

# Maryland's State Early Childhood Advisory Council



MD State Early Childhood Advisory Council Meeting  
(Virtual)

Wednesday, May 5, 2021

## WELCOME/HOUSEKEEPING NOTES

- All participants will be muted upon joining the webinar
- Participants will be able to ask questions by typing their question(s) in the Q&A box and placing their general comments in the Chat box.
- Presenters will stop frequently to review and answer questions in the Q&A box and again at the end of their presentations.
- All questions will be answered and emailed to all participants after the meeting along with the recording of the full webinar.

## State Early Childhood Advisory Council Virtual Meeting Agenda

Time	Task
10:00 - 10:10	<b>Welcome / Introductions and Announcements</b> <ul style="list-style-type: none"> <li>Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, Maryland State Department of Education (MSDE)</li> <li>Steven Hicks, Assistant State Superintendent, Division of Early Childhood, MSDE</li> </ul>
10:10 – 10:20	<b>Old Business/Presentations</b>
10:10-10:20	<ul style="list-style-type: none"> <li>Division of Early Childhood: An Update - Steven Hicks, Assistant State Superintendent, Division of Early Childhood, MSDE and Jennifer Nizer, Director of the Office of Child Care, Division of Early Childhood, MSDE</li> </ul>
10:20 – 11:55	<b>Presentations</b>
10:20-10:40 (20m)	<ul style="list-style-type: none"> <li>Aligning State and Local Fiscal Mapping Efforts to Improve ECE Funding – Laura Weeldreyer, Executive Director, Maryland Family Network; Amelia Vaughn, Senior Project Manager, Children's Funding Project; Elizabeth Gaines, Executive Director, Children's Funding Project; Kate Ritter, Early Childhood Advisor, Children's Funding Project; and Sharon Friedman, Project Director, Montgomery Moving Forward</li> </ul>
10:40-11:00 (20m)	<ul style="list-style-type: none"> <li>The Maryland Early Childhood Leadership Program (MECLP) - Louise Corwin, Visiting Executive In Residence, MECLP; Liran Laor, Program Director, MECLP; and Candise Hill, Literacy Coach, Baltimore City Public Schools, MECLP</li> </ul>
11:00-11:15 (15m)	<ul style="list-style-type: none"> <li>Conscious Discipline and Collaboration – Dr. Kelly Hall, Ed.D., Chief, Department of Equity, Engagement, and Early Access for Title I, Head Start, Early Childhood, Judy Center and St. Mary's County Public Schools; Lynn Trehern, ECE Instructional Resource Teacher, St. Mary's County; Charlottis Woodley, Title I Supervisor, St. Mary's County; and Wendy Binkley, Judy Center Specialist, St. Mary's County</li> </ul>
11:15-11:35 (20m)	<ul style="list-style-type: none"> <li>Maryland's Infant and Early Childhood Mental Health Consultation: FY2020 Annual Brief – Kate Sweeney Wasserman, MSW, LCSW-C, Co-Director, Laura Latta, MHS, Lead Research Project Coordinator, and Margo Candelaria, Research Assistant Professor, Co-Director, Parent, Infant, Early Childhood (PIEC) Program, The Institute for Innovation and Implementation, University of Maryland School of Social Work</li> </ul>
11:35-11:55 (20m)	<ul style="list-style-type: none"> <li>Head Start in the COVID-19 Era – Simeon Russel, Executive Officer, Maryland Head Start Association and Charlene Marie Muhammad, Head Start Program Manager, Community Action Agency, Montgomery County</li> </ul>
11:55-12:00	<b>General Announcements and Next Steps</b> <ul style="list-style-type: none"> <li>State Early Childhood Advisory Council Announcements – Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE</li> </ul>
12:00	<b>Adjournment of Council</b>

# Building Back a Better Child Care System in Maryland



Maryland State Early Childhood  
Advisory Council  
May 5, 2021

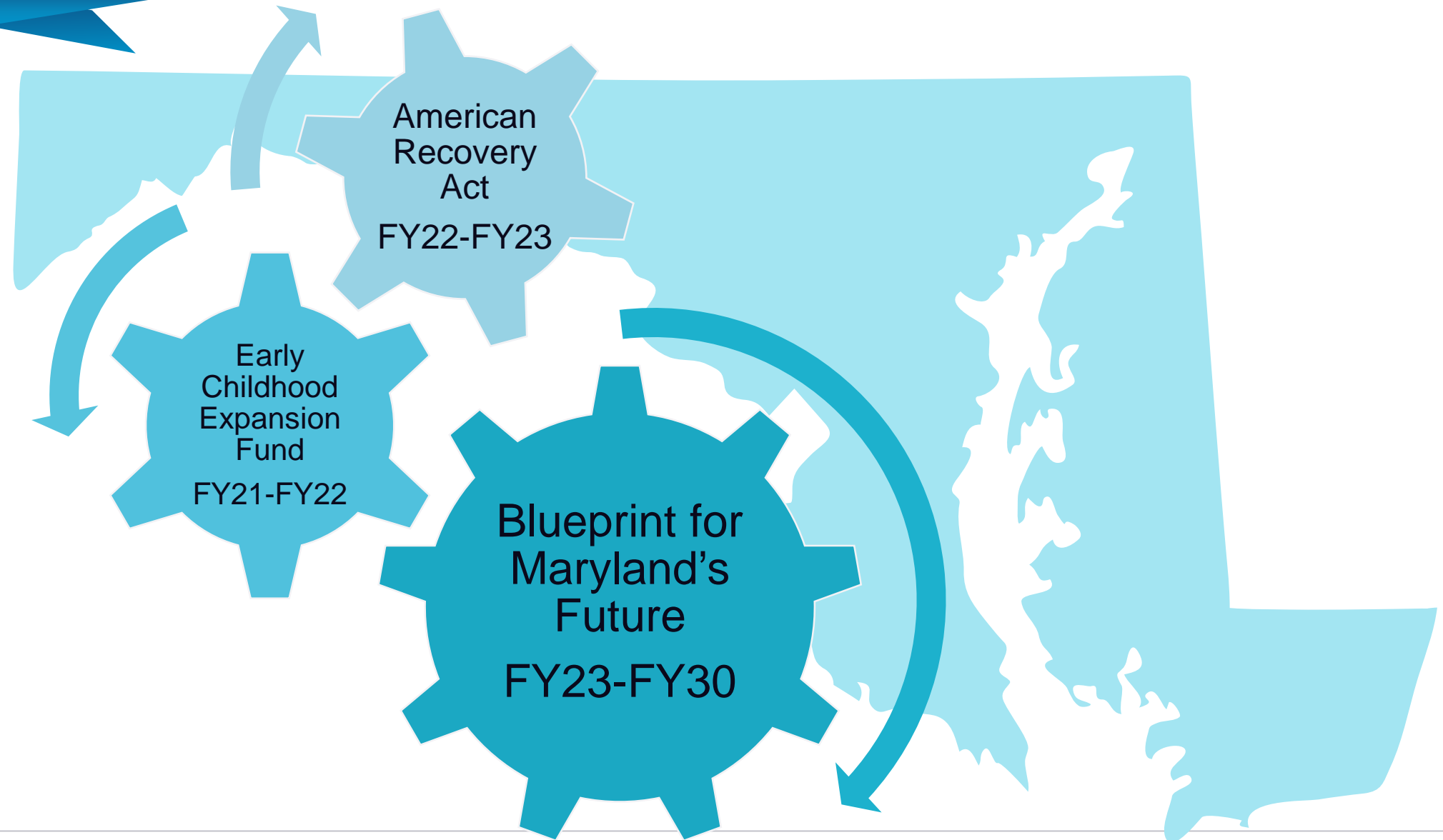
Steven Hicks  
Assistant State Superintendent  
Division of Early Learning

