



For State Leaders By State Leaders Scaling and Sustaining State Funding Through Policy Development

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Brittany Herrington and Alicia Westbrook, The University of Southern Mississippi
Lydia Bethay, Mississippi Department of Human Services
Julie Betchkal and Lana Shklyar Nenide, Wisconsin Alliance for Infant Mental Health

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National Center for
**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org

Presenters

- **Deborah Ziegler**, NCPMI
- **Brittany Herrington**, The University of Southern Mississippi
- **Alicia Westbrook**, The University of Southern Mississippi
- **Lydia Bethay**, Mississippi Department of Human Services
- **Julie Betchkal and Lana Shklyar Nenide**, Wisconsin Alliance for Infant Mental Health



**“The law never is.
The law is always *about to be.*”**

*- Benjamin Cardozo
U.S. Supreme Court Justice*



Agenda

1. Making Sense of the Policy Processes
2. Mississippi Policy/Funding Strategies
3. Wisconsin Policy/Funding Strategies



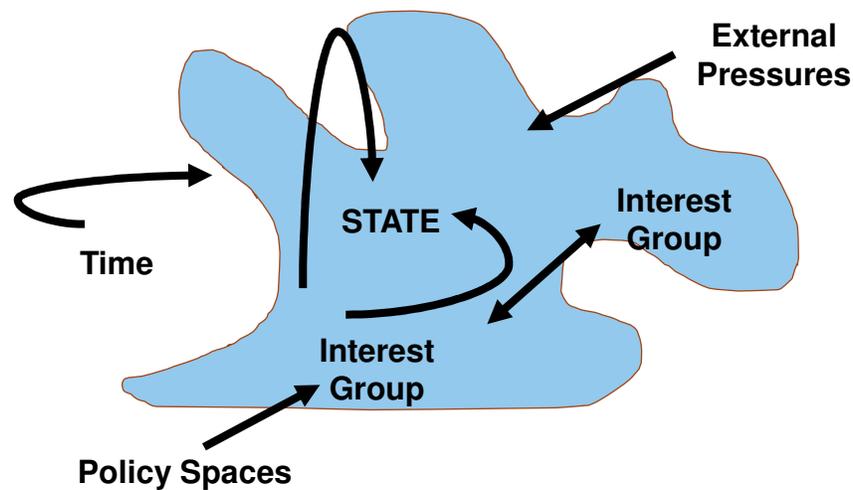
Public Policy Working Definition

The way policy reforms are planned, designed, implemented and evaluated.

Reality of Policy Processes

In practice *policy processes are complex*

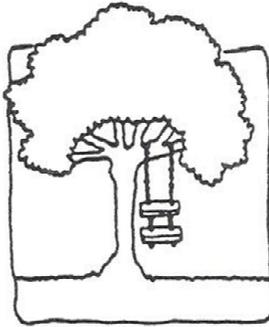
Policy Processes Often Look Like an Amoeba!



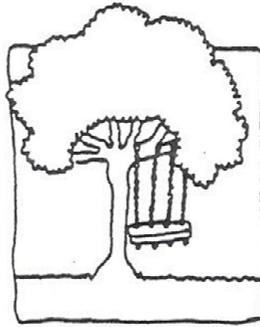
Why are Policy Processes Complex & Messy?

1. Involve different types of actors
2. Are influenced by practice/experimentation, events, learning from mistakes, actor's networks, etc.
3. Are shaped by discourses and narratives
4. Have a highly political character

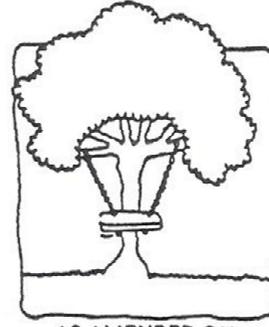
How a Bill Becomes Law



AS INTRODUCED



AS AMENDED IN
COMMITTEE



AS AMENDED ON
SECOND READING

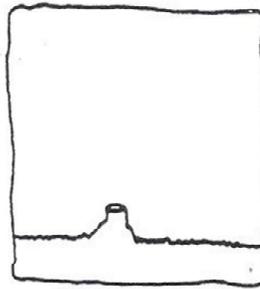


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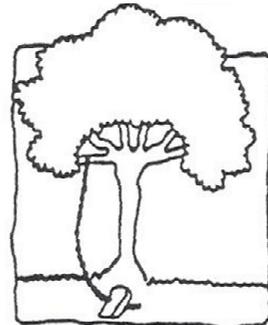
How a Bill Becomes Law



