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FALL | ISSUE 5 | 2019

Back to School: A Fresh Start to Take Action

By **Steven Hicks**, Assistant State Superintendent, Division of Early Childhood

There are risks and costs to action. But they are far less than the long-range risks of comfortable inaction.

-President Kennedy

This past Labor Day weekend, while many families gathered in parks and by the water for that last gasp of summer frivolity, an increasing number of Maryland's parents were frantically shopping for backpacks, crayons, and new clothes for their young children as they prepared for the first day of "school." This annual ritual was not for entering kindergarteners; it was instead for our youngest learners, and I use "school" to mean



the multitude of early care and education programs in which young children participate during the 1,825 days before compulsory education: PreK, Head Start, child care centers, family child care, non-public nursery, home visiting, and early intervention and special education programs. With universal agreement about the critical importance early brain development plays in children's learning and development and the state's growing investment in early education and care – \$60 million over last year's budget – we are seeing parents preparing their children on the path to career and college much sooner. A key driver is Maryland's mixed-delivery system of quality early childhood programs and services and a strongly held bipartisan belief in maximizing parental choice.

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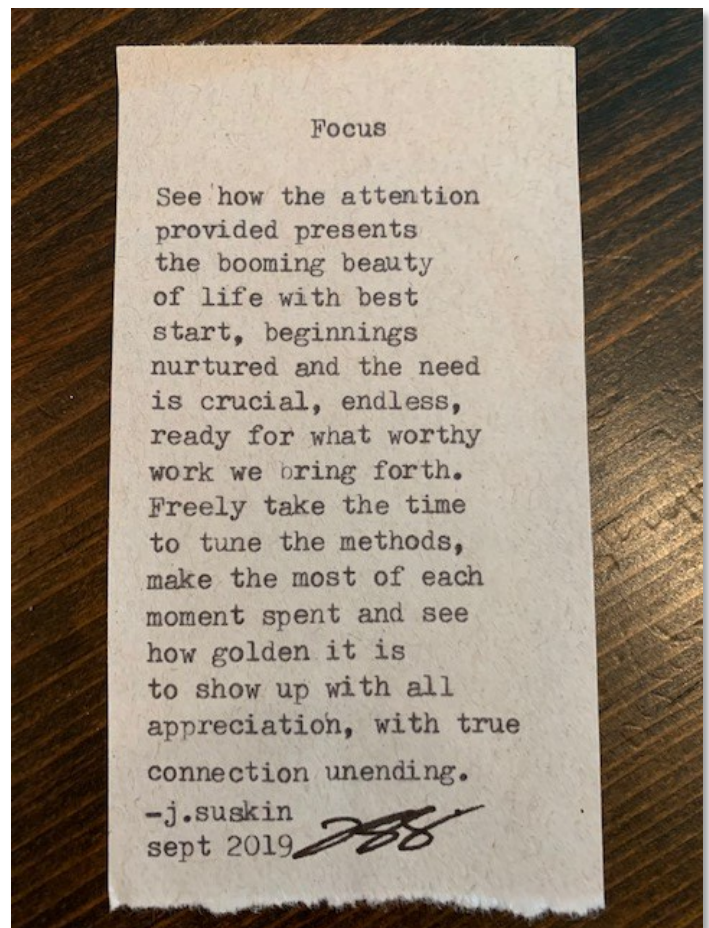
Many of you participated in one of our 18 [Town Halls](#) held across the state in the Spring, completed a survey or joined one of 17 focus groups to help develop Maryland's [prenatal to age five needs assessment](#). The information collected is being used during [community roundtables](#) this fall to co-construct a five-year strategic plan. The iterative document will be posted on our website for additional public comment. If you haven't provided input already, please read the draft [Early Childhood Systems Strategic Plan](#) and let us know what you think. Are these the right goals on which we should focus? What actions should we take to achieve better outcomes for children and families, and how do we measure success?

This plan will guide all of us in realizing Maryland's vision for *"...a well-coordinated and integrated system of programs, supports, and services where every child in the state has the opportunity to access a high-quality early childhood experience, arriving at school with a healthy body, healthy mind, and the foundational knowledge and skills needed to succeed; and every family has access to the resources needed to be effective as their child's first and most important teacher and advocate. A child's access to quality early childhood experiences and the positive outcomes that result will no longer be contingent on income, race, zip code, disability status, nor English language proficiency"* (from Maryland's [Preschool Development Grant Birth through Five](#) grant).

A few weeks ago, I attended the opening celebration of The [REACH](#), the long-awaited new extension of the Kennedy Center. There was outdoor Tai Chi, musicians playing and dancers twirling. Performance poet [Jacqueline Suskin](#) sat at a table engaging visitors in conversation and creating personalized poems using two fingers rapidly firing away on her Underwood typewriter. I told her what my focus is right now, what all of us at the Division of Early Childhood are focused on right now: the urgency of ensuring that all children in Maryland get the best start to success. She writes of our collective efforts as *"...the booming beauty of life with best*

start, beginnings nurtured and the need is crucial, endless, ready for what worthy work we bring forth." Dedicated educators and providers in our centers, homes and schools are doing the "worthy work" of guiding and nurturing our young children towards their "best start." They are joined by parents, neighbors, peers, policy-makers, and community leaders and other stakeholders who provide their support. There's no one strategy to ensure we reach the vision in our strategic plan, but we must *"...make the most of each moment spent and see how golden it is to show up..."* Help us to create the actions that will lead to impact. Be comfortable in discomfort. Take the risk. Our children depend on it.

This picture is the memento Jacqueline created for me, for us.



Preschool Development Grant B-5 Funds Innovative Projects that Enhance Maryland's Comprehensive Early Childhood System

By: **Rachel Demma**, Program Director, PDG B-5

In December of 2018, Maryland was awarded a \$10.6 million federal Preschool Development Birth through Five (PDG B-5) Initial Grant to enhance and improve early care and learning programs for children, birth to five, throughout the state. The PDG B-5 grants are designed to fund states to conduct a comprehensive statewide birth through five needs assessment followed by in-depth strategic planning, while enhancing parent choice and expanding the current mixed delivery system consisting of a wide range of provider types and settings. This includes child care centers and home-based child care providers, Head Start and Early Head Start, state prekindergarten, and home visiting service providers across the public, private and faith-based sectors.

The PDG B-5 Initial Grant Award is a one-year grant focused on positioning Maryland to implement the priorities identified in the statewide strategic plan that is currently being developed. Our statewide early childhood strategic plan will be based on the findings of the statewide comprehensive B-5 Needs Assessment that was conducted throughout the spring of 2019.

However, Maryland's PDG B-5 funding is supporting much more than our statewide early childhood strategic planning process. The PDG B-5 Initial Grant Award is also funding several other exciting projects in the state. Here's a quick snapshot of some of those projects which improve the effectiveness of our statewide local Early Childhood Advisory Councils, advance innovative research-based approaches in early care and education, support multi-language young learners, and promote parent engagement. In addition, Maryland is using PDG B-5 year-one funds to

jumpstart the implementation of a statewide initiative focused on addressing issues of equity within the early childhood field.

Learn more about these important projects below, and please note: This is not an overview of all the PDG B-5 funded projects currently underway! Stay tuned for future updates on how we are using these funds to enhance Maryland's early childhood data systems, expand training on supporting healthy social-emotional development for young children, and support local libraries' outreach to young children and their families.

Improving the Effectiveness of the Local Early Childhood Advisory Councils: Results Count Training



In partnership with the Annie E. Casey Foundation's (Casey Foundation) Results Count™ initiative, the state is supporting local Early Childhood Advisory Councils (ECACs) to develop, support, and sustain local systems of high-quality early care and learning programs that will improve the well-being of young children and their families within communities across Maryland. In

order to build the capacity of the local ECACs, the state is partnering with the Casey Foundation to deliver a series of two-day Results Count Leadership Institutes in October.

The Results Count Leadership Institutes will equip the local ECACs with the leadership skills necessary to develop and execute an equitable results action plan with clearly identified strategies; address adaptive and technical leadership challenges that arise when managing competing interests among diverse stakeholders; use data for continuous improvement; make mid-course corrections as the landscape shifts and new priorities emerge; and build the organizational and community capacity needed for sustaining results work over the long term. The Leadership Institutes will also provide local ECAC leaders with opportunities to collaborate on shared priorities.

