Maryland's State Early Childhood Advisory Council

MD State Early Childhood Advisory Council Meeting (Virtual)

July 1, 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.

State Early Childhood Advisory Council Virtual Meeting Agenda

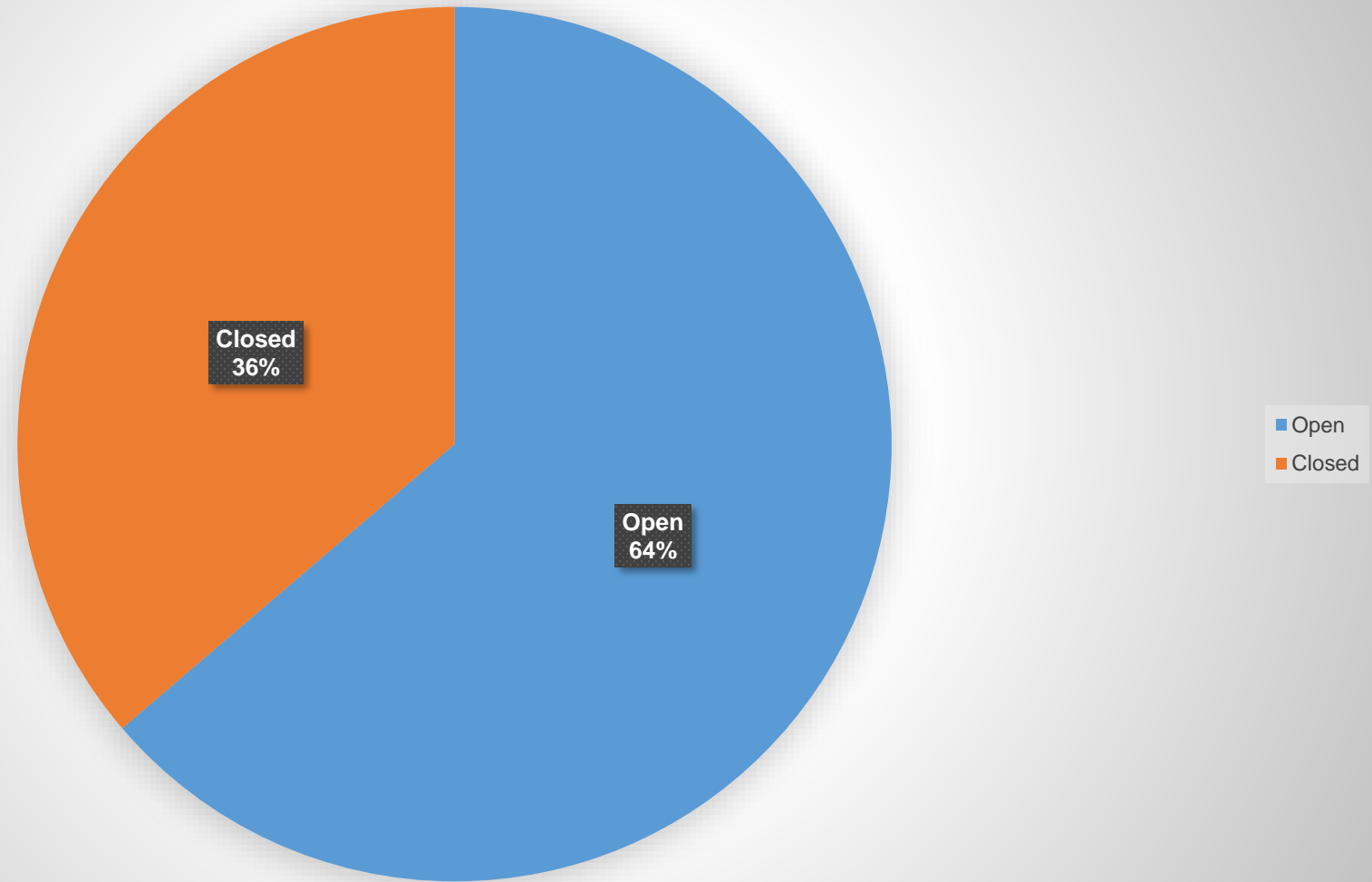| Time	Task
10:00 - 10:15	**Welcome / Introductions and Announcements** • *Cyndi La Marca Lessner, Branch Chief, Collaboration and Program Improvement Branch, Division of Early Childhood, Maryland State Department of Education (MSDE)* • *Dr. Carol A Williamson, Deputy Superintendent, Office of Teaching and Learning, MSDE*
10:15 – 10:45 10:15-10:30 10:30-10:45	**Old Business/Presentations** • *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* • *Early Childhood Systems Recovery Guide Update – Steven Hicks, Assistant State Superintendent, Division of Early Childhood, MSDE, Cyndi La Marca Lessner, Branch Chief, Collaboration and Program Improvement Branch, Division of Early Childhood, MSDE*
10:45 – 11:45 10:45-11:15 11:15-11:45	**Presentations** • *Measuring Family Engagement: Deborah Gross, Professor, Johns Hopkins School of Nursing, Amie Bettencourt, Assistant Professor and Clinical Psychologist, Department of Psychiatry and Behavioral Sciences, Johns Hopkins School of Medicine* • *Baltimore City Local Early Childhood Advisory Council, Data to Inform Decision Making: Baltimore City KRA Trend and Early Care and Education Landscape Analyses, Martha Holleman, MPP, Principal, Strategic Thinking for Social Change, Lieny Jeon, Ph.D., Assistant Professor, Johns Hopkins University School of Education, Margo Candelaria, Ph.D., Research Assistant Professor, University of Maryland School of Social Work*
11:45-12:00	**General Announcements and Next Steps** • *State Early Childhood Advisory Council Announcements – Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE*
12:00	**Adjournment of Council**

Changes in Child Care

- State no longer paying tuition for essential persons.

- All parents can access child care.

- Licensed child care programs wishing to re-open complete assurance form.

- Capacity increased to 15 persons per room.

- Ratios temporarily expanded to 1 teacher to 14 students for 3- and 4-year olds in centers.

CHILD CARE IN MARYLAND

■ Total Licensed Providers   ■ Open Licensed Providers

County	Total Licensed Providers	Open Licensed Providers
ALLEGANY	68	49
ANNE ARUNDEL	670	450
BALTIMORE COUNTY	1,082	685
CALVERT	143	111
CAROLINE	71	57
CARROLL	194	141
CECIL	109	84
CHARLES	258	179
DORCHESTER	55	44
FREDERICK	419	287
GARRETT	28	19
HARFORD	338	251
HOWARD	473	291
KENT	21	18
MONTGOMERY	1,321	688
PRINCE GEORGE'S	1,091	651
QUEEN ANNE'S	86	69
ST. MARY'S	204	149
SOMERSET	25	21
TALBOT	60	45
WASHINGTON	206	135
WICOMICO	126	100
WORCESTER	39	31
BALTIMORE CITY	771	440
TOTAL	7,858	4,995

Open vs. Closed Child Care Programs in Maryland

Closed 36%

Open 64%

Legend: Open, Closed

Local School Systems Planning for the Fall

- About 25,000 children were served this past spring.

- The fall will have a much bigger demand.

- The Division of Early Childhood can assist in licensing spaces.

- In local school system plans, there should be an articulated strategy for how and where children will be served and who will serve them.

- Each local school system should coordinate with community partners to meet the needs of students and families.

FY21 Set to Begin July 1 as Scheduled

- Final budget to be decided at the Board of Public Works today.

- PreK Expansion Grants to be awarded

- Kindergarten Readiness Assessment – 20 conducting census.

- Preschool Development Grants Birth through Five Grants to be announced.
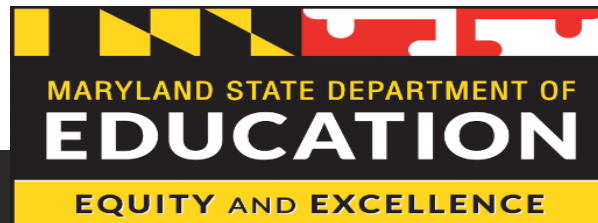
- Early Childhood Enhancement Grants pending

Questions & Comments

Goals of the ECE Recovery Guide

- To support state and local program administrators as they work to address the needs of Maryland ECE providers, families, and children through the equitable distribution of state resources, better coordination of services, and consistent communication between DEC and ECE stakeholders about requirements and the dissemination of best practices.

Goals of the ECE Recovery Guide

- To provide important context and information for program administrators and providers about what to expect as children and families return to ECE programs, the latest information from national and state sources about how to support providers, children, and families, along with financial, professional development, and technological resources available from the state.

Core Content of the Guide

The guide will be framed around six of the goal areas outlined in Maryland's Prenatal-Age

Eight 2020-2025 Strategic Plan, which include:

(1) Strengthen availability and access;

(2) Improve and support program quality;

(3) Deepen family engagement;

(4) Ensure successful transition experiences;

(5) Expand and enhance workforce development; and

(6) Improving system infrastructure, data, and resource management.

Development of the Guide

Family Engagement :

▪ CAFÉ developed specific strategies for family engagement around the guiding principles of the Early

Childhood Family Engagement Framework and the PreK-12 Family Engagement Framework.

▪ The Family Engagement Coalition and Internal MSDE Family and Community Engagement (FACE) team

have reviewed and are providing feedback before review by the Sate ECAC.

Development of the Guide

Local Early Childhood Advisory Councils and have reviewed and submitted recommendations regarding:

- Trauma Informed Care and Resources;

- Child Care Businesses and additional requirements;

- Family Engagement;

- Access – technology and transportation;

- Virtual Learning for young learners; and

- Supports for children and families

Timeline for the Guide

- External Stakeholder feedback revisions to be completed by July 6th:

  - ✓ Coalition and FACE Team feedback
  - ✓ Local Early Childhood Council feedback

- To disseminate to State Early Childhood Advisory Council members week of July 13th for feedback.

- Public release by July 27th, 2020

Questions
&
Comments

CREATING A MEANINGFUL AND EQUITABLE MEASURE OF PARENT ENAGEMENT IN EARLY LEARNING

Debbie Gross and Amie Bettencourt

Johns Hopkins University

Maryland State Department of Education, ECAC Meeting

July 1, 2020

PURPOSE OF THE PEECE PROJECT
2017-2019

1. Develop an understanding of what constitutes meaningful parent engagement in early learning across City School parents, teachers, principals, community leaders, and district leaders (Phase 1)

2. Use that knowledge to create a meaningful and valid measure of parent engagement in early learning for City Schools (Phase 2)

WHAT IS A "MEANINGFUL" MEASURE OF PARENT ENGAGEMENT?

- RELEVANCE TO CHILDREN'S ACADEMIC SUCCESS

  - Is there evidence that this behavior or parent perspective is an important predictor of children's academic success?

- FEASIBILITY

  - Is this behavior or perspective something that all or most parents in City Schools could do or would be capable of doing?

- ACTIONABILITY

  - Can this item be used by schools to guide a feasible and effective action plan that would improve parent engagement?

PHASE 1 (2017-2018)

- 63 stakeholder interviews

- 106 potential parent engagement items generated from interviews[1]

- Advisory board rated 106 items on their relevance, feasibility, "actionability"[2]

- Based on advisory board ratings:

  - None of the school-based parent engagement items were retained

  - drafted a 30-item PEECE Survey (later reduced to 25-items)

- Written at 4th grade reading level; took less than 4 minutes to complete

[1] Gross et al. (2020) What is parent engagement? Depends Who You Ask *J Child & Family Studies, 29:747-760.*
[2] Bettencourt et al. (in review) Identifying meaningful indicators of parent engagement in early learning for low-income families

PHASE 2 (2018-2019)

Purpose: Test the reliability and validity of the PEECE Survey on 300+ parents of kindergarteners in City Schools

- Are the individual items strong and unbiased?

- Are PEECE scores related to **things they theoretically** *should* be related to?

- Are PEECE scores *not* related to **things they theoretically** *should not* be related to?

PARENT RECRUITMENT
(FEBRUARY - JUNE 2019)

- Recruited 304 parents of 316 City School Kindergarteners to complete the PEECE Survey

- 8 schools varying in geography, size, % low-income students, % fully ready on KRA:

  1. Arundel
  2. Cecil Elementary
  3. Curtis Bay
  4. Furman Templeton
  5. Harford Heights
  6. Liberty
  7. Roland Park
  8. Waverly

PEECE SURVEY
INSTRUCTIONS TO PARENTS & RATING OPTIONS*

Instructions:

For each statement below, please circle the answer that is most true for you as a parent of a Kindergarten child. If there are other adults who care for your child at home, consider whether they also help with these behaviors when answering each statement.

Circle how true each statement is for you:

- Always true

- Sometimes true

- Rarely true

- Never true

* See PEECE Survey handout

PEECE SURVEY STRUCTURE

The PEECE Survey items clustered into one of 3 factors:

1. KNOWLEDGE/EXPECTATIONS: Parents' knowledge about what child is learning and their expectations for the child's learning

2. TRUST/COMMUNICATION: Parent trust of the school and quality of communication between parent and teachers/school

3. HOME-BASED ENGAGEMENT: Parent support of child's learning in the home or community

TEACHER RATINGS OF PARENT ENGAGEMENT (N=26)

1. Since the beginning of the school year, how often have you and this child's parent communicated with one another about the child (by phone, email, text, in person, etc)?

(Never, once, 2 or 3 times, at least monthly, or at least weekly)

2. Since the beginning of the school year, how often has this parent participated in meetings or activities at the school (e.g., parent-teacher conferences, PTA meetings, workshops, volunteering in the school of classroom, serving on committees)?

(Never, once, 2 or 3 times, at least monthly, or at least weekly)

3. To the best of your knowledge, how often does this parent do things to encourage this child's positive attitude towards education (e.g., take the child to the library, read to the child, talk with them about what they are learning in school)?

(Never, rarely, sometimes, often, or very often)

4. On a scale of 1 to 5, how would you rate this parent's overall level of engagement in their child's learning

(Not at all, a little, moderately, very, or extremely engaged)

OTHER DATA WE COLLECTED

- Students' Kindergarten Readiness Assessment (KRA) Scores (from Fall 2018)

- Students' school attendance; chronic absence rate (September 2018 – June 2019)

- Demographic background – parents and child

- Demographic background – teachers

PARENT BACKGROUND

8 schools; 304 caregivers; 316 children	%
Caregivers	
Mothers	74%
Fathers	18%
Other (e.g., Grandparent)	8%
Race/ethnicity	
African American	68%
White	20%
Other	12%
≤ High school diploma/GED	49%
Annual household income < $20,000	38%
Working part or full-time	70%
Married	37%

TEACHER BACKGROUND

8 schools; 26 teachers	%
Female	96%
Race/ethnicity	
African American	58%
White	39%
Asian	4%
Highest Education Level	
Bachelor's	15%
Master's	85%
Average # of years teaching	10.71
Average # of years teaching in City Schools	8.70
% with children currently or previously attending City Schools	38%
% reported receiving training in how to engage parents	54%

FINAL 25-ITEM PEECE SURVEY
3 SUBSCALES

PEECE Subscale	# items	Average Score (1-4)	Reliability
Home-based Engagement	5	3.8	.63
Knowledge/Expectations	9	3.8	.81
Trust/Communication	11	3.8	.85
Total PEECE Survey	25	3.8	.90

DO PARENTS AND TEACHERS AGREE ON THEIR ENGAGEMENT RATINGS?

