



# IMPACT

Collectively Building Maryland's Future

[earlychildhood.marylandpublicschools.org](http://earlychildhood.marylandpublicschools.org)

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SPRING/SUMMER | ISSUE 7 | 2020

## From State Superintendent Salmon: Special Message to the Education Community

Dear Maryland Education Community,



The last few weeks have laid bare the reality that there is an urgent need for change in our nation. The pain, grief, and anger felt in our communities in Maryland and across the country are undeniable. As an educator, I know that our children are looking to see how adults react and respond to that reality. We must begin by being accountable as leaders of our youngest and often most vulnerable members. Therefore, I want to add my voice to the realization that we have a moral imperative as educators to condemn racism and policies that perpetuate it.

We have seen the incredible promise and leadership from our students and young people throughout Maryland in recent days, leading large and peaceful protests in different regions of the State. It makes me very proud as State Superintendent to see Maryland's next generation of leaders guide our communities through such difficult and necessary conversations with dignity, grace, and wisdom.

As Dr. Martin Luther King, Jr. said, "The time is always right to do what is right." That time is now! We have a call to action to work together to tackle the inequities and systemic racial barriers that persist for our Black students and other students of color. We must, as educators, answer those calls.

Sincerely,

Karen B. Salmon, Ph.D.  
State Superintendent of Schools

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# Charting a Road to Recovery

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

"Watch out for deer," I heard her say through the speaker phone as I turned off the interstate and headed towards Ritchey's Totlot Child Care Center in Hagerstown. "Pass over Little Antietam Creek and we're on the left. Our big white bus is in the driveway." The dogwoods were in full bloom and plentiful, dotting the countryside. The rain was coming down a little harder now. Over the last couple weeks, I received many emails from Kim Ritchey, the owner of the Ritchey's Totlot in Washington County, where a third of the child care programs are still closed. We also talked on the phone for over an hour one day, where Kim shared with me the struggles she was facing as a small business woman. I had stopped by the market to pick up flowers for Kim and all her teachers to thank them on Provider Appreciation Day and during Teacher Appreciation Week. It's a small gesture, but these days, I'm finding that small gestures mean a lot. I have tried to be a lot more gracious, in both my work and my personal life. We released a video earlier that day: small things to be sure, but they add up.



I pulled up to the center as the last few drops of rain fell. Donning a fashionable, hand-made mask, Kim met me at the door and took my temperature, as she does every day with all her students since becoming an [Essential Personnel Child Care \(EPPC\)](#) site. Parents are not allowed past the threshold, and all the classrooms are closed off from the entrance. Fortunately, I passed the screening, and with my mask in place, proceeded down the hallway, past the half-filled cubbies and into a room of all boys from PreK to 4<sup>th</sup> grade, children of doctors, nurses, law enforcement and other essential persons. Keeping socially distanced was clearly a challenge. On the wall was a schedule of their distance learning video classes and the assigned schoolwork. In addition to the enhanced cleaning and disinfecting regiment, family and center-based child care programs have the challenge of keeping students connected through continuity of learning to the multiple schools they would be attending if the facilities had not been closed since March 16<sup>th</sup> and now through the end of the year.



*"We extend our heartfelt thanks to Maryland's child care providers, teachers and staff who have agreed to deliver services for essential persons and first responders, as well as those child care providers who have remained closed for the health and safety of their staff and families."*

-Karen B. Salmon, Ph.D., State Superintendent of Schools.



In other rooms, across the hall and up the stairs in this home environment-like center, I saw small groups of children, mostly engaged in solitary play for safety. Babies were in their cribs, toddlers ate lunch a safe distance apart, and preschoolers were engaged in a lesson with their teacher, sitting at a safe distance. To further prevent the virus spread, none of these groups intermingles, and they have distinct blocks of time outside on the playground. I could see that not only is Kim focused on the learning of her children, she is also keenly aware of what needed to be done ensure their health as all our educators working in this new normal have [learned](#) to do. After my tour, I read a book in two classrooms. *Parker Looks Up* is a story about a little girl's trip to the Portrait Gallery and inspiration of the endless possibilities for children in thinking of what they wanted to be when they grew up. I was delighted that the room of boys were as engaged as the class of preschool girls, each envisioning a future for themselves that does not include a virus upending their lives. It is difficult right now to imagine a time when we are not wearing masks, washing our hands constantly, and only visiting friends and family virtually through our laptops and smart phones. As Governor Hogan moves to reopen the state, we must begin the journey. We will need a roadmap.

Last week, Maryland State Department of Education released a first draft of [Maryland Together: Maryland's Recovery Plan for Child Care, Covid-19 Response and the Path Forward](#). Along with the Maryland Department of Health, we engaged early childhood stakeholders across the state and listened to their concerns and suggestions. The Plan, while not yet endorsed by stakeholders, reflects much of that input, as well as the ideas of parents, teachers, providers, and others in the early childhood community. This is a starting point. This is not a finished document. It is a living, breathing guide that must evolve as new information becomes available. It is a blueprint we develop together so we can transition from where we are now to where we need to be. I hope you will share your ideas by emailing us at [earlychildhood.msde@maryland.gov](mailto:earlychildhood.msde@maryland.gov). Let us work together to restore Maryland's world class early childhood system. Our children's future is at stake.



## Director's Dug Out

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

04

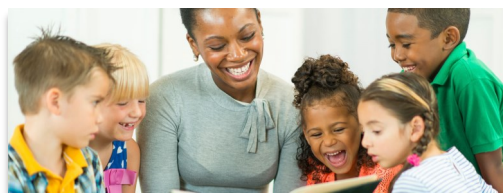
As I sit, sheltered at home, leading a WebEx meeting of over 1,300 child care providers and advocates, I try to remember back to the time I would get up daily to get ready for work. I would take a shower, make sure hair and makeup was done and get dressed to go to the office. I would drive to work, about 20-30 minutes depending on traffic, and park my car to start my day with our team in the Division of Early Childhood. The good morning ritual I have is to walk the floor and say good morning to everyone in their cubicle who may already be working, making connections with my colleagues, and then return to my office to start the day. Those daily routines and rituals were gone with the onset of COVID-19.

On March 11, 2020, my supervisor, Steven Hicks, walked into my office and said that we were not to come to the office unless absolutely necessary due to the rapid spread of COVID-19 in Maryland. We agreed that we needed to finish out the week and start preparing for what might come next and we needed all our team members to have the necessary items to perform their job from home for an indefinite period of time. Little did we know, we would still be working from home more than 100 days later, all while starting an entirely new child care system and continuing the day to day operations of the Office of Child Care.

Prior to being informed that we would be receiving funding from the Federal government through the CARES Act, we knew that we would be creating a new child care system. On March 27, 2020, MSDE closed all child care programs. Luckily, during the two weeks prior, we were working behind the scenes on how we could help providers care for a large number of school aged children who could no longer enter school facilities. We were also determining how to ensure the majority of child care providers would be able to care for children. The Essential Personnel Child Care (EPCC) program and the Essential Personnel School Age (EPSA) program were developed with the intent to assist families

and to give providers tuition payments which were above what the normal charge would be for families. During the state of emergency, it was decided that \$20-25 would be added to the highest average cost from the Market Rate Survey (MRS). This was a substantial increase over what the majority of child care providers across the state charge for tuition. Providers that were approved to operate, beginning March 30, 2020, agreed to implement expanded health and safety guidance developed by MSDE with the Maryland Department of Health (MDH). About 30% of programs reopened on Monday, March 30, 2020. Licensing specialists worked tirelessly to review and approve all applications the weekend prior to opening to ensure approved programs were ready.

