

**AMERICA
REFRAMED**

*class of
'27*



AMDOC
American Documentary



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About this Guide

This guide is designed to help public media stations, early childhood program administrators, preservice teachers, in-service trainers, and community organizations use the film ***Class of '27*** to advance local conversations on education. It offers helpful tips for early childhood professionals new to using media in their work. It also provides an introductory look at the relevant topics in child development for anyone new to early childhood education. Recommended discussion prompts, engagement activities, and resources enable you to design a meaningful viewing experience for your audience. Everyone has a stake in the education of our nation's children. Use this guide to help your community discover new ways to support the early childhood education movement in rural America.



Class of '27 and the national engagement campaign are part of **American Graduate: Let's Make it Happen**, public media's long-term commitment to supporting community-based solutions to the dropout crisis. Supported by the Corporation for Public Broadcasting (CPB), more than 128 public radio and television stations have joined forces with more than 1,700 partners and at-risk schools across 48 states and one territory.

American Graduate is a multifaceted effort that harnesses the unique role of public media stations as trusted providers of both nationally distributed and locally produced content that increases understanding of all facets of the dropout issue, including the important role that caring adults play in the lives of young people.

Since 2011, more than 17,751 hours of national and local content have been produced and broadcast on PBS stations across the country, reaching more than 121 million Americans with quality programming from **POV**, **ITVS**, **Frontline**, and more. In addition, more than 64 million people listen to **public radio** each week. Learn more at www.americangraduate.org.

The Film



Class of '27 takes an in-depth look at the people who overcome considerable odds to bring early education to impoverished rural America. The film focuses on students, educators, parents, and guardians in three locations: Owsley County, Kentucky; White Earth Reservation in Minnesota; and farmworkers following the growing season on the West Coast. Shot in observational form, the film brings into stark relief the beauty and the poverty of these distinctly American settings, as well as the challenges facing our youngest students, their families and school systems.

The three-part format of the film makes it a very flexible engagement tool for sparking discussions about multiple topics related to poverty and early childhood education. Depending on your objective, you may want to use the film in its entirety to start a broad dialogue about the challenges and opportunities facing families in rural America or you may want to select individual parts to have a more focused discussion about community-specific issues.

Part 1: Class of '27

Key topics: Cyclical poverty, school readiness, hunger, alternative family composition

Part 1, also *Class of '27*, follows preschoolers in Boonesville, Kentucky, their caretakers, and the cyclical poverty that makes life difficult in this green, mountainous countryside. Once part of America's tobacco-growing region, declines in the industry shuttered the majority of small farms and forced the economy to try to reinvent itself. Employment is now largely limited to the school system and a local nursing home, and Superintendent Tim Bobrowski says, "No family is untouched by drugs." But these children are fortunate to have caring and competent adults giving them preparation for better futures. "I'm getting them ready for kindergarten," says Betsy Coomer, a tireless early education teacher with decades of experience who aims high for school readiness. She provides her charges with quality instruction and experiences, but has to contend with sizable challenges, such as hunger and absent parents. But grandparents—such as Rosa Noble, who takes care of three of her young grandchildren—are often able to fill this gap, and they manage astonishingly well notwithstanding the circumstances.



The school system organizes food for weekends to hand out on Friday bus rides home. Recently described as a “smudge on the nation,” Owsley County, in fact, has many people pulling for its future.



Part 2: Little Dream Catchers

Key topics: Native American families, cultural identity, historical trauma, traditional language immersion

“Education is our ticket out of poverty here; it was my ticket,” says White Earth Tribal Chairwoman and educator Dr. Erma Vizenor. The largest reservation in Minnesota, White Earth faces great challenges in cyclical poverty, unemployment, and substance abuse, difficulties that touch the majority of White Earth lives. But early educators Barb Fabre and Terri Midbo hold high standards for their very young students, and they reap success in school readiness. The curriculum is mindful of the brutally enforced federal boarding schools of the past where efforts to assimilate Native American children into white culture created widespread historical trauma, which is commonly defined as the cumulative emotional and psychological wounds passed down through generations that have very real effects on self-esteem in the present. White Earth preschoolers such as 4-year-old Evelyn engage both in quality academics and in traditional Ojibwe rituals that restore cultural pride. Evelyn receives excellent classroom teaching and takes part in ceremonial rituals such as wearing “jingle dresses” at traditional powwows.

