



K.Erik Swanson, PhD  
Superintendent of Education

**GUAM HEAD START PROGRAM**  
**DEPARTMENT OF EDUCATION**  
**501 Mariner Avenue, Barrigada, GU 96913-1608**  
Tel: (671) 475-0484 • <https://guamheadstart.gdoe.net>



25-1117

Angelina-Marie C. Lape  
Program Director

## **DIRECTOR'S REPORT**

### **April 2025**

Per Section 642(d)(2) of the Head Start Act, the Guam Head Start Program shall ensure the sharing of information for use by the Guam Education Board (GEB) as its governing body and the Guam Head Start Policy Council (GHSPC), about program planning, policies, and Head Start operations.

- **BUDGET / FISCAL (pages 4 - 7)** – Budget Status as of March 2, 2025 is as follows:
  - FY2019 – OHS approved the low-cost extension of this project period to June 29, 2025.
    - COVID-19 CARES Grant – 100.0% has been spent and/or encumbered. These funds will be fully spent upon completion of the playground improvement project.
  - FY2023 – OHS approved the low-cost extension of this project period to June 29, 2025.
    - Basic Grant – 95.7% spent and/or encumbered.
    - Training and Technical Assistance Grant – 89.8% spent and/or encumbered
  - FY2024
    - Basic Grant – 61.2% spent and/or encumbered
    - Training and Technical Assistance Grant – 76.8% spent and/or encumbered
- **MEALS (pages 8):**
  - Attached is the CACFP Meal Reimbursement report of meals and snacks provided through USDA programs for February 2025.
- **PROGRAM UPDATES:**
  - **Staffing (pages 9 - 10)**  
Matrix regarding status of current Head Start staff vacancies is attached and summarized below:
    - Personnel Actions were finalized for the following:
      - 2 Head Start Aides, 1 Limited-Term Head Start Aide, 1 Community Program Aide I
    - Applicants are going through the administrative clearance process and/or awaiting completion of their Personnel Action
      - 1 On-Call Substitute Teacher (reasonable accommodations),
    - Human Resources is reviewing eligibility lists for the following:
      - 1 Social Worker II
    - Human Resources has posted job announcements for the following positions:
      - 5 Limited-Term Head Start Aide, 2 Community Program Aide I, 1 Community Program Aide II
  - **ERSEA: (Eligibility, Recruitment, Selection, Enrollment, Attendance)**



- **Eligibility:** With the release of the 2025 Federal Income Guidelines, revised SOP and planning registration for the upcoming school year, the program is targeting registration to begin next month
- **Recruitment:** As part of the registration planning, the program will be making a community outreach schedule. Recruitment continues for all areas with special focus on low enrollment districts and upcoming community events.
- **Selection:** Selection for vacancies continues with the revised selection criteria.
- **Enrollment:** The program has met the goal for enrollment at 97%. The following reflects the end of month enrollment thus far:

Month	End of Month Enrollment	Month	End of Month Enrollment
August 2024	464/534 = 86%	January 2025	523/534 = 97%
September 2024	470/534 = 88%	February 2025	519/534=97%
October 2024	487/534 = 91%		
November 2024	518/531 = 97%		
December 2024	520/534 = 97%		

- **Attendance:** The goal for Average Daily Attendance (ADA) is 85%. Low ADA has primarily been due to our ChildPlus attendance module. The Program will continue to work closely with families to ensure consistent attendance throughout the coming months. The following reflects monthly Average Daily Attendance thus far.

Month	Monthly ADA	Lowest ADA	Highest ADA
August 2024	56.03%	41% @ Carbullido PM	71% @ HS Truman
September 2024	60%	47% @ Carbullido PM	92% @ Chief Brodie II
October 2024	76.05%	42% @ Carbullido PM	100% @ Chief Brodie II
November 2024	75.68%	56% @ Carbullido AM	89% @ HS Truman
December 2024	75.47%	50% @ Carbullido PM	86% @ PC Lujan
January 2025	74.30%	41% @ Carbullido PM	86% @ Astumbo
February 2025	74.14%	43% @ Carbullido PM	87% @ PC Lujan

● **CORRESPONDENCE from the Office of Head Start (pages 11 - 25)**

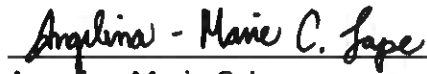
- Correspondence
  - None
- Additional information and resources:
  - Eblast 2025.02.18 News Watch
  - Eblast 2025.02.27 Grants.gov Newsletter \_ February 2025
  - Eblast 2025.03.15 Federal Funding Restrictions for Diversity, Equity and Inclusion Initiatives
  - Eblast 2025.03.20 ACF-OHS-IM-25-03 Promoting Healthy Eating and Nutrition for Head Start Children and Families
  - Eblast 2025.03.21 Nourishing Futures\_ Promoting Healthy Eating and Nutrition



● **SUMMARY OF ACTION ITEMS FOR CONSIDERATION:**

- None at this time

Submitted: March 27, 2025



Angelina-Marie C. Lape  
Head Start Program Director



Joseph L.M. Sanchez  
Deputy Superintendent, Curriculum and Instructional Improvement



K. Erik Swanson, PhD  
Superintendent of Education



# GUAM DOE

## HEAD START GY23 & GY24 03/27/2025



FOR 2025 06

ACCOUNTS FOR:		ORIGINAL APPROP	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENC/REQ	AVAILABLE		PCT USED
19	FY2019						BUDGET		
<b>32100 HEAD START COVID 19 CARES</b>									
76125 831 217	PART-TIME FY19 COV	109,566.00	30,179.63	30,179.63	.00	.00	.00	100.0%	
76126 831 217	BENEFITS FY19 COVI	40,658.00	6,740.62	6,740.62	.00	.00	.00	100.0%	
76127 831 217	LOCAL MIL FY19 COV	4,000.00	.00	.00	.00	.00	.00	100.0%	
76128 831 217	CONTRACTUAL FY19 C	98,981.00	279,532.00	25,496.00	.00	254,036.00	.00	100.0%	
76129 831 217	SUPPLY FY19 COVID	167,822.00	102,186.63	102,186.63	.00	.00	.00	100.0%	
76130 831 217	EQUIPMENT FY19 COV	34,618.00	50,642.49	50,642.49	.00	.00	.00	100.0%	
76132 831 217	INDIRECT FY19 COVI	13,638.00	.00	.00	.00	.00	.00	100.0%	
TOTAL HEAD START COVID 19 CARE		469,283.00	469,281.37	215,245.37	.00	254,036.00	.00	100.0%	
TOTAL FY2019		469,283.00	469,281.37	215,245.37	.00	254,036.00	.00	100.0%	

