Wisconsin Pyramid Model
State Core Leadership Team
April 6th, 2021

Wisconsin
Pyramid Model

Promoting the social
and emotional
well-being of
infants and
young children
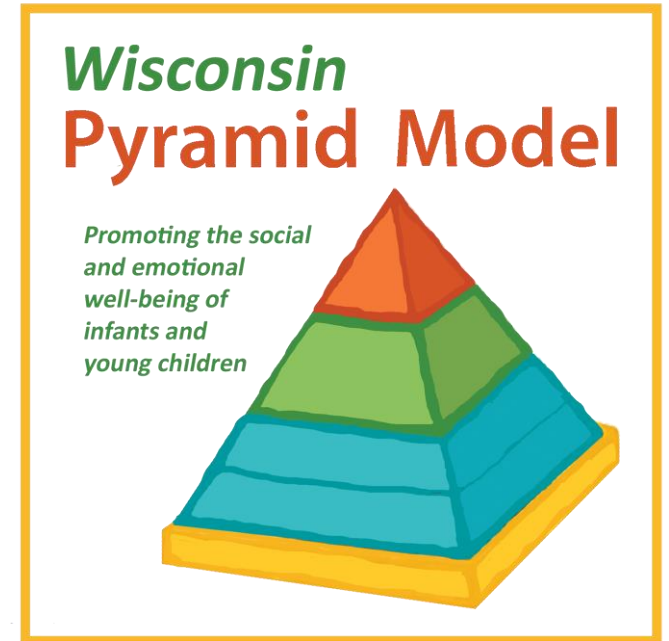
Welcome. Please "sign in" by typing your name and the agency you are representing today into the chat. Thank you.

What words would you use to describe your emotional state as this meeting begins?

Go to the National Center for Pyramid Model Innovations
https://challengingbehavior.cbcs.usf.edu/

1. Green resource library

2. Type "feeling faces" in the search box

3. Select Feeling Faces: Cards

Our meeting objectives for today

1. Receive updates on current projects/activities from WI-AIMH Pyramid Model team and members of the Core Leadership Team.

1. Identify possible next steps from TAG-PEC policy review

1. Provide opportunity to consider preliminary PIDS/ program wide data

1. Generate plan for sharing 2020 Pyramid Model Annual Report

1. Complete exploring equity review of State Leadership Team structure

1. Provide feedback on upcoming opportunities, especially initial recommendations for Early Childhood Mental Health Endorsement

Coordinator update

1. Welcome Delechia!!

2. Awareness and understanding of Infant Mental Health and Pyramid Model
   - Leads provided **17** presentations or training sessions this quarter
   - Power of Connection "exhibit": http://the-power-of-connection.org/

3. Pyramid Model Individualized Interventions is ready!
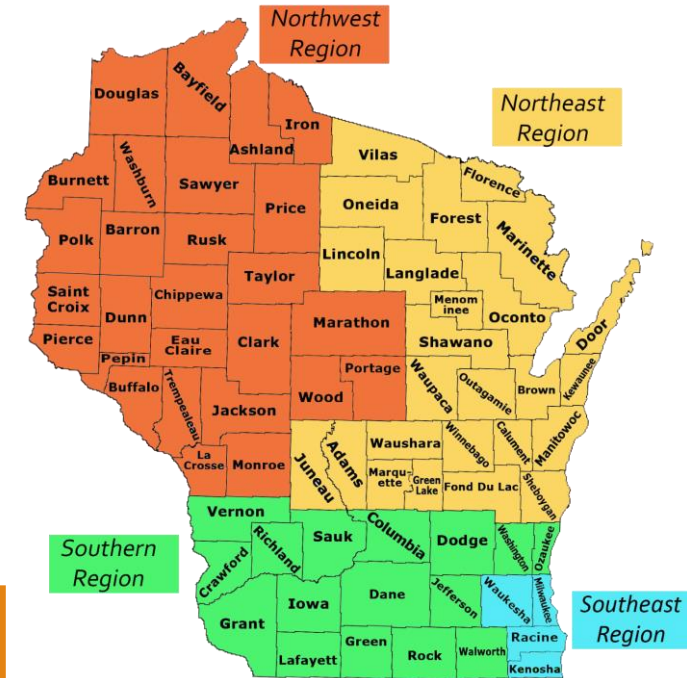
Degree to which training met objectives (1/not at all-5/very much so) averaged rating	Feb 2021	March 2021
· Understand the importance of universal practices as a basis for designing individualized interventions	4.92	4.92
· Consider options for gathering information that assists adults to agree on the communication/ function of behavior that challenges	4.92	4.69
· Using the Functional Behavior Assessment as a framework for supporting development of a comprehensive behavior support plan	4.62	4.92
· Holding Infant and Early Childhood Mental Health principles throughout the process	4.85	4.62

Coordinators report (continued)

4. Continuing support for program wide implementation:
   ◦ Monthly Coaches Connection: https://wiaimh.org/coaches-connection
   ◦ Pyramid Model Institute: Using ASQ:SE-2 information to guide instruction
     ◦ https://wiaimh.org/pm-institute

5. Providing information and support for Governor's Early Childhood Advisory Council recommendations have been released: https://dcf.wisconsin.gov/ecac
   ◦ Reduction of suspension and expulsion efforts that include:
     ◦ Increased Social and Emotional Learning supports
     ◦ Infant Mental Health Consultation
     ◦ Expansion of Behavior Help Wisconsin

Governor's Early Childhood Advisory Council recommendations:

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

https://dcf.wisconsin.gov/ecac

Reducing Early Childhood Suspension and Expulsion

1. Funding for increased **social emotional development training and coaching** support **$5 million**
   ◦ WI Pyramid Model for Social and Emotional Competence – framework for implementing equitable multi-levels systems of supports to improve social and emotional competence of very young children

     https://wiaimh.org/pyramid-model-home

2. Funding to create a system of **Infant Early Childhood Mental Health Consultation $5.3 million**
   ◦ Professional mental health service that builds adults' capacity to strengthen and support children's social and emotional health

     https://children.wi.gov/Pages/CollectiveImpactTeams/InfantToddler.aspx

3. Funding to expand **Behavior Help Wisconsin $2.3 million**
   ◦ Coaching and consultation support to child care programs that struggle maintaining children due to challenging behaviors

     https://supportingfamiliestogether.org/behavior-help-wisconsin/

Infant & Early Childhood
Mental Health
Consultation

IECMHC builds the capacity of the adults in a child's life to strengthen and support their social and emotional health and development by giving child/family serving professionals the **crucial tools**, **guidance**, **resources**, and **support** they need to address mental health concerns early on.

Professionals across all disciplines can connect with consultants to explore and implement thoughtful, informed action plans to successfully address mental health concerns.

Call your local legislator

Contact your legislator and urge them to support adding $5.3M in new funds over two years to the Wisconsin state budget to establish a statewide IECMHC program.

