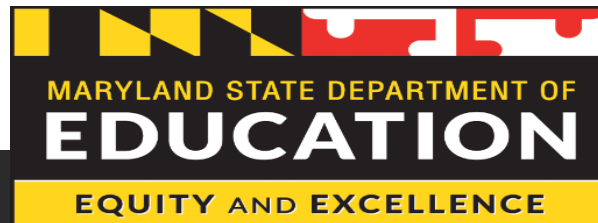


Maryland's State Early Childhood Advisory Council



MD State Early Childhood Advisory Council Meeting (Virtual)

August 5, 2020

WELCOME/HOUSEKEEPING NOTES

- All participants will be muted upon joining the webinar
- Participants will be able to ask questions by typing their questions or comments into the questions pane in the control panel.
- Presenters will stop frequently to review and answer questions in the questions pane.
- All questions will be answered and emailed to all participants after the meeting along with the recording of the full webinar.

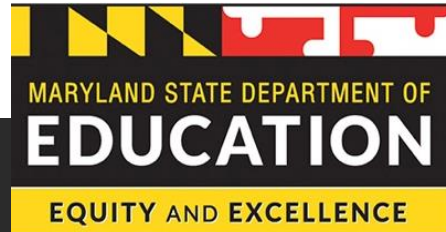
State Early Childhood Advisory Council Virtual Meeting Agenda

Time	Task
10:00 - 10:15	Welcome / Introductions and Announcements <ul style="list-style-type: none"> <i>Cyndi La Marca Lessner, Branch Chief, Collaboration and Program Improvement Branch, Division of Early Childhood, Maryland State Department of Education (MSDE)</i> <i>Dr. Carol A Williamson, Deputy Superintendent, Office of Teaching and Learning, MSDE</i>
10:15 – 10:45	Old Business/Presentations <ul style="list-style-type: none"> <i>Division of Early Childhood: An Update - Steven Hicks, Assistant State Superintendent, Division of Early Childhood, MSDE and Jennifer Nizer, Director of the Office of Child Care, Division of Early Childhood, MSDE</i> <i>Early Childhood Systems Recovery Guide Update – Steven Hicks, Assistant State Superintendent, Division of Early Childhood, MSDE, Cyndi La Marca Lessner, Branch Chief, Collaboration and Program Improvement Branch, Division of Early Childhood, MSDE</i>
10:45 – 11:45 10:45-11:05 11:05-11:25 11:25-11:45	Presentations <ul style="list-style-type: none"> <i>New National Afterschool Association, Maryland Out of School Time (MOST) Network update – Ellie Mitchell, Director, MOST</i> <i>Pritzker update and introduction of new staff person, Dr. Felicia Jones – Laura Weeldreyer, Executive Director, Maryland Family Network</i> <i>Baltimore City Local Early Childhood Advisory Council, Data to Inform Decision Making, Landscape Analyses Part II - Margo Candelaria, Ph.D., Research Assistant Professor, Co-Director, Parent, Infant, Early Childhood (PIEC) Program, The Institute for Innovation and Implementation at the University of Maryland School of Social Work; Crystal Francis, Director of Early Learning Programs, Baltimore City Public Schools; Martha Holleman, MPP, Principal, Strategic Thinking for Social Change; Yolanda Jenkins, Program Director, Family League; Lieny Jeon, Ph.D., Assistant Professor, Well-being for Early Learning Lab (WELLab), Associate Editor, Early Education and Development, Johns Hopkins University School of Education; and Imani-Angela Rose, RN,BSN,BS, Director/Delegating Nurse, BOD Baltimore City Child Care Coalition</i>
11:45-12:00	General Announcements and Next Steps <ul style="list-style-type: none"> <i>State Early Childhood Advisory Council Announcements – Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE</i>
12:00	Adjournment of Council

