



Early Childhood Iowa Monday Musings May 16, 2016 Vol. 3, No. 19

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](#).

"Leadership is not about process, it is about relationships."

-Art Markham

State Information:

Early Childhood Iowa Senate File 2299

Senate File 2299 was passed by the Iowa House on April 28, 2016 and is ready for the Governor's signature.

This bill relates to the early childhood Iowa initiative. The early childhood Iowa (ECI) initiative was created to empower individuals, communities, and the state to work together to improve the efficiency and effectiveness of early care, education, health, and human services systems provided to families with children from zero through age five. The ECI state board, ECI area boards, and other state and local government agencies provide support, leadership, and facilitation of the growth of individual, community, and state responsibility in addressing the desired results for improving the quality of life in this state for young children and their families.

To read more about the bill go to: [SF2299](#)

Making Gains on Children's Preventative Oral Health Care – Iowa is #1

Launched in April 2010, the CMS national Oral Health Initiative (OHI) asks states to increase the use of preventive dental services by children enrolled in Medicaid by at least ten percentage points over five years. Our national goal is for at least 52 percent of enrolled children ages 1-20 to receive a preventive dental service in FFY 2015. Each state has its own FFY 2011 baseline and FFY 2015 goal, with interim yearly improvement goals of two percentage points.

According to Dr. Bob Russell, State Dental Director for Iowa, at the ECI Stakeholders Alliance meeting on May 10, 2016 shared, *"Iowa is ranked #1 in the nation for increasing preventative dental services for children on Medicaid."* Why is this so? Dr. Russell believes it has taken a collaborative effort at both the state and local levels. This includes dental screenings in early childhood programs supported with local ECI funds and school nurses who work with local dentists to provide screenings.

In addition, the I-Smile Dental program has increased children's access to dental services. The I-Smile Dental Home Initiative is a program that helps Iowa's children connect with dental services. I-Smile was created by the Iowa Department of Public Health, the Iowa Department of Human Services, the University of Iowa College of Dentistry, and the Iowa Dental Association.

I-Smile has four objectives:

- Improve the dental Medicaid program
- Recruit and retain dentists in underserved areas
- Incorporate dental clinics within rural hospitals and
- Improve the dental support system for families

A major focus has been on improving the dental support system for families. The role of the I-Smile Coordinator was developed for this task. There are 24 regional I-Smile Coordinators who are licensed dental hygienists. They serve as the point-of-contact for public health agencies, families, health care providers, school districts, and dental offices.

The outcome of the I-Smile Dental Home Initiative will be an integrated system that provides early identification of the risks of dental disease, prevention, improved care coordination, and stronger parental involvement. Ultimately, at-risk children who are currently excluded from the dental care system will be reached and will have a dental home. To read more about I-Smile go [here](#).

Iowa Child Care and Development Fund (CCDF) State Plan

The Iowa Department of Human Services, Division of Adult, Children and Family Services submitted the State Plan to the Administration for Children and Families, Office of Child Care on March 1, 2016 and are now awaiting federal approval. Click [Child Care Development Fund State Plan](#) to see the current plan.

Federal Information:

STEM starts early! Supporting our Youngest Innovators

Building on the President's [early learning](#) and "[Educate to Innovate](#)" agendas, the White House, with the Departments of Education and Health and Human Services, seeks to advance a [focus on STEM experiences in a child's earliest years](#) by identifying research gaps, best practices, and technologies to support young children, parents and caregivers, educators, and communities. This spring, the Administration and [Invest in US](#) will hold an event at the White House on this important work and highlight external commitments along with federal resources and materials.

Benefits of Two-Generation Efforts in Early Learning

The U.S. Departments of Education and Health and Human Services has issued a [policy statement](#) that sets a vision and provides recommendations to states, local educational agencies, schools and public and private early childhood programs for implementing effective family engagement policies and practices to improve outcomes for children from birth through third grade. Strong family engagement in early learning systems is central—not supplemental—to promoting children's healthy intellectual, physical, and social-emotional

development; preparing children for success in school; and supporting academic achievement in elementary school and beyond.

Other Information:

What is Systems Building? – (BUILD)

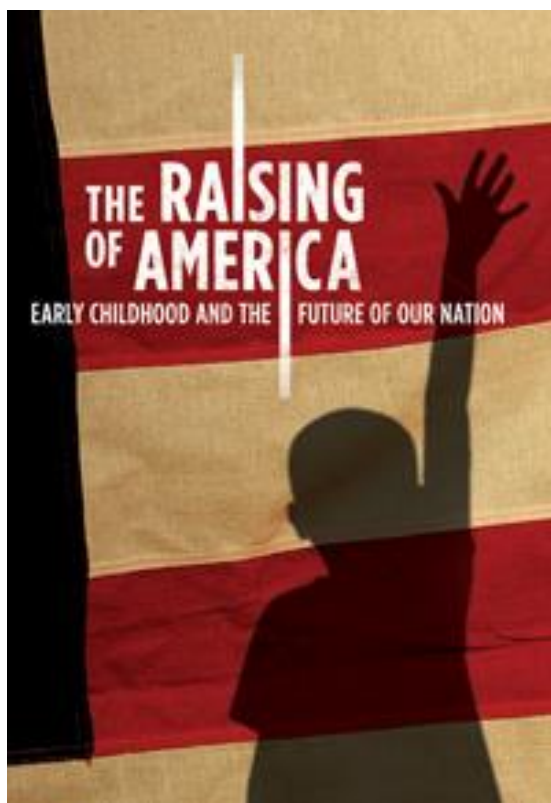
Since 2002, the BUILD Initiative has worked to promote a vision of a comprehensive early childhood system in which families can easily access high-quality early learning and development opportunities, regardless of their neighborhood, and agencies working with children and families can have the resources to meet the needs of our diverse young child and family population.

