Progress on Scope of Work Activities – Successes and Next Steps

Local Early Childhood Councils - Project 1

1.3.5 Schedule and deliver Leadership Capacity Building for remaining regions and provide an evaluation summary report of outcomes

✓ The Director of Leadership Development for Annie E. Casey drafted a full summary report of Results Based Leadership Development for Local Early Childhood Councils. The report gave an overview of the background, leadership model, results based accountability, results based facilitation and the current status of the results based leadership development for Local Early Childhood Councils.

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

✓ April 29, 2013 will begin the Customized Seminar 2 Trainings. At the seminars, a representative of the Maryland Chapter of the American Academy of Pediatrics (MD AAP) will present on the Reach Out and Read initiative and suggest that an early childhood literacy subcommittee be formed by each local council.

✓ A Technical Assistance meeting is planned for April 17, 2013 here at MSDE specifically for support with the Implementation Grant Application process.

✓ MSDE staff have presented and provided technical assistance at several local council meetings.

Maryland EXCELS - Project 2

***2.1.3. Recruit and train Classroom Assessment Scoring System* (CLASS) *assessors*.**

✓ Training of CLASS assessors was conducted in March and April for two groups of assessors. Reliability will be established by May 24th for the first group and by June 6th for the second group.

2.3.6 Establish a workgroup to determine the timeline for requiring all publicly funded programs and programs accepting child care subsidy vouchers to participate in Maryland EXCELS and make recommendations to the State Early Childhood Advisory Council.

✓ The first meeting of the work group was held on April 19, 2013 to discuss the timeline.

2.3.9 Conduct Field Test

✓ The Field Test continues through May, 2013 and continues to accept Prekindergarten programs and current Tiered Reimbursement programs.

2.5.1 Develop broad marketing plan for programs featuring print, online, and social and mass media advertisements; along with targeted dissemination routes, and advertising levels based on yearly recruitment targets in full-implementation

✓ A marketing video has been developed for public awareness of Maryland EXCELS with a focus on the importance of choosing high-quality programs. The video is targeted to families, child care, and school-based early care and education providers and the public. The video will be widely distributed in early May through social media, online, and in presentations.

Coaching and Mentoring – Project 3

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

✓ The members of the Cross Functional Team have been identified and the Team meets quarterly.

3.4.2 Conduct pilot project, including evaluation, on the implementation of the Early Childhood Breakthrough Center in urban, suburban, and rural Title 1 attendance areas

✓ The pilot was conducted and sites are continuing to implement Breakthrough Services statewide. Child Care Resource Center staff (CCRCs) continue to work with center and family child care sites so that the sites progress through the levels of EXCELS. The sites are in urban, suburban, and rural Title 1 school attendance areas.

3.5.1 Implement the Breakthrough quality capacity building process with 56 early learning and development programs

✓ Early Childhood Breakthrough Centers are providing coaching, consulting, and capacity building. Our Breakthrough Center, EXCEL and Quality Assurance staff meet with the CCRCs and Breakthrough Center Staff for assist them in implementing the Breakthrough Center Initiative. The CCRCs have met with center directors and staff to assist them in determining their needs so that they will progress in EXCELS. They have shared resources, strategies and "lessons learned" with one another. CCRCs are continuing to add sites as they determine the depth of capacity building that is needed for each site. A significant number of family day care homes have been added to the Breakthrough Center as the family day care home providers are becoming aware and comfortable with this initiative. EXCELS and quality assurance staff meet with CCRCs to hear progress and offer suggestions for program development.

Promoting Use of Early Learning Standards- Project 4

4.4.2 Establish a state work group to develop the Guide to Early Childhood Pedagogy (PreK to Grade 2)

✓ A statewide workgroup, in consultation with a national consultant, is developing the content of the Guide based on early childhood research, Maryland standards and evidenced based practices. The monthly workgroup met and completed the first draft of the Guide. The draft guide is being reviewed by a statewide Focus Group of over 90 educators. The Focus Groups are meeting is four areas around the state to provide feedback and suggestions for revision. The Focus Group members include educators in higher education, supervisors, grades PreK-2 teachers, English Language Learner teachers, special educators, child care staff, Head Start staff and other non public programs. When completed, the Guide will be available in print and electronic formats.

