

State Early Childhood Advisory Council Meeting

Please stand by for realtime captions. [Captioner is on hold, waiting for event event to begin.]

The webinar will begin shortly please remain online. The broadcast is now starting, all attendees are in listen only mode.

Good morning thank you everyone for participating in our state early childhood advisory Council meeting this morning, my name is Cindy, in the division of early childhood in the department. We recognize how difficult times are right now, we think it is time to take advantage of these opportunities to come together, keep lines of communication open and keep everyone informed. I want to thank John Hopkins University, they will be helping us with the presentation as well as monitoring our precious question box, all participants will be muted however you can enter your questions into the chat box in the questions box, it is a bubble with a question mark. We will periodically stop to answer questions. After the meeting my team and I will answer questions and send out the recording as well as a list of questions to all members and interested parties. I want to let everyone know this meeting will be recorded, if you need the close captioning feature on your and it should be a link please click on that. -- A feature on your screen and should be a link please click on that. These are full-day meetings we wanted to shorten them and make them more appropriate for virtual meeting, the first Wednesday of every month until we can meet face-to-face again, our early childhood coordinator, she supports our early childhood counsel and coordinate these early childhood advisory meeting she will have more announcements and future meetings, for state councilmembers. We will hear from her later this morning. Finally I want to thank you again for participating in today's meeting I will turn it over to our deputy state of learning, Carol Wilson, a longtime supporter of early childhood education.

Thank you Cindy. Welcome to our first virtual state meeting. We usually tell everyone to let us know which program they are representing, I know I probably like all of you are getting a little cooped up and wanting to see other people and wanting to be able to talk with them it's been difficult I see the only person is my husband, I used to say that I didn't see him enough, now I see him enough and would like to see to see other educators we are unable to introduce ourselves in the typical manner, please type into the question box let us know your here and who you are, and which agency you represent. Some of you may be representing yourself as an interested individual, let us know if that is the case. Many of you are committed members and those with us for the first time we hope that you will be happy in joining us in all meetings. Whether you are a councilmember or not, we need your voice and your contribution thank you for taking the time of being here today, most of you have been sent the agenda if you have attended before, however if you do not you can go to the early childhood website, and to make it simple, we were putting the link in the question mark box, and you can click on that to get to the agenda. To start we will talk about COVID-19, this global pandemic is nothing like we've ever seen before in our lifetime it is changed all of our lives dramatically. Many of us are learning to telework while homeschooling and we found out that we are essential employees and living with the cons fear of contracting the virus. Possibly at the work lease. -- Place. I am driving several times a week and I always wonder as I walk outside with my mask on, going to the building into the elevator I just wonder if something is lingering, I use all my good skills. My mask out and on in a public place I hope that you all are doing the same thing. The hardest part about all of this with the pandemic is the uncertainty, and how long we will be doing this? We have to Wynder -- We do have to wonder, what is the new normal? We face it with uncertainty every day, we know how difficult this is been for the early childhood community, uncertainty every day, we know how difficult this is been for the early childhood community, and our family are teachers and support staff, many support have been serving families of essential personnel only, Steven Hicks with division of early childhood and Jen Heiser, or the directors of care, have been working diligently along with their diligent dedicated staff in supporting these programs, they are both here this morning to discuss the early childhood state of Maryland. I will turn it now over.

Thank you so much Carol. I just want to thank everyone for what must have been a very trying last extra eight weeks. For your organizations and agencies, and or individuals. I know you have as leaders in the early childhood community been out to support our early childhood providers and families, our young children. Reassuring them and keeping them safe. Helping our essential persons who are on the frontline working to stop the virus and saving lives, I want to thank you for that. Jen would you like to say a few words?

Good morning everyone can you hear me?

Okay good. I just want to say good morning everyone and echo Stephen's sentiments, we have had very brave providers. They have agreed to take care of the people who are on the frontline those children of the people of the frontline fighting this pandemic. I know there has been fear and some confusion. I know we are trying very hard at the office of Child care to address all concerns. I think we are doing that now better than we were, and we are hoping that you and the child care provider community have seen some movement in payments that you have received. And to continue to receive, thank you for your dedication to the children in

the state of Maryland. We could not do this without you. You are essential and you are essential all the time. Oh thank you for your dedication.

I know you can see the agenda, Cindy do you want to go over that? You want me to share that with folks? We also have some housekeeping things.

Hello Steven can you hear me, I touched on the housekeeping notes briefly when I started, you can touch on the agenda if you like and go into your presentation.

Sure thank you. We will talk a little bit about what our response has been at the division of early childhood regarding the crisis that we have been experiencing. And then we will have a few presentations looking at the KRA data for this year's results, Rachel will be presenting about the strategic plan we have been working on and then Laura from MFM, and share with the prenatal grant plans and afterwards we will have a few announcements and adjourn. We as you can see while we are addressing this crisis, we have a lot of work to be done in the division of early childhood as well as the department of human services and health, and other state agency partners there's the work also that you are doing too.

Next slide.

