State Early Childhood Advisory Council

February 2, 2022
10:00 – 12:00

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

- All participants will be muted upon joining the webinar.
- Participants will be able to ask questions by typing their questions or comments into the Q&A box or commenting in the chat box.
- Presenters will stop frequently to review and answer questions in the questions pane.
- Please enter your name, organization or school system in the chat box.
- All meeting materials will be sent out after the meeting. Please check the chat for additional links.
# Agenda

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

<table>
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<tr>
<th>Time</th>
<th>Content</th>
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<tr>
<td>10:00 - 10:15</td>
<td>Welcome / Introductions and Announcements</td>
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<tr>
<td></td>
<td>- Dr. Deann Collins, Deputy Superintendent, Office of Teaching and Learning, Maryland State Department of Education (MSDE)</td>
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<td>10:15 - 11:00</td>
<td>Updates</td>
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<td>10:15 - 10:45</td>
<td>- Division of Early Childhood Updates - Steven Hicks, Assistant State Superintendent of the Division of Early Childhood, Maryland State Department of Education (MSDE)</td>
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<td>10:45 - 11:00</td>
<td>- MSDE Community Engagement Meet and Greet - Linsay Malig-Mailow, Deputy Director of Community Engagement, Office of Communication and Community Engagement, MSDE</td>
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<td>11:00 - 11:55</td>
<td>Presentations</td>
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<td>11:00 - 11:30</td>
<td>- Building Better Beginnings for Maryland’s Children: Maryland’s Prenatal-to-Three Equity Report - Melissa Rock, Birth to Three Project Director, Maryland Family Network, Alyxix Campbell, MSPH, St. Research Program Coordinator, Department of Population, Family and Reproductive Health, Johns Hopkins Bloomberg School of Public Health</td>
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<tr>
<td>11:30 - 11:55</td>
<td>- Preschool Development Grant Project Update: Mother Goose on the Loose: Hatchings Training and Assessment Project - Carrie Sanders, MLS Youth Services Coordinator, Maryland State Library Agency, Betsy Diamant-Cohen, MLS, DCD, Executive Director, Mother Goose on the Loose, LLC; Dorothy Stolz MLS, de Bono Thinking Methods Trainer, Retired Director for Community Engagement, Carroll County Public Library</td>
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<tr>
<td>11:55-12:00</td>
<td>General Announcements</td>
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<td></td>
<td>- State Early Childhood Advisory Council Announcements — Cyndi LaMarca Lessner, Collaboration and Program Improvement Branch Chief, DEC, MSDE</td>
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<td>12:00</td>
<td>Next Steps and Closing</td>
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Objectives

By the end of today’s meeting, participants will have:

• Received an update on the number of child care providers in Maryland and the American Rescue Plan Act (ARPA) Grants;

• Reviewed the Kindergarten Readiness Assessment (KRA) Aggregated Data;

• Received information on the FY2023 early childhood grant opportunities through the Blueprint for Maryland’s Future and other programs;

• Received information from the Office of Communication and Community Engagement and their initiatives;

• Reviewed the Birth to Three Equity Report from Maryland Family Network; and

• Received information for a Preschool Development Grant activity, Mother Goose on the Loose: Hatchlings Training and Assessment Project, a library program for expectant parents and parents of newborns.
A New Year Begins:
Updates from the Division of Early Childhood
State Early Childhood Advisory Council Meeting
February 2, 2022

Steven Hicks
Assistant State Superintendent
Division of Early Childhood
steven.hicks@maryland.gov
Child Care Providers
American Rescue Plan Act of 2021

$502 million

$309 million
Child Care Stabilization Funds

$193 million
Child Care Development Fund
• $158 million distributed
• 5,189 family home and center-based child care providers
• $15,000 base award plus $500 per licensed/regulated slot
• Web page: https://earlychildhood.marylandpublicschools.org/arp
ARPA Child Care Stabilization Grants – Round 2

- $128 million
- $10,000 base award plus $0-$630 per licensed/regulated slot
- As of 1/18/2022:
  - 6,179 applications received
  - 5,098 applications processed and complete
  - 1,270 entered for payment
- All applications to be processed by March
- Web page: https://earlychildhood.marylandpublicschools.org/2022ARP
Public PreK Enrollment (approximate)

