



# BRIDGES



## *In This Issue*

When Proposition 10, the California Children and Families Act, was passed by California's voters in 1998, a substantial new source of funding became available for California's young children and their families. In the last 10 years, First 5 California and 58 county commissions have utilized some of these funds to create a number of innovative partnerships with Head Start, state-funded preschool programs, and many other agencies. This issue of *Bridges* focuses on some of the most promising of those partnerships and activities designed to improve the lives of our most precious resource—our children. We hope you find it useful.

## *A Message from the California Head Start Association*

by Kay Wernert, President  
California Head Start Association

Over the past 10 years, California's 150-plus Head Start and Early Head Start agencies have become strong, strategic partners with First 5's local and state commissions, their staff members, and the projects they have championed. The California Head Start and Early Head Start community is proud of those joint efforts and the tremendous impact we have on California's greatest resource, our children and families. The California Head Start Association (CHSA) is pleased to see this issue of *Bridges* dedicated to this essential state asset and our many partnerships. The work of collaboration is never easy, yet in these days of fewer real dollars, effective collaboration has become fundamental to continued implementation and improvement of Head Start and Early Head Start programs.

CHSA and our member agencies have established a reciprocal relationship that gets the work done. Our organizational pipeline to more than 100,000 children and families in need is an excellent companion to First 5 financial resources and strategic priorities. One example that we are proud of at CHSA is the First 5-funded oral health education program utilizing the *Cavity-Free Kids* curriculum. With financial support from First 5

and in collaboration with the Dental Health Foundation, we were able to train more than 550 Head Start staff, community partners, and early childhood collaborators in local communities. This curriculum, based on the latest oral health science and designed to be integrated into Head Start and Early Head Start classrooms, has been widely praised for its preventive and fun approach. The oral health of our children and families is important, and the project has been highly effective.

Looking forward, CHSA's leadership recognizes the unique shared interest of our efforts. As a premier multigenerational, family-centered, antipoverty early education program, Head Start and Early Head Start agencies will continue to work closely with First 5 to build public awareness and community determination toward increased useful services for our poorest children and families. CHSA is a proud partner of First 5, shaping public policy in Sacramento and local projects in every region of the state. Our joint efforts produce results for children, families, and the communities we serve.



## *An Introduction to First 5 California*

# Supporting Early and Healthy Childhood Development

With the passage in 1998 of Proposition 10, California voters took a stand for children. They agreed to make California's youngest children a priority by approving a tax on cigarettes and tobacco products to pay for education, health, child care, and other programs for expectant parents and children up to age five. Proposition 10, which added a 50-cent tax for each pack of cigarettes sold and a comparable tax on other tobacco products, created the California Children and Families Commission, also known as First 5 California.

First 5 California acknowledges the following staff members for their contributions to this article: Lupe Almer, Associate Governmental Program Analyst; Sarah Neville-Morgan, Deputy Director of Program Management; Mike Fuller, Education Administrator; and Elisa Bupara, Communications Director.

"First 5 California's programs are designed to meet its goal of ensuring more children are born healthy, raised in nurturing homes, and ready for school," said First 5 California executive director Kris Perry.

Proposition 10 was the brainchild of Rob Reiner, Hollywood actor/director and children's advocate. His long-time interest in early childhood development stemmed from his own personal experiences, but it was the release of the 1994 Carnegie Corporation report *Starting Points: Meeting the Needs of Our Youngest Children* that prompted Reiner to take action. The report, according to a 2002 *Los Angeles Times* article, "summarized new findings about how an inadequate environment between birth and age 3 could compromise a child's brain development, and about the costs to society of ignoring that truth." The report, however, garnered minimal attention from the general

## FIRST 5 CALIFORNIA VISION STATEMENT

**“All children in California enter school ready to achieve their greatest potential.”**

public. “It occurred to me: all this great information and nobody knows about it,” Reiner told the *Times*. “Okay, there’s my role: I’m a communicator.”

After discussions between early childhood development experts and others, Proposition 10 emerged and went before California voters. Its passage created the California Children and Families Act of 1998 to address the lack of public funding and support for early childhood development in the wake of a growing body of scientific evidence demonstrating its importance.

In 2002, Reiner testified before the U.S. Senate Committee on Health, Education, Labor, and Pensions. “We must include early care and education as part of an overall education system so that every child has the tools he or she needs to start school ready to succeed,” he said. “Quite simply, the key to educational performance begins with healthy development before birth and continues with quality early care and education beginning the day a child is born. Only if we focus on healthy development, early learning, and safe and nurturing environments can all our children realize their full potential.” Reiner went on to describe the First 5 California State Commission’s effort to build an innovative statewide early childhood development system.



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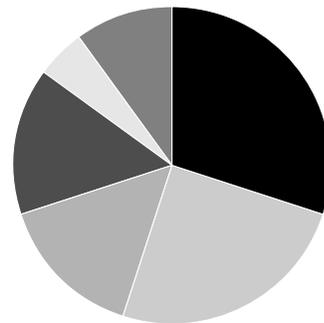
*Rob Reiner  
Hollywood actor/director and  
children’s advocate*

### *The Birth of Proposition 10 and First 5 California*

Proposition 10 authorized First 5 California and the 58 county commissions to support children at birth to age five by creating a comprehensive and integrated system of information and services to promote early childhood development and school readiness. In the State Treasury, the California Children and Families Trust Fund Account holds all revenue generated by Proposition 10. The Act allocates 80 percent of the approximately \$556 million collected each year to community trust funds established by each county commission. County allocations are based on the number of births, according to the birth mother’s county of residence. Before disbursing funds locally, county commissions must obtain extensive ideas from the public to develop strategic plans, and then counties must utilize the plans to determine funding priorities.

In addition, the Act allocates 20 percent of the revenues to First 5 California to provide oversight and technical assistance to the 58 county commissions and for statewide expenditures based on the following accounts:

#### **Statutory State Proposition 10 Funding**



● Media Communications	6%
○ Education	5%
○ Research and Development	3%
● Child Care	3%
○ Administration	1%
● Unallocated	2%

*(Continued on page 7)*



## *The Power of Preschool*

# First 5 California's Investment in Quality

### *Quality Preschool Matters*

A growing body of research confirms what many parents, teachers, law enforcement officials, business leaders, and policymakers already know—when children attend high-quality preschools, they develop better emotional, intellectual, and social skills that benefit them throughout school and for their entire lives. The research includes evidence of improved reading and math skills, less need for special education services, fewer grade retentions, higher high school graduation rates, and less involvement in crime. In addition, the return on investment of public funds is substantial, between \$2.62 and

First 5 California acknowledges the following staff members for their contributions to this article: Maria Balakshin, Education Administrator; Carmen Padilla, Child Development Consultant; Rachel Wales, Consultant; and Sarah Neville-Morgan, Deputy Director of Program Management.

\$7.00 for every dollar invested in high-quality preschool programs.<sup>1</sup>

Despite these findings, access to a quality preschool remains a challenge for many California families who desire positive outcomes for their children. In 2003, First 5 California acknowledged this need by allocating \$100 million for the five-year Power of Preschool (PoP) Demonstration Program. This investment in quality provides enhancement funding to raise the standards for preschool programs throughout California. "At the conclusion of this five-year pilot," explains First 5 California Executive Director Kris Perry, "our PoP program will be able to offer substantive preschool recommendations for consideration by California's policymakers and practitioners in providing quality preschool."

1. Susana Cooper and Kara Dukakis, *Kids Can't Wait to Learn*. (Oakland: Children Now and Preschool California, 2004); and Lynn A. Karoly and James H. Bigelow, *The Economics of Investing in Universal Preschool Education in California*. (Santa Monica, CA: RAND, 2005).

## Blueprint for Success

In fiscal year 2005–06, First 5 California staff developed PoP as a voluntary, high-quality, part-day preschool program that assists children in becoming personally, socially, and physically competent and effective learners who are ready to make the transition to kindergarten. The design provides the blueprint for universally accessible, high-quality preschool for all three- and four-year-old children, including children with special needs and English language learners. To reduce the school readiness gap, the PoP program focuses on developing programs free of charge in underserved and low-performing school communities at a systemwide level (e.g., school district, city, or county). The staff designed PoP to build on and integrate with existing delivery systems, including Head Start, State Preschool, private providers, and family child-care homes and also to “braid” available funding sources.

To ensure PoP provides quality preschool experiences, the First 5 California Commission approved quality criteria under four main categories:

1. **Program**—including health and developmental screening, minimum Early Childhood Environment Rating Scale-Revised (ECERS-R) scores of 5 or above, and appropriate teacher-to-child ratios.
2. **Teaching Staff**—including a unique funding system that reimburses programs based on the educational level of the teachers.
4. **Policy and Fiscal**—including a broad base of community partners such as institutions of higher education and local businesses.
5. **Family Partnerships**—including connection with wrap-around child care and other family support services.

## Statewide Snapshot

First 5 California recently released the *Power of Preschool Demonstration Program Progress Report, Fiscal Years*



2005–06 through 2007–08.<sup>2</sup> Midway through its five-year pilot, this report summarizes the status of PoP and highlights the nine participating county commissions.<sup>3</sup> The report indicates that the PoP program has served over 9,600 children in a total of 579 classroom sessions; of the 9,600, over 2,500 were English language learners and 400 were children with special needs. Since Head Start plays a key partner role, the report also captured Head Start-specific information. This information shows that:

- Twelve percent of these sessions operated in Head Start Programs.<sup>4</sup>
- In the PoP/Head Start sessions, seven of the eight counties served a total of 914 children.<sup>5</sup>
- In the PoP/Head Start sessions, four counties served approximately 250 English language learners and three counties served 25 children with special needs.

*“At the conclusion of this five-year pilot, our PoP program will be able to offer substantive preschool recommendations for consideration by California’s policymakers and practitioners in providing quality preschool.”*

*Kris Perry, First 5 California Executive Director*

In addition, the Head Start/PoP program sessions operated five days a week. A majority operated on an academic year, and half operated during the morning hours. Seven counties administered programs for three to three-and-a-half hours per day, with Yolo County operating four to five hours per day. For fiscal year 2008–09, San Diego reports an additional 11 Head Start PoP sessions under development and anticipates that nearly every county Head Start grantee and delegate site will participate in its local Preschool for All (PFA) program.<sup>6</sup>

## Quality Teachers Build Quality Programs

First 5 California reimburses counties based on the educational level of the teachers participating in the local PoP program, emphasizing the importance of a diverse, well-educated and compensated workforce. A three-tier career ladder encourages professional development:

*(Continued on page 6)*

2. This report covers data and information from November 2005 through March 2008. It is available through First 5 California’s Web site:

<http://www.cfc.ca.gov>

3. First 5 Los Angeles, Merced, San Diego, San Francisco, San Joaquin, San Mateo, Santa Clara, Ventura, and Yolo counties.

