



IMPACT

COLLECTIVELY BUILDING MARYLAND'S FUTURE



Building Our Future in the New Year



Maryland Releases Strategic Plan for Early Childhood



Lessons Learned Through the Pandemic

A Message from Steven R. Hicks

Assistant State Superintendent, Division of Early Childhood

There's been a lot of talk lately about "building." In November, Maryland Family Network and its partners launched the state's prenatal to age three 3-year initiative, Building Better Beginnings. Child care advocates are writing Congress that a new recovery package would give us an opportunity to build a better child care system. And President-elect Joe Biden and Vice President-elect Kamala Harris, confronting a pandemic, an economic crisis, calls for racial justice, and climate change as they take office in January, are calling on all of us to come together to Build Back Better our country.

Continued on pages 2 & 3.



A Message from Governor Larry Hogan



I am pleased and excited to announce the release of *Maryland Ready: A Path to School*

Readiness and Success, a new five-year strategic plan for the State's early childhood system from the prenatal period through age eight.

With the early years as the most critical period for brain development, the investments we make to support our youngest learners provide the foundation for lifelong learning and achievement. Even as Marylanders continue to navigate the challenges of our statewide response to the COVID-19 crisis guided by my Maryland Strong: Roadmap to Recovery, this strategic plan provides the way forward for the state.

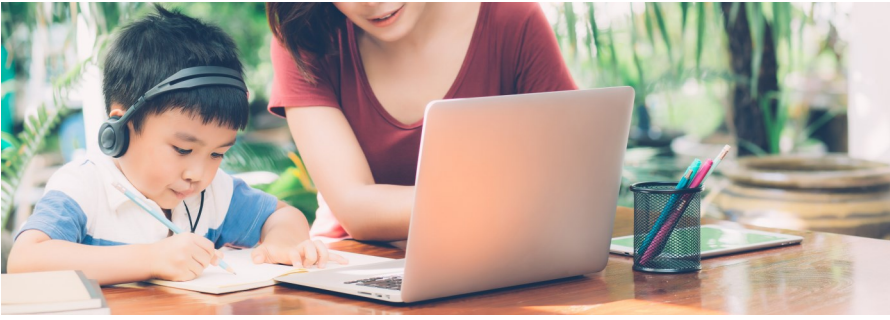
Continued on page 3.

A Message from Jennifer Nizer

Director, Office of Child Care

Since coming to the Office of Child Care (OCC) in February of 2018, I like to take time in December to reflect over the last year. Were there lessons learned, were there some wins and some losses, and what can or should be done in the New Year to make it better? As we go into the holiday season, and the 11th month of the COVID-19 pandemic, I have been thinking about this last year and the devastation it has caused the child care community. Thinking about the timeline of events over 2020, there are three lessons that I believe should be thought about as we move into 2021.

Continued on page 6.



increasing availability and choice for all families and especially vulnerable families, decreasing barriers, serving more children with special needs in inclusive settings, and improving coordination between early childhood education and health services;

Improve and support program


quality by increasing quality across sectors, focusing on equity, increasing kindergarten readiness for all children, and improving capacity to meet infants' and young children's mental health;

Deepen family engagement by increasing families' awareness of high-quality programs, expanding 2-generational programming, and enhancing families' opportunities to engage;

Ensure successful transition experiences by strengthening institutional support for transitions, supporting families through transitions, and improving transition-focused professional development opportunities;

Expand and enhance workforce development by improving professional development opportunities, strengthening equity, coordination and alignment efforts, and improving compensation for early childhood professionals; and

Improve systems for infrastructure, data and resource management by improving coordination across agencies, modernizing the data system, using resources in ways that promote equity, and streamlining funding mechanisms.

Maryland's Path to School Readiness and Success provides clear and measurable guidance about how to enhance critical components of Maryland's early childhood system, while remaining anchored to the state's core principles of promoting equitable accessibility, affordability, needs; and quality of comprehensive, two-generational services and supports for children from the prenatal period to age 8 and their families, particularly families experiencing adversity. 

(...continued from previous page)

In December, Maryland released *Maryland Ready: A Path to School Readiness and Success*, a 5-year strategic plan that will map a course for Maryland's statewide, comprehensive early childhood system building to support all children and their families from the prenatal stage through age 8 in growing up healthy and ready for school success. The development of the plan, which involved input from a diverse range of stakeholders throughout the state, is supported by Maryland's federal Preschool Development Birth through 5 (PDG-B-5) Grant.

Maryland's vision in the Plan, developed with parents, teachers, providers and community stakeholders, is that all young children and their families will thrive. The plan is the result of a comprehensive needs assessment, including 18 town halls, surveys and focus groups. It is a collaboration between the Maryland State Departments of [Education](#), [Health](#), and [Human Services](#). The plan articulates a mission for the state to promote a well-coordinated and integrated system of programs, supports and services where each child has equitable access to a high-quality early childhood experience to develop a healthy body, healthy mind, and the foundational knowledge and skills needed to succeed, and where every family has access to the resources needed to be effective as their child's first and most important teacher and advocate.

Maryland's six goals and key strategies in the strategic plan are as follows -

Strengthen availability and access by

02 LEADERSHIP LETTER

06 DIRECTOR'S DUGOUT

09 BRANCH NEWS

04 DIVISION NEWS

08 COVID-19 NEWS

21 RESOURCES

This is the plan for Maryland, not just the [Division of Early Childhood](#). It is a shared responsibility for all of us, and it is evergreen, meaning that it is a working document, meant that the words must be acted upon, not set up on a shelf. Everyone who cares about moving forward and building a better future for children and families, needs to print this out, mark it up, highlight what you can do, cross out what needs to be changed, and dog-ear the parts that inspire you. The plan is our collective call to action.

2020 was a difficult year. For many, it was painful and devastating. 2021 will also be challenging. [Over 350,000 people](#) in America have died due to COVID-19, with 6,000 of those in Maryland. Schools have been closed, child care providers have lost their businesses, and many families are struggling to survive. Hope has arrived in the form of a vaccine, but it will take time to get to everyone. The virus is ruthlessly resilient, and cases are rising. Wearing a mask is not hard. Breathing on a ventilator is. Every one of us must continue to [do our part](#) to slow the spread: Stay home if you can; Keep at least 6 feet from others and avoid crowds; Wash your hands often; and as Governor Hogan says, [“Wear a damn mask.”](#)

We will get through this. And together, we will build the future Maryland’s children deserve.



(continued from page 1.)

During my tenure as Chair of the National Governors Association, I oversaw an initiative to support states develop and implement programs for children and their families from before birth to age three.

Maryland continues to serve as a national model in ensuring equitable opportunities for families and their young children to take part in high-quality early care and learning experiences that prepare them for school and overall success.

As a geographically and demographically diverse state, Maryland has a robust mixed delivery system of early childhood programs and services to support families and their young children, empower parental choice and family engagement, and ensure successful transitions throughout the early years and into the early grades.

I would like to commend the Maryland Departments of Education, Health, and Human Services, as well as the parents, early childhood community leaders, and stakeholders for developing this guide and for the hard work they do every day to support our youngest Marylanders.

I look forward to accomplishing the goals and aspirations set forth in Maryland Ready: A Path to School Readiness and Success and giving our children the greatest opportunities Maryland has to offer.

COVID-19 VACCINES

Maryland Schools Superintendent Karen B. Salmon, Ph.D. requested that the Maryland Department of Health include teachers, school staff and [early child care professionals](#) as the first priority in the plan to start COVID-19 vaccinations for essential employees in Maryland.

Acknowledging many factors influencing the distribution of the COVID-19 vaccines, “the safety and education of our children demand immediate attention,” said Dr. Salmon in a letter addressed to Dr. Jinlene Chan, Maryland Department of Health Acting Deputy Secretary of Public Health Services.

