

State Early Childhood Advisory Council

Division of Early Childhood

March 6, 2024

PRESENTED BY

Dr. Shayna Cook, Assistant State Superintendent

Welcome and Housekeeping Notes

- All participants will be muted upon joining the webinar.
- Please enter your name, organization or school system in the chat box.
- 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 after their presentations to review and answer questions in the Q&A box.
- All meeting materials will be sent out after the meeting along with the recording of the full webinar.

Meeting Norms

- We will respect everyone's time by starting on time and ending on time.
- Only one conversation at a time. Please refrain from side conversations during the workgroups.
- We will agree to capture off topic items and agree to discuss them later.
- We will agree to focus on positivity and being solution-oriented.
- Ask questions for clarification to help avoid any assumptions.
- We will come empowered to effectively improve outcomes for children and families.



Presentation Outline

1. Welcome, Announcement, and Introduction
2. Revised Maryland Early Learning Standards
3. Updates: Patty and Judy Centers
4. Break
5. State ECAC Committees and Goals
6. Closing



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Welcome, Announcement, and Introduction



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Revised Maryland Early Learning Standards

Revised Early Learning Standards



History

The current Early Learning Guidelines have not been updated in more than a decade and lack alignment with current brain science, learning sciences, and child development research.

The Existing Challenges

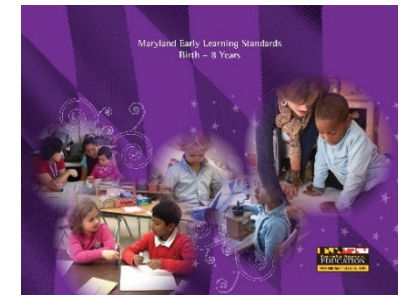
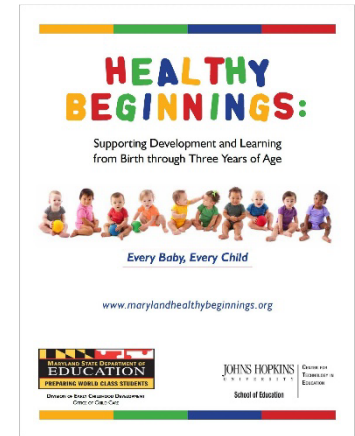
The Division of Early Childhood (DEC) wanted to address the following:

- Educators faced challenges in determining the difference between guidelines and a curriculum as well as how to utilize both in lesson planning.
- Healthy Beginnings and the Guide to Pedagogy were originally designed as guidelines and were not state standards.
- Educators were unclear about how to use the early learning guidelines (as guides and not tools for planning and/or assessment).
- MSDE no longer vets curricula materials for providers/educators although providers routinely request guidance on the selection of an appropriate curriculum for their programs. DEC has worked to update curricular recommendations on the MSDE website.

Current Guidelines (Not Standards)

DEC began this work in response to making the necessary updates to the existing guidelines. This included initial discussions regarding the following:

- 2004 – The Guidelines for Healthy Child Development and Care for Young Children (Birth-Three Years of Age) was published. (The Child Care Development Fund (CCDF) required states to submit program plans which included Early Learning Guidelines.)
- 2007 – The Early Learning Guidelines were updated. (The last publication was in 2010.)
- 2015 – Supporting Every Young Learner: Maryland’s Guide to Early Childhood Pedagogy, Birth to Age 8 was published and aligned with the Maryland College and Career Ready Standards.
- Maryland lacked early learning standards that articulated what students should know and be able to do.



Vendor Selection: WestEd

Based on discussions with early learning practitioners and the need to create Early Learning Standards for the State, the following occurred:

- DEC received recommendations on who could assist with this process.
- WestEd had prior experience in working with developing early learning standards in California, New Jersey, Minnesota and Ohio, as well as the Early Learning Outcomes Framework for Head Start. (Part of their team was a writer/contributor for the Head Start Framework.) A team member was also a reviewer for Louisiana as well as the government of Singapore.
- WestEd reviewed the current standards, made recommendations to DEC, conducted focus groups and structured interviews based upon DEC recommendations and provided information on feedback from the participants.

