



# Child Care Information Session

Maryland State Department of Education

Presented By | Division of Early Childhood/Office of Child Care

July 27, 2023

# Presentation Outline

1. Welcome and Opening Remarks
2. Maryland EXCELS Branch Updates
3. Randomized Controlled Trial (RCT) Introduction
4. Child Care Provider Portal Introduction
5. Pre-K Capacity Building Grant Opportunity
6. Questions and Answers
7. Closing Remarks



1. Welcome and Opening Remarks
2. Maryland EXCELS Branch Updates
3. Randomized Controlled Trial (RCT) Introduction
4. Child Care Provider Portal Introduction
5. Pre-K Capacity Building Grant Opportunity
6. Questions and Answers
7. Closing Remarks

## Welcome and Opening Remarks

*Dr. Shayna Cook, Assistant State Superintendent,  
Division of Early Childhood*

# Welcome to the July 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.
- Be sure to send your message to all participants to ensure that we can see your message.





1. Welcome and Opening Remarks
2. Maryland EXCELS Branch Updates
3. Randomized Controlled Trial (RCT) Introduction
4. Child Care Provider Portal Introduction
5. Pre-K Capacity Building Grant Opportunity
6. Questions and Answers
7. Closing Remarks

# Continuous Quality Improvement with Maryland EXCELS

*An overview of our Quality Rating and Improvement System, Maryland EXCELS and updates to bonuses and standards revisions.*

# EXCELS Bonus Eligibility

Currently, programs receive a bonus for the following:

- Publishing a rating for the first time
- Re-publishing a Quality Rating 5

Additional eligibility for FY24:

- Re-publishing a Quality Rating 4.
- Family child care programs published at a Quality Rating 3 and pursuing accreditation may access the Accreditation Support Fund to cover fees of up to \$1,500.
- Family child care programs may also apply for a Program Improvement Grant of up to \$4,000. Grant funding would assist with these things:
  - Curriculum development
  - Instructional materials
  - Infant-toddler improvements
  - Indoor and outdoor equipment

## FY 23 vs. FY 24: Centers

Quality Rating	Child Care Center Capacity 1-50			Child Care Center Capacity 51-100			Child Care Center Capacity 101+		
	COMAR	FY23	FY24	COMAR	FY23	FY24	COMAR	FY23	FY24
1	\$50	\$150	<b>\$1,000</b>	\$100	\$300	<b>\$1,000</b>	\$150	\$450	<b>\$1,000</b>
2	\$250	\$750	<b>\$2,000</b>	\$500	\$1,500	<b>\$2,500</b>	\$750	\$2,250	<b>\$3,000</b>
3	\$400	\$1,200	<b>\$3,000</b>	\$800	\$2,400	<b>\$3,500</b>	\$1,200	\$3,600	<b>\$4,000</b>
4	\$1,000	\$3,000	<b>\$4,000</b>	\$2,000	\$6,000	<b>\$6,000</b>	\$3,000	\$9,000	<b>\$9,000</b>
5	\$1,500	\$4,500	<b>\$4,500</b>	\$3,000	\$9,000	<b>\$9,000</b>	\$4,500	\$13,500	<b>\$13,500</b>

- Bonuses for Quality Rating 1 programs begin at \$1,000
- Capacity has less impact on bonus amounts for Quality Ratings 1-3

# FY 23 vs. FY 24: Family Child Care

Quality Rating	Family Child Care			Large Family Home		
	COMAR	FY23	FY24	COMAR	FY23	FY24
1	\$50	\$150	<b>\$1,000</b>	\$50	\$150	<b>\$1,000</b>
2	\$150	\$450	<b>\$1,800</b>	\$200	\$600	<b>\$2,000</b>
3	\$300	\$900	<b>\$2,800</b>	\$400	\$1,200	<b>\$3,000</b>
4	\$500	\$1,500	<b>\$3,800</b>	\$800	\$2,400	<b>\$4,000</b>
5	\$800	\$2,400	<b>\$4,300</b>	\$1,000	\$3,000	<b>\$4,500</b>

- Bonuses for Quality Rating 1 programs begin at \$1,000
- Capacity has less impact on bonus amounts for all quality ratings



## FY24 Side-by-side Comparison

Quality Rating	Family Child Care	Large Family Child Care Homes
1	\$1,000	\$1,000
2	\$1,800	\$2,000
3	\$2,800	\$3,000
4	\$3,800	\$4,000
5	\$4,300	\$4,500

Quality Rating	Child Care Center Capacity 1-50	Child Care Center Capacity 51-100	Child Care Center Capacity 101+
1	\$1,000	\$1,000	\$1,000
2	\$2,000	\$2,500	\$3,000
3	\$3,000	\$3,500	\$4,000
4	\$4,000	\$6,000	\$9,000
5	\$4,500	\$9,000	\$13,500

- Similar amounts for Family Child Care, Large Family Child Care Homes, and Child Care Centers with a capacity of 1-50.

# Increasing Quality Ratings

Ready to increase  
your quality rating?  
We're here to help!



# Maryland EXCELS Account Checklist

Find your personalized checklist of next steps and required documentation in your Maryland EXCELS account.

Don't forget to check back every 30 days to review new feedback.

3/3/22, 3:08 PM

Maryland EXCELS Program

Maryland EXCELS Rating Checklist for Level 2

Provider Name:  
License: 123456

Program Ratings

Published rating: Level 1 (✓✓✓✓✓)  
Draft rating: Level 1 (✓✓✓✓✓)  
Next level: Level 2 (✓✓✓✓✓)

Checklist items

This checklist is each piece of evidence required for the next highest rating: Level 2 (✓✓✓✓✓)  
This list generated at March 3, 2022 3:07 PM

Content Area: Staff Qualifications and Professional Development (STF)

Current Content Area Rating Level:  
Level 1 (✓✓✓✓✓)

☐ STF 1: Education / Experience  
Documentation required: Current Maryland Child Care Credential certificate(s) or letter or equivalent training (levels 2 and 3, only)

Content Area: Accreditation and Rating Scales (ACR)

Current Content Area Rating Level:  
Level 1 (✓✓✓✓✓)

☐ ACR 1: Accreditation  
Documentation required: Accreditation Reflection and Planning form; Accreditation Interview Verification form; Documentation from accrediting organization showing Validation Visit has been requested; Letter or certificate of accreditation award; Documentation from accrediting organization that annual or other required report has been received

Content Area: Developmentally Appropriate Learning and Practice (DAP)

Current Content Area Rating Level:  
Level 1 (✓✓✓✓✓)

☐ DAP 1: Environment  
Documentation required: Daily schedule; Philosophy statement

☐ DAP 2: Learning Materials  
Documentation required: Statement describing selection and use of learning materials

