

# Caregiver-Child Interaction CoIN

*Ensuring that every family receives meaningful support to engage in positive, nurturing relationships that grow the family's wellness.*



## Learning Session Pre-work Call

January 18, 2024



# Cómo activar el audio de traducción

## How to Enable Language Interpretation

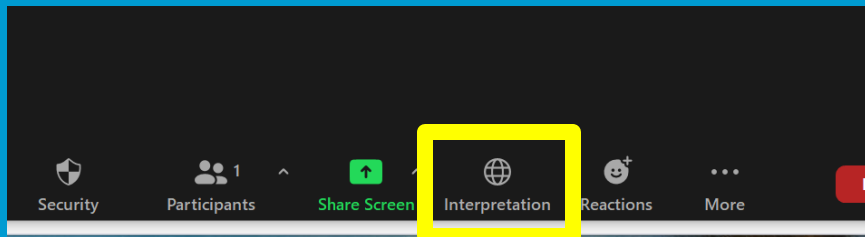
- Debe unirse al audio de la reunión a través del audio de su computadora!
- You must join the meeting audio through your computer!



1

Seleccionar “**traducción**” en la parte inferior de la pantalla.

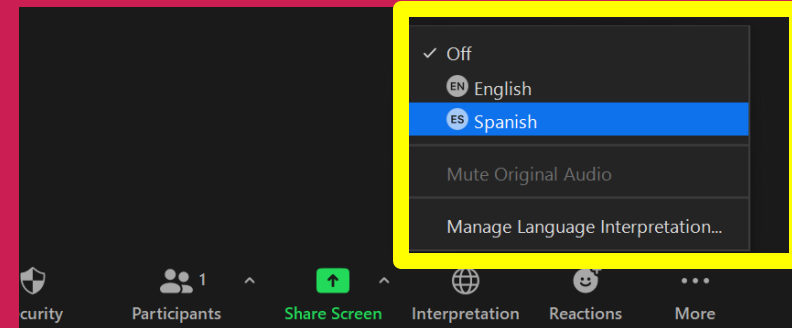
Click “**Interpretation**” at the bottom of your screen



2

Seleccionar “**español**” [o “**inglés**”]

Click “**Spanish**” [or **English**]



# Participation Reminders

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Join by computer audio (preferred) or phone.



Please use the chat box for comments and questions.



Please mute your microphone unless speaking to avoid background (click on “**mute**” at the bottom of your window)



All handouts are available on the website <https://hv-coiin.edc.org/>



Use the chat box for any tech support. We will reach out individually.



Please turn your camera on. (click on “**Start Video**” at the bottom of your window)

Harvest Celebration  
(March 2025)



Finish Line



Reflect, Improve, Repeat with

- Learning Session 2 (July 2024) | Action Period 2
- Learning Session 3 (Nov 2024) | Action Period 3

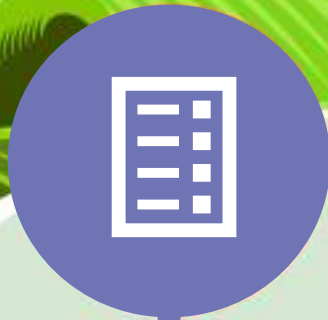


Learning Session 1 (March 2024)

- Introduce our tools & resources
- Engaging and leading with family voice
- Acknowledging and mitigating our bias

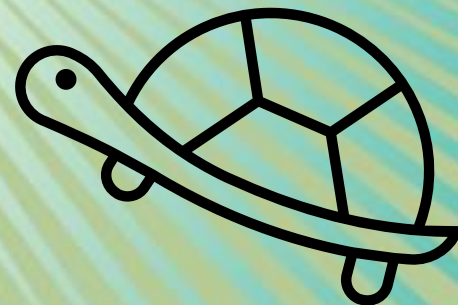
Action Period 1 (April –June)

- Monthly calls
- Get and test ideas
- Collect and use data for improvement
- Ongoing family leadership efforts



Preparation

- Orientation (January 11)
- Equity focus and pre-work (Jan. 18)
- Early Relational Health concept Training (February 8)



Start Line

# Thursday, January 18, 2024

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# AGENDA

## Caregiver-Child Interaction (CCI) CoIN Pre-Work Call

Welcome and Grounding in Our Core Values

Contextualizing Our Work in History

Exploring Your Community History

Learning Session Pre-work

Questions and Next Steps

# Who is Joining Us Today?

Please complete the attendance survey via Zoom.