Wisconsin
Pyramid Model
Promoting the social and emotional well-being of infants and young children
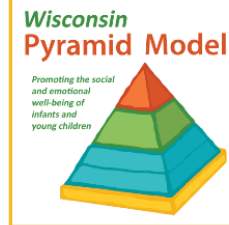
Wisconsin Chapter
American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN®

Wisconsin Alliance for
**Infant Mental Health**

Wisconsin Office of
**Children's**
Mental Health

Coordinators report (continued)

6. Equity sessions with the Pyramid Model Consortium

7. Exploring capacity of Pyramid Model Implementation Data System

8. Coming attractions:
   ◦ Putting the final touches on the Infant Toddler 8 Part Series content
   ◦ Regional Communities of Practice: Resource sharing-Unpacking the Pyramid Model
   ◦ Spring Implementation Academy: Cohort 15! https://wiaimh.org/upcoming-training
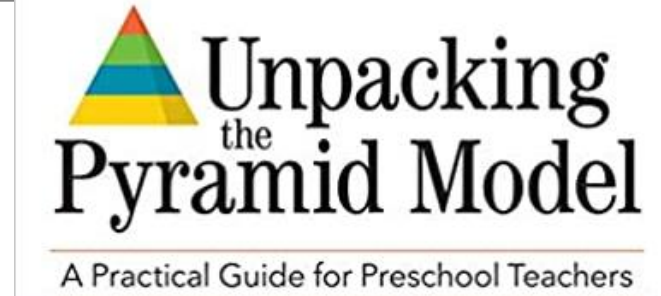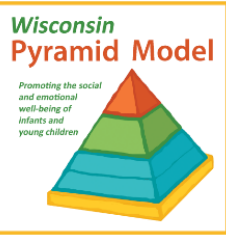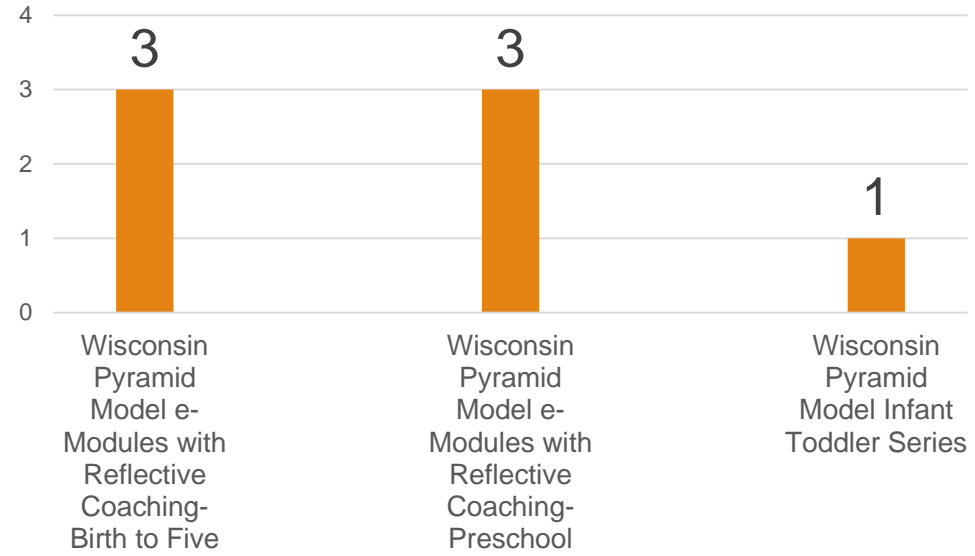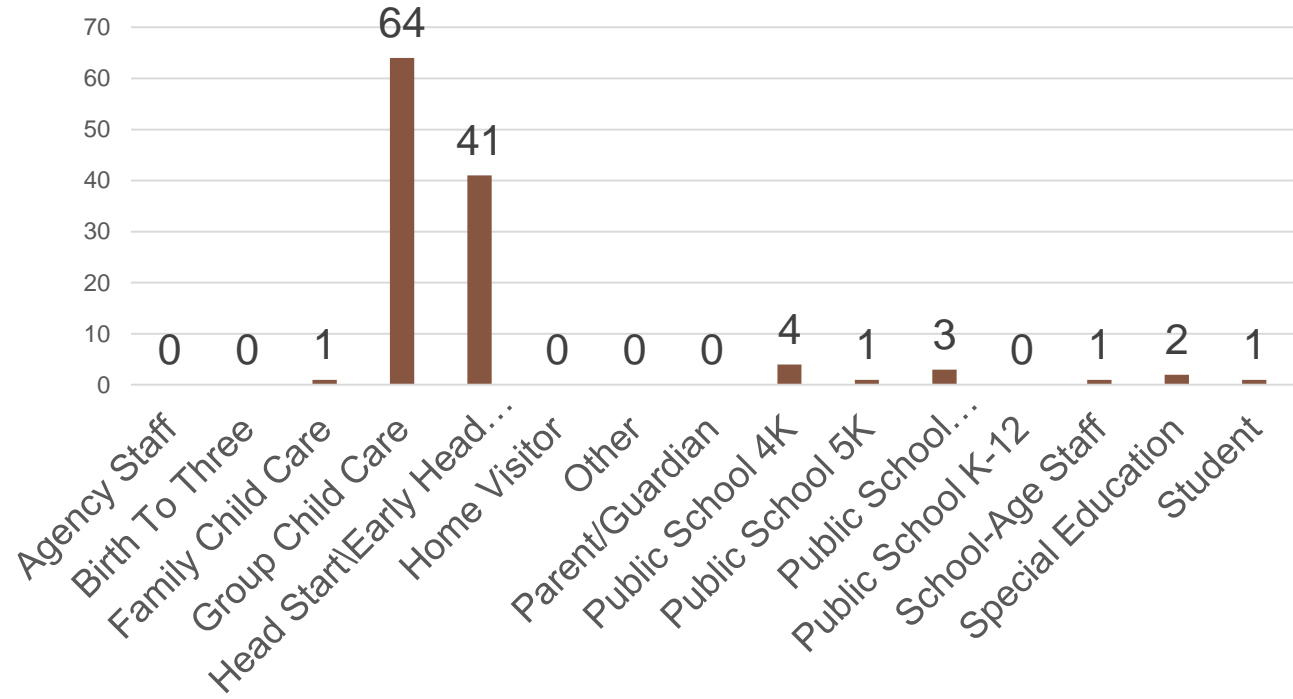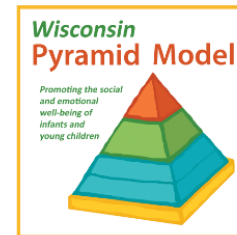
Training and Trainer Update

Primary content of Wisconsin Pyramid Model trainings reported as completed in the Registry January 1st to March 31st, 2021
Total of 118 participants

Training	Count
Wisconsin Pyramid Model e-Modules with Reflective Coaching-Birth to Five	3
Wisconsin Pyramid Model e-Modules with Reflective Coaching-Preschool	3
Wisconsin Pyramid Model Infant Toddler Series	1

Primary role of participants as reported in the Registry for 118 participants of 7 WI Pyramid Model trainings completed between January 1st and March 31st, 2021

Role	Count
Agency Staff	0
Birth To Three	0
Family Child Care	1
Group Child Care	64
Head Start\Early Head...	41
Home Visitor	0
Other	0
Parent/Guardian	0
Public School 4K	4
Public School 5K	1
Public School...	3
Public School K-12	0
School-Age Staff	1
Special Education	2
Student	1

Exploring capacity of
Pyramid Model Implementation Data System

Benchmarks of Quality

NCPMI
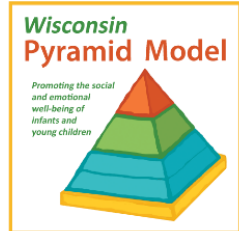
Early Childhood Program-Wide PBS Benchmarks of Quality

Lise Fox, Mary Louise Hemmeter, Susan Jack, and Denise Perez-Binder

Program Name: _____
Location: _____
Team Members: _____   Date: _____

Critical Elements	Benchmarks of Quality	Not in Place (0)	Partially in Place (1)	In Place (2)
Establish Leadership Team	1. Team has broad representation that includes at a minimum a teacher, administrator, a member who will provide coaching to teachers, a member with expertise in behavior support and a family member. Other team members might include a teaching assistant, related service specialists, a community member, and other program personnel.			
	2. Team has administrative support. Administrator attends meetings and trainings, is active in problem solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.			
	3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.			
	4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.			
	5. Program has a child discipline policy statement that includes the promotion of social and emotional skills, use of positive guidance and prevention approaches and eliminates the use of suspension and expulsion.			
	6. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.			
	7. Team reviews and revises the plan at least annually.			
Staff Buy-In	8. A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need for a program wide effort for (a)addressing children's social emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias.			
	9. Staff input and feedback is obtained throughout the process – coffee break with the director, focus group, suggestion box. Leadership team provides update on the process and data on the outcomes to program staff on a regular basis.			
Family Engagement	10. Family input is solicited as part of the planning and decision-making process. Families are informed of the initiative and			

version 2.0, revised 2.017


Crosswalk of BoQ 1.0 and BoQ 2.0

Wisconsin Pyramid Model — Teach. Coach. Change.

