



Agenda November 4, 2022
Early Childhood Blueprint



Prekindergarten Family and Community Partnerships

Name	Signature	School
Tracy Borkowicz		Abingdon Elem
Holly Springer		Bakersfield Elem
Nicole Loewenstein		Bakersfield Elem
Chrissie Galliher		Bel Air Elem
Jeen Grelg		Church Creek Elem
Dana Huling		Churchville Elem
Kara Lassack		Deerfield Elem
Morgan Personette		Deerfield Elem
Suzanne Bowman		Deerfield Elem
Jamie Lagnese		Deerfield Elem
Nicole Huller		Dublin Elem
Wendy Krouse		Edgewood Elem
Jill Frising		Edgewood Elem
Erin Emerick		Fountain Green Elem
Amanda Swearingen		G.S. Lisby Hillsdale
Margaret Ann Knaub		G.S. Lisby Hillsdale
Laurie Chaffee		Halls Cross Roads Elem
Lauren Bell		Halls Cross Roads Elem
Devon Howell		Halls Cross Roads Elem
Gina Province		Havre de Grace Elem
Elizabeth Cotton		HomesteadWakefield Elem
Sara Brasch		HomesteadWakefield Elem
Alice Long		Joppatown Elem
Joyce Parsons		Joppatown Elem
Olivia Wiley		Magnolia Elem
Heather Hamilton		Magnolia Elem
Caitlin Mitchell		Magnolia Elem
Amy Hastings		Meadowvale Elem
Katie Moore		North Bend Elem
Tracey Sanger Levey		North Harford Elem
Michelle Knopp		Prospect Mill Elem
Katrina Bullington		Prospect Mill Elem
Colleen Twigg		Riverside Elem
Corey Perone		Riverside Elem
Kelly McCarty		Roye Williams Elem
Tiffany Mensh		Roye Williams Elem
Heather Budke		William Paca/Old Post Rd
Lauren Rodriguez		William Paca/Old Post Rd
Alita Thompson		William Paca/Old Post Rd
Bonnie Morris		William Paca/Old Post Rd
Kelly Giambelluca		William Paca/Old Post Rd
Candice Welling		Prek Specialist
Shelbi Wilhelm		Prek Specialist
Bonnie Mitrega		MAES Judy Center Coordinator
Michelle Bowditch		HXES Judy Center Coordinator
Missy Wood		DFES Judy Center Coordinator

Lindsay Robinson

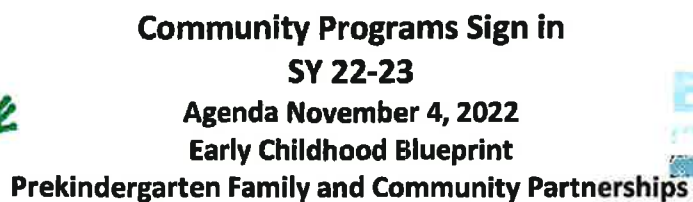


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Prekindergarten Family and Community Partnerships



Para's	Signature	School
Deanna Aguilar-Rivera		Abingdon Elem
Jill Dellaratta		Bakerfield Elem
Tracy Ballard		Bakerfield Elem
Jeana Talbot		Bakerfield Elem
Meg Terek		Bel Air Elem
Jackie Horst		Church Creek Elem
Emily Mullins		Churchville Elem
Sarah Quinlan		Churchville Elem
Vallerie Jones-Lowery		Deerfield Elem
Janet Sgori		Deerfield Elem
Jacqueline BeardLowery		Deerfield Elem
Jocelyn Healey		Deerfield Elem
Stephanie Vaughn		Dublin Elem
Samantha Shade		Edgewood Elem
Tiffany Wagner		Fountain Green Elem
Marsha Kramer		Fountain Green Elem
Katie Laliberte		G.S. Lisby Hillsdale
Lydia Harris		G.S. Lisby Hillsdale
Kristen Smith		G.S. Lisby Hillsdale
Chrissy Davis		Halls Cross Roads Elem
Amy Steiger		Halls Cross Roads Elem
Iris Sanabria		Halls Cross Roads Elem
Necole Martinez		Halls Cross Roads Elem
Melody Watters		Harford Academy
Shanita Richardson		Harford Academy
Abbie Bennett		Havre de Grace Elem
Alicia Rabak		HomesteadWakefield Elem
Michele Rolon		Joppatowne Elem
Laura Bauer		Joppatowne Elem
Michele Bane		Joppatowne Elem

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Agenda

- 2:20-2:40 Room Exploration
- 2:40-2:45 Welcome and Celebrations
- 2:45-3:50 Accreditation Section 3 And PIE Celebration

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Accreditation

- A way for programs to demonstrate their commitment to providing high-quality learning environments.
- Vision Statement: Maryland accredited programs provide the highest quality learning environments for children, families and the community.

<https://marylandexcels.org/>

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Let's take a look at the standards.

I. Program Administration

- 1.1 Program Philosophy
- 1.2 Program Personnel
- 1.3 Program Continuity
- 1.4 Program Accountability

II. Program Operation

- 2.1 Environment
- 2.2 Curriculum: Programming and Activities
- 2.3 Curriculum: Instruction and Enrichment

III. Home and Community Partnerships

- 3.1 Partnerships



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Why are Family and Community Partnerships Important?

- How do you promote partnerships?

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Section 3

3.1.1 Communication with Families

Indicator:
Expectations and information about early learning programs are discussed on an ongoing basis and allow for family input.

