

Spring 2017

President's Message



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I'd like to welcome everyone to our 2017, Conference by the Sea – "Going for the Gold!" This year's conference is another record breaking, sold out event, and because of how popular these events have become over the last few years, we had to change to a bigger venue!

For those of you who are just meeting me, my name is Marina Maier, and I am the President for the Maryland State Child Care Association (MSCCA). I have been a member with MSCCA for more than 10 years, as well as work for Play Centers, Inc. going on 18 years.

"Going for the Gold" is this year's theme for our spring conference, and it couldn't be any truer for those of us who work in the child care field, no matter what position, because we are constantly meeting the Gold standards to run successful *high quality* child care programs. We meet Gold standards for the Maryland State Dept of Education-OCC, Maryland EXCELS, Credentialing, Accreditation, and many other departments that we utilize day in and day out in our programs. From the moment we wake up, to the moment we go to bed, we are constantly thinking about what more needs to be added, or what trainings do we need to meet requirements so that we can continue to excel professionally, and that our child care programs remain a High Quality Gold standard program for our families and children that we serve each and every year. There's no question that all of us strive to meet these standards, but, how does all of that is required from us affect us financially, whether you are the owner or a provider? That is where becoming a member of the Maryland State Child Care Association is beneficial for you, because the MSCCA steps in for their members, for families, and



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President's Message

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most of all- children, the most natural of resources! The Maryland State Child Care Association takes all of our concerns and goes to bat for us each and every day, whether it is sending out surveys so that they can take to MSDE, or testifying in front of legislatures, going to and being members of different workforce groups so that those that are enforcing stipulations/regulations/laws that concern running a High Quality child care program, can get information first hand from those of us who actually work in the field and have to meet the demands! The MSCCA hears you, and understands that if we do not stand up and unite, many of us may need to close our doors to our families, because let's face it, if we struggle financially on meeting new requirements for our programs that we know are HIGH QUALITY, how are our families able to afford to pay for the care they deserve, especially if they need to make a choice on whether they pay rent or pay for High Quality child care? We would have to raise our tuition, we would have to employ degreed teachers who want the same pay as public school teachers, we would have to pay our teachers for their time while they do trainings that they would need to meet requirements, etc, etc.

MSCCA, our members, as well as other organizations have joined forces and were able to accomplish some victories, such as Illegal Child Care, and The Green Cleaning Bill , to name a few. But imagine if we could double our numbers, if we had new faces among our current members who joined to advocate with us- we could accomplish so much more!! Going for the Gold, that is what we all do every single day- let's take it a step further, join us in advocacy!

Marina Maier—President MSCCA



Executive Director's Message

Happy Spring Members!

I want you to know that "Membership Matters" and especially that your membership matters to me. I wake up every day to do my best to make our profession, your job and most importantly the lives of children in Maryland better. It is my passion to be able to represent you and your interests and to make your membership to a professional association relevant and beneficial. It is my commitment to you and to the Board of Directors you have elected. Speaking of the Board...

MSSCA ushered in 2017 with a new Board of Directors! Your 2017-2019 Board of Directors is a dedicated and passionate team focused on early childhood and advocacy. We want you to know that "Membership Matters." The Board meets monthly on the third Thursday of each month (except July) at the Slayton House in Columbia, Md. The Board meeting schedule is posted on our website along with the full list of Board members contact information, including all Chapters and the current bylaws. MSSCA works to support our members across the state and continue to build partnerships with other Associations and Agencies with the goals of gaining information, impacting change and advocating for children, families and early childhood professionals.

Partnership and collaboration has been an important initiative and goal for MSSCA and we have been successful in this effort. We have forged a coalition which we call Partners for Progress. This coalition MSSCA brought together includes partnerships with the Maryland State Family Child Care Association, the Maryland After School Association, Maryland Family Network, Maryland Head Start Association, Maryland Association for the Education of Young Children and SEIU. The coalition has sponsored events together such as the Evening in Annapolis for Child Care, the Celebration for Child Care Professionals and the coalition collaborated on legislative efforts including more than 10 pieces of state legislation this session. We also worked together to analyze, research and prepare during summer of 2016 for the Joint Committee on Children, Families and Youth hearings on child care related issues which has impacted current legislation and resulted in letters to the Governor from the committee and Association. The concerns conveyed surrounded the broken Child Care subsidy system, refundable tax credits for working parents and more accountability from state agencies who work directly with early childhood professionals in our state.



MSSCA coordinates the Partners in Progress coalition's quarterly meetings at MSDE to discuss concerns as well as progress related to child care and early childhood education. Please contact me or any of the Board members to share your specific issues or success stories related to all licensing, credentialing, EXCELS, accreditation, Pre-K Expansion, training, overall communication and customer service. We will share your feedback directly with MSDE and determine how to resolve. We will get an answer! You also have the opportunity, at any time to contact a designated ombudsman at MSDE who is ready to

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Executive Director's Message

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take your call or email should you have complaints, questions, concerns, kudos or a situation you need addressed. Please feel free to contact Teresa Dantlizer, the ombudsman at teresa.dantler1@maryland.gov or call her at 410-767-0114. Teresa is attending our annual Conference by the Sea 2017 to participate in the Leadership Roundtable to introduce herself and convey her role to assist you. MSCCA along with our Partners have made progress in our quarterly meetings with MSDE to make some changes that we hope have a positive impact for all. We will continue to advocate for our membership and be held accountable, as well as demand accountability from others.

MSCCA also partnered with Maryland EXCELS to participate in the monthly giveaways to published programs. In March EXCELS gave away five MSCCA Conference by the Sea registrations valued at almost \$2000.00 for training and Professional Development needs in Maryland.

MSCCA and our Partners, including the AAP (American Association of Pediatrics) have also collaborated with MD EXCELS on a public campaign to alleviate or at least decrease illegal child care in Maryland. Partners including MSCCA signed off on a letter from MSDE to advertisers in print and radio to make them aware of the legislation requiring valid, current license/registration numbers to be required when advertising in Maryland. We hope to continue this effort in a more widespread way to reach parents on social media with a strategic, universal message about licensed, legal, safe child care. We will keep you posted, but please remember to add your license number when advertising! MSCCA has added all license numbers to our membership certificates and to our website listing of members to take the lead!



MSCCA also is very active on many councils and committees across the state and at the county level. I Co-Chair the Office of Child Care Advisory Council with Liz Kelley, am a part of the Family Engagement Coalition, the Governor's appointed position on the State Early Child Care Advisory Council and am a Commissioner on the Governor's Lead Commission. I also am on the Advisory Board for the Abilities Network along with MSCCA Member at Large Lavonne Taylor and active with the Montgomery County Leadership Group along with 1st Vice President, Shaun Rose.

MSCCA is growing! We have made the necessary changes to make the application process and turnaround time to receive your membership certificate more efficient. Many thanks to Charles Wainwright, Emeritus Board member for assisting me to process and distribute all membership certificates sent via email and in a timely manner with capabilities to pay through direct Quick Books invoicing. In order to maintain integrity and accuracy for membership, MSCCA will change the look of the certificates each year and convey to MSDE a fluid list of paid members throughout the year to the sure all receive the Professional Activity Unit they deserve for membership.

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Executive Director's Message

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MSCCA has a busy summer ahead as we are invited as stakeholders, due to diligent efforts through lobby, legislation and partnerships, to participate in important work groups, including Children with Disabilities and Child Care Dispute Resolution Work Group, Child Care Subsidy Reimbursement Rates and Alternative Methodology Work Group and the Work Group to Study the Implementation of Universal Access to Prekindergarten for 4 Year Olds. We will ask for your feedback and convey information as we share your voice at the table to be sure the perspectives and potential impacts to the early childhood professionals and business owners are heard loud and clear.