Teacher – Scale Engagement Question	Parent - PEECE Subscale Related?	
	YES	**NO**
How often have you communicated with child's parent?	Knowledge/Expectations (+) Communication/Trust (+)	Homebased Engagement
How often has parent participated in meetings/activities at school?	None	Trust/Communication Homebased Engagement Knowledge/Expectations
To the best of your knowledge, how often does the parent do things to encourage child's learning?	Homebased Engagement (+)	Trust/Communication Knowledge/Expectations
On scale of 1 to 5, how would you rate this parent's overall level of engagement in child's learning?	(Homebased Engagement) but not how we expected (-)	Trust/Communication Knowledge/Expectations

ARE PEECE SURVEY SCORES RELATED TO KRA SCORES?

KRA Domain	PEECE Subscale
Social Foundations	Yes – Home-based Engagement (+)
Language/Literacy	Yes - Knowledge/Expectations (+) Yes - Homebased Engagement (+)
Math	Yes – Home-based Engagement (+)
Physical Development	Yes - Knowledge/Expectations (+) Yes – Home-based Engagement (+)
Total KRA	Yes – Home-based Engagement (+)

ARE PEECE SURVEY SCORES RELATED TO CHILD CHRONIC ABSENCE?

PEECE Subscale	Chronic Absence
Knowledge/Expectations	No relationship
Trust/Communication	No relationship
Home-based Engagement	Yes – related to chronic absence
Other possible factors we considered:	Chronic Absence
Family Hardships (e.g. couldn't pay rent, evicted, not enough food, utilities/phone turned off)	Yes – related to chronic absence
Child Health Problems (e.g., parent-reported asthma, ADHD, speech delay, high lead levels)	Yes – related to chronic absence
Teacher-Reported Parent Engagement Ratings (all 4 questions)	Yes – related to chronic absence

MAKING THE PEECE SURVEY MEANINGFUL FOR SCHOOLS

- Create brief school-specific parent engagement reports*

- Highlight parent engagement strengths

- Highlight items to consider for creating strong action plans

- Next steps

* See PEECE Survey School Report handout

DISCUSSION

1. How has COVID-19 made you think differently about parent engagement in early learning?

2. What kinds of resources do you need to support your families?

3. How might you use the PEECE Survey to strengthen your parent engagement planning?

Data to Inform Decision Making: Baltimore City KRA Trend and Early Care and Education Landscape Analyses

Margo Candelaria, Ph.D., Research Assistant Professor

University of Maryland School of Social Work

Lieny Jeon, Ph.D., Assistant Professor

Johns Hopkins University School of Education

Martha Holleman, MPP, Principal

Strategic Thinking for Social Change

Baltimore City ECAC Strategic Planning

Baltimore City Early Childhood Advisory Council

Strong Backbone
Strengthen the system of early childhood supports so that it is accessible, equitable, and directly linked to family needs

Smart Thinking
Analyze and use data to understand issues, determine actions, make decisions, and strengthen shared accountability to improve school readiness

ALL BALTIMORE CITY CHILDREN ENTER SCHOOL READY TO LEARN

Open Heart
Engage families and build community support for early childhood development and school readiness

All Hands In
Collaborate, communicate, and engage together as ECAC partners to improve school readiness

Strategic Priorities 2020 – 2023

Smart Thinking

Analyze and use data to understand issues, determine actions, make decisions, and strengthen shared accountability to improve school readiness
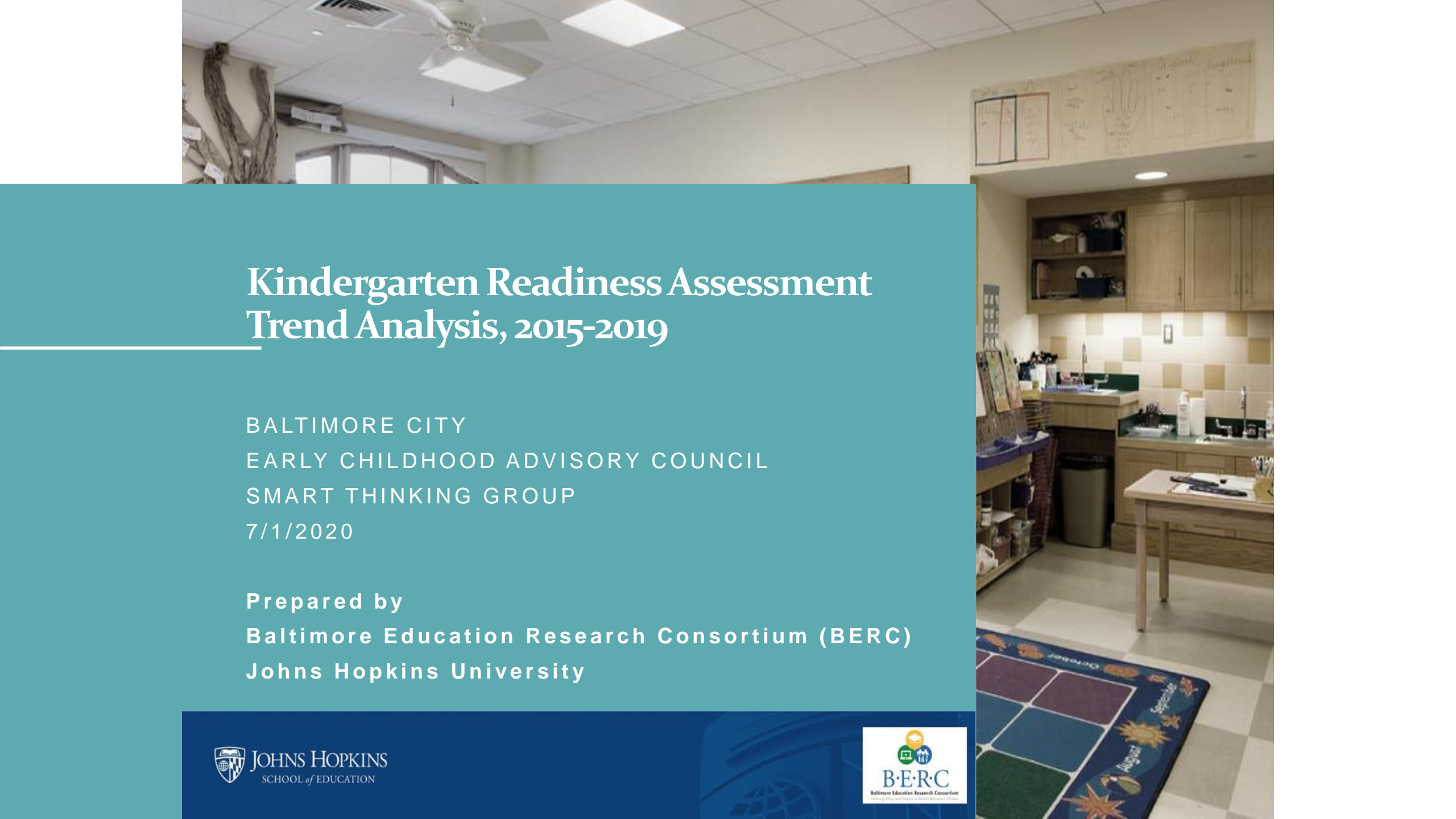
ECAC Smart Thinking Strategic Priority

Analyze and use data to understand issues, determine actions, make decisions, and strengthen shared accountability to improve school readiness

Kindergarten Readiness Assessment Trend Analysis, 2015-2019

BALTIMORE CITY
EARLY CHILDHOOD ADVISORY COUNCIL
SMART THINKING GROUP
7/1/2020

Prepared by

Baltimore Education Research Consortium (BERC)
Johns Hopkins University

JOHNS HOPKINS
SCHOOL of EDUCATION

B·E·R·C
Baltimore Education Research Consortium

Content

1. Data sources
2. Kindergarten enrollment
3. Overall demonstrating school readiness
4. Kindergarten readiness by domain
5. Overall demonstrating readiness by
   - income level
   - English Language Learner (ELL) status
   - disability status
   - race/ethnicity
   - prior care

Data sources

Maryland State Department of Education (MSDE)

KRA reports

- School year 2014-2015
- School year 2015-2016
- School year 2016-2017
- School year 2017-2018
- School year 2018-2019
- Supplemental data: Baltimore Education Research Consortium (BERC)

Note: Baltimore City administers the KRA as a census to all kindergarteners. Some Maryland districts use random sampling rather than a census.

Baltimore City Kindergarten Enrollment Totals, 2015-2019

Total Kindergarteners Enrolled in BCPS Kindergarten

- 7299
- 6740
- 6656
- 6013
- 6242

Year

Baltimore City K Enrollment

Maryland Kindergarten Enrollment Totals, 2015-2019

Total Kindergarteners Enrolled in BCPS Kindergarten

- 66281
- 65070
- 63187
- 63151
- 64600

Year
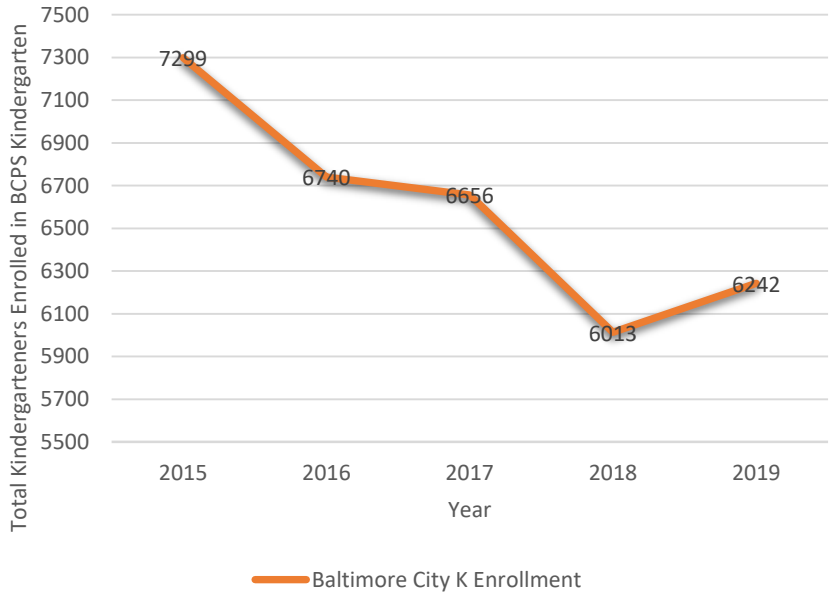
Maryland Enrollment
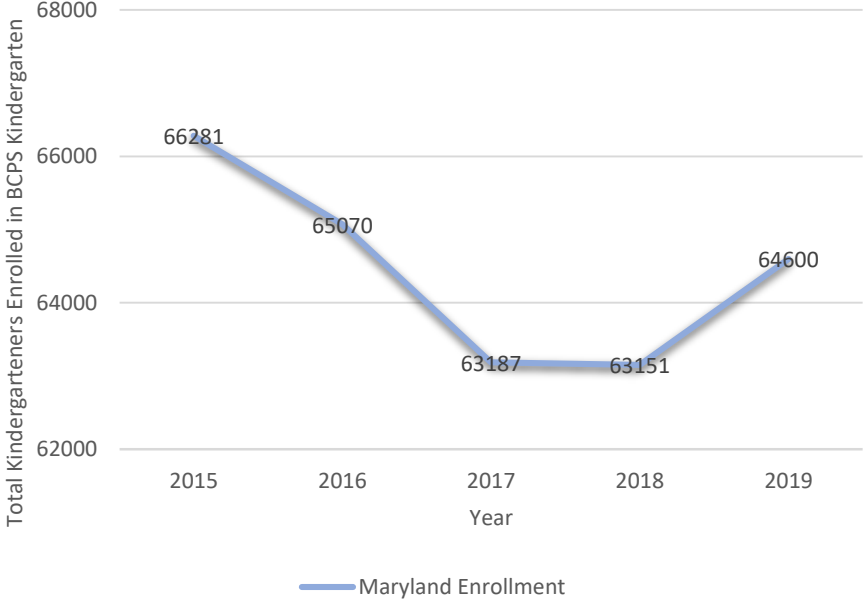
Predicting Kindergarten Enrollment in Baltimore

Counts of birth and kindergarten enrollment bounded with
predicted rates of 74% (historical high) and 68% (historical average).
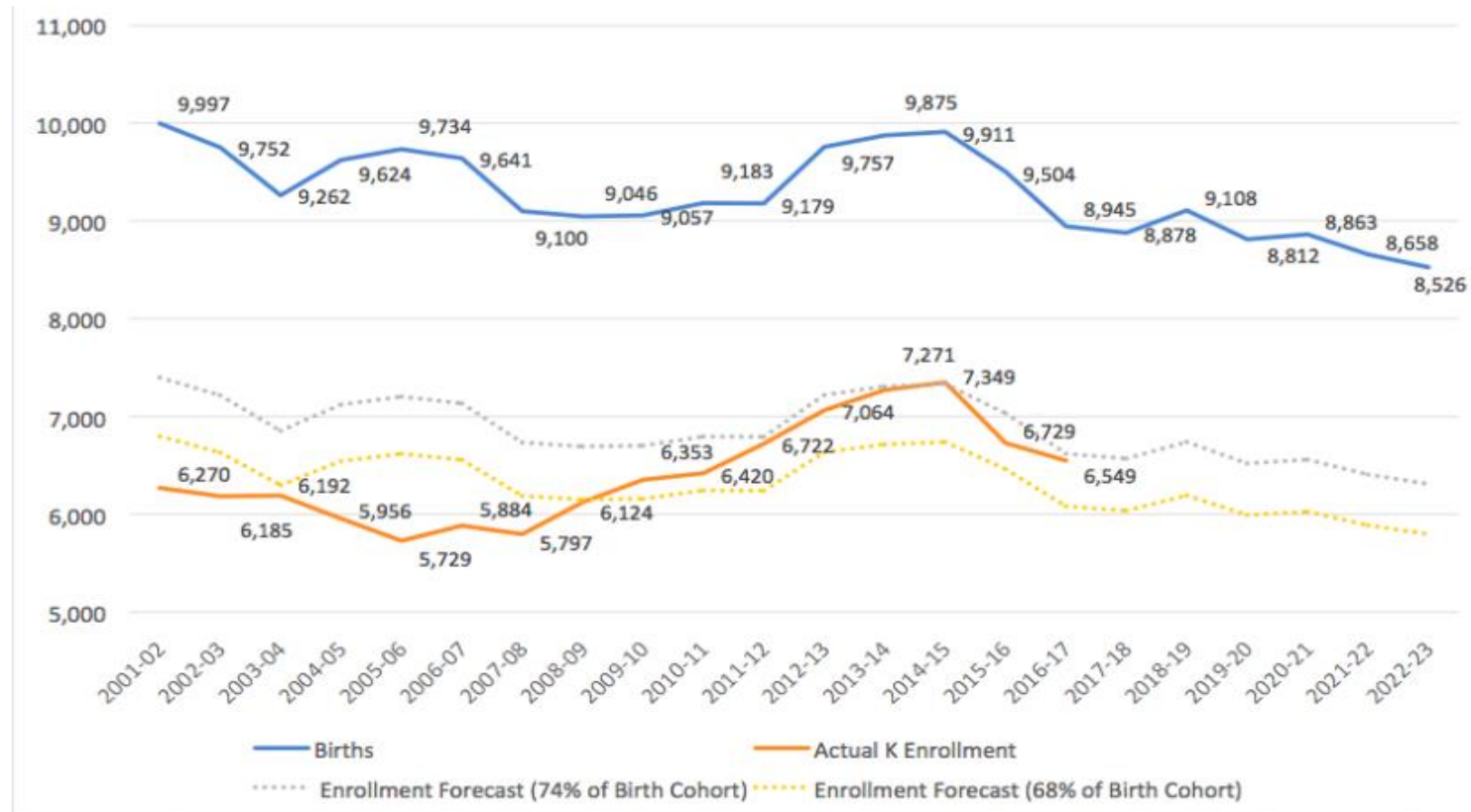
Sources: Publicly reported data from Maryland State Department of Education (mdreportcard.org) and
Maryland Department of Health and Mental Hygiene (*Maryland Vital Statistics Annual Reports*)

