

Progress on Scope of Work Activities – Successes and Next Steps

Local Early Childhood Councils - Project 1

1.1.8 Meetings (at least 1-2) will be held per year with the Governor’s Council and local representatives from the local ECACs

- ✓ On June 26, 2014 Local ECACs attended the meeting of the State Early Childhood Advisory Council. It was a full day conference featuring remarks by Dr. Lowery and Linda K. Smith, Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development for the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services. Accomplishments of the state and local councils were celebrated and breakout discussion groups took place to look strategically at sustaining and growing the improvements being made in early childhood in Maryland.

1.1.5 Present to the local council representatives on all the Projects (1-10) in RTT-ELC and how they impact at the local level and expectations for coordination and oversight of specific projects

- ✓ On June 26, 2014, Dr. Rolf Grafwallner, Assistant Superintendent of Early Childhood Development along with Judy Walker, Branch Chief, Early Learning gave updates to both the State and Local ECACs on the RTT-ELC Grant and Sustainability. In addition, a presentation was conducted entitled “Entering a New Era in Early Childhood Education in Maryland: Path Beyond Race to the Top”.
- ✓ On June 26, 2014 Paula Isett, Community Outreach Specialist, Division of Library Development and Services and Kathleen Reif, Director, St. Mary’s County Library gave a presentation “Maryland State Department of Education, Division of Library Development and Services, Public Libraries and the Race to the Top Early Learning Challenge Grant” to both the State and Local ECACs on the importance of Library Partnerships.

Maryland EXCELS - Project 2

2.5 Increase the number of early learning and development programs, including publicly funded programs, participating in Maryland EXCELS

- ✓ **800** programs have published ratings on the Maryland EXCELS website.
- ✓ **2,979** programs are participating in Maryland EXCELS; representing an increase of **396** programs since May, 2014.
- ✓ **53%** of programs receiving Child Care Subsidy reimbursement are participating in Maryland EXCELS as of February, 2014.
- ✓ **62%** of children whose families receive Child Care Subsidy receive care in an EXCELS participating program as of February, 2014.

2.5.12 By December 31, 2014, 23% of all early learning and development program, including all publicly funded programs, will be participating in Maryland EXCELS

- ✓ **30%** of licensed child care centers and registered family child care providers are participating in Maryland EXCELS as of June 27, 2014.

- ✓ **28%** of all early learning and development programs, including all publicly funded programs (including Public PreKindergarten) are participating in Maryland EXCELS as of June 27, 2014.

Coaching and Mentoring – Project 3

3.6.3 Ongoing provision of quality assurance for the early learning and development programs participating in the Early Childhood Breakthrough Center

- ✓ Child Care Resource Center Capacity Builders are identifying programs that will be encouraged to participate in capacity building activities in 2014-2015.
- ✓ Breakthrough staffs have provided “support groups” to assist programs in registering and planning to progress through Maryland EXCELS. Through peer support activities, child care providers developed handbooks for parents, policies and schedules. A celebratory event (June 28, 2014) is planned in Baltimore County for programs that have participated in the Breakthrough Center activities in 2013-2014.
- ✓ Breakthrough center “support group meetings”, transition activities and other activities were visited during April- June 2014 as a part of statewide program monitoring. All programs that were visited were providing high quality capacity building services.

3.6.6 Conduct a customer survey annually with all early learning and development programs participating in the Early Childhood Breakthrough Center

- ✓ The 2014 Breakthrough Center Customer Satisfaction Survey data is being collected and aggregated. The Survey report will be available in July 2014. The Survey results will be used for program planning and program improvement.

Promoting Use of Early Learning Standards- Project 4

4.4 Completion of the Guide to Early Childhood Pedagogy (Prek-Grade 2)

- ✓ The Guide has been finalized and submitted to a layout designer for design and formatting of the print version.

4.5.6 Implement VIOLETS and VIOLETS Learning Parties in an additional 50 programs during FY14

- ✓ The 2013-2014 implementation of VIOLETS is completed. Children in 51 programs received VIOLETS instruction and have participated in Learning Parties. The assessors have completed the collection of student data. The evaluator is preparing the 2013-2014 Evaluation Report which will be ready this summer.

