



Pennsylvania Head Start life changing education birth through five.

Pennsylvania Head Start Association Monthly Update

August 2017

August Spotlight - STEP - Lycoming-Clinton Head Start

Members of the STEP Office of Aging's Mill Hall Center's quilting and knitters group recently donated 18 quilts to STEP Early Head Start. The handmade quilts will be put to good use by children from infants to age 3 in STEP's Early Head Start program and will be especially helpful during "Tummy Time" — placing a baby on his or her stomach while awake and supervised, which can help the baby develop strong head, neck and shoulder muscles and promote certain motor skills. Additionally, quilts will be given to families who have recently moved out of shelters. Members of the group shown above are, left side, from left, June Fryer, Peggy Long, Betty Weaver, Barb Stringfellow, Bonnie Englert; right side, from left, Julie Shaible (STEP Early Head Start Infant/Toddler Services manager), Sharon Clausen, Jane Wynn, Kathy Cowher (STEP Early Head Start Infant/Toddler Services supervisor).



In the
Spotlight

**Would you like to see your program featured in next month's
Spotlight Program?**

PHSA is looking for submissions for future Program Spotlight features. Tell us about the AMAZING, but everyday things that are going on in your program by emailing karen@paheadstart.org.

Department of Pupil Services Members Donate Nearly 1000 Books to Early Head Start and Head Start Children in the Clearfield Community

School counselors, dental hygienists, home & school visitors, nurses, psychologists, and social workers were asked to donate a book to Centre County Head Start's children during their recent conference on August 2nd and 3rd. These PSEA Department of Pupil Services' (DPS) members generously donated nearly 1,000 books to CenClear and presented them to Ms. Angela Moore during the conference luncheon.

CenClear is an organization that offers a variety of preschool and mental health services to children, adults, and families living in Blair, Cambria, Cameron, Centre, Clearfield, Elk, Clarion, and Jefferson counties. Within CenClear's preschool division of services, they offer Early Head Start and Head Start, as well as other home visiting and classroom-based programs. These Head Start programs provide comprehensive early childhood education, health, nutrition, social service and parent involvement services to low income children and their families. Head Start also promotes stable family relationships, children's physical and emotional well-being, an environment to develop strong cognitive skills, and readiness for kindergarten.

Literacy, in particular, is one of the greatest areas of focus within CenClear's Head Start programs, pre-K classrooms, and the organization as a whole. CenClear adopted the Project PLACE Initiative, which stands for PROMOTING LITERACY through ADULT-CHILD EDUCATION, many years ago with the overarching goal of getting books in the homes of families and in the hands of children. In order for this to occur, Head Start teachers would give books to students and their families when on a home visit and discuss the importance of reading together.



In 2015 Project PLACE expanded with the receipt of the Community Innovation Zone Grant to include not only Head Start children but children birth through third grade living in the Clearfield School District. PLACE kits are now distributed district-wide which are made up of an age-appropriate book, an accompanying activity, parent literacy resources, and literacy related materials such as book lights, books marks, and journals.

DPS's member's book donation will soon reside in the many classrooms and homes of families who desperately need these books in the Clearfield community. The books will also fill the shelves of CenClear's Little Free Library, which is located in two low-income housing projects within the Clearfield community.

KUDOS to all DPS Members for enriching the lives of these children and families!!!!!!

Story submitted by Charlene Koretz, RN, School Nurse, Colonial School District

DPS Board Vice-President

DPS Communications Department Representative

August 5, 2017

Introducing the PHSA Program Liaison Project

The PHSA Program Liaison Project was developed to identify an advocacy lead within each PHSA program and deepen connections between PHSA and Head Start/Early Head Start staff and parents. By identifying a “point of contact” within each member program, PHSA hopes that:



- All programs will have a known advocacy lead (Liaison) within their program
- Liaisons will ensure that all program staff and parents will understand the critical role that ongoing education and advocacy about their program plays in the continued growth of Head Start/Early Head Start in Pennsylvania and nationally
- Working with Liaisons, PHSA will be able to quickly mobilize Head Start/Early Head Start staff and parents around state and federal advocacy issues

In addition to ensuring that each Head Start/Early Head Start program has an identified advocacy lead, PHSA hopes to deepen connections between PHSA and the staff and parents within its member programs because:

- Liaisons will communicate to program staff and parents how they are connected to PHSA and the larger Head Start/Early Head Start Community
- Liaisons will increase program staff and parents’ understanding of the benefits and opportunities for engagement that come with PHSA membership

Who designates a staff person as a PHSA Program Liaison?

The Head Start/Early Head Start program director will identify a staff member that will serve as their PHSA Program Liaison.

What activities does a PHSA Program Liaison regularly participate in?

