Integrating and Advancing State Policies: Prenatal to Age Three Learning Collaborative

January 7-9, 2019

Hotel Monteleone | New Orleans, LA
Welcome and Meeting
Overview

Tuesday, January 8, 2019
Meeting Objectives

• Spark our thinking about building and enhancing a comprehensive system of supports prenatally through age three (PN3)
• Learn about opportunities to further PN3 efforts through NGA’s upcoming policy academy and Pritzker’s grant opportunity
• Learn from other states that are undertaking
• Engage with national experts on issues central to the PN3 arena, including health, education and human services programs and systems (e.g., home visiting, Medicaid, data sharing and use, health indicators, etc).
Dr. Myra Jones-Taylor
Chief Policy Officer,
ZERO TO THREE
It’s Time To Think Babies!

Myra Jones-Taylor, Ph.D.
Chief Policy Officer, ZERO TO THREE
Our mission is to ensure that all babies and toddlers have a strong start in life.
At ZERO TO THREE, we envision a society that has the knowledge and will to support all infants and toddlers in reaching their full potential.
PARENTS: The Brain Builders
PROFESSIONALS: Putting the SCIENCE into Practice
POLICYMAKERS: Investing in Their Youngest Constituents
The Policy Center at ZERO TO THREE
## Infant and Toddler Policy Framework

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<thead>
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<th>Good Health</th>
<th>Strong Families</th>
<th>Early Learning</th>
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<td><strong>FEDERAL POLICY</strong></td>
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Prenatal to Age Three Policy: ZERO begins before birth.
GOOD HEALTH

Physical Health

Mental Health

Developmental Screening

Health and Nutrition
STRONG FAMILIES

Paid Family and Medical Leave
Home Visiting
Basic Needs
Child Welfare
POSITIVE EARLY LEARNING EXPERIENCES

Child Care
Early Head Start
Early Intervention
Momentum for Policy Change

Quality, Affordable Child Care
- $2.37 billion increase in the federal Child Care and Development Block Grant.

Early Head Start
- The FY19 budget included $50 million increase for the expansion of Early Head Start and Early Head Start-Child Care Partnership grants, following a $115 million increase in FY18.

Paid Family Leave
- 6 states and DC have paid family leave. There are proposed paid leave policies in 30 states.

Child Welfare
- $60 million increase for Child Abuse Prevention and Treatment Act (CAPTA) state grants to fund Infant Plans for State Care.

Home Visiting
- $400 million & 5 year extension for the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program.
Innovative Models: Safe Babies Court Teams (SBCT)

How Do We Know the SBCT Approach is Working?

Ensuring Access To Support Services

- Children Identified In Need of a Service: 90% had received their first appointment and, for over half this was within 30 days of referral.

- Those In Need of Child-Parent Psychotherapy: 70% received their first appointment within 30 days.

Limiting Out-Of-Home Placements

- More SBCT Children in Care Had Only One or Two Placements:
  - 94.2% (n=103) in care less than 12 months
  - 79.4% (n=126) in care between 12 and 23 months

Compared to the median at 85.6%* and 66.1%* respectively.
Innovative Models: HealthySteps

HealthySteps

Pediatric Care • Supporting • Parenting
A Program of ZERO TO THREE

Tier 1. Universal Services
- Child developmental, social-emotional & behavioral screening
- Screening for family needs (i.e., maternal depression, other risk factors, social determinants of health)
- Child development support line (e.g., phone, text, email, online portal)

Tier 2. Short-Term Supports (mild concerns)
- All Tier 1 services plus...
- Child development & behavior consults
- Care coordination & systems navigation
- Positive parenting guidance & information
- Early learning resources

Tier 3. Comprehensive Services (families most at risk)
- All Tier 1 & 2 services plus...
- Ongoing, preventive team-based well-child visits (WCV)
The State of Babies Yearbook will provide advocates and policymakers the tools to:

- **Tell the story** of infants and toddlers in their states and nationally.
- **Compare states’ progress** for infants and toddlers.
- **Identify areas where babies and toddlers are lagging** so states can work on policy responses.
- **Monitor trends** in the experiences of infants, toddlers, and their families, and **track related change** in the states’ policies and practices.
THANK YOU
Considerations for a Comprehensive Prenatal to Age Three System

Beth Caron, Program Director
NGA Education Division
Policy Levers to Consider

• Governors’ Levers
  • Staff Appointments
  • Power of Convenings
  • Bully Pulpit

• Health Policies
  • Health and Mental Health Services for Pregnant Women and New Parents
  • Nutrition Programs (SNAP, WIC)
  • CHIP, EPSDT, TANF
  • Medicaid Expansion

• Early Learning Policies
  • CCDBG Quality Set-Aside for Infants and Toddlers
  • Part C of IDEA
  • Early Head Start Expansion
  • Birth to Five Preschool Development Grants

• Human Services Policies
  • MIECHV - Home Visiting
  • Paid Family Leave
What could a comprehensive PN3 system look like?

- Families receive **appropriate, timely services** with minimal additional stress (e.g., high need families are engaged, gaps are minimized)
- **Programs and services are coordinated** (e.g., common eligibility requirements and data sharing agreements exist, governance infrastructures are established)
- **Resources are used wisely** (e.g., support services are not duplicated; Investments are based on evidence of effectiveness and positive outcomes for children and families)

So how do we get there?
Considerations and Meeting Structure

Where are you now?
What data do you have? What data are missing?
What service gaps exist? Who is being unserved, underserved?

Where do you want to go?
What outcomes are you looking to achieve?

How can you get there?
What mechanisms are necessary for coordination? What policy levers might you use? Who do you need to engage? What programs/services might you expand, enhance, eliminate, implement?
On Track for Kindergarten Readiness:
Prenatal to Three Outcomes Framework

Long-term Goal: Healthy Child Development at Age 3

- Healthy Beginnings
- Supported Families
- Quality Care and Learning

Child and Family Outcomes
Infants, toddlers, and families experience...

- Healthy births
- Optimal health and development
- Nurturing and responsive child-parent relationships
- Nurturing and responsive care in safe settings

Prenatal-to-Three Program and Policy Expansion
Families have access to...

- Prenatal care
- Preventative and comprehensive health care
- Universal family connection and referral
- Home visiting
- Affordable care options that meet infants’, toddlers’ and families’ needs

Prenatal-to-Three Systems

- Data Systems
- Coordinated Planning and Financing
- Political Will and Engagement
- Continuous Quality Improvement
- Coordinated Intake and Referral

With a focus on equity, states and communities can build and sustain locally responsive systems, programs, and policies that meet the needs of infants, toddlers, and their families.
Inviting Legislators into Building and Promoting a Prenatal to Age Three Framework

9:15 AM – 9:45 AM

Julie Poppe, Program Manager, National Conference of State Legislatures
PRENATAL TO AGE THREE LEARNING COLLABORATIVE

Inviting Legislators into Building and Promoting a Prenatal to Age Three Framework
Julie Poppe
January 8, 2019
WHO IS NCSL?

- Bipartisan organization serving legislators and staff in all 50 states and territories
  - Improve the quality and effectiveness of state legislatures
  - Provide state legislatures a strong, cohesive voice at the federal level
  - Promote policy innovation and communication among state legislatures
- 7,383 state legislators and over 20,000 legislative staff
NCSL PN-3 LEGISLATIVE ADVISORY GROUP
PN-3 LEGISLATIVE ADVISORY GROUP

- Provide a neutral, bipartisan forum for dialogue around prenatal-to-three policy issues.
- Enhance the leadership capabilities of participating state legislators by increasing their knowledge of prenatal-to-three policy issues.
- Inform a broader legislative audience on prenatal-to-three policy issues through a legislative framework.