Professional Development Maryland Model for School Readiness - Project 5

5.0 Professional Development to Promote MD's Early Learning and Development Outcomes for Children.

- ✓ The Maryland Model for School Readiness (MMSR) 5 module training is transitioning July 1 to a new title, “Setting the Stage: Assessment in Early Education and Care Modules.” In the fall of 2014, training on the new formative assessment called the Early Learning Assessment will be implemented for child care programs through Maryland Family Network.

Comprehensive Assessment System (CAS) – Project 6

6.2.4 Develop items and tasks for the Kindergarten Readiness Assessment (KRA) and Pre-K/K formative assessments using experts and practitioner stakeholder groups in Ohio and Maryland-the KRA is replacing the MMSR Work Sampling System

- ✓ The testing window for the Field Test of the Kindergarten Readiness Assessment (KRA) ended on Friday, December 20th in Maryland and a final report of findings was presented to leadership teams in Maryland and Ohio on February 20th and 21st. Data gathered from the Field Test was used to determine what items will actually be included as part of the census administration in the fall of 2014. The final items have been presented to leadership in both states.
- ✓ As a second component of the Field Test, Maryland and Ohio are conducted a test of the KRA Virtual Performance Assessment (VPA) items using teachers who participated in the original field test. The purpose of the KRA VPA study was to test 5 items that will be delivered via iPad application to:
 - . Test the usability of delivery via technology
 - . Examine the feasibility of the administration of VPA items in the classroom
 - . Examine student performance
 - . Conduct a validation study of VPA items versus hands on performance assessment (HPA) items
- ✓ This study began on April 28th with a 1-hour webinar, and data collection took place through May 16th. A total of 18 teachers from 9 schools in Maryland and 27 teachers from 9 schools in Ohio are participating in this study. The data collected from the study is currently being analyzed and a report will be issued in July.
- ✓ Initial items for the formative assessment have been developed by WestEd and were tested in two phases in Maryland and Ohio this spring. The first test consisted of a virtual performance assessment usability study where 3-4 year old children were observed and assessed on their use of both the iPad and VPA activity. Children were observed in 2 sites in Maryland from February 24th through March 7th. The second test consisted of a hands on performance assessment (HPA) pilot. The major goals of the Formative HPA Pilot were to explore children's accessibility to the formative tasks and the feasibility of the assessment administration for teachers. It was conducted to validate the usability of the tasks for formative purposes and to use the qualitative data collected from surveys (usability, feasibility, and perception) and focus groups to inform further development, administration, and implementation of the system. Materials were shipped to teachers in March. Professional development came in the form of attendance at a webinar also conducted in March. The testing window for the Formative HPA study was between March 24th and May 9th. A total of 62 teachers enrolled in this study, 33 from Maryland and 29 from Ohio. A total of 1038 children, 572 from Maryland and 466 from Ohio, participated. Data gathered from this study is currently being analyzed and a report will be issued in July.

6.2.6 Conduct extensive pilot test of KRA and PreK/K formative assessments and 6.2.9 Conduct formal field test of the KRA and formative assessments in selected sites in Ohio and Maryland

- ✓ The testing window for the first Field Test of the Kindergarten Readiness Assessment (KRA) ended in Maryland on Friday, December 20th. Maryland had a very high completion rate with approximately 90% of teachers finishing the field test utilizing all items they were assigned to administer and 97% having at least completing a portion of items they were assigned to administer. Findings from the Field Test were presented to leadership in both Maryland and Ohio on February 20th and 21st.
- ✓ The first formal field test of the KRA also included two sub-evaluations to gather additional data on the use of the Allowable Supports Document in planning for assessment for children with disabilities and ELL students. Findings from the Field Test and sub-evaluations were presented to leadership in both Maryland and Ohio on February 20th and 21st.
- ✓ In addition to the first formal field test of the KRA that occurred in the fall of 2013, four additional tests were designed to test the system in 2014. They included three tests this spring: a pilot test of the formative hands on performance assessment (HPA) items, a pilot test of the formative virtual performance assessment (VPA) items, and a test of a sample of KRA virtual performance assessment (VPA) items. An extensive field test of the formative assessment system will occur in the fall of 2014. The second component of the KRA Field Test, the KRA Virtual Performance Assessment (VPA) items study, includes teachers who participated in the original field test. This study began on April 28th with a 1-hour webinar and data collection will take place through May 16th. There were 18 teachers from 9 schools in Maryland and 27 teachers from 9 schools in Ohio who participating in this study.
- ✓ The first test of the formative, the virtual performance assessment (VPA) usability study included 3-4 year old children from two sites in Maryland who were observed and assessed on their use of both the iPad and VPA activity from February 24th through March 7th. The second test consisted of a hands on performance assessment (HPA) pilot. The major goals of the Formative HPA Pilot were to explore children's accessibility to the formative tasks and the feasibility of the assessment administration for teachers. It was designed to validate the usability of the tasks for formative purposes and to use the qualitative data collected from surveys (usability, feasibility, and perception) and focus groups to inform further development, administration, and implementation of the system.

