



STATE EARLY CHILDHOOD ADVISORY COUNCIL

Thursday, September 15, 2016

1 p.m.-3:30 p.m.

Maryland State Department of Education

200 W. Baltimore St. Baltimore MD 21201

Conference Room 6/7

Agenda

- Welcome/Introduction of Members – Dr. Carol Williamson, Deputy Superintendent, Office of Teaching and Learning, MSDE
- Old Business
 - Kindergarten Readiness Assessment and Early Learning Assessment Update – Bob Wagner and Candy Miller, Education Program Specialists, Early Learning Branch, DECD
 - Kellogg Family Engagement Grant - Cyndi La Marca Lessner, Early Childhood Coordinator, Collaboration and Program Improvement Branch (CPIB), Division of Early Childhood (DECD)
- New Business
 - Communications and Technology Plan – Jeff Capizzano, President, Policy Equity Group
 - Communications and Technology Plan Approval – Dr. Carol Williamson
- Announcements
- Goal Groups
 - Program Improvement and Outreach
 - Data Dissemination
 - Workforce Development
 - Early Learning Standards

Adjournment

State Early Childhood Advisory Council 2016 Meetings

December Location TBD

- Thursday, December 15, 2016 (ECAC and local advisory councils)

*Maryland State Department of Education
Nancy S. Grasmick Building
200 W. Baltimore Street
Baltimore Maryland 21201

State Early Childhood Advisory Council
September 15, 2016
MINUTES

Agenda Topic	Discussion Summary	Action Needed	Due Date
Welcome/Acknowledgements/ Announcements	<ul style="list-style-type: none"> ▪ Dr. Carol Williamson, Deputy Superintendent of Schools, started by welcoming the State Council and having all members and guests introduce themselves. ▪ Dr. Carol Williamson gave opening remarks discussing the recent Education Week article which reviewed the closing of achievements gaps nationwide from 1998-2010. The article suggested that this was due to early childhood education improvements and an increase in parent engagement. Maryland's Early Childhood Education achievements were highlighted as well as Maryland's Family Engagement Initiative. 		
Old Business	<ul style="list-style-type: none"> ▪ Candy Miller gave an update on the Kindergarten Readiness Assessment. Counties which opted for random sampling or census were reviewed. Sixteen counties opted for random sampling while 8 opted for full census. Random sampling may limit demographic data. See presentation. ▪ Lisa Davis (HCPSS) stated she is very pleased with the assistance from MSDE staff with the KRA assessment data. They have been very responsive and helpful. ▪ Cyndi La Marca Lessner gave an update on the Kellogg Family Engagement Grant. MSDE, Division of Early Childhood Development received a grant from Kellogg to expand their Family Engagement Initiatives. The grant period was from 9/1/2015 – 8/31/16. The outcomes of the grant activities were reviewed. – See presentation 	Cyndi La Marca Lessner to email presentation to Council members.	9/15/16

Agenda Topic	Discussion Summary	Action Needed	Due Date
New Business	<ul style="list-style-type: none"> ▪ Jeffrey Capizzano presented on the Communications and Technology Plan. The barriers to family engagement in Maryland were reviewed as well as recommendations to overcome these barriers. The recommendations included the use of an “Informational Hub” through a MSDE Family Engagement website to help families and providers receive credible and accurate information, improving MSDE systems, including communication, EXCELS (regarding moving the family engagement component from quantitative to qualitative) and highlighting the Workforce Competencies. Continued research in this area was recommended as well as working with an agency that can promote Maryland’s Family Engagement model as Maryland is seen as a leader in Family Engagement. – See presentation. <ul style="list-style-type: none"> ➤ Cyndi La Marca Lessner discussed seeking additional funding from Kellogg to continue building on the work of Family Engagement. The recommendations of the Communications and Technology Plan and the accomplishments of the initial Kellogg funded year will make a strong proposal. ➤ Flora Gee (MD Association for Young Children) stated that she is really happy with the work MD has done for Family Engagement. They have been able to share great resources and she is happy to be able to collaborate with other providers. ➤ Aletheia McCaskill, representing for Crystal Barksdale (SEIU), inquired about how providers will be able to receive the Family Engagement resources that will be available. It was reviewed that all materials and resources will be available on line. Staff and members discussed that it has been difficult to get information out to teachers and providers as 		

Agenda Topic	Discussion Summary	Action Needed	Due Date
	<p>well as showing them how to use the materials.</p> <ul style="list-style-type: none"> ➤ It was discussed that Public Awareness is a concern that has come up in all goal groups. Groups are working on strategies and activities to make providers aware of resources, but also to train teachers, educators and providers on resources. ▪ Dr. Williamson led the Council in a discussion of approving or adopting the Communications and Technology Plan. It was discussed that by adopting the Communications and Technology Plan, the Council would be committed to carrying out the recommendations to the extent possible, regardless of receiving Kellogg funding. <ul style="list-style-type: none"> ➤ Christine Peusch (Maryland State Child Care Association) made a motion to adopt the Communications and Technology Plan. All council members voted in favor of adopting the Communications Plan. ▪ Cyndi La Marca Lessner discussed the Goal Groups in which the council members would be working. Goal Groups were determined based on the December 2015 State Early Childhood Advisory Council Legislative Report recommendations. 	<p>Action plans for Goal Groups to be turned in to Cyndi La Marca. Facilitators will distribute them to their group members.</p>	
Announcements	<ul style="list-style-type: none"> ▪ Dr. Williamson announced Council Member Paula Minsk's retirement from the Maryland Chapter of American Academy of Pediatrics. Dr. Williamson presented information on Paula's accomplishments and spoken of her dedication to children and families. Through successful partnerships with MSDE, MDAAP and Reach Out and Read worked with pediatricians to encourage early literacy among families. ▪ Karina Hudack announced that Annie E. Casey held two Booster Sessions with Local Early Childhood Advisory Councils in September. A third will be held on the Eastern Shore in October. 		
Additional	<ul style="list-style-type: none"> ➤ Cyndi La Marca Lessner gave an update on the 		

