Maryland's State Early Childhood Advisory Council



EQUITY AND EXCELLENCE

MD State Early Childhood Advisory Council Meeting (Virtual)

February 3, 2021

MD State ECAC Virtual Meeting



WELCOME/HOUSEKEEPING NOTES

- All participants will be muted upon joining the webinar
- 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 frequently to review and answer questions in the Q&A box and again at the end of their presentations.
- All questions will be answered and emailed to all participants after the meeting along with the recording of the full webinar.



State Early Childhood Advisory Council Virtual Meeting Agenda

Time	Task
10:00 - 10:10	Welcome / Introductions and Announcements
	• Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, Maryland State Department of Education (MSDE)
	• Dr. Carol A Williamson, Deputy Superintendent, Office of Teaching and Learning, MSDE
10:10 – 11:00	Old Business/Presentations
10:10-10:20	• Division of Early Childhood: An Update - Steven Hicks, Assistant State Superintendent, Division of Early Childhood, MSDE and Jennifer Nizer, Director of the Office of Child Care, Division of Early Childhood, MSDE
10:20-10:40	• Early Childhood Systems Recovery Guide/Interactive Toolkit Update– Kelly Etter, Ph.D., Vice President of Early Childhood Equity Initiatives, The Policy Equity Group
10:40-11:00	• Kellogg Family Engagement Grant and the Maryland Early Childhood Technology Plan Adoption – Jeffrey Capizzano, President, The Policy Equity Group and Soumya Bhat, Director of Early Childhood Equity Initiatives, The Policy Equity Group
11:00 – 11:55	Presentations
11:00-11:15	• Maryland's Path to School Readiness and Success: Our 5-Year Early Childhood System Strategic Plan – Rachel Demma, Director, Early Childhood System Development, Division of Early Childhood, MSDE
11:15-11:45	• WIDA Early Years Partnership Logic Model: Promoting Equity for Maryland's Multilingual Children and Families– Lorena Mancilla, Ph.D., Director of Early Years, WIDA and Rachel Demma, Director, Early Childhood System Development, Division of Early Childhood, MSDE
11:45-11:55	• WIDA Look What I Can Do! Language-Focused Toolkit for Early Childhood Programs – Lorena Mancilla, Ph.D., Director of Early Years, WIDA
11:55-12:00	General Announcements and Next Steps
	• State Early Childhood Advisory Council Announcements – Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE
12:00	Adjournment of Council

State Early Childhood Advisory Council Division of Early Childhood An Update

February 3, 2021

Steven Hicks Assistant State Superintendent Division of Early Childhood Jennifer Nizer Director, Office of Child Care Division of Early Childhood



Challenges due to the Pandemic

- Prekindergarten enrollment declined 27%.
- Kindergarten enrollment declined 10%.
- Only 87% of licensed child care providers are reopened.
- Most child care programs are at 50% capacity or less.
- Federal financial relief is much less than needed.
- Though child care workers and teachers are prioritized for the COVID-19 vaccine, there is a high demand and short supply.



SFY 2022 Budget Expands Early Learning Funding

- \$5 million increase for Child Care Scholarships to sustain 60th percentile
- Sustained funding for Head Start, PreK Expansion, Judy Centers, Family Support Centers, IECMH
- \$9.3 million increase for Early Childhood Enhancement Fund
 - 10 additional Judy Center Early Learning Hubs
 - 3 additional Family Support Centers
 - Continued expansion of Prekindergarten for 3- and 4-year-olds



Child Care Development Fund Plan

- Virtual public stakeholder meeting on February 12th
- Register at: <u>https://earlychildhood.marylandpublicschools.org/202</u> <u>2CCDF</u>.
- Alignment with *Maryland Ready: A Path to School Readiness and Success*, Prenatal to Age 8 strategic plan

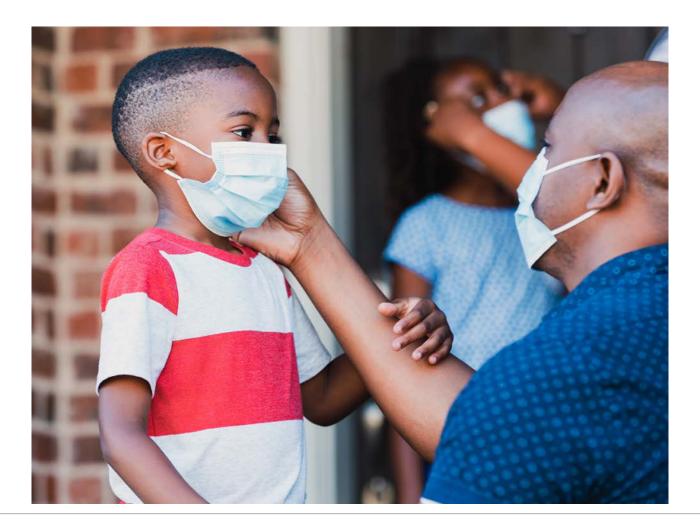


Building Back Better

- Expanding Early Childhood programs
 - 10 additional Judy Center Early Learning Hubs
 - 3 additional Family Support Centers
 - Continued expansion of Prekindergarten for 3and 4-year-olds
- Biden-Harris Administration proposed \$40 billion more funding for child care pandemic relief – approximately \$500 million for Maryland



Questions & Comments



Maryland Child Care COVID-19 Build-A-Plan Tool

Maryland ECAC Meeting

February 3, 2021



Vice President Early Childhood Equity Initiatives



Context and Needs

- Challenges of balancing regulations, program operations, and quality
- People are looking for guidance around the "how" of implementation

Build-A-Plan Tool

- Interactive guide for administrators to develop custom policies/procedures (e.g., program handbook/manual addendum)
- Concrete strategies and considerations
- Guidance consolidated in one place
- Data collection opportunity

Providers read consolidated, updated guidance and access examples of strategies in action Providers customize their plan from menus of best practices and opportunities to edit Providers receive a completed PDF of their plan to guide practice and share with staff and families

R

Examples of Supporting Physical Distancing













tio Lights of Faith Early Learning Canter





CUSTOMIZE YOUR PLAN HERE

Consider each of the suggested strategies below and determine which practices are a good fit for your program.

Our program will use the following strategies to encourage physical/social distancing in our learning environments Check all options that you would like to include in your plan.

Rearranging furniture to section off play spaces and maintain 6-feet separation, when possible

- Limiting the number of children in one space at a time (e.g., using Velcro strips, or a pocket chart to show how many chil-

Having duplicates of toys/materials and/or setting up multiple areas for high-interest activities (e.g., multiple block areas)

- Helping preschool children define their personal space using yarn, masking tape, mats, carpet squares, sheets of cardbc

• Use of plexiglass dividers between play spaces so children can still see each other.

Using markers (e.g., tape) on the floor to indicate spaces to line up.

