State Early Childhood Advisory Council

Vision: To coordinate efforts among early childhood care and education programs to improve outcomes for children and families.

August 24, 2022, 10am-3pm
Welcome and Housekeeping Notes

• All virtual participants will be muted upon joining the webinar.

• Please enter your name, organization or school system in the chat box.

• Virtual participants will be able to ask questions by typing their questions or comments into the Q&A box.

• In person participants, will be asked to write their questions on post it notes so they can be heard by the virtual audiences.

• In the event a comment is stated, in person participants are asked to speak loudly and say their name prior to stating the comment so the virtual attendees can be involved in the discussion.

• Presenters will stop after presentations to review and answer questions in the Q and A and from the in-person attendees.

• All meeting materials will be sent out after the meeting. Please check the chat box for additional links.
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 since it makes it difficult for virtual participants to hear.

• We will agree to capture off topic items in a “parking space’ 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.

• In person participants will be asked to speak loudly and say their name prior to stating a comment so virtual attendees can be involved in the conversation.

• We will come empowered to effectively improve outcomes for children and families.
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-10:15</td>
<td>Welcome, Announcements, and Introductions</td>
<td>Dr. Deann Collins &amp; Steven Hicks</td>
</tr>
<tr>
<td>10:15-10:45</td>
<td>Anne Arundel County Local Early Childhood Advisory Council</td>
<td>Pamela Brown</td>
</tr>
<tr>
<td>10:45-11:30</td>
<td>Baltimore City Local Early Childhood Advisory Council</td>
<td>Crystal Francis, Imani-Angela Rose &amp; Yolanda Jenkins</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Somerset County Local Early Childhood Advisory Council</td>
<td>Karen Karten &amp; Janell Hale</td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>LUNCH (on your own) Afternoon Presentations start at 1pm</td>
<td></td>
</tr>
<tr>
<td>1:00-1:15</td>
<td>Early Childhood Blueprint for Maryland’s Future launch in FY2023</td>
<td>Steven Hicks</td>
</tr>
<tr>
<td>1:15-1:35</td>
<td>Maryland EXCELS and Accreditation Updates</td>
<td>Jena Smith and Nicole Johnson</td>
</tr>
<tr>
<td>1:35-1:50</td>
<td>Prek, Judy Centers and Ready4K Assessment System</td>
<td>Judith Walker</td>
</tr>
<tr>
<td>1:50-2:05</td>
<td>Patty Centers, and Ulysses Currie Head Start Supplemental Grant Updates</td>
<td>Vanessa Jones</td>
</tr>
</tbody>
</table>
## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Person(s) Responsible</th>
</tr>
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<tbody>
<tr>
<td>2:05-2:20</td>
<td>Workforce Advancement Program</td>
<td>Angeline Bishop Oshoko</td>
</tr>
<tr>
<td>2:20-2:40</td>
<td>Maryland Infant and Toddler Program</td>
<td>Marcella Franczkowski</td>
</tr>
<tr>
<td>2:40-2:55</td>
<td>American Rescue Plan for Child Care Implementation: Child Care Stabilization Grants Round 3 Updates</td>
<td>Andre Murray</td>
</tr>
<tr>
<td>2:55-3:00</td>
<td>Next Steps and Closing</td>
<td>Steven Hicks</td>
</tr>
</tbody>
</table>
History of the Anne Arundel County ECC, 2006-2022

• 2006 - the Anne Arundel County Partnership for Children, Youth and Families (LMB) and the Annie E. Casey created the LAP project focusing on early childhood.

• 2008 organized as Early Childhood Coalition of AA County

• 2012 chosen by MSDE as Anne Arundel County’s Early Childhood Advisory Council in 2012.

• 2015 created by Executive Order as a County Executive appointed commission. Advises CE on Kindergarten readiness

• 2018 Executive Order extended by Steuart Pittman

• 2019 Outreach to zip codes under-represented in the for US census, focusing on -5 population

• 2020 assisted County Executive with Cares Act emergency funding for AA County childcare providers

• 2021 finishing the AAC County Early Childhood Needs Assessment

• 2021 created 0-5 resource guide for the Eliminating the Opportunity Gap Taskforce

• 2022 Received ARP Funding for Early Childhood Initiative
Accomplishments

❖ Developed five-year strategic plans 2007-2017
❖ Raised over $100,000 for early childhood issues
❖ Established first AA County Judy Center in conjunction with AACPS
❖ Distributed over 8,000 new and gently used books to low-income children
❖ Provided 1000 literacy bags for first-time parents at both county hospitals
❖ Worked with the Community Health Center to provide developmental screenings and books to all pediatric patients under 5 years of age
❖ 2016 Worked with libraries on Learning Parties and Reach Out and Read
❖ 2017 annually Mama Hearts and Tiny Toes Community Baby Shower – May
❖ 2019 US Census 2020 returns in low-income neighborhoods to include the 0-5 population
❖ 2020 Open Book Family Reading Club with Ordnance Road Correctional Center - pivoted to remote model in Sept. 2020
❖ 2020 ECC partners supported book giveaways to children with AACPL and AACPL Foundation
❖ 2021 Diaper Drive - January to February 14
❖ 2021 Early Childhood Needs Assessment completed
❖ 2020 Supported the development of a Family Support Center in West County
MSDE/Early Childhood Funding 2016-2021

2016 Worked with libraries on Learning Parties, Reach Out and Read and grief resources in each library

2019 performed US Census outreach for hard to count 0-5 populations in undercounted census tracts

2020 Small amount of administrative support for the coalition.

2020-2021 Early Childhood Needs Assessment

2021 Groundwater training (race equity) for early childhood coalition, professionals and providers

2022 Early Childhood Summit
Membership Diversity

- 15 Core members appointed by the County Executive

- Meetings open to early childhood professionals and any resident interested in the 0-5 population.

