

Progress on Scope of Work Activities – Successes and Next Steps

Local Early Childhood Councils - Project 1

1.1.8 Meetings (at least 1-2) will be held per year with the Governor’s Council and local representatives from the local ECACs

- ✓ On December 18, 2014 Local ECACs attended the meeting of the State Early Childhood Advisory Council (ECAC). The conference featured remarks by ECAC Chair Dr. Lowery, Superintendent of Schools and a presentation on a public/private partnership in Baltimore City to expand Judy Centers. Presentations on accomplishments of the local councils were celebrated and discussions of sustaining the Local ECACs took place. *Please note:* Minutes from that meeting will be posted on the MSDE website in January 2015.

1.3.7 Support will be provided from AECF after all regions receive the Leadership Capacity Building, coordinated through MSDE i.e. attending local meetings developing customized TA based on local need

- ✓ Barbara Squires, Director of Leadership Development for the Annie E. Casey Foundation (AECF) is an active member on the State ECAC. Barbara attended the State ECAC meeting on December 18, 2015 in support of the Local ECACs. During this time, some TA needs were individually addressed. The AECF Leadership Team and the ECAC continues to support the Local ECACs as they continue implementation of the RTTT-ELC Implementation Grant.
- ✓ The first booster session is scheduled to take place on February 19, 2015. The title of that session is, "Results-Based Leadership Seminar to Sustaining a Results-Driven Approach to Ensuring All Children Enter Kindergarten Ready to Learn."
- ✓ December 2nd-4th some members of Local ECACs attended the Head Start *Engaging Families -Nurturing Children* Conference. This 3-day training event was designed to provide Head Start and Early Head Start grantees and early childhood partners with information, tools, strategies, and resources to support their work in ensuring high quality, data-informed, culturally responsive programming and practices for the children and families they serve.
- ✓ On December 11, 2014 some members of the Local ECACs attended the “*Mind in the Making: Executive Function in Action*” Symposium with Keynote speaker Ellen Galinsky, Director, Families and Work Institute.

Maryland EXCELS - Project 2

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

Date	Total Participating Programs	Family Child Care	Child Care Center	Public PreK	School-Age Only	Programs w/Published Ratings*
September 2014	3,245	1,846	983	6	410	928
November 2014	3,607	2,079	1,050	7	471	1,118
January 2014	3,735	2,156	1,095	7	477	1,248

Race to the Top Early Learning Challenge Grant Progress Update December 2014



Check Level by Publishing Status – January 2015

Check Level	Published
0	0
1	864
2	161
3	50
4	32
5	141
Total	1,248

Published Programs by Level and Program Type – January 2015

Check Level	Family Child Care	Child Care Center	Public Pre-K	School-Age Only
1	502	230	0	132
2	88	70	0	3
3	20	28	0	2
4	10	22	0	0
5	66	73	0	2

* **Published** means that the program has requested to have their level published (made public). The documentation is reviewed and the level verified before posting on www.MarylandEXCELS.org

Unpublished means that the program is participating and working to meet the standards, and has not yet requested to be published, or is currently under review for publication.

Total Participating means the total number of child care and Public Pre-K programs that have submitted an online application and been accepted into Maryland EXCELS.

Coaching and Mentoring – Project 3

3.6.3 Ongoing provision of quality assurance for the early learning and development programs participating in the Early Childhood Breakthrough Center

- ✓ Breakthrough Center capacity builders participated in bimonthly conference calls and meetings to discuss services provided to individual programs. The capacity builders are recruiting additional programs to participate in the Breakthrough Center activities. Monthly support groups, cafes and weekly meetings continue to provide technical assistance to providers to assist them in preparing, organizing and developing documents for participation in EXCELS.
- ✓ The Promise Center has met with St. Mary's and Calvert Counties to plan spring transition activities between early childhood programs, Head Start and the public schools. Baltimore City has met with several elementary principals to plan transition activities.
- ✓ The Maryland Family Network is distributing gift cards to Breakthrough Center programs that met established criteria (Maryland EXCELS progress) by December 30, 2014. Identified programs will receive funds for developmentally appropriate materials that can be used in their programs. Programs that have received gift cards are pleased and have encouraged other programs to complete the requirements (Maryland EXCELS participation) to obtain a gift card.

