

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 Governors State ECAC

- ✓ This month, site visits have been conducted for the following four (4) local councils: Frederick, Garrett, Harford and Washington. During these visits the requirements are reviewed with the chair(s) of the councils again to ensure grant terms are being met.

1.3.7 Support will be provided from AECF after all regions receive the Leadership Capacity Building, coordinated through MSDE i.e. attending local meetings developing customized TA based on local need

- ✓ On November 17, 2014 both AECF and MSDE leadership team met to discuss results obtained from the Survey Monkey distributed to each local council. Based on survey responses the booster sessions are scheduled to take place on February 19th and March 6th of 2015. The title of the session is, "Results-Based Leadership Seminar to Sustaining a Results-Driven Approach to Ensuring All Children Enter Kindergarten Ready to Learn."

Maryland EXCELS - Project 2

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

Date	Total Participating Programs	Family Child Care	Child Care Center	Public PreK	School-Age Only	Programs w/Published Ratings*
September 2014	3,245	1,846	983	6	410	928
October 2014	3,525	2,026	1,035	6	458	1,045
November 2014	3,607	2,079	1,050	7	471	1,118

Check Level by Publishing Status – November 2014

Check Level	Published
0	0
1	760
2	142
3	45
4	35
5	136
Total	1,118

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Published Programs by Level and Program Type – November 2014

Check Level	Family Child Care	Child Care Center	Public Pre-K	School-Age Only
1	430	209	0	121
2	76	63	0	3
3	18	26	0	1
4	13	22	0	0
5	62	72	0	2

* **Published** means that the program has requested to have their level published (made public). The documentation is reviewed and the level verified before posting on www.MarylandEXCELS.org

Unpublished means that the program is participating and working to meet the standards, and has not yet requested to be published, or is currently under review for publication.

Total Participating means the total number of child care and Public Pre-K programs that have submitted an online application and been accepted into Maryland EXCELS.

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

- ✓ Breakthrough Center capacity builders participated in part 2 of the Maryland EXCELS Fall Institute at the Johns Hopkins University Center for Technology in Education (JHU/CTE). They joined JHU/CTE staff and the Quality Assurance Staff.
- ✓ In Baltimore City, capacity builders met with elementary school staff to begin planning for transition activities for current 4 year olds. In Howard County, the capacity builder serves on the district-wide transition team to plan transition activities with the schools and early childhood programs.
- ✓ The Maryland Family Network is distributing gift cards to Breakthrough Center programs that met established criteria (Maryland EXCELS progress). Identified programs will receive funds for developmentally appropriate materials that can be used in their programs.

3.9.4 Monitor the implementation of the two community hubs in accordance with the approved work plan

- ✓ Community Hubs continued to focus efforts on transitioning Center-based services to Early Head Start program models. Home visiting services continue to be provided in light of staff vacancy challenges. The Community Outreach Worker in Cherry Hill has a recruitment station at WIC every Thursday and at South Baltimore Family Community Health Center every Tuesday.
- ✓ Child Care Community Outreach Specialists are working with 55 dedicated family providers and child care directors in the two Hub communities. Staff are working diligently to assist providers with achieving success as evidenced by the number of providers who are published in EXCELS. Of the 30 providers in the Park Heights community, 83% of those are published in EXCELS; 15 of the 25 providers in the Cherry Hill community are now published. Training in Cherry Hill included “He Hit Me First “attended by nine family providers, two directors and three teachers.

Promoting Use of Early Learning Standards- Project 4

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

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- ✓ The Guide has been finalized and is in production. CDs of the print version will be given to schools and programs so that additional copies can be produced. The print version will be available in December 2014.
- ✓ A training module is being developed to introduce and guide educators through the document.

4.5.6 Implement VIOLETS and VIOLETS Learning Parties in an additional 70 programs during FY15

- ✓ VIOLETS will be in 18 Maryland jurisdictions (Baltimore City and counties). Seventy-five classrooms are implementing VIOLETS in Year III of the Race to the Top Grant. Thirty-six classrooms are center-based child care, 36 classrooms are Head Start classrooms, and 3 are family child care homes.
- ✓ Ready at Five conducted 5 full day VIOLETS professional development trainings for teachers and administrators, and 2 Booster trainings for teachers and administrators who previously implemented VIOLETS and wanted a VIOLETS refresher.
- ✓ All assessor and coaching assignments have been given to the trained VIOLETS consultants. Students are being pre-assessed and coaches have started their classroom visits to support teachers to implement VIOLETS with fidelity.

Professional Development Maryland Model for School Readiness - Project 5

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

- ✓ "Setting the Stage: Assessment in Early Education and Care Modules" is being provided to the child care community by the Maryland Family Network through December 31, 2014. Planning for the professional development modules for the new Early Learning Assessment (formative assessment component of the R4K) has begun. The Trainer of Trainers sessions will begin in April 2014.

Comprehensive Assessment System (CAS) – Project 6

6.2.4 Develop items and tasks for the Kindergarten Readiness Assessment (KRA) and Early Learning Assessment (formative) using experts and practitioner stakeholder groups in Ohio and Maryland

- ✓ After initial items for the Early Learning Assessment (ELA) were developed by WestEd, it was tested in two phases in Maryland and Ohio, a virtual performance assessment usability study and a hands-on performance assessment (HPA) pilot. The developments of the tasks for the ELA were complete in September for all learning progressions.