|	BoQ 1.0 — Old Wisconsin Benchmarks of Quality		BoQ 2.0 — Benchmarks of Quality 2.0
1	Team has broad representation that includes at a minimum a teacher, administrator, a member with expertise in behavior support. Other team members might include parent, teaching assistant, related service specialists and other program personnel.	1	Team has broad representation that includes at a minimum a teacher, administrator, a member who will provide coaching to teachers, a member with expertise in behavior support and a family member. Other team members might include a teaching assistant, related service specialists, a community member, and other program personnel.
2	Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.	2	Team has administrative support. Administrator attends meetings and trainings, is active in problem solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.
3	Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.	3	Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.
4	Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.	4	Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.
5	Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.	6	Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.
6	Team reviews and revises the plan at least annually.	7	Team reviews and revises the plan at least annually.
7	Staff are aware of and supportive of the need for a program wide system for addressing children's social emotional development and challenging behavior. A staff poll establishes buy-in before the initiative is launched.	8	A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need for a program wide effort for (a)addressing children's social emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias.
	Staff input and feedback is obtained		Staff input and feedback is obtained

Number of BOQs in PIDS
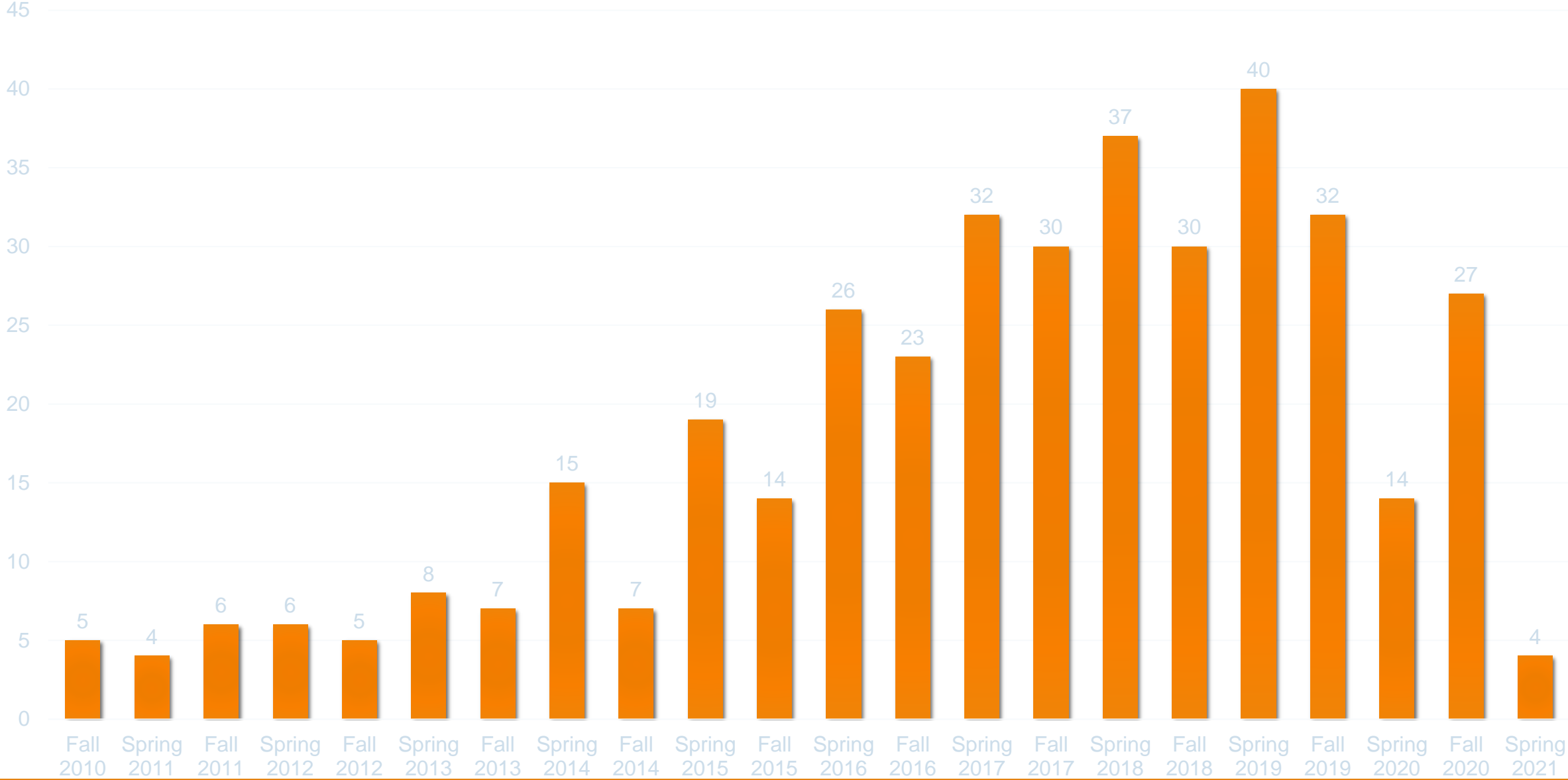
Average Rating by Critical Element
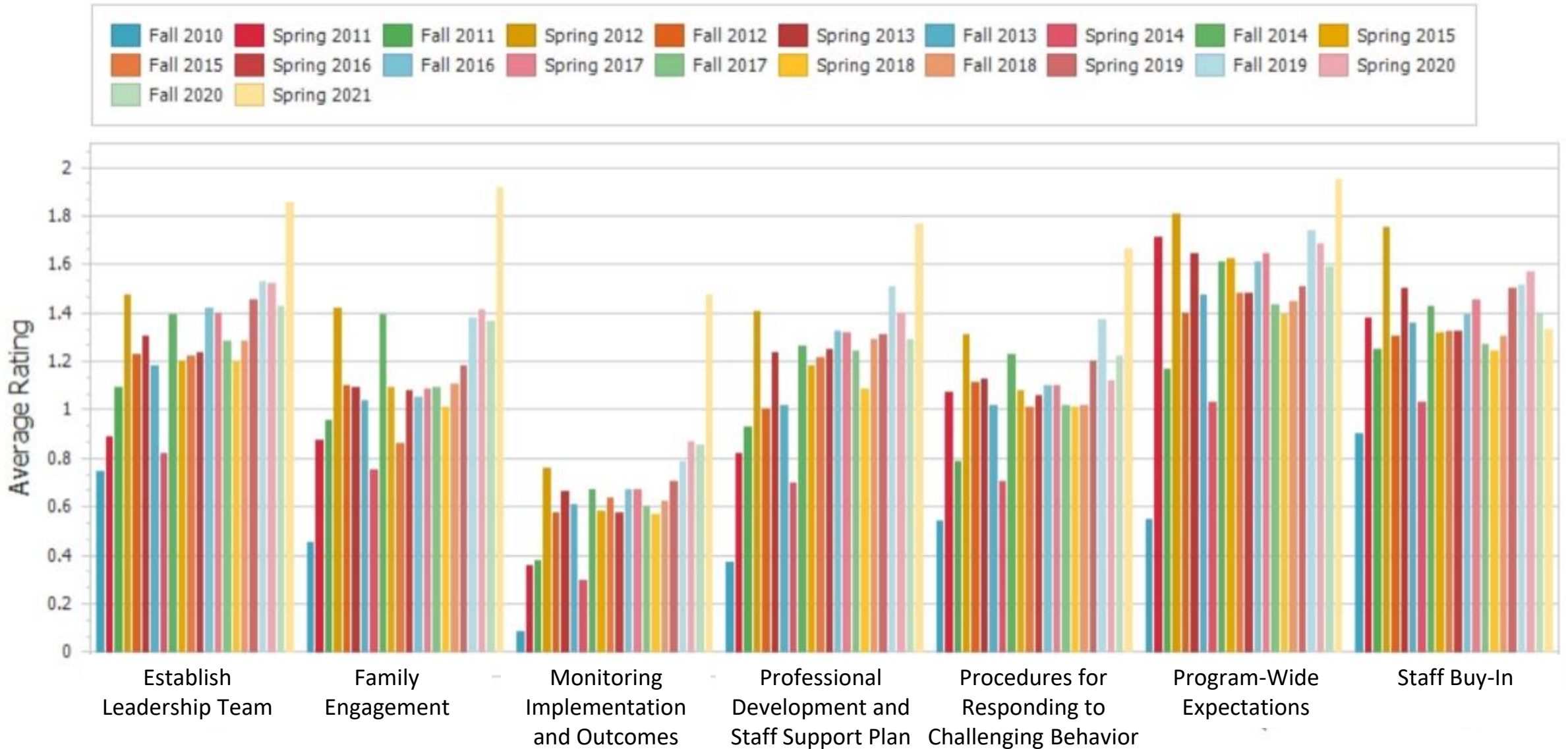
Average Rating by Critical Element
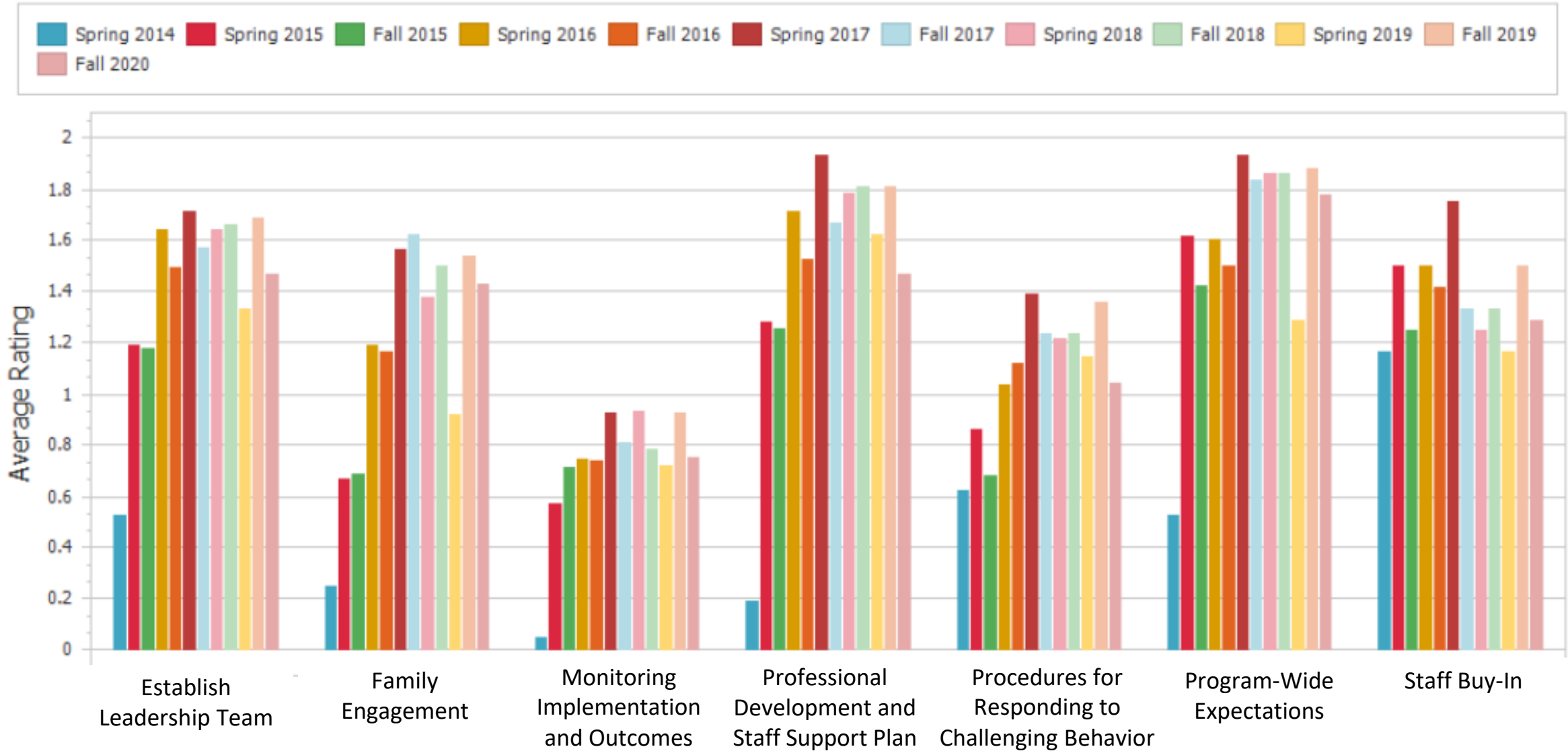
# Teaching Pyramid Observation Scale
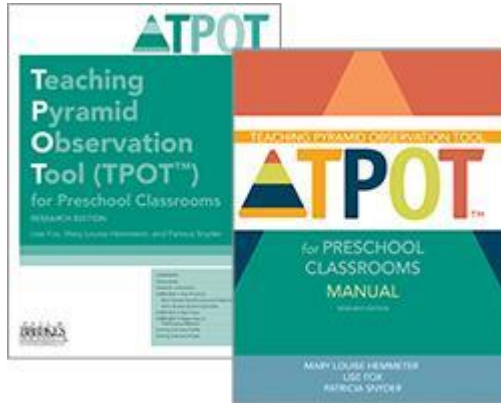
7. Teaching Behavior Expectations