MSCCA continues to provide community outreach which some are highlighted in this newsletter and we continue to give back to our members through the MSCCA-Jennifer Nizer Grant annually. Thanks to all the donors who make the dreams of the recipients come true with a little extra financial support. If we all donate a little it adds up. You can make a donation as you renew membership or during the initial membership application and we always accept donations on our website through the secure PayPal link. Also, all raffle revenues you participate in at our conferences and symposium also go directly to our grant funding efforts!

I would like to thank the amazing committees for their hard work and dedication including the Legislative Task Force, Membership Committee, Bylaws, Nominating and a special thanks and congratulations to the MSCCA Professional Development Committee who meet every month to plan, execute and implement a high quality Professional Development experience through Conference by the Sea and Leadership Symposium annually. You are all fantastic!

If you would like to join a committee or chapter and become more involved, please contact me at mssca1@comcast.net or call 410-820-9196.

Finally, we know through research that the first three years of life that most brain development happens and all bonding and attachments occur. There are also studies showing that by age 8-9 the IQ stabilizes. The effect you have on a child's development has a great impact in their life. Thank you for all you do every day to benefit and prepare children for the next steps in life!

Christina Peusch



Legislative Committee Update

The MSCCA Legislative Committee was hard at work for the 2017 session, monitoring legislation and testifying both for and against bills that were important to our members. While we still seem far away from significantly increasing funding for subsidies and tax credits to help families afford child care, there were many bills this session that had potential positive and negative impacts. A couple of the highlights:

Child Care Subsidies - Alternative Methodology and Subsidy Rate Reimbursement SB0293/HB0395 and SB0294/HB0418

As a result of our work this summer with the Joint Committee on Children Youth and Families, Senator King and Delegate Kelly offered two bills relating to child care subsidies. The first bill requires that MSDE review subsidy rates every two years to help ensure they are making reimbursement rates decisions based on current information. The second bill created a workgroup to evaluate alternative methodologies for determining the market rates for child care in the State. This would allow MSDE to do cost modeling or use other methods that help determine the “true cost of care,” a number that is much higher than what most providers currently charge. MSCCA testified in favor of both bills and we are happy to report that **both bills passed**. We will have representatives on the workgroup and have already started developing ideas for how MSDE should proceed.

Green Cleaning HB 1330 – This is the 2nd year in a row that the Green Cleaning Bill has been introduced mandating all child care centers use only “green” products. It also contained yet another unfunded training mandate for staff. MSCCA, along with the American Academy of Pediatrics and the other major provider associations, testified against the bill. We argued it that the AAP and Health Departments still recommend use of bleach solutions and recognize that child care environments are different than school age environments. We also argued that it should not be a mandate but should focus more on education and technical assistance. Current OCC regulations already allow green cleaning products to be used (free online eco healthy child care training is available at <http://cehn.org/our-work/eco-healthy-child-care/>). However, there are concerns about the efficacy of green cleaning products and recommendations for change to the standard of care in child care centers should be coming from pediatricians and health departments rather than from the legislature. ***This bill failed to move out of Committee.***



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Legislative Committee Update

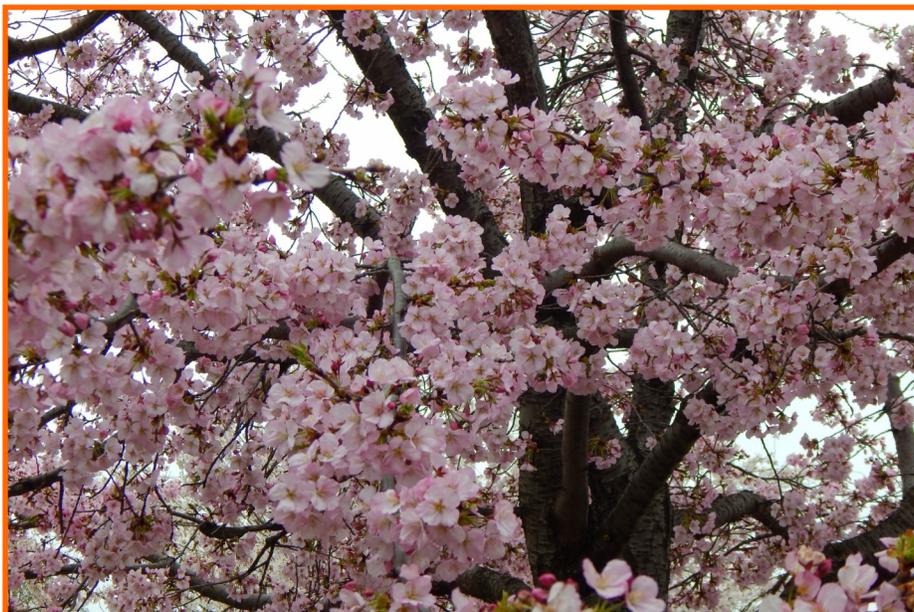
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Workgroup to Study the Implementation of Universal Pre-K SB0581/HB0516 – This bill creates a workgroup to look at how to implement the recommendations from the 2016 report, “A Comprehensive Analysis of Prekindergarten in Maryland” <http://marylandpublicschools.org/Documents/adequacystudy/MDPreKComprehensiveAnalysis011316.pdf>. MSCCA testified to ask that Child Care advocacy associations be included on the workgroup. We were **successful in getting an amendment this bill passed**. We are hoping to get provider feedback on this report, for any implementation plan to take into account the real cost of quality child care, and also consider the impacts pre-k has on current providers and our entire birth to 5 system rather than just 4 year-olds.

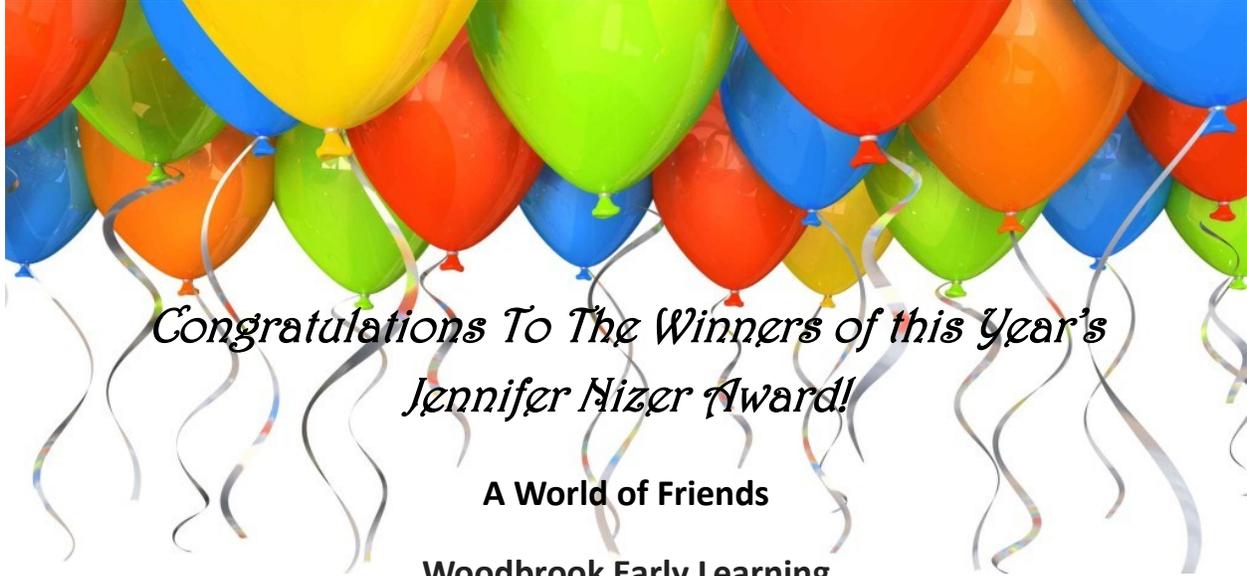
Dispute Resolution Process SB0943/HB0456 – This bill set up a process where OCC would investigate complaints and make findings of law when a family complained that a child care program was not complying with the Americans with Disabilities Act. MSCCA testified against this bill arguing that OCC did not have the expertise to conduct investigations and make findings of Federal law. We were able to work with the bill’s proponents to **amend the bill to create a workgroup** to come up with a process that would **support both providers and families** to understand what is required under the ADA. We think such a process has a much better chance of helping families of children with special needs and providers form successful relationships that work for everyone.

