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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

July 15, 2016

VOLUME 4, NUMBER 7

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 — provides new initiatives at the agency, success stories and policy announcements.

High Quality Early Care and Education is Child Maltreatment Prevention

<https://www.acf.hhs.gov/blog/2016/06/high-quality-early-care-and-education-is-child-maltreatment-prevention>

A decade of collaboration on early childhood issues and child welfare.

A Renewed Focus on Fathers

<https://www.acf.hhs.gov/blog/2016/06/a-renewed-focus-on-fathers>

ACF offices work inside and outside the agency to support fathers

Caring for Unaccompanied Children

<https://www.acf.hhs.gov/blog/2016/06/caring-for-unaccompanied-children>

Two years have seen many changes in

Moving Towards a More Seamless System of Early Care and Education – Family Child Care Included!

We have made significant strides in creating a more seamless system of early care and education and states should be very proud of their progress. Quality Rating Improvement Systems (QRIS) are evolving and we are beginning to understand more about what works and what doesn't. They also have helped us get away from the "silver bullet" approach by showing us that no one strategy can solve all problems. We are making gains in our use and sharing of data which helps us determine need, access and quality. The Early Head Start Child Care Partnerships are challenging our two biggest funding streams (Head Start and Child Care the Development Fund) to look not only at the quality but the cost of care. One area remains a challenge – Family Child Care.

In looking at the QRIS data, it is alarming that Family Child Care (FCC) is not consistently included in QRIS systems, but before the FCC community does a collective (and indignant) "we told you so" let's think about why that is? With limited resources, States are constantly forced to make difficult decisions on how to spend their quality money. Like any one in their position, they have to ask themselves the question: "where can I get the most bang for the buck?" Because individual FCC Providers have small numbers of children, States justifiably struggle with how to support them with limited resources. Should they focus on the centers where they can reach say 60 children or a FCC home with 6? With tight budgets, the States are left with no real choice.

This makes me ask how the early care and education field and specifically the FCC and Child Care Resource and Referral (CCR&R) communities can help? Many years ago, States established what was called the 4-C's or Community Coordinated Child



caring for unaccompanied children

It's Time for Some Stability (ACF)

<https://www.acf.hhs.gov/blog/2016/06/its-time-for-some-stability>

For many children in foster care, school is the one predictable and safe place in their life.

Promoting the Development of Dual Language Learners: Helping All Children Succeed

<http://bit.ly/1Y4vpji>

Speaking more than one language has advantages for brain development, and dual language learners need to be supported to reach their potential.

ACF [Informate](#)

The June Issue is here

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

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

Featured Reports



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



Understanding Child Safety & Risk Assessments in American Indian &

Alaska Native Communities

Child welfare practitioners need effective tools to gauge children's immediate safety and risk of future maltreatment.

[Explore this brief](#) to learn about the background, importance of cultural appropriateness, and examples of tribes' adaptations of child safety & risk assessments.

Care model. They evolved into the current Child Care Resource and Referral Agencies in many communities. This is important because they were developed at the local level and became an organizing hub for child care providers and in particular family child care. These "hubs" made it easier for states to access individual providers and get them needed support. Simply, they made access to Family Child Care more cost efficient. Today, some of these networks still exist, and where they do, they make it much easier to access and support Family Child Care.

For us to have a true and inclusive system of early care and education we must include Family Child Care. So, my question to the field is simple. How can we organize Family Child Care homes to make them easier and more cost effective to include, support and promote? Is it time to rethink the earlier 4-C model or can the Child and Adult Care Food Programs offer a base on which providers can come together? Can the Early Head Start/Child Care Partnerships provide examples whereby FCC providers are partnered with a central agency or a child care center that supports them? Perhaps there are other models such as self-organized business networks or associations that can function as an entry portal for Family Child Care? No matter what the model, now is the time to think about how we answer the needs of both FCC providers AND State agencies with limited resources. It is also an area where the solutions lie at the local level and must come FROM the community, not done TO the community.

Linda

Approved CCDF Plans (FY 2016 – 2018): Transparency and Accountability

Government should be transparent. Transparency promotes accountability and provides information for citizens about what their Government is doing.