New Age Progressions Aligned with Child Development

Current Age Periods

- 1 year
- 2 year
- 3 year

4 year

Kindergarten (5-6 years)

Grade 1 (6-7 years)

Grade 2 (7-8 years)



New Age Periods

- Young Infants (0 – 8 months)
- Older Infants (8 – 18 months)
- Toddlers (18 – 36 months)
- Pre-K 3 (36 – 48 months)

4 year / Pre-K 4 (48 – 60 months)

Kindergarten (5-6 years)

Grade 1 (6-7 years)

Grade 2 (7-8 years)

Simplified Domain Structure

Current Domains

1. Language and Literacy
2. Mathematics
3. Social Studies
4. Science
5. Fine Arts
6. Physical Education
7. Health
8. Social Foundations

New Domains

1. Social and Emotional Development
2. Approaches to Learning
3. Language and Literacy
4. Early Cognition and STEAM
5. Physical Well-Being and Motor Development

Child Examples for each Indicator

Strand: Early Literacy			
Standard L.EL.2: Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.			
Young Infants around 8 months	Older Infants around 18 months	Toddlers around 36 months	PreK3 around 48 months
Attends to books, pictures, or rhymes recited by an adult.	Participates actively in storytelling, reading, or singing by pointing at pictures and saying, signing, or repeating words.	Says or signs, with modeling and support, repetitive phrases or refrains from favorite stories, songs, or rhymes.	Says or signs a few familiar words, phrases, or repetitive refrains from favorite stories, songs, or rhymes, often imitating the intonation of adult readers or speakers.
Examples	Examples	Examples	Examples
<p>Coos or kicks when being read to by an adult.</p> <p>Watches an adult's face while the adult recites nursery rhymes in the child's home language.</p>	<p>While experiencing a book about body parts, pats a picture of a nose on a person's face when the adult reads, "nose" in the child's home language.</p> <p>Communicates one or two familiar words in their home language, such as "ball" or "flower," when they see pictures of those objects in a board book.</p>	<p>Sings with an adult, "¡Ay, que vaca tan salada! Tolón, tolón, tolón," the words of a Spanish-language nursery rhyme.</p> <p>A child with a speech delay makes "shh shh" sounds and swishes their hands during the "swish-swash" verse in "Going on a Bear Hunt."</p> <p>When an adult sings "The Wheels on the Bus," a child who is familiar with the song sings, "round and round, round and round" at the appropriate time.</p>	<p>Sings along as an adult repeats the phrases in a nursery rhyme in the child's home language.</p> <p>Crawls into the space under a small table and communicates, "Esto debe ser una cueva," (This must be a cave), a line from the book <i>Un Bolsillo Para Corduroy</i> (A Pocket for Corduroy), which is one of the child's favorite books.</p> <p>Pretends to read a few pages of a familiar book to a younger child, reciting, "I do not like green eggs and ham. I do not like them, Sam I Am!," using the same "angry" intonation they have heard an adult use when reading.</p>

Note: Each Domain has strands. Under the strand is a standard, a set of indicators, child examples, and in-practice teacher examples.

In-Practice Teacher Examples for each Indicator

Strand: Early Literacy

Standard L.EL.2: Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.