Baltimore City and Maryland Demonstrating Readiness Rates, 2015-2019
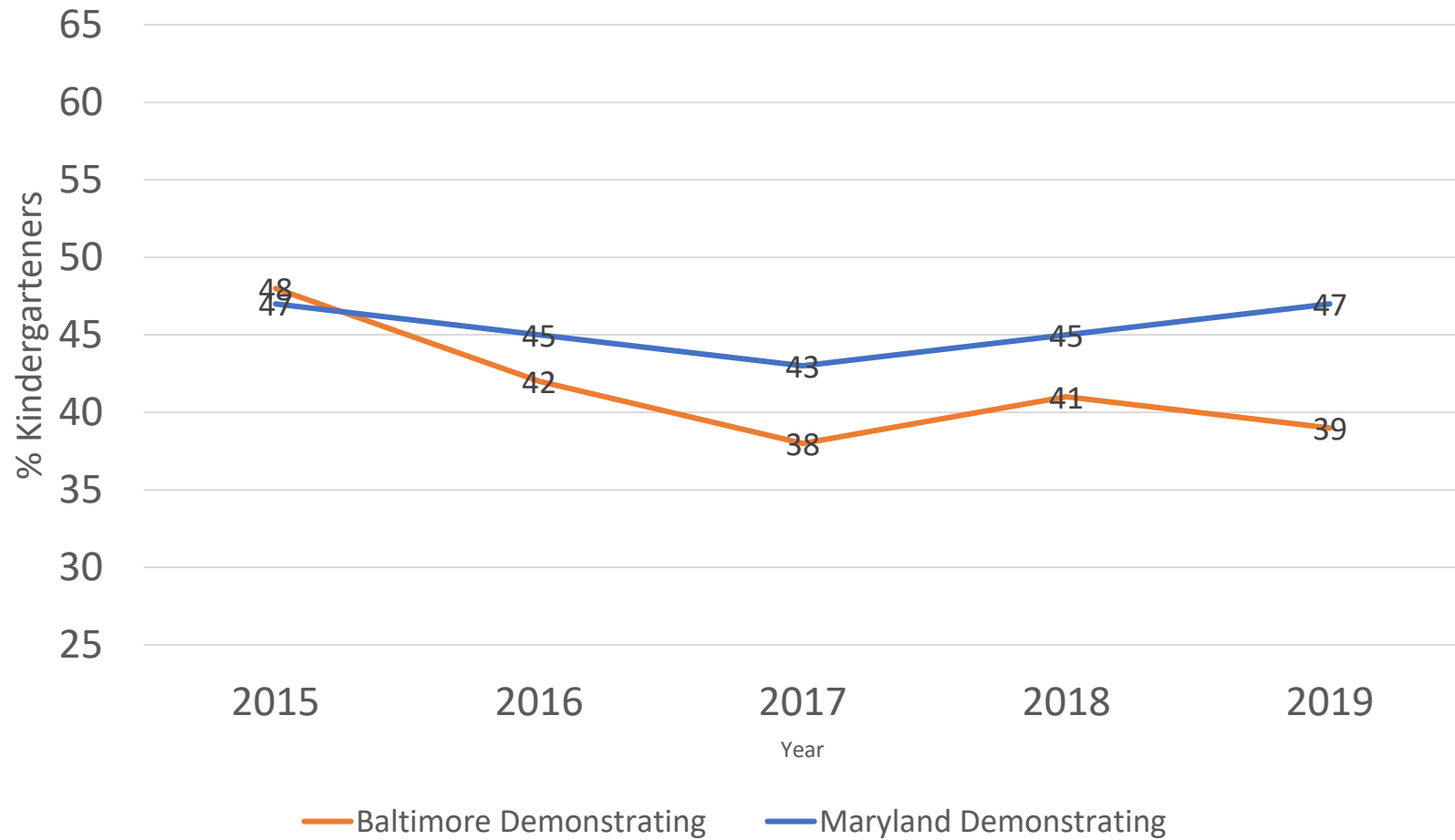
KRA trend by domains

Baltimore City and Maryland Kindergarteners Demonstrating Readiness by Domain, 2015-2018
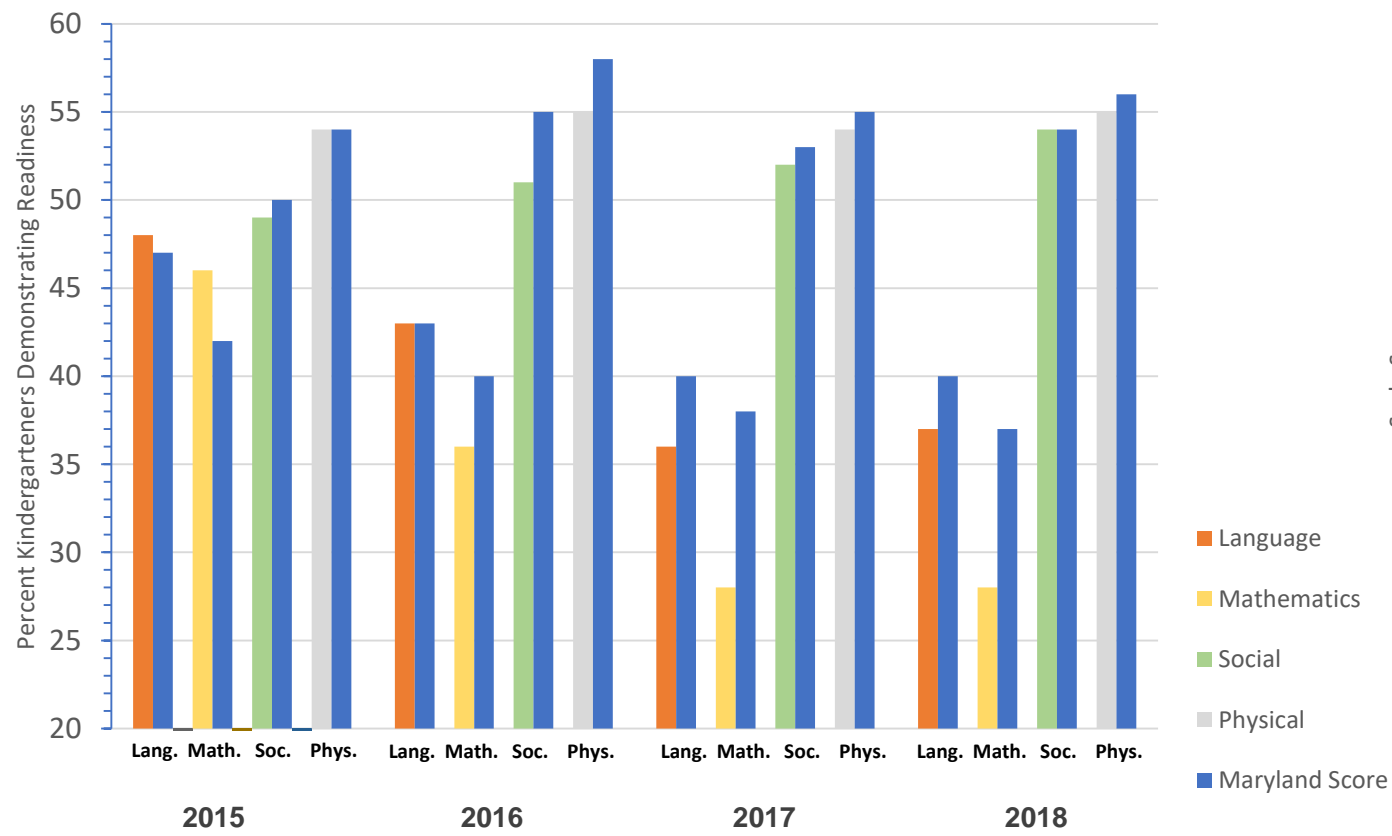
KRA Scale Score by Domain, 2019
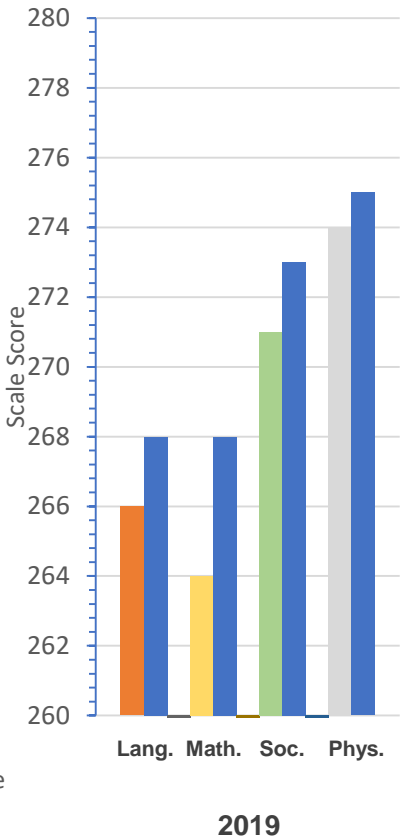
KRA trend by demographics

