

Office of Child Care (OCC) Advisory Council Meeting Minutes November 18, 2021

AGENDA ITEMS	DISCUSSION OUTCOME
Attendees	Council members:
	Guests:
	MSDE Staff:
Welcome and Opening Remarks	<p>Chairperson Christina Peusch welcomed Council Board Members and guests and called the meeting to order at 10:02 AM. She announced that the meeting was being recorded for the purpose of transcribing the minutes only.</p> <p>The Chair introduced the new members who were in attendance:</p> <ul style="list-style-type: none"> • Senator Mary Washington by phone with Donzel Brown attending virtually on her behalf • Dr. Mark Diamond, Maryland Academy of Pediatrics • Delegate Jessica Feldmark <p>Chairperson Peusch indicated that the Council was still working to fill the seats for Local Government and Parent Representative.</p> <p>OCC Director Jennifer Nizer thanked everyone for sitting on the Board. Director Nizer stated that moving into 2022, MSDE leadership planned to discuss the re-organization of the Council, focusing on new approaches to key policies and regulations.</p> <p>The Council approved the previous meeting's minutes and finalized the dates for FY2022 quarterly meetings.</p>
Review Guidelines/Goals of Council	<p>The Chairperson offered a reminder of the purpose of the OCC Advisory Council:</p> <ul style="list-style-type: none"> • Advise and counsel the OCC • Review regulations proposed by state agencies regulating child care. • Review issues and problems relating to care of children and suggested priorities for consideration by the OCC; and • Identify interdepartmental issues of importance to child care providers and users that should be addressed by the OCC and other State agencies. • The Council meetings are "open" meetings but not "public" hearings. What this means is that the meeting is open to anyone who would like to attend. However, it is not a "public" meeting, in that the topics of discussion are limited to only those items on the Agenda. OCC Advisory Council meetings are not the appropriate forum to share concerns or complaints. • The Agenda for each meeting is set prior to the meeting in consultation between the Department and the Chairperson for the Council. A Council member who would like to have an item considered for the agenda should make the request no later than two weeks prior to the meeting by contacting Tara Bartosz at tara.bartosz@maryland.gov or Chris Peusch, mscca1@comcast.net. The Department will share information as specified on the Agenda set for the meeting. • After all items on the Agenda are concluded, the Council meeting will be opened to "Other Business." This will allow for discussion of items not necessarily related to those on the Agenda. To ensure an equal amount of time for participation, each speaker will be asked to limit their thoughts and comments to no more than three minutes. Comments made during this time should be succinct, specific and of interest to the Council members. • Places at the table are reserved for Council members only. Therefore, non-member visitors attending the meetings should sit at the tables indicated for guests until the OCC Advisory Council chair invites visitors to sit in any remaining seats at the table. • Comments and remarks that do not coincide directly with Agenda items may not be shared until the meeting is opened to "Other Business".

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OCC Advisory Vacancies	<ul style="list-style-type: none"> • Parent (a user of Child Care Services) • Local Government
Presentations Maryland State Prekindergarten Programs	<p>PowerPoints were shared with Council Members prior to the meeting.</p> <p>Opening remarks from Steven Hicks: As everyone knows, the Blueprint for Maryland's Future requires that 30% of the funds be in private provider settings. That's beginning in FY 23 and scales up to a 50% minimum over time. MSDE is really thrilled that the legislators put in this requirement because we are definitely dedicated to a mixed delivery system, giving parents maximum choice of where they want to have their children educated, threes and fours, to prepare them for success later. We're working on guidance with the Blueprint legislation that just passed, was signed into law, and began in July. Today we are going to hear a little bit about the Pre-Kindergarten program, the pieces where we feel we can support our private providers and our local school systems in being successful in providing Pre-K .</p> <p>What is the " WHY" We know based on research and evidence that there are long term effects of enrollment in pre-kindergarten programs, having a positive effect on school performance through elementary and middle school, as well as significantly reducing the number of children who are identified as having disabilities or placement in special education.</p> <p>We are meeting the Pre-Kindergarten expansion grant program requirements and participating in the grant. As we move forward to FY23, FY24 and FY25, we will have our pre-kindergarten expansion grants as well as the Blueprint transitional program requirements that can be met during these three years. At the end of these three years, the Pre-K expansion grant goes away and in FY26, everyone accessing these Pre-K funds will be required to meet the Blueprint structural elements.