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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

February 18, 2016

VOLUME 4, NUMBER 2

### 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.

#### [Remembering Vanessa Ann Rich](#)

Lifelong early childhood education advocate was committed to helping children and families living in poverty.

<http://www.acf.hhs.gov/blog/2016/01/remembering-vanessa-ann-rich>

#### [Recognizing the Power in Communities to Address Child Maltreatment](#)

A new film highlights three innovative programs working to prevent and respond to child maltreatment.

<http://www.acf.hhs.gov/blog/2016/01/recognizing-the-power-in-communities-to-address-child-maltreatment>



On February 5, 2016 U.S. Department of Health and Human Services (DHHS) Secretary, Sylvia Burwell, signed a Federal Register Notice indicating that The Administration for Children and Families (ACF) has reorganized my office, the Office of the Deputy Assistant Secretary for Early Childhood Development (ODAS-ECD) within the Office of the Assistant Secretary (OAS), the Office of Head Start (OHS), and the Office of Child Care (OCC).

This reorganization will facilitate a clear, coordinated federal policy vision for early childhood resulting in the alignment of quality goals and standards that cut across Head Start and Child care programs. This reorganization will have the unified focus of ensuring that all children receive quality services regardless of their program. The need for such alignment is a message we, in Washington, have been giving states for several years and it is time for us at the federal level to walk the walk we talk.

All children and families receiving services paid for with federal dollars should be able to count on those services being of higher quality – maybe not all in the same way, but similar in nature. We can no longer afford to have contradictory rules, policies, or mixed messages. Children in classrooms or homes with services funded with federal dollars should not have widely different access to materials or resources. Too often children in a classroom funded from one federal source have their choice of many different activities and materials, while children in a second classroom in the same building funded by a different federal source are lacking in materials and options. This does not make sense.

This reorganization of our three offices creates some new divisions in each office, while also combining and realigning several functions currently managed in these

### [ACA is Working for Latinos](#)

Millions of insured Latinos now have access to preventative services like mammograms, cervical cancer screenings or flu shots. Open enrollment for the Health Insurance Marketplace ends on January 31, 2016.

<http://www.acf.hhs.gov/blog/2016/01/aca-is-working-for-latinos>

### [Region 5 Brings ACA Enrollment to New Americans](#)

ACF builds partnerships to bring enrollment to the neighborhoods that need it most.

<http://www.acf.hhs.gov/blog/2016/01/region-5-brings-aca-enrollment-to-new-americans>

### [Using Behavioral Economics to Increase On-Time Child Care Subsidy Renewals](#)

What role can childcare providers play in helping clients renew their child care subsidies on time?

<http://www.acf.hhs.gov/blog/2016/01/using-behavioral-economics-to-increase-on-time-child-care-subsidy-renewals>

### [Why Child Care Packs Quite the Economic Punch](#)

For every federal dollar increase invested in child care, there is a return of \$3.80 in local economies.

<http://www.acf.hhs.gov/blog/2016/01/why-child-care-packs-quite-the-economic-punch>

### [January Infórmate: Hispanic Outreach Newsletter](#)

Learn about ACF Programs, Grants and Job Opportunities

<http://bit.ly/Informate-January-2016>

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

## Featured Reports

offices. To the public our reorganization will appear seamless with little noticeable difference in the immediate future. However, very quickly our three offices will improve efficiency and the use of our federal resources while retaining our unique identities. While our offices cannot mirror each other because of the nature of the different programs, to the extent that we can provide similar supports, we intend to do so. These changes are in keeping with our two most recent collaborative efforts – the Early Head Start - Child Care Partnerships and our unified Training and Technical Assistance Transformation.

The OHS Division of Education and Comprehensive Services is being dissolved and its functions will be carried out under the newly created ECD Divisions of Comprehensive Services and Training and Technical Assistance and ECD Division of Research, Analysis and Communication. We now have one central Division of Comprehensive Services and T/TA so that all children, programs, and providers can benefit from an approach that focuses on appropriate development of the total child.

In a similar way, we are working with our Office of Planning Research and Evaluation (OPRE) to develop a shared ECD-OHS-OCC national research agenda. What we learn in one program can benefit all programs so rather than holding separate Head Start and Child Care research conferences, we will now hold one Early Childhood Research Conference. Likewise, we sit on a ton of data, but do not effectively use this data to consistently improve programs. Our intent here is to do a better job of communicating to program staff, parents, and others highlights of what we have learned from what has been done in various programs around the country.

Another needed change is the creation of a new OCC Division of Oversight and Accountability, which will focus on ensuring grantee compliance with the new requirements of the Child Care and Development Block Grant Act of 2014. This unit will also manage audit and improper payment processes.

There are other changes less dramatic in nature, but all changes are intended to encourage a cross pollination of ideas, innovation, and best practices across Head Start and Child care staff and programs.

