



MARYLAND'S IECMHC IMPACT REPORT



2023

**FISCAL YEAR
JULY 2022 – JUNE 2023**



TABLE OF CONTENTS

GLOSSARY OF TERMS & REFERENCES3

IECMHC AT A GLANCE4

MARYLAND’S MODEL AND WORKFORCE.....5

FISCAL YEAR 2023 PRIORITIES6

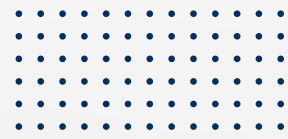
PROGRAM IMPACT7

**A CLOSER LOOK AT CASES:
DEMOGRAPHICS FOR CHILD SPECIFIC CASES8**

**STATEWIDE SUPPORT TO MARYLAND’S IECMHC
PROGRAMS (JULY 2022 – JUNE 2023).....9**

LOOKING FORWARD TO FY202410

ACKNOWLEDGEMENTS11



GLOSSARY OF TERMS

- **IECMH** The developing capacity of the child from birth to 5 years old to form close and secure adult and peer relationships; experience, manage, and express a full range of emotions; and explore the environment and learn—all in the context of family, community, and culture. ZERO TO THREE (2017)
- **IECMHC** A prevention-based approach that pairs a mental health consultant with adults who work with infants and young children in the different settings where they learn and grow, such as child care, preschool, home visiting, early intervention and their home.
- **COE** A federally-funded national center providing technical assistance and professional development to increase access to high quality mental health consultation throughout the country.
- **PART C** Part C of IDEA—the Program for Infants and Toddlers with Disabilities—is a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers, ages birth–2 with disabilities, and their families.



IECMHC AT A GLANCE



Infant & Early Childhood Mental Health Consultation (IECMHC) is an evidence-informed intervention that pairs mental health consultants with early childhood professionals to build their capacity to nurture social and emotional development in infants and young children. Recent research shows that IECMHC:

- Supports children's social and emotional development (Silver et al., 2022).
- Addresses challenging behaviors in early learning and home environments (Cohen et al., 2005).
- Improves teacher knowledge and self-efficacy, and increases positive interactions with children (Silver et al., 2022).
- Reduces preschool suspensions and expulsions (Perry et al., 2010; Silver & Zinsser, 2020).
- Reduces racial disparities in teacher-child conflict (Shivers et al., 2022).

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.



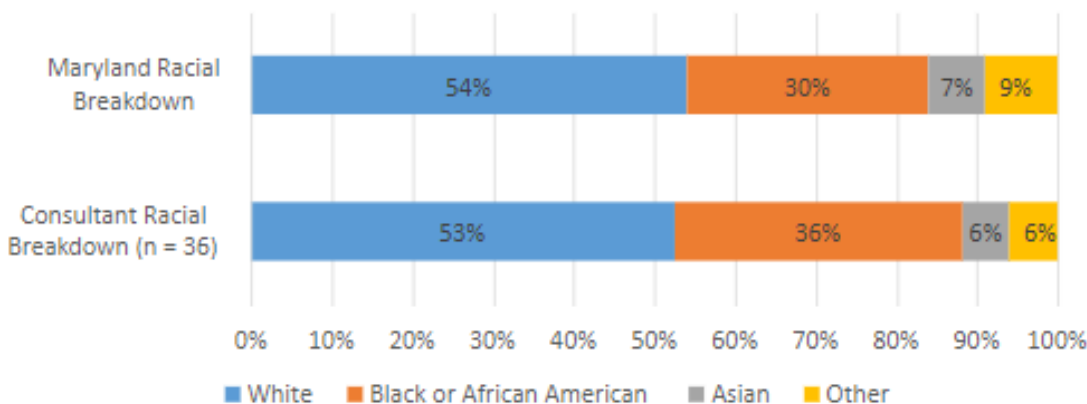
MARYLAND'S IECMHC MODEL

The Division of Early Childhood within the Maryland State Department of Education has funded IECMHC services statewide since 2009.



There are 10 funded programs that provide services to all 24 jurisdictions. These services are offered at no cost to the child care programs or families.

MARYLAND'S WORKFORCE



There are **9 (25%) consultants** who are **clinically licensed or license-eligible**. They are spread across **5 of the 10 IECMHC programs**.

