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Working Together for a Better Beginning

"In today's economy, when having both parents in the workforce is an economic necessity for many families, we need affordable, high-quality childcare more than ever. It's not a nice-to-have -- it's a must-have. So it's time we stop treating childcare as a side issue, or as a women's issue, and treat it like the national economic priority that it is for all of us."

-- President Obama, January 2015, State of the Union

Address

Early Childhood Development

Office of the Deputy Assistant Secretary for Early Childhood Development
370 L'Enfant Promenade, S.W.
Washington, D.C. 20447

July 10, 2015

VOLUME 3, NUMBER 7

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.

[Building Possibilities of a Better Future for Native Youth](#)

White House Initiatives My Brother's Keeper and Generation Indigenous highlight the importance of community-based solutions to complex problems.

[Linking Refugee Families with Child Care and Head Start Services in Action](#)

Regional office invites community

Although summer is often a time for people to take vacation, you wouldn't know that from the activity here at ACF!

A couple of weeks ago, Head Start released new Head Start Performance Standards for public comment. We really do want you to comment. At the same time, we shared the new Head Start Early Learning Outcomes Framework 2015 and released the final version of "*Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education*." In case you missed any of these, there are links in this newsletter.

Next week, the Office of Child Care will host "STAM: 2015" (State and Territory Administrators Meeting) for early childhood teams from across the country. This year's meeting will include others focused on early childhood, including Head Start State Collaboration Directors, Race to the Top-Early Learning Challenge grantees, and State Advisory Council members. STAM 2015 will focus on innovations that can strengthen the capacity of child care providers to promote both child development and family economic success.

Next week, during STAM, we will also officially release "[Early Educator Central](#)." This new website provides an index of coursework to support infant-toddler educators and supports our continuing efforts to improve the quality of care especially for infants and toddler. It also supports the White House Rural Initiative by providing access to training and professional development opportunities for those who live in rural areas. It is important to give a big shout out to our partners at the Department of Defense for sharing the work they have done with several Land Grant Universities. There is a link to this in our newsletter.



to share best practices on serving refugee families

[Thank You Head Start Teachers from Rural North Carolina to Washington, D.C.](#)

Head Start graduate and lifelong educator writes about the incredible impact Head Start teachers make in their communities.

[50 Years of Service to Children, Families and Fathers](#)

Head Start programs learned a great deal from their initial work with fathers.

<https://www.acf.hhs.gov/blog/2015/06/50-years-of-service-to-children-families-and-fathers>

[Telling Fathers' Stories, Improving Father Services](#)

In search of effective services for dads.

[Preparing Children for Natural Disasters Reassures Their Safety](#)

Make it a family affair when preparing emergency kids and communication plans.

[Office of Head Start Proposes Revised Program Performance Standards](#)

Helping grantees focus on what's important.

[HHS Secretary Debuts New Campaign to Increase Health Literacy Among Newly Insured](#)

'Healthy Self' promotes health literacy, nutrition and exercise across the nation.

[2015 Tribal Home Visiting Annual Grantee Meeting: Strength, Resiliency and Purpose](#)

Finally, we continue to make progress on improving the developmental screening of our youngest children. I call attention to the work of the California Statewide Screening Collaborative. Through work with the WestEd Center for Prevention and Early Intervention, they have developed a "[Developmental and Behavioral Screening Guide for Early Care and Education Providers](#)." Their goal is to increase awareness of and access to screening, services, and supports for the early childhood community that ensure children ages birth to five are screened early and often.

Finally, I want to remind everyone of the importance of "Look Before You Lock!" Every summer, we read about tragedies that occur when children are left in cars in the hot summer sun. It takes only a few critical minutes for a child's body temperature to rise to deadly levels... it takes only a few critical seconds to check every car or van to make sure no child is accidentally left behind.

Best,

Linda

HHS.gov

U.S. Department of Health & Human Services



Increased Head Start Quality through Revision of the Head Start Program Performance Standards

A high-quality Head Start program can change the course of a child's life, and engage the potential of the entire family. That is why this Administration has made quality improvements to the Head Start program a priority. The Notice of Proposed Rulemaking (NPRM) we announce today builds on past efforts to strengthen and improve the Head Start program and is a reaffirmation of the President's commitment to ensure every Head Start child has access to high-quality early learning.

It is this goal—the highest quality and the best 'head start' for all of the children and families of Head Start—that drives the revision of the Head Start Program Performance Standards announced today. The Head Start Program Performance Standards describe how local grantees provide comprehensive Head Start services to children and their families. They encompass requirements to provide education, health, mental health, nutrition, and family and community engagement services, as well as rules for local program governance. And, they reflect what it takes to run an effective program where children thrive and enter kindergarten ready to succeed.

