

# Great Beginnings for Grays Harbor

Presentation to the Grays Harbor Housing Coalition

By Jill Bushnell, Project Director

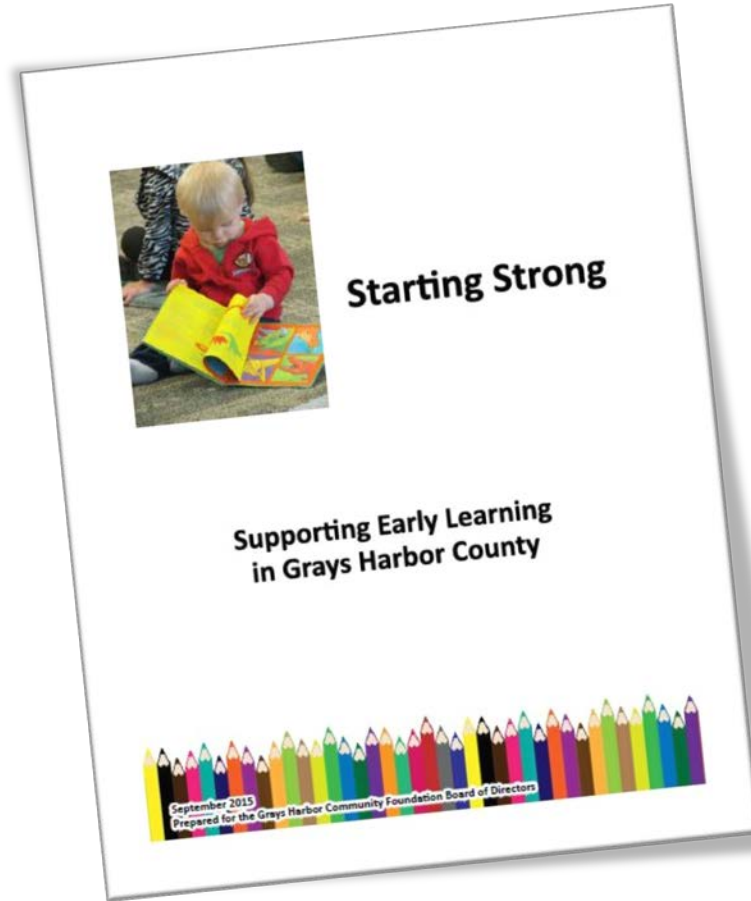
July 24, 2018



# Background

2014-2016

- Conversations
- *Raising of America*
- *Starting Strong*
- Proposal to GHCF
- Director hired

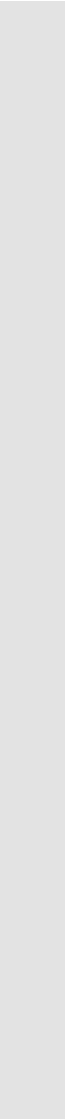
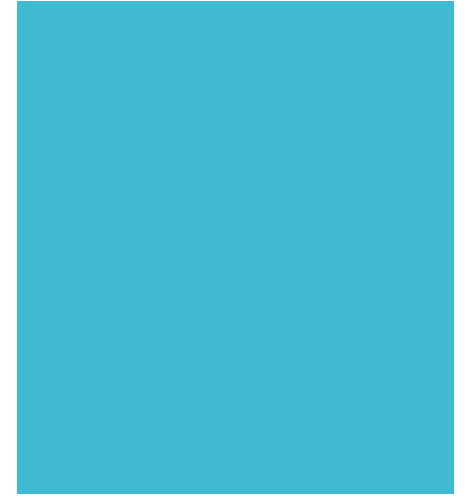


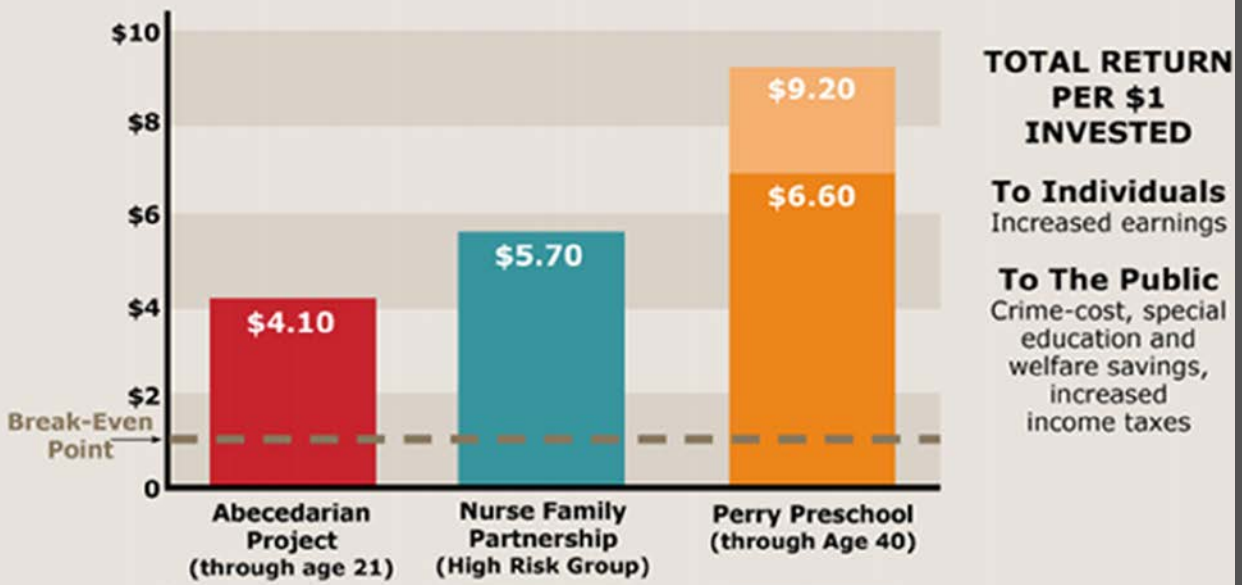
## Original Project Goals

- Build systemic support to increase opportunities for our youngest community members
- Strengthen the existing Grays Harbor Early Learning Coalition to connect and leverage current successful early learning efforts for collective impact
- Work toward the goal of universal, affordable preschool for all children in Grays Harbor County

