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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

September 9, 2015

VOLUME 3, NUMBER 9

### 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.

#### [The Importance of Interaction and Engagement](#)

How social interaction and child care provider attention help children thrive when television is turned off.

#### [Supporting Young Children and Families in American Indian Communities: The Tribal Early Learning Initiative](#)

Obama Administration announces \$600,000 in awards to six tribal entities for a new round of TELI grants.

#### [HPOG Grantees Share Strategies for Student Success](#)

By using program data, grantees track progress and identify practices that are

In April, the Institute of Medicine of the National Academies of Science issued a long-awaited report "Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation". The report is an excellent resource for anyone working in early care and education and although daunting in size, should be read by all. The report not only provides an excellent summary of the research on the developing child, the implications for early care and education, and the workforce, but it also describes a blueprint for action that must be taken seriously. The blueprint has implications far beyond the next few years, but rather provides a vision and long term goals and calls on all of us to begin the journey, to build the pathway to the vision. There are several points in the report that I think are especially relevant.



1. The domains of child development are categorized differently (cognitive, social-emotional etc.) by different disciplines within the field each having their own justification or logic. However, the point is that **what** the categories are named is less important than the realization – and acceptance – that all are interactive and mutually reinforcing rather than hierarchical. This has been the Head Start approach for decades and is slowly but surely being adopted in other programs especially child care.
2. Early learning, especially during the first three years of life, is critical to later success and not to be minimized in importance and priority. The neuroscience as related to the first few years is complex and requires sophistication and teaching skill far beyond what has traditionally been recognized by the field. If you don't believe this, you have only to look at the pay disparity for infant/toddler teachers and the lesser professional requirements across the board.

promising.

### [Remembering Staci Perlman – Yay Babies!](#)

Colleague remembers young researcher who dedicated her life to improving the lives of children who experience homelessness.

### [A New Partnership for Early Childhood Teaching](#)

Early EdU is an alliance of Institutions of Higher Education working together to increase access to affordable bachelor's degrees, offering relevant coursework and effective college instruction for early care and education professionals.

### [Immunization: A Choice for Public Health](#)

As millions of children return to school this fall, updated medical and immunization records will be needed.

### [One Year in the Life of the Early Head Start – Child Care Partnerships Program](#)

Early Head Start Child Care Partnerships and Expansion celebrates first birthday.

### [San Francisco's Innovative Homeless Programs](#)

Four agencies provide space for Bay-area individuals and families to call home

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

## Featured Reports



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



**Family and  
Provider/Teacher  
Relationship Quality  
(FPTRQ) Project Releases**

**Three New Briefs**

Interested in learning more about the FPTRQ project? Three new briefs

3. The knowledge and competencies required to support children's learning are far too specialized and content specific to be learned in a two hour workshop. Furthermore, just teaching subject-matter specific content without respect to how the content is delivered appropriately to individual children (competency) is a recipe for failure.
4. Finally, the report acknowledges something that has escaped many in the field and that is the knowledge and competency of leaders and administrators. These leaders have enormous influence over the quality of early learning and the quality of those hired as well as their professional development. I have always believed that leadership is the key. When you have a good leader, you have a good program and when you have a weak leader, the opposite is true. Good teachers don't stay in bad programs.

So, if the goal is more highly educated teachers and administrators, can we really get there? The answer is a resounding **yes**.

We have two programs that have pointed the way for us and shown it is achievable. The first is Head Start and the other is the Department of Defense.

- Both started out with few if any degreed teachers, yet both have demonstrated that quality is achievable.
- Both established health and safety as a key foundational requirement.
- Both began with simple training goals that evolved into intentional and sequential training that lead to national accreditation, AA degrees and beyond.
- Both had a vision, used a comprehensive developmental approach and recognized the importance in incremental improvement that was rewarded with higher pay.
- And both invested in leadership.

So, as States and communities begin to study the report and establish goals, it is important to keep the faith. I urge everyone to study the blueprint and think about where they are and what their particular state goals are. Like teaching in the early years, the goals for teaching adults need to be individualized and based on need. The path may vary based on the particular setting and staff, but if the goals are clear, improving the quality of early learning staff can be done, has been done and will be done again. The key is in establishing a clear pathway that allows for all to participate and all to achieve.