EARLY CHILDHOOD COALITION MEMBERS

Barbara Palmer, Kingdom Celebration Childcare Center
Bobbi Pedrick, Director of Special Education, AACPS
Candy Place, TEACH Institute, Anne Arundel Community College
Charlene Farley, Licensing Specialist, MSDE
Cheryl Hamlin, Program Manager, Infant and Toddlers, AACPS
Christa Bellanca, Family Outreach Specialist, Infants and Toddlers, AACPS
Debbie Wood, Executive Director, The Chesapeake Children's Museum
Dolores Stubble, Licensed Childcare Provider
Elizabeth Bray, Health Advocate, Priority Partners
Germaine Adams, Executive Director, Anne Arundel County Childcare Connections
Janet Klenkel, Head Start Director, YMCA
Jean Raymond, Program Manager, Community Based Services, AACPS
Katherine Gravante, Coordinator, Bedtime in a Box
Lisa Helms Cuba, RNC, MSN, Perinatal Nurse, Anne Arundel County Department of Health
Maria Grosskettler, Teacher, AACPS
Miesha Walker, Office of Equity & Accelerated Student Achievement
Pamela M. Brown, Executive Director, Partnership for Children, Youth and Families
Patricia Saynuk, Coordinator of Early Childhood Education and School Readiness, AACPS
Rebecca Hass, Programming and Outreach Manager, Anne Arundel County Library
Rene Averitt-Sanzone, Executive Director, Parents Place
Shawn Ashworth, President of the North Arundel Chapter of Delta Sigma Theta Sorority
Shelley Davenport, Community School Coordinator, AACPS
Shirely Ascencio, Program Manager, Judy Center at Bell Grove
Susan Thomas, Anne Arundel County Food Bank
Tanya Steele-Clements, Assistant Director, Office of Community Initiatives & Programs
Theadora Quible, Quality Assurance Specialist, MSDE, Division of Early Childhood
Anne Arundel County Needs Assessment

- Partnership with Community Foundation since 2009
- Blended funding from five sources for the research
- Completed every three years
- Drives county and community funding
- Other partners include health department, local hospitals, mental health agency, domestic violence advocates
- Focus groups and key stakeholder interviews with over 200 community residents
The Social Determinants of Health (SDOH)

‘The conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks.’

U.S. Department of Health and Human Services (2021)

• Economic distress and rising social determinants of health spread unequally throughout the county

• Pockets of low income and poverty-level families clustered in North and South County areas, parts of Annapolis, and the Meade/Severn area of West County.

• These areas are disproportionately African American and Hispanic, pointing to a geography and color to county poverty.
Anne Arundel County
Communities of Hope

**West County:** Resident led and driven, housing homeless families, community food pantry, Brooklyn Park transportation connector

**Brooklyn Park:** Mobile health van, healthy food pantries, housing homeless youth, increasing recreation opportunities

**Annapolis:** Focus on public and subsidized housing, food pantries, Chelsea hub, trauma training for police

**South County:** Transportation connector, food pantries, community gardens
Children and Families Living in our Communities of Hope

- Disproportionately African American
- Low income, very low income, living in poverty
- Impacted by Adverse Community Environments often caused by historical and systemic racism
- Suffer from health disparities: low birth weight, environmental issues including asthma, diabetes, heart disease
- Food access issues
- Rent overburdened
- Lack of transportation
- Incarcerated partner
- Many economic and racial disparities
Equity Statement Ratified by the ECC 2022

Equity Statement

All Anne Arundel County children have the right to equitable early caregiving settings and to learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood professionals have a professional obligation to advance equity. They can do this best when they are effectively supported by the early childhood settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that affect early life experiences.

Goal

Increase access to quality, early childhood education and care in low income, predominantly African American and Hispanic in county neighborhoods by 2026
Theory of Change

Where we are now
- Current conditions related to pandemic – childcare is reduced in vulnerable neighborhoods
- Kindergarten readiness scores have decreased most for Hispanics and African Americans in 2021
- Accessibility of quality childcare depends on socio economics, race and ethnicity
- Childcare wages are depressed
- Childcare regulations create difficulties for providers to break even
- Less childcare workers

Strategies
- Build coalition using County Exec and ECC to include business, faith, economic development, college, schools
- Needs assessment of childcare in low-income neighborhoods
- Brand the coalition
- Cost analysis and pay increases for childcare workers
- Engage state in review of barriers to quality childcare
- Engage state in review of training and education
- Increase accessibility of training and certification in Spanish

Measures/Outputs
- Increased number of childcare slots in low-income communities
- Increased number of childcare workers
- Number of accessible childcare training programs

Outcome
Increase KRA scores by 2026 disproportionately (close gap by 10 points for African American/Hispanic children)
Assessing the Needs of 0-5 2020-2021

RACIAL DISPARITIES

Racial disparities impact health outcomes for children within the first five years of life and even prior to birth. For instance, Figure 1 shows that in Anne Arundel County, white women (76.3%) received prenatal care during their first trimester at a higher rate than black women (66.3%) and Hispanic women (65.4%) (Anne Arundel County Department of Health, 2020). Further, Hispanic women (9.6%) had the highest rate of resolving late or no prenatal care while black women (7.4%) had the second highest rate, and white women (6.7%) had the lowest rate (Figure 2).

Table 3: Average Weekly Cost of Child Care by County

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Center Based Care</th>
<th>Family Child Care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-2 Years</td>
<td>2-5 Years</td>
</tr>
<tr>
<td>Anne Arundel</td>
<td>$207.13</td>
<td>$216.52</td>
</tr>
<tr>
<td>Baltimore County</td>
<td>$308.36</td>
<td>$310.64</td>
</tr>
<tr>
<td>Baltimore City</td>
<td>$261.76</td>
<td>$291.11</td>
</tr>
<tr>
<td>Montgomery County</td>
<td>$415.94</td>
<td>$320.87</td>
</tr>
<tr>
<td>Prince George's County</td>
<td>$292.22</td>
<td>$203.60</td>
</tr>
</tbody>
</table>

Table 4: Infant Care by County

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Licensed to Accept Infants</th>
<th>Licensed to Accept Infants</th>
<th>Willing to Accept Infants</th>
<th>Willing to Accept Infants</th>
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</thead>
<tbody>
<tr>
<td>Anne Arundel</td>
<td>445</td>
<td>425</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td>Baltimore County</td>
<td>467</td>
<td>465</td>
<td>128</td>
<td>124</td>
</tr>
<tr>
<td>Baltimore City</td>
<td>680</td>
<td>644</td>
<td>135</td>
<td>126</td>
</tr>
<tr>
<td>Montgomery County</td>
<td>819</td>
<td>785</td>
<td>163</td>
<td>160</td>
</tr>
<tr>
<td>Prince George's County</td>
<td>736</td>
<td>715</td>
<td>129</td>
<td>117</td>
</tr>
</tbody>
</table>
Understanding the Childcare Data
Early Childhood ARP Ask
Increase Kindergarten Readiness to 76% by 2026

Strategy

Build coalition of stakeholders including Economic Development, AAWDC, Business Community, Faith, Schools, Early Childhood Commission, Opportunity Gap Commission and MSDE. Apply for funding using data from Communities of Hope.

Potential funding for FY23 includes:

- Childcare development funding through Federal ARPA funds to MD
- Childcare stabilization grants through Federal ARPA funds to MD
- FY23 direct state aid for programming (priority for Blueprint funds is early childcare)
- Family support center expansion to South County / Ralph Bunch and Brooklyn Park (Location TBD) through Maryland Family Network
- The Partnership, on behalf of the Early Childhood Coalition, is prepared to submit applications for these funds when they become available.

