



Early Childhood Iowa
Monday Musings
June 13, 2016
Vol. 3, No. 22

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](#).

“There is in every child at every stage a new miracle of vigorous unfolding, which constitutes a new hope and a new responsibility for all.”

-Erik Erikson (June 15, 1902-May 12, 1994) Developmental Psychologist

State Information:

The ECI Public Engagement Component Group Seeks Your Input

This survey is to get a better understanding of what the overall ECI Systems sees as the roles and responsibilities of the Public Engagement Component Group. The survey will ask you to rank options of goals and objectives (derived from the ECI Strategic Plan) for the Public Engagement Component Group to work on over the course of the year and beyond. The survey will take approximately 5-10 minutes to complete. Thank you for your time!

Please complete the survey by June 20, 2016

To take the survey go to: <https://www.surveymonkey.com/r/PublicEngagement2016>

Early Childhood – Positive Behavioral Interventions and Supports (EC-PBIS)

Offers Train-the Trainer (Preschool Module) Training (June 21- 21, 2016)

Participants completing this two day training will be recognized as a trainer for the EC-PBIS Preschool Module Training in Iowa. A certificate will be provided.

For more information or to register: <https://www.educateiowa.gov/event/train-trainer-ec-pbis-preschool-modules>

Early Childhood – Positive Behavioral Interventions and Supports (EC-PBIS)

Offers Teaching Pyramid Observation Tool (TPOT) Reliability Training – July 19 – 20, 2016

TPOT results can be used to

- reinforce interactions that promote social-emotional competence in young children
- implement strategies to prevent and address challenging behavior
- compare implementation across early childhood classrooms, teachers, and programs
- guide training and coaching for teachers

Participants must attend both days of the training. The TPOT Reliability training is essential to programs that are implementing PBIS to ensure they are administering the TPOT correctly and are considered “reliable” within our state.

For more information or to register: <https://www.educateiowa.gov/event/tpot-reliability-training>

ECI and Iowa AEYC Release On-Line Career Pathways Tool

The Iowa Association for the Education of Young Children (Iowa AEYC) and Early Childhood Iowa (ECI) announce the launch of a unique career pathway website designed to assist the Iowa early care and education workforce to make decisions regarding training and formal education needed to develop a dynamic career.

As a result of a **dsmHack** grant, five website developers, a website designer, and a database specialist joined together as a team to volunteer their time and expertise to develop the interactive website during the 48-hour hack-a-thon. dsmHack.org is a not-for-profit organization which centers its work on the idea of “Build.Learn.Give” to elevate and strengthen the Des Moines community by building technology solutions and relationships, learning new skills and thought processes, and giving time and skills. Using a grant application process, they select non-profits who need, but cannot afford, necessary technology solutions for their agency and those the agency serves. Iowa AEYC was one of ten selected non-profits selected to benefit from this opportunity. To learn more, visit <http://dsmHack.org>.

Iowa AEYC is a non-profit organization that represents over 1,100 members, works to improve teaching and learning, promotes leadership and professional development in early childhood education, supports accreditation and excellence in child care programs, and builds public awareness through advocacy and outreach. To learn more, visit www.iowaaeyc.org. The early care and education workforce in Iowa includes approximately 20,000 adults who earn among the lowest wages of any profession in Iowa. Low pay is a widespread issue that increases turnover and decreases quality in child care and other early childhood programs. The new website provides the workforce with needed information to move forward on a career pathway to increase their knowledge and skills, which can lead to increased wages.

Early Childhood Iowa (ECI) was founded on the premise that communities and state government can work together to improve the well-being of children ages birth - 5. ECI efforts unite agencies, organizations, and community partners to support, strengthen, and meet the needs of all young children and families in Iowa. Early Childhood Iowa Area Boards enable local citizens to lead collaborative efforts involving education, health, and human services programs. To learn more, visit

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

Visit www.ecieducationpathway.org to learn more about a career in early care and education in Iowa.

Contact info@iowaaeyc.org with questions.

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.

DHS Proposes Rules to Support CCDF Changes

The following rule amendments have been published as Notices of Intended Action in the Iowa Administrative Bulletin last week to implement changes in child care regulations:

- ARC 2551C, On changes to Child Care resulting from the Child Care Development Block Grant (CCDBG)
- ARC 2552C, Implements a new chapter 120, Child Care Homes,” outlining health, safety, and fire standards for providers
- ARC 2553C, Updates and revises chapter 110. Incorporates changes required by CCDBG
- ARC 2554C, Implements a required training in health and safety content areas for all staff within 3 months of employment.