*Linda*

## Reminder: Public Comment Period Ends

**September 17**

### [Increased Head Start Quality through Revision of the Head Start Program Performance Standards](#)

**Last month, the Office of Head Start announced an extension for the public to comment on the proposed Head Start Performance Standards from August 18,**

explore different aspects of the measures developed from the project. [The first is a brief introduction to the FPTRQ users guide](#) as well as the administration and analysis of the measures. [The second describes the process used in measuring cultural sensitivity in the FPTRQ](#), and [the third helps program directors, practitioners, and policymakers learn more about the measures](#) and how to use them to complement the *Strengthening Families™* and *Head Start Parent, Family and Community Engagement* frameworks and self-assessments.

### The Intersection Between Prevention Science & Evidence-Based Policy

In a [commentary in the latest issue of Prevention Science](#), Lauren Supplee and Aleta Meyer discuss how the revised Society for Prevention Research standards of evidence provide a framework for high-quality evaluations to support evidence-based policy and for implementation of prevention programs at scale.



### Examining Tools for Measuring Child Language Development in Early Head Start

How well do three commonly used language screening and assessment tools measure what they intend to measure, measure children's language skills consistently, and identify children at-risk for possible language delays? [Explore findings from our look at these tools](#) using data from the Early Head Start Family and Child Experiences Survey to learn more.

[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](#)

**2015 to September 17, 2015.** By extending the comment period into September when children are in Head Start programs, we hope to encourage more feedback from parents and others in the Head Start community. Our goal is to obtain input from as many sectors as possible. Because parents play such a vital role in Head Start, we wanted to ensure they have time and opportunity to provide comments.

After reading the NPRM, please submit your official comments through [Regulations.gov](#). Only comments that are submitted through the [FederalRegister.gov](#) or [Regulations.gov](#) sites, or the identified alternative methods, will be officially considered before the publication of the Final Rule.

**This NPRM will now be open for comment until Thursday, September 17, 2015.**

Select the link to submit a comment:

[http://www.regulations.gov/#!submitComment;D=ACF\\_FRDOC\\_0001-0057](http://www.regulations.gov/#!submitComment;D=ACF_FRDOC_0001-0057)

Select the link to view the full NPRM:

<https://www.federalregister.gov/articles/2015/06/19/2015-14379/head-start-performance-standards>

## Healthy and Strong Tribal Communities

By: [Sylvia Mathews Burwell](#), HHS Secretary

I was fortunate to visit Indian Country, to meet with tribal leaders and community members, to visit HHS programs in two tribal communities, and to discuss the important work we are doing together to serve these communities.



Our government-to-government partnership is crucial to helping those in Indian Country who rely on our services and that is why these relationships are so important to this Administration and our Department. [We've made progress](#) for American Indian and Alaska Native communities, but there is still work to be done. I meet quarterly with my Secretary's Tribal Advisory Committee, but

it is also important to see firsthand how our collaboration can strengthen tribes and direct resources where they are needed most.

On Tuesday, I met with the Confederated Salish and Kootenai Tribes on the Flathead Reservation near Pablo, Montana. During my visit, I heard from early childhood



[Understanding & Measuring Providers' Teachers' Cultural Sensitivity with Families - Lessons Learned & Measurement Recommendations](#)

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

[Higher Education & Workforce Development in Tribal Communities & the Role of Tribal HPOG](#)

**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 is toxic stress and how does it relate to self-regulation?](#)

[How do housing instability and homelessness influence parents' preschool choices?](#)

[What features of early childhood education programs are associated with Latino children's early language and literacy development?](#)

[What is the relationship of the number of hours infants spend in child care to infant-mother attachment?](#)

[What is the overall effect of early care and education programs on children's externalizing behavior problems?](#)

[Do kindergarten teachers' ratings of children's prosocial skills predict key adolescent and adult outcomes?](#)

[Is there a bidirectional link between English language expressive vocabulary and self-regulation skills for monolingual and dual language learner preschoolers?](#)

[What education gaps based on socioeconomic status, race, and gender exist among children prior to](#)

educators, managers, and a parent about the importance of programs such as Head Start and child care.

