

# Maryland State Advisory Council

## 18 Month Mid-Term Report

March 31, 2012

### **Section 1: Activities and Services: Outcomes and Impact**

*a description of the activities and services carried out under the grant, including the outcomes of such activities and services in meeting the needs described in the periodic needs assessment and statewide strategic report;*

### **Section Two: Expending Funds to Meet Goals**

*information about how the State used such funds to meet the goals of this subsection through activities to develop or enhance high-quality systems of early childhood education and care, increase effectiveness of delivery systems and use of funds, and enhance existing programs and services;*

### **Section Three: Remaining Statewide Needs**

*information regarding the remaining needs described in the periodic statewide needs assessment and statewide strategic report that have not yet been addressed by the State;*

### **Section Four: Significant Findings and Events**

*any other information that the Secretary may require.*

The Council Meeting Schedule for 2012 is: February 8th, May 2nd, July 11th, October 10<sup>th</sup> and December 5<sup>th</sup> (with representatives from Local Early Childhood Advisory Councils)

The February 8<sup>th</sup> Council meeting was held and included a presentation for members on Maryland's winning Race to the Top application by projects and then Council members worked in their goal groups to plan/revise activities toward the goals and align activities with Maryland's RTT SOW (revised ECAC Action Plan submitted to ACF on February 11, 2012)

### **Early Childhood Advisory Council Highlights**

- **Section One:** The Council, in partnership with the Head Start Collaboration and Judy Centers Partnerships Advisory Council and the Office of Child Care Advisory Council, has formed a task force consisting of representatives from local school systems, child care programs and associations, child care resource and referral centers, early intervention and preschool special education, and other partners to work on formalizing a collaboration between local school systems and their local child care communities to ensure a supported transition for young children from child care to public school. The first meeting is scheduled for May 5, 2012. The intended outcome is to develop and

recommend formalized early childhood transition strategies from community programs to public school. Several local school systems that already have transition supports in place will present on their programs and then the task force will build on those policies to create a statewide approach early childhood transition. The outcome of this activity is to ensure children experience a supported transition from early learning and development programs (family or center based care, Head Start, private preschool, etc.) to public school to provide them with the best start possible for a successful school experience. Council funds will be used to pay for technical assistance packets for each school system, the child care resource and referral system, child care associations, Head Start programs, etc. (Aligns with Race To The Top Early Learning Challenge [RTT: ELCG] Projects 1 and 8)

**Section 2:** Once the early childhood transition task force develops and presents recommendations to the Early Childhood Advisory Council, Council funds will be used to publish, print and disseminate technical assistance documents to the early learning and development statewide community on formalized early childhood transition practices between LEAs and child care and Head Start.

**Section 3:** The forming of this task force is a direct response to an identified statewide need to promote effective statewide practices and formalized agreements between local education agencies, child care programs. and Head Start programs. While many jurisdictions or regions have these practices in place for Head Start and local education agencies, it is not consistent in regard to child care programs.

**Section 4:** Significant findings and events will be analyzed and reported in the 24 month Council ACF report.

- **Section One:** A collaborative professional development activity is being planned by the Positive Behavior Intervention Support (PBIS) and the Social and Emotional Foundations of Learning (SEFEL) leadership teams for local school systems and early childhood partners to strengthen the alignment of these two initiatives and create a supported transition from early childhood programs implementing SEFEL to kindergarten programs in schools implementing PBIS. A SEFEL/PBIS Pilot Project is being planned for Dorchester County, a jurisdiction in Maryland that presents with 14/15 red flag indicators based on our statewide needs assessment. By providing Social Emotional Foundations in Early Learning professional development in all early learning and development programs, conducting Positive Solutions for Parents training, and providing SEFEL training to Elementary Teachers of grades 1 through 3, a continuum of consistent coordinated supports will be in place to promote healthy social emotional development, prevent challenging behavior s, identify needed interventions for children, and support a network of support for their families. Council funds will be used to pay for the professional development, parent training, and external coaching of program staff

implementation to fidelity as well as to facilitate a Dorchester County SEFEL/PBIS Leadership Team. The outcome of this project will provide a model for other jurisdictions to adopt regarding connecting early learning and development programs to implement SEFEL and to facilitate linkages with elementary schools implementing PBIS to ensure common rules, language, and practices to support young children's successful transition from early care to public school and to nurture positive social emotional skills in young children. (Aligns with RTT: ELCG Project 7)

**Section 2:** \$36,000 has been allocated for this activity. Training costs \$15,000 (including professional training for early childhood programs and elementary teachers, as well as parent training), classroom materials and teacher stipends \$10,000 and coaching and consultation \$11,000). Additionally, the ECAC Coordinator is also Maryland's SEFEL Coordinator, and as such is coordinating and planning this activity.