</p> <p>From FY23 to FY25 Pre-Kindergarten expansion grant program requirements can be met for those to access the expansion grants and Blueprint transitional program requirements can also be met for those lanes to access those funds. The Blueprint transitional program requirements are a combination of COMAR regulations with a few additions: must be full day and an additional income eligibility for participating programs.</p> <p>In discussing a mixed delivery system, we want to make everyone aware of the definitions as they are explained in the Blueprint law. Eligible public providers are early learning programs that are provided by county boards at public schools that meet the requirements in which to participate. So our public schools are eligible public providers. Our eligible private providers are defined as community-based programs licensed in the State that meet the requirements and wish to participate. Community-based providers, in terms of participation in the grant, is extensive. Currently participating, it's childcare centers, it's family childcare, it's Montessori programs, it's faith based programs, it's private schools, it's college and university early childhood programs. So there are already a wide variety of programs that are not public schools that are participating in Pre-K in the state. And we hope to add more programs to this as we implement a true mixed delivery system in the State.</p> <p>What must and what may a private provider participate in? There's actually nothing that you must participate in. There's no required participation in the pre-kindergarten expansion grant program or the Blueprint program.</p> <p>In FY23 through FY25, it's a free full day program for three- and four-year-old children who are from families that are below 300% of the federal poverty level. That is defined in the Blueprint law as tier 1. Beginning in FY26, it's a full day program for four-year-old children, between 300 and 600% of the federal poverty level, defined as tier 2 in the law, and above 600% of federal poverty level, defined as tier 3 in the law.</p>

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	<p>The Maryland State Pre-Kindergarten program provides high quality early learning experiences to help children develop and maintain knowledge and skills in all areas of development that are necessary to be successful in school and in life.</p> <p>The proportion of eligible private providers as it is written into the law: beginning in FY23, next school year, Pre-Kindergarten slots provided by eligible private providers should account for 30% of the total slots provided by eligible Pre-Kindergarten providers in each county.</p> <p>Each year that increases by 5% until in FY26 - 27 school year, eligible private providers' slots must account for at least 50% of the slots in each county.</p> <p>In each year after that the proportion of eligible private provider slots shall continue to constitute at least 50% of eligible slots in each county. A few components to consider as we're thinking through and planning, if you choose to participate, think about Maryland EXCELS and accreditation requirements that exist for our Pre-K expansion grants and Blueprint structural elements.</p>																																												
	<div><div><div>Maryland State Prekindergarten Program Requirements</div><table><tr><th></th><th>Prekindergarten Expansion Grants Program</th><th colspan="2">Maryland State PreK Program</th></tr><tr><th></th><th>FY 2022-2025 Prekindergarten Expansion Grant Program Requirements</th><th>FY 2023-2025 Transitional Program Requirements</th><th>FY 2026-2030 Blueprint Structural Elements</th></tr><tr><td>Teacher Qualifications</td><td>Certified Teacher (P-3 Certification) or Teachers with a Bachelor's Degree and enrolled in an approved alternative certification program</td><td>Certified Teacher (P-3 Certification)</td><td>Certified Teacher (P-3 Certification) or Teachers with a Bachelor's Degree and enrolled in an approved alternative certification program</td></tr><tr><td>Assistant Teacher Qualifications</td><td>Assistant Teacher with CDA or an Associates Degree</td><td>Assistant Teacher with a High School Diploma (minimum)</td><td>Assistant Teacher with CDA or an Associates Degree</td></tr><tr><td>Ratio</td><td>10:1</td><td>10:1</td><td>10:1</td></tr><tr><td>Class Size</td><td>Maximum 20</td><td>Average 20</td><td>Maximum 20</td></tr><tr><td>Maryland EXCELS Requirement</td><td>1st Priority for funding: Published at Level 5 or 4 with a plan to publish at Level 5 by end of the grant period 2nd Priority if funds available: Private Provider Published at Level 3 with a plan in place to achieve Level 5 in 5 years. 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	FY23 School Year 2022-23	Apply for <u>PreK Expansion Grants</u> (public and private providers) and <u>Transitional Blueprint grants</u> (Private Providers only) by January 2023
		MSDE will provide flier listing all eligible public and providers serving Tier I 3 and 4 year olds to LSSs by March.
