

# Early Childhood Advisory Council Notes

Meeting 1: Thursday, April 4, 2013

2:30 p.m. to 5:00 p.m.

**Members Present:** Barbara Andrews  
Jennifer Arnaiz  
Janine Bacquie  
Harriet Berger  
Rosalba Bonilla-Acosta  
Kathi Carey-Fletcher  
Robin Chernoff  
Amy Cropp  
Carl Eggleston  
Lynne Harris  
Keith Jones  
Judy McMillan  
Meredith Myers  
Bernadine Occhiuzzo  
Linda Owen  
Tobi Printz-Platnick  
Lois Stovall  
Verna Washington  
Vivian Yao

Kate Garvey sends her regrets as she could not be here today. She will be at the other meetings.

## **Janine Bacquie/Convening the Group:**

- Welcome on behalf of the Montgomery County Council and Dr.Starr
- Vivian Yao is representing the County Council and has supported early care and early childhood.
- MSDE applied for a RTT Grant and was awarded fifty million dollars. ECAC is one of the initiatives, which mirrors a council at the state level.
- A number of initiatives that MSDE has brought forward to increase quality of early care for birth through age 5.
- Increase access for early learning
- Increase access to parents as the child's first teacher
- Increase health initiatives for children
- Early childhood comprehensive plan
- Children's agenda
- Early success
- May 15, 2013 the Early Childhood Congress Symposium is focused on children with disabilities
- Ready at 5
- Universal Preschool Implementation Group was a follow-up action to look at the feasibility of Universal Pre-K in Montgomery County

## **Charge and Purpose of the Group:**

- Introduce the planning team (Kate Garvey, Vivian Yao, Barbara Anderson/Facilitator, and Janine Bacquie)
- Verna Washington is the contact person and will pushing out the notes
- Annie Casey foundation has partnered with MSDE including 10 days of intensive training and 6 books. Each member of the ECAC represents a constituent group and at times will step out of their silos and focus on issues related to school readiness and what is best for young children
- We are looking for a business representative for this group who is willing to support the work of the ECAC

## **Barbara Andrews:**

- The membership matches the membership at the state level as well bringing a wide spectrum of understanding
- Natasha Fields is the new representative from Infants and Toddlers
- The state has been collecting data since 2003 and has this year's MMSR data is now available.

## **Data Walk with a Partner: "What do you notice?":**

- Group Introductions: Name, Organization and Role, Interest in the Advisory Council and What did you Notice about the Data?

## **Introductions**

ECAC Members introduced themselves and shared something they noticed about the data. Some comments included:

- Montgomery County didn't do so badly but we can do a lot better especially in science
- So much of the data for Kindergarten does not connect to what happens through Grade 3
- Members of the medical community get left out but we are fortunate to have Dr. Chernoff on the ECAC. If you don't identify the kids, they can't access the available supports
- What happens to the 25 and 30 percent? Who are these children and where are they?
- How can we provide more feedback at the state level and how we can close the gap?
- Frightening statistic about the children with disabilities and their readiness for Kindergarten
- What are we doing to support the children who are not there yet/students with disabilities often need the support of health professionals
- The gaps are not closing. What is being done to close the gap?
- Projections from 2002 to the present are slightly less than expected. Why aren't we expecting more or projecting more?
- If kids are healthy, they can't learn. Health can represent at as a baseline.
- Many ELLs are coming in with no English but we are doing well with our ELLs in Montgomery County

- Montgomery County is the “world” in miniature
- Parents are informed early about what they see with children with disabilities at the Clara Barton Center. Early intervention make s a difference with improving student performance
- How is what is happening in child care centers affect what is happening in MCPS classrooms?
- There is a gap between the early care community and the public schools
- Collaboration and professional development is a reason for the progress that we are seeing
- Despite some of the gaps, it feels like we’re holding our own and we’re doing as well or better than many states.
- Food Recovery Task Force: Images of children who go home on Friday with food
- There are students with special social and emotional challenges, half of the people in the domestic violence shelter are children
- Adequate health care early is important
- The data appears to be leveling off. Is this a natural statistical phenomenon or is it due to the CCSS Curriculum, which is more rigorous?
- Health representation is a missing piece which is important that Health Care is represented on the ECAC
- Tap into populations of children and adults that we have not connected with before. What are the kids who are not engaged in child care or prekindergarten?
- A lot of experience and expertise on the ECAC
- The County has made a lot of progress, we’re leveling out and whom are we not reaching?