President Barack Obama

Under the Child Care and Development Block Grant Act (CCDBG) of 2014, there is a vision for state best practice. The new law makes significant advancements by defining health and safety requirements for child care providers, outlining family-friendly eligibility policies, and ensuring parents and the general public have transparent information about the child care choices available to them. That vision also calls on states to provide more transparency in policies and procedures and information to the public.

For example, all states are required to submit state plans to the [Office of Child Care \(OCC\)](#) to apply for Child Care Development Funds (CCDF) for their state. ACF determines compliance with requirements in the new law through submission and approval of the FY 2016–2018 CCDF Plans and other appropriate means. Submission and approval of the Plan is the primary mechanism by which ACF works with Lead Agencies to ensure state and territory program implementation meets federal requirements.

This month, the Office of Child Care (OCC) is pleased to release PDF copies of all approved FY 2016-2018 Child Care and Development Fund (CCDF) Plans that became effective June 1, 2016 along with each State/Territory conditional approval letter to the OCC website. OCC recognizes that there are many new requirements

[Early Care, Early Education, and Home Visiting in American Indian and Alaska Native Communities: Design Options for Assessing Early Childhood Needs](#)

This report describes three potential designs for studies to assess the needs for early care and education and home visiting among American Indian and Alaska Native children and families.



Free Data Training Workshop at The National Research Conference on Early Childhood

Attending the National

Research Conference on Early Childhood? [Learn more about the free data workshop Research Connections will hold](#) on introducing the Head Start CARES Demonstration study data.

NEW [Child Safety and Risk Assessments in American Indian and Alaska Native Communities - Research to Practice Brief](#)

[Households' Geographic Access to Center-based Early Care and Education: Estimates and Methodology from the National Survey of Early Care and Education](#)

[Systems Change under the Health Profession Opportunity Grants Program](#)

[Tribal Health Profession Opportunity Grants \(HPOG\) Program Evaluation Final Report](#)

[Assessing the Implementation and Cost of High Quality Early Care and Education: A Review of the Literature](#)

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.

Research Findings

included in the [Child Care and Development Block Grant \(CCDBG\) Act of 2014](#) that Lead Agencies are working to implement during this Plan period. The Act brought historic change to the CCDF program, and approved plans reflect state and territory intentions for implementation at a particular point in time. OCC is releasing this information to provide transparent information about the direction and activities of Lead Agencies and the CCDF Plans, in which many stakeholders have expressed interest.

The posted CCDF Plans reflect the services and activities as reported by all 56 Lead Agencies in their CCDF Plans for Fiscal Years 2016-2018. The CCDF Plans offer a snapshot into current and planned efforts, initiatives and implementation plans for each State/Territory over the next two years through September 30, 2018, but these Plans are not a catalog of all activities undertaken by the State/Territory. ACF is not responsible for the contents of these CCDF plans.

OCC recognizes the amazing work by states and territories to get to this point, and it will continue to partner with grantees and monitor progress, making this as transparent as possible moving forward.

See the [CCDF Plans](#) at <http://www.acf.hhs.gov/programs/occ/resource/state-plans>. OCC has included a [Frequently Asked Questions](#) page at <http://www.acf.hhs.gov/programs/occ/resource/release-of-ccdf-plans-to-office-of-child-care-occ-website-frequently-asked-questions-faqs>.



Early Head Start –Child Care Partnership

An Innovative Partnership and Lab School Opens Doors for Parents and Providers

Alyce Dillon, Parents in Community Action, Inc. (PICA) Executive Director, knew that the Early Head Start Child Care (EHS-CC) Partnerships were the “wave of the future” and thought carefully about how PICA wanted to approach this new opportunity. As a provider of Head Start services since 1969, when the agency was founded by concerned parents, and a provider of Early Head Start services for two decades, PICA has had significant experience serving diverse communities in Hennepin County, Minnesota, as well as experience with expanding services and partnering with child care. To ensure its EHS-CC Partnership was going to be successful, PICA took its time selecting partners and opted to enter into partnerships with two local agencies, a center-based child care provider, La Crèche Early Childhood Centers, Inc., and a provider that specializes in home visiting and family advocacy, Way to Grow. PICA chose La Crèche as a child care partner because a solid relationship already existed between both agencies. La Crèche understood infant and toddler care and had achieved a four-star quality rating in Minnesota’s Parent Award child care rating system by pursuing professional development and lowering staff-child ratios. La Crèche was also willing to commit to the ongoing communication and intensive training required of EHS-CC grantees.

