

Comprehensive Services for Babies and Toddlers: Research, Practice, and Policy



PIRC Project Director Conference

Washington, DC

July 23, 2009

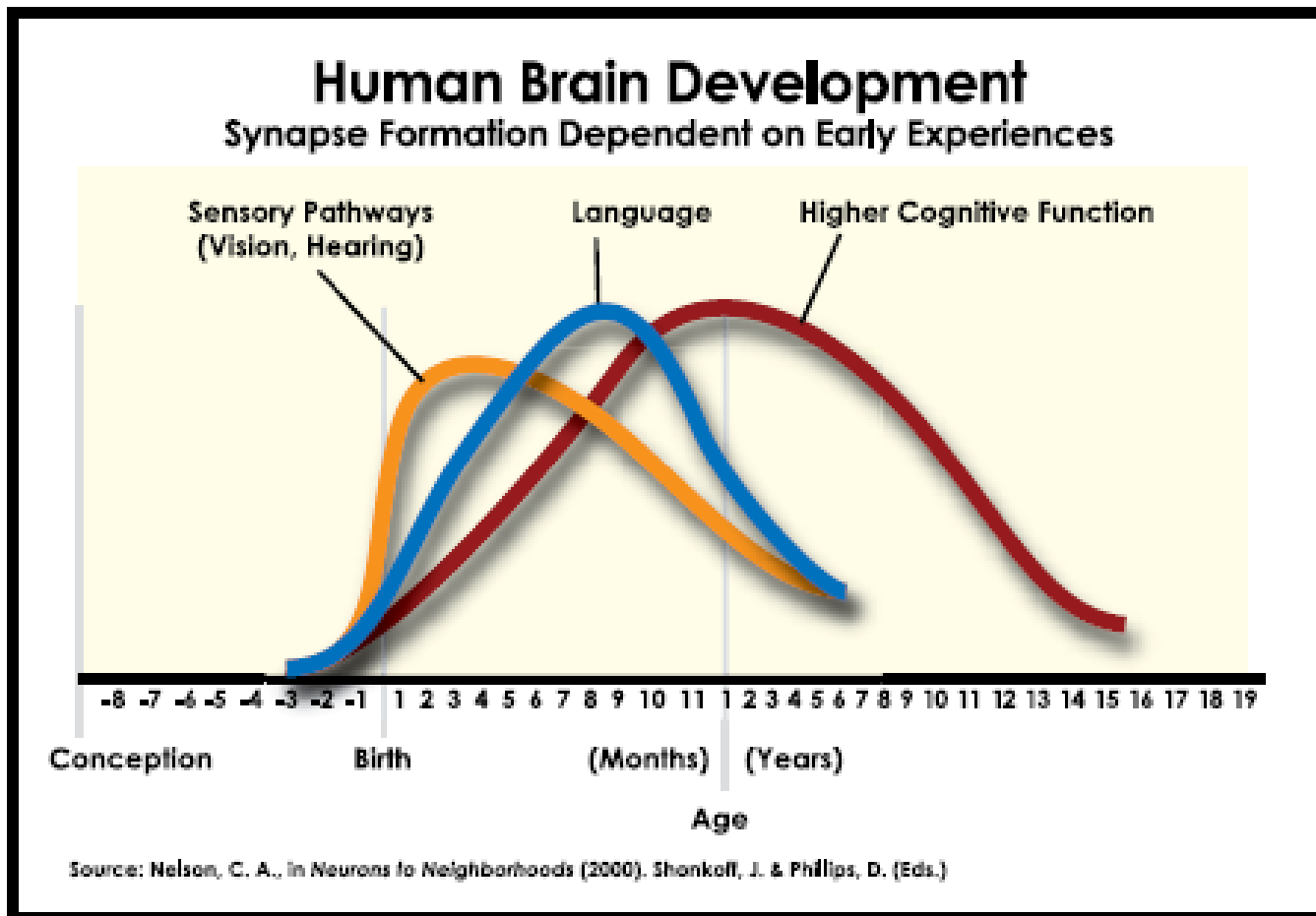
Rachel Schumacher, Senior Fellow

Session overview

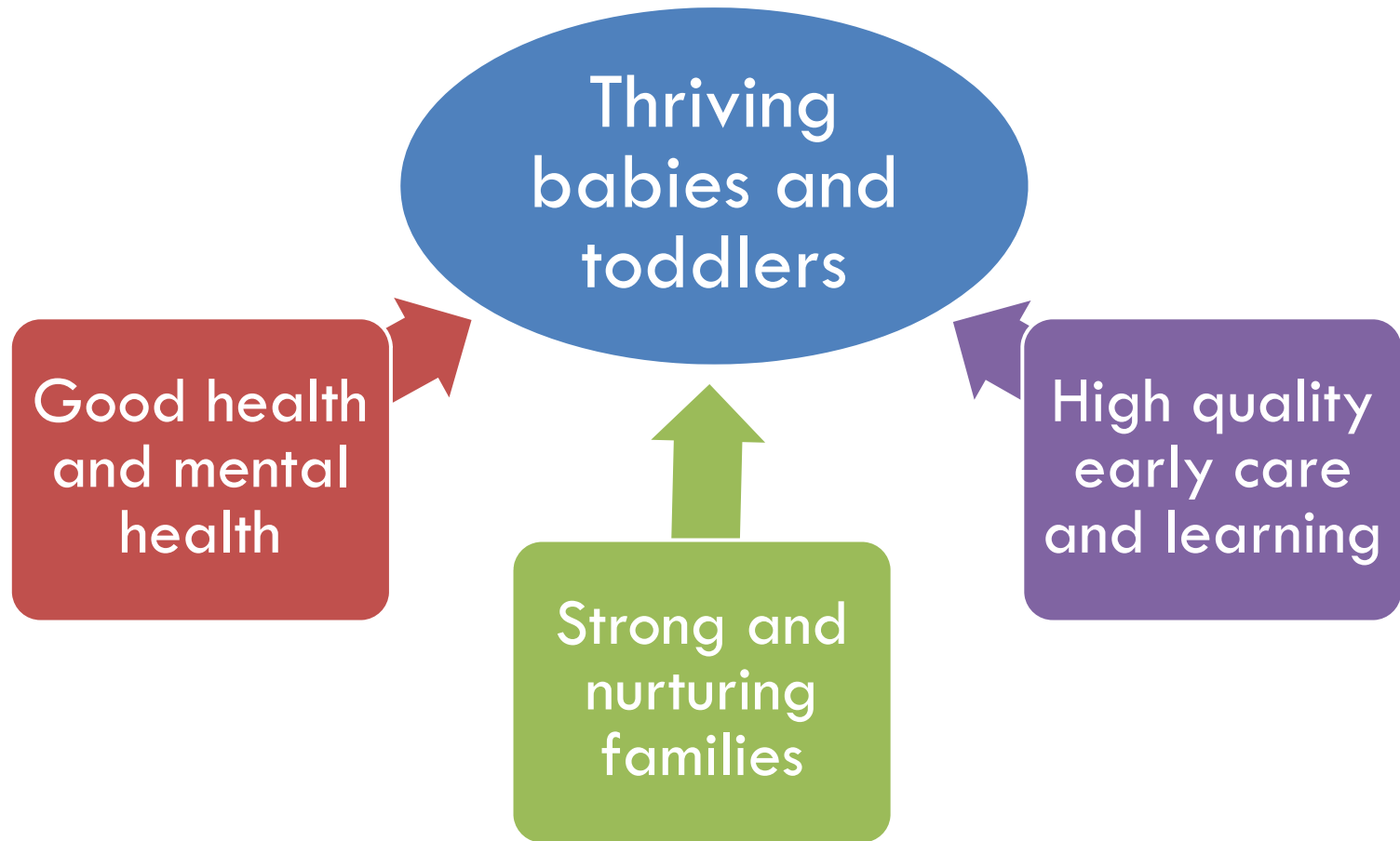
- What babies and toddlers need to thrive
- A framework for building a comprehensive early childhood system
 - Implications for PIRCs
- How schools can support babies and toddlers
- Next steps and discussion