Division of Early Childhood

An Update

August 5, 2020



Steven Hicks
Assistant State Superintendent
Division of Early Childhood

Jennifer Nizer
Director, Office of Child Care
Division of Early Childhood

FY 2021 Grant Cycle Started

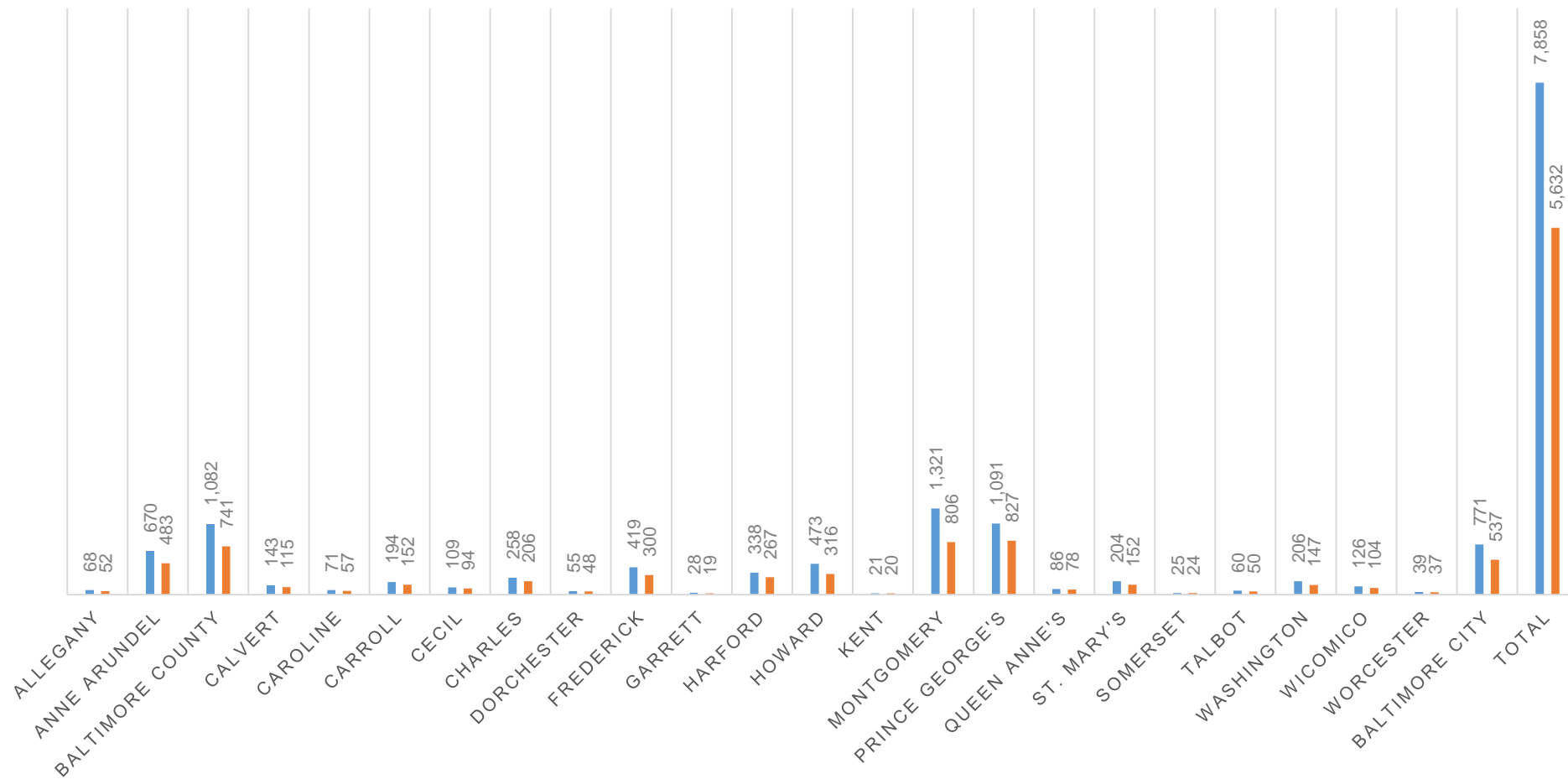
- PreK Expansion Grants made.
- Judy Center Early Learning Hubs and Family Support Centers expanded.
- Early Childhood Workforce Supports Funded.
- Maryland EXCELS continued with increase in programs achieving quality benchmarks.
- Infant and Toddler Grants allocated.

