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## Working Together for a Better Beginning

"In today's economy, when having both parents in the workforce is an economic necessity for many families, we need affordable, high-quality childcare more than ever. It's not a nice-to-have -- it's a must-have. So it's time we stop treating childcare as a side issue, or as a women's issue, and treat it like the national economic priority that it is for all of us."

-- President Obama, January 2015, State of the Union Address

## 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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### Have you been to our website recently?

Learn more about the Office of Early Childhood Development and click [here](#).

### Check out these ACF blogs

The ACF blog — The Family Room — talks about new initiatives at the agency, success stories and policy announcements.

#### [From Child Care Assistance Client to Office of Child Care Employee](#)

ACF worker shares how her life came full circle.

#### [Domestic Violence Awareness Month 2015, Part 1](#)

Hear about the exciting efforts to end domestic violence!

#### [Hurricane Katrina 10 Years Later to ACF OHSEPR Today](#)

Learning from the past to improve human services delivery in disasters.

### Hats Off to Head Start

Many years ago, 50 to be exact, the Head Start program set out to change the life trajectory of our nation's poorest and most vulnerable children, and indeed, it did. More than 32 million children have been served, and nearly everywhere I go, someone tells me they too were a Head Start graduate. The list is impressive and includes everyone from my own physical therapist to Dr. Zigler's anesthesiologist to our Secretary of Health and Human Services, Sylvia Matthews Burwell.



While some may want to debate the effectiveness of the program based narrowly on cognitive assessments, the truth is that the real effectiveness should be judged by much more. Let's start with parent/family engagement. These are words that are thrown around casually by many, but in reality, many of those who work in early care and education don't seriously respect and engage parents. What a mistake! Is there anyone out there who really thinks an early childhood program, or for that matter a public school, by itself can change a child's life trajectory without the parents? Head Start does this better than any program out there. Why? In part because it was a basic tenant on which the program was built – it is part of the very fabric of Head Start. More importantly, those who work in Head Start fundamentally – in their guts - believe parents are the key. And guess what, they really are right.

Related to parent engagement is health. Again, many will say that health is fundamental, but few have seen what the lack of health care does to children's actual ability to learn. Chronic and unattended ear infections, tooth decay or persistent hunger can prevent or stop a child from learning – I mean REALLY stop the learning process. And what about the impact of stress or trauma on a child's ability to learn? Whether it is historical trauma as experienced by many Native

### [Head Start Supports the Early Learning of Hispanic Children and Families](#)

Customizing programs to meet cultural needs of families.

### [It Takes An Arkansas Village to Raise a Child](#)

A story of real community collaboration.

### [Head Start Staff Serve as a Lifeline for Families and Communities](#)

Often families living in poverty are not aware of services available for themselves and their children.

### [The Power of Prompts: Using Behavioral Insights to Encourage People to Participate](#)

Can human services programs use insights from behavioral economics to encourage people to participate?

### [Emergency Preparedness in CCDBG Reauthorization](#)

New law makes significant advancements by defining health and safety requirements for child care providers.

### [Social-Emotional and Behavioral Health and Development are the Foundations of Learning](#)

New IM is a continuation of our work promoting the importance of social-emotional and behavioral development.

### [Why I Am at ACF](#)

Former police officer helps ACF and human services agencies plan for the next emergency.

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

## Featured Reports

American families, the stress caused by pervasive poverty in rural Appalachia or the challenges of living in an urban homeless shelter, children are affected. The longer the stress continues, the more the impact on children's development and learning. The Head Start community has never wavered in their comprehensive approach to learning and as a result, addressing the social-emotional development of children. Family, social emotional development, health and a rich learning experience are inextricably linked and no program knows this more than Head Start.

During the course of the last five years, Head Start has been poked and prodded and challenged frequently. Change has been particularly intense as we have implemented the designation renewal system, revamped the monitoring system, rewritten the performance standards and increased the teacher education requirements. All this was done at the same time we asked Head Start grantees to take a leadership role in the full implementation of the Early Head Start/Child Care Partnership.

Head Start has evolved over the years and is much more sophisticated than it was when I volunteered in a Tribal program in the late 1960's. Despite the changes, Head Start has maintained its' focus on the whole child and placed high a priority on the family. Staying true to the core tenants of the program, while still evolving, is not easy, especially in a program so big. But the Head Start Community has come through with flying colors. So, my hats off to the entire Head Start Community as we finish this 50<sup>th</sup> anniversary year. Well Done Everyone!

