Maryland’s State Early Childhood Advisory Council

MD State Early Childhood Advisory Council Meeting (Virtual)
May 6th, 2020
WELCOME/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 questions pane in the control panel.

- Presenters will stop frequently to review and answer questions in the questions pane.

- 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>
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</thead>
<tbody>
<tr>
<td>10:00 - 10:15</td>
<td>Welcome / Introductions and Announcements</td>
</tr>
<tr>
<td></td>
<td>• Cyndi La Marca Lessner, Branch Chief, Collaboration and Program Improvement Branch, Division of Early Childhood (DEC), Maryland State Department of Education (MSDE)</td>
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<tr>
<td></td>
<td>• Dr. Carol A Williamson, Deputy Superintendent, Office of Teaching and Learning, MSDE</td>
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<tr>
<td>10:15 – 11:00</td>
<td>New Business/Presentations</td>
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<tr>
<td></td>
<td>• State of Early Childhood and MSDE Response to COVID-19 - 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>
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<tr>
<td>11:00 – 11:45</td>
<td>Old Business/Presentations</td>
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<td></td>
<td>• 2019 Kindergarten Readiness Assessment Results – Judy Walker, Early Learning Branch Chief, Division of Early Childhood, MSDE, Kristen Thompson, Senior Technical Program Manager, Johns Hopkins Center for Technology in Education, and Linda Carling, Senior Program Director for Learning, Engagement, and Design, Johns Hopkins Center for Technology in Education</td>
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<td></td>
<td>• Strategic Plan, Preschool Development Grant Birth through Five (PDGB-5) – Rachel Demma, Director, Early Childhood System Development, Division of Early Childhood, MSDE</td>
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<td></td>
<td>• Pritzker Foundation/ National Governor’s Association Prenatal to Age 3 Grant Update –Laura Weeldreyer, Executive Director, Maryland Family Network (MFN)</td>
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<td>11:45-12:00</td>
<td>General Announcements and Next Steps</td>
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<td></td>
<td>• State Early Childhood Advisory Council Announcements – Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE</td>
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<tr>
<td>12:00</td>
<td>Adjournment of Full Council</td>
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Division of Early Childhood
An Update

May 6, 2020

Steven Hicks
Assistant State Superintendent
Division of Early Childhood
We are still crawling forward...
• PreK Expansion Grantees and Head Start implementing distance learning.
• Credentialing Awards and Virtual Training continue!
• Child care teachers continue to earn their degrees virtually.
• Child Care Scholarship payments continue whether or not programs are open or closed or children in attendance.
• Virtual inspections beginning for child care programs.
• Maryland EXCELS QASs supporting quality improvement.
• Judy Centers, Family Support Centers, & ECACs leading in their communities.
• PDG B-5 activities march on, including expanding IECMH.
Current State of Child Care Programs in Maryland

7,878
Essential Personnel Child Care (EPCC) & Essential Personnel School Age (EPSA)

- **Total Programs:** 3,786
  - Family Child Care (EPCC): 3,009
  - Child Care Centers (EPCC): 741
  - School Age Unlicensed (EPSA): 36

- **Invoices for 4 weeks have been processed.**
- **Working closely with MDH and MEMA to provide guidance and recommendations.**
# EPCC & EPSA by Jurisdiction

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>EPSA Sites</th>
<th>Center-based Child Care</th>
<th>Family Child Care</th>
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<tr>
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<tr>
<td>Baltimore City</td>
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</tbody>
</table>
COVID-19 Resources from DEC

DEC website homepage has been redesigned to take families and providers to the information they need most during COVID-19. https://earlychildhood.marylandpublicschools.org/
ECAC Subcommittee to Plan for Recovery for the Early Childhood System

- What Early Childhood programs and services should be considered for the Recovery Plan?
- Who are the individuals to lead each area?
- How should we engage multiple stakeholders?
- What factors need to be considered?
- When are there options and when are there mandates?
- How do we provide maximum flexibility for various communities, populations, and conditions?
Questions & Comments
Kindergarten Readiness Assessment (KRA)

Looking at Assessment Data
School Readiness In Maryland

STATEWIDE KRA DATA

Statewide Readiness

- Demonstrating: 47%
- Approaching: 32%
- Emerging: 21%

Readiness Matters, 2020
School Readiness In Maryland
CONTINUED PROGRESS, CONTINUED NEED

