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Working Together for a Better Beginning

“Research shows that one of the best investments we can make in a child’s life is high-quality early education.”

President Barack Obama in his State of the Union address, January 28, 2014

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.

[Adaptations to a Social-Emotional Curriculum for Migrant and Seasonal Head Start Children and Families](#)

Partnerships and collaborations between curriculum developers and stakeholders are key to serving Migrant and Seasonal Head Start children and families.

[Testing Head Start Enhancements on a Large Scale](#)

Impacts on preschoolers' social and emotional skills.

[The National Survey of Child and Adolescent Well Being](#)

In January, when Congress passed the 2014 appropriations bill and provided funding for the Early Head Start/Child Care Partnerships and the Preschool Development Grants, we said that 2014 would be an exciting time for early childhood development. In fact, so much is happening that it is a challenge to keep up; even when you live it day to day. With a busy summer behind us we are seeing the collective efforts of the early childhood community pay off.



It's hard to miss early childhood development efforts!

- [Early Head Start-Child Care Partnerships](#) – grant reviews of the 550 plus applications started September 20th.
- [Preschool Development grants](#) – 31+ anticipating they will apply.
- [Child Care and Development Block Grant](#) – there has been a [bipartisan, bicameral agreement](#) reached to reform Child Care & Development Block Grant Program with final passage anticipated in November.
- A [Gallup](#) organization shows strong public support for preschool - “Seven in 10 Americans say they favor using federal money to make sure high-quality preschool education programs are available for every child in America.”
- The [Birth to 5: Watch Me Thrive!](#) initiative – viewed widely including internationally.

I want to stop a minute and think about the possibility of having the Child Care and Development Block Grant (CCDBG) reauthorized. It has been 18 years since it was last reauthorized, and we have learned so much since then.

Increasing our understanding of children and families who come into contact with the Child Welfare system

[The Revolutionary Impact of the Economic Opportunity Act for American Indians and Alaska Natives](#)

Fifty years ago the Economic Opportunity Act ushered in a new era for Tribes seeking self-determination and more control over programs intended to serve Tribal members.

[Early Childhood Educator Meets President Obama in Denver](#)

Conversation centered on the benefits of providing early childhood education and its impact down the road for our children and society.

[Breaking Down Silos: State and Local Efforts Now Have Toolkit to Improve Responsible Data Sharing](#)

The ACF Confidentiality Toolkit will help state and local efforts understand how and when it is possible to share information about a family or individual, in ways consistent with confidentiality laws and requirements.

[Training Tribal Leaders Nationwide](#)

The Child Care Peer Learning and Leadership Network.

[Children Left in Cars: Preventing Accidental Heatstroke](#)

ACF teams up with the Department of Transportation to remind parents and caregivers to "Look Before You Lock."

[Stability in Early Childhood Development: The Role of Child Care](#)

Office of Child Care has issued policy guidance encouraging CCDF administrators to adopt policies that promote continuity.

[Children Experiencing Homelessness Benefit from Targeted Interventions](#)

High quality early care and learning programs can help homeless children develop the skills they need to be resilient in the face of the adversity.

As most of you who know me understand, seeing CCDBG reauthorized has been a life's work. The brain research that was just beginning to emerge in 1996 is now well documented, and we know that the first few years of life are critical to later development. We all know that children are learning 24/7 and that learning begins at birth. Child care, like it or not, is the place where nearly 12 million children get their earliest education. We cannot wait until a child is five to provide him or her with a high quality environment. It must begin with high quality infant/toddler care and continue on to school entry and beyond. It is gratifying to see that this reauthorization is occurring in a bi-partisan manner because the early care and education of our children is NOT a partisan issue.

Since coming to ACF, I have come to know and admire the Head Start community. They have been through enormous challenges and change over the last few years and have come through with flying colors. They took on the challenge of getting higher qualified teachers and have surpassed the Congressional requirements with over 66 percent of teachers now having a BA degree and 94 percent an AA Degree or CDA. In addition, the Head Start communities met the challenges of the re-competition process and are making enormous strides in quality improvement. During this time, they also engaged in a process to redesign the monitoring system and fully implement the CLASS monitoring tool, both of which were enormous undertakings by themselves.

