STATE EARLY CHILDHOOD ADVISORY COUNCIL
Thursday, December 15, 2016
1:00 p.m.-3:30 p.m.
Johns Hopkins University
6740 Alexander Bell Drive
Columbia, MD 21046

Agenda

• Welcome/Introduction of Members – Dr. Carol Williamson, Deputy Superintendent, Office of Teaching and Learning, Maryland State Department of Education (MSDE)

• Old Business
  – Every Student Succeeds Act – Judy Walker, Early Learning Branch Chief, Division of Early Childhood (DECD), MSDE
  – Kindergarten Readiness Assessment – Candy Miller, Education Program and Assessment Specialist, DECD, MSDE

• New Business
  – Suspension and Expulsion Policy – Liz Kelley, Acting Assistant State Superintendent, DECD, MSDE

• Presentations
  – Somerset Early Childhood Advisory Council and Family Engagement – Karen Karten, Judy Center Coordinator
  – Public Awareness - Alexis Washington and Brian Siatkowski, Community and Outreach Specialists, DECD, MSDE

• Adjournment

State Early Childhood Advisory Council 2017 Meetings
- Thursday, March 16, 2017, MSDE* (ECAC only)
- Thursday, June 15, 2017 (ECAC and local advisory councils) Location TBD
- Thursday, September 21, 2017, MDSE* (ECAC only)
- Thursday, December 21, 2017 (ECAC and local advisory councils) Location TBD

*Maryland State Department of Education
Nancy S. Grasmick Building
200 W. Baltimore Street
Baltimore Maryland 21201
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| Welcome/Acknowledgements/Announcements | • Dr. Carol Williamson, Deputy Superintendent of Schools, started by welcoming the State Council and having all members and guests introduce themselves.  
• Dr. Carol Williamson gave opening remarks discussing the accomplishments in early childhood education this past year:  
  ➢ KRA Revision  
  ➢ School Readiness scores released  
  ➢ Year 3 of the pre-school development grant for $15 million  
  ➢ Kellogg Family Engagement Grant | | |
| Old Business | • Judy Walker presented on the Every Student Succeeds Act (ESSA). See presentation. Danielle Susskind was also available to answer questions regarding the ESSA plan. Prior to the Council meeting, the link to the Consolidated Draft Plan was sent to members to review. It was stated that the new provisions will go into effect in the 2017/2018 school year. It was explained that ESSA was designed to create a long-term, stable federal policy that gives states additional flexibility and encourages innovation, while at the same time holding states accountable for results. Judy Walker and Danielle Susskind encouraged council members to provide feedback either through the use of forms at the meeting or through the feedback link on the website. Council members asked questions regarding:  
  – The use of Kindergarten Readiness Assessment (KRA) data and the new mandated later start date for all students. (Chris Peusch)  
  – There is discussion about discipline practices (i.e. | Cyndi La Marca Lessner to send State ESSA website link, email presentation and Listening Tour dates to Council members. | 12/20/16 |
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<td>suspensions)</td>
<td>There are different indicators that could be better tracked and anticipated. (Steve Rohde) Response – The plan is different than accountability. Maryland is working on disproportionality in suspension and expulsion issues. The team is looking at validity and consistency.</td>
<td>Jurisdictional data will be sent to all Council members.</td>
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<td>- Using Family Engagement as an indicator to include families as part of the educational responsibility (Dorothy Stoltz). Response – Family Engagement is very difficult to measure, however there are some climate surveys that will help to ask the questions that we want to know. Also, there is no policy around family engagement. MSDE does not create policies. We can only recommend the policy to the legislature.</td>
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<td>- Maryland has a longitudinal system. As we continue to develop this system, teachers will be able to follow an individual student. We will be able to see student growth percentile and project where that student will go.</td>
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<td>- We are implementing a child care portal that will give us the opportunity to capture children enrolled in licensed child care provider programs. (Liz Kelley)</td>
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<td>- Research shows that the more resources we have to put funding into foster children, homeless children, children who are EL and children with challenging behavior, the better the outcomes for these children. In general, several comments were made regarding the “missed opportunities” in regard to Early Childhood Education.</td>
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<td>- Several stakeholders developed a letter to Dr. Salmon regarding expanding opportunities to support youngest learners through the ESSA. This letter was sent to council members.</td>
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<td>▪ Judy Walker presented on the Kindergarten Readiness Assessment and the new school readiness scores. This information was also presented to the State Board on December 5th. Due to change in legislation this past year, jurisdictions had a choice to either do a random</td>
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<td>sample of student assessment or a full census. Of the 24 jurisdictions, 8 chose to do full sample and 16 chose to do a sample. All assessments had to be completed by October 1. – <strong>See presentation</strong></td>
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| New Business | Elizabeth Kelley reviewed the Suspension and Expulsion draft policy. Ms. Kelley explained that this is a draft policy and needs feedback from stakeholders. The policy was taken from *Caring for Children*. The workgroup is also closely looking at how to put policy into action and increase professional development in this area. The workgroup is considering the challenges that programs will face with this policy, most importantly, limited resources. – **See presentation.** Council members asked questions regarding: 
  - In regards to policy implementation, having loner blend in times. 
  - How this policy will work into the EXCELS and meet the requirements of their contracts and policies. It was responded that programs consider the content of the policy when developing contracts and policies. 
  - The draft policy will be emailed out and it was asked that Council members provide feedback and comments. |
|               | The draft policy as well as the Summary Brief and powerpoint presentation will be emailed to members. |
|               | Council members to provide feedback and comments in track changes. |
|               | 12/20/16 |
| Presentations | Karen Karten from Somerset County presented on the work of the Somerset Local Early Childhood Advisory Council (SECAC) through the Kellogg Family Engagement grant. In addition to Learning Parties and Ready Rosie, activities included a public awareness campaign which included a school readiness billboard and a school readiness postcard that went into every mailbox in the county, inviting families to a Pre-K kickoff event. **See handout.** 
  - Alexis Washington and Brian Siatkowski presented on public awareness and the capabilities of MSDE/DECD. |
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|              | Council members were made aware of the functions of the new website, email and SMS list serve and social media. See presentation.  
- Cyndi La Marca Lessner informed the council that the emerging theme from the goal group is public awareness. This information will inform members of how to use the technology through MSDE to make more specific goals within their goal groups to get information and resources to their constituents. |               |          |
| Announcements | ▪ Cyndi La Marca Lessner announced that Goal Groups would not be held today due to time constraints.                                                                                                                                                                                                                                                                         |               |          |
| Additional Announcement/Questions for the Council | ▪ Meeting adjourned at 3:30 pm.  
- Future meetings are  
  - Thursday, March 16, 2017 (MSDE)  
  - Thursday, June 15, State and Local (TBD)  
  - Thursday, September 21, 2017 (MSDE)  
  - Thursday, December 21, 2017 State and Local (TBD) |               |          |
| Notes/Minutes | ▪ Cyndi La Marca, Early Childhood Coordinator, DECD  
- Karina Hudack, Grant Specialist, DECD |               |          |
| Members in Attendance | ▪ Brenda Hussey Gardner – State Interagency Coordinating Council  
- Celester Hall, Jr. – Department of Business and Economic Development  
- Christina Peusch – MSCAA  
- Crystal Barksdale - SEIU  
- Dorothy Stolz – Carroll County Libraries  
- Flora Gee – MD Association for Education of Young Children  
- Lisa Davis – Howard County Public School System  
- Louise Conwin – Ready At Five  
- Margaret Williams – Maryland Family Network |               |          |
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<td>Meena Gafaar – MD Family Child Care Association</td>
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<td>Liz Kelley – MSDE, Acting Assistant State Superintendent, Division of Early Childhood Development</td>
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<td>Mary Dammeyer, Council for American Private Education</td>
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<td>Rachel London – MD Disabilities Council</td>
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<td>Claudia Simmons – Head Start</td>
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<td>Nancy Vorobey for Marcella Fanczkowski – Special Education and Early Intervention</td>
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<td>Kim Malat – Governor’s Office for Children</td>
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<td>Terry Bridger – MD Higher Education Institution</td>
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<td>Diana Mellott – MD School Age Child Care Alliance</td>
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Maryland State Department of Education

