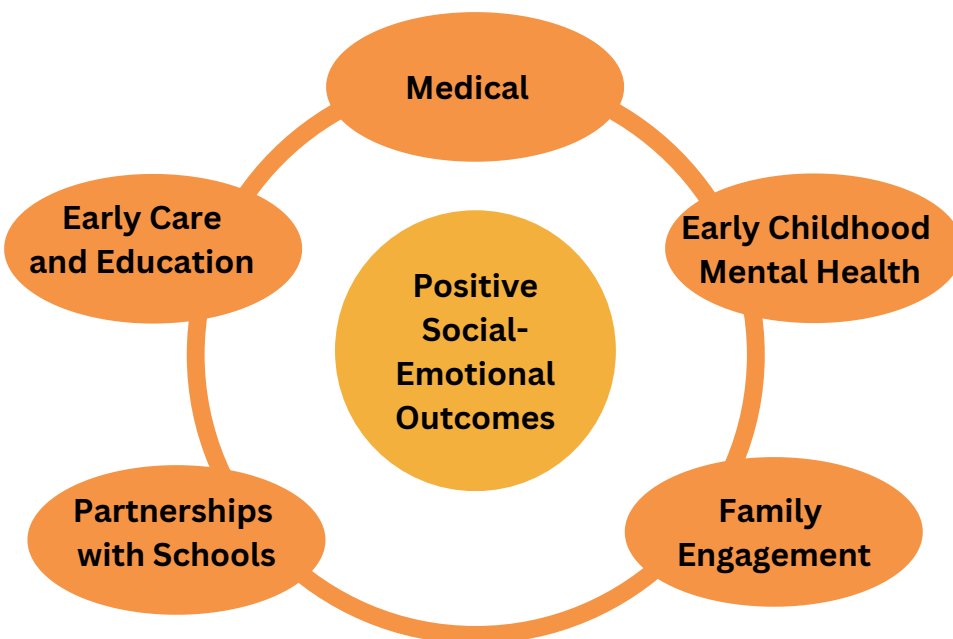

January 2022-June 2023

Hall County Rooted in Relationships Snapshot Report

Rooted in Relationships (RiR) is a statewide initiative that partners with communities to implement evidence-based practices that enhance the social-emotional development of children, birth through age 8. RiR supports communities to implement the Pyramid Model and establish a multi-disciplinary stakeholder team charged with developing and implementing a long-range plan to influence the early childhood systems of care to support the healthy social-emotional development of children. Hall County began implementing the Rooted in Relationships (RiR) initiative in 2015. The fiscal agent for RiR in Hall County was Hall County Community Collaborative (H3C). H3C also provided workgroup support and infrastructure to develop and implement the RiR work plan.



COMMUNITY EARLY CHILDHOOD SYSTEMS OF CARE

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

Children and Families Served

Number of Families Served Directly	489	Number of Families Served Indirectly	1,535	Number of people reached through communication	2,079
Number of Children Served Directly	799	Number of Children Served Indirectly	3,071		



Early Care and Education

The following Early Care and Education activities occurred:

- A trauma in children training took place with 29 participants
- Second Step training took place with 8 participants
- Baby Doll Circle Time occurred with 8 participants
- An Early Childhood Conference took place with 150 participants
- A Child Care Appreciation Event occurred with 87 participants



Family Engagement

The following Family Engagement events/activities took place:

- "Breathe like a Bear" books and bears were provided to 100 individuals
- PIWI classes took place with 25 participants

"Using the Pyramid Model in my care for children has really helped me develop amazing relationships not only with the children but my families."

-Hall 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 49 providers including lead teachers (n=29), assistant teachers (n=3), directors (n=8), assistant directors (n=4), and home providers (n=5) in 13 child care sites.

- 8 were center-based
- 77% of sites were retained in RiR
- 69% of providers were retained in RiR

About the Children

Programs completed a demographic survey about 252 children they serve.

- 11% qualified for a state child care subsidy, an indicator of low income. 11% spoke a primary language other than English.

258 children had ASQ-SE results

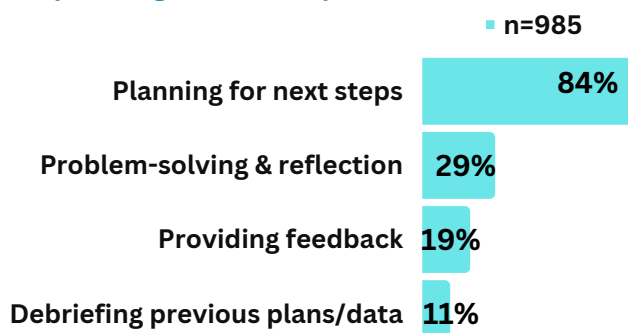
- 97% had typical social-emotional behaviors

4 children were expelled from sites.