Justification

- Quality Childcare/Early Childhood Education an issue in each of our Communities of Hope. Lost 42 childcare centers during the pandemic
- Depressed wages and over-regulation is destroying the childcare industry
- Residents cannot get back to work
- 0-5 need help with trauma and learning loss.
Anne Arundel County
Early Childhood Summit, September 15
9:00 -11:30 a.m.
Virtual

SAVE THE DATE
September 15, 9-11:30 Virtually

Please join the Anne Arundel County Early Childhood Coalition
at the

FIRST ANNUAL ANNE ARUNDEL COUNTY
EARLY CHILDHOOD SUMMIT

because early child care is everyone's business ...

Calendar Invite to Follow
ECAC
BALTIMORE CITY
EARLY CHILDHOOD ADVISORY COUNCIL
Who We Are

Crystal Francis, Ed.M.,
• Director of Early Learning Programs, Baltimore City Public Schools
• BC ECAC Co-Chair

Imani-Angela Rose, RN, BSN, BS,
• Director/Delegating Nurse, Joshua’s Place
• BC ECAC Co-Chair

Yolanda Jenkins,
• Program Director of School Readiness, Family League of Baltimore
• BC ECAC Council Coordinator
Engaged local early childhood stakeholders to build the coalition.

Created coalition structure.

Utilized consultants for data collection and family engagement.

Operationalizing actions that are grounded in data.

Engage early childhood stakeholders across the state.
Baltimore City’s Young Children: Prenatal to Five Experiences Report

- A collaboration with the Baltimore Children’s Cabinet Early Childhood Workgroup and the Mayors Office of Children and Family Success

- Provided context to long term academic outcomes for youth that participate in publicly available early childhood services.
Baltimore City ECAC website

• A collaboration with the Baltimore Children’s Cabinet Early Childhood Workgroup, the Mayors Office of Children and Family Success, The Wright Foundation & Family League of Baltimore City

• Designed to provide a one-stop shop for Baltimore families to find early childhood services
Baltimore’s Early Childhood Systems Report

- Utilized MSDE funding to bring on two consultants: Policy Studies Associates & Extraordinary Changes

- Provided context to what services are available to families in Baltimore and families experiences with those services.
It’s not a program issue
Staying focused on the systems-level

The LECACs have a common set of goals:

• To establish annual benchmarks of school readiness skills of children entering kindergarten.

• To conduct a periodic local needs assessment concerning the quality and availability of early childhood education and development programs and services.

• To develop an action plan for increasing the overall participation of children in existing programs, including outreach to underrepresented and special populations, elevating the quality of existing programs and coordinating the RTT-ELC goals and objectives at the local level.

• To coordinate early childhood initiatives and reforms locally.

• To report progress or challenges to the Governor’s State Advisory Council on Early Childhood Education and Care.
Meetings w/ Public Service Leaders

DR. LETITIA DZIRASA
DEPUTY MAYOR FAITH LEACH
DR. SONJA SANTHELISES
Engaged local early childhood stakeholders to build the coalition.

Created coalition structure.

Utilized consultants for data collection and family engagement.

Operationalizing actions that are grounded in data.

Engage early childhood stakeholders across the state.
The way to get started is to quit talking and begin doing.

Walt Disney
How can we create opportunities to chat one-on-one about your work?

What questions can we answer for you?
Thank you

Co-Chairs
• Crystal Francis
• Imani-Angela Rose

Council Coordinator
• Yolanda Jenkins

Website: www.ecacbaltimore.org
Email: ecacbaltimorecity@gmail.com
Presentation: August 24, 2022
State Early Childhood Advisory Council Meeting
Framework for Understanding Poverty

Virtual Training: August 10-11, 2020

Virtual On Demand Training: August 2021

89% participants strongly agreed that this session better helped them to understand issues of poverty.

100% agreed they would use this information in decision making with students and parents.

“The most important aspect of this workshop was learning The “Hidden Rules” and building relationships with parents.”

“My approach to working with people in poverty will be different. Most valuable aspect was finding different ways to handle situations when it comes from issues dealing with poverty.”

______
CREATING INTERVENTIONS

<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>QUESTIONS TO DETERMINE BEST INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td>• Can the student afford the field trip, or is a scholarship needed for him/her?</td>
</tr>
<tr>
<td></td>
<td>• Can the student afford supplies for the project/senior fall-related activity?</td>
</tr>
<tr>
<td></td>
<td>• Is the student hungry or trust a linkage to food be found?</td>
</tr>
<tr>
<td>Emotional</td>
<td>• Can the student verbalize choices?</td>
</tr>
<tr>
<td></td>
<td>• Does the student have the language to mediate situations without resorting to fists?</td>
</tr>
<tr>
<td>Mental</td>
<td>• Can the student read at his/her grade level?</td>
</tr>
<tr>
<td></td>
<td>• Can the student identify the final product or task?</td>
</tr>
<tr>
<td></td>
<td>• Does the student know what will be evaluated and how?</td>
</tr>
<tr>
<td>Spiritual</td>
<td>• Does the student believe he/she has some control over the situation, or does he/she say there is nothing he/she can do?</td>
</tr>
<tr>
<td></td>
<td>• Does the student have a future story and a plan to go with it?</td>
</tr>
<tr>
<td>Physical</td>
<td>• Is the student clean?</td>
</tr>
<tr>
<td></td>
<td>• Are the student’s clothes clean?</td>
</tr>
<tr>
<td></td>
<td>• Can the student physically take care of himself/herself?</td>
</tr>
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</table>

FAMILY STRUCTURE VS. FAMILY FUNCTION

Family structure is the configuration of the relationship.

Family function is the extent to which a child is cared for and nurtured.
Somerset Early Learning Advisory Council (SELAC)

The first 5 years are learning years...
...Help prepare your child for school and for life!

www.somersetearlylearning.org
Deona Henson, SELAC Assistant
Billboards: Community Awareness Campaign

2022 - Pre-K Enrollment

2020-2021 School Readiness
Pre-K Registration began April 25, 2022

ECAC/ Judy Center co-sponsored Pre-K Registration events at schools, local churches, and Community Field Day
Every Door Direct: US Postal Service

Pre-K Facts
- Pre-K 3: Students must be 3 by September 1st
- Pre-K 4: Students must be 4 by September 1st
- Slots are limited. Please register early!
- Some slots may be available through private providers.
- Income information from all adults is required of all students! If this information is not provided, students will not be registered.
- Only families who meet income requirements will be considered for Pre-K 3 (unless students meet other criteria-homeless, foster care, special needs). All students will be considered for Pre-K 4.

Look for upcoming registration events. Registration can be completed online beginning on April 29th at www.somerset.k12.md.us

Using Every Door Direct Mail
Affordable, Targeted Advertising
Use Every Door Direct Mail® (EDDM®) services to promote your small business in your local community. If you’re having a sale, opening a new location, or offering coupons, EDDM can help you send postcards, menus, and flyers to the right customers. Use the EDDM Online Tool to map ZIP Code(s)™ and neighborhoods—even filtered by age, income, or household size using U.S. Census data.

