



IHSA Advisor:

Reflections & Connections

May / June 2017

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Updates from IHSA Executive Director, Lauri Morrison-Frichtl

***Change the belief, and the thinking changes.
Change the thinking and the action changes.
Change the action, and the result changes.***

(John Assaraf)

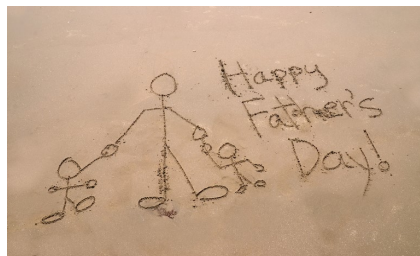


We have lots happening in our state and at the federal level. How we react to it will make the difference. The Trump Administration released its FY18 budget last week. This is just a starting place. Both the House and Senate Appropriation Committee's will also develop a budget. The President's budget included 9.168 billion for Head Start and Early Head Start. This represents a cut of 85 million - what we just received in COLA - but spares us from the deep cuts many other HHS partners/programs face. Also, interesting in the President's budget, child care and Head Start funding were grouped together. This has never been done in our past. We'll need to keep our eye on this as child care funding is block granted to states to implement. Head Start funding is federal to local and we want to keep it that way. The budget actually frames the Head Start funding level as an increase of \$17 million rather than a cut of \$85 million. This is because it does not use the final FY17 number of \$9.253 billion passed just a few weeks ago but rather it uses the Continuing Resolution of FY17 of \$9.151 billion which included a small rescission. To put it another way, the funding is flat relative to FY16, but it wipes away the increase we got in FY 17.

Action needed. The House Appropriations Committee re-opened up the internal system for members to submit requests to the committee to prioritize funding for a certain program. We would like to get our Illinois Members to include Head Start in their request for funding in FY18. Each Illinois Congressional Member puts into a database request for specific funding for certain programs. Let's make sure that they put a request in for Head Start/Early Head Start. Please take action and call your Congressional Member. It's okay to talk to a "staffer" and or leave a message. Say - "Naturally I am aware of the difficult fiscal pressures and decisions you and your boss face in the Congress. However, I can assure you that I'm wholly confident in the Head Start investment. I'd be grateful if you'd consider formally adding your boss' support of Head Start and prioritize funding for Head Start to the database and, where possible, supporting a \$10.1 billion funding level in FY18".

[CONTINUE READING](#)

Updates from Associate Head Start State Collaboration Director, Donna Emmons



I hope everyone has a wonderful Father's Day this month whether you

celebrate it with your own dad or with the important father figures in your life.



HOMELESSNESS

"Homelessness jeopardizes the health, early development, and educational well-being of infants, toddlers, and preschool-aged children. It also creates unique barriers to enrolling and participating in early childhood care and education. This is especially troubling in light of the fact that over 50% of children living in federally-funded homeless shelters are under the age of five, and therefore at an age where early childhood education can

have a significant positive impact on their development and future academic achievement." from the [National Association for the Education of Homeless Children and Youth \(NAEHCY\) website](#).

As you know, families experiencing homelessness with children birth to age five are automatically eligible for Head Start and Early Head Start programs. [HSPPS 1302.12 (c) (1) (iii)] The [Head Start ECLKC website](#) has several great resources to share with your staff about serving the homeless.

Interactive Homelessness Lessons

[The Interactive Homelessness Lessons](#) were designed to strengthen the knowledge and skills of all staff who work with families experiencing homelessness. The lessons include useful strategies, compelling parent stories, experiences and lessons learned shared by Head Start and Early Head Start programs as well as LEA Homeless Liaisons, sample documents and much more.

Illinois State Board of Education (ISBE) Resources about Homeless Education

The Illinois State Board of Education has several resources for school districts about serving families experiencing homelessness. Note particularly the [School District Homeless Liaison map](#) that also contains contacts for the liaison in your county. The Homeless Liaisons are a great resource. They can provide training for staff and families and assist you with questions about services in your area.

Also check out the [Preschool Homeless Education Plan](#) for Districts and ROE programs.

Other resources from ISBE can be found [HERE](#).

Reserving Slots for Children Experiencing Homelessness

Wondering about reserving slots for children who are experiencing homelessness? [HERE](#) is an excellent brief with tips on doing this. It was prepared by the National Association for the Education of Homeless Children and Youth or NAEHCY, Khari Garvin and Illinois' Carie Bires.

