

Having trouble viewing this email?

<https://www.acf.hhs.gov/programs/ecd>

This newsletter will be posted when 508 compliant.



Working Together for a Better Beginning

"I want to focus on the next five years, ten years, and beyond. I want to focus on our future.

The bipartisan reform of No Child Left Behind was an important start, and together, we've increased early childhood education... In the coming years, we should build on that progress... "

-- President Obama, January 2016, State of the Union Address

Early Childhood Development

Office of the Deputy Assistant Secretary for Early Childhood Development
Mary E. Switzer Building, 330 C Street, SW
Washington, D.C. 20201

March 15, 2016

VOLUME 4, NUMBER 3

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.

[Interoperability at ACF](#)

Interoperable systems are key to delivering family-centered services, by improving access to and coordination of available resources and services.

<http://1.usa.gov/1YgpB4F>

[Investing in Flint's children](#)

One-time emergency funding expands and enhances Head Start and Early Head Start services in Flint, Michigan.

<http://1.usa.gov/21O6JuG>

[Supporting Our Youngest Innovators: STEM Starts Early!](#)

The White House is celebrating early

Four years ago, California received one of the first Race to the Top Early Learning Challenge Grants. This happened only a couple of weeks after I came to ACF, so last week, as I was reading through their annual performance report (yes, we really do read them), I was blown away by the progress they have made since then. It felt great to see the investments paying off for children. Rather than propose a state-wide Quality Rating Improvement System (QRIS), they proposed a Consortia of 17 counties. The 17 promised to work together across its counties to create a quality rating and improvement system that was consistent across counties, and more importantly, allows those counties to share their experiences and resources.



Today, all 17 Consortia counties have fully implemented their QRIS and achieved both their participation goals and site ratings. Now, because of the hard work, California is improving early learning program quality in every county of the state – 58 counties.

It hasn't been easy. California is a large, diverse State and everyone didn't always agree but kept working to achieve their ultimate goals. In 2012, California was serving 475 sites and by 2015 they have increased 590 percent to 3,278 sites. In 2012, 1,565 children were in participating sites and by 2015 it increased to 124,734. What an amazing accomplishment!

The State has accomplished a great deal in four years, from developing career pathways and an online professional development system, to aligning community college coursework across 101 colleges, to creating a screening guide for early learning providers. California has worked across Departments and with the non-profit sector. They have used the Child Care and Development Funds (CCDF) to ensure that 80 percent of CCDF children (111,400) have access to QRIS.

California's achievements represent the work of so many states, some RTT-ELC, some not. Other States I have visited lately like Alabama, Delaware, Ohio, Washington,

STEM learning.

<http://1.usa.gov/1YgplNI>

[Current Wages, Despite Educational Attainment, Undermine Quality Care Goals](#)

High quality care is related to the strength of the workforce.

<http://1.usa.gov/24IJ42n>

[Improving the Health of the Homeless](#)

A project to improve the health and future of homeless Native Hawaiians.

<http://1.usa.gov/1LCKYWA>

[Finding a Fit with Family Child Care](#)

Family child care providers strengthen the early care and education system by meeting the unique needs of many parents and children.

<http://1.usa.gov/21ReCkm>

[Fiscal Year 2017 Budget Request Emphasizes Evidence](#)

Budget request continues to propose strong investments in learning for ACF programs.

<http://1.usa.gov/1RuwR7N>

[Expanding Quality Child Care to Help Working Families Succeed](#)

Exciting new steps to expand access to high-quality, affordable child care.

<http://1.usa.gov/21e3awO>

[President's Early Learning Budget for FY2017 and Legislation to Strengthen Child Care for Families with Young Children](#)

New proposed budget continues to show a strong commitment to expand access to high quality child care and early learning settings.

<http://1.usa.gov/1L8xk2X>

ACF [Informate](#)

The February Issue is here

<http://www.acf.hhs.gov/informate-february-2016-0>

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

Minnesota and many more have just as compelling stories. Then there are the communities that are making big strides. San Antonio, Texas, Columbus, Ohio and Charlotte, North Carolina all come to mind. So as we enter the last year of this Administration, it feels good to look across the country to see the magnitude of progress in creating and sustaining systems that support children birth to school entry. At our core, it feels like this country has finally turned a corner and now recognizes the importance of the earliest years. Hats off to **everyone** who has persevered to make this happen.

Linda

ACF Tribal Experts Workgroup Meeting on Social-Emotional and Behavioral Health



ACF, in collaboration with the Centers for Disease Control and Prevention (CDC), Health Resources and Services Administration (HRSA), Indian Health Service (IHS), and Substance Abuse and Mental Health Services Administration (SAMHSA), hosted a one-day Tribal Experts Workgroup Meeting on February 25th to discuss a new cross-Department initiative to support the social-emotional and behavioral health of young children in tribal communities. The initiative will have a particular focus on children, birth to 5, living in families with mental health and substance abuse challenges. It is essential to better support our caregivers—early care and education providers, child welfare providers, home visitors, health care providers, parents, grandparents, and other adults—and provide the best strategies to care for children who are growing up in this context.



