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Working Together for a Better Beginning

"In states that make it a priority to educate our youngest children...studies show students grow up more likely to read and do math at grade level, graduate high school, hold a job, form more stable families of their own. We know this works. So let's do what works and make sure none of our children start the race of life already behind."

—President Barack Obama, State of the Union, February 12, 2013

Early Childhood Development

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

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Logo of Health Insurance Marketplace, Have health insurance questions? which is linked to https://www.healthcare.gov/quick-answers/?fromLoc=MPBadge&utm_medium=widget&utm_content=120x130-en&utm_campaign=hcgov

National Survey of Early Care and Education Project

By Naomi Goldstein, Director, Office of Planning, Research and Evaluation

The [Office of Planning, Research and Evaluation](#) (OPRE) released a new brief, titled "[Number and Characteristics of Early Care and Education \(ECE\) Teachers and Caregivers: Initial Findings from the National Survey of Early Care and Education \(NSECE\)](#)." The first of a series, the brief presents data from the first nationally representative survey of the early care and education workforce in both center- and home-based settings. Produced by [NORC](#) at the University of Chicago, the brief is a part of the [National Survey of Early Care and Education project](#).

The brief reports that the early care and education workforce directly responsible for children age birth through five years (not yet in kindergarten) in 2012 was large, comprised of about one million teachers and caregivers in center-based programs, 830,000 paid home-based teachers and caregivers and about 2,300,000 unpaid home-based teachers and caregivers. The educational attainment, experience, and wages of center-based teachers and caregivers varied considerably by the sponsorship and funding of center-based programs and by the ages of children served. A majority (53%) of center-based teachers and caregivers reported having college degrees – an AA or BA – and almost a third reported BA or graduate/professional degrees, higher than found in prior studies. A greater share of home-based teachers and caregivers – about 30 percent – reported college degrees than estimated in prior studies.

The brief includes estimated counts of teachers and caregivers in all types of settings

Check out these ACF blogs

[Hurricane Sandy: Thinking of our Families, Children and Child Care Providers](#) By Linda Smith

Hurricane Sandy made landfall on Oct. 29, 2012. Communities throughout the eastern seaboard experienced the devastating and tragic effects of Hurricane Sandy, which has been one of the costliest natural disasters in American history.

[Helping Every Child Have a Bed to Sleep In, Food in the Tummy and a Chance to Learn](#)

[Innovation in Child Welfare Continues with 8 New Title IV-E Waiver Demonstrations](#)

New York, District of Columbia, Tennessee, Hawai'i, Idaho, Montana, Nebraska and Rhode Island given flexibility with foster care funds to spur innovation.

[Helping Families and Providers Prepare for Emergencies](#)

September is National Emergency Preparedness Month.

[Why Obesity Matters](#)

September is National Childhood Obesity Month.

[Who Has Time for Preparedness Anyway?](#)

You have a plan to pick up your kids from soccer practice, but what if the plan is derailed by disaster – do you have a plan for that?

[New Affordable Care Act Webpage for Early Childhood](#)

Learn more about how the ACA will effect early childhood programs

Featured Research

The **National Women's Law Center** released a new state-by-state report, [Pivot Point: State Child Care](#)

and their education, experience, wages, health insurance and other characteristics. Future briefs will use the [NSECE](#) to present data on predictors of ECE quality, to describe children's time in nonparental care and parental employment schedules, and to provide a profile of center-based early care and education.

[Naomi Goldstein](#) is Director of the [Office of Planning, Research and Evaluation \(OPRE\)](#) in the Administration for Children and Families (ACF) at the Department of Health and Human Services. She is responsible for advising the Assistant Secretary for Children and Families on increasing the effectiveness and efficiency of ACF programs.

A Historic Time for Early Childhood!

