



State Early Childhood Advisory Council

February 2, 2022

10:00 – 12:00

Vision:

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

Welcome and 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 Q&A box or commenting in the chat box.
- Presenters will stop frequently to review and answer questions in the questions pane.
- Please enter your name, organization or school system in the chat box.
- All meeting materials will be sent out after the meeting. Please check the chat for additional links.

Vision:

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

Time	Content
10:00 - 10:15	Welcome / Introductions and Announcements <ul style="list-style-type: none"> Dr. Deann Collins, Deputy Superintendent, Office of Teaching and Learning, Maryland State Department of Education (MSDE)
10:15 - 11:00	Updates <ul style="list-style-type: none"> Division of Early Childhood Updates- Steven Hicks, Assistant State Superintendent of the Division of Early Childhood, Maryland State Department of Education (MSDE) MSDE Community Engagement Meet and Greet - Linsey Malig-Mahew, Deputy Director of Community Engagement, Office of Communication and Community Engagement, MSDE
11:00 - 11:55	Presentations <ul style="list-style-type: none"> Building Better Beginnings for Maryland's Children: Maryland's Prenatal-to-Three Equity Report -Melissa Rock, Birth to Three Project Director, Maryland Family Network, Alexis Campbell, MSPH, Sr. Research Program Coordinator, Department of Population, Family and Reproductive Health, Johns Hopkins Bloomberg School of Public Health Preschool Development Grant Project Update: Mother Goose on the Loose: Hatchlings Training and Assessment Project- Carrie Sanders, MLS Youth Services Coordinator, Maryland State Library Agency; Betsy Diamant-Cohen, MLS, DCD, Executive Director, Mother Goose on the Loose, LLC ; Dorothy Stoltz MLS, de Bono Thinking Methods Trainer, Retired Director for Community Engagement, Carroll County Public Library
11:55-12:00	General Announcements <ul style="list-style-type: none"> State Early Childhood Advisory Council Announcements –Cyndi La Marca Lessner, Collaboration and Program Improvement Branch Chief, DEC, MSDE
12:00	Next Steps and Closing

Objectives



By the end of today's meeting, participants will have:

- Received an update on the number of child care providers in Maryland and the American Rescue Plan Act (ARPA) Grants;
- Reviewed the Kindergarten Readiness Assessment (KRA) Aggregated Data;
- Received information on the FY2023 early childhood grant opportunities through the Blueprint for Maryland's Future and other programs;
- Received information from the Office of Communication and Community Engagement and their initiatives;
- Reviewed the Birth to Three Equity Report from Maryland Family Network; and
- Received information for a Preschool Development Grant activity, Mother Goose on the Loose: Hatchlings Training and Assessment Project, a library program for expectant parents and parents of newborns.



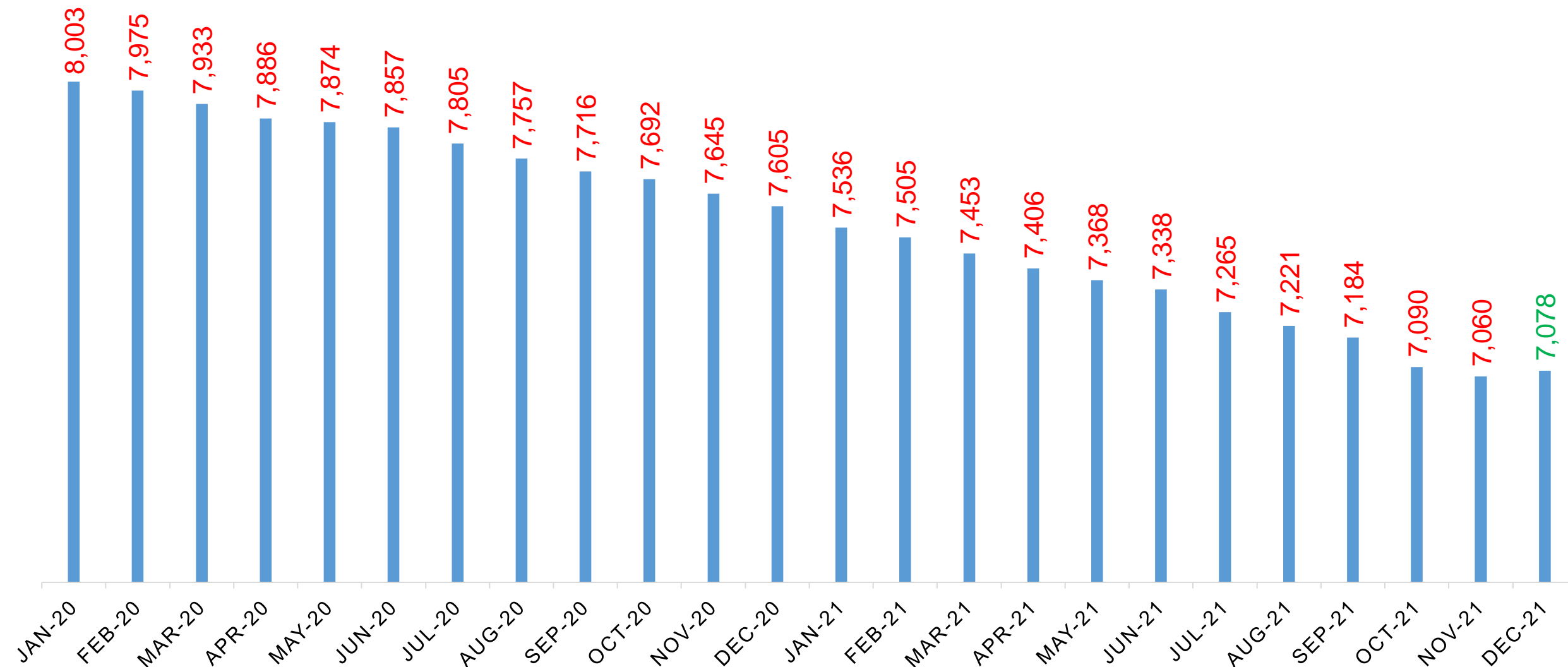
A New Year Begins: Updates from the Division of Early Childhood

State Early Childhood Advisory Council Meeting
February 2, 2022

Steven Hicks

Assistant State Superintendent
Division of Early Childhood
steven.hicks@maryland.gov

Child Care Providers



American Rescue Plan Act of 2021



\$502 million

\$309 million

Child Care Stabilization Funds

\$193 million

Child Care Development Fund

ARPA Child Care Stabilization Grants – Round 1



- \$158 million distributed
- 5,189 family home and center-based child care providers
- \$15,000 base award plus \$500 per licensed/regulating slot
- Web page: <https://earlychildhood.marylandpublicschools.org/arp>



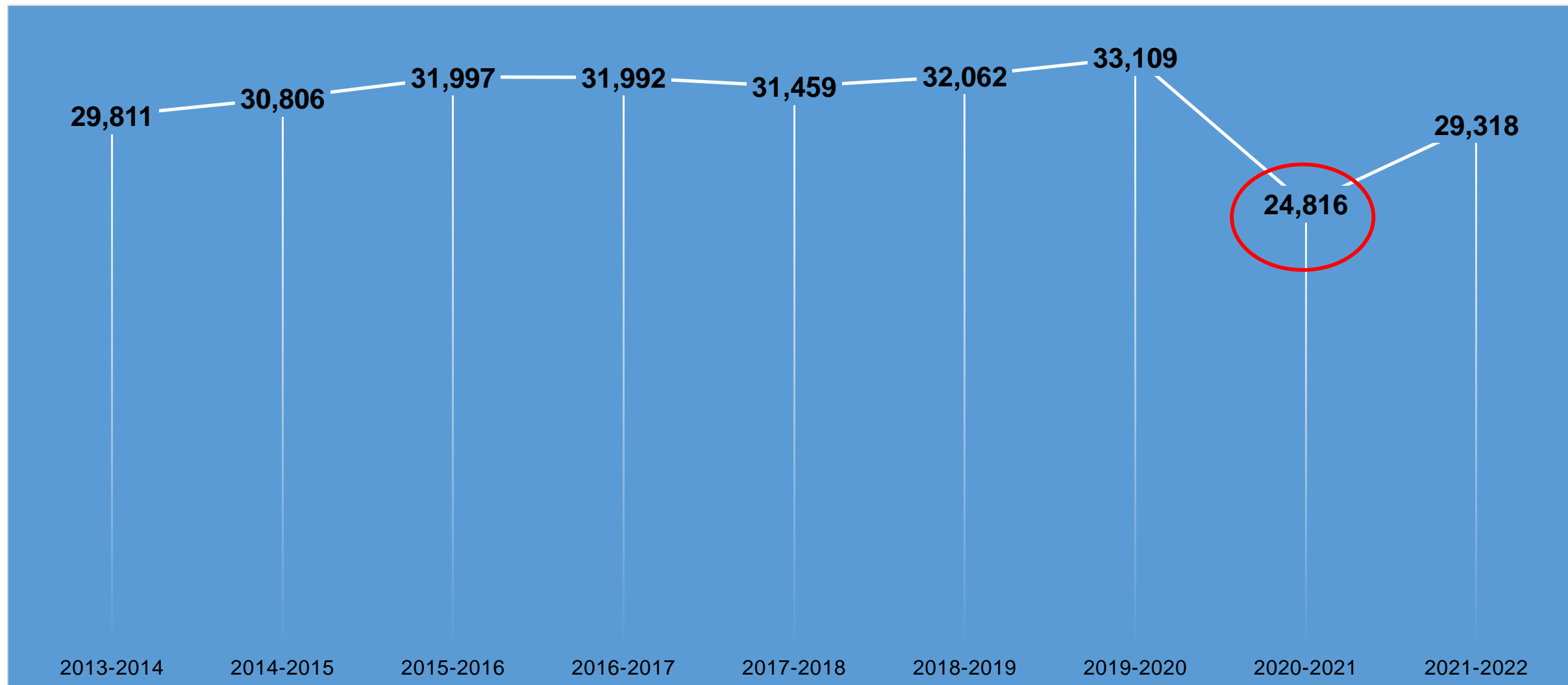
ARPA Child Care Stabilization Grants – Round 2



- \$128 million
- \$10,000 base award plus \$0-\$630 per licensed/regulating slot
- As of 1/18/2022:
 - 6,179 applications received
 - 5,098 applications processed and complete
 - 1,270 entered for payment
- All applications to be processed by March
- Web page: <https://earlychildhood.marylandpublicschools.org/2022ARP>



Public PreK Enrollment (approximate)



Kindergarten Readiness Assessment State Results

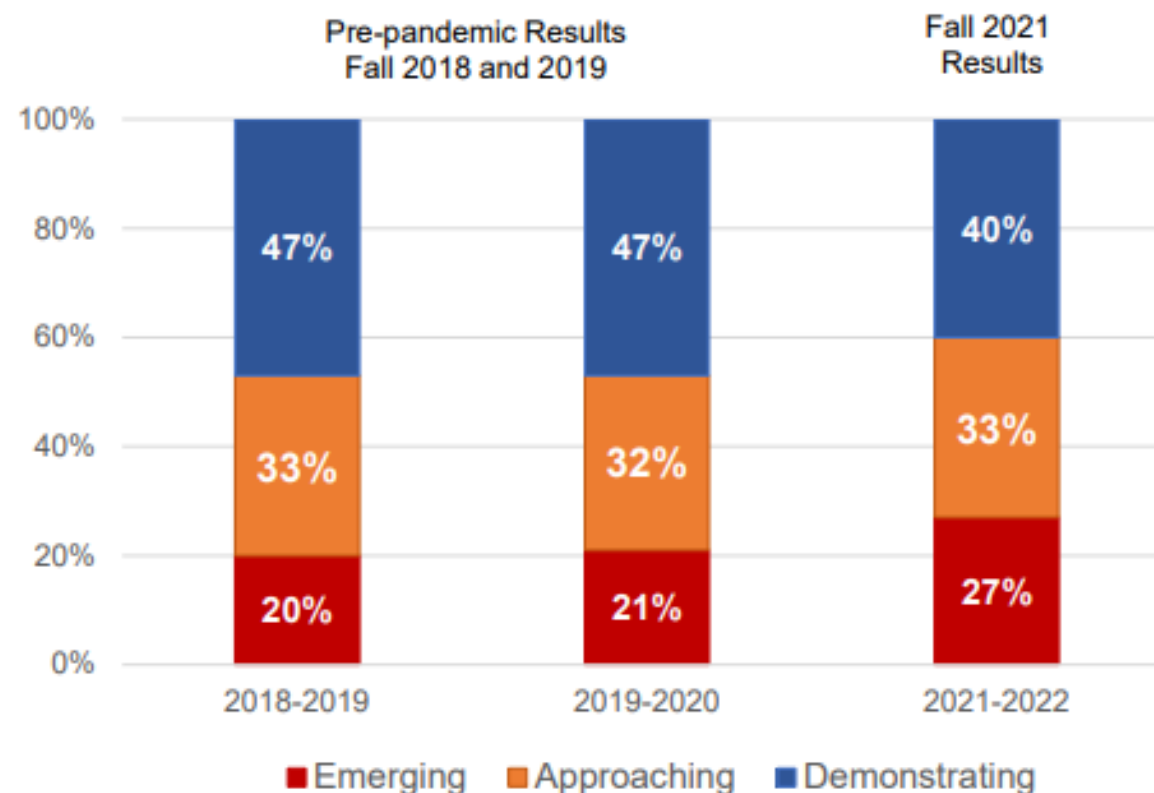
The Kindergarten Readiness Assessment (KRA) measures the knowledge, skills, and behaviors at kindergarten entry. **Kindergarteners are determined to be:**

Demonstrating Readiness – consistently demonstrate the foundational skills and behaviors that enable a child to fully participate in the kindergarten curriculum.