A special thank you to Chairman Vernon Finley for hosting us at the Flathead Reservation (above).



Roundtable meeting on the Tribal Early Learning Initiative (left).

Read the Secretary's full blog [here](#). See more pictures of her trip [here](#).

*Healthy and Strong Tribal Communities by Sylvia Mathews Burwell, HHS Secretary was posted [on HHS.Gov](#) on August 20, 2015.*

## New TELI Grants Awarded

U.S. Secretary of Health and Human Services, Sylvia Burwell and Deputy Assistant Secretary for Early Childhood Development, Linda K. Smith recently visited the Flathead reservation in Montana. During the visit, they announced \$600,000 in awards to a [new Tribal Early Learning Initiative \(TELI\) cohort](#) 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.

The newly announced TELI winners include the Confederated Salish and Kootenai Tribes in Montana, Cherokee Nation in Oklahoma, Choctaw Nation of Oklahoma, the Confederated Tribes of Siletz Indians in Oregon, the Inter-Tribal Council of Michigan, and the Red Cliff Band of Lake Superior Chippewa in Wisconsin.



See [Supporting Young Children and Families in American Indian Communities: The Tribal Early Learning Initiative](#) by Linda K. Smith to learn more about the visit to the Flathead reservation in Montana. HHS met with early childhood leaders from the Confederated Salish and Kootenai Tribes (CSKT) and announced \$600,000 in awards to six tribal entities for a new round of [Tribal Early Learning Initiative \(TELI\) grants](#).

[kindergarten entry?](#)

[What do we know about how early childhood teachers use ongoing assessment?](#)

[Who minds the kids when mom works a nonstandard schedule?](#)

## 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 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

## A New Partnership for Early Childhood Teaching

By Linda K. Smith, Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development

Early childhood is a time of enormous growth and development. Children are developing more rapidly during the early years of life than at any other time in their lives. We know the relationship between the adult and the child is the single biggest predictor of quality. It is not surprising then that our early childhood teachers are the most critical components of high-quality early learning programs and ensuring that children enter school ready to learn.

I traveled last week with Health and Human Services Secretary Sylvia Burwell as we visited northwest Montana. I enjoyed returning to Montana where I was born and raised. I volunteered at one of the first Head Start programs on Flathead Reservation, an experience that influenced my education and career choices. Montana is home - where I went to college (University of Montana), started my career in early childhood education, and where I raised my family in northern Cheyenne. It was good to visit the Flathead Reservation to hear directly from tribal leaders, members, and staff about their innovations in early childhood education, including their successes and challenges.

While in Montana, Secretary Burwell announced a first of its kind partnership between [Early EdU: An Alliance for Head Start and Early Childhood Teaching](#) through the University of Washington and [Salish Kootenai College \(SKC\)](#), a postsecondary educational institution for Native Americans.

Read more about Early EdU and the partnership with SKC [here](#). This blog was originally posted in [The Family Room Blog](#) at ACF.

## Tribal Early Learning Initiative: Collaborative Success

**Tribal Early Learning Initiative: Collaborative Success**

**Executive Summary**

The Tribal Early Learning Initiative (TELI), which was launched by the Administration for Children and Families (ACF) in fall 2012, has offered a unique and important opportunity for tribal communities to bring together their Tribal Home Visiting (Tribal Maternal, Infant, and Early Childhood Home Visiting; American Indian and Alaska Native Head Start/Early Head Start; and Tribal Child Care (Tribal Child Care and Development Fund) programs to support high-quality, coordinated early childhood development services for Native children and families. ACF has provided additional resources aimed at developing a seamless system of support for early childhood services in their communities.

The four TELI grantees, Choctaw Nation of Oklahoma, Confederated Salish and Kootenai Tribes in Montana, Pueblo of San Felipe in New Mexico, and White Earth Nation in Minnesota, each developed projects designed to build a strong foundation for sustained and expanded collaborative across partners. These four projects now serve as a model for tribal early childhood programs to work in a cohesive and aligned way to support young children and their families and break down program silos.