The **Strong Start for America's Children Act**, introduced by Senator Tom Harkin (D-IA), Representative George Miller (D-CA), and Representative Richard Hanna (R-NY), would greatly increase access to and quality of programs that serve children from birth to kindergarten.

This bill consists of four measures that would:

- Accelerate states' efforts to provide high-quality preschool to low and moderate income families;
- Increase the quality of infant and toddler care in center-based and family child care settings;
- Support quality improvements in the Child Care and Development Block Grant (CCDBG); and
- Encourage continued support for the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program.

Read the **Strong Start for America's Children Act of 2013** [House Bill](#) and [Senate Bill](#).

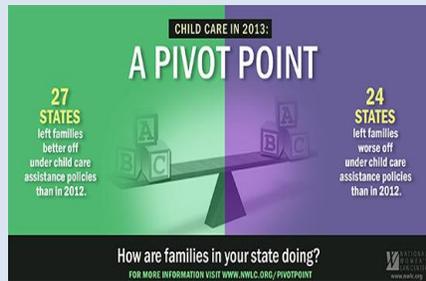
Read the [summary](#) of the **Strong Start for America's Children Act of 2013**.

November is National Homeless Awareness Month

The Congressional Caucus on Homelessness and **Senator Patty Murray** in conjunction with The National Center on Family Homelessness & First Focus held a Congressional Briefing Wednesday, November 13th to highlight the latest policy and research on child, youth and family homelessness and housing.

Speakers included: Representatives Eddie Bernice Johnson and Alcee Hastings, Co-Chairs, Bruce Lesley, President, First Focus, and Cheryl Vince, Senior Vice President

[Assistance Policies 2013](#). Each year this report examines five critical factors that affect the help families can get in paying for child care.



Child Care Aware® of America released [Child Care in America: 2013 State Fact Sheets](#). Using federal and national data from state Child Care Resource and Referral (CCR&Rs) agencies and other state agencies, the report looks at family characteristics related to the need for child care, the use and supply of child care, the child care workforce, child care costs, and services provided by CCR&Rs. It provides a national summary and individual facts sheets for all 50 states and the District of Columbia.

[The First Eight Years: Giving Kids a Foundation for Lifetime Success](#) — a new policy report from the **Annie E. Casey Foundation** — details how investing in a child's early development is essential for effective transitions into elementary school and for long-term academic success.

Child Care Aware® of America released its annual report, [Parents and the High Cost of Child Care 2013](#), which reveals the cost of child care continues to increase, despite the slowly recovering economy. Parents continue to struggle with affording quality child care: they are paying more and a significant amount of their annual household income goes toward child care costs.

& Director, Health & Social Development Program, American Institutes for Research

Panelists were:

- ❖ Sarah Bolton, Senior Policy & Budget Advisor, Office of Senator Patty Murray
- ❖ Carmela J. DeCandia, Psy.D., Director, The National Center on Family Homelessness, a practice area of the American Institutes for Research
- ❖ Mark Johnston, Deputy Assistant Secretary for Special Needs, Office of Community Planning and Development, U.S. Department of Housing and Urban Development
- ❖ Gregory Lewis, Executive Director, True Colors Fund

The National Alliance to End Homelessness, the National Association for the Education of Homeless Children and the Urban Institute also hosted a Roundtable Discussion Wednesday afternoon on **Early Childhood Development and Education: Reaching Homeless Children**.

Nan Roman, National Alliance to End Homelessness facilitated presentations and discussion beginning with **Linda K. Smith**, Deputy Assistant Secretary for Early Childhood Development, U.S. Department of Health and Human Services and **Libby Doggett**, Early Learning Deputy Assistant Secretary, U.S. Department of Education and a review of the research by Marybeth Shinn of Vanderbilt University.