AS ENACTED



AS FUNDED BY JOINT
BUDGET COMMITTEE

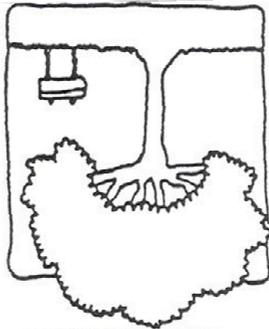


AS IMPLEMENTED BY
THE STATE AGENCY

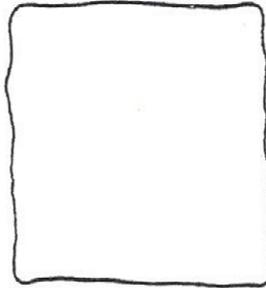


NCPMI

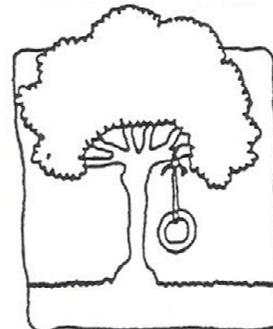
How a Bill Becomes Law



AS REPORTED BY THE
MEDIA



AS UNDERSTOOD BY
THE PUBLIC



WHAT WAS ACTUALLY
NEEDED

Public Policy Engagement

1. Definition of Public Policy
2. Phases of the Public Policy Life Cycle
3. How to Engage in Public Policy
4. Types of Public Policy

Definition of Public Policy

A decision of action of government that addresses problems and issues

Phases of the Public Policy Life Cycle



This life cycle is only a framework – not all policy is formed according to this linear model. However, all policy creation is incremental and builds upon prior developments and activities and is necessary for scaling and sustainability.

How to Engage in Public Policy

How should one determine which strategy(ies) to use?

1. Which phase of the policy life cycle (problem definition, agenda setting, policy adoption, implementation, evaluation) is the policy currently in? Different strategies are more effective at different stages of the policy formation process
2. What is the current political climate, including any changes in executive and/or legislative leadership?
3. Which jurisdiction (local, state, national) does the funder wish to impact?