Changes in Child Care

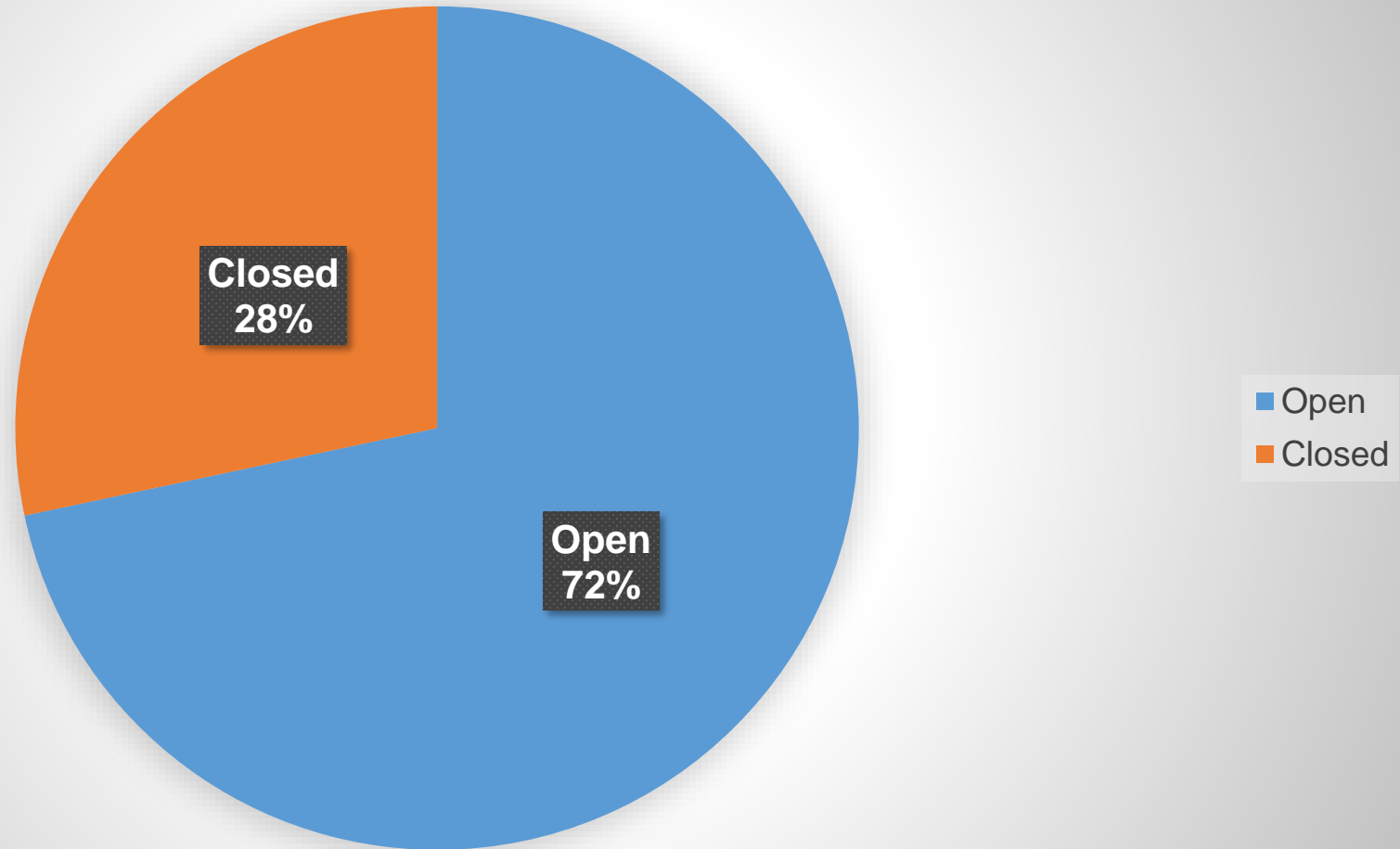
- Essential Personnel School Age (EPSA) sites ended July 20, 2020 - Many were converted to Youth Camps or returned to their previous mission.
- Allowance for Friend and Neighbor Care ended July 20, 2020.
- Beginning with the July 20th service period, MSDE began paying Child Care Scholarship vouchers based on *attendance* rather than *enrollment*.
- Provider reimbursement rate increase pending BPW decision.
- Updated and consolidated health and safety guidance posted.

CHILD CARE IN MARYLAND

■ Total Licensed Providers ■ Open Licensed Providers



Open vs. Closed Child Care Programs in Maryland



Local School Systems Planning for the Fall

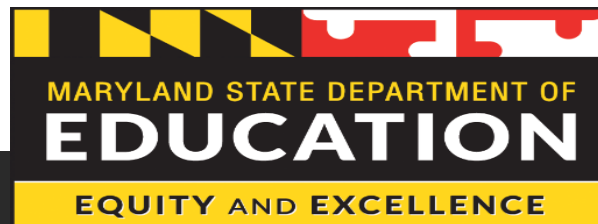
- Many Local School Systems have already announced they will be beginning the school year virtually – from 4 weeks to the entire first semester.
- Jurisdictions are exploring a variety of strategies to provide child care for working families, including expanding before/after school care, creating “Learning Centers,” and soliciting vendors to run child care in schools.
- The Division of Early Childhood is discussing ways to support Districts in meeting the anticipated demand.

