Response to the Early Head Start expansion and Early Head Start – Child Care Partnerships funding opportunity has been tremendous. We recently reported that including the Native American and Migrant funding opportunity announcements which closed on Oct. 6, the Administration for Children and Families (ACF) received more than 600 grant applications. These came from communities in every state, as well as two territories. Altogether, applicants requested over $1 billion.

Millions of infants and toddlers across the country spend a significant part of their days in early care and education settings. We have a responsibility to ensure that those children, their families, and their teachers get the best support we can offer. We have increased our focus on the youngest children in recent years, and we’re pleased to announce that OCC and OHS are co-administering two new training and technical assistance (T/TA) projects that focus on infants and toddlers in early care settings - The National Early Head Start-Child Care Partnership T/TA Center and the Career Pathway Portal for Great Infant – Toddler Teachers Project. See more information at The Family Blog at http://www.acf.hhs.gov/blog/2014/10/new-infant-toddler-training-and-technical-assistance-projects.

Much of the American public is aware that reading to children is an important activity that should be done regularly. Not everyone knows the power of talk and positive back and forth interactions, especially with infants. Now is the perfect time to change that. Bridging the gap in baby-directed talk is a challenging but conquerable task. The good news is, talking, singing, and interacting with babies is free and reading is low cost. Equipped with awareness and the right information, every parent and teacher has the ability to communicate with their baby and provide a rich and stimulating early environment that will best equip them to succeed in school and realize their full potential.
Ending Youth Homelessness: A Call to Action Forty Years in the Making
Youth homelessness is a complex issue that often has deep roots in family conflict, poverty and trauma.

Interim Outcomes of the Health Profession Opportunity Grants Program
Results indicate progress and provide insight into outcomes to date for a program that will serve more than 30,000 individuals over its five years.

Parental Depression and Young Children
More than one in six adults with at least one child has experienced depression.

Domestic Violence is a Public Health Crisis
One in four women and one in seven men have experienced severe physical violence from an intimate partner in their lifetime.

Top Ten for Preparedness
ACF Regional Emergency Management Specialist shares tips to help you and your family during a disaster.

Don't Wait for a Disaster to Prepare for Recovery
By planning for recovery before a disaster, communities can ensure that health and human services needs are equally prioritized.

Know How to Plan for Specific Needs Before a Disaster
Big Brother helps prepare youth for the real world, including life's emergencies.

Bringing Hope to Native Communities: Resources for Suicide Prevention
Native Americans are an extremely young population and youth are especially vulnerable to suicide.

This month, the American Academy of Pediatrics (AAP) announced the launch of a new early literacy toolkit for pediatricians and parents. The toolkit — Books Build Connections — provides updated, practical resources for pediatric professionals, as well as guidance for families on the importance of talking, reading, and singing with their children to promote early learning. The toolkit was shared with the AAP's 62,000 pediatrician members at their annual convention. To read more about the early literacy toolkit, please click here. This newsletter provides additional information on last week's White House Event - A Big Day at the White House for Infants, Toddlers, and Brain Development and efforts to bridge the word gap. Do you have something to share? Let us know!

In November, the review panels for the Preschool Development Grant (PDG) program, discretionary grant competition jointly administered by the U.S. Departments of Education and Health & Human Services will occur. These grants will strengthen state and local efforts to develop and expand high-quality preschool programs so that more children from low- and moderate-income families have access to high quality early learning programs. These grants will support four year olds and complement the infant and toddler efforts of the Early Head Start-Child Care Partnerships run by the Department of Health and Human Services. Both are key pieces of the President's Early Learning Initiative.

Early childhood is a bipartisan issue. At the federal level, the House of Representatives voted to reauthorize the Child Care and Development Block Grant (CCDBG), and the Senate plans to vote on this when they come back to Washington in November. This program supports children from birth through age 12 in vulnerable families and helps ensure child care settings meet their needs in safe, healthy and developmentally appropriate settings. Investments help programs meet higher standards and improve the quality of teachers.

