



Nebraska Go NAP SACC



Donnia Behrends, MS, RD



Partnering Organizations



NE Go NAP SACC is based on NAP SACC which was developed at the University of North Carolina at Chapel Hill.

Improving the Quality of Early Care and Education (ECE) Programs Across Nebraska

Nearly 80% of children from ~~some~~ ~~AGE~~ ~~Child~~ care in Nebraska



NEBRASKA Nutrition And Physical Activity
Self-Assessment for Child Care

Improving the Quality of Early Care and Education (ECE) Programs Across Nebraska

Nutrition + Physical Activity + Breastfeeding Best Practices



NEBRASKA Nutrition And Physical Activity
Self-Assessment for Child Care



Meals



Story



Play

The NE Go NAP SACC Team



Emily Hulse
Statewide Coordinator
Children's

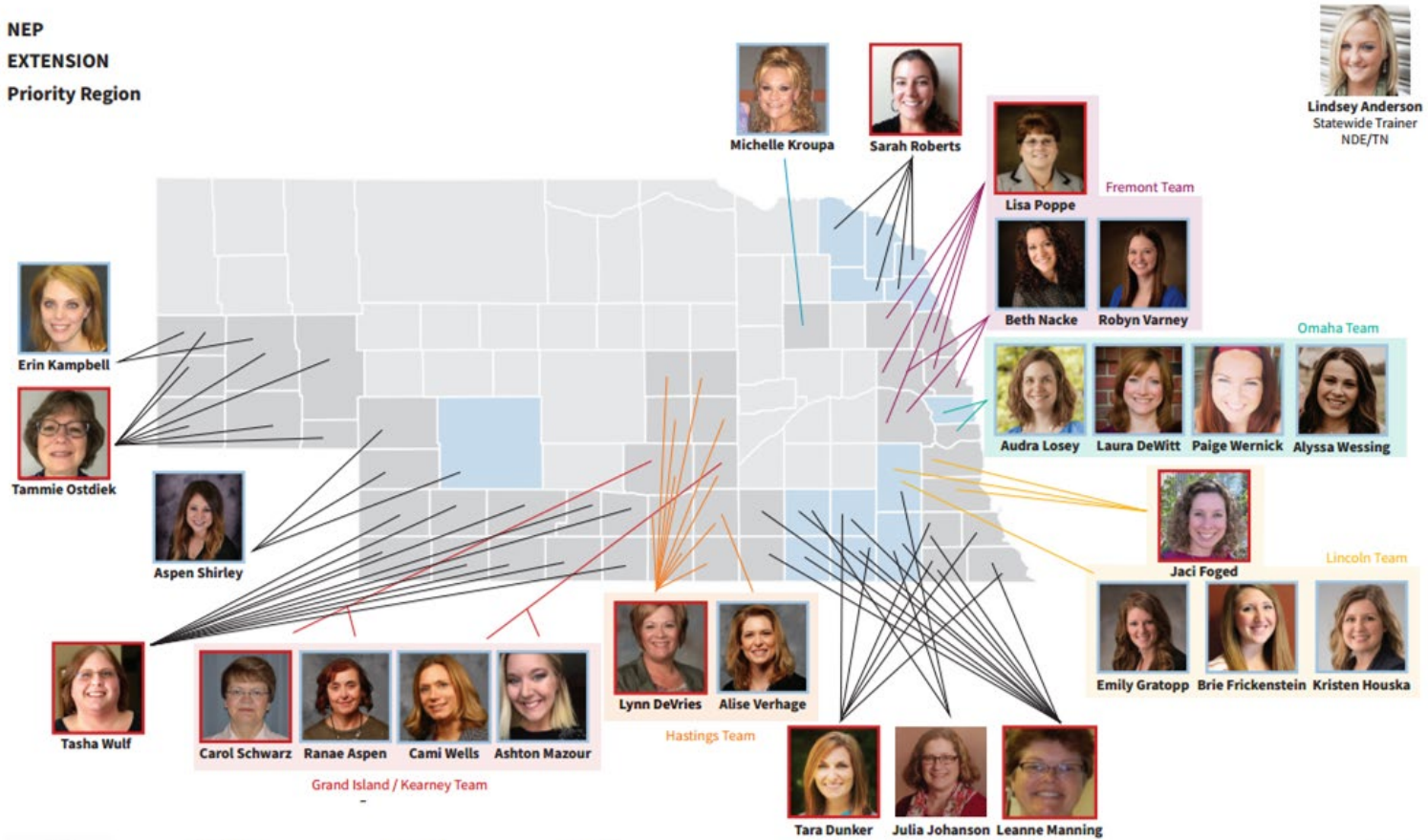


Kayla Abel
Coordinator
NE DHHS



Donna Behrends
Coordinator
NE Extension

- NEP
- EXTENSION
- Priority Region



5 Steps to Making Healthy Changes in your Program



NEBRASKA Nutrition And Physical Activity
Self-Assessment for Child Care



Assess current practices