Each PHSA Program Liaison will work with their directors and PHSA staff to develop activities that best meet the needs of their individual Head Start/Early Head Start program. Though there will be differences in implementation, in general, Liaisons will do the following kinds of activities:

- Communicate regularly with PHSA staff via email, social media and conference calls
- Keep current on the news that impacts the PA Head Start/Early Head Start Community including issues related to state and federal funding, other parts of the early learning system and programs that support Head Start/Early Head Start programs, families and children
- Work with PHSA staff and their program director to develop a plan to ensure that all program staff and parents know what PHSA is and that their program is a member, are signed up for PHSA email lists and are signed up as supporters of the PreK for PA Campaign and that they understand the importance of educating community members and legislators about the positive benefits of their Head Start/Early Head Start program
- Work with PHSA staff and their program director to promote PHSA Monthly Update Calls and Parent Calls amongst their program staff and parents
- Fine tune their program’s message about the benefits of Head Start/Early Head Start in their community
- Identify program staff and parents who can speak about the positive impact of Head Start/Early Head Start
- Gather stories from program staff and parents that illustrate the positive impact of Head Start/Early Head Start
- Cultivate ongoing relationships with federal and state legislators and members of local government
- Identify program staff and parents who are interested in participating in district and capitol visits to legislators to emphasize the importance of the program in the legislator's district

Interested in becoming a PHSA Program Liaison?

Talk with your program director!

**Please remember to join our upcoming
MCO-Head Start Liaison
Monthly Networking Conference Calls**

We need your input and participation to make change happen!

Thursday, September 21st at 1:30pm

Conference Call-in Number: 484-808-2016
(No access code is needed)



READY SET GROW

Linking Pennsylvania Farms
to Early Childhood Programs



A Guide to Using The Creative Curriculum® for Preschool to Support Farm-to-ECE Models

The Policy Equity Group has available [A Guide to Using the The Creative Curriculum® for Preschool to Support Farm-to-ECE Models](#). This resource aligns farm to ECE strategies with one of the most widely used ECE curricula, The Creative Curriculum® for Preschool. The guide explores how teachers can use The Creative Curriculum® for Preschool and associated resources as a foundation to embed farm to ECE learning opportunities into their existing practices.

Upcoming Webinars



Trending Topics: Farm to School for Children with Special Needs

Thursday, September 7, 2-3 PM ET

Learn about opportunities and best practices for utilizing farm to school initiatives to support learning and development for every child. Hear success stories from leaders of programs across the country who are serving students with special needs. [Register here.](#)

Advocacy in Action: 2017 Farm to School Policy Opportunities

Thursday, September 21, 2-3 PM ET

Join the National Farm to School Network to learn about current federal legislative activities and state policy efforts that are advancing opportunities for the expansion of farm to school in K-12 and early care education settings nationwide. Presenters will share stories and key learnings from recent policy efforts, and discuss advocacy opportunities for getting involved in current initiatives. [Register here.](#)

Trending Topics: Celebrating Farm to School Month State-by-State

Thursday, October 5, 2-3 PM ET

Join us for a special “Farm to School Month” themed webinar to hear how states across the country are lifting up and celebrating National Farm to School Month, and gather easy action ideas for how you can get involved this October. This webinar is generously sponsored by Co-Bank. [Register here.](#)

NFSN Farm to ECE Quarterly Webinar: Farm to Early Care and Education in Head Start – A Natural Alignment

Tuesday, October 10, 3-4 PM ET

Explore the National Farm to School Network’s exciting new resource, Growing Head Start Success with Farm to Early Care and Education, which aligns Head Start Program Performance Standards and the Early Learning Outcomes Framework with farm to ECE opportunities, and hear from Head Start practitioners about best practices and successes in implementing farm to ECE in the Head Start setting. [Register here.](#)

Supports for ECE Professionals in Keystone STARS Programs to Increase their Education



The Office of Child Development and Early Learning is funding the following programs in 2016-17 to help early childhood education directors and staff in Keystone STARS programs continue their education and earn credentials and degrees.

As of July 1, 2017, all applicants eligible for T.E.A.C.H. ® must elect that option. Only those applicants not meeting T.E.A.C.H. ® eligibility requirements will be considered for Rising STARS Tuition Assistance.