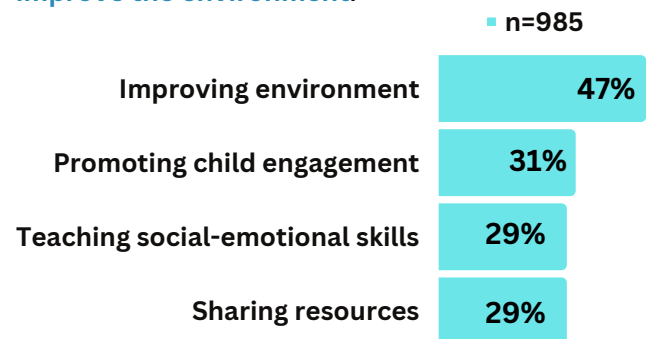
Coaching Activities

The coaches logged 985 coaching sessions with their providers. 954 were in-person. The most common coaching activities included planning for next steps, problem-solving/reflection, and providing feedback.

The most common coaching activity was **planning for next steps**.

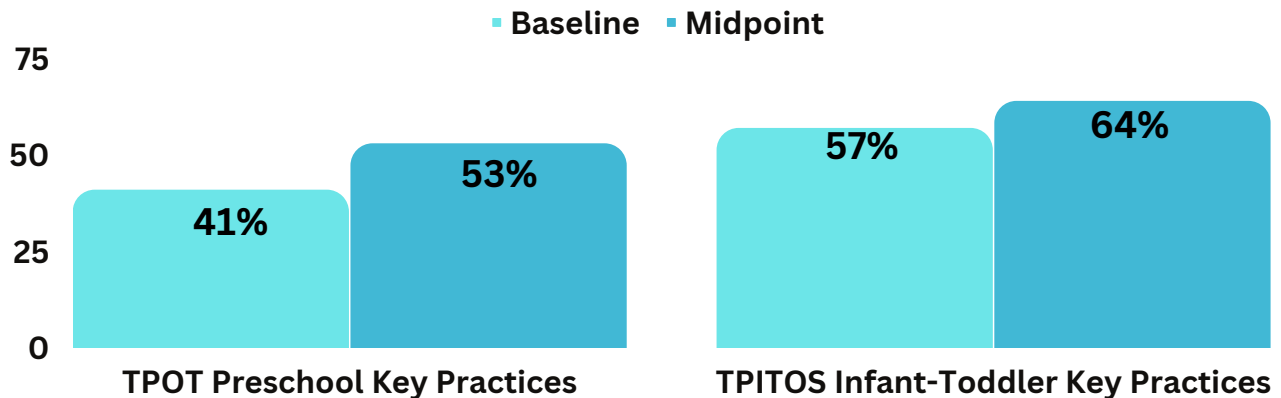


Coaches most frequently helped providers **improve the environment**.

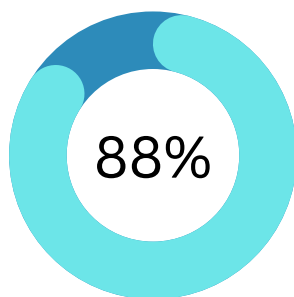


2021-2024 Pyramid Model Practices in Place

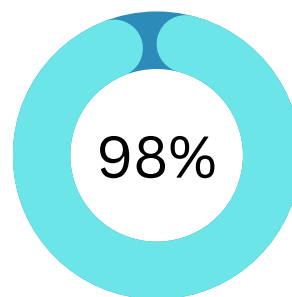
In Hall County, a new cohort of providers began in the Fall of 2021. Lead providers in center-based programs have received two TPOT or TPITOS observations baseline (Year 1) and midpoint (Year 2). Their final observations will take place in the Spring of 2024. By Year 2, preschool providers were implementing 53% of key practices (TPOT) and infant-toddler (TPITOS) providers were implementing 64% of key practices. By Year 2, 91% of preschool classroom practices received no red flags and 98% of infant-toddler classroom practices received no red flags. The goal is to have 80% of key practices in place and 0 red-flagged practices by the end of the three-year period.



By Year 2, 88% of preschool classroom practices received no "red flags."