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>2013-2014</td>
<td>29,811</td>
</tr>
<tr>
<td>2014-2015</td>
<td>30,806</td>
</tr>
<tr>
<td>2015-2016</td>
<td>31,997</td>
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<tr>
<td>2016-2017</td>
<td>31,992</td>
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<td>2017-2018</td>
<td>31,459</td>
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<tr>
<td>2018-2019</td>
<td>32,062</td>
</tr>
<tr>
<td>2019-2020</td>
<td>33,109</td>
</tr>
<tr>
<td>2020-2021</td>
<td>24,816</td>
</tr>
<tr>
<td>2021-2022</td>
<td>29,318</td>
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</tbody>
</table>
The Kindergarten Readiness Assessment (KRA) measures the knowledge, skills, and behaviors at kindergarten entry. **Kindergarteners are determined to be:**

**Demonstrating Readiness** – consistently demonstrate the foundational skills and behaviors that enable a child to fully participate in the kindergarten curriculum.

**Approaching Readiness** – exhibit some of the foundational skills and behaviors that are needed to participate in the kindergarten curriculum.

**Emerging Readiness** – show minimal foundational skills and behaviors that prepare them to meet kindergarten expectations.

Maryland state results show a decrease in the percent of kindergarteners demonstrating readiness from 47% to 40%.
Kindergarten Readiness Assessment Results by Local School System

Maryland Local School System KRA Results 2021-2022 School Year

Local School System results show a range of kindergartener readiness.

Kindergarteners demonstrating Readiness across systems varies from 25% to 62%.
Kindergarten Readiness Assessment Results by Local School System

Percentage Point Change in Students Demonstrating Readiness on the KRA 2020 to 2022

Local School Systems ranged from 23% to 1% drop in demonstrated readiness for Kindergarten based on the KRA between 2019-2020 school year and 2021-2022 school year.
FY2023 Grant Programs

- Child Care Career and Professional Development Grants (CCCPDF)
- Child Care Quality Incentive Grant Program
- Early Childhood Assessment System Grants
- Family Child Care Provider Direct Grant Program
- Judy Center Early Learning Hub Grants
- PreK Expansion Grants
- MD State Prekindergarten Program Grant
- Medically Fragile Grants
- Project Security Blanket - Emergency Preparedness
- Special Needs TA and Transitions for Care of Infants and Toddler
MSDE Community Engagement Meet and Greet

Linsey Malig-Mahew, Deputy Director of Community Engagement, Office of Communication and Community Engagement, Maryland State Department of Education
Building Better Beginnings
Pritzker children’s initiative vision:
Every child reaches kindergarten ready to learn.
At least one million low-income infants and toddlers and their families will be served by high quality programs by 2023.
PCi States

Arizona  California  District of Columbia  Illinois  Louisiana  Maryland  Mississippi  Nebraska  Nevada  New Jersey  New Mexico  New York  Ohio  Oregon  Pennsylvania  South Carolina  Texas  Washington  Wisconsin

Counties

Adirondack Region, NY
(Clinton, Essex, & Franklin counties + St. Regis Mohawk Reservation)

Allegheny County, PA
Kent County, MI (pending)

Guilford County, NC
Alachua County, FL
Tarrant County, TX
Baltimore, MD

New Orleans, LA
Bridgeport, CT
Montgomery County, OH
Mission & Vision

Our **vision** is to see that all expectant families and those with children prenatal to age 3 in Maryland thrive. To this end, we will remove the financial and structural barriers that prevent disadvantaged populations from receiving the high-quality programs and services they need.

Our **mission** is to establish, enhance and expand high-quality programs and services for at-risk, expectant families and those with young children across Maryland. We will also increase awareness of the critical importance of early life experiences in achieving lifelong health and well-being.
Four Key Goals

**GOOD HEALTH/HEALTHY BEGINNINGS**—Expand access to high-quality prenatal and early childhood care and services to support health and development, especially for low-income and at-risk families.

