



STATE EARLY CHILDHOOD ADVISORY COUNCIL

Thursday, March 16, 2017

1:00 p.m.-3:30 p.m.

Maryland State Department of Education

200 W. Baltimore St.

Baltimore, MD 21201

Agenda

- **Welcome/Introduction of Members** – Dr. Carol Williamson, Deputy Superintendent, Office of Teaching and Learning, Maryland State Department of Education (MSDE)
- **Old Business**
 - Kindergarten Readiness Assessment, Disaggregated Data – Judy Walker, Early Learning Branch Chief, DECD, MSDE
- **New Business**
 - Kellogg Family Engagement Grant Years 2 and 3 – Cyndi La Marca Lessner, Early Childhood Coordinator, DECD, MSDE
- **Announcements**
 - Every Student Succeeds Act Update – Judy Walker, Early Learning Branch Chief, Division Of Early Childhood (DECD), MSDE
 - Suspension and Expulsion Policy Update – Liz Kelley, Acting Assistant State Superintendent, DECD, MSDE
- **Presentation/Goal Groups**
 - Public Awareness/Plan Development - Alexis Washington, Community and Outreach Specialist, DECD, MSDE
- **Adjournment**

State Early Childhood Advisory Council 2017 Meetings

- 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

State Early Childhood Advisory Council
March 16, 2017
MINUTES

Agenda Topic	Discussion Summary	Action Needed	Due Date
Welcome/Acknowledgements/ Announcements	<ul style="list-style-type: none"> ▪ Dr. Carol Williamson, Deputy Superintendent of Schools, started by welcoming the State Council and having all members and guests introduce themselves. ▪ Dr. Williamson gave opening remarks and discussed the current legislative session. <ul style="list-style-type: none"> ➤ Public Schools – Suspensions and Expulsions – HB 425 SB 651 ➤ Education – Prekindergarten Student Assessment – Moratorium – HB 548 SB 667 ➤ Education – Statewide Kindergarten Assessment – Completion – HB 654 SB 145 ➤ Education – Statewide Kindergarten Assessment – Completion – HB 654 SB 145 ▪ Margaret Williams announced that MFN has a public policy committee. It is a forum where people can come and talk about concerns that affect child care providers, including bills and legislation. 		
Old Business	<ul style="list-style-type: none"> ▪ Judy Walker presented on the Kindergarten Readiness Assessment and the disaggregated data. This is the third year of conducting the KRA. The scores are similar to last years, but the gaps that persist still need to be addressed. A concern is the issue between census and sampling (Of the 24 jurisdictions, 8 chose to do full sample and 16 chose to do a sample). If schools are only assessing a sample of students, they do not know the readiness of the other children entering school. A challenge with the decision of census or sampling was the overall lack of understanding of the assessment. The assessment provides reliable data that teachers need to guide their instruction. – See presentation. <p>Council members asked questions regarding:</p> <ul style="list-style-type: none"> ▪ Providing technical assistance /professional development fir LEAs to educate them to the importance of ECE. – <i>During the summer, there will be an opportunity for PD principals that will bring a team of pre-k, kindergarten and community based programs. This is an effort</i> 		

Agenda Topic	Discussion Summary	Action Needed	Due Date
	<p><i>supported by multiple divisions and is a starting point.</i></p> <ul style="list-style-type: none"> ▪ Accessibility, affordability, providing quality EC programs and working with child care providers is a necessity. There is a cohort of children every year that have not been in any structured program before. For example, Private nursery schools typically have higher income families vs. many others like, pre-k, head start, etc. These are big discrepancies and this cannot wait until the children enter Kindergarten. Kindergarten teachers need their information to best support them. – Liz Kelley ▪ Children who have received Early Intervention Services will help address this gap. – Marcella Franczkowski ▪ The value of coaching and mentoring and establishing communities of practice should be part of the discussion. This is an opportunity to help those families and children not already in any type of formal care. - Dorothy Stoltz ▪ How can we access information to determine which prior care children are low-income or have disabilities. – Rachel London ▪ There are lower outcomes for Head Start children and we should be able to see if increasing the quality of programs benefits children. – Flora Gee ▪ We are working to be able to better collect enrollment information to better capture children's prior care and know how to do more. - Liz Kelley ▪ Counties can be so different even though they may be nearby to one another. An example is one county having full day pre-k, and these results in a huge gap between counties. I.E. – Garrett County had universal pre-k and Kent Co is full day pre-k and they showed a high percentage of students scoring high. Half day programs might not perform as high. Other states are looking at the same concerns and issues and are trying to define what indicators could help define quality. University of Maryland is creating a quality curriculum to help us all speak the same language and look at similar programming. – Judy Walker ▪ Tracking and longitudinal data for full-day pre-k is necessary to see if these gains are maintained over a long period of time. – Dr. Williamson ▪ For the section that reviews school readiness by prior care – although advocacy for public pre-k is important, it is not the only 		

Agenda Topic	Discussion Summary	Action Needed	Due Date
	<p>solution. We can see from the prior care reports that child care centers can do a better job. MD and Annie E. Casey foundation made a big push focusing the attention to the importance of public support and preschool readiness but the conversation we need to have is that not all systems will be able to provide public pre-k. The more 3's and 4's we lose from child care, they will end up closing their doors and school systems will have to take care of infants and toddlers. There needs to be a wider solution establishing public pre-k. - Steve Rohde</p> <ul style="list-style-type: none"> ▪ We tend to look at public pre-k through the school system, but it is in fact a partnership, a collaboration effort and that should be one of the work group's focus to see how these services will be delivered across the state. – Liz Kelley 		
New Business	<ul style="list-style-type: none"> ▪ Cyndi La Marca Lessner presented on the Family Engagement Grant. DECD was awarded \$750,000 from the W.K. Kellogg Foundation for two years to continue the work with family engagement. Based off of the evaluation of the initial grant year as well as the Communications and Technology Plan, the following activities will be completed or grant years 2 and 3: See presentation. <ul style="list-style-type: none"> ➤ Informational Hub ➤ Parent Leadership Training Institute ➤ Expansion of Ready Rosie ➤ State Consortium 		
Announcements	<ul style="list-style-type: none"> ▪ Judy Walker gave an update on the ESSA Plan. It was discussed that the first draft is out and that MSDE received a lot of insight from our stakeholders. MSDE is currently working on the second draft. There were regulations and guidelines that will be more detailed to support early learning in the state. Many regulations and guidelines were pulled back with the announcement of the new template. However, even if the regulation was retracted, it will stay in the plan as a number of the suggestions open flexibility and allow for community based programs to start building transitions into public schools. ▪ A draft of the Suspension and Expulsion Policy was disseminated. The policy states that there will be more resources and supports to support programs to reduce the amount of suspensions and expulsions. The draft is included in the member's folders to review. <ul style="list-style-type: none"> ➤ Discussion of available resources developed. Teachers and 		

Agenda Topic	Discussion Summary	Action Needed	Due Date
	<p>providers need to know what resources/trainings are available to support children with challenging behaviors. Also discussed is that many times it is not the child, but the environment and we need to support parents and teachers to keep the children in school. Making sure resources are known and available are key.</p> <ul style="list-style-type: none"> ➤ The importance of tracking the reasons for expulsion or suspension was discussed and how we could possibly track that data. ▪ It was recommended that for the next ECAC meeting, we look at the different initiatives we have, so not only do we not duplicate efforts, but we can make others aware of the resources available to providers and teachers. 		
Presentations	<ul style="list-style-type: none"> ▪ Alexis Washington presented on public awareness and the capabilities of MSDE/DECD. 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 based on the notes from the goals groups and the recommendations of the Communications and Technology Plan, today's goal groups will be a brainstorming sessions to determine next steps for the public awareness campaign and technology regarding workforce development. 	For next Council meeting, marketing/public awareness speaker.	
Additional Announcements/Questions for the Council			
Adjournment and Future Meetings	<p>Meeting adjourned at 3:30 pm.</p> <p>Future meetings are</p> <ul style="list-style-type: none"> ▪ Thursday, June 15, State and Local (JHU/CTE) ▪ Thursday, September 21, 2017 (MSDE) ▪ Thursday, December 21, 2017 State and Local (TBD) 		
Notes/Minutes	Cyndi La Marca Lessner, MSDE, Early Childhood Coordinator, DECD Karina Hudack, MSDE, Grant Specialist, DECD		
Members in Attendance	<p>Brenda Hussey Gardner – State Interagency Coordinating Council</p> <p>Celester Hall, Jr. – Department of Commerce</p> <p>Charles Wainwright (for Christina Peusch) – Maryland State Child Care Association</p> <p>Dorothy Stoltz – Carroll County Libraries</p>		

Agenda Topic	Discussion Summary	Action Needed	Due Date
	Flora Gee – Maryland Association for Education of Young Children Lisa Davis – Howard County Public School System Louise Corwin – Ready At Five Margaret Williams – Maryland Family Network Jacqueline Grant (for Meena Gafaar) – Maryland State Family Child Care Association Liz Kelley – MSDE, Acting Assistant State Superintendent, Division of Early Childhood Development Carol Williamson – MSDE, Deputy Superintendent Rachel London – Maryland Developmental Disabilities Council Marcella Fanczkowski – MSDE, Special Education and Early Intervention Kim Malat – Governor’s Office for Children Terry Bridger – Maryland Higher Education Institution Al Zachik – Maryland Department of Health Susan Myers – Maryland Association of Elementary School Principals Robin Mellen – Non Public Pre-K provider (pending) Lauren Moskowitz – Maryland State Education Association (pending) Elizabeth Hall – Department of Disabilities (pending)		

Maryland Early Childhood Family Engagement Initiatives

Cyndi La Marca Lessner
Maryland State Department of Education
cynthia.lessner@maryland.gov

THE MARYLAND EARLY CHILDHOOD FAMILY ENGAGEMENT FRAMEWORK

FAMILY ENGAGEMENT GOALS

- Family Well-Being
- Promote Positive Parent-Child Relationships
- Support Parents as Life-Long Educators
- Support Educational Aspirations of the Family
- Support Engagement in Transition
- Connect Family to Peers and Community
- Create Advocates and Leader

STRATEGIES

PROGRAM FOUNDATIONS

- Leadership
- Professional Development

PROGRAM IMPACT AREAS

- Environment
- Family Partnerships
- Teaching and Learning
- Community Partnerships

**SCHOOL
READINESS
OUTCOMES**

The Maryland Early Childhood Family Engagement Framework puts forth a set of common goals for family engagement to be used across the Maryland early childhood system and within individual early care and education programs. These goals are realized by implementing family engagement strategies that focus on foundational areas like leadership and professional development as well as strategies that focus on the "points of impact" in early care and education settings. The successful implementation of the strategies promotes positive school readiness outcomes.