Many thanks to all of you who work so hard on behalf of our young children and families. We cannot do this work without your efforts.

Linda

Head Start is turning 50, and the National Head Start Association has planned a year-long celebration.

This October, Celebrate Head Start Awareness Month with Button Day! For more information on celebrating 50 years, see here!
Recently posted on the OPRE Site are reports:

**Reviews of Four New Home Visiting Models Now Available**

The latest review of home visiting models increased the number of models that meet HHS criteria for evidence of effectiveness to sixteen. Explore the new and previously reviewed models [here](#).

**The Importance of Baseline Equivalence in Measuring Program Effectiveness**

How important is baseline equivalence for measuring a program's effectiveness? You can explore our findings on this question in the [Full Brief](#) here.

**What Isn't There Matters: Attrition and Randomized Controlled Trials**

What is sample attrition, why does it matter, and how does it factor into study ratings in the HomVEE review? Learn more from our exploration of these questions when you read the [Full Brief](#) here.

**Reviewing Home Visiting Models for Tribal Communities**

A review of home visiting models in early childhood found that the Family Spirit model met HHS's criteria as an evidence-based model for tribal communities. For more on the review and its lessons on program development and implementation of these services for tribes, tribal organizations, and urban AIAN organizations...[Read the Brief](#) or [Full Report](#).

**NEW Literature Review in Brief: Healthcare Occupational Training and Support Programs under the Affordable Care Act**

**NEW Benchmark Measures Selected by Home Visiting Grantees**

The Center for the Study of Child Care Employment's Marcy Whitebook

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

**Webinar Summary Released on Kindergarten Entry Assessments in RTT-ELC States**

This ELC TA [webinar summary](#) provides an overview of considerations for engaging and supporting educators in the development and implementation of a KEA. It also details the related experiences, lessons learned, and promising KEA practices in Delaware and Illinois. As States work to develop and implement a new or revised KEA, they must find ways to effectively engage and support educators throughout the process. Through stakeholder engagement and professional development, States can support their KEA initiative and ensure that the assessment is developed, implemented, and sustained in ways that benefit students, parents, teachers, administrators, and other stakeholders. You can learn more by checking out the [webinar presentation](#) and the [webinar recording](#).

**New Brief Released**

As States develop and revise their Quality Rating and Improvement Systems (QRIS), many have focused particular attention and effort on increasing provider participation rates. The Early Learning Challenge Technical Assistance Program, along with the National Center for Child Care Quality Improvement, created this brief to highlight efforts to raise provider participation in three States: Indiana, Kentucky, and Washington. These States were selected because they represent varied but successful approaches to increasing QRIS participation. Members of the QRIS team in each State participated in interviews regarding their outreach efforts. This [brief](#) summarizes the context, key strategies, considerations and recommendations from each state. Common themes include: building on current systems, considering the full trajectory of the process, considering how the identified audiences receive the information, and focusing on relationships.

**See Current News from RTT-ELC States**

Governor Jay Inslee has launched [the Healthiest Next Generation initiative](#) to join with families across the state in making WA's next generation the healthiest ever. The goal is to help WA children to maintain a healthy weight, enjoy active lives and eat well. The [Washington State Department of Early Learning (DEL)](#) is proud to partner in this effort, along with the Department of Health and the Office of Superintendent of Public Instruction.

[Maryland Learning Links](#) is a resource for educators and families about issues related to special education and early intervention in Maryland. The site is full of articles, blogs, information, tips, and learning opportunities. Visit the [Early Learning](#) channel to learn about Maryland's early childhood intervention and special education system of services.
Does the impact of Early Head Start home visiting on parenting mediate later impacts on child outcomes?

How does participation in the Teacher-Child Interaction Training model relate to improvements in teachers’ relationship-building skills and children's behavioral outcomes?

What do we know about the effectiveness of interventions to prevent obesity in children from socioeconomically disadvantaged and indigenous families?