Pre-K Registration Begins April 25, 2022
Ask about the different options for FREE Pre-K 3 and 4 Programming for eligible Somerset families.
For information please call:

Princess Anne Elementary
410-651-0431
Woodson Elementary:
410-968-1295
Deal Island Elementary:
410-786-2449
Early Childhood Supervisor:
410-651-1616 ex. 10255
“This program has been awesome.”

“I really enjoyed parenting classes. They help me and my whole family with new things.”

“I would like to thank the JC staff for their efforts”

“We want more!”

Parent Leadership Learning Party

Communication
Conflict Resolution
Advocacy
Project Implementation
Any Questions?

Karen Karten, Early Childhood Supervisor/
Judy Center Supervisor
kkarten@somerset.k12.md.us

Janell Hale, Judy Center Coordinator
jrhale@somerset.k12.md.us

Phone: 410-651-1616
Thank you

LUNCH (on your own)

Afternoon presentations start at 1pm.
Thank you

Questions & Comments
Updates from Maryland EXCELS and Accreditation

State Early Childhood Advisory Council
August 24, 2022
### Participating Child Care Programs Statewide

<table>
<thead>
<tr>
<th>Category</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of All Licensed Child Care Programs Participating</td>
<td>66%</td>
</tr>
<tr>
<td>Percent of All Licensed Child Care Centers Participating</td>
<td>81%</td>
</tr>
<tr>
<td>Percent of All Family Child Care Homes Participating</td>
<td>57%</td>
</tr>
<tr>
<td>Quality Rating</td>
<td>Child Care Centers</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Quality Rating 1</td>
<td>1,020</td>
</tr>
<tr>
<td>Quality Rating 2</td>
<td>196</td>
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<tr>
<td>Quality Rating 3</td>
<td>487</td>
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<tr>
<td>Quality Rating 4</td>
<td>55</td>
</tr>
<tr>
<td>Quality Rating 5</td>
<td>193</td>
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</table>
Maryland EXCELS

What’s Happening in FY23

• Continuous Quality Improvement visits began May 2022.
  • As of July 15, 2023, eighty (80) Continuous Quality Improvement (CQI) visits have been conducted.
  • All Maryland EXCELS programs with a published quality rating will receive a CQI visit.
    • Programs with a published quality rating of 1, 2, or 3 are assessed with the Maryland EXCELS CQI Tool.
    • Programs published a quality rating 4 and those published at a quality rating are assessed with CLASS.
  • Visits are conducted by your regional Maryland EXCELS Quality Assurance Specialist and the Maryland EXCELS Quality Measurement Specialist.
  • Includes classroom observations and an interview.
  • Provides support and resources for your ongoing quality improvement.
Maryland EXCELS

What’s Happening in FY23

- Maryland EXCELS Bonuses
  - Participating programs that publish a first-time rating, a higher quality rating, or republication of a quality rating 5.
  - Bonus payments to begin in September 2023.
  - Bonuses will be based on publishing actions of July 1, 2023.
  - There are no requirements for how the bonuses are spent.
  - Bonuses are ongoing as outlined in the Blueprint for Maryland’s Future
Maryland EXCELS Standard Revision

• Recommended revisions will include:
  • The addition of the Child Development Associate, and Maryland State Teacher Certification to meet Staff and Professional Development requirements.
  • Eliminating the requirement of a scheduled accreditation validation visit to meet quality rating 4 requirements.
  • Provisional license status will not lower a program's quality rating.
  • Stakeholder feedback on recommended revisions will be collected in September 2023.
Maryland EXCELS

What’s Happening in FY23

• Maryland EXCELS Standard Revision

  • Recommended revisions will include:

    • The addition of the Child Development Associate, and Maryland State Teacher Certification to meet Staff and Professional Development requirements.

    • Eliminating the requirement of a scheduled accreditation validation visit to meet quality rating 4 requirements.

    • Provisional license status will not lower a program’s quality rating.

    • Increase the percentage of standard alignment between Maryland Accreditation and Maryland EXCELS.

    • Stakeholder feedback on recommended revisions will be collected in September 2023.
Maryland Accreditation

July 2022 Participation Data

- Maryland Accreditation
  - 374 Programs/Schools are currently hold Maryland Accreditation.
    - 215 Child Care Centers
    - 159 Public Prekindergarten (Public Schools)
  - 642 Programs/Schools are participating in Maryland Accreditation
  - 106 Programs/Schools have been awarded Maryland Accreditation since September 2021
    - 26 Child Care Centers
    - 80 Public Prekindergarten (Public Schools)
Maryland Accreditation

What’s Happening in FY23

• Maryland Accreditation Standard Revision and Improvements
  • The Maryland Accreditation Decision Committee is now meeting monthly to reduce the time a program has to wait for an accreditation decision.
  • The Maryland Accreditation is moving to an online format this fall. Allowing programs, the ability to complete the orientation at a time convenient to them.
  • Beginning in calendar year 2023, Maryland Accreditation will move from a three-year expiration to a five-year expiration.
  • Revision of Maryland Accreditation Standards to include updates to Staff Qualifications for both childcare centers and public prekindergarten.
  • Optional Technical Assistance visits will be conducted by Maryland Accreditation Validators.
Accreditation Support Fund

National Accreditation and Maryland Accreditation Support

• National Accreditation Support Fund
  • Covers the fees associated with the initial, annual, and renewal applications for accreditation through an organizational recognized by the Maryland State Department of Education.

• Maryland Accreditation Support Fund
  • Assists licensed childcare centers with the cost of instructional materials associated with pursuing Maryland Accreditation.

• Applications are submitted online at onestop.md.gov.
Maryland EXCELS and Maryland Accreditation

Contact us we are here for you

- Maryland EXCELS
  - Jena Smith
    Acting Branch Chief
    jena.smith@Maryland.gov
    410-767-0580

- Maryland Accreditation
  - Nicole Johnson
    Accreditation Specialist
    Nicole.johnson1@Maryland.gov
    410-767-1250
Thank you

Questions & Comments
Updates from The Early Learning Branch

State Early Childhood Advisory Council
August 24, 2022

Presented By
The Maryland State Department of Education
Objectives

1. Participants will gain knowledge of the PreK Expansion Grant and the MD State Prekindergarten Program.

2. Participants will gain knowledge of the FY 23 Judy Center Early Learning Hubs

3. Participants will increase knowledge of the Ready 4 Kindergarten Comprehensive Assessment System.
Publicly Funded Prekindergarten

- The Blueprint for Maryland’s Future provides funding for:
  - The Prekindergarten Expansion Grant Program
  - The Maryland State Prekindergarten Program

- The Prekindergarten Expansion Grant provides $13,000 per slot until 2025.