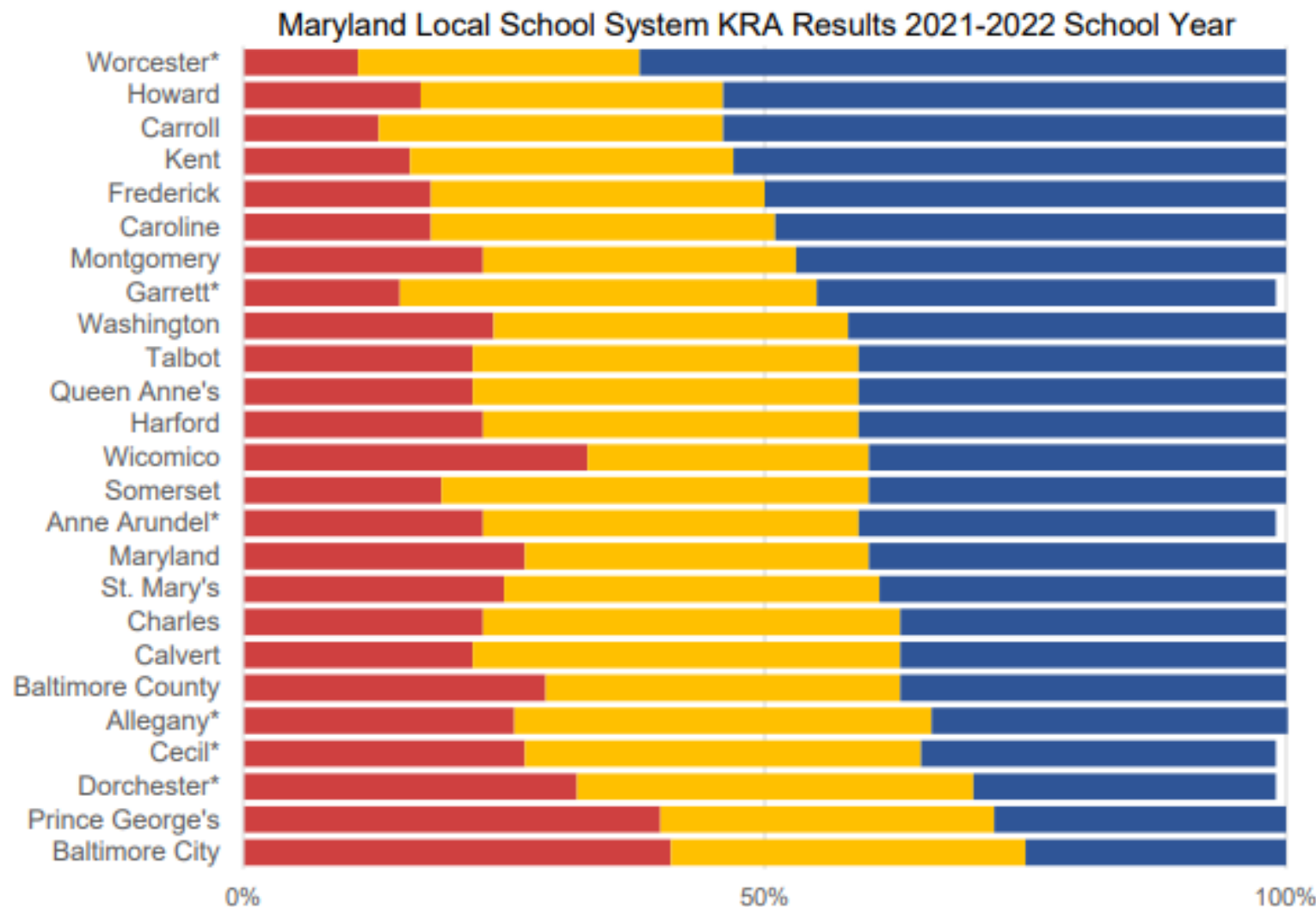
Approaching Readiness – exhibit some of the foundational skills and behaviors that are needed to participate in the kindergarten curriculum.

Emerging Readiness – show minimal foundational skills and behaviors that prepare them to meet kindergarten expectations.

Maryland state results show a decrease in the percent of kindergarteners demonstrating readiness from 47% to 40%.

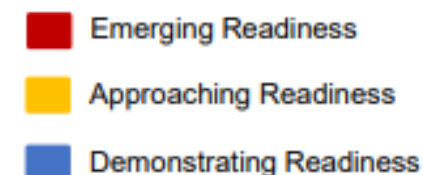


Kindergarten Readiness Assessment Results by Local School System



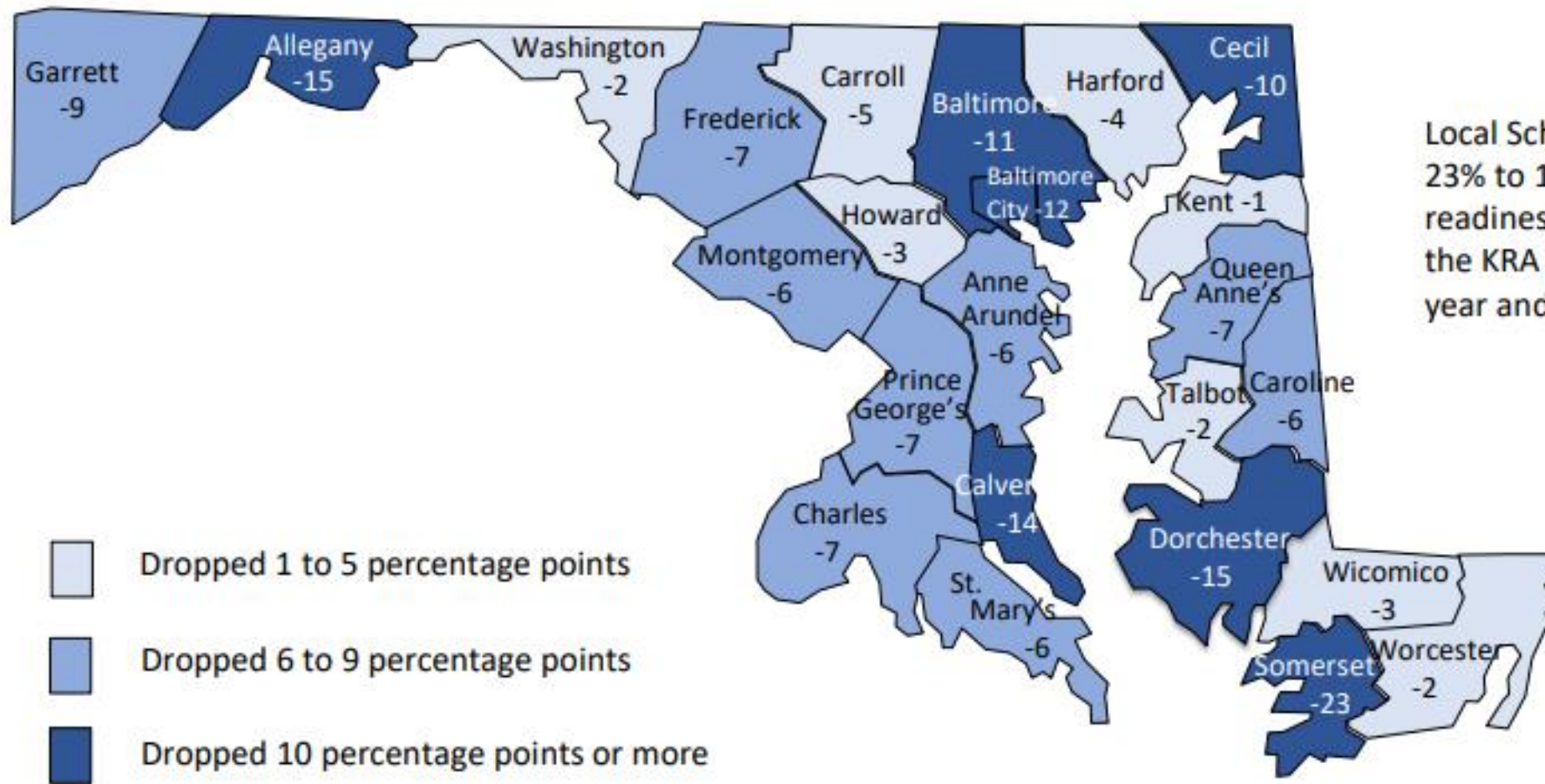
Local School System results show a range of kindergartener readiness.

Kindergarteners **Demonstrating Readiness** across systems varies from **25% to 62%.**



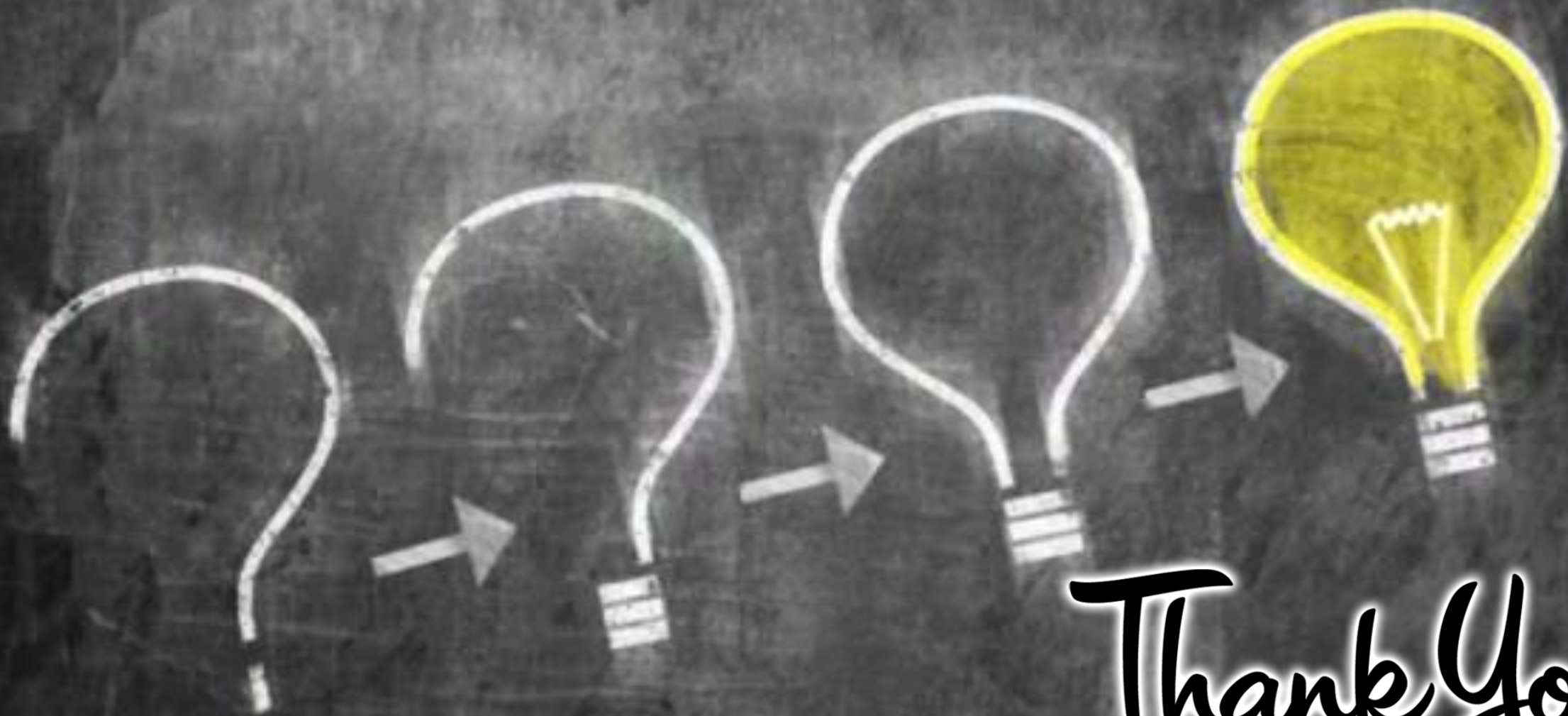
Kindergarten Readiness Assessment Results by Local School System

Percentage Point Change in Students Demonstrating Readiness on the KRA 2020 to 2022



Local School Systems ranged from 23% to 1% drop in demonstrated readiness for Kindergarten based on the KRA between 2019-2020 school year and 2021-2022 school year.