The Legislative Committee would like to thank Maryland Family Network for all of the information and support they provided during this year’s General Assembly Session. In addition to the bi-weekly Public Policy meetings, Debbie Moore sent us regular updates of bills as they progressed through the legislative process. Clinton Macsherry and Margaret Williams facilitated thoughtful conversations and debates about the issues and helped us formulate solutions and alternatives. We look forward to building on this year’s successes as we participate in the 3 workgroups that are being formed as a result of the legislation.

Submitted by Shaun Rose



*Congratulations!!! The Jennifer Nizer
"Passion for Excellence Grant 2017"*



*Congratulations To The Winners of this Year's
Jennifer Nizer Award!*

A World of Friends

Woodbrook Early Learning

Wee Care Best

The Goddard School-Owings Mills

All About Children Learning Center

Grannie Annies

Children's Christian Center

Thank You to the Professional Development Committee

Co-Chairs: Marsha Tivoli & Lavonne Taylor

Committee Members:

Deb Kamplain, Jenn Davis, Cindy Nissley, Bonnie Hendershot, Tara Bartosz, Barry Benesch, Jennifer Dorsey, Catherine Neville, Audrey Paps-Garnon, Lisa Henkel, Chuck Wainwright Marina Maier, and Christina Peusch

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News From The Howard County Chapter



Chapter Meeting Minutes—April 2017

During the business portion of the meeting, Randi updated everyone on membership. We currently have 32 Howard County MSCCA members! At this time, we are collecting chapter dues of \$10. If you have not submitted chapter dues, please contact Randi. We also talked about the Conference by the Sea. Our chapter decided to donate a basket of goodies with the theme of "Summer Weekend Relaxation." Basket donations can be dropped off at the Office of Children and Families no later than April 28, 2017.

Our first guest speak was Barbara McCready from licensing. Barb updated us on new regulations and changes that are coming in the near future.

Our second guest speaker was Lisa Davis from the Howard County Public School System. Lisa shared updates and revisions to the Learning Progress forms and several early childhood documents published by the school system. She also shared information about kindergarten registration and changes to the school system website.

News From The Baltimore City/Baltimore County Chapter



The City Society of Education and Child Care

4701 Hazelwood Ave.
Baltimore, MD 21206
443-835-0738

President: Jennifer Dorsey

Report for April 2017



Treasury

64.00

Wellness Conference

250 City Providers attended

Conference by the Sea registration forms and applications were available

Membership

17 members 6 MSCCA members

Conference by the Sea

2 baskets are complete

Maryland Basket value \$100

Car Care Basket value \$50

3 bags of candy are purchased for the bags

Next Meetings:

Baltimore County Directors meeting will take place on May 9th. Sandra Graham will attend. I will not be able to attend because I will be at the zoo.

June meeting will be scheduled with Sandra Graham. We are hoping to offer a training during this meeting.

The summer meeting schedule will be discussed with Sandra Graham.

News From The Montgomery County Chapter



MoCo MSCCA Agrees on a Priorities Agenda to Unify Providers and Guide Our Work

The Montgomery County Chapter of the Maryland State Child Care Association spent much of this year bring together child care providers across the County to adopt a Priorities Agenda to guide our work. The Agenda went through multiple revisions as we took input from providers to reach consensus.

In addition to feedback from center providers, we also took feedback from family child care providers as well as before and after school providers, and Montessori providers. It is our hope that our Agenda may be adopted in some form by other provider groups to help unify us around a set of agreed upon ideas. In addition to MoCoMSCCA, the Board of the Montgomery County Organization of Child Care Directors (OCCD) has also adopted our Priorities Agenda. Other child care associations are in the process of evaluating it to see if they could adopt it too. **The Priorities Agenda states:**

Significantly greater public support/investment is needed to expand access to quality, affordable child care. It's not a handout or additional social services burden. Child care affords parents the opportunity to work and contribute to the current economy and ensures children can be in the quality learning environments they need for proper brain development. Access to quality, affordable child care leads to better outcomes for children, reduced need for remedial and other services, and higher contributions to the future economy. Nobel Prize winning economist James Heckman's latest research released in 2017 showed a return on investment of \$6.40 for each dollar that is spent supporting child care *starting at birth*. It's a return of 13% each year that the investment is made.

Public support/investment needs to go to parents through refundable tax credits and child care subsidies. This is the most equitable way to expand access to child care as it helps parents afford child care no matter how old their children are (rather than only helping 4 year old children through universal pre-k). Tax credits and subsidies can support infant/toddler care, preschool, centers, family providers, before and after school providers. Implementation will not create more bureaucracy or come with strings attached where costs outweigh the increases in funding (as has happened with some of the universal pre-k pilots). It allows parent choice to ensure a family's actual child care needs are met.

As funding increases, providers can raise teacher pay, improve the workforce, and reach higher and higher levels of quality, but this will require tuition rates at the true cost of care. The biggest subsidy in child care is low pay to child care professionals. Providers cannot make child care cheaper as we cannot operate with less staff. We need to increase pay to develop our workforce and attract and retain quality teachers.

Unfunded mandates need to stop as they increase provider costs, reduce the supply of qualified child care professionals, and drive up tuition prices. Each year, more parents cannot afford child care which causes more demand for unlicensed care. MSDE and other regulatory and legislative entities need to stop implementing onerous requirements (pre-service training, etc.) without providing more funding and resources.

MoCoMSCCA is chaired by Shaun Rose from Rock Spring Children's Center and Marcia Tivoli from Potomac Valley Academy. The Chapter has general meetings on the 4th Thursday of the month from September through April prior to the OCCD training meetings at the Montgomery County Child Care Resource and Referral Center.

Submitted by Shaun Rose
Anne Arundel Chapter

News From The Anne Arundel County Chapter



Champions for Children is the Anne Arundel County Chapter of MSCCA. We meet monthly on the third Thursday of the month at 6:30 in the evening. Our meeting locations rotate through our members centers. Dues are \$30 per individual and \$60 per center. We use the dues collected to offset training costs and to support the MSCCA Passion for Excellence Grant program. Renee Woodard, Office of Child Care Regional Supervisor, will be attending our May meeting to discuss upcoming changes to regulations. In June, we will have Bunny Egerton, an HR specialist visiting to answer any HR and staffing questions we have.

We will also be coming together with a multi-center Move-A-Thon in February 2018 to raise funds for the Children's Miracle Network.

Please contact Ruthi Claytor at Grannie Annie's [410-255-0478](tel:410-255-0478) gachildcare@gmail.com for meeting locations and more information. If you need something else, please let me know.

Submitted by Ruthi Claytor

News From The Washington County Chapter

Our meetings this year have included the following topics, in addition to sharing information from MSCCA meetings and conferences:

- KRA updates and Washington County data and updates on the Washington County ECAC
- Panel discussion on local resources for children with special needs and/or challenging behavior
- 2 hour training on "Connecting Assessment to Curriculum"
- Members sharing ideas on marketing and other administrative processes
- Teacher/provider appreciation – dessert reception planned for May 3.

We have had 14 members attending at least one meeting this year (since Sept. 2016). Each year we do a member survey in Sept. to determine our meeting schedule and topics. We do not collect dues for our chapter.

We have partnered with the Western Maryland AEYC to support the annual early childhood conference that is held in the fall at Hagerstown Community College.