Kellogg Foundation Grant Outcomes

- ❑ Service providers will better recognize and meet family needs
- ❑ Parents are informed and engaged in children's learning
- ❑ Parents will experience a diminished sense of social isolation.

Initial Kellogg Grant Activities

- Training and technical assistance resources to support Framework under guidance of Coalition
 - Web-based training modules (service providers and parents)
<https://theinstitute.umaryland.edu/training/onlinetraining.cfm>
 - Parent Pages – <https://theinstitutestage.umaryland.edu/family-engagement>
 - Family Engagement Toolkit -
<http://earlychildhood.marylandpublicschools.org/family-engagement-toolkit>

Initial Kellogg Grant Activities

- Improve communication infrastructure based on Framework goals and Coalition Guidance
 - Learning Parties and ReadyRosie
 - Early Childhood Family Engagement
- Communication and Technology Plan for Maryland

Recommendations

- Grant Evaluation
 - Expansion of ReadyRosie
 - Parent Leadership Training
 - Using Communication and Technology Plan to expand family engagement

Recommendations

- Communication and Technology Plan
 - Informational Hub
 - State Consortium
 - Dissemination of resources
 - Technological innovations to support communication between providers and families
 - Improved policies and procedures

Kellogg Years 2 and 3

- Timeline – January 1, 2017 – December 31, 2018
- Amount - \$750,000

Outcomes/Methods

- To improve school readiness of vulnerable children by improving family engagement practices and supporting service providers to better recognize and meet families needs.
 - Training and Technical Assistance resources
 - Informational Hub
 - Family Engagement Summit
 - Library Early Learning Communities

Outcomes/Methods

- To improve parent leadership and advocacy skills helping parents to be more informed and engaged in children's learning and experience a diminished sense of isolation.
 - Expansion of ReadyRosie/Learning Parties
 - Parent Leadership Training Institute
- To support and improve other states in the development of statewide family engagement practices.
 - State Consortium on Family Engagement

Questions and/or Comments

OTHER THINGS
MAY CHANGE,
BUT WE START
AND END WITH

Family

Resources

- ❑ <https://theinstitute.umaryland.edu/family-engagement/> (English Family Engagement website)
- ❑ <https://theinstitute.umaryland.edu/family-engagement/es/> (Spanish Family Engagement website)
- ❑ https://theinstitute.umaryland.edu/onlineTraining/programCategory.cfm?ottype_id=38 (English training modules)
- ❑ https://theinstitute.umaryland.edu/onlineTraining/programCategory.cfm?ottype_id=39 (Spanish training modules)
- ❑ <http://earlychildhood.marylandpublicschools.org/family-engagement-toolkit> (Toolkit)
- ❑ http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/final_md_technology_plan.pdf (Communication and Technology Plan)

Resources

- <http://www.readyatfive.org/programs/learning-parties.html> (Learning Parties)
- <https://www.readyrosie.com/> (ReadyRosie)
- <https://www.wkkf.org/> (W.K. Kellogg Foundation)
- <http://earlychildhood.marylandpublicschools.org/> (MSDE/DECD)

MARYLAND
JANUARY 2017

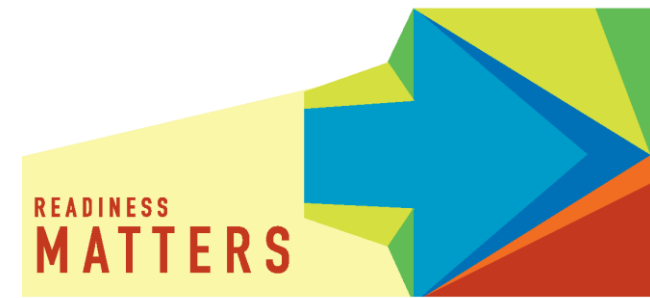
READINESS
MATTERS
INFORMING THE FUTURE



Ready for Kindergarten On Track for School Success

Kindergarten marks the start of a child's formal education.

- Demonstrating readiness ensures that children are prepared for today's kindergarten curriculum.
- How prepared children are when they first enter school often determines whether their school experience is successful.
- Students who demonstrate age-appropriate knowledge, skills, and behaviors in math, reading, and social interaction at the start of kindergarten continue developing on track throughout their academic careers.¹
- Children who demonstrate school readiness are more likely than their peers to experience later academic success, attain higher levels of education, and secure employment.²



¹ Rachel R. Schachter, Ph.D., Tara M. Strang, M.S., & Shayne B. Piasta, "Using the New Kindergarten Readiness Assessment" (The Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy, The Ohio State University, Fall 2015).

² "Early School Readiness: Indicators on Children and Youth" (Child Trends Data Bank, July 2015).

Ready for Kindergarten (R4K)

Valuable Tools

Ready for Kindergarten (R4K) is Maryland's Early Childhood Comprehensive Assessment System. R4K is developmentally appropriate and aligns with the State's rigorous PreK-12 College and Career-Ready Standards.

R4K has two components:

- **The Early Learning Assessment (ELA)** measures the progress of learning in young children, 36 to 72 months (3 to 6 years), across nine levels in seven domains: Language & Literacy, Mathematics, Science, Social Foundations, Social Studies, Physical Well-Being and Motor Development, and The Arts.
- **The Kindergarten Readiness Assessment (KRA)** looks at the knowledge, skills, and behaviors of kindergarteners across four domains: Language & Literacy, Mathematics, Social Foundations, and Physical Well-Being and Motor Development.



The Kindergarten Readiness Assessment (KRA)

Measuring Readiness

Kindergarteners are assessed as:

- **Demonstrating Readiness**
 - Consistently demonstrates the foundational skills and behaviors that enable a child to fully participate in the kindergarten curriculum.
- **Approaching Readiness**
 - Exhibits some of the foundational skills and behaviors that are needed to participate in the kindergarten curriculum.
- **Emerging Readiness**
 - Displays minimal foundational skills and behaviors, which are needed to successfully meet kindergarten expectations.

Children whose readiness skills are “approaching” and/or “emerging” require differentiated instruction, targeted supports, or interventions to be successful in kindergarten.



About the Kindergarten Readiness Assessment

Providing Vital Information

The KRA Data:

- **Benefits Children.** The KRA identifies the strengths and challenges of individual children and informs instruction.
- **Assists Teachers.** The KRA gives teachers rich information about each assessed child's skills, abilities, and learning needs. It enables teachers to differentiate instruction, provide supports and practice where needed, and address identified learning gaps at the individual child and classroom level.
- **Informs Families.** For assessed children, families can learn about their child's strengths and needs in the new Kindergarten Readiness Individual Student Report (ISR). Families can help their child master required skills and behaviors at home.
- **Advises School Leaders and Early Childhood Programs.** The data offer schools and programs information about the learning needs of children. The data inform professional development and transition practices.
- **Instructs Community Leaders and Policy Makers.** The KRA enables stakeholders, including the business and philanthropic communities, to make well-informed programmatic, policy, and funding decisions.



The Kindergarten Readiness Assessment (KRA)

Administering the KRA

In 2016, the Maryland General Assembly passed legislation stipulating that local school systems could choose to administer the KRA in one of the following ways:

- **Census Administration.** Each kindergarten teacher administers the KRA to all incoming kindergarteners (100% assessed).
- **Sample Administration.** Each kindergarten teacher administers the KRA to a random sample of students in his/her classroom. MSDE determined the minimum sample size based on the jurisdictional kindergarten enrollment figures.

Regardless of administration method, the KRA can be reported with confidence and accuracy; the findings are statistically comparable to the student population.



The Kindergarten Readiness Assessment (KRA)

Administering the KRA

JURISDICTION	TYPE	MINIMUM SAMPLE SIZE
Maryland	Sample	34.0%
Allegany	Census	100%
Anne Arundel	Sample	20%
Baltimore City	Census	100%
Baltimore County	Sample	20%
Calvert	Sample	25%
Caroline	Census	100%
Carroll	Sample	30%
Cecil	Sample	30%
Charles	Sample	25%
Dorchester	Census	100%
Frederick	Sample	30%
Garrett	Census	100%
Harford	Sample	30%
Howard	Sample	30%
Kent	Census	100%
Montgomery	Sample	10%
Prince George's	Sample	10%
Queen Anne's	Sample	30%
St. Mary's	Sample	30%
Somerset	Census	100%
Talbot	Sample	30%
Washington	Sample	30%
Wicomico	Census	100%
Worcester	Sample	25%

KRA Administration Details

- **Census:** 8 jurisdictions
- **Sample:** 16 jurisdictions

For jurisdictions using a sample administration method, MSDE:

- Determined minimum sample size to ensure confidence and accuracy of results.
- Advised local school systems that each kindergarten teacher should administer the KRA to a random sample of students in his/her classroom, as randomized samples are statistically accurate.



The Kindergarten Readiness Assessment (KRA) Using the Data

The administration method dictates how the data can be used.

