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SUMMER | ISSUE 4 | 2019

Building a Whole Early Childhood System, not just a Part

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

Maryland's 2019 legislative session has come to a spectacular finish with more opportunities to support the learning and development of young children. On May 15, 2019, [Governor Hogan released \\$255 million for the Fiscal Year 2020 Spending Plan](#), which includes expanding State funding to local school systems based on all 4-year-olds in full-day

prekindergarten as of September 30 of each year. Previously, this funding had only been provided to the four jurisdictions that offered universal PreK to all four-year olds: Baltimore City, Garrett, Kent and Somerset. Now school systems have an incentive to provide full-day prekindergarten to as many 4-year-olds as possible, knowing the state will share in the cost. This benefits the community by providing

more children with access to high-quality early childhood experiences; in fact, it's harmful for a community not to. This vision would ensure more children enter school with the skills and knowledge they need to succeed. It's important to do this thoughtfully using both school- and community-based settings (mixed delivery approach), as recommended after over two years of deliberations by the [Kirwan Commission](#).

MSDE considers these funds unrestricted, so unlike the Commission's recommendations, there is no requirement for school systems to target any

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specific group of students: low-income, English learner, or children with disabilities. Nor is there the requirement to implement a mixed-delivery system, but it ensures a more effective implementation. Today, most all publically-funded PreK programs in Maryland are located in public schools. We know the impact high-quality preschool programs can have on improving outcomes and ensuring more children enter kindergarten ready to succeed. The latest [results](#) released in May from Nobel Laureate James Heckman's long-running study on the Perry Preschool Project show that 60 years later, the participants are better educated, healthier, better employed, and more likely to stay stably married than their peers. The latest findings also show that these benefits carry on to the [next generation](#). But PreK for 4-year-olds is only one part of a birth to five early childhood system. Every year of a child's learning and development in the birth to age five system needs to be supported in order for the system to thrive. Investment in only one segment may have unintended consequences in another.

Currently, we are in a child care crisis. Quality care is out of reach financially for most parents – if they can even find it – but it is particularly scarce for babies and toddlers. Many working parents wind up putting their children in illegal, unlicensed settings or leave the workforce all together because they cannot afford the high cost of child care. The cost gap between scholarships and what parents can afford to pay and the true cost of care is much wider for birth to three year olds than for 3's and 4's. While it is clear that we need to provide more funding to care for infants, one way this has been historically addressed is for private providers to serve more older children, which require less staff, while continuing to serve toddlers

and infants. And that requires a mixed-delivery system.

As local school systems seize their opportunity to expand early childhood education to more 4-year-olds, it is vitally important that private providers are not excluded. Some examples of how to achieve this are partnerships with contracting services or grants made directly to providers similar to the way in which the state makes grants through the PreK Expansion Grants. These options would allow private providers to sustain their businesses and continue to serve children younger than three. Without this balance, many providers would not be able to stay open, leaving parents with few options. The mixed-delivery approach also maximizes parent choice of where to have their children cared for and multiple opportunities to meet the needs of individual children, including in family child care homes.



Maryland's leaders continue to demonstrate a commitment to our youngest learners through early childhood investments such as the Prekindergarten Supplemental and Expansion grants, the increase in State funding for Head Start, and the increase in the value of child care scholarships to 30% of the market rate this July and 60% next year. The expansion of child care tax credits to middle-income families also helps. These investments are built on the now well-established neuroscience research that demonstrates the critical brain development in the first five years of a child's life. But we cannot build up one leg of our early childhood system at the expense of the others; it will surely wobble from the imbalance, leaving our most vulnerable families and children to suffer. When the infrastructure supporting families and children is strong, we all thrive.

Pritzker Children's Initiative awards Maryland planning grant to establish actionable prenatal-to-age-three policy agenda

Maryland has been awarded a Pritzker Children's Initiative (PCI) Prenatal-to-Age-Three State Planning Grant to develop and strengthen high-quality prenatal-to-age-three services. In total, 42 of 44 eligible states plus the District of Columbia submitted applications expressing interest in increasing high-quality early childhood services, and only 11 states across the country, including Maryland, were selected.

Recipients of the grant have each been awarded \$100,000 to establish a coalition of state-and community-level partners inside and outside government to develop an ambitious prenatal-to-age-three policy agenda and action plan, focused on expanding access to high-quality programs designed to support children's healthy development and build a strong foundation for future learning. Maryland will also be eligible for a Pritzker Implementation Grant based on the quality of the plan developed over the next nine months. **Maryland Family Network** and the Maryland State Department of Education will serve as co-chairs of the coalition that will develop the policy agenda and a strategy to implement it.

There are approximately 221,000 infants and toddlers in Maryland. Funding will help the coalition develop a detailed strategy and implementation plan to provide high-quality services to at least 25 percent more families than are receiving them now.

"There is significant momentum in Maryland to invest in prenatal-to-three efforts that will support families," according to Steven R. Hicks, Assistant State Superintendent, Division of Early Childhood, Maryland State Department of Education. "We are proud of the commitment being made to Maryland's families with infants and toddlers, and through this grant we will strengthen our coalition of community and state leaders to expand programs and policies that set our youngest children on a path to success in school and life."