 T.E.A.C.H. Early Childhood ® Pennsylvania Scholarship	 Rising STARS Tuition Assistance Program
<p>Who is an eligible applicant?</p> <ul style="list-style-type: none"> ✓ PA Resident working a minimum of 25 hours per week in a DHS-certified Keystone STARS child care program. ✓ Earn \$19 or less an hour (\$25 or less per hour for Directors). ✓ Be interested in pursuing coursework at a participating college or university (at least 9 credits per year) toward a degree or credential in early childhood education. ✓ Applicant may apply for scholarships for a Child Development Associate (CDA) credential; CDA Assessment, Associate's degree; Bachelor's degree; or PA Teacher Certification. ✓ Agree to continue working for a sponsoring employer for an additional year after each scholarship year. 	<p>Who is an eligible applicant?</p> <ul style="list-style-type: none"> ✓ PA resident working a minimum of 20 hours per week in a classroom setting as the director, assistant director or education coordinator working in a Head Start or Pennsylvania Pre-K Counts classroom. ✓ Earn up to \$40,000/year– Aides, Assistant Teachers, Teachers, or Assistant Directors (\$50,000/year -- Directors, Family or Group Child Care Home Owners/Operators, Head Start Education Managers, Coordinators, or Site Supervisors). ✓ Be enrolled in a CDA, AA, BS/BA or MS/MA in Early childhood Education or related degree providing at least one credit. ✓ Agree to continue to work in a Keystone STARS facility for 2 months for every credit supported by Rising STARS Tuition Assistance (maximum commitment of 24 months). ✓ Maintain a 3.0 GPA for the classes taken or degree program in which the student is enrolled.
<p>What is covered?</p> <ul style="list-style-type: none"> ✓ Scholarship recipients receive funding for tuition, fees, books, travel and paid release time from their employer. ✓ Recipients and sponsoring employers contribute a percentage of 10%-25% of the cost of tuition and approved fees for courses (usually 9-15 credit hours per year) at an approved college or university. ✓ Recipients receive compensation in the form of a stipend or raise provided by the employer and/or T.E.A.C.H. ® after each successful scholarship year. ✓ Sponsoring employers receive reimbursement for paid release time provided to scholarship recipients. ✓ Scholarship Counselors provide professional development and career counseling, along with technical assistance to recipients and employers. ✓ A variety of scholarship models are available to best meet needs. Release time and compensation vary by model. Details of each model are listed on scholarship applications. 	<p>What is covered?</p> <ul style="list-style-type: none"> ✓ Tuition assistance recipients receive funding for tuition costs only. ✓ Rising STARS Tuition Assistance program pays 95% of tuition costs for eligible college coursework taken by early learning professionals. ✓ Maximum benefit of \$6,000 per individual each fiscal year (July 1 through June 30). ✓ Eligible employers may receive reimbursement for paid release time provided to staff to attend class, study or for substitute coverage. ✓ Tuition costs net of other funding sources such as scholarships, stipends, discounts or grants (except Pell Grants) are used to determine the amount of assistance.
<p>How do I apply?</p> <p>For more information and to apply, visit PACCA's website at http://www.pacca.org/teach.html or call (717) 657-9000</p>	<p>How do I apply?</p> <p>For more information and to apply, visit PA Key's website www.pakeys.org/pages/get.aspx?page=Career_Financial</p>



A message from PA Secretary of the Department of Human Services



I wanted to take a moment to introduce myself. I look forward to the amazing opportunity of serving as acting secretary for a department dedicated to improving the lives of millions of Pennsylvanians. I truly value the mission of this organization.

I am both deeply humbled and excited to have been asked by Governor Wolf to lead the Department of Human Services (DHS). For more than 17 years, I have been passionate about many of the issues we will be working on together.

I know that many of you have devoted your entire lives to helping improve the health and well-being of all Pennsylvanians and provide critical support, services, and benefits to those who are most vulnerable and at-risk.

The work you do each day makes a real difference in people's lives. I share that same commitment. Everything we do at DHS will continue to be guided by providing people with high-quality services and the best possible customer experience.

We will continue to improve people's health and protect those who need services: older Pennsylvanians, children in our child welfare system, people with disabilities, and those who are battling the illness of addiction.

I am excited to continue to build upon your relationship with DHS, and am open to your ideas and honest feedback as we explore new opportunities and fine-tune the strategic plan for our agency. Please keep an open mind and know that I need and value your input and a robust exchange of ideas.

Thank you again for everything you do to support the health and well-being of Pennsylvanians. I am confident that we will achieve great things together.

Sincerely,

Acting Secretary Teresa Miller

PA Early Ed News Announcement

An inside look at Pennsylvania's early education system.

The Pennsylvania Office of Child Development and Early Learning supports families and their children from prenatal through school age by using data, research and stakeholder guidance to assure high quality services.



New Solicitation eAlert for RFI Early Care & Education Professional Development Organizations RFI

Solicitation Due Date 09/08/17

The Human Services has posted [Solicitation RFI - Early Care & Education Professional Development Organizations](#). The Pennsylvania Department of Human Service's Office of Administration, Bureau of Financial Operations has issued this Request for Information (RFI) on behalf of the Office of Child Development and Early Learning (OCDEL) to solicit input regarding the proposed scope of work for the creation and management of regional Early Care and Education Professional Development Organizations (ECE PDOs). The Department anticipates releasing a Request for Proposal (RFP) to identify business partners to provide the leadership, management, and administration of the new regional ECE PDOs. Offerors, as single agencies or in partnership with other local entities, will submit proposals for specific service areas, and, if selected, they will be required to maintain a local presence in order to fully support early care and education providers as well as coordinate with the Early Learning Resource Centers (ELRCs). Through a competitive RFP process, agencies may apply as a single agency applicant or as a lead agency submitting with partners.

