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ATTENDEE MATERIALS

Exploring Early Childhood Care and
Education Levers to Improve Population
Health: A Workshop

The National Academies of
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Exploring Early Childhood Care and Education Levers to Improve Population Health—A Workshop
Roundtable on Population Health Improvement
New York, NY • September, 14 2017

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Roundtable on Population Health Improvement

EXPLORING EARLY CHILDHOOD CARE AND EDUCATION LEVERS
TO IMPROVE POPULATION HEALTH

September 14, 2017

AGENDA

Farkas Auditorium, NYU Langone Medical Center • 550 First Avenue, New York City

DRAFT WORKSHOP OBJECTIVES:

The workshop is intended to explore in as much depth as possible the intersection of health and *early care and education* (ECE)—with attention to equity, birth through age 5, and across all ECE settings—in order to surface and understand potential effects on population health. Presentations and discussion are intended to:

1. Level set the group understanding about what we know is working at the intersection of health and ECE; the importance of ECE in achieving overall goals for early childhood development; and current priorities.
2. Provide examples of successful initiatives focused on ECE and health.
3. Create space for conversation around the examples provided, how to spread and scale for greater impact, how to sustain (including different funding models), the best data to collect, and identifying additional gaps that need to be addressed.

8:30 am

Welcome and opening remarks

George Isham, senior advisor, HealthPartners, Inc., senior fellow, HealthPartners Institute for Education and Research; co-chair, Roundtable on Population Health Improvement

8:45 am

Workshop purpose and overview

Debbie Chang, senior vice president, Policy and Prevention, Nemours; member, planning committee; member, Roundtable on Population Health Improvement and Phyllis Meadows, senior fellow, Health Program, Kresge Foundation; member, planning committee; member, Roundtable on Population Health Improvement

9:00 am

TOPIC I: THE EVIDENCE – exploring what works in early childhood care in areas (evidence for policy along with evidence for programs, practices and implementation) that health sector partners can support, including advocating for evidence-based policies and programs

Moderator: *Danielle Ewen, senior policy advisor, EducationCounsel LLC*

Speaker: *Judith Carta, interim director, Juniper Gardens Children's Project; senior scientist, Institute for Life Span Studies; professor, Special Education, University of Kansas*

Discussants:

Laurie Brotman, Bezos Family Foundation Professor of Early Childhood Development, Department of Population Health, NYU Langone Health

<i>Alison Gertel-Rosenberg, director, National Prevention and Practice, Nemours</i> <i>Jodi Whiteman, director of professional development, ZERO TO THREE; Sarah LeMoine director, Early Childhood Workforce Innovations, ZERO TO THREE</i>	
9:45 am	Q&A Moderator: Danielle Ewen
10:00 am	Break
10:15 am	TOPIC 1 Gallery Walk Moderator/Rapporteur: Valora Washington, chief executive officer, Council for Professional Recognition Questions - How can the field better apply what is known at interface of ECE and health (e.g., screening for developmental milestones)? - What are the gaps and white spaces that need to be prioritized? - New insights (e.g., what you need to know about parents, teachers, caregivers)
10:50 am	Reporting back from Topic 1 gallery walk Rapporteur: Valora Washington
11:10 am	TOPIC 2: CROSS-SECTOR COLLABORATION (examples and lessons) Moderator: Debbie Chang Speaker: George Askew, deputy commissioner, NYC DOHMH Division of Family and Child Health Discussants: <i>Kimberly Shinn-Brown, program director, OACAC Head Start/Early Head Start, Springfield, Missouri</i> <i>Krista Scott, senior director of health policy, Child Care Aware</i> <i>Michelle Suarez, early childhood developer, Prosper Lincoln, Nebraska Children and Families Foundation</i>
12:05 pm	Q&A Moderator: Debbie Chang
12:20 pm	LUNCH (provided for members and speakers; neighborhood options available to attendees at registration desk)
1:20 pm	TOPIC 2 Gallery Walk Moderator/Rapporteur: Larry Pasti, senior director, Big Picture Approach Consulting, Forum for Youth Investing Questions - How can we accelerate cross-sectoral collaboration in ECE and health? (a2) What do you need to help you and your organization collaborate effectively? - Main barriers to collaboration and the solutions to them? - What have we learned from other cross-sector collaborations that could help to inform ECE/health interactions? - New insights?
2:00 pm	Reporting back from TOPIC 2 gallery walk Rapporteur: Larry Pasti
2:20 pm	Break

2:30 pm	TOPIC 3: Policy challenges and opportunities at the intersection of ECE and health (i.e., questions of finance, workforce, equity) Moderator: <i>Jacqueline Jones, president and chief executive officer, Foundation for Child Development</i> Speaker: <i>Marcy Whitebook, director, Center for Study of Child Care Employment, UC Berkeley</i> Discussants: <i>Rolf Grafwallner, program director for early childhood initiatives, Council of Chief State School Officers</i> <i>Gloria Higgins, executive director, Executives Partnering to Invest in Children</i> <i>Aly Richards, chief executive officer, The Permanent Fund for Vermont's Children</i> <i>Danielle Ewen, EducationCounsel, LLC</i>
3:35 pm	Q&A Moderator: <i>Jacqueline Jones</i>
3:50 pm	TOPIC 3 Gallery Walk Moderator/Rapporteur: <i>Paula Lantz, associate dean for Academic Affairs, professor of public policy, Gerald R. Ford School of Public Policy, University of Michigan</i> Questions - What are the priority interventions and policies related to early childhood care and education that should be spread and scaled? - What policy actions can be taken to address some of the challenges in spreading and scaling effective early childhood care and education interventions and programs? - What needs to be done to support and increase investments for new ideas and innovation in early childhood care and education? - What policy actions can be taken to increase collaboration and synergies between those working in the health sector and the early childhood care and education sector?
4:20 pm	Reporting back from Topic 3 gallery walk Rapporteur: <i>Paula Lantz</i>
4:35 pm	Closing remarks and reflections on the day <i>Phyllis Meadows</i> <i>George Isham</i>
5:00 pm	Adjourn

Thank you to the planning committee and to all invited guests, both presenters and those in the audience including Elizabeth Groginsky (DC Office of the State Superintendent of Education), Cody Kornack (National Head Start Association), Nancy Lim (National League of Cities), and Bridget Walsh (Schuyler Center for Analysis and Advocacy).

Follow the conversation  #PopHealthRT • nas.edu/pophealthrt

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Roundtable on Population Health Improvement

Vision, Mission, and the Conditions of Influence (9/8/17)

Vision

The roundtable's vision is of a strong, healthful, and productive society which cultivates human capital and equal opportunity. This vision rests on the recognition that outcomes such as improved life expectancy, quality of life, and health for all are shaped by interdependent social, economic, environmental, genetic, behavioral, and health care factors, and will require robust national and community-based actions and dependable resources to achieve it.

