

## Progress on Scope of Work Activities – Successes and Next Steps

### Local Early Childhood Councils - Project 1

#### ***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***

- ✓ The Local Early Childhood Advisory Council (LECAC) representatives received an update on the entire Race to the Top-Early Learning Challenge (RTT-ELC) grant projects 1-10. As a resource each of the local councils were given a RTT-ELC grant fact sheet, project lead contact information and the direct MSDE link to access monthly RTT-ELC grant updates.

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

- ✓ On April 29, 2014 Ms. Barbara Squires; Director of Leadership Development will attend the RTT-ELC Annual Grantee meeting. Ms. Squires will give an overview of lessons learned as a result of the Leadership Program conducted in MD with the LECACs through the RTT-ELC grant.

### Maryland EXCELS - Project 2

#### ***2.2.7 Conduct up to three, three day training institutes per year for new and returning technical assistance providers seeking new or renewed certification as eligible Maryland EXCELS TA providers.***

- ✓ Two training webinars were conducted on March 12 and April 17, 2014 for Resource and Referral staff and MSDE Quality Assurance staff to provide information and training on the revised Maryland EXCELS standards, the online system upgrades and new technical assistance request capability for programs. The webinars were held after two previously scheduled face-to-face meetings were cancelled due to weather. March 12, 2014 webinar recording link <https://connect.johnshopkins.edu/p43gkfsn1jk/>  
April 17, 2014 webinar recording link <https://connect.johnshopkins.edu/p6qghyqaeeb/>.

#### ***2.3.26 Provide ongoing Program Coordination to in-process programs (n = 335) at Program Coordination ratio of 85 programs: 1 coordinator.***

- ✓ Current ratio of Program Coordinator to programs is **215 programs: 1 Coordinator**. Program Coordinators, hired by Johns Hopkins University, Center for Technology in Education, provide online and phone support and assistance to participating programs by verifying documents submitted to meet quality levels, assisting programs to meet higher levels and providing information to navigate the online system and processes.

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

- ✓ 2,300 early learning and development programs are participating in Maryland EXCELS Tiered Quality Rating and Improvement System as of April 12, 2014 representing an increase of 182 programs since March 12, 2014.

### 2.5.7 Full-scale recruitment, cohort 2, using a 10% recruitment rate (n = 1,149).

- ✓ The percentage of participating programs, based upon the number of eligible programs by program type is shown in the chart below.

Date	Total Participating Programs	Family Child Care	Child Care Center	Public Pre K	School-Age Only	Programs w/Published Ratings
Number of programs eligible to participate	10,586	7,138	2,038	743	667	
7/18/2013	531					29
9/12/2013	813	420	364	4	25	87
12/12/2013	1,579	877	604	4	94	221
3/12/2014	2,118	1,153	738	5	222	355
4/12/2014	2,300	1,241	784	5	270	518
% Participating	21.7%	17.4%	38.5%	<1%	40.5%	

### 2.10.13 Report programs meeting differential reimbursement eligibility for payment by MSDE.

- ✓ As of 4/23/2014, 161 programs/providers are eligible to receive Tiered Reimbursement. Tier payments to providers accepting Child Care Subsidy range from 10 percent (10%) to 44 percent (44%), depending upon the age of the child, the type of care, and the check level rating of the program. To be eligible for Tiered Reimbursement payments, a program must have a published Maryland EXCELS rating at level 3, 4 or 5. The chart below shows the percentage of tier payments to programs.

Tier Payments	Maryland EXCELS Check Level		
	Level 3	Level 4	Level 5
<b>FAMILY CHILD CARE</b>			
Under 2 years of age	11%	22%	29%
2 years of age and over	10%	21%	28%
<b>CHILD CARE CENTER</b>			
Under 2 years of age	22%	37%	44%
2 years of age and over	10%	19%	26%

## Coaching and Mentoring – Project 3

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

- ✓ Several early childhood programs and elementary schools are participating in transition activities. Elementary school principals and staff are meeting with families to introduce them to the school and the school culture. Northwood Elementary School held a transition luncheon for the families of incoming kindergarten and prekindergarten families.
- ✓ Breakthrough Center “support groups” are meeting monthly throughout the State to provide assistance with program development. They are also sharing information about Maryland EXCELS. Programs that have successfully published their Maryland EXCELS ratings are sharing insights with programs as they progress toward publishing.

**3.7.1 Coordination of all Early Childhood Breakthrough Center activities with Maryland EXCELS.**

- ✓ Breakthrough Center staff and Maryland EXCELS staff are continuing to provide opportunities for child care programs to register in Maryland EXCELS. They are hosting evening “meet and greets” and other activities to publicize and assist programs with Maryland EXCELS.