For the first time since the Head Start Program Performance Standards were introduced in 1975, the Office of Head Start (OHS) is issuing a proposal for a complete overhaul of these Standards. These standards, based on the best research and effective program practices, will provide an updated and streamlined foundation for Head Start to provide the highest quality services to improve outcomes for all the young children and families they serve.

READ MORE: [Increased Head Start Quality through Revision of the Head Start Program Performance Standards](#)

After reading the NPRM, please submit your official comments through

ACF highlights Tribal home visiting work.

[From Head Start to Head of the Class](#)

Head Start alum looks back on the Summer of 1965.

[Just Released: Final Report on Significant Accomplishments by State Advisory Councils on Early Childhood Education and Care](#)

SACs are charged with developing a high-quality, comprehensive system of early childhood development and care.

[Welcoming New Americans to the United States](#)

Celebrating the Strength and Resilience of Immigrants, Refugees and Asylees

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

Featured Reports



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



Measuring the Quality of Relationships between Families & Early Childhood

Providers/Teachers

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

Regulations.gov. Only comments that are submitted through the FederalRegister.gov or Regulations.gov sites, or the identified alternative methods, will be officially considered before the publication of the Final Rule.

This NPRM will be open for comment until Tuesday, Aug. 18, 2015. Select the link to submit a comment:

http://www.regulations.gov/#!submitComment;D=ACF_FRDOC_0001-0057

Select the link to view the full NPRM:

<https://www.federalregister.gov/articles/2015/06/19/2015-14379/head-start-performance-standards>



Pictured is Secretary Sylvia Burwell during her visit to Chicago, IL last month.

Secretary Sylvia M. Burwell unveiled the first comprehensive revision of the Head Start Performance Standards since they were originally published in 1975.

Improving these performance standards, which provide the foundation for practices and policies in every Head Start program, builds upon past efforts from the administration to improve and strengthen Head Start in order to deliver on the President's call to provide children with access to high-quality early childhood experiences. The revised standards reflect a vision for how to raise the bar on quality for all Head Start programs and build on the programs' history of success to help more children onto a path to school success. [Continue reading here.](#)

The Head Start Early Learning Outcomes Framework 2015

The Office of Head Start also proudly released the newly revised Head Start Early Learning Outcomes Framework: Ages Birth to Five. Designed to represent the continuum of learning for infants, toddlers, and preschoolers, this Framework replaces the Head Start Child Development and Early Learning Framework for 3–5 Year Olds, issued in 2010. This new Framework is grounded in a comprehensive body of research regarding what young children should know and be able to do during these formative years.

CENTRAL DOMAINS	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

Learn about the measures, where to access them, and their potential uses.



Evaluating the Effectiveness of Nine Careers Pathways Programs

Career pathways are an emerging framework for programs aimed at promoting education, training and skills, and improving economic self-sufficiency. The Pathways for Advancing Careers and Education evaluation is testing 9 innovative career pathways programs including an impact study, an implementation study, and a cost-benefit study for each program. [Read this report](#) to learn more about the career pathways framework, and the components, design and data for the evaluation.



Fathers' Voices: Learning about the Hopes & Struggles of Fathers

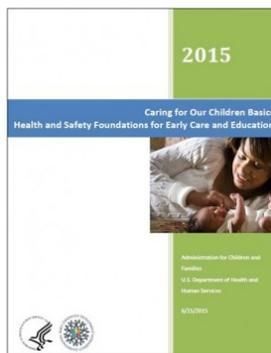
Participating in Responsible Fatherhood Programs

What can qualitative findings from the Parents and Children Together Evaluation teach us about fathers' perceptions of their roles as parents, partners, and providers? [Explore the words of Responsible Fatherhood program participants](#) as they share information about perceptions of their own childhoods, their challenges, employment experiences, relationships with their children and the mothers of their children, views on fathering, and participation in the fatherhood programs.

Want to learn more? See [Getting Started with the Head Start Early Learning Outcomes Framework](#) Ages Birth to Five and the full [Framework here](#).

Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education

Evidence continues to mount that shows the profound influence children's earliest experiences have on later success. Nurturing and stimulating care given in the early years builds brain structures that allow children to maximize their potential for learning. While high quality early care and education settings can have significant developmental benefits and other positive long-term effects for children well into their adult years, poor quality settings can result in unsafe environments that disregard children's basic physical and emotional needs.



