May 12, 2015

May is a special month as we celebrate the 50 year anniversary of Head Start, and 20 years of Early Head Start. Since 1965, Head Start has led the way in comprehensive school readiness services for children from birth to five and their families. There is hardly a person working in early childhood education in this country that has not been impacted by the Head Start program. I am an example of that having volunteered one summer in one of the earliest Tribal Head Start Programs in my native Montana. After that experience, I returned to college and changed the focus of my degree to child development.

From the start, Head Start was envisioned as a community effort. Its’ success rests in what we now call a “two-generation” programming strategy. The support, involvement and ultimately the leadership of parents is at the core of Head Start and the key ingredient for its success. In addition, support from local businesses, municipalities, community members, neighbors, the faith community and the staff have taken what was a mere concept in early 1965 to scale nation-wide. From the summer of 1965 to the new programs we are starting this year, Head Start programs have been based in the science of early childhood development.

President Johnson said 50 years ago, “Education is an opportunity.” Head Start has opened that window of opportunity for the nation’s most at-risk children and families since Johnson signed legislation creating the program.

It is a fitting tribute to Head Start that this year Congress provided $500 million for the Early Head Start – Child Care Partnership grants. Now 50 years later, 275 new grants will usher in the next generation of the programs. Using the rich history of Head Start and the expansive body of research it has generated, we are creating partnerships that will share the lessons learned and guide future work.
ACF and Tribal Leaders Working Together
ACF Tribal Consultations provide the opportunity to get it right for American Indian and Alaska Native children and families.

April is Autism Awareness and Acceptance Month
Individualized learning and developmental supports are critical for all children.

New Funding Opportunities for Job-Driven Training Programs in Health Care
Health Profession Opportunity Grants offer organizations an opportunity to build partnerships with employers and service providers.

Working to Improve the Well Being of Families
ACF addresses health issues in program delivery.

Head Start Turns 50
Head Start has provided 32 million children with comprehensive early learning experiences, including school readiness, health, mental health, nutrition, and family engagement supports.

How Can Understanding Human Development Help Improve Program Effectiveness?
Growing research on early adversity, trauma and toxic stress underscore importance of both reducing stressors on children and families and helping them cope.

Transforming the Workforce for Children Birth Through Age 8: A
As we implement the partnerships as part of the President’s Early Learning Plan, we are holding a series of Orientations with the grantee leadership teams that include representatives from Early Head Start, child care providers, program and fiscal staff, State Child Care Administrators, and Head Start Collaboration directors. Child care and Head Start representatives are truly working together to learn from each other and bring the best of both worlds to our youngest and most vulnerable children. So May is truly a special month recognizing and celebrating the past as we look forward to a bright new future.

Finally, I would be remiss if I didn’t acknowledge the 50th Anniversary Celebration sponsored by the National Head Start Association. It was a wonderful event and the highlight for me was seeing Dr. Ed Zigler recognized and then joined by an anesthesiologist who recently was part of a medical team operating on him. It made me think of the circle of life and how important the early years really are. It was inspiring to hear that our very own Secretary of Health and Human Services, Sylvia Matthews Burwell, was herself a former Head Start child and who credits her Head Start teacher for her love of learning. Just as I said, there is hardly a person that hasn’t been touched by Head Start.

Best,
Linda

President Obama visits NC and Dianna Jolly
There were many who were thrilled with the Reauthorization of the Child Care Development Block Grant (CCDBG) for the first time in 18 years. Have you thought about putting pen to ink on something important? Dianna Jolly actually wrote to thank President Barack Obama last fall after Congress reauthorized the CCDBG. She wanted to let him know how important this was to young children and families.

As a result of this letter, Dianna Jolly, a staff member at Child Care Resources Inc., was invited to introduce President Obama at a town hall meeting last month at the Spangler Library at ImaginOn in Charlotte, NC. During the conversation, the President talked with working women about some of the issues they care the most about – such as paying for child care or sending their children to college.

“I'm actually here because Diana sent me a letter and I wanted to reply in person,” Obama said at the event. The President made clear that more hardworking and middle-class Americans deserve the chance to get ahead, and explained the steps that he’s taking to fix the problem.
Unifying Foundation

Report provides one of the most important studies of the workforce in our nation’s history.

