

Having trouble viewing this email?

<https://www.acf.hhs.gov/programs/ecd>



Working Together for a Better Beginning

“Research shows that one of the best investments we can make in a child’s life is high-quality early education.”

President Barack Obama in his State of the Union address, January 28, 2014

Early Childhood Development

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

July 17, 2014

VOLUME 2, 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.

[Summer Learning Matters: A New Mexico Child Care Program Takes Children to New Places](#)

The Child Care and Development Fund program helps fund afterschool and summer learning for over 650,000 children each month.

[Celebrate Summer Learning Day on June 20: Create a Plan to Strengthen Summer Opportunities for All](#)

Recent studies show that summer learning can lead to gains in school lasting up to two years.

We here at the Administration for Children and Families are anxiously waiting for August 20th to arrive. That is the date the applications for the Early Head Start/Child Care Partnerships are due. While many of you around the country are completing applications to meet that deadline, we are pondering what the next few months will be like when we begin the work of reviewing them. Since we have no way of knowing how many applications we will get, our work has focused on next steps and how we will support the new grantees. This has made me think about just how far we have come over the last year since announcing the President’s Early Learning Initiative.



With the support of so many in the early care and education community we have moved from words on paper to a real collaboration between the various sectors. Head Start and Child Care are really beginning to understand each other. We all know that change is never easy and there have been many changes that have come quickly. But the ECE community has hung in there and hung together. While there are still challenges ahead, I feel that we now have a more unified vision of what is possible for our nation’s youngest children.

Hats off to the Head Start Community! The changes required by the 2007 reauthorization act, especially around teacher requirements, the designation renewal system, and the introduction of the CLASS have not been easy and have not come without sacrifice. Now we are asking the Head Start Community to be the vehicle to improve infant-toddler child care and to reach out to their child care counterparts to build partnerships that expand quality standards to more low income babies. And once again, they have stepped up and accepted the challenge.

Hats off also, to the child care community! Child care providers from across the country have responded with enthusiasm to the call. From the large for-profit corporations to the small family child care providers, from the labor unions to city and state

[On Father's Day, A Chance to Think About the Importance of Good Dads](#)

Research shows that a dependable fatherly presence can promote children's social and emotional well-being, academic achievement, and many other positive outcomes.

[Infórmate: ACF E-Newsletter for Hispanic Stakeholders](#)

Infórmate is the Administration for Children and Families' update for and about the Latino community. Leaders of the community receive monthly updates about the agency's programs and initiatives designed to help people start a path to economic self-sufficiency and to help build successful communities and families.

[ACF Addresses Early Childhood Adversity and Toxic Stress](#)

ACF is using research on early adversity to inform the approaches taken in our programs.

[Oregon's Early Learning Council Works Closely with its Race to the Top-Early Learning Challenge Grant](#)

Early Childhood Development staff member reflects on the great working being accomplished in Oregon.

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

Featured Reports



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

Executive summary and research snapshot for the [Impact Findings from the Head Start CARES Demonstration: National Evaluation of Three Approaches to Improving Preschoolers' Social and Emotional Competence](#)

governments, the call has been heard. Everyone has responded with a "let's do this" attitude. State Child Care Administrators have also accepted this challenge and are looking for ways to align the programs.

And finally, hats off to the advocacy community, both state and national, for helping create the vision and for working through the multitude of questions that came up along the way. The Early Head Start Child Care Partnerships, no matter what the results of the grants competition, have been a catalyst for change and supported a national vision of what can be done when we all work together. I want to thank each and every one of you for staying the course and proving that the early care and education community can pull together - and stay together - to make a real difference for our youngest children. My hat's off to each of you.

Linda

Breaking News from the First Five Years Fund

The American public wants more of an investment in early childhood education, and they want it now, according to a new national poll.

The poll commissioned by the [First Five Years Fund](#) (FFYR) and conducted by bipartisan researchers, surveyed 800 registered voters on their views. See key findings of the highest national priorities:

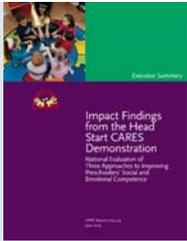
- 67% - Making sure that working parents can find quality, affordable child care for their young children
- 56% - Make sure parents can find high-quality, affordable preschool programs for their children

There is bipartisan support as American voters have consistently expressed that children getting a good start in life is very important. See the poll results on the [GrowAmericaStronger.org/poll](#) website.