4.5.2 Identify programs and coordinate expansion of VIOLETS to selected classrooms in Title 1 Breakthrough Center Programs

✓ VIOLETS has been expanded to reach 30 additional classrooms. The classrooms are implementing the VIOLETS program as a part of daily instruction.

4.5.3 Assign coaches/mentors and assessors located in geographic regions to implement VIOLETS in 30 programs identified through Breakthrough Centers

✓ Coaches/mentors and assessors are providing support to the 30 classrooms that are implementing VIOLETS. Coaches visit classrooms to provide technical assistance based on needs. Coaches maintain logs of services that are provided to individual classrooms and centers. Language and literacy Learning Parties were held 3/14/13 ,3/21/13, 4/11/13 and 4/15/13 where family engagement activities are presented so families to that they can promote readiness activities in the home. VIOLETS will reach 150 classrooms by December 2015.

Professional Development Maryland Model for School Readiness - Project 5

5.1.4 Develop and present Training of Trainers

✓ Train the Trainer sessions are developed and trainings are on-going throughout the spring.

Comprehensive Assessment System (CAS) – Project 6

6.1.10 - Establish an ad hoc state work group of curriculum and assessment experts to participate in content validity and fairness bias and sensitivity review meetings.

✓ In addition to the Item Content Review and Bias & Sensitivity ad hoc groups that met to review a subset of test items, five ad hoc sub-group committees were formed and met in

Maryland on April 9th. The sub-group committee's were comprised of mostly individuals who were part of our original item content and bias & sensitivity reviews. These individuals were chosen because of their expertise in professional development, assessment implementation, special education, English language learners, or technology. ELL and Special Education sub group committees conducted a review of the items and checklists/rubrics to examine their feasibility for each population. They also provided feedback on accommodations for students who are ELL or students with special needs. The professional development, technology, and assessment implementation sub groups responded to tech wireframes of the proposed online assessment and data collection system and evaluated professional development modules. The feedback obtained from these meetings is currently under review.

6.2.3 - Conduct benchmarking and small scale piloting in Ohio and Maryland of item prototypes.

✓ The first subset of test items, which includes 70 items and 10 learning progressions, are currently being tested in our pilot study in both Ohio and Maryland.

6.2.4 - Develop items and tasks for the KEA and PreK/K formative assessments using experts and practitioner stakeholder groups in Ohio and Maryland.

✓ A subset of 70 KEA and 10 learning progressions have been developed and refined by WestEd. This final subset of items is formally being tested in our pilot study, which is taking place through the end of April.

6.2.6 - Conduct extensive pilot test (Phase 2) of KEA and PreK/K formative assessments with samples in Ohio and Maryland.

✓ Both Ohio and Maryland are conducting their pilot test of the Early Childhood Comprehensive Assessment System (EC-CAS) in April. The first subset of KEA test items, which includes 70 items and 10 learning progressions, are being tested. A sample 23 teachers and 105 students have been drawn from 16 schools representing rural, suburban, and urban districts in Maryland. The information obtained from data collected during the pilot test will be used to examine accessibility of the items to students and the feasibility of administration by teachers.

6.3.5 – Develop and implement training protocol for the cognitive interviews and the pilot and field tests.

✓ A Test Administration Manual (TAM) was developed WestEd and delivered to schools participating in the pilot test of the Comprehensive Assessment System (CAS), along with test booklets in the beginning of April. Schools and teachers are using the TAM as a guide

for their assessment of children over a two week period, which goes through the end of April.

6.4.1 - Conduct business analysis of existing Maryland technology and data infrastructure and identify needs for new infrastructure.

