



# IHSA Advisor:

## Reflections & Connections

December 2016

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Updates from IHSA Executive Director, Lauri Morrison-Frichtl

I want to wish each of you JOY in the quiet moments of the upcoming holiday season and peace through each day in the new year. We will need all of our energy next year to support Head Start! We have several threats looming, funding and block granting.

The National Institute for Early Education Research (NIEER) released their new report entitled State(s) of Head Start, which compares Head Start enrollment, quality, duration, and funding state by state. The report is not positive and the timing is terrible. Yasmina Vinci writes, "This report, itself reminiscent of today's post-fact, post-truth environment, will be something that will haunt us for a long time, just as the Impact Study which only recently has begun to fade out in the light of three strong recent studies".



[Here is the link to the report](#) and below is a summary.

**Summary** – The report declares itself the first analysis of Head Start programs across states. It aggregates data (mostly funding and PIR data), and highlights the differences across states, focusing on differences in access, quality, duration, and funding. In its summary and conclusions, it emphasizes the number of eligible children who are not served by Head Start and Early Head Start, due to limited funding, and calls for a national, bipartisan commission to address these issues.

**Data Collection** – The report purports to list all Head Start slots, but those of you with state funded slots will note that many of those are not included. It also fails to fully report the extent and nature of the blending and braiding of funding sources. You may want to review the accuracy of data reported for your particular state.

**Variation across States** – The report frames variations across states as problematic. Whereas our community views variations in response to local needs as a strength, the report characterizes these as shortcomings. Specifically, the report frames variations in duration and cost per child as particular weaknesses, without acknowledging for example that PreK needs vary from state to state – inevitably affecting duration, enrollment numbers, and cost per child.

### [CONTINUE READING](#)

## Updates from Associate Head Start State Collaboration Director, Donna Emmons



The New Year is upon us! I hope during the December holidays you were able to relax and re-group for 2017. The challenges for Head Start may be many in the New Year!

Following are some links of resources that may be helpful:

- The [Illinois Early Learning Project website](#) is a source of evidence-based, reliable information on early care and education for families, caregivers, and teachers of young children in Illinois.
- ISBE has new information and resources on its [Early Childhood website](#) about its FY18 ECBG Request for Proposals. Be sure to check out the section on the bottom of the page in the section on Preschool Development Grants (PDG). There are many interesting resources contained here.

- Find the latest on the [Every Student Succeeds Act \(ESSA\) here](#). ISBE has also now created an online forum for public engagement about ESSA. The second draft of Illinois' ESSA plan is now out. ISBE will submit the next draft to the Governor's office on February 1.
- If you haven't taken a look at this very recent [Head Start Program Instruction on Background Checks: Extension of Compliance Date and Questions](#), be sure to check it out now.

## A Farewell Letter from Dr. Enriquez



Dear Head Start program staff and parents, I am blessed beyond words to have spent the last 20 months working with such intelligent, committed, and loving colleagues as yourselves. So it is with a mixed heart that I announce that as the Obama Administration is coming to a close, so is my time at the helm of the Office of Head Start. Simultaneously, it is a pleasure to remind you of the successes that we have accomplished together as we enhanced the Head Start legacy

for future generations.

We strengthened Head Start, set our sights on creating high-performing agencies, opened and enhanced communication systems, reported on lessons learned from the Classroom Assessment Scoring System (CLASS®) and the Designation Renewal System (DRS), and worked in unison to publish the new Head Start Program Performance Standards. These accomplishments were designed to position present and future generations with quality tools to help them become even more successful!

[Read Entire Letter Here](#)

## Bringing Head Start programs out of the pen-and-pencil era and into the 21st century

November 30, 2016

By Deepa Fernandes

Riverside preschooler Justice Leon loves blowing bubbles. He watches the silvery spheres rise with a look of wonder and joy on his face. It's all captured in a series of digital photos.