We look forward to your continued support of our improvement efforts and encourage you to continue sending in your suggestions, comments, and questions.

*Linda*



## Expanding Quality Child Care to Help Working Families Succeed

Exciting new steps to expand access to high-quality, affordable child care.

By Roberto J. Rodríguez, Deputy Assistant to the President for Education

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



### Which Early Care & Education Centers Participate in Head Start or Public Pre-K?

National Survey of Early Care & Education

What can data from the NSECE tell us about characteristics of early care and education centers that participate in Head Start and publicly-funded pre-k? To find out, [explore findings from this report](#), including information about numbers and types of centers and the communities where centers are located.



### Increasing the Number of Clients who Renew Child Care Subsidies on Time

What role can childcare providers

play in helping clients renew their child care subsidies on time? [This study](#) from the Behavioral Interventions to Advance Self-Sufficiency (BIAS) project and Oklahoma Department of Human Services (DHS) explored the impact of three types of interventions on improving subsidy renewal rates.

Additional Research:

[Portfolio of Research in Welfare and Family Self-Sufficiency: Fiscal Year 2015](#)

[Approaches to Father Engagement and Fathers'™ Experiences in Home Visiting Programs](#)

[Serving Young Fathers in Home Visiting Programs: Highlights from a Research Study](#)

**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.

Earlier this month, I joined Senator Robert Casey, Congressman Joseph Crowley, Congresswoman Lois Frankel, and a coalition of House and Senate leaders as they announced legislation that would expand access to high-quality, affordable child care for America's low-income and middle class families with children age three and under. By investing in our federal child care subsidy system, the Child C.A.R.E Act would help families to secure a safe and nurturing learning environment for their infant or toddler to contribute to their learning and development, while also helping parents to balance work and family demands. Ensuring that our youngest learners have access to high quality and affordable child care and early childhood education has been a long standing domestic priority of President Obama – in his State of the Union address last year, the President outlined his own plan to make affordable, quality child care available to every working and middle-class family with young children.



Securing high-quality and affordable child care is a challenge that millions of Americans face each day. Child care is one of the highest household expenses for families with young children – in 2013, the average cost of full-time care for an infant at a child care center was about \$10,000 per year. In 31 states and the District of Columbia, quality child care is more expensive than tuition at a public university. Bearing this cost is a particular challenge for our nation's neediest families. But child care is not only unaffordable to our lowest income families – in fact, it is a significant cost burden for middle class families, as well.

This difficulty accessing high quality child care not only affects parents' ability to work and support their families; it also affects our youngest learners, because we know what a difference high quality learning environments can make for the long-term success and well-being of our children. The first five years of a child's life sets the foundation for their health, cognitive and social-emotional development. During these years, children's brains develop at a pace more rapid than any other in the life span. About 700 new neural connections are formed every second in a child's brain – the brain reaches 80 percent of its adult size by the time a child is three, and 90 percent by the time a child is five. Research indicates that access to high quality early education – including quality child care – can result in increased school readiness and success, higher earnings, improved health, and even decreased involvement with the criminal justice system. The President's Council on Economic Advisers has estimated that expanding early learning initiatives would provide benefits to society of roughly \$8.60 for every \$1 spent.

Continue reading this here at

<https://www.whitehouse.gov/blog/2016/02/17/expanding-quality-child-care-help-working-families-succeed>. This can also be found on The Family Room blog at <http://www.acf.hhs.gov/blog/2016/02/expanding-quality-child-care-to-help-working-families-succeed>.

### [Topic of Interest: Early Care and Education in Tribal Communities](#)

There are approximately 390,000 children age nine and under who are identified by their parents as being of American Indian or Alaska Native (AIAN) heritage alone, while more than 400,000 other children in the same age range share this heritage with that of other race and ethnic groups. Currently there is not a strong research base on early care and education in tribal communities, as noted in recent testimony by Linda K. Smith, Deputy Assistant Secretary for Early Childhood Development at the U.S. Department of Health and Human Services. This [Topic of Interest](#) examines the need for more information specifically on American Indian and Alaska Native children, families, and communities in addition to the federal government's commitment to its continuing partnership with tribal governments through several programs within HHS, including the [Tribal Early Learning Initiative \(TELI\)](#), the [National Center on Tribal Child Care Implementation and Innovation \(NCTCCII\)](#), and the [Tribal Maternal Infant Early Childhood Home Visiting Program \(Tribal MIECHV\)](#).