[What are the differences in child care availability by rural–urban location for all counties in Wisconsin?](#)

[Can data-based staff meetings during naptime in child care classrooms enhance early care and education providers' math interactions with their students?](#)

[Does real-life mathematics instruction impact mathematics outcomes for students in kindergarten?](#)

International Findings

[Does full-time versus part-time parental employment influence the use of grandparent child care in Europe?](#)

[Do the socialization goals and values of first-generation immigrant mothers from diverse cultures differ from those of their children's preschool teachers in Italy?](#)

[Do Norway's policy initiatives expand access to, and improve the quality of early childhood education and care?](#)

Additional Resources

[Early Head Start-Child Care Partnerships \(EHS-CC\) Funding Opportunity Announcements Posted!](#)

The Administration for Children and Families (ACF) announced approximately \$135 million in funding available to expand access to high-quality, comprehensive services for low-income infants and toddlers and their families. This funding will support the creation of Early Head Start-Child Care (EHS-CC) Partnerships and the expansion of Early Head Start (EHS) services to children and families. ACF solicits applications from public entities, including states, or private non-profit organizations, including community-based or faith-based organizations, or for-profit agencies that meet eligibility for applying as stated in section 645A of the Head Start Act.

Find the Funding Opportunity Announcements

As a parent-run organization with many staff members who are former Head Start parents themselves, PICA is committed to “growing its own” workforce by providing training and employment opportunities for parents living in the local community. PICA wanted to apply the same concept to its EHS-CC Partnership grant. Over the years, PICA learned that many EHS parents were interested in working in early childhood classrooms; PICA wanted to foster that interest by bringing parents on in entry level positions. This philosophy not only helps parents achieve self-sufficiency, but also allows PICA to address labor shortages in the local community and to meet the significant need for teachers that reflect the cultures of the children they serve.



PICA has a long-standing commitment to training and professional development for parents being served in their programs. With new funding through its EHS-CC Partnership grant, PICA created an EHS Lab School on site at one of its centers, staffed by highly experienced, “master” teachers. PICA’s Lab School offers in-house training for staff members seeking to earn their Child Development Associate (CDA) credential, as well as ongoing parent and staff development training. PICA also has a collaborative agreement with a local community college that allows teachers to earn experiential college credits when they earn their CDA through PICA’s CDA training program as well as strong professional development support for staff to achieve college degrees.



One of the unique aspects of the Lab School is that the trainers themselves are diverse, as they generally come from the same communities and neighborhoods as the parents and children being served by their program. PICA places a strong emphasis on high quality and culturally relevant training for child care providers, which was not something typically offered in other training offered by the state. La Crèche and other child care providers who attend the Lab School to earn experiential hours toward their infant-toddler CDA also receive training on EHS Federal Performance Standards and requirements. The Lab School provides a safe and supportive place to learn more about the Federal Head Start standards and early care strategies, gives providers a chance to see the EHS standards in action, and allows them to benefit from the consultation and support that comes with the training. Feedback about this approach has been overwhelming positive, and child care providers value the chance to work alongside their peers to learn more about EHS and to earn their CDA credentials on a trajectory toward obtaining a college degree in Early Childhood.

