



Early Childhood Iowa Monday Musings October 24, 2016 Vol. 3, No. 36

Welcome to the ECI **Monday Musings**. It is a compilation of information, practical advice, training announcements, and/or success stories. **Monday Musings** is intended to disseminate information to Early Childhood Iowa Stakeholders in a timely fashion. (We may on occasion send out a separate email with information if it needs immediate attention or if for a specific audience.)

Please let us know if you have something you would like to contribute or have suggestions or comments at jeffrey.anderson@iowa.gov

Back Issues of Monday Musing are available [here](#).

“Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.” – George Patton

State Information:

DHS Releases New Communication Guides

Registration & Licensing Standards and Procedures

The Department of Human Services announces the release of new Iowa regulations!

- Comm 95 - Minimum Health & Safety Standards
- Comm 143 - Child Development Home Registration Guidelines
- Comm 204 - Center Licensing Standards & Procedures
- Chapter 109 - Center Licensing Rules
- Chapter 110 - Child Development Homes Registration Rules
- Chapter 120 - Child Care Home Rules
- Chapter 170 - Requirements for Child Care Assistance

Communication Guides are available on the CCR&R [website](#) and the DHS [Provider Portal](#).

Please contact your CCR&R [Child Care Consultant](#) with any questions you may have.

Iowa's Barriers to Prenatal Care Project

The findings in this summary are based on the Iowa Barriers to Prenatal Care project. Ongoing since 1991, the purpose of this project is to obtain brief, accurate information about women delivering babies in Iowa hospitals. Specifically, the project seeks to learn about women's experiences getting prenatal or delivery care during their current pregnancy. Other information is included which may be pertinent to health planners or those concerned with the systematic development of health care services.

This project is a cooperative venture of all of Iowa's maternity hospitals, the University of Northern Iowa Center for Social and Behavioral Research, and the Iowa Department of Public Health. The Robert Wood Johnson Foundation funded the first three years of this project. The current funding is provided by the

Iowa Department of Public Health. The Director is Dr. Mary Losch, University of Northern Iowa Center for Social and Behavioral Research. The Coordinator for the project is Rodney Muilenburg.

To Look at State and County Information: [Iowa's Barriers to Prenatal Care Project](#)

Federal Information:

Healthy Active Living Learning Collaborative

Call for Applications!

One in four U.S. children under age 5 is either overweight or obese. These children experience greater school absenteeism, miss learning opportunities, and have increased medical costs. Early education centers have a chance to support national obesity prevention efforts through interventions and supportive policies that promote nutrition and physical activity. The National Center on Early Childhood Health and Wellness (NCECHW) is now accepting applications from programs to participate in a Learning Collaborative process. This professional development initiative will give 10 teams the chance to implement healthy active living interventions in their program.

About the Learning Collaborative

Participants will engage in two in-person trainings to build fundamental knowledge and skills. Activities will promote team building and peer-to-peer learning for healthy active living initiatives around several areas. These include staff wellness, nutrition education, physical activity, and family engagement.

In addition, quarterly virtual training and technical assistance will be offered between learning sessions. Teams will use an action planning process to improve program quality. The teams will participate in a final in-person session in order to document successes, best practices, barriers, and implementation strategies.

Who Should Apply?

Head Start, Early Head Start, child care, family child care, and preschool programs are eligible to apply. This training is open to programs with previous experience in implementing policies and practices related to healthy active living, as well as those programs seeking to begin this work in this area.

The Application Process

Selected programs will receive \$3,000 each to assist with the costs of facilitating activities that focus on programmatic and policy interventions. For more details about the award, please:

- Review the full Call for Application Guidelines: <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/ncechw-hal-learning-collab-application-overview.pdf>
- Complete the Online Application: <https://www.surveymonkey.com/r/2016HALLearningCollabApplication>
- Download and complete the Budget Template: <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/ncechw-hal-learning-collab-budget-template.pdf>

Important Dates and Deadlines

Applications are due no later than 4 p.m. EDT on Wednesday, Nov. 9, 2016. This includes the Online Application and completed Budget Template. Applicants will be notified of an award decision the week of Nov. 21, 2016. For all other dates, review the full Call for Application Guidelines.

Interested in applying for the Learning Collaborative but have questions? Join us for the a webinar best fits your schedule to learn more:

Wednesday, Oct. 12 at 1 p.m. EDT

Registration link: <https://cc.readytalk.com/r/tsb787nxxou&eom>

Thursday, Oct. 13 at 1 p.m. EDT

Registration link: <https://cc.readytalk.com/r/hv1y37ku7x4r&eom>

If you have any questions, please contact Florence Rivera, MPH, at frivera@aap.org or 1-847-434-4790.

Moving Toward More Effective Monitoring Strategies: Joint Policy Statement on Coordinated Efficiencies in Monitoring and Oversight of Early Care and Education Programs Released

On September 30, 2016, the final [CCDF regulations](#) were published in the Federal Register. Among the many important health, safety, and child development requirements contained in the Child Care and Development Block Grant (CCDBG) Act of 2014, are provisions related to the frequency of inspections and competency and workload of inspectors. On September 29, 2016, the U.S. Department of Health and Human Services (HHS) and Agriculture (USDA) issued a [joint policy statement on Coordinated Efficiencies in Monitoring and Oversight of Early Care and Education programs](#).