Today, we are thrilled to share with you a [video](#) that describes that vision and explains why systems building is so crucial for achieving equitable outcomes for our youngest children. Systems building is complex, but we all know that we must work at the program, practice, policy and systems levels to achieve our goals of young children thriving.

5 Ways Trauma-Informed Care Supports Children's Development (Child Trends)

Childhood trauma is [common](#). More than two thirds of children in the United States experience a [traumatic event or circumstances](#)--such as [abuse or neglect](#), death of a loved one, or [community violence](#)--by the time they turn 16. [Young children \(birth to age five\)](#), in particular, are disproportionately exposed to [traumatic events and circumstances](#).

To find out more: [5 Ways Trauma-Informed Care Supports Children's Development](#)



REGISTRATION is Open

The Raising of America: Early Childhood and the Future of Our Nation

Documentary Screening and Panel Discussion

Wednesday, May 25

2:00 – 4:00 PM

Plymouth Church

4126 Ingersoll Ave, Des Moines IA

Join us for a screening of this powerful documentary that explores how a strong start for all our kids can lead to a healthier, safer, better educated and more prosperous and equitable America.

A panel of early childhood experts, advocates, and community leaders will engage participants to discuss current efforts and future needs to invest in kids and parents. **[RSVP HERE](#)**

Child Trends Webinar: How Latino Children are Left Out of Our Nation's Census Count

Join us for a webinar highlighting **[The Invisible Ones: How Latino Children Are Left Out of Our Nation's Census Count](#)**, a new report issued by the Child Trends Hispanic Institute in collaboration with the NALEO Educational Fund. The report reveals that nearly 400,000 young Latino children were effectively "missed" in the 2010 Census, the biggest undercount of any group in the United States.



Nearly two-thirds of Latino children under 5 live in or near poverty, and they are one of the fastest-growing demographics in the country. Since Census Bureau information is used to direct more than \$400 billion in federal funding to states, it is essential that all children and families are counted accurately. This webinar will explain why the undercount happens and what can be done to correct it in time for the 2020 Census.

Presenters

- **Lina Guzman**, Ph.D., Director, Child Trends Hispanic Institute
- **William P. O'Hare**, Ph.D., lead author, *The Invisible Ones*
- **Arturo Vargas**, Executive Director, NALEO Educational Fund
- Representatives from Florida and Texas, states with high undercounts of young Latino children

To Register, please visit <https://attendee.gotowebinar.com/register/4396753859756523012>

Project support provided by the Heising-Simons Foundation and The Annie E. Casey Foundation.

Are mothers' and fathers' language and literacy practices associated with children's kindergarten skills across linguistically diverse households?

Independent contributions of mothers' and fathers' language and literacy practices: Associations with children's kindergarten skills across linguistically diverse households

Sims, Jacqueline, 05/01/2016

Home language and literacy inputs have been consistently linked with enhanced language and literacy skills among children. Most studies have focused on maternal inputs among monolingual populations. Though the proportion of American children growing up in primarily non-English-speaking homes is growing and the role of fathers in early development is increasingly emphasized, less is known about these associations in primarily non-English-speaking households or how mothers and fathers independently contribute to children's skills. Using a subsample of data from the Early Childhood Longitudinal Study-Birth Cohort (N = 5,450), this study assessed the frequency of maternal and paternal inputs during early childhood and their prospective connections with children's English language and literacy skills at age 5 across White, Mexican, and Chinese children from linguistically diverse households. Analyses revealed significant differences in inputs by ethnic/language group membership and significant associations between both maternal and paternal inputs and children's skills. These associations did not differ across ethnic/language group membership. Practice or Policy: These results point to the importance of promoting rich home language and literacy environments across diverse households regardless of the language in which they take place or the parent from which they derive. (author abstract)

How are collaborations partnering to meet the child care needs of parents in education and training? (Urban Institute)

Washington, DC: Urban Institute. Retrieved from Child care can be a major challenge for low-income parents who want to participate in education or training to improve their employability and future earnings. One promising approach is to develop collaborations between those who provide education and training services to families and those involved in meeting their child care needs. This report profiles four innovative collaborations working to bridge this gap. Two of these are between colleges and child care resource and referral (CCR&R) agencies; these partnerships focus on helping student parents understand and find child care options. The other two are between state child care subsidy agencies and state agencies that run education and training programs; these partnerships focus on helping parents get child care subsidies so they can participate in education and training. This report is written for two audiences: for education and training providers looking for new ways to help their students/clients with children succeed, and for child care support organizations looking for new ways to reach parents and meet their child care needs. These profiles provide useful insights into how, by working together, these organizations can support the needs of two generations as the parents strive to improve their ability to provide for their families. (author abstract) To Read More: [Collaboration](#)

Save the Date: Iowa AEYC Fall Early Care and Education Institute

Mark your calendar for September 30 and October 1, 2016 for the Early Care and Education Fall Institute. Registration materials will be available in early summer. Again this year, the Institute will be held at Prairie Meadows Events & Conference Center, Altoona, IA.

To view the Announcement: [Early Care and Education Institute](#)

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

June 3

September 9

November 4

ECI Stakeholders Alliance

3 – 4 Hour meetings

September 13 (AM)

December 13 (PM)

ECI Area Directors

September 13 (afternoon)

December 7 All day

ECI State Dept. Directors

8:30 – 10:30

October 7

ECI Steering Committee

Time Varies

June 2 (9:00 AM – Noon)

August 4 (9:00 AM – 4:00 PM)

October 6 (9:00 AM – Noon)

November 3 (9:00 AM – Noon)