Research shows that investments in the first three years of a child's life yield high returns for states, because these expenditures both reduce the need for expensive interventions later in life and increase the contributions individuals make to the economy in terms of purchasing power, taxes, and stable families. In addition to the economic benefits, high-quality early childhood development programs can reduce chronic disease and health care costs, and their benefits include better education outcomes and higher incomes as adults. When infants and toddlers get what their growing brains need, they become healthy kids who are confident, empathetic, and ready for the future.

Children Study Their World (CSW)

A look at the new 4-year-old curriculum developed by the Center for Early Childhood Education and Intervention at the University of Maryland in partnership with MSDE. Click the picture below to learn more.



Children Study Their World (CSW) is an early childhood curriculum for 4-year-olds, based on principles of **project-based inquiry** and driven by evidence-based practices that build teacher capacity and support successful implementation.

CSW consists of **eight interdisciplinary, content-rich projects** that build upon children's knowledge and increase in complexity.

CSW was developed by the **Center for Early Childhood Education and Intervention** with funding from the **Maryland State Department of Education, Division of Early Childhood**.



Welcome

Erika Anderson to the Early Learning Branch as Education Program Specialist. She can be reached at erika.anderson@maryland.gov.

Rachel Demma to the Office of the Assistant State Superintendent as the Program Director of the Preschool Development Grant Birth through Five. She can be reached at rachel.demma@maryland.gov.

Olivier Bitihari to the Child Care Subsidy Branch as Quality Assurance Auditor. He can be reached at olivier.bitihari@maryland.gov.

Lorena Guido to the Child Care Subsidy Branch as Quality Assurance Auditor. She can be reached at lorena.guido@maryland.gov.

Stephen Lenzner to the Child Care Subsidy Branch as System Flow Quality Assurance Manager. He can be reached at stephen.lenzner1@maryland.gov.

Beverly Ollivierre to the Child Care Subsidy Branch as Quality Assurance Program Manager. She can be reached at beverly.ollivierre1@maryland.gov.

Farewell

Robert 'Bob' Wagner is no longer in the Division of Early Childhood. He is now retired. Erika Anderson has assumed his responsibilities.

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

SERVICE ANNIVERSARY

10 Years of Service

Tammy L. Guthland

15 Years of Service

Sherry L. Tsigounis

20 Years of Service

Tabatha J. Bennett

Dawn K. Gipe

Danita M. Moore

Deborah L. Serman

Christopher J. Viamonte

25 Years of Service

Julie A. Alpert

Debra Y. Godsey

30 Years of Service

Sharon L. Brooks

John W. Lamb

Michelle L. Spahn

35 Years of Service

Jacqueline M. Maull

Joy A. Roberston

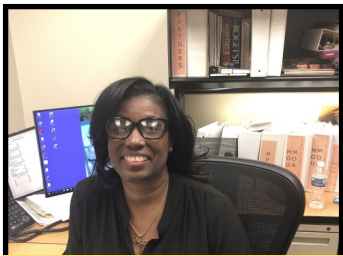
40 Years of Service

Louis A. Valenti, Jr.

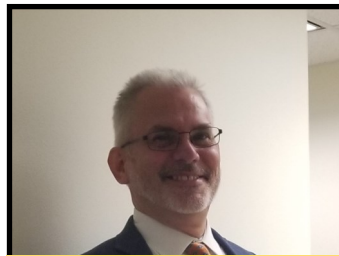
45 Years of Service

Jacqueline L. Blanding

Suzanne R. Ruark



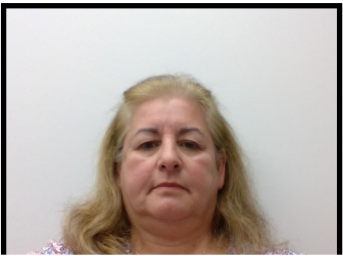
Sharon Brooks



John Lamb



Michelle Spahn



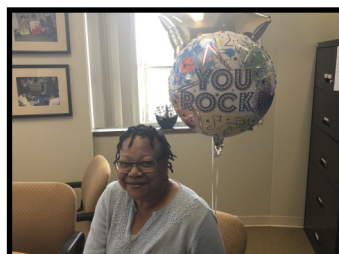
Jacqueline Maull



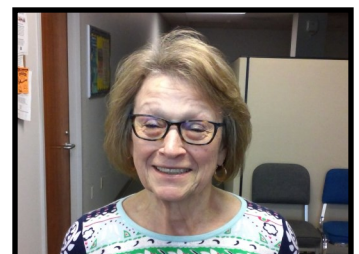
Joy Roberston



Louis 'Lou' Valenti



Jacqueline Blanding



Suzanne Ruark

Director's Dug Out

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

Illegal Child Care...What We Are Doing About It

In my travels throughout the State of Maryland, illegal child care has been a hot topic of conversation and a concern for providers. I receive an average of two reports per week from licensed providers telling me about an illegally operating program on their block. The reports I receive are in addition to the many illegal child care complaints received by the regional offices. Once the Office of Child Care (OCC) receives a complaint of an illegal child care location, it is immediately investigated by a licensing specialist in the appropriate region. The licensing specialist goes to the location of the illegal program, unannounced, to determine whether or not the operation of the program is truly illegal.