**STRONG FAMILIES/FAMILY SUPPORT**—Increase access by families of young children to programs that value strong and positive relationships within families and ensure that parents, infants, and toddlers receive a comprehensive set of services that promote maternal health, infant and toddler development, and family well-being.

**POSITIVE EARLY LEARNING**—Increase access to high-quality, affordable infant-toddler child care and early learning experiences for low-income and other at-risk families.

**SYSTEMS & INFRASTRUCTURE DEVELOPMENT**—Focus on systems and infrastructure development to ensure a sustainable PN-3 continuum of care.
Advancing Equity & Removing Barriers

1. The Maryland team adopted an equity lens as a key value of Maryland’s PN-3 system and included equity as a defining feature of high-quality services and programs.

2. In constructing policy goals, we worked to target services to at-risk PN-3 populations as defined by income (< 200 percent FPL), race/ethnicity, geography, language, and ability.

3. Equity was addressed as part of the implementation plan with the understanding that policy change that promotes equity also requires equitable implementation to build effective systems.

4. Equity experts reviewed draft materials and made recommendations that strengthened our proposed efforts to remove financial and structural barriers that undermine an equitable distribution of resources to support young children.
Using Data to Advance Equity in the Early Childhood System
Equity Definition

The “just and fair inclusion into a [community] in which all can participate” and thrive (Policy Link, 2018)

Requires elimination of systemic barriers (e.g., poverty, racism, discrimination) and their consequences such as lack of access to quality health, education, and family supports (RWJF, 2017)

Means all expectant families and those with young children “receive necessary supports in a timely fashion so they can develop their full … potential” (NAEYC, 2019)
Inequities

• Differences that are unfair, avoidable and unjust

• Differences associated with social disadvantage
  • racial/ethnic group; socioeconomic, disability, or LGBTQ status; gender; and other characteristics tied to a history of being excluded

• Apply to outcomes, resources, and opportunities available to different groups of people

Braveman et al. 2018.
Effective Data Culture

• Commitment and Vision
• Beliefs
• Accountability
• Modeling
• Collaboration
• Continuous quality improvement
Racial Equity and Data Visualization

- Use language with racial equity awareness
- Order data labels in a purposeful way
- Consider the missing groups
- Question default visualization approaches
- Use colors, icons, and shapes with racial equity awareness
- Demonstrate empathy
- Engage or reflect lived experience

Schwabish and Feng, 2021
Building Better Beginnings for Maryland’s Children: Maryland’s Prenatal-to-Three (PN-3) Equity Report
Rationale for a MD Prenatal-to-Three (PN-3) Equity Report

• Young children are racially, ethnically, and culturally diverse.

• Key Leaders determined equity as a key focus area in year one of Pritzker grant.

• Early disparities decrease the likelihood that children and families reach their full potential.

• Equitable early life experiences are formative inputs to adult:
  • educational attainment
  • health status
  • economic self-sufficiency

Objectives

• Characterize extent to which Maryland has achieved an equitable PN-3 system of care.

• Identify strengths and gaps in data available to measure equity

• Make recommendations to advance equity for Maryland’s PN-3 population
Methods

Data collection took place August 2020 – May 2021

Twenty-four indicators across five domains:

1. Population estimates (e.g., number of children under age 3)
2. Health and education outcomes (e.g., birth outcomes, Kindergarten Readiness)
3. Healthy Beginnings (e.g., public health insurance/Medicaid)
4. Supported Families (e.g., Home visiting)
5. High-Quality Early Care and Learning (e.g., Child Care cost)
Data Reporting by Race/Ethnicity

Dependent on data availability and sample size
  • Indicators reported at jurisdiction and state levels
  • Data disaggregated by race/ethnicity within each jurisdiction

Certain race/ethnicity categories adapted in narrative—
  • Birth outcomes: non-Hispanic Black to Black (non-Hispanic)
  • Department of Human Services outcomes: Caucasian to white

All race/ethnicity categories in the appendix reported as per original data sources.
Maryland Children Under Age 6 Living in Poverty, 2015-2019

MD average: 12.9% living in poverty

Poverty Status in the Past 12 Months by Age. US Census Bureau, 2019 American Community Survey 5-Year Estimates. Table B17020.
Maryland Infant Mortality, 2019*

