Cradle to Safe Community: Toward A Policy and Practice Pathway

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How to use this technology

- PowerPoint slides
- Raise hand
- Phone – *Please do not put us on hold.*
- Text chat & private chat

Please send a private chat message for help, or call iLinc Technical Support at 800.799.4510.
Text Chat Question

What is the name of your organization, and what community do you work in? (e.g. Prevention Institute, Oakland, CA)
Learning Objectives

◆ Articulate the concept of Cradle to Safe Community and the need for impactful policy to support systems change.

◆ Share, contextualize and discuss current policies and practices that support positive early childhood development as an essential element in fostering safe communities.

◆ Share, contextualize and discuss current policies and practices that prevent multiple forms of violence from occurring, as an essential part of ensuring the healthy development of young children.

◆ Gather feedback on the policy scan from participants, particularly on what information could be added and how the information could be packaged into a useful format.
Cradle to Safe Community
Early Childhood Development and Community Safety

- Early childhood development
- Community safety
Positive Early Childhood Development

Community Safety

Safe Community to Cradle

Cradle to Safe Community
Text Chat Question

What resonates as being relevant to you/your field? What is missing or could use different framing?
Survivors of Violence are at Risk for Other Negative Health Behaviors/Outcomes

Adverse Childhood Experiences (ACEs)

As ACEs “score” goes up, so does risk for…

◆ **Risky Behaviors**
  - Physical Inactivity, Smoking,
    Drug/Alcohol Abuse,
    Sexual Activity

◆ **Chronic Disease**
  - Obesity, COPD, Asthma, Diabetes, Liver Disease, Heart Disease

◆ **Other Health Outcomes**
  - Teen Pregnancy, STDs, Miscarriage, Depression, Suicide Attempts,
    Early Death, Job Problems/Lost Time from Work, Rape
    victimization, Perpetration of IPV

Source: Centers for Disease Control and Prevention, Adverse Childhood Experiences Study. Available at: [www.cdc.gov/violenceprevention/acestudy/](http://www.cdc.gov/violenceprevention/acestudy/)
Positive Early Childhood Development

Community Safety

Safe Community to Cradle

Cradle to Safe Community
What resonates as being relevant to you/your field? What is missing or could use different framing?
Select Convening Findings

- Need for framing of the Cradle to Safe Community relationship
- Need for more tools and resources to frame the Cradle to Safe Community relationship
- Guidelines for how to take action
- Desire for specific policies and practices to draw from

Cradle to Safe Community framework

Policy pathway
Using the Policy Pathway

- Policy “menu,” not prescription
- Need input at the community level
- Designed to spur thinking and action about implementation
- Action Learning Labs will explore implementation
What resonates as being relevant to you/your field? What is missing or could use different framing? Other questions?
Emerging Findings: Cradle to Safe Community
Early Childhood Development Buckets

- Bonding and Attachment
- Services and Supports for Healthy Development
- Preventing and Reducing Impacts of Early Exposures to Violence
- Social and Emotional Development/Competence
- High Expectations
- Reduced Exposure to Toxins
- Income and Economic Supports
- Early Care and Education
Bonding and Attachment

Social and Emotional Development/Competence

Photo: DieselDemon
Healthy Relationships Are Essential
Bonding and Attachment

- Maternal depression screenings and dyadic care

- Parental and caregiver supports: e.g. Positive Parenting Programs

- Promote involvement of fathers: e.g. First 5 LA At-Risk Fathers, integration of fathers into WIC
Social and Emotional Development/Competence

- **Home visitation:** e.g. Nurse-Family Partnership
- **Strength-based group intervention:** e.g. First 5 Black Infant Health
- **Social-emotional learning standards in preschool to 3**
Income and Economic Supports

Photo: Quinn Dombrowski
Income and Economic Supports

- **Income supports**: e.g. Earned Income Tax Credit expansion, Child Tax Credit expansion, living and minimum wage, Supplemental Nutrition Assistance Program (SNAP) expansion, Utility Discount Program, Equal Pay for Equal Work
Income and Economic Supports

- **Work places supportive of families:** e.g. Paid Family Leave, paid medical leave, fair scheduling
Early Care and Education

Services and Supports for Healthy Development

High Expectations

Early Care and Education

Photo: San Jose Library

Photo: Aberdeen Proving Ground

Photo: San Jose Library
Services and Supports for Healthy Development

- **Access to healthcare services**: e.g. Medicaid expansion, full-service community schools, community health workers, developmental screenings