Mission

The Roundtable on Population Health Improvement intends to catalyze urgently needed action toward a stronger, more healthful, and more productive society. The roundtable will therefore **facilitate sustainable collaborative action** by a community of science-informed leaders in public health, health care, business, education and early childhood development, housing, agriculture, transportation, economic development and nonprofit and faith-based organizations.

The conditions of influence

The roundtable seeks to inform and advance the dialogue, and to help catalyze action in the field to:

1. Identify and deploy key population health **metrics**.
2. Ensure the allocation of adequate **resources** to achieve improved population health.
3. Identify, test and broadly deploy **evidence** on effective science-based population health interventions.
4. Develop and implement high impact public and private population health **policies**.
5. Foster building **relationships** (including community and multi-sectoral partnerships) to act to improve population health.
6. Design and implement modern **communication** to educate about and motivate action directed at improved population health.

Exploring Early Childhood Care And Education Levers To Improve Population Health

September 14, 2017

SPEAKER BIOSKETCHES

*Denotes workshop planning committee member

George Askew, M.D., is deputy commissioner, NYC Department of Health and Mental Hygiene, Division of Family and Child Health . He previously served as the first chief medical officer for the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services (HHS). In that role he provided expert advice and consultation to the assistant secretary for children and families on the development of plans, programs, policies, and initiatives that address the health needs and strengths of vulnerable children and families. Prior to this appointment, Dr. Askew served as senior policy advisor for Early Childhood Health and Development for ACF, where he led a team working on inter-departmental health-related early childhood initiatives and programs, including the home visiting program, joint Head Start and child care initiatives, and programs or initiatives administered and developed in coordination with other HHS agencies. During a previous stint at HHS, Dr. Askew served as the chief of the Health and Disabilities Services Branch of the Head Start Bureau and medical advisor to the Commissioner for the Administration on Children, Youth, and Families. He provided leadership in developing policies, oversight and support systems to improve the quality of outcomes of medical, dental, nutritional, mental health and disabilities services to Head Start and Early Head Start children and families. He is former deputy CEO of Voices for America's Children, founder of Docs for Tots, former CEO and president of Jumpstart for Young Children and former Centers for Disease Control and Prevention Epidemic Intelligence Service Officer. As a child and family advocate, because of his initiative, vision, and national impact, Dr. Askew was selected as an Ashoka International Fellow. He was recognized as a national and global leader for his efforts to link health professionals with child advocacy, embodying the ideals of civic engagement and creative solution-building nurtured by the international fellowship program. Born in Cleveland, Ohio, Dr. Askew was a Head Start graduate and later attended Harvard University and received a BA in Psychology and Social Relations emphasizing child development. He received his medical degree from the Case Western Reserve University School of Medicine.

Laurie Brotman, Ph.D., is the Bezos Family Foundation Professor of Early Childhood Development, Professor of Population Health and Child and Adolescent Psychiatry, and the Director of the Center for Early Childhood Health and Development (CEHD) at the NYU School of Medicine. Dr. Brotman recently completed an Ascend Fellowship in 2-generation approaches to poverty reduction at the Aspen Institute. Throughout her career, Dr. Brotman has focused on strategies to promote health and development among young children living in low-income, urban communities. In a systematic series of randomized controlled trials with traditionally underserved and understudied racial and ethnic minority populations, Dr. Brotman and her

research team have demonstrated that developmentally and theoretically-informed family intervention can result in long-term benefits for children's behavior, mental health, physical health and academic achievement. This work shows the potential impact of creating safe, nurturing and predictable early environments at home and in the classroom, and highlights the preschool period as a window of opportunity for promoting population health and reducing health disparities. Dr. Brotman has been funded by the National Institute for Mental Health and the Institute of Education Sciences over two decades to carry out this work. In 1998, Dr. Brotman and colleagues developed ParentCorps, a family-centered, culturally-relevant enhancement to Pre-Kindergarten programs that aims to attenuate the effects of poverty and adverse childhood experiences on health and development. Building on two randomized controlled trials in 18 NYC district schools with more than 1,200 children and families, Dr. Brotman and her team are currently partnering with the NYC Department of Education's Division of Early Childhood Education to scale, continuously improve, and rigorously evaluate ParentCorps programs, best practices and tools throughout NYC's Pre-K for All system serving more than 70,000 4-year-olds annually. This work is supported by contracts with the NY State Office of Mental Health and the NYC Department of Education, and grants from five family foundations. Dr. Brotman was named to the YWCA Academy of Women Leaders in 2009, served two terms on the board of directors of the Society for Prevention Research and was Chair of the 2015 Annual Meeting. Dr. Brotman was awarded the Society for Prevention Research's Community, Culture, and Prevention Science Award in 2009, and Cornell University College of Human Ecology's Distinguished Alumni Achievement Award in 2014.

Judith Carta, Ph.D., is Interim Director of the Juniper Gardens Children's Project, a Senior Scientist in the Institute for Life Span Studies, and Professor of Special Education at the University of Kansas. She currently co-directs the National Bridging the Word Gap Research Network. Her science focuses on developing strategies to minimize the effects of poverty on children's outcomes and developing practices that teachers and parents can use to promote children's language, early literacy and social outcomes. Her key research and policy interests include advancing the quality of children's caregiving environments, methods for monitoring the progress of young children, and strategies for promoting family engagement in early intervention programs. She has been the PI of several multi-site research projects and centers funded by the National Institutes of Health, the Institute of Educational Sciences, and the Administration on Children and Families. She was a member of the Federal Advisory Panel on Head Start Research and Evaluation, Division of Early Childhood's Commission on Recommended Practices, and served as the Editor of Topics in Early Childhood Special Education. She was the recipient of the 2016 Irvin Youngberg Research Award given to recognize an individual whose applied research has had significant impact and relevance to the state of Kansas.

***Debbie Chang, M.P.H.,** is Senior Vice President of Policy and Prevention and a Corporate Officer for Nemours Children's Health System. Ms. Chang works to leverage Nemours' expertise and experience to spread and scale what works through national policy and practice changes to improve the health and well-being of children nationwide. In addition, Ms. Chang and her team work with internal leaders to build on and continue Nemours innovative transformation to a

value-based health system. She also co-directs Moving Health Care Upstream, a national collaborative network to test, develop and spread innovative population health strategies. She is Principal Investigator of a \$20 million, five-year Cooperative Agreement with the Centers for Disease Control & Prevention to improve Healthy Eating and Physical Activity for children birth to age five years. Ms. Chang was the founding Executive Director of Nemours Health & Prevention Services, an operating division devoted to using a comprehensive multisector, place-based model to improve children's health in Delaware. She serves on the Institute of Medicine (IOM) Board on Children, Youth and Families and IOM Roundtables on Population Health and Improvement and Obesity Solutions, the National Center for Children in Poverty, the University of Michigan Griffith Leadership Center Board, the Asian and Pacific Islander Health Forum and the Winter Park Health Foundation Board. Nemours is a founding member of the Partnership for a Healthier America and the National Convergence Partnership, a unique collaboration of leading foundations focused on healthy people and healthy places. Ms. Chang has more than 29 years of federal and state government and private sector experience in the health field. She has held key government positions including Deputy Secretary of Health Care Financing at the Maryland Department of Health and Mental Hygiene, with oversight for Maryland's Medicaid program and National Director of State Children's Health Insurance Program (SCHIP) when it was first implemented in 1997 at the Federal Department of Health and Human Services. Ms. Chang's work on population health, child health systems transformation, Medicaid, SCHIP and Nemours' prevention-oriented health system including its CDC Pioneering Innovation award-winning statewide childhood obesity program has been widely published. Ms. Chang holds a master's degree in Public Health Policy and Administration from the University of Michigan and a bachelor's degree in Chemical Engineering from the Massachusetts Institute of Technology.

