



# CHILDREN, CAREGIVERS AND COMMUNITIES

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WHAT THRIVING LOOKS LIKE AND WHAT IT TAKES



# DEFINITION OF THRIVING

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To grow vigorously and to prosper.  
Be successful.



# CHILDREN, CAREGIVERS AND COMMUNITIES: IT'S ALL INTERCONNECTED

[HTTPS://YOUTU.BE/7SDSYVFNJ\\_E](https://youtu.be/7SDSYVFNJ_E)

This is Nebraska: **Where children are thriving and caregivers are too (parents, educators and providers). But it all comes down to COMMUNITIES.**



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**Where children are thriving and caregivers  
are too (parents, educators and providers).**

But it all comes down to  
**COMMUNITIES.**

# THRIVING CHILDREN

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- For children to thrive, we need to focus on caregivers and communities too.
- Children
  - Define it: how do we know it when we see it?
  - How might we measure it in Nebraska?
  - Where are we today?
  - What will it take to make it happen?



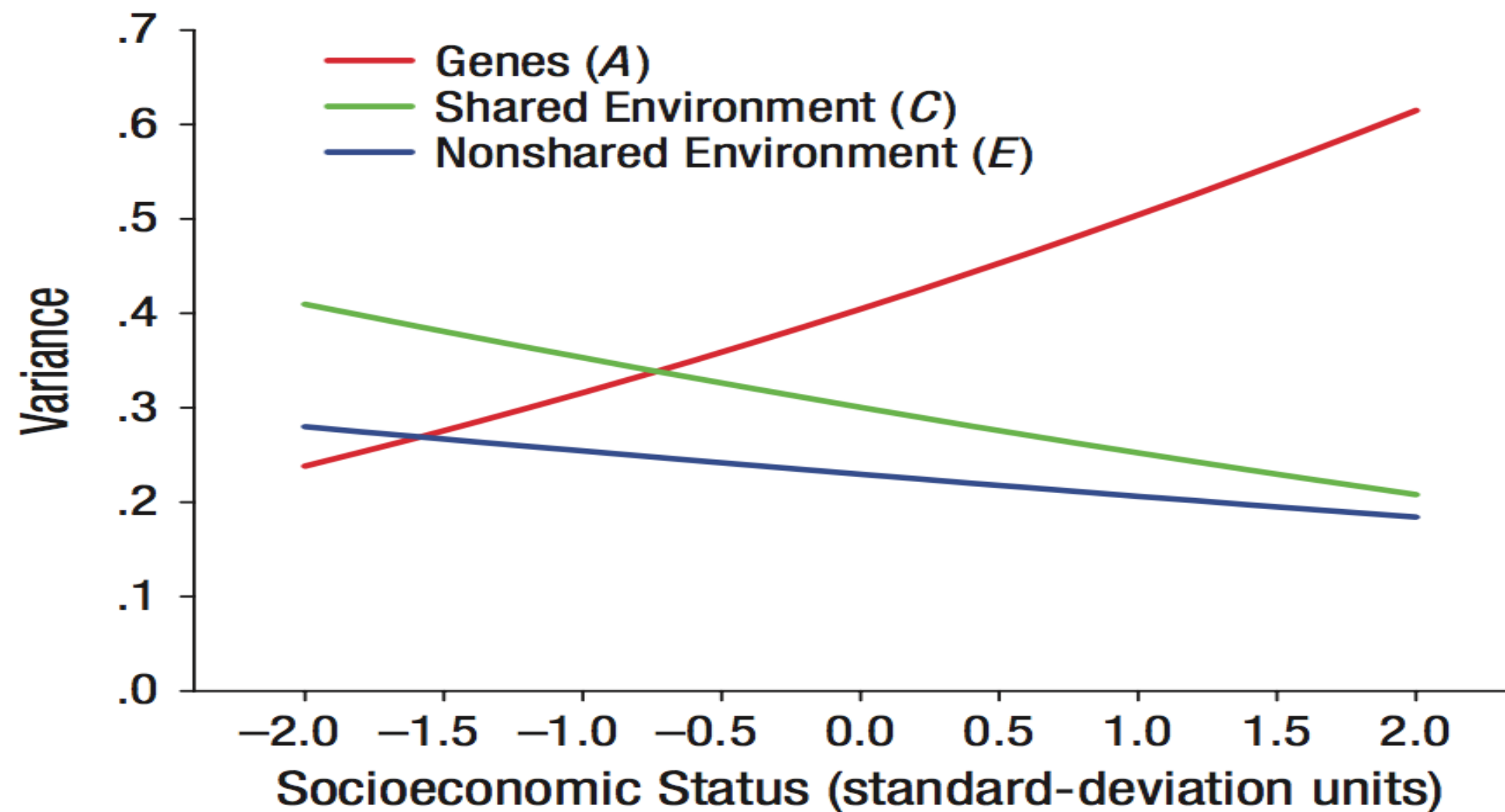
# WHO THRIVES?

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Nature vs. Nurture

# GENETICS (NATURE) AND ENVIRONMENT (NUTURE): VARIANCE IN IQ BETWEEN TWINS BY SOCIOECONOMIC STATUS

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Turkheimer, E., Haley, A., Waldron, M., D'Onofrio, B., & Gottesman, I.I. (2003). Socioeconomic status modifies heritability of IQ in Young Children. *Psychological Science, 14* (6), 623-628.

# TEMPERAMENT MATTERS: CHILDREN ARE DIFFERENT FROM EACH OTHER—DANDELIONS AND ORCHIDS

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Orchid children are more sensitive to environment. Need a well-matched environment to bring out their capabilities—to reach their genetic potential.



# 4 WAYS TO THINK ABOUT CREATING A VISION OF THRIVING

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1. Presence of thriving
2. Presence of supports for children's experiences that support thriving (quality child care, positive relationships)
3. Removal of deficits
4. Sense of wonder, wisdom, curiosity and growth-mindset

# WHERE ARE WE TODAY IN NEBRASKA: WHAT DO WE KNOW ABOUT THE CHILDREN AND THRIVING?

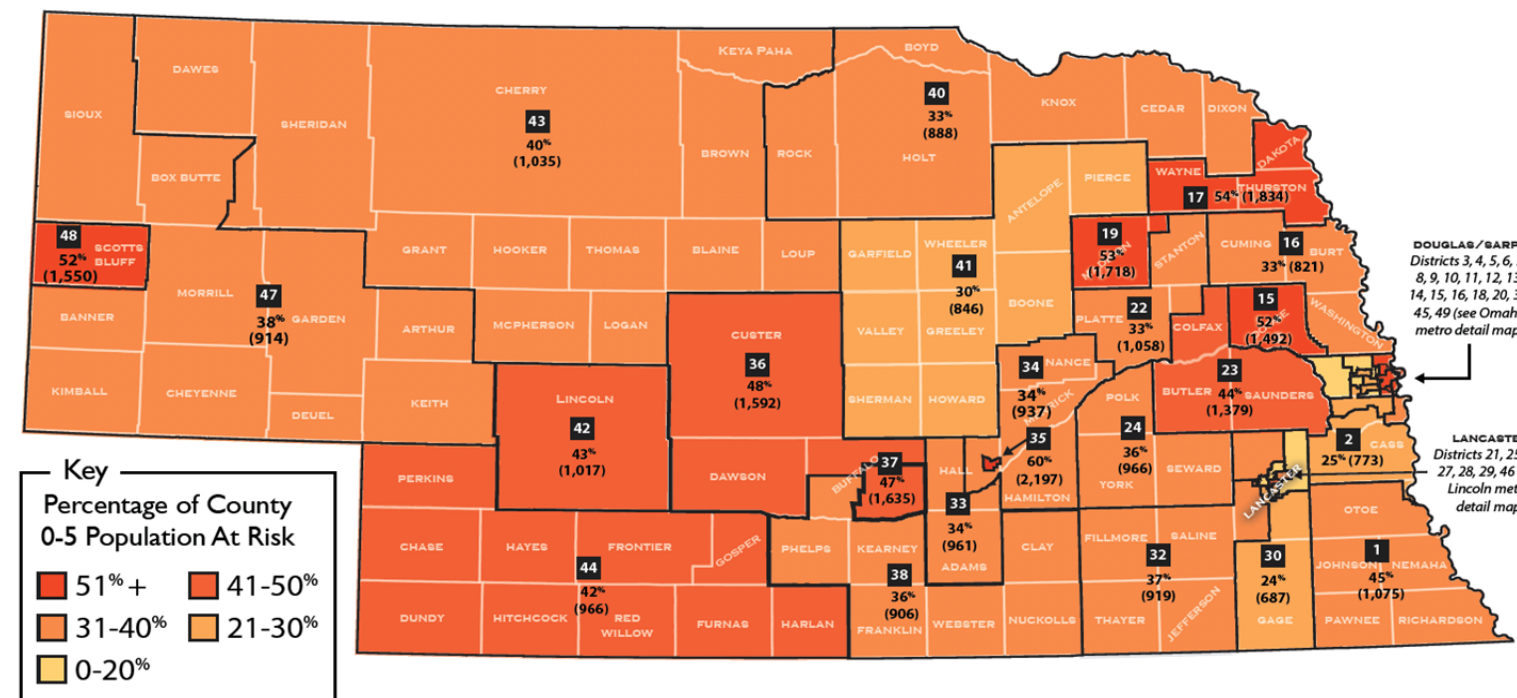
- 20% in Poverty; 39% at Risk
- 5.6/1000 Infant Mortality
- 92.5% Normal Birthweight
- 16.6% Inadequate Prenatal Care
- 17.3% Food Insecure
- 7.6/1000 Maltreated
- 54% Reading proficient