As I was saying we do have a lot of work to do still. We have our preschool development grant, birth to 5. you have seen RFPs coming out. Oh you will hear more about the preschool grant later from Rachel. The beat does go on. Those who are Sonny and Cher fence, will recognize that, you can enter the great, we do have our preschool grantee expansion grantees, both community-based and school-based, that are implementing pedestrians distance-learning for this as well as Headstart, credentialing awards and virtual training continuing to help the professional learning and development of our teachers. Child care teachers are earning their degrees virtually through the University of Maryland through our CCCPF program. Our childcare payments are continuing whether or not programs are open close, and whether the children are in attendance some programs close, other cases children were not eligible to attend because their parents weren't deemed essential personnel by the government. We will continue the safety and well-being of young children. During the COVID-19 virus and also for staff. Our Maryland specialists are continuing to support improvement across the state even foreclosed program so that they make sure that the credentialing and other paperwork is in. Our programs can continue to rise up in quality and the five levels we have. And then our family support centers and local early childhood support councils are leading efforts to help parents and families, and programs we have lots of, which you will hear later, grants -- Grants that we are in the second year for the renewal grant. Still completing projects in our initial year. Next Slide. For those who are not aware we have pre-tran03, 700 programs -- Roughly 300 -- Right now roughly 3787 programs, have of our programs unfortunately closed in they are not operating right now for obvious reasons, we do have plenty of room for essential persons across the state. We are helping to find space for any essential persons who need them. Next slide. We have two programs we develop during the crisis one is the essential child program which is EPCC, this program consists of license childcare centers and the EPSA, school aged unlicensed centers that have been given a waiver in our facilities things like the YMCA the Boys and Girls Club, direct centers, and other types of facilities that concerns the vast number of children. That are school-aged from essential persons who are no longer attending school while closed. Invoices have been process this Friday, we will give invoices for the last two weeks, and our last service period, we are working closely with the department of health and the management Association, to ensure guidance, working to connect childcare programs with the resources they need with cleaning or access to buying bulk items of food to serve in their programs. Next slide. Graphically you can see the breakdown as one would expect. This is typical of our early childhood system in general 80 percent of the children in EPCC and EPSA, we really believe in childcare. 19% are center based and then 1% are those EPSA the alternative site. Next slide. This is a breakdown of our -- By County, this is not necessarily telling you the number of children I don't have that data shared today, you can see the number of programs open and available for essential persons if you have been following been following the news and the mapping around the virus you can see there is a strong parallel between the number of centers or family care providers or EPSA sites available and the number of COVID cases . Next slide. We have early childhood division website, with a lot of resources for families, for providers, and also for FAQs. Information from the CDC, Maryland Department of Health, other important information for health and safety, helping providers to get there invoices paid. To be able to see the status of that. Please visit the site for updates, I want to thank Alexis Washington our web mistress who has been updating this. If you haven't went to it lately, we update guidance FAQs etc., and new information. Also on that note, our quarterly newsletter is being put together right now. We are looking for additional stories of resilience during this COVID-19, how people have responded to some of the challenges. You and your organizations and families, providers with whom you work, have faced. How you have overcome those challenges, we would like to share inspiring stories. If you have such a story that you would like to share. If

you can send it this week to Alexis Washington. It is Alexis.washington@maryland.gov -- It doesn't have to be long, you can share the work that others are doing. -- Alexis.washington@maryland.gov.

Many of you are aware that the school stakeholders had a conference call on Monday to look at a draft document for discussing the ways in which the local school systems can consider reopening during the recovery phase which we are not quite in yet we want to prepare for that. We want to think about what that might look like for the early childhood system at large, we need to look at the different aspects of the system which we have the programs at the department of human services that support TANF, and SNAP. We have a lot of programs at the centers, and are pre-K advancements etc. we like to think about that in front at these monthly ECAC meetings for participating. If you would like to create a recovery plan for early childhood system, some of these things we want to think about are the programs and services that we should be printed, to consider and the individuals that lead in those areas to craft the language around it. Next. How should we engage multiple stakeholders? We want to make sure that this is an effort created by our whole community which are the ways that we can engage everyone? Next. What factors need to be considered? Is it a full implementation? Expansion or partial expansion of what were doing? Just a little at a time is a virtual or in person, what are the things we need to think about? What are the options we can provide? And then where are there mandates? How are these things done? How do we provide maximum flexibility for various communities, populations and jurisdictions across the state. I want to make sure that we have time for questions and comments. I think we will attempt to use the chat box. If you do have any questions you like to pose. You can put them there. I will wait a moment. We can also receive questions afterwards too.

Steven.

I could see the questions. If you would like me, there are just two or three questions -- 2 or three questions. -- I asked if I could see them.

Great.

Yes this PowerPoint will be available we will make sure it's posted and sent out to everyone. The chattel breakdown, for the child data, this is the slide you just shown, if it's not then you are looking for something more steep, then we can talk and have a conference after this call to find out what data you are looking for. And then what has happened, as Steven has said, we have processed the \$1600, the \$800 additional funds released to EPCC, and childcare providers, and processed all of the releases. In the first period invoices and second-period invoices, we are working diligently, I have to give a shout out to John Lamb, and Ren Williams, answering every single email coming into our office. They are answering. We do have that happening also. As far as childcare being reopened when and how, this is something we will be working on pulling people together and talking about what this will look like. As we try to reopen as Steven said. Those are the three questions, who will be able to speak at the webinar? I don't know. I'm sure we can get a list to everyone. We will get a listing of everyone on the call, after it is done. There are questions I think. If there is anything that anyone has any issues, you can send me an email, put it in the Google sheet. The Google sheet, John Lamb is working that every single voluntary day with this team, if there is a problem with payment the provider will need to go in fill out the Google sheet. That is what we are working off of. Just do one. If you do 2, you are logged in twice, and we are moving as quickly as we can through the information. That we are receiving from providers.

You can find the link at the front page of the MSDE website, there are 10 phone numbers we have staff that have been taking calls, and a Google assistant sheet which is a were really great. You can enter all of your exact information and it is here to research, to find out when your payments are.

The last thing we will address CDC, they are asking if the health guidelines determine when libraries can visit providers? Yes that is something determined, we will think about those things as we move forward. People who come into programs, things like that will all be in the thought process to our recovery efforts, and guided by the governor's decision on how he sees Maryland reopening also. I think that is as many as we got to pick

Thank you everyone we will move the agenda on we will be here if any questions at the end that we can answer. Turning it back to you Carol.

Thank you. As we are starting to move towards opening up the state. If you get your questions through the question box, we will send them out to the members with the recording as well as posting them on the website. On behalf of the Dr. salmon and myself, this is been a tough couple of weeks and hopefully we will hit a great stride and starting more programs they are difficult. Creating the many problems for so many people.

Let's move on to the next item on the agenda. Judy Walker, for the early division of childhood, she along with others will discuss the 2019 assessment readiness scores, these are set to release and many have been reviewing this this week ladies I will turn it over to you.

Thank you Dr. Williamson.