The request includes early child care workers who are providing critical education and care services. “Child care professionals have played a crucial role in the State’s frontline pandemic response and recovery efforts,” said Dr. Salmon. “The safety of these programs must be maintained to protect child care staff and the families they serve.”

24 ASSOCIATIONS

25 PROFESSIONAL DEVELOPMENT



Welcome

Dannise Reed to the Office of Child Care as a Licensing Specialist Trainee in Baltimore City.
 Nancy Garcia to the Early Learning Branch as a Judy Center Program Specialist.

Farewell

Rene Woodard, Regional Manager, has retired. She is no longer with the Division of Early Childhood, Licensing Branch, Anne Arundel County.
 Emily Tran, Licensing Specialist, is no longer with the Division of Early Childhood, Licensing Branch, Frederick County.

Congrats

Allison Van Horn has been promoted from Licensing Supervisor to Regional Manager in Baltimore City.

Contacting the Division Branches	Division of Early Childhood	earlychildhood.msde@maryland.gov
	Early Learning Branch	early.learningbranchesmsde@maryland.gov
	Collaboration and Program Improvement Branch	collaboration.programimprovement@maryland.gov
	Office of Child Care	earlychildhood.msde@maryland.gov
	Licensing Branch	licensingocc.msde@maryland.gov
	Credentialing Branch	credentialocc.msde@maryland.gov or 1-866-243-8796
	Child Care Scholarship Program	ccscentral@conduent.com or 1-866-243-8796
	Maryland EXCELS	info@marylandexcels.org or marylandexcels.org

Connect with us!

Be sure to friend and follow all of the Division's social media accounts to stay up-to-date on Early Childhood news in Maryland.

Division of Early Childhood
twitter.com/md_early_ed
facebook.com/msde.earlyed

Assistant State Superintendent,
 Steven Hicks
twitter.com/stevenhicksmsde



Family Engagement
twitter.com/MDEngageEarly
facebook.com/MDEngageEarly

Maryland EXCELS
twitter.com/MarylandEXCELS
facebook.com/MDEXCELS
instagram.com/MarylandEXCELS

**SIGN UP TO RECEIVE
 IMPACT HERE**

Recently Added or Updated Forms and Documents



- Form 1295 - Self-Assessment Guide
- Informal Provider EPP Form
- Informal Provider ECMA Form
- Informal Provider Health & Safety Standards
- List of approved online training organizations
- Maryland Together FAQs for Child Care Providers
- Updated Credentialing Branch Programs Guidance-FAQs

COVID-19 RELIEF

The Families First Coronavirus Response Act provides small and midsize employers (fewer than 500 employees) refundable tax credits that reimburse them, dollar-for-dollar, for the cost of providing paid sick and family leave to their employees for leave related to COVID-19 between April 1, 2020, and December 31, 2020.



Get branch-related COVID-19 Updates...

Visit the Division of Early Childhood COVID-19 page and scroll to the bottom of the COVID-19 page to see the boxes below.

Select the branch you're interested in for updates.

LISTENING SESSIONS

Recordings of Child Care Listening Sessions are available at: earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care

The next Listening Session is scheduled for January 28, 2021.

Registration is required for each session.

Check the Division of Early Childhood calendar under Upcoming Events for the future sessions.

Branch News & Updates

Credentialing Branch

Child Care Scholarship Program

Collaboration & Program Improvement Branch

Early Learning Branch

Licensing Branch

Maryland EXCELS Branch

CCDF PLAN 2022-24 A public hearing on the proposed plan for the Child Care and Development Fund (CCDF). The public hearing is an opportunity for interested parties to publicly provide comment on what the Division should include in the plan response, including current and future goals. The hearing is scheduled for: Friday, February 12, 2021 8:30 a.m. - 5:00 p.m. [Register on the Division website.](#)



Lessons Learned Through the Pandemic

Continued from page 1.

Child care providers are in need of strengthening their business practices to ensure that they can meet future requirements of any funding that may become available for COVID-19 relief and

any other grants that can assist their business success.

No matter if a person owns a family child care home or a child care center, it became obvious very quickly that the OCC has to do a better job of educating the providers on what they need to help them run a successful business. Since the OCC had the technical assistance (TA) team from the National Center on Early Childhood Quality Assurance train over 60 trainers in Maryland on “Strengthening Business Practices for Child Care Programs,” the Maryland EXCELS branch flew into action. The Quality Assurance Specialists (QAS) started offering the training to child care providers throughout Maryland to ensure as we walk through this pandemic together, child care providers have the skills, knowledge and techniques they need moving forward.

Stakeholder input is critical to the success of projects and policies, even though it may not be put into practice at the time.

During the past year, the OCC has been engaged in new TA opportunities, such as The Early Childhood Business Collaboratory, where it is critical we have key stakeholders that contribute to the success of child care in the state of Maryland. Another area where input was needed, and continues to be requested is in Maryland’s Recovery Plan for Child Care work group. There were over 30 child care stakeholders that ranged from child care teachers, directors, owners/operators, trainers, and advocacy organizations, that met to provide guidance and input on how funds received from the federal government would/ could be spent. Even though multiple ways to spend funds were suggested, and from many different perspectives, the final decision is made from executive leadership and may not be exactly what had been discussed in the work

group. The reason the OCC will continue to have stakeholders at the table is because of the critical connections being made between policy/programs and what is happening in the child care field. The OCC is committed to ensuring stakeholders are engaged at every level of program and policy. This is to show the OCC’s commitment to child care providers and the connection that continually needs to be fostered at all levels in OCC.

Take the time to listen even if there is nothing that can be done at that time, with the hopes that something can be done in the future.

I think this may have been the most difficult for many of those who work in the OCC. We all want to do so much to have every child care program be successful and to flourish through and after this pandemic. We want to hear the voices of child care providers and we have heard from over the last 10 months. We are listening so that we can advocate and tell the stories of those in the field during meetings with our federal teams and within the MSDE. These stories, thoughts, ideas and frustrations need to be considered as we go into the future so we can build a stronger child care community for the future.

These three thoughts are just the tip of the iceberg when it comes to 2020, but they are thoughts that have been given serious consideration as we move into 2021. 2020 has been the year when child care has been acknowledged as “essential” for the first time ever by leaders throughout all of government and by businesses nationwide. The OCC is committed to ensuring stakeholders are engaged and the relationship with child care providers is fostered at all levels in the OCC.





The COVID-19 Training is Available

The COVID-19 training is available for all providers, staff and volunteers to complete. The training takes advantage of the latest technology tools for online learning. This required training prepares you to follow basic practices to keep children in your care healthy and safe during and after the COVID-19 pandemic.

Face-to-face training resumed on October 1, 2020. There is a maximum of 30 allowed in a training, which includes the trainer. Trainers must follow all of the CDC guidelines, which includes wearing a mask and social distancing of 6 feet.

Access resources, documents and forms from the branches in the Office of Child Care by following these links:

Child Care Scholarship Program

<https://bit.ly/2FZiNsz>

Maryland Child Care Credential Program

<https://bit.ly/2vla6Tf>

Licensing

<https://bit.ly/2DHABpO>

Maryland EXCELS

<https://bit.ly/2S1basj>

Child Care Providers

	Invoices	Signed Vouchers	Credential Applications
 Fax	410-229-0010	410-229-0053	410-229-0145
 E-mail	mdccsppinvoices@Conduent.com	ccscentral@Conduent.com	cccredential@Conduent.com
 Mail	PO Box 17543 Baltimore, MD 21297	PO Box 17015 Baltimore, MD 21297	PO Box 598 Baltimore, MD 21297

Call 1-866-243-8796

Child Care Scholarship (CCS) Customers



Call: 1-866-243-8796



FAX: (410) 229-0053



Mail documents:
CCS Central
PO Box 17015
Baltimore, MD 21297



E-mail:
ccscentral@conduent.com

COVID-19 COURSE TIPS

We are aware that the COVID-19 course completion window is short but the course is only takes 90 minutes to complete. There may be times when you need help with the course. We don't offer 24-hour assistance so getting an answer quickly can mean the difference in completing the course now or having to register for another course. Here are some tips to help you receive assistance with completing the course more quickly:

Send screenshots—this will let us see what you're seeing, which will enable us assist you better.

