



## State Early Childhood Advisory Council

Wednesday, May 8, 2019

10:00 a.m. - 3:00 p.m.

Ascend One - Howard County Public School System (HCPSS) Conference Center

8930 Stanford Blvd., Columbia, Maryland 21045

Susquehanna Room

Time	Task
10:00 - 10:15	<b>Welcome / Introductions and Announcements</b> <ul style="list-style-type: none"> <li>Steven Hicks, Assistant State Superintendent, Division of Early Childhood, Maryland State Department of Education (MSDE)</li> </ul>
10:15 - 12:00	<b>Presentations</b> <ul style="list-style-type: none"> <li>Preschool Development Grant B-5 Needs Assessment– Kasia Razynska, Associate Director of Evaluation and Continuous Improvement, MAEC, Inc. and Maria del Rosario (Charo) Basterra, Vice President, MAEC Deputy Director, Center for Education Equity (Communication – Priority 1, Workforce Development-Priority 2)</li> </ul>
12:00 - 1:00	<b>Lunch (on your own)</b>
1:00 - 2:00	<b>Old Business</b> <ul style="list-style-type: none"> <li>Welcome - Dr. Carol A Williamson, Deputy Superintendent, Office of Teaching and Learning, MSDE</li> <li>Pritzker Grant Update – Margaret Williams, Executive Director, Maryland Family Network (MFN) - (Communication – Priority 1, Workforce Development-Priority 2)</li> <li>Preschool Development Grant update <ul style="list-style-type: none"> <li>Local Early Childhood Advisory Councils Quality Grants – Wendy Dantzler, Early Childhood Coordinator, Collaboration and Program Improvement Branch, DEC, MSDE (Communication – Priority 1)</li> <li>WIDA, Maryland as an Early Learning WIDA State, Karina Hudack, Grants Specialist, Collaboration and Program Improvement Branch, DEC, MSDE (Communication – Priority 1)</li> </ul> </li> </ul>
2:00-2:30	<b>New Business</b> <ul style="list-style-type: none"> <li>Child and Adult Care Food Program (CACFP) - Lucy Ann Amos, CACFP Training Specialist, Office of School and Community Nutrition Programs, MSDE (Workforce Development-Priority 2)</li> </ul>
2:30 –3:00	<b>General Announcements and Next Steps</b> <ul style="list-style-type: none"> <li>Striving Readers Comprehensive Literacy Grant - Vanessa Williams, Program Specialist, Division of Curriculum, Instructional Improvement, and Professional Learning, MSDE</li> <li>Office of Child Care Update-Jenn Nizer, Director of the Office of Child Care, Division of Early Childhood, MSDE</li> <li>Maryland EXCELS- Jena Smith, Quality Assurance Supervisor, Maryland EXCELS Branch, Division of Early Childhood, MSDE</li> <li>U. S. Play Coalition Conference: Your Definition of Play - Patty Stine, Co-Founder, Pure Play Every Day, Inc.</li> <li>State Early Childhood Advisory Council Announcements – Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE</li> </ul>
3:00	<b>Adjournment of Full Council</b>

## Priorities

Currently, the Council is focused on two priority areas: Communication / Public Awareness and Workforce Development.

**Communication / Public Awareness (Priority 1):** 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.

**Workforce Development (Priority 2):** 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)

To support these initiatives, the state will need to review its training component and ensure that it has the capacity to support all early education and care providers. Objectives for this work are:

- To develop effective strategies that addresses the use of technology in the classroom and in early education and care programs as well as family engagement and challenging behaviors. To successfully address the latter, strategies should consider training or coaching models that are also inclusive of communication skills, relationship building, cultural competencies, and trauma informed care.

**Birth-8 (Priority 3):** We will be asking our State Early Childhood Advisory Council members for input and feedback as we begin our work this fall. Education Counsel, a non-profit educational consulting firm, has invited Maryland to participate with Connecticut, Delaware, and Mississippi in a multi-state workgroup as our states begin to implement the Birth to 8 opportunities that are in our new ESSA plan. They will be supporting us with evidenced based ideas in order to expand opportunities and improve outcomes for all students from birth through age 21.





Together *Juntos*

## PDG-B5 Needs Assessment Update

**Maria del Rosario (Charo) Basterra**

Vice-President

MAEC

**Kasia Razynska**

Associate Director of Evaluation

MAEC





## VISION

MAEC envisions a day when all students have equitable opportunities to learn and achieve at high levels.


## MISSION

MAEC's mission is to promote excellence and equity in education to achieve social justice.

## CORE VALUES

- ❖ Excellence
- ❖ Equity
- ❖ Integrity
- ❖ Innovation
- ❖ Synergy

## AREAS OF WORK

-  Early Childhood
-  Educational Equity
-  English Learners
-  FSCE
-  School Transformation
-  School Culture & Climate
-  STEM
-  Youth Development

# CONTACT INFORMATION



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## NEEDS ASSESSMENT

- Document review
- Town Hall Meetings and Discussions
- Survey
- Focus groups



# NEEDS ASSESSMENT – DOCUMENT REVIEW

## GUIDING QUESTIONS



Maryland's comprehensive needs assessment is focused on five guiding questions:

- What is the **scope** of early childhood services in Maryland? What are some of the critical issues regarding **access** to early childhood education? Are there any specific populations particularly affected by these issues?
- What are some of the critical issues regarding the **quality** of early childhood education in Maryland? Are there any specific populations affected by these issues?
- What are some of the critical issues regarding the **transition** from the early childhood system to formal schooling? Are there any specific populations affected by these issues?
- What are some of the critical issues regarding **coordination and collaboration** uncovered by the needs assessments?
- What are the recommendations made by previously conducted needs reviews to address some of these systematic critical issues facing stakeholders in Maryland?



## SCOPE AND ACCESS

- Maryland provides a wide range of early care and education programs and services to address the diverse needs of its birth to five population and their families.
- The majority of these children are cared for by licensed center-based programs and family child care providers.

Overview of Maryland's Early Care and Education Mixed Delivery System

Service	Age Range	Estimated Capacity
8-12 Hour Child Center Care	0-5	108,994
Infant-Toddlers	0-2	14,359
Family Child Care Providers	0-5	45,317
Employer-Sponsored Centers	0-5	4,179
Head Start (including Head Start, Early Head Start and Home-based Head Start)	0-5	9,205 *
Public Pre-Kindergarten	3-5	29,313 *
Private Pre-Kindergarten	3-5	30,945 *

Source : (Maryland Family Network , 2019).

\* Enrollment data, not capacity

# NEEDS ASSESSMENT

## Document Review

The information in these documents focused on a wide range of areas. Some of the topics included:

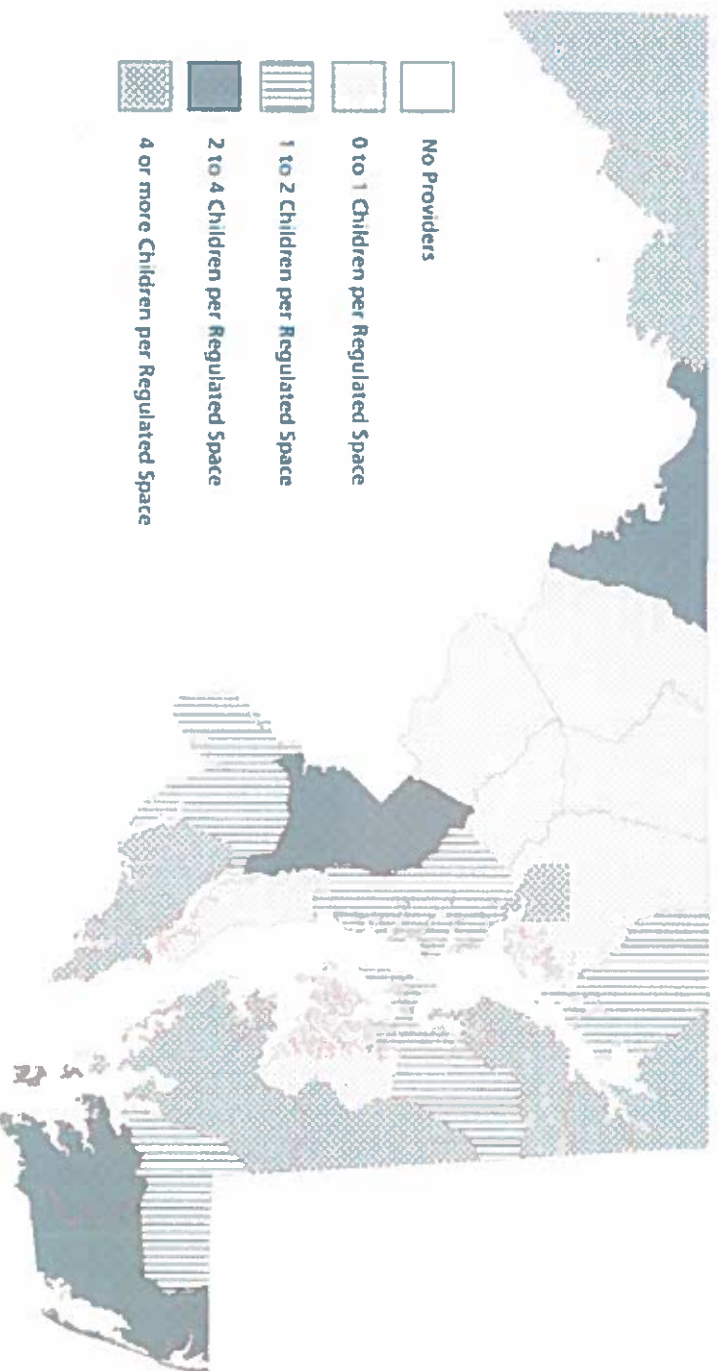
- access and supply across the state;
- children and families served by the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program;
- Maryland's Child Care Scholarship Program;
- early childhood healthcare issues;
- prevalence of Adverse Childhood Experiences across the state;
- quality of implementation of Maryland EXCELS (Excellence Counts in Early Learning and School-Age Care), Maryland's Quality Rating and Improvement System (QRIS);
- needs of the state's local ECACs;
- assessment of the state's Pre-K program;
- Head Start coordination and collaboration issues; and
- needs of the state's early intervention and early childhood special education programs.



## SCOPE AND ACCESS

- Child care providers are not equitably distributed across the state. Services are most scarce for vulnerable populations.

**Number of Children 0-5 Years Per Regulated Child Care Space by Census Tract**



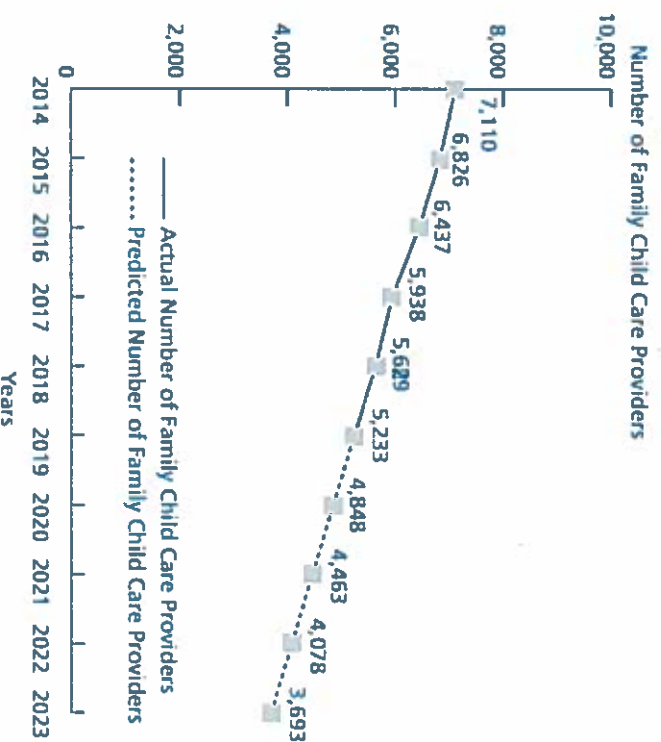
This map is based on census tracts defined by the U.S. Bureau of the Census. It does not accurately delineate land/water boundaries in some census tracts.  
Source: U.S. Bureau of the Census, 2010. MFMLOCATE: Child Care, 6/18.