### **Group Guidelines: Introduction and Explanation**

- Everyone Participates
- Everyone’s Participation is Valued
- Anyone can Pass
- Confidentiality
- Enjoy

### **What do we notice about the Group Guidelines?**

- The group guidelines mirror what we want our kids to do.
- The group guidelines give everyone responsibility not just the facilitators
- We are comfortable with conflict

### **Clarification about the Group Guidelines:**

- The confidentiality does not apply to taking something back to your individual groups, just names and situations mentioned at the meeting should be kept confidential

***All participants were in agreement with the Group Guidelines***

## Janine Bacquie

### Overview of Race To the Top Early Learning Challenge Grant:

- 9 states awarded RTT ELC Grant
- Maryland is partnered with Ohio
- **Project 1:** Local EC Councils –
  - Promote school readiness for all children by narrowing the achievement gap particularly for children with high needs.
  - All 24 local jurisdictions have established an ECAC
- **Project 2:** Maryland EXCELS –
  - Quality rating and improvement system for continuous program improvement of early childhood programs. (Voluntary participation)
- **Project 3:** Quality Capacity Building –
  - Operation Breakthrough
  - Coaching for child care and expansion of effective models (Judy Centers, Preschool for All)
- **Project 4:** Promoting the use of Statewide Early Learning Standards –
  - Prekindergarten alignment of Common Core Standards, development of Guide to Early Pedagogy, and dissemination of effective models in early reading and STEM
- **Project 5:** Professional Development (MMSR) –
  - Dissemination of PD activities to licensed child care
- **Project 6:** Comprehensive Assessment System (CAS) –
  - Formative assessment (36 –72 months) and a Kindergarten Entry Assessment (KEA)
  - Refine MD comprehensive assessment system in EC including the MMSR some counties are field-testing the KEA to gather data.
  - Benchmarks representing a developmental continuum are being considered to allow children to be assessed at a variety of developmental stages.
  - New assessments rolled out in 2014 – 15. MD is partnered with Ohio on this project as well.
- **Project 7:** Child Development Innovations –
  - Addressing developmental and behavioral needs of young children
- **Project 8:** Family Engagement Support –
  - Development of the Maryland Parent, Family, and Community Engagement Framework. Establishment of Family Councils at public libraries, expansion of Reach Out and Read, , and dissemination of learning parties (i.e., parent, child, school transition activities before kindergarten)
- **Project 9:** Workforce and Leadership Development –
  - Projects that strengthen the career pathways of those working in child care. Establish Early Learning Leadership Academies (Prek–2)
- **Project 10:** Early Childhood Data System –
  - Integrates various data systems into the Early Childhood Data Warehouse as part of the MLDS
  - Early Care and Education Data system/MD Longitudinal Data System. Monitor students' progress over time.

- How can the data help us track how kids are doing and how we can help them?
- Will this data set talk to other data sets such as the Juvenile Justice System?
- There was an initiative to track data for students in the Kennedy Cluster that required an MOU and parental permission for different agencies to share student data.
- We have to look at programs that are funded by the state first
- At this time, we have common identifiers for children who are assessed via MMSR.

**Q & A/Comments:**

- Is there a trajectory of due dates?
  - On MSDE site, we will send links to the ECAC
- Can you send the PPT?
  - We will send the link which includes the webinar for the RTT/ELC Grant
- We may possibly compete to receive some of the dollars guaranteed by Senate Bill 527 to use to support ECAC

**Gathering Resources: Small group activity**

- Gathering Resources – Think about what resources you bring to this work. You bring far more than what your work is now. Put each person’s name and list the resources. This will be utilized during the mini-retreat. ECAC counted off by 4s and formed small groups

**Reflection: Picturing a Child**

- Each member of ECAC received a notebook. Bring the notebook to every meeting.
- Today the reflection is: Think of a child that you might work with or know and think about as you move forward with your work. We will revisit this at our next meeting.

**Closing: Brief Business and Survey**

- **Meeting 2:** Wednesday, May 22, 2013 8:30 am-1:00 pm (Mini retreat with lunch served)
- **Meeting 3:** Wednesday, June 26, 2013 9:00-11:00 am
- The book titled, Ready or Not, may be read prior to the May retreat and/or read prior to the June meeting
- **Survey:**
  - If you already completed the survey online you don’t need to complete another one
  - ECAC members completed and submitted paper copies of the survey

**Check-Out Question:**

As we move forward, what is one thing you are going to to work on?:

- Working on the structure of the group how are we setting up the group as we move forward

- Sitting down and finding out more about it
- I would like to share all of the new things that the state and county are doing with my colleagues/bring it back to staff
- Use the information to develop our comprehensive (didn't quite catch what Jennifer Arnaiz said here)
- Apply to my personal life
- Make sure that I can use my credibility to move the message about early care to the pediatrics community
- Involved in moving the information to childcare
- Move the message forward to make children ready for school
- Communicate with the diverse community
- Communicate with colleagues in school health and support families in as many ways that I can and support those on ECAC if they have questions
- Tap into the expertise of our partners at the school: Judy Center, Linkages to Learning, and School Based Health Care Center and be a conduit of information for them
- Support better communication between groups and agencies and departments because I am at the state level, suggesting it there is no bias
- Get a much better and more comprehensive view of the resources that are available county wide and find a way to make more people aware of the resources and the need to use the resources
- Be a voice with 155 members of org of child care directors. They are the ones who are positioned to provide quality child care to children in the county. Need to speak passionately and positively about moving forward to break down the fear
- In my office allocating resources and planning professional development and make sure that I have all of the perspectives in my mind
- I want to be present. Taking it back to Montgomery College Education Department and students (they have a lot of fears)
- Parent engagement
- Appreciate the array of expertise will move the group forward
- Improve the Communication and early care and schools