



STATE EARLY CHILDHOOD ADVISORY COUNCIL

Thursday, June 15, 2017

1:00 p.m.-3:30 p.m.

Johns Hopkins University
6740 Alexander Bell Dr.
Columbia, MD 21046

Agenda

- **Welcome/Introduction of Members** – Dr. Carol Williamson, Deputy Superintendent, Office of Teaching and Learning, Maryland State Department of Education (MSDE)
- **Old Business**
 - Suspension and Expulsion Policy – Cyndi La Marca Lessner, Branch Chief, Collaboration and Program Improvement
- **New Business**
 - Universal Pre-K Workgroup Update – Judy Walker, Branch Chief, Early Learning
- **Presentations**
 - Overview of the Early Childhood Mental Health Consultation Project - Al Zachik, Deputy Director, Child and Adolescent Services, Behavioral Health Administration
 - Early Childhood Mental Health – Multiple Perspectives
 - Eloise Stinchcomb, Behavioral Consultant, Howard County Office of Children’s Services
 - Jodi Fishman, Director, Bet Yeladim
 - Jodi Louer, Parent, Bet Yeladim
 - Public Awareness Campaign – Promoting Early Childhood Education - Dorothy Doub, Kristen Metz
- **Announcements**
 - Striving Readers Grant and PreK Symposium – Judy Walker
 - Local ECAC visits and KRA data sharing – Karina Hudack, Grants Specialist
 - Curriculum Update – Christy Tirrel-Corbin
- **Goal Groups**
 - Public Awareness Campaign
 - Workforce Development
- **Adjournment**

State Early Childhood Advisory Council 2017 Meetings

- Thursday, September 21, 2017, MDSE* (ECAC only)
- Thursday, December 21, 2017 (ECAC and local advisory councils) *Location TBD*

*Maryland State Department of Education
Nancy S. Grasmick Building
200 W. Baltimore Street
Baltimore Maryland 21201

Agenda Topic	Discussion Summary	Action Needed	Due Date
	Childhood (DECD) website under announcements.		
Presentations	<p>The Early Childhood Mental Health Consultant Project was reviewed to better understand the services that the early childhood community has to support children with challenging behaviors and their families. The presentation included an overview of the project with three perspectives: the Early Childhood Mental Health Consultant's view to give a working view; the perspective from a child care center director to review the impact on teachers and the program; and the parent perspective to review the impact of the work on children and families.</p> <ul style="list-style-type: none"> ▪ Al Zachick, Deputy Director, Child and Adolescent Services, Behavioral Health Administration gave an overview of the Early Childhood Mental Health Consultation Project. See presentation. ▪ Eloise Stinchcomb, a Behavioral Consultant with the Howard County Office of Children's Services, gave an overview of the Care Center. The Care Center helps families and early childhood educators use effective practices with young children. See presentation. ▪ Jodi Fishman, Director, Bet Yeladim Preschool, discussed the partnership with the Care Center and its impact on her program. The partnership is developed with the only goal being to keep children in the program. When teachers, administrators and parents meet together to collaborate, this naturally supports the teachers. We become a team for the child and all parties receive the resources and services they need for the child to be successful at home and in the classroom. When discussions maybe more sensitive for parents, the Care Center works with the teachers and administration on how to approach the topic in a more sensitive way to support the family better. ▪ Jodi Louer, Parent, Bet Yeladim Preschool, discussed the services she and her family have received through the partnership with the Care Center. Her three year old son was showing a lot of behaviors and becoming more aggressive. When she started receiving calls from the school, she became more concerned. They partnered with the Care Center and also referred her child to Child Find. During this time, the family worked with the consultant who conducted an observation and plan of action to support her son. Ms. Louer stated that she knew she had to be more consistent and provide more structure, but she didn't know how to do that. The consultant from the Care Center worked with her on how to do this throughout their 		

Agenda Topic	Discussion Summary	Action Needed	Due Date
Adjournment and Future Meetings	Meeting adjourned at 3:45pm. Future meetings are: <ul style="list-style-type: none"> ▪ Thursday, September 21, 2017 (MSDE) ▪ Thursday, December 21, 2017 State and Local (TBD) 		
Notes/Minutes	Cyndi La Marca Lessner, Early Childhood Coordinator, DECD Karina Hudack, Grant Specialist, DECD		
Members in Attendance	Brenda Hussey Gardner – State Interagency Coordinating Council Christina Peusch – Maryland State Child Care Association Dorothy Stolz – Carroll County Libraries Flora Gee – Maryland Association for Education of Young Children Lisa Davis – Howard County Public School System Steven Hicks – Ready At Five Jacqueline Grant (for Meena Gafaar) – Maryland State Family Child Care Association Carol Williamson – MSDE, Deputy Superintendent Rachel London – Maryland Developmental Disabilities Council Kim Malat – Governor’s Office for Children Al Zachik – Maryland Department of Health Susan Myers – Maryland Association of Elementary School Principals Robin Mellen – Non Public Pre-K provider Lauren Moskowitz – Maryland State Education Association Elizabeth Hall – Department of Disabilities Claudia Simmons – Head Start Agency Crystal Barksdale – Service Employees Intl Union Mary Dammeyer – Council for American Private Education Elizabeth Hall – Department of Disabilities Loretta Hoepfner – Maryland Chapter , American Academy of Pediatrics Elizabeth Miller – Local Government Agency Child Service Provider		

Maryland's Preventing Suspension and Expulsion Policy Statement

The experiences and opportunities of children (birth to age 13) are critical for building the foundation of learning, health, and wellness needed for success in school and life. Access to high-quality, inclusive early learning programs has important benefits for children's development and learning. Expulsion and suspension from such programs can have detrimental effects, particularly on children's social and emotional development and learning outcomes. Sometimes there are challenging situations that must be addressed in the context of a comprehensive approach that is designed to teach, nurture and encourage positive outcomes. Expulsion and suspension are stressful and negative experiences on all involved (children, their families, and their teachers/providers) and can negatively affect a child's development and outcomes. Preventing expulsion and suspension requires a strong partnership with families. Families should be recognized and treated as the foremost experts on their children. Families and programs should exchange information about the child that is relevant to culture, strengths, concerns, disability, special health care needs, approaches to learning, and strategies that work at home and in the program.

Early care and education programs, including child care programs for all ages, should:

- Not expel or suspend a child from care, unless it is the last resort where there are extraordinary circumstances based on a determination of a serious safety threat that cannot otherwise be reduced or eliminated by the provision of reasonable modifications. Additionally Child Care Programs must ensure that discipline policies comply with Federal civil rights laws.¹
- Not limit the amount of services provided to a child (including denying outdoor time, withholding food, using food as a reward/punishment, or limiting the hours or days of availability of care).
- Have a comprehensive policy that includes:
 - An explicit description of alternatives to suspension and expulsion.
 - Policies on positive guidance and behavior supports that create positive climates, focus on prevention, describe clear and appropriate expectations, address behavior, ensure fairness, equity and continuous improvement, and are age and program appropriate.
 - How the program will pursue options for supportive services, including available internal supports, consultation services and educator training.
 - Written and clearly articulated procedures that are provided and communicated with families/guardians, staff and others.

¹ ED's Office for Civil Rights and HHS' Office for Civil Rights enforce several Federal civil rights laws that prohibit discrimination in early childhood programs receiving Federal financial assistance from their respective departments, including: Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. §§ 2000d - 2000d-7 (prohibiting discrimination based on race, color, or national origin by recipients of Federal financial assistance); Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 – 1688 (prohibiting discrimination based on sex by recipients of Federal financial assistance); and Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794 (prohibiting discrimination based on disability by recipients of Federal financial assistance. ED, HHS, and the Department of Justice share authority to enforce Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131 – 12134, which prohibits discrimination based on disability by state and local governments, regardless of whether they received Federal financial assistance. In addition, the Department of Justice enforces Title III of the American with Disabilities Act, 42 U.S.C. §§ 12181 – 12189, which prohibits disability discrimination in most private early childhood programs

- Expectations for sharing information between families/guardians and the care provider to be used in decision-making processes to support the child.
- Have access to training on a proactive and as-needed basis on how to:
 - Reduce the likelihood for suspension or expulsion.
 - Build positive guidance and behavior supports that create positive climates, focus on prevention, describe clear and appropriate expectations, and address behavior.
 - Access resources and consultation to assist in addressing children's health conditions in collaboration with families/guardians and the child's primary care provider.

The policy statement, guidance and additional resources may be found at:
<http://earlychildhood.marylandpublicschools.org/>

Guidance Document for Maryland's Preventing Suspension and Expulsion Policy

The purpose of this guidance is to support families and child care programs in preventing suspension and expulsion practices in all child care settings.

Introduction

The Maryland State Department of Education (Division of Early Childhood Development and Division of Special Education and Early Intervention Services) along with educators, child care professionals, advocates and community members throughout the state are committed to creating quality child care and education systems where: 1) teaching and learning take place in safe, supportive, and respectful environments, 2) children have the opportunity to succeed and reach their full potential, and 3) children, families and staff are valued and engaged.

Quality child care and education environments and successful program discipline policies and practices should be based on the following principles of the U.S. Department of Education's *Guiding Principles: A Resource Guide for Improving School Climate and Discipline* <https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

They are:

- Create positive climates and focus on prevention;
- Develop clear, appropriate, and consistent expectations to address challenging child behaviors; and
- Ensure fairness, equity, and continuous improvement.