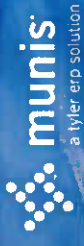




# GUAM DOE

## HEAD START GY23 & GY24

03/27/2025



FOR 2025 06

ACCOUNTS FOR:	ORIGINAL	REVISED	YTD EXPENDED	MTD EXPENDED	ENC/REQ	AVAILABLE	PCT
23 FY 2023	APPROP	BUDGET				BUDGET	USED
<b>32010 BASIC GRANT AWARD</b>							
76220 831 215 SALARY FY23 BASIC	2,360,373.00	2,220,341.21	2,220,341.21		.00	.00	100.0%
76221 831 215 PART-TIME FY23 BAS	339,822.00	182,371.42	182,371.42		.00	.00	100.0%
76222 831 215 STIPENDS FY23 BASI	6,908.00	17,174.39	17,174.39		.00	.00	100.0%
76223 831 215 BENEFITS FY23 BASI	1,099,934.00	1,055,701.44	1,055,701.44		.00	.00	100.0%
76224 831 215 MILEAGE FY23 BASIC	14,000.00	10,498.63	10,498.63		.00	.00	100.0%
76225 831 215 CONTRACTUAL FY23 B	154,964.00	1,526,496.29	609,053.39		.00	178,295.44	88.3%
76226 831 215 SUPPLY FY23 BASIC	112,550.00	102,274.70	57,928.45	99.00	.00	26,023.69	74.6%
76227 831 215 EQUIPMENT FY23 BAS	-126,145.00	597,490.55	168,613.56	.00	.00	14,821.55	97.5%
76228 831 215 MISC. FY23 BASIC	26,520.00	103.50	103.50	.00	.00	.00	100.0%
76229 831 215 INDIRECT FY23 BASI	87,863.00	78,726.53	49,175.82	.00	.00	29,550.71	62.5%
76235 831 215 OVERTIME FY23 BASI	4,798.59	10,384.69	10,384.69	.00	.00	.00	100.0%
TOTAL BASIC GRANT AWARD	4,081,587.59	5,801,563.35	4,381,346.50	99.00	1,171,525.46	248,691.39	95.7%

### 32030 TRAINING AND TECHNICAL ASSISTANCE

76230 831 215 TRAVEL FY23 T/TA	12,843.00	68,687.01	68,687.01	.00	.00	.00	100.0%
76231 831 215 MILEAGE FY23 T/TA	4,500.00	1,278.58	1,278.58	.00	.00	.00	100.0%
76232 831 215 CONTRACTUAL FY23 T	.00	121,704.06	102,208.98	.00	.00	19,495.08	84.0%
76234 831 215 MISC. FY23 T/TA	30,494.00	.00	.00	.00	.00	.00	.0%
TOTAL TRAINING AND TECHNICAL A	47,837.00	191,669.65	172,174.57	.00	.00	19,495.08	89.8%
TOTAL FY 2023	4,129,424.59	5,993,233.00	4,553,521.07	99.00	1,171,525.46	268,186.47	95.5%



# GUAM DOE

## HEAD START GY23 & GY24

03/27/2025



FOR 2025 06

ACCOUNTS FOR:	ORIGINAL	REVISED	YTD EXPENDED	MTD EXPENDED	ENC/REQ	AVAILABLE	PCT
24 FY 2024	APPROP	BUDGET				BUDGET	USED

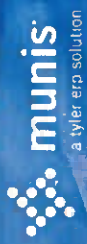
### 32010 BASIC GRANT AWARD

76236 831 215 SALARY FY24 BASIC	2,127,032.00	2,127,032.00	1,559,676.56	160,431.58	.00	567,355.44	73.3%
76237 831 215 PART-TIME FY24 BAS	575,881.00	560,881.00	139,896.25	19,363.41	.00	420,984.75	24.9%
76238 831 215 STIPENDS FY24 BASI	4,816.00	4,816.00	.00	.00	.00	4,816.00	.0%
76239 831 215 BENEFITS FY24 BASI	1,377,920.00	1,377,920.00	851,746.05	101,607.50	.00	526,173.95	61.8%
76240 831 215 LOCAL MILEAGE FY24	3,000.00	18,000.00	2,665.86	.00	.00	15,334.14	14.8%
76241 831 215 CONTRACTUAL FY24 B	149,730.00	149,730.00	31,128.58	2,330.00	43,412.97	75,188.45	49.8%
76242 831 215 SUPPLY FY24 BASIC	22,000.00	22,000.00	532.93	.00	3,854.99	17,612.08	19.9%
76243 831 215 EQUIPMENT FY24 BAS	10,000.00	10,000.00	.00	.00	.00	10,000.00	.0%
76244 831 215 MISC FY24 BASIC	31,324.00	31,324.00	17.25	17.25	.00	31,306.75	.1%
TOTAL BASIC GRANT AWARD	4,301,703.00	4,301,703.00	2,585,663.48	283,749.74	47,267.96	1,668,771.56	61.2%

### 32030 TRAINING AND TECHNICAL ASSISTANCE

76246 831 215 TRAVEL FY24 T/TA	12,000.00	48,953.00	47,545.09	23,898.15	.00	1,407.91	97.1%
76247 831 215 LOCAL MILEAGE FY24	4,500.00	4,500.00	458.95	.00	.00	4,041.05	10.2%
76248 831 215 CONTRACTUAL FY24 T	28,000.00	28,000.00	14,000.00	.00	1,700.00	12,300.00	56.1%
76249 831 215 MISC. FY24 T/TA	4,500.00	.00	.00	.00	.00	.00	.0%
86250 831 215 SUPPLY FY24 T/TA	1,494.00	1,494.00	.00	.00	.00	1,494.00	.0%
TOTAL TRAINING AND TECHNICAL A	50,494.00	82,947.00	62,004.04	23,898.15	1,700.00	19,242.96	76.8%
TOTAL FY 2024	4,352,197.00	4,384,650.00	2,647,667.52	307,647.89	48,967.96	1,688,014.52	61.5%





FOR 2025 06

	ORIGINAL APPROP	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
GRAND TOTAL	8,481,621.59	10,377,883.00	7,201,188.59	307,746.89	1,220,493.42	1,956,200.99	81.2%