Jennifer Nizer  
Office of Child Care Director  
Division of Early Learning



# PERSEVERANCE

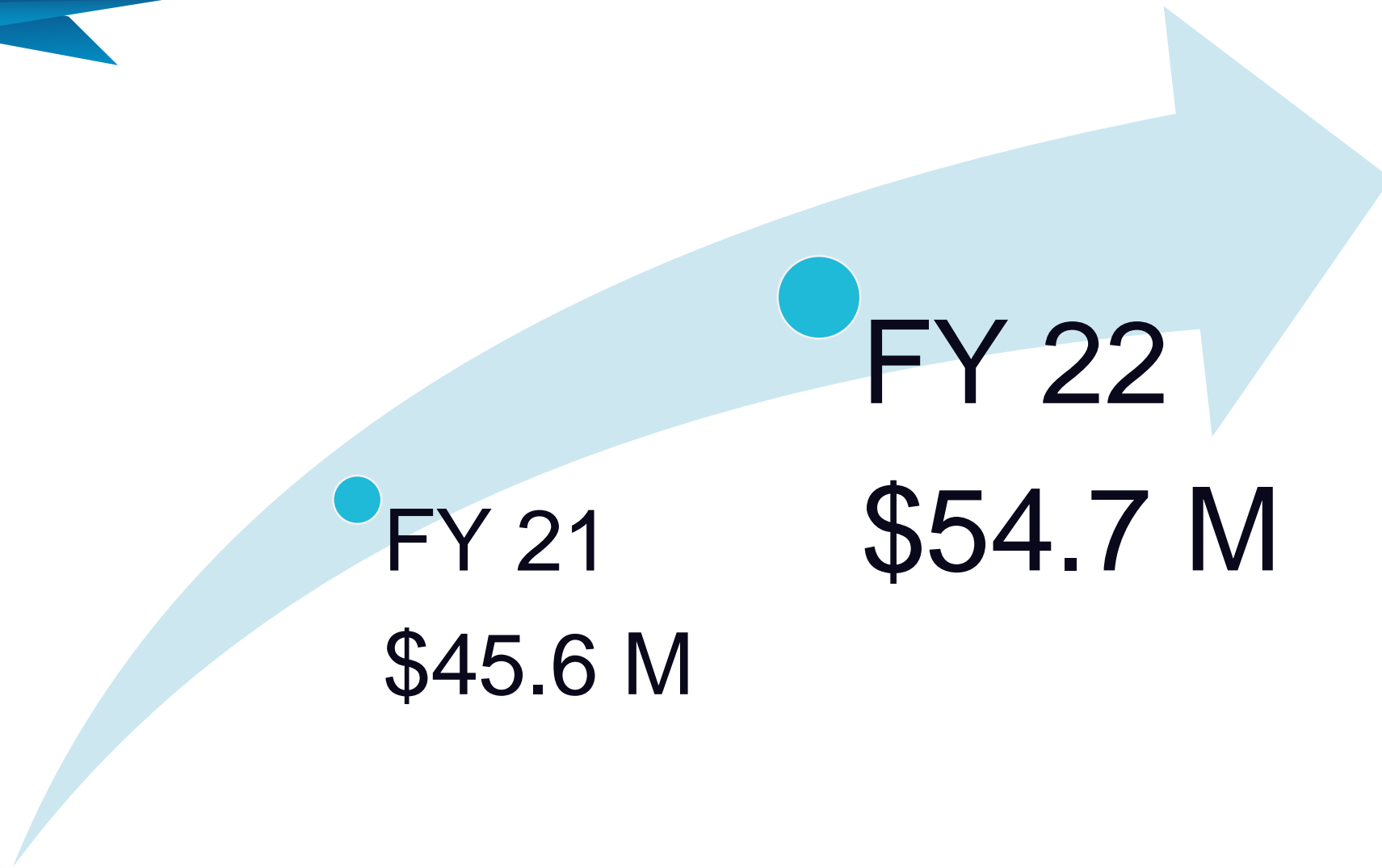
## Multiple Investments





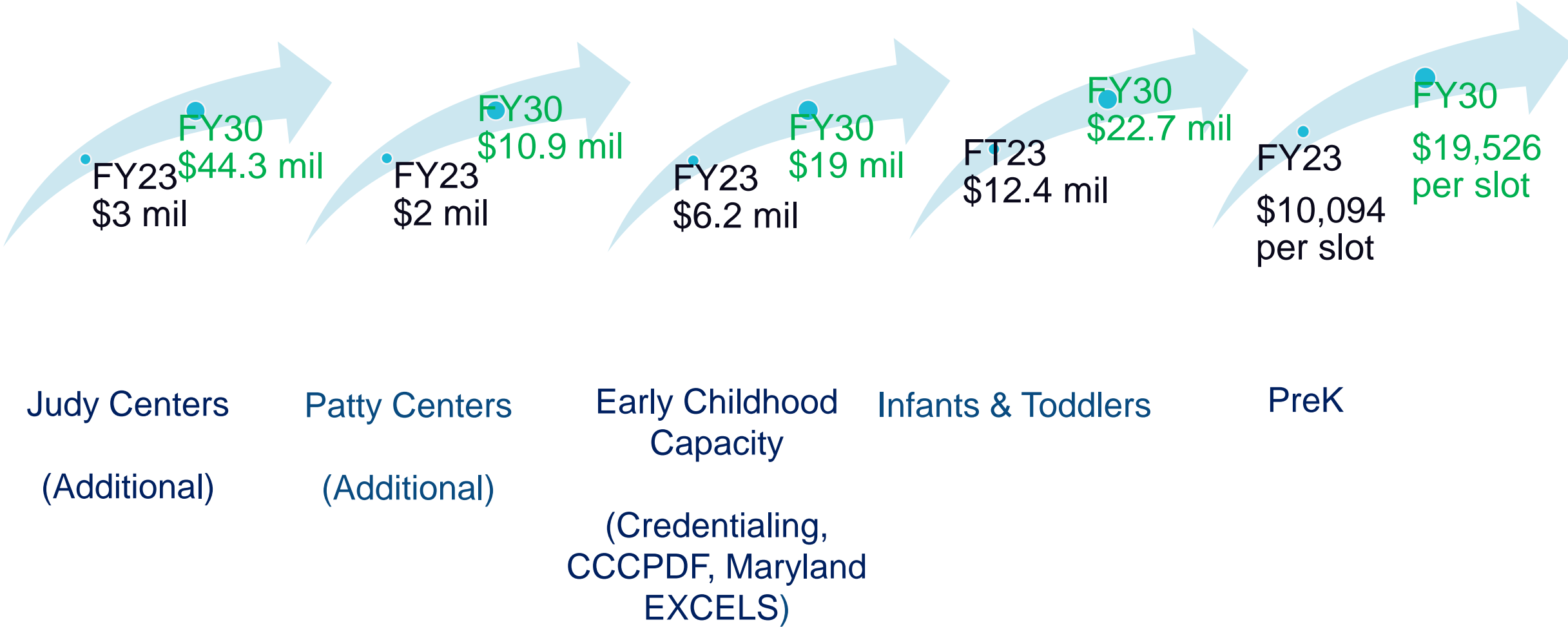


## Early Childhood Expansion Fund





# Blueprint for Maryland's Future



**\$501.8 million**

**\$192.8 million**

Child Care Development Fund

**\$309 million**

Child Care Stabilization Funds

## Child Care Development Fund - \$192.8 million

- **Timeline:** Funds must be obligated by September 30, 2023 and liquidated by September 30, 2024.
- **Use of Funds:** In addition to supplementing regular CCDF activities, funds are authorized to provide child care assistance to essential workers during the response to coronavirus, without regard to the income eligibility.

## Child Care Stabilization Funds - \$309 million

- **Timeline:** funds must be obligated by September 30, 2022 and liquidated by September 30, 2023.
- **Use of Funds:** Child care providers may use the funds for the following purposes, including for reimbursing themselves for the costs of such purposes that they may have incurred prior to March 11, 2021:
  - Personnel costs
  - Premium pay, or costs for employee recruitment and retention
  - Rent or mortgage obligation, utilities, or insurance
  - Facility maintenance/improvements
  - PPE, cleaning /sanitization or training for health and safety
  - Purchases/updates to equipment and supplies to respond to COVID-19
  - Goods and services necessary to maintain/resume child care services
  - Mental health supports for children and employees







For more information, visit us at  
<https://earlychildhood.marylandpublicschools.org/>





# Nice to meet you!

Please feel free to ask questions  
during the conversation



**Elizabeth Gaines, Executive  
Director**  
[elizabeth@childrensfundingproject.org](mailto:elizabeth@childrensfundingproject.org)



**Amelia Vaughn, Senior  
Project Manager**  
[amelia@childrensfundingproject.org](mailto:amelia@childrensfundingproject.org)



**Kate Ritter, Early Childhood  
Advisor**  
[kate@childrensfundingproject.org](mailto:kate@childrensfundingproject.org)



# CHILDREN'S FUNDING PROJECT

*We exist to help communities & states implement comprehensive and sustainable public financing strategies to support services for children and youth.*

**Children's Funding Project is structured to:**

- Increase understanding of the policy tools available for strategic financing.
- Strengthen local capacity by providing training, tools, and coaching.
- Showcase and elevate the successes and lessons learned from communities.
- Build momentum for a more pro-active approach to children's funding.





# Agenda

- Fiscal Mapping
  - What is it?
  - What's the purpose?
- Project Proposal
  - Ideas & current potential
  - Possibilities for design
- Testimonial
- Next Steps
- Q&A

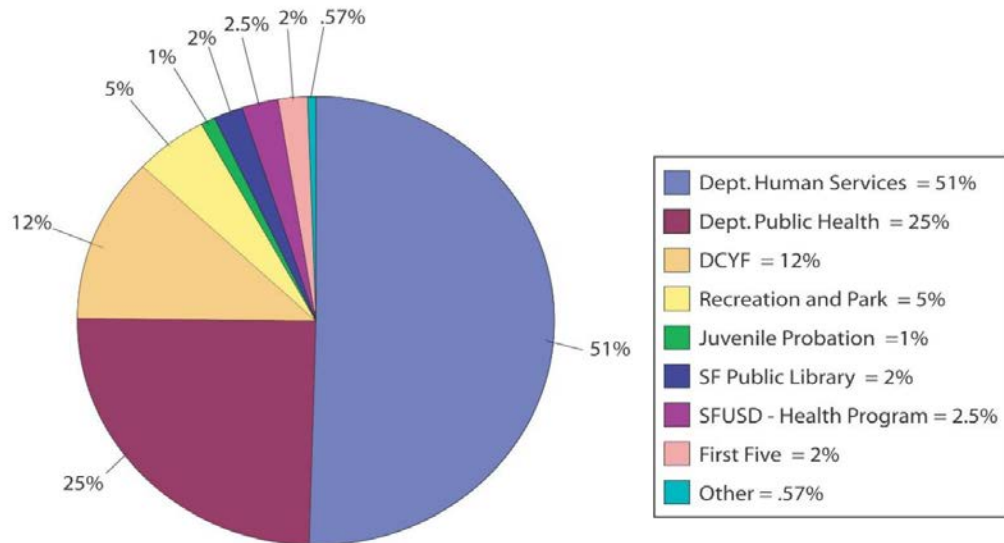


# What is a “fiscal map”

- An analysis of the funding streams that finance child and youth services
- Can include public (federal, state, local) and private (philanthropy) dollars
- A fiscal map answers the questions WHO invests HOW MUCH and in WHAT?

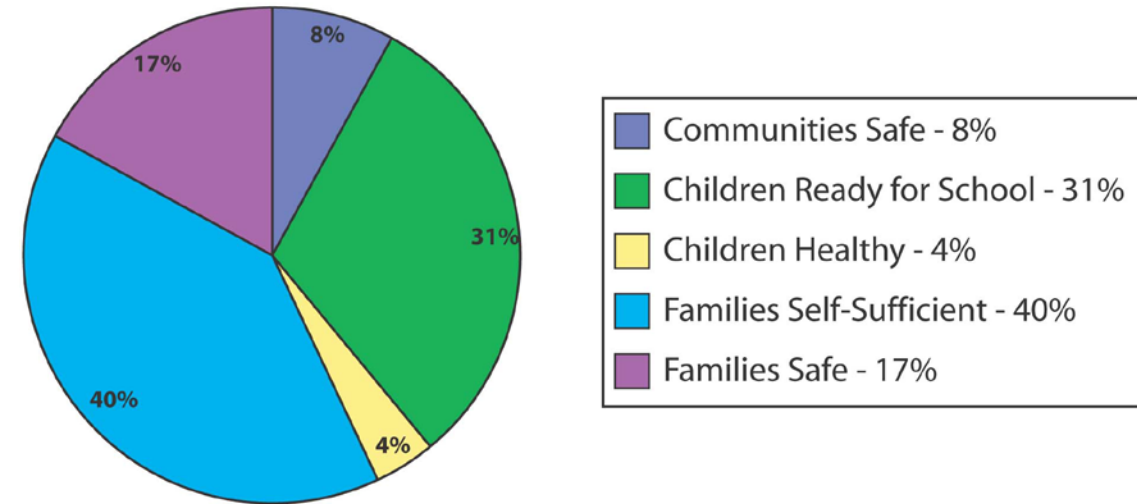
# Creating a child-centered view of the budget vs. the traditional department-centered view

Expenditures by dept.



Source: [www.dcyf.org/Pubs/csap/CSAP\\_final\\_1125.pdf](http://www.dcyf.org/Pubs/csap/CSAP_final_1125.pdf) (November 2003)

Gross Expenditures \$573,319,080





# Why create a fiscal map

Understand  
current  
investments

Align  
resources  
with goals

Coordinate  
supports and  
services

Maximize  
funding  
opportunities

Identify new  
areas for  
attention,  
efficiency and  
innovation

## NEW EMERGENT REASONS:

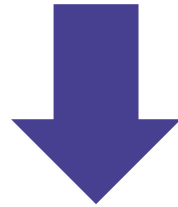
- Determine how budgets were affected by COVID-19
- Plan for equitable recovery of programs and services
- Plan for utilization of federal relief dollars





# Project Proposal

Create a fiscal map of public investments made in Maryland early childhood services and supports (state and federal dollars)



That also serves as a tool for counties in MD to use to help create their own local fiscal maps

(Howard Co., Montgomery Co., Baltimore City)

## GOALS:

- Understand the state's funding landscape for EC services & supports
- Help create a plan for financing EC goals and strategies
- Inform use of federal relief funds

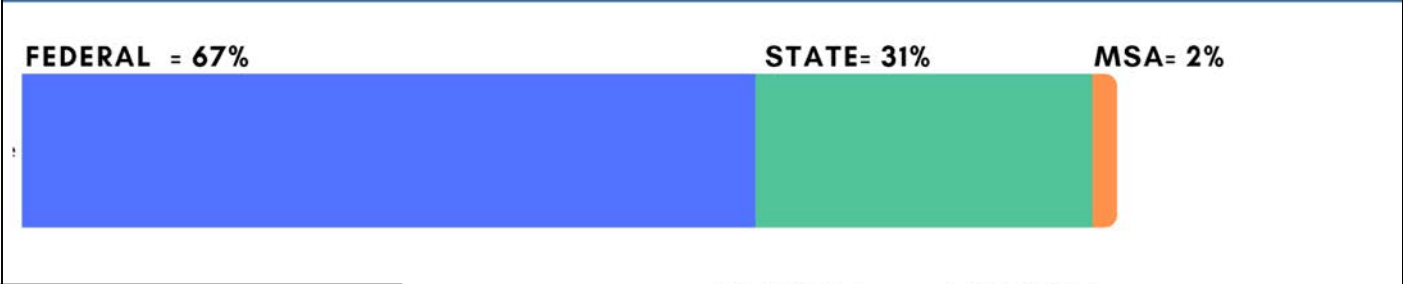
## GOALS:

- Align state-local financing strategies
- Streamline data collection process for localities