Partner Plan Act Conference

104 E. University Ave, Bloomington, IL 61701

Join colleagues from around the state for the annual ["Partner Plan Act" Conference](#) focused on supporting local early childhood collaboration as a means for sustainable systems change that improve services and supports to children and families. Conference is free.

74 Interview: Harvard Researcher David Deming Takes the Long View on Head Start, Integration

May 10, 2017
MATT BARNUM

See previous 74 interviews, including former secretary of state Condoleezza Rice, Senate Education Committee Chairman Lamar Alexander, former education secretary Arne Duncan, and researcher Kirabo Jackson. [Full archive here](#) .

In education research, most studies look at the short-term effects of policy: whether a given reform - vouchers, early childhood education, school accountability - immediately helps kids, usually as measured by test scores.

But Harvard University professor David Deming plays the long game. Deming has produced several studies looking at the far-reaching effects of education policies on students, including their college attendance, adult earnings, and involvement in the criminal justice system.

In a recent interview with The 74, Deming talks about the lasting influence of Head Start, test-based accountability, and school integration. He also discusses how his research might impact the debates on early childhood education and implementation of the Every Student Succeeds Act.

The interview has been lightly edited for clarity and length.

The 74: Can you tell me a little bit about your work on Head Start? I think it's obviously really important now - some people want to get rid of the program. What have you found?

[READ ARTICLE HERE](#)

Health Insurance Coverage Improves Child Well-Being

MAY 12, 2017

When children have health insurance, they are more likely than uninsured children to be healthy and to get medical care. They are also more likely to have improved outcomes related to education and economic security that benefit society as a whole.

One remarkable social achievement in recent decades has been the expansion of health insurance coverage for U.S. children. The coverage rate for this group was 95 percent in 2015,[1] an all-time high. Coverage for Latino children (whose rates have historically lagged behind those of white or black children) reached a record high as well-93 percent in 2015.[2]

While the majority of U.S. children (52 percent, as of 2015) are covered by private insurance plans, 43 percent-primarily those in low-income families-are covered by government-sponsored programs, the largest of which are Medicaid and the Children's Health Insurance Program (CHIP).[3] (For state-level breakdowns, see the map below, and the appendix.) Medicaid care for children is a relative bargain: per-child costs are about three quarters of what they are for non-disabled adults.[4] In fact, children comprise about 40 percent of the Medicaid population, but account for less than one fifth of all Medicaid expenditures.[5]

[DOWNLOAD PUBLICATION](#)

May 17, 2017

Blood Lead Test Alert

Children under age 6, some mothers, may need to be re-tested for lead exposure

FDA warns Americans about risk of inaccurate results from certain lead tests
CDC recommends retesting for certain children, pregnant women, and nursing mothers

Today the U.S. Food and Drug Administration and Centers for Disease Control and Prevention are warning Americans that certain lead tests manufactured by Magellan Diagnostics may provide inaccurate results for some children and adults in the United States. The CDC recommends that parents of children younger than six years (72 months) of age and currently pregnant women and nursing mothers at the time of this alert who have been tested for lead exposure consult a health care provider about whether they should be retested.

"The FDA is deeply concerned by this situation and is warning laboratories and health care professionals that they should not use any Magellan Diagnostics' lead tests with blood drawn from a vein," said Jeffrey Shuren, M.D., J.D., director of the FDA's Center for Devices and Radiological Health. "The agency is aggressively investigating this complicated issue to determine the cause of the inaccurate results and working with the CDC and other public health partners to address the problem as quickly as possible."

[READ MORE INFO HERE](#)

[OHS STATEMENT HERE](#)

Early education the best investment for a child's life

Susan Block on May 27, 2017

One of the best investments we can make in the life of a child is an investment in their early education. Research supports this and shows that when we pay attention to those early years, it has a direct link to their success later in life. But what is a high-quality early learning program, and why is it important to our community?

The importance of a high-quality early learning program can be measured in both educational and economic terms. A high-quality early learning program is led by a knowledgeable professional who uses developmentally appropriate lesson plans. Families are invited and encouraged to be part of this early education experience. When children complete these programs, they are ready for the intellectual, social, emotional and other rigors that go along with entering kindergarten. They are ready for school. They are ready to learn.

When children are not ready to learn, they are less likely to read at grade level when assessed in the third grade. Often they continue to fall further and further behind their peers and high school graduation rates are impacted. All of these milestones are rooted in the early learning experience. Without a high school degree, which is necessary, at a minimum, for jobs, higher education, trade certification and the military, the options in adulthood become bleak.