***Marquita F. Davis, Ph.D.,** is Deputy Director for Early Learning on the Pacific Northwest team at the Bill and Melinda Gates Foundation. She most recently served as the Executive Director of the Jefferson County Committee for Economic Opportunity (JCCEO), a Community Action Agency in Birmingham, Alabama. JCCEO believes that all people, regardless of their income or social status, are entitled to a life of decency and dignity. At JCCEO, Marquita was responsible for running Head Start and pre-K centers, remaining grounded in the work of what teachers and center leaders are really doing day-to-day and what it takes to put young students on the path to success. Prior to joining the JCCEO in 2013, Marquita served as the Alabama State Finance Director. She was appointed to the State Finance post in 2011, and was the first female and second African-American to hold the position. Marquita previously served as a state Commissioner of the Department of Children's Affairs overseeing statewide pre-K and as the Director of the Alabama State Office of School Readiness, where she led efforts to gain legislative support for expansion of pre-K. She also worked for JCCEO from 2004 to 2008 as director of child development services before she went to work for Gov. Bob Riley's administration. She received a B.S. from Northern Illinois University, a M.S. from Alabama A&M University, and a Ph.D. from the University of Alabama at Birmingham in Early Childhood Education and Development.

Danielle Ewen, M.P.A., is Senior Policy Advisor at EducationCounsel, working to connect early childhood and k-12 systems the federal, state and local levels. Prior to this position, she served

in numerous leadership positions in child care and early education policy. She previously served as the Director of the Office of Early Childhood Education in the District of Columbia Public Schools, where she oversaw the operations of programs serving three- and four-year old children in high quality, comprehensive classrooms. Prior to her work in DCPS, Ms. Ewen served as the Director of the Child Care and Early Education team at the Center for Law and Social Policy (CLASP). At CLASP, she worked on federal and state issues around child care and early education, particularly the reauthorizations of the Child Care and Development Block Grant and Head Start.

***Jennifer Frey, Ph.D.,** coordinates the Early Childhood Special Education Graduate Program in the Department of Special Education and Disability Studies and directs the Early Childhood Research Program in the GW Autism and Neurodevelopmental Disorders Institute (ANDI). Dr. Frey received her doctorate in education and human development with a major in special education and specializations in educational psychology and applied behavior analysis from Vanderbilt University. While a doctoral student, Dr. Frey was a Dunn Family Scholar of Educational and Psychological Assessment, and she received the Melvyn I. Semmel Dissertation Research Award. Dr. Frey also earned a Master of Education in early childhood special education and a Bachelor of Science, summa cum laude, in cognitive studies and child development from Peabody College of Vanderbilt University. Dr. Frey's research focuses on early language acquisition and partner-mediated approaches to early social communication interventions. She works with parents, teachers, and children across home, school, and clinic settings to examine the effects of naturalistic strategies used to support and enhance language and social behavioral development of young children with autism and other neurodevelopmental disorders, young children at risk for poor language and social emotional outcomes due to factors associated with cleft palate, and children at risk for learning challenges due to poverty related risk factors. Dr. Frey is a member of the national Bridging the Word Gap Research Network: Work Group #1 (Interventions Designed for Parents) funded by the Health Resources and Services Administration of the U.S. Department of Health and Human Services and serves as a mentor to a Bridging the Word Gap Emerging Research Scholar. She also collaborates with GW ANDI Faculty on research investigating social learning, novel biomarkers of language development, and neural mechanisms that predict the success of social communication interventions for young children with autism. Her work has been published in leading journals and handbooks in the fields of special education, speech-language pathology, and school psychology. Dr. Frey, a recent nominee for the GW Bender Teaching Award, also advises graduate students and teaches courses related to assessment of young children with special needs, language development and intervention, behavior management, research and trends in special education, and quantitative research methods. She is the principal investigator of the Voyages master's and graduate certificate in autism spectrum disorders personnel preparation grant and the LEEAD leadership grant, both funded by the U.S. Department of Education Office of Special Education Programs, and also serves as Center Associate in the Center for Health and Health Care in Schools at the GW Milken Institute School of Public Health.

Allison Gertel-Rosenberg, M.S., has spent her career addressing some of the most important and challenging issues in public health. As Director of National Prevention and Practice for

Nemours National Office of Policy and Prevention, she is responsible for leading the Office's efforts to spread and scale promising practices and strategic prevention initiatives designed to curb childhood obesity on a national scale and for initiatives that involve the intersection of population health and clinical care. These efforts have included the highly successful Let's Move! Child Care, Healthy Kids, Healthy Future and the National Early Care and Education Learning Collaborative initiative with the Centers of Disease Control and Prevention. Allison's involvement has run the gamut from securing funding for these collaborations, as she has leveraged \$47 million in grants over the course of her career, to playing a critical role in planning and implementing the strategic and operational measures necessary to make them successful.

Allison is widely recognized as an expert on public health and population health and has presented at numerous national conferences on the value of investment in childhood health, patterns of drug abuse, assessments of the efficacy of prevention programs, youth smoking cessation, and the development of statewide anti-tobacco media campaigns. In addition, she has published a number of articles on children's health issues. Before joining Nemours in 2006, Allison was the Program Manager for the Office of Policy Development for the Division of Addiction Services at the New Jersey Department of Human Services. In that position, she was responsible for supervising a staff of researchers engaged in addiction-related research and overseeing treatment-related data collection and analysis. Allison received her M.S. in Health Policy and Management from the Harvard School of Public Health and her B.S. in Public Health from Rutgers College.

Rolf Grafwallner, Ph.D., is Program Director for Early Childhood Initiatives at the Council of Chief State School Officers (CCSSO) in Washington, D.C. where he works with states to improve learning opportunities and outcomes for young children. Prior to joining the Council, Dr. Grafwallner worked on early childhood policy and school reform as an Assistant State Superintendent at the Maryland State Department of Education. He has been a teacher, program director and administrator prior to joining the Department. His expertise is on large scale early childhood assessments, governance, finance, organizational leadership, and early education systems building. He received his Ph.D. from the University of Maryland – College Park in Education Policy Planning and Administration.

