



NATIONAL CENTER ON Early Childhood Quality Assurance

Office of Child Care Initiative to Improve the Social-Emotional Wellness of Children

December 15, 2020

2:00 p.m.– 4:00 p.m. ET



Welcome

Shannon Christian,
Director of the Office of Child
Care, Administration for Children
and Families, U.S. Department of
Health and Human Services



Introduction of Panelists

- ◆ **Jeanne VanOrsdal**, National Center on Early Childhood Quality Assurance
- ◆ **Ronna Schaffer**, Child Care State Capacity Building Center Infant/Toddler Specialist Network
- ◆ **Lise Fox**, National Center for Pyramid Model Innovations
- ◆ **Melody Redbird-Post**, National Center on Tribal Early Childhood Development
- ◆ **Katari Coleman**, National Center on Afterschool and Summer Enrichment
- ◆ **Neal Horen**, Center of Excellence for Infant and Early Childhood Mental Health Consultation
- ◆ **Andrew Williams**, Office Of Child Care

Agenda

- ◆ 2:00 p.m. Welcome and Context
- ◆ 2:10 p.m. Social-Emotional Wellness: Why This, Why Now?
- ◆ 2:15 p.m. Strategies
 - Common Social-Emotional Wellness Strategies
 - Relationship-Based Care for Infants and Toddlers Training-for-Trainers
 - The Pyramid Model
 - Perspective on Social-Emotional Strategies in Tribal Communities
 - Perspective from Out-of-School Time
 - Infant and Early Childhood Mental Health Consultation
- ◆ 3:15 p.m. Utilization Of Quality Dollars
- ◆ 3:30 p.m. New Resource Guide
- ◆ 3:40 p.m. Questions
- ◆ 3:55 p.m. Next Steps

Social-Emotional Wellness—Why This, Why Now?

- ◆ Effects of the pandemic on the social-emotional (SE) health of children, especially those experiencing multiple hardships, include the following:
 - Changes in routines
 - Long-term psychological effects, feelings of uncertainty, fear, and loss of control
 - Isolation from friends and extended family
 - Loss of family members
 - Access to health, community, and social supports
 - Increased stress of caregivers and families:
 - Financial insecurity and challenges in accessing basic needs
 - Tensions in relationships and domestic violence related to household confinement

Indicators of Trauma, Stress, Grief, or Loss

Infants and Toddlers

- ◆ Eating and sleeping disturbances
- ◆ Irritability, difficulty being soothed—or passivity
- ◆ Developmental milestone delays
- ◆ Defiant, withdrawn, or aggressive behavior

Preschoolers

- ◆ Regression of skills
- ◆ Sleep disturbances
- ◆ Engaging in traumatic play
- ◆ Decrease in social skills
- ◆ Hypervigilance

Sources: Sorrels, B. (2015). *Reaching and teaching children exposed to trauma*, pp. 20–24. Gryphon House.
National Child Traumatic Stress network. (n.d.). *Age-related reactions to a traumatic event*.
<https://www.nctsn.org/resources/age-related-reactions-traumatic-event>

Indicators of Trauma, Stress, Grief, or Loss

School-Age

- ◆ Difficulty with attention
- ◆ Mood swings and withdrawn or aggressive behavior
- ◆ Fights with peers or adults
- ◆ Wants to be left alone
- ◆ Frequent headaches or stomach upsets
- ◆ Regressive behaviors

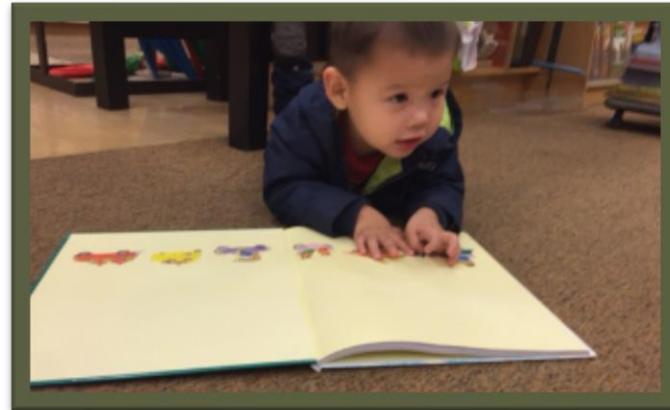
Adults

- ◆ Difficulty responding to children in healthy ways
- ◆ Increased chance of the following:
 - Social risk factors
 - Mental health issues
 - Substance abuse
 - Intimate partner violence

Source: Children's Bureau. (2014). *Parenting a child who has experienced trauma*. U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.childwelfare.gov/pubPDFs/child-trauma.pdf>

Ways to Support Children Impacted by Trauma

- ◆ Attachment
- ◆ Routines
- ◆ Emotional literacy
- ◆ Validation of feelings
- ◆ Continuity of care
- ◆ Cultural and linguistic responsiveness
- ◆ Utilization of formal SE wellness strategies



Poll Questions 1 and 2

- ◆ Is your state, territory or tribe currently implementing a social-emotional wellness child care initiative to support children, families and, providers? (Choose all that apply.)
 - Yes, for children
 - Yes, for families
 - Yes, for providers
 - No, not at this time

- ◆ Is your social-emotional wellness initiative accessible statewide and available to all providers?
 - Yes
 - No

Common Social-Emotional Wellness Strategies

Jeanne VanOrsdal, National Center on Early Childhood Quality Assurance

Common Strategies to Support Young Children

- ◆ Implementation of a social-emotional learning program
- ◆ Adoption of a positive behavior intervention and support framework
- ◆ Embedding of social-emotional indicators within quality rating and improvement systems
- ◆ Inclusion of social-emotional development within early learning guidelines



Strategies to Support Child Care Providers

- ◆ Increased access to infant-early childhood mental health consultants
- ◆ Use of child care health consultants to support developmental surveillance or screening in early childhood settings
- ◆ Increased access to coaches who can support responsive relationship-based care



Strategies to Support Child Care Providers

- ◆ Professional development on the use of social-emotional screening tools
- ◆ Incorporation of social-emotional professional development aligned with health and safety training requirements
- ◆ Integration of responsive caregiving and relationship-based care training and professional development
- ◆ Support of trauma-responsive training for early childhood professionals



Strategies to Support Child Care Providers



- ◆ Creation and adoption of a social-emotional toolkit for use by early childhood professionals
- ◆ Identification and alignment of social-emotional measurement strategies across initiatives and organizations
- ◆ Ensure that core knowledge and competencies for the early childhood workforce include a focus on understanding of best practices to support social-emotional development

Relationship-Based Care for Infants and Toddlers: A Training for Trainers

Ronna Schaffer, State Capacity Building Center
Infant/Toddler Specialist Network

Training for Trainers Objectives

- ◆ Deepen your understanding of how to support infant/toddler development and learning in child care settings.
- ◆ Explore the Program for Infant/Toddler Care's (PITC) six essential program practices for relationship-based care.
- ◆ Consider approaches to training and technical assistance and support needed for implementation efforts.

