

**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 needs**

- ✓ On March 31, 2014, a Technical Assistance data briefing on this year’s Maryland Model for School Readiness (MMSR) assessment data was presented and local council chairs were invited. The discussion focused on the data and trend lines from this year’s assessment, offered an overview of the new kindergarten assessment – Ready for Kindergarten (R4K): Maryland’s Early Childhood Comprehensive Assessment System - that will be implemented in school year 2014-15 and the broader vision for early childhood in Maryland.
- ✓ Technical Assistance meetings have been scheduled to take place with each local council this year, specifically for support with the Implementation portion of this RTT-ELC grant.

**Maryland EXCELS - Project 2**

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

- ✓ 2,118 early learning and development programs are participating in Maryland EXCELS Tiered Quality Rating and Improvement System as of March 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
2/12/14	1,958	1,104	710	5	139	307
3/12/14	2,118	1,153	738	5	222	355

**Coaching and Mentoring – Project 3**

**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 Capacity Builders and Maryland EXCELS staff will meet to discuss technical assistance and capacity building with individual programs in their region as we increase the number of programs that will participate in 2014. This workshop will focus on broadening services and addressing the needs of more challenging programs in a systematic way. In addition, staffs will examine programs that are registered in Maryland EXCELS and determine ways to help them progress through the Maryland EXCELS levels.
- ✓ Several early childhood programs and elementary schools are participating in transition activities. Meetings are planned for parents/families to introduce them to the elementary school program and staff. The staffs are communicating information to provide the support that is needed for success in kindergarten and beyond. Hartford Heights Elementary School hosted the first transition activity on March 20, 2014.

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

- ✓ In March, Breakthrough Center staff and Maryland EXCELS staff have participated in bi monthly meetings/calls to share progress and identify programs that need assistance in registering and progressing in Maryland EXCELS. On March 22, 2014 Prince George's County staff are participating in a full day Child Care Resource Center Conference, Building for Success, which will highlight Maryland EXCELS. Breakthrough Center and Maryland EXCELS staffs continue to introduce family providers to Maryland EXCELS through small group workshops.

**3.9.4 Monitor the implementation of the two community hubs in accordance with the approved work plan**

- ✓ **Community Hubs:** Twenty (20) providers from the Cherry Hill Hub community are participating in Maryland's Quality Rating System, Maryland EXCELS; they are in process of uploading documents into EXCELS for publishing. Sixteen (16) providers from the Park Heights Hub community are participating in EXCELS. Both Hubs are offering Babyology (Baby College) sessions for 20 hard-to-reach adolescent parents.
- ✓ Transition meetings were held between two Title 1 public schools and child care center staff, children and parents.

**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 finalizing images for use in the online and print versions of the Guide.

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

- ✓ Coaches are facilitating the implementation of VIOLETS in 51 early childhood programs statewide. All programs are following the implementation schedule. The coaches are reporting that the VIOLETS program is being implemented with fidelity and efficiency.

## **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***

- ✓ 18 MMSR 2013 trainings are in session with an average of 255 child care providers attending.
- ✓ 19 MMSR 2013 training sessions are complete with 289 trained child care providers, and 10 MMSR 2013 trainings are scheduled in 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***

- ✓ The testing window for the Field Test ended on Friday, December 20<sup>th</sup> in Maryland and a final report of findings was 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 was used to determine what items will actually be included as part of the census administration in the fall of 2014. The final items have been presented to leadership in both states.
- ✓ 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, with 5 VPA items being tested. It will be conducted in 2 sites in Maryland and 2 sites in Ohio. The second test will consist of hands on performance assessment pilot conducted with 25 teachers in each state.

### ***6.2.9 - Conduct formal field test of the KRA and formative assessments in selected sites in Ohio and Maryland***

- ✓ The testing window for the first Field Test of the Kindergarten Readiness Assessment (KRA) ended in Maryland 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 were presented to leadership in both Maryland and Ohio on February 20<sup>th</sup> and 21<sup>st</sup>.
- ✓ The first formal field test of the KRA also included two sub-evaluations to gather additional data on the use of the Allowable Supports Document in planning for assessment for children with disabilities and ELL students. Findings from the Field Test and sub-evaluations were presented to leadership in both Maryland and Ohio on February 20<sup>th</sup> and 21<sup>st</sup>.
- ✓ In addition to the first formal field test of the KRA that occurred in the fall of 2013, four additional tests will be conducted on the system in 2014. They will include a pilot test of the formative hands on performance assessment (HPA) items, a pilot test of the formative virtual performance assessment (VPA) items, a test of a sample of KRA virtual performance assessment (VPA) items, and a field test of the formative assessment system in the fall of 2014.