\*\* END OF REPORT - Generated by LUCILLE A. MAYO \*\*



MONTHLY SUMMARY OF MEAL ACTIVITY & COST PER CONTRACTOR

\* FEBRUARY 2025

SCHOOL	BREAKFAST		LUNCH		SNACK		TOTAL REIMBURSEMENT AMOUNT	CASH IN LIEU		GRAND TOTAL REIMBURSEMENT
	MEALS	AMOUNT @ 3.06	MEALS	AMOUNT @ 5.76	MEALS	AMOUNT @ 1.58		MEALS	REIMB @ 0.30	
ADACAO ELEM	322	985.32	323	1,860.48	0	-	2,845.80	323	96.90	2,942.70
ASTUMBO ELEM	334	1,022.04	337	1,941.12	322	508.76	3,471.92	337	101.10	3,573.02
BP CARBULLIDO ELEM	227	694.62	384	2,211.84	146	230.68	3,137.14	384	115.20	3,252.34
CL TAITANO ELEM	592	1,811.52	604	3,479.04	303	478.74	5,769.30	604	181.20	5,950.50
CHIEF BRODIE ELEM	561	1,716.66	565	3,254.40	295	466.10	5,437.16	565	169.50	5,606.66
DL PEREZ ELEM (GDOE Operated)	569	1,741.14	571	3,288.96	286	451.88	5,481.98	571	171.30	5,653.28
FINEGAYAN ELEM	322	985.32	323	1,860.48	306	483.48	3,329.28	323	96.90	3,426.18
HB PRICE ELEM	541	1,655.46	566	3,260.16	0	-	4,915.62	566	169.80	5,085.42
HS TRUMAN ELEM	119	364.14	126	725.76	0	-	1,089.90	126	37.80	1,127.70
INARAJAN ELEM	285	872.10	284	1,635.84	284	448.72	2,956.66	284	85.20	3,041.86
JM GUERRERO ELEM	339	1,037.34	340	1,958.40	340	537.20	3,532.94	340	102.00	3,634.94
MA ULLOA ELEM	563	1,722.78	648	3,732.48	631	996.98	6,452.24	648	194.40	6,646.64
MACHANANAO ELEM	280	856.80	266	1,532.16	0	-	2,388.96	266	79.80	2,468.76
MARCIAL SABLAN ELEM	259	792.54	270	1,555.20	259	409.22	2,756.96	270	81.00	2,837.96
MERIZO ELEM	253	774.18	253	1,457.28	253	399.74	2,631.20	253	75.90	2,707.10
MU LUJAN ELEM	307	939.42	307	1,768.32	307	485.06	3,192.80	307	92.10	3,284.90
PC LUJAN ELEM	331	1,012.86	351	2,021.76	351	554.58	3,589.20	351	105.30	3,694.50
TALOFOFO ELEM	269	823.14	280	1,612.80	0	-	2,435.94	280	84.00	2,519.94
UPI ELEM	262	801.72	277	1,595.52	0	-	2,397.24	277	83.10	2,480.34
WETTENGEL ELEM	570	1,744.20	612	3,525.12	0	-	5,269.32	612	183.60	5,452.92
TOTAL	7,305	22,353.30	7,687	44,277.12	4,083	6,451.14	73,081.56	7,687	2,306.10	75,387.66

\* Reference Federal Register Vol 89 No 132

Prepared by: Danny Quicocho Date: 3-17-25

Approved by: Anthony S. Monforte Date: 3/18/25  
Administrator

Reviewed by: Edward I. Cruz Date: 3/18/25





**Status Update:**  
**Head Start Vacancies as of 3/27/2025**

Position	RTF Submitted	Approval Process	Actions by Human Resources
<b>5 - Head Start Aide (LTPT)</b> • Funding: Federal • Vice Mary Grace Acabado (PC # 102413) • Vice Jessica Quintanilla (PC # 104093) • Vice Alyssa Tenorio (PC # 104841) • Vice Regina Salas • Vice Ashley Anderson	• 7/5/24 for 16 vacancies • 12/31/24 for Vice Mariana Guerrero	• Approved by Deputy Supt, C&I – 7/5/24 • Certified by the Budget Office – 7/17/24 • Approved by Deputy Supt, FAS – 1/7/25 (MG) • Approved by Supt – 1/9/25 (MG) • Received by HR – 1/9/25 (MG)	• Interviews conducted Thursday, 9/5/24 and information on recommended applicants forwarded to HR • Not all positions were filled due to insufficient applicants • Position Announced – 11/26/24 to 12/13/24 (HRD-006-2025) • Re-announced due to insufficient applicants. Less than five (5) applications received and under review by HR • 2/6/25 - Interview conducted for one applicant and recommendation submitted to HR • 3/18/25 – One applicant effective • 3/28/25 – Submitted request to interview additional applicants
<b>2 - Community Program Aide I</b> • Funding: Federal • New	• 9/20/24 Request to Convert Positions and Fill Vacancies was approved by Supt 9/24/24	• Approved by Deputy Supt, C&I – 9/21/24 • Certified by the Budget Office – 12/4/24 • Approved by Deputy Supt, FAS – 12/13/24 • Approved by Supt – 12/13/24 • Received by HR – 12/16/24	• Position Announced – 11/6/24 to 11/29/24 (HRD-001-2025) • 1/23/25 - Interviews conducted and recommendations submitted to HR • 3/26/25 – HR advised that one applicant declined the job offer and the second was not able to clear administrative clearance. Eligibility list for this position has been exhausted. HR will announce the position again.
<b>1 - Social Worker II</b> • Funding: Federal • New – In lieu of • Program Coordinator II – Vice Earl Carter (PC # 109711)	• 11/27/24	• Approved by Deputy Supt, C&I – 12/10/24 • HR notice to proceed – 12/11/24 • Certified by the Budget Office – 2/14/25 • Approved by Deputy Supt, FAS • Approved by Supt • Received by HR	• 3/24/25 – HR received the fully executed RTF
<b>1 - Community Program Aide II</b> • Funding: Federal • Vice Rachel Yatar (PC# 108534)	• 1/17/25	• Approved by Deputy Supt, C&I – 1/21/25 • HR notice to proceed – 2/13/25 • Certified by the Budget Office – 2/14/25 • Approved by Deputy Supt, FAS • Approved by Supt • Received by HR	• 3/14/25 – HR received the fully executed RTF • 3/19/25 – Job announcement posted (Closing date: April 1)
<b>1 - Social Worker II</b> • Funding: Federal • Vice Alan Cruz (PC # 102464)	• 2/27/25	• Approved by Deputy Supt, C&I – 2/28/25 • Approved by Deputy Supt, FAS • Approved by Supt • Received by HR	• 3/14/25 – HR received the fully executed RTF
<b>1 - On-Call Substitute</b> • Funding: Federal • New • Reasonable accommodation for identified teacher	• 3/26/24 • Resubmitted 11/27/24 • Resubmitted 3/7/25	• Approved by Deputy Supt, C&I – 3/27/24 • Certified by the Budget Office – 10/9/24 • Approved by Deputy Supt, FAS – 10/23/24 • Approved by Supt – 10/23/24 • Received by HR – 10/24/24	• 1/17/25 - Teacher referral received from HR • 1/21/25 - Interviews conducted and recommendation submitted to HR • 1/24/25 - HR advised that applicant declined • 1/27/25 - Teacher referral received from HR • 1/31/25 - Interviews conducted and recommendation submitted to HR • 3/13/25 – HR advised that applicant did not pass administrative clearances and was disapproved for hire • 3/13/25 - Teacher referrals received from HR • 3/21/25 – Interviews conducted and recommendation submitted to HR • 3/26/25 – HR advised that applicant accepted job offer and is going through administrative clearance process
<b>1 - Head Start Aide</b> • Funding: Federal • Vice Glenda Rabbon (PC # 108293)	• 8/5/24	• Approved by Deputy Supt, C&I – 8/6/2024 • Certified by the Budget Office – 8/7/2024 • Approved by Deputy Supt, FAS – 8/8/2024 • Approved by Supt – 12/2/24 • Received by HR – 12/3/24	• Position Announced – 11/27/24 to 12/13/24 (HRD-007-2025) • 2/6/25 - Interviews conducted and recommendations submitted to HR • 2/14/25 - HR advised that Superintendent approved selection and job offer will be made • 2/26/25 – HR advised that applicants accepted and are going through administrative clearances • 3/17/25 - Both applicants effective
<b>1 - Head Start Aide</b> • Funding: Federal • Vice Lucille Aquino (PC # 108294)	• 9/11/24	• Approved by Deputy Supt, C&I – 9/11/24 • Certified by the Budget Office – 10/9/24 • Approved by Deputy Supt, FAS – 10/9/24	