Not long ago, Evelyn’s mother worked as a cleaner at the Shooting Star Casino, the biggest employer on the reservation. Seeing Evelyn thrive in school opened her mother’s eyes to other possibilities, and she now takes classes at White Earth Tribal College, working toward a more productive and lucrative future. Meanwhile, Evelyn’s father drives 35 miles in the other direction to work night shifts. They don’t see each other for most of the week, but are hopeful that Evelyn’s preschool experiences will bring better opportunities for her. Dr. Vizenor sums up the mission of White Earth early education well: “Education offers a lifetime of choices instead of a lifetime of circumstances.”



Part 3: Fields of Promise

Key topics: Migrant families, working families, children of immigrants, bilingual education

It’s hard to maintain a quality education when you are a 4-year-old in a farmworker family that’s following the growing season on the West Coast. And it’s even harder when the adult workday is 12 hours long, wages are low, and your family speaks limited English in the United States. But Mireya, a preschooler from Fresno, California, is fortunate to have parents who enroll her in Migrant Head Start when they reach the Willamette Valley for berry season. Instead of sitting inside the family car near the fields all day, Mireya catches a 4:30 am school bus. Bilingual teachers such as Aimee Brown make it a warm, high-quality experience for Mireya that offers meals and outdoor play as well as academic readiness.

Mireya’s 17-year-old sister, Iris, has been coming to Oregon with her parents since she was 18 months old. She’s aware that she missed out on a significant educational opportunity that her younger sister received through a head start program. Encouraged by Mireya’s success, Iris plans to go to college and become a lawyer, fighting for farmworkers’ rights. Iris hopes that when the family returns to Fresno, Mireya’s early school experience will ease her transition into kindergarten and head her toward a better future.

Letters From the Filmmakers

James Rutenbeck

Executive Producer, *Class of '27*



When I finished college in the mid-1970s, I left Minnesota to work in rural West Virginia as part of the Appalachian Teacher Corps. I believed then, as I do now, that quality child development is a potent force that can enhance the life trajectories of children lucky enough to experience it.

Since those two years in West Virginia, I've made two films in the region and have always looked for reasons to go back. I am drawn to people who live life rooted in a deep and profound sense of community. This is a big piece of the culture and life in Appalachia often overlooked by outsiders.

Not all children have the quality of life and education that my own children had in our suburb just west of Boston. Across the United States, an achievement gap between schoolchildren growing up in poverty and those living more comfortable lives has widened by 40 percent since 1970. And the disparity is growing. Twenty percent of students growing up in rural America simply give up and drop out of school.

Even as places like Owsley County and White Earth Nation grow less and less visible in our country's sight lines, children born in these places need and deserve the strong start my children had. I've held on to some creative writing from my students and sometimes wonder what their lives are like now. In a way, making *Class of '27* was my way back. A lot has changed since the 1970s, but children everywhere still have the same needs, and I hope these three short films are reminders of that simple truth.

Nina Alvarez

Producer, *Fields of Promise*



Fields of Promise is my way of looking at a community that is under attack by a certain segment of the American political spectrum that's playing to the worst of America's fears about immigrants, and in particular, Mexican immigrants.

Unlike the negative stereotypes being disseminated today, 4-year-old Mireya and her siblings live in a world that is not populated by "freeloaders living on welfare." Their world is populated by proud people determined to confront not only

the constant public attacks on their character, but also the harassment, humiliation, and exploitation to which they are subjected on a daily basis.

Mireya's parents, Celia and Gerardo, do backbreaking work, pay taxes, and are raising their children to become productive citizens. They are supported in their dream for a better life by a team of Migrant Head Start educators who provide their children with both an invaluable education and, equally important, a sense of awareness, self-esteem, and pride. If these children are to survive the racism and discrimination that has become part of the American political narrative, then these qualities of character will be essential for their survival.

My hope is that *Fields of Promise* will inspire in viewers a sense of awe and admiration for a family, one of so many, that is thriving against the odds. These are people we, as Americans, should welcome among us. Their journey is that of countless generations of immigrants before them, enhanced by a Head Start program that is truly making a difference in the lives of their children

Dustinn Craig

Producer, *Little Dream Catchers*



The subject matter pertaining to indigenous youth and their brain development was a big factor in my saying "yes" to this project. It's hard to turn down any work when you are the "working poor," and that makes existence in this realm of film complicated, especially when I as an indigenous man inhabit the same social bracket as my subjects and come from a very similar history and social climate.