# Primary Goal:

Increase access of those with greatest needs to high-quality preschool





**Without high-quality early childhood education, children are:**

- 25%** More likely to drop out of school
- 40%** More likely to become a teen parent
- 50%** More likely to be placed in special ed
- 60%** Less likely to attend college
- 70%** More likely to be arrested

Source: <http://www.nature.com/natureeducation/why-early-childhood-investments-work.php>

# Why Preschool?

## Long-Term Community Benefits:

- increased school readiness
- increased reading and math skills
- workforce readiness
- increased family wages
- increased community engagement
- less incarceration
- less dependence on public assistance programs



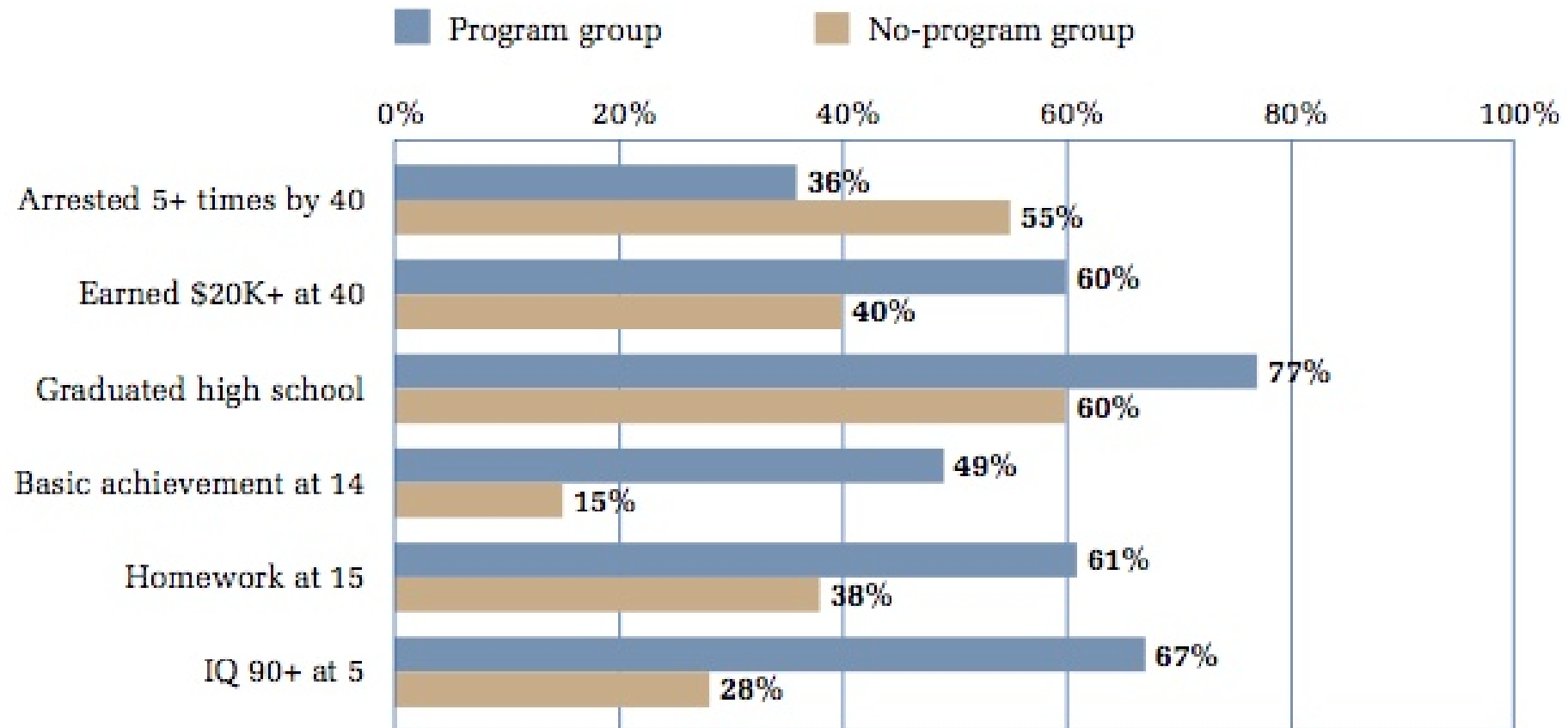
# PERRY PRESCHOOL

## *Experimental Method:*

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- 1962 – 1965
- 123 children between ages 3 and 4
- All high risk due to environmental circumstances with IQ scores 70-85
- Data collection through age 41
- \$13,780 per child per school year (in 2017 dollars)
- Experimental group (n=58):
  - 2.5 hrs daily instruction Oct. - May
  - 1.5 hr weekly home visits
  - Jean Piaget tenets – freedom with support
  - Certified public school teachers with at least a bachelor's degree
  - No additional services after age 4