- Conducting more activities in small groups (e.g., read-alouds, introducing a topic) that might usually be done in a large-g

Planning activities that do not require close physical contact between individual children.

Incorporating additional outside time as much as feasible.

Encouraging children to use alternate greetings or shows of affection that limit physical contact (e.g., waving, bowing, or

- Staff will continue to provide hands-on support for any child with a special health care need (e.g., assisting with mobility (

. Limiting non-essential visitors, volunteers, and activities, including groups of children or adults.

Canceling or postponing field trips and special events that convene larger groups of children and families.

Other policies related to supporting physical/social distancing include:

If you do not wish to include any additional information, leave this section blan



Child Care COVID Response & Preparedness Plan

Program Information

Child care program name:

Kelly Care

Introduction

Our Commitment to Health & Safety

Kelly Care is committed to protecting the health of our children, families, staff, and community. The following policies were designed in response to guidance from the Michigan Departments of Licensing and Regulatory Affaira (LARA) and Health and Human Services, in accordance with best practices from the Centers for Disease Control and Prevention, and with everyone's well-being in mind. To limit the potential spread of COVID-19, we will be making some temporary changes to our programming that includer obtait Celaning and disinfecting procedures and minimizing opportunities for person-to-person exposure (e.g., an infected person spreading respiratory droglets through actions such as coupling, sneezing, or taking). The following plan outlines the recommended practices and strategies will use to protect the health of our children, staff, and families while at the same time ensuring that children are experiencing developmentally appropriate and responsive interactions and environments.

Changes to Our Physical Spaces

We will use the following strategies in our classrooms and facilities to minimize the spread of illness:

- Where possible, dividing large group spaces to allow more children to safely use the space (e.g., using childsized fumiture, such as rolling shelves and kilchenetes, to divide a room and prevent mixing between groups of children).
- 2. Using louchless trash cans to provide a hands-free way to dispose of tissues and contaminants.
- 3. Before re-opening we will ensure all water systems and drinking fountains are safe following CDC guidelines

Availability of Toys and Classroom Materials

At this time, we will make the following changes to the toys and materials in our classrooms:

- 1. We will remove toys and objects which cannot be easily cleaned or sanitized between use.
- Given that cloth toys are not recommended at this time, we will remove these from classrooms.
 Toys will be washed and sanitized before being moved from one group of children to another.

meanme

To limit opportunities for exposure during mealtimes, we will engage in the following recommended practices:

- We will space seating as far apart as possible (ideally 6 feet apart) by limiting the number of children sitting together and rearranging seating.
- We will modify our family-style meal service and have staff plate each child's meal so that multiple children are not using the same serving utensils.
- 3. Staff and children will wash hands before and immediately after children have eaten

Other policies related to mealtimes include:

Teachers will wear gloves while serving pre-plated meals.

Naptime

Build-A-Plan Usage Stats

Released December 1 2020 ("soft launch")

As of January **27** 2021:

588 clicks on the tool link (Includes duplicates and test data)

228 have completed at least some of the tool

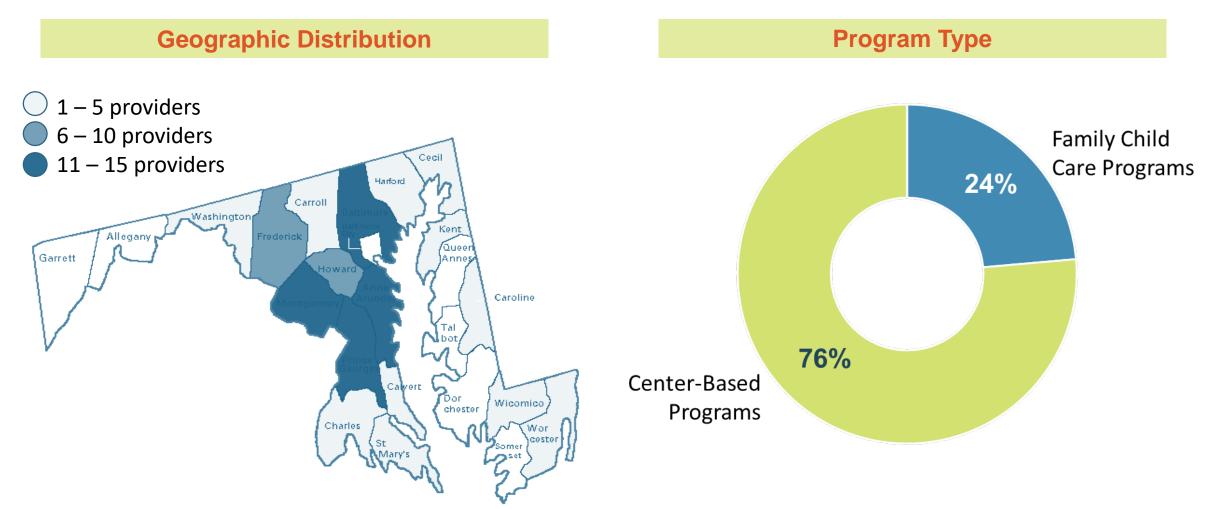


111 have completed plans

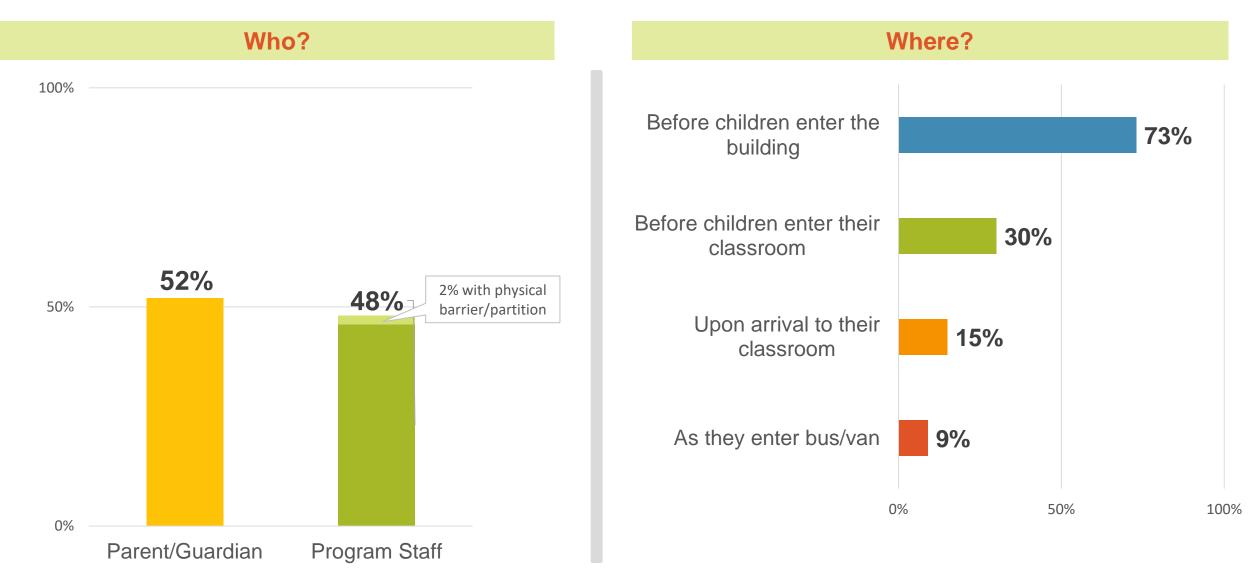
87 requested PAU credit

Who Has Used the Tool?

