

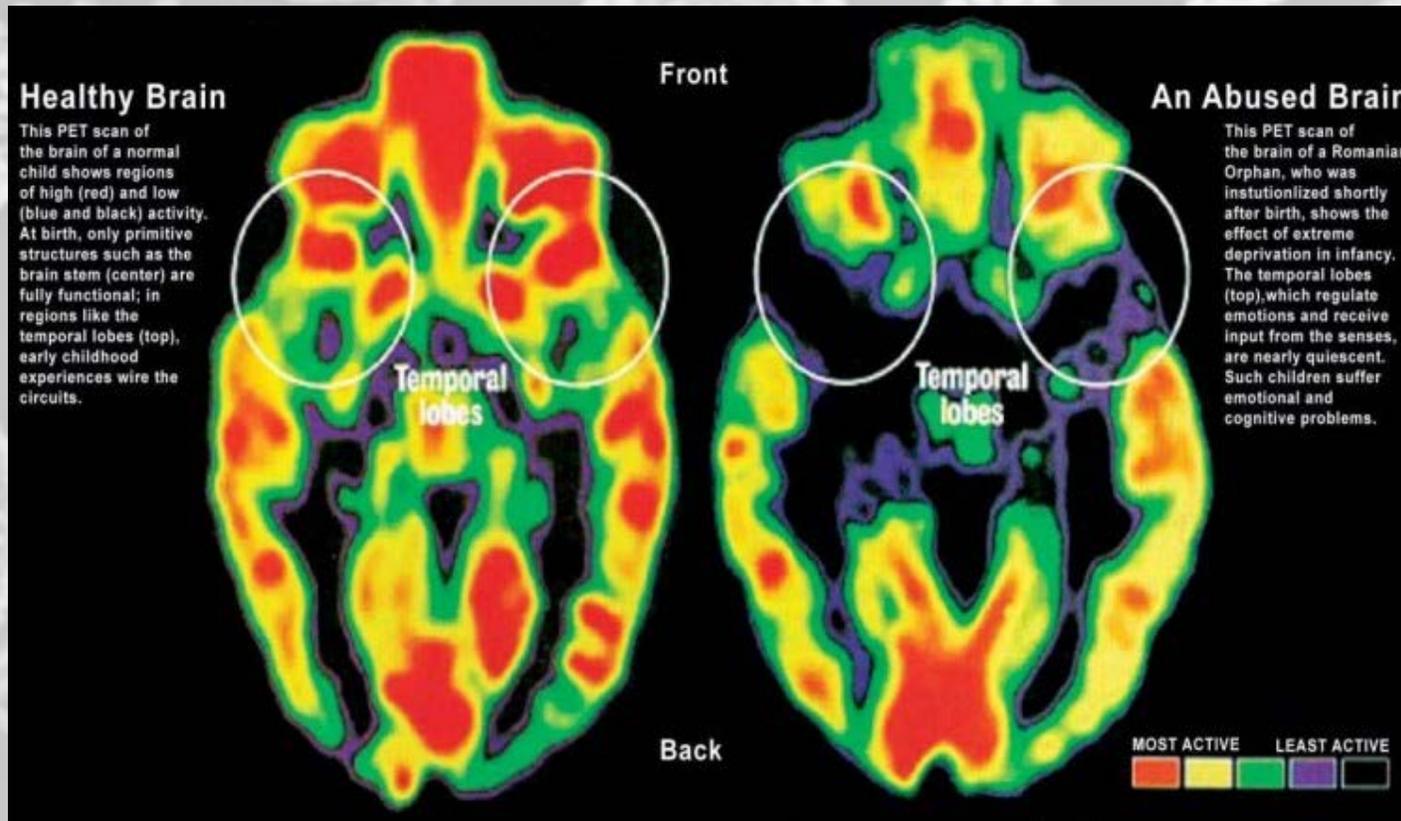
Brain Research & Development

“From Neurons to Neighborhoods”