Attend a Go NAP SACC training



Create an action plan

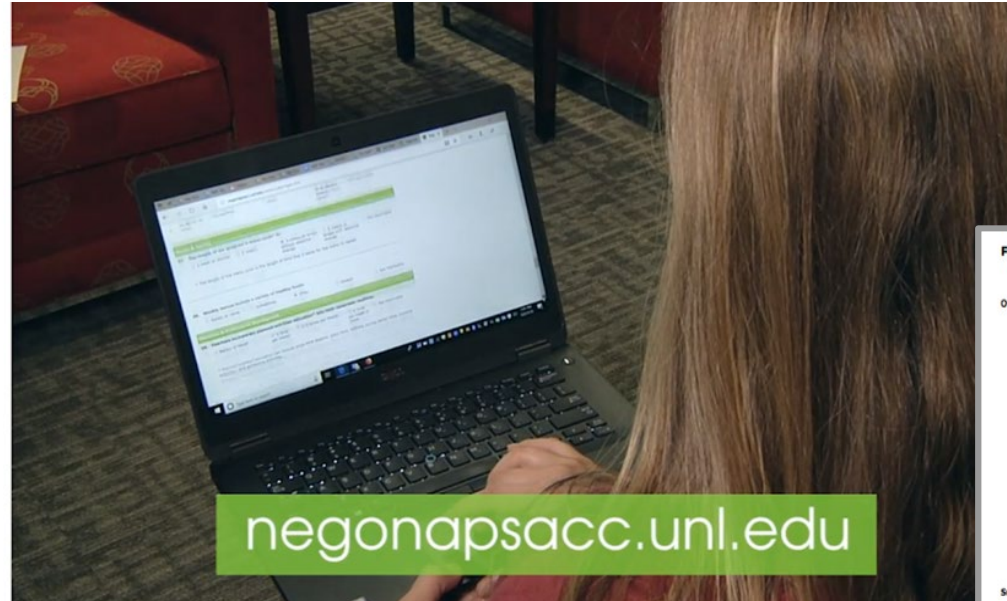


Reach your goals



Reassess and celebrate progress

Pre Self-Assessment



Go NAP SACC Training



Action Planning/Taking Action



Go NAP SACC Action Planning Document

Program/Provider Name: Little Broncos Preschool - Syd

Date: 09/13/18 Target Date for Evaluation: 03/01/19

Areas for Improvement/Specific Goals

Child Nutrition (CN)

Goal #	Assessment Question #	Area for Improvement/Goal	Target Date for Completion	
1	#39	Goal: Teachers incorporate planned nutrition education into their classroom routines 1 time/week or more. (CN#39)	Overall Goal Date: Feb. 2019 (ongoing goal)	
		Actions to reach above goal	Persons Involved	
		Decide on if we want to use a particular curriculum or not. Syd look through TN items that came.	Syd & Emily	Sept. 28, 2018
		Plan the weekly nutrition ed. opportunities.	Syd & staff	Jan. 2019
		Implement nutrition education into lesson plans so it's incorporated at least 1x/week.	Syd & staff	Feb. 2019