Approaches based on these principals result in positive supportive environments where children can succeed. In contrast, the use of suspension and expulsion are disciplinary actions that have a number of adverse outcomes for the individual child as well as the learning environment.

Suspension is a limitation in services, and may include any one or a combination of the following:

- Reduction in the amount of time a child may attend (hours or days);
- Requirement that the child not attend for a particular period of time;
- Restriction on the child's attendance in the program unless accompanied by a parent, family member or other adult identified by the family;
- Requirement that the child attend the program in a location other than their typical group or setting; or
- Any other conditions placed on the child's ability to attend and participate in activities with their peers.

Expulsion is the termination of a child's enrollment from the program as a disciplinary practice.

Prevention Strategies and Policies

Expulsion is not a child behavior, it's an adult decision.

(Walter Gilliam)

The beginning years of a child's life are critical for building the early foundation of learning, health and wellness needed for success in school and in life. During these years, children's brains are developing rapidly, influenced by experiences, both positive and negative, they share with their families, caregivers, teachers, peers, and in their communities. Children's early years set the course for the relationships and successes they will experience for the rest of their lives, making it crucial that their earliest experiences truly foster – and never harm – their development. As such, suspension and expulsion practices, two stressful and negative experiences children and their families may encounter in child care and education settings should ultimately be eliminated.

High-quality child care and education settings provide the positive experiences that nurture learning and development. One critical factor to achieve this is a competent workforce that is trained, supported, and prepared to help all children excel. In support of the workforce, the *Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings* made by the U.S. Department of Health and Human Services and the U. S. Department of Education found at <https://www.zerotothree.org/resources/131-policy-statement-on-expulsion-and-suspension-policies-in-early-childhood-settings>

- Promoting children's social-emotional and behavioral health and appropriately addressing challenging behavior;
- Forming strong, supportive, nurturing relationships with children;
- Conducting ongoing developmental monitoring, universal developmental and behavioral screenings at recommended ages, and follow-up, as needed;
- Collaborating with community-based service providers, including the child's medical home provider, and connecting children, families, and staff to additional services and supports as needed;
- Forming strong relationships with parents and families with many opportunities to meet and communicate;
- Understanding family engagement strategies and how implementation of these practices work to reduce disciplinary actions..
- Having a strong understanding of culture and diversity;
- Employing self-reflective strategies and cultural awareness training to prevent and correct all implicit and explicit biases, including racial/national origin/ethnic, sex, or disability biases; and

- Eliminating all discriminatory discipline practices.

A well-trained workforce helps a program create effective systems of prevention and intervention, individualize services for children and families and work to build strong partnerships with families. Teachers, child care staff, and administrators, should be knowledgeable about resources and services for children and their families. On-site program supports for children and their families will increase the likelihood of success for children.

Examples of how programs can support children and families and create successful environments adopted from the Maryland guidelines for State Code of Discipline, include, but are not limited to:

- Create and promote a positive, safe and welcoming program environment that is conducive to teaching and learning
- Be respect and courteous to children, parents/guardians and all other program staff.
- Be knowledgeable, about discipline policies, regulations, and rules, and inform the community about such policies as well as resources available to support students.
- Strive to recognize and eliminate disproportionality in discipline, and administer discipline rules fairly, consistently, and equitably, regardless of race, ethnicity, culture, gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and/or gender identity.
- Make every reasonable effort to communicate with and respond to parents/guardians in a timely manner and in a way that is accessible and easily understood.
- Build a feeling of community: Parents feel they are part of the Child Care Community as they are kept aware of events and other important program information.
- Work to develop relationships, when programs share information and strategies, everyone feels connected to the learning community.

Responsibilities and Expectations

Families and child care and education programs play an important role in supporting children's development and learning.

The *Maryland Guidelines for a State Code of Discipline*, http://archives.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_alt/docs/MDGuidelinesforStateCodeDiscipline_08072014.pdf, describes expectations for families and programs;

To be an engaged partner and actively participate in their child's program, families should:

- Contribute to a positive, supportive, safe, and welcoming environment that is conducive to teaching and learning by being respectful and courteous to other children, families, and all education staff;
- Talk with their child about appropriate conduct at their child care and education program;
- Read and be familiar with the policies and practices of their child care and education program;
- Maintain on-going contact with staff and make every effort to ensure that their child attends regularly;
- Access services or supports, if needed, including but not limited to the Maryland Infants and Toddlers Program, Preschool Special Education, Early Childhood Mental Health Consultation, or other services provided in the community;
- Share any concerns or complaints with program administration in a timely manner.

To be an engaged partner with families, child care and education programs should:

- Craft a discipline policy that focuses on preventing behavior challenges by supporting children in learning appropriate social skills and emotional responses;
- Adopt practices which promote forming positive relationships with children and their families;
- Base expectations for children on each child's developmental level and establish simple rules;
- Create an environment which encourages positive behavior, provides a predictable daily routine and uses encouragement and descriptive praises with all children.

In situations where more supports are needed, programs can:

- Provide opportunities to meet with families to discuss strategies and an action plan;
- Offer families resources for referrals of children for evaluation by trained professionals;
- Pursue options for supportive services to the program, including available consultation services, educator services and educator training;
- Develop a plan for behavioral intervention in the program based on evaluation and consultation and in collaboration with behavioral interventions at home;
- Assess the health of the child and the adequacy of the curriculum in meeting the developmental and educational needs of the child;
- In conjunction with family and specialized service provider determining if there is a setting better suited to meet the child's needs and working to transition the child to the new program with no lapse in care.

For more information refer to these additional resources.



National Resources

Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition

http://cfoc.nrckids.org/WebFiles/CFOC3_updated_final.pdf

Center for Parent Information and Resources in English and Spanish:

<http://www.parentcenterhub.org/topics/orgbehavior/>

Head Start Information Memorandum on Expulsion and Suspension Policy

<https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-16-01>

Infant and Early Childhood Mental Health Consultation (IECMHC) Toolbox:

<https://www.samhsa.gov/iecmhc/toolbox> free interactive planning tools, guides, videos, and other resources to support IECMHC efforts in states, tribes and communities.

Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings from the U.S. Department of Health and Human Services, U.S. Department of Education:

<https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>. In addition to the policy statement the document includes 4 appendix of resources for Early Childhood Mental Health Consultation, Positive Behavior Intervention and Support, Resources for Parents and Families and Resources for programs, schools and Staff.

Pyramid Model Consortium: www.pyramidmodel.org, Resource to promote the high fidelity use of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

Social Emotional Preschool Curriculum Consumer Report: <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/curriculum-report-se.pdf>

Vermont Early Childhood Suspension-Expulsion Resources: An Annotated Collection of Free Materials: <http://fpg.unc.edu/node/8780>

Maryland Resources

Abilities Network-Organization dedicated to assisting individuals of all abilities and their families in achieving their personal goals and in reaching their maximum potential.

<http://abilitiesnetwork.org/>

B-HIPP - supports the efforts of primary care providers (PCPs) to assess and manage the mental health needs of their patients from infancy through the transition to young adulthood through four main components:

- Phone Consultation
- Continuing Education
- Resource and Referral Networking
- Social Work Co-location

<http://www.mdbhipp.org/>

Developmental Screening - a brief questionnaire completed by a parent or caregiver to quickly identify a child's progress through foundational early childhood developmental milestones. A child's development can be measured by how a child learns, speaks, moves, behaves and relates. Skills such as smiling, waving, and talking are developmental milestones.

Developmental screening is important as it could help identify a child in need of additional resources or services. Providers or pediatricians can link parents to these resources and services, many of which are free. Children that receive these services and resources at earlier ages are often able to make better gains in their development as opposed to waiting until later ages.

<http://earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/developmental-screening>

Early Childhood Mental Health Project in Maryland - The Early Childhood Mental Health (ECMH) Consultation Project improves the ability of staff, programs and families to prevent, identify, treat and reduce the impact of social, emotional and other mental health problems among children birth through 5 years of age. <http://earlychildhood.marylandpublicschools.org/early-childhood-mental-health>

Family Engagement Modules - This is an online professional development module based on the Family Engagement Coalition's Early Childhood Engagement Framework: Maryland's Vision for Engaging Families with Young Children. This self-paced online module provides information on how to move from family involvement to family engagement.

http://theinstitute.umaryland.edu/onlineTraining/programCategory.cfm?ottype_id=38

Family Engagement Toolkit – This is a resource for early care and education programs to improve and increase their family engagement practices. This toolkit gives specific strategies, activities and resources for family engagement. <http://earlychildhood.marylandpublicschools.org/family-engagement-toolkit>

Judy Centers- Judith P. Hoyer Early Child Care and Family Education Centers, known as “Judy Centers,” offer a wide range of services to children age birth through Kindergarten and their low-income families. The goal of Judy Centers is school readiness.

<http://earlychildhood.marylandpublicschools.org/families/judy-centers>

Making Access Happen – Working in collaboration, the Johns Hopkins University School of Education and the Maryland State Department of Education offer The Making Access Happen program. This program is designed to increase the participation of three- to five-year-old children with disabilities in public and private community-based early learning and development programs through the delivery of job embedded professional development. At the heart of the Making Access Happen program is developing practitioners' skills in universal design for learning (UDL) as well as collaborative practices to close the achievement gap for all children.

