Welcome to our new ACF appointees.

Principal Deputy Assistant Secretary and Acting Assistant Secretary
Steven Wagner is the principal deputy assistant secretary and acting assistant secretary at HHS’s Administration for Children and Families (ACF). Before joining the administration, he was president of QEV Analytics (QEV), a public opinion and data analysis firm he founded in 1996. During Wagner’s tenure at QEV, he collaborated for 17 years with Joseph Califano, former president of the National Center on Addiction and Substance Abuse at Columbia University and former secretary of the U.S. Department of Health, Education and Welfare, on identifying strategies to keep kids from abusing illegal drugs, tobacco, and alcohol.

Wagner was the founder and president of Solidarity with the Persecuted Church, a 501(c)(3) organization that supports Christians in places of persecution; served as the director of ACF’s anti-human trafficking program; and was the director of the Office of Faith-Based and Community Initiatives, U.S. Department of Housing and Urban Development.

For more information about Wagner, please visit this website.

Nominee for ACF Assistant Secretary
President Donald J. Trump announced his intention to nominate Lynn A. Johnson to be the assistant secretary for Family Support at HHS. If she is confirmed, Johnson will serve as the assistant secretary of ACF.

Johnson currently serves as the executive director of Jefferson County (in Colorado) Human Services. This agency includes Divisions of Head Start; Workforce; Career and Family Services (Temporary Assistance for Needy Families program); Children, Youth and Families (Child Welfare); Justice Services; and Community Development and Community Assistance, which includes Medicaid, Food Assistance, and Adult and Aging services.

Previously, Johnson worked in numerous positions within the state of Colorado, including several in which she worked for the Governor and Lieutenant Governor; ran her own firm consulting on issues pertaining to mental health, high-risk youths, developmental disabilities, child welfare, and early childhood education; and has consulted with Federal judges and case managers across the nation.

Johnson has a bachelor’s degree in rehabilitation from the University of Northern Colorado and a master’s degree in social work from Arizona State University. She is a graduate of the Federal Judicial Center National Leadership Development Program.

For more information about Johnson, please visit this website.
Deputy Assistant Secretary for External Affairs
Anna Pilato is the deputy assistant secretary for External Affairs. In this role she will oversee ACF’s Office of Regional Operations and Office of Communications. Pilato joined the administration as an HHS special assistant in the Office of the Secretary. Immediately before her HHS appointment, she served on the Presidential Transition Personnel team.

Previously, Pilato served in Kansas Governor Brownback’s administration as the deputy secretary for the Kansas Department for Children and Families; advised the agency secretary on child welfare policy reform, change management, and intergovernmental communications; and served in the George W. Bush administration as the director of HHS’s Center for Faith-Based and Community Initiatives.

For more information about Pilato, please visit this website.

Director of the Office of Child Care
Shannon Christian serves as the director of ACF’s Office of Child Care (OCC). She is a former associate commissioner of the Child Care Bureau (CCB) (the precursor to OCC) within ACF, where she advanced President Bush’s Good Start, Grow Smart early childhood initiative and shaped CCB’s research agenda to better support state policy and spending decisions.

Previously, Christian oversaw the launch of Illinois’ home visiting program; was an active board member of the Chicago-based Be Strong Families; and served on former Wisconsin Governor (and former HHS secretary) Tommy Thompson’s welfare reform team, serving as the head of the planning section in the Office of Policy and Budget of the Department of Health and Social Services and as a senior advisor to the secretary of Workforce Development.

Christian has an M.P.P. from the Kennedy School of Government at Harvard University, a certificate in nonprofit management from the Kellogg School of Business at Northwestern University, and an undergraduate degree in economics and international relations from California State University.

For more information about Christian, please visit this website.

Head Start Senior Advisor
Cori Kellogg serves as a senior policy advisor in the Office of Head Start. She is a registered nurse, coming to ACF after serving at the University of Virginia (UVA) Medical Center in Charlottesville, Virginia. Kellogg received her bachelor’s degree in nursing from George Mason University.

