

Early Childhood Iowa receives funding that is to be used for professional development activities to support and strengthen the comprehensive early childhood system. Input is provided by the ECI Professional Development Component Group regarding needs for the system. Primarily, these funds are applied towards activities that support the entire state and could not happen at a local level. All projects are aligned with the ECI Strategic Plan and support professional development activities across the areas of early learning; family support; health, mental health, and nutrition.

In FY '19, the funding was \$920,095 which included the allocation for professional development activities and additional funding from the ECI State Office administration funding. Funded projects included the Iowa Family Support Credential; Infant and Toddler Mental Health; Early Childhood Positive Behavioral Interventions and Supports (EC-PBIS); T.E.A.C.H. Early Childhood® IOWA Scholarships and Child Development Association (CDA) support; Child Care WAGES® IOWA; Child Care Nurse Consultant; and overall professional development coordination.



INFANT AND EARLY CHILDHOOD MENTAL HEALTH

IDPH continued to support implementation of Iowa's Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health Endorsement®, and promoted a children's mental health system that values and encourages professional competency in infant and early childhood mental health. The 2018-2019 ECI PD funds allocated were used to support a full-time staff position to coordinate training opportunities, provide leadership for Iowa's implementation team, advocate for early childhood mental health professional development within existing Iowa initiatives, and ensure adequate support for the Iowa Association for Infant and Early Childhood Mental Health (IAIECMH).

Funds also supported a part-time (20 hours/month) experienced Endorsement Coordinator to assist professionals in completing their applications for Endorsement; monthly Reflective Supervision/Consultation sessions for early childhood professionals; seven in-person professional development training opportunities; and one web-based training.

Trainings provided with ECI PD funds this year include the following:

- *Infant/Early Childhood Mental Health track at the annual Prevent Child Abuse Iowa Conference (estimated attendance of 30 professionals per session) – the following sessions were offered on May 6th – 7th, 2019:*
 - *The Tiniest Victims of the Opioid Crisis*, presented by Tara Sundem
 - *The Effects of Trauma on the Brain and Body*, presented by Matthew Vasquez
 - *A Child's Body Won't Forget Trauma*, presented by Marty Wallace
 - *Teacher-Child Interaction Therapy (TCIT)*, presented by Kelli Slagle
 - *Infant and Early Childhood Mental Health Consultation*, presented by Linda Delimata and Rhonda Rairden-Nelson
- *Parent Insightfulness into the Inner World of the Child (84 participants)*
 - Held on June 20th, 2019, - presented by David Oppenheim, PhD
Dr. Oppenheim discussed parent insightfulness as well as related constructs from Bowlby's attachment theory, measures of these constructs as well as research findings, and their role in work with children and families.
- *Sing. Play. Love. (20 participants)*
 - Held on July 27th, 2019, - presented by Dr. Anne Meeker
This training was primarily targeted to early care and learning providers, although it was open to all early childhood professionals. Participants explored positive ways to support children's social and emotional development through the use of music and dance, strategies to establish productive relationships with families, and principles of child growth and development.

Performance Measures:

- 1 webinar and 7 in-person professional development trainings provided on topics related to Infant and Early Childhood Mental Health
- 22 professionals received direct assistance from the Endorsement Coordinator
- 6 meetings of the Early Childhood Mental Health Consultation Leadership Team held
- 254 professionals participated in Infant and Early Childhood Mental Health trainings
- 68 hours of Reflective Supervision/Consultation provided
- 200 hours of Endorsement Coordination provided
- 9 Iowa professionals Endorsed as of 9/30/19 (18 in the process of completing applications, and 10 on the waiting list)

Health and Safety Checklist Tool-kit and Training for Child Care Nurse Consultants (CCNCs)

Project Overview: The Regional TA Team of experienced CCNCs and the HCCI Coordinator provide support to local CCNCs, make on-site QRS visits in counties without CCNC access, provide DHS approved training for areas without CCNC access, and precept nurses enrolled in the Iowa Training Project for Child Care Nurse Consultation (ITPCCNC). ITPCCNC is based on the National Training Institute (NTI) for Child Care Health Consultation model and uses NTI as well as Iowa specific materials.

This project supports the following activities outlined in:

A. Child Care Nurse Consultant Role Guidance FY19:

- Performance Measure 1: The CCNC promotes safe and healthy child care environments for all children including children with special health or developmental needs.
- Performance Measure 3: The CCNC assures access to quality health, oral health, and developmental screening and comprehensive follow up for children including children with special health or developmental needs in child care.