<http://olms.cte.jhu.edu/olms2/makingaccesshappen>

Maryland Family Network- Maryland Family Network (MFN) advocates for high quality child care and administers Maryland's network of Family Support Centers. MFN also offers Locate Child

Care, Public Policy Advocacy, and Training for Child Care Professionals. MFN is also the administrator of the Maryland Child Care Resource Network (MCCRN). The MCCRN is made up of twelve regional Child Care Resource Centers who provide services designed to improve the quality, availability, and affordability of child care throughout Maryland.

<http://www.marylandfamilynetwork.org/>

Maryland Guidelines for a State Code of Discipline - The purpose of these guidelines is to provide a framework for Maryland local school systems to use in establishing local codes of conduct and in developing new discipline-related policies. The Code includes expectations for the entire school community.

http://archives.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_alt/docs/MDGuidelinesforStateCodeDiscipline_08072014.pdf

Maryland Learning Links - Maryland Learning Links is a resource for educators and families related to special education in Maryland. Links can be found here to Early Intervention and Pre-school Special Education.

<https://marylandlearninglinks.org/birth-to-kindergarten/early-intervention/>

The Parents Place of Maryland- Their mission is to empower families as advocates and partners in improving the education and health outcomes for children with disabilities and special health care needs.

<http://www.ppmmd.org/>

Social and Emotional Foundations for Early Learning (SEFEL) - SEFEL is a framework for teaching social and emotional skills to children. Maryland has implemented SEFEL in a variety of different child care settings to great success. The framework is currently being adapted for elementary school settings. In addition, experts in Maryland are currently training parents, home visitors, child welfare workers, and first responders in the SEFEL model.

<https://theinstitute.umaryland.edu/SEFEL/>

Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy – This is the latest tool produced by the Maryland State Department of Education's (MSDE) Division of Early Childhood Development to inform and engage early educators on evidence based practices of teaching and learning. The Maryland Early Learning Standards Birth to 8 Years, a companion guide for the pedagogical and programmatic decisions of early childhood programs and providers, is also available in this comprehensive resource guide.

http://earlychildhood.marylandpublicschools.org/system/files/filedept/3/pedagogyguide-learningstandards_042015_1.pdf



CHANGING
Maryland
for the Better

BEHAVIORAL HEALTH ADMINISTRATION

Albert Zachik, M.D.
Director, Child, Adolescent and Young Adult Services
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Department of Health and Mental Hygiene



MARYLAND
DEPARTMENT OF HEALTH
& MENTAL HYGIENE

BEHAVIORAL HEALTH ADMINISTRATION

MISSION

The Department of Health and Mental Hygiene's Behavioral Health Administration (BHA) will develop an integrated process for planning, policy and services to ensure a coordinated quality system of care is available to individuals with behavioral health conditions.

The BHA will, through publicly-funded services and supports, promote recovery, resiliency, health and wellness for individuals who have, or are at risk for, emotional, substance-related, addictive, and/or psychiatric disorders.



Office of Child and Adolescent Services

- Help oversee the public mental health and substance use disorder system for children, adolescents, young adults and their families with specific responsibility for Medicaid services
- Work with other child serving departments and programs on the state and local level including child welfare, juvenile justice, schools, and early childhood programs, to support early identification, assessment and treatment for mental health and substance use disorders



Early Mental Health: A Key to School Readiness

- Many young children are not developing the emotional and social skills that they will need to succeed in school and be productive members of society (Knitzer)



Brain Research

- Brain research: Ever increasing knowledge of the development and plasticity of the young human brain continues to inform the field of early childhood mental health increasing the importance of early intervention



- **Promoting the Emotional Well-Being of Children and Families**
- **Policy Paper No. 1**
- **Building Services and Systems to Support the Healthy Emotional Development of Young Children—An Action Guide for Policymakers**
- *Jane Knitzer*
- *January 2002*



Maryland Model for School Readiness - MSDE

- The **Seven Domains** are:
 - Personal and Social Development
 - Language and literacy
 - Mathematical thinking
 - Scientific thinking
 - Social studies
 - The arts
 - Physical development



Maryland Model for School Readiness - MSDE

- **Personal and social development:** The child gets along with others; follows rules; and starts, works on, and finishes an activity.



Maryland Model for School Readiness - MSDE

- Personal and Social Development

2001-2002 2011-2012

• Fully Ready	55%	80%
• Approaching Readiness	36%	17%
• Developing Readiness	9%	4%

- For complete report data, go to www.MdSchoolReadiness.org



- First published report of statewide data in MA (Gilliam & Sharar, 2005)
 - Sample of 185 randomly selected classrooms in broad array of child care settings (n=119)
 - 39.3% teachers had expelled at least 1 child, 14.7% suspended at least 1 child in past year
 - **Expulsion rate 27.4 per 1,000 was 34 times K-12 rate**



Preschool Expulsions

- While much of this concern was initially fueled by anecdotal evidence from parents and early care and education providers, Gilliam (2005) released the first data documenting the extent of this problem nationwide. Surprisingly, **most states were expelling preschool-aged children at rates that exceeded their school-aged populations.**
- One hopeful statistic was that **access to mental health consultation was found to be associated with lower rates of preschool expulsion** (Gilliam & Shahar, 2006).
- State-funded pre-kindergarten programs that reported on-site access to a psychologist or social worker expelled 5.7 children per 1,000; occasional access to a mental health consultant was associated with a somewhat higher expulsion rate; and the programs that lacked access to mental health consultation expelled children at the highest rates (10.8 per 1,000).



What will be the cost if we do nothing – the “cost of bad outcomes”?

- Loss of an individual child
- Greater likelihood that the overall societal cost will be much higher as some of these children move into higher end services in the foster care, juvenile justice, residential treatment center, special education and ultimately corresponding adult systems of care



Strategy: Early Childhood Mental Health Steering Committee

Co-chairs

- Albert Zachik, M.D. (DHMH/MHA)
- Carol Ann Heath, Ed.D. (MSDE)
- Multiple stakeholders including families, state and local child serving agencies, early childhood providers, advocates



Infusing Mental Health into Early Childhood Settings

- Clear commitment not to establish a new “service system” to deliver early childhood mental health services and supports
- Identify where young children are spending time and bring appropriate services to them
- Continuum extends from prevention through treatment services



History of ECMH Initiative

- December 1999, with support from GUCCHD, convened a “search conference”
- 100 stakeholders from across state
- Developed vision for system of care for young children and families
- Formed Steering Committee



Five Goals for ECMH

- Define the components of a “System of Care”
- Increase substantive family involvement in all levels of service system
- Improve pre-service and in-service training
- Increase access to mental health consultation services
- Assess current capacity to serve young children and families



Strategy: Consultation

- Integrate mental health consultation into all existing early childhood programs in Maryland to support promotion, prevention and triage for mental health need
- Consultation included in home visiting programs, child care, Head Start, Early Head Start, Infants and Toddlers Programs, special education programs, Judith Hoyer Centers



- **Programmatic MH Consultation**

- Focuses on improving the overall quality of the program
- Assists staff in addressing specific issues that affect more than one child, family or staff member
- Increases the capacity of staff to respond to the needs of all young children in their care



Maryland ECMH Consultation Pilot Programs

- Several local pilot programs integrating mental health consultation into child care programs
- Parents and providers are very pleased with services
- Began with Anne Arundel County, BEST Project
- Funded two pilot sites in Baltimore City and 5-county rural region of the Eastern Shore
- Montgomery County locally-funded programs



- **Using the Data in Maryland**

- In the Maryland pilot projects, the combined, overall findings were very positive and meaningful to the initial stakeholder evaluation questions.
- • **Nearly 90% of children at risk for expulsion were maintained in their child care placement**; in each site, only 2 children were expelled.
- • **Strong gains were seen in children's social skills**: roughly 75% of all children served in both sites had improved social skills.
- • **Reductions were seen in the highest rates of problem behaviors**: across the two sites, the majority of children presented with extreme levels of behavior problems. At discharge the majority of these children had behavior in the normal range.
- • **Changes in teachers' behaviors and improvements in the classroom environment were seen in child care programs that received consultation services.**