Kellogg worked as a medical/surgical nurse at Martha Jefferson Hospital in Charlottesville, caring for critically ill infants suffering from prematurity, congenital heart defects, and other diagnoses; helped implement several quality improvement initiatives to help families with newborns in intensive care; worked on several vascular and pediatric clinical trials as a UVA research team member; and represented her unit as its education council representative.

Early Childhood Learning and Child Care: Overview of Federal Investment and Agency Coordination

What GAO Found
Multiple federal programs may provide or support early learning or child care for children ages 5 and under. Of these programs, GAO identified nine that describe early learning or child care as an explicit purpose. Fiscal year 2015 obligations for these nine programs totaled approximately $15 billion, with the vast majority of these funds concentrated in Head Start and the Child Care and Development Fund (CCDF). GAO also identified an additional 35 programs that did not have an explicit early learning or child care purpose but that permitted funds to be used for these services. Additionally, GAO identified three tax expenditures that subsidized individuals’ private purchase of child or dependent care.

As GAO found in its prior work in 2012, some early learning and child care programs are fragmented, overlap, or have potential for duplication, specifically:

- **Fragmentation.** The federal investment in early learning and child care is fragmented in that it is administered through multiple agencies. The U.S. Departments of Health and Human Services (HHS), Education (Education), and the Interior administer programs with an explicit early learning or child care purpose.

- **Overlap.** Some programs with an explicit early learning or child care purpose overlap, given that they target similar beneficiaries, such as low-income children, or engage in similar activities. However, these programs often have different goals and administrative structures.

- **Duplication.** Some programs are potentially duplicative because they may fund similar types of services for similar populations. However, the extent to which actual duplication exists is difficult to assess due to differing program eligibility requirements and data limitations.

HHS and Education have helped address these conditions through improved agency coordination, particularly by following leading practices for interagency collaboration, such as including all relevant participants.

To read more about the Early Childhood Learning and Child Care: Overview of Federal Investment and Agency Coordination, please visit this website.
New Resources From the SCBC Infant/Toddler Specialist Network

The Child Care State Capacity Building Center (SCBC) is pleased to announce the release of several new resources that support policies and practices to increase the supply of high-quality infant and toddler child care. All these resources are now available in the Infant/Toddler Resource Guide.

State and Territory Approaches to Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

This resource provides a snapshot of some of the ways that States’ and Territories’ Child Care and Development Fund (CCDF) Plans report infant/toddler (I/T) quality efforts and initiatives. The purpose of this resource is to provide a synopsis of plans to improve the supply and quality of child care programs and services for infants and toddlers to meet the CCDF program’s three-percent set-aside requirements. The examples and approaches highlighted are extracted from the approved 2016–2018 CCDF Plans published on June 16, 2016, on the Office of Child Care website. States and territories can use this document to identify strengths and opportunities for I/T child care quality improvement, review other State and Territory approaches to using their I/T set-aside funds, and learn about State and Territory practices intended to improve the supply and quality of I/T child care programs and services.


This revised publication focuses on the development of statewide networks of I/T specialists. These specialists can work directly with the I/T workforce to increase their skills, knowledge, and practice-based competencies in providing evidence-based early care and learning for infants and toddlers across early childhood settings and sectors. This publication does the following:

• Explores the issues that have contributed to the interest in infant/toddler specialist networks.
• Provides a framework for a step-by-step approach to create a network.
• Emphasizes the importance of linking the network to other programs, quality initiatives, and consultant networks.

Strengthening State and Territory Infant/Toddler Child Care System Policies and Practices: A Tool for Advancing Infant/Toddler Child Care Quality

This tool is designed to support state child care leaders and I/T stakeholders as they assess, prioritize, plan, implement, and evaluate State policies to strengthen the quality of child care services that infants, toddlers, and their families receive. The tool also aims

Continued on page 4
Early Childhood Workforce

EarlyEdU Alliance: A Higher Education Collaboration for Head Start and Early Childhood Teaching

The need for high-quality early childhood (EC) teachers is greater than ever. Increasingly, early learning programs—including Head Start, State-funded preschool, and private EC programs—focus on achieving measurable outcomes for children. Teachers must understand child development and master instructional practices that engage young children in learning at every opportunity.