*Thanks to the Pritzker Children’s Initiative.*
Strong Beginnings, Successful Lives: Prenatal-to-Three Policy Framework

Healthy Beginnings
- Access to Prenatal Care
- Public Awareness of Healthy Pregnancies
- Breastfeeding Needs and Supports

Strong Beginnings, Successful Lives
- Increased School Readiness
- Improved Health Outcomes
- Reduced Crime
- Stronger Future Workforce

Family Supports
- Parent Training and Education
- Family Economic Supports
- Streamlined Services and Resources

Early Learning, Development and Care
- High-Quality Early Care and Learning System
- Early Care and Education Professionals
- Developmental Screenings and Identifying Interventions
Program began in 2011
Participation from 48 states and 2 territories
Approximately 180 legislators or legislative staff have participated.
The Alumni Network numbers approximately 150 NCSL members throughout the states and territories.
Political make-up is always bipartisan with republicans, democrats and non-partisan members and partisan and non-partisan legislative staff.
www.ncsl.org/fellows
Funders: Alliance for Early Success, Buffett Early Childhood Fund, Heising-Simons Foundation, Kellogg Foundation.
NCSL EARLY CARE AND EDUCATION PROJECT CONTACTS

- **Julie Poppe**  
  (303) 856-1497  
  julie.poppe@ncsl.org

- **Alison May**  
  (303) 856-1473  
  alison.may@ncsl.org

- **Jennifer Palmer**  
  (303) 856-1351  
  jennifer.palmer@ncsl.org
ZERO TO THREE: A Prenatal to Age Three Framework

9:45 AM – 10:15 AM
Barbara Gebhard, Assistant Director of Public Policy, ZERO TO THREE
Infants and Toddlers in the Policy Picture
A Self-Assessment Toolkit for States

Barbara Gebhard, Assistant Director of Public Policy
NGA Prenatal to Age 3 Learning Lab
January 8, 2019
About the Toolkit

- Designed to help state policy leaders and advocates assess the current status of services for infants, toddlers, and their families, and to set priorities for improvement
- User-friendly format allows users to easily access state information from national sources, assess how your state compares to other states, and gather stakeholder input
- Current tool is a revised version of several previous versions of the ZERO TO THREE self-assessment tool dating back to 2005

www.zerotothree.org/satool2015
Goals

- Good Health
- Strong Families
- Positive Early Learning Experiences
- Collaboration and System Building
Infants and Toddlers in the Policy Picture:
A Self-Assessment Toolkit for States

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Additional Comments

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Surveys

- Stakeholder Survey
- Family Survey
  - Paper and online
  - English and Spanish
  - Customizable
Using the Toolkit

• Full toolkit vs. specific section(s)
• Who should be involved?
• Selecting and implementing priorities
State Examples
Oregon

- 2017 – 2018
- Phase I: Gathered data
- Phase II: Community engagement
  - Online survey
  - Listening sessions
  - Stakeholder survey

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North Carolina

- 2017 – 2018
- Used consultant
- Shared results
- Continued usage
Washington

• Multi-day planning meeting
• Strategic revisiting
District of Columbia

• Focused on health
Oklahoma

- 2017 - 2018
- Family survey
  - State specific wording
  - English and Spanish
  - Online and paper
- Continued usage
Break

10:15 AM – 10:30 AM
Principles for Improving Outcomes for Children and Families

10:30 AM – 12:00 PM
Corey Zimmerman, Harvard Center on the Developing Child
Susan Crowley, Harvard Center on the Developing Child
Three Principles to Guide Science-Based Design of Policy and Practice

Corey Zimmerman
DIRECTOR OF POLICY AND SCALING STRATEGIES

AL RACE
DEPUTY DIRECTOR
CHIEF KNOWLEDGE OFFICER

National Governors Association Early Childhood Learning Lab
New Orleans, LA | January 8, 2019
“Simplicity ... involves digging through the depths of complexity. To be truly simple, you have to deeply understand the essence of a product.”