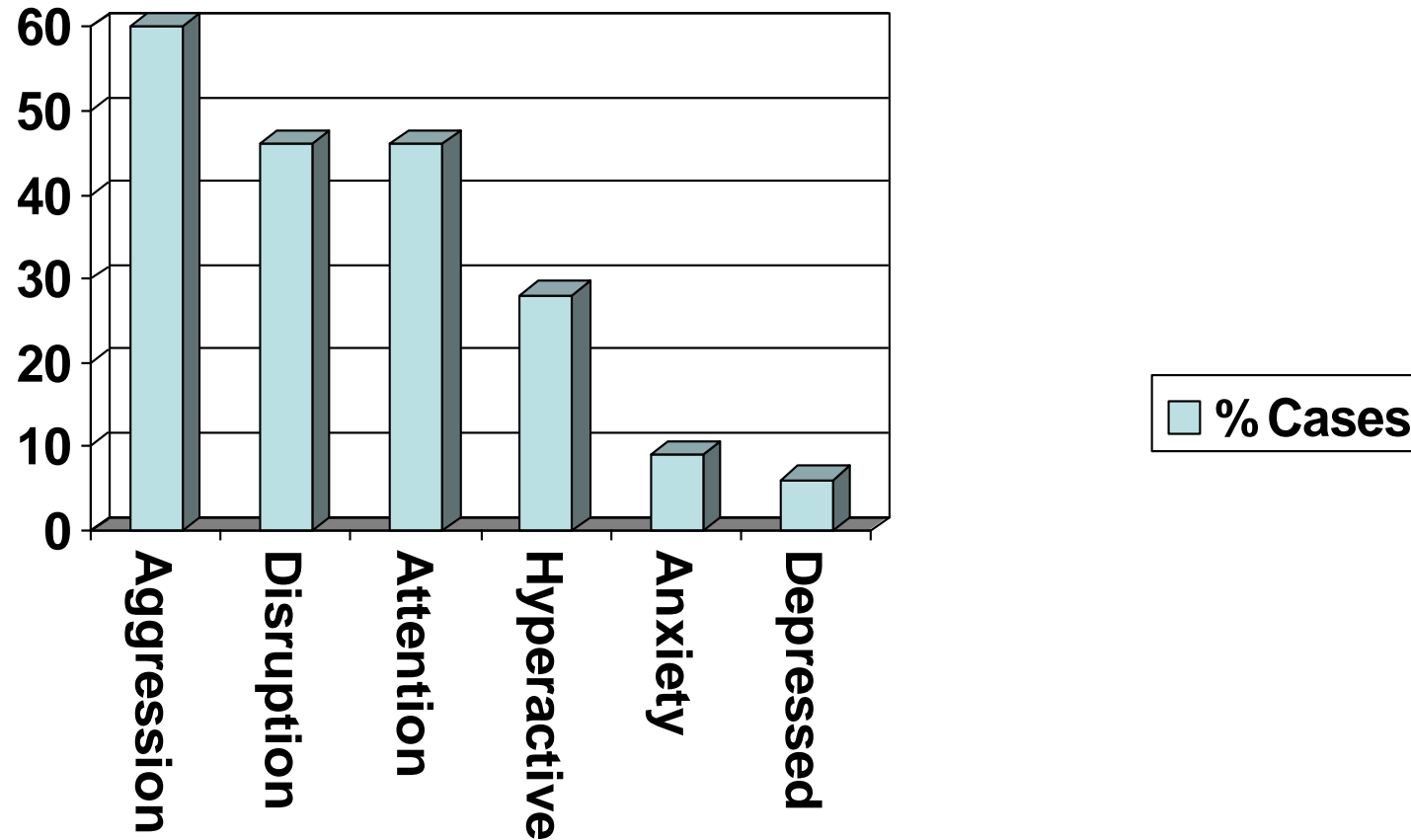


Strategy: Pilot Programs

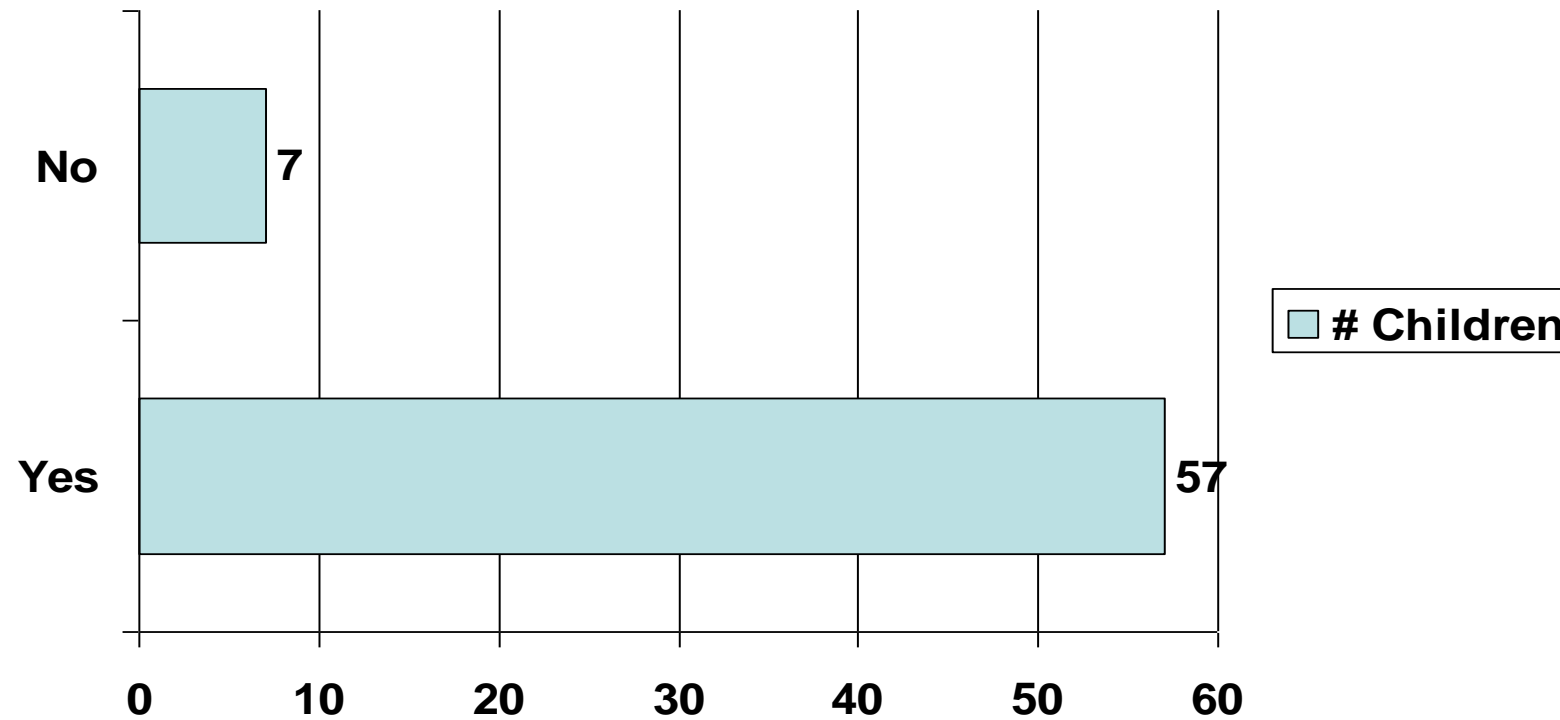
- Many children were in previous child care programs and now are being maintained in their current program
- Increase in social skills, decrease in problem behaviors



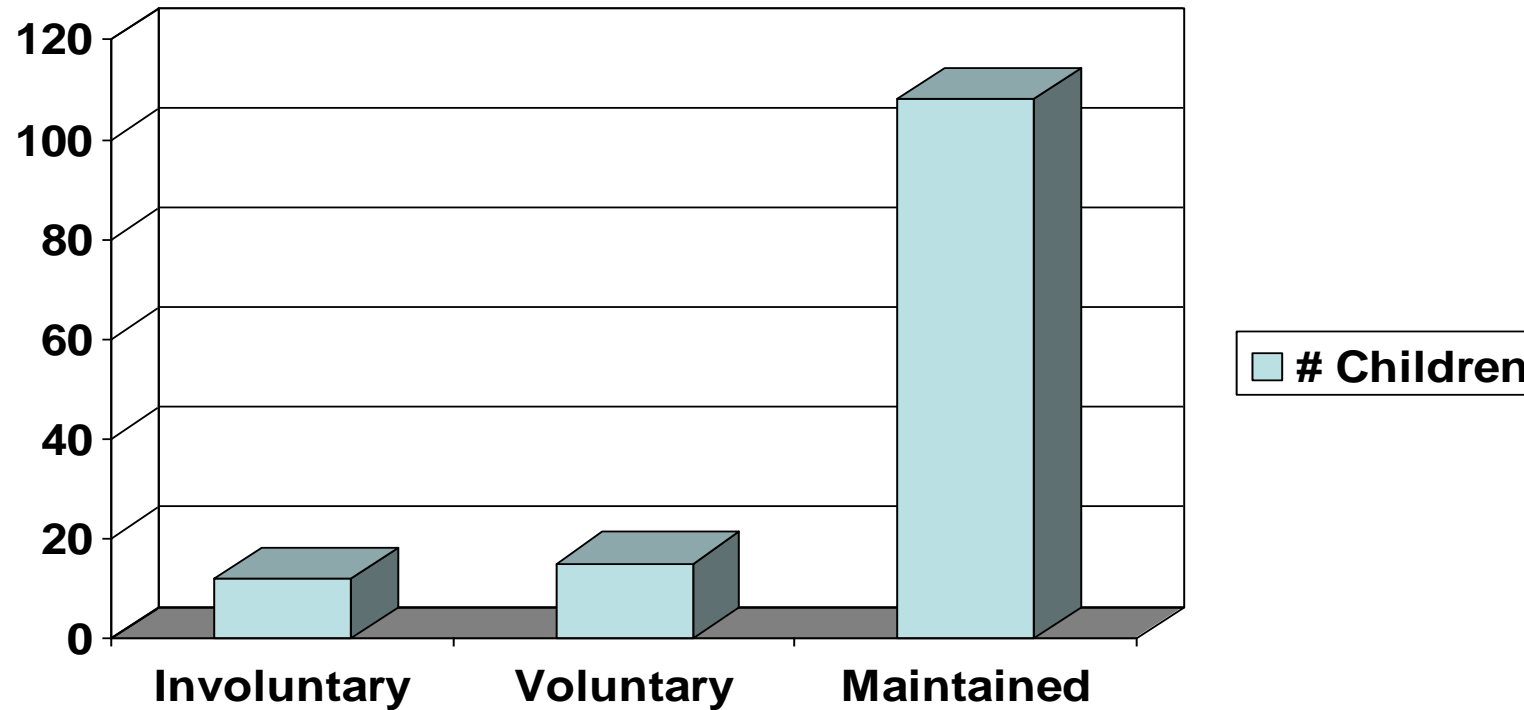
Primary Concern at Referral



Improved Social Skills



Removed from Child Care



(n=135)