AS OF JANUARY 20, 2021



Temperature Check Procedures PRELIMINARY DATA FINDINGS

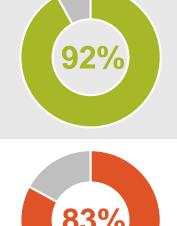


Classroom Cohorting PRELIMINARY DATA FINDINGS

We will limit the mixing of groups by staggering times for outdoor play and other activities where children from multiple classrooms are typically combined

We will adjust staffing patterns to have each staff member exposed to as few groups as possible, while still ensuring there is adequate coverage for breaks, etc.

Children will be dropped off and picked up in their classroom (rather than a shared before-/after-care space)



34%

Needs for Plan Implementation

SUPPLIES

- Cleaning and disinfecting supplies, reusable masks, back-up thermometers, face shields
- Supplies are difficult to find and obtain

TRAINING

• Ongoing training and updates for staff

STAFF

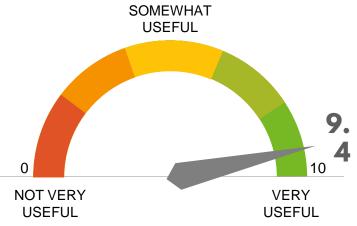
- Need additional staff to implement safety protocols
- Higher than usual turnover and difficulty recruiting due to concerns over closures and exposure
- Staff recruitment and job announcement assistance

FUNDING

• Funding to support increased costs of health and safety protocols

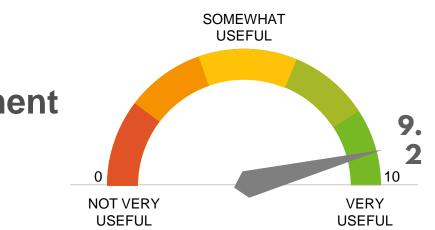
Feedback on the Tool

In terms of helping me develop a COVID-19 plan for my program...



The Build-A-Plan Tool was:

The Build-A-Plan Tool was:



In terms of helping me understand and implement COVID-19 guidance and regulations...

Feedback on the Tool

It was organized nicely and very clear and concise. It was very time effective for me as well. I had attempted to do this on my own months ago and it took me FOREVER to do while trying to juggle everything else. This one is much better than my attempt. All-in-all this is an extremely valuable tool and I appreciate all the research and collaboration and efforts that went into putting it together for us!

The format was very helpful. Easy to find info I needed

It taught me how to protect my business, as well as my children and be prepared for [future] pandemics. [It provides] many if not most of the details that we have in place currently in our school's COVID plan. This helped me to complete the plan without having to spend as much time writing a narrative.

Next Steps

Let providers know this is out here to help them, I did not know it existed. I came across this looking up something else.



MESSAGE POINT 1

Reopen with Confidence! Build-A-Plan with Maryland's COVID-19 Child Care Health and Safety Guidelines.

MESSAGE POINT 2

Got 15 Minutes? Build a Maryland COVID-19 Child Care Reopening Plan.

MESSAGE POINT 3

Reopen Safely with Maryland's COVID-19 Child Care Build-A-Plan Tool!



Updating and Monitoring the Tool

Monitor use of the tool and respond to any technical assistance requests

Make changes to the tool based on updated guidance from MDH and OCC



Determine most useful data points to monitor

Provide periodic updates on aggregated data collected through the tool

Inform recommendations for training/TA needs and allocation of funding and other resources

Questions and Discussion



Physical Distancing & Minimizing Exposure PRELIMINARY DATA FINDINGS

Rearranging furniture to section off play spaces and maintain 6-feet separation, when possible

Conducting more activities in small groups (e.g., read-alouds, introducing a topic) that might usually be done in a large-group (e.g., circle time)

Use of plexiglass dividers between play spaces so children can still see each other

Providing duplicates of toys and multiple sets of materials to limit the number of children touching the same objects

Each child will have their own set of toys and materials (e.g., a bin of toys they have chosen for choice time which will be disinfected after use, their own set of art supplies)











Maryland Early Childhood Technology Study: Final Draft for ECAC Adoption

Jeffrey Capizzano, President The Policy Equity Group

Maryland State Early Childhood Advisory Council Meeting February 3, 2021

Review of Findings

Finding 1

Access to reliable internet and devices are foundational barriers for ECE stakeholders in leveraging technology to improve administrative functions, access professional development, and facilitate communications.

Finding 2

ECE stakeholder capacity and comfort level varies by type of technology or technological platform.

Review of Findings

Finding 3

ECE stakeholders have clear preferences for the technology used to communicate with families and MSDE.

Finding 4

A lack of access to training and technical supports creates significant inefficiencies in ECE system administration.

Finding 5

Issues with technology have a significant impact on the ability of ECE providers to conduct their work.

Review of Findings

- The lack of access and/or capacity impacts ECE providers in their ability to...
 - Receive information and updates from MSDE (e.g., COVID related)
 - Meet various administrative requirements (e.g., student records, staff requirements, assessment data)
 - Participate in online collaboration, lesson planning, professional development, and training opportunities
 - Communicate with families and engaging children in developmentally-appropriate virtual learning during the pandemic
 - Manage business and administrative tasks through software systems (e.g., assessments, payroll, accounting, attendance)

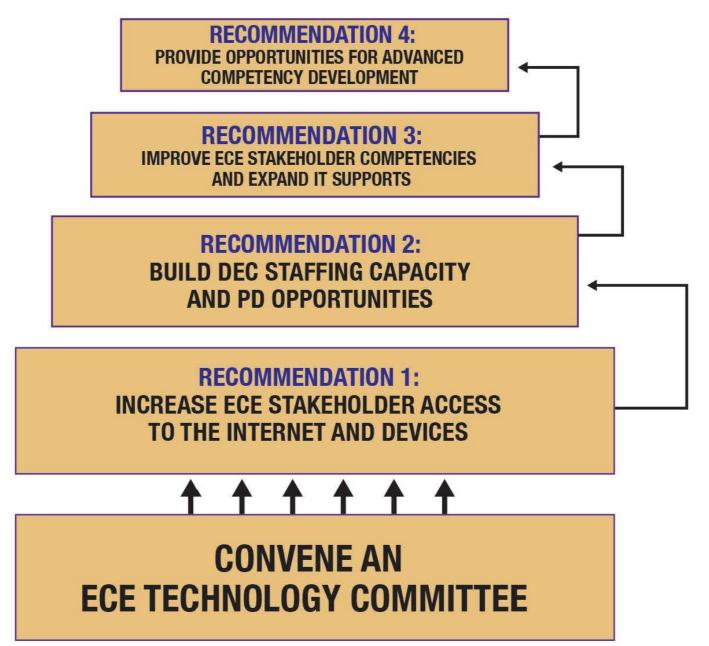
Changes to the report since the November ECAC Meeting

