



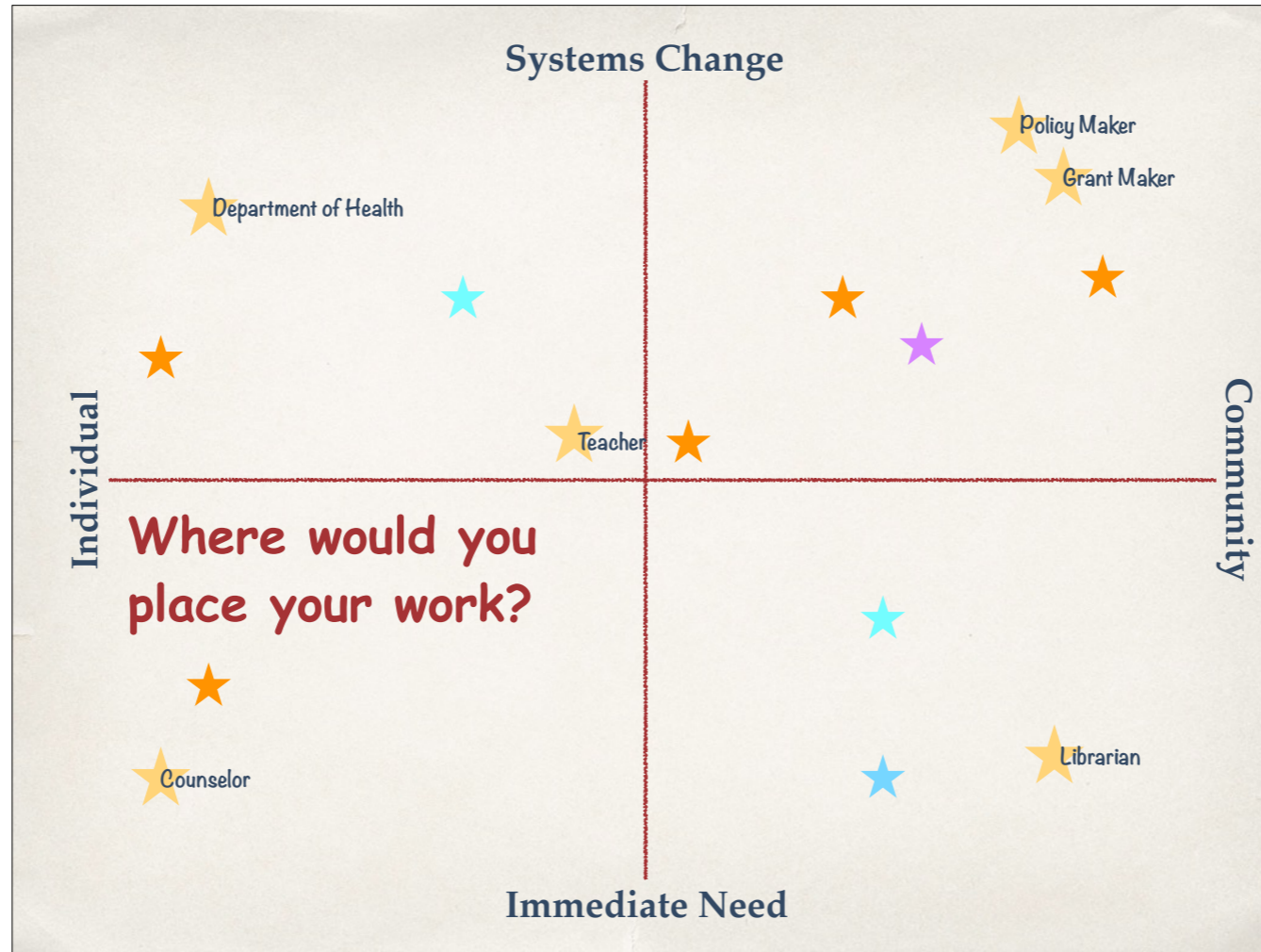
Building Communities Where Children & Families Thrive

Strategies for success

August 3, 2016 • Philanthropy Days, Cheyenne WY

Where we're headed

- ❖ Introductions
- ❖ Overview of core early childhood concepts
- ❖ Implications for policy & practice
- ❖ Discussion about how we might do better in Wyoming
- ❖ Symposium September 29th and 30th in Sheridan!



Take a minute to create four quadrants: imagine a line on one side that is the individual - think about where you fit - and why - introduce yourself and let's see in the room.