- Child Care Career and Professional Development Grants (CCCPDF)
- Child Care Quality Incentive Grant Program
- Early Childhood Assessment System Grants
- Family Child Care Provider Direct Grant Program
- Judy Center Early Learning Hub Grants
- PreK Expansion Grants
- MD State Prekindergarten Program Grant
- Medically Fragile Grants
- Project Security Blanket - Emergency Preparedness
- Special Needs TA and Transitions for Care of Infants and Toddler



Thank You



MSDE Community Engagement Meet and Greet

Linsey Malig-Mahew, Deputy Director of Community Engagement,
Office of Communication and Community Engagement, Maryland State
Department of Education



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Building Better Beginnings





Pritzker children's initiative vision:
Every child reaches kindergarten ready to learn.



At least **one million low-income infants and toddlers** and their families will be served by **high quality programs** by 2023.

PCI States

Arizona

California

District of
Columbia

Illinois

Louisiana

Maryland

Mississippi

Nebraska

Nevada

New Jersey

New Mexico

New York

Ohio

Oregon

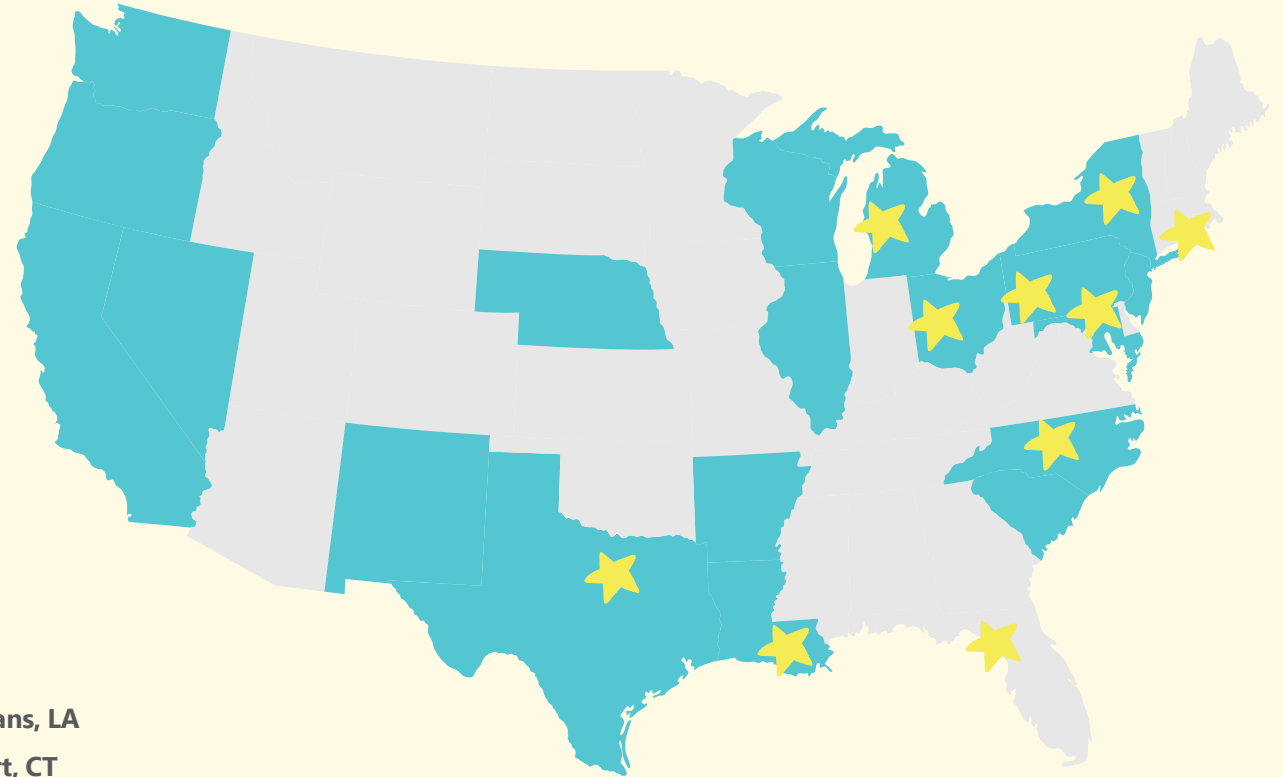
Pennsylvania

South Carolina

Texas

Washington

Wisconsin



Counties

Adirondack Region, NY
(Clinton, Essex, & Franklin counties
+ St. Regis Mohawk Reservation)

Allegheny County, PA

Kent County, MI *(pending)*

Guilford County, NC

Alachua County, FL

Tarrant County, TX

Baltimore, MD

New Orleans, LA

Bridgeport, CT

Montgomery County, OH

Mission & Vision

Our **vision** is to see that all expectant families and those with children prenatal to age 3 in Maryland thrive. To this end, we will remove the financial and structural barriers that prevent disadvantaged populations from receiving the high-quality programs and services they need.

Our **mission** is to establish, enhance and expand high-quality programs and services for at-risk, expectant families and those with young children across Maryland. We will also increase awareness of the critical importance of early life experiences in achieving lifelong health and well-being.



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Four Key Goals

GOOD HEALTH/HEALTHY BEGINNINGS—Expand access to high-quality prenatal and early childhood care and services to support health and development, especially for low-income and at-risk families.

STRONG FAMILIES/FAMILY SUPPORT—Increase access by families of young children to programs that value strong and positive relationships within families and ensure that parents, infants, and toddlers receive a comprehensive set of services that promote maternal health, infant and toddler development, and family well-being.

POSITIVE EARLY LEARNING—Increase access to high-quality, affordable infant-toddler child care and early learning experiences for low-income and other at-risk families.

SYSTEMS & INFRASTRUCTURE DEVELOPMENT—Focus on systems and infrastructure development to ensure a sustainable PN-3 continuum of care.



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Advancing Equity & Removing Barriers

1. The Maryland team adopted an *equity lens as a key value of Maryland's PN-3 system* and included equity as a defining feature of high-quality services and programs
2. In constructing policy goals, we *worked to target services to at-risk PN-3 populations* as defined by income (< 200 percent FPL), race/ethnicity, geography, language, and ability.
3. *Equity was addressed* as part of the implementation plan with the *understanding that policy change that promotes equity also requires equitable implementation* to build effective systems.
4. Equity experts reviewed draft materials and made recommendations that strengthened our proposed *efforts to remove financial and structural barriers that undermine an equitable distribution of resources* to support young children.



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Using Data to Advance Equity in the Early Childhood System

Equity Definition

The “just and fair inclusion into a [community] in which all can participate” and thrive (Policy Link, 2018)

Requires elimination of systemic barriers (e.g., poverty, racism, discrimination) and their consequences such as lack of access to quality health, education, and family supports (RWJF, 2017)

Means *all* expectant families and those with young children “receive necessary supports in a timely fashion so they can develop their full ... potential” (NAEYC, 2019)

Inequities

- Differences that are unfair, avoidable and unjust
- Differences associated with social disadvantage
 - racial/ethnic group; socioeconomic, disability, or LGBTQ status; gender; and other characteristics tied to a history of being excluded
- Apply to outcomes, resources, and opportunities available to different groups of people

Effective Data Culture

- Commitment and Vision
- Beliefs
- Accountability
- Modeling
- Collaboration
- Continuous quality improvement



Racial Equity and Data Visualization

- Use language with racial equity awareness
- Order data labels in a purposeful way
- Consider the missing groups
- Question default visualization approaches
- Use colors, icons, and shapes with racial equity awareness
- Demonstrate empathy
- Engage or reflect lived experience





Building Better Beginnings for Maryland's Children: Maryland's Prenatal-to-Three (PN-3) Equity Report

"baby playing" by [Philippa Put](#) is licensed under [CC BY 2.0](#)

Overview

-  **Rationale & Objectives**
-  **Methods**
-  **Select Results**
-  **Strengths & Limitations**
-  **Recommendations**

Rationale for a MD Prenatal-to-Three (PN-3) Equity Report

- Young children are racially, ethnically, and culturally diverse.
- Key Leaders determined equity as a key focus area in year one of Pritzker grant.
- Early disparities decrease the likelihood that children and families reach their full potential.
- Equitable early life experiences are formative inputs to adult:
 - educational attainment
 - health status
 - economic self-sufficiency

Objectives

- Characterize extent to which Maryland has achieved an equitable PN-3 system of care.
- Identify strengths and gaps in data available to measure equity
- Make recommendations to advance equity for Maryland's PN-3 population

Methods

Data collection took place August 2020 – May 2021

Twenty-four indicators across five domains:

1. Population estimates (e.g., number of children under age 3)
2. Health and education outcomes (e.g., birth outcomes, Kindergarten Readiness)
3. Healthy Beginnings (e.g., public health insurance/Medicaid)
4. Supported Families (e.g., Home visiting)
5. High-Quality Early Care and Learning (e.g., Child Care cost)

Data Reporting by Race/Ethnicity

Dependent on data availability and sample size

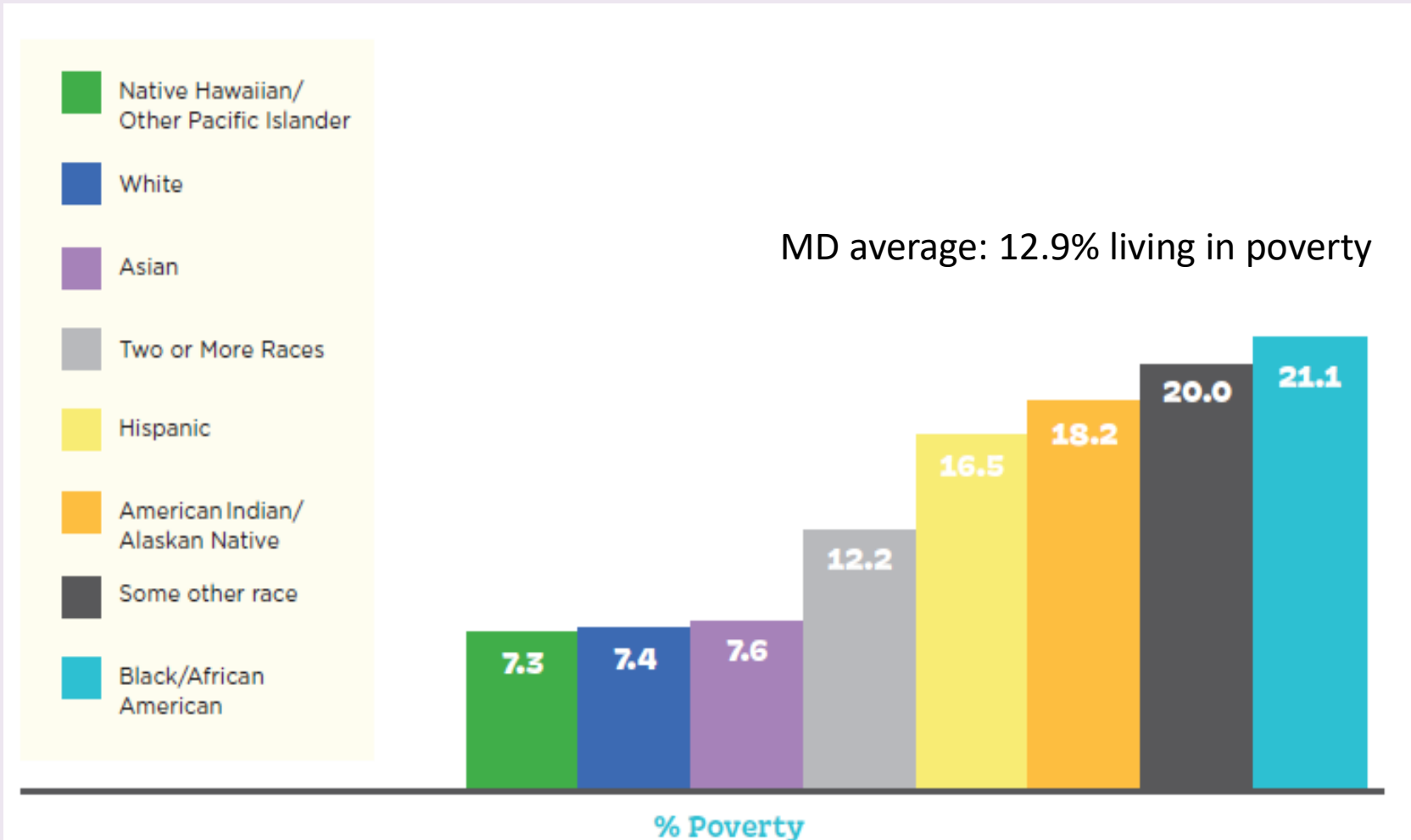
- Indicators reported at jurisdiction and state levels
- Data disaggregated by race/ethnicity within each jurisdiction

Certain race/ethnicity categories adapted in narrative—

- Birth outcomes: non-Hispanic Black to Black (non-Hispanic)
- Department of Human Services outcomes: Caucasian to white

All race/ethnicity categories in the appendix reported as per original data sources.