I hope viewers learn that the legacy of the federal government's violent forced assimilation and indoctrination of generations of indigenous people is not forgotten and is not forgiven because indigenous people are still striving to recover from this deep, multigenerational trauma, and we are still striving to revitalize our precolonial cultures and life—under the everyday reality of abject poverty. I hope that viewers will read more history from the indigenous perspective and that they will seek out our perspectives, which are still little known and seldom acknowledged, even in academia, television, and film.

How to Use Media in Your Work



Determine Your Objective

What do you hope to accomplish by organizing a screening of *Class of '27*? Perhaps you would like to recruit more parents to enroll their children in a local early childhood education program or maybe you see an opportunity to discuss the unique needs of seasonal farmworkers with early childhood program administrators. Whatever your objective, it is important to clearly define it from the beginning to keep you focused and to help you assess the impact of your efforts.

Consider Your Audience

Who do you need to reach in order to fulfill your objective? The more specific you are about your audience, the easier it will be for you to design an event that meets their needs. For example, think about the time of day that would work best for your audience, how long they may be able to stay for a discussion, how they receive information about events, and the activities that might encourage them to engage further with the issues.

Establish Partnerships

Take a look around your community—are other organizations trying to reach the same goals you are? Teaming up with partners is a great way to help all involved further their work. Some partners might bring new promotional avenues to help advertise the event, and others, experts to participate in a panel discussion. Many film screenings also include a resource area where partners can share information about their work. It is a good idea to involve partners early in the event-planning process so they can fully participate in the process.



Design Your Event or Training

With your objective, audience, and partners in mind, now it's time to design your event. There are many different ways to craft an event using media. It can be large and open to the public or a small-group viewing aimed at creating intimate conversation. Below are ideas to help get you started.

Public Screenings

- Work with local public media stations to host a screening as part of the American Graduate campaign. Invite experts to talk about the latest research on how early education can increase the graduation rate.
- Show clips of the film at a town hall forum and invite local political leaders to discuss improving access to things like public parks and developing summer programs for its youngest residents.
- Partner with area business and community organizations to host a resource fair for parents. Create a rest area at the fair where the film or a part of the film plays repeatedly so that parents can watch throughout the day.

In-Service Training

- Use one segment of the film to create a small-group training event that meets the federal professional development requirements for Head Start providers or other organizations. Design activities, such as observation and feedback sessions, to assess progress in meeting the needs of families served.

- Include a film screening and discussion at a national or regional conference for program administrators to exchange best practices based on their experience.

