

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 Results Based Accountability (RBA) and the Results Based Facilitation (RBF) Early Childhood Leadership Academies have been delivered to local early childhood advisory council teams of 4-6 council members from all 24 jurisdictions in Maryland. The final RBA/RBF academies were delivered on January 7-8, 10-11, and 17-18, 2013. Evaluation results indicate the jurisdictions found the academies and the process very helpful as they begin their local council work. Customized cohorts will begin soon and will bring the same teams back to the table with Annie E. Casey Foundation and Maryland State Department of Education.

Maryland EXCELS - Project 2

2.3.9 Conduct Field Test

- ✓ 319 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.

2.3.11 Provide information about the Quality Awards incentives to field test participants

- ✓ Quality Awards, Bonuses and Incentives for participation in Maryland EXCELS have been provided to field test participants and posted on the Maryland State Department of Education website at http://www.marylandpublicschools.org/MSDE/divisions/child_care/announce

2.3.12 Engage experts in the endorsement areas to develop protocols, criteria verification, monitoring and technical assistance

- ✓ The Asthma Friendly Child Care and Health and Wellness Initiatives designations (also referred to as endorsements) are available to field test participants and will be publicized to all early care and education programs. The Dual Language designation is being developed with a workgroup. The focus of the Program Administration Scale (PAS) and Business Administration Scale (BAS) has been re-directed to provide additional support to programs to improve their business practices and support their efforts in continuous quality improvement. Programs and providers who participate in the PAS or BAS will be recognized and financial incentives for participation will be determined.

Coaching and Mentoring – Project 3

3.2 Implement the Early Childhood Breakthrough Center

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, rural Title 1 attendance areas

- ✓ The pilot was conducted and sites are continuing to implement Breakthrough Services statewide. Center and family child care sites were identified in urban, suburban and rural Title 1 attendance areas. The evaluation report is being completed.

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

- ✓ Early Childhood Breakthrough Centers have been established State wide. Child Care Resource Centers (CCRCs) have initiated Breakthrough Center activities which include coaching, consulting, capacity building and assisting centers in moving through the levels of EXCELS. CCRCs are adding sites as they determine the depth of capacity building that is needed for each site. CCRCs have established collaborative relationships with the child care centers and family child care programs that have volunteered to participated in the Breakthrough Center.

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.

- ✓ In addition to the partnership established with the Johns Hopkins University/School of Education (JHU/SOE), and in collaboration with JHU/SOE, a conference call was held with the Abilities Network/Project ACT to explore a partnership with Project ACT to assist with the development of consultation, technical assistance, and online support resources for early care and early childhood staff.

3.11.2 – Identify 4-5 local jurisdictions as pilot sites for Year 1 implementation of coaching and mentoring training program.

- ✓ Allegany, Anne Arundel, Carroll, Harford, and Wicomico have been identified and their participation confirmed.

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.

- ✓ Allegany mini-grant proposal submitted, approved and the Notice of Grant Award is in process. Remaining jurisdictions are developing mini-grant proposals. Projected implementation start date for the pilot jurisdictions is March 1, 2013.

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

- ✓ Orientation process has developed process steps to individualize/customize the training to address locally identified professional development needs and maximize staff participation and buy-in. In collaboration with Maryland State Department of Education's Division of Special Education/Early Intervention Services, Johns Hopkins University School of Education developed a formal Needs Assessment, with the first implementation in Allegany County. A series of face-to-face planning meetings have been conducted with Allegany B-5 staff and F2F planning sessions initiated with Anne Arundel and Wicomico Counties. Planning sessions are currently being scheduled with Harford and Carroll.

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 has begun 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. Meetings were held on January 14-15, 2013 and an additional meeting will be held on February 15th, 2013. The *National Core Arts Standards: A Conceptual Framework for Arts Learning* will be released February 18th, 2013. Review of the feedback received from the Harvard reviewer on the draft of the Social Foundations Framework was begun on January 16th, 2013 and due to be completed by February 25th, 2013. The draft will then be sent out for public comment. Maryland Science, Technology, Engineering, and Mathematics (STEM) Instructional Guides are going through final edits.