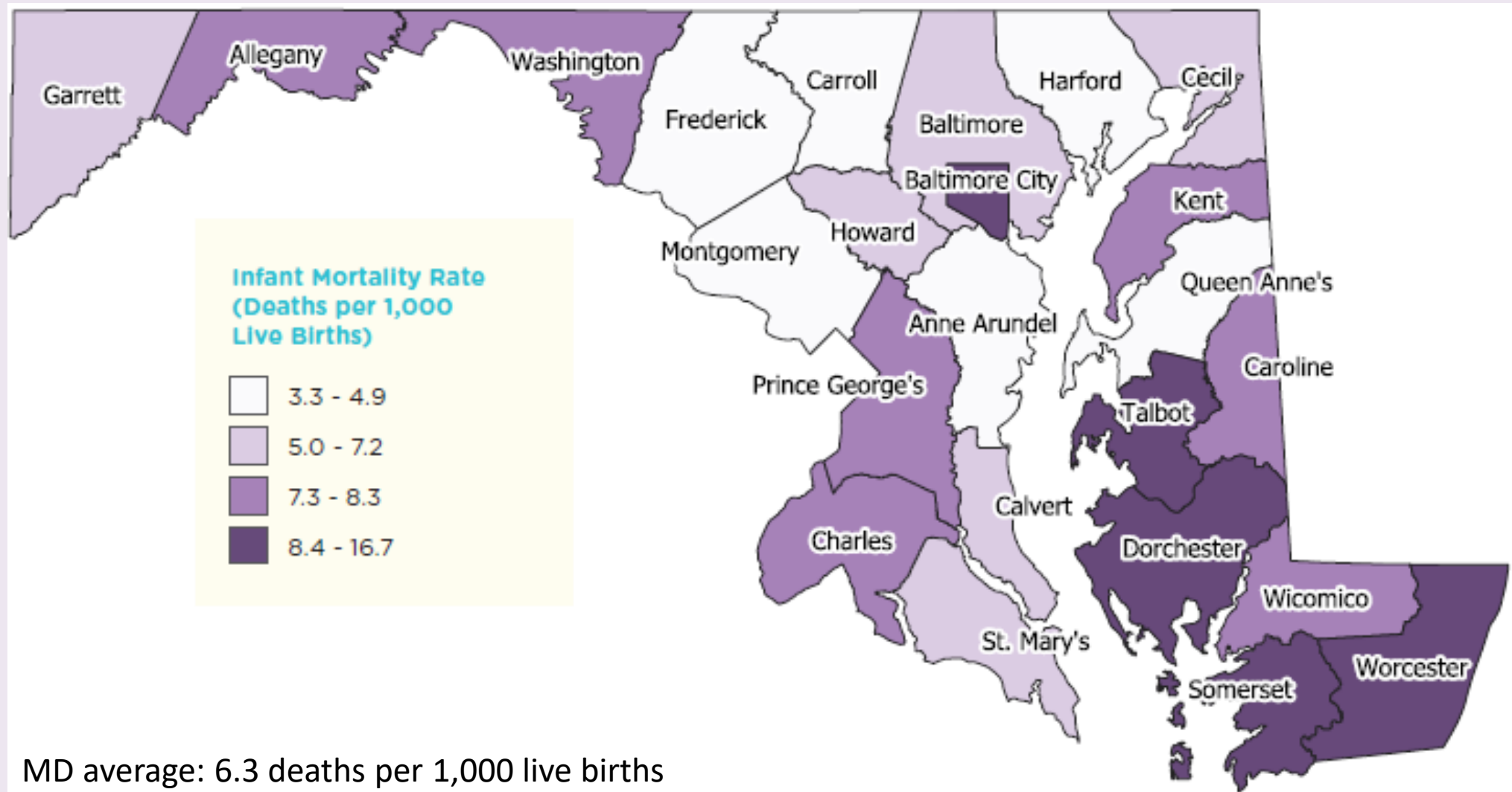
Maryland Children Under Age 6 Living in Poverty, 2015-2019



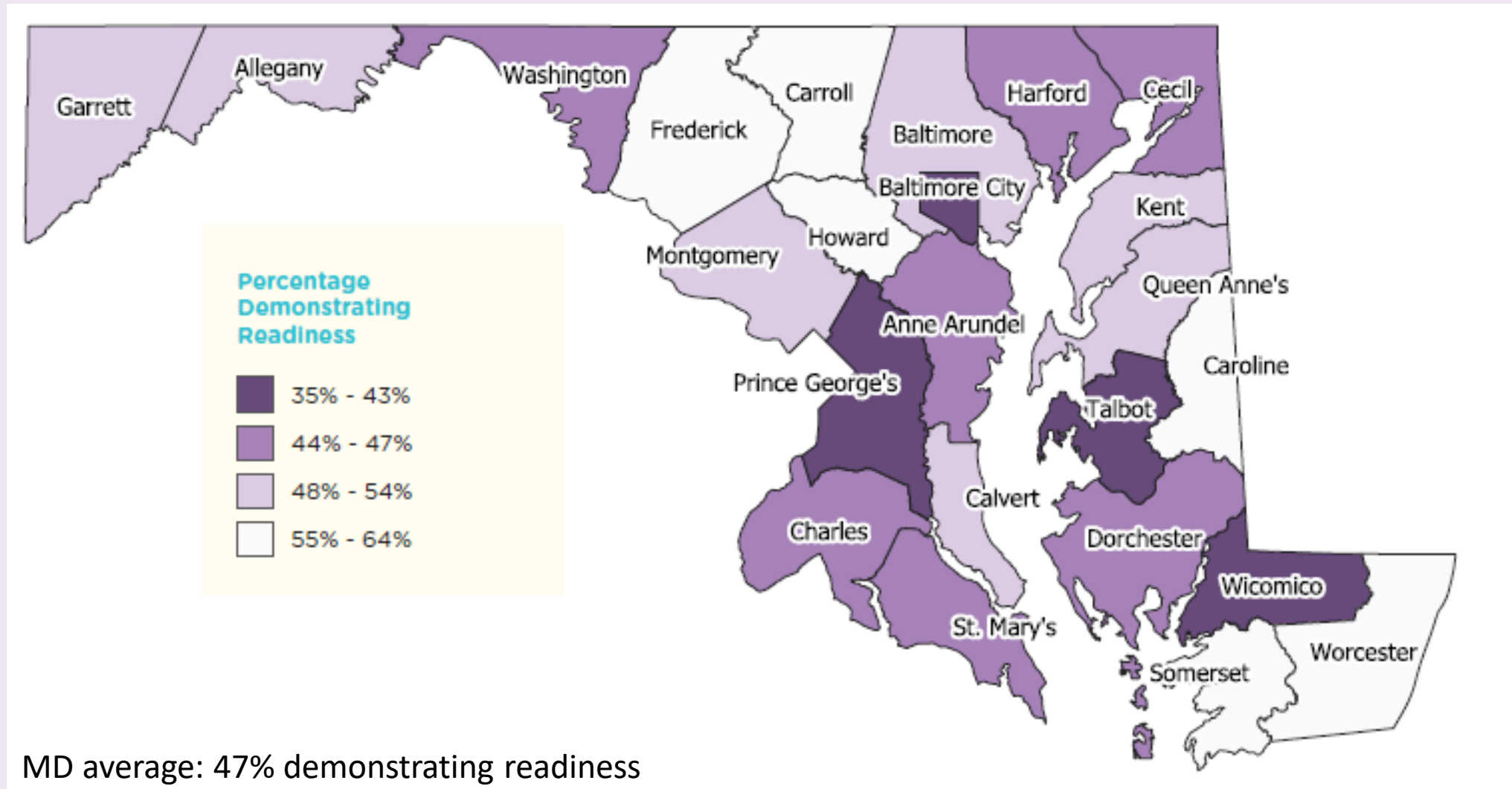
Maryland Infant Mortality, 2019*



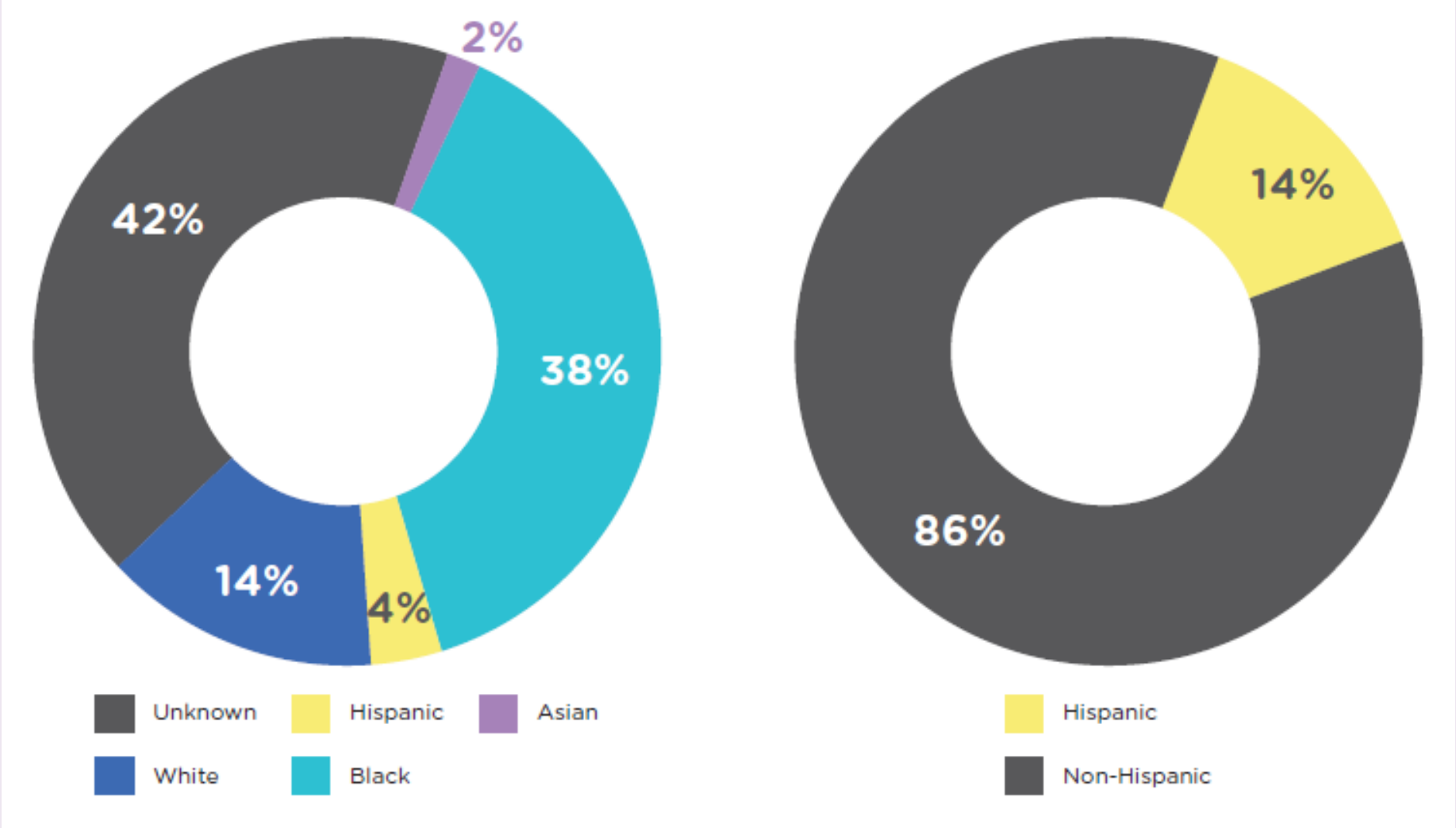
Maryland Infant Mortality, 2015-2019



Maryland Kindergarten Readiness, 2019-2020



Race (Left) and Ethnicity (Right) of Households with Children Under Age 3 Participating in SNAP, SFY 2019



Strengths and Limitations

Strengths

- Broad array of indicators across domains
- Disaggregation by race/ethnicity and jurisdiction
- Engagement of multiple agencies and organizations