Young Infants around 8 months	Older Infants around 18 months	Toddlers around 36 months	PreK3 around 48 months
Attends to books, pictures, or rhymes recited by an adult.	Participates actively in storytelling, reading, or singing by pointing at pictures and saying, signing, or repeating words.	Says or signs, with modeling and support, repetitive phrases or refrains from favorite stories, songs, or rhymes.	Says or signs a few familiar words, phrases, or repetitive refrains from favorite stories, songs, or rhymes, often imitating the intonation of adult readers or speakers.
In-practice Examples	In-practice Examples	In-practice Examples	In-practice Examples
<i>Read, rhyme, or tell stories that have a repeating structure and predictable, exciting moments, such as “Open, shut them” in English and/or the home language. Vary your speed and pitch and pause between lines to observe infants’ responses.</i>	<i>Invite children to participate in story time in English and/or the home language by asking them to point to a picture, answer questions, or act things out (e.g., “¿Como dice el leon?” [What does the lion say?]) while reading a page about a lion).</i>	<i>Read books, tell stories, or sing rhymes that have a predictable, repetitive structure in English and/or the home language.</i>	<i>As you read, rhyme, sing, or tell stories in English and/or the home language, pause at predictable places and ask children to fill in the words or lyrics. Ask children for plot ideas as you tell stories. Use the tune of children’s favorite songs and create new versions of the songs by switching out some or all the words.</i>

Note: Each Domain has strands. Under the strand is a standard, a set of indicators, child examples, and in-practice teacher examples.

Stakeholder Engagement and Collaboration

Maryland's Early Learning Standards underwent a comprehensive review, engaging stakeholders in early childhood education and content experts from the Office of Teaching and Learning.

Focus Groups and Structured Interviews

- Occurred in Spring 2022 through Spring 2023
- DEC conducted focus groups and interviews with key early childhood stakeholders
- Based on feedback from the focus group participants, WestEd made additional revisions to show standard alignment (between Pre-K3 and Pre-K4)
- WestEd expounded upon age range examples and eliminated academic jargon by replacing it with plain language equivalents
- Received feedback from more than 175 stakeholders (e.g., family child care providers, child care centers, local education agency teachers and staff, early childhood advocates, and higher education)
 - Shared with the ECAC during the March 1, 2023 meeting
- Feedback from stakeholders was incorporated into the Early Learning Standards.

Office of Teaching and Learning Review Process

- The standards were benchmarked against other states to ensure that new Maryland's Early Learning Standards are best in class.
- The Division of Early Childhood staff reviewed and provided feedback across all its offices.
- The content directors as well as multilingual learner and special education staff reviewed the standards and provided feedback.
- Feedback was incorporated to improve the final product and ensure alignment longitudinally.
- An alignment document to College and Career Ready standards has been developed.

Next Steps

- In March 2024, a small group of expert stakeholders from local education agencies and private providers or community-based programs will meet to discuss and provide feedback on how to align the Next Generation Science Standards with the Maryland Early Learning Standards given the gap in science standards for four-year-old children. A separate companion document with Pre-K4 Science Standards will be developed.
- An alignment document to Next Generation Science Standards will be developed.
- An Early Learning Symposium releasing the new Early Learning Standards will be held during the Month of the Young Child in April 2024. Early childhood educators from private provider or community-based programs and public schools will participate in workshops on how to use the standards to support child development and learning.
- The Division of Early Childhood will develop guidance and a process for approved curriculum across all early learning settings.
- Professional learning and training will be rolled out to support the field with implementation of the new standards.

Early Learning Symposium



A Window into Maryland's Early Learning Standards

RESCHEDULED DATE

APRIL 9, 2024
8AM - 3:30PM
TURF VALLEY RESORT
2700 Turf Valley Road, Ellicott City, MD

Speakers



DR. CAREY WRIGHT
Interim State Superintendent of Schools
MSDE



DR. DEANN COLLINS
Deputy Superintendent
Office of Teaching & Learning
MSDE



DR. SHAYNA COOK
Assistant State Superintendent
Division of Early Childhood
MSDE



DR. OSNAT ZUR
Director
Early Childhood Learning and Development
WestEd

Cost - \$175
Register by March 25th

A panel of speakers will be highlighting the process of developing the Standards as well as participating in a facilitated conversation about implementing them most effectively in a variety of ECE settings.

