Thank you for attending today’s webinar. We will be starting soon. If you have any questions, please ask them in the chat room.

Welcome from AASA

Morton Sherman

Morton Sherman has more than 30 years’ administrative experience in raising academic standards, closing achievement gaps, and uniting stakeholders. He has served in public education for over 40 years, 25 as a public school superintendent of schools. Now serving as the AASA Associate Executive Director for Leadership Network, he is responsible for programs which support aspiring and sitting superintendents. Recent initiatives include the creation of the AASA Collaborative, The Urban Superintendents Academies in cooperation with Howard University and the University of Southern California, Superintendents Consortium on Personalized Learning and the Aspiring Superintendents Program.
Rhian Evans Allvin serves as the chief executive officer of NAEYC. She began at NAEYC in August 2013 and she is responsible for guiding the strategic direction of the organization as well as leading implementation.

During Rhian’s tenure, NAEYC has gone through a dramatic structural transformation to reverse 15 years of membership decline, better serve members nationally and at the state and local levels, exert strong policy and advocacy leadership, provide thought leadership and unequivocal guidance through the development of position statements and streamline the early childhood program accreditation system to decisively and accessibly define early childhood program quality. Also during this time, NAEYC conceptualized and convened Power to the Profession, a national collaborative between 15 organizations representing the early childhood field which resulted in the release of a Unifying Framework to create an aligned professional field of practice for early childhood educators.
Panelist
Dr. Barbara Bottoms
Principal, Prince George's County Public Schools

Barbara Bottoms is an elementary school principal with a passion for educating children. That passion has propelled her through a career with Prince George’s County Public School System for the past 28 years. Barbara earned degrees from Florida A&M (Bachelor of Science); Trinity University (Master of Educational Administration); and Howard University (Doctor of Educational Leadership and Policy Studies). She values and is an advocate for equity for her students as they pursue their academic goals. Her educational philosophy is educational excellence every day. Her mission is to heighten the learning of her community. She is driven each day seeking the answer to the question, what can she do to ensure that all stakeholders work together to impact the success of students in the classroom? Barbara is affiliated with several professional organizations and has attended conferences that have provided avenues for networking, mentoring, and collaboration. She is currently or has been a member of the American Association of School Administrators (AASA); National Association of Elementary School Principals; The Maryland Association of Curriculum and Development and the National Principals Leadership Institute. She also holds certification as a Data Wise Coach from Harvard University, serves as a co-chair of AASA Early Learning Cohort, and recently completed AASA’s Urban Superintendents’ Academy.

In her private personal life, God is her source. She is a member of Largo Community Church where she enjoys fellowshipping with the Women’s Ministry and the Lay Ministry. She is the proud grandmother of three boys. She values the time she is able to spend with family and friends. She looks forward to holidays and special occasions where food, fun, and storytelling are the highlights of the day.

Barbara continues to offer her service, her experience and any skills she may possess towards the realization of her vision of an equitable education for all students. She aspires to be a great visionary leader who incorporates equitable practices into her daily work.
Elizabeth Groginsky has more than two decades of executive leadership experience administering public and private human service organizations at the national, state and local levels. She previously served as the assistant superintendent of early learning for the District of Columbia, a role she held for nearly five years where she administered the District of Columbia's birth to five programs that provided equal access to quality services for the District’s most vulnerable children and their families. The District of Columbia was first in the nation in 2009 to pursue universal pre-K and today has the highest U.S. participation rate, with 85 percent of all 4-year-olds and 75 percent of 3-year-olds.
Steven Hicks serves as Assistant State Superintendent for the Division of Early Childhood Development at the Maryland State Department of Education. Immediately prior to his appointment, he was Executive Director of the non-profit Ready at Five in Maryland. Previous to working in Maryland, he served as Senior Policy Advisor at the U.S. Department of Education. There, he focused on advancing the national early learning agenda through helping to develop and oversee the Early Learning Challenge and Preschool Development Grants programs, as well as integrating early education throughout policies, initiatives, and legislation, including in the Every Student Succeeds Act.
Context Setting

Rhian Evans Allvin
National Association for the Education of Young Children

Policy vs. Practice
Policy and Context

• Child Care as a marketplace
• Early Childhood Educators as the linchpin to quality
• The science of care and education
• COVID-19 Impact on Child Care
• The Federal Response
• Moving Forward -- Schools and Child Care
State initiatives to support early learners and their families

Steven Hicks
Assistant State Superintendent for the Division of Early Childhood Development
Maryland Department of Education
MARYLAND TOGETHER: MARYLAND’S RECOVERY PLAN FOR CHILD CARE

COVID-19 RESPONSE AND THE PATH FORWARD

All programs follow health and safety guidelines developed with the Maryland Department of Health.