ACF Addresses Early Childhood Adversity and Toxic Stress



Last month, we added a [new section to the ACF website](#) that pulls together resources and information about children and early adversity, and ACF's work in this area. We hope you'll find it helpful, and we'd welcome suggestions for how to strengthen our work in addressing early childhood adversity.



[Tailored Teaching: Teachers' Use of Ongoing Child Assessment to Individualize Instruction](#)

[NSCAW II Wave 3 Report: Wave 3 Tables](#)

[ISIS Career Pathways Program Profile: Des Moines Area Community College Workforce Training Academy Connect Program](#)

[ISIS Career Pathways Program Profile: Integrated Basic Education and Skills Training \(I-BEST\) Program](#)

[NSCAW Child Well-Being Spotlight: Mothers of Children Reported for Maltreatment Show Small Decline in Domestic Violence, but No Improvement in Service Access](#)

[Cross-Site Evaluation of Project LAUNCH: Interim Findings](#)



Recently released:

[Child Care in America: 2014 -- Introduction to key data related to child care.](#)

[Child Care in America: 2014 -- Full Report \(National Summary of key data and all state fact sheets\)](#)



[New Report - Understanding mental wellness](#)



See the full blog by Acting Assistant Secretary Mark Greenberg [here](#).

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

2014 Infant/Toddler and Pre-Kindergarten Early Learning Standards available online



The Pennsylvania Department of Education's (PDE) Office of Child Development and Early Learning announced the posting of the 2014 Infant, Toddler, and Pre-Kindergarten Learning Standards for Early Childhood. Pennsylvania's Learning Standards for Early Childhood are research-based according to age and development, and form the foundation for curriculum, assessment, instruction, and intervention within early care and education programs.

The 2009 Infant, Toddler and Pre-Kindergarten Standards were revised to reflect current research-based content and integration, and to align with the Pennsylvania Core Standards. The 2014 Pre-Kindergarten standards mirror the standards found on the Standards Aligned System (SAS) in the learning domains of English Language Arts, Mathematics, Science (including Environment and Ecology), Social Studies, and Social and Emotional Development. Refinements also have been made to: Partnerships for Learning (Family Engagement); Approaches to Learning Through Play; Creative Thinking and Expression; and Health, Wellness and Physical Development. In addition, the 2014 Infant, Toddler and Pre-Kindergarten Standards ensure appropriate inclusion for all early care and education programming (home-visiting, Early Intervention, limited English proficiency).

The 2014 Infant, Toddler, and Pre-Kindergarten Learning Standards for Early Childhood are posted on both the [PA Key](#) and [PDE](#) websites.

All state-funded programs will have one year to transition to the 2014 Infant, Toddler and Pre-Kindergarten Standards. Required implementation of the 2014 Infant, Toddler and Pre-Kindergarten Standards begins July 1, 2015. In the meantime, all programs are encouraged to download and print the 2014 standards. As proposed in the Race to the Top - Early Learning Challenge grant, all state-funded programs will receive one copy of the 2014 Infant, Toddler and Pre-Kindergarten Standards.

This new Child Trends report, funded by Robert Wood Johnson Foundation, summarizes current knowledge on children's mental health and offers a more-inclusive framework for understanding mental wellness.



In case you missed the Head Start's 12th National Research Conference on Early Childhood, attached is a [list of references and resources](#) from the Opening Plenary *Tune Up and Transformation: National Changes in Early Care and Education* that may be helpful.

Additional Resources

Interested in Children's Savings Accounts?

You can find and download these videos from the [Children's Savings Conference Homepage](#).