Position	RTF Submitted	Approval Process	Actions by Human Resources
		<ul style="list-style-type: none"> <li>● Approved by Supt – 10/14/24</li> <li>● Received by HR – 10/14/24</li> </ul>	
<b>1 - Community Program Aide I</b> <ul style="list-style-type: none"> <li>● <i>Funding: Federal</i></li> <li>● <i>New</i></li> </ul>	<ul style="list-style-type: none"> <li>● 9/20/24 Request to Convert Positions and Fill Vacancies was approved by Supt 9/24/24</li> </ul>	<ul style="list-style-type: none"> <li>● Approved by Deputy Supt, C&amp;II – 9/21/24</li> <li>● Certified by the Budget Office – 12/4/24</li> <li>● Approved by Deputy Supt, FAS – 12/13/24</li> <li>● Approved by Supt – 12/13/24</li> <li>● Received by HR – 12/16/24</li> </ul>	<ul style="list-style-type: none"> <li>● Position Announced – 11/6/24 to 11/29/24 (HRD-001-2025)</li> <li>● 1/23/25 - Interviews conducted and recommendations submitted to HR</li> <li>● 1/31/25- HR advised that the Superintendent has approved the selected applicants and HR will proceed with making the job offer to them</li> <li>● 3/17/25 – One applicant effective</li> </ul>





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**[EMAIL EXTERNAL] News Watch 2-18-25**

Office of Head Start <HeadStartinfo@acf.hhs.gov>  
Reply-To: HeadStartinfo@acf.hhs.gov  
To: "Mrs. Angelina-Marie M Lape" <aclape@gdoe.net>

Wed, Feb 19, 2025 at 5:37 AM

News Watch briefs are provided to you for awareness purposes only. They do not necessarily reflect the position of the Office of Head Start (OHS) or its policy.



Office of  
Head Start

## News Watch

### REGION II

#### **Districts are spending big on schools tailor-made for 4-year-olds**

The Hechinger Report | 2-18-25 | New York, NY

Jefferson Early Learning Center bears little resemblance to elementary schools many adults recall attending in their earliest years. The classrooms have child-sized boats and construction vehicles children can play on, and ceilings painted to resemble outer space. There are no desks — all space is devoted to learning through play. Windows are low to the ground so children can easily look outside. The gym floor is made of “pre-K friendly” layered vinyl, rather than hardwood, to cushion inevitable trips and falls. Hallways are lined with a corrugated plastic for wiggly fingers to touch as children transition to other locations.

Children love coming to the building, said teacher Cathy Delamore. “They feel like they own it.”

Alief Independent School District, which serves about 40,000 children in west Houston, is one of a growing number of districts across the country to pump money into creating a building that is tailor-made for pre-kindergarteners. Its new facility cost about \$21 million and enrolls nearly 400 4- and 5-year-olds. By making the investment, school leaders are trying to avoid some of the pitfalls of placing young children in buildings designed for older students, including lost learning time when tiny feet have to meander down long hallways to bathrooms and cafeterias. Research suggests that when designed well, buildings can contribute to better outcomes for children. Creators of the Reggio Emilia approach to early learning, an educational philosophy that emphasizes child-led learning, even refer to the environment as the “third teacher” in a classroom.

[READ MORE](#)

### REGION V

#### **The Daycare Myth**

The Windy City Word | 2-18-25 | Chicago, IL



The inaccuracy of the term "daycare" is at the heart of a book by Dan Wuori, an early childhood expert who you may know from his viral social media posts or his previous work as senior director of early learning at the Hunt Institute. In "The Daycare Myth," Wuori argues that what we think of as "daycare" doesn't exist. "That's a strange thing to say because there are businesses all over North Carolina who have that right outside on their signs," Wuori said. "But for almost 100 years now, we have envisioned daycare as just this safe, warm place that children can be left during the day while their parents go to work."

Wuori asserts that vision has never captured the vital teaching and learning that takes place inside what people have typically called "daycare" or "childcare" programs. "The problem with both of those terms in my mind is that they center care. The care in those settings is necessary, but not sufficient," Wuori said. "This is you selecting who is going to co-construct your child's brain. This is not babysitting while you go to the movies." Wuori's book captures a sentiment shared by many researchers, educators, and leaders in early childhood education, including North Carolina state Rep. David Willis, R-Union, co-chair of the early childhood caucus and owner and operator of a preschool program in his district. "There are several terms describing early childhood education that carry somewhat negative or minimizing connotations, such as childcare, daycare, and nursery schools," Willis wrote in an email. "The teachers are providing so much more than just 'babysitting.' I challenge anyone who thinks this is easy to come spend a day in the classroom."

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## REGION VI

### **The Children's Coalition provides access to childcare, Head Start programs**

KNOE | 2-17-25 | Monroe, LA

Early childhood education and childcare as a whole can be very expensive.

According to Child Care Aware, the average cost of childcare in 2023 was \$11,582. For most families, that can be difficult to manage. Fortunately, the Children's Coalition of Northeast Louisiana has programs to help parents deal with the costs.

The Children's Coalition is providing the community with resources that focus on early childhood, parenting, healthy living, as well as youth development.

[READ MORE](#)



#### **What is News Watch?**

News Watch is a roundup of national and regional news stories relevant to Head Start programs and early childhood education. The Head Start Information and Communications Center sends this e-blast on Tuesday and Friday, except federal holidays.