How is child care instability during early childhood associated with children’s behavior problems?

What is the relationship between child care subsidy receipt and maternal and child well-being?

**SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach**

Introduces a concept of trauma and offers a framework for how an organization, system, service sector can become trauma-informed. Includes a definition of trauma (the three “E”s”), a definition of a trauma-informed approach (the four “R”s”),

ACF’s Region III Connects the Dots to Link Refugee Families with Child Care and Head Start Services

Last spring, three ACF programs came together to make sure that refugee children can benefit from available child care and Head Start services. The Office of Child Care (OCC), Office of Head Start (OHS) and Office of Refugee Resettlement (ORR) encouraged state and local partners to create linkages across the three service provider networks. ACF’s Region III Office recognized this as a call to action. See the women in the picture above who are advocating for refugee children in the District of Columbia, Delaware, Maryland, Pennsylvania, Virginia and West Virginia.

The Regional Administrator (Essey Workie) and the Regional Program Managers for Child Care (Beverly Wellons) and Head Start (Linda Savage) hosted virtual meetings with Child Care Development Fund (CCDF) State Administrators and Head Start program directors. During each meeting, the region III team highlighted key resources like the joint Information Memorandum (IM), webinar and the Arizona Refugee Head Start Project. The dynamic trio also identified next steps and shared contact information across networks. As a result, several CCDF State Administrators and Head Start program directors expressed interest in joining the effort. More specifically, state and local partners plan on connecting
Using early care and education measures with dual language learners

The number of dual language learners in early care and education programs is increasing. This review of research literature, co-authored by Child Trends’ Tamara Halle, examines whether measures of the quality of early care and education settings reflect the needs of the diverse groups of children in these settings.

In a new brief, the National Research Center on Hispanic Children and Families describes the relationship and childbearing histories of low-income Hispanic men and women aged 15 to 44.

Little Kids, Big Questions is a series of 12 podcasts that translates the research of early childhood development into parenting practices that mothers, fathers and other caregivers can tailor to the needs of their own child and family. Click here to listen to or download the podcasts. This podcast series is generously funded by MetLife Foundation.

Federal, State, and Local Efforts to Bridge the Word Gap

President Obama’s comprehensive early learning agenda invests in and strengthens early childhood education, care, and development for our nation’s youngest learners. It helps to prevent achievement gaps before they start, and invests from an early age in children as our most critical national resource.

This continued focus on the early years also speaks to the importance of supporting the learning of our youngest children to help bridge the word gap and improve their chances for later success in school and in life.

Last week, the White House Office of Science and Technology Policy, with support from the Department of Health and Human Services and Too Small To Fail, hosted an event aimed at increasing public awareness of the importance of talking to young children and focusing on solutions encouraging parent talk. Kara Dukakis, Dayna Long, Rick Owens, Suleima Salgado, Mark Hernandez

Continue reading about this event and see additional resources here and here.

See the video message by President Obama stressing the importance of learning and development in the earliest years of life and pledging his partnership in...
2013 Census Data Reveals Poverty Fell, Children and Young Adults Still Face the Greatest Risks

Additional Resources

Be Active Kids Guide: Teachers Play Key Role in Program to Fight Childhood Obesity

FPG with support from the Blue Cross Blue Shield of North Carolina Foundation developed a guide for the foundation’s Be Active Kids program. The guide contains dozens of age-appropriate activities, such as catching bubbles and pretending to be storks, complete with teacher instructions, and teachers can incorporate other aspects of learning into the activities.

Birth to 5: Watch Me Thrive!

New Resources in Spanish

See new Spanish materials on Birth to 5: Watch Me Thrive! This site brings the entire early childhood world together around core common missions: Getting all children screened on a schedule, celebrating milestones, and identifying delays when they occur so that supports could be incorporated as early as possible.

Effective promotion of healthy child development and wellness is best achieved early in a child’s life with well-coordinated, multi-sector coordination of services and communication with families. Public awareness of typical child development and risks for delay, developmental and behavioral screening, early identification of delays as well as linkages to referral and follow up services can be delivered anywhere young children and families spend time—in the home and in communities through a range of programs and services.

