



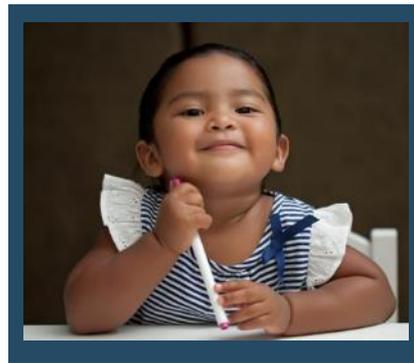
National Center on Tribal
Early Childhood Development



CHILD CARE
State Capacity Building Center

Quality Improvement and Meeting Community Needs

Office of Child Care's 2018 American Indian
and Alaska Native Regional Conference



Welcome!

Let's get to know you!

Please tell us your name, tribe, and role in early childhood.



Session Overview

- ◆ Welcome and introductions
- ◆ Early childhood programs and community needs assessment
- ◆ Quality improvement in response to the needs of families and the community
- ◆ Examples and approaches to increasing quality
- ◆ Successes, challenges, and resources



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Early Childhood Programs and Community Needs Assessment



- ◆ **What** is a community needs assessment?
- ◆ **Why** conduct a community needs assessment?

Why Assess Family and Community Needs?

Make decisions for program planning



Address changing priorities and policies



Respond to trends and needs of families and the community



Identify community resources



Maximize collaborative community partnerships

Five Steps to Community Needs Assessment

- ◆ Step 1: Plan and organize
- ◆ Step 2: Design data collection
- ◆ Step 3: Gather data
- ◆ Step 4: Review and analyze
- ◆ Step 5: Make decisions

Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services. (2007). *Five steps to community assessment for AIAN Head Start Programs* . Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/five-steps-community-assess-workbook-emerge-pop.pdf>

What Are Some Family and Community Needs?



Family and Community Needs

- ◆ Language revitalization
- ◆ Cultural responsiveness in early childhood
- ◆ Trauma-informed care and building resiliency
- ◆ Comprehensive services and infant–early childhood mental health (I-ECMH)
- ◆ Supports in response to the opioid crisis
- ◆ Support for families experiencing homelessness



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Quality Improvement in Response to Family and Community Needs

Importance of Culturally Responsive Care

- ◆ A culturally responsive learning environment promotes continuity between children's home environments and their early learning environments. Dual-language learning fosters children's sense of belonging, social connectedness, and emotional attachment.

U.S. Department of Health and Human Services & U.S. Department of Education. (2016). *Policy statement on supporting dual language learners in early childhood settings* (ODAS, ECD-ACF-PS2017-02). Retrieved from https://www.acf.hhs.gov/sites/default/files/e cd/dll_policy_statement_final.pdf

Pair and Share Activity



How did you begin learning your traditional native language?

What is your earliest memory of learning your traditional culture?

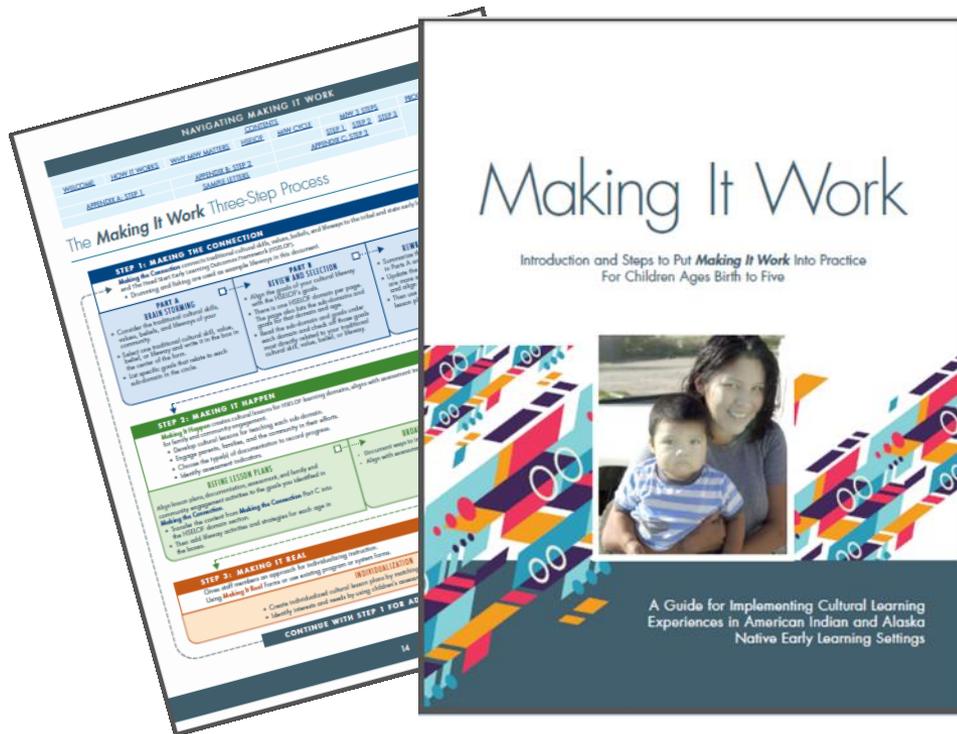
Language and Culture in Early Childhood

Restorative Teachings Early Childhood Education Initiative

- ◆ Keweenaw Bay Ojibwa Community College
- ◆ Sitting Bull College
- ◆ Northwest Indian College
- ◆ Southwestern Indian Polytechnic Institute
- ◆ Ilisagvik College
- ◆ College of Menominee Nation
- ◆ Salish Kootenai College

American Indian College Fund. (n.d.). Restorative teachings early childhood education initiative [Web page]. Retrieved from <https://collegefund.org/research-and-programs/early-childhood-education/restorative-teachings-early-childhood-education-initiative/>

Resource from the National Center on Early Childhood Development, Teaching and Learning