Baltimore City and Maryland Kindergarteners Demonstrating Readiness Overall on the KRA by Income Level, 2015-2019
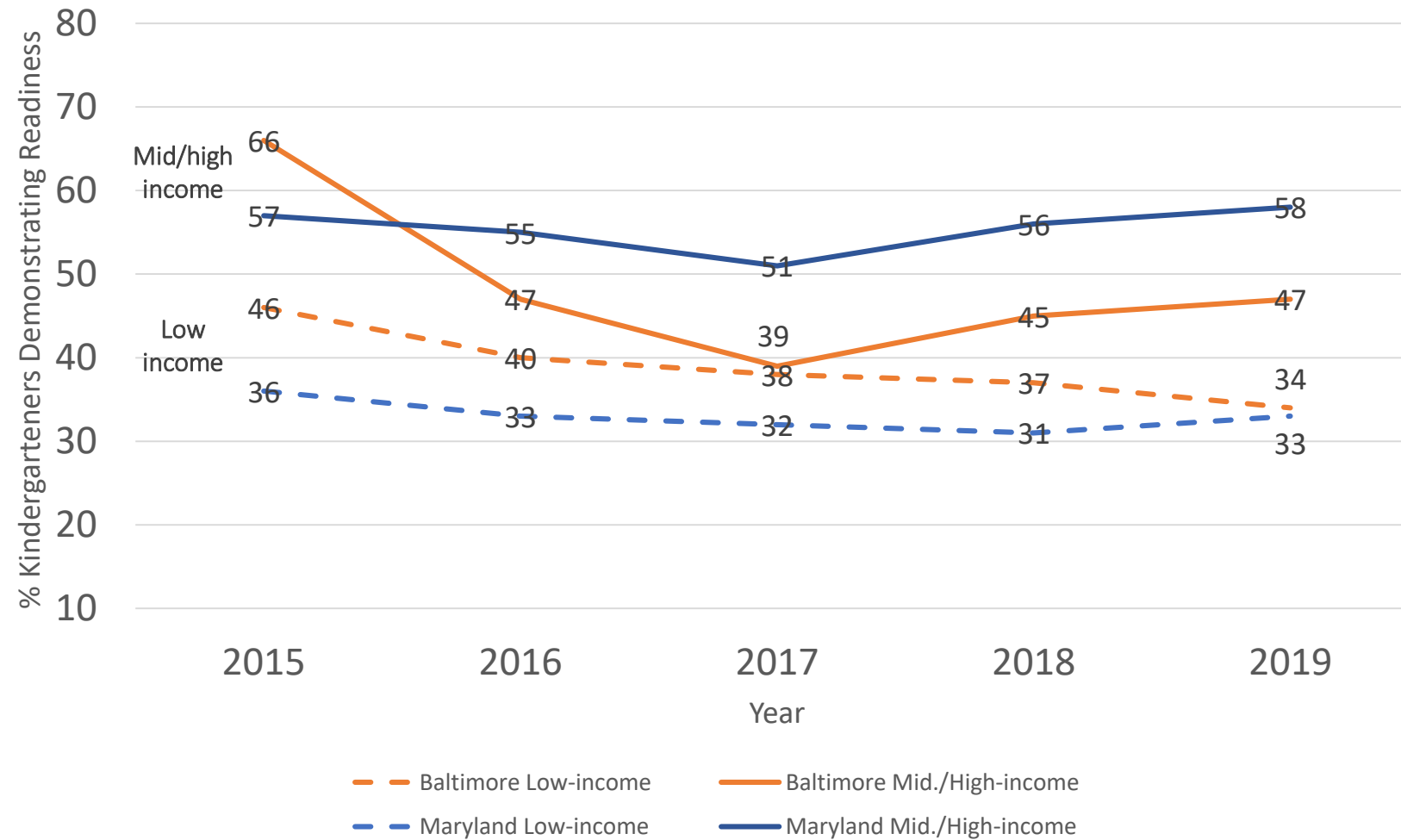
Baltimore City and Maryland Kindergarteners Demonstrating Readiness
Overall on the KRA
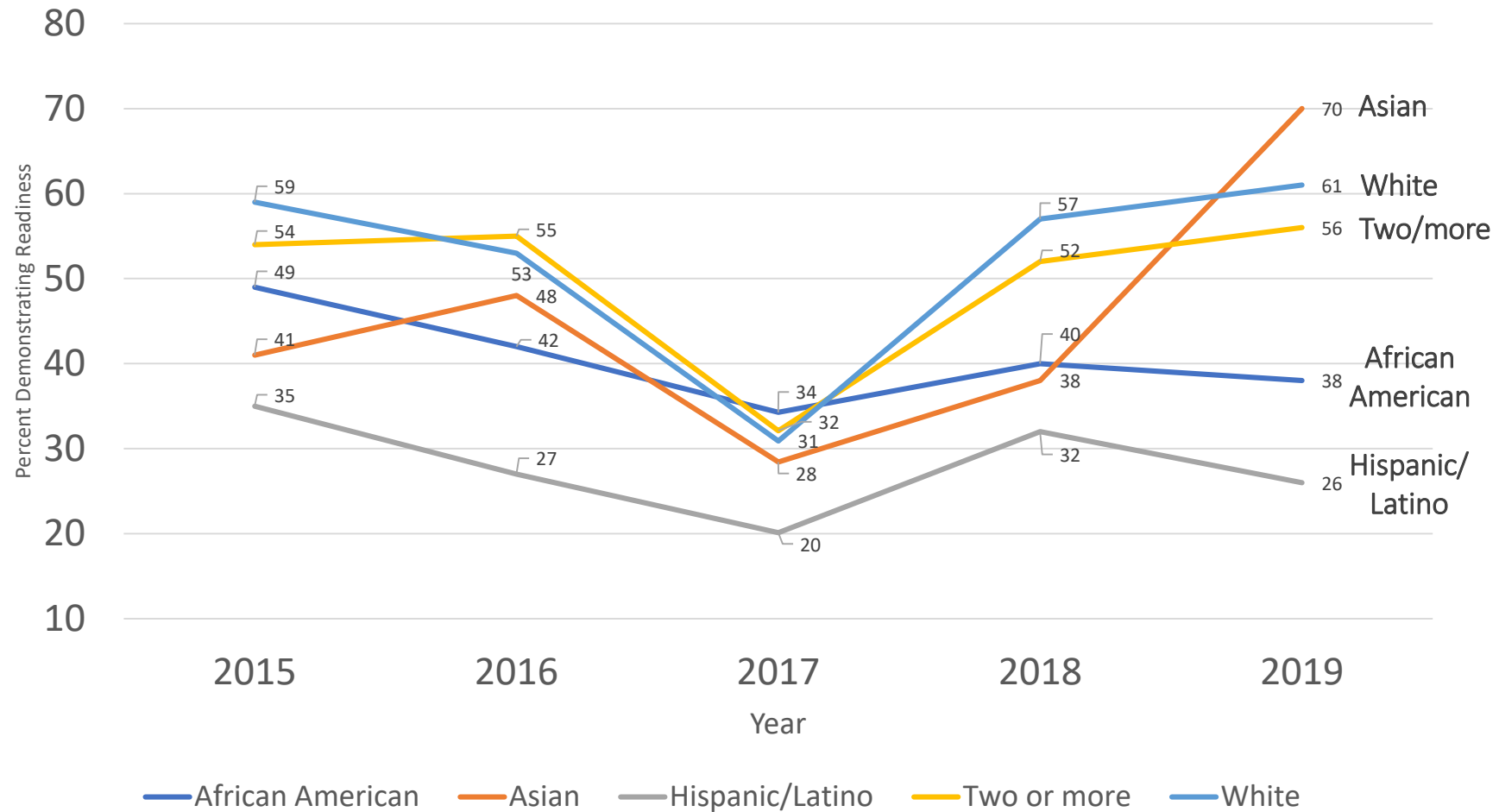by ELL Status, 2015-2019
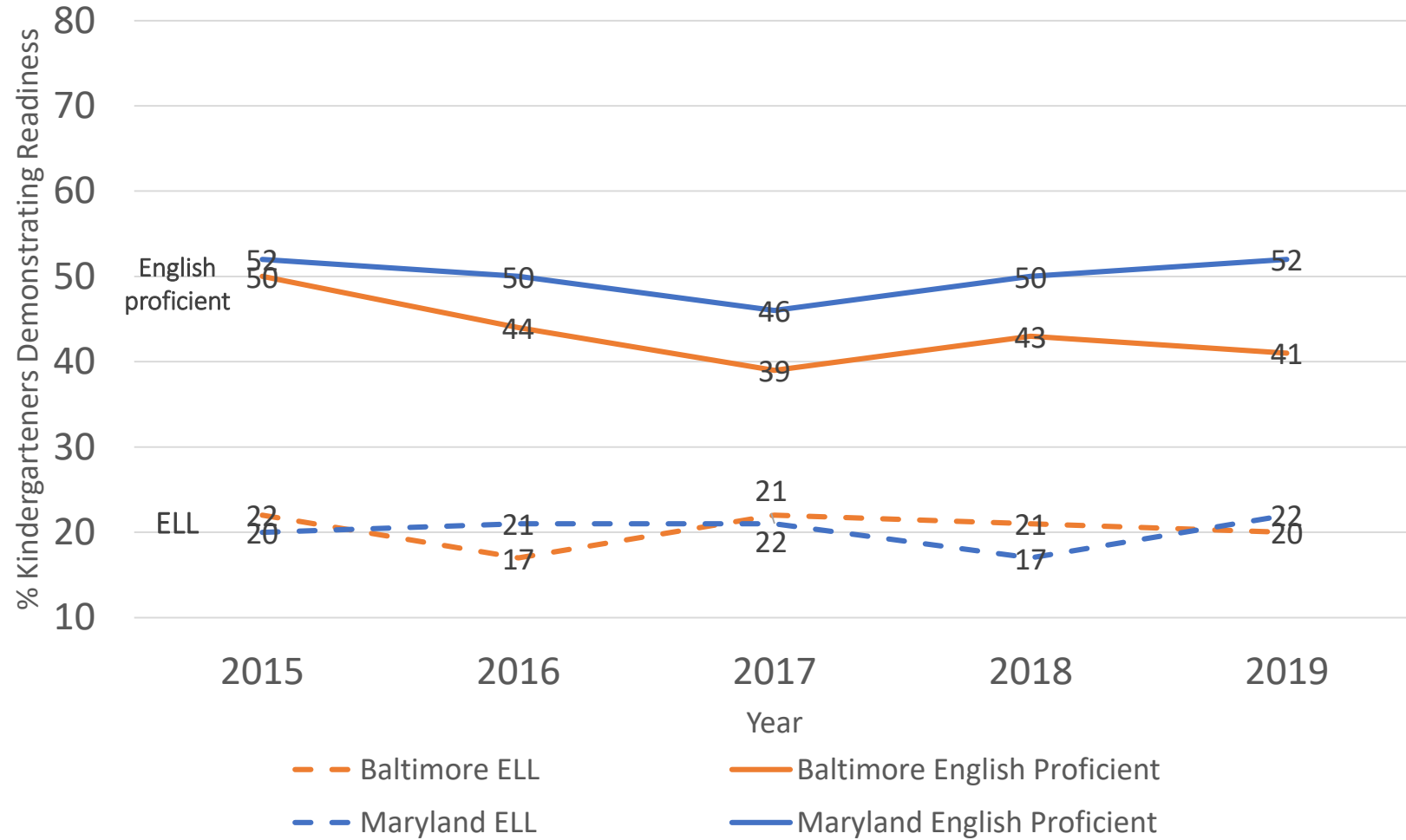
Baltimore City and Maryland Kindergarteners Demonstrating Readiness
Overall
on the KRA by Disability Status, 2015-2019
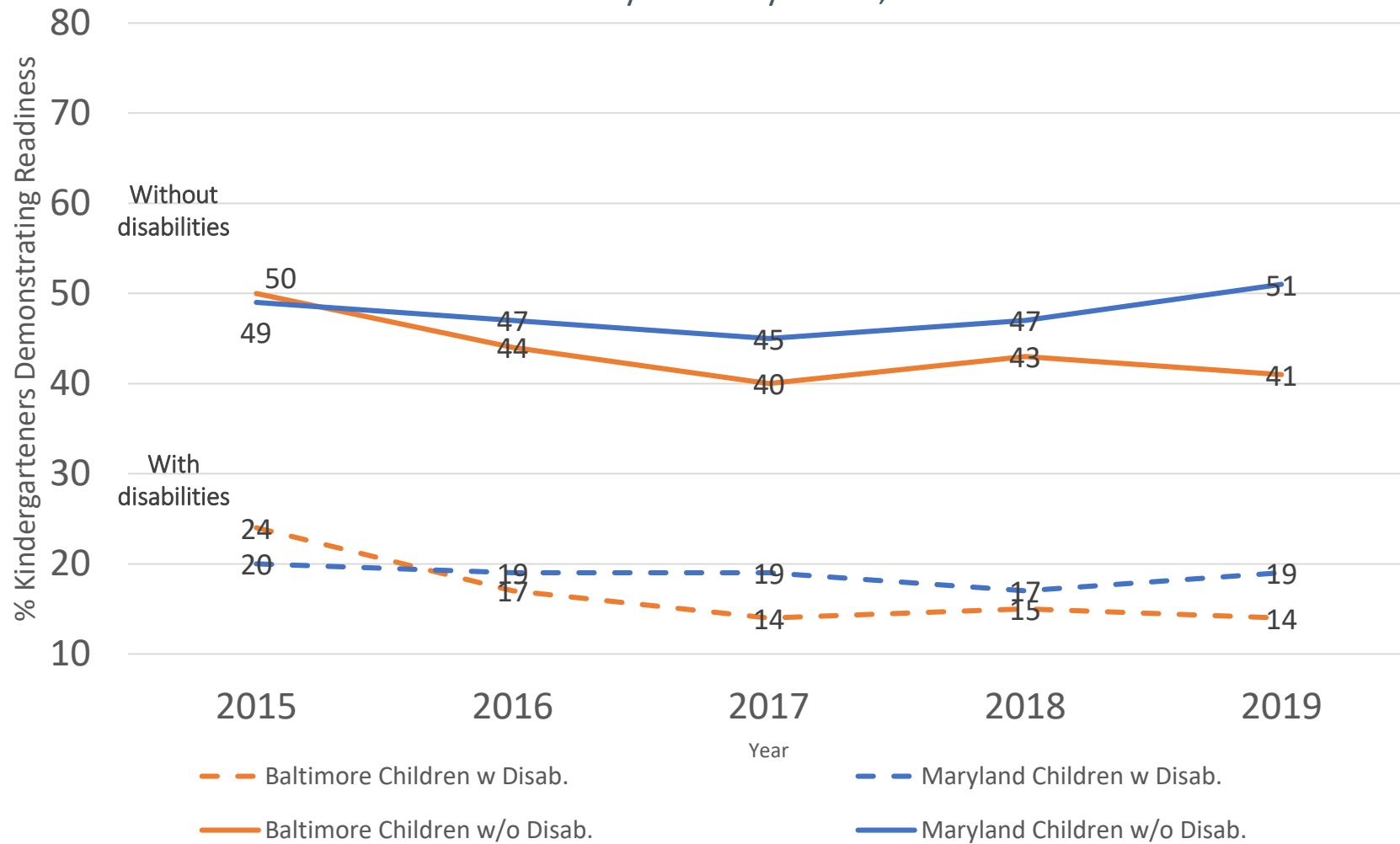
Baltimore City Kindergarteners Demonstrating Readiness on the KRA by Race/Ethnicity, 2015-2019*
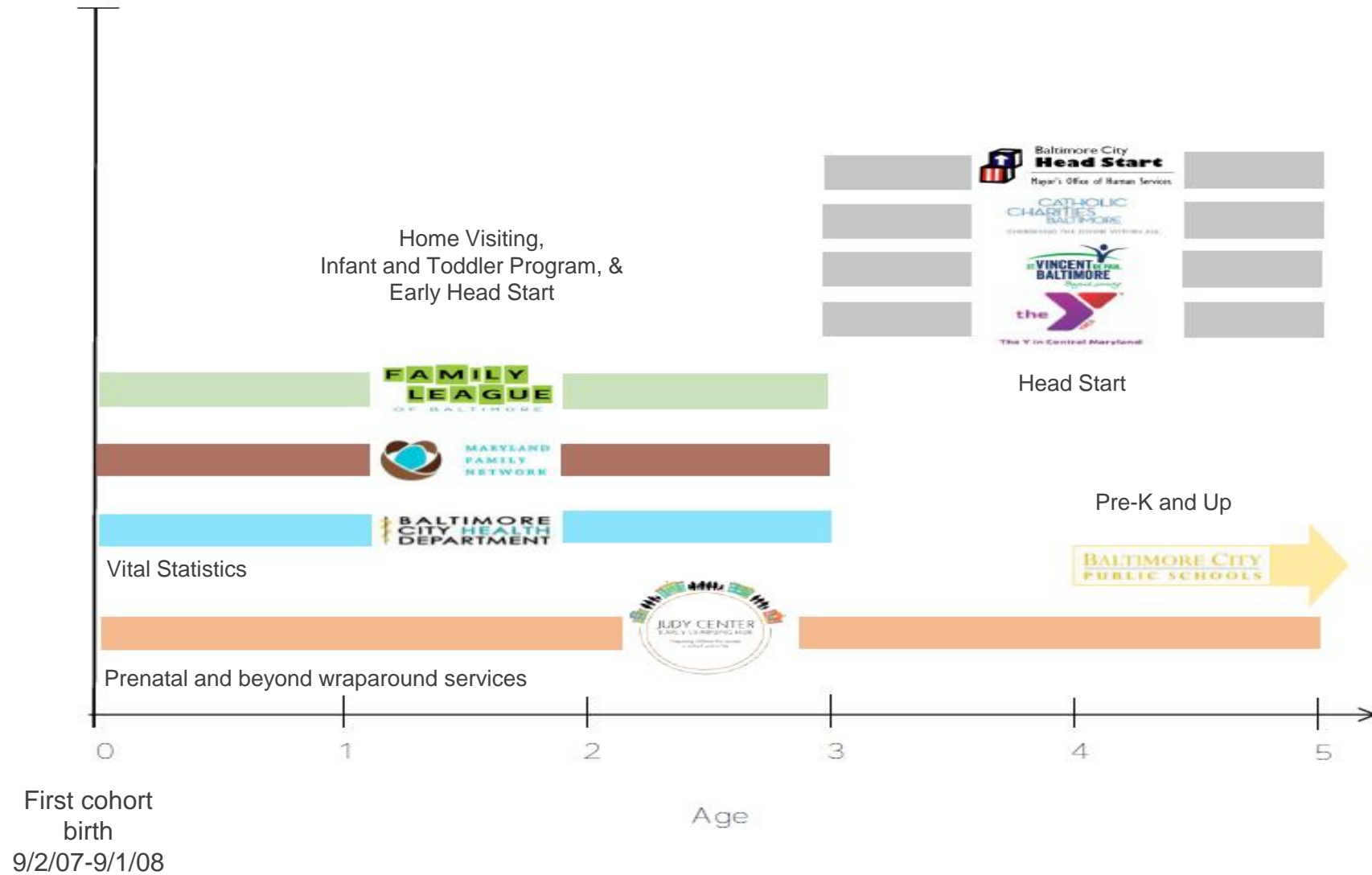
*Baltimore City only

