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State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: January 28, 2020
SUBJECT: The State of Early Childhood Education

PURPOSE:

The presentation will provide an update on key early childhood programs and initiatives.

BACKGROUND:

The Division of Early Childhood has several programs that seek to expand access to high-quality early education, support the early childhood workforce, improve program quality, promote a two-generation approach to support families and children, and coordinate a prenatal to age 8 early childhood system.

EXECUTIVE SUMMARY:

The Child Care Subsidy Program and the PreK programs have expanded access to high-quality programs. The Maryland Child Care Credentialing Program and the Child Care Career and Professional Development Fund support the early childhood workforce. A new PreK curricula for three- and four-year olds is aiding the improvement of program quality. The family engagement initiative, the Judy Center Early Learning Hubs, and the Family Support Centers provide a two-generation approach to support families and children. The Preschool Development Grant Birth through Five supports a prenatal to age 8 early childhood system.

ACTION:

No action is required; this presentation is for information only.

Attachments

- Slide Deck for presentation
- Draft Prenatal to Age 8 Strategic Plan

The State of Early Childhood Education in Maryland

Maryland State Board of Education
January 28, 2020



Steven Hicks

Assistant State Superintendent

Division of Early Childhood

<https://earlychildhood.marylandpublicschools.org>

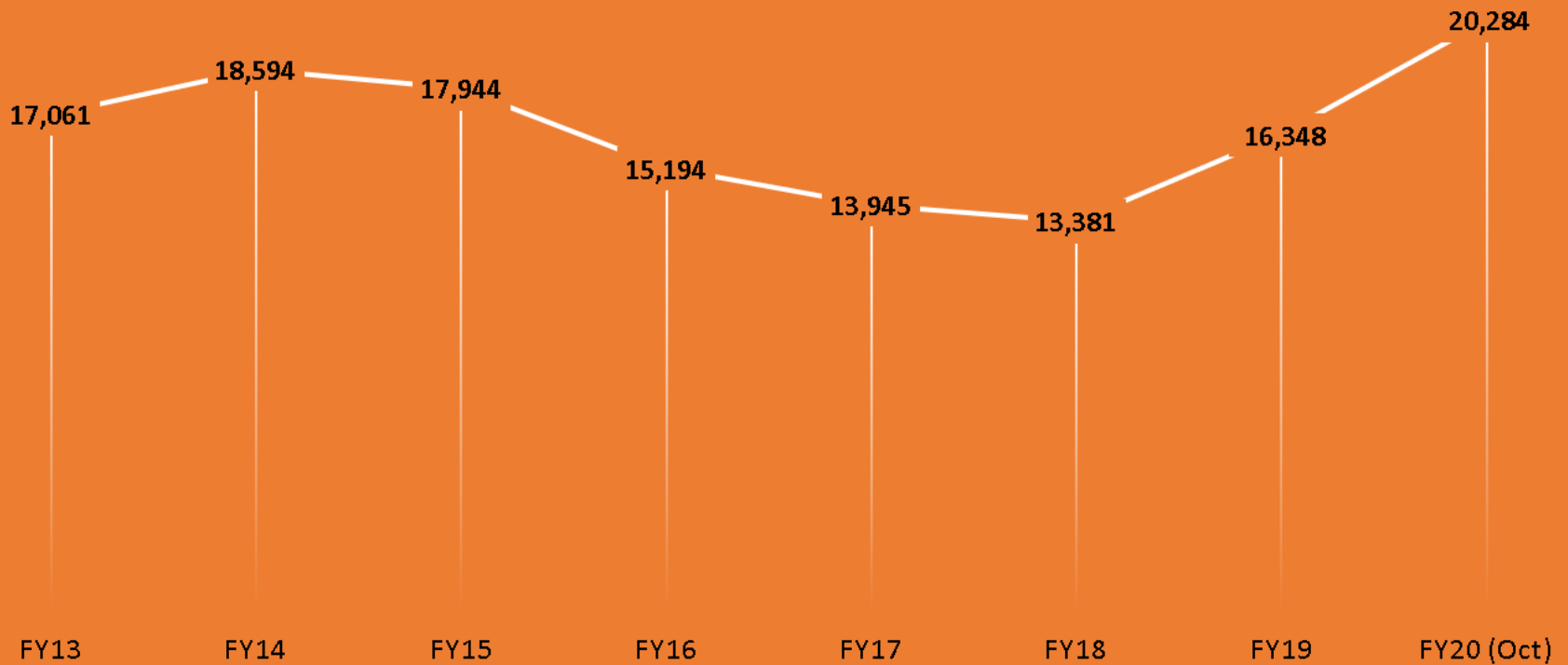
Expanding Access to High-Quality Early Childhood Education



Child Care Subsidy Program

- Finding quality, affordable child care is a significant challenge.
- The cost of infant care is more than the annual cost of college.
- Child care ranks among the top three household expenses.
- Without child care scholarships, many families would not be able to work, support their families, contribute to Maryland's economy, and help their children succeed in school and in life.