Race to the Top Early Learning Challenge Grant Progress Update December 2014



3.9.8 Milestone: By December 31, 2014, an additional 1,350 parents and children will receive comprehensive services through Community Hubs

- ✓ Community Hubs continued to focus efforts on transitioning Center-based services to Early Head Start program models. Both Hubs continue to experience staff vacancies with the In-Home Intervention positions because previous staff have moved into the Early Head Start Family Advocate positions and the applicant pool has not yielded qualified candidates. Agencies are working to fill the vacant positions while continuing to provide home visiting services. The Community Outreach Worker in Cherry Hill has recruitment stations weekly at WIC, at South Baltimore Family Health Center and Harborview DSS.
- ✓ Child Care Community Outreach Specialists are working with 57 dedicated Family Providers and Child Care Directors in the two Hub communities. Staff work to assist providers to publish in EXCELS by assisting with developing handbooks and discipline policies, and by assisting with the technology of the actual submission to EXCELS. Seventeen (17) family providers and five (5) early learning centers in Cherry Hill have published in EXCELS. Eight (8) additional providers in Park Heights have published in EXCELS. “Development Delay” training was provided by Abilities Network in Cherry Hill with 19 providers in attendance. The Outreach Worker in Cherry Hill is an active member of the early Learning Workgroup which is a subgroup of the Cherry Hill Coalition – a project funded by the Baltimore City ECAC.

Promoting Use of Early Learning Standards- Project 4

4.4 Completion of the Guide to Early Childhood Pedagogy (Prek-Grade 2)

- ✓ The Guide is in the production process. The print version will be available shortly. A training module is being developed to introduce and guide educators through the document.

4.5.6 Implement VIOLETS and VIOLETS Learning Parties in an additional 70 programs during FY15

- ✓ Seventy-five classrooms are implementing VIOLETS 18 Maryland jurisdictions.
- ✓ VIOLETS coaches are providing technical assistance to ensure that the VIOLETS lessons are taught with fidelity. Coaches observe the VIOLETS lessons and provide feedback and suggestions to the teacher. They may demonstrate a lesson and suggest instruction or organizational strategies to fit the needs of the children in the group. Coaches will visit each classroom several times during this cohort of VIOLETS.

Professional Development Maryland Model for School Readiness - Project 5

5.0 Professional Development to Promote MD's Early Learning and Development Outcomes for Children

- ✓ “Setting the Stage: Assessment in Early Education and Care Modules” was provided to the child care community by the Maryland Family Network through December 31, 2014 and is now concluded.. Planning for the professional development modules for the new Early Learning Assessment (formative assessment component of the R4K) has begun. The Trainer of Trainers sessions will begin in April 2014.

Comprehensive Assessment System (CAS) – Project 6

6.2.4 Develop items and tasks for the Kindergarten Readiness Assessment (KRA) and Early Learning Assessment (formative) using experts and practitioner stakeholder groups in Ohio and Maryland

Race to the Top Early Learning Challenge Grant Progress Update December 2014



- ✓ After initial items for the Early Learning Assessment (ELA) were developed by WestEd, it was tested in two phases in Maryland and Ohio, a virtual performance assessment usability study and a hands-on performance assessment (HPA) pilot. The developments of the tasks for the ELA were complete in September for all learning progressions.
- ✓ Since Census Administration of the KRA ended in November 2014 there have been discussions regarding the length of the KRA. Both states are leading teacher focus groups to examine the assessment content further and determine if there are items/tasks on the KRA that could be eliminated to shorten the administration time for teachers. During this time, discussions will include not only assessment content and the number of items/tasks, but also item administration to determine if changing how an item is delivered could decrease teacher burden.

6.2.11 Implement KRA and ELA statewide in Ohio and Maryland

- ✓ Census administration of the KRA statewide began in September and the assessment window went through November 8th.
- ✓ There will be a phased roll-out of the ELA beginning in April 2015. Professional development for the ELA will begin in March of 2015 with Training of Trainers (TOT) sessions and a phased roll out of training for teachers will begin in July of 2015.

6.3 Develop and implement professional development for administration and use of assessments

- ✓ Since the window for administration of the KRA closed on November 8, teachers were asked to complete a survey to provide additional information on their preparation for and administration of the KRA. Data from the teacher survey have been analyzed and will be presented to state leadership teams in February. Additional changes to the training protocol and assessment administration will be made based on teacher feedback.
- ✓ Development of the professional development to support administration of the ELA is in the planning phase. There will be a phased roll-out of the ELA beginning in the late spring/summer of 2015 in Maryland. Professional development for the formative will begin in the late spring 2015 with Training of Trainers (TOT) sessions and training of teachers will occur in the summer of 2015.

Child Development Innovations – Project 7

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. 7.2.8 Recruit a minimum of 20 pediatric PCPs for training

- ✓ To date 24 primary care providers enrolled and 20 attended at least one session (6 completed all three sessions, 5 completed 2 sessions, 9 completed one session) in the Southern Maryland Learning Community. The team has begun recruitment in on the Lower Eastern Shore and developed a local planning team. Three new providers have enrolled for the program on the Lower Shore.
- ✓ Plans were made regarding Prince George's County to follow-up with providers and ensure they're aware of the many efforts in the county and to bring CHECK Up to Prince George's County's Project Launch targeted neighborhoods.

Race to the Top Early Learning Challenge Grant Progress Update December 2014



7.2.9 Conduct training with pediatric PCPs

- ✓ Two CHECK Up Learning Communities are completed and the third learning community is in planning phase. The fourth one will be held in Prince George's County.

