

The background image shows a classroom setting. A female teacher with long dark hair, wearing a white lab coat and a light blue surgical mask, is leaning over a desk. She is looking down at a book or paper held by a young girl. The girl has brown hair tied back and is wearing a white surgical mask and a black and white striped shirt. In the background, other students are visible, all wearing face masks and working at their desks. The scene is brightly lit, suggesting a sunny day.

State Early Childhood Advisory Council

Vision: To coordinate efforts among early childhood care and education programs to improve outcomes for children and families.

Presented By

The Maryland State
Department of Education

August 24, 2022, 10am-3pm

Welcome and Housekeeping Notes

- All virtual participants will be muted upon joining the webinar.
- Please enter your name, organization or school system in the chat box.
- Virtual participants will be able to ask questions by typing their questions or comments into the Q&A box.
- In person participants, will be asked to write their questions on post it notes so they can be heard by the virtual audiences.
- In the event a comment is stated, in person participants are asked to speak loudly and say their name prior to stating the comment so the virtual attendees can be involved in the discussion.
- Presenters will stop after presentations to review and answer questions in the Q and A and from the in-person attendees.
- All meeting materials will be sent out after the meeting. Please check the chat box for additional links.

Meeting Norms

- We will respect everyone's time by starting on time and ending on time.
- Only one conversation at a time. Please refrain from side conversations since it makes it difficult for virtual participants to hear.
- We will agree to capture off topic items in a "parking space" and agree to discuss them later.
- We will agree to focus on positivity and being solution oriented.
- Ask questions for clarification to help avoid any assumptions.
- In person participants will be asked to speak loudly and say their name prior to stating a comment so virtual attendees can be involved in the conversation.
- We will come empowered to effectively improve outcomes for children and families.

Agenda

Time	Topic	Person(s) Responsible
10:00-10:15	Welcome, Announcements, and Introductions	Dr. Deann Collins & Steven Hicks
10:15-10:45	Anne Arundel County Local Early Childhood Advisory Council	Pamela Brown
10:45-11:30	Baltimore City Local Early Childhood Advisory Council	Crystal Francis, Imani-Angela Rose & Yolanda Jenkins
11:30-12:00	Somerset County Local Early Childhood Advisory Council	Karen Karten & Janell Hale
12:00-1:00	LUNCH (on your own) Afternoon Presentations start at 1pm	
1:00-1:15	Early Childhood Blueprint for Maryland's Future launch in FY2023	Steven Hicks
1:15-1:35	Maryland EXCELS and Accreditation Updates	Jena Smith and Nicole Johnson
1:35-1:50	Prek, Judy Centers and Ready4K Assessment System	Judith Walker
1:50-2:05	Patty Centers, and Ulysses Currie Head Start Supplemental Grant Updates	Vanessa Jones

Agenda

Time	Topic	Person(s) Responsible
2:05-2:20	Workforce Advancement Program	Angeline Bishop Oshoko
2:20-2:40	Maryland Infant and Toddler Program	Marcella Franczkowski
2:40-2:55	American Rescue Plan for Child Care Implementation: Child Care Stabilization Grants Round 3 Updates	Andre Murray
2:55-3:00	Next Steps and Closing	Steven Hicks

Anne Arundel County Early Childhood Coalition



History of the Anne Arundel County ECC, 2006-2022

- **2006** - the Anne Arundel County Partnership for Children, Youth and Families (LMB) and the Annie E. Casey created the LAP project focusing on early childhood.
- **2008** organized as Early Childhood Coalition of AA County
- **2012** chosen by MSDE as Anne Arundel County's Early Childhood Advisory Council in 2012.
- **2015** created by Executive Order as a County Executive appointed commission. Advises CE on Kindergarten readiness
- **2018** Executive Order extended by Steuart Pittman
- 2019 Outreach to zip codes under-represented in the for US census, focusing on -5 population
- **2020** assisted County Executive with Cares Act emergency funding for AA County childcare providers
- **2021** finishing the AAC County Early Childhood Needs Assessment
- **2021** created 0-5 resource guide for the Eliminating the Opportunity Gap Taskforce
- **2022** Received ARP Funding for Early Childhood Initiative



Legislative Breakfast, 2011

Accomplishments

- ❖ Developed five-year strategic plans 2007-2017
- ❖ Raised over \$100,000 for early childhood issues
- ❖ Established first AA County Judy Center in conjunction with AACPS
- ❖ Distributed over 8,000 new and gently used books to low-income children
- ❖ Provided 1000 literacy bags for first-time parents at both county hospitals
- ❖ Worked with the Community Health Center to provide developmental screenings and books to all pediatric patients under 5 years of age
- ❖ 2016 Worked with libraries on Learning Parties and Reach Out and Read
- ❖ 2017 annually Mama Hearts and Tiny Toes Community Baby Shower – May
- ❖ 2019 US Census 2020 returns in low-income neighborhoods to include the 0-5 population
- ❖ 2020 Open Book Family Reading Club with Ordinance Road Correctional Center - pivoted to remote model in Sept. 2020
- ❖ 2020 ECC partners supported book giveaways to children with AACPL and AACPL Foundation
- ❖ 2021 Diaper Drive - January to February 14
- ❖ 2021 Early Childhood Needs Assessment completed
- ❖ 2020 Supported the development of a Family Support Center in West County

MSDE/Early Childhood Funding 2016-2021

2016 Worked with libraries on Learning Parties, Reach Out and Read and grief resources in each library

2019 performed US Census outreach for hard to count 0-5 populations in undercounted census tracts

2020 Small amount of administrative support for the coalition.

2020-2021 Early Childhood Needs Assessment

2021 Groundwater training (race equity) for early childhood coalition, professionals and providers

2022 Early Childhood Summit



Membership Diversity

- 15 Core members appointed by the County Executive
- Meetings open to early childhood professionals and any resident interested in the 0-5 population.

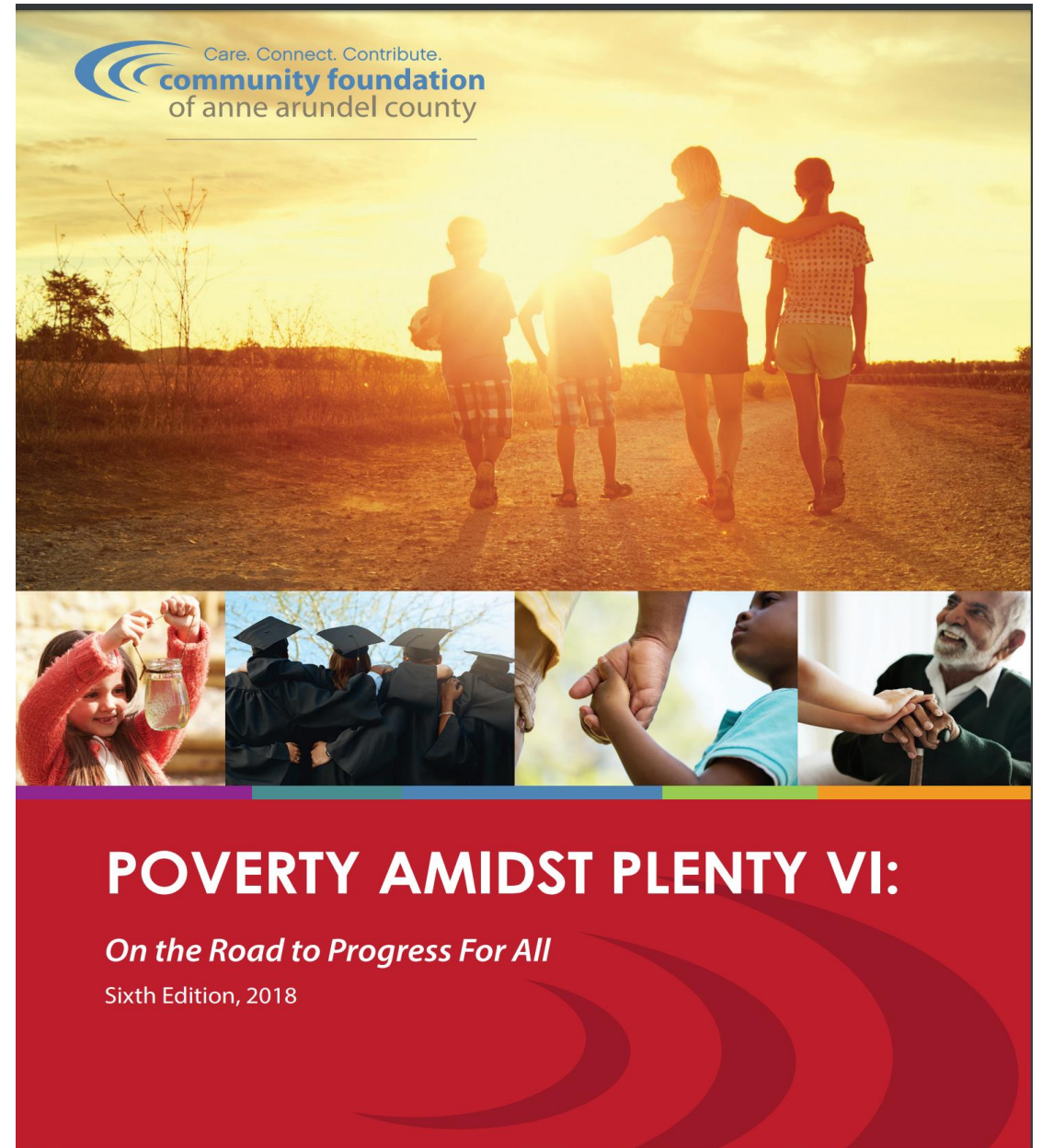
EARLY CHILDHOOD COALITION MEMBERS

Barbara Palmer, Kingdom Celebration Childcare Center
Bobbi Pedrick, Director of Special Education, AACPS
Candy Place, TEACH Institute, Anne Arundel Community College
Charlene Farley, Licensing Specialist, MSDE
Cheryl Hamlin, Program Manager, Infants and Toddlers, AACPS
Christa Bellanca, Family Outreach Specialist, Infants and Toddlers, AACPS
Debbie Wood, Executive Director, The Chesapeake Children's Museum
Dolores Stubbs, Licensed Childcare Provider
Elizabeth Bray, Health Advocate, Priority Partners
Germaine Adams, Executive Director, Anne Arundel County Childcare Connections
Janet Klenkel, Head Start Director, YMCA
Jean Raymond, Program Manager, Community Based Services, AACPS
Katherine Gravante, Coordinator, Bedtime in a Box
Lisa Helms Guba, RNC, MSN, Perinatal Nurse, Anne Arundel County Department of Health
Maria Grosskettler, Teacher, AACPS
Miesha Walker, Office of Equity & Accelerated Student Achievement
Pamela M. Brown, Executive Director, Partnership for Children, Youth and Families
Patricia Saynuk, Coordinator of Early Childhood Education and School Readiness, AACPS
Rebecca Hass, Programming and Outreach Manager, Anne Arundel County Library
Rene Averitt-Sanzone, Executive Director, Parents Place
Shawn Ashworth, President of the North Arundel Chapter of Delta Sigma Theta Sorority
Shelley Davenport, Community School Coordinator, AACPS
Shirely Ascencios, Program Manager, Judy Center at Bell Grove
Susan Thomas, Anne Arundel County Food Bank
Tanya Steele -Clements, Assistant Director, Office of Community Initiatives & Programs
Theadora Quible, Quality Assurance Specialist, MSDE, Division of Early Childhood



Anne Arundel County Needs Assessment

- Partnership with Community Foundation since 2009
- Blended funding from five sources for the research
- Completed every three years
- Drives county and community funding
- Other partners include health department, local hospitals, mental health agency, domestic violence advocates
- Focus groups and key stakeholder interviews with over 200 community residents

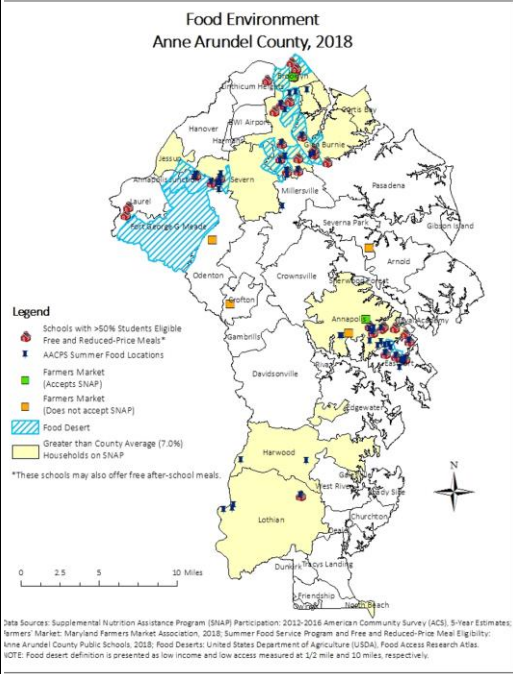
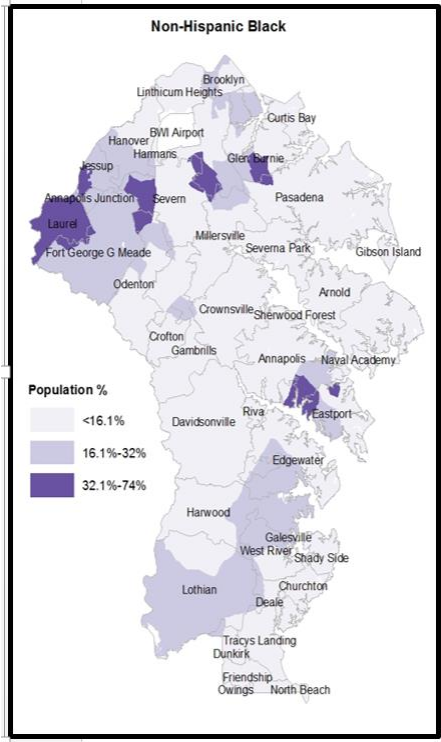


The Social Determinants of Health (SDOH)

