

Progress on Scope of Work Activities – Successes and Next Steps

Local Early Childhood Councils - Project 1

1.3.10 Deliverable by December 31, 2013, completion of remaining Regional Leadership Capacity Building Training provided by Annie E. Casey Foundation

- ✓ Fifteen of the 24 customized core local early childhood advisory councils have completed their final Leadership Capacity Building Training (Seminar 3: Sustaining the Work) and received technical assistance from MSDE as of September 27, 2013.

Maryland EXCELS - Project 2

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

- ✓ 812 early learning and development programs are participating in Maryland EXCELS as of September 13, 2013, representing an increase of 482 programs in the eleven weeks since Maryland's QRIS became available for statewide participation on July 1, 2013. One hundred programs have their ratings published on the web site. Programs receiving Child Care Subsidy are receiving targeted outreach by mail to encourage their participation in Maryland EXCELS, which will be required by 2015.

2.9.2 Provide technical assistance to early care and education programs to assist them in meeting Maryland EXCELS standards at Levels 4 and 5

- ✓ Early Learning Communities are forming regionally, with the support of the Child Care Resource and Referral Network. Accreditation support groups include family child care and center-based programs receiving technical assistance and peer support as they move toward state or national accreditation. Technical assistance and support is provided by Maryland Family Network Resource and Referral staff including Breakthrough Center staff serving programs in Title 1 school areas; MSDE Quality Assurance Specialists; and Johns Hopkins University, Center for Technology in Education Program Coordinators.

2.10.5 Track programs eligible for differential reimbursement based on service of children eligible for subsidies through the Tiered Reimbursement model

- ✓ As of September 13, 2013, 128 programs accepting Child Care Subsidy are receiving quality differential reimbursement payments. On July 1, 2013, 57 programs were receiving differential reimbursement before Maryland EXCELS became the state system for Tiered Reimbursement.

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. At our September meeting we will share an example of the progress of a Breakthrough Center in

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2012-2013, and discuss the Customer Satisfaction Survey and discuss ways to strengthen the collaboration with Breakthrough Center partners.

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. CCRCs are continuing to recruit additional programs to participate in the Breakthrough Center.
- ✓ The Breakthrough Center Customer Satisfaction Survey was completed in July. The respondents indicated that Breakthrough services were available, appropriate and valuable. CCRC staff responded to all individual requests for information that were identified on the Survey.

3.5.1 Implement the Breakthrough quality capacity building process with 56 early learning and development programs

- ✓ Early Childhood Breakthrough Centers provide coaching, consulting, and capacity building, and will build to 225 programs served by December 2014. Additional child care and family child care centers are being added weekly.

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

- ✓ Breakthrough center staff is developing a protocol to capture the data necessary to measure the progress of children who have attended an early childhood program that participated in the Breakthrough Center, through to their kindergarten year.

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

- ✓ Anne Arundel Team met to identify the Head Start and childcare centers to be involved in the initial implementation of the coaching and inclusion training. The AA Head Start Director expressed interest in establishing mentor teachers in her program. Additionally, she would like to build in some sustainability components to her professional development of ECE teachers.
- ✓ Planning meeting held with Harford County Team to establish a plan for training and support of selected staff members, and to plan for sustainability and generalization of intended project outcomes.
- ✓ Date scheduled for on-site planning meeting with the Frederick County Team - for next steps in Frederick County (October 8).
- ✓ Carroll County Team in the process of identifying next face-to-face planning for implementation meeting end of September, beginning of October.
- ✓ Washington County confirmed interest in participating beginning in fall 2013.

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 draft guide was reviewed by statewide focus groups of over 90 educators. The responses from the focus groups have been analyzed and a revised draft is being completed. The videographer/photographer has been identified. 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 1 Breakthrough Center Programs.

- ✓ VIOLETS was expanded to reach 30 additional classrooms in 2012-2013. This cohort has completed VIOLETS. The assessment data is being reviewed and a report is being compiled. Child care programs are completing the application process for selection to participate in the 2013-2014 cohort. The training for cohort participants will begin in fall 2013.

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

- ✓ VIOLETS will reach an additional 50 classrooms in 2013-2014. Coaches/mentors and assessors have been selected for the 2013-2014 implementation. VIOLETS coaches, assessors and trainers received and signed their 2013-14 contracts with Ready At Five, were finger-printed and submitted background checks, and attended a VIOLETS briefing meeting in early September in preparation for the 2013-14 scale-up.
- ✓ Two (2) full day VIOLETS professional development trainings are scheduled the end of October for teachers, education coordinators and program directors who will be implementing VIOLETS in SY 2013-14. Booster training for last year's implementing teachers who want a refresher or programs that have new teachers will be held in mid-October.
- ✓ VIOLETS Extension Activities are posted on a VIOLETS portal on Ready at Five's website - www.readyatfive.org - creating a VIOLETS "community of learners" - offering creative, unscripted ideas and techniques of ways to enrich the VIOLETS read-alouds. Past and current implementing teachers have access to the VIOLETS portal.