**Section 3:** Remaining statewide needs indicate that other regions in jurisdictions would benefit from this practice. This activity will serve as a model to replicate throughout the state. A successful pilot will yield the desired results of improving the number of children assessed as ready to learn, strengthen EC program staff in classroom management, support social emotional development, and support parents in building positive relationships with their children, including positive discipline techniques. This will go into Phase II with a pilot in an urban location based on the needs assessment data.

**Section 4:** Significant findings based on the states needs assessment show that children, who aren't prepared for school socially and emotionally, also do not demonstrate proficiency academically. Also, both parents and EC professionals report a disconnect between early learning and development programs and public school. This activity targets both of these issues. The events will be analyzed and reported in the 24 month Council ACF report.

- **Section One:** Local Early Childhood Advisory Councils will be established in each jurisdiction to solidify the local early childhood infrastructure to support the work of the State Early Childhood Advisory Council. The Annie E. Casey Foundation will invest in and partner with Maryland to coordinate implementation which began in February of 2012, providing leadership facilitation to the councils. The chairs of the local councils will send their meeting minutes and coordinate planning with the State Early Childhood Advisory Council. Members of the State Council will send representatives from each council to attend the December 5, 2012 meeting of the State Council. This will create a network to comprehensively coordinate early childhood reforms across the state to address the indicators on the needs assessment. Council funds will support meeting facilitation and technical assistance provided to local jurisdictions as needed. (Aligns with RTT: ELCG Project 1 and 8)

**Section 2:** \$125,000 has been allocated for this activity, \$25,000 for this year to support technical assistance for local jurisdictions just beginning to form their local early childhood advisory councils. This activity aligns with the RTT Project 1, which also includes funding for leadership training for the leaders of each local council and allocates funding for each local council based on their mission, goals and activities plan submitted to MSDE.

**Section 3:** Maryland is building the necessary infrastructure to ensure a comprehensive coordinated statewide approach to early childhood education and system reform to improve state and local ability to deliver the appropriate services and systems for young children to succeed in school and for their families to access what is needed for health and well-being.

**Section 4:** Each jurisdiction in Maryland has unique demographics and resources. In order to provide a more unified consistent experience for all children, regardless of where they live, coordinated early childhood councils to oversee systems and services in each jurisdiction should provide the network to deliver statewide reforms. Results of this project will be analyzed and reported in the 24 month Council ACF report.

- **Section One:** To accelerate family engagement, a Family Engagement Coalition is being formed, chaired by two Council members representing Head Start and the Maryland Family Network. The Coalition will work with Local Early Childhood Advisory Councils using the Head Start Parent, Family, and Community Engagement Framework, and parent participation. A Core Planning Team of Council members began meeting in January to begin planning for a statewide Family Engagement Coalition that will recommend Maryland specific family engagement strategies to be implemented across agencies, disciplines and service providers to not only involve families but engage them in all phases of early childhood education and care across the state. Council funds will pay for a meeting facilitator to run the state coalition meetings and interface with coalition members to ensure progress towards the coalition agenda is on track. (Aligns with RTT: ELCG Project 8)

**Section 2:** \$25,000 has been allocated for this activity to provide a meeting facilitator to the Coalition as they work to develop a Maryland Family Engagement Framework to strengthen families' ability to be their child's first teacher. The funding will also be used to create materials to assist families participate in their children's education and healthy development. **Section 3:** Research is abundant that shows when families are not only involved, but engaged in their child's education, children succeed. Maryland will develop and train the early childhood delivery system providers on effective family engagement practices.