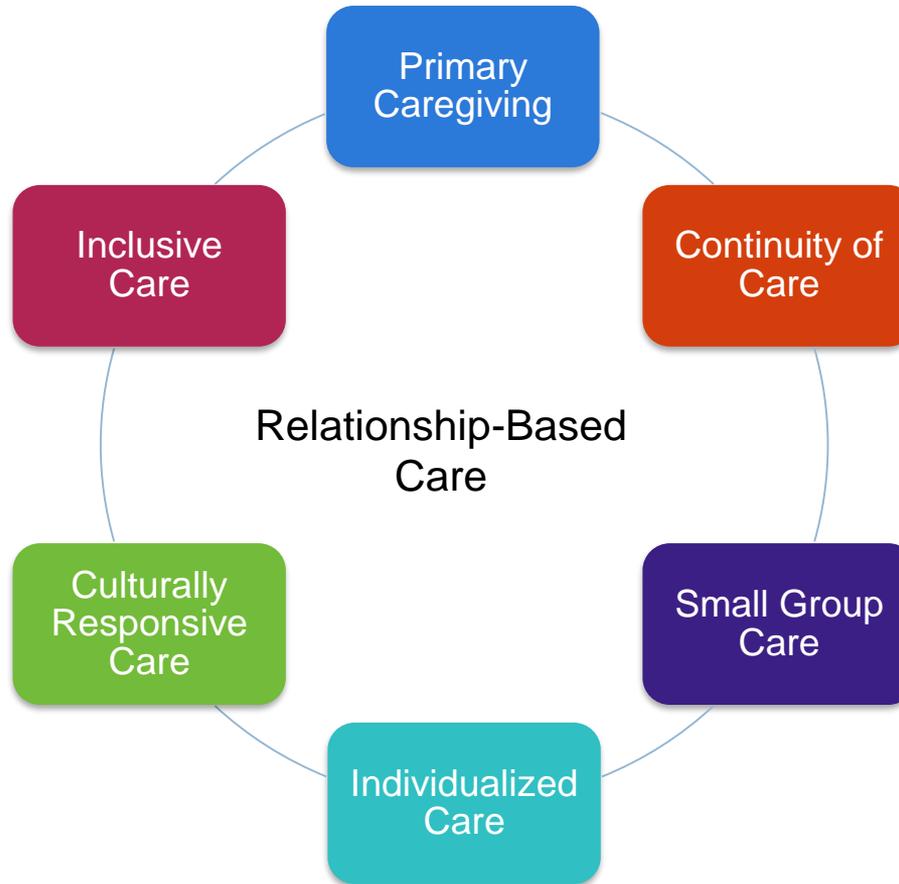
The Importance of Early Relationships

“If you set out to describe a baby, you will find you are describing a *baby and someone*. A baby cannot exist alone but is essentially part of a relationship.”



Source: Winnicott, D. W. (1964). *The child, the family, and the outside world*, p. 88. Perseus Publishing.

PITC's Six Essential Program Practices



Source: Lally, J. R., & Mangione, P. L. (n.d.). *About the Program for Infant/Toddler Care*. WestEd; California Department of Education. Retrieved March 10, 2020, from <https://www.pitc.org/about>

Setting the Stage for Relationships

The six program practices create an opportunity for responsive interactions which can lead to deep, nurturing relationships between children and caregivers, caregivers and families, among the children themselves, and between caregivers.



The Pyramid Model

Lise Fox, National Center for Pyramid Model
Innovations



Implementing the Pyramid Model to Support the Social and Emotional Wellness of Children, Families and Providers

Lise Fox, Ph.D.
University of South Florida

National Center for
**Pyramid Model
INNOVATIONS**

ChallengingBehavior.org

Why the Pyramid Model?

- ◆ Link between social-emotional competence in the early years and school and life outcomes
- ◆ Impact of trauma on young children
- ◆ Impact of COVID-19 on children, families and providers
- ◆ Use of harsh and exclusionary discipline practices that negatively impact children's long-term outcomes



Developed by Faculty Associated with...



**Center on the Social and Emotional
Foundations for Early Learning**

www.vanderbilt.edu/csefel/



**Technical Assistance Center
on Social Emotional Intervention**



www.challengingbehavior.org

Pyramid Model Faculty

- Early Childhood
- Early Childhood Special Education
- Autism
- Behavior Intervention
- Mental Health
- Infant and Early Childhood Mental Health Consultation
- Implementation Science

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NCPMI

About - Pyramid Model - Implementation - Training & Technical Assistance - Pyramid Nation

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National Center for Pyramid Model INNOVATIONS

When great efforts come together, amazing things happen. [About Us](#)

The National Center for Pyramid Model Innovations

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.

[About Us](#)