[Can approaches to learning function as a moderator of the association between Head Start classroom quality and children's academic skills?](#)

[Can family characteristics and the length of children's enrollment in Migrant Head Start affect children's health outcomes?](#)

[Does self-regulation help compensate for poor math ability in kindergarten?](#)

[Do the emergency childcare needs of healthcare workers impact their likelihood to work during a pandemic?](#)

[Is early childhood mental health consultation effective in rural communities?](#)

### [Validity of the Penn Interactive Peer Play Scale-Teacher Report](#)

This [report](#) funded by the U.S. Administration for Children and Families, Office of Planning, Research and Evaluation, and the University of



## Child Care Proposed Rules Public Comment closes February 22

The process for commenting on proposed regulations is one of the most important ways in which we engage with the public, and we encourage you to read the proposed rules and to share your thoughts through the official comment process. The [proposed regulations are open for the public to comment](#) and will close February 22, 2016. Anyone can comment on any part of the proposed rules, and the Office of Child Care will review and address those comments as we move toward a final rule.

The Notice Of Proposed Rulemaking (NPRM) can be found in the Federal Register at <https://www.federalregister.gov/articles/2015/12/24/2015-31883/child-care-and-development-fund-ccdf-program>.

### Looking for the Webinars?

The links to PowerPoint slides from the Notice of Proposed Rulemaking (NPRM) topic-specific webinars are below.

#### Child Care Subsidy and Equal Access Provisions in the NPRM

January 13, 2016

<https://www.youtube.com/watch?v=gGZ-eZiaW6I> (video)

[https://www.acf.hhs.gov/sites/default/files/occ/2015\\_nprm\\_stability\\_and\\_equal\\_access\\_webinar\\_1\\_13\\_16.pdf](https://www.acf.hhs.gov/sites/default/files/occ/2015_nprm_stability_and_equal_access_webinar_1_13_16.pdf) (PowerPoint slides)

#### Health and Safety Provisions in the NPRM

January 15, 2016

[https://www.acf.hhs.gov/sites/default/files/occ/2015\\_nprm\\_hs\\_slides.pdf](https://www.acf.hhs.gov/sites/default/files/occ/2015_nprm_hs_slides.pdf)

(PowerPoint slides)

#### Child Care Quality and Consumer Education Provisions in the NPRM

January 20, 2016

[https://www.acf.hhs.gov/sites/default/files/occ/nprm\\_webinar\\_slides\\_consumer\\_educ\\_and\\_quality.pdf](https://www.acf.hhs.gov/sites/default/files/occ/nprm_webinar_slides_consumer_educ_and_quality.pdf)

(PowerPoint slides)

These and other policy resources related to the Child Care and Development Block Grant Act of 2014 are available on the Office of Child Care (OCC) [CCDF Reauthorization Web site](#). Technical assistance resources related to the new law are available on the [OCC Technical Assistance Web site](#).



## EHS-CC Partnerships

## Southwest Human Development: A Community Hub Model for Families at

Miami examines the validity of a measure of interactive peer play competencies for Latino preschool children from low-income households.

A [report](#) from the **U.S. Administration for Children and Families** examines findings from a study in partnership with the **Oklahoma Department of Human Services (DHS)** to increase the number of clients who renew their child care subsidy by their renewal deadline. The Behavioral Interventions to Advance Self-Sufficiency (BIAS) project and DHS designed three interventions to try to increase on-time renewals. The BIAS is the first major opportunity to use behavioral economics to examine programs that serve low-income families in the US.

This [report](#) funded by the **State of Oregon Office of Child Care** examines the relationship between child care stability and employment stability and the effect of subsidies on that stability. Using data from in-depth interviews, this report explores what drives instability in child care and instability in employment, does instability in one arena affect the other, and how might subsidies affect stability in either arena.



### **Latinos Interrupted: How Income and Poverty Impact Hispanic Families' Economic Mobility**

The National Research Center on Hispanic Children & Families released **new findings** that show low-income Hispanic households have less earnings variation month-to-month compared with their non-Hispanic counterparts. Yet, the research also shows these households face difficulties accessing public assistance programs. The Center explores these findings and their implications in several new efforts, including a new blog series,

[Latinos Interrupted: How Income and Poverty Impact Hispanic Families' Economic Mobility.](#)

## **Risk of Homelessness**

Southwest Human Development (SWHD) in Phoenix, AZ is focusing their Early Head Start-Child Care (EHS-CC) Partnership grant on “fragilely employed individuals” – those who are just out of shelters and into sustained employment and new housing in the community. These families live in high need zip codes as determined by the grantee’s community assessment data. These data also identified the child care providers that are already serving these vulnerable families, and it’s those providers with which the grantee chose to partner.

SWHD is implementing a community hub model. In this model, the child care provider is the nucleus and makes connections in the larger community on behalf of children and families. According to EHS-CC Partnership Director Mindy Zapata, “This grant is an opportunity to build a bridge to help sustain the interventions offered in the homeless shelters. There are limitations on the social services side for family interventions in transitional and permanent housing; social services are scaled back considerably. So through the child care setting, we’re addressing things that could put them at risk for going back to homelessness. The need was not totally unmet but we could do a better job. And we’re doing this in partnership with providers who are already doing the work.”