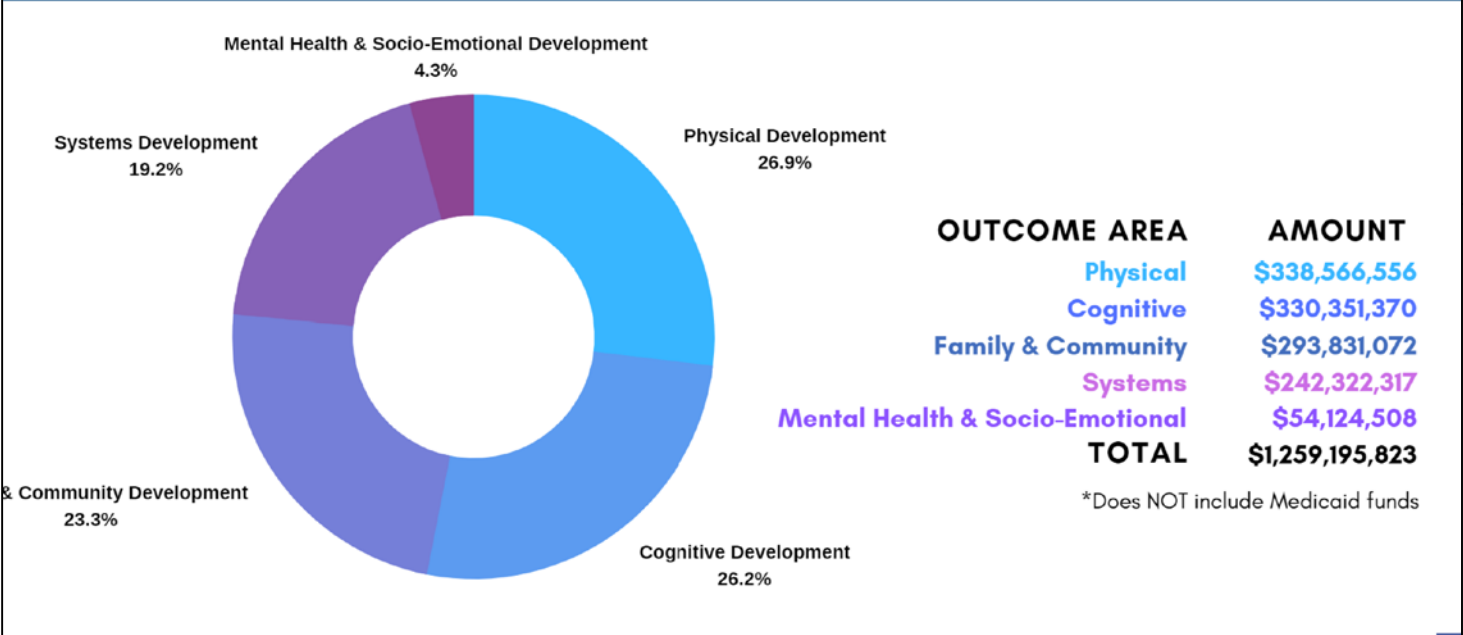


# Possibilities for Design, Use & Beyond

● Total Investments in KY's Early Childhood System by Source



Total Investments in KY's Early Childhood System by Outcome Area



SOURCE	AMOUNT
Federal	\$843,269,153
General Funds	\$387,608,738
Tobacco MSA	\$28,317,932
TOTAL	\$1,259,195,823

\*Does NOT include Medicaid funds





# Possibilities for Design, Use & Beyond

Funding Stream	Description of Funding Stream	Funding Purpose (Healthy Development, Early Childhood Education, Family Supports)	Originating Source	State/ Local Administrator	State/Local Administrator Website	State/Local Administrator Phone	Funding Level (Federal, State, Local Government, Other)
<a href="#">Americorps State and National Grants</a>	For education-focused programs, improving student academic performance in Science, Technology, Engineering, and/or Mathematics (STEM)	Early Childhood Education	Corporation for National Service	North Carolina Americorps	<a href="https://www.nc.gov/agencies/volunteer/americorps">https://www.nc.gov/agencies/volunteer/americorps</a>	NA	Federal
<a href="#">Developmental Day Care Center Funds</a>	DDC funds assist in providing special education and related services to eligible children with disabilities who are placed in approved developmental day centers by local education agencies.	Early Childhood Education	NC Department of Public Instruction	NC Department of Public Instruction	<a href="http://www.ncpublicschools.org/">http://www.ncpublicschools.org/</a>	919.807.3300	State
<a href="#">Education for Homeless Children and Youth</a>	To ensure that homeless children, including preschoolers and youths, have equal access to free and appropriate public education (FAPE).	Early Childhood Education	US Department of Education	Department of Public Instruction	<a href="http://www.ncpublicschools.org/">http://www.ncpublicschools.org/</a>	919.807.3300	Federal
<a href="#">Head Start/Early Head Start</a>	Head Start is a federally funded preschool program that provides comprehensive services to support the social, emotional, physical and cognitive development of three and four-year-old children. Early Head Start serves infants and toddlers.	Early Childhood Education	US Department of Health and Human Services, Office of Head Start	{ADD LOCAL ADMIN HERE}	{ADD HERE}	{ADD HERE}	Federal





# Possibilities for Design, Use & Beyond

## EXAMPLE

### Child Care Fiscal Map - 2019

Children's Funding Project

**Child Care & Early  
Ed. Investments**

**\$121M**

**EC Ecosystem  
Investments**

**\$24M**

Children's Funding Project (CFP) conducted an analysis of state and federal investments in child care and other early childhood supports for a cohort of participating states. The goals of this project were to:

1. Increase state capacity for analyzing fiscal data and advocating for improved investments in child care resources; and
2. Document the FY19 public funds supporting child care, or the 'baseline', prior to the effects COVID-19 had on state budgets.

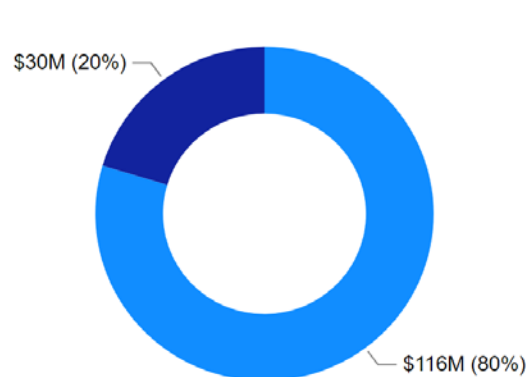
The investments made in child care and early childhood education is the primary focus of this fiscal map. Since other supports and services are needed to promote healthy development, additional funding streams that contribute to the early childhood 'ecosystem' were included as a separate level of investment. For purposes of this analysis, early childhood was defined as ages 0-5.

This analysis does *not* include funding for Medicaid, Department of Defense base child care, or foster care services.

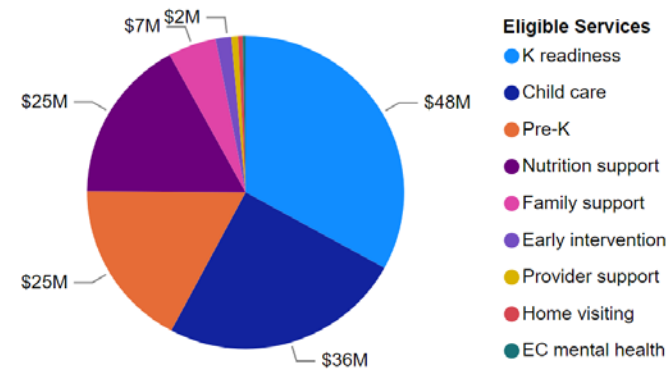
Funding Stream Name	Description	Appropriated Amount FY19	Funding Level	Level of EC Investment
AI/AN CCDF	CCDF funding for American Indian/Alaska Native federally recognized tribes.	\$754,593	Federal	Child Care and Early Education Investment
AI/AN Head Start	Head Start funding for Region XI, or programs operated by American Indian/Alaska Native federally recognized tribes.	\$845,254	Federal	Child Care and Early Education Investment
Child and Adult Care Food Program (CACFP)	The Child and Adult Care Food Program (CACFP) is a federal program that provides reimbursements for nutritious meals and snacks to eligible children and adults who are enrolled for care at participating child care centers, day care homes, and adult day care centers.	\$9,000,000	Federal	Child Care and Early Education Investment
Child Care Development Fund (CCDF)	The CCDF is the primary federal program specifically devoted to providing families with child care subsidy and funding supports to states to improve quality. The CCDF is jointly financed by federal and state governments and consists of three funding streams: mandatory, matching, and discretionary funds.	\$18,475,107	Federal	Child Care and Early Education Investment

#### Source of Investments

Funding Level ● Federal ● State



#### Services Supported by Investments





# Possibilities for Design, Use & Beyond

Public Act 100-0818

HB5202 Enrolled

LRB100 18855 HLH 34097 b

AN ACT concerning State government.

Be it enacted by the People of the State of Illinois,  
represented in the General Assembly:

Section 5. The State Budget Law of the Civil Administrative  
Code of Illinois is amended by adding Section 50-28 as follows:

(15 ILCS 20/50-28 new)

Sec. 50-28. Youth Budget Commission.

(a) As used in this Section:

"Adolescent" or "youth" means a person between the ages of  
8 and 25 years.

"Commission" means the Youth Budget Commission established  
under this Section.

"Service models" include the following tiers of service  
delivered to adolescents and their families:

(1) Prevention: support for at-risk youth (deterrence,  
prevention of harm, extra supports).

(2) Treatment/intervention: respond to significant  
challenges in need of direct intervention to change,  
resolve or reverse behaviors, conditions, or both.

(3) Corrective/rehabilitation: correct or rehabilitate  
acute behaviors or conditions that pose a physical or  
psychological danger or threat to adolescents.

(4) Positive Youth Development: build individual  
assets and increase competencies.

"Youth developmental goals" are defined as the outcomes of  
stable, safe, healthy, educated, employable, and connected,  
which align with the following Budgeting for Results goals:

(1) Stable: meeting the needs of the most vulnerable;  
increasing individual and family stability and  
self-sufficiency.

(2) Safe: creating safer communities.

(3) Healthy: improving the overall health of  
Illinoisans.

(4) Educated: improving school readiness and student  
success for all.

(5) Employable: increasing employment and attracting,  
retaining and growing businesses.

(6) Connected: strengthening cultural and  
environmental vitality.

## Tenn. Code § 37-3-116

Section 37-3-116 - Resource mapping of funding sources - Report

(a) The commission shall design and oversee a resource mapping of all federal and state funding sources and funding streams that support the health, safety, permanence, growth, development and education of children in this state from conception through the age of majority or so long as they may remain in the custody of the state. The resource mapping shall include, but not be limited to:

- (1) An inventory of all federal and state funding sources that support children in this state;
- (2) An inventory of all state, federal or government subsidized services and programs offered to children in this state, set out by program, target population, geographical region, agency or any other grouping that would assist the general assembly in determining whether there are overlapping programs that lead to duplication within the state, gaps in service delivery and any administrative inefficiencies generally;
- (3) A description of the manner in which the funds are being used within the agencies or organizations, the performance measures in place to assess the use of such funding and the intended outcomes of the programs and services;





# Testimonial



Sharon Friedman, Project Director, Montgomery Moving Forward

*Investing in early childhood*

## HOW MUCH DO PARENTS CONTRIBUTE?

A 2018 examination of all the funding sources for early childhood services and programs in Montgomery County showed that parents dramatically outspend the federal government, state government, local government, and philanthropy.

**\$620,613,927**

*total parent investment*

**81.4%**

*of total investment in the Montgomery County early childhood system*

## TOTAL INVESTMENT IN MONTGOMERY COUNTY EARLY CHILDHOOD: \$751,048,269



92.6% goes to **child care & pre-k costs**, 7.2% to **family supports & healthy development**, & 0.2% to **system building**.

### FUNDING SOURCES:

- parents: **\$620.6 M**
- state: **\$64.1 M**
- local: **\$53.6 M**
- federal: **\$22.2 M**
- private: **\$1.5 M**





# Next Steps

- Interest & capacity conversation
- Alignment with Pritzker Children's Initiative TA support
- Set to begin fiscal mapping work with Howard County, which can be in conjunction with state-level map





# QUESTIONS?



**CHILDREN'💰**  
FUNDING PROJECT





MARYLAND  
EARLY CHILDHOOD  
LEADERSHIP PROGRAM

Sherman Center for Early Learning in Urban Communities

*The Maryland Early Childhood Leadership Program (MECLP)*

*Louise Corwin, Visiting Executive In Residence, MECLP; Liran Laor, Program Director, MECLP; and Candise Hill, Literacy Coach, Baltimore City Public Schools, MECLP*

**PLEASE REFER TO HANDOUTS**

# Conscious Discipline and Collaboration

Dr. Kelly Murray Hall  
*Chief*



Department of  
Equity, Engagement,  
and Early Access





Population: 111,531  
Median Household Income: \$90,438  
Poverty Rate: 8.33%

Source: <https://datausa.io/profile/geo/st-marys-county-md>







# St. Mary's County Public Schools

17,244 students\*

2,271 staff\*

28 schools

94.3% graduation rate\*

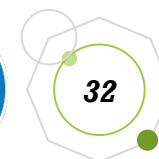
Free/Reduced Meals: 34.64%\*

EL: <5%\*

60 miles south of D.C.