1



2



3



4



5

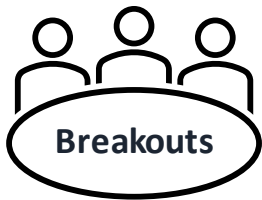
**How are you feeling about your HV  
CollN work today?**

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# Peer Connection

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- Share your name, organization, # of years in the field
- Share a favorite tradition from your childhood

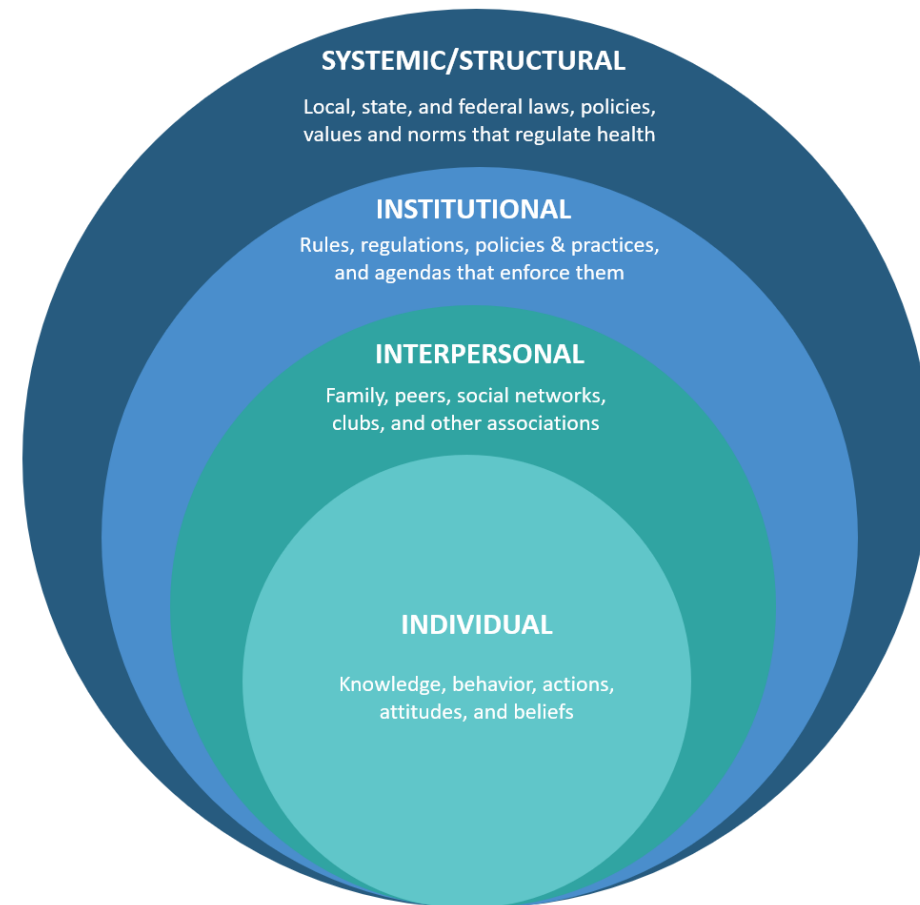




# A Call to Action: Integrating Health Equity


Every family will receive the necessary support to engage in positive, nurturing relationships that grow the family's wellness.

All families served by MIECHV programs have fair and just opportunities to achieve the highest level of health and well-being.





# Transforming the Way We Do CQI...

- Building diverse CQI teams that are rich in knowledge, lived experience and perspectives
-  **Grounding our efforts in our community history and present injustices**
- Identifying and addressing the structural and social determinants of health
- Utilizing data to identify and drive improvement efforts to eliminate inequities
- Adaptation of our changes to eliminate any observed inequities

**“This project made me slow down and really think. I never truly realized how many health inequities existed in the past and currently. This project really opened my eyes and showed me how I can have an active role in making some of the inequities go away or at least better. It made me realize that as part of management and as an agency over all-we never really talked about the inequities that were happening in my community and around the world. It made me realize how important these conversations and self-reflections are. It also made me reflect on how important it is to give parents a voice in how our program is run and the decisions that we make that affect them.”**

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**“My definition of health equity has expanded in so many ways and to so many new areas since beginning this project. I started off thinking mostly about physical health and mental health and now think about so many other social determinants of health. I also find myself considering the health implications of policies that I never would have associated with health previously—childcare; playgrounds; grocery stores; availability of competent interpreters; translation of all kinds of things—signs, flyers, documents, social media posts; transportation; ways in which we meet with clients; the list just goes on.”**





# CONTEXTUALIZING OUR WORK IN HISTORY

# What We Hope to Achieve Together with Families and Equity at the Core

**By March 2025, every family will receive the necessary support to engage in positive, nurturing relationships that grow the family's wellness.**

*Home visitors partner with families in mutual reflection and dialogue of caregiver-child interactions so that:*

- **75% of caregiver-child pairs** have strong, positive, and nurturing relationships with each other.
- **75% of caregiver-child pairs** identified for additional support in caregiver-child interactions see improvement within 3 months.