Early experiences help develop brain architecture



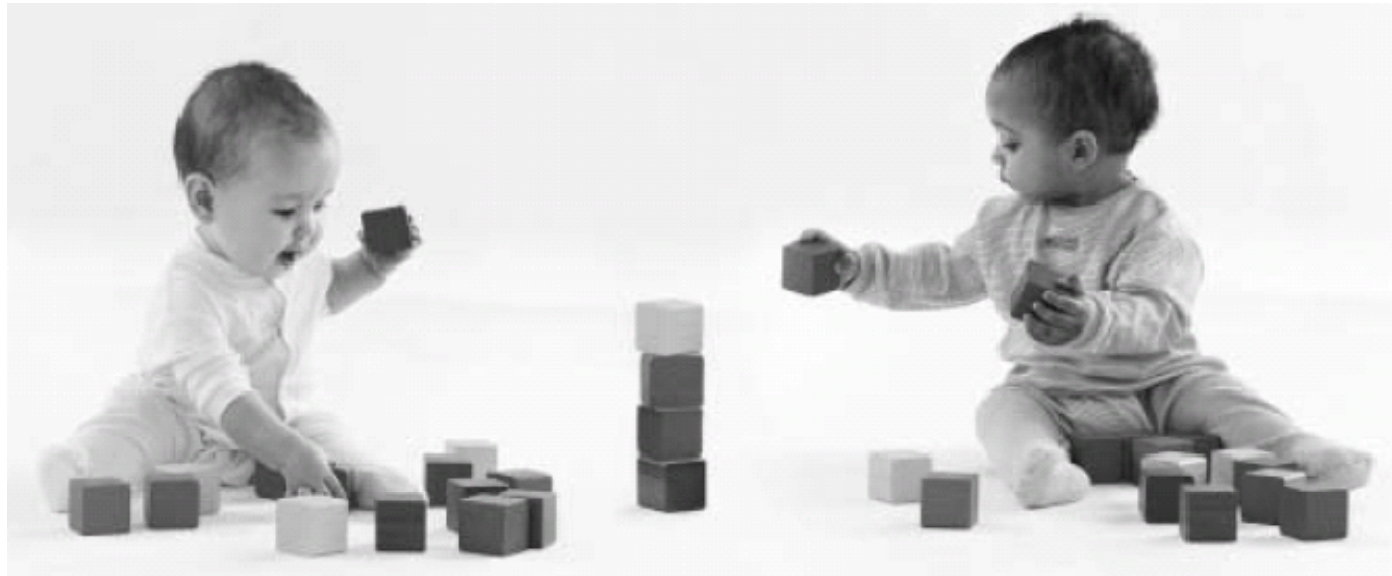
Healthy early childhood development needs comprehensive support



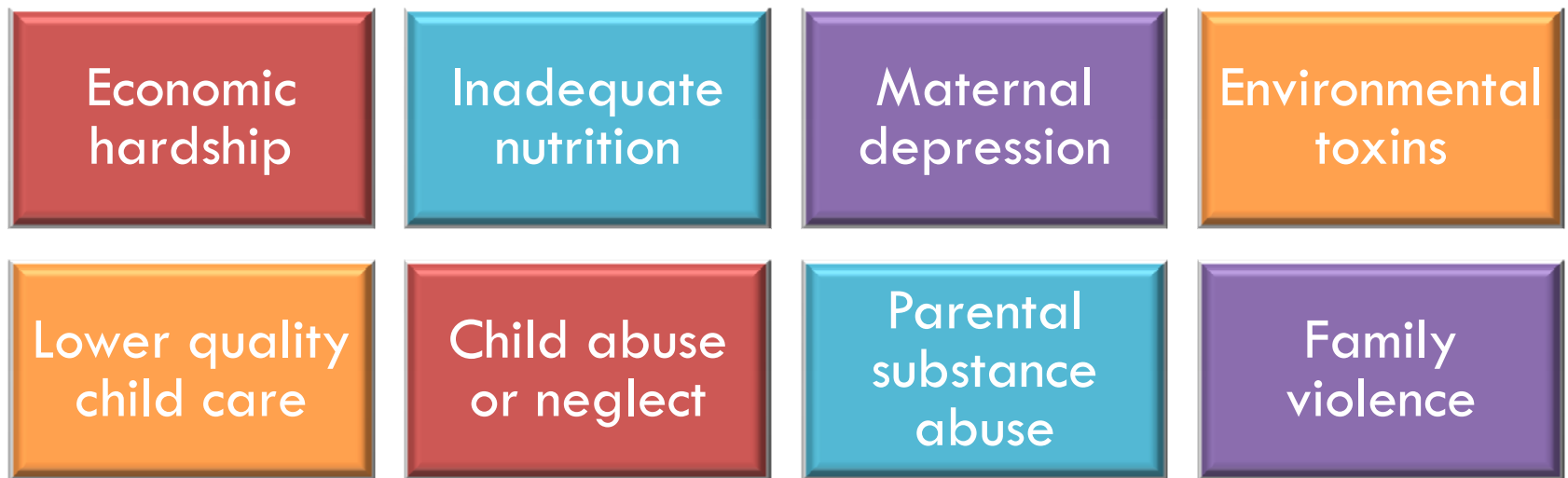
Young children rely on and learn about the world from their caregivers

“Human relationships and the effect of relationships on relationships, are the building blocks of healthy human development.”

