

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

**Local Early Childhood Councils - Project 1**

**1.1.7 Meetings (at least 1-2) will be held per year with the Governor’s Council and local representatives from the local ECACs**

- ✓ Representatives from the Local Early Childhood Advisory Councils (LECAC) attended the December 12, 2013 Maryland State Advisory Council meeting on Early Childhood Education and Care (ECAC)
- ✓ All twenty-four (24) Maryland jurisdictions submitted implementation grant applications with action plans to improve school readiness:
  - For target populations (low income, children with disabilities, English language learners)
  - Notice of Grant Awards will be awarded to the LECACs beginning January 1, 2014

**Maryland EXCELS - Project 2**

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

- ✓ 1,579 early learning and development programs are participating in Maryland EXCELS Tiered Quality Rating and Improvement System as of December 12, 2013.

Date	Total Participating Programs	Family Child Care	Center-Based	Public PreK	School-Age Only	Programs with Published Ratings
7/1/13	330 <i>field test</i>					
7/18/13	531					29
8/12/13	603	289	296	4	14	59
9/12/13	813	420	364	4	25	87
10/12/13	1038	552	453	4	29	116
11/12/13	1,186	638	498	4	46	160
<b>12/12/13</b>	<b>1,579</b>	<b>877</b>	<b>604</b>	<b>4</b>	<b>94</b>	<b>221</b>

**Coaching and Mentoring – Project 3**

**3.6.2 Measure the progress of children enrolled in early learning and development programs participating in the Early Childhood Breakthrough Center**

- ✓ All Breakthrough center programs are reporting enrollment data so that we can measure the progress of children who have attended early childhood programs that participated in the Breakthrough Center.

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

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- ✓ Child Care Resource Center staff including Capacity Builders met regionally in November (via conference call) to discuss their technical assistance with individual programs. Several capacity builders have established support group meetings with child care programs to share best practices and assist with program implementation.

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

- ✓ Maryland EXCELS staff participates in regional technical assistance conference calls. All staff are encouraging and assisting child care centers and family day care providers in registering for EXCELS. Breakthrough Center staff have met individually with programs and provided EXCELS information to them.

## Promoting Use of Early Learning Standards- Project 4

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

- ✓ The videographer and photographer are visiting Maryland early childhood programs to gather images of developmentally appropriate instructional practices to augment the text of the Guide.

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

- ✓ VIOLETS assessors are conducting pre assessments at each program that is participating in VIOLETS. The pre and post assessments were converted to tablet computers which will assist in the reporting of data. Six to eight children will be randomly selected and assessed from each program.
- ✓ A VIOLETS Booster training was held on November 6, 2013. 24 teachers from the 2012-2013 scale-up participated and were eager to receive refresher information. They will continue to implement VIOLETS in their classrooms.

## Professional Development Maryland Model for School Readiness - Project 5

### **5.1.5 Implement first cohort (five full-day sessions) of the MMSR Professional Development for licensed child care and Head Start programs using revised MMSR PD modules**

- ✓ 16 MMSR 2013 trainings are in session with an average of 170 child care providers attending.
- ✓ 17 MMSR 2013 training sessions are complete with 248 trained child care providers, and 12 MMSR 2013 trainings are scheduled to begin in Winter/Spring 2014.
- ✓ Completed 1 Healthy Beginnings Train the Trainer with 13 participants; to date there are 58 trainers trained to teach MMSR 2013.
- ✓ The MMSR 2013 Evaluation Survey on Survey Monkey (this is an additional feedback loop than the mandatory evaluation completed by participants during the MMSR 2013 training) currently has 31 responses. 81% of respondents said the information was useful and they learned about new approaches, ideas and information. 81% of

respondents agreed that the 5 modules met or exceeded expectations. 97% felt that their trainers were well prepared, knowledgeable, well organized, explained concepts clearly and effectively facilitated discussions.

- ✓ Continued to update Wigigio with information relevant to the MMSR 2013 training community.

## **Comprehensive Assessment System (CAS) – Project 6**

### ***6.2.4 - Develop items and tasks for the Kindergarten Entry Assessment (KEA) and Pre-K/K formative assessments using experts and practitioner stakeholder groups in Ohio and Maryland***

- ✓ All items and tasks for the KEA were finalized for testing in our Field Test after an extensive review process that included a two day item content review and a one day on-line bias and sensitivity review process with experts in both states. The feedback from those reviews was used to do final revisions of items prior to the Field Test. The testing window for the Field Test ended on Friday, December 20<sup>th</sup> in Maryland. Data gathered from the Field Test will be used to determine what items will actually be included as part of the census administration in the fall of 2014. All 28 Learning Progressions, and four Fine Arts Learning Progressions for Maryland, are complete and have also gone through an extensive review process in both states and with our National Technical Advisory Committee.