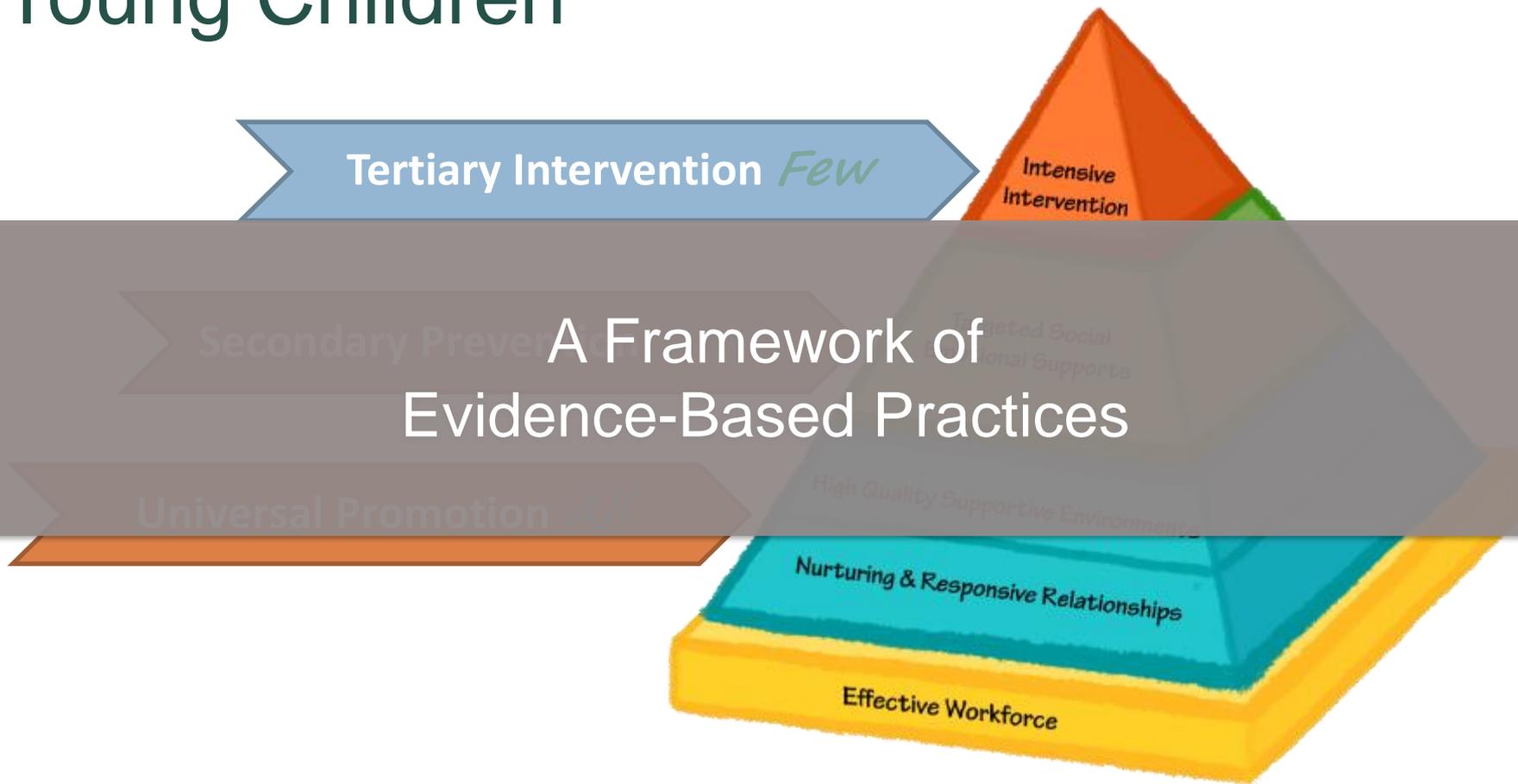
New to the Pyramid Model?

Get the basics on the Pyramid Model. [See It Here](#)

What We Built



Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children



Promoting Infant and Young Children's Social Emotional Competence



Pyramid Model



Universal Promotion *All*

It's All About Relationships

- ◆ Relationships between children
- ◆ Relationships between staff and families
- ◆ Relationships between staff and children



Designing Supportive Environments: The Power of Prevention

- ◆ Children are engaged.
- ◆ Children know the routines and expectations.
- ◆ Adults have time to have meaningful conversations with children.

This means children are less likely to have challenging behaviors.



Pyramid Model



Strategies for Teaching Social-Emotional Skills to All Children

- ◆ Friendship skills
- ◆ Emotional literacy
- ◆ Self-regulation
- ◆ Social problem solving



Pyramid Model



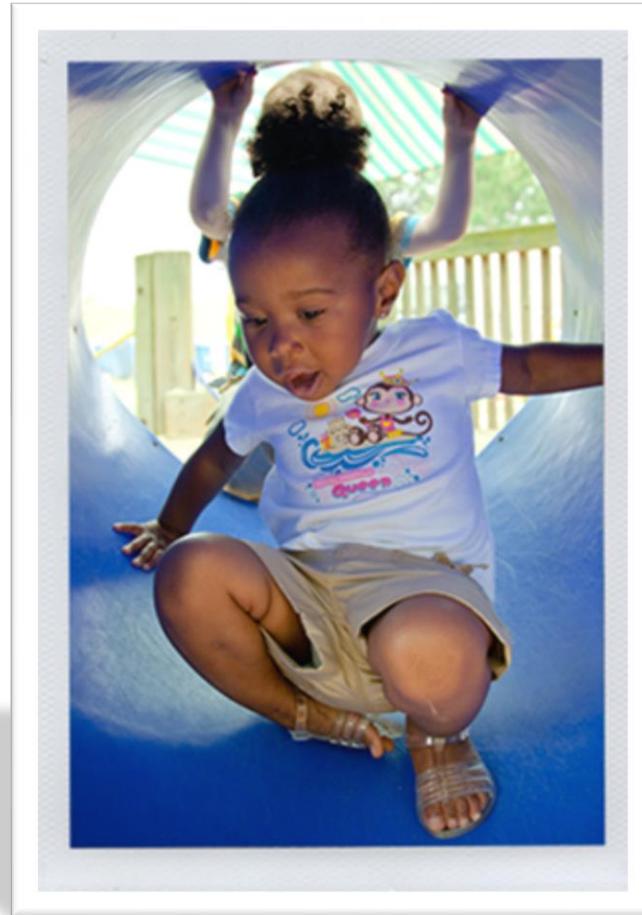
A Process for
Addressing the
Social-Emotional
Needs of Children
When the Other
Tiers Are Not
Enough



Successful
Pyramid Model
Teachers Feel
Connected,
Confident, and
Competent



What We Learned



Changing Practice

- ◆ Training alone is inadequate
- ◆ Coaching is necessary for translation of training to practice with children and families
- ◆ Focus of coaching is fidelity of implementation
- ◆ Administrative support and systems change necessary for sustained implementation
- ◆ Data decision-making systems are necessary for ensuring targeted program, practitioner, and child outcomes

Institute of Education Sciences

- ◆ R324A07212: Examining the Potential Efficacy of a Classroom-Wide Model for Promoting Social-Emotional Development and Addressing Challenging Behavior in Preschool Children With and Without Disabilities
- ◆ R324A120178: Examining the Efficacy of a Classroom-Wide Model for Promoting Social Emotional Development and Addressing Challenging Behavior in Preschool Children With or At-Risk for Disabilities

Results

- ◆ Reduction of child challenging behavior for **children with challenging behavior**
- ◆ Improvement of observed social interaction skills for **children with challenging behavior**
- ◆ Improvement in ratings of social-emotional skills for **children with challenging behavior**
- ◆ Improvement in ratings of social-emotional skills for **all children in the classroom**

Program Reported Outcomes

- ◆ Improvements in classroom quality
- ◆ More intentional instruction around social skills and emotional competencies
- ◆ Improved capacity to address challenging behaviors
- ◆ Better relationships with families
- ◆ Decrease in problem behaviors, increase in social skills, and decrease in overall disruptive behaviors
- ◆ Elimination of the use of exclusionary discipline
- ◆ Increases in child engagement in learning opportunities

