



Early Childhood Iowa Monday Musings July 5, 2016 Vol. 3, No. 25

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](#).

“Childhood is not Las Vegas. What happens in childhood does not stay in childhood.”

-Parfait Eloundou-Enyegue

State Information:

Learn more about the changes coming to child care

DHS has recorded videos about the child care changes that you can access through the DHS website. Many of the changes and new requirements must be in place by October 1, 2016.

There are separate videos for each type of child care business that must follow the new requirements.

- “ Non-Registered Child Care Homes with a Child Care Provider Agreement
- “ Child Development Homes
- “ Child Care Centers

Access the recorded videos: <https://dhs.iowa.gov/reauthorization-of-the-child-care-and-development-block-grant>

There is a Frequently Asked Questions document available on the Iowa Child Care Resource and Referral website that may answer questions you have. You can also call 1-877-216-8481 if you have additional questions.

Child Care Assistance Program Changes

There are also changes to the Child Care Assistance Program that start July 1, 2016. The changes will benefit children, families and child care providers. There is both a child care provider-specific and parent-specific video that provides information about the changes to the program.

Access the provider-specific video at: <https://dhs.iowa.gov/reauthorization-of-the-child-care-and-development-block-grant>

Access the parent-specific video at: <https://dhs.iowa.gov/child-care>.

Attached are outreach materials to share with child care providers and parents about the videos. There is both a full page and half page option for child care providers and a ¼ page handout for families.

Federal Information:

Funding Opportunity Announcements for Early Head Start Expansion and Early Head Start-Child Care Partnerships

By Linda K. Smith, Deputy Assistant Secretary for Early Childhood Development (June 23 ,2016)

Today, we posted the second Funding Opportunity Announcements (FOA) for [the Early Head Start \(EHS\) Expansion and Early Head Start-Child Care \(EHS/CC\) Partnerships](#). It comes on the heels of a visit yesterday to the Georgetown, Delaware EHS-CC partnership where Governor Markell showcased the program, read to children and talked to teachers and parents about what the program has meant to them. He noted that Delaware has increased the number of low-income children enrolled in high quality early care and education programs from just 5% to over 70%. It is an amazing increase and one the state should be very proud of.



Just as importantly, Kathy Moore, Director of the Parents and Children Together at Tech (PACTT) recapped the progress made as a result of the EHS-CC partnership. The program is located at the Sussex Tech High School and serves as a training site for high school students interested in early childhood.

She described the how children are directly impacted by the program, but also noted that all



children benefit from the partnership because of the training all the teachers have received, the new equipment and supplies, the new playground and the overall boost to morale for everyone involved. She emphasized the significant contribution of the tiered reimbursements made available through the Child Care and Development Funds.

Over the years, many of you have heard me talk about how I try to envision a child – any child – when I get in my car each morning. It reminds me of why I go to work. As the result of yesterday, I have many new faces to think about, but one in particular – a child who, because of a concerned teacher at

the PACTT center, was referred for medical evaluation and as a result, found to have a brain tumor and now getting treatment. As a result of this visit, I may modify my daily routine and add the face of an early childhood teacher to my morning routine. They are the unsung heroes of the teaching profession.

One of the good news stories about the [EHS-CC partnerships](#) is that the teachers at the PACTT program got a raise. The not so good news is that it wasn't nearly enough for skills needed and the importance of the work they do. As evidenced by the child identified at the PACCT program, the importance of having highly qualified staff cannot be overstated, but to train them and keep them is going to require a significant investment of public funds. Last week, we issued a report ["High Quality Early Learning Settings Depend on a High Quality Workforce: Low Compensation Undermines Quality."](#) The report describes the pay and compensation of our early childhood teachers. The wages of child care teachers in particular is among the lowest and makes many eligible for public assistance. In all states, the median annual earnings for a child care worker are below 150% of poverty. They are even lower for an infant/toddler teacher.

So where does all this leave us? STUCK, is the easy response! In order to raise the wages of the early childhood workforce, we need a financing strategy that does not include increasing what parents have to pay. This Administration's vision of a financing strategy for the birth to four workforce can be found in Senator Casey's and Congressman Crowley's bills ([S. 2539, Casey and H.R. 4524, Crowley](#)). These are important pieces of legislation and deserve serious debate. They seek substantial increases in mandatory funding. I want to personally encourage you to read them. Whether you agree with these bills or not, they are a conversation starter – a conversation that is long overdue. So, until we have resolved the financing issues, [the Early Head Start-Child Care Partnerships](#) provide one opportunity to support higher wages in the infant/toddler workforce. I encourage everyone to seriously consider applying.

Early Head Start Expansion and Early Head Start-Child Care Partnership Funding Opportunity Announcements Posted!