States vary widely in the number and content of health and safety standards as well as the means by which they monitor compliance. While there are differences in health and safety requirements by funding stream (e.g. Head Start, Child Care Development Fund, Individuals with Disabilities Education Act, State-funded Pre-K); by program type (e.g. center-based, home-based) and by length of time in care, we believe there are basic standards that should be in place to protect children no matter what type of setting. Until now, there has been no federal guidance that helps States in establishing these basic, yet consistent health and safety standards across these early care and education settings.

ACF is pleased to announce *Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education*. Though **voluntary** in nature, *Caring for our Children Basics* represent **minimum** health and safety standards experts believe should be in place where children are cared for outside of their homes. [Continue reading here.](#)

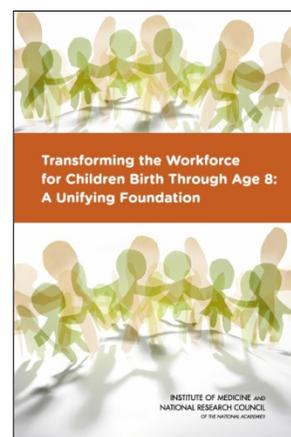
Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation www.iom.edu/Birthtoeight

Two months ago, the [Institute of Medicine](#) (IOM) and the National Research Council (NCR) released [Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation](#), one of the most important studies of the workforce in our nation's history.

The report calls for a commitment to the pathways that will lead us to the systems and policies that we need. You can download the report [here](#).

The [T.E.A.C.H. Early Childhood® National Center](#) at Child Care Services Association shared with ACF some of their T.E.A.C.H. State Activities on the IOM Report. Some are listed below.

- 45% of states have featured or plan to feature soon the report in their program or agency newsletter
- 80% have shared or plan to share the report soon with their T.E.A.C.H. Advisory Committee



Fatherhood: Review of Research and Evaluation Efforts

Administration for Children and Families programs work with fathers to promote economic self-sufficiency and social well-being for them and their families. [Explore this brief](#) to learn about rigorous research and evaluation projects designed to improve our understanding of how these programs work.

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.

[Does professional development of preschool teachers improve child socioemotional outcomes?](#)

[Can center-based childcare reduce the odds of early chronic absenteeism?](#)

[How is the classroom writing environment of Head Start classrooms associated with children's early writing skills?](#)

[How do states include early childhood teachers in state educator evaluation systems?](#)

[What are trends in the activities of the State Advisory Councils on Early Childhood Education and Care?](#)

The National Center for Children in Poverty (NCCP) has updated its [Early Childhood Policy Profiles](#), which offer a comprehensive view of state policies in the areas of health, early care and education, and parenting and economic supports, that affect the health and well-being of young children in low-income families.

- 55% have included or plan to include information from the IOM report soon in a presentation
- 75% have shared or plan to share the report soon with ECE faculty in community colleges in their states
- 60% have shared or plan to share the report soon with ECE faculty in 4-year programs in their states
- 75% have shared or plan to share the report soon with ECE state administrative leadership
- 30% have shared or plan to share the report soon with elected officials in their states

What have you done in your state, in your community, in your program? Let us know.

Ready to Launch Early Educator Central



Next week, we will officially release a new effort jointly administered by the Administration for Children and Families (ACF) through the Office of Child Care and Office of Head Start. The Early Educator Central project promotes infant-toddler educators gaining degrees and credentials using existing federally funded resources. The multi-faceted site supports not only infant-toddler educators, but the entire infant-toddler workforce with federally funded resources for administrators, trainers and coaches, professional development system leaders, and more.

The site provides an index of coursework to support infant-toddler educators, who include center and home-based/family child care teachers. Coursework offered is at little or no cost, and will be continuously added and updated to the site. The site also links to infant-toddler development course content that higher education institutions can use within their Associate's program.

Early Educator Central provides resources for others with key career roles in early learning, including administrators of early childhood programs; trainers and coaches; higher education professionals and coursework developers; and professional development (PD) systems leaders.

Career Pathways

No matter what your infant toddler career pathway is, you'll find resources organized by your role to build competency and your impact. On track for a Child Development Associate (CDA™), Associate in Arts (AA) or Bachelor of Arts (BA) for yourself or your staff? Go to [Teachers](#) or [Administrators](#). Looking to strengthen your skills as a coach, trainer or consultant? Go to [Trainer/Coaches](#). Designing curriculum? Go to [Professional Development \(PD\) System Leaders](#).