Goal #	Assessment Question #	Area for Improvement/Goal	Target Date for Completion	
2	#24	Goal: Our program's collection of posters, books, and other learning materials that promote healthy eating includes a large variety of materials with new items added or rotated seasonally. (CN#24)	Overall Goal Date: Feb. 2019 (ongoing goal)	
		Actions to reach above goal	Persons Involved	
		Take inventory of what posters and books classroom currently has.	Syd & staff	Sept. 28, 2018
		Emily order more needed posters and handouts on nutrition from Team Nutrition. (Emily ordered these items in August already - Syd received them and will through them.)	Emily	August 31, 2018
		Get all above mentioned materials hung up throughout the facility and dispersed to all classrooms. Create schedule/plan for rotating them quarterly.	Syd & staff	Jan.-Feb. 2019

Goal #	Assessment Question #	Area for Improvement/Goal	Target Date for Completion	
3	#43 & #44	Goals: CN Family Education - Families are offered education on child nutrition 2 times/year or more. (CN#43) Education for families on child nutrition includes 5-6 topics (topics listed below). (CN#44) <ul style="list-style-type: none"> Food and beverage recommendations for children Serving sizes for children Importance of variety in the child diet Creating a healthy mealttime environment Using positive feeding practices My program's policies on child nutrition 	Overall Goal Date: Jan. 2019	
		Actions to reach above goal	Persons Involved	
		Discuss ideas to start for planning/tracking families education provided. At least one opportunity be a printed resource and the other via bulletin board.	Emily & Syd	September 14, 2018
		Emily order TN materials. (already done)	Emily	August 31, 2018
		Syd finalize plans for 2018-2019 family education around nutrition. Make sure materials are ready for those planned nutrition education opportunities. Track the education provided. Sent MyPlate handout home - Jan. 2019	Syd	Jan. 2019

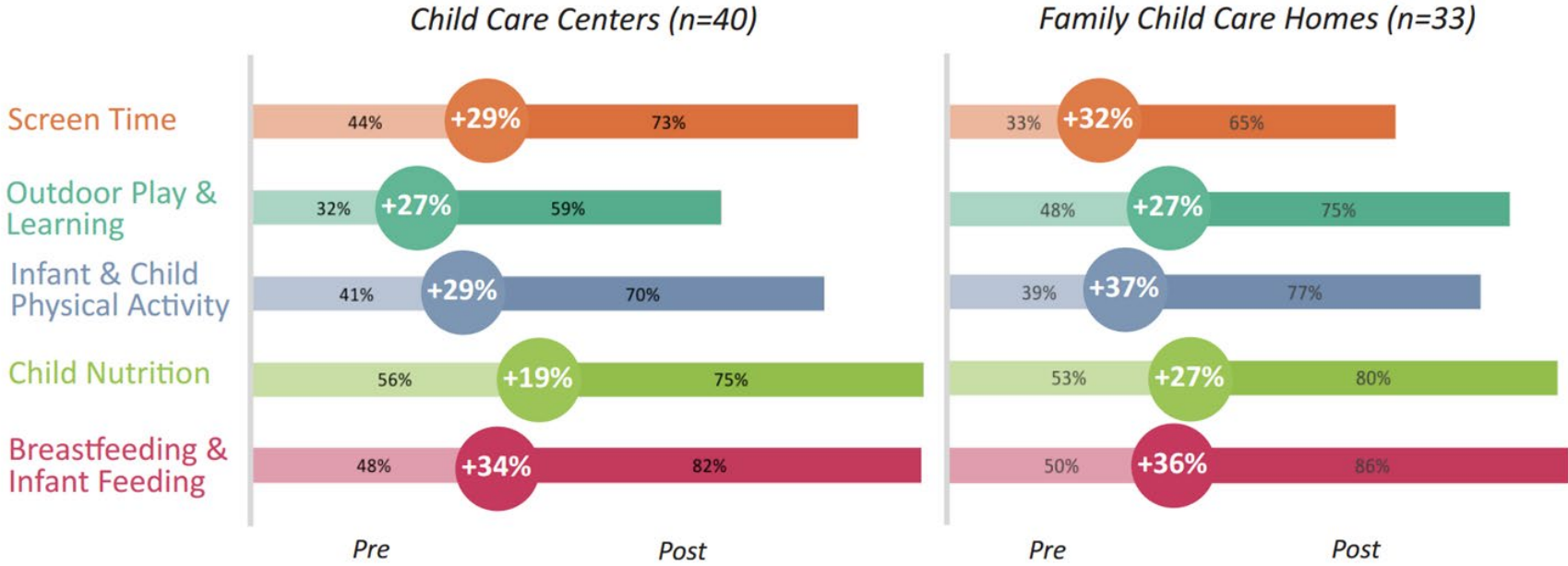
Goal #	Assessment Question #	Area for Improvement/Goal	Target Date for Completion	
4	#41	Teachers and staff receive professional development on child nutrition 2 times/year or more. (CN#41)	Overall Goal Date: Ongoing	
		Actions to reach above goal	Persons Involved	
		Discuss w/ Syd a plan for professional development in 2018-2019 around nutrition so that it happens 2 times per year (and then in upcoming years as well). 2018 - go NAP SACC & Culinary Workshop in Oct. in North Platte Based on the above discussion, document tentative professional development plan regarding these subjects.	Syd & Emily	September 14, 2018
			Syd & Emily	Oct. 15, 2018