Professional Development Maryland Model for School Readiness - Project 5

5.1.5 Implement enhanced and increased professional development involving early care and education providers

- ✓ The new set of series (each a 5 module series) are being offered beginning in September. The next MMSR 2013 Training of Trainers will begin September 18, 2013. There are currently 48 approved trainers. The lists of MMSP training sessions are available on the website. The Creative Connections workshop will be held at the Lucy School on September 21st.

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 final report of findings obtained from data collected during the pilot test was submitted by WestEd to the Johns Hopkins University's Center for Technology Education (CTE) in July. Data gathered from the pilot test was used to revise existing items and develop the remaining items to be field tested in November 2013. These items went through a two day item content review, and a one day on-line bias and sensitivity review process with experts in both states this month. The feedback from those reviews is being used to do final revisions of items prior to the Field Test. 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 in the review process with both states and our Technical Advisory Committee. They will be finalized by October.

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 that will occur in the fall of 2013. In Maryland, the final sample, which is representative of Maryland demographics overall, was selected in June 2013. There are 81 teachers, from 28 schools and 16 counties that will participate in Maryland's Field Test, which will result in a sample of approximately 1800 children being assessed from Maryland Kindergarten classrooms.

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

- ✓ The professional development training and protocol was finalized in Maryland in July 2013. Teachers who are part of the Field Test in Maryland participated in two days of professional development training on August 5th and 6th to prepare them to administer a portion of the KEA in the fall. Additional on-line modules have been developed to provide a refresher on implementing the Field Test and to walk teachers through the Teacher Administration Manual (TAM) and issues related to accessibility and accommodations for special education and ELL students. Teachers will receive these modules in October prior to the beginning of the Field Test in November.

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

- ✓ JHU-CTE has created documents with details regarding the data infrastructure that is being developed to support CAS. Both states have reviewed the specifications, and the development is moving forward. 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 July. In addition, Maryland's Assistant State Superintendent of the Division of Early Childhood and the Branch Chief for Early Learning are

visiting each county over the next 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

7.2.18 Deliverable: By December 31, 2014, ECMH consultation services to 20 PPC and linkages for families to community-based ECMH services

- ✓ In collaboration with the Maryland Coalition of Families, a webinar was designed and conducted to reach out to families with children with mental health needs and education them on ways to partner with their primary care physicians.

7.3.2 Develop on-line (Social and Emotional Foundation of Early Learning) SEFEL training modules

- ✓ The online Infant and Toddler and Preschool training modules for online learning were posted to the site, that can be found at <http://theinstitute.umaryland.edu/sefel/>

Family Engagement and Support – Project 8

8.2 .1 Create strategies that include modules, guide, and materials

- ✓ The Maryland Family Engagement Coalition has developed “The Early Childhood Family Engagement Framework: Maryland’s Vision for Engaging Families with Young Children” (working draft version), which outlines goals and strategies to support family engagement initiatives implemented by early care and education providers.
- ✓ A Blog site was created to encourage feedback on the Family Engagement Framework document. Click <http://familyengagement.wordpress.com/> to download the full text of the document from the MSDE/Division of Early Childhood Development website.

8.4.1 Connect with hard-to-reach families, making times and dates for the cafes flexible to promote wide participation

- ✓ MSDE grantee, the Maryland Family Network, is working to connect with hard-to-reach families by holding parent cafés in communities that are led by community members, including one recently held in Annapolis with the Anne Arundel County Head Start program facilitating.

8.7.16 Milestone: By July 31, 2013, 100% of selected programs are implementing Learning Parties.

- ✓ The first year Family Engagement Learning Parties are complete. They were successfully offered to engaged children and families in spring and summer 2013. The most popular Learning Party Domain was Language and Literacy, followed by Science and Math.

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

- ✓ Representatives from Reach Out and Read (MD Chapter of the American Academy of Pediatrics) met with Wicomico, Caroline, and Dorchester counties' local early childhood advisory council representatives on the initiative and implementation plans.

8.11.6 Milestone: By December 31, 2015 at least 75,000 low income children will receive ROR services

- ✓ To date, 23 practices are enrolled which serve 20,405 children. These practices have completed training and are giving out books at well child visits.

Workforce Competency and Leadership Development- Project 9

9.2.6 Conduct Early Childhood Leadership Academies

- ✓ The 2013 Early Learning Leadership Academy was held on August 9, 2013 for 230 participants made up of 30 Title I school teams from across the state and guests from LEAs and MSDE. Evaluation feedback is being used to inform planning for the 2014 Academies. Initial planning is to hold 2-3 regional sites during the summer of 2014 instead of one statewide site.

Early Learning Data System – Project 10

10.1 – Create the professional development grants and incentives module in the internal CCATS application. Develop and document the functional requirements of the module

- ✓ The functional requirements are being gathered and documented. With respect to Activity 10.1 as a whole, the end date of the activity has been pushed back to May 2014 due to a delay caused by having to issue a new procurement for RTT-ELC grant work. The activity product will be rolled out in a series of releases.

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

- ✓ The first release of the CCATS public portal is in progress; this will include the child enrollment/attendance tracking component. The target date for design of the final release is July 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.

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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

- ✓ The agency is still awaiting the eCCATS vendor's price proposal for building the changes specified in the functional requirements document submitted in June.

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For more information:

http://www.marylandpublicschools.org/MSDE/divisions/child_care/challenge.htm