4. This percentage is based on eight of the nine counties reporting their delivery systems.

5. This total includes 131 three-year-olds and 783 four-year-olds.

6. Several counties refer to the PoP programs by other names, such as Preschool for All (PFA).

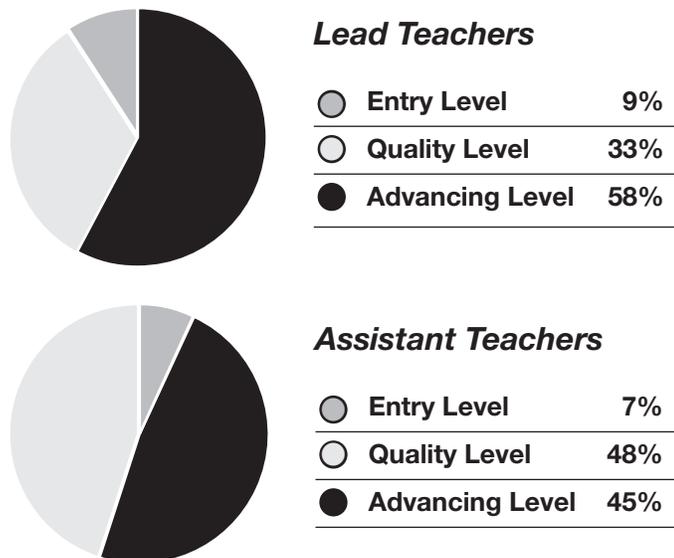
# The Power of Preschool

(Continued from page 5)

1. **Entry Level**—The teacher earns 24 early childhood education (ECE) units, and the assistant teacher earns 6 ECE units.
2. **Advancing Level**—The teacher earns 60 units of college-level work with 24 units in ECE; the assistant teacher earns 12 ECE units.
3. **Quality Level**—This level requires a Bachelor of Arts (BA) degree that includes 24 ECE units for the teacher and an Associate in Arts (AA) degree that includes 24 ECE units for the assistant teacher.

As of March 2008, seven counties reported 55 Head Start teachers participating in PoP. Of these teachers, 33 percent are at quality level, 58 percent at advancing level, and 9 percent at entry level.

Six counties reported 44 Head Start assistant teachers participating in PoP. Of these assistant teachers, 48 percent are at quality level, 45 percent at advancing level, and 7 percent at entry level.



## Strong Partnerships Build Better Programs

Eight of the nine PoP counties report strong partnerships with local Head Start programs.<sup>7</sup> Building upon Head Start’s model allows PoP programs to serve more children and their families throughout California. First 5 San Mateo’s PFA partners with its local Head Start administrator, the Institute for Human and Social Development (IHSD), Inc. According to San Mateo Head Start staff members, Lupe Ibarra and Christina Oliver, “If IHSD and PFA

7. Los Angeles, Merced, San Diego, San Francisco, San Mateo, Santa Clara, Ventura, and Yolo counties.

had not partnered together, many families in the East Palo Alto community would be missing out on a high-quality education that serves children and families of all cultural backgrounds.” County partners recognize the importance of collaboration between programs that provide quality preschool experiences. Andi Bales, manager at IHSD, comments, “PFA complements IHSD by supporting four-year-olds, regardless of income, for school readiness.”

In addition, First 5 Ventura County’s PFA efforts also build on existing capacity and expertise to create a diverse base of preschool programs that meet PoP quality standards. Existing preschool programs, including Head Start, receive additional resources to enhance the quality of the classroom environment and participate in training and technical assistance opportunities. During the 2008–09 school year, the First 5 Ventura partnership with a local Head Start provider, the Child Development Resources of Ventura County, created, expanded, and enhanced preschool opportunities for 80 children. According to the First 5 Ventura County executive director, Claudia Harrison, “We all know that quality preschool gives children the tools and experiences they need to thrive in kindergarten and beyond. Over the past several years, Ventura County created over 1,100 new preschool spaces, all as a result of strong collaborative partnerships with school districts and community-based providers, such as Head Start.”

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*Claudia Harrison, First 5 Ventura County Executive Director*

In turn, the enhanced PoP funding allows Head Start to strengthen the quality of its existing standards and other program elements. First 5 San Francisco uses its PFA resources to offer additional training and professional development opportunities for Head Start staff on a range of topics, enable program quality improvements in Head Start classrooms, and, in some cases, augment teacher salaries. Together, they fund an innovative dual-language bachelor degree cohort program at San Francisco State University. “This program aims to boost degree attainment, early childhood education expertise, and English and Spanish language proficiencies among 68 Head Start and PFA teachers,” explains Wei-Min Wang, PFA coordinator for First 5 San Francisco.

# Introduction to First 5 California

(Continued from page 3)

First 5 California currently funds programs in two ways: disbursement agreements with the 58 First 5 county commissions, usually requiring matching funds, and contracts. First 5 California utilizes matching-fund programs to offer county commissions partial funding to implement specific demonstration programs. It also administers contracts to support priority projects. Through these funding mechanisms, First 5 California provides access to services such as family literacy resources, early learning and preschool programs, professional development for early childhood educators, health coverage, developmental screenings, and parent education classes.

This issue contains several articles covering both First 5 California matching-funds programs and contracted projects. These demonstration programs and projects create a blueprint for success that counties and regions may replicate. In addition, they increase the early childhood knowledge base by informing the field on the development of quality programs and by disseminating both process and outcome evaluation findings.

Studies indicate that a child's experiences in the first five years of life have a profound impact on later educational, social, and economic outcomes. Proposition 10 funding and programs help diverse communities provide young children in California with decent health care and nutrition, including developmental and health screenings, and with early intervention services when appropriate. These programs also support and lead to stimulating learning opportunities.

"With Proposition 10, voters sent a clear message that they wanted to make sure every child in this state was given the opportunity to thrive right from the start," Perry said. "That's what First 5 California is all about."

For more information on First 5 California or any of the 58 county commissions, visit the First 5 California Web site at <http://www.cfc.ca.gov>.



PoP counties report that participating Head Start providers receive benefits by taking part in various PoP services. The majority enroll their Head Start staff in the local First 5 Comprehensive Approaches to Raising Educational Standards (CARES) program, which encourages professional development and educational attainment. Each county offers a vast array of staff training sessions as well as higher education collaborations that provide support such as student advising, transcript review, evening/weekend classes, and stipends/scholarships. Andi Bales, children services manager with San Mateo's IHSD, captures the overall sentiments well: "PFA has also enhanced our program's Early Childhood Workforce Development."

## *It's All About the Kids*

Most important of all, children express delight. "I am so happy to be here!" exclaims a four-year-old in one of San Mateo's morning Head Start PoP sessions. Instilling a lifetime love of learning in young children is a lasting endeavor of the First 5 California PoP Program. As First 5 California Executive Director Kris Perry explains, "First 5 California wants children to start kindergarten ready to succeed. If children start behind, they stay behind. PoP is one of our efforts to help close the school readiness gap and give all children the opportunity to soar."

For questions regarding First 5 California's PoP program, please contact Carmen Padilla ([cpadilla@ccfc.ca.gov](mailto:cpadilla@ccfc.ca.gov)) or Maria Balakshin ([mbalakshin@ccfc.ca.gov](mailto:mbalakshin@ccfc.ca.gov)).



# Ready to Learn

## *Head Start and First 5 School Readiness Collaborations*

### *Learning Begins at Birth*

**A**cross the country, policymakers are considering ways to better prepare children for kindergarten and also to address persistent disparate educational outcomes. The National Governors Association Task Force on School Readiness recognizes that getting children ready to succeed in school begins at birth. By age three, 85 percent of the brain's neural connections are created (Shonkoff and Phillips 2000). A School Readiness coordinator from the Children and Families Commission of Orange County

First 5 California acknowledges the following staff members for their contributions to this article: Kimberly McDaniel, Education Programs Consultant; Sarah Neville-Morgan, Deputy Director of Program Management; Mike Fuller, Education Administrator; and Kindra Trainor, Student Assistant.

voiced concern over children's unpreparedness upon entry into preschool. "As a former kindergarten teacher I have been on the other side; I used to see kids starting kindergarten who had never held a pencil . . . I want to let parents know that they can be the first teacher" (Schwartz and O'Brien-Strain 2006). A recent report by the California Governor's Committee on Education Excellence (2007) further acknowledges the role of early childhood experiences on school preparedness. The report emphasizes the need for school readiness well in advance of the first day of kindergarten and asserts "Too few students arrive at school ready to learn."

In 2001, First 5 California launched the School Readiness Initiative together with county commissions. This \$413 million multiyear initiative, representing the First 5 State Commission's largest investment to date, targets communities served by schools where test scores

are primarily in the lowest three deciles of the Academic Performance Index, a tool used by the California Department of Education to measure school and student performance.

The mission of the First 5 School Readiness Program is to improve the ability of families, schools, and communities to prepare children to enter school ready to succeed. California statutes supporting First 5 California state, "It is the intent of this act to facilitate the creation and implementation of an integrated, comprehensive, and collaborative system of information and services to enhance optimal early childhood development and to ensure that children are ready to enter school" (California *Health and Safety Code* Section 130100[a]). In the spirit of this law, First 5 county commissions forged strong innovative partnerships with programs such as Head Start to better prepare children for school.

## What Is School Readiness?

First 5 California utilizes an adapted version of the definition of school readiness used by the National Education Goals Panel (1997). School readiness means (1) children's readiness for school; (2) schools' readiness for children; and (3) family and community supports. Children's readiness for school incorporates physical well-being and motor development, social and emotional development, language development, approaches to learning, and cognition and general knowledge. Schools' readiness for children addresses the extent to which prepared schools and students experience a smooth transition between home and school and continuity between early care and education programs and the elementary grade levels. Examples of family and community support include access to prenatal care, nutrition, physical activity, and health care. Such support enables children to be most likely to arrive at school ready to learn. The National Governors Association Task Force on School Readiness (2005) sums it up best: "Readiness is multidimensional, and promoting school readiness involves families, schools, and communities."

## First 5 California's School Readiness Program

School readiness is the core of First 5 California's investment in children. Statewide, there are nearly 200 local First 5 School Readiness programs. Each School Readiness program is required to conduct a local needs assessment to determine what types of services would be most beneficial to young children and their families. In 2006–07, School Readiness programs provided 370,680 individual services to children, parents, caregivers, and providers in California. The *First 5 School Readiness Initiative Evaluation: Kindergarten Entry Profiles* (California

Children & Families Commission 2004) represents a snapshot of children's developmental competence at kindergarten entry. The results indicate that children with "higher levels of mastery of the developmental competencies were more likely to have attended a preschool program, to have parents who read to them regularly, and to have easier transitions to kindergarten and better overall health status."