While the new child care system was being implemented, the Child Care Scholarship branch and Maryland EXCELS branch quickly coordinated with our vendors to create an invoice payment process. Child Care Scholarship (CCS) Central jumped in and agreed to assist MSDE in creating a new procedure, which had to be done manually since data coding would take months to develop and test. CCS Central deployed all resources at their disposal to ensure invoices could be processed as soon as possible. After the first invoice period, we heard loud and clear that payments were not getting to the providers fast enough. To help streamline the invoice process we worked with our partners at Johns Hopkins IDEALS, the CCS Central team and the team in the Business Services Division at MSDE. Once the payments started going out more rapidly, and even though we were still catching up from the first invoice period, we made it our goal to process payments 24-48 hours after receipt. Since then, invoices have been paid timely and we have instituted measures to ensure providers receive return calls, and emails, and have availability to reach out to a person about any other issues.



In an effort to learn from this experience and to prepare for the recovery and a possible resurgence, we have instituted weekly listening sessions to give voice to the folks on the ground and address the child care community's concerns and questions. We are in a time where many of us have been searching for answers with very little data to guide us during this type of emergency, no time to thoughtfully plan and collaborate with as many people as we usually would in implementing a new program, and not enough resources needed for a smooth implementation. We have learned a lot of lessons throughout this time and we will be more prepared in the future for something that may have such catastrophic outcomes across the country. We have learned it is better to slow down and respond more methodically, even if it means that people may have to wait for guidelines or guidance. We have learned

that to make decisions with careful thought from a broad array of stakeholders, even if it means decisions may seem slower. We have learned that we need to carefully evaluate the entire solution to plan for issues that may arise, even if it means a delayed response. We have learned that the child care community is resilient and willing to put their lives, and the lives of their families, on the line to care for the children and families they love. We have learned that we need to continue to support the child care community asking questions, getting feedback and working closely with our communities. We have always known the dedication, the tenacity and the love the child care community has for families and children. We promise that we will continue to work through this pandemic and ensure that child care comes out stronger on the other side.



**Welcome**

**Vanessa Williams** to the Early Learning Branch as Education Program Specialist for PreK Program. She can be reached at [vanessa.williams2@maryland.gov](mailto:vanessa.williams2@maryland.gov).

**Farewell**

**Brianna Holmes** is no longer with the Division of Early Childhood.

**Contacting the Division Branches**

<b>Division of Early Childhood</b>	<a href="mailto:earlychildhood.msde@maryland.gov">earlychildhood.msde@maryland.gov</a>
<b>Early Learning Branch</b>	<a href="mailto:early.learningbranchesmsde@maryland.gov">early.learningbranchesmsde@maryland.gov</a>
<b>Collaboration and Program Improvement Branch</b>	<a href="mailto:collaboration.programimprovement@maryland.gov">collaboration.programimprovement@maryland.gov</a>
<b>Office of Child Care</b>	<a href="mailto:earlychildhood.msde@maryland.gov">earlychildhood.msde@maryland.gov</a>
<b>Licensing Branch</b>	<a href="mailto:licensingocc.msde@maryland.gov">licensingocc.msde@maryland.gov</a>
<b>Credentialing Branch</b>	<a href="mailto:credentialocc.msde@maryland.gov">credentialocc.msde@maryland.gov</a> or 1-866-243-8796
<b>Child Care Scholarship Program</b>	<a href="mailto:ccscentral@conduent.com">ccscentral@conduent.com</a> or 1-866-243-8796
<b>Maryland EXCELS</b>	<a href="mailto:info@marylandexcels.org">info@marylandexcels.org</a> or <a href="http://marylandexcels.org">marylandexcels.org</a>



# Child Care in Maryland during the COVID-19 Pandemic

A timeline of critical dates and measures taken to ensure the health and safety the State's youngest learners.

Maryland took major and unprecedented actions to protect the health, the safety, and the welfare of the people of Maryland while operating under a state of emergency. This timeline highlights key commitments to maintaining child care services for those who are on the front lines helping us combat this public health threat.

The Maryland State Department of Education (MSDE) developed *Maryland Together: Maryland's Recovery Plan for Child Care*, a plan to continue and expand child care during the COVID-19 Pandemic. MSDE established a comprehensive stakeholder task force, including family and center-based providers, child care advocates, as well as Maryland Department of Health representatives, to provide recommendations that helped to inform the recovery plan.

"Maryland's family and center-based child care providers are critical to our recovery efforts - we will move forward together with safety as the priority," said Karen B. Salmon, Ph.D., State Superintendent of Schools.



1

### MARCH 16

Karen Salmon, Ph.D, State Superintendent of Schools, directed the closure of all Maryland public schools.



2

### MARCH 27 & 30

Dr. Salmon directed the closure of all child care programs. The state-funded Essential Personnel Child Care (EPCC) program began to serve essential personnel. EPCC enrollment bonus grants awarded.



3

### APRIL 27

MSDE issues \$2,000 grant to child care providers participating in the EPCC program.



4

### MAY 20

MSDE releases *Maryland Together: Maryland's Recovery Plan for Child Care*.



5

### JUNE 7 & 10

EPCC program ends and all child care providers may reopen.



# A Message of Gratitude to Maryland's Child Care Providers



A Message of Gratitude

**THANK YOU  
FOR YOUR  
ABOVE AND  
BEYOND  
CARE**

We recognize the vital  
role you play in moving  
Maryland forward.



During Governor Larry Hogan's press conference on April 18, 2020, he acknowledged the extraordinary efforts of child care professionals serving essential personnel throughout Maryland. Family child care provider Rashmi Tandon was among those he specifically acknowledged. He noted that Ms. Tandon "has prioritized helping children with their social/emotional needs during the crisis. She's even been making meals for the families of her students."

Maryland EXCELS Quality Assurance Specialist Rosemary Lober expressed her gratitude to Ms. Tandon saying, "...you and others in the field are taking such amazing care of our little ones and their families. I am so proud to have you as a part of Maryland EXCELS. You are a shining example of best practice!"



## Licensing/Child Care Updates

On May 20th MSDE issued *Maryland Together: Child Care Recovery Plan*. The Plan details expanding access to child care to include families returning to work under Governor Hogan's latest Executive Order. MSDE established a comprehensive stakeholder task force to provide input. Read the Plan [here](#).

All licensed child care programs are now able to reopen. Please fill out the NEW Child Care Reopening Verification form and send it to your licensing specialist or region manager for approval.

Organizations wishing to serve as an EPSA site may contact your [regional licensing office](#).

## Guidance for Continued Operations During COVID-19

Effective June 11, 2020, all Maryland licensed/registered child care programs are able to provide child care services. These program must agree to abide by child care regulations and guidelines established in conjunction with the Maryland State Health Department regarding the CORONA-19 virus. All child care centers, LOC's, and Large Family Homes are required to submit a current personnel list and staffing pattern to their Licensing Specialist by July 13, 2020. Regulations require that these forms are updated as staff are added and/or deleted.

