

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 MSDE staff presented to the Anne Arundel County Council, and a presentation in Baltimore City is scheduled.
- ✓ An application packet was distributed to each jurisdiction for funds to implement the activities in their action agendas. The agendas are being developed as local council representatives attend Cohort training by the Annie E. Casey Foundation. Applications will be accepted from April until November.
- ✓ All jurisdictions have submitted the name of their chair, fiscal agent, and membership roster.

Maryland EXCELS - Project 2

2.1.3. Recruit and train Classroom Assessment Scoring System (CLASS) assessors.

- ✓ Training of CLASS assessors will occur March 27, 28 and 29, 2013 and a second training will be held for additional assessors on April 9, 10 and 11, 2013.

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 workgroup has been established and the first meeting will take place on April 19, 2013.

2.3.9 Conduct Field Test

- ✓ An additional 4 programs have joined the field test, bringing the total to 325 early care and education programs participating in the field test that continues through May, 2013. Participants have been surveyed at the mid-point of the field test to gather their feedback on the processes and their experiences with the online system and supports.

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. EXCELS and quality assurance staff meet with CCRCs to hear progress and offer suggestions for program development.

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 work group continues to meet monthly to plan, outline and develop the Guide chapters. Workgroup members and State experts provide local content information and “stories from the field” to enhance the Guide. When completed, the Guide will be available in print and electronic formats.

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 to provide technical assistance based on needs. Coaches maintain logs of services that are provided to individual classrooms and

centers. 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 completed the training modules and received final feedback.

5.1.4 Develop and present Training of Trainers

- ✓ Train the Trainer sessions are developed and the first training was conducted on March 21 and 27, 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.

- ✓ In addition to the Item Content Review and Bias & Sensitivity ad hoc groups that met on February 19th and 20th to review a subset of test items, five ad hoc *sub-group* committees are currently being formed in Maryland. Sub-group committees will be comprised of mostly individuals who were part of the original item ad hoc groups. These individuals have been chosen because of their expertise in professional development, assessment implementation, special education, English language learners, or technology. ELL and Special Education sub group committees will conduct a review of the items and checklists/rubrics to ensure they are feasible for each population. They will also provide feedback on accommodations for students who are ELL or students with special needs. The professional development, technology, and assessment implementation sub groups will respond to tech wireframes of the proposed online assessment and data collection system. Professional development modules will also be evaluated during the second half of the meeting. The sub groups will meet at Johns Hopkins University, Center for Technology in Education on Tuesday, April 9th. Assistant Superintendents of local school systems have been notified.

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

- ✓ Based on data gathered during Cognitive Interviews with teachers and students, and from item content and bias & sensitivity review committees, the subset of assessment items that were developed have been refined. These items will be formally tested with students 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 and refined by WestEd. Based on data gathered during Cognitive Interviews, assessment items were refined and then went through a formal review by our state Ad Hoc committees on February 19th and 20th. This final subset of items will be formally tested during the 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 by teachers.

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

- ✓ A Teacher’s Administration Manual (TAM) is currently under development by WestEd. At the beginning of April, the TAM will be delivered to schools participating in the pilot test of the Comprehensive Assessment System (CAS), along with test booklets. Schools and teachers will use the TAM in preparation for their assessment of children over a two week period in April.

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

- ✓ A technology survey for OH and MD (for use in both public schools as well as childcare settings) has been drafted by CTE and is the final editing stage, with suggestions and edits provided by both MD and OH. The survey includes questions that will be useful for the development of the EC CAS tech infrastructure as well as the comprehensive system of professional development. CTE plans to disseminate the survey by the end of March 2013.

Child Development Innovations – Project 7

Race to the Top Early Learning Challenge Grant Progress Update March 2013



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, 71 PCP's have been recruited and enrolled to participate.

7.4 Maryland will develop web-based data outcome and monitoring tools for the existing SEFEL initiative

- ✓ The website is located at <https://theinstitute.umaryland.edu//SEFEL/>. Although the modules are under development, resources are now included on the website.

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

- ✓ Johns Hopkins University Center for Technology in Education developed a flyer describing the developmental screening process and presented the flyer and the status of the developmental screening project to the State Advisory Council on Early Childhood Education and Care for their comments and suggestions.

7.10 Training for Pediatric Health Care Providers: Conduct developmental screening training for pediatric health care providers

- ✓ The Department of Health and Mental Hygiene experienced significant delays in contracting for training services. As a result, MSDE will work with the Maryland Chapter of the American Academy of Pediatrics to expand their existing developmental screening training for health providers.

Family Engagement and Support – Project 8

8.2.3 Milestone: By February 28, 2013 drafts will be presented for Coalition Review

- ✓ A second draft of Maryland Strategies was distributed and discussed at the February 25th meeting.

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

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

8.10.4 Train local coalitions in the Reach Out and Read (ROR) model

- ✓ The Maryland Chapter of the American Academy of Pediatrics created informational material on the ROR model, how it is implemented, used in practices, and the perceptions of health providers regarding the ROR model.

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 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.

9.2.4 - 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 registered for courses as needed. Participants are consistently reaching out to others in the cohort to garner resources and support in taking and passing Praxis tests.

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. A division representative will attend MAAPP-ECE meetings monthly and bring feedback to the program manager.

Early Learning Data System – Project 10

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

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

- ✓ Detailed Subsidy 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.

Further application design meetings for the CCATS public portal took place in March that will support development of the child care subsidy POS system. Discussion focused on portal format, content architecture, and navigation features, including linkages to the MSDE website and to other early childhood websites operated through the Division of Early Childhood. Additional areas of discussion included the establishment of portal usability benchmarks, the requirements for designing portal user help features, and the identification of user roles for system security purposes. The child enrollment and attendance functionalities originally developed as part of the Early Childhood Data Warehouse will be migrated to the CCATS public portal and merged with the POS system.

Race to the Top Early Learning Challenge Grant Progress Update March 2013



This integrated child enrollment and attendance feature is planned for implementation in version 1.0 of the public portal.

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