

Getting Ready for School Starts at Birth



STATE OF INDIANA'S INFANTS AND TODDLERS

PRESENTATION TO THE EARLY LEARNING ADVISORY COMMITTEE
NOVEMBER 13, 2015

Let's Talk about Babies

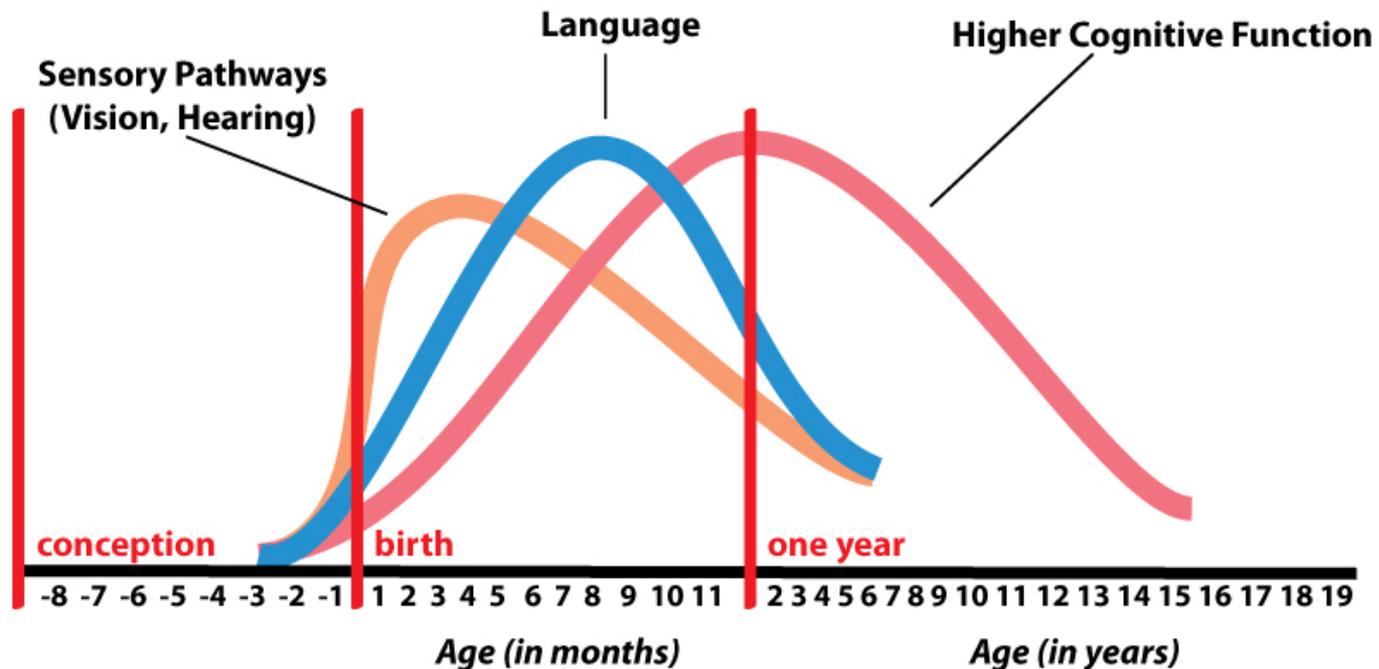


Importance of the Earliest Years



Human Brain Development

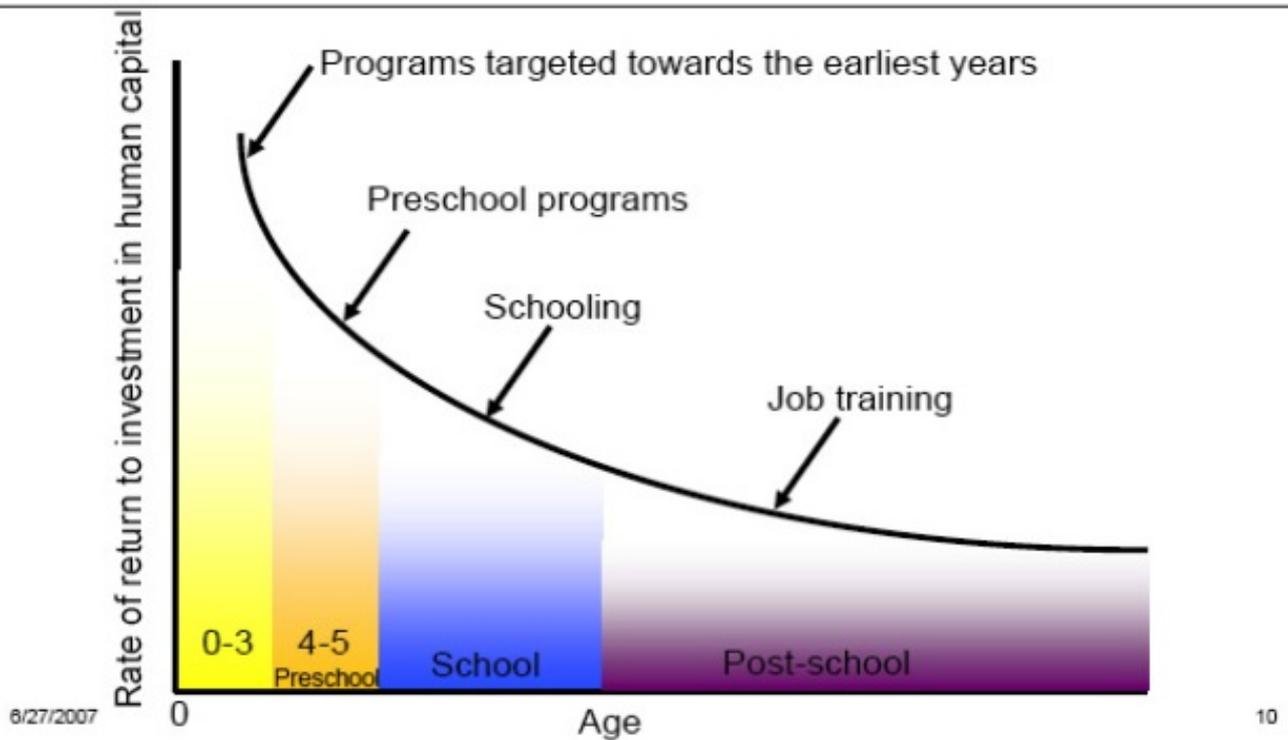
Synapse Formation Dependent on Early Experiences



Return on Investment



Figure 9: Rates of Return to Human Capital Investment at Different Ages: Return to an Extra Dollar at Various Ages



6/27/2007

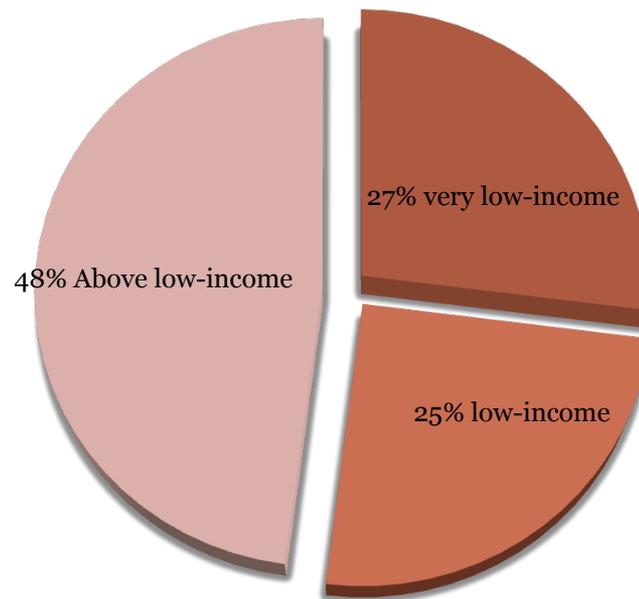
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Heckman, J. "Investing in Disadvantaged Young Children Is Good Economics and Good Public Policy"
Testimony before the Joint Economic Committee
Washington D.C., June 27, 2007

Indiana's Infants and Toddlers



Hoosier Infants and Toddlers by Family Income Level



Source: National Center for
Children in Poverty.

The Happy Babies Group



- The Kellogg Foundation and Zero to Three
- Indiana selected as one of three states to receive technical assistance from Zero to Three
 - Goal was to build on Indiana's existing birth to three efforts
- ZTT conducted on-site interviews with key stakeholders in August 2014 to better understand our birth to three landscape and current priorities

Expertise



- **Steering committee formed in September 2014**
 - Indiana FSSA, Office of Early Childhood and Out of School Learning
 - Indiana FSSA, Division of Mental Health and Addiction
 - Indiana FSSA, First Steps
 - Indiana Department of Child Services
 - Indiana State Department of Health, Maternal and Child Health
 - Riley Child Development Center
 - Indiana Association for Infant and Toddler Mental Health
 - Indiana Association for Child Care Resource and Referral
 - Indiana Association for the Education of Young Children
 - Ball State University
 - Purdue University
 - Early Learning Indiana
 - Early Head Start-Child Care Partnerships (Transition Resources Corporation and Early Learning Indiana)

Priorities



- 4 Priorities were established with help from Zero to Three:
 - Develop an infant toddler certificate
 - Strengthen family engagement in I/T programs
 - Increase collaboration between early childhood and health systems
 - Focus early childhood messaging on key infant toddler issues through an issue brief/call to action

