



A New Year and a New Hope

By Steven Hicks,

Assistant State Superintendent,
Division of Early Childhood

The last two years have been the most devastating for our state's child care system. As we lurch into 2022, it's hard to imagine things getting better. Over 800 child care providers in Maryland - mostly family child care programs - have fallen victim to economic and other impacts due to the pandemic and have closed forever. To stop the decline and provide assistance, the Maryland State Department of Education (MSDE) dispersed over \$157 million in child care stabilization grants to providers last fall, well ahead of most states. This was on top of the over \$60 million in pandemic relief grants distributed in May of 2020. Recovery seemed to be within our grasp, and then Thanksgiving brought a new threat: [Omicron](#).

This newest and most contagious variant of COVID-19 has already spread to nearly every state, including Maryland. While the country expanded the reach of the miracle vaccine to 62% fully vaccinated and 20% given a booster, the crisis has now

deepened with 55 million cases and over 820,000 dead in the United States. While Maryland reports over 70% fully vaccinated, it also saw a rolling average of more than 8,800 new cases a day on January 1, an increase of more than 560% over the last two weeks, according to a [New York Times database](#). The state now has over 700,000 cases and nearly 12,000 who have succumbed to the virus.



Child care programs in our state, however, continue to do better than most places where groups gather thanks to their continued devotion to the strong recommendations - even if not required - in MSDE/ Maryland Department of Health (MDH) [P-12 School and Child Care COVID-19 Guidance](#): wear masks, get a vaccine if age-eligible, limit visitors, keep cohorts together, take temperatures, socially distance, and more. While MSDE and MDH have relaxed almost all restrictions, programs that continue to adhere to these smart recommendations are not seeing their programs temporarily closed for 3 or more days.



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They are thriving, and the children and staff are doing well, like those I saw during my recent visit to Kay Cares Child Care Center in Prince George's County. Owner/director Oluwafunke Gbadamosi had left a thriving job in the financial sector to establish her own small business in her community. The pandemic has challenged her and Maryland's 7,170 other licensed child care providers to stay afloat. And yet, they continue to persevere. Fortunately, more financial support is soon on its way. The final federal relief grants disbursement for Maryland announced at the end of December, began in early January and provided over \$125 million to help stabilize Maryland's child care system.

Grant awards made to providers have a \$10,000 base amount and additional funds per-licensed child care slot (as of December 15, 2021) for child care providers serving infants and toddlers, participating in the Child Care Scholarship program, attaining Maryland EXCELS rating of 1-5, and based on the CDC's Social Vulnerability Index variables.

On January 17th, Governor Hogan announced an additional \$50 million in stabilization grant funding for child care. Read more about it on page 6. If you haven't started participating in the Maryland EXCELS program, accepting Child Care Scholarships, or enrolling in the Maryland Child Care Credential Program, you may be missing out on funding and resources that can help stabilize and grow your program.

Our intent is to provide every licensed child care provider with these critically needed funds. We hope that each family child care provider and center-based program director will take advantage of these unprecedented opportunities. Let's work together to stabilize Maryland's child care system and emerge from this devastating period better and stronger!

Healthy Beginnings Calendar for Parents & Families

MSDE has released Healthy Beginnings calendar. The calendar is full of helpful information and resources for parents, including information about developmental milestones, as well as programs and services that support both parents and their young children.

Parents can use this calendar to get some answers to questions they may have or get information to make choices during the early years of their child's life.

Each month a different child-related topic is highlighted – offering various program information and how to get more details.





Welcome

Amanda Holliday to the Early Learning Branch as a Prekindergarten Education Program Specialist. Contact her at amanda.holliday@maryland.gov.

Dr. Kisha Lee to the Division of Early Childhood as the ECE Systems Manager. She can be reached at kisha.lee@maryland.gov.

Purvi Patel to the Division of Early Childhood as a Financial Reporting Specialist. She can be reached at purvi.patel@maryland.gov.

Monique Dawkins to Maryland EXCELS as a Quality Insurance Specialist. She can be reached at monique.dawkins@maryland.gov.

Farewell

Michelle Young is no longer with the Maryland EXCELS Branch and MSDE.

Wendy Dantzer is no longer with the Collaboration and Program Improvement Branch and MSDE.

Takeisha Edmonds is no longer with the Preschool Development Grant team and MSDE.

Tresa Hanna has retired and is no longer with MSDE.

Paulette Roberson has retired and is no longer with the Office of Child Care and MSDE.

Alexis Washington is no longer with the Division of Early Childhood and MSDE.

New & Improved Early Childhood Website



The improved site comes with a totally new look and tons of new features including improved functionality and easier navigation.

Look for the new and improved DEC website to launch in March 2022.

The web address will change to **marylandearlychildhood.org**.

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 1-877-355-1229
Child Care Scholarship Program	CCSCentral2@maryland.gov
Maryland EXCELS	info@marylandexcels.org or marylandexcels.org

Director's Dugout

Caring for Your Child Care Business

By Jennifer Nizer,
Director of the Office of Child Care

As a former child care administrator, I remember that we wear many hats throughout the child care days; teacher, assistant, cook, plumber, social worker, cleaner, bus driver, and many others. While our focus should always be on children and families first, we sometimes forget to give attention to the business part of child care. Below are a few helpful tips to be prepared in different aspects of your child care business.

1. Do you have families receiving a Child Care Scholarship? If you do, one way to keep track of your family's scholarship expiration dates is to keep all scholarships together in a binder (electronically can work too) separated by expiration month. This will allow you to look ahead each month to see what families should be submitting redetermination paperwork to CCS Central 2. All families receive redetermination paperwork 45 days prior to their expiration date, but the child care administrator should also inform the families the scholarships are expiring. Sending reminders to families that they need to get their redetermination paperwork in before the expiration date will help families and will help your program by not having a break in service (as long as the family still meets eligibility requirements. Be aware that you are not guaranteed any previous scholarship amounts or future scholarship payments without a valid, current child care scholarship)

2. Is it that time of year for your annual licensing visit? Two months prior to your licensing month, go through all children's files and staff files to ensure paperwork is current and up to date. A few items to target are:

Children's Files

Emergency Cards: Have all families update their emergency cards, even if they just started, so that you know every card has a current "updated" date. Be sure the card is filled out

completely, initialed, and dated by the parent. Remember, the back of the Emergency Card should be filled out if there are any health concerns that would need specific attention or care.

Health Inventory: Be sure the physician's office has signed off on the health inventory and filled it out completely. Be sure the parent portion is also signed and filled out completely. Be sure to check for lead testing/screening requirements.

Immunizations: Be sure to check all immunizations, especially for children who should have had additional immunizations as they age.

Staff Files

Be sure all staff are up to date and current with training/professional development hours required annually.

Staff should have a new and updated medical form every 5 years for child care center staff and every 2 years for family child care providers.

First Aid and CPR certification that meets enrollment in the program.

All employees complete Basic Health and Safety training within 90 days of employment.

