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
Children Under 5 Years of Age

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

DEMOGRAPHICS

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

SPECIAL POPULATIONS

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>49,696</td>
<td>12%</td>
</tr>
<tr>
<td>Infants/Toddlers</td>
<td>13,801</td>
<td>4%</td>
</tr>
<tr>
<td>Preschool Special Education</td>
<td>12,203</td>
<td>3%</td>
</tr>
</tbody>
</table>

POVERTY BY RACE/ETHNICITY, Children Under 5

<table>
<thead>
<tr>
<th></th>
<th>At or above Poverty Level</th>
<th>Below Poverty Level</th>
<th>Below Poverty Level (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>182,627</td>
<td>14,845</td>
<td>7%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>88,342</td>
<td>22,106</td>
<td>20%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>41,166</td>
<td>7,473</td>
<td>15%</td>
</tr>
<tr>
<td>Asian</td>
<td>18,134</td>
<td>1,055</td>
<td>5%</td>
</tr>
<tr>
<td>Some other Race Alone</td>
<td>15,379</td>
<td>2,213</td>
<td>12%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>18,185</td>
<td>3,248</td>
<td>15%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2008 American Community Survey 1-Year Estimates
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
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 Early Childhood Advisory Council
(Chair: State Superintendent of Schools)
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)

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
## Management for Results

### QUALITY MEASURE: *Number of Accredited Programs*

<table>
<thead>
<tr>
<th></th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Estimated</th>
<th>2011 Estimated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Prekindergarten/Kindergarten</td>
<td>141</td>
<td>214</td>
<td>244</td>
<td>277</td>
</tr>
<tr>
<td>Center–based Child Care</td>
<td>553</td>
<td>392</td>
<td>408</td>
<td>475</td>
</tr>
<tr>
<td>Family child care</td>
<td>165</td>
<td>178</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>Head Start centers</td>
<td>71</td>
<td>75</td>
<td>80</td>
<td>85</td>
</tr>
</tbody>
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## QUALITY MEASURE:  *Professional Development*

<table>
<thead>
<tr>
<th></th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Estimated</th>
<th>2011 Estimated</th>
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</thead>
<tbody>
<tr>
<td><strong>MMSR</strong></td>
<td></td>
<td></td>
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<tr>
<td>Kindergarten teachers</td>
<td>2,500</td>
<td>3,000</td>
<td>3,200</td>
<td>3,200</td>
</tr>
<tr>
<td>Prekindergarten teachers</td>
<td>650</td>
<td>812</td>
<td>837</td>
<td>862</td>
</tr>
<tr>
<td>Child care/Head Start teachers</td>
<td>363</td>
<td>424</td>
<td>347</td>
<td>300</td>
</tr>
<tr>
<td>Number of full day PD sessions</td>
<td>229</td>
<td>208</td>
<td>156</td>
<td>145</td>
</tr>
<tr>
<td><strong>Credentialing Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(percent of child care providers participating)</td>
<td>8.7%</td>
<td>12.8%</td>
<td>14.0%</td>
<td>15.4%</td>
</tr>
</tbody>
</table>
Maryland Longitudinal Data System
(Simplified model for ECE)
For More Information

Visit Our Web-Site at:

http://www.marylandpublicschools.org