Temperature checks

Ongoing cleaning and sanitizing

Social Distancing

Local local health departments and licensing specialist contacted if a COVID-19 case occurs

https://earlychildhood.marylandpublicschools.org/covid-faqs
$85 million CARES Act and Child Care Development Fund (CCDF) provided financing

$250 reimbursed per school-age child

$800/$1,600 grants paid to child care providers for cleaning, sanitizing, and Personal Protective Equipment (PPE)

$350 reimbursed per child under 3 yearsold

$2,000 grants to paid to child care providers serving essential persons to help with lower capacity
<table>
<thead>
<tr>
<th></th>
<th>March 27, 2020 (Programs Close)</th>
<th>March 30, 2020 (Approved Programs Re-open)</th>
<th>July 17, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Operating Licensed Child Care Programs</td>
<td>7,858</td>
<td>2,258</td>
<td>5,477</td>
</tr>
<tr>
<td>Percent of Operating Licensed Child Care Programs</td>
<td>100%</td>
<td>29%</td>
<td>70%</td>
</tr>
<tr>
<td>Number of Operating EPSA Sites</td>
<td>0</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td>Capacity Limits</td>
<td>20 per room</td>
<td>10 per room</td>
<td>15 per room</td>
</tr>
</tbody>
</table>
Many school systems are planning to open in the Fall with a hybrid or completely virtual instruction model.

Not all parents will be able to keep their children at home.

The state is working with school systems to coordinate planning to meet families’ child care needs.
State initiatives to support early learners and their families

Elizabeth Groginsky
Cabinet Secretary of the New Mexico Early Childhood Education and Care Department
COVID-19: Orienting Toward the Essential Work of Early Education and Care

• In New Mexico, child care was deemed an “essential business.”
• Initially open to all families, in April it was restricted to essential workers; in May it was expanded to all New Mexicans.

Current Status of licensed providers (centers, family homes, group homes)

• Open providers: 621 (63% of licensed providers)
• Temporarily closed providers: 371 (37%)
Three Ways New Mexico Supported Early Childhood Professionals

- Health and safety requirements / personal protective equipment (PPE)
- Listening and Partnership Development
- Financial support
Health and Safety
From Guidance to Required Practices

Highlights of required practices:

- **Healthy hygiene**: face coverings for children three and older; daily health checks (temperature taking)
- **Physical distancing**: group size, stagger drop-off and pick-up; cohorts of children
- **Intensify cleaning, disinfection, ventilation**: frequency of cleaning; open windows
- **Limit sharing**: eliminate family style meals; supplies for all children
- **Planning ahead**: train all staff; communication with families; rapid response


Child Care Safety Plan and Response http://newmexicokids.org/coronavirus/health
Critical and Supportive Partnerships

- NM Economic Development Department (EDD)
  - Financial supports for child care businesses (Paycheck Protection Program)
- NM Department of Health (DOH)
  - Health and safety practices, testing and rapid response when there is a positive case
- Emergency Management Operations
  - Personal Protective Equipment (PPE) for early care and education professionals
### Support for Child Care

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Provider Calls</td>
<td>Subsidies based on enrollment, not attendance</td>
</tr>
<tr>
<td>Essential Workers are Priority</td>
<td>Wage Incentive Program</td>
</tr>
<tr>
<td>Child Care Stabilization &amp; Recovery Grant</td>
<td>$29.4 Million from CARES Act</td>
</tr>
</tbody>
</table>

*New Mexico Early Childhood Education & Care Department*
Contact Information

Elizabeth Groginsky
Cabinet Secretary
Elizabeth.Groginsky@state.nm.us
School leaders' support for early learners and their families

Dr. Barbara Bottoms
Principal
Prince George's County Public Schools
Prince George’s County Public Schools (PGCPS)

PGCPS IS THE 25TH LARGEST SCHOOL DISTRICT IN THE US
THE 2ND LARGEST IN THE SCHOOL SYSTEM IN MARYLAND

Annual Budget: $2.04 Billion
Schools and Centers: 206
Student Enrollment: 135,962
Student Demographics:
- Black or African American: 75,003 (55%)
- Hispanic/Latino of any race: 49,630 (36%)
- White: 5,308 (4%)
- Asian: 3,645 (3%)
- American Indian/Alaska Native: 389 (0.3%)
- Native Hawaiian or Other Pacific Islander: 259 (0.2%)
- Two or more races: 1,728 (1%)
- ELL: 26,214 (19.6%)
- SPED: 15,118 (11.1%)
Rogers Heights Elementary School (RHES)

