## 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 - 10:15</td>
<td><strong>Welcome / Introductions and Announcements</strong></td>
</tr>
<tr>
<td>10:15 - 12:00</td>
<td><strong>Presentations</strong></td>
</tr>
<tr>
<td>12:00 - 1:00</td>
<td><strong>Lunch (on your own)</strong></td>
</tr>
<tr>
<td>1:00 - 2:00</td>
<td><strong>Old Business</strong></td>
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<tr>
<td>2:00 - 2:30</td>
<td><strong>New Business</strong></td>
</tr>
<tr>
<td>2:30 - 3:00</td>
<td><strong>General Announcements and Next Steps</strong></td>
</tr>
<tr>
<td>3:00</td>
<td><strong>Adjournment of Full Council</strong></td>
</tr>
</tbody>
</table>

### Time: 10:00 - 10:15
**Welcome / Introductions and Announcements**

- Steven Hicks, Assistant State Superintendent, Division of Early Childhood, Maryland State Department of Education (MSDE)

### Time: 10:15 - 12:00
**Presentations**

- 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)

### Time: 12:00 - 1:00
**Lunch (on your own)**

### Time: 1:00 - 2:00
**Old Business**

- Welcome - Dr. Carol A Williamson, Deputy Superintendent, Office of Teaching and Learning, MSDE
- Pritzker Grant Update – Margaret Williams, Executive Director, Maryland Family Network (MFN) - (Communication – Priority 1, Workforce Development-Priority 2)
- Preschool Development Grant update
  - Local Early Childhood Advisory Councils Quality Grants – Wendy Dantzler, Early Childhood Coordinator, Collaboration and Program Improvement Branch, DEC, MSDE (Communication – Priority 1)
  - WIDA, Maryland as an Early Learning WIDA State, Karina Hudack, Grants Specialist, Collaboration and Program Improvement Branch. DEC, MSDE (Communication – Priority 1)

### Time: 2:00 - 2:30
**New Business**

- 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)

### Time: 2:30 - 3:00
**General Announcements and Next Steps**

- Striving Readers Comprehensive Literacy Grant - Vanessa Williams, Program Specialist, Division of Curriculum, Instructional Improvement, and Professional Learning, MSDE
- Office of Child Care Update-Jenn Nizer, Director of the Office of Child Care, Division of Early Childhood, MSDE
- Maryland EXCELS- Jena Smith, Quality Assurance Supervisor, Maryland EXCELS Branch, Division of Early Childhood, MSDE
- U. S. Play Coalition Conference: Your Definition of Play - Patty Stine, Co-Founder, Pure Play Every Day, Inc.
- State Early Childhood Advisory Council Announcements – Wendy Dantzler, Early Childhood Coordinator, Division of Early Childhood, MSDE

### Time: 3:00
**Adjournment of Full Council**
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.
MAEC envisions a day when all students have equitable opportunities to learn and achieve at high levels.

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

MAEC's vision is to support all students to achieve high levels.

Core Values:
- Synergy
- Innovation
- Integrity
- Equity
- Excellence

Areas of Work:
- Early Childhood
- School Transformation
- School Culture & Climate
- STEM
- English Learners
- Educational Equity
- Early Childhood
Focus Groups
Survey
and Discussions
Town Hall Meetings
Document Review

NEEDS ASSESSMENT
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 issues facing stakeholders in Maryland?
- What are the recommendations made by previously conducted needs assessments to address some of these systematic critical issues facing stakeholders in Maryland?
<table>
<thead>
<tr>
<th>Service</th>
<th>Estimated Capacity</th>
<th>Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Pre-Kinderergarten</td>
<td>30.945</td>
<td>3-5</td>
</tr>
<tr>
<td>Public Pre-Kinderergarten</td>
<td>29.313</td>
<td>3-5</td>
</tr>
<tr>
<td>Head Start (Including Head Start, Early Head Start)</td>
<td>9.205</td>
<td>0-5</td>
</tr>
<tr>
<td>Employer-Sponsored Centers</td>
<td>4.179</td>
<td>0-5</td>
</tr>
<tr>
<td>Family Child Care Providers</td>
<td>45.317</td>
<td>0-5</td>
</tr>
<tr>
<td>Infant-Toddlers</td>
<td>14.359</td>
<td>0-2</td>
</tr>
<tr>
<td>8-12 Hour Child Center Care</td>
<td>108.994</td>
<td>0-5</td>
</tr>
</tbody>
</table>

**Scope and Access**

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

*Enrollment data, not capacity.
Source: Maryland Family Network, 2019.*
Needs Assessment

Document Review

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

- Head Start coordination and collaboration issues;
- Needs of the state's Pre-K program;
- Needs of the state's local ECACs;
- Maryland's Child Care Scholarship Program;
- Maryland's Quality Rating and Improvement System (QRIS); and
- Access and supply across the state.