The Office of Child Care has agreed to the following modifications to Code of Maryland Regulations (COMAR) until further notice:

1. For children ages 3 and older, there must be one qualified teacher for each group of 14 children as long as square footage and toys and equipment requirements are met. Ratios for children age 2 and under remain the same.
2. Variance requests may be made for teacher qualifications, however, each group of children, including those with relaxed ratio requirements must have a qualified staff person.
3. Center staff who have not had a medical in the last 5 years are required to have a new

medical based on regulations approved in January, 2020. These staff have until December 31, 2020 to submit the new medical report to their Licensing Specialist.

4. Health and Safety Training is a free on-line course and no extension has been granted for this requirement. It is recommended that continued training requirements be met as soon as possible but must be completed by December 31, 2020. First Aid/CPR courses are in-person classes. If staff are unable to obtain this class, please contact your regional office for guidance.
5. Licensing staff continue to inspect programs virtually. Programs will be notified when in-person inspections resume.
6. Children entering care for the first time or re-enrolling into child care programs must have immunization records which meet the guidelines of the Maryland Department of Health. Each child must have at least one dose of each vaccine appropriate for the child's age and a schedule to complete required immunizations.

Your Licensing Specialist is available for guidance regarding these changes.

Early childhood regulations are no longer available on the Division of Early Childhood website.

Visit

[marylandpublicschools.org](http://marylandpublicschools.org) to access the regulations. To receive a copy of the regulations, child care providers can contact their Licensing Specialist.



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

**Child Care Scholarship Program**

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

**Maryland Child Care Credential Program**

<https://bit.ly/2vIa6Tf>

**Licensing**

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

**Maryland EXCELS**

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



**The Basic Health & Safety Training has been redesigned**

The newly redesigned **Basic Health and Safety training** takes advantage of the latest technology tools for online learning and includes a variety of interactives, knowledge checks, unit quizzes, and a revised final assessment. This required training prepares you to follow basic practices to keep children in your care healthy and safe.

*Face-to-face training resumed on **July 1, 2020**. There is a maximum of 15 allowed in a training, which includes the trainer. Trainers must follow all of the CDC guidelines which includes wearing a mask and social distancing of 6 feet.*

**Child Care *Providers***

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

**Call 1-866-243-8796**

**Child Care Scholarship (CCS) *Customers***



Call: 1-866-243-8796



FAX: (410) 229-0053



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



**E-mail:**  
 ccscentral@conduent.com

# MARYLAND EXCELS

Maryland EXCELS thanks all child care providers for your dedication to Maryland's children. View this video to see how much we appreciate you! [vimeo.com/414893413](https://vimeo.com/414893413)

## Maryland EXCELS by the Numbers (as of April 31, 2020)

For further information, visit the Data webpage at [earlychildhood.marylandpublicschools.org/data](https://earlychildhood.marylandpublicschools.org/data) and select the Maryland EXCELS tab.

Participating Programs Statewide	
Percent of Quality Rated Child Care Centers	Percent of Quality Rated Family Child Care Homes
<b>78%</b>	<b>48%</b>

Quality Rated Programs Statewide	
Total Number Participating	Percent of Eligible Child Care Programs with Quality Ratings
<b>4,284</b>	<b>54%</b>

Programs by Quality Rating	
<b>Quality Rating 1</b>	<b>2,800</b>
<b>Quality Rating 2</b>	<b>404</b>
<b>Quality Rating 3</b>	<b>622</b>
<b>Quality Rating 4</b>	<b>77</b>
<b>Quality Rating 5</b>	<b>381</b>

### Due to the factors related to COVID-19

The Maryland State Department of Education will:

- Protect the Quality Ratings of all published programs through at least October 1, 2020.
- Protect the participant status of programs that are in their first year, and not yet published, through at least October 1, 2020.
- Protect Child Care Scholarship payments for Maryland EXCELS participants.
- Protect EXCELS Subsidy payments for published programs with Quality Ratings 3, 4, or 5.
- Ensure that programs may continue to work in their program profiles, upload evidence, and request to publish a draft rating at any time.
- Allow new programs to submit applications and participate in Maryland EXCELS.

# MARYLAND EXCELS

## Is Your Program #EXCELSStrong?

Parents and families are seeking high quality care for their children—and Maryland EXCELS helps your program fulfill this important need.

Maryland EXCELS is proud of the child care and early education programs that are dedicated to increasing and maintaining high quality.

For assistance, contact your [Quality Assurance Specialist](#) today!

## Self-Assessments using Environment Rating Scales during COVID-19

During this time, Maryland EXCELS is unable to provide the Environment Rating Scales (ERS) assessment books to child care programs. You can find ERS assessment books for about \$25.00 each, through Kaplan, ERS Institute, Amazon, Barnes & Noble, and other retailers. If you have questions or concerns about conducting your self-assessment at this time, please contact your [Quality Assurance Specialist](#) who will provide additional guidance.

You are encouraged to watch the 3 video presentations about how to use the Environment Rating Scales. Find the videos here: [marylandexcels.org/resource/rating-scales/](http://marylandexcels.org/resource/rating-scales/)

Questions about Maryland EXCELS?  
Email [info@marylandexcels.org](mailto:info@marylandexcels.org).

**In-person Training, Work Groups and technical assistance** will be suspended until further notice. Quality Assurance Specialists can be reached by phone and email for support. View the Quality Assurance Specialist contact list [here](#).

**Maryland EXCELS Assessment Visits** using CLASS and Environment Rating Scales will be suspended until further notice.

**Maryland EXCELS Online Training is now available!**

Stay tuned for emails about future training opportunities coming soon.

## Maryland Accreditation

Due to the factors related to COVID-19, the Maryland State Department of Education will:

- Protect programs that are currently Maryland Accredited until further notice.
- Extend Maryland Accreditation cycle expirations for participating programs working toward Maryland Accreditation for the first time.
- Ensure that participating programs may continue to upload evidence and work in their accreditation binders during this time.
- Allow new programs to participate in [Maryland Accreditation online orientations](#), and begin the Maryland Accreditation process during this time.

Maryland Accreditation Validator Visits will be suspended until further notice. Programs pursuing accreditation to meet MSDE grant requirements, and programs renewing accreditation and participating in Maryland EXCELS, will not be penalized for missing deadlines during this time period.

Questions about Maryland Accreditation?  
Email [accreditation@marylandexcels.org](mailto:accreditation@marylandexcels.org).

## Accreditation Support Fund

During this time, Accreditation Support Fund Applications can only be submitted through the new online applications. Online applications can be found [here](#).

**Please do not mail applications.**



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:

[earlychild-  
hood.marylandpublicsc  
hools.org/credentialing](http://earlychildhood.marylandpublicschools.org/credentialing)

All Maryland Child Care Credential  
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.

