

Diversity Pathways for Maryland's IECMHC Workforce

Presenters:

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Presentation Created by the PIEC team at the University of Maryland School of Social Work, Institute for Innovation and Implementation

Agenda

- National IECMHC workforce challenges
- Overview of IECMHC in Maryland (context is important)
- Efforts to Expand and Diversify the IECMHC Workforce through:

(1) Supporting Existing Staff

- Universal Onboarding Process
- Statewide Salary Minimum
- Black Affinity Group

(2) Creating Pathways for New IECMHC Staff

- Internship Partnerships
- Expanded Qualifications



National IECMHC Workforce Challenges

Predominantly White women in workforce (CoE IECMHC, 2022)

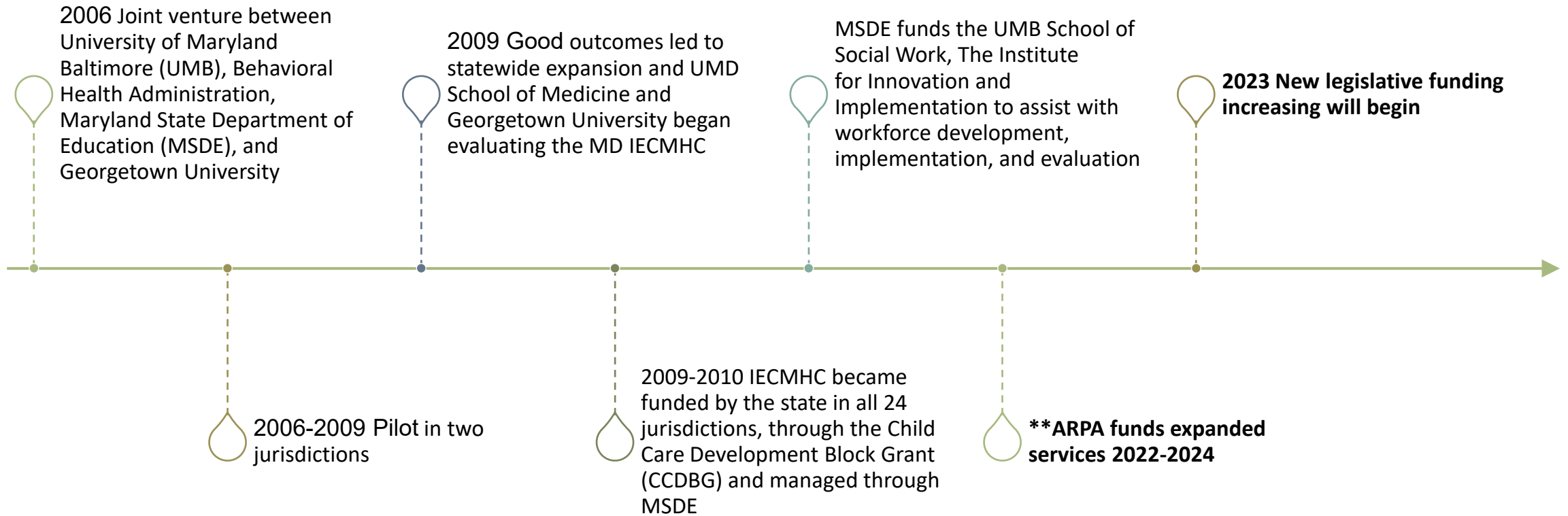
Difficulty retaining staff, especially BIPOC (RodriguezJenKins, et al, 2022)

Matching the consultants race to the consultee serves as a stronger predictor for improved IECMHC results (Davis, Shivers & Perry, 2019)