Teachers	Administrators	Trainers/Coaches	PD System Leaders
All Teachers - Child Care, Early Head Start, EHS-CC Partners, center or home-based	Directors, Education Coordinators, Instructional Leaders	Trainers, Coaches, Consultants, Specialists, Technical Assistants who support teachers and programs to deliver quality infant-toddler services	Higher education, curriculum designers, policy makers

You can visit the site at <https://earlyeducatorcentral.acf.hhs.gov>.

Additional Resources



Invest in Us

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



ZERO TO THREE has released a new set of materials called [The Magic of Everyday Moments](#).

Center for American Progress Releases Report

The Center for American Progress's (CAP) Early Childhood Policy Team published "Emerging State and Community Strategies to Improve Infant and Toddler Services." Read more [here](#).



National Center for Children in Poverty
Columbus University • Mailman School of Public Health
Department of Health Policy & Management

The National Center for Children in Poverty (NCCP) released an update of its state Early Childhood Policy Profiles that highlight state policies related to the well-being of young children in low-income families. The profiles are part of NCCP's "Improving the Odds for Young Children" project. Read more [here](#).

Regional Offices Working Together to Support Early Head Start-Child Care Partnerships Implementation

By Eric Blanchette and Jeffrey Fredericks, Region IV

Last month, Yalanda James and Eric Blanchette from the ACF Region IV office participated in an Early Head Start-Child Care Partnership (EHS-CCP) meeting at the University of Louisville Autism Center. They were joined by three of the four partnership grantees, the Kentucky CCDF Director, the Kentucky Head Start Collaboration Officer, staff from the Governor's Office on Early Education and key personnel from Child Care Aware and the United Way.

The meeting was an initial discussion on ways they could work together to build quality care in the state. The meeting identified challenges that could arise during the partnership, shared resources that to be used by all grantees and highlighted the best ways for the state and federal staff to support the programs. Information was shared regarding methods that other states are using to assist their grantees and connections were even made after the site visit for Georgia and Kentucky to participate in a joint conference call to share information.

Following the meeting, staff had the chance to tour one of the partner provider sites with staff from the Ohio Valley Educational Cooperative (OVEC). OVEC received a \$3.4 million dollars grant for this project and they plan to partner with 14 private child care providers in North Central Kentucky to expand Early Head Start services for children.



The center visited was a two star quality rated center that currently serves children older than 3 years old and is located in the inner city area of Louisville, KY. The center is being converted from a former senior living facility into a child care center for one of the areas in the city most in need of quality care. Although the center has lots of needs and repairs to become high quality, OVEC is determined to take on this center because it offers

multiple opportunities:

- It meets a huge need in the community that needs a safe place for children;
- It is an opportunity to create a high quality early learning environment in a place where that opportunity is currently non-existent;
- There is a director that wants to build up and have her center become better;
- It has rooms that seem to work. As a former nursing home, each space has its own bathroom.

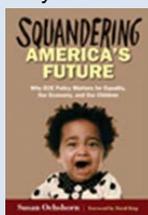
OVEC and the Partner site staff were very excited to have this chance to build the center into a place where children can grow and learn. Region IV looks forward to future visits to OVEC to see the progress being made.



White House Rural Council

The White House Rural Council was established to address challenges in Rural America, build on the Administration's rural economic strategy, and improve the

Join NCCP on Tuesday, July 14, 2:00-3:00 pm EDT, for a discussion of Squandering America's Future: Why ECE Policy Matters for



Equality, Our Economy, and Our Children with author Susan Ochshorn. To register for the online event, go

[here.](#)



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

[Systems for Young Children and Families](#), a BUILD E-Book. Check back for additional chapters on topics such as health, workforce development, data systems, sustainability and assessment. See chapters and executive summaries <http://buildinitiative.org/OurWork/StateandLocal/EarlyLearningChallenge.aspx>

the **Ounce**

Registration just opened for a new session of home visiting learning series offered by Achieve OnDemand™ - Online Home Visiting Professional Development. Home visitors and supervisors can sign up for Domestic Violence in Home Visiting; Home Visiting: Trauma-Informed Practice; and Infant Mental Health in Home Visiting. Each learning series runs 6-8 hours and require no more than 9 hours of seat time. Series are online and can be completed

implementation of that strategy. Earlier this year, the Council launched *Rural Impact*, a new effort to address the challenge of rural child poverty by bringing together federal agencies and public and private resources. *Rural Impact* focuses primarily on a multi-generational approach to how public and private resources are invested in rural families and communities.

Improving access to high quality early learning opportunities to young children in Rural America is a key strategy to increasing opportunity for young children and families. ACF's early childhood team has been deeply engaged in the early childhood work of the Council, in partnership with other Federal agencies.



Read more about the White House Rural Council and *Rural Impact* [here](#).