Shonkoff, J. P., & Phillips, D. A. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development.*



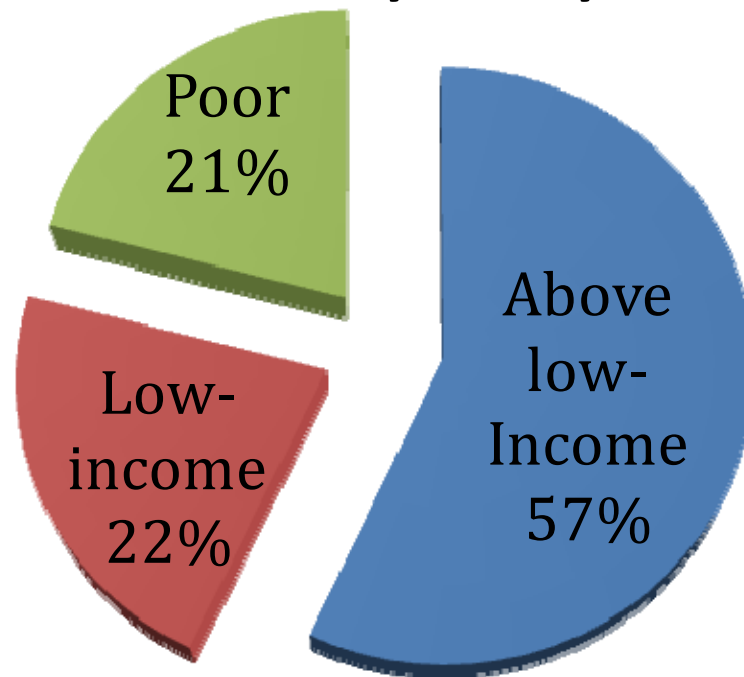
Demographic and environmental factors put infant/toddler development at risk



Source: National Center on Children in Poverty

Forty-three percent of babies and toddlers live in low-income families

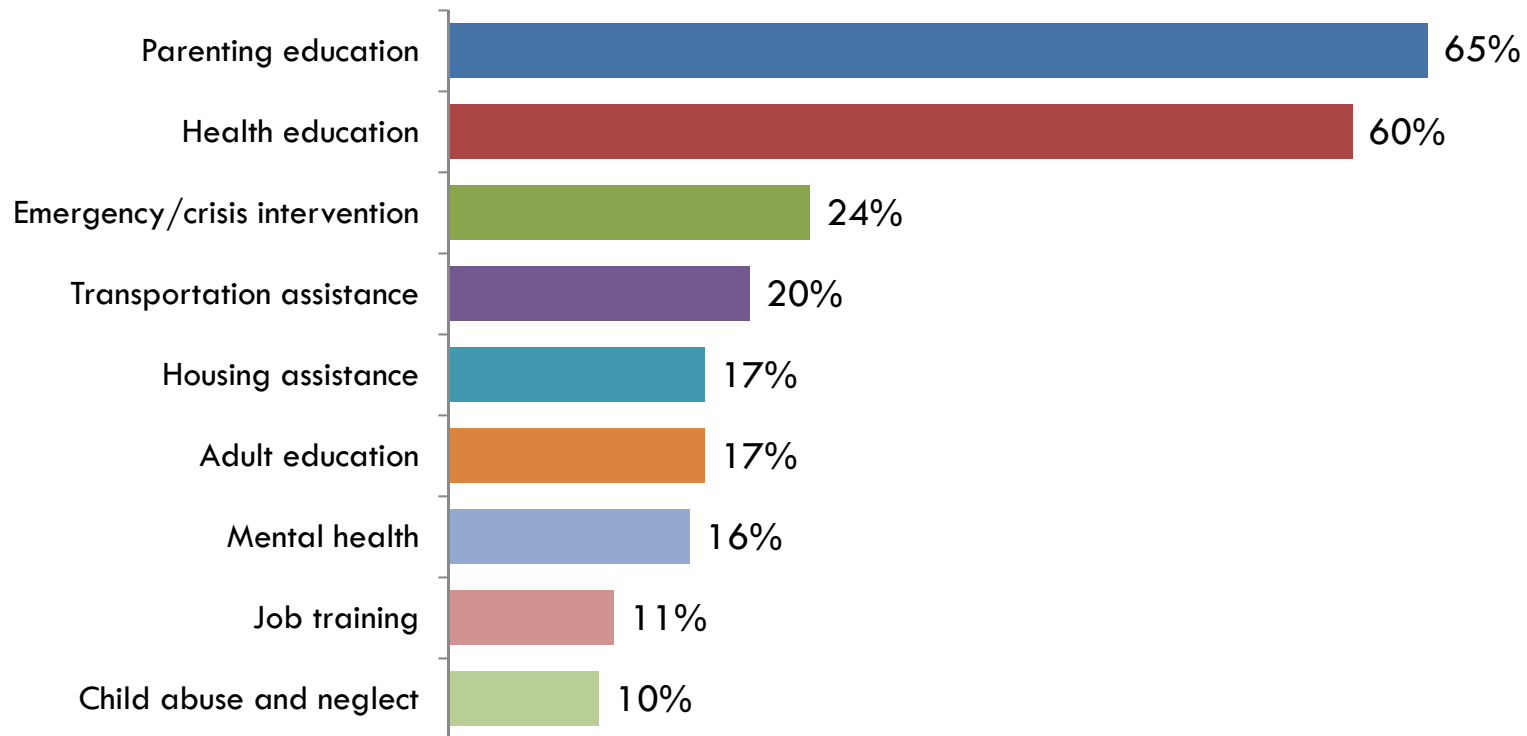
Infants and Toddlers by Family Income, 2007



Source: National Center on Children in Poverty

Families living in poverty face a range of needs

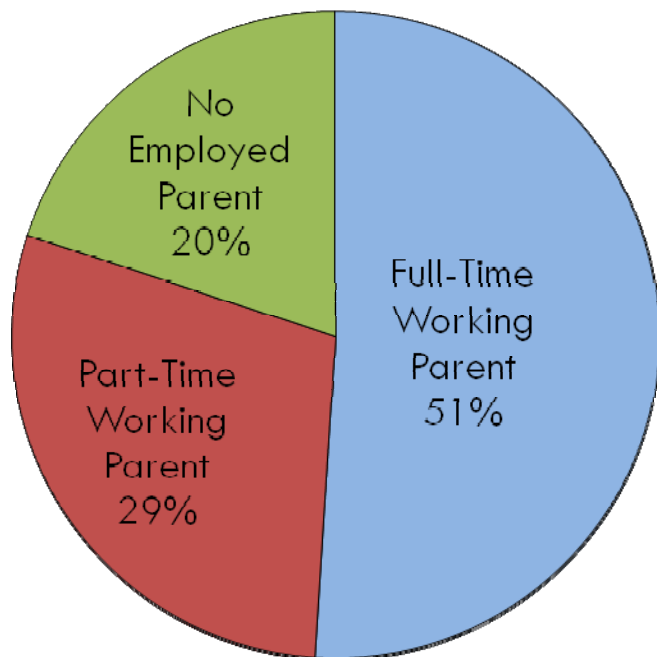
Family Services Most Often Accessed by EHS Families, 2006



