STATE EARLY CHILDHOOD ADVISORY COUNCIL
Thursday, March 17, 2016
1 p.m.-3:30 p.m.
Maryland State Department of Education
8th Floor Conference Room 6
Agenda

- Welcome/Introduction of Members – Dr. Jack Smith, Interim State Superintendent of Schools

- Old Business
    - Every Student Succeeds Act (ESSA) – Rolf Grafwallner, Assistant State Superintendent, DECD
    - Annie E. Casey and the Local Councils –Wendy Baysmore, Grants Specialist, Collaboration and Program Improvement Branch (CPIB), Division of Early Childhood Development (DECD)
    - Family Engagement Communications Plan and updates – Cyndi La Marca, Wendy Baysmore, DECD
    - DECD Website Demonstration – Alexis Washington, Communication and Outreach Specialist, DECD

- New Business
    - Comprehensive Analysis of Prekindergarten in Maryland- Rolf Grafwallner
    - Structure of the Early Childhood Advisory Council – Rolf Grafwallner

- Announcements

- Goal Groups
    - Program Improvement and Outreach
    - Data Dissemination
    - Workforce Development
    - Early Learning Standards

Adjournment

State Early Childhood Advisory Council 2016 Meetings

June and December Locations TBD

- Thursday June 16, 2016 (ECAC and local advisory councils)
- Thursday, September 15, 2016 MSDE* (ECAC only)
- Thursday, December 15, 2016 (ECAC and local advisory councils)

*Maryland State Department of Education
 Nancy S. Grasmick Building
 200 W. Baltimore Street
 Baltimore Maryland 21201

State Early Childhood Advisory Council
March 17, 2016
MINUTES

Agenda Topic	Discussion Summary	Action Needed	Due Date
Welcome/Acknowledgements/ Announcements	▪ Dr. Jack Smith, State Superintendent of Schools, started by welcoming the State Council and having all members and guests introduced themselves. ▪ Dr. Rolf Grafwallner announced this was Dr. Smith's last State Early Childhood Advisory Council meeting as he will be starting as the Superintendent for Montgomery County in June. Dr. Grafwallner thanked him for his work and support of early childhood education.		
Old Business	▪ Dr. Grafwallner discussed the Every Student Succeeds Act (ESSA) which was released in December 2015. The ESSA document (See handout) was reviewed for the Council. It was stated that this is a transition period and states are beginning their work on the plan and implementation will begin in 2017/2018. ➤ This is the first time since the 1960's that there has been so much focus in early childhood education. ➤ Family Engagement – Kellogg is supporting this work and K-12 completed their Family Engagement Framework, marrying the two Frameworks (Early Childhood and K-12). ➤ LEAs are starting to incorporate three year olds. ➤ Title I funds are being used to extend hours in programs. ▪ Dr. Grafwallner reviewed specific sections of the ESSA	Cyndi La Marca to send document electronically.	

Agenda Topic	Discussion Summary	Action Needed	Due Date	

	document.
	    ➢ Emphasis in professional development (p.2).
	    ➢ Literacy programs from B-12th grade (p.3).
	    ➢ Title 5 and English Language Learners (p.5).
	    ➢ Title 4 and Community Support for School Success.
	    ➢ Language for Early Learning and Childcare (p.8).
	    ➢ Title 9 and Preschool Development Grant. Years 1-3 are funded; however the 4th year is still being looked into. This gives us three additional years (non-competitive, but a renewal).
	 ▪ Wendy Baysmore gave an update on Annie E. Casey and Local Councils – <mark>see handout</mark>
	 ▪ Cyndi La Marca gave an update on the Family Engagement Communications Plan – <mark>see presentation</mark>
	 ▪ Alexis Washington gave a demonstration on the new Division of Early Childhood Development (DECD) website.
	 http://earlychildhood.marylandpublicschools.org/
	 All questions, concerns, comments regarding the new website, please contact Alexis Washington.
		.		

New Business	▪ Dr. Grafwallner discussed the Comprehensive Analysis of Prekindergarten in Maryland
	    ➢ Cost of quality study
	    ➢ Request by Dr. Smith to put together some FAQs on Universal Prek.
	 http://marylandpublicschools.org/adequacystudy/docs/APA-StakeholderAdvisoryGrpPresentation-01212016.pdf
	
	 ▪ Cyndi La Marca discussed the Goal Groups that the Council Members would be working in. <mark>See Goal Group descriptions</mark>. Goal Groups were determined based on the December 2015 State Early Childhood Advisory Council Legislative Report's recommendations.
	    ➢ Goal Group 1 – Program Improvement and Outreach; Facilitator – Christina Peush; MSDE
		Cyndi La Marca to send out link to the report to members.
		
		 Action plans for Goal Groups to be turned in to Cyndi La Marca. Facilitators will distribute them to their group members.		