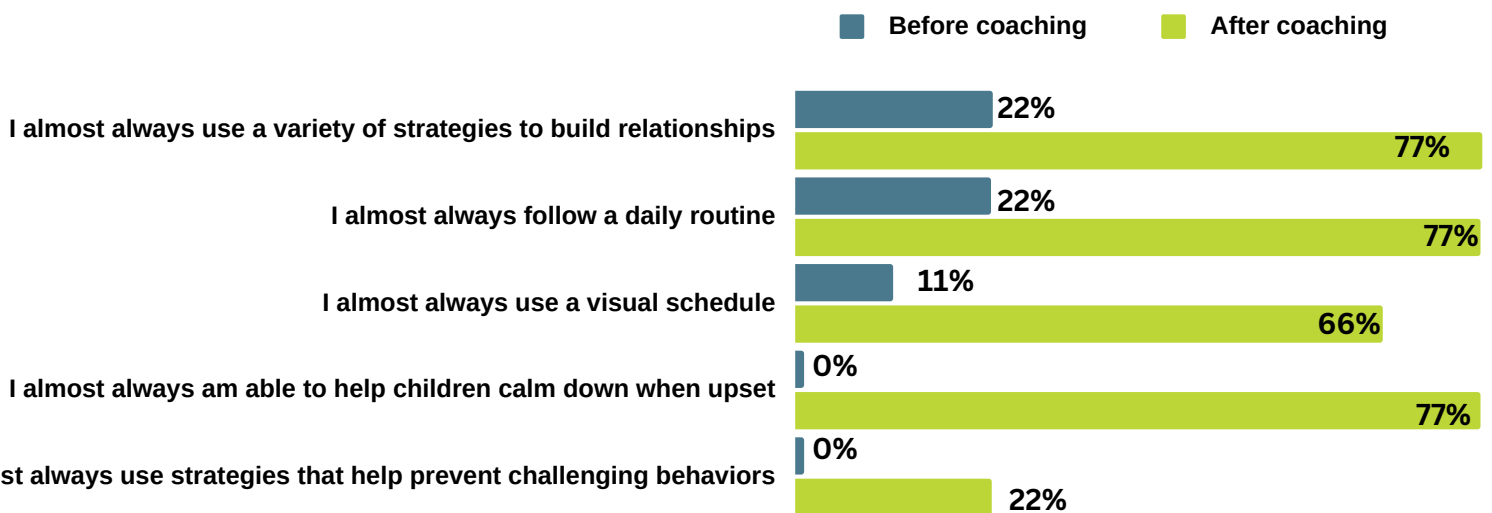
By Year 2, 98% of infant-toddler classroom practices received no "red flags."



**Observation and BOQ participation numbers are masked as participant numbers were low. To protect participant privacy n's are not included. To review overall initiative engagement from year to year please see the annual evaluation report. Please remember only individuals who are lead teachers in center-based programs receive TPOT and TPITOS observations. Individuals must have 2 observation time points to be included.

Provider Outcomes

Year 2 providers in Hall County (n=9) shared insights on their experience in the Pyramid Model implementation through a feedback survey and individual interviews. The chart below denotes providers that reported almost always engaging in each strategy.



80%

almost never use "time out" as a consequence

75%

believe they can almost always support parents when they have concerns about their child's social-emotional development

100%

believe the Pyramid Model coaching around behavior challenges has been helpful

"[The best part of RiR is] feeling welcomed, not judged for feeling overwhelmed, great communication with our coach and the others. Learning ways to build our skills to provide to better care for our children and caring for ourselves. "

-Hall Child Care Provider



Provider Perspectives

Year 2 providers in Hall County 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 were very grateful to their coach and appreciated how their coach was able to help them move from receiving new knowledge to implementing new knowledge. Participants also felt better equipped to handle challenging situations and support children's overall social-emotional well-being.

"It [RIR] has allowed me to gain more control of situations. Emotions are super big when they're little, and they don't understand why or how they're feeling. So, it has really helped me to teach them about feelings and why they might be feeling that way and ways to cope and get through it."

CHALLENGES TO ENGAGEMENT IN RIR

Discussion of challenges was limited and primarily focused on personal barriers to attending trainings and/or meetings at times.

"I really don't feel like there have been any challenges. I mean, sometimes schedule-wise, just because they have set time meetings, and sometimes, I have to rearrange things or get help with my own children."

“

It's such a good program. The fact that it doesn't matter how many years of experience you have or what degree you have, or what training you've already taken, you could learn something and come away better for the kids you take care of.

-Hall Child Care Provider

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