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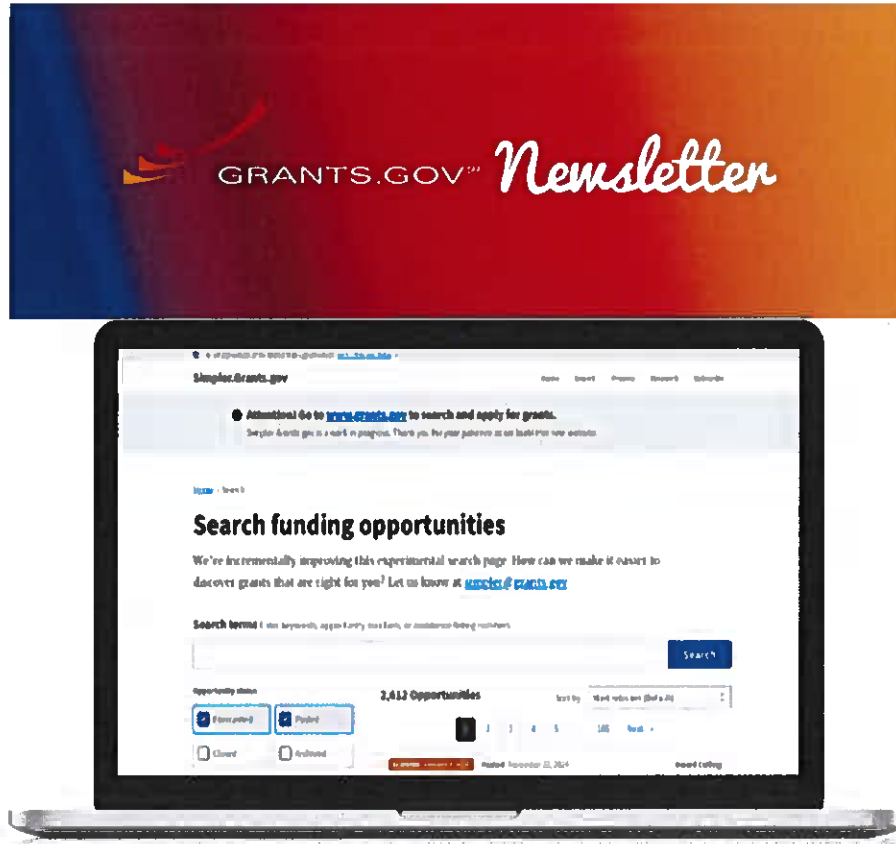
[EMAIL EXTERNAL] Grants.gov Newsletter | February 2025

1 message

Grants.gov News <no-reply@grants.gov>  
Reply-To: "Grants.gov News" <no-reply@grants.gov>  
To: Angelina-Marie C Lape <aclape@gdoe.net>

Thu, Feb 27, 2025 at 12:18 PM

This is your February 2025 newsletter from Grants.gov



## Catch Up with [Simpler.Grants.gov](https://www.simpler.grants.gov)

As part of the Office of Grants' efforts to modernize Grants.gov, [Simpler.Grants.gov](https://www.simpler.grants.gov) recently debuted a new search feature to connect users with the right funding opportunities. To help applicants and grantors better understand the new feature, [Simpler.Grants.gov](https://www.simpler.grants.gov) and the Council on Federal Financial Assistance hosted a "Big Demo" on January 15.

You can access the recording, which showcases the new search feature and updates to the opportunity listing page. It also provides a helpful preview of upcoming additions, including features users have been asking for, like ways to simplify account creation and streamline the application process.

[Watch the Big Demo.](#)





## Upcoming Maintenance: March 15-17, 2025

The [Grants.gov Calendar](#) lists anticipated dates for both system-wide enhancements and scheduled downtimes for system maintenance.

### APPLICANTS

#### How to Determine Eligibility for Federal Funding Opportunities

Determining your eligibility for federal grants is an important first step in the federal grant application process.

Funding opportunity eligibility requirements are defined by legislation and federal agency policies. To receive a grant, you must meet an opportunity's eligibility requirements.

Here are some tips for finding federal funding opportunities for which you may be eligible.



### AGENCY SPOTLIGHT

#### Latest Funding Opportunities Posted by the U.S. Department of Defense



See recent grant announcements from the U.S. Department of Defense.



## GRANTHOLOGY

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*Federal Grant Systems Hub (beta)*

*"The Federal Grant Systems Hub is designed to centralize access to grant systems and support resources needed to manage your federal awards, with results tailored to your organization."*

[View Your Grant Systems.](#)



### TIPS FROM OUR X FEED

"Applying for grants can be an exciting opportunity to secure funding for your organization's projects. Grants.gov Workspace offers a convenient and collaborative way to navigate the application process: [Two Pathways to Applying for Grants with Grants.gov Workspace.](#)"

*Follow [@grantsdotgov](#) on X for more tips and insight into the federal grant application process.*



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Grants.gov Program Management Office  
200 Independence Avenue SW  
Washington, DC 20201





Angelina Marie C Lape <aclape@gdoe.net>

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**[EMAIL EXTERNAL] Federal Funding Restrictions for Diversity, Equity and Inclusion Initiatives**

2 messages

Office of Head Start <HeadStartInfo@acf.hhs.gov>

Sat, Mar 15, 2025 at 7:35 AM

Reply-To: HeadStartInfo@acf.hhs.gov

To: "aclape@gdoe.net" <aclape@gdoe.net>



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**  
Office of Head Start

Dear Head Start recipients,

The Office of Head Start will not approve the use of federal funding for any training and technical assistance (TTA) or other program expenditures that promote or take part in diversity, equity, and inclusion (DEI) initiatives. This includes expenditures for services provided by contractors or vendors. This guidance is consistent with the nondiscrimination provisions in Sec. 654 of the Head Start Act:

*(a) The Secretary shall not provide financial assistance for any program, project, or activity under this subchapter unless the grant or contract with respect thereto specifically provides that no person with responsibilities in the operation thereof will discriminate with respect to any such program, project, or activity because of race, creed, color, national origin, sex, political affiliation, or beliefs.*

With your next application submission, Head Start grant recipients should carefully review their annual funding application, including the budget and budget justification narrative, TTA plans, program goals, and any other supplemental materials to ensure they are in accordance with this guidance.

Please direct any questions regarding this guidance to your regional office.

/ Andrew Gradison /

Andrew Gradison  
Acting Assistant Secretary  
Administration for Children and Families







## [EMAIL EXTERNAL] ACF-OHS-IM-25-03 Promoting Healthy Eating and Nutrition for Head Start Children and Families

Office of Head Start <HeadStartinfo@acf.hhs.gov>

Thu, Mar 20, 2025 at 5:15 AM

Reply-To: HeadStartinfo@acf.hhs.gov

To: "aclape@gdoe.net" <aclape@gdoe.net>

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ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-OHS-IM-25-03	2. Issuance Date: 03/19/2025
	3. Originating Office: Office of Head Start	
	4. Key Words: Nutrition	

### INFORMMATION MEMORANDUM

**TO:** All Head Start Recipients

**SUBJECT:** Promoting Healthy Eating and Nutrition for Head Start Children and Families

#### IMFORMATION:

Head Start programs play a vital role in supporting healthy eating and nutrition for enrolled children and families. Access to healthy foods and other nutrition services helps children grow, develop, and learn. Good nutrition is essential for brain development and provides children with the energy needed to stay active and focused throughout the program day. A balanced diet helps strengthen a child's immune system, reducing the risk of infections and illnesses. It also prevents childhood obesity, which can lead to chronic diseases like heart disease and diabetes.

This Information Memorandum (IM) affirms the critical role of Head Start programs in ensuring children and families have access to healthy food and comprehensive nutrition services. It also includes an overview of relevant statutory and regulatory requirements and reminds programs of the resources and partnerships available to support robust nutrition services for children and families. Lastly, this IM provides tips to foster enthusiasm for healthy eating in early learning environments and encourages Head Start programs to use innovative strategies to promote health and nutrition. An appendix of additional resources is included to guide programs in their efforts.