Highlights from PA, CT and IL included:

- Deborah McMillan, Public Health Management Corporation, PA shared information on Philadelphia's efforts to promote access to quality early childhood development services for homeless children who may be at risk of, or have, developmental delays.
- Grace Whitney, Connecticut Head Start Collaboration Office provided strategies states and local Head Start/school leaders can take to promote access to early childhood development and education programs for homeless children.
- Carie Bires, Ounce of Prevention Fund discussed the benefits of improving coordination between Home Visitation programs and homeless service systems while sharing efforts in Illinois to improve coordination between the two systems

Have you used our ACF materials on [Expanding Early Care and Education for Homeless Children](#)? See [here](#) and [here](#)!

See a new brief [Early Care and Education for Young Children Experiencing Homelessness](#) as part of the McKinney-Vento Law Into Practice Brief Series by ED-OESE-SASA | Homeless, Neglected or Delinquent Education Programs.

The Science of Children Birth to Age 8 – Committee Members Selected

The Department of Health and Human Services has teamed up with the Department

Evidence Base for Preschool (FCD & SRCD Report): The new report by noted experts from the **Foundation for Child Development** and the **Society for Research in Child Development**, [Investing in Our Future: The Evidence Base on Preschool Education](#), provides evidence that supports investments in high-quality preschool.

New NGA Report on Literacy: A new report by the **National Governors Association (NGA)**, [A Governor's Guide to Early Literacy: Getting All Students Reading by Third Grade](#), describes policy actions that states can take to ensure all children read at grade level by the end of third grade.

State of the Black Child (NBCDI's New Report): "79% of Black children ages 3-5 are read to by a family member three or more times per week," according to **The National Black Child Development Institute's** (NBCDI) new report for policy makers, advocates, principals, teachers and parents, [Being Black is Not a Risk Factor: A Strengths-Based Look at the State of the Black Child](#).

The [Office of Planning Research and Evaluation's \(OPRE\)](#) staff and many of the organizations funded to carry out research and evaluation participated in the Association for Public Policy Analysis and Management (APPAM) [2013 Fall Conference](#).

of Education and key players in the philanthropic community including the Bill and Melinda Gates Foundation, the Kellogg Foundation, the David and Lucille Packard Foundation, and the McCormick Foundation to fund a study titled "The Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success". The study, executed via the National Academies of Science, has launched and will result in a consensus report on how the science of children's health, learning and development from birth to age 8 can inform how we prepare a workforce to seamlessly support children's development and education, including standards and expectations, instructional practices, preparation and professional development, and family engagement across diverse contexts (e.g. rural/urban) and populations (e.g. immigrant children, dual language learners, children at risk for developmental delays and disabilities).

The Institute of Medicine announced last week members of the [new committee](#) appointed to examine how the science of child development can inform how we prepare adults who provide services, programs, and education to children birth to age 8 to seamlessly support their health, development, learning, and school success.

The committee will meet several times over the course of a year and will convene two public workshops, tentatively planned for February 2014 in Washington, DC and April 2014 in Irvine, California. The committee will issue a consensus report of their findings, conclusion, and recommendations; this report is anticipated for release in early 2015.

RTT-ELC Update

To highlight the important work being done in Race to the Top Early Learning Challenge (RTT-ELC) Program grantee states, the Office of the Deputy Assistant Secretary for Early Childhood Development (ODAS-ECD) in the Administration for Children and Families has developed a series of three APR briefs. The briefs cover the cross-cutting areas of Workforce Initiatives and Quality Rating and Improvement Services highlighted last month. The third brief highlights [additional key initiatives being implemented](#) within the RTT-ELC reform areas.

The briefs are by no means an exhaustive collection of all of the early childhood work being done in a particular state, but rather are a compilation of the work highlighted and documented by grantees themselves as being supported by RTT-ELC funds and meeting the stated RTT-ELC goals.

For a closer look at RTT-ELC states, you can find ongoing efforts [here](#).

Snapshot Data from State Advisory Councils

In the coming months ahead, ACF will develop and publish a final report on the accomplishments of the early childhood State Advisory Councils (the Councils). In the interim, we obtained brief snapshot data from the Councils containing new information since the time ACF published the [SAC Progress Report](#) earlier this year.