		LSSs and eligible providers share flier of eligible public and private providers with parents during <u>PreK enrollment period</u>
		Public providers provide enrollment of all 3 and 4 year old full day <u>PreK</u> by September 30 th for Tier 1 income eligible children. Private providers provide enrollment of 3 and 4 year old Tier 1 children in <u>PreK Grants</u> to MSDE by Nov. 1 st , 2022.
	FY24 School Year 2023-24	Apply for <u>PreK Expansion Grants</u> (public and private providers) and <u>Transitional Blueprint grants</u> (Private Providers only) by January 2024
		MSDE will provide flier listing all eligible public and providers serving Tier I 3 and 4 year olds to LSSs by March.
		LSSs and eligible providers share flier of eligible public and private providers with parents during <u>PreK enrollment period</u>
		Public providers provide enrollment of all 3 and 4 year old full day <u>PreK</u> by September 30 th for Tier I income eligible children. Private providers provide enrollment of 3 and 4 year old Tier I children in State <u>PreK Grants</u> to MSDE by Nov. 1 st , 2023.
	FY25 School Year 2024-25	Apply for <u>Blueprint Grants</u> (Private providers only) by January 2025 Structural elements of High quality Prekindergarten must be met in 2025-26.
		MSDE will provide flier listing all eligible public and providers serving Tier I and Tier II children to LSSs by March and the sliding scale of state, local, and family share for Tier II 4 year olds to be implemented in 2025-26.
		LSSs and eligible providers share flier of eligible public and private providers with parents during <u>PreK enrollment period</u>
		Public providers provide enrollment of all 3 and 4 year old full day <u>PreK</u> by September 30 th for Tier I and Tier II income eligible children. Private providers provide enrollment of 3 and 4 year old Tier I children in State <u>PreK Grants</u> to MSDE by Nov. 1 st , 2024.
	FY26- FY30 Beginning School Year 2025-26	Apply for <u>Blueprint Grants</u> (Private providers only) by January 2026 Structural Elements of High quality <u>PreK</u> must be implemented.
		MSDE will provide flier listing all eligible public and providers serving Tier I, II and III children to LSSs by March and the sliding scale of state, local, and family share for Tier II and III 4 year olds.
		LSSs and eligible providers will share flier of eligible public and private providers with parents during <u>PreK enrollment period</u>
		LSSs may collect family share of 4 year old Tier 2 and full amount for 4 year old Tier 3 children. Public providers provide enrollment of all 3 and 4 year old full day <u>PreK</u> by September 30 th for Tier I and II income eligible children. Private providers provide enrollment of 3 and 4 year old Tier I and II children in <u>PreK Grants</u> to MSDE by Nov. 1 st each year.
Questions	<p>Q: Will Maryland begin to offer the alternative certification program again?</p> <p>A: This is something we've been thinking about for over two years, about how we can support, especially private providers, in obtaining the required certification, which is a P-3 teacher certification per COMAR and also required in the Blueprint for Maryland's future. The Blueprint for Maryland's future also changed a number of elements in alternative certifications. So we're working with our certification office here at MSDE to look and see how we can best support any alternative certification programs in Maryland, given the changes that occurred in Blueprint. And we will be following up with everyone about those opportunities.</p>	

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	<p>Q: How does the 30% set aside work? How does that number compare to the number of providers? A: The 30%, required in the Blueprint for Maryland's Future also has with it a provision that the Department of Education must issue a waiver under certain conditions. One of those conditions is if all parents have been given access to a Pre-K program and/or if there are not a sufficient number of eligible private providers meeting the qualifications and other elements of high quality Pre-K. The goal of course, is always to reach those percentages and have a truly mixed delivery system. And my division has been committed and MSDE is committed to that vision. To the second part of your question currently in the Pre-K expansion grant program, which is offered to any private provider that meets the eligibility of that program to be funded, we only have about 8% of the current full day slots that are in Maryland for three and four year olds provided by eligible private providers.