Where We Are Now



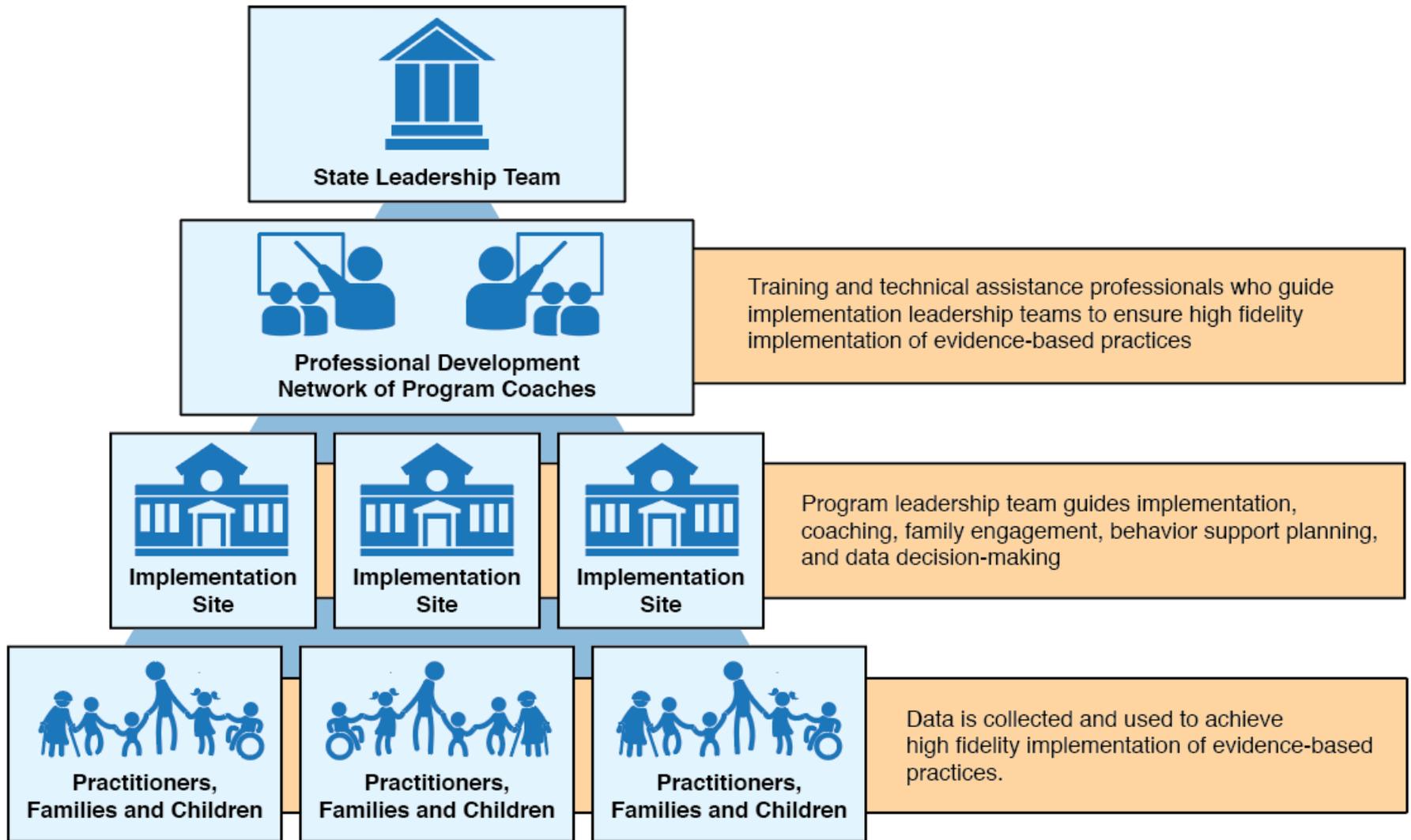
Implementation Science: The “What” and “How”

- ◆ Stages (2–4 years)
- ◆ Implementation teams
- ◆ Buy-in and readiness
- ◆ Drivers (for example, leadership and competence)
- ◆ Goal is **high fidelity implementation of the pyramid model**



Capacity Building

1. State leadership team
2. Professional development network
3. Implementation programs
4. Data for decision-making



Program-Wide Implementation Guided by the Leadership Team



Components of Program-Wide Implementation

1. Establish a leadership team
2. Ensure staff buy-in
3. Promote family engagement
4. Establish program-wide expectations
5. Develop and implement a plan for professional development and staff support
6. Develop procedures to identify and respond to individual children's social, emotional, and behavioral support needs
7. Monitor implementation and outcomes

Comprehensive Model

- ◆ Training practitioners
 - Preschool classroom practices
 - Infant/toddler classroom practices
 - Addressing challenging behaviors
- ◆ Training program-wide leadership teams
 - Implementation process
 - Data decision-making
 - Providing practice-based coaching
 - Using classroom observation tools—TPOT, TPITOS
 - Guiding behavior intervention planning

Considerations in Implementation

Equity

COVID-19

Trauma-
Informed
Care

Inclusion

Partnerships
with
IECMHC

Getting Started



Join Statewide Implementation

- ◆ Use the *Developing Integrated Strategies to Support the Social and Emotional Wellness of Children, Families and Providers Resource Guide* to identify a state lead for the state initiative (32 states).
- ◆ Join the cross-sector state team focused on building capacity through training, technical assistance, and collaborative systems development.

Integrate Pyramid Model Initiative

- ◆ Integrate into current professional development and quality initiatives
- ◆ Train practitioners and programs in pyramid model practices
- ◆ Provide practice-based coaching to support implementation fidelity

Allocate Resources for Training and Technical Assistance

Statewide efforts have been funded through the following:

- ◆ Child Care and Development Fund (CCDF) quality dollars
- ◆ Title 1
- ◆ Early Childhood Mental Health
- ◆ State preschool
- ◆ Foundations
- ◆ Individuals with Disabilities Education Act, Section 619
- ◆ Legislative allocations

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[Start Here](#)

Need help implementing the Pyramid Model?



The Consortium
can **HELP!**



THE
PYRAMID MODEL
CONSORTIUM

www.pyramidmodel.org

Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.
Project officer, Sunyoung Ahn.