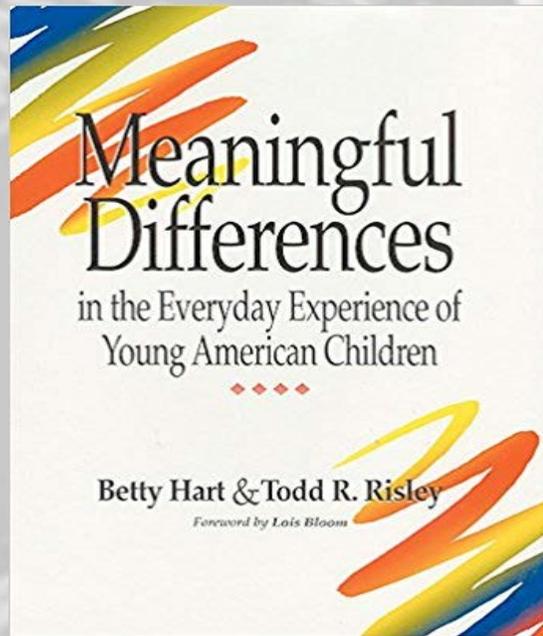
The Science of Early Childhood Development (2000)

Dr. Jack Shonkoff & Deborah Phillips, Committee on Integrating the Science of the Early Childhood Development

Toxic stress weakens the architecture of the developing brain, which can lead to lifelong problems in learning, behavior, and physical and mental health.



Achievement Gap Starts before K-12



- Studies children from three different socioeconomic levels.
- Children in professionals' homes were exposed to an average of more than fifteen hundred more spoken words per hour than children in welfare homes. Over one year, that amounted to a difference of nearly 8 million words, which, by age four, amounted to a total gap of 32 million words.
- **Children from middle to high income families arrive at kindergarten with a 20 thousand word vocabulary.**
- **Children from low income families, especially those from communities of color, arrive at kindergarten with a 4,000 word vocabulary.**



Adverse Childhood Experience (ACE)

- Adverse childhood experiences (ACEs) are stressful or traumatic events, including abuse and neglect. They may also include household dysfunction such as witnessing domestic violence or growing up with family members who have [substance use disorders](#).
- ACEs are strongly related to the development and prevalence of a wide range of health problems throughout a person's lifespan, including those associated with substance misuse.

ACES Includes:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Physical neglect
- Emotional neglect
- Intimate partner violence
- Mother treated violently
- Substance misuse within household
- Household mental illness
- Parental separation or divorce
- Incarcerated household member

Historical & Intergenerational Trauma: Understanding Natives' Inherited Pain (the science of epigenetics)



Brain Research & Development: the Early Years

Genetics/Epigenetics

- **Genetic/epigenetic (Some epigenetic tags remain in place as genetic information passes from generation to generation, a process called epigenetic inheritance)**
- **It means that a parent's experiences, in the form of epigenetic tags, can be passed down to future generations.**



“When we start getting our youngest at-risk children into high-quality programs, we will not only narrow the achievement gap, we will prevent it.”

The two-generation (2Gen) approach is gaining momentum as a framework for research, practice, and policy. It emphasizes holistic strategies for empowering families. Research shows a strong connection between parents' economic, psychological, and social well-being and children's healthy development.

2Gen approach is an effective way to fight poverty by creating a new culture of collaboration that supports children and families to rise above the constraints of poverty and empowers both child and the parent/caregiver to reach their full potential and become life-long learners, self-sufficient and culturally supported.



Dr. Arthur Rolnick,

Former Director of Research at the Federal Reserve Bank Minneapolis, national speaker, senior fellow at the University of Minnesota's Humphrey School of Public Affairs



James J. Heckman is the Henry Schultz Distinguished Service Professor of Economics at the University of Chicago, a Nobel Memorial Prize winner in economics and an expert in the economics of human development.



