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ADMINISTRATION FOR
CHILDREN & FAMILIES

Early Childhood Development

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Welcome to our Early Childhood Development newsletter!

Highlights:



U.S. Secretary of Health and Human Services Kathleen Sebelius and **U.S. Secretary of Education Arne Duncan** join **Linda K. Smith, Deputy Assistant Secretary** and **Shannon Rudisill, Director of the Office of Child Care** to brief STAM participants Tuesday, July 30th and share their support for the President's Early Learning Initiative.

ECD congratulates Libby Doggett on her new appointment as the Deputy Assistant Secretary for Policy and Early Learning at the U.S. Department of Education. As the Director of Pre-K Now, Pew's 10-year campaign that advanced high-quality, voluntary,

Highlights of the National Survey of Early Care and Education Released

A Workforce Plenary at the State and Territories Administrators Meeting (STAM) on the Initial Findings from the **National Survey of Early Care and Education (NSECE)** included the first release of findings from the National Survey of Early Care and Education (NSECE), including the sampling approach and components of NSECE; preliminary findings on national numbers of early care and education (ECE) programs by type of provider; number of characteristics of workers by their roles, hours of work, ages of children served and auspice; and qualifications of these workers by ages of children served and auspice. A brief will be available in mid-September from the Office of Planning, Research and Evaluation (OPRE) at ACF.

The National Survey of Early Care and Education (NSECE) is the first study using nationally representative samples of households and child care and early education programs in more than 20 years to document the availability and utilization of ECE/SA programs, and the size and characteristics of the ECE workforce.

The NSECE documents the nation's current utilization and availability of early care and education (including school-age care), in order to deepen the understanding of the extent to which families' needs and preferences coordinate well with provider's offerings and constraints. The experiences of low-income families are of special interest as they are the focus of a significant component of early care and education/school-age (ECE/SA) public policy. The NSECE included nationally-representative samples including interviews in all fifty states and Washington, DC.

The NSECE design included five survey components and four related questionnaires:

- **A Household Survey** conducted with a parent or guardian of a child or

preschool throughout the country, Libby Doggett is not a stranger to the early childhood area. Most recently, Libby directed the Pew Home Visiting Campaign which partners with legislators and other leaders to promote effective state policies and investments in quality, home-based programs for vulnerable new and expectant families.

Deputy Assistant Secretary **Linda K. Smith** has worked with Libby on both Pre-K and Home Visiting, and looks forward to working together to advance the Administration's Early Learning Initiative. See the official announcement at <http://1.usa.gov/1988Qmw>

Autism Awareness and Acceptance in Early Childhood Education
<http://1.usa.gov/1cHafzJ>

State Advisory Councils (SAC) came together at the **SAC Pre-STAM Meeting Day** to discuss Sustainability. Did you see the SAC Accomplishments Progress Report 2013? State Advisory Council Status Report 2013 <http://1.usa.gov/17qjwep>

World Breastfeeding Week
Breastfeeding is one of the most effective measures that a mother can take to improve health outcomes for herself and her baby. Babies who breastfeed have a lower risk of ear and lower respiratory infections, and sudden infant death syndrome (SIDS).
<http://1.usa.gov/XNcpt0>;
<http://1.usa.gov/13sER4n>

[Breastfeeding, Because It's Easy.](#)

children under age 13. Eligible respondents were identified through the **Household Screener**. The NSECE data included 11,629 interviews with adults in households with children birth through age 13 years.

- A **Home-based Provider Survey** was conducted with two types of respondents and included 5,986 interviews. The first type was Formal Home-Based Providers who were identified on state-level administrative lists (of ECE/SA providers) as providing regulated or registered home-based care. The second type was Informal Home-Based Providers identified through the Household Screener as caring for children under age 13 who are not their own in a home-based setting (and who do not appear on a state-level administrative list).
- The **Center-based Provider Survey** was conducted with directors of ECE/SA programs who were identified from state-level administrative lists such as state licensing lists, Head Start program records, or pre-K rolls. Eligible respondents were identified through the Center-based Provider Screener. The total of Center-based Provider interviews was 8,265.
- The **Workforce Provider Survey** was conducted with classroom-assigned staff members of Center-based providers completing the Center-based Provider interview. After each Center-based Provider interview was completed, one staff member from that organization was sampled and administered the workforce interview. In addition, the Home-Based Provider questionnaire collected workforce information on those working in home-based settings. A total of 5,500 center-based workers/early childhood teachers and caregivers were interviewed.