Source: (Maryland Family Network, 2019).

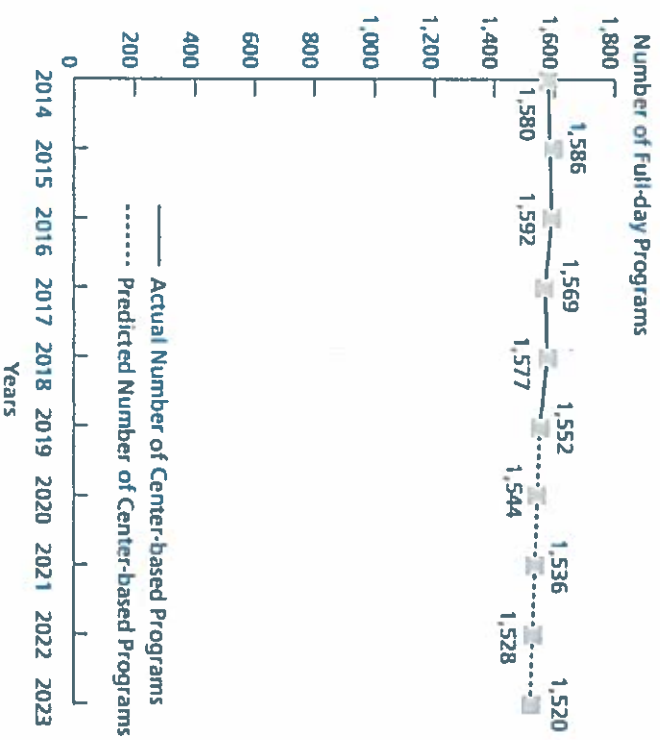
# SCOPE AND ACCESS

- The number of child care providers, particularly family childcare providers, has been decreasing.

Family Child Care Providers in Maryland 2014-2023



Center-based Programs in Maryland 2014-2023  
Full-day (8 to 12 hours)



Source: (Maryland Family Network, 2019).



# QUALITY

Level	Requirement	Professional Opportunity
1	None	<ul style="list-style-type: none"> <li>Family Child Care Provider</li> <li>Child Care Aide</li> </ul>
2	45 clock hours	<ul style="list-style-type: none"> <li>Family Child Care Provider</li> <li>Child Care Aide</li> </ul>
3	90 Clock hours	<ul style="list-style-type: none"> <li>Family Child Care Provider</li> <li>Child Care Aide</li> <li>Child Care Teacher</li> </ul>
4	135 clock hours	<ul style="list-style-type: none"> <li>Family Child Care Provider</li> <li>Child Care Aide</li> <li>Child Care Teacher</li> <li>Child Care Center Director (20 children or less)</li> </ul>
4+	Family Child Care accreditation and some college	<ul style="list-style-type: none"> <li>All professional opportunities would be appropriate at the Admin Level Credential</li> </ul>
5	Associate of Arts Degree and or some college	<ul style="list-style-type: none"> <li>Family Child Care Provider</li> <li>Child Care Aide</li> <li>Child Care Teacher</li> <li>Child Care Center Director</li> <li>Nursery School Teacher</li> <li>Public School Paraprofessional</li> </ul>
6	Bachelor's, Master's or PhD	<ul style="list-style-type: none"> <li>Family Child Care Provider</li> <li>Child Care Aide</li> <li>Child Care Teacher</li> <li>Child Care Center Director</li> <li>Nursery School Teacher</li> <li>Nursery School Administrator</li> <li>Public School Pre-K</li> </ul>

Public positions are bolded.

Source: (Maryland State Department of Education, 2015 and Maryland State Department of Education, 2016)

- Maryland invests in initiatives that are considered “best practices” in order to create a high quality education programs.
- Credentialed early childhood education (ECE) professionals at level 5 and 6 make up a small percentage of the total workforce.
- Compensation for ECE professionals is low compared to other industries.
- There is a statewide shortage of qualified ECE professionals and a high degree of turnover in the ECE professions.



# QUALITY

Jurisdiction	Quality Rating 1	Quality Rating 2	Quality Rating 3	Quality Rating 4	Quality Rating 5	Grand Total	Number of Licensed Programs by Jurisdiction	% Participating in Maryland EXCELS
Allegany	37	0	3	2	5	47	76	70%
Anne Arundel	152	25	58	3	17	255	731	42%
Baltimore City	429	43	62	7	22	563	849	83%
Baltimore County	515	45	68	7	16	651	1226	52%
Calvert	46	12	5	3	7	73	158	49%
Caroline	19	2	8	0	5	34	86	48%
Carroll	54	10	17	2	15	98	221	47%
Cecil	42	4	8	1	0	55	127	50%
Charles	92	7	7	0	8	114	280	50%
Dorchester	18	2	9	1	7	37	65	62%
Frederick	86	17	15	6	14	138	455	36%
Garrett	11	1	2	1	11	26	32	88%
Harford	114	20	16	1	12	163	375	47%
Howard	137	35	17	1	18	208	519	44%
Kent	5	0	1	1	3	10	25	40%
Montgomery	353	56	101	14	61	585	1378	47%
Prince George's	480	71	47	6	20	624	1203	57%
Queen Anne's	15	3	2	1	4	25	94	30%
Somerset	32	2	4	0	3	41	31	94%
St. Mary's	17	2	5	0	4	28	223	23%
Talbot	14	3	1	0	8	26	57	49%
Washington	63	18	9	2	23	115	241	55%
Wicomico	56	7	11	4	8	86	140	66%
Worcester	12	2	5	1	6	26	50	58%
<b>Grand Total</b>	<b>2799</b>	<b>387</b>	<b>481</b>	<b>64</b>	<b>297</b>	<b>4028</b>	<b>8642</b>	<b>47%</b>

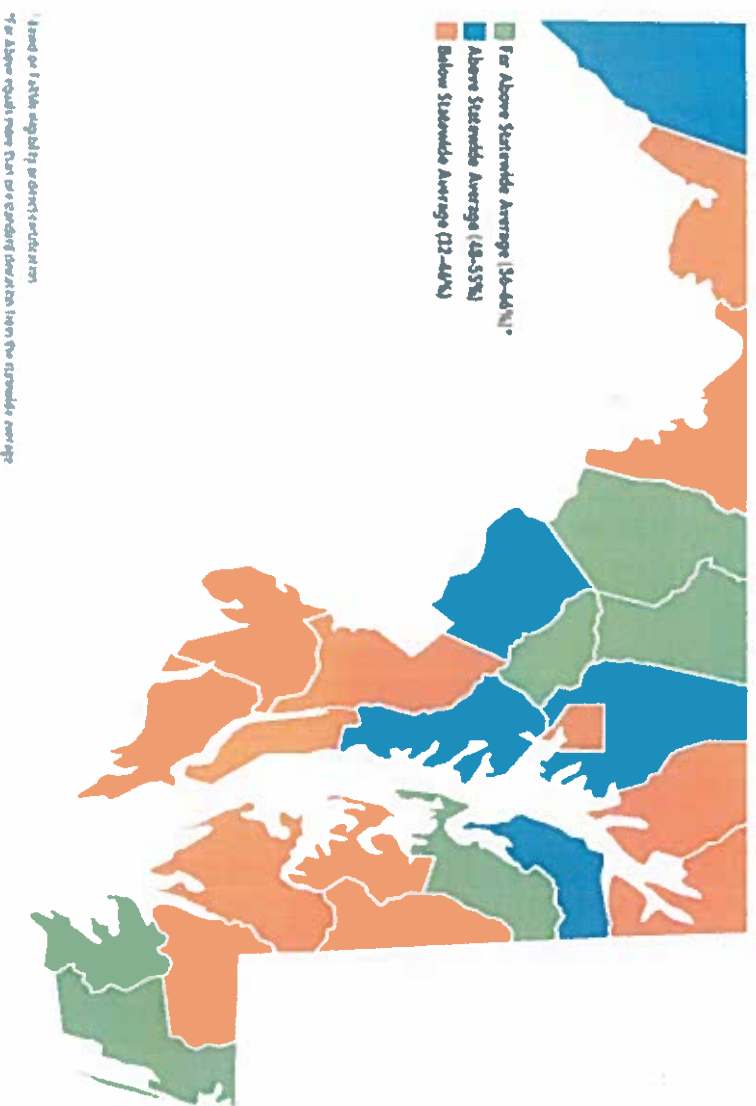
Source: (Maryland State Department of Education, 2018)

- Maryland EXCELS has led to some improvements in the overall quality of programs in Maryland.
- Program participation is still low.



# TRANSITION

- Maryland's Ready for Kindergarten (R4K) assessment system ensures policymakers are equipped with meaningful data intended to inform decision-making.
- According to the Kindergarten Readiness Assessment (KRA) data for 2018-2019, only 47% of Maryland's kindergarteners demonstrate readiness entering kindergarten.



# TRANSITION

- KRA data shows significant readiness gaps with regards to race, socioeconomic background, English Learners, and students with disabilities status.

**Differentials in performance by race, household income, language status and SWD status**

Group/Status	Percent Demonstrate Kindergarten Readiness
Race/Ethnicity	
White	58%
African American	42%
Asian	57%
Hispanic/Latino	29%
Household Income	
Low-income	33%
Mid-to-high	58%
Language Status	
English fluent	52%
English Learners	22%
Disability Status	
Students with Disability	19%
Students without a Disability	51%

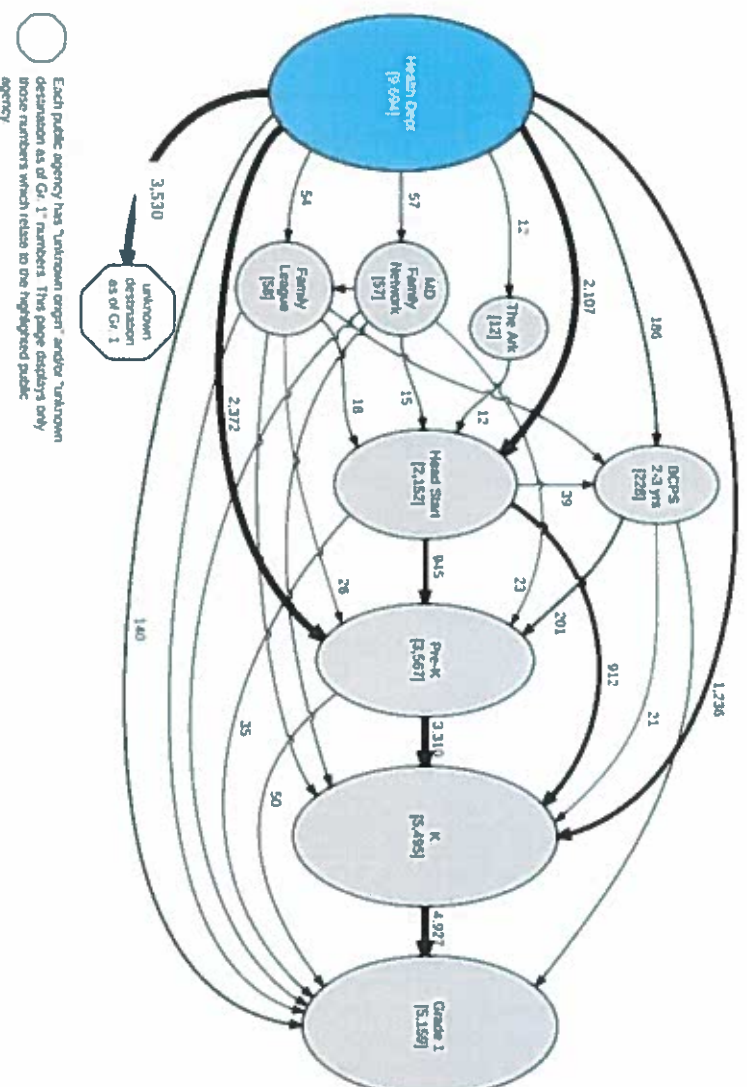
Source: (Maryland State Department of Education, 2019).