</p> <p>Q: Can you explain the 10:1 ratio requirement and how family childcare per providers participate when our current ratio is 8:1? A: The intention around 10:1 is no more than a 10:1 ratio. So we have private provider/family childcare providers that are participating in a pilot that we've been doing for the last couple years where their ratios may have been 8:1 basically for the children they serve. There may be only two or three Pre-K age children, but that's just the maximum, you can have. No more than 10 children to one teacher ratio and you can have no more than 20 children in a classroom or family childcare provider.</p> <p>Q: Can family childcare apply directly to MSDE or go through the family childcare Alliance? A: The Alliance is doing a pilot. It is a pilot that is looking at tiered resource to assist family childcare providers to get to certification and be able to participate fully in the Pre-K expansion. But you, if you meet the requirements, can apply directly; you do not need to go them.</p> <p>Flyers are being sent out to promote Pre-K. We're required by law to promote our mixed delivery system and we have sent these flyers that we've created out to the local social service agencies, which they are also required by law to share with families.</p> <p>Once you apply and you've been approved and we know that you are meeting the requirements to receive the funding, then we would make sure that you are on that list. Our interest is to, again, provide maximum parent choice in high quality Pre-K programs. We need to expand wherever we can, as long as we are sure that they are safe and the children are learning and being prepared for success when they enter kindergarten.</p> <p>Community based programs are concerned that through the Blueprint the private community-based programs could apply through the State and not have to apply to the counties and wait for funds from the counties, because they aren't public school. They cannot wait for funds because all of their funds are tuition dependent and based on parents income.</p> <p>Q: Can you explain the solicitation of children in your catchment area and those types of things and how long you have? A: The current measures in place with the Pre-kindergarten expansion grant, they actually have until December 31st of the grant year to reach at least 85% of the funded enrollment. We do provide technical assistance and support to our grantees and help them think through strategies on ways to recruit and build their enrollment if there is a struggle. That's in addition to the flyers that are created and that DSS presents to eligible families as well. We also provide technical assistance to help programs who may be struggling with enrollment. So it's December 31st to be at least 85% enrolled.</p> <p>If the maximum capacity is eight, because they're in a family childcare setting, that doesn't mean you have to have all eight that are three- or four-year-olds; you could have less.</p>

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	<p>Q: Will there be a centralized enrollment process in each local school system by next year? A: The Blueprint was silent on this issue. This is something that we would like to work with local school systems to encourage and support. So, we don't have any additional information but the Blueprint for Maryland's Future was silent on that point.</p> <p>Q: What happens after the three year grant program? A: In the legislation, the pre-K expansion grant ends in FY25. It's absorbed into the state Pre-K program. So those funds will be used to continue to support both private providers and public providers Pre-kindergarten programs.</p> <p>Q: Does the teacher certified with the residency have to be approved through the counties? A: The certifications must be approved by the local district. It is a partnership between the higher ED program and the local system. They together would agree and approve.</p> <p>One recommendation is that as teachers are preparing and in childcare, they have to meet specific requirements for math or English or social studies. Colleges are finding that students don't have the sufficient math.</p> <p>Q: What are the assumptions for public and private business models? Is was discussed that MSDE will take that offline and have some conversations with the associations</p>