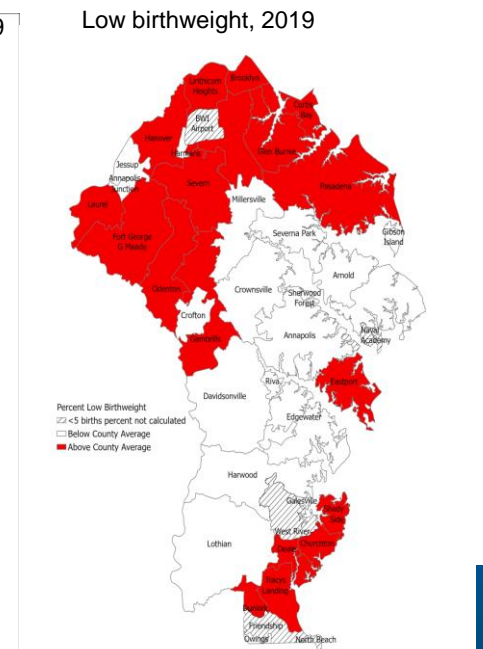
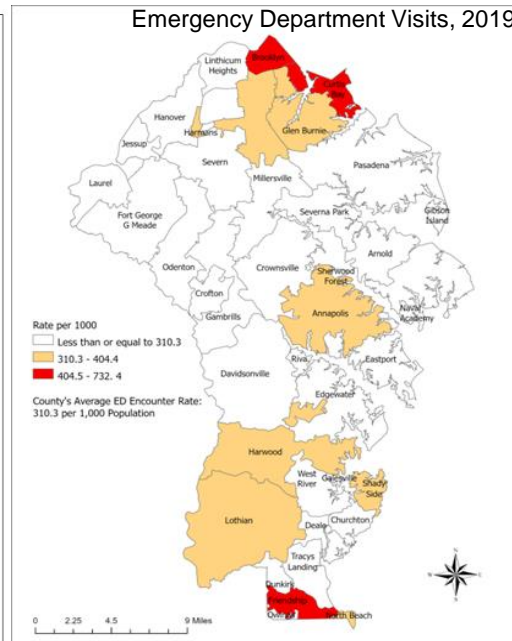
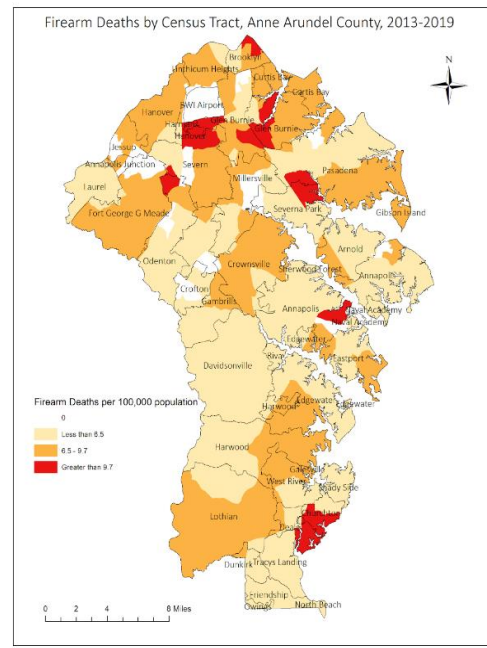
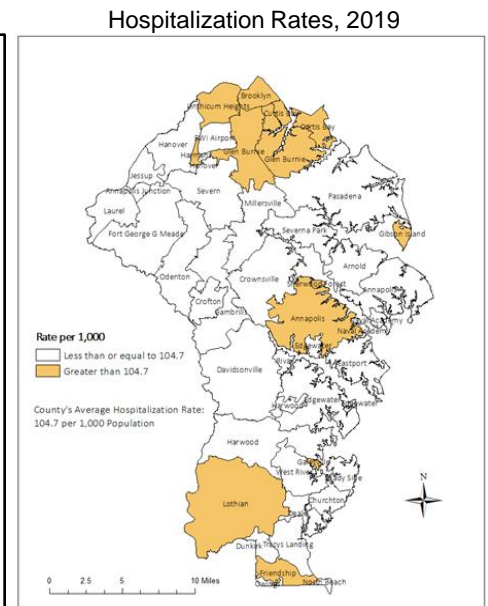
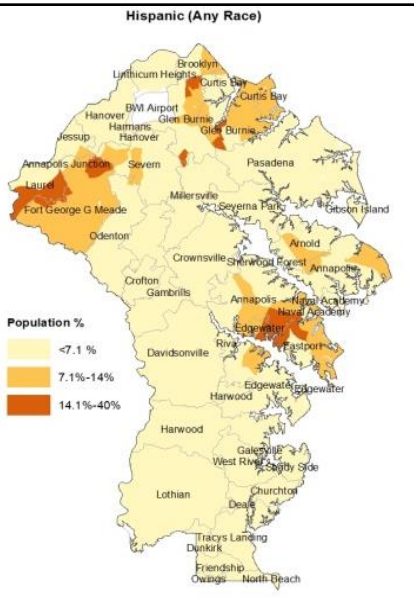
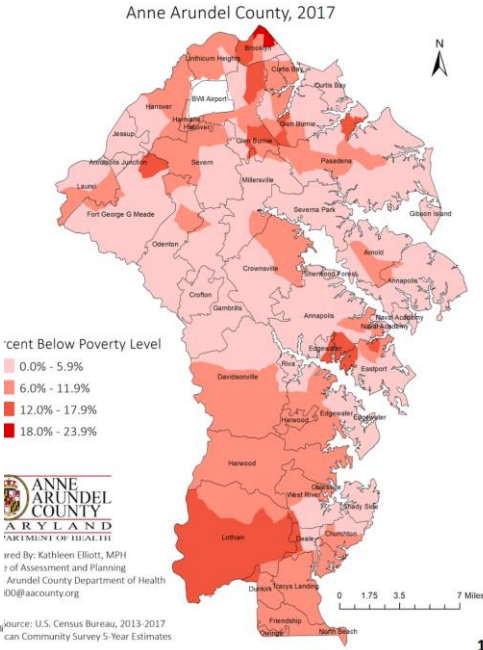
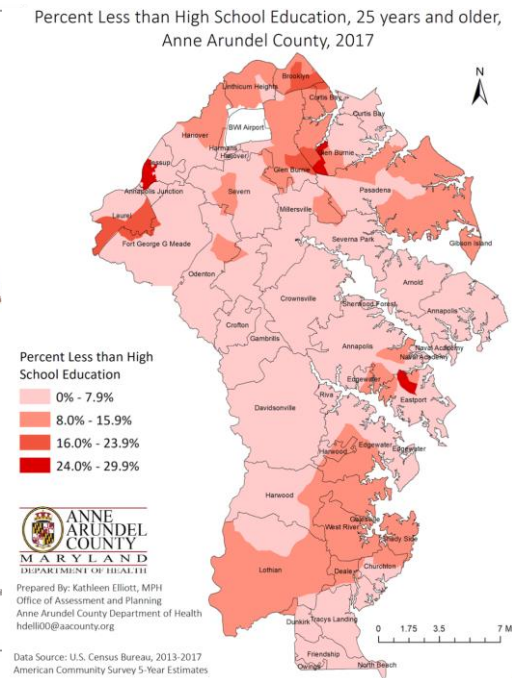
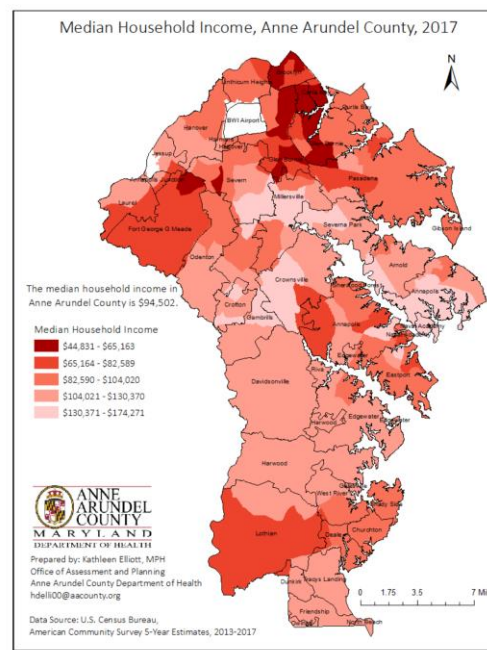
‘The conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks.’

U.S. Department of Health and Human Services (2021)

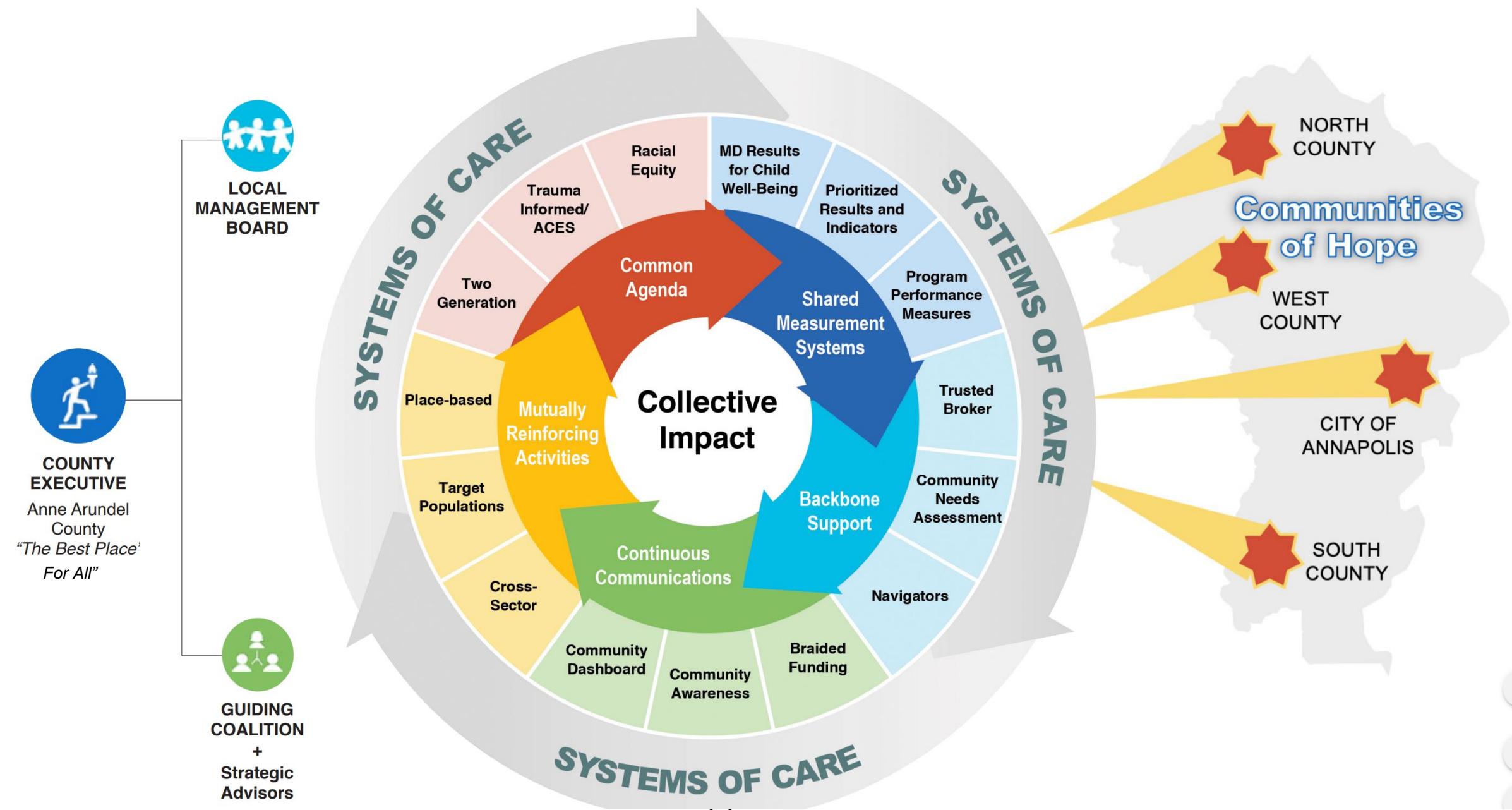
- Economic distress and rising social determinants of health spread unequally throughout the county
- Pockets of low income and poverty-level families clustered in North and South County areas, parts of Annapolis, and the Meade/Severn area of West County.
- These areas are disproportionately African American and Hispanic, pointing to a geography and color to county poverty.



SOCIAL DETERMINANTS



Sparking and Sustaining Collective Action



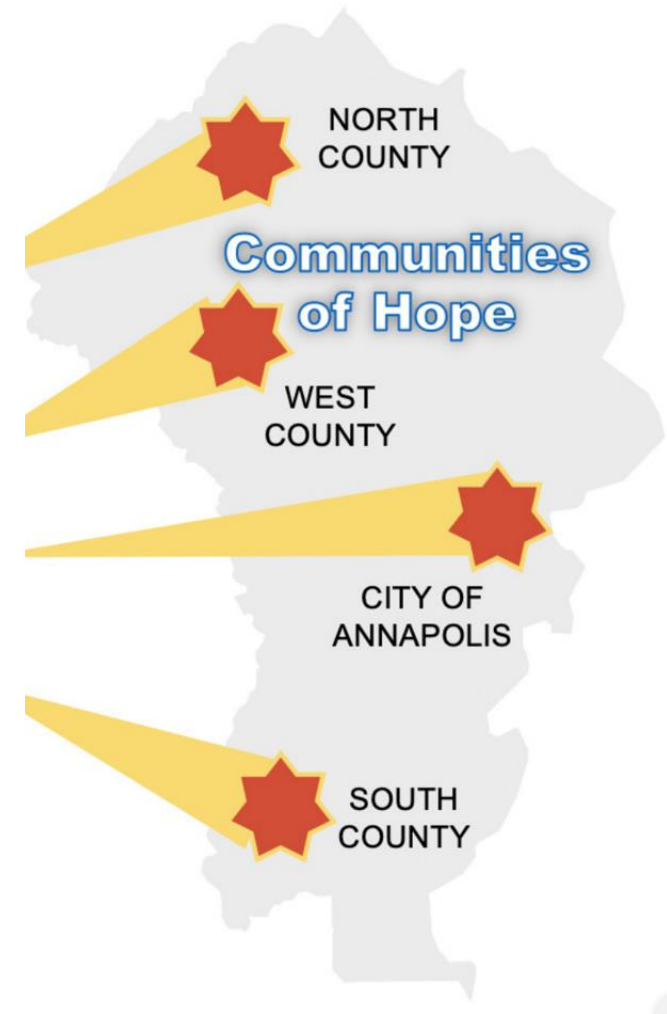
Anne Arundel County Communities of Hope

West County: Resident led and driven, housing homeless families, community food pantry, Brooklyn Park transportation connector

Brooklyn Park: Mobile health van, healthy food pantries, housing homeless youth, increasing recreation opportunities

Annapolis: Focus on public and subsidized housing, food pantries, Chelsea hub, trauma training for police

South County: Transportation connector, food pantries, community gardens



Children and Families Living in our Communities of Hope

- Disproportionately African American
- Low income, very low income, living in poverty
- Impacted by Adverse Community Environments often caused by historical and systemic racism
- Suffer from health disparities: low birth weight, environmental issues including asthma, diabetes, heart disease
- Food access issues
- Rent overburdened
- Lack of transportation
- Incarcerated partner
- Many economic and racial disparities



Equity Statement Ratified by the ECC 2022

Equity Statement

All Anne Arundel County children have the right to equitable early caregiving settings and to learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood professionals have a professional obligation to advance equity. They can do this best when they are effectively supported by the early childhood settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that affect early life experiences.

Goal

Increase access to quality, early childhood education and care in low income, predominantly African American and Hispanic in county neighborhoods by 2026



Theory of Change

Where we are now

- Current conditions related to pandemic – childcare is reduced in vulnerable neighborhoods
- Kindergarten readiness scores have decreased most for Hispanics and African Americans in 2021
- Accessibility of quality childcare depends on socio economics, race and ethnicity
- Childcare wages are depressed
- Childcare regulations create difficulties for providers to break even
- Less childcare workers



Strategies

- Build coalition using County Exec and ECC to include business, faith, economic development, college, schools
- Needs assessment of childcare in low-income neighborhoods
- Brand the coalition
- Cost analysis and pay increases for childcare workers
- Engage state in review of barriers to quality childcare
- Engage state in review of training and education
- Increase accessibility of training and certification in Spanish



Measures/Outputs

- Increased number of childcare slots in low-income communities
- Increased number of
of
childcare workers
- Number of accessible childcare training programs



Outcome

Increase KRA scores by 2026 disproportionately (close gap by 10 points for African American/Hispanic children))

Assessing the Needs of 0-5 2020-2021

ANNE ARUNDEL COUNTY EARLY CHILDHOOD COALITION

Early Childhood Coalition Needs Assessment

COUNTY EXECUTIVE REPORT, DECEMBER 2021

SUBMITTED BY

PAMELA M. BROWN, Ph.D, CHAIR

Anne Arundel County
Early Childhood Coalition

Executive Director,
Anne Arundel County
Partnership for Children,
Youth and Families



2022

RACIAL DISPARITIES

Racial disparities impact health outcomes for children within the first five years of life and even prior to birth. For instance, Figure 1 shows that in Anne Arundel County, white women (76.9%) received prenatal care during their first trimester at higher rates than Black women (66.3%) and Hispanic women (56.4%) (Anne Arundel County Department of Health, 2020). Further, Hispanic women (10%) had the highest rate of receiving late or no prenatal care while Black women (7%) had the second highest rate, and white women (4%) had the lowest rate (Figure 2).

Figure 1: Percent of Women Receiving First Trimester Prenatal Care by Race/Ethnicity, Anne Arundel County, 2013-2018

Maryland Department of Health, Vital Statistics Administration, 2013-2018 Annual Reports;
U.S. Department of Health and Human Services, Healthy People

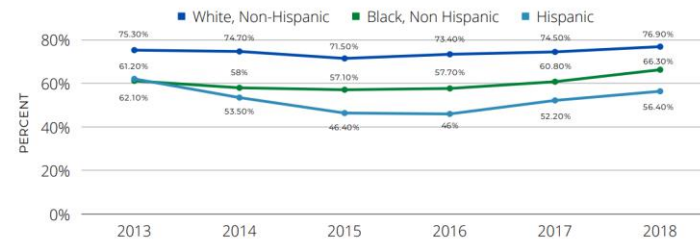


Figure 2: Late or No Prenatal Care by Race/Ethnicity in Anne Arundel County, 2016-2018