Program Requirements

Check your first aid kit to ensure all items on the checklist are present. The kit should only contain the supplies on the required list.

earlychildhood.marylandpublicschools.org/system/files/filedepot/3/1staidlist_dec132010_102114.pdf

Fire drills must be conducted and logged monthly. Disaster drills must be conducted twice annually.

Be sure that at least one staff person is trained in Medication Administration. At least one staff person trained must be on-site during all operating hours.



3. Is your program participating in Maryland EXCELS? Could your child care program benefit from receiving an annual bonus? If your program is part of Maryland EXCELS, remember you can always continue to work on increasing your rating. If you are not participating, now is the time! The Blueprint for Maryland's Future specifically addresses annual bonuses for child care programs that are published at a Level 2 through Level 5. Although the details of The Blueprint are still being discussed, child care programs that are Level 2 through Level 5 will be eligible to receive significant bonuses that will help you to increase and/or continue your high-quality program for children and families. Do not delay your participation in Maryland EXCELS. Please contact the Quality Assurance Specialist in your county, which can be found at earlychildhood.marylandpublicschools.org/system/files/filedepot/3/qa_specialists.pdf

4. Do your teachers need additional money for the amazing work they do every day? Do they need money to help pay for their training/professional development? If your teachers want to add to their salary annually and receive money for training and professional development, consider having a staff meeting where you discuss the Maryland Child Care Credential. You can explain the program and have everyone work together on submitting their applications to determine what level they are credentialed at. Each credentialing level has benefits for possible annual bonus amounts and training money available. Find out more information at earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/child-care-credential-program

If your staff want to go to earn an Associate's Degree, Bachelor's or Master's degree in early childhood education, or a related field, they can go for free! Find out more information on the Child Care Career and Professional Development Fund (CCCPDF) at earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/child-care-career-and-professional

5. Do you need help with evaluating, understanding, or starting strong business practices for your child care program? The Maryland EXCELS Quality Assurance Specialist (QAS) team has been offering "Strengthening Business Practices for Child Care Programs" training for family child care providers and for child care center administrators. The National Center on Early Childhood Quality Assurance trained the QAS on this new training-of-trainers curriculum series over the last 2 years. The QAS now has the tools to deliver business training to center-based and family child care providers through this series. The training content and activities are designed to strengthen providers' foundational knowledge of sound fiscal management and business operations. The training-of-trainer series contains four modules of business practices content: " Budgets, Projections, and Planning " " Financial Reports and Internal Controls " " Marketing for Child Care Programs " " Staff Recruitment and Retention for Center-based Child Care Programs. Please contact your QAS for more details on future training available.

In closing, there are many ways to increase your knowledge, skills, and development of business practices and procedures to ensure you have a program that is not only child and family-focused but is also a successful business operation that focuses on operational requirements, recruitment, and retention, fiscal responsibility, and high-quality programming.

Governor Hogan Announces \$50 Million For Additional Child Care Stabilization Grants



On January 17th, Governor Larry Hogan announced that the State of Maryland will provide an additional \$50 million in grant funding to support child care providers during the COVID-19 pandemic.

“Child care is one of our most essential services, and keeping facilities open and available to parents with minimal disruption is a top priority,” said Governor Hogan. “We want to thank our providers for all of their efforts, and we look forward to working closely with them to allocate this critical relief.”

The [Maryland State Department of Education](#) has administered two rounds of stabilization grants utilizing \$285 million of federal funding. With federal funds exhausted, the governor is taking action in his Fiscal Year 2023 budget to extend the program and provide additional relief to providers.

Grant funds can be used to cover expenses associated with providing, or preparing to provide, child care during the COVID-19 pandemic, such as personnel costs, rent or mortgage payments, Personal Protective Equipment (PPE), mental health support for children and employees, as well as prior expenses.

The governor’s FY 23 budget will also support child care providers by committing:

- \$5.2 million to support child care staff with **attaining credentials**;
- \$5 million for awards to providers who **participate in Maryland EXCELS**;
- \$3 million for continued support of local Head Start programs; and
- \$1 million for the Child Care Accreditation Support Fund, which assists child care providers with the costs of **achieving accreditation**.



WEBSITE	1	Visit the Division of Early Childhood's websites to get information on funding opportunities, regulation updates, COVID-19 guidance, and everything else child care related.
TUESDAY TIDBITS	2	Tuesday Tidbits is a bi-weekly email sent to licensed care providers packed with news, announcements, deadline reminders, and other time-sensitive messages.
SOCIAL MEDIA	3	Follow @md_early_ed on Twitter, Instagram and Facebook for valuable child care and early education information and tips.
REGIONAL OFFICES	4	Regional Licensing Offices are responsible for all child care licensing activities in their geographical areas.
LICENSING SESSIONS	5	The Office of Child care hosts monthly listening session to update providers and answer provider questions.

Visit earlychildhood.marylandpublicschools.org and marylandchild.org for more information.

Stabilization Grant Help Center



What is a stabilization grant?

A stabilization grant is the way the federal government provided financial relief to child care providers to help defray unexpected business costs associated with the pandemic, and to help stabilize their operations so that they may continue to provide care.

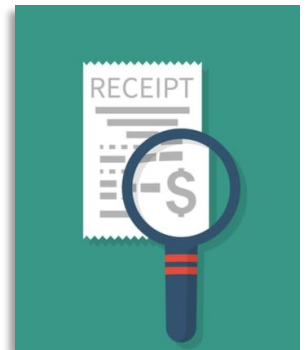
Stabilization grants **DO NOT** have to be repaid as long as you meet all of the required certifications listed on the grant application.

How to Spend Stabilization Grant Funds & Show Expenses

Applicants certified to comply with the [certifications](#) during the application process, once they have received the funding and throughout the grant term.

Information on each category in the application with a definition of the category and how to show expenses.

- [Personnel costs, benefits, premium pay, and recruitment and retention](#)
- [Rent or mortgage payments, utilities, facilities maintenance and improvements, or insurance](#)
- [Personal protective equipment, cleaning and sanitation supplies and services, or training and professional development related to health and safety practices](#)
- [Purchases of, or updates to, equipment and supplies to respond to COVID-19](#)
- [Goods and services necessary to maintain or resume child care services](#)
- [Mental health supports for children and employees](#)
- [Past expenses](#)



This [tracking tool](#), created by First Children's Finance, is designed to be adapted by providers to meet their needs. It lists all possible categories of expenditures and provides a tool for tracking expenditures for a 12-month period. (This is for your personal records and recordkeeping.)

All About Taxes

All programs that receive a Child Care Stabilization Grant will receive a 1099-G for grant funds received.

Form 1099-G reports amounts issued by a government entity that may be taxable to you.

Every child care provider's situation is unique and states may release additional requirements or restrictions, providers should always consult a tax professional to obtain advice specific to their own unique situation.