Changes in Readiness Over Time

- **Emerging**
  - 2017-18: 18%
  - 2018-19: 20%
  - 2019-20: 21%

- **Approaching**
  - 2017-18: 37%
  - 2018-19: 33%
  - 2019-20: 32%

- **Demonstrating**
  - 2017-18: 45%
  - 2018-19: 47%
  - 2019-20: 47%

Readiness Matters, 2020
School Readiness In Maryland

JURISDICTIONAL READINESS

% Demonstrating 19-20

- Worcester: 64%
- Somerset*: 63%
- Carroll: 59%
- Howard & Frederick: 57%
- Caroline: 55%
- Kent*: 54%
- Montgomery & Garrett*: 53%
- Calvert: 51%
- Allegany: 50%
- Baltimore & Queen Anne's: 48%
- Statewide: 47%
- Anne Arundel: 46%
- St. Mary’s & Harford: 45%
- Cecil, Charles, Dorchester, & Washington: 44%
- Wicomico & Talbot: 43%
- Baltimore City*: 37%
- Prince George's: 35%

- 13 jurisdictions did better than the State average.
- Half of the jurisdictions with lower than State average readiness levels had higher proportions of kindergarteners directly certified.

* Baltimore City, Garrett, Kent, and Somerset offer universal prekindergarten for all four-year olds.
Race and Ethnicity

DEMOGRAPHICS

Race/Ethnicity

- African American: 31%
- White: 21%
- Hispanic/Latino: 6%
- Two or More: 6%
- Asian: 36%

1 American Indian and Native Hawaiian/Pacific Islander ethnic backgrounds represented less than 1% of Kindergarteners.
Race and Ethnicity
DEMOGRAPHICS & READINESS

% Demonstrating Readiness

- American Indian: 41%
- African American: 42%
- Asian: 56%
- Hispanic/Latino: 26%
- Native Hawaiian/Pacific Islander: 30%
- Two or More: 53%
- White: 60%

Readiness Matters, 2020
Gender

Demographics & Readiness

% of Children Demonstrating Readiness by Gender

Male: 41%
Female: 53%

Gender

52%
48%
Children Receiving Special Services
READINESS BY INCOME

Children who are Direct Certified

- 22%
- 78%

% of Children Demonstrating Readiness by Income Status

- Direct Certified: 34%
- Not Direct Certified: 50%

Readiness Matters, 2020
Children Receiving Special Services
READINESS BY LANGUAGE

**English Learners**
- 85%
- 15%

**% of Children Demonstrating Readiness by Language Status**
- English Fluent: 52%
- English Learners: 18%

Readiness Matters, 2020
Children Receiving Special Services
READINESS BY DISABILITY STATUS

- Children with Disabilities
  - 91%
  - 9%

% of Children Demonstrating Readiness by Disability Status

- Children Without Disabilities: 50%
- Children With Disabilities: 19%

Readiness Matters, 2020
Parent-Reported Prior Care
FULL-DAY AND HALF-DAY EXPERIENCES

% of Children in Half- and Full-Day Prior Care

- 28% (18,489) Full-Day Only Early Education Setting
- 47% (30,762) Half-Day Only Early Education Setting
- 19% (12,147) Mix of Full and Half Day Settings
- 6% (3,614) Full-Day Informal Care

Readiness Matters, 2020
Full Day Prior Care
EXPERIENCE & READINESS

% Enrolled
- Child Care Center: 13%
- Family Child Care: 3%
- Head Start: 3%
- Home/Informal: 28%
- Non-Public Nursery: 7%
- PreK: 20%

% Demonstrating Readiness
- Child Care Center: 62%
- Family Child Care: 36%
- Head Start: 33%
- Home/Informal: 36%
- Non-Public Nursery: 70%
- PreK: 45%

Caregivers reported the type of care children received prior to kindergarten entry.
Half Day Only Formal Prior Care\(^2,\) \(^3\)

**EXPERIENCE & READINESS**

**% Enrolled**
- Child Care Center: 1%
- Family Child Care: <1%
- Head Start: <1%
- Non-Public Nursery: 4%
- PreK: 13%

**% Demonstrating Readiness**
- Child Care Center: 55%
- Family Child Care: 38%
- Head Start: 22%
- Non-Public Nursery: 66%
- PreK: 43%

\(^2\) Caregivers reported the type of care children received prior to kindergarten entry.

\(^3\) These estimates are only for children who are in half day informal care in addition to half day in the prior care setting indicated. For example, the Head Start statistic is only for children who were in Head Start half the day and informal care the other half. Half Day Informal care is excluded.
Prior Care\textsuperscript{4, 5, 6}  
EXPERIENCE & READINESS

- An estimated 43\% of current Maryland Kindergarteners were enrolled in publicly funded PreK programs last school year.\textsuperscript{6}

\textsuperscript{4} Caregivers reported the type of care children received prior to kindergarten entry.
\textsuperscript{5} Publicly funded PreK refers to programs serving children in public school PreK classrooms, as well as those serving children in community-based PreK classrooms funded through the Federal Preschool Development Grant program. Percentages above are from September 30\textsuperscript{th}, 2019.
\textsuperscript{6} 27,923 4- and 5-year old children were enrolled in publicly funded PreK in SY 2018-19 and 65,012 children were enrolled in kindergarten in SY 2019-20.
WHAT CAN KRA DATA TELL ME?
Kindergarten Readiness
Why is it important?