*Linda*



## Head Start is Celebrating on Oct. 14th at 5:30 p.m.

In celebration of 50 years of Head Start, the Office of Head Start (OHS) is coordinating a national party! It will be held on Wednesday, Oct. 14, 2015 for Head Start programs. Get out your Head Start "blocks" and have a block party!

## Local Program Events

OHS invites programs to plan a gathering or party to bring their whole Head Start community together, and to join the national celebration. The block party might look like a Fall Festival, an International Night, an Open House, or a parent meeting. Programs are encouraged to use something already scheduled, if possible.



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

[Assessing Quality in Family & Provider-Teacher Relationships: Using the FPTRQ Measures in Conjunction with Strengthening Families & the Head Start Parent, Family & Community Engagement Frameworks & Self-Assessments - A Research-to-Practice Brief](#)

[Family and Provider/Teacher Relationship Quality Measures: User's Manual Brief](#)

[Welfare Rules Databook: State TANF Policies as of July 2014](#)

[The Power of Prompts: Using Behavioral Insights to Encourage People to Participate](#)

[Health Profession Opportunity Grants \(HPOG\) Impact Study: Technical Supplement to the Evaluation Design Report: Impact Analysis Plan](#)

### Child Care & Early Education RESEARCH CONNECTIONS

*Promoting high-quality research and informing policy*

[Research Connections](#) regularly reviews its latest acquisitions and identifies reports and journal articles of high policy relevance.

[What factors are associated with the reading readiness of Latino children who attend nonmaternal care during the year before kindergarten?](#)

[What are the patterns of child care subsidy use and stability and how do they relate to the continuity of child care](#)



This will be a great chance to honor the families, staff members, volunteers, community partners, and other key stakeholders that have prepared Head Start children for success in school and in life.

## National Celebration Broadcast

OHS will broadcast a short national message by Head Start leadership and special guests during the Fall Festival at the Campagna Center Head Start and Early Head Start program in Alexandria, VA. The national Anniversary Celebration Broadcast will highlight Head Start milestones and our ongoing successes. Every program is invited to tune in during their local 50<sup>th</sup> anniversary event.

The live event will air at 5:30 p.m. ET. It will be re-broadcast at 5:30 p.m. local time in the Central, Pacific, and Hawaii time zones. It also will be archived on the Early Childhood Learning and Knowledge Center (ECLKC). For more information [see here](#).

## New Early Childhood Training and Technical Assistance System

ACF announced the launch of a new cross-sector [Early Childhood Training and Technical Assistance \(T/TA\) System](#). The new Early Childhood T/TA system brings together funding, knowledge, and skills from the Office of Child Care, the Office of Head Start and our health partners in HHS – the Maternal and Child Health Bureau (MCHB) and the Substance Abuse and Mental Health Services Administration (SAMHSA).



We awarded grants for six new national centers to build the capacity for excellence in early childhood services regardless of setting or funding stream. Training and technical assistance will be available to everyone who works in child care and Head Start, from state child care agency staff to Head Start program directors to providers caring for children in their homes. The national centers are:

- **National Center on Early Childhood Development, Teaching, and Learning** (funded by OHS and OCC).
- **National Center on Early Childhood Health and Wellness** (funded by OHS, OCC, and the Maternal and Child Health Bureau (MCHB))
- **National Center on Early Childhood Quality Assurance** (funded by OCC, OHS, and MCHB)
- **National Center on Parent, Family, and Community Engagement** (funded by OHS and OCC)
- **National Center on Afterschool and Summer Enrichment** (funded by OCC)
- **National Center on Program Management, Fiscal, and Operations** (funded by OHS)

For more information, please visit <http://www.acf.hhs.gov/programs/ecd/interagency-projects/ece-technical-assistance>.

[arrangements?](#)

[How has the field designed, delivered, and measured the effects of professional development for early childhood educators?](#)

[What is the effect of training and coaching on teachers' implementation of instructional practices associated with an intervention to prevent emotional/behavioral disorders?](#)

[What is the relationship of teachers' perceptions of children's literacy skills to children's literacy gains during kindergarten?](#)

[Can a training and mentoring program for child care center directors improve administrative practices and classroom quality?](#)

[Does participation in the Child and Adult Care Food Program reduce child food insecurity?](#)

## Additional Resources



### Invest in Us

**Quality early childhood education programs help children grow.** See how investments in quality programs pay. Learn more [here](#).



The [BUILD Initiative](#) released seven chapters of [Rising to](#)

See the launch of the Early Childhood T/TA system by Acting Assistant Secretary Mark Greenberg [here on the ACF Family Room Blog](#).

