



The Tide

Maryland Association for the Education of Young Children
www.mdaeyc.org

June 2010

Maryland AEYC Restructuring and Re-Visioning Update

by Greg Stevens and Carolyn Carter, Co-Presidents

Maryland AEYC is about to enter its next phase in its restructuring and revisioning process. Over the last several months, the local and state governing boards have been busy going through an intensive self-examination as to how best to meet the needs of their members. As a result of this self-study, four of the five local affiliates made the decision to dissolve as independent 501c-3 organizations. To formally dissolve four organizations is a labor-intensive process, especially for all-volunteer boards. Now that these processes are almost complete, and most of MDAEYC's local affiliate chapters have been formally dissolved, it is time to focus on the impact of those dissolutions on the State AEYC affiliate. This next wave of work requires the intentional examination of all aspects of the roles and responsibilities, from top to bottom, for both the state affiliate and the local chapters and remaining local AEYC affiliate. As a result we anticipate the development of an entirely new set of policies and procedures, new state and local governance structure, and most likely new bylaws. To ensure that Maryland AEYC comes through this process as a strong, high performing and inclusive organization, the Board feels strongly that we must rely on outside guidance and expertise from someone with experience in guiding large organizations through this type of process.

Maryland AEYC is in the final phases of hiring a consultant to facilitate the next phase of our statewide restructuring. The consultant will be charged with two key tasks: facilitating the development of all of the above, and creating regular communication with you, the members, as well as our statewide partners. Please look for more information regarding the restructuring, and re-purposing, of MDAEYC in the months to come.

AEYC News from all over Maryland:
Maryland AEYC Celebrates Children, by
Barbara Garrett, Membership Chair

In April, every year, we celebrate the "Month of the Young Child." This year was no exception. All around the state, affiliates, chapters, colleges and organizations held various activities related to honoring our dedication to young children. One of those was "Celebrate Children- Building Partnerships That Last," sponsored by the Prince George's Early Childhood Interagency.

I had the honor of participating in this event. I brought all kinds of NAEYC materials, YC magazines and membership materials and talked to people as they passed our NAEYC table. There were over 900 people at this conference and, though I don't have a count, I know that I talked to many, many people!

Most people had heard of NAEYC, some were already members, but others had never heard of us. I spoke to them and shared the benefits of being a member. I only hope that when they got

home and looked at all the materials that I gave them, they will decide to join.

Meeting these wonderful Early Childhood professionals and realizing that there are still people in our field who have never heard of NAEYC makes it all the more important that we continue to get the word out! At events like this one, throughout the state, we continue to recruit new members. Sharing with perspective members the benefits of being a part of a national professional association is my goal and the goal of my fellow members.

A special thank you to Flora Gee and Wilhelmina Burress for their help in getting registered and organized for this event!

Eastern Shore: The Eastern Shore Chapter of Maryland AEYC celebrated the Week of the Young Child at the Centre in Salisbury. The Lower Shore Resource Center brought their mobile science museum that was obtained through a grant. The University of Maryland Eastern Shore students of Human Ecology with a concentration in Child Development painted faces and did balloon sculptures as well as built an obstacle course to encourage physical activity for the youngsters. Beaver Run school was well prepared and brought the remote control bus to encourage parents to sign up for kindergarten. The activities were enjoyed by a lot of children and their parents, who were able to acquire a lot of information from several other non-profit agencies concerned about small children.

DC Metro: DC Metro chapter has been working to develop our webinar on play. We partnered with UMD student group to host children's activity tables at MOYC events. We are also working with the state professional growth committee to get prepared for

future training/symposia/webinars by becoming a training organization recognized by the OCC.

Central Maryland AEYC, by Janis Dorr:

CMAEYC has been interested in collaborating with the Baltimore City Public Schools (BCPS) to improve programming for our youngest children. I had spoken with BCPS CEO, Dr. Andres Alonso, and said that I would like to have him meet with Pre-K teachers. He expressed interest and a special session was scheduled during which teachers and paraprofessionals from Pre-K and Kindergarten classes could dialogue with Dr. Alonso. This was also an opportunity for us to hear from our new Early Learning Director, Charlene Iannone-Campbell.

This event was part of a BCPS professional development day on January 28, 2010. Our CMAEYC was well represented by the following board members in attendance: Rivalee Gitomer, Ed. D., Co-President; Me-Anne Sabares-Klemm, Co-President (and fellow BCPS Pre-K teacher); Karla Parise, Secretary.

During the meeting I had the opportunity to share some of what I consider to be most important. I did not anticipate the degree to which these ideas were shared by many of my fellow teachers, but found it to be extremely gratifying to hear the support and urgency expressed by their applause for the following points.