The HHS and USDA [joint monitoring policy statement](#) aims to:

- Encourage states to align monitoring policies and procedures across funding streams where appropriate rather than monitoring exclusively by funding stream;
- Recommend efficiencies that could be achieved through coordination, collaboration, cross-training, differential monitoring, data sharing, and greater use of technology;
- Shift the current focus of monitoring from one of “compliance only” to “continuous quality improvement”;
- Increase access to CACFP to promote nutritious meals and snacks for children in early care and education settings;
- Recommend adoption of a core set of health and safety standards ([Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education](#)) that apply across programs to support the alignment of monitoring policies and procedures;
- Share examples of best practices and resources to support states in creating a culture of safe, healthy and developmentally appropriate early childhood settings; and
- Ensure that results of monitoring visits are used to target technical assistance and other supports to promote changes in behavior and improve overall quality of service.

The joint policy statement includes 10 recommendations derived from feedback HHS and USDA heard through listening sessions with stakeholders across the country. The reauthorization of CCDBG, the

new Head Start Performance Standards and final CCDF regulations offer an opportunity to review current monitoring systems to better align standards and promote greater efficiencies in a more effective, uniform, and cost-effective approach to monitoring.

The final CCDF regulations offer guidance to implement the new law. The [joint policy statement](#) is offered to support both the law and the regulations. To assist states in rethinking monitoring approaches, HHS has developed [a new web page](#) with tools and resources to spur discussion, ideas, and innovation to promote more effective monitoring strategies that better support monitors, providers, and the children who will benefit.

U. S. Departments of Education and Health and Human Services Release First Joint Policy Brief on Use of Technology with Young Children

The U.S. Departments of Education and Health and Human Services today released [a policy brief on the use of technology with early learners](#) to help families and early educators implement active, meaningful and socially interactive learning. The brief includes a call to action for researchers and technology developers, highlighting topics for further research and encouraging the development of research-based products.

“The early learning community has been wisely cautious about using technology with our youngest children,” said [Libby Doggett, deputy assistant secretary for Policy and Early Learning](#). “But technology, when used appropriately with caring adults, can help children learn in new ways – and lessen the growing inequity in our country. This brief helps early educators think about developmentally appropriate ways to use technology in their classrooms.”

The brief, which was developed in consultation with the [American Academy of Pediatrics](#), will help those who care for the nearly 36 million early learners ages birth to 8 years make wise decisions about media use, and provides four guiding principles for families and early childhood educators on the use of technology with young children. The guiding principles are:

Technology, when used properly, can be a tool for learning.

Technology should be used to increase access to learning opportunities for all children.

Technology may be used to strengthen relationships among parents, families, early educators, and young children.

Technology is more effective for learning when adults and peers interact or co-view with young children.

“For early learners, technology can provide opportunities to connect, create, and engage in meaningful learning experiences,” said [Joseph South, director of the Office of Educational Technology](#). “But this will only happen if families and early educators consider whether children are using technology in active, imaginative ways as opposed to just passively watching a screen. Active learning with technology is best when an adult is guiding and participating side-by-side with the child.”

“The brain science is clear – in the earliest years, learning is dependent on adult-child interaction and on healthy relationships between children and their caregivers,” said Linda Smith, deputy assistant secretary for HHS' Early Childhood Development. “We are excited about the new learning opportunities that technology can offer young children when parents and early childhood educators use it

appropriately to support and supplement one on one interactions between children and their caregivers, both in the classroom and at home.”

In 2013, the Obama Administration launched the [ConnectED initiative](#) and set a goal of connecting 99 percent of America’s students to next generation broadband and high-speed wireless by 2018. This expanded access will support the effective use of technology to transform learning in our nation’s schools. The Administration also has worked to expand access to high quality early learning, including early STEM education. The thoughtful use of technology by parents and early educators can engage children in key skills such as play, self-expression, and computational thinking which will support later success across all academic disciplines and help maintain young children's natural curiosity.

FY 2015 TANF Financial Data: How States Spent Their Funds

The Administration for Children and Families’ Office of Family Assistance (OFA) released the *fiscal year (FY) 2015 Temporary Assistance for Needy Families (TANF) financial data*. This year’s financial data reflects the addition of new expenditure categories and changes to the accounting method, offering more insight into how States actually spend their funds.

- In FY 2015 combined Federal TANF and State maintenance-of-effort (MOE) expenditures and transfers totaled \$31.3 billion. Across the United States in FY 2015:
 - 24.6% of TANF and MOE funds was spent on basic assistance
 - 6.5% was spent on work, education, and training activities
 - 16.8% was used for child care (including funds transferred to the Child Care and Development Fund).
- A total of 26 States spent fewer than half of their TANF and MOE funds on the combination of basic assistance; work, education, and training activities; and child care. [OFA’s interactive map](#) shows the distribution of this spending by State.