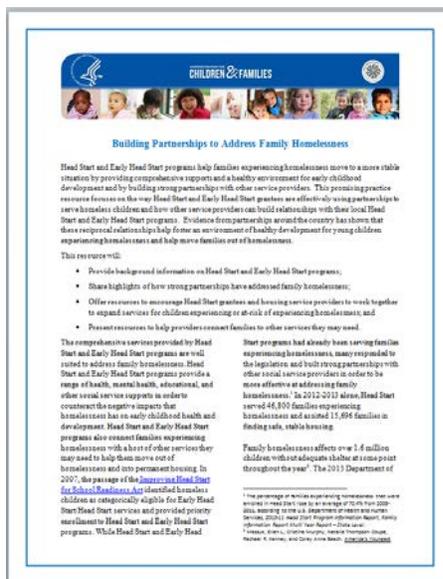
[Click here to access the videos from the 2014 Children's Savings Conference!](#)

Presented by SBA, HHS & Small Business Majority

The Small Business Administration, Department of Health and Human Services, and Small Business Majority are committed to helping businesses navigate the changes and opportunities in health care through the Affordable Care Act 101

Building Partnerships to Address Family Homelessness

Around the country, Head Start and Early Head Start programs are building partnerships in their communities in order to make their services more accessible for children experiencing homelessness. ACF just released "Building Partnerships to Address Family Homelessness," a resource paper that highlights efforts by local Head Start and Early Head Start programs to connect with public housing associations, emergency shelter providers, local education agencies, and other community service providers. It also provides recommendations and resources to facilitate collaborations in other communities.



Children experiencing homelessness are disproportionately at-risk for a host of negative developmental and educational outcomes. They also face many barriers to accessing early care and learning programs that could provide foundational supports to overcome the negative impacts of homelessness. The partnerships highlighted are vital to help children experiencing homelessness connect with high quality early care and learning opportunities, as well as to help Head Start and Early Head Start families connect with other services. Head Start and Early Head Start program staff, housing providers, and state and local leaders can learn from these practices to develop mutually beneficial partnerships that expand access to services for families

experiencing homelessness.

For more information and additional resources on early childhood homelessness, see [here](#).

Housing Assistance Programs for Super Storm Sandy Survivors

After more than 18 months in which Super Storm Sandy pounded coastal areas and devastated the Jersey shore and around New York City, there has been slow and steady recovery. The storm destroyed thousands of homes and caused billions of dollars in damages, and it exposed particular vulnerabilities in affordable housing. It displaced individuals and families from their storm-damaged homes throughout the region. An already-tight rental market became scarce because of the sheer number of storm survivors looking to rent affordable and low-income housing. Countless families are still doubling up with relatives or friends, living in short-term rentals, or temporary housing provided by the Federal Emergency Management Agency (FEMA). And, the storm had a disproportionate effect on the most vulnerable in society, some of whom were already at-risk of homelessness or had marginal housing and dealing with disabling conditions and life challenges. Here are a few housing assistance programs in New Jersey and New York that aim to help storm survivors.

New Jersey. In New Jersey, Super Storm Sandy destroyed 360,000 homes and

webinar series.

Twice monthly, small business owners can learn the basics of the Affordable Care Act and how they can enroll in small business health insurance marketplaces. Other topics discussed include insurance reforms, the small business health care tax credit, and employer shared responsibility provisions. SBA, HHS, and SBM representatives help small business owners understand the facts of the Affordable Care Act so they can make informed decisions about providing health insurance for their employees. The Affordable Care Act 101 in Spanish takes place every other Tuesday at 4 pm ET/1 pm PT. Below are the registration links for upcoming presentations.

- July 22, 2014 [Click to Register](#)
- Aug. 5, 2014 [Click to Register](#)
- Aug. 19, 2014 [Click to Register](#)
- Sept. 9, 2014 [Click to Register](#)
- Sept. 23, 2014 [Click to Register](#)
- Oct. 7, 2014 [Click to Register](#)
- Oct. 21, 2014 [Click to Register](#)
- Nov. 4, 2014 [Click to Register](#)
- Nov. 18, 2014 [Click to Register](#)
- Dec. 2, 2014 [Click to Register](#)
- Dec. 16, 2014 [Click to Register](#)

For more information on how the new health care law affects small businesses, check out www.business.usa.gov/healthcare.