Expulsions

- In each site only 2 children were expelled
- 90% maintained in current child care
 - Kids at highest risk
 - Some kids were moved by parents on voluntary basis



Early Childhood Mental Health System of Care – Consultation

- Mental health consultation now available to all child care programs in Maryland
- Mental health consultation to all early childhood programs



Strategy: Family Involvement

- Maryland Coalition of Families for Children's Mental Health
- Family Focus Groups



Family Involvement

- Four focus groups with families of children with challenging behaviors
- Linkage with community-based providers
- Key findings:
 - Early evidence of problems
 - Wish for more support from pediatricians
 - Importance of peer-to-peer support



- Work with Maryland colleges and universities to increase training of early childhood mental health professionals
- **University of Maryland Certificate Program** for Masters and above trained clinicians **on early childhood mental health**

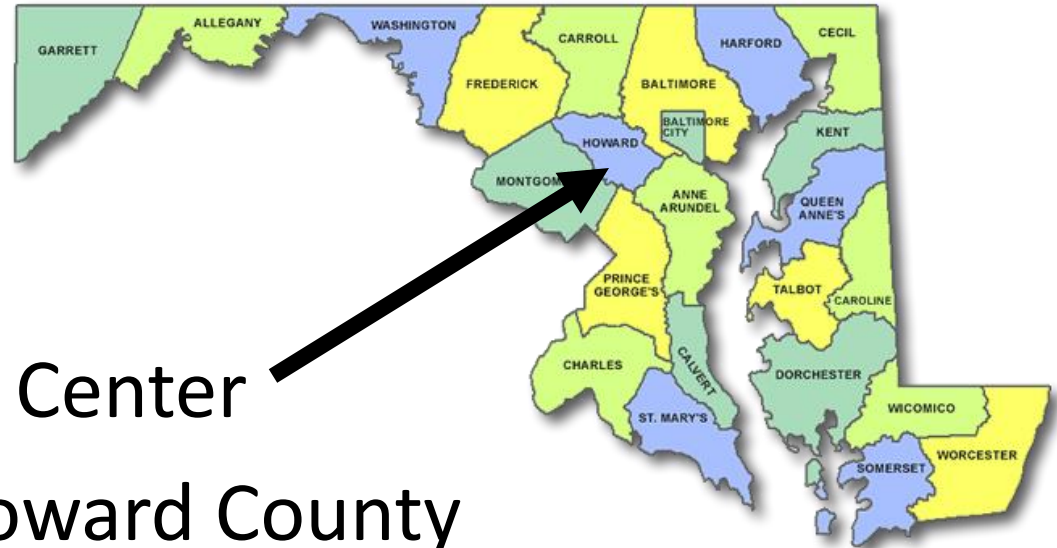


Strategy: Training

- Train early childhood professionals to recognize and manage less severe mental health need
- Center for the Social and Emotional Foundations of Early Learning **CSEFEL**
<http://www.vanderbilt.edu/csefel/>



A Brief Look at Howard County's ECMH Project in Maryland -2017



The CARE Center

A Program of Howard County
Office of Children and Families


MD ECMH Project Programs


*Some examples of applying effective practice policies
to innovative projects:*


- ~Bridging from the initial child-specific partnerships to classroom-wide to create an “enhanced” model, which provides more classroom and home visiting coaching opportunities
- ~Distributing and providing coaching to early childhood programs for “Feeling Buddies Kits” from Conscious Discipline, which results in significant improvement in classroom management
- ~Partnering with school systems to speak to groups of parents about getting their children ready for Kindergarten, from a social-emotional perspective, and addressing the need to pull away from an over-emphasis on cognitive skill readiness
- ~Sponsoring effective, well-attended annual conferences to train on ECMH

What do we do at The CARE Center?

Help families and early childhood educators use effective practices with young children:

 Create evidence-based plans in partnership with early childhood program educators and, in child-specific cases, with the child's family, then implement plans through on-site visits (program and home) with educators and families.

 Distribute packets of social/emotional teaching resources during partnerships throughout the year and in connection with Children's Mental Health Matters emphasis in May and increase their effective use through coaching opportunities.

 Provide CARE line phone consultation and on-site training (customized upon request) for educators and families through our Office's training department and the Family Institute.

TRAIN - MODEL - COACH

Effective Practices

PRESCHOOL MENTAL HEALTH CLIMATE SCALE
Walter Gilliam 2009

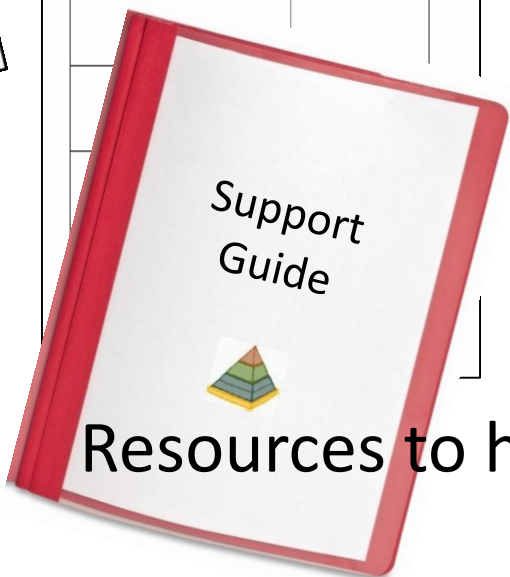
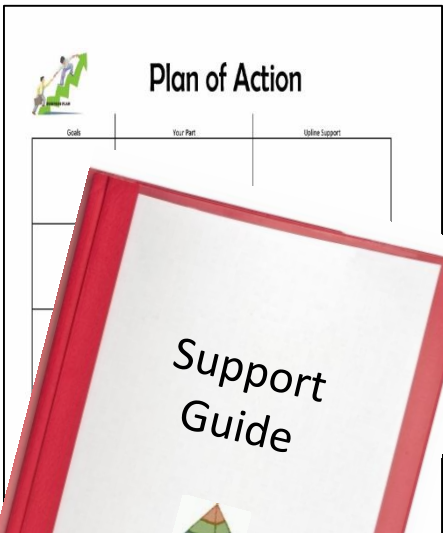
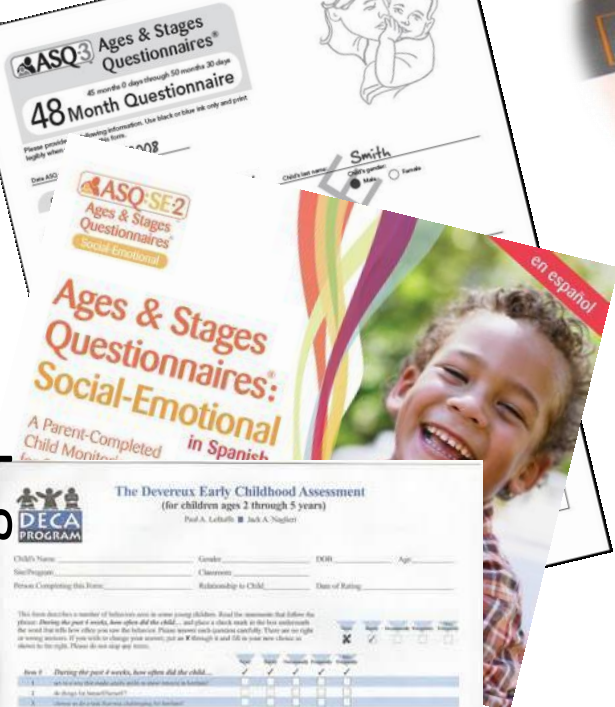
SECTION I: POSITIVE INDICATORS

