



# COMMUNITY EARLY CHILDHOOD SYSTEMS OF CARE

From January 2022 to June 2023, thousands of families were served directly and indirectly in Lancaster County. Activities primarily took place in the priority areas of Early Care and Education and Family Engagement.

## Children and Families Served

Number of Families Served Directly	490	Number of Families Served Indirectly	722	Number of people reached through communication	2,060
Number of Children Served Directly	604	Number of Children Served Indirectly	858		



### Early Care and Education

The following Early Care and Education activities occurred:

- Emergency Response Alert System Program
- Early Childhood Peer to Peer Mentoring Project
- Social Emotional Backpack Project



### Family Engagement

The following Family Engagement events/activities took place:

- Parents Interacting with Infants (PIWI) Classes
- Circle of Security-Parenting (COS-P) Classes
- Early Childhood Family Fair
- School Readiness Activity for parents and caregivers

*"[RiR] has shown me how to build relationships with the children and their families."*

*-Lancaster Child Care Provider*

# PYRAMID MODEL IMPLEMENTATION

## About the Implementation

The RIR Pyramid Model implementation offers center-based and home-based child care providers with Pyramid Model training and ongoing coaching support for the implementation of positive strategies to promote young children's social-emotional development and skills. Providers participate in training, coaching, and collaboration meetings for three years. The following reports information from January 2022 through June 2023.

## Sites and Providers

4 coaches provided Pyramid Model training and implementation support to 31 providers including directors (n=10), lead teachers (n=15), assistant teachers (n=2), and home providers (n=4) in 15 childcare sites.

- 11 were center-based.
- 93% of sites were retained in RiR.
- 81% of providers were retained in RiR.

## About the Children

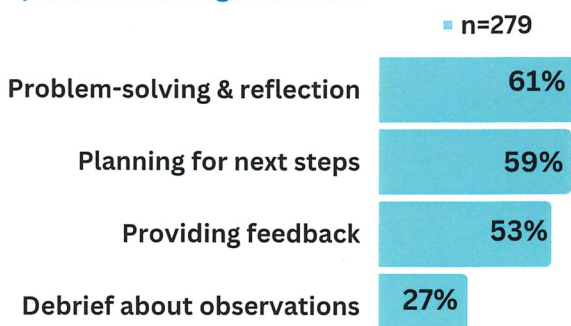
Programs completed a demographic survey about 96 children they serve.

- 22% qualified for a state childcare subsidy, an indicator of low income. 9% spoke a primary language other than English.
- 69 children had ASQ-SE results.
- 81% had typical social-emotional behaviors.

## Coaching Activities

Coaches logged 279 coaching sessions with their providers. 250 were in-person. The most common coaching activities included problem-solving/reflection, planning for next steps, and providing feedback.

The most common coaching activity was **problem-solving/reflection**.



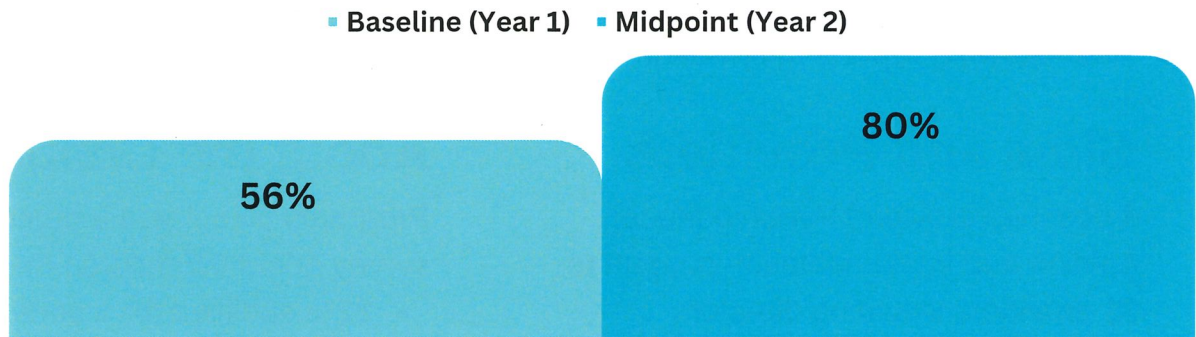
Coaches most frequently helped providers **improve the environment**.



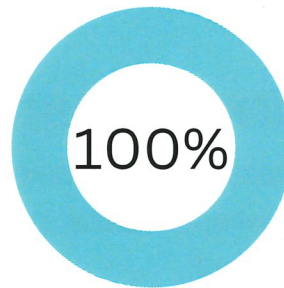
# 2021-2024

## Pyramid Model Practices in Place

In Lancaster County, a new cohort of providers started in Fall 2021. Lead providers in center-based programs received their baseline TPOT observations in the Fall of 2021 (Year 1) followed by their midpoint observations (Year 2) in the Fall of 2022. Individuals will receive their final observations (Year 3) in the Spring of 2024. By Year 2, 80% of key practices were in place by preschool-age providers and 0 key practices were red-flagged. The goal is to have 80% of key practices in place and 0 red-flagged practices.