Gloria Higgins was named EPIC President, effective September 6, 2012. Higgins has more than 30 years of experience in the financial services sector and will bring her private sector and civic engagement expertise to the organization, which works to harness the political and financial capital of Colorado's business leaders to ensure that all children develop into a healthy, educated and productive workforce. Gloria has a solid history leveraging multiple constituent commitments to improve early childhood programming. This is evidenced by her experience as the founding board chair for the Denver Preschool Program, which enhances the quality of early childhood education and access to all of Denver's four-year olds. For this role she was awarded Exceptional Board Volunteer in 2009. Gloria was involved in the founding of multiple businesses, including Higgins, Meritt & Higgins; Digital Partner; Epic Advisors, Inc.; and Ruby Ridge Insights LLC. The focus of each organization has been financial services for multi-generational families, blended with technology and financial data aggregation. Ms. Higgins has

served on numerous business boards and advisory committees including Citywide Banks, Northstar Advisors, Innovest Portfolio Solutions and the Wynkoop Brewery. Gloria has also been active in the philanthropic and nonprofit community including the Colorado Children's Chorale, The Center for the Study of Taxation, Focus Points Family Resource Center, the Denver General Hospital Finance Committee, and the JFM Foundation. In 2010 she was acknowledged as a Finalist in Business & Finance as one of Denver's Outstanding Women in Business by the Denver Business Journal.

George Isham, M.D., M.S., is Senior Advisor to HealthPartners, responsible for working with the board of directors and the senior management team on health and quality of care improvement for patients, members and the community. Dr. Isham is also Senior Fellow, HealthPartners Research Foundation and facilitates forward progress at the intersection of population health research and public policy. Dr. Isham is active nationally and currently co-chairs the National Quality Forum convened Measurement Application Partnership, chairs the National Committee for Quality Assurances' clinical program committee and is a member of NCQA's committee on performance measurement. He is a former member of the Center for Disease Control and Prevention's Task Force on Community Preventive Services and the Agency for Health Care Quality's United States Preventive Services Task Force and currently serves on the advisory committee to the director of Centers for Disease Control and Prevention. His practice experience as a general internist was with the United States Navy, at the Freeport Clinic in Freeport, Illinois, and as a clinical assistant professor of medicine at the University of Wisconsin Hospitals and Clinics in Madison, Wisconsin. In 2014 Dr. Isham was elected to the National Academy of Medicine, National Academy of Sciences. Dr. Isham is chair of the Health and Medicine Division's (HMD) Roundtable on Health Literacy and has chaired three studies in addition to serving on a number of HMD studies related to health and quality of care. In 2003 Dr. Isham was appointed as a lifetime National Associate of the National Academies of Science in recognition of his contributions to the work of the Health and Medicine Division.

***Jacqueline Jones, Ph.D.,** is the President & CEO of the Foundation for Child Development, where she is responsible for developing and implementing its strategic vision and goals. Prior to her tenure at the Foundation for Child Development, Dr. Jones served as a Senior Advisor on Early Learning to Secretary of Education Arne Duncan and as the country's first Deputy Assistant Secretary for Policy and Early Learning in the U.S. Department of Education. Prior to her position in the Obama Administration, Dr. Jones served as the Assistant Commissioner for the Division of Early Childhood Education in the New Jersey State Department of Education and as a Senior Research Scientist at the Educational Testing Service in Princeton for over 15 years. Dr. Jones has been a visiting faculty member at the Harvard Graduate School of Education and a full-time faculty member at the City University of New York. She received both her master's and Ph.D. degrees from Northwestern University.

***Paula Lantz, Ph.D.,** is the Associate Dean for Academic Affairs and a professor of public policy at the Ford School. She most recently was professor and chair of the Department of Health Policy and Management at the Milken Institute School of Public Health at George Washington University. From 1994-2011, she was faculty member at the University of Michigan with a

primary appointment in the School of Public Health, and affiliations with the Ford School and the Institute for Social Research. Dr. Lantz, a social demographer, studies the role of public health in health care reform, clinical preventive services (such as cancer screening and prenatal care), and social inequalities in health. She is particularly interested in the role of health care versus broad social policy aimed at social determinants of health in reducing social disparities in health status. She is currently doing research regarding the potential of social impact bonds to reduce Medicaid expenditures. Lantz received an MA in sociology from Washington University, St. Louis, and an MS in epidemiology and PhD in sociology from the University of Wisconsin.

Sarah LeMoine, M.S., is a thought leader in early childhood professional development (PD) systems, with expertise in regulations and policy, systems development and change, and workforce leadership and diversity issues. She holds an MS in leadership and policy with extensive experience of over 27 years ranging from direct service work to national-level research and writing, technical assistance (TA) and training, policy analysis, and advocacy. Ms. LeMoine is the Co-Director of the Professional Development and Workforce Innovations Department at ZERO TO THREE (ZTT). Previously, she was the Director for the National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center) at ZTT; NAEYC's Director of State Workforce Systems Policy; the TA Manager and Information Services Manager for the National Child Care Information Center (NCCIC); and Research and TA Associate at the Wheelock College Center for Career Development. Ms. LeMoine has authored/co-developed numerous PD systems publications and tools, including the ZERO TO THREE Critical Competencies for Infant-Toddler Educators™; a PD system cost analysis tool; chapters in Teachers College Press edited volumes on PD governance, competencies, and systems; NAEYC's and NACCRRA's Training and TA Glossary; NAEYC's Policy Blueprint; NCCIC's simplified systems model referred to as "the tree" and the related toolkit; and the first national TA paper on cross-sector PD systems.

***Phyllis Meadows, Ph.D., MSN, RN**, is a Senior Fellow in the Health Program, Phyllis D. Meadows engaging in all levels of grantmaking activity. Since joining The Kresge Foundation in 2009, she has advised the Health team on the development of its overall strategic direction and provided leadership in the design and implementation of grantmaking initiatives and projects. Phyllis also has coached team members and created linkages to national organizations and experts in the health field. In addition, she regularly reviews grant proposals, aids prospective grantees in preparing funding requests, and provides health-related expertise. Phyllis' 30-year career spans the nursing, public health, academic, and philanthropic sectors. She is associate dean for practice at the University of Michigan's School of Public Health and has lectured at Wayne State University's School of Nursing, Oakland University's School of Nursing, and Marygrove College. From 2004 to 2009, Phyllis served as deputy director, director, and public health officer at the Detroit Department of Health and Wellness Promotion. In the early 1990s, she traveled abroad as a Kellogg International Leadership Fellow and subsequently joined the W.K. Kellogg Foundation as a program director. She also served as director of nursing for The Medical Team – Michigan.