View the bid online at [eMarketplace](#) or by [clicking here](#).

Public bid openings consist of a Commonwealth procurement representative electronically accessing or opening timely received bids. The representative announces the suppliers whose bids were timely received and the total bid amount to those present at the bid opening except where it is deemed unreasonable to read the bid amount due to complexity or large number of line items. Suppliers are not permitted to review bids at the opening. The bid tabulation will be posted to www.eMarketplace.state.pa.us as soon as practicable after the opening. Awarded contracts are posted to eMarketplace after they become fully executed.

Don't get PA Early Ed News directly?
[Click here](#) to subscribe and get the PA Early Ed News directly to your email.

PA Early Ed News

Announcement

An inside look at Pennsylvania's early education system.

Message from Suzann Morris, Deputy Secretary

The summer continues to be a busy one for OCDEL and our partners!

We are excited to invite elementary schools to be a part of Cohort 4 to implement Pennsylvania's Kindergarten Entry Inventory (KEI) in the 2017-2018 school year in preparation for enhanced ESSA requirements.

Our excitement continues with the release of the RFA for the Innovative Programs for Pennsylvania's Early Childhood Education Workforce to build sustainable career-orientated pathways in support of our early childhood professionals. [Take a look at the RFA](#) and share it with your community, higher education and early learning contacts.

There's also great news about Pennsylvania's Early Childhood Mental Health (ECMH) Project. An external evaluation concluded the ECMH consultation program has positive impacts on young children and teachers. [Read the details in the report.](#)

In PA budget news, HB218 became law on July 10th at midnight and provided Pennsylvania with an approved spending plan; however, we are still waiting on accompanying bills to finalize the 2017-18 budget. For now, Treasury will not hold payments and we are not in an impasse situation at this time. However, we do need resolution of the rest of the budget package to ensure there are no future disruptions.

While the 2017-18 budget does not include all the increases proposed by the Governor in February, the 2017-18 budget does build on the Governor's commitment to high-quality early learning services. budget

Budget highlights include:

- **Community-Based Family Centers:** The 2017-18 budget includes an additional \$5 million to serve approximately 940 additional families with evidence-based home visiting.
- **Nurse-Family Partnership:** Level funded.
- **Early Intervention Birth-3:** More than \$10 million in additional state and federal funding to serve 38,800 infants and toddlers.
- **Preschool Early Intervention, 3-5:** An increase of \$11 million to support increased costs of serving those in the existing program and to serve approximately 1,100 additional children for a total of 54,800 preschoolers.
- **Child Care Services:** A \$20 million increase to Child Care Services. This increased funding will support 12-month eligibility to comply with the federal Child Care and Development Block Grant reauthorization, ensure children and families have greater child care stability, and meet the Governor's goal of serving an additional 1,800 children off the Child Care Works wait list. Approximately 201,800 children will be served in Child Care Works in 2017-18.
- **Child Care Assistance:** Reduced by \$12 million. This reduction will be offset by using available prior year state funding. There will be no negative impact to children served. Child Care Assistance supports TANF, Former TANF and SNAP children and families.
- **Keystone STARS:** Redirects \$13 million of existing Keystone STARS Grants and Awards federal funding to improve tiered reimbursement rates for STAR 3 and 4 providers by approximately 23%.
- **Pre-K Expansion:** Includes a \$30 million investment in early childhood education to serve approximately 3,300 additional children, 27,020 total.
 - \$25 million additional funding for PA Pre-K Counts
 - \$5 million additional funding for Head Start Supplemental

We will share additional budget information as it becomes available, so check your email for a possible Special Announcement.

PA Early Ed News *Announcement*

An inside look at Pennsylvania's early education system.

Early Education in Pennsylvania

ECMH/ECMH Report Shows Significant Positive Impacts on Young Children & Teachers

A recent report finds that Pennsylvania's Early Childhood Mental Health (ECMH) Consultation program has statistically significant positive impacts on young children and their teachers, with teacher-reported child behavior significantly improved and teacher implementation of strategies that support young children's social-emotional development significantly increased.

The report, [Pennsylvania Early Childhood Mental Health Consultation: External Evaluation Report](#), was a result of OCDEL's request for an external review to analyze the ECMH Consultation implementation in Pennsylvania to identify its strengths and potential areas of growth. The report includes two years' worth of outcomes analysis, identified strengths of the Pennsylvania model of ECMHC, as well as targeted recommendations that are under consideration for implementation.

Pennsylvania was recently awarded three years of intensive technical assistance from the [Center of Excellence](#) which will be focused on advancing Pennsylvania's Infant and Early Childhood Mental Health Consultation (IECMHC) systems, including planning, implementation, evaluation, and/or sustainability efforts. The External Evaluation Report will be integral in this work over the next three years.