[SEE FULL ARTICLE HERE](#)

Promoting Social-Emotional Learning in Early Childhood

By ASHLEY HOPKINSON on MAY 31, 2017

New early education programs are prepared to help children recover from traumatic experiences, such as abuse and neglect, that can have long-term effects, according to a recent report.

The National Center for Children in Poverty, a national public policy organization that advocates for children in poverty and low-income families, released the report titled, "Helping Young Children Who Have Experienced Trauma: Policies and Strategies for Early Care and Education." It describes the impact of trauma on infants, toddlers and preschoolers and recommends services to help them.

The report states that young children experience trauma not only through abuse and neglect, but by witnessing violence, having a long separation from a parent or the loss of a parent, and enduring high levels of stress associated with living in poverty. Without intervention, these experiences can be long-lasting and impact health and behavior in adulthood.

[SEE FULL ARTICLE HERE](#)

Few programs prepared to help traumatized infants and toddlers, report finds

June 1, 2017

According to a new issue brief from the Robert Wood Johnson Foundation and Penn State University, "emphasis on social emotional learning in early childhood can enable children to thrive academically, mentally, and physically in kindergarten and beyond."

The brief shares evidence-based programs and practices that work in promoting social and emotional learning in preschool. Specifically, social-emotional programs are effective when they:

- Promote positive classroom management and improve quality of teacher-student interactions
- Include skill-building
- Integrate with academic enrichment programs
- Use professional development
- Involve parents

Social-emotional skills, in turn, allow students to follow directions, pay attention, persist at challenging tasks and much more. Longer-term results also include positive mental health, higher rates of high school graduation, and career success.

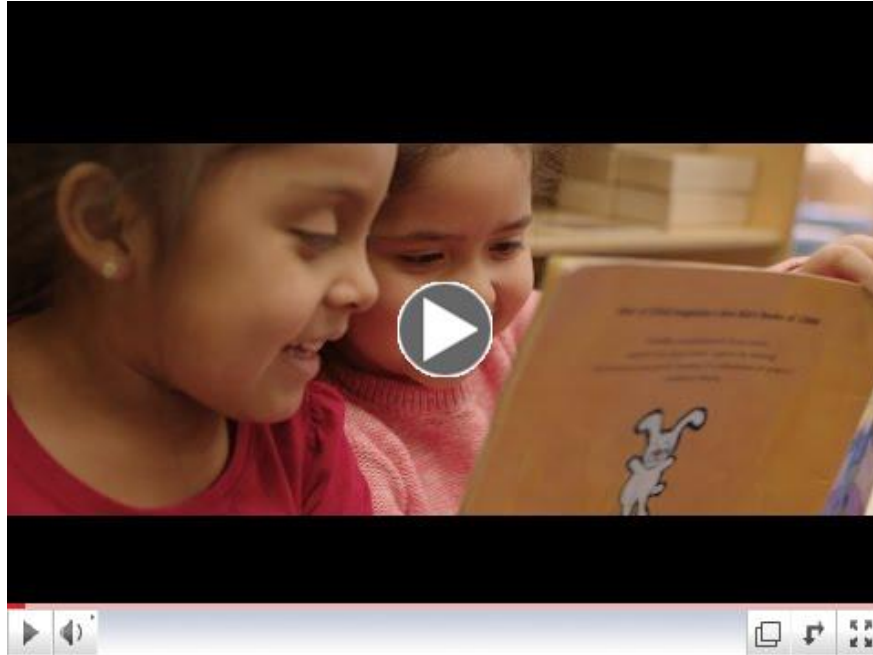
[SEE FULL ARTICLE HERE](#)

New documentary shows that Head Start is 'good government' that achieves great results!

A rocket scientist, the head of the NAACP and the leader of the Ford Foundation: These folks are all Head Start alumni and "stars" of a new 18-minute-long

documentary that details the Head Start advantage-what happens when children from birth to age 5 are entered into a program that develops their language, motor and social skills, and does much more.

The film introduces us to rocket scientist Sylvia Acevedo, who is now the interim CEO of the Girl Scouts of America; William Brooks, the president of the NAACP; and Darren Walker, CEO of the Ford Foundation. As the film program notes state, "Collectively, they paint a moving picture of Head Start's enormous impact as an investment in our nation's greatest resource: our children."