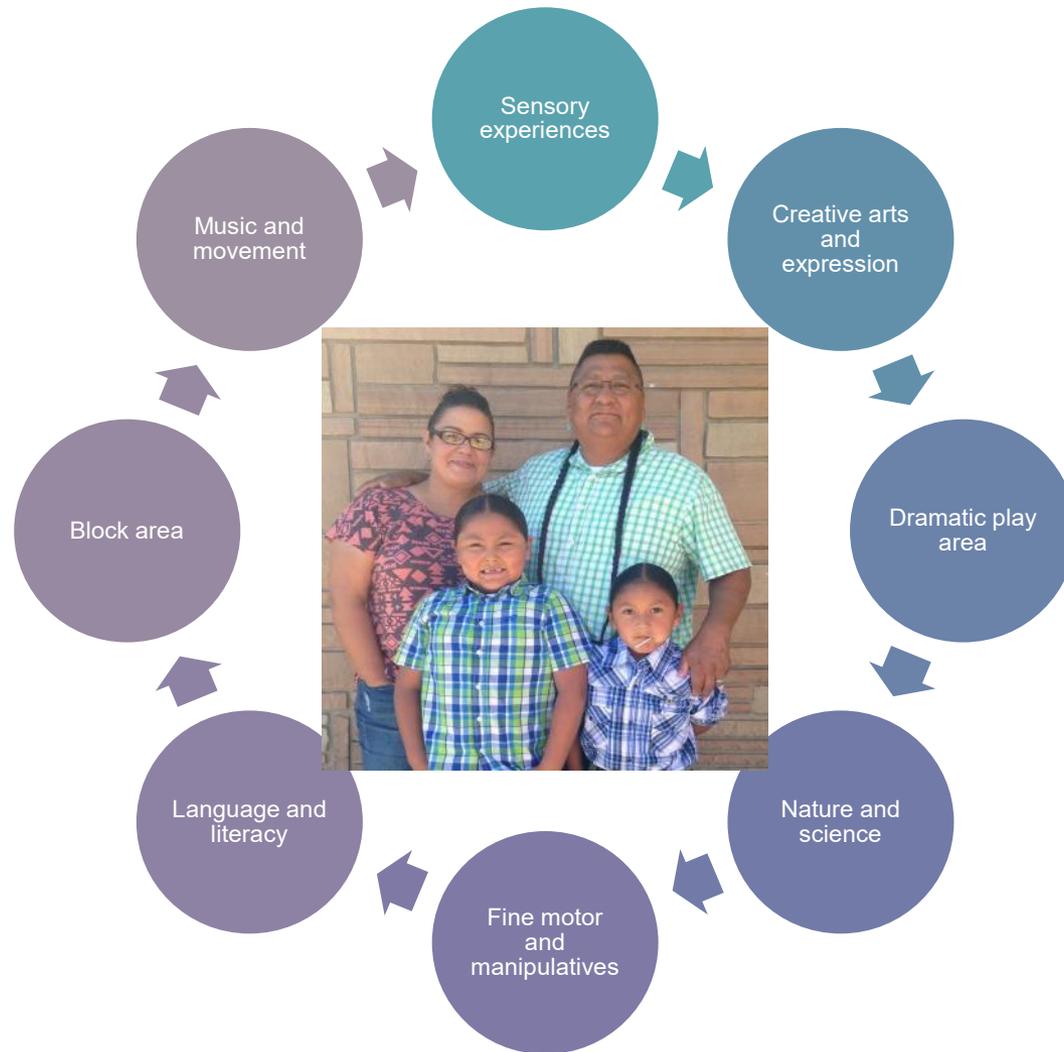


<https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-indian>

Making It Work! Pilot Programs

- ◆ New Mexico – Pueblo of Jemez Walatowa Head Start
- ◆ Oklahoma – Cherokee Nation Early Childhood Head Start
- ◆ Michigan – Grand Traverse Band of Odawa
- ◆ Michigan – Pokagon Potawatomi Head Start
- ◆ Michigan – Sault Tribe of Ojibwe Head Start
- ◆ California – Rincon Band of Luiseño Head Start
- ◆ South Dakota – Sisseton Wahpeton Oyate of the Lake Traverse Reservation