**Section 4:** The findings of the Parent Cafés and the Ad Hoc Family Engagement Work Group resulted in the need for Maryland to develop a consistent approach to family

engagement. The events will be analyzed and reported in the 24 month Council ACF report.

- **Section One:** In partnership with the Council, a newly formed Research Advisory Group, consisting of researchers and early childhood practitioners met to examine current early care and education research and develop new avenues of research that can be applied to sound early childhood instruction and practices. On January 20<sup>th</sup>, Adele Diamond provided a keynote on the importance of Executive Functioning in early care and education and participants then met to discuss three topics regarding social emotional development and executive functioning as it relates to children and families, early childhood professionals and policy planning. The Research Advisory Group continues to meet and discuss these issues to reform policy and practices. (Aligns with RTT: ELCG Project 5, 6 and 7)

**Section 2:** This project is being funded through a different source; however, Council members are represented to assure alignment with Council goals.

**Section 3:** Remaining statewide needs indicate that while Maryland has good results for children regarding arriving at school ready to learn. Maryland also has recognized since 1990 that social emotional development and early childhood mental health services are critical to ensure success for children and families. This research group builds up that premise and searches to find more effective ways to take good results and move them to excellent results.

**Section 4:** Through the work of the Research Advisory Group, Maryland is revising the Social Personal Domain of the Maryland Model for School Readiness to include both Social Emotional Foundations in Early Learning (SEFEL) Pyramid Practices and approaches to learning, logic and reasoning through an Executive Functioning lens. This work is currently underway.

- **Section One:** Maryland's Cadre of SEFEL Trainer of Trainers and Coaches will receive the Responsive Training Symposium on April 2, 3, and 9, 2012 to provide them with effective strategies for delivering training differentiated to various adult learning styles to improve training results and outcomes. Council funds will support this activity.

**Section 2:** \$3500 will provide a facility, food and materials for participants to attend the three day symposia. The Maryland Family Network, whose Executive Director and Training Director are members of the Council, will conduct the training at no cost to the Council.

**Section 3:** While the state SEFEL Trainers and Coaches have a wealth of education and experience in early childhood, this activity will strengthen their ability to deliver professional development to variety of audiences, both professionals and families,

addressing a variety of adult learning styles and evidence based practices for more effective outcomes.

**Section 4:** Evaluation results will be analyzed after the symposium is concluded.

### **Goal Group One: Activities and Services: Outcomes and Impact**

- **Section One:** Conducting a task force to formalize agreements between local school systems and child care providers regarding supported transitions for children  
**Section 2:** See above in ECAC Council Highlights  
**Section 3:** See above in ECAC Council Highlights  
**Section 4:** See above in ECAC Council Highlights
- **Section One:** The Council and the Inclusive Child Care Task Force has been meeting to address processes or practices that can be implemented to create more inclusive opportunities for children with disabilities. One strategy that is underway is to embed inclusive practices and policies in Maryland EXELS (Maryland's Quality Rating and Improvement System currently in pilot). This activity began with a stakeholder group representing the Council, the Inclusive Child Care Task Force and family and child care center staff, CCRC staff, early childhood mental health consultants, local education agency early learning coordinators, preschool special education and early intervention staff, family advocates, child care trainers and parents of children with disabilities. The group reviewed the existing QRIS progression of standards and broke into small groups to add language, practices, policies, or professional development requirements that would create higher quality program that required evidence of inclusive practices such as a part of orientation with families to request to participate in a child's IFSP or IEP team meetings. Service providers were invited to deliver services in the early learning and development setting and work with the families to make progress toward the child's goals in care. The group has met twice to finalize recommendations that will go through a review process of a larger stakeholder group, possibly via a web blog, and then final recommendations will be made to the State Early Childhood Council and the Office of Child Care Advisory Council. This activity relates to early childhood transition and the Dorchester SEFEL/PBIS pilot as all establish local practices that support transition and build capacity for higher quality inclusive programs. (Aligns with RTT: ELCG Projects 2, 6, and 7)  
**Section 2:** While direct funding from the Council budget was not required to support this activity, the Council Coordinator coordinated and facilitated this event in partnership with staff members from the Office of Child Care and the Division of Special Education/Early Intervention Services.  
**Section 3:** Remaining statewide needs indicate that while inclusive opportunities have improved, there is still a need for more high quality inclusive classrooms for children with disabilities.