- Inclusion of language that supports the collaboration between the state's ECE community and the PreK-12 system to successfully address the technological capacity of Maryland educators
- Added language on the importance of technological capacity for workplace efficiency and economic success
- Expanded analysis of comfort level using different forms of technology, by stakeholder age group
- Additional language describing the scaffolded recommendations, which require high-priority foundational issues to be addressed first and other more advanced recommendations building off of these efforts

Changes to the report since November ECAC Meeting

- Expansion of Recommendation 3: Improve ECE Stakeholder Competencies and Expanded IT Supports, to include the development of a system for reliable technical support that is accessible to ECE stakeholders
- Expansion of Recommendation 4: Provide Opportunities for Advanced Competency Development, to align digital literacy skill development with the goals of the Maryland Prenatal to Age 8 Strategic Plan, and to model these technology trainings on other successful leadership training efforts
- Addition of foundational recommendation to Convene an ECE Technology Committee to ensure ECE stakeholder technology needs remain at the forefront of ECE system conversations

Recommendations to Support Maryland ECE Stakeholders in Leveraging Technology



Recommendations

- Recommendation 1: Increase stakeholder access to the internet and devices
 - Identify and publicize state, county, and local sources of funding to support ECE stakeholders in bridging the digital divide
 - Consider using stimulus/relief funding to address digital divide issues
 - Work with local ECACs to support partnerships with school districts to leverage district investments in technology infrastructure
 - Create expanded access to the internet and devices through partnerships with libraries and community spaces
 - Increase flexibility in "use of funds" within current DEC grants to allow ECE stakeholders to purchase internet access (hotspots) and hardware

Recommendations

- Recommendation 2: Build DEC staffing capacity
 - Leverage data system modernization work to support ECE providers
 - Increase capacity and technological perspective of DEC staff to ensure state efforts are designed to support ECE providers

Recommendation 3: Expand stakeholder competencies through trainings and IT support

- Offer and incentivize technology trainings for ECE stakeholders
- Develop a system for reliable technical support (e.g., train-thetrainer and shared services models)

Recommendations

- Recommendation 4: Provide opportunities for advanced competency development
 - Align data literacy skill development efforts with goals of MD Prenatal to Age 8 Strategic Plan and other leadership training efforts
 - Include advanced technology competencies in ECE teacher preparation
 - Expand access to data literacy and data-driven decision making trainings

Discussion & Questions

Jeffrey Capizzano

President **The Policy Equity Group** JeffreyC@PolicyEquity.com



State Early Childhood Advisory Council Maryland Ready: Maryland's Path to School Readiness and Success

February 3, 2020



Steven Hicks Assistant State Superintendent

Rachel Demma Director, Early Childhood System Development

Division of Early Childhood https://earlychildhood.marylandpublicschools.org









Preschool Development Grant B-5 Federal Grant Cycle



of Initial

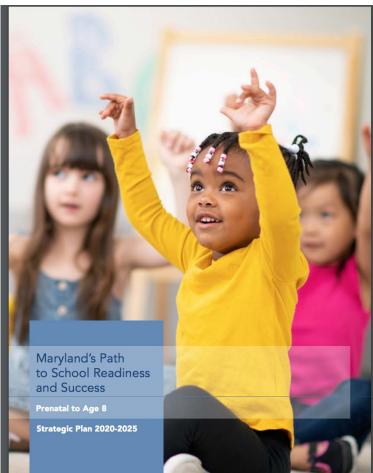


Preschool Development Grant Purpose

- Operationalize Maryland's strategic vision for children from *Prenatal to Age 8* and their families through
 - Increasing state early childhood system capacity;
 - Improving program effectiveness and efficiencies; and
 - Implementing innovative, research-based approaches.
- Continue ongoing:
 - Needs Assessment;
 - Strategic Planning; and
 - Performance Evaluation processes.



Maryland Ready: Maryland's Path to School Readiness and Success





Maryland Ready: At a Glance

Maryland Ready provides a framework for continued early

childhood state system improvement that:

- Engages state agency partners, our entire statewide mixeddelivery system, and the broad range of stakeholders;
- Addresses the prenatal to age 8 developmental continuum; &
- Aims to be operationalized over a five year timeframe.



Maryland's Prenatal to 8 Vision



All Maryland's young children and their families will thrive.





Maryland's Prenatal to Grade 3 Mission

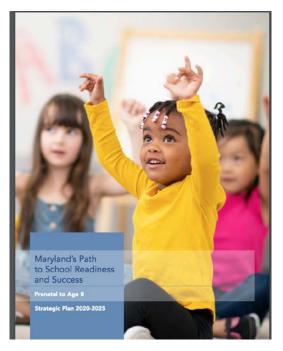
Maryland's vision for its Prenatal-Grade 3 Early Childhood State System is a well-coordinated and integrated system of programs, supports, and services where every child in the state has the opportunity to access high-quality early childhood experiences, arriving at school with a healthy body, healthy mind, and the foundational knowledge and skills needed to succeed; and that every family has access to the resources needed to be effective as their child's first and most important teacher and advocate.



Statewide Early Childhood System Strategic Plan Goals

- 1. Strengthen Availability and Access
- 2. Support Program Quality Improvement
- 3. Deepen Family Engagement
- 4. Ensure Successful Transition Experiences
- 5. Expand Workforce Development
- 6. Advance Systems Infrastructure /

Data and Resource Management





Maryland's State Early Childhood System Principles

- 1. Advancing Equity
- 2. Focusing across Comprehensive Developmental Domains
- 3. Increasing Accessibility to our Mixed-Delivery System
- 4. Providing Two-Generational Approaches
- 5. Prioritizing Vulnerable Populations



GOAL 2

Improve and support program quality by increasing quality across sectors, focusing on equity, increasing kindergarten readiness for all children, and improving capacity to meet infants' and children's mental health needs.