Elders, Family, and Community Engagement

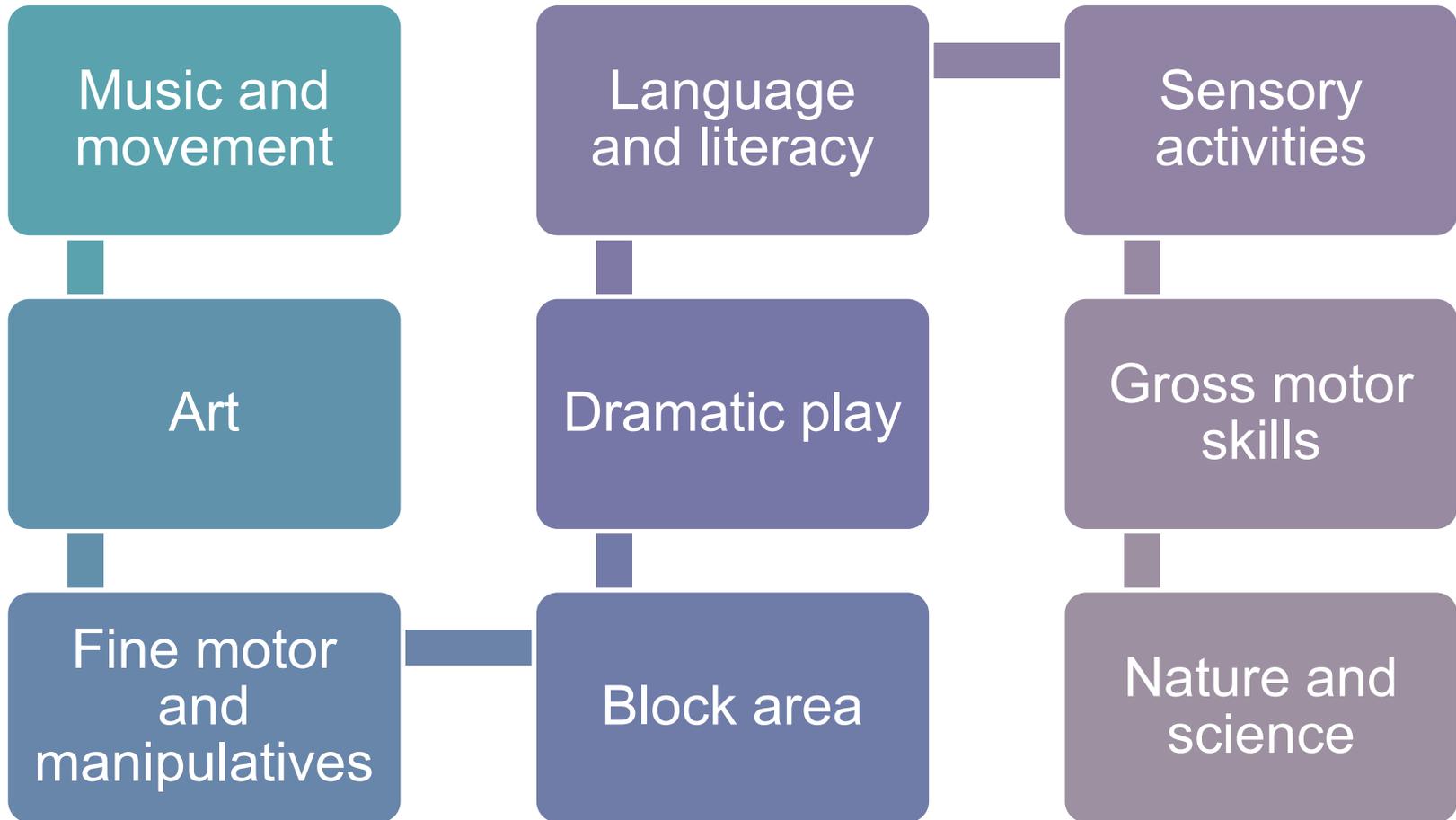


Family Engagement and Cultural Responsiveness

- ◆ Establish clear two-way communication with the family.
- ◆ Express interest in the family's language and culture.
- ◆ Inquire about the parents' goals for the child's cultural learning and language development.
- ◆ Creating collaborative and reciprocal relationships with families.

Virmani, E. A., & Mangione, P. L. (Eds.). (2013). *Infant/toddler caregiving: A guide to culturally sensitive care* (2nd ed.). Sacramento: California Department of Education.

Infusing Culture and Language into the Early Childhood Classroom



Infant/Toddler Early Learning Outcomes Framework

- ◆ Approaches to Learning
- ◆ Social and Emotional Development
- ◆ Perceptual, Motor and Physical Development
- ◆ Language and Communication Development
- ◆ Cognitive Development

Preschool Early Learning Outcomes Framework

- ◆ Approaches to Learning
- ◆ Mathematics Development
- ◆ Cognitive Development
- ◆ Scientific Reasoning
- ◆ Perceptual, Motor and Physical Development
- ◆ Language and Literacy Development
- ◆ Social and Emotional Development