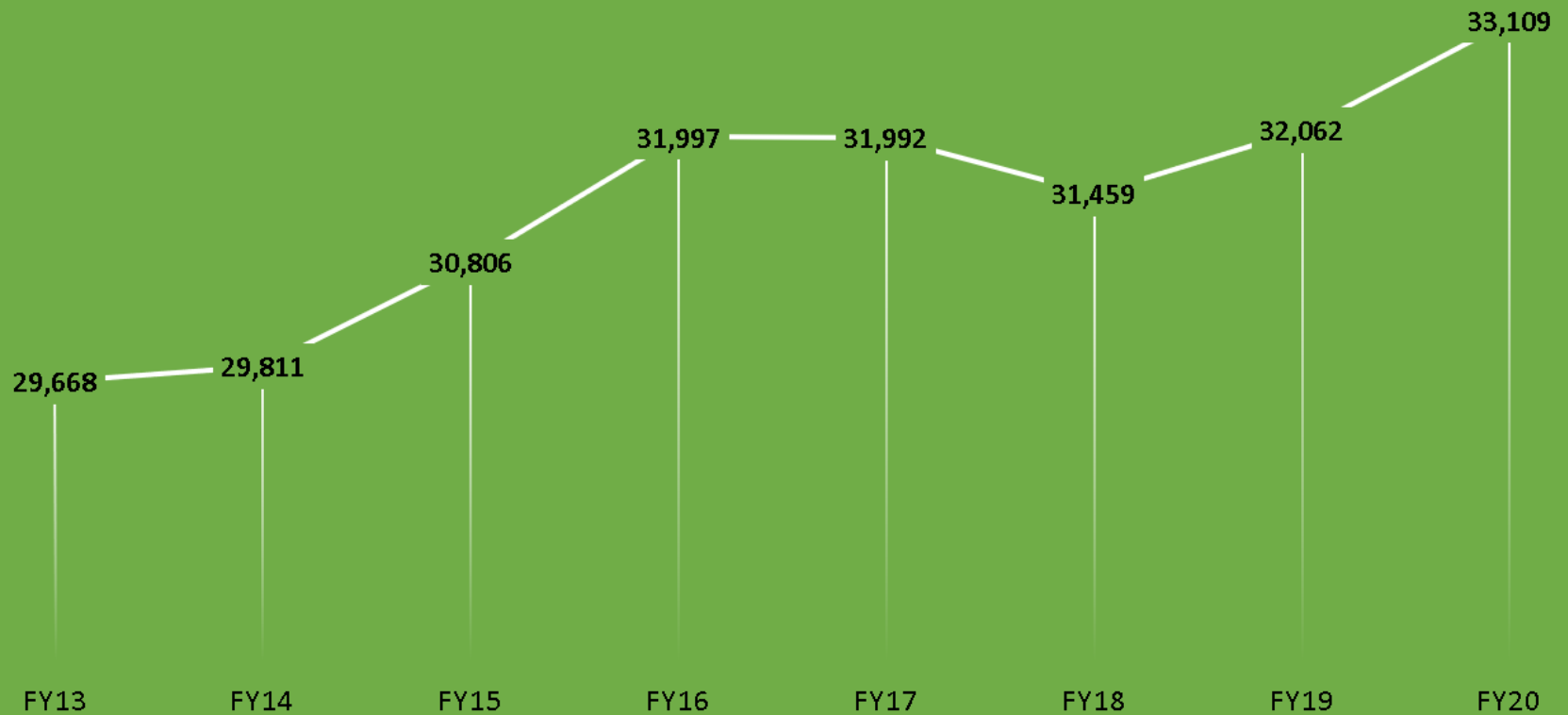
NUMBER OF CHILDREN SERVED IN CHILD CARE SUBSIDY FY2013 TO FY2020 (OCT)



Public PreK

- PreK enrollment in Maryland rose 3.26% in the 2019-20 school year to 33,109 – 2,440 more students than last year.
- **Kirwan Commission Recommendation**
 - Provide free, voluntary PreK for all 3- and 4-year olds from families at 300% Federal Poverty Level (FPL).
 - Offer a sliding scale for 4-year-olds from families between 300% FPL and 600% FPL.
 - Increase funding over a 10-year period.