Research shows that how prepared children are when they first enter school often determines whether their school experience is successful. Demonstrating readiness ensures that children are prepared for today’s kindergarten curriculum.

DEVELOP ON-TRACK
Children who demonstrate age-appropriate knowledge, skills, and behaviors in math, reading, and social interaction at the start of kindergarten continue developing on track throughout their academic careers. ¹

EXPERIENCE SUCCESS
Children who demonstrate school readiness are more likely than their peers to experience later academic success, attain higher levels of education, and secure employment.²

¹. Rachel R. Schachter, Ph.D., Tara M. Strang, M.S., & Shayne B. Piasta. “Using the New Kindergarten Readiness Assessment” (The Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy, The Ohio State University, Fall 2015).
². Early School Readiness: Indicators on Children and Youth” (Child Trends Data Bank, July 2015).
Figure B.2. Percentage of students at each grade 3 Partnership for Assessment of Readiness for College and Careers (PARCC) math performance level, by Kindergarten Readiness Assessment (KRA) readiness level

Note: PARCC performance levels are defined as: 1=Did Not Yet Meet Expectations, 2=Partially Met Expectations; 3=Approached Expectations; 4=Met Expectations; and 5=Exceeded Expectations.
Source: Administrative data provided by the Maryland State Department of Education, 2014/15 to 2017/18.
Figure B.3. Percentage of students at each grade 3 Partnership for Assessment of Readiness for College and Careers (PARCC) reading performance level, by Kindergarten Readiness Assessment (KRA) readiness level

Note: PARCC performance levels are defined as: 1=Did Not Meet Expectations; 2=Partially Met Expectations; 3=Approached Expectations; 4=Met Expectations; and 5=Exceeded Expectations.
Source: Administrative data provided by the Maryland State Department of Education, 2014/15 to 2017/18.
Two Central Purposes

BASELINE DATA
Provides baseline data about incoming kindergarteners so that teachers and schools can plan to meet each child’s needs

INFORM & GUIDE
Guides stakeholders to make well-informed programmatic, policy, and funding decisions
KRA reports help school and district administrators:

- **View** a snapshot of kindergarteners’ strengths and needs at the start of school
- **Identify** staffing and resource needs (where to place interventions and instructional assistants to support students)
- **Pinpoint** areas of focus in pre-kindergarten
- **Target** professional development
REPORTS FOR ADMINISTRATORS
## Reports for Administrators

<table>
<thead>
<tr>
<th>Reports for Administrators</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATA DISPLAYS</strong></td>
<td>Interactive charts and graphs presenting KRA data</td>
</tr>
<tr>
<td><strong>KRA PERCENTAGE COMPLETION REPORT (ANYTIME)</strong></td>
<td>Report showing the percentage of students who have completed the full KRA at any point during the administration window</td>
</tr>
<tr>
<td><strong>DOMAIN DATA REPORT (ANYTIME)</strong></td>
<td>Excel file split into the KRA domains with student scores for each item, and total points calculated for each domain</td>
</tr>
<tr>
<td><strong>KRA SCALE SCORE REPORT (district)/ ISR REPORT (school)</strong></td>
<td>Excel file including all student data (with demographic information), teacher data, students’ overall and item-level scores, and links to view student ISRs</td>
</tr>
<tr>
<td><strong>KRA COMPLETION BY ITEM REPORT (ANYTIME)</strong></td>
<td>Report showing how many students have completed each KRA item at any point during the administration window</td>
</tr>
<tr>
<td><strong>ISR ZIP FILE</strong></td>
<td>District administrators can download a .ZIP file of all of the student ISRs</td>
</tr>
</tbody>
</table>
The KRA provides data displays that help answer the following questions:

- What percentage of students scored in each of the three performance levels?
- How does the performance of each subgroup compare to the overall data? (EL Students, Students with IEPs, Male/Female, Low SES, Individual Schools)
- How are the scores distributed for each of the four domains? Do domain scoring patterns look similar or distinctive?
- Are there clear domain strengths or needs?
**Overall KRA Score**

**All Students**

- 43 (57.3%) Demonstrating Readiness
- 23 (30.7%) Approaching Readiness
- 9 (12.0%) Emerging Readiness