**Figure 1**  
Major Findings: High/Scope Perry Preschool Study at 40

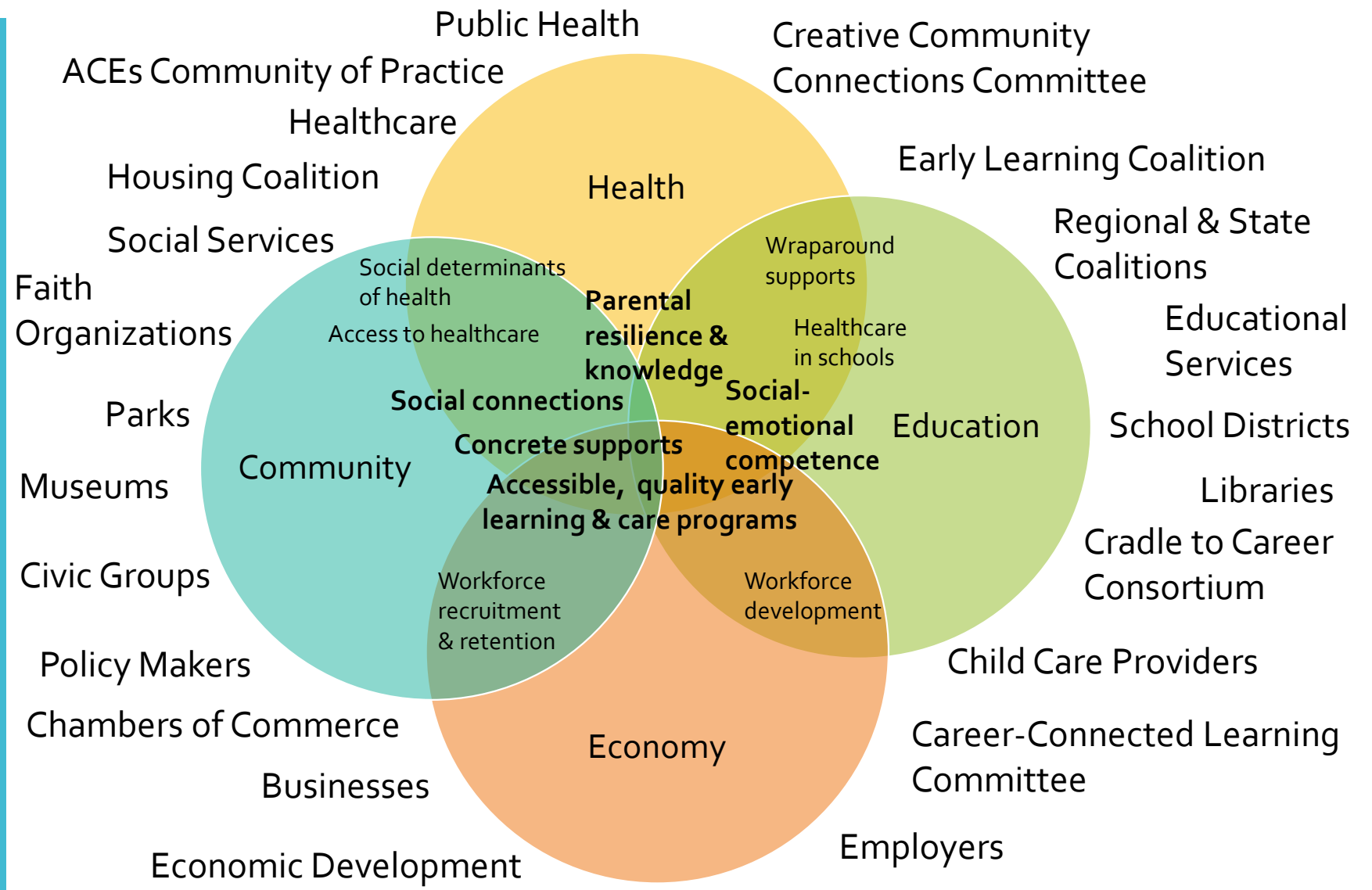


# Great Beginnings Results to Date

- School-based preschool / child care partnerships:
  - YMCA @ Pacific Beach Elementary – 20 preschool + 20 after school
  - YMCA @ Oakville School District – 20-40 preschool + after school
- Strategic networks and collaborations – leadership, strategic planning, staffing committees
- Developed community assets:
  - Play & learn groups
  - Parenting & child development workshops
  - Child abuse & neglect prevention programs
  - Training opportunities for providers & educators
  - Workforce development programs
  - Ghelc.org early learning resource website
  - Annual early learning expo
  - Annual early learning partnership breakfast
- Grant-writing: helped raise \$500k+ private, state, & federal grants
- Public-private partnerships
- Advocacy



# Strategic Networks and Collaborations



# THE TRUTH ABOUT ACEs

WHAT ARE THEY?

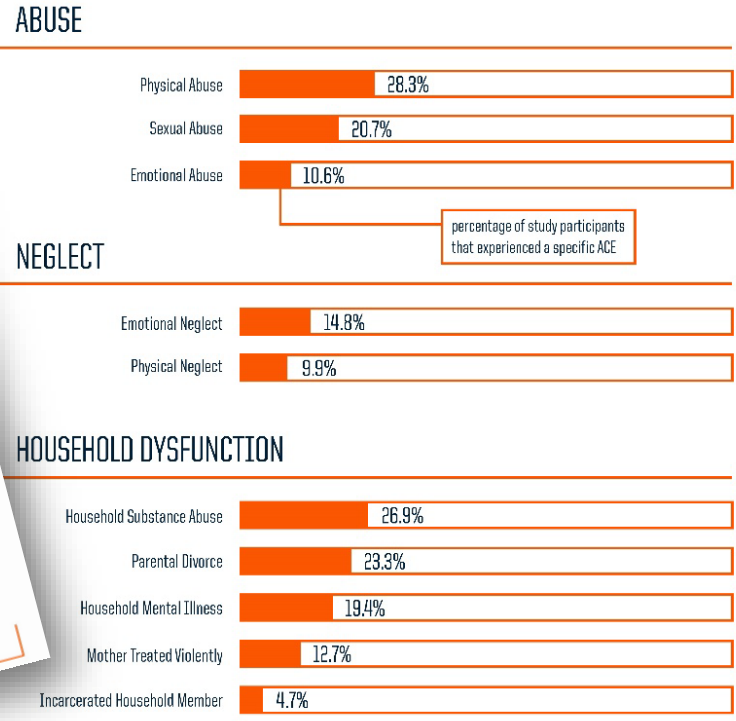
ACEs are ADVERSE CHILDHOOD EXPERIENCES

The three types of ACEs include:

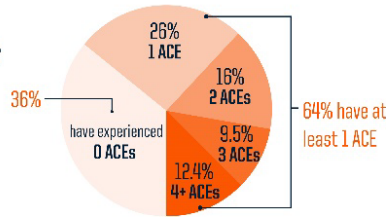
- ABUSE**
  - Physical
  - Emotional
  - Social
- NEGLECT**
  - Physical
  - Emotional
- HOUSEHOLD DYSFUNCTION**
  - Mental illness
  - Incarcerated Member
  - Substance Abuse
  - Parental Divorce
  - Mother Treated Violently
  - Divorce

## HOW PREVALENT ARE ACEs?

The ACE study\* revealed the following estimates:

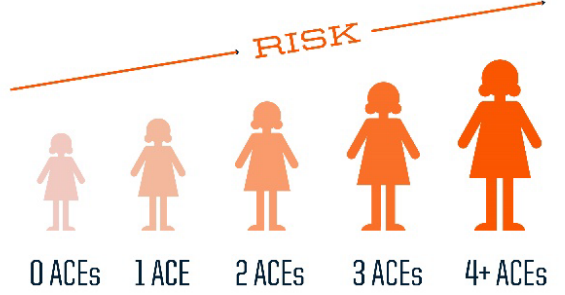


Of 17,000 ACE study participants:



## WHAT IMPACT DO ACEs HAVE?

As the number of ACEs increases, so does the risk for negative health outcomes



Possible Risk Outcomes:

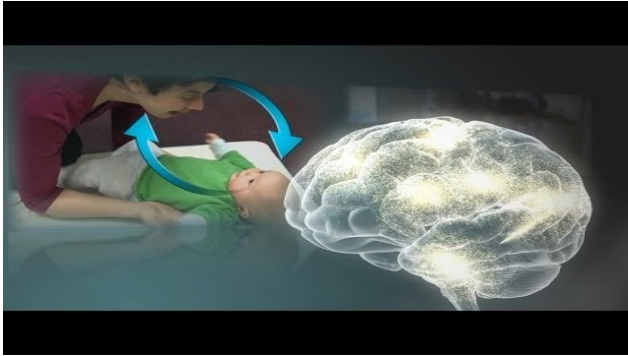
**BEHAVIOR**

- Lack of physical activity
- Smoking
- Alcoholism
- Drug use
- Missed work

**PHYSICAL & MENTAL HEALTH**

- Severe obesity
- Diabetes
- Depression
- Suicide attempts
- STDs
- Heart disease
- Cancer
- Stroke
- COPD
- Broken bones

\*Source: <http://www.cdc.gov/ace/prevalence.htm>



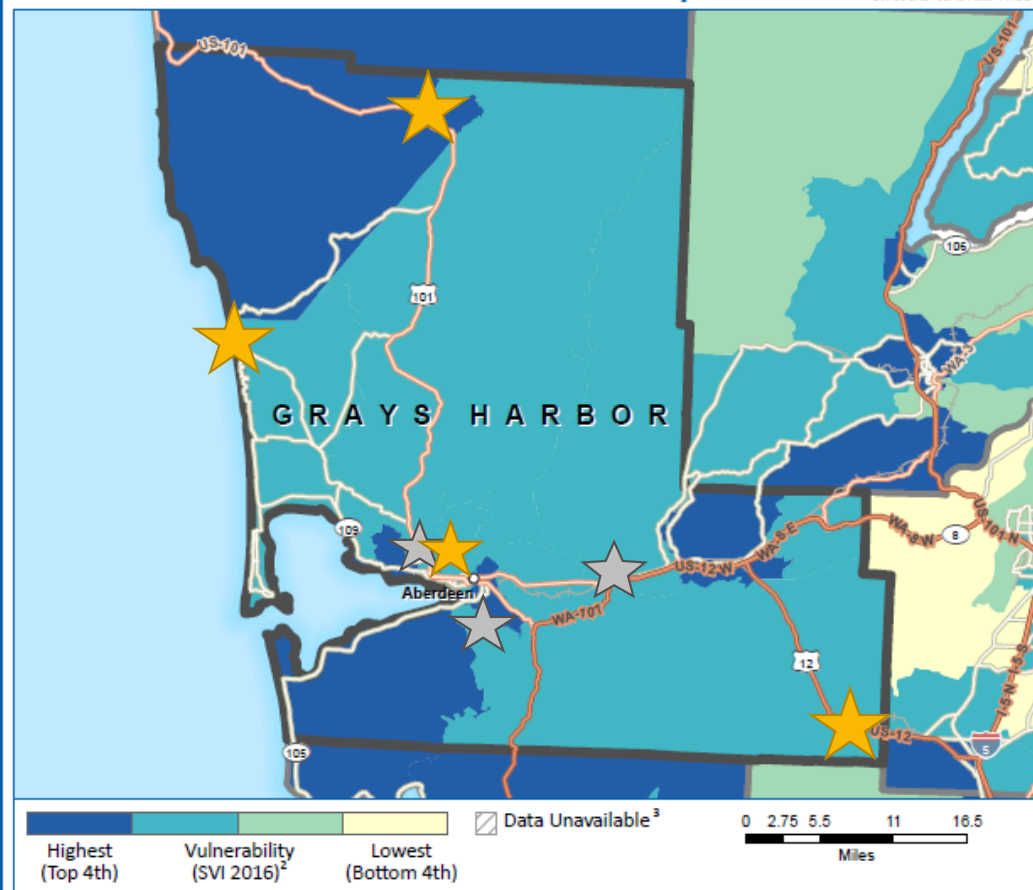
# Early Childhood Interactions Matter

- From birth, infants:
  - ❑ Generate about 700 neural new connections per second.
  - ❑ Have highly “plastic” brains that constantly adapt to stimuli.
  - ❑ Learn when caregivers mediate their experiences.
  - ❑ Begin sculpting their brain architecture, which will be 85% developed by age 5.

- These adverse experiences impair brain development, with lifelong consequences:
  - Lack of nurturing and stimulation.
  - Even one incident of trauma, abuse, or neglect.
  - Chronic (“toxic”) stress.
- Impacts of adverse experiences vary depending on the nature of the trauma and age at which it occurred.
- Intervention (especially early in life) can help at-risk children.



### Overall Social Vulnerability<sup>1</sup>

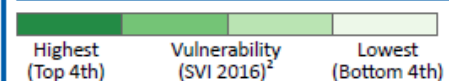
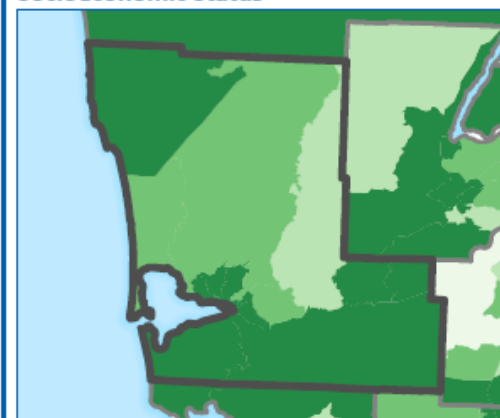


**Social vulnerability** refers to a community's capacity to prepare for and respond to the stress of hazardous events ranging from natural disasters, such as tornadoes or disease outbreaks, to human-caused threats, such as toxic chemical spills. The **Social Vulnerability Index (SVI 2016)<sup>4</sup> County Map** depicts the social vulnerability of communities, at census tract level, within a specified county. SVI 2016 groups fifteen

