

Progress on Scope of Work Activities – Successes and Next Steps

Local Early Childhood Councils - Project 1

1.1.10 Deliverable: By December 31, 2012, a local early childhood advisory council will be operational in each jurisdiction

- ✓ Local activities by some councils this month included:
 - Anne Arundel County LECAC- Held its “*Every Child Ready to Read*” program with children and families at the Eastport Library in Annapolis, MD. The goal and focus of this program is to increase scores for ELL, FARMS and special education students with low expressive language skills.
 - Baltimore City LECAC -Cherry Hill Early Learning Action Coalition held their community meeting. They are currently working on a “*Walking School Bus*” initiative that focuses on raising attendance.
 - Carroll County LECAC- Held its monthly Early Childhood Consortium (ECC) meeting discussing the many projects taking place within their county. One of those projects “*Birth Through Five*” focuses on children with special needs. Playgroups in different regions of the county are held every Friday at Northwest Middle School for children and families/caregivers.
 - Howard County LECAC- Has partnered with “*Reach Out and Read*” (ROAR) and received new children’s books. These books will be distributed to local pediatrician offices in the Deep Run ES catchment area. <http://www.reachoutandread.org/>
 - Somerset County LECAC- Began a “*Pre-K, Everyday*” campaign”, worked on the transitioning of their youngest students into school participated and created school readiness fairs, book giveaways, and the council continues to work toward their county’s move to full day pre-kindergarten.
 - Talbot County LECAC-Has partnered with “*Ready At Five*” purchasing easy to use Parent Guides for early readiness information to be shared at Pediatric visits and in programs targeting birth through age four children. <http://www.readyatfive.org/>

Maryland EXCELS - Project 2

2.10.14 Establish new thresholds for high-need children participation rates to influence priority selection of recruited programs in full-scale implementation

- ✓ Targeted recruitment efforts for providers receiving Child Care Subsidy reimbursement continue, with statewide registration and support sessions held on weekends, evenings and daytime hours. The percentage of Subsidy providers participating in Maryland EXCELS has increased from 38% in December 2013 to 62% in May 2014 (most recent data available).

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

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Date	Total Participating Programs*	Family Child Care	Child Care Center	Public PreK	School-Age Only	Programs w/Published Ratings*
September 2013	813	420	364	4	25	87
September 2014	3,245	1,846	983	6	410	928
Number of programs eligible to participate						
	10,409	6,965	2,039	743	662	
% Participating						
	31% of Total Eligible	27% of Family Child Care Homes	48% of Child Care Centers	<1% of Public PreK	62% of School-Age Only	

Check Level by Publishing Status – September 2014

Check Level	Published	Unpublished*	Total
0	0	2257	2257
1	592	46	638
2	136	6	142
3	38	8	46
4	32	0	32
5	130	0	130
Total	928	2317	3245

Published Programs by Level and Program Type – September 2014

Check Level	Family Child Care	Child Care Center	Public Pre-K	School-Age Only
1	357	181	0	54
2	74	60	0	2
3	19	18	0	1
4	9	23	0	0
5	59	69	0	2
Total	518	351	0	59

* **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

3.2.1 Establish a cross-sectional planning team to coordinate the planning and implementation of the Early Childhood Breakthrough Center

- ✓ The Cross Functional team met September 10, 2014, and was attended by MSDE and State early childhood leaders to discuss the implementation of the Breakthrough Center. The results of the

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2014 Customer Satisfaction Survey were shared and discussed. The Baltimore County capacity building staff reported on their work and accomplishments. The technical support provided for Maryland Excels was shared by the JHU-CTE Maryland Excels staff.

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 a Fall Conference meeting led by the Breakthrough Staff at the Maryland Family Network. They discussed strategies for engaging programs and assisting existing programs as they improve their services for children. Incentivizing strategies, as a means of encouraging program improvement, was discussed. The results of the 2014 Customer Satisfaction Survey were shared. Capacity builders from each resource center were present.
- ✓ Meetings at individual Resource Centers with Breakthrough Center staff continued in September 2014 as a part of statewide program planning and monitoring. At each meeting, the capacity building services, transition linkages and participation in Maryland Excels are reviewed.