Infant Health Report, Anne Arundel County 2020

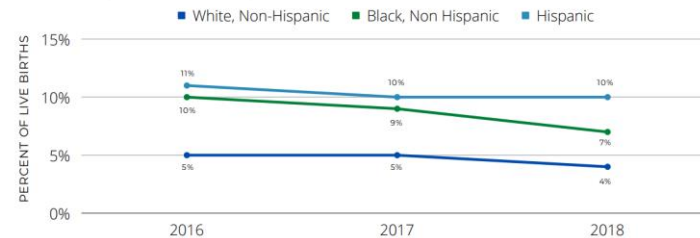


Table 3: Average Weekly Cost of Child Care by County

Maryland Family Network, January 2020

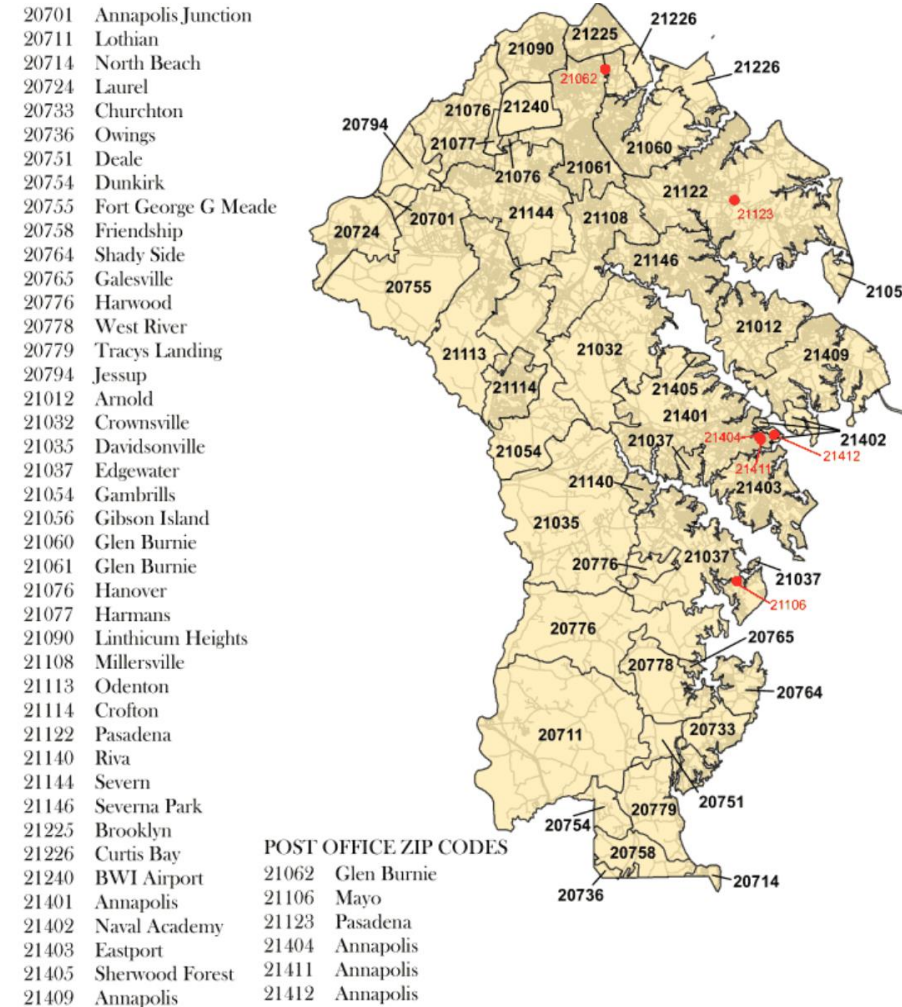
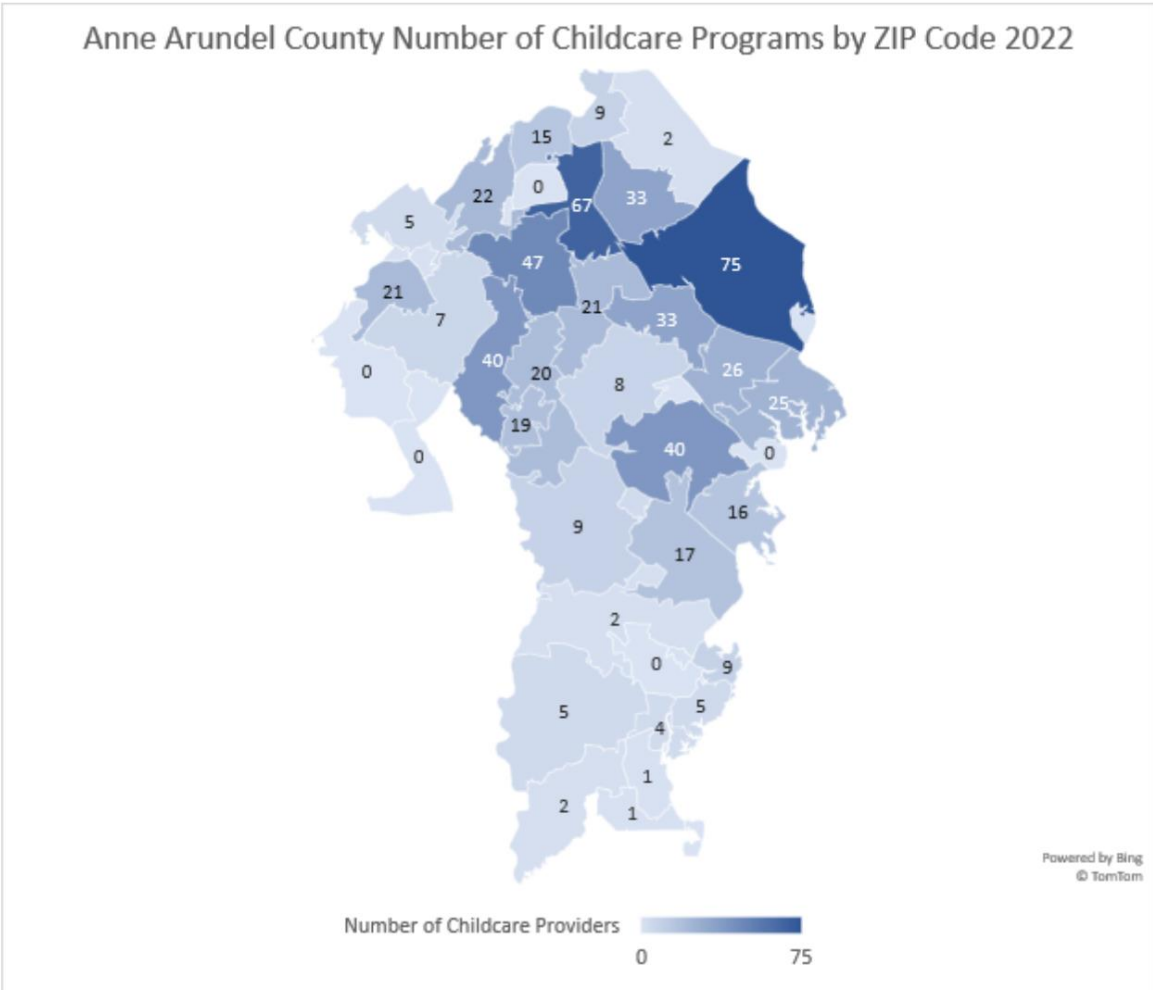
	Center Based Care			Family Child Care		
Jurisdiction	0-2 Years	2-5 Years	School Age	0-2 Years	2-5 Years	School Age
Anne Arundel	\$357.1	\$246.52	\$186.58	\$240.15	\$191.15	\$159.33
Baltimore County	\$308.36	\$210.64	\$164.66	\$201.48	\$171.23	\$143.12
Baltimore City	\$261.76	\$181.11	\$142.04	\$184.35	\$144.94	\$120.34
Montgomery County	\$415.94	\$320.87	\$240.33	\$283.43	\$252.91	\$206.35
Price George's County	\$290.22	\$203.40	\$151.34	\$220.89	\$180.64	\$133.83

Table 4: Infant Care by County

Maryland Family Network, January 2020

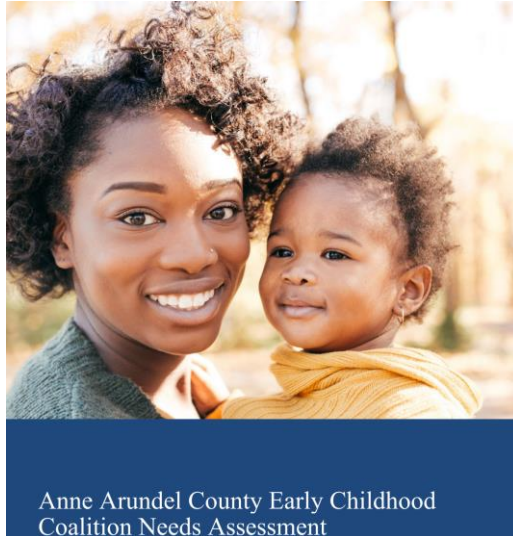
	Family Child Care		Center - Based Care	
Jurisdiction	Licensed to Accept Infants	Willing to Accept Infants	Licensed to Accept Infants	Willing to Accept Infants
Anne Arundel	445	423	65	64
Baltimore County	467	455	128	124
Baltimore City	680	644	135	126
Montgomery County	819	785	163	160
Price George's County	738	715	129	117

Understanding the Childcare Data



Early Childhood ARP Ask

Increase Kindergarten Readiness to 76% by 2026



Justification

- Quality Childcare/Early Childhood Education an issue in each of our Communities of Hope. Lost 42 childcare centers during the pandemic
- Depressed wages and over-regulation is destroying the childcare industry
- Residents cannot get back to work
- 0-5 need help with trauma and learning loss.

Strategy

Build coalition of stakeholders including Economic Development , AAWDC, Business Community, Faith, Schools, Early Childhood Commission, Opportunity Gap Commission and MSDE. Apply for funding using data from Communities of Hope.

Potential funding for FY23 includes:

- Childcare development funding through Federal ARPA funds to MD
- Childcare stabilization grants though Federal ARPA funds to MD
- FY23 direct state aid for programming (priority for Blueprint funds is early childcare)
- Family support center expansion to South County / Ralph Bunch and Brooklyn Park (Location TBD) though Maryland Family Network
- The Partnership, on behalf of the Early Childhood Coalition, is prepared to submit applications for these funds when they become available.

Anne Arundel County Early Childhood Summit, September 15 9:00 -11:30 a.m. Virtual

SAVE THE DATE

September 15, 9-11:30 Virtually

Please join the Anne Arundel County Early Childhood Coalition

at the

**FIRST ANNUAL ANNE ARUNDEL COUNTY
EARLY CHILDHOOD SUMMIT**

because early child care is everyone's business ...



Calendar Invite to Follow



ECAC

BALTIMORE CITY

EARLY CHILDHOOD ADVISORY COUNCIL

Who We Are

Crystal Francis, Ed.M.,

- Director of Early Learning Programs, Baltimore City Public Schools
- BC ECAC Co-Chair

Imani-Angela Rose, RN,BSN,BS,

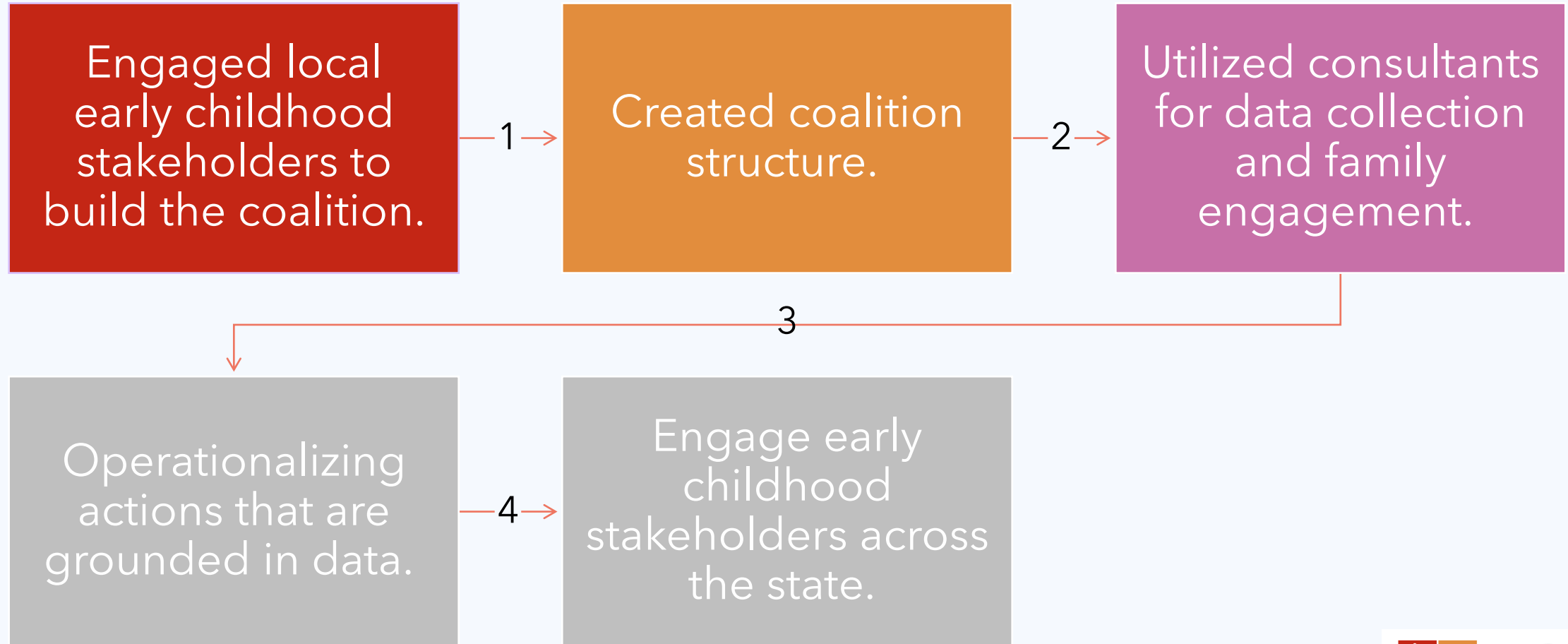
- Director/Delegating Nurse, Joshua's Place
- BC ECAC Co-Chair

Yolanda Jenkins,

- Program Director of School Readiness, Family League of Baltimore
- BC ECAC Council Coordinator



Timeline




Baltimore City's Young Children: Prenatal to Five Experiences Report


- A collaboration with the Baltimore Children's Cabinet Early Childhood Workgroup and the Mayors Office of Children and Family Success
- Provided context to long term academic outcomes for youth that participate in publicly available early childhood services.



- A collaboration with the Baltimore Children's Cabinet Early Childhood Workgroup, the Mayors Office of Children and Family Success, The Wright Foundation & Family League of Baltimore City
- Designed to provide a one-stop shop for Baltimore families to find early childhood services



Baltimore's Early Childhood Systems Report

- Utilized MSDE funding to bring on two consultants: Policy Studies Associates & Extraordinary Changes
 - Provided context to what services are available to families in Baltimore and families experiences with those services.
- 




It's not a
program issue



Staying focused on the systems-level

The LECACs have a common set of goals:

- To establish annual benchmarks of school readiness skills of children entering kindergarten.
 - To conduct a periodic local needs assessment concerning the quality and availability of early childhood education and development programs and services
 - To develop an action plan for increasing the overall participation of children in existing programs, including outreach to underrepresented and special populations, elevating the quality of existing programs and coordinating the RTT-ELC goals and objectives at the local level.
 - To coordinate early childhood initiatives and reforms locally.
 - To report progress or challenges to the Governor's State Advisory Council on Early Childhood Education and Care.
- 

Meetings w/ Public Service Leaders



DR. LETITIA DZIRASA

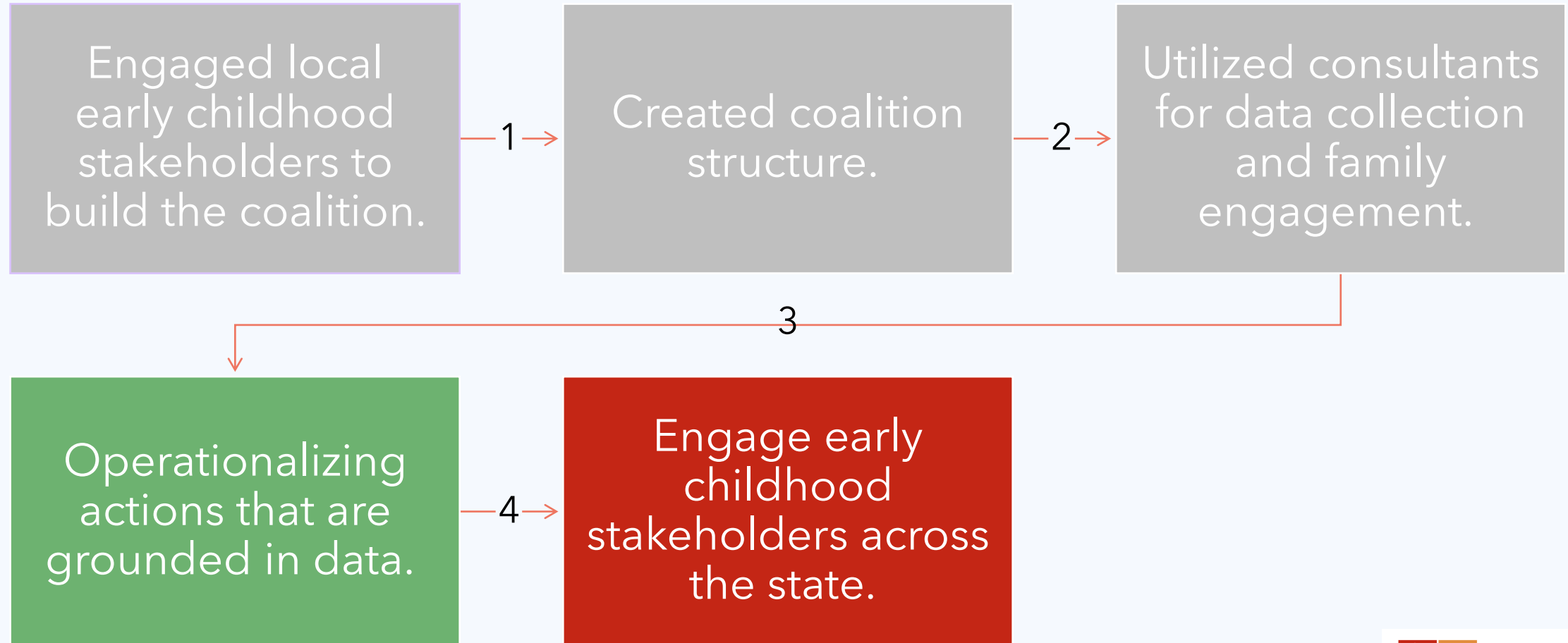



DEPUTY MAYOR FAITH
LEACH



DR. SONJA
SANTELISES

Timeline





The way to get started
is to quit talking and
begin doing.

Walt Disney

How can we create opportunities to chat one-on-one about your work?

What questions can we answer for you?