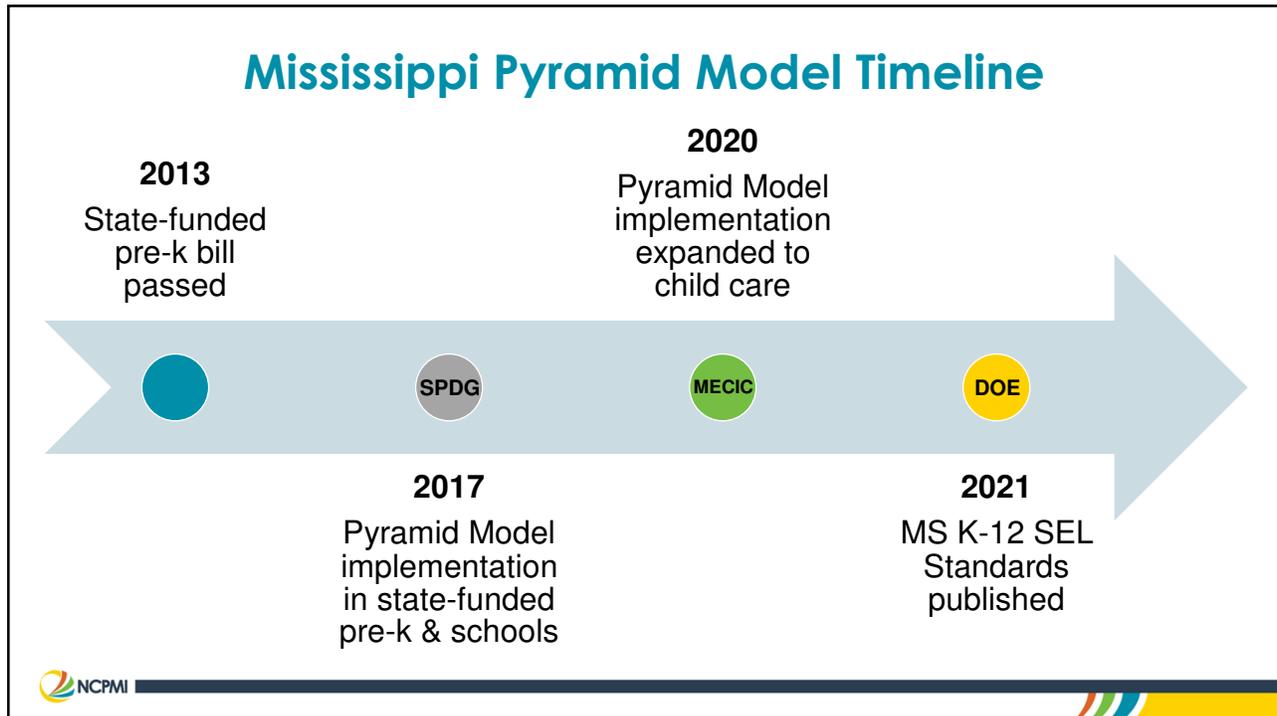
How to Engage in Public Policy

- Building Coalitions
- Community Organizing
- Convening Stakeholders
- Funding Demonstration Projects
- Issue Advocacy
- Lobbying
- Non-Lobbying
- Leadership Development
- Litigation
- Media and Communications
- Policy Research and Analysis
- Public Education
- Public/Private Partnerships
- Regulatory Advocacy
- Voter Engagement



Types of Public Policy					
Type	Scope	Applicable	Duration	Process Characteristics	Primary Policy Makers
Statutory <ul style="list-style-type: none"> • Constitution/Charter • Laws • Appellate Court Decisions 	<ul style="list-style-type: none"> • Societal • Norm 	<ul style="list-style-type: none"> • Governs Practice of Individuals & Organizations Throughout Jurisdiction (i.e. State/Nation) 	In Force Until Succeeded by <ul style="list-style-type: none"> • Constitutional Amendment • New Law • Appellate Court Decision 	<ul style="list-style-type: none"> • Public Deliberation & Notice 	Plenary Body <ul style="list-style-type: none"> • Electorate • Elected Officials • Appellate Judges
Fiscal <ul style="list-style-type: none"> • Annual Budget • Acts & Resolutions 	<ul style="list-style-type: none"> • Policy Implementation 	<ul style="list-style-type: none"> • Resources for Priority Policies 	<ul style="list-style-type: none"> • Fiscal Period • Subject to Revision or Repeal by Plenary Body 	<ul style="list-style-type: none"> • Public Deliberation & Notice 	<ul style="list-style-type: none"> • Legislative & Executive Approval • University Trustees
Regulatory <ul style="list-style-type: none"> • Administrative Rules 	<ul style="list-style-type: none"> • Within Scope of Primary Policy • Force of Law 	<ul style="list-style-type: none"> • Governs Practice of Individuals & Organizations in a Specific Policy Area 	<ul style="list-style-type: none"> • Subject to Revision or Repeal by Plenary Body 	<ul style="list-style-type: none"> • Agency Action • Public Notice • Legislative Approval 	<ul style="list-style-type: none"> • Cabinet Officers &... Agency Directors
Institutional <ul style="list-style-type: none"> • Policy Manual & Standards • Tenure & Appointment • Articulation Agreements 	<ul style="list-style-type: none"> • Define Operating Polices • Professional Standards 	<ul style="list-style-type: none"> • Govern Agency/Institutional Staff & Consumers 	<ul style="list-style-type: none"> • Subject to Revision or Repeal by Plenary Body or Agency Action 	<ul style="list-style-type: none"> • Internal Organizational Process • Limited Public Notice 	<ul style="list-style-type: none"> • Agency Officials • University Trustees & Administration Faculty

17



State-Funded Pre-K Bill Language

(b) An "early learning collaborative" is a district or countywide council that writes and submits an application to participate in the voluntary prekindergarten program. An early learning collaborative is comprised, at a minimum, of a public school district and/or a local Head Start affiliate if in existence, private or parochial schools, or one or more licensed child care centers. Agencies or other organizations that work with young children and their families may also participate in the collaborative to provide resources and coordination even if those agencies or organizations are not prekindergarten providers.

(e) "Comprehensive early learning standards" are standards adopted by the State Board of Education that address the highest level of fundamental domains of early learning to include, but not be limited to, physical well-being and motor development, social/emotional development, approaches toward learning, language development and cognition and general knowledge. The



Pyramid Model Implementation

Relationships

- Strategic SLT invitations
- Want something? Ask for it.

Line Item Funds

- What if you can't?
 - Start small
 - Determine where PM implementation aligns with other state initiatives.