	INDICATOR	YES	NO	NOTES
TBE1	Teacher has posted behavior expectations **OR** rules that are positively stated, include a visual, and are limited in number.			
TBE2	Posted behavior expectations or rules are reviewed with children during large-group **OR** small-group activities.			
TBE3	Children are reminded of posted behavior expectations or rules throughout the observation.			
TBE4	Teacher provides instruction **OR** reminders on posted behavior expectations or rules to individual children, during play or within small-group activities.			
TBE5	Teacher comments on appropriate child behavior, linking the behavior to the posted classroom rules or expectations.			
TBE6	Throughout the observation, teacher provides specific positive feedback to children on meeting posted behavior expectations or rules.			
TBE7	Teacher facilitates discussions where children are involved in critically thinking about posted behavior expectations or rules **AND** their importance in the classroom.			
	TOTAL:			
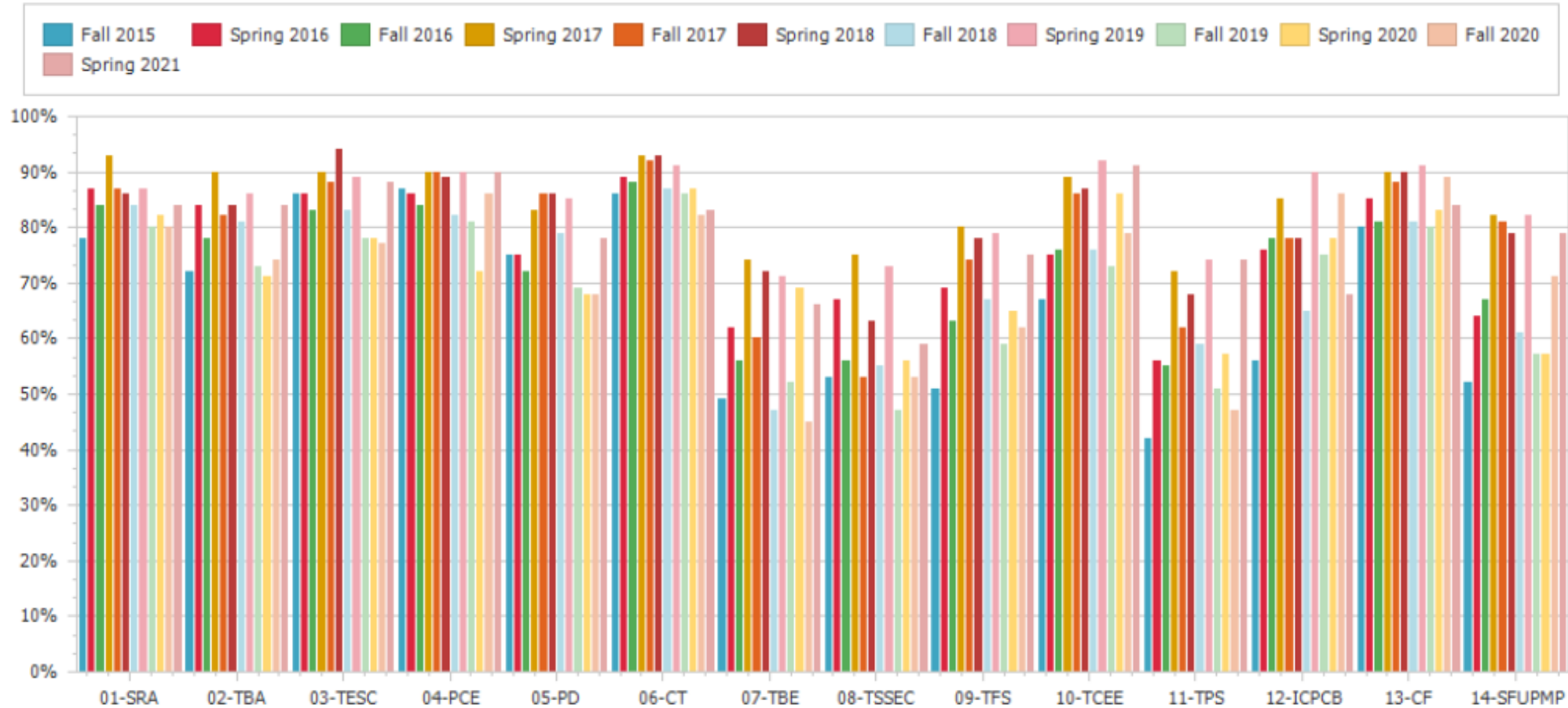
349 TPOTs are currently in PIDS