Agenda Topic	Discussion Summary	Action Needed	Due Date
Announcements/Questions for the Council	<p>work of the Goal Groups. Groups would be developing specific goals/objectives/activities based on the group's concerns and recommendations from the Acting Assistant State Superintendent.</p> <ul style="list-style-type: none"> ➤ Goal Group 1 – Program Improvement and Outreach; Facilitator – Christina Peush; MSDE staff – Tresa Hanna ➤ Goal Group 2 – Data Dissemination; Facilitator – Brenda Hussey Gardner; MSDE staff – Candy Miller ➤ Goal Group 3 – Workforce Development; Facilitator – Steve Rhode; MSDE staff – Roann Tsakalas/Traci Verzi ➤ Goal Group 4 – Early Learning Standards; Facilitator – Lisa Davis; MSDE staff – Judy Walker/Bob Wagner 		
Adjournment and Future Meetings	<ul style="list-style-type: none"> ▪ Meeting adjourned after Goal Groups finished. ▪ Future meetings are <ul style="list-style-type: none"> ➤ Thursday, December 15, 2016 TBD 		
Notes/Minutes	<ul style="list-style-type: none"> ▪ Cyndi La Marca, Early Childhood Coordinator, DECD ▪ Karina Hudack, Grant Specialist, DECD 		
Members in Attendance	<ul style="list-style-type: none"> ▪ Brenda Hussey Gardner – State Interagency Coordinating Council ▪ Celester Hall, Jr. – Department of Business and Economic Development ▪ Christina Peusch – MSCAA ▪ Aletheia McCaskill (for Crystal Barksdale) SEIU ▪ Dorothy Stolz – Carroll County Libraries ▪ Flora Gee – MD Association for Education of Young Children ▪ Lisa Davis – Howard County Public School System ▪ Louise Corwin – Ready At Five ▪ Marcella Franczkowski – MSDE , Assistant State Superintendent Special Education and Early Intervention ▪ Jean Mitchell for Margaret Williams – Maryland Family Network 		

Agenda Topic	Discussion Summary	Action Needed	Due Date
	<ul style="list-style-type: none"> ▪ Meena Gafaar – MD Family Child Care Association ▪ Paula Minsk – MD Chapter, MDAAP ▪ Liz Kelley – MSDE, Acting Assistant State Superintendent, Division of Early Childhood Development ▪ Susan Myers, MAESP ▪ Mary Dammeyer, Council for American Private Education ▪ Rachel London – MD Disabilities Council ▪ Claudia Simmons – Head Start 		

Maryland State Department of Education

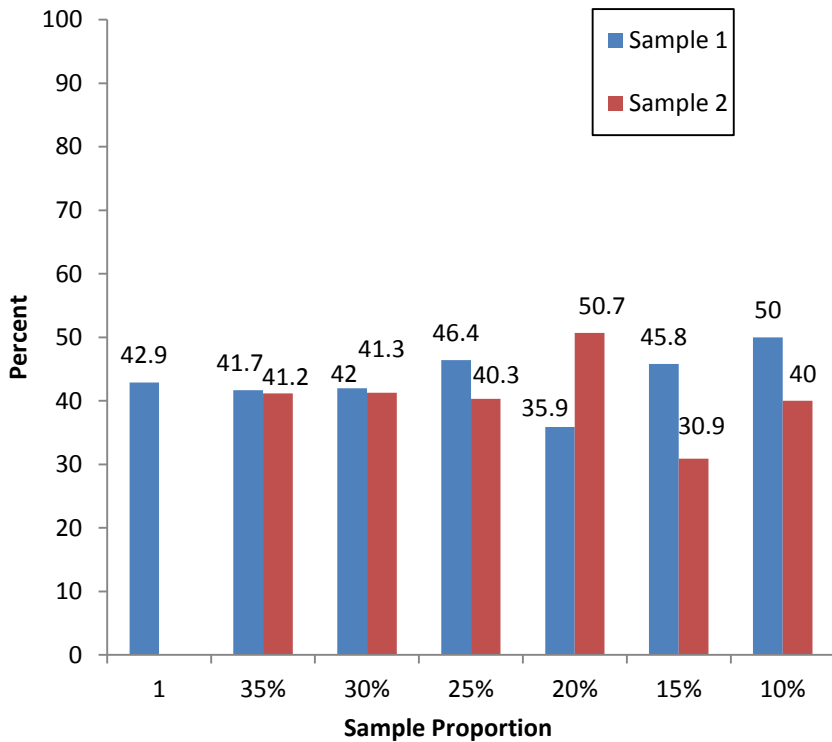
**Kindergarten Readiness Assessment:
Representative Sample Size**