Questions & Comments



Early Childhood Systems Recovery Guide

August 5, 2020



Steven Hicks, Assistant State Superintendent

Cyndi Lessner, Branch Chief, Collaboration and Program
Improvement

Goals of the ECE Recovery Guide

- To support state and local program administrators as they work to address the needs of Maryland ECE providers, families, and children through the equitable distribution of state resources, better coordination of services, and consistent communication between DEC and ECE stakeholders about requirements and the dissemination of best practices.



Goals of the ECE Recovery Guide

- To provide important context and information for program administrators and providers about what to expect as children and families return to ECE programs, the latest information from national and state sources about how to support providers, children, and families, along with financial, professional development, and technological resources available from the state.



Core Content of the Guide

The guide will be framed around six of the goal areas outlined in Maryland's Prenatal-Age

Eight 2020-2025 Strategic Plan, which include:

- (1) Strengthen availability and access;
- (2) Improve and support program quality;
- (3) Deepen family engagement;
- (4) Ensure successful transition experiences;
- (5) Expand and enhance workforce development; and
- (6) Improving system infrastructure, data, and resource management.



Update of the Development of the Guide

Local Early Childhood Advisory Councils, Family Engagement Coalition, and FACE Team have reviewed and submitted recommendations regarding:

- Trauma Informed Care and Resources;
- Child Care Businesses and additional requirements;
- Family Engagement;
- Access – technology and transportation;
- Virtual Learning for young learners; and
- Supports for children and families



Challenges/Barriers

- Barriers :
 - Amount of information for one document
 - Constantly changing guidelines
 - Need for more specific help and not just general guidelines or resources.



Next Steps

- Next Steps:
 - Exploring interactive models
 - Reviewing existing and similar interactive plans
 - Meeting with various stakeholders to better understand concerns and barriers to inform the plan



Questions & Comments





MOST NETWORK

MARYLAND OUT OF SCHOOL TIME



ECAC Presentation
August 5, 2020

Background

- Established in 2007 as one of the 50 statewide afterschool networks supported by C.S. Mott Foundation:
www.statewidenetworks.net
- Mission – Increase the quantity and quality of afterschool and summer learning opportunities for school-aged young people across the state of Maryland
- Became the National Afterschool Association affiliate in April: www.naaweb.org





Policy Work

Advocating for public and private dollars for afterschool and summer programs

- 21st Century Community Learning Centers
- Public School Opportunity Enhancement Program Grants
- Learning in Extended Academics Program Grants
- Supporting the Blueprint (Kirwan Legislation)

Policy Work

www.mostnetwork.org/initiatives/md4cs



MARYLAND COALITION
FOR COMMUNITY SCHOOLS

What is a Community School?

A public school that has a full-time coordinator to integrate a set of strategies to meet students & families needs. The set of strategies known as the 4 Pillars of Community Schools.

4 Pillars of Community Schools



Integrated
student supports



Expanded
Learning Time



Family & Community
Engagement



Collaborative
Leadership & Practice

In Maryland

206

Community
Schools

17

Counties



Improved student
outcomes



Expanded use of
school buildings for
community members

Supporting Quality

Online, On Demand Professional Development

- Maryland Youth Development Institute powered by CypherWorx:
 - School Age Certificate Course – Approved by MSDE
 - CDA Course