- The Maryland State Prekindergarten Program begins funding in FY23 at $10,094 per slot and increases each year.

- Both programs require a teacher with a Maryland P-3 certificate.

- The EXCELS and Accreditation requirements differ by program.

- FY23 - 93 applicants - 44 grants were awarded.

- For more information contact Nykia Washington, Prekindergarten Program Manager at Nykia.Washington@maryland.gov.
The Blueprint for Maryland’s Future establishes funding to increase the number of Judy Centers at 9 per year until FY26 and then they will increase at 18 per year.

FY23 - 76 Judy Center Early Learning Hubs

For more information contact Kaymi Plank, Judy Center Program Manager at Kaymi.Plank@maryland.gov
Ready 4 Kindergarten

• The Blueprint for Maryland’s Future requires census administration beginning in 2022-23 for all kindergartners to be assessed with the Kindergarten Readiness Assessment.

• The Early Learning Assessment is being extended back to encompass Birth-72 months.

• For more information contact Erika Anderson at Erika.Anderson@maryland.gov
Thank you

Questions & Comments
Updates from Head Start State Collaboration

State Early Childhood Advisory Council
August 24, 2022
Overview

Ulysses Currie Head Start State Supplemental Grant

• 24 Head Start and Early Head Start federal grant recipients
  o 9,125 Total child slots
  o 6,898 Head Start Federal Funded slots
  o 2,237 Early Head Start Federal Funded slots

• 160 Head Start Sites
  o 82 Early Head Start Sites
  o 600 Head Start and Early Head Start Classrooms
  o 2,380 Head Start and Early Head Start Staff

• 118 MD EXCELS Published Head Start Programs

• 126 Head Start Programs Participating in MD EXCELS
Funding – State Supplemental

Ulysses Currie Head Start State Supplemental Grant

$3,000,000.00

- Extend the Service Day – half day to full day services
- Expand the Service Year – 8 – 10-week summer program
- Additional Professional Development Opportunities
Patty Centers

Newly Opened Sites – FY 22

• Baltimore City – United Way Family Center at Excel Academy

• Charles County – Family Support Center of Southern Maryland
FY 23 Planned Openings

- Anne Arundel County – Kingdom Kare Child Care Center
- Baltimore City – University of Maryland School of Social Work Community Outreach
- Frederick County – Asian American Center of Frederick
- Howard County – Department of Community Resources & Services – Office of Children and Families
- Montgomery County – Latinas Unidas Por Los Niños y Niñas de América
- Worcester County – Twisters, Inc.
Summary

Family Supports Throughout the State

• Infant / Toddler
• Preschool
• Social Emotional Learning
• Early Learning
• Early Intervention

• In- Home Intervention
• Parent Education
• Self-Sufficiency
• Service Coordination
• Family Engagement & Empowerment
Thank you

Questions & Comments
Workforce Advancement Branch Updates

Elevating Early Childhood Professionals
Maryland Child Care Credential Program

Overview – Blueprint for Maryland’s Future Statute: Statue: § 9.5-904

• Established in July 2001, the Maryland Child Care Credential is a voluntary quality initiative that recognizes childcare providers who go beyond the minimum requirements of State licensing and registration regulations. It is a professional development career pathway.

• There are seven staff credential levels and four administrator credential levels, each one recognizing a childcare provider’s achievement of a specified number of education and training clock hours, experience and professional activities recognized as fundamental for providing quality childcare programs.

• Participating providers are required to complete training in six Core of Knowledge areas that have been identified as essential knowledge to develop the skills and practices to provide the best possible care for the children and families they serve.

• Childcare providers who are enrolled in the Credentialing program may receive bonuses ranging from $200 - $1500.
Helpful Hints

Click here for Maryland Child Care Credential Program Helpful Hints

CREDENTIAL APPLICATIONS MUST BE SENT DIRECTLY TO CHILD CARE CENTRAL USING ONE OF THE FOLLOWING METHODS:

Child Care Central
- Email: MCCCredential@conduent.com
- Fax: 410-229-0145
- Mail: Child Care Central, PO Box 598 Baltimore Maryland 21203

For questions pertaining to your credential, please contact Child Care Central: 877-355-1229
# Maryland Child Care Credential Program

## Credentialed Providers - July 1, 2022 - May 30, 2022

### Child Care Teachers

<table>
<thead>
<tr>
<th>Credential Level</th>
<th>Number of Center Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Level 1</td>
<td>595</td>
</tr>
<tr>
<td>Staff Level 2</td>
<td>596</td>
</tr>
<tr>
<td>Staff Level 3</td>
<td>1652</td>
</tr>
<tr>
<td>Staff Level 4</td>
<td>1467</td>
</tr>
<tr>
<td>Admin Level 1</td>
<td>162</td>
</tr>
<tr>
<td>Staff Level 4+</td>
<td>189</td>
</tr>
<tr>
<td>Admin Level 2</td>
<td>23</td>
</tr>
<tr>
<td>Staff Level 5</td>
<td>813</td>
</tr>
<tr>
<td>Admin Level 3</td>
<td>7</td>
</tr>
<tr>
<td>Staff Level 6</td>
<td>1286</td>
</tr>
<tr>
<td>Admin Level 4</td>
<td>96</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6886</strong></td>
</tr>
</tbody>
</table>

### Family Child Care Providers

<table>
<thead>
<tr>
<th>Credential Level</th>
<th>Number of Family Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Level 1</td>
<td>36</td>
</tr>
<tr>
<td>Staff Level 2</td>
<td>61</td>
</tr>
<tr>
<td>Staff Level 3</td>
<td>157</td>
</tr>
<tr>
<td>Staff Level 4</td>
<td>198</td>
</tr>
<tr>
<td>Admin Level 1</td>
<td>39</td>
</tr>
<tr>
<td>Staff Level 4+</td>
<td>91</td>
</tr>
<tr>
<td>Admin Level 2</td>
<td>6</td>
</tr>
<tr>
<td>Staff Level 5</td>
<td>102</td>
</tr>
<tr>
<td>Admin Level 3</td>
<td>1</td>
</tr>
<tr>
<td>Staff Level 6</td>
<td>96</td>
</tr>
<tr>
<td>Admin Level 4</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>802</strong></td>
</tr>
</tbody>
</table>
Training Voucher and Reimbursement

Funding Information

Training Vouchers and Reimbursement are designed to assist childcare professionals participating in the Maryland Child Care Credential Program at Level Two or higher with the costs of training for professional development.

An application for training reimbursement can be submitted for:

- Approved Core of Knowledge Training (Note: training must be a minimum of 2 clock hours)
- Pre-Service training
- Registration at statewide and national childcare conferences

An application for training voucher can be submitted for:

- Pre-Service training
- Registration at statewide and national childcare conferences

Eligibility:
Childcare providers participating in the Credential Program at level two or higher are eligible to receive up to $400 each year as long as funds are available. Requests for training voucher or reimbursement, must not exceed $400.
How to apply

All training Voucher and Reimbursement applications must be submitted via Maryland One Stop.