Bringing together a group of tribal leaders, community members, researchers, and advocates was essential to ensure our work is relevant, and it will make a real difference in tribal communities. The goal of the meeting was to learn from experts and discuss how we can better work

Featured Reports



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

[Family Self-Sufficiency Data Center: Needs Assessment Report](#)

[Nudges for Child Support: Applying Behavioral Insights to Increase Collections](#)

[Migrant and Seasonal Head Start Supplement to the National Agricultural Workers Survey 2015 Report](#)

[Approaches to Measuring Early Head Start-Child Care Partnerships: Recommendations and Considerations](#)

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.

This [Topic of Interest](#) includes recently published resources from the Research Connections collection on child care provider participation in the **Child and Adult Care Food Program (CACFP)** and on the effects of CACFP participation on the nutrition of young children. This program--along with several other child nutrition programs--last authorized under the Healthy, Hunger-Free Kids Act of 2010 is currently undergoing review by the Congress, a process that occurs every five years.

[What are the findings from the 2015 National Agricultural Workers Survey for Migrant and Seasonal Head Start-eligible families?](#)

[What are the predictors and prevalence](#)

together to:

1. raise awareness of challenges that young children face in tribal populations with high rates of adult mental health and substance abuse issues;
2. provide tools and effective strategies for caregivers to support improved social-emotional and behavioral health outcomes for young American Indian and Alaska Native children and their families; and
3. develop policy recommendations to address funding and service delivery challenges.

EHS-CC Partnerships Highlight



OVEC: Professional Development Integration to Improve Outcomes for Infants and Toddlers

The Ohio Valley Educational Cooperative (OVEC) is off to a remarkable start with its Early Head Start-Child Care (EHS-CC) Partnership grant. Six of ten partner centers are already open with children enrolled and four more will open in the coming weeks as renovations are completed.

EHS Director Kim Fithian said, "OVEC is on target to provide high quality services to 193 infants and toddlers in 49 classrooms in 10 centers. The transformation we're bringing about in classrooms is incredible. Educators are now excited to go to work. Even the most passionate teachers can be discouraged when the physical classroom environment is inadequate. With new furnishings, equipment, and two renovated playgrounds, it's easy to read the enthusiasm of adults from the smiles on their faces."



OVEC, a consortium of 13 school districts serving more than 50,000 students in north central Kentucky, is integrating Partnership services into their other early care and education services. Fithian said, "Integration of EHS-CC into our ongoing work is central to our strategy. We bring existing infrastructure and support to the effort. We already had nurses and education specialists. We are able to cross-train EHS-CC participants in existing professional development activities on developmentally appropriate practice, the Head Start Performance Standards, child care orientation, Child Plus, etc. Anything we offer our staff or anyone in our community, we offer to our EHS-CC partners."

Fithian credits a new partnership with the University of Louisville (U of L) as a key factor in their momentum. "U of L provides Child Development Associate (CDA) classes once a week at OVEC. Two classes are offered on Saturdays, and it's common to have more

[of educational intervention utilization among U.S. preschool aged children with autism spectrum disorder \(ASD\)?](#)

[Does the Success by Six Initiative improve quality for child care centers in Greater Philadelphia?](#)

[Can intervention programs in child care promote the quality of caregiver-child interactions?](#)

[What is the classroom age composition and the school readiness of 3 and 4 year-olds in the Head Start program?](#)

[What are the social and emotional benefits of arts participation in early childhood?](#)

Looking for information on supporting nutrition in early care and education settings? See the resources at Research Connections.
<http://www.researchconnections.org>

Child Care & Early Education RESEARCH CONNECTIONS
<http://www.researchconnections.org>

Supporting Nutrition in Early Care and Education Settings: The Child and Adult Care Food Program (CACFP)

Child care centers, head start programs, and family child care providers serving young children – as well as after school programs and home-based centers that reach older children, adults, and families – are supported in providing healthy meals and snacks by reimbursements through the [Child and Adult Care Food Program \(CACFP\)](#), administered by the Food and Nutrition Service of the U. S. Department of Health and Human Services. CACFP provides guidelines to ensure that the food served is nutritious and promotes healthy development, as well as requiring compliance with local health and safety standards. This program – along with several other child nutrition programs – is authorized under the Healthy Hunger-Free Kids Act of 2010 and currently undergoing review by the Congress, a process that occurs every five years.

Since 1988, when the CACFP program began, more than 50 billion meals have been served to children in child care homes and centers, head start programs, and after school programs. In 2014 alone this number was almost 5 billion. [State data on 3.5 million children](#) in these settings across the nation are provided annually with meals and snacks, however, [significant percentages](#) of young children do not receive meals through CACFP, since this is dependent on their child care providers' eligibility and participation rates.

One of the major intended benefits of CACFP for children is increased access to high quality nutritious foods during their time in child care and early education settings, with the goal of decreasing both underweight and obesity, and encouraging the development of healthy eating habits. In 2011 an Institute of Medicine [report](#) recommended signing CACFP with updated

NCCCP ICPSR EOPRE

than 80 attending. Teachers have no other hurdles than to get here. We pay for mileage, supplies, and the certificate. It has been amazing to see the mind-shift when those hurdles are removed,” Fithian said. “These students will have their CDAs by spring. The classes have been so successful that we are planning to start a third.”