Not all providers were on board; several who were doing great things through QRIS were candid that they weren’t ready to meet the group size and staffing requirements of EHS. Zapata explains “We had transparent conversations with providers. We made sure our partners had a clear idea of the benefits and complexities. They had accurate expectations. That provides a good foundation, building on trust and transparency. That early work really paid off.”

Zapata is also committed to the transference of knowledge to the child care partners and gaining their buy-in on all changes. “If a provider doesn’t want, use, value equipment as an additional element to facilitate a quality environment, and that doesn’t transfer to the teachers, then we’re not moving along quality effectively. We’ve tried to move at a pace that mirrored partners’ paces. We intentionally wanted to create the buy-in and the desire to use the equipment in a way that didn’t feel imposed – like ‘we’re the experts and here’s what you need.’

Through training and co-thinking, we thought about what we could do; this created ownership, a strong knowledge base, and we expect a better experience with the new equipment.

“This is imperative to sustain these partnerships moving forward. All participants in QRIS receive incentives to acquire equipment, but a lot of that equipment is still in the box. Did the coach dictate what they got? So there’s no buy-in. That’s not getting us where we need to be. The goal is to translate principles to these providers who’ve been doing this work for a long time in the community.”



## [Income Instability in the Lives of Hispanic Children](#)

## [How Hispanic Parents Perceive Their Need and Eligibility for Public Assistance](#)

## [Low and Stable Income: Comparisons Among Hispanic Children, From 2004 Through the Period Following the Great Recession](#)

### 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 eight chapters of [Rising to the Challenge: Building Effective Systems for Young Children and Families, a BUILD E-Book](#). See chapters and executive summaries [here](#).

#### From the Office of Head Start:

See “**Coaching Corner Webinars**” on the “Practice-Based Coaching Key Resources” page - <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/development/coaching-corner-webinars.html>

In Coaching Corner webinars, Head Start coaches connect, share ideas, and develop strategies for coaching teachers on practices to improve child outcomes. The recorded webinars and related resources have been archived on the ECLKC for future use.

Another example of knowledge transfer and buy-in is the grantee’s approach to helping partners adopt the Head Start Program Performance Standards. In order to connect the performance standards to the day-to-day work of the staff, Zapata and her team are helping their partners translate their current practice to the standards. “It was our goal to create mutually agreed upon principles to align our shared work in EHS and child care. These principles also serve as a transparent self-assessment and ongoing monitoring tool which we use with our partners to think through how to realize quality improvements in a mutually conceptualized, planned process,” e.g., through TTA and onsite coaching.

“We celebrate with partners and continue to move them through this shared model of quality indicators. We tell them – ‘you’re already doing this, you’re already engaging parents in this way; think about how this takes shape within the culture of your center.’ That attitude of openness and respect, that’s so powerful, and it’s evidenced in this partnership.”

Zapata is already seeing the results of these early efforts. One partner submitted a proposal for a poster session at a national conference, which was accepted. “You measure success when you see that transference of them taking the lead, versus us taking the lead. You’ve empowered someone. It is great to see that evolution about feeling confident about what they’re doing and how they’re doing it. It’s those unintended consequences out of this project that are fascinating, in terms of ripple effect. We’re growing leadership on the child care side – a wonderful thing. It’s such an amazing outcome.”

To stay up to date on all things EHS-CCP, [subscribe \(or update your subscription\) on ECLKC to include: Partnerships between Early Childhood Programs.](#)  
<http://eclkc.ohs.acf.hhs.gov/eclkc/customerservice/cmalerts>

See the new EHS-CCP newsletter at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp>.

### EHS-CC Partnership and EHS Expansion Funding Opportunity Forecast

The Administration for Children and Families (ACF) announces the availability of approximately \$135 million to be competitively awarded for the purpose of expanding access to high-quality, comprehensive services to low-income infants and toddlers and their families through Early Head Start-Child Care (EHS-CC) Partnerships, or through the expansion of Early Head Start services. ACF solicits applications from public entities, including states, or private non-profit organizations, including community-based or faith-based organizations, or for-profit agencies that meet eligibility for applying as stated in section 645A of the Head Start Act.

Three forecasts for upcoming EHS-CCP Funding Announcements were posted on February 18, 2016.

- Early Head Start Expansion and EHS-Child Care Partnership Grants, see: [http://www.acf.hhs.gov/hhsgrantsforecast/index.cfm?switch=grant.view&gff\\_grants\\_forecastInfold=73942](http://www.acf.hhs.gov/hhsgrantsforecast/index.cfm?switch=grant.view&gff_grants_forecastInfold=73942)
- American Indian/Alaska Native EHS Expansion and EHS-Child Care

Newly posted is the "I Am Moving, I Am Learning Interactive Tool" on the "Healthy Active Living" page -

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/healthy-active-living/imil/interactive>

### I am Moving, I am Learning Interactive Tool

The I am Moving, I am Learning Interactive Tool was created to be used by Home Visitors with parents or for Teachers to use when planning in the classroom. The tool is filled with quick and easy ideas for integrating movement, nutrition and healthy habits into everyday life.