90 miles south of Baltimore

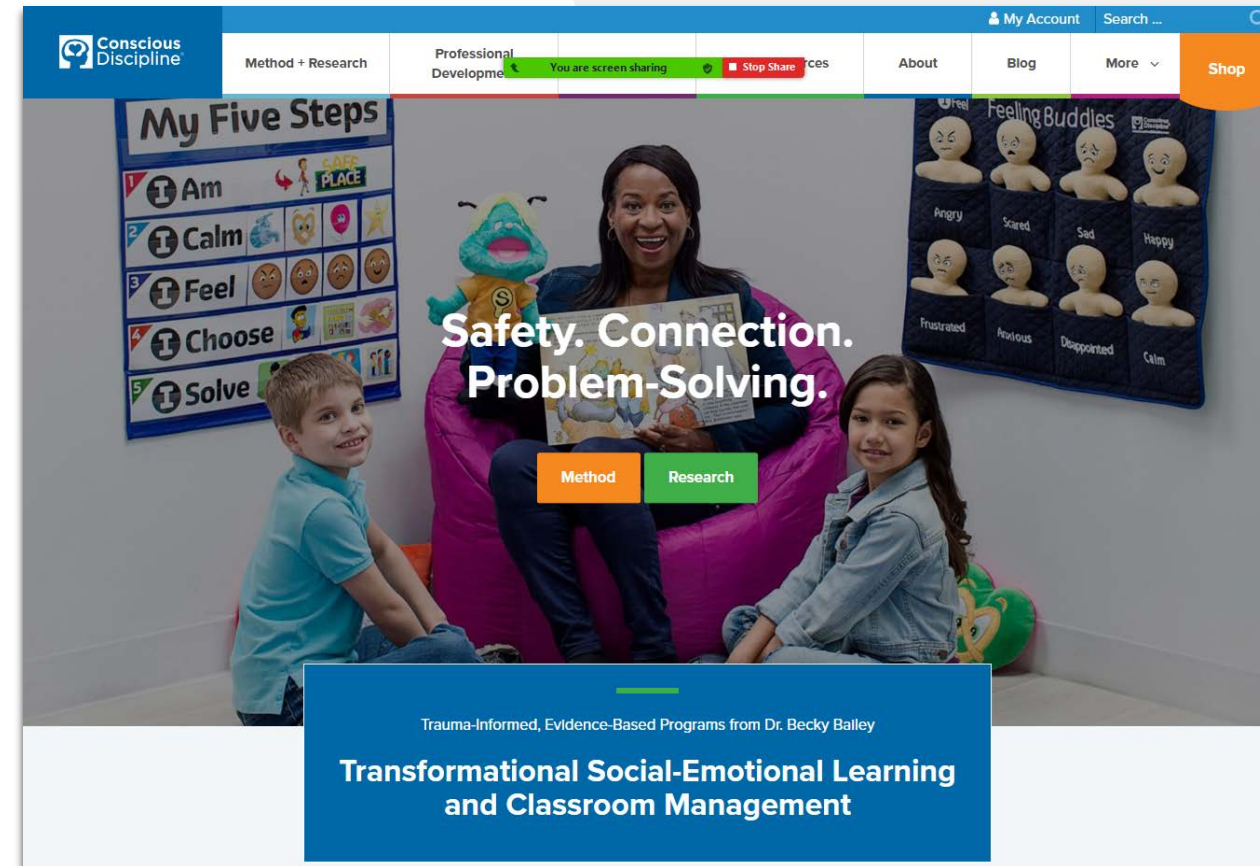
*\*SY 2019-2020 demographic data*



# Evidence-Based, Research-Backed Social and Emotional Learning

Conscious Discipline is a comprehensive emotional intelligence and classroom management system that integrates all domains of learning (social, emotional, physical, cultural and cognitive) into one seamless curriculum. It evolves from constantly asking, *“Is there a better way,”* and seeking the most current information provided by varied disciplines from neuroscience to mindfulness research to developmental psychology and beyond. The following link contains papers, articles, research and texts which are among the many materials that provide support for the concepts and framework of Conscious Discipline.

<https://consciousdiscipline.com/methodology/research/>





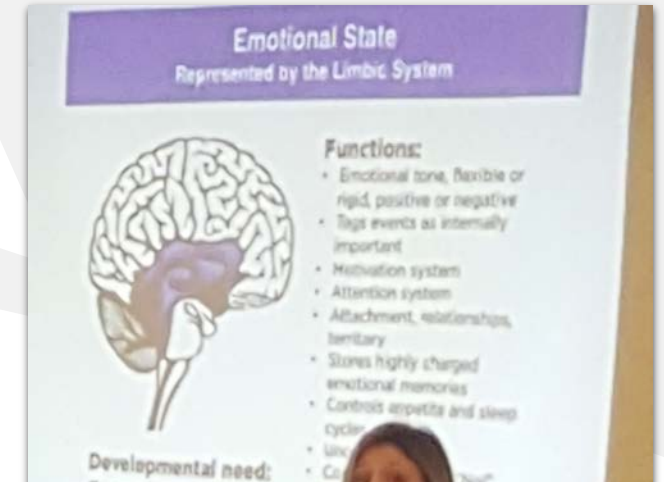
# Conscious Discipline Begins with Adults

- First and foremost, Conscious Discipline is about self-regulation of the adult.
- The adult's heart rate dictates the child's heart rate.
- Conscious Discipline involves a mindset shift.



# Social Emotional Learning

- More brain research indicates the importance and value of Social Emotional Learning; impact on success, wellness, and achievement...
- Conscious Discipline fosters "Whole Child" belief system



## What is Social-Emotional Learning?

*Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.*

*People with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially. From effective problem-solving to self-discipline, from impulse control to emotion management and more, SEL provides a foundation for positive, long-term effects on kids, adults, and communities.*



# SMCPS ECE Initiatives - Head Start/Pre-K

- Need for Social Emotional Learning was recognized
- Teachers heard about success in Head Start
- Heard from their friends how well Conscious Discipline worked
- R4K grant
  - \$5,000-\$10,000 dedicated to initial Conscious Discipline training





# Maryland ECE Initiatives – Head Start

## Head Start is in a Title I school

- Awarded \$2.2 million this year
  - Benjamin Banneker Elementary
  - Greenview Knolls Elementary
- Frog Street/Conscious Discipline are recommended programs
- Very successful

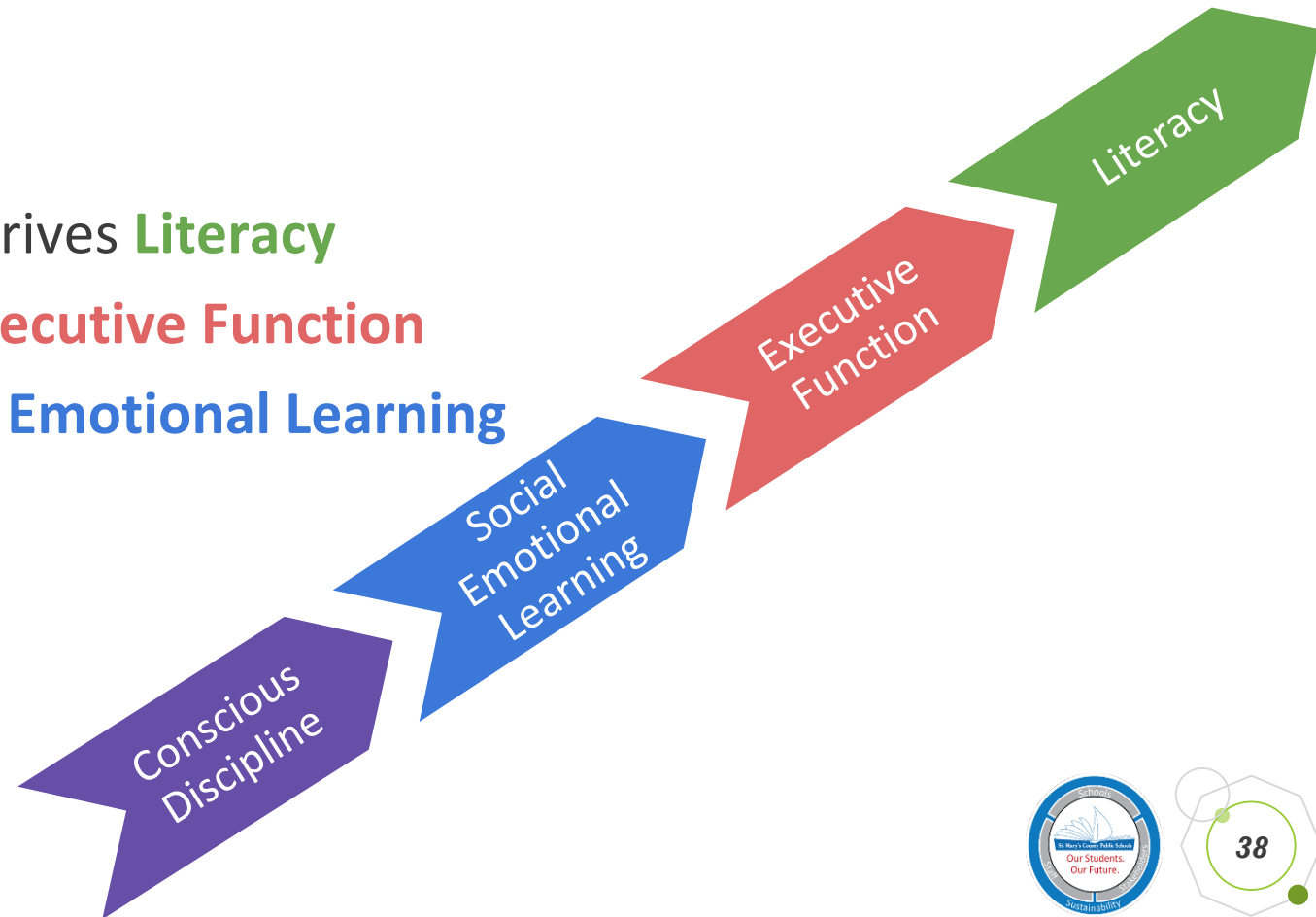


*Brain Smart Start*

# Grants – Striving Readers Comprehensive Literacy (Federal)

- SMCPS Awarded \$1.6 Million
- Birth to 5 includes:
  - parents
  - childcare providers

- Research Found **Executive Function** Drives **Literacy**
  - **Social Emotional Learning** Drives **Executive Function**
  - **Conscious Discipline** Drives **Social Emotional Learning**



# Maryland ECE Initiatives – Funding

## Commission on Innovation & Excellence in Education

- Reviewed and assessed current education financing formulas and accountability.
- Recommendations included increased funding for ECE.
- SMCPS received \$481,000 for SY 2020-2021.
  - Comprehensive and Ongoing Training for Pre-K/Head Start through Grade 3 (297 teachers)
  - Coaching (19 schools) – this was modified to virtual training due to COVID-19
  - 1 FTE – EC Teacher Liaison, in addition to an Early Childhood instructional resource teacher
  - Full Day Pre-K opportunities

*Due to the pandemic, plans were adjusted to accommodate the need for a virtual format.*



# Intense Training with Staff





# System Staff Training





# Teacher and Para Feedback

“

The presenter was **amazing**. She would be great to have onsite! In working with parents! **Very relevant to what society needs to implement in schools.**

”

“

Thank you for reminding me that **children are inherently good.**

”

Thank you with all the "Newness" of the year and anxiety, **this training was like a breath of fresh air.**

”

“

Thankful that SMCPSS has provided this for us. **Helping staff and students with social-emotional learning will be key to surviving the new normal.**

”

“

**Such a relevant, helpful training!** Thank you for such a resourceful engaging coach.

”

“

I could happily attend a session like this once a week - **so good for my mental health.**

”

“

Ms. Speidel was both **informative and engaging.**

”

“

Things clicked this time that didn't seem clear before. **Absolutely awesome!**

”

“

I am overwhelmed at my school with difficult behaviors. **This training has helped.** Thanks!