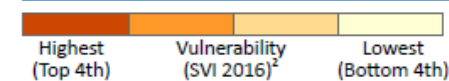
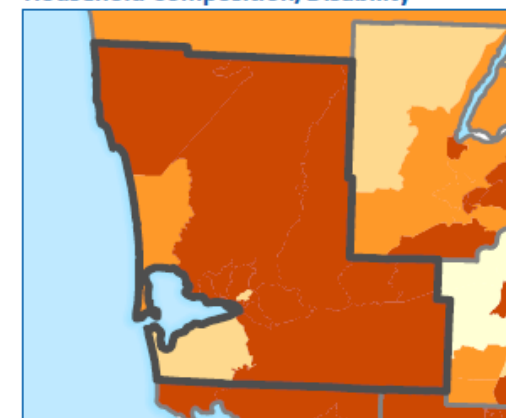
**census-derived factors** into **four themes** that summarize the extent to which the area is socially vulnerable to disaster. The factors include economic data as well as data regarding education, family characteristics, housing, language ability, ethnicity, and vehicle access. Overall Social Vulnerability combines all the variables to provide a comprehensive assessment.

### SVI Themes

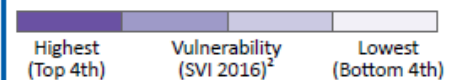
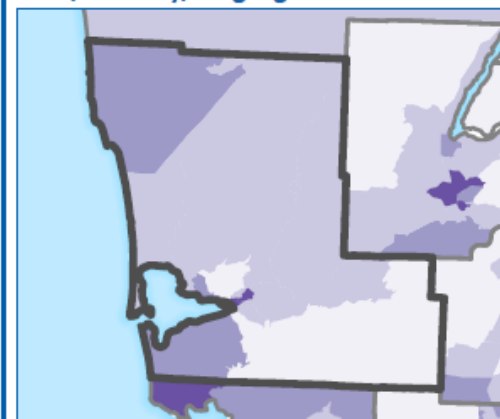
#### Socioeconomic Status<sup>5</sup>



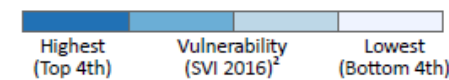
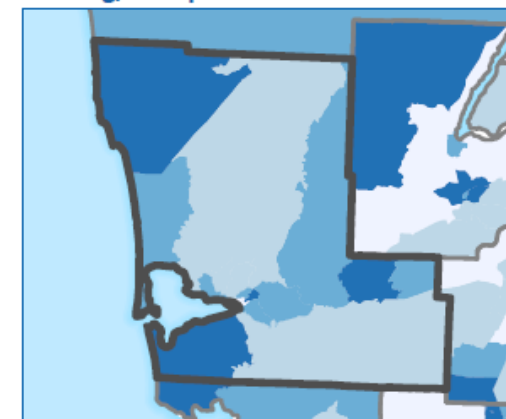
#### Household Composition/Disability<sup>6</sup>



#### Race/Ethnicity/Language<sup>7</sup>



#### Housing/Transportation<sup>8</sup>



**Data Sources:** <sup>1</sup>CDC/ATSDR/GRASP, U.S. Census Bureau, Esri® StreetMap™ Premium.  
**Notes:** <sup>2</sup>Overall Social Vulnerability: All 15 variables. <sup>3</sup>Census tracts with 0 population. <sup>4</sup>The SVI combines percentile rankings of US Census American Community Survey (ACS) 2012-2016 variables, for the state, at the census tract level. <sup>5</sup>Socioeconomic Status: Poverty, Unemployed, Per Capita Income, No High School Diploma. <sup>6</sup>Household Composition/Disability: Aged 65 and Over, Aged 17 and Younger, Single-parent Household, Aged 5 and over with a Disability. <sup>7</sup>Race/Ethnicity/Language: Minority, English Language Ability. <sup>8</sup>Housing/Transportation: Multi-unit, Mobile Homes, Crowding, No Vehicle, Group Quarters.  
 Projection: NAD 1983 StatePlane Washington South FIPS 4602.  
 References: Flanagan, B.E., et al., A Social Vulnerability Index for Disaster Management. *Journal of Homeland Security and Emergency Management*, 2011. 8(1).  
 CDC's SVI web page: <http://svi.cdc.gov>.



Table - 2017 Five-Year Standardized Risk Behavior Indicators – School District Comparison to State and Locale Percentile