☐ DAP 3: Positive Guidance  
Documentation required: Positive behavioral practices policy (discipline policy) shared with families and/or staff

☐ DAP 4: Planning  
Documentation required: Statement describing lesson planning process (SAO)

☐ DAP 5: Implementation  
Documentation required: Daily schedule; Recent weekly or daily lesson plan (SAO)

☐ DAP 6: Screen Time  
Documentation required: Screen time policy shared with families and/or staff (SAO)

<https://excels.marylandexcels.org/Program#/program/2191/nubric/checklist>

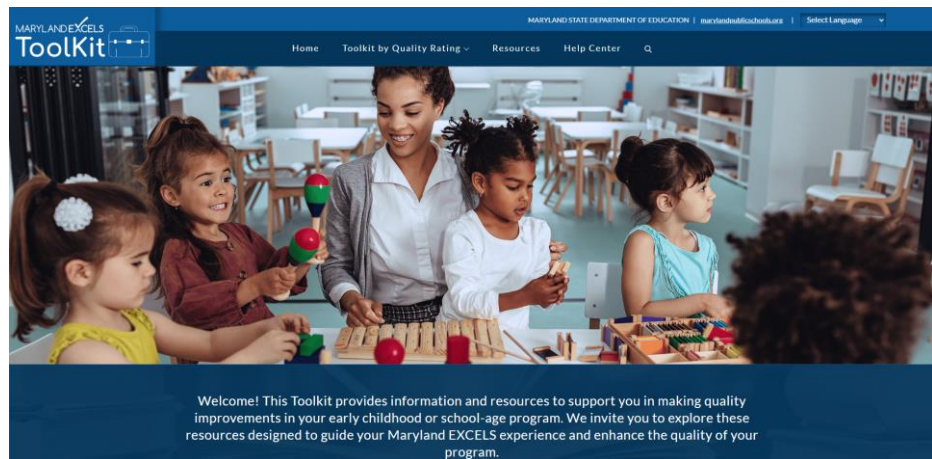
1/2

# Maryland EXCELS Toolkit

Find resources, samples, and prompts to help you write new documentation.

Help is available for every standard and checklists are available for every quality rating.

<https://marylandexcelstoolkit.org/>



Checklist for Child Care Center & Family Child Care

Checklist for School-Age Only

Open Printable Checklist

Licensing & Compliance (LIC)

Licensing (LIC 1.1)

Learn more: Valid License

Staff Qualifications & Professional Development (STF)

Education / Experience (STF 1.1)

Learn More: Education/Experience Requirements

Developmentally Appropriate Learning & Practice (DAP)

Environment (DAP 1.1)

Learn More: Environment Requirements

Positive Guidance (DAP 3.1)

Step-by-Step Guide: Positive Behavioral Practices Policy

Build-A-Policy: Positive Behavioral Practices

Implementation (DAP 6.1)

Step-by-Step Guide: Daily Schedule & Recent Lesson Plan

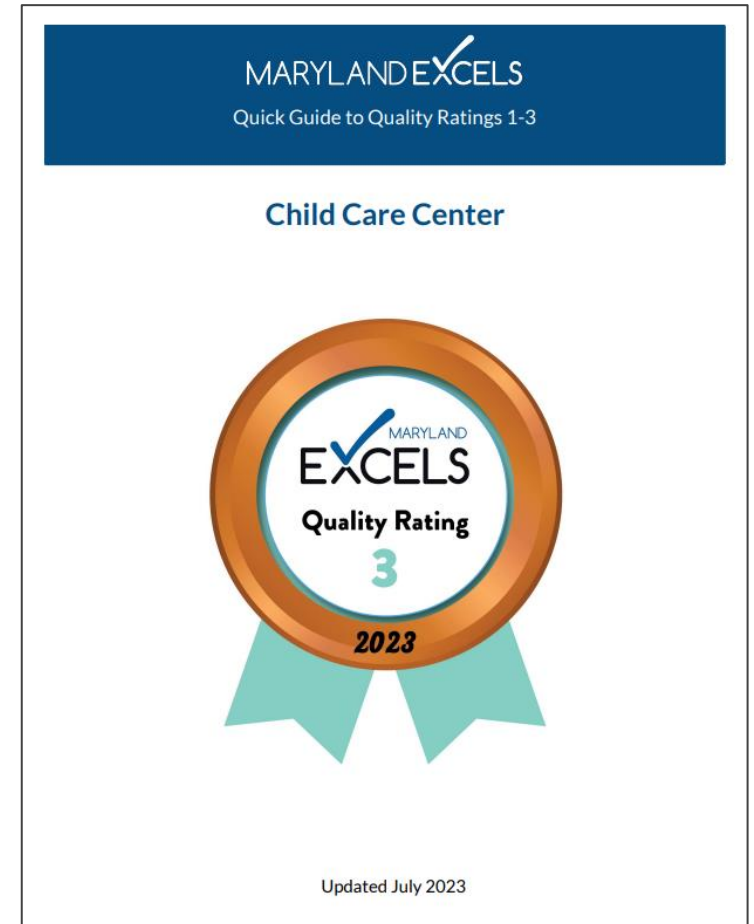
12 | Maryland State Department of Education / Child Care Information Session

7.27.2023

# Maryland EXCELS Quick Guides

Quick Guides for Quality Ratings 1-3 do the following:

- Provide a single resource with a checklist of documentation required for all three ratings
- Guide your writing and submission process with notes about how to meet requirements
- Save vital contacts for your program in one convenient place





# Quality Assurance Specialists

Contact your regional Quality Assurance Specialist to learn more about available training and support.

- Free Maryland EXCELS trainings
- Work groups and cohorts
- One-on-one assistance

<https://tinyurl.com/excels-support>



Quality Assurance Specialists

Contact Information

Contact a Quality Assurance Specialist for assistance with increasing your quality rating and to learn more about available training, work groups, and resources.