Goal #	Assessment Question #	Area for Improvement/Goal	Target Date for Completion	
5		Work w/ the kitchen staff to plan and improve the snack menu. 12/18 - Kind of working w/ preschool but not totally.	Overall Goal Date: Jan. 2019	
		Actions to reach above goal	Persons Involved	
		Emily & Syd brainstorm together some ideas for snacks (snack cycle menu).	Syd & Emily	September 14, 2018
		Discuss these ideas w/ kitchen staff	Syd	Oct. 5, 2018
		Implement new snack cycle menu.	Syd & kitchen staff	Jan. 2019

Keeping it up: Post Self-Assessment



Improved Best Practices



2018 Go NAP SACC Participating Sites (Pre to Post)
n=77

Go NAP SACC Participation (July 2014 – August 2019)	HOMES	CENTERS	TOTAL
Total Number of ECEs	500	391	891
Pre-Assessment Completed	465	354	819
Post-Assessment Completed	301	195	496
Total Number of Children	5,407	29,821	35,228

What did your program find most helpful from participating in Go NAP SACC?

"I think the program is very helpful. I think it is awesome that you provided this asset to us as in home childcare providers."

"I think it is a good program and it helped open my eyes on ways to improve my daycare."

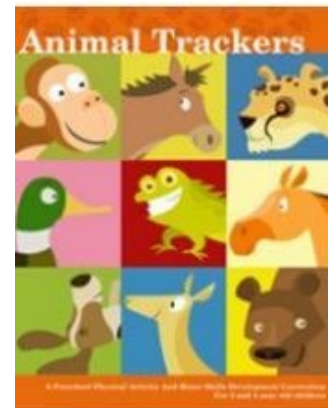
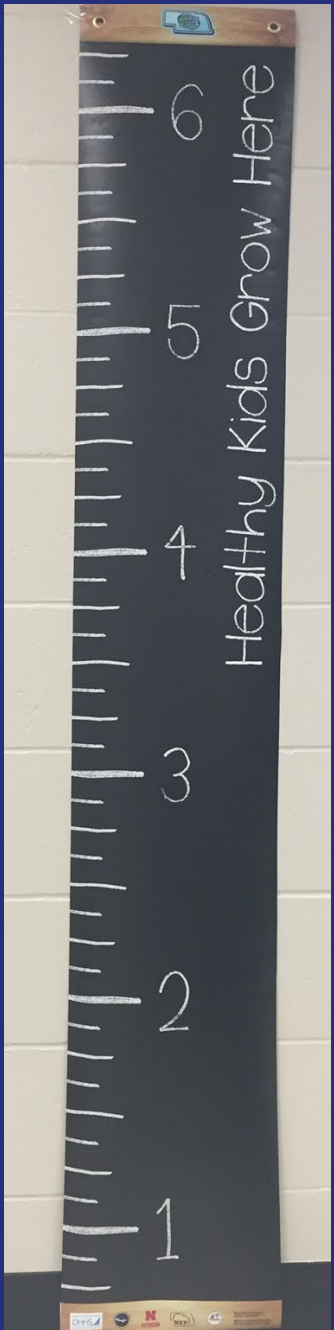
*"I truly loved doing NAP SACC.
It was fun to do!"*

"Great tools and resources provided to meet the expectations and best practices!"