IV facilitated visits to 11 tribal communities throughout MN which included: Mille Lacs Band of Ojibwe, Leech Lake Band of Ojibwe, Red Lake Nation, White Earth Nation, Lower Sioux Indian Community, Shakopee Mdewakanton Sioux Indian Community, Boise Forte Band of Ojibwe, Fond du Lac Band of Ojibwe, Prairie Island Indian Community, Upper Sioux Indian Community and an urban tribal community -MN American Indian Montessori Program.

Tribal Early Childhood Tour
2018 – 2019



2020 Visit
TBD



Early Childhood Systems Reform

MN Early Childhood Systems Reform Theory of Change

Guiding Lenses	1. Cultural Relevance	Vision		By focusing on children facing racial, geographic, and economic inequities, all children in Minnesota will be born healthy and able to thrive within their families and communities.			Defines the future reality we are working to create.	
	2. Equity	Mission		Create an equitable system that supports pregnant and parenting families with young children. To do this families, communities, and government agencies will partner to eliminate structural racism and inequities that exist in access, policies, programs and practices.			Describes how we will create the future.	
3. Leveraging Family & Community Assets	4. Support Long-Term, Whole Family Stability	Goal Areas		Early Learning	Health & Wellbeing	Economic Security	Safe Stable Nurturing Relationships	Focus the Vision into tangible, achievable outcomes.
		Focus Areas		Early Care & Education	Healthy Birth & Development	Housing & Community Design	Government Partnership with Community	Family & Community Supports
5. Brain Science	6. Integration of Strategies to Break Down Silos	Recommendations		<ul style="list-style-type: none"> • Prioritize policies that support family economic stability. • Ensure Policies And Programs Incorporate An Inclusive And Flexible Definition Of Family. • Expose and eradicate explicit and implicit racial & geographic bias. • Incentivize authentic partnerships between government and communities. • Increase access to and knowledge of services in a community driven and culturally responsive way. • Increase access to safe and affordable housing for families with low incomes. • Build trust of government with communities. • Transform government culture and operations to meet the needs of families and communities. 			Broad recommendations to drive state agency practices and policies and provide focus for community-defined strategies & actions.	
7. Acute & Historical Trauma								

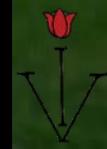
Early Childhood Systems Reform Recommendation Framework