Illustrations: Salini Perera

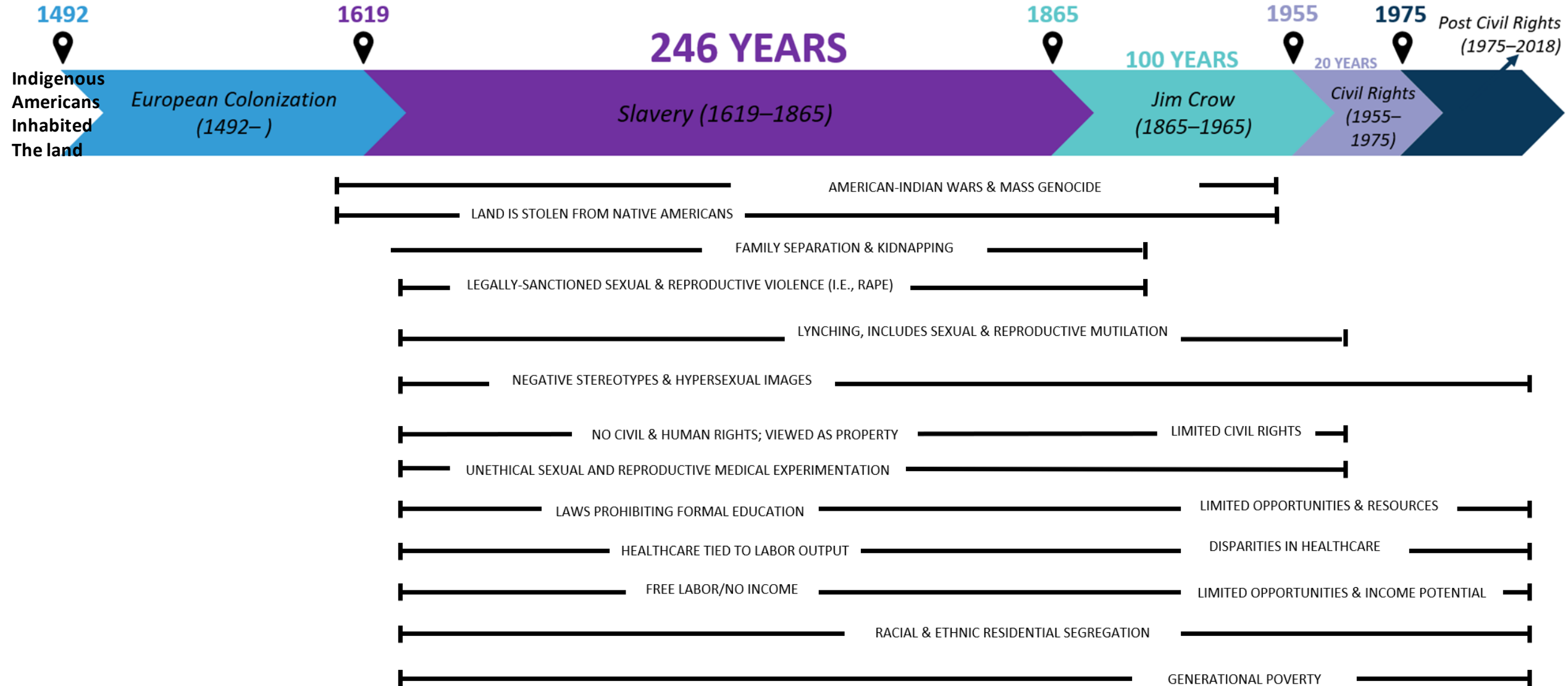




sankofa 

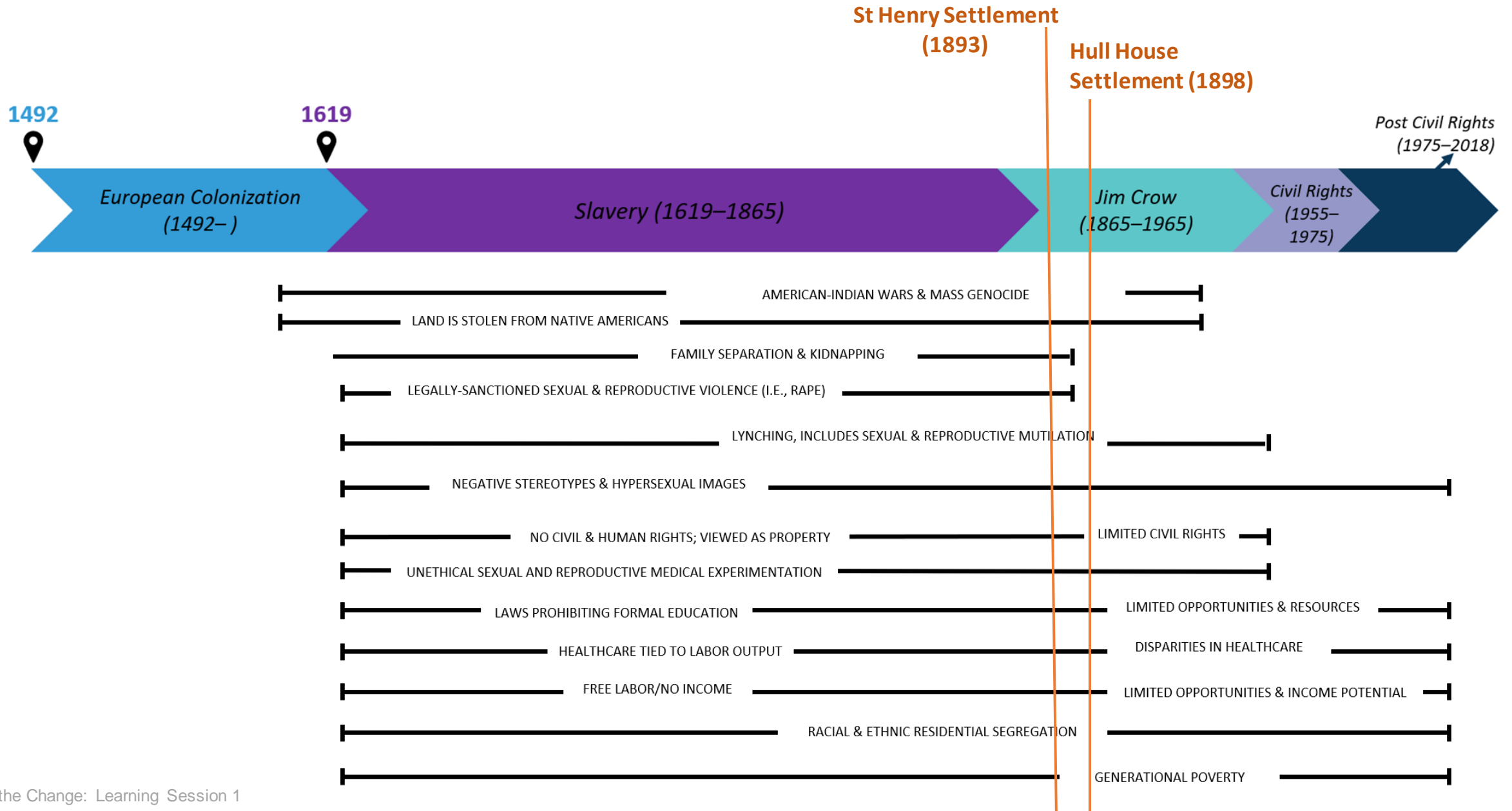
(n.) (phr.) "go back and fetch it"; we must look back to the past so that we may understand how we became what we are, and move forward to a better future