B. Early Childhood Iowa FY19 Strategic Plan:

Goal 2: Ensure Access to High Quality Services for Young Children and their Families

Focus Area 2-1: Promote and invest in high quality services, programs and systems

- Strategy: 2-1A: Identify and implement evidence-based services, programs and activities across the early childhood systems.
 - Action Step: Develop and establish a core set of services that should be available to families with young children.
- Strategy: 2-1C: Increase investments in high-quality programs and services.
 - Action Step: Identify resources to increase funding for quality improvement of programs and services.

This project receives additional funding from the following: HCCI Coordinator salary/fringe for ITPCCNC online training supplies and handouts, precepting for MCAH Region 5, and inter-rater reliability provided by Heid Hotvedt funded by Iowa DHS. Additional funding for the TA Team and local CCNCs funded by IDPH.

Performance Measures FY19 Results:

- # of CCNCs receiving ITPCCNC precepting = 6
- % of ITPCCNC participants reporting good to excellent for ITPCCNC preparing them for the CCNC role =100%
- # of local CCNC inter-rater reliability Health and Safety Checklist visits completed = 29
% of inter-rated reliability between local CCNCs and CCNC TA Team Mentors = Average 95.2%

T.E.A.C.H. Early Childhood® IOWA

T.E.A.C.H. Early Childhood® IOWA is a comprehensive, evidence-based scholarship program that provides the early childhood workforce access to educational opportunities and is helping establish a well-qualified, fairly compensated and stable workforce for Iowa's children.

T.E.A.C.H. supports the professional development of the early and education workforce in the state, contributing to healthy, safe, and quality early learning environments for Iowa's youngest citizens.

During this contract year, T.E.A.C.H. has been supported by multiple funding sources. In addition to ECI State PD funds, T.E.A.C.H. receives support from the Iowa Department of Human Services through federal funding from the Child Care Development Fund; United Way of Central Iowa, Women's Leadership Connection; the Iowa Department of Public Health through MIECHV funds; Polk County ECI; Iowa River Valle ECI; and the child care programs who co-sponsor a T.E.A.C.H. scholarship recipient.

FY '19 Highlights

- 94% T.E.A.C.H. recipients retained employment in their child care programs.
- 110 degrees and credentials earned (10 associate degrees, 19 bachelor's degrees, and 81 CDAs)
- 428 recipients progressed towards their educational goals
- 3,128 credits earned by T.E.A.C.H. recipients toward degree completion
- 3.5 average GPA for T.E.A.C.H. recipients

For the full T.E.A.C.H. Early Childhood® IOWA report, visit <http://www.iowaaec.org/teach-annual-report.cfm>

Child Care WAGE\$® IOWA

Child Care WAGE\$® IOWA is a project that provides education-based salary supplements, or bonuses, to low-paid early care and education providers working with children ages birth to five in regulated settings in Iowa. The project is designed to increase retention, education, and compensation. Higher levels of formal education are tied to higher supplement amounts (ranging from \$500-\$3,500 annually) and are contingent upon continued employment in a qualifying early care and education program.

WAGE\$ helps bring awareness to workforce issues, such as the need for improved compensation, increased education, and higher retention of early care and education professionals. As a nationally licensed program, WAGE\$ must meet benchmarks in supporting state systems and be actively engaged in moving the profession forward. The program partners closely with all sectors of the early childhood workforce.

During this contract year, WAGE\$ has been supported by multiple funding sources. These include private foundations, United Ways, local ECI areas, and state agencies.

FY '19 Highlights

- 46% of WAGE\$ recipients on temporary levels increased their education
- 30% of those on temporary levels moved to a higher level on the supplement scale
- 80% WAGE\$ recipients retained employment in their child care programs

For the full Child Care WAGE\$® IOWA report, visit <http://www.iowaaec.org/teach-annual-report.cfm>

Iowa Family Support Credential

The purpose of the Iowa Family Support Credentialing Program is to improve program quality, provide an outside evaluation perspective and to ensure that family support programs in Iowa represent a deep and abiding commitment to delivering the highest quality services possible to families and children. As the family support initiative continues to grow and expand in our state, quality improvement helps assure that family support will continue to be regarded by the interested public as a quality service, representing a given set of standards.

The Iowa Family Support Credentialing program is intended for programs that do not have access to an external evaluation. The Iowa Family Support Credential is public recognition by the Early Childhood Iowa office and Iowa Department of Public Health that a family support program is following evidence-based practice standards. The Iowa Family Support Credential is awarded to family support programs that complete the peer review process and are found to be in substantial adherence with all of the Iowa Family Support Standards.

The Iowa Family Support Credentialing Program is supported by ECI professional development funds and the Maternal Infant and Early Childhood Home Visiting funds. A partnership between the ECI State Office and the Iowa Department of Public Health created and support this program since its inception.