That’s why the National Center on Quality Teaching and Learning, funded by the Office of Head Start, launched EarlyEdU Alliance. This higher education initiative works to advance EC teaching by providing a suite of courses for EC educators to prepare them for classroom success.

Our goals are as follows:

• Transform EC teacher preparation so that all children are prepared for success in school and life.
• Ensure that college course work for EC teachers provides effective professional preparation.
• Work with our members to create and distribute resources that are inclusive and relevant for diverse populations.
• Increase access to affordable bachelor’s degrees for EC teachers, especially those from underserved communities.

Here are some examples of what our members are doing.

• In Utah, EarlyEdU courses will soon be delivered through the State professional development system.
• In Montana, the University of Montana, Western, is using the Coaching Companion to help students in remote locations receive individual feedback on their teaching practices and to build a supportive peer community.
• In Massachusetts, the University of Massachusetts, Boston, piloted the use of an EarlyEdU online course with an in-person course for hybrid delivery.
• In Washington, our media team continues to build our library of videos of EC experts discussing their research and examples of teaching practices in diverse EC settings.

For more information, see this website. If you have questions, please send an email to info@earlyedualliance.org.

Continued from page 3

to assist I/T child care leaders as they create strategies, policies, protocols, and systems that do the following:

• Identify relationship-based care as essential to quality I/T child care.
• Engage, inform, and connect with families of infants and toddlers.
• Strengthen the quality and conditions of the I/T workforce to help meet the unique needs of infants and toddlers in child care settings.
• Increase the supply, health and safety, sustainability, and quality of I/T child care settings.
• Coordinate and integrate cross-sector systems that serve infants, toddlers, and their families.

Six Essential Program Practices: Program for Infant/Toddler Care (Compilation)

This series promotes evidence-based program practices that support positive outcomes for infants and toddlers in group care settings. It emphasizes the importance and seriousness of supporting child care professionals as they promote optimal infant and toddler development. Stakeholders can use this information to make policy decisions and to create written guidance (for example, staff training materials, parent handbooks, program philosophy statements, and job descriptions) that support high-quality, responsive care.

The Child Care State Capacity Building Center works with State and Territory leaders and their partners to create innovative early childhood systems and programs that improve results for children and families. Its priorities are enhancing the effectiveness of programs implemented under the Child Care and Development Fund and improving the quality and affordability of child care services that meet the needs of low-income working parents.

New York State Shares Its New Parent Guide

ACF’s National Research Conference on Early Childhood 2018

Plan to join ACF’s National Research Conference on Early Childhood 2018 (NRCEC 2018). The conference will present the latest research and evaluation information on early childhood (EC) education, care, and interventions. This conference was previously known as the Head Start National Research Conference, but its name changed in 2016 to the National Research Conference on Early Childhood.

In 2018 NRCEC 2018 will be held from Monday, June 25, to Wednesday, June 27, 2018, at the Marriott Crystal Gateway in Arlington, Virginia. We encourage directors, managers, staff members, and teachers of EC program services to attend.

Stay tuned for other news about NRCEC 2018.

If you want to learn more about previous conferences, you can see programs from numerous earlier conferences on ACF’s National Research Conference on Early Childhood webpage.

2017 Early Childhood Education Leadership Development Compendium

This compendium by the Goffin Strategy Group identifies leadership development programs in the early childhood education (ECE) field. It addresses (1) how the ECE field is addressing its needs for leadership, (2) what programs are available to support leadership development and who is being served, (3) what can be learned from the field’s definitions for and approaches to leadership development based on the descriptions provided by participant programs, and (4) how the ECE field has evolved over the last decade in its interests and purposes for leadership development.

Early Childhood Health

The American Academy of Pediatrics recently launched a Screening in Practices Initiative to help improve the health, wellness, and life course of children through practice- and system-based interventions for early childhood screening, referral, and follow-up. The Initiative will provide screening recommendations, practice tools, and individualized assistance. An important component of the initiative will be the National Technical Assistance Resource Center on Screening. Learn more about the Initiative here.