A. Transitions



Scheduling observations and coaching visits

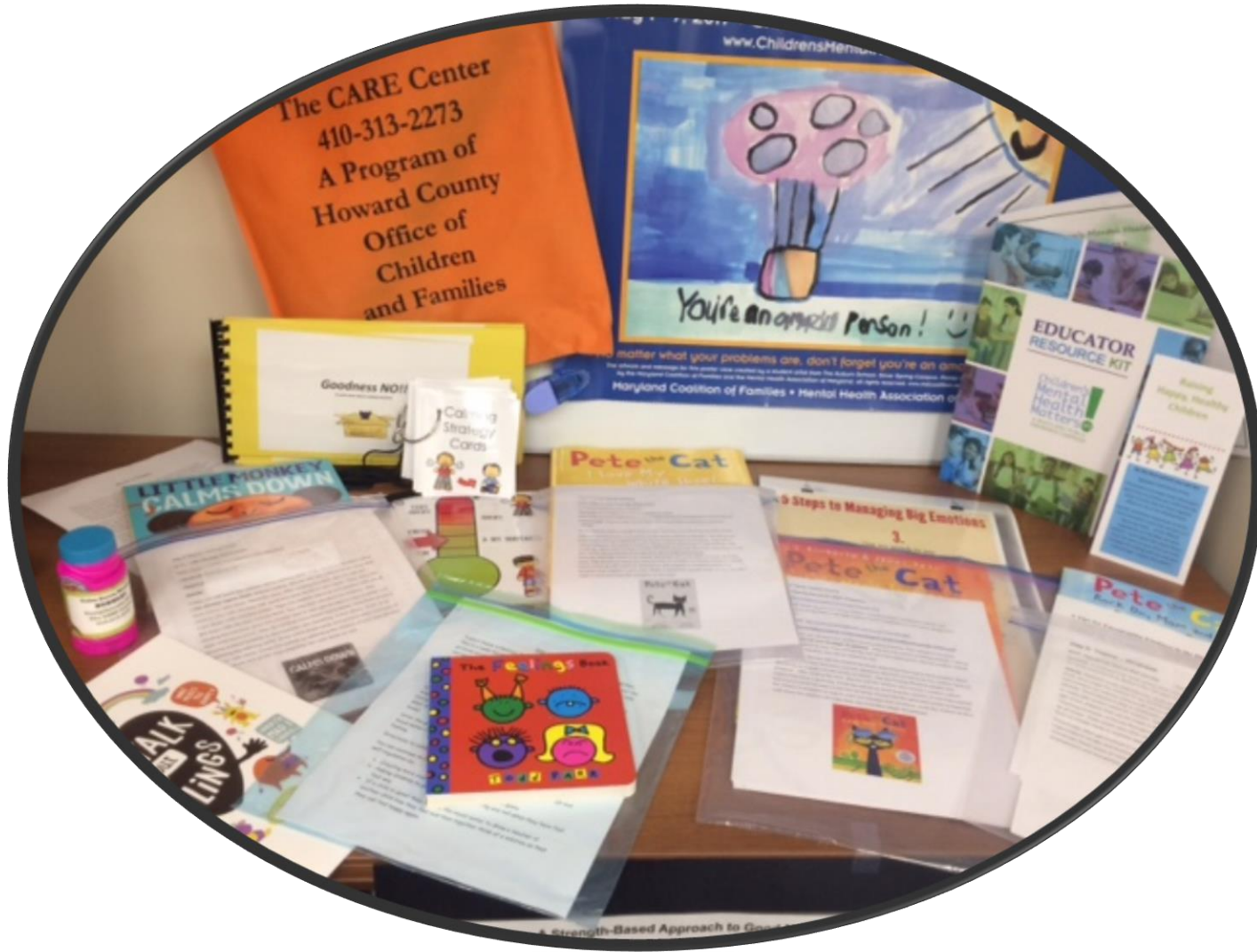
Screening questionnaires




Resources to help work towards goals





What's in that bag?



Facilitate nurturing, responsive relationships:

 Develop an atmosphere where productive communication lines can be cultivated between families and educators – such as, sharing information purposefully, creating time and opportunity for all partners to contribute creative ideas for meeting plan goals.





 Motivate all partners to “model the role” of calming down and problem-solving for children.

  Use screening questionnaires, observations, conversations and other helpful resources to give partners a fresh, more positive, objective perspective of children and of each other.

TRAIN - MODEL - COACH

Create age-appropriate, quality environments

Provide assistance by evaluating the structure of the environment –

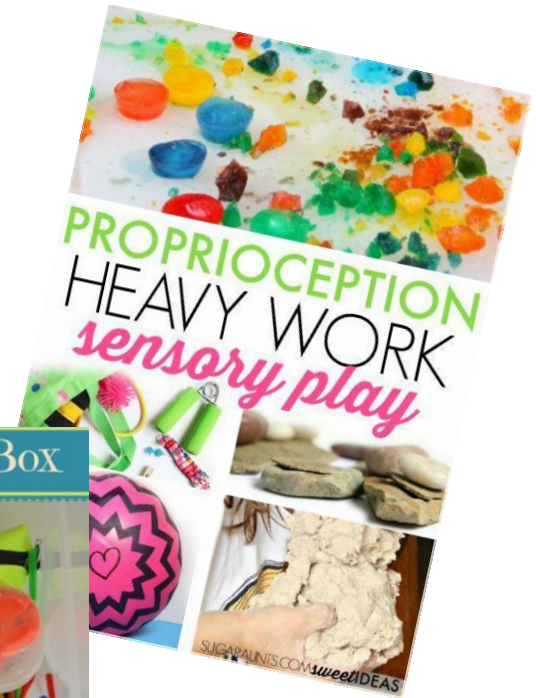
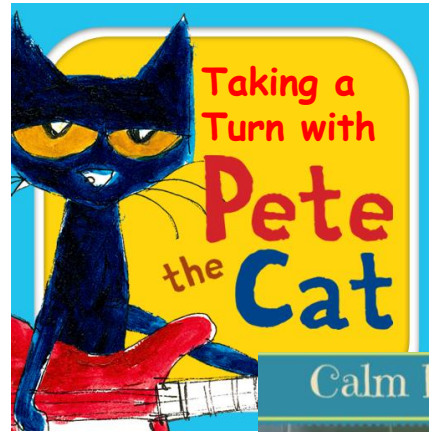
-  furnishings and materials
-  routines and transitions (daily schedule)
-  the tone of each room (Is it saying, “We are ready for you and want you to be here”?)
-  lesson plans that support children’s wonder and curiosity to discover and learn **and** infuse social/emotional skill building throughout the day between educators and children

Provide this same assistance for the home environment, too!

TRAIN - MODEL - COACH

Develop targeted social-emotional supports

🏠 Gain an understanding of the child's interests, strengths, and needs in order to provide effective supports.



TRAIN - MODEL - COACH

Support families when there may be a need for intensive interventions



Stand with families when possible higher level services may be beneficial or necessary.



Use the positive partnership with Howard County Early Intervention Services (Infants and Toddlers, Child Find) to help families decide if their child may qualify for an IFSP/IEP and offer to attend meetings with families.



Keep current on developmental red flags in order to help parents have more informed discussions with their pediatrician and other professionals.