Thank you

Co-Chairs

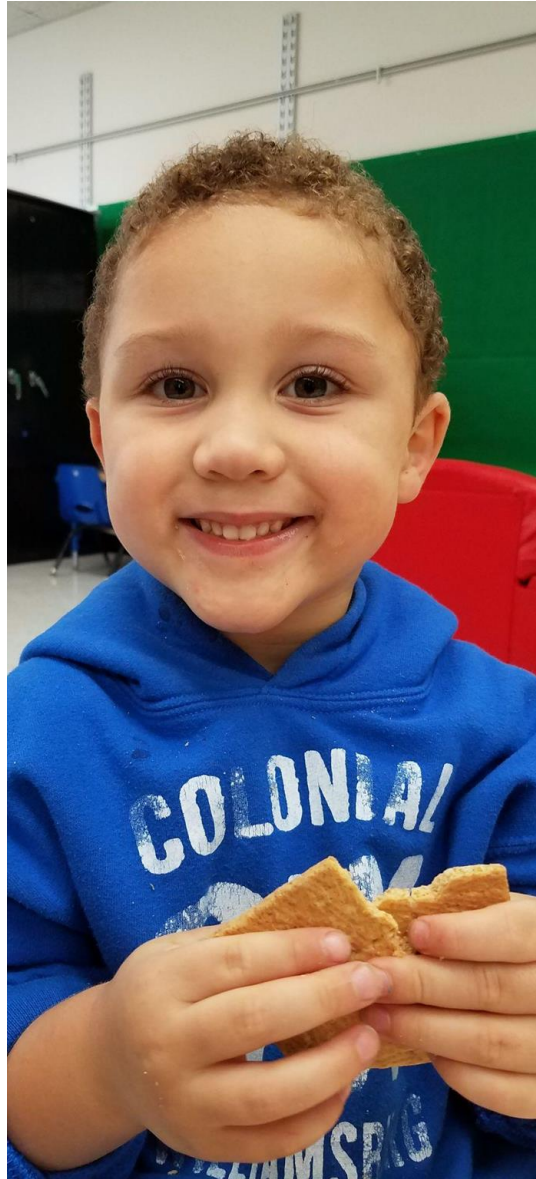
- Crystal Francis
- Imani-Angela Rose

Council Coordinator

- Yolanda Jenkins

Website: www.ecacbaltimore.org

Email: ecacbaltimorecity@gmail.com



Somerset Early Learning Advisory Council

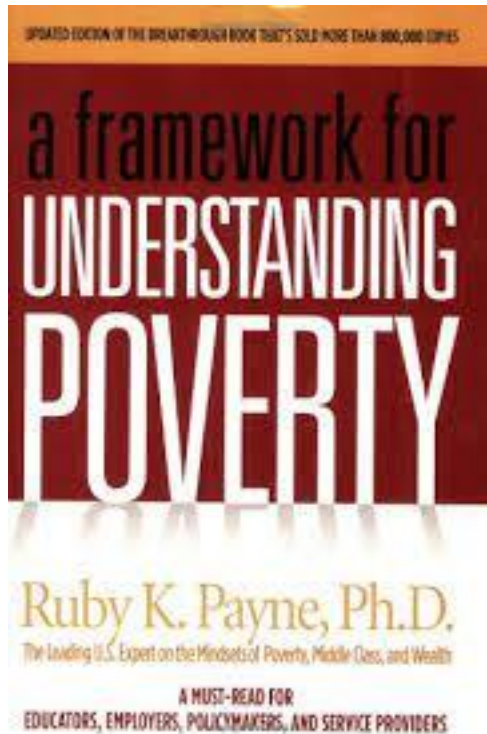


Starting early is starting right on time.

Somerset Early Learning Advisory
Council

Presentation: August 24, 2022
State Early Childhood Advisory
Council Meeting

Framework for Understanding Poverty



Virtual Training: August 10-11, 2020

Virtual On Demand Training: August 2021

89% participants strongly agreed that this session better helped them to understand issues of poverty.

100% agreed they would use this information in decision making with students and parents.

“The most important aspect of this workshop was learning The “Hidden Rules” and building relationships with parents.”

“My approach to working with people in poverty will be different. Most valuable aspect was finding different ways to handle situations when it comes from issues dealing with poverty.”

Zoom Meeting

Karen Karten

Jim Ott

Barb Hicks

Cheryl Koern...

Recording

CREATING INTERVENTIONS

a framework for UNDERSTANDING POVERTY

RESOURCE	QUESTIONS TO DETERMINE BEST INTERVENTION
Financial	<ul style="list-style-type: none"> Can the student afford the field trip, or is a scholarship needed for him/her? Can the student afford supplies for the project/science fair/other activity? Is the student hungry, or must a linkage to food be found?
Emotional	<ul style="list-style-type: none"> Can the student verbalize choices? Does the student have the language to mediate situations without resorting to fists?
Mental	<ul style="list-style-type: none"> Can the student read at his/her grade level? Can the student identify the final product or task? Does the student know what will be evaluated and how?
Spiritual	<ul style="list-style-type: none"> Does the student believe he/she has some control over the situation, or does he/she say there is nothing he/she can do? Does the student have a future story and a plan to go with it?
Physical	<ul style="list-style-type: none"> Is the student clean? Are the student's clothes clean? Can the student physically take care of himself/herself?

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Zoom Meeting

Karen Karten

Barb Hicks

Jim Ott

Cheryl Koern...

Participants

Find a participant

DC Danielle Crockett

DC Devona crippen

HE Hiba Elhag

JH Janell Hale

jlabo@shoreup.org

Zoom Group Chat

From Barb Hicks to Everyone: Good morning! tyranny of the moment and one's makes sense to them at the moment

From Tasha to Everyone: relationships and mutual respect

From Cheryl Koerner to Everyone: The last statement about Common important to digest and understand

From Barb Hicks to Everyone: are these in our handouts?

To: Everyone

Type message here...

Invite Unmute Me Raise Hand

FAMILY STRUCTURE VS. FAMILY FUNCTION

a framework for UNDERSTANDING POVERTY

Family structure is the configuration of the relationship.

Family function is the extent to which a child is cared for and nurtured.

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Somerset Early Learning Advisory Council (SELAC)

The first 5 years are learning years...
...Help prepare your child for school and for life!

[Home](#) [About](#) [Judy Center](#) [Families](#) [Resources](#) [Educators](#) [Contact](#) [Calendar](#)



Families



Educators



Calendar

www.somersetearlylearning.org

Deona Henson,
SELAC Assistant



Billboards: Community Awareness Campaign

2022 - Pre-K Enrollment



2020-2021 School Readiness

Pre-K Registration began April 25, 2022

ECAC/ Judy Center co-sponsored Pre-K
Registration events at schools, local churches, and
Community Field Day



School Readiness Starts At Home

- Read to your child every day!
- Talk to your child; play, sing and dance together.
- Encourage your child to talk about their feelings.
- Use numbers, measure things, count objects.
- Have your child help with household chores; sorting laundry, setting the table.
- Do art projects together; let them use markers, paint, safety scissors & glue.
- Teach your child about hand washing, using the bathroom and dressing themselves.
- Help your child learn their ABC's. Point out letters that you see together. Talk about the sounds that letters make.
- Let your child use a pencil, markers or crayons, from an early age. Let them practice writing their name.

Somerset County Public Schools <http://www.somerset.k12.md.us> 410-651-1616 ex 10255

Are you expecting or do you have a child 5 and under?

Here are some great resources for you and your family!

- Somerset County Public Schools provides Pre-K 3- school age programming. Pre-K registration begins in the spring. For more information call 410-651-1616 ex 10255
- Somerset County Judy Center provides services for families with children (prenatal through kindergarten) in Crisfield and Princess Anne. Services include playgroups, parent training, food assistance, a diaper program and more. For more information call 410-651-1275 (Princess Anne) or 410-968-1295 (Crisfield).
- SHORE UP Head Start provides Infant, Toddler and Preschool programming for families who meet the income requirements. For more information call 410-749-1142
- Child Care programs are available. Parents can contact LOCATE: Child Care for help finding child care. Call 877-261-0060

Somerset Early Learning Advisory Council
Somerset County Board of Education
7982A Taxes Campus Drive
Westover, MD 21871

Local Postal Customer

Call 410-651-1616 ex. 10255 for more information. Mention that you received this post card and receive a FREE book or puzzle for your child!

Every Door Direct: US Postal Service

Pre-K Facts

- Pre-K 3: Students must be 3 by September 1st
- Pre-K 4: Students must be 4 by September 1st
- Slots are limited. Please register early!
- Some slots may be available through private providers.
- Income information from all adults is required of all students! If this information is not provided, students will not be registered.
- Only families who meet income requirements will be considered for Pre-K 3 (unless students meet other criteria-homeless, foster care, special needs). All students will be considered for Pre-K 4.

Look for upcoming registration events. Registration can be completed online beginning on April 25th at www.somerset.k12.md.us

Pre-K Registration Begins April 25, 2022

Ask about the different options for **FREE** Pre-K 3 and 4 Programming for eligible Somerset families.

For information please call

Princess Anne Elementary
410-651-0481
Woodson Elementary School:
410-968-1295
Deal Island Elementary:
410-784-2449
Early Childhood Supervisor
410-651-1616 ex. 10255

What do I need for Pre-K registration?

No registration is complete without the following documents.

- Proof of residency (mortgage, lease, utility bill)
- Proof of age (birth certificate, passport etc.)
- Proof of relationship of student (birth certificate, court order, other legal documents)
- Proof of family income- all adults in the household (Tax Return for 2021-1040, W2s, Schedule C/1099, Paystubs, Employment Letters, Proof of additional income (TCA letter, child support, rental income, unemployment check, etc.)

A 5 week summer program will be available for students who are fully enrolled in school by June 15, 2022. A separate registration is required. Spots are limited. Call for more information.

En español, mira aquí. [لغة العربية . انظر هنا](#)

Parents/Guardians must present ID when registering a child for Pre-K.

Local Resident Postal Customer

THE JUDY CENTER/ SOMERSET EARLY LEARNING ADVISORY COUNCIL
Somerset County Board of Education
7982A Taxes Campus Drive
Westover, Maryland 21871

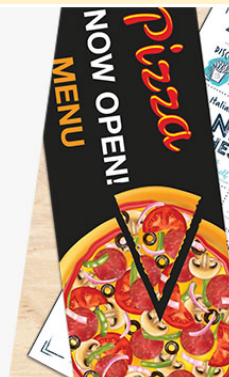
PRST STD EDDMSS U.S. POSTAGE PAID EDDM RETAIL

Using Every Door Direct Mail

Affordable, Targeted Advertising

Use Every Door Direct Mail® (EDDM®) services to promote your small business in your local community. If you're having a sale, opening a new location, or offering coupons, EDDM can help you send postcards, menus, and flyers to the right customers. Use the EDDM Online Tool to map ZIP Code(s)™ and neighborhoods—even filter by age, income, or household size¹ using U.S. Census data.

EDDM Online Tool



“This program has been awesome.”



“I really enjoyed parenting classes. They help me and my whole family with new things.”

“I would like to thank the JC staff for their efforts”

“We want more!”



Parent Leadership
Learning Party

Communication
Conflict Resolution
Advocacy

Project Implementation

Any Questions?

**Karen Karten, Early Childhood Supervisor/
Judy Center Supervisor**

kkarten@somerset.k12.md.us

Janell Hale, Judy Center Coordinator

jr hale@somerset.k12.md.us

Phone: 410-651-1616



Thank you

LUNCH (on your own)

**Afternoon presentations starts
at 1pm.**

The background of the slide is a photograph of a classroom. A female teacher with long dark hair, wearing a white lab coat and a blue surgical mask, is leaning over a desk. She is looking at a book or paper with a young girl who is also wearing a white surgical mask. The girl is looking down at the book. In the background, other students are visible, also wearing masks and working at their desks. The scene is brightly lit, suggesting a sunny day.

Early Childhood Blueprint for Maryland's Future launch in FY2023

State Early Childhood Advisory Council
August 24, 2022

Presented By

The Maryland State
Department of Education

Thank you

Questions & Comments

The background of the slide is a photograph of a classroom. A female teacher with long dark hair, wearing a white lab coat and a light blue surgical mask, is leaning over a desk. She is looking down at a young girl who is also wearing a white surgical mask and a black and white striped shirt. The girl is looking at an open book on the desk. In the background, other students are visible, some wearing masks, and there are computer monitors on the wall.

Updates from Maryland EXCELS and Accreditation

State Early Childhood Advisory Council
August 24, 2022

Presented By | The Maryland State
Department of Education

Maryland EXCELS

June 2022 Program Participation Data

Participating Child Care Programs Statewide

Percent of All Licensed Child Care Programs Participating
66%

Percent of All Licensed Child Care Centers Participating
81%

Percent of All Family Child Care Homes Participating
57%

Maryland EXCELS

June 2022 Program Publishing Data

Quality Rating	Child Care Centers	Family Child Care Homes	Public Prekindergarten
Quality Rating 1	1,020	1,625	
Quality Rating 2	196	147	
Quality Rating 3	487	315	
Quality Rating 4	55	18	13
Quality Rating 5	193	85	124

Maryland EXCELS

What's Happening in FY23

- Continuous Quality Improvement visits began May 2022.
 - As of July 15, 2023, eighty (80) Continuous Quality Improvement (CQI) visits have been conducted
 - All Maryland EXCELS programs with a published quality rating will receive a CQI visit.
 - Programs with a published quality rating of 1, 2, or 3 are assessed with the Maryland EXCELS CQI Tool.
 - Programs published a quality rating 4 and those published at a quality rating are assessed with CLASS.
 - Visits are conducted by your regional Maryland EXCELS Quality Assurance Specialist and the Maryland EXCELS Quality Measurement Specialist.
 - Includes classroom observations and an interview.
 - Provides support and resources for your ongoing quality improvement.

Maryland EXCELS

What's Happening in FY23

- Maryland EXCELS Bonuses
 - Participating programs that publish a first-time rating, a higher quality rating, or republication of a quality rating 5.
 - Bonus payments to begin in September 2023.
 - Bonuses will be based on publishing actions of July 1, 2023.
 - There are no requirements for how the bonuses are spent.
 - Bonuses are ongoing as outlined in the Blueprint for Maryland's Future

Maryland EXCELS

What's Happening in FY23

- Maryland EXCELS Standard Revision
 - Recommended revisions will include:
 - The addition of the Child Development Associate, and Maryland State Teacher Certification to meet Staff and Professional Development requirements.
 - Eliminating the requirement of a scheduled accreditation validation visit to meet quality rating 4 requirements.
 - Provisional license status will not lower a program's quality rating.
 - Stakeholder feedback on recommended revisions will be collected in September 2023.

Maryland EXCELS

What's Happening in FY23

- Maryland EXCELS Standard Revision
 - Recommended revisions will include:
 - The addition of the Child Development Associate, and Maryland State Teacher Certification to meet Staff and Professional Development requirements.
 - Eliminating the requirement of a scheduled accreditation validation visit to meet quality rating 4 requirements .
 - Provisional license status will not lower a program's quality rating.
 - Increase the percentage of standard alignment between Maryland Accreditation and Maryland EXCELS.
 - Stakeholder feedback on recommended revisions will be collected in September 2023.

Maryland Accreditation

July 2022 Participation Data

- Maryland Accreditation
 - 374 Programs/Schools are currently hold Maryland Accreditation.
 - 215 Child Care Centers
 - 159 Public Prekindergarten (Public Schools)
 - 642 Programs/Schools are participating in Maryland Accreditation
 - 106 Programs/Schools have been awarded Maryland Accreditation since September 2021
 - 26 Child Care Centers
 - 80 Public Prekindergarten (Public Schools)

Maryland Accreditation

What's Happening in FY23

- Maryland Accreditation Standard Revision and Improvements
 - The Maryland Accreditation Decision Committee is now meeting monthly to reduce the time a program has to wait for an accreditation decision.
 - The Maryland Accreditation is moving to an online format this fall. Allowing programs, the ability to complete the orientation at a time convenient to them.
 - Beginning in calendar year 2023, Maryland Accreditation will move from a three-year expiration to a five-year expiration.
 - Revision of Maryland Accreditation Standards to include updates to Staff Qualifications for both childcare centers and public prekindergarten.
 - Optional Technical Assistance visits will be conducted by Maryland Accreditation Validators.

Accreditation Support Fund

National Accreditation and Maryland Accreditation Support

- National Accreditation Support Fund
 - Covers the fees associated with the initial, annual, and renewal applications for accreditation through an organizational recognized by the Maryland State Department of Education.
- Maryland Accreditation Support Fund
 - Assists licensed childcare centers with the cost of instructional materials associated with pursuing Maryland Accreditation.
- Applications are submitted online at onestop.md.gov.

Maryland EXCELS and Maryland Accreditation

Contact us we are here for you

- Maryland EXCELS
 - Jena Smith
Acting Branch Chief
jena.smith@Maryland.gov
410-767-0580
- Maryland Accreditation
 - Nicole Johnson
Accreditation Specialist
Nicole.johnson1@Maryland.gov
410-767-1250

Thank you

Questions & Comments

A photograph of a classroom scene. A female teacher with long dark hair, wearing a white lab coat and a light blue surgical mask, is leaning over a desk. She is looking down at a young girl with brown hair tied back, who is wearing a white surgical mask and a black and white striped shirt. The girl is looking at an open book on the desk. In the background, other students are visible, also wearing masks and working at their desks. The scene is brightly lit, suggesting a sunny day.

Updates from The Early Learning Branch

State Early Childhood Advisory Council
August 24, 2022

Presented By

The Maryland State
Department of Education

Objectives

1. Participants will gain knowledge of the PreK Expansion Grant and the MD State Prekindergarten Program.
2. Participants will gain knowledge of the FY 23 Judy Center Early Learning Hubs
3. Participants will increase knowledge of the Ready 4 Kindergarten Comprehensive Assessment System.

Publicly Funded Prekindergarten

- The Blueprint for Maryland's Future provides funding for:
 - The Prekindergarten Expansion Grant Program
 - The Maryland State Prekindergarten Program
- The Prekindergarten Expansion Grant provides \$13,000 per slot until 2025.
- The Maryland State Prekindergarten Program begins funding in FY23 at \$10,094 per slot and increases each year.
- Both programs require a teacher with a Maryland P-3 certificate.
- The EXCELS and Accreditation requirements differ by program.
- FY23- 93 applicants - 44 grants were awarded.
- For more information contact Nykia Washington, Prekindergarten Program Manager at Nykia.Washington@maryland.gov.

