Elements of the Early Childhood System in Maryland

Collaboration in Early Care and Education: Establishing a Framework for a Research Agenda

Administration for Children and Families

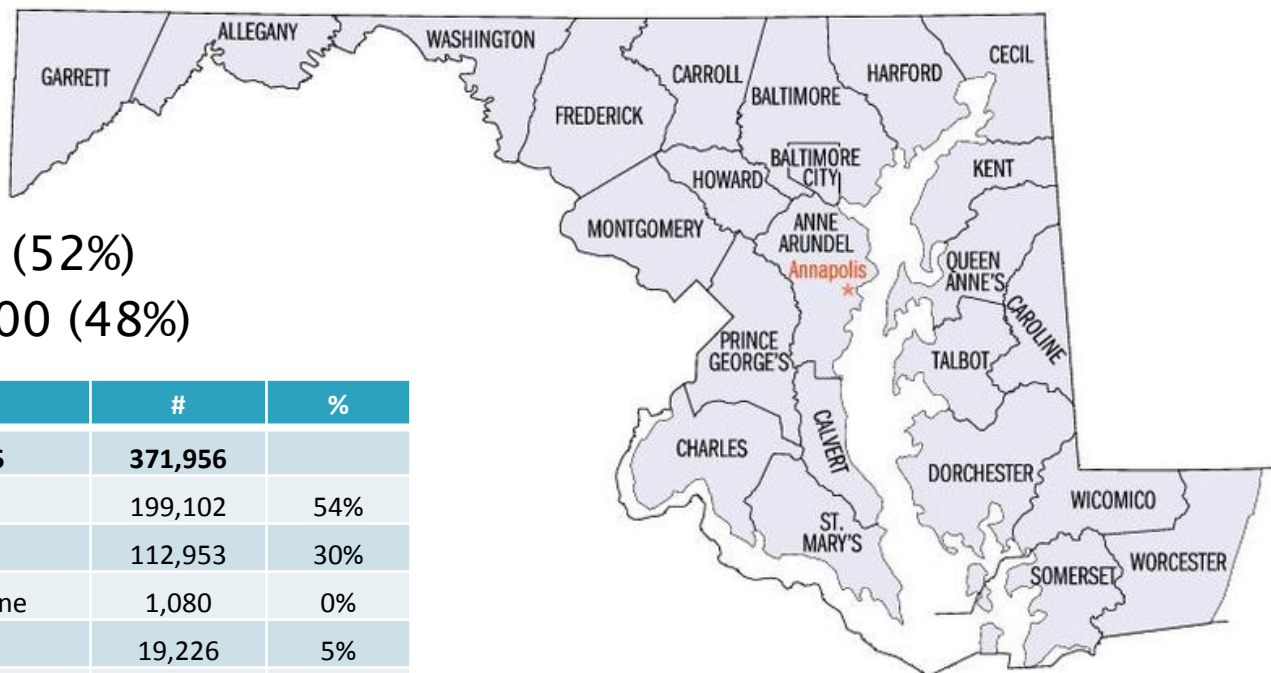Office of Planning, Research and Evaluation

May 24-25, 2010

Washington, DC

Maryland Public Schools: #1 in the Nation AGAIN in 2010

MARYLAND STATE DEPARTMENT OF EDUCATION

Achievement Matters Most

Children Under 5 Years of Age

Total – 371,956
- Male – 192,056 (52%)
- Female – 179,900 (48%)

DEMOGRAPHICS	#	%
Total Number of Children Under Age 5	**371,956**	
White Alone	199,102	54%
Black or African American Alone	112,953	30%
American Indian and Alaska Native Alone	1,080	0%
Asian Alone	19,226	5%
Some other Race Alone	17,762	4%
Two or More Races	21,796	5%

SPECIAL POPULATIONS	Number	%
Hispanic or Latino	49,696	12%
Infants/Toddlers	13,801	4%
Preschool Special Education	12,203	3%

Source: U.S. Census Bureau,
2008 American Community Survey 1-Year Estimates

POVERTY BY RACE/ETHNICITY, Children Under 5			
	At or above Poverty Level	Below Poverty Level	Below Poverty Level (%)
White	182,627	14,845	7%
Black or African American	88,342	22,106	20%
Hispanic or Latino	41,166	7,473	15%
Asian	18,134	1,055	5%
Some other Race Alone	15,379	2,213	12%
Two or More Races	18,185	3,248	15%

