

# *Federal, State, and Local Resources and Strategies to Enhance the Mental Health of Children, Youth, and the Adults that Support Them*

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CHILDHOOD DEVELOPMENT

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# Promoting Early Care and Education Parent, Family, and Staff Mental Health and Well-Being

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# Dear Colleague Letter on Social-Emotional Development and Mental Health

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On June 14, the Departments of Health and Human (HHS) and Education (ED) issued a Dear Colleague Letter and four recommendations to state, territorial, tribal, and local policymakers and administrators of systems, agencies, and programs responsible for young children's health and well-being, social-emotional development, and early learning.

These recommendations and action steps are intended to help early childhood systems work collaboratively to ensure that young children and their caregivers have access to high-quality resources that equitably support social-emotional development and mental health.

The Dear Colleague Letter also includes links to various resources available to support this work.

<https://www.acf.hhs.gov/ecd/policy-guidance/dear-colleague-social-emotional-development-and-mental-health>



# 4 Social-Emotional Development and Mental Health Related Recommendations

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1. Implement evidence-based practices that support positive social-emotional development and mental health for all children and wellness for every caregiver.
2. Prioritize workforce wellness and enhance workforce capacity to identify and respond to children's and families' social-emotional and mental health needs.
3. Leverage policy and funding to increase access to social-emotional and mental health support and reduce barriers to access.
4. Use data to promote equitable implementation and outcomes.



# DHHS/Administration for Children and Families/Office of Early Childhood Development

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*Early Childhood Behavioral Health* is a new webpage created by the Office of Early Childhood Development (ECD) at ACF to house a myriad of resources that support early childhood mental health and social-emotional development.

This webpage includes a section dedicated to Parents and Caregivers and Early Care and Education Program Staff and Administrators.

<https://www.acf.hhs.gov/ecd/initiatives/behavioral-health>

<https://www.acf.hhs.gov/ecd/parents-and-caregivers>

<https://www.acf.hhs.gov/ecd/early-care-and-education-program-staff-and-administrators>

<https://www.acf.hhs.gov/ecd/tribal-leaders-and-programs>



# ACF Children's Bureau Learning and Coordination Center

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<https://cblcc.acf.hhs.gov/shareable-media/videos/acf-video-series/>

**Why Does It Matter? Children's Social Emotional Development and Mental Health**

**Parent Well-Being Matters: Children's Social Emotional Development and Mental Health**

**Caregiver Well-Being Matters: Children's Social Emotional Development and Mental Health**



# *Examining the Mental Health of Early Childhood Professionals and Children Early in the Pandemic*

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In a new report, the Children's Equity Project, in partnership with the Buffett Early Childhood Institute at the University of Nebraska and Yale University, highlights the mental health of the early care and education workforce and the children they care for using data collected over the course of the pandemic in 2020 and 2021.

The report focuses on depression and elevated stress, including racialized stress in early educators, and provider reported increases in child externalizing and internalizing symptoms. The report provides national data as well as state profiles that highlight trends across state lines.

The report ends with a set of recommendations for Congress, federal agencies, and states in prioritizing the mental health of children, families, and the early educators who care for them.



# *Working Conditions and Well-Being of Center-Based Infant-Toddler Teachers*

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This report analyzes data from the 2019 National Survey of Early Care and Education to examine infant-toddler teachers' work experiences, challenges, and stressors; their mental and physical health; and reasons for leaving the field.





# Findsupport.gov

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This is a new website launched by the Substance Abuse and Mental Health Services Administration at the U.S. Department of Health and Human Services that helps people navigate through common questions when they are starting their journey to better mental and behavioral health.

<https://www.samhsa.gov/find-support>



# Culturally-Based Practices and Mental Health

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*Culturally-Based Practices* are “culturally rooted customs, behaviors, values, and beliefs passed down through generations that function as ‘informal systems of support.’” This resource explains how these practices contribute to mental health and provides examples across different communities.



# Delivering Mental Health Services through a Cultural Lens

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*Delivering Mental Health Services Through a Cultural Lens: What Can We ALL Do?* is a webinar that discusses the importance of delivering mental health services through a cultural lens, provides an organizational self-assessment tool on cultural and linguistic competence (CLC), and shares leadership strategies to promote CLC in mental health systems and services.