Local First 5 county commissions have implemented many strong, innovative School Readiness programs. First 5 Ventura County designed its School Readiness Program, Neighborhoods for Learning, to improve access and utilization of comprehensive school readiness services. During the program's planning phase, individual communities determined models to achieve community-specific goals. The family literacy goal led to a 16.4 percent increase in the number of parents reading to their children.

Summer Bridge, a five-week school readiness transition program for children entering kindergarten, is one component of First 5 Marin County's School Readiness Program. Children complete a developmental skills assessment at the beginning and end of the Summer Bridge program. Results indicate significant growth for children in social, physical, cognitive, and language development. Skills assessment tests indicate a 21 percent jump in children's recognition of their own name from the beginning to the end of the program.

*(Continued on page 10)*



*Children will not enter school ready to learn unless families, schools, and communities provide the environments and experiences that support the physical, social, emotional, language, literacy, and cognitive development of infants, toddlers, and preschool children.*

Getting Ready: Findings from the National School Readiness Indicators Initiative: A 17 State Partnership.  
Providence, RI: Kids Count, 7

# Head Start and First 5 School Readiness Collaborations

(Continued from page 7)

The First 5 California Principles on Equity ensure that California's children from diverse populations and those with special needs are integrated into the planning and implementation of all First 5 programs. Collaboration and partnerships such as those with Head Start programs are one way in which communities and county First 5 programs work together to reach the common goal of school readiness.

## *Head Start and First 5 California School Readiness Programs*

Together, Head Start and School Readiness programs throughout the state provide staff professional development, parent and caregiver support, and partner-

ships with local school districts each year to prepare children and their families for school. For example, First 5 Madera partners with Head Start in an important way. To strengthen children's preparedness for school, their School Readiness Program provides professional development workshops for the School Readiness Teacher Collaborative Network with noted early childhood researchers such as Leslie Mandel Morrow, Sue Bredekamp, and Susan Neuman. Madera County Head Start teachers, along with School Readiness kindergarten teachers and pre-K teachers, participate in these professional development activities. The teachers receive materials such as shared-reading children's books and teacher resource books. The collaborative cross-training efforts help with school readiness in several ways. Debbie Roberts, First 5 Madera County's pre-K programs manager said, "It is important for children to experience a seamless curriculum delivery

## *Integrated Approach for School Readiness*



## *First 5 California School Readiness Goals*

- 1. Improve Family Functioning**—Includes behavioral and mental health services, providing basic family needs, targeted intensive parent support services, and general parenting classes
- 2. Improve Child Development**—Includes services such as preschool for three- and four-year-olds, early care for children from birth to age three, comprehensive screening and assessments, early education provider programs, and family literacy programs
- 3. Improve Health**—Includes services such as tobacco cessation education and treatment; breastfeeding assistance; nutrition, fitness, and health education; health access; home visitation for newborns; oral health, prenatal care, primary care services, safety education, and injury prevention; and specialty medical services
- 4. Improve Systems of Care**—Includes activities such as school's readiness for children; service outreach; planning, support, and management; provider capacity building; training; and support for community-strengthening efforts and program management

system.” Providing Head Start and kindergarten teachers with the same up-to-date research ensures continuity as children move up from preschool. Through collaboration workshops, the teachers are able to learn research-based shared curriculum. The teachers can take the information to share with others at their sites and apply it directly to the children.

The First 5 Alameda County School Readiness Program also partners with Head Start through the kindergarten/early care and education collaboratives. These collaboratives bring together early childhood education providers—such as Head Start, kindergarten teachers, and administrators—to discuss common goals and activities that support children and families as children make the transition to kindergarten. Similarly, First 5 Shasta County’s School Readiness Program and Head Start staff jointly attend parents-as-teachers training sessions.



*“School Readiness has allowed me to have more meetings and discussion with community preschools and Head Start.”*

*First 5 San Diego School Readiness Program staff member*

Several county School Readiness programs host events for parents and caregivers of children preparing to enter kindergarten. First 5 Santa Barbara’s School Readiness Program and Head Start partner on a school readiness Preschool Parent and Caregiver Expo. The event focuses on strategies for parents and caregivers to support their child’s readiness for school. Head Start participated in Solano County’s Get Ready for Kindergarten night. Literacy packets distributed by Solano County for that night’s event are now a shared resource between the two programs.

## Conclusion

Since its inception in 2001, the First 5 School Readiness Program has collaborated with Head Start and other local agencies to provide integrated services to children

and their families to prepare them for school. These powerful collaborations incorporate a blend of strategies that address child development from birth to age five. Incorporating parent and caregiver support is a common theme of these collaborative efforts as optimal childhood development is achieved with an integrated approach that supports all partners.

For additional information, contact Kimberly McDaniel, First 5 California School Readiness coordinator, at 916-263-1306, or [kmcdaniel@ccfc.ca.gov](mailto:kmcdaniel@ccfc.ca.gov); or visit the School Readiness Web site.

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## *CARES and Head Start*

# A Partnership to Promote Quality

Nationally, more than half of children under the age of five are in nonparental care while their parents work. Research finds that teachers with bachelor's degrees and/or specialized training in child development provide young children with the best preparation to succeed in kindergarten and in the years beyond (Whitebook 2003).

### *Recognizing a Need*

To address this need at a statewide level, First 5 California developed the Comprehensive Approaches to Raising Education Standards (CARES) program. Matching funds are provided to First 5 county commissions. The CARES program attempts to support local

First 5 California acknowledges the following staff members for their contributions to this article: Cynthia Hearden, Child Development Consultant; Sarah Neville-Morgan, Deputy Director of Program Management; and Mike Fuller, Education Administrator.

programs by providing incentives for the professional development and retention of both family child-care providers and center-based teaching educators and directors. See *Bridges*, Fall 2007, Volume 12, Number 1, for a description of both the First 5 CARES program and the program funded by Assembly Bill (AB) 212. The AB 212 program is intended to provide support specifically to staff that work directly with young children in a program similar to state-subsidized programs administered by the California Department of Education, Child Development Division.

CARES' goal is to ensure quality child care and early learning programs for all children from birth to age five, regardless of the setting, by increasing the education, professional development, and retention of the early learning workforce. As First 5 California Deputy Director of Programs Sarah Neville-Morgan explains, "CARES is the first professional development program to support

the full spectrum of the workforce—from family, friend, and neighbor caregivers to directors and those with higher degrees.” The program addresses the educational level, professional development, and retention of family childcare providers and center-based teaching staff and directors by providing incentives for them to stay in the field and improve their education.

Also recognizing the need for highly skilled staff, Head Start programs nationally require at least 50 percent of staff to have an AA degree. Reauthorization requirements raise the bar to a BA degree. Federal regulations require Head Start programs to support the staff in acquiring the requisite education and skills but specify no method for meeting this requirement. Programs are encouraged to use the national requirements to build their own professional development opportunities.

Staff members who desire to further their training and education frequently encounter numerous obstacles, particularly low access, lack of financing, and lack of time. Since the purpose of the CARES program is to help staff overcome these obstacles, the partnership between CARES and Head Start becomes one that smoothes the path. CARES enables many staff members and trainees to obtain an education they might not otherwise obtain.

## Local Partnerships

CARES/Head Start partnerships in California have proliferated. In 2006–07, 44 counties in California held CARES contracts. In these partnerships:

- 39 counties provided stipends to eligible Head Start staff.
- 27 counties collaborated with a Head Start agency for outreach.
- 24 counties targeted outreach to Head Start staff.
- 21 county Head Start staff members are on the CARES advisory committee.
- 16 counties collaborated with Head Start agencies to offer training.
- 10 counties used Head Start as a resource for training.

The vast majority of CARES programs (39 of 44) provided stipends to Head Start staff. Stanislaus County Children and Families Commission commented that Head Start developed degree-completion goals for their staff that made collaboration with CARES advantageous.

Counties identified additional partnerships including the creation of a professional development tool kit (Santa Cruz County) and Head Start representation on the local child care and development planning council (Tehama County). Merced County described extensive collaborations, including CARES administrative staff’s attendance at Head Start parent meetings to disseminate information regarding the Family, Friend, and Neighbor (FFN) track, as

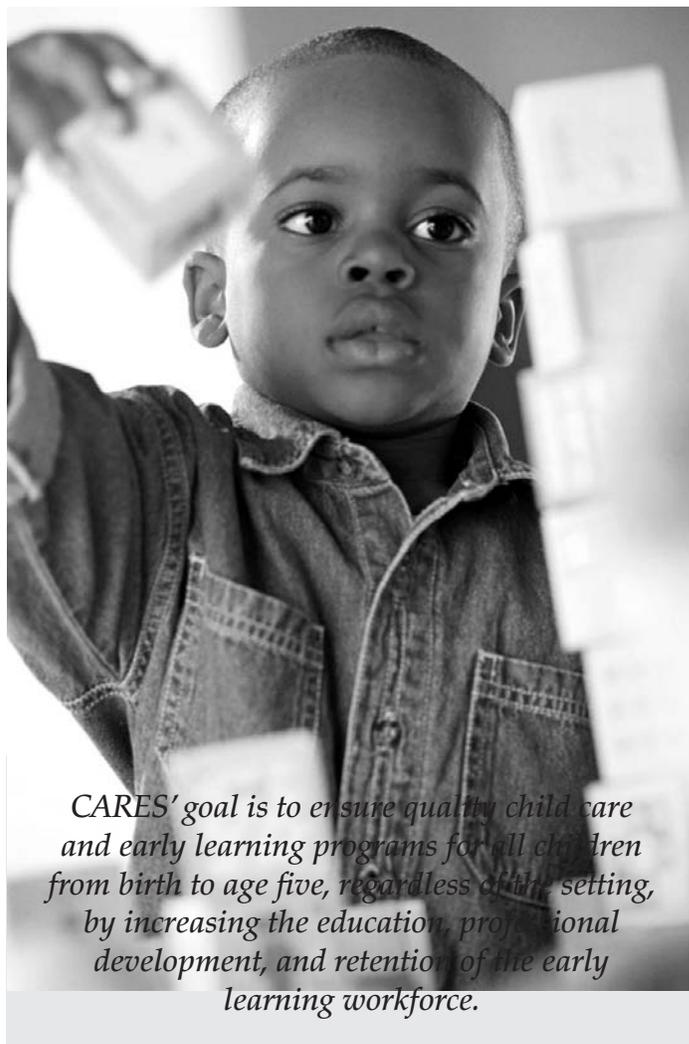
well, as collaboration around the Early Childhood Environment Rating Scale and other training. Only one county participating in First 5 CARES indicated that it did not have a partnership with Head Start.

## Touching Early Learning Professionals

In partnership with First 5 CARES, Santa Cruz County developed the Early Literacy Foundations (ELF) Initiative program. The initiative was designed to increase the skills of early childhood professionals and thereby increase the preliteracy skills of low-income children and English language learners. Students in ELF take classes through a program known as SEEDS (Sensitive, Encourage, Educate, Develop through doing, and Succeed).