On the Horizon

- End-of-Year Celebration
- Annual Report
- Adding additional implementation sites



Current MS Funding Sources

Direct



State Personnel Development Grant (SPDG)



Mississippi Department of Human Services (MDHS): Division of Child Care and Development (DECCD) use of Child Care Development Funds (CCDF)



MDHS: DECCD's Resource & Referral Network

In-Direct



DOE Pre-K Coaches



MDHS: DECCD Position Statement

The MDHS position statement on social, emotional and behavioral health and the use of suspension and expulsion in early care and education settings states the following: DECCD will work with child care providers and other Mississippi early childhood stakeholders to invest in child care workforce preparation and development. This process shall be designed to ensure that early childhood programs promote children's social-emotional and behavioral health and eliminate or severely limit the use of expulsion, suspension, and other exclusionary discipline practices.



Defining Quality- QRIS



In 2009

Health and Wellness

Providers can earn points in this category by demonstrating that program curriculum supports the physical, nutrition and health needs of young children; equips providers with protective factors and tools to prevent and detect early signs of child abuse and neglect; and takes into account the social and emotional needs of all children in care, particularly of children with special needs.

Specific ways providers can accumulate points will include:

- o Training on the Center for the Social Emotional Foundations of Early Learning (CSEFEL) pyramid model modules and/or strategies;

2021-22 adjustments Block System

High-Quality Practices for Formal Ratings	Additional high-quality practices for a formal rating include the following: <ul style="list-style-type: none"> • Curriculum alignment with WMELS or SACF • Individual child portfolios • Intentional planning to improve individual child outcomes • Developmental screening • Tracking child outcomes • Approved Social-Emotional or Inclusion training by staff • Approved Strengthening Families training by staff
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For a 4 Star rating, a program must demonstrate at least 4 of these additional high-quality practices.
For a 5 Star rating, a program must demonstrate at least 5 of these additional high-quality practices.

Next step:

Highlighting **programmatic** efforts to support social and emotional competence and classroom **use** of practices



Building communities and coalitions

Our Pyramid Model Team at WI-AIMH

Regional Leads

 JENNY FOGANS SOUTHERN REGION Email: jfogans@wisc.edu Phone: 262.442.6362	 REBECCA JOHNSON SOUTHEASTERN REGION Email: rjohnson@wisc.edu	 TINA RICKESHAEL NORTHEASTERN REGION Email: trickeshael@wisc.edu Phone: 262.672.4242	 SUEY RICK NORTHWESTERN REGION Email: srick@wisc.edu Phone: 262.685.2897
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 JILL BETHNAL , STATEWIDE COORDINATOR Email: jbethnal@wisc.edu Phone: 262.671.2470	 HANNA GABEL , DATA COORDINATOR Email: hgabel@wisc.edu Phone: 262.270.2622
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Stay Connected



WHO
Wisconsin Pyramid Model trainers and technical assistance providers, members of program wide implementation leadership teams, community-based providers of Infant and Early Childhood Mental Health Consultation, PIWI and Positive Solutions for Families facilitators, WECCP Regional Outreach Specialist and supports.

WHEN
9-11:30 am
Northeast: Oct. 6
Northwest: Oct. 20
South/Southeast: Oct. 27

WHY
Provide state updates and ongoing learning opportunities related to practices promoted by the Pyramid Model and the regional infrastructure necessary to support their use. *(live)*



WHO
Members of Wisconsin Pyramid Model program wide leadership teams, external coaches of Wisconsin Pyramid Model teams, Wisconsin Pyramid Model training and technical assistance providers interested in learning more about program-wide implementation of the Pyramid Model.

WHEN
1-2:30 pm
November 16
January 18
February 15
March 15
April 19
May 17

WHY
Provide information and resources related to the Early Childhood Benchmarks of Quality critical elements. *(live and recorded)*



WHO
Wisconsin-based internal coaches who provide practice based coaching as part of program wide implementation of the Pyramid Model; External Pyramid Model coaches who support practice-based coaching.

WHEN
1-2:00 pm
2nd Thursday of the month

WHY
Provide information and networking opportunities related to the process and skills needed to provide Practice Based Coaching guided by TPITOS or TPOT observations. *(live)*



WHO
Wisconsin Pyramid Model external coaches who provide services in connection with the Wisconsin Alliance for Infant Mental Health.