### It's Healthy Heart Month!

Find out how Health Managers can help prevent early childhood caries

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/health-services-management/program-planning/oral-health-staff-tips.pdf>



### 2015 State Development for Early Care and Education

The National Women's Law Center created a new resource that compiles the steps forward, and backward, that states took in 2015 for early care and education. [The State Early Care and Education Updates 2015](#) factsheet provides brief summaries for each state and the District of Columbia.

### Brain Science to Public Policy: Rethinking Young Child "Neglect" from a Science-Informed, Two-Generation Perspective

ICS's latest [paper](#) in the Institute's *Brain Science to Public Policy* series explores the

Partnerships, see:

[http://www.acf.hhs.gov/hhsgrantsforecast/index.cfm?switch=grant.view&gff\\_grants\\_forecastInfoID=73943](http://www.acf.hhs.gov/hhsgrantsforecast/index.cfm?switch=grant.view&gff_grants_forecastInfoID=73943)

- Migrant and Seasonal EHS-Child Care and EHS Expansion Partnerships, see:

[http://www.acf.hhs.gov/hhsgrantsforecast/index.cfm?switch=grant.view&gff\\_grants\\_forecastInfoID=73944](http://www.acf.hhs.gov/hhsgrantsforecast/index.cfm?switch=grant.view&gff_grants_forecastInfoID=73944)

Interested applicants may email [EHS.CCPartnerships@acf.hhs.gov](mailto:EHS.CCPartnerships@acf.hhs.gov) for additional information.

For more information about Early Head Start-Child Care Partnerships, visit:

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

To stay up to date on Early Head Start-Child Care Partnerships, please subscribe (or update your subscription) on the Early Childhood Learning and Knowledge Center (ECLKC) to include: **Partnerships between Early Childhood Programs.**

<http://eclkc.ohs.acf.hhs.gov/eclkc/customerservice/cmalerts>

## Early Childhood Development 2015 Accomplishments

There were major efforts in 2015 supporting our focus on equal access to high quality services in early childhood from investments by Congress to policy guidance for early childhood programs. **Coming soon**, we will share some highlights in our 2015 Early Childhood Accomplishments. See our webpage at <http://www.acf.hhs.gov/programs/ecd>.



## ACF's Tribal Home Visiting Program Funding Announcements

On January 22, 2016, ACF's Office of the Deputy Assistant Secretary for Early Childhood Development and Office of Child Care released two new FY 2016 funding opportunity announcements for cooperative agreements under the Tribal Maternal, Infant, and Early Childhood Home Visiting program:

Tribal Maternal, Infant, and Early Childhood Home Visiting Program: Development and Implementation Grants:

<http://www.acf.hhs.gov/grants/open/foa/index.cfm?switch=foa&fon=HHS-2016-ACF-OCC-TH-1161>

Tribal Maternal, Infant, and Early Childhood Home Visiting Program:

problem of "neglect" from a child welfare perspective. Co-authored by Dr. Janice Gruendel (Institute for Child Success; Zigler Center in Child Development & Social Policy, Yale University), Bobby Cagle (Georgia Department of Family and Children Services), and Heather Baker (Public Consulting Group), *the brief offers a four-point Checklist for Change.*



The Education Commission of the States released [State Pre-K Funding for 2015-16 Fiscal Year: National trends in state preschool funding.](#) The report provides a 50 state review of early learning

funding for the 2015-2016 fiscal year, highlighting an increase in early learning programs for the fourth year in a row. The report also provides several state examples and an overview of the pre-k programs they have in place.

### Continuity of Care Policy Brief

The Ounce of Prevention Fund National Policy Team published [The Importance of Continuity of Care: Policies and Practices in Early Childhood Systems and Programs.](#) a policy brief that provides a review of the research that articulates the importance of continuity of care for young children and families. It highlights opportunities to support policies and programming that help young children develop secure relationships.