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 provides 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 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

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

4.5 Increased expansion of the language program, Vocabulary Improvement and Oral Language through Stories (VIOLETS) to 150 additional Classrooms

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. 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 have been identified. Training has been provided for VIOLETS coaches who will assist the teachers. VIOLETS assessors have been trained to conduct the pre- and post-assessment of children participating in the program. Learning Parties, hands-on interactive parent/child events that promote school readiness, will be offered to families in centers that participate in VIOLETS.

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

5.1 Implement enhanced and increased Professional Development involving early care and education providers (Child Care/Head Start)

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, is currently developing the modules and materials to be used for Professional Development sessions. The modules will be completed by early February 2013.

5.1.4 Develop and present Training of Trainers

- ✓ Train the Trainer sessions will be conducted in February and March 2013.

Comprehensive Assessment System – Project 6

6.1 – Establish the Governance and Management Infrastructure for the CAS project

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.

- ✓ Letters requesting participation in the Item Content Review and Bias and Sensitivity ad hoc groups were sent on January 10th, 2013. Those interested in serving on the committees were asked to complete a brief survey regarding their background before being assigned to groups. The first review of a subset of test items (70 items/10 Learning Progressions), which will be part of the pilot test in April 2013, will take place in Maryland from February 19th – 20th, 2013.

6.2 Develop Kindergarten Entry Assessment and Formative Assessments

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 obtain feedback on certain assessment items and tasks. Responses and reactions to various 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. The Cognitive Interview technical report will be complete by the end of February 2013. Based on data gathered during the Cognitive Interviews, assessment items are being refined and developed. The final subset of items will be formally tested during the pilot study conducted in April 2013.

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

- ✓ A subset of KEA and formative assessments items are being developed by WestEd. 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. 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 are being refined and developed for review by our state Ad Hoc committees in February. The final subset of items will be formally tested during the pilot study conducted in April 2013.

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

- ✓ The pilot test will be conducted in April 2013. The pilot sample selection process has begun and “preference” sites in Maryland, representing urban, suburban, and rural school districts, have been contacted regarding participation. Data collected during the pilot test will be used to examine accessibility of the items to students and the feasibility of administration by teachers.

Child Development Innovations – Project 7

7.1.7 Provide mental health phone consultation for pediatric Primary Care Practices

- ✓ The phone consultation line is operational. Marketing of the phone consultation to pediatricians has occurred through the American Academy of Pediatrics (AAP) newsletter, personal calls and visits to pediatric offices and web links. As of January 22, 2013, 20 consultation calls have been received. The nature of the calls ranged from linking pediatricians to behavioral support services in their area to consultation regarding medications. Continued public awareness and marketing of the phone consultation line will include presentations, webinars and partnering with the Maryland Chapter of the AAP.

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

- ✓ Twenty practices have been recruited from the Eastern Shore, Western Maryland (Allegany County), and Central Maryland (Baltimore City) to participate in early childhood mental health consultation training. Outreach has been effective in recruiting pediatricians to participate in the training. The dates for scheduling and delivering the training are being configured.

7.4.3 Develop a website to house data system, training modules and other related Social Emotional Foundations of Early Learning (SEFEL) and Early Childhood Mental Health resources

- ✓ The website has been constructed and will go live on January 28, 2013. The SEFEL Leadership Team met on January 8, 2013 to do a walk-through of the site and provide feedback, additional resources and brainstorm ideas to market and move the website forward. The website is housed on the University of Maryland Innovations Institute Training Server and the web address is <http://www.theinstitute.umaryland.edu/SEFEL>.