Mid-Atlantic Early Childhood (MIECH) Program:

Children and families served by the Maternal, Infant, and Early Childhood Home Visiting (MIHVC) Program:

Some of the topics included:

- Access and supply across the state;
- The information in these documents focused on a wide range of areas.
**SCOPE AND ACCESS**

- Childcare 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

Source: (Maryland Family Network, 2019).

This map is based on census tract data defined by the U.S. Census Bureau, 2010 American Community Survey 5-year data. It does not accurately delineate land/water boundaries in some census tracts.
The number of child care providers, particularly family childcare providers, has been decreasing. The number of full-day (6 to 12 hours) center-based programs in Maryland 2014-2023 has also been predicted and actual numbers are shown in the graph. Source: (Maryland Family Network, 2019).
Maryland invests in initiatives that are considered "best practices" in order to create a high quality education programs at level 5 and 6 make up a small percentage of the total workforce. Credentialed early childhood education (ECE) professionals at level 5 and 6 make up a small percentage of the total workforce.

<table>
<thead>
<tr>
<th>Professional Opportunity</th>
<th>Professional Certification</th>
<th>Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Child Care Provider</td>
<td>Family Child Care Provider</td>
<td>None</td>
</tr>
<tr>
<td>Child Care Aide</td>
<td>Child Care Aide</td>
<td>None</td>
</tr>
<tr>
<td>Child Care Teacher</td>
<td>Child Care Teacher</td>
<td>None</td>
</tr>
<tr>
<td>Child Care Center Director</td>
<td>Child Care Center Director</td>
<td>None</td>
</tr>
<tr>
<td>Nursery School Teacher</td>
<td>Nursery School Teacher</td>
<td>None</td>
</tr>
<tr>
<td>Nursery School Administrator</td>
<td>Nursery School Administrator</td>
<td>None</td>
</tr>
<tr>
<td>Mid-Atlantic Equity Consortium Inc 2019 Not to be reproduced without permission of 4EC10</td>
<td>Mid-Atlantic Equity Consortium Inc 2019 Not to be reproduced without permission of 4EC10</td>
<td>Mid-Atlantic Equity Consortium Inc 2019 Not to be reproduced without permission of 4EC10</td>
</tr>
</tbody>
</table>
Program Maryland, of programs in the overall quality improvements in has led to some Maryland EXCELS.
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.

Source: (Maryland State Department of Education, 2019).
Transition
As a result of the varying paths students take before kindergarten, they arrive with various levels of kindergarten readiness. All children found in other programs.

Pathways of children born September 2, 2007 through September 1, 2008 with counties for.

Source: (Connelly, Critt, Cronister & Souza, 2015).

Transition
Maryland has governance structures to coordinate and advise Early Childhood Initiatives at the state and local level. Despite efforts to improve the coordination of and local level, Maryland has governance structures to coordinate and advise Early Childhood Initiatives at the state

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 most vulnerable populations.

Maryland’s early childhood data system is in significant need of modernization.
communities vulnerable especially high in
- costs are high
- Child Care costs in

Percentage of median income spent on child care
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.
- Program by
  More than 4,000 children are using the
  Gross Countable Income

<table>
<thead>
<tr>
<th>Family Size</th>
<th>Countable Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family of 2</td>
<td>$48,637</td>
</tr>
<tr>
<td>Family of 3</td>
<td>$60,081</td>
</tr>
<tr>
<td>Family of 4</td>
<td>$71,525</td>
</tr>
<tr>
<td>Family of 5</td>
<td>$82,969</td>
</tr>
<tr>
<td>Family of 6</td>
<td>$94,413</td>
</tr>
<tr>
<td>Family of 7</td>
<td>$96,558</td>
</tr>
<tr>
<td>Family of 8</td>
<td>$98,704</td>
</tr>
<tr>
<td>Family of 9</td>
<td>$100,850</td>
</tr>
<tr>
<td>Family of 10</td>
<td>$102,996</td>
</tr>
</tbody>
</table>

FUNDING

Equity Consortium Inc 2019 Not to be reproduced without permission of MAEC
Needs Assessment

Survey

Administered electronically.