Strategies for Children (SFC) has released a new brief describing the work of the Massachusetts Third Grade Reading Proficiency Learning Network: [Changing the Trajectory: Communities Take Action to Increase Reading Proficiency](#).

apartments. The Administration for Children and Families (ACF) allocated nearly \$227 million in supplemental funding to NJ's Social Services Block Grant (SSBG) program, which has supported a range of supportive housing assistance services. Here are a few highlights:

- **Sandy Homeowner Renter Assistance Program (SHRAP)** is a temporary relief program to assist individuals and families experiencing a housing crisis resulting from Super Storm Sandy. The program provides rental or mortgage assistance, utility payments or replacement of essential household items to affected households. The program is time-limited and caps at \$15,000 in vouchers per household. To date, the program has served 4,883 households comprised of 11,444 individuals. A total of \$20.4 million has been expended.
- **Atlantic County Integrated Homeless Assistance Model** is a coordinated homeless prevention program to address the increased need for services as a result of the Super Storm Sandy. The program is a gateway to referrals and linkages to connect homeless individuals with needed services. In February 2014, the program was launched and conducted 508 individual assessments over two months.
- **Human Trafficking Prevention.** NJ increased its capacity to provide street outreach services to homeless youth in Super Storm Sandy impacted counties in order to promote rescue intervention and prevention of human and/or sex trafficking of youth, to provide youth with linkages to the stabilization and supportive resources they need and prepare youth for independence. SSBG funds have expanded the Street Outreach program from 5 to 13 counties across the State.

New York. In New York, more than 200,000 households in four main areas were affected by the storm including Nassau, Queens, Kings, and Suffolk counties. New York has primarily relied on disaster relief funding from the Community Development Block Grant (CDBG) program, U.S. Department of Housing and Urban Development, to provide housing assistance services to storm survivors. The Administration for Children and Families (ACF) allocated approximately \$235 million in supplemental funding to the NY's Social Services Block Grant (SSBG) program, which has supported a range of housing-related assistance services.

Here are a few highlights:

- **Long Island Coalition for the Homeless** to make needed repairs at a community center that houses 10 not-for-profit organizations that provide services to homeless persons, including homeless veterans. Organizations provide assistance to obtain or retain affordable housing options. Extensive outreach is being conducted to connect those most in need with case management, legal assistance, job placement, homelessness prevention and housing stabilization services.
- **Hetrick-Martin Institute, Street Outreach to Homeless Youth Program** is designed to engage homeless and street-involved lesbian, gay, bisexual, transgender, or questioning youth who were victims of Super Storm Sandy. This program will conduct outreach to these youth and provide on-the-street counseling, assessment, and referral services, as well as offer survival kits. This is intended to be a very mobile service model that will assist these vulnerable youth in obtaining services, getting to appointments, and providing general support.



Where's baby (with the picture of a car in the direct sunlight located between the two words)? Look before you lock.

Heatstroke is the number one killer of children, outside of car crashes. That's why the Administration for Children and Families (ACF) has joined with the National Highway Traffic Safety Administration (NHTSA) to attempt to reduce these deaths by reminding parents and caregivers about the dangers of heatstroke and leaving children in hot cars.

The summer months can be incredibly dangerous for children in cars. According to the U.S. Department of Transportation, in 2013, **44 children** died of heatstroke across the United States.

These deaths can be prevented, and in many cases, a simple communication plan between parents and child care/Head Start providers could save a child's life. ***In an arrival confirmation plan, parents notify providers when their children will be late or absent, and providers contact parents if a child does not arrive as expected.*** This kind of basic plan creates a safety net to help make sure that no child gets left in a car.

Parents and providers can take Ray Ray's Pledge to communicate about planned and unexpected absences [here](#). **Take the pledge and encourage the parents and providers in your life to do the same!**



Ray Ray's Pledge.

Making it Real: Coordination and Collaboration from the Perspectives of Families and Agencies

For a number of years, states and communities have been hard at work, bringing early childhood systems together so that children and families can access the services they need. Through this work we've learned that collaboration requires intentionality, patience, and commitment to the task.