7.5.4 Design a statewide professional development roll out for training of trainers on both the "process" as well as the recommended tools

- ✓ The developmental screening process and timelines have been finalized. Johns Hopkins University Center for Technology in Education is beginning to build the online Professional Development modules and meetings are underway to construct the modules. With the process and timelines finalized, meetings and phone calls with screening tool vendors have

begun. Professional Development roll out is in the preliminary stages of development. Programs in Maryland EXCELS Quality Rating and Improvement System will begin implementation by July 1, 2014; Center based programs by January 1, 2015 and family child care providers by December 1, 2015. Collaboration is continuing with Francis Glascoe (developer of PEDS - Parent Evaluation of Developmental Status) and Brenda Hussey Gardner (developer of Best Beginnings) to develop online training modules and planning face to face trainings. A Training of Trainers on Ages and Stages Questionnaire (ASQ) will be provided to Maryland's Child Care Trainers to prepare them to deliver the ASQ training this summer, 2013.

Family Engagement and Support – Project 8

8.2 Family Engagement Coalition: Customize for Maryland needs the Head Start Family, Parent, and Community Engagement Framework

- ✓ A first draft has been shared with the coalition. At the meeting on February 25th, 2013 the draft will be reviewed, subsequently revised, and redistributed.

8.5.1 Learning Parties: Selection of Learning Parties program in Title I Elementary Schools

- ✓ Criteria identified to select programs for participation. Two classrooms in 11 schools have been selected to participate for this year. Training will be conducted by February 15th, 2013.

8.10.4 Train local coalitions in the Reach Out and Read model

- ✓ Recruiting local early childhood councils to work with Reach Out and Read Councils. Informational materials were created and distributed. The establishment of a website and commencing in-person training is in process.

8.10.5 Develop mechanism for Reach Out and Read state and local coalitions to interact with early childhood advisory councils at regular intervals

- ✓ Planning with MSDE and the Maryland Public Library Association is underway. Work is underway to create early literacy subcommittees for local early childhood councils.

8.12.2 Five Additional Library Systems establish Library Family Councils

- ✓ Seven additional libraries have been recruited in Title I areas in Cecil, Washington, Wicomico, Talbot, Dorchester, Harford, and Calvert counties. Resources are being identified for new parent information centers and recruitment of parents for the library councils is underway.

Workforce Competency and Leadership Development- Project 9

9.1 Align the Child Care Credentialing Program with the Workforce Knowledge and Competency Framework to identify specific coursework for each of the credentialing levels.

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

- ✓ The Work Force Competency Committee met for the second time on January 11, 2013 at the Howard County Office of Children’s Services and will continue to meet monthly until March 2013 to complete the alignment of the Core of Knowledge and Work Force Competencies.

9.2 Maryland Approved Alternative Preparation Program in Early Childhood (MAAPP-ECE)

9.2.3 - Conduct orientation meeting for MAAPP-ECE participants

- ✓ Second orientation was held on December 12, 2012 and participants will complete the cohort of 15. Participants are eager to begin the program. 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 community colleges. Participants appreciate the information and register for courses as needed. A needs assessment of those yet to take Praxis II will be conducted and support will be provided based on results.

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

- ✓ Bi-weekly check-in calls with The New Teacher Project (TNTP- grantee) to update progress are continuing. Memorandum of Understanding is being written by legal consultant for TNTP for submission. 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.

- ✓ The January 2013 cohort is full. Applications are being accepted for the second cohort to 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 August 2013 has begun.

Early Learning Data System – Project 10

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

10.3.1 – Plan and schedule the Point of Service (POS) system design process

- ✓ A project plan for the design of the Child Care Subsidy attendance (POS) system that includes a related schedule of tasks was developed. The first task is to conduct a series of joint application design (JAD) sessions to identify the system's essential functional requirements and establish the relationships between those requirements. The end-product of the JAD sessions will be the presentation of a functional requirements document that will serve as the basic blueprint for subsequent system development activities.

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

- ✓ Three JAD sessions were conducted during January 2013. The topics of discussion included the type of system-user interface to be used and related security issues, and development of basic business rules for the system's child enrollment/disenrollment and voucher issuance/tracking processes. It was noted that the system will also need to interface with the Child Enrollment and Attendance Record System (EARS) that is being developed within the Early Childhood Data Warehouse to allow sharing and validation of child enrollment/disenrollment data.

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