#### BACKGROUND:

Head Start programs play an important role in achieving healthy outcomes for children and families. Nutrition services can be particularly impactful for families who experience food insecurity or live in communities where affordable, healthy food is less available. Research indicates that Head Start children are more likely to receive dental checkups and have healthy eating patterns than non-participants. They also have lower Body Mass Index (BMI) scores and are less likely to be overweight compared to children in other non-parental care (Lee et al.,



**2013**). Obese, overweight, or underweight children who participate in Head Start have a significantly healthier BMI by kindergarten (**Lumeng, et al., 2015**). Additionally, Head Start graduates have better health status as adults than non-graduates; they are 7 percent less likely to be in poor health as adults than their siblings who did not attend Head Start (**Johnson, 2010; Deming, 2009**).

The Head Start Program Performance Standards (the Performance Standards) prioritize nutrition services that are culturally and developmentally appropriate and meet each child's individual needs, including those with disabilities, allergies, and special dietary needs (**45 CFR §1302.44(a)(1)**). In doing so, programs help children experience a variety of nutritious foods, provide mealtime opportunities for socialization and enrichment, and support families in learning about the importance of healthy foods at home.

Head Start programs promote access to healthy food and nutrition in many ways. This includes, but is not limited to:

- Increasing access to and availability of healthy foods for children and families in classrooms, during home visits or group socialization activities, and during parent and family engagement activities.
- Supporting families with pregnancy, post-partum, and breastfeeding, as well as ensuring the nutritional needs of infants and toddlers are fully met.
- Helping families access affordable, healthy food options at home.
- Providing families with education on nutrition and the importance of physical activity.
- Reducing administrative burden and supporting families to get connected with other nutrition-related services for which they might be eligible, such as the Supplemental Nutrition Assistance Program (SNAP) and the Special Supplemental Assistance Program for Women, Infants, and Children (WIC).
- Using registered dietitians or nutritionists to support the implementation of Head Start requirements for healthy nutrition.
- Making safe drinking water available to children during the program day.
- Providing materials and equipment for center-based or home-based learning activities related to healthy eating, such as supplies to create gardens, greenhouses, and Indigenous seed hubs.

All Head Start grant recipients and their delegate agencies are required to participate in the Child and Adult Care Food Program (CACFP). The CACFP is a federal United States Department of Agriculture (USDA) program that provides reimbursements for nutritious meals and snacks to eligible children enrolled in participating programs, including Head Start programs. Implementing the **CACFP meal patterns** helps to ensure children receive a variety of nutrient-dense foods, including whole grains, a variety of fresh fruits, and vegetables, all while reducing intake of ultra-processed foods, added sugar intake, and saturated fats. While CACFP mandates low-fat options, including low-fat and fat-free dairy products, emerging science (**Venn-Watson, 2023; Vanderhout, et al, 2020**) suggests whole, full-fat dairy supports child development. Head Start programs can explore offering whole dairy where funding allows. We will support implementation of possible updated guidelines while meeting current standards. CACFP also provides resources such as the **seasonal buying guide** to promote in-season local produce, which is often full of flavor and nutrients, less reliant on chemicals and pesticides, and supports sustainability and local farmers. Additional information on CACFP is provided in more detail below.

Head Start programs are also required to actively collaborate with parents and families, including expectant families, on healthy eating practices (**45 CFR §1302.46**). Programs also engage parents to discuss their child's nutritional status and provide opportunities for families to learn about preparing healthy food at home.

## **Overview of Relevant Statutory and Regulatory Requirements**

Nutrition services have been a hallmark of the Head Start program since its inception. This is reflected in the Head Start Act (the Act) and the Performance Standards, which detail program requirements related to food and nutrition. For instance, **Section 638** of the Act identifies nutrition as a key activity of the funding provided to Head Start agencies. **Section 648** of the Act requires programs to have qualified staff who can promote the importance of healthy, nutritional choices in daily classroom and family routines to prevent childhood obesity. The Act mentions nutrition services in other areas as well, as an essential part of comprehensive Head Start services.

The Performance Standards further outline what it means to provide nutrition services in Head Start programs. These requirements generally fall into two categories: those that occur when children are present in the teaching



and learning environment, and those that focus on engaging with families.

#### *Nutrition Requirements for the Teaching and Learning Environment*

**Subpart D** of the Performance Standards focuses on the health and mental health requirements for Head Start programs. It states that programs must provide high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and that will support each child's growth and school readiness (**45 CFR §1302.40**). This includes serving foods that are familiar to children as well as new foods. There are various requirements within this subpart that elaborate on what is expected of Head Start programs in the area of nutrition services:

- All Head Start programs must design and implement nutrition services that meet dietary needs of each child, including children with special dietary needs and children with disabilities, to support their growth and school readiness (**45 CFR §1302.44(a)(1)**).
- To ensure up-to-date child health status, Head Start programs must identify each child's nutritional health needs, considering available health information such as special dietary requirements, food allergies, and community nutrition issues (**45 CFR §1302.42(b)(4)**).
- The Performance Standards at **45 CFR §1302.44** detail specific child nutrition requirements, which include:
  - Ensuring each child in a program that operates for fewer than six hours per day receives meals and snacks that provide **one third to one half** of the child's daily nutritional needs.
  - Ensuring each child in a program that operates for six hours or more per day receives meals and snacks that provide **one half to two thirds** of the child's daily nutritional needs.
  - Serving three- to five-year-olds meals and snacks that conform to USDA requirements and are high in nutrients and low in saturated fat, sugar, and salt. Expect possible future updates to nutrition guidelines to reflect the latest science, including providing whole, full-fat dairy for child development
  - Making sure that all children receive a nourishing breakfast by providing nutrient rich foods for children who did not eat breakfast before they arrived at their Head Start center.
  - Providing appropriate healthy snacks and meals to each child during group socialization activities in the home-based option.
  - Promoting breastfeeding for mothers who wish to breastfeed during program hours. This may include offering facilities to properly store and handle breast milk and making accommodations when needed.
  - Connecting families to community lactation consultants or counselors when they choose breastfeeding but need support to be successful.

**Subpart C** of the Performance Standards focuses on the teaching and learning environment specifically when children are in center-based and family child care programs. The Performance Standards ensure that mealtimes are structured and used as learning opportunities. Language skills are strengthened through social conversations and fine motor abilities are tested in handling utensils or serving aides. The social skills involved in the back and forth of mealtime conversation also help children navigate friendships, turn-taking, and self-regulation.

Programs must implement snack and mealtimes in a manner that supports children's development and learning (**45 CFR §1302.31(e)(2)**):

- **Family style dining** – when children and teachers sit together for a meal or snack – is encouraged when developmentally appropriate to support consistency between home and school by replicating the experience of eating together as a family. Family style dining also offers a chance for staff to model healthy food choices and the importance of nutrition. Head Start programs are encouraged to use family style meals when developmentally appropriate. Family style meals benefit children by:
  - Encouraging healthy food choices as teachers and peers model positive attitudes toward nutrition.
  - Supporting children to learn in developmentally appropriate ways about concepts such as serving sizes, nutritional food groups, and the value of trying new foods.
  - Offering opportunity for children to practice using appropriately sized utensils to serve themselves and helping to set and clear the table. This improves children's fine motor skills, boosts their self-confidence, and expands their social skills.
- Support children's understanding of how food and nutrition contribute to growth and overall health, in alignment with the Head Start Early Learning Outcomes Framework (ELOF). For example, a preschooler



should be supported to identify a variety of healthy and unhealthy foods, and to make healthy eating choices both independently and with support, and a toddler should show willingness to try nutritious foods when offered on multiple occasions.