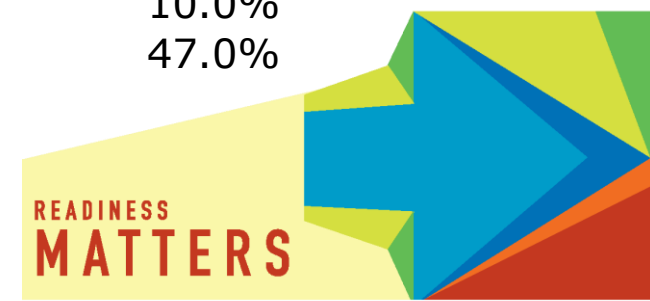
HOW CAN THE KRA DATA BE USED?	CENSUS	SAMPLE
Identifying the individual needs of <u>every</u> student and providing necessary supports.	✓	
Assisting teachers in data-driven instructional decision making at the classroom level and for <u>every</u> student.	✓	
Providing <u>all</u> families with information about their child's learning and development.	✓	
Informing prior care stakeholders of early learning standards and experiences that promote kindergarten readiness.	✓	✓
Instructing community leaders and policy makers about how well-prepared their children are for kindergarten, allowing them to make well-informed programmatic, policy, and funding decisions.	✓	✓



What the Maryland Data Show³

Public School Demographics, 2016-2017

	Kindergarten Enrollment	KRA Assessed for Reporting
Total Students	63,187	21,359 (33.8%)
Kindergarteners Enrolled in PreK in 2015-2016	27,145 (43.0%)	10,484 (52.8%)
• Full-Day Program	36.5%	
• Half-Day Program	63.5%	
Kindergarteners by Ethnicity		
• American Indian	0.3%	0.3%
• Asian	6.8%	4.4%
• African American	32.6%	41.1%
• Native Hawaiian/Pacific Islander	0.1%	0.1%
• White	37.5%	37.0%
• Hispanic	17.8%	12.5%
• Two or More Races	4.9%	4.6%
Kindergarteners by Subgroup		
• Children with Disabilities	8.8%	9.0%
• English Language Learners	15.8%	10.0%
• Free/Reduced Priced Meals	43.5%	47.0%



³ Source: Maryland State Department of Education. All data are based on the number of students assessed. Figures may not total 100% due to rounding.

What the Maryland Data Show

KRA, 2016-2017

34%

of **Maryland**
Kindergarteners
assessed

43%

of **Maryland**
Kindergarteners
demonstrate readiness

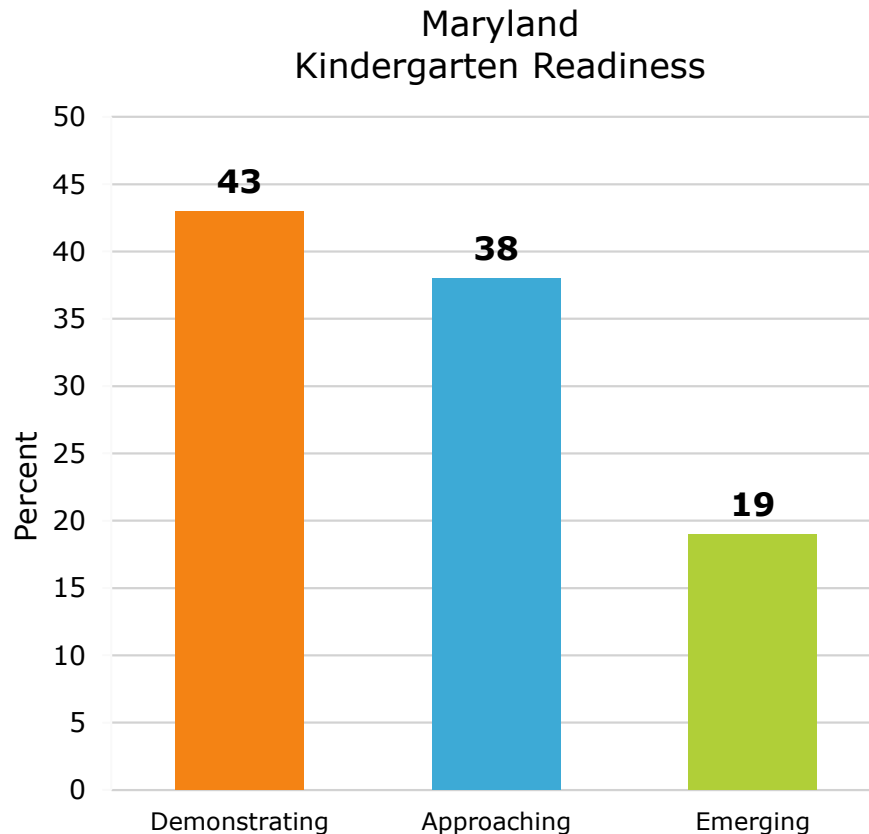
Highlights

- 63,187 children entered Maryland's public school kindergarten classrooms this year.
- Kindergarten teachers assessed 34% of Maryland's incoming kindergarteners.
- 43% of Maryland's children demonstrate the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum.

READINESS
MATTERS

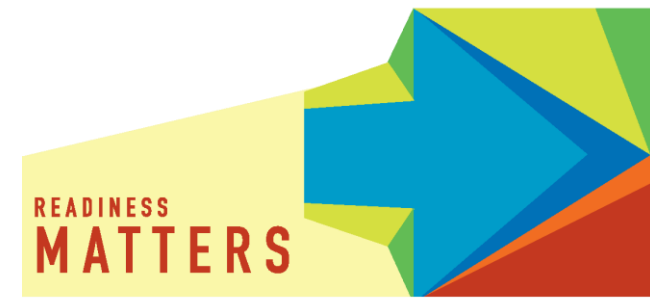
What the Maryland Data Show

KRA, 2016-2017



Overall Readiness

- 43% of the State's children entered school demonstrating the knowledge, skills, and behaviors needed to fully participate in the kindergarten curriculum.
- 19% of kindergarteners possessed minimal foundational skills ("emerging" readiness) and require substantial assistance.



The Kindergarten Readiness Assessment (KRA)

Interpreting the Results

Words of Caution

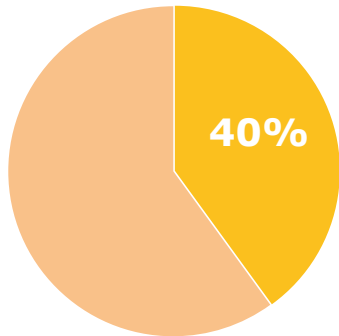
- Flat readiness levels do not mean that kindergarteners are less prepared than students from previous years.
- Maryland's PreK-12 College & Career-Ready Standards are more rigorous and, as a result, there are substantive changes in the expectations for kindergarteners.
- Maryland faces many challenges in pursuing school readiness for all kindergarteners, including a diversifying population:
 - 10% five-year increase in the number of kindergarteners who received Free and Reduced Priced Meals (FARMs).
 - 16% rise since 2011-2012 in the number of students who are not English proficient.
 - 11% jump in the last five years in the number of kindergarteners receiving special education services through an Individualized Education Program (IEP).



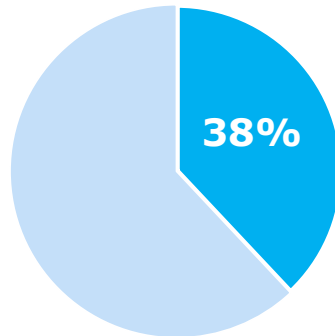
What the Maryland Data Show

KRA, 2016-2017

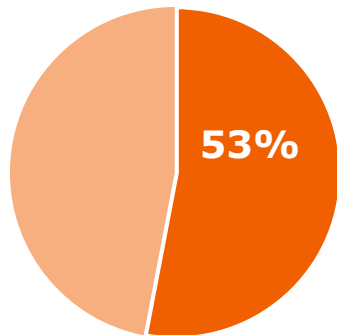
Maryland Kindergarteners
Percentage Demonstrating Readiness by Domain



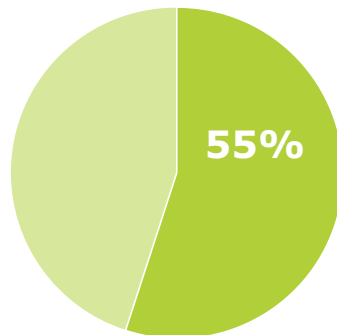
Language & Literacy



Mathematics



Social Foundations



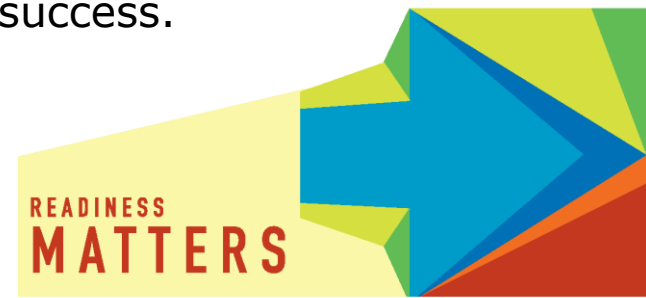
Physical Well-being &
Motor Development

Readiness by Domain

The KRA looks at a child's knowledge, skills, and behaviors in four domains:

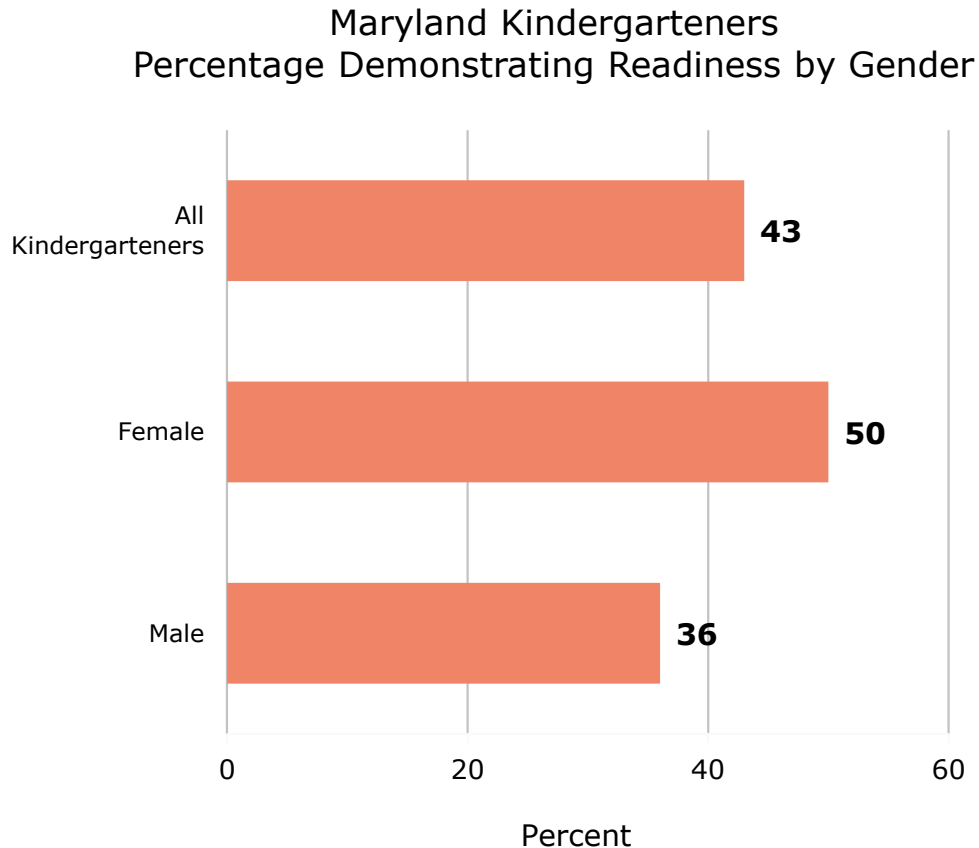
- Language & Literacy
- Mathematics
- Social Foundations
- Physical Well-being & Motor Development

These domains form the basis for learning and are related to future school success.



What the Maryland Data Show

KRA, 2016-2017



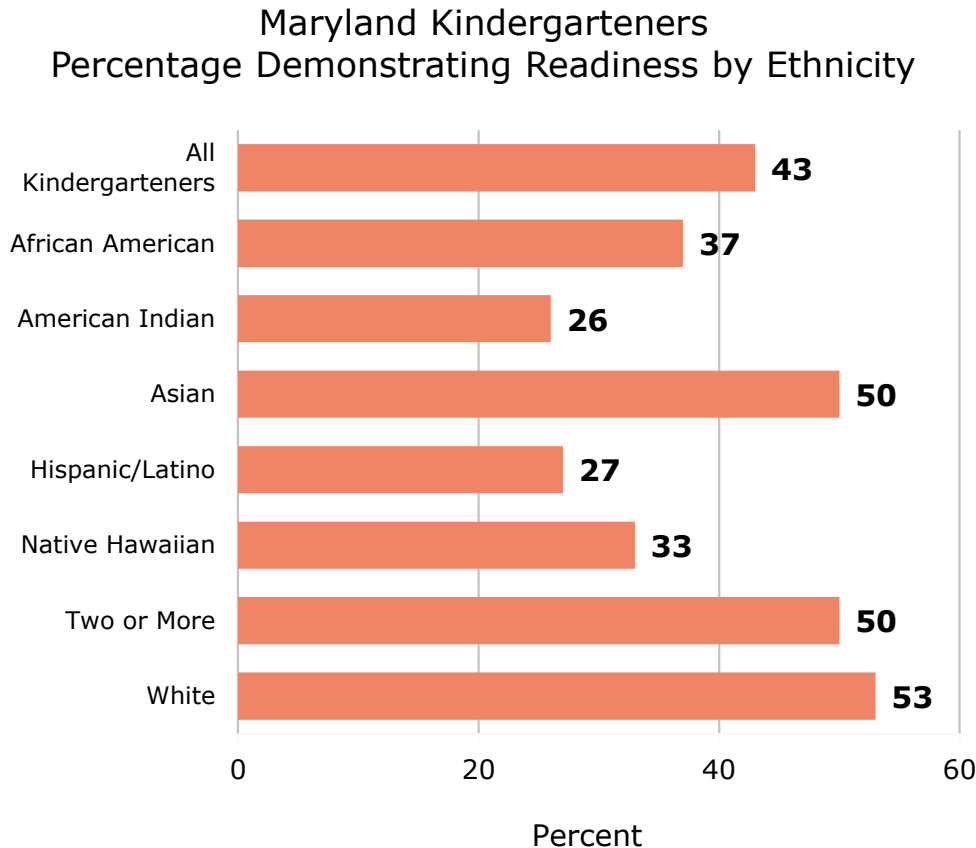
Readiness by Gender

- A higher percentage of female kindergarteners (50%) demonstrate kindergarten readiness than males (36%).



What the Maryland Data Show

KRA, 2016-2017



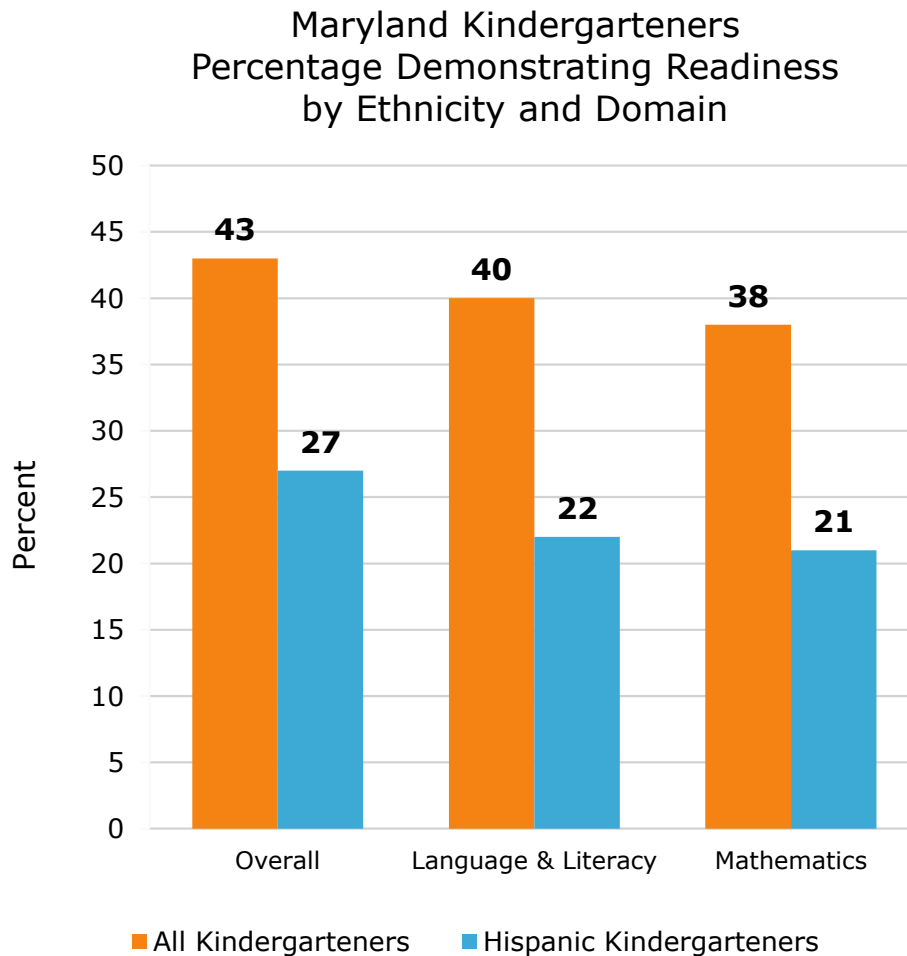
Readiness by Ethnicity

- Approximately half of Asian kindergarteners (50%), white kindergarteners (53%), and kindergarteners reporting two or more races (50%) demonstrate readiness.
- While fewer African American children (37%) demonstrate readiness, they are within 6 points of the statewide average.
- 27% of Hispanic children demonstrate readiness – 16 points lower than the statewide average.



What the Maryland Data Show

KRA, 2016-2017



Readiness Among Hispanic Children

Hispanic children are less likely to demonstrate readiness for kindergarten:

- **Overall:** 27% of Hispanic children demonstrate readiness, compared with 43% of all kindergarteners.
- **Language & Literacy:** 22% of Hispanic children vs. 40% of all kindergarteners.
- **Mathematics:** 21% of Hispanic children vs. 38% of all kindergarteners.