***Larry Pasti, M.A.,** is a connector of ideas, leaders and places: He provides support to communities and states interested in bringing the Ready by 21 strategies, solutions and standards into their local work. Through strategic coaching, technical assistance and tools he guides leader groups to understand the “nuts and bolts” of collective impact and other important systems-level work. He listens first before advising local leaders and helping them target their actions with examples from communities large and small, bringing a big picture perspective to the work. Larry joined the Forum in October 2008, having retired after many years at the New York State Office of Children and Family Services, where he as bureau director supported strategic planning and applied research for the agency. Much of his work revolved around coordination and collaboration of government and community youth work – such as rolling out New York’s Integrated County Planning Project and the Ready by 21 Quality Counts Initiative – and on developing quality assurance and evaluations of evidence-based programs, with an emphasis in the child welfare and juvenile justice systems. Larry has helped other state agencies coordinate the use of evidence-based programs and build infrastructure to support those programs, and has worked closely with such national organizations as Search Institute, RAND and Child Trends. Larry holds a Bachelor of Science degree in Secondary Education from Plattsburgh State University and a Master of Arts in Criminal Justice from Albany State University, both in New York. His early job as a Probation Officer has influenced his focus on families throughout his career. A prime pastime is being a doting grandfather to two granddaughters ages four and six.

Aly Richards is currently the CEO of the Permanent Fund for Vermont’s Children, a philanthropic organization founded in 2000 to promote access to affordable, high-quality early care and learning for all Vermont children. Prior to this role, Richards served as the Deputy Chief of Staff and Director of Intergovernmental Affairs for Vermont Governor Peter Shumlin. In this position, Richards had leading roles in several of the Shumlin Administration’s efforts to support early childhood—including winning competitive federal Race to the Top Early Learning Challenge and Preschool Expansion grants totaling \$70 million and supporting the passage of universal pre-k, making Vermont the first state in the country to offer 10 hours of publicly-funded pre-k to all three- and four-year-olds. For her leadership, Richards was selected as a 2013 Toll Fellow by the Council of State Governments and as the 2014 Vermont Champion for Education by the New England Secondary School Consortium. Prior to joining the Governor’s Office, Richards served on the 2008 Obama Campaign and worked as the Mid-Atlantic Deputy Finance Director at the Democratic National Committee. She received her BA with honors in International Relations from Brown University. Richards also currently serves as a Trustee of the Vermont State Colleges and lives in Montpelier, VT.

Krista Scott, M.S.S.W., is the Senior Director for Child Care Health Policy at Child Care Aware® of America. In her current role, she is charged with supporting policy initiatives that make child care settings healthier communities for children and providers. Ms. Scott started her career in public service during college, where she worked for several nonprofits that served youth in after school activities. She has experience working in Head Start/child care settings, providing disabilities services, mental health consultation and family services. She also has many years working in state special education and disabilities programs, working towards creating inclusive environments and ensuring that services are delivered in accordance with federal law. Ms.

Scott has her bachelor's degree in political science and her M.S.S.W. with a focus on management and policy.

Kimberly Shinn-Brown has a B.S. degree in Early Childhood Education & Elementary Education from the University of Alabama and has invested 23 years with OACAC Head Start in a variety of positions, all of which centered on partnering with families with young children. For the past ten years, she has been the Program Director for OACAC Head Start, responsible for strategic planning, community partnership development, and grants management for the agency which serves nearly 1,000 low-income children and families across 10 counties in southwest Missouri. She has been recognized as one of Springfield's 40 Under 40 and is a UCLA-Johnson & Johnson Head Start Management Fellow. She and her husband, Bud, are the parents of two boys and live on a working beef ranch just outside Republic, Missouri.

Michelle Suarez, M.Ed., is Early Childhood Developer for Prosper Lincoln. Suarez is a life-long educator whose career has been spent serving our most vulnerable children and families. Suarez retired as a 19-year Lincoln Public Schools elementary principal (Calvert and Everett). Before becoming an administrator, she taught preschool-age children, kindergarten, first grade and sixth grades over 15 years in three school districts. Throughout her public school career, Suarez specialized in parent engagement and community partnership to support strong schools. She earned her bachelor's degree in elementary education and her master's degree in educational administration from the University of Nebraska-Lincoln.

***Valora Washington, Ph.D.**, is the CEO of the Council for Professional Recognition. Throughout her career Dr. Washington has co-created several institutions, such as Michigan's Children, a statewide advocacy group, the Early Childhood Funders Collaborative, and The CAYL Institute. Frequently tapped for senior-level service, she has been Co-Chair of the Massachusetts Governor's School Readiness Commission; Board Chair for Voices for America's Children; Secretary of NAEYC; chair of the Black Caucus of the Society for Research in Child Development; Co-Chair of the National Head Start Association Commission on 2010; and a member of numerous task forces and boards including of the Boston Children's Museum and Wheelock College. Prior to founding The CAYL Institute in 2003, Dr. Washington was CEO of the Unitarian Universalist Service Committee and Vice-President of the Kellogg Foundation. She has held executive and tenured teaching positions at institutions including Antioch College and the University of North Carolina at Chapel Hill. Since 2001 she has been a Certified Association Executive with the American Society of Association Executives. Committed to action research and policy change, she is a co-author or co-editor of over 50 publications, including *Children of 2010*, *Children of 2020*, *Ready or Not: Leadership Choices in Early Care and Education*, and *Role, Relevance and Reinvention: Higher Education and Early Care and Education*. Examples of effective advocacy include work to change the voucher system in Massachusetts resulting in 52,000 children having opportunities for a one year certification period. Designing and coordinating efforts to change the child welfare system in 13 states, the Families for Kids initiative is regarded as leading to important legislative changes enacted by President Clinton. Among many honors, she holds honorary Doctorate degrees from both Bennett College and Meadville Lombard Theological School. She was selected for the prestigious Barr Fellowship in

2009. Professional recognition has been received from Boston AEYC; NAEYC Black Caucus; Cambridge Resource and Referral Agency; Center for Adoption Research, University of Massachusetts; National Association of Black Social Workers, United Way of Massachusetts Bay; and others. She was named one of “25 most Influential Working Mothers” by Working Mother magazine in February 1997 and one of Ten Outstanding Young Women of America from 62,000 nominations in 1980. She was educated at both Indiana and Michigan State Universities.

Marcy Whitebook, Ph.D., directs the Center for the Study of Child Care Employment at the Institute for Research on Labor and Employment at the University of California at Berkeley, which she founded in 1999. Her research focuses on issues of compensation, work environments, and appropriate and accessible professional preparation for the early childhood workforce, with specific attention to how these issues relate to children's development and learning. Her most recent reports--the *2016 Early Childhood Workforce Index* and *Worthy Work, STILL Unlivable Wages: The Early Care and Education Workforce 25 Years after the National Child Care Staffing Study*-- document the current status of the workforce and analyze how federal and state

workforce policies serve to support and/or undermine effective teaching, contribute to inequitable services for children and families, and often pose risks to the personal and familial well-being of the workforce itself. Prior to her current position, Dr. Whitebook was the founding executive director of the Washington-based Center for the Child Care Workforce (CCW), an organization she began in 1977 as the Child Care Employee Project. Dr. Whitebook has led several large-scale early childhood research projects, including the landmark 1989 National Child Care Staffing Study, which first brought public attention to the low wages and high turnover of child care teachers and their impact on child outcomes. Dr. Whitebook earned her Bachelor's Degree in Religious Studies and Master's Degree in Early Childhood Education from the University of California at Berkeley, and her Ph.D. in Development Studies in Education from the University of California at Los Angeles. She began her career as an infant-toddler and preschool teacher.