# TRANSITION

- As a result of the varying paths students take before kindergarten, they arrive with various level of kindergarten readiness.

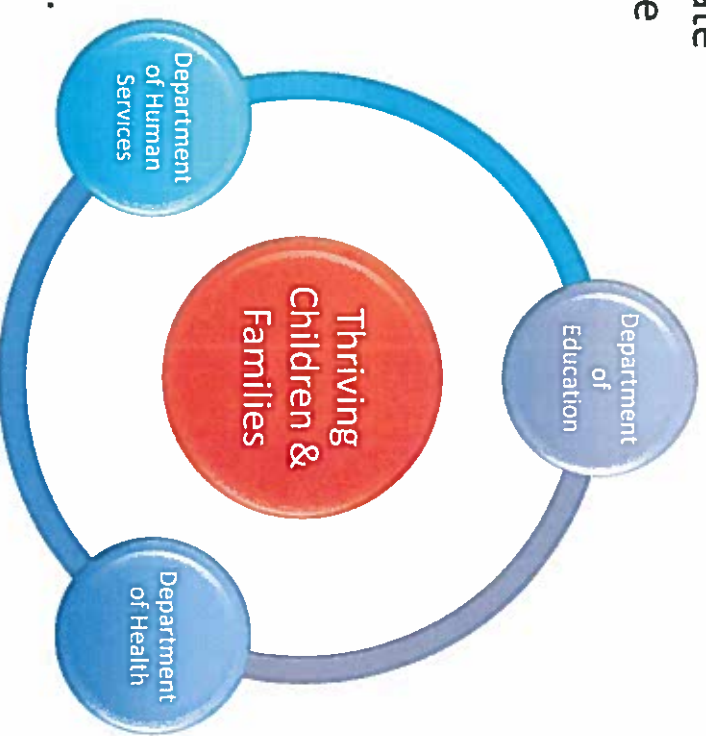
Pathways of children born September 2, 2007 through September 1, 2008 with counts for all children found in other programs.



Source: (Connolly, Grigg, Cronister, & Souza, 2015)

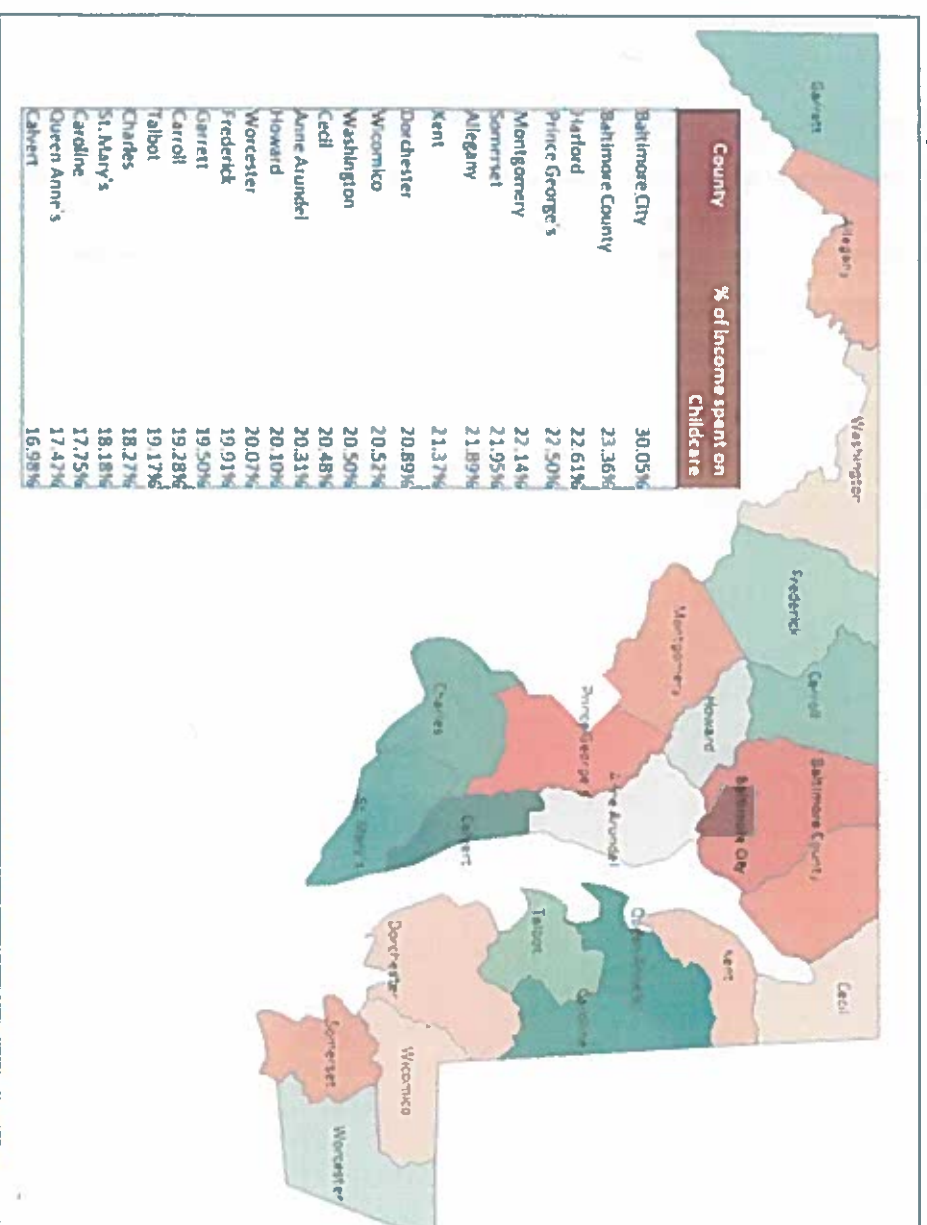
## COLLABORATION AND COORDINATION

- Maryland has governance structures to coordinate and advise Early Childhood Initiatives at the state and local level.
- Despite efforts to improve the coordination of Maryland's ECE programs, the system is still fragmented.
- Maryland is a national leader when it comes to parent engagement. Programs and services to support families are offered in a piecemeal fashion, mostly to the to vulnerable populations.
- Maryland's early childhood data system is in significant need of modernization.



# FUNDING

## Percentage of median income spent on childcare



Source of Data: <http://www.marylandfamilynetwork.org/wp-content/uploads/2018/05/2018DemoGraphics-with-cover.pdf>

- Child Care costs in the state are high.
- Costs are especially high in vulnerable communities

## FUNDING

- Maryland has substantially increased the number of families accessing the Child Care Subsidy Program by
- Maryland raised income eligibility levels and the value of child care scholarships.
- More than 4,000 children are using the scholarship fund.

Family Size	Gross Countable Income
Family of 2	\$48,637
Family of 3	\$60,081
Family of 4	\$71,525
Family of 5	\$82,969
Family of 6	\$94,413
Family of 7	\$96,558
Family of 8	\$98,704
Family of 9	\$100,850
Family of 10	\$102,996





# NEEDS ASSESSMENT

## Survey

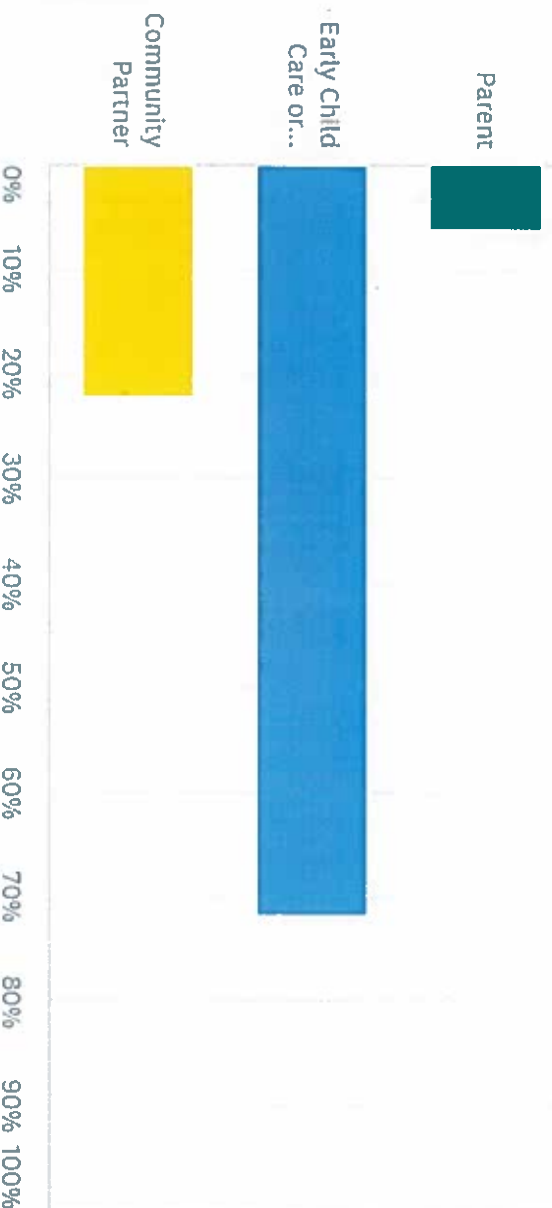
- Targeted to parents, child care providers/teachers and community members
- Administered electronically.
- Mostly advertised through the town hall meetings.
- Parent survey have been developed in seven languages (English, French, Spanish, Chinese, Arabic, Amharic and Urdu).



# NEEDS ASSESSMENT

## Survey

- The Survey has been taken by 443 participants so far (27 parents, 318 providers 98 community partners).
- If you haven't already, please take the survey. If you have taken the survey, THANK YOU and please help us promote it with other stakeholders, especially parents!