"I think the Go NAP SACC process was perfect. I started with NAP SACC back in 2011. I only retook it this year as a refresher as I was entering into SU2Q. Great info! Amazing instructors!"

ECE's Go NAP SACC

- FREE state approved in-service hours (6 hours)
- Incentives upon completion
- FREE nutrition & physical activity resources
- FREE one-on-one mentoring & support from a trainer
- Points for Step Up to Quality (SUTQ)



Step Up to
Quality



Required Activities of Go NAP SACC in Step 2

- Go NAP SACC Orientation Video
- **Complete Go NAP SACC Pre Self-Assessment:**
 - Breastfeeding and Infant Feeding
 - Child Nutrition
 - Infant and Child Physical Activity
 - Outdoor Play and Learning
 - Screen Time



Go NAP SACC in Steps 3-5 of SUTQ

- Earn Up to 14 points for Go NAP SACC:

- Attend Go NAP SACC Training: 1 PT
- Submit Go NAP SACC Action Plan: 2 PTS
- Complete Go NAP SACC Post Self-Assessment
 - Points for # of best practices met: up to 9 possible PTS
- Approved Nutrition & Physical Activity Curriculum: 2 PTS



Advocates for Healthy Children!



“These goals were all the things I wanted to eventually do, and this (Go NAP SACC) helped me to finally get them done!”



For More Information...



NEBRASKA Nutrition And Physical Activity
Self-Assessment for Child Care

<https://negonapsacc.unl.edu>

Go NAP SACC Promo Video - <https://www.youtube.com/watch?v=vJ4F7h3Xm40>

NE Go NAP SACC Coordinator- Emily Hulse

E-mail: ehulse@childrensomaha.org

Phone: 402-570-4113



NE Extension Go NAP SACC Coordinator- Donnia Behrends

E-mail: dbehrends2@unl.edu





Rooted in Relationships

nebraskachildren

A systems approach to enhance the social-emotional development of Nebraska's young children.

www.rootedinrelationships.org

The Pyramid Model



Thriving Children, Families and Communities Conference

September 16, 2019

Janice Lee and Lynne Brehm

What is social-emotional development?

Social-emotional development is defined as the developing capacity of the young child to:

- Experience, regulate, and express emotions
- Form close & secure relationships
- Explore the environment and learn

All occur in the context of a caregiving environment that includes family, community, and cultural expectations.