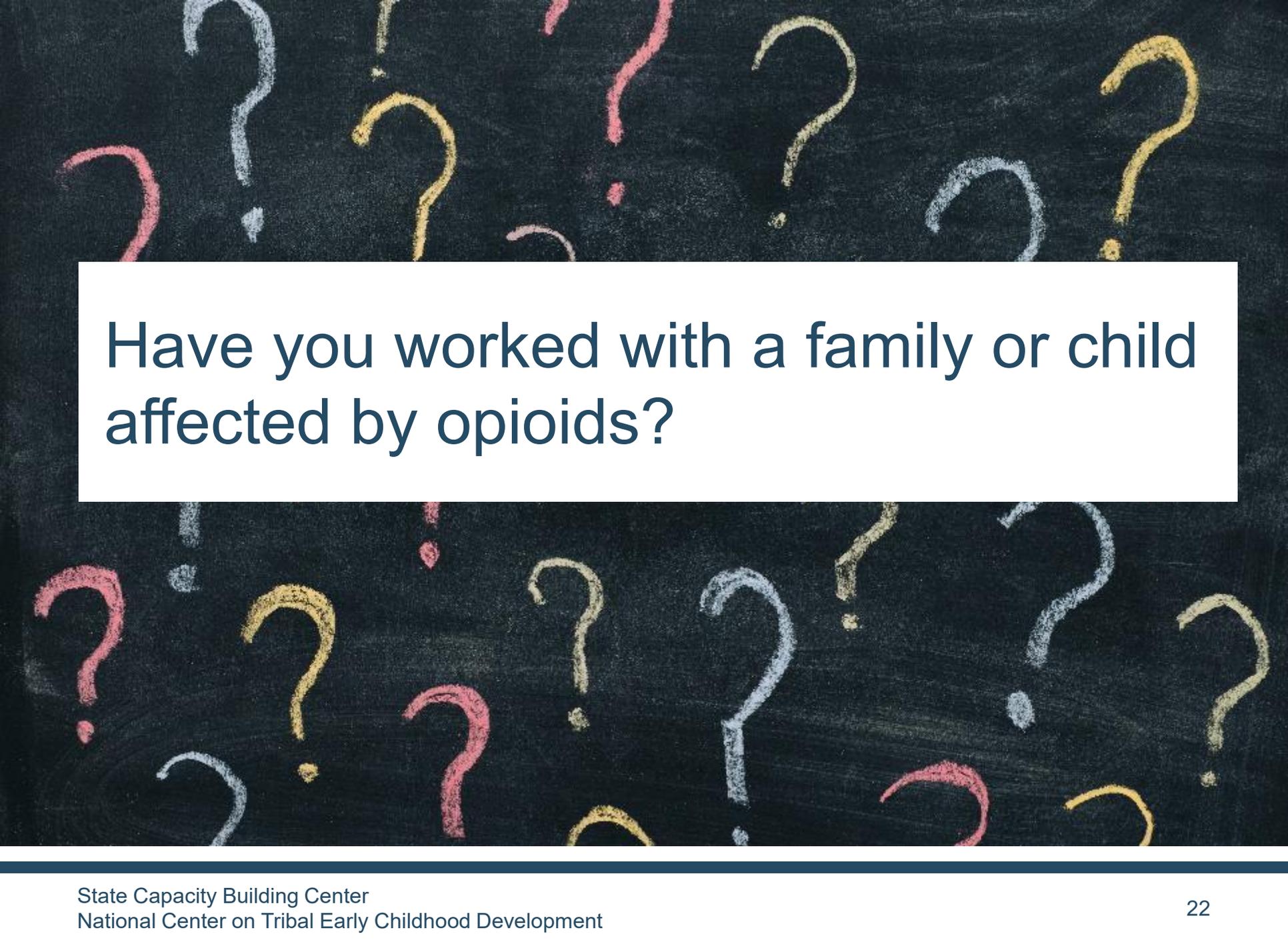
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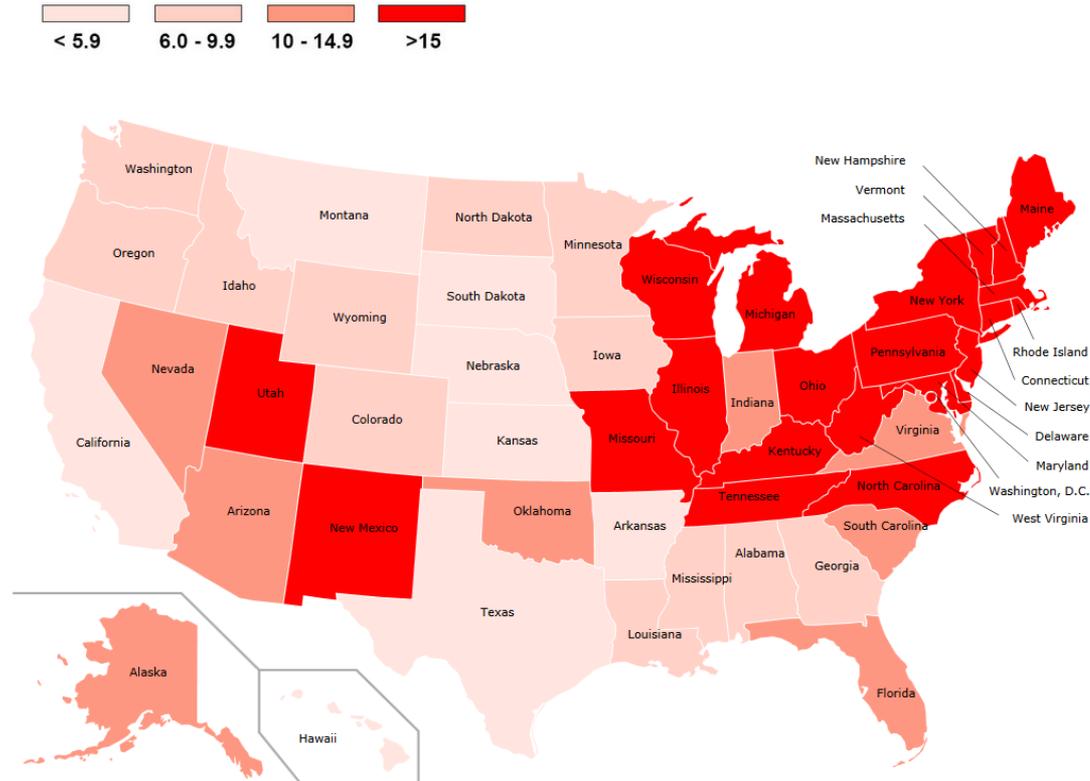
Community Challenges Affecting Children in Child Care Setting



Have you worked with a family or child affected by opioids?

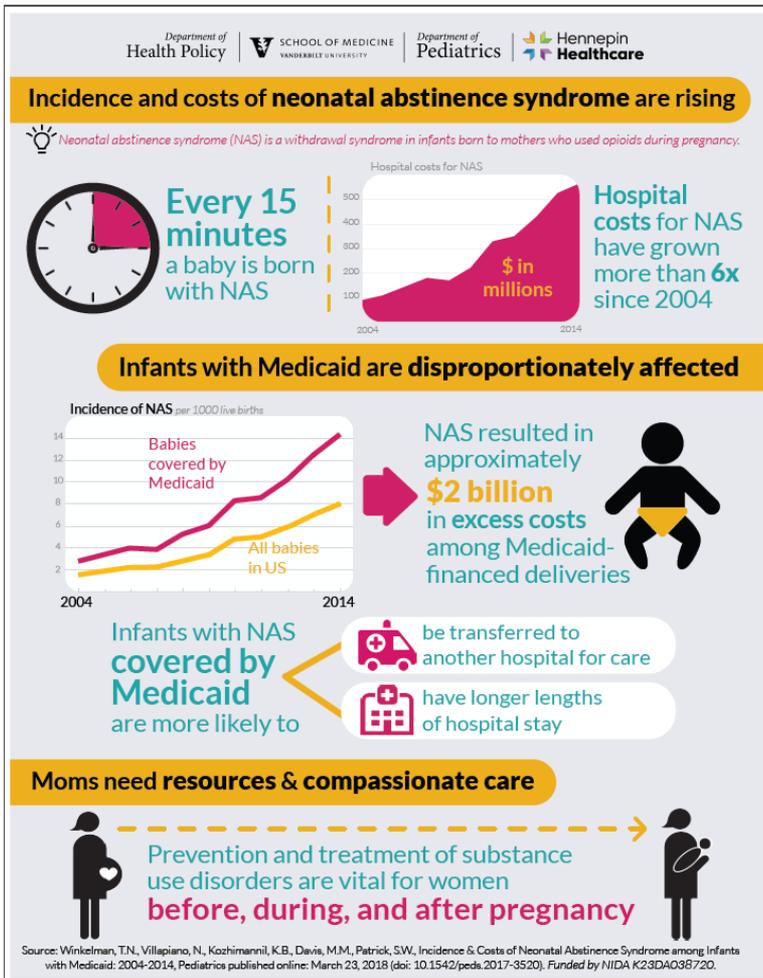
Opioid-Related Overdose Death Rates

Opioid-Related Overdose Death Rates (per 100,000 people) ¹



Source: National Institute on Drug Abuse, National Institutes of Health, U.S. Department of Health and Human Services. (2018). Opioid summaries by state [Web page]. Retrieved April 11, 2018, from <https://www.drugabuse.gov/drugs-abuse/opioids/opioid-summaries-by-state>