For more information about the report or the IECMHC technical assistance activities, please contact Brandy Fox, PA ECMHC Project Manager at brafox@pakeys.org.





Title: Head Start Program Information Report

Category: Notices

Issuing Agency: U.S. Department of Health and Human Service, Administration for Children and Families

Action: Comment Request

Issue Date Month/Year: 8/2017

Citation: Federal Register Volume 82, Number 156 (Tuesday, August 15, 2017) 38692-38693

URL: <https://www.gpo.gov/fdsys/pkg/FR-2017-08-15/html/2017-17192.htm>

Summary: The Office of Head Start within the Administration for Children and Families, United States Department of Health and Human Services, is proposing to renew authority to collect information using the Head Start Program Information Report (PIR), monthly enrollments, contacts, locations, and reportable conditions. All information is collected through a single system, the Head Start Enterprise System (HSES). The PIR provides information about Head Start and Early Head Start services received by the children and families enrolled in Head Start programs. The information collected in the PIR is used to inform the public about these programs, to make periodic reports to Congress about the status of children in Head Start programs as required by the Head Start Act, and to assist the administration and training/technical assistance of Head Start programs.

Respondents: Head Start and Early Head Start program grant recipients.

Action Date: A comment is best assured of having its full effect if OMB receives it within 30 days of publication.

Contact: Copies of the proposed collection may be obtained by writing to the Administration for Children and Families, Office of Planning, Research and Evaluation, 330 C Street SW., Washington, DC 20201. Attn: ACF Reports Clearance Officer. All requests should be identified by the title of the information collection. Email address: infocollection@acf.hhs.gov. Written comments and recommendations for the proposed information collection should be sent directly to the following: Office of Management and Budget, Paperwork Reduction Project, Email: OIRA_SUBMISSION@OMB.EOP.GOV, Attn: Desk Officer for the Administration for Children and Families.

Full Text: <https://www.gpo.gov/fdsys/pkg/FR-2017-08-15/html/2017-17192.htm>

**NATIONAL CENTER ON****Early Childhood Development, Teaching and Learning**

Front Porch Series: The Role of Music in Children's Development

Thursday, Sept. 7, 2017
3-4 p.m. EDT

[Register Online Now!](#)

Music is an everyday activity that is both fun and engaging for children. Recent research shows that when preschool-aged children create music with other children, they excel in their cognitive development. They also improve their ability to cooperate and get along with other children. In this webinar, learn how music benefits children's cognitive and social development. Also, find out about specific types of group musical activities that have the potential to enhance young children's social and emotional development.

Topics for the webinar include:

- Research on musical experiences for children
- Discussion on how music enhances children's cognitive and social development
- Strategies for enhancing children's cognitive and social development through music

Who Should Watch?

- Head Start, Early Head Start, and child care directors, managers, and administrators
- Migrant and Seasonal Head Start staff
- Alaska Native and American Indian Head Start staff
- T/TA managers and providers
- Federal and Regional Office staff
- State Collaboration Offices

Viewing the Webinar

Select the link to register for the webinar: <https://zerotothree.adobeconnect.com/eb8vzw11db5w/event/registration.html>

Questions?

If you have questions, contact the National Center on Early Childhood Development, Teaching and Learning (NCECDTL) at ecdtl@ecetta.info or call (toll-free) at 844-261-3752.



NATIONAL CENTER ON Early Childhood Health and Wellness

Implementing the New CACFP Meal Patterns

Wednesday, Sept. 6, 2017
2–3 p.m. EDT

[Register Online Now!](#)

Nutrition plays a major role in the health and well-being of children. Join us for an upcoming webinar on implementing the new Child and Adult Care Food Program (CACFP) meal patterns. The new CACFP meal patterns have been revised with a goal to include a greater variety of vegetables and fruits, more whole grains, less added sugar and saturated fat, and encourage breastfeeding. Learn more about these important new updates and specific strategies that can help programs implement changes to their meals.

Topics for the webinar include:

- vegetables in the shape of a heart
- Tips and strategies for developing an approach to achieve full implementation of the updated CACFP meal patterns
- How to connect the CACFP meal pattern changes to the Head Start Program Performance Standards
- How to encourage opportunities for small group discussions and activities to develop ideas and learn from others' experiences



Who Should Participate?

This webinar will benefit any early childhood education program implementing CACFP meal standards.

How to Register

Select the link to register: <https://nemours.webex.com/nemours/j.php?MTID=mbda4oadccf69126209cdb2c1b9dccd5d>

Questions?

Contact the National Center on Early Childhood Health and Wellness (NCECHW) at health@ecetta.info or call (toll-free) at 888-227-5125.

What Did the GAO Find About Early Childhood Programs?