”

“

All ideas! Thanks for including paras in the **valuable training.**

”

“

**Terrific affirmation** of what we are doing that is helpful.

”

“

Really great training - **super engaging.**

”

“

I always walk away with something new to try!

”

“

**She makes you feel that she is talking with you one-on-one.**

”



# Early Childhood Staff Training Including Special Education and Unified Arts





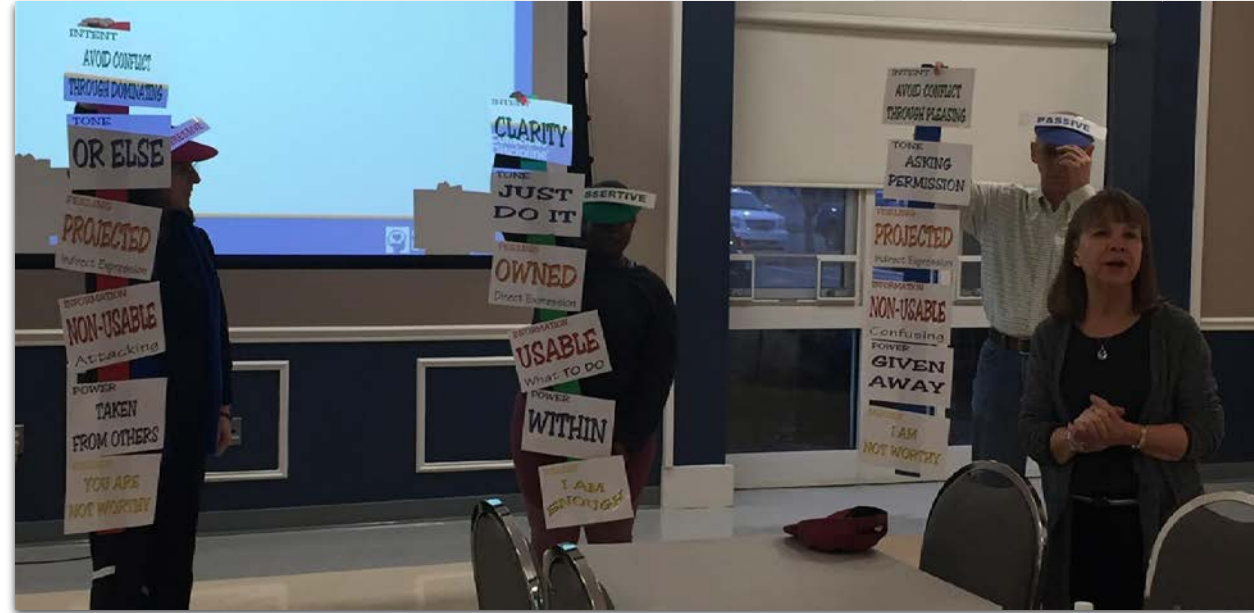
# Q&A with School Psychologists



# Community Action

## Multiple Sources of Funding

- Early Childhood Advisory Council (ECAC)
- The Promise Resource Center
- SMCPS/Judy Center Early Learning Hubs
- BRIDGE: Building Resiliency from Infancy through Development, Growth and Empowerment
  - \$150,000 grant from the Substance Abuse and Mental Health Services Administration
  - Training targeted to childcare providers
    - Offer Core of Knowledge Hours





# Community Based Training at the St. Mary's County Public Library





# Maryland ECE Initiatives – Safe to Learn

## Maryland Safe to Learn Act of 2018

- Grants to local school systems to enhance school safety
- SMCPS applied for and received \$94,716 this year
  - Substantial requests to expand this through elementary
  - Comprehensive Training for Grades 4 and 5 (130 teachers)
  - Materials
  - Substitutes
  - Stipend for Collaborative Planning

## Grant awarded for Conscious Discipline training

- 





# Town Hall Meeting with Superintendent Smith




# Braided Funding Streams

- How did we pay for all this?
  - R4K
  - Supplemental Early Childhood Funding
  - Striving Readers
  - Safe to Learn
  - Childcare Resource
  - Health Department
  - Judy Center Early Learning Hubs
  - Title I
  - Head Start
- \*Other community grants*

Session 1: Managing Stress in a Time of Uncertainty

View All

## Uncertainty and the Prediction Machine



The brain is a  
PREDICTION MACHINE

ConsciousDiscipline.com 800.842.2846

Managing Stress In a Time of Uncertainty with Amy Speidel (010217)

Conscious Discipline Webinar presented by Master Instructor Amy Speidel

# Parent Programs

## Parent Involvement

- Timing
- Responsiveness
- Space
- Virtual connectivity

## Family Friendly

- Childcare
- Dinner
- Homework Pass



*Childcare Providers Training*



*Parent Workshop at the Library*



*Parent Workshop at the Library*



# Parent Workshops in English and Spanish



**Conscious Discipline**

St. Mary's County Public Schools  
**FREE OPPORTUNITIES  
FOR PARENTS**



Presented by Master Instructor  
**Amy Speidel**

## WEBINAR

### *A Quick View of the Seven Skills of Conscious Discipline*

The **Seven Skills of Conscious Discipline** provide a full toolset for regulating ourselves first and then supporting children with their ability to gain self-regulation skills. This session is a "clipper course" of skills, providing an overview of all the tools that can be a part of your parent toolkit.

## WHAT TO EXPECT & HOW TO ACCESS CONTENT

- After you [RSVP](#) to the Conscious Discipline Webinar "A Quick View of the Seven Skills of Conscious Discipline," your email address will be added to a Team Member list on the Conscious Discipline website.
- Conscious Discipline will send you a personal invitation to register as part of the Team. **Please allow 24 hours after your RSVP for CD to email you.** Note: emails are sent Monday through Friday 9 AM – 6 PM.
- Once you have completed registration and logged in, the webinar content will be available within your Conscious Discipline account under **Digital Resources**. The webinar is 1-hour and may be revisited as often as you wish through November 2021.
- Materials for the webinar are available in the [Parent Webinar ENGLISH folder](#).
- If you have difficulty with logging in to the CD website or if you need your password reset, email [customer-care@consciousdiscipline.com](mailto:customer-care@consciousdiscipline.com).
- Email [skrenn@smcps.org](mailto:skrenn@smcps.org) or [pltrehern@smcps.org](mailto:pltrehern@smcps.org) if you have any questions.

## VIRTUAL LIVE SESSION

**December 2, 2020  
7:00 PM – 8:00 PM**

Have you ever wondered why you don't always say what you wish you would have said when frustrating situations occur? It's one thing to know what to say or do, it's another thing entirely to remember to follow through when you are tired or in a hurry. In this session, we'll practice the skills and language needed to be more effective in helping your child or children move through challenging situations.

## WHAT TO EXPECT & HOW TO ACCESS CONTENT

- Following your [RSVP](#) to the Conscious Discipline Virtual Live Session, you will receive a meeting link via Google Calendar invitation.
- The virtual session is scheduled for Wednesday, December 2, 2020 from 7:00 PM – 8:00 PM and will be presented by Conscious Discipline Master Instructor Amy Speidel.
- Materials for the virtual live session are available in the [Parent Live Session ENGLISH folder](#).
- Email [skrenn@smcps.org](mailto:skrenn@smcps.org) or [pltrehern@smcps.org](mailto:pltrehern@smcps.org) if you have any questions.



**Conscious Discipline**

St. Mary's County Public Schools  
**OPORTUNIDADES GRATUITAS  
PARA PADRES**



Presentado por Maestra Principal  
**Lety Valero**

## WEBINAR

### *Una Vista Breve de las Siete Habilidades de Conscious Discipline*

Las **Siete Habilidades de Conscious Discipline** proporcionan un conjunto de herramientas completo para regularnos a nosotros mismos primero y luego apoyar a los niños con su capacidad para adquirir habilidades de autorregulación. Esta sesión es un curso breve de habilidades, incluyendo estrategias que pueden ser parte de una caja de herramientas para padres.

## QUE ESPERAR Y COMO ACCEDER AL CONTENIDO

- Después de hacer su reserva ([RSVP](#)) para el webinar titulado "Una Vista Breve de las Siete Habilidades de Conscious Discipline", se agregará su dirección de correo electrónico a una lista llamada Team Member (miembro de conjunto) en el website de Conscious Discipline.
- Conscious Discipline le enviará una invitación personal para registrarse como miembro de un conjunto. Por favor, espere 24 horas para una respuesta de Conscious Discipline. Nota: La compañía envía correos electrónicos de lunes hasta viernes, entre las 9:00 AM y las 6 PM.
- Después de registrarse y conectar, el contenido del webinar estará disponible en su cuenta de Conscious Discipline en **Recursos Digitales (Digital Resources)**. El webinar tarda una hora y se puede visitar tantas veces que le guste hasta finales de noviembre de 2021.
- Los materiales para el webinar están en la carpeta titulada [Parent Webinar SPANISH folder](#).
- Si tiene dificultades para iniciar la sesión en el website de Conscious Discipline, o si necesita reestablecer su contraseña, envíe un mensaje por correo electrónico a [customer-care@consciousdiscipline.com](mailto:customer-care@consciousdiscipline.com).
- Envíe un mensaje por correo electrónico a [pltrehern@smcp.org](mailto:pltrehern@smcp.org) o a [skrenn@smcps.org](mailto:skrenn@smcps.org) si tiene preguntas.

## SESIÓN VIRTUAL EN VIVO

**2 de diciembre de 2020  
7:00 PM – 8:00 PM**

¿Alguna vez te has preguntado por qué a veces no dices lo que hubieras querido decir cuando una situación frustrante ocurre? Es diferente saber qué quieres decir a decirlo y es totalmente diferente hacerlo cuando estás cansado o de prisa. En esta sesión, practicaremos las habilidades y el lenguaje necesario para poder ser más efectivos al ayudar a nuestros hijos a navegar situaciones difíciles.

## QUE ESPERAR Y COMO ACCEDER AL CONTENIDO

- Después de hacer su reserva ([RSVP](#)) para la Sesión Virtual en Vivo de Conscious Discipline, recibirá un enlace a través de la invitación del calendario Google.
- La sesión virtual en vivo es para miércoles, el 2 de diciembre de 2020, desde las 7:00 PM hasta las 8:00 PM y será presentada por Lety Valero, maestra principal de Conscious Discipline.
- Se encontrarán los materiales para la sesión virtual en vivo en [Parent Live Session SPANISH folder](#).
- Envíe un mensaje por correo electrónico a [pltrehern@smcps.org](mailto:pltrehern@smcps.org) o a [skrenn@smcps.org](mailto:skrenn@smcps.org) si tiene preguntas.



# Parent Feedback

*An hour seems like a long time, but it went by so quickly!*

*Conscious Discipline has taught me to identify my own feelings and model how to share them with my children in productive ways when conflicts arise.*

*I thought it was great... Amy is such an easy person to listen to! **Makes CD easy to digest!***

*It was an excellent presentation. I would love to learn more about Conscious Discipline. I am also reading the book. **Parents were totally engaged.***

*We enjoyed it very much and have **found everything very helpful** so far in our parenting journey.*

*It was very informative and helpful.*

*This was great and would love more virtual opportunities.*

*Thank you for providing this insightful training free of charge to us! **What a wonderful resource for parents and child care givers!***

*This workshop was awesome. I wish it was longer because I received some great information that will help me along my parent journey. **I really enjoyed how interactive the guest speaker was with the audience, she kept my attention every second!***



# Local Newspaper

Conscious Discipline is an “evidence-based program that supports social emotional learning and teaches adults to regulate their own emotions as they help children do the same”

*The Enterprise, February 14, 2020*

Page A6 The Enterprise Friday, February 14, 2020

## Instructor helps parents discipline children better

Workshops explore ways to connect more effectively with their children

By KRISTEN GRIFFITH  
kgriffith@smcnews.com

For those looking for a new way to discipline children, the St. Mary's public school system is hosting free workshops.