Hello I'm Judy Walker, they year and branch chief and early childhood development. Both are partners with Johns Hopkins Center of technology in education. I would like to explain, we have this shortened agenda and timeframe, and we did do high-level initial KRA results of the last ECAC meeting , what we would like to spend her time on is to give a sense on what kind of data is available and where to find that data, and some of that data we will share presented in a little differently than it has been in the past. We want to help you understand why some of this may look different, and give you information may be that you haven't had access to. Helping local ECAC how to get to your data and how to get to your data, and given the fact fact we will talk about this through the presentations we have had this time period where distance-learning has replaced especially for the four-year-olds, this data will be important moving into the fall, if we are able to administer the assessment, if we are back into the buildings and do that. We certainly want to know what impact this time period has had on children's readiness moving forward into the kindergarten year. Next Slide. This is just the cover. You have gotten this document, which was sent to you as an attachment again this morning. Our partners at Ready at 5. Work hard for all of these booklets, on the site, many of this is posted, and the state booklet and some of those things we are pulling from, infographics, and each of the jurisdictions, the local ECAC are some of the places that they can go locally at your own meetings. Next Slide. We will move through these quickly, and at the last ECAC meeting, we had two versions on the materials ready at 5 site, and the statewide version, and based on our local jurisdictions, and overall readiness, and what that looked like as a reminder, those who are at the last ECAC meeting we talked about 47% fact, same as we were last year. It's a concern that we are still not closing the gap for enough children since we still have more than half of the children not demonstrating above were at proficiency level. Next Slide. You could see the changes as I said in readiness, while the demonstrating has stayed flat the downside is the approaching has the percentage of children has declined because they have actually moved into the emerging band, and those children who are really lacking many of those readiness skills based on our pre-K4-year-olds standards, next slide.

Again here is a sense of how different jurisdictions are doing, those in the green have a percentage demonstrating readiness above the date average of 30%. Those in the blue are below those state averages. It is split half and half, half are above and half are below. You will have this PowerPoint afterwards, you can spend more time looking at them. As we have at the state level, you will also have those date things at your local levels, the demographics and what that looks like. You can see this is what the state level demographics look like in terms of children by race and ethnicity. Next slide. Demonstrating readiness by the same race and ethnicity. Some of those jurisdictions, those designations may be so small you're not able to get data. Whatever is available will be presented that you can give. Next Slide. You have the data by gender. You can see it has been the continuing trend each year, our female students tend to perform better than the male students, and what you will go to look look at get into the data and look specifically what domains and areas and look specifically what domains and areas that seems to be falling in. So that you have a better understanding of what we can in. So that you have a better understanding of what we can do to support all of our children, male and female. Next slide.

Children receiving special services. We have different variables to consider, readiness by income, I want to spend a few minutes on this one. This looks different than what you have seen in past years. In the past, we have always looked at income variables based on children, free and reduced status. The past two years, that has been more difficult not just for us but the kidney garden readiness assessment and the other kindergarten readiness assessments as well. And those going to not doing forms anymore providing breakfast and lunch in that jurisdiction they no longer have to click that form. Which families have applied for direct benefits like TANF and SNAP, when they look at this children and families applied through these benefits, the direct certified the cutpoint is much lower and these are the poorestare the poorest families applying for these benefits. And it only applies those who apply for the benefits, we are missing some children probably the family's poverty level would be considered part of this same group of children. If they didn't apply, then they won't show up on the list of names sent to the school systems. The other part to think about. The farms designations, these are family's income at 100% at the poverty level, and the direct certified children, those are the lowest income level, and there is -- The band that goes above that, only 80%. Certainly this is a difficult living wage for families, and the children who are impact did above 185% as well. Looking at the slide for the state. The percent of children who are receiving, direct certified benefits compared to those who are not. By demonstrating readiness, you can see the difference in children and families who receive benefits, 34% of those demonstrate readiness compared to everyone else compared to 50%, you have that same information on the ready at five site for your jurisdiction. Another category receiving special services and special learners, you could see the percentage of children 85% of children were designated as English fluent, and English learners, and he could see the difference in readiness. One thing we are unable to show in these booklets, just because it is hard to provide all of the digging in to the data. In this public document.

Every school system has their full file, all data on their students and they are able to do a lot more digging into data, when your local ECAC meets, in your local representative can answer more questions in detail. For example last year we did a dig into the data on English learners for example. We wanted to know the difference in English learner performers if they were also following in and falling into that poverty group. Those who live in poverty lived there -- We want people to recognize just because your designated and English and their you would represent readiness and you will, we want to look at the additional variables, that is something the school system will be able to provide when you meet locally in your individual ECAC groups. Next Slide. Other category receiving services are children with disability, those are the percentages with and without disabilities. As well as information on demonstrating readiness. Again the situation that we just talked about with English learners, you will certainly find if you look at children with multiple variables, and those living in poverty versus those who are not, you get a whole different picture on what that looks like. Be sure to take advantage of all of that data. To dig further than just these high-level pictures that we give to the children receiving special services. Next slide.

This is probably our biggest change in the way that we are presenting data this is the prior care, this year is the first year we are able to present data based on children in a priority cares setting that was reported by full day or they did half a day of one of those experiences, and another combination, and another half day of another setting. We always give the caveat, this is parent reported. The data is not as reliable since we are dependent upon parents understanding when they fill out the enrollment forms, and they enroll their children into kindergarten, we still have the situations where in some jurisdictions, that information wasn't even entered into the system, or filled out by the parents, it was left blank or didn't get put in. This is something each jurisdiction will need to consider when looking at this data, if it is not as complete as it should be, then it is hard to make a lot of assumptions about what you are seeing. This is showing you at a state per spec div, you can see the in the local data, the number of children. [Silence]

[Captioner Standing By] [Audio disconnected-Please stand by while reconnecting] They were in the one location, this is the percentage of readiness and what it looks like, child care 36% Headstart 36%, again these are the children who were in the setting only, not in a combination of settings. Next slide. These were children in a half-day of those settings. Half a day in the childcare center half of the day. Or in in-home childcare, or if they went to the setting all day, this slide tells the readiness if they are in that setting for just a half a day. Then the other half day they were home or informal care provider. Some of this you will have to wrap your head around, and take some time, any questions we would be glad to help you with. Give me a call. I think your school system representative on your local ECAC, has spent time looking at it and can explain it as well. Next slide. This is just more information on children who were in public pre-K.

