

**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 training, coordinated through MSDE i.e. attending local meetings and developing customized TA based on local need**

- ✓ On November 19, 2013, webinar training on Smart Cloud for Social Business was conducted for the Local Early Childhood Advisory Councils (LECAC). The IBM Smart Cloud was designed to create a learning community where state and LECACs can share their progress, lessons learned and strategic plans for their local initiatives. Ready at Five is the sponsor for Smart Cloud.
- ✓ On November 26, 2013, MSDE representatives and the Annie E. Casey Foundation (AECF) met to evaluate the training that occurred over the past year, and to discuss future possibilities for technical assistance to LECACs to shore up implementation of their action plans.

**Maryland EXCELS - Project 2**

**2.4.7 Implement technical development changes based on results of field-test and effort analysis**

- ✓ Maryland EXCELS Standards for Child Care Centers, Family Child Care and School-Age Only Programs have undergone revision and clarification based upon field test and stakeholder feedback and will be released in early 2014. Programs currently participating in Maryland EXCELS will have one year from the date of release to meet the new standards. Technical development changes and upgrades to the Maryland EXCELS website and online system are underway.

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

- ✓ 1,186 early learning and development programs are participating in Maryland EXCELS Tiered Quality Rating and Improvement System as of November 12, 2013.

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

**2.5.4 Create program marketing campaign materials and begin social networking strategies**

- ✓ An updated Maryland EXCELS presentation has been added to [MarylandExcels.org](http://MarylandExcels.org). Printable and downloadable presentations are available to provide an introduction to the system and

include statewide participation rates. The presentation is suitable for use in presentations by trainers, Resource and Referral staff, other technical assistance providers and the general public. Strategies for social networking are in development with Johns Hopkins University, Center for Technology in Education and Maryland EXCELS Outreach staff and management.

### **Coaching and Mentoring – Project 3**

#### ***3.6.2 Measure the progress of children enrolled in early learning and development programs participating in the Early Childhood Breakthrough Center***

- ✓ All Breakthrough center programs are reporting enrollment data so that we can measure the progress of children who have attended early childhood programs that participated in the Breakthrough Center.

#### ***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 November (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 with program implementation.

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

- ✓ Maryland EXCELS staff participates in regional technical assistance conference calls. All staff are encouraging and assisting child care centers and family day care providers in registering for EXCELS. Breakthrough Center staff have met individually with programs and provided EXCELS information to them.

#### ***3.8.2 Solicit application, including work plan and formal MOA, for the selected Judy Center sites***

- ✓ A public/private partnership between MSDE and the Baltimore Community Foundation has resulted in the opening of a Judy Center at Commodore John Rodgers Elementary School in Baltimore City. The three-year partnership is jointly funded. A Coordinator for the Judy Center has been hired.

#### ***3.9 Establish two community hubs in Baltimore City***

- ✓ Child Care Outreach Specialists have provided training to 37 providers enrolled in EXCELS in Park Heights and Cherry Hill Hub communities. Training classes are at full capacity (20 providers).
- ✓ Maryland Family Network received funding from PNC Bank to provide Mobile Literacy Learning Labs at both Hub communities. The plan is to reach 120 children in each community through their child care providers.
- ✓ Hubs are offering Babyology sessions (modeled after Harlem Children Zone's Baby College) to parents during the evenings and on Saturdays.
- ✓ The Title 1 School Transition Specialist completed Strengthening Families/Parent Café training and is now a certified trainer.

***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***

- ✓ The JHU, Project ACT and MSDE/DSE/EIS team members met on November 25 to begin planning for a 2014 Summer Coaching Institute to further build expertise of local teams related to coaching as well as supporting the strategic implementation/installation of evidence-based practices at the local program level.

**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 are visiting Maryland early childhood programs to gather images of developmentally appropriate instructional practices to augment the text of the Guide.

***4.5.3 Assign coaches/mentors and assessors located in geographic regions to implement VIOLETS in 30 programs identified through Breakthrough Centers***

- ✓ VIOLETS assessors are conducting pre assessments at each program that is participating in VIOLETS. The pre and post assessments were converted to tablet computers which will assist in the reporting of data. Six to eight children will be randomly selected and assessed from each program.
- ✓ A VIOLETS Booster training was held on November 6, 2013. 24 teachers from the 2012-2013 scale-up participated and were eager to receive refresher information. They will continue to implement VIOLETS in their classrooms.

**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***

- ✓ There were 22 MMSR trainings with an average of 345 child care providers attending, and seven MMSR training sessions are complete with 102 fully trained child care providers.
- ✓ Maryland Family Network requested a grant modification to include two Healthy Beginnings train the trainer sessions, and two Director's Perspective train the trainer sessions.
- ✓ MMSR train the trainer sessions were held on October 7 and 21. To date there are 58 trainers trained to teach MMSR 2013.
- ✓ Maryland Family Network continued to update Wigigio with information relevant to the MMSR 2013 training community.

**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 Field Test began on November 4<sup>th</sup> in Maryland. 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 our National Technical Advisory Committee.

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

- ✓ Both Ohio and Maryland began the Field Test of the remaining KEA items on November 4, 2013. In Maryland, the final sample, which is representative of Maryland demographics overall, includes 80 teachers, from 28 schools and 16 counties. Final data was gathered from teachers in preparation for the Field Test, and approximately 1700 children will be assessed from Maryland Kindergarten classrooms.
- ✓ In addition to the formal field test of the KEA, both states felt it was important to also gather additional information on the use of the Allowable Supports Document in planning for assessment for children with disabilities and ELL students. Two small sub evaluations have been planned and will include 24 teachers from both states for a total of 48 teachers overall.