- **Mental health supports**: e.g. Mental health supports for pre-schoolers, mental health parity

- **Access to fresh and nutritious food**: e.g. SNAP expansion, Fresh Food Retailers’ Initiative
Early Care and Education

- **Early care:** e.g. Nurse-Family Partnership, Early Head Start
- **School readiness:** e.g. Educare
- **Access to early childhood education:** e.g. Universal pre-K, expansion of day care slots, reducing preschool expulsions
- **School climate:** e.g. mental health consultation to early care and education
- **Positive racial and cultural identity**
High Expectations

- **Investments in college funds for babies:** e.g. Brilliant Baby Fund

Photo: OakleyOriginals
Reduced Exposure to Toxins
Reduced Exposure to Toxins

- **Lead testing/inspection:** e.g. Lead-Safe St. Louis
- **Alignment among healthcare, public health, and housing:** e.g. Breathe Easy at Home

Photo: www.bphc.org
Preventing and Reducing Impacts of Early Exposures to Violence
Preventing and Reducing Impact of Early Exposures to Violence

- Reducing parental economic and emotional stressors: e.g. paid family leave, childcare payments, parent stress hotlines, mental health supports and services
- Banning corporal punishment
- Regulating exposure to violence in the media
Discussion and Q&A
Emerging Findings: Safe Community to Cradle
Community Safety

- Economic Opportunity
- Place
- Resources and Infrastructure
- People
Place
◆ **Stable and affordable housing:** e.g. Affordable Housing Bond, Inclusionary Housing Law, Oakland Path Rehousing Initiative

◆ **Gun control:** e.g. CA Prop 63, banning of toy gun sales

◆ **Walkable, safe streets:** e.g. Safe Routes to School

◆ **Land use to promote safety:** e.g. Crime Prevention through Environmental Designs, San Jose land use policy
- **Reduce alcohol density:** Safe Access to Alcohol and Food Establishments (SAAFE)

- **Community access to safe parks:** Parks after Dark, Pop-up Parks, Santa Clara County Park Charter Fund

- **Cultural expression and the arts**

- **Business improvement districts**
◆ **Job readiness support:** e.g. Linked Learning, St. Louis P.I.E.R. Plan

◆ **Private-sector partnerships to improve workforce/employment opportunities:** e.g. Community Benefit Agreements, One Summer Chicago

◆ **Local hiring:** e.g. Hire NOLA
Eliminating juvenile detention: e.g. Zero Detention

School climate and abolition of zero tolerance: e.g. Ban Zero Tolerance for Willful Defiance

Opportunities for people who were formerly incarcerated/reentry: e.g. Ban the Box, restorative justice
People

Photo: Kokua Kalihi Valley
Community voice in planning and policy: e.g. Nothing about Us without Us, voting rights for formerly convicted

Community-oriented procedural policing

Trauma-informed community building

Community healing

Positive racial and cultural identity: e.g. racial equity conversations and trainings
Resources and Infrastructure

Measure Y creates a safe Oakland by dramatically reducing violence among youth and young adults.

Measure Y Programs by City of Oakland Neighborhood July, 2007

Legend
- Oakland Neighborhoods
- NorthWest
- Major Streets

Neighborhood Focus of Program
- Clients Primarily from Central Oakland
- Clients are Citywide
- Clients Primarily from East Oakland
- Global Program
- Clients Primarily from NorthWest Oakland

Center for the Study of Social Policy
- Dedicated funding to support community safety and ECD: e.g. Measures Y and Z, Firearm and Ammunition Tax, Best Starts for Kids, First 5, Oakland Fund for Children and Youth
- Comprehensive, multi-sector plans (adopted as policy)
Data and impact used to inform policy: e.g. Child Impact Statements, Child Death Review, National Violent Death Reporting System

Policy framing community safety as a health issue: e.g. Safety in All Policies, Violence as a Public Health Issue

Alignment of policy and systems change approaches with existing community initiatives: e.g. First 5 LA Birth Outcomes and Disparities
Discussion and Q&A
UNITY RoadMap

Who? Partnerships
- High-Level Leadership
- Collaboration & Staffing
- Community Engagement

What? Prevention
- Programs, Organizational Practices & Policies
- Communication
- Training & Capacity Building

How? Strategy
- Strategic Plans
- Data & Evaluation
- Funding
The UNITY Policy Platform
What cities need to prevent violence before it occurs

www.preventioninstitute.org/unitylinks
EARLY LEARNING COMMUNITIES: Building Blocks for Success

Early childhood learning, health, and well-being are in every sense building blocks for our nation’s future. New science on child development points to the lifelong importance of early experiences, relationships, and opportunities in building “the architecture of the brain” and creating the foundation for later health and social and emotional well-being. Children’s earliest experiences—with their families and in their neighborhoods—establish the foundation for future success. In turn, parents’ and caregivers’ abilities to provide the best possible experiences for young children are influenced by the communities in which they live.