Include the name—always include the name on the account. There may be a misspelling in the email address, so knowing the name on the account is another way for us to locate the account.

Email us from the email address on the account—that is the username on your account. If it is not the address used to register for the course, we will not be able to verify your account and information.

Updated and Consolidated Health and Safety Guidance for Child Care Facilities

The health and safety guidance for child care facilities is now available in one convenient packet. It will be updated and available on the Division of Early Childhood website as new information becomes available.

Check the dates at the beginning of each guidance to make sure you're using the most up-to-date information.

Guidance includes:

- Guidance for Use of Cloth Face Coverings in Child Care Programs
- Exclusion, Quarantine, and Closure Recommendations for COVID-19 or COVID-19 like Illness in Child Care Programs
- Guidance for Temperature and Symptom Screening in Child Care Programs
- Frequently Asked Questions: Coronavirus (COVID-19) Guidance for Child Care Settings

[Get the COVID-19 Guidance.](#)



Child Care COVID-19 Response & Preparedness Plan

The [COVID-19 Maryland Child Care Build-A-Plan Tool](#) helps center-based and family child care providers develop a plan for their program to follow state regulations and guidance, use best practices to limit the spread of COVID-19, and make decisions that are feasible and work best for their program.

The Build-A-Plan Tool guides providers through different areas of health and safety practices, provides concrete guidance and examples of how strategies can be implemented, and generates a customized PDF document to share with staff and families. All relevant requirements and recommendations from the Maryland State Department of Education, the Maryland Department of Health, and the Centers for Disease Control and Prevention have been integrated into this tool to save providers time and effort. By completing the tool and agreeing to implement the plan in their program, providers are eligible for one (1) Professional Activity Unit (PAU) credit. This tool may also be useful to providers in other settings (e.g., school-based), though they should ensure that the recommended practices conform to their program and regulations.

Need or want help? Check out the demo. Take a [guided walk-through](#) of the Build-A-Plan components and instructions on how to use the tool and the Build-A-Plan Tool Consolidated Guidance.





Maryland Continues to Take Major Steps to Improve Access to Quality Child Care

Increased financial support for Child Care Scholarships help more working families gain access to early education and more child care providers to remain in business during a critical period where Maryland's business and workforce are rebounding in response to COVID-19.

Governor Larry Hogan approved another key step in helping Maryland families pay for the high cost of child care and incentivizing more early learning programs to participate in the Child Care Scholarship Program (CCSP). Additionally, Legislation passed in the last session increased the value of the child care scholarships from the 30th percentile to the 60th percentile of the market rate, beginning November 23, 2020.

Maryland has approximately 8,051 regulated child care centers and family home providers eligible to participate in the CCSP, with approximately 2,445 providers currently accepting children using scholarships.

Together with the increase in provider reimbursement rates, more children are able to access high-quality early care and education programs while their parents work or participate in school/training programs across Maryland. The number of children receiving child care scholarships rose from 14,000 in July 2018 to approximately 19,000 today.

For more information about the Child Care Scholarship Program, visit the website money4childcare.com.

WE'RE MOVING TO AN ONLINE APPLICATION!

Parents can now apply for the Child Care Scholarship Program (CCSP) online.



Parents should:
Select the "New Application or Redetermination" button below to apply for a Child Care Scholarship.

Select "Find Application" to continue an incomplete application.

Select "Check Status" to view the current status of an application submitted on the website.

For help, call Child Care Scholarship Central at 1-866-243-8796.

ACCEPTING SCHOLARSHIPS

Child care programs must be enrolled in Maryland EXCELS to accept Child Care Scholarships!

To participate, visit MarylandEXCELS.org

MARYLAND EXCELS

#EXCELSstrong—since 2013!

Maryland EXCELS is incredibly proud of programs' ongoing commitment to serving the children and families of Maryland. Despite the challenges of the past several months, you continue to give your all to child care and early education.

Thank you for everything you do!

Helping families and providers give children...







- HIGH QUALITY
- LEARNING-CENTERED
- PERSONALIZED CARE

Maryland EXCELS is the state's quality rating and improvement system for child care and early education.

Participating Programs Statewide (as of December 2020)

Percent of Quality Rated Child Care Centers	Percent of Quality Rated Family Child Care Homes
75%	46%

Quality Rated Programs Statewide

Total Number Participating	Percent of Eligible Child Care Programs with Quality Ratings
4,683	62%

Visit the [data page](#) of the Division of Early Childhood website and select Maryland EXCELS for reports and spreadsheets that detail quality ratings by county and program type.

Get Important News and Tips from Maryland EXCELS!

We cover the topics that matter to providers, including:

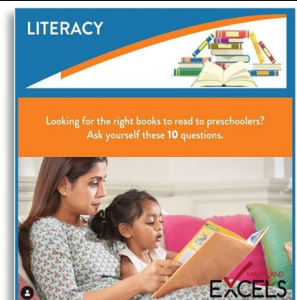
- Professional Development
- Health and Wellness
- Literacy
- Family and Food

Simply follow @MarylandEXCELS



How Can You Receive Emails from Maryland EXCELS?

Sign up at MarylandEXCELS.org near the bottom of the homepage under "Newsletter."





Excellence in Care and Education
MARYLAND
ACCREDITATION

Maryland Accreditation recognizes programs that meet the highest standards of quality to benefit children, families, and staff.

Follow the path to continuous program improvement with Maryland Accreditation.

Sign up for a Maryland Accreditation orientation at:

earlychild-hood.marylandpublicschools.org

Seeking Accreditation Support Funding?

Use the following applicable link to apply for funding today:

Application for National Accreditation Support
([Google Account Holders](#))
([Non-Google Account Holders](#))

Application for Maryland Accreditation Support
([Google Account Holders](#))
([Non-Google Account Holders](#))

IT'S POPULAR FOR A REASON

Virtual Training delivered by Maryland EXCELS Quality Assurance Specialists (QAS) fills up fast! These sessions offer professional development, Core of Knowledge Hours and fantastic interaction with fellow child care and early education professionals. June through December 2020, 1090 providers attended Maryland EXCELS virtual training. *In-person Maryland EXCELS Training, Work Groups, and technical assistance are suspended until further notice.*

As always, QAS are here to provide technical assistance and help you reach higher quality ratings. [Contact your QAS today!](#)

LOOKING TO MEET QUALITY RATING 3?

Check out Maryland EXCELS' two New FREE Resources that are...

- Easy to use
- Convenient downloadable forms
- Valuable for program improvement

Visit marylandexcels.org

New Benefits of Maryland Accreditation!

Here is what's new...

- Optional, remote Technical Assistance replaces previously required Program Improvement Visits
- Individualized Technical Assistance at your program's request
- Technical Assistance provided by Quality Assurance Specialists

Scheduling priority was given to programs that had Program Improvement Visits canceled or declined due to COVID-19.

Contact accreditation@marylandexcels.org

JANUARY 2021

INCREASING YOUR QUALITY RATING

Programs can continue to publish a higher quality rating. For assistance, please contact your Maryland EXCELS Quality Assurance Specialist today!

Early Learning Assessment in 2020

By: Erika Anderson

What a year it has been! Last fall, ELA went through revisions to the training and the process for applying for an ELA account. Just when training was opened to resume, well you know...

Since March 2020 we have been working to find ways to best support programs and their teachers in the face of COVID-related challenges. In the summer, CTE and their trainers, were able to pilot a virtual face to face training. A few trainers provided small group face-to-face training while adhering to the CDC guidelines. We successfully trained more than 300 Child Care, Head Start and public school teachers between July and November!