Providores Cuidado y Educación Infantil (Early Care and Education Providers Guide)

Del nacimiento a los 5! Informacion y Destacados

Supporting Early Childhood

Snapshot: Early Childhood Services in Rural Montana

By Matt Kent, Anaconda Work and Residential Enterprises

Strong early childhood programs are fundamental to systems of care approaches. The challenges of providing the necessary services and supports to all children in rural and frontier communities are great. Anaconda Work and Residential
For more information on how the new health care law affects small businesses, check out www.business.usa.gov/healthcare.

The DaSy Center is excited to announce the release of the DaSy Framework for IDEA Data Systems.

The DaSy Framework for IDEA Data Systems

Child Care & Early Education

Research Connections

Promoting high-quality research and informing policy

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The American Academy of Pediatrics (AAP) clarifies what Ebola is and what parents can do to protect their children.

How to Discuss Ebola with Your Children

Enterprises (AWARE, Inc.) in Montana has a demonstrated capacity to develop service delivery models that meet the needs of rural and frontier communities, while benefiting from economies of scale that typically are only achieved in larger populated areas. Through collaboration with numerous community partners, Head Start programs, and the Montana Medicaid program, children across Montana are benefiting from a full range of supports and services including comprehensive mental health screening and evaluation, as well as behavioral and therapeutic supports and interventions. AWARE’s Successful Starts program is a replicable model for delivery of mental health services, including prevention and intervention, in the homes and classrooms of Head Start children and families.

AWARE, Inc. provides a full continuum of services to youth and adults with mental health and developmental disabilities. AWARE’s early childhood services include Early Head Start, Successful Starts, MIECHV- funded home visiting programs (Parents as Teachers™ and Safe Care®), and preschool CSCT programs, all of which are reflective of the commitment and belief that we must fully invest in prevention and early intervention. All AWARE services are fully accredited by CARF International. AWARE Early Head Start is accredited by NAEYC and participates in Montana’s Quality Rating System (STARS to Quality).

AWARE’s Successful Starts program is a comprehensive, integrated approach to preventing, identifying, and treating early childhood mental health concerns and improving the social emotional outcomes for young children, and thus school readiness. It is a systematic approach to building the capacity of Head Start early childhood practitioners, in order to promote the social-emotional and behavioral development of children, while also providing individualized therapeutic intervention to targeted Head Start Families.

AWARE has developed the Early Childhood Services Framework which helps to communicate AWARE’s vision for the comprehensive approach to early childhood services. The framework is used to shape and guide the services and supports AWARE provides to children and families, ensuring that children have high quality early learning supports and environments, and that families have meaningful personal and community supports, all of which support outcomes for children and families. AWARE’s systemic approach focuses on the whole child, in the context of the family community. When all of the elements are working together, all families are supported and all children reach their potential to grow up, leading happy and productive lives. AWARE’s Early Childhood Services Framework is rooted in three core program components: Family Centered/Wraparound, Natural Learning Opportunities, and Integration of Services through Evidence-Based Early Intervention Practices.
Below are CDC resources about EV-D68 developed for parents:

- Web Feature, “What Parents Need to Know About Enterovirus D68”
- Drop-in newsletter article (matte article), “Parents: Learn the Facts about Enterovirus D68”
- Fact sheet for parents, “What Parents Need to Know about Enterovirus D68”
- General questions and answers for the public
- Infographic: Keep Your Child from Getting and Spreading Enterovirus D68

CEFEEL Pyramid framework, Applied Behavior analysis, DECA strategies, and Theraplay®.

For more information on Successful Starts contact Melinda Wade Corso at mcorso@aware-inc.org.

If you have an Innovation in Early Childhood, let us know.

Save the Date: November 20, 2014 at noon (ET) as we kick off a new Workforce Webinar Series

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.