**Section 4:** Maryland has chosen to address this by getting in front of the issue, rather than trying to address it after the fact. A proactive approach to identifying what professional development or technical assistance or support is needed to further improve inclusive child care settings. Significant findings and events will be analyzed and reported in the 24 month Council ACF report.

Additionally, the Council continues to monitor and evaluate the first cohort to pilot Maryland Excels and now will do the same for the second cohort currently in pilot. Results from the web based program will be provided at the next Council meeting for discussion and evaluation.

### **Goal Group Two Activities and Services: Outcomes and Impact**

- **Section One:** Core members of goal group two are active participants in the Family Engagement Coalition. The co-chairs are both members of the Council, goal group two, the Executive Director of Maryland Family Networks (coordinating entity of the CCRCs, the Family Support Centers and Early Head Start programs) and the president of Maryland's Head Start Association. The membership of the Coalition also has members representing goal group two, as the Coalition provides an opportunity to move forward with the agenda of this goal group and to take the agenda to the next level. The outcome of this activity is to create Maryland-specific strategies, building on the Head Start Family Engagement Framework and embedding Strengthening Families as part of Maryland's approach to quality family engagement. The Coalition Core Planning team is in place and is planning for the larger Coalition membership, including families of young children to produce the most positive outcomes. Common quality standards and strategies will be shared with early childhood serving agencies to engage and support families across disciplines, and services. Council funds will pay for a meeting facilitator to run the state coalition meetings and interface with coalition members to ensure progress towards the coalition agenda is on track. (Aligns with RTT: ELCG Project 1 and 8)

**Section 2:** See above in ECAC Council Highlights

**Section 3:** See above in ECAC Council Highlights

**Section 4:** See above in ECAC Council Highlights

- **Section One:** Development of a resource guide of local programs and services is underway. This guide for families and providers of all local resources, customized for each local jurisdiction, will provide a communication network of resources to connect families, agencies and providers. The guide will be used as part of the larger Coalition of Parent, Family and Community Engagement Framework and disseminated through local Family Advisory Councils within the library system, and through family serving agencies across the state. (Aligns with RTT: ELCG Project 1 and 8)

**Section 2:** See above in ECAC Council Highlights

**Section 3:** See above in ECAC Council Highlights

**Section 4:** See above in ECAC Council Highlights

- **Section One:** Community Cafés will be conducted by convening informal meetings with families to engage them in learning about parenting and to become advocates for their children. This national model rests on the premise of peer to peer mentoring, so that rather than have a facilitator leading the discussion, parents are grouped together and given discussion starting points such as, “What about your childhood impacts on your parenting?”, and then the parents discuss this in small groups. The groups then share common themes or ‘aha’ moments with the facilitator which provides insight to the needs of the community. This model not only informs decisions regarding what supports or services families really need, but also creates a network of families through a common bonding experience. Council funds will be used to conduct community cafés across the state in areas identified through the State Needs Assessment as being areas of families with at risk or high needs children. The outcome will be analysis of the information gathered to inform policy makers, services, and support to planning efforts in these jurisdictions through the Local Early Childhood Advisory Councils and the Family Advisory Councils in local libraries in Title I school areas. (Aligns with RTT: ELCG Projects 1 and 8)

**Section 2:** \$34,500 is allocated to fund the Parent Community Listening Forums as part of the activity of improving family engagement and informing the Coalition of the needs of families in Maryland.

**Section 3:** Research is abundant that shows when families are not only involved, but engaged in their child’s education, children succeed. Maryland will develop and train the early childhood delivery system providers on effective family engagement practices.

**Section 4:** The findings of the Parent Cafés and the Ad Hoc Family Engagement Work Group resulted in the need for Maryland to develop a consistent approach to family engagement. The events will be analyzed and reported in the 24 month Council ACF report.