Rico Alexander, PICA’s Head Start and Early Head Start Director, is excited about the partnership and its potential. “We are on track to achieve the EHS quality and expectations with our partners,” Rico stated. “I am confident we will get there!” PICA also views the Lab School concept as a long-term commitment to providing ladders of opportunity for individuals living in the community to become early childhood

The EHS Expansion and EHS-CC Partnerships funding opportunity announcements (FOAs) were posted June 23, 2016:

Early Head Start Expansion and EHS-Child Care Partnership Grants:
<http://bit.ly/291elcC>

American Indian and Alaska Native EHS Expansion and EHS-Child Care Partnerships: <http://bit.ly/29e8jkl>

Migrant and Seasonal EHS-Child Care and EHS Expansion Partnerships:
<http://bit.ly/29k84X7>

Application Due Date: 08/24/2016

[Head Start and Early Head Start State Fact Sheets Available from CLASP](#)

CLASP announced [new fact sheets](#) on Head Start and Early Head Start programs in all 50 states and the District of Columbia. The fact sheets provide data on participating children, families, and staff for the 2014 school year. The data is derived from the Program Information Report (PIR) that all Head Start grantees complete.

Head Start and Early Head Start provide comprehensive, early childhood education to poor children and their families, including valuable support services such as parent and health education, job training, and mental health services. The fact sheets include information on grantees, participants, child development staff, and services received by participants and their families.

[Check out the 2014 Head Start and Early Head Start state profiles to learn more about your state >>](#)

professionals. PICA has already witnessed the success of the Lab School with the La Crèche teachers who have been trained thus far. It is truly exciting to see this innovative concept in action, as child care providers build their skills and confidence, and develop into leaders and high quality early childhood professionals.

For general information about applying for the EHS Expansion and EHS-CC Partnerships FOAs, visit the Grant Application Toolkit:
<http://eclkc.ohs.acf.hhs.gov/hslc/grants/grant-toolkit>

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



Comprehensive Services and Training and Technical Assistance

By Sharon Yandian, Co-Director of the National T/TA Division

Comprehensive services have been the hallmark of Head Start from its very beginning in the summer of 1965. Educational services, dental and health screening, and healthy meals are provided for all children, including those with disabilities. Social services are brokered for all families with the assistance of strong community partnerships. The [training and technical assistance \(T/TA\) system](#) has taken many forms over the past 50 years, but its primary purpose has always been to strengthen the service delivery and management and fiscal systems within grantees.

We're at another juncture with a new cross-sector T/TA system that combines the efforts of the Office of Head Start (OHS) and the Office of Child Care (OCC). It will continue to support and strengthen the array of program services in Head Start, as well as include resources for child care settings. It will also provide T/TA on new requirements and regulations, as needed. For Head Start programs, the infrastructure resembles the previous T/TA system with three components of ongoing support:

- **National Centers:** Communicate best practices in program services and systems and provide content-rich, evidence-based resources and trainings
- **Regional TA Network:** Each Regional Office deploys early childhood specialists assigned to a set of grantees, as well as health, systems, and grantee specialists, as needed. The National Centers interface with the specialists, provide direct training and materials to them, and learn from them about the needs in the field.
- **Grantees:** Receive at least 50 percent of all Head Start T/TA monies to support their professional development plans

The best description of the emphasis within the new T/TA system is "process consultation." The emphasis is more on the TA side, where there is support for the process of program improvement, and less on the T, or training, side. Grantees



Invest in Us

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

According to ICS's new report, [***More Than Just Pre-K: The Positive Economic Impact of Preschool in Los Angeles County***](#), high-quality preschool not only prepares developing children for school success but significantly impacts local economies that support the current and future Los Angeles County workforce.

While the academic benefits of high-quality preschool are well documented, few studies attempt to measure the local economic impact that early care and education programs have on communities. The findings of this new report break down the economic impact at the parent, child and provider levels both in the short and long term.



[Seizing New Policy Opportunities to Help Low-Income Mothers with Depression](#)

Improving the identification and treatment of maternal depression among low-income women, particularly mothers of young children, would be an extraordinary public health success—because untreated maternal depression can interfere with a parent's capacity to help a child develop, place children's safety and cognitive and emotional development at risk, and stymie families' efforts to escape poverty. CLASP released ***Seizing New Policy Opportunities to Help Low-Income Mothers with Depression: Current Landscape, Innovations, and Next Steps***. [Read more>>](#)

continue to define their vision, assess community needs, and collect data on how they are doing. The T/TA system helps grantees focus on their strengths and identify possible barriers to providing a high-quality program. With T/TA support, grantees define the process of change and come up with their own solutions to some of the challenges. Much of this on-the-ground support falls to the regional specialists in their work with programs.