Percent Change from Fall 2018 to Spring 2019

TPOT Indicator	Avg % Change
12. Interventions for Children with Persistent Challenging Behavior	25.72%
2018-2019	
25.72%	
7. Teaching Behavior Expectations	23.56%
2018-2019	
23.56%	
14. Supporting Family Use of the Pyramid Model Practices	20.89%
2018-2019	
20.89%	
8. Teaching Social Skills and Emotional Competencies	18.47%
2018-2019	
18.47%	
10. Teaching Children to Express Emotions	16.73%
2018-2019	
16.73%	
11. Teaching Problem Solving	14.85%
2018-2019	
14.85%	
9. Teaching Friendship Skills	12.02%
2018-2019	
12.02%	
13. Connecting with Families	9.83%
2018-2019	
9.83%	

WI Pyramid Model Family Survey
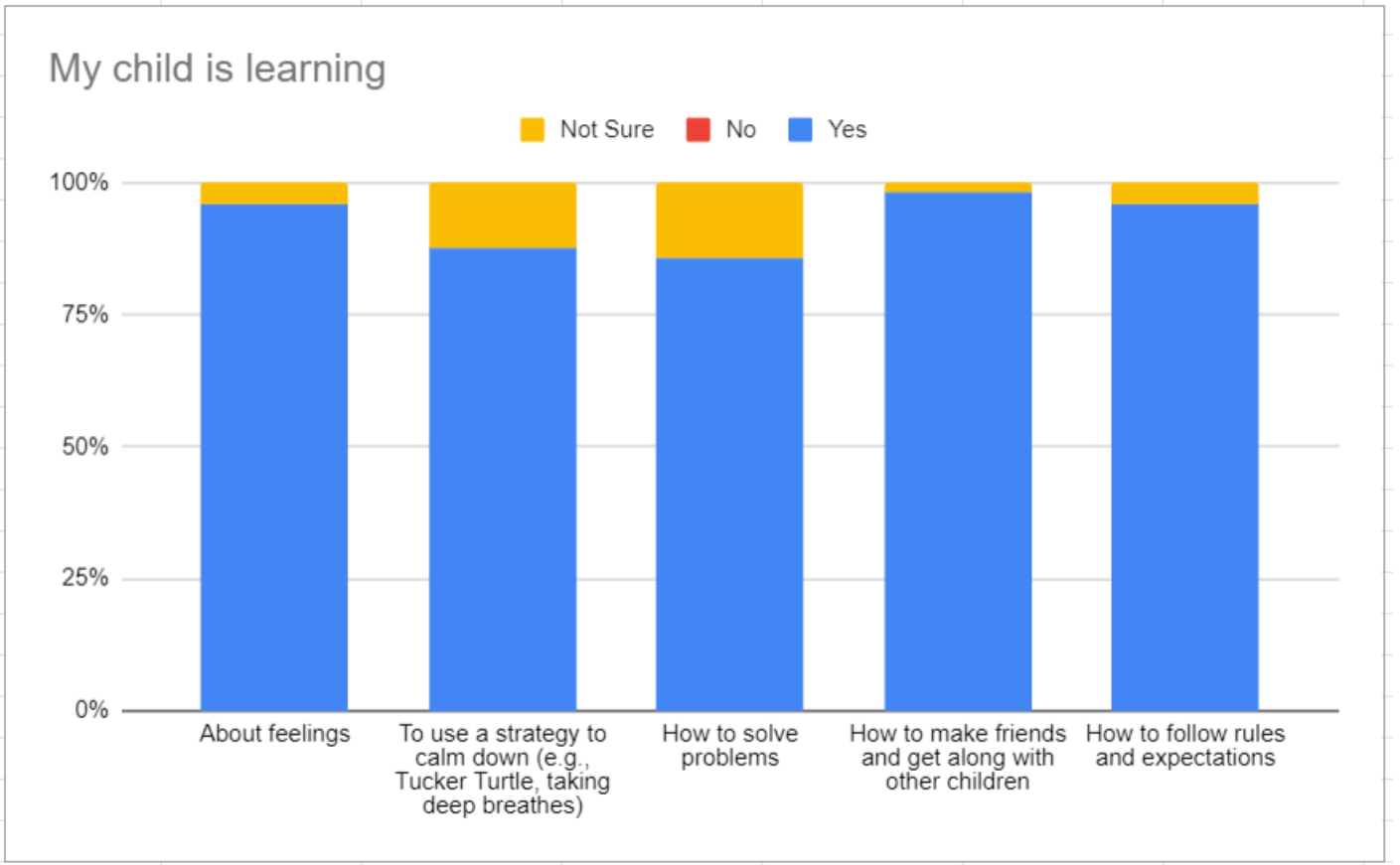
Strategy: A Mindful Pause

Teaching and Guidance Policy Essential Checklist (TAG-PEC) Pilot

Southeast- 3 reviewers: 3 programs

Southern- 3 reviewers: 3 programs

Milwaukee- 4 reviewers: 2 programs

Western- 3 reviewers: 4 programs

Northern- 4 reviewers: 4 programs

Northeast- 3 reviewers: 3 programs

Effective Discipline Policies
How to Create a System that Supports
Young Children's Social-Emotional Competence

Sascha Longstreth, PhD,
and Sarah Garrity, EdD

Each reviewer recruited 1 program

7 Essential Features measured by 30 items
Is there evidence of this item?
- "No" = 0
- "Emerging" = 1
- "Yes" = 2

Each reviewer scored all programs independently

Regional team met to generate feedback for programs:
- Strengths
- Considerations

No scores were shared with programs

TAGPEC The Teaching and Guidance Policy Essential Checklist (TAGPEC)

Program's name: _____ *Date filled out:* _____

Completed by: _____ *Role in program:* _____

Instructions: This Checklist is designed to identify different aspects of quality in early care and education guidance policies. This Checklist can be completed by a trained program staff member or a specialist in early care and education. For each question below, please check the response that best describes your program's guidance policy: check "no" if the policy does not show evidence of addressing the item, check "emerging" if your policy shows some evidence of addressing the item, and check "yes" if the policy shows clear evidence of addressing the item.