*Chart showing the distribution of students across different readiness levels.*
### Demonstrating Readiness (Whole Population)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Overall KRA Score</th>
<th>Language and Literacy</th>
<th>Mathematics</th>
<th>Social Foundations</th>
<th>Physical Development</th>
<th>ISR</th>
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<td>Dittman, Linda</td>
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</table>
Kindergarten Readiness Assessment 2018

**Overall KRA Score**

- **All Students**
  - 43 (57.3%) Demonstrating Readiness
  - 23 (30.7%) Approaching Readiness
  - 6 (12.0%) Emerging Readiness

- **EL Students**
  - 4 (30.8%) Demonstrating Readiness
  - 4 (30.8%) Approaching Readiness
  - 5 (38.5%) Emerging Readiness

**HOW TO READ THIS CHART**

- The chart displays the number of students in different readiness categories.
- The bars represent the number of students with a specific readiness level.
HOW TO READ THIS CHART

Language and Literacy

Range Minimum: 202  Range Maximum: 298

Whole population: [chart data]
EL Students: [chart data]

Lowest Score: 234  Lowest Score: 234
Highest Score: 208  Highest Score: 275
Mean Score: 257.6  Mean Score: 259.4
Median Score: 269  Median Score: 258
Standard Deviation: 12.1  Standard Deviation: 11.7

Mathematics

Range Minimum: 202  Range Maximum: 298

Whole population: [chart data]
EL Students: [chart data]

Lowest Score: 239  Lowest Score: 239
Highest Score: 260  Highest Score: 281
Mean Score: 266.3  Mean Score: 258.0
Median Score: 266  Median Score: 263
Standard Deviation: 11.7  Standard Deviation: 11.3

Social Foundations

Range Minimum: 202  Range Maximum: 298

Whole population: [chart data]
EL Students: [chart data]

Lowest Score: 220  Lowest Score: 220
Highest Score: 298  Highest Score: 298
Mean Score: 282.2  Mean Score: 276.5
Median Score: 263  Median Score: 263

Physical Development

Range Minimum: 202  Range Maximum: 293

Whole population: [chart data]
EL Students: [chart data]

Lowest Score: 229  Lowest Score: 229
Highest Score: 289  Highest Score: 289
Mean Score: 275.1  Mean Score: 270.1
Median Score: 275  Median Score: 275
KRA reports help teachers:

- **Identify** the strengths and needs of the overall class and of individual students
- **Plan** and differentiate instruction based on individual needs
- **Create** instructional groups
- **Determine** the need for further diagnostic assessments and social/emotional supports
The KRA provides many reports within the KReady system. Here are three key reports that teachers tend to find most useful.
Individual Student Report (ISR)
QUESTIONS
THANK YOU
Preschool Development Grant Update

Rachel Demma
Director, Early Childhood System Development
Preschool Development Grant Cycle

Initial Grant
$10.6M

Renewal Grant
Year 1
$8.9M

Renewal Grant
Year 2
$8.9M

Renewal Grant
Year 3
$8.9M

TOTAL: $37.3M
Statewide 5-Year Prenatal - Age 8 Strategic Plan

1. Strengthen Availability and Access
2. Support Program Quality Improvement
3. Deepen Family Engagement
4. Ensure Successful Transition Experiences
5. Expand Workforce Development
PDG Updates

• Strategic Plan Review:
  ➢ Please send comments to msde.b5@maryland.gov
  Subject line: ECAC Strategic Plan Feedback

• LECAC Quality Improvement Grants RFP

• Promoting Positive Outcomes for Infants and Toddlers RFP

• Federal Timelines

• PDG Questions: msde.b5@maryland.gov
Thank you!

Questions?
Prenatal-to-Age-Three Initiatives Update

Laura Weeldreyer, MPA
Executive Director, Maryland Family Network
Questions? Follow Up?

If you have additional questions, please contact:

Laura Weeldreyer, Executive Director, MFN
lweeldreyer@marylandfamilynetwork.org

Visit us online at http://www.marylandfamilynetwork.org/Pritzker
State Early Childhood Advisory Council Announcements
Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE

- During the Covid-19 mandate, we will be holding monthly State ECAC virtual meetings on the 1st Wednesday of each Month from 10:00AM-12:00PM.

- **State ECAC Approved Members**- Please note these new virtual monthly meetings are not mandatory and will not go against your 2020 attendance requirements. In addition, attendance will also be waived for the required three (3) remaining 2020 State ECAC meetings during the Covid-19 mandate.

- We want to hear your feedback about the State ECAC virtual meeting so we can keep improving our logistics and content. We are asking everyone to take a quick survey and let us know your thoughts (your answers will be anonymous). The survey link will be emailed and posted on the State ECAC webpage after the meeting.

- Again, all questions from today’s meeting will be answered and emailed to all participants along with the recording of the full webinar. Additional information around the Recovery ECAC subcommittee will be sent as well.