The Early Head Start-Child Care Partnerships provide an opportunity to demonstrate the importance of high quality infant/toddler care and learning. We received over 550 applications for the Partnership grants and of that total, 60 percent were for partnerships, 20 percent were a combination of Early Head Start expansion and partnerships, and 15 percent were expansion only. We received applications from every state except Alaska and applications from 6 states to provide statewide services. We started the grant review of the applications on September 20th and we are able to ensure that each panel has both a Head Start and a Child Care representative. We are looking forward to announcing preliminary winners late this year.

Now as we begin the process of evaluation of the EHS.CC Partnership grant opportunities, I look forward to seeing the two communities – Head Start and child care – come together to share the strengths of each system to improve outcomes for all children. It is a proud day when child care – my lifelong passion – comes together with my newfound love of Head Start, to make this country a better place for all families.

Linda



Happy 20th Anniversary, Early Head Start!

By Angie Godfrey, Program Specialist, Office of Head Start

The 20th Anniversary of Early Head Start (EHS) is being celebrated this year. There is a lot to

[Changed Lives: Stories from the War on Poverty](#)

Former clients of ACF programs share their stories on War on Poverty panel.

[ACF Assistance Programs Have Allowed Many to Avoid Homelessness, Hunger](#)

ACF employee thanks the social safety net provided many years ago with public service today.

[Where's Baby? Look Before You Lock.](#)

On average, every 10 days a child dies from heatstroke in a vehicle.

[Bridging the Word Gap, One Baby at a Time](#)

President pledges his partnership in making sure every single child has access to adequate support, equal opportunity, and a fair shot to fulfill his or her dreams.

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

Featured Reports



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

[Understanding Urban Indians' Interactions with ACF Programs and Services: Literature Review](#)

[Impact Findings from the Head Start CARES Demonstration: National Evaluation of Three Approaches to Improving Preschoolers' Social and Emotional Competence](#)

[Summary and Snapshot Reports of Benchmark Measures Selected by Home Visiting Grantees](#)

[Head Start CARES for Migrant and Seasonal Families: Adapting a Preschool Social-Emotional Curriculum](#)

[Health Profession Opportunity Grants: Year Three Annual Report \(2012-2013\)](#)

celebrate!

Congress extended Head Start services to expectant families and children from birth to 3 years of age and their families when they reauthorized the Head Start Act of 1994. This momentous decision acknowledged how important the period from prenatal to age 3 was to children's development and well-being. Now, 20 years later, EHS has grown from the original 68 programs to nearly 1,000 who serve more than 150,000 children and families a year.

Within the last 20 years, research has proven that the child's social and physical environments, beginning in the womb, affect the physical connections being created in the brain. EHS works with each family as they create a nurturing, responsive bond with their child, and supports the family's ability to use every day routines as learning experiences. These ongoing, positive experiences build connections in the brain which, in turn, provide a foundation for healthy social and emotional development and meaningful learning.

We also have learned through longitudinal research that children who participated in EHS performed much better than their peers at the age of 3. For example:

- EHS children generally scored higher on assessments of cognitive development and on receptive language
- Programs had favorable impacts on several aspects of social and emotional development at age 3

Continue [reading here](#). This first appeared in The Family Blog July 31, 2014.



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

For more information on celebrating 50 years, see [here!](#)



[Best Practices in Data Governance and Management for Early Care and Education: Supporting Effective Quality Rating and Improvement Systems](#)



[Child Care in America: 2014 -- Full Report](#)
(National Summary of key data and all state fact sheets)



Child Trends and the Robert Wood Johnson Foundation have published a report, [Are the Children Well? A Model and Recommendations for Promoting the Mental Wellness of the Nation's Young People](#), that summarizes current knowledge on children's mental health and provides a comprehensive framework for understanding mental wellness.



