

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

**Local Early Childhood Councils - Project 1**

**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**

- ✓ Maryland State Department of Education (MSDE) and Annie E. Casey Foundation (AECF) will continue to collaborate to offer booster sessions and create a train-the-trainer model. Those sessions are being developed to take place in August of 2014.
- ✓ Technical assistance continues to be provided by AECF on the leadership training skills and by MSDE on the development of their action plans.
- ✓ To further assist each local council with the grant implementation process, MSDE will conduct a technical assistance meeting. This will take place on Monday, March 3, 2014.

**Maryland EXCELS - Project 2**

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

- ✓ 1,775 early learning and development programs are participating in Maryland EXCELS Tiered Quality Rating and Improvement System as of January 12, 2014.
- ✓ Nearly 20% of licensed child care centers and registered family providers are now participating in Maryland EXCELS statewide.

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
12/12/13	1,579	877	604	4	94	221
1/12/14	1,775	987	659	5	124	267

**Coaching and Mentoring – Project 3**

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

- ✓ The Early Childhood Breakthrough Center Cross Functional team met on January 29, 2014. A progress report and update was provided by the Baltimore City Breakthrough staff along with a

# Race to the Top Early Learning Challenge Grant Progress Update January 2014



presentation on Maryland's Building Blocks for Healthy Children (Community Nutrition Programs). The Cross Functional team is comprised of Maryland State leaders who support and provide resources to the Breakthrough Center effort.

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

- ✓ Child Care Resource Center staff including Capacity Builders met regionally in January (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 programs in registering in Maryland EXCELS. Capacity Builders are collaborating with elementary schools to have transition activities in the spring.

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

- ✓ Maryland EXCELS staff participated in regional technical assistance conference calls in January. All staff are working to register programs in Maryland EXCELS. Breakthrough Center staff have responded to inquiries and requests for information about Maryland EXCELS.

## **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 have completed collecting images of developmentally appropriate instructional practices that will augment the Guide. They are currently editing and finalizing images.

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

- ✓ The VIOLETS program is being implemented in 51 classrooms throughout the State.
- ✓ On January 27, 2014 a successful professional development was held for VIOLETS consultants led by Diane August. The professional development focused on enhancing their knowledge and skills so that they can further support VIOLETS teachers.

### ***4.3.3 Conduct and complete review of technical reports submitted by national curriculum vendors***

- ✓ Stage one of the curriculum review will begin February 26<sup>th</sup>. The review panel will review the technical reports submitted by publishers/vendors. Stage two will begin on April 9<sup>th</sup>. The panel will review complete curricular materials requested by publishers/vendors identified from Stage one. The updated list of recommended curriculum will be available by the end of May.

## **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.

## **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. A final report of findings will be 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 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 the National Technical Advisory Committee.
- ✓ 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 will consist of a virtual performance assessment usability study conducted in 2 sites in Maryland and 2 sites in Ohio. The second test will consist of ‘a hands on’ performance assessment pilot conducted with 25 teachers in each state.

### ***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>. 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 will be presented to leadership in both Maryland and Ohio on February 20<sup>th</sup> and 21<sup>st</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 was collected from teachers. A report on the findings will be submitted to leadership in Maryland and Ohio on February 20<sup>th</sup> and 21<sup>st</sup>.

### ***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 beginning 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 was developed by JHU-CTE and presented to LAC's on Wednesday, December 18<sup>th</sup>. Assistant Superintendents, Early Childhood Coordinators, and CIO's participated in 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, 215 providers are enrolled in Behavioral Health Integration in Pediatric Primary Care (BHIPP) and 29 early childhood mental health consultations were provided for children under the age of 6 and received resource and referral information.

**Family Engagement and Support – Project 8**

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

- ✓ The Family Engagement Coalition will meet February 19, 2014 and will continue to welcome new members to the group.
- ✓ The Communication Work Group Sub-committee meetings will take place every third Monday of every other month.

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

- ✓ On January 29, 2014, two members of Maryland's Family Engagement Coalition participated in a webinar by the National Coalition on Family Involvement in Education and presented on *The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children* and the development of strategies to promote the implementation.

**8.2.1 Create strategies that include training modules, guide, and materials**

- ✓ A Request for Quotation (RFQ) will be drafted to gain assistance with writing companion materials for the promotion of the Family Engagement Framework.

**8.47 Milestone: By December 31, 2013, 14, and 15, conduct an additional 24 cafes each year**

- ✓ There were 14 Strengthening Families Parent Cafés held between October, 2013 and January, 2014. Of them, 11 were primarily targeted to parents of young children; the remainders were primarily for child care providers or for staff who would be playing a role in coordinating Cafés or inviting parents to attend future Parent Cafés.

**8.6.6 Milestone: By January 31, 2013, complete training and certify trainers to conduct Learning Parties**

- ✓ Training to staff in early childhood and PreK classrooms who will be implementing Learning Parties in the first half of 2014 was held on January 29, 2014.

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

- ✓ On January 16th, an Orientation to Library Cafes was held. **Cohort One** (Baltimore, Caroline, Carroll, Frederick, St. Mary's) that was first to implement the Library Cafés came to share their experiences and mentor other counties. **Cohort Two** (Calvert, Cecil, Dorchester, Harford, Kent, Talbot, Washington, Wicomico) just completed their first Library Café and shared their successes and challenges. **Cohort Three** (Anne Arundel, Charles, Prince George's, Queen Anne's, Worcester) listened as we discussed the framework of the Library Café. A mentor volunteered for each new county in Cohort Three to assist them in the establishment of the Library Café.

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

**9.2.6 Establish additional cohorts to follow pilot group, and work with vendor to add to pool of applicants**

- ✓ Cohort II of the MAAPP-ECE will begin in February. A mandatory orientation session will be held on January 29<sup>th</sup>. Cohort I candidates will begin the year long residency to end in December of 2014.

## Early Learning Data System – Project 10

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

- ✓ Develop and document the functional requirements of the module is completed.

### ***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***

- ✓ Technical design work on the functional requirements began in mid-December. The projected roll-out date of the portal for user acceptance testing purposes is November 30, 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***

- ✓ The accreditation, compliance rate, capacity utilization, confirmed complaints, and QRIS dashboards have been completed and approved for release to production.

###

For more information:

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