This document describes each TELI project, including the activities, results, and perspectives of the grantees partners. In addition, common themes that emerged from the TELI projects across grantees are shared. All grantees emphasized the significantly improved relationships across the programs' activities. Increased understanding of each others' programs, and a new way of working together that has truly become the norm for these programs.

In general, the TELI grantees describe similar processes and stages of collaborative activities, which began with relationship building and increased understanding of each other's work. From there, grantees moved into leveraging activities by jointly providing training and professional development activities, and by jointly sourcing community resource guides and co-hosting community events. Deeper collaboration was also realized in the form of coordinated assessments and, in one case, development of a shared database system.

For each community, the TELI has been successful in achieving initial goals. Each grantee has improved coordination across programs, created a solid foundation for expanding early childhood into 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 in their communities.

The Tribal Early Learning Initiative (TELI), which was launched by the Administration for Children and Families (ACF) in fall 2012, offers a unique opportunity to bring together four tribal communities' Tribal Home Visiting (Tribal Maternal, Infant, and Early Childhood Home Visiting), American Indian and Alaska Native (AIAN) Head Start/Early Head Start, and Tribal Child Care (Child Care and Development Fund) programs to support high-quality, coordinated early childhood development services for Native children and families.

ACF has partnered with tribes to support activities aimed at developing a seamless system of support for early childhood services in their communities.

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)).



The [Child Outcomes Summary \(COS\) Process Module](#) has helped hundreds of early intervention providers and preschool special education staff understand the Child Outcomes Summary process. A new informative session 4 has been added. Session 4 outlines the 7-point scale used to indicate a child's status on each of the three outcomes at a given point in time. The 7-point scale indicates how the child's current functioning compares to age-expected functioning for his or her chronological age.

If you've already registered for our Child Outcomes Summary Process module, Session 4 will now appear in your menu. If not, you can register for the module from DaSy's [Online Learning](#) page, or on ECTA Center's [Child Outcomes Summary Process](#) page.

#### URBAN INSTITUTE

[Urban Institute](#) released two briefs from its project ***Bridging the Gap: Understanding the Intersection between Workforce Development and Child Care*** which focuses on strategies to better meet the child care needs of low-income parents needing education and training. The two briefs can be found on the [Urban Institute](#) website and [here](#) and [here](#).

## Early Head Start-Child Care Partnerships Guidance Available



Last month, an Information Memorandum (IM) was released that provides policy and program guidance for the Early Head Start – Child Care Partnerships (EHS-CCP). The IM was jointly developed by ACF's Office of Head Start, Office of Child Care, and the Office of Early Childhood Development.

The EHS-CCP program will enhance and support early learning settings to provide full-day/full-year, seamless, and comprehensive services that meet the needs of low-income working families and those in school; increase access to high-quality, full-day child care (including family child care); support the development of infants and toddlers through strong relationship-based experiences; and prepare them for the transition into Head Start and preschool. The EHS-CCP is a unique opportunity which brings together the best of Early Head Start and child care through layering of funding to provide comprehensive and continuous services to low-income infants, toddlers, and their families. The 275 Federal EHS-CCP grants are increasing access to high quality infant-toddler care through innovative partnerships with local child care and family child care programs across the country.

The IM is available at

[http://content.cleverex.com/hslc/standards/im/2015/resour\\_ime\\_003.html](http://content.cleverex.com/hslc/standards/im/2015/resour_ime_003.html) and at <https://www.acf.hhs.gov/programs/occ/resource/im-ohs-2015-03>

For more information about the EHS-CC Partnerships, visit: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehs-ccp>.

## Child Care Center Receives a Head Start



Lee Howell beams with excitement as she describes the final stages of the extensive improvements that are being made to the garden-level space her center will soon occupy.

The process began when Howell, the owner of Little Land of Love Learning Center, attended a recruitment event hosted by The Family Conservancy (TFC) and decided to partner with TFC to provide Early Head Start services

at her program. Discussions began about facility issues and it became apparent that the best plan would be to move the facility. The old location is small, dark, a rental property and in need of extensive improvements.