Also instrumental to OVEC’s implementation is the Kentucky Child Care and Development Fund State Administrator Mary Beth Jackson. Prior to application, OVEC staff and Jackson discussed target geographic areas and populations. Jackson and her staff provide ongoing support to OVEC and other Partnership grantees in Kentucky with data, information, and facilitation of quarterly meetings.

Fithian knows the child care providers are essential to the project’s success. “Our partners already have relationships and trust with the families they service. We are supporting those who want to learn how to run a higher quality program and those who know what to do but don’t have the funds to implement.

“Fifteen years ago we tried to partner with child care providers but were not successful. This model is much more collaborative. Everyone is working together and that is the real key to success.”

Investing in Flint’s Children

“Early education is one of the most important things we can do to help children overcome the effects of lead.”

- Dr. Nicole Lurie.
HHS Assistant Secretary for Preparedness and Response (ASPR) and Team Lead for coordinating federal government response and recovery efforts in Flint, MI.

The U.S. Department of Health and Human Services announced earlier this month that Head Start and Early Head Start services would expand in Flint, Michigan to help children and families exposed to lead in the city’s water supply. The expansion is one of several steps HHS is taking as the agency designated to lead the federal response and recovery effort in Flint.



See the message from Dr. Blanca Enriquez, Director, Office of Head Start.

The Administration for Children and Families is acting quickly to respond to the water crisis in Flint, Michigan. We know that the comprehensive services provided by Head Start can mitigate the effects of lead exposure and today we are taking concrete steps to ensure that Head Start children in Flint will receive a higher level of services and that more children will have

access to Head Start.

Through this funding, the current Flint Head Start grantees are expanding to serve more children and enhancing existing services for the 1,177 children and families already enrolled. Our programs will increase the intensity of health services to ensure that children have continuous, accessible care, so that lead exposure is identified early, and

Additional Resources



Invest in Us

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



See new resources at <http://toosmall.org/community>



BUILD has released the prologue to their E-Book [Rising to the Challenge: Building Effective Systems for Young Children and Families](#). This E-Book shares learning

from the initial implementation of the Early Learning Challenge efforts and highlights state experience, trends and reflections stemming from the significant federal investment in this strategic work. In the prologue "[Coming of Age: Review of Federal Childhood Policy 2000-2015](#)," Joan Lombardi, Jessica F. Harding, Marcia Connors and Allison Friedman-Krauss review the march of early childhood federal policy and share lessons they glean from this history.

treated appropriately. They will increase nutrition services to reduce children's absorption of lead and effects caused by lead. Programs will also increase the intensity of behavioral health services to address lead effects that manifest as behavioral issues. Families will receive more home visiting support, as well as increased transportation services to and from the doctor, to WIC appointments, and to pick up bottled water.

See the full blog on Head Start efforts here at <http://www.acf.hhs.gov/blog/2016/03/investing-in-flints-children>. *This post originally appeared on [HHS.gov/blog](#) and on [The Family Room Blog](#).*

Quick Facts:

- HHS' Office of Head Start is working directly with the three agencies that currently provide Head Start and Early Head Start services to children and families in Flint.
- These programs provide comprehensive early learning, health, and family well-being services to 1,011 Head Start children and 166 Early Head Start children in the city of Flint.

Learn more about HHS efforts at <http://www.hhs.gov/blog/2016/03/04/swift-federal-action-moves-flint-toward-recovery.html#>.

Lead Screening is Important

By Marsha Basloe, Senior Advisor for Early Childhood Development

My children were born in the '70s and I remember discussions with our realtor about whether there was lead in the paint of the very old house we were buying. Almost all houses built before 1970, at least in the US, contain some form of lead paint. The house we were buying was built much before 1970, and it was clear that we would have to sand and paint every room, change the plumbing and all the good things that come with owning an old home. And fortunately, we did all of that over time, very carefully. I will admit, however, that I do not remember if lead testing was one of the many conversations I had with our pediatrician about the health and safety of our children. Today, however, it is an essential conversation to have!

Lead poisoning has been in the news a lot over the last few months due to the concerning levels of lead found in the Flint water supply and its potential impact on the health and safety of the surrounding community. The news has been especially alarming for parents and families who work hard to keep their children safe and on a path to reach their fullest potential. Lead in the public water supply threatens that daily charge.

This issue is not only an issue specific to Flint: An estimated 10 million Americans get drinking water from pipes that are at least partially lead. It is why I am writing this today to share this important information once again.