***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 will be used to refine the training protocol for use with teachers 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.

## **Child Development Innovations – Project 7**

### ***7.1.9 Early Childhood Mental Health Phone Consultation for Pediatricians: Deliverable- By December 31, 2013, successful recruitment and completion of training, and collection of feedback***

- ✓ A Children's Health and Emotional Care Learning Community for Primary Care Providers that focused on Early Childhood Mental Health was held in Hagerstown, MD on November 14th. Topics included learning how to better serve your youngest patients; and gaining support to implement best practices for early screening of social, emotional and developmental concerns. Participants heard from experts on behavioral interventions and psychiatric management for preschoolers, and opportunities were offered to connect with other early childhood mental health providers and programs in the community, including Reach Out and Read.

### ***7.5 Developmental Screening for all Early Learning and Development Programs: Develop a statewide developmental screening process/practice for early learning and development programs***

- ✓ On October 30, 2013 the Developmental Screening workgroup reconvened. The reconvened workgroup represents a broader list of geographically and professionally diverse statewide stakeholders, such as - education, healthcare, child care, state agencies and non-profit organizations. The workgroup expanded to over 40 individuals participating in the building of the developmental screening system for child care providers.

#### ***7.5.1 Convene a stakeholder group of early childhood partners including pediatricians, parents and early learning and development programs to discuss and recommend a process of developmental screening for all Early Learning and Development programs in Maryland***

- ✓ A larger group representing Maryland has convened and is actively working on the project. This group had two meetings; October 30, 2013 and November 19th. The group expressed an interest to work on documents through electronic submissions and to convene for consensus decision making.

#### ***7.5.2 Contact vendors of recommended tools to determine cost of screening tools, and resources available to conduct training of trainers***

- ✓ A Request for Information, in adherence to MSDE procurement procedures, was released August 30, 2013. Publishers' submissions were due by October 9, 2013. MSDE received 14 submissions and were able to review 13/14 based on the criteria of the RFI. The Technical Review was completed at an all day meeting on 11-19-13.

## **Family Engagement and Support – Project 8**

### ***8.3 Family Engagement Coalition: Orient local early childhood councils to the Framework and work with the councils (Project 1) to implement strategies***

- ✓ In October 2013, the final draft of *The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children* was approved by the State Advisory Council on Early Childhood Education and Care. At the end of the month the Framework was also approved by the Maryland State Board of Education.

# Race to the Top Early Learning Challenge Grant Progress Update November 2013



- ✓ The document, developed by the Maryland Family Engagement Coalition and The Policy Equity Group, LLC, was distributed to each Local Early Childhood Advisory Council as a tool to guide administrators as they implement the state's early care and education system. It will also be available to local programs and providers as they engage the families they serve.
- ✓ The Maryland Family Engagement Coalition is continuing to meet to develop companion pieces for the Framework, including parent and staff guides, and an implementation plan to distribute and provide orientation to the Framework.  
[http://www.marylandpublicschools.org/MSDE/divisions/child\\_care/announce.html](http://www.marylandpublicschools.org/MSDE/divisions/child_care/announce.html)

### ***8.4.1 Connect with hard-to-reach families, making times and dates for Parent Cafes flexible to promote wide participation***

- ✓ Twelve sites have reported that they have scheduled Parent Cafés that will be held before December 31, 2013.

### ***8.5.2 Select programs to participate in Learning Parties for each year of the grant (Total of 64 programs)***

- ✓ VIOLETS classrooms for Project 3 have been selected and the VIOLETS classrooms are matched with PreK classrooms in neighborhood elementary schools. Learning Parties for these programs will be offered for teachers and parents by mid January.

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

### ***9.4 Review the status of access to and transfer out of the Associate of Arts - Early Childhood Education Degree program and develop recommendations for the Governor's P-20 Council***

- ✓ State Superintendent's Task Force on Teacher Education in Early Childhood Education began its work in September 2013, and will meet three more times, and submit a report to the State Board of Education, the Governor, the General Assembly, and the P-20 Council by close of 2014. The Task Force is examining the AAT pathway and the transition to the early childhood BA programs.
- ✓ Planning continues for the summer of 2014 Early Learning Leadership Academies. The Early Learning Branch is sharing the outcomes for the 2014 Academies at LEA Principal Meetings and with Child care Associations so more Principals will be interested in participating with the Child Care programs that feed into their school.

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

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

- ✓ Development and documentation of the functional requirements of the module is in progress.

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

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- ✓ The design system changes that meet all the functional requirements are in progress. However, due to continuing delays in obtaining the vendor's cost proposal, the target date for that release is now November 1, 2014 (see the note re: 10.3.3 below).

### ***10.2.8 DELIVERABLE- 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 agency is still awaiting the eCCATS vendor's cost proposal for building the changes specified in the functional requirements document submitted in June. The main sticking point is the pricing of the IVR component of the POS system. Due to this continued delay, the projected roll-out date of the initial build of the portal has been pushed back to November 1, 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 development and implementation of a set of data dashboards to present information addressing established policy queries are in progress. The Maryland EXCELS (QRIS) dashboard has completed development and is undergoing final UAT. It is expected that the dashboard will be able to be pushed to MSDE's P-12 public portal by mid-December. Final development of four other dashboards should be complete by the end of the first week in December. These dashboards focus on aspects of licensed child care – specifically, accreditation levels, compliance rates, confirmed complaints, and capacity utilization.

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For more information:

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