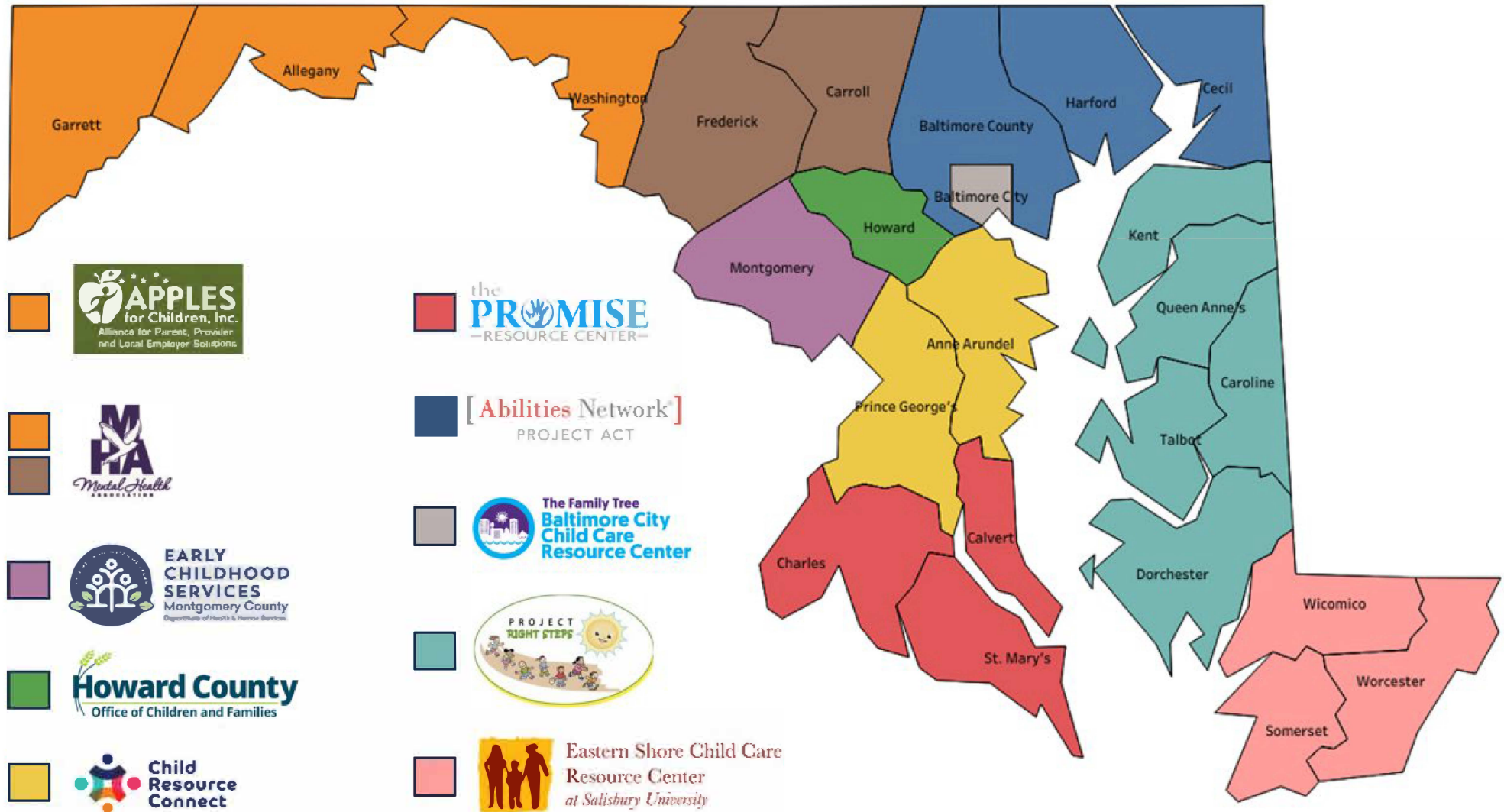
A survey of graduates from the University of Maryland School of Social Work indicated that among graduates between December of 2021 and July of 2022 the average salary range was between \$59,000 and \$68,000 and over 89% of graduates received starting salaries of over \$50,000 (1st Destination Job Survey, 2022).

Increased exposure of IECMHC knowledge, curricula and competencies within higher education classes (Candeleria, et al, 2022)





Overview of MD IECMHC & Funding Timeline



Maryland's IECMHC Model

Goals of the state-wide services are to:

- Promote positive mental health and behavioral practices for young children by providing consultation services to children, teachers and caregivers
- Provide appropriate referrals to children and families in need of intensive mental and behavioral health services
- Embed the Pyramid Model services within the IECMH consultation model
- Train, coach and mentor teachers and caregivers to address challenging behaviors
- Work to ensure children have stable, quality child care program
- Build partnership with community resources