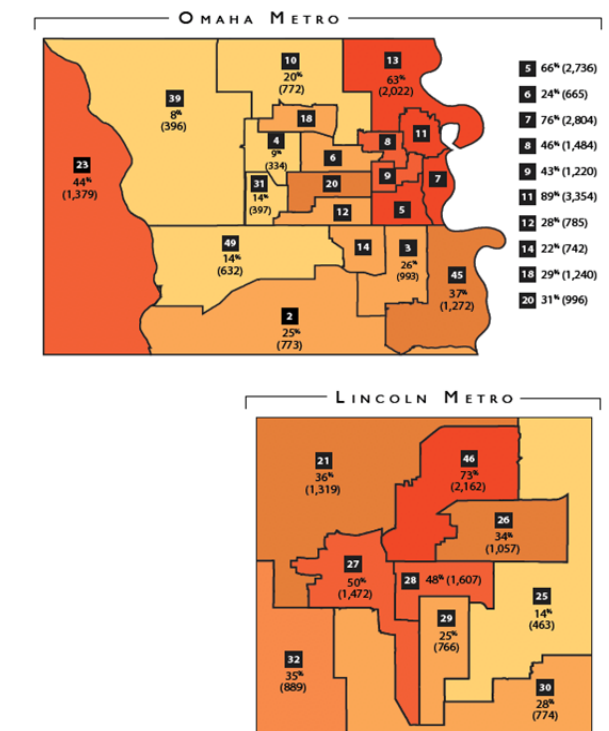
## Children Under 6 Years At Risk by Legislative District

Infants, toddlers and preschoolers most likely to face serious obstacles to healthy cognitive, emotional and social development

Greater Nebraska



Metro Areas



**154,806**

Number of Children Age 0-5 in Nebraska

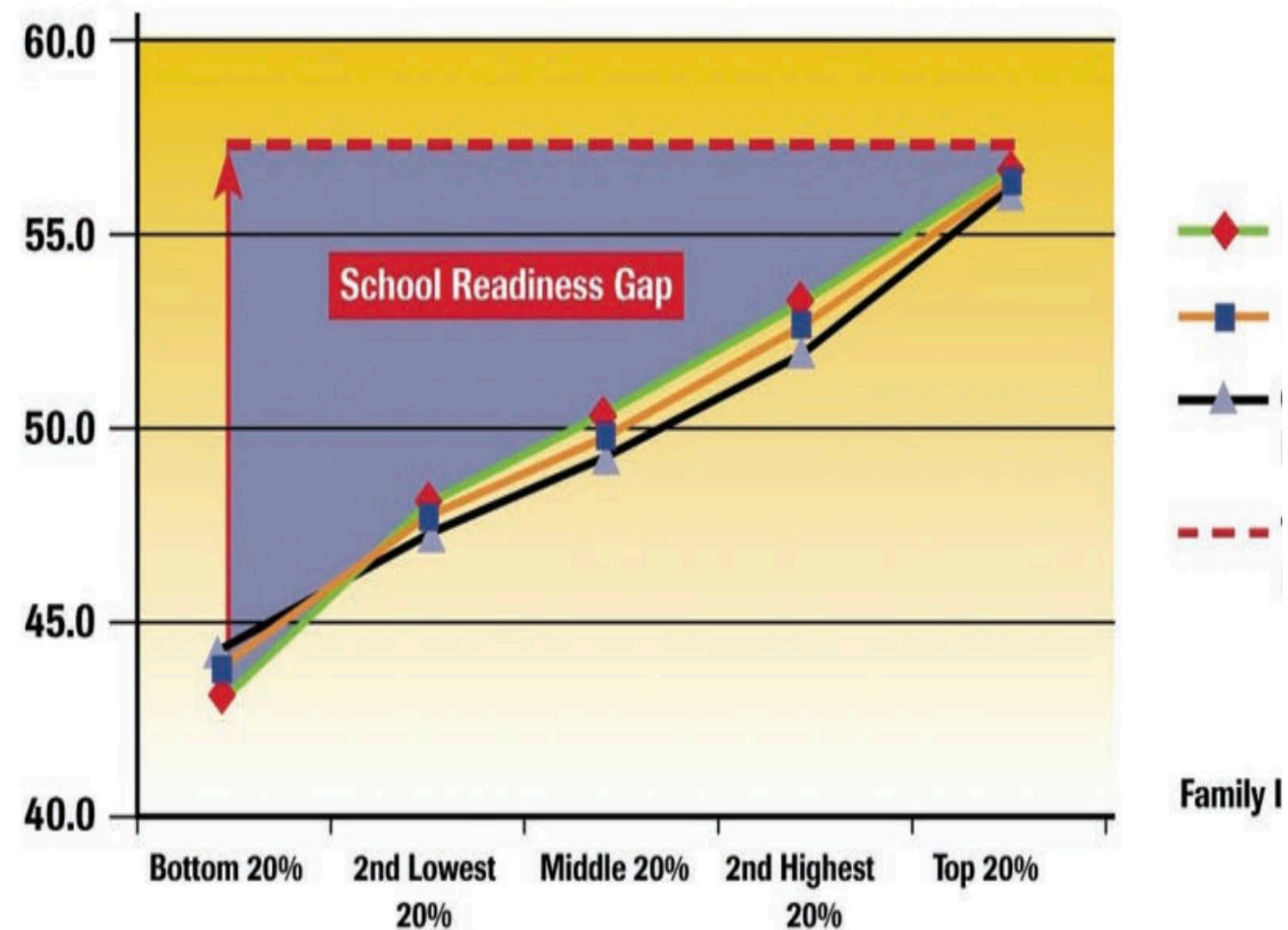
**39% (59,856)**

Estimated Percentage and Number of Children Age 0-5 in Nebraska At Risk of Failing in School

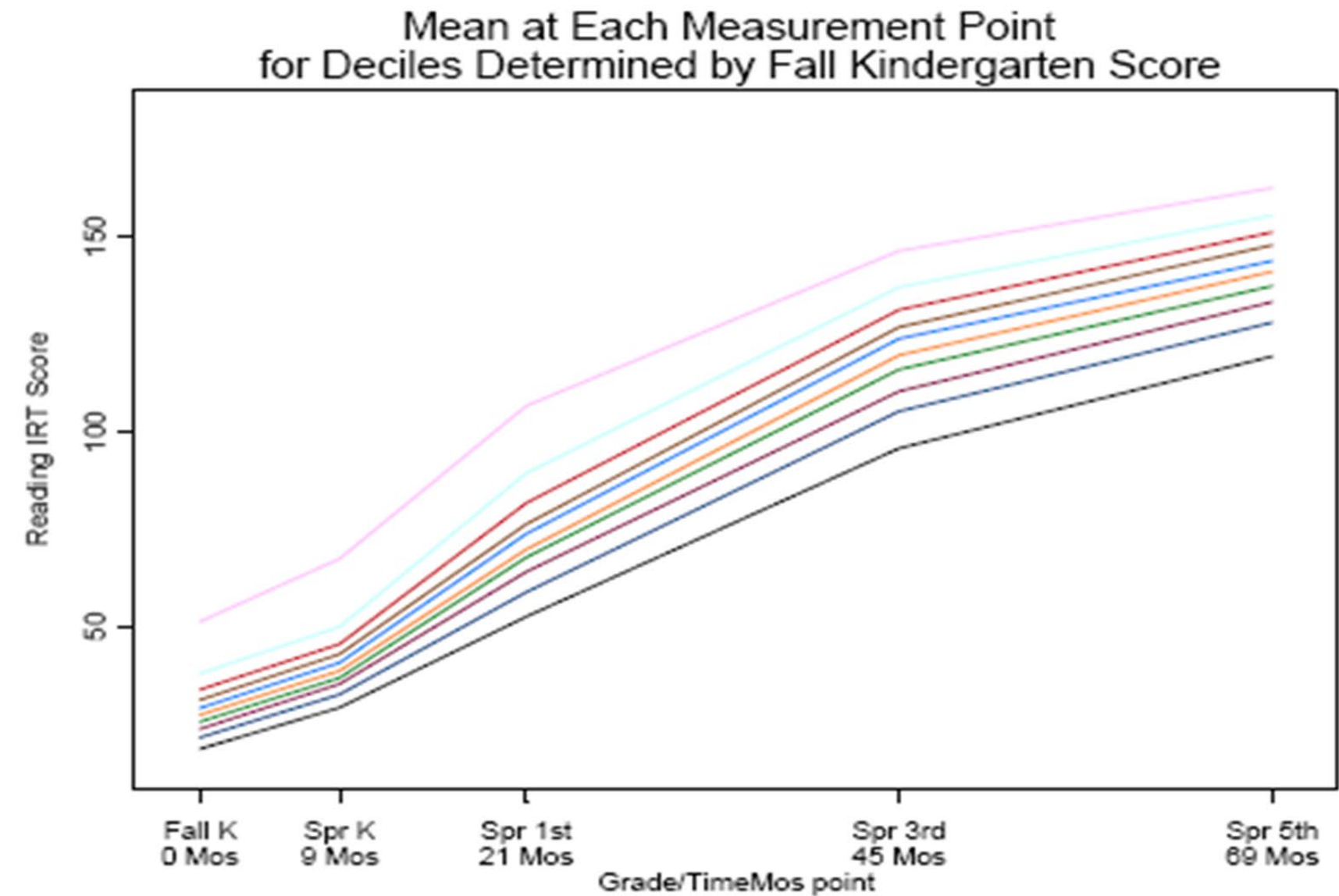
Data Source: U.S. Census Bureau; American Community Survey, 2017 American Community Survey 5-Year Estimates, Table B17024; generated by First Five Nebraska; using American Factfinder; <<http://factfinder.census.gov>>; (10 January 2019)