Neonatal Abstinence Syndrome (NAS)



- ◆ Every **15 minutes**, a baby is born suffering from NAS
- ◆ **Five times** as many babies were born with NAS in 2009 as in 2000
- ◆ The average hospital stay in 2012 for infants exposed to substances was **16.9 days**, compared to an average of 2.1 days for an infant not exposed to drugs

Source (figure and information): Vanderbilt Center for Child Health Policy and the following paper: Winkelman, T. N., Villapiano, N., Kozhimannil, K. B., Davis, M. M., Patrick, S. W. (2018). Incidence & costs of neonatal abstinence syndrome among infants with Medicaid: 2004-2014, *Pediatrics* (March). doi:10.1542/peds.2017-3520. Retrieved from <http://pediatrics.aappublications.org/content/early/2018/03/21/peds.2017-3520>

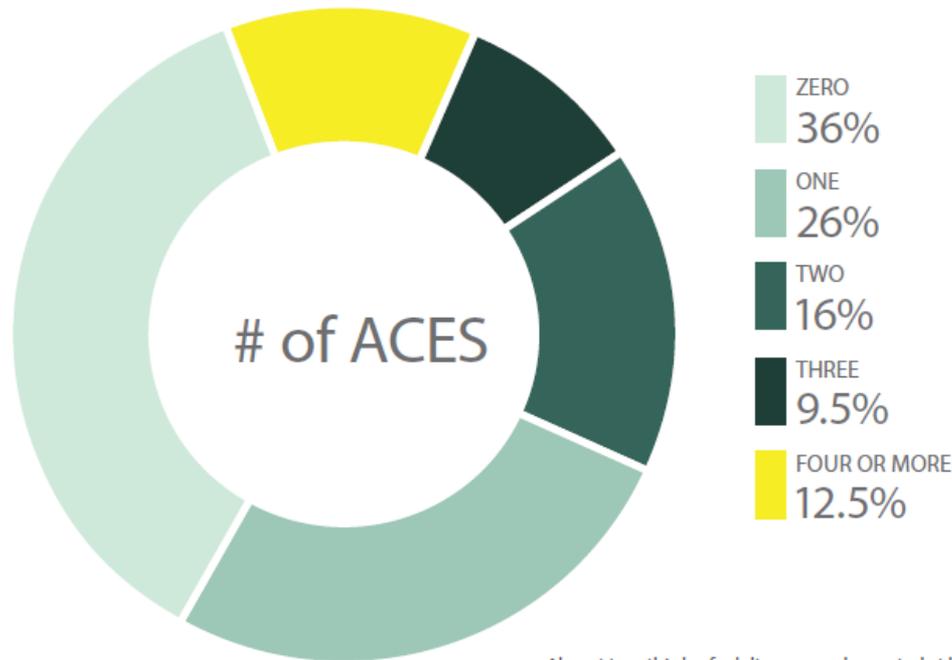
Impact on Grandparents

- ◆ Approximately 2.5 million children are being raised by grandparents or are in kinship care with no birth parents in the home.
 - This is 3 percent of all children.
- ◆ Approximately 29 percent of children in foster care (120,000+) are being raised by relatives.
- ◆ For every child in foster care with a relative, there are 20 children being raised by grandparents or family members outside of the foster care system.

Generations United. (2016). *Raising the children of the opioid epidemic: Solutions and support for grandparents*. Retrieved from http://gu.org/Portals/0/documents/Reports/16-Report-State_of_Grandfamilies.pdf

Adverse Childhood Experiences (ACEs)

HOW COMMON ARE ACEs?



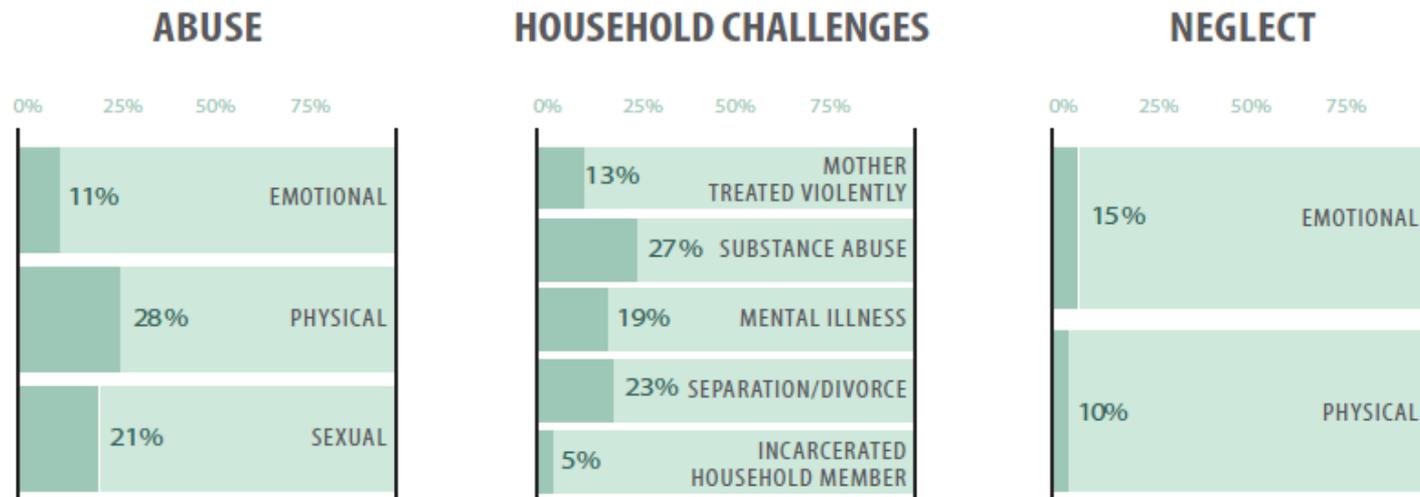
Almost two-thirds of adults surveyed reported at least one Adverse Childhood Experience – and the majority of respondents who reported at least one ACE reported more than one.