<p>PRIORITIZE POLICIES THAT SUPPORT FAMILY ECONOMIC STABILITY</p> <ol style="list-style-type: none"> 1. Direct financial resources to policies and practices that prioritize whole family approaches. 2. Increase financial investment in early childhood ecosystem to provide quality care, including non-traditional, non-center-based options that meet the needs of all families. 3. Change the government narrative and behavior to promote family economic stability specifically for those experiencing inequities from institutional racism. 4. Continue services and resources when there is a significant change and throughout a transitional period until the family stabilizes. 	<p>ENSURE POLICIES AND PROGRAMS INCORPORATE AN INCLUSIVE AND FLEXIBLE DEFINITION OF FAMILY</p> <ol style="list-style-type: none"> 1. Ensure laws and policies are built around definitions of family created by the family. 2. Use language, engage families and implement programs using the definition of family created by family 3. Resource fully and support family engagement in decision making, policy making, and program implementation.
<p>EXPOSE AND ERADICATE EXPLICIT AND IMPLICIT RACIAL & GEOGRAPHIC BIAS</p> <ol style="list-style-type: none"> 1. Direct funding to those delivering core services in a culturally-specific way. 2. Assess and create plans to expand current level of training on historic and acute institutional racism and trauma. 3. Make decisions based on community-involved and data-informed processes. 	<p>INCENTIVIZE AUTHENTIC PARTNERSHIPS BETWEEN GOVERNMENT AND COMMUNITIES</p> <ol style="list-style-type: none"> 1. Establish task force around building authentic partnerships in order to solve specific problems. 2. Establish feedback loops between government staff and communities that support reciprocal relationships.
<p>INCREASE ACCESS TO AND KNOWLEDGE OF SERVICES IN A COMMUNITY DRIVEN AND CULTURALLY RESPONSIVE WAY</p> <ol style="list-style-type: none"> 1. Direct funding to support communities to define their own problems and community-specific solutions. Culturally-specific community-based hubs should be strongly considered as a model for accomplishing this. 2. Provide the necessary infrastructure, support, and technical assistance to allow for intake and navigation across a multiplicity of whole family issues within community-based locations. 3. Ensure that culturally-specific whole family programs and services are provided within communities. 	<p>INCREASE ACCESS TO SAFE AND AFFORDABLE HOUSING FOR FAMILIES WITH LOW INCOMES</p> <ol style="list-style-type: none"> 1. Institute education and training about the history of racist housing policy and its effect on the current housing situation. 2. Support organizations that are holistically addressing housing instability across multiple sectors. 3. Make housing a priority for interagency efforts working on early childhood. 4. Invest across the continuum of housing stability support and services. 5. Work with city and county governments to address key barriers to housing stability.
<p>BUILD TRUST OF GOVERNMENT WITHIN COMMUNITIES</p> <ol style="list-style-type: none"> 1. Hire and retain a diverse, culturally-informed workforce and develop an infrastructure that allows diverse communities to apply their cultural values to the development of state and local practice, programs, and policy. 2. Establish accessibility to services through navigators or community locations. 3. Share power between communities and government to co-create programs and policies. 4. Collaborate to allow for ease of data sharing and other county/state administrative needs. 5. Co-create a narrative that prioritizes racial equity in practice, programs, and policies. 	<p>TRANSFORM GOVERNMENT CULTURE AND OPERATIONS TO MEET THE NEEDS OF FAMILIES AND COMMUNITIES</p> <ol style="list-style-type: none"> 1. Prioritize collaborative cross-agency government efforts that place families at the center of the efforts. 2. Increase investment in early childhood education by fully funding evidence- and practice-informed strategies and services that meet the needs of all families to eliminate the cliff effect. 3. Partner with families and communities as experts to identify and solve problems and create culturally-driven programs that support child health and development that can be accessed by all communities that need them.



Recommendations

- **Expand and fund more TELI collaborations:** true collaboration, seamless services, paperwork reduction for families, year-round and full day services to meet the family needs. This type of collaboratives support 2GEN systems. Expand TELI partners.
- **S. 2304.** To provide for tribal demonstration projects for the integration of early childhood development, education, including Native language and culture, and related services, for evaluation of those demonstration projects, and for other purposes. On November 18, 2015, Senators Tester and Schatz introduced the bill; which was read twice and referred to the Committee on Indian Affairs. These types of demonstration projects support 2GEN on the ground.
- **2GEN initiatives should include strong Tribal Professional Development system:** for Tribes to grow their own by working with their tribal college, local college and high schools to recruit students for the early childhood workforce and to advocate for higher salaries to not only recruit and retain EC workforce, but to have families become self-sufficient
- **Support and expand MIECHV in tribal communities, home visiting is key to tribal communities to support the whole family.**
- **Allow Tribal Nations to provide support to their members who live off tribal lands (urban communities).**
- **Support direct funding to Tribes to create their own tribal data systems to support 2GEN work on a local level through increased referrals, accountability, less duplication, use data to guide their 2GEN work.**



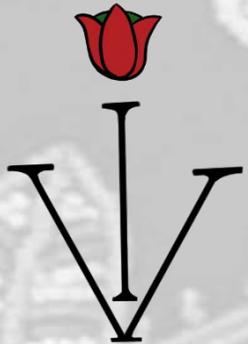
Recommendations (continued)

- Support tribes through flexible funding to initiate their own 2GEN system by waiving federal policies that restrict true collaborations and systems reform.
- Offer more federal TA to tribes to develop reservation-wide Action Plans to develop priorities within the tribe to guide their 2GEN systems reform.
- More direct language in federal policies/funding and scope of work to encourage and support 2GEN across the board (housing, early childhood, employment & training, ICW, opioid prevention, data, homelessness, tribal colleges, TANF, etc.), not just EC.



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