Online Reimbursement Application Form

https://onestop.md.gov/forms/msde-application-for-training-reimbursement-6176a948a0c8d4019fc6978d

Online Voucher Application Form:

https://onestop.md.gov/forms/msde-training-voucher-608af42b6bce330222afb5ca

Note:

- Training voucher or reimbursement applications submitted by scan, mail, or fax will not be processed.
- Training voucher or reimbursement applications submitted to Child Care Central will not be forwarded to MSDE and will not be processed.
Child Development Associate (CDA)

Funding Availability

MSDE will pay for your CDA!

Eligible Registered Family Child Care Providers and Licensed Child Care Center Staff can apply to receive funding to cover the cost of the initial and renewal application fees and competency standards books for new applicants. For more information on eligibility, funding and CDA requirements, please visit: https://earlychildhood.marylandpublicschools.org/CDA
## Training Voucher and Reimbursement

### CDA Funding Data

<table>
<thead>
<tr>
<th>CDA Vouchers Issued and Redeemed 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Totals Redeemed as of January 19, 2022</strong></td>
</tr>
<tr>
<td>Initial</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Number of Vouchers Issued</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vouchers Redeemed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Redeemed</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Initial Assessment Fee</td>
</tr>
<tr>
<td>Renewal Fees</td>
</tr>
<tr>
<td>Publication Order</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
</tr>
</tbody>
</table>
Established in 2008, the Child Care Career and Professional Development Fund (CCCPDF) is a tuition assistance program for Child Care providers to obtain a college education at participating colleges/universities in Maryland. Funding is available for childcare providers to earn a college degree in the following areas:

- Early Childhood Education
- Child Development
- Elementary Education
- Special Education
Eligibility Requirements

CCCPDF applicants must meet the following requirements to receive funds (COMAR 13A.14.09):

- Participate in the Maryland Child Care Credential Program at Level Two or higher
- Work in a licensed childcare center or be a registered family childcare provider in Maryland and work at least 10 hours per week
- Fulfill entrance requirements at the participating college of your choice
- Have at least one year of documented experience working with groups of children in an approved setting
- Maintain employment in licensed childcare in Maryland while participating in the Program
- Agree to complete the childcare service requirement in Maryland for at least 10 hours per week after completion of the degree. (Employment with the public school system does not meet the service requirement)
- Maintain at least a 2.50 cumulative GPA from the point of first entering the Program
The Child Care Career and Professional Development Fund

How to apply

- The deadline for new students to apply for the Child Care Career and Professional Development Fund is **March 1st, 2023**

Helpful tips for preparing to apply for the Child Care Career and Professional Development Fund (CCCPDF):

- Apply for FAFSA (see college coordinator for more information)
- Ensure that your credential is up-to-date and current through the application deadline
- Students must schedule a meeting with the CCCPDF Coordinator before submitting application in Maryland Onestop

For more information about the application process and a list of participating colleges, please visit our website: [http://earlychildhood.marylandpublicschools.org/](http://earlychildhood.marylandpublicschools.org/)
The Child Care Career and Professional Development Fund

2022 CCCPDF Graduates

- The Workforce Advancement Branch celebrates 68 graduating participants of the Child Care Career and Professional Development Fund. Through their hard work and dedication, participants have earned the following degrees from one of 24 participating Colleges and Universities in the State of Maryland.

- 49 graduates received an Associate's Degree
- 19 graduates received a Bachelor's Degree

Degrees earned:
- Associates of Arts (AA)
- Associates of Arts in Teaching (AAT)
- Associates of Applied Sciences (AAS)
- Bachelors of Arts (BA)
- Bachelors of Science (BS)

Concentration areas:
- Early Childhood Education
- Child/Human Development
- Elementary Education
- Special Education
The Child Care Career and Professional Development Fund

CCCPDF Graduates by year

Total # of graduates by year

- FY10: 17
- FY11: 56
- FY12: 36
- FY13: 43
- FY14: 42
- FY15: 43
- FY16: 34
- FY17: 30
- FY18: 36
- FY19: 46
- FY20: 75
- FY21: 74
- FY22: 68
Coppin State University Launches Online Degree Program Focused on Early Childhood Education Human Development

- Coppin State University will now offer its Bachelor of Science in Early Childhood Education Human Development program online. The program, which focuses on educating children during their earliest stages of development, uses theory, content, and strategy to prepare educators for the classroom, and for meaningful interactions with minority students, as well as students learning in urban communities.

- The program consists of 120 credit hours, including general education courses which are offered online, in synchronous or asynchronous formats, and an internship.

- For more information about the online Bachelor of Science in Early Childhood Education Human Development program, log on to www.connect.coppin.edu.
Coppin State University-Online Degree Program

Online Degree Program Launch Event
Training Approval

Where to find approved training and trainers......

Child Care Providers can find training through the Maryland Child Care Training Calendar.

https://trainingcalendar.marylandfamilynetwork.org/Search

Approved Online Training Organizations:
https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/approved_online_training_organizations.pdf

Approved Independent Trainers:

Approved Training Organizations:
Zero to Three Critical Competencies for Infant-Toddler Educators

Calling all Infant-Toddler Educators . . .
The Critical Competencies for Infant-Toddler Educators 45-hour course is available. These in-depth training modules were developed to fill the gaps for infant-toddler educators and covers Social Emotional Development, Cognitive Development and Language/Literacy Development.

Contact a trainer today to ask about the reduced cost for this training. Providers credentialed at a level 2 or higher are eligible to apply for a training voucher or reimbursement to attend the 45-hour Critical Competencies training.

To contact a trainer, visit: https://earlychildhood.marylandpublicschools.org/criticalcompetencies
WIDA Essential Actions Training Now Available

Supporting Maryland’s Multilingual Learners: WIDA Early Years Essential Actions.

The training consists of 8 modules that promote the implementation of the WIDA Early Years 14 Essential Actions to support early childhood educators as they work with multilingual children and their families.

A list of trainers can be found at https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/wida_early_years_essential_actions_trainer_list_1.pdf

To learn more about working with dual language learners and free training, visit WIDA Early Years | Division of Early Childhood
Training Approval

Blueprint for Maryland’s Future Statute: § 9.5-903
Coming Soon! The Child Care Incentive Grant

The purpose of this program is to provide grant funds to childcare providers to pay expenses authorized by the Department to enhance the quality of childcare.

