



State Early Childhood Advisory Council

Division of Early Childhood

August 21, 2024

PRESENTED BY

Dr. Shayna Cook, Assistant State Superintendent,
Division of Early Childhood



Presentation Outline

1. Welcome, Announcements, and Introduction
2. Old Business - Updates - Presentation
3. New Business - Statute and Bylaws - Breakout Sessions
4. Break
5. Reporting Out
6. Next Steps and Announcements

Welcome and Housekeeping Notes

- All participants will be muted upon joining the meeting.
- Please enter your name, organization, or local education agency in the chat box.
- Participants will be able to ask questions by typing their question(s) in the Q&A box and placing their general comments in the chat box.
- Presenters will stop after their presentations to review and answer questions in the Q&A box.
- All meeting materials will be sent out after the meeting along with the recording of the full meeting.

Meeting Norms

- We will respect everyone's time by starting on time and ending on time.
- Only one conversation at a time. Please refrain from side conversations during the workgroups.
- We will agree to capture off topic items and agree to discuss them later.
- We will agree to focus on positivity and being solution-oriented.
- Ask questions for clarification to help avoid any assumptions.
- We will come empowered to effectively improve outcomes for children and families.

Purpose

- **The State Early Childhood Advisory Council (ECAC)** is comprised of early childhood educators, policymakers, and community advocates from across the state. The purpose of the State ECAC is to coordinate efforts among early care and education programs, conduct needs assessments concerning early childhood education and development programs, and develop a statewide strategic report regarding early childhood education and care.
 - [2019 Council Priorities](#)
 - [ECAC Statute](#)
 - [Approved Bylaws of the ECAC](#)

<https://earlychildhood.marylandpublicschools.org/councilsworkgroups/state-early-childhood-advisory-council-ecac>



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Old Business, Updates, and Presentation

Dr. Shayna Cook, Assistant State Superintendent, Division of Early Childhood

Division of Early Childhood Updates

- Child Care and Development Fund State Plan
- Blueprint for Maryland's Future
- Early Learning Standards
- Maryland Rebuilds

Early Learning Standards

Dr. Nakeisha Savage

Director

Office of Early Learning and Instruction



Early Learning Standards



New Age Progressions Aligned with Child Development

Current Age Periods

1 year

2 year

3 year

4 year

Kindergarten (5-6 years)

Grade 1 (6-7 years)

Grade 2 (7-8 years)



New Age Periods

Young Infants (0 – 8 months)

Older Infants (8 – 18 months)

Toddlers (18 – 36 months)

Pre-K 3 (36 – 48 months)

4 year / Pre-K 4 (48 – 60 months)

Kindergarten (5-6 years)

Grade 1 (6-7 years)

Grade 2 (7-8 years)

Simplified Domain Structure

Current Domains

1. Language and Literacy
2. Mathematics
3. Social Studies
4. Science
5. Fine Arts
6. Physical Education
7. Health
8. Social Foundations

New Domains

1. Social and Emotional Development
2. Approaches to Learning
3. Language and Literacy
4. Early Cognition and STEAM
5. Physical Well-Being and Motor Development

Child Examples for each Indicator

| Strand: Early Literacy | | | |
|--|--|---|---|
| Standard L.EL.2: Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling. | | | |
| Young Infants around 8 months | Older Infants around 18 months | Toddlers around 36 months | PreK3 around 48 months |
| Attends to books, pictures, or rhymes recited by an adult. | Participates actively in storytelling, reading, or singing by pointing at pictures and saying, signing, or repeating words. | Says or signs, with modeling and support, repetitive phrases or refrains from favorite stories, songs, or rhymes. | Says or signs a few familiar words, phrases, or repetitive refrains from favorite stories, songs, or rhymes, often imitating the intonation of adult readers or speakers. |
| Examples | Examples | Examples | Examples |
| <p>Coos or kicks when being read to by an adult.</p> <p>Watches an adult's face while the adult recites nursery rhymes in the child's home language.</p> | <p>While experiencing a book about body parts, pats a picture of a nose on a person's face when the adult reads, "nose" in the child's home language.</p> <p>Communicates one or two familiar words in their home language, such as "ball" or "flower," when they see pictures of those objects in a board book.</p> | <p>Sings with an adult, "¡Ay, que vaca tan salada! Tolón, tolón, tolón, tolón," the words of a Spanish-language nursery rhyme.</p> <p>A child with a speech delay makes "shh shh" sounds and swishes their hands during the "swish-swash" verse in "Going on a Bear Hunt."</p> <p>When an adult sings "The Wheels on the Bus," a child who is familiar with the song sings, "round and round, round and round" at the appropriate time.</p> | <p>Sings along as an adult repeats the phrases in a nursery rhyme in the child's home language.</p> <p>Crawls into the space under a small table and communicates, "Esto debe ser una cueva," (This must be a cave), a line from the book Un Bolsillo Para Corduroy (A Pocket for Corduroy), which is one of the child's favorite books.</p> <p>Pretends to read a few pages of a familiar book to a younger child, reciting, "I do not like green eggs and ham. I do not like them, Sam I Am!," using the same "angry" intonation they have heard an adult use when reading.</p> |