Name	County/Region	Email	Phone
Lisa B.J. Smith	Baltimore County	<a href="mailto:lisa.smith1@maryland.gov">lisa.smith1@maryland.gov</a>	(410) 583-6213
Ashley Hensley	Baltimore County	<a href="mailto:ashley.hensley@maryland.gov">ashley.hensley@maryland.gov</a>	(410) 583-6215
Patty Aburn	Baltimore City	<a href="mailto:patricia.aburn@maryland.gov">patricia.aburn@maryland.gov</a>	(667) 354-5190
Audrey Cupe Green	Baltimore City	<a href="mailto:audreyc.green@maryland.gov">audreyc.green@maryland.gov</a>	(667) 354-5191
Rosemary Lober	Cecil & Harford	<a href="mailto:rosemary.lober@maryland.gov">rosemary.lober@maryland.gov</a>	(410) 569-2897 ext. 302
Monique Dawkins	Carroll & Howard	<a href="mailto:monique.dawkins@maryland.gov">monique.dawkins@maryland.gov</a>	(410) 750-9034
Yvonne F. Bell	Montgomery	<a href="mailto:yvonne.bell@maryland.gov">yvonne.bell@maryland.gov</a>	(240) 314-1422
Petrea Hicks	Allegany, Frederick, Garrett & Washington	<a href="mailto:petrea.hicks@maryland.gov">petrea.hicks@maryland.gov</a>	(301) 696-9766 ext. 8
Mary Beth Johnson	The Eastern Shore	<a href="mailto:maryb.johnson@maryland.gov">maryb.johnson@maryland.gov</a>	(410) 819-5801 ext. 108
Thea Quible	Anne Arundel, Calvert, Charles, St. Mary's	<a href="mailto:theadora.quible@maryland.gov">theadora.quible@maryland.gov</a>	(410) 573-9523
Urceal Cook	Prince George's	<a href="mailto:urceal.cook@maryland.gov">urceal.cook@maryland.gov</a>	(443) 837-5778
Vickie DiSanto Quality Assurance Coordinator	Baltimore County, Cecil, Harford, the Eastern Shore	<a href="mailto:vickie.disanto@maryland.gov">vickie.disanto@maryland.gov</a>	(240) 314-1408
Meghan Leach-Gwynn Quality Assurance Coordinator	Baltimore City, Carroll, Frederick, Howard, Allegany, Frederick, Garrett & Washington	<a href="mailto:meghan.leach@maryland.gov">meghan.leach@maryland.gov</a>	(410) 549-6494
L'Ornya Bowie Quality Assurance Coordinator	Anne Arundel, Montgomery, Prince George's, Calvert, Charles, St. Mary's	<a href="mailto:lornya.bowie@maryland.gov">lornya.bowie@maryland.gov</a>	(240) 314-1426

For additional information, visit [marylandexcels.org](http://marylandexcels.org).

7.18.2023

For additional information, visit [marylandexcels.org](https://marylandexcels.org).

7.18.2023

# Tutorials

An extensive library of tutorials is here to help you navigate the Maryland EXCELS system.

<https://tinyurl.com/mdexcels-tutorials>

## Maryland EXCELS Tutorials for Child Care Programs

### Getting Started with Maryland EXCELS

- [Applying to Participate in Maryland EXCELS](#)
- [Adding or Editing a "Doing Business As" Name](#)
- [Resetting Your Password](#)
- [Using the Maryland EXCELS Message Center](#)
- [Adding Users to Your Program Online Profile](#)
- [Removing Users From Your Program Online Profile](#)
- [Changing the Lead Contact in Your Program Online Profile](#)
- [Editing a Phone Number in Your Program Online Profile](#)
- [Adding or Editing a Website Address in Your Program Online Profile](#)
- [Adding or Editing Program Enrollment Information](#)

### Maryland EXCELS Standards and Content Areas

- [Viewing the Maryland EXCELS Requirements From Within a Subcategory](#)
- [Uploading Documentation and Submitting a Comment](#)
- [Accessing Your Maryland EXCELS Printable Checklist](#)
- [Satisfying Requirements for Staffing and Professional Development \(STF\) Content Area](#)
- [Uploading Accreditation Certificates](#)
- [Uploading Additional Achievements](#)

### Publishing and Republishing your Maryland EXCELS Quality Rating

- [Publishing and Republishing a Quality Rating](#)

# Licensing and Compliance: Licensing

Current Standard	Recommended Standard Revision
LIC 1.1 Licensed, open and operating.	LIC 1.1 Program is licensed, open, and operating.
LIC 1.2 Licensed, open and operating for at least six months.	LIC 1.2 Program is licensed, open, and operating and not in conditional status. <b>Removing the 6-month requirement will allow quality programs to publish at higher ratings and receive Maryland EXCELS bonuses and EXCELS payments sooner.</b>
LIC 1.3-1.5 Fully licensed and not in provisional and/or conditional status.	LIC 1.3-1.5 Program is licensed, open, and operating and not in conditional status. <b>Provides programs with additional time to meet applicable requirements for initial and continuing full applications.</b>

# Licensing and Compliance: Compliance

Current Standard	Recommended Standard Revision
LIC 2.1 No Requirement	LIC 2.1 No Requirement
LIC 2.2-2.5 Substantial Compliance with Child Care Regulations	LIC 2.2-2.5 Program has substantial compliance with Code of Maryland Regulations (COMAR) for child care. Substantial compliance means no more than one inspection date in the previous 12 months with findings of non-compliance in Injurious Treatment; Child Protection; Supervision; or Capacity, Group Size and Staffing. <b>The addition of the definition will provide clear expectations to participating programs.</b>

# Licensing and Compliance: Enforcement

Current Standard	Recommended Standard Revision
LIC 3.1 No Requirement	LIC 3.1 No Requirement
LIC 3.2-3.5 No enforcement actions pending.	LIC 3.2-3.5 Program has no license enforcement actions pending. Enforcement actions pending means a program is under a Sanction, Emergency Suspension, Suspension, or Revocation action where all appeals have not been exhausted. <b>The addition of the definition will provide clear expectations to participating programs.</b>