STRATEGY	ACTION
Increasing Quality Across Sectors	 Increase provider participation in quality-improvement initiatives and apply information gathered to inform program-improvement strategies.
	 Increase the number of MSDE Quality Assurance Specialists (QAS) to provide technical assistance to service providers, program directors, school administrators, healthcare workers and other relevant professionals serving children and families.
	 Expand public and family awareness of Maryland EXCELS, program accreditation, professional credentialing, and other quality assurance initiatives.
Focusing on Equity	 Launch a messaging campaign to support a strategic, statewide focus on equity.
	 Strengthen equity-focused collaboration across state and local agencies.
	 Continue to provide equity training for state-level staff across agencies.
	 Ensure that grants supporting children and families address equity.
	 Disaggregate state and local jurisdiction data to identify and address equity and diversity trends acro programs and services.
	 Examine quality across geographic settings and program types to understand whether families have equitable access to high-quality programs.
Increasing Kindergarten Readiness for All Children	 Expand and improve the application and alignment of standards, curricula, assessment, instruction, a coaching across the birth to age 8 range.
	 Develop and implement curricula for 3 year-olds and birth to age 3 that align with curricula for 4 year olds.
	 Ensure that programs and classrooms use a census approach to assessment data collection and that all children enrolled in ECE and kindergarten programs benefit from the use of the Early Learning Assessment and Kindergarten Readiness Assessment to experience individualized instruction.
	 Enhance supports for Multi-Language Learners, including by developing and piloting an early identification Dual Language Learner assessment tool and providing training on strategies to teach an assess Multi-Language Learners.
Enhancing Capacity to Meet Infants' and Children's Mental Health Needs	 Develop a statewide Infants and Early Childhood Mental Health (IECMH) Framework that provides definitions, state goals and a guide to local resources and providing feedback loops to allow for ongoing feedback about resources and services.
	 Increase the number of licensed early childhood mental health consultants statewide.
	 Expand use of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children to improve providers' skills with infants and toddlers.
	 Strengthen the IECMH professional development system and provider engagement with supports an resources.

• Embed IECMH goals and measures within Maryland EXCELS standards and practices.



Next Steps: Maryland Ready Evaluation Plan

The goals of the Maryland Ready Evaluation Plan are to:

- Establish a meaningful and feasible plan for ongoing and summative evaluation of the implementation of Maryland Ready.
- Track progress and impact through transparent and shared metrics.
- Inform ongoing policy, program, and practice implementation and innovation.



Maryland Ready Advisory Group

The role of the Advisory Group is to:

- Review and refine the statewide evaluation plan;
- Identify existing data sources for measuring identified indicators;
- Inform the creation of evaluative models and tools, including logic models.
- Advise on the development of new data collection tools and methods;
- Support messaging and outreach that promotes the accessibility and usability of the evaluation plan.





Centers for Disease Control and Prevention

www.cdc.gov/actearly 1-800-CDC-INF0





https://www.surveymonkey.com/r/LTSAESurvey



How to Make An Early Intervention Referral February 25th 2:00-3:00 p.m.

This webinar is designed for all child care professionals to learn more about the early intervention referral process in Maryland.

Whether you are a child care provider in your own home or a center, a Head Start or Pre-K teacher, or a home visiting professional, join us to learn more about:

- The Maryland Infants and Toddlers Program
- Making referrals through pediatricians
- Telehealth options
- What it all means for families

This webinar will be held through Zoom. Register through the link below to receive the Zoom information.

https://www.surveymonkey.com/r/AUCD1





Questions? b5.msde@maryland.gov









Logic Model Development Process for State Teams



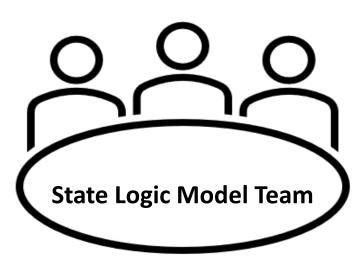
Logic Model Development Process for State Teams

Intends to support your state team's efforts to provide systemic, statewide support for young multilingual children and their families in early care and education (ECE) programs or settings.





Wisconsin Evaluation Collaborative

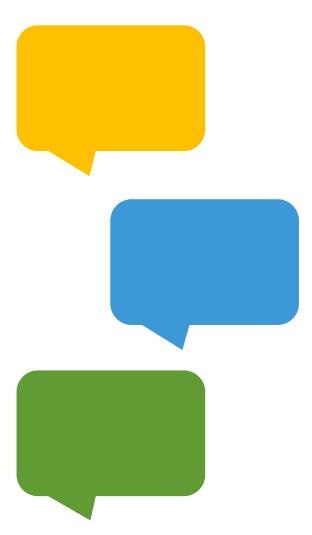




"We love a good logic model!"

"There was nearly universal enthusiasm for support in developing a logic model, theory of action, or theory of change for teams' EY work. As one interview reported, "We love a good logic model!" Logic models were also seen by some respondents as a way to support sustainability in the form of "making the case to continue funding" and to help make sure that messaging and communication efforts were consistent."

> Wisconsin Evaluation Collaborative (WEC) Formative Evaluation of WIDA Early Years





Fall 2020 State Teams





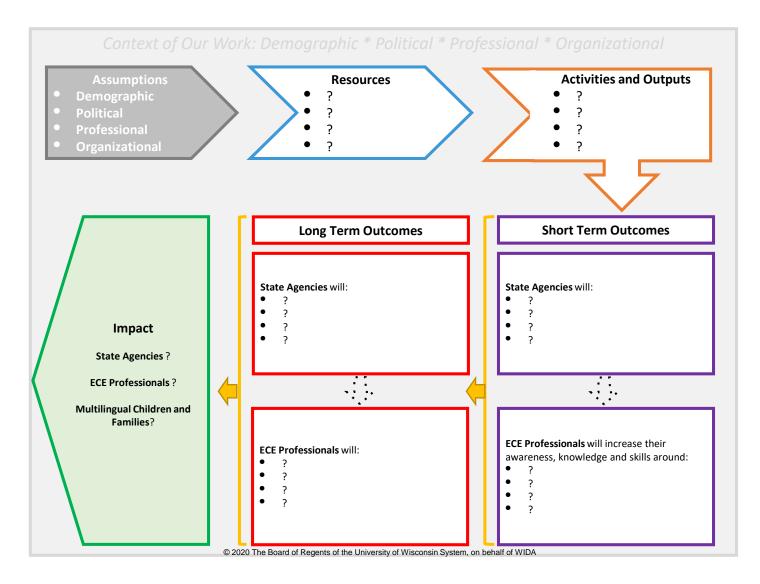






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Assumptions

- Increased population of multilingual learners in MD;
- Widening gap in terms of school readiness outcomes between multilingual learners and native English speakers;
- MD is committed to increasing and supporting equitable outcomes for all children and families, including those who are multilingual;
- Multilingualism is an asset, not a deficit; and
- Mixed delivery systems and local control impact support for children and families;



Resources

- Dedicated funding for multilingual learners
- Family engagement framework
- Quality Rating and Improvement System (MD EXCELS)
- Translation Supports



Activities/Outputs

Outputs:

- Early Identification Tool, Resources necessary for workforce training;
- ELA/KRA; local jurisdiction tools (e.g. ASQs; DECA, Benchmark Assessments);
- Consistently collected data on family language background.