The Washington County Chapter meets on the 4th Tuesday of the month (no meetings in June, July, Aug. or Dec.) at 1:00 PM at APPLES for Children on Howell Rd. in Hagerstown.

For more information, contact Terry Kitchen at tjkitchen@hagerstowncc.edu or by phone, at 240-500-2322.

Submitted by Terry Kitchen

News From The Harford/Cecil County Chapter



Harford county's local chapter of MSCCA has been busy this year. We have worked hard to put together a comprehensive directory of programs and to reach out to our community to invite them to be involved in our wonderful organization. We've added some new members and are excited about the commitment our centers have demonstrated toward community involvement. Seven of the eleven centers that raised money for Johns Hopkins Children's Hospital in February were from Harford county.

Our members participated in the March for Babies on April 23 to raise money for March of Dimes, and we have been involved in clothing drives, food drives, and book collections for needy members of our community. This year we were visited by Vanessa Jones from MSDE who shared information about MSDE Accreditation, by Andrea Zabel from MSDE who shared information about the CLASS staff observation tool, and by our regional licensing staff who shared updates about licensing regulations and issues specific to our county programs.

Our directors participated in training to address helping our children cope in a crisis and to review leadership skills and problem solve for challenges we face as directors. In May we will be sharing strategies for creating successful transitions for our outgoing students starting Kindergarten in the fall and plan our agenda for next year's meetings.



Submitted by Lavonne Taylor

News From Carroll/Frederick County Chapter



Currently forming new chapter leadership. Please contact Chris Peusch for more information at:
Phone: 410-820-9196
Email: mscca1@comcast.net



News From Prince George's County Chapter



Currently forming new chapter leadership. Please contact Barbara Dubik for more information at:
Phone: 301.559.5500
Email: info@stanns.org

Johns Hopkins Bayview Child Development Center



Congratulations to Johns Hopkins Bayview on Their 30th Anniversary

It was just what the doctor ordered...just the response so many employees wanted...A daycare center conveniently located in the workplace!

In mid-June 1987, the then Francis Scott Key Medical Center opened a new Children's Daycare Center after surveying 2,000 employees about their needs.

The center was also set up with nurse recruitment in mind allowing for extended hours of operation from 6am to 8pm and 12 hour shifts. The center was designed with best practices in mind. Activities and routines were structured to encourage personal development as well as individual growth and achievement.

The name was changed to Johns Hopkins Bayview Child Daycare Care Center as Johns Hopkins acquired the campus in 1984. The name was later changed again to Child Development Center. The standard of excellence associated with Hopkins continues today at the center. The JHBMC Child Development Center is nationally accredited through NAEYC and is a Maryland Excels Level 5 center.

One of the teacher's hired that summer was Wendy Rommel who continues to be a lead teacher at the center.

Submitted by Bonnie Hendershot

The photo at right is from the original newspaper article.



Baana Nursery & Preparatory School Turns 50!!!



Baana Nursery & Preparatory School!!!

1967 - 2017

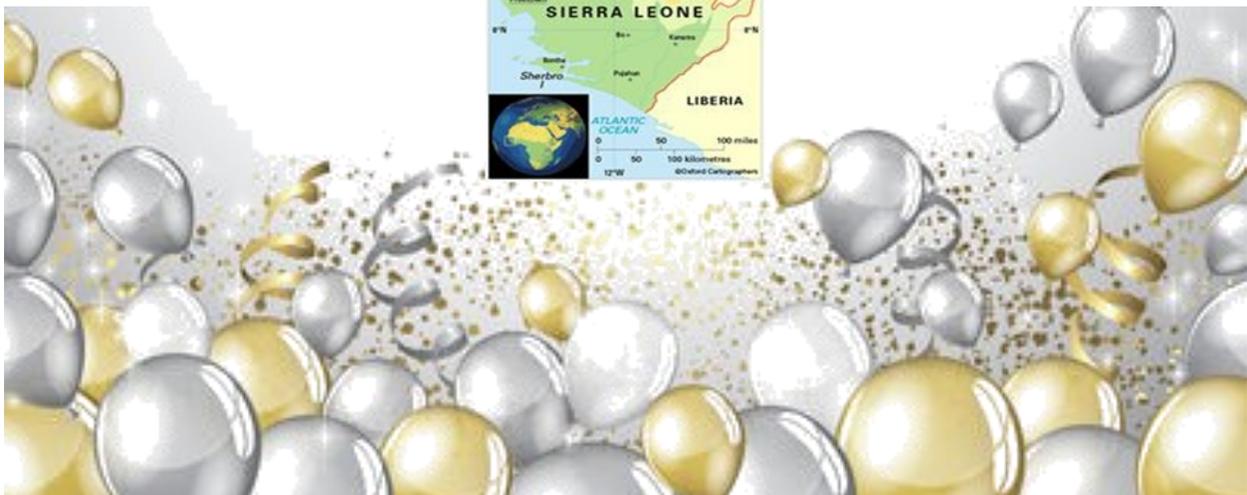
Baana's Golden Jubilee Celebrations

Ever thought about visiting Sierra Leone? This might be the perfect opportunity to do so while also contributing to Leyinde's legacy.

Leyinde Rosa Baana Pabs-Garnon started a child care center in the living room of her home at 20 Campbell Street, Freetown, Sierra Leone, West Africa, on December 1, 1967. Over the years the center expanded to a pre-school and now also has an elementary school section. Before her death on December 14, 2016, Leyinde identified 10 schools to start "Mama en Pikin Library" and plans were underway to celebrate Baana's 50th Anniversary on December 1, 2017. In honoring her legacy, her children are organizing a celebration in Freetown.



For more information & detailed itinerary contact us at connect@baananurseryandpreparatory.school



A World of Friends School News

A World of Friends School has been very busy in their community this year. It is very important for children to learn at an early age that not everyone is as fortunate as them. You can always do something to brighten the day of someone else. This teaches the children empathy and allows them and their families to be an active community member.



In December the families collected non-perishable food for a church that offers a hot meal on Saturday afternoon and has a food pantry for those who need help with feeding their family.

The children made cards for the Overlea Adult Center to brighten their day. They really enjoyed knowing that someone would cherish their homemade card. The children will be visiting the center this summer to sing a few songs.

In January the families and the members of the Maryland State Child Care Association out did themselves. We were able to provide 140 bag lunches to men, women and children who were living in a park in downtown Baltimore. We collected several dozen blankets, coats, gloves, hats and warm clothing. The staff at A World of Friends School along with 6 parents delivered these items on one of the coldest evenings this past winter. We were able to collect new toys for the children.

In February, the student's raised \$900 for Johns Hopkins Hospital Children's Center. They participated in a King and Queen Dance. The families worked hard selling tickets to raise money to support the Child's Life department who offers fun activities for the children in the hospital. The children are able to participate in Hospital BINGO once a week even if they are unable to leave their bed or their room. They can play along on their television. This is an activity that all the children look forward to each

week. The prizes are all bought with donations. We all hope that it is not our child that will be playing Hospital BINGO but if it is then this is a great distraction and brings joy to a sick child.

We hope to be able to continue to help the families of our community. We all have something to give even if it is just a warm smile!!!

Submitted by Jennifer Dorsey, Owner/Director



Outreach Program Notes



A big thank you goes out from the Outreach Committee of MSCCA to the centers who participated in this year's fundraiser to benefit Children's Miracle Network and Johns Hopkins Children's Hospital. This year we raised \$4,211, more than we've raised in years past! There were lots of different methods employed around the state for this year's fundraiser. Some centers raised money through coin collections and monetary donations at the school, some had events to raise both awareness and money for the great work that Johns Hopkins is doing in our local communities. Thanks so the following centers who created teams during our **Children Helping Children** campaign in raise money in February:

Forest Hill Nature Preschool
Celebree at Laurel Bush
Celebree in Forest Hill
Tiny Tot School
Children's Christian Center
JHBMC Child Development Center
JHU Center for Technology in Education
La Gaurderie School
Grannie Annie's
A World of Friends School
Rock Spring Celebree



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Outreach Program Notes

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This year's participating centers received a certificate of appreciation for their contribution to Johns Hopkins Children's Hospital and staff members involved in organizing their school's events and campaign have earned a PAU for their community service. If you missed this year's fundraiser, no worries—we will gear up for another campaign next year. Look for more information from MSCCA in January for a February fundraising campaign.