*Asian/Pacific Islander (non-Hispanic): 3.3 per 1,000
*White (non-Hispanic): 4.1 per 1,000
*Hispanic: 5.1 per 1,000
*Black (non-Hispanic): 9.3 per 1,000
*All Races: 5.9 per 1,000
Maryland Infant Mortality, 2015-2019

MD average: 6.3 deaths per 1,000 live births

Maryland vital statistics infant mortality in Maryland, 2019.
Maryland Kindergarten Readiness, 2019-2020

MD average: 47% demonstrating readiness

Race (Left) and Ethnicity (Right) of Households with Children Under Age 3 Participating in SNAP, SFY 2019

- **Left Diagram:**
  - Unknown: 42%
  - Hispanic: 38%
  - Asian: 2%
  - White: 14%
  - Black: 4%

- **Right Diagram:**
  - Hispanic: 14%
  - Non-Hispanic: 86%

Correspondence with the Maryland Department of Human Services, Family Investment Administration, 10.02.2020
Strengths and Limitations

**Strengths**
- Broad array of indicators across domains
- Disaggregation by race/ethnicity and jurisdiction
- Engagement of multiple agencies and organizations

**Limitations**
- Varied definitions of race/ethnicity; some indicators lack race/ethnicity
- Subset of indicators
- Missing denominators (e.g., who is eligible)
- Did not assess variability within jurisdiction
- Did not include direct parent/family and caregiver/provider voices when compiling report
Recommendations

1. **Build public awareness** about achievement of equity for PN-3 population.

2. **Engage diverse stakeholders and community members** in planning and developing solutions to promote equity.

3. **Compile and disseminate sources of support** (e.g., workforce training, available services, leadership training, and compensation for parents) to facilitate addressing equity.

4. **Identify resources to support and monitor progress** in achieving equity through biennial prenatal-to-three equity reports.

5. Encourage organizations to **systematically collect and review race and ethnicity data**

6. Future reports should **incorporate information about individuals eligible for services**
Acknowledgements

• Key Leaders for B3

• Organizations that provided data

• Pritzker Children’s Initiative

https://www.b3maryland.org/p3equity
Library Programming for Expectant Parents and Parents of Newborns
Mother Goose on the Loose: Hatchlings
Maryland State Early Childhood Advisory Council, February 2, 2022
Your Hatchlings Team

Dr. Betsy Diamant-Cohen  betsydc@gmail.com
Elaine Czarnecki  ecz.read@gmail.com
Dorothy Stoltz  stoltzcreative@gmail.com
Carrie Sanders  carrie.sanders@maryland.gov
Pamela Hamlin  pamela.hamlin@pgcmls.info
Kirsten Grunberg  kirsten.grunberg@pgcmls.info
Denise Laird  d Laird@carr.org
Connecting to MSDE Early Childhood Strategic Plan

Carroll County (MD) Public Library

Prince George’s County (MD) Memorial Library System
What is Mother Goose on the Loose: Hatchlings?
What is Mother Goose on the Loose: Hatchlings?

Families will:

1) Realize it is important to read, sing, and talk to their baby daily.
2) Learn about key developmental stages and signals in their newborns.
3) Develop a daily reading routine.
4) Develop strong early bonding experiences.
5) Gain confidence in their literacy skills.
6) Feel proud of their role as their baby’s first teacher.
7) Increase awareness of library resources.
What is Mother Goose on the Loose: Hatchlings?

- Two parts:
  - Hatchlings: "Ready to Hatch" - Expectant families
  - Hatchlings: "In the Nest" - Newborn families
What is Mother Goose on the Loose: Hatchlings?