Those children who attended a full pre-K, and half-and-half, they are in a full day and half-day setting, compared to those who were in any formal prior care, and those who were in a full day informal care. That is a little different piece of data, the pie graph in the paragraph are two different pieces of data.

You will have new data look like additional ways here. We wanted to point out reports coming up on the Next Slide to show you available in the school systems, and that data any data that is identified, it is protected data in they will be able to share at the district level. Next slide. I will go through the next couple of slides, I don't need to tell this audience why this is so important, but if you look at the next slide. I have shared this in the past, and we can make it public, this is the correlation study, for the math, and the next is reading, we did that study with our partners at Mathematica, to take a look at 2014 kindergartners and how they performed on the ready assessment and how they performed on the PARCC assessment in third grade. One of the big aha's we had looking at the results from the study. If you start with the emerging band at the top, those are the children most at risk, you can see the color bands represent the different levels of the PARCC assessment, 20% were at the lowest level at trend 28, 19% of three, and you can see only at levels four and five, those were the levels that the state considered proficient for children third grade and up assessments, and you only have about 11% of the children ever reached proficiency. Our message has been we know based on the kindergarten ready assessment data, and whose those are, and special attention paid to, they will need a lot of support and interventions to be able to change the trajectory so that we don't have the majority of the emerging students still able to be proficient by the time they get emerging students still able to be proficient by the time they get to third grade. Next slide. This is the result for math. This math level 33%. And now 50% still down at a level first level. And again only 9% were able to show proficiency at of those nine students, so it is given us a lot of aha's, and a lot of things to think about because we have to identify these children in kindergarten. We want to see what we want to do to support them so that we change this strategic tree for these children. -- So that we change the trajectory for the children. I will turn it over to Kristen and Linda to talk about this data. Again just to show you the different types of reports and data available to the school system that they can use with your local ECAC. Thank you Linda. Linda we can't hear you.

There you go.

Hello Kristen Thompson, and thank you for having us here, to present, there are two purposes, to collect baseline data, and really give information around children's readiness at the classroom level the district level, for those people to meet children's needs, and the second to inform and guide. Guiding stakeholders for informed decisions. Now we have seen examples of schools connecting with their community-based programs. Including childcare programs who have children will be future kindergartners, something as Judy mentioned discussed in your local ECAC meetings. Next Slide. We have put a lot of effort this year in making sure all school administrators have access to their data. Of course at the district level and early supervisors learning, we are ensuring that everyone is involved, and that they are in teams and should have accounts and can look at their data. They can be reaching out as well. This is generally what the reports for the district administrators are intended to do. To give you a snapshot of kindergartners needs To give you a snapshot of kindergartners needs and identify resource needs, such as interventions and structural assistance to support children and examples of schools using data to really help areas for a greater focus in pre-K programs, and those opportunities for staff so that they can really meet the needs of each incoming kid in a garter, -- Kindergartner.

These early childhood programs, is really important that everyone support one another for readiness in general. Next slide.

We want to give an overview of some of these reports available or administrators and teachers as well, so that you have a sense of what information they have the local level.

I will pass it to Kristen.

Go ahead.

You can go to the next slide

As Linda mentioned. There are a variety of reports for administrators. At the school or district level, Judy's messaging too, you don't have to wait to get your data from MSDE, these reports are available, they got all the data to start analyzing. Here are some reports the one on the top, the KRA skill score report. The overall report -- You can see this level data where you can filter or sort, really to dig down on how we are performing on different scales, the data displayed are interact to chart and graphs and the KRA data we will show you in a minute. Next slide please. This highlights fairly new information they rolled out at the end of 2018, these are the first year we have used these figures. What you will see on the Next Slide is about, again the classroom and teachers they can see how the schools are performing in the district can see all of the things that the district level, when you access these displays, you can see the overall KRA score tab, and those emerging or approaching at those different levels, and you can click on the bars to see the exact names of the kids, snapshot immediately you don't have to filter or sort, you have exactly how many kids are in your district. For the Next Slide, this is just showing you if you click on it, you could see their names and their scores and the link to the individuals report. Next slide please.

I will just add what we are saying with individuals and teachers, for the children in emerging and approaching categories, they need the follow-up and the additional support right off the bat. What is great with that.

You can filter by all of those demographics that Judy just went through. Do they have IEP, prior care? You can click on the add filter button, this example showing all the student population and then below that, how are the English learners doing I can compare that. Next slide. Here is another way to look at the data. We have a bargraph, and the line graph, this is really important, with the bargraph, you will see they were demonstrating, and some at the far end of approaching, one more question right could be demonstrated. You get that range, all of the dots are applicable, you can see the exact names of the kids who got the score. Comparing the yellow line, this whole population. This is a school level view. In the blue or purple depending on your screen, it is English learners and comparing that population. When you are looking at this schools are going to want to look to see down to the left side. Who those students are, and they are kind of at the lowest end of the distribution. You can look at the data by domain, you can see lowest score and highest score, median, deviations, and these filters that are set up they run across all these filters of data displays.

We can look at the scores and how they are distributed in show how the patterns look similar to each other and are they distinctive then you can compare.

Then data by line graph. You have different options. You can also filter by school. We see a lot of districts doing that to compare.

Next slide. I want to quickly want to show you KRA reports that will help teachers speak into this group they can create structural groups and the need for photo assessments we have been working with teachers throughout the state accessing their data to make decisions.

Next slide. We will not spend too much time but key reports three of the reports we highlight for teachers, the data does is the same that is available for teachers, showing their classroom, they can filter and sort,

individual student report we have a screenshot of what that looks like next. As soon as they complete it, they generate that report, they have that result immediately to share at parent-teacher conferences coming up. Then the Excel file in the domain export we have been doing all these studies and pinpointing areas that they want to focus on with their children. Here is an example of Individual Student Report, and what that looks like. Explaining to the parent what the KRA is, and you are able to get there overall domain scores. This gets printed and shipped to all schools. We want to remind people that it goes home. Next slide.

Any questions?

