CHILDREN, CAREGIVERS
AND COMMUNITIES

WHAT THRIVING LOOKS LIKE AND WHAT IT TAKES
DEFINITION OF THRIVING

To grow vigorously and to prosper.
Be successful.
CHILDREN, CAREGIVERS AND COMMUNITIES: IT’S ALL INTERCONNECTED  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.
CHILDREN, CAREGIVERS AND COMMUNITIES: IT’S ALL INTERCONNECTED

This is Nebraska:

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

But it all comes down to

COMMUNITIES.
THRIVING CHILDREN

• 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?

Nature vs. Nurture
GENETICS (NATURE) AND ENVIRONMENT (NATURE): VARIANCE IN IQ BETWEEN TWINS BY SOCIOECONOMIC STATUS

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

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

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% Inadequatae Prenatal Care
- 17.3% Food Insecure
- 7.6/1000 Maltreated
- 54% Reading proficient
ACHIEVEMENT GAP AS CHILDREN BEGIN KINDERGARTEN

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

Early Childhood Longitudinal Study- Kindergarten Cohort.
WHAT WILL IT TAKE? A NEBRASKA VISION OF THRIVING FOR EARLY CHILDHOOD?

Data Partners: Voices for Children: Kids Count in Nebraska; First Five; Early Childhood Interagency Coordinating Council (ECICCC); 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

• 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?

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

• 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?

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

IS IT TRUE?

• 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

ADVANTAGES FOR ATTENDING HIGH QUALITY PROGRAMS

Program and Community Effects from Early Childhood Education

![Bar Chart]

- Early Steps to School Success
- Early Head Start Age 5
- Perry Preschool Age 5
- Educare Age 3

Early Childhood Ed | Comparison | Column1
Nebraska Kindergartner English Receptive Language (PPVT-4) with and without Pre-K/Head Start

- **Schuyler Spanish Speakers**
  - PREK/Head Start: 79.8
  - No PREK/Head Start: 76.1

- **Fremont FRL**
  - PREK/Head Start: 96.5
  - No PREK/Head Start: 90.1
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 (PIWI), 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

- Helping children thrive
- Helping caregivers support children’s thriving
- Helping caregivers thrive
- Thriving communities
WHAT WILL IT TAKE TO DEVELOP THRIVING COMMUNITIES?

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<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>Is there a coalition?</td>
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<td>Is everyone under the tent? Are we utilizing all our local resources</td>
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<tr>
<td>(e.g., pulling family child care into our coalitions)?</td>
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<tr>
<td>What are our goals? Do we have a shared vision?</td>
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<tr>
<td>Are we using local data? Can we improve on the data? Are we measuring</td>
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<tr>
<td>the most important things for our community and for our goals?</td>
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<tr>
<td>Are we using the resources for maximum leverage? For quality improvements</td>
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<tr>
<td>What will it take to attract teachers and young persons to our communities</td>
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WHAT WILL IT TAKE? SOME COMMUNITIES MAY FOCUS ON SUPPORTING TEEN PARENTS (SEE RED/DARK YELLOW BROWN)

<table>
<thead>
<tr>
<th>State</th>
<th>Number</th>
<th>% of births</th>
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<tbody>
<tr>
<td>2013</td>
<td>469</td>
<td>1.8%</td>
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<tr>
<td>2017</td>
<td>332</td>
<td>1.2%</td>
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<table>
<thead>
<tr>
<th>Highest county</th>
<th>By number</th>
<th>By percent</th>
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<tbody>
<tr>
<td>2013</td>
<td>Douglas</td>
<td>Dundy</td>
</tr>
<tr>
<td>2017</td>
<td>Douglas</td>
<td>Richardson</td>
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<thead>
<tr>
<th>Lowest county</th>
<th>By number</th>
<th>By percent</th>
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<tbody>
<tr>
<td>2013</td>
<td>42 with 0</td>
<td>42 with 0%</td>
</tr>
<tr>
<td>2017</td>
<td>55 with 0</td>
<td>55 with 0%</td>
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</table>
SOME COMMUNITIES MAY FOCUS ON REDUCING LOW-BIRTH WEIGHT (SEE RED)
SOME COMMUNITIES MAY FOCUS ON CHILD CARE ACCESS (SEE GRAY/LIGHT YELLOW) OR QUALITY

https://vimeo.com/332018536/848fb42c6b 4.43-6.16
WHEN COMMUNITIES HELP CHILDREN AND CAREGIVERS THRIVE, COMMUNITIES CAN THRIVE TOO

Teachers and workers need early childhood services to move to small communities.
INSPIRATIONS: WHAT IS POSSIBLE?

What is possible?
Northern Italian Communities after WW2

What is possible?
Nebraska communities across the state – children in early childhood are thriving
RECOMMENDATIONS

• 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—including 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

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!