- The IECMHC workforce includes **36 consultants statewide**, 35 of whom identify as female. Not all consultants are full-time.
- Above is the racial breakdown of the consultant workforce compared to Maryland's working age population (18-74). As depicted, the IECMHC workforce is reflective of the state's population.

FISCAL YEAR 2023 PRIORITIES

Strengthen Existing Workforce

- Launch the 1st statewide IECMHC onboarding series
- Utilize equity and anti-racism lens in trainings and ongoing meetings
- Support Maryland's IECMHC Black Affinity Group



Create Internship Pathways

- Develop partnerships with two local graduate social work programs
- Identify and recruit MSW students and place with local IECMHC programs
- Build MSW students' awareness of and interest in IECMHC career pathways



Ensure Equitable Distribution of Services

- Develop equity map series and reflective guidance document
- Support local IECMHC programs in identifying service gaps, with an emphasis on racial and socio-economic factors
- Expand local IECMHC mapping project to examine statewide trends



Development of New Data System

- Explore data system upgrades to increase local IECMHC program's ability to make data-informed decisions
- Facilitate a partnership to develop national IECMHC data system



PROGRAM IMPACT

THE YEAR IN NUMBERS

This section details the impact and reach of IECMHC services in Maryland. This includes the number of early learning programs served, classrooms supported, and individual cases. However, there remains a significant number of programs, classrooms, and children that we are not yet reaching due to the limited workforce size.

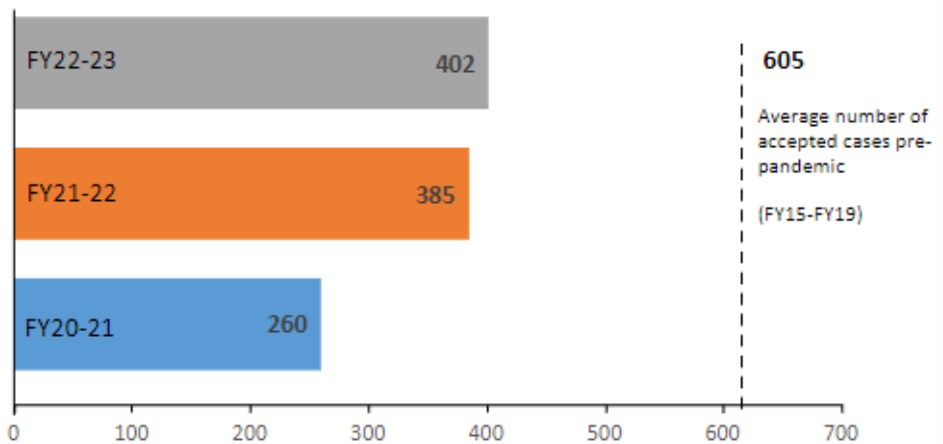
PROGRAM REACH

402 cases, including child specific, classroom, and/or program wide cases

242 early learning programs

"The [consultant's] support to our school and the child's family was so appreciated. We collaborated at every step..."—Director

The number of accepted cases has increased slightly in the past fiscal year but is still well below the pre-pandemic number.

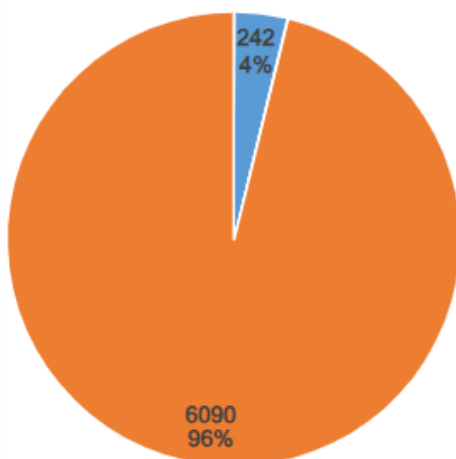


Data source: IECMHC-OMS

Notes:

1. Number of accepted cases includes program and child-specific/classroom consultations.
2. A fiscal year (FY) period goes from 07/01 to 06/30.