Risk Behavior	Percentile in Washington State															
	State	Grays Harbor County (n=73,080)	Pacific County (n=21,082)	North-West-Central Zone (Grays Harbor)						South-East Zone (G.H. & Pacific*)						
				Locale 99 (33,122)	Aberdeen (n=20,315)	Hoquiam (n=10,796)	Locale 100 (n=32,542)	Lake Quinalt (n=1,175)	North Beach (n=7,340)	Taholah*** (n=991)	Locale 97 (n=18,840)	Ocosta*** (n=7,578)	South Bend* (n=2,522)	Raymond* (n=3,649)	Locale 98 (n=22,933)	Oakville*** (n=2,364)
<b>Poor Academic Performance (Grade 4, Age 9)</b>	50 <sup>th</sup>	<b>94<sup>th</sup></b>	81 <sup>st</sup>	<b>91<sup>th</sup></b>	80 <sup>th</sup>	<b>94<sup>th</sup></b>	<b>96<sup>th</sup></b>	<b>94<sup>th</sup></b>	<b>97<sup>th</sup></b>	<b>96<sup>th</sup></b>	69 <sup>th</sup>	66 <sup>th</sup>	60 <sup>th</sup>	74 <sup>th</sup>	82 <sup>nd</sup>	<b>93<sup>rd</sup></b>
<b>Poor Academic Performance (Grade 7, Age 12)</b>	50 <sup>th</sup>	<b>98<sup>th</sup></b>	89 <sup>th</sup>	<b>94<sup>th</sup></b>	<b>90<sup>th</sup></b>	<b>90<sup>th</sup></b>	<b>95<sup>th</sup></b>	<b>99<sup>th</sup></b>	87 <sup>th</sup>	<b>98<sup>th</sup></b>	83 <sup>rd</sup>	81 <sup>st</sup>	88 <sup>th</sup>	76 <sup>th</sup>	88 <sup>th</sup>	<b>99<sup>th</sup></b>
Unexcused Absences (Grade 1-8)	50 <sup>th</sup>	33 <sup>rd</sup>	17 <sup>th</sup>	52 <sup>nd</sup>	45 <sup>th</sup>	68 <sup>th</sup>	79 <sup>th</sup>	53 <sup>rd</sup>	78 <sup>th</sup>	<b>99.9<sup>th</sup></b>	59 <sup>th</sup>	78 <sup>th</sup>	19 <sup>th</sup>	41 <sup>st</sup>	35 <sup>th</sup>	20 <sup>th</sup>
<b>TANF, Child Recipients</b>	50 <sup>th</sup>	<b>96<sup>th</sup></b>	<b>96<sup>th</sup></b>	<b>98<sup>th</sup></b>	<b>98<sup>th</sup></b>	<b>99<sup>th</sup></b>	<b>93<sup>rd</sup></b>	65 <sup>th</sup>	<b>96<sup>th</sup></b>	<b>94<sup>th</sup></b>	<b>93<sup>rd</sup></b>	<b>96<sup>th</sup></b>	<b>94<sup>th</sup></b>	<b>99<sup>th</sup></b>	68 <sup>th</sup>	<b>91<sup>st</sup></b>
<b>Supplemental Nutrition Assistance Program</b>	50 <sup>th</sup>	<b>94<sup>th</sup></b>	88 <sup>th</sup>	<b>98<sup>th</sup></b>	<b>98<sup>th</sup></b>	<b>98<sup>th</sup></b>	65 <sup>th</sup>	63 <sup>rd</sup>	61 <sup>st</sup>	<b>99<sup>th</sup></b>	73 <sup>rd</sup>	54 <sup>th</sup>	83 <sup>rd</sup>	<b>98<sup>th</sup></b>	68 <sup>th</sup>	82 <sup>nd</sup>
<b>Free or Reduced-Price Lunch Eligibility</b>	50 <sup>th</sup>	<b>97<sup>th</sup></b>	85 <sup>th</sup>	45 <sup>th</sup>	88 <sup>th</sup>	85 <sup>th</sup>	<b>96<sup>th</sup></b>	<b>99.9<sup>th</sup></b>	84 <sup>th</sup>	<b>94<sup>th</sup></b>	87 <sup>th</sup>	83 <sup>rd</sup>	79 <sup>th</sup>	74 <sup>th</sup>	73 <sup>rd</sup>	<b>95<sup>th</sup></b>
Births to School-Age Mothers (Age 10-17)	50 <sup>th</sup>	66 <sup>th</sup>	81 <sup>st</sup>	65 <sup>th</sup>	56 <sup>th</sup>	70 <sup>th</sup>	82 <sup>nd</sup>	<b>99<sup>th</sup></b>	63 <sup>rd</sup>	<b>97<sup>th</sup></b>	81 <sup>st</sup>	69 <sup>th</sup>	45 <sup>th</sup>	<b>96<sup>th</sup></b>	56 <sup>th</sup>	<b>99.6<sup>th</sup></b>
Infant Mortality (Under Age 1)	50 <sup>th</sup>	62 <sup>nd</sup>	<b>97<sup>th</sup></b>	84 <sup>th</sup>	76 <sup>th</sup>	55 <sup>th</sup>	<b>99<sup>th</sup></b>	SP**	13 <sup>th</sup>	<b>99<sup>th</sup></b>	<b>99<sup>th</sup></b>	13 <sup>th</sup>	<b>99<sup>th</sup></b>	55 <sup>th</sup>	25 <sup>th</sup>	<b>99.9<sup>th</sup></b>