CCRC's

Maryland ITP

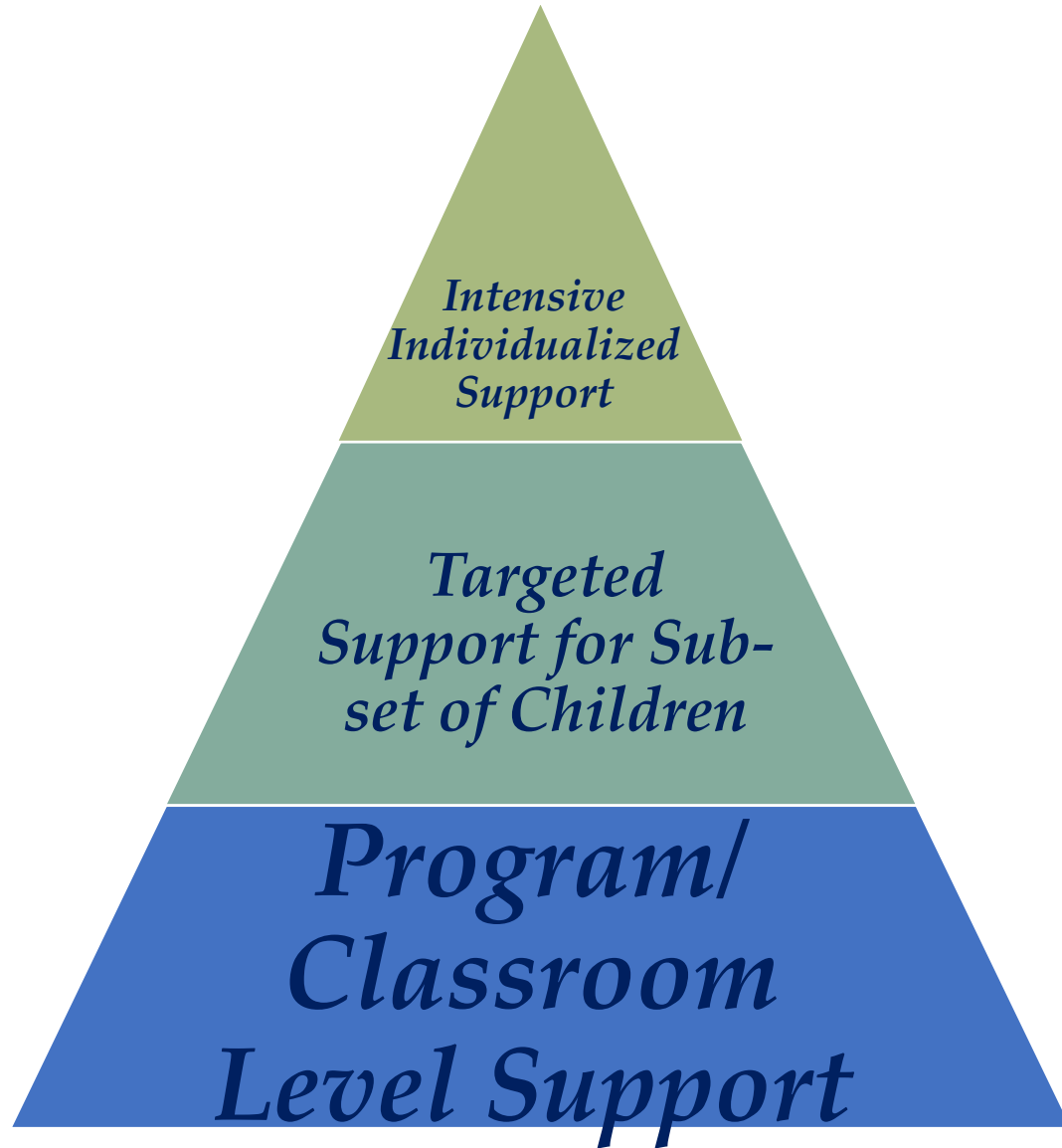
Local ECAC's

Judy Centers

Patty Centers

Family/adult referral supports

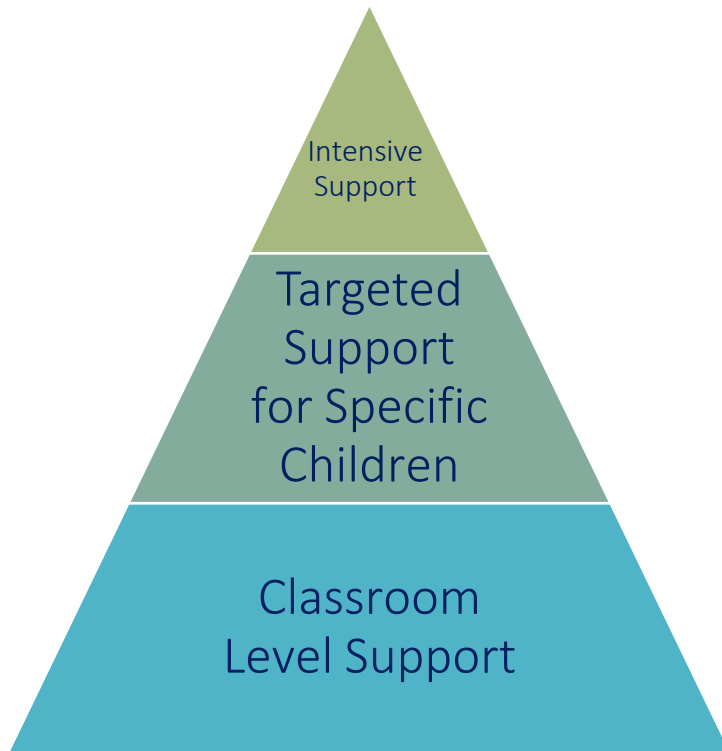
Other community stakeholders that serve child facing developmental, social, emotional and behavioral health issues



Tiered IECMHC Approach

IECMHC Services Aligned with the National Pyramid Model Approach

Tiered Approach



Tier	Qualifies Professional to Perform the Following:
Tier 1: Behavior Support Specialist I, (Foundation Classroom Support)	• Work with an early learning site to implement the SEFEL Pyramid Model • Utilize data from the relevant fidelity measures including the Benchmarks of Quality, the Inventory of Practices, Preschool Mental Health Climate Scale, and/or the Teaching Pyramid Observation Tool (TPOT) or The Pyramid Infant-Toddler Observation Tool (TPITOS) to support the identification and tracking of coaching goals. • Provide on-site implementation support for early childhood staff on SEFEL Pyramid Model. • Coaching can include addressing individual child cases depending on the severity of behaviors and initial screening results and/or endorsed risk factors. This may vary depending on the program structure.
Tier 2: Behavior Support Specialist II (Targeted support for specific behavioral concerns in classrooms and individual students)	• Build the capacity of childcare staff to support the social-emotional development of all children using Pyramid Model Strategies (see Tier 1 above). • Provide specific behavioral, social and emotional recommendations for an individual child. • Provide recommendations and strategies for parents to implement in the home environment that will enhance the social and emotional development of their child. • Facilitate referrals to Tier 3 ECMHC services • Facilitate referrals for therapy, assessment, special education, and/or other direct service support for an individual child as needed