# ACHIEVEMENT GAP AS CHILDREN BEGIN KINDERGARTEN

Academic Ability Scores



KINDERGARTEN TO GRADE 5 READING SCORES:  
ACHIEVEMENT GAP AT KINDERGARTEN SUSTAINS UNTIL GRADE 5



Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Fall 1998. In Barnett, W. S.; Hustedt, J. T.; Robin, K. B.; & Schulman, K. L. (2004). The state of preschool: 2004 state preschool yearbook. Washington, DC: National Education Association

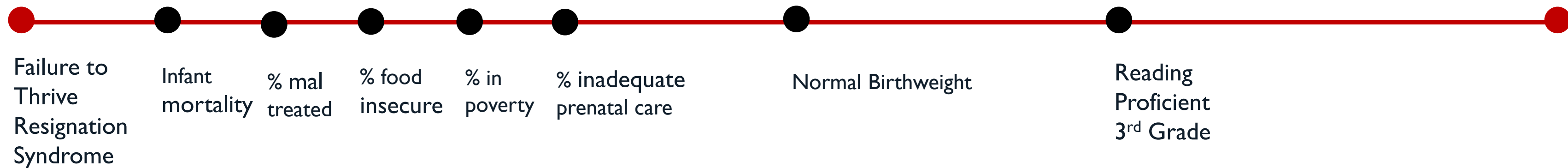
Early Childhood Longitudinal Study- Kindergarten Cohort.

# WHAT WILL IT TAKE? A NEBRASKA VISION OF THRIVING FOR EARLY CHILDHOOD?

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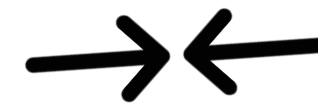
**NOT THRIVING**

**THRIVING**



Data Partners: Voices for Children: Kids Count in Nebraska; First Five; Early Childhood Interagency Coordinating Council (ECICC); Nebraska Early Childhood Data Coalition; Nebraska Children and Families Foundation (helping communities use local data) and using America's Promise Framework; Nebraska Community Opportunities Map; Preschool Development Grant Needs Assessment, NDE, NEDHHS, and others.

Communities/State



# CAREGIVERS: PARENTS, EDUCATORS AND PROVIDERS

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- What do caregivers need to do so children thrive?
- How do we help caregivers thrive?



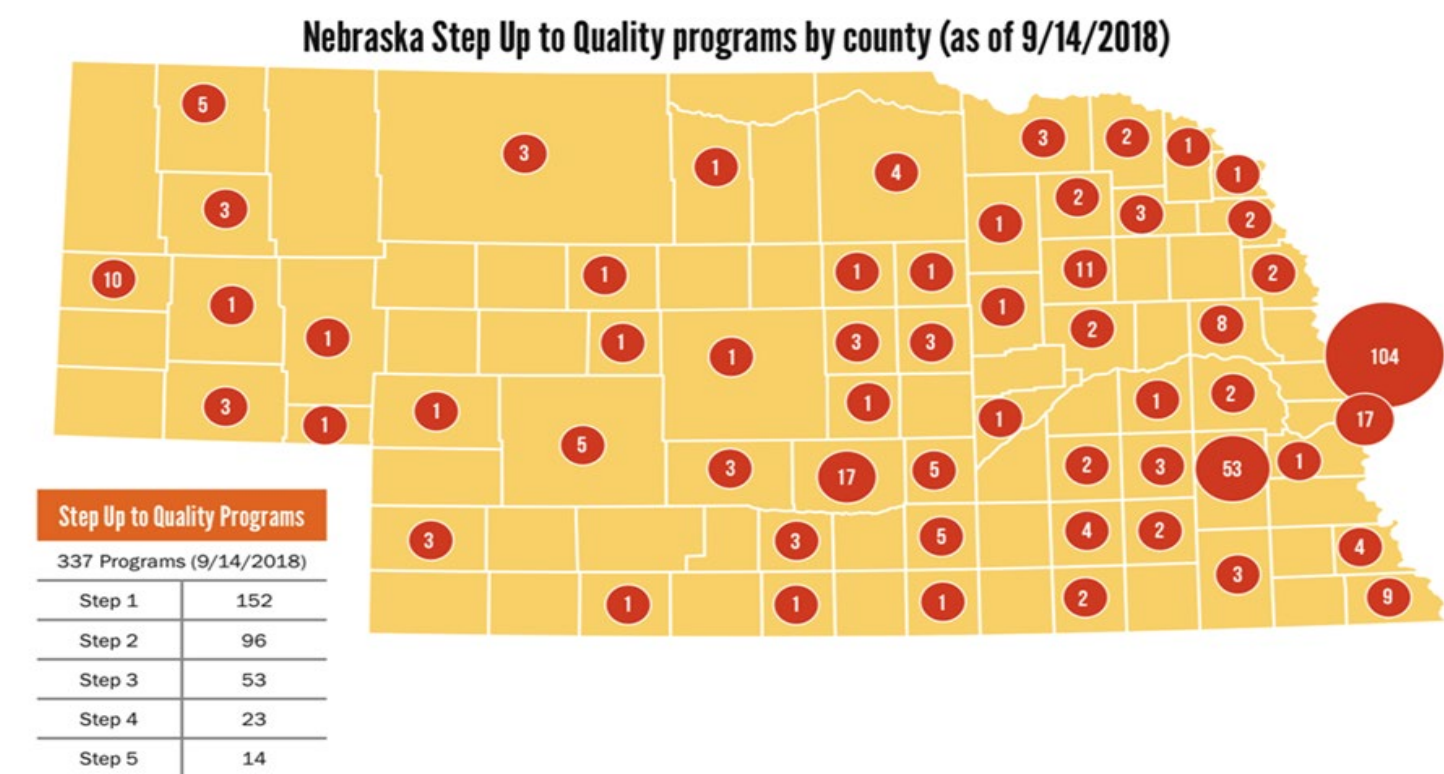
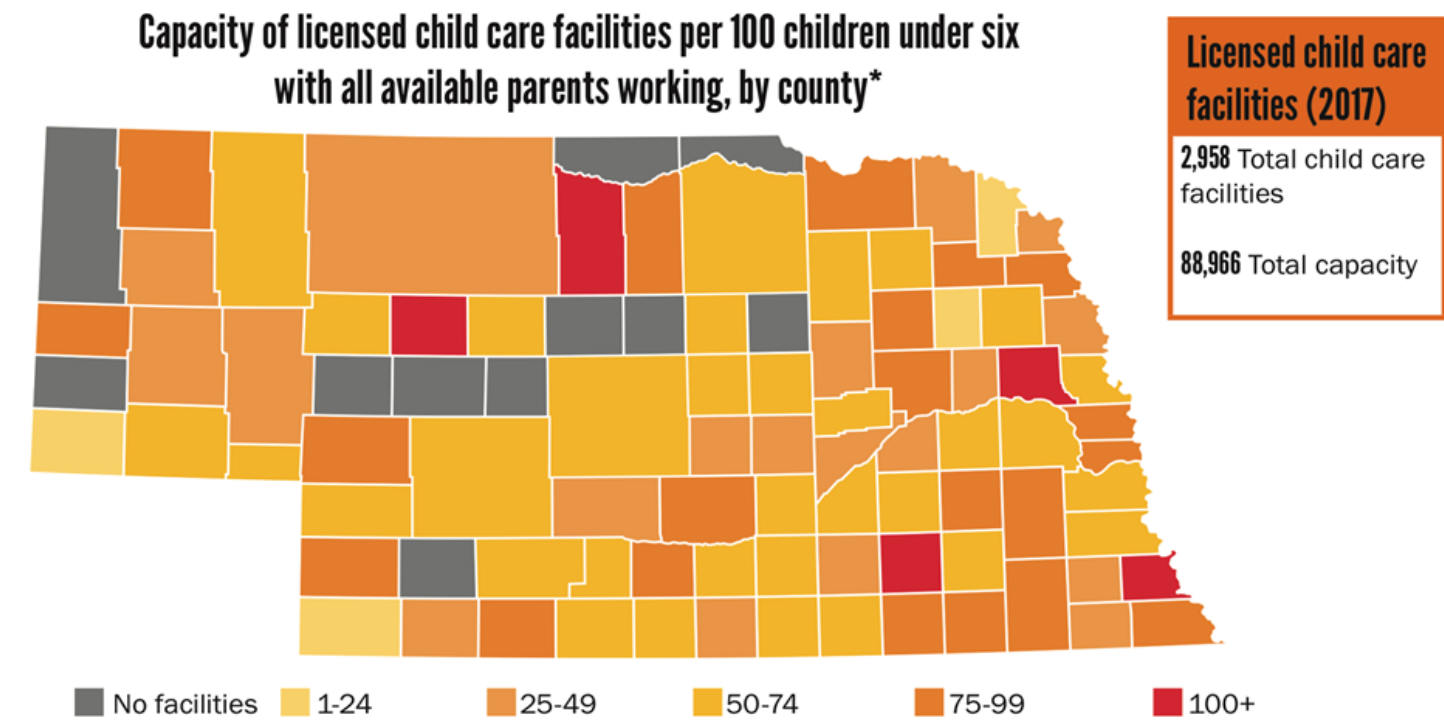
# DEFINING AND MEASURING THRIVING RELATED TO CAREGIVERS: WHAT DO ENVIRONMENTS THAT SUPPORT THRIVING LOOK LIKE?