In addition, nearly all local ECACs recently applied for and were awarded \$25,000 grants to support strategic approaches to improving the quality, availability, and administration of local early childhood mixed-delivery systems. Participation in the Leadership Institutes will support local ECACs in executing the strategies and goals outlined by their grant application. The local ECAC grant initiative is also funded by PDG B-5 resources.

Advancing Research-Based Innovative Approaches: LENA Grow Pilot

Research demonstrates that exposure to language beginning at birth, and in particular interactive talk, is one of the strongest predictors of brain development. We know that the amount of language interaction a child experiences affects brain processing speed, brain architecture and function, as well as subsequent language and reading skill development. LENA Grow is driven by this research and designed to support parent and family engagement efforts by fostering conversations between parents and child care providers and teachers about the importance of language and interaction. Settings where frequent, responsive, and stimulating adult-child interactions will ultimately promote early brain development, language and literacy skills, and kindergarten readiness.

Designed for implementation in a child care setting—within either child care homes or centers, and with a focus on infants and toddlers, LENA wearable recording technology provides providers and teachers with regular feedback on the language environment, which has been shown to increase interactive talk and child language ability. LENA Grow consists of an orientation and 10 coaching sessions that are delivered weekly over three months. Coaching sessions can be delivered one-on-one or in small peer groups and may address data-driven feedback, cycles of reflection and analysis, and video examples. Beginning this fall, Maryland will pilot LENA Grow in three Family Support Centers that volunteered to participate in this initial implementation effort. Based on parent and program staff feedback about the pilot study, Maryland may potentially opt to join four other states who have implemented LENA Grow at scale among child care providers.

Supporting Multi-Language Young Learners: WIDA Early Years

Since 2000, Maryland has seen a significant increase in the number of children between birth and age eight identified as multi-language learners. According to a recent analysis by the Migration Policy Institute, Maryland's population of Dual Language Learners went up from roughly 16% in 2000 to almost 28% by 2015. In addition, about 9% of the state's K-12 population are English learners. Spanish is the top non-English language spoken by Maryland's multilingual populations. As the state's population of multilingual children continues to grow and become increasingly diverse, early care and education programs must be prepared to serve and support our state's diverse children and families.

In 2019, Maryland joined a learning community of six states that are implementing 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. Maryland's participation in WIDA Early Years will support state leaders and early childhood stakeholders in establishing a vision and identifying needs for supporting multilingual children across early care and learning programs and settings, and integrate WIDA Early Language Development Standards with Maryland early learning standards.

Throughout this year, MSDE DEC is introducing a series of WIDA Early Years resources, including the development of a long-term professional learning cohort, a Promising Practices Implementation Kit, as well as online training modules. WIDA researchers will also design and conduct research that seeks to better understand families' perspectives on their children's learning and development, including language development, as well as perspectives on their children's early care and learning program. State-specific data will be analyzed and shared along with recommendations for improving services that target multilingual children and their families.

To learn more, please visit MSDE's WIDA [page](#).

Promoting Parent Engagement: Early Childhood Public Service Announcements

Engaging Maryland's parents and families in realizing the critical importance of high-quality early care and learning experiences for their young children is pivotal. This fall, MSDE will partner with Maryland Public Television to reach more parents with information about the benefits of choosing licensed, high-quality child care through targeted, well-crafted media messages. These messages will first be tested with parent focus groups around the state to determine the most effective strategies for impacting families and empowering their choice of early care and learning programs.

Addressing Issues of Equity within the Early Childhood Field: MSDE DEC Equity Training

Recognizing the needs of diverse learners and families, and building awareness of inequity and institutional biases associated with a child's race, gender, national origin, or differently abled status represent important facets of our professional responsibility and leadership within the early childhood field. MSDE DEC is partnering with the Mid-Atlantic Equity Consortium (MAEC) to provide an initial pilot year of training focused in issues of equity within the contexts of early childhood policy, program, and practice.

The full training package, consisting of six sessions, will be offered to approximately 50 DEC leaders and staff in 2019. The first three sessions are focused on understanding equity within the context of early childhood, while the latter three sessions are a leadership academy. Maryland has emerged as a national leader in prioritizing a focus on equity within its delivery of early childhood programs and services. By building awareness of a variety of perspectives, MSDE DEC gain a clearer sense of implications for improving opportunity, access, and quality and how to create a more equitable early childhood statewide system for all children and families.

FOR MORE INFORMATION

For more information and updates on all of Maryland's PDG B-5 grant projects, please visit our [webpage](#).

Needs Assessment Pinpoints Challenges, Sets Priorities for Maryland's Early Childhood System



The Needs Assessment process, implemented throughout the spring of this year, involved several activities designed to maximize stakeholder input, including 18 town hall meetings across the State; 17 regional focus groups; and surveys.

These findings will be used to inform the development of the State's early childhood strategic plan.

Some of the key findings from the Needs Assessment are:

- Many Marylanders experience limited access to Early Childhood Education (ECE) services, especially vulnerable families including families of children with special needs, families of English Learners (ELs), immigrant families, low-income families, and families living in rural areas.
- Families struggle to navigate the ECE system, and parents often do not know about programs and services available to them.
- Despite efforts to improve the coordination of Maryland's ECE programs, the system is still fragmented.
- Improving parent awareness of services can help with ECE services access.
- ECE professionals experience access barriers to teacher preparation and professional development programs, which leads to a shortage of qualified staff across the state.
- Data-driven decision making is made more difficult by gaps in coordinated data systems.

The report, as well as Voices from the Field and executive summaries, are available [here](#).

If you have any questions or suggestions regarding how we can continue to improve our comprehensive early childhood system of programs and services that support children birth through age five and their families, please send them to b5.msde@maryland.gov.



Staff Updates

Welcome

Donald Corbin to the Early Learning Branch as Education Program Specialist for PreK Program. He can be reached at donald.corbin@maryland.gov.

Eunice Lee to the Office of the Assistant State Superintendent as the Fiscal Service Administrator. She can be reached at eunice.lee1@maryland.gov.

Urceal Cook to Maryland EXCELS as Quality Assurance Specialist for Prince George's County. She can be reached at urceal.cook@maryland.gov.

Farewell

Shelly Downs is no longer in the Division of Early Childhood. Donald Corbin has assumed her responsibilities.

Carol Walter is no longer in the Division of Early Childhood. She is now retired.

Karina Hudack is no longer in the Division of Early Childhood.

Other Changes

The **Training Approval Program** has been transferred to the **Credentialing Branch**. They can be reached at trainingocc.msde@maryland.gov

Nancy Cahlink-Seidler - Training Approval Coordinator

Deborah Langer - Training Approval Specialist

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



Director's Dug Out

Fall Season with the Director
Jennifer Nizer, Office of Child
Care

Communication is the Key to Success Together!

As many of you know, the Division of Early Childhood (DEC), as part of the Preschool Development Grant (PDG) Birth through 5 grant, conducted a series of 18 town hall meetings across the State to develop a true picture of the needs from the community. Child care providers, advocates, public schools, partners, businesses, parents and care givers attended and provided feedback to our needs assessment that is currently online [here](#). In those meetings, we consistently heard that the Division/Office of Child Care (OCC) does not communicate enough with the community. I want to highlight the ways in which you can receive information from us!

Tuesday Tidbits: Do you want information that is needed NOW such as deadlines for submission of grants, proposals, conferences, etc? Tuesday Tidbits is sent bi-weekly to inform you of the most important hot topic items that need your attention in the next few weeks. This communication tool began in 2018, and has been a huge success with communicating timely information.

Region Roundtables: Did you know that each Regional Licensing Office has regional roundtables throughout the year that highlight multiple topics pertaining to child care providers? Each region has the dates for their roundtables posted on our website so that you can plan to attend for the full year. All 2020 Regional Roundtables will be on the website by December 1, 2019. Topics include regulation review, autism, positive discipline, and many more. Contact your region office to request a specific topic of interest to the child care community.

Town Hall Meetings: As mentioned earlier, the PDG B-5 Town Hall meetings brought together many different community members, and we plan to continue to have town halls convening throughout 2020. Dates will be announced soon. We want to hear your voice and your feedback

on what is happening in the child care community and where we need to keep our focus.