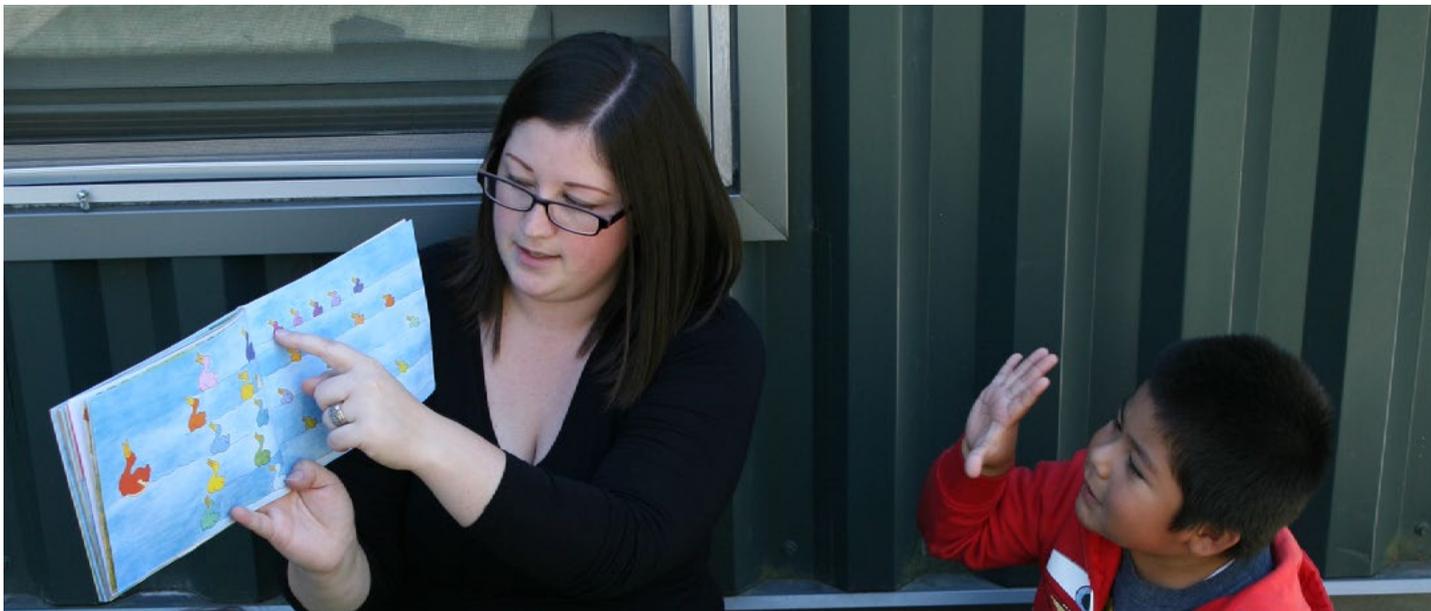
Parent Outreach

- Host a screening and open house at the facility of a local early childhood education program to encourage parents to enroll their child for services.
- Add the film to a lending library for parents to watch at home on their own time and discuss with a Head Start liaison after watching.

Preservice Education

- Screen the entire film in a college setting to provide students with an overview of issues facing rural families. Ask students to create a lesson plan designed to meet the needs of a family featured in the film.
- Select a part of the film to explore more deeply with your preservice students. For example, show Part 2, *Little Dream Catchers*, and ask students to research the current theories and approaches in supporting language development.

Relevant Topics and Issues



Take an introductory look at early childhood education theories and programs to help shape discussion around the film. You can dig deeper into the topics by reviewing sources included in this section.

Breaking the Cycle of Poverty

Education is seen as a pathway out of poverty by parents and policymakers alike. According to the National Center for Education Statistics, young adults with a high school degree or higher will make, on average, \$5,000 to \$20,000 more per year than their peers without a high school diploma. They are also less likely to face unemployment. Quality education can promote less quantifiable student benefits as well, such as increased self-esteem and well-being. These outcomes not only support an individual's success, they can be a boon for entire families. The larger community often benefits as well, through an increased tax base, and the nation prospers from an educated workforce.

Source:

» [National Center for Education Statistics. The Condition of Education at a Glance. 2014. nces.ed.gov/programs/coe/ataglance.asp](https://nces.ed.gov/programs/coe/ataglance.asp)

Child Development

A child's first five years are crucial to his or her future academic success; 80 percent of a child's brain is formed by age 3, and 90 percent, by age 5 (Save the Children, 2016). Even prenatal health care and nutrition shape brain development. In infancy, children hone their language skills through babbling and their motor skills by practicing reflexes and balance. As a child advances to toddler stage, he or she develops cognitive skills of cause and effect and social-emotional skills through relationships with others. These skills help to form foundations of learning that encourage curiosity, problem solving, focus, and persistence. As children approach kindergarten age, they add literacy, math, and science skills, which practitioners consider important for school readiness. Ideally, by the time a child

starts kindergarten, he or she has a foundation for engaged learning and the parent or guardian has established strategies for supporting the child's learning development at home.

Sources:

- » Save the Children. 2016. www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.8193011/k.4505/Early_Steps_to_School_Success.htm
- » Peterson, Sandra. "School Readiness for Infants and Toddlers? Really? Yes, Really!" *Young Children*, a publication of the National Association for the Education of Young Children. September 2012. www.naeyc.org/yc/files/yc/file/201209/SPetersen_YC0912.pdf
- » Early Childhood Learning and Knowledge Center, Office of Head Start. *Head Start Early Learning Outcomes Framework*. 2015. eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof

Effects of Poverty on Learning

The stresses of poverty can impede a child's development. Chronic stress has been shown to affect children's concentration and memory. It also increases the risk of behavioral and emotional problems, such as anxiety, depression, and low self-esteem. Children living in poverty are more likely to face hunger and to be exposed to toxic substances, affecting their physical health. Malnutrition caused by hunger can reduce a child's motor skills, motivation to explore, and ability to interact with others—important factors in cognitive and social-emotional development. Studies have shown that students facing consistent hunger display more irritable, anxious, and oppositional behavior in classroom settings than their peers.