When the licensing specialist visits the program's location, there are a series of questions he/she will ask the caregiver:

- Are there any children receiving care in the program?
- Why are they being cared for here?
- Where are they?
- May I see the children?
- Are the children related to the caregiver?
- How much is the caregiver being paid?
- What are the parent's names, addresses and phone numbers?

If the caregiver states that all children are relatives, the licensing specialist requests that the families fill out a form attesting to this with a self-addressed stamped envelope to return to the region office. Once the forms are returned and it is verified that the children are relatives, the investigation is complete.

If the caregiver does not provide the information and is uncooperative, the licensing specialist will send a cease and desist

letter by regular and certified mail. Often gaining access to the location and having the caregiver's cooperation is very difficult and can make the investigation challenging. Due to these challenges, the OCC rarely receives any forms from parents. In such cases, licensing specialists will then go back to visit the location to see if the location is still operating. If the location has children on the premise, the licensing specialist will send a cease and desist letter by regular mail and certified mail. They will also try to obtain the name of the property owner from "Taxation and Assessment" and mail the cease and desist letter to that person.

The licensing specialist will attempt another visit to be sure the caregiver stopped providing care at that location. If the licensing specialist can still not gain access, they can attempt to:

- Get assistance with entry by local law enforcement/Fire Marshall
- Request additional descriptive material concerning the program or services
- Conduct surveillance by the OCC investigator



Once the OCC has enough facts to establish illegal care, the regional manager will confer with the Office of the Attorney General to determine whether a civil or criminal action shall be filed against the caregiver. The basis for the determination shall include, but is not limited to, consideration of the following factors:

- Seriousness of the violation
- Ages and number of children in care
- Past history of the caregiver
- Willingness to become licensed or registered

The licensing specialist always tries to meet with the caregiver and attempts to discuss becoming a licensed/registered provider during this process. The goal is to have the caregiver/program meet licensing requirements so the children and families can stay in their choice for child care.

Continued on page 7

As you can see, this process is not easy and takes quite a bit of time, especially when we are relying on the caregiver and the parents to determine if there is illegal care being provided.

However, the OCC is also looking into alternative ways to handle illegal child care in the future. The main point to convey is that **proving illegal child care takes time and factual evidence in order for the OCC to move forward with a case.** Rest assured, the OCC is doing everything possible to combat illegal child care and conducting investigations daily.



If you have complaints of illegal child care, please contact your regional licensing office to make the report. If you have any other questions, please feel free to contact

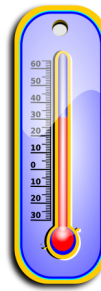
louis.valenti@maryland.gov or jennifer.nizer@maryland.gov.

CHILD CARE SCHOLARSHIP REIMBURSEMENT RATES ARE ON THE RISE!

Thanks to Governor Hogan and Maryland Legislators, the reimbursement rate of the Child Care Scholarship (CCS) increased to the 30th percentile of the 2019 Child Care Provider Market Rate Survey beginning July 1, 2019.

With CCS rates increasing this year and to the 60th percentile by 2021, more CCS eligible families will be able to afford higher quality child care options.

Each increase in the percentile of reimbursement is an investment in school readiness and an improvement in early care and educational settings for all children. The ability for parents to be able to access the highest quality care, especially during ages 0-3, when the brain develops the most and where care is often the most expensive, is a major investment in Maryland's future workforce and children's academic foundation. As CCS rates increase, we hope more providers will accept Child Care Scholarships. Likewise, with increased reimbursement rates, we hope more



child care providers will increase their current Maryland EXCELS rating and take advantage of the Maryland EXCELS tiered reimbursements.

As we share our excitement of the CCS increasing in value, we also want to remind providers that more families are eligible to receive assistance with the cost of child care as a result of the Income Eligibility Guidelines of the program nearly doubling last August.

Does your child care program accept the Child Care Scholarship? Are you, your child care staff, families presently attending your child care program or someone you know eligible to receive a Child Care Scholarship?

Visit MONEY4CHILDCARE.COM to see if you or someone you know is eligible to receive a scholarship to help with the cost of child care. Please share our link with your families, within your communities and when recruiting families to attend your program.

MARYLAND EXCELS

Maryland EXCELS Year of Bonuses Proved Successful

The Year of Bonuses, which started October 1, 2018 is helping motivate programs to participate and publish first-time quality ratings and to move up to higher quality levels—benefiting children and their families all over the state.

Child care programs can take advantage of Maryland EXCELS bonuses through September 30, 2019.

Reflecting on Maryland EXCELS 5th Year as the State's Quality Rating and Improvement System

Maryland EXCELS hosted seven regional receptions throughout Maryland from July 2018 through June 2019. These celebrations honored Maryland EXCELS participating programs and their commitment to providing high quality child care and early education. Maryland EXCELS' partners — Kaplan, Lakeshore, Discount School Supply,

Becker's and Constructive Playthings — donated a variety of classroom supplies as door prizes and giveaways at these events. Visit the Maryland EXCELS Facebook page to view photos from these events.

