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.
<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Task Details</th>
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</table>
| 10:00 - 10:10| Welcome / Introductions and Announcements                            | • Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, Maryland State Department of Education (MSDE)  
• Steven Hicks, Assistant State Superintendent, Division of Early Childhood, MSDE |
| 10:10 – 10:20| Old Business/Presentations                                           | • 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 |
| 10:20 – 11:55| Presentations                                                        | 10:20-10:40 (20m)  
• 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  
10:40-11:00 (20m)  
• 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  
11:00-11:15 (15m)  
• 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 Treherm, 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  
11:15-11:35 (20m)  
• 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  
11:35-11:55 (20m)  
• 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 |
| 11:55-12:00  | General Announcements and Next Steps                                 | • State Early Childhood Advisory Council Announcements – Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE |
| 12:00        | Adjournment of Council                                               |                                                                                                                                                                                                            |
Multiple Investments

Blueprint for Maryland’s Future
FY23-FY30

American Recovery Act
FY22-FY23

Early Childhood Expansion Fund
FY21-FY22
Blueprint for Maryland's Future

- **Judy Centers** (Additional)
  - FY23: $3 mil
  - FY30: $44.3 mil

- **Patty Centers** (Additional)
  - FY23: $2 mil
  - FY30: $10.9 mil

- **Early Childhood Capacity**
  - FY23: $6.2 mil
  - FY30: $19 mil

- **Infants & Toddlers**
  - FY23: $12.4 mil
  - FY30: $22.7 mil

- **PreK**
  - FY23: $10,094 per slot
  - FY30: $19,526 per slot

(Credentialing, CCCPDF, Maryland EXCELS)
American Rescue Plan Act of 2021

$501.8 million

$192.8 million
Child Care Development Fund

$309 million
Child Care Stabilization Funds
• **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!

Elizabeth Gaines, Executive Director
elizabeth@childrensfundingproject.org

Amelia Vaughn, Senior Project Manager
amelia@childrensfundingproject.org

Kate Ritter, Early Childhood Advisor
kate@childrensfundingproject.org

Please feel free to ask questions during the conversation
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.
• 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.
FIND

Cities and localities must develop the capacity to rigorously identify, track, analyze, and forecast funding sources and funding needs for services that support children and youth.

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
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

- **FEDERAL** = 67%
- **STATE** = 31%
- **MSA** = 2%

Total Investments:

- **SOURCE**
  - Federal: $843,269,153
  - General Funds: $387,608,738
  - Tobacco MSA: $28,317,932

**TOTAL**: $1,259,195,823

*Does NOT include Medicaid funds

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

- **Systems Development**: 19.2%
- **Mental Health & Socio-Emotional Development**: 4.3%
- **Physical Development**: 26.9%
- **Cognitive Development**: 26.2%
- **Family & Community Development**: 23.3%

**OUTCOME AREA**

- Physical: $338,566,556
- Cognitive: $330,351,370
- Family & Community: $293,831,072
- Systems: $242,322,317
- Mental Health & Socio-Emotional: $54,124,508