WHEN
1-2:00 pm
3rd Thursday of the month

WHY
Provide information and networking opportunities related to the process and skills necessary to provide coaching to 1) Pyramid Model program leadership teams, 2) internal coaches and 3) behavior specialists. *(live)*

Partnerships for demonstration

Greater Watertown
Community Health Foundation

Verona Area First Five Years
SUPPORTING ALL FAMILIES EVERY STEP OF THE WAY

APPLETON
COMMUNITY 4K

Core AND Advisory Teams

Core Team-Quarterly

- Attend and actively participate in quarterly meetings of the group
- Inform procedures for bringing on approved trainers/coaches/sites/ communities
- Develop an action plan by prioritizing activities based on the annual BoQ rating and monitor progress of the plan
- Develop processes and systems for data based decision making about fidelity of implementation
- Advocate for and determine appropriate funding to cover activities and staffing
- Advise and support state coordinators in making key decisions
- Inform Pyramid Model advisory group of accomplishments and outcomes

Advisory Team- Bi-annually

- Attend an annual State Leadership Advisory meeting, review updates from the quarterly Core Team minutes and inquire and participate in Pyramid Model updates at state wide meetings
- Develop and sustain infrastructure to support program wide implementation;
- Disseminate information about the Pyramid Model priorities, actions, and accomplishments, including messaging to families;
- Provide capacity for professional development to cross systems professionals in evidence based practices;
- Share resources that support the work of the Pyramid Model action plan;
- Understand and integrate practices promoted by the Pyramid Model into state infrastructure

Embed, Be Visible

THE WI-AIMH VISION:

- All Wisconsin infants and young children will reach their fullest potential through nurturing and consistent relationships within the context of family, community, and culture.



Wisconsin Legislative Children's Caucus presentation

- Governor's Early Childhood Advisory Council
- Wisconsin Suspension and Expulsion Workgroup,
- Dept of Children and Families Early Childhood Expulsion Policy Advisory Committee,
- Infant Toddler Policy Workgroup/ Office of Children's Mental Health Collective Impact
- Wisconsin Infant Toddler Policy Project State Leadership Team,
- Behavior Help Wisconsin,
- Infant Toddler Spanish Speaking Workforce,
- FAN Framework Facilitator with Milwaukee Child Welfare Partnership
- UW-Madison Infant, Early Childhood, and Family Mental Health Capstone Program
- Wisconsin Rtl Center Advisory
- Wisconsin Registry Advisory
- Wisconsin Model Early Learning Standards Advisory
- Wisconsin Technical Colleges ECE Networking
- Department of Public Instruction Social and Emotional Competencies Workgroup



Tell the Story



Students' Social and Behavioral Outcomes

To understand differences in students' social and behavioral outcomes, teachers were asked to complete individual questionnaires from the Social Skills Improvement System (SSIS) for each of the children in winter and spring. The SSIS was used in a national study that found improved social skills and reduced problem behaviors for children in Pyramid Model classrooms. In the current evaluation, both groups of students showed decreases in problem behaviors and increases in social skills between winter and spring; however, consistent with the results of the national study, the reduction in problem behaviors was statistically greater for the students in the Pyramid Model classrooms than for the students in the comparison classrooms.

Because preschool children who display more challenging behaviors are at greater risk for being suspended or expelled (U.S. Department of Education Office for Civil Rights, 2014), some members of the Pyramid Model leadership team were especially interested in looking at the related effects of Pyramid Model practices for these students. Using teachers' report of students' problem behaviors on the SSIS, 10 students in the Pyramid Model group and 12 students in the comparison group were identified as displaying more challenging behaviors than their same-age peers. These students were primarily male (74% males; 26% females) in both groups and were the same average age (four years, four months). As Figures 2 and 3 illustrate, both groups of students showed decreases in problem behaviors and increases in social skills between winter and spring; however, consistent with the results of the national study, the reductions in problem behaviors and the increases in social skills were statistically greater for the students in the Pyramid Model classrooms than for the students in the comparison classrooms. *These decreases in problem behaviors and increases in social skills for students in the Pyramid Model classrooms were meaningfully different—the students in the Pyramid Model classrooms were reported on average to no longer display challenging behaviors and to show expected social skills of four-year-old children at the conclusion of the school year. In contrast, the students in the comparison classrooms were reported on average to continue to display challenging behaviors in the classroom and to show fewer social skills than expected of children their same age.*

Figure 2. Students' Problem Behaviors Rated by Teachers in Winter and Spring

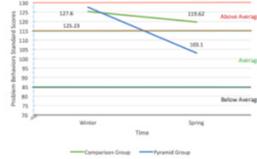


Figure 2. Students' Problem Behaviors Rated by Teachers in Winter and Spring

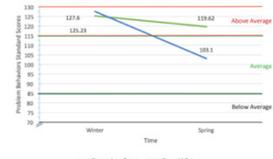


Figure 3. Students' Social Skills Rated by Teachers in Winter and Spring

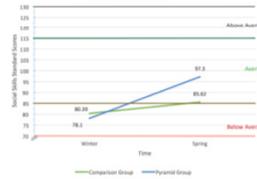
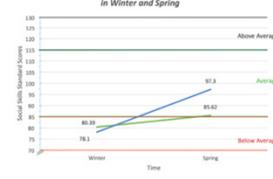