Nurse-Family Partnership (NFP) released results of the first randomized clinical trial of an early intervention program in a high-income country to show reduced maternal and child death. The study, [Effect of Home Visiting by Nurses on Maternal and Child Mortality](#), reported in JAMA Pediatrics, found that NFP involvement reduced preventable deaths among low-income mothers and their first-born children living in urban, disadvantaged neighborhoods.

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

[Georgia to Invest in early childhood teachers](#)



Program will award scholarship incentives for advancing their educations

Gov. Nathan Deal and the [Georgia Department of Early Care and Learning](#) (DECAL) announced in July the launch of additional financial support for Georgia's early childhood educators to enhance their credentials through three new programs.

"Throughout my administration, I have made the education of our state's children my top budget priority," said Deal. "As we all know, having a great teacher is one of the keys to a child's success in the classroom. These three programs will provide teachers and administrators with more affordable higher education opportunities, helping to ensure that our state's education workforce is well-trained, prepared and positioned to educate our future leaders."

For the next three years, early childhood education program administrators and teaching personnel can receive financial awards for furthering their education and earning higher credentials in the field. The program will award a single bonus at each level to eligible applicants who earn the following credentials or degrees from eligible institutions from Jan. 1, 2014, through July 1, 2017:

- 1st Level: Single payment of \$1,200 for completion of a CDA Credential or a Technical Certificate of Credit
- 2nd Level: Single payment of \$1,500 for completion of a Technical College Diploma or Associate of Applied Arts or Science Degree
- 3rd Level: Single payment of \$2,500 for completion of bachelor's or master's degree

Funding for this effort will come from the federal **Early Learning Challenge** grant (ELC) that DECAL was awarded in December 2013. In addition, DECAL will continue to provide tuition assistance through its scholarship program for eligible early educators in licensed child care settings who enroll and attend any of Georgia's SACS-accredited, HOPE-eligible institutions to earn an early childhood education credential.

"We are excited about the additional support the state can offer early childhood educators thanks to the **Early Learning Challenge Grant**," said DECAL Interim Commissioner Amy Jacobs. "Achieving a higher credential will be more affordable than ever for early childhood professionals because of Georgia's HOPE Grant and HOPE Scholarship, DECAL's supplementary scholarship program, and additional funding through the ELC. And ultimately, the children of Georgia will benefit."

See more about the Race to the Top - Early Learning Challenge [here](#) and [here](#).

New Resource Released on Kindergarten Entry Assessments in RTT-ELC States

Under their Race to the Top – Early Learning Challenge (RTT-ELC) grants, States



Infant, Toddler, and Early Childhood Mental Health Competencies: A Comparison of Systems

This report by ZERO TO THREE and the Erikson Institute examines how different state working groups have articulated the knowledge and skills that providers of mental health services (or mental health infused services) should have, and how these competencies are being used. Six systems are highlighted — California, Colorado, Florida, Michigan, Ohio, and Vermont.



Shared Vision, Strong Systems: The Alliance for Quality Career Pathways Framework Version 1.0. In 2012, CLASP invited ten leading career pathway states— Arkansas, California, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Virginia, Washington, and Wisconsin— and their local/regional partners to join Phase I of the Alliance (2012-2014). CLASP and the Alliance partners jointly developed and provided consensus support for the Alliance for Quality Career Pathways Framework 1.0, which establishes a common understanding of quality career pathways and systems.



are revising existing or implementing new kindergarten entry assessment (KEA) tools. This document provides an overview of the assessment instruments currently in use or being developed by the 20 States that have been awarded RTT-ELC grants. It details which States are collaborating on KEA development, and it provides information on the time frames for developing and conducting the assessments. The information in this document is based on a review of State websites, RTT-ELC Annual Performance Reports, and a brief prepared by the Center on Enhancing Early Learning Outcomes (CEELO).

The document can be accessed using this link: www.elcta.org/KEAinfoGraphic

Preschool Development Grants Competition

U.S. Education Secretary Arne Duncan and Health and Human Services Secretary Sylvia M. Burwell announced today that applications are now available for the \$250 million [Preschool Development Grants](#) competition. The goal of Preschool Development Grants is to support states - including the District of Columbia and Puerto Rico – in building, developing and expanding voluntary, high-quality preschool programs in high-need communities for children from low- and moderate-income families. The new grant program will be jointly administered by the U.S. Departments of Education and Health and Human Services.