Family Engagement and Support – Project 8

8.1.4 Identify any additional potential new members and conduct Coalition meetings three times per year

- ✓ The Family Engagement Coalition meets bi-monthly with the next meeting scheduled for February 23, 2015. The Coalition Members list was updated with new members for the last meeting and a sign in sheet is available at each meeting for all members, current and new.
- ✓ All agendas, minutes and additional information from the Family Engagement Coalition meetings are available on the MSDE website:
http://marylandpublicschools.org/MSDE/divisions/child_care/challenge/engagement.html

8.2 Family Engagement Coalition: Customize for Maryland needs the Head Start Family, Parent and community Engagement Framework

- ✓ The Family Engagement Framework has been completed and has been disseminated to the Coalition members and their constituents. It is also available on the MSDE website.
http://marylandpublicschools.org/MSDE/divisions/child_care/docs/MD_Fam_Engage.pdf
- ✓ The Coalition is now working on Phase 2 of the Family Engagement Framework – *The Effective Practices Toolkit*, which will support providers with strategies to increase family engagement. The Effective Practices will be completed by early care providers and educators and submitted to MSDE for review by December 30th, 2014. In addition to being sent to all Family Engagement Coalition members and their constituents, it is also available on the MSDE website.
http://marylandpublicschools.org/MSDE/divisions/child_care/challenge/engagement.html

8.2.2 Oversee implementation of strategies

- ✓ A workgroup comprised of MSDE staff and Coalition members will be formed to review the submissions for the Effective Practices Toolkit. Submissions that are developmentally appropriate and reflect best practices will be selected for the toolkit. On December 18th, 2014, at the State Early Childhood Advisory Council, the Legislative Report for Family Engagement, *Best Practices to Engage Parents and Guardians in Early Education Programs and Services*, was reviewed and discussed. Local Councils also participated in this meeting.

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

- ✓ Maryland Family Network staff and RTT Cherry Hill Hub staff continue to work at supporting the Cherry Hill Race-to-the-Top (CHRTT) project and to establish connections with the Cherry Hill Early Learning Action Coalition without duplicating efforts. The third Cherry Hill community Parent Café scheduled for December 4 was canceled by Abilities Network and the CHRTT Project. Café is rescheduled for February 4.

Race to the Top Early Learning Challenge Grant Progress Update December 2014



8.14.11 To have at least 15 additional Title I schools and 40 classes with at least 1,200 Pre-K students participate in Raising A Reader (RAR) in Year 2

- ✓ Fifteen additional schools have joined the existing 26 schools in offering RAR to Pre-K students:
 - 38 new classes from the 15 schools are now in the program with at least 6 additional classes and 3 schools expected to join in January.
 - 2,036 Pre-K students are now participating in Raising A Reader.
 - Kick-offs for RAR were held between September and December at the new schools or public libraries for parents to become knowledgeable about the initiative.

Workforce Competency and Leadership Development- Project 9

9.2 Initiate a Maryland Approved Alternative Preparation Program for Early Childhood Education (ECE-MAAPP)

- ✓ Cohorts I of the MAAPP-ECE completed the program in December 2014, and is awaiting confirmation from Educator Effectiveness Division at MSDE that all teacher certification requirements have been met. Cohort II has completed the first year of the cohort which includes coursework and the internship. Cohort II will begin the year long residency in their current place of employment January 2015. Cohort III candidates will attend a mandatory orientation on January 27th and will begin MAAPP-ECE classes in February.

9.4.4 By December 31, 2013, 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

- ✓ Through the work of the State Superintendent's Task Force on Early Learning Teacher Education, this issue has been reviewed and recommendations were included in the Task Force's report to the State Superintendent submitted November 2014. See this link for full report - http://marylandpublicschools.org/MSDE/divisions/child_care/challenge.htm .

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

- ✓ Planning is underway for multiple Academies to occur the summer of 2015. In addition, a partnership with the Maryland Association of Elementary School Principals is providing DECD with resources to hold 4 one day professional development sessions on Early Childhood topics. Fifty participants can attend- 25 principals with a lead early childhood teacher from their school- at each session. These sessions will be held this spring in March and April.

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 - in progress.

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

Race to the Top Early Learning Challenge Grant Progress Update December 2014



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

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 remains July 2015.

Activity 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 - in progress. The projected roll-out date of the portal for user acceptance testing purposes is January 31, 2015, with a go-live pilot of the attendance/enrollment tracking module to be implemented by March 1, 2015.

Activity 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

- ✓ Develop and implement a set of data dashboards to present information addressing established policy queries- in progress. The system design of the school-child care program GIS mapping module being developed by Towson University continues as scheduled. The preliminary beta version of the GIS module was delivered in late December. Refinements will be made during January, and the module will be rolled out for public use early in February 2015.

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For more information:

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