The ELF Initiative is a three-year effort, jointly funded by First 5 California and First 5 Santa Cruz County, to build leadership skills among early learning professionals

*(Continued on page 14)*



*CARES’ goal is to ensure quality child care and early learning programs for all children from birth to age five, regardless of the setting, by increasing the education, professional development, and retention of the early learning workforce.*

# A Partnership to Promote Quality

(Continued from page 13)

to promote strong literacy and language foundations for young children. Coupling First 5 California's CARES goals to promote increased education and retention in the child development field with local literacy needs has changed the way environments and teachers support children's learning. ELF program participants include staff from family child-care providers, Migrant Head Start Preschool, Head Start, Migrant Education Even Start, Teen Mom programs, General Child Care sites, and State Preschool programs.

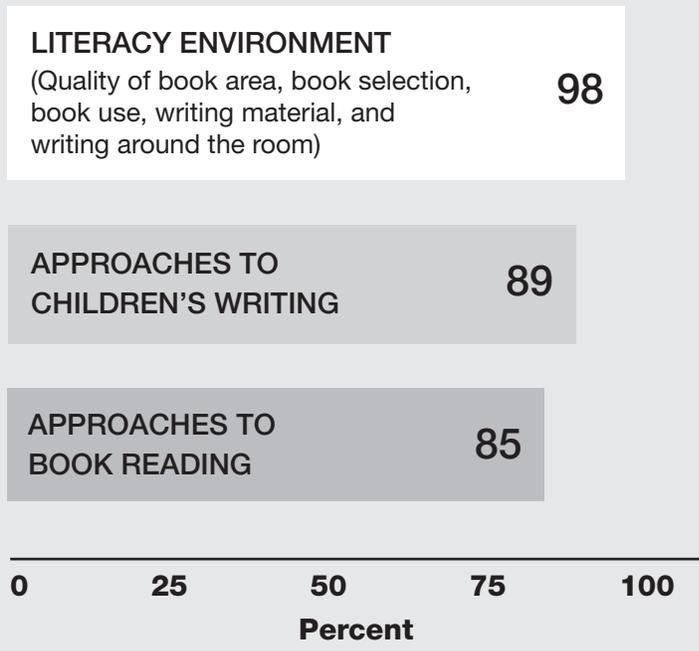
Susan True, executive director of First 5 Santa Cruz County, says that by the end of this summer teachers in every migrant Head Start preschool, Head Start preschool, and many of the Early Head Start home visitors, will have received training and that she is "thrilled" with Head Start participation and the leadership.

The chart below shows that after one year of the ELF program, teachers/providers increased skill levels by developing stronger literacy skills in their programs.

## Touching Families and Communities

In the San Bernardino County CARES program, Rebecca Carreon-Bailey developed another way of partnering with the Head Start program. She was looking for a facility to hold CARES Family, Friend, and Neighbor (FFN) training sessions. Several Head Start administrators offered their facilities, and when the staff saw what her program was offering they asked if Head Start could partner with the CARES program and offer training for families whose children are enrolled in Head Start programs. Many families and their relatives provide more informal types of care in their communities. This makes them eligible for training and support services through the CARES FFN track. Today, after three and a half years, eight of the nine sites used for training are at Head Start facilities, and 35 to 40 percent of the participants are Head Start families—parents, adopted families, kinship caregivers, and extended families that meet the FFN criteria for training.

### Percentage of Child Care Teachers and Providers Who Improved in Areas of Preliteracy Skills and Activities



N=47

Source: First 5 Santa Cruz County Final Report, July 1, 2007–June 30, 2008.



Like San Bernardino County, the Riverside County CARES program has established an effective collaboration with Head Start. Kathy Alvarado, the program coordinator of the CARES/AB 212 programs in Riverside County says, "Because staff of the Riverside County Child Development Consortium know many of the people that work in Head Start, they were a natural source for us when we looked for sites for our FFN training. Our strongest partnership was in Lake Elsinore, where the Head Start center has a wonderful parent/community connection. They advertised our program, we spoke at their parent meetings, and they made two rooms available to us for our FFN trainings. Many of the Head Start parents are doing license-exempt child care so they are a natural fit for our FFN program. A couple of the people have gone on to get licensed as family child care providers and will be part of the CARES/AB 212 stipend program this year."

Many families who received this FFN training express deep appreciation for the training. In the west end region of San Bernardino County, a relative who cares for her three-year-old niece 25 hours a week reports, "I have learned many things during the Family, Friend, and Neighbor training. I learned how to control myself when the children upset me. I used to scream at them whenever they would not listen to me. With the trainings I learned to stop and listen to what they are saying. I am anxious to continue learning how to be a better babysitter to my niece and my own children."

In Ontario, California, a parent writes, "Being involved in the FFN program has greatly influenced my life for the

better. It has given me tools to help me provide improved parenting and be a stronger role model for other parents. Learning how to better handle behavioral problems and promoting social interactions has helped me at home tremendously. Getting down at eye level and talking with a child and using positive reinforcement, praise, and follow-through are some of the valuable tools that I have learned in this program."

### *An Unexpected Bonus*

Clearly, the partnership between the CARES program and Head Start, whether staff, parents, or children, is beneficial to all. It supports the long-range philosophy of both, which is to support local programs by providing support and incentives to enhance the educational and professional development level and the retention of the early learning workforce. In addition, the programs find that in cooperation, they positively affect the lives of the families and caregivers of the children, as well as themselves, which is an unexpected bonus.

### *References*

- First 5 Santa Cruz County Final Report: July 1, 2007–June 30, 2008.* 2008. San Jose, CA: Applied Survey Research.
- Whitebook, M. 2003. *Early education quality: Higher teacher qualifications for better learning environments—a review of the literature.* Berkeley, CA: Institute of Industrial Relations.

# Who Says Babies Don't Come with Instructions?



Since November 2001, First 5 California has distributed more than 2.5 million copies of *Kit for New Parents* free of charge to California parents with children from birth to age five. The *Kit* contains parent education materials including tips on improving parenting skills, the importance of early childhood development and brain development, nutrition, early literacy, and a comprehensive guide to key resources and services available to California families with young children. The *Kit* serves as a comprehensive educational resource designed to ensure the healthy growth of children from birth to age five. It helps parents and care providers improve their parenting skills and enhances their understanding of children's needs.

## Kit Distribution and Production

Last year alone, First 5 California distributed more than 450,000 *Kits* throughout the state. Currently, First 5 distributes the *Kit* in two ways:

1. Partnering with the 58 local First 5 county commissions. Local county commissions establish partnerships with other local organizations for "in-person" distribution of the *Kit*.
2. Advertising the availability of the *Kit* through paid and free media. California parents and caregivers can call 1-800-KIDS-025 to order the *Kit* in English or 1-800-50-NINOS to order the *Kit* in Spanish.

The basic *Kit* contains the following items:

- *Advice for New Parents* guide—an easy-to-use spiral-bound book with helpful parenting tips and answers to frequently asked questions
- *What To Do When Your Child Gets Sick* book—practical advice for worried parents
- *A Guide to Obesity Prevention*—three activity brochures
  - i. *Playing with Your Baby*
  - ii. *Playing with Your Toddler*
  - iii. *Playing with Your 3- to 5-Year-Old*

- A DVD featuring a celebrity host and six child development tracks:

*The First Years Last Forever; Your Healthy Baby, Ready to Learn; Safe From the Start; Discipline; Quality Child Care; and Oral Health*

- Baby's first book—Puppy and Friends
- Information on the Paid Family Leave Act
- Information on the Healthy Kids insurance program
- A brochure titled *Healthy Teeth Begin at Birth*

Twenty-three local First 5 commissions customize the *Kit* to meet local needs by including additional items beyond those in the basic *Kit*. Customized items include a guide to local resources, baby's first toothbrush, and a daily activity guide with creative ideas that are developmentally appropriate for directed play with children.

## Fostering Unique Partnerships

Local First 5 commissions, partnering with local organizations, distribute the *Kit* in unique ways to:

- Maternity wards
- Prenatal clinics and classes
- Ob-Gyn offices
- WIC (Women, Infants, and Children) clinics
- Home visit programs such as Head Start and Migrant Education Even Start (MEES)
- Pregnant teens
- Other First 5 California programs such as School Readiness programs, Special Needs Project demonstration sites, and CARES
- Women's correctional facilities

The *Kit* contents serve as a curriculum guide for 17 Los Angeles County community colleges now offering a child development course. Teen parents and foster parents with a pregnant teenager under their care use the *Kit* to discuss parenting issues. Several dentists distribute the *Kit* to parents so they will know the importance of establishing good oral health habits for children at an early age.

The majority of parents who receive the *Kit* say it changes their way of thinking, as well as their behavior, in such areas as the following:

- Child safety practices
- How to help their baby learn
- Breastfeeding
- Feeding the baby solid foods

Additionally, an evaluation (completed in 2004) of the *Kit* showed that mothers using the *Kit* demonstrated improved parenting skills and a greater understanding of their child's needs.

### Head Start a Vital Kit Partner

Another vital First 5 partner in the distribution and training on the *Kit for New Parents* is Head Start. For example, First 5 Amador County and local Head Start programs collaborate in many ways. They partner on an oral health task force, nutrition/fitness awareness, and the county's kindergarten bridge program. First 5 Amador's Baby Welcome Wagon provides the *Kit* to all new parents through a home visit program. Head Start teachers, aides, and home visitors share the *Kit* on visits encouraging parents to take advantage of services available in the community.

First 5 Glenn County offers a countywide training program on the *Kit*. A Head Start program reviewer instructs providers of child care for children from birth to age five on how best to use the *Kit*. Instruction on the *Kit* through Head Start and Early Head Start home visitors is now an essential part of the home visit.

First 5 Tehama County home visitors receive training on the *Kit* and use it as part of their in-home curriculum. The *Kit* is also being used as part of the Family Start Intervention, a First 5 Tehama-funded program, to provide parents with an early intervention tool to use in their home.

At First 5 Lassen, Head Start home health workers give parents the *Kit for New Parents* during family home visits. The *Kit* provides an excellent catalyst for building relationships between the family and service providers. First 5 Lassen customizes the *Kit* by including information about Head Start and providing additional oral health information and baby's first toothbrush. In 2003, First 5 Lassen funded, and Head Start hosted, an on-site training program for medical and dental personnel. The goal was to increase families' access to oral health care and prevention and to provide educational opportunities for Head Start children, families, and staff.

First 5 Sonoma supplies a *Kit for New Parents* to every Head Start family in the county. Community Action Partnership is the county's Head Start agency, and First 5 Sonoma partners with the agency in several other areas as well, including School Readiness programs.

The examples above highlight the many Head Start partnerships forged since the launch of the *Kit* in 2001.