IMPACT Newsletter: Gone are the days of the Partners Newsletter and here are the times of the IMPACT Newsletter, Collectively Building Maryland's Future. Our quarterly newsletter is jam-packed with all the latest and greatest from the Division and our partners from across Maryland. We also highlight national research, surveys, grants and any items we feel will benefit providers toward increasing their professional growth, the development of their staff and continued quality improvement efforts. All past IMPACT newsletters are located here.

Division Website: The DEC website has all the information you need regarding the Division, and contains many of the forms you use in your programs. We are aware the site can be difficult to navigate, and we have been working in conjunction with Johns Hopkins University, IDEALS Institute, to develop a NEW and IMPROVED website. Be on the lookout for the new site in January 2020. Meanwhile, please be sure you sign up to receive news and updates via email or text message here. We have over 70,000 subscribers currently and we want more. This is how you can receive IMPACT Newsletter, Tuesday Tidbits, funding opportunities announcements and more; you will receive information on all happenings in the Division.

Social Media: We also communicate through social media. Please "like," "join," or "follow," our accounts to receive updates through your favorite channels.

DEC: [Facebook](#), [Twitter](#) & [Instagram](#)
Maryland EXCELS: [Facebook](#), [Twitter](#), [Pinterest](#) & [Instagram](#)

Child Care Scholarships: [Twitter](#)
Family Engagement: [Facebook](#) & [Twitter](#)
Steven Hicks: [Twitter](#)
Jenn Nizer: [Facebook](#)
MSDE: [Facebook](#), [Twitter](#) & [YouTube](#)

We want you to be aware of everything that is happening in early childhood. Begin your journey of being "in the know" when it comes to your early childhood business, career and resources by checking out any or all of these communications! We welcome you!

MARYLAND EXCELS

More Providers are Joining Maryland EXCELS

- ◆ 58% of all eligible child care programs are participating in Maryland EXCELS, an increase of 4% from October 2018.
- ◆ Quality Rated 3 programs increased by 77 and Quality Rated 5 programs increased by 56 since October 2018.
- ◆ The Maryland EXCELS team welcomed Quality Assurance Specialist Urceal Cook in September 2019. Urceal will support Prince George's programs with increasing and maintaining their quality.

Partnerships Add Extra Value for Providers

Early Childhood Advisory Council

Maryland EXCELS works with the Maryland Early Childhood Advisory Council (ECAC) and county ECACs to interact with the broadest possible community—from families to early education teachers and organizations whose work focuses on assisting families in a myriad ways. The Maryland EXCELS team attends regular monthly meetings throughout the state as well as special events.

Lakeshore

Maryland EXCELS is in partnership with Lakeshore Learning Materials, which offers discounts on top quality educational items for Maryland EXCELS programs. On July 10, 2019, several Maryland EXCELS programs gathered for a training at the Lakeshore Learning Store in Towson. QAS Meghan Leach-Gwynn and Rosemary Lober trained the providers on daily schedules/lesson plans and inclusive practices. Being onsite enabled providers to see firsthand which Lakeshore products could help enhance their programs.

Lakeshore Learning Materials recently put together a [suggested materials list for Maryland Accreditation](#) to help enhance classroom environments and support specific improvement criteria for Maryland EXCELS.



The materials cover Infants-Toddlers through Prekindergarten, and highlight a range of subject matter, including social-emotional development, diversity, communication, motor development, problem solving, indoor/outdoor and much more. Just follow this link to get started: [Suggested Materials for Maryland Accreditation](#).

Additionally, if your program needs a full classroom setup, Lakeshore offers Complete Classrooms® to provide everything new classrooms need—plus delivery, assembly, setup and debris removal! Learn more [here](#). Maryland EXCELS programs will continue to receive a special discount and free shipping on all orders!

Help Military Families and Grow Your Business

Providers now have an exceptional opportunity to help military families while growing their child care business. The Department of Defense pilot program, known as MCCYN_PLUS, expands the availability of quality child care options for eligible military families through its fee assistance program Military Child Care in Your Neighborhood (MCCYN). This pilot includes programs that are participating in Maryland EXCELS and meet the eligibility requirements for MCCYN. Learn more by visiting [here](#).

Community Outreach

Maryland EXCELS' community outreach initiatives focus on educating families about the importance of quality child care and early education while helping families find programs to meet their needs. We also connect with programs to encourage participation, help promote quality and increase the quality of the care they provide.

Baseball Wrap-Up



From family fun nights at minor league baseball games to baseball games at Camden Yards, Maryland EXCELS Quality Assurance Specialists (QAS) engaged with hundreds of families with young children.

Throughout the baseball season, many randomly selected Maryland EXCELS providers enjoyed games from Camden Yards' suites. The group of Baltimore City providers above joined QAS Lisa Smith on August 24, 2019.

Director's Coffee Hour

Join Maryland EXCELS and Abilities Network for networking, updates, resources and more. Providers will have opportunities to learn from special guests at MSDE about a variety of topics, including Child Care Scholarship (formerly Subsidy), Credentialing and many others. The first session took place October 3, 2019* at Abilities Network, 8503 LaSalle Road, Towson, MD 21286.

Contact Meghan Leach-Gwynn at meghan.leach@maryland.gov with questions or for additional information.

*Future sessions will be the first Thursday of each month, 10am–12pm at Abilities Network.

Tots@10 at The Avenue at White Marsh

Quality Assurance Specialists interacted with hundreds of attendees to educate them about the importance of high quality child care and how to find programs to meet their needs. Maryland EXCELS sunglasses were a hit among families with young children and child care programs who attended.



FamFest 2019

Maryland EXCELS participated in the 10th annual FamFest, hosted by The Family Tree at Lake Montebello in Baltimore City. This interactive family event, which featured Maryland Public Television & Daniel Tiger's Neighborhood, drew hundreds of families including nearly 300 preschool-age children.



What Can Maryland EXCELS Do for You?

Select the image below to find out.





Maryland Accreditation is thrilled to introduce our new logo (shown here) and web pages. Visit MarylandEXCELS.org/Maryland-Accreditation/ to explore the new pages and get the latest Maryland Accreditation information.

Maryland Accreditation Vision Statement: Maryland accredited programs provide the highest quality learning environments for children, families and the community.

Maryland Accreditation Mission Statement: We prepare and support licensed child care and school-age programs through the continuous quality improvement process. Before you begin the accreditation/validation process, you must attend a Maryland Accreditation Orientation. The next orientation will take place:

Date: Thursday, November 7, 2019

Time: 10:00 AM – 12:00 PM

Location: IDEALS Institute | Johns Hopkins University | School of Education
6740 Alexander Bell Drive Columbia, MD 21046

Room: 218/219

Optional Technical Assistance: 12:00 PM – 1:00 PM

Programs That Achieved Accreditation During the July 2019 Decision Committee Month:

License/ School #	Program Name
161233	Indian Queen Elementary
158761	The Goddard School at Arnold
120120	Deerfield Elementary School
120143	Riverside Elementary School
100204	Lincoln Elementary
33333	Solomons Day Care Center
118658	St. Vincent DePaul Headstart
45396	Celebree Learning Center
151251	St. Vincent de Paul Head Start-Southeast @ Patterson Park
101015	YMCA Fleming Head Start II

License/ School #	Program Name
31350	Brook Hill Weekday Preschool
30062	Campfield Early Learning-Baltimore County Judy Center
53336	The Joseph and Corinne Schwartz Preschool At Beth Israel
34738	Salisbury Child Development Center
32659	Montgomery Child Care Bel Pre
102403	Waverley Elementary
115133	Head Start Dasher Green
34391	Takoma Park Child Development Center
34589	Eden Child Development Center
98738	Dawns Early Light Inc



154113	Academy Child Development Center @ Galway
15370	Woodbrook Early Education Center
50701	Ridgely Elementary
50201	Greensboro Elementary
50401	Preston Elementary
50301	Denton Elementary
50501	Federalsburg Elementary School
157043	St. Vincent de Paul Headstart Southeast @ Our Lady of Fatima
170202	Church Hill Elementary
33280	HRDC Cumberland St. Head Start
120130	Halls Cross Roads Elementary School
300064	Liberty Elementary School
250542	Bundles of Joy University- Berlin Campus
210190	Jonathan Hager Elementary
212701	Fountaindale Elementary
170106	Judy Center Partnership of QAC at Sudlersville Elementary School
161808	Doswell E. Brooks Elementary
161802	Capital Heights Elementary School
160647	Concord Elementary
110202	Friendsville Elementary School
100194	Susan K Westfall Head Start
16124	Creative Beginnings
160504	Fort Washington Forest Elementary
110707	Broad Ford Elementary
62464	Y of Central Maryland Baltimore County Head Start Riverview
160510	Potomac Landing Elementary