Celebrating National Minority Health Month

Text4baby helps connect moms of all nationalities to critical health information

Welcome the New Office of Head Start Director

HHS Secretary Sylvia M. Burwell announced that Dr. Blanca Enriquez will lead Office of Head Start.

April is National Child Abuse Prevention Month

This year, we celebrate the theme “Making Meaningful Connections” to help protect children and youth and strengthen families

See more blogs and visit The Family Room Blog.

Featured Reports

Recently posted on the OPRE Site:

Evience-Based and Promising Practices for Serving Families of Infants and Toddlers Experiencing Trauma

Interventions to help infants and toddlers rebound from experiences of trauma are most successful

Want to learn more about this visit? See the White House Blog here.

OCC Announces New Deputy Director

Rachel Schumacher, Director of the Office of Child Care recently announced that Dr. Ellen Wheatley joined the Office of Child Care as the new Deputy Director. Ellen brings a wealth of experience, including most recently serving as the CCDF Administrator for New Hampshire. “Her perspective will be invaluable as we move forward with implementation of the CCDBG law in partnership with all our State, Territory, and Tribal grantees, “Rachel said.

Ellen has been the NH State Child Care Administrator at the Division for Children, Youth and Families since 2006. Her previous positions include Head Start collaboration office administrator, adjunct faculty in early childhood education and infant mental health, director of a Part C early intervention program, child care director, supervisor of a therapeutic nursery and toddler teacher in a national experimental program for premature/low-birth weight children. She is a Zero to Three Graduate Fellow and is credentialed as a NH Early Childhood Master Professional. She has a Bachelor and Master’s Degree in music therapy and a doctorate in Child Development.

ACF welcomes Ellen!

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

The Institute of Medicine (IOM) and the National Research Council (NCR) released Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation last month.

Part V of the Study is a Blueprint for Action. Chapter 12 provides significant information on the interacting elements of supporting quality professional development, a unifying foundation and a framework for collaborative systems change. The thirteen (13) recommendations address local, state and national change processes and support while recognizing the challenges of the complex changes that will be required to implement the recommendations.
when they include a parent component. Read this brief to learn more about the impact of trauma on infants and toddlers, and the intervention strategies that could protect them from the adverse consequences of traumatic experiences.

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

Estimates of Child Care Center Attendance

Proper linking of child care dosage to developmental outcomes requires accurate data on attendance. Unfortunately, missing data can compromise the reliability and validity of child care center attendance estimates. Explore this report to learn more about analytic methods for handling missing data that can produce the most accurate estimates of attendance.

NEW Imputing Attendance Data in a Longitudinal Multilevel Panel Data Set

NEW The Family and

Transformation the Workforce for Children Birth Through Age 8: A Unifying Foundation


You can download the full report here.

EarlyEdU: An Alliance for Head Start and Early Childhood Teaching

The Office of Head Start is excited to launch the National Center on Quality Teaching and Learning higher education partnership (formerly known as Head Start University) EarlyEdU: An Alliance for Head Start and Early Childhood Teaching.

The National Center on Quality Teaching and Learning (NCQTL) hosted the first of two State meetings to introduce EarlyEdU to interested State teams. The State leads in this area are working to partner with institutions that are well situated to help close gaps in access to higher education for early childhood educators. Many states and institutions of higher education are interested in growing their capacity for teaching high-quality early learning online courses that allow instructors to see students in practice and provide feedback.

The states that attended the April 9-10 meeting were Alabama, California, Iowa, New Mexico, Utah and Washington. There were faculty from 26 different higher education institutions, 14 higher education administrators (including deans, associate deans, chairs, program directors, etc.), six state leads (department of early learning, etc.), three Head Start State Collaboration Directors, three philanthropic funders, and one state AEYC TEACH scholarship administrator.

The six state teams talked about access to quality BA degree programs, gaps in their respective states, and making plans to address these. This gave the state teams the
research and planning effort. Another highlight of the meeting was NCQTL presenting examples of courses and highlights of the unique intentional teaching approach. A second state meeting was held in New York City on May 5-6 with teams from Colorado, Massachusetts, Michigan, Minnesota, Montana, New Jersey, New York and West Virginia and philanthropic funders.