<p>Blueprint for Maryland's Future</p>	<p>There many supports for early childhood education learning and development, which is terrific for Maryland, really bringing Maryland at the forefront of other states.</p> <p>There is an increase over the next 8 years of the Judy Center Early Learning Hubs. All of this was already started by the Governor in FY21 and FY22 with very generous investments in early childhood. The Blueprint was building on the vision from the Kirwan Commission and the original Blueprint bill introduced in that session. We have a jump start in early childhood and we will continue to expand. So this year we're already expanding the Judy Center Early Learning Hubs by nine and next year it'll be increased by 9. And then after that it's 18 a year. So local communities, advocates, and school systems need to really work together to plan for that rollout: where are Judy centers, which support the entire early childhood ecosystem in that Title 1 catchment area, and where can those be of most use and be most effective.</p> <p>There's also in the Blueprint an increase in family support centers, which have now been renamed the Patty Centers, after Kirwin's deceased wife. The family support centers will also get funding to increase by 3 a year. It is a really wonderful resource of the two generation approach to support both young children, birth to three, and their families in learning and health education at the same time.</p> <p>There is also increased investment at the state level for early childhood capacity. And this is supporting the Maryland EXCELS program in bonuses for childcare providers that reach and participate in Maryland EXCELS from levels two through five, with priority given in the law for providers that reach levels three, four, and five. This a permanent investment for bonuses. This also aligns with what's required in the state Pre-K program.</p> <p>In addition to the early childhood capacity piece, there are also workforce supports. This is funding for teachers to get a CDA, to get an associate's degree, to get a bachelor's degree, and also in the credentialing program to receive bonuses for those different levels of credentialing, and those go directly to those individuals.</p> <p>Finally, there's also investments in the Maryland Infant and Toddler program, which has been stagnant at a very low level for a number of years. This increases those resources for addressing early intervention for children with identified disabilities from birth to age three and their families. So altogether the approach from the Maryland legislature in the Blueprint for Maryland's Future is really a comprehensive one that builds on much of</p>

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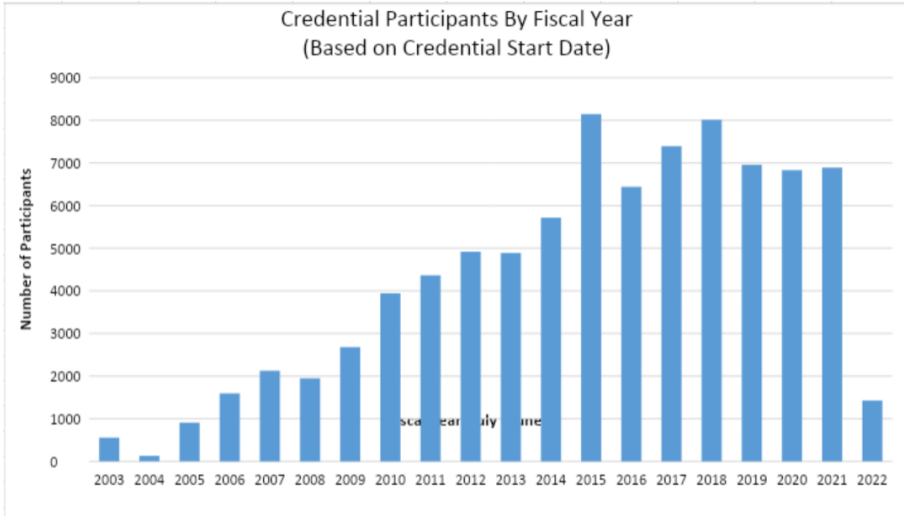

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American Rescue Plan Act (ARPA) Child Care Stabilization CCDF Discretionary	<p>the work that has been done prior. It builds on the goals of our strategic plan in Maryland Ready. We continue to work on implementation and accountability to reaching those goals. This goes a long way in reaching many of those goals, and it really builds on the vision we have for every child getting access to high quality early childhood experiences prior to entering school.</p> <ul style="list-style-type: none"> • ARPA funds are going out, working on Over/underpayments. • We are waiting on the 193 million dollar budget amendment that went in. We are waiting for that to come back so that we can help put some infrastructure in place to assist childcare providers as they move forward in rebuilding the childcare field. • Working with a company called Third sector. • Looking at different criteria such as providers in child care desert areas, areas with a specific SVI or level in Maryland EXCELS
Updated COVID-19 Health and Safety Guidance Regulations	<ul style="list-style-type: none"> • COVID guidance has been updated. • Allowing the childcare provider community to kind of develop their own policies and practices that they want to continue. • We are not going into a program and giving non-compliances. • If there's gross negligence in some way, shape, or form, in regard to preventing the spread of COVID 19, we may look at that and have a discussion with the provider.
Training Licensing (Intimate Partner/Drug Charges)	<ul style="list-style-type: none"> • We have two regulations that we're getting ready to post for public comment • One is mirroring federal law more than what we had in the regulations. For example, it will not eliminate someone who was 19 years old that had possession charge working in childcare
Policy for HB 597/SB 436	<ul style="list-style-type: none"> • HB597: this is the qualifications house bill that was put forth and approved. We have the policy done and complete. • It is a policy until we can get it in regulation. • We are providing variances for programs, This is our way of relaxing the regulations, but allowing us to be able to keep track
Family & Provider, ARPA Portal	<ul style="list-style-type: none"> • Is currently being worked on now. • This will be for families and providers, and it is going to be the entryway into our system. • It will be how to apply for grants, how you would submit an application for childcare if you want to be a childcare provider, submitting your documents to your licensing specialist.