How does this new T/TA approach impact comprehensive service delivery at the local level? An example comes to mind in the area of family engagement. Programs have become familiar with the [Parent, Family, and Community Engagement \(PFCE\) Framework](#) and are implementing various aspects. They've begun to identify family engagement strategies and set up systems to track and measure their progress toward family outcomes. The next step for one program was to decide how use of the PFCE Framework could best support newly enrolled refugee families and teen fathers. The process consultation approach identified how the program was going to address these gaps in its family engagement services. This process involved assessing whether new personnel were needed and how the grantee's T/TA dollars could be used to cover professional development needs.

[Continue reading here](#) or at <https://eclkc.ohs.acf.hhs.gov/hslc/hs/news/blog/comprehensive-services.html>.

See The Family Room Blog [Head Start: Beyond 50 Years](#) at <http://www.acf.hhs.gov/blog/2016/05/head-start-beyond-50-years>.

Responsible Fatherhood PSAs released



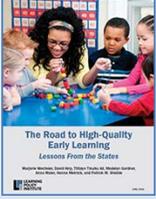
New responsible fatherhood public service announcements were released to focus on the important role of fathers in helping their children to thrive. The PSAs were produced for the Department of Health and Human Services (HHS) Administration for Children and Families (ACF) by the Ad Council. The theme of the announcements is: "It only takes a moment to make a moment."

These annual PSAs have been popular on TV, radio and social media. This year's announcements, released last month in conjunction with Father's Day, build on the tagline of previous PSAs urging fathers to "take time to be a dad today."

"Research shows that children do better when their fathers are present in their lives," said Mark Greenberg, acting assistant secretary at HHS' Administration for Children and Families. "We're supporting local efforts around the country that are actively working with fathers to help them get jobs, become better parents and strengthen family relationships."

Accompanying the new public service announcements is a social media campaign





The Road to High-Quality Early Learning: Lessons from the States

This report and brief fill that gap by describing and analyzing how four states—

Michigan, West Virginia, Washington and North Carolina—have built high-quality early education systems.

Despite their differences, these states share a common commitment to advancing foundational elements of a quality preschool education and have relied on common overarching strategies. Their experiences provide important insights into how best to leverage resources and develop policies and practices to improve and expand early learning opportunities.

[Download Report](#) (PDF 2 MB) [Download Brief](#) (PDF 1.2 MB)

From the Office of Child Care:

See the resource links that were shown on the Supporting Dual Language Learners: Research to Practice webinar.

University of Washington, I-LABS resources:

- Summary of the latest research on bilingualism: <http://bit.ly/29myU17>
- I-LABS Outreach module on bilingualism: <http://bit.ly/29fAmVu>

HHS resources:

- Joint HHS/ED Federal Policy Statement on Dual Language: <http://bit.ly/1Y4vpjj>
- Dual Language Learners Toolkit: <http://bit.ly/1UwPNqs>
- National Center on Cultural and Linguistic Responsiveness: <http://bit.ly/29lsSNP>
- Talk, Read, and Sing Together Every Day! <http://bit.ly/1pOnicm>

From the Office of Head Start:

See “Food Faces and Salsa Gardens: Fostering Healthy Habits with Young Children” resource to the “Healthy Active

Early Childhood Workforce

A New Era in State-Level Early Childhood Policymaking

A [new report](#) from the Child Care State Capacity Building Center highlights six States that are using legislation to strengthen their early childhood systems. Colorado, Connecticut, Indiana, Nebraska, Oregon, and Washington represent politically and geographically diverse States that have successfully worked with their legislatures and governors to pass early childhood systems legislation. Their progress illustrates a new era in early childhood policymaking aimed at providing stronger and more coordinated early childhood systems.

