

Maryland's State Early Childhood Advisory Council



**MD State Early Childhood Advisory Council Meeting
(Virtual)**

August 4, 2021

WELCOME/HOUSEKEEPING NOTES

- All participants will be muted upon joining the webinar
- Participants will be able to ask questions by typing their questions or comments into the questions pane in the control panel.
- Presenters will stop frequently to review and answer questions in the questions pane.
- 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 - 10:20	Welcome / Introductions and Announcements <ul style="list-style-type: none"> · <i>Cyndi La Marca Lessner, Branch Chief, Collaboration and Program Improvement, Division of Early Childhood, Maryland State Department of Education (MSDE)</i> · <i>Dr. Carol A Williamson, Deputy Superintendent, Office of Teaching and Learning, MSDE</i>
10:20 – 10:45	Old Business/Presentations
10:20-10:30	<ul style="list-style-type: none"> · <i>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</i>
10:30-10:45	<ul style="list-style-type: none"> · <i>Child Care Development Fund FY 22-24 - Jennifer Nizer, Director of the Office of Child Care, Division of Early Childhood, MSDE</i>
10:45 – 11:50	Presentations
1:45-11:05	<ul style="list-style-type: none"> · <i>American Rescue Plan (ARP) Funding Discussion – Steven Hicks, Assistant State Superintendent, Division of Early Childhood,</i>
11:05-11:30	<ul style="list-style-type: none"> · <i>Infant and Early Childhood Mental Health Gap Analysis– Jeffrey Capizzano, President, The Policy Equity Group and Kelly Etter, Ph.D., Vice President of Early Childhood Equity Initiatives, The Policy Equity Group</i>
11:30-11:50	<ul style="list-style-type: none"> · <i>Fathers at Play– Rachel Demma, Vice President of Education and Innovation and Shula Cooper, Education Specialist, Port Discovery Children's Museum</i>
11:50-12:00	General Announcements and Next Steps <ul style="list-style-type: none"> · <i>State Early Childhood Advisory Council Announcements – Cyndi La Marca Lessner, Branch Chief, Collaboration and Program Improvement, Division of Early Childhood, MSDE</i>
12:00	Adjournment of Council

A New Year, A New Opportunity



Maryland State Early Childhood
Advisory Council
August 4, 2021

Steven Hicks
Assistant State Superintendent
Division of Early Learning

Jennifer Nizer
Director, Office of Child Care
Division of Early Learning

Every 17 Years



The background is a light blue technical drawing or blueprint. It features various mechanical elements such as gears, circles, and lines. Some areas are filled with diagonal hatching. Faint text like 'Adobe Stock' and '22.244' is visible in the background.

Blueprint for Maryland's Future



Six jurisdictions increased the number of **Judy Center Early Learning Hubs**:

- Cecil County
- Dorchester County
- Frederick County
- Garrett County
- Harford County
- Prince George's County

The **Blueprint for Maryland's Future** will fund:

- 9 additional Judy Centers over the next 3 years
- 18 for each of the 5 years after



Maryland's Mixed-delivery Prek program for 3- and 4-year-olds continues to expand with \$30 million in **PreK Expansion Grants** awarded to:

- 25 community-based providers
- 17 Local School Systems
- 7 Head Start programs
- 2 public charter schools.

The **Blueprint for Maryland's Future** will fund:

- 3- and 4-year olds from families at 300%FPL
- 4-year-olds from families between 300% and 600%FPL on a sliding scale beginning FY2025

Three new **Family Support Centers** will be added in FY2022.

The **Blueprint for Maryland's Future** will fund three new Family Support Center each year until FY2030.





Additional funding is available in FY2022 to support **early childhood educators** in earning:

- Child Development Associate (CDA) Credential
- Associate's Degree
- Bachelor's Degree
- P-3 Teacher Certification

The **Blueprint for Maryland's Future** will continue to expand funding by 10% each year until FY2030.

Participation in Maryland EXCELS continues to grow:

- 81% of all child care centers participating
- 54% of all family child care homes participating

The **Blueprint for Maryland's Future** will fund bonuses beginning in FY2023 at each level with priority given to levels 2-5.





