

1. Descriptive Information

C3 - The Importance of ECE for Populations with Unique Needs This workshop will focus on recent analyses of ECE utilization among vulnerable populations and Federal initiatives across CCDF and HS contexts to improve access to high-quality ECE among children within the child welfare/foster care system, homeless families, and American Indian/Alaska Native communities.	Facilitator <ul style="list-style-type: none">Beth Meloy, OHS, ACF Presenters <ul style="list-style-type: none">Sacha Klein, Michigan State UniversityCandace Fleming, University of Colorado-Denver Scribe <ul style="list-style-type: none">Megan Treinen, Child Trends
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2. Documents in Session Folder (Please list any electronic documents or web links used during the session.)

None

3. Brief Summary of Presentations

Summary of Presentation #1:

Tribal Early Childhood Research Center: Child Care Community Of Learning – Exploring Tribal Child Care Development Fund Plans

The Tribal Early Childhood Research Center (TRC) focuses on child care, Head Start and home visiting. TRC is funded by ACF, to seek partnerships with American Indian and Alaska Native communities, programs, practitioners, and researcher to advance research in children's development and early childhood programs and communicate research findings back to native communities.

The TRC convened a community of learning (COL) around tribal CCDF including five professionals in the child care sector (researchers, federal staff, tribal CCDF administrators) who want to advance understanding of child care programming in Native communities.

- This presentation includes preliminary research on CCDF tribal plans and describes how data was collected and analyzed. This presentation will focus on cultural items in the plans.
- Background: 260 Tribal grantees receive funding from CCDF and must submit detailed plans using a standard template for CCDF funds.
 - TRC collected tribal plans from CCDF grantees, and also invited 32 public law 102-477 grantees to submit their standard plan (which differed from other plans).
 - Survey monkey was programmed from a CCDF plan template and information of the standard plans was entered.
 - Qualitative items were coded for common themes.
 - Data set was made up of 223 tribal CCDF grantees (86% participation rate) and 9 PL 102-477 grantees (28% participation rate).

Tribal Child Care programs: How are Native cultures addressed in these plans?

- Tribal plans are divided into 6 Sections (different from state plans) , below are some findings that emerged from tribal plans
 1. Administration
 - a. Services offered, participation of parents, improvements in child care, health and safety.
 2. Public/Private partnerships
 - a. Coordination with other service programs
 3. Services offered:
 - a. Who are children living with? Cultural definition of family emerged; Definition of income is different.

4. Procedures for parents:
 - a. Verification of application information; reasonable distance from home to child care
5. Quality Improvement:
 - a. Training topics related to cultural issues were important: cultural sensitivity, language, historical and current trauma.
 - b. Strategies to make training accessible. Increased immersion experience for children and families. Traditions, singing, dancing.
 - c. Cultural training for non-native teachers
 - d. Cultural playground equipment, videos, books, numbers, and storytelling resources.
 - e. Daily Cultural activities and opportunities to make a drum with family.
6. Health and Safety:
 - a. tribes were using state procedures.

The COL is a great mechanism to learn more about what's happening in the field and share the value of research with partners to address improvements for programs. To build literature from the ground up, we first need to know what it looks like for these kids/populations.

Thinking about whether or not, what are the most important questions for special populations. What do we want to learn? Can we move forward assuming our knowledgebase for the general population are the same for special populations? How do you define family is a simple way to think about that question. It's built around a different definition for Native families.

One future goal is to have the information to launch a series of conversations on what this information shows and what it sparks.

Culturally responsive data and research is important, want to find a way to bring it to the larger community. Show the validity and a culturally responsive way. It will be interesting to see how it plays out with the new authorization within tribal communities.

Summary of Presentation #2:

Promising Evidence Regarding the Benefits of Early Care and Education for Children in the Child Welfare System.

- 40.5% of child maltreatment victims and 34% of children placed in foster care were birth to 5.
- Consequences for maltreated children are worse for children birth to 5. And the developmental consequences are more severe.
 - In 2013 87% of maltreatment fatalities were 0-5.
- Child Welfare System (CWS) Goals: Safety, Permanency, and Child and Family Well-being.

ECE should help contribute to the CWS goals and enhance child wellbeing. ECE also can help reduce parent stress which is a risk factor for CWS involvement. ECE also can help with safety because it provides respite for parents and reduces the amount of time with a parental risk. ECE can also teach parents appropriate recommendations, and link families to support services as well as providing a community and support.

- Research Evidence supporting the idea that ECE is beneficial to these populations.
 - All studies tend to point that ECE is beneficial to children and families. Safety has a strong correlation. ECE may protect children from abuse and neglect.
- Does ECE help children remain in homes? Studies which look at child care subsidies find that families receiving subsidies were more likely to stay together, not have children removed to foster care.

A new, unpublished study found CWS supervised kids 0-5 participating in ECE had 65% lower odds of being placed in out of home care 18 months later than those not in center based ECE.

ECE may promote placement stability and permanency in foster care. Child care subsidies decrease the number of placement disruptions and less placement moves.

Wellbeing: High quality ECE may promote school readiness for maltreated children. Kids in child welfare system tend to be lower income.

Take-away:

- Increasing ECE access to children in CWS is a benefit for both children and families. Training staff and educating other stakeholders on the benefits of ECE for children in the CWS, how to identify most appropriate providers and navigate ECE systems to refer.
- Regulatory and legislative changes that make child care subsidy, state Pre-K, Head Start policies more accommodating for CWS supervised children.
- Promote ECE and child welfare cross-sector collaborations to monitor referrals/enrollment data.

4. Brief Summary of Discussion

- There are increased opportunities to identify maltreated children through ECE centers.
- ECE can provide services for children with disabilities
- ECE needs to learn about child welfare, and child welfare needs to learn about ECE. It goes beyond mandated reporters. The providers on both sides do not see value of each other. The interconnectedness of services is not happening because people are not talking.
 - Sharing the power of ECE programs, how they can reduce instances of child maltreatment simply by doing their job should be shared with ECE providers. It is empowering and provides evidence for what they already know, they are making a difference for children and families.
- In California there is a program to involve Latina mothers who care for their children at home, called Without Walls. It provides educational activities for children, provides a space for mothers to bring their kids, gives a sense of community, and provides informal training and sharing of information which the mothers can take home and implement in their daily lives.

5. Summary of Key issues raised (facilitators are encouraged to spend the last 3-5 minutes of workshops summarizing the key issues raised during the session; bullets below are prompts for capturing the kinds of issues we're looking for)

- *Culturally diverse and responsible research is critical for understanding and better serving all children and families*
- *Early Child Care and Education provides a critical service for families, especially for at-risk children*
- *Support collaboration and information sharing between ECE and CWS providers for better results*