Why is lead in the environment particularly threatening to children? Children's bodies absorb lead more quickly and efficiently than adults. Lead accumulates in the body over



From the Office of Head Start:

See newly posted updates to the “PFCE Resources” page

<http://1.usa.gov/21QVxhX>

Learn about the Oral Health Campaign with a blog by Dr. Marco Beltran and Adriann Hawkin

<http://1.usa.gov/1prUur6>

Building Foundations for Economic Mobility Webinar Series and Virtual Resource Fair

<http://1.usa.gov/21QA1xe>

The State of the Early Childhood Workforce Initiative

The State of the Early Childhood Workforce Initiative launched a new [website](#) to provide state-by-state data and policy analysis on the status of early education jobs, track progress made, and chart innovative solutions for preparing, supporting, and compensating the educators of young children. A full report on state-level details on the status of the early care and education workforce, early care and education workforce policy, and broader support for workers and families will be released on the website in June 2016.

Inclusion in Early Childhood

If you missed it the Google Hangout and Webinar last month on Inclusion in Early Childhood, it is now available.

On Thursday, February 11th, the U.S. Departments of Education and Health and Human Services hosted a Google Hangout discussion about [inclusion in early childhood programs](#) and why it matters to states, early childhood programs, families, and young children with and without disabilities. The discussion was the first in a series of upcoming webinars on the research, practice, and public awareness of inclusion in early childhood programs, to

time so ongoing exposure can become toxic—especially in small children.

It is also important to know that lead poisoning is preventable and sources of lead be identified before children are harmed. The most important step that parents, teachers, and others can take is to prevent lead exposure before it occurs.

The Centers for Disease Control and Prevention (CDC) has information on Lead Poisoning that you can read and share. [LEAD Poisoning: Know the Facts](#) [PDF, 277KB] (also available in Spanish [Spanish \(español\)](#) [PDF, 218KB]).

Continue reading here at <https://www.acf.hhs.gov/programs/ecd/lead-screening-is-important>.

Early Childhood Workforce

Current Wages, Despite Educational Attainment, Undermine Quality Care Goals

By Linda K. Smith, Deputy Assistant Secretary for Early Childhood Development

One of the top goals of the Child Care and Development Block Grant (CCDBG) Act of 2014 is to increase the number and percentage of low income children in high quality care. What we know is that high quality care is related to the strength of the workforce, which means the education and training, the experience, and pay to attract and retain teachers and caregivers who can offer high quality care.

What we also know is that quality care costs more to provide (i.e., it costs more to attract and retain higher educated staff and to maintain low child:staff ratios, which studies show lead to higher quality/more effective interactions between children and adults). The challenge to expanding access to high quality care in every community is that parents already struggle to afford the cost of care. They simply can't pay more. And, yet, most children in early learning settings today, are in settings financed through parent fees. To promote high quality care across settings, with a well-educated and trained workforce, it is essential that we find an alternative way to finance our early learning system – the current system doesn't work. We need to close the gap between what parents can afford to pay and what it costs to ensure high quality teachers.

The [National Survey of Early Care and Education](#), a study funded by the U.S. Department of Health and Human Services, presents the first nationally representative portrait of ECE teachers and caregivers working in center and home-based settings, including a review based on their educational attainment, years of experience, and wages earned.

The data is particularly illuminating when viewed across the different types of center-based settings by level of education and earnings. The good news is that the study found that educational attainment within the early childhood workforce is higher than previously reported. Among the 1 million teachers and caregivers employed at 130,000 center-based programs (*which does not include individuals who serve as directors, administrators or other specialists not serving as teaching or caregiving staff*), a majority (53%) reported having a college degree or higher.

In general, median wages varied by educational level, which is to be expected. However, even at the highest level of education (i.e., a BA or higher), hourly wages for an

be held over the next several months. [Click here to watch](http://bit.ly/1Sdi0TN) at <http://bit.ly/1Sdi0TN>.

On Thursday, February 18th, Linda K. Smith, Deputy Assistant Secretary for Early Childhood Development and Phil Strain from the University of Colorado Denver shared an overview of the research supporting early childhood inclusion. For more information go to *Preschool Inclusion: What's the Evidence, What Gets in the Way, and What do High-Quality Programs Look Like?* at <http://bit.ly/1QnPNIW>

The ZERO TO THREE Policy Center released the *Survey for Families with Children under 3 Years Old*, a survey tool that policy leaders or advocates can use to better understand families' experiences accessing health, early learning, and family support services. The survey is designed to inform policymakers in developing policies and programs that meet families' needs and in crafting effective family engagement strategies. Survey questions are available here at <http://www.zerotothree.org/public-policy/self-assessment-toolkit.html>. The survey tool was developed as a companion to the resource: *Infants and Toddlers in the Policy Picture: A Self-Assessment Toolkit for States*.

Hispanic Children



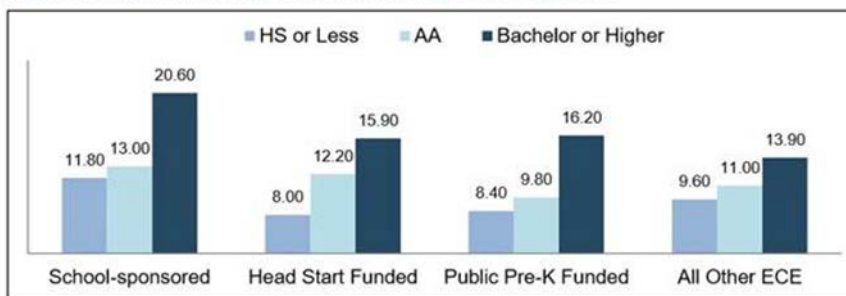
Meeting the needs of the growing Hispanic population requires an understanding of the lives of the 11.1 million U.S. Latino children

living in, or near, poverty. A [new brief](#) from the National Research Center on Hispanic Children & Families examines the number and household circumstances of these children, noting

individual with a BA working in an early learning settings falls far below the average earnings of people with a B.A. -- \$27 per hour.