Jodi Whiteman, M.Ed., is the Director of Professional Development for ZERO TO THREE. In this position, Ms. Whiteman is responsible for advancing ZERO TO THREE's capacity to offer high quality professional development and technical assistance services to the early childhood field. Jodi serves as the project director for many grant funded projects as well as private contracts housed in the Professional Development department. She has a wealth of experience providing professional development and technical assistance on a variety of early childhood topics nationally and internationally. Her past experiences as adjunct faculty at the Graduate School of Education at George Mason University, a bi-lingual speech/language therapist assistant, an infant/toddler child care director, an early intervention specialist, and a certified educator of infant massage informs her work. She has authored many professional articles on a variety of early childhood topics. Jodi holds a B.S. in Speech and Hearing Sciences from the University of Arizona and a M.Ed., in Curriculum and Instruction from George Mason University.

Resources/Reading List

9/14/17

This is a very small and non-systematic, non-representative sampling of the huge literature available.

Evidence linking early childhood to later health

Center for Health Care Strategies. First 1,000 Days: Medicaid's Critical Role. Infographic. https://www.chcs.org/media/Medicaid-Early-Childhood-Lab-Infographic_060917.pdf

Campbell, F., Conti, G., Heckman, J. J., Moon, S. H., Pinto, R., Pungello, E., & Pan, Y. 2014. Early Childhood Investments Substantially Boost Adult Health. *Science* (New York, N.Y.), 343(6178), 1478–1485. <http://doi.org/10.1126/science.1248429>

High-quality early childhood programs have been shown to have substantial benefits in reducing crime, raising earnings, and promoting education. Much less is known about their benefits for adult health. We report on the long-term health effects of one of the oldest and most heavily cited early childhood interventions with long-term follow-up evaluated by the method of randomization: the Carolina Abecedarian Project (ABC). Using recently collected biomedical data, we find that disadvantaged children randomly assigned to treatment have significantly lower prevalence of risk factors for cardiovascular and metabolic diseases in their mid-30s. The evidence is especially strong for males. The mean systolic blood pressure among the control males is 143 millimeters of mercury (mm Hg), whereas it is only 126 mm Hg among the treated. One in four males in the control group is affected by metabolic syndrome, whereas none in the treatment group are affected. To reach these conclusions, we address several statistical challenges. We use exact permutation tests to account for small sample sizes and conduct a parallel bootstrap confidence interval analysis to confirm the permutation analysis. We adjust inference to account for the multiple hypotheses tested and for nonrandom attrition. Our evidence shows the potential of early life interventions for preventing disease and promoting health.

Center on the Developing Child. 2017. A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children. Paper from the Center on the Developing Child at Harvard University, The National Forum on Early Childhood Program Evaluation, and the National Scientific Council on the Developing Child. http://developingchild.harvard.edu/wp-content/uploads/2015/05/Policy_Framework.pdf (accessed 9/10/17)

From the Executive Summary: This paper builds on a process of systematic analysis that began with the publication in 2000 of a landmark report by the National Academy of Sciences entitled *From Neurons to Neighborhoods: The Science of Early Childhood Development*, followed by the ongoing work of the National Scientific Council on the Developing Child and the National Forum

on Early Childhood Program Evaluation, both of which are based at the Center on the Developing Child at Harvard University. These groups of scientists and scholars engage in active debate about what the rapidly advancing biological and social sciences do and do not say about early childhood, brain development, and the impact of intervention programs. As agreement is reached on each issue, the groups integrate findings across disciplines and communicate this integrated information to policymakers and civic leaders to bring accurate knowledge to bear on public decision-making aimed at enhancing children's learning, behavior, and health.

Nurius, P. S., Green, S., Logan-Greene, P., Longhi, D., & Song, C. (2016). Stress pathways to health inequalities: Embedding ACEs within social and behavioral contexts. *International Public Health Journal*, 8(2), 241–256.

Objective: This study addresses whether adverse childhood experiences (ACEs) demonstrate disproportional prevalence across demographic- and health-affecting characteristics, offer significant explanation of adult health outcomes, and show patterned association with illness susceptibility early within and across adulthood when viewed in combination with income and psychosocial resources.

Methods: Data were derived from a population-based state health survey using stratified random sampling of household adults (n=7,470): ages 18–99 (M=55), 59.9% females, and race/ethnicity, income and education levels representative of the region. We assessed ACEs by aggregating 8 adversity forms, 5 health behaviors and 3 psychosocial resources; and health outcomes (number of chronic conditions, subjective wellness).

Results: Disproportionality was evident in ACEs levels by demographics, adult SES, health behaviors, and psychosocial resources in expected directions. Stepped multiple regressions of health outcomes demonstrated significant betas and R² change for each predictor block, revealing cumulative as well as unique explanatory utility. Early onset chronic illness was evident on the basis of ACEs levels. These illnesses were amplified for low income respondents. Prevalence was highest across adulthood for those also reporting low psychosocial assets.

Conclusions: Findings offer novel insights as to the “long reach” of childhood adversity on health, conditioned by circumstances under which these effects may occur. Health resilience offered by health behaviors and psychosocial resources should shape thinking about preventive and remedial interventions by social work and allied professionals across a range of settings.

Alliance for Early Success. 2015. Birth Through Eight: State Policy Framework. Research at a Glance. http://earlysuccess.org/sites/default/files/website_files/Birth%20thru%20Eight%20State%20Policy%20Framework%20Final.pdf (accessed 9/11/17)

The Alliance for Early Success developed the Birth through Eight State Policy Framework (Framework) in 2013 as a tool, or roadmap, to inform decision-making and guide policy choices. The original Framework focused attention on what is critical within and across different aspects of early childhood development to address the physical, social, and cognitive needs of young children and families within various contexts. The Framework was the collective work of more than 150 experts, including leaders in the fields of early childhood and K-12 education, advocates, researchers, policymakers, and foundation officers. In 2015, the Alliance for Early Success revised the Framework to reflect the latest research and best practice evidence. The revised Framework emphasizes

policy options in the areas of health, family support, and learning and augments the original Framework by providing a set of cross-cutting policy options that bridge these three areas.

Overview of early childhood care and education

Barnett, W. S., A. H. Friedman-Krauss, G. G. Weisenfeld, M. Horowitz, R. Kasmin, and J. H. Squires. 2017. The state of preschool 2016: State preschool yearbook. New Brunswick, NJ: National Institute for Early Education Research (NIEER). <http://nieer.org/state-preschool-yearbooks/yearbook2016>

Laughlin, L. 2013. Who's minding the kids? Child care arrangements: Spring 2011. Current population reports, p70-135. Washington, DC: US Census Bureau. <https://www.census.gov/prod/2013pubs/p70-135.pdf>

State/local programs

ASTHO (The Association of State and Territorial Health Officials). 2016. Georgia promotes early brain development by encouraging parents and caregivers to talk with their children. <http://www.astho.org/Maternal-and-Child-Health/Georgia-Promotes-Early-Brain-Development/>.