TRAIN - MODEL - COACH



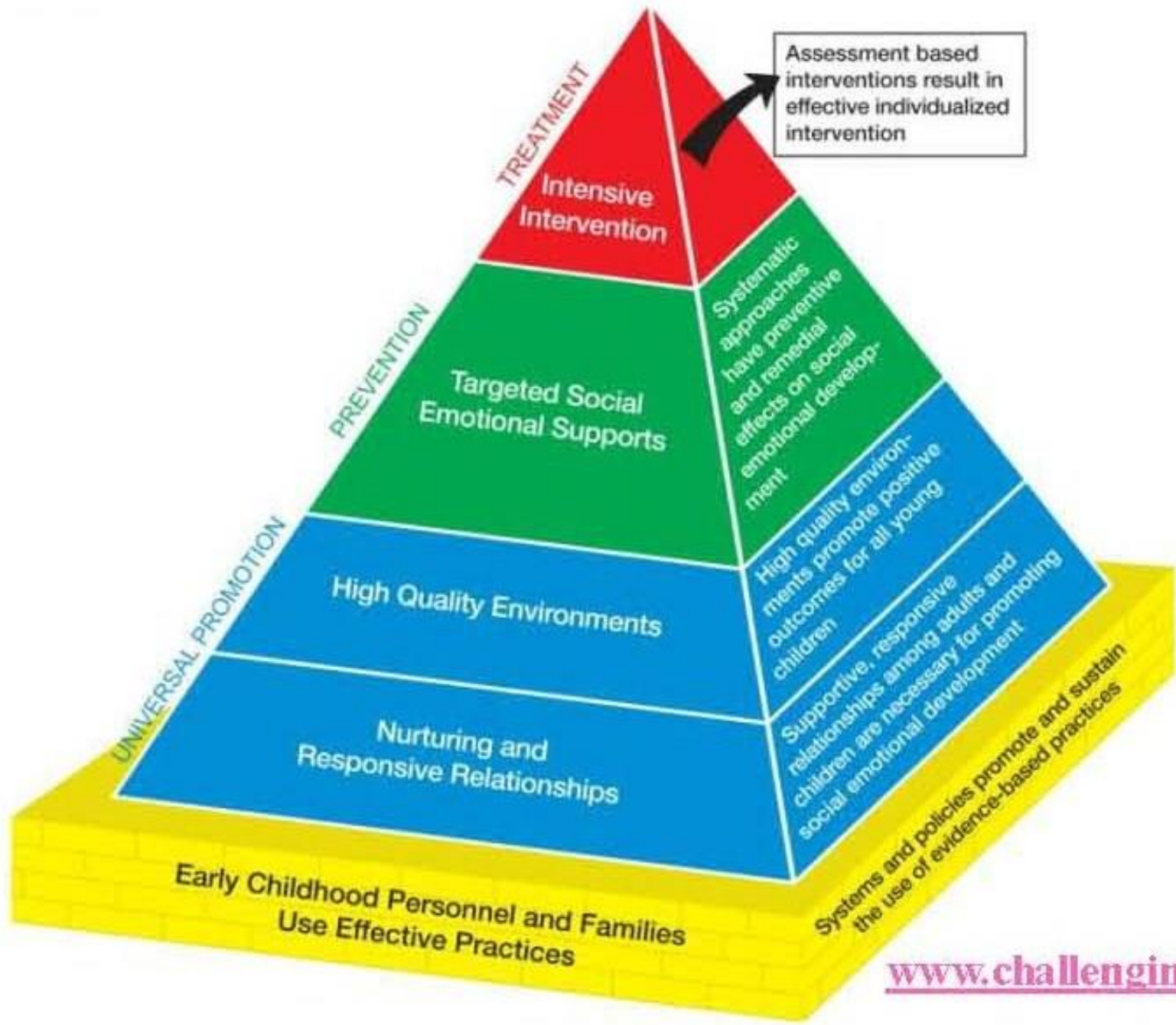
On the Horizon for The CARE Center

A new Coaching Consultation with Provider and Family Training Package

The CARE Center, Family Institute, and the Child Care Resource Center (all are programs of Howard County's Office of Children and Families) will partner with Howard County centers/programs to develop a program-wide, proactive response that will promote healthy social-emotional behaviors with young children and build the teaching staff's capacity to use strategies and learn innovative ways to deal with challenging behaviors should they be observed. Training fee reductions will be offered as a part of this package for specific CEU training classes, as well as parent training classes that are directly related to the topic of social-emotional skill development.

**What are
we
creating?**





The Early Childhood Family Engagement Framework

**2017 Public Awareness Campaign
(Phase One)**

MSDE Staff Specialists:

Malkia “Kia” McLeod

2017 Public Awareness Campaign (Phase One)

Increasing the Visibility and Awareness of The Maryland Family Engagement Framework and Goals

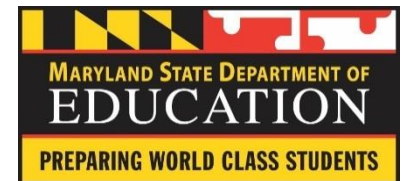


2017 Public Awareness Campaign (Phase One)

In August 2016, the Communications and Technology Plan was presented to DECD with five recommendations that support the implementation of statewide, coordinated communications and technology initiatives.

The 2017 Public Awareness Campaign Supports Recommendation One of The Communications and Technology Plan:

- **Recommendation 1:** Develop a statewide family engagement communication system with MSDE as the hub.

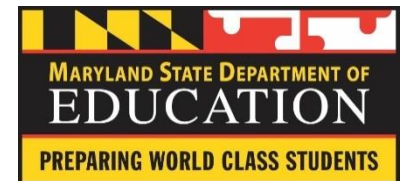


2017 Public Awareness Campaign (Phase One)

PURPOSE:

- To increase the visibility and awareness of the Early Childhood Family Engagement Framework and goals;
- Support and improve early care and education providers' family engagement efforts;
- Encourage members of the State's early care community and its stakeholders to share best practices, resources and services.

This Campaign will serve as phase one for *Creating a Communications and Technology Infrastructure to Meet Maryland Family Engagement Goals*.



2017 Public Awareness Campaign (Phase One)

OBJECTIVES:

- To encourage members of the early care and education community to share best practices and resources by launching the first phase of the public awareness campaign by July 2017.
- To increase awareness among the early care and education community, and its stakeholders by 10 percent (July 2017-June 2018).
- To support the development of parents as educational leaders and help improve early care and education providers' family engagement efforts by promoting at least two success stories (July 2017-June 2018).

2017 Public Awareness Campaign (Phase One)

Key Messaging:



2017 Public Awareness Campaign (Phase One)

Actions/Activities:	Integrated Communication Tools:
<ul style="list-style-type: none"><input type="checkbox"/> Promote the 2017 Family Engagement Summit, registration, workshops and keynote<input type="checkbox"/> (July-August 2017).	<ul style="list-style-type: none"><input type="checkbox"/> Launch MDEngageEarly Social Media platforms Facebook and Twitter (July 2017).
<ul style="list-style-type: none"><input type="checkbox"/> Promote Framework, one goal and corresponding activity each month (starting August 2017).	<ul style="list-style-type: none"><input type="checkbox"/> Design and launch one-page electronic newsletter on GovDelivery (October 2017).
<ul style="list-style-type: none"><input type="checkbox"/> Encourage the use of the website to download the toolkit (ongoing).	<ul style="list-style-type: none"><input type="checkbox"/> Design/distribute postcards (with toolkit graphics and campaign messaging) to early care community.

Social Media Platforms: Facebook (page)

Overarching Action Items:

- Profile/Cover (brand photo): TBD
- Username: MDEngageEarly
- Social Media Editorial calendar: TBD
- Analytics: Facebook/Hootsuite

The screenshot displays the Facebook profile of the Maryland Division of Early Childhood Development. The cover photo is a promotional banner for the 'FAMILY ENGAGEMENT SUMMIT' held on Thursday, August 3, from 8:00 to 3:30 PM at the Maritime Institute. The banner features a collage of diverse families and children. The page name is 'Maryland Division of Early Childhood Development' and the profile picture is the logo for the 'Maryland Family Engagement Coalition'. The page includes navigation tabs for Home, Messages, Notifications, Insights, and Publishing Tools. A 'Learn More' button is present on the cover photo. Below the cover photo, there is a post with a 'Write something...' prompt and a 'Like' button.

Social Media Platforms: Twitter (page)

Overarching Action Items:

- Profile/Cover (brand photo): TBD
- Username: MDEngageEarly
- Social Media Editorial Calendar: TBD
- Analytics: Twitter/Hootsuite

Home Moments Notifications Messages Search Twitter

FAMILY ENGAGEMENT SUMMIT

Thursday, August 3
8:00 to 3:30 PM

The Conference Center and Hotel
at the Maritime Institute

Register Today! Visit: <https://familyengagementsummit.eventbrite.com>

MOMENTS 0

Send your first Tweet

We've got your first Tweet ready to go. The hashtag #myfirstTweet will help others find and chat with you.

Who to follow · Refresh · View all

- Baltimore Ravens @Ra... Follow
- WJZ | CBS Baltimore @... Follow

MSDE Early Childhood
@MDEngageEarly

Maryland's Early Childhood Family Engagement Framework--recognizing the importance of family engagement as a core component of early care and

MD's Early Childhood @MDEngageEarly
Just setting up my Twitter.

Tweet

2017 Public Awareness Campaign (Phase One)

Campaign Messaging:

- ❑ Social Media Shareable Graphic



EVALUATION

(Sample Facebook Analytics Report)

Facebook Key Metrics:

- Posts (2-3 daily)
- Page Views/Likes (5-10 per week)
- Engagements/ comments
- Shares
- Reach

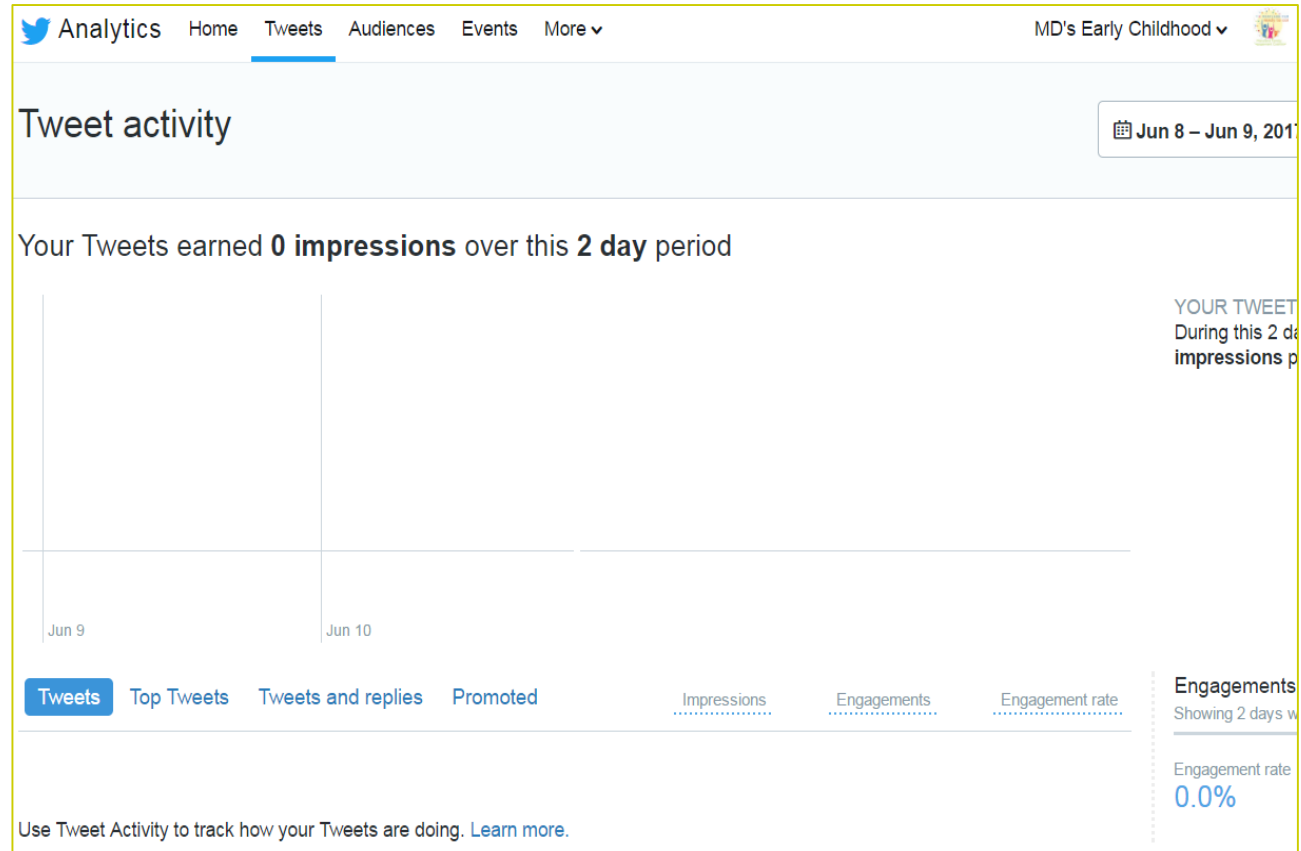
The screenshot shows the Facebook Page Insights interface for the 'Maryland Division of Early Childhood Development' page. The page is currently on the 'Insights' tab. A welcome message for the new Page Insights feature is displayed, stating: 'Welcome To The New Page Insights' with options to 'Do This Later' or 'X'. Below the message, it says 'Now it's easier to:' followed by three bullet points: 'Monitor what's working and not working on your Page.', 'Understand the people who like your Page and engage with your posts.', and 'Make decisions about the best ways to connect with your audience.' There is a 'Watch Video' link and a 'Start Tour' button. The navigation bar includes 'Page', 'Messages', 'Notifications', 'Insights', and 'Publishing Tools'. The main content area shows a 'Page Summary' for the last 7 days, with results from Jun 01, 2017 - Jun 07, 2017. A note indicates that the data does not include today's data. The summary includes three metrics: 'Actions on Page' (May 31 - June 6), 'Page Views' (May 31 - June 6), and 'Page Likes' (May 31 - June 6). There are also links for 'Export Data' and 'Organic/Paid' filters.