✓ A technology survey for OH and MD has been finalized based on suggestions and edits by both MD and OH. The survey includes questions that will be useful for the development of the EC CAS tech infrastructure as well as the comprehensive system of professional development. The survey will be disseminated via Survey Monkey at the end of April.

Child Development Innovations – Project 7

7.1 Early Childhood Mental Health Phone Consultation for Pediatricians: Develop and implement phone consultation services for primary care providers in concert with the B-HIPP Project.

✓ The goal was to enroll a minimum of 20 pediatric PCPS, and that goal has been surpassed. There are 95 providers enrolled, and 77% are pediatricians and the remaining 23% are in family practice.

✓ The phone consultation line is operational and has conducted 42 consultations.

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

✓ The clinical team has drafted clinical scripts related to trauma, ADHD, maternal depression and autism related disorders as well as collected materials/resources for providers on trauma, developmental delays/disorders, parent-child relationships, positive parenting, sleep and eating issues.

✓ The team continues to find innovative ways to reach out to physicians.

7.4 Maryland will develop web-based data outcome and monitoring tools for the existing SEFEL initiative

✓ The website is located at https://theinstitute.umaryland.edu//SEFEL/.

✓ The website is in the process of being updated and redesigned. Resources continue to be posted.

7.5 Develop a statewide developmental screening process/practice for Early Learning and Development Programs:

✓ In an effort to be responsive to the provider community, the Developmental Screening workgroup has decided to reevaluate the selection of recommended screening tools. A Request for Information will go out to developmental screening publishers and the current workgroup will review all submissions and determine which tools meet Maryland standards.

7.9 Best Beginnings: Maryland will field test the Best Beginnings Developmental Screening tool as part of the overall statewide developmental screening process.

✓ The developer of Best Beginnings has completed a cross walk of Best Beginnings with Healthy Beginnings, and began training preparation for TOT for approved early childhood trainers.

Family Engagement and Support – Project 8

8.2 Family Engagement Coalition: Customize for Maryland needs the Head Start Family, Parent, and Community Engagement Framework. Milestone: By March 31, 2013 MD draft strategies will be completed.

✓ The final draft of the Maryland Strategies was submitted on March 29, 2013 and review is currently underway.

8.7.1 Identify curriculum materials

✓ Learning Parties materials are aligned with the core curriculum.

8.10.4 Train local coalitions on the Reach Out and Read (ROR) model.

✓ MSDE, Annie E. Casey Foundation and MD AAP will introduce ROR model to the local councils beginning April 29th. Schedules for ROR representatives to meet with all councils have been established.

Workforce Competency and Leadership Development- Project 9

9.1.4 Revise and align the Core of Knowledge and Work Force Competency Framework

✓ The Work Force Competency Committee will meet again May 14, 2013 to complete the alignment of the Core of Knowledge and Work Force Competencies.

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

✓ The invitation for the Academy was sent out to all principals of Title I elementary schools on April 15, 2013.

Early Learning Data System – Project 10

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

10.3.2 – Develop and document the functional requirements of the POS system.

✓ Detailed Subsidy POS system use cases have been developed for child enrollment, child attendance, the provider invoicing and payment process, and parent verification of child attendance.   All data captured in the POS system will entirely reside in, and be reported from the CCATS public portal database. Portal design meetings continued during April. Main topics of discussion included:

- Making the portal's format and style consistent with the design elements used in agency publications and with the branding guidelines established Maryland State government websites.
- The goal is to design the portal's "look and feel" so that it contributes to the willingness of the customer community to use the portal frequently. This will include a combination of help features and explanatory text to enable the public, providers, subsidy customers, and trainers to use the site successfully.
- Definition of user roles, security rules, access restrictions, limitations on the age of data to be displayed, and the use of error messages and help text. Navigation of the portal will be driven first by user role, then by task or user goal.
- The portal will protect private data of customers, users, and others whose personal information is recorded in the system.
- Designing page form controls to translate readily to a mobile, touch screen interface so that the portal can be accessed and used from a variety of devices.

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