MCHB/DCAFH

Collaboration Efforts Involving ECCS and State and Federal Mental Health, Family Support and Prevention Initiatives

February 20, 2008

JOE ZOGBY: Good afternoon. My name is Joe Zogby, the leader. Welcome to our third webcast in preparation for the joint meeting with we're having in March of 2008. We're going to have two sets of speakers this afternoon. We're going to have from Colorado's ECCS program and SAMHSA initiative, we're going to have Sarah Hoover and Rachel Hutson. They're going to speak on Colorado's ECCS and SAMHSA "Increasing Your Program's Capacity to Address Initiative "Collaboration Efforts Involving ECCS and State and Federal Mental Health, Family Support and Prevention Initiatives". Our second set of speakers will be Martha Reeder, program manager Early Childhood Initiative national alliance of children's trust and prevention funds and former Arkansas ECCS coordinator speaking on prevention, family strengthening and systems building. Sarah and Rachel will go first and then immediately after their presentation we'll take questions.

So I have one little thing to read to you, a set of logistic instructions. Slides will appear in the central window and should advance automatically. The slide changes are synchronized with the speaker's presentations. You do not need to do anything to advance the slides. You may need to adjust the timing of the slide changes to match the audio by using the slide delay control at the top of the messaging window.

We encourage you to ask the speaker or speakers questions at any time during the presentation. Simply type your question in the white message window on the right of the interface, select question for speaker from the dropdown menu, and hit send. Please include your state or organization in your message so that we know where you are

participating from. The questions will be relayed onto the speakers periodically throughout the broadcast. If we don't have the opportunity to respond to your questions during the broadcast, we'll email you afterward. Again, we encourage you to submit questions at any time during the broadcast.

On the left side of the interface is the video window. You can adjust the volume of the audio using the volume control slider, which you can access by clicking on the loudspeaker icon. Those of you who selected accessibility features when you registered will see text captioning underneath the video window.

At the end of the broadcast, the interface will close automatically and you'll have the opportunity to fill out an online evaluation. Please take a couple of minutes to do so. Your response will help us to plan future broadcasts in this series and improve our technical support. Before I turn this -- I've been handed a note to remind you that there will be open discussion after the presenters and also to announce that there will be no March webcast.

I neglected to mention when I talked about Sarah and Rachel, I neglected to mention their affiliation. Sarah Hoover is from the faculty at the JFK partners University of Colorado-Denver School of Medicine Department of pediatrics and Rachel Hutson is the former ECCS coordinator from the Colorado Department of Public Health and environment. Now Sarah and Rachel will begin.

RACHEL HUTSON: Hi, this is Rachel and we're on the first slide now. I just wanted to point out that we put Jodie's name on the slide because she's the smart start Colorado director. Many of you who will be at the grantee meeting in March will meet Jodie then. She's facilitating our early childhood state systems team as we speak in the next room.

We stepped out of that meeting to be with you on the webcast today. I wanted to let you know that you will get to meet Jodie and March and she would be doing this presentation if she didn't have that other obligation.

Next slide. Sarah and I are going to be tag teaming the slides. The slide that you're looking at right now is a visual of a comprehensive early childhood system. This is probably familiar that includes children and family at the center of the system and then the intersecting circles being the different types of services and supports that may touch a child and family's life. And we've used this as the foundation from the beginning of our ECCS work. Next slide.

The next slide we wanted to talk a bit about the partnership that we do have. We were fortunate in 2002 to be one of the first early childhood system of care cooperative agreement recipients from the substance abuse and mental health services administrations children's mental health services cooperative agreement and Vermont had actually worked on early childhood with their system of care initiative prior to Colorado. But we were the first state to specifically focus on early childhood as our primary target population. Since then, we've, through the SAMHSA system of care initiative had I believe it's seven more states -- or communities focusing on early childhood. Simultaneously there was work being done to prepare for the ECCS grant so the timing of our system of care initiative and the Colorado receiving the ECCS grant happened very close. They were just one year apart. So the timing really worked well in terms of the planning around early childhood mental health and how that fit into the domain areas around the Early Childhood Comprehensive Systems work. We really were very deliberate in including all the early childhood domains equally into our comprehensive systems work and mental health certainly is one of those that we've worked hard on and has been a highlight of Colorado's

work, I think even prior to some of these initiatives. I think what these two initiatives have done is give us a very deliberate way of focusing on early childhood mental heart in a way we couldn't have done without both initiatives in Colorado. At the state level we've been doing work to really ensure that there is, like I said, a deliberate inclusion of all of the domains including early childhood mental health and I wanted to mention as well that we have local early childhood councils that have also taken this very seriously and insured that early childhood mental health has been a part of the comprehensive work that has been done locally as well as at our state level.

Next slide. The areas of cooperation that we wanted to highlight are -- there are six areas. We really, as we were working on these, we thought well, there are so many we could highlight so we really tried to choose of the six that were very strategic that we think probably wouldn't have happened if we hadn't had both initiatives going on. Those are the early childhood state systems team as Rachel mentioned Jodie, our smart start director is in the other room right now facilitating a meeting. And so that's our smart start Colorado. The comprehensive developmental screening work, we're going to go into these more in detail. I wanted to highlight these areas initially so you'll have a framework when we go into the next slides. We've done work on the comprehensive developmental screening work. The blue ribbon policy council for early childhood mental health is a state leadership team around developing a strategic plan around early childhood mental health. We worked on professional development in terms of our collaboration and developed resources and tools that have been very strategically inclusive of all of the early childhood domains including mental health, and we've had to focus on integration of medical home and system of care in Colorado as well. Next slide.

