Maryland’s State Early Childhood Advisory Council
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.
<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 - 10:10</td>
<td>Welcome / Introductions and Announcements</td>
</tr>
<tr>
<td></td>
<td>- Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, Maryland State Department of Education (MSDE)</td>
</tr>
<tr>
<td></td>
<td>- Dr. Carol A Williamson, Deputy Superintendent, Office of Teaching and Learning, MSDE</td>
</tr>
<tr>
<td>10:10 – 11:00</td>
<td>Old Business/Presentations</td>
</tr>
<tr>
<td>10:10-10:20</td>
<td>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</td>
</tr>
<tr>
<td>10:20-10:40</td>
<td>Early Childhood Systems Recovery Guide/Interactive Toolkit Update– Kelly Etter, Ph.D., Vice President of Early Childhood Equity Initiatives, The Policy Equity Group</td>
</tr>
<tr>
<td>10:40-11:00</td>
<td>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</td>
</tr>
<tr>
<td>11:00 – 11:55</td>
<td>Presentations</td>
</tr>
<tr>
<td>11:00-11:15</td>
<td>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</td>
</tr>
<tr>
<td>11:15-11:45</td>
<td>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</td>
</tr>
<tr>
<td>11:45-11:55</td>
<td>WIDA Look What I Can Do! Language-Focused Toolkit for Early Childhood Programs – Lorena Mancilla, Ph.D., Director of Early Years, WIDA</td>
</tr>
<tr>
<td>11:55-12:00</td>
<td>General Announcements and Next Steps</td>
</tr>
<tr>
<td></td>
<td>- State Early Childhood Advisory Council Announcements – Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE</td>
</tr>
<tr>
<td>12:00</td>
<td>Adjournment of Council</td>
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</tbody>
</table>
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: https://earlychildhood.marylandpublicschools.org/2022CCDF.

• 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 3- and 4-year-olds

- Biden-Harris Administration proposed $40 billion more funding for child care pandemic relief – approximately $500 million for Maryland
Maryland Child Care COVID-19
Build-A-Plan Tool

Maryland ECAC Meeting ◆ February 3, 2021

Kelly Etter, PhD
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
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

Geographic Distribution

- 1 – 5 providers
- 6 – 10 providers
- 11 – 15 providers

Program Type

- 76% Center-Based Programs
- 24% Family Child Care Programs

Source: Graphicon (c)
Temperature Check Procedures

PRELIMINARY DATA FINDINGS

Who?

Parent/Guardian: 52%
Program Staff: 48%

Where?

Before children enter the building: 73%
Before children enter their classroom: 30%
Upon arrival to their classroom: 15%
As they enter bus/van: 9%
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 (92%)

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. (83%)

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:

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

(N = 29)
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.

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.

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!

[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.

Relaunch with Strategic Messaging

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

Using Data to Inform Supports and Resources

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

KellyE@PolicyEquity.com
<table>
<thead>
<tr>
<th>Physical Distancing &amp; Minimizing Exposure</th>
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<tbody>
<tr>
<td><strong>PRELIMINARY DATA FINDINGS</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rearrange furniture to section off play spaces and maintain 6-feet separation, when possible</td>
<td>90%</td>
</tr>
<tr>
<td>Conduct 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)</td>
<td>80%</td>
</tr>
<tr>
<td>Use of plexiglass dividers between play spaces so children can still see each other</td>
<td>17%</td>
</tr>
<tr>
<td>Providing duplicates of toys and multiple sets of materials to limit the number of children touching the same objects</td>
<td>86%</td>
</tr>
<tr>
<td>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)</td>
<td>53%</td>
</tr>
</tbody>
</table>
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.
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

**RECOMMENDATION 1:**
Increase ECE stakeholder access to the internet and devices

**RECOMMENDATION 2:**
Build DEC staffing capacity and PD opportunities

**RECOMMENDATION 3:**
Improve ECE stakeholder competencies and expand IT supports

**RECOMMENDATION 4:**
Provide opportunities for advanced competency development

**CONVENE AN ECE TECHNOLOGY COMMITTEE**
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-the-trainer 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
MARYLAND WINS A $26.8 Million PDG B-5 RENEWAL GRANT!
Preschool Development Grant B-5
Federal Grant Cycle

- Initial Grant
- Renewal Grant Year 1
- Renewal Grant Year 2
- Renewal Grant Year 3

No-Cost Extension of Initial Grant
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 mixed-delivery 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
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.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>ACTION</th>
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</table>
| 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 across 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, and 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 and 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 and 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.
Learn the Signs. Act Early.