Child Care Centers & Family Child Care Programs



- Received IECMHC Services
- Did not receive IECMHC Services

Post-pandemic, in addition to formal cases, IECMHC programs have provided 1,615 supplemental capacity building activities to providers and families including:

- **90** training or workshop sessions
- **30** support group sessions
- **1,457** contacts (e.g., calls, emails, virtual meetings)
- **38** classroom observations

PROGRAM IMPACT

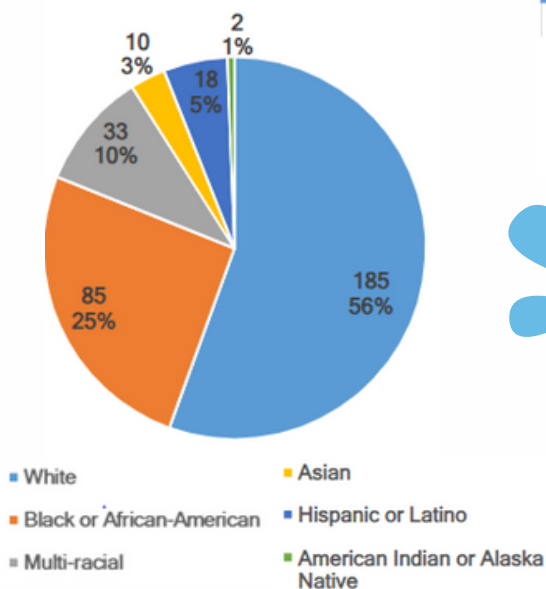
A CLOSER LOOK AT CASES

This section details the child specific demographic information for IECMHC services provided to the 337 children referred for exhibiting challenging behaviors. This includes gender, race/ethnicity, child age, and measured outcomes for cases.

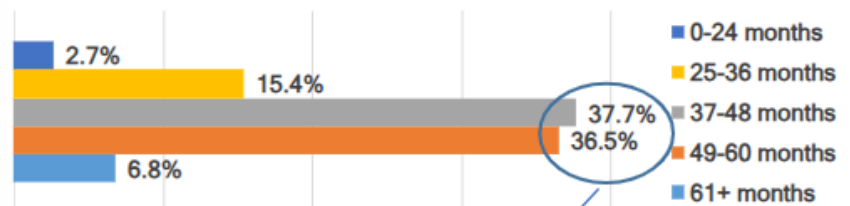
Gender

73% Male
27% Female

Race/Ethnicity



Age of child at the time of referral:



74.2% of the children were between 3 and 5 years of age at the time of referral.

"I really appreciate all the help [the consultant] gave us and all the strategies she provided. I learned a lot of new things. And I will continue implementing them in my classroom even when the child is long gone to another school."

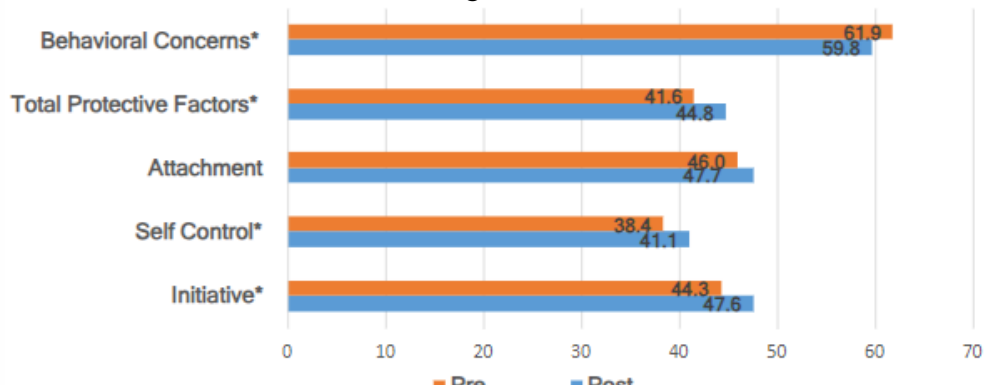
– Teacher

Improved Classroom Climate

Preschool Mental Health Climate Scores showed a statistically significant improvement post consultation for 9 of the 11 classroom observation subscales.

Reduced Behavioral Concerns

All 5 of the indicators of child behavior improved after receiving consultation services.



STATEWIDE SUPPORT TO MARYLAND'S IECMHC PROGRAMS

Training & Technical Assistance

- Maryland IECMHC staff and leadership engaged in monthly convenings where best practices and challenges are discussed, and statewide connections are fostered. These meetings offer an opportunity for programs to learn from each other, build upon successes, and hone knowledge and skills.
- Provided nine training and technical assistance opportunities to IECMHC staff and leadership. This includes the launch of Maryland's first statewide IECMHC onboarding series. Training courses were designed to provide a background of the components of the work, increase consultants' knowledge of best practices, and offer an opportunity for peer learning.