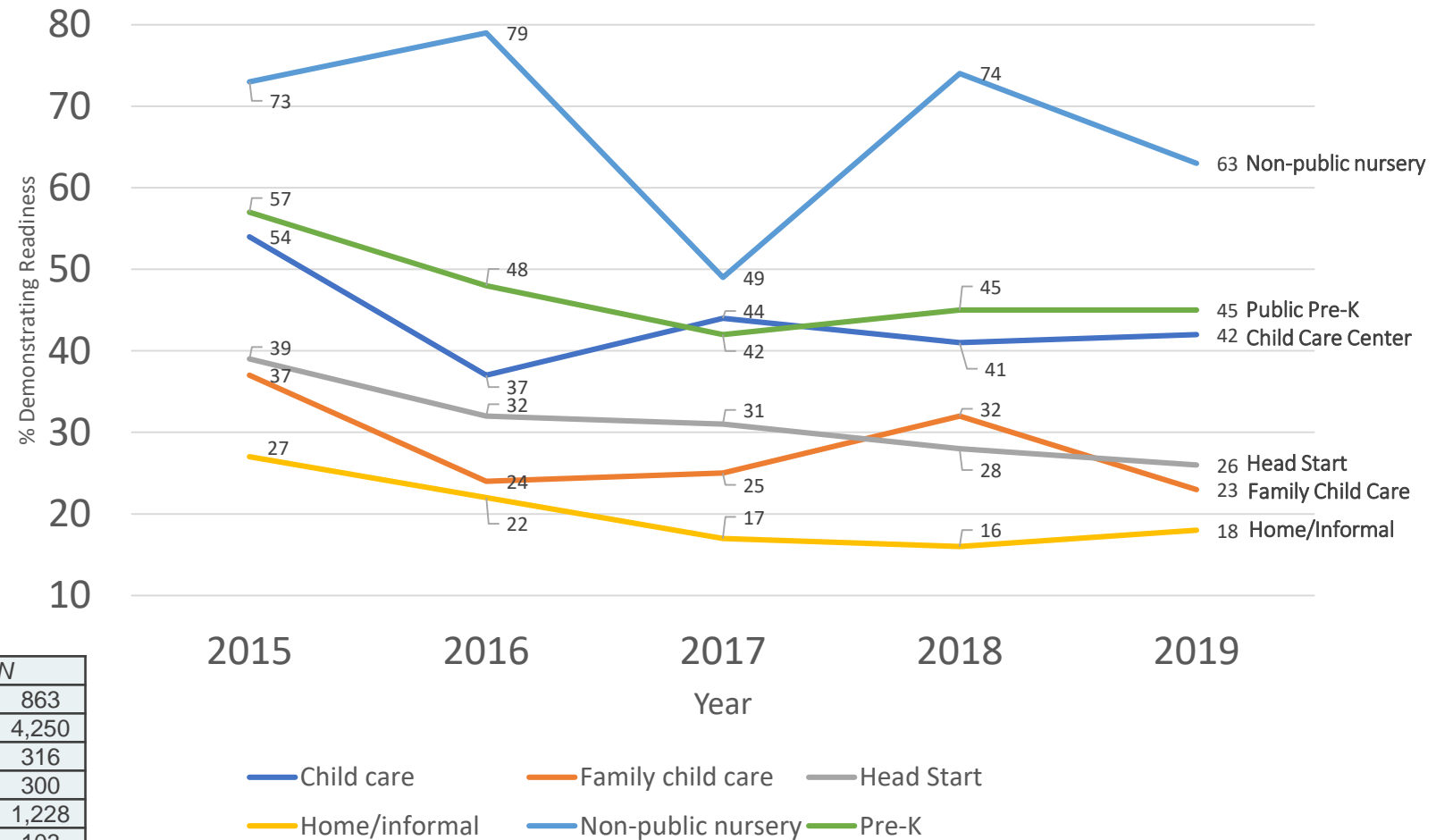| Baltimore City Kindergarten Enrollment by Race					
	2015	2016	2017*	2018*	2019*
African American	5,741	5,247	5,172	4,570	4,682
Asian	70	61	80	60	62
Hispanic/Latino	705	702	646	661	811
Two or More	52	52	87	120	125
White	689	650	646	541	562

*Calculated from proportion multiplied by total enrollment, per the MSDE report. American Indian, Hawaiian, and Pacific Islander omitted because of small proportion (< 0.5% each).

Baltimore City's Early Childhood Data Collaborative

Home Visiting,
Infant and Toddler Program, &
Early Head Start

Head Start

Pre-K and Up

Vital Statistics

Prenatal and beyond wraparound services

Age

First cohort
birth
9/2/07-9/1/08

Baltimore City Kindergarteners Demonstrating Readiness Overall on the KRA by Prior Care, 2015-2019

2015 data	N
Head Start	863
Pre-K	4,250
Child Care Center	316
Family Child Care	300
Home/Informal	1,228
Non-public	103

Head Start is a federal pre-school program for 2- to 5-year-olds from low-income families; funded by the US Department of Health and Human Services and licensed by the Maryland State Department of Education (MSDE)/Collaboration and Program Development Branch, and/or local boards of education. **Prekindergarten** is public school prekindergarten education for four-year old children that is administered by local boards of education and regulated by MSDE. **Child Care Center i**s child care provided in a facility, usually non-residential, for part or all of the day that provides care to children in the absence of the parent and is licensed by MSDE/Office of Child Care. **Family Child Care i**s regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid and is regulated by MSDE/Office of Child Care. **Non-Public Nursery School** is pre-school programs with an "education" focus for 3- and 4-year-olds. approved or exempted by MSDE; usually part-day, nine months a year. **Home/Informal Care** is care by parent(s) or a relative.

Baltimore City Kindergarteners Demonstrating Readiness
on the KRA by Prior Care

Pathways to Kindergarten
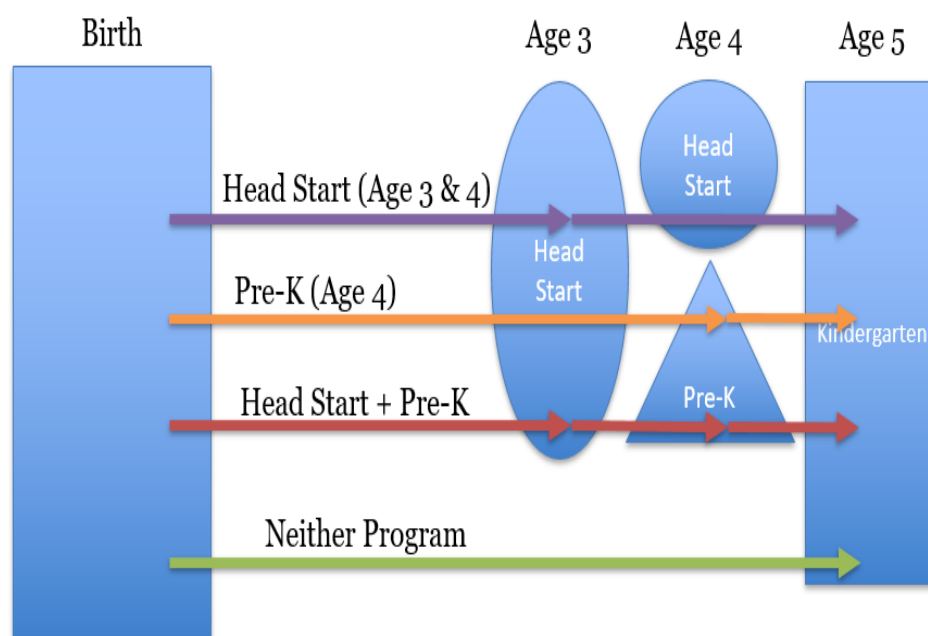
Program	Increased Odds of being Kindergarten Ready
Compared to Neither Program:	
Head Start (Ages 3 & 4) N=550	1.3*
Pre-K (Age 4) N=2,300	3.0***
Head Start then Pre-K N=839	3.6***

Children with experience in either program had higher test scores, and lower rates of chronic absence and grade repetition in kindergarten.

Controls: age, sex, race/ethnicity, eligibility for FARM, receipt of special education services, English language proficiency, school attendance, school-level % race/ethnicity, and % FARM status

References

SY18-19: https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/2018-19_rm_book.pdf

SY17-18: https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/readinessmatters_fullbook_2018.pdf

SY16-17: https://files.eric.ed.gov/fulltext/ED589984.pdf

SY15-16:
https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/kindergarten_readiness_assessment_final_report_2015-16.pdf

SY14-15: http://archives.marylandpublicschools.org/MSDE/divisions/child_care/early_learning/docs/KRA2014-15TEchnicalReport.pdf

Modified photo from https://greenswap.net/tag/chaska/ and is licensed under Creative Commons Attribution Noncommercial 3.0 Unported

Contact: Lieny Jeon, Ph.D.; lieny.jeon@jhu.edu

Baltimore City
Early Childhood Care and Education
Landscape Analysis

Findings and Implications
For Discussion with the Maryland ECAC

July 1, 2020

Study Questions

1. How many young people, aged 0-4, currently live in Baltimore
   – What are their demographics?
   – Where do they live?
   – Have number, demographics, location changed over the last five years?

2. What is the formal network of ECE programs that are available (Child Care, Head Start, Pre-K)?
   – Where located?
   – What do we know about:
     • Capacity? *Utilization?*
     • Quality?
     • Cost?

3. *What other programs and services are available to young children/ families?*
   – Judy Centers, Family Support Centers, Early Childhood Mental Health Consultations *Home visiting, Infants and Toddlers, Other Parent Support*

4. What can we say about gaps/ opportunities moving forward?

Methods: Literature review, data analysis, geo-mapping, phone survey

This Presentation

- Findings

- Initial Implications

- COVID Implications?

How many young people 0-4?
What changes over time?
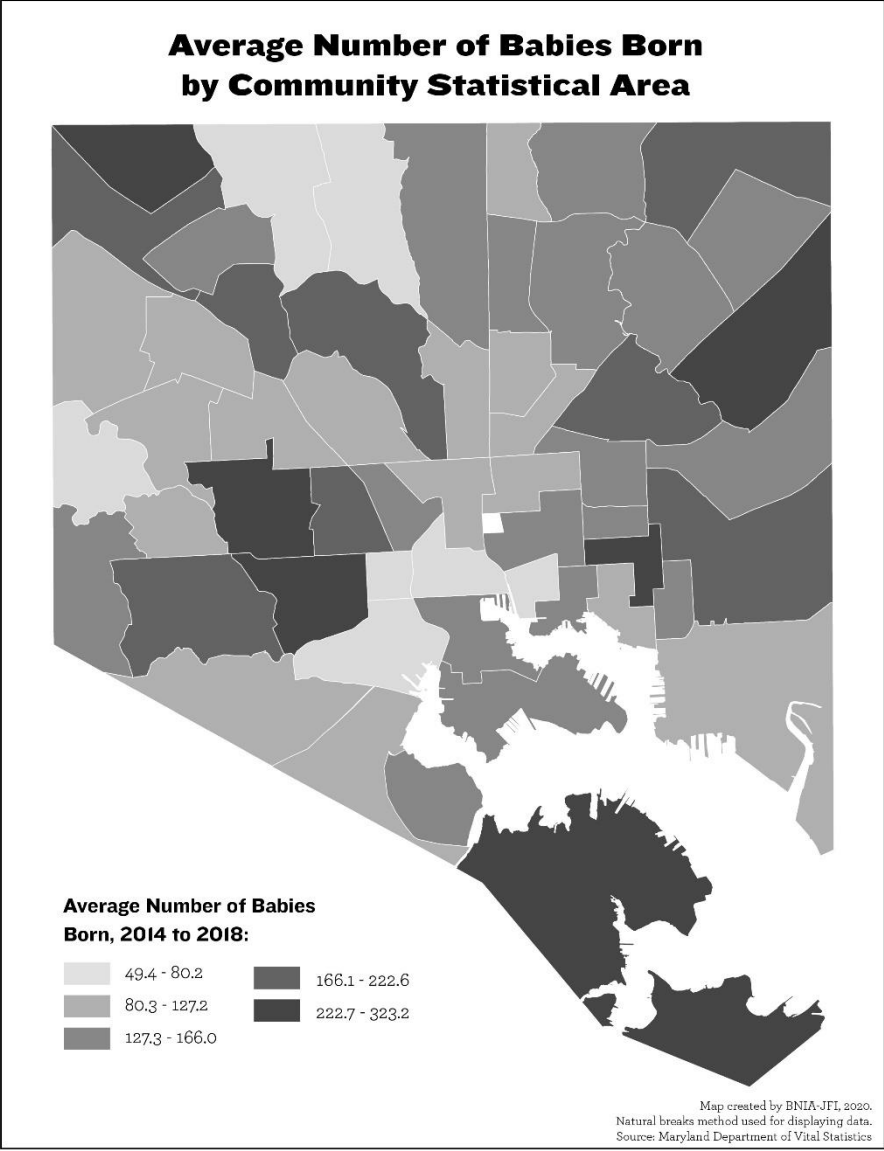## Births in Baltimore 2014 - 2018

Year	White/ Caucasian	Black/African American	American Indian	Asian/ Pacific Islander	Latinx/ Hispanic	Other/ Unknown	Total
2018	2023	4469	9	251	872	56	7680
2017	2083	4743	14	246	797	53	7936
2016	2205	5152	16	259	826	68	8526
2015	2247	5281	13	292	806	19	8658
2014	2273	5472	27	283	793	15	8863
Total	10831	25117	79	1331	4094		41663
Average	2166	5023	16	266	818		8333
Change 2014 - 2018	-250	-1003	-18	-32	79		-1183
% Change 2014 - 2018	-11%	-18%	-67%	-11%	10%		-13%
% All Births	26%	60%	0%	3%	10%		

DHMH, *Maryland Vital Statistics, Annual Reports, 2014 - 2018*

Estimated number of children 0 - 4 from birth records: 41,633

Where do youngest children live?

**Baltimore City
Community Statistical Areas (CSAs)**

**Average Number of Babies Born
by Community Statistical Area**

**Average Number of Babies
Born, 2014 to 2018:**

- 49.4 - 80.2
- 80.3 - 127.2
- 127.3 - 166.0
- 166.1 - 222.6
- 222.7 - 323.2

Map created by BNIA-JFI, 2020.
Natural breaks method used for displaying data.
Source: Maryland Department of Vital Statistics

Geographic Change (2014 – 2018)

**Baltimore City
Community Statistical Areas (CSAs)**

Neighborhood Change in Births 2014 - 2018 Greatest decreases and increases by CSA		
Community Statistical Area	Average # of Births (2014-2018)	Percent Change in # of Births (2014-2018)
Decreases		
Harbor East/Little Italy	70	-44.3%
Greenmount East	120	-34.9%
Southern Park Heights	188	-32.7%
Midway/Coldstream	124	-30.3%
Increases		
Harford/Echodale	217	5.2%
Brooklyn/Curtis Bay/Hawkins Point	267	7.7%
South Baltimore	140	8.7%
Morrell Park/Violetville	122	10.2%
Cross-Country/Cheswolde	305	12.7%

Availability of Early Care and Education

Estimated Total Capacity of ECE

ECE Setting	Number of Programs	Capacity
Licensed Family Care	493	3779
Licensed Group Care (inclusive of Head Start)	289	15555
Subtotal		19334
**Estimate for below age 5 (T* 80%)		15467
Pre-K Classrooms	224	4480
Estimated Total Capacity ECE		19947

Source: Maryland Family Network, LOCATE Childcare, Nov. 2019 and Baltimore City Public Schools, Pre-K Classrooms, 2019 -2020.