Source:

- » American Psychological Association. 2016. www.apa.org/pi/families/poverty.aspx

Building Childhood Resilience

Although children living in poverty often face more challenges than their middle- and upper-class peers, their future is not predetermined by their economic situation. There are countless examples of children overcoming extreme adversity to become healthy, productive adults. The ability to respond positively to adversity is known as resilience. Research shows that the most common factor in a child's ability to develop resilience is at least one stable relationship with a supportive adult. This could be a parent, a guardian, a teacher, a counselor—anyone who can respond to a child's needs during a stressful time. Such relationships provide a buffer between the child and his or her environment, which enables the child to continue building executive function and self-regulation skills, such

as flexible thinking or impulse control, that are necessary to overcoming future adversities and achieving success. The close-knit community relationships found in rural areas, on reservations, and in immigrant communities, for example, are strengths that can be harnessed to build childhood resilience. Key elements to resiliency include the abilities to self-regulate and self-initiate.

Sources:

- » Center on the Developing Child, Harvard University. "Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper No. 13." 2016. developingchild.harvard.edu/resources/supportive-relationships-and-active-skill-building-strengthen-the-foundations-of-resilience
- » Center on the Developing Child, Harvard University. *Key Concepts: Executive Function & Self-Regulation*. 2016. developingchild.harvard.edu/science/key-concepts/executive-function

Head Start, Early Head Start, and Migrant and Seasonal Head Start

Head Start and Early Head Start are federal programs for low-income families and their children designed to close the achievement gap created by poverty. Head Start works with children aged 3 and 4 and their families as they prepare for kindergarten. Early Head Start serves pregnant women, infants, and toddlers under the age of 3, before they are eligible for traditional Head Start programs. Families generally have to earn less than the federal poverty line in order to qualify. Service providers work closely with parents and guardians to create positive learning environments, help families understand the critical role of being a child's first teacher, promote nutrition and physical activity, and achieve child development milestones. About a million children are served every year; in 2014, 30,276 children were served through Migrant and Seasonal Head Start (Office of Head Start, 2016).

Migrant and Seasonal Head Start (MSHS) programs are highly specialized, to meet the needs of farmworker families whose work follows seasonal agriculture. For example, instructors are required to be bilingual in Spanish and English to effectively communicate with families and their children. To accommodate the growing seasons, programs often are shorter in duration with longer days, compared with traditional Head Start programs, which may run year-round or for half days. MSHS programs were the first Head Start programs to serve infants and toddlers so that families did not have to make additional child-care arrangements. And they were among the first to offer transportation services, often picking children up before sunrise when their parents left for the fields. Some MSHS centers also include washing and changing stations for parents to remove any pesticide residue that they may have encountered in the fields before they pick up their children. MSHS also invests time and resources to ensure that parents assume their

role as their children's first teacher and become strong advocates for their children's education.

Sources:

- » National Association for the Education of Young Children. 2016. www.naeyc.org/policy/federal/headstart
- » Early Childhood Learning and Knowledge Center, Office of Head Start. 2016. eclkc.ohs.acf.hhs.gov/hslc/hs/about
- » National Migrant and Seasonal Head Start Association. "Migrant and Seasonal Head Start: A Program That Works." 2013. nmshsa.wpengine.com/wp-content/uploads/2015/06/MSHS-White-Paper-FINAL.pdf

Early Learning for Native Americans and Alaskan Natives

Early learning programs for Native American and Alaska Native children are often uniquely designed by tribes to include instruction in traditional languages. Dual language learning has clear benefits for a child's development. Studies show that bilingual children have improved focus, memory, and problem-solving skills compared with monolingual children. The larger tribal community also benefits from child language programs by strengthening intergenerational relationships. Because many adults of the boarding school era are not fluent in traditional languages, elders often step in to help with language immersion. In turn, children may help teach their parents or other adults, promoting childhood self-esteem that can counteract the effects of historical trauma.