Therefore, the first challenge is that overall wages are low compared to other professions. Second, in looking across settings, there is great variance in wages among individuals with the same level of education. For example, there is a \$6.70 per hour difference in the median wage between employment in a public school-sponsored program versus a center-based community program for those with a BA or higher. If employed full-time, for a standard 2,080 hour year, that would translate to a gap of \$13,936 per year. See figure 8 below.

Figure 8. Median Hourly Wages of Center-Based Teachers and Caregivers by Education and Type of Sponsorship and Funding of Center-Based Program of Employment



Note: 'Head-Start funded' category excludes school-sponsored programs; 'Public pre-k funded' category excludes school-sponsored and Head Start-funded programs.

See the [full blog](http://www.acf.hhs.gov/blog/2016/02/current-wages-despite-educational-attainment-undermine-quality-care-goals) at ACF's The Family Room at <http://www.acf.hhs.gov/blog/2016/02/current-wages-despite-educational-attainment-undermine-quality-care-goals>.

See also Shannon Rudisill's blog "Current Child Care Wages Mean a Second Job and Public Assistance Receipt for Too Many" at <https://www.acf.hhs.gov/blog/2016/03/current-child-care-wages>.

See also "Are Early Childhood Teachers Worth the Investment? It's Time for Naysayers to Step Up!" at <http://teachecnationalcenter.org/are-early-childhood-teachers-worth-the-investment-its-time-for-naysayers-to-step-up/>

New Staff Orientation Director's Guide released



Penn State Better Kid Care developed *The New Staff Orientation Director's Guide* to help directors support new staff as they complete the New Staff Orientation modules. The Director's Guide guides new Directors in Keystone STARS programs to meet the orientation requirements and contains support resources, including a list of all the resource handouts that new staff must complete and staff-director discussion guides. The success of orienting new staff and developing a quality team starts with the program director. [Click here](http://bit.ly/1oYyq6V) to access the guide - <http://bit.ly/1oYyq6V>.

Health and Safety Training Options

Did you know there are new resources on Early Educator Central? The courses on Early Educator Central may be helpful in meeting the new requirements under the Child Care and Development Block Grant, particularly through the Better Kid Care (BKC) on demand

the proportion who are served by some of the social service programs intended for them. An [infographic](#) highlights these findings.

The Professional Development Special Interest Group of the Division for Early Childhood (DEC) sponsored a webinar featuring high-quality, no-cost resources that can help support young children of diverse abilities and their families. Camille Catlett developed the webinar content and materials and posted them online for all. Go to <http://fpg.unc.edu/presentations/dec-pd-sig-webinar> to find the 11-page handout of resources, the PowerPoint slides, and additional information.

The Institute for Child Success (ICS) announced the Call for Papers for its fourth annual Early Childhood Research Symposium. The Research Symposium will be held October 13 and 14, 2016 in Charlotte, North Carolina in partnership with the University of North Carolina, Charlotte College of Education. Deadline is June 1. See <http://bit.ly/1LhqbgB> for more information.

[The Administration for Children and Families' National Research Conference on Early Childhood](#) will be here soon! **Have you marked your calendar for July 11 – 13th?**

The conference (formerly the Head Start National Research Conference) draws more than 1200 early childhood researchers, practitioners and policymakers to D.C., to exchange ideas and learn the latest research on early childhood services and young children ages 0 to 8 years. One goal of the conference is encouraging dynamic interactions between researchers, practitioners and policymakers

modules or the Virtual Lab School (VLS) courses which address many of the topics included in the new CCDBG training requirements for all teachers. See the courses available through Early Educator Central here at <https://earlyeducatorcentral.acf.hhs.gov/>.

U.S. Department of Health & Human Services Administration for Children & Families Office of Child Care Office of Head Start

Early Educator Central
Pathways to Credentials and Degrees for Infant-Toddler Educators

Home Coursework Career Pathways Teaching Supports System Supports Spread the Word

Health and Safety Training Infographic

Relationships with the important people in a baby's life build the architecture of the infant's brain. Responsive teachers help to create and strengthen the brains of babies and toddlers. If you're all about high quality infant toddler early learning, here's how Early Educator Central can help.

Here you'll find all of our resources organized by your career path.

Explore teaching supports such as a free on-line observation tool.

Build the infant-toddler career pathway with essentials such as the PD System Cost Analysis Tool and model Articulation Agreements.