Additional Projects to Support the ECE Workforce

- SCE Services for MCCRCN
- Emergency Preparedness
- Special Needs training
Thank you

Questions & Comments
The Maryland Infants and Toddlers Program
Overview

Maryland Infants and Toddlers Program

- Our Story: Moving Maryland Forward
- What Makes the MITP Unique?
- Eligibility Criteria and Process
- Children and Families Served
- MITP Report Card/Determination Status
- Program Partners and Evidence-Based Practices
- Impact Data
- Blueprint for Maryland’s Future
- Resources
Our Story: Moving Maryland Forward
What Makes the MITP Unique?

Maryland Infants and Toddlers Program (MITP)

❖ 24 local interagency systems each with a single point of entry

➢ 24 Local Lead Agencies

▪ 20 Jurisdictions - local Board of Education
▪ 4 Jurisdictions - local Health Department

➢ Additional local partners

▪ Maryland School for the Deaf
▪ Maryland School for the Blind

❖ 1 of 5 Birth Mandate states

❖ Broad Eligibility Criteria state

❖ 1 of 11 states/territories with the Department of Education as the State Lead Agency

❖ Only State with an Extended IFSP Option allowing children to remain in early intervention until the beginning of the school year following the child’s 4th birthday (Parent Choice)
What Makes the MITP Unique?

Maryland Infants and Toddlers Program (MITP)

- Traditional Early Intervention Model
  (Birth to 3)
- Extended IFSP Option
  Family Choice Model
  (3 to the beginning of the school year following 4th birthday)
Eligibility Criteria and Process

Traditional Early Intervention Model

Maryland Infants and Toddlers Program (MITP)

Eligibility Criteria

❖ 25% delay in at least 1 domain
  ➢ Cognitive
  ➢ Physical
  ➢ Communication
  ➢ Social or Emotional
  ➢ Adaptive

❖ Atypical development in at least domain

❖ Physical or mental condition that puts the child at a high probability of developmental delay

The child is referred to a Local Infants and Toddlers Program Single Point of Entry by a parent or other member of the community.

A team conducts an evaluation to determine eligibility and an IFSP is developed for eligible children all within 45 days of referral.

IFSP services must start within 30 days of parental consent to initiate services on the IFSP.

The IFSP must be reviewed at least every 6 months and revised at least annually.
Maryland Infants and Toddlers Program (MITP)

- Families have a choice to receive Early Intervention (EI) services after age 3 if:
  - Child is currently receiving IFSP services
  - Child is eligible for Part B preschool special education services

- Families can move to preschool special education at any time but once they make the move, they cannot move back to EI

- Includes an educational component to prepare children for school
  - Focus on language, pre-literacy, numeracy

- From 1/1/2012 to 12/31/2020, over 55% of eligible families have elected to remain on an IFSP after age 3.
<table>
<thead>
<tr>
<th>Snapshot Data</th>
<th>IFSP (Birth to 3)</th>
<th>Extended IFSP (3 to 4+)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1, 2019 (Pre-Pandemic)</td>
<td>9,059</td>
<td>1,311</td>
<td>10,370</td>
</tr>
<tr>
<td>October 1, 2020 (Pandemic)</td>
<td>7,226</td>
<td>1,876</td>
<td>9,102</td>
</tr>
<tr>
<td>October 1, 2021 (Post Pandemic)</td>
<td>8,539</td>
<td>1,373</td>
<td>9,912</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Count Data</th>
<th>Birth to 4+</th>
<th>Referrals Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2 – October 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-2019 (Pre-Pandemic)</td>
<td>19,694</td>
<td>18,454</td>
</tr>
<tr>
<td>2019-2020 (Pandemic)</td>
<td>17,760</td>
<td>14,903</td>
</tr>
<tr>
<td>2020-2021 (Post Pandemic)</td>
<td>18,313</td>
<td>17,649</td>
</tr>
</tbody>
</table>
Maryland Infants and Toddlers Program (MITP)

Statewide Performance Plan/Annual Performance Report Federal Report Card

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Part C Services to Infants and Toddlers</td>
<td>Compliance Focus</td>
<td>Compliance and Results: Child Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meets Requirements</td>
<td>Meets Requirements</td>
<td>Meets Requirements</td>
<td>Meets Requirements</td>
<td>Needs Assistance</td>
<td>Meets Requirements</td>
<td>Meets Requirements</td>
<td>Meets Requirements</td>
<td>Meets Requirements</td>
</tr>
</tbody>
</table>
Program Partners and Evidence-Based Practices

Maryland Infants and Toddlers Program (MITP)

MITP Partners

- Maryland Department of Health
- MD Family Network
- Kennedy Krieger Institute
- MD Family Network
- The Lourie Center
- Maryland Infants and Toddlers Program (MITP)
- MD Family Network
- Kennedy Krieger Institute
- Parents Place of MD
- Judy Centers

MITP Evidence-Based Practices

- Pyramid Model
- Authentic Assessment & Routines-Based Intervention
- Reflective Coaching and Teaming
- Primary-Service Provider Model
- Natural Environments/Inclusive Practices

MITP Partners
**Impact Data: Child & Family Outcomes**

**FFY 2021**

**Maryland Infants and Toddlers Program (MITP)**

3A  
Use of social-emotional skills

3B  
Use of knowledge and skills

3C  
Use of appropriate behaviors to meet needs

---

**Child Outcomes**

- 3A: 67.80%
- 3B: 68.30%
- 3C: 67.60%

**As Much or More Progress as Typically Developing Peers**

- 3A
- 3B
- 3C

---

**97%** of families report early intervention services have helped them to help their child develop and learn.

---

**Data Source:** Maryland Online IFSP & 2022 MITP
Impact Data: Program Impact on Future School Success

68% of third graders who received early intervention no longer need special education.

Data Source: Kindergarten Readiness Assessment &

MSDE/JHU Study 2017
Blueprint for Maryland’s Future

Maryland Infants and Toddlers Program (MITP)

Enhanced funding for Maryland Infants and Toddlers Program
❖ One-time SFY 2022 grant
❖ Ongoing increases over time - $10 million by SFY 2030

Blueprint PreK for 3- and 4-year-olds
❖ Full-day programs
❖ Public school systems and community providers

Program Enhancement and Staff Development

Family Support – Judy Centers and “Patty” Centers
Resources

Maryland Infants and Toddlers Program (MITP)

Technical Assistance Bulletins

Webinar Series

FROM ROOTS TO RESULTS: IMPLEMENTING A BIRTH TO KINDERGARTEN SYSTEM OF SERVICES WEBINAR SERIES

MARYLAND'S EARLY INTERVENTION & PRESCHOOL SPECIAL EDUCATION SYSTEM PERSONNEL STANDARDS – EFFECTIVE JULY 1, 2019

THE CHILD OUTCOMES SUMMARY (COS) DATA ANALYSIS SERIES

ROUTINES-BASED INTERVIEW-FIDELITY COACH WEBINAR SERIES

THE SAFER AND SATISFICE: TOOLS TO ENGAGE FAMILIES AND CAREGIVERS IN AUTHENTIC ASSESSMENT

CHILD OUTCOMES SUMMARY (COS) PROCESS – AGE ANCHORING WEBINAR

WEBINAR SERIES: CONSTRUCTS OF QUALITY INTERVENTION

OVERVIEW OF EVIDENCE-BASED PRACTICES IN EARLY CHILDHOOD INTERVENTION WEBINAR

WEBINAR SERIES: AUTHENTIC ASSESSMENT, CHILD OUTCOMES, AND THE CONNECTION

I HAVE QUESTIONS ABOUT MY CHILD’S DEVELOPMENT. WHAT DO I DO NEXT?

