



Review of the Workforce Development and Training Sections of the Maryland State Plan

Thursday, March 15, 2018

Workgroup Attendees	Shaneeza Kazim, Meg McFadden, Sharon Holloway, Nancy Cahlink-Seidler, Jacqueline Grant, Chris Swanson, Agnethea Wright, Steven Hicks, Angeline Bishop-Oshoko
Recruit and Retain a Qualified and Effective Child Care Workforce	<p>6.1- Professional Development Framework</p> <p>6.1.1 – pg. 114</p> <p>State/ Territory Professional Standards and Competencies.</p> <ul style="list-style-type: none">● Steven/ Johns Hopkins/ College of Southern Maryland: Program's exploring innovative approaches to career ladders such as badging, etc.● Jacqueline Grant/ Nancy Cahlink-Seidler/ College of Southern Maryland : We need to provide resources to help bridge the language barrier gap, as well as the readiness for high level education (such as we need to make sure students are on reading level)● Megan: We need to provide better funding for providers who are unable to afford the education; we need to provide more online courses for providers so that they can actually take classes.● College of Southern Maryland: We need to advertise CCCPDF better so that providers know that there are options out there for them to help pay for college.● Johns Hopkins and College of Southern Maryland: MSDE needs to work with Colleges and Public schools to provide resources to high school students who are either working in child care or will be going to child care. They are seeing high school students coming to community colleges and taking course in early child care, but do not have the means or resources available to them to progress in child care.● Jacqueline: recognizing how long professionals have been in the field.● Angeline: how would you like to incorporate that?● Jacqueline: like a badge.● Angeline: Strayer University does something like that.
	pg. 115 Career Pathways <ul style="list-style-type: none">● Steven: it does not talk about not having something and how you work through the systems to get that final BA or Associate, or Masters.● Angeline: more descriptive

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Thursday, March 15, 2018

pg. 116

Financing

- Maryland EXCELS paragraph- Johns Hopkins/ Megan: would like to see the Bonuses reinstated into Maryland EXCELS
- Group: We need to provide better assistance to providers who have a degree and then go into child care, but do not have the necessary degrees. We need to make getting a degree in early child care obtainable to providers and not impossible to complete.
- Group: We really need to focus on funding for online courses for providers that are affordable as well.
- College of Southern Maryland: We need a pot that students can reach into and get the funding they need to get through the program to get to that degree.
- Johns Hopkins: We need funding to help students get to the level they need to be at when they enter college so that they are at the literacy level they need to be at or any other levels of competency.
- Megan: We should also change the credentialing level entry for the CCCPDF to level one instead of level two.
- Johns Hopkins: DECD seeks to leverage CCDF toward an integrated workforce development model that incentivizes child care operators to hire increasingly skilled and competent staff. DECD has the core infrastructure in place to address this need, but will apply CCDF toward promoting greater awareness, exploring stackable credentials that go from CEUs toward degree credit, and making technical changes to the online Child Care Automated Tracking System (CCATS) that better support the necessary data integration points.

Specifically, the Division is leveraging the following core elements:

Provider	Program	Families
<i>Credentialing Program</i> -Awarding credit and financial bonuses to providers who pursue higher professional certifications	<i>Maryland EXCELS QRIS</i> -Awarding quality levels for programs, in part based on the employment of higher skilled and competency staff, that enable them to be eligible for higher rates of tiered reimbursement	<i>Child Care Subsidy Voucher</i> - Families using the subsidy program for access to quality care are incentivized to apply their voucher toward higher rated programs based on increased reimbursement rates – creating a market



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			demand for child care operators to hire more competent and skilled workers to help increase their quality level.	
<p>This approach will enable increased skills, knowledge, and abilities of the child care workforce while creating greater access to quality care for Maryland's most vulnerable children. In FY20, Maryland will work with stakeholders across the workforce development spectrum – from resource and referral agencies and trainers to two and four year higher-education institutions – to identify and address needs for articulation and equivalency agreements, while defining valid measurements of demonstrated competency.</p>				
<p>pg. 117</p>				
<p>Unit Training and credit – bearing professional development to the extent practicable.</p>				
<ul style="list-style-type: none">● College of Southern Maryland- we should have training available to providers to help with diversity and culture.● Johns Hopkins- we should reference outreach training in this section, so that our parents, family, child care providers know what competencies we are looking for them to provide to the children.● We also need to implement a system that allows not only providers, but pediatricians, social workers, to be on the same page.				
<p>pg. 116</p>				
<p>Articulation</p>				
<ul style="list-style-type: none">● Steven: Does every two year and four year college have an AAT?● College of Southern Maryland: Yes, every 2 year does have an articulation agreement with the four year college to transfer the AAT degree. However, there is no articulation agreement for the AAS● Steven: Do we need to modify and add something about AAS?● John Hopkins: We need to have a higher level meeting with the four year colleges, and we need to get MHECC to get involved with the four year colleges and tell them what they need to do.				
<ul style="list-style-type: none">● Angeline: 90-hours program between the high schools and the				