*Pictured above (left to right): Willie Jones from W.J.R Plumbing and More, TFC Head Start Director Pamela Black and The Rock at Stony Point owner Lee Howell.*

## From the Office of Head Start: The Hottest Baby E-learn Resources of the Year

Take note of the most viewed resources recently shared. Keep them handy for pre-service or in-service training!

1. [Identifying Interest-Based Everyday Activities for Infants, Toddlers, and Preschoolers](#)
2. [Development of Infants and Toddlers Who Are Dual Language Learners](#)
3. [Promoting Social-Emotional Development: Helping Infants Learn About Feelings](#)
4. [Birth to Five: Watch Me Thrive! A Compendium of Screening Measures for Young Children](#)
5. [News You Can Use: Early Science Learning for Infants and Toddlers](#)
6. [Why Hurry? Respecting Development and Learning](#)
7. [What Are the Key Elements that Contribute to Strong Early Head Start \(EHS\)–Child Care \(CC\) Partnerships?](#)
8. [Five Myths About Child Maltreatment](#)
9. [What's Sleep Got to Do with It? Exploring Sleep and Wellness for Infants and Toddlers](#)
10. [Parent Tip Sheets and Parent Cards: Welcome to Group Care](#)



“Watch Me! Celebrating Milestones

“When we first met with Little Land of Love Learning Center director and staff, it was apparent that they truly cared for the children in their care and were already serving the families Early Head Start was wanting to reach. They did the best they could to provide high-quality care, but their facility and available funds were limited,” explained TFC Head Start Director Pamela Black.

The new space, which will be renamed The Rock at Stony Point, is available through a partnership with The Rock Church of the Nazarene and upgraded with an investment from the Early Head Start-Child Care Partnerships start-up funds. It is a true community collaboration. Black explains why the move was the right choice, “Instead of investing Head Start dollars in a rental property, it’s going into an agency that will benefit the community in a larger way, and we were able to increase the number of children they could serve.” *Pictured above: The toddler room at The Rock at Stony Point.*



With the improvements, the center will more than double their capacity, increasing from 23 to 50 children. Seven of the additional spaces will serve infants and toddlers, an especially high need in the Kansas City, Kansas community.

Continue reading this [Early Head Start-Child Care Partnership success story here!](#)

## Scholastic Donates Books to Winners of Early Head Start – Child Care Partnership Grants

Through The Scholastic Possible Fund, Scholastic committed 300 libraries each consisting of 300 board books for children ages 0-3 to the winners of the Department of Health and Human Services Early Head Start Partnership Grants in support of the “Invest in Us” initiative. This commitment was announced last December at the White House Early

Childhood Education summit and reflects Scholastic’s long-standing support for children during the first five years of life which offer a critical window for learning,



and its belief that investments in high-quality early learning programs will have long-term benefits both for young children and for the country as a whole.

See a short video capturing the first library donation to a Head Start center in Atlanta, GA. <https://youtu.be/lcQzyf-Mdjik>

For more information on Early Head Start-Child Care Partnerships, see [here](#) and [here](#).

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 Office of Head Start held the 19th Annual Birth to Three Institute. An archived video of the live-streamed conference is now available. Watch [here](#).



As Hispanic Heritage Month approaches, it's important to consider ways to provide the Spanish-speaking community with the health information they need to keep infants safe throughout the year. According to Pew Research Center, roughly 40% of Hispanics residing in the United States mainly speak Spanish. This community is one of the Eunice Kennedy Shriver National Institute of Child Health and Human Development's (NICHD's) fastest growing audiences.