## What's New with Professional Activity Units (PAUs)

Staff working in an EPSA or EPCC program will be awarded two (2) PAUs

Documentation:

- ◆ Owner/Director-Must submit email approval from MSDE

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

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

Here are some examples of professional activities that you can submit with your Credentialing applications

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

Here are some examples of PAUs Providers can participate in virtually

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

For additional ways to earn PAUs, please visit:

[earlychildhood.marylandpublicschools.org/credential-branch-news-during-covid-19](http://earlychildhood.marylandpublicschools.org/credential-branch-news-during-covid-19)

## Submission of Applications For Credentialing Branch

A friendly reminder that applications for programs, except for Credential Program applications, should be sent electronically to [credentialocc.msde@maryland.gov](mailto:credentialocc.msde@maryland.gov) until further notice.

Credential applications should be sent to [ccredential@conduent.com](mailto:ccredential@conduent.com).

*Please do not mail applications to MSDE at this time.*

## 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

**COLLEGE  
BOUND**

### Eligibility Requirements

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

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

## THE DEADLINE FOR RENEWAL APPLICATIONS IS MARCH 30, 2021

Helpful tips for preparing to apply for the CCCPDF:

- Review program information online: [earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/child-care-career-and-professional](http://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/](http://earlychildhood.marylandpublicschools.org/)



*My name is Ranae Smith and while continuing my studies at Wor-Wic Community College I was a participant in the Child Care Career Professional Development Fund. While participating in the fund it was a wonderful experience, and my advisor for the fund made everything easy for me. I was able to focus on school instead of having to worry about money because the grant took care of my finances. I also only had to work a minimum of ten hours per week so that gave me plenty of time to keep up with school. Being a part of the development fund helped me stay on track with graduation, and kept me organized with all my classes. I didn't even have to worry about books because the grant covered my book expenses as well. This is a beneficial program for anyone interested in working in Child Care, trying to go to school, but can't afford the price of school. Also Ms. Terry Crenshaw at Wor-Wic Community College helped me in every way possible during the process. She helped me with any questions I had and was always able to give me an answer, she is wonderful. I truly recommend this fund and it has wonderful benefits for the student.*



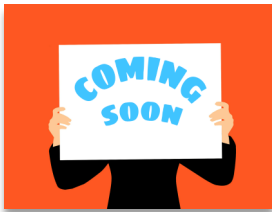
There are perks to being a member of a local, state, or national child care professional organization. These training organizations host early childhood conferences and offer discounted registration fees for members.

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 page 24.

Get your membership today!



## Child Development Associate (CDA)

MSDE will support providers with the cost of the \$425 initial fee to

obtain the Child Development Associate (CDA).

The required 120 hours of training must have been completed in order to apply.

Learn more about the CDA and other opportunities on page 15. Stay tuned for more information in Tuesday Tidbits.



## Training Voucher and Reimbursement Program



Application Submission:

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

Online:

[earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/training-vouchers-and-reimbursements](https://earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/training-vouchers-and-reimbursements)

Email:

[credentialocc.msde@maryland.gov](mailto:credentialocc.msde@maryland.gov)

Due to COVID 19, applications will be accepted by email until further notice.

Note:

Applications faxed to MSDE will not be processed.

Applications submitted to Child Care Central will not be forwarded to MSDE and will not be processed.

For additional COVID-19 updates related to the Training Voucher and Reimbursement Program, please visit:

<https://earlychildhood.marylandpublicschools.org/credential-branch-news-during-covid-19>



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



**As of July 1, 2020, face-to-face training was resumed. Virtual training will continue to be offered.**

The link to the Clearinghouse Calendar Google sheet of all classes being offered virtually can be found at:

[marylandfamilynetwork.org/statewidetrainingcalendar](http://marylandfamilynetwork.org/statewidetrainingcalendar).

Approved Online Training Organizations can be found at:

[earlychildhood.marylandpublicschools.org/system/files/filedepot/3/approved\\_online\\_training\\_organizations.pdf](http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/approved_online_training_organizations.pdf)

## Training Highlights

### Strengthening Business Practices

In July of 2019, 20 plus Trainers went through a week long TOT (Train of Trainers) and have begun offering the Business Practices Trainings for Centers in 4 modules, and Business Practices Trainings for Family Child Care in three modules.

### WIDA

Learn more about working with dual language learners by taking the free trainings available at:

[earlychildhood.marylandpublicschools.org/system/files/filedepot/24/wida\\_flyer\\_e-learning\\_ey\\_modules\\_md.pdf](http://earlychildhood.marylandpublicschools.org/system/files/filedepot/24/wida_flyer_e-learning_ey_modules_md.pdf)

### Zero to Three Critical Competencies for Infant-Toddler Educators

In late 2020, start looking for the Critical Competencies for Infant-Toddler Educators modules which cover Social Emotional Development, Cognitive Development and Language and Literacy Development. These in-depth training modules were developed to fill the gaps for infant-toddler educators. It provides a diversity, inclusion, and fairness lens that can, and should be, applied to all practices and services aimed at supporting our children and families.

## Training Updates and Highlights

\*Current Number of Trainers:

- 48 Independent Trainers
- 74 Training Organizations
- 24 Online Training Organizations

\*Approved 178 new trainings for FY 20

\*Training Conducted Between July 2019 - March 2020

- Number of training sessions held: 3,143
- Training hours provided: 20,859
- Total number of participants trained: 34,662
- Child Care Center Staff: 21,388
- Family Child Care: 7,530
- Other: 5,346

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

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

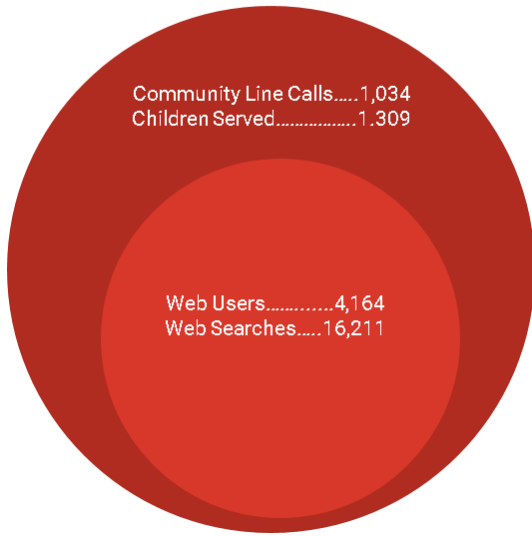
[ccrcbc.com/events/](http://ccrcbc.com/events/)

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

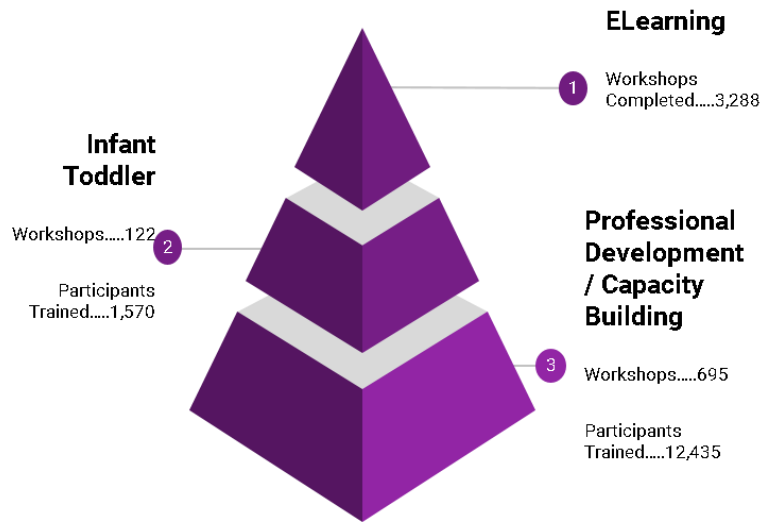
“It was an eye opener.”