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

- ✓ Data and feedback gathered from the Field Test was used to further develop and refine the training protocol. Professional development began with Training of Trainers (TOT) sessions on March 31, 2014 and April 1, 2014. Teachers in Maryland will be trained from May 2014 through August 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***

- ✓ All CIO's and LEA's have been provided with updated information on the requirements and specifications for the Ready For Kindergarten ECCAS (formerly called KEA) and were given a new timeline for the development and implementation of the technology. In addition, Maryland's Branch Chief for Early Learning has visited 12 LEAs to meet with their elementary principals to present on the Ready For Kindergarten ECCAS; the remaining 14 LEA visits are scheduled.

**Child Development Innovations – Project 7**

***7.2 Early Childhood Mental Health Consultation Training for Pediatricians: Recruit and train primary care providers and ECMH consultants: Develop online boosters for pediatric PCPs***

- ✓ The webpage for the CHECKup Learning Community has been developed and is available for enrolled providers. The team will continue to update and augment the webpage over the course of the Learning Community and develop online booster training for PC and ECMH providers later in the project.
- ✓ Conducted the first Learning Community in Hagerstown that included local primary care providers and early childhood mental health providers and consultants.
- ✓ The RTT team is exploring launching another Learning Community in Southern Maryland or Howard County or the Eastern Shore this spring. In addition the RTT team submitted a proposal to Zero to Three's National Training Institute to present on the CHECKup Learning Community and ECMH phone consultations.

***7.2.5 Develop curriculum and training plan for mental health professionals to support pediatric PCPs by reviewing current materials and working with "other agencies," adapt existing ECMH certificate program for mental health professionals to support pediatric PCPs.***

- ✓ This goal is underway. The team conducted ECMH booster training in Hagerstown on 3/13/14; the topic was partnering with primary care (PCPs) to provide family centered and trauma informed care. Twelve providers enrolled and 6 attended and 2 stayed for the mixer with the PCP's. The low attendance may have been a result of having to reschedule the session due to a snow storm in February.

**Family Engagement and Support – Project 8**

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

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



- ✓ **Strengthening Families Parent Cafés:** Over the past few months, Maryland Family Network has continued to advance knowledge of the Protective Factors in Maryland through the hands-on vehicle of Strengthening Families Maryland Parent Cafés. Parent Cafés are a structured opportunity for parents to get together with other parents and talk about topics related to the five Protective Factors: factors that help keep families strong. On March 3 - 4, Maryland Family Network brought in trainers from Be Strong Families in Illinois to provide a Parent Café Facilitator Training Institute, which prepares people to facilitate Strengthening Families Maryland Parent Cafés, for 25 individuals from throughout the state. Those facilitators agreed to host at least three Parent Cafés by July 31, 2014, helping us to achieve our goal of 24 Parent Cafés during the year 2014.
- ✓ In addition, eight staff of Maryland Family Network participated in a Training of Trainers which will enable them to train Parent Café facilitators, reducing our dependency on outside resources for the future training of facilitators and the further advancement of Parent Cafés in Maryland.

### ***8.10.6 Recruit additional jurisdictions to create local coalitions for ROR expansion.***

- ✓ In a little over one month, 8 new sites and over 9,000 children were added to the Reach Out and Read program.

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

### ***9.1.7 Revise and align the Workforce Knowledge and Competencies Framework to reflect the MD Common Core Curriculum***

- ✓ MSDE is in the process of issuing an Request for Resume to contract with a consultant experienced in this area to assist the workgroup with this alignment, and alignment to the Guide to Pedagogy.

### ***9.4.1 Establish review committee to examine the current status of the AAT -ECE to determine if it is still an effective work force development tool***

- ✓ Through the work of the State Superintendent's Task Force on Early Learning Teacher Education, the current status of the AAT-ECE is being reviewed and recommendations will be in the Task Force's report to the State Superintendent due December 2014.

## **Early Learning Data System – Project 10**

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

- ✓ Development of the module's functional requirements are in progress.

### ***10.2 Enhance the CCATS public portal by including the trainer support and professional development grants and incentives modules.***

- ✓ Design system changes that meet all the functional requirements are in progress.

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



### ***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***

- ✓ Design system changes that meet all the functional requirements of the POS system are in progress. 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***

- ✓ Development and implementation of a set of data dashboards to present information addressing established policy queries is in progress.
- ✓ Discussions are underway with Towson University concerning the application of GIS technology to ECDW dashboards to provide geospatial representations of dashboard data.

###

For more information:

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