



# Child Care Information Session

**Division of Early Childhood**

August 29, 2024

**PRESENTED BY**

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Dr. Shayna Cook, Assistant State Superintendent



## Presentation Outline

1. Welcome and Opening Remarks
2. Division of Early Childhood Updates
3. Licensing Branch Updates
4. Questions
5. Closing Remarks



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# Welcome

Dr. Shayna Cook, Assistant State Superintendent

## Welcome to the August Information Session

- Please place your name and organization in the chat.
- Your microphones will be muted throughout today's session.
- Please use the chat box on the bottom menu bar of your screen to submit any questions that you may have during the session.
- Feel free to enter your question during any presentation. We will answer the questions during the Q-and-A portion of today's session.



1. Welcome and Opening Remarks

2. Division of Early Childhood Updates

3. Child Care Scholarship Branch Updates

4. Questions

5. Closing Remarks

## Division of Early Childhood Updates

Alexis Washington, Communications and Engagement Manager

# Child Care Scholarship Program Open Office Hours



## CHILD CARE SCHOLARSHIP OPEN OFFICE HOURS

Join Us for Open Office Hours with the Child Care Scholarship Team!

Are you a provider with questions about payments or invoices? Or a family needing assistance with your scholarship or application? During Open Office Hours you can speak directly with a Child Care Scholarship Central 2 representative or a member of the Child Care Scholarship Branch.

All sessions will be held from 12:00 to 1:00 PM.

SEPTEMBER 24, 2024	MAY 20, 2025
OCTOBER 8, 2024	JUNE 10, 2025
NOVEMBER 19, 2024	JULY 15, 2025
DECEMBER 17, 2024	AUGUST 19, 2025
JANUARY 14, 2025	SEPTEMBER 16, 2025
FEBRUARY 18, 2025	OCTOBER 21, 2025
MARCH 18, 2025	NOVEMBER 18, 2025
APRIL 15, 2025	DECEMBER 16, 2025

For access information to a session visit,  
[money4childcare.com](http://money4childcare.com)

The dates for the Scholarship Open Office Hours for the remainder of the year and 2025 have been released.

CCS Central 2 and the Scholarship Team members will be on hand to help:

- Families who have questions about scholarships or open applications.
- Providers who have questions about invoices.

Registration links and dates are available on our website, [money4childcare.com](http://money4childcare.com).

**Next Open Office Hours: September 24, 2024**

## Push to Pre-K Sessions



Are you interested in learning more about State Prekindergarten Grants?

Join the Office of Early Learning and Instruction for a Push to Pre-K information session!

We'll introduce you to the State Pre-K Grant Program, provide a brief overview of the application process, and answer your most frequently asked questions.

- **Family Child Care Providers: September 25<sup>th</sup> 6:00-7:00 PM**
- Head Start Programs: October 2<sup>nd</sup> 12:00-1:00 PM
- Child Care Centers: October 2<sup>nd</sup> 6:00-7:00 PM

## Credential Program Focus Groups

The Division of Early Childhood (DEC) is starting a multi-step process to review and improve the Maryland Child Care Credential Program. We want to hear from people in the program about their experiences and ideas to help make the program better.

Starting in the fall and continuing through the winter, DEC will hold virtual focus groups with program participants and community members. These groups will talk mainly about their experiences with the training and professional development needed to move up in the Credential Program.

All sessions will be held virtually 6:00-7:00PM. Space is limited, and registration is required.

The first four session dates are:

- October 22
- October 23
- October 29
- October 30





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## Licensing Branch Updates

Louis Valenti, Director of Licensing

Sherry Tsigounis, Deputy Director of Licensing

Manjula Paul, Nurse Consultant

## COVID-19, Flu, and RSV

A unified approach to limiting disease spread with easy-to-follow recommendations and not relying on individuals to test.

Core prevention steps and strategies:

- Seek medical treatment when experiencing symptoms of illness.
- Staying home when you have a fever and symptoms of an illness.
- Staying up to date with vaccinations to protect people against serious illness, hospitalization, and death. This includes flu, COVID-19, and RSV, if eligible.
- Practicing good hygiene by covering coughs and sneezes, washing or sanitizing hands often, and cleaning frequently touched surfaces.
- Taking steps for cleaner air, such as bringing in more fresh outside air, purifying indoor air, or gathering outdoors.