## Hispanic Heritage Month: Head Start is 'life-changing' for at-risk children



By [Sylvia Acevedo / Chair, Early Childhood Subcommittee Of The White House Commission For Educational Excellence For Hispanics](#)

Each year, from Sept. 15 through Oct. 15, the nation celebrates Hispanic Heritage Month, a moment to commemorate the generations of Hispanic Americans whose achievements and contributions have shaped our identity as a country.

As I reflect on the theme of this year's celebration, "Honoring our Heritage. Building our Future," one particular experience in my own life's journey as a Hispanic American woman comes to mind, and that is my time at Head Start.

A comprehensive early learning program designed to break the cycle of poverty, Head Start has been life-changing for at-risk children and their families, offering culturally responsive services that are becoming more and more crucial in vulnerable Hispanic communities throughout the country.

As of last year, 38 percent of the children served by Head Start were of Hispanic or Latino origin. Head Start programs meet the diverse needs of these communities by providing a safe space for children and families, engaging parents and encouraging bilingualism to promote success.

I attended one of the earliest Head Start programs as a five-year-old girl living in a low-income neighborhood in Las Cruces, where Spanish was exclusively spoken at home and throughout most parts of the community.

Las Cruces in the 1960s was a very traditional place, and for Latina girls that meant a lot of babysitting and housecleaning, and not many expectations beyond marriage and a family – many of the girls never even graduated from high school.

It was at Head Start that I was first told I was smart, that I could go on to achieve anything I set my mind to.

The opening of the new Head Start center in Las Cruces came at a pivotal time for my family. Just after I turned five, my younger sister became so ill with meningitis that it altered her brain, causing her to become developmentally disabled. The news took a toll on our family's spirits, especially my mother, and it seemed our once happy home had lost its joyful energy. I remember life seeming like a scary, fearful



[the Challenge: Building Effective Systems for Young Children and Families, a BUILD E-Book](#). See chapters and executive summaries [here](#).

The National Policy Digest is a bi-monthly newsletter from [the Ounce of Prevention Fund](#) that shares up-to-date and noteworthy developments in early childhood on the state and federal level. Drawing on diverse sources from across the field, the digest includes news on policy and funding changes, policy trends and analyses, the latest in early childhood research and information on upcoming events in the field. To subscribe, contact Elizabeth Kenefick ([ekenefick@theounce.org](mailto:ekenefick@theounce.org)).

**Language Access:** In honor of the 15th anniversary of [Executive Order 13166](#), the Department of Justice's (DOJ) Civil Rights Division recently released [new mapping resources](#) that help identify the concentration of populations with limited English proficiency (LEP) at national, state, judicial district, and county levels. As referenced in the Task Force's Strategic Action [Plan](#), ensuring language and equal access is key to promoting immigrant and refugee integration.



#### [Consumer Education about child care](#)

States have spent more than \$1 billion since 2011 in reaching parents with information about high-quality child care options. Recent studies illuminate the reasons parents make care decisions—insights consumer educators can use. For example, most low-income parents perceive that they have limited child care options, so they consider few options. Read [more here](#).

place.

It was at that time that my older brother came home with a flier introducing a new early learning program that would take place right down the street at his elementary school. After the sadness of my sister's illness, Head Start gave me something positive to anticipate.

I still remember walking hand-in-hand with my mother as she carried my younger sister, Laura, across sandy lots filled with sagebrush and tumbleweeds on the way to school. In the Head Start classroom we had mats to play and rest on, crafts tables where we could color or mold clay, shelves of books and delicious healthy foods that I had never encountered before.

Read the [full op-ed here](#).

## Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs

The U.S. Departments of Health and Human Services and Education released a [policy statement](#) highlighting the importance of making sure that all young children with disabilities have access to inclusive high-quality early childhood programs. The policy statement sets a vision for States, local education agencies, schools, and public and private early childhood programs to strengthen and increase the number of inclusive high-quality early childhood programs nationwide. As the country continues to move forward on the critical task of expanding access to high-quality early childhood programs for all young children, it is imperative that children with disabilities be included in these efforts.

The HHS/ED policy statement:

- Sets an expectation for high-quality inclusion in early childhood programs;
- Highlights the legal and research base for inclusion;
- Identifies challenges to adopting inclusive practices;
- Provides recommendations to states and local programs and providers for increasing inclusive early learning opportunities for all children; and
- Links to [free resources](#) that have been developed to support inclusion of children with disabilities in high-quality early education programs.

You can read the full policy statement [here](#) and the executive summary [here](#). Read the [Office of the Secretary Joint Decision Letter here](#).

## It Takes An Arkansas Village to Raise a Child: A Story of Real Community Collaboration

The message in Bentonville, Arkansas last month was this: "it takes a village to raise a child" and they are taking it very seriously. Members of the business, philanthropic, school and early childhood communities came together with a long list of community representatives to call attention to early childhood.