The *Making it Real: Coordination and Collaboration from the Perspectives of Families and Agencies* session at the recent **12th annual Head Start Research Conference**

featured how service agencies in states and communities are working to provide a seamless service delivery for families of children birth through five. Presenters from Carroll County, Maryland and the District of Columbia, accompanied by the states of Georgia and Illinois identified successes, breakthroughs, areas for improvement, and research implications.

Highlights from the panel:

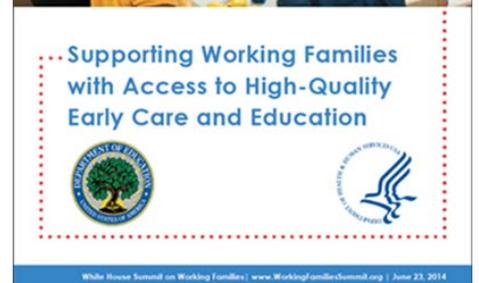
- When partnering with another entity work towards negotiating a win-win outcome for all involved. What is the other party interested in?
- Coordination and collaboration requires intent, inclusivity, and open communication. Creating dedicated staffing is an example of an intentional way to ensure that it's someone's job to look at the whole picture of the early childhood system. Finding out that the voice of parents have been left out of discussions and inviting them to participate in subsequent forums is an example of a way to ensure that relevant stakeholders are being included and receiving important communication.
- Use data to inform your decision making set your policy direction (e.g. did you intend for more families to access services through your collaboration efforts with another agency? Was this goal achieved? If not, why?)
- Establish feedback loops to examine which collaboration efforts are working well and address those that aren't.
- Recognize that programs have multiple partners and limited control over collaboration, resource allocations, and priorities. Think about how to move forward despite issues that may come up with your partners.
- Educate your partners to discuss any myths or misconceptions that may be creating a barrier in developing your partnership.
- There is no one perfect setup of state or local government that will produce ideal collaboration across systems. Use whatever presenting opportunities you have to your advantage.

The panel agreed that number one step in coordination and collaboration is making the child and family the center of all decisions being made and that more qualitative research is needed to learn more about the experiences of those performing the collaborating work.

Supporting Working Families

Last month the White House held a Summit on Working Families for a national conversation about how we can create workplace policies that give modern American families the best chance to succeed at work and home. The summit focused on *Fighting for Working Families: Strengthening Our Economy*.

The summit convened business leaders, economists, labor leaders, policymakers, legislators, advocates, members of the media, and citizens for a discussion on issues facing the entire spectrum of working families—from low-wage workers to corporate executives and from young parents to baby boomers caring for their aging parents. The important efforts the



President announced reflect our belief that we all have a role to play in changing our country's workplace policies. In addition, the White House Council of Economic Advisers released a new report: [Work-Life Balance and the Economics of Workplace Flexibility](#).

The Administration for Children and Families worked with the White House and U.S. Department of Education to produce [Supporting Working Families with Access to High-Quality Early Care and Education](#), a report on how child care and other early learning programs help our Nation's families. The summit included important information on increasing access to affordable child care, with three highlighted areas:

- Promoting Access to Child Care for Workers in Job Training Programs
- Expanding Access to High-Quality Child Care
- Supporting High-Quality Early Education for All Children.

For more information about the White House Summit and the issues discussed, see the [workingfamiliesummit.org](#) Web site or [White House Fact Sheet](#).



We are excited to announce the launch of the Fatherhood Research and Practice Network (FRPN), funded by an OPRE grant to Temple University. The Network will evaluate fatherhood programs and learn how best to serve low-income fathers. The [FRPN website](#) includes a wealth of resources for fatherhood researchers and practitioners including: published evaluation research, training and technical assistance resources, and opportunities for researchers and practitioners to connect. FRPN will also award grants to support rigorous evaluation research being conducted on fatherhood programs and services. The first of three rounds of FRPN requests for proposals is now open, with letters of interest due by July 30 so [Apply Now](#)

Supporting Early Childhood

Safe Sleep Practices for Caregivers: Reduce the Risk of SUID

Tonia Durden and Kathleen Lodl, University of Nebraska, Lincoln
Claudia Mincemoyer, Penn State University

Providing high quality sleep environments and understanding sudden unexpected infant deaths or SUID are an essential part of a child care provider's job. There are about 4,000 sudden and unexpected deaths in the United States each year. More than half of these deaths are caused by a commonly known type of SUID called SIDS or Sudden Infant Death Syndrome. This module focuses on defining SUID and identifying behaviors that affect and reduce the risk of sleep-related SUID. Specifically, you'll learn about the common beliefs and misconceptions about SUID, understand the behaviors that affect the risk of sleep-related SUID and learn to implement safe sleep practices for infants.