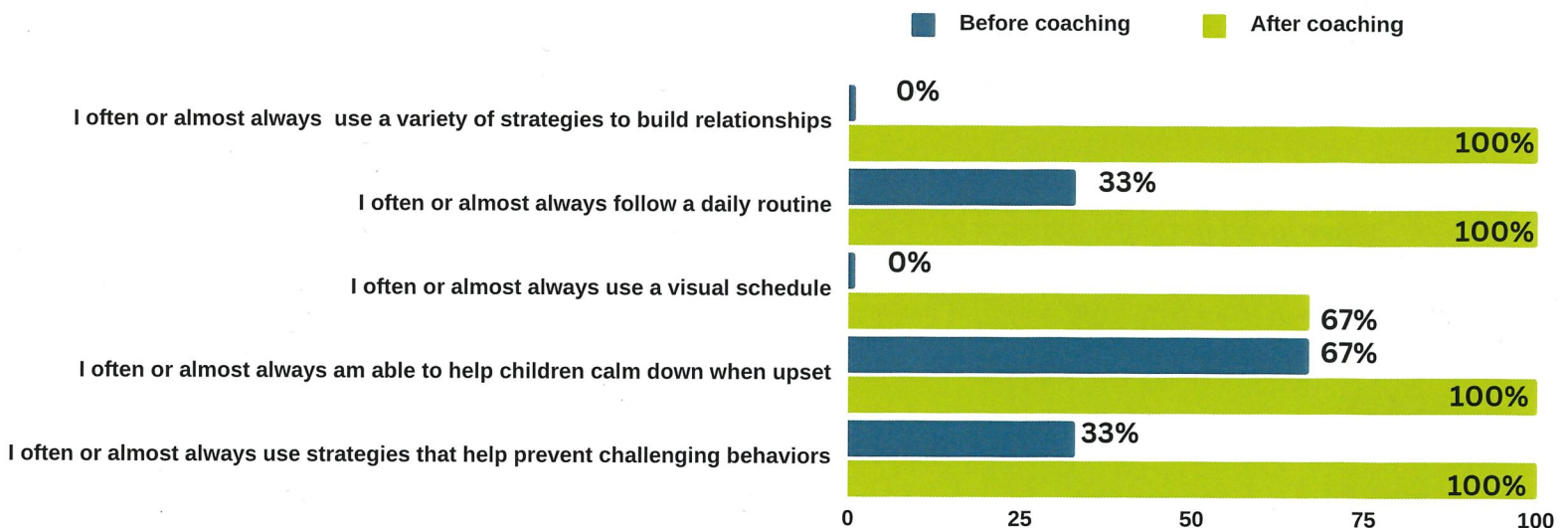
By Year 2, 100% of preschool practices received no "red flags"



*"I have been able to help not only my room but other classrooms throughout my center to help them implement a calm down corner and ways to help different children calm down  
-Lancaster Child Care Provider*

# Provider Perceptions

Year 2 providers in Lancaster County (n=3) shared insights on their experience in the Pyramid Model implementation through a feedback survey. The chart below denotes providers that reported almost always engaging in each strategy.



**100%**

share information with parents about ways to support children's social emotional development

**66%**

report sometimes using time out as a consequence when children misbehave

**100%**

believe the Pyramid Model coaching around behavior challenges or social emotional concerns has been helpful

*"Using the Pyramid Model has helped remind me to approach children as exactly what they are, learning. We're all learning and sometimes we need guidance in that learning. When you know better, you can do better. So until a child knows better, how can they do better? It's up to us to teach them. "*

*-Lancaster Child Care Provider*



# Provider Perspectives

Year 2 providers in Lancaster were invited to participate in a brief phone interview regarding their experience in the RiR initiative. The following information was obtained from three providers currently engaged in the initiative.

## BENEFITS OF ENGAGEMENT IN RIR

Participants reported feeling better able to work with their administrators and colleagues to troubleshoot instances of challenging behavior. Participants also appreciated the resources and support they received from their coach. Participants noted that they felt appreciated and valued by their peers and their coaches. Finally, participants felt that RiR had strengthened their abilities to connect with parents and have deeper conversations.

*"I have loved getting a network built up, having other providers that I feel I can touch base with now is huge. As well as with the coach, we can reach out to each other...it's fun to meet other people in the same field and just have the confidence to be able to help teachers with the difficult behaviors they are having."*

## CHALLENGES TO ENGAGEMENT IN RIR

Participants reported getting to trainings and meetings to be challenging at times. No other challenges to program engagement were identified.

*"It takes your whole Saturday and sometimes that was a struggle to spend the whole day there. But then there were times that I wanted more information than what the whole day gave you."*

*"I've just learned so much, it has helped my teaching...I feel like it [RiR] is just built for me as a person and a teacher."*

*"This has helped me to just build my confidence, and just be able to balance ideas and problem solving."*

Snapshot Report prepared by  
Kailey Snyder, Ph.D.  
Kate Dietrich, BA.  
The University of Nebraska Medical Center's  
Munroe-Meyer Institute: A University of Excellence  
for Developmental Disabilities

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