Tribal Home Visiting Program

Early Childhood Development’s Tribal Home Visiting Program launched a new Tribal Home Visiting Program page on ACF’s website! The new page provides content of interest to the Tribal grantees and the early childhood field.

New features of the webpage include:

- A Newsfeed to share information about Tribal Home Visiting and MIECHV
- A Highlights section that displays new and exciting resources, such as the Tribal Home Visiting Practice Brief and the Dissemination Toolkit
- A Tribal Home Visiting Grantee Map that illustrates where grantees are located
- A Success Story section that highlights program successes and the effect your programs are having in the communities you serve

Please check out our new Tribal Home Visiting Webpage at http://www.acf.hhs.gov/programs/ecd/home-visiting/tribal-home-visiting. Please visit this site as we update the content on a regular basis.

Innovation in Monitoring in Early Care and Education (ECE) Settings Options for States

An ASPE White Paper in Partnership with the Administration for Children and Families (ACF)

Ensuring children are in safe environments that promote health and development is a top priority of families, state and local regulators, the federal government, and national professional organizations that accredit early care and education programs (ECE). This white paper examines monitoring across ECE settings and considers lessons learned from analogous sectors of child welfare and health. This work synthesizes information we gathered through a review of the literature, state policy scan, and key informant discussions with state administrators, expert researchers on health and safety policy, and federal officials.

Although professional organizations in partnership with federal agencies developed national guidelines for health and safety, there is wide variation in state and local regulations around the minimum health and safety requirements for children in care.
intervention improve teachers' classroom interactions with children?

What impact does a summer learning program have on low-income students' mathematics and reading skills and socioemotional development?

Free Summer Data Workshop: Digging into the NSECE: Exploiting the Potential of the Household and Provider Data Files from the National Survey of Early Care and Education (NSECE), July 20-23, 2015, Ann Arbor, MI The application deadline is May 29, 2015. See here for more information.

Areas of regulatory variation include:

- Thresholds for the number of children in licensed care at ECE facilities located in family child care homes (FCCs);
- The comprehensiveness of background checks for ECE provider staff and individuals residing at family child care homes; and
- The frequency of monitoring visits.

This paper examines existing practices in a range of ECE programs (Head Start, Child Care, Child and Adult Food Care Program) and discusses how they are evolving in ways that create opportunities for better alignment. We also offer promising practices from researchers and states that have previously implemented more stringent health and safety regulations for ECE providers.

See options for monitoring across ECE settings here: You can also find the ASPE White Paper, in Partnership with the Administration for Children and Families (ACF) (PDF-46 Pages) and Graphic summary of the White Paper (PDF-2 Pages) here and here.

After extensive dissemination of this paper, we plan to host a series of webinars in June or July for states to delve into the issues and case studies discussed in the White Paper.

The Importance of Health Services in Head Start

By Marco Beltran, DrPH, Senior Head Start Program Specialist

When you think about a high-quality early childhood program, what does it look like? Does it look different for children from low-income families? Very few early childhood programs are designed to address the complex needs of their communities. Yet, Head Start, which serves pregnant women and children ages birth to 5 from low-income families, is designed to address the individual child, family, and community.

Low-income families may face a lack of safe housing, food insecurity, and unsteady employment. They may not have access to a continuous source of medical and dental care, or live in neighborhoods with community violence or substance abuse. Research tells us that poverty is closely linked to poor developmental, physical, and mental health outcomes. In fact, growing evidence shows that educational achievement disparities start to take place early in a child's life.

Unless these disparities are addressed, children from low-income families are less likely to escape the cycle of poverty. Research also shows that young children from families with incomes at 200 percent of poverty and below are significantly behind their more advantaged peers in cognitive development as early as age 2. This developmental achievement gap continues as children enter school.

The urgency placed on programs like Head Start to address disparities in early learning
and school readiness is reinforced by the changing demographics of families with young children. U.S. poverty rates are increasing for families with young children. In terms of health outcomes, a family’s income status has a direct effect on access to health care and good overall health.

Read the rest of this article [here](#).