EVALUATION

(Sample Twitter Analytics Report)

Twitter Key Metrics:

- Tweets (2-3 daily)
- Page follows (5-10 per week)
- Mentions/Retweets
- Impressions
- Engagement
- Hashtag usage



❑ **Collateral Materials: Postcard (front with messaging)**

Encourage the use of digital media.



❑ **Collateral Materials: Postcard (back with Tool Kit)**

Encourage the use of the website to download the toolkit.

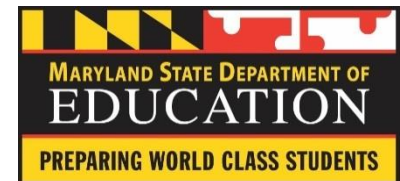
**THE EARLY CHILDHOOD FAMILY FRAMEWORK TOOLKIT:
MD'S VISION FOR ENGAGING FAMILIES WITH YOUNG CHILDREN**

**Support For Early Childhood
Educators and Providers!**

Download the toolkit at:
<http://earlychildhood.marylandpublicschools.org>



Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
410-767-0100 410-333-6442 TTY/TDD
www.marylandpublicschools.org





State and Local Early Childhood Advisory Council

June 15, 2017

Goals

- **For the State of Maryland Office of Education – Division of Early Childhood Development:**
 - To create a State of Maryland marketing campaign to promote early childhood – not for one specific area
 - Support outreach & early education efforts in the State and local Maryland communities
 - Create materials to help guide local ECACs
 - Act as a communications 'hub' for resources, outreach, and as a master calendar repository

Examples of Campaigns

- “Got Milk”
- Orange Juice
- Solar Energy
- Pistachios & Avocados
- General Idea/Theme introducing or promoting benefits
- Facilitate Action
- Integrate Easily into Various Platforms & Audience

How Does the State Campaign Benefit Local ECACs

- Identifies the benefits & promotes the importance of early childhood interactions
- Expands the local campaign in terms of 'reach' and reduces local financial investments
- The local ECAC will reinforce the State message generating 'action'
- Provides resources & tools for local ECACs to use (stand-alone &/or in tandem)
- Instant credibility to leverage local campaign

Campaign Slogan

“It’s never too early to....”

.....read to your child

.....sing with your child

How to Integrate State Campaign



Website:

<http://www.howardcountymd.gov/launchintolearning/>

Launch Into Learning
TALK • PLAY • SING • READ • EXPLORE

From Birth to Age 5: Success in school and life is built on the experiences a child has from birth to age 5 – before he or she enters kindergarten. Everything you do with your child wherever you are – at home, in the car, in a store, outside – from the day your child is born – helps them get ready for success in life and in school. Every moment is a learning moment.

You can do many things right now that will help your child develop the skills children need to succeed in school. It's easy, it's fun, and it doesn't take extra money. YOU are the key to your child's everyday & every moment success! Let's get started! For more information and resources: <http://www.howardcountymd.gov/launchintolearning/>

<p>TALK</p> <ul style="list-style-type: none"> • Talk with your child from the day they are born. Babies learn the sounds and rhythm of language. • Take turns talking. When your baby babbles, say something back. Count numbers out loud during the day. • Play word games - Name all the words you can that start with the same letter, like "Toys, bananas, bird, big." Name words that rhyme, like "sock, rock, sock." 	<p>READ</p> <ul style="list-style-type: none"> • Use books, street signs, or store signs you see and read them aloud to your child. • In the grocery store, read cereal boxes or other items. • Ask your child questions as you read together. • Talk about pictures, colors, and what may happen next.
<p>PLAY</p> <ul style="list-style-type: none"> • Play with puzzles, blocks, bowls, and plastic cups. Putting parts together and stacking things will help your child learn to solve problems. • Use balls and empty boxes to teach while playing (the ball is "up" or "down"; the ball is "in" or "out" of the box, count the number of times the ball bounces) • Walk, run, jump, skip, and march to get those muscles moving – skip hopscotch, jump rope, or make up a game! 	<p>EXPLORE</p> <ul style="list-style-type: none"> • Go on a walk outside and look for bugs, flowers, colors, and shapes. Talk about them with your child, let them touch items that are safe to explore more closely. • Use play dough, paint, shaving cream, dirt or sand to explore different materials and textures. Draw pictures, letters, numbers and shapes using your fingers. • Give your child crayons and paper to draw with and measuring spoons and cups to play with water. • Visit your local library for books and child classes.

SING

- In the car, sing the ABC song, numbers, or other nursery rhymes. You can make up silly songs using words your child knows.
- Sing songs at bath time and when taking walks. Create fun ways to sing about numbers or shapes together.
- Create music and a marching band with pots and pans and spoons!

Launch Into Learning
TALK • PLAY • SING • READ • EXPLORE

Launch Into Learning is an early learning initiative supported by the Howard County Early Childhood Advisory Council (ECAC). The goal of ECAC is to highlight the importance of the Early Years, for parents in particular, but also for early child care professionals and other community stakeholders.

For more information and resources visit the website:
<http://www.howardcountymd.gov/launchintolearning/>

* Tips are referenced from CountDown to Kindergarten: Learning Begins at Birth, Maryland's Early Childhood Public Engagement Campaign and Ready At Five www.readyatfive.org web issues.

Opportunity

- Great time to start or expand marketing efforts within local ECAC
- Expand and reinforce message of importance of early childhood interaction and education
- Ease of use of consistent messaging and tools
- Local ECACs have the 'umbrella' support or 'seal of approval' by representing the State message

Resource Links/Samples

- Got Milk – Campaign Points: <https://www.inc.com/issie-lapowsky/marketing-tips-got-milk.html>
- Got Milk Ad Images: <http://www.bing.com/images/search?q=got+milk+campaign+success&qpv=got+milk+campaign+success&qpv=got+milk+campaign+success&qpv=got+milk+campaign+success&FORM=IGRE>
- “New” Milk Life Media Kits: <http://www.idfa.org/news-views/media-kits/milk/got-milk-campaign> and <https://milklife.com/what-is-milk-life>
- Pistachios Campaign – “Wonderful Pistachios GET CRACKIN”:
<http://mashable.com/2011/11/29/wonderful-pistachios/#BPueBQWg1sqX>
- American Pistachio Growers website: <http://www.americanpistachios.org/>
- YouTube – Cat commercial pistachios: <https://www.youtube.com/watch?v=-IcGvBE5xfg>
- Avocado Campaign – “Love One Today” :
<https://www.hassavocadoboard.com/loveonetoday>
(Even shows ‘contract’/register as vendor and how to use campaign)

Resource Links/Samples

- Orange Juice/Florida Citrus – website of general info/benefits:
<http://www.floridacitrus.org/oj/>
- Orange Juice Images/Ads:
<http://www.bing.com/images/search?q=orange+juice+advertising&qpv=orange+juice+advertising&qpv=orange+juice+advertising&qpv=orange+juice+advertising&FORM=IGRE>
- Solar Energy – How to Market effectively:
<http://www.cleangroup.org/creating-demand-how-to-market-solar/>
- Solar – Top 10 benefits: <http://energyinformative.org/benefits-of-solar-panels/>
- Agricultural Marketing Resource Center:
<http://www.agmrc.org/commodities-products/>