Questions	<p>Q: Will the portal include CCS applications and redeterminations? A: Yes.</p> <p>Q: Will training be tracked in the portal? A: This is in the modernization process. When we're talking about modernizing our system, we're taking everything underneath the Office of Child Care in the division, and we're putting it underneath of one system. This modernization effort is to help streamline all those processes so that it makes it very easy for us.</p>
Branch Updates	<p style="text-align: center;">Office Of Child Care</p>





Office of Child Care (OCC) Advisory Council Meeting Minutes November 18, 2021




AGENDA ITEMS	DISCUSSION OUTCOME
	<p>The Child Care and Development Plan (CCDF) Plan for Maryland FFY 2022-2024 is still under review. Once the plan is approved, it will be posted on DEC's website. Further updates to follow.</p> <p>Currently, DEC is working on the FFY 2021 Quality Progress Report (QPR) due in December. This report collects information from states and territories to describe investments to improve the quality of care.</p> <p>Final review of the requests and recommendations from the School Age Workgroup will resume after majority of the ARPA funds have been distributed to the child care providers. Ensuring child care providers receive their payments from the grant is one of our primary focuses at this time.</p> <p style="text-align: center;">Licensing</p> <p style="text-align: center;">Probationary Teacher Qualification Guidance-House Bill 597/Senate Bill 436</p> <p>Background:</p> <p>On May 18, 2021, House Bill 597/Senate Bill 436(HB-597/SB-436) was signed into law with an effective date of July 1, 2021. HB-597/SB-436 establishes certain qualifications for probationary employment for an individual applying for the first time to be a child care teacher for children who are at least three (3) years old; requiring a child care center at the end of a 6-month probationary period to terminate or reassign an individual who has not completed the required pre-service training.</p> <p>Probationary Teacher Qualifications:</p> <p>The probationary employment qualifications allow an individual to be employed as a child care teacher during a probationary period if the individual:</p> <ul style="list-style-type: none"> (1) A. holds an associate degree or a bachelor's degree in: <ul style="list-style-type: none"> 1. Early Childhood Education; 2. Elementary Education; 3. Child Development; 4. Home Economics; 5. Nursing; 6. Social Work; 7. Special Education; or 8. A related field approved by the department; B. is enrolled in an approved 90 hour preservice training; C. is enrolled in an approved Americans with Disabilities Act (ADA) training; and D. completes the required 90 hour preservice and ADA training within 6 months of being hired. <ul style="list-style-type: none"> (2) A. holds an associate degree or a bachelor's degree in any field other than the ones listed above;

Office of Child Care (OCC) Advisory Council Meeting Minutes November 18, 2021

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	<p>B. has successfully completed at least 45 hours of the 90 hour preservice training;</p> <p>C. is enrolled in an approved ADA training;</p> <p>D. is enrolled in the remaining required 45 hours of the pre-service training; and</p> <p>E. completes the required 45 hour preservice and ADA training within 6 months of being hired.</p> <p style="text-align: center;">Maryland EXCELS</p> <ul style="list-style-type: none"> <input type="checkbox"/> We've created videos for promoting Maryland EXCELS programs, educating about the importance of high-quality child care and boosting families' confidence when choosing a program. Check out the first video on the Maryland EXCELS Facebook page under videos or at the following link https://www.facebook.com/MDEXCELS/videos/958242941591655. Be on the lookout for our tips video series soon. <input type="checkbox"/> As of October 2021, there are 4,274 Maryland EXCELS quality rated programs and a total of 4,840 programs participating. 64% of all licensed child care programs are participating in Maryland EXCELS. Over the past 12 months Maryland EXCELS has increased it published Quality Rated 3 programs by 102 programs. <input type="checkbox"/> Due to COVID-19, protections continue to be in place for Maryland EXCELS participating and quality rated programs and for programs accredited by and working toward Maryland Accreditation. COVID-19 protections will be lifted on December 31, 2021. <p style="text-align: center;">Maryland Accreditation</p> <ul style="list-style-type: none"> <input type="checkbox"/> There are currently 555 child care centers and public prekindergarten programs participating in Maryland Accreditation and 361 accredited programs. <input type="checkbox"/> The Accreditation Support Fund provides assistance with the cost of National Accreditation fees or Maryland Accreditation materials. Visit MarylandEXCELS.org/maryland-accreditation.