Most low-income children have parents working full- or part-time

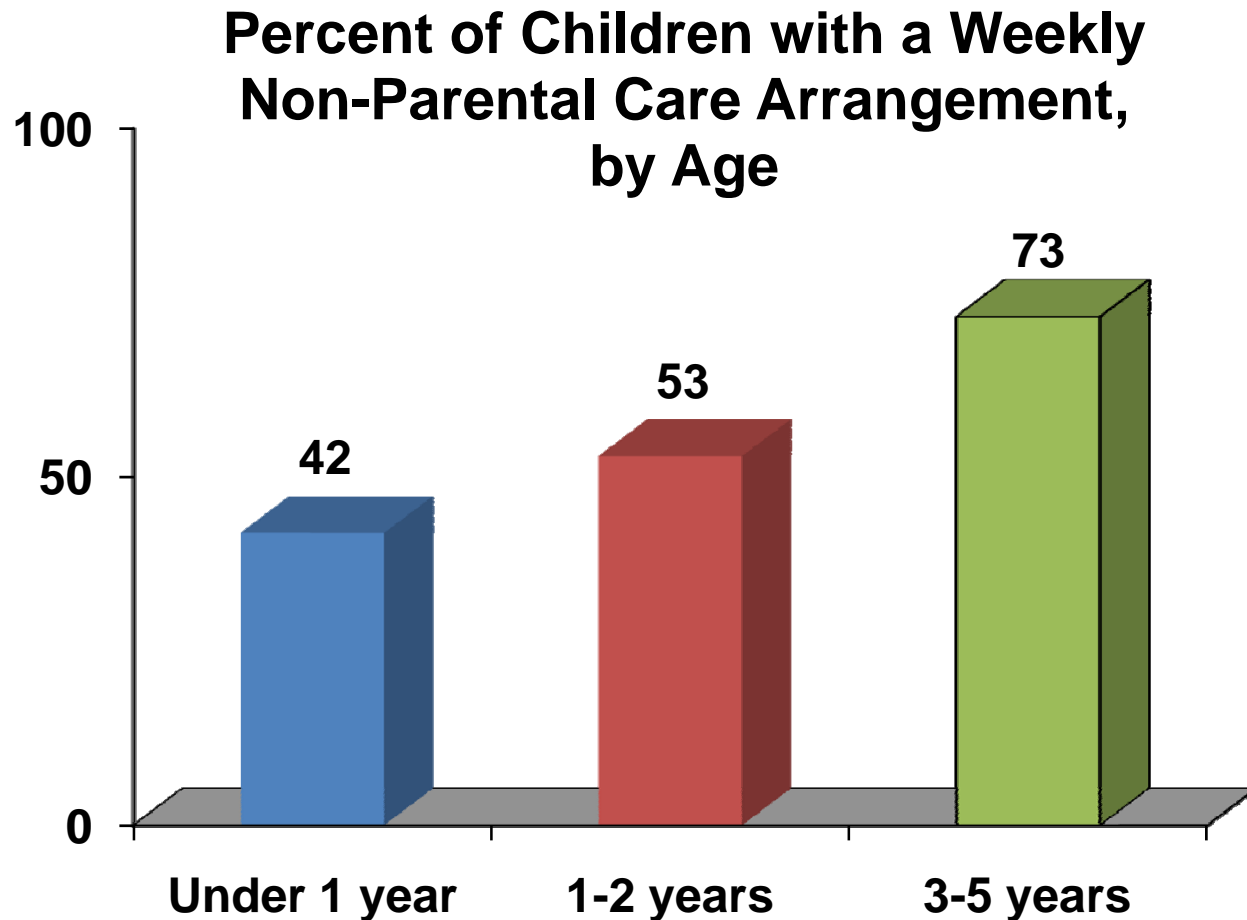
Percent of Low-income Children Under Age Six With Working Parents

U.S.



Source: National Center for Children in Poverty (NCCP), *United States: Demographics of Young, Low-Income Children* and Washington: *Demographics of Young, Low-Income Children*

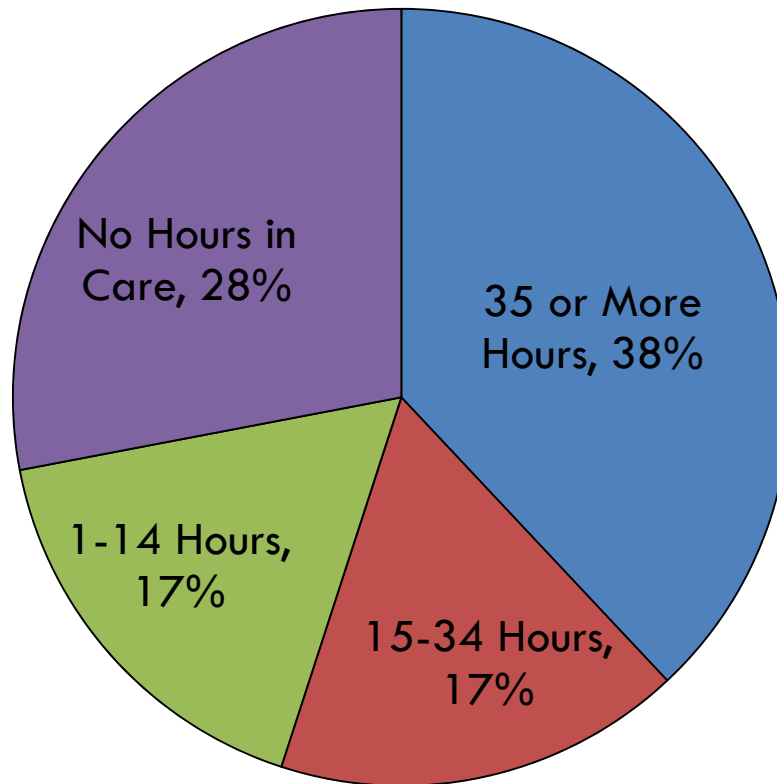
Very young children are in child care



Source: National Center for Education Statistics, 2005 National Household Education Survey.

Some babies are in child care for many hours...