Limitations

- Varied definitions of race/ethnicity; some indicators lack race/ethnicity
- Subset of indicators
- Missing denominators (e.g., who is eligible)
- Did not assess variability within jurisdiction
- Did not include direct parent/family and caregiver/provider voices when compiling report

Recommendations

1. **Build public awareness** about achievement of equity for PN-3 population.
2. **Engage diverse stakeholders and community members** in planning and developing solutions to promote equity.
3. **Compile and disseminate sources of support** (e.g., workforce training, available services, leadership training, and compensation for parents) to facilitate addressing equity.
4. **Identify resources to support and monitor progress** in achieving equity through biennial prenatal-to-three equity reports.
5. Encourage organizations to **systematically collect and review race and ethnicity data**
6. Future reports should **incorporate information about individuals eligible for services**

Acknowledgements

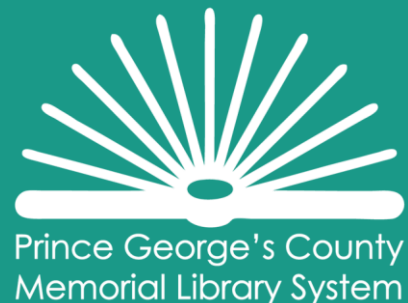
- Key Leaders for B3
- Organizations that provided data
- Pritzker Children's Initiative



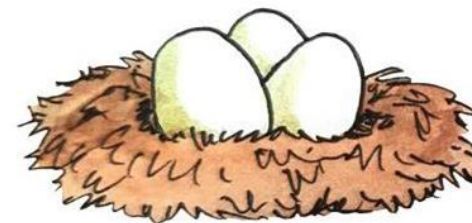
Library Programming for Expectant Parents and Parents of Newborns

Mother Goose on the Loose: Hatchlings

Maryland State Early Childhood Advisory Council, February 2, 2022



Your Hatchlings Team



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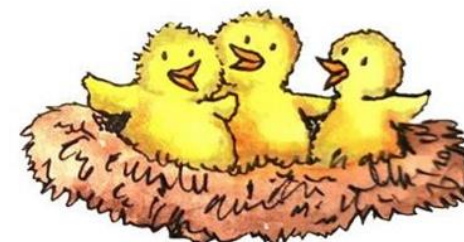
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Connecting to MSDE Early Childhood Strategic Plan

Carroll County (MD) Public Library

Prince George's County (MD) Memorial Library System



What is Mother Goose on the Loose: Hatchlings?



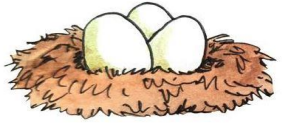
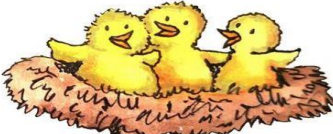
What is Mother Goose on the Loose: Hatchlings?

Families will:

- 1) Realize it is important to read, sing, and talk to their baby daily.
- 2) Learn about key developmental stages and signals in their newborns.
- 3) Develop a daily reading routine.
- 4) Develop strong early bonding experiences.
- 5) Gain confidence in their literacy skills.
- 6) Feel proud of their role as their baby's first teacher.
- 7) Increase awareness of library resources.

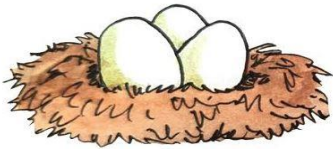
What is Mother Goose on the Loose: Hatchlings?

- Two parts:

- Hatchlings: *Ready to Hatch*
 - Expectant families
- Hatchlings: *In the Nest*
 - Newborn families

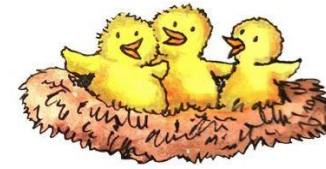
What is Mother Goose on the Loose: Hatchlings?

Ready to Hatch



- Target audience: **Expectant families**
- Stand-alone one hour session

In the Nest



- Target audience: **Newborn families** (0-4 months)
- Four-week series

Curriculum Development



Ready to Hatch

Instruction Guide

Mother Goose
On The Loose
Hatchlings

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Script for Hatchlings:
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Song Sheet

Mother Goose on the Loose: Ready to Hatch



Tip: Don't worry about whether you have a great singing voice or not! Just sing to your child whenever you can.

Hello Everybody, Yes Indeed

Hello, everybody yes indeed,
Yes indeed, yes indeed.
Hello, everybody, yes indeed,
Yes indeed my baby.

Hello My World, Yes Indeed

1. Hello, sun, yes indeed,
Yes indeed, yes indeed.
Hello, sun, yes indeed,
Yes indeed my baby.

2. What's going on, bird? Yes indeed,
Yes indeed, yes indeed.
What's going on, bird? Yes indeed,
Yes indeed my baby.

3. Bonjour, flowers, yes indeed,
Yes indeed, yes indeed.
Bonjour, flowers, yes indeed,
Yes indeed my baby.

4. What's up, clouds? Yes indeed,
Yes indeed, yes indeed.
What's up, clouds? Yes indeed,
Yes indeed my baby.

Tip: Singing this song when you are out on a walk introduces your baby to the world all around.

Talk, Sing, Share Books & Play

Talk, sing, share books and play.
Talk, sing, share books and play.
Talk, sing, share books and play.
Talk, sing, share books and play -- Hooray!



Talking, singing, and playing with your baby can be done anywhere and anytime.

I've Got Something in My Pocket

I've got something in my pocket,
it belongs across my face.
I keep it very close at hand,
in a most convenient place.
I'm sure you couldn't guess it
if you guessed a long, long while.
So I'll take it out and put it on,
it's a Great Big Loving Smile!

Great for singing while your baby is kicking in the womb.

Can You Kick With Two Feet

Can you kick with two feet, two feet, two feet?
Kick, kick, kick, kick, kick.

Can you wiggle with ten fingers...
Can you clap with two hands...
Can you wave with two arms...
Can you kiss with two lips...

Pizza, Pizza Hot

(To the rhythm of "Pease Porridge Hot")
Pizza, pizza hot.
Pizza, pizza cold.
Pizza, pizza in the box,
Nine days old.

Clap softly along to the beat while reciting this rhyme.

Some like it hot.
Some like it cold.
Some like it in the box,
Nine days old! (I do! or Yuck!)

Hokey Pokey

You put your hand in, you take your hand out.
(Put one hand in front)
You put your hand in and you shake it all about.
(Put one hand in front)
You do the Hokey Pokey and you give a little shout.
(Cup hands in front of mouth)
"I love you without a doubt. Hug!"
(Pretend to give your baby a hug)

Continue with "You put your head in, etc..."

Tip: Connecting movements with parts of the body helps to build your baby's vocabulary.

Glance at a script



5. ANIMAL SONGS

Show Panel 10: Animal Songs

Who here is a professional singer? *(Pause for people to respond)* I'm not a professional singer. Sometimes I sing off-key. But I still sing to children and they don't mind. To babies, their parent's voice is the best voice ever. If they've heard your voice, especially while in utero, they will love hearing it after they have been born.

Don't worry about the quality of your singing. It doesn't matter whether your voice is scratchy or off-key. Most people are not super singers. Singing to your baby is a gesture of love, because your baby knows and loves your voice best of all.²⁷

²⁷ Fink, Cathy, and Marcy Marxer, "10 Ways Babies Learn When We Sing to Them!" NAEYC For Families. <http://families.naeyc.org/learning-and-development/music-math-more/10-ways-babies-learn-when-we-sing-them>



Rocking comforts, but dancing rocks!

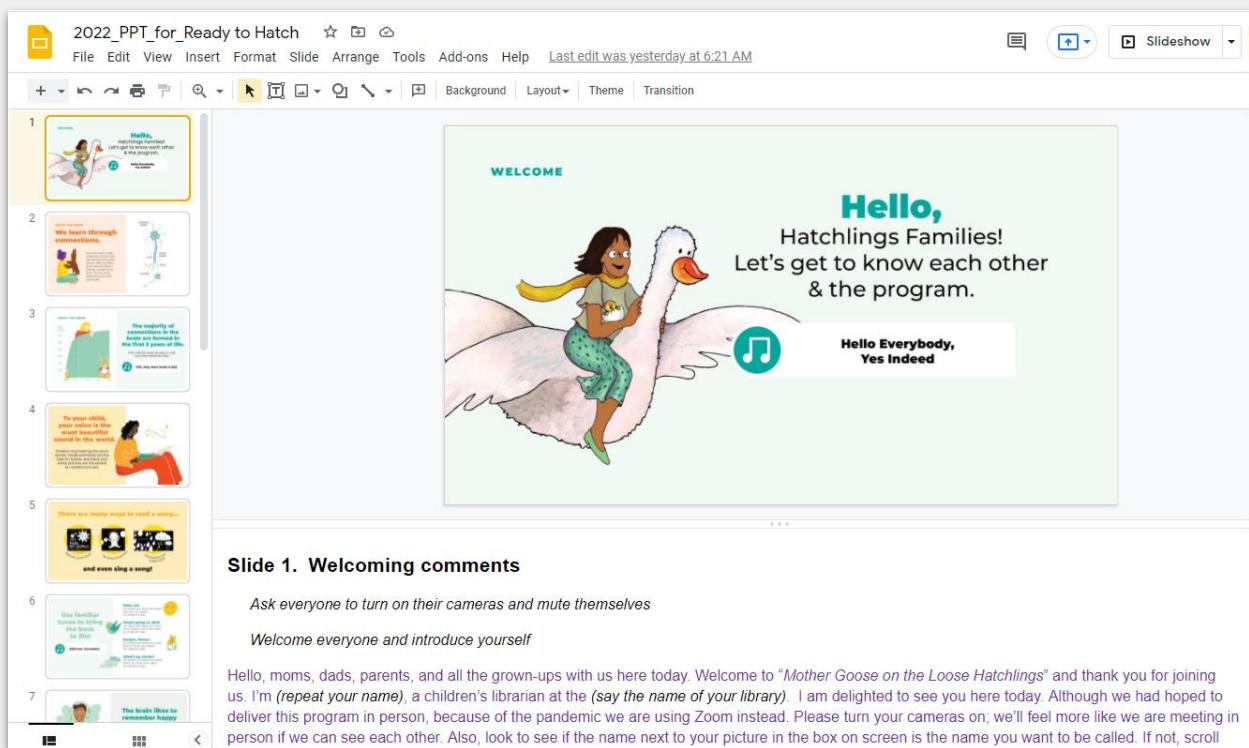
Movement fires up the brain.



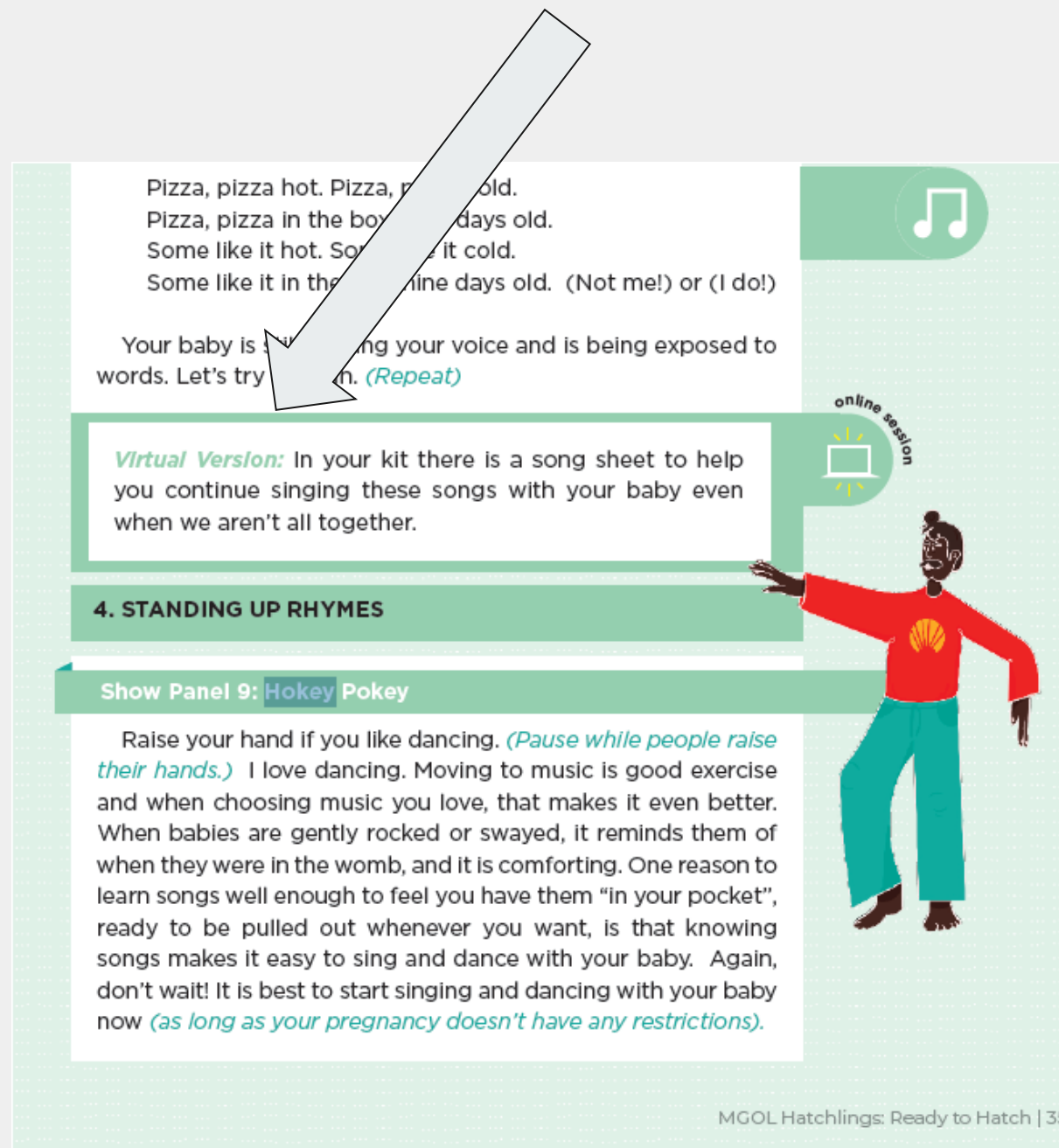
Hokey Pokey!