### Next Steps

The *Kit* currently is available in two languages: English and Spanish. Efforts are underway to offer the *Kit* in Mandarin, Cantonese, Vietnamese, and Korean.

For more information on the *Kit for New Parents*, visit the First 5 California Web site at <http://www.cffc.ca.gov>.

#### What parents say about the *Kit*:

"It answers a lot of my questions, and whenever I think of something I don't know I'll look it up. It's like an encyclopedia."

"I wonder if I am doing a good job as a mother and the *Kit* reassures me."

"I think it's a well put-together item. I applaud the people who have done this."

"I wish I could've received the *Kit* when I had my other children."

"I want to thank whoever made this *Kit*. It's been very helpful for me and I'm glad we get it for free."



*Kit for New Parents*

Who said babies don't come with instructions?

The *Kit for New Parents* includes:

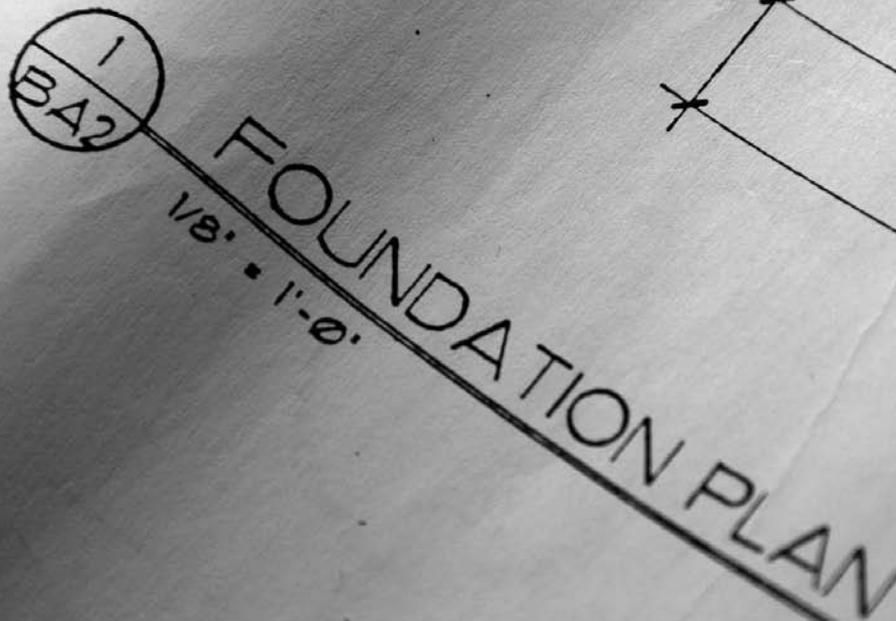
- Celebrity hosted DVD and Advice for New Parents booklet
- Parents Guide
- "What To Do When Your Child Gets Sick"
- "Puppy and Friends" (Baby's First Book)
- Obesity Prevention guides
- Poison Control magnet
- Healthy Families leaflet and
- "Healthy teeth begin at birth" brochure

First 5 California offers all new and expecting parents in California the *Kit for New Parents* for free!

Call 1-800-KIDS-025 to order your own *Kit for New Parents*!

The *Kit for New Parents* is also available in Spanish. For your free Spanish version please call 1-800-50-NIÑOS [www.cffc.ca.gov/kit.asp](http://www.cffc.ca.gov/kit.asp)

**FIRST 5 CALIFORNIA**



## *Affordable Buildings for Children's Development Initiative*

# Constructing Connections

### *Improving Options*

For California's working parents, quality early learning programs often are not convenient, affordable, or even available for their young children. To provide California parents with more choices of quality programs and care, First 5 California and its partners work with the Low Income Investment Fund (LIIF). A \$6 million First 5 California investment helps LIIF administer the Affordable Buildings for Children's Development (ABCD) Initiative. The initiative supports child care providers and communities in their effort to develop quality child care facilities. "Lack of facilities continually arises as one of the major barriers in providing quality programs in California," states Sarah Neville-Morgan, deputy director of programs at First 5 California. "This creates large

First 5 California acknowledges the following staff members for their contributions to this article: Judith Cantrell, Education Programs Consultant; Sarah Neville-Morgan, Deputy Director of Program Management; and Mike Fuller, Education Administrator.

pockets without licensed care—often leaving the families who would benefit the most from quality programs without options."

An ABCD strategy, Constructing Connections works with 10 county-based lead agencies to assist public and private child care providers and community partners to create and improve early learning program facilities. Through these partnerships, providers such as the California Department of Education (CDE) and Head Start contractors improve their facilities development process from planning through construction. Constructing Connections' lead agencies assist by facilitating local land-use policy reform, by providing child care operator and intermediary training and technical assistance, and by helping communities increase financial investments.

Constructing Connections' lead agencies provide technical assistance and resources in many areas: assessing market demands, preparing a business plan and budget, meeting licensing requirements, ensuring quality design, expediting land use permitting processes, identifying

capital resources, finding a child-care center site, and understanding development processes.

## Constructing Partnerships

The long-term goal of Constructing Connections is to build the capacity of the state's communities to sponsor, secure, and sustain the hundreds of thousands of child-care spaces needed over time. The ABCD Initiative near-term objective is to support the development of 15,000 child-care spaces between the years 2004 and 2010. A key strategy of Constructing Connections is to form collaborative partnerships among financial institutions, child-care coordinators, public law attorneys, architects, retired licensing analysts, affordable housing developers, and local representatives. By removing barriers such as unfriendly building ordinances, these partners work to ensure that more quality child-care centers are built to meet the needs of communities, families, and children.

In its work, Constructing Connections partners with local Head Start grantees and agencies and assists them with construction-related issues. In the Palm Springs Unified School District (PSUSD), the Julius Corsini Head Start and Bubbling Wells Head Start facilities in Desert Hot Springs needed numerous repairs, including new floors and other facility-related health and safety issues. Both schools serve approximately 51 three- to five-year-old preschool children annually. Head Start program staff members approached the First 5 Riverside Constructing Connections Project, seeking help to obtain funding for their facilities' repairs. Both Head Start programs received technical assistance with securing local funds, facility renovation guidance, and support with their health and safety repairs. Today, PSUSD early childhood education staff are active members of the Riverside Constructing Connections Task Force and serve as peer mentors/trainers during provider training on facility development. First 5 Riverside Executive Director Harry Freedman says that the Constructing Connections Task Force's greatest accomplishment has been bringing people together around



the need for child-care facilities and "having all areas represented, having both the provider and business perspectives."

In Orange County, the Constructing Connections project works with the Head Start facilities manager, Leisha Bundy. As a member of the county's Constructing Connections collaborative team, Ms. Bundy contributed to the development of the popular publication, the *Orange County Plan to Overcome Child Care Facilities Development and Financing Barriers*. In Orange County, the Constructing Connections project provides the Head Start program with technical assistance and training to obtain capital, mitigate land-use barriers, and obtain referrals to experienced architects.

## Creating Spaces

Ahead of its short-term objective to create 15,000 child-care spaces by 2010, already the ABCD Initiative has assisted with the development of 18,718 planned spaces. More than 11,000 spaces are being developed through the support of local Constructing Connections sites; the balance of the spaces were assisted through planning grants, loans, and developer partnerships. This year, local Constructing Connections' lead agencies continue to form partnerships with intermediary agencies, enhance existing services, and work to increase local public/private financial investment for developing facilities. In addition, lead agencies support local CDE and Head Start contractors navigating the facility development process by providing technical assistance, training, and resources.



*A key strategy of Constructing Connections is to form collaborative partnerships among financial institutions, child-care coordinators, public law attorneys, architects, retired licensing analysts, affordable housing developers, and local representatives.*



2-1-1

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*Connecting People to Services  
and Resources in Their  
Communities*



By Rebecca Hernandez (*Help Me Grow*), Maribel Marin (2-1-1 LA County), and Alyce Mastrianni and Limor Zimskind (*Children & Families Commission of Orange County*)

A new telephone number connects people to essential community information and referral services: 2-1-1.

The goal is to connect all Californians with services, information, and resources in their communities 24 hours a day, seven days a week. When a person calls 2-1-1, specially trained people answer the call and determine what services, information, or resources are needed to help the caller.

Families with children five years of age and younger represent more than one-third of the callers who utilize 2-1-1 services, and this demographic is reflected in the growing partnership between 2-1-1 and First 5 county commissions. First 5 California distributes funds to local communities through the state's 58 individual counties. All counties create their own local First 5 county commissions. The county commissions use funds statewide to address the local needs of communities.

These partnerships lead to better, more comprehensive support for this important population. Fifteen local First 5 county commissions provide funding for the development and operation of 2-1-1 services in their communities, granting more than \$18 million in support since 2001. Although most funding has gone into the development and/or enhancement of parenting resources in the 2-1-1 referral databases, some 2-1-1 systems have developed services that reach farther: parenting "warm lines," in-house social workers and case managers, developmental screening, and/or health insurance enrollment.

The 2-1-1 systems in Los Angeles, Orange, and San Diego counties are examples of centers that receive First 5 support to provide more enhanced parenting services for pregnant women and families with children from birth to age five.

*The 2-1-1 telephone number now serves 84 percent of Californians in 19 counties.*



## Los Angeles

In Los Angeles County, 2-1-1 provides a specialized "warm line" known as the First 5 LA Parent Helpline that provides information and support to parents, expectant parents, and caregivers of young children. Community resource advisers (CRAs) provide information regarding prenatal care, children's health, nutrition, education, child care, and behavior. The advisers can also enroll families in Healthy Families, Healthy Kids, and Medi-Cal insurance programs.

The First 5 Parent Helpline has a team of parent support specialists with backgrounds in social work who serve as additional resources in handling crisis calls or calls requiring higher levels of subject-matter expertise. CRAs are trained to identify situations requiring calls to be transferred to the in-house parent support specialists.

*Training tools have been developed by 2-1-1 LA County in the following areas:*

- *Developmental milestones*
- *Basic discipline*
- *Potty training*
- *Dealing with difficult behavior*
- *Autism and related disorders*
- *How to choose day care*
- *Early education readiness*
- *Helping your children get along with others*
- *Children and divorce*
- *Parenting stress and depression*

## Orange County

Are you ever concerned about a child's development, behavior, or learning? Do you know where to send your families for help? Help Me Grow Orange County is a source of information on developmental concerns and behavior for parents, caregivers, and professionals. With funding from the Children and Families Commission of Orange County (CFCOC), Help Me Grow has partnered with 2-1-1 Orange County to create access to services addressing developmental and behavioral issues about children from birth through age five. The chart on the next page illustrates how Help Me Grow connects families to support services. The connection improves the developmental outcomes for all children and helps parents and caregivers navigate the developmental services system.