The message began with a summary of the research on the developing child, especially on the neuroscience. The path to a good education and a successful

From the Office of Head Start:

**Now Available on the ECLKC!**

**OpenDoors: An Interactive Tool for the Home-based Option OpenDoors: Supervisor's Manual interactive book:**

EHS NRC has created Supervisor's Manual interactive book for OpenDoors. This interactive handbook is designed to support the important work supervisors do and to help them do it well. It provides information about the home-based option, strategies for best practices, video examples for reflection, and resources related to the supervisor role [Visit the Open Doors Home Page.](#)



**“Watch Me! Celebrating Milestones and Sharing Concerns”** is a **free, 1-hour online CEU course** that helps early care and education providers better identify and monitor developmental milestones, recognize signs of potential delays, and share observations with parents. This training offers tools and best practices to support professionals and help children reach their full potential.

[www.cdc.gov/WatchMeTraining](http://www.cdc.gov/WatchMeTraining)

The [BUILD Initiative](#) and the [Center on Enhancing Early Learning Outcomes \(CEELO\)](#) have embarked on an initiative to examine the ways that prominent policy levers, such as program quality standards, QRIS and teacher evaluation



economy.

The belief that it takes support from federal, state and local partners to provide high quality early care and learning today was also a consistent theme. Efforts in Bentonville last week showed that with a comprehensive plan for young children birth through school entry and with partners from business, economic development, foundations, schools, Head Start and early childhood, a community can all come together to make a difference. The plan in Bentonville is to elevate child care programs toward state quality accreditation so that all children from infancy to 5 years old have access to a high-quality early education.

Continue reading [here at ACF The Family Room Blog.](#)



## Remembering Gwen Morgan

It was with great sadness and much appreciation that the early childhood community said good bye to Gwen Morgan, an inspirational advocate and leader in the early care and education field. Gwen was a teacher who inspired others with her passion and creativity and her relentless pursuit to ensure that all children have high quality early learning experiences.

We thank Gwen for her leadership, generosity and vision. She advocated for every child to have high-quality and affordable early care and education. Her passion to uplift the quality of care for each of America's children resulted in her becoming a leading proponent for sound licensing practices. She supported the cause for every practitioner to receive excellent professional development and be compensated adequately.

This work continues today. We can best remember her by carrying on this essential work for our children and families and our workforce.

See a few of the many tributes from the field [here](#), [here](#), [here](#), and [here](#).

career starts early. High-quality early learning beginning at birth and continuing to age 5 helps children enter school ready to learn and prepared to succeed in school and in life. Parent engagement and highly qualified teachers were recurrent themes during the roundtable panel discussion. The call for quality permeated every aspect of the event. This is a community that clearly understands that positive early childhood experiences build the foundation for a skilled workforce, a responsible community, and a thriving

systems, promote effective early childhood teaching and learning. We know that these policies must be implemented at a sufficient scale and depth at the local level to promote effective teaching from birth through age 8. Through this Learning Table on State Policy and Supports to Promote Effective Teaching and Learning, six states participated in one in-person meeting and four interactive webinars facilitated by national experts. For easy access, you can explore the materials from this Learning Table via the [BUILD Initiative website](#) and the [QRIS National Learning Network website](#)

**Hispanic Outreach:** ACF's Hispanic outreach newsletter, *Infórmate*, was released last week featuring new agency leaders, the New Americans Initiative, FY2016 grants forecast and recent job openings. [Click here](#) to check it out.



### [The Center Has a New Website!](#)

With dozens of new articles, [easily searchable](#) multimedia resources, and a flexible design for any size screen, the Center's completely redesigned website offers visitors a whole new experience.



### [Tipping the Scales: The Resilience Game](#)

See the new interactive feature above on the new website to help communities making decisions for young children in communities. You have to choose carefully—you only have 20 'Resilience

## A Grandmother's Email to the President Results in Early Head Start services for her Grandson

Grandparents are essential members of our families, and Roshaud knows that first hand!

Ms. Rita Holloman, a 62 year-old great-grandmother and widow of a Vietnam Veteran had been caring for Roshaud, her 2 year-old great grandson since he was 3 months old when his custody was awarded to her by the courts. She knew from the very beginning that Roshaud was a very smart little boy who loved to learn. As a tech-savvy toddler, he already knew his way around her iPad and could work the smart TV in their home without anyone teaching him how to do it. Ms. Holloman was doing her best to teach him on her own, but she knew Roshaud really needed a more stimulating learning environment than she could provide by herself in her home. But, she was on a fixed income and could not afford the cost of child care, which would have been at least \$400-500 per month in Memphis, Tennessee for infant-toddler care. Ms. Holloman was no longer working or attending school so she did not qualify for any assistance with her child care costs. But, she knew she needed to do something to encourage and support Roshaud's love of learning.