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	<p style="text-align: center;">Workforce Advancement Branch</p> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>Credential Participants By Fiscal Year (Based on Credential Start Date)</p>  </div> <div style="text-align: center;">  <p>Maryland Child Care Credential Program Credentialed Providers July 1, 2020 - June 30th 2021</p> <div style="display: flex; justify-content: space-around;"> <div> <p>Child Care Teachers</p> <table border="1"> <thead> <tr> <th>Credential Level</th><th>Numbers</th></tr> </thead> <tbody> <tr><td>Admin Level 1</td><td>126</td></tr> <tr><td>Admin Level 2</td><td>16</td></tr> <tr><td>Admin Level 3</td><td>5</td></tr> <tr><td>Admin Level 4</td><td>79</td></tr> <tr><td>Staff Level 1</td><td>426</td></tr> <tr><td>Staff Level 2</td><td>383</td></tr> <tr><td>Staff Level 3</td><td>1,449</td></tr> <tr><td>Staff Level 4</td><td>1,247</td></tr> <tr><td>Staff Level 4+</td><td>195</td></tr> <tr><td>Staff Level 5</td><td>737</td></tr> <tr><td>Staff Level 6</td><td>1,234</td></tr> <tr><td>TOTAL</td><td>5,897</td></tr> </tbody> </table> </div> <div> <p>Family Child Care Providers</p> <table border="1"> <thead> <tr> <th>Credential Level</th><th>Numbers</th></tr> </thead> <tbody> <tr><td>Admin Level 1</td><td>33</td></tr> <tr><td>Admin Level 2</td><td>2</td></tr> <tr><td>Admin Level 3</td><td>0</td></tr> <tr><td>Admin Level 4</td><td>14</td></tr> <tr><td>Staff Level 1</td><td>21</td></tr> <tr><td>Staff Level 2</td><td>39</td></tr> <tr><td>Staff Level 3</td><td>103</td></tr> <tr><td>Staff Level 4</td><td>146</td></tr> <tr><td>Staff Level 4+</td><td>83</td></tr> <tr><td>Staff Level 5</td><td>89</td></tr> <tr><td>Staff Level 6</td><td>80</td></tr> <tr><td>TOTAL</td><td>610</td></tr> </tbody> </table> </div> </div> </div>	Credential Level	Numbers	Admin Level 1	126	Admin Level 2	16	Admin Level 3	5	Admin Level 4	79	Staff Level 1	426	Staff Level 2	383	Staff Level 3	1,449	Staff Level 4	1,247	Staff Level 4+	195	Staff Level 5	737	Staff Level 6	1,234	TOTAL	5,897	Credential Level	Numbers	Admin Level 1	33	Admin Level 2	2	Admin Level 3	0	Admin Level 4	14	Staff Level 1	21	Staff Level 2	39	Staff Level 3	103	Staff Level 4	146	Staff Level 4+	83	Staff Level 5	89	Staff Level 6	80	TOTAL	610
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	<p>Child Care Career and Professional Development Fund</p> <ul style="list-style-type: none"> As of November 9, 2021, 135 students are completing the service commitment requirement. <p>Child Care Career and Professional Development Fund (CCCPDF)</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>2021 Graduates 74 graduates</p> <ul style="list-style-type: none"> 56 students received an Associates degree. 18 students received a Bachelor's degree. <p>Service Commitment A total of 151 providers are currently completing the service requirement.</p> </div> <div style="width: 45%;"> <p>Student Participation</p> <ul style="list-style-type: none"> 108 new students were approved. 277 continuation applications were approved. <p>Total number of students: 385</p>  </div> </div> <p>Maryland Early Childhood Leadership Program (MECLP)</p> <div style="display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">   <div style="margin-left: 20px;"> <p>MARYLAND EARLY CHILDHOOD LEADERSHIP PROGRAM <small>Sherman Center for Early Learning in Urban Communities</small></p> </div> </div> <p>Maryland Early Childhood Leadership Program (MECLP) Develops early childhood leadership</p> <p>Eligibility requirements</p> <ul style="list-style-type: none"> Employed in the EC field in Maryland Bachelors degree <p>Application process</p> <ul style="list-style-type: none"> UMBC Sherman Center releases applications annually Process includes writing samples and interviews <p>Number of Graduates: 16 Number of Cohorts: 3</p>