Methodology

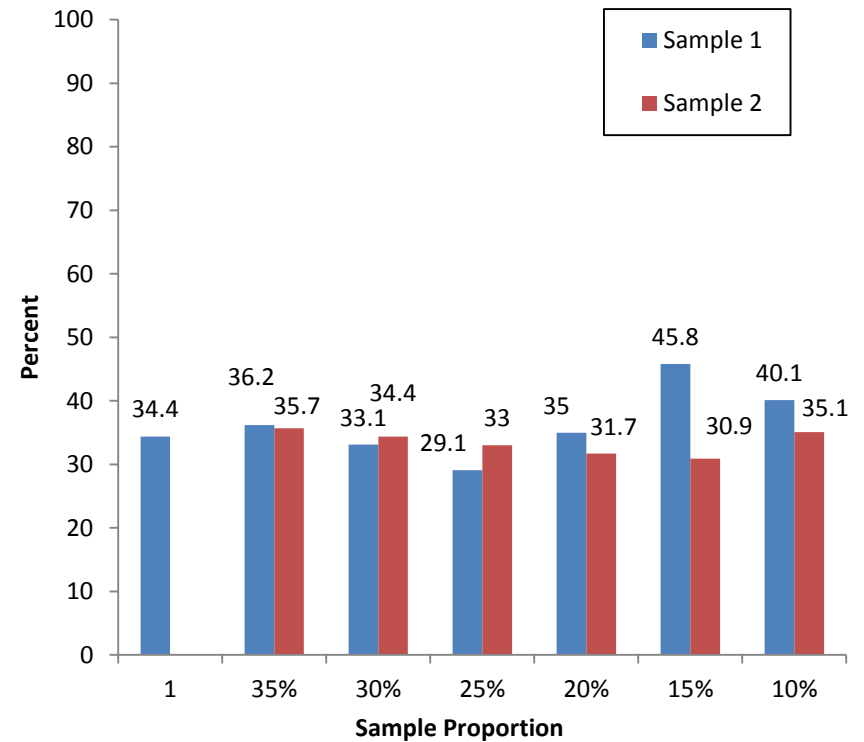
- Creation of 2 random samples per LEA from 2015-2016 KRA Cohort
 - Sample sizes from 10 to 35 percent
- Comparison of random samples to examine KRA results against census results
- Identification of sub-groups represented at sufficient sample sizes

Methodology Examples

Percent of Students Demonstrating Readiness- Talbot County



Percent of Students Demonstrating Readiness - Washington



Sample Size Impact on Sub-group Representation

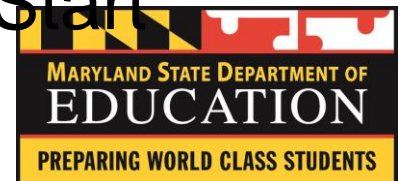
	% Sufficient for Subgroup Representation	% Sufficient for Valid and Reliable Results	Recommended Sufficient Sample
Allegany County			
Anne Arundel Co.	20%	20%	20%
Baltimore City			
Baltimore County	10%	20%	20%
Calvert County	25%	25%	25%
Caroline County			
Carroll County	30%	30%	30%
Cecil County	30%	30%	30%
Charles County	25%	25%	25%
Dorchester County			
Frederick County	30%	30%	30%
Garrett County			
Harford County	25%	30%	30%
Howard County			
Kent County			
Montgomery Co.	10%	10%	10%
Prince George's Co.	10%	10%	10%
Queen Anne's Co.	30%	30%	30%
St. Mary's Co.	25%	30%	30%
Somerset County			
Talbot County	30%	30%	30%
Washington Co.	30%	30%	30%
Wicomico County			
Worcester County	25%	25%	25%

Early Learning Assessment (ELA) Updates

Sept. 22 (1-2:00 p. m): Webinar for Child Care and Head Start Programs

Sept. 19th, 26th, & 27th: Training-of-Trainers (ToT) Session for General and Special Education Trainers

Oct. 11 (1-2:00 p. m): Webinar for ELA Data Administrators of Child Care and Head Start Programs





**MARYLAND STATE DEPARTMENT OF
EDUCATION**

PREPARING WORLD CLASS STUDENTS

Maryland's Early Childhood Family Engagement Grant

MSDE Staff Specialists: Cynthia La Marca Lessner

THE MARYLAND EARLY CHILDHOOD FAMILY ENGAGEMENT FRAMEWORK

FAMILY ENGAGEMENT GOALS

- Family Well-Being
- Promote Positive Parent-Child Relationships
- Support Parents as Life-Long Educators
- Support Educational Aspirations of the Family
- Support Engagement in Transition
- Connect Family to Peers and Community
- Create Advocates and Leader

STRATEGIES

PROGRAM FOUNDATIONS

- Leadership
- Professional Development

PROGRAM IMPACT AREAS

- Environment
- Family Partnerships
- Teaching and Learning
- Community Partnerships

**SCHOOL
READINESS
OUTCOMES**

The Maryland Early Childhood Family Engagement Framework puts forth a set of common goals for family engagement to be used across the Maryland early childhood system and within individual early care and education programs. These goals are realized by implementing family engagement strategies that focus on foundational areas like leadership and professional development as well as strategies that focus on the "points of impact" in early care and education settings. The successful implementation of the strategies promotes positive school readiness outcomes.