On this next slide are bulletins specifically about smart start Colorado. As Sarah mentioned the comprehensive early childhood perspective to include all domains. This was an intentional approach. When we first had the opportunity for the ECCS grant in Colorado. I took it to the early childhood leadership team at the time and they had a primarily focus of early care and education, when this grant opportunity came about we had the discussion of is it time to look at the early childhood system more comprehensively and bust out of the confines of just early care and education and look at mental health and healthcare and medical home and early care and education and family support and parent education together comprehensively. A resounding yes came out of that discussion and the team was really ready to broaden its scope. So that's when we became the early childhood state systems team and that has been the advisory group for the Early Childhood Comprehensive Systems grant in Colorado. In developing our strategic plan for smart start Colorado we have eight goal areas that are intentionally cross disciplinary so we didn't create the plan in a way that was here are our medical goals or medical home goals and mental health goals and here are our family support and early parent education goals. We said for these eight goal areas let's look across domains and how it applies to each one but have a common strategic plan. So our goal areas, for example, are around funding and finance and how does funding and finance impact across all of these domains and the comprehensive system and the cost around a comprehensive system. Professional development. Outcome and evaluation across domains is another goal area. Underneath each of those goal areas, of course, you have to drill down with each of those domain areas but having this comprehensive strategic plan helps remind us that this is about all these different subsystems so the true systems of systems approach. In terms of mental health specifically project bloom has been represented on the state system scene from the beginning. Sarah and I have actually co-chaired two task forces together and we have other mental health people on the state

systems team and we have task forces that come and go depending on the charge of that task force and the common denominator or the common approach for all that is an intentional recruitment of people from health, mental health, family support, parent education and early parent education so we have the multi-disciplinary approach at those tables. The next slide.

The next slide really highlights the comprehensive developmental screening efforts that we've had underway in Colorado. And again it starts with a philosophical approach to integrating primary healthcare and mental health and understanding that mental health is a key part of overall health. And appreciating that and pulling the right people together at the table to have those conversations. One way to -- a concrete way to operationalize that fill os -- philosophy is making sure that screens are included to promote and endorse throughout the state. One effort that has been underway is the ABCD Project, assuring better child health and development. Colorado has participated in this project for the last year and a half. We have received help and written private foundation grants to help support that effort and are doing a statewide roll out in partnership with our early childhood connections program around increasing the use of standardized developmental screening in primary care offices and again, ensuring that there is a strong social/emotional component to the development screens that are being used. The flow chart bullet you see on your slide there is related to a referral algorithm created by a group of folks from the mental health community as well as from the primary physical healthcare community and it is meant to be a guide for folks in primary care or in mental health settings when they see a child that has developmental concerns knowing how to -- where to refer them, how to refer them, what some of the criteria and eligibility are for the different resources out there in the community and so it's a one-pager. It is meant to be a map for that provider because as we found in our work, that providers in communities really don't know all the

resources that are available. They don't know what Part C or early childhood connections are. They don't know where the mental health centers might be all the time, you know, it's widely variable in terms of that provider's knowledge and skill around the resources that are even available. Most of the time it's because they run very busy practices and don't have time to know the latest resources that are out there and the current standards of care around referring kids for mental health and/or early intervention services. Next slide.

We're talking about the blue ribbon policy council for early childhood mental health that was formed in 2004 so about -- about four years ago. Project bloom our system of care initiative was charged with developing a state level leadership team that included legislators, state agency heads, family members, advocacy organizations, higher education providers to get together and develop some leadership in Colorado around early childhood mental health. We identified some priorities in 2004 when our blue ribbon policy council formed and out of that we really decided that a strategic plan for early childhood mental health would really benefit Colorado and particularly because the smart start early childhood comprehensive system had a strategic plan that we wanted to mesh early childhood mental health with and identify some more precise strategies and activities around early childhood mental health that would map to the smart start strategic plan. We have smart start Colorado partners, a number of them. Five members on the blue ribbon policy council who are very closely involved with the smart start Colorado work who sit on our blue ribbon policy council and provide a lot of insight on the strategic planning that we're doing. The goal areas that the blue ribbon policy council has identified for early childhood mental health specifically are being mapped back to the strategic plan for smart start Colorado so we're ensuring we aren't developing goals and strategies and outcomes in isolation of the larger comprehensive strategic plan for early childhood.

Next slide. Some other work that we've collaborated on is professional development. There are a number of areas that we wanted to highlight. As Rachel mentioned, we have had some shared leadership in task forces that have come out of smart start Colorado work and the early childhood state systems team. One was a professional development task force that Rachel and I co-chaired. And out of that work from the task force, we actually had developed an RFP to create an Office of professional development for smart start in Colorado for early childhood. So that often is in place now. That was funded two years ago. And the Office of professional development, we really wrote the RFP and did planning around that to ensure it incorporated all the domains. It wasn't -- professional development that was specifically focused on any one domain. We wanted it to be comprehensive. We've also done targeted work around social/emotional health in early care and education focusing on mental health consultation and two years ago in 2006, we had a joint resolution out of Colorado state legislature around children with challenging behavior. That was coming on the heels out of a national study on children with challenging behavior and expulsions from childcare so we worked closely with cliff, the early care and education folks in Colorado to really try and identify what the issues are around expulsion from childcare and how it related to children's mental health and social/emotional health.