See the full blog by Susan Golonka, Acting Director, OFA, at [The Family Room Blog](#).

If you are interested in knowing how each of the 50 States and the District of Columbia spent their TANF and MOE funds, OFA has posted individual *State pie charts* reflecting the 2015 data.

Other Information:



**Child Care Cliff Effect:
a barrier to self-sufficiency**

You are invited to the next OpportUNITY Summit:

Tuesday, October 25

3:30 pm – 5:00 pm

Greater Des Moines Botanical Garden.

Our next OpportUNITY Summit will focus on the **Child Care Cliff Effect**. This issue adversely impacts families striving for self-sufficiency by limiting access to quality child care.

National expert, Christine Johnson-Staub from CLASP, and state experts from the Iowa Policy Project, will share how the Child Care Cliff Effect impacts families, child care providers and businesses.

Attend this OpportUNITY Summit to help us remove the **Child Care Cliff Effect** as a barrier out of poverty and give families access to quality child care.

Protective Factors Framework Training

Prevent Child Abuse Iowa is excited to announce the Protective Factors Framework Training. The training produced by the National Alliance of Children’s Trust and Prevention Funds’ (Alliance) offers a comprehensive suite of training materials that supports implementation of the Strengthening Families™ Protective Factors Framework in multiple settings. The curriculum content includes materials on partnering with parents and concrete examples of everyday actions that research has shown to be effective in strengthening families.

The Core Content of the Curriculum

- Seven courses, each designed to be about two hours in length
- An introduction to the Framework (also useful as a stand-alone orientation)
- A course on each of the five protective factors in the Strengthening Families™ Protective Factors Framework
- A wrap-up course that moves participants from knowledge to action
- Real-life parent stories that document the power of building protective factors
- Videos sharing everyday actions that state systems and private organizations have taken to implement the Framework
- A list of key sources, references and websites to support the content of each course

This two day training is offered free of charge and open to direct service workers, administration, CPPC members, Iowa Child Abuse Prevention Council Members and community volunteers interested in strengthening families. Please register at the link with your preferred training site. A flyer is attached for promotion among your networks. (Sessions will be limited to 30 participants, other sessions may be opened if this number is exceeded.)

December 1-2
Waterloo Public Library
9:15 am – 4 pm

<https://ctfalliance.wufoo.com/forms/strengthening-families-pff-training-waterloo/>

December 7-8
Indianola YMCA
9 am – 4 pm

<https://ctfalliance.wufoo.com/forms/zfb01ka0876i7y/>

Kids' Share 2016

First Focus released *Kids' Share 2016: Report on Federal Expenditures on Children Through 2015 and Future Projections*, its tenth annual analysis of federal spending and tax investments in children and families. The report projects that absent any policy change, the budget for children will continue to decline.

The New America Care Report

A good early care and learning system should support the healthy development of children, particularly at a time when their brains are rapidly growing and laying the foundation for all future learning. A functioning system should sustain the financial stability and health of families, promote opportunity and equity, support and sustain businesses, and help the economy thrive. And an effective system should be built on three pillars: affordable cost, high quality, and easy availability.

The Care Index, a data and methodology collaboration between New America, Care.com and others, examined cost, quality, and availability data in all 50 states and the District of Columbia and found that no single state does well in all three categories. Instead, families, providers, and policymakers in every state make difficult compromises that often shape family decisions and can determine the course of children's futures. **Read the report:** [The New American Care Report](#)

New Report: The First 1,000 Days: Nourishing America's Future

The First 1,000 Days: Nourishing America's Future, a new report from 1,000 Days, examines the nutritional health of America's mothers, infants and toddlers and highlights a set of "wins" to ensure that every child in the U.S. can have a healthy first 1,000 days.

Building Communications Capacity: How to improve outreach to Latinos

U.S. Latinos are a large, diverse, and fast-growing population. For service providers, effectively reaching and communicating with them is essential. [The Child Trends Hispanic Institute](#), in collaboration with [the Crimsonbridge Foundation](#), has assembled a new guidebook to help service providers and educators find the most effective ways to reach their audience. Join us for a related webinar on **Tuesday, Oct 18th**, from **2 - 3 p.m. ET**. Learn how to create an evidence-based, strategic communication plan with a clear series of steps: getting to know your audience, setting objectives, messaging, outreach strategy, tactical execution, and data collection. [Register here.](#)

Read more here: [Reaching and Engaging with Hispanics](#)

For more information about Early Childhood Iowa, visit our website:

<http://www.earlychildhoodiowa.org/>

To join the ECI Stakeholders, please complete the commitment survey at:

<https://www.surveymonkey.com/s/FSXR5F2>

2016 ECI Meeting Calendar:

ECI State Board

10:00 – 1:00

November 4

ECI Stakeholders Alliance

3 – 4 Hour meetings

December 13 (PM)

ECI Area Directors

December 7 All day

ECI State Dept. Directors

8:30 – 10:30

October 7

ECI Steering Committee

Time Varies

November 3 (9:00 AM – Noon)