I will add to see if you have any questions. Not knowing what the fall will bring at this point, not knowing whether children will be back in the classrooms? Regardless of what that reentry recovery will look like in the fall, the system will be available. Minimally teachers can administer items to students and find out how big those gaps are for all of their children. Obviously this is one of the big concerns. This learning loss that is probably been occurring these past weeks when they have been doing distance learning what will it look like in the fall? We will be encouraging school systems to remind teachers, and to use the KRA system, even though perhaps they are not able to administer to an entire class like we've been doing every year. They can administer items to children to find out who need support in what areas? What domains. This will be it available, we don't know what the fall will bring for the next administration for the KRA . Any questions Kristen?

Any questions there is a lot of chatter back and forth. Non-nursery prior care filled an example of that Judy? As compared to a private child care?

I would have to go back to the slide I'm trying to picture what it looks like I didn't at the time but I will tell you and all of the data files that the school system has, while in these public documents, we only chose to show children in full day settings, in each of the prior care situations, or in a half-day setting, this was his is also have all of the data for all combinations, there are 20 seven. We thought it would be very difficult to put into the document for the public show children who are in a combination of childcare or Headstart, or Headstart in public pre-K, there are all these variations available to take a look at. We thought it would be really hard to capture in any chart that would make sense easily to the public, and it is available at the school system level, your local ECAC can dig into that system as well.

We are seeing, Judy shared state-level data, when you drill in to your district data, there are districts that have made progress in domain and overall scores, and there are domains that have significant progress over time, and what has really made the difference. Pulling together these districts in the past, and saying what would you attribute this to? And that success? And in many cases, we put together pre-K, and brought together a community and brought together a school, teachers, principals, and the providers, and worked together, we looked at the data, and made recommendations as to what to do. In many cases it was looking at the curriculum. Looking at professional development for teachers and providing that. In many cases they could be in one example and one district it was math curricula, huge difference for the next year and subsequent years. It starts looking at the data, for your school. From there the support and where it's needed. The common understanding across a jurisdiction are really valuable when you can sit down and take a look at if we see these gaps, what does it tell us about the experiences children are having or not having before they get to kindergarten. Giving those children those experiences they need so that they can be more successful when they get to kindergarten. Any other questions?

This is Carol I will think Judy and Kristen for their presentation, I just have to say. How impressed I am with KRA and its reporting how far it's come over the last few years. I am all about data, and you have to look at the data and learn how to use it at the school room in the classroom level we are going to make the difference so we can see the needs and be able to address them there. I am very impressed with all that I have saw thank you for sharing that.

I'd be happy to answer any questions. Nothing there?

The only thing, there are questions in what they can see of the data, Judy shared a snapshot. Really work with your district and you can slice and dice the data by all this information. So many information -- So many ways for that information and ways to do that.

We have had students out of the school for eight weeks now? Right? About that amount of time. They are going to come back in some way that we are probably going to have to accommodate social difference in social distancing. So it will be different again. And really how to use that KRA, very observational.

Half of it.

Okay.

They will have an opportunity to really drop the data and really try and work with students as we move into the school year. Hopefully get back to our regular classroom if ever again. Thank you very much I will move us on through the next section. Now I will find my place. I'm actually finding it here we go.

Here we will hear an update from Rachel Demma, early childhood assistant at early childhood system development, she is the director, she will talk about update, Rachel the last time we were together we spent quite a bit of time with us helping to put together that strategic plan. Now you can approach from a different perspective I will turn it over to you.

Thank you Dr. Williamson, thank you everyone, I will provide updates within the preschool development grant. I am really happy to follow that incredible presentation by Judy, and Linda. And also Kristen. It underscores our purpose with the preschool grant, to apply a system thinking approach. Two hours statewide planning to use evidence-based practice to drive focus on access, equity, quality, which will promote positive outcomes for all of our kids in the state. From prenatal through age 8, through that trajectory that Judy alluded to. To take us back into that work. Next slide please. I want to provide a quick reminder of where we are in our preschool development grant cycle. We are operating no cost extension your and we are in the middle of the renewal grant, and the next three years in the state, we have overlapping work and we are gearing up to start new projects started under our renewal grant, and we are excited to get that work underway. Next slide please. We are as Carol mentioned Dr. Williamson mentioned, we are happy to come back following the last meeting, and the last year. And more of planning and development on our statewide 5-Year program from prenatal period through Age 8, this is work beginning through the statewide needs assessment following with the strategic planning roundtables in the past year, and a whole discussion of work sessions and working with our partners and stakeholders around the state including of course. You as our state ECAC, and our statewide Coordinating Council and a lot of steering committee bodies. This is a lot of work that has been accomplished, we are very happy to do this in partnership with the mid-Atlantic Consortium and all of our stakeholders in the process. Including providers teachers, and leaders who are serving young children and their families across communities. Families that and community members themselves who have taken apart in the process, a great deal of work. You have been a part of it. All along the way. We are excited to be at a point where we are able to share an extra final draft that summarizes these six domains that we have worked together to co-create. Really encompass the various components of our statewide mixed delivery system as well as our policies and plans that help drive those aspects of our systems functioning. We will share a draft plan, Wendy will share a draft plan with you starting next Monday. May 11. We will ask for a few weeks for you to 11. We will ask for a few weeks for you to take some time. Look at the plan and offer some feedback if you have feedback for us. Go to the next slide please. We are asking that you take a look at the draft plan, think about all of the conversations and work the input and work on going. To be a part of the plan, all the way from our needs assessment findings in the work that we have done to think about outcomes indicators and data sources. It is in the plan, offer us the feedback using this email address, you don't have to worry about taking this down now, but we will ask that you send them out to the Birth to 5 , and also if you have ideas for a name and a brand, a system development work that would serve as a title for the plan, we have been thinking about this throughout the process. Now it is really time to brand this work. Moving forward in the state or the next five years, we want a good name meaningful and respect how this works across the delivery systems. We can receive feedback at the end of the month, and submitting a final version to our federal partners, I should say. As we move forward, we can move forward on their approval in this plan to begin some of the renewal grant activities, and we will anticipate getting that approval, and we will continue on with many of the new projects we have lined up under our renewal grant, I can't see the chat box, if there are questions I will pause at the end and answer any questions folks may have strategic plan will be publicly released with these in the fall. We will have additional meetings as a group to discuss that process as we get closer to the lunch, really quickly quickly these available right now for our PDG grants our local LECAC grants, we did these last year and a great set of outcomes to think about that have been posted on the website from the first year of those grants, Wendy has been working with all of the local ECAC, and those three years from the renewal grant will be impactful and meaningful. Those grants for RFP have been released and due on May 18. We are looking forward to reviewing those in getting that work underway through awards made are looking forward to reviewing those in getting that work underway through awards made at the beginning of June. Our new initiative under preschool development and positive grants for infants and toddlers has been out, also issued last month and proposals are due May 18, this is to support replication of evidence-based models, that provide support to these families everything from increasing access to the medical homes and evidence-based models to support developmental, growth and development for babies and their families. We are really excited about this initiative and those grant awards will be coming out at the end of June, I should mention for both of these initiatives, and the proposal process we are only accepting electronic proposals at this point. Because of the state of the emergency for the COVID 19 pandemic. We are getting an update posted on our website, and of course completing proposals and wanting to submit. If you have network to share that information with, that would be great, also we will get that update on our website. We are not accepting