EF1: Intentional Focus on Teaching Social Emotional Skills

Early childhood behavior guidance policies should reflect an instructional, proactive approach to behavior guidance that supports the learning and practice of appropriate pro-social behavior of all children, regardless of individual differences and/or cultural and linguistic background.

Item 1: The policy clearly states that the goal of behavior guidance is to teach social emotional skills to all children.

_____ Yes   _____ Emerging   _____ No

Item 2: The policy clearly describes the role of the teacher in proactively teaching all children social-emotional skills.

_____ Yes   _____ Emerging   _____ No

Item 3: The policy clearly describes the role of positive and consistent interactions among teachers and children in promoting positive behavior.

_____ Yes   _____ Emerging   _____ No

Item 4: Multiple, evidence-based, developmentally and culturally appropriate strategies are described.

_____ Yes   _____ Emerging   _____ No

EF 2: Developmentally and Culturally Appropriate Learning Environment

Early childhood behavior guidance policies should describe the importance of a developmentally appropriate learning environment that is predictable, engaging, and relationship-based.
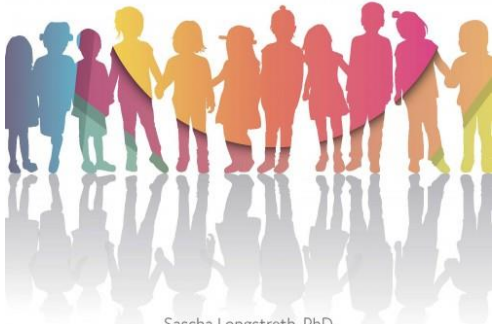
Item 5: The policy clearly describes the importance of nurturing and responsive teacher-child relationships as essential to preventing challenging behaviors.

_____ Yes   _____ Emerging   _____ No

Longstreth, S., Garrity, S. (2016)

Essential Features

EF1: Intentional Focus on Teaching Social Emotional Skills	4 items
EF 2: Developmentally and Culturally Appropriate Learning Environment	6 items
EF 3: Setting Behavioral Expectations	6 items
EF 4: Preventing and Addressing Challenging Behaviors Using a Tiered-Model of Intervention	5 items
EF 5: Working with Families	4 items
EF 6: Staff Training and Professional Development	3 items
EF 7: Use of Data for Continuous Improvement	2 items

What do you notice? What do you wonder?

Averaged Essential Feature rating
across 18 programs
in TAG-PEC pilot project
0= no evidence in policy
1= emerging evidence in policy
2- evidence in policy

Essential Feature	Rating
EF 1: Intentional Teaching Approach	1.4
EF 2: Developmentally Appropriate Learning Environment	1.1
EF 3: Setting Behavioral Expectations	0.7
EF 4: Tiered Model of Intervention	0.9
EF 5: Working with Families	0.8
EF 6: Staff Training and Professional Development	0.6
EF 7: Data Monitoring and Improvement	0.5

What do you notice? What do you wonder?

		Percentage of points (60 possible)			
		PM Lead	Quality Coach	PST	Other
3 Milwaukee Program 2	Family Child Care	31%	25%	23%	22%
4 Northern Program 1	Family Child Care	23%	20%	15%	17%
5 Southeast Program 2	Family Child Care	33%	25%	30%	
6 Northeast Program 1	Group Child Care	43%	38%	45%	
7 Northern Program 3	Group Child Care	21%	20%	30%	33%
8 Southeast Program 1	Group Child Care	32%	23%	63%	
9 Southern Program 1-	Group Child Care	22%	22%	22%	
10 Western Program 1-	Group Child Care	60%	40%		
11 Western Program 3-	Group Child Care		25%	40%	
12 Northeast Program 3	Head Start	90%	80%	73%	
13 Northern Program 4	Head Start	44%	40%	42%	45%
14 Southern Program 2-	Head Start	77%	77%	77%	
15 Western Program 2-	Head Start	62%	63%	67%	
16 Milwaukee Program 1	School District	32%	27%	26%	27%
17 Northeast Program 2	School District	75%	70%	70%	
18 Northern Program 2-	School District	39%	47%	53%	60%
19 Southern Program 3-	School District		68%	67%	
20 Western Program 4-	School District	20%		20%	
21 Southeast Program 3	School District *		15%	27%	
22					
23	*Access challenges				

Perceptions of the tool from TA and programs

The TAG-PEC tool is a useful guide for writing high quality policy.	**4.83** out of 5
I believe the TAG-PEC tool should be used to guide policy development in Wisconsin.	**4.33** out of 5
I believe it would be helpful to have a process for using the TAG-PEC to review and revise WITH a program team.	**4.73** out of 5

I believe program policy has a direct link to outcomes for children	5.87 out of 7
I believe helping programs to create policy should be a key component of my work	6.20 out of 7
I enjoy reviewing and creating program policy	5.60 out of 7

How helpful was the policy feedback you received? 1= Not at all helpful to 5= Extremely helpful	**4.18** out of 5
How big a priority is creating/editing/enhancing your program's behavior/guidance policy in the next 6 months? 1= Not a priority at all in the next 6 months to 3= One of our top priorities	**2.29** out of 3

Where to start?

From sample ==Family Child Care== policy documents from DCF Licensing

Scroll to page 13: Child Guidance

https://dcf.wisconsin.gov/files/ccic/pdf/policy-sample-fcc.pdf

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Language from DPI WiseData data entry support

https://dpi.wi.gov/wisedata/help/discipline/faq

"Please note, the reporting requirements of districts are the same regardless of whether the grade in which the student is enrolled is compulsory or non-compulsory ==(such as K4 and PK).== This is true even in cases such as attendance and suspensions"

See FAQ #3:   Definitions

Annual Report Review-
www.wiaimh.org

Take 15 minutes to read:

Based on what you read, who should also be aware?

What will you do to share the report?

Break

- **R**eflect
- **E**njoy
- **S**low down
- **T**une in

PMC Equity Series

Essential Structure #1: State Leadership Team (SLT)

Considerations	Examples
What is the composition of the SLT?	Cross sector and stakeholder representation should include licensing

Summary Table of Data and Considerations for SLT

High Priority Considerations	Evidence / Current Data Collected and What the Data Indicate	Future Data Needed	Action Steps
Are they accessible to all members?		Provide compensation for mileage and meeting time	
When are the SLT meetings held? Are they accessible to all of the members? Is there compensation and support for members?		Considerate of family schedules, avoid high holidays across religions FTE allotted for coordinators but not members Collaborative agreements for members to sign that demonstrate 1) commitment from agency to support and 2) embedded into job description/role of member	

Core Team Representation

- WI-AIMH
- DCF- Quality Bureau
- DCF- Quality Social and Emotional
- UWM- Home Visiting
- WECA- Workforce Initiatives
- SFTA- Early Childhood Initiatives
- DPI- Office of Early Learning
- DCF- Quality: Inclusion
- RtI Center- WI PBIS
- WI Model Early Learning Standards
- DPI- EC Equitable Multi-Leveled Systems of Sup.
- External Coaches
- The Registry
- SFTA- Family Resource Centers
- DPI- Special Education
- **Head Start Collaboration? Association?**

Agency

- Birth to 3/Early Intervention
- Child Abuse Prevention Fund
- Department of Children and Families Administration
- Department of Children and Families Licensing
- DPI – School Mental Health Framework/ Student Services/Prevention and Wellness
- DPI - WI Special Education Director
- DPI Early Childhood Special Education
- MKE Coalition for Children's Mental Health Mental Health America of WI
- Office of Early Childhood Initiatives- Milwaukee
- STG International
- Technical Colleges
- United Way GMWC & Milwaukee Succeeds
- WCCAA – Child Care Administration Association
- WFCCA – Family Child Care Administration Association
- WI FACETS
- Wisconsin Association of School Boards
- Wisconsin Council of Administrators of Special Services (WCASS)
- Wisconsin Early Childhood Collaborating Partners (WECCP)
- Wisconsin Head Start Association
- WITCCA – Wisconsin Intertribal Child Care Association

Community/Program wide sites

- Appleton Area School Districts
- Greater Watertown Community Health Foundation
- ReachDane
- UW Oshkosh Head Start
- Verona Area First Five Years

Just in case: What do we mean by equity?