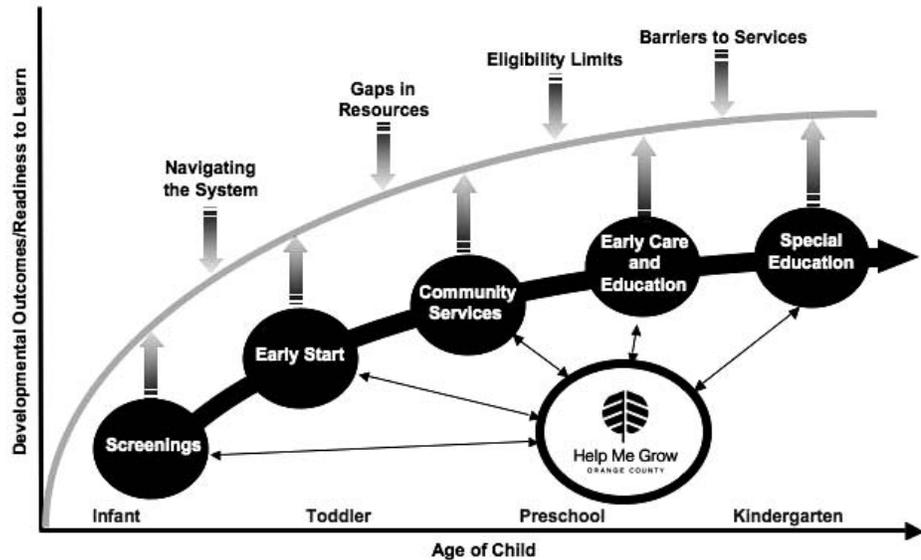
The Help Me Grow telephone number (1-866-GROW-025) allows parents, caregivers, and other professionals to

*(Continued on page 22)*

# 2-1-1: Connecting People to Services and Resources in Their Communities

(Continued from page 21)

## Connecting Families and Children to Improve Developmental Outcomes



reach care coordinators located at 2-1-1 Orange County. As members of the Help Me Grow team, the care coordinators work together with community liaisons to:

- Listen to the families' concerns and help decide which referrals are right for the needs of the families.
- Find services that are appropriate and available to callers.
- Connect the families and children to services.
- Follow up to find out if families are connected to a service.

### San Diego

With substantial support from First 5 San Diego, 2-1-1 San Diego offers developmental screening services to families with children from birth to age five. It recently set up a system to offer development screenings through an online Parents' Evaluation of Developmental Status (PEDS) tool and will use the results to refer callers to service providers. The initial online PEDS assessment for First 5 San Diego's Health and Development Screening (HDS) program will be sent electronically to regional coordinators for client follow-up. In addition, First 5 San Diego has hired a firm to engage in an 18-month "Secret Shopper" program to improve referrals and customer

service and to develop improved protocols for information and referral specialists. Based on results from this work, specialized training is being developed with 2-1-1 trainers and the American Association of Pediatrics HDS Advisory Council.

The 2-1-1 call centers are a great resource for early care and education providers to connect families with young children to local resources. To find out about 2-1-1 call centers near you, please visit <http://www.211california.org>.



# Asthma Triggers and How to Reduce Them

**A**sthma triggers are allergens and irritants that aggravate the lungs and trigger asthma attacks. One of the best ways to prevent an asthma attack is to help a child avoid things that trigger his or her asthma. Reducing asthma triggers in a child-care center can be done with the cooperative effort of staff, parents, and custodians. Removing triggers not only helps the children and adults with asthma, but it also creates a healthy environment for everyone.

There are many different triggers, and not every child has the same ones. For some children, a single trigger can set off an asthma attack. For others, several triggers add up to cause an asthma attack. It is important to know the triggers for each child with asthma in your care. Reduce or remove as many asthma triggers as you can from your early childhood education (ECE) program. Here is a list of common triggers and what you can do to reduce them.

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## ***Dust and Dust Mites***

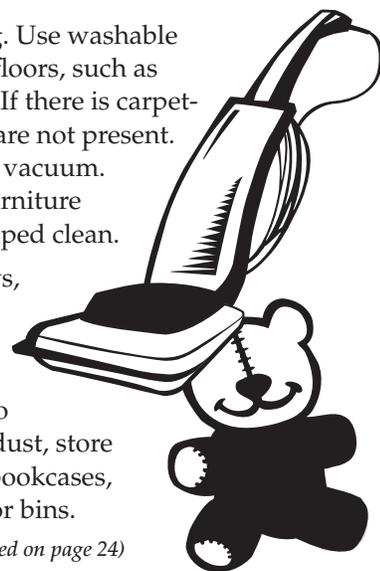
Dust mites are tiny bugs too small to see. Dust mites live where there is dust, in carpets, bedding, upholstered furniture and stuffed toys. Many children are allergic to the microscopic droppings of dust mites.

### ***What to Do***

Dust often using a damp cloth, and clean floors with a damp mop—not a broom—each day. Clean when children are not present. Wash sheets, blankets, and pillows once a week in hot water and dry in a “hot” dryer to kill dust mites.

Avoid wall-to-wall carpeting. Use washable throw rugs on hard-surface floors, such as hardwood, linoleum, or tile. If there is carpeting, vacuum when children are not present. Ideally, use a high-efficiency vacuum. Replace cloth upholstered furniture with furniture that can be wiped clean.

Choose washable stuffed toys, and wash them weekly and when they are visibly soiled. Wash them in hot water and dry thoroughly. To reduce the accumulation of dust, store toys and books in enclosed bookcases, closed cabinets, containers, or bins.



*(Continued on page 24)*

# Asthma Triggers and How to Reduce Them



## **Furry and Feathered Animals**

Animals with fur or feathers carry allergens in their saliva and on their skin (dander), fur, or feathers.

### **What to Do**

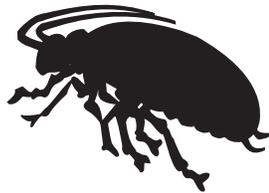
The best thing to do is to find another home for furry or feathered pets (cats, dogs, hamsters, guinea pigs, birds, rabbits, and other furry animals). At a minimum, keep furry and feathered pets confined to an area of the ECE program where they can be cleaned. If your program has a pet, tell parents before they enroll a child.

## **Pests**

The body parts and droppings of rodents and cockroaches contain allergens. Even small particles of dead cockroaches settle in dust and end up in the air we breathe; this can trigger an asthma attack.

### **What to Do**

Pests are attracted to food, water and shelter. Store food and garbage in tightly sealed containers. Clean all food crumbs or spilled liquids right away and clean eating areas daily. Repair leaky pipes and dripping faucets so pests will not have a place to drink. Seal cracks in walls, baseboards, windows and doors, and clean up cluttered areas where roaches can hide. Use poison baits or traps only if you can place them out of the reach of children. Avoid chemical sprays, which are toxic to children and can trigger asthma attacks.



## **Mold and Mildew**

Molds produce microscopic spores that are carried in the air and can be harmful to people with asthma and allergies. Molds grow where dampness occurs and can become prominent in places where dampness is hidden (such as under carpets). Excess moisture is a result of water leaks, condensation, and high humidity.

### **What to Do**

If mold is a problem, clean up the mold and get rid of the excess moisture. Mold growth is likely to return unless the source of the



moisture is fixed. Repair all sources of water leaks. Use exhaust fans or open windows in kitchens and bathrooms to cut down on moisture and remove strong odors. Do not use humidifiers or vaporizers. Wet clothing and boots should be stored outside the activity space. Wash mold off hard surfaces when children are not present. Heating, air conditioning, and ventilating systems should be cleaned and serviced regularly.

## **Fumes, Odors, and Strong Scents**

Strong fumes, odors, and scents can trigger an asthma attack.

### **What to Do**

Avoid using hairspray, perfumes, powders, or air fresheners around the children. Cleaning products that have a strong odor should also be avoided. Clean when the children are away. Open windows while cleaning. Avoid arts and craft materials that are fragrant or have strong fumes. Improve ventilation by using exhaust fans or opening windows. Keep windows closed when the air outside is full of exhaust fumes from vehicles or factories.



## **Tobacco Smoke**

Secondhand smoke is a mixture of the smoke given off the burning end of a cigarette, pipe or cigar, and the smoke breathed out by a smoker. Secondhand smoke can irritate the lungs and trigger an asthma attack.

### **What to Do**

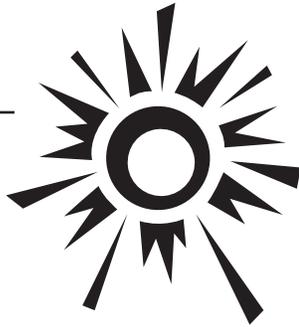
Encourage parents and guardians to reduce their children's exposure to secondhand smoke. Encourage staff members, parents, and guardians to quit smoking. Provide a smoke-free ECE environment as specified in the California child-care licensing regulations. Smoking is prohibited inside the child-care area or around children. California Assembly Bill 846 prohibits smoking within 20 feet of an entrance, exit, or openable window. Smoking is prohibited in vehicles that are used to transport children.



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## Weather and Air Pollution

Weather that is very hot or very cold can trigger asthma in some children. Smoggy air can trigger asthma. Smog contains ozone, which is formed when pollutants from cars, trucks, industrial facilities, power plants, and the like react in the presence of heat and sunlight. Particulate matter (particles found in the air), including dust, dirt, soot, and smoke, can trigger an asthma attack.



### What to Do

Do not allow cars to idle near your ECE program. Check the newspaper, radio, television, or Internet (<http://www.weather.com>) daily for air quality reports. On days with poor air quality, have the children play indoors or participate in quiet activities outdoors. Plan outdoor activities when ozone levels are lower (usually early morning or evening). However, for those who are allergic to pollens, early mornings may not be a good time for outdoor activities. Try to use air conditioning instead of opening windows. Avoid wood smoke and burning leaves.

---

## Pollen

Pollen is a common allergen that comes from trees, flowers, grasses, and weeds.

### What to Do

Check the newspaper, radio, television, or Internet for the daily pollen count. On days when the report lists high levels of pollens to which a child is sensitive, keep windows closed and, if possible, use air conditioning. Keep outdoor yard and play areas clear of fallen leaves, compost piles, and cut grass. Avoid cutting grass or disturbing piles of leaves when children are present.



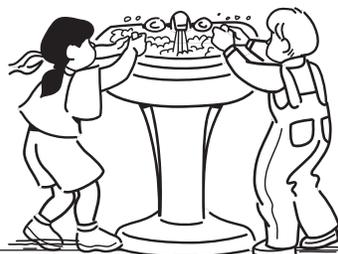
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## Illness

Colds, the flu, bronchitis, and upper respiratory infections can trigger an asthma attack. In fact, respiratory illness is the most common trigger of asthma in young children.

### What to Do

Remind staff and children to wash their hands often to avoid spreading infections. Try to keep children with asthma away from people



who have colds or the flu. Annual flu shots are recommended for children with asthma who are age six months and older. Encourage staff to get yearly flu shots. When children arrive, perform daily health checks and enforce your sick policy.