- 95% of licensed child care programs are now operating.
- Providers report less than 50% capacity.
- Child care scholarships at the 60th percentile of tuition rates based on the Market Rate Survey.
- 15,000 children participated in the Child Care Scholarship Program in June, 2021 – a 25% decline pre-pandemic.
- Maryland received \$500 million in American Rescue Plan Act (ARPA) funding to help with the recovery.



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

State Early Childhood Advisory Council Division of Early Childhood

Child Care Development Fund FY 22-24

August 4, 2021



Jennifer Nizer
Director, Office of Child Care
Division of Early Childhood

Questions & Comments



American Rescue Plan Act (ARPA) Funding Discussion



Maryland State Early Childhood Advisory Council
August 4, 2021

Steven Hicks

Assistant State Superintendent
Division of Early Learning

\$502 million

\$193 million

Child Care Development Fund

\$309 million

Child Care Stabilization Funds

HOW DO WE GET THERE?



Federal Guidance

- Allowable CCDF Activities
- Expanding Access to High-Quality Child Care
- Expanding Access to Child Care Assistance
- Outreach on the Availability of Child Care Assistance
- Mental Health Supports
- Supporting Vaccination

What Do
you Think?



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



Maryland IECMH Gap Analysis and Strategic Plan

ECAC Meeting Update
August 4, 2021

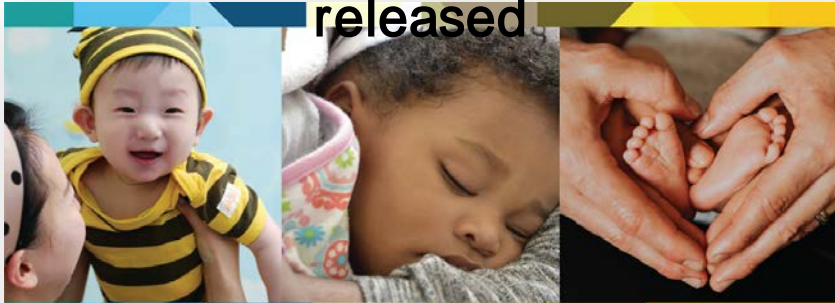
Kelly Etter, Ph.D.
Vice President of Equity Initiatives



2019

Gap Analysis and Strategic Plan

released



Developing an
Infant and Early
Childhood Mental
Health Professional
Development System in Maryland:
A Gap Analysis and Strategic Plan

Kelly Eiter, Ph.D. and Jeffrey Capizzano

Policy Equity Group, LLC
July 2019

CONTEXT

2021

Maryland House Bill 776

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

(3) In carrying out its duties under this subsection, the Department shall report on any progress made toward completing the recommendations to improve the Project set forth in the Policy Equity Group, LLC's July 2019 plan, "*Developing an Infant and Early Childhood Mental Health Professional Development System in Maryland: A Gap Analysis and Strategic Plan*".

METHODS

Maryland IECMH Supports Inventory and Mapping

Trainings

In-Person

Online

Higher
Education

Websites &
Peer-to-Peer
Networks

Relationship-

Coaching

IECMH
Consultation

Key Questions

1. What IECMH resources are currently available to the MD ECE workforce?
2. What gaps exist in awareness, access, and application of these resources?
3. How can the system be strengthened to better

Stakeholder Focus Groups & Convenings

20 ECE Educators

15 IECMH Consultants

10 State-Level Stakeholders

Maryland has a strong foundation of IECMH resources and supports

KEY FINDINGS

SEFEL Pyramid Model

MD Pyramid Model Website

- SEFEL resources, training, & support

Training Modules

- Online
- In-person

Practice-Based Coaching

- SEFEL Master Cadre

Higher Education

MSDE-Approved Trainings

- Offered through CCRCs
- Over 250 titles (not offered concurrently)

IECMH Consultation

- Evidence-based
- 11 regional programs

Outcome Monitoring System (OMS)

- *TPOT & TPITOS*
- Reach of IECMH consultation and SEFEL training and coaching services
- Coaching fidelity
- Classroom and child outcomes

Maryland has a strong foundation of IECMH resources and supports

and yet...