Rebuilding from Super Storm Sandy: Breaking Ground on New Head Start Center in Atlantic City



On May 19, 2015, a groundbreaking ceremony took place for a new Early Education Center at 1433 Bacharach Boulevard in Atlantic City, New Jersey. The \$21 million center is supported with Hurricane Sandy disaster relief funds from the Administration for Children and

Families. The storm severely damaged four of the five Head Start centers in Atlantic City, displacing 197 children, and reduced the number of Head Start centers from five to two. Gateway Community Action Partnership is aiming to complete construction by December 2016.

The three-story facility will include 20 classrooms serving 300 students in Head Start preschool programs for children ages three to five, and Early Head Start programs for infants and toddlers. The new center will be a haven for Atlantic City's child education, family resources and a hub of community activities. It is ideally situated in close proximity to AtlantiCare, a public library, county and city government offices, churches, a supermarket, and the county community college. The site will also employ approximately 80 persons in an area in critical need of jobs.

Jackie Cornell-Bechelli, Region II HHS Director, Joyce Thomas, Regional Administrator for the Administration for Children and Families, Region II (New York), and Carolyn Baker, Acting Regional Program Manager, Office of Head Start, Region II provided remarks about the meaning of the new center to local families and children, and opportunities for the community. Atlantic City Mayor, Don Guardian, and other city officials celebrated the new development as a way to help prepare children for the future in a city working to rebound from casino closings.

anytime/anywhere. Learning series begin July 20. For more information, visit www.theOunce.org/AchieveOnDemand

The Early Childhood Data Collaborative: The [Privacy Technical Assistance Center](#) (PTAC) has assembled a number of resources about privacy and data sharing in early childhood programs. These resources are designed to assist States, communities, and local providers who use data to serve children and families participating in early childhood programs (e.g., Head Start, child care, and preschool programs). You can visit their new [Early Childhood Data Privacy](#) website to access these resources.



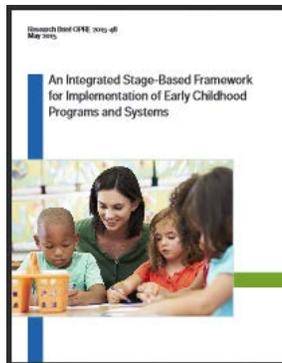
Leading for Excellence in Early Childhood

Education resources are now available [here](#).

The FastFact [Examples of State Guidance to Determine and Verify Income Eligibility for Prekindergarten Programs](#), provides examples and descriptions of how the policy works in different states. The report [Approaches to State Pre-K Eligibility Policy: Considerations for Policy Makers in Revising Policy to Increase Access for High Needs Children](#) provides policy makers with information on state-funded pre-K programs' eligibility policies and the common risk factors used to prioritize enrollment.



Left to Right: Edward Bethea (COO & Senior VP of Gateway CAP); Shannon Bailey (Policy Council Representative, Gateway CAP); Donald Guardian (Mayor of Atlantic City); Carolyn Baker (Acting Regional Program Manager, Region II OHS); Joyce Thomas (Regional Administrator Region II); Bonnie Eggenburg (Early Head Start VP of Gateway CAP); John Washington (Mayor of Penns Grove/Board Chair of Gateway CAP); Albert Kelly (Mayor of Bridgeton, NJ/ CEO of Gateway); Representatives of Office of Senator Cory Booker and Office of Senator Bob Menendez



[A Stage-Based Framework for Implementing Early Childhood Programs and Systems](#)

This research brief (Research Brief OPRE 2015-48) is the first in a series which seeks to provide early childhood researchers, program developers, and funders with an introduction to implementation frameworks and promising practices in implementation science with the aim of facilitating their use in early care and education. This brief introduces key elements of effective implementation within an integrated, stage-based framework. This framework posits that 1) implementation happens in four discernible stages; and 2) three common “threads” or core elements exist across each of these stages.

What are the four stages that can contribute to the effective implementation of evidence-based early childhood programs and practices? [Explore the stage-based implementation framework](#) in this brief to learn more about the four separate stages and the three core elements that exist across each of these stages.

Home Visiting in a Homeless Setting

Home visiting seems tailor-made to assist homeless families, a majority of whom have a history of trauma—92% of homeless mothers have experienced severe physical and sexual abuse, and 62% of their children have been exposed to violence¹. But how do you do home visiting for a family that literally has no home?

Answering this is why 25 of our families are participating in a demonstration project with

To accompany an [implementation guide](#) for the Child Care and Development Block Grant (CCDBG) reauthorization, CLASP and NWLC have created a series of fact sheets that summarize state-specific information related to the new law's requirements in each state. Using an [interactive map](#), visitors can access and download their state's fact sheet.