### FREE WEBINAR ON INCLUSION RESOURCES

Join the Professional Development SIG of DEC for their first webinar of 2016: **Fabulous and Free: Resources to Support High Quality Inclusion on February 24 from 2 – 3 pm (EST).** **Camille Catlett**, Scientist at the Frank Porter Graham Child Development Institute, will be presenting. This webinar will provide rich resources for professional development providers, including instructors, trainers,

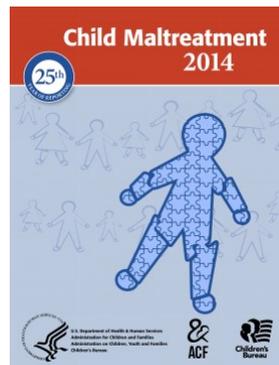
Implementation and Expansion Grants:

<http://www.acf.hhs.gov/grants/open/foa/index.cfm?switch=foa&fon=HHS-2016-ACF-OCC-TH-1162> Applications are due no later than **March 23, 2016.**

The goals of the Tribal MIECHV program include:

- supporting the development of happy, healthy, and successful AI/AN children and families through a coordinated home visiting strategy that addresses critical maternal and child health, development, early learning, family support, and child abuse and neglect prevention needs;
- implementing high-quality, culturally relevant, evidence-based home visiting programs in AI/AN communities;
- expanding the evidence base around home visiting interventions with Native populations; and
- supporting and strengthening cooperation and coordination and promoting linkages among various programs that serve pregnant women, expectant fathers, young children, and families, resulting in coordinated, comprehensive early childhood systems in grantee communities.

## Child abuse, neglect data released



ACF released the 25<sup>th</sup> edition of the Child Maltreatment Report, which analyzes data collected by state child protective services (CPS) agencies. The report shows an increase from Fiscal Year 2013 to Fiscal Year 2014 in four key metrics: referrals to CPS agencies (3.7 percent); referrals screened-in (2.3 percent); children who received an investigation or alternative response (2.0 percent); and children determined to be victims of child abuse or neglect (2.9 percent).

Rafael López, commissioner of the Administration on Children, Youth and Families, said "We need to shift our focus to the front end prevention of child abuse and neglect and make sure that families get the help they need when they need it. We are receiving information from states and our grantees that will help us to identify and address co-occurring risk factors so children can thrive in loving, safe environments free of abuse and neglect.

What began as a small, working paper in 1992, the Child Maltreatment series has grown into an important resource relied upon by thousands of researchers, practitioners, and advocates throughout the world. The report is available from our website at <http://www.acf.hhs.gov/programs/cb/research-data-technology/statistics-research/child-maltreatment>.

[Building Community, Building Hope](#) highlights three innovative programs working to prevent and respond to child maltreatment by engaging parents and communities and forming the partnerships needed to ensure the safety and well-being of all children and families.

coaches, mentors, consultants, and technical assistance providers, toward supporting the successful participation of each young child.

Registration information:

<https://attendee.gototraining.com/r/8369127740756015362>

## QUICK LINKS

Looking for an ACF program and ways to connect? For a complete overview of all ACF programs, [visit our ACF Directory](#), which is also [available in Spanish](#).

**Office of Head Start:** Find a Head Start center in your neighborhood. [Click here](#) or call 1-866-763-6481.

**Office of Child Care:** Locate quality child care and child care resources in your community. [Click here](#) or call 1-800-424-2246.

### National Inclusion Webinar

Thursday, February 18, 2016,

3:00 - 4:00 pm EST

#### Preschool Inclusion: What's the Evidence, What Gets in the Way, and What do High-Quality Programs Look Like?

Presented by:

- **Linda Smith** (*Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development for the ACF at the U.S. Department of Health and Human Services*)
- **Phil Strain** (*Director, PELE Center; Faculty, ECTA Center; Professor, Education Psychology & Early Childhood Special Education, University of Colorado Denver*)

This webinar will focus on:

1. an overview of the 40 years of research supporting early childhood inclusion,

## Annual Update of the HHS Poverty Guidelines Notice

On January 25, 2016, the Department of Health and Human Services (HHS) released an update of HHS poverty guidelines to account for last calendar year's increase in prices as measured by the Consumer Price Index.

For general questions about the poverty guidelines themselves, contact Kendall Swenson, Office of the Assistant Secretary for Planning and Evaluation, Room 422F.5, Humphrey Building, Department of Health and Human Services, Washington, DC 20201 – telephone: (202) 690-7507 – or visit <http://aspe.hhs.gov/poverty/>.

Federal Register Volume 81, Number 15, Pages 4036-4037

Full Text: <https://www.gpo.gov/fdsys/pkg/FR-2016-01-25/html/2016-01450.htm>



## Head Start Program Facts FY 2015

### Services to Children and Families

Head Start programs work with families to ensure they have the means to obtain health insurance, services for children with disabilities, adequate housing, job training, and more. In fiscal year (FY) 2015:

- Most children had public health insurance. At the end of the program year, 89 percent of children were enrolled in Medicaid, the Children's Health Insurance Program (CHIP), or a state-funded child health insurance program.
- Twelve percent of Head Start cumulative enrollment was made up of children with disabilities, defined as children having special plans under the Individuals with Disabilities Education Act (IDEA). In comparison, nationally, about three percent of infants and toddlers and six percent of preschool-age children have identified disabilities. Head Start serves a greater percentage of children with disabilities than found in the overall population.
- Among pregnant women enrolled in EHS, approximately 90 percent received prenatal education on fetal development and 20 percent had medically high risk pregnancies.
- Head Start served about 1,007,000 families cumulatively throughout the program year. The number of families served is a little less than the number of participants served, since some families have more than one child enrolled.
- Approximately 47,000 families served during the enrollment year experienced homelessness. Of those families, 33 percent found

2. a review of myths surrounding the children, adults and systems that support inclusion, and;
3. a review of common features across the inclusion models that have produced the most powerful outcomes.

