



Review of the Quality Improvement Section of the Maryland State Plan Thursday, March 15, 2018

Workgroup Attendees	Michelle Young, Andrea Zabel, Lindi Budd, Rachel London, Steve Rhode, Chris Peusch, Nancy Garcia, Valerie Ashton-Thomas, Amy Beal, Monica Ortiz, Tresa Hana
Quality Activities Needs Assessment for Child Care Services	<p>The second paragraph in the statement is missing over-arching goals which MSDE has met. The description does not actually answer the question.</p> <p>We should include goals to address the gaps faced by children with disabilities.</p> <p>Are they asking what those over-arching goals for quality improvement are?</p> <p>Is there an effective method for sharing data (KRA results) with families, providers and stakeholders?</p> <p>The KRA is not a quality initiative. I don't see how the KRA speaks to quality.</p>
Use of Quality Funds	<p>We say in our plan that we don't have use of anyone else's funds. Why not? What about adding Economic Development funds, IDEA funds as 'Other.</p> <p>We can access Title I, II and III of ESSA as well as other programs like Striving Readers. We also have state match funds and Hoyer to improve quality.</p>
Support Training and Professional Development of the Child Care Workforce With CCDF Quality Funds	<p>There were no entries in the draft plan for this section, except for one.</p> <p>Suggested Other Funding Sources to mention: IDEA, Foster Care, Kellogg Grants, etc.</p> <p>7.3 a)</p> <p>Include existing resources: SEFEL; Resource & Referral (R&R) Services/Trainings; MSDE on-line courses; Early Childhood Mental Health Consultation project, On-line Health and Safety training.</p> <p>We do offer training for engaging parents in culturally and linguistically appropriate ways.</p> <p>Family Engagement Coalition Toolkit; variety of languages; promoting use of Licensed and Legal care; Mandated ADA training; Dispute Resolution Process; FARMS children understanding the conditions of poverty, resiliency as an initiative that Maryland has.</p> <p>Include the data sources used to guide program evaluation to ensure continuous improvement (Maryland EXCELS, Credentialing, Licensing, Environment Rating Scales, and Retention)</p> <p>Include providing onsite or accessible comprehensive service for children – Infants and Toddlers</p>



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	<p>Bring Higher Education and Trainers into a more comprehensive advisory group to address ways to assist providers with creative and alternative ways to climb the career ladder and reach higher QRIS quality levels.</p> <p>Define “Preschool Development Grants” in ‘Other’</p> <p>7.3b)</p> <p>Include: Child Care Career and Professional Development Fund (CCPDF); funding for Credential Level 2 and higher \$400/year; training reimbursement</p> <p>Student support services for first generation college students</p> <p>CCCPDF includes early childhood counselors</p> <p>Geo Mapping Tool</p> <p>Expand and initiate more robust and enriching Infant Toddler professional development.</p>
Quality Rating and Improvement System: Support and assess the quality of child care providers	<p>The box for Head Start should be checked.</p> <p>Describe measurable indicators of quality/progress.</p> <p>Include information about providers moving to higher levels of quality.</p> <p>Consider the addition of an Infant Toddler Achievement.</p> <p>Add Asthma Friendly Child Care Achievement to the Health and Safety section.</p>
Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers	<p>Include Geo Mapping Tool</p> <p>Include American Academy of Pediatrics and early intervention specialists</p> <p>Home visiting services</p> <p>Consider how to support programs serving Infants and Toddlers in the QRIS standards by having a separate section in the standards for those programs who may not be able to meet the higher level staff qualification requirements.</p>
Program Standards	<p>Include Maryland EXCELS Asthma Friendly Child Care achievement to Health Section</p>
Other Quality Improvement Activities	<p>Recommend removing KRA from this section since it is not a rating of teacher effectiveness.</p>