You put your hand in, you take your hand out.
You put your hand in and you shake it all about.
You do the Hokey Pokey and you give a little shout,
"I love you without a doubt".. Hug!
(pretend to give your baby a hug)
(You put your head in...)

COVID Modifications



The screenshot shows a Google Slides presentation titled "2022_PPT_for_Ready to Hatch". The main slide is titled "WELCOME" and features a cartoon illustration of a woman with dark hair and a yellow scarf riding a large white swan. The text on the slide reads: "Hello, Hatchlings Families! Let's get to know each other & the program." Below this, there is a small icon of a musical note and the text "Hello Everybody, Yes Indeed". The left sidebar shows a list of slides, with slide 1 selected. Below the slide list, there is a section titled "Slide 1. Welcoming comments" with the following text: "Ask everyone to turn on their cameras and mute themselves" and "Welcome everyone and introduce yourself". At the bottom of the slide, there is a paragraph: "Hello, moms, dads, parents, and all the grown-ups with us here today. Welcome to 'Mother Goose on the Loose Hatchlings' and thank you for joining us. I'm (repeat your name), a children's librarian at the (say the name of your library). I am delighted to see you here today. Although we had hoped to deliver this program in person, because of the pandemic we are using Zoom instead. Please turn your cameras on, we'll feel more like we are meeting in person if we can see each other. Also, look to see if the name next to your picture in the box on screen is the name you want to be called. If not, scroll



The graphic shows a slide from the presentation with a large blue arrow pointing to it. The slide content is as follows:

Pizza, pizza hot. Pizza, pizza cold.
Pizza, pizza in the box, pizza days old.
Some like it hot. Some like it cold.
Some like it in the box, some like it days old. (Not me!) or (I do!)

Your baby is listening to your voice and is being exposed to words. Let's try to sing. (Repeat)

Virtual Version: In your kit there is a song sheet to help you continue singing these songs with your baby even when we aren't all together.

4. STANDING UP RHYMES

Show Panel 9: Hokey Pokey

Raise your hand if you like dancing. (Pause while people raise their hands.) I love dancing. Moving to music is good exercise and when choosing music you love, that makes it even better. When babies are gently rocked or swayed, it reminds them of when they were in the womb, and it is comforting. One reason to learn songs well enough to feel you have them "in your pocket", ready to be pulled out whenever you want, is that knowing songs makes it easy to sing and dance with your baby. Again, don't wait! It is best to start singing and dancing with your baby now (as long as your pregnancy doesn't have any restrictions).

MGOL Hatchlings: Ready to Hatch | 35

Using the MGOL.net Website

Protected: MGOL Hatchlings: Ready to Hatch Materials

Edit



MGOL Hatchlings

MGOL Hatchlings: Ready to Hatch – Songs and Rhymes

Preparing for Hatchlings

MGOL Hatchlings: Ready to Hatch Materials

Ready to Hatch Flyer to Publicize Sessions

Ready to Hatch Program Considerations

Program Considerations

Sign-Up Information Sheet and Checklist

Materials' Checklist for In the Nest

Sign-up Sheet

Design Your Own Ready-To-Hatch Session

Materials Checklist

Ready to Hatch Consent Form

Sign-in Sheet

Library Checklist

Ready to Hatch Panels (for downloading)

Ready to Hatch PowerPoint

Ready to Hatch: Hatchlings Headlines

Ready to Hatch Workshop Evaluation

Song Sheet

"Ready to Hatch" Video

Virtual Session Preparation Checklist

PowerPoint for Virtual In The Nest Sessions

Share / Save

Reproducibles:

Before the session

- Ready to Hatch Instructional Guide
- Organizing Checklist / Timeline (to do list starting 6 months before your first session)
- Flyer for advertising
- Program considerations (Questions to discuss with library director and staff regarding services/materials that can be offered to program participants)
- Sign-up information sheet (One side contains a check list of services and items the library can offer based on the answers to questions posed in Program Considerations; the other side has information for staff to share with people who want to sign up for the program.)
- Sign-up sheet (For use when the computer is down or for community partners who do not have access to computerized sign-up.)
- Design Your Own Session Template
- Materials Checklist (getting ready for your session)

Ready to Hatch



At the session

- Consent Form
- Sign-in Sheet (To keep track of who actually attended the program)
- Panels
- The PowerPoint (PDF)
- The PowerPoint Template
- Hatchlings Headlines (panels in PPT form as a parent hand-out)
- Song Sheet
- Workshop Evaluation

After the session:

- Hatchlings Highlights
- Reflection Sheet

Music:

- MGOL Hatchlings – Songs and Rhymes

Spanish Ready to Hatch Materials:

- Advertising Flyer

Downloadables

Consent to Participate & Photo Release Form

Mother Goose on the Loose, Hatchlings: Ready to Hatch Pilot Program

You are being invited to participate in the pilot of a new program: *Mother Goose on the Loose, Hatchlings: Ready to Hatch!* The *Hatchlings* program is for expectant families. It is based on the award-winning early literacy *Mother Goose on the Loose* program for children from birth to age 2 with their parents or caregivers <https://mgol.net/>.

The purpose of the Hatchlings program is to increase awareness in reading, and child development milestones. Expectant families will attend a program prior to the arrival of their child. They will also be invited to Hatchlings programs after their child is born. These programs will focus on bonding around early literacy activities. Families will be given materials, educational toys, to keep and use at home. Parents will be asked to complete a survey after each program session they attend. They will also receive a follow-up phone call.

Privacy and Confidentiality

All survey responses and data collected will be kept confidential. No information identified by name in any publication or presentation, unless they give their name and grant permission.

- ☐ I grant permission to use my name
- ☐ I do not grant permission to use my name

Permission to Use Photograph / Video

Photographs / videos of participants will be taken during the *Mother Goose on the Loose* program. With your permission, these photos and video clips may be used in conferences, on websites, and for publications, such as, Maryland Early Childhood Association, *Mother Goose on the Loose* website, and Children & Family Services for any lawful purpose including publicity, illustration, advertising

- ☐ I grant permission to use photographs and video (with my name included)
- ☐ I grant permission to use photographs and video (without my name included)
- ☐ I do not grant permission to use photographs and video with my name included

I have read and understand all of the above.

Signature _____
Printed name _____
Address _____
E-mail: _____



Hatchlings, Ready to Hatch Workshop Evaluation

Introduction

Thank you for your participation in this workshop! Please complete the following questions.

1. Your Name

2. E-mail

3. Phone number

4. What month is your baby due?

5. Workshop Location (For example, Virtual - Finksburg Branch Center)

Ready to Hatch



First & Last Name

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Phone number
(cell or home)

Mother Goose On The Loose Hatchlings



Get ready for baby



Ready to Hatch

is an interactive early literacy program for expectant parents. Learn more about your baby-to-be through songs and fun activities.

FREE book, calendar and song sheet for attendees!

Space is limited to expectant parents.

Date & Time

Location

Registration required; to sign up, contact:



Fun Facts:

Reading and singing helps your baby's brain and language development.



Reciting nursery rhymes & singing songs helps your baby get ready to learn to read.



Babies exposed to books and reading grow up to become children who perform better in school.

Ready to Hatch (Virtual)



Community Collaboration

- Judy Centers (MD)
- Family Support Centers
- Young Adult Parenting Programs (high schools)
- CASA de Maryland
- Places of Worship
- Hospitals
- Local Department of Health

Spanish Community Outreach

Reaching out to Spanish speaking families

- Establish contact with a community organization near your library.
- Coordinate with the bilingual outreach coordinator.
- Contact families via email or by phone as often as needed.
- Respect privacy and comfort levels of all participants.



Recommendations

Research background information of participants from secondary resources. For example, recent immigrants of Mexican and Central American origin are adversely affected by factors unique to immigration.



¡Caminemos!

Las palabras del movimiento

- balancearse
- arrastrarse
- caminar de puntillas
- bailar
- caminar
- deslizarse

Los podemos intentar con nuestro bebé

Los juegos de quedarse “congelados” le ayuda a los niños a practicar cómo detenerse.

Los bebés aprenden palabras de movimiento cuando estamos haciendo cada uno de ellos por separado.



El baile de los esqueletos

Hatchlings: In the Nest

Example of a slide in Spanish

In the Nest (In-person sessions)



Carroll County (MD) Public Library presents Hatchlings
at Carroll County Public Schools
Judy Center Robert Moton Elementary

In the Nest (In-person sessions)



Carroll County (MD) Public Library

Carroll County (MD) Public Library

Activities for Siblings



Promote library
services

Build relationships
with your participants



Carroll County (MD) Public Library

Carroll County (MD) Public Library



Hatchlings Evaluation Components

- Consent Form
- Evaluation Survey
- Follow-up Survey



*All in both English and Spanish

*All available in paper format or electronically via Survey Monkey

Evaluation Plan Outcomes

Outcome 1: Participating librarians will gain both knowledge and confidence in providing effective early literacy training for expectant parents (Hatchlings 1) and parents of young infants (Hatchlings 2).

Assessed by: Survey following training, focus group discussion following workshops

Outcome 2: Parents participating in Hatchlings 1 will gain both knowledge and confidence in their ability to nurture their infant's early literacy development, before and after birth.

Assessed by: Survey following workshops

Evaluation Plan Outcomes

Outcome 3: Parents participating in Hatchlings 1 will demonstrate their understanding of the importance of talking, singing and reading (book sharing) with their babies daily, before and after birth, to both bonding and early literacy development.

Assessed by: Follow-up phone call and/or survey approximately six months after workshops

Outcome 4: Parents participating in Hatchlings 2 will gain both knowledge and confidence in their ability to provide appropriate activities to nurture their baby's early literacy development.

Assessed by: Survey following workshops

Evaluation Plan Outcomes

Outcome 5: Parents participating in Hatchlings 2 will demonstrate understanding of the importance of talking, singing, reading (book sharing), and playing with their babies daily to healthy social emotional and early literacy development.

Assessed by: Follow-up phone call and/or survey approximately six months after workshops

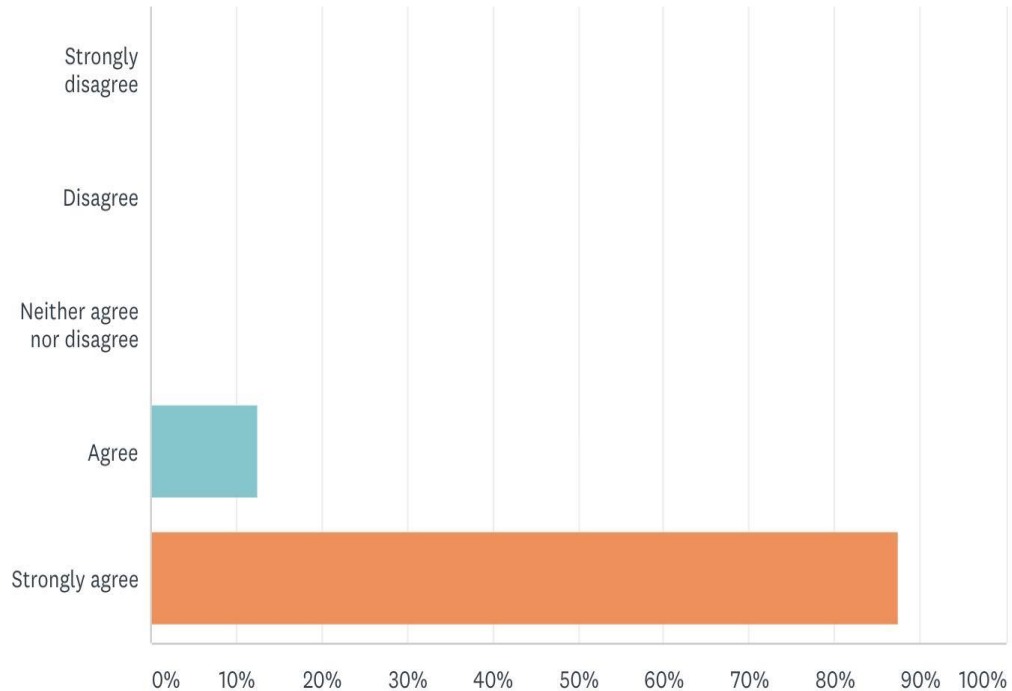
Outcome 6: Parents participating in both Hatchlings 1 and Hatchlings 2 will demonstrate increased understanding of the importance of talking, singing, reading (book sharing), and playing with their babies daily to healthy social emotional and early literacy development.