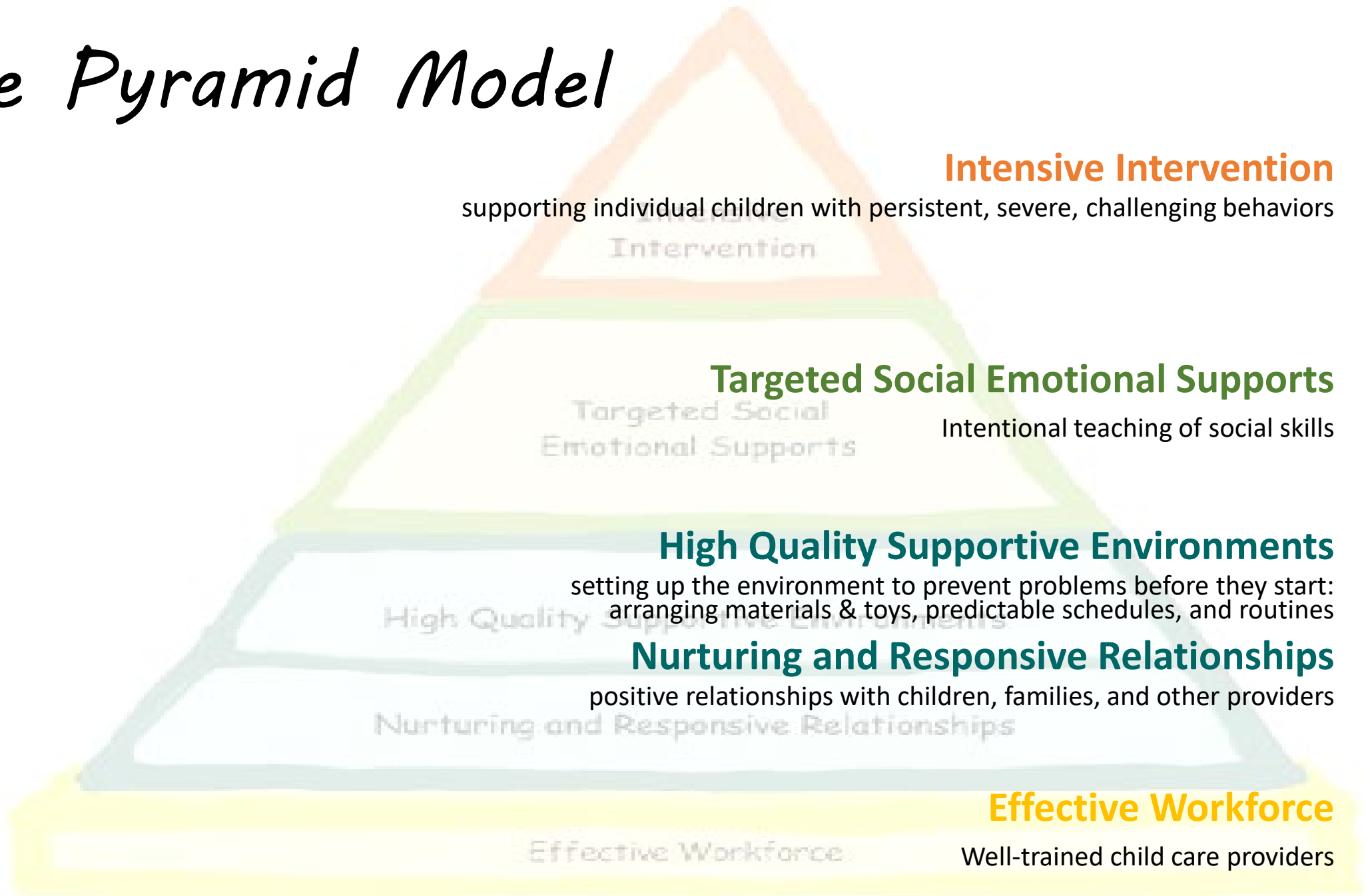
The Cost of Doing Nothing.....

- Prevalence rate of **challenging behaviors** among young children in the classroom is approximately 10% or 1 out of every 10 children
- **Expulsions** from early childhood programs-perpetuates the cycle
- Around 40% of children enter kindergarten **lacking social-emotional skills**
- Over 65% of students identified with emotional and behavioral disorders **drop out of school**