Judy Center Early Learning Hubs

- The Blueprint for Maryland's Future establishes funding to increase the number of Judy Centers at 9 per year until FY26 and then they will increase at 18 per year.
- FY23 -76 Judy Center Early Learning Hubs
- For more information contact Kaymi Plank, Judy Center Program Manager at Kaymi.Plank@maryland.gov

Ready 4 Kindergarten

- The Blueprint for Maryland's Future requires census administration beginning in 2022-23 for all kindergartners to be assessed with the Kindergarten Readiness Assessment.
- The Early Learning Assessment is being extended back to encompass Birth-72 months.
- For more information contact Erika Anderson at Erika.Anderson@maryland.gov

Thank you

Questions & Comments

A photograph of a classroom scene. A female teacher with long dark hair, wearing a white face mask and a light-colored button-down shirt, is leaning over a desk. She is looking down at a young girl with brown hair tied back, who is also wearing a white face mask and a black and white striped shirt. The girl is sitting at the desk and looking at an open book. In the background, other students are visible, all wearing face masks and working at their desks. The room has large windows and computer monitors.

Updates from Head Start State Collaboration

State Early Childhood Advisory Council
August 24, 2022

Presented By

The Maryland State
Department of Education

Overview

Ulysses Currie Head Start State Supplemental Grant

- 24 Head Start and Early Head Start federal grant recipients
 - 9,125 Total child slots
 - 6,898 Head Start Federal Funded slots
 - 2,237 Early Head Start Federal Funded slots
- 160 Head Start Sites
 - 82 Early Head Start Sites
 - 600 Head Start and Early Head Start Classrooms
 - 2,380 Head Start and Early Head Start Staff
- 118 MD EXCELS Published Head Start Programs
- 126 Head Start Programs Participating in MD EXCELS

Funding – State Supplemental

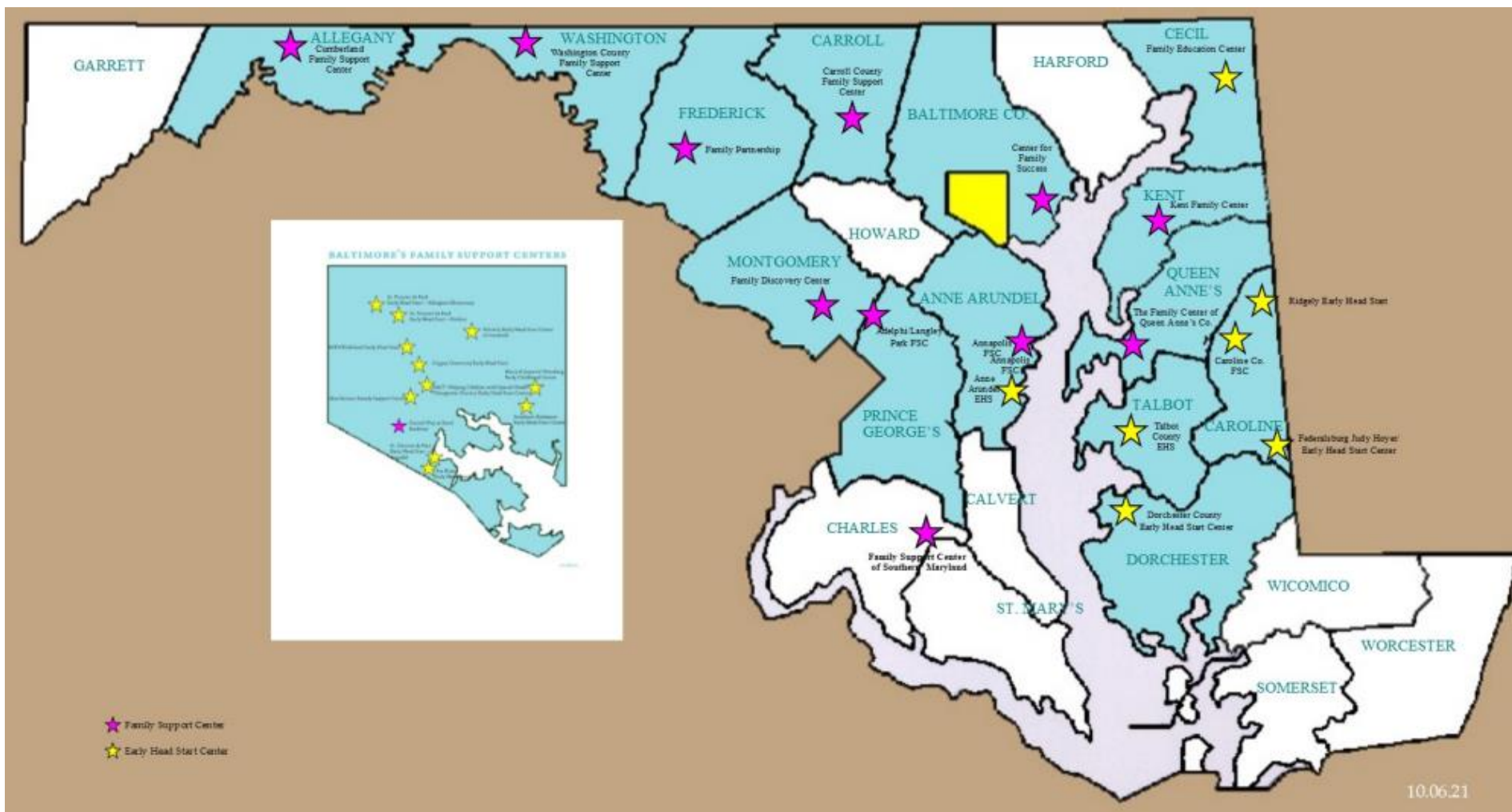
Ulysses Currie Head Start State Supplemental Grant

\$3,000,000.00

- Extend the Service Day – half day to full day services
- Expand the Service Year – 8 – 10-week summer program
- Additional Professional Development Opportunities

Patty Centers

Family Supports Throughout Maryland



Patty Centers

Newly Opened Sites – FY 22

- Baltimore City – United Way Family Center at Excel Academy
- Charles County – Family Support Center of Southern Maryland

Patty Centers

FY 23 Planned Openings

- Anne Arundel County – Kingdom Kare Child Care Center
- Baltimore City – University of Maryland School of Social Work Community Outreach
- Frederick County – Asian American Center of Frederick
- Howard County – Department of Community Resources & Services – Office of Children and Families
- Montgomery County – Latinas Unidas Por Los Niños y Niñas de América
- Worcester County – Twisters, Inc.

Summary

Family Supports Throughout the State

- Infant / Toddler
- Preschool
- Social Emotional Learning
- Early Learning
- Early Intervention

- In- Home Intervention
- Parent Education
- Self-Sufficiency
- Service Coordination
- Family Engagement & Empowerment

Thank you

Questions & Comments

A photograph of a classroom scene. A female teacher with long dark hair, wearing a white button-down shirt and a light blue surgical mask, is leaning over a desk. She is looking down at a book or paper held by a young girl. The girl has brown hair tied back and is wearing a white and black striped shirt and a white surgical mask. In the background, other students are visible, all wearing face masks and working at their desks. The room has large windows and computer monitors.

Updates from The Office of Child Care

State Early Childhood Advisory Council
August 24, 2022

Presented By

The Maryland State
Department of Education

Workforce Advancement Branch Updates

Updates



Elevating Early Childhood Professionals

Maryland Child Care Credential Program

Overview – Blueprint for Maryland’s Future Statute: Statute: § 9.5-904

- Established in July 2001, the Maryland Child Care Credential is a voluntary quality initiative that recognizes childcare providers who go beyond the minimum requirements of State licensing and registration regulations. It is a professional development career pathway.
- There are seven staff credential levels and four administrator credential levels, each one recognizing a childcare provider’s achievement of a specified number of education and training clock hours, experience and professional activities recognized as fundamental for providing quality childcare programs.
- Participating providers are required to complete training in six Core of Knowledge areas that have been identified as essential knowledge to develop the skills and practices to provide the best possible care for the children and families they serve.
- Childcare providers who are enrolled in the Credentialing program may receive bonuses ranging from \$200 - \$1500.

Maryland Child Care Credential Program



Helpful Hints

Click [here](#) for Maryland Child Care Credential Program Helpful Hints

CREDENTIAL APPLICATIONS MUST BE SENT DIRECTLY TO CHILD CARE CENTRAL USING ONE OF THE FOLLOWING METHODS:

Child Care Central

- Email: MCCCredential@conduent.com
- Fax: 410-229-0145
- Mail: Child Care Central, PO Box 598 Baltimore Maryland 21203

**For questions pertaining to your credential, please contact Child Care Central:
877-355-1229**

Maryland Child Care Credential Program



Credentialed Providers-July 1, 2022 - May 30, 2022

Child Care Teachers

Credential Level	Number of Center Staff
Staff Level 1	595
Staff Level 2	596
Staff Level 3	1652
Staff Level 4	1467
Admin Level 1	162
Staff Level 4+	189
Admin Level 2	23
Staff Level 5	813
Admin Level 3	7
Staff Level 6	1286
Admin Level 4	96
Total	6886

Family Child Care Providers

Credential Level	Number of Family Providers
Staff Level 1	36
Staff Level 2	61
Staff Level 3	157
Staff Level 4	198
Admin Level 1	39
Staff Level 4+	91
Admin Level 2	6
Staff Level 5	102
Admin Level 3	1
Staff Level 6	96
Admin Level 4	15
Total	802

Training Voucher and Reimbursement

Funding Information

Training Vouchers and Reimbursement are designed to assist childcare professionals participating in the Maryland Child Care Credential Program at Level Two or higher with the costs of training for professional development.

An application for training reimbursement can be submitted for:

- Approved Core of Knowledge Training (**Note:** training must be a minimum of 2 clock hours)
- Pre-Service training
- Registration at statewide and national childcare conferences



An application for training voucher can be submitted for:

- Pre-Service training
- Registration at statewide and national childcare conferences



Eligibility:

Childcare providers participating in the Credential Program at level two or higher are eligible to receive up to \$400 each year as long as funds are available. Requests for training voucher or reimbursement, must not exceed \$400

Training Voucher and Reimbursement

How to apply

All training Voucher and Reimbursement applications must be submitted via Maryland One Stop.

Online Reimbursement Application Form

<https://onestop.md.gov/forms/msde-application-for-training-reimbursement-6176a948a0c8d4019fc6978d>

Online Voucher Application Form:

<https://onestop.md.gov/forms/msde-training-voucher-608af42b6bce330222afb5ca>

Note:

- *Training voucher or reimbursement applications submitted by scan, mail, or fax will not be processed.*
- *Training voucher or reimbursement applications submitted to Child Care Central will not be forwarded to MSDE and will not be processed.*

Child Development Associate (CDA)

Funding Availability



MSDE will pay for your CDA!

Eligible Registered Family Child Care Providers and Licensed Child Care Center Staff can apply to receive funding to cover the cost of the initial and renewal application fees and competency standards books for new applicants. For more information on eligibility, funding and CDA requirements, please visit:

<https://earlychildhood.marylandpublicschools.org/CDA>



Training Voucher and Reimbursement

CDA Funding Data

CDA Vouchers Issued and Redeemed 2022				
<i>Totals Redeemed as of January 19, 2022</i>				
	Initial	Renewal	Publication	Total
<i>Number of Vouchers Issued</i>	341	71	300	712
	Number Redeemed	Amount	Totals	
<i>Vouchers Redeemed</i>				
Initial Assessment Fee	76	\$425.00	\$32,300.00	
Renewal Fees	17	\$125.00	\$2,125.00	
Publication Order	165	\$33.00	\$5,445.00	
Totals	258		\$39,870.00	

The Child Care Career and Professional Development Fund

Blueprint for Maryland's Future Statute § 9.5-905

Established in 2008, the Child Care Career and Professional Development Fund (CCCPDF) is a tuition assistance program for Child Care providers to obtain a college education at participating colleges/universities in Maryland. Funding is available for childcare providers to earn a college degree in the following areas:

- Early Childhood Education
- Child Development
- Elementary Education
- Special Education



The Child Care Career and Professional Development Fund

Eligibility Requirements

CCCPDF applicants must meet the following requirements to receive funds (COMAR 13A.14.09):

- Participate in the Maryland Child Care Credential Program at Level Two or higher
- Work in a licensed childcare center or be a registered family childcare provider in Maryland and work at least 10 hours per week
- Fulfill entrance requirements at the participating college of your choice
- Have at least one year of documented experience working with groups of children in an approved setting
- Maintain employment in licensed childcare in Maryland while participating in the Program
- Agree to complete the childcare service requirement in Maryland for at least 10 hours per week after completion of the degree. (Employment with the public school system does not meet the service requirement)
- Maintain at least a 2.50 cumulative GPA from the point of first entering the Program

The Child Care Career and Professional Development Fund

How to apply

- The deadline for new students to apply for the Child Care Career and Professional Development Fund is **March 1st, 2023**

Helpful tips for preparing to apply for the Child Care Career and Professional Development Fund (CCCPDF):

- Review program information online: <https://earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/child-care-career-and-professional>
- Apply for FAFSA (see college coordinator for more information)
- Ensure that your credential is up-to-date and current through the application deadline
- Students must schedule a meeting with the CCCPDF Coordinator before submitting application in Maryland Onestop

For more information about the application process and a list of participating colleges, please visit our website: <http://earlychildhood.marylandpublicschools.org/>

The Child Care Career and Professional Development Fund

2022 CCCPDF Graduates

- The Workforce Advancement Branch celebrates **68** graduating participants of the Child Care Career and Professional Development Fund. Through their hard work and dedication, participants have earned the following degrees from one of 24 participating Colleges and Universities in the State of Maryland.
- 49 graduates received an Associate's Degree
- 19 graduates received a Bachelor's Degree



Degrees earned:

- Associates of Arts (AA)
- Associates of Arts in Teaching (AAT)
- Associates of Applied Sciences (AAS)
- Bachelors of Arts (BA)
- Bachelors of Science (BS)

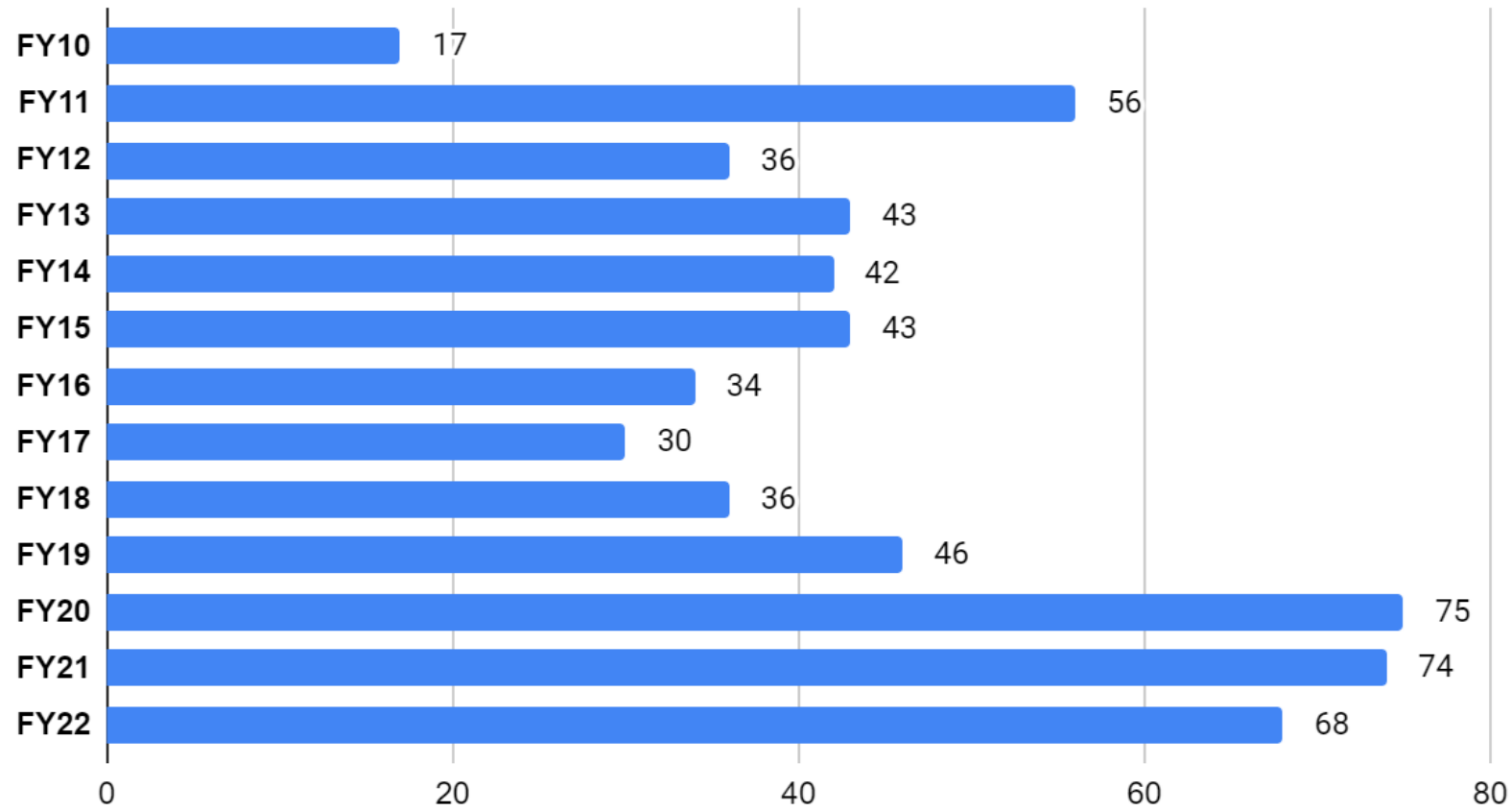
Concentration areas:

- Early Childhood Education
- Child/Human Development
- Elementary Education
- Special Education

The Child Care Career and Professional Development Fund

CCCPDF Graduates by year

Total # of graduates by year



Coppin State University-Online Degree Program

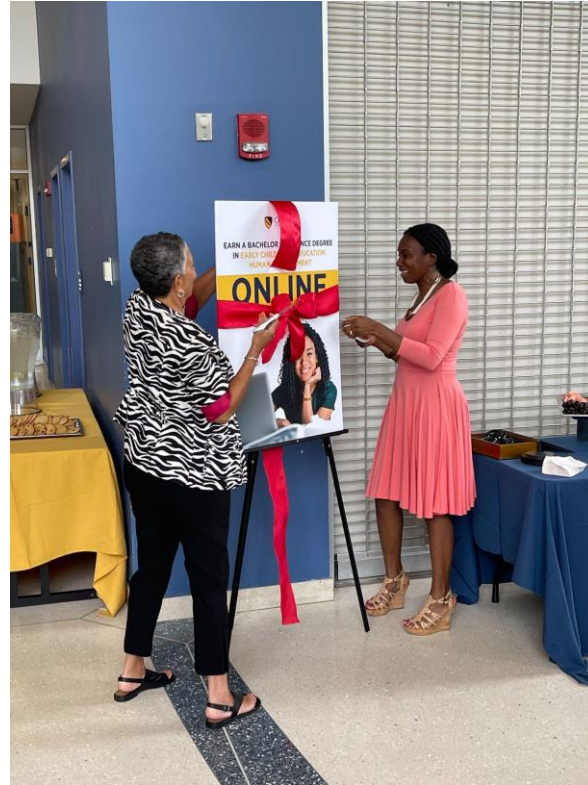
Program Information

Coppin State University Launches Online Degree Program Focused on Early Childhood Education Human Development

- Coppin State University will now offer its Bachelor of Science in Early Childhood Education Human Development program online. The program, which focuses on educating children during their earliest stages of development, uses theory, content, and strategy to prepare educators for the classroom, and for meaningful interactions with minority students, as well as students learning in urban communities.
- The program consists of 120 credit hours, including general education courses which are offered online, in synchronous or asynchronous formats, and an internship.
- For more information about the online Bachelor of Science in Early Childhood Education Human Development program, log on to www.connect.coppin.edu.

