

Opportunities to Expand IECMH Consultation through the American Rescue Plan Act (ARPA)

September 30, 2021

Children's Equity Project

Georgetown University Center for Child and Human Development

Yale University Zigler Center

ZERO TO THREE

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Welcome!

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ZERO TO THREE

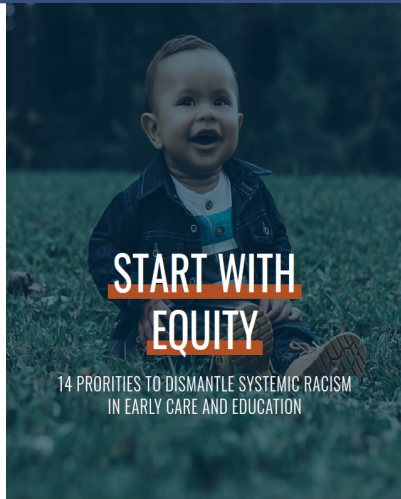
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Unprecedented Moment to Recover & Rebuild

- Covid-19 caused disruption, trauma, loss, sickness, and economic instability.
- Disproportionate impacts on children of color, immigrant families, and other historically marginalized communities.
- Unprecedented opportunity to fix longstanding issues, repair damage, and expand access to a higher quality system using recovery dollars.
- Critical that our rebuild and expansion efforts are centered on **equity**.

IECMHC can be a tool to do just that.

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**HOW CAN
WE BUILD
AN
EQUITABLE
ECE
SYSTEM?**

Funding * Holistic integration * Accountability * Workforce * PD*
Quality Systems * Pedagogy & Curriculum * Protect rights of
CWD * Eliminate harsh discipline * Data * Promote bilingual
learning * Center family partnerships * Include family child care

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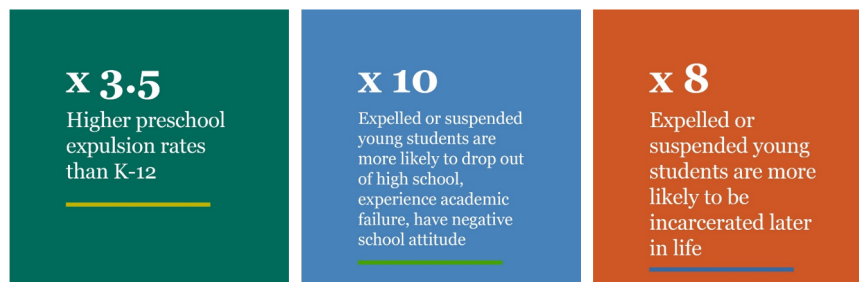
How Can IECMHC Advance Equity?

- IECMHC is a **prevention-based** approach that pairs a mental health expert with adults who work with children in the settings where they learn and grow.
- 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.**
- **Systems approach**- from policy to relationships
- **Focused exploration of bias** across levels
- Centered around **understanding, reflecting, bi-directional learning, and building authentic partnerships**
- Addresses **adult and child wellness**
- **Cultural affirmation and responsiveness** as a cornerstone

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Exploring One Example: Harsh Discipline

Experiences Early On Can Impact Access to Opportunity and Longterm Outcomes



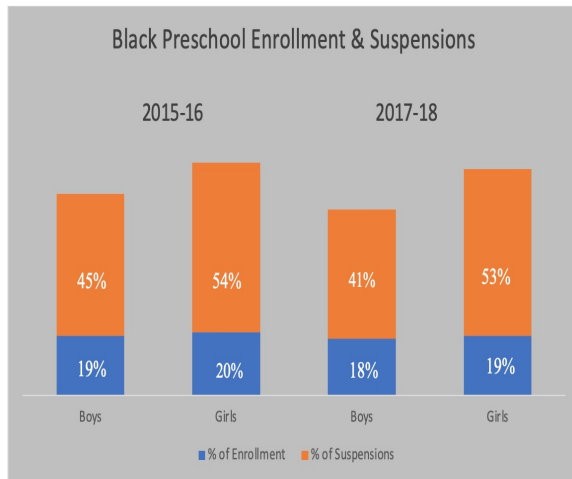
Children of incarcerated parents are at 3 times greater risk of being expelled from preschool.

Zeng et al. (2019). Adverse childhood experiences and preschool suspension/expulsion: A population study. *Child Abuse & Neglect*, 97, 104149.

