

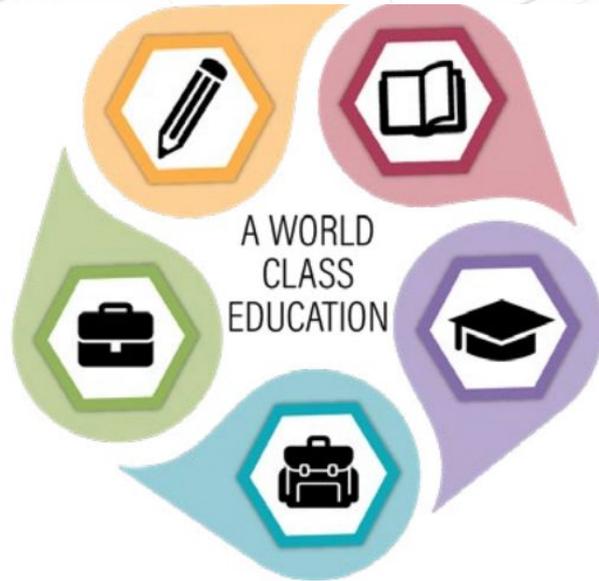
Blueprint for GCPS Future

Presentation Series

Pillar 1: Early Childhood Education

February 6, 2023

Pillar 1: Early Childhood Education



Graphic: Blueprint for Maryland's Future | Initial Comprehensive Implementation Plan, AIB 12/2022

Pillar 1 Committee Membership

- Tracie Miller - Grantsville Principal
- Candy Maust - Supervisor of ELA and Social Studies
- Nicole Vena - Teacher
- Stephanie Mayle - Teacher
- Ashley Forrest - Early Childhood Administrator in Residency
- Deneice Crites - IEP Coordinator/Infants and Toddlers
- Jody Getz - Parent
- Dr. Matthew Paugh - Board Member
- Carrie Wampler - Coordinator of Judy Centers
- Dawna Ashby - Director of Early Childhood and Elementary Education
- Tracy Bowman - Garrett County Community Action/Head Start
- Duane Yoder - Garrett County Community Action/Head Start
- Julie Sanders - Garrett Health Department/Local Management Board/ECAC
- Tamra Canfield - Department of Social Services
- Meggan Humberson - Private Daycare Provider
- Mrs. Kendra Berry - Early Childhood/Elementary Administrative Assistant

Pillar 1 Overview and Goals

Blueprint Vision: Increase the number of eligible three- and four-year-old children served in high-quality, full-day pre-K by increasing the capacity of both private provider and school-based programs.

GOALS:

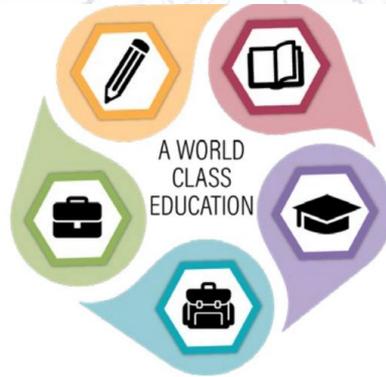
- Support kindergarten readiness
- Engage families in their young children's learning no matter the setting
- Support a highly skilled early childhood workforce across settings
- Serve children with special needs
- Support children experiencing homelessness
- Serve English learners
- Promote high-quality early childhood experiences
- Ensure students are ready for Kindergarten

GCPS Early Childhood Blueprint Accomplishments

- Started expanding PK3 opportunities via collaborative classrooms with Head Start by adding two classrooms during the 2022-2023 school year (Accident and Broad Ford Elementary Schools)
- Secured third competitive Judy Center expansion grant to enhance supports for families with children 0-5
- Already offering full-day pre-K opportunities
- Partnership with Head Start and other educational partners
- Provided a pathway through the Maryland Leads grant and collaboration with Garrett College to ensure all pre-K assistants meet the requirements of holding a Childhood Development Associates Certification or an Associate's Degree
- Established an Administrator in Residency opportunity to in part support private providers in navigating Blueprint requirements
- Consistent Professional Development across local providers (pre-K teachers, Head Start, and private providers)

Current Pillar 1 Committee Work

- ❖ Increase collaboration between GCPS, local agencies, and private providers to develop plans to expand full-day pre-K for all 4-year-olds and eligible 3-year-olds
- ❖ Expand outreach and support for private providers to become eligible providers