Parent Involvement Becomes Family Engagement

PARENT INVOLVEMENT

FAMILY ENGAGEMENT

Program/school leadership develops a statement on home-school partnership.



Families and program/school leadership come together to develop a statement on family engagement, define goals for the year related to the statement, brainstorm activities/ events that can be implemented to achieve the goals, create a work plan, and form a group of family members and school representatives to carry out the work, including additional families along the way. Together, families and program/school leadership reflect on what is working and what needs to be changed to further grow family engagement.

Parents participate in program/school events and activities offered by the program/school.



Families -- in partnership with early childhood educators and program leadership -- co-create opportunities for families to support their children's learning.

Parents attend parent-teacher conferences where they receive reports about their child's progress.



Early childhood educator's visit one-on-one with families to get to know the child and families, inquire about the goals the family has for the child, and develop a portfolio that travels between home and program at key intervals to update and record milestones. Families also participate in parent-teacher conferences, where they both receive and share information about their child and strategies for how any challenges will be addressed both by home and program.

A designated staff person is assigned as the parent-liaison and is responsible for outreach to parents.



All staff are trained in family engagement strategies and are provided with support and guidance so they can most effectively engage families in ways that benefit the child, family, and the program/school.

Programs and schools are primary consumers of data on children.



Families are regular consumers of data about their children and receive information for what they can do to support learning as a result of the data.

W.K. Kellogg Foundation: Family Engagement Grant

- Purpose: Strengthen and improve early childhood family engagement in Maryland
- Amount: \$494,370
- Time Frame: 9/1/2015-8/31/2016

Kellogg Foundation Grant Outcomes

- Service providers will better recognize and meet family needs
- Parents are informed and engaged in children's learning
- Parents will experience a diminished sense of social isolation

Methods to Achieve Outcomes

- Family Leadership
 - Networking opportunities for parents/caregivers
 - Support parent engagement with local early childhood councils
- Training and technical assistance resources to support Framework
 - Web Based Modules
 - Family Engagement Toolkit
- Improve communication infrastructure based on Framework goals and Coalition Guidance
 - Communication and Technology Plan

Family Leadership

- Local Early Childhood Councils
 - 9 councils
 - \$8, 500 each
 - Activities
 - Parent Leadership Training
 - Learning Parties
 - Parent Cafes

Family Leadership

- ❑ **Maryland Families: Ready to Connect** uses face-to-face and technology resources to build the foundation that leads to a strong connection between:
 - families and children,
 - families and programs,
 - families with peers, and the
 - larger communityto create a culture of partnership.

Family Leadership

- Maryland Families: Ready to Connect creates opportunities to connect families and community partners by leveraging Ready At Five's Learning Party face-to-face model with the technology resources of Ready Rosie
 - Delivers content directly to families through an app, website, or text messages.
 - Ready Rosie is available in English and Spanish and have been aligned to the Common Core Standards and the KRA standards.
 - Ready Rosie is an ideal partner to build on parent/family confidence gained through participation in the strong face-to-face Learning Party component.
 - Ready At Five introduced Ready Rosie in **Carroll**, **Somerset** and **Washington** Counties.

Learning Parties and Ready Rosie

□ **Project Partners:**

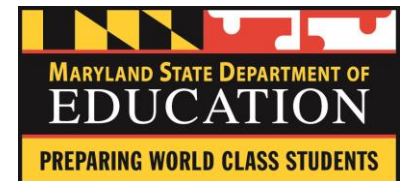
- Karen Karten - Early Childhood Coordinator/Judy Center Coordinator, Somerset County Public Schools
- Kathy Kerns and Terri Gwizdala - Judy Center Coordinator-ECAC Co-Chairs, Washington County
- Dorothy Stoltz – Carroll County Library, MAPLA Chair

□ Additional Partners include:

- Caroline and Wicomico Counties

<https://readyrosie.com/wp-content/uploads/2015/12/ReadyRosie-Maryland-Alignment.pdf>

<https://readyrosie.com/library/>



Training and Technical Assistance Resources

- Resources support Framework under guidance of Coalition
 - Web-based training modules (service providers and parents)
 - 2 CEUs awarded by the University of Maryland, School of Social Work.
<https://theinstitute.umaryland.edu/training/onlinetraining.cfm>
 - Parent Pages – <https://theinstitutestage.umaryland.edu/family-engagement/>

Training and Technical Assistance Resources

- Resources support Framework under guidance of Coalition
 - Family Engagement Toolkit: Strategies/materials to provide guidance on the Framework to parents and various types of service providers (child care, Head Start, home visitors, etc.)

THE GOALS OF FAMILY ENGAGEMENT

Figure 1 outlines the seven goals of family engagement in Maryland.

While the first goal suggests ideas for promoting family well-being, the second goal suggests ways to promote positive parent-child relationships.

For the next two goals, we will share suggestions for promoting families as lifelong educators of their children as well as ideas to promote the educational aspirations of parents and families.

With the fifth and sixth goals, we will share tried and true ways of supporting families through transitions and connecting families to peers and community resources.

Lastly, the seventh goal will offer ideas of how programs can help families develop as leaders and child advocates.

All of the information in the Toolkit will be on cards (like this one) and on each card you will find the goal and its definition as well as strategies to reach this goal. There are several examples from families, educators and providers showing family engagement strategies that they have found successful. Also included are additional web links and resources in the resource section located in the back of the Toolkit so that you can easily find more information.