**Ready to Hatch**
- Target audience: **Expectant families**
- Stand-alone one hour session

**In the Nest**
- Target audience: **Newborn families** (0-4 months)
- Four-week series
Curriculum Development

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   5. Database
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   10. Preparing for Your Session
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   15. Appendix
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   2. Rhymes and Read-Alouds
   3. Body Rhymes
   4. Songbook
   5. Animal Songs
   6. Musical Instruments
   7. Library Information
   8. Questions
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   1. After the Session
   2. Ready-to-Go Questions
   3. Adapting for Virtual Presentations
   4. Creating and Distributing the "Sing-Along" Videos
   5. Shaping the Session
   6. Technical Support
   7. Online Session Preparation
   8. Follow-Up
   9. Resources

5 Appendix
   1. Organizing Checklist
   2. Adapting Printables
   3. Program Checklist
   4. Library Checklist
   5. Singing Sheet Template
   6. Classroom Checklist
   7. Storytime Checklist
   8. Sing-along Sheet
   9. Image Template
   10. Session Template
   11. Checkboxes

Song Sheet

Mother Goose on the Loose Ready to Hatch

I've Got Something
In My Booteck
I've got something in my pocket,
It belongs to my coat.
I'm coming down the chimney and I'm coming down fast.
I'm going to sing a song while I'm coming down the chimney.

Hello Everybody, Yes Indeed
Hello everybody yes indeed,
Yes indeed you indeed.
Hello everybody yes indeed,
Yes indeed you indeed.

Hello My World, Yes Indeed
1. Hello, my world, yes indeed,
2. Hello, my world, yes indeed.
3. Hello, my world, yes indeed.
4. Hello, my world, yes indeed.

Hello, Hello, Hello, Hello, Hello
Hello, Hello, Hello, Hello, Hello
Hello, Hello, Hello, Hello, Hello
Hello, Hello, Hello, Hello, Hello

Make It Rain
Make it rain, make it rain,
Make it rain, make it rain.
Make it rain, make it rain,
Make it rain, make it rain.

Hokey Pokey
You put your hand in, you take your hand out,
You put your hand out and you take it back.

Hokey Pokey
You put your hand in, you take your hand out,
You put your hand out and you take it back.
You do the Hokey Pokey and you give a little shout,
Clap hands in front of head.

I'm Singing This Song When You Are Not Around
I'm singing this song when you are not around
I'm singing this song when you are not around
I'm singing this song when you are not around
I'm singing this song when you are not around

Talk, Sing, Share Books & Play
Talk, sing, share books and play,
Talk, sing, share books and play,
Talk, sing, share books and play,
Talk, sing, share books and play,

Tips
- Connecting movements with parts of the body helps to build your baby’s vocabulary.
Glance at a script

5. ANIMAL SONGS

Show Panel 10: Animal Songs

Who here is a professional singer? (Pause for people to respond) I'm not a professional singer. Sometimes I sing off-key. But I still sing to children and they don't mind. To babies, their parent's voice is the best voice ever. If they've heard your voice, especially while in utero, they will love hearing it after they have been born.

Don't worry about the quality of your singing. It doesn't matter whether your voice is scratchy or off-key. Most people are not super singers. Singing to your baby is a gesture of love, because your baby knows and loves your voice best of all.27

Rocking comforts, but dancing rocks!

Movement fires up the brain.

Hokey Pokey!
You put your hand in, you take your hand out.
You put your hand in and you shake it all about.
You do the Hokey Pokey and you give a little shout,
“I love you without a doubt”. Hug!
(pretend to give your baby a hug)
(You put your head in....)
COVID Modifications

Hello, Hatchlings Families!
Let’s get to know each other & the program.

Virtual Version: In your kit there is a song sheet to help you continue singing these songs with your baby even when we aren’t all together.

4. STANDING UP RHYMES

Show Panel 9: Hokey Pokey

Raise your hand if you like dancing. (Pause while people raise their hands.) I love dancing. Moving to music is good exercise and when choosing music you love, that makes it even better. When babies are gently rocked or swayed, it reminds them of when they were in the womb, and it is comforting. One reason to learn songs well enough to feel you have them “in your pocket”, ready to be pulled out whenever you want, is that knowing songs makes it easy to sing and dance with your baby. Again, don’t wait! It is best to start singing and dancing with your baby now (as long as your pregnancy doesn’t have any restrictions).
Using the MGOL.net Website

