

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 need.

- ✓ The Maryland State Department of Education (MSDE) distributed the Race-To-The-Top-Early Learning Challenge Implementation Grant Request for Proposals to each Local Early Childhood Advisory Councils and is offering technical assistance to local councils. It is the goal of MSDE to improve local school readiness achievement gaps for children with high needs.
- ✓ The Implementation Grant was distributed Friday, May 17, 2013 and the deadline for submission is Friday, November 29, 2013. The full RFP can be found on Maryland State Department of Education website at <http://www.marylandpublicschools.org/MSDE/divisions/superintendent/grants/overview.htm>

Maryland EXCELS - Project 2

2.2 Train Technical Assistance providers, Quality Assurance Specialists and Licensing Specialists to recruit programs, offer technical assistance, support programs in achieving higher levels in Maryland EXCELS and conduct on-site standards verification.

- ✓ On July 10, 2013 a meeting of all technical assistance providers working with Maryland EXCELS programs will convene to collaborate, strategize, define roles and responsibilities and share successes. The group is comprised of Program Coordinators hired by Johns Hopkins Center for Technology in Education, Quality Assurance Specialists hired by the Maryland State Department of Education and Resource and Referral and Breakthrough Center staff hired by Maryland Family Network.
- ✓ Ten (10) Quality Assurance Specialists have been trained and are working to recruit programs, offer support and technical assistance and work with programs toward achievement of higher levels in Maryland EXCELS. An additional five (5) Quality Assurance Specialists will be hired in July and August bringing the final total of specialists statewide to 15.

2.3.6 Establish a workgroup to determine the timeline for requiring all publicly funded programs and programs accepting child care subsidy vouchers to participate in Maryland EXCELS and make recommendations to the State Early Childhood Advisory Council.

- ✓ The State Early Childhood Advisory Council has reviewed and approved the timeline that will require programs accepting child care subsidy vouchers to participate in Maryland EXCELS by 2015.

2.3.15 Conduct field test of the TQRIS, including the finalized tiered program standards and quality measures, the revised operational processes, and the incentives, administered to a representative sample (n= 290) of programs unique from the pilot-cohort.

- ✓ The field test of the TQRIS has concluded with 330 programs participating. Online surveys and in-person focus groups have been held with field test participants to gain feedback on the standards, processes and online system as part of the evaluation of the TQRIS.

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. The June meeting provided an update on Breakthrough Center services from the Maryland Family Network and an update on state EXCELS program.

3.4.2 Conduct pilot project, including evaluation, on the implementation of the Early Childhood Breakthrough Center in urban, suburban, and rural Title I 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 MD EXCELS. The sites are in urban, suburban, and rural Title I school attendance areas.
- ✓ Breakthrough Center staff members have developed a customer satisfaction survey that will be distributed to all programs in July 2013. The survey will assist in determining service and professional development needs in 2013-2014.

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. Technical assistance was provided in May to the CCRCs through meetings and

conference calls. Strategies used by various CCRCs were reviewed; the strategies are designed to encourage child care and family programs to become involved in EXCELS in July.

3.11.5 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.

- ✓ Wicomico Coaching and Mentoring Team attended national Early Childhood Inclusion Conference in Chapel Hill, NC from May 13-15; met with JHU team also in attendance for further planning on local implementation activities.
- ✓ Jurisdictions for Phase 2 implementation identified; will proceed with approach of “clustering” of jurisdictions/public agencies to maximize JHU team travel and PD time, as well as to build regional support among local staff: Frederick, Washington, Calvert, St. Mary’s, and Charles.
- ✓ Harford County local grant was submitted and approved; Notice of Grant Award being processed.

Promoting Use of Early Learning Standards- Project 4

4.4.2 Establish a state work group to develop the Guide to Early Childhood Pedagogy (PreK to Grade 2).

- ✓ A statewide workgroup, in consultation with a national consultant, is developing the content of the Guide based on early childhood research, Maryland standards and evidenced based practices. The monthly workgroup met and completed the first draft of the Guide. The draft guide was reviewed by statewide focus groups of over 90 educators. The focus group members include educators in higher education, supervisors, grades PreK-2 teachers, English Language Learner teachers, special educators, child care staff, Head Start staff and other non-public programs. The responses from the focus groups have been analyzed and a revised draft is being developed. When completed, the Guide will be available in print and electronic formats on the web.

4.5.2 Identify programs and coordinate expansion of VIOLETS to selected classrooms in Title I Breakthrough Center Programs.