Days later, Justice's teacher, Jonathan Armstead, swiped through the pictures of Justice's bubble-blowing on a tablet device. He explained to Justice's father, Manny Leon, that the child is really good at sharing his Head Start program's single bubble blower with his classmates. Leon grinned proudly.

Head Start teachers like Armstead, who works at the Casa Blanca Head Start program in Riverside County, meet regularly with parents to share information like this and update them on their children's progress. But this iPad slideshow made the check-in more real, more compelling.

This use of digital devices to capture student information - everything from attendance to teacher observations of student progress - is new to Riverside's 43 Head Start classrooms. Around the country, Head Start programs like these are introducing new ways to use data to inform their work with students and parents.

[SEE ARTICLE HERE](#)

New research from The Heckman Equation show high quality birth to 5 programs like Head Start deliver a 13% per year ROI

"Lifecycle Benefits of an Influential Early Childhood Program"

To view the [One-Pager CLICK HERE](#)

To view the [FULL PAPER CLICK HERE](#)

Arts programming may help lower stress in economically disadvantaged preschoolers

December 6, 2016 via Medicalxpress.com

Previous research has determined that poverty can harm children's educational, social-emotional, and physical health, in part by damaging the bodily systems that respond to the chronically high levels of stress that children in poverty are more likely to experience. A new study has found that intensive arts programs-music, dance, and visual arts-may address this phenomenon by lowering the stress levels of economically disadvantaged preschoolers, as measured through cortisol.

The study, by scientists at West Chester University and the University of Delaware, appears in the journal Child Development.

"Our study is the first we know of that demonstrates that the arts may help alleviate the impact of poverty on children's physiological functioning," notes Eleanor Brown, professor of psychology and director of the Early Childhood Cognition and Emotions Lab (ECCEL) at West Chester University, who was the study's primary investigator.

[READ ENTIRE ARTICLE HERE](#)

Union Church exhibit portrays how young minds view Chicago

December 2, 2016

By Sara Clarkson / Pioneer Press

I was charmed. To the question, "What is a city?" a Chicago pre-schooler answered: "A city is where 100 buildings live."

When I was invited to view Children Connecting to the City: A Study of People, Places and Relationships at the Union Church of Hinsdale, charmed was not what I expected to be. Yet I was charmed and also inspired, and I would like to encourage as many people as possible to stop by Union Church and spend 15 minutes looking at the eight large panels that comprise Children Connecting, which portray how city of Chicago pre-school children in various Head Start programs look at their environment.

The students were asked questions such as "What is a City?" "What do people do in the city?" and "What does a city sound like?" To the question "What does Chicago look like?" a pre-schooler name Henry answered, "It is a rectangle." Henry's peer Chase had a different response: "Just full of water, full of trains and full of buildings." I

can picture Henry's city, and it seems as vivid to me as Chase's brimming full one.

The location of these panels just outside Union Church's sanctuary, where a large banner proclaims "God Bless Us, Every One!" is no accident, according to senior minister The Rev. Mike Solberg. In this season of Advent, the exhibit expands on the message from Charles Dickens' "A Christmas Carol" exhortation "God Bless Us, Every One," with the emphasis on the words "every" and "one."

There is a unity in our diversity, and these urban toddler and pre-school perspectives can be universal. What do people do in the city? "A city is a place where my mom and dad go on a date. They go to a movie, and they don't let us come," said Ava from Chicago. I suspect there is an Ava in Hinsdale or Clarendon Hills who would say the same thing.

I will say that these young students know a heck of a lot about transportation, probably a lot more than their suburban counterparts. They take trains and wait for them and ride them. They take buses, too, and wait for them and ride them, and they talked about that in the exhibit.

The exhibit actually has a more educational purpose than an inspirational one. The Chicago Department of Family Support Services, Columbia College's education department and Crossroads for Learning all collaborated.

These three entities are strong proponents of the Reggio Emilia Approach to learning, which focuses on students engaging with teachers intensively, with empowering and educating children with what gifts and talents they have instead of what they lack, and with ongoing dialogue and inquiry, according to Jennifer Keldahl, the Union Church director of the Early Childhood Program. Keldahl is the one who brought the exhibit to Union Church.