The Early Learning Assessment (ELA) is the formative assessment aligned with the Kindergarten Readiness Assessment (KRA) and used with any child who is chronologically aged-36 months to 72 months across seven developmental domains. The ELA is integrated into the same technology system as the KRA, and allows early childhood specialized educators to capture data for use in the COS process.

In spite of COVID, the number of programs who have applied continues to grow! In 2020, we had 265 new Child Care and Head Start programs receive ELA accounts, attend the Data Manager Webinar, and many of these programs were able to participate in the 12-hour ELA training.

One of the changes made to the ELA process was creating windows to apply for an account and a deadline for competing training. Due to COVID, those deadlines were extended to allow additional time for teachers to become trained.

If your program received an account between September 2019 and June 2020, and attended the Data Manager Webinar, but has not been able to get teachers trained to use the ELA, your account stayed open until December 31, 2020 in order to actively access students and use the KReady system. Contact [Erika Anderson](#) if you need any information about locating a trainer.

As of January 1, 2021, all programs that do not have teachers actively using the ELA will be removed from our system. If you decide you would like to use the ELA after the January 1st date, you will need to complete a [new application](#).

**Please note the application windows and training timelines at the time of completing the application. There is no cost for receiving an account, attending the Data Manager Webinar, or receiving the assessment materials. The only cost is to become trained by an approved MSDE trainer. Once you receive your account, we will share the list of approved trainers that you can contact for training information.*

As you know, assessing children's skills, knowledge and behaviors provides such important information about our children's growth. The ELA provides assessment opportunities in the seven Domains of Learning that are aligned to the Early Learning Standards and a child's readiness for kindergarten. As we continue to discover the impact that COVID has had on our young children's development and learning, it is even more important than ever to know the strengths and needs of our learners, and be able to be intentional in closing some of the learning gaps that COVID may have created.

Each domain contains one or more Learning Progressions. In each Learning Progression there is a sequence of skills, knowledge, or behaviors that children develop between the ages of 36 months and 72 months, including children who may be at earlier developmental levels than their peers. These Domains include:

- Social Foundations;
- Language and Literacy;
- Mathematics;
- Physical Well-Being and Motor Development;
- Social Studies;
- Science and
- Fine Arts.

Programs and teachers can make decisions on prioritizing which SKBs (Skills, Knowledge and Behaviors) to assess. The use of the data displays and reports can guide the instructional decisions that support developing the whole child as they learn and grow, while supporting essential communications that teachers have with each child's family throughout the year.

For additional details about the ELA and a link to the application and a description of the process to actively using the ELA, please open the link to the ELA flyer: [FLYER](#)

Thank you for your dedication to provide high quality educational experiences to our young learners!



Are you a credentialed provider?

Need to contact the Maryland

Child Care Credential Program?

Have questions?

Maryland Child Care Credential Program applications should be sent directly to Child Care Central in one of the following methods:

Mail:

Child Care Central
PO Box 598
Baltimore, MD 21203

Fax:

410.229.0145

Email:

cccredential@conduent.com

Do NOT mail your credential program application packet to MSDE Headquarters. Applications received at MSDE for the Maryland Child Care Credential program will be returned.

Applications, forms and additional information for the Maryland Child Care Credential Program are available at:

earlychildhood.marylandpublicschools.org/credentialing

How to Submit Applications for Credentialing Branch Programs

Applications for the following programs should not be mailed to MSDE at this time. Until further notice, applications should be sent electronically to:

credentialocc.msde@maryland.gov

- ◆ Child Care Career and Professional Development Fund (CCCPDF)
- ◆ Quality Incentive and Family Provider Grant
- ◆ Training Voucher and Training Reimbursement Applications

Note: Training Voucher and Reimbursement applications can also be submitted online.

Reimbursement applications: earlychildhood.marylandpublicschools.org/node/510

Voucher applications: earlychildhood.marylandpublicschools.org/node/511



Family Child Care Provider Direct Grant Fund Program



Family Child Care Provider Direct Grant Fund Program

Are you interested in becoming a family child care provider?

This Fund is available to reimburse registered family child care providers serving at least one child in Maryland.

Reimbursements will be awarded up to \$1,000 to meet the Office of Child Care licensing requirements.

Grants will be awarded quarterly, as long as the funding is available.

Covered expenses include, but are not limited to:

- ▶ Maintenance
- ▶ Toys
- ▶ Training
- ▶ Arts and Crafts
- ▶ Business Expenses
- ▶ First Aid Supplies

A complete list of eligible and ineligible items are available at:

earlychildhood.marylandpublicschools.org/fccpdgfp

Do you need assistance achieving or maintaining compliance with the requirements of the Office of Child Care, Licensing in Maryland?

The Family Child Care Provider Direct Grant Fund Program provides reimbursements (up to \$1,000) to registered family child care providers for expenses incurred to comply with the Office of Child Care licensing requirements.

The applicant must incur compliance related expenses. Applicants are eligible for a one-time award.

More information can be found at:

earlychildhood.marylandpublicschools.org/fccpdgfp

The Child Care Career and Professional Development Fund

Are you interested in pursuing an associates or bachelor's degree?

COLLEGE BOUND

The Child Care Career and Professional Development Fund (CCCPDF) is a tuition assistance program for child care providers to obtain a college education at

participating colleges/universities in Maryland. Funding is available for child care providers to earn a college degree in the following areas:

- Early Childhood Education
- Child Development
- Elementary Education
- Special Education

Eligibility Requirements

CCCPDF applicants must meet the following requirements to receive funds (COMAR 13A.14.09):

- * Participate in the Maryland Child Care Credential Program at Level Two or higher
- * Work in a licensed child care center or be a registered family child care provider in Maryland at least 10 hours per week
- * Fulfill entrance requirements at the participating college of your choice
- * Have at least one year of documented experience working with groups of children in an approved setting
- * Maintain employment in child care in Maryland while participating in the Program
- * Participate in professional development
- * Agree to complete the child care service requirement in Maryland for at least 10 hours per week after completion of the degree
- * Maintain at least a 2.50 cumulative GPA from the point of first entering the Program



Application Deadline

Thank you to all applicants who submitted an application for the 2020-21 school year. The next deadline to apply for the Child Care Career and Professional Development Fund is **March 1, 2021**.

Helpful tips for preparing to apply for the CCCPDF:

- Review program information online: earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/child-care-career-and-professional
- Apply to the participating college of your choice
- Continuing students must schedule a meeting with the CCCPDF Coordinator to review application before submitting to MSDE
- Apply for FAFSA (see college coordinator for more information)
- Ensure that your credential is up-to-date and current through application deadline

For more information about the application process and a list of participating colleges, please visit our website:

earlychildhood.marylandpublicschools.org/

Training Vouchers and Reimbursement Program

Training Vouchers and Reimbursement are designed to assist child care professionals participating in the Maryland Child Care Credential Program at Level Two or higher with the costs of training for professional development.



An application for training reimbursement can be submitted for:

- Approved Core of Knowledge Training (Note: training must be a minimum of 2 clock hours)
- Pre-Service training
- Registration at statewide and national child care conferences



An application for training voucher can be submitted for:

- Pre-Service training
- Registration at statewide and national child care conferences

Eligibility:

Child care providers participating in the Credential Program at level two or higher are eligible to receive up to \$400 each year as long as funds are available. Requests for training voucher or reimbursement must not exceed \$400.

The following are not eligible for training voucher/reimbursement:

- Training that has not been approved by MSDE according to COMAR 13A.14.09
- Fees incurred for training
- Association membership fees
- CDA credential/CDA renewal fees

Application Submission:

There are two ways to submit a training voucher or reimbursement application to MSDE:

Online:

earlychildhood.marylandpublicschools.org/

Email: Due to COVID-19, applications will also be accepted by email until further notice.