—Jony Ive, Head of Industrial Design, Apple
Advances in Science Are Revealing the Underlying Causes of Disparities in Learning, Health, and Development

Supportive Experiences

Effective learning, adaptive behavior, lifelong health and well-being

Parents

School failure, risky behaviors, chronic illness, and shorter lifespan

Genes

Negative Experiences
3 Design Principles for Applying the Science

Supportive Experiences

Effective learning, adaptive behavior, lifelong health and well-being

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School failure, risky behaviors, chronic illness, and shorter lifespan

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Negative Experiences
3 Design Principles for Applying the Science

- **Reduce Sources of Stress**
  - Children: Healthy Development & Educational Achievement
  - Adults: Responsive Caregiving & Economic Stability

- **Build Responsive Relationships**

- **Strengthen Core Life Skills**

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Center on the Developing Child, Harvard University
Why These Three Principles?

For children:
• promotes healthy development of brain architecture, biological stress response, attachment & social-emotional skills
• provides buffering needed to prevent tolerable stress from becoming toxic

For adults:
• provides practical and emotional support
• helps build hope and confidence
• models relationship skills
• reduces stress
Serve & Return Interaction Is the Key Ingredient in Responsive Relationships
How Serve and Return Builds the Foundation for Literacy Skills
Policy & Practice Shifts Using the Principles

Build Responsive Relationships

- Provide workers in service programs with enough time to develop relationships with their clients
- Prevent children cycling in and out of programs
  - e.g., due to housing instability, involvement in child welfare, loss of child care subsidy
- Improve retention in child care and human services positions
  - e.g., through compensation, PD, benefits, etc.
Why These Three Principles?

Toxic Stress Disrupts the Development of Brain Architecture and Other Systems
Why These Three Principles?

For children:
• Encounter fewer and briefer situations that trigger an extreme stress response
• Directly promotes brain development, health, and well-being

For adults:
• Open up “bandwidth” to promote the healthy development of children
• Enable more effective problem-solving, planning, and goal achievement
• More opportunities for responsive caregiving

Reduce Sources of Stress
Reduce Sources of Stress

• Reduce barriers to families accessing basic supports—nutritious food, safe shelter, diapers, medical care, mental health services
• Provide services in well-regulated, welcoming environments
• Establish streamlined rules for eligibility and re-certification; minimize punitive regulations that add stress
Why These Three Principles?
Core Capabilities for School, Work & Parenting Are Built Over Time Through Modeling, Coaching & Practice

Executive function and self-regulation are a foundational set of capabilities that help us:

- focus and sustain attention
- set goals, make plans, and monitor actions
- make decisions and solve problems
- follow rules, control impulses, and delay gratification

These skills begin developing in infancy, with major spurts at ages 3-5 and 15-25 years.
Why These Three Principles?

For children:
• Support educational & social success
• Resist decisions that risk health

For adults:
• Needed to thrive in the workplace
• Better able to provide responsive care
• Better able to maintain predictable, safe, supportive home environment

For both:
• Promote belief in ability to effect change
• Better able to manage stress
Policy & Practice Shifts Using the Principles

Strengthen Core Life Skills

- Prioritize funding for programs that provide opportunities for participants to practice these skills
- Include executive function & self-regulation as a key strand in the “braided rope” of skills children need
- Focus on small, incremental steps with frequent feedback
  - e.g., break down the goal “find housing” into a manageable sequence of smaller tasks
How Excessive Stress Affects the Development and Use of Core Capabilities
Resilience Can Be Strengthened by Supportive Relationships and Skill-Building

Supportive community services
Responsive relationships
Increasing sense of mastery
Faith and cultural traditions

S’strengthening adaptive skills

Center on the Developing Child | HARVARD UNIVERSITY
Applying Science-Based Design Principles to Help You Not Just Change Systems—But Change Lives

- Systems can create conditions and life experiences that get under the skin.
- Use these principles as your “north star” to guide system alignment and program improvement.

- Focus on these principles as *targets* on the pathway to the child and family outcomes you ultimately want to achieve.
“The purpose of having design principles is to really align people around what matters. ... When push comes to shove and you have to make a trade-off, how are you, in those moments... going to prioritize? What are you going to care about the most?”

