systems. We are missing opportunities to promote lifelong health and success through simple, scalable approaches around

- Positive parenting and social emotional development
- Early screenings, referrals, and connections to evidence-based community resources
- Promotion of early literacy
- Getting to the roots of both poverty and inequalities in health and education

I am pleased to share a new brief "[The Elephant In The Clinic: Early Literacy And Family Well-Being](#)" and hope you will share it to start the dialogue in your communities and states!

The Centers for Medicare & Medicaid Services Announces \$32 Million to Help Get Eligible Children Enrolled in Health Coverage

The Centers for Medicare & Medicaid Services (CMS) announced \$32 million in available

[Babies' Mental Health Matters](#)

[How to Prevent Mental Health Problems](#)

[Effective Mental Health Treatment for Young Children and Their Families](#)

Updates to the QRIS Compendium

The BUILD Initiative announced updates to its web-based QRIS Compendium. In the summer of 2015, The BUILD Initiative went back to all of the states, localities and territories in the United States for an update on all of the data on the site. Data is now current as of October 30, 2015. The BUILD Initiative also updated its Top Ten and added new data elements related to program density, technical assistance and professional development. If you have questions about the new data on QRIScompendium.org, please contact Sarah Friese at sfriese@childtrends.org.

Professor Heckman and his co-authors Sneha Elango, Jorge Luis García and Andrés Hojman provide clarity in [Early Childhood Education](#), a new working paper that makes sense of a number of seemingly conflicting research studies on the effectiveness of public investment in early childhood education. The paper addresses a number of contentious issues, finding that Head Start works, quality matters, children fadeup, not fadeout and universal access must come before universal subsidies. A wide range of studies show that disadvantaged children benefit from access to quality early childhood programs—and society benefits from targeted investments in disadvantaged children.

[Early Educator Central](#) recently published a new resource by CSCCE staff, Lea J.E. Austin, Marcy Whitebook, and Felippa Amanta, [Challenges and Opportunities for Including Coursework on Infants and](#)

funds to support efforts to reach out to families with children eligible for Medicaid and the Children's Health Insurance Program (CHIP) and help get them covered. CMS expects to award approximately 30 Cycle IV cooperative agreements ranging in size from \$250,000 to \$1 million over a two-year period. State and local governments, Indian tribes and tribal organizations, certain health care provider organizations, nonprofit organizations including community and faith-based groups, and schools and school districts are eligible to apply. Applicants are asked to target populations likely to be eligible for Medicaid and CHIP, but generally less likely to be enrolled; examples of target populations include teens, Latino children and children in rural areas.

CMS invites all eligible entities to apply. Proposals are due January 20, 2016. For more information, including application requirements, visit <http://www.grants.gov>. Information on past Connecting Kids to Coverage grant awards can be found at: <http://www.insurekidsnow.gov/professionals/funding/history.html>.

Learn more about past outreach and enrollment funding awards and the [History of Connecting Kids to Coverage Funding](#).

Early Childhood Workforce

Increasing the Quality and Quantity of Child Care Providers serving Military Families for School-Age Providers

By: Kathleen Lodl and Tonia Durden University of Nebraska-Lincoln & Claudia Mincemoyer, Penn State University

In support of providing high quality after-school programs for school age youth, the Childcare and Youth Training and Technical Assistance Project, or CYTTAP, has been expanding its development and dissemination of professional development to early childhood professionals for individuals who care for children from off-installation military families, particularly Guard and Reserve families.

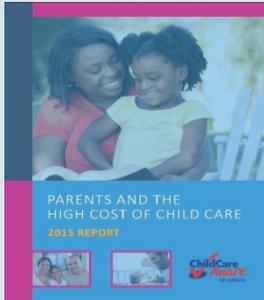
Out-of-School practitioners are those who work with children (typically 5-12 year olds). These individuals may include both in-school personnel such as teachers, administrators, para-professionals, or other school staff, and out-of-school personnel such as facilitators of after-school programs, youth-serving organization's club leaders, out-of-school program leaders, etc.

Out-of-school programs are one venue for connecting military children and youth with local resources to achieve a sense of community support and enhance their well-being; especially as they transition into new communities. By expanding the skills of those who work with school-age programs, more opportunities for youth to be positively involved in experiences designed to help them grow into capable young adults can be offered in communities.

To this effect, train-the-trainer sessions are now available related to 1) developing the skills of front-line staff to better reach school-age youth and 2) curriculum content for direct youth reach. Curricula available from the project program developed with public funds and available in the public domain include:

Professional Development for front-line staff working with youth:

[Toddlers in Higher Education Degree Programs.](#)



2015 Cost of Care Report

Child Care Aware of America

Read more [here.](#)

[Click2SciencePD:](#) Tools of the Trade II; [Essential Elements.](#)

Content –Based Curriculum to be used with youth:

[Junk Drawer Robotics](#); [Reading Makes Cents](#); [The Power of Wind](#)

Training of trainers sessions are available on all of these curricula in 20 states – **Alaska, Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Missouri, New York, North Carolina, Texas, Vermont, Virginia, and Washington.** The intent is that these trainers provide direct training for front-line staff who care for children in out-of-school settings from off-installation, Guard, and Reserve families. Using local-level partnerships with Extension systems in participating states allows the CYTTAP to identify target audiences and provide long-term sustainability in each state. It also ensures that each state has a cadre of trainers available to meet local needs for the long term.