**TOTAL**: $1,259,195,823

*Does NOT include Medicaid funds
<table>
<thead>
<tr>
<th>Funding Stream</th>
<th>Description of Funding Stream</th>
<th>Funding Purpose (Healthy Development, Early Childhood Education, Family Supports)</th>
<th>Originating Source</th>
<th>State/Local Administrator</th>
<th>State/Local Administrator Website</th>
<th>State/Local Administrator Phone</th>
<th>Funding Level (Federal, State, Local Government, Other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Americorps State and National Grants</td>
<td>For education-focused programs, improving student academic performance in Science, Technology, Engineering, and/or Mathematics (STEM)</td>
<td>Early Childhood Education</td>
<td>Corporation for National Service</td>
<td>North Carolina Americorps</td>
<td><a href="https://www.nc.gov/agencies/volunteer/americorps">https://www.nc.gov/agencies/volunteer/americorps</a></td>
<td>NA</td>
<td>Federal</td>
</tr>
<tr>
<td>Developmental Day Care Center Funds</td>
<td>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.</td>
<td>Early Childhood Education</td>
<td>NC Department of Public Instruction</td>
<td>NC Department of Public Instruction</td>
<td><a href="http://www.ncpublicschools.org/">http://www.ncpublicschools.org/</a></td>
<td>919.807.3300</td>
<td>State</td>
</tr>
<tr>
<td>Education for Homeless Children and Youth</td>
<td>To ensure that homeless children, including preschoolers and youths, have equal access to free and appropriate public education (FAPE).</td>
<td>Early Childhood Education</td>
<td>US Department of Education</td>
<td>US Department of Public Instruction</td>
<td><a href="http://www.ncpublicschools.org/">http://www.ncpublicschools.org/</a></td>
<td>919.807.3300</td>
<td>Federal</td>
</tr>
<tr>
<td>Head Start/Early Head Start</td>
<td>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.</td>
<td>Early Childhood Education</td>
<td>US Department of Health and Human Services, Office of Head Start</td>
<td>[ADD LOCAL ADMIN HERE]</td>
<td>[ADD HERE]</td>
<td>[ADD HERE]</td>
<td>Federal</td>
</tr>
</tbody>
</table>
Possibilities for Design, Use & Beyond

### Example

#### Child Care Fiscal Map - 2019

Children’s Funding Project

<table>
<thead>
<tr>
<th>Child Care &amp; Early Ed. Investments</th>
<th>EC Ecosystem Investments</th>
</tr>
</thead>
<tbody>
<tr>
<td>$121M</td>
<td>$24M</td>
</tr>
</tbody>
</table>

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 Streams

<table>
<thead>
<tr>
<th>Funding Stream Name</th>
<th>Description</th>
<th>Appropriated Amount FY19</th>
<th>Funding Level</th>
<th>Level of EC Investment</th>
</tr>
</thead>
<tbody>
<tr>
<td>All/AN CCDF</td>
<td>CCDF funding for American Indian/Alaska Native federally recognized tribes.</td>
<td>$754,593</td>
<td>Federal</td>
<td>Child Care and Early Education Investment</td>
</tr>
<tr>
<td>All/AN Head Start</td>
<td>Head Start funding for Region XI, or programs operated by American Indian/Alaska Native federally recognized tribes.</td>
<td>$64,5254</td>
<td>Federal</td>
<td>Child Care and Early Education Investment</td>
</tr>
<tr>
<td>Child and Adult Care Food Program (CACFP)</td>
<td>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.</td>
<td>$9,000,000</td>
<td>Federal</td>
<td>Child Care and Early Education Investment</td>
</tr>
<tr>
<td>Child Care Development Fund (CCDF)</td>
<td>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.</td>
<td>$18,475,107</td>
<td>Federal</td>
<td>Child Care and Early Education Investment</td>
</tr>
</tbody>
</table>

### Source of Investments

Funding Level: ○ Federal ● State

- $30M (20%)
- $110M (80%)

### Services Supported by Investments

Eligible Services:
- K readiness
- Child care
- Pre-K
- Nutrition support
- Family support
- Early intervention
- Provider support
- Home visiting
- EC mental health

- $7M
- $5M
- $5M
- $5M
- $5M
- $48M
- $36M
- $25M
- $25M
- $25M
- $25M
Possibilities for Design, Use & Beyond

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?
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
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

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**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.

Committee for Children
[https://wwwcffchildren.org/](https://wwwcffchildren.org/)
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
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
Thank you for reminding me that children are inherently good.

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.

Thankful that SMCPS 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.