# Contextualizing Our Work

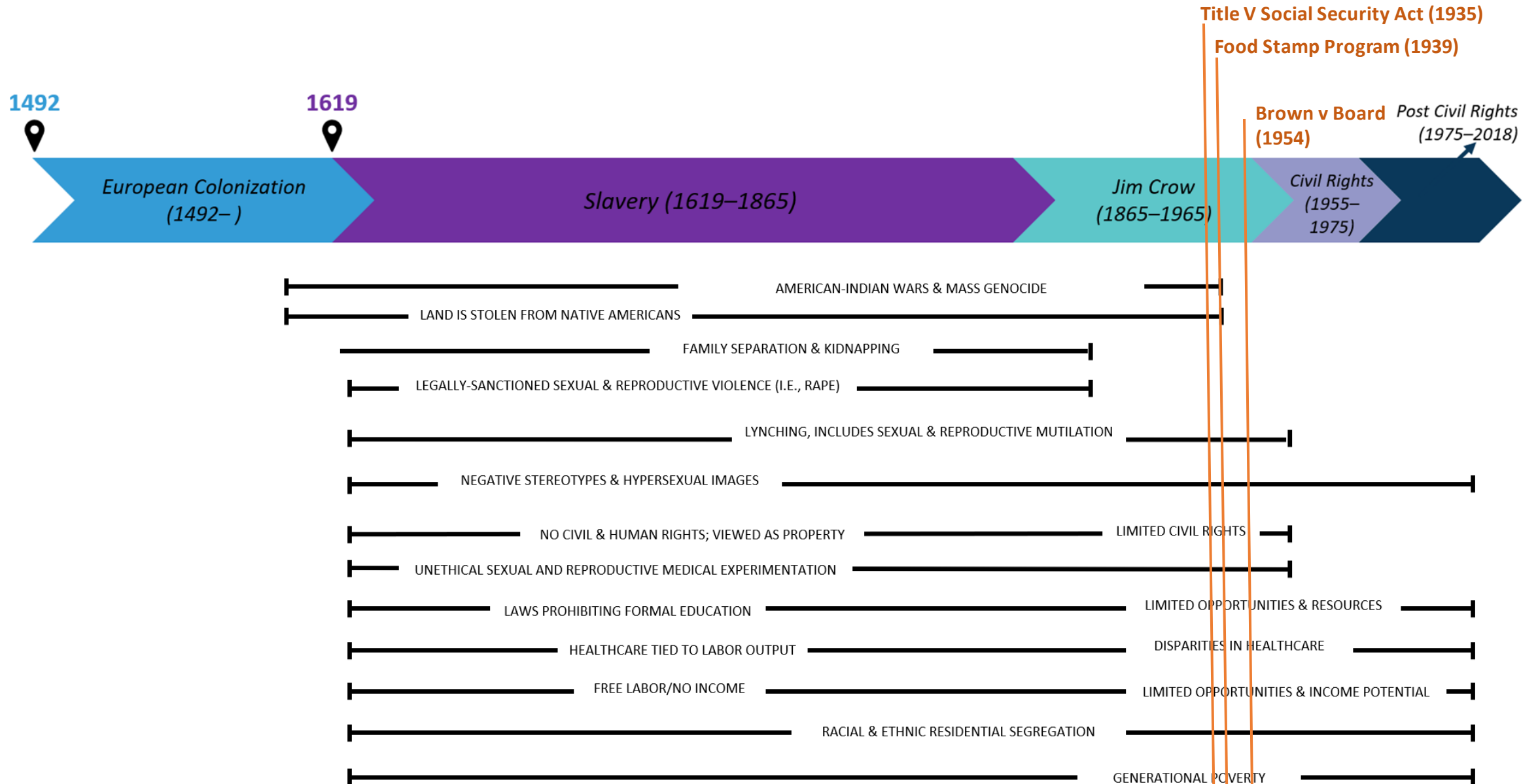