On the next slide are some bullets about some highlighted resources and tools that we've done in Colorado. And they really tie directly back to the work of our strategic plan. The systems building toolkit is a tool for local early childhood councils and is intended to be a technical assistance resource for our local early childhood councils and provides a forum for the early childhood council coordinators to work together, share ideas, chat with each other and then there are resources related to each of the four domains. Health, mental health, family support, parent education and early care and education and also organized

by goal area. So it's really the how-to for local early childhood coordinators. Not only are they learning from the resources that were posted up this but most importantly learning from each other's experiences. And the next bullet talks about the 16 child and family outcomes. This was directly in our strategic plan under the outcome and evaluation goal area and the 16 child and family outcomes are across domains. The reason for having multidisciplinary outcomes was really the intent of the ECCS initiative is to look at how -- what are the things we're trying to achieve together no matter what discipline or what background or service and support we offer. We all want the same things for our children and families. How do we collectively identify what those are and then each look at our programs and services and supports and look at how we get there together? So that was a really strong multidisciplinary accomplishment. The early childhood cost model is a financial modeling tool, an online tool developed this past year with private foundation funding in our funding and finance task force which was in charge of implementing the funding and finance goal area of our strategic plan. Pulled together people from all different subsystems and created a tool that you can adjust the parameters around eligibility on different services and supports and look at what it will cost you. So, for example, we have a Medicaid chip slide or component of the tool where you can go in and play with the numbers and say okay, hypothetically if I wanted to provide Medicaid and chip for every child in our state regardless of income, what would that cost the state? It's a very big number. Then if I wanted to look at okay, let's look at eligibility right now, we have eligibility through 21, it varies by each age cohort. What if I played around with the different ages and the different cohorts to see how much it would cost? It gives policymakers and advocacy groups a tool to estimate the impact of changing policy and what the dollar attachment is to that policy change? The different programs and services that are highlighted in the cost model are across the board. They're from home visitation programs and other family support programs to Medicaid and chip that I mentioned to our

pre-school program. Our publicly-funded pre-school program. A powerful tool that right now our children's advocacy group is really maintaining that and is the keeper of that tool because they are so strategically situated in terms of their access to policymakers. The online community assessment toolkit is actually part of and included in the systems building toolkit. The first bullet on this slide. This was born out of the program availability goal area in our strategic plan. Sarah and I co-chaired the program availability task force and started with the conversation what services and support should be available in every community regardless of where that community is based in Colorado? Rural, urban, you know, wherever they are. And we came up with that inventory and then we talked -- we identified data that can help inform whether or not that service or support is fully realized in a community and so then paid a contractor to create an online toolkit that helps with community assessment and planning so the first step is early childhood council can go in and select indicators that they're interested in doing. They can input their own local data in addition to the data that we have available at the state level and then develop a community plan based on the assessment that they make and the tool creates a report they give back to the community that can help them in applying for grants or creating a document that they present to their local county commissioners, etc. and local policymakers. That's, again, a resource included in the systems building toolkit. The policy matters audit and update is a project. We don't have a policy goal area in our strategic plan. We have intentional discussions about how we include policy throughout all of the goal areas because policy impacts everything as we know. The policy matters opportunity came about four years ago in 2004. We participated in a pilot with Sharon and Chrissie who were based in New York and data policy audit, got our partners together and rated ourselves in terms of where we were on certain policy features that had been created by Sharon in her tool and rated ourselves where we are today and where we want to be and then we just this year have just finished updating that policy audit and looking at the

movement we've made from 2004 to 2008 and where we still need to -- where we still need to do some work. The tool has been helpful in terms of identifying low-hanging fruit and policies across the early childhood system because it includes early parent education policies but also includes health and mental health policies and changes, as well as family support. And then lastly on this slide the family leadership activities that have been going on in Colorado have really looked broadly across the board. Instead of trying to promote family leadership within a specific domain like having family leaders within the health domain or the mental health domain or early parent education domain we've been recently involved and intrigued by the Connecticut model of family leadership and is really interested in obtaining funding to help build an infrastructure in Colorado that builds family and civic leadership most broadly so we're growing grassroots community leaders and parent and family leaders that can help advocate for child and family issues across the board so it isn't siloed in one particular issue. It can be, but the orientation or the training that is provided in Connecticut is really broad based and helps grow the community leaders to address child and family issues across the board. And so the resources and tools really are the concrete operationalization, I guess, of what we said we would do in our strategic plan. Just this last fall we had a four-hour accomplishments meeting is what we called it. The smart start Colorado showcase and all people invited with the work and policy leaders and folks to come and hear about the culmination of the work we've been doing through the ECCS grant. I just highlighted what we talked about for four hours last fall but there is a lot of rich information in all of these different tools and resources. Next slide.

We'll tag team this slide. We've done some specific work around health and medical home and early childhood mental health and system of care. We wanted the highlight a couple things happening in Colorado. The first is linking and lining initiative. That stems from

2005 invitation that Colorado and three other states had to come to Washington, D.C. to be part of a think-tank around the Maternal and Child Health Bureau medical home initiative and SAMHSA's system of care initiative. So four state leaderships including Colorado representing the initiative were brought to the think-tank and working on integration and alignment of the medical home and system of care initiatives because there were a lot of commonalities between the initiative that we really wanted to make sure were happening in an integrated way as opposed to a parallel process. So from that Colorado actually developed a model integrated care practice in one of our communities where we have our bloom grant. And one of the goals of the linking and aligning work is to create a coordinated care plan so that there is an integrated coordinated care plan for children and families who have both mental health or behavioral health needs and their physical healthcare. So that's one of the things that we are continuing to work on through our linking and aligning initiative. There was some funding for technical assistance to the linking and lining initiative through SAMHSA. We are still continuing to work in our state on how to link and align medical home and system of care through coordinated care planning.