Direct Services

- Full-day kindergarten (2007)
- Prekindergarten for all "economically disadvantaged four-year olds"
- Licensed programs (centers and family child care, nursery schools, Head Start)
- Maryland Infants and Toddlers and Preschool Special Education
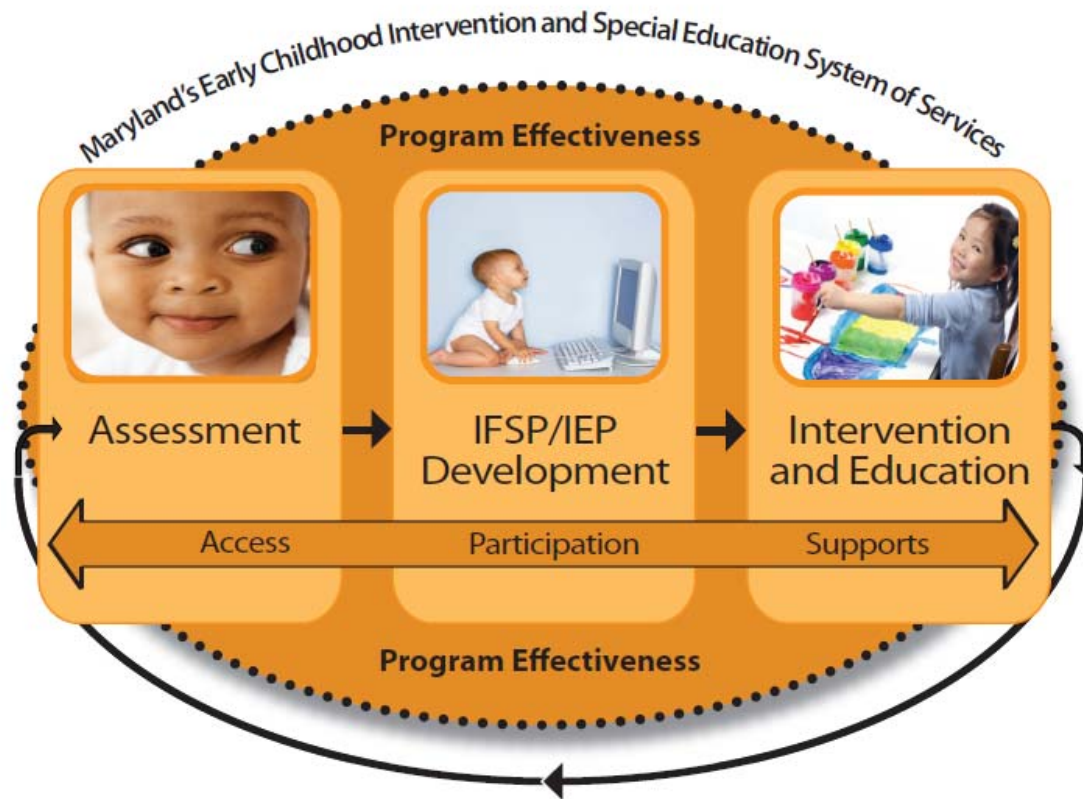- Family Support Centers (Birth to 3 years)

Quality Improvement Initiatives

- Program standards and early childhood accreditation
- Early learning standards (Prek–8 State Curriculum and *Healthy Beginnings: Birth-3*) and early childhood curriculum project
- Child care credentialing (career ladder, bonus, training and scholarships)
- Tiered Reimbursement (Quality Rating System)
- Resource and Referral
- Early Childhood Mental Health Consultation
- Head Start Collaboration
- Maryland Model for School Readiness (MMSR)
- Judy Center Partnerships
- Maryland Longitudinal Data System (ECE component)
- Extended Individualized Family Service Plan (ISFP)

