Making the Most of It!
Lets talk about

- Why this is such an important moment
- What we know about children under 3 in the U.S.
- The history that brought us here
- Visioning the future for infants and toddlers
This is important because it...

- Focuses on an issue that has long been neglected—working families with children under three and the quality of child care
- Can shine a new light on the importance of the infant and toddler workforce
- Has the potential to galvanize new thinking about how to promote child development in the earliest years of life
A moment to bring the infant toddler field into focus....

- Quality infant toddler care
- Infant toddler specialists
- Home visiting
- Teen Pregnancy Prevention Programs
- Early Intervention Part C
- Help Me Grow and other early health and nutrition programs
- Mental health linkages
- Early Head Start
And it is an important moment because it........

- Encourages innovation and creativity in service delivery

- Can help put a framework or vision in place in states and communities that can be built on over time
As you go forward remember…

- Build on the accomplishments that have been achieved in the states and communities over the past decade

- Start with a vision and facts about young children under three in your neighborhood, community, state…and the stories they represent

- Build in time for planning, ongoing technical assistance and create a learning community

- Understand that there is no one right way to do this
Child Development and PARTNERSHIPS ARE ALL ABOUT RELATIONSHIPS
The Youngest Americans: A Statistical Portrait of Infants and Toddlers in the United States
Infants/toddlers living in deep poverty, poverty, and with low income

Nearly half face economic hardship

*Year reflects the year that the question was asked. Question was asked regarding the previous 12 months.
Data refer to children residing with and related to the householder.
Infants/toddlers living in deep poverty, poverty, and with low income (2012)

Significant disparities by race/ethnicity

*Year reflects the year that the question was asked. Question was asked regarding the previous 12 months.
Data refer to children residing with and related to the householder.

*The Youngest Americans / A report by The Robert R. McCormick Foundation and Child Trends*
Relative poverty is defined as living in a household where disposable income, adjusted for family size and composition, is less than half (50%) of the national median income.

Data for the United States are from 2007 and data for New Zealand and Japan are from 2011.

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Young children (birth – age 5) exposed to violence in the past year (2011)

<table>
<thead>
<tr>
<th>Type</th>
<th>0-1 year old</th>
<th>2-5 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical assault</td>
<td>13</td>
<td>44</td>
</tr>
<tr>
<td>Sexual victimization</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Maltreatment</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Witnessed violence (assault)</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Witnessed family assault</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Indirect exposure to violence</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Includes witnessing family assault, assault in the community, shooting, or war.
2 Includes hearing about or seeing violence; excludes witnessing violence, household theft, and school threat of bomb or attack.
Infants whose mothers breastfeed (2007)
Disparities by family income*

*The poverty income ratio equals the ratio of the self-reported family income to the federal poverty threshold value, taking into account the number of people in the household.

The Youngest Americans / A report by The Robert R. McCormick Foundation and Child Trends
Educational attainment by mothers of infants/toddlers (2012)

Disparities by race/ethnicity

<table>
<thead>
<tr>
<th>Disparities by race/ethnicity</th>
<th>Less than high school</th>
<th>High school diploma or equivalent</th>
<th>Some college, including vocational/technical</th>
<th>Bachelor's degree or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>15</td>
<td>26</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>20</td>
<td>30</td>
<td>44</td>
</tr>
<tr>
<td>Black</td>
<td>14</td>
<td>34</td>
<td>35</td>
<td>37</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12</td>
<td>20</td>
<td>31</td>
<td>37</td>
</tr>
</tbody>
</table>
Young Children from Immigrant Families

Share of all children under 6

1990: 14%
2009: 25%

Source: MPI tabulations of the 1990 and 2000 Decennial Census and 2009 American Community Survey (ACS) data.
Immigration to the United States, by Region of Origin, 1970 and 2010

States with the Largest and Fastest-Growing Immigrant Populations, 1990-2009

Children Under 5 in Child Care: Spring 2011

61% HAVE A REGULAR ARRANGEMENT

39% HAVE NO REGULAR ARRANGEMENT

TOTAL NUMBER OF CHILDREN UNDER 5: 20,404
TOTAL NUMBER OF CHILDREN UNDER 5 IN CARE: 12,499

“Who’s Minding the Kids? Child Care Arrangements: Spring 2011”
Laughlin, Lydna. Household Economic Studies, April 2013, United States Census
Percentage of Children, Birth through Age 4, with Employed Mothers, by Primary Type of Care Arrangement, 2011

Average Weekly Cost of Child Care for Families with Employed Mothers: 1985-2011

“In Dollars"