RHES SERVES PREKINDERGARTEN THROUGH 6TH GRADE
IT IS AN ALL BUSED SCHOOL FOR FIVE DIFFERENT COMMUNITIES. (Bladensburg, Edmonston, Colmar Manor, Cottage City and Riverdale)

Student Enrollment: 810

FARMS: 729 (92.5%)

Student Demographics
- Black or African American: 96 (11.8%)
- Hispanic/Latino of any race: 680 (84.3%)
- White: 11 (1.4%)
- Asian: 19 (2.4%)
- Native Hawaiian or Other Pacific Islander: 2 (0.2%)
- Two or more races: 2 (.2%)
- ELL: 482 (59.5%)
- SPED: 66 (7.6%)
What Are Families Facing in COVID-19
Prince George’s County - Highest Confirmed Cases in Maryland

<table>
<thead>
<tr>
<th>Maryland COVID-19 Numbers</th>
<th>Prince George’s County COVID-19 Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmed Cases 79,545</td>
<td>Confirmed Cases 20,867</td>
</tr>
<tr>
<td>Deaths 3,382</td>
<td>Deaths 726</td>
</tr>
<tr>
<td>-African American 23,414</td>
<td>-African American 1,289</td>
</tr>
<tr>
<td>(1,332)</td>
<td></td>
</tr>
<tr>
<td>-Hispanic 20,485 (379)</td>
<td>-Hispanic 359</td>
</tr>
<tr>
<td>Asian 1,529 (125)</td>
<td>-Asian 123</td>
</tr>
<tr>
<td>-White 16,799 (1,385)</td>
<td>-White 1,355</td>
</tr>
<tr>
<td>-Other 3,761 (36)</td>
<td>-Other 34</td>
</tr>
</tbody>
</table>

Confirmed Cases in Green; Deaths in Red
INFORMATION AS OF 7/21/2020
Prince George’s County Public Schools (PGCPS)
Rogers Heights Elementary School (RHES)

What Are Families Facing

- Food Insecurities
- Loss of Income/Jobs
- Lack of Healthcare
- Loss of Community and Connection
- Accessibility
  - Language
  - Grades
- Social Emotional/Mental Health Challenges
- Childcare challenges
- Immigration challenges
- Academic Concerns Quality Education
- Learning Gaps

FEAR
RESOURCES PROVIDED BY PGCPS AND RHES

- Feeding Sites
- Access to Other Free Food Distributions
- Income and Housing Relief Programs
- Electronic Devices for All Families
- Reduced Internet Fees
- Access to Hot Spots
- Off-Line Learning (Cable TV Lessons, Enrichment Packets at Feeding Centers)

- Educational Learning Resources (PGC Library Systems & Private Companies)
- Training for Families to Access Distance Learning (Technology Tips)
- Access to Web-Based Programs
- Resources Available in Multi-Languages
- Connecting with Families via Various Avenues
Lessons Learned and Discussion Points

Moving Forward - Facing the FEAR

F- FOCUS on Families - Relentless, decisions made with families at the forefront
E -Equity Ensuring equity in instruction, distribution of resources, technology/instructional support for parents and students
A - Accessibility -Maintaining safe and open lines of communication, maintaining connections, providing opportunities for families to receive information and new learning, Accessibility to health and community resources
R - Relationships - Building relationships with community stakeholders as reciprocal support to families and community. We must stay connected.
Early Learners/Childcare Services

- Family Meetings to share Resources
- Opportunities for families to meet the teacher
- Finding ways to bridge the learning between PreK3 and PreK4
- Strategic placement of employees to bridge the language learning

LOCATE (Free Referral Service through Prince George’s County)
- Reached out to Daycare Facilities, Before and After Care
- Providing resources for daycare providers to help with technology/assignments
- Materials
- Technology iPads
- Training for Parents on how to support the earliest learners
- Web Based Programs
What are key lessons learned over the past few months in this global pandemic?

What conversations and actions that you are having about childcare with families with young children?
Essential Question

What are strategies that can help with Health and Safety for Children and Families? Staff?
Essential Question

What is the economic impact and implications of childcare centers' being closed?
Questions or Comments?

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THANK YOU FOR LEARNING WITH US TODAY!

WE URGE YOU TO CONNECT WITH ONE ANOTHER VIA LINKEDIN, TWITTER, EMAIL, PHONE~ INVESTING IN RELATIONSHIPS PAYS HUGE DIVIDEND

#AASAHQ
Additional Resources

New Mexico school district map with available child care
- https://tableau.strivetogther.org/t/MissionGraduate/views/CCare_draft_071220/CC_District?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link&:isGuestRedirectFromVizportal=y&:embed=y

Child Care Safety Plan and Response Resources for Positive COVID-19 Cases
- http://newmexicokids.org/coronavirus/health