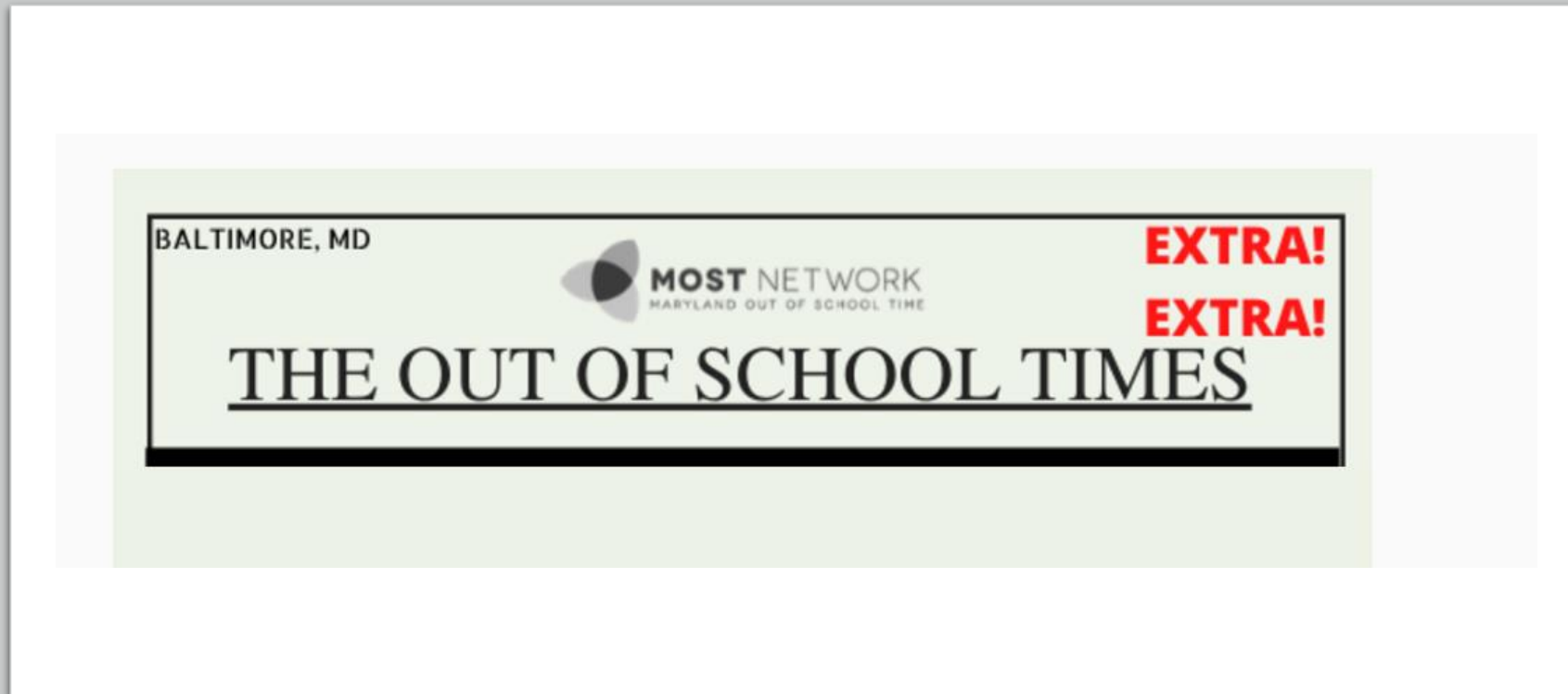
Annual Conference

- Provides COK credit!
- Collaboration with Maryland MENTOR
- Coming November 2021 @ Crowne Plaza Annapolis
- Considering virtual options for 2020



MARYLAND
UNITED 4 YOUTH
CONFERENCE





Connecting the Dots

- Newsletter: <http://mdoutofschooltime.org/newsletter>
- Website: www.mostnetwork.org
- www.twitter.com/mostnetwork
- www.facebook.com/mdoutofschooltime
- New Website in Fall will include program map

Free Resources: www.summeractivityguide.org

The **Summer Activity Guide** is a suite of fun and engaging activities and challenges designed specifically for this atypical summer.

Planning for summer just got a whole lot easier! We heard your concerns about how to maintain engagement throughout an atypical summer and have developed a suite of fun and engaging activities and challenges designed specifically to accommodate COVID-19 summer.

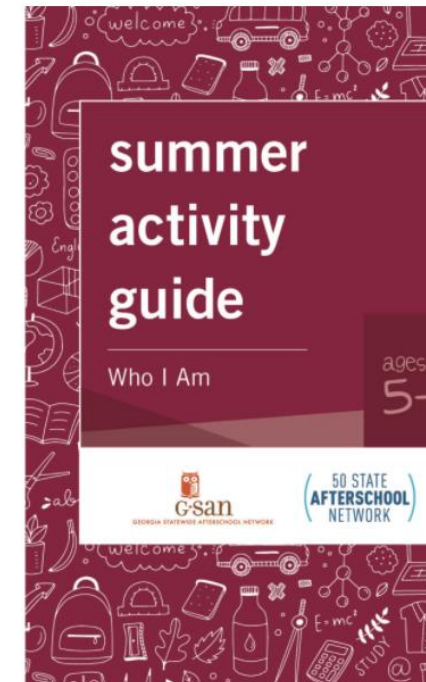
What You Can Expect:

150 Activities and Challenges

- Organized by four different age groups (5-9) (10-12) (13-15) (16-18)
- Adaptable for in-person and virtual instruction, or a hybrid of both, as well as sent as take-home packets
- Based in skill building & social emotional learning

Materials for Professional Development and Enhancing Family Engagement

- Webinars
- Quick Guides
- Feedback Form
- Implementation Videos





Free Resources: Mizzen By Mott

- Mizzen By Mott: Mizzen by Mott is an innovative tool designed to help you plan and deliver engaging courses, lessons and activities. With high-quality content, organizational tools and Pro Tips from education experts, Mizzen makes it easy for you to create exciting learning opportunities for students.
<https://www.mizzenapp.org/meet-mizzen-by-mott/maryland>

Free Resources: COVID-19 Course



Maryland Out of School time Network (Re)Opening Guidance for Child Care Providers, and Schools

START COURSE

DETAILS ▼

2 Free Courses

- General Health & Safety
- Reopening
- Available at www.mostnetwork.org/resources/recovery



MOST

NETWORK

COVID-19 OST Census

Be Counted:

Maryland Youth Count on You!

Fill out the census today at
[Surveymonkey.com/r/MOSTCOVID-19Census](https://www.surveymonkey.com/r/MOSTCOVID-19Census)
and be entered to win a \$50 VISA gift card!





Stay in Touch

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www.mostnetwork.org

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Facebook: @mdoutofschoolttime

Subscribe to Newsletter:

www.mostnetwork.org/newsletter



Prenatal-to-Age-Three Initiatives Update

State Early Childhood Advisory Council Meeting
August 5, 2020

Laura Weeldreyer and Felicia Jones
Maryland Family Network

Questions? Follow Up?

If you have additional questions, please contact:

Laura Weeldreyer, Executive Director, MFN
lweeldreyer@marylandfamilynetwork.org

Felicia Jones, PN3 Director, MFN
fjones@marylandfamilynetwork.org

Visit us online at <http://www.marylandfamilynetwork.org/Pritzker>

BALTIMORE CITY ECAC





BALTIMORE CITY ECAC

HOW DID WE GET HERE?

- Strategic refresh of Baltimore City ECAC beginning in Spring 2019
 - Used ECAC state grants to hire consultant to support refresh
 - ECAC retreat September 2019
 - Identify stakeholders
 - Identify common goals
 - Norms on how to build a coalition
 - Officially launched refreshed & rebranded ECAC in Fall 2019



Strong Backbone

Strengthen the system of early childhood supports so that it is accessible, equitable, and directly linked to family needs



Smart Thinking

Analyze and use data to understand issues, determine actions, make decisions, and strengthen shared accountability to improve school readiness

**ALL BALTIMORE CITY
CHILDREN ENTER SCHOOL
READY TO LEARN**



Open Heart

Engage families and build community support for early childhood development and school readiness



All Hands In

Collaborate, communicate, and engage together as ECAC partners to improve school readiness



WHY A LANDSCAPE
ANALYSIS?

WHY A KRA ANALYSIS?



BASELINE

We don't know
where we are going if
we don't know where
we've been



GET A LAY OF THE LAND

If we wanted to improve
early childhood outcomes,
we had to understand
what existed in Baltimore
City



KRA TREND ANALYSIS



Smart Thinking Action Item:

- Analyze the trends of KRA scores over time and explore other possible school readiness measures
 - Disaggregate across race/ethnicity, ELL status, special education status, and other statuses as needed to understand trends
 - Provide guidance to the ECAC group about salient trends and what questions are possible and valuable to answer
 - Potential school readiness measures: explore ELA, attendance, DIBELS