Maryland's Early Intervention and Special Education System of Services

Maryland's Early Childhood Intervention and Special Education System of Services

Program Effectiveness

Assessment → IFSP/IEP Development → Intervention and Education

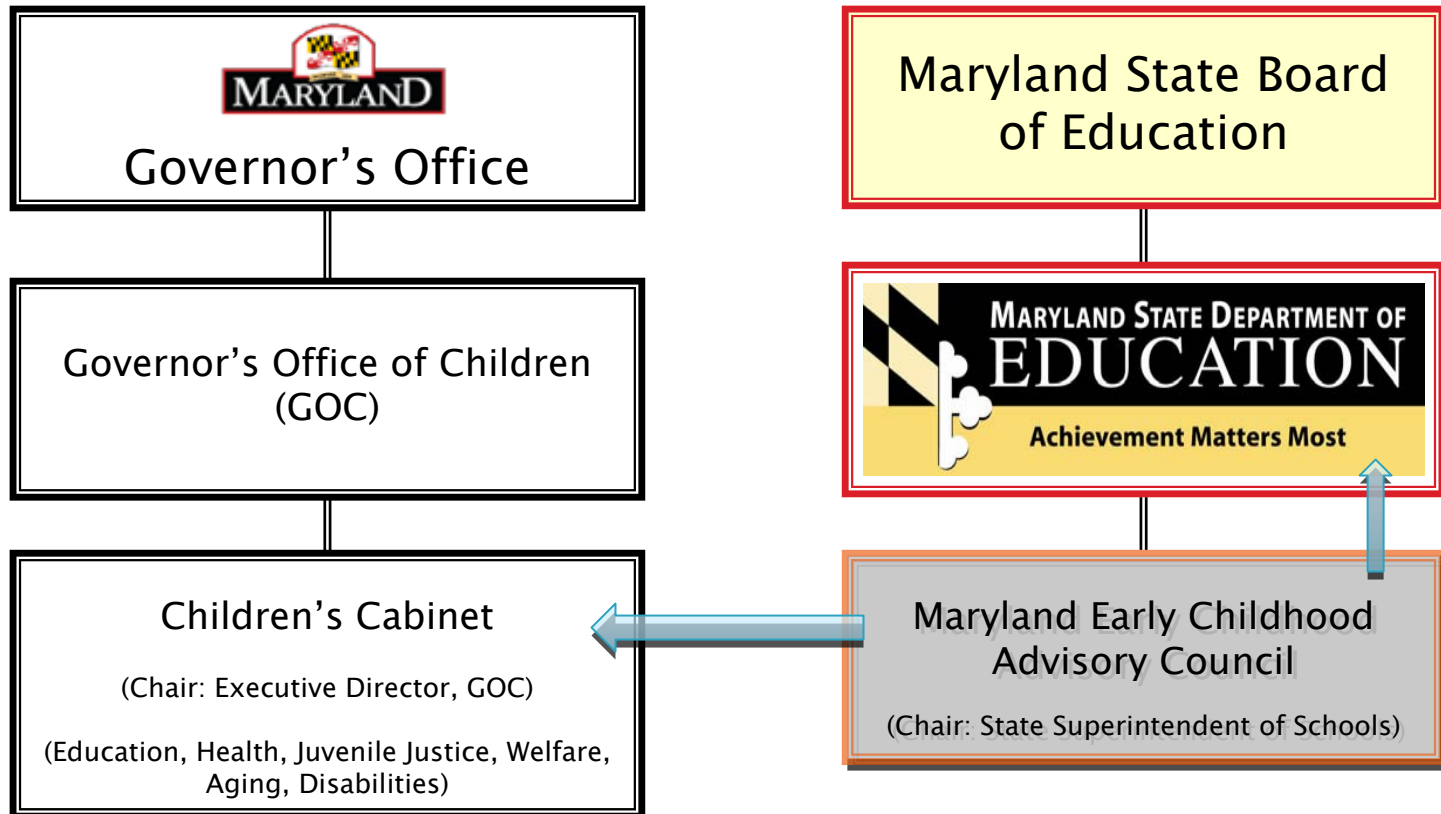Access — Participation — Supports

Program Effectiveness

Maryland State Department of Education • Division of Special Education/Early Intervention Services

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September 2009

State Level Governance Structure

Governor's Office

Governor's Office of Children (GOC)

Children's Cabinet

(Chair: Executive Director, GOC)

(Education, Health, Juvenile Justice, Welfare, Aging, Disabilities)

Maryland State Board of Education

MARYLAND STATE DEPARTMENT OF EDUCATION

Achievement Matters Most

Maryland Early Childhood Advisory Council

(Chair: State Superintendent of Schools)