#### Resources for the Whole Family

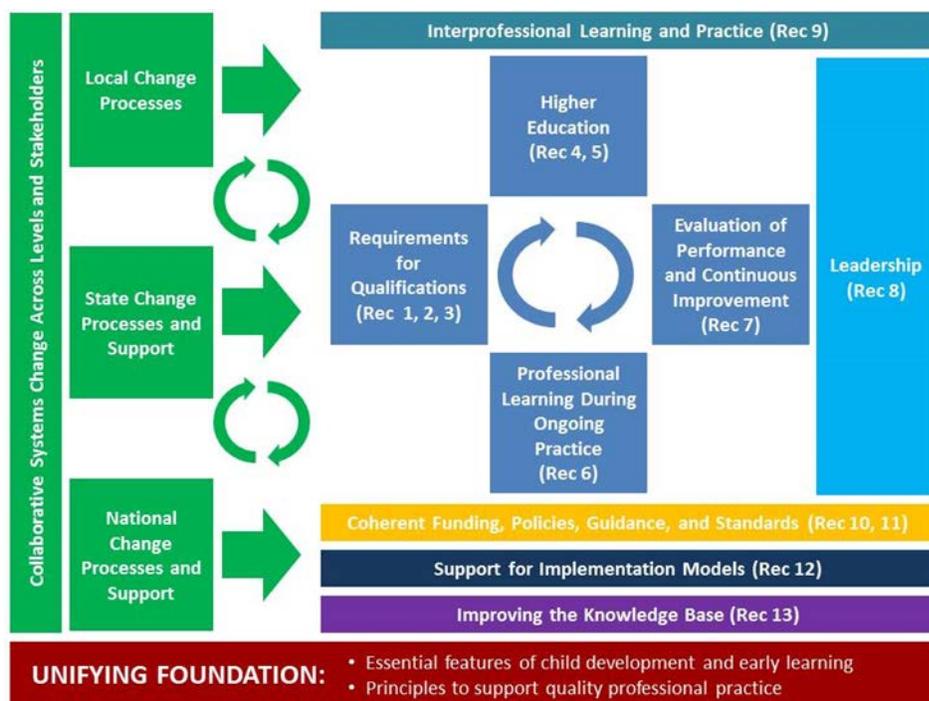
When it comes to baby's sleep time, it is most effective to engage the whole family in safe infant sleep education. We know that grandparents play an important role in supporting new parents and guiding their decisions about how to put their babies to sleep. In some Hispanic families, while mom and dad may prefer English, other family members might need resources in Spanish. Help us spread our message of safety by downloading or ordering our brochure in Spanish, written [specifically](#)

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

[www.iom.edu/Birthtoeight](http://www.iom.edu/Birthtoeight)

The [Institute of Medicine](#) (IOM) and the National Research Council (NCR) released [Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation](#), one of the most important studies of the workforce in our nation's history. The full report is available [here](#).

Part V of the Study is a Blueprint for Action. Chapter 12 provides significant information on the interacting elements of supporting quality professional development, a unifying foundation and a framework for collaborative systems change. The thirteen (13) recommendations address local, state and national change processes and support while recognizing the challenges of the complex changes that will be required to implement the recommendations.



[Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation](#). Washington, DC: The National Academies Press, 2015. Figure 12 – 2 A blueprint for action with unifying foundation, a framework for collaborative systems change, and interrelated recommendations. Institute of Medicine and National Research Council.

Have you discussed the IOM Study and the recommendations in your state? Many states have shared the report with other stakeholder groups. Other states shared the report with ECE faculty in community colleges in their states.

If you are talking about the IOM Recommendations and want to share your next steps, let us know.

[for grandparents.](#)

You can also check out [Spanish-language infographic especially for fathers.](#)

[Other Resources To Help Spread the Word](#)

We've heard that finding resources for Spanish-speaking communities remains a challenge for local organizations and health departments, including those with existing safe infant sleep education programs. As your partners in safety, we provide Spanish-language information on safe sleep through downloadable PDFs and print materials.

- [Spanish brochure](#)
- [Spanish handout](#)
- [Spanish doorhanger](#)
- [Spanish Safe Sleep for Your Baby video](#) 

You, your colleagues, and members of your community can download our materials or order them on the NICHD's [updated Spanish-language website.](#)

Sincerely,  
Safe to Sleep® campaign



## STAM 2015 Resources Now Available

Resources from the 2015 State and Territory Administrators Meeting (STAM 2015) are now available on the [Child Care Technical Assistance Network Web site.](#) *Note:* Some presenters requested that their presentations and resources not be made public, so not all meeting materials are available.