Source: U.S. Centers for Disease Control and Prevention. (n.d.). *Adverse childhood experiences: Looking at how ACEs affect our lives & society*. Retrieved from http://vetoviolence.cdc.gov/apps/phl/images/ACE_Accessible.pdf

Adverse Childhood Experiences

→ TYPES of ACES

The ACE study looked at three categories of adverse experience: **childhood abuse**, which included emotional, physical, and sexual abuse; **neglect**, including both physical and emotional neglect; and **household challenges**, which included growing up in a household where there was substance abuse, mental illness, violent treatment of a mother or stepmother, parental separation/divorce or had a member of the household go to prison. Respondents were given an **ACE score** between 0 and 10 based on how many of these 10 types of adverse experience to which they reported being exposed.



Source: U.S. Centers for Disease Control and Prevention. (n.d.). *Adverse childhood experiences: Looking at how ACEs affect our lives & society*. Retrieved from http://vetoviolence.cdc.gov/apps/phl/images/ACE_Accessible.pdf

Adverse Childhood Experiences

- ◆ Emotional abuse
- ◆ Physical abuse
- ◆ Sexual abuse
- ◆ Emotional neglect
- ◆ Physical neglect
- ◆ Mother treated violently
- ◆ Household substance abuse
- ◆ Household mental illness
- ◆ Parental separation or divorce
- ◆ Incarcerated household member

Center for the Application of Prevention Technologies, Substance Abuse and Mental Health Services Administration. (2018). Adverse childhood experiences [Web page]. Retrieved from <https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences>

Possible Effects of ACEs on Parenting Ability

- ◆ Reduced parenting capacity
- ◆ Maladaptive responses to their children
- ◆ Increased chance of the following:
 - Social risk factors
 - Mental health issues
 - Substance abuse
 - Intimate partner violence
 - Adult adoption of risky behaviors

American Academy of Pediatrics. (2014). *Adverse childhood experiences and the lifelong consequences of trauma*. Retrieved from https://www.aap.org/en-us/Documents/ttb_aces_consequences.pdf

Trauma and Adverse Childhood Experiences

64% of individuals are exposed to some traumatic experience (e.g., natural disasters, abuse, neglect, domestic violence)

Adverse childhood experiences affect children's brain development as well as their emotional and physical health throughout their lives

Positive and responsive interactions help to mitigate negative experiences and develop a child's resilience

There is a need for integrating services, partnerships, collaborations, and state systems of supports

Source: U.S. Centers for Disease Control and Prevention. (n.d.). *Adverse childhood experiences: Looking at how ACEs affect our lives & society*. Retrieved from http://vetoviolence.cdc.gov/apps/phl/images/ACE_Accessible.pdf

Source: Harvard University Center on the Developing Child (2016) *ACEs and Toxic Stress: Frequently Asked Questions* retrieved from <https://developingchild.harvard.edu/resources/aces-and-toxic-stress-frequently-asked-questions/>

Signs and Symptoms of Trauma in Infants and Toddlers

- ◆ Eating and sleeping disturbance
- ◆ Clingy; separation anxiety
- ◆ Irritable or difficult to soothe
- ◆ Repetitive posttraumatic play
- ◆ Developmental regression
- ◆ Language delay
- ◆ General fearfulness or new fears
- ◆ Easily startled
- ◆ Reacting to reminders or trauma triggers
- ◆ Difficulty engaging in social interactions through gestures, smiling, or cooing
- ◆ Persistent self-soothing behaviors; for example, head banging
- ◆ Aggression (toddlers)

The National Child Traumatic Stress Network. (n.d.). *How Early Childhood Trauma Is Unique*. Retrieved from <https://www.nctsn.org/what-is-child-trauma/trauma-types/early-childhood-trauma/effects>

Challenging Behaviors, Strategies, Resources, and a System of Supports



- ◆ Training modules and resources: Center on the Social and Emotional Foundations for Early Learning (CSEFEL Pyramid Model)
- ◆ Social-emotional development screening tools (for example, ASQ-SE)
- ◆ Toxic stress, trauma, and adverse childhood experiences (ACEs)
- ◆ Infant–early childhood mental health (I-ECMH) system of supports as part of comprehensive services

Pyramid Model Training, Tools & Resources

- ◆ Pyramid Model Training modules
- ◆ Toolkits for teachers and parents, and for training trainers
- ◆ Resources for developing behavioral support plans
- ◆ Research and practical strategies
- ◆ Center on the Social and Emotional Foundations of Early Learning (CSEFEL) <http://csefel.vanderbilt.edu/>
- ◆ National Center for Pyramid Model Innovations <http://challengingbehavior.cbcs.usf.edu/about/index.html>

How Do We Build Resilience in Children?

- ◆ Building responsive relationships
- ◆ Supporting the development of foundational social-emotional skills: self-regulation, self-confidence, and empathy
- ◆ Providing positive role models
- ◆ Teaching personal wellness: exercise, nutrition, and mindfulness
- ◆ Constructing a growth mindset to solving problems

How Do We Build Resilience in Children?