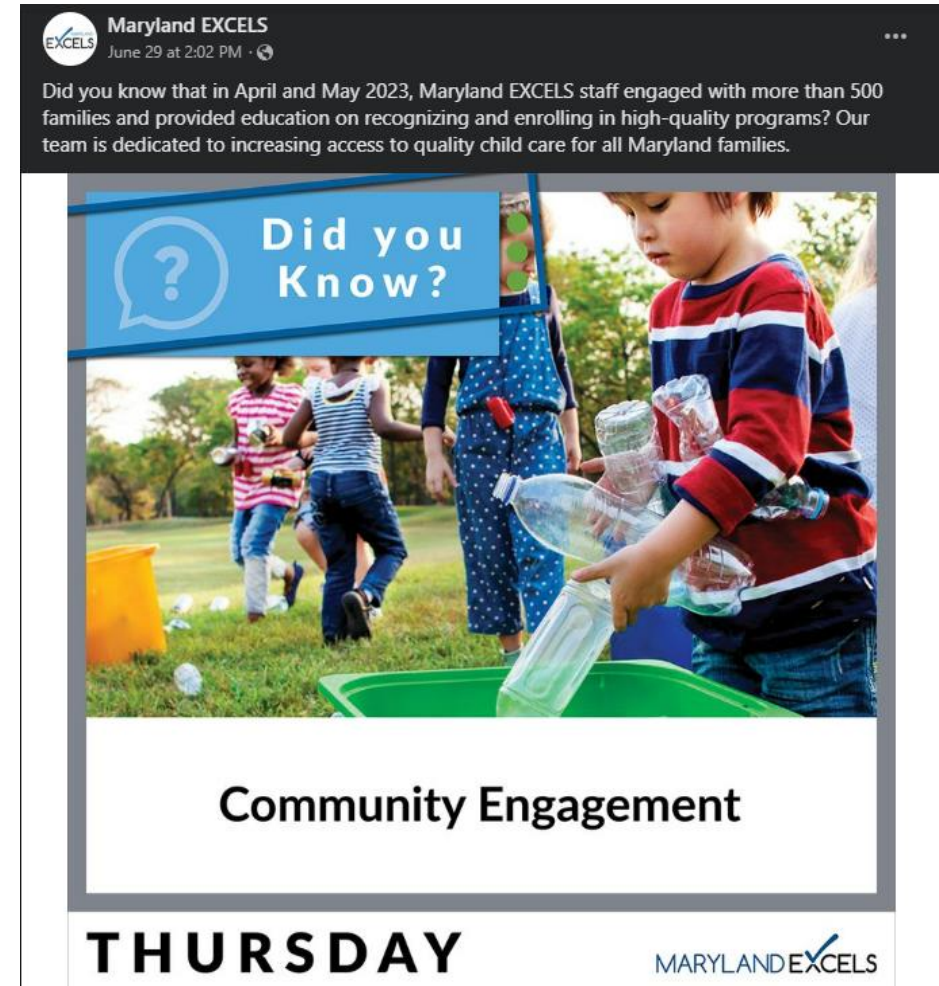


# Watch for Updates

For stories on our community impact and updates on new initiatives, follow us on social media!

@MarylandEXCELS

Check your email for news.





1. Welcome and Opening Remarks
2. Maryland EXCELS Branch Updates
3. Randomized Controlled Trial (RCT) Introduction
4. Child Care Provider Portal Introduction
5. Pre-K Capacity Building Grant Opportunity
6. Questions and Answers
7. Closing Remarks

## Randomized Controlled Trial (RCT) Introduction

*Allison Atteberry, University of Virginia*

## Presentation Outline

1. Share some exciting research on early childhood educators **in Virginia** and the importance of increased compensation
2. Describe how that research actually worked in Virginia (used a randomized control trial, **RCT**)
3. Introduce opportunity to be involved in an **Early Educator Baseline Survey** in MSDE

# Introduction

Allison Atteberry

Associate Professor & Researcher, UVA School of Education & School of Public Policy

Director, [EdPolicyWorks Center](#) at University of Virginia

What We Do:

- Conduct high-quality research in partnership with real-world policy makers in applied settings, from early childhood through college



# An Early Childhood Study in Virginia

## Virginia Receives \$9.9 Million Federal Preschool Development Grant to Unify and Strengthen Early Childhood Education

Nearly half of federal funds will directly support innovative early educators

**RICHMOND**—First Lady Pamela Northam today announced that the Virginia Department of Education (VDOE), in partnership with the Virginia Early Childhood Foundation (VECF) and the University of Virginia (UVA), received a one-year \$9.9 million competitive federal Preschool Development Grant Birth through Five (PDG B-5) from the U.S. Department of Health and Human Services' Administration for Children and Families.

These federal funds will be used by VDOE and its partners to support statewide initiatives that bolster Virginia's early childhood system. These initiatives include producing a statewide needs assessment and strategic plan, aligning early learning standards, and developing kindergarten-readiness tools for teachers and families.

"Every child in Virginia is capable of entering kindergarten ready with the skills they need to succeed in school, regardless of who they are or where they live," **said First Lady of Virginia Pamela Northam.** "This grant will enable our innovative local leaders and teachers to build skills, engage families in their children's learning and development, and measure progress all while being financially rewarded for their efforts."

Nearly \$4 million of this funding will directly support early childhood educators across the Commonwealth. The funds will support initiatives in ten innovative communities to unify child care, Head Start, and pre-K at the local level. To accelerate the implementation of higher standards and reduce turnover, leaders and teachers in these communities who agree to strengthen standards, participate in trainings, and improve quality will receive financial incentives at the end of the grant.

In these ten early adopter communities, this funding will allow Virginia to evaluate 1,000 publicly funded infant, toddler, and pre-K classrooms, to better understand the quality landscape. This effort will be unique in that it will work to involve all infant, toddler, and preschool classrooms in publicly funded early childhood programs, including family day homes, child care, Head Start and schools. Furthermore, the communities will conduct focus groups and surveys to gather insights from the families of Virginia's youngest learners.



The Effects of Financial Incentives on Teacher Turnover in Early Childhood Settings: Experimental Evidence from Virginia (December 2021)

Authors: Daphna Bassok, Justin B. Doromal, Molly Michie, & Vivian C. Wong  
<https://www.see-partnerships.com/reports--policy-briefs.html>



# An Early Childhood Study in Virginia

## Virginia Receives \$9.9 Million Federal Preschool Development Grant to Unify and Strengthen Early Childhood Education

Nearly half of federal funds will directly support innovative early educators

**RICHMOND**—First Lady Pamela Northam today announced that the Virginia Department of Education (VDOE), in partnership with the Virginia Early Childhood Foundation (VECF) and the University of Virginia (UVA), received a one-year \$9.9 million competitive federal Preschool Development Grant Birth through Five (PDG B-5) from the U.S. Department of Health and Human Services' Administration for Children and Families.

These federal funds will be used by VDOE and its partners to support statewide initiatives that bolster Virginia's early childhood system. These initiatives include producing a statewide needs assessment and strategic plan, aligning early learning standards, and developing kindergarten-readiness tools for teachers and families.

"Every child in Virginia is capable of entering kindergarten ready with the skills they need to succeed in school, regardless of who they are or where they live," said **First Lady of Virginia Pamela Northam**. "This grant will enable our innovative local leaders and teachers to build skills, engage families in their children's learning and development, and measure progress all while being financially rewarded for their efforts."

Nearly \$4 million of this funding will directly support early childhood educators across the Commonwealth. The funds will support initiatives in ten innovative communities to unify child care, Head Start, and pre-K at the local level. To accelerate the implementation of higher standards and reduce turnover, leaders and teachers in these communities who agree to strengthen standards, participate in trainings, and improve quality will receive financial incentives at the end of the grant.

In these ten early adopter communities, this funding will allow Virginia to evaluate 1,000 publicly funded infant, toddler, and pre-K classrooms, to better understand the quality landscape. This effort will be unique in that it will work to involve all infant, toddler, and preschool classrooms in publicly funded early childhood programs, including family day homes, child care, Head Start and schools. Furthermore, the communities will conduct focus groups and surveys to gather insights from the families of Virginia's youngest learners.