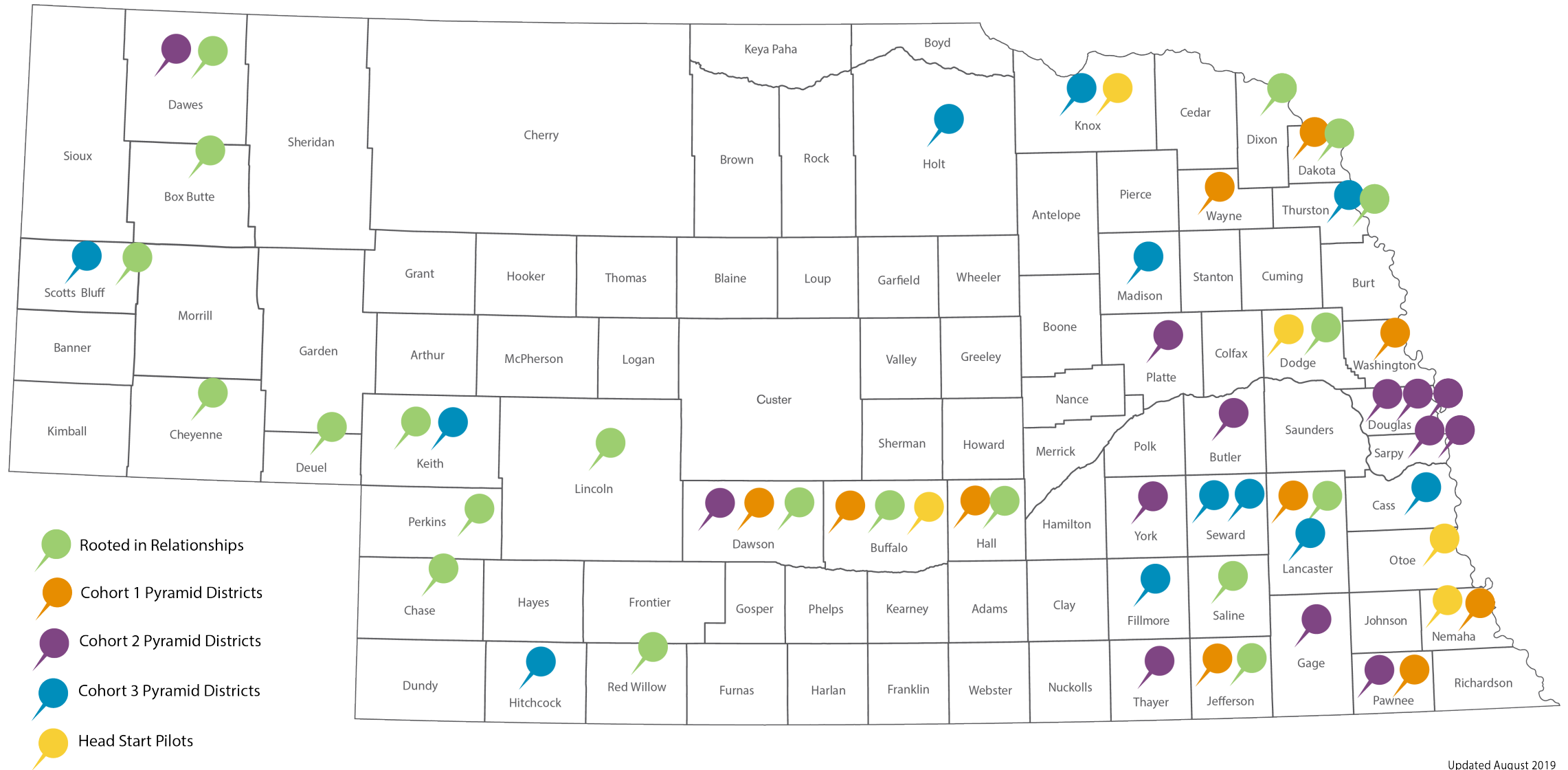
The Cost of Doing Nothing.....

- School dropout ultimately leads to poor job outcomes, limited income, and **patterns of unhealthy behaviors** that may persist into adulthood including unplanned pregnancies & criminal activity
- **Impaired ability** to sustain healthy relationships
- **Systems stress:** child abuse/neglect, domestic violence, substance abuse, mental health, staff burnout, compromising resources for early care and education system

The Pyramid Model



The Pyramid Model in Nebraska



Program Evaluation – Numbers Served

**In 2018, in 9 counties
35 coaches supported
186 center and home-based
providers in
87 programs impacting over
1,350 children**



At baseline, **44% of infant-toddler rooms met the program goal. 3% of preschool rooms met the goal.**

After one year of training and coaching, **61% of infant-toddler and 10% of preschool rooms met the goal.**

After two years, **86% of infant-toddler and 30% of preschool rooms met the goal.**

After three years, **53% of preschool classrooms met the goal.**



Outcomes for Providers

Provider Self-Evaluation of Pyramid Model CLASSROOM Practices

% of Respondents who “Almost Always” use the practice, n=53	Before Coaching	After Coaching
“I use a variety of strategies to build relationships with the children in my care.”	15%	87%
“I follow a daily routine with the children.”	32%	81%
“I have posted rules with visuals and I refer to the rules throughout the day.”	4%	74%
“I give children positive feedback for following the rules.”	6%	74%
“I use a variety of strategies to help children learn social skills, such as sharing and initiating play.”	10%	87%



Video available at: <https://youtu.be/PRmmbKRLyO0>

For More Information

- Lynne Brehm lbrehm@nebraskachildren.org
- Janice Lee jlee@nebraskachildren.org