Activities:

- Provide initial training to EC workforce;
- Issue guidance documents;
- Embed factors into Quality Rating and Improvement Systems;
- Provide coaching and/or ongoing supports as part of the training model;
- Develop community partnerships; and
- Data collection protocols.



Short-Term Goals

- MSDE/Agency: Update regulations, develop supports;
- EC Workforce & Community Partners: Recruiting, training, and ongoing support through professional development, increase the diversity of the ECE workforce; Incentivizing more multilingual professionals to join the ECE workforce;
- Children: Identification, receiving services; young multilingual children are appropriately evaluated and receive needed classroom interventions and supports;
- Families: Ensuring family engagement initiatives meet the needs of multilingual families, e.g. translation of family engagement materials; simultaneous interpretation at events; parent cafes among diverse language communities.



Long-Term Goals

- MSDE/Agency: Implement a coherent set of policies and supports to build the capacity of multilingual learners;
- EC Workforce & Community Partners: The ECE workforce can recognize when identification and screening for delays and disabilities is necessary for multilingual learners, The ECE workforce will support transitions;
- Children: Narrowing of the achievement gap for multilingual learners
- Families: Narrowing gaps in accessibility to high-quality programs and engagement.



Impact

- Multilingual children have equitable access to developmental supports and high quality instruction resulting in equitable outcomes for all students
- Early care and education providers and schools have the resources and supports to develop and maintain infrastructure to serve multilingual children and their families



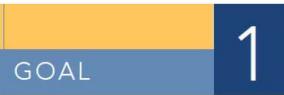
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	 Expand public and family awareness of Maryland EXCELS, program accreditation, professional credentialing, and other quality assurance initiatives.
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	 Continue to provide equity training for state-level staff across agencies.
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	 Examine quality across geographic settings and program types to understand whether families have equitable access to high-quality programs.
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	 Ensure that programs and classrooms use a census approach to assessment data collection and that all children enrolled in ECE and kindergarten programs benefit from the use of the Early Learning Assessment and Kindergarten Readiness Assessment to experience individualized instruction.
	 Enhance supports for Multi-Language Learners, including by developing and piloting an early identification Dual Language Learner assessment tool and providing training on strategies to teach an assess Multi-Language Learners.
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	 Increase the number of licensed early childhood mental health consultants statewide.
	 Expand use of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children to improve providers' skills with infants and toddlers.
	 Strengthen the IECMH professional development system and provider engagement with supports an resources.

• Embed IECMH goals and measures within Maryland EXCELS standards and practices.





Strengthen Availability and Access

GOAL 1 STRATEGY 1

Increasing Availability and Choice

Increase parent choice and build access across all setting types within Maryland's mixed-delivery ECE system.

Action Steps

e. Provide programs and services with support for Multi-Language Learners.

Measurable Indicators

Indicators for Goal 1 Strategy 1

Increased percentage of MSDE-sponsored professional development training sessions provided to ECE teachers and administrators about culturally responsive teaching and learning.

80% of educators attending MSDE-sponsored trainings on culturally responsive teaching and learning reported learning new information.

80% of educators attending MSDE-sponsored trainings on culturally responsive teaching and learning reported the experience as satisfactory.

Increased number of translators and/or interpreters available across the state.

Increased percentage of multilingual learners participating in ECE programs.

80% of multilingual learners reported satisfactory program supports and services.



GOAL

Improve and Support Program Quality

GOAL 2 STRATEGY 3

Increasing Kindergarten Readiness for All Children

Increasing kindergarten readiness, especially among vulnerable children and children experiencing adversity.

Action Steps

d. Enhance supports for Multi-Language Learners, including by developing and piloting an early identification Multi-Language Learners assessment tool and providing training on strategies to teach and assess Multi-Language Learners.

Measurable Indicators

Indicators for Goal 2 Strategy 3

Increased percentage of professionals taking part in WIDA Early Years online and on-site trainings.

Increased use of multilingual early identification assessment tool by child care and Pre-K programs.

Increased number of trainings MSDE provided on administering the early identification assessment of Multi-Language Learners.

Increased percentage of all children are ready for kindergarten.

Increased percentage of vulnerable children who are ready for kindergarten, including multilingual children and children with special needs.





Ensure Successful Transition Experiences

Strategy 2

Supporting Families through Transitions

Strengthen family engagement in preparing for transitions between ECE settings and into kindergarten and the early grades.

Action Steps

 Create culturally and linguistically responsive transition plans and activities for Multi-Language Learners and immigrant families.

Indicators for Goal 4 Strategy 2

Increased percentage of schools with plans outlining how they will support families and children who speak different languages and/or are from diverse cultures as they enter kindergarten.





Expand and Enhance Workforce Development Opportunities

Strategy 1

Improving Professional Development Opportunities

Increase the number of highly qualified ECE educators by improving pre-service preparation and in-service professional development opportunities.

c. Partner with the Council on Professional Development to increase the number of CDA training programs in high schools and the number of CDA-accredited teachers, including those accredited as bilingual teachers.

Strategy 2

Strengthening Equity, Coordination and Alignment Efforts

Strengthen equity, coordination and alignment in the statewide professional development system.

Action Steps

 Strengthen culturally responsive and equity-focused professional development opportunities focused on serving diverse populations, including children experiencing adversity.

Measurable Indicators

Indicators Goal 5 Strategy 1

Increased percentage of CDA-accredited teachers who are bilingual.

Increased number of providers participating in critical needs trainings and courses, including related to children with special needs, multilingual children, social-emotional learning and mental health needs, and culturally responsive practices.

Measurable Indicators

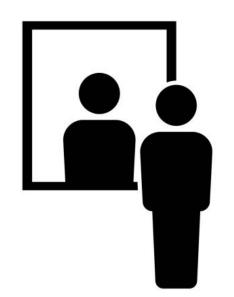
Indicators for Goal 5 Strategy 2

80% of attendees at professional development trainings about serving culturally diverse populations and children experiencing adversity reporting increased knowledge and skills.



Reflections?







Reflection Questions

- What elements are missing from our Logic Model?
- How can we strengthen alignment between Maryland Ready and the Logic Model? (i.e. Do the action steps align?)
- Where do you see yourself (i.e., your role; your work) in the Logic Model and Maryland Ready?



Questions? b5.msde@maryland.gov





Look What I Can Do! Language-Focused Toolkit for Early Childhood Programs

February 3, 2021

Lorena Mancilla, Ph.D. | Director of WIDA Early Years



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-X-THECENTER: Resources for Teaching and Learning Early Childhood Professional Learning ECLearning/L.org





Partnerships to promote equitable early care and education opportunities for multilingual children.











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Overview

- What is the Look What I Can Do! Language-Focused Toolkit for Early Childhood Programs?
- What is the *Creating Opportunities with a Language-Focused Toolkit (COLT)* Pilot about?







What is the Look What I Can Do! Language-Focused Toolkit for Early Childhood Programs?