# State and Territory Leaders – Dear Colleague Letters, Guidance, and Resources

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1. Addressing The Nation’s Behavioral Health Crisis: An HHS Roadmap to Integrate Behavioral Health
2. Medicaid Informational Bulletins related to: (1) Behavioral Health Services for Children and Youth and (2) School-based Services
3. Dear Colleague Letter on Social-Emotional Development and Mental Health
4. The Importance of Infant–Early Childhood Mental Health in Training and Technical Assistance
5. Resource Guide for Developing Integrated Strategies to Support the Social and Emotional Wellness of Children
6. Supporting and Promoting Mental Health in Out-of-School Time
7. Infant and Early Childhood Mental Health Consultation Toolbox

<https://www.acf.hhs.gov/ecd/initiatives/behavioral-health/state-and-territory-leaders>



# A Study of the Intersection of Family, Friend, and Neighbor Networks and Early Childhood Mental Health Consultation

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<https://gucchd.georgetown.edu/what-working.php>

Even though family, friend, and neighbor (FFN) child care is the most common non-parental child care arrangement, very little is known about the characteristics, quality, and evidence of successful programs offering training, education, and support to FFN providers.

In this study, with funding from the Robert Wood Johnson Foundation, we endeavored to understand more about the needs of FFN providers and the families they serve. We studied four sites where there was or is an intersection between FFN care and Infant and Early Childhood Mental Health Consultation (IECMHC) to begin to learn about its availability, applicability, and usefulness for FFN providers.



# Examples of State Innovations

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Profiles of Innovation: COVID-19 Recovery – Three Approaches to Social-Emotional Support and Mental Health

Profiles of Innovation: Idaho Community Program Grant

Perspectives from the Field on Implementing Infant and Early Childhood Mental Health Consultation

Medicaid Partnerships in Washington State Contributing to a Continuum of Infant and Early Childhood Mental Health Supports and Services

Building a well-supported infant and early childhood mental health workforce: Lessons learned about a regional approach from Alabama and Georgia

Early Childhood Policy Matters Podcast, Episode 5: Components of a Successful Statewide Early Childhood Mental Health System



# Collaborating with Education Partners

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**Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs**: This resource is intended to supplement the information in the ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs, and Volume 3: Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff, by providing focused information and resources to enhance the promotion of mental health and social and emotional well-being among students.



# Briefing Paper: Infant and Early Childhood Mental Health and Early Intervention (Part C)

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This briefing paper explores Infant and Early Childhood Mental Health (IECMH) policies and practices that state early intervention (Part C) programs may consider implementing to meet the social-emotional and mental health needs of infants and toddlers in the context of relationships with their parents and other caregivers. Supported by OSEP.





# Additional Mental Health and Wellness Resources

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<https://www.acf.hhs.gov/toolkit/mental-health-and-wellness-resources>

Resources for Child Care Providers - Supporting Children and Families

Resources to Support Early Care and Education Workforce Strategies

Trauma-Informed Resources

Resources for Children and Families Responding to Infectious Disease Emergencies



# PDG B-5 Proposed Activities Related to Behavioral and Mental Health and Social-Emotional Development

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# PDG B-5 Renewal and Planning Grant Activities

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41 of 42 renewal and planning grantees have planned one or more activities that address behavioral and mental health, and social emotional development. The types of proposed activities fall in several categories:

- Screenings and referrals
- ECMH Advisory Board or Council
- IECMH/Trauma Informed Care trainings
- IECMH Endorsement or Credential
- ECE Workforce Mental Health & Wellness
- Pyramid Model
- Data
- Suspension/Expulsion



# Behavioral and Mental Health Examples

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1. Sixteen PDG B-5 grantees plan to establish or expand screenings. The Ages and Stages Questionnaire series is the tool mentioned by all of these grantees.
2. Twenty grantees plan to implement trainings in Infant and Early Childhood Mental Health, and/or Trauma-Informed Care.
3. Activities related to the IECMH Consultation model were identified by 11 of the 42 grantees.
4. The Pyramid Model was identified by 18 grantees, although the exact nature of the activities proposed varied across grantees. What is clear is that the Pyramid Model has been embraced by many PDG B-5 grantees.
5. Twelve of the PDG B-5 grantees identified activities to reduce Suspensions and Expulsions, a problem that persists despite research showing that the practices exacerbate rather than remedy young children's behavioral issues.



# Questions? Comments? Suggestions?

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Thank You

[Register via this Web link](#) to join the Administration for Children and Families (ACF) for a webinar on the topic of Promoting Early Care and Education Staff Mental Health and Well-Being 3 p.m. ET Wednesday, May 31<sup>st</sup> 2023.

([https://www.zoomgov.com/webinar/register/WN\\_CQfiw9XsQ4aXvE5nAntYmw](https://www.zoomgov.com/webinar/register/WN_CQfiw9XsQ4aXvE5nAntYmw))

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