I hope that the Office of Early Learning, backed by Dr. Alonso, will:

1. Make a call for the school system to recognize early childhood as a special and valuable time of life, important in itself, not simply or even primarily a time to prepare for something to come later.

2. Clarify that our children and classrooms should not look like smaller elementary students and classrooms.

3. Challenge assumptions about



what “seamless” means, and what will prepare children for primary grades.

4. Let us work from a philosophy based on nurturing the whole child.

5. Be clear that neglecting the emotional and social needs of young children is done at their peril, that of society, and all of us.

Carroll Community College ECE Club:

The Carroll Community College ECE Club has finally taken a breather after a very busy spring. First on the agenda was planning and running the Kid’s Area at the Random House Book Fair, the college’s largest fundraiser benefiting student scholarships. 38 Club members happily spent the day painting faces, reading stories and doing crafts with the 500 children who came out that day. It was tiring but rewarding, and a lot of fun. Right on the heels of that endeavor, the ECE Club presented a workshop entitled “Yes, Kermit, It is Easy to Be Green” at the college’s Child Care Training Day, held each year in conjunction with Month of the Young Child. The participants were treated to a workshop that gave oodles of ideas on how to recycle materials to make projects for young children. The reviews were outstanding, with the veteran teachers begging the students to return next year. After a short respite, the students have voted in a new ECE Club executive board for next school year, and are looking forward to the SGO Leadership Banquet where they will be recognized for their hard work and dedication this past academic year.

Reflective Teaching Institute

by Joyce Gerber

A three day (May 6-8) Reflective Teaching Institute run by Margie Carter and Deb Curtis from Harvest Resources Associates set the stage for best practices where we as teachers examined our

values, our roles as teachers of young children and engaged in dialogues across different perspectives at Quiet Waters State Park in Annapolis, MD. The eight members of MD AEYC who attended with me came from diverse backgrounds including teachers, directors of child care centers and college professors. The learning environment both indoors and outdoors was emphasized as well as learning to collaborate across different perspectives. We were all asked to reflect as resourceful learner and teachers, and to plan short and long term goals for ourselves, our programs and our communities. All in all, it was a worthwhile experience where we connected with new friends and explored new ideas.

New Infant/Toddler Guidelines, Healthy Beginnings, To Be Published

MSDE, in conjunction with Johns Hopkins University, announces the impending publication of its new infant and toddler curriculum guidelines, Healthy Beginnings. It will include a poster-sized chart indicating age-related developmental milestones for the typical child, as well as ideas for activities to accelerate unduly slow development, and “Kid Kits”. The new guidelines will be a resource, not a requirement. Downloadable copies will be available this summer at http://www.marylandpublicschools.org/MSDE/divisions/child_care/pubs.

NAEYC’s Difficulty with Arizona Conference Site;

MD AEYC’s Response

On May 5, NAEYC’s Governing Board adopted the following statement;

Since its founding in 1926, the National Association for the Education of Young Children (NAEYC) has promoted excellence and equity in all early childhood education settings.



When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change those policies. The recent enactment of legislation in Arizona with respect to immigration and related issues has elevated a number of concerns for NAEYC and the early childhood field. NAEYC urges all policy makers at every level to review legislation, enacted laws, regulations, and guidance for implementation to ensure that they do not intentionally or unintentionally inhibit children's learning, development, or ability to reach their full potential nor negatively impact or sanction harm (physical or emotional) to children or their families.

NAEYC believes that ALL children deserve high-quality, affordable early childhood education programs and services. To provide ALL children with a high-quality early childhood education, it also is necessary that:

There be no discrimination on the basis of race, religion, gender, national origin, language, accent, sexual orientation, or disability,

ALL early childhood education programs respect and support children's cultural heritage, including affirming the legitimacy of children's home language, and

ALL children have the fundamental right to be safe and secure with their families in their homes, their community, and their educational settings.

Law and order can and must coexist with respect for diversity and inclusion. The public policies we create and the practices we use can have lifelong effects for children, families, and society. These principles must be at the forefront of considerations of any public policy, from its development through its implementation.