As many as one in four children through age 5 are at risk for a developmental delay or disability.

Importance of Developmental and Behavioral Screening

As many as one in four children through age 5 are at risk for a developmental delay or disability. Early identification allows communities to intervene earlier, leading to more effective and cheaper treatment during the preschool years rather than expensive special education services in later childhood.

See our list of research-based developmental screening tools that are appropriate for use across a wide range of settings.

Additional Resources

- Visit this Centers for Disease Control and Prevention webpage on Learn the Signs. Act Early.
- Use the Developmental Screening Passport to keep track of and share your child’s screening history and results. Download a printable version.
Early Childhood Health

Healthy Foods for Infants and Toddlers
Good nutrition is an important part of a healthy lifestyle and improves pregnant women’s and children’s ability to grow and develop and to achieve and maintain a healthy weight. Healthy foods help pregnant women and children get the nutrients their bodies need to stay healthy, active, and strong.

The National Center on Early Childhood Health and Wellness has created a nutrition webpage. Resources include the following: Growing Healthy Postcard, Growing Healthy: Feeding Your Toddler, and Growing Healthy: Feeding Your Preschooler.

Automakers, Community Leaders, and Moms team up to Raise Awareness about the Dangers of Heatstroke

It’s hot out! 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.

“Regardless of the temperature outside, it is never safe to leave a child alone in a car.” That is the message that automakers, community leaders, and moms are taking to the public in a national campaign to raise awareness about the dangers of heatstroke in automobiles.

Tragically, the data show that on average 37 young lives are lost each year from being unattended in cars. More than half of these victims are younger than age 1, and 75 percent are younger than age 2.

Once a vehicle is parked and its windows are closed or even left cracked open, temperatures can skyrocket. In minutes, the car’s interior temperature reaches that of the outside air. Young children are particularly at risk because their bodies can heat up three to five times faster than adults.

That’s why automakers encourage the public to be vigilant and to ACT.

Avoid: Avoid heatstroke-related injury and death by never leaving your child alone in a car, not even for a minute, and make sure to keep your car locked when you’re not in it so that kids don’t get in on their own.

Create reminders: Create reminders by putting something in the back of your car next to your child, such as a briefcase, purse, or cell phone, that you’ll need at your final destination. This is especially important if you’re not following your normal routine.

Take action: If you see a child alone in a car, call 911. Emergency personnel want you to call. They are trained to respond to these situations. One call could save a life.

For more information about heatstroke prevention and to help spread awareness, visit this website.

Differences in Early Childhood Education Outcomes Based on Gender

Professor Heckman and his team look at the differences in outcomes based on gender. You can read the summary on this website and can find the academic paper via this Web link.
Early Childhood Development — Working Together for a Better Beginning

Children’s Mental Health

Caring for Every Child’s Mental Health

HHS awards $72.5 million in funding for Mental Health Services

HHS has awarded $72.5 million in grants through the Expansion and Sustainability of the Comprehensive Community Mental Health Services for Children With Serious Emotional Disturbances Program, also known as the Children’s Mental Health Initiative (CMHI). The Substance Abuse and Mental Health Services Administration will distribute the funding to seven states and one local government agency to improve outcomes for children, youths, and young adults who experience serious emotional disturbances and their families.

The states receiving funding are Maryland, Massachusetts, Minnesota, Mississippi, Montana, Ohio, Pennsylvania, and Texas. The grants range from $1 million to $3 million per year over four years.

“One of the department’s top three clinical priorities is serious mental illness, and we know that many mental health conditions first appear in childhood or youth,” said Health and Human Services Secretary Tom Price. “HHS continues to support communities and families in meeting the needs of these young people at the earliest opportunity.”

The grants will support mental health and related recovery support services for children, youths, and young adults with serious emotional disturbances and their families as well as those showing early signs and symptoms of serious mental illness, including first-episode psychosis. The grantees will also provide services and referrals for families caring for these youths.

This program will support the wide-scale operation, expansion, and integration of the system-of-care approach by creating the sustainable infrastructure and services that are required as part of the CMHI. Data collected from grantees show that children and youths who have previously received system-of-care services have experienced positive behavioral and emotional health and educational outcomes.