Parent survey have been developed in seven languages (English, French, Spanish, Chinese, Arabic, Amharic and Urdu).

Mostly advertised through the town hall meetings.

Targeted to parents, childcare providers/teachers and community members.

Targeted to parents, childcare providers/teachers and community members.

Survey
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!
- Provide 98 community partners.

Mid-Atlantic Equity Consortium, Inc. 2019. Not to be reproduced without permission of MAEC.
"Emotional domain: Young children and families are struggling with mental health and social-emotional issues. Infants and toddlers are not qualifying children with the social-emotional domain.

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 toddlers are hard to come by. High-quality center care is extremely expensive.

Young children and families are

Quotes from parents on the open response portion of the survey:

Quotes from parents on the open response portion of the survey:

NEEDS ASSESSMENT
Many of our families suffer from poverty. 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."

"Thequality of education is low."

"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."
"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.

Tour are currently less than 20 spaces for qualified and licensed infant-toddler childcare."

"Harmful for the young child."

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

"There are currently less than 20 spaces for qualified and licensed infant-toddler childcare. Young working mothers are often excluded from the workforce in the entire county. Young working mothers with many risk factors in their background are often excluded from the workforce. The continuation of community-based options is extremely important particularly for children with many risk factors in their background. 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."
Focus groups will be conducted in the:

- **North** (Baltimore City, Baltimore County, Cecil, Harford, Carroll)
  - Calvert, Charles, and St. Mary’s

- **South** (Montgomery, Howard, Anne Arundel, Prince George’s, Somerset, Worcester)

- **East** (Kent, Queen Anne’s, Caroline, Talbot, Dorchester, Wicomico)

- **West** (Garrett, Allegany, Washington, Frederick)

Focus groups will be conducted in these settings and other settings across the state with parents, family care providers, and teachers in all regions.

Working with MAEC, MSDE will conduct 20 focus groups in four regions.
Related to the five topics:

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

We've highlighted, identified questions you should include in the focus groups based on your expertise, and the findings.

- Stakeholder groups.
- Focus group questions for the different

We are providing you with some sample

**Focus Group Activity**
Scope and Access Focus Group Questions

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:


Providers:


Community Organizations:


Quality Focus Group Questions

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:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Providers:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Community Organizations:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Transition Focus Group Questions

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:


Providers:


Community Organizations:


Collaboration and Coordination Focus Group Questions

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:**

**Providers:**

**Community Organizations:**
Funding Focus Group Questions

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:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Providers:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Community Organizations:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
May 2019
State Collaborative and Early Care and Education Advisory Council
Overview for the
Pritzker Planning Grant
Maryland’s
VANDEXCELLENCE

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 childcare.
- Increase the number of families with children.
to-three policy agenda
state collaborative would advance the prenatal
Strategic action plan that describes how the
Changes and investments
Detailed policy agenda focused on needed policy
collaborative (State Collaborative - SC)
Deliverables
Policy agenda and action plans due (awards made in Spring 2020).

Important Date
January 15, 2020
Target goal: 25-percentage point increase over baseline by 2023 and long-term goal of a 50-percentage point increase over baseline by 2023 and long-term goal of a 50-
Increase the number of families with children prenatal to age three who are connected to essential health, developmental, and social emotional support services; and/or increase the number of low-income infants and toddlers receiving affordable, high-quality child care.

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

Maryland State Department of Education
Equity and Excellence in Education
unlikely allies
Others as identified, including both likely and unlikely allies
State and local philanthropic leaders
Organization leaders
Local and state nonprofit policy-advocacy leaders
Local and state nonprofit organization leaders
Local government and/or community leaders
State government leaders