Head Start

2nd Annual Aligned Monitoring Virtual Expo

The Office of Head Start is hosting the Second Annual Aligned Monitoring Virtual Expo. This space gives grantees tools and information necessary to prepare for the 2015-16 fiscal year and learn about the Aligned Monitoring System.

HEAD START 2nd ANNUAL Aligned Monitoring Virtual Expo

Aligned Monitoring System 10332-C Fiscal Integrity/ESSEA Environmental Health & Safety Intro to/After Your Review Events CLASS Comprehensive Services & School Readiness Leadership, Governance, Management Systems

The Office of Head Start (OHS) uses the Aligned Monitoring System to review grantees. It has been designed to support the OHS transition from indefinite grants to a five-year grant cycle. This approach ensures that monitoring continues to measure the quality and accountability of Head Start programs across the country. It also provides grantees with opportunities for continuous improvement. The Aligned Monitoring System gives OHS a multi-year perspective on grantee performance with a focus on high quality and compliance.



National Child Care Hotline and Web Site
Request for Comment

interested in the evidence-base regarding early care and education services, early childhood development, and the impact of early childhood policy on the daily lives of children, families and practitioners. It is always a pleasure to feel the energy and excitement from this crowd of people who are actively improving the opportunities for young children!

The conference has always welcomed participants from across the programs that serve young children (e.g., child care, Head Start, Early Head Start, pre-K, home visiting, child welfare, and other early childhood programs). The Research Conference really is an unusual combination of experts with widely varying perspectives!

Look for details coming soon (www.rcec2016.net). We look forward to seeing you all July 11th through 13th at the Grand Hyatt Washington DC!

The Office of Child Care (OCC) is pleased to announce the *Federal Register* publication of the [National Child Care Hotline and Web Site Request for Comment](#). The deadline for receipt of comments is midnight, April 7, 2016.

The Child Care and Development Block Grant (CCDBG) Act of requires that ACF develop a National Website and toll-free hotline for child care. We are interested in comments that describe effective design features and easy-to-use functions for a national Website that will link to new and existing state and local Web sites. The Web site will disseminate easy-to-understand information about quality child care and Child Care and Development Fund (CCDF)-funded child care providers for parents of eligible children, the general public, and providers. The new national hotline will link to new and existing CCDF lead agency hotlines where users can report possible health and safety violations or instances of child abuse and neglect in CCDF-eligible provider settings.

ACF previously asked for comments and suggestions related to the national Website for consumer education and submission of complaints in the CCDBG Notice of Proposed Rule Making. If you have already commented on this regulatory process, there is no need to duplicate your comments. However, if your comments are more closely related to the design, functionality, or other considerations of the national Website or hotline, we invite your additional comments here. Please submit comments to NHWcomment@acf.hhs.gov.

For updates on the National Web Site and Hotline Design Project, please visit <http://www.acf.hhs.gov/programs/occ/national-website-and-hotline-project>.



2014 Child Care Reauthorization and Opportunities for TANF and CCDF

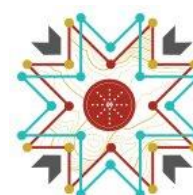
The Office of Child Care (OCC), in partnership with the Office of Family Assistance, published an Information Memorandum (IM) on opportunities for coordinating the Child Care and Development Fund (CCDF) and Temporary Assistance for Needy Families (TANF) programs. In particular, the IM focuses on the how the 2014 CCDF reauthorization offers new ways for the two programs to align.

The CCDF and TANF programs are linked in Federal legislative history and, in many States, through the daily operations of both programs. In fiscal year (FY) 2014, States spent approximately \$2.6 billion of Federal TANF funds on child care, either directly or through a transfer to the CCDF program. Coordination between the two programs is a key part of two-generation strategies that can address the needs of children and their parents together along with the goal of improving the entire family's overall economic security. The implementation efforts for CCDF reauthorization provide an opportunity to take even greater advantage of the benefits of this kind of partnership.

To learn more, read the [new IM on the OCC Web site](#).

ACF's Tribal Home Visiting Program

The following have now been posted on the ACF Tribal MIECHV website regarding the FY 2016 FOAs ([HHS-2016-ACF-OCC-1161](#) and [HHS-](#)



TRIBAL
HOME
VISITING

[2016-ACF-OCC-1162](#)). Applications are due 3/23/16.

Please visit <http://www.acf.hhs.gov/programs/ecd/home-visiting/tribal-home-visiting>.

- [FAQs on the Tribal MIECHV Funding Opportunity Announcements](#)
- [Recordings, Power Points, and Transcripts from Pre-Application Webinars](#)
- [Overview of Redesigned Tribal MIECHV Program Performance Measurement System](#)

Early Childhood Homelessness

Improving the Health of the Homeless in Hawaii

ANA Commissioner Lillian Sparks-Robinson wrote about a recent trip to Hawaii to attend a quarterly training and technical assistance meeting and visit with grantees in the Pacific region. They were warmly greeted by many of ANA's former and current grantees, and they had the chance to visit their projects and see how ANA's support is helping Native Hawaiians.