One day she decided to send an email to the President and asked for his help. And that's just what she did.

This letter was assigned to ACF's Office of Child Care (OCC) for a response. Working with key state partners, the Region IV Office of Child Care staff reached out to the Tennessee Department of Human Services (Child Care Subsidy) and the Tennessee Department of Education (Head Start Collaboration Office). The OCC and Office of Head Start Regional Office staff worked

with their partners to locate a Head Start program that could serve Roshaud's needs. The Tennessee Director for the Head Start State Collaboration Office reached out to the Director of the Porter-Leath Head Start Agency to see what services might be available. This past year, Porter-Leath received funds to expand slots in their Early Head Start (EHS) program through their EHS-Child Care Partnership and Expansion grant. Porter Leath staff reached out and conducted a home interview with the great-grandmother and Roshaud and they instantly knew that this smart little toddler would be a great fit in their program. Porter-Leath was able to confirm that Ms. Holloman was categorically eligible for their EHS program, so the services would be at no cost to her.

On September 8, 2015, Roshaud started his first day at the Porter-Leath EHS program and you can see the big smiles from that first day. Ms. Holloman was so excited and said that everyone at Porter-Leath was so welcoming and they were made to feel so special coming to the center. Karen Harrell, the Director of Porter-Leath, reports that Roshaud did great in his first week and they are thrilled he is enrolled in the program. The email to the President has a happy ending and a little boy and his great-grandmother are now connected to high quality early learning and comprehensive services, made possible by the [EHS-CC Partnership and Expansion](#)

Bucks' to spend.

American Institutes for Research recently released **What Matters Most for Children: Influencing Inequality at the Start of Life**. This paper provides an overview of the science of early childhood and summarizes the disparities and the opportunity gaps stemming from inequalities. [See this here.](#)

### [FPG's Abecedarian Project and the Perry Preschool Project Bring Better Health Decades Later](#)

A new National Bureau of Economic Research (NBER) report co-authored by Nobel Prize-winning economist, James Heckman, looks at FPG's Abecedarian Project and the Perry Preschool Project, exploring how both projects supported better health well into adulthood. The NBER report notes both the Abecedarian Project and the Perry Preschool Project have had stronger effects on their male participants, although the health of both genders had benefitted.

ZERO TO THREE announced new resources available for parents and caregivers to help them work with young children on early math skills. [Let's Talk About Math!](#)

This series of videos will demonstrate parent behaviors for interacting with infants and toddlers to help build the foundation of early math skills in the first 3 years of life. Each video will be accompanied by a handout to help parents support these skills through playful activities at home and on-the-go. The videos and handouts are available in [English](#) and [Spanish](#).

Together with [Too Small to Fail](#) and [Highlights for Children](#), ZERO TO THREE has produced tools to talk about

[grant](#) funds.

## Head Start Professionalized the Early Childhood Education Workforce



By Sarah Merrill, Program Specialist for the Office of Head Start

Did you ever wonder why you need specific professional qualifications to work with young children? Head Start has always known the importance of having qualified, well-trained staff in working with young children. Back in the 60's, our early Head Start leaders worried that "the goals of ... the fullest social, emotional, physical and intellectual

development of the child can be missed, sometimes hindered, because the teacher in charge is not qualified" (Project Head Start, 1967, The Staff for a child development center, pp. 8-9). In fact, in 1967 they advised that "**ideally teachers in Head Start Programs should be graduates of a four-year college program** with a major in Nursery Education, Nursery-Kindergarten Education, or Early Childhood Education" (p. 3) and have the "the personal qualities ... [which] are fully as important as her training" (p. 4).

### Do You Know?

**Quiz:** Did you know the child development associate credential program was developed with funding from Head Start? It was the first competency-based program designed to create an effective early childhood workforce. Do you know when the credential program began?

1. 1972
2. 1975
3. 1985
4. 1969

[Select to see quiz answer](#)

Our early leaders knew that although "young children of the poor need help now ... communities must take into account the fact that unqualified teachers may do more harm than good ... Such staff may smother children by doing too much or imposing control, mix up healthy behaviors for misbehavior, give too little encouragement, or miss significant teaching opportunities (p.8)". Without knowledgeable and qualified staff, "a child can start his regular schooling a weaker person, not stronger, because of his bad preschool experience" (Project Head Start, the staff for a child development center, p. 9)."