Best Practices / Evidence:
Designing effective forms of communication about programs and program activities helps bridge the gap between families and programs. Effective communication provides opportunities for parents to communicate information regarding their children's strengths and needs, and their expectations for their child.
Expectations for early learning programs and plans for implementing them are disseminated to parents on an ongoing basis.
Scheduling activities is often convenient and flexible for parents encourages family participation.
Programs encourage family engagement by co-creating a monthly calendar of events that highlight adult and family-child opportunities in the program, as well as in the community. (pp. 37-41, The Guide)

Required Evidence to Upload:
• Registration/enrollment materials
• Parent/Family Handbook
• Evidence of ongoing family communication

Required Observable Evidence:
none

Examples of Evidence

- Community Newsletters
- Gradual Entrance Sign In
- Theme Letters

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Section 3

3.1.2 Supporting Child Development

Indicator:
Families, community members, and staff collaborate to promote child development and learning at home.

Best Practices / Evidence:
Effective family engagement strategies create a culture of high expectations in programs where family members support learning at home and monitor their children's performance. They advocate for their children and are active in guiding their education.
Families are respected as the experts on their children. Educators engage families about their hopes and dreams for their children. Families are asked about any challenges or concerns they may have regarding education and involvement. Educators take the time to listen to family ideas and concerns, as well as invite them to continuously share input. Educators and families work together to set goals and identify ways in which they can work together to achieve those goals.
Educators share information about evidence-based family programs to support specific family engagement goals. These goals may focus on literacy, comprehensive family support, home visiting, or school readiness goals. Strategies that encourage engagement also include sending materials home with tips for families to support learning at home. (pp. 44-46, The Guide)

Required Evidence to Upload:
• Evidence of family education and outreach containing information about child development and learning
• School readiness materials shared with families

Required Observable Evidence:
none

Examples of Evidence

- Community Partnerships
- Parent Workshops
- Tips for parents sent home
- Community Newsletter

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Section 3

3.1.3 Communication of Assessment Information

Indicator:
Assessment information is communicated with children and caregivers on a regular, ongoing basis at all least bi-annual point.

Best Practices / Evidence:
As early childhood educators talk with families about the purpose of assessment, they acknowledge the important role that families play as their child's educator. Early childhood educators meet families to be active participants in supporting children's learning in and out of the home.
From the beginning, early childhood educators talk with families about the importance of regular ongoing assessment and how different assessments are used to monitor children's learning. Assessment helps educators and families better understand the strengths and general challenges of individual children, so that strategies can be tailored to best meet each child's interests and needs.
A parent teacher conference is the typical approach used to share information about children's learning and the growth they have made. What is vital to these conversations is the professional guidelines by educators as what families can do at home to support their child's learning. Providing supporting for action is also important so that the family knows precisely what they can do to help their child make gains in a short time of development. (pp. 48-50, The Guide)

Required Evidence to Upload:
• Completed Progress Report/Parent Letter
• Conference Sign-In/Out (once per year)
• Completed Parent Teacher Conference Note
• Communication of strategies shared with families to support development

Required Observable Evidence:
none

Examples of Evidence

- Conference sheets with comment that includes tips for parents to enhance learning at home
- I report cards with comment that includes tips for parents to enhance learning at home
- Conference Sign In

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Section 3

3.1.4 Family Engagement and Involvement

Indicator:
Families, staff, and administrators are actively involved in program-based activities, curriculum, shared decision making, and advocacy for children.

Best Practices / Evidence:
The opportunities for engaging families are endless. While every child and educator come up with a host of strategies, they have to consider that engagement is a relational experience and builds families into the development of ideas and strategies as well. Effective family engagement strategies create a culture of high expectations in programs where family members support learning at home and monitor their children's performance. This advocate for their children and are active in guiding their education.
Some strategies that encourage engaged include sending materials home to encourage them to learn something every day that has the program to help with learning parents giving for their specific tasks so they can be part of the learning/teaching experience and working with groups of families to discuss needs of individual interests. (pp. 48-51, The Guide)
Additional information on family engagement strategies can be found in The Early Childhood Family Engagement (comprehensive) Manual's Plan for Engaging Families with Young Children.

Required Evidence to Upload:
• Evidence of implementation of family engagement strategies

Required Observable Evidence:
none

Examples of Evidence

- School Family Engagement events
- PTA List

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Section 3

3.1.5 Community Engagement and Involvement

Indicator:
Community resources are used to strengthen early learning programs, families, and children's learning.

Best Practices / Evidence:
Community engagement is a partnership. The early childhood program and the larger community work together supporting one another and sharing responsibility for meeting the comprehensive needs of young children and their families.
Programs look for ways to rally the support and resources needed to meet the needs of the individual child and go beyond what the program can provide. They can seek out ways to be a valued resource to the community as well, offering a place for meetings, providing training opportunities to providers through the community, participating in local celebrations, and taking turns with the community to speak out on behalf of children and their families.
There are many strategies that programs can use to engage the community. Some of these strategies include, but are not limited to, having community and business leaders in your program, partnering with the local library, meeting one to one meetings, partnering with local service organizations, and/or connecting with a local learning center or hospital. (pp. 46-49, The Guide)

Required Evidence to Upload:
• Newsletters regarding community resources
• Community Resource Directory provided to parents
• Evidence of partnerships with community programs and businesses

Required Observable Evidence:
none

Examples of Evidence

- Community Newsletter
- School Partnerships
- PTA Meetings
- Family Nights
- School Social Media Page

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Accreditation Focus on Section 3

Work in a group to discuss and plan how you can collect

- Family Engagement Opportunity Signs
- Evidence of Parent Communication.

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Accreditation Resources

- [Accreditation Resource Folder Link](#)

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PIE Celebrations



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THANK
YOU!

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