## COVID-19

- Is now considered a common respiratory viral illnesses
- It is here to stay and cannot be eliminated and eradicated
- The COVID-19 activity is on rise( i.e., hospitalization, wastewater testing )
- COVID-19 symptoms severity and death rates are not high currently
- COVID-19 new /recurrence and symptoms severity/death can be prevented
- COVID-19 is a Reportable Communicable Illness



Please refer to [March 2024 Memo](#) and [FAQs](#) for common respiratory illnesses especially COVID-19, Flu & RSV and CDC's [Preventing Infections in K-12 Schools](#) & [Respiratory Virus Guidance](#).

[COMAR 10.06.01-https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/comar\\_10\\_06\\_01\\_communicable\\_diseases\\_and\\_related\\_conditions\\_of\\_public\\_health\\_importance.pdf](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/comar_10_06_01_communicable_diseases_and_related_conditions_of_public_health_importance.pdf)

# Respiratory Virus Guidance Snapshot



## Core prevention strategies

<p><b>Immunizations</b></p>	<p><b>Hygiene</b></p>	<p><b>Steps for Cleaner Air</b></p>	<p><b>Treatment</b></p>	<p><b>Stay Home and Prevent Spread*</b></p>
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## Additional prevention strategies

<p><b>Masks</b></p>	<p><b>Distancing</b></p>	<p><b>Tests</b></p>
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**Layering prevention strategies can be especially helpful when:**

- ✓ Respiratory viruses are causing a lot of illness in your community
- ✓ You or those around you have risk factors for severe illness
- ✓ You or those around you were recently exposed, are sick, or are recovering

**\*Stay home and away from others until, for 24 hours BOTH:**



**Your symptoms are getting better**

**You are fever-free (without meds)**



**Then take added precaution for the next 5 days**

[https://www.cdc.gov/respiratory-viruses/guidance/?CDC\\_AAref\\_Val=https://www.cdc.gov/respiratory-viruses/guidance/respiratory-virus-guidance.html](https://www.cdc.gov/respiratory-viruses/guidance/?CDC_AAref_Val=https://www.cdc.gov/respiratory-viruses/guidance/respiratory-virus-guidance.html)

## Emerging Infections of Importance

MDH & CDC are monitoring the situations

### Parvovirus B19 Infection

- Common symptoms include "slapped cheek" rash in children, and joint pains in adults.
- Complications can occur among people with underlying blood disorders or weakened immune system
- Exposure during early pregnancy increases risk of miscarriage
- Prevention: Follow general respiratory precautions to prevent spread of parvovirus B19 and seek medical advice when sick

### Monkeypox

- People with mpox often get a rash that may be located on hands, feet, chest, face, or mouth or near the genitals
- Follow standard infection prevention precautions, environmental cleaning and disinfection and report to Local Health Department for surveillance and guidance.

[https://www.cdc.gov/poxvirus/mpox/clinicians/infection-control-healthcare.html#anchor\\_1653508869481](https://www.cdc.gov/poxvirus/mpox/clinicians/infection-control-healthcare.html#anchor_1653508869481)

## Preventing Spread of Respiratory and other Infectious Illnesses

Anyone experiencing symptoms of a respiratory virus should stay home and away from others to:

- Reduce the risk of spreading infections;
- Protect others especially those at risk/immunocompromised/unvaccinated; and
- Restore child's ability to participate in school /child care activity
- Take added precaution over the next 5 days
  - cleaner air
  - hygiene
  - masks
  - physical distancing, and/or
  - testing when you will be around other people indoors

## Fever

Fever is defined as an oral or mouth temperature of 100° F (37.8° C) or higher, a rectal, ear or forehead temperature of 100.4° F (38.0° C) or higher, or under the arm (armpit) temperature of 99° F (37.2° C) or higher.

- Individuals with a fever and symptoms should self-isolate for 24 hours or until fever free and symptoms have improved.
- Individuals with a fever but no other symptoms should self-isolate for 24 hours or until fever free.