CONSTANT 2011 DOLLARS

ACTUAL DOLLARS

“Who’s Minding the Kids? Child Care Arrangements: Spring 2011”
Laughlin, Lydna. Household Economic Studies, April 2013, United States Census
Maternity leave in 38 developed countries (2007)
U.S. is only country that does not require paid leave

*FRE (full-rate equivalent) paid weeks are calculated as the duration of leave in weeks x total public payment as a percent of the average wage earnings received. Thus, if a mother normally made $1,000 a week, and the government paid $10,000 for 15 weeks of leave, she would have 10 weeks of FRE paid leave and 5 weeks of unpaid leave.
Infants/toddlers in Early Head Start, as a proportion of those eligible*

Inadequate supply

*Head Start guidelines require that at least 90% of children enrolled live at or below 100% FPL. The other 10% do not have income restrictions. The figures here are based on the number of infants and toddlers living below 100% FPL.
Disparities on Cognitive Assessment Between higher and lower income infants at 9 and 24 months

The word gap

**WORD GAP BY AGE 3**

**ON AVERAGE**

**ECONOMICALLY ADVANTAGED CHILDREN KNOW**

1100 WORDS

**ECONOMICALLY DISADVANTAGED CHILDREN KNOW**

500 WORDS

ADVERSE CHILDHOOD EXPERIENCES AND ADULT CARDIOVASCULAR DISEASE

Source: Dong et al, 2004

Odds Ratio

ACEs

Source: Dong et al, 2004
Looking back.....
For many children, starting even at age three could be too late.

Reginald S. Lourie, MD
January 1965, first exploratory meeting for Head Start

"Babies are very patient. They keep on showing us the problem over and over until we understand."

Reginald S. Lourie, MD
• “Preliminary evaluations...indicate that Head Start must begin earlier in life and last longer to achieve lasting benefits.” Richard Nixon, 1969

• Migrant Head Start programs began-- which for years have provided full day services to working families with young children 0-5.

• Call to serve younger children in Head Start in 1980 and 1990
Meanwhile........

• The Need for child care continues to grow

• Child Care and Development Block Grant (1990)
Head Start-Child Care Partnerships

One of the most exciting initiatives currently underway is partnerships between Head Start and Child Care. We share a dream for early childhood—to provide high quality, comprehensive, full-day services to meet the needs of children and their parents—and we’ve made great strides over the past year in carrying vision forward.

The process we’ve undertaken is always challenging. Developing creative strategies for full-day services to children is a challenge. We must remember that both Head Start and child care have their strengths. We need to put those strengths together in a way that enhances the diversity within each system.

This issue of the Head Start Bulletin explores current initiatives in Head Start-Child Care partnerships, along with other issues of interest to the field. We hope that you will find it helpful in highlighting models or in generating your own responses to the growing need for high quality, comprehensive, full-day child care services. We also encourage you to remember our mutual goal—to make it work for children and families. Within that vision lies the promise of success.
Early Childhood Systems

- Early Learning
- Health, Nutrition, and Mental Health
- Family Support and Parent Engagement
- Early Intervention
Federal leadership…..

• American Recovery and Reinvestment Act
• Maternal, Infant and Early Childhood Home Visiting
• The Early Head Start Family Child Care Partnerships
• The Presidents Early Learning Initiative
Goals for all children

Healthy, happy and successful children

- Healthy births
- Thriving at three
- Successful at five and beyond

Good health, strong families, positive early learning experiences
PATH TO EARLY SUCCESS

- Maternal Health and Prenatal Care
- Parenting and Family Support
- Family Economic Supports and Ongoing Education
- Quality Primary Schools
- Child Health And Nutrition
- Quality Early Childhood Programs
Paid leave
EVERY COMMUNITY HAS...

- A network of high quality early childhood providers with working conditions, qualifications and compensation that promote healthy and successful child development
- An early childhood HUB of support that coordinates health, family engagement and educational supports
- A system of higher education that has the capacity to prepare people to work with children under three
- A system of tracking outcomes across the population of young children
- Linkages between infant and toddler programs and preschools
- Community to state connections
Challenges and opportunities

- What are the professional development requirements for infant and toddler providers in the state and how can this move them forward? Higher Ed capacity?

- How do the EHS standards fit with QRIS for infants and toddlers and how can this initiative promote improvements and alignment?

- How does the HS outcomes framework and the state early learning standards align? What areas need improvement?
Can this initiative help focus the early childhood governing structure in states and communities on 0-3?

How can state data systems help inform this effort?

How can you bring the adult-serving agencies in a community or state together to support comprehensive services?

The possibilities go on and on......
You are a voice for babies and toddlers and their families
You are part of a global movement
They are counting on all of us to work together