Tier 3: IECMH Consultation (Intensive support for specific behavioral concerns exhibited by individual students)	• All services in Tiers 1 & 2 • Increased emphasis on children and classrooms and families with the highest-level needs based on screening results and identified risk factors • Provides in-depth support and interventions to program staff and parents to address challenging behaviors including home visiting where indicated • Referral for therapy, assessment, special education, and/or other direct service support for an individual child

Systemic Racial Equity Challenges in IECMHC

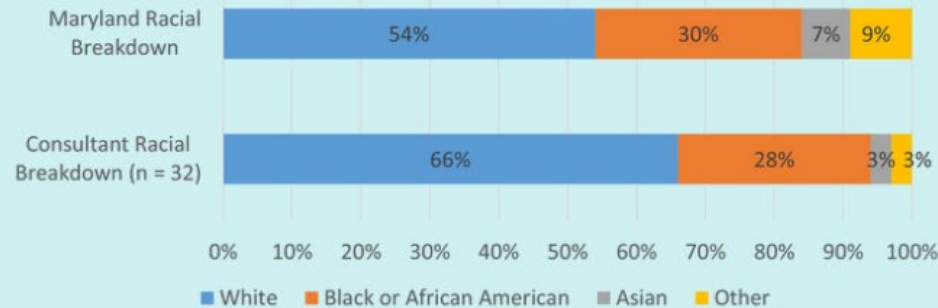


- Responsive and culturally tailored model design
- Workforce diversity and workforce preparation and ongoing support
- Supporting IECMHC supervisors in holding space to talk about race
- Building IECMHC organizational internal capacity to lead
- IECMHC State and national leadership capacity to lean in and co-create spaces for explicit and intentional equity work
- Integrating evaluations with an equity lens

Maryland Workforce in FY22

The IECMHC workforce includes 32 consultants statewide, 31 of which are female

- Below is the racial breakdown of the consultant workforce compared to Maryland's working age population (18-74). As depicted, the IECMHC workforce is generally reflective of the state's population. Given the racial justice intent of this intervention, we are committed to recruiting and retaining a more racially diverse workforce.