Agenda Topic	Discussion Summary	Action Needed	Due Date
	staff – Tresa Hanna ➤ Goal Group 2 – Data Dissemination; Facilitator – Brenda Hussey Gardner; MSDE staff – Candy Miller ➤ Goal Group 3 – Workforce Development; Facilitator – Steve Rhode; MSDE staff – Roann Tsakalas ➤ Goal Group 4 – Early Learning Standards; Facilitator – Lisa Davis; MSDE staff – Bob Wagner		
Announcements			
Additional Announcements/Questions for the Council			

Adjournment and Future Meetings	▪ Meeting adjourned after Goal Groups finished.
	▪ Future meetings are
	  ➤ Thursday, June 16,02016 Location TBD
	  ➤ Thursday, September 15,2016 MSDE
	  ➤ Thursday, December 15,2016 TBD		

Notes/Minutes	▪ Cyndi La Marca, Early Childhood Coordinator, DECD ▪ Wendy Baysmore, Grant Specialist, DECD		
Members in Attendance	▪ Barbara Squires – Annie E. Casey ▪ Brenda Hussey Gardner – State Interagency Coordinating Council		

Agenda Topic	Discussion Summary	Action Needed	Due Date
	- Celester Hall, Jr. – Department of Business and Economic Development - Christina Peusch – MSCAA A. Sansbury (for Crystal Barksdale) SEIU - Dianna Mellott – Play Centers, Inc - Dorothy Stolz – Carroll County Libraries - Duane Yoder – Garret County Community Action Committee - Flora Gee – MD Association for Education of Young Children - Dr. Jack Smith – MSDE Interim State Superintendent - Lisa Davis – Howard County Public School System - Louise Corwin – Ready At Five - Marcella Franczkowski – MSDE , Assistant State Superintendent Special Education and Early Intervention - Margaret Williams – Maryland Family Network - Meena Gafaar – MD Family Child Care Association - Paula Minsk – MD Chapter, MDAAP - Rolf Grafwallner – MSDE, Assistant State Superintendent, Division of Early Childhood Development - Susan Weber – The Ark Preschool - Terry Bridger – Prince George's Community College		

Developing Maryland's Family Engagement Communication Plan

Maryland Early Childhood Family Engagement Coalition: Margaret Williams, Chair

Policy Equity Group : Jeffery Capizzano

MSDE Staff Specialists:, Cynthia La Marca, Wendy Baysmore, Tresa Hanna

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.

What the Maryland Framework does…

- Articulates a common <u>definition</u> of family engagement

- Outlines common <u>goals</u> for family engagement applicable to the state and to programs/providers

- Offers general <u>strategies</u> to support the goals

- Includes <u>resources</u> to support the implementation of the strategies

- Provides <u>examples</u> of family engagement practices in Maryland

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

Definition

Family engagement is a *shared responsibility* of families, schools, and communities for student learning and achievement; it is *continuous* from birth into the school-age years; and it occurs across the *various early care and learning settings* where children are. Family engagement means building relationships with families that *support family well-being, strong parent-child relationships, and the ongoing learning and development of parents and children alike*. It encompasses the *beliefs, attitudes, behaviors, and activities* of early care settings and families that support their children's positive development. Family engagement happens in the home, early childhood settings, school, and community. Sustainable family engagement *operates with adequate resources*, including public- private partnerships, to ensure meaningful and effective strategies that have the power to *impact student learning and achievement*.

What does this mean for the Communication/Technology Plan

I.   Introduction
   a.   Maryland's family engagement framework goals
   b.   Barriers to meeting family engagement goals (*Families, Powered On*)
      i.   Parent schedules/busy
      ii.   Language barriers
      iii. Poor channels of communication
      iv.   School-center approaches
      v.   Parent attitudes toward family engagement
      vi.   Lack of information
   c.   Role of technology in overcoming barriers to meet goals
   d.   Purpose of the communication plan

Outline (continued…)

II. Understanding of the capacity of Maryland's early childhood programs to use technology

    a.   Utilization of different technologies

        i.   Text

        ii.   Facebook

        iii.   Twitter

        iv.   Email

        v.   Etc.

    b.   Technologies preferred by Maryland providers and parents, and current best practices in the state

Outline (continued…)

III. Literature review and state scan
- a. What does the literature say about the effective implementation of technology in family engagement practices?
- b. What are other states doing in this area?

IV. Technology recommendations
- a. Effective uses of technology for promoting positive parent-child interactions/life-long educators
  - i. Family engagement curriculum that is delivered via text message to parents
  - ii. Connecting programs and parents to best-practice resources
- b. Effective uses of technology to support engagement in transitions
- c. Effective uses of technology to connect families to peers and community
  - a. Blogs, community of practice?

V. Barriers to implementation, resources needed, and next steps

VI. Conclusion

The Early Childhood Family Engagement Framework:

Maryland's Vision for Engaging Families with Young Children

http://www.wkkf.org

http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/md_fam_engage.pdf

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.

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.	

Section	Name	Description	Impact
Title II Part A Sec 2103	Preparing, training, and recruiting high quality teachers and principals – Local use of funds	(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. (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.	
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	

		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	

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	*No explicit mention of early learning. Yet, family engagement has been included as critical activities in Title I, II, and II*	
Title IV Part F Subpart 2	Community Support for School Success	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. 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.	

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	Early Childhood Education as defined by the Higher Education Act (Sec.103) 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.	

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.	

Section	Name	Description	Impact
Title IX Part B Sec 9212	Miscellaneous; Other Laws	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.	

RG02252016

Local ECACs Booster Sessions

- **Purpose**: To provide support for overcoming local school readiness achievement gaps for children with high needs, including children from low-income families, children with disabilities, and English Language Learners.

- **Focus**: Implement Results Based Leadership (RBL) to support Local ECAC development and sustainability.

- **Proposed Plan**: 1 Day of customized RBA/RBF Leadership Development sessions to each Local ECAC, assisting in closing the achievement gaps in school readiness among the identified populations of children identified based on the **Kindergarten Readiness Assessment (KRA) Data**.

Sample Topics:

Using Data to Do the Work

Moving to Action and Results

Moving from Talk to Accountable and Effective Action

Sustaining the Work

Sessions Scheduled to Take Place:

May, 2016

June, 2016

July, 2016

August, 2016

September, 2016 (if needed and per request)

MSDE & AECF Collaboration