In a [webinar](#) hosted by the Office of Child Care Technical Assistance Network, national family



child care business expert Tom Copeland provided an overview of the stabilization grants and how family child care homes can handle the tax implications. The tax implications of the grants depend on several factors, namely, how the provider uses the funds, the provider's household income, and possibly the state in which they live. Family child care providers must report any portion of the stabilization grant that they use to pay themselves as taxable income on their federal and state income tax return.



Office of Child Care

MARYLANDCHILD.ORG

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/2vIa6Tf>

Licensing

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

Maryland EXCELS

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

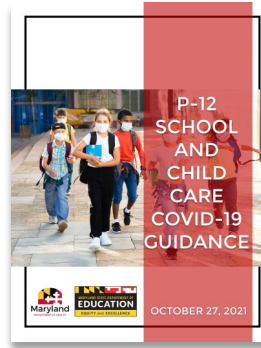
The COVID-19 Training Will Continue to be Available



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.

Consolidated Health and Safety Guidance for Child Care Facilities



The health and safety guidance for child care facilities is 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 date on the first page of the document 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 latest COVID-19 Guidance.](#)

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/mdearlyed

instagram.com/md_early_ed

Assistant State Superintendent,

Steven Hicks

twitter.com/stevenhicksmsde



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Family Engagement

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MarylandEXCELS



FUNDING
NOW
AVAILABLE

ARE YOU
INTERESTED IN
PURSUING A
MASTERS
DEGREE?

APPLICATION DEADLINE:
MARCH 1, 2022

- Funding is available through the Child Care Career and Professional Development Fund (CCCPDF) for providers to pursue a masters degree in one of the approved areas.
- Priority will be given to current students who are graduating with a bachelor's degree.
- Service Commitment: **6 years** in a **licensed** child care facility.
- To submit an application, all applicants must first contact the CCCPDF Coordinator at a participating University.

For more information, visit: <https://earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/child-care-career-and-professional>





Child Care Scholarship Provider Payment Tips

- 1) **Only Enroll a Child Upon Receipt of an Active Scholarship.** If a provider is expecting payment from the Child Care Scholarship Program, you must have a scholarship. A scholarship authorizes child care payment. Do not begin or continue care without an active scholarship, unless the parent is willing to pay the full cost of child care.
- 2) **Never Provide Services Before or After the Effective Dates on the Scholarship.** Payment will not be made before the start date or after the end date on a scholarship.
- 3) **Return Completed Scholarships Immediately.** You will not receive an invoice unless you submit a completed scholarship to CCS Central 2. Submitting scholarships by email is the best submission method. (email: CCSScholarships@maryland.gov).
- 4) **Always Interview the Parent(s) Before Enrollment.** Review with the parent the Statement of Responsibilities and your programs policies and procedures. Confusion is reduced when all parties understand what is expected.
- 5) **Always Review and Submit Invoices Immediately.** Review invoice for accuracy. Do not alter the invoice in any manner. Submitting the invoice is what generates payment. Submitting the invoice by email is the best submission method. (email: CCSInvoices@maryland.gov)
- 6) **Always Keep Accurate Records on Each Parent.** Remind parents 45 days prior to their scholarship end date that they must submit a new application and documentation to CCS Central. If they do not submit the application prior to the end date their case will be closed and you will not receive payment.
- 7) **Understand What Stops or Delays Payment.** Failure to submit invoices equals no payment. Child care providers cannot receive scholarship payment unless licensed and participating in Maryland EXCELS. If your license changes in any way, contact the Maryland EXCELS Quality Assurance Specialist in your region.
- 8) **Know How to Confirm CCS Central 2 Received Your Invoice.** Allow 5 days for the Interactive Voice Recognition (IVR) system to recognize your invoice has been received. If the IVR does not state your invoice was received after 5 days, select the phone option to have your call transferred to a CCS Central 2 customer service representative or use the Provider Inquiry Link found on Money4ChildCare.com for further assistance. DO NOT send your invoice multiple times, this will delay processing.
- 9) **Check Income Guidelines for the Child Care Scholarship Program.** Families already enrolled within your child care program may now qualify for assistance. Help all families know about the income level changes and how simple it is to apply for Child Care Scholarship.
- 10) **Use the Provider Inquiry Link when you have questions about payment accuracy.** Using the link helps you to provide the information that is needed for CCS Central 2 to accurately research your questions and concerns. You will receive a response by email within 3 business days of all emails sent before 5 p.m., Monday – Friday.




Very Important Reminder


When selected for an Attendance Audit, child care providers must respond on or before the Attendance Audit deadline or the amount of payment for the service period selected for the attendance audit will be collected as an overpayment.

Child care providers receiving payment from the Child Care Scholarship Program must complete daily sign-in and sign-out sheets. Only submit a copy of the sign-in and sign-out sheets, if requested by CCS Central 2.

UPDATE YOUR CONTACT INFORMATION FOR THE CHILD CARE SCHOLARSHIP PROGRAM

Use the following contact information when submitting child care provider payment and the Child Care Scholarship related materials:

CHILD CARE PROVIDERS			
	Where to Submit Forms	Where to Submit Forms	Where to Submit Forms
	Invoices	Signed Scholarships Provider Overpayments	Attendance Audit Documents
Fax	202-478-5117	202-478-2102	202-478-5117
E-mail	CCSInvoices@maryland.gov	CCSScholarships@maryland.gov	CCSAudits@maryland.gov
Mail	CCS Central 2 PO BOX 346022 Bethesda, MD 20827	CCS Central 2 PO BOX 346031 Bethesda, MD 20827	
Toll Free Number: 1-877-227-0125			

CHILD CARE SCHOLARSHIP CUSTOMERS (PARENTS)		
	Where to Submit Forms	Where to Submit Forms
	Child Care Scholarship Applications Supporting Documents Parent Overpayments	Signed Scholarships
Fax:	202-478-2102	202-478-2102
E-mail:	CCSCentral2@maryland.gov	CCSScholarships@maryland.gov
Mail:	CCS Central 2 PO BOX 346031 Bethesda, MD 20827	CCS Central 2 PO BOX 346031 Bethesda, MD 20827
Toll Free Number: 1-877-227-0125		



The **Credentialing Branch**, the branch of the OCC responsible for improving the workforce through education, quality learning opportunities and alternative pathways for teacher certification, is now the **Workforce Advancement Branch**.

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



The Credential Program telephone number is 1-877-355-1229.

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 Workforce Advancement Branch Programs

Effective January 3, 2022, the applications below must be submitted using via [Maryland OneStop](http://MarylandOneStop.com). Applications for the following programs should not be mailed to MSDE. All other methods of submission have ended.

Maryland OneStop is the central hub for Maryland State licenses, forms, certificates, permits, applications, and registrations.