<https://www.cdc.gov/covid/signs-symptoms/index.html>, Communicable Disease Summary- (DHMH)

## Returning to Care

### Helpful Strategies:

- COMAR
- Programs should have written policies that align with Code of Maryland Regulations (COMAR), the Maryland Department of Health (MDH), and the Centers for Disease Control and Prevention (CDC)
- Health Care Provider Recommendations
- Local Health Department Communicable Diseases Division
- Office of Child Care Nurse Consultant
- MDH revised Communicable Diseases Summary



## MDH & COMAR Requirements

- Reportable Communicable Diseases: [Reportable Diseases, Conditions, Outbreaks, & Unusual Manifestations](#)
- Age-Appropriate Immunizations: MDH Form 896 [[DHMH 896](#)] [Immunization Certificate](#)
- Childhood Lead Poisoning and Lead Testing: MDH Form 4620 [[DHMH 4620](#)] [Blood Lead Testing Certificate](#)
- Communicable Tuberculosis: OCC Form 1204 [[1204](#)] [Medical Report for Child Care](#)
- Child Health Inventory: Part II Section [1215] [Health Inventory](#)
- Temporary Admission
- Others
  - CPR & First Aid Training format
  - Emergency Prepared Training /Annual Update - Contact Abilities Network for your training needs. Orient all staff including volunteers/substitutes

# Food Allergy and Anaphylaxis

## New and Exciting

- Neffy - FDA approved Needle Free Epinephrine for children weighing 30 kg or 66 lbs. and above.
- A **ready-to-use** nasal spray into one nostril. Will be added to Medication Administration Training (MAT) & Asthma, Allergy Anaphylaxis (AAA) training.
- [Md. Code, Educ. § 9.5-117](#) - Anaphylactic Food Allergies - Guidelines and Indemnity (Elijah's Law)
  - Emergency protocols, including comprehensive guidelines for storage and administration of epinephrine;
  - Cross-contamination prevention strategies; and
  - Notification of a child's anaphylactic allergy to staff who come in contact with the child and child care provider administrators.
  - Guidelines, model policy, and training resources on its website.
  - Maryland is the [fourth state](#) to enact Elijah's Law.

<https://mgaleg.maryland.gov/mgawebsite/Legislation/Details/HB1195>

## Definition of Suspension and Expulsion

According to the Maryland State Department of Education (MSDE) *Guidance for Preventing Suspension and Expulsion in Early Care and Education Programs*, suspension and expulsion are defined as the following:

**Suspension** is a limitation in services, and may include any one or a combination of the following:

- Reduction in the amount of time a child may attend (hours or days) or a requirement that the child not attend for a particular period of time.
- Restriction on the child's attendance in the program unless accompanied by a parent, family member, or other adult identified by the family.
- Requirement that the child attend the program in a location other than their typical group or setting; or other conditions placed on the child's ability to attend and participate in activities with their peers.

**Expulsion** is the termination of a child's enrollment from the program as a disciplinary practice.

## Data on Expulsion in Early Childhood Programs

According to the National Center on Early Childhood Health and Wellness:

- Recent data shows there is an alarming number of children being expelled from early childhood programs.
- Preschoolers are expelled at three (3) times the rate of children in kindergarten through 12th grade.
- Preschool-aged boys are four (4) times as likely to be expelled as girls.
- African American children are expelled almost twice as often as Latino and white children and more than five (5) times as often as Asian American children.

## What Leads to Expulsion in Early Childhood Programs?

- Teachers may feel overwhelmed by a child's behavior and may lack the necessary skills needed to respond to challenging behavior.
- Poor working conditions; such as high teacher to child ratios and low salaries, may contribute to teachers feeling stressed and overwhelmed. This can affect their behavior management skills or tolerance for challenging behavior.
- Teachers can misinterpret a child's challenging behavior. For example, a child who may have experienced trauma may engage in more aggressive behaviors than others.
- Biased thinking against a particular gender or race may affect how teachers respond to young children. African American boys, especially, are often incorrectly viewed as more aggressive and difficult to control. This may be harmful and may lead to harsher consequences.
- Early childhood programs may have limited access to resources for staff who are dealing with a difficult child.