Thank you with all the "Newness" of the year and anxiety, this training was like a breath of fresh air.
Early Childhood Staff Training Including Special Education and Unified Arts
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
Health Department Grant

Grant awarded for Conscious Discipline training

• $10,000 grant
• Training Targeted to:
  • Childcare providers
  • Parents
  • Materials for teachers
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
Parent Programs

Parent Involvement
• Timing
• Responsiveness
• Space
• Virtual connectivity

Family Friendly
• Childcare
• Dinner
• Homework Pass
Parent Workshops in English and Spanish

WEBINAR
A Quick View of the Seven Skills of Conscious Discipline

The Seven Skills of Conscious Discipline provide a full toolkit for regulating ourselves first and then supporting children with their ability to gain self-regulation skills. This session is a “clipper course,” 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 reviewed as often as you wish through November 2021.
- Materials for the webinar are available in the Parent Webinar folder on the Conscious Discipline website.
- If you have difficulty logging in to the CD website or if you need your password reset, email support@consciousdiscipline.com.
- Email skrnn@smcps.org or pltrebern@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. 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 folder.
- Email LetyValero@smcps.org or afreshen@smcps.org if you have any questions.

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 auto-regulación. 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 del equipo) en el vehículo de Conscious Discipline.
- Conscious Discipline le enviará una invitación personal para registrarse como miembro del equipo. Por favor, espere 24 horas para una respuesta de Conscious Discipline. Nótese: La compañía enviará correos electrónicos de luces 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 en SPANISH folder.
- Si tiene dificultades para iniciar la sesión en el vehiculo de Conscious Discipline, o si necesita restablecer su contraseña, envíe un correo electrónico a cuiyun@consciousdiscipline.com.
- Envíe un mensaje por correo electrónico a afreshen@smcps.org o skrnn@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."

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

"It was very informative and helpful."

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

"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!"

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

Instructor helps parents discipline children better

Workshops explore ways to connect more effectively with their children

BY KRISTEN GRIFFITH
kgriffith@enterprise.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’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 tested the audience if they identified the phrase “Do I see what I do, and tell them the saying should change to “Do as I say, and 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 exercised when getting their kids ready for bed because the child could think she or he is missing out on the fun.

“You have to look like you’re really 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 sounds like you.

Speidel said to treat conflicts as an opportunity to teach. She told the group to say together, “Hey, 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 stages 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 bag. 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, 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 upwards meager aggressions adults hold 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 remiss, because “they don’t have any internal script, so everything comes out of 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, take a deep breath and relax.

Once the child is calm, Speidel said to use language of seriousness instead of saying: “I need you to put your pajamas on,” use the phrase “Help me to put your pajamas on,” she said.

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

“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, “Leasing the House Without Losing Your Mind,” at the Leonardtown Public Library on Wednesday, Feb. 11, from 5 to 7 p.m.

Speidel’s fellow master Conscious Discipline instructor, Lety Valdez, will present at the same location the day before, at the Library. Her presentation, “From Chaos to Calm,” will be from 12:30 to 2:30 p.m., before moving to George Washington Career Elementary School from 5 to 7:30 p.m.

Child care is provided.

Contact Tammy Parsons at tjparsons@enterprise.com or register at the site https://formsite.com/boV28nMaCj8y27U17.
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\textsuperscript{st}: 50
2\textsuperscript{nd}: 62
3\textsuperscript{rd}: 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

COIUNO
DE LA MAN
Escojo un ritual de
despedida o un
bro
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
- Public Librarian
- Health Department
- System Level Leadership
- 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
kmhall@smcps.org

Charlottis Woodley, Title I Student, Family, and Staff Engagement Supervisor
cmwoodley@smcps.org

Lynn Trehern, Instructional Resource Teacher/Early Childhood Coach
pltrehern@smcps.org

Wendy Binkley, Judy Center Specialist
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.¹

• Address challenging behaviors in early learning and home environments.¹

• Improve classroom climate and child behaviors.²

• Reduce preschool suspensions and expulsions,² which is triple the rate of expulsion for school-aged peers.³

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
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 as 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
HB 776

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 Consultation Project – Study and Report