- Make snack and mealtimes a positive experience for children. This means programs provide sufficient time for children to eat, avoid using food as a reward or punishment, and do not force children to finish their food. The Performance Standards help programs make meals enjoyable by creating **positive eating environments** where children are supported to develop and maintain healthy relationships with food.
- Promote consistency in mealtime routines between home and school by providing one-on-one time for infants during bottle feeding. For bottle-fed infants, Head Start programs must hold infants during feeding to support socialization. This one-on-one time helps staff build their relationships with infants. In turn, these safe and trusting relationships provide the foundation for learning and development because they help very young children feel secure and confident about exploring the world around them.

#### *Nutrition Requirements for Engaging with Families*

Parent and family engagement is a cornerstone of comprehensive Head Start services. Programs must partner with families to support their wellbeing and their children's learning and development. As it relates to health and nutrition, programs are required to promote children's and families' health by providing nutrition education support services that are understandable to individuals, including individuals with low health literacy (**45 CFR §1302.46(a)**). Programs must collaborate with parents to discuss their child's nutritional status, including the importance of healthy eating, the negative health consequences of sugar-sweetened beverages, and the importance of physical activity. They must also help parents understand how to select and prepare nutritious foods that meet the family's nutrition and food budget needs (**45 CFR §1302.46(a)(1)(II)**). Programs are strongly encouraged to provide specific information to families about the importance of eating whole foods and minimizing ultra-processed foods and avoiding added sugars such as those in soda and other sugar-sweetened beverages.

#### **Funding and Partnerships to Support Nutrition Services for Head Start Programs, Children, and Families**

##### *Child and Adult Care Food Program (CACFP) and Head Start Programs*

Head Start grant recipients and their delegate agencies are required to participate in CACFP (**45 CFR §1302.44(b)**), a federal program administered by the USDA, Food and Nutrition Services (FNS). Programs are reimbursed by CACFP for all enrolled children at the free rate. CACFP reimburses Head Start programs for up to two meals and one snack, or two snacks and one meal per day. All meals and snacks eligible for reimbursement by CACFP must conform to the requirements in the **CACFP Meal Patterns for Children**.

The amount and type of food that must be offered varies based on the meal or snack, as well as the specific age group being served. USDA provides numerous resources to assist program officials in determining how foods credit toward the meal pattern requirements, including the **Food Buying Guide for Child Nutrition Programs** (FBG). Head Start programs are encouraged to speak with the **state agency** that administers the CACFP to determine if a food that is not in the FBG is eligible for reimbursement. **Additional videos** are available on the Head Start website to support programs with CACFP implementation.

Per **45 CFR §1302.44(b)**, Head Start grant funds may be used to cover any allowable costs for meal services that are not covered by the USDA program. Foods purchased with Head Start grant funds must conform with the nutritional requirements in **45 CFR §1302.44(a)(2)(III)**, including being high in nutrients and low in saturated fat, sugar, and salt. Head Start funds may also be used to pay for food that is provided to families for consumption at home, if they have a specific programmatic purpose related to family engagement. For example, Head Start programs can provide supplies for parents to engage in healthy cooking activities or start a family garden with their children at home, and parents can share about these experiences during parent groups or socializations.

##### *Other Federal Programs that Support Healthy Eating and Nutrition for Head Start Children and Families*

##### The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)

WIC is a public health nutrition program administered by the USDA that provides nutrition education, nutritious foods, breastfeeding support, and health care referrals for income-eligible pregnant or postpartum women, infants, and children up to age 5. Head Start programs can support families to determine if they are eligible for WIC and





then help them to enroll. Local WIC and Head Start programs work closely together in many communities to support the healthy development of children and families. This strong collaboration at the local level allows the two programs to coordinate their services and maximize use of resources (e.g., funding, staff, space) for children and families. Head Start programs are encouraged to view **suggested strategies and resources** to further enhance partnerships with WIC programs at the state and local levels.

#### Supplemental Nutrition Assistance Program (SNAP)

SNAP is a federal program administered by the USDA that provides food benefits to low-income families to supplement their grocery budget so they can afford the nutritious food essential to health and well-being. Similar to WIC, Head Start programs can support families to determine if they are eligible for SNAP and then help them to enroll. Families who already receive **SNAP are considered categorically eligible for Head Start services**. This allows for **cross-program recruitment** and eliminates duplicative and burdensome paperwork for families who are already eligible for a federal public assistance benefit. It also reinforces access to healthy nutrition services for the children and families Head Start programs serve and provides opportunities to prioritize education about healthy food consumption, including the importance of minimizing ultra-processed and high-sugar foods..

#### **Tips to Foster Enthusiasm for Healthy Eating and Nutrition**

Head Start programs have many options for integrating creative approaches to healthy eating and nutrition services that are aligned with the Performance Standards and developmental progressions in the **Head Start Early Learning Outcomes Framework (ELOF)**. The tips below provide some examples:

- **Make nutrition education activities fun, interactive, hands on, and part of the daily schedule.**  
Connecting nutrition activities with reading, math, or science content makes for a comprehensive approach to learning. Send versions of learning materials home with parents with instructions for how they can share in this learning with their children. Some ideas include:
  - **Sensory activities and games:** Ask children to describe the tastes or texture of foods. Use fruits and vegetables with different colors, shapes, and textures, such as kiwi, pineapples, or avocados, and let children examine both the inside and outside of fruits and vegetables.
  - **Storytelling and pretend play:** Turn mealtime into story time. Turning broccoli into a "tree" or carrots into "sticks" makes mealtime fun. Outside of mealtime, use nutrition in imaginative play:
    - Pretend to be different characters making good food choices.
    - Read books with characters making healthy choices.
    - Set up a dramatic play area with healthy food choices in a kitchen, grocery store, or restaurant and talk about selecting nutritious foods.
- **Meal planning:** Plan fun learning experiences like "Ingredient of the Week" where children select a healthy ingredient to be included in the daily lunch menu for a week. Host special days focused on nutrition, like "Fruit and Veggie Day," or have a "Healthy Snack Party". Reach out to the CACFP state agency contact for approved meal and snack ideas that increase variety. For families, provide take-home materials that encourage variety in meals. Consider easy, fast, and healthy recipes that can be part of a family's routine menu at home.
- **Growing plants:** Have a small garden or indoor plants to show children how food grows. Take a nature walk to find different food and plants or visit local farms and farmers markets. If in-person visits are not possible, use technology for a virtual farm trip.
- **Mealtime:** Share materials with families that support making mealtime fun and educational. Help families engage children as part of meal prep. As their skills develop, children can participate in setting the table, washing fruit and vegetables, and mixing ingredients. Families can extend these learning moments by inviting children to count or measure ingredients, identify food colors, and learn new vocabulary.
- **Family style meals:** Family style dining encourages learning and development not only at the table but away from mealtime as well. Children learn independence, social skills, and other important habits that will last them through adulthood. Parents who have not experienced family style meals often enjoy these experiences and, with support from program staff, may adopt these practices at home. Use these **tips for family style dining**.