DCF: targeting equity efforts around better supporting the needs of **multilingual** families and children; families and children of **color**; and children with **disabilities**.

Children's Equity Project: **Access** to resources and opportunities; Positive, fair **experiences**; **Outcomes** not associated with demographic characteristics; identify and intentionally eliminate systemic racism and other forms of oppression

Pyramid Model: **access** to high quality supports that ensure social and emotional competence; **Eliminate** disparate use of **harsh discipline** by supporting adult reflection and enabling systems to address multi-levels of need- guided by data- in collaboration with community partners

WI-AIMH: We are committed to promoting self-reflection to increase awareness of our respective personal roles and responsibilities in systems of **oppression**, acknowledging **privilege**, and taking action to combat **discrimination and inequities** in all forms

DPI/RtI Center: Educational equity means that every student has **access** to the **resources** and educational **rigor** they need at the right moment in their education, across **race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income**.* (culturally responsive practices)
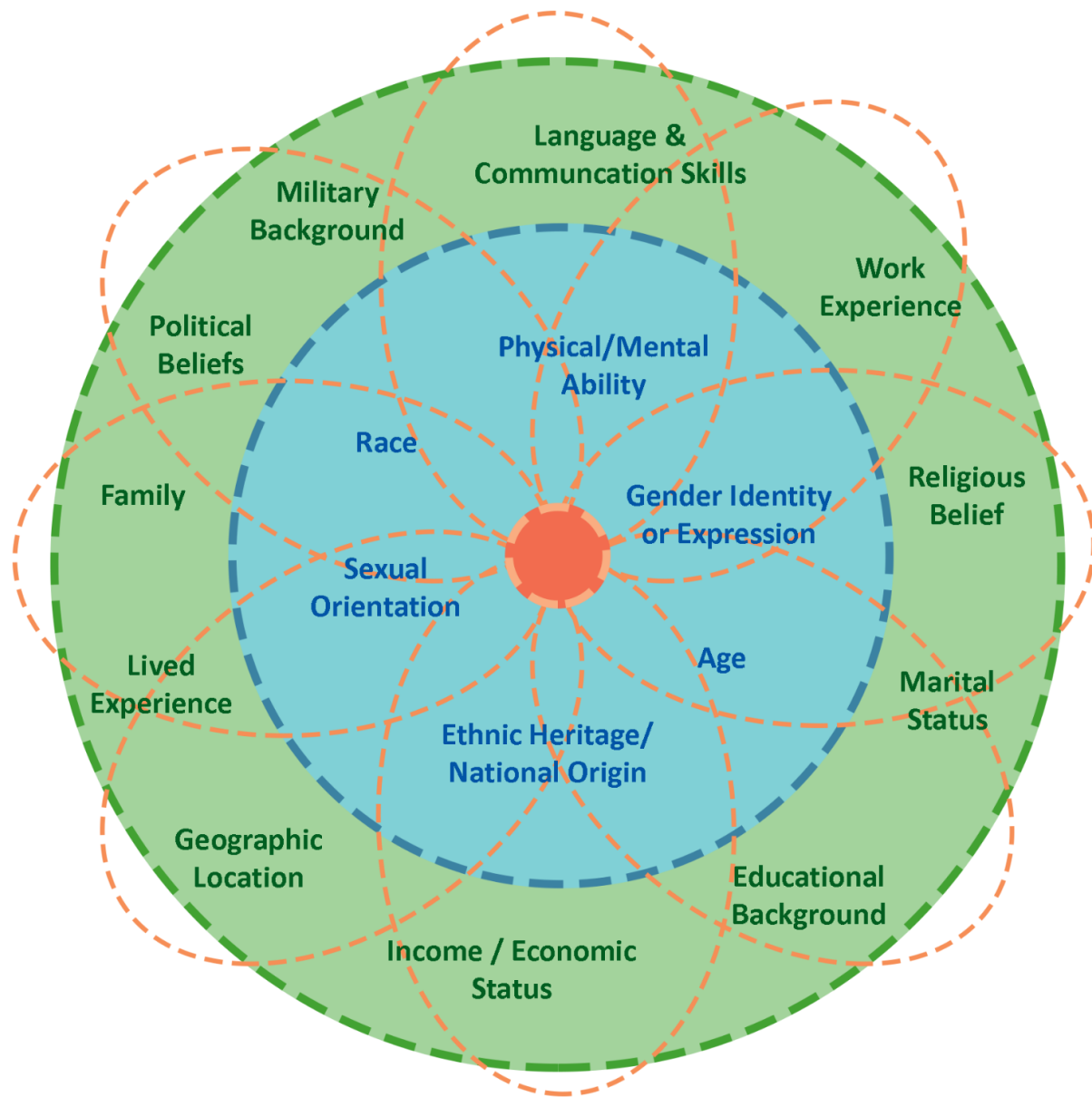
Strategy: A Mindful Pause

WHAT IS IMH ENDORSEMENT

IMH-E® is:

- an **internationally recognized professional credential**,

- based on the recognized set of **IMH competencies**, that

- Affirms a professionals acquisition of the **education, work, specialized training, and reflective supervision experiences** that lead to the best outcomes for infants, young children, families and communities.

IMH-E® affirms and informs:

KNOWING
Knowledge needed to do the work

DOING
Professional skills needed to do the work

BEING
Our ways of being as we work

CATEGORIES OF ENDORSEMENT®

|	
Infant Family Associate (IFA) Promotion/Advocacy/Prevention (Collaborate & Share IMH information with others)	Infant and Toddler Child-Care Classroom Educators and Directors, Family/Home Infant/Toddler Child-Care Providers, medical professionals, librarians, CASA, Doula, Child Life Specialist, etc.
Infant Family Specialist (IFS) Prevention/Early intervention (Broad work experience)	Home Visiting, Birth-3, Early Head Start, others that provide direct Services to families with risk-factors such as case management, Part C service coordination, parent education, and family support
Infant Mental Health Specialist (IMHS) Clinical intervention	Clinical Intervention that includes: advocacy, developmental guidance, emotional support, concrete assistance, and parent-infant/very young child relationship-based therapies and practices
Infant Mental Health Mentor (IMHM) (Clinical, Policy, Research/Faculty) Policy/Academia/Clinical Leadership	Clinical: IMH Leaders who practice and provide RS/C to practitioners in the field Policy: IMH Leaders who influence policies and programs Research/Faculty: IMH Leaders in research, evaluation, and teaching

ECMH-Endorsement®

ECMH-E® recognizes the professionals working with and on behalf of children ages 3 up to 6 years old and their families who are also applying important IECMH principles into their work. The ECMH-E® will provide a pathway to Endorsement® for professionals who incorporate key IECMH competencies into their work with and on behalf of children ages 3 up to 6 years old and their families.