Every State is unique and requires its own approach to systems building. Legislation is one mechanism through which States can drive systems change. This report demonstrates various legislative options for States to use in support of comprehensive early childhood systems and services for young children and their families. Common themes across State legislation include the following:

- Passing legislation on **governance** with the goal of increasing coordination and alignment of state-level early childhood programs and services. Connecticut transferred duties, roles, and responsibilities related to early care and education from various state agencies into a single consolidated Office of Early Childhood.
- Establishing state-level **leadership and advisory committees** to examine the current early learning system, identify areas for improvement, and advise government agencies. For example, Colorado established the Early Childhood Leadership Commission to create a comprehensive service delivery system for children from birth to 8 years.
- Enacting **child care subsidy changes** to expand access and promote service continuity for children. Nebraska accomplished this by revising its subsidy eligibility rules. It created transitional assistance options and service continuity for families whose incomes exceed eligibility requirements at redetermination.
- Creating or strengthening **accountability systems**, improving data, and moving toward data-based decision making. For example, Indiana created the Early Education Evaluation Program to study school readiness of children from low-income families who receive early education services.

Key Findings:

- States are successfully working with their legislatures and governors to pass legislation that supports comprehensive early childhood systems, with a focus on better integration of programs, policies, and services.
- State-level legislation has targeted various components of the early childhood system: governance, quality, accountability, financing, and prekindergarten.
- States take different legislative approaches to support their visions of comprehensive systems reform. Some pass legislation gradually over time. Others use an omnibus legislation approach—passing reforms as one bill in a single legislative session.

Living” page in the Health portal - https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/healthy-active-living/HAL_Resources/dobberteen-cce-article.pdf

See the “Virtual Early Education Center: Room by Room Practices for Health and Safety” video on the VEEC page in the Health portal - <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/health-services-management/program-planning/veec.html>

Read “Lead and Our Children: The Role of Early Care and Education Programs” on the Multimedia page in the Health portal <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/multimedia/>

Quality early childhood education is essential for children and families

For four years running, the First Five Years Fund’s [annual national poll](#) shows that early childhood education is a national priority for Americans, regardless of party.

Find the complete findings from the 2015 national poll [here](#).

See the results from the 2014 [national poll](#); See the key findings from the 2013 poll [here](#).



72% of voters agree:
The most important years for developing the capacity to learn are between one and five.



Quality #ECE is essential for children and families. Learn more at www.ffyf.org.

- Establishing **quality requirements and incentives** for early care and education that are often tied to state quality rating and improvement systems (QRIS). Legislation in Washington established clear QRIS rating targets and program supports for all state-funded early care and education providers across multiple settings.
- Expanding access to state-funded **prekindergarten programs**. Oregon passed legislation to create a new mixed-delivery prekindergarten model to expand preschool options for children and their families.

Early Care and Education and Quality

Quality Thresholds, Features, and Dosage in Early Care and Education: Secondary Data Analyses of Child Outcomes

Study finds that children show larger gains in academic skills with more time in Head Start.

New research combining eight large child care studies reveals that preschools prepare children to succeed academically when teachers provide higher quality instruction.

[Margaret Burchinal](#), senior scientist at the [Frank Porter Graham Child Development Institute](#) at the University of North Carolina at Chapel Hill, led a research team whose findings have groundbreaking implications for publicly-funded early care and education. They found as



the overall quality of instruction in preschool classrooms increases, children experience better outcomes across a range of skills, but the needle only moves on language and reading skills when instructional quality is at or above a threshold.

“Preschoolers in center-based care showed larger gains in reading and language when their teachers spent more time supporting their learning—but only if the quality of instruction was in the moderate to high range,” Burchinal said.

Burchinal’s co-authors included Martha Zaslow of [Child Trends](#) and Louisa Tarullo of [Mathematica Policy Research](#). Their team also found that children appeared to benefit from a larger “dose” of center-based child care.

“Children showed larger gains in academic skills when they attended more than one year of Head Start, had fewer absences, and spent more time in reading and math instruction,” Burchinal said. “Early childhood education is widely accepted as an effective way to improve opportunities for all children, and this finding about Head Start supports the growing trend of two years of publicly funded preschool for children from low-income homes.”

Burchinal explained that unlike most of the Head Start classrooms in her study, some

Save the Date for the 2016 State and Territories Administrators Meeting (STAM).

Registration will be limited as priority will be given to State Child Care Administrators. Stay tuned!

programs do not meet a threshold of quality, offer a second year, or provide sufficient time in math and reading instruction to enable children to make academic gains.