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## Exercise

Exercise or active play can trigger an asthma attack. Exercise is generally good for children with asthma. As long as a child's asthma is well controlled, he or she can usually participate in a full range of physical activities. However, since exercise can trigger an asthma attack in some children, always observe children during active play.



### What to Do

Encourage short bursts of exercise and active play followed by short rest periods. This approach is better than continuous exercise. Reduce outdoor activities on high-pollen and high-pollution "Spare the Air" days or extremely hot or cold weather days. Recognize and respect a child's limits for active exercise and play. A child should not exercise if he or she is recovering from an asthma attack or a respiratory illness.

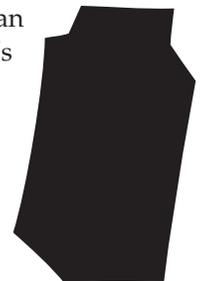
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## Food Allergies

Eating certain foods can trigger an asthma attack. Some common foods that trigger attacks include peanuts, eggs, chocolate, wheat, shellfish, dairy products, dried fruit, and certain food additives and preservatives.

### What to Do

Find out what food products may trigger an asthma attack. Communicate with a child's parent or guardian regarding the foods the child cannot safely eat. Avoid serving these foods at all times. Post a list of the child's food allergies in the food-preparation and food-service areas where it will be visible to all staff. Read ingredient labels on all food products. Complete a food allergy plan for each child who has a food allergy.



Adapted from the *Asthma Information Handbook*. For more information about managing asthma in ECE settings, see the Asthma Information Packet created by the California Childcare Health Program with funds from First 5 California. The *Asthma Information Handbook* may be found at the following Web page: <http://www.ucsfchildcarehealth.org/html/pandr/trainingcurrmain.htm#asthma>



# Child Care Health Advocate Training

This past year, the California Childcare Health Program (CCHP) teamed with First 5 of Alameda County, Every Child Counts, to provide multilingual health and safety training for 55 early care and education (ECE) professionals to become child care health advocates (CCHAs). To meet the language and learning needs of the participants, each three-day training session was given as a separate, culturally sensitive program. The sessions were in English, Farsi, and Spanish. Upon completion, the attendees received a Child Care Health Advocate Certificate, a training curriculum, a resource binder and CD of health and safety materials from the Child Care Health Program (CCHP), a one-year subscription to the *Child Care Health Connections* newsletter, plus a gift pack of eco-friendly cleaning products as well as credit in a professional development program called Comprehensive Approaches to Raising Educational Standards (CARES).

## Background

The California Childcare Health Program is a community-oriented, multidisciplinary organization dedicated to enhancing the quality of child care for California's children by improving health and safety in child-care communities. The CCHP was established in 1987 and is a program of the University of California, San Francisco School of Nursing, Department of Family Health Care Nursing.

The CCHP provides a statewide, toll-free telephone consultation service on child-care health topics for child-care providers, parents, and health professionals, funded by California Department of Education's Child Development Division. Staff members who provide consultation include child-care, nursing, and public health professionals who are specialists in the areas of child health and safety, public health, infant and toddler care, child behavior and mental health, staff health, and inclusion of children with chronic health conditions or other special needs.

The CCHP develops many new, up-to-date child-care health publications: the bimonthly *Child Care Health Connections* newsletter, Health and Safety Notes, Fact Sheets for Families, Illnesses Sheets, and laminated mini-posters available in English and Spanish. The publications, including curricula, are available free of charge to download from the Web site <http://www.ucsfchildcarehealth.org>. Local, state, and national users frequently access the Web site; in 2007, the CCHP Web site had almost three million hits by almost 500,000 visitors.

The CCHP also provides training and education programs. In 2001, the California Training Institute was established at the CCHP to provide standardized training for health professionals to become child-care health consultants and for ECE professionals to become CCHAs. The training institute is based on the National Training Institute for child-care health consultants. Curriculum development was funded by federal grants and by First 5 California. The California curriculum for CCHAs was translated into Spanish in 2006. Since 2001, the CCHP has trained more than 100 child-care health consultants and 500 CCHAs across California. California is the only state that has a training curriculum specifically for CCHAs.

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## What health and safety topics are covered in the CCHA training?

The CCHA curriculum includes 18 modules that are intended to provide knowledge and resources for people who will serve as CCHAs. Titles of the modules are as follows: Child Abuse Prevention, Identification and Reporting; Community and Family Resources; Cultural Competence and Health; Emergency Preparedness;

Environmental Health; Injury Prevention; Oral Health; Preventive Health Care for Children in a Medical Home; Preventing and Managing Illness in ECE Programs; Quality in Early Care and Education; School Readiness and Health; Staff Health; The Role of a Child Care Health Advocate; Training and Health Education; Nutrition and Physical Activity; Communication and Problem Solving; Social and Emotional Development of Children; and Children with Disabilities and Other Special Needs.

The modules are based on experience, regulations, standards, and surveys:

- *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care*, 2nd edition (2002)
- The National Training Institute (NTI) for Child Care Health Consultants training modules (2005)
- *California Code of Regulations, Title 22, Community Care Licensing Regulations*
- *13 Indicators of Quality Child Care: Research Update*, by the National Resource Center for Health and Safety in Child Care, University of Colorado (2002)
- *In Our Own Backyards: Local and State Strategies to Improve the Quality of Family Child Care*, by Institute for Women's Policy Research (2005)
- CCHP Healthline experience and database (2005–2006)
- School Readiness Needs Assessment Survey (2004–2005)
- Feedback from Key Informant Interviews and Initial Strategies in Response by Social Light Consulting Group (2004–2006)

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## **What are the activities of a child care health advocate?**

The CCHA serves as the on-site coordinator for health and safety issues. This person is a link between the staff and a child-care health consultant or other health professionals to identify and prioritize health and safety improvements that are needed. The CCHA works to promote health and safety in the ECE program on a daily basis and makes use of resources in the local community. Advocates also work with children and families to ensure that they have access to medical, dental, and mental health services. An advocate needs excellent communication skills and the ability to maintain confidentiality about health issues.

Teachers, assistant teachers, family child-care providers, home visitors, and family or parent service workers can all become CCHAs. California law requires that at least one administrator or teacher at each ECE program complete a 15-hour health and safety training course that includes

certification in pediatric CPR and pediatric first aid and training in infectious diseases and injury prevention. Ideally, the CCHA is someone with this training and with a natural interest in the health and safety of young children and staff. When an ECE program designates a CCHA, some of his or her work hours each week are dedicated to health and safety issues.

The CCHA takes on some or all of the following duties and responsibilities depending on the program's needs and the resources that are already in place:

- Make sure that all children have up-to-date immunizations and well-child exams, access to adequate health and dental care, and appropriate health insurance.
- Make sure that all staff have up-to-date immunizations and health screenings and access to health insurance and employee assistance programs.
- Help develop health and safety policies and procedures. Review current ECE program policies and make recommendations for revisions if needed. If policies do not exist, help put policies into practice.
- Organize staff development and training on health and safety topics for children and families, as well as training required by the Occupational Safety and Health Administration (OSHA).
- Help the program meet the individual needs of all children, including those with special health needs. Represent the program at health and safety trainings, meetings, and in coalitions.
- Collect information, compile reports, and detect trends in health and safety activities.
- Create an environment that promotes safe and healthy practices and includes all staff, children, and families in the process.
- Provide educational materials and resources on health and safety topics for staff and families.
- Help disseminate information through parent workshops, newsletters, and bulletin boards on health and safety to encourage families to become more involved in their children's health care.
- Perform regularly scheduled health and safety facility checks.
- Monitor program compliance with health and safety standards and regulations.
- Help the program to prepare for disasters and emergencies.

The Child Care Health Advocate curriculum is available in English and in Spanish and is downloadable or can be purchased at <http://www.ucsfchildcarehealth.org>.

For more information, contact the Healthline at 800-333-3212.



## *An Award-Winning Partnership*

# First 5 California, KCET, and PBS

### ***Child Care and Early Education Public Opinion Survey***

In 2002, a First 5 California child-care and early education public opinion survey led the State Commission to begin a new focus area—Family, Friend, and Neighbor (FFN) care. From the public opinion survey, staff learned that almost 40 percent of California’s children are in FFN care. Other studies show similar high use rates in FFN care (Boushey and Wright 2004; Susman-Stillman and Banghart

First 5 California acknowledges the following staff members for their contributions to this article: Carmen Padilla, Child Development Consultant; Lupe Almer, Associate Governmental Program Analyst; Sarah Neville-Morgan, Deputy Director of Program Management; and Mike Fuller, Education Administrator.

2008). Families using FFN care tend to be low-income and minority, with Latino families using FFN care more than any other type of care (Fuller et al. 2001). As a result of the survey findings, First 5 California developed programs that support the entire continuum of caregivers—from parents and FFN caregivers to professional early learning teachers and directors. This approach ensures that all children in California, regardless of their care settings, receive nurturing and supportive care in a stimulating and safe environment. First 5 California Deputy Director of Programs Sarah Neville-Morgan explains, “This puts the focus where it needs to be—on the child.” A critical component of these programs is the partnership with KCET, the West Coast Public Broadcasting Service (PBS) flagship television station in Los Angeles.

## **KCET—Outstanding Children and Family Educational Broadcasting Leader**

First 5 California conducted statewide focus groups with FFN caregivers to determine their needs.<sup>1</sup> The focus group findings unanimously revealed that FFN caregivers show a strong interest in viewing educational television as a means to improve their caregiving skills and knowledge of child development. This finding lent strong support to television media as a desirable delivery mode for early education and child development information to this population. Around the same time, KCET moved in a new direction in its education program development. Like First 5 California, KCET recognized the existence of a large FFN caregiver workforce with few opportunities for professional growth and training. Often, FFN caregivers lack adequate training resources, time, and the finances to pay for training or even transportation to attend training classes.

These similar interests in early childhood education and in caregivers led First 5 California to form an exciting partnership with KCET. They began collaborating in 2004 on two series, *A Place of Our Own* and *Los Niños en Su Casa*.<sup>2</sup> The bilingual series provide early learning and teaching strategies as well as child development information to parents, home-based providers, and others who work with young children. According to Al Jerome, president and CEO of KCET, "These programs are the first of their kind that address the important issue of raising well-balanced children and that are presented both in English- and Spanish-language versions." The Peabody, Regional Emmy, and Parent Choice award-winning series established KCET as an early education leader among PBS stations. Based on a talk show and demonstration format, every episode includes a child development expert, as well

1. First 5 California contracted with ETR Associates, Santa Cruz, to conduct the first steps of this project, including the focus groups.