Use the cards the way that makes sense for your program - everyone will benefit, especially the children.

Now that we have outlined the Toolkit, let us get back to the family engagement theory that underpins all of the strategies. Here is a handy visual to help explain what we mean when we say family engagement.

Figure 1:



As with anything new in a program, a firm foundation of support from management and administration is crucial, and strong leadership is essential. Effective leadership includes professional development for all staff. This impacts all program areas and leads to supportive environments,

productive and reciprocal family partnerships, high quality teaching and learning and strong community partnerships. When the program foundations are in place, all program areas will be positively impacted, which will support programs in meeting their family engagement goals.

Family engagement is so important that we need to say this again. It is not something that only teachers do or something that is done monthly as a supplemental activity; it is an essential part and the core function of your program. It is our hope that programs will use the Framework and the Toolkit to increase their program's understanding of family engagement and to use this approach in their day-to-day practices.

FROM FAMILY INVOLVEMENT TO FAMILY ENGAGEMENT

The idea of partnering with families is not new. For years, early learning educators have sought ways to involve families in programs. Information is given to parents regarding their child's development at parent meetings and parent teacher conferences, scheduled annual events are held each year, and nearly all programs have an open door policy for families to come in and observe or participate in the classroom. These are all examples of *family involvement*.

Family Engagement is different. It is the next step - one that represents a more active partnership between home and school for the benefit of all involved. Family engagement is about early childhood educators and families working together in intentional and reciprocal ways to support quality learning experiences.

The above examples of family involvement are easily modified for family engagement. Conferences become a discussion between parents and teachers where information is shared regarding the child's development and everyone works together to create goals for the child. Annual events are held based on the parent's interests and needs. If parent participation for these events is low, programs can assess their families' needs to determine how to improve their parent engagement activities. Finally, programs can promote their open door policy to families and welcoming and involving them fully in the classroom when they volunteer or visit. Family engagement is achieved when programs purposefully plan *with* parents on improved participation, which in turn helps to develop a relationship with parents and also demonstrates to children that their parents care.

Now, think back to the teacher in the introduction who organized a parent meeting only to have two parents show up. The teacher simply gave up and checked it off her list as a completed task. What could she do next to truly engage her families? She could survey the parents to determine their interests or assess the program and their family engagement practices to determine what could be done better. She could also consider that low attendance is not a sign of failure, but rather as an opportunity to recognize the ever-changing needs of families and to make adjustments to meet these needs.

We know that moving from involvement to engagement takes time and practice. To help with this transition, here are several examples to get you started.



Parent Involvement Becomes Family Engagement

PARENT INVOLVEMENT	FAMILY ENGAGEMENT
Program/school leadership develops a statement on home-school partnership.	Families and program/school leadership come together to develop a statement on family engagement, define goals for the year related to the statement, brainstorm activities/events that can be implemented to achieve the goals, create a work plan, and form a group of family members and school representatives to carry out the work, including additional families along the way. Together, families and program/school leadership reflect on what is working and what needs to be changed to further grow family engagement.
Parents participate in program/school events and activities offered by the program/school.	Families -- in partnership with early childhood educators and program leadership -- co-create opportunities for families to support their children's learning.
Parents attend parent-teacher conferences where they receive reports about their child's progress.	Early childhood educators visit one-on-one with families to get to know the child and families, inquire about the goals the family has for the child, and develop a portfolio that travels between home and program at key intervals to update and record milestones. Families also participate in parent-teacher conferences, where they learn receive and share information about their child and strategies for how any challenges will be addressed both by home and program.
A designated staff person is assigned as the parent-liaison and is responsible for outreach to parents.	All staff are trained in family engagement strategies and are provided with support and guidance so they can most effectively engage families in ways that benefit the child, family, and the program/school.
Programs and schools are primary consumers of data on children.	Families are regular consumers of data about their children and receive information for what they can do to support learning as a result of the data.

You will notice as you go through this Toolkit, that each of the strategies and activities are guided by the four key principals from the Mid Atlantic Equity Consortium. This ensures that programs are better able to focus on their partnerships and help families to recognize their role in preparing children for academic success. Be welcoming to all children and families.

The Four Key Principals to Family Engagement are:¹

1. Be welcoming to all children and families.
2. Allow for community building and networking
3. Provide a "nugget of knowledge" and allows time for modeling and practice of new information
4. Tie Family Engagement to School Readiness Goals Allow for community building and networking

² The Mid-Atlantic Equity Consortium, Inc. <https://maec.org/project/mid-atlantic-state-department-of-education/>

Consider Each EL's Stage of Language Acquisition

Be aware of and understand the five stages of second language acquisition, identified by Stephen Krashen and Tracy Terrell in *The Natural Approach*:

- **Preproduction Stage:** can last up to six months; is also known as "the silent period" because an individual may not hear children speak any English during this stage
- **Early Production Stage:** characterized by children using single words or two-word phrases in English, as well as yes-or-no responses, names, and repetitive language patterns (i.e., "Have a good weekend!")
- **Speech Emergence Stage:** children are able to speak in short sentences (i.e., "I walked to the movie.")
- **Intermediate Fluency Stage:** children can express sentences of increasing length and complexity
- **Advanced Fluency Stage:** children demonstrate a near-native level of fluency

By understanding this process, providers can set realistic expectations for what each EL should be able to do. Although ELs need to be held to the same standards as native English speakers on what they know and understand, how they get there and how they demonstrate that knowledge may look different depending on their level of proficiency in English.