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Look What I Can Do! Language-Focused Toolkit for Early Childhood Programs



Publication developed in partnership with MSDE





WIDA Market Research

Market research conducted by WIDA in the fall of 2017 showed that 85% of respondents to our online survey (n=635) consider the following three uses of a language assessment for multilingual children in ECE settings as *highly important*:

- To inform planning, activities, and instruction
- To monitor language development over time
- To engage families in meaningful ways



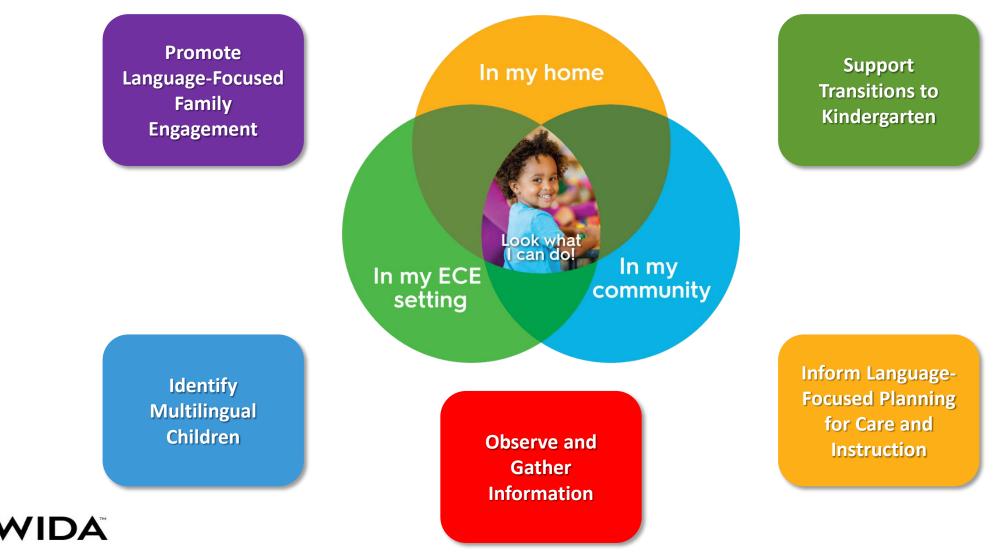
Look What I Can Do! Intended Audience



Look What I Can Do! Language-Focused Toolkit for Early Childhood Programs Look What I Can Do! was designed to be used by early care and education teachers in programs that serve multilingual children ages 3 – 4 years.



Look What I Can Do! Intended Uses of Tools and Resources



Introducing Anne



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My name is Anne. I teach four-year-old Kindergarten in a community-based program. This is my fift Our team has been exploring the toolkit Look What I Can Dol. We decided to use these tools first: Language-Focused Family Conversation 1 and the language observations called Look What I Can E What I Can Do in my Early Care and Education Program! During enrollment, we ask families about I in the home, but we liked the additional questions on the Language Use Survey and in the Language Conversation 1. We want to be sure to gather a full history of the language(s) a child has been expo used previously) and learn from families more about their home language practices and language understand this is important information to know about their language development. Additionally, y language focus to our ongoing observations we already conduct in the center and during our hom

Recently I visited Samir in his home. I recorded all that I have learned about Samir to date and began to plan my next steps and language-focused instruction.

Language Use Survey and Family Conversation Notes

Samir speaks Arabic. He recently arrived in the United States. This is the first time he has been exposed to English. His father und English, but mainly uses English only at work. Samir has an older sister who is in second grade and beginning to learn English at taking English classes through a community program. Samir often plays with other children in his apartment complex, and althou Arabic when they play, he does hear some English. I learned from Mom that she and a friend often share childcare responsibility English and can interpret when I visit.

Language Observation and Family Conversation Notes

· I assumed it was important for Samir's family that he continue to develop Arabic as he learns English. I used the home visit as an opportunity to che my assumption and discuss this topic with Mom and her friend. They both said YES-they want their children to continue to learn and speak Arabic t many reasons, primarily so their children can continue to participate fully with the family, their community, and for religious purposes. contrated that he uses language meaningfully and purposefully in a variety of situations. More and her friend confirmed that Samir is

LANGUAGE-FOCUSED OBSERVATION Look what I Can Do at Home! erving a child's language interaction(s) at home and/or in a childcare provider's home during a home visit Teachers can use this as a quide when obse Child's name/age LANGUAGE-FOCUSED OBSERVATION Setting See how Look what I Can Do at Home! Participants and language(s) used Anne used Anne used this toot as a guide to observe Samir's language interaction(s) at home during a home visit Anne wanted to find out more shoul Samir's Arabic Language development and use of language Summary of activity and interaction this tool! CHECK ALL THAT APPLY: Child's name/age _____ Samir/4 Date 9/19/19 Observer Anne Activity Interactio setting Samir's apartment-living room Participants and language(s) used: Samir, Mom, Adult Friend/Interpreter, child friend Arabic Adult-directed Listens of Child-directed Initiates Summary of activity and interaction. Adults and children play with toys at home. (I hour) D Meal time C Shares in Respond Routine CHECK ALL THAT APPLY Outdoor play Asks for Activity Interaction (Roles) Participation (Key Use) Resources Indoor play Asks for X Express self Express feelings, needs, wants Negotiate and invite Express awareness of rules 2 Adult-directed Listens only What is available and what does 018 □ Negotia the child access? (examples real objects, a toy, an adult or friend) 2 Child-directed 3 Initiates conversation Small group Explains C Meal time: X Shares ideas Other · Samir uses Arabic and Routine A Responds to questions X Recount Share past events, reteil stories, gestures (independently)

Family/Friends describe things, routines, events Cutdoor play X Asks for clarification · Real objects and toys A Indoor play Asks for permission · Wonder about the world X Negotiates/problem-solves X Inquire 0.11 Hypothesize and question: engage it problem-solving Small group Explains why 23 Look What I Can Dol Other 3 Other 37 Look What I Can Dof

Language Use Survey

Interpreter's name (if a How do we use different languages throughout Photo/Name of our community Who are the important people in or

Language-Focused Family Conversation 3: Early Care and Education Program

Where do we play? while playing?

Where do we like to v language when we are

1 Look What I Can Do!

Today's date (MM/)

Child's name:

Child's date of birth (

Primary carepiver ni

Relationship to the chi

Staft member name

STAFF MEMBER We child's learning. I'm go On a typical day at hos

Has there ever been a

ewbere? Yes/No

18 Look What I Can Dol

J Hes: Which

Child's name Date. Before you get star Families of Multi scripting below (about the family an We recommend that Date Shared with Family (MM/DD/YY): Language-Focused of these ongoing co Child's Name The purpose of this Primary Caregiver Name Can Do at Home an WIDA Key Uses of L Relationship to the child different from yours Staff Member Name TEACHER SAYS TO CHECK ALL THAT APPLY the community Nos program. I am confe Language Use Survey Child Portrait Language-Focused Observations Community Portrait in our program.