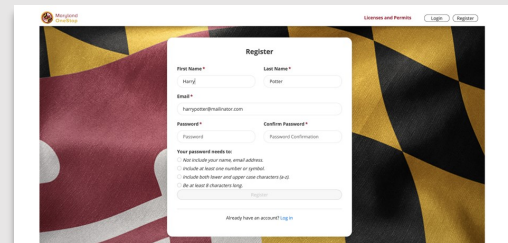
- ◆ [New and Continuing CCCPDF Applications](#)
- ◆ Training [Voucher](#) and [Reimbursement](#)



Setting up a OneStop Account

Go to onestop.md.gov to register an account.

1. Once you are on the OneStop site, click the “Register” button in the upper right corner and complete the fields of information.



2. A confirmation link will be sent to your email address to verify your account.

3. Verify your email address by clicking the corresponding link.

4. You will be redirected to the OneStop homepage.

5. Log into your account using the information used to register your account.

6. You now have successfully logged in to and created a Personal account.



Don't Miss Out on Money

It Pays to Be a Credentialed Child Care Provider

Credentialed Maryland child care providers are eligible for up to **\$43,000** in bonuses and incentives annually.

Maryland child care providers who choose to participate in the Maryland Child Care Credential Program can receive:

Achievement Bonuses

- Training Vouchers & Reimbursement
- Tuition Assistance



Money in providers' pockets!

Upon successful completion of the requirements, participants receive a one-time-only achievement bonus and become eligible for annual bonuses as they advance to higher levels.

Training to get more money into providers' pockets!

As providers complete training, they can advance to a higher credential making them eligible for more money in their annual bonus. Child care providers participating in the Credential Program at Level Two or higher are eligible for training vouchers or reimbursement for approved training. During every 12 months of participation, up to \$400 is available to program participants to pay for the cost of training.

Money for college!

The Child Care Career and Professional Development Fund (CCCPDF) is a tuition assistance program that pays the tuition and fees in full for credentialed child care providers at participating colleges/universities in Maryland. The program also pays for books and an electronic device for the participant.

Here is how much a provider can receive **each year** in bonuses and incentives for being credentialed:

- Bonus:** Up to \$1500
- Paid training:** Up to \$400
- College expenses:** Up to \$41,000*

That is almost **\$43,000** a year—it pays to be a credentialed child care provider!

Learn more about the Maryland Child Care Credential Program and how to take advantage of bonuses at earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/child-care-credential-program.

*Amount based on participating Maryland college/university with highest tuition rates.

Credentialed Providers

July 1, 2020 - June 30th 2021

Child Care Teachers

Credential Level	Numbers
Admin Level 1	126
Admin Level 2	16
Admin Level 3	5
Admin Level 4	79
Staff Level 1	426
Staff Level 2	383
Staff Level 3	1,449
Staff Level 4	1,247
Staff Level 4+	195
Staff Level 5	737
Staff Level 6	1,234
TOTAL	5,897

Family Child Care Providers

Credential Level	Numbers
Admin Level 1	33
Admin Level 2	2
Admin Level 3	0
Admin Level 4	14
Staff Level 1	21
Staff Level 2	39
Staff Level 3	103
Staff Level 4	146
Staff Level 4+	83
Staff Level 5	89
Staff Level 6	80
TOTAL	610

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 2021-22 school year. The next deadline to apply for the Child Care Career and Professional Development Fund is **March 1, 2022.**

Helpful tips for preparing to apply for the CCCPDF:

- [Review program information online](#)
- Apply to the participating college of your choice
- Continuing students must schedule a meeting with the CCCPDF Coordinator to review their application before submitting to MSDE
- Apply for FAFSA (see a 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](#).



The Workforce Advancement Branch celebrates **74** graduating participants of the Child Care Career and Professional Development Fund. Through their hard work and dedication, participants have earned one of the following degrees from one of 24 participating Colleges and Universities in the State of Maryland.

Degrees earned:

- Associates of Arts (AA)
- Associates of Arts in Teaching (AAT)
- Associates of Applied Sciences (AAS)
- Bachelors of Arts (BA)
- Bachelors of Science (BS)

Concentration areas:

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

Join us as we celebrate our graduate’s commitment to increasing the quality of education for Maryland’s youngest learners. Congratulations 2021 graduates on your well-deserved success and best wishes on your future endeavors!

~Workforce Advancement Branch

Anne Arundel Community College

Katlyn Harley-AAS, Early Childhood Development
 Jacqueline Bowers-AAS, Early Childhood Development
 Lisa Martinez-AAS, Early Childhood Development
 Christine Westphal-AAS, Early Childhood Development

Baltimore City Community College

Nikia Morris-AAS, Early Childhood Education
 Stephanie Smith-AAS, Early Childhood Education
 Tyesha Morris-AAS, Early Childhood Education

Carroll Community College

Aislinn Canavan-AAT, Early Childhood Development
 Sarah Todd-AAT, Early Childhood Development
 Crystal Volz-AAS, Early Childhood Development
 Emma Bowen-AAT, Early Childhood Development
 Tiffany Rhoten-AAT, Early Childhood Development

Chesapeake College

Michelle Wheatley-AAS, Early Childhood Development
 Laurie Davis-AAS, Early Childhood Development

College of Southern Maryland

Elisabeth Lyautey-AAS, Early Childhood Development



Community College of Baltimore County

Nicole Bastfield-AA, Teacher Education
 LaShauna Sanders- AA, Teacher Education
 Annette Welling-Cary-AA, Teacher Education
 Kimberly Epps-Greene-AAS, Early Childhood Development
 Patsy Froneberger-AAS, Early Childhood Development
 Christina Kesting-AAT, Early Childhood/Early Childhood Special Ed.
 Natalia Vladimoria-AAT, Teacher Education

Frederick Community College

Rebekah McCarty-AAS, Early Childhood Education

Hagerstown Community College

Erika Deatrich-AAT, Early Childhood/Primary Grades
 Sharon Peterson-AAT, Early Childhood/Primary Grades
 Sydney Jarvis-AAT, Early Childhood Education
 Caroline Brunelle-AAT, Elementary Education



Harford Community College

Ruth Gill-AAS, Early Childhood Education
Theresa Jenkins-AAS, Early Childhood Education
Danielle Pritchett-AAS, Early Childhood Education

Howard Community College

Laura Bergstrom-AAS, Early Childhood
Irene Berry-AAT, Early Childhood Education
Nicole Clark-AAS, Early Childhood Education Development
Kellie Hendley-AAT, Early Childhood Education
Lisa Mccourry-AAS, Early Childhood Education
Tracey Jones-AAS, Early Childhood Development
Jamie Seymour-AAS, Early Childhood Development
Casey Taylor-AAS, Early Childhood Development
Dominique Washington-AAT, Early Childhood Development
Ryan Wells-AAS, Early Childhood Development
Abby Poole-AAS, Early Childhood Development