Conscious Discipline is an “evidence-based program that supports social emotional learning and teaches adults to regulate their own emotions as they help children do the same,” Kelly Hall, the school system's executive director of supplemental programs, said in an email.

St. Mary's public schools invited Amy Speidel to speak at two of the workshops. She is a master Conscious Discipline instructor who hosted her first workshop Monday night at the Dr. James A. Forrest Career and Technology Center in Leonardtown.

Her presentation was titled “Raising Caring Children in a Complex World.” She asked the audience if they remembered the phrase “Do as I say, not what I do,” and told them the saying should change to “Do as I say, and as I do.”

She said children's behaviors reflect that of their parents. For example, telling a kid to calm down might not work if the parent is not calm. And parents cannot look excited when getting their kid ready for bed because the child could think he or she is missing out on the fun.



STAFF PHOTO BY KRISTEN GRIFFITH

Alex Bock of Leonardtown, left, representing the executive state of the brain, listens to Amy Speidel, Conscious Discipline instructor, who explains the emotional state represented by Andy Hancock of Mechanicsville after she explained the survival state represented by Steven Howell of Hollywood during the Conscious Discipline workshop at the Dr. James A. Forrest Career and Technology Center on Monday night.

“You got to look like you're barely making it out alive,” she said about bedtime. Other bedtime tips included checking back in on them before they check on you, and to give them something that smells like you.

Speidel said to treat conflicts as an opportunity to teach. She told the group to say together, “Yay, another opportunity to problem solve.” And to later say, “My state dictates your state.”

The Conscious Discipline instructor said self-control is the main skill needed in order to

discipline a child, but it has to be maintained to teach by example. There are three states in the brain that lead to self-control, Speidel said: survival, emotional and executive. A volunteer representing the survival state was holding a sword, shield and surrender flag. At survival state, a parent might give a child what they want to avoid a tantrum. But Speidel said the tantrum is a reaction to disappointment, a feeling a 1-year-old might not be used to, since he or she didn't hear the word “no” at that age.

“Help them get through the disappointment,” Speidel said.

The volunteer representing the emotional state was wearing headphones and holding a CD player. Speidel said the disc represents the upsetting messages adults held on to when they were disciplined as a child. It could be played back when it's their turn to be the parent.

“You don't know what your tape is until you have a child,” she said.

All children know how to do during the emotional stage is emote, because “they don't

have any internal speech, so everything comes out their mouths,” Speidel said.

The parent representing the executive state was wearing a Sherlock Holmes hat and holding a magnifying glass, because that's how problems can be solved. She recommended what she called the “STAR” technique: Smile, take a deep breath and relax.

Once the child is calm, Speidel said to use language of assertiveness. Instead of saying: “I need you to put your pajamas on,” use the phrase: “It's time to put your pajamas on,” she said.

Speidel acknowledged the discipline techniques do not stick right away, and can take practice to hone.

“It's like learning a new language even for teachers,” she said. “How many of you can walk out that door and just speak Portuguese?”

Speidel will hold a second workshop, “Leaving the House Without Losing Your Mind,” at the Lexington Park library on Wednesday, Feb. 19, from 5 to 7:30 p.m.

Speidel's fellow master Conscious Discipline instructor, Lety Valero, will present at the same location the day before, but in Spanish. His presentation, “From Chaos to Calm,” will be from 12:30 to 3:30 p.m. before moving to George Washington Carver Elementary School from 5 to 7:30 p.m. Child care is provided.

Contact Tammy Parsons at tparsons@smcps.org or register at the site <https://forms.gle/boVUJZuMxByeZU7>.

Twitter: @KristenEntNews



# Childcare Provider Training

Worked with MSDE to provide Core of Knowledge Hours to Childcare Providers.



*(left) Tina Diaduk Licensing Specialist with the Office of Childcare.*



*(center) Tonya Okafor Accredited Childcare Provider and Judy Center Early Learning Hubs partner.*





# Pre-pandemic In-Person Training Metrics

## System Staff Trained

Pre-K/HS: 41

K: 60

1<sup>st</sup>: 50

2<sup>nd</sup>: 62

3<sup>rd</sup>: 60

Paras: 83

Admin: 18

Unified Arts: 103

**TOTAL: 477**

## Other Stakeholders Training

Parents and Childcare Providers: 200+

5 Title I Schools

Trauma workshop: 24 Title I Staff

Coaching to 19 schools this Spring

Unified Arts: PE, Art, Music, Media

**Multiple trainings and  
2,714 evaluation  
opportunities  
93% are rated as 4/5  
or higher**

# Virtual Workshops for Staff and Parents: Attendee Ratings

***JULY 2020***

30 Evaluations

Average  
Rating\*:

**4.66**

*\*out of 5*

***AUGUST 2020***

80 Evaluations

Average  
Rating\*:

**4.79**

*\*out of 5*

***NOVEMBER 2020***

39 Evaluations

Average  
Rating\*:

**4.90**

*\*out of 5*

***JANUARY 2021***

58 Evaluations

Average  
Rating\*:

**4.86**

*\*out of 5*

***JANUARY 2021***

15 Evaluations

Average  
Rating\*:

**4.93**

*\*out of 5*



# SMCPS Title I Initiatives – A Deeper Dive

- Awarded \$3 million this year
  - George Washington Carver Elementary – 78.6% FARMs\*
  - Green Holly Elementary – 56.79% FARMs\*
  - Greenview Knolls Elementary – 52.39% FARMs\*
  - Lexington Park Elementary – 60.36% FARMs\*
  - Park Hall Elementary – 52.43% FARMs\*
  - SMCPS – <32% FARMs\*
- \* *Official enrollment data for 2020-2021 application*
- Social Emotional behavioral needs
- 6 Parent Workshops





# George Washington Carver Elementary School Coaching





# GWCES Additional Parent Workshops in English & Spanish



# GWCES Data Over Time - An Investment in Professional Development and Coaching

- George Washington Carver Elementary began implementing Conscious Discipline as a School-Wide Program in 2018. Positive Influences observed over time have included:
  - 94% Daily Attendance Rates Reached
  - 67% Reduction in Attacks on Adults
  - 21% Reduction in Attacks on Students
  - Approved position - Social Emotional Coach (aligned directly CNA/SW Plan) - culture and climate





***Everyone was included over time as the initiative grew***

**Counselors**

**Para Educators**

**Elementary Principals**

**Media, PE**

**Special Education**

**Drivers**

**Instructional Resource Teachers**

**Psychologists**

**Childcare Providers**

**System Level Leadership**

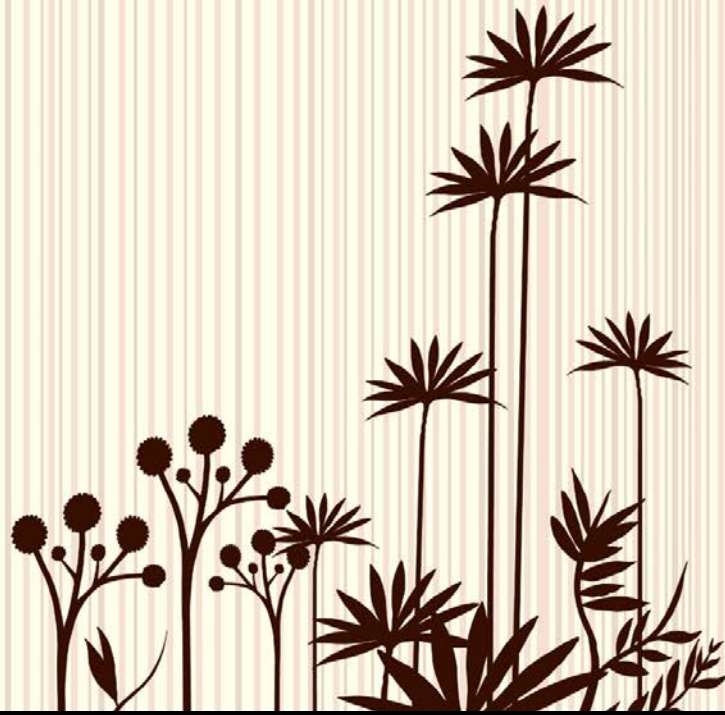
**Department**

**Music, Art,**

**Bus**

**Parents**

**Health**



# Summary

Teachers listen to Teachers

Parents listen to Parents

## Lessons

- **PICK YOUR MOMENT**

- Establish right structure
- At the right time
- With the right relationship

- **AUTHENTICITY MATTERS**

- So does credibility

- **SUCCESS SELLS ITSELF**

- Like a new restaurant or a good movie becomes popular
- One person will tell two friends and they'll tell two friends and so on







# Resource Links

[Conscious Discipline](#)

[What Works Clearinghouse](#)

[Trauma Informed Care](#)

[Adverse Childhood Experiences \(ACEs\)](#)

[National Implementation Research Network](#)

Kelly Hall, Chief, Equity, Engagement, and Early Access

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Lynn Trehern, Instructional Resource Teacher/Early Childhood Coach

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Wendy Binkley, Judy Center Specialist

[wsbinkley@smcps.org](mailto:wsbinkley@smcps.org)





# Maryland's Infant & Early Childhood Mental Health Consultation: Overview & Outcomes

State ECAC Meeting Presentation  
May 5, 2021

Margo Candelaria, PhD.  
Laura Latta, MHS  
Kate Sweeney Wasserman, MSW, LCSW-C  
University of Maryland School of Social Work  
Institute for Innovation & Implementation PIEC Team

# The National Model of Consultation

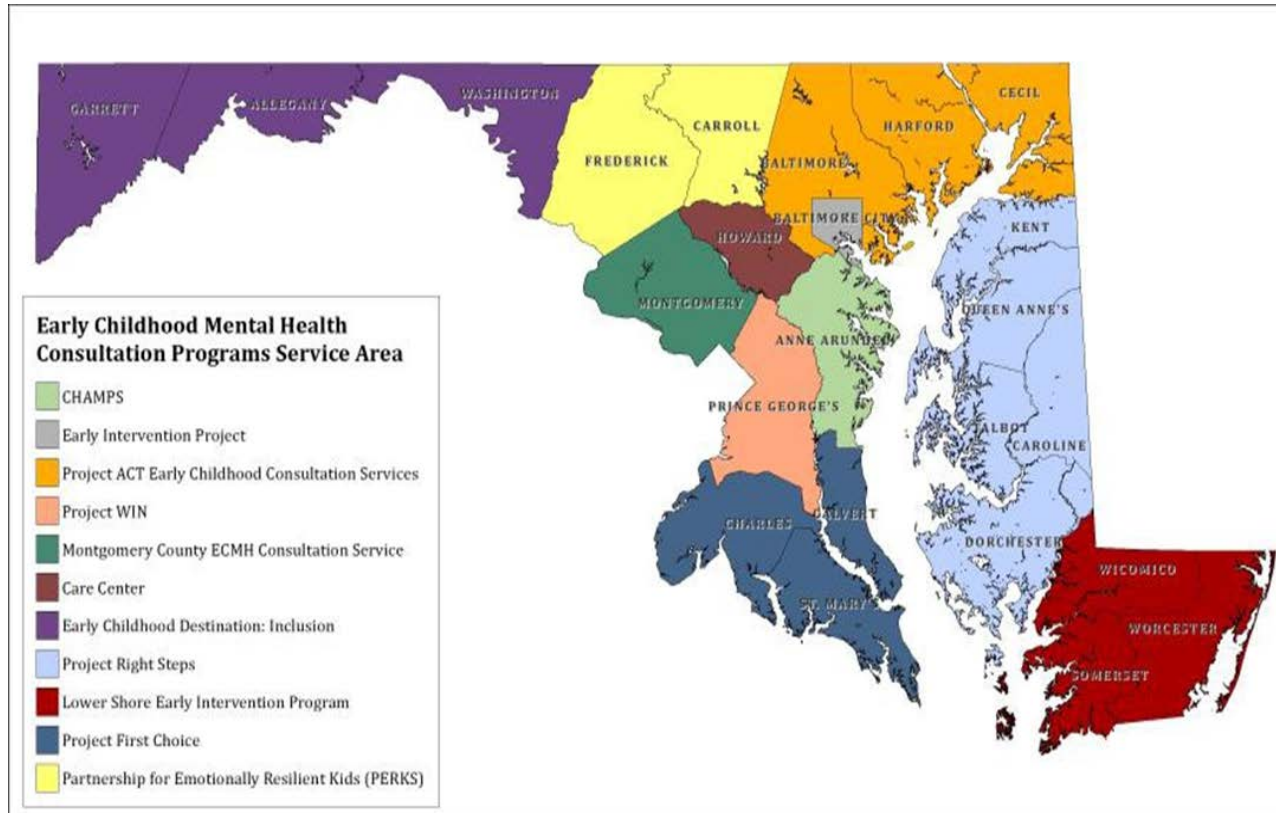
Infant & Early Childhood Mental Health Consultation (IECMHC) is an *evidence-informed* intervention designed to build the capacity of early childhood professionals' ability to nurture social and emotional development in infants and young children. IECMHC has been shown to successfully:

- Support children's *social and emotional development*.<sup>1</sup>
- *Address challenging behaviors* in early learning and home environments.<sup>1</sup>
- *Improve classroom climate* and child behaviors.<sup>2</sup>
- *Reduce preschool suspensions* and expulsions,<sup>2</sup> which is triple the rate of expulsion for school-aged peers.<sup>3</sup>

At its core, IECMHC is intended to *create fundamental shifts in early childhood professionals' beliefs, attitudes, and practices* to support more effective caregiving for all children, regardless of race, gender, class, or a myriad of other factors.



