Nebraska Go NAP SACC

Donnia Behrends, MS, RD
Partnering Organizations

- Nebraska TEAM Nutrition
- Step Up to Quality
- NEbraska Department of Education
- CHI Health
- Children’s Center for the Child & Community
- NEbraska Good Life. Great Mission.
- NEbraska Extension

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 AGE 0-5 are in child care in Nebraska.
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
5 Steps to Making Healthy Changes in your Program

1. Assess current practices
2. Attend a Go NAP SACC training
3. Create an action plan
4. Reach your goals
5. Reassess and celebrate progress
Go NAP SACC Training
### Action Planning/Taking Action

**Child Nutrition (CN)**

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Assessment Question</th>
<th>Area for Improvement/Goal</th>
<th>Target Date for Completion</th>
<th>Actions to Reach Goal</th>
<th>Partners/Impacted</th>
<th>Action Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>kia</td>
<td>Go! Teachers incorporate planned nutrition education into their classroom routine 1 time/year or more. (CHMA)</td>
<td>Teachers bring nutrition education to the classroom 2 times/month.</td>
<td>Discuss if we want to use a particular curriculum or not.</td>
<td>Emily &amp; staff</td>
<td>Jan. 2018</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Plan to include nutrition ed opportunistically.</td>
<td>Emily &amp; staff</td>
<td>Jan. 2018</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>Implement nutrition education into lesson plans if it’s incorporated at least 2/week.</td>
<td>Emily &amp; staff</td>
<td>Feb. 2018</td>
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<td>2</td>
<td>kia</td>
<td>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 at regular intervals. (CHMA)</td>
<td>Keep inventory of what posters and books classroom currently has.</td>
<td>Emily, order more needed posters and handouts on nutrition from Team Nutrition.</td>
<td>Emily, ordered items in August already.</td>
<td>Emily, August 30, 2018</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Get all above mentioned materials hung up throughout the facility and dispensed to all classrooms. Create schedule/plan for rotating them.</td>
<td>Emily &amp; staff</td>
<td>Jan.–Feb. 2019</td>
</tr>
</tbody>
</table>

**Area for Improvement/Goal**

- Go! Family education - families are offered education on child nutrition 2 times/year or more. (CHMA)
- Education for families on child nutrition includes 5-8 topics (listed below). (CHMA)
- Food and beverage recommendations for children
- Importance of variety in the child diet
- Creating a healthy eating environment
- Using positive feeding practices
- My program's policies on child nutrition

**Target Date for Evaluation**

- June 30, 2018

**Action for Improvement/Goal**

- Discuss ideas to start planning/funding parenting education provided. (Emily is also a part of the nutrition team) | Emily & staff | September 14, 2018 |
- Emily order TruFit materials (already done) | Emily | August 31, 2018 |
- Discuss ideas for 2017-2018 family nutrition around nutrition. Make sure materials are ready for those planned nutrition education opportunities. (Emily is also a part of the nutrition team) | Emily & staff | Jan. 2019 |

**Goal #**

- Assessment Question:
- Area for Improvement/Goal
- Target Date for Completion
- Actions to Reach Goal
- Partners/Impacted
- Action Date
Keeping it up: Post Self-Assessment
Improved Best Practices

2018 Go NAP SACC Participating Sites (Pre to Post)

n=77
<table>
<thead>
<tr>
<th>Go NAP SACC Participation (July 2014 – August 2019)</th>
<th>HOMES</th>
<th>CENTERS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of ECEs</td>
<td>500</td>
<td>391</td>
<td>891</td>
</tr>
<tr>
<td>Pre-Assessment Completed</td>
<td>465</td>
<td>354</td>
<td>819</td>
</tr>
<tr>
<td>Post-Assessment Completed</td>
<td>301</td>
<td>195</td>
<td>496</td>
</tr>
<tr>
<td>Total Number of Children</td>
<td>5,407</td>
<td>29,821</td>
<td>35,228</td>
</tr>
</tbody>
</table>
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)
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:
  
  o Attend Go NAP SACC Training: 1 PT
  
  o Submit Go NAP SACC Action Plan: 2 PTS
  
  o Complete Go NAP SACC Post Self-Assessment
    ▪ Points for # of best practices met: **up to 9 possible PTS**
  
  o 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

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Phone: 402-570-4113

NE Extension Go NAP SACC Coordinator- Donnia Behrends
E-mail: dbehrends2@unl.edu
A systems approach to enhance the social-emotional development of Nebraska’s young children.

www.rootedinrelationships.org
The active ingredient in the environment that’s having an influence on development is the quality of the relationships that children have with the important people in their lives. That’s what it’s all about.

Jack P. Shonkoff, M.D.
Center on the Developing Child at Harvard University

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

**Intensive Intervention**
supporting individual children with persistent, severe, challenging behaviors

**Targeted Social Emotional Supports**
Intentional teaching of social skills

**High Quality Supportive Environments**
setting up the environment to prevent problems before they start: arranging materials & toys, predictable schedules, and routines

**Nurturing and Responsive Relationships**
positive relationships with children, families, and other providers

**Effective Workforce**
Well-trained child care providers
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

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

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