Deruy, E. 2015. Why boosting poor children's vocabulary is important for public health. The Atlantic, <https://www.theatlantic.com/education/archive/2015/09/georgias-plan-to-close-the-30-million-word-gap-for-kids/403903/>.

Children First Early Head Start. 2016. Children First Early Head Start: 2016 Annual Report. Venice Family Clinic and Children First Early Head Start. http://venicefamilyclinic.org/pdf/CFEHS_Annual_Report_2016.pdf (accessed 9/10/17)

Head Start

Dropkin, E., and S. Jauregui. 2015. Two generations together: Case studies from Head Start. National Head Start

Association. <https://www.nhsa.org/files/resources/twogenerationstogetherreport.pdf> (accessed 9/10/17)

The six examples in this report document how Head Start and Early Head Start programs across the country have worked with families, local employers, and community partners to create two-generation opportunities for children and parents to achieve lasting stability and success. Both the case studies and the analyses that follow are designed for two purposes. First, to give examples of what locally-designed success can look like to inspire the work of other early learning programs or adult education and training programs that want to be more deliberate in their own

two-generation focus. Second, to inform policymakers and the broad spectrum of stakeholders how strong policies and local flexibility can achieve great things when programs are created and implemented in partnership with families. As national conversations continue, Head Start has a window of opportunity not only to showcase successes but to engage in continued efforts to enhance its collective commitment to families. Beyond implementation, advocacy must work to ensure policies and funding are designed to support proven two-generation efforts.

National Head Start Association. 2017. Health in Head Start: Expanding Access and Improving Quality. https://www.nhsa.org/files/resources/nhsa_healthreport_feb2017.pdf (accessed 9/10/17)

A survey of Head Start programs from around the country found some gaps and opportunities for improvement in the way programs provide health care services. The survey yielded recommendations from NHSA in three areas:

“(1) At both the federal and state level, the collaboration between Head Start and Medicaid agencies should be strengthened to enable programs to bill Medicaid for medical services.

(2) Collaboration with other local agencies can improve access to health services, the accuracy of screenings, and the quality of care for Head Start children and families.

(3) The Head Start community needs a system for sharing the innovative solutions and best practices that are currently being developed in isolation across the country.”

Equity

Scott, K., A. A. Looby, J. S. Hipp, and N. Frost. 2017. Applying an equity lens to the child care setting. *The Journal of Law, Medicine & Ethics* 45(1_suppl):77-

81. https://www.aslme.org/media/downloadable/files/links/1/8/18.Scott_SUPP.pdf

The majority of brain development happens before children enter the formal schooling system, positioning the early care and education system (“ECE system”) to have a profound and long-lasting impact on a child’s health, learning, and ability to regulate emotion. However, the current ECE system in the United States is fragmented, under-funded, and lacks cultural competence. As a result, many children are being cared for in a system that does not always have resources to support optimal development for all, setting the most vulnerable on a trajectory aimed lower than their peers. Providing examples from Indian Country, this article examines systemic barriers to equity, and how the system’s fragmentation leads to lower child care outcomes in some communities. It is imperative that we strategically focus attention on aligning systems in a way that decreases health inequities.

Data and metrics

Costanza, K. 2016. Neighborhood change for a city’s youngest. *Crosswalk Magazine*, <https://medium.com/bhpn-crosswalk/neighborhood-change-for-a-citys-youngest-74a031c32fe4> (accessed July 17, 2017).

Article describes one community's implementation of the Early Development Instrument—one of 60 communities and 200 school districts in the US implementing EDI in conjunction with the Transforming Early Childhood Community Systems, or TECCS, at the University of California Los Angeles.

Raise DC. DC's Early Development Instrument Outcomes. <http://www.raisedc.org/ourchildren/edioutcomedata>

Bridging ECE and health

Halfon, N., L. Stanley, and H. DuPlessis. 2010. Measuring the quality of developmental services for young children: A new approach: Commonwealth Fund.

Meek, S. E., and W. S. Gilliam. 2016. Expulsion and suspension in early education as matters of social justice and health equity. NAM Perspectives, <https://nam.edu/wp-content/uploads/2016/10/Expulsion-and-Suspension-in-Early-Education-as-Matters-of-Social-Justice-and-Health-Equity.pdf> (accessed).

Health Resources and Services Administration (HRSA). 2015. The maternal, infant, and early childhood home visiting program: Early Findings on the Maternal, Infant, and Early Childhood Home Visiting Program. A

Report. https://www.acf.hhs.gov/sites/default/files/opre/mihope_report_to_congress_final.pdf (accessed 9/11/17). See also <https://www.acf.hhs.gov/ecd/home-visiting>

ECE workforce

IOM (Institute of Medicine), and (NRC) National Research Council. 2015. Transforming the workforce for children birth through age 8: A unifying foundation, edited by L. Allen and B. B. Kelly. Washington, DC: The National Academies Press. Pp. 19-42. <https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a>

Family support

IOM (Institute of Medicine) and NRC (National Research Council). 2014. Strategies for scaling effective family-focused preventive interventions to promote children's cognitive, affective, and behavioral health: Workshop summary. Edited by M. Patlak. Washington, DC: The National Academies Press. <https://www.nap.edu/catalog/18808/strategies-for-scaling-effective-family-focused-preventive-interventions-to-promote-childrens-cognitive-affective-and-behavioral-health>

Tilsley, A. 2017. Early childhood home visiting: Lift up families to lift up communities. <http://www.urban.org/features/early-childhood-home-visiting-lift-families-lift-communities> (accessed July 17, 2017).

National Academies of Sciences, E., and Medicine. 2016. Parenting matters: Supporting parents of children ages 0-8. Edited by V. L. Gadsden, M. Ford and H. Breiner. Washington, DC: The National Academies Press. <https://www.nap.edu/catalog/21868/parenting-matters-supporting-parents-of-children-ages-0-8>

Resources on cross-sector collaboration (including ECE & health)

Heider, F. 2016. State Medicaid and early intervention agency partnerships to promote healthy child development. Nation Academy for State Health Policy (NASHP). <http://www.nashp.org/state-medicare-and-early-intervention-agency-partnerships-to-promote-healthy-child-development/>

Miller, E., T. Nath, and L. Line. 2017. Working together toward better health outcomes. Nonprofit Finance Fund; Center for Health Care Strategies; and Alliance for Strong Families and Communities. <https://www.chcs.org/media/Working-Together-Toward-Better-Health-Outcomes.pdf> (accessed 9/10/17)

Morrissey, T. W., and P. Banghart. 2007. Family child care in the united states. Columbia University Academic Commons.

