

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

### Local Early Childhood Councils - Project 1

***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***

- ✓ The Cohort portion of the Maryland Leadership Academy for Early Childhood Councils commenced in January, with the Leadership Team providing jurisdiction-specific training, coaching, and mentoring to local early childhood council teams in developing their council governance plans and initial planning of their action agenda. There are three seminars associated with each of eight Cohorts offered around the state.
- ✓ Seminar 1 has been conducted for 4 cohorts with great success around alignment and achievement of the local councils, and execution of the results based accountability (RBA) and results based funding (RBF) skills that the leadership teams completed in January 2013.
- ✓ All jurisdictions have completed the Results Based Leadership Institutes, and all are participating in the Customized Cohort Seminars. Nineteen jurisdictions have submitted the name of their chair, fiscal agent and membership roster, and the MSDE team is working with the remaining five to obtain this information.

### Maryland EXCELS - Project 2

***2.3.7 Conduct stakeholder meetings to finalize the program specialty designation (endorsement)***

- ✓ The original Quality Rating and Improvement System workgroup with stakeholders reconvened February 26, 2013 to finalize specialty designations (Additional Recognitions) for Asthma Friendly Child Care, Health and Wellness and Inclusive Program Practices; on March 6, 2013, a work group will meet to develop the process for program recognitions for Multiple Language Environments.

***2.3.9 Conduct Field Test***

- ✓ 321 early care and education programs, including Public Pre-Kindergarten, are participating in the field test which began November 26, 2012 and will continue through May, 2013.

***2.3.17 Publish and market Maryland EXCELS incentives***

- ✓ Quality Awards, Bonuses and Incentives for participation in Maryland EXCELS have been posted on the Maryland State Department of Education website at [http://www.marylandpublicschools.org/MSDE/divisions/child\\_care/announce](http://www.marylandpublicschools.org/MSDE/divisions/child_care/announce) and distributed to stakeholders and the Division of Early Childhood Development's ListServ.

***2.8.5 Submit evaluation and validation plans to the Department of Education/Health and Human Services (ED/HHS) for review and comment***

- ✓ The validation plan has been submitted to ED/HHS and comments have been received. Based upon review and comments, the plan is being revised for resubmission to ED/HHS.

## **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. The CCRCs have met with center directors and staff to assist them in determining their needs so that they will progress in EXCELS. CCRCs have met to discuss their overall progress with their Breakthrough Center sites. 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.

***3.11.1 Expand existing partnership with a high quality professional development organization to provide a mentoring and coaching training program to support increased participation of three and four year-old children served through an Individualized Family Service Plan or Individualized Education Program in public and private community-based early learning and development programs***

- ✓ Grant proposal template sent to the Abilities Network/Project ACT; JHU team met with Project ACT team to further develop the scope of work for Project ACT. The scope of work includes Project Act working in partnership with JHU to assist with the development of consultation, technical assistance, and online support resources for early care and early childhood staff.

***3.11.3 Solicit applications from selected pilot jurisdictions, including work plan and formal Memorandum of Agreement between local lead agency and local school system, and joint letter of commitment to participate in the coaching and mentoring training program.***

- ✓ Wicomico submitted a project grant application to Division of Special Education/Early Intervention Services team to review and approve; minor revisions were made, and a final version of grant application was resubmitted.

***3.11.4 – Conduct a formal orientation session with the selected pilot jurisdictions and the professional development partner organization.***

- ✓ The planning session is scheduled for February 21, 2013 with Carroll County.

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

***4.1.4 Finalize Alignment Document by including Maryland Common Core Standards for Social Studies, Science, the Arts, and Physical Development and Health***

- ✓ Work continues on the writing of the new Maryland Social Studies Framework PreK-12 based on the recently released College, Career, and Civic Life (C3) Framework from the Council of Chief State School Officers. Review meetings will conclude in April. Maryland Science, Technology, Engineering, and Mathematics (STEM) Instructional Guides are still going through final edits using a professional designer.

***4.4.3 Solicit writer to craft the Guide based on the work and recommendations of the work group***

- ✓ A writer/consultant is continuing work with the workgroup to complete the Guide.

***4.4 Completion of Guide to Early Childhood Pedagogy (PreK to Grade 2)***

- ✓ The Guide to Pedagogy will inform all early childhood educators on best practices for implementing high quality programs for young children. The Guide will provide research and information for teachers, program directors, school staff and the higher education community on Maryland's best practices, curriculum and instruction.