2. Major funders for the program besides First 5 California are BP and the Corporation for Public Broadcasting. Additional funders are the Children and Families Commission of Orange County, the W. M. Keck Foundation, the Rose Hills Foundation, and the Roth Family Foundation. First 5 Los Angeles also provided funding for the first two seasons.

*"These programs are the first of their kind that address the important issue of raising well-balanced children and that are presented both in English- and Spanish-language versions."*

*Al Jerome, President and CEO  
of KCET*

as parents, grandparents, and caregivers (participants from the viewing audience). In January 2007, KCET and PBS offered the series to PBS member stations nationwide, and the broadcasts now cover more than 75 percent of the U.S. media market.

### **Series Production**

In association with 44 Blue Productions and Sesame Workshop, the producers of *Sesame Street*, these KCET-series daily talk shows discuss the unique needs of parents and caregivers of young children. Over the last four years, KCET produced 570 programs, half in English and half in Spanish. An additional 80 programs are planned for production for the fifth season of the series, for a total of 650 programs by the summer of 2009. Series topics span the wide concerns and issues for children under the age of five: from health and nutrition to developmental milestones and identifying children with special needs. These series address building early math and literacy skills, as well as social and emotional behaviors such as handling stress, biting, sharing, and appreciating diversity. In addition, some shows address caregiver-specific topics such as professional development options, managing time, and working together with parents in a "Circle of Care."

### **Online Resources**

Fully bilingual Web sites, <http://www.aplaceofourown.org> and <http://www.losninosensucasa.org>, accompany the series. The Web sites offer episode guides, tips, activity suggestions, and downloadable workbooks. Child development experts moderate the Spanish and English message boards, "social spaces" for parents and providers to meet others who take care of children and to post questions. The message boards contain the following topics: Ages & Stages, Behavior and Emotions, Play & Creativity, and Careers in Child Care. Recently, the Web sites won the prestigious international Japan Prize for Best Educational Web sites and also won a Parents' Choice Award.

### **Community Training and Workshops**

The series' outreach plan supports extended educational opportunities and services. This includes the 1,600 professional development workshops offered to date at community sites, including Head Start offices. KCET community partners undergo a train-the-trainer model through which they receive training and facilitator and caregiver materials. The trainer model offers support through videotapes, print materials, and extension activities available on a Web page that builds on the goals and themes of the series. The in-service trainings provide an overview of the series, caregiver and facilitator materials,

*(Continued on page 30)*

# An Award-Winning Partnership

(Continued from page 29)

and a step-by-step review of instructional caregiver training models and promotional efforts.

The trained community partners represent a wide range such as the Resource and Referral agencies, First 5 School Readiness, CARES, and local PBS affiliates. They return to their local communities and host workshops on nine topics: Conflict Resolution, Language and Literacy Print-Rich Environment, Play and Creativity, Preventing Childhood Obesity, Supporting Children with Special Needs, Using TV to Help Children Learn, Language and Literacy Storytelling, Language and Literacy for Infants and Toddlers, and Celebrating Diversity.

At each workshop, participants receive an information resource packet in English or Spanish. Often they can apply for continuing education credit, which enhances their professional development, validates the importance of their work, and connects them to the larger early childhood education community. Evaluations revealed how effective the workshops were in providing training and motivation and inspiring sustained action by participants.<sup>3</sup> They also yielded the following findings:

- Workshop participants tended to be of Latino or Hispanic descent (75 percent).
- Approximately 40 percent of workshop participants were parents, 17 percent care for a child with a disability, 54 percent had education levels of a high school diploma or less, and 74 percent had household incomes of \$35,000 or less.

3. Workshop evaluations of seasons one, two, and three all found similar results.



*Child-care providers and parents learn valuable information from the workshops and are highly motivated to use what they learn.*

- Approximately 80 percent of workshop participants rated the workshops “excellent.”
- Speakers of Spanish rated several workshop elements even more positively than speakers of English.
- Child-care providers and parents learn valuable information from the workshops and are highly motivated to use what they learn.
- Participants consider *A Place of Our Own* and *Los Niños en Su Casa* television series valuable resources.

## Strong Evaluation Findings

With evaluation a key component of any First 5 California-funded program, KCET designed and conducted an impact-and-awareness evaluation of the project and obtained Nielsen ratings on both series. The evaluation determined the extent of outreach to the shows’ target audiences and whether viewers accurately and effectively receive key messages.

The evaluation findings demonstrate that the series successfully impacts parents and caregivers’ thinking and caregiving behavior in positive ways.<sup>4</sup>

- Over 75 percent of viewers reported increased knowledge in each of the topics tested.
- Child-care providers and parents found season three valuable and informative, noting that the shows provided important and relevant information and activities to implement in their own care setting.
- Parents’ and caregivers’ knowledge of various child development topics increased as a result of viewing the episodes.
- Confidence increased in dealing with important and challenging topics such as type 2 diabetes and identifying children with autism.
- The series strongly impacted Spanish-speaking parents and providers.

Evaluation participants spoke positively of the series:

- “I’m going to have a parent meeting so parents can be more aware of autism and child obesity.” (In English—licensed caregiver)
- “Now I treat the children differently depending on their age. It’s not the same playing with a two-year-old and a four-year-old. You have to use different games and activities for each.” (In Spanish—licensed caregiver)
- “I am speaking with them more; playing with them more.” (In Spanish—unlicensed caregiver)
- “Now I pay more attention to them.” (In English—unlicensed caregiver)
- “I am very careful of what I talk about in front of them, and I look more at their reactions.” (In Spanish—parent)

4. Evaluations of seasons one, two, and three all found similar results.

Parents and child-care providers believe that the television program and workshops provide valuable education and information. The program built parent and caregiver confidence in handling many different child-care situations and provided many curriculum ideas.

According to the most recent Nielsen television reports, 903,000 national households, or 1,145,000 national viewers, watch *A Place of Our Own* or *Los Niños en Su Casa* each week. The Nielsen reports show California weekly ratings of 469,000 households, or 667,000 viewers. Not only does the series touch more people than traditional training venues, the series audience also differs from the stereotypical PBS viewing audiences:

- 68 percent consist of households with incomes of \$40,000 or less.
- 66 percent have a high school degree or less.
- 48 percent are Hispanic.
- 16 percent are African American.

## **Award-Winning Partnerships Expand**

The partnership with KCET greatly enhances First 5 California's FFN focus area and expands First 5's audience of parents, FFN caregivers, and early childhood teachers. At the same time, this successful partnership garnered funding support for the series as well as invaluable child development expertise by First 5 California staff. "Our messages on the importance of the first five years of life reach millions of families through these unique series," said Kris Perry, executive director of First 5 California, "and we are delighted that other organizations have seen their importance and the difference they make in the lives of young children and their families."

Through an exciting new PBS Program, *Sid the Science Kid*, First 5 California hopes to continue to expand this award-winning partnership with KCET and add a new partner, The Jim Henson Company. *Sid the Science Kid* premiered on PBS stations nationwide September 1, 2008. KCET and The Jim Henson Company designed and produced this early childhood science education program to help children understand the world around them through scientific thinking. Created by preschool educators, the series' science and early education curriculum utilizes an advisory board of early childhood and science experts. The preschool curriculum uses children's natural curiosity in the world around them to integrate other skills at the same time—such as math, literacy, emotional competency, and social cooperation. Similar to *A Place of Our Own* and the *Los Niños en Su Casa* series, the *Sid the Science Kid* educational media strands (television, Web, outreach, and supporting materials) aim to reinforce core curricular objectives. This approach builds a connective learning environment that develops



*"Our messages on the importance of the first five years of life reach millions of families through these unique series, and we are delighted that other organizations have seen their importance and the difference they make in the lives of young children and their families."*

*Kris Perry, Executive Director  
of First 5 California*

science awareness and science readiness for the children and families who view the series. Both the Web site and educational outreach components help children learn science by teaching the adult caregivers how to support learning. To find local viewing times, refer to *Sid's* interactive site. To obtain science-related materials, go to the PBS Kids Web site at <http://www.pbskids.org>.

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# Web Resources

The following Web sites on early education, disabilities, health, research, and other topics may be of interest to you.

## Disabilities

For information on a variety of early childhood projects focusing on children with disabilities, including Project Exceptional, StoryQuest and others.

The California Department of Health Care Services maintains an archive of field policy letters regarding California Children's Services, Medi-Cal, Children's Health and Disability Prevention, and more.

The California Department of Developmental Services is the agency through which the state provides services and support to children and adults with developmental disabilities. The site contains a variety of useful information, including how to contact the 21 local regional centers, resources for providers, the Early Start program for infants and toddlers with disabilities, and relevant laws and regulations.

## Health

Part of the American Academy of Pediatrics Child Care Health Partnerships program will include an electronic newsletter for early education and child care providers. It will cover health and safety topics such as SIDS (sudden infant death syndrome), promoting the medical home, nutrition, infectious diseases, mental health, and more. If you would like to receive these short but informative newsletters, please visit <http://www.healthy-childcare.org/hccpsignup.cfm>.

Childhood obesity is reaching epidemic proportions; therefore, knowing more about infants' and toddlers' eating habits can help parents, health care professionals, and nutritionists address this issue more effectively. Mathematica's Feeding Infants and Toddlers Study, conducted in 2002, contains information about the diets of more than 3,000 infants and toddlers. <http://www.mathematica.org/nutrition>.

The California Childcare Health Program's Web site presents up-to-date information and user-friendly educational resources for the child and health care communities, including many publications. <http://www.ucsfchildcarehealth.org>.

## Father Involvement

Presentations, information, and other resources regarding father involvement in Head Start are presented at <http://www.hsnrc.org/fatherhood>.

## Homelessness

The National Center on Homelessness and Poverty has developed a sample process to help determine whether a child or youth fits the definition of homelessness according to the McKinney-Vento Act (part of its Back to School Self-Advocacy Kit). The information may be downloaded from the Web site under the Education section.

## Early Care and Education

For information on the Desired Results Developmental Profile, California Preschool Instructional Network, the Hilton/Early Head Start Training Program, and a variety of other early education projects, see the Sonoma State University's California Institute on Human Services Web site.

"Early Head Start: Celebrating Success and Ensuring Its Future" is the first in a series of articles in *The Baby Monitor* celebrating Early Head Start. You can find it at <https://www.zerotothree.org/resources/476-early-head-start-celebrating-success-and-ensuring-its-future>.



## BRIDGES CALIFORNIA HEAD START-STATE COLLABORATION OFFICE

*Bridges* is produced by the California Head Start-State Collaboration Office (CHSSCO), which was created to promote partnerships between Head Start and the larger child care and development community at the state and local levels. *Bridges* is funded by the U.S. Department of Health and Human Services, Administration on Children and Families, and the California Department of Education. The opinions expressed are those of the authors and not necessarily those of the Department. CHSSCO is located in the Child Development Division, 1430 N Street, Suite 3410, Sacramento, CA 95814.



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