08/10/2017 02:06 pm ET, Huffpost

Effective use of federal funding is imperative to meet the needs of America's most vulnerable early learners. To ensure those precious public resources are efficiently spent, Congressional leaders regularly (and rightly) ask about potential fragmentation, overlap and duplication of the various federal programs providing early care and education. Last month, Congress' oversight arm, the Government Accountability Office (GAO), examined these questions and reported back to lawmakers, revealing some very encouraging and promising findings.



Although the report identified 44 federal programs that make funds available for early childhood needs, only nine of them have an explicit early learning or child care purpose. Of those nine, just two of them — Head Start and the Child Care and Development Fund (CCDF) — comprise about 90% of the \$15 billion annual federal investment in early care and education. The other 10% includes more targeted populations (children with disabilities, parents in college) or have very specific purposes (welfare reform, nutritious meals). A large majority of the 44 funding sources that were identified do not even require that funds are spent on early childhood programs.

So, is this federal investment fragmented? Yes, the report says it is fragmented, meaning multiple government agencies—Health and Human Services (HHS), Education (ED), Interior, Agriculture— administer programs that serve an early childhood purpose. Not only does the report say this is not a particular problem, but adds that fragmentation can, in fact, be “appropriate or beneficial.”

What about overlap? Of the nine programs, the GAO also found overlap, meaning more than one program serves children age five and under, targets children from low-income families, or uses federal funds to enroll participants. Is such overlap harmful, wasteful or even unintentional, though? Hardly. The GAO report asserts that the programs have different goals, despite some limited similarities. In fact, the GAO found that overlap is sometimes purposeful and even necessary to meet the multiple, diverse needs of families, and also because current funding levels leave too many eligible children without access to each of the programs.

For example, the report notes that Child Care Means Parents in School (CCAMPIS) and the Child Care Development Fund (CCDF) both fund child care, but these two programs differ in that CCDF is a work support for parents while CCAMPIS supports parents who attend postsecondary education. The GAO also pointed to the different purposes of Head Start and CCDF, specifying that Head Start is a community-based program that serves children's diverse needs through comprehensive services, contrasting CCDF's purpose of subsidizing states' child care costs to enable parents to work. The implication is that there are legitimate reasons for these two programs to be separate. This finding reinforces a conclusion drawn by HHS and ED in the departments' joint report last fall – that insufficient resources will naturally (and necessarily) lead to overlap.



Leadership in Action

Now more than ever, the leaders of the Head Start community need to come together to preserve Head Start's current funding level and structure. There continues to be a massive amount of change underway in Washington, and we need to continue doubling-down on our leadership and advocacy on behalf of Head Start's children and families. There will undoubtedly be challenges ahead, but together the Head Start community will continue to turn those challenges into the opportunity to make progress for the children, families and communities we serve across the nation.

NHSA's Fall Leadership Institute is important not only because it offers informative sessions, engaging panels, and invaluable networking events, but because it also provides the opportunity to meet with Members of Congress. The Government Affairs team will make sure that you have all the resources necessary to schedule Hill meetings with your Members of Congress during the week of the Institute. These meetings are critical to maintaining a strong working relationship with Congress and making sure that Head Start's voice is heard.

[Get More Info Here](#)

Parents as Leaders Training

Date: September 26-27, 2017

Location: 4H Conference Center, Chevy Chase, Maryland (just outside of D.C.)

This fall in Washington, DC, during NHSA's Fall Leadership Institute, Head Start parents will have the opportunity to participate in the Parents as Leaders training - a unique day and a half of educational training program that focuses on developing parents into leaders in their programs, families and communities. This intensive training program is a part of our Families Unite for Head Start initiative, launched in 2017!

[Get More Info Here](#)

Families Unite for Head Start Rally and Hill Day

Date: September 27, 2017

Location: US Capitol and the US Congress

On September 27th during NHSA's Fall Leadership Institute, Head Start parents from across the country, representing every state and hundreds of programs, will join the Head Start community in Washington, D.C. for the Families Unite for Head Start Rally and Hill Day.

At least 1,000 parents from around the nation will join Fall Leadership attendees to make their voices heard by participating in a Head Start spirit rally on Capitol Hill which will feature Head Start Ambassadors, Members of Congress, and other special guests! Following the rally, participants will walk to the US House of Representatives and the US Senate to meet with their Members of Congress. Many Parents who attend the rally will have just finished an intense day and a half of parent leadership training, which will be put to good use as they share their families' stories with Congress. Learn more about the Parents as Leaders Training.

Register to attend Rally

To ensure your participation in the Families Unite for Head Start Rally and Hill Day register today! .

Volunteer

Are you a director, program staff or Head Start supporter who will be in Washington, D.C. and would like to volunteer for the day? Sign up here!

[Get More Info Here](#)

PA Families United Training and DC Bus Trip

September 27, 2017



Join Head Start/Early Head Start parents from across the country in Washington, D.C. for the Families Unite for Head Start Rally and Hill Day.