- \$4 million sounds like a lot of money, but if divided up evenly across all early educators in the state, would only be ~\$170 each
- Plus, was only a onetime funding source
- How to make it help more educators over time?

# An Early Childhood Study in Virginia

## Virginia Receives \$9.9 Million Federal Preschool Development Grant to Unify and Strengthen Early Childhood Education

Nearly half of federal funds will directly support innovative early educators

**RICHMOND**—First Lady Pamela Northam today announced that the Virginia Department of Education (VDOE), in partnership with the Virginia Early Childhood Foundation (VECF) and the University of Virginia (UVA), received a one-year \$9.9 million competitive federal Preschool Development Grant Birth through Five (PDG B-5) from the U.S. Department of Health and Human Services' Administration for Children and Families.

These federal funds will be used by VDOE and its partners to support statewide initiatives that bolster Virginia's early childhood system. These initiatives include producing a statewide needs assessment and strategic plan, aligning early learning standards, and developing kindergarten-readiness tools for teachers and families.

"Every child in Virginia is capable of entering kindergarten ready with the skills they need to succeed in school, regardless of who they are or where they live," said **First Lady of Virginia Pamela Northam**. "This grant will enable our innovative local leaders and teachers to build skills, engage families in their children's learning and development, and measure progress all while being financially rewarded for their efforts."

Nearly \$4 million of this funding will directly support early childhood educators across the Commonwealth. The funds will support initiatives in ten innovative communities to unify child care, Head Start, and pre-K at the local level. To accelerate the implementation of higher standards and reduce turnover, leaders and teachers in these communities who agree to strengthen standards, participate in trainings, and improve quality will receive financial incentives at the end of the grant.

In these ten early adopter communities, this funding will allow Virginia to evaluate 1,000 publicly funded infant, toddler, and pre-K classrooms, to better understand the quality landscape. This effort will be unique in that it will work to involve all infant, toddler, and preschool classrooms in publicly funded early childhood programs, including family day homes, child care, Head Start and schools. Furthermore, the communities will conduct focus groups and surveys to gather insights from the families of Virginia's youngest learners.



Funding was limited. Could Virginia accomplish two things at once:

- Give all eligible educators an equal chance of being chosen to receive the immediate, limited funds.
- Allow VA to learn from this experiment so that additional funds to educators could continue to happen beyond this one-year grant?

# Virginia's Teacher Recognition Program\*

Q: Can providing additional compensation directly to early childhood educators (via a retention bonus) reduce the dramatically-high turnover rates in these settings?

Initial eligibility:

- Can work in any ECE setting or teacher role
- Must work directly with children ages 0-5
- Must work 30+ hours per week
- Must work at a program opting in to participate

Teachers received full amount so long as they maintained these eligibility criteria and did not leave their initial center for the full 8-month retention period

- Challenge: In Fairfax County (largest county in Virginia), not enough funds during the pilot year to cover full participation. Therefore, conducted an RCT (lottery)

*\*Note: This slide describes the program in its pilot year. Some changes were made to the program since this evaluation*

# VA Teacher Recognition Program: How it Worked

**Step 1:** Baseline Survey of Workforce (to learn about challenges faced by early childhood educators)

**Step 2:** Identify those interested in participating. Too many, given limited funding.

**Step 3:** Lottery. A “coin flip” determines which sites were in...

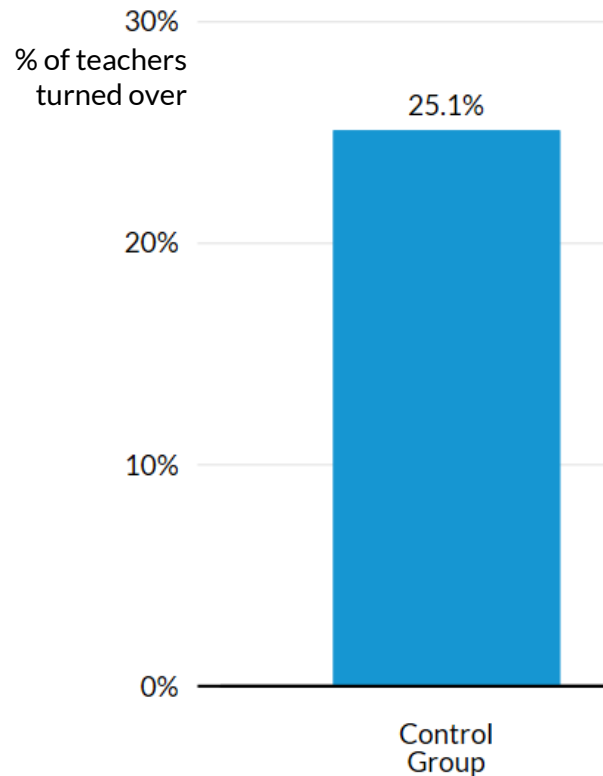
- Treatment Group: Educators at half the sites (36) were invited to participate in the Teacher Recognition Program and could receive up to these retention bonus checks
- Control Group: Teachers at remaining sites could not participate in the Teacher Recognition Program

**Step 4:** Wait up to 8 months, contact all site leaders to verify whether each teacher was still working in eligible site/role (to verify direct payment should be made)

**Step 5:** Check what % of each group decided to stay

**Step 6:** Post Survey of Workforce (to learn about educators' perceptions and use of funds, reported feelings of financial security, wellbeing, and other outcomes)