Following this statement, MDAEYC's Board adopted, on May 25, 2010, the following statement that will be made to NAEYC's Affiliate Council meeting in Phoenix, AZ, at NAEYC's Professional Development Institute:

We believe that the Governing Board's statement is a good foundation for NAEYC's response to Arizona's new immigration law, but it clearly is just a beginning. The Special Session at the Professional Development Institute (PDI) in Phoenix on the impact of immigration law and policy on us and our children should be an opportunity for NAEYC's leaders to pave the way toward greater consciousness and activism among our members and their communities, but also within our PDI host community, on how the policies embedded in Arizona's new law hurt young children, not only in Arizona. NAEYC's leaders should make public statements about this in Arizona's newspapers and television stations. The Governing Board should adopt a policy that NAEYC will not sponsor regional or national meetings in any jurisdiction that would deny basic human rights to children and their families. . NAEYC should join La Raza and other national organizations in signing their Pledge to Boycott Intolerance, Boycott Arizona,

http://action.nclr.org/p/dia/action/public/?action_KEY=1754

Every American child deserves a home and family, but far too many U. S. Citizen children's parents without papers are warehoused in detention facilities for months or sent outside the United States, with no thought to the well-being and growth of their children. The Arizona law, if it is permitted to take force, would require everyone in Arizona to collaborate with these inhumane practices or risk criminal fines or imprisonment. It would promote racial profiling, making even U.S. Citizen Latinos suspects in their own communities.

How can NAEYC be a high performing inclusive organization (HPIO) unless its leaders, and we, act as role models for simple human decency and respect for the children in our care and their families?



Plans for \$985,000 to Spend on Maryland's Early Childhood Structure

With Federal stimulus money, The Maryland State Advisory Council on Early Education and Care (ECAC) has prepared a plan to improve the coordinated structure of supports for the early years in Maryland. The plan has 3 goals:

1. All children, birth to age five, will have access to adequate and equitably funded quality early care and education programs that meet the diverse needs of families;
2. Families of all young children will have access to the resources needed to be their child's first teachers;
3. Children, birth to age five, will have access to adequate and equitable resources that will enable them to arrive at school with healthy minds and bodies.

The draft plan can be found at http://www.marylandpublicschools.org/MSDE/divisions/child_care/hearing.

Under the draft plan, a Coordinator would be identified, along with a Research Analyst, to work on: expansion of prekindergarten to community-based high quality programs outside the public schools; transition strategies to public school for children from low income areas; establishment of work groups to increase the number of state certified teachers in early childhood education; establishment of a help-desk for families to access culturally and linguistically sensitive parenting information; listening forums for families about the effectiveness of early childhood services and ways to engage families in children's learning and healthy development; expansion of social/emotional skills training; enhancement of early childhood nutrition, including the Federal child care food subsidies (now entirely on-

line!); improvement of coordination of early childhood mental health services statewide; alignment of Maryland State Budget priorities for young children with the plan; and collaboration with the General Assembly on any legislation needed to implement the plan.

On a related issue, the OCC reports that Maryland is spending the \$24 million Federal stimulus money as follows: child care subsidies, R&R, and Family Support Centers: \$18 million; CCATS and other technology improvements, \$4.65 million; OCC administration, \$900,000; and quality improvements, \$500,000. The money all will be spent before October 1, 2011.

The ECAC also has developed a standard template for State, local, and nonprofit agencies to use for a one-page handout about the early care and education system, including the latest MMSR results, brief comments about the collaborative, "whole child" approach we use here and the benefits of community investments in supports for young children, and the need to protect community resources used for young children.

Division of Early Childhood Development Drafting 3 Year Plan

Since child care moved to MSDE things have become much more organized than they were. In 2006 the State Board of Education approved a 3 year Strategic Plan for the Early Childhood Division (ECD), to guide its work. Now ECD is in the midst of preparing its next 3-year plan, for 2010-2012. Although the draft has not yet gone up on the MSDE website, copies can be obtained from LaTanya Scott, lscott@msde.state.md.us.



Child Care Regulation Changes:

a. Emergency Preparedness:

At a meeting in mid-May Elizabeth Kelley, Director of the Office of Child Care, emphasized that under the new regulations effective July 1, 2010, centers will need to have two emergency preparedness drills a year, based on two of several scenarios. For drills involving evacuation, children should be placed in vehicles but there is no need actually to evacuate, as long as access to the evacuation site is assured. All staff must have been trained in the plan and know their responsibilities in case of an emergency. Only one person per center must have completed the training to complete the approved plan. The plan should be reviewed yearly, updated as appropriate, and initialed and dated by the person conducting the review. She recommended that drills be a combination of different types of scenarios, including drills for sheltering in place. She also recommended that parents be alerted in advance to the drills, as one provider reported parents being very worried when their child reported that they had been told to lie down on the floor with the lights out and doors locked for an emergency drill. She also recommended that center directors establish friendly working relationships with local fire and police supervisors, so that policemen and firemen will be conscious of them in emergencies.