–Julie Zhuo, Facebook VP of Product Design
Moving from Thinking to Doing: 4 Ways to Apply the Principles

1. **Problem identification:** How are current programs/systems working *toward* or *against* these principles?

2. **Solution generation:** *How might we...* do X in a way that better supports these principles?

3. **Systems alignment:** Using these principles as common language and goals for specific cross-agency collaboration.

4. **Impact measurement:** Can you assess the effects that aligning policy and practice with these principles has on *child and family outcomes*?
Applying the 3 Principles—A Brief History

- Created tools and activities to help people apply the principles in their unique contexts
- 16 pilots at different levels of engagement
Purpose of Today’s 3 Principles Activity

To demonstrate the process of how you might use the three principles to identify how current programs / systems are working toward or against these principles...

... so that you can identify areas for action that have the greatest potential to increase impact for young children and their families.
## Does this cross-system collaboration...

### Build Responsive Relationships
Consider:
- Adult caregiver to child
- Adult to adult
- Professional to family caregiver
- Professional to child

### Strengthen Core Life Skills
(both children and adults):
- Planning skills
- Goal setting skills
- Self-control strategies
- Stress management strategies

### Reduce Sources of Stress
Consider:
- Awareness of family stressors
- Reducing staff stress
- Partnerships with other entities that provide services and/or basic needs

---

**Cross-system collaboration example:**
______________________________________________________________________________
Selecting Your Unit of Focus

Needs to be:

- Neither too wide nor too narrow
- Something you could change with policy or practice adaptations
- Something you are excited about!
Examples of “Unit of Focus”
Specifically for cross-system collaboration

- Providing child care vouchers (Dept. of Early Learning) to families with infants and toddlers receiving cash assistance (Dept. of Transitional Assistance)

- Providing home visiting services (Dept. of Public Health) to families in domestic violence shelters (Dept. of Housing)

- Referring children of families involved in child welfare cases (Dept. for Children and Families) for Early Intervention services (Dept. of Public Health)
Does this cross-system collaboration…

<table>
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...align with each principle? How?

- *Creates possibility for supportive relationship (EI worker and parent)*
- *Models responsive interaction*

...work against each principle? How?

- *Streamlines a family’s access to therapeutic services if any developmental delays are identified*
- *Creates an additional set of appointments, and adults, that families must coordinate, beyond the child welfare system’s requirements*

Ex: Children with substantiated cases of abuse or neglect (CHILD WELFARE) are referred for an evaluation by Early Intervention (Public Health)

- Creates possibility for supportive relationship (EI worker and parent)
- Models responsive interaction

- Streamlines a family’s access to therapeutic services if any developmental delays are identified

- Creates an additional set of appointments, and adults, that families must coordinate, beyond the child welfare system’s requirements
Applying the Principles: Step 1

Select your unit of focus

Options:

- Select one relevant to your state
- Borrow one of the examples
- Join another state team

3 minutes
### Applying the Principles: Step 2

**How does your example support - or not - Building Responsive Relationships?**

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**5 minutes**
Applying the Principles: Step 3

How does your example support - or not - Strengthening Core Life Skills?

Cross-system collaboration example:

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...align with each principle? How?

...work against each principle? How?

5 minutes
Applying the Principles: Step 4

How does your example support - or not - Reducing Sources of Stress?

Cross-system collaboration example:

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Does this cross-system collaboration...  
...align with each principle? How?  
...work against each principle? How?  

5 minutes
# Share-out:

**One Thing You Learned from this Exercise**

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...align with each principle? How?

...work against each principle? How?
Feedback for us!

1. What will you take away?

2. What can you do with this when you get home?

3. If you have any other feedback for us, please feel free to share it!
What Can You Do Next?

- Look for data and other voices to confirm or change assumptions
- Define opportunities for cross-collaborative innovation
- Let us know how you apply these principles—examples may be featured on our website

developingchild@harvard.edu
Networking Lunch

12:00 PM – 1:00 PM