paper paper submissions per the language in the request for proposal. Finally. Just a really brief update on timelines nothing is change, no news has been good news from federal funders and we are working hard to keep this project as overall initiatives as so many projects are underway. We are on an expected timeline for completion and implementation, so thank you to all of you in our partners helping us to do so. As important as it was before the COVID-19 state of emergency, and will continue to be important as a means of promoting responsiveness and support to our providers. To our community and families and kids. We are looking forward to continuing to use these resources, as always if you have any additional questions about our preschool development grant, if you can send them into our email address which is there on the screen msde.b5@maryland.gov, and additional projects we will have underway, you will need anything, let me know if you have questions, hopefully everyone will be doing well. Thank you.

Any questions in the Chris?

I don't again. -- I don't see any.

Thank you for your hard work it is very difficult work that you are doing. I will just emphasize what you said, you would like to have feedback on the plan, really it is that feedback that will help develop and make it available for the state, and you would like to help in branding it, it takes a lot of people with creative thinking to help us come up with something that will coin and help represent us, I encourage you to send in the feedback on the plan, I know Rachel will look at it very carefully and we will look at it get information back out to you.

Okay?

I will move us on to the next presenter. Next on the agenda as you can see Laura Weeldreyer, with the quick update on the prenatal to age 3 grant. Laura thank you.

Thank you quite a mouthful of a grant we should come up with a nickname for it. I will be brief and touch on something quickly, a great communication vehicle to give updates on what is going on with this statewide initiative and the chance to do systems building for parents and children prenatal to age 3. We actually as you know, from the last time we were in person, we were awarded the grant, and right before we shut down we signed the agreement and got everything in place got everything moving just to be approached by this national funder and perhaps the grant scheduled to start April 1? A small group of us started to think about kind of weighing in on this on one hand we didn't want to lose any momentum of moving forward, with some of this excitement and energy we had statewide on the other hand, the other world had turned upside down, and as I had reviewed with their group before, the assessment of the principal work is driven by increases in service delivery numbers and this has been very challenging the minute the grant starts, the grant starts to take on those service deliveries. We have actually started to push back to June 1 or even to be realistic about what is happening in the typical service delivery and when that might get back online. They are these for the initiative kicking off their national hub, gearing states up as they are in implementation states. That is the status last thing I want to say, we have been advertising for a staff person to lead the initiative and we have gotten many different applicants. I want to jump to the update of interviews thank you to you who spread the word, we are doing finalist interviews next week with our number of key leaders and stakeholders coalition. I'm really excited about that. The next time we are together virtually or in person, we will be able to introduce the new staff person. I'm happy to answer any questions in the chat box. I do want to mention one other thing, as many of you know Maryland family network, plays a big role in the role of childcare. And the updates on COVID-19 child related care update in our meeting. We are watching carefully for efforts not only what is needed in Maryland but what other states are doing. Trying to shape a statewide agenda on how to support the field of childcare right now. It's easy to say state level agenda, what do I mean by that? What I really mean is what kind of relief is needed to make sure childcare providers survive the current crisis and what guidance is needed. Everybody's eager to get the economy turning again and get people back to work. People in leadership positions are starting to float plans on what it looks like in school, there's not enough conversation on what it means to open childcare and social distancing looks like with young children, what is really possible? We are doing a lot of work with elected officials Steven and his team at MSDE, hoping to capture some information from the field. That is what I want to hit on today in my time. Other states have taken this opportunity to do a comprehensive survey of childcare providers to inform this kind of planning specifically Louisiana and North Carolina, now even in the last few days, the other states have started this. As of yesterday, late afternoon, we have opened up a survey for Maryland childcare providers trying to get a sense of everything, what is your current status? Are you essential personnel providers? Are you able to keep people on payroll? Are you successful, and really in-depth, it is easy to get this survey fatigue right now, and to really take the time in the childcare community critical in the state agenda I talked about earlier looking at what other states are doing it's pointless to do work that doesn't support our providers in Maryland. Your voice and their voices are critical in this initiative to make sure we are proposing solutions that will feel like support and actual solutions to this incredibly important group of

people in the state. We released the survey yesterday, some of you may have seen in Tuesday to its, Tuesday Tid-bits. This desire to be heard and to give very important information on where we stand, we will not keep the survey open too long, we are eager to get the data and put it in the hands of decision-makers. We are aiming to close the survey by next Friday May 15. Louisiana had a 33% response rate to their statewide survey, Louisiana has never close childcare, may be easier to achieve, we would like a similar response rate. We want the data truly representative with providers and what is happening right now, all of this to say, if you are a child care provider in this meeting or you interact with childcare providers, you know childcare providers, I will spell out the link and Steve has put this into the chat box which you are able to paste you go to all spelled out www.marylandfamilynetwork.org/childcaresurvey/, it is also in the chat box. This response rate is really important to us. I'm happy to answer any questions as well thank you and talking about the survey. I didn't want to miss the opportunity to inform you about the work we are doing and also to get the survey out far and wide. That is the end of my up date, if there are any questions I am happy to fill them.