6.2.10 Complete a technical report of the development, validity, and reliability of the KRA and formative assessments

- ✓ Data and feedback gathered from the Field Test was presented to leadership teams in Ohio and Maryland in February 2014 and a technical report has been prepared. A technical report on the development of the formative will not be issued until after the extensive formal testing that will take place in the fall of 2014 for the assessment items and progressions and January 2015 for the technology structure that will support the system.

6.2.11 Implement KRA and PreK/K formative assessments statewide in Ohio and Maryland

- ✓ Census administration of the KRA will begin in the fall of 2014. There will be a phased roll-out of the formative assessments beginning in March 2014 in Maryland.

6.3 Develop and implement professional development for administration and use of assessments

- ✓ Data and feedback gathered from the Field Test was used to further develop and refine the training protocol for administration and use of the assessments. Professional development began with Training of Trainers (TOT) sessions on March 31, 2014 and April 1, 2014. The second session occurred in May 2014 and third will take place in July. Professional development for teachers in preparation for census administration of the KRA has begun and will take place through the end of August. Census administration will begin in September 2014.

6.3.13 Develop a Training of Trainers program for preschool educators on the administration of formative assessments.

- ✓ The training protocol on the administration of the formative assessments is in the planning and development phase. The preliminary timeline consists of beginning the Training of Trainers professional development in November or December of 2014 and professional development for teachers from January to March 2015 followed by a phased roll-out of the formative assessments beginning in March 2015 in Maryland.

6.4 (6.4.1, 6.4.2, 6.4.3, 6.4.4) Develop and deploy technology infrastructure for EC-CAS.

- ✓ CTE assumed responsibility for the development, design, and deployment of the technology infrastructure that will support the delivery of the KRA, Formative, and EC-CAS online system. The EC-CAS online system has been finalized for implementation of the KRA assessment and supporting professional development. The technology infrastructure for delivery of the formative will be finalized and tested in January 2015.
- ✓ Two documents were initially developed by JHU-CTE detailing the technology and data infrastructure that will support the EC-CAS, the “Virtual Performance Assessment Functional Requirements” document and the “CAS Wireframes and Use Cases” document. Based on these documents and information gathered in the state’s preparation for the transition to PARCC, CIO’s and LEA’s were provided with information on requirements and specifications for the EC-CAS and a timeline for the development and implementation of the technology. A timeline and update on the development of the technology was shared by CTE with school system CIOs in July 2013. Each LEA was visited twice during the fall of 2013 and spring of 2014 and participated in a presentation on the EC-CAS system and technology requirements.
- ✓ In addition to the LEA visits, information is being disseminated via formal meetings with Early Childhood Supervisors and webinars to provide updates on the technology infrastructure and data requirements in preparation for census administration of the KRA in the fall. These webinars were presented to LAC’s in December 2013 and May 1, 2014. Assistant Superintendents, Early Childhood Coordinators, and CIO’s were also notified of the webinars.

Child Development Innovations – Project 7

7.2.8 Early Childhood Mental Health Consultation Training for Pediatricians: Recruit and train primary care providers and ECMH consultants - Recruit a minimum of 20 pediatric Primary Care Providers for training

- ✓ The RTT team is launching another Learning Community in Southern Maryland on June 26, July 10, and July 24, 2014. The Charles County Health Department is a co-sponsor. The Children's Health and Emotional Care Learning Community for Primary Care Providers (CHECKUp) focuses on early childhood mental health. Training topics include screening, management of psychopharmacological treatments, and addressing stress and trauma. Primary Care Providers can earn up to 6 CMEs.