6.2.11 Implement KRA and ELA statewide in Ohio and Maryland

- ✓ Census administration of the KRA statewide began in September and the assessment window went through November 8th.
- ✓ There will be a phased roll-out of the ELA beginning in March 2015. Professional development for the ELA will begin in March of 2015 with Training of Trainers (TOT) sessions and a phased roll out of training for teachers will begin in July of 2015.

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

- ✓ Since the window for administration of the KRA closed on November 8, teachers have been asked to complete a survey to provide additional information on their preparation for and administration of the KRA. Additional changes to the training protocol may be made based on teacher feedback.
- ✓ Development of the professional development to support administration of the ELA is in the planning phase. There will be a phased roll-out of the ELA beginning in the late spring/summer of 2015 in

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Maryland. Professional development for the formative will begin in the late spring 2015 with Training of Trainers (TOT) sessions and training of teachers will occur in the summer of 2015.

Child Development Innovations – Project 7

7.2 Early Childhood Mental Health Consultation Training for Pediatricians: Recruit and train primary care providers and ECMH consultants.

- ✓ The evaluation team has completed 16 qualitative interviews with Primary Care Providers (PCPs). Data collection phase is complete and analysis in underway.

7.2.5 Develop curriculum and training plan for mental health professionals to support pediatric PCP's by reviewing current materials and working with "other agencies", adapt existing ECMH certificate program for mental health professionals to support pediatric PCP's

- ✓ The team has completed a booster session for mental health and early childhood providers and many providers stayed for the "mixer" to learn better how to collaborate with PCP's in Southern Maryland. Training materials and resources are available on the CHECK Up website.

7.10.4 Provide training to 3-40 primary care practices on developmental screening each year (15-20 PPCs every 6 months)

- ✓ Consultations with Dr. Tracy King, M.D. at Johns Hopkins Harriett Lane Clinic were conducted to update the developmental screening training presentation with more current and relevant data. Johns Hopkins will follow-up the developmental screening training with medical practices to offer assistance with implementing the screening tool chosen by the practice.
- ✓ Outreach was accomplished to the Prince George's County Launch Program to coordinate efforts and offer training for practices in that county. In early 2015 mass mailings to practices will be completed. The Launch Program was created under a federal grant that created a collaborative with goals to improve children's health in that county.

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 Coalition is now working on Phase 2 of the Family Engagement Framework – *The Effective Practices Toolkit*, which will support providers with strategies and activities to increase the amount and quality of family engagement. The effective practices are written by early care providers and educators, and will be submitted to MSDE for review by December 30th, 2015.

8.2.2 Oversee implementation of strategies

- ✓ A workgroup comprised of MSDE staff and Coalition members will be formed to review the submissions for the *Effective Practices Toolkit*. Submissions that are developmentally appropriate and reflect best practices will be selected for the toolkit.

8.4.8 Milestone: By December 31, 2013, 2014, and 2015, conduct an additional 24 cafes a year

- ✓ Maryland Family Network (MFN) staff and RTT Cherry Hill Community Hub staff in Baltimore City continue to work at supporting the Cherry Hill Race-to-the-Top project and to establish connections with the Cherry Hill Early Learning Action Coalition without duplicating efforts. The second Cherry Hill

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Community Parent Café was held on October 28 and was a resounding success, with more than 21 registered people attending. The third Cherry Hill community Parent Café will be held on December 4th.

- ✓ MFN provided an overview and sample experience of Parent Cafés at the Family Support Network Staff Development Conference on November 7 and a workshop on Community Cafés (a variation of Parent Cafés) at the Maryland Head Start Association Conference on November 12.

8.7.21 Deliverable: By December 31, 2015, children and families in 25% of all title I school areas participating have experienced a four-part Learning Party experience that supports the program/home connection fostering family engagement

- ✓ 46 Learning Party series were offered for a total of 184 parties
- ✓ Sets of Learning Parties were offered in in 9 counties in the following domains; Science – 15, Math – 6, Social & Emotional – 6, Social Studies -7, Play – 3, Language & Literacy – 5; Arts - 4

8.7.12 Oversee implementation of Learning Parties; monitor trained facilitators supporting teacher and parent

- ✓ Anecdotal comments from parents:
 - “The Learning Parties are very good and help parents learn how to express emotions and feelings to their child. It also helps a parent to set a good example for the child to follow.”
 - “All of the information I learned at the Learning Parties was very helpful. I can change some of the ways that I implement rules and consequences.”
 - “The learning parties helped me to know how to better understand my child’s behavior.”

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 were included in the Task Force’s report to the State Superintendent submitted November 2014. See this link for full report - http://marylandpublicschools.org/MSDE/divisions/child_care/challenge.htm .

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

- ✓ Planning is underway for multiple Academies to occur the summer of 2015. In addition, a partnership with the Maryland Association of Elementary School Principals is providing DECD with resources to hold 4 one day professional development sessions on Early Childhood topics. Fifty participants can attend- 25 principals with a lead early childhood teacher from their school- at each session. These sessions will be held this spring in March and April.

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.

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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 December 31, 2014, with a go-live pilot of the attendance/enrollment tracking module to be implemented by February 1, 2015.

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. The system design of the school-child care program GIS mapping module being developed by Towson University continues as scheduled. 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