### ***6.2.9 - Conduct formal field test of the KEA and formative assessments in selected sites in Ohio and Maryland***

- ✓ The testing window for the Field Test in Maryland ended on Friday, December 20<sup>th</sup>.
- ✓ In addition to the formal field test of the KEA, additional data on the use of the Allowable Supports Document in planning for assessment for children with disabilities and ELL students is being collected from teacher through the middle of January 2014. A report on the findings will be submitted by the end of January.

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

- ✓ Teachers who are part of the Field Test in Maryland participated in two days of professional development training on August 5<sup>th</sup> and 6<sup>th</sup> to prepare them to administer a portion of the KEA during the Field Test which began on November 4, 2013. Additional on-line modules were also developed by JHU-CTE to provide additional support and a refresher on implementing the Field Test, to walk teachers through the Teacher Administration Manual (TAM), and issues related to accessibility and accommodations for special education and ELL students. Data and feedback gathered is currently being used to develop and refine the training protocol. The professional development will begin with teachers in Maryland in April 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***

- ✓ Documents with details regarding the data infrastructure that is being developed to support CAS and technology specifications were developed and reviewed by both states. All CIO's and LEA's have been provided with information on the requirements and specifications for the EC-CAS and were given a timeline for the development and implementation of the technology. In addition, Maryland's Assistant State Superintendent of the Division of Early Childhood and the Branch Chief for Early Learning have made individual visits to each county in Maryland over the past few months to present details on the technology infrastructure requirements and answer questions regarding those requirements leading up to the census administration in the Fall of 2014.
- ✓ In addition to the local LEA visits and technology specifications document provided to CIO's, a webinar has been developed by JHU-CTE and was presented to LAC's on Wednesday, December 18<sup>th</sup>. Assistant Superintendents, Early Childhood Coordinators, and CIO's were also notified of the webinar.

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

### ***7.1.4 Early Childhood Mental Health Phone Consultation for Pediatricians: Identify community referral resources, conduct resource mapping***

- ✓ To date, 188 early childhood referral resources have been gathered from 23 counties across Maryland. Sixty-six (66) are for early childhood mental health providers/consultants; 79 are for early childhood education and development services/organizations/agencies; and 43 are for early childhood specific family support services and programs and for other programs in the community, including Reach Out and Read

### ***7.5.1 Convene a stakeholder group of early childhood partners including pediatricians, parents, and early learning and development programs to discuss and recommend a process of developmental screening for all Early Learning and Development programs in Maryland***

- ✓ The stakeholder group met on December 12<sup>th</sup> and 18<sup>th</sup> to complete the drafted guidelines and referral form. The drafts are going through a final internal review before being published for public comment.

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

### ***8.1.3 Family Engagement Coalition: Identify additional potential members and conduct Coalition meetings three times per year***

- ✓ December 16, 2013 the family engagement coalition committee members approved a new “communications” sub-committee. The communications committee is charged with developing strategies to promote the implementation of *The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children*.

### ***8.10.9 Milestone: By December 31, 21013, 10 jurisdictions in Maryland will have established a local coalition and will have a Reach Out and Read (ROR) expansion plan/goal in place***

- ✓ Fifteen counties and Baltimore City selected Reach Out and Read as their grant literacy component in their local early childhood council action plans.

***8.12 Library Family Councils: Establish Library Family Councils in Library Systems serving Title I school districts***

- ✓ Seven (7) public libraries have organized Library Parent Cafe's in the Title I school districts. One of the libraries described the participants: "None of them were library users, and they did not really know much about the library and how it 'works.' They all thought you had to pay to have a card or attend a program, and most seemed to be excited about the information we shared."

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

***9.5.6 Leadership Academies conducted for administrators/teachers/ child care and Head Start programs in 30 Title I school attendance areas for one (1) and one-half days during school-year 2013/14 (Fall/Spring)***

- ✓ Planning continues for the 4 regional one day academies to be held during the summer of 2014.

**Early Learning Data System – Project 10**

***10.2 Enhance the CCATS public portal by including the trainer support and professional development grants and incentives modules***

- ✓ Due to continuing delays in obtaining the vendor's cost proposal, the target date for that release is now November 1, 2014 (see the note re: 10.3.3 below).

***10.2.8 DELIVERABLE- 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***

- ✓ The agency is still awaiting the eCCATS vendor's cost proposal for building the changes specified in the functional requirements document submitted in June 2013. The main sticking point is the pricing of the IVR component of the POS system. Due to this continued delay, the projected roll-out date of the initial build of the portal has been pushed back to November 1, 2014.

***10.5.3 – Develop and implement a set of data dashboards to present information addressing established policy queries.***

- ✓ The Maryland EXCELS (QRIS) dashboard has completed development. It will be pushed to the MSDE P-12 public portal by the end of December. Development of the accreditation, compliance rate, and capacity utilization dashboards is complete. The confirmed complaints

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dashboard needs to have a data model adjustment; it is expected that this will be complete by the end of the first week in January.

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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)