Perspectives on Social-Emotional Strategies in Tribal Communities

Melody Redbird-Post, National Center on Tribal Early Childhood Development

Implementation in Tribal Child Care

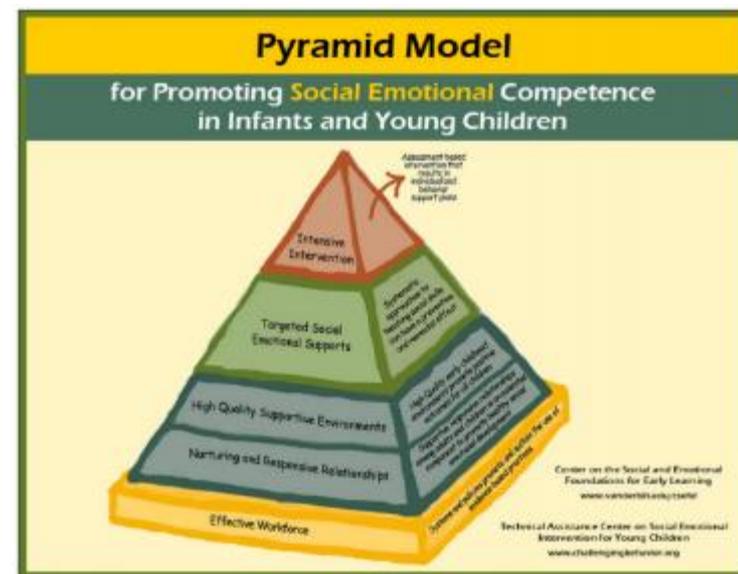


Social-emotional supports for child care providers can be funded through CCDF quality dollars if identified as a quality activity in the Tribal CCDF Plan.

- They can be used in all provider settings, including tribally operated centers.
- They provide a framework for teachers to work with families.
- Many resources are available online.

Implementation in Tribal Child Care

- ◆ Shared as a resource with center-based and family child care home providers
- ◆ Participate in train-the-trainer opportunities
- ◆ Component of a trauma-responsive approach

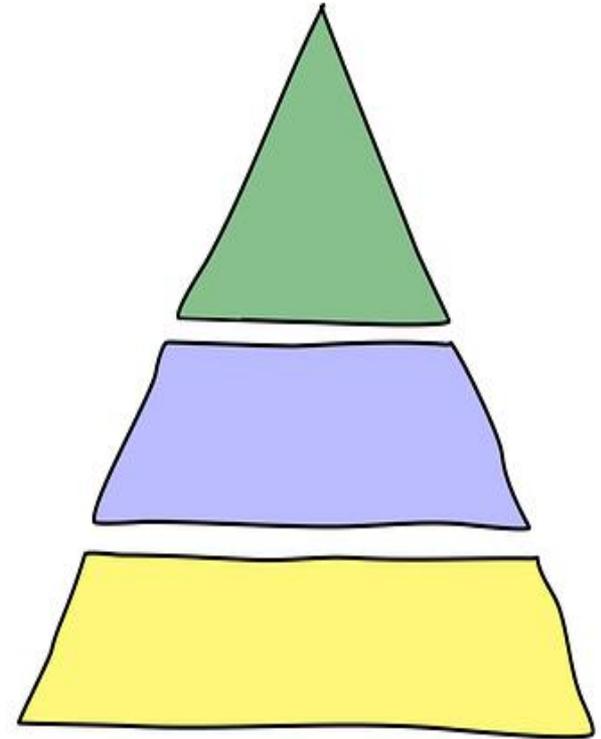


School-Age and Out-of-School Time Social-Emotional Learning Models

Katari Coleman, National Center on Afterschool
and Summer Enrichment

Positive Behavior Intervention and Supports (PBIS)

- ◆ Connected to the pyramid model
 - Developing nurturing and responsive relationships
 - Creating positive learning environments and opportunities
 - Promoting targeted social-emotional skills
 - Supporting children with challenging behaviors
- ◆ Practices based on teaching and modeling proper behaviors
- ◆ Clearly defined expectations and goals through lessons that are created to teach and model expected behaviors
- ◆ Use of data collected through the tiers that identify behavior learning needs and trends

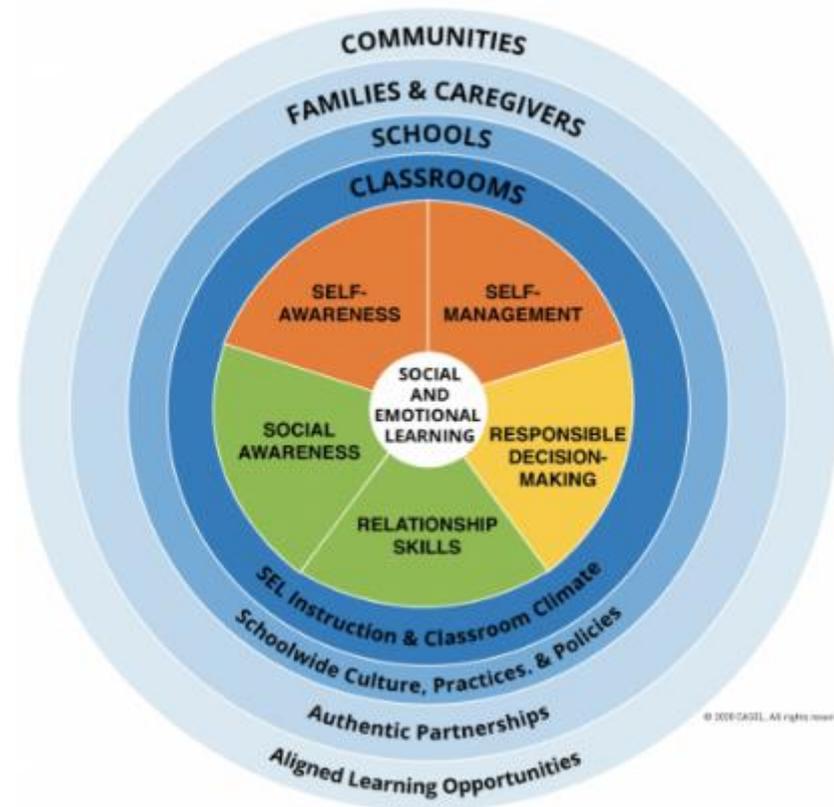


OregonAsk, & Northwest PBIS. (n.d.). *Positive behavior interventions and supports: Basics for afterschool programs*. http://naaweb.org/images//PBIS-in-Afterschool-Handbook_final.pdf

Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Framework

The CASEL SEL Framework addresses five broad, interrelated areas of competence and examples for each: **self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.**