- 1.) Access this lesson at: <http://extension.psu.edu/youth/betterkidcare>
<http://extension.psu.edu/youth/betterkidcare>
- 2.) Click on: "On Demand Web Lessons" button on the left menu bar
- 3.) Create an account and sign in.
- 4.) Select the title of the lesson: Safe Sleep Practices for Caregivers: Reduce the risk of SUID.

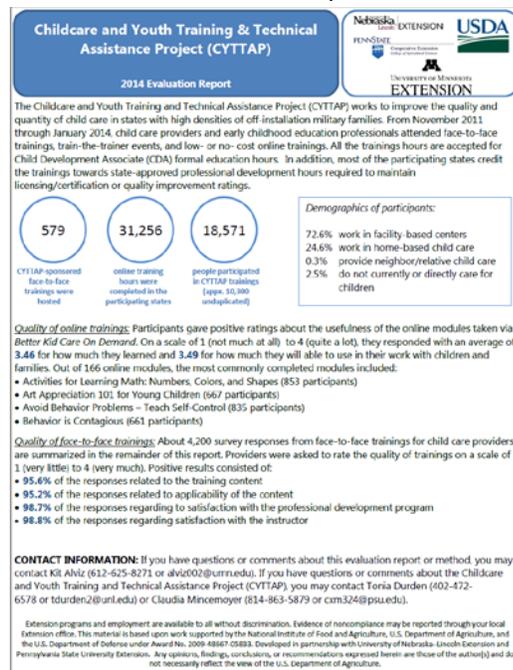
Continuing Education Units are available and the lesson is approved for Child Development Associate Credential training credit.

Note: All of Better Kid Care's On Demand lessons are available at no cost to the participant. To complete the lesson assessment, receive professional development credit and be issued a certificate of completion there is usually a small fee; however, Better Kid Care is collaborating with the Department of Defense, USDA, and the University of Nebraska to provide this online professional development module at no cost to child care professionals. Better Kid Care also has many research-to-practice resources and more than 150 online modules for early care and education and school-age professionals in the areas of child growth and development, curriculum, family engagement and communication, nutrition, health and safety and professionalism. All resources can be accessed from the Better Kid Care website above.

This material is based upon work supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, and the Office of Family Policy, Children and Youth, U.S. Department of Defense under Award No. 2009-48667-05833 developed in collaboration with Penn State University and the University of Nebraska. Any opinions, findings, conclusions, or recommendations expressed herein are those of the author(s) and do not necessarily reflect the view of the U.S. Department of Agriculture.

Childcare and Youth Training & Technical Assistance Project (CYTTAP) 2014 Evaluation Report

The Childcare and Youth Training and Technical Assistance Project (CYTTAP) works to improve the quality and quantity of child care in states with high densities of off-installation military families. From November 2011 through January 2014, child care providers and early childhood education professionals attended face-to-



face trainings, train-the-trainer events, and low- or no- cost online trainings. All the trainings hours are accepted for Child Development Associate (CDA) formal education hours. In addition, most of the participating states credit the trainings towards state-approved professional development hours required to maintain licensing/certification or quality improvement ratings.

See the [Evaluation Report here](#).

If you have an Innovation in Early Childhood that is available for public use, let us know.



ADMINISTRATION FOR
CHILDREN & FAMILIES



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

YouTube logo linked to <http://www.youtube.com/usgovacf>
RSS feed logo linked to <http://www.acf.hhs.gov/rss>
Twitter logo linked to <https://twitter.com/ACFHHS>

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

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.