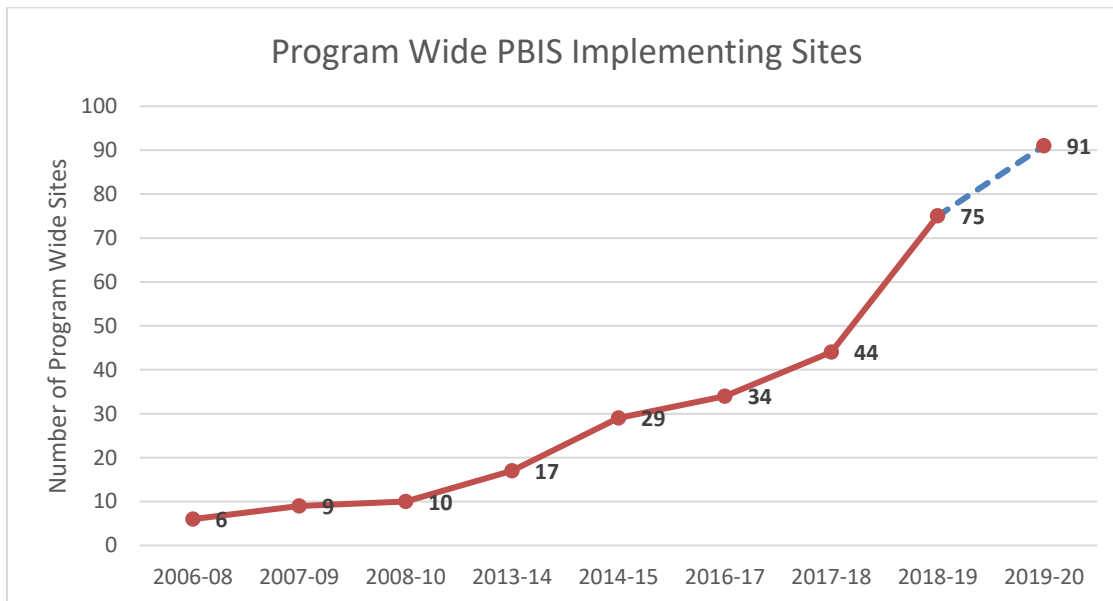
For FY '19 highlights, please refer to ECI's FY19 Annual Report as family support was the featured in the annual report highlights report.

Early Childhood – Positive Behavior Interventions and Supports

The mission of the EC-PBIS State Leadership Team is to develop the state infrastructure so that all early care, health and education providers successfully implement the Pyramid Model of positive behavior supports with fidelity.

The Early Childhood Positive Behavioral Interventions and Supports State Leadership Team (SLT) was established to guide the development of state infrastructure to support the successful implementation of the Pyramid Model in early childhood classrooms, family child care and family support/home visitation programs. Beginning in 2006, SLT began collaborating with the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) to build state capacity for training and coaching the implementation of Pyramid Model practices with fidelity. The work is date has established

implementation models for child care, district preschools and Head Start programs, as well as models for family child care and home visitation programs. The SLT has coordinated training and coaching support for an unprecedented level of collaboration at a statewide level. For each program, training, coaching and data collection guide the implementation efforts. In the last few years implementation for program wide sites has accelerated to more than 90, including the programs in the 2019-20 cohort (see graph below). These sites represent district preschools, child care centers and Head Start programs. Since 2018, every Head Start program in the state has been working on program-wide implementation.



The work on family child care began about 6 years ago with a specially-designed training. Working with the state’s Child Care Resource and Referral system, training and coaching support was offered. Fifty trainers were trained in 2015 and 22 more in 2016. Within the first year they trained 140 family child care providers and offered coaching support to 37. While the trainings have continued, the level of coaching support has dropped off as CCR&R went through a major re-contracting and restructuring effort. The coaching support will regain its momentum in 2020.

A similar process began in 2016 to support home visitor/family support programs. After an initial training of 19 trainers, eight trainings were conducted for 131 home visitors. This work has also stalled but plans are underway to revitalize this work.

This contract paid for individual and group support to external coaches working with program-wide sites as well as internal coaches to support their capacity to train and coach teachers in Pyramid Model practices. The contract also promoted state capacity by offering train the trainer in both preschool and infant/toddler modules, reliability training in Pyramid Model fidelity instruments (i.e., TPOT and TPITOS). Funds also supported a pilot project with an Area Education Agency to provide recruitment, training and coaching to program-wide sites. That position will continue next year even though funding through this



contract will end. Finally, incentives supported ten program staff and/or coaches to attend a national conference.