One such project was the Ka Pa'alana Homeless Family Education Program, created by the Partners in Development Foundation, which is working to educate and enable homeless and at-risk Native Hawaiian families living in Oahu's Leeward Coast at their nine sites in the area, specifically in the area of health. Under the grant, Ka Pa'alana is educating children and caregivers on healthy habits, and better connecting homeless Native Hawaiians with medical professionals. The Partners in Development Foundation hopes to serve 500 preschool-aged children and 300 caregivers throughout this project.

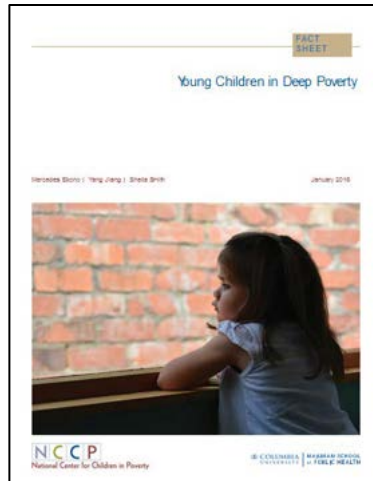
A recent survey showed that many homeless Native Hawaiian families haven't received health screenings in at least two years, and they often postpone or forgo necessary treatments. See the full blog on The Family Room Blog at



<http://www.acf.hhs.gov/blog/2016/02/improving-the-health-of-the-homeless>.

Young Children in Deep Poverty

“A U.S. family of three living in deep poverty survives on an annual income below \$9,276, or less than \$9.00 a day per family member. The struggle to raise children on such a meager income is not a rare circumstance among U.S. families, especially those with young children¹.”

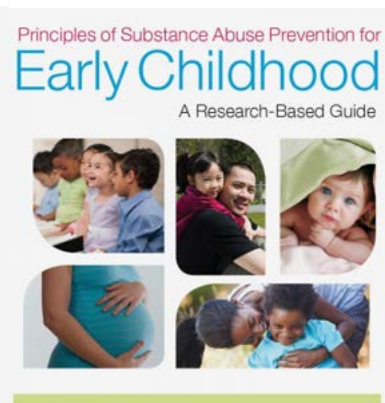


The National Center for Children in Poverty (NCCP) recently released [Young Children in Deep Poverty](#) looking at the well-being and family circumstances of young children in the subgroup of families with the scarcest financial resources.

See this brief and conclusions and recommendations at <http://nccp.org/>. See also [Children in Poverty: Trends, Consequences, and Policy Options](#) from Child Trends and [Reducing the Child Poverty Rate](#) from the Annie E. Casey Foundation.

¹Ekono, M., Yang, J., & Smith, S. (2016). Young Children in Deep Poverty. New York: National Center for Children in Poverty, Mailman School of Public Health, Columbia University.

NIH releases summary of research on early childhood risk and protective factors



Infancy, toddlerhood, and the first years of school are hardly a time most people associate with drug use. But aspects of family, school, and community environments during this crucial window of human development can set the stage for the social, emotional, behavioral and academic problems that, a decade or more later, may take the form of increased risk-taking and experimentation with substances like alcohol, cigarettes, or illicit drugs.

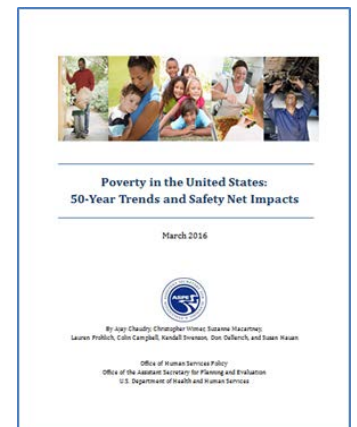
Early environments can even shape the developing brain in ways that make an individual more prone to developing substance use disorders. The National

Institute on Drug Abuse (NIDA), part of the National Institutes of Health, released the latest in its series of evidence-based guides for practitioners and researchers: [Principles of Substance Abuse Prevention for Early Childhood](#).

¹ <https://www.drugabuse.gov/about-nida/noras-blog/2016/03/intervening-early-to-prevent-substance-use-disorders>

HHS releases [Poverty in the United States: 50-Year Trends and Safety Net Impacts](#)

The report highlights the vital role safety net programs have played since the beginning of the War on Poverty in helping families meet basic human needs. It also documents poverty trends for vulnerable populations such as single-mother families and workers without a college education.