Under the Preschool Development Grant program, states with either small or no state-funded preschool programs will be eligible for Development Grants, while states with more robust state-funded preschool programs, or that have received Race to the Top-Early Learning Challenge grants, will be eligible for Expansion Grants. The U.S. Departments of Education and Health and Human Services intend for high-quality preschool programs to be located in regionally diverse communities, or consortia of communities, in cities, towns, counties, neighborhoods, districts or rural or tribal areas with a high level of need or distress as determined by the state. Preschool programs funded under either category of grants will need to meet the competition's criteria for high-quality preschool programs. All states, the District of Columbia and Puerto Rico are eligible to apply. Applications are due by **Tuesday, Oct. 14, 2014**. Awards will be made in December 2014.

31 Submit Intentions to Apply

Thirty states and Puerto Rico submitted intentions to apply for the FY 2014 [Preschool Development Grants](#) program competing for funding in the \$250 million Preschool Development Grants competition. The goal of Preschool Development Grants is to support states - including the District of Columbia and Puerto Rico – in building, developing and expanding voluntary, high-quality preschool programs in high-need communities for children from low- and moderate-income families. The new grant program is jointly administered by the U.S. Departments of Education and Health

Underpaid & Overloaded: Women in Low-Wage Jobs provides a comprehensive look at the women and men in the low-wage workforce, holding down jobs that typically pay \$10.10 per hour or less, such as home health aides, child care workers, fast food workers, restaurant servers, maids and cashiers.



[FEDERAL RESERVE LEADERS ON THE ECONOMIC VALUE OF HIGH-QUALITY EARLY CHILDHOOD EDUCATION](#)

Additional Resources

Presented by SBA, HHS & Small Business Majority

The Small Business Administration, Department of Health and Human Services, and Small Business Majority are committed to helping businesses navigate the changes and opportunities in health care through the Affordable Care Act 101 webinar series.

Twice monthly, small business owners can learn the basics of the Affordable Care Act and how they can enroll in small business health insurance marketplaces. Other topics discussed include insurance reforms, the small business health care tax credit, and employer shared responsibility provisions. SBA, HHS, and SBM representatives help small business owners understand the facts of the Affordable Care Act so they can make informed decisions about providing health insurance for their employees.

The Affordable Care Act 101 in Spanish

and Human Services. Applications are due October 14, 2014.

Additional details on the Preschool Development Grants program, including the [press release](#), [fact sheet](#) and webinar are available [here](#).

Promising Practices for Children Experiencing Homelessness: A Look at Two States

It is expected that over 600,000 children under age 5 will experience homelessness at some point during this year. These children are disproportionately at-risk for developmental and educational challenges when compared to their peers with stable housing. They also face barriers to accessing early care and learning programs that could provide them with the foundation to support healthy child development.

[“Promising Practices for Children Experiencing Homelessness: A Look at Two States,”](#) is a resource paper developed by the [Office of Early Childhood Development](#) at the [Administration for Children and Families](#) that highlights work being

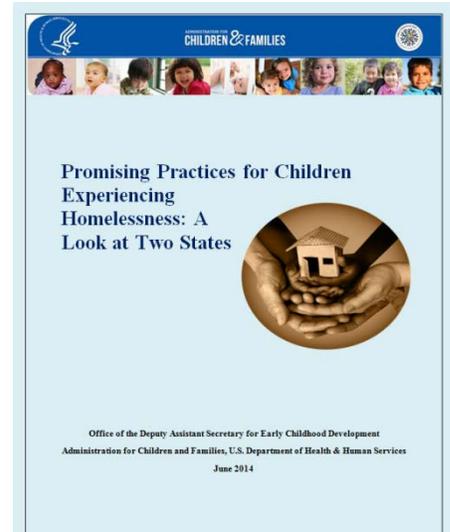
done in Massachusetts and Oregon to create interventions that are specifically targeted at increasing access to high-quality early care and learning programs for children experiencing homelessness.

