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
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

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
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.

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

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

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

- Sensory experiences
- Creative arts and expression
- Dramatic play area
- Nature and science
- Fine motor and manipulatives
- Language and literacy
- Block area
- Music and movement
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.

Infusing Culture and Language into the Early Childhood Classroom

- Music and movement
- Art
- Fine motor and manipulatives
- Language and literacy
- Dramatic play
- Block area
- Sensory activities
- Gross motor skills
- Nature and science
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
Community Challenges Affecting Children in Child Care Setting
Have you worked with a family or child affected by opioids?
Opioid-Related Overdose Death Rates

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

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.

Adverse Childhood Experiences (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.

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.

**ABUSE**
- 11% Emotional
- 28% Physical
- 21% Sexual

**HOUSEHOLD CHALLENGES**
- 13% Mother treated violently
- 27% Substance abuse
- 19% Mental illness
- 23% Separation/divorce
- 5% Incarcerated household member

**NEGLECT**
- 15% Emotional
- 10% Physical

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

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

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


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)

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/](http://csefel.vanderbilt.edu/)
- National Center for Pyramid Model Innovations [http://challengingbehavior.cbc.s.usf.edu/about/index.html](http://challengingbehavior.cbc.s.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
Approaches to Quality Improvement
## Approaches to Quality Improvement

<table>
<thead>
<tr>
<th>Training and professional development</th>
<th>AI/AN quality initiatives, quality rating and improvement systems, or both</th>
<th>Supporting providers’ voluntary pursuit of accreditation</th>
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</thead>
<tbody>
<tr>
<td>Increasing access and quality for infants and toddlers</td>
<td>Tribal child care licensing standards, monitoring health and safety</td>
<td>High-quality program standards for health, mental health, nutrition, physical activity</td>
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<tr>
<td>Evaluating tribal child care program quality and child outcomes</td>
<td>Comprehensive services and coordination with Part B and Part C of IDEA</td>
<td>Financial incentives for teaching staff reaching higher levels of education</td>
</tr>
</tbody>
</table>

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

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

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.

# Leveraging Cross-Sector Systems

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<thead>
<tr>
<th>Social services, CACFP, WIC, and SNAP</th>
<th>Tribal home visiting</th>
<th>Part B and Part C of IDEA</th>
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<tr>
<td>Help Me Grow</td>
<td>Child Care and Head Start</td>
<td>Project LAUNCH</td>
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<tr>
<td>Indian Health Services and mental health services</td>
<td>21st Century Community Learning Centers</td>
<td>Others?</td>
</tr>
</tbody>
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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.
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
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


- **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

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:

LAUNCH Keywords:
Early Care
Education
Mental Health
Primary Care
Screening and Assessment
Systems

https://healthysafechildren.org/grantee/project-launch
Resource: Tribal Home Visiting

https://www.acf.hhs.gov/ecd/home-visiting/tribal-home-visiting
State Capacity Building Center,
A Service of the Office of Child Care

9300 Lee Highway
Fairfax, VA 22031
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