Figure 3. Students' Social Skills Rated by Teachers in Winter and Spring



2019-21 Governor's Budget Recommendations

19. QUALITY CARE FOR QUALITY KIDS

FED \$950,000

Governor: Provide \$415,000 in 2019-20 and \$535,000 in 2020-21 for DCF to award grants to improve overall child care in a geographic area with high-poverty levels, as identified by DCF, in the City of Milwaukee. Grants would be made to: (a) child care providers and employees of child care providers; and (b) educational institutions for the purpose of educating employees of child care providers. DCF indicates that the funding is intended to support the Wisconsin Pyramid Model, which provides a tiered intervention framework that enhances social and emotional competence in infants, toddlers and young children. The Pyramid Model offers evidence-based strategies for child care providers, parents and professionals to support optimal development and prevent challenging behaviors. Previously, federal Race to the Top funding of approximately \$450,000 annually supported the program over the last four years, but such funding ceased in 2017-18.



WHAT'S HAPPENING IN WISCONSIN?*

Wisconsin has **social and emotional learning standards and competencies** designed to guide curriculum decisions and ensure **developmentally appropriate instruction** in building social and emotional skills.

Some examples of the various curriculums that Wisconsin schools use:

- Second Step
- Conscious Discipline

Many early childhood programs in Wisconsin use an evidence-based framework called **The Pyramid Model** which enhances the capacity of teachers, programs, and communities to responsibly and intentionally address the needs of infants, young children and adults who care for them.

A recent **research study** conducted in Wisconsin classrooms on the effectiveness of the Pyramid Model framework found significant evidence in decreasing challenging behaviors and increasing social skills in young children.

*OCMH would like to acknowledge the Wisconsin Alliance for Infant Mental Health and the Department of Public Instruction for their contributions to this section.

children.wi.gov



Support Wisconsin's Future

Mental Health Begins at Birth. Invest in Wisconsin Babies and Families.

During the next biennium, 132,000 babies will be born in Wisconsin. They are the state's future work force—the next generation of state leaders, thinkers, builders, and innovators.

A healthy Wisconsin starts with healthy children, which includes mental health.

95% of brain development happens within the first three years of life, with **over one million** new neural connections being formed **every second**.

- For Young Children, Mental Health is:
- Social, emotional and behavioral well-being
 - Regulating and expressing emotions
 - Forming close, secure relationships
 - Exploring and learning

Research shows that sound mental health provides a foundation on which children can begin building the skills they need to become contributing members of a successful community and a thriving Wisconsin. However, some of our youngest children are struggling:

- Preschool expulsion rates are more than three times the rate of K-12 students
- 10-14% of children ages 0-5 experience social or emotional problems
- Wisconsin ranked 44th in the nation for youth mental health, demonstrating both high rates of mental illness and low access to care

Invest Today for a Healthy Tomorrow

The decisions made by our state legislators now will directly influence Wisconsin babies' growth and development and, in turn, their ultimate readiness to take on the state's future challenges.

"...high-quality birth-to-five programs for disadvantaged children can deliver a 13% per child, per year return on investment through better outcomes in education, health, social behaviors and employment, reducing taxpayer costs down the line and preparing the country's workforce for a competitive future." —James J. Heckman, Nobel Laureate Economist, *Early Childhood Education: Research Summary*



The future prosperity of Wisconsin depends on a continuing investment in the healthy development of the next generation.

Wisconsin babies cannot wait. It's time to begin an investment strategy that will result in amazing benefits for our state's families and communities for decades to come.

133 S. Butler St., Ste. 340 Madison, WI 53703 (608) 442-0360 www.wialmh.org



Legislative Talking Points

Infant/early childhood social and emotional learning & infant/early childhood mental health consultation

There is huge potential for improving the lives of babies and young children, families and whole communities when you start with the youngest children. As a professional who works with these children/families you can attest to this.