# What did Virginia learn from the RCT Study?

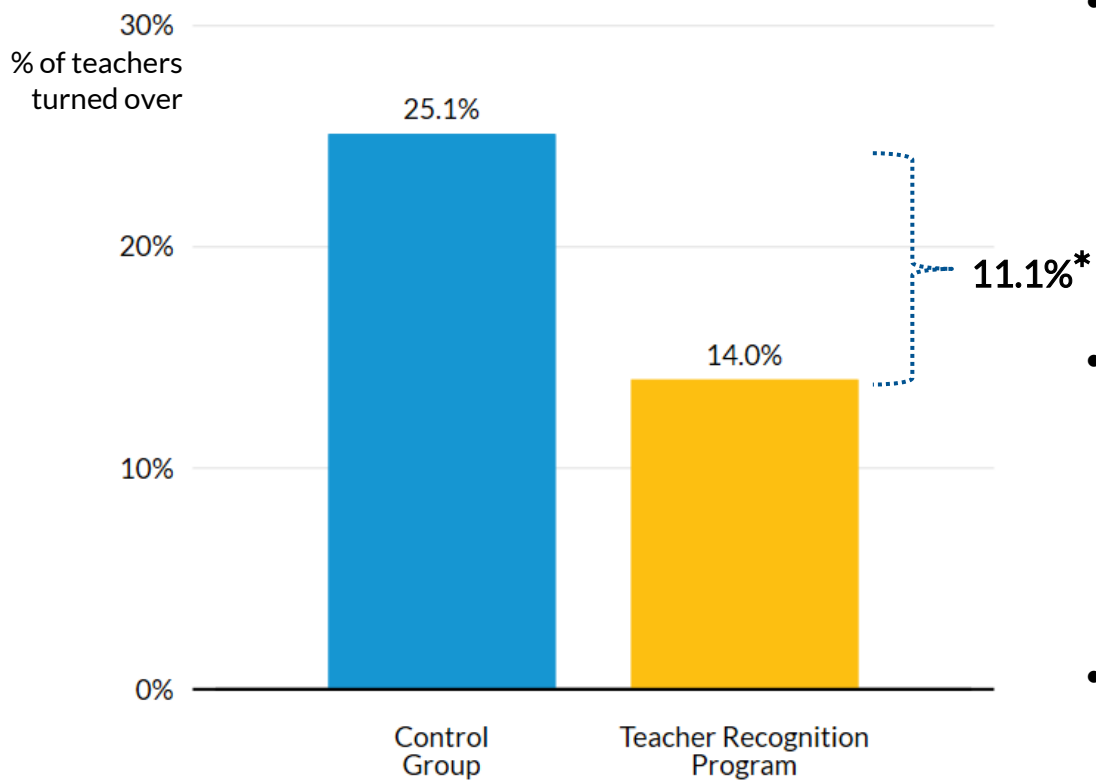


- In 8 months, 1 in 4 had left their site in the control group!
- That's incredible instability for these educators, site leaders, and children
- Question: Did sites randomly selected by the lottery for TRP Bonus Program experience less turnover?



# What did Virginia learn from the RCT Study?

Did providing additional compensation directly to early childhood educators (via a retention bonus) reduce the dramatically-high turnover rates in these settings? **YES!**

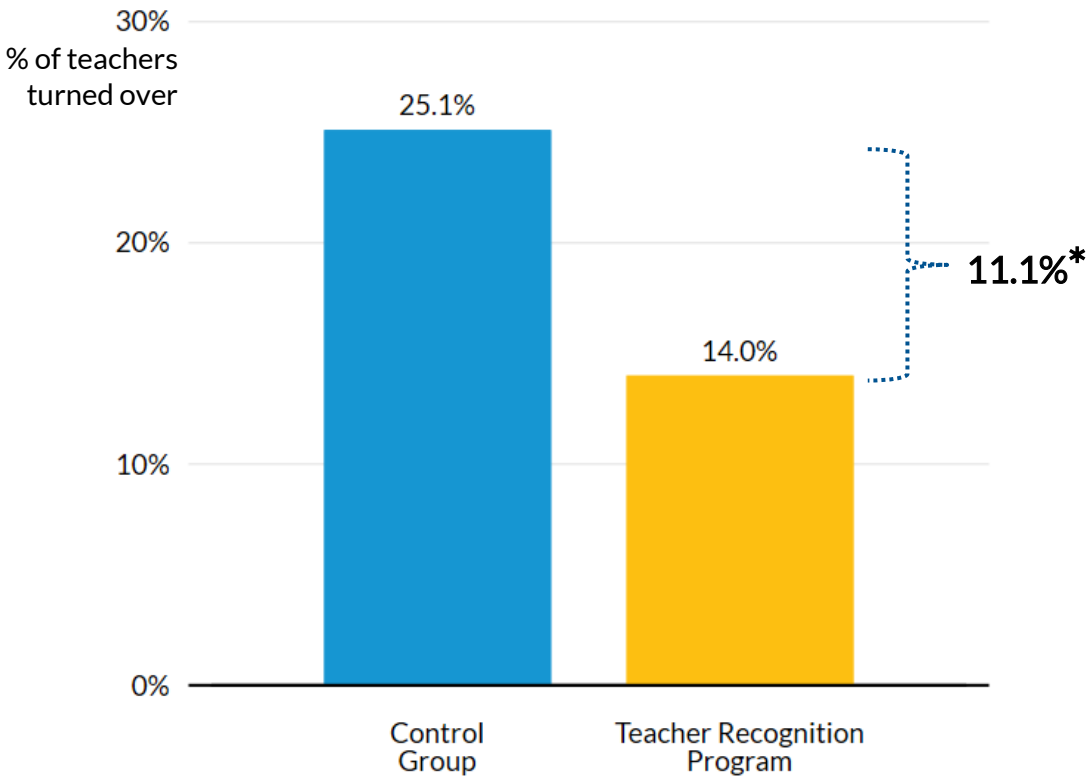


**Notes:** Based on 568 teachers. Figure shows means adjusted for covariates and experimental design.  
Significance: + p<.1; \* p<.05; \*\* p<.01; \*\*\* p<.001.

- ← Turnover rate cut nearly in half across all sites. This included both:
  - Child Care Centers &
  - School-Based Programs
- For Child Care Centers specifically, effects were even larger:
  - Turnover rates were cut actually in half (30.0% → 15.3%)
- **Conclusion:** Additional compensation (retention bonuses) are a powerful policy option for stabilizing the early childhood educator workforce and helping these educators remain in their positions.

# What did Virginia learn from the RCT Study?

Teachers receiving the stipend from the program were less likely to leave their teaching position.



*“The recognition and acknowledgement meant everything. For so long, early childhood educators have been unnoticed. This grant was a great way to make educators feel appreciated.”*