Montgomery College

Ana Rodriguez-AAS, Early Childhood Education
Amy Betts-AAS, Early Childhood Education
Angel Bias-AAS, Early Childhood Education
Josephine Chan-AAS, Early Childhood Education
Zsuzsanna Juhaszne Jenei-AAS, Early Childhood Education
Zoila Mayorga -AAS, Early Childhood Education
Thomas St. Clair-AAT, Elementary Education
Katrice Paris-AAS, Early Childhood Education
Roseangela Patelo-Honorary Graduate, 1-year certificate-Early Childhood Education

Prince George's Community College

Keanna Taylor-AAS, Early Childhood Education
Oluwafunke Gbadamosi- AAT, Early Childhood Education/Early Childhood Special Education

Wor-Wic Community College

Mya Perry-AAS, Early Childhood Education
Patricia Christopher-AAS, Early Childhood Education
Shanell Niles-AAS, Early Childhood Education
Julie Fisher-AAS, Early Childhood Education

Coppin State University

Angela Wills-B.S., Human Development
Kateri Weldonin-B.S., Human Development
Ondrea Ward-B.S., Elementary Education

Frostburg University

Morgan Ferneyhough-BS, Early Childhood Education

Notre Dame of Maryland University

Kristen Raley-BA.LSE.SPE, Elementary Education and Special Education
Gabrielle Thompson-BA.LSE.SPE, Elementary Education and Special Education
LaTrondra Jenkins-BA.LSE.ECE, Elementary Education and Early Childhood Education
Alexandra Grimm-BA.LSE.ELE, Elementary Education and Early Childhood Education
Robert Trott-BA.LSE.ELE, Elementary Education and Early Childhood Education
Aletheia McCaskill-BA.LSE.ECE, Elementary Education and Early Childhood Education
Helen Banting-BA.LSE.ELE, Elementary Education and Early Childhood Education

Salisbury University

Jennifer Seilhamer-B.S., Early Childhood and Elementary Education
Aja Cunningham-B.S., Early Childhood Education
Allison Hall-B.S., Early Childhood Education
Leah McGee-B.S., Early Childhood Education

Towson University

Paige Durkee-B.S., Early Childhood Education
Marley Gambrell-B.S., Early Childhood Education
Taylor Stracke-B.S., Early Childhood Education



Training Voucher 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.

Training Reimbursement - National Conference Attendance



Continuing Education Units (CEUs) are required to verify attendance at virtual and in-person national conferences. Verification will be required for credentialing purposes as well as for training reimbursement.

Where to find approved training and trainers...

Child Care Providers can find training through the [Maryland Child Care Training Calendar](#).

[Approved Online Training Organizations](#)

[Approved Independent Trainers](#)

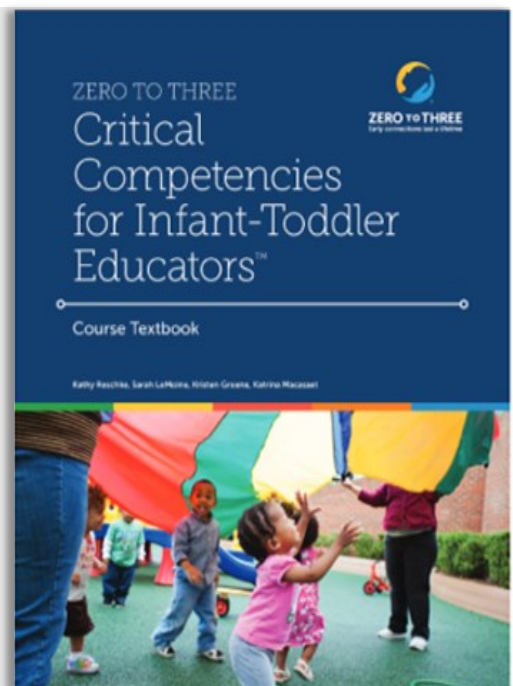
[Approved Training Organizations](#)

Calling all 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.

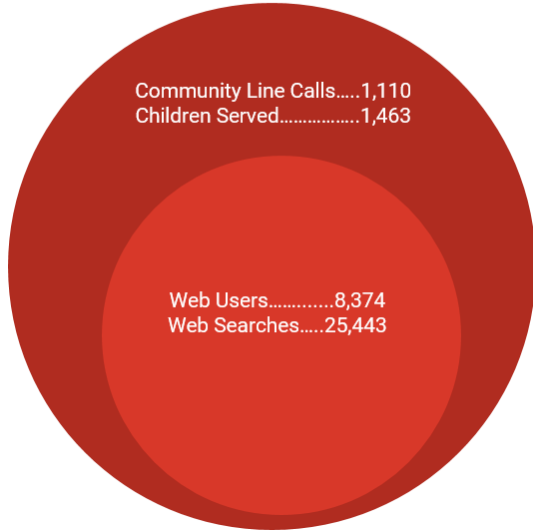
Providers credentialed at a level 2 or higher are eligible to apply for a training voucher to attend the 45-hour Critical Competencies training.

For more information, visit: <http://infanttoddlercc.com>

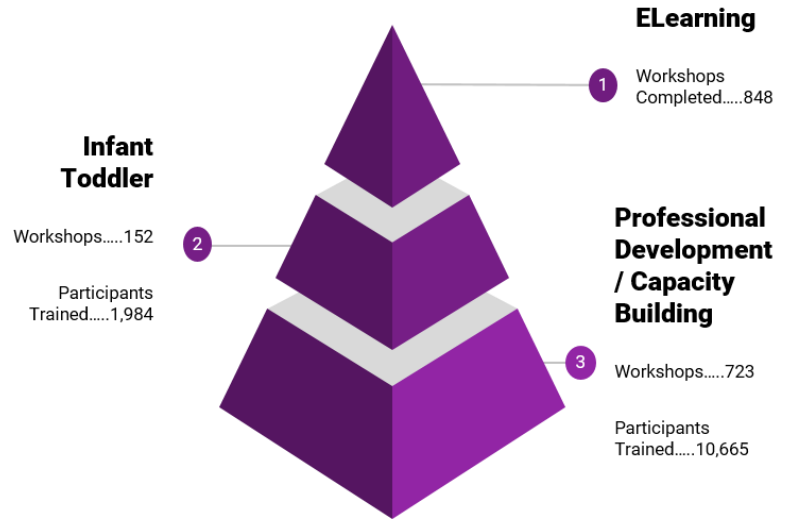


State Coordinating Entity and the Maryland Child Care Resource Center Network

LOCATE

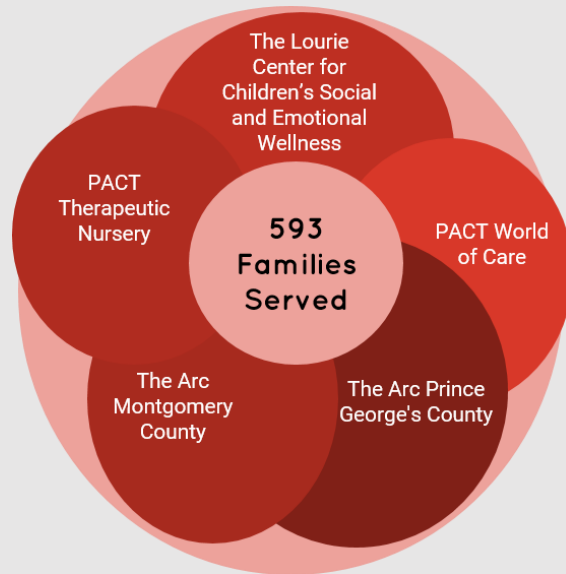


TRAINING



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.