Estimated Infant Capacity

ECE Setting	Capacity (Infants, 0 – 23 mo.)
Licensed Family Care	957
Licensed Group Care (inclusive of Head Start)	889
	1846

Source: Maryland Family Network, LOCATE Childcare, Nov. 2019

The Simple Math

Population	Estimate	Capacity Estimate	Coverage
Children 0 - 4	41663	19947	48%
Infants (2018 births x 2)	15360	1846	12%

Quality?
ECE and EXCELS Ratings

Baltimore City Providers

EXCELS Level	Family Programs		Capacity	
	Number	%	Number	%
Level 1	324	66%	2510	66%
Level 2	28	6%	214	6%
Level 3	30	6%	236	6%
Level 4	1	0%	7	0%
Level 5	4	1%	32	1%
No published level	106	22%	780	21%
Total	493		3779	

EXCELS Level	Group Programs (w/ HS)		Capacity	
	Number	%	Number	%
Level 1	139	48%	6155	40%
Level 2	25	9%	1315	8%
Level 3	42	15%	2215	14%
Level 4	2	1%	186	1%
Level 5	8	3%	734	5%
No published level	73	25%	4950	32%
Total	289		15555	

Pre-K and Head Start Children in Poverty

Pre-K Classroom Capacity, 2019-2020 School Year

Capacity:
- ○ 0
- • 1 - 20
- • 21 - 40
- ● 41 - 80
- ⬤ 81 - 140

Percent of Children Living Below the Poverty Line:
- 0.1% - 9.8%
- 9.9% - 25.3%
- 25.4% - 39.0%
- 39.1% - 49.3%
- 49.4% - 64.9%

Map created by BNIA-JF
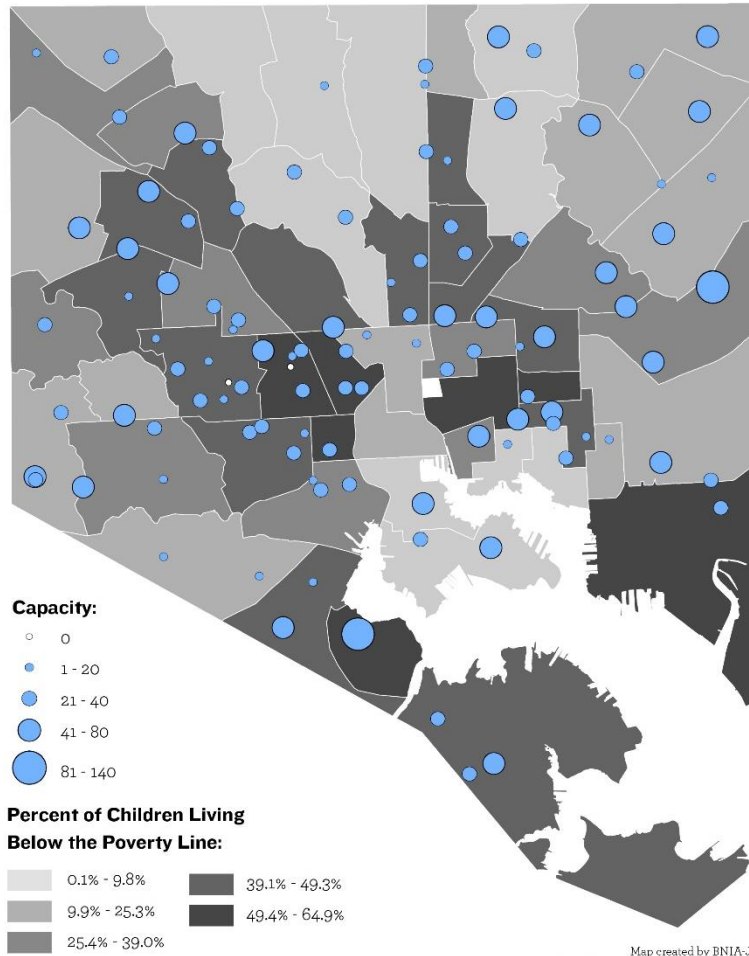
Head Start by EXCELS Rating and Capacity and Percent of Children in Poverty

Capacity:
- 0 - 24
- 25 - 49
- 50 - 74
- 75 - 99
- 100+

EXCELS Rating:
- 5
- 4
- 3
- 2
- 1

Percent of Children Living Below the Poverty Line:
Baltimore City: 32.9%
- 0.1% - 9.8%
- 9.9% - 25.3%
- 25.4% - 39.0%
- 39.1% - 49.3%
- 49.4% - 64.9%

Map created by BNIA-JFI, 2020.

Family and Center-Based Care
Children in Poverty

Family Child Care Providers by Excels Rating and Capacity

Group Child Care Providers by Excels Rating and Capacity

Capacity:
- 2 to 7
- 8 to 12

Capacity:
- Up to 24
- 25 to 49
- 50 to 74
- 75 and More

EXCELS Rating:
- 5
- 4
- 3
- 2
- 1

Percent of Children Living Below the Poverty Line:
- 0.1% - 9.8%
- 9.9% - 25.3%
- 25.4% - 39.0%
- 39.1% - 49.3%
- 49.4% - 64.9%

Map created by BNIA-JFI, 2019.

ECE: Location, Type, EXCELS, Capacity

Child Care Providers by EXCELS Rating and Capacity and Average Number of Babies Born

Capacity:

Pre-K, Head Start, Group, Family

∧	❋	□	○	0 - 24
△	❋	□		25 - 49
△	❋	□		50 - 74
△	❋	□		75 - 99
△	❋	□		100+

EXCELS Rating:

5 2
4 1
3

Average Number of Babies Born, 2012 to 2016:

Baltimore City: 8,793

54.2 - 87.2
87.3 - 130.6
130.7 - 175.6
175.7 - 231.0
231.1 - 347.2

Map created by BNIA-JFI, 2020.

ECE: By Race and Ethnicity

Child Care Providers by EXCELS Rating and Capacity and Percent of Residents that are Black/African-American

Child Care Providers by EXCELS Rating and Capacity and Percent of Residents that are White/Caucasian

ECE: By Race and Ethnicity and Poverty

Child Care Providers by EXCELS Rating and Capacity and Percent of Residents that are Hispanic
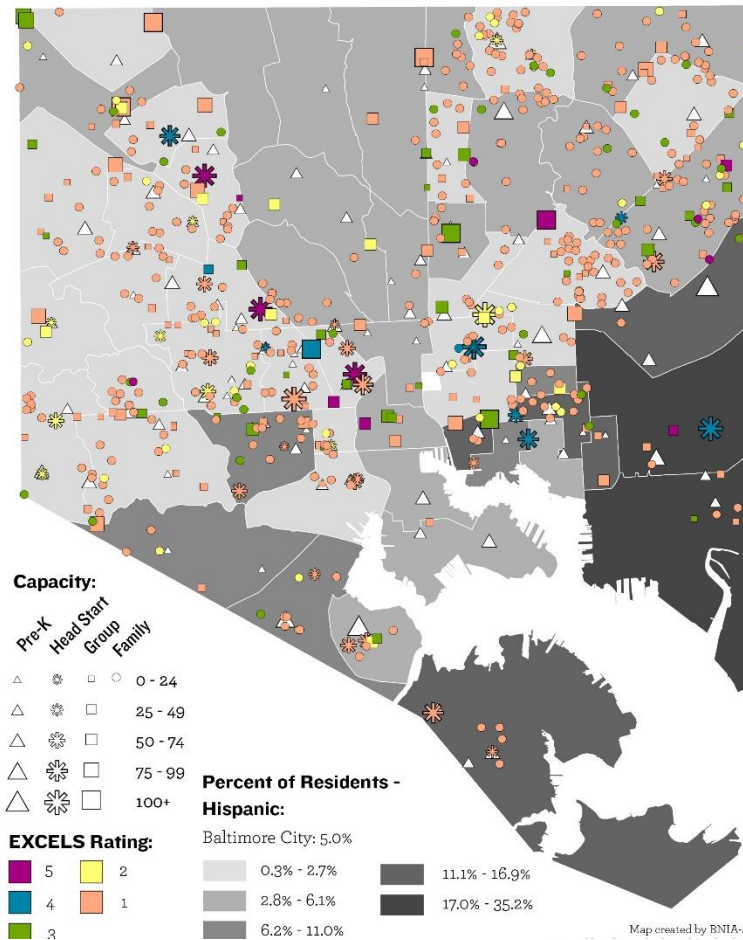
Child Care Providers by EXCELS Rating and Capacity and Percent of Children in Poverty
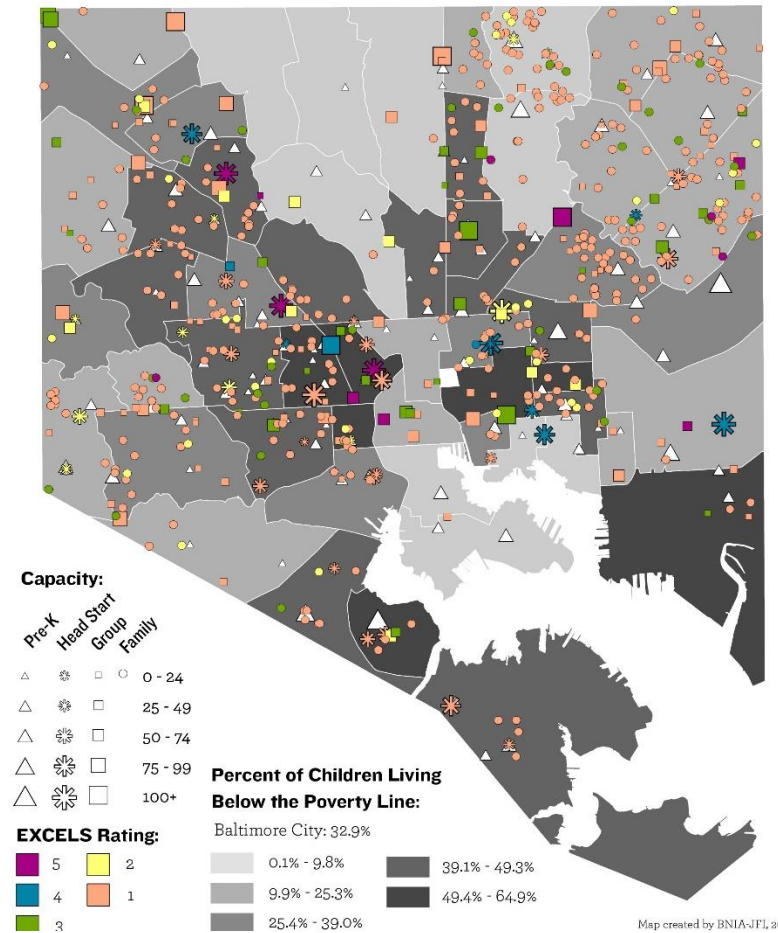
ECE By Outcome

Child Care Providers by EXCELS Rating and Capacity and Kindergarten Readiness

Capacity:

Pre-K, Head Start, Group, Family

∧	❋	◻	◦	0 - 24
△	❋	◻		25 - 49
△	❋	◻		50 - 74
△	❋	◻		75 - 99
△	❋	◻		100+

EXCELS Rating:
- 5
- 4
- 3
- 2
- 1

Percent of Children Scored Ready to Enter Kindergarten:

Baltimore City: 38.0%

- 17.2% - 25.6%
- 25.7% - 35.4%
- 35.5% - 42.6%
- 42.7% - 57.1%
- 57.2% - 70.6%

Map created by BNIA-JFI, 2020
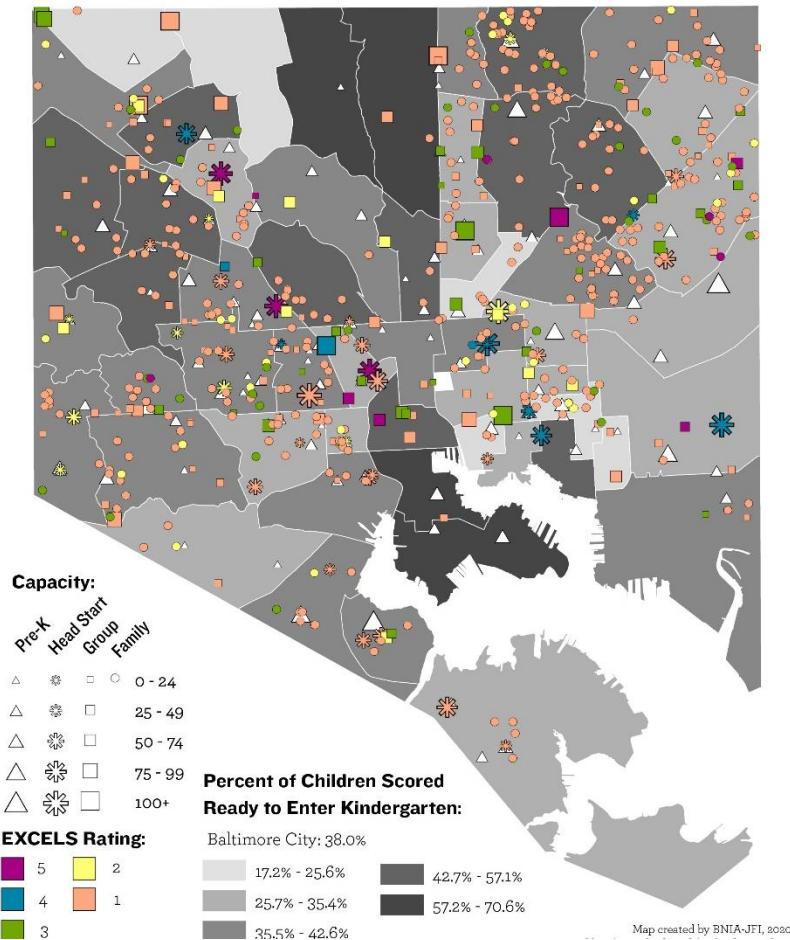
Child Care Providers by EXCELS Rating and Capacity and Percent of 3rd Grade Students Passing PARCC Reading

Capacity:

Pre-K, Head Start, Group, Family

∧	❋	◻	◦	0 - 24
△	❋	◻		25 - 49
△	❋	◻		50 - 74
△	❋	◻		75 - 99
△	❋	◻		100+

EXCELS Rating:
- 5
- 4
- 3
- 2
- 1

Percent of 3rd Grade Students Passing PARCC Reading:

Baltimore City: 13.4%

- 0.0% - 8.7%
- 8.8% - 14.8%
- 14.9% - 23.5%
- 23.6% - 47.2%
- 47.3% - 69.2%

Map created by BNIA-JFI, 2020
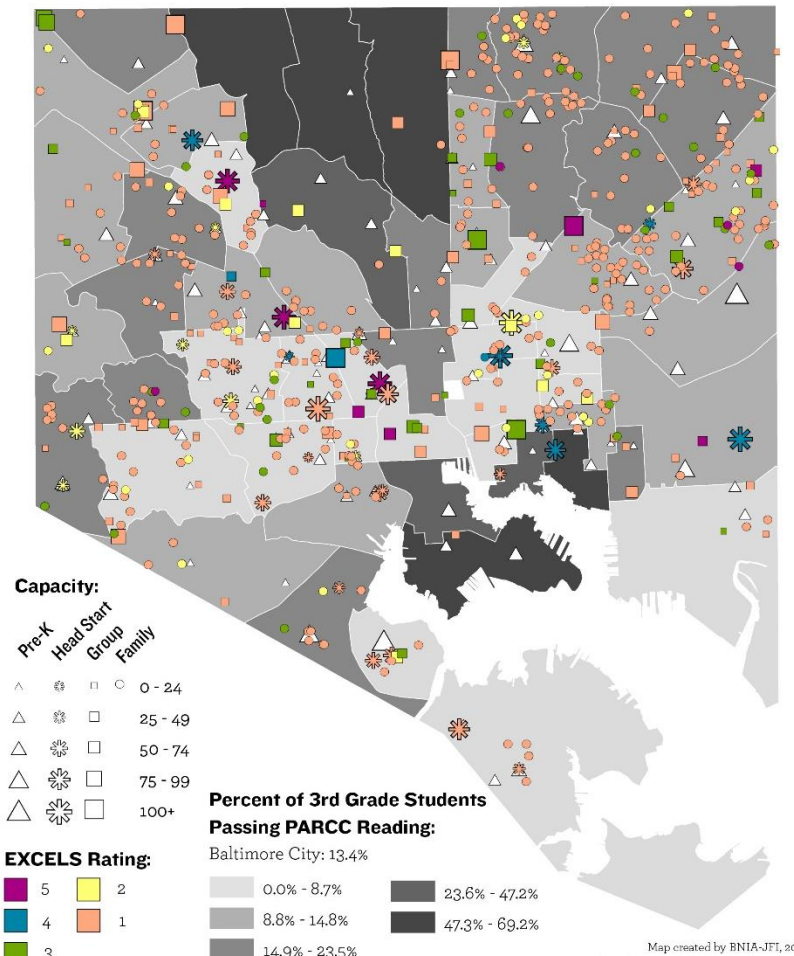
ECE: Cost and Affordability