Helpful points and Evidence:

- **Infants and young children have mental health needs too.** Many people don't see infants and young children as having mental health issues and mistakenly assume they are too young. But it is estimated that between 9.5% and 14.2% of children age birth to 5 experience an emotional or behavioral disturbance. Preschool expulsion rates are more than three times the expulsion rate of students in kindergarten through 12th grade and Black boys are expelled at disproportionately higher rates than any other preschoolers. Challenging behaviors are cited as the number one reason children and families are asked to leave a program. These startling statistics make it clear that very young children can and do have mental health needs.
- **Studies show incorporating social and emotional development training and coaching, such as implementing Pyramid Model, improves children's learning and reduces challenging behaviors.**
- **Infant and Early Childhood Mental Health Consultation (IECMHC) supports adults so they can continue to support children.** IECMHC improves child-adult relationships, identifies and addresses concerns early, promotes racial equity by addressing implicit bias, increases staff knowledge and confidence to address concerns and reduces staff burnout and costly turnover.
- **The global pandemic presents both young children and adults with high degrees of trauma.** Now more than ever, families and professionals need access to increased understanding of social and emotional learning and coaching to ensure infants and young children, and the adults who care for them, are equipped with the skills and support necessary to fully recover.
- **Help reduce the likelihood of suspension and expulsion in early childhood and aid the recovery of Wisconsin families from the COVID-19 crisis by:**
 - Funding early social and emotional development training/coaching (\$5 million)
 - Creating an Infant/Early Childhood Mental Health consultation system (\$5.3 million)
 - Expanding Behavior Help Wisconsin (\$2.3 million)
- **Early investment reduces costs later in life.** Comprehensive, high-quality, birth-to-five early childhood programs for disadvantaged children yield a 7% - 13% return on investment per child. "It is easier to build strong children than repair broken men." Frederick Douglass
- **Positive returns on early investment in Infant Mental Health are immediate AND long term.** This investment will increase quality of care, support current and future workforce, and build school readiness and academic success.
- **We can't afford NOT to.** Given the current status of the crisis we cannot afford NOT to bring meaningful supports to reduce expulsion, enhance social and emotional development and mitigate the effects of trauma caused by racial disparities, economic hardship and global pandemic.

Ask the Governor and our legislature to invest 12.6 million dollars to expand access to early social and emotional learning for children and coaching for early childhood educators, as well as the creation of a state-wide infant and early childhood mental health consultation system.

Three Investments to Improve Early Care and Education in Wisconsin

Early Childhood Advisory Council 2020 Report





Investing in Early Childhood Educators

Wisconsin's early education providers struggle to recruit and retain qualified staff, which significantly impacts the availability and quality of early education. We recommend the governor dedicate funds in the state budget to support recruitment and retention of early childhood educators.

Expanding Access to Family Support Services through Family Resource Centers

To ensure families have access to supports and resources, we recommend the governor advocate for the essential role of FRCs and increase investments to make the services of FRCs available to more families.

Reducing Early Childhood Suspension and Expulsion

Preschool expulsion rates are more than three times the expulsion rate of students in kindergarten through 12th grade. To address the challenge of early suspension and expulsion, including the disproportionate impact on Black boys, Wisconsin must invest in training and coaching for caregivers and the creation of a statewide infant and early childhood mental health consultation system to support the social and emotional learning for children.

Implementation and Budget Details
2020 ECAC Recommendation to Governor Evers

Recommendation Name:
Reducing Early Childhood Suspension and Expulsion

Recommendation:
We recommend investing in a package of supports that includes greater access to early social and emotional learning for children and coaching for caregivers, as well as the creation of an infant and early childhood mental health consultation system. We also recommend continuing to speak out about the importance of social and emotional learning and the negative impact of suspension and expulsion on children's future development.

The package of supports includes three main initiatives:

- Funding for early social and emotional development training and coaching:** Funding for social and emotional development training and coaching would increase the use of the Wisconsin Pyramid Model. The Wisconsin Pyramid Model is a framework for implementing a culturally responsive and equitable multi-levelled system of supports designed to enhance social and emotional competence of young children, promote the development of program policies and practices, and provide early care and education with practice-based coaching to ensure that evidence-based practices are integrated and used with fidelity.
- Creation of an infant and early childhood mental health consultation system:** This system is an evidence-based collaborative intervention provided by a professional with mental health expertise that improves outcomes for all children. It builds adults' capacity to strengthen and support children's social and emotional health and development.
- Expansion of Behavior Help Wisconsin:** This program is a tiered model of support for children, families, and early educators aimed at addressing the key factors of early expulsion, including challenging behaviors, traumatic experiences, and implicit bias. This program is being piloted in western Wisconsin counties (Chippewa, St. Croix, Dunn) and historically underserved Milwaukee communities (zip codes 53204, 53206, 53210, 53215, 53218).