FPG Offers Free Webinars for Early Childhood Community College Faculty

Now you can watch "Introduction to Early Childhood Education" and "Child Development," among many other archived webinars that support the delivery of course content, which include resources, activities, and assignments... [more](#)



New research from Children's Health Watch highlighted in a joint report with the Center for Housing Policy at the National

Housing Conference - "[Compounding Stress: The Timing and Duration Effects of Homelessness on Children's Health](#)" - shows the younger and longer a child experiences homelessness, the greater the cumulative toll of negative health outcomes, which can have lifelong effects on the child, the family and the community.



A report from the *Bridging the Gap: Understanding the Intersection between*

the **Ounce of Prevention Fund** to bring home visiting to homeless families. Our shelters house families for 3 months to up to 3 years and our staff is expert at building trusting therapeutic relationships. With an on-site early childhood center, home visiting was the perfect addition to our array of services—enhancing parenting, preventing child abuse and supporting healthy child development.



We have found that offering home visiting in a homeless shelter can turn challenges into strengths for the program and a life-changing opportunity for homeless families.

1. Engaging families in home visiting: With such traumatic histories, home visitors find connecting with homeless mothers difficult, as trust is hard to create. The Primo Center's case managers use evidence-based techniques such as motivational interviewing and trauma-informed therapy, and once trust starts to build with a case manager--that sense by the client that she is in the driver's seat--she is much more open to exploring the new ideas offered by home visiting. We have found that the group setting of a shelter is also a great engagement technique, as some families are not comfortable with the intensity of the one-on-one setting, particularly when it is about parenting. So, we start by doing Mommy and Me classes, which are very popular and, as the moms learn by observing and group discussion, they become open to home visits. This leads to wanting individual time for questions and learning.

2. Where to offer home visiting: Shelters provide a rich array of possible settings to conduct home visiting. Shelters typically mean shared living space, but with a shelter environment that emphasizes cooperation, these can be more peaceful settings than private housing. A client can choose to have home visits in her apartment, in the early childhood center or one of the therapy rooms, and the setting can change from one visit to the next if the mom wants.



3. Transience: A big concern for home visitors serving homeless families is that clients move and are lost. At the Primo Center, the trusting relationships that are formed on-site remain beyond our walls, and we continue to support our families for the next several years in their parenting decisions and problem solving. With many clients, our work together has built their confidence, and so the follow up is not so much "what should I do" as confirming that they have made the correct decision.

The demonstration project has given homeless families the powerful benefits of home visiting, providing education and tools that have impact far beyond the family's time on-site at the Primo Center. We are proud to be able to stand at the juncture of home visiting and homelessness and discover how well the two systems can fit together.

This article was written by LaTanya Gray, Nancy Radner, and Christine Achre of the Primo Center for Women and Children.

¹ Browne, A., Bassuk, S.S. Intimate Violence in the Lives of Homeless and Poor Housed Women: Prevalence and Patterns in an Ethnically Diverse Sample. *American Journal of Orthopsychiatry*. 1997; Vol. 67: 261-278

Workforce Development and Child Care project, supported by the Ford Foundation, is now available on the Urban Institute website (www.urban.org). In addition to providing an overview of the two systems and identifying common challenges/opportunities, the report briefly highlights potential strategies for supporting the child care needs of parents in education and training programs based on our conversations with experts in the child care and workforce development fields. Find links to both the report and an executive summary [here](#) and [here](#).

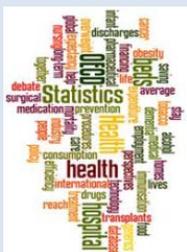


First Focus and ICS teamed up in mid-June to host a Congressional staff briefing examining how evidence-

based home visiting is being integrated within medical homes to deliver better care to children and families, save money, and produce better health, educational and social outcomes. The centerpiece of the briefing was ICS's case study of Greenwood Health Center's efforts in this [area](#).

The Heckman Equation released "Building a Scaffolding of Support," which outlines eight guiding principles for effective early childhood investments. Read more [here](#).

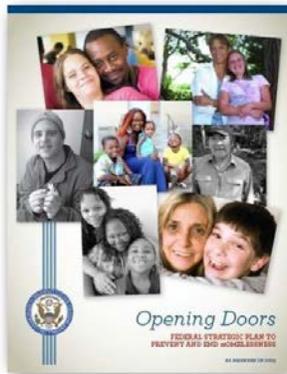
Health Spending Continues Slow Growth, Latest OECD Data Show



Covering the period 1960 to 2014, this OECD

Opening Doors Federal Strategic Plan to Prevent and End Homelessness Amended

The U.S. Interagency Council on Homelessness (USICH) released an amendment to its *Opening Doors Federal Strategic Plan to Prevent and End Homelessness*. Originally presented to the Office of the President and Congress on June 22, 2010, *Opening Doors* is the nation's first comprehensive federal strategy to prevent and end homelessness.