***4.4.2 Establish a state work group to develop the Guide to Early Childhood Pedagogy***

- ✓ A statewide workgroup and national consultant is developing the content of the Guide based on early childhood research, Maryland standards and evidenced based practices. The work group continues to meet monthly to plan, outline and develop the Guide chapters. When completed, the Guide will be available in print and electronic formats.

***4.4.3 Solicit writer to craft the Guide based on the work and recommendations of the work group***

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- ✓ A writer/consultant has been identified and is working with the workgroup to complete the Guide.

### ***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. Children have been pre-assessed. VIOLETS will reach 150 classrooms by December 2013.

### ***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 classrooms that are implementing VIOLETS. Coaches visit classrooms for initial “walk throughs” and follow-up to provide assistance when needed. Learning Parties, hands-on interactive parent/child events that promote school readiness, are being offered to families in centers that participate in VIOLETS.

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

### ***5.1.3 Review updated materials and modules to be used for Professional Development sessions for early learning and development programs***

- ✓ The grantee, Maryland Family Network, has submitted some completed modules to MSDE for final review and feedback. The modules will be completed by early March 2013.

### ***5.1.4 Develop and present Training of Trainers***

- ✓ Train the Trainer sessions are currently being developed and will be conducted in March and April 2013.

## **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***

- ✓ The Item Content Review and Bias & Sensitivity ad hoc groups have been established and met for the first time on February 19<sup>th</sup> and 20<sup>th</sup>. The meeting included 18 national early childhood experts, as well as representatives from local school systems and early childhood programs. This first meeting consisted of a review of a subset of test items (70 items/10 Learning Progressions), which will be part of the pilot test in April 2013. The review was

designed to examine the appropriateness of each assessment item for inclusion in the Early Childhood (EC)-CAS, and provide a check on the quality of items and tasks to identify non-curriculum factors that might influence a particular student's ability to respond accurately. The Ad Hoc groups will not meet again until the summer of 2013 when they will review the remaining test items and learning progressions that will be tested during the field test in November 2013.

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

- ✓ Cognitive Interviews, involving Kindergarten and Pre-K teachers and their students at two schools in Maryland, were conducted to get feedback on certain assessment items and tasks in January 2013. Responses and reactions to different items, tasks, or questions were documented and information about the children's approaches to answering questions, solving problems, or demonstrating the skill required to complete a task was recorded. Based on data gathered during the Cognitive Interviews, assessment items have been refined and developed and were recently reviewed by the state ad hoc work groups of curriculum and assessment experts and early childhood educators. A subset of 70 KEA items and 10 learning progressions were reviewed and will be formally tested during the pilot study to be conducted in April 2013.

***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 by WestEd. Cognitive Interviews, involving Kindergarten and Pre-K teachers and their students at two schools in Maryland, were conducted in January 2013 to get feedback on certain assessment items and tasks. Responses and reactions to different items, tasks, or questions were documented and information about the children's approaches to answering questions, solving problems, or demonstrating the skill required to complete a task was recorded. Based on data gathered during the Cognitive Interviews, assessment items have been refined and developed then went through a formal review by our state Ad Hoc committees on February 19<sup>th</sup> and 20<sup>th</sup>. This final subset of items will be formally tested during our pilot study to be conducted in April 2013.

***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 preparing for the pilot test of the Early Childhood Comprehensive Assessment System (EC-CAS). The pilot will take place in April 2013 and will evaluate a sample of test items that are being developed for the new Kindergarten Entry Assessment (KEA). A sample of at least 21 teachers and 105 students will be drawn from 16

schools representing rural, suburban, and urban districts in Maryland. In January of this year, MSDE screened a pool of elementary schools, based on demographic characteristics, to arrive at a group of schools whose student population represents the state population of kindergarteners overall. Assistant superintendents in the five jurisdictions have been notified about the schools selected for the pilot. Data collected during the pilot test will be used to examine accessibility of the items to students and the feasibility of administration.

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

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

- ✓ At this time, 50 PCP's have been recruited and enrolled to participate.

### ***7.3.2 Track number and types of calls regarding medication for young children***

- ✓ 44% of the calls received have been regarding children birth through age 5 (n=48 as of February 2013) and use of medication.

### ***7.2.5 Early Childhood Mental Health Consultation (ECMH) Training for Pediatricians: Develop curriculum and training plan for mental health professionals to support pediatric care practices***

- ✓ In consultation with the Maryland Chapter of the Academy of Pediatrics, the Developmental screening Task Force, and the Maryland Interagency Coordinating Council, training needs are being identified and resource mapping is being conducted.