NUMBER OF CHILDREN SERVED PUBLIC FY2013 TO FY2020



Supporting the Early Childhood Workforce



Maryland Child Care Credential Program

- Recognizes child care educators for exceeding State licensing requirements through –
 - Professional development
 - Training
 - Earning degrees or certifications
- The program provides one-time *or* annual stipends
- 10,220 teachers and 210 administrators currently participate.
- **Kirwan Commission Recommendation**
 - Increase funding over a 10-year period.

Child Care Career and Professional Development Fund (CCCPDF)

- The program covers tuition for child care educators to pursue an Associate of Arts (A.A.) or Bachelor of Arts (B.A.) degree.
- 22 Maryland Colleges/Universities participate.
- 352 students pursuing an A.A. and 109 pursuing a B.A.
- **Kirwan Commission Recommendation**
 - Increase funding over a 10-year period.

Improving Program Quality



Preschool Curriculum for 3- and 4-year olds

- In partnership with the University of Maryland, we developed and implemented *Children Study Their World* for 4-year-olds.
- 197 teachers have been trained and received coaching
 - 120 child care centers and Head Start classrooms
 - 66 public school classrooms
 - 11 family child care homes
- Over the next three years, we will develop and implement *Children Explore Their World* for 3-year-olds.

Maryland EXCELS

- Maryland's Quality Rating and Improvement System provides a pathway for continuous quality improvement.
- 4,659 licensed and registered child care facilities and public school PreK programs are participating.
-
- 56% of all child care programs in the state participate.
- **Kirwan Commission Recommendation**
 - Universal PreK programs are required to achieve level 3 or higher with a plan to reach level 5 within five years.
 - Increase funding over a 10-year period.

Promoting a 2-Gen Approach



Family Engagement Initiative

- We developed an early childhood *Family Engagement Framework* and launched MarylandFamiliesEngage.org.
- MSDE led the 18-state National Family Engagement Consortium.
- We have held 4 annual Family Engagement Summits to date.
- The Division of Early Childhood is working across MSDE to create a *Birth to Grade 12 Family Engagement Framework*.

Judy Center Early Learning Hubs (Judy Centers)

- 53 Judy Centers provide high-quality early childhood education programs and comprehensive support services for children birth through kindergarten and their families.
- Judy Centers are marking their 20th anniversary and holding celebrations throughout the year.
- Data shows students who participated in Judy Center activities do better on the KRA than those who do not.
- **Kirwan Commission Recommendation**
 - Open 135 additional Judy Centers over a 10-year period.

Family Support Centers (FSC)

- 17 state-funded FSC make up a network of 24 across the state for pregnant families and children birth to age three.
- 2,000 families served annually in the Network.
- **Kirwan Commission Recommendation**
 - Open 30 additional FSC over a 10-year period.

Coordinating a Prenatal to Age 8 Early Childhood System



Preschool Development Grant Birth – Five (PDG B-5)

- MSDE awarded –
 - \$10.6 million 1-year *Initial Grant* in December, 2018.
 - \$27 million 3-year *Renewal Grant* in December, 2019.
- MSDE collaborated with the Maryland Department of Health and the Department of Human Services to conduct a comprehensive statewide needs assessment.
- MSDE is leading the development of a 5-year Prenatal to Age 8 Strategic Plan.

Preschool Development Grant Birth – Five (continued)

- Other activities of the PDG B-5 Grant include:
 - Modernization of the early childhood data system
 - Grants to all Local Early Childhood Advisory Councils and library systems
 - Higher Education Inventory
 - Curriculum development and coaching
 - Support for programs to reach higher quality
 - Professional development to address the inclusion of children with special needs and English Learners
 - Expanding prenatal to age three programs and services
- **More information on PDG B-5 can be found at <https://earlychildhood.marylandpublicschools.org/PDG>**

Preschool Development Grant Birth – Five (continued)

- The draft Strategic Plan was posted on the Division of Early Childhood website with the public invited to provide comments.
- Comments were collected, reviewed and will be integrated into the next draft.
- If you have not commented and would like to provide feedback, please submit comments by February 7th to Rachel.Demma@Maryland.gov

Strategic Plan Key Areas

- Strengthening availability and access
- Improving and supporting program quality
- Deepening family engagement
- Building system infrastructure and coordination
- Ensuring successful transition experiences
- Modernizing and maximizing data systems
- Leveraging resources and funding

Thank you!





MARYLAND'S PRENATAL - AGE EIGHT 2020-2025 STRATEGIC PLAN



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VISION

All of Maryland's young children and their families will thrive.