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- Child care/early childhood environments that are safe, support great relationships (serve and return), stimulation (are of high quality).
- Parents who provide safe, supportive (serve and return) relationships with their children and who provide stimulation (growth mindset).

# WHERE ARE WE TODAY IN NEBRASKA: WHAT DO WE KNOW ABOUT CAREGIVERS AND THRIVING?

- 75% of parents in the workforce
- 25,821 children are in ece programs
- 2,958 licensed child care facilities
- 337 are in Step Up to Quality
- Cost of child care is about \$12,000/year



Source: Nebraska Department of Education, Step Up to Quality.

# WHAT ARE THE BARRIERS: WHAT INTERFERES WITH CAREGIVERS PROVIDING ENVIRONMENTS THAT HELP CHILDREN THRIVE?

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- FOR PARENTS? STRESSORS, POVERTY, IMMIGRATION, MENTAL ILLNESS, SUBSTANCE ABUSE, FOOD INSECURITY, FINANCIAL PRESSURE, POOR OR NONEXISTENT CHILD CARE, TIME PRESSURES



# WHAT ARE THE BARRIERS:WHAT INTERFERES WITH CAREGIVERS PROVIDING ENVIRONMENTS THAT HELP CHILDREN THRIVE?

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## FOR TEACHERS AND PROVIDERS? WAGES

CA PreK Early Childhood Teachers - \$27,040

Infant Toddler Early Childhood Teachers-\$20,800

K/12 Teachers-\$54,083 and up

[GOULD, E.](#), [WHITEBOOK, M.](#), [MOKHIBER, Z.](#), AND [AUSTIN, L. J.E.](#) (2019). Breaking the silence on early child care and education costs: A values-based budget for children, parents, and teachers in California. Berkeley, CA: Center for the Study of Child Care Employment

# IS IT TRUE?

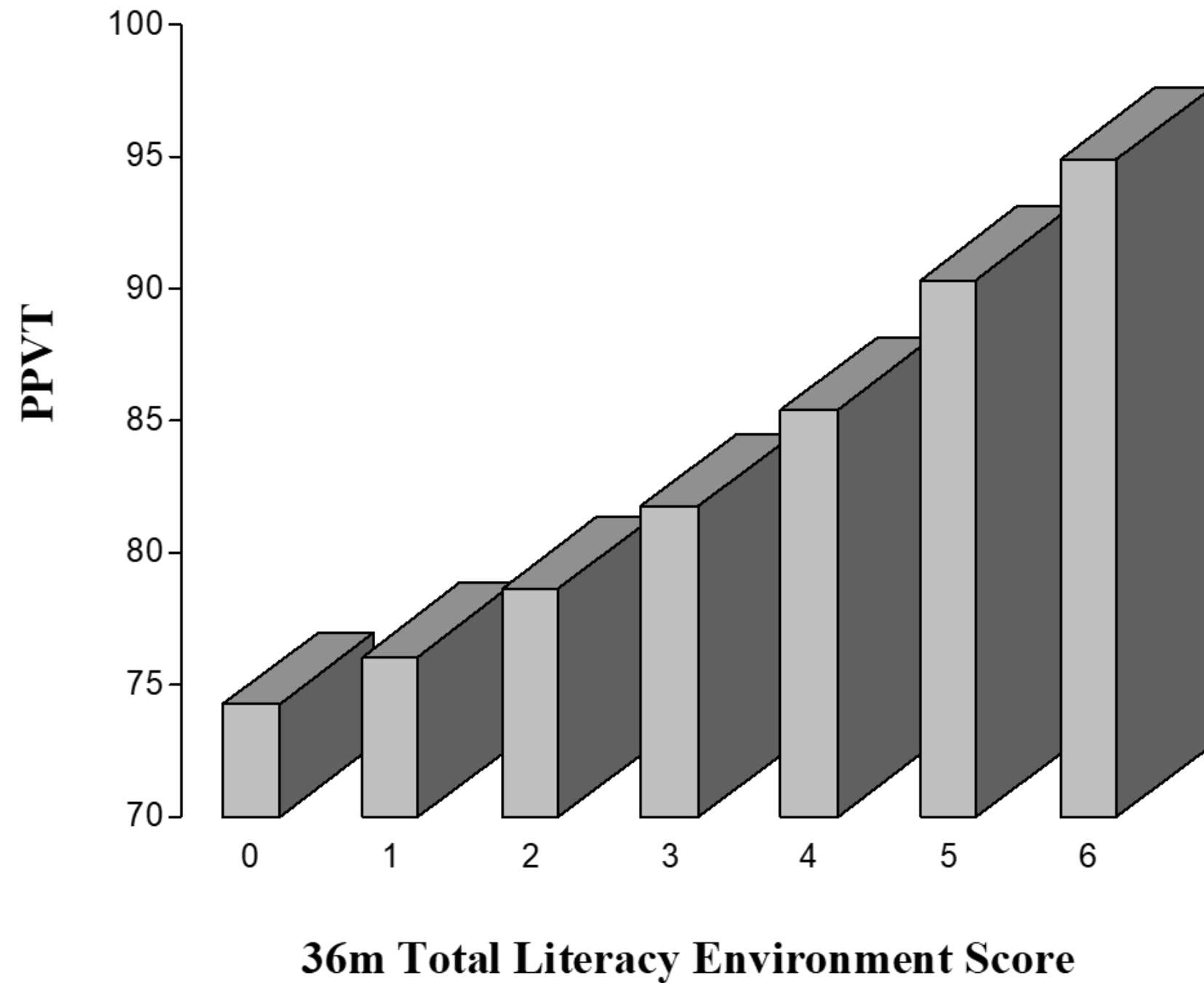
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- If communities provide quality early childhood programs and if parents provide safety, warm relationships and stimulation, will children thrive?
- What does the science tell us?