KEY FINDINGS

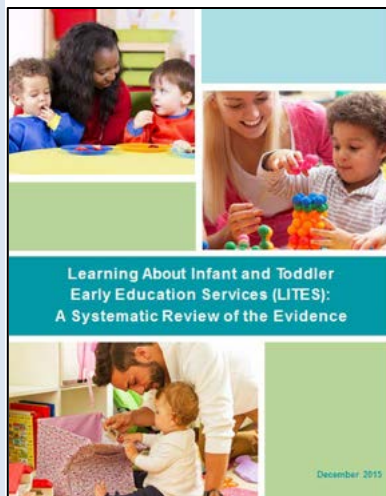
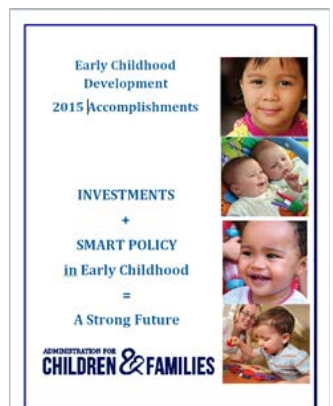
- The share of Americans lifted out of poverty each year by government programs and policies has increased tenfold since the 1960s.
- The impact of the safety net on child poverty has grown substantially over time, reducing the number of children who do not have the resources to meet their basic human needs by just over 8 million in 2012.
- The safety net played a particularly important role in reducing poverty rates during the Great Recession.
- In 2012 the full safety net cut the poverty rate nearly in half.
- Social Security, tax credits for working families, and the Supplemental Nutrition Assistance Program (SNAP) have the largest overall effects on the poverty rate.

While the safety net successfully helps millions of families, poverty remains a persistent challenge for the nation. The report concludes with a discussion of how a strong safety net and anti-poverty strategies that focus on early childhood interventions, job-driven training, and place-based initiatives can further reduce poverty in the United States.

To read the full report, visit <https://aspe.hhs.gov/poverty-united-states-50-year-trends-and-safety-net-impacts>.

Early Childhood Development 2015 Accomplishments

There were major efforts in 2015 supporting our focus on equal access to high quality services in early childhood from investments by Congress to policy guidance for early childhood programs. See highlights in our 2015 Early Childhood Accomplishments at <http://www.acf.hhs.gov/programs/ecd>.



Learning About Infant and Toddler Early Education Services (LITES) project

The Office of the Assistant Secretary for Planning and Evaluation, in partnership with the Administration for Children and Families, funded Mathematica Policy Research and its partners to conduct the [Learning About Infant and Toddler Early Education Services \(LITES\) project](#). LITES aimed to identify program models to support infant and toddler early learning in out-of-home early care and education settings to inform future research, policy, and program directions at the federal, state, and local levels. LITES included two main

components: (1) a systematic review of the evidence base for program models that aim to support infant and toddler early learning; and (2) a scan of the field for program models that are compelling, but currently lack rigorous research examining impacts on children's outcomes. This report focuses on the LITES systematic review. See it at <https://aspe.hhs.gov/sites/default/files/pdf/186281/LITESsystematic.pdf>

Developmental Foundations to School Readiness for Infants & Toddlers

What does research tell us about the developmental foundations of school readiness in infants and toddlers? [Explore this report](#), which highlights the unique needs of infants and toddlers across developmental domains, shares how providers can support the development of school readiness in this age group, and provides lists of additional resources.

[Developmental Foundations of School Readiness for Infants and Toddlers: A Research to Practice Report](#) is live on the ACF Office of Planning, Research and Evaluation website.

The report summarizes research about development during the first 3 years of life. It highlights research in domains that are foundational for later school readiness and success, including:

- perceptual, motor, and physical development
- social and emotional development
- approaches to learning
- language and communication
- cognition



Programs can use this information as a guide to inform their practices and policies and to help them think about their theories of change and what outcomes they are focused on improving for young children.



Race to the Top-Early Learning Challenge (RTT-ELC) and Preschool Development (PDG) Highlight

New State TA Resources Page at <https://elc.grads360.org/#program/state-ta-resources>:

- [Transformation Zones - an Early Learning Improvement Strategy](#): This resource includes information about the Transformation Zones that 10 RTT-ELC States had included as key projects in their RTT-ELC plans. This information will be helpful to

other States as they consider how to continue to increase the quality of early learning by providing targeted resources to the communities where the children and families with the highest needs live.

- [Early Childhood Mental Health Initiatives in Delaware, Maryland, and Ohio](#): This resource will be helpful to other States as they consider initiatives that will support the development of social and emotional competence in infants and young children.
- [Supporting Social and Emotional Competence in Infants and Young Children in RTT-ELC States - The Pyramid Model and Other Initiatives](#): This resource highlights which RTT-ELC States are using the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children as well as other projects States have designed to support social and emotional competence in infants and young children.
- [Scholarships for Early Childhood Educators in RTT-ELC States](#): This resource was prepared in response to a request for information from a Race to the Top – Early Learning Challenge (RTT-ELC) State about scholarship models that other RTT-ELC States are utilizing for early childhood educators.

Looking for resources from PDG TA? Find PDG TA Monthly News Breaks here at <https://pdg.grads360.org/#program/news-break>.



National Head Start Association, Yasmina Vinci, Executive Director

In honor of National Reading Awareness Month this March, the [National Head Start Association](#) (NHTA) is partnering with the [Family Reading Partnership](#) in a national effort to engage the parents of Head Start children in reading activities at home. The Read-Aloud challenge is a month-long series of activities, games, contests, and giveaways that encourage reading in families. The Family Reading Partnership is offering Head Start classrooms a wealth of resources to encourage participation. The Read- Aloud challenge is an opportunity for Head Start programs to involve the parents they work with in bringing literacy skills to their children and connect Head Start families with the joys of reading.



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.