Coppin State University-Online Degree Program

Online Degree Program Launch Event



Training Approval

Where to find approved training and trainers.....

Child Care Providers can find training through the Maryland Child Care Training Calendar.

<https://trainingcalendar.marylandfamilynetwork.org/Search>



Approved Online Training Organizations:
https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/approved_online_training_organizations.pdf

Approved Independent Trainers:
https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/approved_independent_trainers.pdf

Approved Training Organizations:
https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/approved_training_organizations.pdf

Training Approval

Zero to Three Critical Competencies for Infant-Toddler Educators

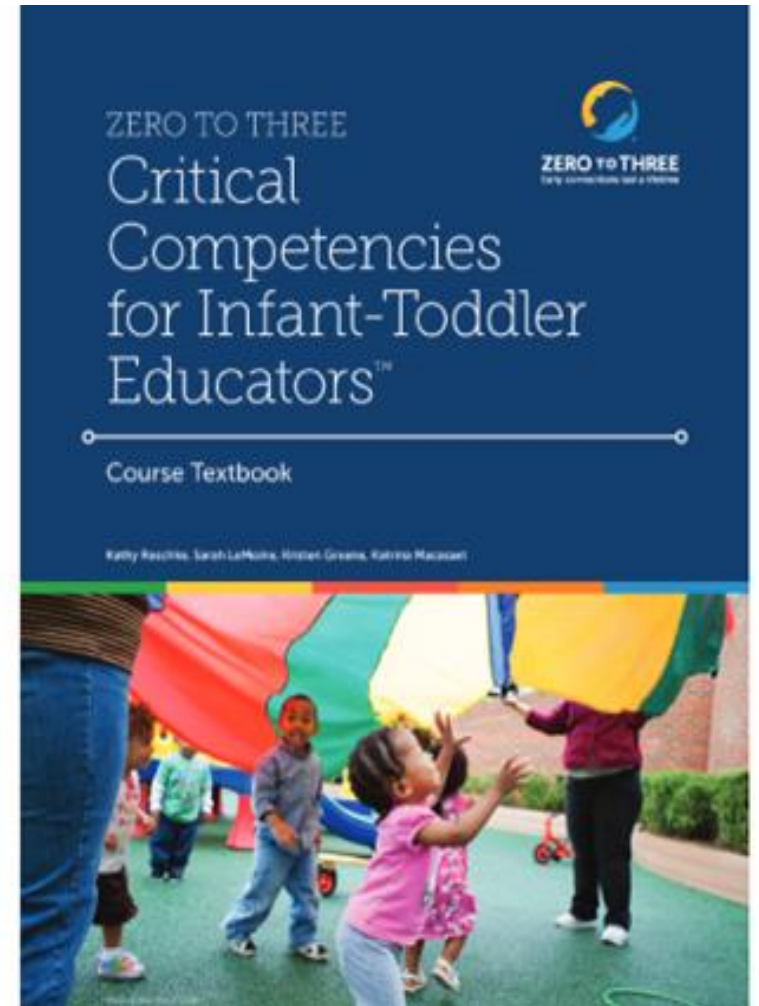
Calling all Infant-Toddler Educators . . .

The Critical Competencies for Infant-Toddler Educators 45-hour course is available. These in-depth training modules were developed to fill the gaps for infant-toddler educators and covers Social Emotional Development, Cognitive Development and Language/Literacy Development.

Contact a trainer today to ask about the reduced cost for this training. Providers credentialed at a level 2 or higher are eligible to apply for a training voucher or reimbursement to attend the 45-hour Critical Competencies training.

To contact a trainer, visit:

<https://earlychildhood.marylandpublicschools.org/criticalcompetencies>



Training Approval

WIDA Essential Actions Training Now Available

Supporting Maryland's Multilingual Learners: WIDA Early Years Essential Actions.

The training consists of 8 modules that promote the implementation of the WIDA Early Years 14 Essential Actions to support early childhood educators as they work with multilingual children and their families.

A list of trainers can be found at

https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/wida_early_years_essential_actions_trainer_list_1.pdf

To learn more about working with dual language learners and free training, visit [WIDA Early Years | Division of Early Childhood](#)

The poster features a Venn diagram with three overlapping circles: a blue circle at the top labeled 'Ongoing Assessment and Reflection' with a diamond icon, an orange circle at the bottom left labeled 'Implementation' with a star icon, and a red circle at the bottom right labeled 'Planning and Learning Goals' with a circle icon. The circles are set against a yellow background with a large, stylized 'E' shape. The text on the poster includes the title, a list of training benefits, and a call to action to schedule training.

Supporting Maryland's Multilingual Learners:
The WIDA Early Years Essential Actions

The training:

- Promotes the implementation of the WIDA Early Years 14 Essential Actions to support early childhood educators as they work with multilingual children and families
- Provides a solid foundation in WIDA concepts and tools to ensure that early childhood educators are equipped to implement culturally competent strategies in family engagement and language-focused approaches in a variety of learning environments.
- Consists of 8 modules
 - Offered face-to-face or virtual
 - Taken as a series or individually

Schedule a Training Today!

Search for training via the Maryland Child Care Resource Training Calendar at <https://trainingcalendar.marylandfamilynetwork.org/Search>

For resources and additional information concerning WIDA, visit <https://earlychildhood.marylandpublicschools.org/wida>

Training Approval

Blueprint for Maryland's Future Statute: § 9.5-903 Coming Soon! The Child Care Incentive Grant

The purpose of this program is to provide grant funds to childcare providers to pay expenses authorized by the Department to enhance the quality of childcare.

Additional Projects to Support the ECE Workforce

- SCE Services for MCCRCN
- Emergency Preparedness
- Special Needs training

Thank you

Questions & Comments



The Maryland Infants and Toddlers Program

State Early Childhood Advisory Council
August 24, 2022

Presented By

The Maryland State
Department of Education

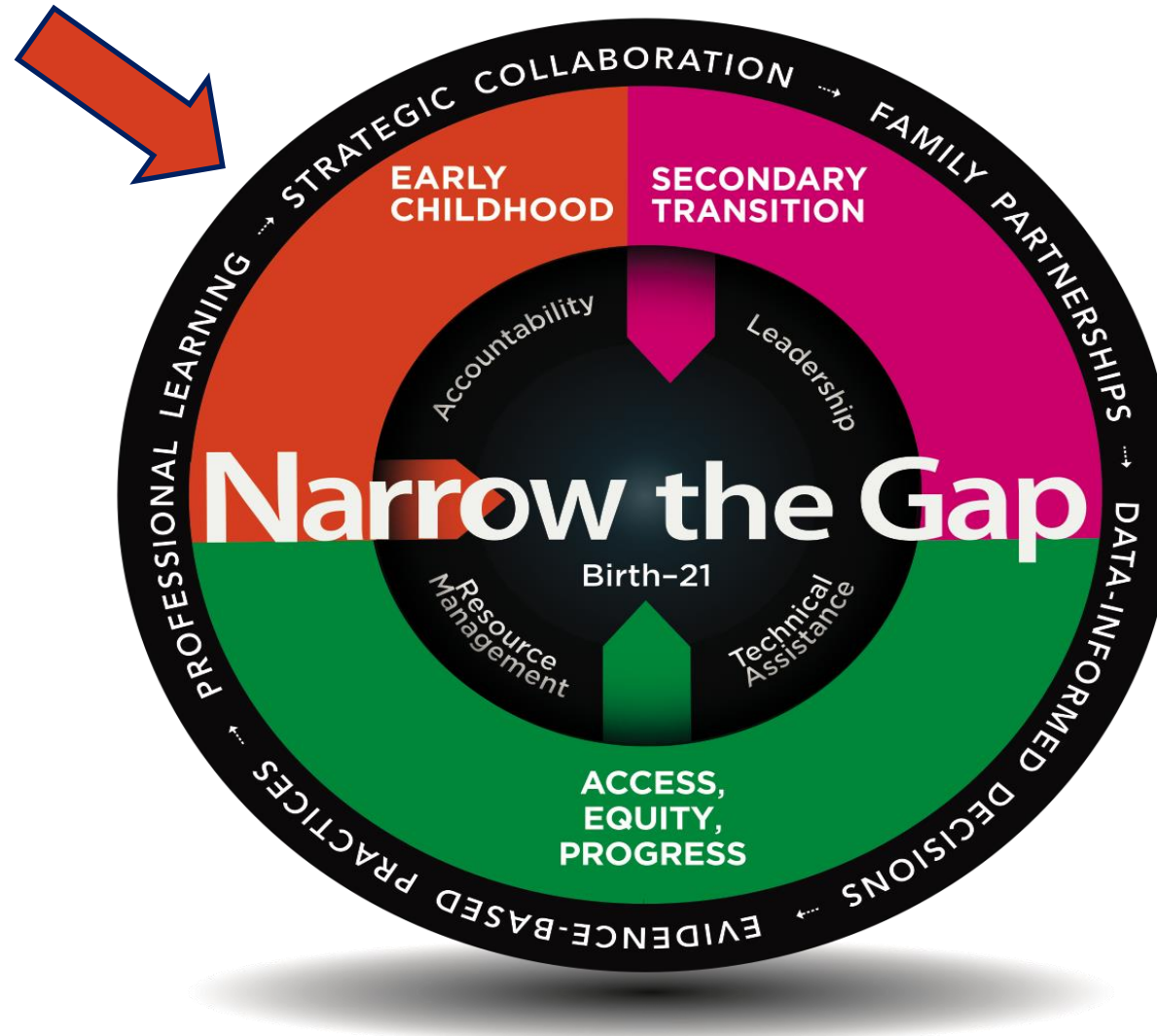
Overview

Maryland Infants and Toddlers Program

- ✓ Our Story: *Moving Maryland Forward*
- ✓ What Makes the MITP Unique?
- ✓ Eligibility Criteria and Process
- ✓ Children and Families Served
- ✓ MITP Report Card/Determination Status
- ✓ Program Partners and Evidence-Based Practices
- ✓ Impact Data
- ✓ Blueprint for Maryland's Future
- ✓ Resources



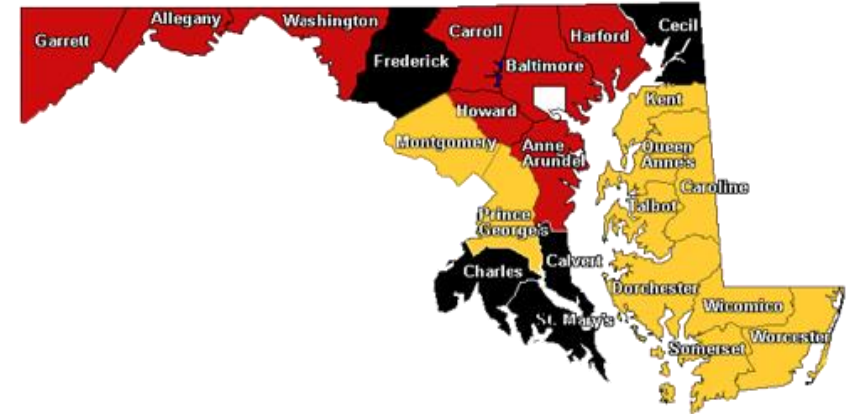
Our Story: *Moving Maryland Forward*



What Makes the MITP Unique?

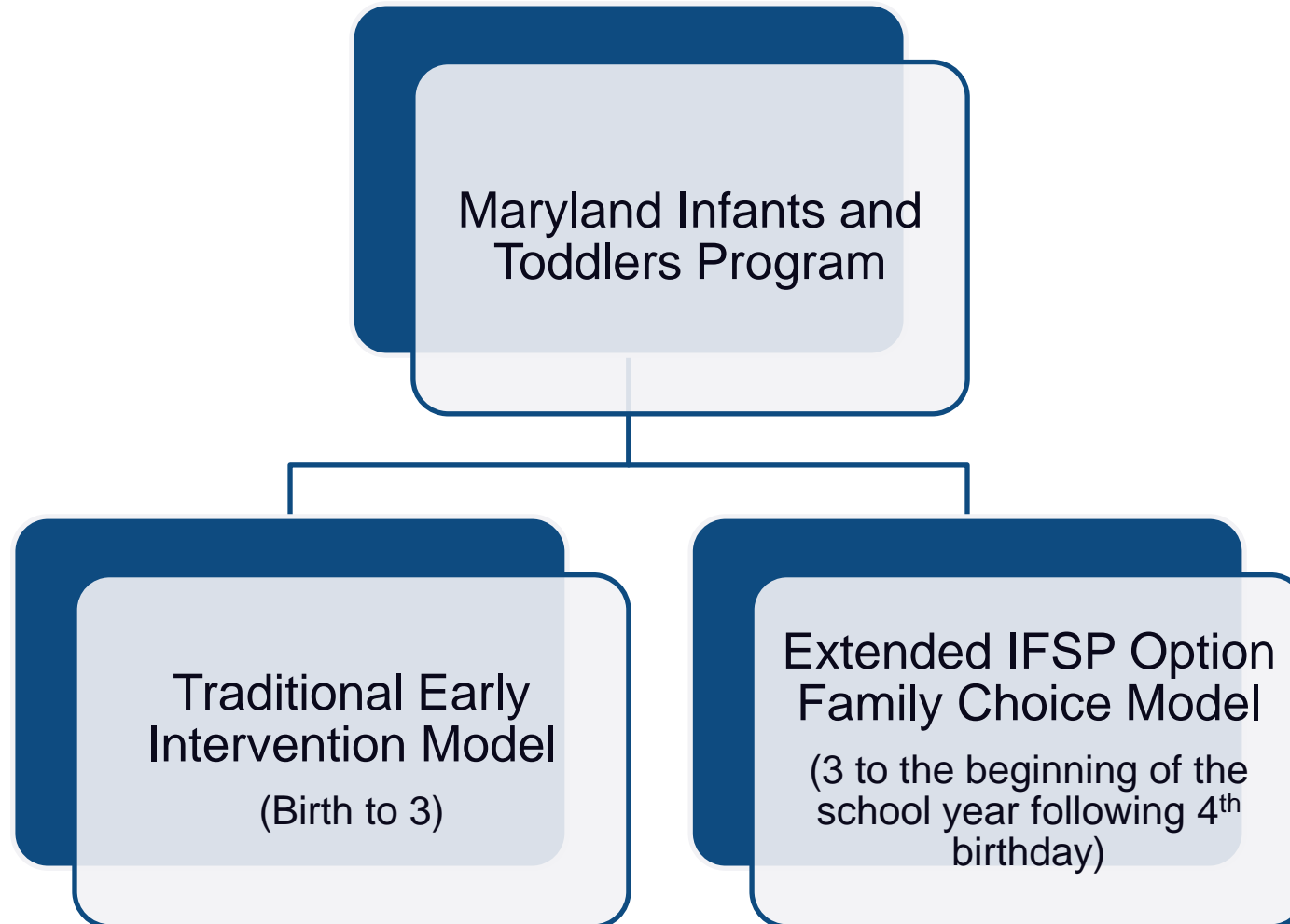
Maryland Infants and Toddlers Program (MITP)

- ❖ 24 local interagency systems each with a single point of entry
 - 24 Local Lead Agencies
 - 20 Jurisdictions - local Board of Education
 - 4 Jurisdictions - local Health Department
 - Additional local partners
 - Maryland School for the Deaf
 - Maryland School for the Blind
- ❖ 1 of 5 Birth Mandate states
- ❖ Broad Eligibility Criteria state
- ❖ 1 of 11 states/territories with the Department of Education as the State Lead Agency
- ❖ Only State with an Extended IFSP Option allowing children to remain in early intervention until the beginning of the school year following the child's 4th birthday (Parent Choice)



What Makes the MITP Unique?