In 2014, the Office of Child Care's (OCC) Child Care and Development Fund (CCDF) provided \$5.3 billion to States, Territories, and Tribes to improve the affordability, accessibility, and quality of child care for low-income families, including early care and afterschool programs that prepare children to succeed in school in the United States (Office of Child Care, 2016). The CCDF allows grantees a great deal of flexibility and broad discretion in designing services that are developmentally and culturally appropriate to meet the needs of children and families in tribal communities.

Source:

- » Administration for Children and Families, Office of Child Care. "OCC Fact Sheet." 2016. <http://www.acf.hhs.gov/occ/fact-sheet-occ>
- » Administration for Children and Families, Office of Child Care. "Tribal Child Care And Development Fund: Guide for New Administrators." 2008. www.acf.hhs.gov/sites/default/files/occ/na.pdf
- » Administration for Children and Families, Office of Child Care. "Summary of Tribal Child Care Activities FY 2012-2013." 2013. www.acf.hhs.gov/sites/default/files/eclcd/summary_of_tribal_lead_agencies_2012_2013.pdf

Child Nutrition Programs

The Child and Adult Care Food Program (CACFP) is a federally sponsored meal program that helps deliver nutrition to children in Head Start centers and other child-care facilities. Children are eligible for two meals and one snack daily, which are required to meet U.S. Department of Agriculture (USDA) nutrition guidelines. The program reimburses providers for each meal or snack served based on the child's family income. The CACFP serves an estimated 3.5 million children per year. In addition, the National School Lunch Program, the School Breakfast Program, and the Summer Food Service Program provide school-aged children with free and reduced-cost meals.

Source:

- » Food Research and Action Center. Factsheet, Child and Adult Care Food Program. 2014. frac.org/newsite/wp-content/uploads/2009/09/cncacfp.pdf

Discussion Prompts

These questions can spark dialogue at a variety of events. Select the prompts that best fit your event goals, your audience's concerns, and your guest speakers' areas of expertise.

General Questions

- Did watching the film *Class of '27* change your perceptions about poverty or the people it affects? Why or why not?
- Education is often considered a tool in reducing poverty. Do you agree? Is investing in education, and particularly in early childhood education, an effective way to address inequality?
- What similarities did you notice across the three communities profiled in *Class of '27*? What are some experiences that the families living in poverty shared? Did the service providers share any experiences?
- What key differences did you observe among the communities featured in the film? How did location, culture, language, history, and other factors shape each person's experiences differently?
- What stereotypes exist about people living in poverty? What about stereotypes of rural populations, Native Americans, and immigrants? What effects, if any, do stereotypes have on a child's ability to succeed?
- Do you agree that culturally responsive education is important to early child development? If so, how can early childhood programs be more culturally responsive in instruction, activities, parent support, or meal programs?
- Think of a person who had a significant positive impact in your early childhood years. What characteristics or interactions made a difference in your life?
- What key people were vital to the development of the children featured in the film? How can the larger community support these individuals in their efforts to educate early learners?
- Which programs, initiatives, and spaces in your community do you consider successful models for facilitating early child development? Are needs currently going unmet in your area? How might you or your organization improve local early childhood education offerings?
- After watching *Class of '27*, how might the stories profiled influence your own work or interactions with children and their parents or guardians?



Questions by Segment

Part 1: *Class of '27*

- In Part 1, titled *Class of '27*, writer Silas House refers to media's tendency to look down on rural areas like Owsley County. What popular representations of rural America have you seen in the media? How do you think these representations affect the way people view areas like rural Kentucky?
- In what ways did Owsley County teacher Betsy Coomer shape the ideas of what is possible for her students? How do you think this affects the way her students view themselves?
- What unique services might grandparents like Rosa Noble in Owsley County need to help them raise early learners? What are some ways early education programs can support children who may be struggling with the absence of one or more parents?



Part 2: *Little Dream Catchers*

- In Part 2, *Little Dream Catchers*, Evelyn's mother, Victoria, has just enrolled in the local tribal college to learn about Native American studies. What role do you think her daughter's education played in Victoria's desire to go back to school? In what ways does early childhood education have the potential to affect the larger community?
- How does historical trauma caused by boarding school policies show up in the lives of Native American families today? Which activities and services that you saw in *Little Dream Catchers* provided a buffer to the effects of historical trauma for early learners on White Earth Reservation?