# PARENTING MATTERS FOR LANGUAGE DEVELOPMENT

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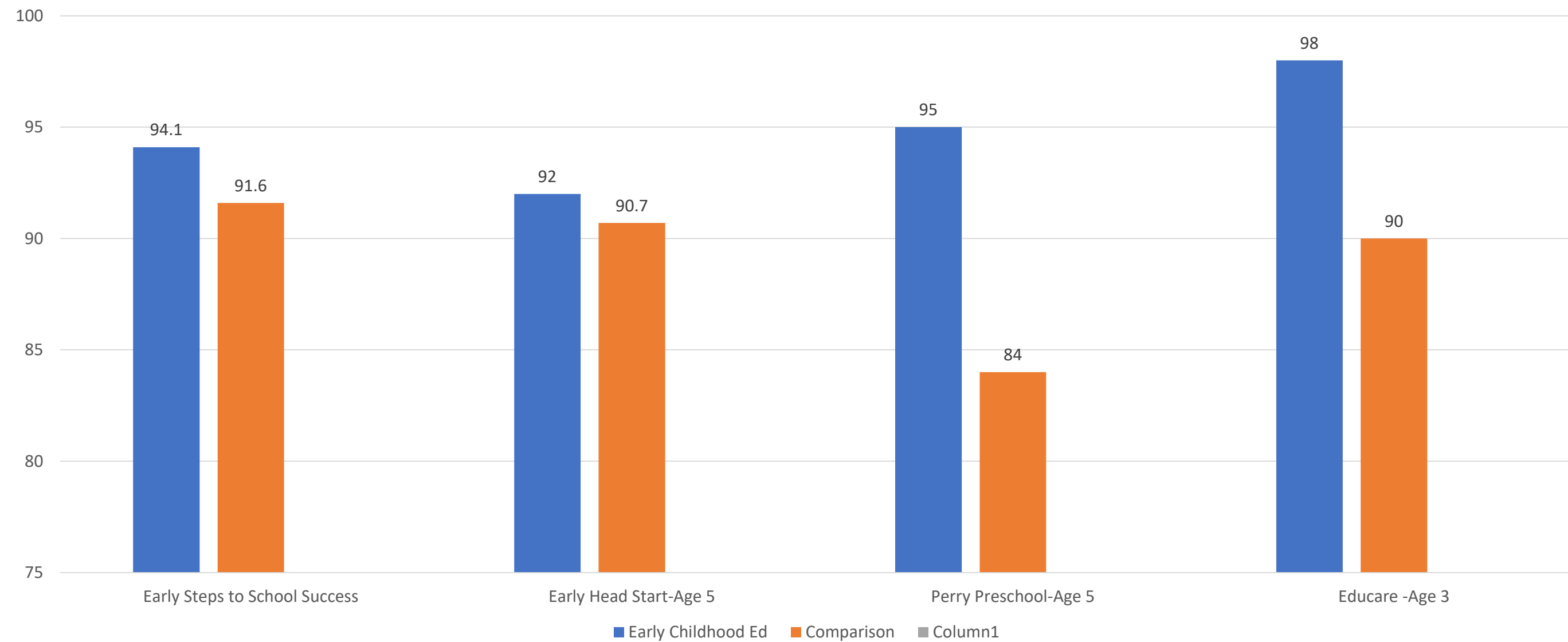


Rodriguez, E., Tamis-LeMonda, C., Spellman, M., Pan, B., \*Lugo-Gil, Julieta, Raikes, H.H., and Luze, G. (2009). The formative role of children's literacy experiences across the first three years of life. *Journal of Applied Developmental Psychology*, 30, 677-694.

# ADVANTAGES FOR ATTENDING HIGH QUALITY PROGRAMS

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Program and Community Effects from Early Childhood Education