In April 2015, the report [Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation](#) confirms this thinking. It notes that the adults who provide for the care and education of young children bear a great responsibility. The report also recommends that all lead educators working with children from birth through age 8 have a bachelor's degree with specialized knowledge and competencies (p. S-5).

Continue reading [the full blog here](#).

developmentally appropriate math concepts with children.

New Data: Obesity Rates Remain High. [New Report Finds 23 of 25 States with Highest Rates of Obesity are in the South and Midwest](#). See the report [here](#).

### [Robert Wood Johnson Foundation Health Policy Fellows](#)

Call for Applications: Deadline Thu, 12 Nov 2015

The *Robert Wood Johnson Foundation Health Policy Fellows* program provides a comprehensive learning experience at the nexus of health, science, and policy in Washington, D.C.



A new report from the [National Research Center on Hispanic Children & Families](#) shows positive results for Latino children in Miami-

Dade County, Florida, who attended public school pre-K or subsidized center-based child care. Children in these programs entered kindergarten scoring above national averages in pre-academic and social behavioral skills. These students performed well through third grade (when the study ended), measured by their GPA and score on a standardized reading comprehension test.

## Moving the Needle on [Early Childhood Articulation](#)

Building seamless education pathways is critical to growing the educated early childhood workforce that young children need. Yet ineffective higher education articulation policies, pathways and systems often require students to take redundant and unnecessary coursework, particularly as they move between two and four year institutions. With the support of the W.K. Kellogg Foundation, the [T.E.A.C.H. Early Childhood@ National Center](#) (Center) launched a 10-state project to help T.E.A.C.H. states make “measurable (articulation) improvement in each state by 2015”. The ten chosen states (Alabama, Arizona, Florida, Indiana, Iowa, Michigan, North Carolina, Ohio, West Virginia, and Wisconsin) convened and worked with a team of policymakers, two- and four-year faculty, state early childhood leaders and T.E.A.C.H. staff to move the needle on early childhood articulation over a two-year period.



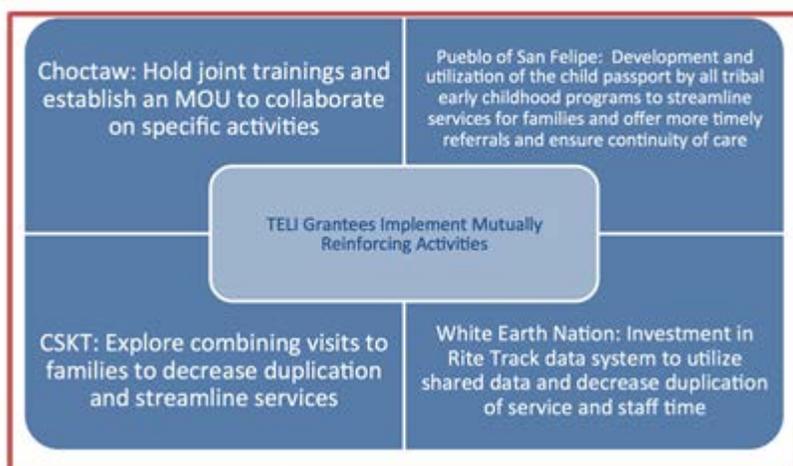
The Center provided professional development, technical and financial resources to support the teams in their learning and their work. The efforts in the ten states were very different from each other and the T.E.A.C.H. Early Childhood@ National Center had no expectation that a single strategy would emerge for advancing articulation. Rather, each team judged their success by how well they met the goals they set for themselves in an individual state work plan. The Early Childhood Articulation Compendium provides a summary of this journey, guiding principles, a framework for looking at early childhood articulation, state profiles and lots of other resources. It can be found at <http://teachecnationalcenter.org/center-initiatives-and-resources/center-initiatives/articulation/>

## TELI Collaborative Success

ACF recently announced \$600,000 in awards to [a new cohort of TELI grants](#) to enable more tribal communities to do the innovative work necessary to coordinate their early learning and development programs and boost the quality of services offered to children and families from pregnancy-to-kindergarten. ACF also released [TELI Collaborative Success](#), a report that highlights the innovative work of the first group of TELI grantees.

Each cohort 1 TELI grantee deepened relationships, support, and respect across partners, created a solid foundation for expanding early childhood in its community, improved quality services to families with young children, and made significant progress breaking down barriers to collaboration and working toward a unified vision for all children and families it serves. See a highlight from the report below.