Current Programs and Integration

MARYLAND'S GOVERNANCE OF EARLY CARE AND EDUCATION

Maryland State Department of Education

Dr. Nancy S. Grasmick
State Superintendent of Schools

Division of Early Childhood Development
- Child Care Credentialing Program
- Early Childhood Mental Health
- Tiered Reimbursement Program
- Child Care Resource & Referral
- Family Support Centers (B-3)
- Child Care Quality Grants
- Prekindergarten/ Kindergarten
- Head Start Collaboration
- Child Care Licensing
- Nursery School Certificates of Approval
- Child Care Subsidy
  - Local DSS Offices
- Judith P. Hoyer Initiative
  - Maryland Model for School Readiness
  - Judy Centers
  - Program Accreditation
  - Early Childhood Curriculum Project

Division of Special Education/ Early Intervention Services
- MD Infants & Toddlers Program
- Preschool Special Education
- Early Childhood Accountability System
- Autism Screening Pilot
- Interagency Mental Health Initiative

Division of Library Services
- Libraries and Early Learning Initiatives
- Summer Reading Programs

Division of Student, Family and School Support
- Even Start
- Family Involvement and HIPPY Homevisiting

School & Community Nutrition Programs
- Child and Adult Care Food Program
- Child and Nutrition Training

October 2007

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Division of Student, Family and School Support
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School and Community Nutrition Programs
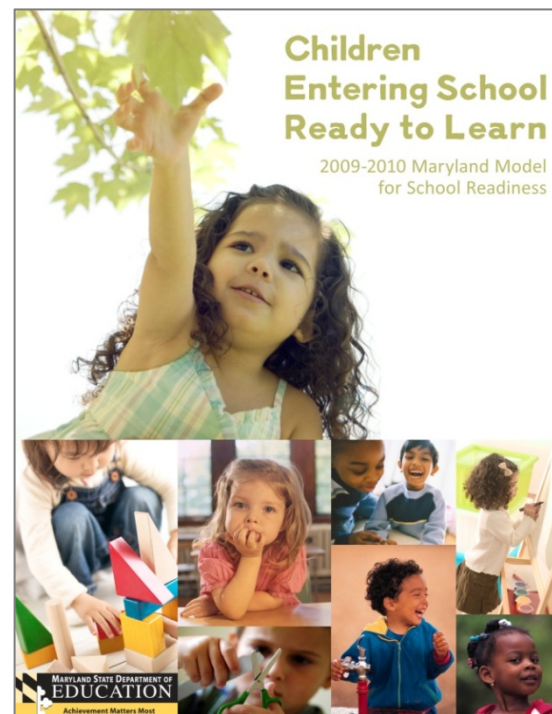Ms. Robin Zeigler   rzeigler@msde.state.md.us

Presentation Themes

- How did collaboration get started?

- How are the professional cultures coming together to establish a statewide early learning community?

- How are early learning communities developed at the local level?

- How does the consolidated system leverage resources?

- What are the components of successful collaboration/partnerships?

- How is success being measured?

How did collaboration get started?

- Joint Committee on Children, Youth and Families and result area, *Children Entering School Ready to Learn* (2000-01)

- Leadership in Action Program (LAP) Maryland (2001-02)

- Five-Year Action Plan and Early Childhood Committee (2002-2007)

- General Assembly passed legislation to transfer the Child Care Administration to MSDE (2005-06)

- Established Division of Early Childhood Development and developed strategic plan (2005)

- Established State Advisory Council for Early Childhood Education (2008)

Children Entering School Ready to Learn
2009-2010 Maryland Model for School Readiness
MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

How are the professional cultures coming together to establish a statewide early learning community?

- Internal reorganization and visioning process with staff related to school readiness

- External and broad-based participation in the strategic planning process on common goals in support of school readiness

How are early learning communities developed at the local level?

- Local Leadership in Action Programs

- Judy Center Partnerships (Steering Committees)
- Maryland Infants and Toddlers Program

- Head Start MOAs with LEAs

- Resource and Referral Agencies

- MMSR (professional development, data management, and program improvement)

How does the consolidated system leverage resources?

- Strong intradepartmental coordination with other Divisions within MSDE

- Public – private partnerships (Annie E. Casey, PNC, Maryland Business Roundtable/Ready at Five, Foundations)

- Strategic planning and implementation

What are the components of successful collaboration/partnerships?