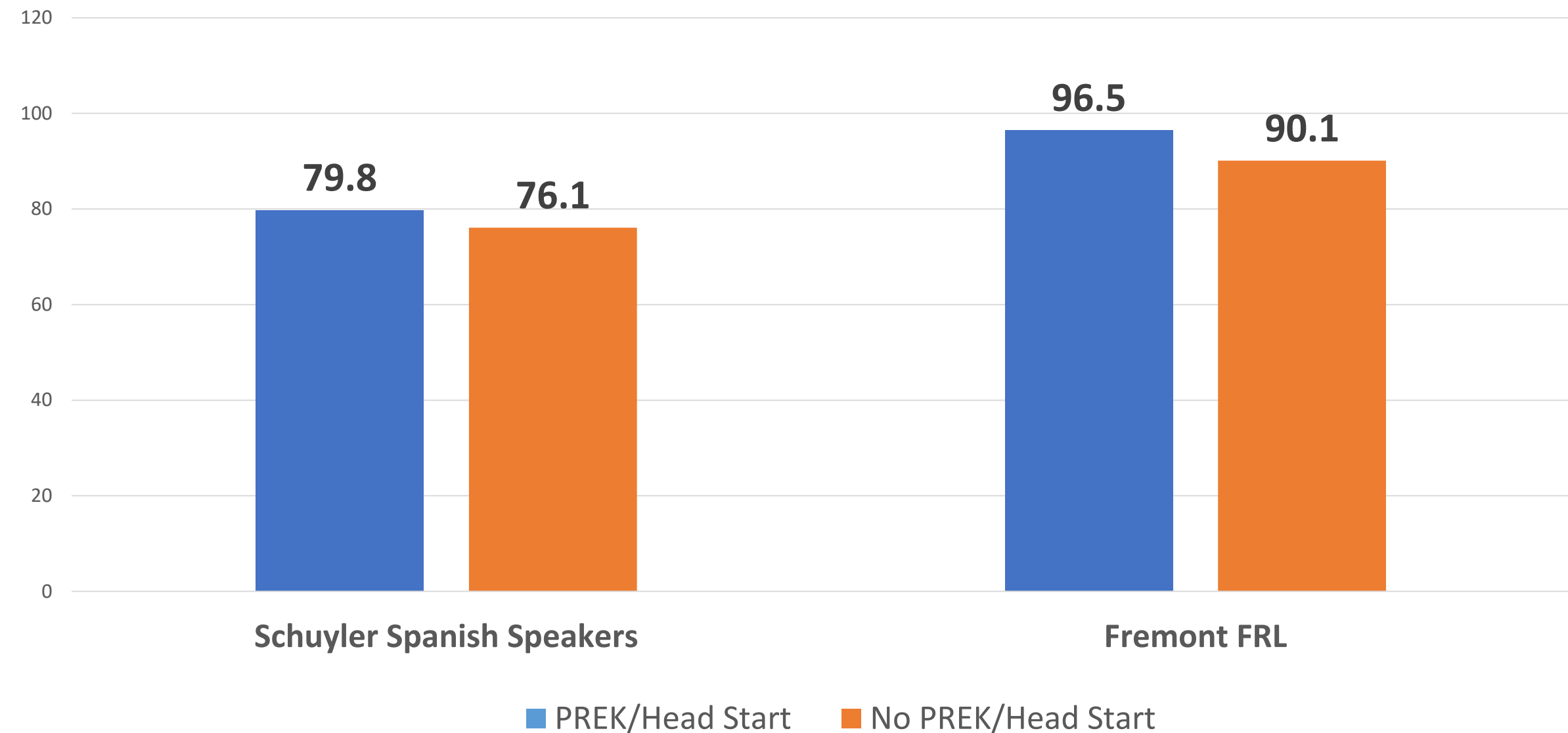


# EXAMPLES FROM EARLY STEPS TO SCHOOL SUCCESS IN SCHUYLER AND FREMONT, NE

[HTTPS://YOUTU.BE/HIRNPC-ID7U](https://youtu.be/HIRNPC-ID7U) 2.47-3.16

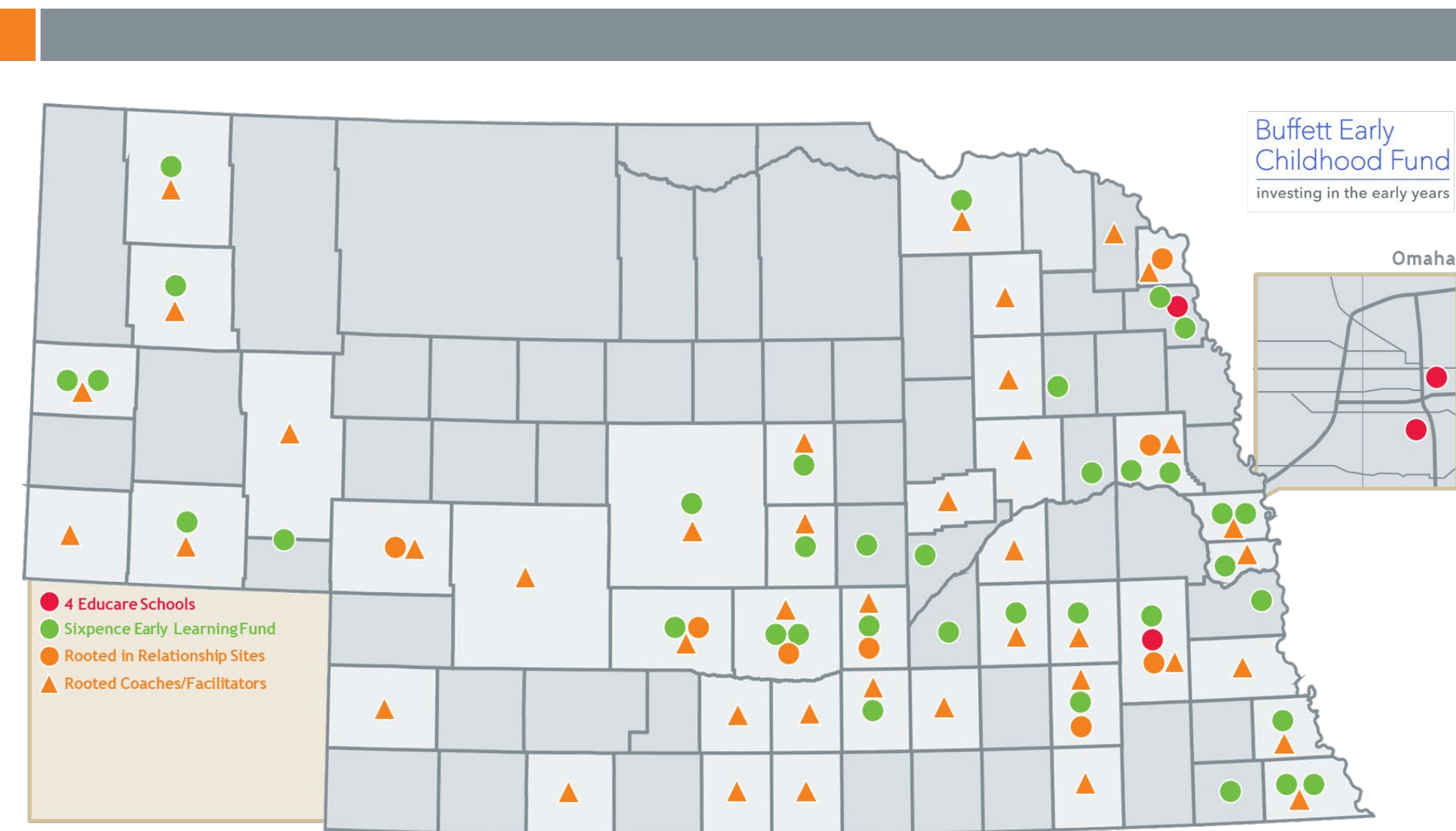
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Nebraska Kindergartner English Receptive Language (PPVT-4) with and without Pre-K/Head Start



# WHAT WILL IT TAKE: THRIVING CAREGIVERS?

- Address shortages in quality early childhood care
- Renew our commitment to quality: SUTQ enrollment
- Continue to expand/refine caregiver support programs (e.g., Positive Behavior Supports (Pyramid Model), Rooted in Relationships, coaching of all forms [e.g., FAN], Conscious Discipline, CHIME, Extension Educators)
- Continue to expand/refine parent support programs (e.g., Bringing up Nebraska, Ready Rosie, 3-5-7 Permanency Quest, Circle of Security, Community Response, Families and Schools Together (FAST), Parent-Child Interaction Therapy (PCIT), Parents Interacting with Infants (PIVI), Parent Engagement, Sparks, Getting Ready, Trauma Informed Care, Sixpence Home Visiting, Early Head Start Home Visiting, Healthy Families America and more)
- Build the early childhood workforce: Equitable pay



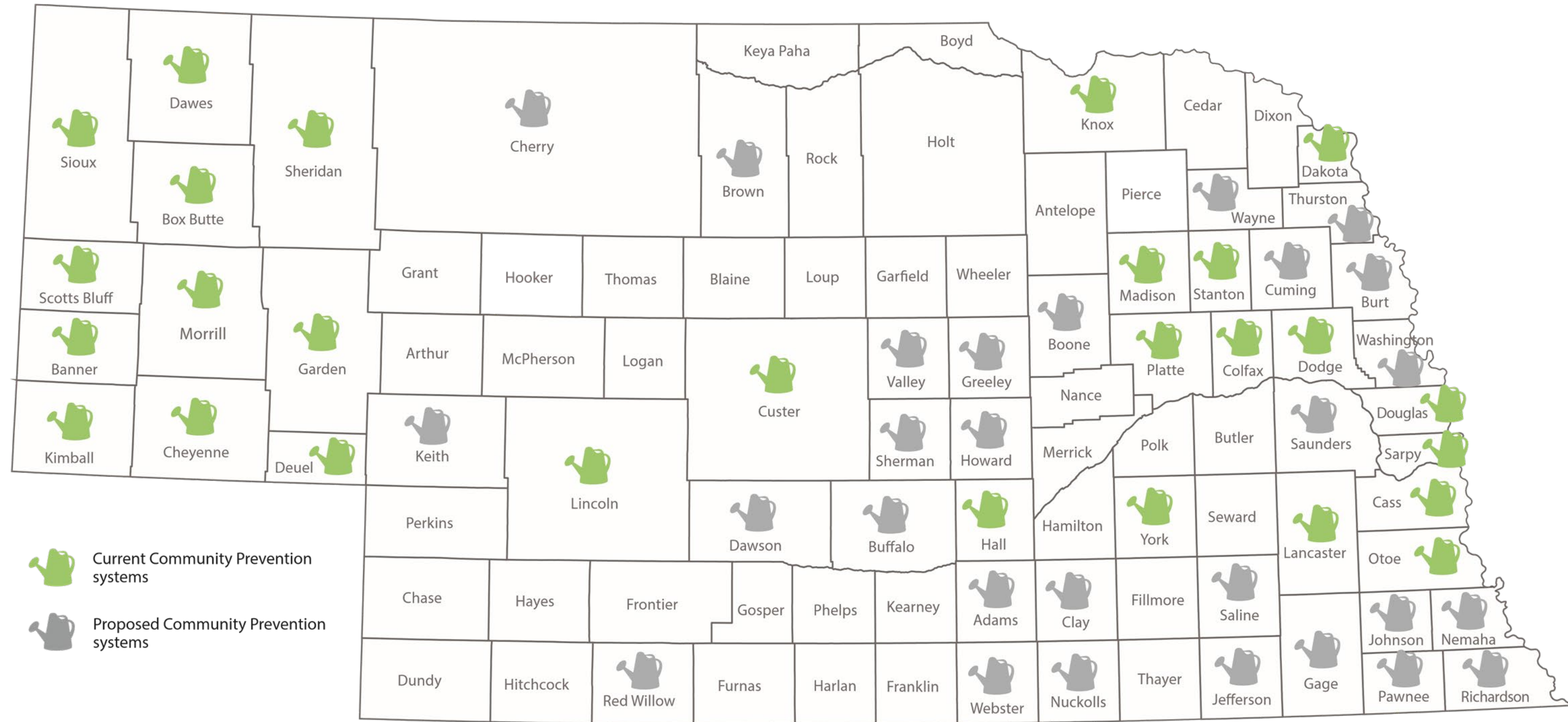
# THRIVING COMMUNITIES



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- Helping children thrive
- Helping caregivers support children's thriving
- Helping caregivers thrive
- Thriving communities



# Nebraska Children and Families Foundation Community Collaboration Councils



 Current Community Prevention systems  
 Proposed Community Prevention systems



# WHAT WILL IT TAKE TO DEVELOP THRIVING COMMUNITIES?

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Is there a coalition?

Is everyone under the tent?

Are we utilizing all our local resources (e.g., pulling family child care into our coalitions)?

What are our goals? Do we have a shared vision?

Are we using local data? Can we improve on the data?

Are we measuring the most important things for our community and for our goals?

Are we using the resources for maximum leverage?

For quality improvements? For funding?

What will it take to attract teachers and young persons to our communities?