The June 2015 amendment to *Opening Doors* reaffirms the strategies that continue to prove effective in preventing and ending homelessness and adds additional strategies that our country has learned in the last five years to be critical to success. The plan puts our nation on a path to end veteran homelessness by 2015; chronic homelessness by 2017; and homelessness among children, families, and youth by 2020.

The Administration for Children and Families (ACF) is one of the member agencies of USICH and works to ensure that the needs of homeless young children, youth, and families are represented in federal interagency discussions on preventing and ending homelessness.

For more information, please visit http://usich.gov/opening_doors/.

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



Communication Strategies: Reaching Out About the Importance of Early Childhood, KEA and QRIS

ELC TA and representatives from Georgia and New Jersey presented [Communication Strategies: Reaching Out About the Importance of Early Childhood, KEA and QRIS](#) at the NAEYC Professional Development Institute on June 9 in New Orleans. The goals of the session were to present an overview of a communication planning model, examine communication strategies that have worked in other communities and States (such as Georgia and New Jersey), give participants working time to identify audiences and best-suited messengers, and provide participants with resources and tools to help further their planning efforts.



interactive database can be used for comparative analyses on health status, risk factors to health, health care resources and utilization, as well as health expenditure and financing. See OECD Health Statistics 2015 [here](#)

July 21-23 - 19th Annual Virtual Birth to Three Institute (vBTT), Foundations for Learning

Learn more [here](#).

The National Center on Health within the Office of Head Start produced a brief video called, "Breaking Through: Video and User's Guide to Understand and Address Toxic Stress." Watch [here](#)

Sustainability Peer Exchange Held for Phase 1 Grantees



On May 18–19, ELC TA hosted a Peer Learning Exchange in Atlanta focused on sustainability planning for Phase 1 RTT-ELC States. The meeting provided participants with an opportunity to learn with and from their peers and to identify next steps for their sustainability work over the remainder of their grant period. National and State sustainability resources introduced during the meeting can be found [here on elcta.org](http://elcta.org)

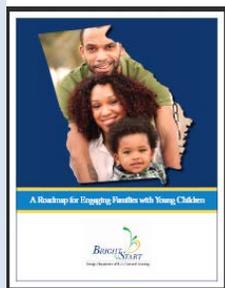
A few highlights in the states

Oregon: Oregon is working with [Vroom](#) through interest by Megan Irwin, the state's acting Early Learning director. Aimee Craig, a spokeswoman for the Early Learning Division, said Oregon has launched Vroom with three pilot partnerships:

- Early Learning Hub Inc., which serves parents in Marion and Polk counties;
- Southern Oregon Early Learning Services, which serves parents in Jackson and Jefferson counties;
- North Central Education Service District, which serves schools in Gilliam, Sherman and Wheeler counties.

The state has budgeted about \$600,000 from Oregon's Race to the Top-Early Learning Challenge grant through December 2016 toward rolling out Vroom in those areas as well as up to a dozen additional pilot sites. See more [here](#).

Illinois: SIUE Head Start/Early Head Start Collaborates to Promote Developmental Screening. Southern Illinois University Edwardsville Head Start/Early Head Start partnered with the Greater East St. Louis Innovation Zone and other Metro East agencies to offer the first community-wide free developmental screening for children, ages one month through five years. The Greater East St. Louis Innovation Zone has more than 40 community stakeholders that come together to better align policy, practice and investments across sectors. The developmental screening is one of the collaborative approaches.



Georgia: Georgia Department of Early Care and Learning (DECAL) task force issued a report on family engagement in early childhood education settings. The report, [A Roadmap for Engaging Families with Young Children](#), includes a definition of family engagement and outlines strategies to support child care providers in engaging families. In response to the task force's work, DECAL plans to invite families to participate on State advisory committees.

Massachusetts: The Massachusetts Department of Early Education and Care (EEC) contracted with Early Childhood Associates (ECA) to assist in the development of

[Guiding Change, Impacting Quality: A Guide to Technical Assistance in Settings Serving Infants & Toddlers, Preschoolers, and Children in Out-of-School Time Programs and their Families](#) and a companion [Self-Assessment Tool](#). The purpose of the Guide is to describe and articulate the dispositions, knowledge, and skills needed by Technical Assistance (TA) providers who work in one or more of the following settings: Infant/Toddler, Pre-K, and Out-of-School Time programs. Core dispositions, knowledge, and skills (e.g. competencies) are essential for TA providers in order to support program quality, good outcomes for children and families, and to sustain effective TA.