Register at <https://www.readyatfive.org/events>.

Early Learning Symposium

A Window into Maryland's Early Learning Standards

AGENDA

8:00am – 9:00am	Registration & Breakfast
9:00am - 9:15am	Welcome & Introductions
9:15am - 10:20am	Keynote & Facilitated Q&A
10:20am – 10:30am	Break
10:30am – 12:00pm	Workshop 1
12:15pm – 1:30pm	Lunch
1:45pm – 3:15pm	Workshop 2
3:15pm – 3:30pm	Evaluation & Assessment
3:30pm	Adjournment

WORKSHOPS

These interactive workshops were designed by WestEd to provide an opportunity for participants to actively explore the standards in each specified domain and will focus on how the standards can be implemented. The discussion will highlight how the standards can be used to guide teaching practices and implications for educators and program leaders. Each workshop will be facilitated by one of WestEd’s content area specialists.

PLEASE SELECT AND CIRCLE YOUR 1ST, 2ND, & 3RD CHOICES FOR WORKSHOPS

MSDE COK Clock Hours - 4.5

Maryland Early Learning Standards Workshops:

12 3 A. Approaches to Learning

12 3 B. Physical Well-Being and Motor Development

12 3 C. Social and Emotional Development

12 3 D. Early Cognition and STEAM

12 3 E. Language and Literacy

REGISTRATION

We have a new way to register this year – everyone will register online whether you are paying by credit card, check, or purchase order. Please go to <http://www.readyatfive.org/events> to register. Details regarding payment options will be found on the registration form on the website. No Refunds. Please email info@readyatfive.org or call 410-788-5725 with any questions.



Photography & Videography
By registering for and attending this event, you agree that your image and voice recording may be used at any time, without further notification, for printed materials, websites, social media, and other marketing and educational purposes.

Participants will attend two interactive workshops designed to provide an opportunity to actively explore the standards within a specified domain.

Each workshop will be facilitated by one of WestEd’s content area specialists.



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Updates: Patty and Judy Centers

Both Patty Centers and Judy Centers provide multi-generational supports for families and their young children to thrive.

Supporting Maryland's Families through the Positive Development of Young Children in Multi-Generational Programs

Patty Centers provide comprehensive services to support families and promote healthy child development, aiming to enhance family stability and self-sufficiency. The primary focus of the program is children from birth to age three and their families.

Judy Centers, on the other hand, aim to prepare young children for school and provide a strong educational foundation in collaboration with families. They primarily serve children from birth to age five and their families within a specific catchment area.

Multi-Generational Programs to Support Family Well-Being and Promote Positive Child Development

Patty Centers

Purpose: To offer comprehensive services that support families, foster healthy child development, and facilitate family stability and self-sufficiency.

Target Population: Children ages birth through age three and their families.

Judy Centers

Purpose: To promote school readiness and provide a strong foundation for young children's educational success in partnership with their families.

Target Population: Children ages birth through age five and their families within the designated catchment area.

What is a Patty Center?

- Patty Centers (formerly named Family Support Centers) provide comprehensive services that promote positive outcomes for families, healthy development in children, and enable stability and self-sufficiency for the overall family.
- Services are provided to families with children from birth to age three.
- Families receive on-site services while their children are participating in an early care and education program at the same location.
- Maryland Family Network (MFN) serves as MSDE's intermediary and provides management of the State's network of community-based Patty Centers.
- Contracted organizations and/or government agencies operate 35 Patty Centers throughout the State.

What is a Judy Center?

- Judy Centers (Judith P. Hoyer Center Early Learning Hubs) serve a vital function within the scope of early childhood education in Maryland.
 - Grant funds must be used to serve children, ages birth through age five, and their families within a catchment area by providing comprehensive early care and education services to promote continuous improvement toward child development and school readiness.
- Judy Centers are located in Title I and high-needs schools in every Maryland jurisdiction.
- Children with disabilities and their families are included in all services as part of the Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP).
- Much of the Judy Centers' work is accomplished through its participating partnerships.
 - The partnerships reflect professional collaboration and coordination by delivering a broad spectrum of early childhood education programs and family support services for children and families.