"My co-worker Amber had I had so much fun! We enjoyed dancing, the food, and the photo booth, and all the giveaways were great! It was a very classy event and very thoughtful! I have never ever won anything before in my life so when they called my name I was like are you sure that's right! I've been in childcare for almost 30 years and this by far

was the nicest event I have ever been to in all my years, THANKS AGAIN!!"

-Christy Whittington
REGIONAL DIRECTOR
Before and After School Enrichment
YMCA OF FREDERICK COUNTY

Conference by the Sea Giveaway

Maryland EXCELS partnered with the Maryland State Child Care Association to giveaway free registrations to the Conference by the Sea, May 2-5, 2019.

The giveaway winners:

- Candace Hall, Montgomery
- Colleen Moore, Queen Anne's
- Littlest Learners, Amanda Beacham, Carroll
- Mt. Hebron Nursery School, Michelle Hoy, Howard

What Can Maryland EXCELS Do for You?

Select the image below to find out.



receptions throughout Maryland from July 2018 through June 2019. These celebrations honored Maryland EXCELS participating programs and their commitment to providing high quality child care and early education. Maryland EXCELS' partners — Kaplan, Lakeshore, Discount School Supply,



Community Outreach

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

Radio Campaigns

In March, Maryland EXCELS kicked off its 2019 radio campaign on 92Q Jams—followed by the Mix 106.5 and Z104.3 campaign in May and Big Froggy 105.3 in June. These stations reach thousands of listeners daily helping spread the word about finding quality child care.



Billboards

Beginning in May 2019, Maryland EXCELS launched billboards along two popular routes of travel – one in Westminster on Route 140 and four in Western Maryland along the highways leading to and from Deep Creek. These billboards help connect over 100,000 travelers and commuters weekly.



**Seeking Quality
Child Care
for Your Child?**

MARYLANDEXCELS

MarylandEXCELS.org/Quality



Minor League Baseball

Maryland EXCELS Quality Assurance Specialists engage with hundreds of families with young children at several minor league baseball games featuring family fun nights and specialty themes like Star Wars.



Fairs, Festival and More

Maryland EXCELS attends many preschool fairs, family festivals and other community events to interact with families and child care providers throughout Maryland.



Quality Assurance Specialist, Rosemary Lober and Harford Community College mascot at the 2019 Harford Family Festival.

Looking at Literacy



Providers at Maryland EXCELS first Literacy event "Looking at Literacy – It's More Than Just Books."

Attendees were thrilled to discuss the importance of focusing on literacy with all ages – including infants. One lucky provider won Bedtime in a Box, which was filled with books and literacy activities for infants and toddlers.

Get the Latest News About Quality Improvement in Child Care

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



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.

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

Program Name	County
Yough Glades Elementary	Garrett
Overlook Child Development Center	Garrett
Celebree Learning Center	Frederick
Oakland Mills Nursery School	Howard
Celebree Learning Centers of Severna Park	Anne Arundel
Mt. Airy Day Care and Learning Center, Inc	Carroll
Bright Eyes Early Learning Center	Frederick
St. Vincent De Paul Head Start	Baltimore City
Emma K Doub Elementary	Washington
St. Vincent de Paul Head Start	Baltimore City
White Marsh Child Care 1	Baltimore County
Rt. 40 Elementary School	Garrett
Taneytown Elementary School Judy Center	Carroll
Church of the Brethren Learning Center	Frederick
Discovery Station Child Development Center	Montgomery
The Goddard School	Howard
Emmanuel United Methodist Preschool	Howard
Sandy Hill Elementary	Dorchester
Francis Scott Key Elementary	Baltimore City
Child Development Center and Early Childhood Lab at CCC	Carroll
Herring Run @ Bowleys Site	Baltimore City
Iman Learning Center	Montgomery
First Baptist Church WEE	Montgomery

Phase one of the Maryland Accreditation Process

PHASE ONE

Attend Orientation

- Create an online account

Create a Self - Appraisal Team

- Staff
- Families
- Community Partners

Begin Accreditation

- Programs have 12 months from today to begin the accreditation process.



Create an Accreditation Self-Appraisal Team

How to select members for your self-appraisal team:

- **Who is on your team?**

Select people who will provide clear and honest feedback. In addition to selecting staff members, you can invite parents and other stakeholders to be on your team. The size and makeup of your self-appraisal team should be individualized for your program...the choice is yours!

- **What does the self-appraisal team do?**

Members of this team will be your “eyes” and help you to see your program’s strengths and areas that need improvement. This feedback will inform your self-appraisal ratings.

- **When does the team meet?**

The frequency of meetings is determined by each program. The team should be available to observe the program while children are in attendance in order to provide feedback about interactions and learning environments.

Please contact **Nicole Johnson** at Nicole.johnson1@maryland.gov or accreditation@marylandexcels.org for questions.

Are you a credentialed provider?



Need to contact the Maryland Child Care Credential Program?

Have questions?

Mail or fax your Maryland Child Care Credential 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 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

Maryland Child Care Credential Program Updates

All foreign transcripts must be evaluated by current members affiliated with the National Association of Evaluation Services (NACES). Foreign transcripts must be evaluated before being submitted with the Maryland Child Care Credential application. All sections of the evaluation, including the diploma, must be submitted.