Average Weekly Cost of Care in Baltimore City, 2019		
	Family Care	Center Care
0-23 months	$178	$272
2 - 4 years	$145	$188

Source: Maryland Family Network, Child Care Demographics 2020: Baltimore City

Annual Income and Benefits	Percent of Families (n= 123,385)	Cumulative Percentage of Families
Less than $10,000	8%	8%
$10,000 to $14,999	5%	13%
$15,000 to $24,999	9%	22%
$25,000 to $34,999	10%	32%
$35,000 to $49,999	13%	45%
$50,000 to $74,999	17%	62%
$75,000 to $99,999	12%	75%
$100,000 to $149,999	13%	88%
$150,000 to $199,999	6%	93%
$200,000 or more	7%	100%

Source: U.S. Census, American Community Survey, Income and Poverty, Five-year average for Baltimore City, 2013 – 2017

Child Care Costs as Compared to Other Major Household Expenses

The estimated current median family income in Baltimore City is $58,095[6]. A family of four that included a couple and two children ages 0-23 months and 2-4 years can be expected to have the following yearly household expenses:

Expense		Cost	% of Income
Child Care		$19,028	32.8%
Infant[1]	$9,276		
Preschooler[2]	$9,752		
Food[3]		$10,674	18.4%
Housing[4]		$16,716	28.8%
Taxes[5]		$12,303	21.2%
Total		$58,721	101.2%

[1] Average cost of full-time care in a family child care home (LOCATE, 2019). [2] Average cost of full-time care in a child care center (LOCATE, 2019). [3]National average cost of food at home based on a moderate cost plan (Cost of Food at Home Estimated for Food Plans at Four Cost Level, July 2019), U.S. Average, United States Department of Agriculture). [4]Based on U.S. Bureau of the Census 2010 median selected owner costs with a mortgage; included mortgage, taxes, insurance and utilities. [5]State and local taxes per Comptroller of Maryland (2019), Medicare and FICA taxes per moneychimp.com (2019). Taxes do not refl[e]ct Earned Income Credit. 6Current income as shown in the Geolytics Report dated July 2019. This data cannot be compared to previous data.

Source: Maryland Family Network, Child Care Demographics 2020: Baltimore City

Estimating Gaps

Simple Math

Population	Estimate	Capacity Estimate	Coverage
Children 0 - 4	41663	19947	48%
Infants (2018 births x 2)	15360	1846	12%

Mothers in Labor Force

Population	Estimate	% of Mothers in Workforce (estimate)	Revised Demand	Capacity Estimate	Coverage
Children 0 - 4	41663	72%	29997	19947	66%
Infants (2018 x 2)	15360	72%	11059	1846	17%

Children in Poverty

Population	Estimate	% Children in Poverty	Estimated Children 0-4 in Poverty (100% FPL)	Revised Capacity (CCS, Head Start, Pre-K)	Coverage
Children 0-4	41,663	33%	13,749	10,795	78.5%

Quality? By Excels Rating

Population	Estimate	Capacity	Capacity at EXCELS 3 or Greater	Coverage at 'Quality'	Coverage w/ Workforce Demand
Children 0 - 4	41663	19947	3410	8%	11%
Infants (2018 x 2)	15360	1846	490	3%	4%

Phone Survey of Providers

Phone Survey Respondents

	Responded	In LOCATE (11/19)	Response Rate
Family Providers	187	493	38%
Group Providers	83	289	29%
Total Providers	270	782	35%

Primary Language Spoken

Primary Language Spoken	English	Spanish
Family Providers	176	11
Group Providers	83	

Accept Child Care Scholarship

Accept Child Care Scholarship	Yes	No
Family Providers (n = 200)	95%	5%
Group Providers (n = 81)	84%	16%

How Hear About?	Word of Mouth/ Referrals	Online/ Website/ Social Media	LOCATE	Advertising	Recruitment
Family Providers (n = 310)	52%	19%	11%	10%	
Group Providers (n=122)	48%	19%		10%	7%

School Readiness

Support Needed for School Readiness Group Providers, n = 57

Curriculum	14%
Parent Support/Participation	12%
Funding	9%
Training	9%
Computers/Electronics	7%

Support Needed for School Readiness Family Providers, n = 158

Curriculum	14%
Parent Support/Participation	11%
Computers	10%
Exposure to the basics (letters/ colors/ shapes)	9%
Individualized Instruction/ engagement	8%
Funding and support	8%
Books/ reading	6%
Routine/ schedule	6%
Materials and supplies	6%
Community exploration/ field trips, speakers	3%
Don't need assistance	18%

Advance in EXCELS

Barriers to Advancement in EXCELS Group Providers, n = 51

Time required	27%
Need Credentials / Accreditation	20%
Turnover	10%
Process is cumbersome (paperwork)	8%
Training	8%

Barriers to Advancement in EXCELS Family Providers, n = 158

Time required	41%
Process is cumbersome (confusing, changes, hard to navigate)	11%
Working on it	9%
Not interested	8%
Need more help/ information	6%
Need Credentials / Accreditation	4%
No barriers	22%

What Missing?

Group Providers, n = 19	
Availability of Care (Centers, Head Start, Other Providers)	32%
Infant/Toddler Care	26%
Funding/ Support/ Network for Providers	16%
Affordable Child Care	11%
Qualified Staff	11%

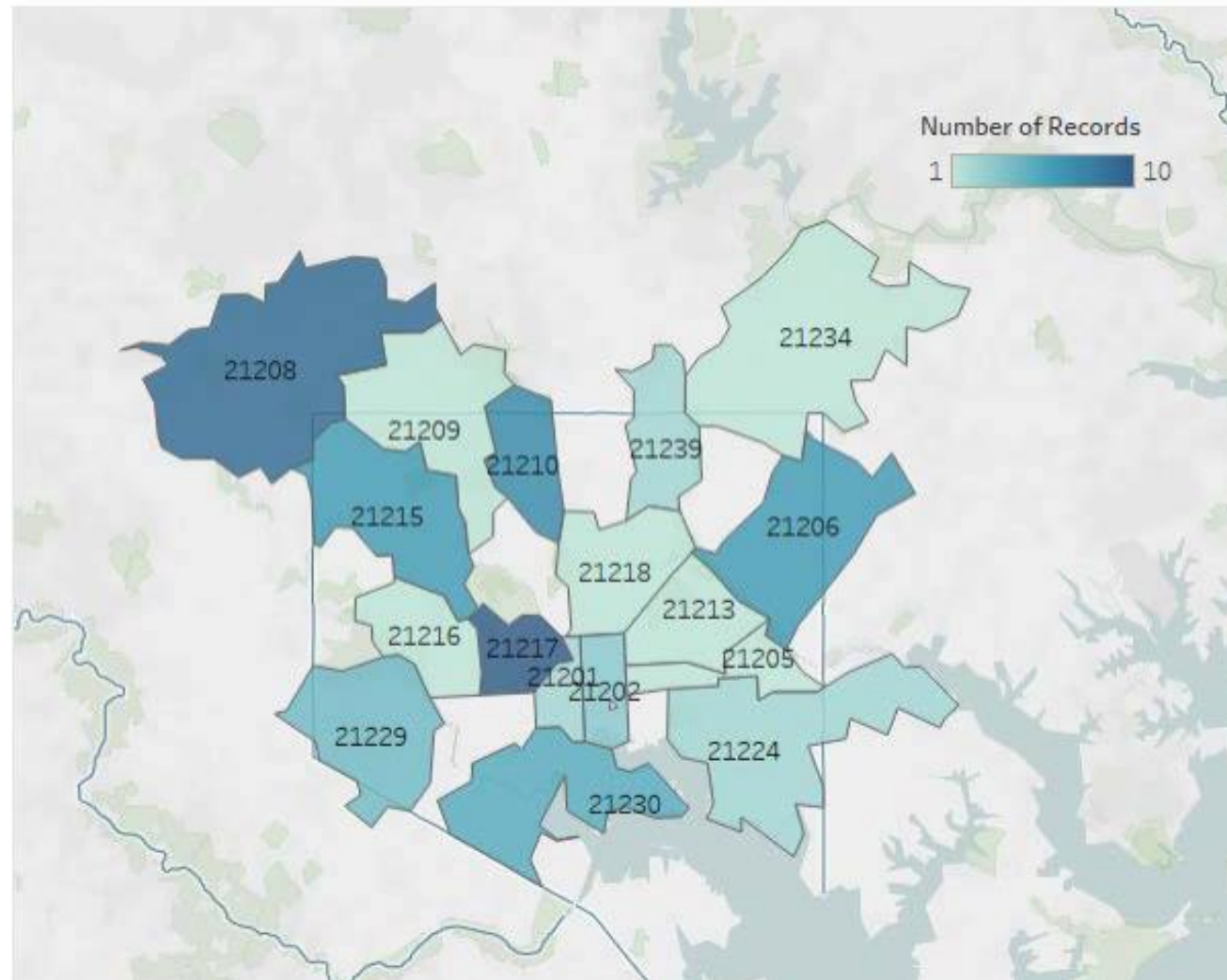| Family Providers, n = 33	
Availability of Care (Centers, Head Start, Other Providers)	33%
Infant/Toddler Care	18%
Funding/ Support/ Network for Providers	18%
Community Activities for Children (Rec Centers, After School Programs)	12%

Other Services and Supports

- **9 Early Head Start Sites**
  - Adult Education
  - Case Management, Goal Setting
  - Parenting Education
  - Home visits

- **11 Judy Centers (Elementary Schools)**
  - Adult Education
  - Case Management
  - Child Care Assistance/ Referral
  - Developmental Health Screenings
  - Family Engagement Activities
  - Parenting Classes
  - Play Groups
  - Partnerships
  - Early Learning Home Visits
  - PD for Child Care providers

Early Head Start Centers, Judy Centers, and Percent of Children in Poverty

Centers:
- ⬠ Early Head Start
- ◆ Judy Centers

Percent of Children Living Below the Poverty Line:
Baltimore City: 32.9%

0.1% - 9.8%	39.1% - 49.3%
9.9% - 25.3%	49.4% - 64.9%
25.4% - 39.0%	

Map created by BNIA-JFI, 2020.
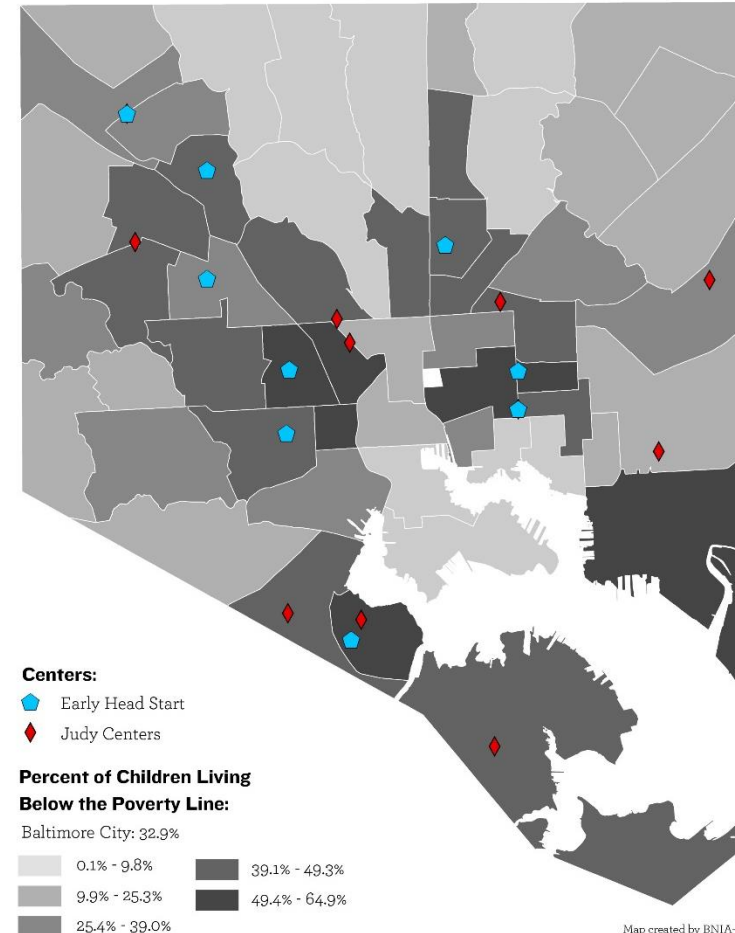
Other Services and Supports
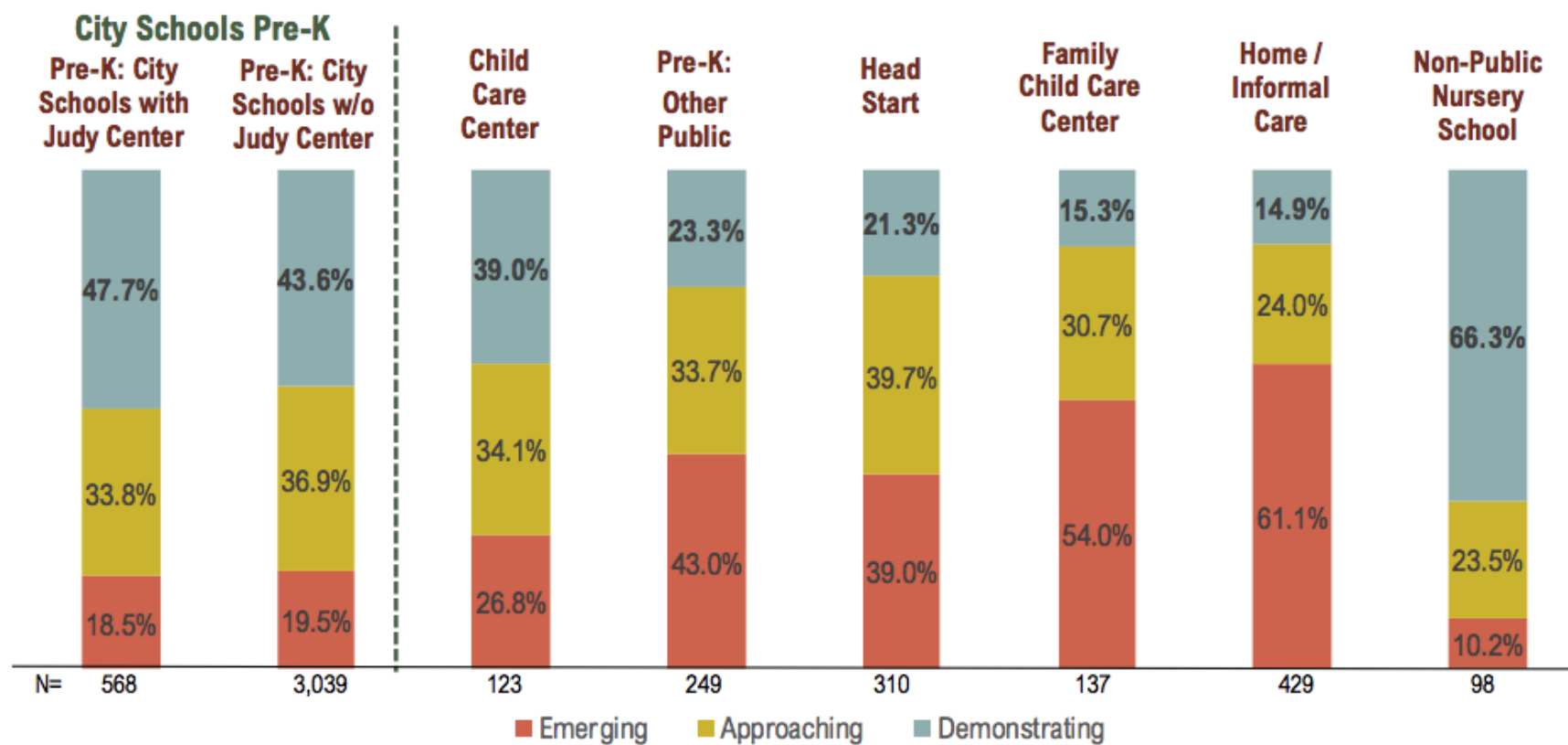
ECMHC
2019

