

Progress on Scope of Work Activities – Successes and Next Steps

Local Early Childhood Councils - Project 1

1.1.6 Set expectations for local early childhood advisory councils to submit their membership roster, agendas and meeting minutes to the Governor's State ECAC

- ✓ The local councils are now in the Implementation phase of the RTT-ELC Grant. Each local council has begun submitting agendas and meeting minutes on a rolling basis as required.

1.2.3 Finalize plan of allocation of RTT funds to local councils, parameters for spending requirements, and budget reporting mechanisms

- ✓ Monitoring site visits are currently being conducted with the local councils. During the review, parameters for spending requirements and budget reporting mechanisms are thoroughly discussed.

1.3.6 Support will be provided after all regions receive the Leadership Capacity Building, coordinated through MSDE, i.e. attending local meetings and developing customized technical assistance based on local need

- ✓ July 7th – 9th Sue Mitchell, Chair of the Carroll County Early Childhood Council presented at Head Start's 12th National Research Conference on Early Childhood, *Collaboration and Coordination: Understanding Systems Supporting Young Children and Their Families* on "Making it Real" focusing on service integration, coordination and implications for evidence-based best practices.
- ✓ On July 24th the Maryland Head Start Association (MHSA) hosted an Administrators Webinar meeting for Head Start and Early Head Start Directors. Head Start and Early Head Start are vital members of local early childhood councils. Presentations conducted were on:
 - RTT-ELC Grant Updates
 - Ready for Kindergarten (R4K)
 - Maryland EXCELS Lindi Budd
 - Head Start State Collaboration Needs Assessment/Strategic Plan

Maryland EXCELS - Project 2

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

- ✓ **885** programs have published ratings on the Maryland EXCELS website.
- ✓ **3,092** programs are participating in Maryland EXCELS.
- ✓ **57%** of programs receiving Child Care Subsidy reimbursement are participating in Maryland EXCELS as of March, 2014.
- ✓ **65%** of children whose families receive Child Care Subsidy receive care in an EXCELS participating program as of February, 2014, representing 10,576 children.

July 1, 2014 marked one year since Maryland's QRIS opened for statewide participation.

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All participating programs in Maryland EXCELS are now working toward the revised QRIS standards. The Public Pre-Kindergarten standards are being revised to align with the revised child care center standards and will be disseminated for feedback and review this fall.

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

- ✓ Program planning and technical assistance meetings/calls began for the late summer. Capacity builders report that they have provided assistance to current programs as they plan for the 2014-15 school year. Many current programs have asked for assistance in identifying curriculum and scheduling as well as assistance with Maryland Excels
- ✓ Capacity builders are identifying programs for 2014-2015 expansion. Meetings are being planned to review progress in August 2014 as a part of statewide program monitoring.

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.

3.8.7 Deliverable: By December 31, 2014, two additional sites for Judy Center Partnerships will be established

- ✓ FY 2015 grant applications for Carmody Hills (renewal), The Historic Samuel Coleridge Taylor (renewal), Comm. John Rodgers, and Liberty Elementary Schools were received and are under review.

3.9.8 Milestone: By December 31, 2014, an additional 1,350 parents and children will receive comprehensive services through Community Hubs

- ✓ Both Community Hubs will be equipped to reach more pregnant women and families with infants and toddlers offering comprehensive services through the provision of Federal Early Head Start funding. On July 1, 2014, MFN received a grant award to develop Early Head Start programs at both RTT Hub sites with over \$1 million in resources to support center-and home-based services. The Hubs are working to hire additional staff, renovating facilities, and gearing up for expanded and enhanced service delivery. Hub home visiting services continue to reach additional families, and the Title 1 Schools Transition Specialist continues to work with Hub elementary school personnel to prepare children and parents for transition to school.

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 70 programs during FY15

- ✓ The evaluator is preparing the 2013-2014 Evaluation Report of VIOLETS which served 51 programs.
- ✓ VIOLETS staff and consultants met for an annual program evaluation and review in June. The coaches and assessors provided input and suggestions for the expansion in 2014-2015. The coaches and assessors have been identified for 2014-2015.
- ✓ The Ready at Five staff are identifying programs that will participate in 2014-2015. Surveys have been sent to eligible programs in Title 1 area to introduce VIOLETS and determine interest in participation in VIOLETS 2014.

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

- ✓ 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 is almost complete.

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 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 of the KRA 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. Professional development for the formative will begin in November/December of 2014 with Training of Trainers (TOT) sessions and training of teachers will occur in the spring of 2014.

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 KRA. 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 took 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.
- ✓ There will be a phased roll-out of the formative assessments beginning in March 2014 in Maryland. Professional development for the formative will begin in November/December of 2014 with Training of Trainers (TOT) sessions and training of teachers will occur in the spring of 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.

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. Dr. Mary Leppert, developmental pediatrician from KKI will join the faculty.
- ✓ The CHECK Up website is found at <http://www.mdbhipp.org/checkup.html>. Resource maps are located at <http://www.mdbhipp.org/locate-services.html>

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

- ✓ The first two learning sessions (June 26, July 10) were successful. The team is working with key stakeholders in the Lower Eastern Shore from the Core Service Agency, Early Childhood Council, Salisbury University and the Childcare Resource Center to bring CHECK Up to Wicomico, Somerset, and Worcester Counties.

Family Engagement and Support – Project 8

8.2 Family Engagement Coalition: Customize for Maryland needs the Head Start Family, Parent, and Community Engagement Framework

- ✓ The Family Engagement Communications Work Group are currently planning for the Implementation Guide to the Framework. The Guide will encompass a wide variety of strategies that are applicable in multiple settings, including family child care, center-based child care, nursery schools, public prekindergarten programs, and Head Start programs.

8.2.2 Oversee implementation of strategies

- ✓ Both the Full Coalition and the Communications Work Group will oversee implementation of strategies at this time.

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

- ✓ The newly trained cohort of Facilitators began organizing Parent Cafes after the Spring Training Institute, and several Facilitators worked together to provide Parent Cafes in their communities. 10 Parent Cafes were held during the quarter; 23 Cafes held this year with 315 individuals attending.

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- ✓ Plans are underway to offer Parent Cafes in the Cherry Hill community of Baltimore City with a grant through Abilities Network. MFN is collaborating with the Cherry Hill Early Learning Action Coalition to gain community support and participation in future Parent Cafes.

8.7.18 Milestone: By August 30, 2014, 100% of selected programs are implementing Learning Parties

- ✓ Fifteen (15) child care/Head Start classrooms implementing VIOLETS in SY 2013-14 joined with 15 PreK classrooms in their neighborhood Title 1 school to offer 2 sets of Learning Parties.
- ✓ 5 sites in Baltimore City offered Learning Parties. Calvert, Carroll, Caroline, Charles, Dorchester, Howard, Prince Georges, Somerset and Washington Counties also offered Learning Parties. The most popular domains offered were Language and Literacy, Science, Math, and Social and Emotional. The average attendance was 10-12 family members; 11 to 14 children.

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

- ✓ Reach Out and Read has enrolled 79,347 children with another 12,420 children in the pipeline.

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. Preliminary requirements for the school-child care program GIS mapping project, being conducted with Towson University, have been established. The GIS module is expected to be rolled out for public use in January 2015.

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For more information:

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