Please use the following email:

credentialocc.msde@maryland.gov

Note:

- Please do not mail applications at this time
- Applications faxed to MSDE will not be processed. *Applications submitted to Child Care Central will not be forwarded to MSDE and will not be processed.*



There are perks to being an active member of a local, state, or national child care professional organization. Many

organizations host early childhood conferences and offer discounted registration fees for members.

Discounted training = more money available for training vouchers/reimbursements!

Credentialed providers are also offered one (1) Professional Activity Unit (PAU) for membership to a local, state or national child care professional organization!

Check the credential booklet for PAU documentation requirements.

Get your membership today!



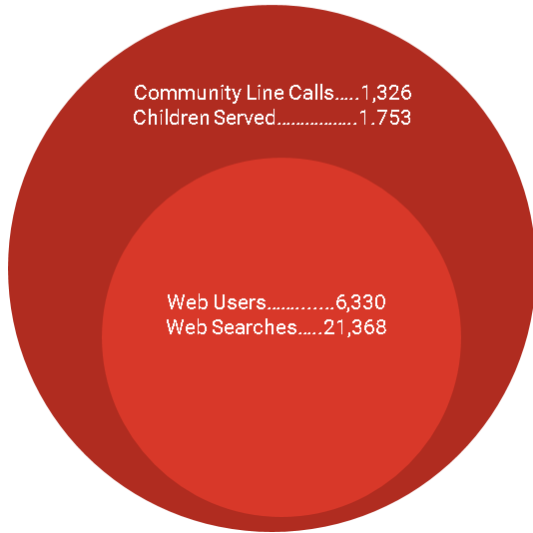
Many child care associations in Maryland offer training as a benefit of becoming a member. While we understand that there is a cost to membership, training included within the association membership fee is not eligible for training reimbursement. Membership fees are non-reimbursable.

Learn about some of Maryland's associations on page 24.

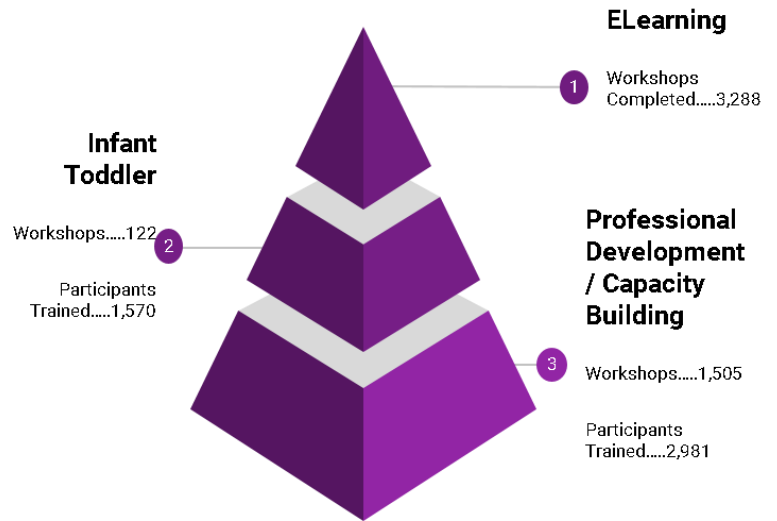
For additional COVID-19 updates related to the Training Voucher and Reimbursement Program, please visit: <https://earlychildhood.marylandpublicschools.org/credential-branch-news-during-covid-19>

State Coordinating Entity and the Maryland Child Care Resource Center Network

LOCATE

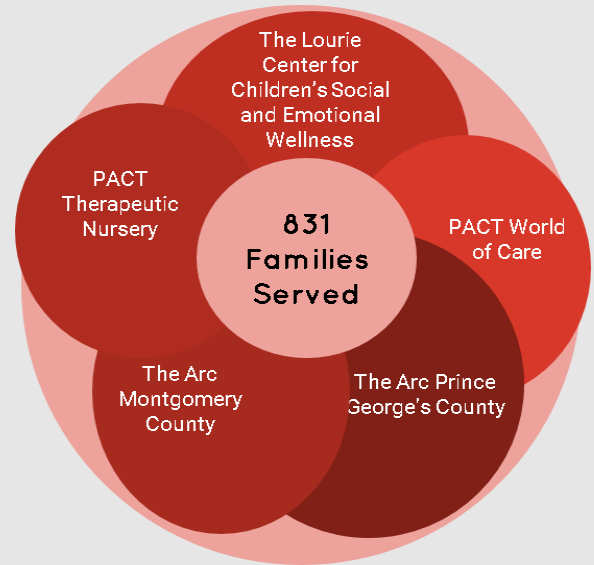


TRAINING



Child Care for Medically Fragile Children Birth to Five

The Child Care for Medically Fragile Children Birth to Five grant provides medically-based child care and early education services to children with medical diagnoses and those who have developmental delays, physical disabilities, and behavioral issues requiring specialized care.



The Maryland State Department of Education, Division of Early Childhood will provide funding to support child care providers with obtaining their Child Development Associate® (CDA) Credential™ from the Council for Professional Recognition. This initiative was funded through the PDG B-5 Grant and through the Governor's Office to enhance the early childhood workforce in career advancement.

Earn your CDA

COUNCIL for PROFESSIONAL RECOGNITION

CDA National Credentialing Program

APPLY NOW

For more information, please visit: <https://earlychildhood.marylandpublicschools.org/CDA>

Special Needs Technical Assistance and Training for Caregivers of Infants and Toddlers

The Special Needs Technical Assistance and Training for Caregivers of Infants and Toddlers grant provides comprehensive statewide technical assistance and training for caregivers who are providing care services to special needs children, birth through 3 years of age.

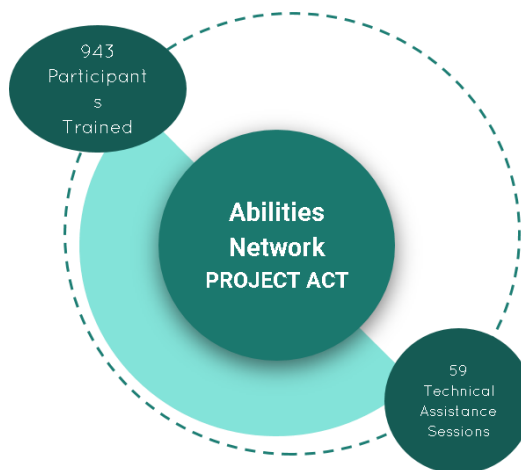
These children must be enrolled in regulated family child care homes; licensed child care centers; and facilities operating under the Arc of Maryland Programs, and children in Foster Care are also included.

Support for very young children with special needs is more critical now than ever. Abilities Network Project ACT is here to help you design instruction and support the social emotional needs of all children during this unprecedented time. We are designing webinars to continue to bring you training on the topics you care about, like helping toddlers cope with traumatic events, how the infant brain develops, and Autism Spectrum Disorders. See what providers are saying about learning with us, and join us for more virtual training opportunities. <https://ccrcbc.com/events/>

“This workshop showed me that people’s abilities or disabilities are not the only part of who they are.”

“It was an eye opener.”

“Abilities Network always has great trainings, thank you all for what you do. You are our ‘helpers.’”



Strategies from Project ACT

When caring for infants and toddlers with special needs who have challenges with speech and language, nurturing relationships and being tuned in to the child’s cues are necessary in supporting their growth. There are 5 ways you can support the child’s language growth every day.

- Share their focus. When they look at or seem interested in something, look with them and talk to them about what they see.
- Support and encourage! When any attempts to communicate are made, acknowledge that attempt with positive words and facial expressions.
- Name it! Label what children are exploring, what they are doing, and what you are doing.
- Take turns back and forth. Even infants can practice turn taking in conversations. Notice a child’s attempt at communicating by responding verbally, making eye contact, and then wait excitedly for the child to respond with their own form of communication. See how long you can keep the exchange going!
- Practice beginnings and endings. Young children can move from one activity or interest to another pretty quickly. Model using language to indicate when the child’s interest has switched from one item to another.