Continue reading here at <http://fpg.unc.edu/news/preschool-academic-skills-improve-only-when-instruction-good-excellent>.

Burchinal, Zaslow, and Tarullo published their study, “[Quality Thresholds, Features, and Dosage in Early Care and Education: Secondary Data Analyses of Child Outcomes](#),” in a special monograph for the Society for Research in Child Development.

Using Metrics to Drive Quality and Sustain Early Care and Education Programs

This new issue brief explores the concept of early care and education business metrics, including a discussion of why metrics matter, what metrics should be tracked, and how these data can be used. The information and lessons learned are based on information gleaned from modeling ECE budgets and the experience of industry leaders to date. This brief should be viewed as a first step in what is anticipated to be a much deeper look at a range of ECE costs, revenues, program models and administrative structures.

Read their brief “[Using Metrics to Drive Quality and Sustainability in Early Care and Education Programs](#)” here at <http://opportunities-exchange.org/wp-content/uploads/Business-Metrics-final.pdf>.



Early Childhood Homelessness

BELL is launched!

The research from the past 40 years conclusively argues that early childhood education is a leading strategy to end poverty.

Last month, more than 80 homeless advocates, early childhood educators, funders, and developmental scientists launched [Building Early Links for Learning](#) (BELL), a project to support 2,000+ young children experiencing homelessness in accessing high quality early learning programs in Philadelphia. At the meeting June 14, a host of leaders shared a new vision for young children.

BELL's two main goals are to enhance the developmental friendliness of emergency housing, and to better understand and remove barriers that keep young homeless



children from reaping the benefits of early education.

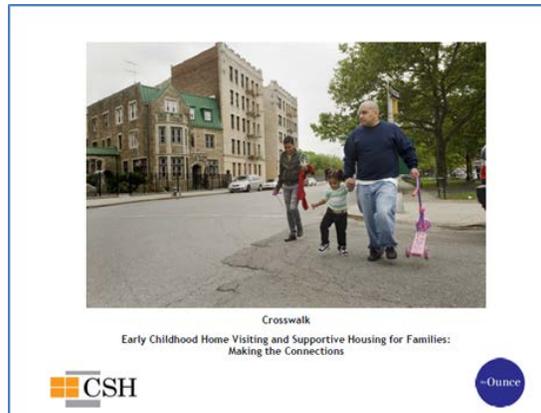
One of the expected outcomes is to increase homeless children's participation in Head Start, PA Pre K Counts and high quality child care by 20 percent.

Originally conceived by the late **Dr. Staci Perlman** and with support from the **William Penn Foundation**, **BELL** will promote ways that the Philadelphia emergency housing system can better encourage early development for the 2,000 children who are served in emergency housing every year.

The key is a linkage between the systems that don't normally collaborate. Build new partnerships and relationships, more children get served. Sounds that simple, but we have a lot of work to do. The forum was opened by Kathy Desmond (People's Emergency Center - PEC) and Tara Gaudin (Office of Supportive Housing - OSH) who both described the need and purpose of the BELL project. OSH's Roberta Cancellier reviewed 'next steps.' Other BELL leaders shared their work. View their **presentations** on PEC's **new** web pages focusing on BELL by [clicking here](#).

The project involves collaboration between the Philadelphia Office of Supportive Housing, People's Emergency Center, Public Health Management Corporation, researchers from Villanova University, Rutgers University-Camden, and the University of Delaware, the Cloudburst Group, and the Children's Workgroup-Early Childhood Committee, which includes family housing providers and others who serve families experiencing homelessness.

Early Childhood and Supportive Housing



As communities, family service agencies and housing providers seek ways to best serve homeless families and children, it is important to consider various tools and best practices across all sectors. Since there is no one program that can adequately address every need, intentional partnerships between providers and agencies not only ensure families are receiving necessary and appropriate attention, but

alleviate pressures on those that may be filling service gaps that other programs can address more effectively. To facilitate partnerships between Early Childhood Home Visiting and Family Supportive Housing providers, CSH and Ounce of Prevention Fund have worked together to create a Crosswalk aimed at informing and encouraging grantees of the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program and other home visiting providers to pursue recent guidance from the U.S. Department of Health and Human Services urging efforts to identify additional strategies to serve homeless women and children and collaborate with community partners serving families who are homeless or at risk of homelessness. Find the Crosswalk: <http://www.csh.org/wp-content/uploads/2016/07/Crosswalk.pdf>

ECD is in contact with The Ounce and CSH to continue this work with other early childhood programs.