Child Mortality (Ages 1-17)	50 <sup>th</sup>	64 <sup>th</sup>	39 <sup>th</sup>	66 <sup>th</sup>	63 <sup>rd</sup>	42 <sup>nd</sup>	63 <sup>rd</sup>	32 <sup>nd</sup>	81 <sup>st</sup>	68 <sup>th</sup>	63 <sup>rd</sup>	81 <sup>st</sup>	32 <sup>nd</sup>	63 <sup>rd</sup>	84 <sup>th</sup>	76 <sup>th</sup>
Domestic Violence Offenses	50 <sup>th</sup>	89 <sup>th</sup>	47 <sup>th</sup>	<b>91<sup>st</sup></b>	<b>94<sup>th</sup></b>	88 <sup>th</sup>	50 <sup>th</sup>	SP	<b>93<sup>rd</sup></b>	SP	52 <sup>nd</sup>	SP	26 <sup>th</sup>	76 <sup>th</sup>	<b>93<sup>rd</sup></b>	SP
<b>Victims of Child Abuse or Neglect in Accepted Referrals</b>	50 <sup>th</sup>	<b>91<sup>st</sup></b>	<b>95<sup>th</sup></b>	<b>98<sup>th</sup></b>	<b>96<sup>th</sup></b>	<b>95<sup>th</sup></b>	<b>96<sup>th</sup></b>	37 <sup>th</sup>	<b>98<sup>th</sup></b>	<b>97<sup>th</sup></b>	<b>96<sup>th</sup></b>	<b>98<sup>th</sup></b>	<b>97<sup>th</sup></b>	<b>90<sup>th</sup></b>	71 <sup>st</sup>	89 <sup>th</sup>
<b>Clients of State-Funded Alcohol or Drug Services (Age 10-17)</b>	50 <sup>th</sup>	<b>99<sup>th</sup></b>	<b>99.7<sup>th</sup></b>	<b>99.9<sup>th</sup></b>	<b>99.7<sup>th</sup></b>	<b>99<sup>th</sup></b>	<b>98<sup>th</sup></b>	<b>93<sup>rd</sup></b>	<b>98<sup>th</sup></b>	<b>99.7<sup>th</sup></b>	<b>98<sup>th</sup></b>	<b>98<sup>th</sup></b>	<b>99.7<sup>th</sup></b>	<b>98<sup>th</sup></b>	86 <sup>th</sup>	<b>93<sup>rd</sup></b>
Clients of State-Funded Alcohol or Drug Services (Age 18+)	50 <sup>th</sup>	87 <sup>th</sup>	<b>93<sup>rd</sup></b>	<b>93<sup>rd</sup></b>	87 <sup>th</sup>	<b>91<sup>st</sup></b>	72 <sup>nd</sup>	55 <sup>th</sup>	52 <sup>nd</sup>	<b>91<sup>st</sup></b>	73 <sup>rd</sup>	52 <sup>nd</sup>	<b>91<sup>st</sup></b>	<b>96<sup>th</sup></b>	58 <sup>th</sup>	<b>99<sup>th</sup></b>
Arrests, Alcohol-Related (Age 18+)	50 <sup>th</sup>	28 <sup>th</sup>	15 <sup>th</sup>	25 <sup>th</sup>	26 <sup>th</sup>	30 <sup>th</sup>	SP	SP	33 <sup>rd</sup>	SP	6 <sup>th</sup>	SP	13 <sup>th</sup>	10 <sup>th</sup>	19 <sup>th</sup>	SP
<b>Arrests, Drug Law Violation (Age 18+)</b>	50 <sup>th</sup>	<b>97<sup>th</sup></b>	68 <sup>th</sup>	<b>99.7<sup>th</sup></b>	<b>99.9<sup>th</sup></b>	74 <sup>th</sup>	SP	SP	23 <sup>rd</sup>	SP	44 <sup>th</sup>	SP	23 <sup>rd</sup>	41 <sup>st</sup>	71 <sup>st</sup>	SP
<b>Arrests, Property Crime (Age 18+)</b>	50 <sup>th</sup>	<b>91<sup>st</sup></b>	7 <sup>th</sup>	<b>99<sup>th</sup></b>	<b>99<sup>th</sup></b>	54 <sup>th</sup>	SP	SP	30 <sup>th</sup>	SP	25 <sup>th</sup>	SP	20 <sup>th</sup>	25 <sup>th</sup>	44 <sup>th</sup>	SP
Arrests, Violent Crime (Age 18+)	50 <sup>th</sup>	68 <sup>th</sup>	8 <sup>th</sup>	86 <sup>th</sup>	<b>96<sup>th</sup></b>	57 <sup>th</sup>	SP	SP	13 <sup>th</sup>	SP	33 <sup>rd</sup>	SP	4 <sup>th</sup>	26 <sup>th</sup>	47 <sup>th</sup>	SP
Suicides and Suicide Attempts	50 <sup>th</sup>	47 <sup>th</sup>	36 <sup>th</sup>	38 <sup>th</sup>	57 <sup>th</sup>	14 <sup>th</sup>	56 <sup>th</sup>	14 <sup>th</sup>	77 <sup>th</sup>	<b>99<sup>th</sup></b>	13 <sup>th</sup>	30 <sup>th</sup>	46 <sup>th</sup>	34 <sup>th</sup>	51 <sup>st</sup>	<b>98<sup>th</sup></b>
PROTECTIVE FACTOR ( <i>HIGHER=BETTER</i> ) On-Time Graduation	50 <sup>th</sup>	33 <sup>rd</sup>	20 <sup>th</sup>	12 <sup>th</sup>	20 <sup>th</sup>	33 <sup>rd</sup>	37 <sup>th</sup>	41 <sup>st</sup>	75 <sup>th</sup>	<b>1<sup>st</sup></b>	70 <sup>th</sup>	56 <sup>th</sup>	78 <sup>th</sup>	46 <sup>th</sup>	76 <sup>th</sup>	41 <sup>st</sup>