Patty Centers

Patty Centers offer a wide range of services aimed at fostering positive family outcomes, supporting healthy child development, and facilitating family stability and self-sufficiency. These centers focus on families with children between birth and three years old.

Total Number and Location by Jurisdiction

There are 35 Patty Center sites for FY24.

COUNTY	# OF SITES	COUNTY	# OF SITES
Allegany	1	Howard	1
Anne Arundel	3	Kent	1
Baltimore City	13	Montgomery	1
Baltimore County	1	Prince George’s	1
Caroline	3	Queen Anne’s	1
Carroll	1	Saint Mary’s	0
Cecil	1	Somerset	0
Charles	1	Talbot	1
Dorchester	1	Washington	1
Frederick	1	Worcester	1

In FY22, two Patty Center sites were added.

In FY23, five sites were added.

In FY24, MSDE in collaboration with MFN will launch three additional sites.

Impact of Patty Centers

Families served in FY23: 725

- 480 Referrals provided for outside services
- 86 parents participating in General Education Development (GED)/Adult Basic Education (ABE) classes
- 58 parents enrolled in alternate high school/teen parent program
- 169 parents enrolled in the employment readiness program
- 303 parents participating in a formal parenting education program
- 183 parents participating in family leadership classes
- 160 parents receiving mental health services
- 621 children enrolled in infant and toddler programming
 - 100% of children received developmental screenings
 - 100% of children are up-to-date on required immunizations
 - 120 children receiving mental health services



Picture Kingdom Kare, Inc. Family Support Center (Patty Center) in Anne Arundel County.



Picture of Prince George's County Patty Center provided by Maryland Family Network.

Patty Centers in Action



Ms. Karen Carcamo-Pineda shared her testimony with the Maryland General Assembly last year about the Annapolis Family Support Center. She states, “I am a mother of three toddlers, one year apart. I became a mother at the age of 16 and was still in high school. I don’t really have anyone to rely on other than my mother but then I got introduced to the Annapolis [Patty Center] Family Support Center. I’m thankful that I found the Center because they helped me steer my life in the right direction. They have so many resources to guide you through motherhood like food, necessities, activities for my family, and all kinds of classes. When I first joined, I have to admit that I was confused on how to raise my kids. They can be a handful and I did not have goals for my future. I was living day to day. Throughout high school, I always thought that I could not attend any college because I was not born in the United States. But the Center helped me, and I was able to [go] through a program the college offers. I am now attending school and have clear goals for my future and career path. I would not have been able to do this if it were not for the guidance from the Annapolis Family Support Center.”

Patty Centers in Action



On March 6, 2023, the United Way Family Center at Excel Academy in the Poppleton Neighborhood Zone in Baltimore City celebrated its first anniversary. They serve 40 student-parents and 65 families. Student-parents have said, "The center is their saving grace as it helps them to become better women and better moms." It is exciting to watch the student-parents achieve their dreams.

Picture of the United Way Family Center (Patty Center) at Excel Academy's one-year celebration.

Judy Centers

Judy Centers play a crucial role in Maryland's early childhood education landscape, utilizing grant funds to provide comprehensive early care and education services and programs for children from birth to age five, along with their families, in a designated catchment area.

Total Number and Location

There are 86 Judy Center sites for FY24.

COUNTY	# OF SITES	COUNTY	# OF SITES	COUNTY	#OF SITES
Allegany	2	Charles	3	Prince George’s	5
Anne Arundel	2	Dorchester	2	Queen Anne’s	3
Baltimore City	14	Frederick	6	Somerset	2
Baltimore County	4	Garrett	4	St. Mary’s	3
Calvert	2	Harford	3	Talbot	2
Caroline	2	Howard	1	Washington	3
Carroll	3	Kent	3	Wicomico	2
Cecil	10	Montgomery	2	Worcester	3

In FY 23 and FY 24, a combined total of 18 sites were added.