➢ Organizations that already hold IMH-E ® are able to license ECMH-E ® in their state as well

➢ Workgroup currently meeting to create recommendations / considerations for Wisconsin

➢ Plan will be created with detailed next steps to consider for Wisconsin

# INTERNATIONAL NETWORK OF OVER 3,000+ IMH-E® PROFESSIONALS!
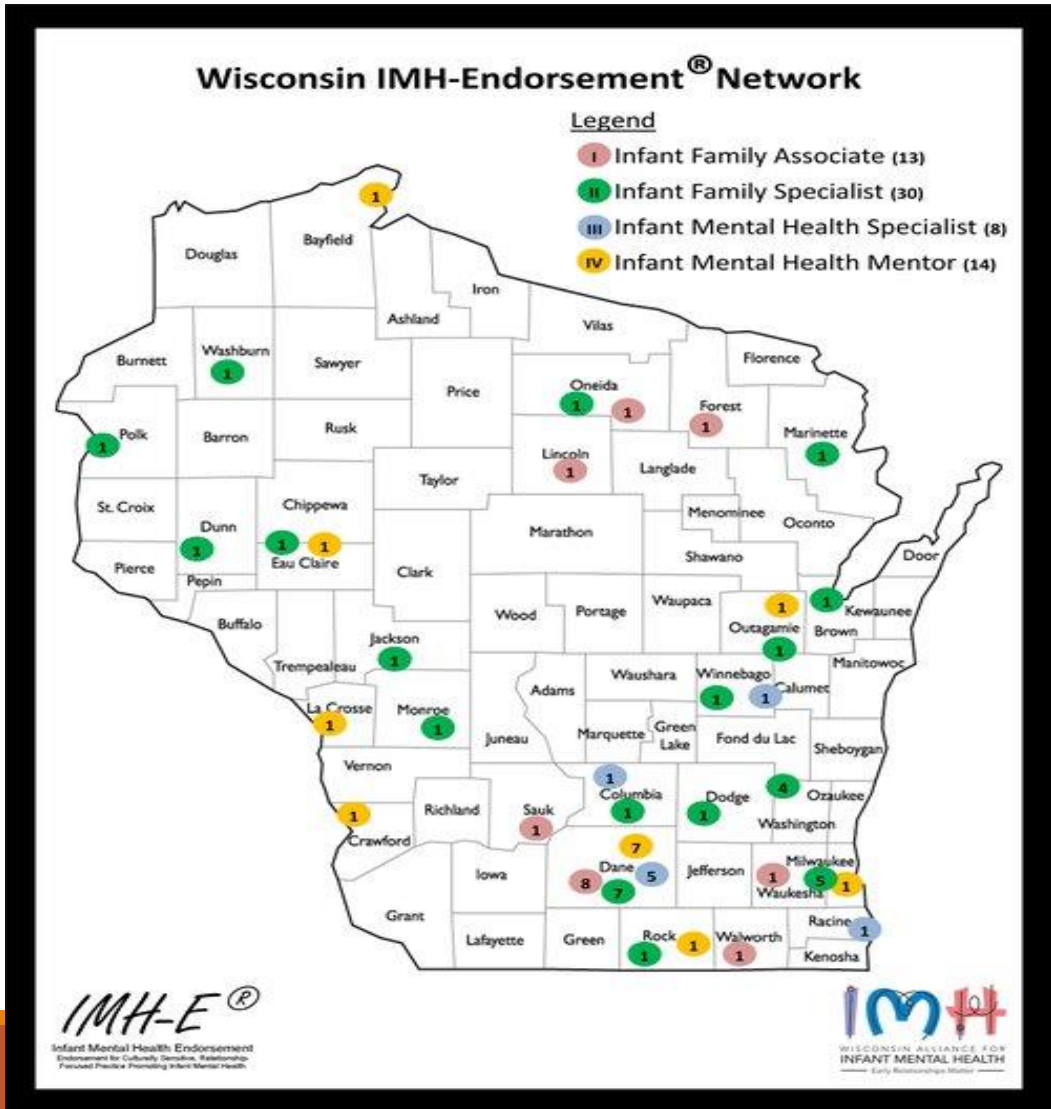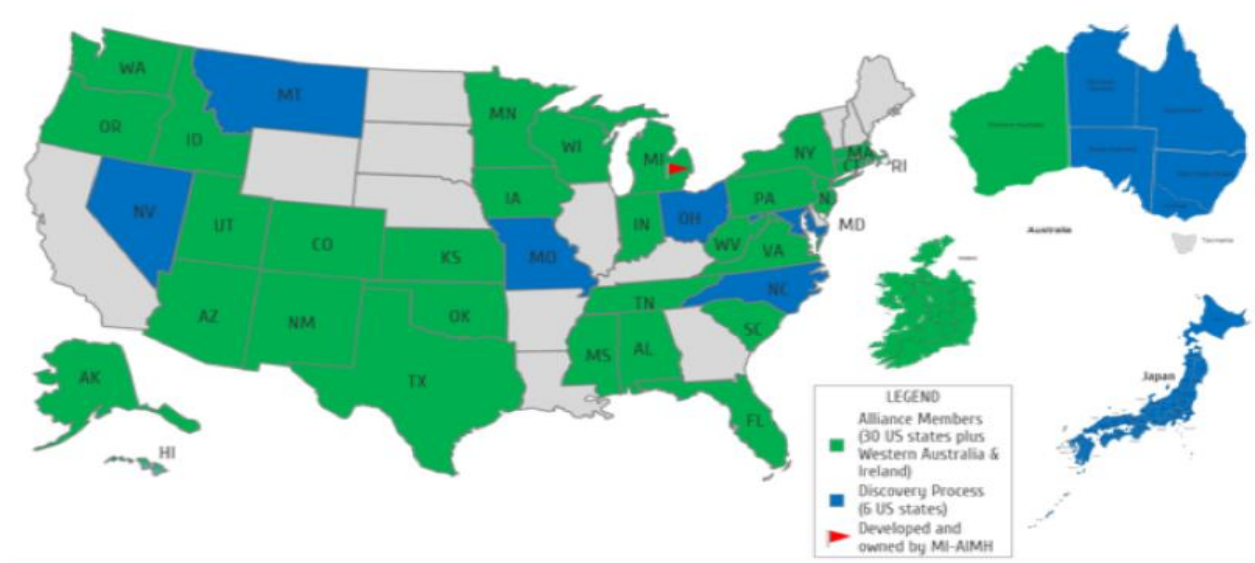
Steps to bring ECMH-E® to WI

1) WI-AIMH signs an ECMH-E® licensing agreement and receives orientation T/TA from Alliance

2) Alliance provides direct T/TA to Endorsement Coordinator

3) Identified Leadership Cohort:
   1) Application for Endorsement® through The Alliance instance of EASy (TA from Alliance / sit for exam if needed)
   2) Upon earning Endorsement - Attend reviewer training

4) ECFA, ECFS, ECMHM-R/F and ECMHM-P categories will be available to AIMH applicants when the AIMH is ready to begin endorsing

AIMHs can begin accepting ECMHS and ECMHM-C applicants via EASy but cannot begin offering Endorsement® to those applicants until 2021, exact date TBD

WHY NOT SEEK I/ECMH-E®?

- **Good for You** – enhances professional creditability and confidence

- **Good for Babies and Families** – ensures high-quality, relationship-based and culturally sensitive practice

- **Good for Communities** – assures to families and communities that professionals meet high standards of care

- **Good for Employers** – verifies professionals qualifications

- **Good for the Field** – uplifts the professional credibility of the field and informs professional development with an organized framework

"Earning Endorsement® was rewarding to me because I have (and continue to) put in a lot of time and effort to study, learn and put into practice important concepts that build capacity and promote positive change in relationships among families. Achieving this credential and demonstrating the competencies have given me more confidence and the credibility to do my work."
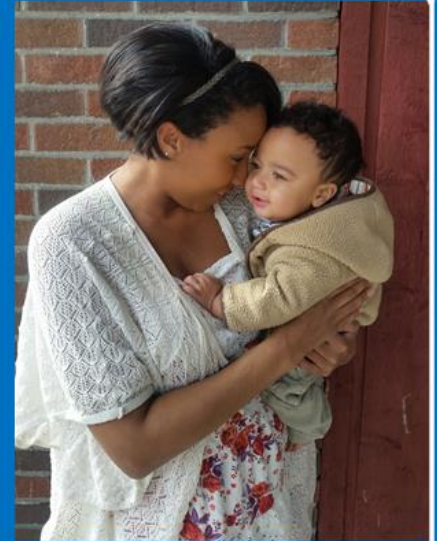
Strategy: A Mindful Pause

Team member updates- Connections and opportunities

Remaining Dates for 2021

July 13th (Core Team)- 10AM to Noon

October 5th- Benchmarks of Quality rating 9:30AM to 12PM; highlights for Advisory team 1:00-3:00 PM

PLEASE COMPLETE THE EVALUATION:

https://forms.gle/DPdvQqSm1eQ9wy4v8