>> In terms of mental and behavioral health we have in our state the medical home advisory board and this group has very intentionally brought together providers from primary care practices as well as mental health practices and key stakeholders in both of those arenas. The intentionality around that was really that the medical home approach in order to be successful you need to include all the providers that are worker with young children and their families and so we had some exciting developments last legislative session and we had a piece of legislation passed that supports the medical home approach and charges our healthcare policy and financing who runs our Medicaid and chip program in Colorado charged them with creating standards for what constitutes a

medical home and healthcare policy and financing came to the medical home advisory board because they've been involved in the work and said we don't want to create a separate parallel process we want to use this group to help develop those standards and so out of that legislation, the group has really rallied around and is in the process now of creating standards for what a medical home looks like. This legislation targets Medicaid and chip and children enrolled in the programs but feel it will be a foundation for impacting private insurance as well down the road. Because of the foundation that it can provide in terms of quality improvement initiatives across the board. So that's been a really exciting development and again, with both primary healthcare and mental health stakeholders at the table and truly invested in what this ends up looking like, the final report is due the end of June and so it's a pretty tight turn around and I'm sure it will be evolve for many years to come. It's an exciting first step. That's our last slide and happy to entertain questions and I'm not sure, Joe or Dena if you'll read the questions to us if anyone has emailed questions in or how it will work but we're here.

>> Okay. This is Joe. I'll begin with the questions. We have one from Jean Brooks from Tennessee. How many early childhood councils do you have, how are they organized?

>> There are 31 councils right now and that just exponentially increased in the last year. We had 17 quote, unquote, pilot early childhood councils for many years and we were able to increase the funding using some C-cap dollars and expanded that to 31 in this past funding cycle. So now virtually every county in the state has an early childhood council. There are a few pockets and they tend to be very rural areas where they aren't part of a council. The ultimate goal is to have a community -- every community connected to an early childhood council. The funding goes from the Department of Human Services in our state over to the Department of education who grants it out directly to the communities.

>> Can a copy of the flow chart be obtained?

>> Absolutely. It should be on our early childhood connections website which if you Google Colorado early childhood connections you'll get to the website but I believe it's early childhood connections -- it might be early child connections.org or early childhood connections Colorado.org. There is a link to a provider toolkit on the early childhood connections webpage and you can find it there and if not, you can feel free to email me and I can email it directly to you if it's that's the past of least resistance.

>> We now have a question from penny hatcher from Minnesota. How has Colorado involved parents of young children in your activities, especially in the area of mental health? Did you include families of young children from other disparate groups, race, ethnic, economic, rural, etc.

>> We've really tried to make sure that at all levels they're looking at service delivery program, how programs are administered, service delivery, family support all the way up to sort of state level leadership and governance. We've had mechanisms to not only do outreach and include family members and family members of diversity, but to also do training around that. What we found is that simply doing the outreach at any of those levels isn't very effective if we didn't have a way to then sort of sustain the engagement and to train parents and to really sort of help them be active board members on the blue ribbon policy council. We have family members in our project bloom communities who are actually doing some of our evaluation activities. They're doing some interviews with other family members, they're involved in -- we're using the wrap around planning process instead of the coordinated care planning process for project bloom communities and

asked family members if they would be trained and provide wrap around facilitation for other families and we found it to be a very effective way of engaging parents in activities at the service delivery level and then again, like I mentioned, we have parents on the blue ribbon policy council as well. Those are some that are specific to our mental health work.

>> In terms of the broader comprehensive systems building efforts around, we have a family leadership task force that I mentioned and that is actually a joint task force between our Part C statewide advisory because they have a parent advisory or they were developing a parent advisory task force at the same time we were developing our family leadership task force and said this is crazy, we need to pool our resources because parents are being asked to participate and help out with so many different programs, let's have one task force so they have one central place to go. Out of that group is where the interest came for the Connecticut model training and the people that were selected to go to that training we had a team of five people go. One of which had been very involved in the project bloom parent leadership work and then folks from all different experiences in terms of their levels of involvement in state and local level advocacy work and otherwise. So a multidisciplinary team that was very intentionally selected. In order to reach communities of color and diverse backgrounds you really need to have people that are trained and show leadership from those communities that reflect the communities that we're trying to reach out to. That was a very intentional selection process.

>> We now have a question from Robin. Is the toolkit available online?

>> I believe they're talking about the systems building toolkit and yes, it is available online and you can access it through smart start Colorado.org and if you go to the website on the right-hand side of the page it has new and systems building toolkit. Click there and you'll

need a username and password but they'll grant that to anyone if you explain -- just email the request and they'll email you a password and you can get on it and look around in there. It is password protected based on the fact there are so many people surfing the web and wanted to have control over who was going in. The target office is the early childhood councils and if other early childhood partners throughout the country want to look at it, it's fine. We don't want it open to commercial folks and that's why it's password protected.

>> We have another question. Basically it's an expansion of this last question. That is, it's from Judith Meyers. Okay, are the cost model assessment toolkit and policy matters toolkit available to others? If so, how can we reach them? I imagine it would be a similar answer.