Characteristics of Verbalization at Each Stage

Once a teacher or provider knows a child's stage of second language acquisition, he or she can pose questions about content that match the way a child in that stage is able to understand and respond. As the child progresses, prompts or formats should be increased to the next level to match the child's stage—a strategy called "tiered questioning".

Here are explanations of the five stages of Second Language Acquisition and corresponding examples of "tiered questioning":



Stage	Characteristics of Student Verbalization: The student ...	Tiered Questions (Prompts)
Preproduction	Has minimal comprehension without support May not verbalize Nods "yes" and "no" Draws and points	Show me ... Circle the ... Where is ...? Who has ...?
Early Production	Has limited comprehension when scaffolding is not in place Produces one- or two-word responses Participates using key words and familiar phrases Uses -ing verbs	Yes-or-no questions Either-or questions Who, what, and how many questions
Speech Emergence	Has good comprehension Can produce simple sentences Makes grammatical and pronunciation errors	Why ...? How ...? Explain ... Questions requiring short-sentence answers
Intermediate Fluency	Has excellent comprehension Makes few grammatical errors	What would happen if? Why do you think? Questions requiring more than a one-sentence response
Advanced Fluency	Has a near-native level of speech	Decide if ... Retell ...

Source: From *Using Classroom Instruction That Works with English Language Learners* (2nd ed.) (p. 12) by J. D. Hill and K. B. Miller, 2013, Alexandria, VA: ASCD © 2013 by McREL. Adapted with permission.

When teachers and providers ask questions at the child's stage of second language acquisition, they increase the child's access to, and comprehension of, the content and provide ELs with opportunities to practice their new language. Asking questions from the next stage of acquisition is a transitional strategy that keeps children moving through the continuum of learning English. With the aid of tiered questions, children in the stages of Preproduction and Early Production can be included in all early care and classroom instruction.



Engage ELs at the Same Level of Thinking as Other Children

It is not necessary to simplify curriculum and instruction for ELs at early levels of English language acquisition. When applying tiered questions with children who are in the process of acquiring English, it is important to distinguish between low-level questions, which lead to low levels of thinking, and high-level questions, which promote higher-order thinking.

Teachers and providers should design learning tasks for ELs that require the same levels of critical thinking we expect of other children. Teachers and early care providers must teach higher-order thinking skills while using language that is appropriate to the ELs' levels of English language acquisition. The newer a child is to English, the more clear input he or she will need.

Be Aware of Your Own Language Use.

In early learning environments, there will be many times when information related to content is transmitted. Remember that words alone do not convey meaning for ELs. To help ELs follow the presentation of information, slow the rate of speech, use nouns to convey more meaning, speak in complete sentences, and use one or more of the following:

- Manipulatives and objects
- Visuals (photos, pictures, and drawings)
- Gestures and body movement
- Facial expressions

Family Engagement Summit

□ Highlights

- Over 300 people registered
- Panelists of providers and parents
- Six breakout sessions
- <http://earlychildhood.marylandpublicschools.org/prek-grade-2/maryland-early-learning-framework/family-engagement-framework/family-engagement-summit>
- <http://earlychildhood.marylandpublicschools.org/prek-grade-2/maryland-early-learning-framework/family-engagement-framework/family-engagement>

Communications and Technology Plan

- Improve communication infrastructure based on Framework goals and Coalition Guidance
 - Early Childhood Family Engagement Communication and Technology Plan for Maryland
 - Share practices with other states
 - Social media and mobile technology

Communications and Technology Plan

□ Key Recommendations

- Family Engagement Communication Infrastructure - Informational Hub — develop Family Engagement website
- System level reforms to support family engagement— training and technical assistance of resources for providers; EXCELS
- National Learning Community —using Maryland’s model to support other states in developing statewide family engagement goals
- Continued Research

Questions and/or Comments

OTHER THINGS
MAY CHANGE,
BUT WE START
AND END WITH

Family

The Early Childhood Family Engagement Framework: *Maryland's Vision for Engaging Families with Young Children*

<http://www.wkkf.org>

<http://earlychildhood.marylandpublicschools.org>

!



THE

POLICY EQUITY

GROUP

EMPOWERING THE SOCIALLY CONSCIOUS

Maryland's Early Childhood Family Engagement Communications and Technology Plan

Jeffrey Capizzano
President

Maryland Early Childhood Advisory Council
September 15, 2016

Context

Maryland is the national leader in early childhood family engagement

- ❶ ECAC made family engagement a major goal of its 3-year action plan to improve school readiness and success (2008)
- ❷ RTT-ELC focus on early childhood family engagement, including formation of the Family Engagement Coalition and creation of *Early Childhood Family Engagement Framework*
- ❸ Family engagement in the Pre-K Expansion Act of 2014 which highlighted the Framework
- ❹ Kellogg Foundation grant for Family Engagement Toolkit and technology/ communication plan

Recognition by OHS, ACF, and Harvard Family Research Project



What is the plan, and what does it do?

Identifies barriers to reaching Maryland's family engagement goals, documents how young families receive information, and outlines a state communication and technology framework to overcome barriers.