On September 27th, during NHTS's Fall Leadership Institute, Head Start/Early Head Start parents from across the country, representing every state and hundreds of programs, will gather in Washington, D.C. for the Families Unite for Head Start Rally and Hill Day. Parents from around the nation will make their voices heard by participating in a Head Start spirit rally on Capitol Hill which will feature Head Start Ambassadors, Members of Congress, and other special guests. Following the rally, participants will walk to the US House of Representatives and the US Senate to meet with their Members of Congress.

It's PHSA's goal to have as many parents/staff attend the rally and then conduct visits with as many of the Pennsylvania delegation as possible. The Association will provide support to parents and staff who are scheduled for visits by providing materials ahead of time. Those who are traveling on the bus will also be able to review materials and discuss what to expect on a visit with PHSA staff.

Location:

Bus trip from Harrisburg, PA to Washington D.C.

Time:

- Bus departs Harrisburg at 7:00 AM arrives in D.C. by 10:00 AM for the Rally at 11:00 am
- Bus departs D.C. at 6:30 PM and arrives in Harrisburg by 9:30 PM.

Cost:

\$75.00: Includes bus transportation to and from D.C., snacks/water, preparation for rally and hill visits and a t-shirt. Lunch and dinner will be on your own in D.C., participants can pack a lunch to reduce costs.

Overnight Room:

Because of the long travel day, we are anticipating that some attendees might want to book a hotel room either the night before, the night after or both, to make travel more doable. We have arranged for a block of rooms at the Red Roof Inn and The Clarion Inn & Suites. Please find that information below.

Current Red Roof Inn Block:

- \$62.04 + tax for a double room and \$57.79 + tax for kings
- Use code B037PARENT to receive the block rate
- Make reservations by 9/12/2017
- Call 1-800-733-7663

Current Clarion Inn & Suites Block:

- \$75 + tax for either a double or king room
- Ask for the PA Head Start Association Block and use #3078784 if asked for the Group Account
- Make reservations by September 15, 2017
- Call (717) 545-9089

Please Note: if the block does not reach the 10 room minimum it will be left to the discretion of the property whether they continue to accept the group discount. If the group discount is no longer accepted, the rate will be adjusted to the best available rate the property is offering at the time of arrival.

Registration:

Register online on the [events section of the PHSA website](#), or by [clicking here](#).

Questions:

Call the PHSA Office at 717-526-4646 or email michelle@paheadstart.org or karen@paheadstart.org



National Home Visiting
Resource Center

*Helping Children &
Families Thrive*

The National Home Visiting Resource Center (NHVRC) has launched a new web site featuring the 2017 Home Visiting Yearbook, the most comprehensive picture available of early childhood home visiting across America.

Visit the new [NHVRC web site](#) to view the Yearbook, which features—

- A primer on home visiting, including its origins, evidence base, and funding sources
- A detailed look at the home visiting landscape on the national and state levels, including data on where programs operate, the families they serve, and the families who could benefit but are not being reached
- An overview of the home visiting workforce

The Yearbook is one of many resources available from the NHVRC, which aims to support sound decisions in policy and practice to help children and families thrive. Visit www.nhvc.org to browse research, data, and stories about home visiting and to share your own research or story!

Want more? The NHVRC has a few ways to stay in touch.

- Subscribe to the NHVRC e-newsletter by visiting the [NHVRC web site](#).
- Like the NHVRC on [Facebook](#).
- Follow the NHVRC on [Twitter](#) and tag [@NationalHVRC](#) when you post about [#homevisiting](#).
- Email the NHVRC at info@nhvc.org with your questions, comments, and interest in helping spread the word.



Notable Research



Parent-Toddler Behavior and Language Differ When Reading Electronic and Print Picture Books

Gabrielle A. Strouse and Patricia A. Ganea

Little is known about the language and behaviors that typically occur when adults read electronic books with infants and toddlers, and which are supportive of learning. In this study, we report differences in parent and child behavior and language when reading print versus electronic versions of the same books, and investigate links between behavior and vocabulary learning. Parents of 102 toddlers aged 17–26 months were randomly assigned to read two commercially available electronic books or two print format books with identical content with their toddler. After reading, children were asked to identify an animal labeled in one of the books in both two-dimensional (pictures) and three-dimensional (replica objects) formats.

[Read the full study](#)



Implementing an Attachment-Based Parenting Intervention Within Home-Based Early Head Start: Home-Visitors' Perceptions and Experiences

Allison L. West, Elizabeth M. Aparicio, Lisa J. Berlin, and Brenda Jones Harden

Implementation of evidence-based interventions in “real-world” settings is enhanced when front-line staff view the intervention as acceptable, appropriate, and feasible. This qualitative study addresses Early Head Start (EHS) home visitors' perceptions and experiences of an evidence-based parenting intervention, the Attachment and Biobehavioral Catch-up program (Dozier, Lindhiem, & Ackerman, 2005), when added to EHS services as usual within the context of a research-practice partnership. Thematic analysis of in-depth, qualitative interviews indicates that home visitors experienced the intervention as positive and helpful for EHS families. Some challenges included scheduling and uncertainty regarding the goals of the intervention. Concerns over participation in the research centered on information exchange, confidentiality, and time limitations.