- **Section One:** Align the evidence-based home visiting program with family and early childhood services statewide. The Measure of Success: Families in need of services in at risk communities will be able to access and receive services. The Home Visiting Consortium will deliver a presentation to the Council on current Home Visiting Programs. The recent state budget cuts have impacted on some local jurisdictions home visiting programs. The Council and the Governor’s Office for Children lobbied to have some of those funds reinstated. The final outcomes will be included in the presentation which will inform the direction of next steps for this activity.

**Section 2:** While there is no ECAC funding associated with this activity, Council members are integrally involved in home visiting issues relevant to this activity and will coordinate the presentation from the Home Visiting Consortium. Several members of the Council serve on the Department of Health and Mental Hygiene’s Home Visiting Stakeholder’s Planning Group.

**Section 3:** Maryland has a variety of home visiting models being implemented to varying degrees of fidelity in local jurisdictions. This activity attempts to address the



discrepancies and variances by coordinating evidence-based home visiting programs with other family and early childhood services statewide to strengthen and coordinate services.

**Section 4:** The events will be analyzed and reported in the 24 month Council ACF report.

### **Goal Group Three Activities and Services: Outcomes and Impact**

- **Section One:** Members of this Goal Group are participating in an ad hoc committee to design a statewide developmental screening program to be conducted for all children enrolled in licensed and regulated child care programs, as well as Head Start and school based preschool and prekindergarten programs to ensure early identification of young children with developmental delays. The outcome of this activity (once implemented) will provide a system of earlier identification and referral to the services to address the issues and ultimately supports the goal of children arriving at school with healthy minds and bodies. (Aligns with RTT; ELCG Project 7

**Section 2:** While ECAC funding is not allocated to support this activity, the ECAC Coordinator is the project lead on this activity.

**Section 3:** A number of children transitioning from early learning and development programs are being identified with a developmental delays upon enrollment in Kindergarten. A Survey of preschool, prekindergarten and child care programs indicated an inconsistent approach to screening children enrolled for developmental delays. Some programs did not conduct any type of screening.

**Section 4:** It is challenging enough to try and locate young children birth through age 4 that are not enrolled in any type of program or receiving services in an attempt to connect them to an early learning experience and/or provide needed services. The idea that children who are enrolled in early learning and development programs that are not being identified for developmental delays until Kindergarten is unacceptable. This activity, funded through RTT Project 7, attempts to resolve this issue and identify children earlier and refer them to needed services.

- **Section One:** As part of the SEFEL/PBIS Dorchester County Pilot Project (above) Maryland has over 400 schools participating in PBIS. The goal is to identify the early care and education programs that feed into those schools and target those programs for SEFEL training and implementation to support transition from early care to Kindergarten. Council funds will support SEFEL training to early care and education programs that feed into PBIS schools. (Aligns with Project 3 and 7)

**Section 2:** See above in ECAC Council Highlights

**Section 3:** See above in ECAC Council Highlights

**Section 4:** See above in ECAC Council Highlights

- **Section One:** An ad hoc committee has been established in collaboration with the Maryland Early Childhood Consortium of Two and Four Year Colleges to embed SEFEL within coursework in early childhood, design next steps for developing a non-credit SEFEL course, and finally developing a “for credit” SEFEL college course which will be included as an elective in early childhood programs. A presentation by the Council is being prepared for the Maryland Consortium on a 4-prong approach to including SEFEL into higher education early childhood coursework by: 1-providing resource guides to college professors with strategies to include SEFEL in their current teaching; 2-contracting with Maryland-approved SEFEL trainers to teach one session of an early childhood college course; 3-design a non-credit SEFEL course; and 4-approve a “for credit” SEFEL college course (based on current practices in Tennessee). Council funds will be used to support prong 2, contracting with SEFEL trainers to teach one session of a college course. (Aligns with RTT: ELCG Project 7)

**Section 2:** \$10,000 is allocated to this project to pay stipends to approved SEFEL trainers to teach a session within an early childhood college course. The ECAC Coordinator is also the SEFEL Coordinator and is the project lead for this activity.

**Section 3:** Maryland has been a SEFEL state since 2007, with 15 of 24 school systems implementing SEFEL in their early childhood classrooms and many Head Start programs are participating as well as some child care centers. However, Maryland’s two and four year colleges are graduating students who have no knowledge of what SEFEL is or how it works.