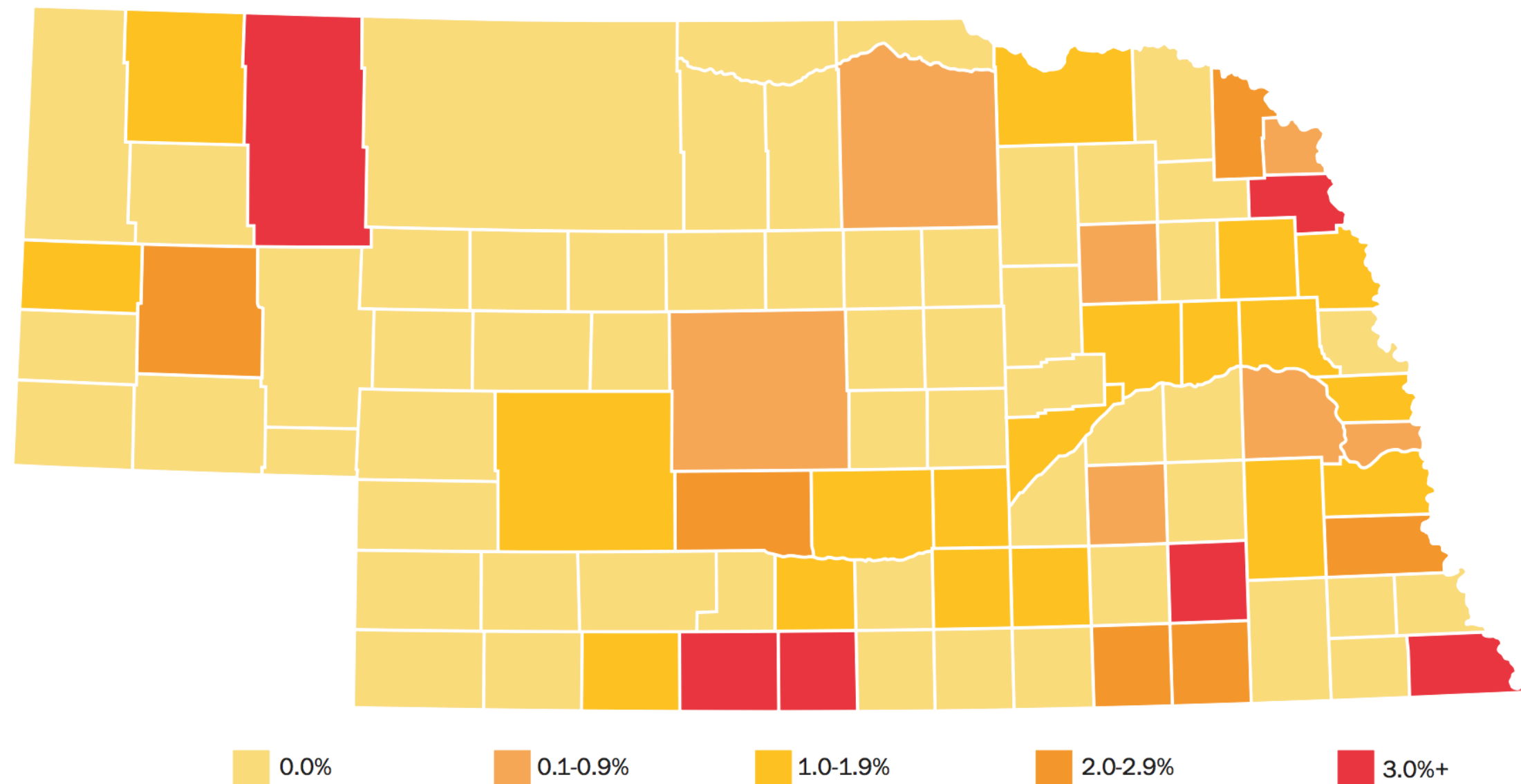
# WHAT WILL IT TAKE? SOME COMMUNITIES MAY FOCUS ON SUPPORTING TEEN PARENTS (SEE RED/DARK YELLOW BROWN)

## Percent of all births to mothers ages 10-17 (2017)

State	Number	% of births
2013	469	1.8%
2017	332	1.2%

Highest county	By number	By percent
2013	Douglas	Dundy
2017	Douglas	Richardson

Lowest county	By number	By percent
2013	42 with 0	42 with 0%
2017	55 with 0	55 with 0%



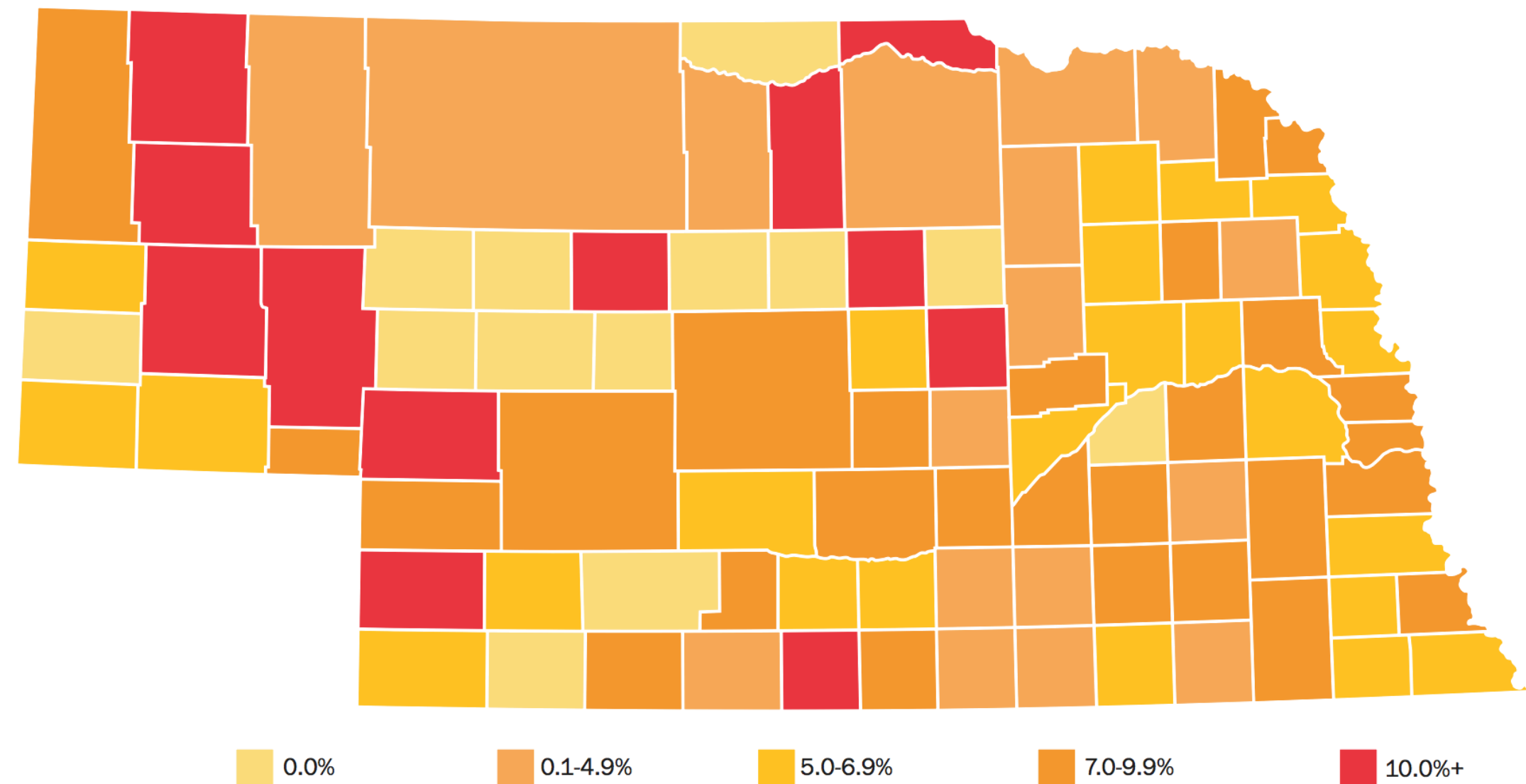
# SOME COMMUNITIES MAY FOCUS ON REDUCING LOW-BIRTH WEIGHT (SEE RED)