- ◆ Engage families to make choices that support health, learning, and well-being
- ◆ Partner with families by building relationships and understanding their cultures
- ◆ Focus on family strengths
- ◆ Respect and support parents as the best first teacher and advocate for their children



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Approaches to Quality Improvement

Approaches to Quality Improvement

Training and professional development

AI/AN quality initiatives, quality rating and improvement systems, or both

Supporting providers' voluntary pursuit of accreditation

Increasing access and quality for infants and toddlers

Tribal child care licensing standards, monitoring health and safety

High-quality program standards for health, mental health, nutrition, physical activity

Evaluating tribal child care program quality and child outcomes

Comprehensive services and coordination with Part B and Part C of IDEA

Financial incentives for teaching staff reaching higher levels of education

Note: "AI/AN" is American Indian and Alaska Native. "IDEA" is the Individuals with Disabilities Education Act.

Quality Improvement for Vulnerable Populations

Families
experiencing
homelessness

Infants and
toddlers

School-age
children

Children with
disabilities

Children in
isolated
geographic
areas

Children needing
care during
nontraditional
hours

Language
revitalization in
AI/AN
communities

Culturally based
curricula in AI/AN
communities

Federal Guidance on Promoting Social-Emotional and Behavioral Health

- ◆ Child Care and Head Start providers
 - Trusted sources of support
 - Provide families information on children's development, parenting skills, access to services
- ◆ Policies and practices that can aid states in providing services
 - Building workforce capacity
 - Implementing consultation or coaching model
 - Attending to continuity of care
 - Establishing early learning guidelines

Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2015). *State policies to promote social-emotional and behavioral health of young children in child care settings in partnership with families* (CCDF-ACF-IM-2015-01). Retrieved from https://www.acf.hhs.gov/sites/default/files/occ/ccdf_acf_im_2015_01.pdf

Federal Guidance on Promoting Social-Emotional and Behavioral Health

- ◆ Workforce professional development
 - Developmental screenings
 - Reflective practices and supervision
 - Family engagement
 - Recognizing trauma

- ◆ Workforce supports
 - Infant–early childhood mental health consultation
 - Coaching and consultation (inclusion and infant/toddler)
 - Age-appropriate positive behavior intervention and supports
 - Caregiver wellness

Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2015). *State policies to promote social-emotional and behavioral health of young children in child care settings in partnership with families* (CCDF-ACF-IM-2015-01). Retrieved from https://www.acf.hhs.gov/sites/default/files/occ/ccdf_acf_im_2015_01.pdf

Federal Guidance on Promoting Social-Emotional and Behavioral Health

- ◆ Help adults—parents, teachers, child care staff—strengthen their skills.
- ◆ Tailor interventions to address sources of significant stress for families.
- ◆ Support the health, mental health, and nutrition of children and their families.
- ◆ Connect with and train community partners.

Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2015). *State policies to promote social-emotional and behavioral health of young children in child care settings in partnership with families* (CCDF-ACF-IM-2015-01). Retrieved from https://www.acf.hhs.gov/sites/default/files/occ/ccdf_acf_im_2015_01.pdf

Leveraging Cross-Sector Systems

Social services,
CACFP, WIC, and
SNAP

Tribal home visiting

Part B and Part C of
IDEA

Help Me Grow

Child Care and Head
Start

Project LAUNCH

Indian Health
Services and mental
health services

21st Century
Community Learning
Centers

Others?

Note: “CACFP” is Child and Adult Care Food Program. “WIC” is the Special Supplemental Nutrition Program for Women, Infants, and Children. “SNAP” is the Supplemental Nutrition Assistance Program.



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Successes, Challenges, and Resources

Four-Corners Activity

List at least one of each on the chart paper in each corner of the room:

- ◆ Successes
- ◆ Challenges and potential solutions
- ◆ Community partners and resources
- ◆ Action items



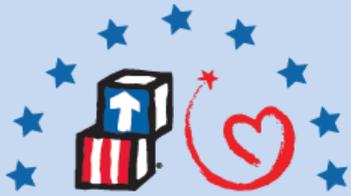
Action Planning



Questions

Reflections





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Helpful Resources

Resources: AI/AN Language and Culture

- ◆ [Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings](#), Head Start Early Childhood Learning and Knowledge Center
- ◆ [*A Report on Tribal Language Revitalization in Head Start and Early Head Start*](#), Office of Head Start
- ◆ [Restorative Teachings Early Childhood Education Initiative](#), American Indian College Fund
- ◆ [Since Time Immemorial Early Learning Curriculum](#), Washington State Department of Early Learning
- ◆ [Stories from Esther Martinez Initiative \(EMI\) Grantees](#), Administration for Native Americans
- ◆ [Tribal Early Childhood Research Center](#), Colorado School of Public Health

Resources: Community Needs Assessment

- ◆ [Checklist for Conducting Needs Assessment Surveys: Developing a Plan for Identifying Local Needs and Resources](#), Office of Head Start
- ◆ [Five Steps to Community Needs Assessment](#), Office of Head Start

Resources: Health Promotion

- ◆ [Healthy Native Babies Project resources and materials](#), Eunice Kennedy Shriver National Institute of Child Health and Human Development
- ◆ [Healthy Native Babies Safe Sleep Train-the-Trainer](#) (six video modules), Eunice Kennedy Shriver National Institute of Child Health and Human Development
- ◆ [Urban American Indian/Alaska Native Maternal, Infant, and Child Health Capacity Needs Assessment](#), Urban Indian Health Institute, Seattle Indian Health Board
- ◆ [Using Traditional Practices to Support Change](#), National Center for Cultural Competence, Georgetown University Center for Child and Human Development

Resources: Infant–Early Childhood Mental Health

- ◆ [Center of Excellence for Infant and Early Childhood Mental Health Consultation](#)
- ◆ [Infant, Toddler, and Early Childhood Mental Health Competencies: A Comparison of Systems](#), Zero to Three
- ◆ [Making It Happen: Overcoming Barriers to Providing Infant-Early Childhood Mental Health](#), Zero to Three
- ◆ [National Center on Early Childhood Health and Wellness](#)
- ◆ [Planting Seeds in Fertile Ground: Actions Every Policymaker Should Take to Advance Infant and Early Childhood Mental Health](#), Zero to Three