The current ECE workforce

Feels under-supported and overwhelmed in meeting IECMH needs, especially challenging behavior

Uses a patchwork of IECMH strategies and needs significant support around preventive and intensive interventions

Lacks foundational knowledge and skills around:

- typical vs. atypical development
- toxic stress & trauma-informed care
- preventing challenging behavior
- self-care strategies
- partnering with families

Maryland has a strong foundation of IECMH resources and supports

Gaps in

awareness

access

application

The current ECE workforce

Feels under-supported and overwhelmed in meeting IECMH needs, especially challenging behavior

Uses a patchwork of IECMH strategies and needs significant support around preventive and intensive interventions

Lacks foundational knowledge and skills around:

- typical vs. atypical development
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RECOMMENDATIONS

- 1 Building IECMH systems-level foundations



- 2 Designing an IECMH professional development system blueprint



- 3 Strengthening IECMH professional development supports

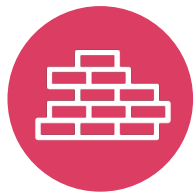


- 4 Facilitating awareness of and access to IECMH supports



- 5 Evaluating progress on IECMH process and outcome measures





RECOMMENDATION 1: Systems-Level Foundations



IECMH Advisory

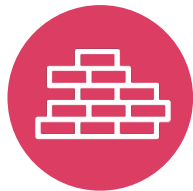
Group

- Group to shepherd IECMH strategic plan work
 - ECMH Steering Committee
 - Diverse membership across sectors and roles
- Workgroup to develop framework



IECMH framework

- **Framing:** Definition, importance, and context
- **Messaging:** Communications guidance
- **Roadmap:** Goals, big picture strategies, and metrics
- Emphasis on anti-racism, equity, structural barriers, and opportunity gaps



RECOMMENDATION 1: Systems-Level Foundations



Leverage funding

Funding sources/opportunities

- Preschool Development Grant B–5 Renewal
 - Support expanded and tiered IECMHSS Programs across the state
 - Framework development
 - Ongoing support for Pyramid Model implementation
- COVID-19 Federal Relief Packages opportunities
 - Child care stabilization grant

ECMH Steering Committee Funding Recommendations

- *Infant Mental Health Association*
- *Infant & Early Childhood Mental Health Certificate Program*
- *Building capacity of IECMH Consultation Project*
- *Therapeutic nursery programs*
- *Expand evidence-based practice programs, e.g., The Incredible Years*



RECOMMENDATION 4: Awareness, Access, and Application



Communications strategy

- Improve Pyramid Model “brand” to clearly convey focus of model
- Redesign of SEFEL Pyramid Model website completed
- Increase awareness of IECMH consultation for providers and families



ECMH in MD EXCELS

- Proposal to adapt “Build-A-Plan” for programs to design IECMH plan/policies to earn IECMH Achievement Badge



Expand effective programs

- Pilot project with IDEA Part C providers
- Increasing coordination between SEFEL Pyramid Model and IECMH consultation



RECOMMENDATION 5: Evaluation of Progress



Outcomes framework

- Develop outcomes framework with results, headline indicators, and process measures.
- Can build on:
 - Proposed metrics in strategic plan
 - IECMHC evaluation
 - Maryland Ready strategic plan Goal 2 Strategy 4
 - IECMH Framework

Questions & Contact Info



Thank you!

Kelly Etter, Ph.D.

Vice President of Equity Initiatives

The Policy Equity Group

KellyE@PolicyEquity.com



RECOMMENDATION 2: Professional Development Blueprint



Key IECMH

Practices

- Indicator behaviors most important for child IECMH outcomes
- “Guiding stars” of professional development system



PD System Inputs

- Determine PD inputs based on key IECMH practices and instructional design



RECOMMENDATION 3: Professional Development System Infrastructure



Evaluate current trainings

- Map PD components onto existing trainings and fill any gaps to ensure full coverage
- Incorporate IECMH category into training approval process



IECMH college course

- Foundational course offered through MD institutes of higher education



Leverage technology

- Explore hybrid online/in-person models of IECMH professional development
- Create video library of IECMH key practices
- Develop IECMH teacher texting program