58302	Mt Hebron Nursery School
33118	Clara Barton Center for Children
34780	Kitzmiller Early Learning Center
154419	Grantsville Early Child Development Center
220907	Charles H. Chipman Elementary
162615	Little Flowers Early Childhood & Development Center, Inc
161894	Head Start Old Cedar Lane
161828	Robert Gray Elementary
221501	Westside Primary School
15785	Havenwood Preschool Center
221305	Pinehurst Elementary School
221404	Willards Elementary School
220909	West Salisbury Elementary School
300012	Lakeland Elementary/Middle School
221601	Fruitland Primary School
230102	Pocomoke Elementary School
90205	Warwick Elementary
161822	H. Winship Wheatley Early Childhood Center
138783	Ritchey's Totlot LLC
120140	William Paca Old Post Road
161425	Celebree Learning Centers of Crofton
161313	Kenmoor Early Childhood Center
161231	J Frank Dent Elementary
161229	Apple Grove Elementary
161346	Lake Arbor Elementary
160632	Allenwood Elementary
159814	Little Lights Child Development Center

Are you a credentialed provider?



Need to contact the Maryland Child Care Credentialing Program?

Have questions?

Mail or fax your Maryland Child Care Credentialing Program application to Child Care Central.

Child Care Central

PO Box 598
Baltimore, MD 21203
1.866.243.8796
Fax: 410.229.0145

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

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

earlychildhood.marylandpublicschools.org/credentialing

All Maryland Child Care Credentialing Program applications are processed within 30 days of receipt

Why participate in a Professional Activity?

- ◆ To increase competence, performance, and effectiveness of those working with children in child care.
- ◆ To promote and support the workforce in ways such as workforce development and program improvement, ultimately improving outcomes for children.
- ◆ To increase the knowledge of others in and outside of the profession.

What is a Professional Activity Unit (PAU)?

A PAU is the number assigned to an activity depending on the number of hours spent, level of effort, and commitment to the activity.



There are perks to being a member of a local, state, or national child care professional organization. These training 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! See the credential booklet for PAU documentation requirements.

Check out child care professional organizations on pages 18-20.

Get your membership today!



Training Voucher and Reimbursement Program



Training voucher and reimbursement applications should not be mailed, faxed or emailed to Child Care Central. Applications sent to Child Care Central will not be forwarded to MSDE for processing.

By mail

MSDE-Credentialing Branch
200 West Baltimore St. - 10th Floor
Baltimore, MD 21201

Online

earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/training-vouchers-and-reimbursements

Applications faxed to MSDE will not be processed.

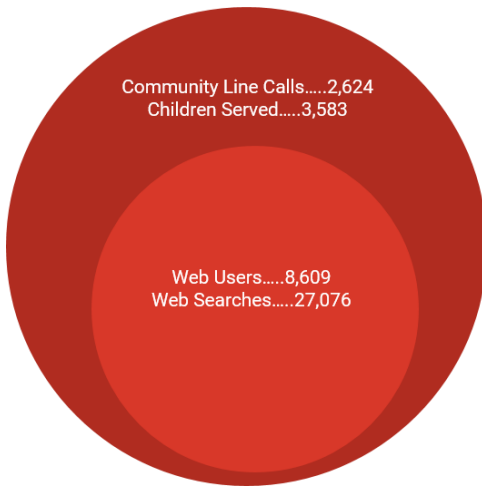
For more information, visit earlychildhood.marylandpublicschools.org/credentialing.



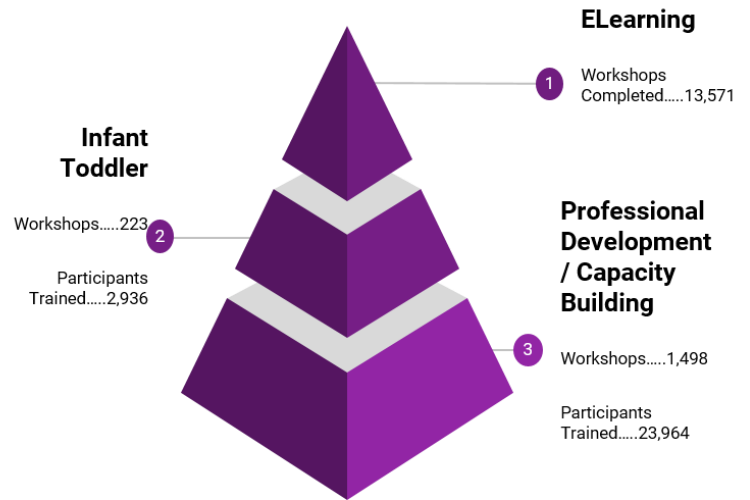
Funds will be available to pay for the CDA credential, additional information will be available in the winter edition of IMPACT.

State Coordinating Entity and the Maryland Child Care Resource Center Network

LOCATE

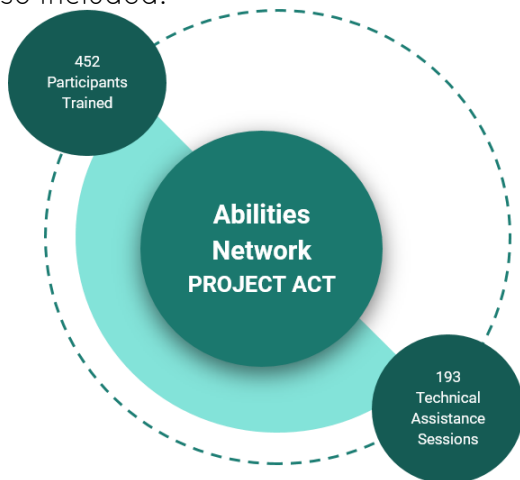


TRAINING



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

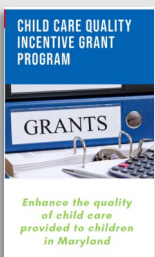
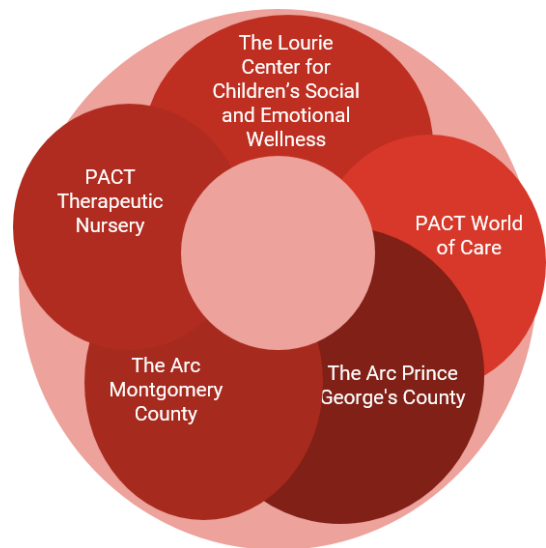
The Special Needs Technical Assistance and Training for Caregivers of Infants and Toddlers grant provides comprehensive statewide technical assistance and training for caregivers who are providing care services to special needs children, birth through 3 years of age. These children must be enrolled in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



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.

In FY2019, the five grantees cared for 1,353 families



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 to registered family child care providers for expenses incurred to comply with the licensing requirements.

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

More information can be found at: earlychildhood.marylandpublicschools.org/fccpdgfp



We are proud to announce 46 CCCPDF Graduates!