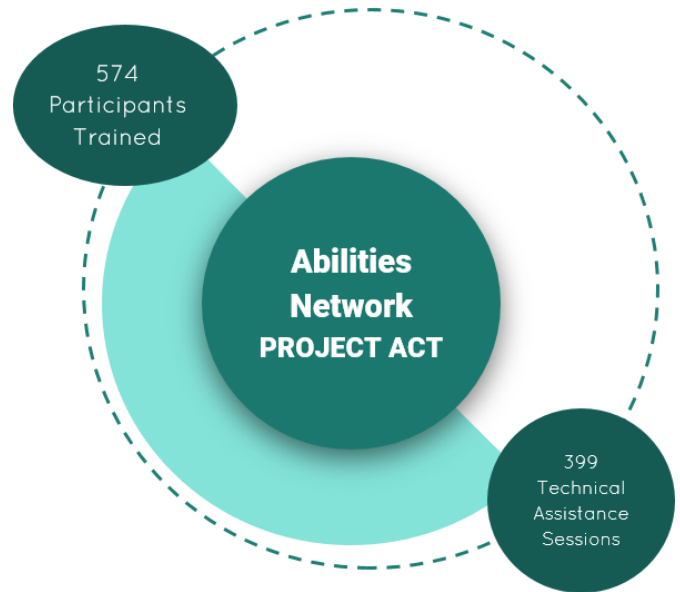


The Maryland State Department of Education, Division of Early Childhood will provide funding to support child care providers with obtaining their Child Development Associate® (CDA) Credential™ from the Council for Professional Recognition. This initiative was funded through the PDG B-5 Grant and through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

CDA Vouchers Issued and Redeemed				
As of September 5, 2021				
	Initial	Renewal	Publication	Total
Number of Vouchers Issued	299	59	299	657
Vouchers Redeemed				
	Number Redeemed	Amount	Totals	
Initial Assessment Fee	58	\$425.00	\$24,650.00	
Renewal Fees	33	\$125.00	\$4,125.00	
Publication Order	103	\$33.00	\$3,399.00	
Totals Redeemed as of September 5, 2021			\$32,174.00	

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.



TRAINING UPDATES

- * All restrictions for face-to-face training have been lifted. Please continue to follow CDC and county guidelines.
- * Virtual training will continue.

ROUND UP THE CREW Save the Date!

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BRAINS AT WORK

HAPPY RETIREMENT

A Tribute to Paulette Roberson

Farewells are sad, so instead of saying goodbye, I'll focus on the positive. On your departure, I'd like to thank you for sharing your experience. I wish you nothing but the best in your next chapter. May good luck follow you on your new journey!

-Patricia Deal, Licensing Supervisor

Dear Paulette, I will not forget your common sense, professional, problem-solving skills. You have been supportive and sensitive to provider and parent concerns while navigating the state bureaucracy. Thank you for your service. Wishing you all the best in retirement!

-Meg McFadden, Executive Director of Fitness Fun and Games



Leader, Inspiration, Mentor, and Queen of Witty remarks are just a few words to describe Paulette! For over 7 years, Paulette served as my Licensing Supervisor and taught me so much about how to protect the health, safety, and welfare of children.

Thank you for always being there for me, the staff, and the entire Baltimore City Provider community! Your support and friendship have been irreplaceable! Cheers to 25 years of State Service ensuring Maryland's Children are safe!

You will be missed but your legacy will live on!

-Crystal Warren, Licensing Specialist

I wish Ms. Roberson the best, as she embarks upon another milestone in her life. She has given many years of service for the betterment of the child care community, for this we are grateful. She was always willing and eager to assist me, whenever I called. As the Technical Assistance Coordinator for The Baltimore City Child Care Resource, I really appreciated her expertise. Thank you, Ms. Roberson, and enjoy your retirement, it is well deserved!

-Carol Powers, Technical Assistance Coordinator, BCCRC @ The Family Tree

What does it take to become a strong reader?



Phonological Awareness: Phonological awareness is a set of critical pre-reading skills: the ability to hear, identify, and play with the sounds in spoken language—including rhymes, syllables, and phonemes.

Parents and teachers can make a big difference in helping their children become readers by practicing these pre-reading oral skills at home and at school. Children with strong phonological awareness skills are ready to become readers. Some activities that support this development are:

- Identifying words that rhyme
- Counting the number of syllables in a word or in familiar names
- Recognizing alliteration (words with the same beginning sound)
- Segmenting (breaking) a sentence into words
- Recognizing and playing with the individual sounds (phonemes) in spoken words.

How to promote phonological awareness:

1. *Rhyme time* “I am thinking of an animal that rhymes with big. What’s the animal?” Answer: pig. What else rhymes with big? (dig, fig, wig).
2. *Body part rhymes* Point to a part of your body and ask children to think of a rhyming word. For example, what rhymes with hair? (bear). What rhymes with eye? (pie) What rhymes with head? (bed). Make it more challenging by asking for two or three rhyming words. Nonsense words count, too!

Clap it out Practice listening for syllables. Explain to children that syllables are the big chunks in words as you say them: some words have one syllable (hat), some have two (apple), and some have three or more (banana).

You can actually feel syllables! Have children put their hands under their chins and say the word slowly so they can feel when their mouth goes down. Be sure to ex-

plain that each time their chin goes down; they are saying another syllable or part of the same word.

Think of everyday words children know (for example: apple, baby, toothbrush). Tell them that you’ll both clap the number of syllables in each word. Show them how to clap one time as you say each syllable. Children also love clapping their name! *Tongue ticklers* Alliteration or “tongue ticklers” where the sound you’re focusing on is repeated over and over again. This can be a fun way to provide practice with a sound. Try these:

For M: Miss Mouse makes marvelous meatballs!

For S: Silly Sally sings songs about snakes and snails.

For F: Freddy finds fireflies with a flashlight.

“I Spy” first sounds Practice beginning sounds with this simple “I spy” game. Choose words with distinctive, easy-to-hear beginning sounds. For example, “I spy something red that starts with the “s” ssss sound (soap).”

Write it out Write dashes on chart paper to indicate the number of words in a sentence. For example, tell children “Today is Monday”. Write 3 dashes on the paper and point to each dash as you say each word. Then, fill in the words to complete the sentence. The goal of this activity is not to have children read the words, rather, to have them identify words as part of a sentence.