Use this link to see noticed and adopted rule amendments in the Iowa Administrative Bulletin

<https://www.legis.iowa.gov/law/administrativeRules/bulletinSupplementListings>

The Administrative Rules Review Committee meets on June 14, 2016 at 9:00 AM:

<https://www.legis.iowa.gov/docs/publications/AA/794453.pdf>

Federal Information:

High Quality Early Care and Education is Child Maltreatment Prevention

By Shannon Rudisill, Associate Deputy Assistant Secretary for Early Childhood Development and Melissa Lim Brodowski, Senior Policy Analyst Office of the Deputy Assistant Secretary for Early Childhood Development

This is a time to take stock of what we know, what we are doing, and what else we need to do. We know that very young children have the highest rates of **child maltreatment**, and infants are the most likely to die from child abuse or neglect. Also, children under the age of five are the largest age group coming into **foster care**. Prolonged stress and adverse experiences can weaken the **architecture of the developing brain** and can lead to lifelong problems in learning, behavior, and physical and mental health.

Early care and learning programs play an important role in providing services and supports to prevent child abuse and neglect, promote healthy development and resilience, and counterbalance the effects of adversity. There is a growing body of evidence that indicates **high quality early care and education programs** can reduce parental stress, promote child development, link families to services, and enrich the learning environment for disadvantaged children. Several **home visiting programs** have been found to improve outcomes in early childhood and prevent child maltreatment. A study of children who participated in **Early Head Start** (EHS) suggests that EHS may be effective in reducing child maltreatment, to include physical and sexual abuse, among low-income children. **Stability in child care placement** was also found to buffer some of the negative effects of household chaos. A forthcoming research brief from ACF's Office of Planning, Research and Evaluation (OPRE) examines evidence related to safety, permanency, and well-being as benefits of early care and education for children in child welfare.

Join us for **Partnering for Impact: Early Care and Education for Child Welfare-Involved Children and Families**, a digital dialogue hosted by the Children's Bureau on June 8 from 1:30-2pm eastern to hear highlights from the research, and strategies and lessons learned from Early Childhood – Child Welfare partnerships. To register, visit: https://events-na12.adobeconnect.com/content/connect/c1/1303271630/en/events/event/shared/default_template/event_registration.html?sco-id=1512633607

For more information about ACF’s Early Childhood – Child Welfare Partnerships, visit:
<http://www.acf.hhs.gov/programs/ecd/interagency-projects/eccw-partnerships>

Creating a 21st Century Child Well-Being System

The [Commission to Eliminate Child Abuse and Neglect Fatalities](#) recently released their final report, *Within Our Reach: A National Strategy to Eliminate Child Abuse and Neglect Fatalities*, presenting a comprehensive national strategy and recommendations for reducing fatalities resulting from child abuse and neglect.

Encouragingly, the report calls for a new 21st Century Child Welfare System. We absolutely need such a system to replace the current dysfunctional one that fails to get to the heart of families’ problems and children’s well-being, but we shouldn’t stop there. We need a 21st Century Child **Well-Being** System – a system that includes child welfare and also offers a comprehensive and integrated system of services designed to proactively support families with young children to help them thrive. By addressing the needs of families *before* there is a crisis, we can work toward the goal of ultimately reducing the number of families that become involved with Child Protective Services.

Continue reading Matthew Melmed’s [Huffington Post blog](#) on “Creating a 21st Century Child Well-Being System”.

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:

Supporting Early Childhood Professionals:

A Study of Professional Development Opportunities in Center-based Programs (McCormick Center)

The McCormick Center is conducting a study to learn more about how center-based early childhood programs support their staff through professional development opportunities. We hope to learn about the types and usefulness of different professional opportunities and how administrators and teachers perceive their effectiveness.

We invite you to take this very short [survey](#) (it will take less than five minutes to complete). We would also like you to forward it to your colleagues so we can get the broadest reach possible. Thank you for

supporting the field by participating in this important research. We will share the results of the survey this fall.

W.K. Kellogg Foundation: National Equity Atlas (June 22 Webinar)

The W. K. Kellogg Foundation invites you to participate in a free webinar training on June 22 from 1-2 p.m. (EST) on the [National Equity Atlas](#), a powerful online data and policy tool that helps local advocates track, measure and make the case for equitable growth. This webinar is designed for organizations that are working to advance racial and economic equity across many policy domains.