There are 11 (34%) consultants who are clinically licensed or license-eligible. They are spread throughout 4 of the 11 IECMHC programs.



Workforce Challenges

- The number of consultants is not sufficient to address the state's vast childcare needs, and more funding is needed to expand these services.
- There are **32** consultants for **1,677** center-based and **4,376** family-based childcare centers in Maryland.
- It is difficult to find and retain a qualified workforce for these very specialized roles. In part, this is due to salary levels and the lack of clear pathways to enter the IECMHC workforce.



“Almost universally, the demand for IECMHC services exceeds the pool of consultants available, so increasing the number of mental health providers interested in specialized training to offer IECMHC services is critical. It is also important that the consultant pool is representative of the racial, ethnic, linguistic, and experiential diversity of early childhood providers and children being served, as research has demonstrated that this is a key to positive child and provider outcomes” (Oppenheim et al 2022, p. 12)

Supporting Existing Staff

1. Universal Onboarding Process
2. Statewide Salary Minimum
3. Black Affinity Group



Maryland's IECMHC Onboarding Series

The onboarding series is designed for all consultants within IECMHC Maryland programs. Through participation in the full series (asynchronous and live trainings) consultants will:

1. Gain foundational knowledge
2. Understand the IECMHC background
3. Learn practical knowledge about the various components of the work

Maryland's IECMHC Onboarding Series

	Onboarding Training	Focus
Asynchronous Trainings	COE Videos	Introduction to IECMHC, foundation of equity and anti-racism
	Pyramid Model Trainings	Content Framework and Strategies to support case action planning
Live (Virtual) Trainings	Consultative Stance	Way of being in the IECMHC role
	Introduction to Consultation in Maryland	History, Teams and Maryland Model
	Outcomes Monitoring System	Data entry and tracking
	Preschool Expulsion Risk Measure	Assessment
	DECA	Assessment
	ASQ 3, ASQ-SE2	Assessment
	TPITOS	Assessment
	TPOT	Assessment
	FAN	Reflective Practice & Coaching
	Practice Based Coaching	Reflective Practice & Coaching
	Integration	Comprehensive Synthesis



Quotes from 2022 Onboarding Series Focus Groups

"...just hearing from different parts of the state, different people, you know. Some people have been doing it for a few months, and people doing it for a few months, and people doing it for almost a year. So that helped me to hear from different perspectives, not just locally."

"For me, [the best part of the training series] was definitely the ASQ training, the ASQ-SE and the DECA training...just because that was concrete information I needed to function for my job."



Statewide Salary Survey

Purpose of salary survey

Data compiled from:

- (1) Survey of IECMHC programs
- (2) Deidentified budgets of IECMHC programs

IECMHC Staff categorized as:

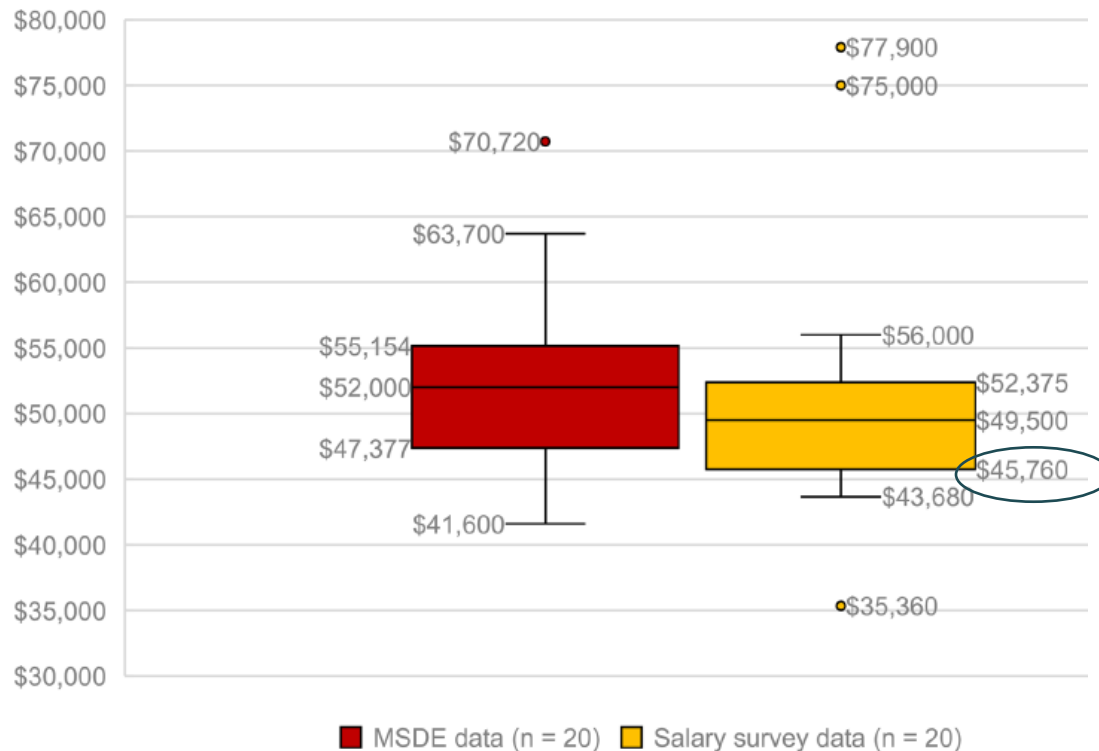
Behavioral Support Specialists I & II
Consultants

MARYLAND'S IECMHC WORKFORCE SALARY REPORT

AUGUST 2023

Statewide Salary Ranges

Behavioral Support Specialists I and II Salaries:
Estimated per 1.0 FTE



Consultant Salaries:
Estimated per 1.0 FTE



IECMHC Black Affinity Group: Healing and Resisting Racial Justice Fatigue

Purpose:

- 1) Provide a safe space in which those who identify as Black and African American can examine their own internalized oppression to avoid having others tokenize their experiences; and
- 2) Present an opportunity to create an effective coalition for addressing ineffective policies and practices in larger, multiracial groups (Leadership & Race, 2010)

Meeting monthly since February 2022





Reflection

How do you currently SUPPORT EXISTING IECMHC staff?

Of the three methods mentioned below, which are you most interested in implementing in your region? What would be the next steps?

1. Universal Onboarding Process
2. Statewide Salary Minimum
3. Black Affinity Group

Creating Pathways for New Staff

1. Internship Partnerships
2. Expanded Qualifications



New Pathways: Internship Partnerships

Created relationships with University MSW programs to establish qualified internship experiences