In addition to these Training of Trainers opportunities, there are on-line modules available for front-line staff reaching school-age audiences through the Better Kid Care On-Demand System. More information can be found at:

<http://extension.psu.edu/youth/betterkidcare/school-age-practitioners>

Click on the link below to see how **YOUR** state is engaged in the Childcare and Youth Training and Technical Assistance Project: <http://child.unl.edu/cyttap>. If your state is not one of the participating partners, you can still explore the online training modules from Better Kid Care. Check it out: <http://extension.psu.edu/youth/betterkidcare>.

The Childcare and Youth Training & Technical Assistance Project (CYTTAP) is being conducted by the University of Nebraska–Lincoln Extension with Penn State Extension in partnership with the U. S. Department of Defense. If you have questions or comments about, you may contact Kathleen Lodi (klodi@unl.edu), Tonia Durden (tdurden2@unl.edu) or Claudia Mincemoyer (cxm324@psu.edu).

Family Homelessness and Young Children Experiencing Homelessness

[Services Matter: How Housing and Services Can End Family Homelessness](#) was recently released by The Bassuk Center. The Bassuk Center is a nonprofit organization that connects and supports communities across the nation responding to family homelessness. Local agencies and their communities are providing affordable housing and the services needed to stabilize families.

The report addresses children's needs beginning on page 35. ACF Tools are highlighted on pages 36 -37.

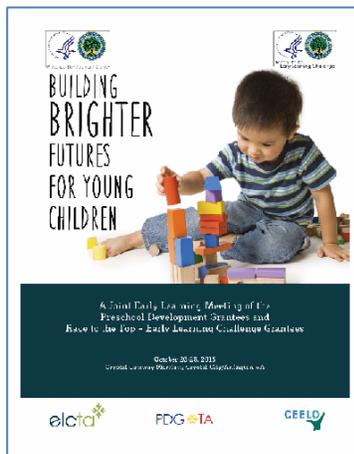
- [Early Childhood Self-Assessment Tool for Family Shelters](#)
- [A Housing and Shelter Provider's Guide to Developmental and Behavioral Screening](#)
- The [Compendium of Screening Measures for Young Children](#)





Babies and toddlers... homeless. What does this mean for their ability to thrive? Hundreds of thousands (or more) Littlest Nomads and their families have nowhere to go. And few know they exist. The [Littlest Nomads](#) video is now on YouTube. Shared by Diane Nilan.

Race to the Top-Early Learning Challenge (RTT-ELC) and Preschool Development (PDG) Highlight



Annual Grantee Meeting for RTT-ELC and PDG Grantees

On October 26–28, ED and HHS sponsored a three-day meeting to bring together State teams of Preschool Development Grant (PDG) and Race to the Top – Early Learning Challenge (RTT-ELC) Grantees, as well as non-Grantee participants. The purpose of the meeting was to share information and discuss current issues related to early learning.

The Annual Grantee Meeting allowed States to learn from each other and tell their RTT-ELC and PDG stories. States shared strategies, innovations, challenges, and lessons learned from their efforts. [Access meeting materials online here.](#)



The U.S. Department of Education and U.S. Department of Health and Human Services released a new [brochure](#) that summarizes successes in Year One of the Preschool Development Grant program.

The brochure highlights key characteristics of the grant and illustrates PDG's reach among children and families. It can be used as a promotional resource in PDG Grantee States to demonstrate the grant's impact.

An updated Year Two brochure will be available soon.



National Head Start Association, Yasmira Vinci, Executive Director

The holiday season is a great time for focusing efforts on recruiting and engaging volunteers—a critical part of the success of any Head Start or Early Head Start program. Recognizing that programs need tools to get started with these efforts, [The National Head Start Association \(NHTA\)](#) partnered with PNC Bank’s *Grow Up Great* effort to create the “Opening the Doors” Community Volunteer Toolkit. The toolkit, which is free to download in either English or Spanish, offers advice and templates beginning with a “Needs Assessment” to determine what areas of your program volunteers might be able to support, tips for engaging staff, and ultimately ways to measure the effectiveness of new volunteer efforts. No matter what a program needs, somewhere in the community there is a volunteer who is a perfect fit, the Toolkit is one way to get started on finding it.



WE HAVE MOVED!

Don’t forget, you can find us at our new address.

**Mary E. Switzer Building, 330 C Street, SW
Washington, D.C. 20201**

Other contact information remains the same.



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<http://www.youtube.com/usgovacf>

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

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

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.