For more information on the Governor's Early Childhood Advisory Council and the detailed budget papers that support these recommendations visit <https://dcf.wisconsin.gov/ecac>

2021-23 Governor's Budget Proposal

14. QUALITY CARE FOR QUALITY KIDS -- SOCIAL FED \$3,291,200

EMOTIONAL LEARNING INITIATIVE

Governor: Provide \$1,327,200 in 2021-22 and \$1,964,000 in 2022-23 to fund social emotional learning (SEL) for young children. This item would fund: (a) training and technical assistance to early childhood education programs provided by staff in each of five preschool development regions (\$864,000 in 2021-22 and \$1,152,000 in 2022-23); (b) regional lead staff that provide oversight of program coaches and trainers, support community integration teams, and support data collection and analysis (\$476,700 in 2021-22 and \$635,600 in 2022-23); (c) statewide management staff that would provide coordination and support for SEL and quality improvement, and represent SEL efforts on groups involved in child development issues (\$219,800 in 2021-22 and \$302,600 in 2022-23); and (d) statewide training, materials, an evaluation, technical support, and indirect costs (\$301,700 in 2021-22 and \$408,800 in 2022-23). In addition to the additional in the bill, base funding for SEL activities (\$535,000) would also be used to partially support these costs.

[Bill Section: 986]

s. 16.54 Request

ARPA Supplemental Discretionary CCDBG



Wisconsin Department of Children and Families

Healthy Child Development



The first few years of a child's life are critical for future learning, health, and life success. A person's ability to get along with others, use impulse control, identify their own and others' emotions, follow directions, and solve problems begins to form at birth and continues throughout early childhood, as rapid brain development is occurring. These skills can be developed when social and emotional competencies are intentionally taught by nurturing adults.

Evidence-Based Social Emotional Tools
\$7.78 million

Pyramid Model

- The [Wisconsin Pyramid Model](#) is a framework for supporting social and emotional competence among infants, toddlers, and young children in ECE programs, promoting ECE program policies/practices, and providing ECE staff with coaching to implement practices.
- A study conducted by UW-Whitewater in 2016 found that children in Pyramid Model classrooms had greater reductions in

Infant and Early Childhood Mental Health Endorsements

These credentials recognize and supports the development and proficiency of professionals who work with or on behalf of infants, toddlers, young children, and families; they would be implemented by WI-AIMH.

School-Age Supports

The Wisconsin Afterschool Network (WAN) would provide social emotional and mental health supports for child care programs tailored to school-age children.

NCPMI

How MS and WI Engaged in Public Policy

Mississippi

- Building Coalitions
- Community Organizing
- Convening Stakeholders
- Issue Advocacy
- Non-Lobbying
- Leadership Development
- Media and Communications
- Policy Research and Analysis
- Public Education

Wisconsin

- Building Coalitions
- Community Organizing
- Convening Stakeholders
- Issue Advocacy
- Lobbying
- Non-Lobbying
- Leadership Development
- Media and Communications
- Policy Research and Analysis
- Public Education
- Public/ Private Partnerships



Questions to Ask - Public Policy Life Cycle

- **Problem Definition**
 - How is problem framed? - Impact, social norms, benefits and community support.
- **Agenda Setting**
 - Solutions available? – Acceptable, feasible, effect, equitable, political costs, advocacy.
- **Policy Adoption**
 - Direction of Decision Makers? – Political, scientific, administrative, financial factors.
- **Implementation**
 - Adopted policy achievable? – Organizations, actors, resources, expertise to implement.
- **Evaluation**
 - Discrepancies between expected and actual outcomes? – Problem reduced, relevant, improve, modify, or phase out.



Questions?



Thank you!



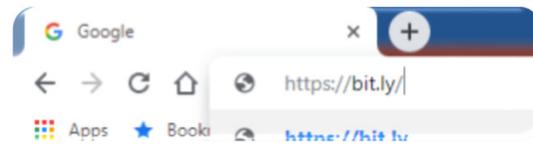
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Recording Viewers

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- *URL is case sensitive*



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The National Center for Pyramid Model Innovations

The goal of the National Center for Pyramid Model Innovations (NCPMI) is to assist states and programs in their implementation of evidence-based systems for the implementation of the Pyramid Model for Supporting Positive Emotional Competence in Infants and Young Children (Pyramid Model) within early care and early education programs with a focus on providing the social, emotional, and behavioral outcomes of young children birth to five, including the use of responsive discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and other mental health consultation and training practices.



Thank You

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