Protected: MGOL Hatchlings: Ready to Hatch Materials

Reproducibles:
Before the session
- Ready to Hatch Instructional Guide
- Organizing Checklist / Timeline (to do list starting 6 months before your first session)
- Flyer for advertising
- Program considerations (Questions to discuss with library director and staff regarding services/materials that can be offered to program participants)
- Sign-up Information Sheet (One side contains a check list of services and items the library can offer based on the answers to questions posted in Program Considerations. The other side has information for staff to share with people who want to sign up for the program.)
- Sign-up Sheet (For use when the computer is down or for community partners who do not have access to computerized sign-up.)
- Design Your Own Session Template
- Materials Checklist (getting ready for your session)

At the session
- Consent Form
- Sign-in Sheet (To keep track of who actually attended the program)
- Panels
- The PowerPoint (PDF)
- The PowerPoint Template
- Hatchlings Headlines (panels in PPT form as a parent handout)
- Song Sheet
- Workshop Evaluation

After the session:
- Hatchlings Highlights
- Reflection Sheet

Music:
- MGOL Hatchlings – Songs and Rhymes

Spanish Ready to Hatch Materials:
- Advertising Flyer
Downloadables

Consent to Participate & Photo Release Form

Mother Goose on the Loose, Hatchlings: Ready to Hatch

Pilot Program

You are being invited to participate in the pilot of a new program: Mother Goose on the Loose, Hatchlings: Ready to Hatch! The Hatchlings program is for expectant families. It is based on the award-winning early literacy program, Mother Goose on the Loose (MGL) https://mgol.net/.

The purpose of the Hatchlings program is to increase awareness of early reading, and child development milestones. Expectant families will participate in a program prior to the arrival of their child. They will also be invited to participate in Hatchlings programs after their child is born. These programs are bonding around early literacy activities. Families will be given educational toys, to keep and use at home. Parents will be asked to complete a survey after each program session they attend. They will also receive a follow-up phone call.

Privacy and Confidentiality

All survey responses and data collected will be kept confidential, identified by name in any publication or presentation, unless the participant grants permission.

☐ I grant permission to use my name
☐ I do not grant permission to use my name

Permission to Use Photograph / Video

Photographs/videos of participants will be taken during the MGL program. With your permission, these photographs and videos will be used in conferences, on websites, and for publications, such as, Manayunk Association, Mother Goose on the Loose website, and Children’s Book Review. For any lawful purpose including publicity, illustration, advertising:

☐ I grant permission to use photographs and video (with my name included)
☐ I do not grant permission to use photographs and video (without my name included)
☐ I do not grant permission to use photographs and video

I have read and understand all of the above.

Signature ____________________________
Printed name ____________________________
Address ____________________________
E-mail ____________________________

Hatchlings, Ready to Hatch Workshop Evaluation

Introduction

Thank you for your participation in this workshop! Please complete the following questions.

1. Your Name ____________________________________________________________________________

2. E-mail ____________________________________________________________________________

3. Phone number _________________________________________________________________________

4. What month is your baby due? ______________________________________________________________________

5. Workshop Location (For example, Virtual - Finkburg Early Learning Center) _______________________

6. First & Last Name ____________________________________________________________________________

7. Phone number ____________________________________________________________________________

8. Get ready for baby

Ready to Hatch

is an interactive early literacy program for expectant parents. Learn more about your baby-to-be through songs and fun activities.

FREE book, calendar and song sheet for attendees!

Space is limited to expectant parents.

Date & Time

Location

Registration required; to sign up, contact.

Fun Facts:

Reading and singing helps your baby's brain and language development.

Reading nursery rhymes helps your baby get ready to learn to read.

Books exposed to babies who perform better in school.
Community Collaboration

- Judy Centers (MD)
- Family Support Centers
- Young Adult Parenting Programs (high schools)
- CASA de Maryland
- Places of Worship
- Hospitals
- Local Department of Health
Spanish Community Outreach

Reaching out to Spanish speaking families

- Establish contact with a community organization near your library.
- Coordinate with the bilingual outreach coordinator.
- Contact families via email or by phone as often as needed.
- Respect privacy and comfort levels of all participants.

Recommendations

Research background information of participants from secondary resources. For example, recent immigrants of Mexican and Central American origin are adversely affected by factors unique to immigration.

Las palabras del movimiento

- balancearse
- arrastrarse
- caminar de puntillas
- bailar
- caminar
- deslizarse

Los bebés aprenden palabras de movimiento cuando estamos haciendo cada uno de ellos por separado.