# Maryland's IECMHC Model



- 11 programs
- 38 consultants statewide, 18 of which are licensed
- IECMHC services were provided to 382 *children* and 64 *classrooms/programs* in FY20.
- Average case length of 4 *months*
- Development of Maryland IECMHC Standards

\*\*\*This reflects a decrease in child cases (568 FY19; 575 FY18), BUT an increase in general classroom/program support

# IECMHC FY2020 Annual Brief

## Demographics

- 79% Male
- 52% White, 30% Black, 10% Multi-Racial
- 62% of children are 3-5 years of age

## Post IECMH Consultation:

- ↓ Behavioral Concerns
- ↑ Child Initiative
- ↑ Child Self Control
- ↑ Classroom Climate



## Maryland's Infant & Early Childhood Mental Health Consultation



### Fiscal Year 2020 Brief

#### The National Model

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At its core, IECMHC is intended to *create fundamental shifts in early childhood professionals' beliefs, attitudes, and practices* to support more effective caregiving for all children, regardless of race, gender, class, or a myriad of other factors.

#### Impact of COVID-19 on IECMHC

The COVID-19 pandemic has turned the worlds of young children, their families, and child care providers upside down. With child care programs closed (full time or intermittently) for months at a time, caregivers had to navigate their own and their children's emotions about this prolonged uncertainty. All of this has led to a deepening awareness of:

- The *impact of adult stress*, both caregivers and child care providers, on our youngest.
- The *importance of social interactions and predictable routines* for young children.

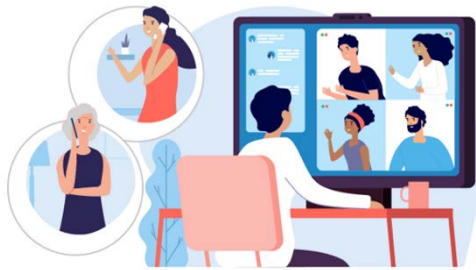
The need for Infant & Early Childhood Mental Health Consultation has never been greater, with *consultation staff poised to support skill and capacity building* for the adults who care for infants, toddlers, and preschoolers.

#### Maryland's IECMHC Model

- 11 programs

# Consultation During COVID

During the first 3½ months of COVID-19, IECMH Consultants in Maryland reported completing *137 separate activities related to providing direct support to providers*, and *34 activities related to providing direct support to families*. Some of the ways IECMHC offered support include:



- Hosting *virtual support groups for directors and child care providers* (using the FAN model) on managing their own stress so they can care for children and holding space for child care providers to voice their concerns about reopening
  - Conducting *virtual observations* of classrooms
  - *Regularly checking in* with providers to offer support
- Supporting *parents and families directly* by offering support groups or and discussing children's behavior and strategies over the phone or email
  - *Development of resources* for reopening
  - Creation of *social stories for children*





# Next Steps For This Work



1. Use of supportive strategies such the National Pyramid Model (SEFEL)
2. Use of Practice Based Coaching
3. Adoption of a Consultation Stance
4. Training in Reflective Practice and Reflective Supervision
5. Strong engagement in equity and anti-racism work within IECMHC
6. Partnerships with Local Resources and Referral Networks
7. Partnership with Part C Infants & Toddlers Programs

# Equity Work with Indigo Cultural Center



- Multi Year Process Starting with a 2 Day IECMHC Equity Retreat
- Monthly Small Group Facilitator Coaching Sessions
- Monthly Leadership Meetings focused on policy and program supports for the work



# HOUSE BILL 776

F5

1lr2040

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By: **Delegate Ebersole**

Introduced and read first time: January 29, 2021

Assigned to: Ways and Means

---

## A BILL ENTITLED






1 AN ACT concerning

2 **State Department of Education – Infant and Early Childhood Mental Health**  
3 **Consultation Project – Study and Report**

4 FOR the purpose of requiring the State Department of Education to perform a thorough  
5 study, analysis, and evaluation of the Infant and Early Childhood Mental Health  
6 Consultation Project; requiring that, in completing its study, the Department  
7 evaluate Project services, capacity, and integration with existing programs;  
8 requiring the Department to report on progress toward completing certain  
9 recommendations; requiring the Department to consult with certain stakeholders in  
10 carrying out its duties; requiring the Department to report its findings to the  
11 Governor and the General Assembly on or before a certain date; defining a certain  
12 term; and generally relating to the State Department of Education's study of the  
13 Infant and Early Childhood Mental Health Consultation Project.

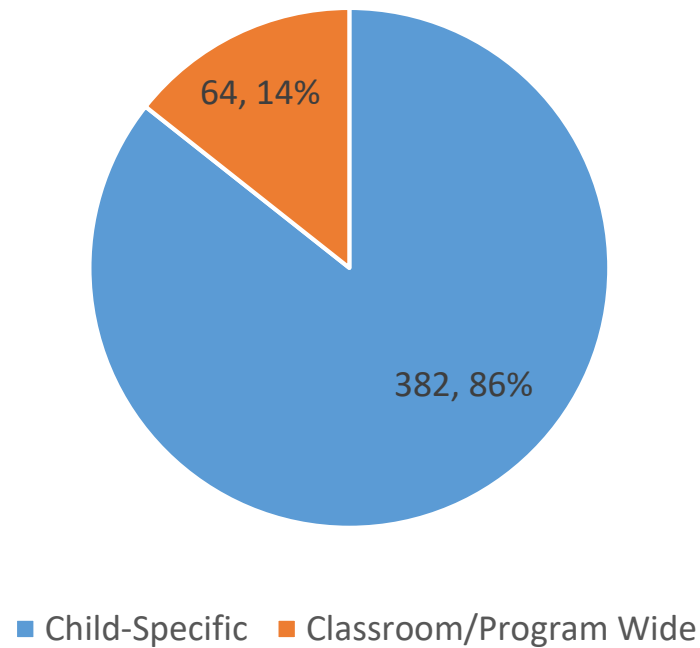


# Alignment with Maryland Ready: Maryland's Path to School Readiness and Success, Strategic Plan 2020-2025

Action	Progress
Develop a statewide Infants and Early Childhood Mental Health (IECMH) Framework that provides definitions, state goals and a guide to local resources and providing feedback loops to allow for ongoing feedback about resources and services.	 <ul style="list-style-type: none"> <li>• Statewide IECMHC framework and guidelines created</li> <li>• Multiple opportunities for feedback loops (e.g., monthly facilitated conversations, office hours, and leadership meetings)</li> </ul>
Increase the number of licensed early childhood mental health consultants statewide.	 <ul style="list-style-type: none"> <li>• Since the release of the newly updated 2020 IECMHC Standards, there has been an intention to hire more clinically licensed staff while also working to increase workforce capacity through ongoing training and coaching activities for existing providers. Hiring new staff has been challenging with COVID and increased funding is still needed to meet this need.</li> </ul>
Expand use of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children to improve providers' skills with infants and toddlers.	 <ul style="list-style-type: none"> <li>• Increased dissemination of trainings <ul style="list-style-type: none"> <li>• 89 live trainings offered throughout the state</li> <li>• 35 new trainers certified</li> <li>• Trainings also available online</li> </ul> </li> <li>• Additional focus on increasing coaching and implementation support</li> </ul>
Strengthen the IECMH professional development system and provider engagement with supports and resources.	 <ul style="list-style-type: none"> <li>• Bi-weekly office hours</li> <li>• FAN (Facilitating Attuned iNteractions)</li> <li>• Professional development plan for FY21</li> </ul>
Embed IECMH goals and measures within Maryland EXCELS standards and practices.	 <ul style="list-style-type: none"> <li>• Plan to create a Maryland EXCELS Achievement Badge for IECMH</li> </ul>

# Maryland Needs a Larger IECMHC Workforce

Type of IECMHC Cases



Similar to prior years, in FY20, the vast majority of IECMHC cases (382 of 446) were child-specific, often meaning *a child's behavior had become increasingly disruptive and the child was in danger of being expelled*. Only 64 of the 446 cases (14%) were classroom-wide, often indicating a more preventative approach.



We are working to better market IECMHC services so that child care providers request services before a child's behavior reaches an extreme, often indicating that *the provider themselves could use support and capacity building*. Over time, we would like to see an increase in the percentage of classroom/program wide cases. These consultation cases focus on improving the overall quality of care across the program, and therefore have the potential to serve more children than are served through child-specific cases.<sup>6</sup>

# Contact us!



*Margo Candelaria* [mcandelaria@ssw.umaryland.edu](mailto:mcandelaria@ssw.umaryland.edu)

*Laura Latta* [llatta@ssw.umaryland.edu](mailto:llatta@ssw.umaryland.edu)

*Kate Sweeney Wasserman* [kate.wasserman@ssw.umaryland.edu](mailto:kate.wasserman@ssw.umaryland.edu)

*Our PIEC work:* <https://theinstitute.umaryland.edu/our-work/ruth-young-center-for-maryland/piec/>



# Links to Reports and Resources

- 2020 IECMHC Legislative Brief
  - [https://earlychildhood.marylandpublicschools.org/system/files/filedepot/19/legislative\\_brief\\_fy2020\\_3.pdf](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/19/legislative_brief_fy2020_3.pdf)
- 2020 IECMHC Guidelines
  - [MSDE IECMHSSP 2020 Standards](#)
- Maryland SEFEL Pyramid Model Website
  - <https://www.mdpyramidmodelsefel.org/>
  - IECMHC page: <https://www.mdpyramidmodelsefel.org/iecmh-consultation>
- Infant and Early Childhood Mental Center of Excellence
  - <https://www.iecmhc.org/>

# References

- 1 Cohen. E. & Kaufmann, R K.(200,. Rev. Ed).Early Childhood Mental Health Consultation. DHHS Pub. Rockville MD: Center for Mental Health Services, SAMHSA
- 2 Perry,D. F. Allen. M O. Brennan.E. M.& Bradley. J. R (2010) The Evidence Mental Health Consultation in Early Childhood Settings: Addressing Children's Behavioral Outcomes. Early Education& Development 21(6),79:5-824  
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- 3 Gilliam W S.(200:5). Pre-kindergarteners left behind: Expulsion Rates. New Haven. CT: Yale University Child Study Center.
- 4 United States Census Bureau. (2019). American community survey [Maryland population estimates by race, gender, and age]. Retrieved from <https://data.census.gov/cedsci/>
- 5 Schachner, A., Belodoff, K., Chen, W-B., Kutaka, T., Fikes, A., Ensign, K., Chow, K., Nguyen, J., & Hardy, J. (2016). Preventing Suspensions and Expulsions in Early Childhood Settings: An Administrator's Guide to Supporting All Children's Success. SRI International: Menlo Park, CA. Accessed from <http://preventexpulsion.org>
- 6 Etter, K. & Capizzano, J. (2019). Developing an Infant and Early Childhood Mental Health Professional Development System in Maryland: A Gap Analysis and Strategic Plan.
- 7 Maryland State Department of Education. (2020). Maryland Ready: Maryland's Path to School Readiness and Success Prenatal to Age 8 Strategic Plan 2020-2025. Retrieved from:  
[https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/for\\_release\\_maryland\\_ready-\\_a\\_path\\_to\\_school\\_readiness\\_and\\_success\\_6.pdf](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/for_release_maryland_ready-_a_path_to_school_readiness_and_success_6.pdf)



Head Start  
in the  
COVID-19 Era





**Head Start prepares America's most vulnerable young children to succeed in school and in life. To achieve this, Head Start programs deliver services to children and families in core areas of early learning, health, and family well-being. They also engage parents as partners every step of the way.**



# Social Services

We help families find assistance in challenging times.