RECOMMENDATION 4: Awareness, Access, and Application

Restructure IECMHC model

- Explore “embedded model” of consultation
- Parent opt-out strategy to increase number of children served
- Increase coordination with SEFEL coaching

Sharing and scaling practices

- Formal infrastructure to share resources, increase access to supports, and scale effective practices across the state
 - Engaging pediatricians in IECMHC referral model
 - Embedded consultation model
 - Administrator capacity-building training groups
 - Family engagement and home visiting through IECMHC



Fathers at Play Program

State Early Childhood Advisory Council Presentation
August 4, 2021

Rachel Demma,
Vice President of Education and Learning Innovation

Shula Cooper,
Associate Director of Education Programming

What is a Children's Museum?

- Over 300 children's museums in the world, serving millions of families, but every institution is unique.
- Joyful spaces for learning and play, but more than just a place to visit.
- Four Key Dimensions
 - * Places
 - * Community Resources
 - * Educational Laboratories
 - * Agents of Change





2GEN Approach

"Two-generation approaches focus on creating opportunities for and addressing needs of both children and the adults in their lives together.

The approach recognizes that families come in all different shapes and sizes and that families define themselves."

-The Aspen Institute

In Baltimore ...the youngest learners are the population most affected.

- Roughly one in five Baltimore third- through eighth-graders passed the English PARCC Test; Only 14.1% passed in math.
- 2018 Kindergarten Readiness Assessment report indicated that only 39% of Baltimore City kindergartners were school-ready.
- 30% percent of children in Baltimore have experienced more than two Adverse Childhood Experiences (ACEs). School performance goes hand-in-hand with ACEs.



Socio-economic Barriers to Play

Reduced Access to Play and Recess in Schools



Play Areas are not Safe or Available in Communities

Families Focus on Day-to-Day Survival



Poverty, unemployment, father-absence and family disintegration contribute to the problem.

Children who feel a closeness and warmth with their fathers...

- Demonstrate more pro-social and positive moral behavior
- Are twice as likely to enter college
- 75 percent less likely to have a child in their teen years
- 80 percent less likely to be incarcerated
- Are half as likely to show various signs of depression

CLINICAL REPORT Guidance for the Clinician in Rendering Pediatric Care

American Academy
of Pediatrics



The Power of Play: A Pediatric Role in Enhancing Development in Young Children

Michael Heyman, MD, FAAP¹; Andrew Garner, MD, PhD, FAAP²; Jeffrey Rubenstein, MD, FAAP³
Gailly Kirby Prosser, PhD⁴; Roberto Michelson-Goldman, PhD⁵; COMMITTEE ON PSYCHOLOGICAL ASPECTS OF CHILD AND FAMILY HEALTH, OFFICE ON COMMUNICATIONS AND MEDIA



Types of Play



2Gen Includes Men:

*Supporting
Baltimore City
Children and
Their Fathers
through the
Power of Play*



Presentation to:

 SAUL ZAENTZ
Early Education
INITIATIVE



Partners in Play

"Baltimore organizations must unite to address these challenges by working to connect vulnerable fathers (men being the most disconnected and underserved urban citizens) to their children, families, and the workplace in order to restore stability and optimism for Baltimore Communities."

-Center for Urban Families in Baltimore (CFUF)



Program Components

- Cohorts of fathers (300 per year from the Responsible Fatherhood Project) and their children
 - * Monthly family events at Port Discovery
 - Transportation and Breakfast Snack
 - Guided Play Activities (centered on types of play)
 - Free Play opportunities
 - Lunch and Learn activities
 - Mentors and Coaches from CFUF
 - Take-home Play Kits to extend play to homes and communities
- One year family memberships to the museum
- Ongoing communication and support related to the Power of Play
- Port Discovery staff professional development and training
 - * Adverse Childhood Experiences (ACEs)
 - * Cultural Competence



Children will demonstrate increases in social, emotional, and cognitive development and school readiness as they:

- Grow as active learners
- Grow as engaged citizens
- Increase their feelings of social connection
- Grow in their sense of self and self agency



Fathers will

- Seek out and create opportunities for their children to:
 - * Actively engage in a variety of play-based learning activities
 - * Play and engage with others beyond their immediate group and family
 - * Play and engage socially
- Foster their children's development of self and self agency
- Create stronger relationships with their children (CFUF)
- Build capacity to lead their own lives successfully (CFUF).