**Section 4:** This activity attempts to remedy that by preparing graduates in early childhood with a knowledge base of SEFEL. A SEFEL Presentation to the Maryland Early Childhood Consortium of Two and Four Year Colleges is being given by a Council Member on March 30<sup>th</sup> as the next step in the process.

- **Section One:** A task force was established and conducted to identify improvement strategies for case management practices and eligibility requirements for Maryland’s child care subsidy program. The task force was co-chaired by Council members. Recommendations have been finalized and submitted to the Governor of Maryland. The outcome of this is to improve early care and education opportunities for low income and disadvantaged children. (Aligns with RTT: ELCG Project 1 and 3)

**Section 2:** While ECAC funds were not required for this project, Council Members Co-chaired the event (the Assistant Superintendent of the Division of Early Childhood Development at MSDE and the Executive Director of the Governor’s Office for Children).

**Section 3:** Maryland’s child care subsidy program management was reviewed. The budget for subsidized child care voucher, which is managed through the Department of Human Resources, has been frozen for the past two years. New applicants who are deemed eligible are not able to receive vouchers unless the family is receiving TANF or

their child has an identified disability due to funding constraints. Applicants and early childhood agencies have identified case management concerns.

**Section 4:** The recommendations to the Governor from this Task Force are aimed at improving case management practices, shifting the funding and case management to another state department and unfreezing the vouchers so that parents on the waiting list can receive child care.

- **Section One:** Training is being conducted on April 18, 2012 to Maryland's Library System trainers that will prepare them to train librarians across the state to embed intentional social and emotional teaching strategies within story time for young children and model this for their families. The librarians will also be provided with strategies to connect families to Positive Solutions for Families (SEFEL Parent Training) and will host some of those trainings at the libraries. The Council developed and coordinated this activity in collaboration with Maryland's Library System.

**Section 2:** ECAC funding is not required for this activity, but the ECAC Coordinator, also Maryland's SEFEL Coordinator, developed the training for librarians, and will conduct the Trainer of Trainers for Library Trainers on April 18, 2012.

**Section 3:** As many children and families who are not enrolled in early learning and development programs attend their public libraries, this is an opportunity to connect with them.

**Section 4:** Embedding intentional social and emotional teaching within the context of story time and modeling this for families is another way to provide access to families to SEFEL principles and practices.

- **Section One:** On March 8<sup>th</sup>, 2012 Maryland conducted the first SEFEL Coaching Practicum at Chapel Forge Early Childhood Center in Prince George's County. Chapel Forge is the first program to widely adopt the Pyramid and was selected for that reason and also because of the variance in classrooms i.e. co-taught preschool and prekindergarten programs by a special educator and an early childhood general educator, inclusive classrooms, and self-contained special education classrooms. The concept of the practicum was two pronged: 1- to give the state coaches hands on experience with assessment practices and coaching/consultation of teaching staff, and 2. to provide several classrooms at Chapel Forge that rated low on the assessment tool (Teaching Pyramid Observation Tool –TPOT- which rates environment, teacher child interaction, as well as schedules, peer to peer, child and teacher driven activities, etc.) with extra help. Four classrooms were observed, three were scored on the TPOT and received coaching and one received consultation. The evaluations were better than expected; the Chapel Forge staff reported they were re-focused, energized and motivated by the coaching consultation. The SEFEL Coaches related the experience really provided the confidence they needed to continue their work as trainers and coaches and one external coach will continue to provide services to three of the "red-flag" classrooms through the end of this school year, funded by the Council to support this SEFEL program-wide center to fidelity implementation.

**Section 2:** The ECAC Coordinator designed and facilitated this activity. Council funds are being used to pay for external coaching and consultation 3 times per month for four months.

**Section 3:** Three early childhood classrooms at one of Maryland's SEFEL DEMO sites, a program-wide early childhood center, were not meeting fidelity and though many attempts had been made to address and correct the deficiencies had been tried, none were successful. Further, Trained SEFEL Coaches needed a practical experience coaching classrooms to fidelity to complete the requirement to be an approved state SEFEL Coach.