- ➊ Recommends strategies for a statewide infrastructure that disseminates best practices in early childhood family engagement
- ➋ Highlights innovations to assist local providers in improving their family engagement efforts
- ➌ Offers strategies for Maryland to support other states in the development of statewide family engagement strategies and practices



Data and Methods

- Scan of the literature and review of federal reports, initiatives, and websites
- Scan of state family engagement initiatives (RTT-ELC states)
- Examination of innovation in education technology related to early childhood family engagement
- A review of Maryland specific reports
- Consultation with the Maryland family engagement coalition



THE MARYLAND EARLY CHILDHOOD FAMILY ENGAGEMENT FRAMEWORK



The Maryland Early Childhood Family Engagement Framework puts forth a set of common goals for family engagement to be used across the Maryland early childhood system and within individual early care and education programs. These goals are realized by implementing family engagement strategies that focus on foundational areas like leadership and professional development as well as strategies that focus on the "points of impact" in early care and education settings. The successful implementation of the strategies promotes positive school readiness outcomes.

What are the barriers to family engagement?*

- 1 Parent schedules:** Parents are busy and often work inflexible jobs at hours that make it difficult to engage
- 2 Language barriers:** When parents' home language is not English it can be difficult to communicate with teachers
- 3 Poor communication channels:** Communication that uses a folder in a child's backpack or a flier is "suboptimal"
- 4 School-centered approaches:** Schools sometimes do not consider the needs of parents; do not prioritize two-way communication
- 5 Parent attitudes:** Some parents don't understand the importance of engagement or distrust the system

* *Families, Powered On. RAND (2014)*



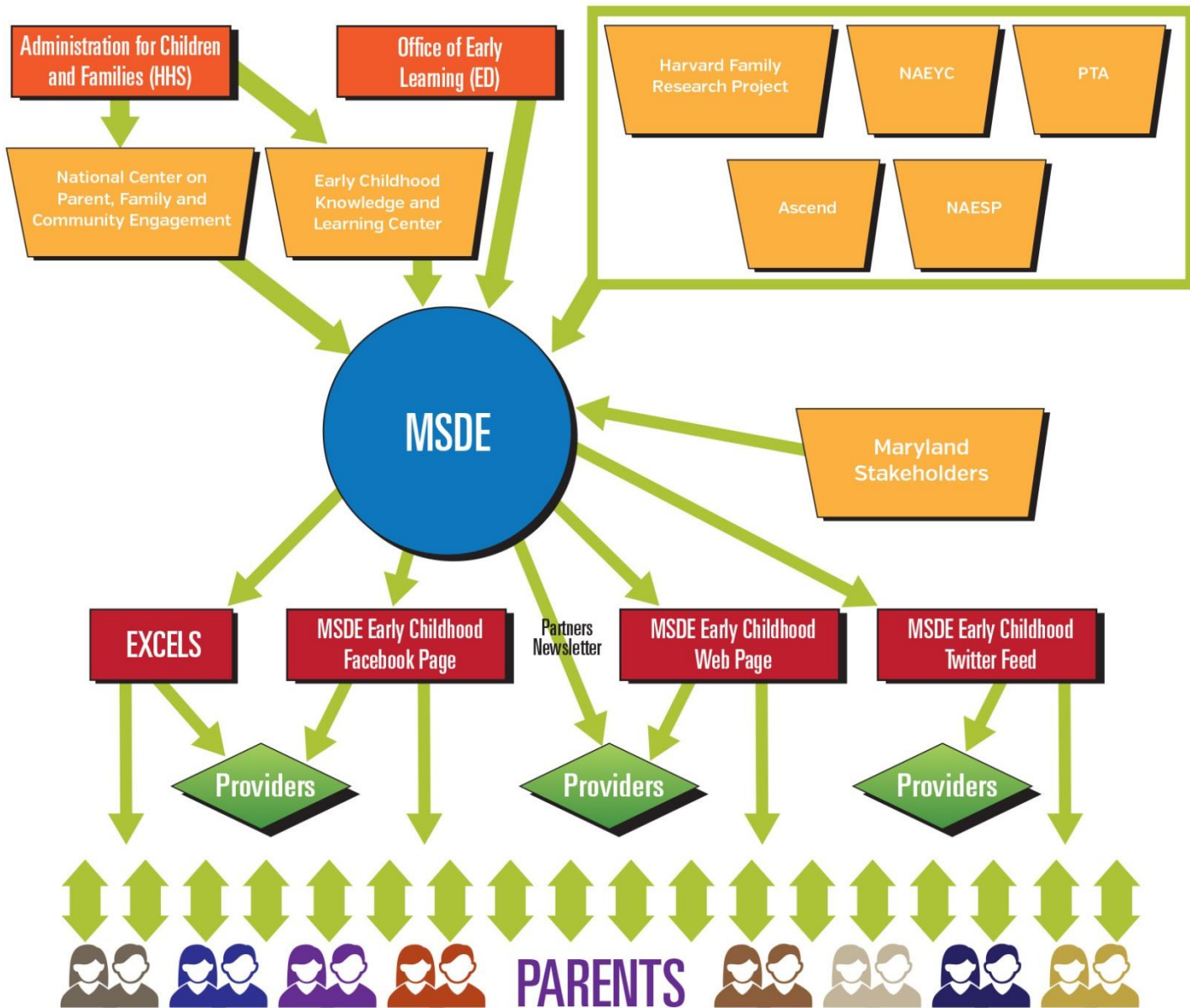
Communicating with Millennials

Average age of mother at first birth in Maryland is 26.1 years

- Many parents of young children in Maryland were born in the late 1980s/early 1990s!
- This generation has its own style of parenting and preferred methods of communication that differ from past generations
- *Most frequently used methods of gathering information and communicating among millennial parents*
 - *Google search*
 - *Parent blogs (e.g., MOTH: “Moms on the Hill”)*
 - *Own parents and parent apps*
 - *Social Media*
- Much more likely to use social media than access a health care provider for parenting questions
- Plan needs to meet young parents where they are and help to communicate important information through the “noise”