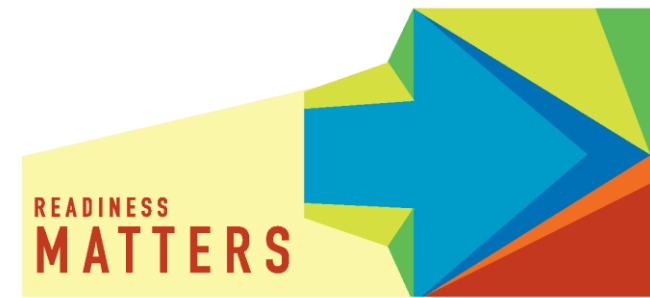


What the Maryland Data Show

KRA, 2016-2017

Readiness by Academic Risk Factor

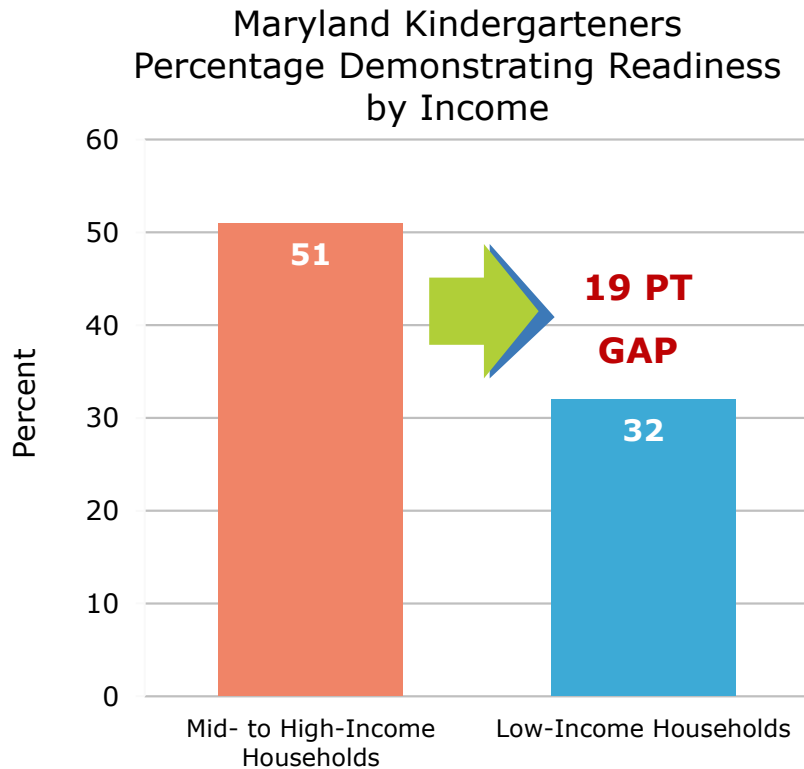
- Children from low-income households (32% demonstrate readiness), those learning the English language (21%), or those who have a disability (19%) have lower levels of school readiness than Maryland kindergarteners as a whole.
- These early academic risk factors affect as many as one of every three Maryland kindergarteners.
- Poverty is particularly detrimental to children's educational and other life course outcomes. Young pre-kindergarten children from low-income households are less likely to have cognitive and early literacy readiness skills than children living above the poverty threshold.⁴



⁴“Early School Readiness: Indicators on Children and Youth” (Child Trends Data Bank, July 2015).

What the Maryland Data Show

KRA, 2016-2017



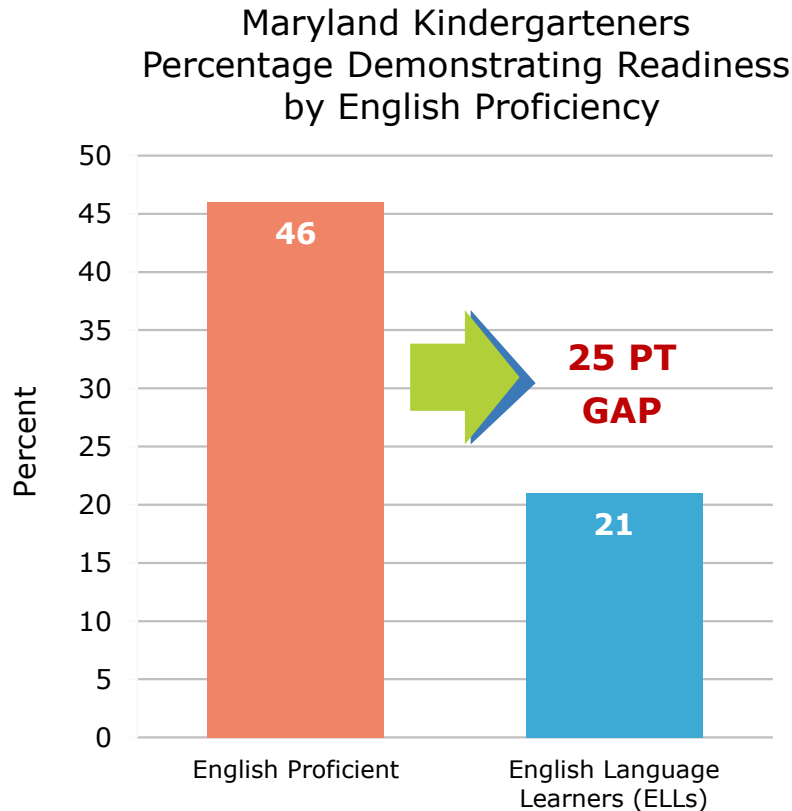
Readiness by Income Status

- 44% of kindergarteners, or more than 27,500 children, are from low-income households (as indicated by Free and Reduced Price Meals – FARMs -status).
- 32% of children from low-income households demonstrate readiness, compared with 51% of children from mid- to high-income households: a 19-point achievement gap.



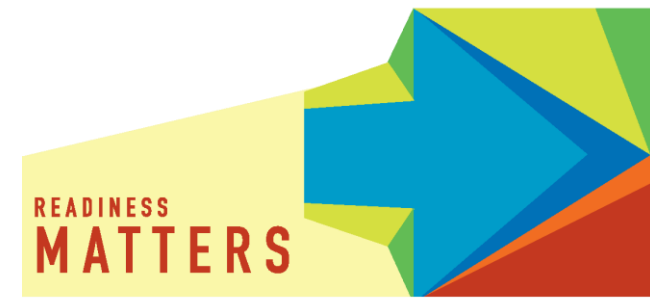
What the Maryland Data Show

KRA, 2016-2017



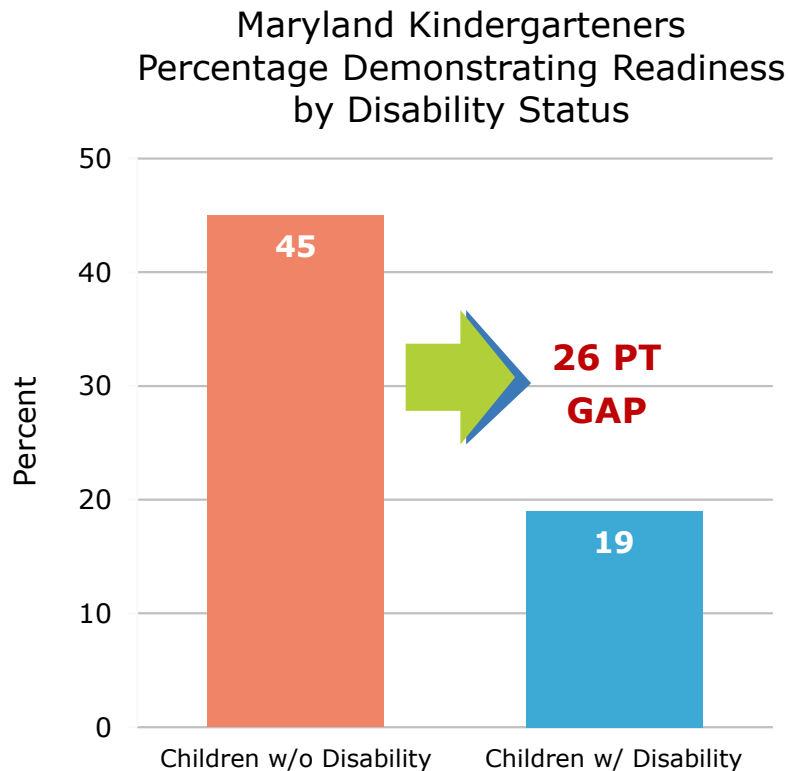
Readiness by Language Status

- 16% of kindergarteners (9,998 children) are English Language Learners (ELLs).
- 21% of ELLs demonstrate readiness, compared with 46% of English proficient kindergarteners: a 25-point achievement gap.



What the Maryland Data Show

KRA, 2016-2017



Readiness by Disability Status

- 5,547 kindergarteners (9%) have a disability and/or receive special education services through an Individualized Education Program (IEP).
- 19% of kindergarteners with a disability demonstrate the foundational skills and abilities needed for school: 26 points lower than their peers without a disability.



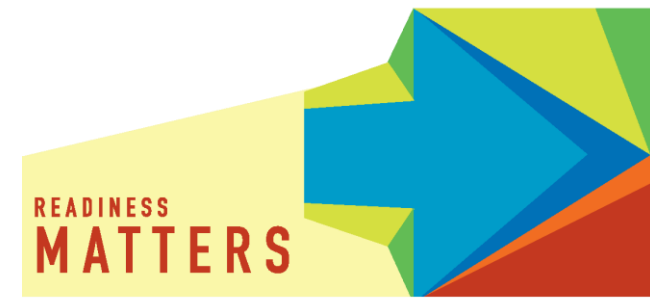
What the Maryland Data Show

KRA, 2016-2017

Readiness by Academic Risk Factor and Domain

- Children with academic risk factors are less likely to demonstrate readiness in each of the four domains.
- It is important to identify those kindergarteners who struggle as early as possible. Success or failure at this stage can affect a child's well-being, self-esteem, and motivation in the future.⁵

	LANGUAGE & LITERACY	MATHEMATICS	SOCIAL FOUNDATIONS	PHYSICAL DEVELOPMENT & WELL-BEING
Disability	23 PT GAP	19 PT GAP	27 PT GAP	31 PT GAP
English Proficiency	28 PT GAP	23 PT GAP	16 PT GAP	13 PT GAP
Income	21 PT GAP	23 PT GAP	14 PT GAP	13 PT GAP

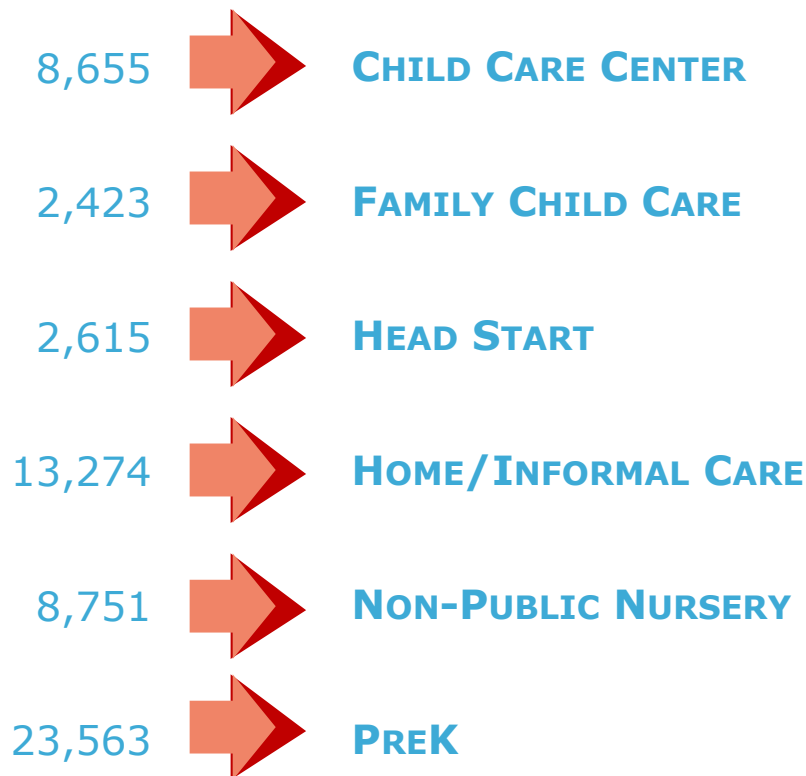


⁵ "Kindergarten readiness assessments help teachers know what students need to be successful in school." Kindergarten Transition, *Children Now*, 23 Dec. 2016, <https://www.childrennow.org>.