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 was conducted. The survey was distributed online through Survey Monkey. Invitations to complete the surveys were sent to all programs in June 2014. Surveys were also mailed to programs that indicated a need for a paper document. Approximately 46% of the respondents represented family home settings and 56% represented center programs. The Survey results were shared with Breakthrough Center staff and at the September Cross Functional Team meeting. The Survey results indicated that:
 - Effective collegial relationships were established this year and additional programs learned the role of the Breakthrough Center. More than 83% of the respondents agreed (or strongly agreed) that they received services through the Breakthrough Center that supported them as a child care provider. Over 90% reported that they know who and how to contact staff for assistance.
 - 90% of the respondents indicated that their reason for participating in the Breakthrough Center was to improve program quality. 79% of the respondents wanted assistance with MarylandEXCELS. 81 % of the respondents indicated that they wanted information on program incentives and additional funding opportunities.
 - Respondents indicated that they appreciated face-to-face technical assistance and preferred to receive that assistance at a Referral Center or in their facility.

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

- ✓ Community Hubs focused efforts at transitioning Center-based services to Early Head Start program models. Primary focus was aimed at training staff and recruiting income eligible infants, toddlers, pregnant women, and their families. Hub Home Visitors provided services to 26 families and 28 children in September. Child Development staff and home visitors were successful in transitioning 21 children from the Hubs to Head Start and Pre-K programs.

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. The print version will be available in November 2014.

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

- ✓ Ready at Five will offer training to programs that are participating in the 2014/2015 cohort of VIOLETS in October. They will be held in Howard County - October 2nd; Caroline County - October 9th, and in Annapolis - October 16th.
- ✓ Each program is required to have the classroom/program teacher and director (or educational specialist) participates in the training. The training will focus on reviewing the materials, implementing VIOLETS with fidelity, and the pre and post assessment. Following the training, the pre-program assessments will begin in the classrooms where VIOLETS will be implemented. Seventy programs will participate in this cohort of VIOLETS.

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. Planning for the professional development modules for the new Early Learning Assessment (formative assessment component of the R4K) will begin in October.

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

- ✓ After initial items for the Early Learning Assessment (formative) were developed by WestEd, the formative was tested in two phases in Maryland and Ohio. 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 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. Data gathered from this study were analyzed and used to develop the remaining tasks needed to

complete the Early Learning Assessment (ELA). Development of the tasks for the ELA were complete in September for all learning progressions.

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 validation and testing process for the KRA was complete in the spring of 2014 with a final small test of the VPA items. Census administration of the KRA statewide will begin in September and the assessment window goes through November 8th.
- ✓ The first test of the Early Learning Assessment (ELA), 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 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. Ohio will administer portions of the ELA assessment, 9 learning progressions that map to the 3 broad outcomes for special education students for federal reporting requirements, statewide this school year. Data collected in the fall during Ohio's administration will provide data that can be analyzed to further test the system before roll out in Maryland in the spring of 2015.

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

- ✓ Technical reports of the development, validity, and reliability of the KRA have been received and consist of findings from Cognitive Interviews, Content and Bias and Sensitivity Reviews, a Pilot Test, a Field Test, and a test of the VPA items. 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 received.
- ✓ A technical report on the HPA and VPA tests on the development of the ELA is in progress. This information has been used to finalize all tasks for the ELA. A formal test of technology infrastructure that will support the ELA will take place in March of 2015.

6.2.11 Implement KRA and PreK/K formative assessments statewide in Ohio and Maryland Census administration of the KRA will begin in September of 2014.

- ✓ 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

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- ✓ Data and feedback gathered from the validation of the KRA were used to further develop and refine the training protocol for administration and use of the KRA. Professional development 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 ELA is in the planning and development phase. The preliminary timeline consists of beginning the Training of Trainers professional development in March of 2015 and professional development for teachers from July to December of 2015 and a phased roll-out of the ELA beginning in July 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 was finalized and rolled out for implementation of the KRA assessment and supporting professional development on August 18th. The technology infrastructure for delivery of the ELA will be finalized and tested in March 2015.
- ✓ Two visits for each LEA were conducted during the fall of 2013 and spring of 2014 to present information on the KRA system and technology requirements. In addition, information was disseminated via formal meetings with Early Childhood Supervisors, emails, and webinars to provide updates on the technology infrastructure and data requirements in preparation for census administration of the KRA that began in September 2014. Webinars were presented for LAC's in December 2013 and May 1, 2014. Assistant Superintendents, Early Childhood Coordinators, and CIO's were also notified of the webinars and received technology updates and data specifications. Data Managers in each LEA are currently in the process of uploading teacher and classroom level data in preparation for administration of the KRA in September.