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

## LOCATE



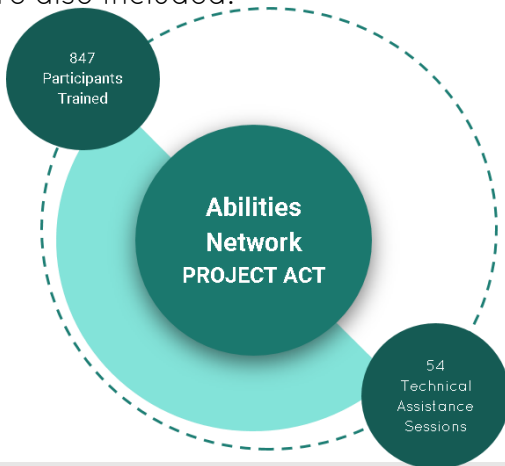
## TRAINING



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

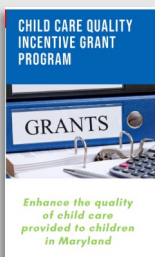
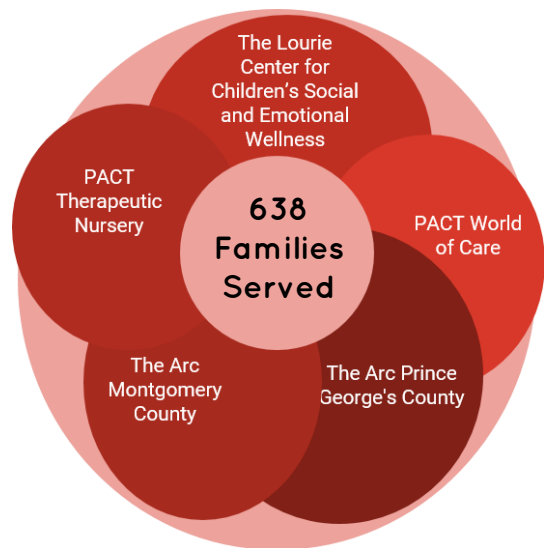
The Special Needs Technical Assistance and Training for Caregivers of Infants and Toddlers grant provides comprehensive statewide technical assistance and training for caregivers who are providing care services to special needs children, birth through 3 years of age.

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.



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.

The Child Development Associate (CDA) Credential™ is the most widely recognized credential in early childhood education (ECE) and is a key stepping stone on the path of career advancement in ECE.

The Child Development Associate (CDA) Credential™ is based on a core set of competency standards, which guide early care professionals as they work toward becoming qualified teachers of young children. The Council works to ensure that the nationally-transferable CDA is a credible and valid credential, recognized by the profession as a vital part of professional development.

Providers with a CDA have knowledge of how to put the CDA Competency Standards into practice and understanding of why those standards help children move with success from one developmental stage to another. Put simply, CDAs know how to nurture the emotional, physical, intellectual, and social development of children.

Earning the Child Development Associate (CDA) Credential™ has many advantages, including exposure to the larger community of early childhood educators. Over **800,000** CDA credentials have been issued to date!

Becoming a CDA is a big commitment, but one that creates confident practitioners with command of today's best practices for teaching young children.

Benefits of The Child Development Associate (CDA) Credential™

- Advance your career
- Meet job requirements
- Reinforce your commitment to early childhood education
- Provide parents with peace of mind
- Understand developmentally appropriate practice
- Increase your confidence

## News from the Council for Professional Recognition

### CDA Renewal Amnesty program has been extended!

Due to recent events, the Council for Professional Recognition has extended the deadline for the CDA Renewal Amnesty Program to December 31, 2020. This program allows anyone with a CDA® credential **expiration date as far back as January 1, 2010**, an opportunity to complete the renewal process and make their credential active again. We hope this extension will help ease concerns and provide additional time to take advantage of this opportunity. You can find more information [here](#).



### 2020 Leadership and Learning Webinar Series

The Council is providing a forum for you to hear from the best and brightest in our profession. Now through November, we're presenting live webinars featuring renowned experts who will empower you in your practice. There's no limit to how many webinars you can register for—and best of all they're free. If you're looking for fresh ways to obtain in-service hours, take advantage of this chance to **obtain one in-service hour** for each webinar you attend. [Review the catalog](#) to find ways to engage with other educators. And keep one more point in mind: if you can't attend a live event, you'll still have access to the recorded version when you register on our site. You have nothing to lose, and everything to learn about leading in the ECE field. [Register today](#).





# Supporting Childcare Centers



## Early Childhood Educators During COVID-19 Pandemic

### **P**arents & Families

- Meet parents at the door; permit only children and staff in the building/setting.
- Ask parent(s) about the health of their child(ren), as well as the health of everyone in the family.
- Encourage parents to provide health updates via email at any time.
- Prohibit children from bringing personal belongings from home into the setting with them (no blankets, backpacks, lunchboxes, etc.). If children bring lunches, transfer them to smaller plastic bags at the front door.

### **S**etting

- Keep class sizes small and hold as many outside activities as possible.
- Follow a routine schedule of cleaning, sanitizing, and disinfecting throughout the day to clean shared surfaces and items, toys, books, cots, etc.
- Keeping objects and surfaces in a childcare setting as clean and free of pathogens as possible requires a combination of a) frequent cleaning; and b) when necessary, an application of a sanitizer or disinfectant.

### **C**hildren & Staff

- Perform a daily physical health check of children.
- Check staff and children's temperatures.
- Upon entering the building take children to the bathroom to wash their hands. Be sure to follow the 20 second handwashing rule.
- Practice cough and sneeze etiquette, staff members and children should be taught to cover their mouths and noses with a tissue when they cough or sneeze. Staff members and children should also be taught to cough or sneeze into their inner elbow/upper sleeve and to avoid covering the nose or mouth with bare hands.
- Gloves and masks should be made available to those in direct contact with the children.



# ★ Cómo apoyar a los centros ★



## programas de cuidado y educación infantil durante la pandemia del COVID-19

### **P**adres y familias

- Reciba a los padres en la puerta; solo deje entrar a los niños y personal a la instalación/ ambiente/programa.
- Pregúnteles a los padres sobre la salud de sus hijos; así como acerca de la salud de los demás miembros de la familia.
- Anime a los padres a ofrecer actualizaciones por correo electrónico en cualquier momento.
- Prohíbales a los niños traer objetos personales de sus hogares e introducirlos en sus salones/aulas/clases (no cobijas/mantas/frazadas, mochilas, recipientes de comidas/loncheras, etc.). Si los niños traen almuerzos, entonces pase el contenido de estos recipientes a bolsas plásticas pequeñas esterilizadas en la puerta de entrada.