FEDERAL SOURCES

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PreK-GRADE 2

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FAMILIES



CHILD CARE PROVIDERS



PreK-GRADE 2



INTERESTED IN BECOMING LICENSED TO OPERATE A CHILD CARE PROGRAM (CHILD CARE CENTER OR FAMILY CHILD CARE HOME)?
Click this photo to learn about the licensing process.

NEWS & ANNOUNCEMENTS

Child Care Credential Program Application Processing Update

The Winter Edition of PARTNERS Now Available

The latest Maryland EXCELS participation and publishing rates have been released

FEATURES



CHANGES MADE TO DEVELOPMENTAL SCREENING REGULATION TIMELINE

The developmental screening regulation, designed to help children in need of instructional supports or referrals for intervention, has been delayed until July of 2017.



PROMOTING FAMILY ENGAGEMENT IN MARYLAND

In 2011, Maryland received funding from the U.S. Department of Education's Race to the Top-Early Learning Challenge to enhance family engagement efforts in the state.



CHILD CARE 101

High-quality child care keeps children safe and healthy. Get the basics with our Child Care 101 questions and answers.

UPCOMING EVENTS

APR 18 Family Engagement Coalition Meeting

APR 21 Early Learning Supervisors' Briefing

APR 30 El día de los niños/El día de los libros (Children's Day/Book Day)

MAY 19 OCC Child Care Advisory Council Meeting

[View Full Calendar *](#)

Explore our resource library



Check out the Maryland child care mapping tool!

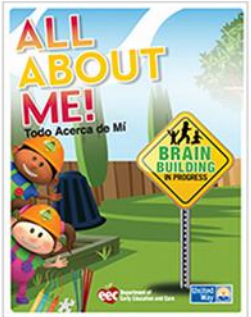




Building young minds and the future of Massachusetts.



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The Rhode Island Department of Education and the Center for Early Learning Professionals would like to share that we are currently accepting applications for Early Education Technology Grants. Grants in the amount of \$1,000 are available for Bright Stars participating Centers, and Family Child Care providers not currently accepting CCAP. The resources are available to support access to the states current online systems (ECEDS). Information and application sessions are being held July 26th from 3-4:30 and 5:30-7 at the Center for Early Learning Professionals. For more information visit:



Early Education Technology Grants - Center for Early Learning Professionals
The Center for Early Learning Professionals is pleased to announce the availability of \$50,000 in Early...
CENTER-ELP.ORG

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APPS



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Rhode Island's cross-departmental initiative to improve early care and education thru our Race to the Top - Early Learning Challenge Grant.

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Trends · Change

- #SundayMorning**
14.2K Tweets
- #UselessKnowledgeToPossess**
4,456 Tweets
- #HungarianGP**
111K Tweets
- Doctor Strange**
57.7K Tweets
- #ThinkBIGSundayWithMarsha**
18.9K Tweets
- #WhatIdDoFor1000Dollars**

Review of technology innovations for providers

Model/ Technology	Publisher	Costs	Description	For more information	Maryland Family Engagement Goal						
					Family Well-Being	Parent-Child Relationships	Life-Long Educators	Educational Aspirations of Family	Support in Transitions	Connect to Peers and Community	Advocates and Leaders
Message from Me	CREATE Lab; Children's School of Carnegie Mellon University; and the Pittsburgh Association for the Education of Young Children	Free for parents (school or center must be registered to use Message from Me)	Young children are able to communicate with parents about daytime activities through the use of digital devices such as cameras, microphones, email, messaging services, and other technologies.	http://www.messagefromme.org		X					
ReadyRosie	Pascal Learning Inc.	Free for parents (school district must be registered to use ReadyRosie)	An early education tool that serves to improve parent engagement through the provision of video modeling and mobile technology. Videos (provided in English or Spanish) model everyday interactions in relatable settings that serve to improve parent-child interactions and promote a learning environment.	https://readyrosie.com		X	X			X	

Other Recommendations Included in the Plan

① Need for additional research/information

- Maryland Educational Technology Plan has a K-12 focus
- Need more information on:
 - » Technological capacity and use of technology by Maryland's early care and education programs
 - » Technology patterns and preferences of Maryland's families

② Create Maryland-led national community of practice on family engagement

- Turn frequent requests for Maryland TA into a community of practice
- Engage national organization to facilitate with Maryland as the content expert



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Other Recommendations Included in the Plan

③ Review, strengthen and highlight state-level policies and guidance

- Certain policies can both align more closely to family engagement goals and have a stronger focus on technology
 - » EXCELS family engagement standards are process oriented: “Families provided with five opportunities to engage in the program.”
 - » Maryland Knowledge and Competency Framework includes teacher competencies related technology, which should receive a stronger focus
 - » Additional professional development should be offered to help early childhood education obtain technology competencies



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