[SEE FULL ARTICLE HERE](#)

## The Playground Where Babies Learn to Talk

A campaign to encourage brain development is using parks to deliver its message to children and their caregivers.

December 2, 2016 by Emily Deruy

At first, the playground at Officer Willie Wilkins Park looks pretty standard. There's a slide to skid down, ramps to climb up, bridges to cross, and nooks to investigate. But there's also something relatively unusual: words, and lots of them.

Mixed in among the bright primary colors of the structure are white panels plastered with whimsical illustrations and phrases like "let's talk about the sunshine" and "let's talk about food." They're not a random addition; the panels are a deliberate attempt to foster early language and brain development in babies and toddlers.

The park sits in the eastern part of the city, in a neighborhood with high poverty rates and low educational attainment. Studies suggest that a 30-million "word gap" exists between low- and upper-income children: Poor children hear, understand, and use fewer words, which can have long-term negative consequences. Babies who hear fewer words are less likely to do well in school and kids who drop out of school are less likely to be healthy adults.

In the last several years, initiatives small and large have emerged that are aimed at shrinking these language disparities and providing parents, particularly those without resources, tools to engage meaningfully with their babies. Often, these programs

have been implemented at hospitals and clinics (which is happening in Oakland, too) where trusted adults like doctors and nurses deliver messages about the importance of talking with babies. And playground developers say they've always tried to foster learning. But using informal playtime to address the inequality specifically and in a concerted, research-backed way is a relatively new idea.

[READ ENTIRE ARTICLE HERE](#)

IHSA Staff Alumni Project

## IHSA Staff Alumni Project - check us out on [FaceBook!](#)

Illinois Head Start Staff Alumni project mission: To encourage and support former Head Start staff who still love the program to reconnect, become informed, and receive opportunities to make a difference in local programs and the state association. You are Head Start.

Were you on staff in a Head Start program? Did you love it? Was it one of the most exciting times in your life? Did it seem like a calling rather than just a job?

IMAGINE if you could:

- Reconnect with colleagues from Head Start throughout Illinois;
- Build a social network; plan some activities including attendance at the Friend's component annual meeting at an affordable price;
- Get updated and informed on Head Start in Illinois and across the nation;
- Lend your voice to advocate for this wonderful program
- Get ideas and opportunities to volunteer or donate if you choose....
- Have fun
- Be a model for other Head Start programs across the country.

Check This Out!

Illinois Head Start Association is now offering  
**YOU.....ONLINE Illinois Approved FOOD  
HANDLER TRAINING and FOOD SAFETY  
MANAGER CERTIFICATION TRAINING** at  
*SPECIAL PRICING* only for Illinois Head Start  
members!

[\*\*CHECK THIS OUT!!!\*\*](#)

### **Food Safety Manager Certification Training**

This Enhanced e-Learning course has been accepted for Professional Food Managers Certification training by most of the nation's regulatory agencies.

[Learn more here](#)

## **Food Handler Training**

The State of Illinois requires an ANSI-accredited food handler card. The TAP Series Food Handler card is from an ANSI-accredited program, carries the ANSI logo, and is accepted by the Illinois Department of Public Health.

[Learn more here](#)

## Upcoming Training and Events



### **JANUARY**

January 11 & 12: New Directors Leaders Series #1 / Joliet

January 31 & February 1: IHSA Pre-Conference: Performance Standards Excellence: Train the Trainers

### **FEBRUARY**

February 1: IHSA Pre-Conference: QEC Author Book Signing Event

February 1-3, 2017: IHSA Annual Conference / Marriott Hotel & Conference Center / Bloomington-Normal

February 7-9: Practice Based Coaching / Springfield

### **MARCH**

March 3: Webinar: How to Find Grants and Funding Streams

March 7: Delegate Directors Networking Meeting / Chicago

March 10: Central Education QEC

March 13: Central Family Services QEC / North Education QEC / South Education QEC