**Section 4:** Seven external coaches attended and completed the practicum thus meeting all the requirements to be state approved SEFEL Coaches, increasing Maryland's capacity to sustain and scale up SEFEL implementation statewide. Additionally, three classrooms are receiving coaching through this activity so that Chapel Forge ECC can be a model for the state.

- **Section One:** Scale up of the Vocabulary Improvement and Oral Language Enrichment Through Stories (VIOLETS) continued to support children who are English Language Learners and other children with early literacy support! During the past 6 months, twenty programs were identified for Phase II of VIOLETS; 10 are Head Start programs; 2 are partners of Judy Centers; and 8 are child care programs. The participating programs represent seven jurisdictions (Allegany, Anne Arundel, Baltimore City, Charles, Prince George's, Queen Anne's and St. Mary's) in keeping with areas identified by the states' needs assessment data.

**Section 2:** \$75,593 ECAC funds are allocated for this activity.

**Section 3:** Maryland has a significant English Language Learner (ELL) population and Maryland Model for School Readiness Kindergarten Assessment Results indicate a significant achievement gap between ELL students and typical students.

**Section 4:** There were 44 early educators were trained at the November 10th VIOLETS Professional Development Training Day, including classroom teachers, either Program Directors or Head Start Educational Coordinators; coaches, assessors, trainers and vendor (Ready At Five) staff. Twenty four VIOLETS Curriculum Totes were compiled and distributed at the November 10<sup>th</sup> training; returning coaches received updated VIOLETS materials; new coaches received complete totes. Six coaches and assessors met with the trainer/developer and Ready At Five staff following the November 10<sup>th</sup> training to discuss/plan coach visits and assessing protocols. Coaches and assessors met with the trainer and Ready At Five staff on February 8th for a status update, successes and challenges discussion. And finally, twenty Assessor visits and twenty Coach visits were conducted during the reporting period. Evaluation of results of this activity for children will be conducted and reported in the 24 month or final report to ACF.

- **Section One:** A survey of early childhood mental health consultants was conducted to determine the professional relationship between the consultation project and the preschool special education and early intervention system. The results indicate that facilitation of these two systems is required to improve service delivery to children and families.

**Section Two:** Council funds are not allocated to this activity; however the Council Coordinator and lead staff of the Collaboration and Program Improvement Branch and the Division of Special Education/Early Intervention Services will collaborate to plan technical assistance regarding this activity.

**Section Three:** Strong linkages in all jurisdictions between special education and early intervention and the early childhood mental health consultation project are inconsistent.

**Section Four:** Facilitating a more coordinated comprehensive approach to these two service delivery systems will improve delivery models for children and families and coordinate and avoid duplication of efforts.

**Section One:** MSDE Office of Child Care will continue collaboration with the Governor's Partnership to End Childhood Hunger and identify regulated child care providers and informal child care providers to enroll in the Child and Adult Care Food Program (CACFP).

**Section Two:** Council funds are not required to support this activity, however, the Executive Director of the Governor's Office for Children and the Executive Director of the Office of Child Care both facilitate and monitor this program and report to the Council.

**Section Three:** Maryland has a homeless population and families of young children living in poverty. This program continues to grow and provide food to children and adults throughout the state.

**Section Four:** A report will be made to the Council on the number of child care programs who participate in the program and the number of children and families who have received food from this program at the May 5<sup>th</sup>, 2012 meeting.

**Section One:** A Council's goal is to improve access to services for children and families on MCHIP; however this has been a difficult activity for a number of reasons. The biggest barrier is the limited number of medical providers who accept MCHIP. Therefore, a task force is being convened by the Department of Health and Mental Hygiene that includes medical providers and dentists and other stakeholders to identify the reasons medical providers and dentists do not accept MCHIP with the goal of developing recommendations to increase the number of medical providers and dentists.

**Section Two:** Council funds are not required to support this activity; however, two members of Goal Group Three are co-chairing this task force.

**Section Three:** Children and families who are eligible or receiving MCHIP still have difficulty accessing medical services, including dental health care, due to a limited amount of providers participating in this program.

**Section Four:** A report on the progress of this task force will be made to the Council during the May 5<sup>th</sup>, 2012 meeting.