Maryland Infants and Toddlers Program (MITP)



Eligibility Criteria and Process

Traditional Early Intervention Model

Maryland Infants and Toddlers Program (MITP)

Eligibility Criteria

- ❖ 25% delay in at least 1 domain
 - Cognitive
 - Physical
 - Communication
 - Social or Emotional
 - Adaptive
- ❖ Atypical development in at least domain
- ❖ Physical or mental condition that puts the child at a high probability of developmental delay

The child is referred to a Local Infants and Toddlers Program Single Point of Entry by a parent or other member of the community.



A team conducts an evaluation to determine eligibility and an IFSP is developed for eligible children all within 45 days of referral.



IFSP services must start within 30 days of parental consent to initiate services on the IFSP.



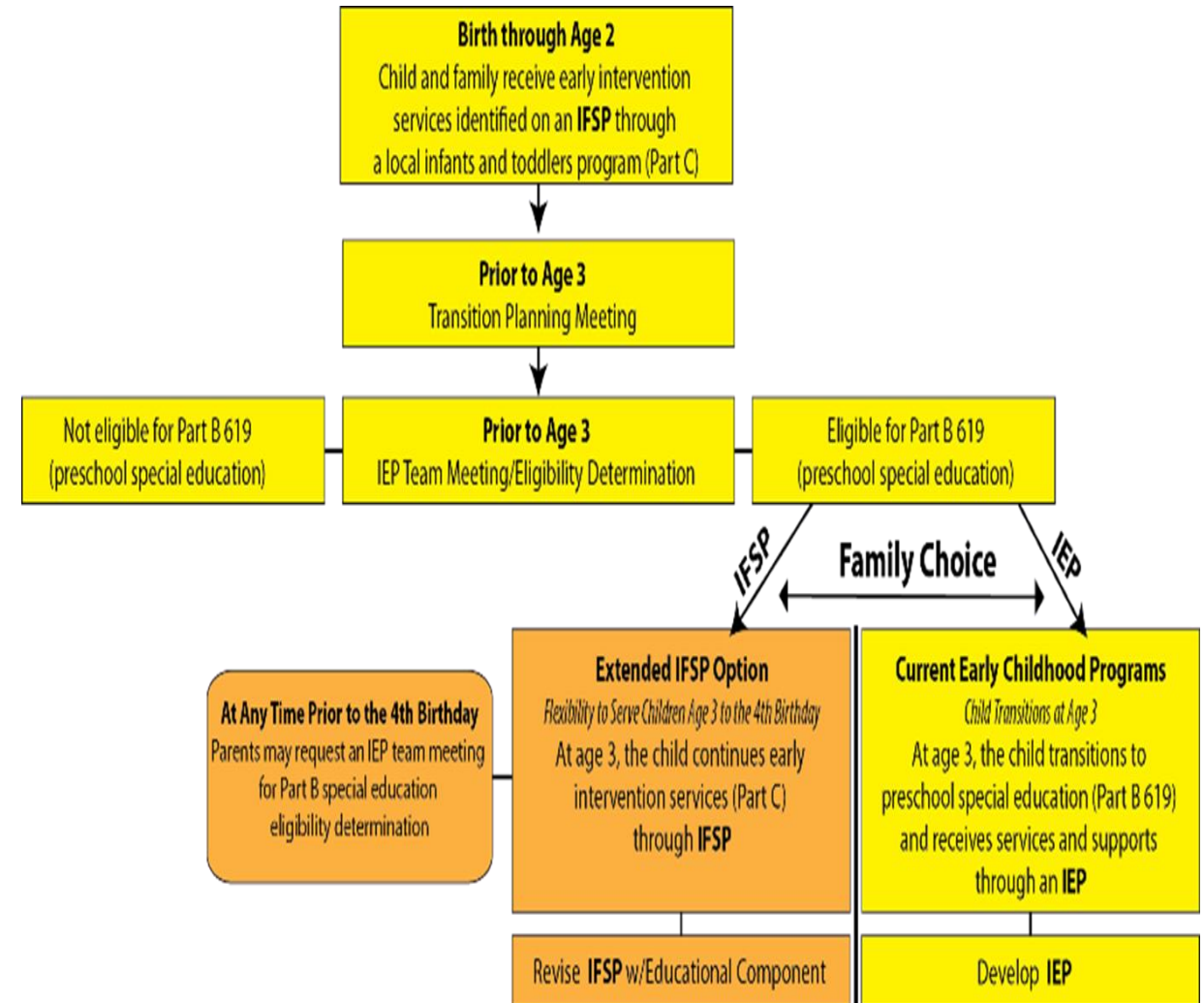
The IFSP must be reviewed at least every 6 months and revised at least annually.

Eligibility Criteria and Process

Extended IFSP Option Family Choice Model

Maryland Infants and Toddlers Program (MITP)

- ❖ Families have a choice to receive Early Intervention (EI) services after age 3 if:
 - Child is currently receiving IFSP services
 - Child is eligible for Part B preschool special education services
- ❖ Families can move to preschool special education at any time but once they make the move, they can not move back to EI
- ❖ Includes an educational component to prepare children for school
 - Focus on language, pre-literacy, numeracy
- ❖ From 1/1/2012 to 12/31/2020, over 55% of eligible families have elected to remain on an IFSP after age 3.



Children & Families Served

Maryland Infants and Toddlers Program (MITP)

Number of Children Served

Snapshot Data October 1	IFSP (Birth to 3)	Extended IFSP (3 to 4+)	Total
October 1, 2019 (Pre-Pandemic)	9,059	1,311	10,370
October 1, 2020 (Pandemic)	7,226	1,876	9,102
October 1, 2021 (Post Pandemic)	8,539	1,373	9,912

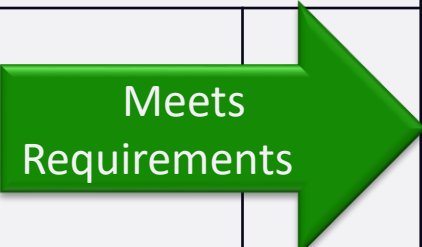
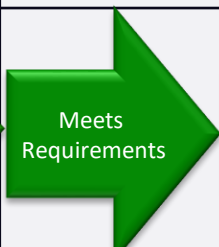
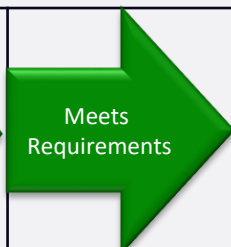
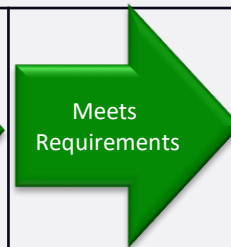
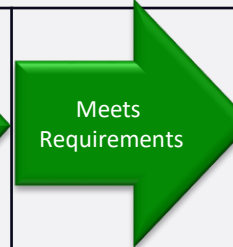

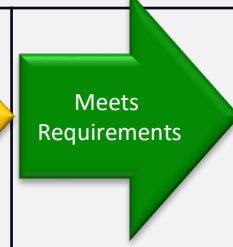
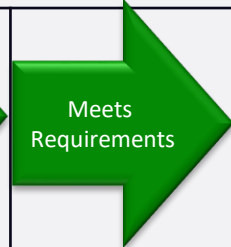
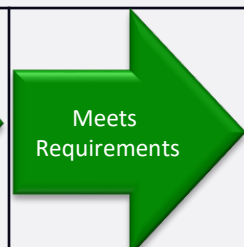
Annual Count Data October 2 – October 1	Birth to 4+	Referrals Received
2018-2019 (Pre-Pandemic)	19,694	18,454
2019-2020 (Pandemic)	17,760	14,903
2020-2021 (Post Pandemic)	18,313	17,649

MITP Report Cards/Determination Status

FFY 2008-2020

Maryland Infants and Toddlers Program (MITP)

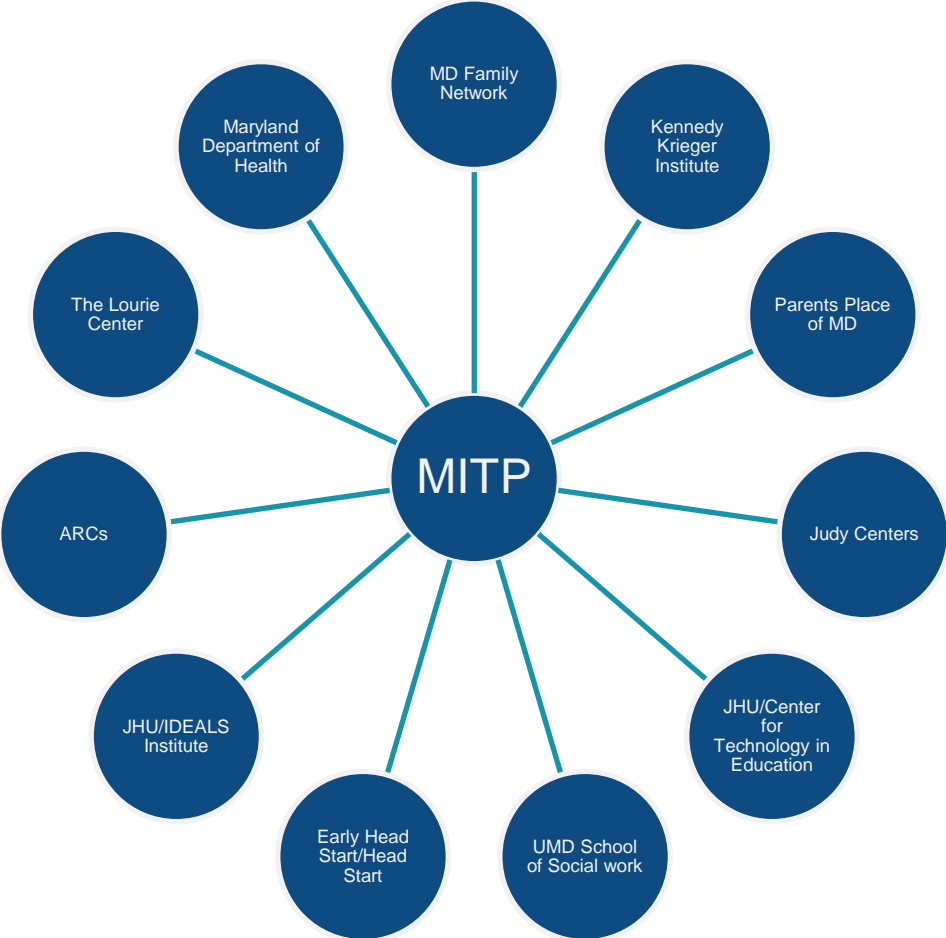
Statewide Performance Plan/Annual Performance Report Federal Report Card

IDEA	FFY 2008 - FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Part C Services to Infants and Toddlers	Compliance Focus	<u>Compliance and Results:</u> Child Outcomes							
									

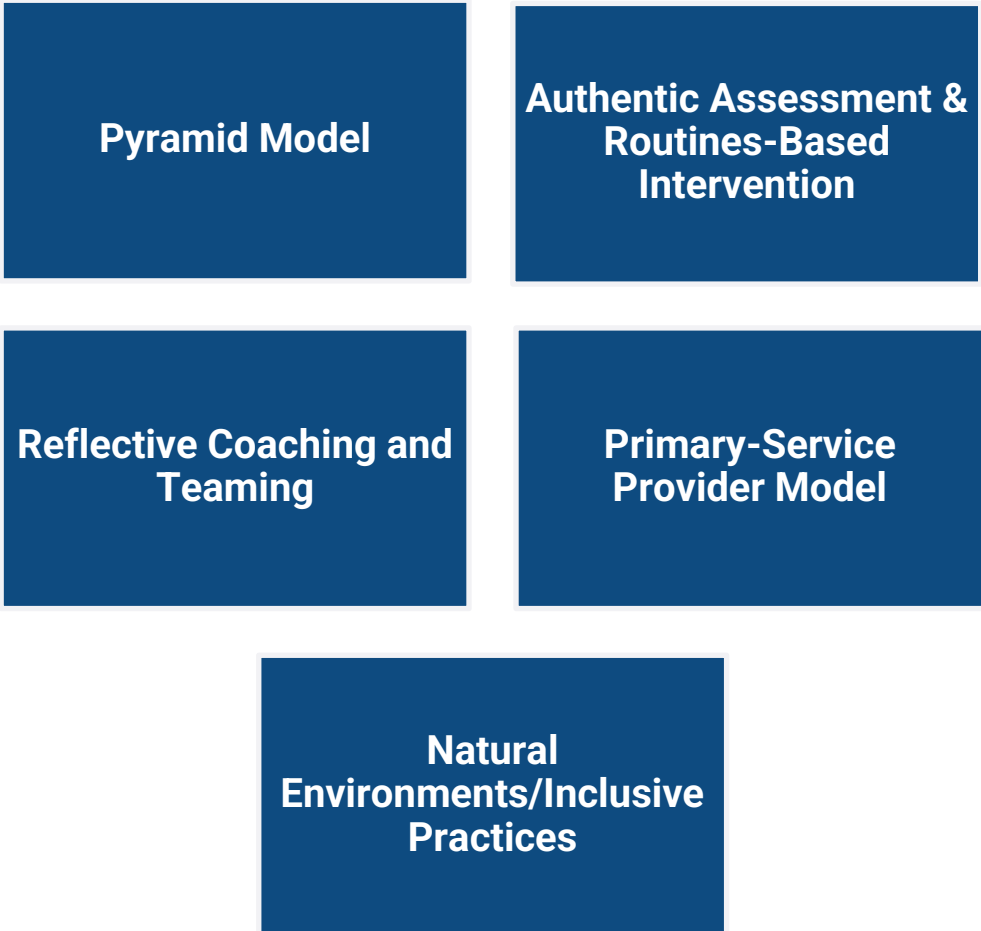
Program Partners and Evidence-Based Practices

Maryland Infants and Toddlers Program (MITP)

MITP Partners



MITP Evidence-Based Practices

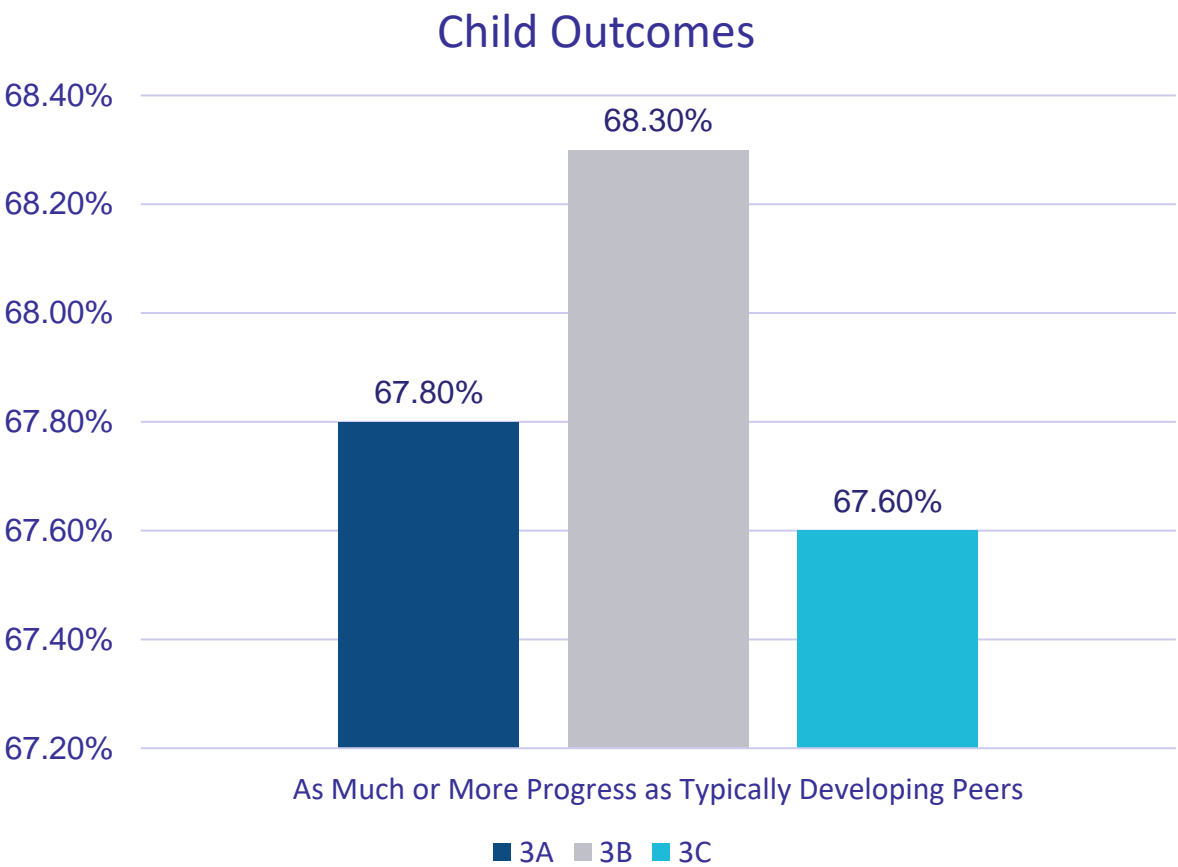


Impact Data: Child & Family Outcomes

FFY 2021

Maryland Infants and Toddlers Program (MITP)

- 3A
Use of social-emotional skills
- 3B
Use of knowledge and skills
- 3C
Use of appropriate behaviors to meet needs