Ms. Kelley reported that many of the emergency preparedness classes are full, so people who have been deferred can comply with the July 1 requirement if they can document that they applied in time to comply. She added that some centers are having trouble finding an available relocation center. The basic orientations for family child care providers are being changed to include information about emergency preparedness.

b. Medication Training: She also mentioned that the requirement to have at least one staff person in attendance at all times in a child care center who has completed medication administration training will go into effect July 1, 2011. She recommends that center personnel should be trained early, and she welcomed recommendations of nurses to be trained as trainers.

c. Unannounced Inspections: A new law being incorporated in regulations effective October 1, 2010 will provide for unannounced inspections of mandatory items in one year, and full announced inspections including records, etc., in the alternating year. This is required by the non-expiring license change. CCATS will have to be changed to reflect this, so that the licensing specialists, all of whom will carry computers by then, can manage their heavy caseloads more effectively. OCC continues to adjust licensing specialists' caseloads between regions to reduce extreme caseloads in some jurisdictions (e.g., Prince Georges' & Howard Counties).

d. Strings for Blinds: The new "Angel's Law" about safety with window blinds, requires only that any hanging strings should be kept out of any possible reach of children in care.

e. Infant & Toddler Training: Family child care providers who have 3 or more children under age 2 in care (with an assistant) must get at least 45 clock hours of training in infant and toddler care.

f. Pre-training for Nursery School Teachers: Lead teachers in nursery schools now must have two college courses in areas relating to early childhood development and materials and curriculum for the young child.

e. On-line Inspection Reports: The wording of the website that provides summaries of the most recent inspection reports for centers is being

changed to clarify the nature of the information provided.

f. Union Representation of Subsidy-Receiving Family and Informal Providers: On May 20 the Governor signed a Bill that institutionalizes the collective bargaining arrangements for family and informal providers receiving child care subsidies. In a departure from the practice in other State, the new law provides that MSDE can negotiate union fees for providers who do not belong to the union only if MSDE determines that the fees will not adversely impact providers. A new fund will be established to make temporary loans to providers whose subsidy payments are processed more slowly than the norm. Currently union members receiving more than \$200 per 2-week pay period in subsidies have \$10 in union dues deducted each period (except 2 pay periods per year), and those receiving over \$100 pay \$5.

Office of Child Care Updating Data Bases at Last

OCC has been able to contract out the data entry on providers' credential records, which should speed up the process considerably. April trainings are now in the system. The data entry personnel are averaging entering 60 applications per day, and April is underway. OCC hopes to be caught up on data entry in May. The credentials database, which was established in 2004 and now requires many time-consuming work-arounds, will be updated soon so that it is fully integrated, with a provider's information portable from employer to employer and response time much quicker than at present. Elizabeth Kelley, Director of the OCC, hopes that the update will be completed by August. The new system will permit OCC to send credentialed providers reports on the level they achieved, etc., which was not

supported in the CCATS system. Other modifications in the system are frozen until July 1.

OCC hopes to have a public portal specifying exactly what qualifies for which credential level eventually. People who have taken college courses related to the early childhood core of knowledge are credited with one year of experience because of those courses, for purposes of qualifying them for a child care teacher position or a Level Three Credential, but they need two years of actual experience before they can proceed to the next credential level or qualify for a director position. There was a big increase in the credentialing program's budget for FY 11, with funds that were in separate training areas now going into the credentialing budget.

The Child Care Career and Professional Development Fund has exploded, with 300 people now completing a degree with support from the Fund. OCC is working on eliminating duplication of forms involving credentialing, with a single record working for many purposes.

MSDE's child care provider accreditations are fully on schedule, according to Joyce Pinkeney, who manages that program.

Child Care Subsidy Processing Being Streamlined

The Child Care Subsidy program now has centralized invoice processing, which involves some changes in providers' customary practices. Providers now should mail or fax the invoices and attendance sheets to the central processing agency, although e-mail transmittals (which often have imperfectly scanned attendance sheets) can also be accepted. The invoice processor pays supported invoices within 24 hours of receipt. Vendors have been told to pay invoices in the absence



of clear inadequacies, and deal with problems later. Invoices cannot be brought physically to the vendor.

Most of the problems with invoices so far have related to incorrect data or documents being sent to the wrong address. Vouchers and other documents pertaining to a customer's eligibility should NOT be sent to the invoice processor; they must be sent to the local child care subsidy eligibility office. Parents must verify each day's attendance, according to Federal regulations. OCC will deal with absent parents (e.g. with children riding school buses to a Head Start location) on a case-by-case basis. Having all parents sign in every day creates a record which providers have found very useful in custody and other cases.