State Collaborative (SC)
Education Services' Babyleaders Program -- one

MDE's Division of Early Intervention and Special

Parents

Maryland Family Engagement Coalition -- six

Others interested in contributing

Representative

Each of the 24 LECA's -- at least one

ECAC members

Maryland SC Composition
Pritzker Planning Organization
Maryland's

Key Leaders

Leadership Council

State Collaborative

Workgroups

Finance

Services/Programs

Governance/Accountability/Strategic
Key Leaders

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

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

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE
Leadership Council

EDUCATION
MARYLAND STATE DEPARTMENT OF
<table>
<thead>
<tr>
<th>Use of Planning Grant Funds</th>
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</thead>
<tbody>
<tr>
<td>Administrative</td>
</tr>
<tr>
<td>Staff support; general and</td>
</tr>
<tr>
<td>Travel</td>
</tr>
<tr>
<td>Meetings' cost to hold</td>
</tr>
<tr>
<td>Engagement</td>
</tr>
<tr>
<td>Equity Lens and Parent</td>
</tr>
<tr>
<td>Data Collection</td>
</tr>
<tr>
<td>Facilitation</td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th>$10,000</th>
<th>$10,000</th>
<th>$10,000</th>
<th>$10,000</th>
<th>$50,000</th>
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</thead>
<tbody>
<tr>
<td>Year</td>
<td>Target Policy Goal Achieved/Surpassed</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>------</td>
<td>-------------------------------------</td>
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<tr>
<td>17,800</td>
<td>Recommendation: Increase parenting education services through the Judy Centers (Krivan)</td>
<td></td>
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<tr>
<td>6,900</td>
<td>EXCELS Levels 3, 4, and 5. Increase the trend to increase the number of infants/toddlers participating in PDG B-5 funds for coaching and mentoring.</td>
<td></td>
<td></td>
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<tr>
<td>800</td>
<td>Increase the number of infants/toddlers served at the CRCCS with the 60th percentile. Increase the quality of infant/toddler child care.</td>
<td></td>
<td></td>
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<tr>
<td>1,000</td>
<td>Offer additional care coordination to high-risk mothers and newborns</td>
<td></td>
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<tr>
<td>3,500</td>
<td>Expand Infants/Toddlers Home Visiting through the 1115 Medicaid Waiver</td>
<td></td>
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</tr>
<tr>
<td>1,000</td>
<td>Expand the number of Family Support Centers (Krivan Recommendation)</td>
<td></td>
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<tr>
<td>17,750</td>
<td>Example Policy Strategies for Reaching 25% goal</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>71,000</td>
<td>25 percent State policy goal to achieve over baseline number by 2023</td>
<td></td>
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Baseline
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

<table>
<thead>
<tr>
<th>Cohort 1</th>
<th>Western, MD</th>
<th>October 8th &amp; 9th</th>
<th>8:00am-4:30pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 2</td>
<td>Central, MD</td>
<td>October 10th &amp; 11th</td>
<td>8:00am-4:30pm</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>Eastern Shore</td>
<td>October 15th &amp; 16th</td>
<td>8:00am-4:30pm</td>
</tr>
</tbody>
</table>

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!
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  I  PROFESSIONAL LEARNING  I  FAMILY ENGAGEMENT

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.
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
Children and adults.

—Contributes to the wellness, healthy growth and development of

Program (CACFP) in Maryland

The Child and Adult Care Food
Questions and Answers
Community Nutrition Programs
The Office of School and
Maryland Numbers
Benefits of the CACFP
Definition

Overview
What is the CACFP?

Ensuring Children and Adults Have Access to Nutritious Meals and Snacks

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 and family or group day care homes.
How Does CACFP Work?

Reimbursement for serving meals and snacks that meet Federal nutritional guidelines to eligible children and adults. Childcare centers, adult day care centers, family day care homes, preschools, afterschool care centers, and emergency shelters receive cash reimbursement for serving meals and snacks that meet Federal nutritional guidelines to eligible children and adults.

Higher levels of reimbursement for low-income families or childcare providers who serve children in low-income areas or meet child participation guidelines for free, reduced-price, or paid meals. Centers and day care homes may be approved to claim reimbursement for serving up to two meals per day to each eligible child or adult participant.

Reimbursement based on child's eligibility for free, reduced-price, or paid meals.

Guidelines for eligibility child and adult.

Can claim up to two meals and one snack per day to each eligible child.
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.
## Food Insecurity Numbers in Maryland

### Estimated Program Eligibility Among Food Insecure Children in Maryland

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All or Below Income Level</td>
<td>61%</td>
</tr>
<tr>
<td>Likely Eligible in Federal Nutrition Programs</td>
<td>39%</td>
</tr>
</tbody>
</table>

### Food Insecurity Rate in Maryland

- **Chesapeake County**: 15.2%
- **Marlboro County**: 10.7%
- **Overal Maryland**: 204,660