What the Maryland Data Show

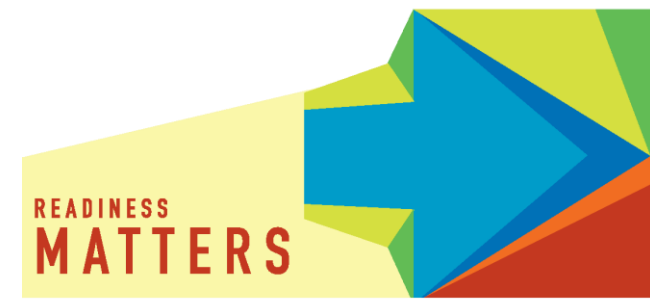
KRA, 2016-2017

WHERE WERE MARYLAND'S CHILDREN PRIOR TO STARTING KINDERGARTEN?⁶



Prior Care Experience

- 78% of the State's kindergarteners attended a formal early learning setting the year prior to starting school.
- More than 13,000 children had no formal education experience before they entered kindergarten.

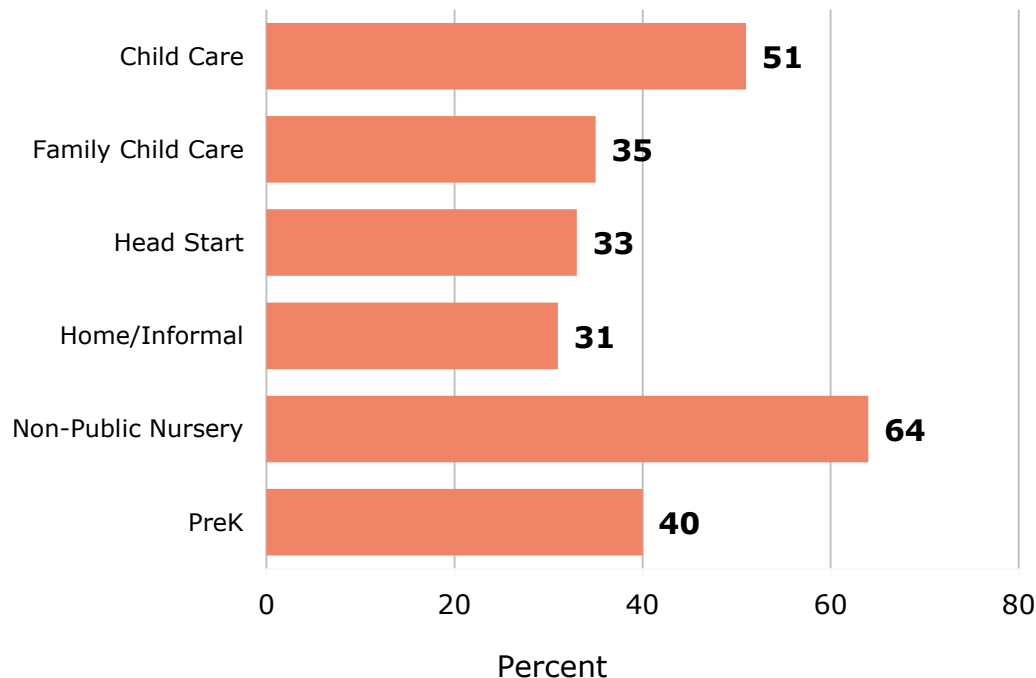


⁶ Prior care is reported by family members at kindergarten enrollment; data do not depict actual enrollment or attendance.

What the Maryland Data Show

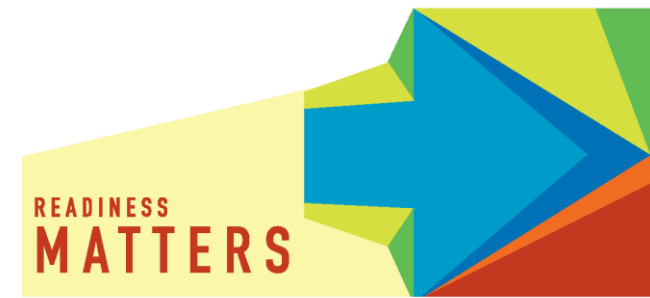
KRA, 2016-2017

Maryland Kindergarteners
Percentage Demonstrating Readiness by Prior Care



Readiness by Prior Care

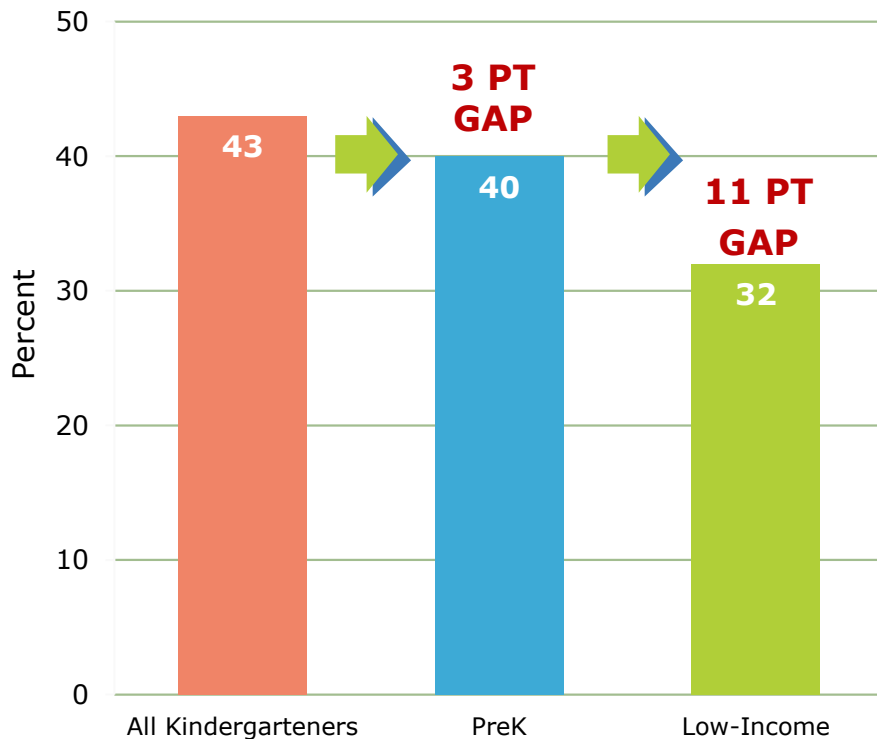
- 43% of kindergarteners attended PreK in 2015-2016; the majority (64%) participated in half-day programs.
- Kindergarteners who attended PreK are better prepared for school than those at home or in informal care (40% demonstrate readiness vs. 31%).



What the Maryland Data Show

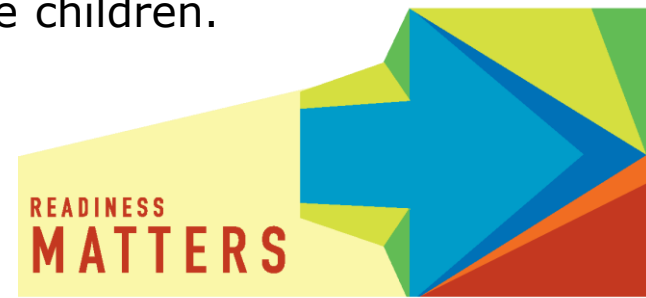
KRA, 2016-2017

Maryland Kindergarteners
Percentage Demonstrating Readiness
by Prior Care and Income



PreK Addresses Achievement Gap

- 40% of kindergarteners who attended PreK demonstrate readiness and are within 3 points of the statewide average (43%).
- Public PreK serves a high percentage of children from low-income households.
- PreK appears to address the achievement gap: a 3-point achievement gap exists for kindergarteners who attended PreK, compared, with an 11-point gap for low-income children.