The NSECE will produce a series of reports and papers as well as public-use data sets that examine the current state of ECE/SA usage and availability at the local and national levels. The products of this study will offer an initial summary of findings, fundamental information about ECE/SA availability and utilization for the government, public and researchers.

The NSECE is conducted through a contract to NORC at the University of Chicago in partnership with Chapin Hall at the University of Chicago and Child Trends. In addition the project involves several Co-Principal Investigators and consultants who each bring unique expertise related to early care and education and school age care research and policy.

For more information on the National Survey of Early Care and Education see <http://www.acf.hhs.gov/programs/opre/research/project/national-survey-of-early-care->

[Right?](#)

ACF employee and new mom LT. Tala Hooban shares her experience and resources.

The Affordable Care Act

Visit www.healthcare.gov



Check out the ACF blog

[Look Before You Lock: Losing One Child is Too Many](#)

As temperatures rise, it is more important than ever to look BEFORE you lock.

[A Look Ahead for the Early Childhood State Advisory Councils](#)

How State Advisory Councils are improving Early Childhood Programs nationwide.

[President Obama's Early Learning Initiative](#)

Supporting Children with Disabilities.

[and-education-nsece-2010-2014](#)

The President's Early Learning Initiative: A Continuum of Services for Birth to Five

The President's Early Learning Initiative proposes a series of new investments that will establish a continuum of high-quality early learning for a child – beginning at birth and continuing to age 5. By doing so, the President would invest critical resources where we know the return on our dollar is the highest: in our youngest children.

Extending and Expanding Evidence-Based, Voluntary Home Visiting

Voluntary home visiting programs enable nurses, social workers, and other professionals to connect families to services and educational support that will improve a child's health, development, and ability to learn. President Obama has committed \$1.5 billion to expand home visitation to hundreds of thousands of America's most vulnerable children and families across all 50 states. The President will pursue substantial investments to expand these important programs to reach additional families in need.

Growing the Supply of Quality Early Learning Opportunities for Our Youngest Children



To expand high-quality early learning opportunities in the important earliest years, President Obama's Early Learning Plan calls for a significant investment in a new Early Head Start-Child Care partnership that will support states and communities in expanding high quality early learning to more than 100,000 infants and toddlers. Through these Partnerships, Early Head Start grantees will partner with center-based

[Minority Mental Health Awareness Month](#)

One in five Americans will experience a mental health problem in their lifetimes, yet nearly two-thirds of people that are diagnosed with a mental illness do not seek treatment.

[What Does One Million Look Like? It Is a Lot](#)

How homelessness is affecting our youngest children.

[Tackling Native American Child Nutrition](#)

ACF programs are joining the fight for healthy and food secure American Indian and Alaska Native children and families.

[Lake County Tribal Health Consortium Implements Comprehensive Services to Native Families](#)

The Lake County Tribal Health Consortium (LCTHC) in California conducted a comprehensive community needs and readiness assessment in the local AIAN community.

Early Childhood Education is a National Priority

A new national survey released by the [First Five Years Fund](#) has found public, bipartisan support for public investments in early learning.

and family child care providers who agree to meet Early Head Start Program Performance Standards and provide comprehensive, full-day, full year high-quality services to infants and toddlers from low-income families. Competitive grants will support communities that expand the availability of Early Head Start and child care providers that can meet the highest standards of quality for infants and toddlers, serving children from birth through age 3.

Providing High-Quality Preschool for Every Child

The President is proposing a new federal-state partnership to provide all low- and moderate-income four-year-old children with high-quality preschool, while also expanding these programs to reach additional children from middle class families and incentivizing full-day kindergarten policies. Preschool for four year olds will help close America's school readiness gap and ensure that all children have the chance to enter kindergarten ready for success.

Learn More about the President's Plan

Visit <http://www.acf.hhs.gov/programs/ece/early-learning-initiative> and see the [video](#).

The White House released factsheets detailing the State-by-State impact of **President Obama's Early Learning Proposal**.

A Look at Tribal Child Care

The Child Care and Development Fund (CCDF) provides approximately \$5 billion to States, Territories, and Tribes to improve the affordability, accessibility, and quality of child care in the United States.

One of the key goals of the CCDF is helping children from low income families access high quality care. Quality investments and support systems to promote continuous quality improvement of both programs and the staff who work in them are a core element of CCDF. Tribes are encouraged, regardless of size, to take an intentional approach to quality improvement: assessing the current quality of care available and the training and technical assistance needs of providers, investing quality funds and initiatives in accordance with these needs, and reviewing the success of their activities to improve quality.