Public and private sector policy and financing

Matos, K., E. Galinsky, and J. T. Bond. 2017. National study of employers 2016. Society for Human Resource Management Families and Work Institute, When Work Works. <http://www.whenworkworks.org/be-effective/guides-tools/2016-national-study-of-employers>

Hamm, K., and C. Martin. 2015. A new vision for child care in the United States: A Proposed New Tax Credit to Expand High-Quality Child Care. Washington: Center for American Progress. <https://www.americanprogress.org/issues/early-childhood/reports/2015/09/02/119944/a-new-vision-for-child-care-in-the-united-states-3/>

Key data on child health

Sacks, V., D. Murphey, and K. Moore. 2014. Adverse childhood experiences: National and state-level prevalence. https://childtrends-ci49tixgw51bab.stackpathdns.com/wp-content/uploads/2014/07/Brief-adverse-childhood-experiences_FINAL.pdf (accessed.

Child Trends. 2017. Child Care: Research-Based Policy: Recommendations for Executive and Legislative Officials in 2017. Policy Brief, January 17, 2017.

Other resources

Collaboratives and the National Early Care and Education Learning Collaborative (ECELC) <https://healthykidshealthyfuture.org/about-ececlc/>

Alliance for Early Success: Policy Framework <http://earlysuccess.org/our-work/policy-framework>

California Newsreel's Raising of America (www.raisingofamerica.org) – viewer guides available for each episode:

Ep 1: The Raising of America

Ep 2: Once Upon a Time

Ep 3: Are We Crazy About Our Kids?

Ep 4: Wounded Places

Ep 5: DNA is Not Destiny

<http://sites/default/files/DiscussionGuide-TheRaisingofAmericaSignatureHour.pdf>

Andrews, N. O. 2014. How much do healthy communities cost? Commentary. Washington, DC: National Academy of Medicine. www.nam.edu

Child Trends. What Works Web site. <https://www.childtrends.org/what-works/> (accessed August 3, 2017).

Urban Institute. 2017. The Impact of Early Childhood Education on Health and Well-Being: The Latest Research from Policies for Action. Archive webcast and resources. <https://www.urban.org/events/impact-early-childhood-education-health-and-well-being-latest-research-policies-action>

Massey, M., A. Kreeger, J. B. Isaacs. 2016. Executive Summary: Pay for Success Early Childhood Education Toolkit. <https://www.urban.org/research/publication/executive-summary-pay-success-early-childhood-education-toolkit>



Guide to the Local Eateries near NYULMC

Thai

Jaiya

369 3rd Avenue
Between 28th & 29th Streets
Tel: 212-889-1330

Cafes

Penelope

159 Lexington Avenue
Corner of Lexington Avenue & 30th Street
Tel: 212-481-3800

Bane Cafe

431 3rd Avenue
Between 30th & 31st Streets
Tel: 212-252-0146

Italian

Vezzo Thin Crust Pizza

178 Lexington Avenue
Corner of Lexington Avenue & 31st Street
Tel: 212-839-8300

Greek

Eons

633 2nd Avenue
Between 34th and 35th
Tel: 212-696-1234

Sushi

Nobi Sushi

437 3rd Ave
Between 30th & 31st Streets
Tel: 212-481-8338

Oishi Bay

230 E. 29th St.
Between 3rd & 2nd Avenue
Tel: 212-683-2283

Aji Sushi

519 3rd Ave (Btwn 34th & 35th Streets)
Tel: 212-686-2055

Maguro

160 E. 28th Street
Between 3rd Ave & Lexington
Tel: 212-510-8883

Natsumi Tapas

323 3rd Avenue
Between 24th and 25th Streets
Tel: 212-889-2182

Latin American

Pio Pio

210 East 34th Street
Between 2nd and 3rd Avenues
Tel: 212-481-0034

Middle Eastern

Pita Grill

441 3rd Avenue
Between 30th & 31st Streets
Tel: 212-683-3008

Hummus Kitchen

444 3rd Avenue
Between 30th and 31st Streets
Tel: 212-696-0055

Indian

Tiffin Walla

127 East 28th Street
Between Park & Lexington Avenues
Tel: 212-685-730

Dhaba

108 Lexington Avenue
Between 27th and 28th
Tel: 212-679-1284



Mexican

Chipotle

604 2nd Avenue
Corner of 33rd Street
Tel: 917-289-7052

Block Heads

499 3rd Avenue
Between 33rd and 34th Streets
Tel: 212-213-3332

Baby Bo's Cantina

627 2nd Avenue
Between 34th and 35th
Tel: 212-779-2656

La Posada

364 3rd Avenue
Between 26th and 28 Streets
Tel: 212-313-4379

Other

Turkish Kitchen

386 3rd Avenue
Between 27th & 28th Streets
Tel: 212-679-6633

Sticky Finger

484 3rd Avenue
Corner of 3rd Avenue & 33rd Street
Tel: 646-490-5856

S'mac

157 East 33rd Street
Between Lexington & 3rd Avenues
Tel: 212-683-3900

NYU Tisch Cafeteria

550 1st Avenue
Tel: 212-683-3900

Whitman and Bloom

384 3rd Ave (Between 21st and 28th Streets)
Tel: 212-725-4110

Poke Chan

315 5th Avenue #5 32nd Street
Tel: 646-449-8842

CoCo Fresh Tea & Juice (Bubble Tea)

38 Lexington Ave
Tel: 212-851-6618

Soups, Salads, and Sandwiches

Hale and Hearty

432 Park Ave South
Between 29th and 30th Streets
Tel: 212-831-3684

Cafe deli-cious

491 1st Avenue
Corner of 1st Avenue & 29th Street
Tel: 212-604-0004

Bread & Butter

419 Park Avenue
Between 28th & 29th Streets
Tel: 212-889-3279
212-683-0444

Kips Bay Food (Deli)

545 2nd Ave
Corner of 30th & 2nd Avenue
Tel: 212-889-9574

561 Gourmet Deli

561 2nd Avenue (Corner of 31st Street)
Tel: 212-684-1561

34th Street



Main Campus Map Directory

Floor 1 Destinations

- Perelman Emergency Center
- Skirball Elevators
- Information
- Parking
- Valet
- Restrooms

Blue Pathway

- Tisch North Elevators
- Tisch South Elevators
- Meditation Room
- Patient Admitting
- Tisch Cafe

Yellow Pathway

Orange Elevators

- Medical Science Elevators
- Smilow
- Berman Lecture Hall
- Coles Student Center
- Farkas Auditorium
- Gallery
- Murphy Conference Room
- Smilow Cafe
- Smilow Meeting Rooms-Goldstein Conference Center

Green Pathway

- Schwartz East Elevators
- Schwartz West Elevators
- Silverstein Elevators
- Argo Tea
- Outpatient Lab
- Pharmacy

33rd Street

Emergency Entrance

Main Lobby Entrance

Schwartz Entrance