Excerpted from: Reading Rockets. 2021. Phonological and Phonemic Awareness: Activities for Your Pre-K Child. [online] Available at: <<https://www.readingrockets.org/reading-101-guide-parents/prek/phonological-and-phonemic-awareness-activities-your-pre-k-child>>

New WIDA Early Years Resource!

Making Connections Maryland

A document designed specifically for Maryland which aligns State standards with WIDA Standards. It also provides language-focused teacher planning templates to facilitate lesson planning for providers. It concludes with a "vignette" demonstrating how a provider implements the resources and standards in an EC learning environment. A link can be found on the MSDE WIDA Early Years webpage:

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

Study finds causal link between conversational turns and socioemotional development in babies

By The LENA Team

LENA[®]

Building brains through early talk

Researchers at the Pontificia Catholic University of Chile have found that the number of conversational turns a

child experiences at 18 months of age predicts socioemotional competencies at 30 months of age. The paper, co-authored by Esteban Gómez Muzzio and Katherine Strasser and titled "Language and socioemotional development in early childhood: The role of conversational turns," was published in the April 2021 issue of the journal *Developmental Science*. This marks the first peer-reviewed study to demonstrate a link between conversational turns and socioemotional development using LENA.

Many previous studies have drawn connections between the quantity of conversational turns in infancy and later linguistic and cognitive skills. For instance, LENA's 2018 [longitudinal study](#), published in the journal *Pediatrics*, showed that the conversations children experience as

babies correlate 10 years later with their IQ, verbal comprehension, vocabulary, and other language skills.

Importantly, Gómez Muzzio's and Strasser's paper has taken a novel direction, determining that babies' language environments predict their socioemotional skills one year later.

Gómez Muzzio said that this correlation between conversational turns and socioemotional development seemed intuitive to him from the outset, that his own experiences as a father of three were revelatory.

"I was looking to my children when they were babies and started to think about how my responding to their vocalizations were connected to emotions," he said. "I had an epiphany: Why are we, socioemotional researchers, not paying attention to turns in conversation, even before the children have developed vocabularies?"

Now, he says, they have the hard data to support that intuition.

[Read and learn more about the study.](#)

How to Spend Stabilization Grant Funds & Show Expenses



Stabilization Grants applicants certified to comply with the [certifications](#) during the application process, once they have received the funding and throughout the grant term.

Information on each category in the application with a definition of the category and [how to show expenses is available online.](#)

Free Registered Nurse Consultant Available for Maryland Child Care Programs Serving Children with Medical Special Needs



More than ever before, health and safety are top concerns for parents when choosing child care for their children with

special healthcare needs. That's why the Maryland Family Network's (MFN) Registered Nurse Consultant is ready to help you support the families who call your child care program their second home.

Our Registered Nurse Consultant has experience in both child and community health and early care and education. This is a free program available for all licensed child care providers in Maryland who are caring for a child with special healthcare needs. When you take advantage of MFN's free Registered Nurse Consultant program, you will:

- Have a competitive edge over your competition;
- Develop strategies for inclusion of children with special health care needs;
- Create healthier and safer learning environments;
 - Increasing you staff's knowledge and comfort with supporting children with special healthcare issues;
 - Providers will also receive a letter of support for one (1) Professional Activity Unit (PAU).

Child care is essential to the health of our communities. Contact us today to learn how a Registered Nurse Consultant can benefit your program and the families you serve. Call MFN's LOCATE: Child Care Special Needs service at 410.659.7701 ext. 286 or call MFN's LOCATE Provider Line 866.752.1614.

Simple Ways to Cope and Practice Self-Care

From "Don't Stop Believin'" by Journey to "Happy" by Pharrell Williams, music has always been a way to inspire hope and uplift our minds. Music makes us, well, feel happy. Through music, we find ways to connect during difficult times. Remember: we are all in this together. Use the "My Ultimate Coping Playlist" below in five ways:

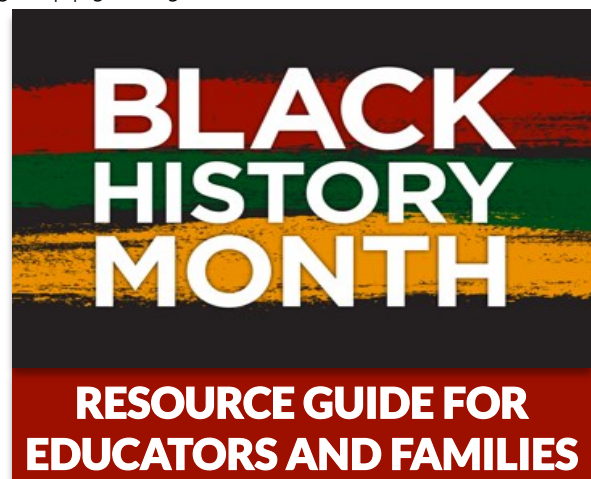
- Create a "Positive Music Playlist."
- Download "My Ultimate Coping Playlist."
- Complete the categories on the document.
- Share with parents, families, friends, and co-workers.
- Select songs from the playlist to manage stress.

What are Examples of Happy Songs?

- Positive Vibes Playlists
- Don't Worry, Be Happy by Bobby McFerrin
- Happy by Pharrell Williams
- Don't Stop Believin' by Journey
- Lovely Day by Bill Withers
- We are the World by USA for Africa
- I'm Still Standing by Elton John
- Dancing Queen by ABBA
- Walking on Sunshine by Katrina and the Waves
- All-Star by Smash Mouth
- I Gotta Feeling by Black Eyed Peas
- (I Got You) I Feel Good by James Brown

Share your happy songs and photo with @MDEngageEarly

on [Facebook](#), [Twitter](#) and [Instagram](#). #MyHappySongs



**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



**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.](#)

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



Membership in the Maryland Association for the Education of Young Children (MDAAYC) is open to any interested individual. As a proud affiliate of the National Association

for the Education of Young Children, MDAAYC is here to help YOU on the journey to improve educational opportunities for all young children.

mdaeyc.org |  @mdaeyc1

Calling All Maryland Early Educators!



The Council for Professional Recognition, Maryland State Department of Education and Maryland Family Network have partnered to offer funding to help you earn or renew your Child Development Associate® (CDA) credential. Join the community of nearly 1 million early educators that have demonstrated their commitment to ECE for over 45 years!

Here's what you need to know...

ELIGIBILITY All registered family child care providers and licensed child care center staff who work in Maryland.

COST CDA® funding covers: (a) \$425 initial online assessment fee; (b) \$125 renewal online application fee; (c) \$33 for *The Child Development Associate® (CDA) National Credentialing Program and CDA® Competency Standards* book for the following settings: Preschool, Infant-Toddler and Family Child Care.

DEADLINE Funding is limited, we encourage you to submit applications as early as possible.