Data Source

- MSDE KRA reports

Trend Analyses

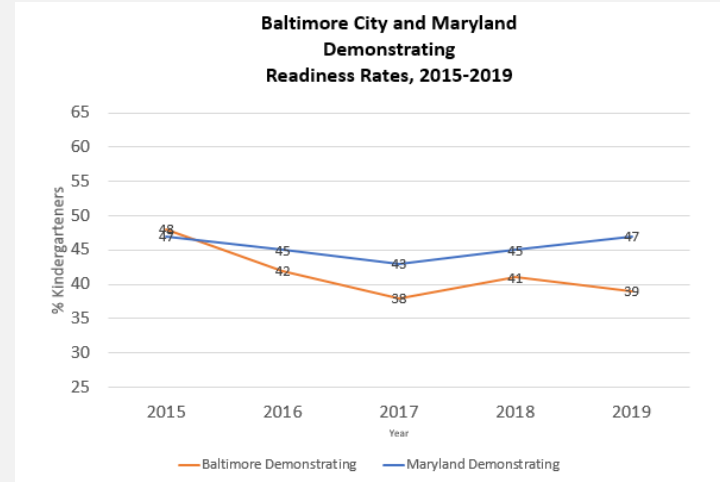
1. Overall demonstrating school readiness
2. Kindergarten readiness by domain
3. Overall demonstrating readiness by
 - income level
 - English Language Learner (ELL) status
 - disability status
 - race/ethnicity
 - prior care



KRA TREND ANALYSIS KEY FINDINGS



- City Schools kindergarten enrollment is predicted to decrease in the next few years as the number of births decreases over time.
- The KRA gap is going up and down.
- We observe the largest gap in literacy and math.
- Gaps exist by
 - Income status (47% mid/high income vs. 34% low income)
 - ELL status (41% English proficient vs. 20% ELL)
 - Disability status (41% without disabilities vs. 14% with disabilities)
 - Race/ethnicity
 - Prior care (home/informal care: lowest KRA scores over time)



EARLY CHILDHOOD CARE AND EDUCATION LANDSCAPE ANALYSIS

- Partners
 - Baltimore Neighborhood Indicators Alliance
 - Maryland Family Network
 - Strategic Thinking for Social Change
- Methods
 - Data collection and analysis
 - Geo-mapping
 - Phone survey of providers
- Study Questions developed w/ ECAC
 - How many young children, 0 to 4?
 - What is formal network of early care and education?
 - What other programs and services are available?
 - What gaps/ opportunities emerge?



LANDSCAPE ANALYSIS KEY FINDINGS

Gaps

- Infants
- Hispanic/ Latinx Families/ Southeast Baltimore
- Neighborhoods of concentrated poverty

Affordability

- 101% of income on childcare and household expenses for families at the median (one infant, one preschooler)

Support Needed for School Readiness Group Providers, n = 57


Curriculum	14%
Parent Support/Participation	12%
Funding	9%
Training	9%
Computers/Electronics	7%



KEY FINDINGS: EXCELS

EXCELS Level	Family Programs		Capacity	
	Number	%	Number	%
Level 1	324	66%	2510	66%
Level 2	28	6%	214	6%
Level 3	30	6%	236	6%
Level 4	1	0%	7	0%
Level 5	4	1%	32	1%
No published level	106	22%	780	21%
Total	493		3779	

EXCELS Level	Group Programs (w/ HS)		Capacity	
	Number	%	Number	%
Level 1	139	48%	6155	40%
Level 2	25	9%	1315	8%
Level 3	42	15%	2215	14%
Level 4	2	1%	186	1%
Level 5	8	3%	734	5%
No published level	73	25%	4950	32%
Total	289		15555	



Smart Thinking
Analyze and use data to understand issues, determine actions, make decisions, and strengthen shared accountability to improve school readiness.



Open Heart
Engage families and build community support for early childhood development and school readiness.



All Hands In
Collaborate, communicate, and engage together as ECAC partners to improve school readiness.

ALL BALTIMORE CITY CHILDREN ENTER SCHOOL READY TO LEARN

PROVIDER RESPONSES EXCELS

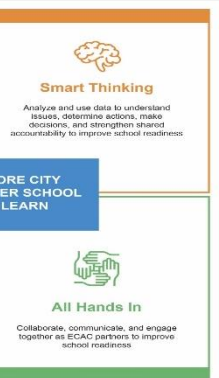
Barriers to Advancement in EXCELS Group Providers, n = 51

Time required	27%
Need Credentials / Accreditation	20%
Turnover	10%
Process is cumbersome (paperwork)	8%
Training	8%

Barriers to Advancement in EXCELS Family Providers, n = 158

Time required	41%
Process is cumbersome (confusing, changes, hard to navigate)	11%
Working on it	9%
Not interested	8%
Need more help/ information	6%
Need Credentials / Accreditation	4%
No barriers	22%

Support for early childhood development and school readiness



EMERGING OPPORTUNITIES

- Fill Gaps
- Address Affordability (above poverty, below median)
- Maximize/ Expand Public Programs (Head Start, Judy Centers, Pre-K) – w/ emphasis on neighborhoods of concentrated poverty
- Address Quality
 - EXCELS – advocacy at state level to improve processes?
 - Incentives, training, curriculum, materials and supports to advance?
 - Parent engagement



WHERE ARE WE GOING NOW?