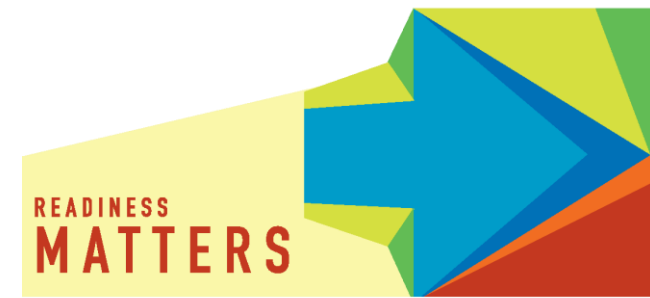
What the Maryland Data Show

KRA, 2016-2017

PreK Addresses Academic Achievement Gap

Children who attended PreK the year before kindergarten outperform children from low-income households, as well as those who were at home or in informal care in the [cognitive domains](#):

DOMAIN	DEMONSTRATING READINESS		ACHIEVEMENT GAP
LANGUAGE & LITERACY	40%	All Kindergarteners	
	38%	PreK	2 PT GAP
	27%	Children from Low-Income Households	13 PT GAP
	26%	Children At Home/Informal Care	14 PT GAP
MATHEMATICS	38%	All Kindergarteners	
	33%	PreK	5 PT GAP
	24%	Children from Low-Income Households	14 PT GAP
	29%	Children At Home/Informal Care	9 PT GAP



What the Maryland Data Show

KRA, 2016-2017

PreK Addresses Academic Achievement Gap

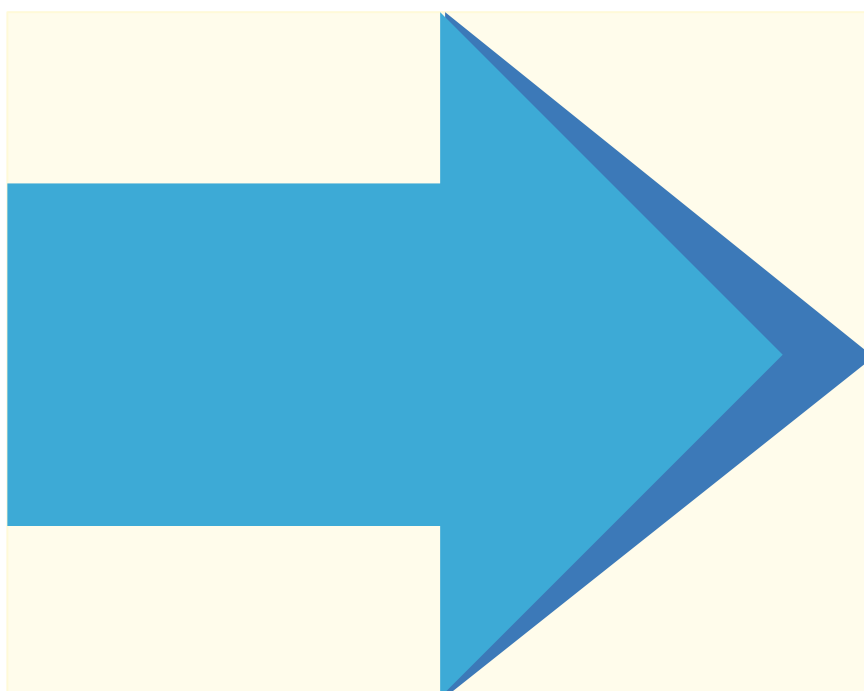
Children who attended PreK the year before kindergarten outperform children from low-income households, as well as those who were at home or in informal care in the [non-cognitive domains](#):

DOMAIN	DEMONSTRATING READINESS		ACHIEVEMENT GAP
SOCIAL FOUNDATIONS	53%	All Kindergarteners	
	53%	PreK	No GAP
	45%	Children from Low-Income Households	8 PT GAP
	45%	Children At Home/Informal Care	8 PT GAP
PHYSICAL DEVELOPMENT & WELL-BEING	55%	All Kindergarteners	
	55%	PreK	No GAP
	48%	Children from Low-Income Households	7 PT GAP
	46%	Children At Home/Informal Care	9 PT GAP



Call to Action

Propelling More Students to Readiness



**SIGNIFICANT CHANGE
NEVER HAPPENS OVERNIGHT,
BUT IF MARYLAND STAYS
COMMITTED, WE WILL SEE
HISTORIC IMPROVEMENTS IN
KINDERGARTEN READINESS
AND SCHOOL SUCCESS IN THE
LONG-TERM.**

Call to Action

Propelling More Students to Readiness

Maryland's kindergarteners need the help of all schools, families, early care and education programs, jurisdictional leaders, policy makers, and the business and philanthropic community to elevate school readiness.

It is Time to:

- Assess All Kindergarteners
- Engage Families
- Offer More Support to Teachers
- Use the KRA Data to Inform Policy and Practice
- Invest in PreK
- Strengthen Early Care & Education Programs
- Support Innovative Early Childhood Investment Strategies
- Show Business Leadership
- Advocate for specific legislation and funding



Readiness Matters 2017

Informing the Future



**READINESS
MATTERS 2017**



VISIT NOW!
www.readyatfive.org

Learn More

The following materials are available to help jurisdictional leaders and key stakeholders use the KRA data:

- **Statewide Resources**
 - Statewide Report
 - Technical Report
 - Statewide Issue Brief
 - Statewide PowerPoint Presentation
 - *Families Matter!*
- **Jurisdictional Resources**
 - Jurisdiction-specific Issue Briefs
 - Customized PowerPoint Presentations



**READINESS
MATTERS**

Early Childhood Education and ESSA

Section	Name	Description	Impact
Title I Part A Sec 1111 (a) (1)	State Plan	SEA's plan shall be coordinated with the Head Start Act, CCDBG and others	
Title I Part A Sec 1111 (g)	State Plan – Other Plan Provisions	SEA plan shall describe how the State will provide assistance to LEAs and individual elementary schools choosing to use funds to support early childhood education programs	
Title I Part A Sec 1112 (a)	Local Educational Agency Plans	LEA plan shall, as appropriate, coordinate with the Head Start Act and others	
Title I Part A Sec 1112 (c)	LEA Assurances	LEA, using funds to provide early childhood education services to low-income children below the age of compulsory school attendance, must ensure compliance with Head Start performance standards	
Title I Part A Sec 1112 (d)	LEA Special Rule	If LEA uses funds under Sec 1112 (c) DOE Secretary shall consult with the Secretary of HHS to establish procedures (taking into consideration existing State and local laws and local teacher contracts) to assist LEAs to comply with the Head Start performance standards, including the use of other Federal or State funds.	Enables LEAs to use local, State, and Title I Part A funds to create early childhood education programs, from birth to compulsory age.

Early Childhood Education and ESSA

Section	Name	Description	Impact
Title I Part A Sec 1116	Parent and Family Engagement	(2) (A) LEA provide the coordination, technical assistance and other support in planning and implementing parent and family engagement activities	
Title I Part A Sec 1116		(2) (D) Use funds to support schools and nonprofit organizations in providing professional development for LEAs to teachers, early childhood educators and others. Use grants to schools to collaborate with community-based in increasing and improving family engagement	
Title II Part A Sec 2101	Preparing, training, and recruiting high quality teachers and principals – State activities	(4) (B). SEA may use funds for one or more of activities such as supporting opportunities for principals and other school leaders, teachers, early childhood directors and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness.	

Early Childhood Education and ESSA

Section	Name	Description	Impact
Title II Part A Sec 2103	Preparing, training, and recruiting high quality teachers and principals – Local use of funds	<p>(G) LEA provides programs and activities that increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing, and the ability of principals and other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8 which may include joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.</p> <p>(J) Providing training to support the identification of students who are gifted and talented and policies that support students such as early entrance to kindergarten.</p>	
Title II Part B Subpart 2 Sec 2221 and 2222	Literacy Education for All (Comprehensive Literacy State Development Grant)	(2) Grant to provide subgrants to early childhood education programs and LEAs and their public and private partners (which may include home-based literacy programs for preschool-aged children) to implement evidence-based programs that ensure high-quality comprehensive literacy instruction (includes definition).	
Title II Part B Subpart 2 Sec 2223		SEA receiving such a grant shall, in	

Early Childhood Education and ESSA

		consultation with the State agency responsible for administering early childhood education programs, including State agency administering child care programs (and the State Early Childhood Advisory Councils) use no less than 15% of funding on a competitive bases to subgrantees to support high-quality early literacy initiatives.	
Title II Part B Subpart 2 Sec 2226	Innovative Approaches to Literacy	Grants awarded to “eligible entities,” (i.e., LEA, consortium, national non-profit, or BIE) for the purpose of promoting literacy programs in low-income communities, including early literacy, including pediatric literacy programs	

Early Childhood Education and ESSA

Section	Name	Description	Impact
Title III Sec 3201	English Language Acquisition, Language Enhancement, and Academic Achievement	Purpose to assist teachers (including preschool teachers) and others to assist in teaching English learners. SEA awards subgrants to develop and implement new language instructional educational programs for English learners, including early childhood education programs, elementary, and secondary school programs, i.e., implementing effective preschool and other programs and providing community participation programs, family literacy services and family outreach and training activities. Local plans must include assurances to coordinate with Head Start and Early Head Start and other early childhood education providers as well as others.	
Title III Sec 3131	National Professional Development Project	Grants awarded to IHE or consortia of states to provide PD activities that improve classroom instruction for English learners and may be used, among other, to support strategies that promote school readiness of English learners and their transition from early childhood education programs to elementary school.	

Section	Name	Description	Impact
Title IV Part E	Family Engagement in Education Programs	<i>No explicit mention of early learning. Yet, family engagement has been included as critical activities in Title I, II, and II</i>	
Title IV Part F Subpart 2	Community Support for School Success	<p>Purpose to (1) significantly improve the academic and developmental outcomes of children living in the most distressed communities ensuring school readiness, high school graduation, and access to a community-based continuum of high-quality services; (2) provide support for planning, implementation, and operation of full-service community schools (i.e., schools that participate in community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships) and providing access to services during the school year (before and after school) and during the summer.</p> <p>Pipeline Services means a continuum of services from birth through entry in and through post-secondary education and career attainment, such as high quality early childhood education programs, support for child's transition to elementary school, family and community engagement which may include support in school or at home, and other.</p>	

Early Childhood Education and ESSA

Section	Name	Description	Impact
Title IV Part F Subpart 2 Sec 4624 and 4625	Promise Neighborhoods and Full-Service Community Schools	Grant awards to “eligible entities” to fund pipeline services and other requirements including services to prepare children for kindergarten.	
Title IV Part F Subpart 4 Sec 4643	Ready to Learn Programming	Grant awards to develop, produce and nationally disseminate instructional video, television, digital resources to promote school readiness and other	
Title IV Part F Subpart 4 Sec 4644	Supporting High Ability Learners	“Javits G&T Program” to promote innovative activities to enhance ability to identify G&T students.	
Title VIII Part A Sec 8101	General Provisions - Definitions	<p>Early Childhood Education as defined by the Higher Education Act (Sec.103)</p> <p>Professional Development means activities that provide educators, including early childhood educators, with the skills and knowledge necessary to enable students to succeed in “well-rounded” education and are sustained, job-embedded, and classroom focused.</p>	

Early Childhood Education and ESSA

Section	Name	Description	Impact
Title VIII Part F Subpart 2 Sec 8549	Sense of Congress on Early Learning and Child Care	It is the Sense of the Congress that a State retains the right to make decisions, free from Federal intrusion, concerning its system of early learning and child care, and whether or not to use funding under this Act to offer early childhood education programs. Such systems should continue to include robust choice for parents through a mixed delivery system of services so parents can determine the right early learning and child care option for their children. States, while protecting the rights of early learning and child care providers, retain the right to make decisions that shall include the age at which to set compulsory attendance in school, the content of State's early learning guidelines, and how to determine quality in programs.	
Title IX Part A Sec 9102	Homeless Children and Youth	LEA liaison for the homeless shall ensure that homeless children have access to educational services, including Head Start, early intervention services, and other preschool programs administered by the LEA.	