- Leadership at the State and local level
- A cohesive governance structure
- Broad participation
- A shared vision and commitment to common goals and objectives
- Collaborative professional development
- Sharing of knowledge, resources, and materials
- Braiding funding to support common goals
- Family involvement
- Public awareness
- Coordinated services for families
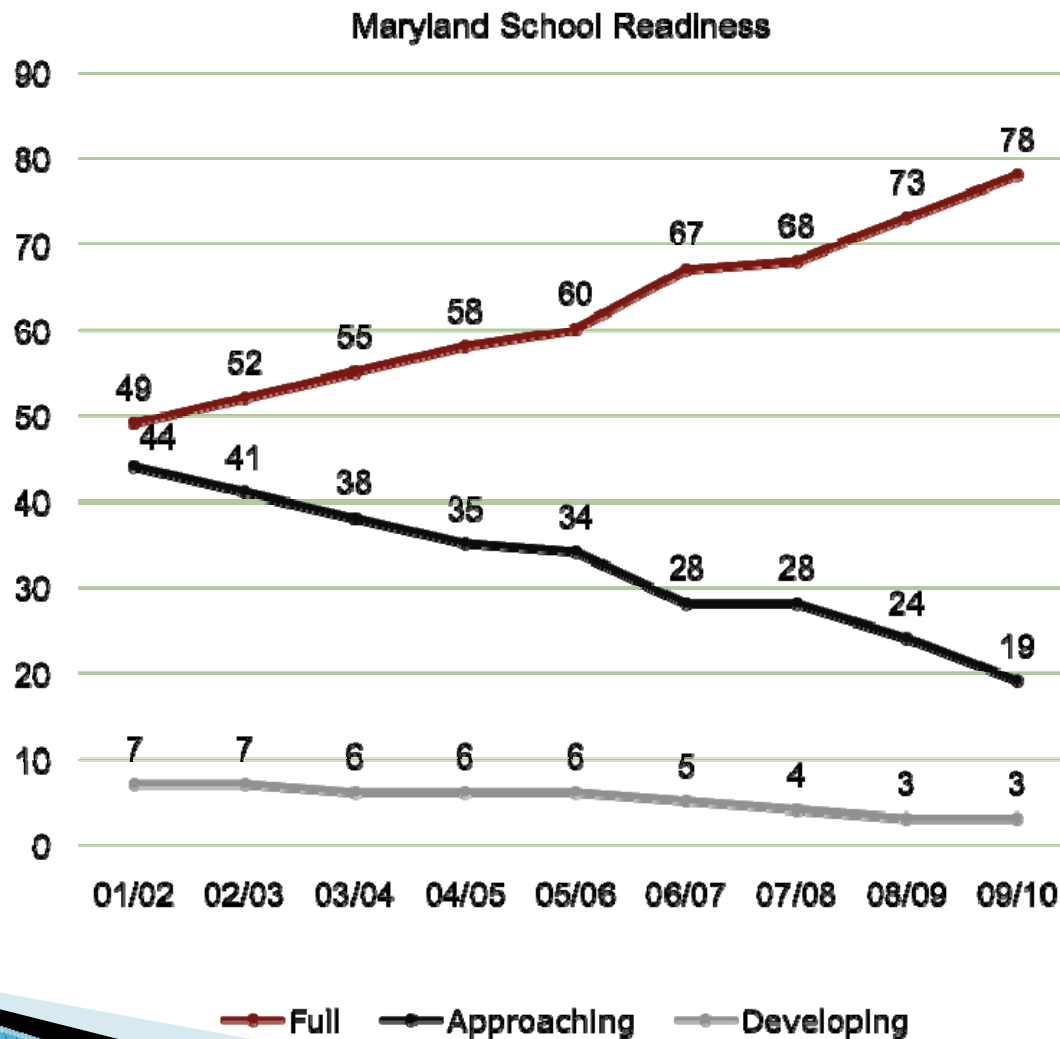- System of evaluation and monitoring (including self-assessment)

How is success being measured?

- MMSR Kindergarten Assessment and the Early Childhood Accountability System (ECAS)

- Management for Results (MFR)