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

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Black and American Indian/Alaska Native Children are Disproportionately Affected



**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

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Consider this... *with Covid-19 stressors layered on top*

- Increased stress and mental health challenges across children, providers, families
- Which are associated with a range of behaviors in children that could be challenging to adults AND adults who have less bandwidth to manage those behaviors and who may be more susceptible to acting on implicit biases.
- Without intentional, targeted support, like what IECMHC has the potential to do, the already devastating effects of COVID can be exacerbated across many other outcomes.



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If we structure it right, IECMHC systems can be a critical tool to advance equity as we rebuild

- Equitable **access** to IECMHC, including in rural, underserved, and historically marginalized communities
- A **qualified, diverse** workforce
- An **explicit and intentional focus on bias** in policy and practice as a core part of the job description
- A data system that can track **equity in opportunity** and **disparities in outcomes** to inform policy and practice change



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Impact of COVID-19 on Early Educators (PRELIM!)

• Illness & Loss

- Tested Positive for COVID-19 **14.6%**
- Hospitalized for COVID-19 **0.5%** (ICU = 21.6%; Intubated = 15.3%)
- House member hospitalized **1.7%** (House member died = 0.6%)

• Economic Stress

- Unemployed 3 months into Pandemic **35%**
- Program Closed at some time due **44.6%**

• Racial Aggression/Exclusion

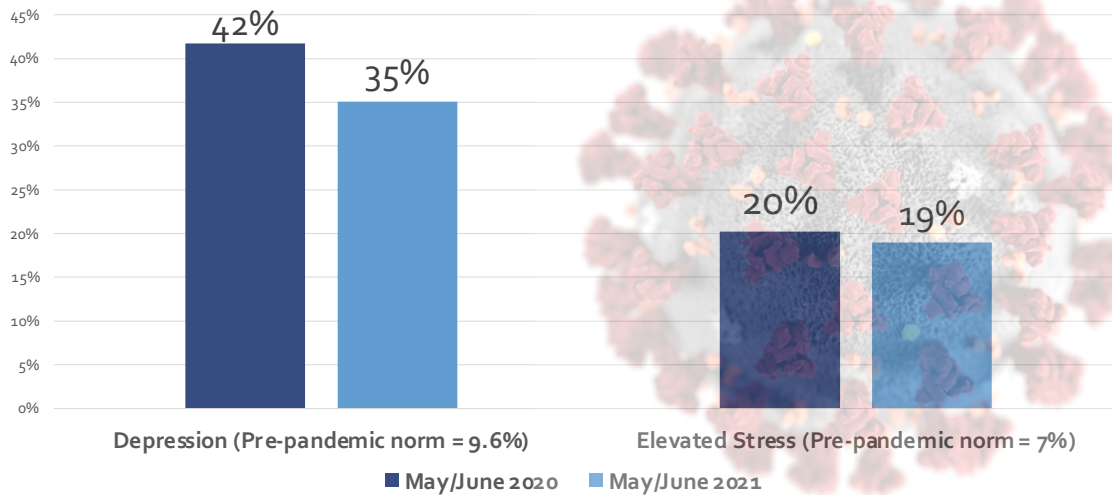
- Experienced **6.9%** (Someone close 12.6%)
- Witnessed **15.5%**

Yale SCHOOL OF MEDICINE

Note. Preliminary data from an ongoing study of >21,000 child care providers longitudinally followed during the pandemic. Findings from >57,000 first reported in Gilliam et al., Covid-19 transmission in US child care programs, *Pediatrics* 2021,147(1).

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Impact of COVID-19 on Early Educators (PRELIM!)



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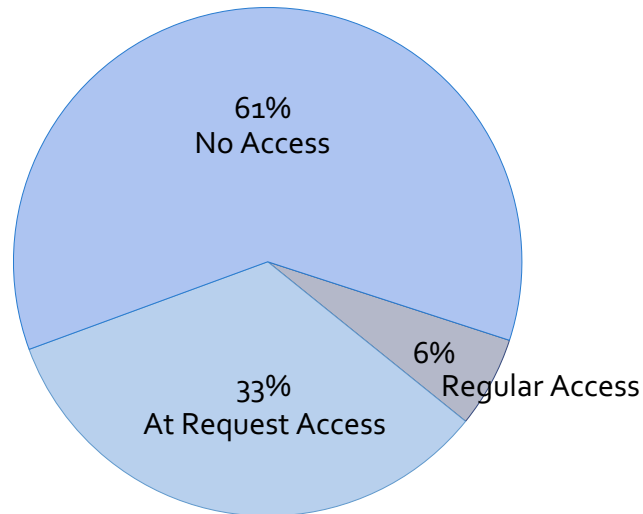
Impact of COVID-19 on Early Educators (PRELIM!)