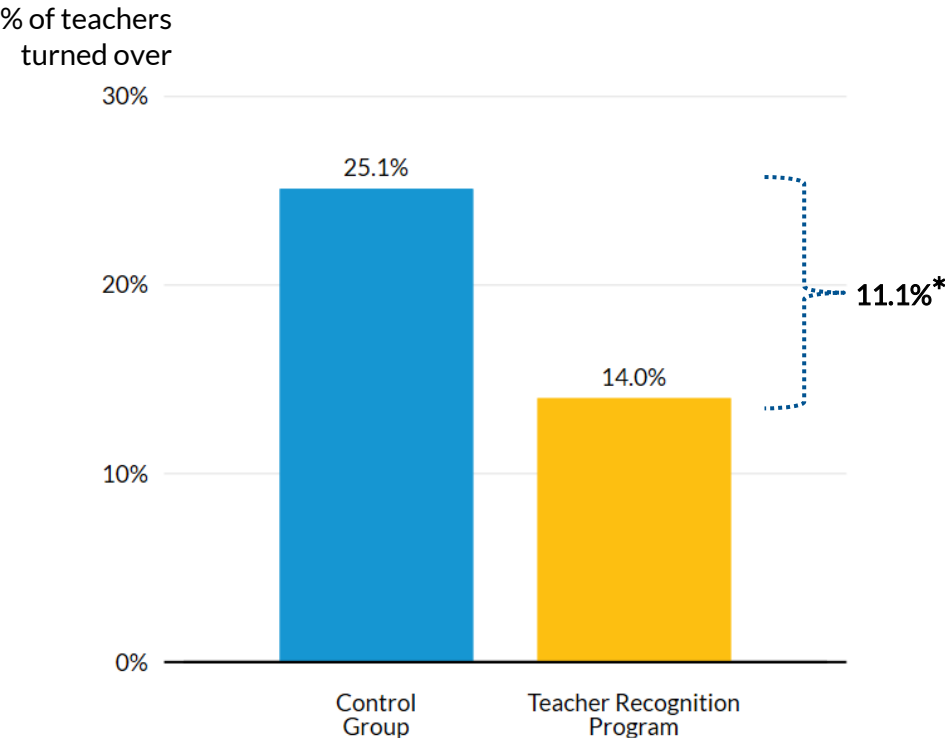
*“It meant I could continue to go to work and not worry about foods, car bills, or my child’s care.”*

*“I remember the day teachers started receiving their checks and there was such a buzz of excitement. I know all of the teachers who were eligible appreciated it and it definitely made an impact on how long they continued to work here.”*

**Notes:** Based on 568 teachers. Figure shows means adjusted for covariates and experimental design. Significance: + p<.1; \* p<.05; \*\* p<.01; \*\*\* p<.001.

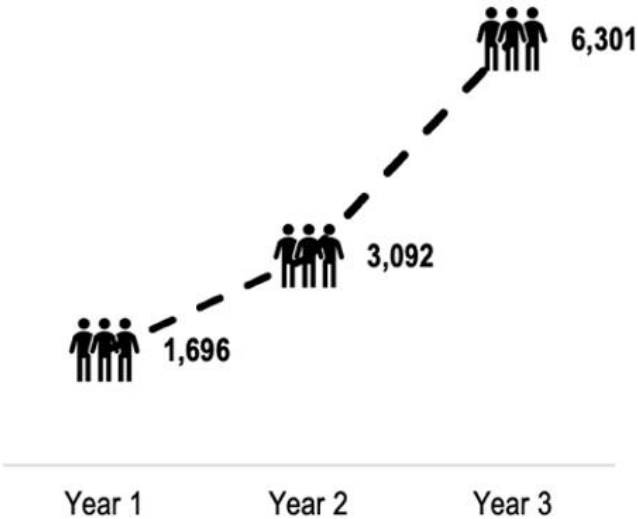
# Evaluation now, for better programs in the future

Teachers receiving the stipend from the program were less likely to leave their teaching position.



**Notes:** Based on 568 teachers. Figure shows means adjusted for covariates and experimental design. Significance: + p<.1; \* p<.05; \*\* p<.01; \*\*\* p<.001.

Experimental evidence from the pilot year allowed the program to grow toward statewide participation by 2023-24





1. Welcome and Opening Remarks
2. Maryland EXCELS Branch Updates
3. Randomized Controlled Trial (RCT) Introduction
4. Child Care Provider Portal Introduction
5. Pre-K Capacity Building Grant Opportunity
6. Questions and Answers
7. Closing Remarks

# Using Randomized Controlled Trials to Improve Policy in Early Childhood Education

*What is a randomized controlled trial, why do we do them, and how can they make a difference?*

# What is a randomized controlled trial (RCT)?

A study in which the participants are randomly assigned into separate groups in order to measure the effects of an intervention.

Using random assignment to divide people into groups means that the groups will be similar and that the effects of the intervention they receive can be compared more fairly.

# What is a randomized controlled trial (RCT)?

RCTs involve:

- An intervention whose effectiveness we want to learn more about
- Individuals (children, teachers), programs, or schools that do experience the intervention
- Individuals, programs, or schools that do not experience the intervention
- One fair way to decide who pilots the treatment and who does not (lottery) when there isn't enough initial funding to serve all, and we don't know if something will work

By comparing individuals, programs, or schools that are otherwise similar *except* for their experiences with an intervention, we can learn about how they were impacted.



# RCTs: Takeaways

Useful when we...

- ... don't know if a program, policy, or practice will work
- ... for expensive policy options, where doing something that turns out to NOT work would be a costly mistake
- ... need to make a strong case that it should be rolled out to a larger group in the future
- ... but can't roll it out to everyone at first, because there are limited funds
- ... need a fair way to decide who participates



## Section 3 of 3: BE ON THE LOOKOUT

*UVA'S ONLINE SURVEY OF MSDE EARLY EDUCATORS*

# Researchers at UVA are Launching a Statewide Survey

- WHO:
  - ~25,000 early educators working in MSDE-licensed child care providers
  - Will receive an email or text invitation to take this online survey
  - About 1 of every 2 throughout MSDE
- **PURPOSE:** Asks early educators about their site/program, the kinds of children they serve, challenges to teaching, professional development, staffing, compensation, and other factors that may relate to site/program satisfaction. The survey also includes demographic questions and questions about participants' wellbeing.
- **DESIGNED BY:** Researchers at the University of Virginia
- **ELIGIBILITY:** Must teach or care for children aged 0 to 5 (before K)
- **HOW LONG:** Less than 15 Minutes
- **MORE INFO:** UVA Study Website [here](#)