Impact of Judy Centers



Picture of Come Learn With Me - Parent and Child Playgroup at Robert Moton Elementary in Carroll County.

- Judy Center Early Learning Hubs served 16,288 children from birth to age 5 in FY23.
- In FY23, Judy Center Early Learning Hubs made 36,966 referrals to community partners and agencies.
- 2,470 children with Individual Family Service Plans (IFSP) and Individualized Education Plans (IEP) were served by Judy Centers in FY23.
- In 2022-2023, children demonstrating readiness on the Kindergarten Readiness Assessment in Title I schools with prior Judy Center experience scored four percentage points higher (33%) than those in Title I schools without Judy Center experience (29%).
- Overall, schools with a Judy Center demonstrated a five-percentage point (28%- 33%) increase on KRA from their 2021-2022 scores.

Judy Centers in Action



Picture of a participant child at the Million Father March held at Dorothy I. Height Elementary School in Baltimore City.

- Dorothy I. Height Elementary School and the DRU Judy Center in Baltimore City hosted a Million Father March and breakfast on Friday, September 15, 2023. Fathers, uncles, cousins, brothers, and other male figures were asked to walk their children to school. In addition to the male father figures, male partner volunteers from Literacy Lab-Leading Men Fellows, Center for Urban Families, St. Francis Neighborhood Center, and the University of Maryland 4-H greeted the students in the morning. Fathers and volunteers were offered breakfast before marching through the school for the Million Father March.
- Bradbury Heights Elementary and Rosa L. Parks Elementary in Prince George's County were awarded grants in FY23 to open two new Judy Center sites. Each site had a grand opening ceremony and ribbon cutting in September. Families, community members, community partners, school staff, school board members, and MSDE Judy Center staff were in attendance.

The Blueprint for Maryland's Future: Patty Center and Judy Center Goals

The Blueprint for Maryland's Future outlines specific goals for the expansion of both Judy Centers and Patty Centers.

The Blueprint Five Pillars

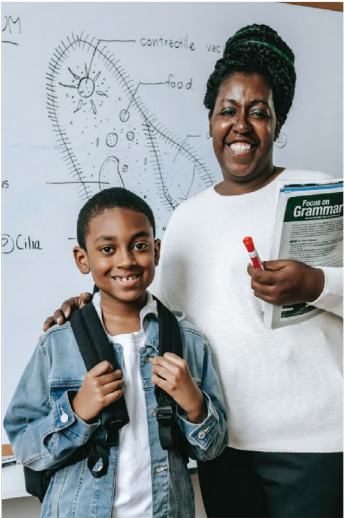
5 BLUEPRINT PILLARS

The Blueprint encompasses five pillars, each including key initiatives aimed at transforming the quality of education in Maryland and narrowing and closing opportunity and achievement gaps.



EARLY CHILDHOOD
EDUCATION

- Support more families to access no cost, high-quality Pre-K
- Scale the impact of Patty & Judy Centers
- Expand family options through public/private Pre-K Partnerships



HIGH-QUALITY & DIVERSE
TEACHERS & LEADERS

- Increasing starting salary to minimum \$60,000
- New career ladder and incentives for National Board Certified Teachers up to \$17,000
- Raising expectations for teacher preparation and induction



COLLEGE & CAREER
READINESS

- New college and career readiness standard by 10th grade
- Aligned curriculum resources and assessments
- College and career readiness and support pathways
- Expanded career and technical education system



MORE RESOURCES FOR
STUDENT SUCCESS

- Community Schools and School-based Health Centers expansion
- Concentration of Poverty grants
- Targeted supports for historically underserved students