OCC now has 4 people working on a subsidy help line, which has seen an increase of calls from 60 to 300 calls a day. They hope that this volume will diminish as providers get familiar with the new system. OCC plans to hold regional meetings about the subsidy system. Some recurrent problems relate to frequent re-certifications and children for whom there is no current voucher. Providers should ensure that parents have vouchers in hand before they assume that they qualify for subsidies. Providers can minimize recertification problems by encouraging parents to get their documentation in early. The local DSS offices have lost too many staff, and are working very hard on all cases within their jurisdiction, so mistakes and delays occur more often than they should. OCC has a staff freeze and furloughs as it did last year, but it is working to expedite the subsidy payments as much as it can.

Progress on Developing a Maryland Quality Rating & Improvement System
Maryland's OCC has been

working for several year on developing a five-star QRIS system. Under the proposed plan as it now exists every licensed provider will have at least one star, and additional stars will come through a voluntary system administered independently of OCC. Before the system is implemented there will be ample opportunities for discussions about its details across the State. OCC is planning to pilot the system with existing providers participating in tiered reimbursement, as soon as there is final agreement on the criteria for the various levels. Agreement has been reached on the criteria for each star level for centers and family homes, and a user-friendly workbook is being prepared. Summary charts should be posted on the MSDE/ECD website this summer. A number of practical issues relating to the QRIS system, including its funding, need to be settled before it can be implemented. We are assured that strong efforts will be made to make the application process user-friendly, without calls for duplication of information already available to MSDE from other sources.

Parents of Young Children with Disabilities Have New Option in Maryland

Maryland is one of two States in the US that now provides parents an option to continue seamless services to their young children with disabilities. Under a \$14.2 million Federal grant and waiver, Maryland is trying a new system of 0-5 services to children with disabilities, combining Parts B and C of the Individuals with Disabilities Act (IDEA) to give families a better voice in how services are delivered to their young children. If parents apply for Individual Family Service Plan (IFSP) services to the Maryland Infants &



Toddlers' Program (MITP) before the child's third birthday, they now will have a choice when the child reaches three years of age to choose whether to continue services under the IFSP, or move to the school-based Individualized Education Plan (IEP) provided under a different part of the law, with different features. The IFSP usually involves delivery of services such as therapists to the child's home or child care program, whereas the IEP usually is based in a school. In the Maryland model, the IFSP for a 3 or 4 year old will include more educational components than IFSPs traditionally have provided. The IFSP is reviewed every six months rather than the IEP's annual review, and the IFSP looks to the whole child and family situation rather than how the child's disability affects participation in appropriate activities. IFSP services are somewhat broader than IEP services, and are available when school is not in session. Under the new arrangements, once a child moves to an IEP, the IFSP is no longer available.

Maryland took on this project to promote early identification and appropriate interventions for disabilities, as outcomes are much better for disabilities that are identified and treated earlier in life. This effort also addresses the widening achievement gap at Kindergarten entrance between children with disabilities and other children. MSDE/ECD is working on a longitudinal research paper, using its universal student identifier, to assess the correlations between early identification and treatment through MITP and Kindergarten readiness.

Applying to MITP for and IFSP now is easier, as the form is online and user-friendly. Providers should alert parents to these new features of Maryland's disabilities programs. See <http://www.mdecgateway.org> and

http://marylandpublicschools.org/MSDE/divisions/earlyintery/infant_toddlers

SAVE THE DATE:
SATURDAY, NOVEMBER 20, 2010 –

FOR AN ALL DAY PLAY SYMPOSIUM

U. OF MD COLLEGE PARK
Benjamin Banneker Room from 9-4:
lunch included.

The Maryland Association for the Education of Young Children under a grant from the National Association for the Education of Young Children is hosting a state-wide Play Symposium where we will be:

Engaging in hands-on play experiences using open-ended materials.

Exploring the teacher's role in the learning process.

Developing reflective teaching practices.

Constructing, implementing and evaluating new approaches to teaching.

Exploring ways of strengthening play, policy and practice to benefit young children.

Preparing to develop business partnerships to acquire open-ended materials.

Please Come and Join us of this exciting adventure in play!

Meet Dr. Walter Drew from The Institute for Self Active Education.

For more information contact Dr. Joyce Gerber: at jgerberedd@verizon.net

Working Conditions and Work Satisfaction Survey Opportunity

Go to http://cecl.nl.edu/ebulletin/issues/e cjss_alert.htm to complete a survey of the early childhood workforce about what you like and dislike about your work.



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