Infant and Early Childhood Mental Health Consultation

Early childhood mental health consultation (ECMHC) is emerging as an effective strategy to help young children and their families increase social and emotional health while decreasing challenging behavior (Duran et al., 2009).

The two resources pictured above provide an overview of infant and early childhood mental health consultation. These preventive interventions place early childhood (EC) mental health consultants in EC settings to build social-emotional competence in programs and classrooms.

Dual-Language Learners: Science-to-Practice Briefs

The National Center on Early Childhood Development, Teaching, and Learning has released a set of briefs around working with dual-language learners (DLLs). The briefs offer an overview of the latest science on bilingual language development. These resources also provide research-based tips on how to encourage and support children who are DLLs in educational settings, including supporting their English-language development.

Select these links to explore the DLL science-to-practice briefs:

- Hearing Language Is Learning
- Growing Up as a Dual-Language Learner
- Cognitive Benefits of Bilingualism.
Early Learning Challenge and Preschool Development Grants Highlights

Building Collaboration To Coordinate Early Childhood Data: State Spotlight on Wisconsin

This Early Childhood Data Collaborative case study of Wisconsin’s Early Childhood Integrated Data System highlights how leaders in Wisconsin leveraged funds from their Early Learning Challenge (ELC) grant to expand their data systems for early care and education programs and to connect early childhood (EC) data with the State’s K–12 education. It highlights Wisconsin’s linking of EC data among three State agencies to improve services for children and to close achievement gaps.

Read about Wisconsin’s goals for its EC data and strategies for an increase in collaboration in your State via this Web link.

Brain Architecture: A Collection of Resources on How Early Experiences Affect All Future Learning, Behavior, and Health

Discover an extensive set of resources that can be used to promote brain architecture in your community. The website for the Center on the Developing Child, Harvard University, features multimedia materials, such as reports; working papers; and partner resources, tools, and guides that describe the impact of brain development on young children.

One resource, The Brain Architecture Game, was designed by the Center on the Developing Child, in partnership with the School of Cinematic Arts, University of Southern California. Its purpose is to engage “policymakers, community and business leaders, health and education service providers, and government officials in understanding the science of early brain development—what promotes it, what derails it, and what are the consequences for society.” There is a ready-made version and do-it-yourself versions in English, Spanish, and Portuguese available on line.

The website also provides such videos as Brain Hero and Experiences Build Brain Architecture and such downloadable briefs as Five Numbers To Remember About Early Childhood Development and The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do.

Tribal Home Visiting Program empowering families through Homes of Their Own

The Confederated Tribes of Siletz Indians in Oregon sponsors a home visiting program called Family Spirit, a model developed by Johns Hopkins University. The home visitors provide information and support to families about childrearing and help parents set and meet goals for their families. A major issue for many young families is having their own homes.

“Eight out of ten families [who] I have served have some sort of homelessness,” says Jessica Phillips, Home Visiting Program coordinator. “They may be living with a relative or somewhere else where they don’t have their own space. A lot of them say they can’t be the parents they want to be when they’re living under someone else’s roof. They just want a little help to be able to be independent and live on their own.”

Click on this Web link to read the full story.
Parent, Family, and Community Engagement

The National Center on Parent, Family, and Community Engagement (NCPFCE) identifies, develops, and distributes resource materials for early childhood (EC) providers on using evidence-based best practices to support the positive growth and development of young children and to strengthen families and communities.

To help EC providers advance their skills in collaborative conversations about developmental screenings and referrals, NCPFCE recently released the newest addition to its popular Parent, Family, and Community Engagement Simulation Series. The latest simulation allows EC professionals to practice partnering strategies in a safe, virtual environment. Providers can learn how to make intentional choices concerning what to discuss with family members and how to respond to their feedback.

NCPFCE has several resources for learning more about engaging parents and guardians who identify as LGBT. The resources for Creating a Welcoming Early Childhood Program for LGBT-Headed Families are available in the NCPFCE portal on the Early Childhood Learning and Knowledge Center website.