“Fathers at Play” in Action

- Inaugural program – January 2020
 - 10 fathers and their children
 - Guided Play - Parallel play in our Art Studio
 - Free Play within the museum
 - Group lunch and learn
 - Take Home Play Kit creation



Evaluation Comments

What did you enjoy most about your experience today?

- Having family time.
- My daughter cooking for me in the Diner.
- I loved the artwork because we got to do a project together.
- Key chains. I loved that it gave us a chance to be as one.

Did you learn anything new about yourself or others today?

- (Child's response) Dads love to play with their children.
- (Child's response) Friendship and how great Dad is.
- (Father's Response) How patient I and my children really are.
- (Father's Response) That I can't run as fast as I use to.
- (Father's Response) That my daughter needs more alone time with her Dad.

Fathers At Play

PDG B-5 Support

- MD funded Fathers at Play for 3 years in their PDG B-5 grant.
- Year 1 (2020) saw some implementation delays due to COVID-19.
- Full implementation began in Spring 2021.

Update: Spring 2021

- Port Discovery staff reconnected with the Center for Urban Families (CFUF) and began working on re-launching the first cohort.
- After identifying needs of both organizations, CFUF worked on recruiting participants, and Port Discovery's Programming team finalized themes, activities, and facilitators.
- The first cohort was launched successfully in mid-June with a roster of 10 fathers and 14 children.

2021 First Cohort: Format

- Three virtual sessions followed by a group visit to the museum.
- Each virtual session to focus on a specific type of play, in three ways:
 - A *Playshop*: modeling that session's targeted type of play.
 - Ongoing project: a storybook created by each family, with one piece or section created during each session.
 - Informal lunch-and-learn to review the targeted type of play.

2021 First Cohort: Types of Play

- **Parallel Play:** fathers and their children take part in parallel science experiments and then create portraits of each other.
- **Physical Play:** fathers and their children take part in a STEP dancing *playshop* (to develop and/or exercise gross motor skills), and then use modeling clay to sculpt models of themselves in action (to develop and/or exercise fine motor skills).
- **Dramatic Play:** fathers and their children engage in theater exercises, and then practice storytelling as they switch roles.

Next Steps

- **MSDE support through the PDG B-5 grant will continue through December 2022.**
- **2022 program activity will focus on scaling Father's at Play beyond Baltimore City through new local partnerships in additional jurisdictions.**



QUESTIONS?



State Early Childhood Advisory Council Announcements

Cyndi Lessner, Branch Chief, Collaboration and Program Improvement, Division of Early Childhood, MSDE

- **Maryland's Path to School Readiness and Success: 5-Year Early Childhood System Strategic Plan** - MSDE, in partnership with the MD Departments of Health and Human Services, have released Maryland Ready, a five-year strategic plan for the state's early childhood system serving children and families from the prenatal stage through age 8. The plan is available online here:
<https://earlychildhood.marylandpublicschools.org/msde-releases-new-five-year-strategic-plan-early-childhood-system>
- **State ECAC Meetings**
 - **2021 Virtual Meetings** –November 3rd meeting may be held in person with a virtual option. The details are TBD and we will email all members once determined.
 - **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.
- **Family Engagement Summit - Building Back Together: Reimagining Family Engagement** - This event will be held August 5th from 10:00 am – 3:45pm. See next slide for additional information. To register: <https://marylandfamiliesengage.org/2021summit/> Questions: Mariela Puentes - mariela@maec.org

Family Engagement Summit

**VIRTUAL
ONE-DAY
EVENT**

THURS
05
AUG

KEYNOTE SPEAKER

**DAREN
GRAVES**

JOIN US FOR

Building Back Together:

Reimagining Family Engagement



DAREN GRAVES

Associate Professor of Education and Social Work at
Simmons University and Adjunct Lecturer of Education
at Harvard Graduate School of Education

REGISTER NOW! AUGUST 5, 2021 • 10:00AM - 3:45PM

For more information, visit: marylandfamiliesengage.org