Assessed by: Follow-up phone call and/or survey approximately six months after workshops

Evaluation Feedback - RTH

I learned something by participating in this workshop.

Answered: 8 Skipped: 0

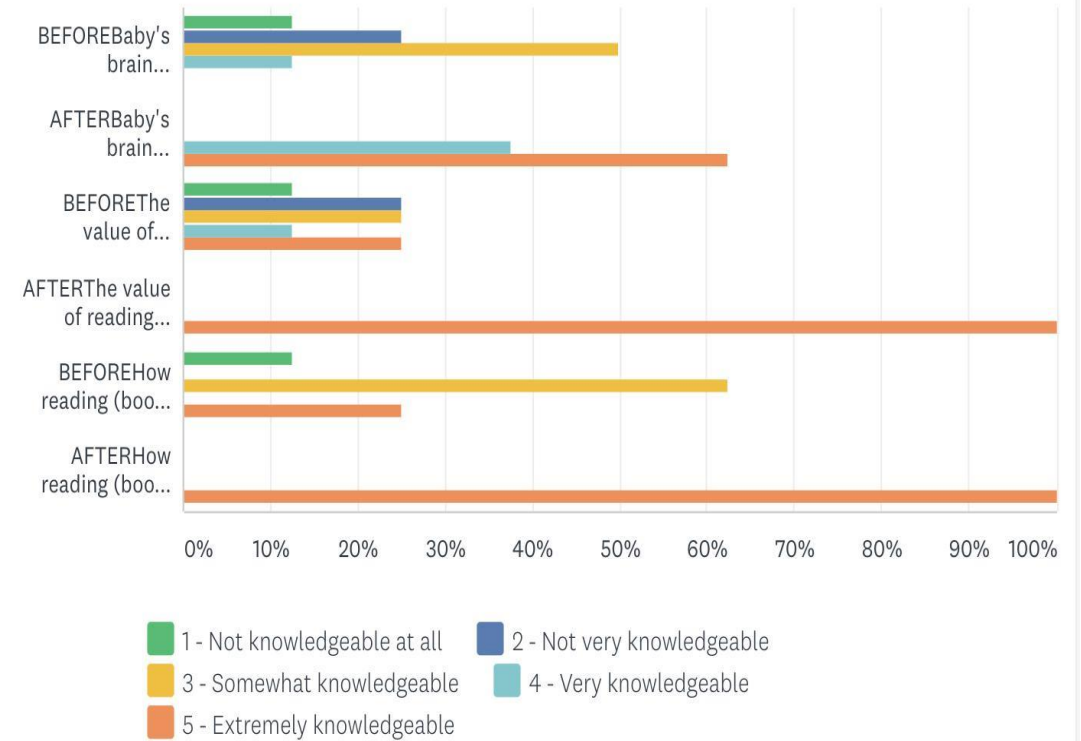


Hatchlings, Ready to Hatch Workshop Evaluation

🔍 (0)

Please rate your knowledge in each of the following areas BEFORE and...

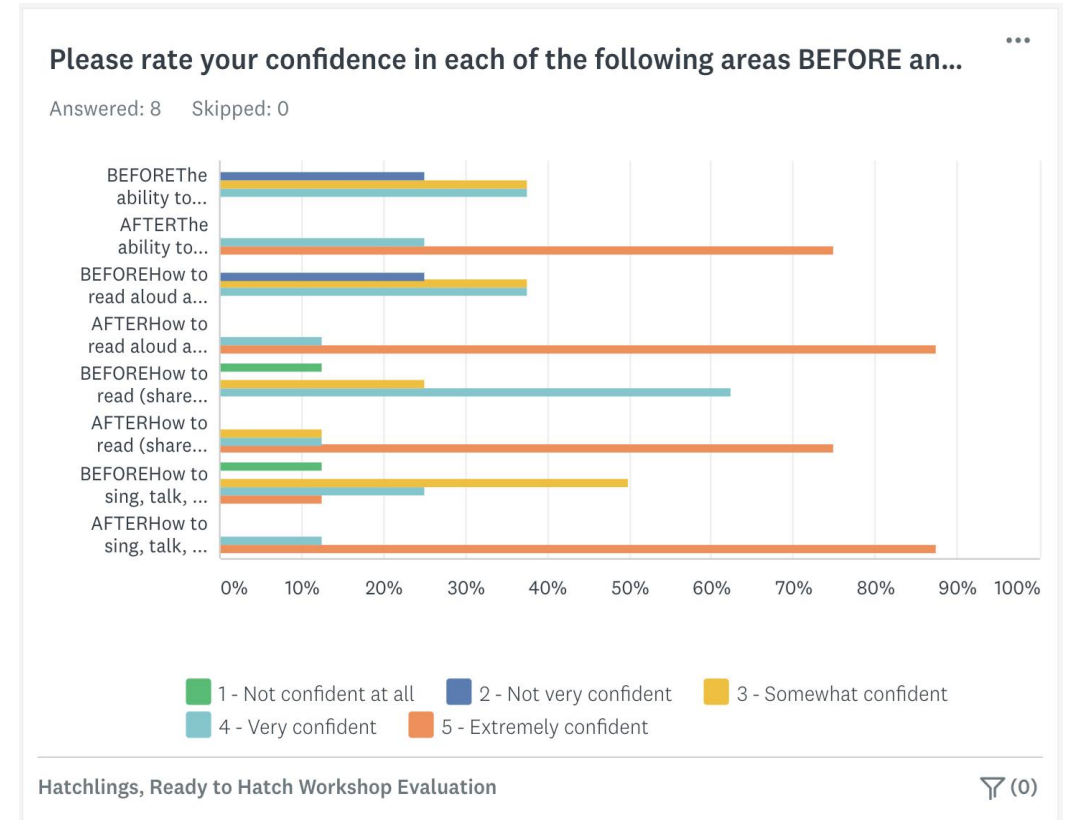
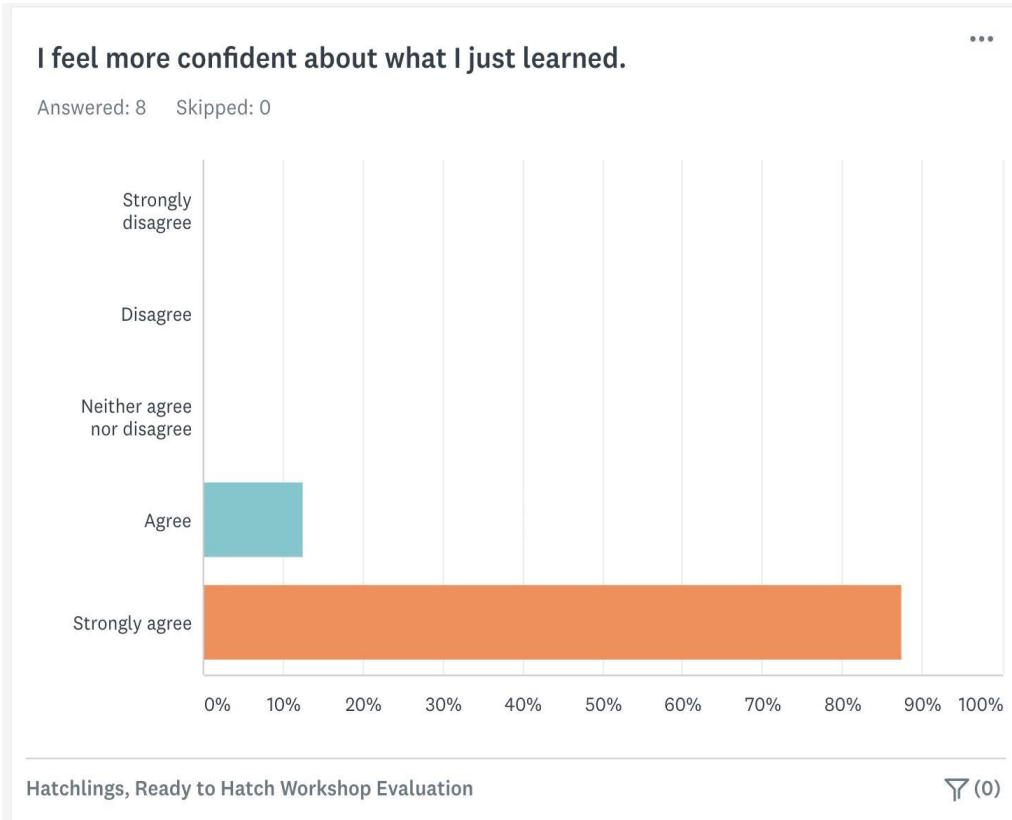
Answered: 8 Skipped: 0



Hatchlings, Ready to Hatch Workshop Evaluation

🔍 (0)

Evaluation Feedback - RTH



Evaluation Feedback - RTH

Please describe one or more ideas you will use from this workshop.



Answered: 7 Skipped: 1

Read and ask questions even if the baby does not respond. As long as he is hearing and being talk to he will be learning at an early age and hopefully have an extensive vocabulary by the time the is in the age to attend school.

Singing and reading or talking about the book(s).

The inclusion of songs/singing in every day activities.

Talking to baby can be just talking about daily activities even before they are born.

Singing lullabies or songs in both English and Spanish. Describing daily activities such as birds singing outside, cars driving by, etc.

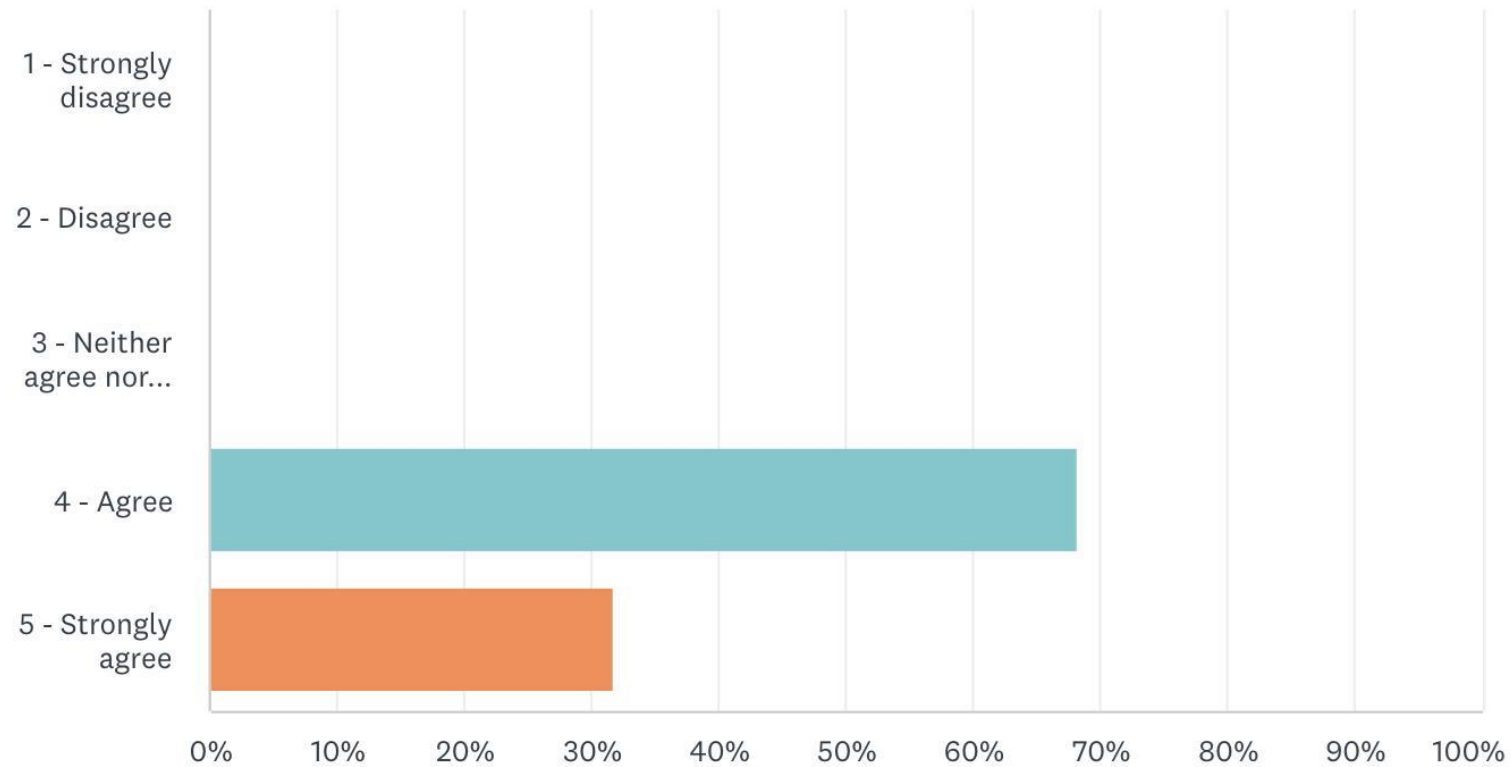
Reading more to the baby when he arrives.