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 to support the team's efforts to understand the training needs of our target audience. Data collection phase is complete. Analysis is underway.

7.2.6 Develop curriculum and training plan for pediatric PCPs and mental health providers that reflect state recommendations around developmental screening and assessment protocols

- ✓ This goal is complete. Developmental screening information is provided in phone consultation, CHECK Up training and on the CHECK Up website.

7.2.9 Conduct training with pediatric PCPs

- ✓ Two CHECK Up Learning Communities are completed and the third learning community on the Eastern Shore is in planning phase with local partners.

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

- ✓ Practices are responding well to Maryland Chapter of the American Academy of Pediatrics mailing to Howard, Frederick and Carroll Counties with at least one practice site per week scheduled through the end of October. Also, they are collaborating with the Montgomery County Local Early Childhood Council to send mailings for training by mid October to practices in targeted zip codes that have not yet implemented developmental screening using standardized recommended/approved tools in their practices.

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 Chair of the Family Engagement Coalition, Margaret Williams, the former Co-chair, Paul Pittman, and members Kathleen Reif and Linda Zang were interviewed by the Harvard Family Research Project for an article on Maryland's early childhood family engagement efforts. The article, by Nathan Driskell, was published in September. The profile is attached and also available online at:

<http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators/fine-newsletter-archive/september-fine-newsletter-around-the-clock-the-power-of-anytime-learning>

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

- ✓ Maryland Family Network staff and RTT Cherry Hill Hub staff have worked to support the Cherry Hill Race-to-the-Top project and to establish connections in the Cherry Hill community linking RTT ECLG projects without duplicating efforts. Through a grant agreement with Abilities Network, MFN provided 5 Table Hosts to facilitate a Parent Café for 14 parents and community representatives. Cherry Hill Community Hub staff served as the community resource experts to parents participating at the Café. A Table Host training is being planned for October 2014.

8.7.11 Offer training in Learning Parties to staff in participating programs

- ✓ The start of the new school year generated renewed interest in program staff being trained in and offering Learning Parties. Many programs view Learning Parties as an excellent family engagement strategy and are using the Learning Parties to reach out to families as their child's

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first teacher. Attendance is high and enthusiasm among program staff, families and children and Ready At Five certified trainers has been contagious.

8.7.17 Milestone: By August 29, 2014, 80% of children in identified programs for that year have attended Learning Parties with their families

- ✓ A quote from a parent attending a Learning Party in a Title I school, "*I just wanted to briefly follow up on this evening's Learning Party. I'm very pleased to learn that such an initiative has been put together. I enjoyed every minute of it. I took an Early Childhood Development class during my college years and greatly benefited from it as I have this evening from the Learning Party. The "party" was a refresher. I will attend the rest of the Learning Parties. I also look forward to joining the PTA.*"

8.14.4 Raising A Reader: To have at least 25 schools implementing RAR, in at least 70 classrooms and a total of 1300 Pre-K students

- ✓ The Raising A Reader family engagement and early literacy initiative is beginning Year 2 of implementation. Additional Title I schools in Talbot County and Prince George's County, will join schools that participated last year in Raising A Reader (RAR). Pre-K teachers from the new schools will receive training in the implementation of RAR before scheduling parent events and beginning the weekly rotation of book bags to students. Approximately 35 to 40 Title I schools in seven school districts across Maryland are expected to participate in RAR during the 2014-15 school year.

Workforce Competency and Leadership Development- Project 9

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

- ✓ Academy survey results regarding the collaboration with the local councils at the Academy were shared with the State Early Childhood Advisory Council. Local councils are encouraged to reach out to the elementary schools for input as they develop their new action plans, as well as provide more opportunities to collaborate together.

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.

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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 and system design based on those requirements is underway. 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