NACES members recognized by MSDE can be found here: www.naces.org/members.html

The Cover Sheet (checklist) must be submitted with all Maryland Child Care Credential applications.

Application Cover Sheets are available here:
First-time applicant - <https://bit.ly/2UVxwlf>
Renewal Cover Sheet - <https://bit.ly/2UUthNc>



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.

Get your membership today!



Child Care Career and Professional Development Fund (CCCPDF) Provides Opportunities



“This grant has allowed me to be trained by teachers, school leaders, and civil society partners to improve my knowledge of a child’s human growth and development. The CCCPDF promotes quality education for

students who wish to become educators.

Coppin State University, Teacher Education program, has provided me the best opportunities for school leadership through coaching, mentoring and reflective learning.

My educational plans for teacher development are guaranteed to me because of the CCCPDF. My focus is on participatory learning and sharing the latest pedagogical practices from across the state. I would like to thank MSDE for making a down payment on my academic success.”

Fatima Whitmore - Coppin State University
Child care provider for 14 years
Leader of Service Employees International Union, Local 500

The Child Care Career and Professional Development Fund

Are you interested in pursuing an associate's 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/

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

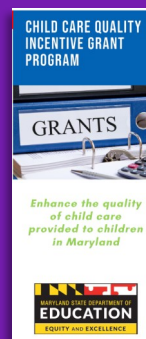
Applications faxed to MSDE will not be processed.

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



The **Child Care Quality Incentive Grant Program** provides funding to licensed child care centers and registered family child care providers to purchase supplies, materials and equipment to enhance the quality of child care programs.

earlychildhood.marylandpublicschools.org/ccqig



The **Family Child Care Provider Direct Grant Fund Program** provides reimbursements to registered family child care providers for expenses incurred to comply with the Office of Child Care licensing requirements.

earlychildhood.marylandpublicschools.org/fccpdgfp



360 providers received a training voucher to attend the MSCCA's Conference by the Sea 2019!

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.

Common situations where young children aren't counted

How you can help?



The child lives in a household that is **large, multigenerational, or includes extended or multiple families.**

- Remind the person filling out the form to count all children, including nonrelatives and children with no other place to live, even if they are only living at the address temporarily on April 1.
- Spread the word that the census **counts all people living or staying** at an address, not just the person or family who owns or rents the property.



The child lives in a household that **rents or recently moved.**

- Encourage renters and recent movers to complete their census forms **online or over the phone**, right away. That way they don't need to worry about paper forms getting lost in the move.
- **Focus efforts** on multiunit buildings that are likely to have renters.



The child lives in a household where they're **not supposed to be**, for one reason or another.

- Please explain to those that have children living in places where they aren't allowed (for example, grandparents in a seniors-only residence that have a grandchild living with them, a family with more people, including children, than the lease allows) that they should include the children because the **Census Bureau does not share information** so it can't be used against them.
- Emphasize the Census Bureau's legal commitment to keep census **responses confidential.**
- Explain that the Census Bureau **will never share information** with immigration enforcement agencies like Immigration and Customs Enforcement (ICE), law enforcement agencies like the police or Federal Bureau of Investigation (FBI), or allow this information to be used to determine eligibility for government benefits.



The child lives in a **non-English or limited-English speaking** household.

- **Conduct outreach** and create resources in non-English languages that highlight the importance of counting young children.
- **Encourage non-English speakers to self-respond** to the census and let them know that for the 2020 Census, the online form and telephone line will be available in 13 languages, including English. Language guides will be available in 59 languages other than English.



The child lives in a household of **recent immigrants or foreign-born adults.**

- Work with community members to conduct outreach in neighborhoods with recent immigrants. **Focus efforts** on the **community's gathering places** like local grocery stores, places of worship, and small restaurants.
- Emphasize the **Census Bureau's legal commitment** to keep census responses confidential. Explain that the Census Bureau will never share information with immigration enforcement agencies like Immigration and Customs Enforcement (ICE), law enforcement agencies like the police or Federal Bureau of Investigation (FBI), or allow this information to be used to determine eligibility for government benefits.

A Fond Farewell: What an Incredible Experience

The last three years have flown by, and I am enthusiastic about my next chapters. I have met so many amazing people and generated great relationships with both providers and partners in the early childhood field. I started my Presidency of the Maryland State Family Child Care Association (MSFCCA) undertaking outreach efforts to the different entities and associations I was unfamiliar with. I explored conferences such as the MSCCA Conference, NAEYC Conference and the Public Policy Forum, the NAFCC Conference, the Florida Family Child Association Conference and the Office of Child Care (OCC), Administration for Children and Families (ACF), Infant/Toddler & School-Age Child Care Institutes.

As a state association, we had multiple guest presenters for board development including Michelle Ennis, Donna Fowler and Steve Rohde, who completed MSFCCA's first Leadership Day at the MSFCCA Conference.

Throughout these board developments, MSFCCA developed new mission and vision statements and values. During my terms, we gained new membership from three associations: Talbot County Childcare Association, Allegany County Professionals Association, and Cecil County Childcare Association.