### ***7.6.3 Developmental Screening: Develop technical assistance materials to be disseminated on the MSDE Website, Partners Newsletter, and distributed during professional development events***

- ✓ A subcommittee of the Developmental Screening Task Force has been created to work on a marketing plan, and has requested USDE to provide a technical consultant to assist in developing the marketing plan. Johns Hopkins University Center for Technology in Education is beginning to build the online Professional Development modules, and meetings are underway to construct these modules.

### ***7.9.6 Identify key screening information to include in the statewide database (e.g., unique statewide child identifier, unique program site identifier, child and family demographic information, number of children screened, screening results, number of referrals to the Maryland Infants and Toddlers Program, number children found eligible for early intervention services)***

- ✓ A subcommittee of the Developmental Screening (DS) Ad Hoc Committee has been identified consisting of 4-5 members to work on data sets. It has been decided this

information will be tracked in the Enrollment and Attendance Data System. Project 7 and 6 are now aligned with cross members working on both projects.

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

### ***8.1.2 Family Engagement Coalition: Identify potential members for planning group and full coalition. Conduct planning group meeting in 2012 with the full coalition meeting by 2/28/13***

- ✓ The core planning group has been expanded to include representatives of direct service providers (child care, Head Start), school systems, social services, early intervention, and many other family and child serving state and local groups, A second draft of Maryland Strategies has been distributed and will be discussed at the February 25<sup>th</sup> meeting.

### ***8.6.2 Learning Parties: Schedule/coordinate half day Learning Parties training in Title I Elementary Schools***

- ✓ Parties Training underway for the first cohort of Title 1 schools.

### ***8.9.1 Create state core planning team and name chair of team for the Reach Out and Read model***

- ✓ The core planning team has been created that is chaired by Dr. Eric Levey, President Emeritus of the Maryland Chapter of the American Academy of Pediatrics.

## **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 met for the third time on February 12, 2013 at the Howard County Office of Children’s Services and will continue to meet monthly until May 2013 to complete the alignment of the Core of Knowledge and Work Force Competencies. Two (2) additional meetings were added to the schedule to allow the committee to review additional research on work force development and competencies.

### ***9.2.3 - Conduct orientation meeting for MAAPP-ECE participants***

- ✓ Second orientation was held on December 12, 2012, and these participants completed the cohort of 15. The cohort is diverse in years of experience and background. Participants struggle with submitting documentation in a timely manner. Weekly check-ins will continue.

### ***9.2.4 - Provide technical assistance, coaching and mentoring for participants taking Praxis II.***

- ✓ Completion of Praxis II is required in order to be certified. Support has been provided to participants by sharing Praxis registration links and information regarding Praxis Prep courses offered by

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community colleges. Participants appreciate the information and register for courses as needed. Will conduct needs assessment of those yet to take Praxis II and provide support based on results.

### **9.2.5 - Monitor grantee and progress of first pilot cohort of MAAPP participants**

- ✓ Monthly check-in calls with The New Teacher Project (TNTP- grantee) to update progress are continuing. Ongoing communication will continue with TNTP regarding progress of cohort via biweekly updates. TNTP continues to support MSDE and participants by addressing concerns that arise as the coursework commences.

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

- ✓ January cohort is full. Accepting applications from candidates interested in joining the second cohort. The second cohort will begin in January of 2014. Recruitment of candidates for second cohort will continue.

### **9.5.1 and 9.5.2 Develop RFP to solicit vendor and award RFP to vendor for training with the Early Childhood Leadership Academies will not occur. It was decided to develop training in house.**

- ✓ Planning for the first Academy to occur the second week of August 2013 has begun. Bids are going out for a location in the Annapolis area. Discussions have occurred with MSDE staff involved in the 2013 Educator Effectiveness Academy so that our academies are aligned in purpose and support.

## Early Learning Data System – Project 10

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

- ✓ Detailed Subsidy Point of Service (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.

The data output file layout for Maryland EXCELS was put into final format, and a test output file was transferred to the EC Data Warehouse environment for data modeling purposes and to establish ETL (extract, transfer, load) processing parameters. The output file comprises 168 criterion-level scoring data elements across all quality rating levels in the 5 quality standards areas (Licensing & Compliance, Staffing & Professional Development, Rating Scales & Accreditation, Developmentally Appropriate Learning & Practice, and Administrative Practices & Policies). Additional data elements provide aggregated standards-level scores and an overall composite score.



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