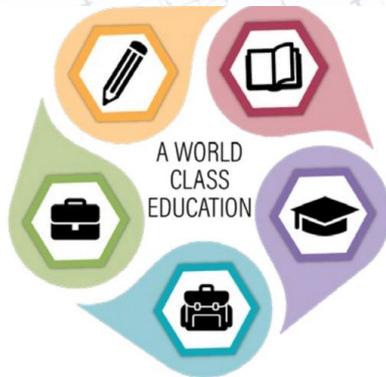


- ❖ Increase Judy Center and partner support services for families and children from birth through kindergarten
- ❖ Collaborate with all educational partners (public/private) and educators to develop action steps to decrease gaps in kindergarten readiness among students

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Current Pillar 1 Committee Work

- ❖ Create support to ensure pre-K teachers will be highly trained and supported to identify and address learning needs early
- ❖ Partner with Garrett College to ensure all pre-K instructional assistants earn a Child Development Associates Certificate or an Associates Degree to meet qualifications criteria
- ❖ Increase awareness of the Child Find process and provide increased support for students with disabilities



- ❖ Analyze and refine the enrollment process to align with Blueprint criteria ensuring a unified and common enrollment for all eligible students
- ❖ Expand learning opportunities for all providers to support kindergarten readiness for all students
- ❖ Increase collaboration between local agencies and GCPS to ensure students and their families have access to comprehensive services (e.g., school psychologist, vision screening, etc.)

Blueprint Definition of Tier 1 Pre-K Students

Tier 1 means a child:

- Who is 3- or 4-years-old
- Whose family income is less than or equal to 300% of the federal poverty level
- Children with disabilities, regardless of income
- Children from homes in which English is not the primary spoken language, regardless of income
- Children experiencing homelessness, regardless of income

Mixed-Delivery Pre-Kindergarten in the Blueprint

A mixed delivery system is a model that co-delivers high quality pre-K in both private provider and school-based settings in order to allow families to choose the pre-K program that is the best fit for their three- and four-year-old children.

LEAs are charged with developing strong partnership with private providers within their jurisdiction to support the mixed-delivery model in the Blueprint for Maryland's Future.

Some examples of private providers that can participate or have participated in Pre-K Grants include:

- Child Care Centers
- Family Child Care
- Head Start
- College/University Early Learning Centers
- Private Schools
- Public Charter Schools

High-Quality Standards for Public and Private Providers

- Pre-K teachers shall hold State certification for teaching in early childhood education OR a bachelor's degree in any field while they pursue alternative certification beginning in the 2025-26 academic year.
- Pre-K teaching assistants shall hold a least a Child Development Associate (CDA) certificate or an associate's degree beginning in the 2025-26 academic year.
- Programs staff shall receive high-quality professional development starting in school year 2022-2023.
- Providers shall maintain a child-to-instructional staff ratio of not more than 10 to 1 and maintain a class size of no more than 20 starting in the 2022-2023 school year.
- Providers shall be inclusive of children with disabilities to ensure access to, and full participation in, all opportunities starting in the 2022-2023 school year.
- Providers shall individualize accommodations and supports for all students starting in 2022-2023 school year.

Must Meet Standards to Receive Public Funding

High-Quality Standards Public and Private Providers

- Providers shall offer curricula and learning environments aligned with the State Early Learning and Development Standards for at least a year prior to kindergarten entry starting in the 2022-2023 school year.
- Providers shall conduct evaluations to ensure continuous program improvement starting in the 2022-2023 school year.
- Providers shall maintain on-site or accessible comprehensive services for students starting in the 2022-2023 school year.
- Providers shall maintain community partnerships that promote access to comprehensive services for families of students starting in the 2022-2023 school year.
- Providers shall maintain evidence-based health and safety standards starting in the 2022-2023 school year.
- Providers shall achieve a quality rating level of 5 in the Maryland EXCELS program within five years starting in the 2022-2023 school year.

Must Meet to Receive Public Funding (Continued)

Maryland Accreditation

To reach Quality Ratings 4 and 5, private providers and school-based pre-K programs must participate in Maryland Accreditation or obtain national accreditation.

The accreditation process provides structure and support through:

- Self-reflection
- Goal setting and planning
- Observation and feedback
- Assistance from a quality Assurance Specialist
- Support funds to purchase new learning materials such as books, math manipulatives, science equipment, and classroom technology

Learn more at <https://marylandexcels.org/maryland-accreditation/>

Pillar 1 Early Childhood Education

Preparing all children to be ready-to-learn at an early age reduces opportunity gaps, promotes lifelong learning, and improves their chances for success.

Stakeholder Feedback: Please take a moment to complete the feedback form specific to Pillar 1 found at the following link:
<https://forms.gle/ptodKTU1tQESkihT8>



Resources for Pillar 1: Early Childhood

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For other/general Blueprint information, please contact

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Additional Resource: Accountability and Implementation Board Timeline Graphic for Pillar 1: [Timeline Graphic](#)