Kandice Sumner: How America's public schools keep kids in poverty (TED Talk)

Why should a good education be exclusive to rich kids? Schools in low-income neighborhoods across the US, specifically in communities of color, lack resources that are standard at wealthier schools - things like musical instruments, new books, healthy school lunches and soccer fields - and this has a real impact on the potential of students. Kandice Sumner sees the disparity every day in her classroom in Boston. In this inspiring talk, she asks us to face facts - and change them.



Perfect for providing hands-on science exploration, summer opens the opportunity of gardening to your students!

Gardening provides a variety of hands-on, project-based learning experiences for elementary students. Adding rigor to any gardening projects you have planned can help students develop a deeper understanding of the content they're learning. It can also help students develop critical thinking skills and encourage them to be team players. Here are a few ideas on how you can add rigor to gardening projects for elementary students:

1. Have students keep a science journal to record any observations they make about their gardening project. Encourage them to record their thoughts about the experience, changes they notice in the plants, any measurements they take, and any other data needed to complete the project.

[SEE MORE IDEAS HERE](#)

Three Studies Uncover Disparities in Head Start Access

By The Gravely Group
05/14/17

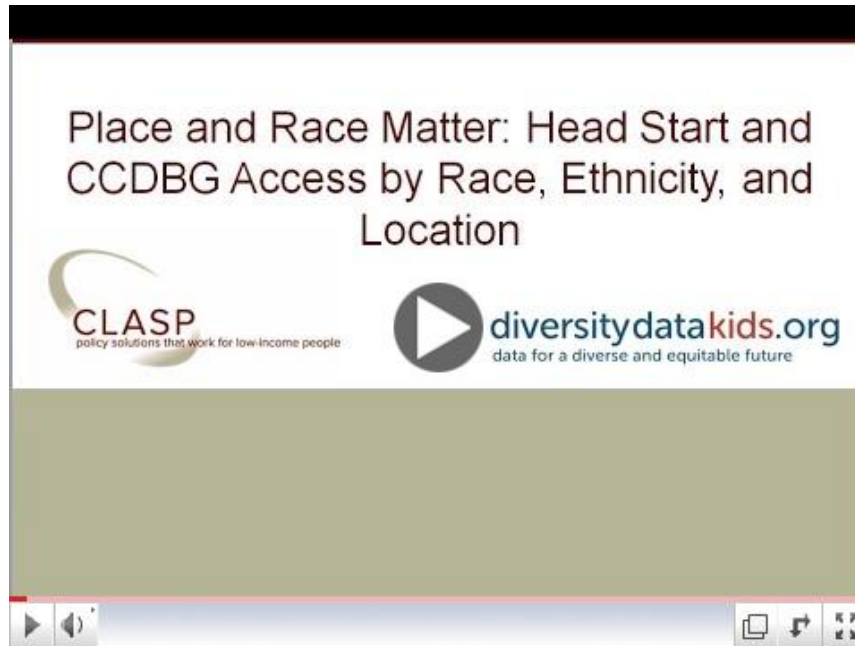
A couple weeks ago, I listened to a powerful webinar called: "Race and Place Matter: Head Start and CCDBG Access by Race, Ethnicity, and Location." According to its description, this webinar "examines neighborhood- and state-level access to Head Start and Child Care by race, ethnicity, and nativity."

This webinar focuses on three separate studies, one conducted by the Center for Law and Social Policy (CLASP), one from diversitydatakids.org, and another from the Latino Policy Forum. Although the studies were run independently, each contributes to further understanding how to improve access to early childcare and education for low-income minority children. This blog will be the first in a series of three blogs, in which we'll focus on each of these three studies.

Center for Law and Social Policy (CLASP) Study - "Disparate Access: Head Start

and CCDBG Access by Race, Ethnicity, and Location"

The 2016 study by CLASP concluded that low-income children's access to early childhood development opportunities varies by race, ethnicity, and state. The study, titled *Disparate Access: Head Start and CCDBG Access by Race, Ethnicity, and Location*, analyzed 2011-2013 differential data by race and ethnicity from three important early childcare programs in the United States: Head Start Preschool, Early Head Start, and CCDBG (Child Care and Development Block Grant).