10 Look What I Can Dor

Summary of Language-Focused Observations

Refer to the language-locused observations already completed for the child to fill in the summary table below.

Observation 1 Date:	Observation 2 Date:	Observation 3 Date:
Activity	Activity	Activity
Meal time	Heal time	Meal time
Transition	Transition	Transition
Teacher-directed	Teacher-directed	Teacher-directed
Routines	Routnes	Routines
Child-directed	Chid-directed	Child-directed
Large group	C Large group	Large group
Outdoor play	Outdoor play	Outdoor play
Small group	Small group	C Small group
Other:	C Other	Conter:

End-of-Year Language-Focused Summary

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Child's Date of Birth (MM/DD/YY)

Interpreter's Name (# applicable)

Family tools available in 4 languages



Look What I Can Do! eWorkshop

Free access for Maryland educators during the 2020-2021 and 2021-2022 school years

- Complete the *Look What I Can Do!* eWorkshop at your own pace to learn about the toolkit
- Download the full publication to read and see more examples of the toolkit in action
- Create an action plan for how you can use the toolkit resources in your local setting

See the flyer for information on how to create an account and get started!







What is the *Creating Opportunities* with a Language-Focused Toolkit (COLT) Pilot about?







Study Purpose:

Examine how Look What I Can Do! promotes equitable learning opportunities and a rich understanding of multilingual learners' language development for teachers, families, children, and leaders. Findings will inform the tool's development as well as its utility to inform policy and practice.



Creating Opportunities with a Language-focused Toolkit (COLT) Study

OVERVIEW for Early Care and Education Directors

Research Questions

based care?

How does Look What I Can Do

equitable learning opportunities

for 3 and 4 year olds in center-

How does it enhance family

multilingual children's learning

How do children understand thei language learning?

How does it inform educational

leaders' knowledge of educating

understanding of their

multilingual learners?

and development?

support teachers creation of

About the project

Through the Creating Opportunities with a Language-focused Toolkit (COLT) study, The Center for Research on Early Childhood Education (CRECE) at the University of Wisconsin Madison will explore how center-based preschool teachers implement *Look What I Can Do* (*LWICD*). LWICD is a set of resources developed by WIDA Early Years for preschool teachers to support their practice with multilingual children and their families. CRECE researchers will examine how LWICD promotes equitable learning opportunities and a rich understanding of multilingual learners' language development for teachers, families, children, and leaders. Findings will inform the tool's development as well as its utility to inform policy and practice.

Research Process

Sample: Center-based preschools in urban, suburban, rural settings that serve 3 & 4 year old multilingual children.

Timeline:

- Spring 2021: States promote eWorkshop and share with CRECE team a list of potential sites. Research
 team speaks with Center Directors to describe the project and answer questions; recruit teachers for
 participation. If possible, begin research activities through initial virtual interviews with teachers
 and/or either virtual or in-person classroom observations.
- Summer 2021: Continue or begin research activities (in-person or virtual)- 1) interviews with case study teachers, 2) observations of practice, 3) family focus groups, and 4) interviews with district leaders
- Fall 2021: Continue research activities.
- Early 2022: Analysis and report development

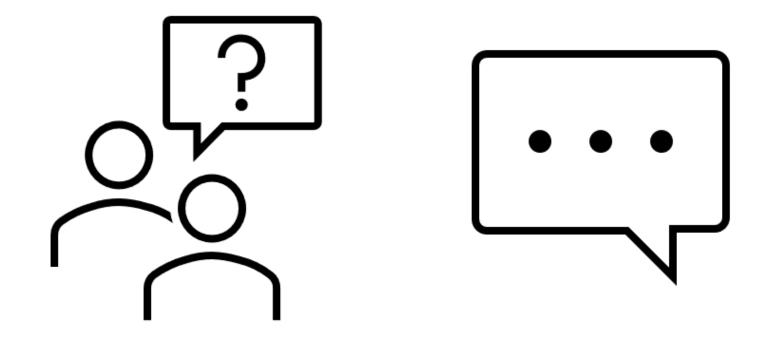
Assistance Needed from Early Care and Education Directors

CRECE researchers will work with 3 teachers in your state to understand how the eWorkshop supports their learning and how they use the materials in their classroom. We hope that you will connect the research team with teachers who work with multilingual 3-4 year olds. The researchers will communicate with potential teacher participants and families, collect data remotely and/or in person, and answer questions that families may have about the study.

Teachers and families will be compensated for their time.



Questions? Comments?











State Early Childhood Advisory Council Announcements

Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE

- Maryland's Path to School Readiness and Success: 5-Year Early Childhood System Strategic Plan MSDE, in partnership with the MD Departments
 of Health and Human Services, have released Maryland Ready, a five-year strategic plan for the state's early childhood system serving children and
 families from the prenatal stage through age 8. The plan is available online here: https://earlychildhood.marylandpublicschools.org/msde-releasesnew-five-year-strategic-plan-early-childhood-system
- NEW Local ECAC Virtual Meetings- We will be holding two (2) Local ECAC virtual meetings per year. The meetings will take place on Wednesday, March 3, 2021 and Wednesday, September 1, 2021 from 10:00AM-12:00PM. These meetings are designed to give Local ECACs a platform and opportunity to collaborate with their fellow councils and to share updates about their PDGB5 Quality Improvement Grants.
- State ECAC Meetings
 - 2021 Virtual Meetings Will be held on the 1st Wednesday of the month on the following days from 10:00AM-12:00PM. February 3rd, May 5th, August 4th, and November 3rd. State ECAC Appointed Members- Please note attendance was waived for the required 2020 State ECAC virtual meetings during the Covid-19 mandate. However, attendance will not be waived for the four (4) required 2021 State ECAC virtual meetings. If you are unable to attend, please send someone on your behalf.
- Building Better Beginnings Deep Dive (B3 Deep Dive!) Event February 8th from 1:00 PM to 2:00 PM. See next slide for additional information. RSVP: <u>https://b3maryland.secure.nonprofitsoapbox.com/deep-dive-b3</u>. Questions: Felicia Jones, <u>fjones@marylandfamilynetwork.org</u>
- Again, the recording of the full webinar will be emailed out and posted on the State ECAC webpage.



B3 Deep Dive!

Who: B3 Key Leaders & Early Childhood Stakeholders When: February & from 1:00 PM to 2:00 PM Where: Zoom

Why: This deep dive promises the opportunity to ask questions and gain clarity about B3's mission, vision, and goals. You will also have a chance to join a workgroup of your interest where you can directly influence the implementation of the prenatal to three plan.

<u>Break out sessions</u>

1. Good Health & Healthy Beginnings

2. Strong Families & Family Support

3. Positive Early Learning Experiences

RSVP: https://b3maryland.secure.nonprofitsoapbox.com/deep-dive-b3

<u>Questions</u>: Felicia Jones, fjones@marylandfamilynetwork.org