2019-20 Readiness by Prior Care Setting

Only students who attended non-public nursery schools were more prepared for Kindergarten than those that attended City Schools Pre-K programs

City Schools Pre-K

	Pre-K: City Schools with Judy Center	Pre-K: City Schools w/o Judy Center	Child Care Center	Pre-K: Other Public	Head Start	Family Child Care Center	Home / Informal Care	Non-Public Nursery School
Demonstrating	47.7%	43.6%	39.0%	23.3%	21.3%	15.3%	14.9%	66.3%
Approaching	33.8%	36.9%	34.1%	33.7%	39.7%	30.7%	24.0%	23.5%
Emerging	18.5%	19.5%	26.8%	43.0%	39.0%	54.0%	61.1%	10.2%
N=	568	3,039	123	249	310	137	429	98

■ Emerging ■ Approaching ■ Demonstrating

Source: OAA aggregates of KRA. Predominant prior care data are self-reported by parents. See glossary for definitions of each prior care setting. Data shown here omit students in unknown prior care settings and those that repeated kindergarten.

Emerging Opportunities?

- Fill Gaps
  - Infants
  - Southeast/ South Baltimore/ Hispanic Population

- Address Affordability (above poverty, below median)

- Maximize/ Expand Public Programs (Head Start, Judy Centers, Pre-K) – w/ emphasis on neighborhoods of concentrated poverty

- Address Quality
  - EXCELs – advocacy at state level to improve processes?
  - Incentives, training, curriculum, materials and supports to advance?
  - Parent engagement

- Seek Alignment Across Settings
  - Infants to Head Start to Pre-K ?
  - Coverage to scale, curriculum/quality to improve ECE outcomes

- Build out Continuum of Supports and Services for Families

- Prioritize learning agenda:
  - Conduct independent analyses to sort out KRA results based on prior care setting
  - Deepen understanding of parent and care giver demand for licensed care and children's experiences growing up in the City, ages 0 – 4.

COVID Implications?

- Shine spotlight on systemic inequities

- Create heightened awareness of need for quality care

Additional Opportunities?

- Work with City, State and Federal partners to identify resources to:
  - Maintain existing capacity
  - Provide direct support to families and providers
  - Fill identified gaps / improve quality

- Reach out to and connect to families whose care was disrupted - seek continuity/ offer support

- Update analysis (in Spring 2021?) to measure change in provider locations and capacity and then every three years in conjunction with ECAC Strategic Plan

- Contribute to statewide policy discussions around EXCELS/quality and incentives for advancement
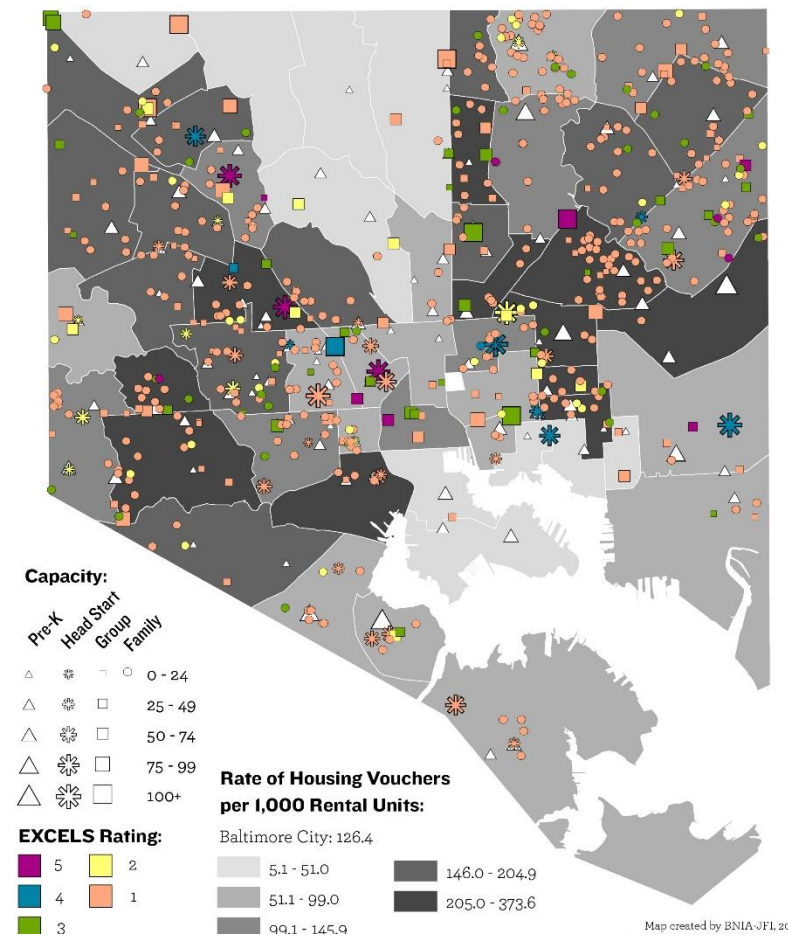
Additional Background

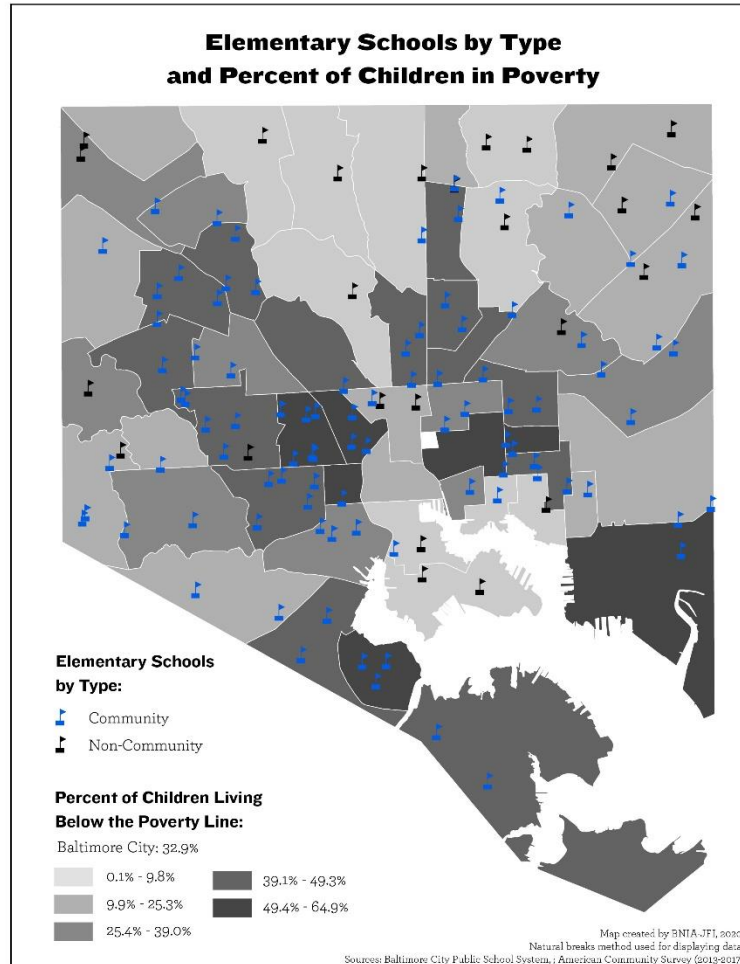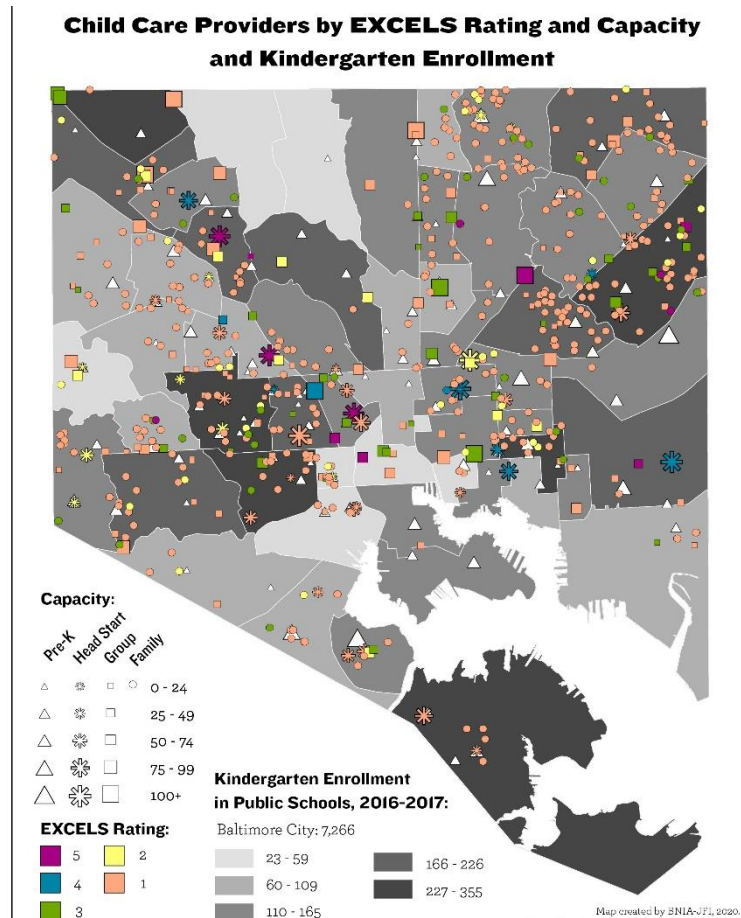# ECE By Contextual Factors: Housing Stability

Child Care Providers by EXCELS Rating and Capacity and Rental Affordability
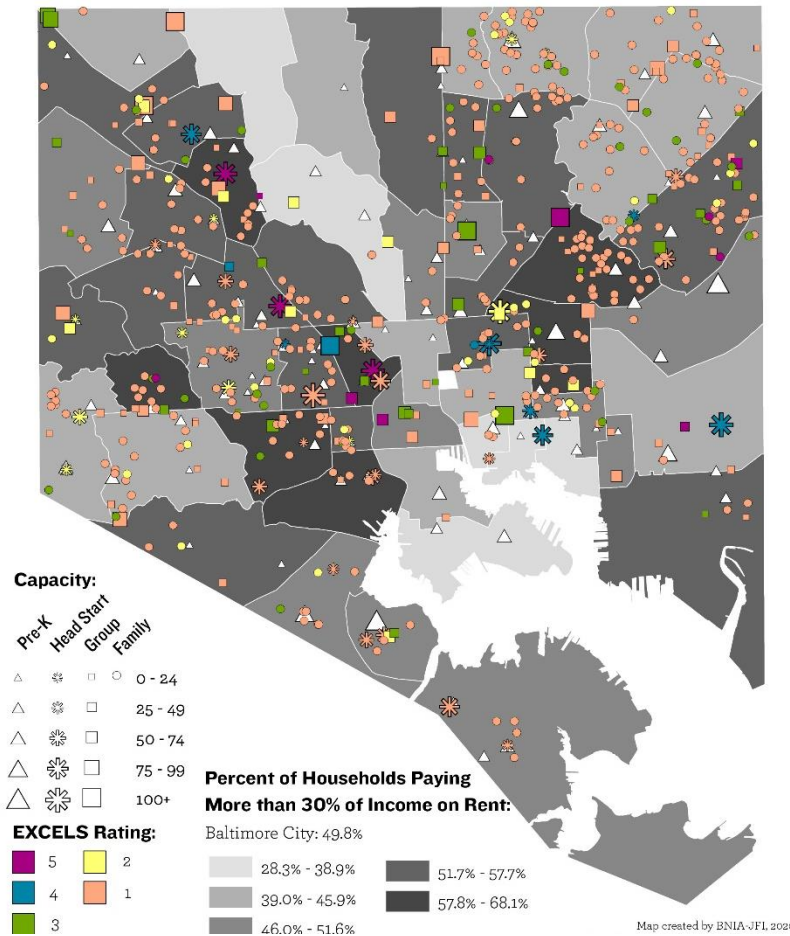
Child Care Providers by EXCELS Rating and Capacity and Rate of Housing Vouchers

Identifying Opportunities?

Discussion Draft: Not for Distribution

Child Care Scholarship

Child Care Scholarship Program (CCS)*

Family Child Care Providers willing to care for CCS children in Baltimore City
263 (53.9% of total family child care providers)

Child Care Centers willing to care for CCS children in Baltimore City
88 (47.8% of total child care centers)

LOCATE: Child Care at Maryland Family Network Baltimore, June 2019.

* Formerly Child Care Subsidy Program

Baltimore City FY19 Allocation
$23,444,900 = 4,169 full-time children

Source: Maryland State Department of Education, Office of Child Care.

Source: Maryland Family Network, Child Care Demographics 2020: Baltimore City

State Early Childhood Advisory Council Announcements
Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE

- **Recovery Plan**-The Division of Early Childhood (DEC) within the Maryland State Department of Education (MSDE) is developing a guidance document for all DEC programs and initiatives to coordinate and effectively communicate about available supports for early care and education (ECE) providers and families with young children. The guidance document will articulate the major issues and barriers that ECE programs and families are experiencing as a result of the COVID-19 pandemic, provide guidance to overcome each issue or barrier, and offer information on state resources. **DEC is seeking input from local ECACs to ensure that the major barriers resulting from the COVID-19 pandemic are addressed by the guidance.** To ensure that the guide is responsive to the needs of your community, DEC is asking that you review the list and add any additional barriers or areas of concern that are affecting your area. Please respond with any additional barriers or issues your community is facing to Wendy Dantzler at: Wendy.Dantzler@Maryland.gov by July 6, 2020. We plan to disseminate to State Early Childhood Advisory Council members week of July 13th for feedback.

- **Monthly State ECAC Meetings**- 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. Attendance will be waived for the required remaining 2020 State ECAC meetings during the Covid-19 mandate.

- Again, the recording of the full webinar will be emailed out and posted on the State ECAC webpage.