# What *can* Be Done About ACEs?

These wide-ranging health and social consequences underscore the importance of preventing ACEs before they happen. **Safe, stable, and nurturing relationships and environments (SSNREs)** can have a positive impact on a broad range of health problems and on the development of skills that will help children reach their full potential. Strategies that address the needs of children and their families include:

Voluntary home visiting programs can help families by strengthening maternal parenting practices, the quality of the child's home environment, and children's development.  
Example: Nurse-Family Partnership



Home visiting to pregnant women and families with newborns



Parenting training programs



Intimate partner violence prevention



Social support for parents



Parent support programs for teens and teen pregnancy prevention programs



Mental illness and substance abuse treatment



High quality child care

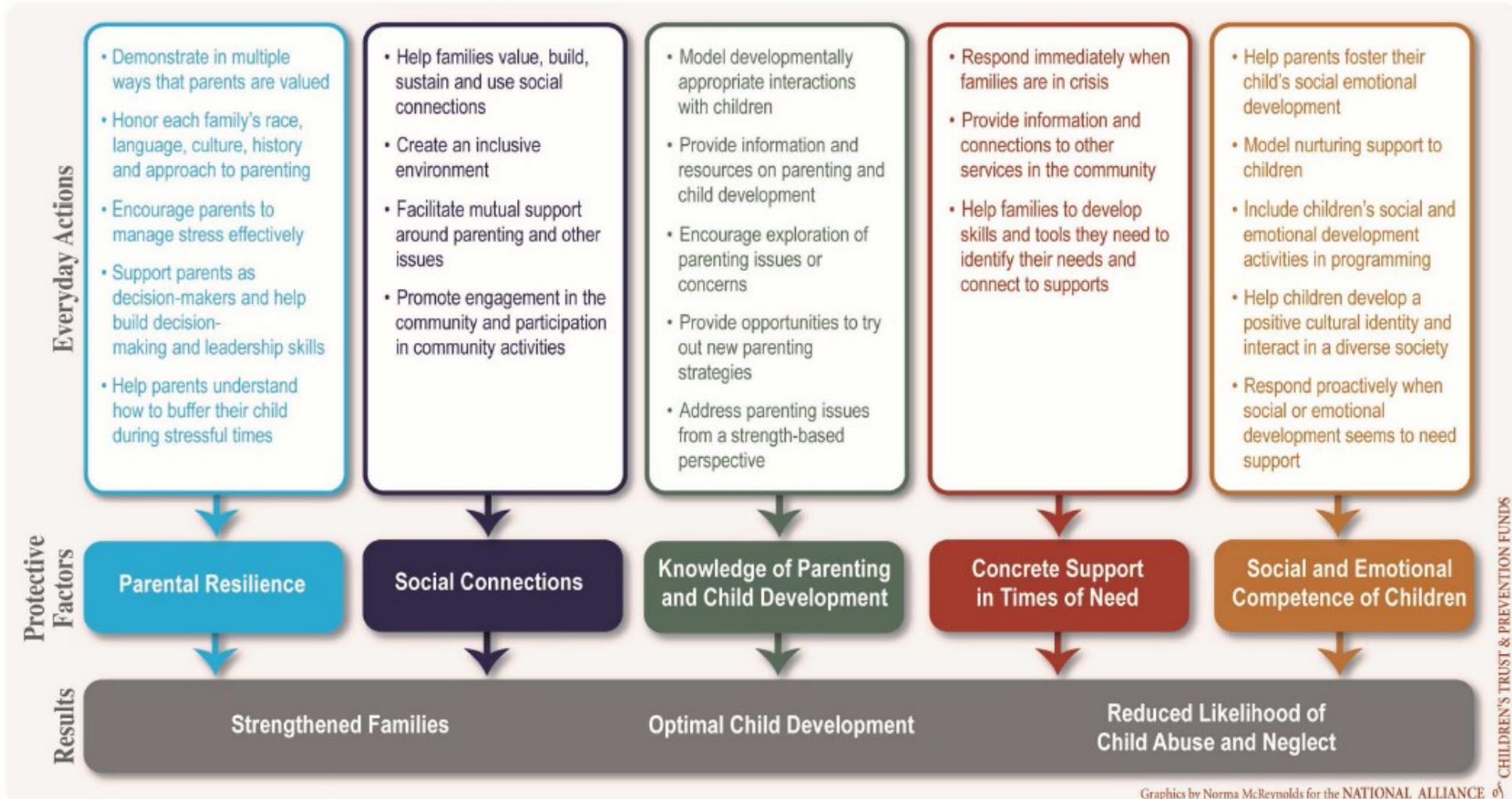


Sufficient Income support for lower income families



# The Pathway to Improved Outcomes for Children and Families

## Everyday Actions That Help Build Protective Factors



# Promote Community Connections



## Connect with your family & neighbors

- **Involvement includes building resilience within your own family and neighborhood. Spend time strengthening relationships nearest to you.**
  - Spend more quality time with the children you love.
  - Get to know your neighbors!
  - Attend neighborhood association meetings and neighborhood gatherings.
  - Volunteer to mentor or support children in your local schools and afterschool programs. One caring, safe adult can make all the difference in the life of a child.
  - Support parents in ways to relieve the stressors and complexities of life.
  - Ask for help, for yourself, as needed. Allow others to be needed and contribute to community building.
- **Increase how you give empathy and compassion in our community.**
  - Talk to people unlike yourself.
  - Smile at everyone.
  - Help a stranger.
  - Find everyday ways to be kinder and more trauma informed.

# Assets-Based vs. Social Services Model of Community Development / Change







# BRIDGE TO SELF-SUFFICIENCY<sup>®</sup>

Mobility Mentoring<sup>®</sup>

	FAMILY STABILITY		HEALTH & WELL-BEING		FINANCIAL MANAGEMENT		EDUCATION & TRAINING	EMPLOYMENT & CAREER
	Housing	Family	Physical and Mental Health	Networks	Debts	Savings	Educational Attainment	Earnings Levels*
↑ THINKING ABOUT THE FUTURE ↑	No subsidy, housing costs 1/3 or less of household gross pay	Fully able to engage in work, school, family life; children or family needs don't get in way (OR) No child or dependent family members	Fully able to engage in work, school, family life; health & mental health needs don't get in the way	Can always rely on networks to provide useful advice, guidance, and support; advocates for others	No debt other than mortgage, education, and/or car loans, and current in all debts	Savings of 3 months expenses or more	Bachelor's degree or higher complete	Earnings = 80%+ AMI (Family-sustaining wage)  Household size of: 2: \$62,550+ 3: \$65,750+ 4: \$73,050+
	No subsidy, housing costs exceed 1/3 household gross pay	Mostly able to engage in work, school, family life; children or family needs rarely get in way	Mostly able to engage in work, school, family life; health & mental health needs rarely get in the way	Can often rely on networks to provide useful advice, guidance, and support	Current in all debts and making more than the minimum payment on 1 or more debts	Savings of more than 2 months' expenses, but less than 3 months expenses	Associate's degree or professional certificate complete	Earnings = 50% - 79% AMI  Household size of: 2: \$41,400 - \$62,549 3: \$46,550 - \$70,349 4: \$51,700 - \$78,149
	Subsidized housing - Pays \$300+ toward rent	Somewhat able to engage in work, school, family life because of children or family needs	Somewhat able to engage in work, school, family life because of health & mental health needs	Can sometimes rely on networks to provide useful advice, guidance, and support	Making minimum payments on all debts	Savings of at least 1 month and up to 2 months expenses	Job training or certificate complete (beyond high school)	Earnings = 30% - 49% AMI  Household size of: 2: \$24,800 - \$41,339 3: \$29,900 - \$46,549 4: \$31,000 - \$51,699
	Subsidized housing - Pays \$0-\$299 towards rent	Barely able to engage in work, school, family life because of children or family needs	Barely able to engage in work, school, family life because of health & mental health needs	Can rarely rely on networks to provide useful advice, guidance, and support	Behind in payments of 1 or more debts and making payments on at least 1 debt	Savings of less than one month's expenses	High School Diploma or GED/HISET complete	Earnings < 30% AMI  Household size of: 2: <\$24,800 3: <\$27,900 4: <\$31,000
	Not permanently housed	Not able to engage in work, school, family life because of children or family needs	Not able to engage in work, school, family life because of health & mental health needs	Can never rely on networks to provide useful advice, guidance, and support	Has debts; currently not making any payments	No savings	Less than High School Diploma or GED/HISET	Not currently employed

State-funded ECEAP preschool is implementing "Mobility Mentoring"

## Conclusion & Next Steps

- Work in progress: need layers of trauma-informed practices
- Great Beginnings promotes the five protective factors
- What's next?
  1. Early learning facilities grant applications
  2. Public awareness about childcare issues & opportunities
  3. Funding prevention programs – collaborations with United Way, faith organizations, Housing Coalition, etc.
  4. Find out if we got the Family Resource Network grant
  5. Plan & execute 2018-19 early learning coalition activities
  6. Strengthen community networks & agency coordination
  7. Promote awareness of ACEs, trauma, resilience & hope

Questions?

Thank you!

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