Early Childhood Education and ESSA

Section	Name	Description	Impact
Title IX Part B Sec 9212	Miscellaneous; Other Laws	<p>Preschool Development Grants. Assist states to develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system across the State designed to prepare low-income and disadvantaged children to enter kindergarten and to improve transitions from such system into the LEA. Encourage partnerships among early childhood education providers, maximize parental choice. Secretary of HHS awards grants competitively for a period of no more than 1 year and renewable. 30% State match. Improving the overall quality of early childhood education programs, including professional development for early childhood education providers. Prior subgrantees, upon the Secretary's approval, will submit renewal grant for 3 years rather than competitive grant proposal without renewal after three years.</p>	

RG02252016

Maryland's Preventing Suspension and Expulsion Policy Statement

The experiences and opportunities of children (birth to age 13) are critical for building the foundation of learning, health, and wellness needed for success in school and life. Access to high-quality, inclusive early learning programs has important benefits for children's development and learning. Expulsion and suspension from such programs can have detrimental effects, particularly on children's social and emotional development and learning outcomes. Sometimes there are challenging situations that must be addressed in the context of a comprehensive approach that is designed to teach, nurture and encourage positive outcomes. Expulsion and suspension are stressful and negative experiences on all involved (children, their families, and their teachers/providers) and can negatively affect a child's development and outcomes. Preventing expulsion and suspension requires a strong partnership with families. Families should be recognized and treated as the foremost experts on their children. Families and programs should exchange information about the child that is relevant to culture, strengths, concerns, disability, special health care needs, approaches to learning, and strategies that work at home and in the program.

Early care and education programs, including child care programs for all ages, should:

- Not expel or suspend a child from care, unless it is the last resort where there are extraordinary circumstances based on a determination of a serious safety threat that cannot otherwise be reduced or eliminated by the provision of reasonable modifications. Additionally Child Care Programs must ensure that discipline policies comply with Federal civil rights laws.¹
- Not limit the amount of services provided to a child (including denying outdoor time, withholding food, using food as a reward/punishment, or limiting the hours or days of availability of care).
- Have a comprehensive policy that includes:
 - An explicit description of alternatives to suspension and expulsion.
 - Policies on positive guidance and behavior supports that create positive climates, focus on prevention, describe clear and appropriate expectations, address behavior, ensure fairness, equity and continuous improvement, and are age and program appropriate.
 - How the program will pursue options for supportive services, including available internal supports, consultation services and educator training.
 - Written and clearly articulated procedures that are provided and communicated with families/guardians, staff and others.

¹ ED's Office for Civil Rights and HHS' Office for Civil Rights enforce several Federal civil rights laws that prohibit discrimination in early childhood programs receiving Federal financial assistance from their respective departments, including: Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. §§ 2000d - 2000d-7 (prohibiting discrimination based on race, color, or national origin by recipients of Federal financial assistance); Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 – 1688 (prohibiting discrimination based on sex by recipients of Federal financial assistance); and Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794 (prohibiting discrimination based on disability by recipients of Federal financial assistance). ED, HHS, and the Department of Justice share authority to enforce Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131 – 12134, which prohibits discrimination based on disability by state and local governments, regardless of whether they received Federal financial assistance. In addition, the Department of Justice enforces Title III of the American with Disabilities Act, 42 U.S.C. §§ 12181 – 12189, which prohibits disability discrimination in most private early childhood programs

- Expectations for sharing information between families/guardians and the care provider to be used in decision-making processes to support the child.
- Have access to training on a proactive and as-needed basis on how to:
 - Reduce the likelihood for suspension or expulsion.
 - Build positive guidance and behavior supports that create positive climates, focus on prevention, describe clear and appropriate expectations, and address behavior.
 - Access resources and consultation to assist in addressing children's health conditions in collaboration with families/guardians and the child's primary care provider.

The policy statement, guidance and additional resources may be found at:
<http://earlychildhood.marylandpublicschools.org/>

Maryland State Department of Education

Communication and Outreach

Alexis Washington

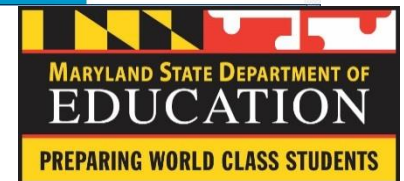
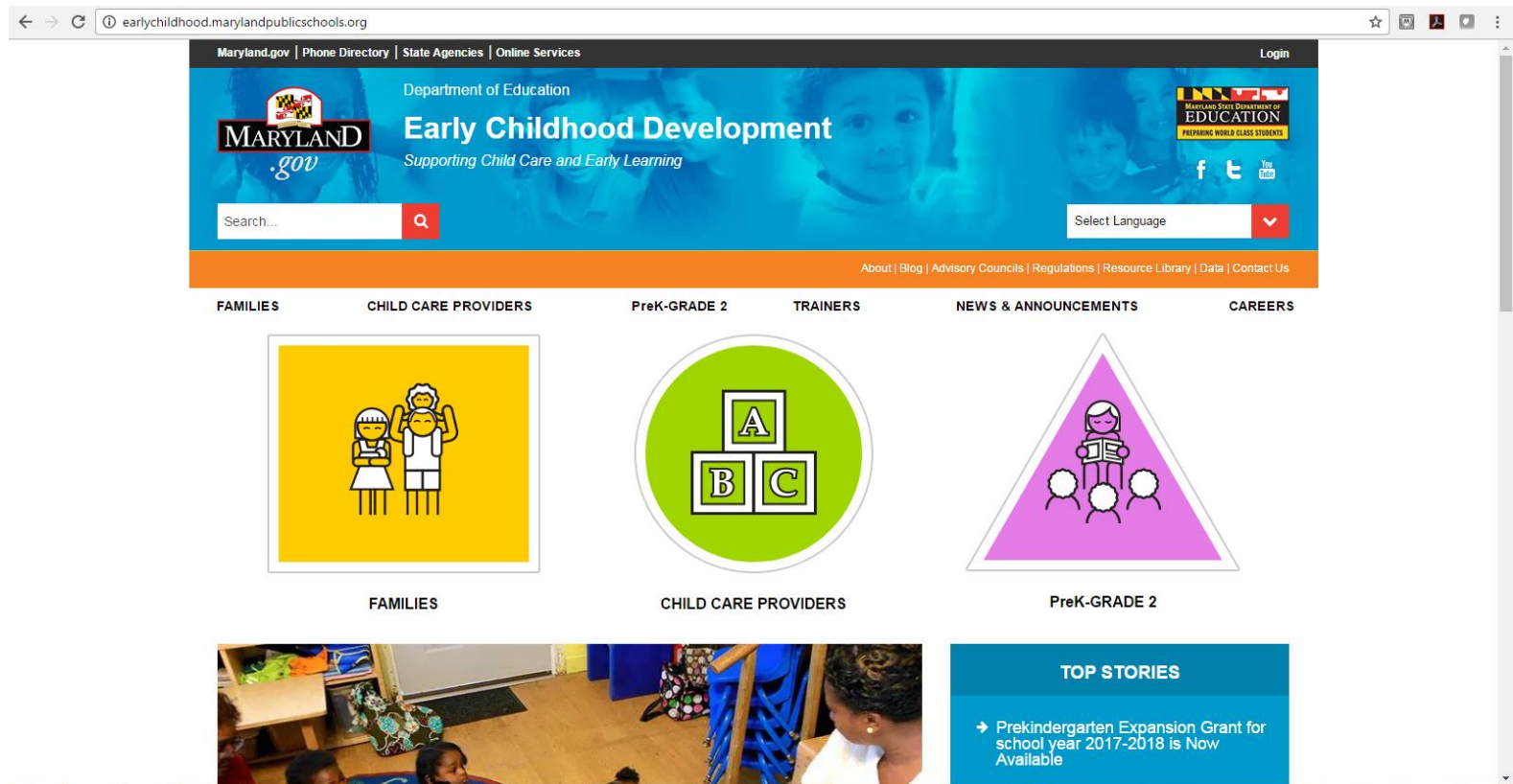
We should talk more...



Personal Networks



Website



Email Lists

- GovDelivery



- Information by Topic
 - General
 - Family Engagement
 - Maryland EXCELS
 - Training
 - Judy Centers

Text/SMS

- GovDelivery



**Get E-Mail or
Text Updates**

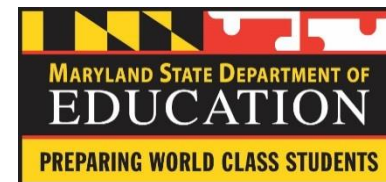
Information by Topic

- Short
- Direct
- Opportunity to engage

EXIT 100

?

Next Big Thing 





<https://www.facebook.com/Maryland-Division-of-Early-Childhood-Development-2254019414822639/>



MSDE Account **@MD_Early_Ed**

Family Engagement Account **@EngageEarly**



Pinterest

Contact Me



alexis.washington@maryland.gov

Earlychildhood.marylandpublicschools.org

410.767.7115