Training Updates and Highlights

Current Number of Trainers:

42

Independent Trainers

73

Training Organizations

30

Online Training Organizations

107

Approved new trainings for FY 21

Face-to-Face/Virtual Training Conducted Between July 2020 - September 2020

1062

7915

Number of training sessions held

Number of participants trained

Due to COVID-19, face-to-face training is limited to 30 participants, virtual training will continue. Online training is also available.



The 5th annual trainers conference, Empowering Trainers through an Equity Mindset, was held virtually on

October 13, 2020 with 131 trainers in attendance.

Where to find trainings...

<https://earlychildhood.marylandpublicschools.org/child-care-providers/training>

- Approved Online Training Organizations
- Approved Independent Trainers
- Approved Training Organizations

The Clearinghouse Calendar of all classes being offered virtually can be found at: marylandfamilynetwork.org/statewidetrainingcalendar.

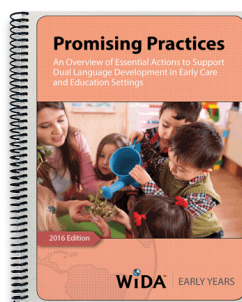
Strengthening Business Practices



Interested in improving your business practices as a child care center and family child care provider. Take the Strengthening Business Practices training

modules and learn how. To find a trainer, visit:

earlychildhood.marylandpublicschools.org/



WIDA

Learn more about working with dual language learners by taking the free trainings from WIDA Early Years.

WIDA Early Years is an evidence-based program focused specifically on the language development of young multilingual children,

often referred to as dual language learners, in early care and education (ECE) settings. Trainings are available at:

earlychildhood.marylandpublicschools.org/wida

Calling all Infant/Toddler Educators...

Zero to Three Critical Competencies for Infant-Toddler Educators

The Critical Competencies for Infant-Toddler Educators 45-hour course, is now available. These in-depth training modules were developed to fill the gaps for infant-toddler educators and covers Social Emotional Development, Cognitive Development and Language/Literacy Development. It provides a diversity, inclusive, and fairness lens that can, and should be, applied to all practices and services aimed at supporting our children and families.

Providers credentialed at a level 2 or higher are eligible to apply for a training voucher to attend the 45-hour Critical Competencies training.

For more information and to find a trainer, visit:

<https://earlychildhood.marylandpublicschools.org/criticalcompetencies>



Supporting Social-Emotional Development

1. Building Warm, Positive, and Nurturing Relationships
2. Providing Consistent and Responsive Caregiving
3. Supporting Emotional Expression and Regulation
4. Promoting Socialization
5. Guiding Behavior
6. Promoting Children's Sense of Identity and Belonging

Supporting Cognitive Development

7. Facilitating Exploration and Concept Development
8. Building Meaningful Curriculum
9. Promoting Imitation, Symbolic Representation, and Play
10. Supporting Reasoning and Problem Solving

Supporting Language & Literacy Development

11. Promoting Communication Exchange
12. Expanding Expressive and Receptive Language and Vocabulary
13. Promoting Early Literacy

Upcoming dates for the 45-Hour Critical Competencies Trainings

January 19 - April 27, 2021

Contact: Laura Terrell - lterrell@pgcrc.org

Register: https://zoom.us/join/zoom/register/tJAKfu-oqzWuGNzq2uH0bk5Zg5b_5xvK9lji

January 23 - March 20, 2021

Contact: Lauren Perrera -

lperrera@ccbcmd.edu

Register: <http://www.cbcmd.edu/Programs-and-Courses-Finder/course/CHI/088>

January 25 - May 3, 2021

Contact: Emily Ederer -

eederer@silverspringdayschool.org

Register at: <https://fs9.formsite.com/silverspringdayschool/TrainingInstitute/index.html>

February 2 - May 11, 2021

Contact: Stephanie Cooper -

scooper@abilitiesnetwork.org

Register at: <https://ccrcbc.com/events/critical-competencies-for-infant-and-toddler-educators/>

February 18 - May 27, 2021

Contact: Germaine Adams -

germaine@arundelccc.org

Register: <https://workshops.arundelccc.org/CVSFListView.aspx>

February 18 - May 27, 2021

Contact: Lauren Bond -

Lauren@bestforece.com

Register at: <https://bit.ly/3dFTPMY>

April 8 - May 27, 2021

Contact: Laura Kefauver -

lkefauver@applesforchildren.org

Judy Centers Continue to Serve Maryland Communities

By: Amy Beale

The Judith P. Hoyer Center Early Learning Hubs, also known as “Judy Centers,” benefit everyone in Maryland by improving the quality of life for families. Through a dedicated staff of early learning professionals, they help prepare children age birth through kindergarten for school readiness. Located at Title I schools in every Maryland county, Judy Centers play an important role in the communities they serve.

Although each location is uniquely positioned to serve its individual community, all of Maryland’s Judy Centers employ the two-generational approach, which focuses on creating opportunities for and addressing the needs of children, parents and families.

Ensuring that children are ready for kindergarten requires a coordinated effort among parents, providers, teachers, school districts, local and state government, non-profits, business, and other community partners.

The sixty (60) Judy Center sites are serving children and families in a variety of ways to meet the individual needs of their communities during this time. The ways they serve include, but are not limited to:

- School readiness kits for toddlers and incoming prekindergarten students
- Learn at home family engagement kits
- Personal Protective Equipment (PPE) for child care providers and families
- Virtual playgroups and supplies and materials for families in playgroups
- Classroom materials/manipulatives for kindergarten and prekindergarten children to assist with virtual learning from home
- Materials and technology to child care providers to enhance their ability to support prekindergarten and kindergarten children during virtual learning, school readiness materials focusing on language and literacy, math and social skills
- Virtual tutoring for students
- Virtual training/professional development for child care providers and teachers
- Technology (iPads, Chromebooks, hot spots) for families that otherwise would not have

access

- Books to support home libraries
- Parent workshops
- Family passes (in lieu of group/school field trips) such as to the local pumpkin/apple orchard



One of the family pass days took place in Allegany County. Family day took place at Brookedale Farm. Every child in prekindergarten, kindergarten, Head Start, and a partnering child care program were given a voucher to use during the month of October to attend free of charge. Brookedale Farm is a local farm that provides a great environment for families to build their child’s background knowledge and vocabulary as well as create fun memories. Families were able to take a hayride, explore the corn maze, see the animals, and enjoy several other activities.



Garrett and Cecil Counties offered a “Beep and Greet” event. Judy Center staff delivered materials and supplies to families at their homes so they could participate in the virtual playgroups or families drove through to pick up supplies. This allowed staff to connect with families.

Queen Anne’s County’s Church Hill Judy Center sends family engagement kits home monthly in partnership with the Title I Family Engagement Specialist. The Judy Center creates the kit and a playgroup video is posted on their Facebook page. The prekindergarten teacher includes the video in the weekly newsletter to parents promoting the partnership. Here is the link to see an example of their great work: <https://www.facebook.com/watch/?v=731022964426871>



Equity and Implicit Bias Webinar Series from MSDE

By Malkia "Kia" McLeod

Over 2,000 parents, superintendents, teachers, providers, program coordinators, administrators, and other representatives from family-serving organizations joined the conversation virtually to discuss "Birth-12 Equitable Family, School, Community Engagement" during the annual Family Engagement Summit. The 2020 Maryland Family Engagement Summit Webinar Series included five engaging virtual events on the second Thursday of every month from August until December 2020.