[SEE FULL ARTICLE HERE](#)

IHSA Board of Directors



Front Left to right: Teena Alpers, Sharon Frame, Betty Edwards, Sharon Cochran
Back: Kyle Hubert, Dana Garner, Carolyn Jason, Terri Lawrence, Kathy Fudge-White, Lea Maue, Sara Mixer, Shanna Edison
Not pictured: Aaron Dorsey, Lindy Mcmillan, Gene Howell, Rita Conerly, Tracey Kreipe, Alisa Newman, George Davis

Welcome to the Illinois Head Start Association, Mitch Wood!

Mitch Wood recently joined the Illinois Head Start Association as Director of Operations. She earned her Communication, B.A. from the University of Illinois – Springfield. Previous work included positions in education and healthcare, as well as a decade of advocacy and constituent services (on state and federal levels), with travel involving casework, legislative issues, and various central Illinois events throughout a 38 county region. She's excited to be working for another worthy non-profit! You may reach her at the Springfield office via mwood@ILHeadStart.org.



IHSA Upcoming Training Opportunities



JUNE

June 19 & 20: Vanessa Rich Leadership Experience / Oak Brook

June 27: New Leaders Series #4 / Springfield

June 27 & 28: Practice Based Coaching - Coaches Training / Springfield

**2017-2018 PROFESSIONAL DEVELOPMENT
PLAN COMING SOON!**

Current Job Openings



NEW POSITIONS

[Rock Island, IL / Rock Island Milan School District / Head Start Instructional Coach - Part Time](#)

[Rock Island, IL / Rock Island Milan School District / Preschool Assistant Teacher - Head Start Program](#)

[Bloomington, IL / Heartland Head Start / Head Start Teacher II](#)

OPEN POSITIONS FROM PREVIOUS MONTHS

[Chicago, IL / YMCA Metropolitan, Early Head Start Director](#)

[Chicago, IL YMCA Metropolitan, Family Advocate Specialist & Family Advocate Supervisor](#)

[Chicago, IL, YMCA Metropolitan, Early Head Start Education Manager](#)

[Chicago, IL YMCA Metropolitan, Disabilities and Mental Health Specialist & Teacher Coach](#)

[Chicago, IL, YMCA Metropolitan, Early Head Start Operations & Quality Assurance Supervisor](#)

[Chicago, IL, YMCA Metropolitan, Fiscal Specialist & Professional Development Specialist](#)

[Chicago, IL, YMCA Metropolitan, Early Head Start Data and Compliance/ERSEA Specialist](#)

[Chicago, IL, The Ounce, Technical Assistance and Training Specialist EHS](#)

[Hickory Hills, Pillars, CFDC Site Manager](#)

[Hickory Hills, Pillars, Teacher III](#)

[Bellwood, IL, Presence Health, Teacher Child Care](#)

[Schaumburg, Palatine, and Carpentersville, IL - Lead Teacher](#)

[Carpentersville, Illinois, Childrens Home & Aid - Teacher](#)

[Schaumburg and Palatine, IL, Childrens Home & Aid - Early Head Start Teacher](#)

[Champaign, IL - Champaign County Head Start - Teachers, Teacher Aides, Substitute Teachers and Teacher Aides, and Bus Drivers](#)

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Sign Up Now! Parent Leaders In Action Network

**LEADERSHIP
in ACTION**

IHSA is starting a new project for parent leaders in your program. It's called "IHSA Parent Leaders In Action Network". This does not replace our Parent Ambassador program but builds on our nationally recognized work with parents. Our Parent Ambassadors will support and provide direct leadership for the Parent Leaders In Action Network. We are looking for all Illinois Parents who are a member of their Policy Council or Parent Committee! Don't Miss This Opportunity to Connect with Parents from Across the State Take Action and Learn What You Can Do to Make a Difference Learn how government works and

build a relationship with your Member of Congress.

[MORE INFORMATION](#)

[SIGN UP](#)

ONLINE Food Handler & Food Safety Manager Certification Training

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](#)

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.

\$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)

SAVE THE DATE! 2018 IHSA Annual Conference!

SAVE THE DATE!

**2018 ILLINOIS
HEAD START
ASSOCIATION ANNUAL
TRAINING & PARENT
CONFERENCE**

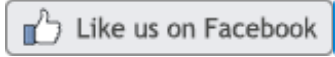
FEBRUARY 20—FEBRUARY 23, 2018



**EMBASSY SUITES RIVERFRONT
HOTEL AND CONFERENCE CENTER
EAST PEORIA**



Illinois Head Start Association
<http://www.ilheadstart.org>
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Springfield, IL 62704



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