Photos from Forest Hill Nature Preschool's Preschool Prom Fundraiser for Children's Miracle Network.



Hiring for Child—Care Centers

Child-Care Centers Aim for Middle of the Road in Hiring, Study Finds

By Christina Samuels (for Early Years) on April 25, 2017 9:30 AM

Having a bachelor's degree, a top-notch grade point average, and a relatively high level of work experience actually reduces the chance that a job applicant will be called in for an interview with a child-care provider, according to new research that used thousands of fictional resumes to gauge child-care hiring practices in 14 large cities.

Fictional applicants with six months of experience were called in for interviews more often than those with two years of experience. Having a bachelor's degree was no more likely to garner a call-back than having an associate's degree. And while having a GPA of 3.3 gets more attention than a GPA of 2.8, an applicant with a GPA of 3.8 is slightly less likely to get called in for a job interview than that 3.3-GPA applicant.

The researchers also found evidence of racial bias in hiring: Applicants who had names commonly associated with African-Americans and Hispanics were less likely to be called back for interviews. This finding was surprising, they said, considering that the early-childhood workforce is 40 percent nonwhite.



Hiring directors may be shying away from job candidates with high levels of education and experience because they expect those employees will want to be paid more and may leave quickly for better opportunities, said Casey Boyd-Swan, an assistant professor of political science at Kent State University. She co-authored the paper with Chris Herbst, an associate professor in the school of public affairs at Arizona State University.

Surveys of early-care providers show that lead teachers with bachelor's degrees earn close to \$20 an hour on average, while lead teachers with associate's degrees earn not quite \$14 an hour.

"We came to the conclusion early on that providers are really facing some barriers and limitations when they're making hiring decisions. They do want to provide high-quality care, but they also want to stay in business," Boyd-Swan said.

Screening Out Most-Qualified Child-Care Applicants

Most of the policy discussion about child-care quality has focused on parents—for example, getting parents to understand what "high quality" care is, and encouraging parents to demand it. But "nobody's really taken a look at the provider side of the market and particularly the hiring practices," Herbst said.

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Hiring for Child—Care Centers

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For their report, **The Demand for Teacher Characteristics in the Market for Child Care: Evidence from a Field Experiment**, which was published Monday by IZA-Institute of Labor Economics, Boyd-Swan and Herbst created nearly 11,000 resumes with a variety of random elements. They changed candidate names to signal the potential employee's race. They also created resumes with one of three elements of educational attainment (a high school diploma, an associate's degree, or a bachelor's degree), different grade point averages, various levels of previous work experience, and more.

Here are examples of two of the fictional resumes they created, "**Lakisha Robinson**" and "**Meredith Larson**." A **technical appendix** to the study goes into greater detail on exactly how the resumes were created and distributed.

The resumes were then sent to child-care job postings in Atlanta, Boston, Chicago, Dallas, Houston, Los Angeles, Minneapolis, New York City, Philadelphia, Phoenix, San Diego, San Francisco, Seattle, and Washington, D.C. Most centers responded within 24 to 48 hours, either asking the candidate in for an interview or turning them down.

Based on their data, Boyd-Swan and Herbst found hiring directors did prefer applicants with some experience over none, as well as applicants who had some education beyond high school.

But there appeared to be little connection between the quality of work experience and the likelihood of being asked in for an interview. Experience watching children for brief periods at a YMCA seemed to rate about the same to hiring managers as experience working at The Goddard School, an early-childhood provider with franchises nationwide.

Hiring managers also seemed indifferent to whether applicants for preschool-level positions had an associate's or bachelor's degree—another interesting finding, considering that preschool teachers are often asked to implement programs to prepare children for kindergarten.

Racial Bias in Child-Care Provider Hiring Practices

Unlike the other findings, the racial disparities don't appear to be tied to any particular economic concern—the resumes were randomized, so the "black" and "Hispanic" candidates had a range of experience and educational levels.



Relative to job applicants with white-sounding names, the interview rate for black candidates was 32 percent lower, and for Hispanic candidates it was 13 percent lower. To get a better idea of the magnitude of the effect, the researchers compared it educational attainment: applicants with an associate's or bachelor's degree were 50 percent more likely to get a call-back than candidates

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Hiring for Child—Care Centers

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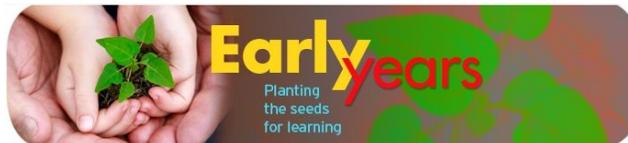
with a high school diploma. Thus, the negative impact of being black was comparable to the positive impact of having educational experience beyond high school.

"We were both struck at how big the African-American effect was," Herbst said. Similar studies in other fields have come to the same conclusions, suggesting that child-care hiring directors are not immune to the biases that affect other fields, he said.

In addition to the money concerns driving hiring decisions, Boyd-Swan and Herbst offer another potential explanation: Hiring directors just don't believe that high GPAs and bachelor's degree correspond with better care.

"Center directors in this study are telling us what they want. Maybe child-care providers are telling us, 'considering how much extra I have to pay for the BA-level teacher, I don't see a justifiable increase in quality,'" Herbst said.

The push for high-quality care may circle around once again to parents, Boyd-Swan and Herbst conclude. If parents are educated about the importance of high-quality care, they might be willing to pay more for it. And "mitigating these parent-side information problems would in turn allow child-care providers to hire more qualified teachers," the paper says.



How to Fix Child Care in Maryland

By Shaun Rose

We have a child care crisis in Maryland. Each year, more and more families find that they cannot afford the cost of child care. Yet child care programs cannot make child care cheaper, and even now, have a difficult time attracting and retaining quality teachers to such a low paid and demanding profession.

Research has been mounting about the importance of brain development in children from birth to five years old. Children who are not in quality environments during these critical years, especially birth to three, experience cognitive and developmental delays that put them behind their peers and can limit their potential for the rest of their lives.



Research has also been mounting about the economic impact of quality child care. Not only does it allow parents to be more productive contributors to our current economy, the impact quality child care has on our children makes them more productive contributors to our future economy. Along the way, quality child care saves us money in terms of less of a need for costly remediation, which is often unsuccessful, in K-12 education. Those children who have quality early childhood experiences have less need for social services, fewer contacts with the criminal justice system, and achieve higher levels of education and future earnings. With the latest economic research from economist James Heckman showing a return on investment of 13% per annum, or about \$6 for every dollar invested, and the latest polling data showing significant support across both political parties, it no longer seems a question of "if" public money should be supporting child care, but when we will start and how we go about it.

The answer to the first question is as soon as possible. Because it has such a high return on investment, the money required is just the initial investment which will pay itself back several times over in the coming years. Imagine if we had continued to support the State's families with the level of tax credits and subsidies that we did thirty years ago so that they had all been able to afford the quality child care they needed. Rather than facing a \$500,000,000 shortfall this year, Maryland could be experiencing a significant surplus.