Class of 2019

Community Colleges

Anne Arundel Community College

- **Maria Collins**-AAS in Early Childhood Development

Baltimore City Community College

- **Annteria Hyman**-AA in Early Childhood Education

Carroll Community College

- **Danielle Burnham**-AAT in Early Childhood Development
- **Marley Gambrell**-AAT in Early Childhood Development
- **Shannon Howsden**-AAT in Early Childhood Development
- **Alexandra Musser**-AAT in Early Childhood Development
- **Ashley Cox**- AAT in Early Childhood Development
- **Mary York**- AAT in Early Childhood Development
- **Erika Eyler**- AAS in Early Childhood Development

Chesapeake College

- **Annetta Biscoe**-AAS in Early Childhood Development
- **Allegra Brooks**-AAS in Early Childhood Development
- **Janet Lynne Diefenderfer**-AAS in Early Childhood Development
- **Melissa Johnson**-AAS in Early Childhood Development
- **Anna Sampson**-AAS in Early Childhood Development

Hagerstown Community College

- **Deborah Cook**-AAS in Early Childhood Education
- **Alexis Fraley**-AAS in Early Childhood Education

Howard Community College

- **Aida Nichols**-AAT in Early Childhood Education
- **Monica Pino**-AAS in Early Childhood Education
- **Kathy Schiaffino**-AAS in Early Childhood Education
- **Rhonda Watson**-AAS in Early Childhood Education
- **Stacie Brown**-AAT in Early Childhood Education
- **Stephanie Franey Evans**-AAS in Early Childhood Education
- **Tyra Gibson**-AAS in Early Childhood Education
- **Rebekah O'Keefe**-AAT in Early Childhood Education

Montgomery College

- **Jennifer Chandler**-Associates in Early Childhood
- **Noemi Jiron**-Associates in Early Childhood
- **Tigist Mengesha**-Associates in Early Childhood
- **Tochukwu Umeh**-Associates in Early Childhood

Wor-Wic Community College

- **Jessica Billard**- AAS in Early Childhood Education
- **Ashleigh South**-AAS in Early Childhood Education
- **Kristin Burke**-AAS in Early Childhood Education



"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."

- Christian D. Larson

Universities

Coppin State University

- **Mariah Heath**- Bachelors in Early Childhood
- **Kayla Moore**- Bachelors in Early Childhood
- **Vernell Walker**- Bachelors in Early Childhood
- **Fatima Whitmore**- Bachelors in Early Childhood

Notre Dame of Maryland University

- **Sharon Green**- Bachelors in Early Childhood Education
- **Bliss Shores**- Bachelors in Elementary/Early Childhood Education
- **Taylor Pazienza**- Bachelors in Elementary/Early Childhood Education

Salisbury University

- **Eva Bothazi**- Bachelors in Early Childhood Education
- **Juliana Salazar**- Bachelors in Early Childhood Education

Towson University

- **Victoria Fromm**- Bachelors in Early Childhood Education
- **Marissa Bishop**- Bachelors in Early Childhood Education

University of Maryland- Eastern Shore

- **Michelle Lenisky**- Bachelors in Human Ecology Concentration: Child Development
- **Rosalie Merryweather**- Bachelors in Human Ecology Concentration: Child Development

Washington Adventist University

- **Semegn Melese**- Bachelors of Arts in Early Childhood Care & Education
- **Jamie Brown**- Bachelors of Arts in Early Childhood Care & Education

The Child Care Career and Professional Development Fund

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

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 and/or withdrawal from the fund
- Maintain at least a 2.50 cumulative GPA from the point of first entering the Program

THE DEADLINE FOR NEW APPLICATIONS IS MARCH 1, 2020

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
- Get to know your coordinator: Once accepted into the college of your choice, schedule a meeting with the CCCPDF Coordinator to review the application before submitting to MSDE
- 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/

Maryland Child Care Credentialing Program

In FY 2019, 791 child care teachers were newly credentialed or moved up one or more levels.

Percent of child care providers participating in the credentialing program:

FY15	FY16	FY17	FY18	FY19
18.0%	16.9%	19.6%	23.6%	32.0%

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Section	Service Requirement	June 2019		Section	Service Requirement	June 2019	
2.6.8.8	Application Processing	Count	% Compliant	2.6.8.9	Help Desk Calls	Count	% Compliant
2.6.8.8.1	Date Stamp Received Mail	846	100%	2.6.8.9.a	Service Level (SL)	931	100%
2.6.8.8.2	Mail scanned	846	100%		Service Level (SL)	931	100%
2.6.8.8.3	Scanning and Indexing Quality	846	100%	2.6.8.9.b	Average Speed of Answer (ASA)	.1 sec	100%
2.6.8.8.4	Application assigned to data entry personnel	846	100%	2.6.8.9.c	In queue or on-hold time	.3 sec	100%
2.6.8.8.5	Process valid applications	617	100%		Calls made within 48 hours	537	100%
	Pending MSDE Review	63	N/A	2.6.8.9.d	Abandoned Call Rate (ACR)	0.19%	100%
2.6.8.8.6	Reprocess applications	8	100%	2.6.8.9.e	Busy Signal	0	100%
2.6.8.8.7	Award letter and Certificates	617	100%	2.6.8.9.f	Data Capture Rate	537	100%
2.6.8.8.8	Incomplete Applications	166	100%	2.6.8.9.g	ACD Performance Complaints	11	0%

IMPACT, FALL 2019

IT PAYS TO BE A
MARYLAND CHILD CARE
CREDENTIALLED PROVIDER

There are incentives available to child care providers who choose to participate in the Maryland Credential Program at Level Two or higher.

Credentialed Staff Movement

Staff Credential Level Before Fed FY 2018	Staff Credential Level In Fed FY 2018											Total
	Staff Level 1	Staff Level 2	Staff Level 3	Staff Level 4	Staff Level 4+	Staff Level 5	Staff Level 6	Admin Level 1	Admin Level 2	Admin Level 3	Admin Level 4	
None/NF	1007	692	946	36	5	42	82	3	0	0	0	2813
Staff Level 1	317	221	277	39	10	26	24	1	0	0	1	916
Staff Level 2	13	216	452	66	4	20	16	0	0	0	0	787
Staff Level 3	25	9	1176	607	41	97	142	8	0	0	0	2105
Staff Level 4	9	6	12	1127	79	61	32	38	3	0	1	1368
Staff Level 4+	0	0	3	10	172	33	4	0	0	0	0	222
Staff Level 5	2	5	2	8	8	676	72	2	3	1	1	780
Staff Level 6	7	6	6	9	0	8	1224	3	0	1	15	1279
Admin Level 1	3	2	0	0	4	5	9	48	2	0	0	73
Admin Level 2	0	0	0	0	0	3	2	0	8	0	0	13
Admin Level 3	0	0	0	0	0	0	0	0	0	5	1	6
Admin Level 4	1	0	0	0	0	0	2	0	0	0	65	68
Total	1384	1157	2874	1902	323	971	1609	103	16	7	84	10430

IMPACT, FALL 2019

Age to enroll in Public Prekindergarten and Kindergarten

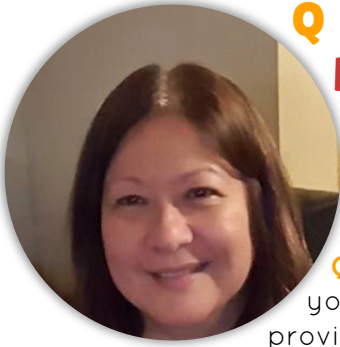
There are regulations for the age a child must be to enroll in public school Prekindergarten and Kindergarten:

- A child admitted to the prekindergarten program in public schools shall be **4 years old or older on September 1** of the school year in which the child applies for entrance.
- A child admitted to the kindergarten program in the public schools shall be **5 years old or older on September 1** of the school year in which the child applies for entrance.

Allowing a child who is not 4 by September 1 to be in your 4-year-old class does not mean that he or she will be able to enroll in kindergarten the following year in a public school. A parent may apply for early entrance to kindergarten at the local school system office, but that does not guarantee enrollment. That child may need to attend another year of 4-year-old prekindergarten in order to meet the age requirement the following year.

Please be sure that your parents understand the age for school attendance in public schools, especially if it is different from the ages that you use for grouping children in your classrooms.

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Q & A with New MSFCCA President Ruby Daniels

Question: How long have you been a family child care provider?

Answer: I have been running Daniels Family Daycare since 1993. I have 26 years of family child care experience.

Q: How did your career path lead you to your current position as President of MSFCCA?

A: In 1992, my introduction to child care began as a young mother searching for a quality child care program for my own child, that was also affordable. I decided at that time to open a family child care of my own so that I could help other parents in my same situation. Over the years my career choice has become a passion and as a result I have moved into various leadership positions within the child care community. I have served as President, Vice President of Education and Director of Mentoring for Howard County Family Child Care Association (HCFCCA). In 2016, I moved into a position of Vice President of Education/Conference Chair with the Maryland State Family Child Care Association (MSFCCA). After that I concentrated on my own program until 2018, when I answered the call to serve my profession once again as the President of MSFCCA. The opportunity to lead the state family child care association is an honor as well as a challenge, in a time when changes are happening fast within the child care field. But the rewards far outweigh the difficulties.