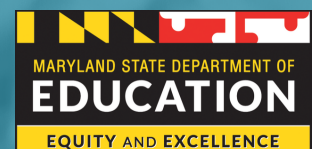


MISSION

The mission of Maryland's B-5 Early Care and Education (ECE) system is to develop a well-coordinated and integrated system of programs, supports, and services where each child in the state has the opportunity to access a high-quality early childhood experience, arriving at school with a healthy body, healthy mind, and the foundational knowledge and skills needed to succeed; and that every family has access to the resources needed to be effective as their child's first and most important teacher and advocate. A child's access to quality ECE experiences and the positive outcomes that result will not be contingent on income, race, zip code, disability status, nor English language proficiency. This vision and mission has guided the development of the strategic planning goals and actions, policies, and investments to benefit all of Maryland's families and communities.



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MISSION PRINCIPLES

1. Expand on the successes that Maryland has already created with its mixed-delivery system and strong state and local infrastructure that empowers both systemic and community driven strategies.
2. Adopt a child and family centered approach to program and service delivery that emphasizes prevention, early intervention and the importance of starting early, including the prenatal period.
3. Ensure access to affordable care and education services for all children throughout the state.
4. Provide high-quality care and education programming for all young children and their families that supports all developmental domains, including foundational skills for school readiness, with a focus on social-emotional, mental, and behavioral health.
5. Prioritize the needs of families experiencing challenges and adversity, including rural and homeless families, as well as the needs of children who are medically fragile and have special needs.



MISSION PRINCIPLES

6. Engage communities and families through equitable, culturally responsive, and two-generational approaches grounded in evidence-based models.
7. Invest in system building coordination and collaboration, leveraging federal, state, and local funding, as well as public-private partnerships.
8. Provide regular and ongoing public forums and feedback loops, transparent communication channels, and consistent messaging.
9. Maximize data system capacity and use, including application to policy and program decision-making.
10. Continually evaluate state progress based on metrics and measures of success that reflect stakeholder input and systemic collaboration.



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STRATEGIC PLAN GOALS

A. STRENGTHENING AVAILABILITY AND ACCESS

GOAL A1: Build access for all families across a mixed delivery system.

GOAL A2: Support parent choice by fostering a robust and qualified statewide family child care provider market.

GOAL A3: Increase the availability of programs and services.

GOAL A4: Ensure that families of children with special needs' concerns are addressed.

GOAL A5: Enhance the capacity to meet Infant and Early Childhood Mental Health needs.

GOAL A6: Increase the coordination between early childhood and health services.

GOAL A7: Promote two-generation initiatives.

GOAL A8: Reduce administrative hurdles for families in accessing ECE programs.

B. IMPROVING AND SUPPORTING PROGRAM QUALITY

GOAL B1: Enhance the statewide focus on equity.

GOAL B2: Reduce statewide gaps in kindergarten readiness.

GOAL B3: Increase the number of highly qualified early childhood staff.

GOAL B4: Improve and increase staff preparation, professional development programs and compensation.

GOAL B5: Strengthen equity, coordination, and alignment in the statewide professional development system.

GOAL B6: Improve program quality and support participation in Maryland EXCELS.

C. DEEPENING FAMILY ENGAGEMENT

GOAL C1: Continue investment in the statewide Family Engagement framework.

GOAL C2: Improve family engagement and promote family involvement in leadership and advocacy roles.



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D. BUILDING SYSTEM INFRASTRUCTURE AND COORDINATION

GOAL D1: Increase integration of early childhood services among state and local agencies.

GOAL D2: Improve coordination among agencies responsible for services for young children and families.

GOAL D3: Continue to leverage the state and local governance infrastructure through Early Childhood Advisory Councils.

GOAL D4: Conduct a statewide ECE facilities study and apply findings to targeted improvement strategies.

E. ENSURING SUCCESSFUL TRANSITION EXPERIENCES

GOAL E1: Ensure successful transition for young children between early care and learning settings, and into kindergarten and the early grades.

GOAL E2: Strengthen family engagement in preparing for transition between ECE settings and into Kindergarten and elementary school.

GOAL E3: Incorporate transition planning in professional development and training opportunities.

F. MODERNIZING AND MAXIMIZING DATA SYSTEMS

GOAL F1: Improve data system modernization to support more effective communication with families and the public, as well as better customer service.

GOAL F2: Improve, integrate and coordinate Maryland's early childhood data collection.

GOAL F3: Develop a unified application for social services and programs.

GOAL F4: Institute a statewide unique child identifier that will allow for longitudinal data.

G. LEVERAGING RESOURCES AND FUNDING

GOAL G1: Strengthen sustainability and target investments where they are most needed and most effective.

GOAL G2: Increase public awareness of funding available and decrease administrative barriers for families.

GOAL G3: Streamline funding sources and mechanisms to increase funding efficiencies.





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Place your comments here

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