[Read the full article](#)

U.S. Child Safety Seat Laws: Are They Effective, and Who Complies?

Lauren E. Jones and Nicolas R. Ziebarth

This paper assesses the effectiveness of child safety seat laws in the United States. Over the past 35 years, these laws have steadily increased mandatory child safety seat restraint ages. We exploit state-year level variation in the age until which children are required to ride in child safety seats to estimate triple difference models using Fatality Analysis Reporting System (FARS) data from 1975 to 2011. Our findings show that increasing the age thresholds is effective in increasing the actual age of children in safety seats. Across the child-age distribution, restraint rates increase by between 10 and 30 percentage points or by between 50 and 170 percent, in the long run. We also estimate the impact of the child safety seat laws on the likelihood that a child dies in a fatal accident. We find that the laws saved up to 39 children per year. Finally, we find that the laws primarily induce compliant parents to switch from traditional seatbelt use to child safety seat use, with only small effects among parents who do not restrain their children.



[Read More](#)

Early Education Policy

American Academy of Pediatrics: Quality Early Childhood Education Must Be a Priority

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

The American Academy of Pediatrics (AAP), an organization of 66,000 pediatricians from across America, released a new policy statement this week highlighting the importance of high-quality early childhood education, and urging lawmakers at the state and national level to expand access to high-quality ECE.

“Pediatricians have a role in promoting quality early education and child care for all children not only in the medical home but also at the community, state, and national levels,” writes Elaine A. Donoghue, the statement’s lead author and a member of the AAP’s Council on Early Childhood Executive Committee.

AAP’s policy statement highlights the importance of quality in early childhood education, and details the barriers many families face in accessing quality programs and opportunities. The statement also offers recommendations for pediatricians, and outlines key steps to improve quality, such as a greater state and federal investment in core birth through programs.

[Read the full report](#)

Pennsylvania Partnerships for Childre releases The State of Children’s Health Care Report

The State of Children’s Health Care report uses various health indicators to provide a data-driven snapshot of children’s health care in Pennsylvania – its successes, limitations and challenges – to help monitor the impact health care reform is having on physical and behavioral health care for children.

PPC completes a year-to-year comparison as well as comparing the most recent year’s data to the base year of 2010, which was prior to implementation of the Affordable Care Act, to determine whether children are receiving more quality services.



[Read the report here](#)

Mapping Pennsylvania’s Child Care Deserts

By Rasheed Malik and Katie Hamm

Choosing a child care program is a complex decision for families. Factors such as cost, location, operating schedule, and personal preferences influence child care choices. A rich body of research documents the high cost of child care and the barrier that cost presents for most families, but supply issues are not as well-understood. This report analyzes the locations of licensed child care providers in 22 states, including Pennsylvania, and found that a staggering one-half of all Americans live in what is known as a “child care desert,” with rural, Latino, and Native populations disproportionately impacted.

In Pennsylvania, 59 percent of all residents live in a child care desert. However, child care supply is especially low in Pennsylvania’s rural areas, where 73 percent of residents live in areas without enough licensed child care providers. CAP finds that child care deserts are associated with fewer mothers in the workforce. In Pennsylvania, the maternal labor force participation rate in child care deserts is 1.6 percentage points lower than it is in neighborhoods with adequate licensed child care.

Center for American Progress



[More Here](#)

[Go to the interactive map](#)

Events to Watch

Date	Event	Location
Sept 25-28, 2017	NHSA Fall Leadership Institute	Washington, DC
September 27, 2017	PA Family's Unite for Head Start Bus	Washington, DC
October 3-4, 2017	HSSAP Conference	Altoona, PA
October 2-6, 2017	NHSA Early Childhood Innovation Lab	University of Utah, in Salt Lake City, Utah
October 16-18, 2017	2017 PA ECE Summit	State College, PA
November 28-29, 2017	PHSA Fall Leadership Meeting	Harrisburg, PA
Dec 4-7, 2017	NHSA Parent & Family Engagment Conf	Austin, TX
April 11-12, 2017	2018 PHSA Annual Conference	Seven Springs, PA



Join us for one of PHSA's Monthly Calls!

Call	Purpose	Date/Time
Monthly Update Calls 717-836-1406	Get updates on current Federal, State and PHSA specific issues.	1:00 - 2:00 the 3rd Wednesday of each month
PHSA Parent Call Toll Free Number 1-800-309-2350 327-1119#	Connects parents to PHSA Board and advocacy efforts.	2:00 - 3:00 the 3rd Thursday of each month