State	Number	% of births
2013	1,690	6.5%
2017	1,932	7.5%

Highest county	By number	By percent
2013	Douglas	Blaine
2017	Douglas	Garden

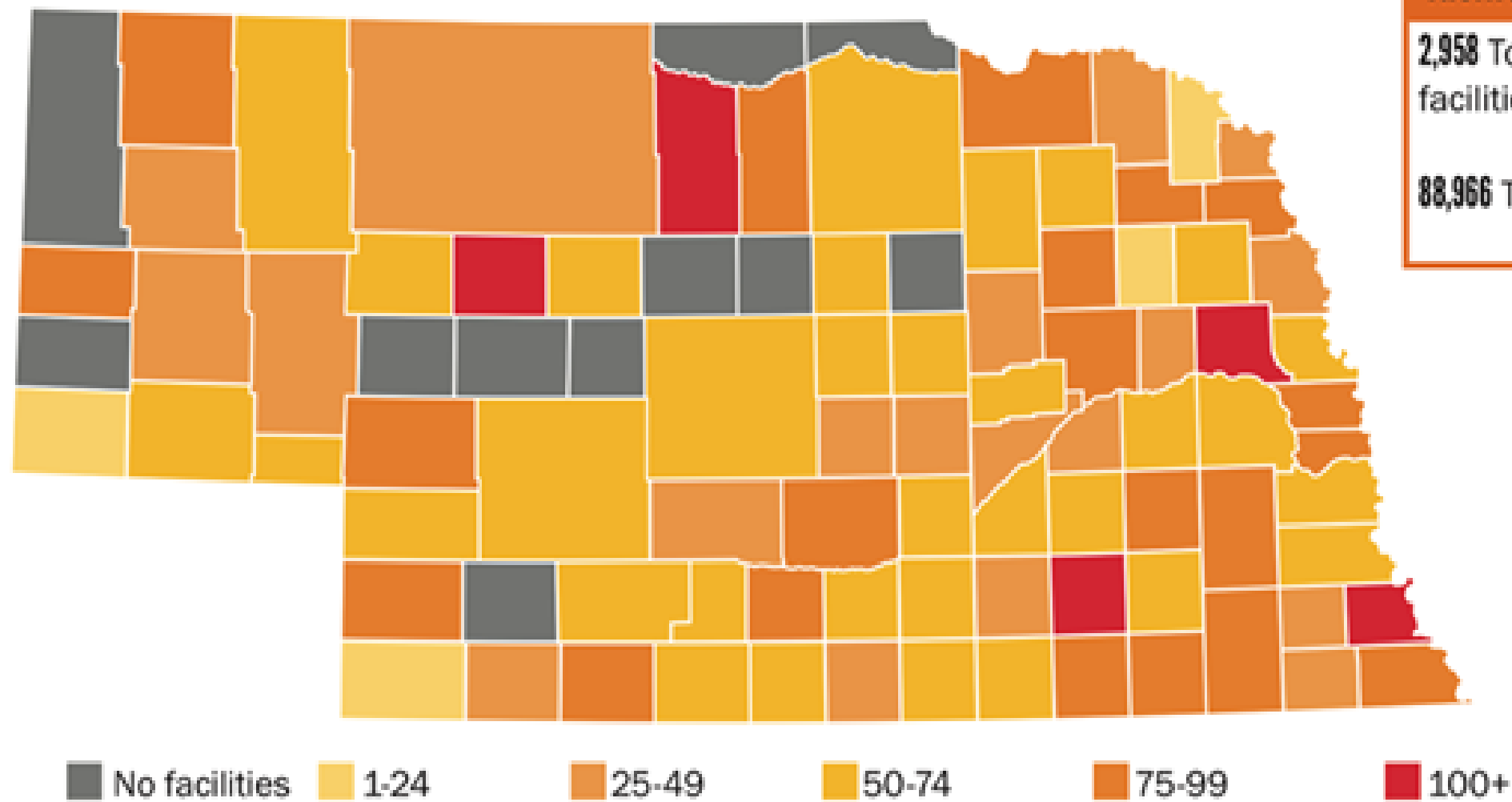
Lowest county	By number	By percent
2013	16 with 0	16 with 0%
2017	13 with 0	13 with 0%

## Percent low birth weight births (2017)



# SOME COMMUNITIES MAY FOCUS ON CHILD CARE ACCESS (SEE GRAY/LIGHT YELLOW) OR QUALITY <https://vimeo.com/332018536/848fb42c6b> 4.43-6.16

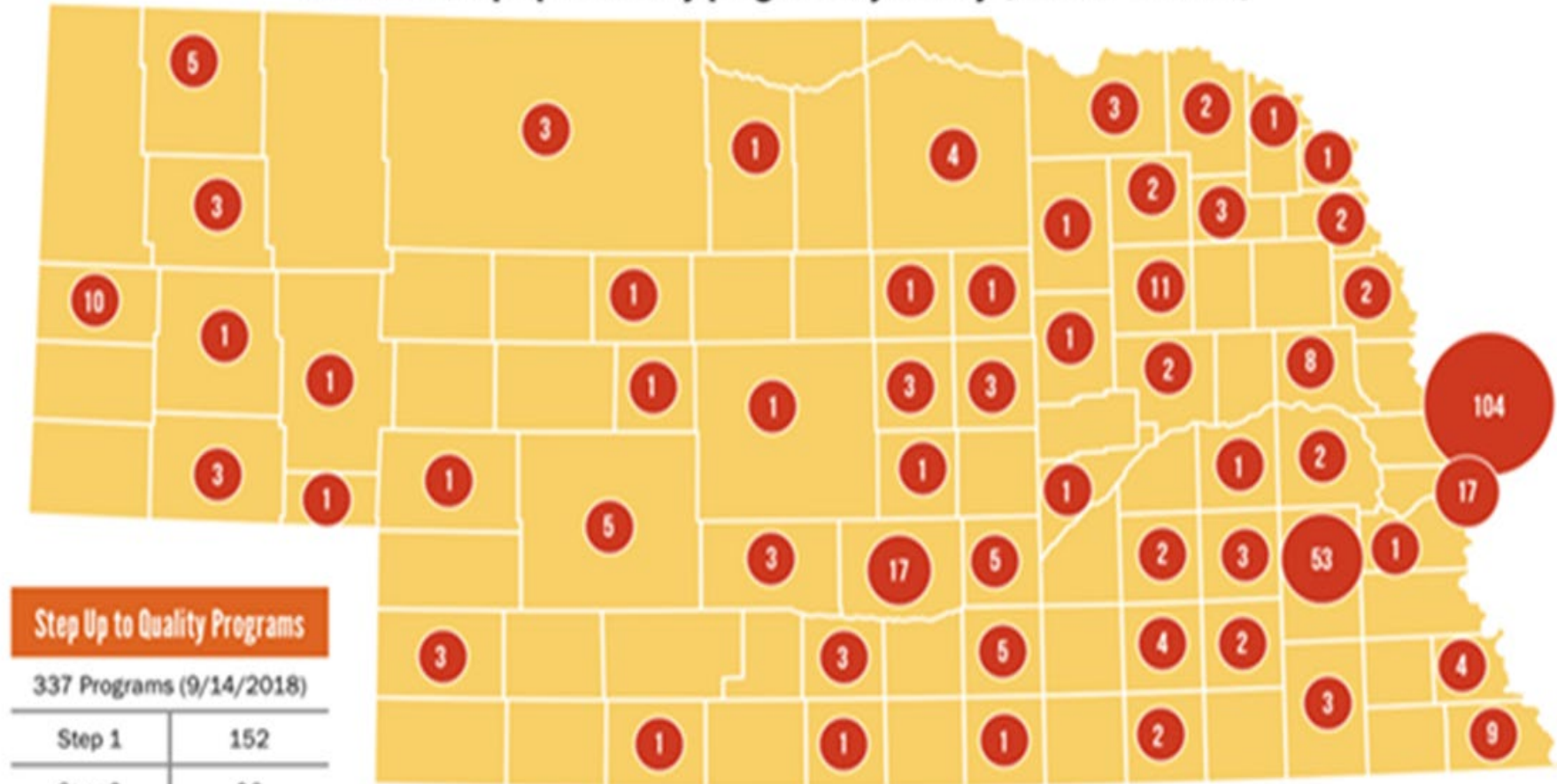
Capacity of licensed child care facilities per 100 children under six with all available parents working, by county\*



## Licensed child care facilities (2017)

2,958 Total child care facilities  
88,966 Total capacity

Nebraska Step Up to Quality programs by county (as of 9/14/2018)



## Step Up to Quality Programs

337 Programs (9/14/2018)

Step 1	152
Step 2	96
Step 3	53
Step 4	23
Step 5	14

Source: Nebraska Department of Education, Step Up to Quality.

# WHEN COMMUNITIES HELP CHILDREN AND CAREGIVERS THRIVE, COMMUNITIES CAN THRIVE TOO

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Teachers and workers need early childhood services to move to small communities.

# INSPIRATIONS: WHAT IS POSSIBLE?

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## What is possible?

Northern Italian Communities after WW2



## What is possible?

Nebraska communities across the state –  
children in early childhood are thriving



# RECOMMENDATIONS

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- Develop an Early Childhood Coalition in your community or ESU or county or multiple county area. Nebraska Children will help. Get a big tent, develop great goals, measure progress.
- Bread basket of assets and indicators for YOUR community. Measure thriving in multiple ways—include positives as well as negatives.
- Consider new assessments--kindergarten entry assessments and parent surveys—not just data we already have—even consider asking if we are providing a sense of wonder.
- Continue to expand services for parents, including quality child care.
- Provide support for early childhood quality—incentives for SUTQ, grapple with salaries.
- Maximize funding sources and advocate for more funding to fully fund costs of early childhood education.
- Develop comprehensive 1-, 3-, 5- and 10-year community plans

# AFTER ALL – OUR ASPIRATION

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This is Nebraska:

**Where children are thriving (best place to be a baby) and caregivers (parents, educators and providers) and communities are too.**



# Thank you!