The relationships I formed with the partners in the early childhood field have proven to be the most beneficial to me. I was part of establishing the "Partners in Progress," where we have come together as one and applied for the Governor's Proclamation for Provider Appreciation Day. We have also received generous donations from MSDE for the support of our annual conferences, which has allowed us to offer superior keynote speakers and keep our registration fees within reach to the members. Through these relationships, I have been asked



to participate on several panels and projects including the State and Territory CCDF Administrations Meeting (STAM), the Food Research and Action Center (FRAC) meeting and the CCSSO/NGA ECE Workforce Project. We also had many accomplishments including Governor Larry Hogan signing legislation SB 379 / HB 430 "Education, Child Care Subsidies, Mandatory Funding Levels." MSFCCA and other partners played a role in this historic event. MSFCCA also celebrated its 30th year of conferences. One of my biggest achievements, was being the recipient of the Ruby Brunson Advocacy Award at the National Association for Family Child Care in summer 2018. It was an honor to receive this award from one of my greatest mentors, Donna Fowler.

In addition, last year would not have been possible without the support and forward thinking of Jody Lamberti, Angela Lamberti, Erin Moxley and Monica Rainville. I have many people to thank for the knowledge I have gained in public policy challenges and initiatives, especially Debbie Moore and Mary Beth Testa. Shaun Rose and Chris Peusch have provided strong partnerships and development solutions such as the shared Early Childhood Care & Learning Priorities Agenda. Bill Hudson and Donna Fowler, from NAFCC, have guided my vision on association work. MSFCCA would not be where it is without the support of Steve Rohde, Lacey Tsonis and many others from Maryland Family Network. I also want to thank the leadership at the Maryland State Department of Education, Division of Early Childhood.

It has been a rewarding learning experience serving as President of MSFCCA. I will continue to support the efforts of those who want to see the field of early childhood development in family child care continue to grow and succeed for the wonderful entity it is.

Sincerely,
Jacqueline Grant

mdaeyc

Maryland Association for the Education of Young Children

mdaeyc.org | @mdaeyc1 | Christina Lopez, Co-President, christina.lopez@mdaeyc.org

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 them 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.

msfccca.org | contact@msfccca.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

MSDE Recognized Child Care Associations Criteria

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

- Provide services to the child care community, include training and technical assistance to child care providers
 - Provide proof of 501 (c) (3) status
 - Provide opportunities for advocacy
 - Membership benefits
- MSDE will be requesting this information annually from local associations.*

PROFESSIONAL DEVELOPMENT

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.



You Can Get There From Here.

Free Early Childhood Workshops Hosted by MSDE

Sessions are targeted toward child care teachers/providers, in home providers, Preschool/Child Care Center Directors, aides, PreK teachers and instructional aides. These FREE workshops will run back-to-back, one in the morning and one in the afternoon.

Building Early Literacy Through Expressive Arts

Language: The Key to Literacy

July 15-North Point HS
Charles County

July 22- Marriott's Ridge HS
Howard County

July 24- Easton HS
Talbot County

Participants will receive COK hours.

REGISTER: bit.ly/2vkdGwC



Education Training for ESOL Students

Course Dates:
Sept. 29, 2019 - Feb. 24, 2020

Monday - Thursday
6:30-9:30pm

Takoma Park Campus

This course will help you to:

- Meet the requirements to work in childcare in Maryland.
- Prepare for and take the Child Development Associate (CDA) exam.

Get started on earning credits in Early Childhood Education at MC!

Learn more at: bit.ly/2Psi5Gw



LOOKING FOR PROFESSIONAL DEVELOPMENT?
ACCESS THE WORKGROUP + TRAINING CALENDAR

Select the image above to visit the Workgroup and Training calendar online.

PROVIDER PROFILES

Preschool Program Focuses on Family Engagement

By Erica Meadows, Director, Loyola Early Learning Center

When the Loyola Early Learning Center in Baltimore opened its doors in September 2017, the Center included a quality preschool program for 2-year-olds as well as an interesting and informative program for their families and caregivers. Our school philosophy focuses on the whole family, so we recognized the need for parents to be engaged and active in their child's development and learning.



That's why we offer monthly parent classes on Saturday mornings, which include a variety of topics of interest to families. Our

parent classes also meet Goal Two of the Maryland Early Childhood Family Engagement Framework: Family Engagement Initiatives Should Promote Positive Parent-Child Relationships, and Goal Three: Family Engagement Initiatives Should Support Families as Lifelong Educators of Their Children.

During the past year, parents attended classes on topics such as "Transition to Preschool" and "Keeping your Toddler Healthy." In our health class, a Johns Hopkins pediatrician presented a lively discussion about typical childhood illnesses and answered questions from the parents. For wellness and prevention, we invited the University of Maryland School of Dentistry and a dentist to explain the importance of good dental care for young children. The Loyola Clinical Centers presented "Positive Parenting," which helped parents learn different techniques to keep toddlers happy and healthy.

Parents and children participate in a class called "Read to Succeed" at Loyola.

We are constantly encouraging families to

attend our Saturday classes. As an added incentive, we offer a light breakfast with coffee and juice. In addition, we give parents an opportunity to suggest topics for upcoming classes. In fact, we are already scheduling classes for the upcoming school year, including nutrition and language milestones. We look forward to another positive year in which we can engage parents while they learn meaningful ways to become more involved in their children's education.