# UVA Statewide Survey

## LOOK OUT FOR:

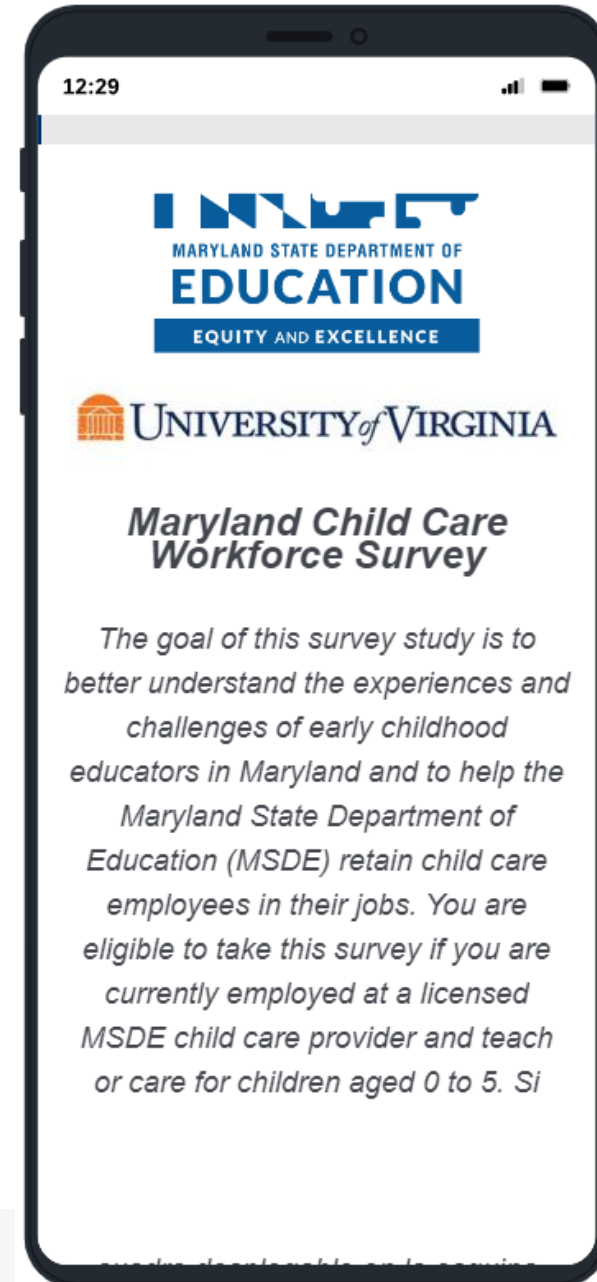
- Email Subject: "15-Minute Survey with a Twenty-Five Dollar Thank You"
- Email From: Alexis Washington ([alexis.washington@maryland.gov](mailto:alexis.washington@maryland.gov)) via Qualtrics

## WHEN:

- August 3, 2023 (open for several weeks)

## TO THANK YOU:

- Survey completers will receive a \$25 Thank You.
- Survey completers will *also* be entered into a lottery for an additional \$50 gift card (1 in every 50 survey respondents will win).



# Thank you!

[Allison Atteberry](#)

Director, [EdPolicyWorks Center](#) at University of Virginia

Email: [acma@virginia.edu](mailto:acma@virginia.edu)





1. Welcome and Opening Remarks
2. Maryland EXCELS Branch Updates
3. Randomized Controlled Trial (RCT) Introduction
4. Child Care Provider Portal Introduction
5. Pre-K Capacity Building Grant Opportunity
6. Questions and Answers
7. Closing Remarks

## Child Care Provider Portal Introduction

*A centralized place for providers to coordinate Licensing and Scholarship activities.*



# Coming Soon: Child Care Provider Portal

The Provider Portal is a centralized site where providers can submit documents and updates to Child Care Licensing and Scholarships. Providers will be able to perform the following actions through the portal:

- Upload documents;
- View invoices and payment history;
- Manage and track attendance; and
- Check the status of electronic submissions.

# Coming Soon: Child Care Provider Portal

## Participating in the Provider User Experience Exercises

- All providers (Family Homes, Large Family Homes, Centers, LOC's and Informal Care Providers) can register to participate in the provider user experience exercises.
- You can register to participate at <https://forms.gle/utpo2HrX8WuAK2RM7>.
- The portal is in both English and Spanish. MSDE is looking for providers to test both the English and Spanish version of the portal.
- Make sure the person registering is currently connected to your program.
- The provider user experience exercises will begin on August 7th and end on August 10th.



1. Welcome and Opening Remarks
2. Maryland EXCELS Branch Updates
3. Randomized Controlled Trial (RCT) Introduction
4. Child Care Provider Portal Introduction
5. Pre-K Capacity Building Grant Opportunity
6. Questions and Answers
7. Closing Remarks

## Pre-K Capacity Building Grant Opportunity

*New grant opportunity that for child care providers interested in providing high-quality learning experiences for children in Prekindergarten*

# Prekindergarten Capacity Building Grant

The Prekindergarten Capacity Building Grant is a competitive grant program administered by the Division of Early Childhood at the Maryland State Department of Education (MSDE). It provides a pathway for new and/or existing programs to prepare to access the Maryland State Prekindergarten grant opportunities. This grant provides funding for local education agencies (LEAs) and private providers to build the capacity to administer high-quality prekindergarten and school readiness services throughout the State for children and their families in coordination with the Blueprint for Maryland's Future.

# Capacity Building Grant Amount

Up to \$200,000 per classroom

- Grant funds must be used to serve three- and four- year-old children from families with an income at or below 300 percent of the federal poverty level in full-day settings and meet the definition of high-quality Prekindergarten programs. Furthermore, the grant extends eligibility to students with disabilities regardless of income, students experiencing homelessness, and students from homes in which English is not the primary spoken language.
- Grant funds must be used to provide an educational program designed to provide high-quality learning experiences for children in Prekindergarten.



# Who is eligible to apply

This funding opportunity is designed for those who will deliver Prekindergarten services, including Local Education Agencies (LEAs) or qualified vendors (as defined in COMAR 13a.06.02) and/or private providers who:

- hold a valid license or registration.
- have not incurred any serious health or safety violations.
- are Head Start programs.

Learn more about the Prekindergarten Capacity Building Grant on the DEC website.

<https://earlychildhood.marylandpublicschools.org/maryland-pre-k-grant-programs>



1. Welcome and Opening Remarks
2. Maryland EXCELS Branch Updates
3. Randomized Controlled Trial (RCT) Introduction
4. Child Care Provider Portal Introduction
5. Pre-K Capacity Building Grant Opportunity
6. Questions and Answers
7. Closing Remarks

## Questions and Answers



# Questions?

# Contact Information

Branch/Office	Contact Information
Division of Early Childhood	<a href="mailto:earlychildhood.msde@maryland.gov">earlychildhood.msde@maryland.gov</a>
Early Learning Branch	<a href="mailto:early.learningbranchesmsde@maryland.gov">early.learningbranchesmsde@maryland.gov</a>
Collaboration and Program Improvement Branch	<a href="mailto:collaboration.programimprovement@maryland.gov">collaboration.programimprovement@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>
Workforce Advancement Branch	<a href="mailto:workforceadvancementocc.msde@maryland.gov">workforceadvancementocc.msde@maryland.gov</a> 1-877-355-1229
Child Care Scholarship Program	<a href="mailto:CCSCentral2@maryland.gov">CCSCentral2@maryland.gov</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>





1. Welcome and Opening Remarks
2. Maryland EXCELS Branch Updates
3. Randomized Controlled Trial (RCT) Introduction
4. Child Care Provider Portal Introduction
5. Pre-K Capacity Building Grant Opportunity
6. Questions and Answers
7. Closing Remarks

## Closing Remarks

*Dr. Shayna Cook, Assistant State Superintendent, Division of Early Childhood*