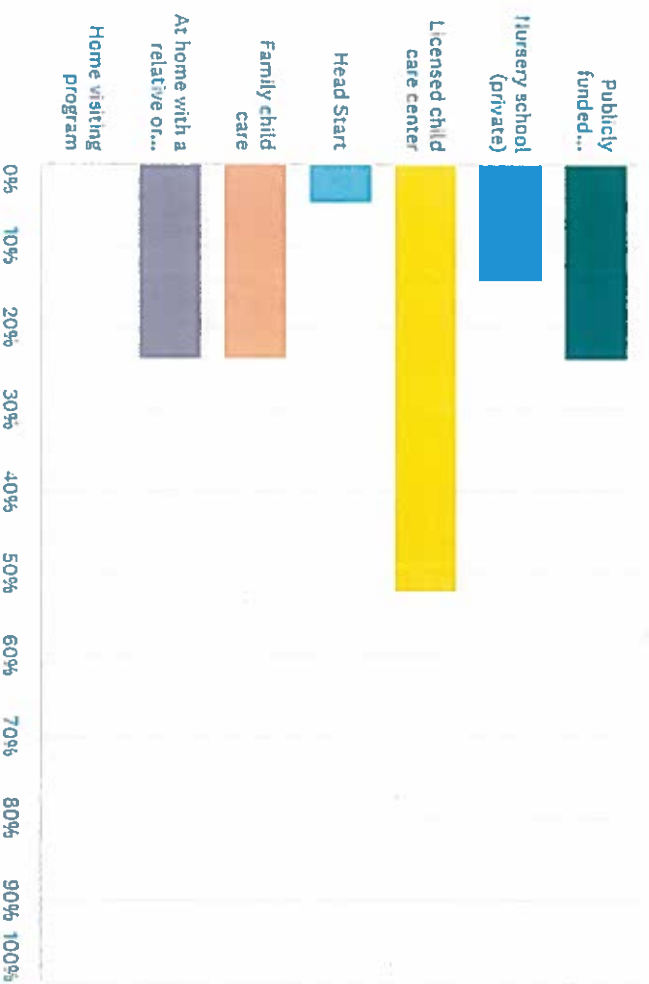


## NEEDS ASSESSMENT

Quotes from parents on the open response portion of the survey

*"It is hard to find high quality infant care. Family providers are more affordable for families, but they have even more limitations when taking infants and spots are hard to come by. High quality center care is extremely expensive."*

*"Young children and families are struggling with mental health and behavior issues and schools are not safe. Infants and toddlers is not qualifying children with the social emotional domain."*

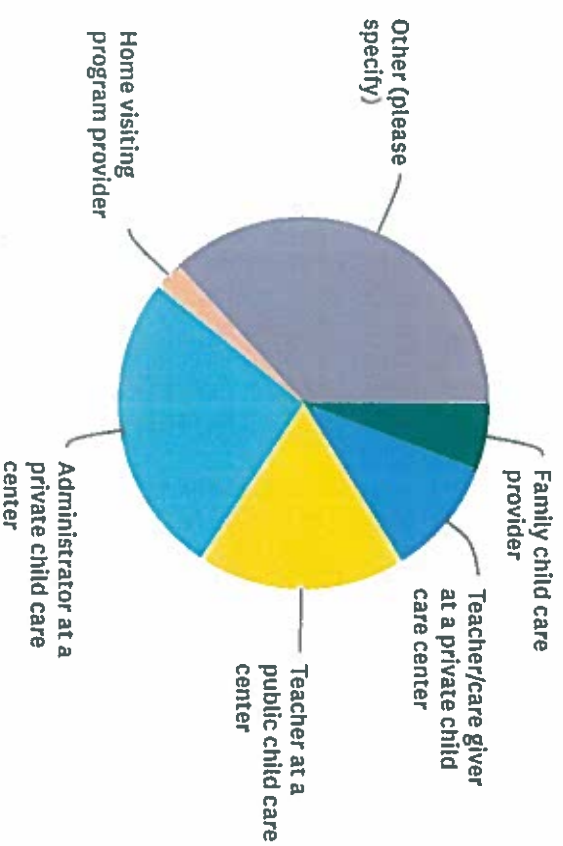


# NEEDS ASSESSMENT

Quotes from providers on the open response portion of the survey

*"Many of our families suffer from poverty, relying on grandparents to supplement care for their children. The opioid crisis and amount of children affected by trauma is impacting the work that centers and schools can do daily."*

*"We need to have more professional development opportunities for teachers in childcare centers. The staff is underpaid already and cannot afford to take courses, so the quality of education is low."*



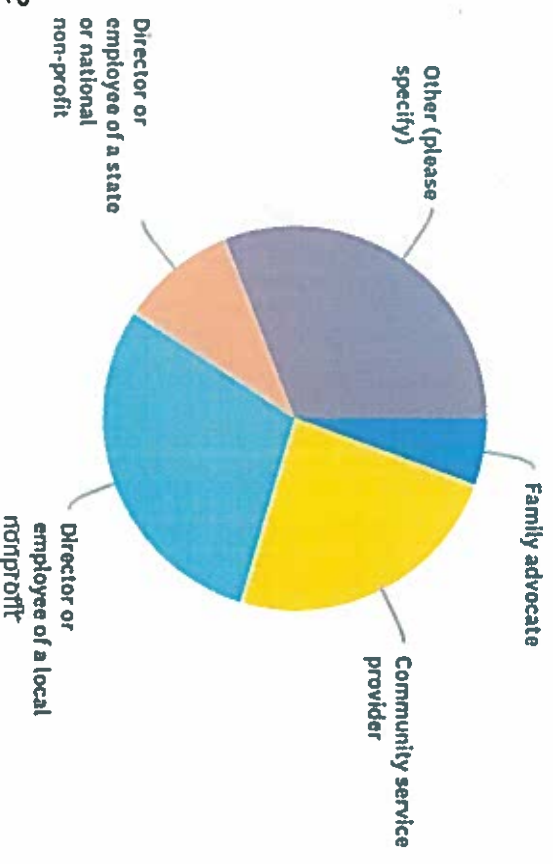


# NEEDS ASSESSMENT

Quotes from community partners on the open response portion of the survey

*“Public school teachers and facilities are not equipped to meet the needs of 3’s or most 4’s as their focus is not on developmentally appropriate practices. The continuation of community based options is extremely important particularly for children with many risk factors in their background.”*

*“There are currently less than 20 spaces for qualified and licensed infant-toddler childcare in the entire county. Young working mothers are often excluded from the workforce consequently - or make arrangements that are harmful for the young child.”*



# NEEDS ASSESSMENT

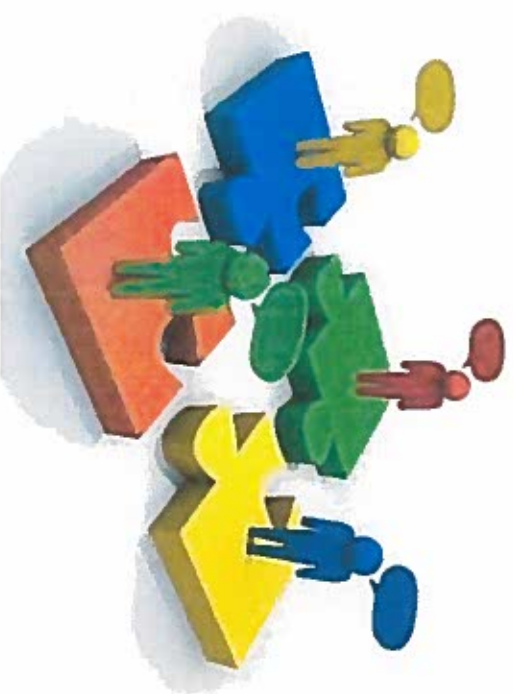
## Focus Groups

- Working with MAEC, MSDE will conduct 20 focus groups in four regions across the state with parents, family care providers, teachers in all settings, and other stakeholders.
- Spanish language groups will be available for Parents and Family Care Providers.
- Focus groups will be conducted in the:
  - **West** (Garrett, Allegany, Washington, Frederick)
  - **East** (Kent, Queen Anne's Caroline, Talbot, Dorchester, Wicomico, Somerset, Worcester)
  - **South** (Montgomery, Howard, Anne Arundel, Prince George's, Calvert, Charles and St. Mary's)
  - **North** (Baltimore City, Baltimore County, Cecil, Harford, Carroll)

## FOCUS GROUP ACTIVITY

- We are providing you with some sample focus group questions for the different stakeholder groups.
- Based on your expertise, and the findings we've highlighted, identify questions you feel we should include in the focus groups related to the five topics:

- Access
- Quality
- Transitions
- Coordination and Collaboration
- Funding







# Scope and Access Focus Group Questions

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## Sample focus group questions

### **Parents:**

How easy or difficult has it been to find child care for your family?

### **Providers: (Teachers & family child care)**

How easy or difficult is it for families in your area find high quality childcare options for their children?

### **Community Organizations:**

How easy or difficult is it for families in your communities to access to quality childcare services?

## Suggested questions from scope and access group

### **Parents:**

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### **Providers:**

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### **Community Organizations:**

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# Quality Focus Group Questions

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## Sample focus group questions

### **Parents:**

What are some things you looked for when deciding whether to send your child or children to a specific provider?

### **Providers: (Teachers & family child care)**

What are some ways that the Maryland State Department of Education supports you to improve the quality of your program?

### **Community Organizations:**

How would you describe the quality of early childhood programs in your community?

## Suggested questions from Quality group

### **Parents:**

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### **Providers:**

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### **Community Organizations:**

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# Transition Focus Group Questions

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## Sample focus group questions

### **Parents:**

How well, and in what ways, is your childcare provider preparing your child to enter kindergarten?

### **Providers: (Teachers & family child care)**

In what way is your program preparing children for success in kindergarten?

### **Community Organizations:**

What method do you use to keep track of the children you serve from their early childhood program into the school?

## Suggested questions from transition group

### **Parents:**

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### **Providers:**

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### **Community Organizations:**

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# Collaboration and Coordination Focus Group Questions

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## Sample focus group questions

### **Parents:**

What kinds of programs and/or services does your family need to support the development and learning of your child?

### **Providers: (Teachers & family child care)**

What kind of data you use regarding the children and families you serve? Are there any initiatives under way to improve these data?

### **Community Organizations:**

What policies and practices are in place that either support or hinder collaboration between your organization and the state (MSDE and other state agencies like DHS, MDH)?

## Suggested questions from Collaboration and Coordination group

### **Parents:**

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### **Providers:**

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### **Community Organizations:**

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# Funding Focus Group Questions

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## Sample focus group questions

### Parents:

What services or programs are needed by you as a parent that aren't currently available?

### Providers: (Teachers & family child care)

From your perspective, what barriers currently exist to the funding and provision of high-quality early childhood care and education supports?

### Community Organizations:

From your perspective, what are the barriers to the current governance or financing of the early childhood system in Maryland to provide high-quality services and supports? What suggestions do you have for eliminating them?

## Suggested questions from funding group

### Parents:

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### Providers:

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### Community Organizations:

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# Maryland's Pritzker Planning Grant

Overview for the  
State Collaborative and Early Care and Education Advisory Council  
May 2019



## Pritzker Policy Priorities

- Increase the number of families with children prenatal to age three who are connected to essential health, development, and social emotional support services.
- Increase the number of low-income infants and toddlers receiving affordable, high-quality child care.