Children experiencing homelessness are disproportionately at-risk for a host of negative developmental and educational outcomes. They also face many barriers to accessing early care and learning programs that could provide foundational supports to overcome the negative impacts of homelessness.

See also [Building Partnerships to Address Family Homelessness](#), a resource paper that highlights efforts by local Head Start and Early Head Start programs to connect with public housing associations, emergency shelter providers, local education agencies, and other community service providers. The partnerships highlighted are vital to help children experiencing homelessness connect with high quality early care and learning opportunities, as well as to help Head Start and Early Head Start families connect with other services.

For more information and additional resources on early childhood homelessness, see [here](#). See the new HHS webpage [here](#) and [here](#).

First Lady Michelle Obama spoke at the 2014 National Conference on Ending Homelessness, part of the Joining Forces initiative.



takes place every other Tuesday at 4 pm ET/1 pm PT. Below are the registration links for upcoming presentations.

- Oct. 7, 2014 [Click to Register](#)
- Oct. 21, 2014 [Click to Register](#)
- Nov. 4, 2014 [Click to Register](#)
- Nov. 18, 2014 [Click to Register](#)
- Dec. 2, 2014 [Click to Register](#)
- Dec. 16, 2014 [Click to Register](#)

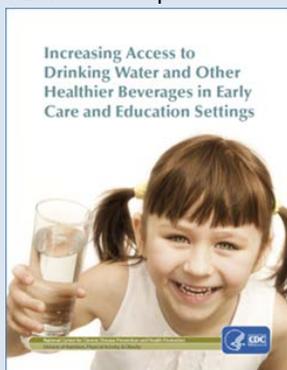
For more information on how the new health care law affects small businesses, check out

www.business.usa.gov/healthcare.

Birth to 5: Watch Me Thrive!

Tracking Developmental Milestones shows Birth to 5: Watch Me Thrive. See [here](#).

CDC's new implementation guide,



[Increasing Access to Drinking Water and Other Healthier Beverages in Early Care and Education Settings](#), helps early education child care centers and family child care homes make the healthy choice for the children in their care by ensuring access to free drinking water during the day. The easy-to-use guide provides useful tools such as needs assessment tools, implementation strategies, and resources for promoting water and other healthier beverages.

By providing water to children instead of sugar-sweetened beverages, ECE providers can help children reduce their intake of added sugars and extra calories. Water hydrates children's growing bodies, and, when fluoridated, can help prevent



See Mrs. Obama's [remarks here](#).

Rebuilding Head Start in Long Beach, NY: Groundbreaking Ceremony

On August 8, 2014 the Economic Opportunity Commission (EOC) of Nassau County conducted a groundbreaking ceremony for its new Long Beach Head Start Facility located at 1 East Pine Street, Long Beach, NY. The Head Start center was among the many properties in the city of Long Beach hard-hit by Super Storm Sandy.



The groundbreaking ceremony was attended by children, parents, staff and friends of the Long Beach Head Start program. ACF's Deputy Assistant Secretary, Linda K. Smith, and Regional Administrator for ACF Region II, Joyce Thomas, joined local and state officials to mark this new beginning for the program. A former Head Start child and current Head Start parent spoke

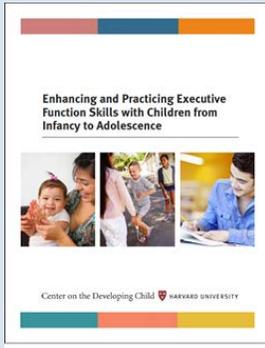
about the significant and positive change the program has made in his life and continues to make for his family.

Additional ACF Region II staff in attendance included Carolyn Baker, OHS Acting Regional Program Manager; Belinda Rinker, OHS Senior Advisor; Doug Raleigh, OHS Senior Facilities Consultant; Maya Thet Oaks, OHS Program Specialist; Nicole Richardson, OHS Program Specialist; and Nicole Meyers, OA Program Specialist.