Each webinar featured national and local experts who shared research-based strategies designed to meet the educational needs of diverse student populations, their families and communities. This year's theme: "Small Changes for Big Results: Understanding Equity and Implicit Bias when Engaging Families," highlighted the need for educators to be more sensitive, knowledgeable and responsive to families' cultural, ethnic and socioeconomic diversity.

Watch the [December 10 webinar](#): Dr. Aaliyah Samuel's, the Executive Vice President for Government Affairs & Partnerships at NWEA, presentation on equity.

Watch the [November 12 webinar](#): Dr. Lieny Jeon's, Assistant Professor at Johns Hopkins School of Education's Department of Advanced Studies in Education, presentation on teacher well-being.

Watch the [September 10 webinar](#): Dr. Howard Stevenson's, the Constance Clayton Professor of Urban Education, Professor of Africana Studies, in the Human Development and Quantitative Methods Division of the Graduate School of Education at the University of Pennsylvania, presentation on Mental Health and Trauma.

Watch the [August 13 kick-off webinar](#): keynote Dr. Walter Gilliam's, the Elizabeth

Mears and House Jameson Professor of Child Psychiatry and Psychology at the Yale University Child Study Center and Director of The Edward Zigler Center in Child Development and Social Policy, presentation on *Small Changes for Big Results: Understanding Equity and Implicit Bias when Engaging Families*.

Free online learning modules for teachers of four year olds.



What: The Essential Instructional Practices in Early Literacy are a set of research-supported instructional practices that, when implemented in the classroom, can have a positive impact on student literacy achievement. The use of these practices in every classroom every day could make a measurable positive difference in the state's literacy achievement.

Why: Early childhood educators can help improve reading-by-third-grade outcomes. Pre-K education also can address disparities in literacy achievement. Research suggests that each of the 10 practices outlined in these modules can have a positive impact on literacy development.

How: A series of online professional learning modules have been developed to support educators in understanding and implementing the Essential Instructional Practices in Early Literacy Prekindergarten (10 modules). The modules contain content presentations accompanied by classroom videos that demonstrate each essential in practice. Reflection activities are included to support learners in checking their understanding and applying what they have learned to their own practice.

Work at your own pace and receive 3-4 Core of Knowledge hours upon completion of each module. Submit your certificate to MSDE when you renew for licensing or submit for Credentialing.

To enroll, visit: literacyessentials.org

Surviving Homelessness during COVID-19: How to Help Overwhelmed Districts and Nonprofits Support Families

By Malkia "Kia" McLeod

By the end of the 2018-19 school year, approximately 269,000 K-12 students experienced homelessness in California. It was enough children to fill Dodger Stadium five times, according to a [UCLA report](#). Due to COVID-19, the number of homeless students in California continues to grow, leaving the state's school districts struggling to address their needs.

"Given that we have more students than in any other state in the country, we don't have the systems and resources in place ... to address this issue," the Director at UCLA's Center for the Transformation of Schools and the study's co-author Joseph Bishop told the [LA Times](#). In the nation's largest school district, [114,000 homeless K-12 students](#) have two choices: 100 percent remote learning or in-person instruction (depending on the school) from one to three days per week at a New York City public school. In the second-largest school district, only some of its 15,138 K-12 homeless students have access to in-person tutoring at a [Los Angeles Unified public school](#). However, most schools in the district may not reopen until January.

Even the nation's smaller school districts are struggling to address the needs of its students experiencing homelessness. However, Baltimore City Public Schools, the 26 largest school district, moved forward in November with reopening 27 schools for students who are ["most at risk of falling behind academically"](#) including the city's estimated 2,000 K-12 homeless students.

Many U.S. school districts have distributed critical resources such as chrome books, internet access, and curbside meals to students in need. Since schools closed in March, [Howard County Public Schools System](#), the nation's 96 largest school district, has served more than 2,143,000 meals at no cost to families.



Local governments and nonprofits have also provided curbside meals, placed homeless families in hotels and provided testing and PPE. Nevertheless, with predictions that U.S. COVID-19 cases and the number of K-12 homeless students will increase this winter, school reopening plans remain

in jeopardy, and districts, local governments, and nonprofits will continue to face insurmountable obstacles in supporting families experiencing homelessness.

"HOPE For All has been operating as an essential business throughout COVID-19, but we have reduced the number of employees and volunteers in our warehouse at any one time," said Connie Cooper, Executive Director of HOPE For All, a nonprofit organization that serves Anne Arundel County and parts of Baltimore City in Maryland. "We continue to provide clothing and toiletries to homeless families who have been referred to us during COVID-19."

Last year, children accounted for more than half of [HOPE For All's efforts](#) to provide them with the basic necessities. Amid COVID-19, the needs have extended beyond the essentials. "We continue to provide clothing and toiletries to homeless families who have been referred to us during COVID-19," said Cooper. "But with remote learning, demands for children's desks continue to grow."

HOPE For All is now conducting intake interviews over the phone and trying to minimize the time between referral and delivery for the increasing number of families struggling to survive. At this point, it is a matter of survival.

As the nation highlights [National Homeless Youth Awareness Month](#) in November, the alarming number of U.S. families experiencing homelessness will have increased significantly. Moreover, the country's most vulnerable population will continue to lack access to safety, food, security, instruction, routine, social connections, and social and emotional developmental resources.





“The crisis has become so severe that schools cannot be expected to solve the problem singlehandedly,” Bishop told EdSource. “Social service agencies, early childhood education programs, colleges, and other organizations need to create a cohesive approach to helping

homeless young people stay in school and helping their families find stable housing.”

Below are resources to help children and families experiencing homelessness:

- Find out how to determine if a family’s situation meets the federal definition of “homeless” for children and youth.
- Donate children’s desks, laptops, printers, clothing, furniture, and household goods to local nonprofits such as Hope For All.
- Is My Early Childhood Program a McKinney-Vento Preschool?
- Caring for Homeless Children (Tip Sheet).
- Homeless Youth: The Numbers, Trauma and Work to Improve Outcomes.
- Complex Trauma: Facts for Service Providers Working with Homeless Youth and Young Adults.
- Home at Head Start: National Campaign on Homelessness.
- PACT’s Therapeutic Nursery Early Head Start Program Shelters Families Experiencing Homelessness from the Storm.

Head Start in Action

By: Simeon Russell
Executive Officer,
Maryland Head Start
Association, Inc.



The Coronavirus has ushered in new challenges for all of us and especially for Head Start families. As did many essential personnel, Head Start staff across the state responded with action! Program staff from different cities and towns networked to discuss creative strategies and partnerships to overcome the many challenges created by the pandemic.

For example, a Family Service Coordinator from the St. Vincent De Paul program in Baltimore developed a partnership with John Hopkins Hospital and Sacred Heart Church to provide food to families in need. Families have been receiving 30lb boxes of food delivered to their homes twice per week since May. The program continues to be active to support our families during this pandemic.

Stories like this are shared throughout the Head Start community and duplicated if necessary and possible in other communities across the state. Here are some pictures of staff in Calvert County creating family fun learning packets and food bags.

Stay tuned as we continue to bring you more stories about Head Start programs and families! If you need assistance, please log onto www.md-hsa.org.

Videos to Support Early Learning and Literacy

The Regional Educational Laboratory West (REL West) at WestEd has recently produced three short videos that include activities and ideas to support young children’s language and literacy development. The strategies can be used or adapted for distance learning, and may be especially helpful

for students whose home language is not English.

Interactive Writing Instruction Online with Young Children
Professor Nell K. Duke from the University of Michigan demonstrates how she uses an online interactive whiteboard to teach children how to collaboratively write a letter.

Interactive Readalouds: Learning from Books Together
This video models a readaloud

process, shares tips for asking effective questions for on-the-surface and deeper-dive discussions of books, and introduces a writing activity.

A Teaching Routine for Academic Vocabulary in Grades PreK-1
Watch a teacher use a simple 3-step routine for teaching new vocabulary to young children that includes lots of opportunities to practice using the new word in different ways.