## Deliverables

- Coalition of partners (State Collaborative – SC)
- Detailed policy agenda focused on needed policy changes and investments
- Strategic action plan that describes how the state collaborative would advance the prenatal-to-three policy agenda

# Important Date

**January 15, 2020**

**Policy agenda and action plans due (awards made in Spring 2020).**

## Policy Agenda

Target goal: 25-percentage point increase over baseline by 2023 and long-term goal of a 50-percentage point increase over baseline in children and families served by high-quality programs or policies.

## Policy Agenda (continued)

- Increase in the number of families with children prenatal to age three who are connected to essential health, development, and social emotional support services; and/or
- Increase the number of low-income infants and toddlers receiving affordable, high-quality child care.



## Strategic Action Plan

- Specific strategies to advance an agenda to increase investment.
- Clear plan for how the collaborative approach will incorporate communities.
- How you will identify and address disparities.
- Establish clear metric for success.
- Aspirational vision with short-and long-term goals.
- Strategy for securing additional funding (federal, state, local, private).

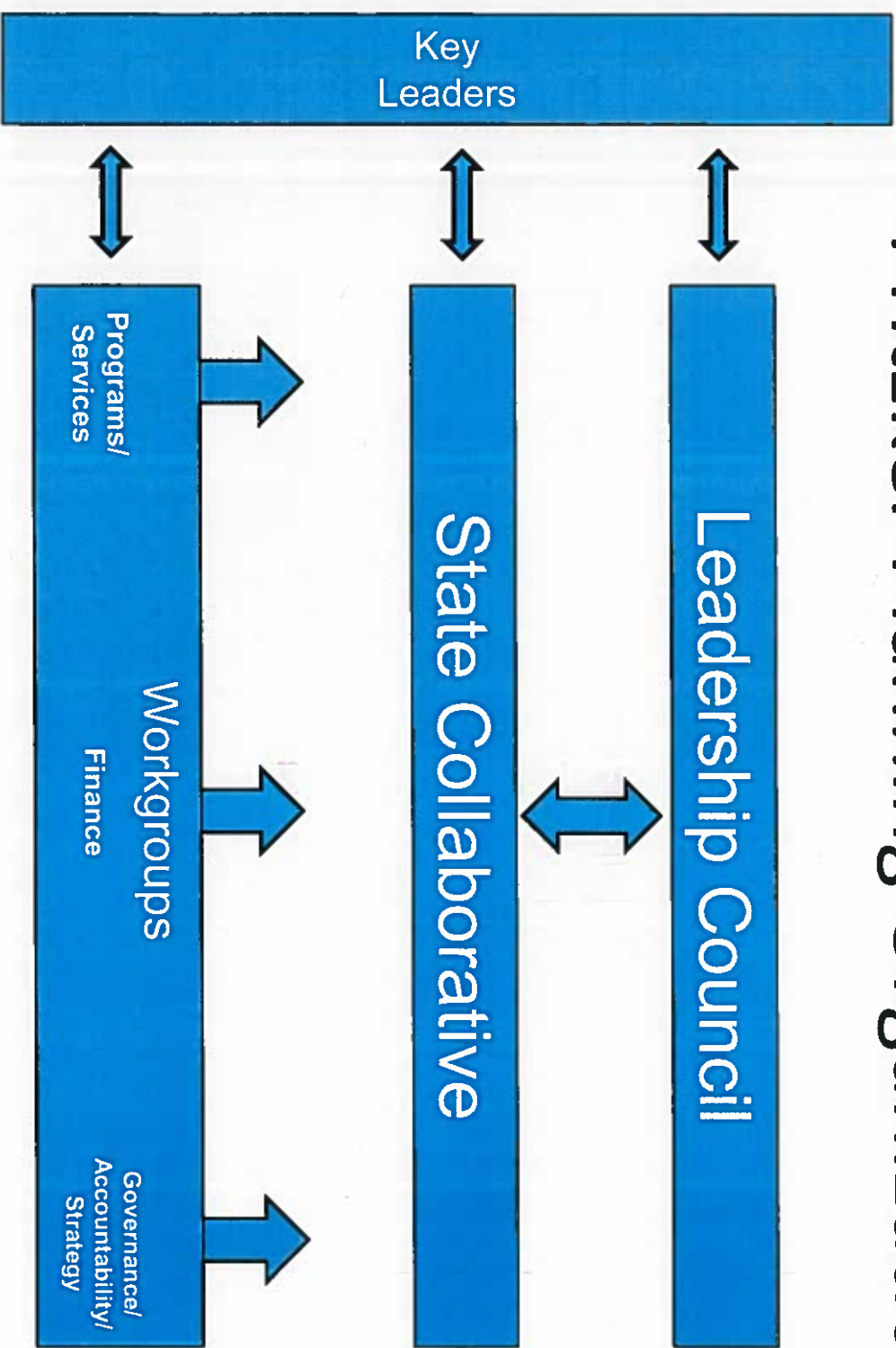
## State Collaborative (SC)

- State government leaders
- Local government and/or community leaders
- Local and state nonprofit organization leaders
- Local and state nonprofit policy-advocacy organization leaders
- State and local philanthropic leaders
- Others as identified, including both likely and unlikely allies

## Maryland SC Composition

- ECAC members
- Each of the 24 LECACs -- at least one representative
- Others interested in contributing
- Maryland Family Engagement Coalition -- six parents
- MSDE's Division of Early Intervention and Special Education Services' BabyLeaders program -- one or more parents

# Maryland's Pritzker Planning Organization



## Key Leaders

- Rebecca Dineen
- Marcella Franczkowski
- Diedra Henry-Spires
- Steven Hicks
- Mary LaCasse
- Monica Ortiz
- Keisha Peterson
- Margaret Williams



## 3 Work Groups

- Programs/Services
- Finance
- Governance/Accountability/Structure

## Leadership Council

- Governor
- State Superintendent of Schools
- Secretary of the Department of Health
- Secretary of the Department of Human Services
- Representatives who serve on the SC from the State Senate and the House
- Anne Duggan, director of the Home Visiting Research Network
- Six parent members of the SC
- Up to three SC LECAC representatives who participate in local prenatal-to-three initiatives.

## Uses of Planning Grant Funds

\$ 50,000	Facilitation
\$ 10,000	Data collection
\$ 10,000	Equity lens and parent engagement
\$ 10,000	Meetings, cost to hold
\$ 10,000	Travel
\$ 10,000	Staff support; general and administrative

# Baseline

# of low-income children B-3 (under 200 percent FPL)	71,000	
25 percent state policy goal to achieve over baseline number by 2023	17,750	
Example Policy Strategies for reaching 25% goal		
Expand the number of Family Support Centers (Kirwan recommendation)		1,000
Increase funding for the Maryland Infants and Toddlers Program (Kirwan recommendation)		3,500
Expand infant/toddler home visiting through the 1115 Medicaid waiver demonstration		1,000
Offer additional care coordination to high-risk mothers and newborns (increase the Thrive by Three Fund)		800
Increase the quality of infant/toddler child care: <ul style="list-style-type: none"> <li>Increase the child care subsidy to the 60<sup>th</sup> percentile</li> <li>Expand the number of Infant/Toddler Specialists at the CCRCs with PDG B-5 funds for coaching and mentoring;</li> <li>Increase the tiered reimbursement “bonus” rates for participating in EXCELS Levels 3, 4, and 5.</li> </ul>		6,500
Increase parenting education services through the Judy Centers (Kirwan recommendation).		5,000
Target Policy Goal Achieved/Surpassed		17,800







### **Preschool Development Grant Birth through Five (PDG B-5) for Local Councils**

Through the PDG B-5, the local early childhood advisory councils will have the opportunity to apply for quality improvement grants for up to \$25,000. The purpose of this grant is:

- To develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system within Maryland's 24 jurisdictions, designed to prepare low-income and disadvantaged children to enter kindergarten, and to improve transitions from such system into the local educational agency or elementary school that enrolls such children.
- To encourage partnerships among Head Start providers, State and local governments, private entities (including faith and community-based entities), and local school systems (LSS) to improve coordination, program quality, and delivery of services.
- To maximize parental choice among a mixed delivery system of early childhood care and education program providers.
- To support jurisdictions to analyze the current landscape of mixed delivery system of early childhood care and education and implement changes to the system that maximize the availability of high-quality early childhood care and education options for low-income and disadvantaged families across providers and partners, improve the quality of care, streamline administrative infrastructure, and improve local-level early childhood care and education funding efficiencies.
- To assist with overcoming local school readiness achievement gaps, as measured by the Kindergarten Readiness Assessment, for children with high needs, including children from low-income families, children with disabilities, and English Learners.
- To assist with improving the early childhood service delivery system in each local jurisdiction to help maximize local resources for early childhood through collaboration and consistent coordination.

#### **Sustainability**

Local Councils must describe plans for continuing the project beyond the funding cycle. Answering questions such as; how will the project be sustained after funding ends, what are the plans for maintaining the project's partnerships, and how do council member's transitions impact the effectiveness of the council?

#### **Length of Grants:**

July 1, 2019 to December 31, 2019

For more information on the PDG B-5 initiative, visit: <https://earlychildhood.marylandpublicschools.org/PDG>

***Results Count Institutes for Local Early Childhood Advisory Councils***

***Facilitated by: The Annie E. Casey Foundation***

Cohort 1	Western, MD	October 8 <sup>th</sup> & 9 <sup>th</sup>	8:00am-4:30pm
Cohort 2	Central, MD	October 10 <sup>th</sup> & 11 <sup>th</sup>	8:00am-4:30pm
Cohort 3	Eastern Shore	October 15 <sup>th</sup> & 16 <sup>th</sup>	8:00am-4:30pm

***Participants will have the opportunity to engage in discussion around:***

- *Developing and implementing strategies to improve school readiness;*
- *Exploring opportunities to connect with the other Local Councils;*
- *Applying and practicing Results Count skills to support the progress of their Councils;*
- *Using critical incidents to strengthen your ability to address adaptive challenges;*
- *Gaining a deeper understanding of how to address and resolve conflict;*
- *Strengthening capacity to support your Councils ability to execute strategies;*
- *Preparing for Council meetings;*
- *Making commitments to further your own leadership development and support the progress of your Councils; and much more!*