See The Family Room Blog by Mark Greenberg, Acting Assistant Secretary, Administration for Children and Families on Supporting Families to End Homelessness [here](http://www.acf.hhs.gov/blog/2016/07/supporting-families-to-end-homelessness) at <http://www.acf.hhs.gov/blog/2016/07/supporting-families-to-end-homelessness>. "We believe that when services targeted toward the needs of vulnerable families are combined with affordable housing, we can succeed in ending family homelessness."

Early Childhood Technology

[THE NEW "BABY TALK": Excessive Screen Use Has a Negative and Permanent Impact for Young Children](#)

Infants, Toddlers, and Screen Media

In this article, author Shannon Lockart reminds us of the negative and permanent impact excessive screen use has on young children. She reports that "the effects of media on children's learning and behavior is so profound that the American Academy of Pediatrics states that no child under the age of two should be exposed to screen media." Read more at

<http://www.communityplaythings.com/resources/articles/2016/children-and-screen-media>

Farm to School in Early Childhood Builds Healthy Kids with Bright Futures

Results from a National Survey of Early Care and Education Providers

In 2015, the National Farm to School Network surveyed early care and education providers across the country to better understand their current farm to school initiatives, motivations for applying farm to school and challenges to starting or expanding these activities. They received responses from 1,496 providers serving 183,639 young children in 49 states and Washington D.C.

What did they hear from ECE providers? Farm to school is a critical strategy for early childhood development for two important reasons: **health and high-quality learning**.



See the survey results and help spread the word that farm to school build healthy kids with bright futures!

- View and share the [infographic](#)
- Download a [fact sheet](#) to share with local partners and policymakers
- Help spread the word using this [outreach toolkit](#)



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

Highlights



State TA Resource: Shared Services as a Strategy to Support Child Care Providers June 2016

This [resource](#) was prepared in response to a request for information from a Race to the Top – Early Learning Challenge (RTT-ELC) State about how other States are using a Shared Services strategy to support their child care providers, in particular family child care providers. By sharing common management, professional development, and infrastructure services across programs, providers can reduce costs and create efficiencies.

Curriculum Policies and Guidelines of the Preschool Development and Expansion Grant Programs

This [brief](#) examines the curricular policies and guidelines of the eighteen Preschool Development or Expansion Grantees. It explores how these states are addressing the curriculum-related requirements of the PDG grant program. This brief clarifies the PDG requirements, discusses aspects of curriculum, and presents a snapshot of the preschool curriculum policies and guidelines of the PDG states.



[Look Before You Lock](#)

It's July and HOT! Please [Look Before You Lock!](#)

Heatstroke is one of the leading causes of death among children.

Unfortunately, even great parents can forget a child in the back seat. Other risk factors include caregivers who aren't used to driving kids or whose routine suddenly changes.



Whether you're a parent, caregiver or bystander of a child left in a car, it's vitally important to understand children are more vulnerable to heatstroke than adults. Follow

these important rules and tips to protect children from heatstroke: [Look Before You Lock](#)

Make it a habit to look before you lock, and try these [tips to avoid putting children at risk of heatstroke](#).



National Head Start Association, Yasmina Vinci, Executive Director



[The National Head Start Association \(NHSA\)](#) recently released their [Head Start Hackathon report and video](#). The Head Start Hackathon provided an opportunity for early childhood education experts to come together as a community in the name of innovation. For two days, enthusiasts from across the country gathered in Nashville, TN to work together and pave the way for future generations of our nation's most vulnerable children. Rather than code software or build websites, participants worked in small teams to develop big-picture ideas and concepts. The energy, passion, and creativity displayed during the Hackathon demonstrated one thing clearly: there are dedicated

and committed leaders determined to secure the Head Start advantage for generations to come.



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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.