There are approximately 350,000 children under 5 in our state. The annual cost of unsubsidized, full time child care can range from about \$12,000 to \$26,000 depending on the age of the child, child care setting, and geographic areas of the state (the range may be even broader in some parts of the state). Using an average of \$15,000 per child, this means that it would cost a total of about \$5.25 billion to provide care for these children. The U.S. Depart-



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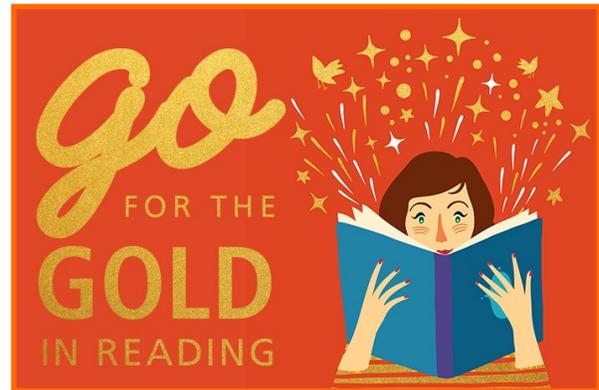
How to Fix Child Care in Maryland

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ment of Health and Human Services defined child care to be affordable for a family when it is no more than 7-10% of their annual income. For families with two children, this means that even families making \$300,000 per year can be over the 10% mark when they have two children in the birth to five range. This is important. Many legislators think that the problem is just with low income families. We have to understand that most families, well above the State's median household income of about \$79,000, are struggling. If we estimate that families can afford to pay about half of the total cost, with those at the higher end paying more and those at the lower end paying less. This means we need to ramp up to about \$2-3 billion annually from a combination of Federal, State and local government support. However, the return on investment could be as much as \$12-18 billion in a combination of added revenue and reduced need for spending.

This brings us to the question of "how" we do it. Thirty years ago, we were doing it well through a combination of tax breaks and subsidies. However, the number of families where

both parents worked was less and the cost of child care was less. As more parents entered the work force and the cost of care increased, subsidies and tax relief did not keep pace. But this method worked and it is the most efficient and comprehensive way to support families and boost our system of child care. Tax credits and subsidies help increase the purchasing power of parents so that they can get the type of child care that best meets their family's needs. This helps with infant care, toddler care, part time and half day care, Montessori or play-based care, home-based family child care, preschool, and before and after care, in whatever combination that our families need. Tax credits and subsidies can also be structured in ways that keep market incentives in place so that child care providers need to compete for business and are rewarded through the market when the quality of care they provide is highly sought after by parents. Tax credits and subsidies can also be structured to incentivize parents to further their training and education and increase their income. They can



be structured in a way so that they truly are an investment in our working families and our future work force.

Some have been pushing for Universal Pre-K as the solution. But how does this help families who, in some areas of the state, are facing a cost of \$20,000 per year or more for infant care and a shortage of available spaces? Universal Pre-K is not a com-

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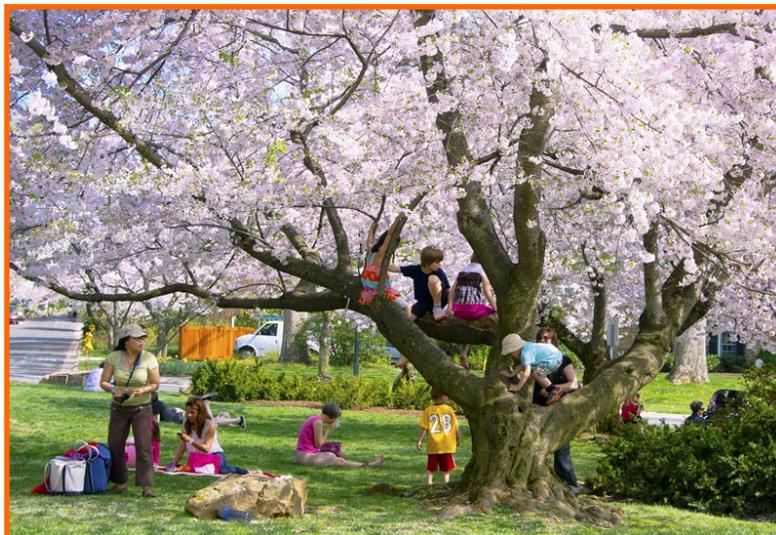
How to Fix Child Care in Maryland

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prehensive solution to our child care crisis and addresses only one year of need. The brain development research and the economic research showing such a high rate of return on investment are based on investing in child care starting at infancy. In addition, the models for Universal Pre-K, even those using a "diverse delivery system," incorporating private child care programs, are simply an expansion of the public schools down to younger children. Private programs would be forced to conform to a standardized curriculum and method of operating to achieve a "uniformity of quality." As many programs rely on the tuition for older children to help make infant and toddler care as affordable as possible, the low reimbursement levels from Universal Pre-K will make such programs no longer economically viable. This is why there is such a shortage of affordable infant care in DC and other jurisdictions that have pursued the Universal Pre-K model.



What Maryland should do is to recognize that the best use of our tax dollars is to invest them in ways that grow our economy. There is no better untapped resource right now than investing in child care. We should set a 10 year goal to get to a point where families are not paying more than 10% of their income for child care. We should start by increasing subsidies and tax credits as much as we possibly can each year until we reach that goal. That is part of the elegance of this approach - it can be done incrementally and each boost to tax credits and subsidies helps another chunk of families. Let's make Maryland the example for the rest of the country about how to grow economically by investing in our working families, our children, and our future.



Play is Important

By Candi M. Smith
 Toddler Teacher
 Play Centers Inc., Play and Learn at Eastpoint



Play is the child's most useful tool for preparing for the future and its tasks. They are playing, learning, and experimenting. As children play, this is an opportunity for adults to be fully engaged with children. It is important that learning is fun at this age. Play allows children to use their creativity while developing their physical, cognitive, social/emotional, self-help, and language skills.

Physical Development

As children learn to sit up on their own and transition to throwing a ball; they are gradually learning skills they need in their adult lives. Physical development includes both growth and the ability to use muscles and body parts for specific reasons ("The importance of physical development," 2013). Children can improve large muscle development by balancing, agility, and coordination through different types of physical play; such as: climbing, running, jumping, and navigating. Also, children can refine small muscle development through coloring, cutting with child sized scissors, and playing with toys; such as: peg boards, dressing dolls, or picking up small items such as: coins, paper clips, and/or toothpicks (Rushton, n.d.).



Cognitive Development

Beginning at birth, children start the lifelong process learning to understand the world around them. This is established through mental processes and all five senses- seeing, hearing, touching, tasting, and smelling- are essential for full cognitive development (Hearron & Hildebrand, 2010). Role reversal play between the child and the parent helps the child understand different characteristics of the role they are portraying. Games: such as: hide-and-seek, identifying noises, and practicing the alphabet, shapes, colors, and counting give children the opportunity to try new insights and understand different abilities (Slade & Wolf, 1999).

Adaptive (Self-Help) Development

In order for children to acquire independence, it is important to improve self-help development. Confidence plays an important part in a child's ability to acquire self-help skills. Confidence also helps achieve problem solving techniques, negotiating conflict, and learning through mistakes (King, 2014). With the help of play, children are interacting with other peers. They will watch and learn what another child does. This will help the children who are watching to start



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Play is Important

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to develop confidence in being able to accomplish the same task. Pretending to be someone, turn a door handle, unzips a zipper, and pour from one cup to another helps a child learn new responsibilities; in which the child can start to do these new tasks by themselves (Slade & Wolf, 1999).

Communication (Language) Development

Language is an important skill that allows children to communicate their needs and desires. Language development helps children interact with others through life in a meaningful way. Just remember,

children follow their own schedule for developing language (Pence-Turnbull, 2017). When children and parents play together, they understand where each side is coming from and the feelings they each emulate. Games; such as: I-Spy, Simon Says, and use of a play telephone, help children develop problem solving techniques and relationships with other people and are able to interact with each other while playing; that way the child can see different outcomes from the same tasks (Slade & Wolf, 1999).