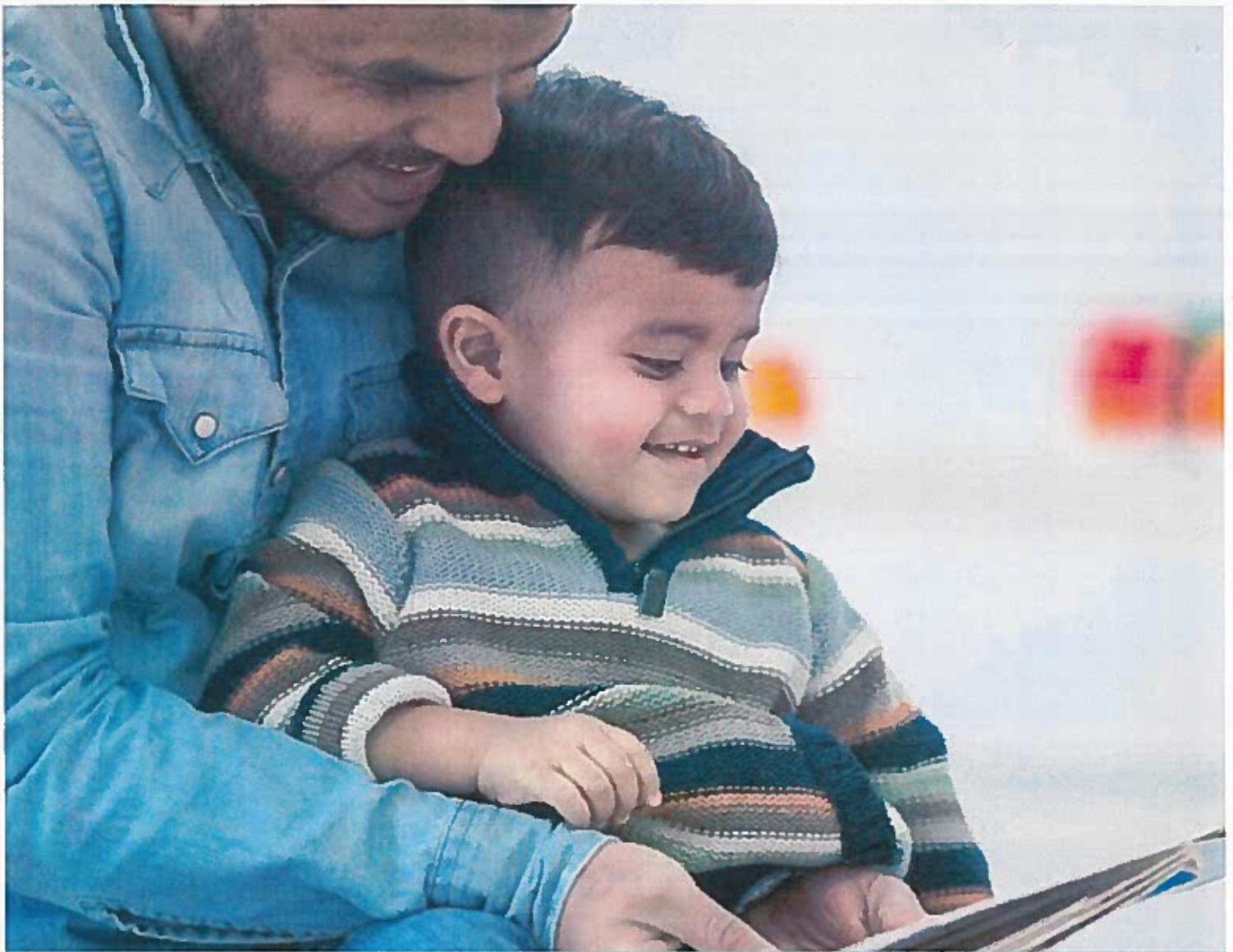
## EARLY YEARS

WIDA Early Years provides trusted resources for the early care and education community to support dual language learners ages 2.5–5.5 years

STANDARDS | PROFESSIONAL LEARNING | FAMILY ENGAGEMENT

[www.wida.us/EarlyYears](http://www.wida.us/EarlyYears)





## WIDA Early Years

The WIDA Early Years comprehensive approach to early language development promotes educational equity for dual language learners (DLLs).

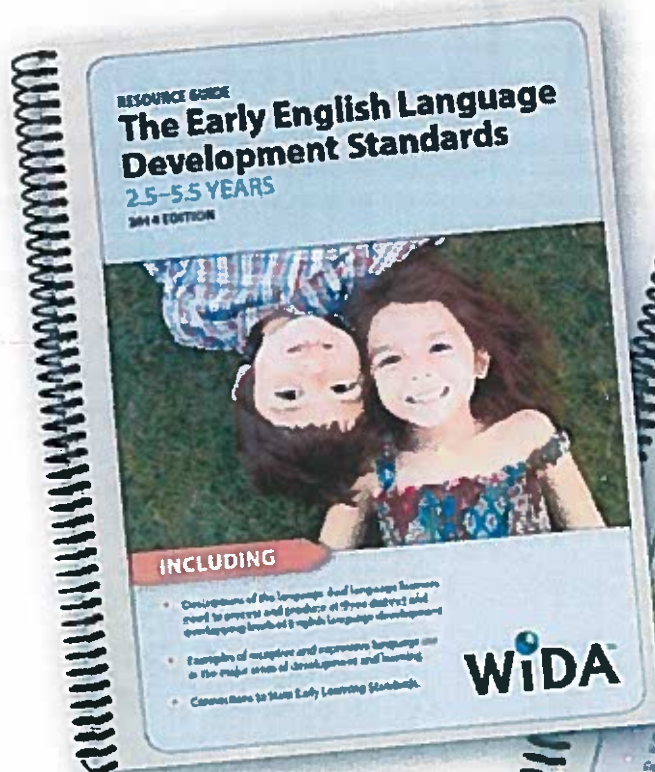
WIDA tools and resources available include:

- WIDA Early Language Development Standards
- Professional Learning for administrators and practitioners
- Family engagement resources

### ***Dual Language Learners (DLLs):***

*Children, ages birth to five years, who are developing two or more languages*



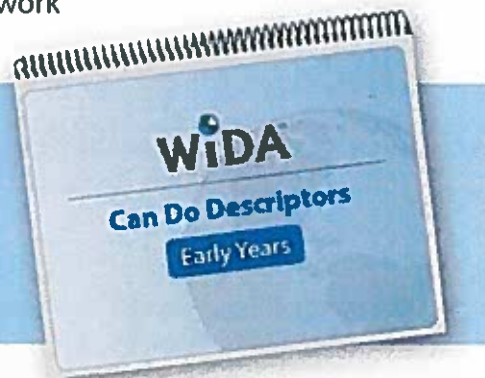


## Standards

WIDA Early Language Development Standards help practitioners understand what they can expect a DLL to know and be able to do in terms of their language development. WIDA Early Language Development Standards:

- Provide a culturally, linguistically, and developmentally appropriate framework for supporting, instructing, and assessing DLLs, ages 2.5–5.5 years
- Are available for English and Spanish language development
- Correspond with
  - WIDA K–12 Standards
  - States' Early Learning Standards
  - Head Start Early Learning Outcomes Framework

**Additional WIDA Early Years Resources**  
*WIDA Promising Practices*  
*WIDA Can Do Descriptors*  
*Connection Documents to*  
*Early Learning Standards*





## Professional Learning

WIDA Early Years Professional Learning builds state and local capacity to support DLLs through training, coaching, and technical assistance.

Offerings are available across multiple formats:

**Online:** On demand learning that can be accessed any time, 1-hour modules

**Workshops:** 1–3 days, in person

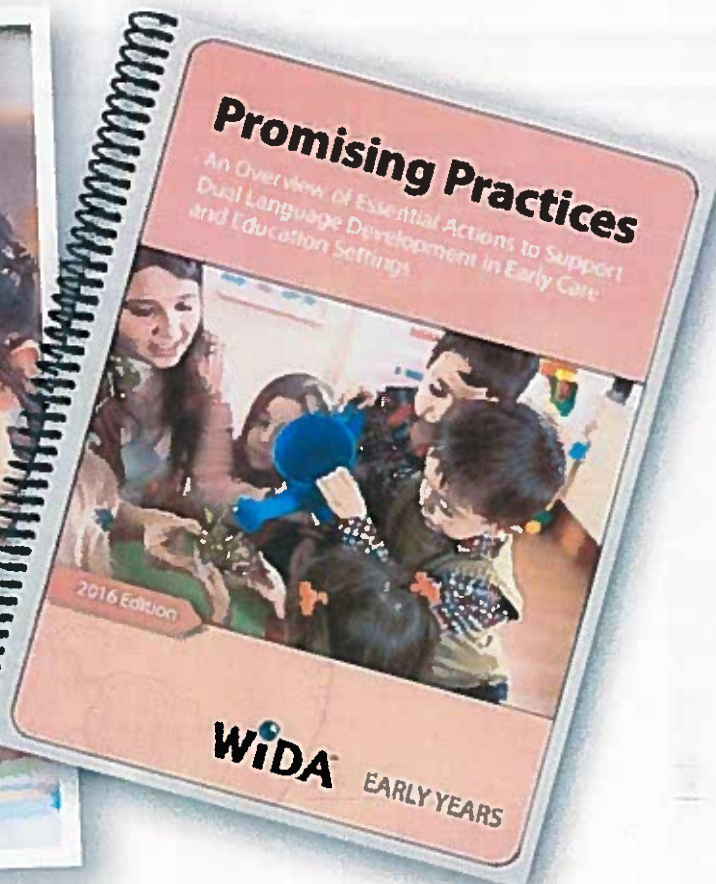
**Capacity Building:** Multiple days over an extended period of time, in person with online component

### Examples of Topics Covered in WIDA Early Years Professional Learning Include

- Introduction to dual language learners and dual language development
- The WIDA Early Language Development Standards
- Supporting and assessing dual language development
- Family engagement

Note: To learn more about access to Early Years Professional Learning opportunities, please email [EarlyYears@wida.us](mailto:EarlyYears@wida.us).





## Family Engagement

WIDA Early Years recognizes the critical role families play in the early care and education of their children. Our research-based tools

- Honor and promote home language development
- Foster meaningful two-way communication focused on dual language development
- Promote advocacy for children and families

**Examples of WIDA Family Engagement Resources Include**

*WIDA Promising Practices*

*WIDA Focus On the Early Years Bulletins*







  
**WiDA**<sup>TM</sup>

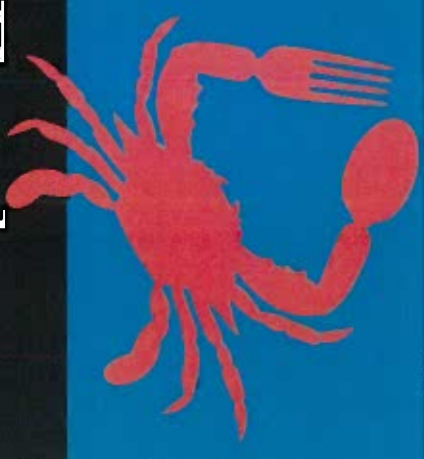
WIDA | 1025 W. Johnson St., MD#23 | Madison, WI 53706  
[www.wida.us](http://www.wida.us) | 1-866-276-7735 | [help@wida.us](mailto:help@wida.us)



**Wisconsin Center for  
Education Research**  
UNIVERSITY OF WISCONSIN-MADISON







# The Child and Adult Care Food Program (CACFP) in Maryland

—*Contributes to the wellness, healthy growth and development of children and adults.*

# Overview

Definition

Benefits of the CACFP

Maryland Numbers

The Office of School and  
Community Nutrition Programs

Questions and Answers



# What is the CACFP?

**Ensuring Children and Adults Have  
Access to Nutritious Meals and Snacks**



## **What is the Child and Adult Care Food Program?**

The Child and Adult Care Food Program (CACFP) helps child and adult care institutions and family or group day care homes provide nutritious foods to young children, at-risk youth, and adults who are chronically impaired.

## **Who Administers CACFP?**

The U.S. Department of Agriculture's (USDA) Food and Nutrition Service (FNS) administers CACFP through grants to States. State agencies administer CACFP through agreements with child and adult care institutions.

# How Does CACFP Work?

- Reimbursement for serving meals and snacks that meet Federal nutritional guidelines to eligible children and adults.
- Can claim up to two meals and one snack per day to each eligible child.
- Reimbursement based on child's eligibility for free, reduced-price, or paid meals.
- Family Child Care centers can receive higher levels of reimbursement for low-income areas or eligibility.