## The Effects of Expulsion in Early Childhood Programs

There can be profound negative effects on children who are expelled from early childhood programs.

- There are missed opportunities for children to learn how to socialize and interact with other children and adults.
- Children do not practice and develop the social and emotional skills they need the most to become competent in school, at home, and beyond.
- Children may develop ongoing behavior problems leading to difficulties later in life as an adult.
- Children may view themselves as not capable of learning and may develop negative views about teachers, school, and learning in the program.

National Center on Early Childhood Health and Wellness. (n.d.). Understanding and eliminating expulsion in early childhood programs (pp. 1–6).  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/understanding-eliminating-expulsion-early-childhood-factsheet.pdf>

## Examples of How Programs Can Support Children and Families (1 of 2)

According to the U.S. Department of Health and Human Services and U.S Department of Education, programs can support children and families by:

- Developing and clearly communicating prevention and discipline practices which focus on preventing behavioral challenges by supporting children in learning appropriate social skills and emotional responses;
- Adopting practices which promote forming positive relationships with children and their families;
- Basing expectations for children on each child's developmental level and establish simple rules;
- Creating an environment which encourages positive behavior, provides a predictable daily routine and uses encouragement and descriptive phrases with all children.

## Examples of How Programs Can Support Children and Families (2 of 2)

The Maryland Guidelines for State Code of Discipline provides additional examples of how programs can support children and families and create successful environments. These guidelines include:

- Create and promote a positive, safe, and welcoming program environment that is conducive to teaching and learning.
- Be knowledgeable about discipline policies, regulations, and rules, and inform the community about such policies as well as resources available to support students.
- Recognize and eliminate unequal/unfair discipline practices, and administer discipline rules fairly, consistently, and equitably.
- Make every effort to communicate and respond to families in a timely manner and in a way that is accessible and easy to understand.
- Build a feeling of community; parents feel they are part of the child care community when they are kept aware of events and other important program information.

O'malley, M., & Lowery, L. (2014). The Maryland Guidelines for a State Code of Discipline GOVERNOR STATE SUPERINTENDENT OF SCHOOLS.  
[http://archives.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student\\_services\\_alt/docs/MDGuidelinesforStateCodeDiscipline\\_08072014.pdf](http://archives.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_alt/docs/MDGuidelinesforStateCodeDiscipline_08072014.pdf)



## Resources and Helpful Links

- The U. S. Department of Education's Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings <https://www.zerotothree.org/resources/131-policy-statement-on-expulsionand-suspension-policies-in-early-childhood-settings>
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL) <https://csefel.vanderbilt.edu/resources/family.html>
- National Center on Parent, Family, and Community Engagement <https://eclkc.ohs.acf.hhs.gov/about-us/article/national-center-parent-family-community-engagement-ncpfce>

## References

- National Center on Early Childhood Health and Wellness. (n.d.). Understanding and eliminating expulsion in early childhood programs (pp. 1–6).  
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<http://uex.sagepub.com/content/48/4/483>. Published June 11, 2013. Accessed August 19, 2024
- Gilliam WS. Prekindergartners Left Behind: Expulsion Rates in State Prekindergarten Systems. New York, NY: Foundation for Child Development; 2005. <https://www.fcd-us.org/assets/2016/04/ExpulsionCompleteReport.pdf>. Accessed August 19, 2024
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[https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/guidence\\_final.pdf](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/guidence_final.pdf)



Questions?

# Contact Information

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Office of Family Support Services and Head Start Collaboration	<a href="mailto:decfss.msde@maryland.gov">decfss.msde@maryland.gov</a>
Office of Child Care	<a href="mailto:earlychildhood.msde@maryland.gov">earlychildhood.msde@maryland.gov</a>
Licensing Branch	<a href="mailto:licensingocc.msde@maryland.gov">licensingocc.msde@maryland.gov</a>
Child Care Scholarship Program	<a href="http://money4childcare.com">money4childcare.com</a> 1-877-227-0125
Maryland EXCELS	<a href="mailto:info@marylandexcels.org">info@marylandexcels.org</a> or <a href="http://marylandexcels.org">marylandexcels.org</a>