Communication and Outreach

Alexis Washington
Website

- MSDE
- DECD
- New Sections
  - News & Announcements
  - Community Events
  - Career Center
  - Job Board
E-mail List

- GovDelivery
  - 5000+
- Internal
Partners

- Quarterly
  - Mailed – 10,000
  - Emailed – 5,000
  - Posted to web site
Social Media

- MSDE
  - YouTube
  - Twitter – 8,400+ followers
  - Facebook
Contact Me

alexis.washington@maryland.gov
Earlychildhood.marylandpublicschools.org
410.767.7115
Maryland State Department of Education

Carol A. Williamson, Ed.D.
Deputy Superintendent
Office of Teaching and Learning
December 5, 2016
2016 Kindergarten Readiness Assessment

- Observational and assessment tool
  - Developmentally appropriate
  - Valid
  - Reliable

- Assesses skills learned prior to entering Kindergarten
  - Skills
  - Knowledge
  - Behaviors
New Legislative Changes

- 8 systems and additional individual schools and teachers administered to all students
- 16 systems administered to a sample of students
- Assessment window reduced by 1 month
- Release of data by November 15
2016 State Overall Results

- 43% Demonstrating Readiness
- 38% Approaching Readiness
- 19% Emerging Readiness
2016 State Domain Results

- **40%** Demonstrating Readiness
  - Language and Literacy

- **38%** Demonstrating Readiness
  - Mathematics

- **53%** Demonstrating Readiness
  - Social Foundations

- **55%** Demonstrating Readiness
  - Physical Well-being and Motor Development
The SMS (text) platform allows for us to:

- Send targeted communications with audiences who sign up for this service via visiting our website or by signing up after receiving a hyperlink in an email.

- Target by topic

- Receive detailed reports on who received the message, who opted out, and who responded.
Send targeted communications with audiences who sign up for this service via visiting our website, signing up after receiving a hyperlink in an email, or from us importing their email from another email list.