Pennsylvania: Philadelphia Mayor Michael A. Nutter has just released an exciting and sweeping plan to revitalize his city's early learning programs. It's a detailed effort that could also serve as a blueprint for other cities. Called "[A Running Start Philadelphia: For Every Child Birth to 5.](#)" the plan is a path toward ensuring that all of the city's children are ready to succeed in school. See the Executive Summary [here](#).

Maine: The Maine Children's Growth Council is going to embark on an effort to study and gather additional data on the social emotional development of children. It will work with the Maine Children's Alliance, the Ounce of Prevention Fund, and the National Center for Children in Poverty at Columbia University.

Idaho: Organizations across the state are working in a coordinated way to increase literacy and reading levels among Idaho's children. CapEd Credit Union, in partnership with Idaho AEYC and the Lee Pesky Learning Center, is providing free *Every Child Ready to Learn* trainings for 150 Treasure Valley child care providers. United Way of the Treasure Valley is hosting a first-ever, statewide children's book drive to help low-income kids and reduce summer learning loss. Hundreds of Treasure Valley organizations are rallying and when the book drive ends, United Way will distribute the books across the state in partnership with the Idaho Food Bank, Head Start child care providers, preschools and school systems.

Connecticut: Connecticut's legislation to restrict out-of-school suspensions and expulsions for pre-K through second grade students goes into effect. Governor Malloy signed the bill into law after it passed unanimously in the state's House and Senate. Connecticut's new policy aligns with [research](#) that shows suspension and expulsion can have a negative impact on young children and their families. For more information, see [here](#) and [here](#).

New York:

New York's ECAC is working with New York State agencies and stakeholders to align efforts and increase training and education around mental health. They have developed recommendations for future efforts and released posters on social emotional development which are all available on the ECAC website and can be found [here](#),

Washington: More than 48,000 children in Washington will benefit from access to quality early learning thanks to historic new levels of early learning funding. Gov. Jay Inslee signed the Early Start Act which helps expand and strengthen the state's early learning programs and continues efforts to improve the quality of these programs. He was joined by Senator Steve Litzow, State Rep. Ruth Kagi, and numerous other legislators, supporters and more than a dozen of Washington's youngest learners http://delconnect.blogspot.com/2015/07/historic-early-start-act-passes_7.html



Colorado: The Office of Early Childhood was awarded a Colorado Department of Human Services Best of C-Stat Award in June 2015, recognizing improvement in Timeliness of Supervisory Inspections and Timely Response to Supervisory Complaints in child care facilities. Performance has improved from a rate of 84.6% in January, 2012, to almost 95% since August 2013; the Office has continued to exceed the goal in 16 of the last 18 months. The Colorado Department of Human Services implemented C-Stat in January 2012.

Look Before You Lock



It's hot! June was one of the warmest months on

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

Heatstroke tragedies are 100 percent preventable. The National Highway Traffic Safety Administration (NHTSA) urges parents and caregivers to take the following precautions to prevent heatstroke incidents from occurring:

Never leave a child unattended in a vehicle – even if the windows are partially open or the engine is running and the air conditioning is on;

Make a habit of looking in the vehicle – front and back – before locking the door and walking away;

Ask the childcare provider to call if the child doesn't show up for care as expected;

Do things that serve as a reminder that a child is in the vehicle, such as placing a purse or briefcase in the back seat to ensure no child is accidentally left in the vehicle, or writing a note or using a stuffed animal placed in the driver's view to indicate a child is in the car seat; and

Teach children that a vehicle is not a play area and store keys out of a child's reach.

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

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



On June 16th, Head Start alumna and HHS Secretary Sylvia Mathews Burwell visited a Head Start site in Chicago to announce the Notice of Proposed Rulemaking for the revised Head Start Program Performance Standards. One of the proposed changes,

with the greatest potential to reshape Head Start, is a requirement for all center-based services for 3 and 4-year-olds to provide at least 6 hours a day. While there are major funding, facilities, and other implementation issues that will have to be addressed to support the field's transition to offering more full-day services, there is growing evidence around full-day Head Start programming increasing children's outcomes. NHSA's June Research Blast outlines some of the research and sparks conversations about the implementation of full-day programming:

<https://www.nhsa.org/files/resources/june2015researchblast.pdf>.



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