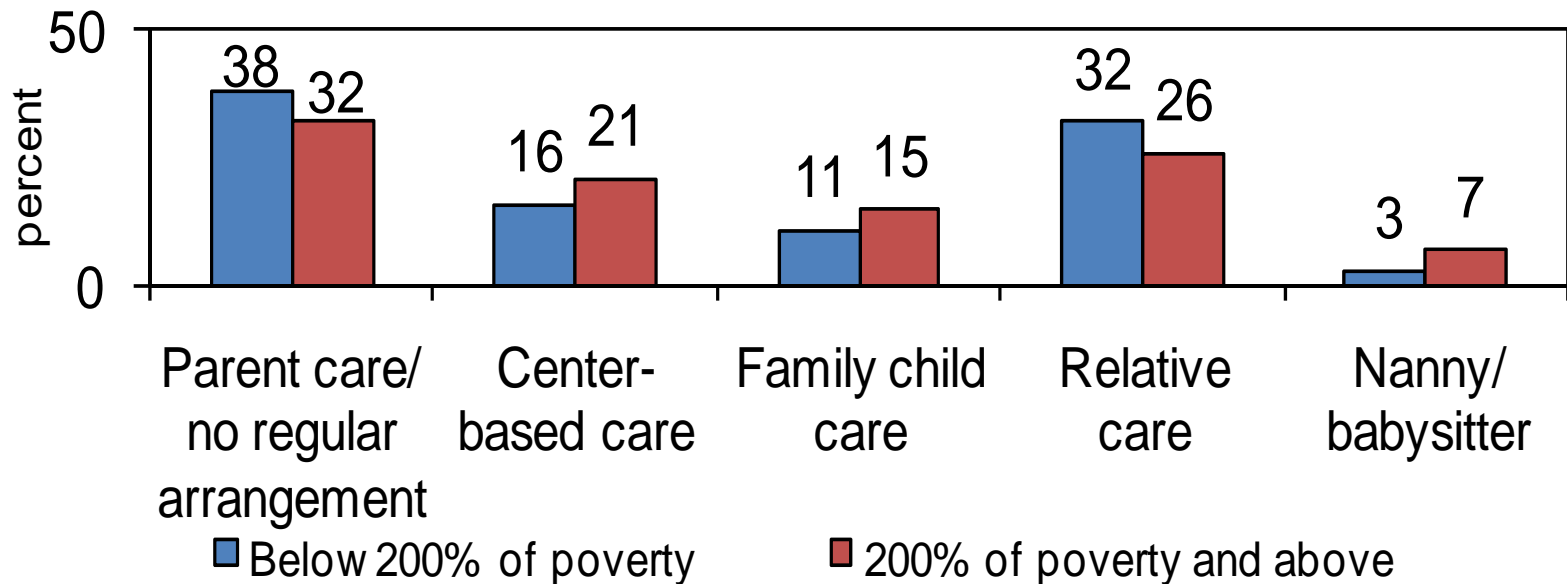
Hours Spent in Non-Parental Care by Children Under 3 with Employed Mothers, 2002



Source: Jeffrey Capizzano and Regan Main, *Many Young Children Spend Long Hours in Child Care*, Urban Institute, 2005. Analysis of 2002 NSAF Data.

...and in a variety of settings

Primary Child Care Arrangements for Children Birth to 3 With Employed Mothers

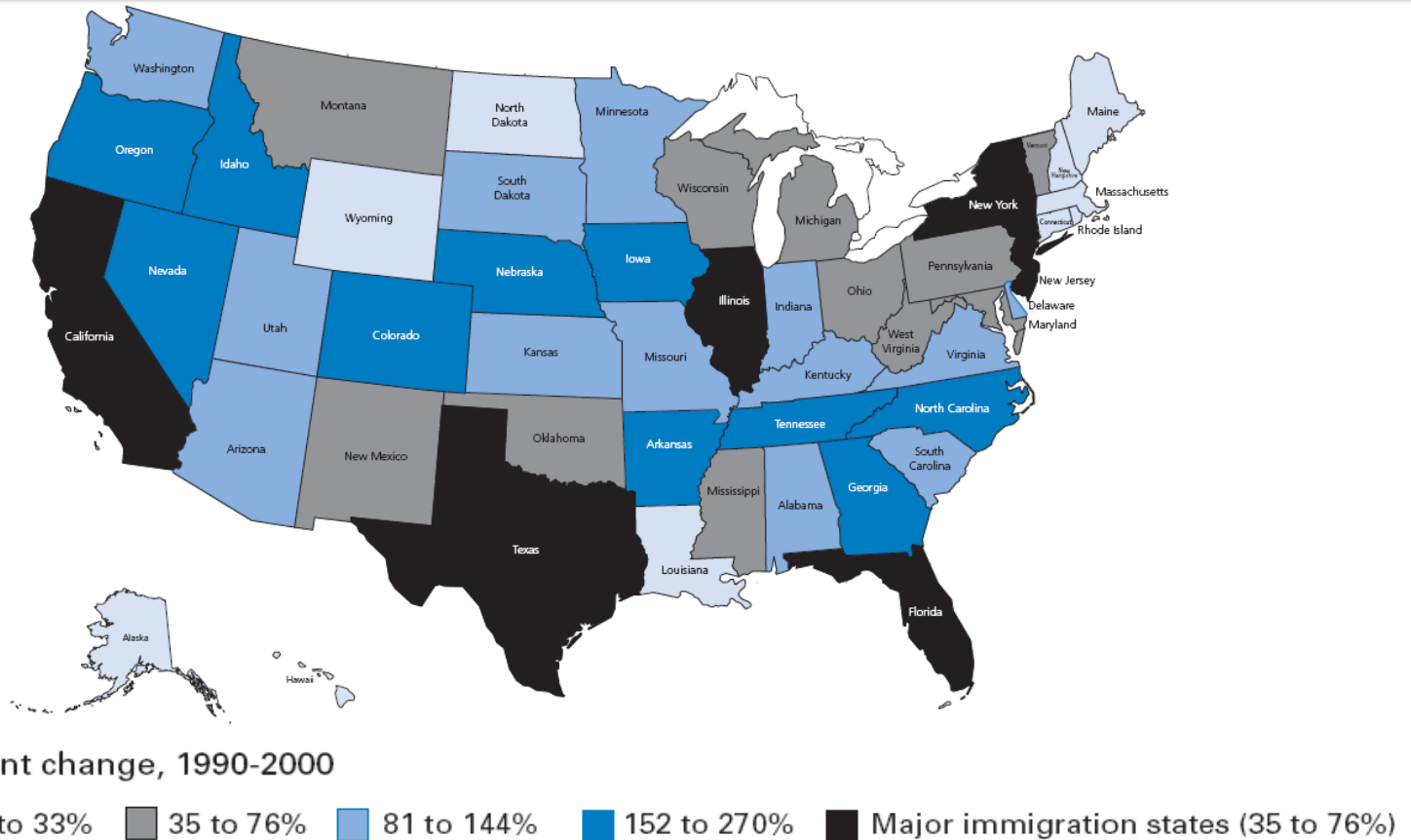


Note: Percentages may not add to 100% due to rounding.

Source: Jeffrey Capizzano and Gina Adams, *Children in Low-Income Families are Less Likely to be in Center-Based Care*, Urban Institute, 2003.