---

2017 Child County Food Insecurity in Maryland
MARYLAND NUMBERS

SUMMARY OF OPERATIONS
OFFICE OF SCHOOL AND COMMUNITY NUTRITION PROGRAMS
MARYLAND STATE DEPARTMENT OF EDUCATION

FISCAL YEAR 2018

Federal Funds at a Glance

- National School Lunch Program: 52.5%
- School Breakfast Program: 20.4%
- Summer Food Service Program: 16.0%
- Child and Adult Care Food Program: 2.9%
- Fresh Fruits and Vegetables: 9.6%
- USDA Commodities: 7.2%
- Special Milk Program: 0.1%
- Child and Adult Care Food Program: 16.0%
- Federal Funds: $352,474,253
  - USDA Commodities: $341,227,989
  - State Funds: $11,236,664

FY 2018
Paid to Institutions

Education and Excellence
A Five Year Comparison of Child Nutrition Program Activity

For Twelve Month Period Ending 9/13/18

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Meals Served</th>
<th>Total Federal Dollars</th>
<th>Meal Reimbursements</th>
<th>Total Federal Dollars</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>12,632,681</td>
<td>21,233,065</td>
<td>5,056,130</td>
<td>2,916,973</td>
<td>2,640,034</td>
</tr>
<tr>
<td>2015-2016</td>
<td>11,876,109</td>
<td>20,506,784</td>
<td>4,773,067</td>
<td>2,780,846</td>
<td>2,580,995</td>
</tr>
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<td>2016-2017</td>
<td>11,025,880</td>
<td>19,580,766</td>
<td>4,495,070</td>
<td>2,636,402</td>
<td>2,530,997</td>
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<td>10,099,646</td>
<td>18,185,081</td>
<td>4,270,859</td>
<td>2,468,601</td>
<td>2,468,601</td>
</tr>
</tbody>
</table>

Meal Types:
- Breakfast
- Lunch
- Supper
- Snack
- Total Meals Served

For Twelve Month Period Ending 9/13/18

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Meals Served</th>
<th>Total Federal Dollars</th>
<th>Meal Reimbursements</th>
<th>Total Federal Dollars</th>
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<td>2,468,601</td>
</tr>
</tbody>
</table>

Meal Types:
- Breakfast
- Lunch
- Supper
- Snack
- Total Meals Served

Maryland Numbers
MSDE Office of School Community Nutrition

Program Team

Director, Robin Zeager

Program Compliance

Program Administration

Program Development and Technical Support

Financial Management

Technology Systems Support
The CACPF Achievement Awards 2019
Questions & Answers
Thank you!
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 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.
Number of Child Care and Public Prekindergarten Programs Participating in Maryland EXCELS Quality Rating and Improvement System: 4,640, up 148 from April 2018.

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.

<table>
<thead>
<tr>
<th>Quality Rating</th>
<th># of Programs</th>
</tr>
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<tbody>
<tr>
<td>4.076</td>
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</tr>
<tr>
<td>344</td>
<td>5</td>
</tr>
<tr>
<td>69</td>
<td>4</td>
</tr>
<tr>
<td>537</td>
<td>3</td>
</tr>
<tr>
<td>395</td>
<td>2</td>
</tr>
<tr>
<td>2,731</td>
<td>1</td>
</tr>
</tbody>
</table>

Maryland EXCELS Data—April 2019
For more information visit www.marshylandexcels.org/programs

Through September 30, 2019, or republish a quality rating to March 1, 2018, programs that publish a first-time quarterly rating through 5, bonuses will be paid to Maryland EXCELS participating.

"Getting Published Pays"
Year of Bonuses

Bonuses for Higher Quality
• Mt. Hebron Nursery School, Michelle Hoy, Howard

• Littlest Learners, Amanda Beacham, Carroll

• Colleen Moore, Queen Anne's

• Candace Hall, Montgomery

MISDE Conference Giveaway Winners
Community Outreach

- Character Night at a Bowie Baysox Game
- Preschool fairs, festivals and Games
- Minor league baseball
- Billboard advertisements
- Radio campaigns
- Other community events
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. IECMH has been shown to improve classroom climate and child behaviors, and to reduce preschool suspensions and expulsions. Data on expulsions and suspensions for children in early education programs indicate rates triple that of expulsion rates for school-aged peers. National attention has been given to IECMH as a primary mechanism to address these concerns.