I will sing, read to my baby .

Evaluation Feedback - ITN

I learned something by participating in this workshop. (Please rate yo... ...

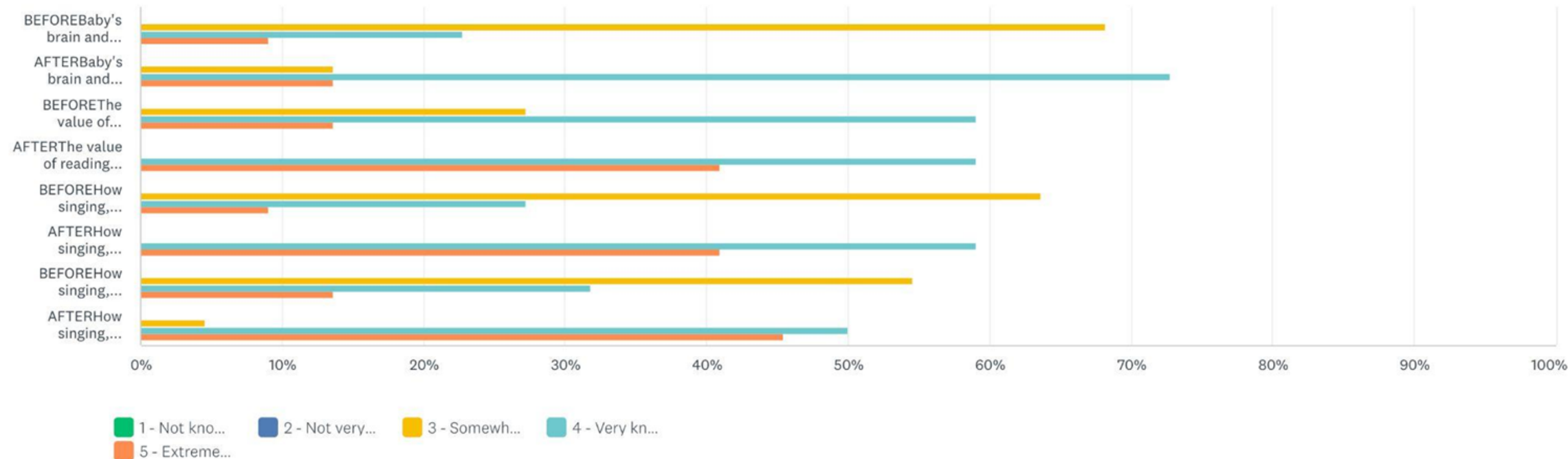
Answered: 22 Skipped: 0



Evaluation Feedback - ITN

Please rate your knowledge in each of the following areas BEFORE and AFTER this workshop.

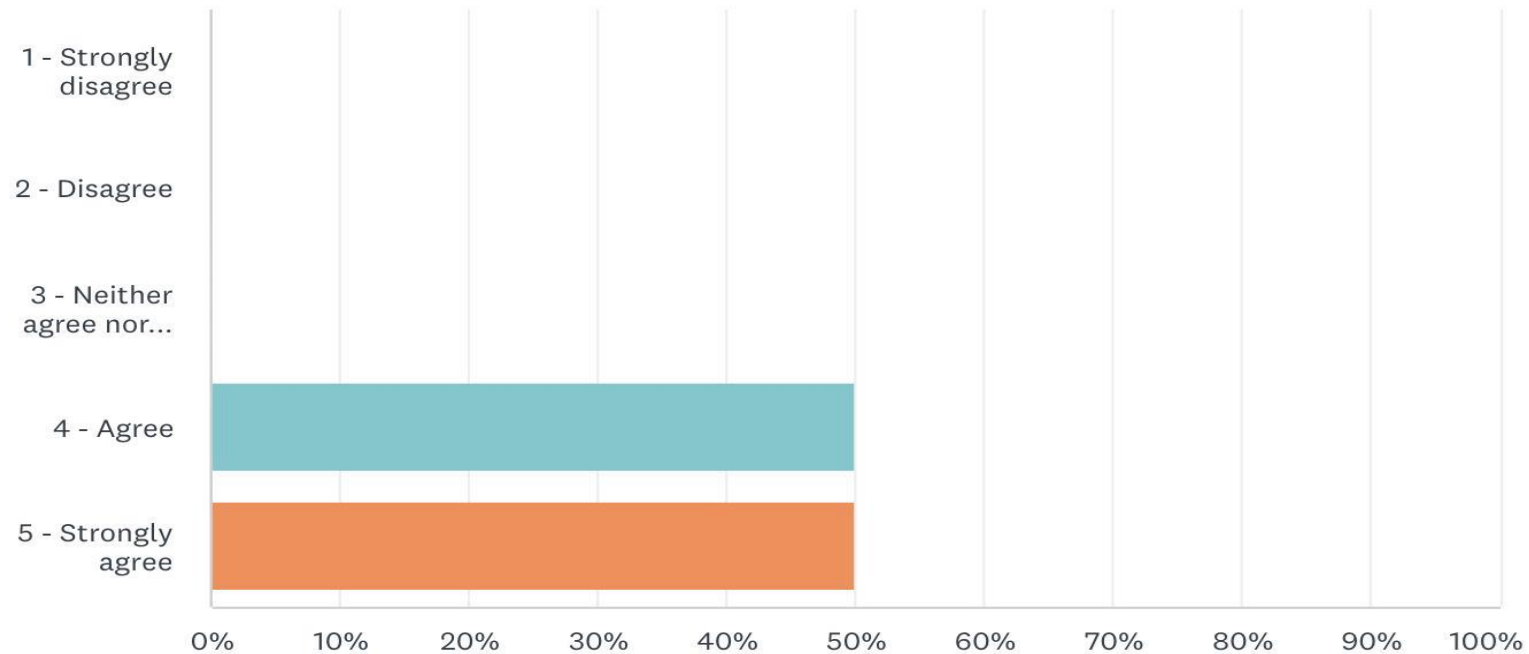
Answered: 22 Skipped: 0



Evaluation Feedback - ITN

I feel more confident about what I just learned. (Please rate your agree... ...

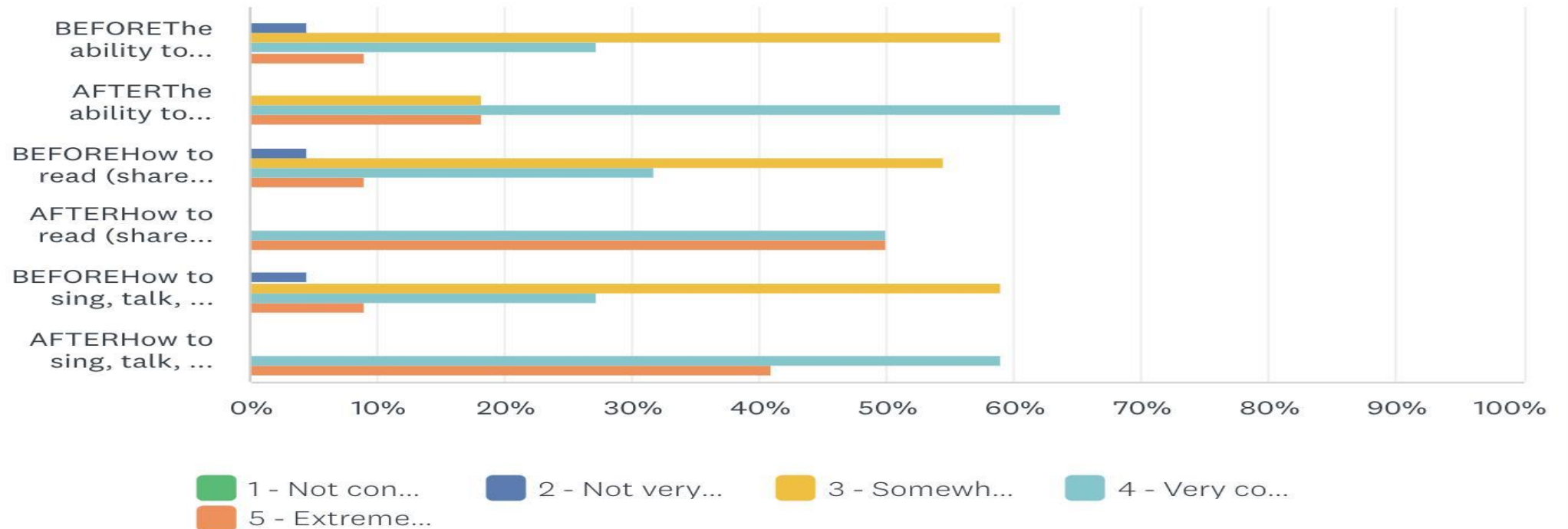
Answered: 22 Skipped: 0



Evaluation Feedback - ITN

Please rate your confidence in each of the following areas BEFORE an...

Answered: 22 Skipped: 0



Evaluation Feedback - ITN

Do you have any additional feedback or questions?

Answered: 14 Skipped: 8

- I loved the program! It was very helpful for my family to attend the version at the Judy Center so that my older daughter (age 2) could play while still focusing on the topics that were geared for the baby (age 3 months). - It would be great to see workshops/topics like Mother Goose on the Loose for older toddlers, too (i.e. age 2-4 years). - Thank you for setting this up!

Not at the moment!

Emma loves the maracas we were given.

No

Great little program!

Just a note that I have a toddler and a baby due next month. I found this program helpful for both.

Loved the program! Wish it was longer so we could continue the fun

My son was a little too old for this, I enjoyed it and he definitely enjoyed the toys and books he received through the program (I posted a video on facebook of him opening the package and playing with the toys-- I tagged pgcmls) but I wish there was a mother goose on the loose aimed at his age group since there are sessions for pregnancy and newborns.

Thank you for inviting me, always such an amazing experience to be a part of the events that the library offers. I always enjoy it.

Hatchlings: Pilot 2 and Beyond



[Let's Hear From a Parent! Video Clip](#)

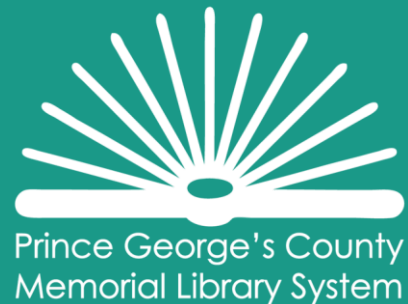
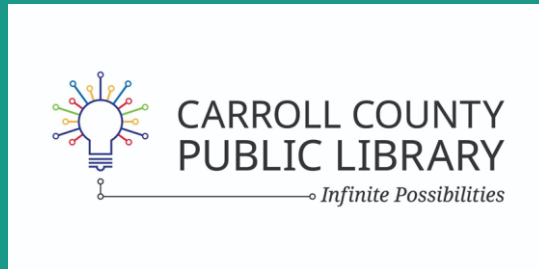
Special thanks to the Maryland Department of Education

Preschool Development Grant Birth through Five

Library Programming for Expectant Parents and Parents of Newborns

Mother Goose on the Loose: Hatchlings

Maryland State Early Childhood Advisory Council, February 2, 2022



Questions & Discussion

State Early Childhood Advisory Council Announcements

Cyndi Lessner, Branch Chief, Collaboration and Program Improvement, Division of Early Childhood, MSDE



- Please look for a survey regarding today's meeting. This feedback will help to inform the agenda for future meetings.
- **Future State ECAC Meetings:**
 - Wednesday, May 4, 2022
 - Wednesday, August 3, 2022
 - Wednesday, November 2, 2022
- All meetings are open to the public.

Thank you!