Leaders in communities across the country are recognizing the importance of ensuring that young children and their families thrive—and understanding that child well-being and thriving communities go hand-in-hand. Elected officials, business and civic leaders, and people from all walks of life are working to create true “early learning communities”—that is, places that promote learning and development purposefully through the early years of elementary school, making sure that the “building blocks” for early and life-long success are in place.

What is an early learning community? It is a place where local leaders, residents and other stakeholders are committed to the goal of all young children reaching their full potential, not just some. It is a neighborhood, city or county that is working to ensure that children and families have access to the opportunities, aligned services and supports they need to make this goal a reality. It is a place that supports neighborhoods where children can grow up safe and healthy and where families can thrive. Finally, it is a place where local policies create a broader framework of support for families with young children.

The vision of a community where all children learn and thrive is an exciting one. Translating it into reality is equally exciting—and a challenge that requires vision, commitment and hard work by many people working together. This is the first in a series of guidance documents that aim to help local leaders move their communities toward this goal.

The paper starts by describing the core results that early learning communities strive to achieve. It then talks about four essential “building blocks,” or community conditions that promote healthy child development and family well-being. Finally, this paper describes how leaders in an early learning community “put the pieces together” so that the opportunities and supports needed by children and families are consistently available, of high quality and accountable for producing the results for which they were intended.

About Early Childhood-LINC and Early Learning Nation

Early Childhood-LINC is a learning and innovation network for communities—a network of communities that have come together with the Center for the Study of Social Policy (CSSP) to demonstrate effective approaches to developing local early childhood systems. Together, the participating communities tackle tough problems, test new solutions and accelerate progress toward ensuring that all young children and their families thrive.

With generous support from the Benno Family Foundation, CSSP and the National League of Cities Institute with its network of seven cities are partnering to identify what it takes to become an early learning community and to help achieve the Foundation’s vision of the United States becoming an Early Learning Nation by 2025. “Building Blocks for Success” is one of a series of products to be prepared through this partnership.
## Core Meanings of the Strengthening Families Protective Factors

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<tr>
<th>Protective Factor</th>
<th>Core Meaning</th>
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| **Parental Resilience:**<br>Managing stress and functioning well when faced with challenges, adversity and trauma. | Resilience Related to General Life Stressors  
  a. managing the stressors of daily life  
  b. calling forth the inner strength to proactively meet personal challenges, manage adversities and heal the effects of one's own traumas  
  c. having self-confidence  
  d. believing that one can make and achieve goals  
  e. having faith, feeling hopeful  
  f. solving general life problems  
  g. having a positive attitude about life in general  
  h. managing anger, anxiety, sadness, feelings of loneliness and other negative feelings  
  i. seeking help for self when needed  
Resilience Related to Parenting Stressors  
  a. calling forth the inner strength to proactively meet challenges related to one's child  
  b. not allowing stressors to keep one from providing nurturing attention to one's child  
  c. solving parenting problems  
  d. having a positive attitude about one's parenting role and responsibilities  
  e. seeking help for one's child when needed |
| **Social Connections:**<br>Positive relationships that provide emotional, informational, instrumental and spiritual support. | a. Building trusting relationships; feeling respected and appreciated  
  b. Having friends, family members, neighbors and others who:  
  - provide emotional support (e.g., affirming parenting skills)  
  - provide instrumental support/concrete assistance (e.g., providing transportation)  
  - provide informational support/serve as a resource for parenting information  
  - provide spiritual support (e.g., providing hope and encouragement)  
  - provide an opportunity to engage with others in a positive manner  
  - help solve problems  
  - help buffer parents from stressors  
  - reduce feelings of isolation  
  - promote meaningful interactions in a context of mutual trust and respect  
  c. Having a sense of connectedness that enables parents to feel secure, confident and empowered to “give back” to others |
Food Insecurity in Early Childhood

What Is Food Insecurity?
Food insecurity and hunger are related but not synonymous. The concept of “food security” is used by the U.S. Department of Agriculture (USDA) to measure a household's social and economic ability to access adequate food. The most common cause of food insecurity is poverty, but other factors — including housing costs, medical expenses, and lack of access to grocery stores and other food retailers or culturally appropriate foods — can also impact food security. Food insecurity of any degree indicates a lack of resources needed to meet basic needs, and a risk of poorer health and wellness outcomes due to lower quality nutrition.