The Administration for Children and Families (ACF) announces 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 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: <https://ami.grantsolutions.gov/index.cfm?switch=foa&fon=HHS-2016-ACF-OHS-HP-1181>
- American Indian and Alaska Native EHS Expansion and EHS-Child Care

Partnerships: <https://ami.grantsolutions.gov/index.cfm?switch=foa&fon=HHS-2016-ACF-OHS-HI-R11-1182>

- Migrant and Seasonal EHS-Child Care and EHS Expansion
Partnerships: <https://ami.grantsolutions.gov/index.cfm?switch=foa&fon=HHS-2016-ACF-OHS-HM-1183>

Promoting the Development of Dual Language Learners: Helping All Children Succeed
By Linda K. Smith, Deputy Assistant Secretary for Early Childhood Development and Libby Doggett, Deputy Assistant Secretary, Office of Early Learning

A growing number of children in the United States go to kindergarten with the advantage of knowing a language other than or in addition to English. Bilingualism is an asset in school, life, and the workplaces of today and tomorrow. As a result, it's so important that our nation's early learning programs support all children, including those who are dual language learners. Earlier this month, the U.S. Departments of Health and Human Services and Education (HHS/ED) released a [joint policy statement](#) to promote the development and learning of young children, birth to age five, who are dual language learners (DLLs).

Cultural Awareness and Knowledge are Fundamental to Serving U.S. Children and Families
By Andrew Keefe, Truman-Albright Fellow, Contract Research Analyst

The Office of Planning, Research and Evaluation (OPRE) recently hosted the second webinar in its series, [Enhancing the Cultural Responsiveness of Social Services](#). Over 50 federal employees, state and territory administrators, and technical assistance providers participated. They discussed strategies for fostering cultural awareness and knowledge as a way to improve services for diverse children and families.

[Dr. Esther Calzada](#) [Visit disclaimer page](#), an associate professor in social work at the University of Texas at Austin, moderated the conversation. She emphasized that cultural awareness and knowledge are one part of cultural responsiveness. *Cultural awareness* means acknowledging that everyone has a culture. Dr. Calzada explained that the cultures of federal employees and grantees shape their worldviews and interactions with stakeholders. *Cultural knowledge* refers to recognizing the languages, historical contexts, and values of others.

Dr. Calzada provided a list of guiding questions for human services providers to ask themselves:

- What do I know about the values, beliefs, customs, strengths, and resources of [specific group]?
- What do I know about the unique challenges of [specific group]?
- What do I know about the history of [specific group], particularly in regards to discrimination?
- What are my attitudes and beliefs about [specific group]?
- How did my family, community, education and life experiences as well as societal perceptions shape these beliefs?
- What values do I have, and from which culture(s) do these values come?
- How are my values similar to or different from those of people from [specific group]?
- How do these similarities and differences influence my work?
- How can I learn more about [specific group]?

Other Information:

Iowa Ranks 3rd in Latest National KIDS COUNT Child Well--Being Report

The Annie E. Casey Foundation's 2016 KIDS COUNT Data Book finds that more of today's youth are healthier and completing high school on time, despite mounting economic inequality and increasingly unaffordable college tuition. This year, the annual report focuses on key trends in child well-being in the post-recession years, and offers recommendations for policymakers.

According to the Child and Family Policy Center (Iowa Kids Count)

Iowa ranks third nationally in the 2016 national *KIDS COUNT*® *Data Book* report on child well--being, up one place from the position the state held in 2015. The 27th edition of the annual *Data Book*, from the Annie E. Casey Foundation, compares and ranks the 50 states on 16 child and family well--being indicators in four separate domains.

Nationally, Iowa ranks third among all states in the health domain and in the top ten in two other domains: fourth in economic well--being and fifth in family and community. The state just missed the top ten in education, ranking 11th when compared to other states.

Since 2008, Iowa experienced an increase in the percentages of children living in poverty and in single parent families, which both rose seven percent. However, the percentage of children without health insurance and the teen birth rate have shown improvement since that time, decreasing 50 percent and 39 percent, respectively. In addition, the percentage of high school students not graduating on time decreased 21 percent since 2007--08.

"Iowa's third place ranking overall is a reflection of the importance people in this state place on providing for children and families," said Michael Crawford, Iowa KIDS COUNT director with the Child and Family Policy Center in Des Moines. "However, there are a few indicators such as child poverty and single parent families that have worsened the past few years. One in seven children in Iowa live in poverty. While the economy has recovered for some, we see a widening gap that leaves some children behind."

[ORDER YOUR COPY](#)

[VIEW HOW ALL STATES RANK ON THE KIDS COUNT INDEX](#)

To View IOWA'S Data: http://www.cfpciowa.org/en/data/kids_count/

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

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

August 4 (9:00 AM – 4:00 PM)

October 6 (9:00 AM – Noon)

November 3 (9:00 AM – Noon)