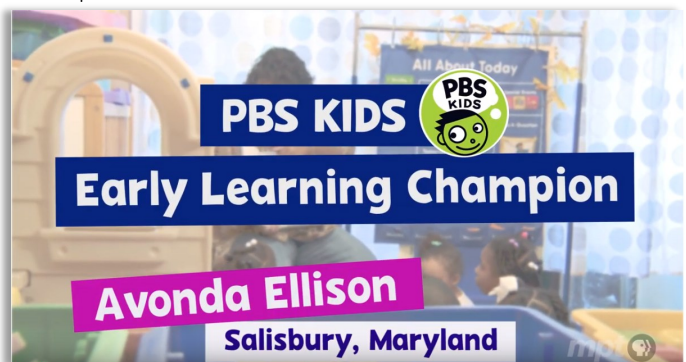
Avonda Ellison

PBS KIDS Early Learning Champion (ELC)

Laugh-n-Learn Center—Salisbury, Maryland

The Laugh-n-Learn Center—a licensed, home-based early learning facility in Salisbury—is aptly named. Not only do the children laugh and learn together, but Avonda Ellison, owner and operator, laughs and learns with them as she approaches her work as a child care educator and leader. With her contagious energy and smile, 14 years of experience, and passion to connect with other child care providers, Avonda is a proactive and valuable mentor on Maryland's Eastern Shore. Seeing a need for professional development and connection, Avonda started Providers United, a peer collective of educators who meet monthly to share experiences, find solutions, and brainstorm fresh ideas in support of each other. Under Avonda's leadership, Providers United has planned family engagement activities, organized field trips, identified cultural enrichment activities, and facilitated community training for providers.

Watch Avonda receive recognition for her exceptional work with children.





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.

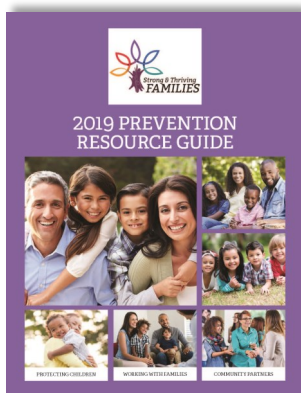
Learning Parties are interactive, hands-on, parent/child parties that promote young children's development of school readiness skills. Based on the belief that parents are their child's first teacher, Learning Parties teach parents how to make everyday moments learning moments through playing, singing, 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!

Available for Download or Order: 2019 Prevention Resource Guide

The *2019 Prevention Resource Guide: Strong and Thriving Families* is now [available!](#)



[Download or order](#) your free copy today!

Developed for the prevention service providers, the guide features key strategies to strengthen families and prevent child abuse and neglect.

Here's what's new in this year's Resource Guide:

- Six Community-Based Child Abuse Prevention programs that highlight a different protective factor
- Two additional tip sheets, in both English and Spanish: "Finding Housing Help for Your Family" and "Preparing Your Family for an Emergency"
- The latest child maltreatment statistics

The guide also highlights two scenarios demonstrating Protective Factors in Practice to use as tools for training or starting a discussion. There are dozens of [tip sheets](#)—in both English and Spanish—that you can download individually to share with parents and caregivers.



Attendance Works

Advancing Student Success By Reducing Chronic Absence

Attendance Works has developed toolkits tailored for educators working with students in preschool through secondary school, as well as principals and school districts. The toolkits are filled with strategies and resources for monitoring, understanding and addressing chronic absence.

Early Education Toolkit



Preschool is the ideal time to introduce children and families to the importance of consistent on-time attendance and to encourage strong attendance habits. Early and Often is designed to provide you with ideas and materials to help children and families develop strong attendance routines from the outset of schooling.

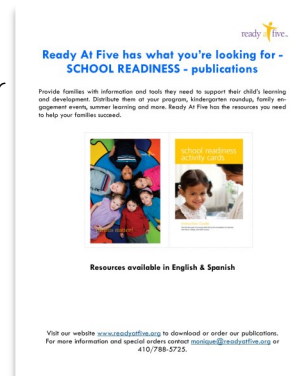
Early Matters: Integrating Attendance into Kindergarten Transition



An often-overlooked element of supporting a smooth transition to kindergarten is helping families learn about the critical importance of excellent attendance and overcome challenges to getting to preschool or school. Find resources and inspiring examples to help schools, preschools, and community agencies make attendance a priority during transition.

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>

Don't Miss Our Back To School Resources!



Please check readyatfive.org to find out about the **programs** we offer and **Back To School Family Engagement Resources**.

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

Like us on **Facebook** and Follow us on **Twitter**.

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

MARYLAND EXCELS

Increase your EXCELS Level



Nutrition Education



\$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.

Family Child Care Homes

Contact a Maryland Sponsoring Organization to Get Started

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



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



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

The Judy Center Goes to College!