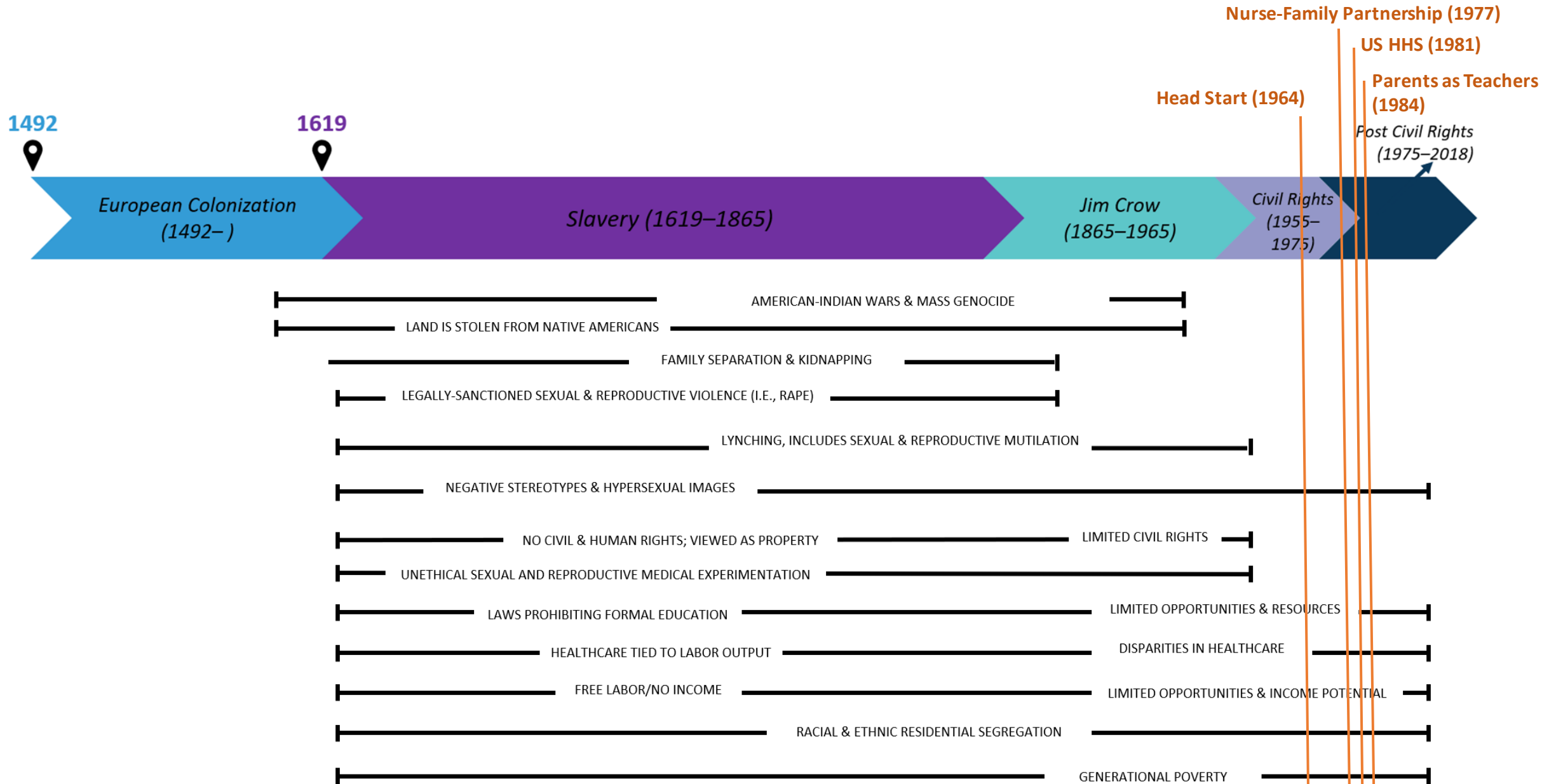
# With that history in the background, we overlay MCH...