- ✓ VIOLETS have been expanded to reach 30 additional classrooms. This cohort (of classrooms) has completed VIOLETS. The assessment data is being reviewed and a report is being compiled.

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 provided support for the implementation of VIOLETS. VIOLETS will reach 150 classrooms by December 2015.

Professional Development Maryland Model for School Readiness - Project 5

5.1.4 Develop and present Training of Trainers.

- ✓ The Maryland EXCELS Program, Maryland's Quality Rating Improvement System (QRIS), taking effect July 1, 2013, has identified the completion of MMSR training as an indicator of quality at the two through five checkmark levels in both the center and family child care standards in the area of Developmentally Appropriate Practice. Successful completion of the MMSR training, also qualifies a provider for the Maryland Child Care Credential. There are four MMSR 2013 Series currently taking place or about to take place this summer. More MMSR 2013 Series training dates will be announced before the end of the summer in time for the fall 2013 training calendar.

Comprehensive Assessment System (CAS) – Project 6

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 conducted their pilot test of the Early Childhood Comprehensive Assessment System (EC-CAS) in April. The first subset of KEA test items, which included 70 items and 10 learning progressions, were tested. A sample of 23 teachers and 105 students was selected from 16 schools representing rural, suburban, and urban districts in Maryland. The information obtained from data collected during the pilot test is currently being analyzed and will be used to examine accessibility of the items to students and the feasibility of administration by teachers. Data gathered from the pilot test will be used to revise items and develop the remaining items to be field tested in November 2013.

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

- ✓ Both Ohio and Maryland have finalized their sample for the field test of the remaining KEA items and formative assessment that will occur in the fall of 2013. In Maryland, a letter requesting submission of at least two schools willing to participate was sent to the Assistant Superintendents and Early Childhood Coordinators in each county. The final sample, which is representative of Maryland demographics overall, was selected from the submissions.

6.3.5 – Develop and implement training protocol for the cognitive interviews and the pilot and field tests cohorts.

- ✓ MSDE is finalizing the professional development that will train teachers to administer the field test in November 2013. Teachers will receive two days of professional development on August 5th and 6th.

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

- ✓ Two documents were developed and are being revised by the Johns Hopkins University’s Center for Technology Education detailing the technology and data infrastructure that will support the EC-CAS - the “Virtual Performance Assessment Functional Requirements” document and the “CAS Wireframes and Use Cases” document. Based on these documents and information gathered in the state’s preparation for the transition to PARCC, LEAs’ Chief Information Officers will be provided with information on the requirements and specifications for the EC-CAS and a timeline for the development and implementation of the technology in July.

Child Development Innovations – Project 7

7.1.3 – Develop clinical scripts and algorithms, gather material/resources for distribution to pediatric PCPs.

- ✓ The University of Maryland, Center for Infant Studies has completed written guidance for pediatricians to use when talking to families about children’s social emotional wellness.

Family Engagement and Support – Project 8

8.10 - Recruit additional jurisdictions/local coalitions to participate in the Reach Out and Read (ROR) expansion.

- ✓ Several Local Early Childhood Advisory Councils are establishing linkages with ROR. Representatives from those councils have been identified as the contact for ROR and are in the preliminary stages of building a partnership.

8.12.2 – Five additional Library Systems establish Library Family Councils (LFCs.)

- ✓ A total of 11 library systems in Title I areas have established LFCs, set up parent information centers, and conducted library parent cafes.

Workforce Competency and Leadership Development- Project 9

9.5 Conduct Early Childhood Leadership Academies each year, starting October 2013.

- ✓ Two hundred thirty people (30 six member School Teams and 40 additional guests) are participating in the Academy. The theme is *Closing the Gap Together* and 21 out of 24 LEAs are represented. Resources within MSDE and related organizations have been invited to set up informational tables during the day in order to provide resources to the School Teams.

Early Learning Data System – Project 10

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

- ✓ Plan and schedule the module's design process is in progress.
- ✓ Approval of a sole source contract with the CCATS main contractor was obtained, allowing the process of creating the grants and incentives module to begin. In preparation for developing requirements for the module, meetings with the contractor have occurred to identify potential system risks as development of the module proceeds.

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

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- ✓ The functional requirements of the POS system, which also include requirements for tracking the enrollment of attendance of all children in care at licensed centers, were completed and submitted to CCATS developers for the design of system changes that meet those requirements. When successfully completed and tested, these changes will constitute version 1.0 of the CCATS public portal.

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