## ACF Information Memorandum Regarding Children's Social-Emotional and Behavioral Health

The Child Care and Development Block Grant Act of 2014 (CCDBG Act) makes several references to children's social-emotional and behavioral health. In particular, the CCDBG Act requires States to provide consumer education information to families; the general public; and where applicable, providers. That information must include their policies regarding the social-emotional and behavioral health of young children, which could include policies on the expulsion of preschool-age children in early childhood programs receiving Child Care and Development Fund (CCDF) program assistance. The law also allows States to target CCDF program quality enhancement funds to professional development efforts, including effective behavior management strategies and training that promotes children's social-emotional development and reduces challenging behavior, including reducing expulsions of preschool-age children for such behaviors.

In addition, in 2014 the U.S. Departments of Health and Human Services and Education jointly released a policy statement addressing expulsion and suspension in early learning settings and highlighting the importance of social-emotional and behavioral health. The [Information Memorandum](#) released September 8, 2015 provides lead agencies with a menu of policy options to consider when developing their CCDF plans and policies to support young children, parents, and the early childhood workforce.



## The Office of Child Care Shares Information

### Celebrating Let's Move! Child Care's 4th Anniversary

### [Complete an Action Plan Today!](#)

The Packard Foundation is partnering with Let's Move! Child Care (LMCC) to award toolkits to support early care and education (ECE) providers in meeting the goals of Let's Move! Child Care. These toolkits include supplies and materials to directly support ECE center/home's Let's Move Child Care Action Plan. The toolkits, provided by Kaplan, are valued at over \$100/kit and will be a great help in achieving steps on the winning ECE providers' Action Plans.

**Eligibility** - Centers/homes who develop an LMCC Action Plan online **between August 17th – September 18th** will be entered into a drawing for a chance to win toolkits. Ten programs will be randomly selected as winners (please note: there can only be one winner chosen per center/home, so program directors, staff, and leadership should complete their Action Plan together as a team). Winners will receive toolkits (appropriate for the number of children they serve) with resources based on their top priority goal area from their Action Plan. The winners will be contacted in the future to see how the materials have helped make positive changes in their center/home.

**Develop an Action Plan by September 18th for a chance to win!**

*Let's Move! Child Care* (LMCC) is a nationwide call-to-action to empower early education and child care providers to make positive health changes in children that could last a lifetime. LMCC goals focus on physical activity, screen time, food, beverages, and infant feeding. The public and private partners supporting LMCC include the Office of the First Lady, White House Domestic Policy Council, Administration for Children and Families, Centers for Disease Control and Prevention, Health Resources and Services Administration, National Institute of Food and Agriculture, Food and Nutrition Service, Nemours, Child Care Aware of America, and University of North Carolina.

## **Fostering School Success for English Learners Public Information-Meeting 4**

The National Academies of Sciences, Engineering, and Medicine Committee on the Fostering School Success for English Learners is pleased to announce a second public information-gathering session to be held on **October 8, 2015 at the Beckman Conference Center of the National Academies in Irvine, CA**. The committee is tasked with conducting a study and preparing a consensus report that will inform a research agenda to address gaps in the knowledge base, policies that impact young DLLs, and practices in the range of settings where ELL/DLL children learn, grow, and develop, including homes, classrooms and health care settings. The purpose of this public session is for the committee to hear from experts in the field to inform their deliberations. This event is open to the public, however registration is limited based on space availability. For those unable to attend in person, live webcasting will be available. Registration is now open to attend the workshop in person or to participate in the live webcast.

A detailed agenda with more information about session topics and panelists will be available on the project website, [iom.nationalacademies.org/DualLanguageLearners](http://iom.nationalacademies.org/DualLanguageLearners).

**Register here. You can attend in person or participate via webcast!**

## Research-to-Policy Resource List: Early Care and Education Supports for Young Children Experiencing Homelessness



Research Connections conducted a comprehensive search of its collection for resources focused on supporting children 0 to 6 years experiencing homelessness through early childhood education programs. Key words used in the search were homeless children and families, homeless children, housing instability, homeless preschool children, children experiencing homelessness, and trauma.

This Research-to-Policy Resource List includes an overview and listing of selected resources from the literature from the years 2000-2014. Resources of various types -- reports, research articles, and reviews -- are included.