GOVERNANCE &
ACCOUNTABILITY

- Expert Review Teams
- Accountability and Implementation Board
- Local education agency Implementation Plans
- Maryland State Department of Education monitoring and technical assistance

Blueprint Goals for Patty Centers

- b) [Patty Centers] shall provide parents and their children with a hospitable and constructive environment and services that:
 - 1) Improve parenting skills;
 - 2) Develop the family as a functioning unit; and
 - 3) Promote the growth and development of their children.
- c) (1) (i) For FY2021, the State shall provide funding for six additional centers.
- (ii) For each FY2022 through FY2029, the State shall provide funding for three additional centers per fiscal year.

MD Code, Education, §9.5–1002

Blueprint Goals for Judy Centers

- b) (2) The purpose of the Program is to promote school readiness through the development and expansion of collaborative approaches to the delivery of high quality, comprehensive, full-day early childhood education programs and family support services.
- c) (3)(i) For each of fiscal years 2021 through 2025, the State shall provide funding for nine additional Judy Centers per year.
 - (ii) For each of fiscal years 2026 through 2030, the State shall provide funding for 18 additional Judy Centers per year.
 - (iv) The State shall prioritize increasing the number of Judy Centers in communities with Title I schools.

MD Code, Education, § 5-230.

Next Steps: Planning Grants and Targeted Technical Assistance

To achieve the set targets in the Blueprint for Maryland's Future, additional supports are needed to support the creation of new Patty Centers and Judy Centers that align to the fidelity model.

Patty Center Planning Grants: In partnership with Maryland Family Network, MSDE allocated funding for planning grants so that programs that wanted to create a Patty Center would have the financial support needed to help them build-capacity to run a Patty Center that adhered to the model. New programs that are in the planning phase need funding to support the implementation of core operation activities.

Judy Center Technical Assistance: Recognizing the need for more comprehensive technical assistance and support for Judy Centers, in FY24, MSDE began providing monthly comprehensive technical assistance and program support to each of the Judy Center sites. This increased support will lead to positive outcomes for families and continued program fidelity. Programs needing additional support will be offered targeted technical assistance as needed.



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State ECAC Committees and Goals

Breakout Room Discussions

Please read and review the priorities and ask the questions listed below:

Do the current priorities address the needs of the State? Please explain your response.

- What is missing from the current priorities?
- Why is the priority important?
- What objectives would measure this priority?

Are there any objectives within the priority that should be extended or removed? Please explain your response.

https://earlychildhood.marylandpublicschools.org/system/files/filedepot/23/state_early_childhood_advisory_council_priorities_2019.pdf

Priorities

Priority 1: Communication/Public Awareness

Objectives for this priority are:

- To update and develop communication policies and procedures to ensure effective communication with local jurisdictions as well as effective interdepartmental communication. This will include a plan for the use of social media and SMS services.
- To develop a public awareness campaign to educate the community and reinforce the importance of early childhood education. This public awareness campaign will serve as an “umbrella campaign” that will support the efforts of the local councils and link the community to effective and reliable resources.

Priorities

Priority 2: Workforce Development

Objectives for this priority are:

- Increase capacity for behavioral health consultation to child care, home visiting, pre-kindergarten, Early Head Start and other early childhood programs, including kindergarten, and Head Start.
- Increase capacity for behavioral health consultation to pediatric providers through Baltimore Health Integration in primary Pediatric Care. (Lead –Health Department)
- Establish behavioral health consultation to maternal health providers with focus on pregnant and postpartum women. (Lead –Health Department)

Convene collaborative State and Local implementation teams to establish and sustain systemic change to improve outcomes for infants, toddlers, children, and youth with disabilities and their families. (Lead - Special Education/Early Intervention)



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Closing

State Early Childhood Advisory Council Announcements

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

Future State ECAC Meetings:

- Wednesday, May 8, 2024
- Wednesday, August 21, 2024
- Wednesday, November 13, 2024