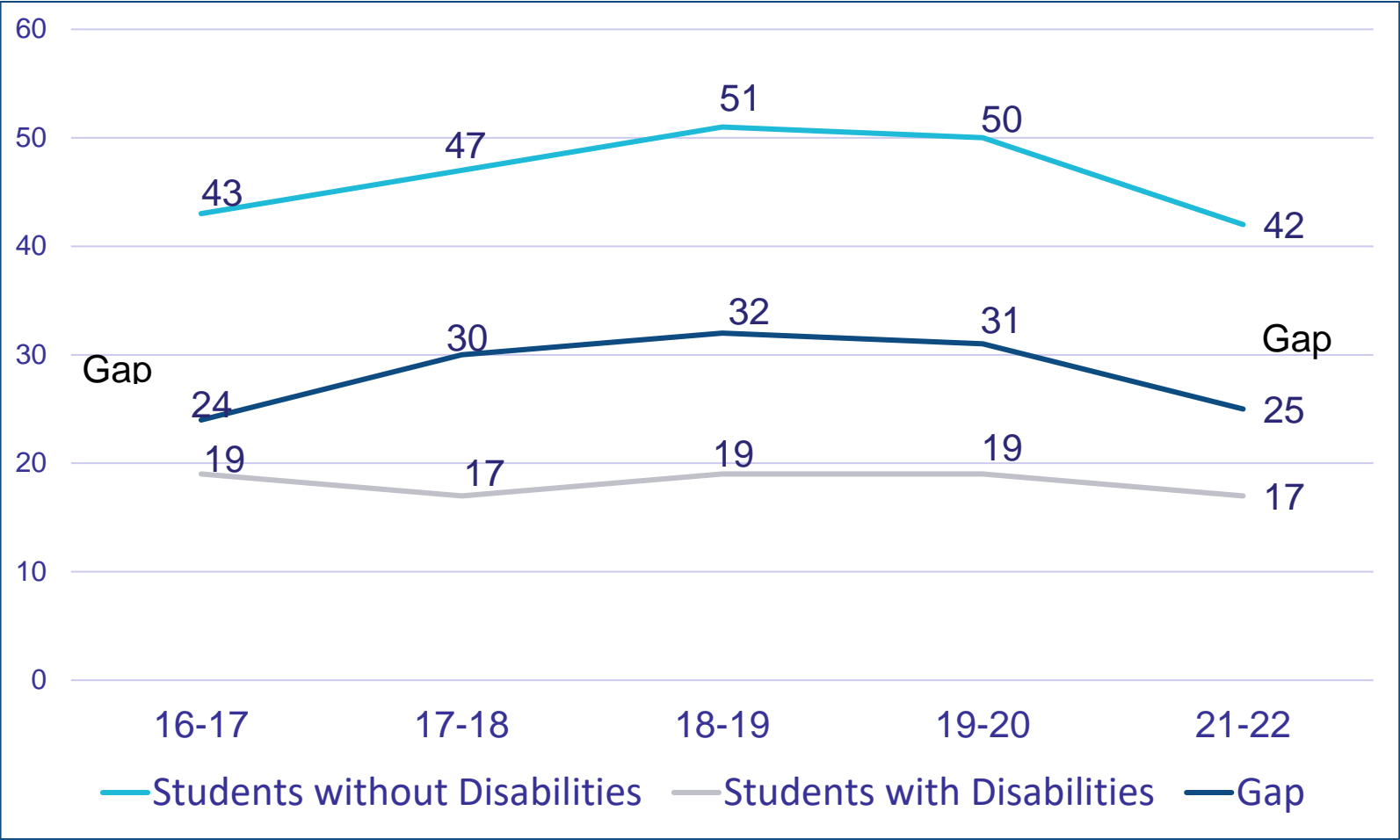


97%

of **families** report early intervention services have helped them to help their child develop and learn



Impact Data: Program Impact on Future School Success



68%
of third graders who received *early intervention* no longer need special education.

Blueprint for Maryland's Future

Maryland Infants and Toddlers Program (MITP)

Enhanced funding for Maryland Infants and Toddlers Program

- ❖ One-time SFY 2022 grant
- ❖ Ongoing increases over time - \$10 million by SFY 2030

Blueprint PreK for 3- and 4-year-olds

- ❖ Full-day programs
- ❖ Public school systems and community providers

Program Enhancement and Staff Development

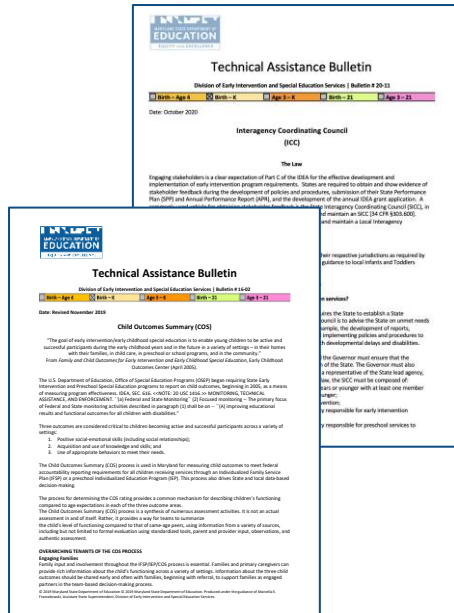
Family Support – Judy Centers and “Patty” Centers

Resources

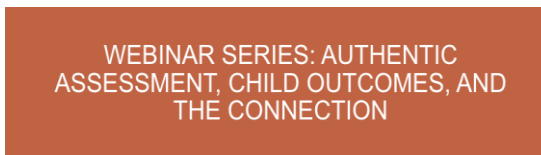
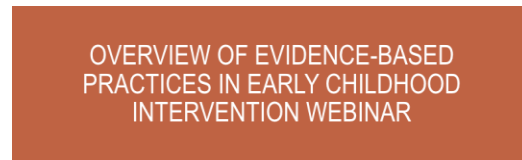
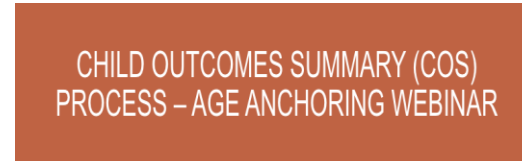
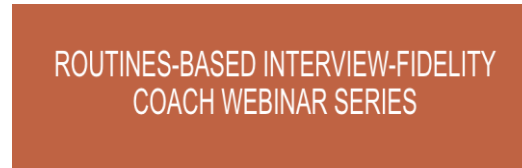
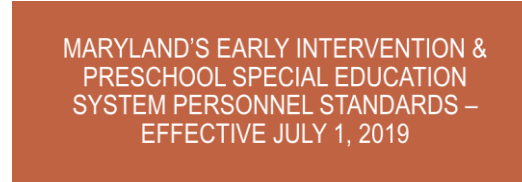
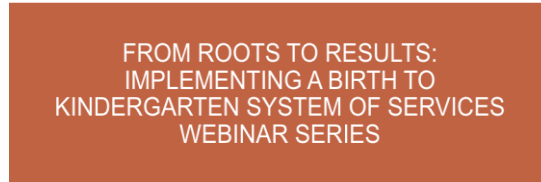
Maryland Infants and Toddlers Program (MITP)

Technical Assistance Bulletins

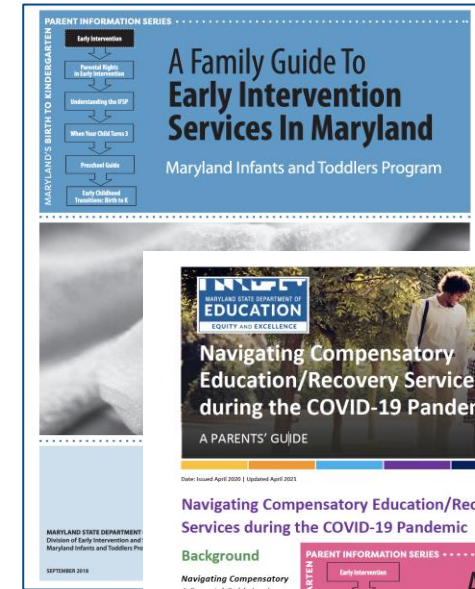
Webinar Series



Maryland Learning Links Website



Family Resources

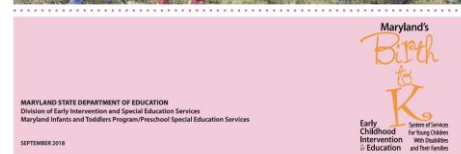
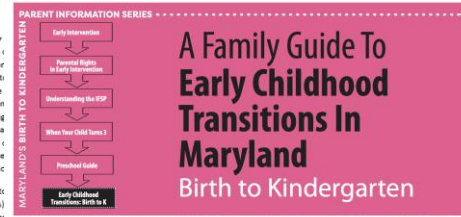


Navigating Compensatory Education/Recovery Services during the COVID-19 Pandemic

Background


Navigating Compensatory A Parents' Guide has been a Division of Early Intervention understand how compensatory to address any loss of a free during the COVID-19 Pandemic continues to change, moving again to combinations of fee can expect their children to Plan (IFSP) or an appropriate important than ever for schol

This document is designed to and public agencies (LSS/PA) compensatory education/re information and suggestions that the delivery of special e designed to meet the individ



Thank you

Questions & Comments

The background of the slide is a photograph of a classroom. A female teacher with long dark hair, wearing a white lab coat and a light blue surgical mask, is leaning over a desk. She is pointing at a book or worksheet with her right hand, which has a ring on the ring finger. A young girl with dark hair tied back is sitting at the desk, looking down at the book. In the background, other students are visible, some wearing masks. A container of colorful pencils sits on the desk next to the teacher.

Childcare Stabilization Grant Round 3 Updates

State Early Childhood Advisory Council
August 24, 2022

Presented By

The Maryland State
Department of Education

Overview and Agenda

Subtitle

- ✓ Provide an overview of the program.
- ✓ Review the grant deadline and grant period.
- ✓ Funding Priorities.
- ✓ SVI and use of funds.

Overview

Grant Timeline

- Grant Application Opened:
August 3, 2022
- Grant Application Submission Deadline:
August 29, 2022 @ 11:59pm
- Grant Period:
August 3, 2022- December 31, 2022

Overview

Eligibility

- **House Bill 89/ Senate Bill 480 provides \$50 million in funding to -**
 - Provide financial support to childcare providers that have faced a financial hardship, or
 - Suffered an operational burden during the COVID-19 pandemic.
- **Eligible applicants:**
 - Program was licensed or registered by the Maryland State Department of Education on or before May 1, 2022.
 - Program is open and available to provide childcare services on the date of the application.

****Head Start programs are not eligible.****

Funding Priority

In this round of funding, the law requires MSDE to give preference to childcare providers based on certain criteria.

Priority	Funding Amount Per Licensed Child Care Slot and Data Criteria
1. Stabilization Award for all Licensed Slots	\$75 - Every licensed slot, by provider, from a snapshot count of May 2, 2022
2. Providers that have not received a stabilization grant in a prior application cycle (HB89/SB480 (b)(2))	\$150 - Every licensed slot. Whether or not a provider, by license number and provider ID, had not received a stabilization grant payment from the federal childcare stabilization rounds one and two (in Fiscal Year 2022)
3. Providers that participate in the Child Care Scholarship Program (HB89/SB480 (b)(3))	\$25 - Every licensed slot. Whether or not a provider had received childcare scholarship payments in FY 22 through at any time before May 2, 2022
4. Providers located in areas designated by the State Department of Education as lacking childcare slots (HB89/SB480 (b)(4))	\$75 - Every licensed slot. Whether or not a provider is located in a county with an above-median gap in supply and need for licensed childcare slots, as measured by the bipartisan policy center childcare gap assessment

Funding Priority

Priority	Funding Amount Per Licensed Child Care Slot and Data Criteria
5. Providers that have a demonstrated financial hardship that poses significant risk of the provider's business closing within the next 12 months (HB89/SB480 (b)(1)) AND providers that serve primarily low-income populations in areas of high poverty (HB89/SB480 (b)(5))	\$100 - Every licensed slot. Whether or not a provider's location has a Social Vulnerability Index (SVI) value of greater than 6.0. SVI is a proxy for both measures as the CDC index represents "potential negative effects on communities caused by external stresses on human health" (e.g., disasters and global pandemics). 15 measures comprise the index, including community poverty, language spoken in a home, local educational attainment, etc.)
6. Providers that serve children with special needs (HB89/SB480 (b)(6))	\$50 - Every licensed slot. Whether or not a provider was eligible to enroll children with an IEP or IFSP as of the snapshot count of May 2, 2022
7. Providers that serve children 2 years old and under (HB89/SB480 (b)(7))	\$30 - Every licensed slot. Whether or not a provider enrolled children aged two or under, as measured by whether or not the provider was licensed for infants, as of the May 2, 2022, data snapshot

What are some examples of grant awards?

A childcare provider with 50 licensed slots who is in the area that lacks childcare slots (Baltimore County), serves a primarily low-income community AND was more likely to be severely and disproportionately affected by the Pandemic, including related economic uncertainty and risk of closure (as measured via an SVI score of .721) would receive:

■

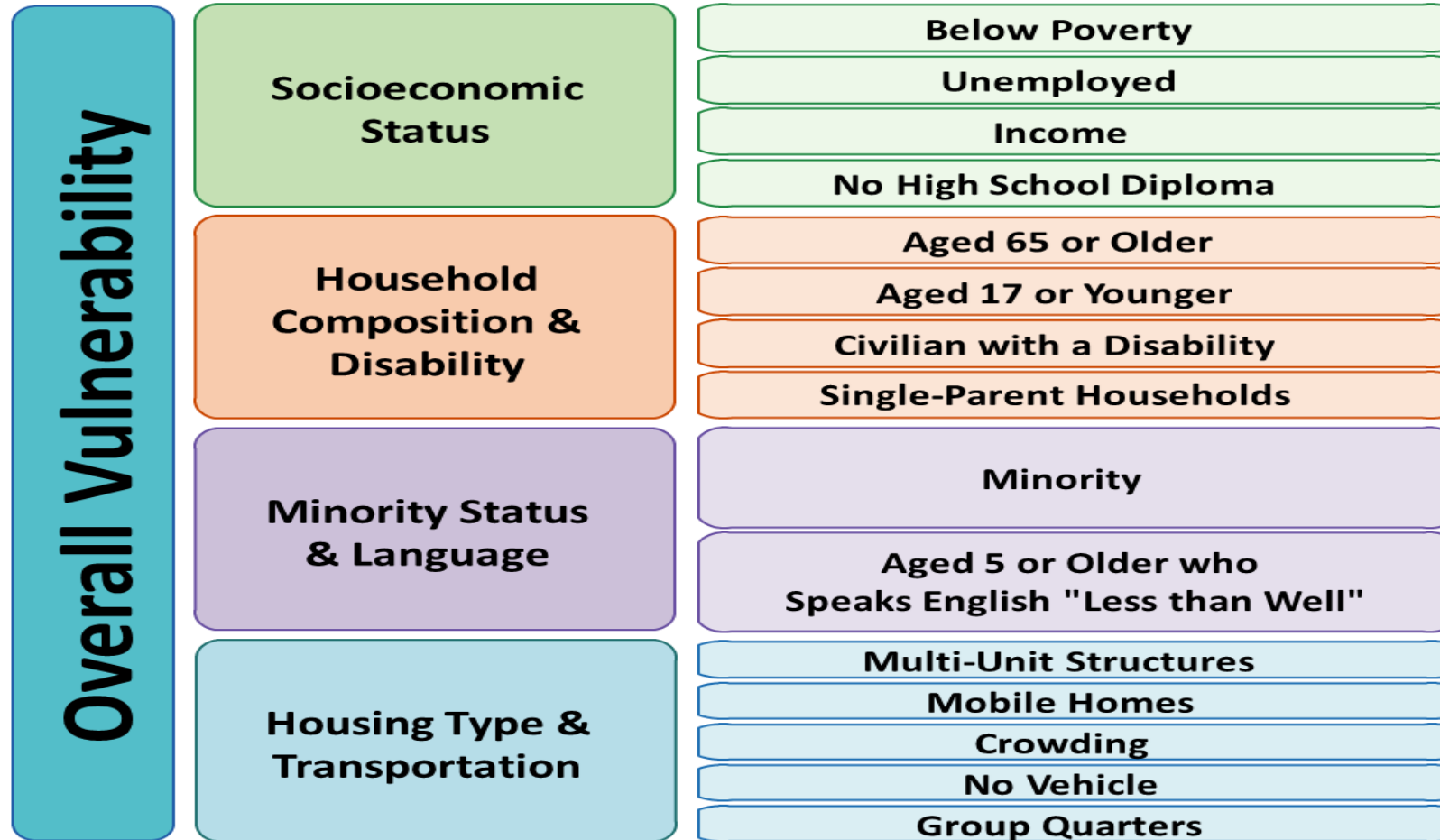
- 50 slots X Base Award (\$75) = \$3,750
- 50 slots X childcare desert (\$75) = \$3,750
- 50 slots X financial hardship/low-income community (\$100) = \$5,000

Total = \$12,500

What is the Social Vulnerability Index (SVI)?

- Social vulnerability refers to the potential negative effects on communities caused by external stresses on human health.
- There are 4 categories and 15 indicators in the SVI.

Social Vulnerability Index



Use of Funds/How may I spend the funds?

- Personnel costs
- Rent/Mortgage, utilities, facilities, maintenance, and insurance
- Personal protective equipment, cleaning, and other health and safety practices
- Equipment and Supplies
- Goods and services
- Mental Health Services

Grant Guidance

Visit the dedicated web page and download the guide:

<https://earlychildhood.marylandpublicschools.org/marylandstabilization>

or

Call our customer service team at 1-855-476-5010

Monday - Friday 8am-5pm and Saturday 9am-3pm

Thank you

Questions & Comments

State Early Childhood Advisory Council Announcement

- Please lookout for a survey regarding today's meeting. This feedback will help to inform the agenda for the future meetings.
- All meeting materials will be sent out after the meeting.

Future State ECAC Meetings:

- Wednesday, November 2, 2022

2023 State ECAC Meetings: Please add these dates in your calendar.

- February 1, 2023
- May 3, 2023
- August 23, 2023
- November 15, 2023

THANK YOU !