### **N**iños y personal

- Realice un chequeo de salud físico de los niños.
- Verificar la temperatura del personal y de los niños.
- Luego de entrar a la instalación, lleve a los niños al baño para que se laven las manos. Asegúrese de seguir la regla de los 20 segundos del lavado de manos.
- Practique los buenos modales para toser y estornudar, los miembros del personal y niños deben recibir instrucción apropiada sobre la manera correcta de cubrirse la boca y la nariz con pañuelitos de papel desechables; así como sobre la manera correcta de toser y estornudar en la parte interna del codo/brazo y evitar cubrirse la nariz o la boca simplemente con las manos.
- Todo el personal que esté en contacto directo con los niños debe tener fácil acceso a guantes y máscaras.

### **E**l ambiente/ programa infantil

- Mantenga los salones (aulas/clases) o programas con pocos niños y realice tantas actividades al aire libre como sea posible.
- Siga un programa rutinario de desinfección, saneamiento y esterilización durante el transcurso del día a fin de limpiar las superficies y objetos compartidos (juguetes, libros, catres, etc.).
- Mantener los objetos y superficies limpios en un ambiente/programa infantil lo más limpio y libre de patógenos posible requiere de una combinación de a). una limpieza frecuente; y b). cuando sea necesario, la aplicación de un desinfectante o sustancia antiséptica.





## Coronavirus and Child Care: Stories from the Field

**Cradlerock Children's Center** was at its best; we were at full enrollment with a long wait list, we were already full for the fall, our finances were brilliant, staff were mentally and physically excellent and Directors were planning and preparing for the summer with exhilaration. News about the Coronavirus first crossed my desk in January and I immediately began planning and communicating with my parents about the need to be vigilant. We prepared but nothing prepared us for what was to come.

What followed was a gathering storm of events; we went from eagerly anticipating communication and direction from multiple sources...to wincing with dread with each new press release and each new revised direction. Directors worked over 55 hours in the first week planning and preparing to accept the children of essential workers which included the retention of 8 teachers while dismissing the remaining 16 staff. We surveyed our 87 families and 29 responded as essential workers requiring care - One week later this number had dwindled down to 2 as fear overcame all reason. We duplicated administrative efforts such as the creation of forms only to find that these forms were issued by MSDE later on, we prepared policies only to find that MSDE would issue these policies later ... and so on. As a non-profit center, our finances are delicately diminishing. Funding from the PPP is a program with good intentions but is an overloaded lottery that is riddled with errors which we eagerly hope to reap the benefits of in due course. Staff are mentally struggling and I have had to counsel many of them. Parents and families are struggling to wade through the multitudes of information while working from home and caring for their children. Therefore, we have provided them with group chats and meetings, direction, structure and daily planned activities. Uncertainty, stress, fear and concern for the future are feelings we all have. Remaining positive and focused are feelings we should all hold on to.

### Cecil County Judy Centers "Stuff a Bus"

With the help of Thomson Estates Elementary, Elkton Housing Authority (they donated the housing unit to store the donations), and LC Davis & Sons, Inc. (they donated the bus) we were able to "Stuff a Bus" with donations.

An email/flier sharing this event went out to Thomson Estates Elementary School and the JCP. Members of each posted on their Facebook pages. Through the Facebook post, Al Dickerson, the minister of Maranatha Baptist Church in Elkton, was so excited about the event he had announced our event on their church radio spot, that reached all the way down to Baltimore. (We found that out the morning of the event). After arriving at the school that morning, there was a large donation that was already dropped off from the church.

As a result, we had a very successful "Stuff a Bus" and plan to continue with this event throughout the summer.

Many families have benefited from this outreach, including Judy Center families, Thomson Estates Families, our homeless communities, our treatment centers, Early Head Start & Head Start families, and families county wide. In addition, we are able to continue to supply our AGAPE families with food that they would have gotten on Fridays for the weekends from school.

Our goal is to help those in need. We are all in this together, helping hands, helping others.

### Judy Center Engages Families with Game Bags

The Judy Center Early Learning Hub at Magnolia Elementary School has been busy making game bags for our families to play while staying at home. Each bag has been filled with board games such as Hi Ho Cheery 'O, Candy Land, Chutes and Ladders, Twister, Card Games that help to reinforce taking turns, following rules, counting, one to one correspondence, language and literacy. Fifty-two families have received the bags. Families are sharing pictures and videos on our Facebook page: [facebook.com/Maes.JC](https://www.facebook.com/Maes.JC) We love to see the smiling faces of our families playing together especially in these uncertain times.

Early Childhood teachers are reaching out to families and providing developmentally appropriate at home learning through hands on materials and technology.



## How COVID 19 Affected the Cleaning Process of My Family Child Care Program

As everyone is aware, the dropping off and picking up process for family child care providers has changed dramatically since COVID 19 appeared. Now I meet the children and parents at my front door. After temperatures of children are taken, recorded, questions about symptoms are answered and everything is “fine,” the children enter into my home and the parents leave. The children remove their shoes. All items brought from home, including shoes, are placed in individual plastic laundry baskets labeled with each child’s name and located near my front door. These baskets are cleaned at the end of each day. Next, the children must wash their hands. Handwashing is done continuously during the day. Hands are washed with soap and water after bathroom use, before eating, after eating, after outside play, after any water play, after sneezing, coughing, and any time the children touch their face/mouth area. I now limit the number of rooms I use for child care. I only use the first floor playroom, living room, and kitchen. My large playroom downstairs is kept off limits due to the abundance of materials that I have for children to play with but now that I would also have to sanitize and disinfect. I removed approximately 60% of the toys normally available to the children to play with. I have also removed any toys and learning devices that would be too difficult to clean and disinfect. I discourage toys and learning devices being brought from home. Since the children I currently care for are school aged, they do bring their tablets from home to do their homework on. The parents wipe these devices down and I have received written permission from the parents to wipe these devices down also. My living room furniture is leather so I just spray it daily to clean and disinfect. The wooden tables and chairs are washed and sprayed daily as well and also after each use by a child or myself. Daily the rugs are vacuumed, and the hardwood floor is sprayed with a cleaner when the children leave. The bathroom is cleaned after each use by wiping down the door knob, light switch, sink faucet handles, and the flusher for the toilet. My front entrance door knobs and doorbell are sprayed and cleaned daily as well. I have approximately four pairs of shoes that I wear inside the house only. I rotate these shoes but they are never worn outside. My kitchen countertop, sink and faucet handles, fridge, and stove are cleaned daily also. It was a challenge for me in the beginning to clean, clean, clean constantly since it was not my normal routine. After taking a deep breathe, I realize and believe that providers are doing their very best to keep the children in their care safe and healthy along with their parents and the provider’s family. It is vital that cleaning is done constantly to maintain a safe and healthy environment not only for the children I watch but for my family and myself.