MSFCCA is a wonderful organization that was founded in 1983 and has been the voice of registered family child care providers for 36 years. MSFCCA has provided valuable information, advocacy and training opportunities for family child care providers throughout the years. It has been the bridge for communication between providers and their regulatory agency, Legislators and other advocacy organizations.

Q: What are your top priorities in your new role as President?

A: My top priorities as President of MSFCCA are to bring together the voices of our members to

advocate for their profession, to consistently reach out to them with important information that affects their businesses, and to encourage each one to strive for quality in their programs. Family child care settings are small businesses that have very unique needs. Working with MSDE on behalf of our members is by far one of the most important jobs of MSFCCA, and leading that effort is by far one of the most important parts of my job as President, and one I take very seriously.

Q: What do you feel are one or two of the biggest challenges facing family child care providers today, and do you have any advice for overcoming these?

A: Maintaining a cohesive relationship with MSDE, the regulatory agency for child care is probably the most challenging for providers. Consistency in the interpretation of regulations as well as the feeling that we are constantly being policed (in a negative approach), as opposed to monitored (a more positive manner) to helping providers maintain a quality environment.

Q: What is something you wish every family child care provider knew?

A: I wish all providers knew how important it is to advocate for themselves and their business and to not be intimidated or fearful when it comes to speaking out about the needs of their program with the agencies that can help them.

Q: What are some of the benefits of joining a professional child care providers association like MSFCCA for a new family child care provider?

A: Collective voices speak louder than individual voices. The purpose of the child care association is to be that one voice that speaks on behalf of all providers. Associations are wonderful sources for training and conferences, guidance, advice and networking, as well as nurturing future leaders within the field. We are an avenue for like-minded individuals to work together for a common purpose. We tackle issues and challenges that providers face, which is especially important for new providers. MSFCCA has worked for providers for 36 years in the field and has produced many leaders within the child care community. New providers need the support of other providers and an association is the perfect place to find that support. My hope is to encourage providers to take pride in their profession, strive for quality in their programs and step-up to carry on the work of MSFCCA for many years to come.

ANNOUNCEMENT **The Family Child Care Alliance of Maryland (FCCA of MD)**

The family child care community is at the precipice of a crisis. The number of family child care providers is decreasing, and with that loss comes a reduction in child care slots that will not be covered in all areas by new child care center openings. Efforts to recruit new family child care providers are minimal, young adults are not drawn to the field, especially when unemployment rates are steady and child care wages are poor, home ownership is down and regulations and inspections can seem overwhelming. State agencies are overworked and understaffed, and associations are struggling to maintain their members while trying to fill in support gaps with an entirely volunteer workforce. But help is on the way . . .

Announcing the formation of The Family Child Care Alliance of Maryland. Conceived in the minds of family child care providers and developed with the wisdom and expertise of professionals in the field of Early Childhood Education, The Alliance will be a comprehensive support network of state and local agencies, associations, and individuals, community partners, and public/private organizations, working together to champion family child care providers and deliver access to training and services that translate into higher quality education for children. From the first orientation, to the first-year inspection; from setting up contracts and handbooks, to retirement planning, The Alliance will provide Family Child Care business owners with the means and the methods to be successful.

Currently in the planning and development phase, The Alliance is working toward a better future for all family child care providers. We will keep the community updated on our progress and look forward to the exciting partnerships to come.

Respectfully submitted,

The Family Child Care Alliance of Maryland
Donna Fowler
Bill Hudson
Debbie Moore
Jaqueline Grant
Angela Lamberti
Erin Moxley Mallonee
Kim Grant
Jody Lamberti
Monica Rainville

www.familychildcarealliance.org



MSDE Recognized Child Care Associations Criteria

Local Child Care Associations must meet the following criteria to be recognized by MSDE:

- Affiliated with a national child care association/organization or provide documentation that you are working with a nationally recognized institute of best practice
- Provide services to the child care community, include training and technical assistance to child care providers
- Have a Board of Directors
- 501 (c) (3) D status
- Provide opportunities for advocacy
- Partnerships with early childhood businesses and/or non-profits that have early childhood education as the focus
- Membership benefits
- Networking opportunities

MSDE will be requesting this information annually from local associations.



Maryland Association for the Education of Young Children

Membership in the Maryland Association for the Education of Young Children (MDAECY) is open to any interested individual.

As a proud affiliate of the National Association for the Education of Young Children, MDAECY is here to help YOU on the journey to improve educational opportunities for all young children.

mdaeyc.org | [@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

Counting Young Children in the 2020 Census

Counting everyone once, only once, and in the right place

An estimated 5 percent of kids under the age of 5 weren't counted in the 2010 Census. That's about 1 million young children, the highest of any age group.

We need your help closing this gap in the 2020 Census. Here's what our research tells us about why young children are missed and what you can do to help make sure they are counted.



Common situations where young children aren't counted

How you can help?



The **child splits time between two homes.**

The child lives or stays with **another family or with another relative such as a grandparent.**

- Emphasize that the census counts **everyone where they live** and sleep most of the time, even if the living arrangement is temporary or the parents of the child do not live there.
- If the child truly spends equal amounts of time between two homes, count them where they stayed on **Census Day, April 1**. Coordinate with the other parent or caregiver, if possible, so the child is not counted at both homes.
- If it's not clear where the child lives or sleeps most of the time, count them where they stayed on Census Day, April 1.



The child lives in a **lower income household.**

- Explain to service providers and families that responding to the census helps determine **\$675 billion in local funding** for programs such as food stamps (also called the Supplemental Nutritional Assistance Program or SNAP), the National School Lunch Program, and the Children's Health Insurance Program (CHIP). When children are missed in the census, these programs miss out on funding that is based on the number of children counted.



The child lives in a household with **young parents or a young, single mom.**

- Explain that filling out the census yourself, on your own schedule, is easier than having to respond when a census worker knocks on your door. Remind these households that the form should **only take about 10 minutes** to fill out and can be done online or over the phone, in addition to mailing it back.
- Encourage moms with young children to ask other household members to count them and their children on the form if others live in the household.



The child is a **newborn.**

- Emphasize that parents should **include babies** on census forms, even if they are still in the hospital on April 1.
- **Encourage facilities** providing services to newborns to remind parents about the importance of counting their children on the census form.
- Highlight the fact that the census form only takes about 10 minutes to complete, and parents can **fill it out online or over the phone in addition to paper** at a time that works best for them.

PROFESSIONAL DEVELOPMENT



You Can Get There From Here.

New Scholarship for Early Childhood Education & Child Care Workforce Development Classes at Howard Community College

Take the next step in your career with a financial award. If you're a Maryland resident or if you've graduated from a Maryland high school, you now have a new opportunity to receive up to \$2,000 in scholarship awards for enrolling in approved non-credit certificate program courses that lead to employment, licensure, or job skill enhancement. Approved Early Childhood Education courses include Child Growth and Development and Preschool Curriculum and Activities. You must enroll in both courses, 90 hours total.

For more information, visit howardcc.edu/cewdscholarship.

ZERO TO THREE Critical Competencies for Infant-Toddler Educators™

Maryland Family Network with funding from MSDE is offering the ZERO TO THREE Critical Competencies for Infant-Toddler Educators™.

This training provides concise, clear guidance on essential knowledge and skills for working with infants and toddlers in care settings. The competencies complement related professional criteria, tools, and child development benchmarks.

This training is open for those individuals who are currently MSDE/DEC approved trainers.

More information on this training can be found at:

www.marylandfamilynetwork.org/childcaretraining

The project described was supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5), Grant Number 90TP0032-01-00, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services.

New Pyramid Model for Social and Emotional Competence Courses



Maryland's new Pyramid Model for Social and Emotional Competence courses (formerly SEFEL) are newly designed for child care, preschool and kindergarten teachers to address the needs of young children and include trauma-informed content. Howard Community College is offering a new age-specific course for providers working with preschoolers and infants and toddlers:

Pyramid Model for Social and Emotional Competence - Preschool (formerly SEFEL)

Nov 1-Nov 29, 2019 Online

For full course descriptions and registration information, please visit howardcc.edu/childcareclasses.