>> It is actually not, for different reasons. The finance toolkit is not available online because it's a pretty sophisticated tool and not one that you can get through without having someone who guides the process and that's why our children's advocacy group is maintaining and owning that and pulling together forums where they bring in policymakers and talk through the different, you know, consequences off intended or otherwise of changing policy. It is a guided tour, let's put it that way. It is not available. I think it would be a great thing to highlight at a conference in the future and that could be a way to share it. The second tool, the policy matters audit is not available online. It is a copyrighted tool. She was intentional about it's copyrighted and we don't own that property so we own what we do with the information that we get from the policy audit but Sharon at teacher's college at Columbia university is the contact and has worked with several states to do their policy audits and several ECCS folks have been involved in that and she would be the person to approach about that.

>> Now, we have a question from Roger from New Hampshire. Are there federal and/or state law changes needed to share confidential information about children and families?

>> I'm not sure I understand the question. In terms of -- we're not sharing information about individual children, we're sharing aggregated state level and county level data so it's population-based data in our community assessment toolkit. I think that's where the question is coming from. It is not about individual children. I might be misinterpreting that question.

>> I'm wondering if the question is about when we were talking about the sort of integrated care and we have primary behavioral health indicated care whether the question was around that. In which case that is -- that's work being done in a specific provider's office. So the regular HIPAA regulations would apply to that specific care. But in terms of our statewide work we aren't, as Rachel said, we aren't talking about specific individual children or families, it is aggregate work and data.

>> If we misinterpreted that question, please email in another question for follow-up.

>> We have a question from Shirley Pitts from Alaska. Were regulation changes involved in your work?

>> Absolutely. In terms of the policy matters, documents, a lot of the changes that were made had to specifically do with regulation. So the Medicaid and chip requirement is legislation, not regulation. But both legislation, regulation, and down to the ways that state agencies do their business was all free game in terms of the policy work that we did. We

definitely had regulatory changes and statutory changes that have come out of that policy work.

>> Another question from Kate roper from Massachusetts. Sounds like you've been very successful in getting legislation. Can you talk about how you have worked with the legislature and advocacy groups and state leaders and funders while managing the various political issues?

>> Well, I'm sure Sarah has a lot to say about this. I'll make the answer quick. We have been very fortunate. We've experienced a change in leadership in our executive branch in Colorado which has also lead to a change in our relationship with legislators. We still have to abide by the confines of the different relationships that exist between state agencies and the legislative branch and executive branch but I have to say it is a very different feeling right now than it was over the previous years and I think that it also helps to have a very active and involved children's advocacy group. Our Colorado children's campaign has been at the table throughout all of our work and provided leadership on the policy task force and then in terms of the foundation community we've been very fortunate to be connected to our early childhood funders and they have a representative that sits on our early childhood state systems team and that person just changed over now and we have a new rep. Both people who have sat at the table have been extremely involved and intimately involved in the direction of the work that we do here so I think that buy-in from a representative from the private foundation community speaks volumes because then they go back to their partnering foundations who are interested in early childhood work and collectively they talk about what can we each fund to help support this work? We've had a supportive private foundation community throughout all this because they've been at the table.

>> I would just add a couple things onto that. The blue ribbon policy council for early childhood mental health that I had mentioned earlier that's a really nice balance of advocates. Our Colorado state family organization for children's mental health, the federation of family's for children's health, the Colorado chapter, we have several legislators who sit on that council so what we've been able to do through that body is to engage advocates, legislators, family members, sort of agency people, state agency people making some of these rules and regulations around legislation when needed, all at the table to discuss these issues as they emerge and be part of the strategic planning we're doing around early childhood mental health. That's been a very good and effective way of getting some of that balance to happen where us being able to have those difficult discussions where you have the advocacy being discussed at the same time as legislation, at the same time as family issues and we've really been able to do it through the policy council. The other thing I would quickly add is we had an early childhood commission that included legislators as well as community representatives and providers. From that commission came a number of things but that was also another way to have conversation at the legislative level around early childhood issues as they emerge. One of the things that came out of that related to early childhood mental health is the resolution on children with challenging behavior and expulsion that I had mentioned earlier. I think in several ways that commission, which no longer exists but I think it was instrumental in getting issues recognized around early childhood in general and trying to address some of them and particularly around this expulsion issue around children with concerning behaviors in childcare.

>> Okay. That's the end of the questions that we have so far. Thank you very much, Sarah and Rachel.

>> You're welcome. Thanks for having us.

>> And we can now move on to prevention, family strengthening and systems building with Martha Reeder. Martha? Martha, take the mute off if you're on mute.

>> Okay, is that better? Joe, is that better? Joe, can you hear me now?

MARTHA REEDER: Hello, is this Martha? Hello?

>> Yes, I'm here.

>> Okay, Martha, you may begin now.

>> Okay. I know many of you that are participating on the call today through my former work with ECCS but I would like to share with you about my current work serving as a consultant with the national alliance of children's trust and prevention funds. The program manager for their Early Childhood Initiative. Just so we'll be on the same ground and understand what all that is about, the alliance was created in 1989 by some directors of the state children's trust funds in order to provide collective and individual training and T.A. to facilitate peer consulting and to serve as the national voice for the children's trust funds. We are the only national organization that provides support to all aspects of the work of state children's trust fund. In addition to our national leadership role the alliance provides extensive support to the trust funds in all aspects of their world. The children's trust funds really collectively distribute more than $100 million and impact children and families. They've been partnering with the center of the study of social policy in the strengthening

families initiative. It was launched in 2005 and it is seeking ways to help trust funds be the best partners possible in state implementation of strengthening families. By embedding the strengthening families framework throughout all the systems that touch the lives of young children and their families.

Next slide, please. The Early Childhood Initiative is generously funded by the Doris Duke charitable foundation and through the work the trust funds and their partners are developing partnerships with state and national early childhood leaders, child welfare agencies, policymakers, parent leaders and other funders.