**3.10 Preschool for All: Expand Preschool for All sites to early learning and development programs in Title 1 attendance areas.**

- ✓ Annual monitoring visits are underway. The 13 pilot sites will be grandfathered into the PreK expansion but will also have the option of adding additional children to the program by applying for PreK Expansion grants.

**3.11 Monitor the implementation of the professional development coaching and mentoring training program in the pilot jurisdictions, and the effectiveness of the training with public and private community-based providers of early learning and development programs.**

- ✓ Planning for 4 regional reflective coaching institutes completed; the institutes will provide 1 day of face-to-face training on reflective coaching to selected jurisdiction birth through five teams comprised of local Infants and Toddlers Program and local school system preschool special education staff, as well as team members from partner organizations, including child care and Head Start; the first institute is scheduled for May 8, 2014 for Garrett, Washington, Frederick and Carroll counties.

**Promoting Use of Early Learning Standards- Project 4**

**4.3.2 Re-establish the Early Childhood Curriculum Project Advisory Council to inform them of MSDE's intent to begin a new phase of curriculum review aligned to the MD Common Core Curriculum Standards.**

- ✓ The comprehensive curriculum review for ages 3, 4, & 5 year olds is complete. Publishers are being notified of committee decisions. The curriculum fund will be available to support programs who would like to purchase curriculum from the updated recommended list.

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

- ✓ The Guide has been reviewed by external reviewers and final edits are being completed. The videographer and photographer have completed their work and are finalizing images for the Guide. The layout is being planned for the print version.

**4.5.3 *Assign coaches/mentors and assessors located in geographic regions to implement VIOLETS in 50 programs identified through Breakthrough Centers***

- ✓ Coaches are facilitating the implementation of VIOLETS in 51 early childhood programs statewide. All programs are following the implementation schedule. VIOLETS site visits are being organized for May 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) system is transitioning in the fall to the new Maryland Early Learning Framework. The framework will consist of the Maryland Early Learning Standards, the Guide to Pedagogy, Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive System, and the Maryland Family Engagement Framework. Training for the Early Learning Profiles –the formative assessment component of R4K will be provided for the child care community beginning fall 2014.

**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 20<sup>th</sup> in Maryland and a final report of findings was presented to leadership teams in Maryland and Ohio on February 20<sup>th</sup> and 21<sup>st</sup>. 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 conducting 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 is 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 begins on April 28<sup>th</sup> with a 1-hour webinar, and data collection will take place through May 16<sup>th</sup>. There are 18 teachers from 9 schools in Maryland and 27 teachers from 9 schools in Ohio participating in this study.

- ✓ Initial items for the formative assessment have been developed by WestEd and will be tested in two phases in Maryland and Ohio in March 2014. 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 24<sup>th</sup> through March 7<sup>th</sup>. The second test will consist of a hands on performance assessment (HPA) pilot. The major goals of the Formative HPA Pilot are to explore children's accessibility to the formative tasks and the feasibility of the assessment administration for teachers. It is 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 by March 24<sup>th</sup>. Professional development came in the form of attendance at a webinar conducted on March 24<sup>th</sup>. The testing window for the Formative HPA study is between March 24<sup>th</sup> and May 9<sup>th</sup>. There are 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, will participate.

**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 20<sup>th</sup>. 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 20<sup>th</sup> and 21<sup>st</sup>.
- ✓ 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 20<sup>th</sup> and 21<sup>st</sup>.
- ✓ In addition to the first formal field test of the KRA that occurred in the fall of 2013, four additional tests will be conducted on the system in 2014. They will include a pilot test of the formative hands on performance assessment (HPA) items, a pilot test of the formative virtual performance assessment (VPA) items, a test of a sample of KRA virtual performance assessment (VPA) items, and a field test of the formative assessment system in the fall of 2014. The second component of the KRA Field Test, the KRA Virtual Performance Assessment (VPA) items study, will include teachers who participated in the original field test. The purpose of the KRA VPA study is 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
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through May 16<sup>th</sup>. There are 18 teachers from 9 schools in Maryland and 27 teachers from 9 schools in Ohio 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 24<sup>th</sup> through March 7<sup>th</sup>. The second test will consist of a hands on performance assessment (HPA) pilot. The major goals of the Formative HPA Pilot are to explore children's accessibility to the formative tasks and the feasibility of the assessment administration for teachers. It is 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 by March 24<sup>th</sup>. Professional development came in the form of attendance at a webinar conducted on March 24<sup>th</sup>. The testing window for the Formative HPA study is between March 24<sup>th</sup> and May 9<sup>th</sup>. There are 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, will participate. Data gathered from these initial tests of the Formative will be used to refine and develop additional items that will be field test in the fall of 2014.

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

- ✓ Data and feedback gathered from the Field Test was used to further develop and refine the training protocol. Professional development began with Training of Trainers (TOT) sessions on March 31, 2014 and April 1, 2014. Teachers in Maryland will be trained from May 2014 through August 2014 in preparation for census administration in the fall of 2014.