Getting Ready for School Starts at Birth



- Important to maintain a focus on infants and toddlers, especially in light of the focus on Pre-K
- Indiana's key recommendation: Build Adult Capabilities to Improve Child Outcomes
- The brief includes 7 overarching recommendations, each with recommended easy wins and long term strategies

Recommendations



1. Promote family well being and support parents as their children's first teacher
2. Create awareness around Toxic Stress
3. Create awareness around the Word Gap
4. Ensure affordable, accessible, high quality early care and education for infants and toddlers and their families
5. Identify developmental delays earlier
6. Improve coordination and collaboration between all systems touching children birth through age 3 and their families
7. Provide cross-sector professional development and competency based qualifications for the early childhood workforce

Promote family well being and support parents as their children's first teacher



- **Easy Wins:**
 - Identify the families that are served through Parents As Teachers across the state.
 - **Identify the communities with the greatest need for high quality infant and toddler care based on the number of at risk families and the labor force.**
- **Long term strategies:**
 - Improve transition of care between the children served in one of the four evidence-based home visiting programs and high quality early learning programs.
 - Target the expansion of evidence-based home visiting programs in the communities with the greatest need.

Create awareness around Toxic Stress



- **Easy Wins:**
 - Prioritize children with exposure to multiple risk factors for participation in evidence-based home visiting and high quality early childhood education programs.
 - **Promote full implementation of the Infant Mental Health Endorsement® throughout Indiana across early childhood providers in collaboration with the Indiana Association for Infant and Toddler Mental Health.**
 - **Provide training for all ECE professionals -- medical, developmental, early childhood education -- on the Adverse Childhood Experiences (ACE) Study and Toxic Stress.**
- **Long Term Strategies:**
 - Implement screening for social and emotional difficulties that could be early signs of toxic stress in well child visits.
 - **Develop a two-generation approach to enhance the executive function of not just young children but their parents too across infant toddler programs.**

Create awareness around the Word Gap



- **Easy Wins:**
 - Promote local efforts to provide free books to young children and their families in collaboration with local libraries and benefactors.
 - Create a social media campaign, mimicking the "Read Aloud" campaign for parents.
 - **Support parents in conversing more with their infants and toddlers during everyday routines.**
- **Long Term Strategies**
 - **Integrate family literacy in high quality early childhood education programs.**
 - Improve partnerships between libraries, early childhood education and home visiting to promote early language acquisition to decrease the word gap.

Affordable, Accessible, High Quality ECE



- **Easy Wins**
 - **Identify the communities with the greatest need for high quality infant and toddler care based on the number of at risk families and the labor force in order to target the expansion of high quality infant and toddler slots in the communities with the greatest need.**
- **Long Term Strategies**
 - Increase the availability of high quality, affordable infant and toddler slots to 100,000.
 - Identify opportunities to support quality improvement efforts for FFN care.

Identify Developmental Delays Earlier



- **Easy Wins**
 - **Identify the various initiatives and partners working to ensure every child receives a formal standardized screening and intervention services.**
 - **Develop a policy for early childhood education programs to carry out developmental screening.**
 - Promote the “Learn the Signs. Act Early.” Campaign among families and early childhood education programs.
- **Long Term Strategies**
 - Explore the implementation of the national model, Help Me Grow.
 - Expand the Early Evaluation Hub model statewide.

Improve Coordination and Collaboration



- **Easy Wins**
 - **Include an infant–toddler focus in the structure of ELAC.**
- **Long Term Strategies**
 - **Maximize existing funding and create new financing mechanisms to sustain and expand services for infants, toddlers, and their families.**
 - **Include measures of infant–toddler health, development, and well-being in ELAC’s dashboard and monitor key indicators.**

Cross-Sector Professional Development



- **Easy Wins**
 - **ELAC's Workforce and Professional Development workgroup should have a priority in 2016 to identify opportunities for cross-sector professional development for the early childhood education (ECE) workforce, specifically those that work with infants and toddlers.**
- **Long Term Strategies**
 - Adopt three recommendations (#1, #9, and #11) from the Institute of Medicine's report on *Transforming the workforce for children birth through age 8: A unifying foundation*
 - **Revise the Indiana Core Knowledge and Competency framework to include a focus on the development of executive function knowledge and skills for the ECE workforce**

Discussion



- What stands out to you from these recommendations that aligns with the vision and goals of ELAC?
- How can the HBG assist the ELAC in achieving its vision and goals?
- What will you do next?
- Who else should have this information? What do you recommend we do with this brief?

Contact



STEPHAN VIEHWEG

**Riley Child Development Center, Department of Pediatrics,
Indiana University School of Medicine**

sviehweg@iupui.edu

LISA HENLEY

Indiana Association for Child Care Resource and Referral

lhenley@iaccrr.org