See the full blog [here](#) that was posted on ACF's The Family Blog!

cavities.

Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence



The age-appropriate activities and games in this [guide](#) help children use their growing executive function and self-regulation skills, which are vital for learning and healthy development.



Last week's national early childhood conference was packed with information, resources, and opportunities for state personnel to learn from one another. You can find presentations and materials from the conference on the conference [website](#).

Child Care & Early Education RESEARCH CONNECTIONS *Promoting high-quality research and informing policy*

Early Care and Education and Home Visiting: [A Key Topic Resource List](#)

Research Connections conducted a comprehensive search of its collection for resources focused on the relationship between early childhood education and care and home visiting. This Key Topic Resource List includes an overview and

Supporting Schools, Families and Dual Generation Learning

For many immigrant families, schools and educational institutions are often the most meaningful interaction they have with a government entity. Improving new Americans' educational outcomes means expanding the future competitiveness of the U.S. in the new global economy. Providing assistance to immigrant students and their families generates more active participation in the educational process has a positive effect on students' educational outcomes including school readiness. ED funds programs for pre-school, elementary, and secondary education that offer resources and support services for the integration of immigrant children, youth, and adults including through the Title III program, [Language Instruction for Limited English Proficient and Immigrant Students](#). For example, ORR's [Refugee School Impact Program](#) provides orientations, tutoring, after school programming, parent/teacher conferences, interpretation assistance and additional information on navigating the school system. In a historic partnership, ORR the Office of Child Care ([OCC](#)) released a joint *Information Memorandum (IM)* offering strong encouragement to partner at state, regional and local levels increase refugee families' access to high-quality child care. In addition, ORR, OCC and the Office of Head Start ([OHS](#)) developed a [resource document](#) on linking refugee resettlement and early childhood networks to further facilitate collaboration.



White House Symposium Focused on Family Engagement

[The W.K. Kellogg Foundation holds first-of-its-kind White House Symposium on Transformative Family Engagement](#)

"We are so pleased to collaborate with the White House and other partners in this critical moment for transformative family engagement," said Carla D. Thompson, vice president for program strategy at WKKF. "Parents and caregivers are the strongest voices for their children and deserve a say in the decisions that affect their success."

The White House Symposium on Transformative Family Engagement this summer brought together a small, distinguished group of administration officials, including U.S. Secretary of Education Arne Duncan, Deputy Assistant to the President for Education Roberto Rodríguez and Director of the [Office of Child Care](#), Shannon Rudisill, along with philanthropic, research and other experts from the field, for a solutions-oriented discussion on how to achieve educational equity for children — particularly those from low-income families — through transformative family engagement.

Family engagement, especially during the critical early years, has been proven to have a profound impact on students' success in school and in life; however, it is not always seen as an essential component in local and national education reform efforts. More work needs to be done to ensure that parents and families are at the table and part of the decision making process when it comes to their children's education.

listing of selected resources from the literature. Resources of various types, including, reports and papers, fact sheets and briefs, summaries, and reviews are included. Selection criteria included policy relevance and relatively recent publication (since 2003).

Based on the search results, resources are grouped into the following categories:

- Overview of home visiting
- Home visiting as part of an early childhood program or system
- Home visiting as a method for promoting school readiness
- Home-based child care and home visiting

[View this Key Topic Resource List](#)



See the new video called "[The Social Womb](#)" and accompanying [paper](#). Three key social policies are presented in the video that would have a significant impact on the health and development of babies.

the **Ounce**

The Ounce of Prevention has a new publication, [Start Early to Build A Healthy Future](#), that analyzes the latest research on the ways that early experiences, both beneficial and stressful, can have strong impacts on the health of the developing child, and offers research, policy and practice recommendations for supporting children's lifelong health through high-quality early learning programs.

For more information on this event and the Kellogg Foundation's work in this area, see [here](#) and [here](#).