One in four children under age 3 live in an immigrant family*

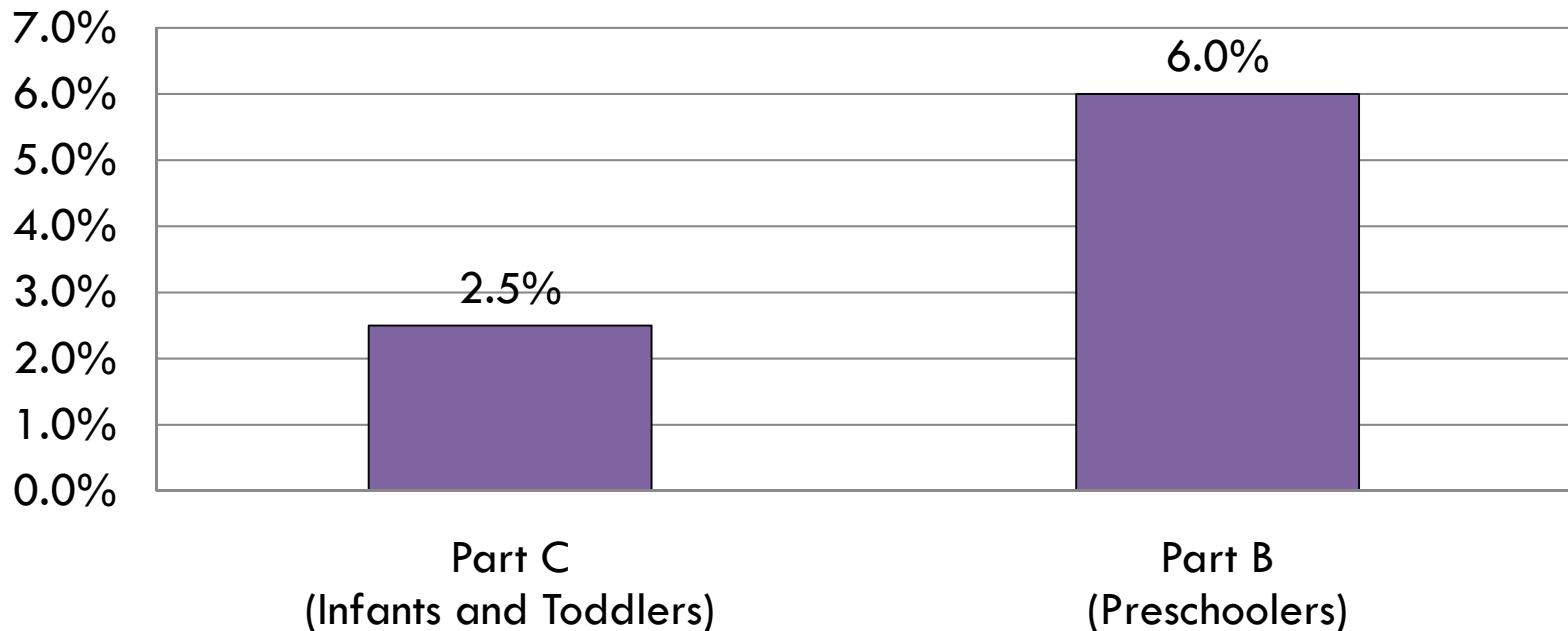
Percent Change in Population of Children of Immigrants, Under Age 6, 1990-2000



Map Source: Capps et al., *The Health and Well-Being of Young Children of Immigrants*.

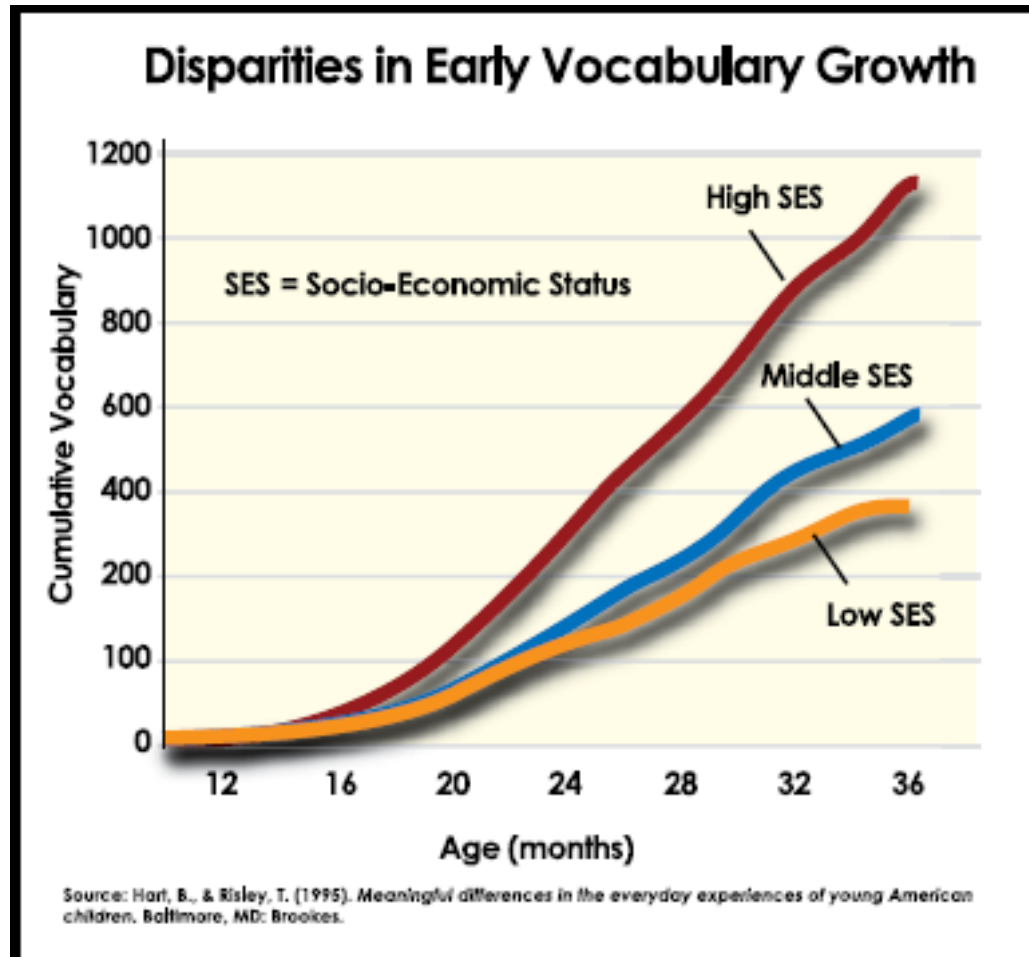
Early intervention services may not be reaching babies and toddlers

Percentage of All Young Children Receiving IDEA Services in U.S., 2007



Source: Data Accountability Center, analysis of Individuals with Disabilities Education Act (IDEA) data, reported to the Office of Special Education Programs, U.S. Department of Education.