- **At Least 1 Child with Family Member Hospitalized** 24.2% (5+ = 17.8%)
- **At Least 1 Child with Family Member Died** 11.9% (5+ = 6.5%)
- **Children More Externalizing** (Aggressive, Oppositional, Hyperactive, etc.)
 - At least a few in group 56.0% (About half or more = 16.3%)
- **Children More Internalizing** (Shy, Withdrawn, Anxious, Worried, Clingy, etc.)
 - At least a few in group 55.3% (About half or more = 9.9%)
- **Children More Bio/Physical** (Sleep, Eating, Wetting/Soiling, Unexplainable Pain, etc.)
 - At least a few in group 37.4% (About half or more = 6.0%)

Yale SCHOOL OF MEDICINE Note. Preliminary data from an ongoing study of >23,000 child care providers longitudinally followed during the pandemic. Findings from >57,000 first reported in Gilliam et al., Covid-19 transmission in US child care programs, *Pediatrics* 2021,147(1).

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Yet Most Have No Access to IECMHC



Yale SCHOOL OF MEDICINE Note. Preliminary data from an ongoing study of >23,000 child care providers longitudinally followed during the pandemic. Findings from >57,000 first reported in Gilliam et al., Covid-19 transmission in US child care programs, *Pediatrics* 2023,147(1).

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**Child/Family Stress x Teacher Stress
= Expulsions**

**Child/Family Stress² x Teacher Stress²
= Expulsions⁴**

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Five Guardrails of Effective IECMHC

- Preservice Training
- Ongoing Consultant Supervision
- Common Measures & Tools
- Management Information Systems
- Evaluation



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Areas of focus for IECMHC Implementation

- Equity
- Workforce
- Policy and Financing
- Program Infrastructure
- Research and Evaluation



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Photo by Aaron Burden

WORKFORCE

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Parallel Process

Individual Consultant

- Skills/Competencies
- On-going Professional Development

State-Wide Implementation

- Workforce Needed
- CQI of Implementation

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Competencies

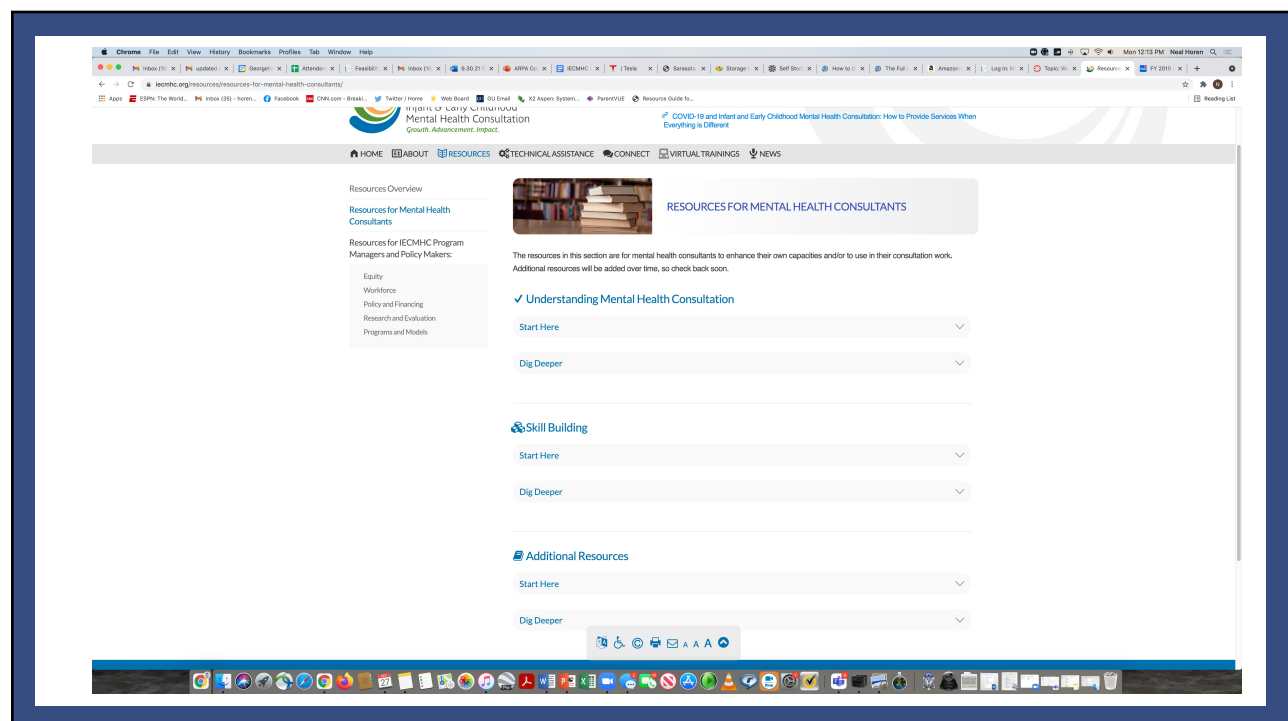
IECMHC Competency Categories:

1. The Role of the Consultant
2. Foundational Knowledge
3. Equity and Cultural Sensitivity
4. Reflective Practice
5. Child and Family Focused Consultation
6. Classroom and Home Focused Consultation
7. Programmatic Consultation
8. Systems-Wide Orientation

Aligns with Alliance of Infant Mental Health Competencies, but not the same



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So I Can. . .

- State leaders can:
 - explore CoE resources to learn about what is needed for the workforce
 - partner with other state leaders to learn about the workforce
 - devote dollars to workforce development- pre service, hiring, continuous professional development

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EQUITY

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So I can...

- Explore CoE Equity Resources:
<https://www.iecmhc.org/resources/coe-equity-toolkit/>
- Commit to diversification of the workforce

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Photo by Yianni Mathioudakis

PROGRAM
INFRASTRUCTURE

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So I Can. . .

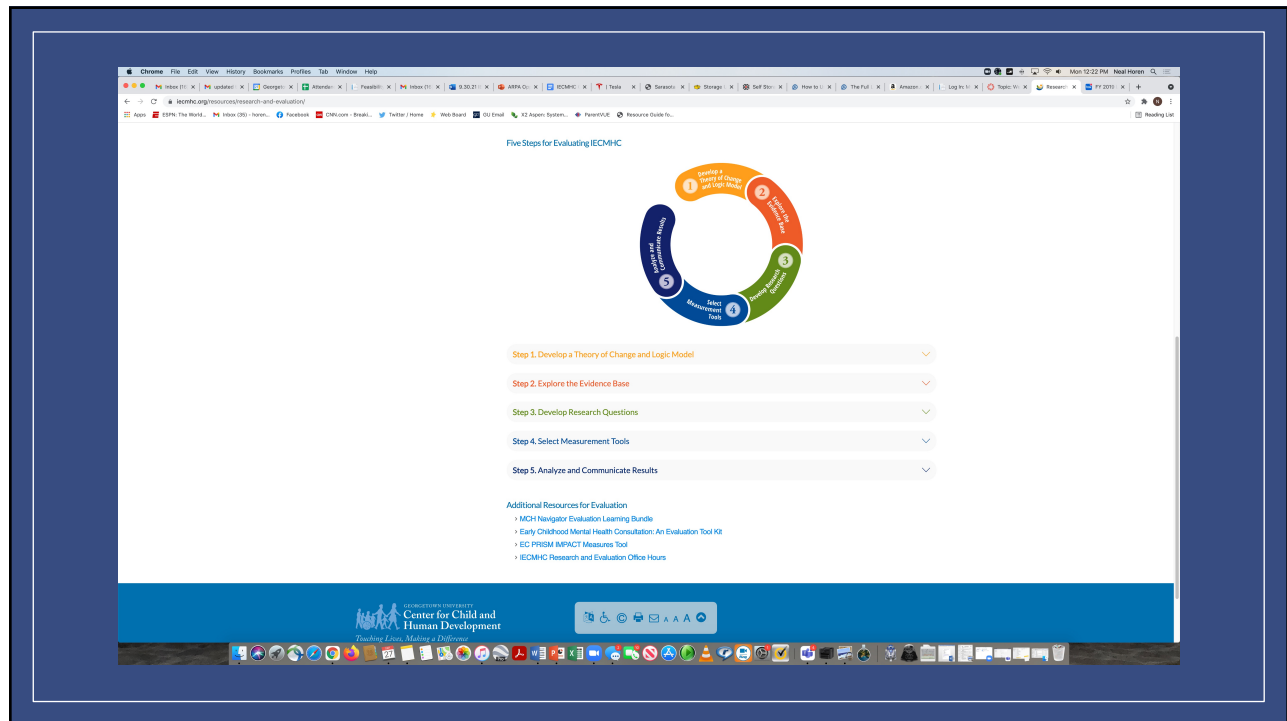
- Explore how other programs are implemented
- Decide what outcomes we want to accomplish
- Collaborate with state partners and build on existing efforts