Look for slides to be posted soon!

housing during the program year. Nearly 86,000 Head Start families received housing assistance such as subsidies, utilities, and repairs.

- Approximately 207,000 families, or 21 percent, received services related to job training and adult education such as general education development (GED) programs and college selection.

## New Cultural and Linguistic Responsiveness Resources

Find information and tools to support and strengthen all programs. Discover best practices for working with dual language learners (DLLs), immigrant and refugee families, and others.

### Planned Language Approach (PLA)

A comprehensive, systemic, research-based way for programs to ensure optimal language and literacy services for children who speak English and for those who are DLLs. The PLA materials include handouts, guides, organizational tools, and videos. They also can be used to promote staff development. Available in English and Spanish.

### Raising Young Children in a New Country: Supporting Early Learning and Healthy Development Handbook and Tip Sheets

This handbook provides families with information on six themes: family well-being; health and safety; healthy brain development; early learning and school readiness; guidance and discipline; and family engagement in early care and education. Tip sheets correspond to the themes in the Handbook. They include conversation starters, cultural considerations, and additional resources for each theme. Programs serving refugee families, newly arrived immigrant families, and others may use this resource with parents to help ease their transition to a new country. Available in English, Arabic, and Spanish.



### Supporting the School Readiness and Success of Young African American Boys Project: Reflections on a Culturally Responsive Strength-Based Approach



Supporting the School Readiness and Success of Young African American Boys Project: Reflections on a Culturally Responsive Strength-Based Approach

Early education programs serving children ages birth to 5 can use this reflective resource to examine approaches to promote culturally-responsive, strength-based learning environments for young African American boys. In these environments, all children are able to acquire the skills, behaviors, and knowledge to be successful in school and in life.

## Indigenous Immigrant Families

Head Start and Migrant and Seasonal Head Start (MSHS) programs recognize, affirm, and build on family and cultural strengths as a pathway to school readiness. These resources are based on indigenous leaders' and families' powerful stories of courage and hope. They share their expert advice on family and community needs and assets. The resources support the importance of indigenous culture and language to children's achievement in school and to long-term child and family well-being. Available in English and Spanish.

Find these and related resources at <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>

## Have you evaluated your emergency plans?

On Monday, February 1, 2016, the Washington State Department of Early Learning posted a blog below on this topic. It is a good reminder for all to test our plans.

### Outstanding Child Care Center Experiences Emergency

On January 20, 2016, a fire started during child care hours at KidSpace, Inc., a licensed center located in Vancouver, WA. All the children and employees evacuated in a quick and organized manner as noted in an article in the Vancouver *Columbian*. To read the article click [HERE](#).

Having a disaster plan and performing regular evacuation drills are one of the requirements of being licensed to operate a child care facility in Washington state; for centers, this requirement is spelled out in [WAC 170-295-5030](#). But beyond just meeting the basic requirements—understanding the importance behind why something is required, helps to motivate us to go beyond the minimum standards



and aim for excellence.

No one wants to think about a fire or other emergency situation happening at a child care facility—but it happened at KidSpace and it can happen anywhere. Fortunately, this facility had a well-thought-out evacuation

plan and practiced drills with enough frequency that children and employees did not need to think, but just react.

A DEL employee in the Vancouver licensing office has a school-age child that attends this child care facility. In talking about the fire at the child care facility, the child initially thought that the evacuation was simply a drill because the teachers remained calm. It was only after the child got outside and saw fire fighters, did the child realize it wasn't a fire drill but an actual fire!

A licensed child care facility located nearby saw flames at KidSpace and offered this space to help out.

Continue reading here at <http://delconnect.blogspot.com/2016/02/outstanding-child-care-center.html>.

## Early Childhood Homelessness

### CT's State Advisory Council (SAC) Takes on Homelessness

The State Advisory Council (SAC), known as the Early Childhood Cabinet, moved to accept proposals presented by Cabinet co-chair and OEC Commissioner, Myra Jones-Taylor, to better serve families with young children experiencing homelessness.

The approved proposals highlight three policy areas: health care, early care and education and housing.

**•Health care:** DSS will explore Medicaid options to introduce an intensive care coordination model and provide evidence-based community and home models with community health workers, intensive care management and care coordination, infant mental health services and family-oriented mental health services for homeless families, families at-risk of homelessness and recently homeless families.