Introduction
Because early childhood is such a crucial phase of physical and social-emotional development, food insecurity in the early years of life is particularly detrimental and can compound the effects of other risk factors associated with poverty, such as reduced access to health care and unstable or unsafe housing. Poor nutrition and food insecurity are associated with poorer physical and mental health in all age groups, but in young children they can deeply affect well-being and development in ways that can endure for a lifetime.

Young Children and Their Families Experience High Rates of Food Insecurity
Despite America’s overall wealth and agricultural abundance, a significant proportion of the U.S. population struggles to consistently put enough nutritious food on the table. Nationwide, 48.1 million people lived in food insecure households in 2014, meaning that they were unable to consistently access enough nutritious food. Families with young children are particularly at risk of food insecurity. While 14 percent of all households experienced food insecurity in 2014, among households with children under age 6, the proportion jumps to 20 percent, or 1 in 5 households. Among households with children headed by a single woman, the figure jumps again to 35 percent, or more than 1 in 3 households.

While poverty is a strong predictor of food insecurity, food insecurity persists at income levels above the poverty line, meaning many families with young children may struggle in the shadows. Forty-one percent of individuals living in poverty experienced food insecurity in 2014. In addition to over 12 million people whose incomes were between 100 and 185 percent of the federal poverty line in 2014. Although these households are not officially considered “poor,” they can still struggle to provide adequate nutrition to their families.

Food security is foundational to overall health, wellness and economic stability — and essential
# Poverty in Early Childhood

## Poverty in Early Childhood by the Numbers

Young children are the most likely to experience poverty among all age groups in the U.S.:

- 1 in 5, or 4.2 million, children under age five experienced poverty in 2015.
- 2.1 million children under age five experienced deep poverty in 2015—half of all the young children who experienced poverty.
- Early childhood poverty grew during the Great Recession, and has remained high through the recovery, remaining above 20 percent.

Poverty: In 2015, a family of three with one parent and two children lived in poverty if the family earned less than $19,096 per year.

Deep Poverty: In 2015, a family of three lived in deep poverty if it earned less than $9,548 per year, or half the poverty threshold.

Annual wages for one full-time, full-year worker earning the federal minimum wage of $7.25 per hour are $15,080. In comparison, the Economic Policy Institute estimates that a household consisting of one adult and two children needs a median annual income of $56,839 to attain an adequate standard of living.

## Poverty does not impact all children equally

Children of color are significantly more likely to be affected by poverty than white children in the U.S. in 2015:

- **12.8 percent** of white children under age five lived in poverty.
- **30.2 percent** of Hispanic or Latino children under age five lived in poverty.
- **45.5 percent** of black children under age five lived in poverty.
- **11.9 percent** of Asian children under age five lived in poverty.
- **39.1 percent** of American Indian and Alaskan Native children under age six lived in poverty.
- **30.4 percent** of Native Hawaiian and other Pacific Islander children under age six lived in poverty.

*While the poverty rate for Asian children is relatively low compared to other racial groups, this figure masks deeper levels of poverty experienced by certain ethnic groups. For example, 30.2 percent of Hmong children lived in poverty in 2015.*

By 2020 more than half of all children in the U.S. will be children of color, and already half of all children under five are children of color. As racial disparities in early childhood poverty expose increasingly larger segments of the young child population to poorer outcomes, policymakers and early childhood stakeholders should find it increasingly urgent to address both the causes and the symptoms of racial disparities in poverty rates.

## Poverty impacts development in early childhood

Early childhood is a critical period of physical and social-emotional development. In the first years of life, 700 to 1,000 new neural connections are formed every second, shaping the brain's architecture in ways that influence learning, health, and behavior for a lifetime. Poverty influences this process by bringing a host of stressors and hardships into a child's life and influencing relationships with caregivers and others in a child's social network. In the absence of adequate buffering relationships and supports, such stressors can adversely impact the architecture of a young child's rapidly developing brain.

[Center for the Study of Social Policy](www.cssp.org)
Supporting Young Children: Addressing Poverty, Promoting Opportunity and Advancing Equity in Policy

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