Social and economic disparities impact early childhood development



Economic downturn increases needs for comprehensive approach

- Rising unemployment and family stress levels
- Food and housing insecurity rising for families
- State budgets leading to cutbacks in access to health insurance, child care subsidies, early intervention services
- Child well indicators being projected to decline to 1970's levels

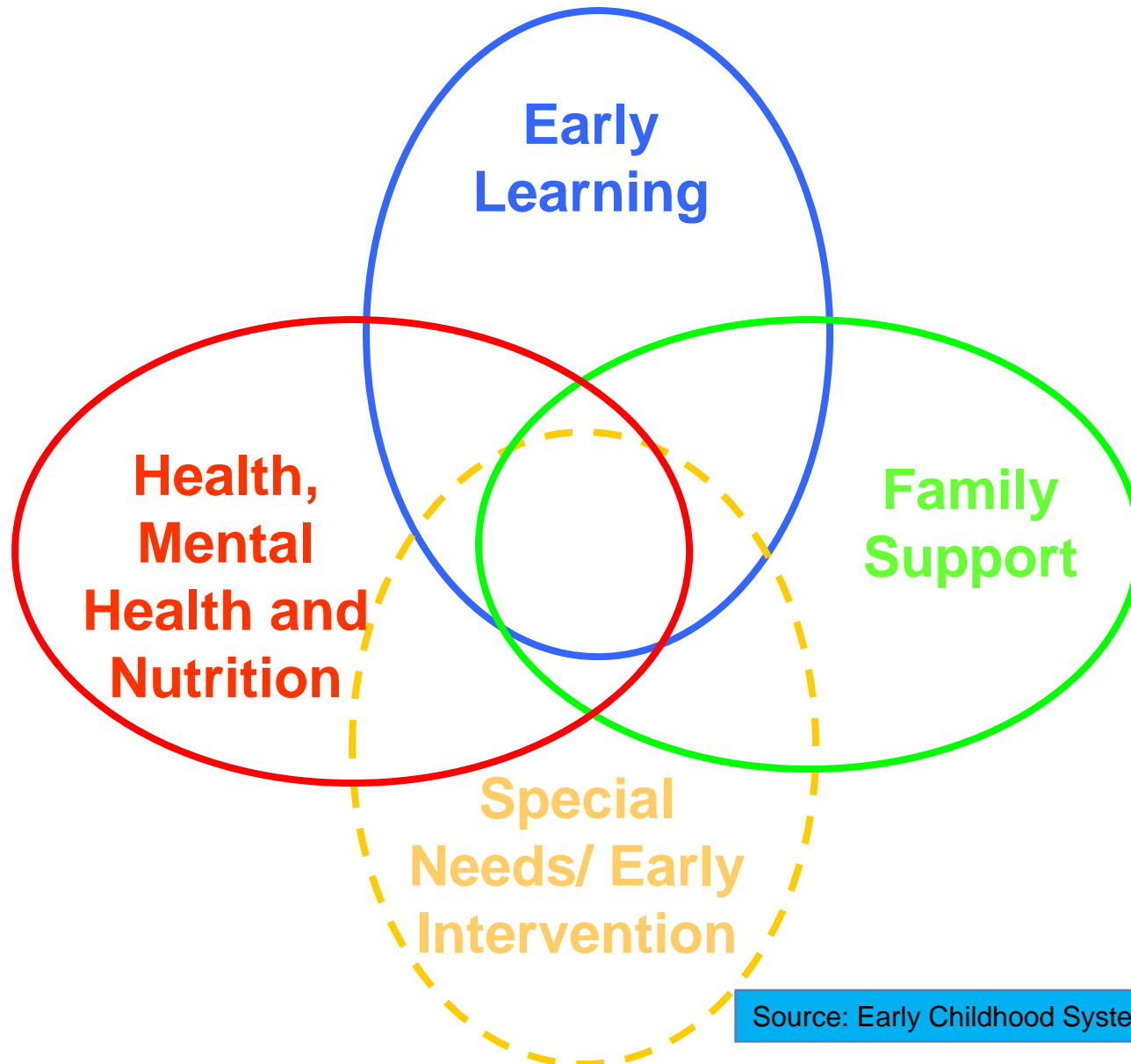
Sources:

- Children's HealthWatch, *Food Insecurity Rates Rise Steeply with Recession*
- Foundation for Child Development, *Child Well-Being Index: 2009 Annual Release*, May 2009
- First Focus, *Turning Point: The Long-Term Effects of Recession-Induced Child Poverty*,
- Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2009*
- Center on Budget and Policy Priorities, *An Update on State Budget Cuts*, June 2009