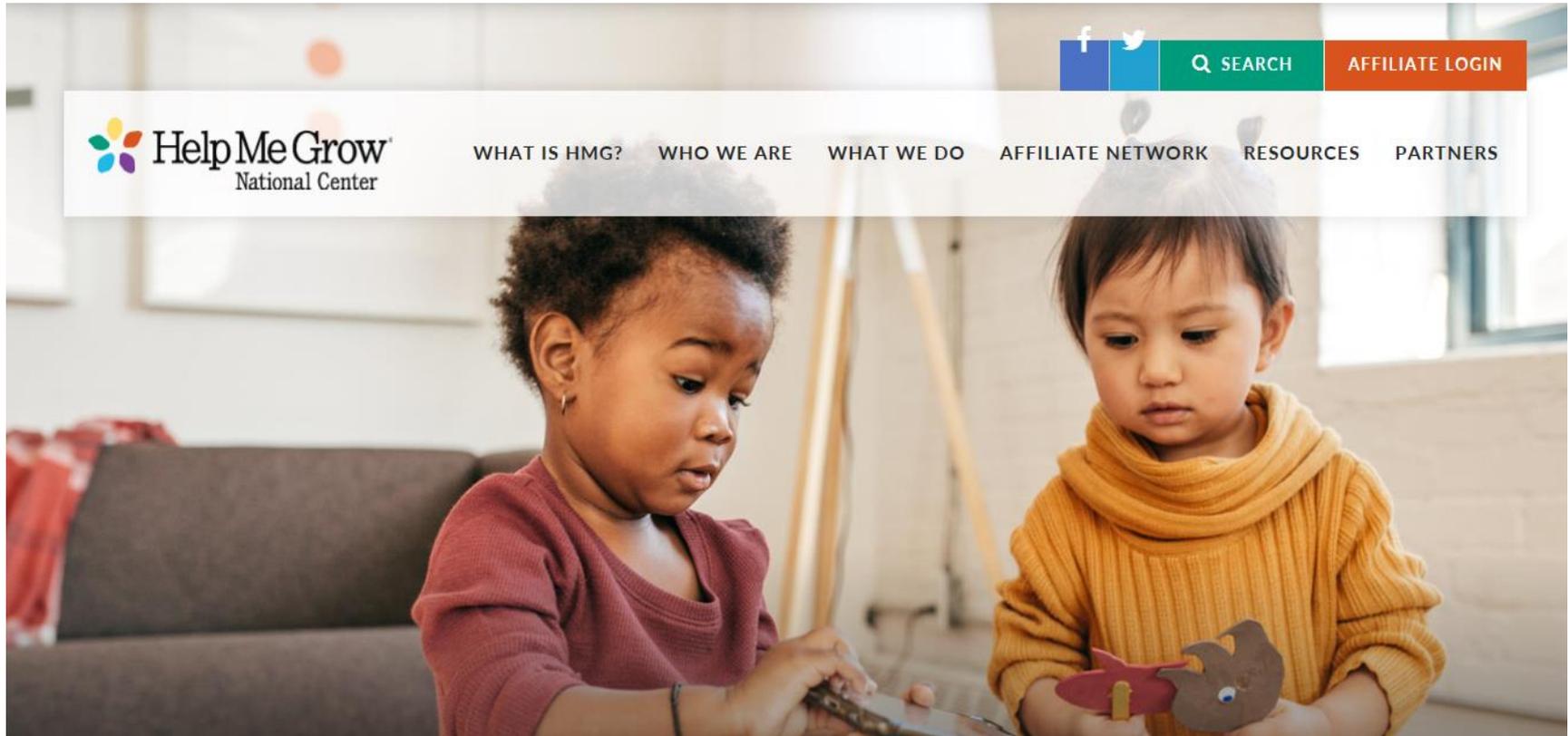
Resources: Substance Abuse

- ◆ [CAPT Resources to Prevent the Non-Medical Use of Prescription Drugs, Opioid Misuse, and Opioid Overdose](#), Center for the Application of Prevention Technologies, Substance Abuse and Mental Health Services Administration
- ◆ [Infants with Prenatal Substance Exposure](#), National Center on Substance Abuse and Child Welfare
- ◆ [Intervention IDEAs for Infants, Toddlers, Children, and Youth Impacted by Opioids](#), U.S. Office of Special Education Programs
- ◆ [Low-literacy-patient materials about opioids, opioid addiction, and opioid treatment](#) (includes documents, videos, and audio), HealthReach
- ◆ [Neonatal Abstinence Syndrome](#), National Center on Substance Abuse and Child Welfare

Resources: Trauma-Informed Care

- ◆ [Indian Country Child Trauma Center](#)
- ◆ [Online Trauma-Informed Organization Certificate Program: Basics for All Staff](#) (online training modules),
Institute on Trauma and Trauma-Informed Care,
University of Buffalo School of Social Work

Resource: Help Me Grow



<https://helpmegrownational.org/>

Resources: Project LAUNCH



Home » Resources

Developmental and Behavioral Screening Initiative

Provides resources and a guide to a public awareness campaign that was launched by The Departments of Health and Human Services and Education which is targeted at numerous sectors (e.g. early care and education, medical, primary health care, child welfare, mental health) —highlighting the importance of universal developmental and behavioral screening and support within the context of normative child development.

Source:

<http://www.acf.hhs.gov/programs/eecd/news/developmental-and-behavioral-screening-...>

LAUNCH Keywords:

Early Care
Education
Mental Health
Primary Care
Screening and Assessment
Systems

EXPLORE
Project LAUNCH
EXPLORE

EXPLORE
Safe Schools / Healthy
Students
EXPLORE

<https://healthysafechildren.org/grantee/project-launch>

Resource: Tribal Home Visiting



Tribal Home Visiting



The Tribal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program provides grants to tribal organizations to develop, implement, and evaluate home visiting programs in American Indian and Alaska Native communities.

<https://www.acf.hhs.gov/ecd/home-visiting/tribal-home-visiting>

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