- Maryland Longitudinal Data System

- Program evaluations

Results Area - *Children Entering School Ready to Learn*

Maryland School Readiness

Management for Results

QUALITY MEASURE: *Number of Accredited Programs*

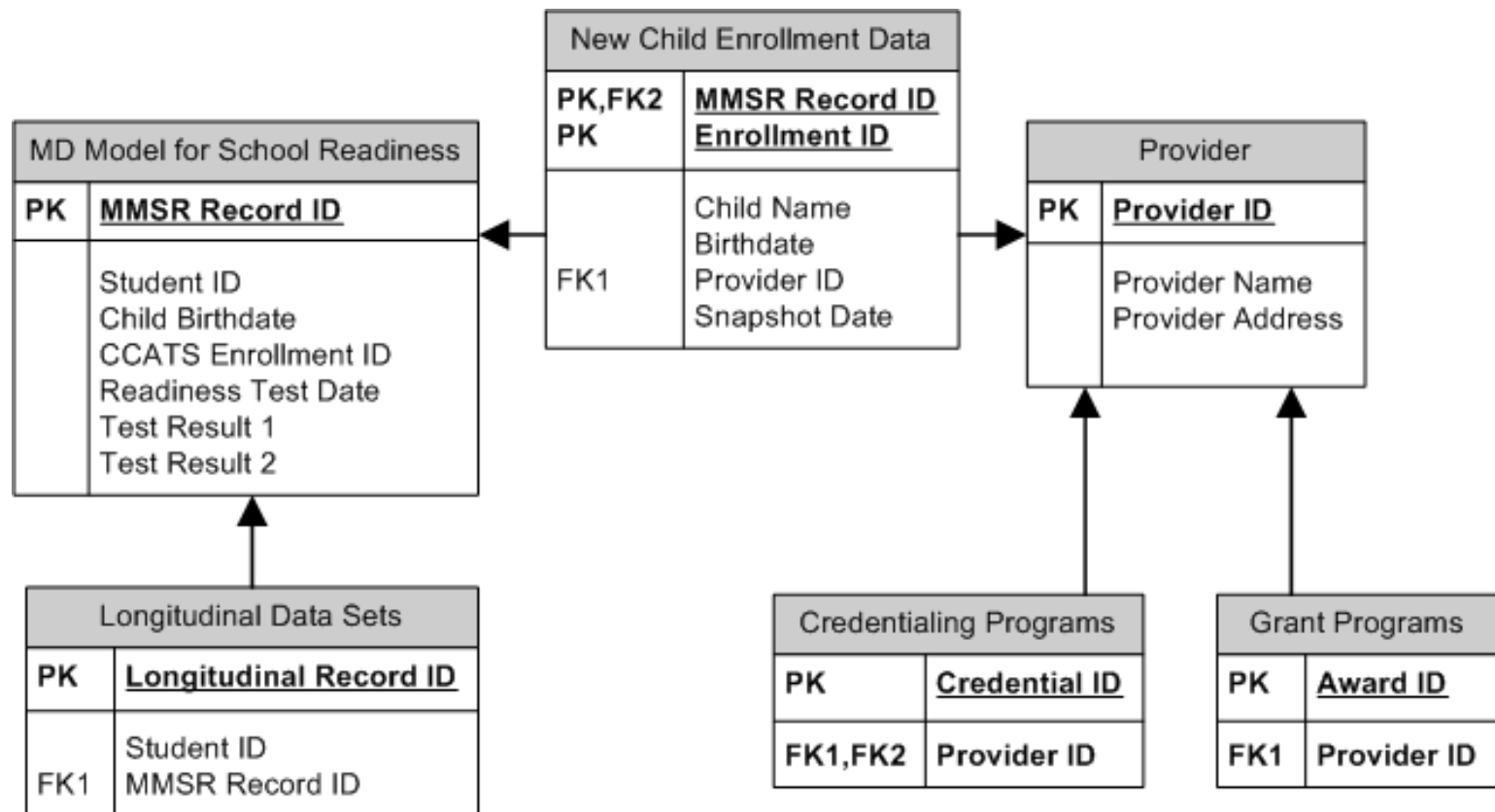|	2008 Actual	2009 Actual	2010 Estimated	2011 Estimated
Public Prekindergarten/Kindergarten	141	214	244	277
Center-based Child Care	553	392	408	475
Family child care	165	178	180	180
Head Start centers	71	75	80	85

Management for Results

QUALITY MEASURE: *Professional Development*

	2008 Actual	2009 Actual	2010 Estimated	2011 Estimated
MMSR				
Kindergarten teachers	2,500	3,000	3,200	3,200
Prekindergarten teachers	650	812	837	862
Child care/Head Start teachers	363	424	347	300
Number of full day PD sessions	229	208	156	145
Credentialing Program (percent of child care providers participating)	8.7%	12.8%	14.0%	15.4%

Maryland Longitudinal Data System
(Simplified model for ECE)

For More Information

Visit Our Web-Site at:

http://www.marylandpublicschools.org