Part 3: *Fields of Promise*

- As it does for many working-class families, hard work shapes the lives of the migrant family featured in Part 3, *Fields of Promise*. How can structured playtime at early education centers benefit the learning development of children of working-class families in particular?
- How does early childhood education for migrant workers benefit the local business community and workforce? Why should businesses support Migrant and Seasonal Head Start programs?
- What are some of the effects—positive or negative—that frequent moves like those made by migrant families might have on a child's ability to learn? How did the stability offered by Migrant Head Start programs benefit not only the children, but also their families?



Audience Engagement Ideas

Invite your audience to take their participation to the next level by getting more involved in an organization or activity. Make sure to tailor the opportunities to your participants. Here are some ideas to get you started.

- Recognize an early childhood educator in your community as an American Graduate Champion (www.americangraduate.org/become-champion).
- Teach others about the importance of early childhood education and encourage eligible families to sign up for a Head Start program in their area (eclkc.ohs.acf.hhs.gov/hslc/hs/directories/apply).
- Mentor a child through organizations such as the National Mentoring Partnership, Big Brother Big Sister, and Boys and Girls Clubs of America (www.mentoring.org; www.bbbs.org; greatfutures.org).
- Learn more about the Save the Children Action Network and speak out on behalf of children everywhere (www.savethechildrenactionnetwork.org).
- Review the USDA MyPlate nutrition guidelines and donate healthy snacks to a local food drive for low-income families (www.choosemyplate.gov).
- Encourage your employer to offer job training and recruitment programs for low-income parents (www.careeronestop.org/BusinessCenter/index.aspx).
- Educate yourself about the Native American tribes in your area, including their traditions and history (www.ncai.org/tribal-directory).
- Stay informed and engaged in the conversation about immigration reform (www.pbs.org/newshour/tag/immigration; www.nytimes.com/topic/subject/immigration-and-emigration; www.pewhispanic.org).

Resources

Use these sites to research more facts and find more studies about topics in the film and consider making some resources available to your audiences at events.

CHILD DEVELOPMENT

Administration for Children and Families, Office of Child Care
www.acf.hhs.gov/occ

Center on the Developing Child developingchild.harvard.edu

Zero to Three www.zerotothree.org

EARLY CHILDHOOD EDUCATION

Administration for Children and Families, Early Childhood Training and Technical Assistance (T/TA) System
www.acf.hhs.gov/ecd/interagency-projects/ece-technical-assistance

National Association for the Education of Homeless Children and Youth (NAEHYC) www.naehcy.org

National Association for the Education of Young Children (NAEYC) www.naeyc.org

National Head Start Association www.nhsa.org

National Institute for Early Education Research
nieer.org

Save the Children USA www.savethechildren.org

U.S. Department of Health and Human Services, Office of Head Start www.acf.hhs.gov/programs/ohs

IMMIGRATION AND MIGRANT LABOR

Farmworker Justice www.farmworkerjustice.org

Latino Americans www.pbs.org/latino-americans/en

Latino Public Broadcasting lppb.org

Migrant Clinician Network www.migrantclinician.org

National Migrant & Seasonal Head Start Association (NMSHSA) www.nmshsa.com

United Farm Workers www.ufw.org

NATIVE AMERICAN

Cultural Survival www.culturalsurvival.org

National Center on Tribal Child Care Implementation and Innovation
childcareta.acf.hhs.gov/national-tribal-center

National Congress of American Indians www.ncai.org

National Indian Head Start Directors Association (NIHSDA)
www.nihstda.org

Vision Maker Media www.visionmakermedia.org

POVERTY

Bureau of Labor Statistics www.bls.gov/eag

National Center for Children in Poverty www.nccp.org

RURAL AMERICA

Center for Rural Strategies www.ruralstrategies.org

U.S. Department of Agriculture, Rural Development
www.rd.usda.gov

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ITVS

Independent Television Service (ITVS) funds, presents, and promotes award-winning documentaries on public television, innovative new media projects on the Web, and the Emmy® Award-winning weekly series *Independent Lens* on Monday nights at 10 pm on PBS. Mandated by Congress in 1988 and funded by the Corporation for Public Broadcasting, ITVS has brought thousands of independently produced programs to American audiences. Learn more at itvs.org.