Create easy-to-use templates

Target users by topics

Receive detailed reports on who received the message, who opted out, and who responded.
Topics suggested for user lists are:

- Child Care Providers:
  - Credentialing Updates
  - Early Learning Updates
  - Maryland EXCELS
  - Regulation Updates and Announcements
  - Training Announcements
Families

- Child Care Updates
- Child Care Subsidy
- Family Engagement and Support
- Judy Centers
Training

- Training News and Updates
Example of process:

1) Person signs up to receive emails based on topics of interest.
1) Person sees our topics after signing up for a similar email list.
1) Name and information is added to the database. We manage communications to all users.
1) **We measure results and create reports to measure participation performance and continue to improve communications with our users.**
Questions/Comments?
Maryland State Department of Education

Preventing Expulsions and Suspensions in Early Education Settings

December 2016
Objectives:

- Identify Maryland's process to develop the policy
- Describe and share supports and resources developed
- Outline challenges
Happenings to Highlight Issue

- Data on expulsion bias is compelling
- Reauthorization of the Child Care and Development Block Grant (CCDBG) Act of 2014
- Joint Policy Statement issued by the US Department of Health and Human Services and US Department of Education
Maryland’s Process

- Established an Expulsion and Suspension Workgroup
- Established an Early Childhood Access and Equity Group
- Held meetings to discuss options
- Conducted research and gathered information
Topics Covered

- Fair and appropriate policies
- Highly-skilled workforce
- Access to specialized consultation
- Universal developmental and behavioral monitoring, screening and follow up
- Strong family partnerships
- Setting goals and tracking data
Process

- Create Policy
- Determine how the Policy will be used/implemented
- Present, discuss, revise, and adopt Policy
- Disseminate Policy
- Support Policy through training and technical assistance
- Track Data
Rational for Policy

- Expulsion is not a child behavior, it’s an adult action.
- Children’s early years set the trajectory for their success or failure for life.
- Their earliest experiences should truly foster and never harm their development.
Developing Maryland’s Policy

  - Preventing Expulsions, Suspensions and Other Limits in Service, Standard 2.2.0.8
  - Six additional standards in support of preventing expulsion, discipline and ECMH
Caring for Our Children

http://cfoc.nrckids.org/WebFiles/CFOC3_updated_final.pdf
Policy in Brief

- Child care programs should not expel, suspend, or otherwise limit the amount of services provided to a child or family on the basis of challenging behaviors or a health/safety condition or situation unless the condition or situation meets one of the two exceptions listed in this standard.
Policy in Brief

- Child care programs should have a comprehensive discipline policy that:
  - Includes an explicit description of alternatives to expulsion
  - Is in writing and clearly articulated and communicated to parents/guardians, staff and others, and
  - Explicitly states how the program plans to use available mental health/other support staff to eliminate, to the degree possible, any need for external supports.
Policy in Brief

- Staff should have access to training (proactive and as-needed):
  - On how to reduce problem behaviors from escalating to the level of risk for expulsion and how to more effectively manage behaviors
  - Resources, and child care health consultation to manage children’s health conditions in collaboration with parents/guardians and the child’s primary care provider
Implementing the Policy

- Form strong relationships with parents and families
- Implement the Pyramid Model for supporting Social and Emotional Competence in Young Children
- Developmental screening and follow up
- Have a strong understanding of culture and diversity
Local Resources

- Early Childhood Mental Health Consultation Project,
  http://earlychildhood.marylandpublicschools.org/early-childhood-mental-health

- Maryland Social Emotional Foundations for Early Learning,
  https://theinstitute.umaryland.edu/SEFEL/
Local Resources

- Early Intervention, 

- Making Access Happen, 
  [http://olms.cte.jhu.edu//olms2/makingaccesshappen](http://olms.cte.jhu.edu//olms2/makingaccesshappen)
National Resources

- U.S. Department of Health and Human Services/Department of Education – Policy Statement on Expulsion and Suspension in Early Childhood Settings

- ACF Information Memorandum,
Websites

- Early Childhood Learning Center, [https://eclkc.ohs.acf.hhs.gov/hslc](https://eclkc.ohs.acf.hhs.gov/hslc)
- Center for the Social and Emotional foundations for Early Learning, [http://csefel.vanderbilt.edu/](http://csefel.vanderbilt.edu/)
- Center of Excellence for Infant and Early Childhood Mental Health Consultation, [http://www.samhsa.gov/iecmhc](http://www.samhsa.gov/iecmhc)
Dissemination of the Policy

- Create Policy Summary
  - Include in all DECD Mailings
  - Highlight at child care resource centers

- Develop
  - Press release
  - Partners Newsletter Article
  - Link on the Website
  - Training Opportunities
  - Conference Presentations
Challenges

- Needs may outweigh available resources
- Changing community norms (attitudes and response toward children with challenging behaviors)
- Biases
- Promotion and understanding of policy and prevention model
- Ability to provide continued supports needed to assist practitioners with classroom management practices.