# With that history in the background, we overlay MCH...

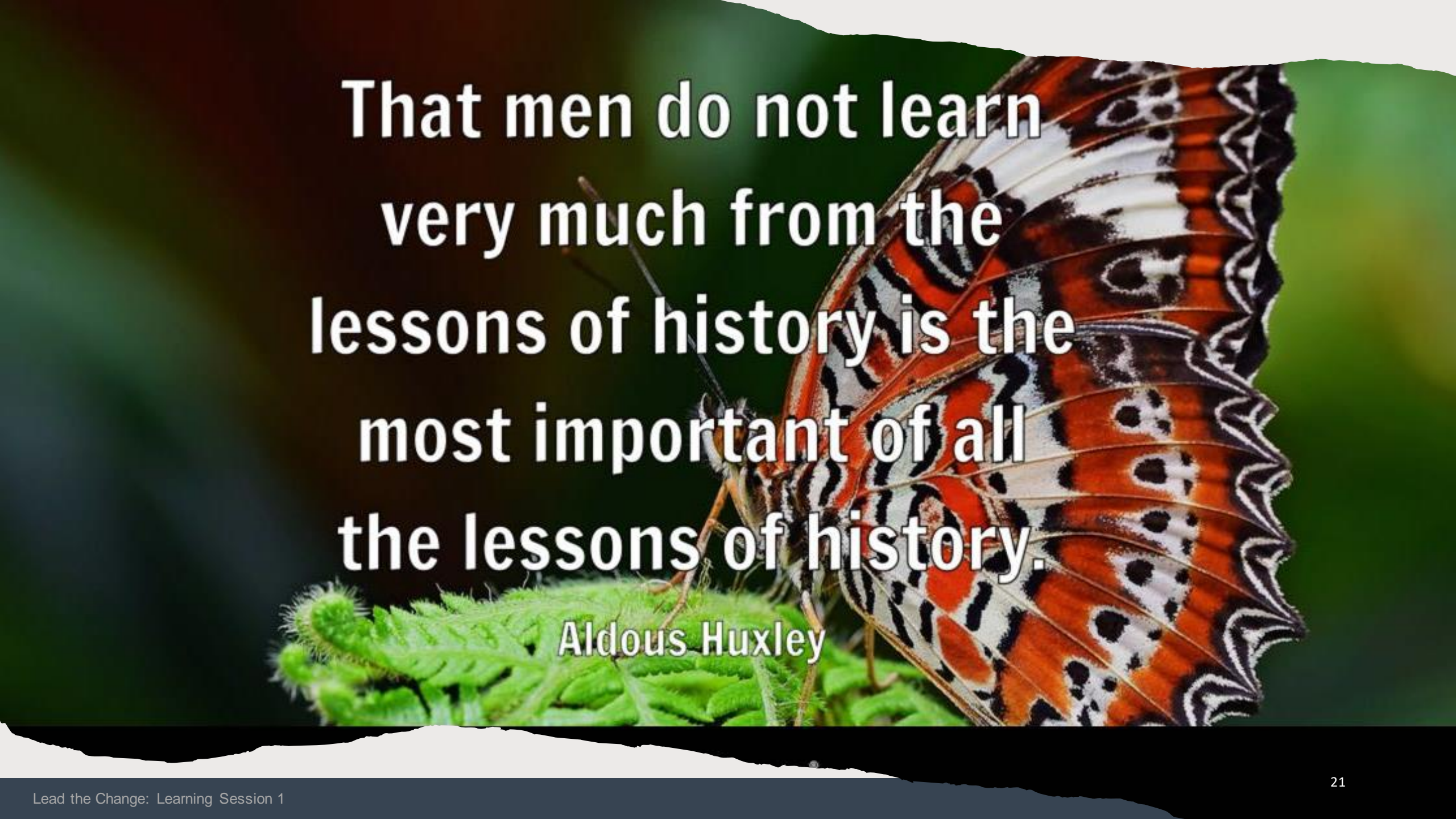


# With that history in the background, we overlay MCH...



# With that history in the background, we overlay MCH...



A close-up photograph of a butterfly with vibrant orange, black, and white wings, perched on a green leaf. The butterfly's wings are spread, showing intricate patterns of spots and stripes. The background is a soft, out-of-focus green.