Program Implementation & Policy Support

- Conducted a salary study and utilized findings to support MSDE in setting salary minimums for Maryland's IECMHC workforce.
- Supported the implementation of action plan templates, assessment tool descriptions, and the roll out of new guidelines for an embedded consultation model.
- PIEC participated in TA opportunities and continued to utilize the COE training modules within our universal onboarding series. We continued to be supported by the SAMSHA- Funded National Center of Excellence on IECMHC throughout this year by participating in webinars and presenting on Maryland's Equity Mapping Project at The 2023 CoE National Conference.

Research & Evaluation

- The PIEC team managed the statewide IECMHC database, performed regular data checks, and created quarterly data summaries.
- To maximize the overall impact of IECMHC services in Maryland, the PIEC team developed an [interactive dashboard and equity maps](#) to compare where child care programs are located within the context of racial/ethnic and socio-economic factors.



LOOKING FORWARD TO FY 2024

Within the year ahead, we are fortunate to have the Division of Early Childhood within the Maryland State Department of Education's commitment to this work illustrated through a short-term infusion of ARPA dollars aimed at increasing the workforce and the infrastructure that supports them. Below details several key efforts to accomplish this:

Launch of Statewide Internship Program

Implement IECMHC internship program, introducing MSW graduate interns to consultation work through training and hands on learning opportunities. Partner with local IECMHC programs to identify immersive field experiences where interns expand upon their knowledge base of social work practices.

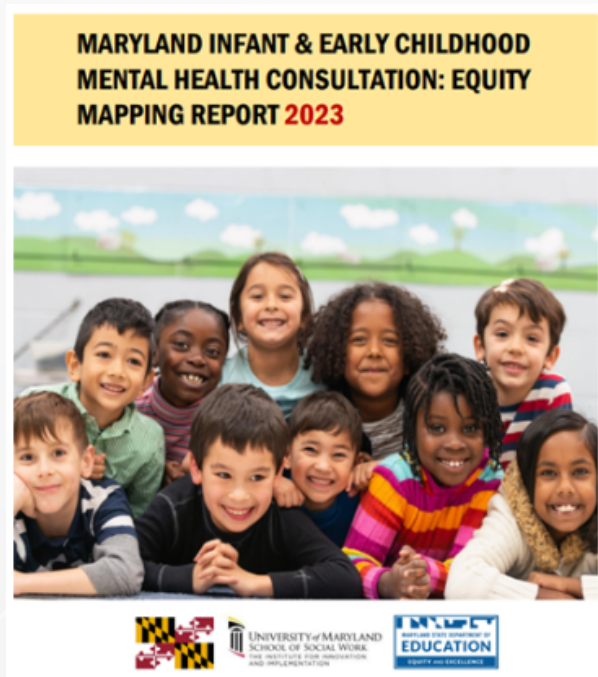
2nd Annual IECMHC Onboarding Series

Facilitate a comprehensive universal onboarding training designed to support and strengthen the skills, expertise, and knowledge of the current IECMHC workforce. Expand and improve the training offerings to include an Introduction to IECMHC in Maryland, Consultative Stance, and an Integration training incorporating theory, assessment and practice.

Strengthen Connection Between IECMHC & PM in Maryland

Develop a website that articulates the alignment with and facilitates strong statewide coordination between IECMHC and the Pyramid Model. Support statewide integration, strengthen connections with stakeholders, share resources and build community with ECE providers, families, and local services.

Dissemination of Practices and Research in FY 2023 (July 2022– June 2023)



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Thank you!

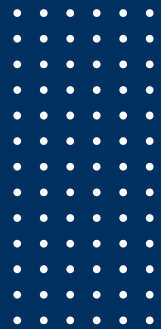
Thank you for engaging with our IECMHC efforts to support the social and emotional needs of our states' youngest learners, as well as their families, child care providers, educators and caregivers.

Acknowledgements

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PIEC Team
The Institute for Innovation & Implementation
University of Maryland
School of Social Work
525 W Redwood Street,
Baltimore MD 21201
www.mdpyramidmodelsefel.org
PIEC@ssw.umaryland.edu