### Uses of Technology to Support Early Childhood Practice

The purpose of the [Use of Technology to Support Head Start Practice](#) project was to review the knowledge base related to the use of technology to support the practice of early childhood professionals who work directly with children and families. The results were intended to fill a knowledge gap regarding what technologies are currently available to early childhood programs; how practitioners are using these technologies; and the barriers to and facilitators for practitioner use. The review examined three topic areas of interest: 1) instruction and assessment; 2) parent, family and community engagement (PFCE); and 3) professional development and informal learning. It also outlined both the facilitators and barriers to effective technology use in early childhood settings.

See the [full report here](#). See the [Executive Summary here](#).

### My Journey Understanding Invisible Homelessness

By Tanya de Sousa, Master of Public Policy Candidate 2015, University of Maryland.

Growing up, I thought people who were homeless were literally homeless—individuals living on the streets or in cars, parks, or other public spaces, or who stayed in homeless shelters. These were the images of homeless people that I was exposed to and often portrayed in the media. It wasn’t until I began studying social policy in graduate school that I began to learn more about homeless [families](#). Over the past year, I became aware of the various definitions of homeless, including the McKinney-Vento definition, which is used by the Department of Education (ED). Under ED’s definition, children and youth who live temporarily with other families (sometimes referred to as couch surfing or living doubled-up) due to a loss of housing or economic hardship are considered homeless.

Most recent figures estimate that there are nearly 1.2 million children under the age of six who meet this definition. However, there is little research on this group. Most research in the field of homelessness and early childhood development focuses on families who sought services of a homeless shelter. This research often does not include families who have no access to shelters or public education. It also does not include families who are homeless where there is no available shelter.

I am excited about my internship and the opportunity to better understand the challenges faced by homeless families. I hope my work will contribute to the early childhood homelessness efforts at ACF.

More Than Baby Talk: 10 Ways to Promote the Language and Communication Skills of Infants and Toddlers, a brief guide that describes ten practices that early childhood teachers can use to foster language and communication skills among infants and toddlers. - http://mtbt.fpg.unc.edu/#sthash.MHiIbV7y.dpuf

FPG researchers completed a review of the latest science that reveals how early childhood educators can ignite the growth of language and communication skills in infants and toddlers. Nicole Gardner-Neblett and Kathleen Cranley Gallagher published the FPG team’s research-based recommendations online.

A Matter of Equity: Preschool in America

The U.S. Department of Education has released a report, A Matter of Equity: Preschool in America (April 2015), which finds that 59% of 4-year olds across the nation are not enrolled in publicly funded preschool programs through state preschool, Head Start, or special education preschool services. Even fewer 4-year olds are enrolled in high-quality programs and access to preschool varies significantly by state and region. There are also racial and socioeconomic disparities in access to high-quality preschool, which contribute to achievement gaps that are noticeable by the time children enter kindergarten. The report highlights strategies that the Federal government and states are using to address the unmet need for high-quality preschool and discusses next steps.

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

Working with Regional Offices

The Office of Child Care (OCC) Regional Program Units are each headed by a regional program manager who reports to the director of the Office of Child Care. These units are responsible for providing centralized program and technical administration of Child Care Development (CCDF) block grant and discretionary programs and for collaborating with ACF Central Office, states and other grantees on all significant policy matters.

Staff from Early Childhood Development at ACF and the Office of Early Learning at ED have been working closely with Regional Offices and staff in various regions that have all Phase 1 states and a few Phase 2 states with Race to the Top-Early Learning Challenge grants. Agda Burchard, Program Specialist in Region X traveled to Oregon recently and had the opportunity to tour the Confederated Tribes of Warm Springs’ Early Childhood Education Center (Head Start and child care licensed by the state) with Kelli Walker, CCDF Administrator and Christa Rude, Director of the Head Start Collaboration Office. She then had the chance to meet with them and other members of the RTT-ELC Team in Salem, OR to talk about RTT-ELC, professional development, QRIS and cultural relevancy.