The next slide. The Early Childhood Initiative is making a difference by effectively building strong state coalitions, identifying programs and partnering with parents and developing new curricula and tools to help implement strengthening families.

Next slide. The ECI is making a difference also by implementing new models of systems collaboration collecting and analyzing the data to track the changes and convening national conversations to reframe child abuse prevention. I'll share more later but now I'd like to just speak a little bit about my former role as the ECCS coordinator in Arkansas. In Arkansas the program activities were housed in the Department of Human Services, Division of childcare -- go on to the next slide. Were housed in the Department of Human Services Division of childcare and early childhood education. The chairs of the work groups from the very first day the RSP for strengthening families came out recognizes it as a valuable framework to help them realize some of the goals of the five work groups that were in existence at the time. Arkansas applied for and was chosen to be one of seven CSSC pilot states for strengthening families.

Next slide. So although the trust fund director in Arkansas had been very active in two of the five ECCS work groups, this really lead to the partnership in a new direction so as the ECCS was housed in the childcare office, the -- they became one of the leads for strengthening families and the trust fund became the other primary lead for strengthening families and led us on a new trajectory.

The next slide. The CCF had been at the same table before but not strategically really involved in childcare issues. Suddenly it became apparent that the prevention perspective should be represented an integral part of the systems development in many ways.

Next slide. We found that each of us brought our own strengths to the work that we were doing. The trust fund director brought the prevention community into the early childhood conversation and as I wore my childcare hat I brought the concerns of the early care and education community into the view finder of the prevention partners.

Next slide. Once the conversation began, others seemed to want to join in on the discussion. The realization that prevention should be an integral part of the system development was felt in some sort of significant way in all five work groups of the Arkansas ECCS. Eventually the steering committee of the ECCS took on the dual role of leadership team for strengthening families.

Next slide. The strengthening families framework provides a common language that allows different systems to communicate about shared goals. And to identify the elements that create safe and stable environments for children not just survive but truly thrive.

The next slide. On many occasions, I've heard stakeholders and partners that we worked with for many facets of the systems building work comment on the fact that ideas expressed in the strengthening families framework are not necessarily new or something no one has ever thought of before. However, they are a cohesive and intentional way that communicates across systems that serve young children and their families. Perhaps they didn't previously the adequate attention they deserve because they're so common sense obvious.

Next slide. I can't help but relate this to something in my own musical background as a musician. In music there is a phenomenon known as the harmonic or overtone series. A natural occurring reality in the physical world. Let me see if I can explain. If you're walking outside on a blustery today and pause beside a trestle by the side of the road, if you listen carefully you might hear a series of pitches by the wind blowing through the trestle. The three most prominent pitches and most audible to the human ear produce what we recognize as a major triad. The fact that these three pitches co-exist to produce a major triad and that the sound occurs naturally in the physical world has been much discussed as the reason that many musical compositions seem to come to a conclusion on a major triad. Our ears seem to yearn for the pleasing tones. I equate it to the way the protective factors are part of the strengthening families framework. When we examine healthy environments in which children thrive and are facilitated to reach their full potential, the protective factors seem to be naturally-occurring phenomena. No matter what system we're part of, we yearn to see the protective factors co-exist and produce the results they're capable of producing when implemented in a systematic and intentional way. So with the recent exciting focus on building effective systems for children and families,

next slide, it would seem foolish to overlook any one of these elements when building, improving or sustaining any system that touches any part of a child's life.

Next slide. That being said, this partnership business is hard work. We all are extremely busy in the work that we do. And always have more tasks than we can accomplish. We can't be experts on every system that we interfashion and partner with. We have to learn to rely on the expertise of our partners. I recently had a discussion with my colleague, the ECCS coordinator in Alaska, Shirley Pitts. We both agreed that any success that we had been able to accomplish in this work is because of the quality of the relationships that we've been able to build with our partners and we know that's very critical.

Next slide. So really it merits a little attention on what strong partnerships are all about. They demand a commitment to respect our partners and their expertise within the system in which they operate. Their limitations, the unique benefits that they have. Also allowed them to explain to us the intricacies of their system. Why they can do certain things and can't do other things. Sometimes it necessitates that we have to do little extra homework in order to understand the funding streams, the goals and the missions of our partners' organizations. Sometimes it seems like we're working hard just to understand the goals and the missions of our own organizations but we have to go outside of that from time to time if we really are committed to those kinds of strong partnerships.

Next slide. The strengthening families framework creates a bridge across systems. It creates an understandable language that allows for this conversation about what is best for children and families. And it unites the conversation around shared goals. Those shared goals are extremely important.

Next slide. These shared goals and values keep us on course. It's so easy to focus on what is not working. We've all been to meetings where this was seemed to take up the entire meeting time was talk about what wasn't working. So that when things start to splinter apart it's important to return to our shared values and ask and know why we do what we do. The clearer we are about these shared values, the easier it is to stay on course. Next slide. My work with the national alliance Early Childhood Initiative provided me with great examples of partnership. I would like to share more specifically about that work.

Next slide. The alliance funded nine states to implement specific projects that worked within the structure of a state leadership team to implement strengthening families. Next slide. They also invited additional states to participate in a learning community where all sorts of opportunities were offered to network with networking calls, teleconferences and some national meetings where we gathered this community together to create that discussion. And that community is still growing. The list that you see here now includes West Virginia, which we have recently added to the learning community.