**That men do not learn  
very much from the  
lessons of history is the  
most important of all  
the lessons of history.**

Aldous Huxley

A woman and a young child are sitting on a grey mat on a light-colored floor. They are both in a seated position with their legs crossed. Their hands are raised above their heads, palms facing each other. The woman is wearing a light blue tank top and a beige cardigan. The child is wearing a white t-shirt and dark shorts. The background is a plain, light-colored wall with a window or door frame visible on the left. The overall atmosphere is calm and focused.

# Deep Breath Check-in

# Using the Past as a Guide

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- Supports understanding how history has shaped the **systems** in which we live and work, as well as the **present-day inequities** experienced by families and staff
- Creates **foundation for meaningful change and reconciliation**. Use knowledge and understanding to inform our CQI work:
  - Provides context for meaningful community/family/workforce engagement
  - Helps us identify systems of advantage and disadvantage that are built into our workplaces – “where do we need to focus?”
  - Pushes us to consider solutions geared at root causes, not individual choices



# Pre-work: Community History



## Objective:

Learn the history of racism, oppression, equity, and justice in the community where your home visiting program is located and the impact on the experiences of families and staff and on maternal and child health outcomes.

## Prompts:

- How do you understand racism as the differential access to goods, services, opportunities, and resources of society by race over time through the lens of your community?
- In what ways have community systems disadvantaged Black families? Indigenous families? Families whose first language isn't English? What about white families? Wealthy families? Looking at key moments in your community's history, explore why that could be.
- Identify ways that maternal and early childhood policies and funding allocations have advantaged some communities while disadvantaging others
- What is the history of redlining in your community?
- What is the history and impact of Highway construction, industrial plants? What economic centers exist in your community?
- How have systemic racism and institutional barriers impacted maternal and child health outcomes and the workforce?
- In what ways has data been used to harm marginalized and oppressed communities in your service area?



# Tips for Getting Started

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*Although mindful that social policy and subsequent legislation do not always change the hearts of people, dialogue adds knowledge that in turn opens the opportunity for change. (Crewe & Gourdine, 2019)*

## Process

- Start at the beginning.
- Use reliable sources.
- Consider the time to address the context.
- Look for acts of resistance & resiliency.
- Utilize a team approach.

## Team Discussions

- Establish ground rules for safety and accountability in discussions.
- Schedule multiple meetings and time for reflection.
- What were you excited about learning?
- What are you worried about discovering?

# Key Points

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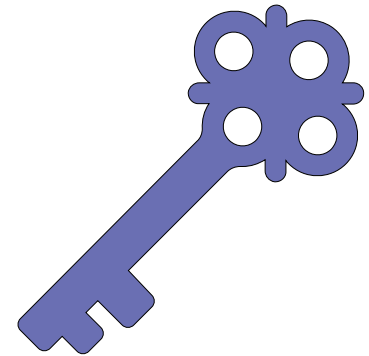
**What:** Begin drafting a Community History

**Why:** Learning more about a community's history will provide context to inform HV CollN project work and program management and CQI efforts beyond HV CollN

**How:** Use the Community History worksheet, involve the full team; Attend optional office hour on February 12 at 2PM ET

**When/Where:** Upload to your team's Box folder by February 27

**What comes next:** Identify one team member to share your learning in small groups at LS1





# Exploring Our Community's History

Carolina Health Centers, South Carolina

Shelly Nicholson and Melissa Amey

# Our Process/Approach

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- Divided the document by the different communities we serve
- Team members volunteered to explore different communities – started with staff who lived in the communities
- Team members brought compiled learning back to team meeting
- One team member compiled all learning into one document

In what ways have community systems disadvantaged Black families? Indigenous families?

- One system that greatly affected the residents of McCormick was the “Jim Crow” laws. This set of laws made it extremely difficult for black residents to obtain jobs, education, and housing. White families were able to access these resources without many difficulties. Many of the wealthy families in McCormick continue to hold on to their wealth today. The Jim Crows laws affected everyday life for black residents and made it difficult for them to progress. Currently the indigenous population in McCormick is very small due in large part to this county’s dark history with the natives long ago.

What is the history of racism in the community where your home visiting program is located?

- In Abbeville County alone, Freedmen’s Bureau records document 77 acts of racial violence against Black people within seven months in 1868—that amounts to a whipping, rape, shooting, or lynching once every three days. The 1916 lynching of a wealthy black landowner who was stabbed, dragged through town, hung from a tree and used for target practice — all in a dispute over cottonseed pricing — still lingers.

How do you understand racism as the differential access to goods, services, opportunities, and resources of society by race over time through the lens of your community?

- The rise of textile manufacturing in the South altered the economy and society of the region. The first cotton mill in Greenwood opened in 1890 with 75 workers. The labor was highly segregated as factory owners only hired white workers for decades.