The Office of Child Care recently released a Summary of Tribal Child Care Activities showing Tribal CCDF programs offered a range of quality improvement activities and support for health and safety standards.

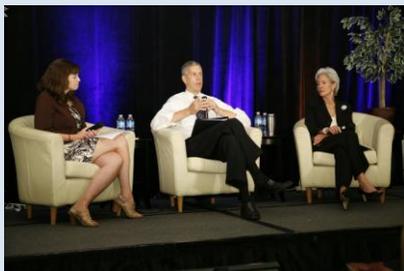
There were 260 Tribal grantees serving 30,598 children funded by Tribal CCDF in FY 2011. These tribes represent 2% of the overall CCDF funding or \$100 million.

The bipartisan research team of Public Opinion Strategies and Hart Research recently completed a survey of 800 voters throughout the United States.¹ It revealed overwhelming support for ensuring that children gain the knowledge and skills necessary to start kindergarten off on the right foot, with a majority of voters saying that we should do more to achieve this goal.

Among the survey's findings, there was widespread support for increasing the nation's kindergarten readiness efforts.

See the poll explained in [a fact sheet](#).

Great presentations at [STAM!](#)



The Summary describes how Tribes used CCDF funds in a variety of ways:

- Funded grants or scholarships that help providers attain credentials and degrees
- Provided resources for trainings or health and safety materials and equipment to help providers meet licensing requirements and health and safety standards.
- School Age funds provide afterschool and summer programs.

Culturally relevant activities were also funded by a large number of Tribal Lead Agencies. Tribes preserve their languages by developing child care curricula that incorporate native language and enjoy traditional song and dance, regalia making, and cultural activities that enrich children's learning experiences in child care. Additionally, the Tribal Child Care Agencies worked with Head Start to coordinate programs and pool resources and with other early childhood organizations with a commitment to continuous improvement.

Please visit our [website](#) for more information on Tribal Child Care and see the Summary of Tribal Child Care.

Six States Awarded Supplemental RTT-ELC Grants

The U.S. Departments of Health and Human Services (HHS) and Education (ED) announced that **California, Colorado, Illinois, New Mexico, Oregon** and **Wisconsin** will each receive a supplemental award from the 2013 Race to the Top-Early Learning Challenge (RTT-ELC) grant fund to improve quality and expand access to early learning programs throughout their states. The total award amount for these supplemental grants is \$89,213,863.

Late spring, the Departments announced that supplemental awards would be made with FY 2013 funds to those six grantees that did not receive the full amount requested. This supplemental award will bring the total funding amount to 75 percent of the funding originally requested in the FY 2011 applications. The supplemental award amounts are: California, \$22,427,065; Colorado, \$14,980,916; Illinois, \$17,699,347; New Mexico, \$12,500,000; Oregon, \$10,254,45; Wisconsin, \$11,352,084.



In order to receive these supplemental awards, the six grantees will need to submit a detailed budget and budget narrative, revised performance measures and signed assurances. Funds must be used to support improvements in the State's Tiered Quality Rating and Improvement System consistent with its FY 2011 application.

“As any parent knows, the first few years of a child's life are critical,” said U.S. Health and Human Services Secretary Kathleen Sebelius. “Kids who attend high-quality early learning and pre-school programs are more likely to do well in school. They're more likely to secure a good job down the road; and they're more likely to maintain successful careers long-term.”

“The need for early learning is clear, as studies prove that children who have rich early learning experiences are better prepared to thrive in school,” said U.S. Education Secretary Arne Duncan. “These funds can help states develop and strengthen programs that serve America's youngest learners by expanding access to high-quality early education and providing them with a strong start on the path to closing the opportunity gap.”

The Race to the Top-Early Learning Challenge is a key part of the Obama Administration's comprehensive early learning agenda. The program is jointly administered by ED and HHS, and the two agencies are continuing to work closely together on new initiatives to expand and improve services for children from birth through age 5. Through the RTT-ELC the Obama Administration called on states to create proposals to improve early learning by coordinating existing programs, evaluating and rating program quality and increasing access to high-quality programs, particularly for children with high needs. In the first year, the competition received 37 applications and collectively awarded \$500 million to nine states: California, Delaware, Maryland, Massachusetts, Minnesota, North Carolina, Ohio, Rhode Island and Washington. In 2012, five additional highest-rated states were awarded grants: Colorado, Illinois, New Mexico, Oregon and Wisconsin.

[A new competition will be held this year with applications available soon.](#)

For more information on RTT-ELC, please click on <http://www.acf.hhs.gov/programs/ecd/programs/race-to-the-top>

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/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.