Centers for Disease Control and Prevention
www.cdc.gov/actearly
1-800-CDC-INFO

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.
“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.”
Fall 2020 State Teams
Context of Our Work: Demographic * Political * Professional * Organizational

Assumptions
- Demographic
- Political
- Professional
- Organizational

Resources
- ?
- ?
- ?
- ?

Activities and Outputs
- ?
- ?
- ?
- ?

Impact

State Agencies will:
- ?
- ?
- ?
- ?

ECE Professionals will:
- ?
- ?
- ?
- ?

Multilingual Children and Families?

Long Term Outcomes

State Agencies will:
- ?
- ?
- ?
- ?

ECE Professionals will increase their awareness, knowledge and skills around:
- ?
- ?
- ?
- ?

Short Term Outcomes

State Agencies will:
- ?
- ?
- ?
- ?

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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
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.

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

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

**Measurable Indicators**

<table>
<thead>
<tr>
<th>Indicators for Goal 1 Strategy 1</th>
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<tbody>
<tr>
<td>Increased percentage of MSDE-sponsored professional development training sessions provided to ECE teachers and administrators about culturally responsive teaching and learning.</td>
</tr>
<tr>
<td>80% of educators attending MSDE-sponsored trainings on culturally responsive teaching and learning reported learning new information.</td>
</tr>
<tr>
<td>80% of educators attending MSDE-sponsored trainings on culturally responsive teaching and learning reported the experience as satisfactory.</td>
</tr>
<tr>
<td>Increased number of translators and/or interpreters available across the state.</td>
</tr>
<tr>
<td>Increased percentage of multilingual learners participating in ECE programs.</td>
</tr>
<tr>
<td>80% of multilingual learners reported satisfactory program supports and services.</td>
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</tbody>
</table>
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.
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.
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.

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.

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

- Promote Language-Focused Family Engagement
- Identify Multilingual Children
- Observe and Gather Information
- Inform Language-Focused Planning for Care and Instruction
- Support Transitions to Kindergarten

In my home
In my ECE setting
In my community
Introducing Anne

About Me
My name is Anne. I am a four-year-old Kindergartner in a community-based program. This is my second year in the program. My family has been exploring the world (What Can I Do?) We decided to use these tools for Language-Focused Family Conversation and the language observations in "Look What I Can Do at Home!"

Language Use Survey
We conducted a Language Use Survey in the family's home. The survey included questions about the family's home environment, child's daily activities, and language use. The data collected in the survey will be used to create a Language-Focused Family Conversation and a Language-Focused Community Portrait.

Language-Focused Community Portrait
The Language-Focused Community Portrait includes information about the family's cultural background, home environment, and child's daily activities. The portrait will be used to create a Language-Focused Family Conversation and a Language-Focused Community Portrait.

End-of-Year Language-Focused Summary
The End-of-Year Language-Focused Summary includes data from the Language Use Survey, Language-Focused Observations, and Community Portrait. The summary will be used to create a Language-Focused Family Conversation and a Language-Focused Community Portrait.

Language-Focused Observations
The Language-Focused Observations include data on the child's home environment, daily activities, and language use. The observations will be used to create a Language-Focused Family Conversation and a Language-Focused Community Portrait.

Family tools available in 4 languages

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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.
Questions? Comments?
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-releases-new-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: https://b3maryland.secure.nonprofitsoapbox.com/deep-dive-b3. Questions: Felicia Jones, fjones@marylandfamilynetwork.org

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 8th 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.

Break out sessions
1. Good Health & Healthy Beginnings
2. Strong Families & Family Support
3. Positive Early Learning Experiences

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

Questions: Felicia Jones, fjones@marylandfamilynetwork.org