**LOOKING FOR PROFESSIONAL DEVELOPMENT?
ACCESS THE WORKGROUP + TRAINING CALENDAR**



Voices from the Field: Stakeholder Perspectives on Maryland's Early Childhood Care and Education System from Town Hall Meetings

The most important role of the Town Hall meetings held in the spring was to obtain a first-hand account of the needs of children, families, providers, and other stakeholders in Maryland. Family child care (FCC) providers, who offer care in their own home, were well represented in several Town Hall meetings. Several FCC providers spoke about their desire to be seen and respected as early childhood professionals and build trust and strengthen their partnership with MSDE. A few providers expressed their belief that state employees whose decisions impact early childhood programs should have prior experience in the Early Childhood Education environment to sufficiently account for the provider experience when making rules and regulations. Others spoke about how family child care providers can become part of the state's mixed delivery system.

Read more Voices from the Field [here](#).

"In California, they have family child care home education networks... There's essentially a hub, could be a school district program. I was the director of the school district program, but we had 10 family child care programs that coordinated with us..that we administered as well. They didn't have to do the paperwork, they didn't have to take care of the funding. We did all of that. And then we also provided the professional development. So you've got a model...it prevents the isolation and brings groups together. It provides...professional development that they can support each other with..."

—Anne Arundel and Howard Counties Town Hall Participant

"..in Wicomico County we lost 57% of our family child care providers in the last nine years. And a lot of the reason behind that is that the threes and fours are going into publicly funded programs. And so the family child care provider can't stay in business because again, the numbers were limited [to two children] under two, and so the rest of our children have to be over two. Well, the [older] children are in free programs, we can't compete with free. And so, they run out of business and then you lose infant and toddler spots."

—Wicomico, Worcester, and Somerset Counties Town Hall Participant

"So, for my experience with working with the public school system, it was a no go. It was almost like... the family childcare providers in the neighborhood were kind of like shunned because you're just the babysitters, is kind of how they look at you."

—Baltimore City/Baltimore County Town Hall Participant

"I want to invite us to think about irregular work hours. I think the opportunity that we have in Montgomery County is that when [MSDE] thinks about quality, [you] should think about what that means. I think because...sometimes the way you talk about quality, parents are more inclined to choose a center-based program or school-based program when family child care providers really often are the ones that are doing early mornings, evenings and weekends."

—Montgomery County Town Hall Participant

"We've got a mandate in the state of Maryland for \$15 an hour for employees. Yeah, and she can't possibly do that without raising the rates of parents and all the parents started going to the underground system because I don't believe that all of the people we've lost in the world of family daycare stopped doing daycare. They're doing daycare and just not in the legal system and it's going to be a huge issue. We've got large centers and not the tiny centers because they don't have enough employees that would be affected by it...She's going to have to raise the rates."

—Caroline, Dorchester, Kent, Queen Anne's and Talbot Counties Town Hall Participant



Did you know?

Title I funds can be used to meet the requirements for family engagement including Ready At Five's Learning Parties!



Title I, Part A is contained in the Every Student Succeeds Act (ESSA), which was signed by

President Obama on December 10, 2015. This legislation reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA). Title I, Part A is a federal program that provides financial assistance to local school systems and schools with high percentages of poor children to support the academic achievement of disadvantaged students. All twenty-four local education agencies in Maryland receive Title I funds.

These funds provide additional academic support and learning opportunities to help low-achieving children who attend Title I schools master challenging curricula and meet state standards. Title I funds support extra instruction in reading and mathematics, additional teachers, materials of instruction, as well as after-school and summer programs to extend and reinforce the regular school curriculum.

Learning Parties are interactive, hands-on, parent/child parties that promote young children's development of school readiness skills. Based on the belief that parents are their child's first teacher, Learning Parties teach parents how to make everyday moments learning moments through playing, singing, talking, reading, and engaging in fun activities. Originally developed by Children's Resources International and modified by Ready At Five, the Learning Party curricula support the seven domains of learning: Language & Literacy, Math, Science, Social Foundations, Physical Well-Being and Motor Development, Social Studies and Fine Arts, in addition to the Parent Leadership Learning Party, which was developed in

collaboration with experts at EPIC (Every Person Influences Children). Parent Leadership Learning Party materials were developed with Maryland State Department of Education, Division of Early Childhood, as part of the Family Engagement Initiative, funded through a grant opportunity with the W.K. Kellogg Foundation.

Look for more Learning Parties Coming Soon!

Did you know that you can access resources so that you can model your program after Head Start?

You sure can!

Just use the following link
<https://eclkc.ohs.acf.hhs.gov>
 and you will have a wealth of resources and knowledge at your fingertips!

A tool to help you meet students where they are in their language development:



The Can Do Descriptors represent what learners can do with language across different content areas.

Educators and early childhood practitioners can use the Can Do Descriptors in the following ways:

- Collaborate and engage in conversations about language for learning as children and youth move along the continuum of language development
- Advocate for language learners to have equitable access to developmentally appropriate content
- Differentiate instruction and classroom assessment
- Understand ACCESS for English Language Learners test scores

The project described was supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5), Grant Number 90TP0032-01-00, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services.

R E S O U R C E S



Attendance Works

Advancing Student Success By Reducing Chronic Absence

Attendance Works has developed a variety of interactive exercises to help educators communicate to families the importance of daily attendance to student achievement.

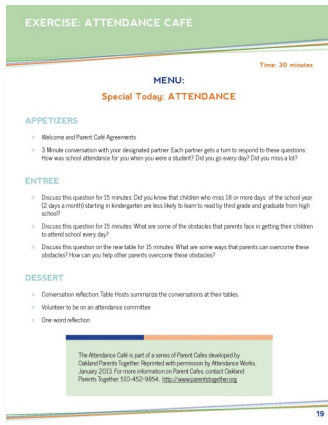
Click the handouts to access the exercises.

EXERCISE: WASHING THE ELEPHANT



Expected Outcome: Increased understanding of the effects of absenteeism on the student and other students at the school.

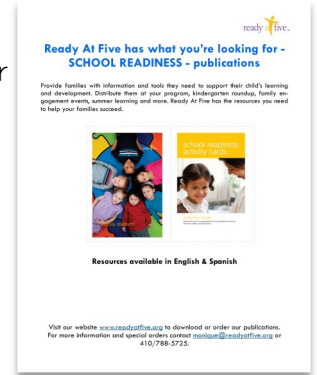
EXERCISE: ATTENDANCE CAFE



The Attendance Café is part of a series of Parent Cafes developed by Oakland Parents Together.

Ready At Five has what you're looking for— **School Readiness Publications!**

Please click **here** to access the order form or visit our website to find the programs we offer, such as our Family Engagement Resources and our Parents Matter publication (available in English and Spanish).



Sign up for our newsletter to keep updated on Ready At Five's activities and free resources.

Readyatfive.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>


Research documents that missing more than 10 percent of school starting in preschool compromises the capacity of even a strong preschool program to instill the skills necessary for reading readiness and other school readiness skills.

R E S O U R C E S


National Child and Adult Care Food Program (CACFP)

The U. S. Department of Agriculture (USDA) Food and Nutrition Service established the CACFP to promote the service of nutritious meals and snacks in **child and adult care centers and family child care homes** contributing to the wellness, healthy growth and development of young children, and the health and wellness of older adults and chronically impaired disabled persons.


The educational and financial resources available to eligible agencies through the CACFP can improve the overall quality of child and adult day care provided in Maryland. Households are assured that their children and older adults are receiving high quality meals and nutrition education that helps establish positive eating habits. In addition, agencies have opportunities to participate in training and grants to promote good nutrition and physical activity.



Maryland Child and Adult Care Food Program (CACFP)




\$39,065
The annual, maximum reimbursement a **Child Care Center** could receive for 25 free eligible participants, serving Breakfast, Lunch and a PM snack, 5 days a week.




Child Care Centers
Complete the Eligibility Calculator at eatsmartmaryland.org or **410-767-0199**






Nutritious Meals



Core of Knowledge Hours


MARYLANDEXCELS
Increase your EXCELS Level



Nutrition Education

Family Child Care Homes


Contact a Maryland Sponsoring Organization to Get Started



\$7,020
The annual, maximum reimbursement a **Family Child Care Provider** could receive for 6, Tier I participants, serving Breakfast, Lunch and a PM snack, 5 days a week.