Next slide. So with all this talk about the strengthening families framework, I thought it might be helpful for you to see that again here is the strengthening families logic models rearranged slightly from their initial one that you might see on their website that shows that high quality early care and education programs build the protective factors by intentionally implementing the seven program strategies in order to help prevent child abuse and neglect.

Next slide. Last month when we had the networking -- the monthly networking call for the Early Childhood Initiative learning community, we asked states what they viewed as their

most significant or even the most surprising accomplishment as a result of the work of the Early Childhood Initiative and state trust fund directors and their partners offered some observations that I would like to share with you.

Next slide. I think I heard that Jeanne is on the call. Here is a quote from Jeanne Brooks in Tennessee, the trust fund director. She says we've been able to develop a connection with other state agencies and departments bringing work of the children's trust fund more into the spotlight. Next slide. Recently we asked all the trust fund directors and their partners to submit a report that would just sort of weigh in on how they thought the impact of the work -- what the impact was and how it was going. And as we analyze those reports, we saw that the Early Childhood Initiative work was leading to partnerships that created an infusion of the strengthening families principles in five major groups. You can see the systems planning work there. Quality rating systems work. Professional development systems. Also cross training amongst agencies and other kinds of systems work that is occurring.

Next slide. Other ways that the ECI work is infusing the strengthening families into different early childhood systems are reflected by the trust fund director in Maine, Jan, the surprising and significant accomplishment in Maine is that they've infiltrated so many more systems than we anticipated and she commented that unlikely partners that they didn't expect to participate in this are engaged and continuing to be engaged using language that reflects the strengths-based approach in policies and contracts and also mentions the quality rating system planning.

Next slide. In New Hampshire, they talked about the fact that they have new connections and the spreading of the protective factors and the overall prevention message. Next

slide. We keep hearing the -- this resounding work of the quality rating and improvement systems and Margaret Hower in Idaho expressed they've been working with Idaho AEYC to infuse strengthen families and 20% of the standards in the QRIS are related to strengthening families.

Next slide. In New Jersey Pat, the administrator of the Office of early childhood services says they're 98% of the way toward their goal of strengthening family in education programs in every county in New Jersey and this is made possible through the partnership they have with the childcare resource and referral. As they select five programs in each county to receive training and technical assistance. It's really quite an accomplishment.

Next slide. Laura in Missouri had a pretty comprehensive statement to make. Saying she's never seen a statewide partnership that has worked as well as the strengthening families initiative and comments about the same kinds of results that occurred from these partnerships. Next slide. In Georgia, Carroll Wilson says the most exciting outcome has been the scope of participation which exceeded all of their initial expectations. They do have a huge list of partners that are working on this process both with child serving and family support agencies.

Next slide. Shirley Pearson in Alaska offers some wrap up a about some lessons we've learned about partnerships. To be patient, have a consistent message, invite key decision makers in as partners to have clear goals and strategies. Have good data about what is changing for families, children. Use the resources available. Find a way to provide regular support to programs that are implementing this model and to track changes and evaluate those changes.

Next slide. As this phase of the alliances Early Childhood Initiative comes to a point where we are celebrating all the partnerships and the good work that has been done, the Center for the study of social policy is about to launch the strengthening families national network. They have identified levers of change that appear to be operational in the work being done through strengthening families including the work encompassed in the Early Childhood Initiative. They're still evolving through the analysis of information as it becomes available but they're parent leadership, infrastructure changes such as those occurring within the child welfare system and those in the childcare system with QRIS development. Professional development from the incorporation of protective factors into college curricula to the state professional development registries. Early childhood systems integration, the ECCS work and other multidisciplinary initiatives and other child welfare and early care and education linkages, next slide. This coming Monday, February 25th, the center will launch the strengthening families national network and the new strengthening families website. I've given you that information here. The new website and this is going to be a tremendous resource for all the partners that are working to implement strengthening families and to include this as a part of their work. In Arkansas, it was an integral part of the state plan and was especially housed within two of the work groups, the parent education workgroup and the family support workgroup and it was also strengthening families was highlighted as a strategy in the shared goals across all five work groups. And so it really helped us to focus on ways that we could accomplish those common goals. I hope this has been helpful to you.

>> Okay. Thank you, Martha. I'll start with a question here from Dena Green on our staff here. Is the Early Childhood Initiative as well integrated or as active a partner with the ECCS state team as they are in Arkansas?

>> That has proven across the board almost in every state that they are very integrated with the ECCS work. And I could give you specific data on that through our recent interim report. Probably not live on the call right now but I could give you some information about that specifically.

>> Thank you.

>> I have a question here from Penny Hatcher from Minnesota. With regard to the strengthening families activities. Many family home visitings have prevention of child abuse and strengthening of families as a primary goal. Our state CTF does work closely with our statewide home visiting programs. That's a statement rather than a question. Okay. Well, as I see it on my screen here, I do not have any further questions. I would encourage anybody that is participating on the call to please get any questions in right now. I'm really glad that we had both of these two groups presenting today. I'm much more familiar with the work of the first group with the mental health and the ECCS. I'm, therefore, particularly pleased to have the second group, the strengthening families presentation because I'm seeing things that I myself didn't know that much. Let's see, did I get a question? Yes, thank you, Shirley. Oh, Shirley Pitts from Alaska. Martha, thank you for your work. Are there any plans for another SF leadership summit?