ECLKC’s new look: Start exploring

The Office of Head Start (OHS) is excited to announce the launch of the completely redesigned Early Childhood Learning and Knowledge Center (ECLKC) website. The new website has been optimized for an improved experience for Head Start (HS) staff, families, and the larger early childhood community. ECLKC now offers a more user-friendly interface, easy-to-locate resources, a robust search engine, and much more.

Special Features

• Use new, clear-cut navigation—Topics now point to resources and materials directly. Select any topic from the menu for related OHS information and resources from the training and technical assistance centers.
• Search the ECLKC effortlessly—A redesigned search engine powers the search field displayed prominently on each page.
• Explore policies and regulations—Federal regulations that apply to HS programs are conveniently grouped, along with links to the child care licensing information for each state.
• Stay up to date on what you care about—Topic introduction pages announce featured resources and allow users to locate useful information and popular content instantly.

Access the Site
The look has changed, but the information is still important. Visit the new ECLKC today via this Web link.

Reserving Slots in Head Start Programs for Children Experiencing Homelessness

The Early Childhood Workgroup of the National Association for the Education of Homeless Children and Youth released a new document on reserving slots in Head Start programs for children experiencing homelessness.

Attendance Matters in Head Start

A new study from the journal Child Development finds that Head Start (HS) attendance makes a difference in academic outcomes. When children missed 10 percent or more of the school year, they had fewer academic gains than those who attended their HS program more consistently.
Early Childhood Homelessness

A Focus Group Report on Parents’ Perceptions about and experiences with accessing ECE programs while they are homeless

Building Early Links for Learning
Philadelphia, Pennsylvania, now has a focus on increasing access to high-quality early care and education (ECE) programs by young children who experience homelessness. However, what are parents thinking about and experiencing with ECE; what are staff members at emergency housing programs saying about their families’ experiences; and what are ECE providers saying about working with homeless families?

The Cloudburst Group interviewed 33 parents or guardians who were residing in emergency or transitional housing in Philadelphia. They also interviewed 19 homeless service and ECE providers. An analysis of these dialogs generated themes and insights that could be applied to helping inform activities and commitments to increasing access to ECE for homeless young children.

Some of the recommendations include the following:
• Homeless service agencies should work more actively to help families access quality ECE.
• ECE programs should simplify enrollment documentation.
• The continuum-of-care should work with system partners to increase the numbers of ECE slots available to homeless children, with an emphasis on slots for infants in particular and for children ages 0–3 in general.
• Assess and address the ways in which companion mainstream systems affect family participation in ECE, including challenges that can be exacerbated by Child Care Information Services’ policies and practices.

Read the Executive Summary and/or full report.

Building Early Links for Learning (BELL) is an effort by homeless family advocates, early childhood educators, and developmental scientists to support young children experiencing homelessness. BELL’s two main goals are to enhance the developmental friendliness of emergency housing and to better understand and remove barriers that keep young homeless children from reaping the benefits of early education. For more information, contact policy@pec-cares.org.

Los Angeles County Homeless Prevention Program supports At-Risk Families

By: Chris Chenet, Homeless Systems Analyst, Coordinated Entry System for Families, Los Angeles Homeless Services Authority

In October 2015, the Los Angeles County Board of Supervisors approved a motion to allocate $2 million for the Homeless Initiative to fund prevention activities for families on the brink of homelessness, in coordination with the Coordinated Entry System (CES) for Families, through June 30, 2017. The program was developed to target families who are at risk of homelessness and who are at or below 50 percent of the area median income with benefits and services to divert them from the crisis housing system. The Homeless Initiative was designed to work concurrently with the Rapid Rehousing (RRH) Program, and any family who did not qualify for the RRH program would be enrolled in the Homeless Initiative (or vice versa) if they qualified. The program was designed to prevent families from becoming homeless either by helping them retain current housing or by diverting them from the homeless system through rapid rehousing assistance. These families are then assisted with efforts to stabilize their housing crisis.