¡Caminemos!

Los juegos de quedarse “congelados” le ayuda a los niños a practicar cómo detenerse.

Hatchlings: In the Nest
Example of a slide in Spanish
Carroll County (MD) Public Library presents Hatchlings
at Carroll County Public Schools
Judy Center Robert Moton Elementary
In the Nest (In-person sessions)
Activities for Siblings
Promote library services

Build relationships with your participants

Carroll County (MD) Public Library
Hatchlings Evaluation Components

- Consent Form
- Evaluation Survey
- Follow-up Survey

*All in both English and Spanish

*All available in paper format or electronically via Survey Monkey
Outcome 1: Participating librarians will gain both knowledge and confidence in providing effective early literacy training for expectant parents (Hatchlings 1) and parents of young infants (Hatchlings 2).

Assessed by: Survey following training, focus group discussion following workshops

Outcome 2: Parents participating in Hatchlings 1 will gain both knowledge and confidence in their ability to nurture their infant’s early literacy development, before and after birth.

Assessed by: Survey following workshops
Evaluation Plan Outcomes

Outcome 3: Parents participating in Hatchlings 1 will demonstrate their understanding of the importance of talking, singing and reading (book sharing) with their babies daily, before and after birth, to both bonding and early literacy development.

Assessed by: Follow-up phone call and/or survey approximately six months after workshops

Outcome 4: Parents participating in Hatchlings 2 will gain both knowledge and confidence in their ability to provide appropriate activities to nurture their baby’s early literacy development.

Assessed by: Survey following workshops
**Evaluation Plan Outcomes**

**Outcome 5:** Parents participating in Hatchlings 2 will demonstrate understanding of the importance of talking, singing, reading (book sharing), and playing with their babies daily to healthy social emotional and early literacy development.

**Assessed by:** Follow-up phone call and/or survey approximately six months after workshops

**Outcome 6:** Parents participating in both Hatchlings 1 and Hatchlings 2 will demonstrate increased understanding of the importance of talking, singing, reading (book sharing), and playing with their babies daily to healthy social emotional and early literacy development.

**Assessed by:** Follow-up phone call and/or survey approximately six months after workshops
Evaluation Feedback - RTH

I learned something by participating in this workshop.

- Answered: 8  Skipped: 0

**Strongly disagree**

**Disagree**

**Neither agree nor disagree**

**Agree**

**Strongly agree**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Please rate your knowledge in each of the following areas BEFORE and...

- Answered: 8  Skipped: 0

BEFORE Baby's brain...

AFTER Baby's brain...

BEFORE The value of...

AFTER The value of reading...

BEFORE How reading (boo...)

AFTER How reading (boo...)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

1 - Not knowledgeable at all
2 - Not very knowledgeable
3 - Somewhat knowledgeable
4 - Very knowledgeable
5 - Extremely knowledgeable

Hatchlings, Ready to Hatch Workshop Evaluation
Evaluation Feedback - RTH

I feel more confident about what I just learned.

Answered: 8  Skipped: 0

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please rate your confidence in each of the following areas BEFORE an...
Please describe one or more ideas you will use from this workshop.

Answered: 7   Skipped: 1

Read and ask questions even if the baby does not respond. As long as he is hearing and being talked to he will be learning at an early age and hopefully have an extensive vocabulary by the time he is in the age to attend school.

Singing and reading or talking about the book(s).

The inclusion of songs/singing in every day activities.

Talking to baby can be just talking about daily activities even before they are born.

Singing lullabies or songs in both English and Spanish. Describing daily activities such as birds singing outside, cars driving by, etc.

Reading more to the baby when he arrives.

I will sing, read to my baby.
Evaluation Feedback - ITN

I learned something by participating in this workshop. (Please rate your agreement.)

Answered: 22  Skipped: 0

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
Evaluation Feedback - ITN

Please rate your knowledge in each of the following areas BEFORE and AFTER this workshop.

Answered: 22    Skipped: 0

BEFORE Baby's brain and...
AFTER Baby's brain and...
BEFORE The value of...
AFTER The value of reading...
BEFORE How singing...
AFTER How singing...
BEFORE How singing...
AFTER How singing...