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

- ✓ All CIO's and LEA's have been provided with updated information on the requirements and specifications for the Ready For Kindergarten ECCAS (formerly called KEA) and were given a new timeline for the development and implementation of the technology. In addition, Maryland's Branch Chief for Early Learning has visited 21 LEAs to meet with their elementary principals to present on the Ready For Kindergarten ECCAS; the remaining 5 LEA visits are scheduled.
- ✓ In addition to the LEA visits, information is being disseminated via formal meetings with Early Childhood Supervisors and webinars to provide updates in preparation for census administration of the KRA in the fall.

## **Child Development Innovations – Project 7**

### ***7.14 Identify community referral resources, conduct resource mapping***

- ✓ 194 early childhood referral resources from 23 jurisdictions have been gathered. Of those, 62 are for early childhood mental health providers/consultants, 44 are for family support, and 91 are for early childhood education and development.

### ***7.1.6 Enroll a minimum of 20 pediatric PCPs***

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- ✓ 243 providers have enrolled. Outreach has included presentations at the 10<sup>th</sup> Annual Child and Adolescent Mental Health Conference and at several large practices. Outreach also included an article in the March 2014 Maryland Chapter of the American Academy of Pediatrics [http://www.mdaap.org/AAP\\_Newsletter\\_3\\_14.pdf](http://www.mdaap.org/AAP_Newsletter_3_14.pdf)

### ***7.5 Developmental Screening for all Early Learning and Development Programs: Develop a statewide developmental screening process/practice for early learning and development programs***

- ✓ Developmental Screening workgroup represents a broad list of geographically and professionally diverse statewide stakeholders, such as - education, healthcare, child care, state agencies and non-profit organizations. The workgroup expanded to over 40 individuals participating in the building of the developmental screening system for child care providers. The workgroup recommended to DECD four valid and reliable developmental screening instruments for children birth to five years. The recommended list of tools is the ASQ-3, Brigance Early Childhood Screens III, DIAL-4, and ESI-R. Child care providers will be required to administer one of these tools to each child in their care beginning July 1, 2016.

## **Family Engagement and Support – Project 8**

### ***8.4.5 Connect with hard to reach families, making times and dates for the cafes flexible to promote wide participation***

- ✓ Several Strengthening Families Parent Cafes were held during March and April, including Cafés in Western Maryland, the Eastern Shore, and Montgomery County. One of the Cafés held in April was coordinated and facilitated by individuals who attended the March 4 -5 Parent Café Facilitator Training Institute, a very quick turn-around time for planning and holding a Parent Café.

### ***8.7.8 Oversee Implementation of Learning Parties, monitor trainers supporting teachers and parents***

- ✓ Trainers are certified and curriculum complete and distributed in accordance with timeline.

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

- ✓ The strongest response by parents and early care and education providers is to the Learning Parties in Social and Emotional Development, Language and Literacy, and Science Domains of Learning. An almost equal number of child care and Head Start program are offering the Learning Parties. They are getting a strong participation rate and are providing their families and children a plethora of Ready At Five publications.

### ***8.10.4 Train local coalitions in Reach Out and Read (ROR) model***

- ✓ Implementation and relationships were established with literacy subcommittees in nine (9) out of the fifteen (15) jurisdictions taking part in ROR

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## ***8.11.6 Milestone: By December 31, 2015 at least 50,000 low income children will receive ROR services***

- ✓ 54 practices and 53,715 children are now enrolled in Reach Out and Read.

## **Workforce Competency and Leadership Development- Project 9**

### ***9.2.6 MAAPP-ECE: Establish additional cohorts to follow pilot group, and work with vendor to add to pool of applicants.***

- ✓ Cohort II candidates are continuing to move forward with their coursework. Cohort I candidates have submitted the second of four observation uploads. Cohort I candidates will be eligible to receive the Professional Eligibility Certificate upon completion of the residency in December 2014.

## **Early Learning Data System – Project 10**

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

- ✓ Development of the module’s functional requirements is 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 are 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 has been pushed back to July 2015.

### ***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 are 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 December 31, 2014.

### ***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***

- ✓ Development and implementation of a set of data dashboards to present information addressing established policy queries is in progress.
- ✓ Towson University has submitted a proposal concerning the application of GIS technology to ECDW dashboards to provide geospatial representations of certain EC Data Warehouse data,

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and this proposal has been incorporated into a draft of the FY 2014 EC Data Warehouse MOA with Towson.

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For more information:

[http://www.marylandpublicschools.org/MSDE/divisions/child\\_care/challenge.htm](http://www.marylandpublicschools.org/MSDE/divisions/child_care/challenge.htm)