## TELI Highlights - Cohort 1 Sites



### Want to learn more?

[Register Now for a webinar on October 15, 2015, 3:00 – 4:30 p.m. ET](#)

***Working Together: Successful Strategies to Build Strong Collaborations across Early Childhood Programs*** – [Register here.](#)

## Supporting the Needs of Young Children Experiencing Homelessness

By Kresta Horn, Director of Children and Youth Services, [UMOM](#), Phoenix, AZ - Where families break the cycle of homelessness

Prior to a little girl name Olivia enrolling in the Child Development Center; the teachers had just been through a series of trainings on the impact on trauma. One of the things that stuck with the teachers the most was the statement 'behind every behavior is a need'. The teachers went back to their classrooms and started integrating this into all they did. And that is how it came to be that Olivia was one of the first to show us that when teachers and caregiving adults are intentional about supporting the needs behind behaviors....things can change. And that's where our story begins.



Olivia was a two year old who came to the shelter with her young parents and infant sister. When Olivia and her family arrived at UMOM, she was enrolled into the shelter's Child Development Center. In the first few weeks, Olivia was withdrawn and had a challenging time connecting with the teachers. As each day progressed, however, she became more comfortable. And as she became more comfortable, new behaviors were exhibited.

Lunch arrived at 11:15 every day. Every day around 10:30, Olivia would stand at the glass door and press her face against it awaiting the arrival of the lunch cart. Some days she would cry. Some days she stood there without wavering. When lunch arrived Olivia would rush to eat her food, sometimes she would have 3<sup>rd</sup> and 4<sup>th</sup> helpings. She would eat so much and so fast she then wouldn't be able to fall asleep for nap and would cry because her stomach hurt and was distended from the fast intake of food.

With observations and eliminations, the teachers started to recognize that Olivia's behaviors somehow were tied to food. So they started the Open Snack table. The Open Snack table is a table in a quiet nook in the classroom, set with saltine crackers and water. With reservation, the teachers encouraged Olivia to sit at the table. The first day she sat at the table for 2 hours. A teacher stayed with her while the other teachers took the children out to play. Olivia didn't care that the playground was there....her care was for the food she had in front of her. On that first day while sitting there for 2 hours, she ate 48 saltine crackers. The teacher continued to say, "While you are here Olivia you will always have food."



For the next several days, Olivia visited the Open Snack table. Each day she spent less time and ate less crackers. After 5 days, Olivia no longer went to the cracker table nor exhibited the behaviors she had prior.

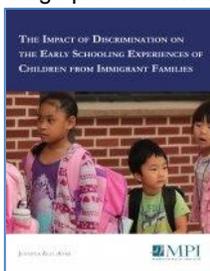
For Olivia, her need was food. Not only did meeting the need behind her behaviors help her, but it also helped the

teachers to bridge a relationship with parents. The teachers had the opportunity to talk to mom and dad and came to find out that food insecurity had been an experience for their family....they had at multiple times had to sell their food stamps just to survive. Also, they had a belief that their girls would become 'fat' if they ate too much. The teachers took the time to help the parents with some healthy nutritional supports as well as support them so that when they left the shelter they wouldn't be in a position to have to sell their food stamps.

Olivia taught the staff so much. Every child, every adults need is different. It is up to all of us to take them time to recognize what the need is behind the behavior.

## The Impact of Discrimination on the Early Schooling Experiences of Children from Immigrant Families

How the young children of immigrants experience their early school years may in large part determine their academic future and negatively affect their emotional, social, and mental development. Children benefit from a positive, supportive learning environment where their contributions are valued; many from immigrant families, however, experience discrimination in school during their early, impressionable years.



A new report, part of a research series supported by the Foundation for Child Development, maps the types of

personal and structural discrimination that young children of immigrants may experience at school, and the consequences of discrimination for children, their families, and schools. It begins by describing how discrimination in the early years can affect a child's development, academic performance, and later mobility. See the report and recommendations [here](#).

## **New HOPE in Hoboken, New Jersey, Region II**

"Have you gotten over Sandy?" to many Americans may sound like a cheesy chorus line of a long forgotten song. This phrase takes a different meaning to the families in New York and New Jersey, impacted by Super Storm Sandy in October 2012. If you ask the staff of HOPES Community Action Partnership (CAP), Inc., in Hoboken and Plainfield New Jersey, they say: "we are moving forward, but we have not forgotten." With \$9,111,246 in Hurricane Sandy Disaster Relief funds issued by ACF Region II, the HOPES CAP has had a chance to get over "Sandy."

On August 18, 2015, Federal, state and community leaders of New Jersey along with parents and Head Start staff attended a ground breaking ceremony for the new Annex building of HOPES CAP's existing Rue Site. The annex is expected to be completed by September 2016 and will allow HOPES to return center-based Head Start services back to the level offered before the storm. It will offer a rooftop playground, socialization areas, and office space for staff.