1 - Not known...
2 - Not very...
3 - Somewhat...
4 - Very known...
5 - Extreme...

Hatchlings, In the Nest Workshop Evaluation
I feel more confident about what I just learned. (Please rate your agreement.)

Answered: 22  Skipped: 0

1 - Strongly disagree
2 - Disagree
3 - Neither agree nor disagree
4 - Agree
5 - Strongly agree
Evaluation Feedback - ITN

Please rate your confidence in each of the following areas BEFORE an...

Answered: 22  Skipped: 0

- **BEFORE The ability to**
  - 1 - Not con...
  - 2 - Not very...
  - 3 - Somewh...
  - 4 - Very co...
  - 5 - Extreme...

- **AFTER The ability to**
  - 1 - Not con...
  - 2 - Not very...
  - 3 - Somewh...
  - 4 - Very co...
  - 5 - Extreme...

- **BEFORE How to read (share...**
  - 1 - Not con...
  - 2 - Not very...
  - 3 - Somewh...
  - 4 - Very co...
  - 5 - Extreme...

- **AFTER How to read (share...**
  - 1 - Not con...
  - 2 - Not very...
  - 3 - Somewh...
  - 4 - Very co...
  - 5 - Extreme...

- **BEFORE How to sing, talk, ...**
  - 1 - Not con...
  - 2 - Not very...
  - 3 - Somewh...
  - 4 - Very co...
  - 5 - Extreme...

- **AFTER How to sing, talk, ...**
  - 1 - Not con...
  - 2 - Not very...
  - 3 - Somewh...
  - 4 - Very co...
  - 5 - Extreme...

Hatchlings, In the Nest Workshop Evaluation
<table>
<thead>
<tr>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I loved the program! It was very helpful for my family to attend the</td>
</tr>
<tr>
<td>version at the Judy Center so that my older daughter (age 2) could</td>
</tr>
<tr>
<td>play while still focusing on the topics that were geared for the baby</td>
</tr>
<tr>
<td>(age 3 months). - It would be great to see workshops/topics like</td>
</tr>
<tr>
<td>Mother Goose on the Loose for older toddlers, too (i.e. age 2-4 years)</td>
</tr>
<tr>
<td>- Thank you for setting this up!</td>
</tr>
<tr>
<td>Not at the moment!</td>
</tr>
<tr>
<td>Emma loves the maracas we were given.</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Great little program!</td>
</tr>
<tr>
<td>Just a note that I have a toddler and a baby due next month. I found</td>
</tr>
<tr>
<td>this program helpful for both.</td>
</tr>
<tr>
<td>Loved the program! Wish it was longer so we could continue the fun</td>
</tr>
<tr>
<td>My son was a little too old for this, I enjoyed it and he definitely</td>
</tr>
<tr>
<td>enjoyed the toys and books he received through the program (I posted</td>
</tr>
<tr>
<td>a video on facebook of him opening the package and playing with the</td>
</tr>
<tr>
<td>toys-- I tagged pgcmis) but I wish there was a mother goose on the</td>
</tr>
<tr>
<td>loose aimed at his age group since there are sessions for pregnancy</td>
</tr>
<tr>
<td>and newborns.</td>
</tr>
<tr>
<td>Thank you for inviting me, always such an amazing experience to be a</td>
</tr>
<tr>
<td>part of the events that the library offers. I always enjoy it.</td>
</tr>
</tbody>
</table>
Hatchlings: Pilot 2 and Beyond

Let's Hear From a Parent! Video Clip
Special thanks to the Maryland Department of Education
Preschool Development Grant Birth through Five
Library Programming for Expectant Parents and Parents of Newborns
Mother Goose on the Loose: Hatchlings
Maryland State Early Childhood Advisory Council, February 2, 2022
Questions & Discussion
Please look for a survey regarding today’s meeting. This feedback will help to inform the agenda for future meetings.

**Future State ECAC Meetings:**
- Wednesday, May 4, 2022
- Wednesday, August 3, 2022
- Wednesday, November 2, 2022

All meetings are open to the public.
Thank you!