Barbara J. Farmer  
Owner, BJ’s Playhouse Day Care  
Charles County

## Driveway Drop: Masks & Supplies to Providers

Child Care Choices (CCC), a program of the Mental Health Association (MHA) has been working with family providers open as EPCC programs in both Carroll and Frederick Counties to acquire and distribute critical cleaning supplies and PPE to providers. One staff member sewed 60 cloth masks and distributed them to the Carroll County Family Child Care Association. Gustina Houser, a family provider in Frederick County, has developed a system to fairly distribute these supplies while maintaining social distancing. CCC, Gustina and the providers picking up supplies utilize a “driveway drop” at Gustina’s home. CCC has been able to work with a local Frederick foundation, the Frederick County Health Department and the YMCA to collect supplies and masks to take to the “driveway drop”. MHA has purchased cleaning supplies and PPE as Amazon designated essential business. When those supplies arrive, will deliver them to Frederick and Carroll drop off sites. CCC continues to connect EPCC/EPSCA group programs to the Frederick County Health Department where they can request supplies directly. Carroll County programs are able to contact two restaurants, Bellisimos and Salerno’s which are currently buying items at wholesale from their distributors and selling them at those same prices as a service to the community. In the midst of this national emergency, CCC has seen great examples of people helping each other. Child care providers routinely buy items when they see them and donate them to drop off sites or to other providers who need them!

## Meena’s Family Child Care

Positive- Keep children’s lives as normal as possible. One of the kids, who is 20 months old, points to her forehead when she comes in. We follow normal curriculum for preK and the schedule is kept as normal as possible. Meena makes sure that the children are on task with their learning so that the children will be ready when school reopens. She downloaded the free book Coronavirus- A Book for Children, In this book, there are a lot of details of what to do. Meena measured 6 feet and has colored tape and a bench so the children are aware of the distance. The main focus of both providers is to maintain normalcy in children’s lives. Taking care of the children’s mental health as well as helping the families (i.e. Rashmi cooks home cooked meals for some of the families).

### Providers Working Together during COVID-19

My name is Wendy Dingus and I have been caring for children in my home for 29 years. I came by it naturally as my mother cared for school teachers children in our home for 35 years. I love giving, teaching, and empowering the children that I have come through my child care. With the COVID-19 crisis, I have had to think out of the box on how to still be in contact with the children of my non-essential families. We have a virtual conference call once a week. The children love seeing each other and seeing what everyone has been up to. It is a little crazy when they all what to talk at once. But what's new? It's just like at child care! LOL We missed having our annual Easter Egg hunt, so I decided to fill their baskets that I had already bought with candy. My husband and I delivered the baskets to their doors, and what a joy to see their happy faces. With Mother's Day coming up, I packaged a project and card for each child to make with their dads for their moms. They love to do crafts. We will also deliver the projects with doughnut making kits just for them. The biggest challenge is to let them know I have not forgotten about them and hopefully soon we all will be back together, playing, learning, and having fun.

During this time of the COVID-19 pandemic, many providers have uncertainty. A group of providers in Charles County ban together to give each other support. They meet on a text chat giving a good morning, and discuss what is happening in their world for the day. They have helped each other through filling out the EPCC application, survey information, email information, invoices, faxing, payment information. But, most of all they have helped each other become better friends, building each other up when needed, listening when one needs to vent, cheering when an accomplishments has been reached. Sending funny, crazy Emojis and GIFs. We have grown together and will get through this difficult time together. Providers are strong and we hope all providers in Maryland have a group that they can depend on like these women. Teamwork And Friendship Bring Us Together!

We send our thoughts and we hope all providers are staying safe and healthy and that this experience will make us stronger.

Wendy Dingus  
Wonderland Child Care  
Charles County Providers

### Mental Health Help during COVID-19

Over the last 8 weeks, we have been challenged in many ways. Child care professionals have been challenged above and beyond! As part of the Early Childhood Mental Health Consultant team in Montgomery County, I was assigned four Essential Personnel Child Care (EPCC) programs to check in with and support. I have been calling them once a week and letting them vent and celebrate, then played the role of bridging them with some answers when needed. I have also been able to find some virtual resources for children and families in their current program or for the families who are at home, as they try to stay connected with families. In addition to the four sites, I have been connecting with one parent of a child I was working with prior to the stay at home order. Weekly, we talk about strategies to meet the plan of action we had come up with for her son. This mom has implemented many of the strategies and is seeing gains in language and self-control! She last mentioned to me that she is excited and now feels good about re-entry to share this information with his teachers when he returns.

Helma Irving  
Assistant Division Director,  
Children, Youth and Families  
Family Services, Inc.  
Part of the Sheppard Pratt Health System

### Online Trainings during COVID-19

This is a difficult time for child care providers. Many teachers are at home with their children, who need their attention, while being under pressure by their directors to complete required trainings. Sometimes, if their children are of school age, they have to give them precedence in using the family computer to do their school work. Family child care providers are also trying to manage their own families while worrying about their enrollment and their livelihood. They appreciate the convenience of self-paced online trainings. When they call for trainer support they are relieved that there is a human on the other end of the line who not only can help them with the course but is also familiar with and understanding of their reality. We help them with study strategies and prioritizing their goals, tackling one step at a time, and remind them to breathe! It is very rewarding to hear someone, who was so stressed at the beginning of the call, finish the conversation by stating that they feel better and they know that they can do it.

Joanna Spilioti, Trainer  
The Care Courses School, Inc.  
Distance learning for early childhood professionals

## Essential Always, Critical Now:

### *Support for the Childcare Community through CCRC and ECMH Programs*

At Abilities Network Project ACT, we heard the call for helping all Child Care Providers in Baltimore, Harford and Cecil Counties during the COVID-19 crisis. We realized our role as a source of support for our providers was more critical now than ever, so we came together as a team of trainers, classroom support specialists, and early childhood mental health consultants to pool resources and expertise to support the diverse needs of the child care community. Our ECMH team created a resource guide for families in less than a week, offering resources for staying connected, managing anxiety, talking to children about COVID-19, supporting special needs, and enriching children at home. We also began the ongoing process of contacting over 800 providers who volunteered to stay on the front lines to serve the children of essential workers. During our calls and email exchanges, we listened to their concerns. We became supporters and counselors. Many of us utilized the reflective coaching skills we have been working to cultivate in recent years, not knowing how important they would become.

We sent out a survey to assess needs so that we could offer customized, tailored services that would address the specific questions and concerns of EPCC providers. From that data, we found four areas of major concern for the EPCC providers: Financial, Mental Health, Food/Cleaning Supplies, and DAP for Mixed Age Groups and School Age Children. We began addressing concerns by developing a brief consult model to address behavior challenges, assembling workgroups to provide access to information and resources, and creating support groups to provide a space for providers to come together. We began working with the Maryland Child Care Resource Network to adapt trainings to webinar format so that providers could still access professional development.

We are offering three installments of the *Essential Always, Critical Now: Financial Workgroup* in partnership with our regional Maryland EXCEL specialists, and have three support groups currently running on a weekly basis. We are tailoring a *Working with Mixed Age Groups* webinar that will be offered at a discounted rate along with workgroups to the same topic. We will also be offering workgroups to address the social emotional needs of school age children. To address the needs for food and cleaning supplies, we created a directory of retail locations that are working with providers to lift quantity restrictions

on purchases. We are supporting programs in shifting to a collaborative model to access needed supplies by buying from bulk suppliers.