**•Early care and education:** The OEC will provide families with young children experiencing homelessness priority access to early care and education.

**•Housing:** DOH will create a preference for homeless families for turnover units in the state-administered Section 8 program.

For more information, visit the Cabinet website at [http://www.ctearlychildhood.org/uploads/6/3/3/7/6337139/homeless\\_policy\\_proposals\\_final.pdf](http://www.ctearlychildhood.org/uploads/6/3/3/7/6337139/homeless_policy_proposals_final.pdf)

ACF released [Early Childhood Homelessness in the United States: 50-State Profile](#), providing data for children experiencing homelessness in each state and the District of Columbia. The report can be used as a tool for states to meet the needs of vulnerable children and provide information for local, statewide, and federal conversations and planning toward the goal of ending family homelessness. You asked for us to provide the state profiles individually as well. ACF heard you request. [Individual State Profiles](#) are available on the ECD website here – <http://www.acf.hhs.gov/programs/ecd/50-states-profile>

The image shows the cover of a report from the Connecticut Office of Early Childhood, dated Fall 2015, Volume 1 Issue 6. The title is 'Early Childhood Cabinet Adopts Proposals to Better Serve Families with Young Children Experiencing Homelessness'. The cover includes a list of contents and a table of contents.

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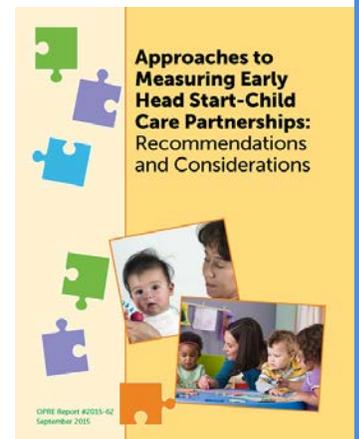
## Learning More about Children & Families Eligible for Migrant & Seasonal Head Start



What do we know about children and families eligible for Migrant and Seasonal Head Start? [Read this report](#) to learn more about them and explore a selection of descriptive data from the National Agricultural Workers Survey of the Department of Labor.

## A Roadmap for Measuring Early Head Start-Child Care Partnerships

This report provides a roadmap for measuring all aspects of the theory of change for the study of Early Head Start-childcare partnerships. [Explore the report](#) to learn more about the recommended data collection methods and measures, as well as the types of questions that can help inform policy, practice, and research in Early Head Start-childcare partnerships.



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

### North Carolina RTT-ELC Grant Transformation Zone Evaluation: Synthesis Report

This [synthesis report](#) is designed to inform the project moving forward. It highlights findings that (1) have significant implications for future regional/county specific initiatives and/or (2) represent important points for reflection and consideration in this final year of funding for the Transformation Zones. It describes Transformation Zone structures and supports, strategies, and technical assistance. It summarizes findings related to key successes and challenges.

See more on [Transformation Zones](#) in the 10 RTT-ELC states (**Georgia, Illinois,**

**Maryland, Massachusetts, Minnesota, New Mexico, North Carolina, Oregon, Pennsylvania, and Vermont)** investing resources and supports to transform targeted geographic areas that have a significant number of children with high needs. (<https://elc.grads360.org/#communities/pdc/documents/9883>)

### **Pennsylvania Keystone STARS: Research Report**

An Inquiry into Pennsylvania's Keystone STARS: Research Report provides a broad look at Keystone STARS, Pennsylvania's quality rating and improvement system, to inform future revisions and evaluation of the system, which is funded in part by Pennsylvania's RTT-ELC grant. The inquiry focused on three major areas: child outcomes, quality components, and systems approach to rating quality and guiding improvements.

#### Early Language & Literacy Series



This 14-session early language and literacy series developed by AEM Corporation and PDG Technical Assistance is available, at no charge, to anyone who provides early childhood professional development, both pre-service and in-service, and is an excellent resource for educators. View the series at <https://pdg.grads360.org/#program/early-learning-language-and-literacy-series>.



National Head Start Association, Yasmina Vinci, Executive Director

In pursuit of our mission to strengthen the culture of data and continuous improvement in Head Start, [The National Head Start Association \(NHTA\)](#) partnered to publish a report that offers recommendations for how policymakers and practitioners can better use data and evidence to continually improve Head Start and maximize outcomes for Head Start children and families. The report, [“Moneyball for Head Start: Using Data, Evidence, and Evaluation to Improve Outcomes for Children and Families.”](#) authored by Sara Mead and Ashley LiBetti Mitchel, was jointly published last month by NHTA, Results for America, Bellwether Education Partners, and the Volcker Alliance. The report focuses on the assessment and implementation of data, evidence, and evaluation to ensure another fifty years of Head Start opening windows of opportunity to our nation's most vulnerable children.



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



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

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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.*