- BC ECAC
 - Fall 2020 Retreat
 - Workgroup action plans for 2021
 - Data systems report
- Mayor's Office of Children and Family Success
 - BC ECAC leads the Children's Cabinet Early Childhood Workgroup
 - SMART goals that will move the needle on increasing kindergarten readiness for Baltimore City youth
 - A collaborative relationship utilizing both groups resources



VOICES FROM THE FIELD

"THE JOB HAS BECOME VERY STRESSFUL."

- "We feel more of the depression, more of the anxiety because we are waiting for someone to tell us which way we going."
- "This was something totally **new** to all the teachers and we would have never thought that something like this will happen. It has been very challenging just be creative "
- "Some teachers don't have any access at all to a computer, the libraries are closed, so that's a problem."
- "I just want to say that early childhood education is very underrated, and we are very hard-working teachers, but we do not get paid what we deserve and also I wish they had more resources that will focus on our mental health."
- "...praise will make a teacher feel more motivated. ... You're not getting a reward from you job or your organization to say, "Well done, good job.""



VOICES FROM THE FIELD

“SOME CHILDREN NEED MORE HANDS ON...”

- “It has been challenging because the children are home now, and we’re not able to get them in a classroom setting to basically learn. So for instance, our children have to be online to do remote learning at 9 o’clock. But we have children laying in their bed, they’re laying on the couch. Instead of their parents putting them in an environment where they know this is time for school. So they can’t take it seriously if they’re laying on the couch or laying in their bed, or things like that, because it’s not giving them the structure that they need.”
- “Some children need more hands on, hands on board. So it has affected my well-being as far as not being able to be there for my students as much as I will be for the classroom.



COVID-19 IMPACT ON THE WORK

- Support for childcare providers
- Distance Learning in Fall 2020 for school system
 - Cannot administer KRA virtually
- Perpetuating and exacerbating existing inequities



State Early Childhood Advisory Council Announcements

Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE

- **Recovery Plan**-The Division of Early Childhood (DEC) within the Maryland State Department of Education (MSDE) is developing a guidance document for all DEC programs and initiatives to coordinate and effectively communicate about available supports for early care and education (ECE) providers and families with young children. The guidance document will articulate the major issues and barriers that ECE programs and families are experiencing as a result of the COVID-19 pandemic, provide guidance to overcome each issue or barrier, and offer information on state resources. DEC is seeking input from local ECACs to ensure that the major barriers resulting from the COVID-19 pandemic are addressed by the guidance. To ensure that the guide is responsive to the needs of your community, DEC is asking that you review the list and add any additional barriers or areas of concern that are affecting your area. Please respond with any additional barriers or issues your community is facing to Wendy Dantzler at: Wendy.Dantzler@Maryland.gov . We plan to disseminate to State Early Childhood Advisory Council members for feedback as well.
- **NEW Local ECAC Virtual Meetings**- We will be holding two (2) Local ECAC virtual meetings per year. The meetings will take place on Wednesday, March 3, 2021 and Wednesday, September 1, 2021 from 10:00AM-12:00PM. These meetings are designed to give Local ECACs a platform and opportunity to collaborate with their fellow councils and to share updates about their PDGB5 Quality Improvement Grants.
- **State ECAC Meetings**
 - **2020 Virtual Meetings**-Due to the upcoming school year and knowing everything that goes into preparing to reopening schools, State ECAC meetings will go back to it's original quarterly meetings. The next and final meeting of 2020 will be held on November 4th from 10:00AM-12:00PM. ***State ECAC Approved Members***- Please note attendance will still be waived for the required remaining 2020 State ECAC meetings during the Covid-19 mandate.
 - **2021 Virtual Meetings** – Will be held on the 1st Wednesday of month of the following days from 10:00AM-12:00PM. February 3rd, May 5th, August 4th, and November 3rd
- Again, the recording of the full webinar will be emailed out and posted on the State ECAC webpage.