On November 1, 2016, the Los Angeles Homeless Services Authority (LAHSA) amended the family homeless services agencies existing contract to align their services for the County Homeless Strategy: Homeless Prevention for Families. With a goal of serving

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Early Childhood Homelessness in the United States: 50-State Profile (Updated)

ACF released the updated Early Childhood Homelessness in the United States: 50-State Profile. The updated profile provides a snapshot of early childhood data available for children who are experiencing homelessness; it includes publicly available data for 2014–2015. This profile also includes two new related factors—the percentage of families experiencing a high housing cost burden and the percentage of low-income working families with children younger than age 6. You can find other information about ACF efforts to expand ECE services for homeless children on this website.
500 families throughout Los Angeles County, this amendment introduced a one-time allocation of $5 million of Fraud Incentive funds into the CES for Families to continue the same services within the current program. In addition, the amendment allowed for funds to go to legal services, which served as an enhancement to the services provided under prevention. Visit this Web link to view the approved strategy to prevent homelessness in Los Angeles County.

As of the 1st quarter of 2017, CES for Families had successfully served more than 413 families! Going forward with the Measure H allocation, we plan to strengthen the system resources and to enhance the services provided by linking and coordinating with the other systems in the community (that is, Head Start [HS] and McKinney-Vento). We work to enroll families with children who are HS-eligible, but wait lists can develop, and referrals can be difficult to navigate. Although three percent of HS slots can be reserved for homeless/foster/pregnant women, the system is more aligned with the McKinney-Vento Liaison program in our community around school age.

Therefore, as of April 12, 2017, stakeholders in the community convened to launch a workgroup to address gaps; identify creative ways to link, train, and share resources; and use data for homeless children and those at risk of becoming homeless in our programs. With the passage of Measure H and the receipt of our recommendations by the board, the community will include a new position that will be incorporated into and co-located at sites for CES for Families and for youths.

Also, with the passage of Measure H, County Board Supervisors approved a motion to use Measure H funds specifically for child care for clients in the CES for Families as they wait for an opening at a subsidized child care site. We are convening monthly with subsidized and unsubsidized child care programs and with mental and physical health programs for children to develop a streamlined system that integrates outcomes, shares resources, and uses data to address the gaps among systems (for example, homeless, education, early education, and health). Learn more by accessing the LAHSA website.

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**STAM 2017**

**State and Territory CCDF Administrators Meeting**

August 8–10, 2017
Marriott Wardman Park
Washington, D.C.

The 2017 State and Territory CCDF Administrators Meeting (STAM 2017) will host attendees filled with excitement and interest in talking about the Child Care and Development Fund (CCDF) regulations, continuing their implementation work, and sharing lessons learned along with state and territory examples. The Office of Child Care will share highlights from STAM 2017 later in the summer.

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**Upcoming Webinars**

**Homelessness: Requirements and Resources**

This webinar will take a close look at the requirements in the Child Care and Development Block Grant Act of 2014 regarding services to families experiencing or at risk for homelessness. Resources on planning and implementing services for families will be shared.

*Date and time:* Wednesday, July 19, 2017, 1:30–2:30 p.m. EDT

*Register:* [https://ccsssn.adobeconnect.com/homelessness/event/registration.html](https://ccsssn.adobeconnect.com/homelessness/event/registration.html)

**Resources To Support Health and Wellness Policies for Infant/Toddler Care**

This webinar will outline health and safety policies for centers and family child care providers that promote best practices for the care of infants and toddlers. Best practices, resources, and checklists will be shared.

*Date and time:* Wednesday, August 16, 2017, 1:30–2:30 p.m. EDT

*Register:* [https://ccsssn.adobeconnect.com/healthwellnesspolicies/event/registration.html](https://ccsssn.adobeconnect.com/healthwellnesspolicies/event/registration.html)
Implementing CCDBG Reauthorization: A Guide for states

The Center for Law and Social Policy and National Women’s Law Center released an updated version of Implementing the Child Care and Development Block Grant Reauthorization: A Guide for States, which was published originally in April 2015 following the 2014 bipartisan reauthorization of the Child Care and Development Block Grant (CCDBG) Act. The updated guide includes an outline and a discussion of provisions in the final rule implementing the CCDBG Act that were issued in September 2016 by HHS’s ACF.