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Thursday, March 15, 2018

	<p>colleges, is this a firm agreement between the high school's and the colleges?</p> <ul style="list-style-type: none">• College of Southern Maryland: it depends on the county. Every county handles it differently. <p>pg. 116</p> <p>Workforce Information</p> <ul style="list-style-type: none">• Steven: this section is too vague it should say what kind of information is captured in CCATS.• Group: ACES Training needs to be included on pg. 119• Group: Bottom needs the date changed on pg. 119 <p>6.2 Training and Professional Development Requirements</p> <p>6.1.1</p> <ul style="list-style-type: none">• Group: For 6.2 sections on pg. 119 it starts with 6.1.1 it should be 6.2.1 the middle number needs to be changed from a 1 to a 2. <p>6.1 (2).3 pg. 120</p> <p>Recruit and Facilitate the participation of Providers with limited English proficiency and persons with disabilities</p> <ul style="list-style-type: none">• Group: we should write in that there is a partnership between the schools and resource centers for language barriers.• Group: Going into the future Trainers will capture the disabilities accommodations <p>6.1. (2)4 pg. 120</p> <p>"Information or services to providers in other non- English languages..."</p> <ul style="list-style-type: none">• Group: section is fine <p>pg. 120</p> <p>"training and professional development requirements are appropriate..."</p> <ul style="list-style-type: none">• Group: section is fine, however Recommendation for additional funding for SEFEL <p>6.1. (2). 5</p> <ul style="list-style-type: none">• Fine
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	<p>6. 1(2). 6</p> <ul style="list-style-type: none">• We need to have resources that can help the family (i.e. Transportation)• We need to provide some level of awareness and training that child care providers can take to know what social work is available to care for this issue.• Megan : Problem is that if the child care center does not have this problem in their organization then they are not going to get trained. We should have a specialist in MSDE or other places so that if a provider gets a child they can call and get the assistance and training they need.• College of Southern Maryland: We need to design training county by county because every county is different and has different needs.• R&R training or technical assistance staff who providers can mail or call to get assistance working with homeless children.
	<p>6.1(2).7</p> <ul style="list-style-type: none">• Fine
	<p>6.1(2).8</p> <ul style="list-style-type: none">• BAS/ PAS- Maryland EXCELS program. Thought they were getting away from it? Would like to see it back.• College of Southern Maryland: Would be a good idea to encourage providers to take a business class to strengthen their business skills.• Jacqueline: We need a training from subsidy because providers need more information in regards to that area.• Jacqueline: We need an overview of the Subsidy program because it is a huge program and it is making changes.
	<p>6.2- pg. 123</p> <p>Early Learning and Development Guidelines</p> <ul style="list-style-type: none">• Numbering is not right, should be 6.2?•
	<p>6.2 (3). 1</p> <ul style="list-style-type: none">• Fine



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	<ul style="list-style-type: none">● Jacqueline: Can we have a stakeholders meeting in regards to 6.2.1? When are the standards going to change again or cycle? Need to talk to Judy Walker. 6.2(3).2<ul style="list-style-type: none">● Fine6.2(3). 3<ul style="list-style-type: none">● Fine
Support Continuous Quality Improvement	<p>7.1- Quality Activities Needs Assessment for Child Care Services</p> <ul style="list-style-type: none">● Fine <p>7.2 – Use of Quality Funds</p> <ul style="list-style-type: none">● Fine <p>7.3- pg. 127</p> <p>Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds</p> <ul style="list-style-type: none">● Describe section is too short and missing information, need to copy and paste from other areas in document where it mentions funding for training and professional development of the child care workforce. <p>7.7 Facilitating Compliance with State Standards</p> <p>7.8 pg. 135</p> <ul style="list-style-type: none">● Sentence starting with “The state funds the licensing specialist positions....” Maryland Family Network needs to be highlighted/ bold.