I see a couple of questions will the childcare initiatives be a part of the pre-native?

Yes the principal work I would say, mostly focused on systems building in terms of state agencies, Department of Health, human services, educations, across state agencies. I think childcare, and the communications on two parts of my updates, childcare is really been pushed into the spotlight in the past six weeks. There's no question that need it be connected, and family providers is important to that work.

Any other questions?

[Indiscernible - low volume]

There was a question, is there a survey from NSTCA? I think they have sent out the survey is that correct?

Yes on all of this work on referencing, we have work closely with Chris and other organizations NDAYUC, we have asked all partners to get these out, and also in the Tid-bits. To get feedback in the work that we are doing.

Another question could this impact be on square footage?

I don't think there is an official answer to that right now, as we look towards the future and the plans being floated about schools, I think there will be a need to have a discussion about what is really possible with young children, and I think some of the standards put in place for essential personnel and the care of children for essential personnel, these will continue to apply to some degree. I am not in charge in making that decision but if I had a crystal ball, and was to look to the future I would say we would need to keep consideration a small group size, and we can all agree social distancing with young children is not totally possible, or quoting the childcare provider do people know that kids lick each other sometimes for fun? All of that was a moment of levity in a serious conversation. I think that is the standard in guidance we need to be discussing right now, how to reopen safely. Adhering to the history of quality standards. In a way that serves the interests of parents and keeps children and providers safe.

How will family-style dining look amends fixed during this COVID?

I hope you will ask us in the survey push us to think about things you know better as we start the conversation of reopening, I have your proxy right Dr. Wilson, we have to per the response in any state we need to respond proactively.

Absolutely we have just been a draft for recovery plans for our state for education, and there is a section in there and that mentioned childcare and the fact that there will be a group to step back and look at to be able to implement. To actually address all areas. It will address space, and the food service, the whole bit. We have to work that out together within parameters recommended by the health department, we will be working together on that.

Thank you Laura. I will close this section and I am impressed in the work that you are doing, and the work that you are doing to make sure you're getting feedback from all childcare providers so that we could put forth an excellent program for anyone. To meet the needs of everyone.

First I want to thank the presenters it's difficult in this form, not to be able to look at your faces and see you having a hand up to ask a question, or having feedback that you want to provide. We only see ourselves on the screen and we don't see anybody else wesee anybody else we are very dependent on you putting questions in the question box, and let us know you have feedback to provide us. I will turn it over to Wendy for announcements. I don't know if any of the other providers want to follow up with anything? Starting with Wendy.

Thank you Dr. Williamson, I don't know if you can see me. I've had technical difficulties with my video camera, I am able to the the questions. I want to start before we get into the announcements we did receive a couple of questions from the beginning starting with Steven and Jen, on through the agenda. We have about five minutes I will pose some of those questions to get a couple of answers. I do need to say, we will not be able to get through all of these questions. However we will take the questions and we will respond and send

those back via email along with the PowerPoint I will start with the question with Tracey and or Steven and Jen

Thank you Tracey on those questions, no I will not shave my beard during the state of emergency, this is my COVID beard, we do not have a defined timeline for this program as you know, this virus changes every day, the governor has proposed a recovery plan with three phases, and we have to see how that plan unfolds. Given the spread of the virus and the declining number of new cases, which is one of the measures of recovery moving through different phases, and we have to take this all into consideration with a transition in the childcare community. We will be talking more about some of those specific processes at the Friday meeting we usually have now, with the childcare community, and thinking about the recovery plan specifically for childcare, we are anxious to get your ideas and input on that. Thank you for asking.

The next question.

Actually a statement.

That they would like me to share from the whole community we want to wish Steven to a happy birthday, and we want to give you a razor happy birthday.

Thank you.

We have another question.

We have another question from Steve, for Steve and Jennifer as well. When might this data using these sites been released? Can there be a breakdown by a jurisdiction?

I can answer that a little bit.

I remember you asked that question. We were unclear on what that was. I think you want to know, by jurisdiction, how many children are being served? The data collection is challenging right now. We are, childcare central is calculating and processing these invoices by hand. We don't have the data system like the childcare scholarship that has all of the exact number of children and who they are. This was a different set up it wasn't a voucher type program that parents applied for, got approved and had to submit documentation for etc. These names are being submitted. On invoices by the program, we will be able to collect that data eventually. Right now what we do have and what we could share. Although we haven't had a chance to analyze it yet. Based on our survey responses, the number of children served by age in different jurisdictions. I am wanting to when I have a moment. To check with the data folks, to be able to analyze the data and provide that with the data, and analyzing the programs per jurisdiction. We have a good understanding of how many programs are being served in jurisdictions, and we are working that out, hopefully by early next week, and in some numbers so that we can see that. Good question.

Thank you Steven. We have a question from Flora, she wanted to know thank you for the CPS payments, and are invoices available?

Are the invoices available is the question.

The invoices for the children? Is that?

Why don't you email.

If you can send me an email, with more information on what invoices you mean that would be great I can research that for you.

Okay.

We don't have enough time to answer all of these questions, but we will go to Imani. How can a person become a subcommittee member? And also part of to childcare organization stay in local, this is Imani Rose from Baltimore city, she wants to know how she can become a subcommittee member?

I think you maybe asking about perhaps what I was sharing about how our early childhood system recovery plan, we do have a sip Kemeny, Cindy can talk about this a little bit -- We have a subcommittee, and a little one that evolved into the work of this application. The subcommittee that perhaps you are thinking of, I was talking about for the recovery plan for early childhood community, we will get information out. Before the next ECAC meeting, and the people can express specific interest, what I imagine. There are people that have information about how family support centers will continue during this period before fully operational, the way that they were pre-COVID, and they are interested in those areas, and those visits. We will work with sister agencies and others in the division, and across MSDE, for information to be out before the next meeting.