Note: Each Domain has strands. Under the strand is a standard, a set of indicators, child examples, and in-practice teacher examples.

In-Practice Teacher Examples for each Indicator

| Strand: Early Literacy | | | |
|--|---|--|--|
| Standard L.EL.2: Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling. | | | |
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| Attends to books, pictures, or rhymes recited by an adult. | Participates actively in storytelling, reading, or singing by pointing at pictures and saying, signing, or repeating words. | Says or signs, with modeling and support, repetitive phrases or refrains from favorite stories, songs, or rhymes. | Says or signs a few familiar words, phrases, or repetitive refrains from favorite stories, songs, or rhymes, often imitating the intonation of adult readers or speakers. |
| In-practice Examples | In-practice Examples | In-practice Examples | In-practice Examples |
| <i>Read, rhyme, or tell stories that have a repeating structure and predictable, exciting moments, such as “Open, shut them” in English and/or the home language. Vary your speed and pitch and pause between lines to observe infants’ responses.</i> | <i>Invite children to participate in story time in English and/or the home language by asking them to point to a picture, answer questions, or act things out (e.g., “¿Como dice el leon?” [What does the lion say?]) while reading a page about a lion).</i> | <i>Read books, tell stories, or sing rhymes that have a predictable, repetitive structure in English and/or the home language.</i> | <i>As you read, rhyme, sing, or tell stories in English and/or the home language, pause at predictable places and ask children to fill in the words or lyrics. Ask children for plot ideas as you tell stories. Use the tune of children’s favorite songs and create new versions of the songs by switching out some or all the words.</i> |

Note: Each Domain has strands. Under the strand is a standard, a set of indicators, child examples, and in-practice teacher examples.

Next Steps

- The Division of Early Childhood is developing guidance and a process for approved curriculum across all early learning settings.
- High quality and free professional learning will be rolled out in the fall to support the early childhood field, birth to Pre-K, with implementation of the new standards.
- The Maryland State Department of Education is also in the process of developing Pre-K 4 Science Standards to align with the Next Generation Science Standards.
- An alignment document for the Early Learning Standards will be released and will show the learning trajectories from birth through Pre-K and will show the connection to the College and Career Ready Standards.

Maryland Rebuilds

Nicholas Miller

Early Childhood Project Manager
Office of Family Support Services and Head Start
Collaboration



Recap: Maryland Rebuilds

Maryland Rebuilds was a Maryland State Department of Education (MSDE) grant opportunity designed to support the State's early care and education system by using federal funds to stabilize, strengthen, and sustain the child care system and mitigate the impact from the COVID-19 pandemic.

- Grant Period: December 1, 2022 – June 30, 2024
- 23 selected recipients represent: Higher Ed, K-12, School Districts, Non-Profits, and Child Care entities across 6 High-Leverage Strategies
- Total Funding Awarded: \$29 Million
- Recipients accessed monthly technical assistance sessions focused on program and fiscal management.
- Grant close out involved monitoring visits in partnership with the Grants Office and the Office of Family Support Services and Head Start Collaboration.

Selected Project Highlights (1 of 2)

Focus on Children, INC.