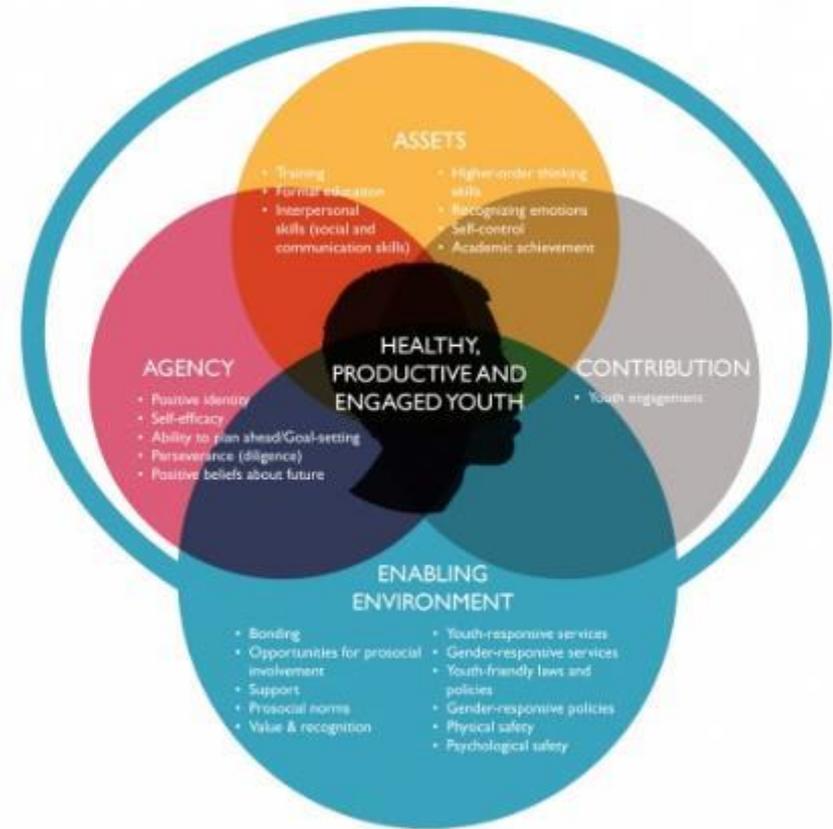
It can be taught and applied at various developmental stages and across diverse cultural contexts to articulate what children should know and be able to do for academic success, school and civic engagement, health and wellness, and so on.



CASEL. (2020). CASEL's SEL framework: What are the core competence areas and where are they promoted?
<https://casel.org/wp-content/uploads/2020/10/CASEL-SEL-Framework-10.2020-1.pdf>

Positive Youth Development (PYD) Principles

- ◆ Focus on strengths and positive outcomes
- ◆ Youth and voice engagement
- ◆ Strategies that involve all youth
- ◆ Community involvement and collaboration
- ◆ Long-term commitment



Sources: ACT for Youth Center for Community Action. (n.d.). *Principles of positive youth development.*

http://www.actforyouth.net/youth_development/development/

YouthPower 2. (n.d.). *Positive youth development (PYD) framework.* <https://www.youthpower.org/positive-youth-development-pyd-framework>

Infant and Early Childhood Mental Health Consultation

Neal Horen, The Center of Excellence for Infant and Early Childhood Mental Health Consultation

Setting the Stage—What Research Shows

Experiences early on can impact how our children learn.

x 3.5

Higher preschool
expulsion rates
than K-12

x 10

Expelled or suspended
young students are
more likely to drop out
of high school,
experience academic
failure, have negative
school attitude

x 8

Expelled or
suspended young
students are more
likely to be
incarcerated later
in life

Sources: Yale University Child Study Center, Journal of Educational Psychology, American Psychological Association

Children of Color Are Disproportionately Affected

African American Children **18%**

Of all preschoolers
enrolled

42% Suspended

48% Suspended multiple
times

American Indian / Alaska Native, or AI/AN Children **0.5%**

Of all preschoolers
enrolled

2% Suspended

3% Expelled

Source: U.S. Department of Education Office for Civil Rights

Caregivers Need Tools and Support for Our Little Ones

Only 1 in 5

Preschool teachers have received specific training on facilitating children's social and emotional growth in the past year



Only 34%

Teachers believe they have the necessary skills to meet their students' mental health needs



Only 23%

Preschool programs have onsite or scheduled visits from mental health professionals



Sources: U.S. Department of Health and Human Services, U.S. Department of Education, School Psychology Quarterly Study, Child Mind Institute's 2016 Children's Mental Health Report

Definition of IECMHC

- ◆ IECMHC is a **prevention-based** approach that pairs a mental health consultant with adults who work with infants and young children in the different settings where they learn and grow, such as child care, preschool, home visiting, early intervention, and their homes
- ◆ Mental health consultation is not about “fixing kids,” nor is it therapy.
- ◆ Mental health consultation equips caregivers to facilitate children’s healthy social and emotional development.
- ◆ It focuses on equity and partnering with caregivers.

Benefits of IECMHC

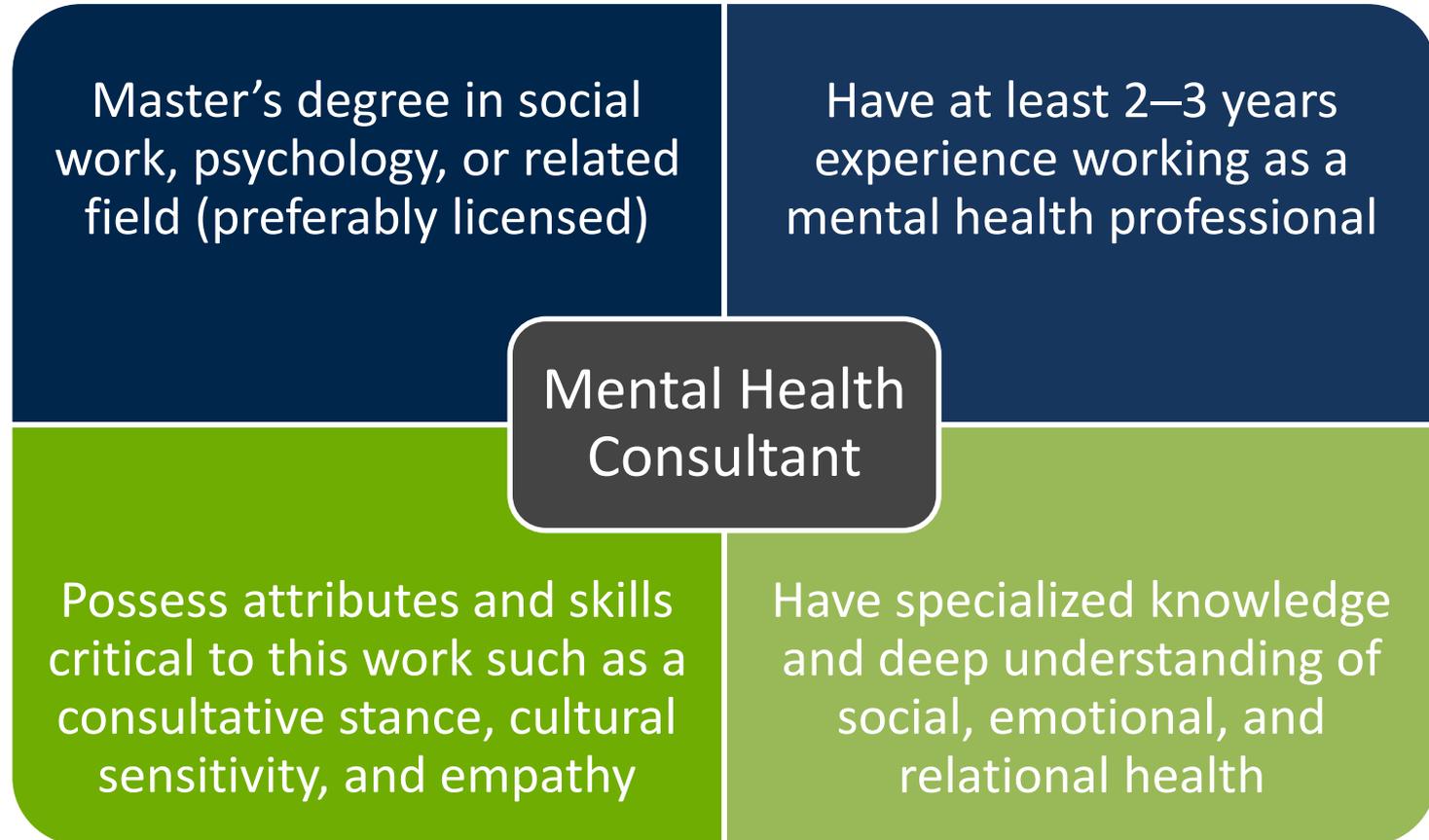
IECHMC is an approach that is backed by evidence for the following:

- Improving children's social skills
- Reducing child externalizing behaviors
- Preventing preschool suspension and expulsion
- Improving child-adult relationships
- Reducing provider stress, burnout, and turnover
- Improving adult self-efficacy



IECMHC Workforce

Mental Health Consultant Skills and Education



The Workforce

Consultant Knowledge

- Child development
- Typical and atypical behaviors, including the following:
 - Attachment
 - Separation
- Medical and genetics information
- Cultural understanding
- Treatment alternatives
- Family systems
- Early childhood systems
- Adult learning principles

Skills and Experience

- Ability to work in group settings
- Observation, listening, interviewing, and assessment
- Sensitive to community attitudes and strengths
- Cultural competence
- Respect for diverse perspectives
- Ability to communicate
- Familiar with interventions and treatments

IECMHC Competency Categories

- ◆ The role of the consultant
- ◆ Foundational knowledge
- ◆ Equity and cultural sensitivity
- ◆ Reflective practice
- ◆ Child and family focused consultation
- ◆ Classroom and home focused consultation
- ◆ Programmatic consultation
- ◆ Systems-wide orientation

Note: These align with Alliance of Infant Mental Health Competencies but are not the same.

Elements of a Workforce Development Plan

A complete workforce development plan includes five key components:

- Orientation training
- IECMHC service delivery program (or model) training
- Skill building and development
- Ongoing professional development and training
- Reflective supervision

The Evidence Base

IECMHC Evaluation

- Assessment
 - Theory of change
 - What we know so far
-

Does It Work?

IECMHC has been shown to

- improve children's social skills,
- promote healthy relationships,
- reduce challenging behaviors,
- reduce the number of suspensions and expulsions,
- improve classroom quality, and
- reduce provider stress and turnover.

Examples of Measures Used for IECMHC

- Child Level Outcomes
 - Strengths: Devereux Early Childhood Assessment
 - Problem Behaviors: Child Behavior Checklist
- Adult Outcomes
 - Self-Efficacy: Teacher Opinion Survey
- Dyadic Outcomes
 - Relationship: Arnett Caregiver Interaction Scale
- Classroom Outcomes
 - Classroom Quality: the CLASS, the CHILD

What Do We Know About Equity?

- Not nearly enough (Albritton et al., 2018).
- IECMHC may have a larger positive effect for the educators of African American and Latino boys than for educators of their White peers (Shivers, Farago, Guimond, & Steier, manuscript in preparation).
- Only for boys of color did the alliance predict key outcomes ... (Davis et al., 2018).

IECMHC and Pyramid Model

IECMHC and the Pyramid Model Have Similar Goals

Both

- focus on the critical importance of positive relationships in the early years of a child's development,
- build the capacity of professionals and families, and
- support children's social-emotional development.

How Do Consultants and Coaches Work Together?

- Multiple lenses are beneficial.
- Children's behaviors and life circumstances are complicated; multiple perspectives and areas of expertise are needed.
- Coaches can get stuck too!
- Complementary approaches can be used.