4 FOR the purpose of requiring the State Department of Education to perform a thorough study, analysis, and evaluation of the Infant and Early Childhood Mental Health Consultation Project; requiring that, in completing its study, the Department evaluate Project services, capacity, and integration with existing programs; requiring the Department to report on progress toward completing certain recommendations; requiring the Department to consult with certain stakeholders in carrying out its duties; requiring the Department to report its findings to the Governor and the General Assembly on or before a certain date; defining a certain term; and generally relating to the State Department of Education’s study of the Infant and Early Childhood Mental Health Consultation Project.
## Alignment with Maryland Ready: Maryland’s Path to School Readiness and Success, Strategic Plan 2020-2025

<table>
<thead>
<tr>
<th>Action</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>• Statewide IECMHC framework and guidelines created</td>
</tr>
<tr>
<td></td>
<td>• Multiple opportunities for feedback loops (e.g., monthly facilitated conversations, office hours, and leadership meetings)</td>
</tr>
<tr>
<td>Increase the number of licensed early childhood mental health consultants statewide.</td>
<td>• 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.</td>
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<tr>
<td>Expand use of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children to improve providers’ skills with infants and toddlers.</td>
<td>• Increased dissemination of trainings</td>
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<tr>
<td></td>
<td>• 89 live trainings offered throughout the state</td>
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<td>• 35 new trainers certified</td>
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<td>• Trainings also available online</td>
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<td>• Additional focus on increasing coaching and implementation support</td>
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<td>Strengthen the IECMH professional development system and provider engagement with supports and resources.</td>
<td>• Bi-weekly office hours</td>
</tr>
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<td></td>
<td>• FAN (Facilitating Attuned iNteractions)</td>
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<td></td>
<td>• Professional development plan for FY21</td>
</tr>
<tr>
<td>Embed IECMH goals and measures within Maryland EXCELS standards and practices.</td>
<td>• Plan to create a Maryland EXCELS Achievement Badge for IECMH</td>
</tr>
</tbody>
</table>
Maryland Needs a Larger IECMHC Workforce

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.6
Contact us!

Margo Candelaria mcandelaria@ssw.umd.edu
Laura Latta llatta@ssw.umd.edu
Kate Sweeney Wasserman kate.wasserman@ssw.umd.edu

Our PIEC work: https://theinstitute.umd.edu/our-work/ruth-young-center-for-maryland/piec/
Links to Reports and Resources

• 2020 IECMHC Legislative Brief

• 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


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

**Access to Head Start in Maryland**

<table>
<thead>
<tr>
<th>Funded Head Start (HS) Slots</th>
<th>Funded Early Head Start (EHS) Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>7,761</td>
<td>1,826</td>
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</tbody>
</table>

20% of eligible children ages 3 - 5 had access to HS
9% of eligible children under 3 had access to EHS

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

**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 continuously 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

**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

**Services**

- **Demographics**
Head Start stands strong in the Covid-19 era!

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

Staff from the Head Start program in Calvert County prepare learning materials that will be sent home families for at-home and remote learning.
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): 78%
- Open (In-Person & Virtual/Remote): 10%
- Open (Virtual/Remote Only): 10%
- Closed (COVID-19): 2%
Re-opening in 2020-2021

As of February 2021

Maryland

- Open (In-Person Only): 71%
- Open (In-Person & Virtual/Remote): 14%
- Open (Virtual/Remote Only): 8%
- Closed (COVID-19): 2%
- Unreported: 5%
Looking Ahead to Summer 2021 & 21-22 PY

21-22 Program Year

Head Start programs operating in Summer 2021

90%

CHILD ATTENDANCE MODEL

- In-Person Only: 33%
- Hybrid: 67%
- Virtual Only: 0%

Head Start Directors who participating in a data collection poll.
Looking Ahead to Summer 2021 & 21-22 PY

21-22 Program Year

2021 Fall Programming

In-Person Only: 64%
Hybrid: 36%

Head Start Directors who participating in a data collection poll.
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 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](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 1st Wednesday of the month on the following days from 10:00AM-12:00PM. February 3rd, May 5th, August 4th, and November 3rd. **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.