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 meetings and developing customized technical assistance based on local needs

✓ MSDE staff is working with each local team at the cohort seminars on developing action plans.

Maryland EXCELS - Project 2

2.1 Maryland will have reliable assessors trained on the use of the Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS) to monitor the ratings of programs participating in MD EXCELS

✓ Recruitment of qualified individuals to be trained as assessors and trainers for the Environment Rating Scales and the Classroom Assessment Scoring System will begin in June, 2013. A Quality Measurement Specialist was hired and began work on May 8, 2013 to provide coordination and capacity building for establishing reliable assessors for the Environment Rating Scales and Classroom Assessment Scoring System.

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

✓ Four additional Quality Assurance Specialists have been hired for Montgomery/Prince George's Counties, Carroll, Howard and Washington/Allegany/Garrett counties to disseminate information and recruit programs into Maryland EXCELS.

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 work group met on April 19, 2013 and a proposed timeline was developed. The draft timeline was presented to the Office of Child Care Advisory Council members and guests at the May 16, 2013 meeting. Due to the fact that there was not a quorum present at the May 16, 2013 meeting, the timeline was sent to the full Office of Child Care Advisory Council membership via email on May 16, 2013, for their comments to be received by close of business on May 20, 2013. Based upon those results, the timeline may be sent to the State Early Childhood Advisory Council for their review and approval.

2.5.5 Develop family/public awareness marketing campaign and materials including print, online interactive (such as Locate High-Quality mobile apps), and social and mass media elements

A new Maryland EXCELS marketing video has been posted on the Maryland EXCELS website and released to state early childhood associations, resource and referral agencies, partner state agencies and a wide range of stakeholders for dissemination and online posting to develop awareness of the importance of quality early childhood and school-age programs for children and their families. See video at **http://marylandexcels.org/output/media.php?id=238651&type=Movie** .

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 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 EXCELS. The sites are in urban, suburban, and rural Title I school attendance areas. Additional programs are continually being added as CCRC staffs identify eligible programs.

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. Our Breakthrough Center, EXCELS' Quality Assurance staff meet with the CCRCs and Breakthrough Center Staff to assist them in implementing the Breakthrough Center Initiative. Technical assistance is provided to the CCRCs through bimonthly meetings and conference calls. Any challenges or concerns that are raised are addressed. Together, the CCRCs discuss ways to encourage child care programs to become involved in the Breakthrough Center and Maryland EXCELS.

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.

✓ In Allegany County, the following activities were completed: a pre-assessment of coaching skills, and needs administered to local program staff; first jurisdiction-wide coaching training was held April 5, 2013; data collection for evaluation of project impact initiated; and development of Allegany project toolkit and resources for MSDE toolkit initiated.

✓ Stakeholder meeting held in Wicomico County on April 23, 2013; conducted needs assessment of existing local programs and partnerships, and challenges to expanding inclusive community-based opportunities.

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 is being reviewed by statewide focus groups of over 90 educators. The focus groups are meeting is four areas around the state to provide feedback and suggestions for revision. 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. 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. This cohort (of classrooms) has completed the instruction phase of VIOLETS and they are completing the post assessments.

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 30 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. Language and literacy Learning Parties were held on 4/11/13 and 4/15/13 where family engagement activities are presented so families can provide readiness activities in the home. Assessors are completing the individual student post-tests. 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

✓ Based on feedback from the MMSR trainers, MMSR 2013 FAQs have been developed and will be shared with the MMSR trainers on Wiggio.

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 23 teachers and 105 students were 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 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 are in the sample recruitment phase 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 will be representative of Maryland demographics overall, will be selected the beginning of June 2013 from the schools submitted.

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

✓ A Test Administration Manual (TAM) was developed by WestEd and delivered to schools participating in the pilot test of the Comprehensive Assessment System (CAS), along with test booklets, the beginning of April. Schools and teachers used the TAM as a guide for their assessment of children over a two week period, which went through the end of April.

✓ MSDE is currently planning the professional development that will occur to support teachers participating in the field test in November 2013. Teachers selected to participate will receive two days of professional development in early August 2013.

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

✓ Two documents have been developed by JHU-CTE 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, CIO's and LEA's will be provided with information on the requirements and specifications for the EC-CAS and will be given a timeline for the development and implementation of the technology this month.

Child Development Innovations – Project 7

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

✓ On May 15, the University of Maryland ECMH planning and implementation team presented to the State Advisory Council on Early Childhood Education and Care on the progress of the initiative.

7.10.1 Contract with vendor for developmental screening training

✓ A grant was awarded on May 1, 2013 to the Maryland Chapter of the American Academy of Pediatrics to conduct training on the developmental screening instruments, *Ages and Stages Questionnaire – Third Edition (ASQ-3) and Parents' Evaluation of Developmental Status (PEDS).*

Family Engagement and Support – Project 8

8.10.5 Develop mechanisms for Reach Out and Read (ROR) local and state coalitions to interact with early childhood councils at regular intervals.

✓ MSDE, Annie E. Casey Foundation and MD AAP are in the process of introducing the ROR model to the local councils. ROR representatives are presenting and leading discussions on establishing on-going contact with each council.

8.12.2 Five additional library systems establish Library Family Councils (LFC).

✓ Two more LFCs have been establishing in Title I school area public libraries for a total of seven. Three more are in the process of establishing their LFCs.

Workforce Competency and Leadership Development- Project 9

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

✓ Over 30 School Teams have requested to participate in the Academy, so there is now a waiting list. 20 out of 24 LEAs are represented. Resources within MSDE and related organizations are being invited to set up informational tables during the day in order to provide resources to the School Teams.

Early Learning Data System – Project 10

10.3 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.

✓ Two requirements development sessions were held during the month to convert the CCATS portal functions established by the system's original vendor into the enhanced portal design. The two sessions focused on universal child enrollment and attendance recording (EARS) functionalities and specific requirements for the child care subsidy sub-population, and child care subsidy invoice submission and payment functionalities. A draft Functional Requirements Document was completed for version 1.0 of the public portal, which will include capture of child enrollment and attendance and subsidy invoicing data and is scheduled for completion and roll-out by late spring, 2014.

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