IECMHC in an Early Childhood System

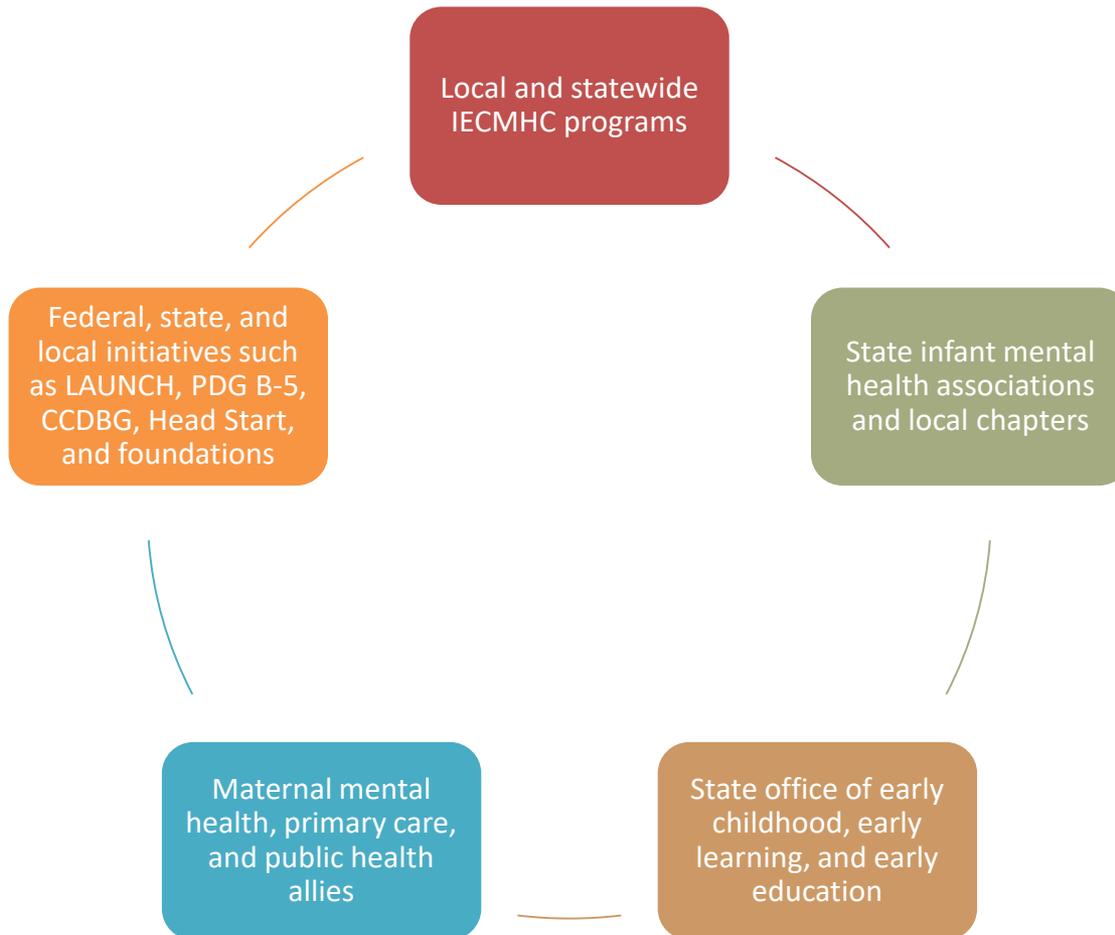
Early Childhood Systems

Babies Need...



Source: Zero to Three. (n.d.). *Building strong foundations: Advancing comprehensive policies for infants, toddlers, and families*. <https://www.zerotothree.org/resources/series/building-strong-foundations-advancing-comprehensive-policies-for-infants-toddlers-and-families>

Partnerships for IECMHC work



IECMHC and Systems

- Identified as a promotion and prevention strategy
- Core components of an IECMHC system:
 - Collaborative and strategic partnerships
 - Implementation planning
 - Workforce development
 - Data-driven approaches
 - Strategic financing

Source: The Center of Excellence for Infant and Early Childhood Mental Health Consultation. (n.d.). *Center of excellence for infant and early childhood mental health consultation: Overview of the IECMHC approach within the early childhood system.* <https://iecmhc.org/documents/overview-iecmhc-approach-within-early-childhood-system.pdf>

Financing

Typical Funding Streams

- State general funds
 - Local departments of education
 - Tobacco or other specialized tax dollars
- Federal block grants
 - CCDBG
 - Title V
- Federal grant programs
 - Project LAUNCH
 - MIECHV
- Foundations, whether private or philanthropic

<https://www.iecmhc.org/>

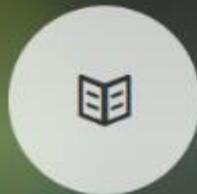
Georgetown University Center for Child and Human Development Georgetown University



CENTER OF EXCELLENCE FOR
Infant & Early Childhood
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Supporting IECMHC to **ADVANCE** and **IMPACT** the mental health of young children, their families and staff in early childhood settings across the country.



ACCESS
OUR RESOURCES



REQUEST
TECHNICAL ASSISTANCE



JOIN THE VIRTUAL
IECMHC COMMUNITY

Thank You!
Connect with Us!

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IECMHC@Georgetown.edu
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Use of Quality Dollars

Andrew Williams, Office of Child Care

Appropriate Use of Quality Funds

- ◆ Lead Agencies are required to provide quality improvement activities. Activities should be aligned with statewide needs assessment.
- ◆ The law designated set-asides, or percentages of funding that must be set aside for use on specific topics, such as quality improvement and infant/toddler care.
- ◆ The following table describes the phase-in of these set-asides.

Type of Set-Aside	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020 (& ongoing)
State and Territory Quality set-aside	7%	7%	8%	8%	9%
State and Territory Infant and toddler set-aside	-	3%	3%	3%	3%
State and Territory Total quality set-aside	7%	10%	11%	11%	12%
All Tribal Lead Agencies Quality set-aside	-	4%	7%	7%	8% (FY 2022 increase to 9%)
Tribal Lead Agencies Infant and toddler set-aside (Tribes with medium and large allocations)	0%	0%	0%	3%	3%

Source: CCDBG Act of 2014 658G(a)(2).

CCDF Quality Activities



Other quality improvement activities can be implemented that improve the quality of child care services provided, so long as outcomes related to the improvement of provider preparedness, child safety, **child well-being**, or entry to kindergarten can be measured.

Poll Questions 3 and 4

- ◆ Where is your state, territory, or tribe in thinking about this work?
 - Excited to start exploring
 - Engaged in planning
 - Piloting an initiative
 - Partially implementing
 - Fully implementing
- ◆ Would you be interested in receiving technical assistance or joining a community of practice related to the following?
 - Pyramid model implementation
 - IECMHC implementation
 - Relationship-based care training-for-trainers
 - School-age implementation

Coming Soon: A Series of Resources

- ◆ A Stage-Based Framework for Implementing a Social and Emotional Wellness Strategy for Children, Families, and Providers
- ◆ The Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children
- ◆ Infant and Early Childhood Mental Health Consultation (IECMCH)
- ◆ Relationship-Based Care for Infants and Toddlers: A Training for Trainers Professional Development Strategy
- ◆ Social and Emotional Strategies for School-Age Children
- ◆ Integrating Social-Emotional Supports as Part of the Child Care and Development Fund Quality Activities

More Resources

- ◆ Landscape of IECMH Consultation Implementation
- ◆ Examples of Social and Emotional Development in State QRIS Standards
- ◆ Pyramid Model Resources
- ◆ IECMHC Resources
- ◆ General Social and Emotional Wellness Resources

QUESTIONS

Next Steps—Accessing Technical Assistance

- ◆ **National Center on Early Childhood Quality Assurance**
 - QualityAssuranceCenter@ecetta.info
- ◆ **National Center on Afterschool and Summer Enrichment**
 - ncase@edc.org
- ◆ **National Center on Health, Behavioral Health, and Safety**
 - health@ecetta.info
- ◆ **National Center on Tribal Early Childhood Development**
 - nctecd@ecetta.info
- ◆ **National Center for Pyramid Model Innovations**
 - <https://www.ChallengingBehavior.org>
- ◆ **Child Care State Capacity Building Center Infant/Toddler Specialist Network**
 - CapacityBuildingCenter@ecetta.info
- ◆ **Center of Excellence for Infant and Early Childhood Mental Health Consultation**
 - <https://www.iecmhc.org/>



THANK YOU

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