Learn more and apply by visiting:
www.marylandfamilynetwork.org/providers-cda



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Developmentally Appropriate Practice, Updated: Training and Resources

The National Association for the Education of Young Children (NAEYC) recently updated the position statement on Developmentally Appropriate Practice (DAP). [The DAP Position Statement](#) is a core resource for all educators working with young children. The new edition states:

“Each and every child, birth through age 8, has the right to equitable learning opportunities—in centers, family child care homes, or schools—that fully support their optimal development and learning across all domains and content areas. Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children’s delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children’s joyful learning and maximize the opportunities for each and every child to achieve their full potential.”

While the statement itself is brief, its implications for early childhood educators’ work is far-reaching. NAEYC and MDAEYC have resources to help teachers unpack DAP and use it in their work. NAEYC is offering a one-hour virtual training: [Developmentally Appropriate Practice: What Do Teachers Need to Know?](#) Also, the [DAP position statement paper](#) is the long-form resource on DAP for educators. Finally, [MDAEYC’s blog post](#) highlights the commitment to equity embedded in DAP.

To learn more and explore ways to ignite your renewed commitment to DAP, [join NAEYC and MDAEYC today](#) and take the [one-hour virtual training](#) at the discounted membership rate.

New Web Page and Resource for Infant and Toddler Educators and Caregivers in Maryland

The Maryland Child Care Resource Network’s Infant & Toddler Coaches will be providing a new landing page on the Maryland Family Network’s website specifically for those who educate and care for infants and toddlers in the state of Maryland. Here you will find ways to connect with your local Infant and Toddler Coach, resources specific to your needs, upcoming infant and toddler professional development opportunities, and newsletters with up to date research and infant and toddler happenings.

Maryland’s Infant and Toddler Coaches provide targeted services to the child care community working with Maryland’s youngest learners. They provide opportunities for professional development and coaching targeted specifically to the care of infants and toddlers from birth to age 3. They share information on developmentally appropriate best practices for providers and families that emphasizes the high-quality early care that is essential to a child’s long-term social, emotional, and intellectual development. These supports are extended out to those who provide direct services to infants and toddlers, those who support infant and toddler educators in providing high quality environments, and agencies who provide support to infants and toddlers.

While we work diligently in getting this wonderful new resource out to infant and toddler educators around the state, make sure to get in contact with your local Infant and Toddler Coach to connect directly to supports and professional development opportunities designed specifically for our youngest learners.

Real Success Through Virtual Learning

Howard Community College (HCC) has been offering online courses in child care and early childhood education for over a decade. This long-term success ensured all students had a smooth transition to online learning during the coronavirus pandemic. For students like Jane Bornhorst, who took the Child Growth and Development course online, HCC online courses were “user friendly and intuitive.”

“The flexibility of the online classes made the coursework very doable, even though I was running my household, homeschooling my two kids (because of the coronavirus) and assistant teaching my preschool class via Zoom calls,” said Bornhorst. “The instructors would respond the same day to any questions I emailed to them. Our weekly student message boards sparked great conversations. I got a lot of ideas from others students. HCC classes are easy to access and affordable.”

HCC now offers courses online that will prepare educators for the next step in their career. Check out these courses:

CDA Capstone: Portfolio, Application & Exam Prep

Are you licensed Child Care Teacher looking to earn a nationally-recognized credential? This online course will help empower you to climb the next rung on your career ladder. The Child Development Associate (CDA) Credential™ is the most widely recognized national credential in early childhood education (ECE) and a key stepping stone on the path to career advancement.

HCC is offering a specific course designed to guide you through the application process with time to create the portfolio, practice for the interview and demonstration. It is the final step in a detailed and thorough certification process. MSDE Core of Knowledge- 11hrs Professional Development, 5.5hrs Curriculum Planning, 5.5hrs Community Connections. Engaging Children with Remote Learning This course will cover effective methods for engaging children of all ages in various forms of online learning. You will practice leading group activities with pre-school aged children in a virtual setting. You will learn best practices

for school-aged children to participate in effective and engaging remote learning environments. Plus, you will become proficient in teaching parents successful instruction strategies they can use when working one on one with their child outside of the online learning environment. MSDE Core of Knowledge- 2hrs Child Development, 1hrs Curriculum Planning, 1hrs Community Connections, 1hrs Special Needs

Pandemics and Outbreaks: Reducing the Risk in Child Care

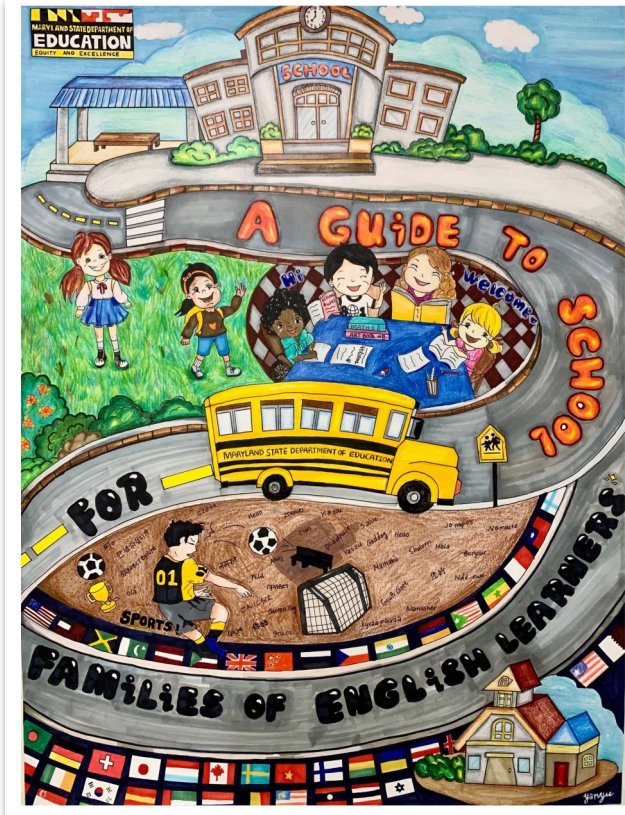
Are you struggling to keep up with the recent changes in child care regulations and to adopt new health and safety protocols to combat the coronavirus pandemic? In this timely course, taught by a professional nurse educator, you will gain a foundation of knowledge about COVID- 19 and other infectious diseases, and learn the latest Maryland child care regulations guiding the response to these challenges. You will be introduced to best practices and protocols for maintaining a safe and healthy environment for children and staff, protecting your child care site from infection, preventing the spread of COVID 19 with proper sanitation practices and procedures, and handling other childhood illnesses in a child care setting. MSDE Core of Knowledge: 5 hrs. Health, Safety & Nutrition.

For more information and to register for a class, visit: howardcc.edu/courses
If you have questions, please email Bronwyn Bates: bbates@howardcc.edu



The Maryland State Department of Education, Division of Early Childhood provides funding to support child care providers with obtaining their **Child Development Associate® (CDA) Credential™** from the Council for Professional Recognition.

For more information, please visit: <https://www.marylandfamilynetwork.org/CDA>.



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



Division of Early Childhood
Office of Child Care
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IMPACT

A publication from the
**Maryland State Department
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