The ground-breaking ceremony was attended by Jackie Cornell-Bechelli, Region II



**Left to right: Nicole Meyers, Joyce Thomas, Belinda Rinker, Ora Welch, Frank Raia, Carolyn Baker, Tanesha Bevans, Doug Raleigh**

Director of HHS, Joyce Thomas, Regional Administrator for the Administration for Children and Families, Region II, New York, Carolyn Baker, Acting Regional Program Manager, Office of Head Start, Region II, and the Region II Hurricane Sandy Team: Tanesha Bevans, Belinda Rinker, and Doug Raleigh.

Tameka Broadhurst, Policy Council Chairperson and Head Start Parent praised the program and shared her initial experience when enrolling her daughter into the program. She recalled how quickly her daughter's fears of joining the program turned to excitement. Before participating in HOPES, her daughter was shy and

timid, but after a day at the HOPES center, her daughter returned home exclaiming, “I’m not afraid anymore.” New Jersey State Assemblyman, Carmelo Garcia, echoed Ms. Broadhurst’s sentiments and stated that the HOPES CAP offers hope to the families they serve and is a critical part of the Hoboken community.

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



While staff travelled to Kentucky for a monitoring visit, they had the opportunity to visit with Walter Gilliam, Ph.D., the Director of the Edward Zigler Center in Child Development and Social Policy at Yale University. Dr. Gilliam is a Kentuckian who was in town for the Grawemeyer Awards Program and started his day at the Kentucky Science Center for the Early Childhood Advisory Council. In 2008, Dr. Gilliam was the co-recipient of the Grawemeyer Award in Education. Pictured is Joe Roberts, Project Manager for the RTT-ELC grant in

the Governor’s Office of Early Learning, Walter Gilliam and Terry Tolan, Executive Director, Governor’s Office of Early Childhood.

Anne Karasek, Education Program Specialist from OSEP at ED and Marsha Basloe, Senior Advisor at Early Childhood Development at HHS attended the Early Childhood Advisory Council Meeting and presented brief remarks. The site visit also included meetings with Kentucky leadership, project leads, and fiscal staff. It included a visit to Hardin County to see the North Park Elementary School that houses Pre-K and Kindergarten, a discussion with the Superintendent of Schools, Head Start Director; Preschool Coordinator, Principal, Department of Education staff and parents who participate in Born Learning academies, and a meeting with the Metro United Way in Louisville.

## U.S. Departments of Education and Health and Human Services Award \$237M in Early Education Grants to 18 States



U.S. Secretary of Education Arne Duncan and ACF Deputy Assistant Secretary Linda K. Smith announced on October 2 that 18 states will receive second year awards under the [Preschool Development Grant](#) program to continue their work in expanding access to high-quality

preschool for all children.

Alabama	\$17,500,000	Arizona	\$20,000,000
Arkansas	\$14,993,000	Connecticut	\$11,689,109
Hawaii	\$2,209,981	Illinois	\$20,000,000
Louisiana	\$7,127,889	Maine	\$4,204,720
Maryland	\$15,000,000	Massachusetts	\$15,000,000
Montana	\$10,000,000	Nevada	\$11,031,983
New Jersey	\$17,498,109	New York	\$22,512,886
Rhode Island	\$5,773,871	Tennessee	\$17,399,566
Vermont	\$8,009,167	Virginia	\$17,500,000



## New Communities of Practice: Dual Language Learners and Family Engagement

Visit [www.pdgta.org](http://www.pdgta.org) to join two new Communities of Practice (CoPs): Dual Language Learners and Family Engagement. Designed to support early learning professionals in their work with children and families, these CoPs are open to all who are interested. Members will be invited to share ideas, resources, strategies, and experiences in these new forums and find resources and webinars on topics of interest.



National Head Start Association, Yasmina Vinci, Executive Director

National Head Start Association

In commemoration of Head Start's 50<sup>th</sup> anniversary and Head Start Awareness Month, Head Start centers nationwide will be hosting a national 50<sup>th</sup> birthday party. On October 14<sup>th</sup>, family, friends and community partners will gather for Head Start Block Parties in neighborhoods from coast to coast, honoring the many supporters, local alumni, and parents and families who do so much to make our programs successful. The activities will culminate in a livestream from the Office of Head Start, and several special guests, broadcasting their National Anniversary Celebration from the Campagna Center in Alexandria, VA. Join OHS, [The National Head Start Association](#), and the entire Head Start community in celebrating 50 years of success!



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[marsha.basloe@acf.hhs.gov](mailto: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.*