7.3.3 Early Childhood Mental Health Consultation for Pediatricians: Evaluate Impact of Training and Consultation Services: Track referrals to community resources

- ✓ This goal is underway, and each call is tracked in the REDCap data system. REDCap has been updated to expand the tracking of referrals to early childhood developmental and education. To date, the following information has been gathered:
 - Four early childhood calls were received during this time period,
 - Three patients were referred for a psychiatric evaluation,
 - One patient was referred for outpatient mental health treatment, and
 - Two families were referred for Case Management/Family Navigation (one to Family Resource Center Family Navigation and one to Priority Partners).

7.11.2 Developmental Screening Training for Pediatric Health Care Providers - Provide analysis of bi-annual reports, results, and findings

- ✓ The bi-annual report of pediatric practices revealed on their evaluation forms that following the training:
 - 88% will now administer the tool covered by the training and interpret results, and
 - 86% will make appropriate referrals and track the referrals for follow-up with parents.

Family Engagement and Support – Project 8

8.4.3 Connect with hard-to-reach families, making times and dates for the cafes flexible to promote wide participation

- ✓ Parent Cafés have been continuing throughout the state. Several organizational representatives have expressed an interest in either attending Parent Cafés to learn more about them or to participate in a Facilitator Training Institute so they can begin offering Parent Cafés in their own communities. Evaluations and Facilitator Summaries from Parent Cafés indicate that participants continue to both learn from and enjoy the Parent Café experience.
- ✓ Maryland Family Network will be working with the Abilities Network to provide three Parent Cafés and Table Host training in the Cherry Hill community over the course of the next year.

8.11.4 Coordinate on-site training for new/participating pediatric practices

- ✓ Reach Out and Read has enrolled 20,186 children in 12 practice sites in the month of June, helping to surpass expectations.

Workforce Competency and Leadership Development- Project 9

9.4.4 By December 31, 2013, review the status of access to and transfer out of the Associate of Arts-Early Childhood Education degree program and develop recommendations for the Governor's P-20 Council

- ✓ Through the work of the State Superintendent’s Task Force on Early Learning Teacher Education, this issue has been reviewed and recommendations will be included in the Task Force’s report to the State Superintendent due in December 2014.

9.5 Conduct Early Childhood Leadership Academies each year, starting October 2013

- ✓ Three Early Learning and Leadership Academies are scheduled for the week of August 4th. The locations are Hagerstown, Towson, and Cambridge. This year’s Academies will include an opportunity for school teams to meet with their local Early Childhood Advisory Councils to discuss strategies for closing the achievement gap in their communities. A workshop will focus on the effects of poverty on brain development, and breakout sessions will address strategies for closing the gap for ELL children and children with disabilities.

Early Learning Data System – Project 10

10.1 Create the professional development grants and incentives module in the internal CCATS application

- ✓ Develop and document the functional requirements of the module - in progress.

10.2 Enhance the CCATS public portal by including the trainer support and professional development grants and incentives modules

- ✓ Design system changes that meet all the functional requirements -in progress.

10.2.8 By February 1, 2015, the trainer support and grants/ incentives modules are live in the CCATS public portal

- ✓ The target date for implementation remains July 2015.

Activity 10.3 Design, develop, and implement the child care subsidy point-of-service (POS) system for pilot purposes

- ✓ Design system changes that meet all the functional requirements of the POS system - in progress. The projected roll-out date of the portal for user acceptance testing purposes is September 30, 2014, with a go-live pilot of the attendance/enrollment tracking module to be implemented by November 31, 2014.

Activity 10.5 Develop the Early Childhood Data Warehouse (ECDW) as the main repository for collection, integration, and reporting of DECD data through the creation of a comprehensive database and the development of data dashboards, pre-determined data reports, and an ad hoc database query capability

- ✓ Develop and implement a set of data dashboards to present information addressing established policy queries- in progress. An MOA with Towson University has been finalized that will enable GIS technology to be incorporated within the ECDW. The first GIS project under the MOA will be to map licensed child care programs in spatial relationship to public elementary schools. Map end-users will be able to select displays by child program characteristics such as quality rating level.

**Race to the Top Early Learning Challenge Grant Progress Update
June 2014**



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For more information:

http://www.marylandpublicschools.org/MSDE/divisions/child_care/challenge.htm