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

- *Prevalence of Homelessness among Young Children*
- *Experience and Impact of Homelessness for Young Children*
- *Access to Early Care and Education for Children Experiencing Homelessness*
- *Early Care and Education Programs and Practices that Support Children Experiencing Homelessness*
- *Addressing Trauma Associated with Homelessness for Young Children*

This Research to Policy List included research by Dr. Staci Perlman from the University of Delaware. See the blog remembering Staci Perlman [here](#).

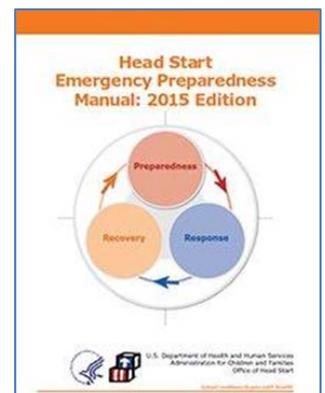
## September Is National Preparedness Month

September is National Preparedness Month, an annual campaign to encourage Americans to prepare for emergencies in their homes, schools, organizations, businesses, and communities. Now in its ninth year, National Preparedness Month is a nationwide, month-long effort hosted by the Federal Emergency Management Agency's Ready Campaign and Citizen Corps. ACF is committed to preparing individuals, families, programs and communities for disasters and assisting in the recovery process. As part of this commitment, ACF proudly supports National Preparedness Month.

### Preparedness for Early Childhood Education

#### Providers

- [Child Care Resources for Disasters and Emergencies](#) from the ACF Office of Child Care.
- [Emergency Preparedness Resources](#) from



the Office of Head Start

- Check out the [Head Start Emergency Preparedness Manual](#) a resource to support Head Start programs in planning for emergencies and implementing preparedness plans.
- See [Responding to Crises and Tragic Events: Information and Handouts](#), which addresses program needs when community violence and natural disasters occur.
- **Disaster Preparedness for Child Care Providers** resources from the American Academy of Pediatrics (AAP).
- **Emergency Preparedness Resources for Schools and Childcare Centers** from the Centers for Disease Control and Prevention (CDC).
- Emergency Preparedness and Response: <https://childcareta.acf.hhs.gov/topics/emergency-preparedness>
- [Preparing Children for Natural Disasters Reassures Their Safety](#)

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



Tammy Proctor, Group Leader for the Office of Early Learning at ED and Marsha Basloe, Senior Advisor at Early Childhood Development at HHS just returned from a site visit to New Mexico where they had the opportunity to talk with leaders and community members about New Mexico's Race to the Top-Early Learning Challenge grant.

A part of the site visit included the opportunity to hear from providers and T.E.A.C.H. participants about their educational experiences, how T.E.A.C.H. and NM Incentives are supporting their professional goals and how these efforts support FOCUS, the new quality rating and improvement system in New Mexico.



## Child Care in State Economies

The Committee for Economic Development of The Conference Board (CED) released a new study "[Child Care in State Economies](#)," which examines the child care industry's effect on parents' participation in the labor force, and provides extensive details regarding the industry's state economic impact, including: usage rates, the role of public



funding, revenues, and business structure.

See the CED [web page](#) that includes the study, the [executive summary](#), national overview, state fact sheets and state talking points.

The Committee for Economic Development of The Conference Board (CED) is a nonprofit, nonpartisan, business-led public policy organization that delivers well-researched analysis and reasoned solutions to our nation's most critical issues.

See the Forbes article about the study "This Is Why You Should Care About Child Care (Even If You Don't Have Kids)" [here](#).



National Head Start Association, Yasmina Vinci, Executive Director

National Head Start Association

This month [The National Head Start Association \(NHSA\)](#) is excited to partner with [Vroom](#) to help launch a national initiative to turn everyday activities, like bath time and meal time, into brain building moments for children. Vroom delivers fun, interactive tips parents can use to support early brain building in their daily routines. NHSA will be highlighting the science behind early brain development and encouraging programs to embrace these materials and tools to help support families in providing continued learning outside the classroom.



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

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