- **Increase access to fresh foods.** Explore opportunities to help children and families learn about and access fresh foods through creative experiential opportunities and connections:
  - **Connect with local businesses:** Take field trips to farmers markets, local working farms, or grocery stores to teach children about fresh fruits and vegetables. Children may be eager to identify new foods they would like to try. Teachers can use the foods in lesson plans and for **healthy snacks**.
  - **Connect with other Head Start programs.** Visit other Head Start programs who are integrating experiential learning opportunities to promote health and wellness.
  - **Engage with families.** Ask parent volunteers to assist in the **creation of an on-site garden**, where they can pick fresh food to take home for their families. Share information during parent groups and socializations about balancing nutrients, including calories, proteins, vitamins, and minerals. Staff can share books for parents to read with their children about what foods make up each food group and how much of each food group is needed to fuel the brain and body.
  - **Food pantries:** Establish relationships with local food pantries, if available in the community. Ensure you have a process for regularly checking in with all families about their food security and connect them to local food pantry resources as needed.
- **Focus on the communities served:** Take the time to get to know enrolled families on an individual and community level, and incorporate their traditions and culture into healthy meals at the program and as part of community events. Group events are a great time to serve traditional foods and explore community cultures. For example, offer a rotating, in-person or virtual cooking class drawing on healthy, local or cultural meals for the families in your program. Ingredients can be provided in advance.
- **Breastfeeding and Infant nutrition:** Breastfeeding is the perfect mix of nutrition for growing babies. The American Academy of Pediatrics (AAP) recommends that infants be exclusively breastfed for the first six months, then breastfed for at least one year while they are introduced to complementary foods. Head Start programs can provide a **breastfeeding friendly environment** by having a nursing room on-site for either enrolled pregnant women or mothers who want to come to the program and breastfeed their enrolled infants.

Thank you for the work you do on behalf of children and families.

Sincerely,

/ Captain Tala Hooban /

Captain Tala Hooban  
Acting Director  
Office of Head Start

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Office of Head Start (OHS) | 330 C Street, SW | 4th Floor Mary E. Switzer Building | Washington, DC 20201  
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Angelina Marie C Lape <aclape@gdoe.net>

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## [EMAIL EXTERNAL] Nourishing Futures: Promoting Healthy Eating and Nutrition

1 message

Office of Head Start <HeadStartinfo@acf.hhs.gov>

Fri, Mar 21, 2025 at 12:30 AM

Reply-To: HeadStartinfo@acf.hhs.gov

To: "aclape@gdoe.net" <aclape@gdoe.net>



### Nourishing Futures: Promoting Healthy Eating and Nutrition

The Office of Head Start (OHS) recently released [ACF-OHS-IM-25-03 Promoting Healthy Eating and Nutrition for Head Start Children and Families](#). This new Information Memorandum (IM) outlines updated guidance, resources, and tips for promoting healthy eating and nutrition for children and families in Head Start programs.

Healthy eating is critical for children's brain development, immune health, and overall growth. Head Start programs play a critical role in ensuring that children receive a variety of nutrient-dense foods, including whole grains, fresh fruits, and vegetables. They also support children in reducing their consumption of ultra-processed foods, added sugars, and saturated fats. We understand that the COVID-19 pandemic created new challenges for programs around serving fresh, whole foods, and that some programs have yet to move back to family style dining.

As we move forward together, it is important that all Head Start programs make new efforts to avoid serving children ultra-processed foods and foods with added sugars. These foods can have negative health consequences and lead to chronic conditions such as obesity, heart disease, and diabetes. This includes serving a nourishing breakfast of nutrient-rich foods to all children if they have not eaten before coming to the program. OHS strongly recommends that all programs use family style dining, when developmentally appropriate, to support consistency between home and school. Family style dining also promotes healthy food choices as teachers and peers model positive attitudes toward nutrition.

If you are experiencing any barriers serving fresh, whole foods in your program, please reach out to us to let us know about these challenges. You can email us at [ohs\\_policy@acf.hhs.gov](mailto:ohs_policy@acf.hhs.gov), or contact your regional office.



Join us next week for a webinar where there will be opportunities to learn more about ways to strengthen your program's impact in this area and to share about barriers you are currently facing.

## **Webinar: Supporting Healthy Eating for Head Start Children and Families**

**Wednesday, March 26, 2025**

**3:30–4:30 p.m. ET**

**[Register Now!](#)**

Select the link to register for the webinar where you can learn more and ask questions:

**[https://www.zoomgov.com/webinar/register/WN\\_FTlq\\_Y7JR2msD18Mm8dAuw#/registration](https://www.zoomgov.com/webinar/register/WN_FTlq_Y7JR2msD18Mm8dAuw#/registration)**

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**[EMAIL EXTERNAL] Welcome New ECD DAS Laurie Todd-Smith**

1 message

Office of Head Start <HeadStartinfo@acf.hhs.gov>

Reply-To: HeadStartinfo@acf.hhs.gov

To: "aclape@gdoe.net" <aclape@gdoe.net>

Fri, Mar 28, 2025 at 1:10 AM



**Office of Head Start**

**Welcome New Leadership for ECD!**



On behalf of the Administration for Children and Families (ACF), we are pleased to share that the Trump Administration has appointed a new Deputy Assistant Secretary at the Office of Early Childhood Development (ECD), Dr. Laurie Todd-Smith.

Dr. Todd-Smith joins ECD as a former public-school elementary and preschool teacher. She served as child care director in multiples states including New Mexico, Arizona and Mississippi. She most recently served at the America First Policy Institute as director of the Center for Education Opportunity & the Center for the American Child where she focused on assisting states to advance evidence-based education policy reforms including the expansion of school choice, early literacy, foster care reform, online safety of children, as well as a model policy for fentanyl curriculum in public schools. During President Trump's first term, she was the director of the Women's Bureau at the U.S. Department of Labor, focusing on child care and paid family leave.

Previously, Dr. Todd-Smith served as a senior education and workforce policy advisor to Mississippi Governor Phil Bryant, as well as serving on the State Early Childhood Advisory Council (SECAC) in Mississippi. In those roles, she spearheaded several legislative initiatives that significantly improved public education in the state. These reforms led to remarkable growth in reading and math achievement outcomes for Mississippi's students, earning the state the title of the "Mississippi Miracle". The state is now leading the Nation for growth in reading and math scores.

Dr. Todd-Smith holds a doctorate in education from Mississippi State University, a master's degree from Western New Mexico University and a bachelor's degree from the University of Arizona.

Welcome Dr. Laurie Todd-Smith to ECD and ACF!