## How Does CACFP Work?

Child care centers, adult day care centers, family day care homes, afterschool care centers, and emergency shelters receive cash reimbursement for serving meals and snacks that meet Federal nutritional guidelines to eligible children and adult participants. Centers and day care homes may be approved to claim reimbursement for serving up to two meals and one snack per day to each eligible child or adult participant.

Meals served to children in centers are reimbursed at rates based upon a child's eligibility for free, reduced-price, or paid meals.

In day care homes, all meals are served free. Day care home providers who serve children in low-income areas or meet low-income eligibility requirements themselves receive higher levels of reimbursement.



## Benefits of the CACFP



# School Readiness

- Poor nutrition has been linked to a child's ability to learn effectively, concentrate, and perform academically.
- Poor nutrition is also a risk factor for health issues, including increased susceptibility to illness and obesity, which can affect a child's school readiness and academic performance.





# Maryland Numbers

## 2017 Child County Food Insecurity in Maryland



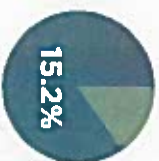
FOOD INSECURE CHILDREN IN  
MARYLAND

204,660

FOOD INSECURITY RATE IN  
MARYLAND (OVERALL)



FOOD INSECURITY RATE IN  
MARYLAND (CHILD)



ESTIMATED PROGRAM ELIGIBILITY AMONG FOOD INSECURE CHILDREN IN  
MARYLAND



39%	Likely ineligible for federal nutrition programs (incomes above 185% of poverty)
61%	Income-eligible for nutrition programs (incomes at or below 185% of poverty)

# Maryland Numbers

## SUMMARY OF OPERATIONS

OFFICE OF SCHOOL AND COMMUNITY NUTRITION PROGRAMS



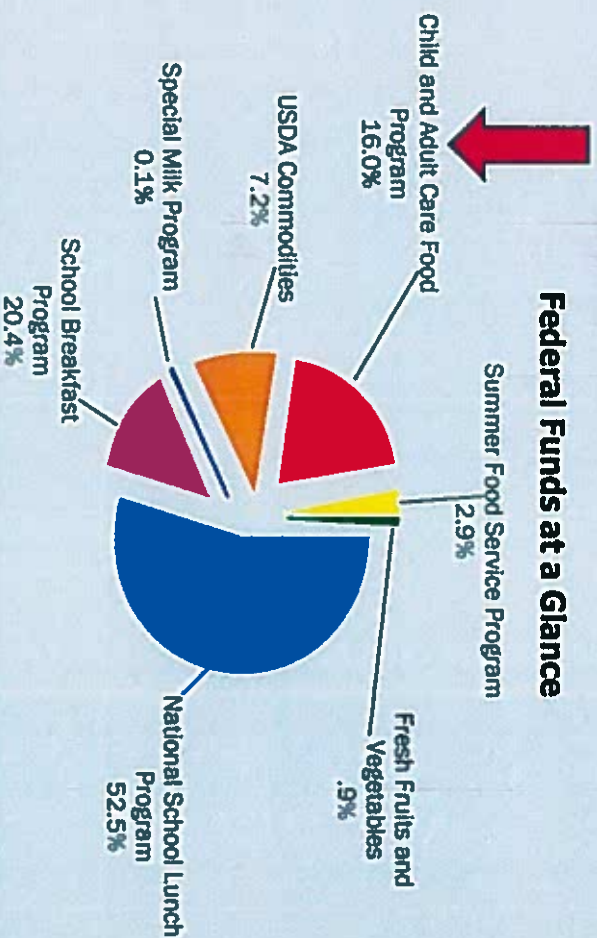
FISCAL YEAR 2018

### AT A GLANCE

#### Paid to Institutions FY 2018

Federal Funds	\$ 341,237,589
State Funds	\$ 11,236,664
	<u>\$ 352,474,253</u>

#### Federal Funds at a Glance



# Maryland Numbers

24,510,705 Meals Served  
\$39,228,077 in Reimbursements

Maryland State Department of Education  
A Five Year Comparison of Child Nutrition Program Activity  
For Twelve Month Period Ending 9/30/18

2013-2014      2014-2015      2015-2016      2016-2017      2017-2018

## Child Care

Breakfast	2,928,621	2,954,882	3,055,147	3,311,597	3,035,693
Lunch	3,033,375	2,975,044	3,139,917	3,338,406	3,088,191
Supper	3,073,187	3,297,034	3,839,487	3,758,438	3,546,303
Snack	5,356,356	5,491,248	5,623,562	5,741,636	4,740,872

Total Meals Served	14,391,539	14,718,208	15,658,113	16,150,077	14,411,059
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Total Federal Dollars	\$ 21,473,984	\$ 22,428,557	\$ 26,110,726	\$ 27,233,685	\$ 24,815,438
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## Family Child Care

Breakfast	3,022,361	2,982,973	2,832,197	2,636,402	2,468,601
Lunch/Supper	5,056,130	4,988,247	4,773,062	4,435,342	4,020,876
Snack	4,554,190	4,495,070	4,270,850	3,954,136	3,610,169

Total Meals Served	12,632,681	12,466,290	11,876,109	11,025,880	10,099,646
--------------------	------------	------------	------------	------------	------------

Meal Reimbursement	\$ 17,540,078	\$ 17,843,801	\$ 17,049,771	\$ 15,790,861	\$ 14,412,639
Administration	2,692,987	2,662,983	2,530,995	2,394,220	2,248,023

Total Federal Dollars	\$ 20,233,065	\$ 20,506,784	\$ 19,580,766	\$ 18,185,081	\$ 16,660,662
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# MSDE Office of School Community Nutrition Programs Team

Director, *Robin Ziegler*



**Program Compliance**

**Program Administration**

**Program Development and Technical Assistance**

**Technology Systems Support**

**Financial Management**



# The CACFP Achievement Awards

2018



  
**CentroNía**  
crecimiento growing  
aprendizaje learning  
liderazgo leading

2019



  
**Carroll**  
Child Care  
Learning Center  
DISCOVER. LEARN. GROW.



# Questions & Answers





# Thank you!

*The Office of School and Community Nutrition Programs*

*410.767.0199*





# **STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM**



Maryland's Striving Readers grant places emphasis on alignment of literacy across the entire state; as a result, Maryland awarded subgrants to all 24 local school systems. Priorities include use of evidence-based interventions and support to disadvantaged children. The Maryland Board of Education is particularly interested in supporting early literacy; therefore, alignment of language and literacy from birth to age 5 with kindergarten through grade 12 is a main priority.



## **Maryland's Keys to Comprehensive Literacy**

Maryland's Comprehensive Literacy Plan is based upon five KEYS included across all age bands:

- Educational Leadership
- Strategic Professional Learning
- Continuity of Standards-based Instruction
- Comprehensive System of Assessments
- Tiered Instruction and Intervention





## Key 1: Instructional Leadership

The leadership on every level from the state, to the local school systems, to the schools must recognize and tap into the needs, strengths, and concerns of the community; the cultural makeup of its citizens; and the equity issues which impact the state, school, and district. Components of Instructional Leadership include identifying and encouraging teacher leaders; establishing leadership ladders; providing opportunities for regular literacy meetings, data dialogues, and joint planning; and monitoring and assessing progress.

## Key 2: Strategic Professional Learning

Clear, systematic, needs-based professional learning is vital to impact student growth. Maryland's CLP embraces the whole child, from birth to Grade 12. This occurs through strong partnerships with families and guardians, early childhood educators, PreK-12 teachers, higher education staff members, other community stakeholders, and a high-quality and sustained system of professional development for educators. Together state and local teams will establish and disseminate needs-based professional learning in a variety of modalities to local school districts, K-12 Educators, Birth to 5 organizations, and local communities. The team will also establish a system for addressing the needs of individual students through data dialogue, peer coaching, and mentoring.

## Key 3: Continuity of Standards-Based Instruction

With the adoption of the MCCRS, educators have developed an understanding of the progression of standards from PreK-12th grade and across content areas. Working with local school systems, community-based programs, local Early Childhood Advisory Councils, public libraries, and institutions of higher education, Maryland will expand its vision of literacy to include the continuum of birth to adult education in order to engage all groups and to increase alignment. True equity of instruction cannot be achieved until all students receive instruction aligned to the standards and delivered with fidelity.

## Key 4: Comprehensive System of Assessments

Assessments provide information on various forms of instruction, student knowledge, and achievement. A comprehensive system of assessments includes state, local, school, and teacher assessment data. This data is analyzed in collaborative teams through the use of data-dialogue, peer coaching, and mentoring in order to guide and refine instruction. A comprehensive assessment system allows for strategic data-informed decision making to meet the needs of the individual student.

## Key 5: Tiered Instruction and Interventions

Maryland has adopted regulation for the inclusion of Universal Design for Learning (UDL) in all classrooms. This approach provides choice and individualization for students which, in turn, allows teachers to provide tiered instruction. In addition, Maryland developed a structured Response to Intervention Framework in 2008 that was adopted state-wide. The state's tiered system of support will continue to be refined, will include all children, and will provide enrichment and intervention models in order to achieve comprehensive literacy for all.





# Maryland EXCELS Data—April 2019

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Number of Child Care and Public Prekindergarten Programs Participating in Maryland EXCELS Quality Rating and Improvement System: **4,640**, up 148 from April 2018.

Quality Rating	# of Programs
1	2,731
2	395
3	537
4	69
5	344
<b>TOTAL</b>	<b>4,076</b>

**56%** of all eligible child care programs are participating in Maryland EXCELS, an increase of 4% from April 2018.

Quality Rated 3 programs increased by **53** and Quality Rated 5 programs increased by **42** since April 2018.



# Bonuses for Higher Quality

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## MARYLAND EXCELS *Year of Bonuses!* *"Getting Published Pays"*

Bonuses will be paid to Maryland EXCELS participating programs that publish a first-time quality rating 1 through 5, or republish a quality rating 5, from October 1, 2018 through September 30, 2019.

For more information, visit [www.marylandexcels.org/bonus](http://www.marylandexcels.org/bonus)

MARYLAND  
EXCELS



# MSDE Conference Giveaway Winners

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- Candace Hall, *Montgomery*
- Colleen Moore, *Queen Anne's*
- Littlest Learners, *Amanda Beacham, Carroll*
- Mt. Hebron Nursery School, *Michelle Hoy, Howard*



*Caring For Maryland's Most  
Important Natural Resource™*



# Community Outreach

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- Radio campaigns
- Billboard advertisements
- Minor league baseball games
- Preschool fairs, festivals and other community events



*Character Night at a  
Bowie Baysox Game.*

# Regional 5<sup>th</sup> Birthday Celebrations

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- May 16, 2019 – Western Maryland
- June 13, 2019 – Baltimore County







# Maryland's Infant & Early Childhood Mental Health Consultation Project

## 2019 Legislative Brief

### The National Model

Infant and Early Childhood Mental Health Consultation is an evidence-informed intervention for supporting children's social and emotional development and addressing challenging behaviors in early learning and home environments.<sup>1</sup> IECMHC has been shown to improve classroom climate and child behaviors, and to reduce preschool suspensions and expulsions.<sup>2</sup> Data on expulsions and suspensions for children in early education programs indicate rates triple that of expulsion rates for school-aged peers.<sup>3</sup> National attention has been given to IECMHC as a primary mechanism to address these concerns.