Social/Emotional Development

Play is a form of social activity that stimulates and reflects the way children socialize with their environment and peers. Play can strengthen their socialization; then it becomes common communication. Children can verbalize what they are doing at the same time they are doing it. For instance: if a child is throwing a ball, the child can say, "I will throw this ball and catch it!" Children also gain the understanding of emotions through games such as: "The Leaving Game" and the children are able to communicate to the parent how they feel when they cannot go along with the parent (Slade & Wolf, 1999).

Don't underestimate the value of play. It is a cherished part of childhood that offers important developmental benefits. Play allows children to discover their world. Children can explore and practice adult roles all while gaining confidence. Finding the right balance; children will grow up prepared to conquer the world!

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CCDF Fact Sheet

The Child Care and Development Fund (CCDF) program made available \$5.3 billion to States, Territories, and Tribes in fiscal year (FY)



2014. The CCDF program is authorized by the Child Care and Development Block Grant Act and Section 418 of the Social Security Act and assists low-income families in obtaining child care so that they can work or attend training and/or educational activities. The program also improves the quality of child care and promotes coordination among early childhood development and afterschool programs.

Child Care Services Funded by the CCDF Program

Subsidized child care services are available to eligible families through certificates (vouchers) or grants and contracts with providers. Parents can select a child care provider that satisfies any applicable State and local requirements, including basic health and safety requirements. These requirements must address the prevention and control of infectious diseases, including immunizations; building and physical premises safety; and minimum health and safety training.

Quality Activities

A minimum of 4 percent of CCDF program funds must be used to improve the quality of child care and other services to parents, such as resource and referral counseling regarding the selection of child care providers. Consistent with prior years, the FY 2014 appropriation includes additional funding for targeted purposes—\$296 million for quality expansion activities, of which \$109 million is provided to improve the quality of care for infants and toddlers and \$19 million to improve school-age care and child care resource and referral services.



To improve the quality of available child care, CCDF lead agencies provide training, grants, and loans to providers; improved monitoring; compensation projects; and other innovative programs. Many lead agencies make systemic investments, such as developing quality rating and improvement systems and professional development systems. Tribes can use a portion of their funds to construct child care facilities provided that there is no reduction in the current level of child care services.

their funds to construct child care facilities provided that there is no reduction in the current level of child care services.

Coordination of Resources

The CCDF program allows States to serve families through a single, integrated child care subsidy pro-

(Continued on page 29)

CCDF Fact Sheet

(Continued from page 28)

program under the rules of the Child Care and Development Block Grant Act. States coordinate the CCDF program with Head Start, Early Head Start, prekindergarten, and other early childhood programs and can also transfer a portion of Temporary Assistance for Needy Families (TANF) program dollars to the CCDF program or can spend TANF program funds directly for child care needs.

State, Territory, and Tribal Child Care Plans

All States, Territories, and Tribes must submit comprehensive plans every 2 years and must conduct public hearings to invite public comments.



Research

FY 2014 funding includes about \$10 million for child care research, demonstration, and evaluation activities. These funds will increase the capacity for child care research at the national, State, and local levels while addressing critical questions with implications for children and families. Funds have been used to implement the National Survey of Early Care and Education; assess evidence on the effectiveness of quality improvement initiatives; support Child Care & Early Education Research Connections, a Web-based archive; and sponsor other research and evaluation efforts.

Technical Assistance

One-fourth of 1 percent of the total CCDF program funds are used by the Office of Child Care (OCC) to provide technical assistance (TA) to grantees. OCC's TA network is designed to address the needs of States, Territories, and Tribes in administering the CCDF program. The network includes the following projects:

- Child Care & Early Education Research Connections
- Child Care Aware
- Child Care Communications Management Center
- Child Care State Systems Specialist Network
- Healthy Child Care America
- National Center on Child Care Data and Technology
- National Center on Child Care Professional Development Systems and Workforce Initiatives
- National Center on Child Care Quality Improvement
- National Center on Child Care Subsidy Innovation and Accountability
- National Center on Tribal Child Care Implementation and Innovation

For more information visit the website : www.afc.hhs.gov/occ/resource/ccdf-program-fact-sheet

CCPDF Brochure

HOW TO APPLY

If you are interested in applying for the Fund, you must first contact the participating educational institution of your choice.

PARTICIPATING COLLEGES

Contact information for CCCPDF Coordinators at each college can be located on our website.

Anne Arundel Community College	Montgomery College
Carroll Community College	Prince George's Community College
Chesapeake College	Wor-Wic Community College
College of Southern Maryland	Notre Dame University of Maryland
Community College of Baltimore County	Salisbury University
Coppin State University	Towson University
Frederick Community College	University of Maryland Baltimore County
Hagerstown Community College	University of Maryland Eastern Shore
Harford Community College	Washington Adventist University
Howard Community College	



NEXT STEPS

Once accepted into the college of your choice, please submit a CCCPDF application and all required documentation to Office of Child Care -- Credentialing Branch.

Application Due Dates:

First-time Applications are due by **March 1st**.

Continuation Applications are due by **June 30th**.

Applications must be completed and submitted by the deadline to be processed.

First-time applications are processed on a first come, first served basis, with priority given to applicants who have not completed any college courses for credit from an accredited college or university.



MORE INFORMATION

Webpage:

<http://earlychildhood.marylandpublicschools.org/>

Email:

credentialocc.msde@maryland.gov



The Child Care Career and Professional Development Fund



Funding for Credentialed Child Care Providers to Pursue a College Degree



CCPDF Brochure

OVERVIEW

The Child Care Career and Professional Development Fund (CCPDF) is a tuition assistance program for child care providers to obtain a college education at participating colleges/universities in Maryland. Funding is available for child care providers to earn a college degree in the following areas:

- Early Childhood Education
- Child Development
- Elementary Education
- Special Education

The fund does not reimburse participants as the payments are made directly to the college or university. MSDE will notify applicants of whether or not they have received fund approval.

The CCPDF is regulated by state statute in the Code of Maryland [COMAR 13A.14.09.08](#).



ELIGIBILITY REQUIREMENTS

CCPDF applicants must meet the following requirements to receive funds (COMAR 13A.14.09):

- Participate in the Maryland Child Care Credential Program at Level Two or higher.
- Work in a licensed child care center or be a registered family child care provider in Maryland and work at least 10 hours per week
- Fulfill entrance requirements at the participating college of your choice
- Have at least one year of documented experience working with groups of children in an approved setting
- Maintain employment in child care in Maryland while participating in the Program
- Participate in professional development
- Agree to complete the child care service requirement in Maryland for at least 10 hours per week after completion of the degree and/or withdrawal from the fund
- Maintain at least a 2.50 cumulative GPA from the point of first entering the Program

USE OF FUNDS

An award under the Fund can be used toward the cost of tuition, college fees and textbooks. An award can be used only for the actual expense of college coursework incurred subsequent to an award, toward completion of a college degree in an approved field. An award under the Fund may not be used to pay for fees or costs, including tuition costs, previously incurred for college enrollment or attendance purposes.

CONTINUATION OF FUNDS

CCPDF Funds are awarded for one school year at a time, with a review of academic performance at the end of the approval year. Recipient may be approved to continue in the Fund based on the following:

- Funding availability
- Recipient maintains a 2.50 GPA
- Continued Employment – letter from current employer on letterhead; current family child care license
- Continued participation in the Maryland Child Care Credential program – copy of certificate



SERVICE REQUIREMENT

Upon graduation or withdrawal from the Fund, participants are required to begin the Service Commitment requirement as stated in [COMAR 13A.14.09](#).

Associate's Degree – Two (2) years;

Bachelor's Degree – Four (4) years; or

No Degree obtained- One (1) month per credit paid on your behalf.

If you stop working in an approved child care setting, you are required to repay MSDE for the cost paid on your behalf.