Science of Early Childhood

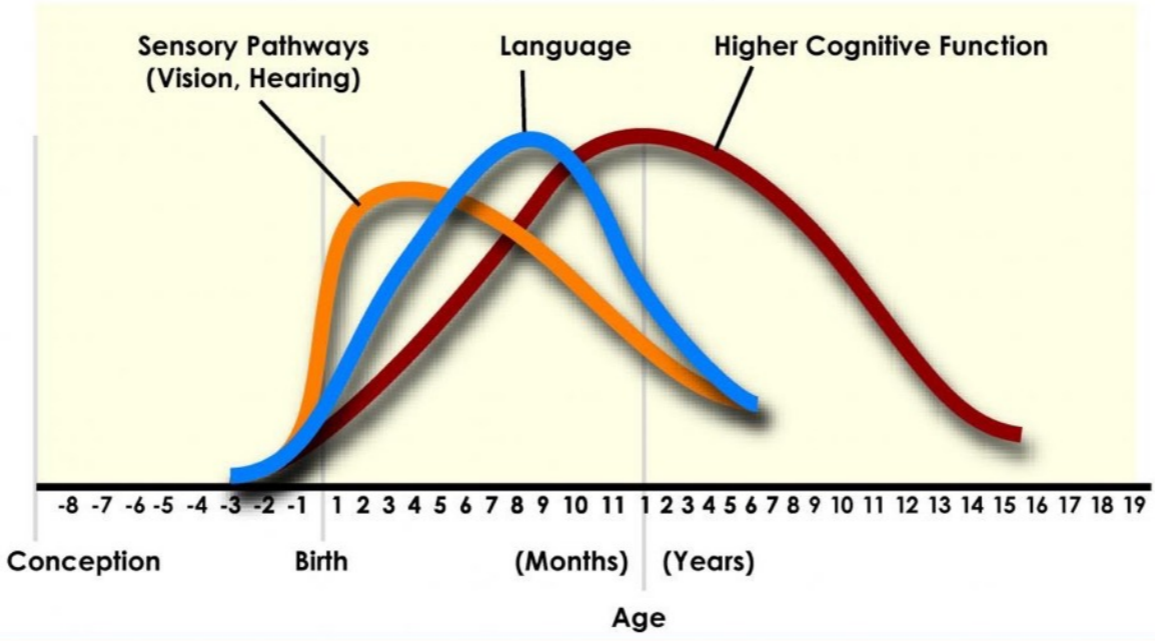
Core concepts

- ❖ Early experience determine whether a child's developing brain architecture provides a strong or weak foundation.... Brains are built over time
- ❖ Toxic stress in early life has a life long effect

Brain architecture game - to illustrate: Let's imagine a brain

Human Brain Development

Experience-Dependent Synapse Formation



Nelson, C.A., in *From Neurons to Neighborhoods* (2000).
Shonkoff, J. & Phillips, D. (Eds.)

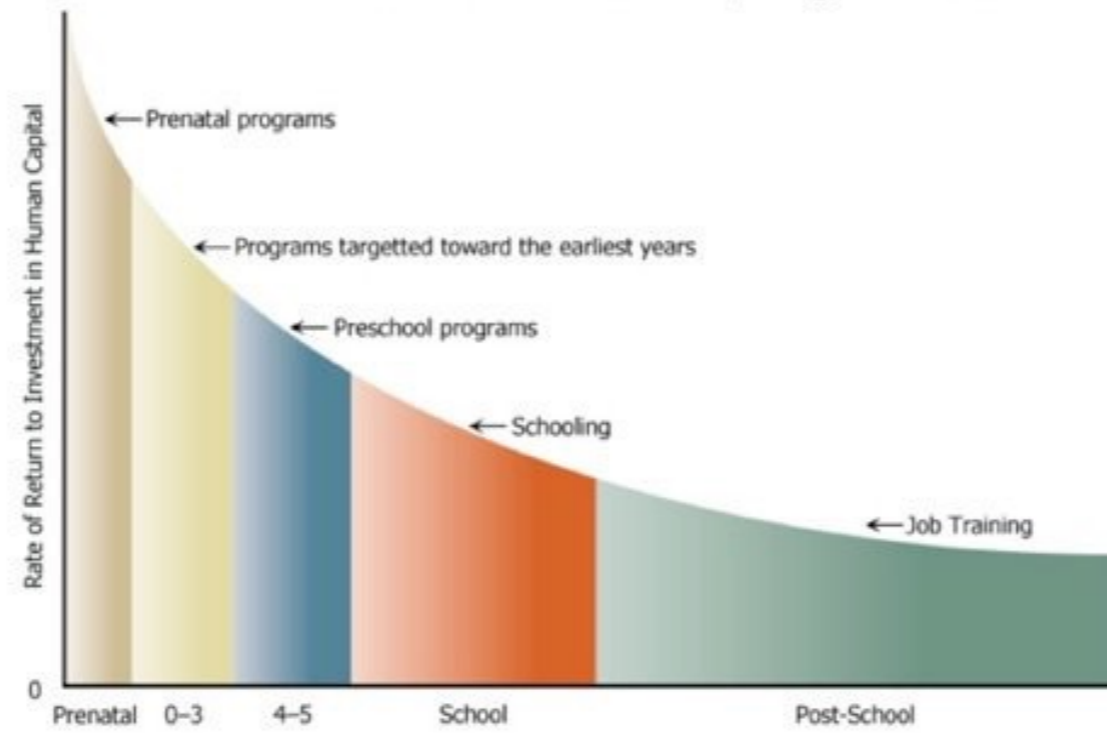
Accessed from: Center on the Developing Child at Harvard University (2007).
A Science-Based Framework for Early Childhood Policy: Using Evidence to
Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children
<http://www.developingchild.harvard.edu>

Genes determine when development happens but skills are continuously built over time - policies that promote healthy development throughout the early years create a foundation for later success in school and in life.

- ❖ Cognitive, emotional and social capability are intertwined
- ❖ Creating the right conditions early is more effective than addressing problems later
- ❖ We have a lot of data about what works

EARLY CHILD DEVELOPMENT IS A SMART INVESTMENT:

The earlier the investment, the greater the return



Source: James Heckman, Nobel laureate in economics

How do we build resilience?

- ❖ Resilience video

Imagine

- ❖ It is 2026 and school has just begun, you are looking into a fourth grade classroom in which 47% of the children qualify for free and reduced lunch but all are proficient or above readers and have come ready to learn.



What are the qualities and attributes that exist in that community that have helped make that happen?

Resources

- ❖ The Center for the Developing Child (<http://developingchild.harvard.edu/>)
- ❖ Heckman Equation (<http://heckmanequation.org/>)
- ❖ Paul Tough: Helping Children Succeed (<http://paultough.com/helping/web/>)