#### Expulsion and Long-Term School Outcomes<sup>4</sup>

As much as 10 times more likely to:

- Fall a grade in school
- Hold negative school attitudes
- Drop out of high school
- Face incarceration

#### Drivers of Expulsion<sup>5</sup>

- Structural quality
- Gaps in knowledge of early childhood
- Trauma/behavior connection
- Racial and gender disparities in discipline

#### Infant and Early Childhood Mental Health Consultation Outcomes

**Workforce Outcomes:** Reduced stress and burnout, reduced turnover, and higher quality interactions.

**Family Outcomes:** Prevention of suspensions and expulsions, improved dyadic relationships, and reduced missed work days for parents.

### IECMHC in Maryland

**11**

consultation programs  
spanning all 24 jurisdictions

Maryland has used IECMHC to promote positive social emotional development and address behavioral concerns in young children for over a decade. It was one of the first states to pilot the IECMHC model in 2006.

#### Outcomes in Maryland, FY 2018



**Increased Positive  
School Climate**



**Reduction of Preschool  
Suspensions & Expulsions**

IECMHC services led to **significant** increases in positive classroom climate, including:

- Positive transitions
- Staff awareness of social emotional needs
- Identification of feelings & problem solving strategies

IECMHC contributed to preventing suspensions and expulsions in **94.31%** of this year's consultation cases in Maryland. Only **5.69%** of cases resulted in formal expulsion after initiation of consultation services.

## Services

**575**



CHILDREN RECEIVED  
SUPPORTIVE  
INTERVENTION  
SERVICES IN FISCAL  
YEAR 2018

### Supports Provided

- Child and classroom observation and assessment
- Referrals to early intervention, Child Find, mental health services and community resources
- Parent and teacher training and coaching
- Behavior modification skills
- Strategies for serving children with behavioral health needs

83.65% of services  
are delivered within child  
care centers.

The average duration of  
services is 4 months.

### Needs of Families Served

10.16% receive Child Care Subsidy

13.66% had an IFSP or IEP at time of closure

12.55% were adopted or fostered, had exposure to  
substances, were homeless, or had an incarcerated  
parent



## Workforce

### Larger Workforce Needed:

**16%**



of children identified as in need were not served. Of those  
cases, 11% were attributed to consultation not being  
available, indicating the need for additional  
consultation capacity.

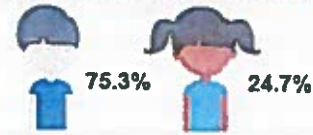
### SEFEL Pyramid Model

18 consultants across 8 of the 11  
consultation programs are highly engaged in the  
implementation of the Social Emotional  
Foundations for Early Learning framework,  
including training and ongoing coaching.



## Demographics

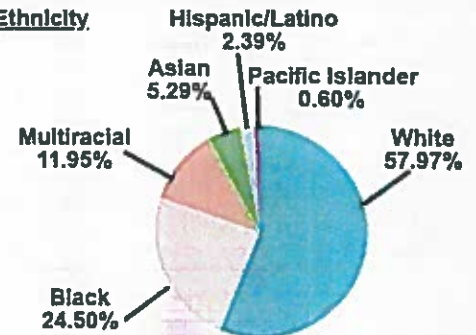
### Gender of Children Served, FY 2018



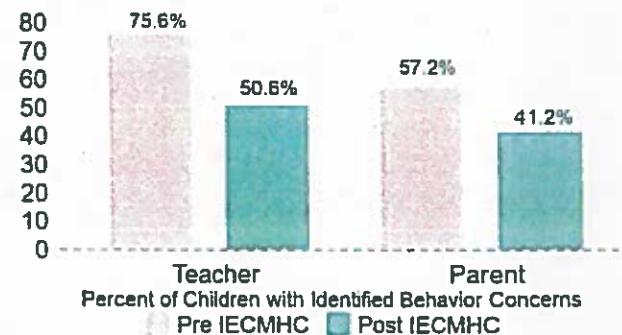
### Ages of Children Served, FY 2018

Age in Months	Percent of Children
0 - 11	1%
12 - 24	1.3%
25 - 36	13.8%
37 - 48	43.7%
49 - 60	30.9%
61 - 72	9.3%

### Child Race/Ethnicity



### Child Behavior Concerns, Parent & Teacher Reports for Referred Cases In Maryland, FY 2018



- Maryland's IECMHC services led to measurable improvements in child behaviors for both teachers and parents
- Teachers and parents also reported improvements in children's ability to be independent, persistent, stay calm, demonstrate self-control, and form relationships.

*"In a short amount of time a specialist came to my center, evaluated the child and right  
away gave my staff and I verbal and tangible tools to work with."*

- Baltimore County Classroom Teacher





# POSITION ANNOUNCEMENT

Karen B. Salmon, Ph.D.  
State Superintendent of Schools

Office of Human Resources · 200 West Baltimore Street · Baltimore, MD 21201 · 410-767-0019 · 410-333-3045 TTY/TDD

## **DIVISION OF EARLY CHILDHOOD DEVELOPMENT**

April 26, 2019

### **ASSISTANT STATE SUPERINTENDENT**

**POSITION TITLE:** Education Program Specialist I – Early Childhood Systems Specialist

**POSITION NUMBER:** Contractual pin # 345642 (JobAps #19-005055-0013)

**SALARY:** State Salary Grade 21  
Annual Salary Range: \$62,063 - \$90,644

**LOCATION:** Nancy S. Grasmick Education Building  
200 West Baltimore Street  
Baltimore, MD 21201

**NATURE OF WORK:** This is a contractual position responsible for providing technical assistance & program support to the Assistant State Superintendent within the Division of Early Childhood in the areas of birth to 8 early childhood systems and initiatives; meeting the needs of Vulnerable Populations & the State standards, curriculum & assessments; consults with other branches & offices within the division, other MSDE divisions & public / private organizations regarding birth to 8 coordinated services.

**DUTIES AND RESPONSIBILITIES:** Research, analyze & make recommendations on administrative, management & procedural practices; write logical, comprehensive, concise reports & correspondence; handle confidential / sensitive information & exercise discretion concerning its disposition; review & assist in the development of monitoring policies & programs, including birth through 8 early childhood systems & initiatives; identify program needs regarding the transition of young children across early childhood programs & into public school, research, collaborate & evaluate best practices / strategies within the birth-8; monitor programmatic & fiscal progress of grantees in accordance with state approved procurement policies & procedures; & conduct on-site visits of programs & apply related federal laws, state laws; provide technical assistance to grantees & early childhood programs; consult with public / private organizations regarding program monitoring & accounting policies; and represent the Division of Early Childhood.

**MINIMUM QUALIFICATIONS:** **EDUCATION:** A Master's Degree or equivalent 36 credit hours of post baccalaureate course work in Early Childhood Education, Elementary Education, Educational Administration/Supervision or a related Educational field.

**EXPERIENCE:** Four (4) years of professional experience in coordinating or administering an education program or service directly related to Early Childhood.

**ESSENTIAL REQUIREMENTS:** Knowledge of Preschool Development Grant Birth through Five (PDG B-5); experience with grant implementation & oversight; experience with providing technical assistance to stakeholders in developing & implementing their grants; ability to communicate effectively in writing & orally; submit required reports on time with competing priorities & deadlines; demonstrated ability to create & foster excellent working relationships.



**PROCEDURE FOR APPLICATION:**

To apply for this position online go to [MSDE Jobs on JobAps](https://msdejobs.marylandpublicschools.org) (or complete an MSDE Application on [marylandpublicschools.org](https://marylandpublicschools.org)). On-line applications (and resumes) are the preferred method for receiving your application/attachments. Using this method will allow applicants to access their documents for future recruitments for which they apply and verify that the appropriate documents (resume-credentials) have been attached to the recruitment that requires them. Applicants must include their resume and provide sufficient information on the application to document that they satisfy the minimum qualifications for this recruitment. Please do not put "See Resume" in the job duties section of your application; your application will not be considered.

If you utilize fax or regular mail as the option to submit required attachments, you will need to resubmit these documents each time you apply for a new position that requires the attachments. Additionally, you must include the following information on each page of the attachment you submit in order to ensure that we append the attachments to the correct recruitment: First and Last Name, Recruitment Number, and the last 4 digits of your SS# and indicate application for - **Education Program Specialist I – Early Childhood Systems Position# 345642 - (JobAps #19-005055-0013)**. Mailing Address: Maryland State Department of Education, Office of Human Resources, 200 West Baltimore Street, Baltimore, Maryland 21201. Fax: 410-333-8950 – This fax number is for Department of Education recruitment actions only.

If you have difficulty with your user account or have general questions about this online application system, please contact the MD Department of Budget and Management, Recruitment and Examination Division at 410-767-4850. For inquiries or an MSDE Application, contact 410-767-0019 or TTY/TDD 410-333-3045 or visit our website at <http://www.marylandpublicschools.org/>.

*Appropriate accommodations for individuals with disabilities available upon request*

**CONDITIONS OF EMPLOYMENT:**

Proof of eligibility to work in compliance with the Immigration Reform and Control Act and possible travel throughout the State are required. Any misrepresentation of academic or experience requirements for this position may result in non-selection or termination of employment.

**CLOSING DATE:**

For immediate consideration please submit your application by **May 10, 2019** – Open Until Filled.



# Restaurants near Ascend One, HCPSS Conference Center, Columbia, MD



<b>Pub Dog Pizza</b> 8865 Stanford Blvd #101 Columbia, MD 21045 410-872-0634	<b>Mission BBQ</b> 6270 Columbia Crossing Cir Columbia MD 21045 443-832-6180
<b>Katana Sushi</b> 8865 Stanford Blvd Ste 105 Columbia, MD 21045 410-290-2883	<b>BGR</b> 6250 Columbia Crossing Cir D Columbia MD 21045 443-319-5542
<b>Greene Turtle</b> 8872 McGaw Rd Suite C Columbia MD 21045 410-312-5255	<b>CAVA</b> 6181 Old Dobbin Lane Columbia, MD 21045 443-283-3400
<b>Jason's Deli</b> 8874 McGaw Road Columbia, MD 21045 410-309-5980	<b>Noodles and Co.</b> 6191 Old Dobbin Lane Columbia, MD 21045 410-872-3729
<b>Cheeburger Cheeburger</b> 8872 McGaw Road Columbia, MD 21045 410-290-6495	<b>Chipotle</b> 6181 Old Dobbin Ln. / Suite 100 Columbia, MD 21045 410-872-8688
<b>Panera</b> 6435 Dobbin Road Columbia, MD 21045 410-772-8632	<b>Maiwand Kabob</b> 6131 Columbia Crossing Cir Columbia, MD 21045 410-872-0975
<b>Starbucks</b> 6365 Dobbin Road Columbia, MD 21045 410-772-5305	<b>Red Robin</b> 8640 Snowden Pkwy Columbia, MD 21045 410-312-0214
<b>Chick-fil-A</b> 6375 Dobbin Rd Columbia, MD 21045 410-715-1103	<b>Famous Dave's</b> 6201 Columbia Crossing Cir Columbia, MD 21045 410-290-0091
<b>McDonald's</b> 6385 Dobbin Road Columbia, MD 21045 410-740-7325	<b>Buffalo Wild Wings</b> 6191 Columbia Crossing Cir Columbia, MD 21045 443-546-4383
<b>la Madeleine</b> 6211 Columbia Crossing Cir Columbia, MD 21045 410-872-4900	