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RESEARCH
&
EVALUATION

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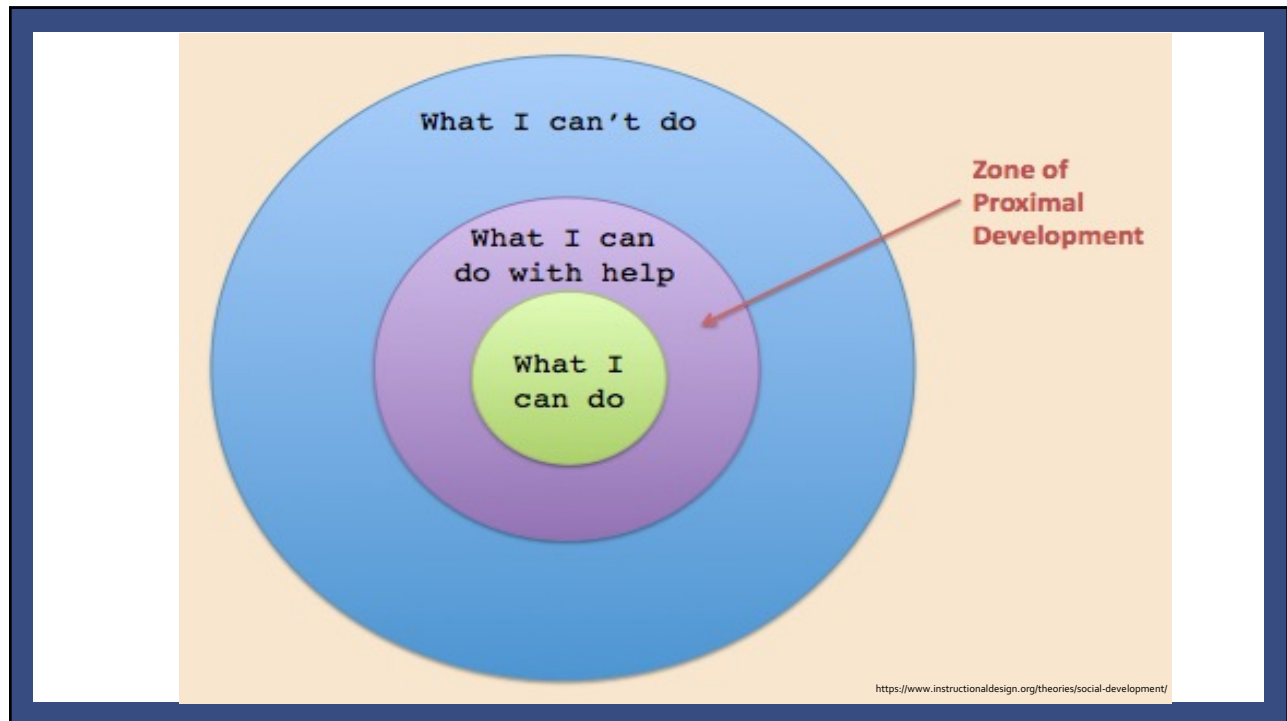


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So I Can...

- Work on Theory of Change and Logic Model with State Partners
- Work with Evaluators to Design Evaluation-Outcomes to RTC
- Identify Expansion Possibilities Based on Data and Begin That Work

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A photograph of a doll standing in a grassy field. The doll is wearing a red hat, a red shirt, and a colorful patterned skirt. It is holding a small red object. The background is a blurred forest with sunlight filtering through the trees. The photo is credited to Omid Armin.

Photo by Omid Armin

Making it Happen with ARPA

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Key Considerations

- Prioritizing IECMHC for ARPA spending
- Getting concrete
- Thinking long-term in the short-term



Photo by Kraken Images

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Timeline for Child Care Funding

2020	2021	2022	2023	2024
<u>Receive:</u> CARES Act \$3.5B	<u>Receive:</u> CRRSA Act \$10B ARP CCDBG \$15B ARP Stabilization \$24B	<u>Obligate:</u> CARES CRSSA ARP Stabilization	<u>Obligate:</u> ARP CCDBG <u>Liquidate:</u> CARES CRSSA ARP Stabilization	<u>Liquidate:</u> ARP CCDBG
<u>Obligate:</u> State has entered into a legally-binding agreement to spend funds <u>Liquidate:</u> State has made payments				

Source: Center for Law and Social Policy

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Opportunities for Technical Assistance

<https://www.iecmhc.org/technical-assistance/>



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Photo by Terricks Noah

Q & A

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