We help families identify and reach goals around employment, training, and parenting.



# Disability Services

We build on children's strengths and individualize experiences to meet their needs.

We collaborate with community agencies when further assessment is needed.



## How to Apply

1. **Find** a center near you
2. Contact the center
3. Follow that center's instruction to apply
4. Call 1-866-763-6481 with any questions



# The Impact of Head Start in Maryland

National Head Start Association

## Access to Head Start in Maryland

7,761

Funded **Head Start** (HS) Slots



20% of eligible children ages 3 - 5 had access to HS

1,826

Funded **Early Head Start** (EHS) Slots



9% of eligible children under 3 had access to EHS

These slots filled **570 classrooms** in Maryland.

## Head Start in the Community



89

agreements between Head Start and **local school districts**



69

agreements with agencies to provide **disability services** to infants and toddlers



36

collaboration agreements with **child welfare agencies**

## The Head Start Advantage in Maryland



209

pregnant women were served by Early Head Start



1,192

children with disabilities were served by Head Start



162

children in foster care were served by Head Start



91

children with veteran / active military parents were served by Head Start



624

children experiencing homelessness were served by Head Start



395

children in the care of grandparents or other relatives were served by Head Start



10,671

children had continuous accessible health care



10,066

children had continuous access to dental care



4,405

families participated in health education



1,948

parents advanced their education level



886

families received job training



2,733

families received crisis intervention

Demographics

Services

# Head Start stands strong in the Covid-19 era!



*Staff from the Head Start program in Calvert County prepare learning materials that will be sent home families for at-home and remote learning.*

All Head Start staff have remained employed as essential workers continuing to provide critical services to children and families remotely. During the height of the pandemic and now, staff in all capacities are supporting families by:

- Helping families provide for basic needs
- Providing food
- Providing baby formula
- Support in navigating unemployment applications, financial hardships, job search, etc.
- Child development with at-home lessons, activities, and virtual home visits
- Support in accessing mental health, substance abuse, and other resources to help families deal with social-emotional issues

# Challenges faced by Head Start Programs

## Challenges Faced over the Last Year

- Best practices to support families in accessing resources to address evolving challenges and needs.
- Utilizing technology to provide virtual services for children and families.
- Finding solutions for families that lack access to technology, internet, and at-home learning tools.
- Communicating with families.
- Adopting the Head Start model to maintain quality services through virtual and socially distanced platforms.
- Learning how to support the evolving needs of staff to maintain their workload while addressing their own personal, family, and financial hardships.
- Best practices for the daily operations of a Head Start Program (sanitation, food prep, social distancing, etc.)



# Challenges faced by Head Start Programs

## Upcoming Challenges as Programs prepare to Re-open

- Recruitment and enrollment of families.
- Transitioning children back into the classroom.
- Assessing the learning loss or gain by children to prepare them for Kindergarten.
- Dealing with the social-emotional ramifications of COVID-19 in children and their families.
- Building the trust in families that their children are safe to return. What about families that are not comfortable?
- Ensuring the safety and well-being of staff.
- Loss of staff.

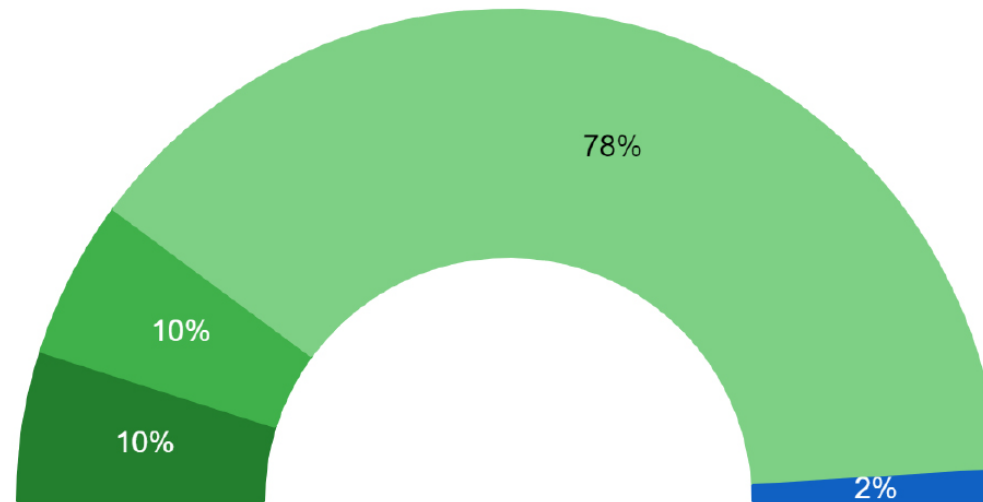


# Re-opening in 2020-2021

As of January 2021

## Maryland

- Open (In-Person Only)
- Open (In-Person & Virtual/Remote)
- Open (Virtual/Remote Only)
- Closed (COVID-19)

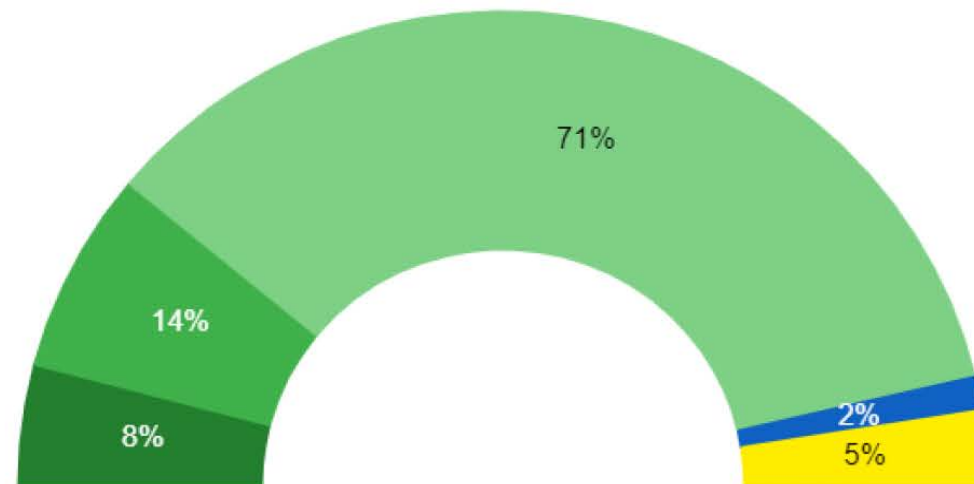


# Re-opening in 2020-2021

**As of February 2021**

## Maryland

- Open (In-Person Only)
- Open (In-Person & Virtual/Remote)
- Open (Virtual/Remote Only)
- Closed (COVID-19)
- Unreported





# Community Action Council of Howard County

Address: 10000 Greenway Plaza, Suite 100  
Houston, TX 77036  
Phone: (713) 865-1234  
Fax: (713) 865-1235  
Email: info@cac-hc.org  
Website: www.cac-hc.org

## Mission:

To eliminate poverty  
enable self-sufficiency  
and advocate for  
low-income families  
and individuals  
in need.



www.cac-hc.org

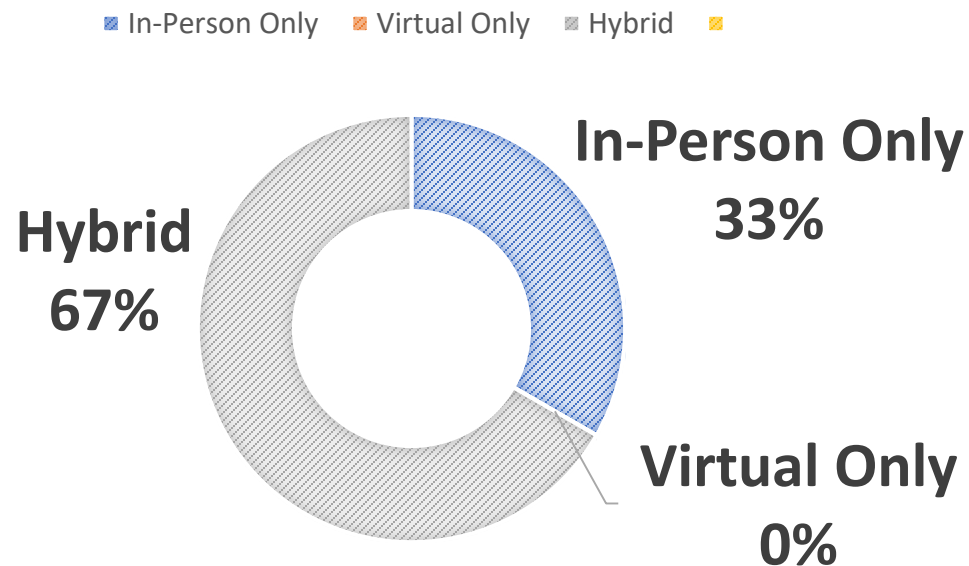
# Looking Ahead to Summer 2021 & 21-22 PY

## 21-22 Program Year

Head Start programs  
operating in Summer 2021

**90%**

### CHILD ATTENDANCE MODEL



# Looking Ahead to Summer 2021 & 21-22 PY

## 21-22 Program Year







**MHSA assists Head Start programs through education and training opportunities; advocating on behalf of Head Start children and families across the state of Maryland; and by educating the community at large on the developmental needs of our most vulnerable children and families.**

### **Help Programs Recover from COVID-19**

- Provide workshops, trainings, institutes, and conferences that focus on recovery efforts.
- Increase access to resources for Head Start staff and families in areas of need.
- Provide strategic planning opportunities for Head Start staff and leaders.
- Advocate for funding to support recovery efforts.

### **Educate the Community on Head Start**

- Develop an Impact report to on Head Start Programs in Maryland.
- Educational workshops/presentations with community, legislators, and representatives.
- Promotional and marketing campaigns through social media and short form video.

### **Collaborate on the Blueprint for Maryland's Future**

- Work with the State and local School Boards to strengthen the partnership with local programs.
- Prepare Head Start programs to leverage funds established with the Blueprint.
- Work with the State to ensure Head Start is represented in all regulations appropriate for Head Start.

# State Early Childhood Advisory Council Announcements

Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE

- **Local ECACs and Maryland Ready Reflection and Logic Model Development Working Sessions**– Steven Hicks and Rachel Demma will be meeting with each of the local councils to reflect on Maryland Ready, Maryland's 5-year strategic plan for comprehensive system building that supports young children and their families from the prenatal stage through age 8. Their first meeting will take place tomorrow, joining the Frederick County Local ECAC. The Maryland Ready, five-year strategic plan for the state's early childhood system plan is available online here: <https://earlychildhood.marylandpublicschools.org/msde-releases-new-five-year-strategic-plan-early-childhood-system>
- **NEW Local ECAC Virtual Leadership Meetings**- The next virtual meeting will take place on Wednesday, September 1, 2021, from 10:00AM-12:00PM.
- **State ECAC Meetings**
  - **2021 Virtual Meetings** – Will continue to be held on the 1<sup>st</sup> Wednesday of the month on the following days from 10:00AM-12:00PM. February 3<sup>rd</sup>, May 5<sup>th</sup>, August 4<sup>th</sup>, and November 3<sup>rd</sup>. **State ECAC Appointed Members**- Please note attendance was waived for the required 2020 State ECAC virtual meetings during the Covid-19 mandate. However, attendance will **not** be waived for the four (4) required 2021 State ECAC virtual meetings. If you are unable to attend, please send someone on your behalf.
- **Webinar Recording** - The recording of the full webinar will be emailed out and posted on the State ECAC webpage.