**This survey was conducted on behalf of WKCF by ORC International among 1,000 parents of children ages 6-17 in the United States, using a representative online sample, from July 1-8, 2014, and has a margin of error of plus or minus 3 percentage points.*

Supporting Early Childhood

MBTA and Department of Early Education and Care Host "Brain Building Zone for a Day" Event to Highlight the Potential of Everyday Moments to be Learning Moments

BOSTON – Patrick Administration officials turned the MBTA'S Harvard Square Station into a "Brain Building Zone" to promote the power of engaging parent-child interactions in building children's literacy through everyday routines.

As part of the event, the Department of Early Education and Care (EEC), in partnership with the United Way of Massachusetts Bay and Merrimack Valley (UWMBMV), officially unveiled its ***I am a Brain Builder*** ad which is being displayed on MBTA trains, to provide ideas for teachable moments between parents and children while they ride public transit. This public awareness effort is part of the state's "Brain Building in Progress" campaign, which is designed to communicate the critical importance of a child's early brain development to their learning and the Commonwealth's future prosperity. Secretary of Education Matthew Malone, Early Education and Care Commissioner Tom Weber, MBTA General Manager Dr. Beverly Scott, United Way of Massachusetts Bay and Merrimack Valley Senior Vice President Peg Sprague joined with parents of young children at today's event to serve as "Brain Building Ambassadors" by distributing materials about the campaign to commuters. The MBTA's mascot, Charlie, also welcomed commuters to the "Brain Building Zone".

"For our students to be successful in the long-term we have to make sure learning doesn't stop when they are not in school," said Secretary Malone. "These brain building activities are a reminder to parents and care takers that we can turn every moment into a learning experience, whether it's on the train, bus or walking through their communities."

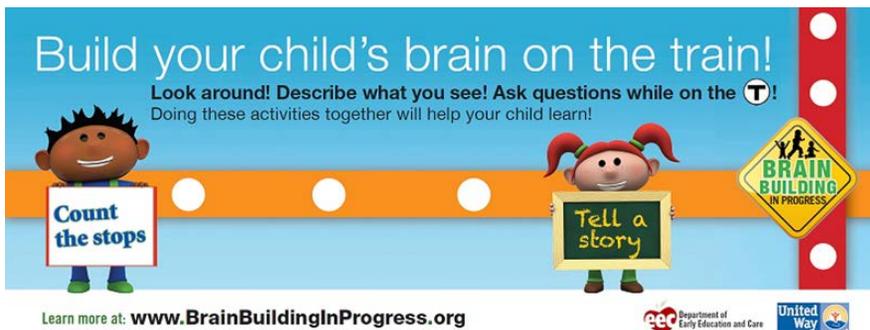
"The time parents and children spend together on the MBTA can be more than just getting from point A to point B," said Dr. Scott. "Programs like this help both parents and children boost their bonding time and build their brainpower, all while on a train or bus."

"All parents can support their children's vocabulary acquisition and literacy development through enriching verbal dialogue," said Commissioner Weber. "I thank the MBTA for being a great partner in helping to provide families with information and resources on how to be a brain builder on the MBTA and everywhere."

"Research shows us that early experiences literally shape how the brain gets built, and that a strong foundation in the early years increases the probability of positive outcomes later in life," said Michael Durkin, President of UWMBMV. "United Way is proud to work with the Commonwealth on this campaign to engage families and

spread the word that we can all be Brain Builders.”

The *I am a Brain Builder* ad and “Brain Building in Progress” campaign directs the public to an online hub of resources that are available support families and caregivers, including “Brain Building Zones” and a calendar of events that are searchable by community. Specific to the *I am a Brain Builder* ad launch, the website includes brain building activities related to riding the MBTA, online at: www.brainbuildinginprogress.org/ontheT.



If you have an Innovation in Early Childhood that is available for public use, let us know.



ADMINISTRATION FOR
CHILDREN & FAMILIES



YouTube logo linked to

<http://www.youtube.com/usgovacf>

RSS feed logo linked to <http://www.acf.hhs.gov/rss>

Twitter logo linked to <https://twitter.com/ACFHHS>

[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.