>> Actually, there are plans and I think they're not this year, but next year. Strengthening families summit. Shirley is referring to this past may in San Diego. The alliance and the Center for study of social policy co-sponsored the strengthening families summit in San Diego. It was the first of such an event and it was very successful and exciting event and I think that the plans are right now for that to happen about every other year. The new website that is going to be launched is going to have some really wonderful capabilities

and I would encourage anyone who is interested in this starting Monday, the 25th, when it will launch, to go on and look around. There are parts of it that will be used to highlight some of the tools and the curricula that are being developed and have been developed through different states' work and there will even be some areas where those tools that are still in development can be viewed and even tweaked in the process. People can weigh in on those and try them out and there are some very exciting capabilities that are going to be part of that.

>> Okay. We have a question from penny hatcher in Minnesota. She's asking the speaker on how their strengthening family activities have involved or collaborated with state public health nursing home visiting programs.

>> Well, I can't give you specific information about that but home visiting programs are one of the strategies recommended in the strengthening families framework and it would only make sense that in a state that had that capability, that it would be a part of the strengthening families leadership strategic plan to include that. And I do know that there are states that, you know, that do that and have done that successfully. I think that actually in West Virginia where I just recently visited, there is an example of that.

>> Okay. We have a question from Massachusetts. It may be -- may have been answered to some extent just now. But Massachusetts has become an SF affiliate. Some potential partners wonder if the focus on early care and education/childcare means that it's not as inclusive for other types of programs such as home visiting, family resource centers, etc.

>> I'm really glad you asked that question. Because as the strengthening families work has evolved and has been embraced in a lot of different settings, the -- I think that it's

been adapted and has seen and seized the opportunity to see how it's applicable to lots of different settings. And yes, it's -- the first phase of this and it will continue to be very effective in early care and education settings but I think that there are many examples of ways that systems have taken this especially in the child welfare system and in many other applications and used these principles and seen how they could apply to their own particular systems. So I think it's just really beginning to see what the potential of all that is.

>> Okay. I don't have any more questions. But I'm going to ask a question and I hope that it doesn't seem like an inappropriate one. But the strengthening families has been basically focused on, as I know it, on strengthening the protective factors as a means of reducing the incidence of child abuse. But with ECCS, we have a broader range and although there is tremendous overlap, the people that we would be concerned about with deficiencies and social/emotional development would probably be included to a large extent under the same people that you would be trying to work with in terms of protective factors to avoid or reduce the chances of child abuse. But do you see in practice within the states and with the inclusion of activities from CV Cap and the children's trust fund in the broader focus of children coming about through ECCS any spillover, so to speak, into the broader population?

>> I'm not sure exactly how to approach that. I will say that it is -- it is definitely a challenge, as any time that you work together on, you know, in a way to blend some of the goals of these different systems. And it is in no way something that is simple. It is very complex. But I think that having some kind of a way to communicate with each other about some of the basic ideas has been the most helpful part of the strengthening families framework. As far as spillover, it is an opportunity as different initiatives evolve like the

systems of care work that is going on in Arkansas now, to see how that the work that is being done and the tools that are being created and all the energy that has been generated around the strengthening families work, how can that be used to further the goals of other initiatives and other multidisciplinary initiatives within the state? So I really think it takes everybody being aware of that and keeping that conversation going in order to maximize those opportunities.

>> Thank you, Martha. Dena here just wanted to make a comment. She said that I think, you know, the potential for spillover through learning methods and talking to each other, this is a good reason why you, Martha, are such a great candidate for the work you're doing now due to your previous work with ECCS.

>> Well, thank you. It really does -- it really just makes a lot of sense to me the way that it fits together like pieces of a puzzle.

>> Well, thank you very much, Martha. I just have a few announcements unless I get more questions. And if more questions come up I'll deal with them. But just right now we would like if any of the people on the webcast have any questions regarding the pre-work that you've been doing in preparation for the March conference, or if you have something interesting that your group is working on that you think is worth sharing with people. Any responses? I'm looking under the messaging center. If you would send your comments in the same way you would send in a question. Okay. I don't see any response. Are there any questions that -- from the states with regard to the pre-work? Any clarification needed? Okay. Just a little reminder that the pre-work responses, the assignments, they're due February 29th. These are very important for us for getting things lined up and ready for the March conference. That our staff here will need to analyze them and pull out

the different commonalities and issues in order to help us effect a smooth transition from the pre-work to the work at the conference so that you can hit the ground running and that within the work groups that we can have the directions for the facilitators to enable them to keep the work in the state meetings on track and effective. Now, let's see. Penny Hatcher. Thank you, Penny. Please clarify if the state's head start person and the childcare person should attend just the federal partner's meeting on the 13 and 14 but not the general ECCS meeting on the 12th and 13th. These two are key ECCS partners.

>> Generally we would ask that they would not attend the ECCS meeting as there are limitations to space. Another question from Mary. Is there a place we can find the information on what is needed in the pre-work? Chris?

>> I can resend you the pre-work instructions, Mary, or if you have specific questions you could send them to me and I can address them. If you want to send them by email.

>> Okay. I don't see anything else. Just a gentle message from Taylor Watkins. Please fill out the evaluation automatically displayed in a separate window at the end of the webcast. This information will help us better serve you for future webcasts. Okay. Just a last reminder, there won't be a webcast in March. The pre-work assignments, please get them in by February 29th so that we can analyze them and get ready for the meeting. And we're looking forward to seeing you all in March. Oh, we've got one more question. Liz. Is there a limit to the number of participants for the ECCS meeting from each state?

>> Well, generally two to three. Per state. All right. We're going to say goodbye now. If you have a question and you can get it in, we can have it answered offline. And thank you very much, everybody.

>> If you're still on there the archives of the event are located at HTTP:mchcom.com.

Okay, it's all over. Thank you very much.