# Building an Understanding of Historical Events

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On November 8, 1898, the Phoenix Election Riot broke out near Greenwood County when a group of local white Democrats attempted to stop a Republican election official from taking the affidavits of African Americans who had been denied the ability to vote. The race-based riot was part of numerous efforts by white conservative Democrats to suppress voting by blacks, as they had largely supported the Republican Party. The Republican Congressional candidate was [Rhett R. Tolbert](#). He came from a major planter family in the area. His brother Thomas P. Jr was collecting affidavits in Phoenix from African Americans who wanted to vote for Tolbert but had been prevented from doing so. Democrat Giels O. Ethridge, came from a polling place two miles away and confronted him. Ethridge was fatally shot; blacks were accused of killing him. White Democrats attacked Republican Thomas Tolbert and African Americans with him, wounding them seriously. (Tolbert later said that Ethridge was shot by his own people.) John R. Tolbert, their father, was also wounded, and he and another son Joseph fled to Charleston, where the senior Tolbert was US customs officer of the port. Violence took place throughout the Phoenix area for four days, with armed groups of whites coming from around the county to hunt down black suspects. A mob of 600-1000 armed white men had gathered in Phoenix before events ended. Several African American men were killed; at least six were lynched near Rehoboth Church. An inquest concluded their deaths were from "persons unknown".

# Impact

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- Led to vulnerable team conversation and sharing
- Realized not all staff knew about the history of the community → opportunity for continued professional development
- We now have a better understanding of history of racism in our community – and the continued impact
- Learned more about African American culture
- **Better able to serve our families with an open mind, being unbiased!**



# Tips

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- Involve your whole team
- Information might be hard to find – we explored what we could and then planned for digging deeper (find information through other sources like library records, historical monuments & museums, interviews with community members)
- Share information with the team after community history is complete and have a discussion; discuss how this information impacts their role as a home visitor serving families from these communities
- Involve families in these discussions, as appropriate



A woman and a young child are sitting on a grey mat on a light-colored floor in a bright room. They are both in a seated position with their legs tucked under them. Their hands are raised high above their heads, palms facing each other. The woman is wearing a light blue tank top and a beige cardigan, while the child is wearing a white t-shirt and dark shorts. The background shows a large window with white frames and a light-colored wall.

# Deep Breath Check-in

# Pre-work Objectives

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Pre-work is an important step in a learning collaborative that ensures your work is targeted and focused to work toward the overall collaborative aim. The pre-work activities for Learning Session 1 (LS1) allow teams to:

- Get organized to make the most of LS1
- Create opportunities for networking with your own team and other peers
- Begin planning for Action Period 1

# Tips for Completing Pre-work

- Pre-work is meant to be completed as a team
- Schedule a few short meetings to prepare or one longer meeting
- Have questions or need additional supports to complete? Don't hesitate to reach out!



# Pre-work

What:	Who:	When:	Why:
Register for LS1 <a href="#">here</a>	Everyone who is planning to attend the in-person learning session	<b>ASAP</b>	Help the HV CoIIN plan your accommodations for Learning Session 1.
Complete <a href="#">Readying Your Team Worksheet (Part 1)</a>	LIA CoIIN teams	<b>Prior to 2/8 ERH-PT Training</b>	Build a diverse team and establish relationships and norms to work together effectively.
Complete <a href="#">Community History Worksheet</a>	LIA CoIIN teams, Awardee CoIIN teams	<b>February 27</b>	Start the conversation about your team's areas of strength, and opportunities for improvement, when it comes to advancing health equity in your home visiting program.
Complete <a href="#">CQI Skills Assessment</a>	Each member of your Awardee/LIA CoIIN team	<b>February 27</b>	Assess knowledge and experience with Continuous Quality Improvement methods, skills, and tools to inform coaching, and LS and AP content.
Complete the <a href="#">ERH-PT Readiness Checklist</a> <i>(This will become available after 2/8)</i>	LIA CoIIN teams	<b>N/A - for internal use by each LIA</b>	Teams assess their readiness to use the ERH-PT. This will inform your team's focus during testing in Action Period 1.

# Next Steps & Important Dates

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## By Monday, you will receive:

- An email to join the HV CoIN Box folder. We will use Box to facilitate coaching, collaboration, and communication.
- An email with instructions to activate your account on the HV CoIN website. The HV CoIN website houses all project resources, tools, and meeting materials.
- Information to assist you as you make travel arrangements for the in-person Learning Session.

These communications will also include resources like how-to guides and video tutorials

## In February, we will host an optional Office Hour.

- Scheduled for Monday, February 12 from 2-3PM ET
- Join the optional office hour to:
  - Receive 1:1 tech support and/or
  - Discuss the community history activity

Email [hvcoiin@edc.org](mailto:hvcoiin@edc.org) if you do not see the invitation on your calendar

# Check-in & Reflections

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- What excites you about the information that you just heard?
- What questions are coming up for you so far?
- What additional support might you need?



# Evaluation

Please take a moment to fill out our brief evaluation – *Follow the link in the chat*