Maryland Learning Links Website

Family Resources

Navigating Compensatory Education/Recovery Services during the COVID-19 Pandemic

A Family Guide To Early Childhood Transitions In Maryland

Birth to Kindergarten

A Parent's Guide

Navigating Compensatory Education/Recovery Services during the COVID-19 Pandemic

MD State Department of Education

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Produced under the guidance of the Governor, the General Assembly, the State Department of Education, and the Maryland State Department of Education.
Thank you

Questions & Comments
Overview and Agenda

Subtitle

☑ Provide an overview of the program.
☑ Review the grant deadline and grant period.
☑ Funding Priorities.
☑ SVI and use of funds.
Overview

Grant Timeline

- Grant Application Opened: August 3, 2022

- Grant Application Submission Deadline: **August 29, 2022 @ 11:59pm**

- Grant Period: August 3, 2022- December 31, 2022
Overview

Eligibility

- **House Bill 89/ Senate Bill 480 provides $50 million in funding to -**
  - Provide financial support to childcare providers that have faced a financial hardship, or
  - Suffered an operational burden during the COVID-19 pandemic.

- **Eligible applicants:**
  - Program was licensed or registered by the Maryland State Department of Education on or before May 1, 2022.
  - Program is open and available to provide childcare services on the date of the application.

**Head Start programs are not eligible.**
Funding Priority

In this round of funding, the law requires MSDE to give preference to childcare providers based on certain criteria.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Funding Amount Per Licensed Child Care Slot and Data Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stabilization Award for all Licensed Slots</td>
<td>$75 – Every licensed slot, by provider, from a snapshot count of May 2, 2022</td>
</tr>
<tr>
<td>2. Providers that have not received a stabilization grant in a prior application cycle (HB89/SB480 (b)(2))</td>
<td>$150 - Every licensed slot. Whether or not a provider, by license number and provider ID, had not received a stabilization grant payment from the federal childcare stabilization rounds one and two (in Fiscal Year 2022)</td>
</tr>
<tr>
<td>3. Providers that participate in the Child Care Scholarship Program (HB89/SB480 (b)(3))</td>
<td>$25 - Every licensed slot. Whether or not a provider had received childcare scholarship payments in FY 22 through at any time before May 2, 2022</td>
</tr>
<tr>
<td>4. Providers located in areas designated by the State Department of Education as lacking childcare slots (HB89/SB480 (b)(4))</td>
<td>$75 - Every licensed slot. Whether or not a provider is located in a county with an above-median gap in supply and need for licensed childcare slots, as measured by the bipartisan policy center childcare gap assessment</td>
</tr>
</tbody>
</table>
### Funding Priority

<table>
<thead>
<tr>
<th>Priority</th>
<th>Funding Amount Per Licensed Child Care Slot and Data Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Providers that have a demonstrated financial hardship that poses significant risk of the provider’s business closing within the next 12 months (HB89/SB480 (b)(1)) AND providers that serve primarily low-income populations in areas of high poverty (HB89/SB480 (b)(5))</td>
<td>$100 - Every licensed slot. Whether or not a provider's location has a Social Vulnerability Index (SVI) value of greater than 6.0. SVI is a proxy for both measures as the CDC index represents &quot;potential negative effects on communities caused by external stresses on human health&quot; (e.g., disasters and global pandemics). 15 measures comprise the index, including community poverty, language spoken in a home, local educational attainment, etc.)</td>
</tr>
<tr>
<td>6. Providers that serve children with special needs (HB89/SB480 (b)(6))</td>
<td>$50 - Every licensed slot. Whether or not a provider was eligible to enroll children with an IEP or IFSP as of the snapshot count of May 2, 2022</td>
</tr>
<tr>
<td>7. Providers that serve children 2 years old and under (HB89/SB480 (b)(7))</td>
<td>$30 - Every licensed slot. Whether or not a provider enrolled children aged two or under, as measured by whether or not the provider was licensed for infants, as of the May 2, 2022, data snapshot</td>
</tr>
</tbody>
</table>
What are some examples of grant awards?

A childcare provider with 50 licensed slots who is in the area that lacks childcare slots (Baltimore County), serves a primarily low-income community AND was more likely to be severely and disproportionately affected by the Pandemic, including related economic uncertainty and risk of closure (as measured via an SVI score of .721) would receive:

- 50 slots X Base Award ($75) = $3,750
- 50 slots X childcare desert ($75) = $3,750
- 50 slots X financial hardship/low-income community ($100) = $5,000

Total = $12,500
What is the Social Vulnerability Index (SVI)?

- Social vulnerability refers to the potential negative effects on communities caused by external stresses on human health.

- There are 4 categories and 15 indicators in the SVI.
Social Vulnerability Index

Overall Vulnerability

Socioeconomic Status
- Below Poverty
- Unemployed
- Income
- No High School Diploma

Household Composition & Disability
- Aged 65 or Older
- Aged 17 or Younger
- Civilian with a Disability
- Single-Parent Households

Minority Status & Language
- Minority
- Aged 5 or Older who Speaks English "Less than Well"

Housing Type & Transportation
- Multi-Unit Structures
- Mobile Homes
- Crowding
- No Vehicle
- Group Quarters
Use of Funds/How may I spend the funds?

- Personnel costs
- Rent/Mortgage, utilities, facilities, maintenance, and insurance
- Personal protective equipment, cleaning, and other health and safety practices
- Equipment and Supplies
- Goods and services
- Mental Health Services
Grant Guidance

Visit the dedicated web page and download the guide:

https://earlychildhood.marylandpublicschools.org/marylandstabilization

or

Call our customer service team at 1-855-476-5010

Monday - Friday 8am-5pm and Saturday 9am-3pm
Thank you

Questions & Comments
State Early Childhood Advisory Council Announcement

- Please lookout for a survey regarding today’s meeting. This feedback will help to inform the agenda for the future meetings.

- All meeting materials will be sent out after the meeting.

**Future State ECAC Meetings:**
- Wednesday, November 2, 2022

**2023 State ECAC Meetings: Please add these dates in your calendar.**
- February 1, 2023
- May 3, 2023
- August 23, 2023
- November 15, 2023
THANK YOU!