Utilized of AARPA dollars to develop paid internships

Supported local programs with supervising MSW interns

Aligned the timing and structure of onboarding training series

Offered regular office hours for interns and task supervisors



New Pathways: Expanded Qualifications





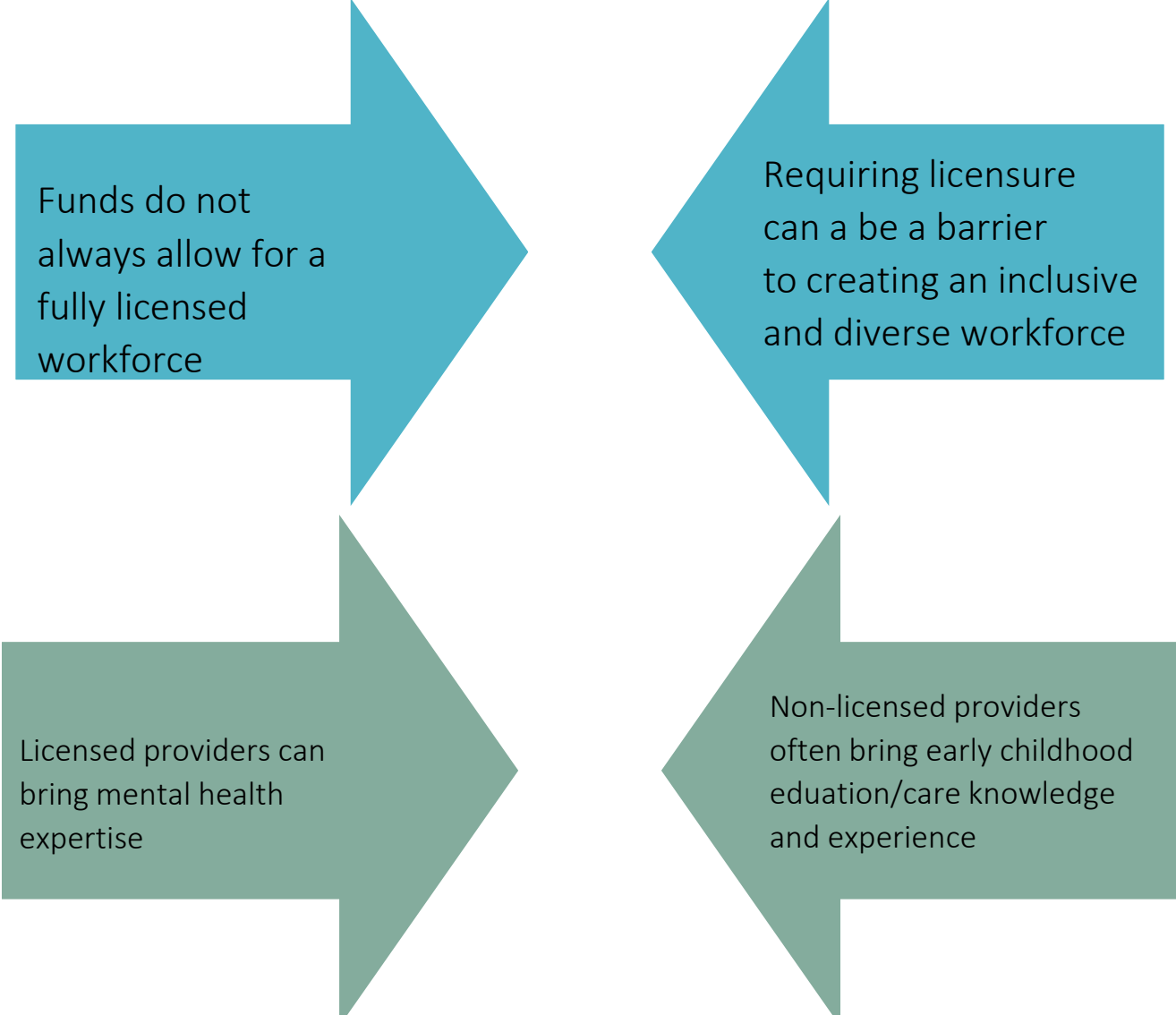
Our Working Theory

In Maryland we have a state-wide IECMHC workforce that is multidisciplinary.

We have come to embrace as a strength (given the many areas of expertise needed for the role, not all of which are accomplished via a MH degree/license).

Our state has long supported both PM and Consultation - and view the PM as a scaffold for those consultants coming into the work less secure with the MH approaches to ***gain comfort and competence*** in this part of a consultant's work.

Benefits of Multi-disciplinary Workforce



Funds do not
always allow for a
fully licensed
workforce

Requiring licensure
can be a barrier
to creating an inclusive
and diverse workforce

Licensed providers can
bring mental health
expertise

Non-licensed providers
often bring early childhood
education/care knowledge
and experience

Pilot Program: Expansion of Qualifications

- Pilot expanding eligibility criteria to include AA degree – looking at what it means to be "qualified"

Name _____			
Component	Strength	Will Need Supports	Notes
Knowledge of ECE Settings, with specific attribution to family care settings			
Managing Professional Meetings & Presentations			
Comfort with feedback to families			
Navigating difficult conversations (between director/staff/family)			
Mental Health Screening and Strategies			
Managing and planning supports for challenging behaviors			
Strong knowledge of EC development			
Considerate of diversity and equity			
Teachable and Coachable to learn this new role			
Collaborative			
Comfort working with a broad range of centers, families, teams			
Comfortable with coaching providers			



Reflection

How do you currently CREATE PATHWAYS for NEW IECMHC staff?

Of the two methods mentioned below, which are you most interested in implementing in your region? What would be the next steps?

1. Internship Partnerships
2. Expansion of Qualifications



Links to Reports and Resources

- 2022 IECMHC Impact Report
 - [Maryland IECMHC FY 22 Impact Report](#)
- 2022 Pyramid Model Impact Report
 - [Maryland PM 2021 Impact Report](#)
- IECMHC Equity Report
 - [Maryland IECMHC Equity Report](#)
- 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 Health Center of Excellence
 - <https://www.iecmhc.org/>

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Contact us!



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Do you have any questions for us?

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