- 51% of candidates, who obtained the Child Development Associate (CDA) credential, either received pay increases in their present positions or obtained a higher-paying position in child care elsewhere.
- 72% of candidates were promoted from aides/assistants to lead teacher positions in child care.

Chesapeake College

- Twenty-two students became eligible to receive six Early Childhood Education credits through Chesapeake College. Rebuilds funding created a pathway from non-credit to credit courses, thereby increasing the number of students eligible for credit courses.

Towson University Child Care Center

- Built a network of early care and education professionals to collaborate and share resources that promote alternatives to exclusionary practices.
- Created a clearinghouse of training materials and professional development resources, including handouts, checklists, and videos.

Selected Project Highlights (2 of 2)

Worcester County Public Schools (WCPS)

- Created a Youth Apprenticeship Program where high school students graduate with the Child Development Associate (CDA) credential.
- Youth Apprentices complete series of coursework and career training in the field of early childhood education at the WCPS's fully operational and licensed child care center.

Center for Early Childhood Education and Intervention at the University of Maryland

- The Maryland Early EdCorp program attained registered apprenticeship status with the Maryland Department of Labor; offering registered apprenticeships for Infant/Toddler and Preschool teachers, in both English and Spanish.



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New Business - Statue and Bylaws - Breakout Sessions

Angeline Bishop-Oshoko, Senior Manager, Strategic Initiatives and Operations

Karma Sewell-Carpenter, Program Specialist, Strategic Initiatives and Operations

State Early Childhood Advisory Council Priorities

Priority 1: Communication/Public Awareness

Objectives for this priority are:

- To update and develop communication policies and procedures to ensure effective communication with local jurisdictions as well as effective interdepartmental communication. This will include a plan for the use of social media and SMS (text message) services.
- To develop a public awareness campaign to educate the community and reinforce the importance of early childhood education. This public awareness campaign will serve as an “umbrella campaign” that will support the efforts of the Local Early Childhood Advisory Councils and link the community to effective and reliable resources.

https://earlychildhood.marylandpublicschools.org/system/files/filedepot/23/state_early_childhood_advisory_council_priorities_2019.pdf

Council Priority 1: Breakout Room Discussions

Rebranding the State Early Childhood Advisory Council (ECAC) to reinvigorate community and stakeholder interest

- Identify strategies to rebrand the State ECAC

Developing a Communication Plan for the State ECAC

- Identify strategies for effective communication between the State ECAC, MSDE, and the early childhood community

Group 1 - Rebranding the State Early Childhood Advisory Council

- What are the core values and mission of the Council?
- What are the key reasons for the decline in Council Members attendance?
- When addressing the rebranding of the Council, what are the key challenges? How can these challenges be addressed and how can solutions be articulated in a compelling way to resonate with our target audiences?
- How can feedback and input from stakeholders be integrated into the "rebranding/rebooting" process to ensure that all perspectives and needs are considered?
- What strategies can be implemented to re-engage former members or supporters of the Council and how can we attract new members or supporters?
- How can partnerships or collaborations with other organizations or individuals help to enhance the Council's visibility impact?

Group 2 - Communication Plan for the State Early Childhood Advisory Council

- What are the core values and mission of the Council?
- Do our values and mission express who we are and what we do?
- What are the key communication strategies of the Council? How can these strategies be improved?
- What are our key goals and objectives in communication?
- What outcomes do we want to achieve through strong communication?
- Who are our priority target audiences for communication?
- What are the key messages?
- Do we have the right feedback loop in place? How should a flow of communication work to improve feedback loops?
- How can partnerships or collaborations with other organizations or individuals help enhance the Council's visibility and impact?
- What has worked well in our communication efforts?
- Is the message clear and universally understood?



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Break

10 minutes



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Reporting Out

Representatives from Groups 1 and 2 share highlights from their group discussions.



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Next Steps and Announcements

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State Early Childhood Advisory Council Announcements

Please lookout for survey regarding today's meeting. This feedback will help inform the agenda for future meetings.

Future State ECAC Meetings:

- Wednesday, November 13, 2024

State ECAC Coordinators:

- Angeline Bishop-Oshoko, angeline.bishop-oshoko@maryland.gov
- Karma Sewell-Carpenter, karma.sewell-carpenter@maryland.gov