March 14: Central Mental Health & Disability QEC / North Family Services QEC / South Family Services QEC

March 15: South Mental Health & Disability QEC

March 16: Central Health & Nutrition QEC / South Health & Nutrition QEC

March 17: Central EHS QEC

March 20: Chicago Education QEC

March 21: Chicago Family Services QEC

March 22: Chicago Mental Health & Disability QEC

March 23: Chicago Health and & Nutrition QEC

March 24: Chicago EHS QEC

March 29 & 30 - CLASS Observation Training / Springfield

# 2016 - 2017 PROFESSIONAL DEVELOPMENT TRAINING PLAN

## DATES-AT-A-GLANCE

### Current Job Openings

## JOB OPENINGS

### NEW POSITIONS

[Evanston, IL - Childcare Network of Evanston - Interim Head Start Director](#)

### OPEN POSITIONS FROM PREVIOUS MONTHS

[Englewood, IL - Children's Home & Aid - Early Head Start Teacher](#)

[Palatine, IL - Children's Home & Aid - Head Start Teacher](#)

[Schaumburg, IL - Children's Home & Aid - Early Head Start Teacher](#)

[Palatine, IL - Children's Home & Aid - Early Head Start Teacher](#)

[Carthage, IL - PACT - Site Supervisor/Food Program Monitor](#)

[Mount Sterling, IL - PACT - Information Systems Manager](#)

[Pittsfield, IL - PACT - Head Start Center Based Teacher](#)

[Macomb, IL - PACT - Early Head Start Center Based Teacher](#)

[Palatine, IL - Children's Home & Aid - Assistant Site Manager - Education Services](#)

[Palatine, IL - Children's Home & Aid - Bilingual Home-Visiting Teacher](#)

[Evanston, IL - McGaw YMCA - Head Start Lead Teacher / Added 10/21/16](#)

[Evanston, IL - McGaw YMCA - Head Start Assistant Teacher](#)

[Evanston, IL - McGaw YMCA - Head Start Associate Teacher](#)

[Chicago, IL - Children's Home & Aid - Director of Education Services](#)

\$2 Per Child Campaign!



# \$2 Per Child Campaign

## Head Start Works in Illinois!

The IL Head Start Association & the National Head Start Association support IL Head Start programs and their work by advocating on the state and national level. We need local agencies to support advocacy efforts through a local level \$2 Per Child Campaign. **\$1 will be sent to NHSA and \$1 will stay in Illinois for the local association's work.**

### YOUR ILLINOIS \$\$ @ WORK!

- \* Advocacy Visits to State & Federal Legislators
- \* Parent Ambassador Support
- \* Ensuring Head Start has a voice in state level discussions about issues that affect us.

#### Local Campaign Ideas for HS Parents, Alumni & Volunteers

Spare Change Drive  
Silent Auction  
Bake Sale  
Raffles of Donated Items  
Car Wash  
Decorate Your Classroom Door Contest (\$1 per vote)  
Pie in the Face (pay per vote to see your favorite manager take a pie)  
Chili Cook Off Contest (pay to taste & vote)  
Pay to PJ (staff pay to wear pjs to work)

**Grand Opening**  
of our new website!

***DON'T FORGET TO CHECK IT OUT!***

# A Christmas for Me

Written by Heather Price

A Christmas for me isn't presents and trees-  
My mom has to work and no one is home to take care of me.

A Christmas for me means no hugs and no smiles-  
My dad is in jail and will be gone for awhile.

A Christmas for me means no Santa and elves-  
My mom is always mad so I keep to myself.

A Christmas for me is just another day-  
My tummy stays hungry day after day.

A Christmas for me is not filled with magic and joy-  
We have no money for food or new toys.

So, as you count your blessings, think of me too-  
And know I'll be spending my Christmas thinking of you.

For the gift you gave me this Christmas is your love-  
Because a teacher is one of God's guardian angels from above.



Illinois Head Start Association

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