Welcome New MSCCA Business Members

Howard County Office of Children's Services

Contact: Debbie Yare
3300 North Ridge Road,
Ellicott City, MD. 21043
Phone: (410) 313-1940
Email: dyare@howardcountymd.gov



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At Innovations in Education, LLC, we cater to the needs of individuals. Whether you are a family child care provider, child care center staff, teacher, administrator or parent, our goal is to help you provide the most current information about child development as well as the highest quality services to help you be the best in your field.

Legal Shield

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The new statewide developmental screening initiative is great news for Maryland's kids. Screening with a valid, reliable tool like ASQ-3™ helps you check that children's development is on track, identify strengths and needs, and plan activities that help kids reach key milestones. The information on this page will give you a great introduction to ASQ-3—and help you make your important decision about which screener to choose!

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(Continued on page 34)

MSCCA Business Members

(Continued from page 33)

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Phone: 443-878-3988

<http://www.knealinternational.com>



K. Neal International Trucks Incorporated, headquartered in Hyattsville, Maryland is a full service multi-location bus and commercial truck dealership representing the International, Hino, Mitsubishi Fuso, Collins, and IC Bus brands. With locations throughout the Washington, DC metropolitan area, the dealership provides new and previously owned sales, service, parts and maintenance for commercial trucks and buses sold under the above

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MSCCA Business Members

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Life Saving Solutions

Doug Walker
11720 Clearview Court
Hagerstown, MD 21742
doug@life-savingsolutions.com
877.745.6277



The need for emergency medical training is growing every year and across all industries. Obtaining this training for yourself or your employees can be both expensive and time-consuming. Our goal is to remove both of these concerns and help you obtain your needed certifications in a timely, entertaining, and economical fashion.

Litebrite, LLC

Crystal Ey—Educational Director
cey@litebritellc.com
1317 Allenby Ct.
Bel Air, MD 21014
410-459-9685
www.litebritellc.com



Passion, drive and commitment. This is the foundation in which LiteBrite LLC was created. We believe that our educators are amazing men and woman who deserve the best in career development. We bring a love of learning, a high level of professionalism and a vision to change the face of "training" for the adult learner. Excitement through collaboration, networking and relationship building create the environment where the adult learner can flourish and in turn, make significant impact in the lives of children and families. In connection with the Maryland State Department of Education, our company strives to always be one step ahead in offering professional development designed to catapult our educators from a "job" to a career.

MarylandBiz

401 E. Pratt Street, Baltimore MD 21202
1.888.Choose.MD
<http://business.maryland.gov>

Maryland's one-stop economic development shop strives to attract new businesses, stimulate private investment, encourage the expansion and retention of existing companies and provide Maryland business with workforce training and financial assistance. The Department markets local products and services at home and abroad.



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MSCCA Business Members

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myKidzDay

Kelly Mittal (860.593.2955)

Abhas Jain (860.830.7121)

myKidzday is a child care and pre school daily report parent communication app which allows you to attract millennial moms and dads who are evaluating child care providers. Offering a cool iPhone/iPad/Android app will resonate with these young parents and allow you to convert prospects into paying customers. myKidzDay can significantly improve communication between Child Care Providers and Parents. myKidzDay allows your staff to electronically and securely deliver daily reports, notifications, newsletters, pictures, alerts, reminders, schedules, assessments, observations and other valuable information to parent's smart phones and email inbox. If you have not yet invested in mobile technology in your center, your staff can easily access all of myKidzDay services via our website. Directors can monitor all parent-teacher communications and access each child's portfolio from their mobile device.



Paramedical Personnel of Maryland (PPM)

343 Granary Road, Ste D

Forest Hill, MD 21050

410-838-8821

<http://www.ppmems.com>



Paramedical Personnel of Maryland (PPM) is the largest private safety-training center in the state of Maryland. The owner, Joe Becker, has been teaching CPR with the American Heart Association since 1975. When the American Heart Association introduced the training centers concept Mr. Becker started PPM. Paramedical Personnel of Maryland was incorporated in June 1990 and has continued to grow over the twenty plus years it has been in existence.

Today PPM trains over 23,000 students each year in CPR and First Aid throughout the United States as well as abroad with a fully trained compliment of certified instructors. Our instructors train for the American Heart Association, National Safety Council, Health Safety Institute, and Emergency Orthopedic Surgeons. PPM has partnerships with several community colleges as well as state and local government agencies. Our involvement with the community includes teaching members of The Y, Girl Scouts and Boy Scouts and church groups.

In 2005 PPM started a full service storefront providing equipment for CPR/First Aid Instructors as well as uniforms and emergency equipment for fire departments. A recent addition to PPM is our Sewing Division. The Embellishment Department can personalize uniforms and accessories, T-shirts and outerwear. As a courtesy to our clients we can also sew on patches, hem pants and do basic alterations.

Playground Specialists Inc.

11700 Whates Lane

Thurmont, MD. 21788

1-800-385-0075

<http://www.playspec.com>



Our name may be a little deceiving. Playground Specialists, Inc. is a full service recreation company that can assist you with all your park and playground needs from design to installation. We offer a variety of products to meet your needs.

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MSCCA Business Members

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At Playground Specialists, Inc., we work hard to maintain a strong foundation by building relationships with customers and recreation professionals. Every day we're working with customers to create the perfect playground. We believe that all kids deserve a safe, fun place to play. That's why we design our equipment and playgrounds to meet, but to exceed ADA laws. Just as every kid who plays on a playground is different, so are your playground needs. From budget constraints to limited space, Playground Specialists, Inc. and Playworld Systems, Inc. equipment gives you choices to make your playground the most fun it can be!

Robert-Leslie Publishing

4147 N. Ravenswood, Suite 301
Chicago, IL 60613
1-773-935-8358
www.investigatorclub.com



The InvestiGator Club® Early Childhood with STEAM for Maryland is a comprehensive, fully-integrated learning system for a full year of instruction. It is the only state endorsed curriculum fully aligned in every category of the Maryland Framework for 3- to 5-year-old preschool students. While meeting all of the learning standards is essential, we want the preschool years to be inspiring. In The InvestiGator Club, you'll find fun around every corner! The curriculum provides the guidance and materials teachers need to encourage children to use their innate curiosity and enthusiasm for learning.

Soccer Shots

www.soccershots.org

It's more than soccer!

Soccer Shots is the national leader in youth soccer development for children ages 2 through 8. Our program has been created under the guidance of childhood education specialists, MLS® and USL® professional soccer players, and experienced and licensed soccer coaches. Our innovative lesson plans are developmentally appropriate and tailored specifically to the three distinct age groups we teach. Using these creative and age-appropriate curricula and infusing each lesson plan with enthusiasm and structured activity, Soccer Shots aims to leave a lasting, positive impact on every child we serve.



Benefits

- By enrolling your child in Soccer Shots, you can expect the following:
- Increased psychomotor development through fun fitness activities
- Introduction to team dynamics
- Character formation through life lessons such as honesty, sharing, respect, and positive attitudes
- Development of active lifestyle habits
- Individual skill development
- Coordination, balance, and agility development

No gear needed! All soccer equipment is provided to program participants.



SAVE THE DATE!

October 12, 2017
Ten Oaks Ballroom
5000 Signal Bell Ct.
Clarksville, MD. 21029

***Maryland State Child Care Association
(MSCCA)***

Leadership Symposium

*Mark your calendars and plan your Professional Development around the
opportunity to earn than 7 hours of Core of Knowledge
MSDE approved, quality training!*

Registration Begins in July, 2017

VISIT US AT www.mscca.org or call 410-820-9196





SAVE THE DATE!

May 4—6, 2018

Clarion Resort Fontainebleau Hotel
10100 Coastal Hwy,
Ocean City, MD 21842

***Maryland State Child Care Association
(MSCCA)***

Conference by the Sea

***Mark your calendars and plan your Professional Development around the
opportunity to earn than 7 hours of Core of Knowledge
MSDE approved, quality training!***

Registration will be announced at a later date.

VISIT US AT www.mscca.org or call 410-820-9196