Sponsoring Organization	Phone Number
Cecil County Board of Commissioners	410-996-0175
Family League of Baltimore City	443-423-0912
Frederick Community Action Agency	301-600-3263
Carroll Co. Human Services Program Inc.	410-386-6644
Montgomery Co. Public Schools	301-780-5810
Prince George's Co. Public Schools	301-780-5810
The Planning Council	757-622-9268





MSDE and USDA are Equal Opportunity Providers
Office of School and Community Nutrition Programs
410-767-0199

Revised 03-2019

R E S O U R C E S



Maryland Child and Adult Care Food Program (CACFP) *Steps to Participate*



1. Center determines eligibility at:
www.eatsmartmaryland.gov



2. Center calls MSDE to
request account activation.
410-767-0199.



3. MSDE
creates user
account.



4. Center submits
Agency Application.



5. Center
attends CACFP
New Agency
Training.



6. Center submits
Program and Site
Applications.



7. MSDE reviews
Applications and
schedules a pre-
approval visit.



8. MSDE visits
center to evaluate
readiness.



9. MSDE reviews center's
compliance during the first
year.



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Family Engagement Summit Brings Birth–12 Educators Together for Equity Discussion

On Thursday, August 8, 2019, the Maryland State Department of Education (MSDE), Division of Early Childhood hosted its annual **Family Engagement Summit** that featured keynote Dr. Rosemarie Allen, a nationally recognized early childhood development author, leader, and expert. This year's theme, **Understanding Implicit Bias: Engaging Families in Culturally Responsive Ways**, highlighted the need for educators to be more sensitive, knowledgeable, and responsive to families' cultural, ethnic, and socioeconomic diversity.



Photo (left to right): Jenn Nizer, Cynthia LaMarca Lessner, Dr. Rosemarie Allen, Dr. Walter Gilliam, Dr. Carol Williamson, and Steven Hicks.

“You have to be fair and treat families justly and with equity,” said Dr. Allen during the Family Engagement Summit. “You must make families feel welcome at every level of your organization, in your program, community, and in this nation.”

In addition to the keynote address and an afternoon workshop, Dr. Allen participated in a suspension and expulsion panel discussion

with the Edward Zigler Center Director of Child Development and Social Policy and Professor of Child Psychiatry and Psychology at Yale University, Dr. Walter Gilliam; Catholic Charities Head Start of Baltimore City Director Mary Gunning; Children's Center of Walkersville Director Virginia “Ginny” Simoneau; and Howard County Public Schools Executive Director of Community, Parent, and School Outreach James LeMon.

“Relationships among teachers and providers, and parents and families are key,” said LeMon during the suspension and expulsion panel discussion.

Summit attendees also had access to other national and local family engagement experts who presented workshop topics such as equity and excellence, health and well-being, social and emotional development, and adverse childhood experiences (ACEs).

In its fourth year, the Family Engagement Summit offers innovative approaches to meeting the needs of parents and families while providing resources that support implementation strategies for early care and education providers. The 2019 Maryland Family Engagement Summit attracted over 200 attendees, including parents, superintendents, teachers, providers, program coordinators, and other stakeholders. The event also was featured live on Facebook and attracted 500 viewers, bringing the total number of attendees on- and offline to more than 700.

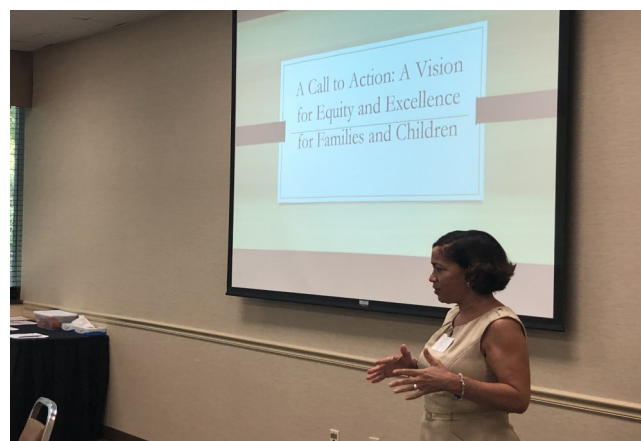


Photo: Petrea Hicks, Maryland EXCELS Quality Assurance Specialist

P A S T E V E N T S

Cultivating a Shared Vision for the Future of Early Childhood in Maryland

Last September, The Maryland State Department of Education (MSDE), Maryland Department of Health (MDH), and the Maryland Department of Human Services (MSDH) hosted seven community roundtables throughout the state to follow up on the nine-stop town hall tour held in the spring. Unlike the town hall meetings used to identify community needs, the roundtables provided opportunities for the public to contribute to the strategic plan for Maryland's early childhood mixed-delivery system.

Check out some photos of parents, child care providers, early childhood professionals and local child- and family-serving agencies that joined us at roundtables around the state to shape the direction of the Maryland's early childhood system.

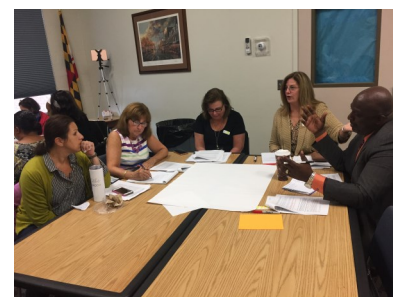


Photo Credits: Alexis Washington/MSDE and Kasia Razynska/Mid-Atlantic Equity Consortium (MAEC)

school readiness
symposium
 ready at five™

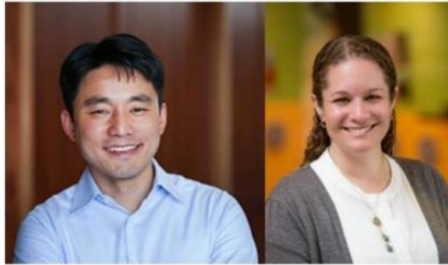
December 11, 2019

Register at www.readyatfive.org

Simple Interactions

Turf Valley Resort & Conference Center

Featuring Keynote Speakers



Junlei Li, Ph.D.

Saul Zaentz Senior Lecturer in Early Childhood Education
 Harvard Graduate School of Education
 &

Dana Winters, Ph.D.

Director of Simple Interactions & Academic Programs
 Fred Rogers Center for Early Learning and Children's Media

Presenting Sponsor



Sponsored by



Cost is \$150 per person.

Don't forget about registration costs for Ready At Five's School Readiness Symposia when planning your budgets for next year!



You Can Make a Difference!



Please help [Ready At Five](#) improve the practice and quality of early learning in Maryland, and join our [list serve](#).

Ready at Five is a self-sustaining program of the Maryland Business Roundtable for Education (MBRT) and does not receive funding from the MBRT. **One-time or monthly donations of \$100 or more are sought and gratefully accepted to expand Ready At Five's impact.** To contribute this, or any amount, click [here](#).

Learning Day 2019: Mind Management – Just Breathe



Training Event

November 2, 2019

Frederick Community College
7932 Opossumtown Pike
Frederick, MD 21701

Click here for [registration](#)

Self-Care Strategies for the ECE Professional



Training Event

November 6, 2019

Abilities Network Project ACT
8503 Lasalle Road
Towson, MD 21286

Contact 443-900-6458 or
CRCBaltimore@abilitiesnetwork.org

Managing Behaviors That Challenge Us Conference



Training Event

November 9, 2019

Harford Community College
401 Thomas Run Road
Bel Air, MD 21015

Join the waitlist for this conference by emailing Rosemary Lober at rosemary.lober@maryland.gov.



The Annual Family Involvement Conference



Training Event

November 16, 2019

Anne Arundel Community College
101 College Parkway
Arnold, MD

Click here for [registration](#)

Regional Early Childhood Education Summit



Annual Summit

January 25, 2020

Montgomery College
51 Mannakee Street
Rockville, MD 20850

Contact via email
Sonia.Pruneda-Hernandez@montgomerycollege.edu
nelida.andres@montgomerycollege.edu



The new
Maryland
Families Engage
website is powered by
YOU!

We're looking for resources, events, news
and articles to share with the
family engagement community.

Want to learn more about how to share
information with early care and education
providers, parents and families?

Visit

marylandfamiliesengage.org/submission-guidelines

It's never too early to ENGAGE, CONNECT AND LEARN



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

IMPACT

A publication from the
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