A Comprehensive Early Childhood System

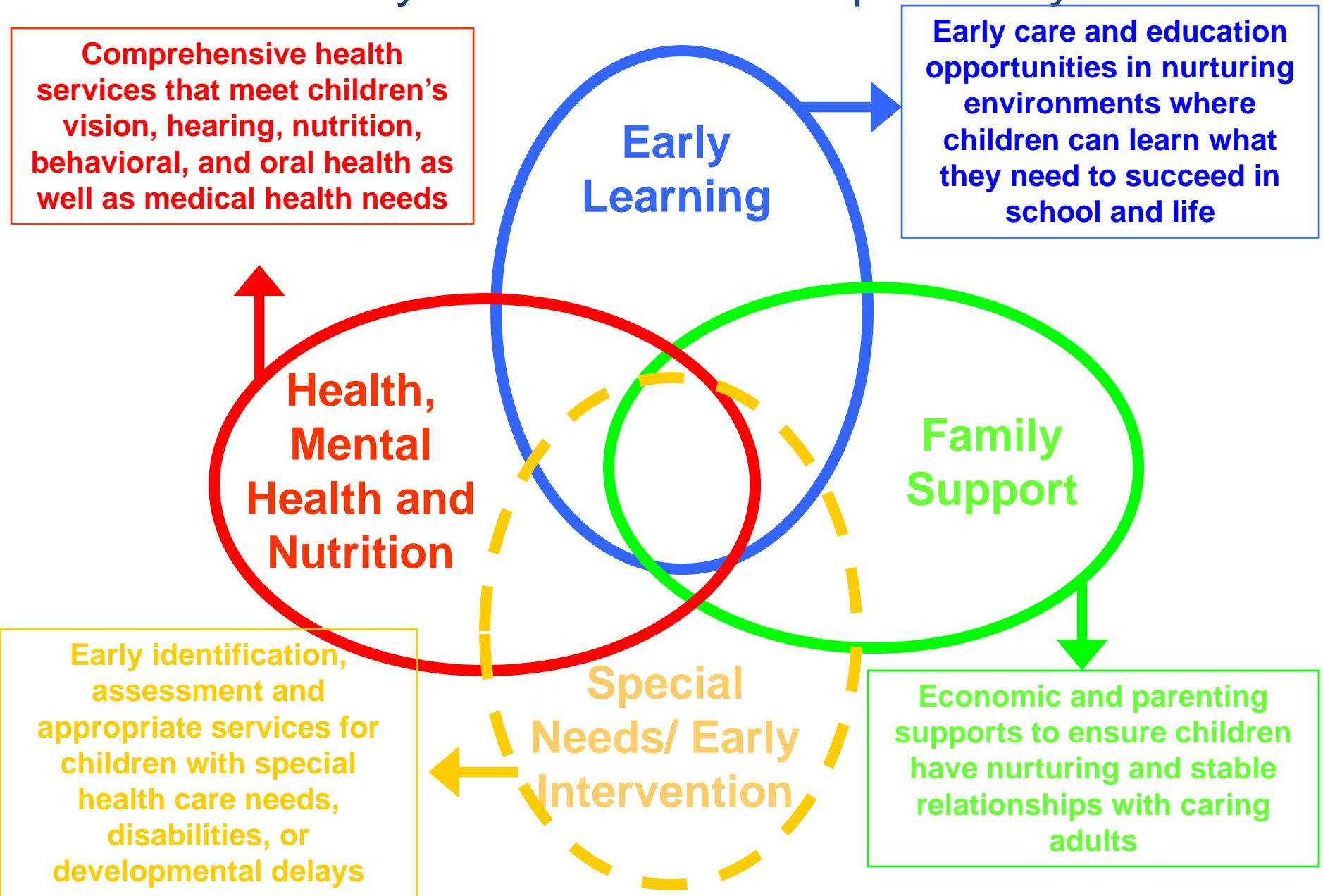


State Early Childhood Development System



Source: Early Childhood Systems Working Group

State Early Childhood Development System



Identify potential partners/resources in your community

- Health, mental health, nutrition
 - Pediatricians, dentists, clinics, infant and maternal health experts, EPSDT
 - WIC, food stamps, food banks, Child and Adult Care Food Program (CACFP)
- Family and economic support
 - TANF agency, job training, access to post-secondary, parent education and support, child welfare, immigrant/refugee serving organization



Identify potential partners/resources (cont'd)

- Early care and learning
 - Child care, Early Head Start, resource and referral, libraries, community-based organizations, local Title I coordinator
- Special needs/early intervention
 - IDEA Part C for infants and toddlers, IDEA Part B Section 619 for preschool-age children, physical therapists, speech therapists, hearing and vision screening



How Schools Support Babies



Schools can share their resources

- Allow parents of infants/toddlers to access health care from school nurses
- Provide space for free or low cost for play groups/meetings or early care and education sites
- Share administrative resources/costs with programs serving infants/toddlers
- Ease transition to pre-k for infant/toddlers and their families by helping connect pre-k teachers to early care and education providers
- Use Title I funds for birth to three efforts

Schools can bring resources to the community

- Host developmental screening days with referrals/linkages to follow-up services
- Bring family support services and state assistance programs in together for parents to sign up
- Organize information sessions at the school to bring in experts on infant/toddler development, early learning guidelines, and finding quality child care



What steps can PIRCs take?



Connecting PIRCs to babies and toddlers

- Assess needs
 - Understand who and where the babies and toddlers in your community are (both at home and in child care)
- Reach out/Plan
 - Identify and involve those from programs that serve infants/toddlers and their parents in your community
- Share information
 - Provide information on education resources, standards and expectations, transitioning to schools

Connecting PIRCs (cont'd)

- Review your programming
 - Ensure PIRC early childhood education programs have:
 - ▣ Home visitors trained in infant/toddler development
 - ▣ Curriculum that is developmentally appropriate
 - ▣ Cultural competency and capacity to communicate in primary language spoken in the home
 - ▣ Knowledge of community services to support infant/toddler development and needs of parents
 - ▣ Plans for including non-parental caregivers
- Facilitate shared resources
 - Find innovative ways to share school resources or bring in resources to community

Be a voice for infants/toddlers at state level planning “tables”

- Share the importance of supporting infant/toddler development in order to meet state goals to promote school readiness
- Bring in infant/toddler expertise
- Link the conversations in education community (e.g. K - 12 or prek-20 advisories) and to those in the early childhood community (e.g. Early Childhood Advisory Councils, Early Childhood Comprehensive Systems (ECCS) plans)

Discussion



Talking about...

- What infant/toddler issues are you seeing in your early childhood program work?
- Can you share any strategies that have been successful in helping connect parents of infants/toddlers to needed services?
- Are infant/toddler issues being discussed at the state education “tables” at which you sit?



Contact information

Rachel Schumacher,
Senior Fellow, Child Care and Early Education
Center for Law and Social Policy
(202) 906-8005
rschumacher@clasp.org



Additional Resources



CLASP resources @ www.clasp.org

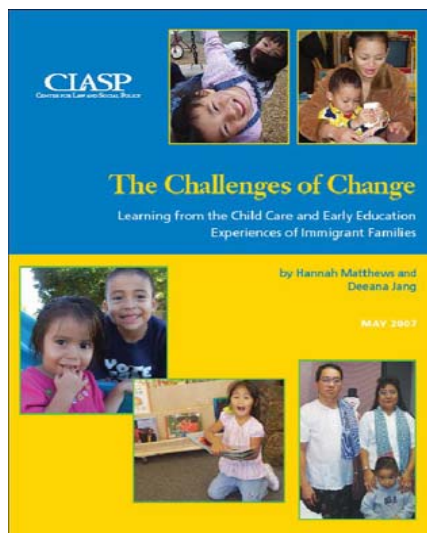
- Charting Progress for Babies in Child Care project
 - Research supporting policy recommendations, including:
 - ▣ Linking comprehensive services to infant/toddler child care settings
 - ▣ Providing culturally and linguistically appropriate information to families
- Title I and early care and education
 - Models for supporting birth to five with Title I funds
- Resources on the American Recovery and Reinvestment Act (ARRA) and early care and education

CLASP Publications

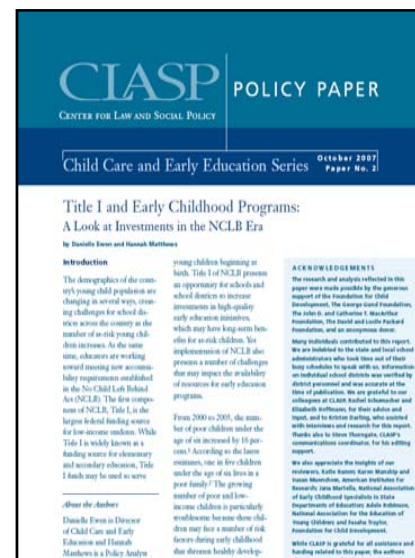


Building on the Promise: State Initiatives to Expand Access to Early Head Start for Young Children and Their Families

Challenges of Change: Learning from the Child Care and Early Education Experiences of Immigrant Families



Available on our website:
www.clasp.org



Title I and Early Childhood Programs: A Look at Investments in the NCLB Era