The webinar will feature a live demonstration of the Atlas, which provides 31 indicators of demographic change, racial and economic inclusion and the potential economic gains from racial equity for the 100 largest cities, 150 largest regions, all 50 states and nationwide. Beyond its charts and maps, the Atlas also shares policy ideas, data analyses and community equity profiles, examples of how communities are using equity data to drive policy change and more. The Atlas was built through a partnership with PolicyLink and the USC Program for Environmental and Regional Equity (PERE) and is supported by the Kellogg Foundation.

On the webinar, you will hear from, and have the opportunity to ask questions of:

- Sarah Treuhaft, director of equitable growth initiatives, PolicyLink
- Angél Ross, research associate, PolicyLink
- Pamela Stephens, USC Program for Environmental and Regional Equity (PERE)
- Justin Scoggins, USC Program for Environmental and Regional Equity (PERE)

To register for the webinar: [National Equity Atlas Webinar](#)

10 Ideas to Get You and Your Child Exploring Outdoors (NAEYC)

Exploring the great outdoors can be useful for summer learning and families looking to spend quality time together. Here are some activities that can be used to observe, document, and interact with nature.

For more information: [10 Ideas](#)

10 Summer Child Safety Tips (Child Trends)

It's that time again, time for the release of everyone's summer safety tips. Here at Child Trends, our safety tips are based on—what else?—data!

First, your suspicion is correct: June, July, and August are more dangerous for children than other months, at least if we use deadly unintentional injuries as the measure (see graph). Nearly one-third of all fatal child injuries occur during these three months.

To learn more: [Summer Safety Tips](#)

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.

The Building Blocks of High-Quality Early Childhood Education Programs (Learning Policy Institute)

The Learning Policy Institute recently released a new research brief, [The Building Blocks of High-Quality Early Childhood Education Programs](https://learningpolicyinstitute.org/wp-content/uploads/2016/02/LPI_ECE-quality-brief_WEB-022916.pdf) (2016), which summarizes the research on high quality early childhood programs and professional standards for early education. The brief highlights key elements of quality and focuses on factors that contribute to meaningful teacher-child interactions. Access this resource at https://learningpolicyinstitute.org/wp-content/uploads/2016/02/LPI_ECE-quality-brief_WEB-022916.pdf

STEM and Early Childhood — When Skills Take Root: Pennsylvania businesses and the military warn of STEM workforce skills gap; urge greater access to pre-k (Ready Nation)

Pennsylvania businesses and the U.S. military both increasingly need a workforce with strong STEM (science, technology, engineering and math) skills. Yet [data](#) show that a shortage of STEM workers is looming: nearly two-thirds of Pennsylvania eighth graders aren't proficient in math and science, and more than a quarter of students entering the PA State System of Higher Education require remedial education in math and English.

Developing STEM proficiency starts in the early years. Disadvantaged children can already be 18 months behind their peers on math and reading skills when they start kindergarten. But this early achievement gap can be prevented: High-quality early education teaches young children real math and science, through enjoyable, play-based activities appropriate for their age. And early math proficiency pays off, predicting later school success into elementary and high school—in both math and reading.

Business and military leaders in Pennsylvania are calling on policymakers to invest more in high-quality early education where STEM skills take root.

To read the full report: [Ready Nation](#)

Emotions in Leadership

"We hide emotions to stay in control, look strong, and keep things at arm's length," observed Doug Sundheim, in his article "Good Leaders, Get Emotional," in [Harvard Business Review](#) (August 15, 2013). "But in reality, but doing so diminishes our control and weakens our capacity to lead because it hamstring us. We end up not saying what we mean or meaning what we say. We beat around the bush. And that never connects, compels or communicates powerfully.

"Yes, being too emotional in business can create problems. It clouds objective analysis, screws up negotiations, and leads to rash decisions. But in nearly two decades of working with leaders, I've found

that showing too much emotion is far less of a problem than the opposite - showing too little.

"Emotions are critical to everything a leader must do: build trust, strengthen relationships, set a vision, focus energy, get people moving, make trade-offs or tough decisions, and learn from failure. Without genuine emotion these things always fall flat and stall. You need emotions on the front end to inform prioritization. You need it on the back end to motivate and inspire."

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 State Dept. Directors

8:30 – 10:30

October 7

ECI Stakeholders Alliance

3 – 4 Hour meetings

September 13 (AM)

December 13 (PM)

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)

ECI Area Directors

September 13 (afternoon)

December 7 All day