Here is a list of regional staff RTT-ELC grant assignments:

<table>
<thead>
<tr>
<th>OCC Regional Office</th>
<th>State</th>
<th>OCC Regional Staff Person(s) Assigned</th>
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<tbody>
<tr>
<td>Region I</td>
<td>RI</td>
<td>Amy Spates, Shireen Riley</td>
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<tr>
<td>Region I</td>
<td>MA</td>
<td>Amy Spates, Shireen Riley</td>
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<tr>
<td>Region III</td>
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<td>Sonia Haynes, Beverly Wellons</td>
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<tr>
<td>Region III</td>
<td>MD</td>
<td>Beverly Wellons</td>
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<td>MN</td>
<td>Michael Mencarini</td>
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<tr>
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<td>Region X</td>
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<td>Paul Noski, Aurea Nicolet-Dones</td>
</tr>
<tr>
<td>Region X</td>
<td>OR</td>
<td>Agda Burchard, Paula Noski</td>
</tr>
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You can find information on the Office of Child Care Regional Offices here.
A few highlights in early learning

**Washington:** Effective July 1, two Washington State University programs providing early childhood education services will merge as an effort to increase quality. The WSU Children’s Center (CC) and the Department of Human Development's Child Development Program (CDP) will become a single unit under the administration of the Department of Human Development in the College of Agricultural, Human and Natural Resource Sciences. The two programs have been housed in the same building since 2000.

The benefits of the merger include increasing the CDP from a part-day to full-day classroom, a combined administrative team to increase professional development, and funding to increase administrative and teacher support capacity.

**Vermont:** Vermont has found that partnering with the philanthropic community supports their goal of improving school readiness for young children. The Let's Grow Kids public awareness campaign educates Vermonters about the importance of the early years and implications of the latest brain science. Vermont Birth to Three (VB3), also funded by philanthropic partners, made possible the remarkable increase in family child care home participation in STARS, Vermont’s QRIS: the percentage of registered family child care homes participating in STARS moved from 25% to 71%, which is a total of 230 family child care homes to 582 homes within the first year of Vermont’s implementation of its Race to the Top – Early Learning Challenge grant. The same philanthropic partners supported the successful application of Vermont's Preschool Development Expansion grant (as well as the RTT-ELC grant), and participated on the state’s Implementation Team to support the grants’ implementation and deepen their collaborative work.

**Georgia:** Quality Rated was formally launched by Governor Nathan Deal and DECAL in July 2013. Last month, GA announced 500 programs have been rated with 1,579 programs currently pursuing a rating.

Bright from the Start: Georgia Department of Early Care and Learning is responsible for meeting the child care and early education needs of Georgia’s children and their families. It administers Georgia’s Pre-K Program, licenses child care centers and home-
based child care, administers Georgia's Childcare and Parent Services (CAPS) program, federal nutrition programs, and manages Quality Rated, Georgia's community powered child care rating system. The department also houses the Head Start State Collaboration Office, distributes federal funding to enhance the quality and availability of child care, and works collaboratively with Georgia child care resource and referral agencies and organizations throughout the state to enhance early care and education. For more information, go to www.decal.ga.gov.

National Head Start Association, Yasmina Vinci, Executive Director

On May 18th, 1965 President Lyndon B. Johnson stood in the White House Rose Garden to announce Head Start, a revolutionary federal program that would ensure at-risk children across the nation received a quality early childhood education. Fifty years later, Head Start has opened windows of opportunity for 32 million children and their families, strengthening our shared commitment to equal opportunity and national prosperity. The National Head Start Association (NHSA) looks forward to joining Head Start programs from coast to coast in celebrating this historic milestone by planting rose bushes at Head Start centers nationwide.

The excitement and energy around marking fifty years of Head Start was palpable at NHSA's 50th anniversary conference. Head Start parents, teachers and alumni gathered to commemorate Head Start's legacy and renew our commitment to ensuring every child has a chance at success. Among the highlights was a keynote speech at the closing session by Department of Health and Human Services Secretary Sylvia Mathews Burwell, who shared her own inspirational story as a Head Start child and laid out her vision for the future of Head Start.
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

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

The Early Childhood Development newsletter contains links to other websites and news articles. These links represent just a few examples of the numerous reference materials currently available to the public. The opinions expressed in any articles or web pages do not necessarily reflect the positions or policies of the U.S. Department of Health and Human Services and the Administration for Children and Families. The inclusion of resources should not be construed or interpreted as an endorsement of any private organization or business listed herein.