The work of the Councils influenced early childhood systems in states. Here are a few of the key findings:

- 29 Councils (58%) reported that the Child Care and Development Fund (CCDF) priorities in their states changed as a result of information obtained through the early childhood needs assessments reports conducted by the Councils. The needs assessments captured current information on the quality and the availability of high quality care in the state. As a result, states had a better sense of current child and family needs and were able to redirect state child care priorities more appropriately.
- 20 Councils (40%) reported having used grant funds to conduct a workforce study to examine the status of the early childhood educators. This undertaking helped states understand the number and qualifications of educators in the state along with their education needs.
- 25 Councils (50%) reported having a workgroup or sub-committee focused on comprehensive health services for young children; 26 Councils (52%) reported having a workgroup or sub-committee focused on early childhood mental health.
- 19 Councils (38%) reported that legislative changes were enacted in the state based on the Councils' efforts.

ACF looks forward to sharing more in depth information on the impact of the Councils on state early childhood systems soon.

By: Ngozi Onunaku, Senior Policy Analyst for Early Childhood Development

New OIG Report Highlights Need for Improved Monitoring of CCDF Health and Safety Requirements for Licensed Child Care Providers

More monitoring of licensing and health and safety requirements by States and the Administration for Children and Families (ACF) is needed, according to a new study by the Office of the Inspector General (OIG).

The Child Care and Development Fund (CCDF) provides financial assistance with child care for approximately 1.6 million children each month. Under CCDF, States must certify that they have in effect under State or local law, requirements designed to protect the health and safety of children receiving CCDF subsidies and to monitor these requirements. Such certification ensures that Federal money is used to pay for care that meet health and safety requirements.

Shannon Rudisill, Director of the Office of Child Care shared “The monitoring of licensed child care programs is an important factor in ensuring the health and safety of children in child care. ACF looks forward to developing minimum health and safety requirements and improving our monitoring activities to ensure that children receiving CCDF assistance are in safe and healthy environments.”

OIG examined State’s licensing and health and safety requirements and activities by States and ACF to monitor compliance with those requirements. They found that all States complied with Federal requirements to have health and safety requirements for licensed child care providers in three basic areas – prevention and control of infectious diseases, building and physical premises safety, and minimum health and

safety training.

However, States monitoring requirements did not always meet ACF's recommendations for [background screenings](#) or the recommended standards for unannounced inspections found in book "[Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs](#)." In addition, in the five States that serve 35 percent of all children receiving CCDF (California, Florida, Illinois, Ohio, and Texas), a detailed review showed that child care providers were not monitored in accordance with States' own requirements.

In agreement with OIG, ACF believes minimum national health and safety standards and more monitoring of compliance with those standards is needed. Specifically, OIG recommends that ACF develop minimum health and safety standards for States, require States to conduct mandatory background screenings and periodic unannounced inspections, and to conduct periodic reviews of States' compliance with their own requirements related to health and safety standards. ACF recently released a [Notice of Proposed Rulemaking](#) that would address the concerns raised by the OIG study.

The full report is available at: <http://oig.hhs.gov/oei/reports/oei-07-10-00230.pdf>

By: Dawn Ramsburg, Ph.D., Child Care Program Specialist, Office of Child Care

10 Ways Head Start Programs Can Promote New Health Insurance Opportunities

Millions of Americans will become eligible for health insurance in 2014. Head Start programs play a vital role in making sure people learn how to get coverage and help applying through the Health Insurance Marketplace. Program directors, State Collaboration Offices, and partners may use the strategies in this tip sheet when planning outreach efforts in their communities.

Click [here](#) to see how you can promote new health insurance opportunities for the early childhood workforce.

Sign up to follow Linda Smith on Twitter @lindasmithecd!



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

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

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