We are implementing individualized supports for programs that have reached out with requests and concerns. We were able to leverage grant funds and purchase materials for family childcare providers in Baltimore County who reported that they didn't have appropriate materials to support their mixed age group. We provided a customized *Supporting Families during COVID-19* workgroup for the Y of Central Maryland's EPCC site teams. They found it so helpful that they have requested one for their EPSA sites as well. Our ECMH team is providing behavior consultation to individual providers who are doing the difficult job of supporting children, some of whom are new to their program, through this traumatic global pandemic.

Our team has come together to support each other as we navigate working from home, caring for and educating our children, and enduring isolation. Through weekly reflections, virtual celebrations, moral support, and making each other smile, we are holding each other up. We know how important our own mental health is right now, which is why we've adjusted our upcoming training offerings to topics like Building Your Resilience, Self-Care for Early Childhood Professionals, and Managing Stress at Any Age so that childcare providers can take some time to focus on their own needs. As those of us who spend much of our professional and personal lives caring for others know, self-care is essential always, but critical now.

#### Family Support during COVID-19

Harry & Jeannette Weinberg Early Childhood Center engaged those families who were not essential workers.

Just a few things they did were:

- Emailed families weekly resources
- Offered Virtual Workshops
- Gave out books, activities, cognitive and literacy activities, and emergency necessities to show we still care



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



Maryland Association for the Education of Young Children

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

[mdaeyc.org](http://mdaeyc.org) | [@mdaeyc1](https://www.facebook.com/mdaeyc1)

**The Leading Men Fellowship is Looking For Applicants**

The **Leading Men Fellowship** is helping to diversify the teacher pipeline by engaging young men of color (ages 18-24) in exploring a career in Early Childhood Education. Fellows are placed in a PreK classroom in Baltimore City and implement daily literacy interventions with their students. Through this year-long, residency-style program, Fellows become role models and change agents in their communities who support the growth of young students, while transforming the trajectories of their own lives. Find more information and our application [here](#). If you know a young man who would be a great fit for the program, please encourage him to apply! To make a referral, ask any questions, or have The Literacy Lab visit your school or organization to present this opportunity, please email Nick Picciotto at [npicciotto@theliteracylab.org](mailto: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](http://msfcca.org) | [contact@msfcca.org](mailto: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](http://mscca.org) | [info@mscca.org](mailto:info@mscca.org) | 410-820-9196 | Christina Peusch, Executive Director





# When you shape education, you shape our future.

Respond to the 2020 Census and inform funding for educational programs that benefit our children, like after-school activities, school meal programs, and Head Start. It's more than just a count, it's an opportunity to shape the next generation.

For more information, visit:

**2020CENSUS.GOV**

Shape  
your future  
START HERE >

United States®  
Census  
2020

# R E S O U R C E S



## Racism and Violence: Using Your Power as a Parent to Support Children Aged Two to Five

Talking to your kids about racism can be tough. Reading picture books is often a helpful tool for asking your child questions or introducing complex topics. It can help you learn what your child knows, doesn't know, and what they might already think about race.

Here are five books to help get them thinking and talking about it.

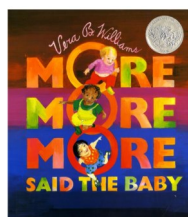
This [resource](#) provides thoughts and guidelines for talking about the complex issues of racism and equality in age-appropriate ways with children aged two to five years of age.



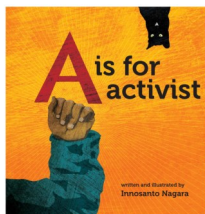
## Talking to Young Children About Race and Racism

Children are never too young to learn about diversity. As young as 3 months old, they may look differently at people who look like or don't look like their primary caregivers. As parents and caregivers, we must have confidence in ourselves and in our children — that we, and they, can handle tough topics and tough situations. We must understand that our role is to be honest, specific, and trustworthy as we raise the next generation to confront racial injustice. PBS offers [tips and resources](#) to help you have a meaningful conversation with young children about race, racism, and being anti-racist.

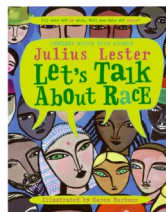
Visit PBS for Parents [here](#).



More, More, More, Said the Baby  
Written and illustrated by Vera B. Williams,  
Greenwillow Books  
(AGES 0-2)



A is for Activist  
Written and illustrated by Innosanto Nagara,  
Seven Stories Press  
(AGES 0-3+)



Let's Talk About Race  
Written by Julius Lester and  
illustrated by Karen Barbour,  
HarperCollins (AGES 4-8)



Ron's Big Mission  
Written by Rose Blue and  
Corinne J. Naden and  
illustrated by Don Tate,  
Scholastic (AGES 4-7)



A Kids Book About Racism  
Written by Jelani Memory  
(AGES 5+)



The [Early Childhood Technical Assistance Center](#) developed a [COVID-19 webpage](#) that houses resources for states and local programs serving young children with disabilities and their families. The page also contains a number of resources on [tele-intervention and distance learning](#). Check out the new [\(Re\)Opening](#) page. These resources support the complex planning and preparation necessary as states consider re-opening schools, child care centers, and increasing in-home services following the initial wave of the COVID-19 pandemic.

## How to Use Children's Books to Talk About Race and Racism

They can learn new words, meet new people, and discover new ideas!



# CHILD CARE PROGRAMS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist directors and administrators in making (re)opening decisions regarding child care programs during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

## Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Are you ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen children and employees upon arrival for symptoms and history of exposure?

ANY  
NO



**DO NOT OPEN**

## Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, sanitization, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible. For family child care, monitor distance between children not playing together and maintain distance between children during nap time
- ✓ Adjust activities and procedures to limit sharing of items such as toys, belongings, supplies, and equipment
- ✓ Train all employees on health and safety protocols

ALL  
YES



ALL  
YES



## Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of children and employees daily upon arrival, as feasible
- ✓ If feasible, implement enhanced screening for children and employees who have recently been present in areas of high transmission, including temperature checks and symptom monitoring
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if children or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures.
- ✓ Monitor child and employee absences and have a pool of trained substitutes and flexible leave policies and practices. For family child care, if feasible, have a plan for a substitute caregiver if provider or a family member in the home gets sick
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY  
NO



**MEET SAFEGUARDS FIRST**

ANY  
NO



**MEET SAFEGUARDS FIRST**

ALL  
YES



**OPEN AND MONITOR**



By day, he's a preschooler. By naptime, he's super sleepy.

# SUPER TOOLKIT BOY

Featuring Miss Ruby Daniels



Premiering at a Program Near You.  
WARNING: Cuteness Overload

MARYLAND STATE DEPARTMENT OF EDUCATION'S MDE DIVISION OF EARLY CHILDHOOD VIDEOS  
Presents A MARYLAND FAMILY ENGAGEMENT PRODUCTION FOR THE MARYLAND FAMILIES ENGAGE  
WEBSITE NEW ONLINE EARLY CHILDHOOD FAMILY ENGAGEMENT TOOLKIT AND MARYLAND EXCELS  
FEATURING MISS RUBY DANIELS OF MISS RUBY'S FAMILY CHILDCARE DIRECTED AND WRITTEN BY MALKIA  
'KIA' MCLEOD AND VIDEOGRAPHERS MICHAEL MULLEN AND STEVEN ROGERS.



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## IMPACT

A publication from the  
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