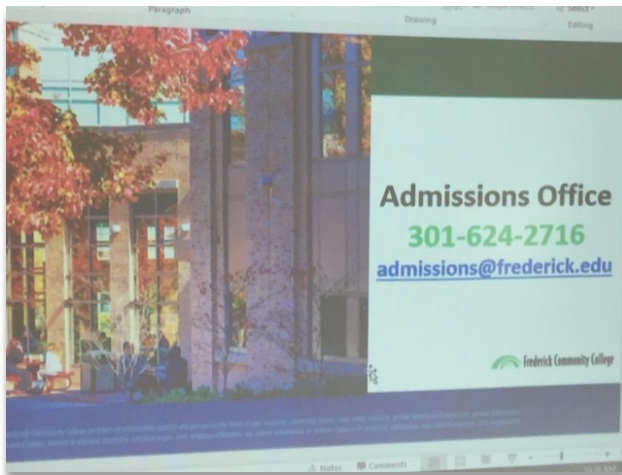


The Frederick County Judy Center invited parents interested in English classes, adult learning certificate programs and college credit courses to attend a tour of Frederick Community College (FCC). Judy Center partners were also encouraged to attend and to invite their families.

The college arranged for presentations from the departments of Adult Services, Adult Education, Admissions, and Financial Aid and included a brief tour of the campus.

Twelve parents attended the tour and information sessions. Some were transported by the agencies that they participate in, others traveled to the college on their own.

The Frederick County Judy Center plans on making this part of the spring and fall programming. Another field trip is currently being planned to visit the Monroe Center where FCC holds many of its Allied Health, certificate, and workforce program classes.



It was an exciting day helping families think about moving forward with their educational and career goals.



Several parents made appointments to speak with Adult Services to proceed with an educational plan. Others plan to sign up in conversational English classes. Phlebotomy, medical assistance and mechanical certificate programs were also very interesting to the participants.

Judy Centers Mental Health Services Highlighted on Capital Hill



In May, Judy Center Education Specialist Amy Beal spoke at the National Children's Mental Health Awareness Week Legislative Briefing in Washington, DC.

Amy presented on the mental health services and resources available at Judy Centers throughout

Maryland.

Learn more about Early Childhood Mental Health resources at <https://bit.ly/2lOPyb4>.

P A S T E V E N T S



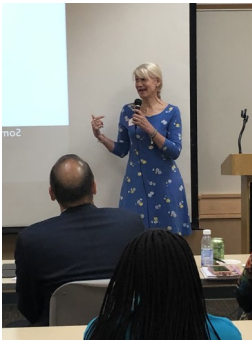
This past spring, three state agencies that oversee early childhood programs and services in Maryland collaborated in a nine-stop town hall tour. The Maryland State Department of Education (MSDE), Maryland Department of Health (MDH), and the Maryland Department of Human Services (MSDH), in partnership with Ready At Five, held a series of regional town hall meetings on the State's early care and education system.

Representatives from the State, Ready At Five, and local child- and family-serving agencies shared updates on a variety of topics related to early childhood care and education, family supports, new data from Maryland's Kindergarten Readiness Assessment, and opportunities through the new

Preschool Development Grant Birth through Five. Each session included opportunities for the public to contribute to developing the State's prenatal to age five needs assessment.

Feedback and findings from the town hall meetings is being used to develop and inform a new early learning strategic plan for Maryland by identifying significant needs and priorities.

Check out some photos from town halls around the state.



U P C O M I N G E V E N T S



On **December 11, 2019**, Maryland State Department of Education, in partnership with [Ready At Five](#), will hold the Winter School Readiness Symposium. Offered two times each year, the [School Readiness Symposia](#) cover a wide range of topics that support high-quality early learning programs and showcase cutting-edge and innovative research on early care and education that inform program content and enhance state and local policy development to support our youngest learners. Over 250 early childhood practitioners, state and local policy makers, and community leaders from Maryland's 24 jurisdictions attend the Symposia. In attendance are infant, toddler, preschool, and early elementary school teachers from diverse settings schools, child care Head Start, and faith-based settings.

The December 11th Winter Symposium will feature Dr. Junlei Li, Ph.D.



Saul Zanentz Senior Lecturer in Early Childhood Education Senior Fellow, Fred Rogers Center

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](#).

Maryland Family Engagement Summit



Annual Summit

August 8, 2019

Maritime Conference Center
Linthicum Heights, MD

For updates and details, visit
marylandfamiliesengage.org

Early Childhood Summer Summit



Annual Summit

August 22, 2019

Montgomery College
Rockville Campus

Contact Chris Peusch, MSCCA at
info@mscca.org or
Sonia.Pruneda-Hernandez, MC at
Sonia.Pruneda-Hernandez@montgomerycollege.edu

Western MD Early Childhood Conference



Annual Conference

September 21, 2019

Registration opens July 2, 2019

Hagerstown Community College
wmdeconference.com



The Business of Child Care



Leadership Symposium

October 10, 2019

Ten Oaks Ballroom
5000 Signal Bell Lane
Clarksville, MD 21029

Registration info: visit, mscca.org
or call 410-820-9196

Beyond Technology: Early Childhood Education in the Digital Age



Annual Conference

October 18 - 19, 2019

Carousel Ocean Front Hotel and
Condominiums
Ocean City, MD

msfcca.org



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
200 West Baltimore Street
Baltimore, MD 2101-2595

IMPACT

A publication from the
**Maryland State Department
of Education**

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