A S S O C I A T I O N S



Maryland Association for the Education of Young Children

Membership in the Maryland Association for the Education of Young Children (MDAEYC) is open to any interested individual. As a proud affiliate of the National Association for the Education of Young Children, MDAEYC is here to help YOU on the journey to improve educational opportunities for all young children.

mdaeyc.org | [@mdaeyc1](https://twitter.com/mdaeyc1)

The Leading Men Fellowship is Looking For Applicants

The Leading Men Fellowship is helping to diversify the teacher pipeline by engaging young men of color (ages 18-24) in exploring a career in Early Childhood Education. Fellows are placed in a PreK classroom in Baltimore City and implement daily literacy interventions with their students. Through this year-long, residency-style program, Fellows become role models and change agents in their communities who support the growth of young students, while transforming the trajectories of their own lives. Find more information and our application [here](#). If you know a young man who would be a great fit for the program, please encourage him to apply! To make a referral, ask any questions, or have The Literacy Lab visit your school or organization to present this opportunity, please email Nick Picciotto at npicciotto@theliteracylab.org.



MSFCCA Mission:

The mission of the Maryland State Family Child Care Association (MSFCCA) is to educate, unify and advocate to strengthen the profession of family child care; enriching the lives of providers, children, families and communities.



MSFCCA Vision:

We envision MSFCCA as leaders and experts that empower and support family child care providers with continual professional growth, networking opportunities, and collaborative relationships with stakeholders in order to enrich Family Child Care.

msfcca.org | contact@msfcca.org | 240-994-0292

Professional Membership. Professional Development. Advocacy for the Profession.

The Maryland State Child Care Association (MSCCA) is the premiere professional association for licensed child care and early learning centers operating in Maryland and for associated businesses, individuals that support the mission of the Association.

Why Become a Member?

- ◇ Pay one affordable center membership fee and gain Professional Activity Units (PAUs) for your full staff
- ◇ Receive continuous, cutting edge communication through social media and emails



- ◇ MSCCA members have dedicated, registered state lobbyists
- ◇ Receive discounts on training and conferences
- ◇ Grant opportunities offered for members only

mscca.org | info@mscca.org | 410-820-9196 | Christina Peusch, Executive Director

PROFESSIONAL DEVELOPMENT

Are You Interested in Ways to Earn Professional Activity Units (PAUs) during COVID-19?

Staff that worked in an EPSA or EPCC program will be awarded two PAUs.

Documentation:

Providers must submit a written letter on the center letterhead from the director.

Here are some examples of PAUs that will be awarded automatically to providers:

- ◆ 10 years of working in child care - One (1) PAU
- ◆ 20 years of working in child care - Two (2) PAUs
- ◆ 30 years working in child care - Three (3) PAUs

Here are some examples of Professional activities providers can submit with a credential application:

- ◆ Board member - Two (2) PAUs
- ◆ Child care committee member - One (1) PAU
- ◆ Membership in a recognized child care association - One (1) PAU
- ◆ Newsletter - Two (2) PAUs
- ◆ Professional child care book club - One (1) PAU
- ◆ Judy Center partner - Two (2) PAUs

Here are some examples of PAUs providers can participate in virtually:

- ◆ Child care learning activities with children - Two (2) PAUs
- ◆ Participate on a committee in planning a virtual conference - One (1) PAU
- ◆ Conduct a child care training - Three (3) PAUs
- ◆ Attend a virtual national conference - Three (3) PAUs
- ◆ Peer support group - One (1) PAU
- ◆ Formal mentor for a student - Three (3) PAUs

Free Clock Hours and Networking



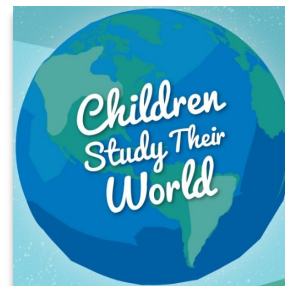
Kick off 2021 with MPT's Early Learning Social

Early educators, MPT invites you to **Early Learning Social**, a new virtual space to learn together as we explore topics and share resources that help make your job a little easier.

Join us on the first Thursday of each month for this professional development and networking series. Throughout the year we'll offer a range of FREE events, some that offer clock hours and others that offer fun and lively discussions. Visit Thinkport.org/social to view the schedule of events and to register.

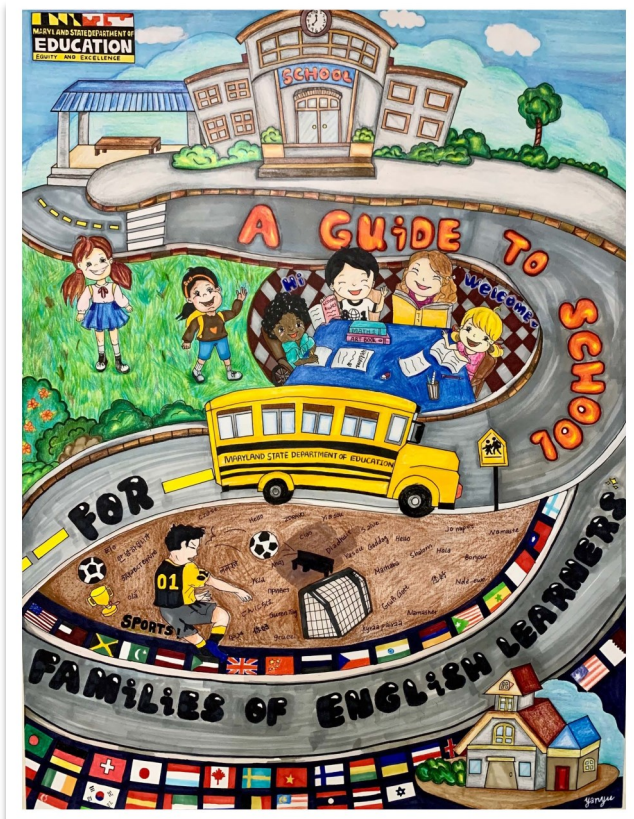
Best Practices for English Learners and Best Practices for Children with Disabilities

These new CSW Virtual Learning resources provide practical strategies to engage and interact with all learners during online instruction.



Virtual Learning resources are available now in the CSW Goes Virtual - Fall 2020 post in your iTunes U library.

Questions: email umdcsw@umd.edu



A Guide to School for Families of English Learners

In partnership with MSDE's Title III Office, the Maryland State Advisory Council for English Learners has released *A Guide to School for Families of English Learners* for families new to the country and families of English learners. This guide, which provides resources for families beginning in early childhood, has been developed to help families understand the school system and offers suggestions for how to support children's learning and family engagement. This guide provides information about Maryland's early childhood system, including how to enroll a child in early childhood programs, support transition to school, and connect parents and families to additional supports.

Available in Spanish and English.



Division of Early Childhood
Office of Child Care - J1014
200 West Baltimore Street
Baltimore, MD 2101-2595

IMPACT

A publication from the
Maryland State Department
of Education

Karen B. Salmon, Ph.D.
State Superintendent of Schools
Steven Hicks
Assistant State Superintendent
Division of Early Childhood
Brigadier General (BG)
Warner I. Sumpter (Ret.)
President, Maryland State Board of
Education
Larry Hogan
Governor
Alexis D. Washington
Editor-in-Chief

The Maryland State Department of Education does not discriminate on the basis of age, ancestry, color, creed, gender identity and expression, genetic information, marital status, disability, national origin, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs.

For more information about the contents of this document, contact:
Maryland State Department of Education
Division of Early Childhood
200 West Baltimore Street
Baltimore, MD 21201
Phone: 410-767-1000
Toll Free: 1-888-246-0016
410.333.6442 (TTY/TDD) Fax: 410-333-6226
www.MarylandPublicSchools.org