Expulsion and Long-Term School Outcomes
As much as 10 times more likely to:
- Fail a grade in school
- Hold negative school attitudes
- Drop out of high school
- Face incarceration

Drivers of Expulsion
- 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

Maryland has used IECMH 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 IECMH 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

---

**Demographics**

**Gender of Children Served, FY 2018**
- 75.3%
- 24.7%

**Ages of Children Served, FY 2018**

<table>
<thead>
<tr>
<th>Age in Months</th>
<th>Percent of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 11</td>
<td>1%</td>
</tr>
<tr>
<td>12 - 24</td>
<td>1.3%</td>
</tr>
<tr>
<td>25 - 36</td>
<td>13.8%</td>
</tr>
<tr>
<td>37 - 48</td>
<td>43.7%</td>
</tr>
<tr>
<td>49 - 60</td>
<td>30.9%</td>
</tr>
<tr>
<td>61 - 72</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

**Child Race/Ethnicity**
- Hispanic/Latino 57.97%
- White 24.50%
- Black 11.95%
- Asian/Pacific Islander 2.39%
- Multiracial 0.60%

**Child Behavior Concerns, Parent & Teacher Reports for Referred Cases in Maryland, FY 2018**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre IECMH</td>
<td></td>
</tr>
<tr>
<td>75.6%</td>
<td>50.6%</td>
</tr>
<tr>
<td>41.2%</td>
<td></td>
</tr>
</tbody>
</table>

“Maryland's IECMH 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

---

**Workforce**

**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.
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

ASSISTANT STATE SUPERINTENDENT

April 26, 2019

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.

AFFIRMING EQUAL OPPORTUNITY IN PRINCIPLE AND PRACTICE
PROCEDURE FOR APPLICATION: To apply for this position online go to MSDE Jobs on JobAps (or complete an MSDE Application on 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.
<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Address</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pub Dog Pizza</strong></td>
<td>8865 Stanford Blvd #101</td>
<td>410-872-0634</td>
</tr>
<tr>
<td><strong>Mission BBQ</strong></td>
<td>6270 Columbia Crossing Cir</td>
<td>443-832-6180</td>
</tr>
<tr>
<td><strong>Katana Sushi</strong></td>
<td>8865 Stanford Blvd Ste 105</td>
<td>410-290-2883</td>
</tr>
<tr>
<td><strong>BGR</strong></td>
<td>6250 Columbia Crossing Cir D</td>
<td>443-319-5542</td>
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<tr>
<td><strong>Greene Turtle</strong></td>
<td>8872 McGaw Rd Suite C</td>
<td>410-312-5255</td>
</tr>
<tr>
<td><strong>CAVA</strong></td>
<td>6181 Old Dobbin Lane</td>
<td>443-283-3400</td>
</tr>
<tr>
<td><strong>Jason's Deli</strong></td>
<td>8874 McGaw Road</td>
<td>410-309-5980</td>
</tr>
<tr>
<td><strong>Noodles and Co.</strong></td>
<td>6191 Old Dobbin Lane</td>
<td>410-872-3729</td>
</tr>
<tr>
<td><strong>Cheeburger Cheeburger</strong></td>
<td>8872 McGaw Road</td>
<td>410-290-6495</td>
</tr>
<tr>
<td><strong>Chipotle</strong></td>
<td>6181 Old Dobbin Ln. / Suite 100</td>
<td>410-872-8688</td>
</tr>
<tr>
<td><strong>Panera</strong></td>
<td>6435 Dobbin Road</td>
<td>410-772-8632</td>
</tr>
<tr>
<td><strong>Maiwand Kabob</strong></td>
<td>6131 Columbia Crossing Cir</td>
<td>410-872-0975</td>
</tr>
<tr>
<td><strong>Starbucks</strong></td>
<td>6365 Dobbin Road</td>
<td>410-772-5305</td>
</tr>
<tr>
<td><strong>Red Robin</strong></td>
<td>8640 Snowden Pkwy</td>
<td>410-312-0214</td>
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<tr>
<td><strong>Chick-fil-A</strong></td>
<td>6375 Dobbin Rd</td>
<td>410-715-1103</td>
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<tr>
<td><strong>Famous Dave's</strong></td>
<td>6201 Columbia Crossing Cir</td>
<td>410-290-0091</td>
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<tr>
<td><strong>McDonald's</strong></td>
<td>6385 Dobbin Road</td>
<td>410-740-7325</td>
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<tr>
<td><strong>Buffalo Wild Wings</strong></td>
<td>6191 Columbia Crossing Cir</td>
<td>443-546-4383</td>
</tr>
<tr>
<td><strong>Ia Madeleine</strong></td>
<td>6211 Columbia Crossing Cir</td>
<td>410-872-4900</td>
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