And maybe she is talking about childcare business? This is something we will talk about a little bit on Friday. On the listening session about who may be at the table, we want to make sure we are inclusive, and we also want to have a very large group focusing on this effort, we want to do it and we have to do it fairly, in a fair amount of limited time. We want to make sure that we have everyone at the table who wants to be at the table, and also keeping in mind, if we have 100 childcare providers were not going to get anything accomplished, we can talk about that Friday. On the listening session. I will be in touch with you.

Thank you Jen.

We have another question. Just a couple more. Because of time we are approaching 11:50 AM. From Dorothy, she wants to know will the state and local health guidelines determine outside services can provide services and visit providers?

That is something that will be inspired by these decisions on how to reopen and also these decisions of the plan we have for recovery for childcare, this will be forthcoming, CDC we are meeting on a daily basis, and receiving guidance from the Department of Health. We are trying to get as many questions answered as we can so that we are doing the right thing and the safest and most effective thing to combat COVID-19, we definitely have to take their lead. The FAQs being put out an effort on that area, we will be engaging with them.

Thank you.

I will scroll down for questions we had come in for Judy.

If you are still online you had a question from Charlene Mohammed. She wants to know, she says this information speaks to the urgent need to support parents, understanding of developmental learning, especially during COVID-19, when parents are striving to homeschool, what additional strategy and resources can we put in place to support these parents at home?

I know we have created some documents with list of resources for parents. I know a lot of what we have been pushing out early on especially were links to all kinds of resources and videos, and I know Cindy's group was putting together things family engagement. We do have lots of those resources that are being post and available. If you have suggestions on something you think more specifically could help parents, I know we hear all the time how overwhelmed parents are trying to work with children. All kinds of organizations nationally put out resources. There are more resources than any parent can probably deal with. I think I know the school systems have been trying to send things to parents. The childcare programs we work with in my office pre-K grantees, we talk about things we can give them. If you have suggestions on manageable for parents. The most recent information coming out from the folks in the division of curricula professional development working on identifying what they consider the priority standards, what kind of skills and knowledge behaviors would you see as a priority that the distance learning should focus on? If maybe we can make a version of that for parents that would be helpful to say in map these would be skills that would be very helpful if you can work with your child on. We can talk more about that. Send us information and any suggestions on how to help parents manage overwhelming resources and packet that they are getting.

Thank you Judy. We just have time for two more questions. Then again we will follow-up with all questions we have received, we will email the responses out to everyone. These last two questions for Judy. [Audio disconnected-Please stand by while reconnecting]

We can work with the school systems to get the data and work together on strategies certainly they can work with the school system to decide as ECAC, those that you could provide or childcare cyst is it's not possible because of restrictions, that the childcare program can ask, how do my children, how do they do? They can't provide that but they certainly could get a better sense maybe in the future it would be possible for childcare once we get our data system, the one that we are developing through the PDG grant in place, hopefully people and programs can eventually find out collectively how they did in their programs at least, right now it is more painstaking to get to that level of detail without violating right to student information.

Thank you Judy.

Our last question I believe, Kristen took care of the final questions coming in, from Laura. This question is in from Steve Brody, for you Judy. What is the progress for having a system to track information about students? Example prior care.

He knows there was a longitudinal data system that they were working on, I don't know if the work is still working on that tracking system?

I'm not the best person to answer that. Maybe Steven or Rachel can speak to that. As part of that project. From the PDG funding at this point.

I thought this was something we were doing from the longitudinal data center, and our research person I can check to get an answer, I think we are still pursuing and it will take a couple of years to get any data back, you will need to wait to get to a particular grade level. Correct?

We did a study with Mathematica, they did look at how the correlation between scores and the parks scores, that has been released by Mathematica, the issue is, in order to do this, you have to have and we did for the Mathematica study, a census administration of KRA, to match the census of the parks scores, now we don't have a census so we can do a longitudinal study that way, so what we need to do is get back to the census administration. So that we can follow what kids are doing across grade. What we did learn however. We do have work to do in ensuring there is the quality of programs in those early grades K through two. Those and other areas where there is poverty, so that children can succeed later on in those early grades. We are hopeful

and the good thing we did see a correlation. Using this data whether sample or a census, when kids do well entering kindergarten based on that data, they do well later on in third grade. So the message for school systems, to make sure that you do what you can to ensure that those kids arrive in kindergarten with the skills and knowledge that they need across multiple domains, literacy, math, physical well-being, and to be successful later on increased opportunities for early childhood education, from birth to five. Prior to kindergarten, in our mixed delivery system in all programs whether school-based or in community-based settings get the resources and support resources and support that they need

Thank you Steven.

Due to time we are unable to take any more questions, we do want to honor ending time at 12 PM., We want to get those answers as soon as possible. I will close us out with brief counsel announcements, for those of you who are not on the call and weren't able to login this morning. I want to send out a reminder we will be holding monthly state ECAC virtual meetings on the first Wednesday from 10 AM to 12 PM, I will send out call-in send out call-in information once we have it, everyone will also have PowerPoint presentation so that you will have the announcements if you have missed it or want to share with your colleagues. That will be on the first.

Also in addition the attendance will be waived for the remainder required three, 2020 state ECAC meetings during the mandate, we are offering these meetings during COVID-19, to be transparent and at the they information as we possibly can, then we will be sending all of that information out after the meetings again as well. In effort to keep everyone in the loop, to share as much information with you as we can, if we have any questions feel free to email me directly at any time. We also want to stick with this offer for state ECAC meetings, and we created a survey we want to hear about the virtual meetings, to improve logistics and contents. I will send out a link for everyone to fill out the survey, let us know your thoughts and your answers will be anonymous. There is a section in there if you would like to leave your name if you would like to pick we will have those results at the next meeting. Be on the lookout for those surveys. Finally. I just want to keep saying. I want to thank everyone for dedicating your two hours to this meeting, we do know and understand everything you're going through. We are going to try her best to get these questions answered for you and back out in a timely fashion. We will also be sending additional information around the recovery ECAC subcommittee these are the announcements 12 PM, I've given the stop sign. Everyone have a great day.

Thank you Wendy. I will just thank you all for being here, we are grateful for your commitment to the Council, and to the children and families come this will adjourn our meeting, we look forward to meeting with you next month at 10 AM. Thank you and goodbye.

[Event Concluded]