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	<div>Child Care Scholarship</div> <div>CUSTOMER SERVICE</div> <table><tr><th></th><th></th><th>Calls Handled: IVR + CSR</th><th>Voicemail</th><th>Complaints</th><th>Forms Request</th></tr><tr><th>Year</th><th>Month</th><th>Received</th><th>Received</th><th>Received</th><th>Received</th></tr><tr><td>2021</td><td>May</td><td>37536</td><td>1351</td><td>320</td><td>317</td></tr><tr><td>2021</td><td>June</td><td>45515</td><td>2263</td><td>922</td><td>340</td></tr><tr><td>2021</td><td>July</td><td>51322</td><td>6005</td><td>-</td><td>1230</td></tr><tr><td>2021</td><td>August</td><td>58185</td><td>3770</td><td>94</td><td>1638</td></tr><tr><td>2021</td><td>September</td><td>66545</td><td>4742</td><td>37</td><td>1154</td></tr></table> <div>PAYMENT PROCESS MANAGEMENT</div> <table><tr><th></th><th></th><th>Invoice Mails</th><th>Issued Over payment Letter</th><th>Under payments</th><th>Checkwriters</th><th>Change of Payment Address</th><th>Invoices Processed</th></tr><tr><th>Year</th><th>Month</th><th>Received</th><th>Received</th><th>Received</th><th>Received</th><th>Received</th><th>Received</th></tr><tr><td>2021</td><td>May</td><td>7800</td><td>0</td><td>0</td><td>0</td><td>2</td><td></td></tr><tr><td>2021</td><td>June</td><td>9685</td><td>14</td><td>3</td><td>3</td><td>8</td><td>10570</td></tr><tr><td>2021</td><td>July</td><td>9213</td><td>52</td><td>2</td><td>2</td><td>6</td><td>9491</td></tr><tr><td>2021</td><td>August</td><td>10573</td><td>11</td><td>25</td><td>25</td><td>3</td><td>9598</td></tr><tr><td>2021</td><td>Sept</td><td>13553</td><td>128</td><td>6</td><td>3</td><td>5</td><td>13192</td></tr></table>								Calls Handled: IVR + CSR	Voicemail	Complaints	Forms Request	Year	Month	Received	Received	Received	Received	2021	May	37536	1351	320	317	2021	June	45515	2263	922	340	2021	July	51322	6005	-	1230	2021	August	58185	3770	94	1638	2021	September	66545	4742	37	1154			Invoice Mails	Issued Over payment Letter	Under payments	Checkwriters	Change of Payment Address	Invoices Processed	Year	Month	Received	Received	Received	Received	Received	Received	2021	May	7800	0	0	0	2		2021	June	9685	14	3	3	8	10570	2021	July	9213	52	2	2	6	9491	2021	August	10573	11	25	25	3	9598	2021	Sept	13553	128	6	3	5	13192
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	<div><div>BEST WAY TO COMMUNICATE WITH Child Care Scholarship Central 2</div><div>USE THE LINK!</div><div>PARENTS USE THIS LINK: Child Care Scholarship Provider Inquiry (google.com) PROVIDERS USE THIS LINK: Child Care Scholarship Customer Inquiry (google.com)</div><div>UPDATE YOUR CONTACT INFORMATION!</div><div><div>CHILD CARE SCHOLARSHIP CUSTOMERS (PROVIDER)</div><table><tr><td></td><td>Where to Submit Forms Invoices</td><td>Where to Submit Forms Signed Scholarships Provider Overpayments</td><td>Where to Submit Forms Attendance Audit Documents</td></tr><tr><td>E-mail</td><td>CCSInvoices@maryland.gov</td><td>CCSScholarships@maryland.gov</td><td>CCSAudits@maryland.gov</td></tr><tr><td>Fax</td><td>202-478-5117</td><td>202-478-2102</td><td>202-478-5117</td></tr><tr><td>Mail</td><td>CCS Central 2 PO BOX 346022 Bethesda, MD 20827</td><td>CCS Central 2 PO BOX 346031 Bethesda, MD 20827</td><td>CCS Central 2 PO BOX 346022 Bethesda, MD 20827</td></tr></table><div>Toll Free Number: 1-877-227-0125</div></div></div>		Where to Submit Forms Invoices	Where to Submit Forms Signed Scholarships Provider Overpayments	Where to Submit Forms Attendance Audit Documents	E-mail	CCSInvoices@maryland.gov	CCSScholarships@maryland.gov	CCSAudits@maryland.gov	Fax	202-478-5117	202-478-2102	202-478-5117	Mail	CCS Central 2 PO BOX 346022 Bethesda, MD 20827	CCS Central 2 PO BOX 346031 Bethesda, MD 20827	CCS Central 2 PO BOX 346022 Bethesda, MD 20827
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Next Meeting	February 17, 2022																
Future 2022 Meetings	May 19, 2022 August 18, 2022 November 17, 2022																