

## Progress on Scope of Work Activities – Successes and Next Steps

### Local Early Childhood Councils - Project 1

**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**

- ✓ All three (3) AECF Booster Sessions (Results-Based Leadership (RBL) Seminar to Sustaining a Results-Driven Approach to Ensuring All Children Enter Kindergarten Ready to Learn) with the Local Councils were completed. The sessions focused on RBA/RBL Training and Local ECAC team planning for sustaining the Councils.
- ✓ On June 18, 2015, Barbara Squires, Director of Leadership Development for the Annie E. Casey Foundation facilitated a break out session at the State/Local ECAC Meeting. The session was entitled, *“Race, Class, Culture in ECE”*. End goals of the meeting will assist MSDE /AECF to help deliver high quality technical assistance and support to Local ECACs to increase school readiness statewide.

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

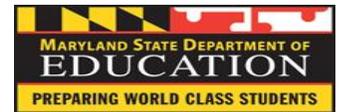
- ✓ On June 18, 2015 members of the Local ECACs attended the State ECAC Meeting *“RTT ELC-Moving Forward: Overcoming the Readiness Gaps”*. Keynote speakers Dr. Grafwallner and Judy Walker, Branch Chief of Early Learning gave updates on the Kindergarten Readiness Assessment (KRA). Other topics looked strategically at how to sustain early childhood efforts in Maryland. Presentations included:
  - Child Care Subsidy Centralized Case Management
  - Home Visiting
  - Local Early Childhood Advisory Councils
  - Raising a Reader and Reach Out and Read
  - “Racial parity/equity approaches within the policies and operations of Early Childhood programs” - Nora Morales, Vice President – Mid-Atlantic Equity Consortium, Inc.
  - “Race, Class, Culture” – Barbara Squires- Director of Leadership Development for the Annie E. Casey Foundation
- ✓ Laura McCoy, Project Director from Towson University continues to conduct interviews with local council members for the video project. The last session took place on June 29. The video is planned to be completed by fall 2015.

### Maryland EXCELS - Project 2

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

- ✓ The total number of participating programs is **4,906**. This number represents **51%** of all licensed child care centers and registered family child care homes now participating in **Maryland EXCELS**.

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## Percentage of Eligible Programs Participating

| Maryland EXCELS       | Family Child Care Homes<br><i>(includes Large Family Child Care Homes)</i> | Child Care Centers<br><i>(includes School-Age Programs)</i> | Public Prekindergarten |
|-----------------------|--|---|------------------------|
| Percent Participating | 43%  | 71%   | <1%                    |

## Participation by Program Type

| Maryland EXCELS      | Family Child Care Homes<br><i>(includes Large Family Child Care Homes)</i> | Child Care Centers<br><i>(includes School-Age Programs)</i> | Public Prekindergarten |
|----------------------|--|---|------------------------|
| Number Participating | 2,966  | 1,933   | 7                      |

## Published Quality Ratings

| Quality Level | Published Programs |
|---------------|--------------------|
| 1             | 1,294              |
| 2             | 227                |
| 3             | 130                |
| 4             | 25                 |
| 5             | 145                |
| <b>Total</b>  | <b>1,821</b>       |

**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 <http://marylandexcels.org>.

**Participating** means that the program is 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.

### **2.10.18 Report programs meeting differential reimbursement eligibility for payment by MSDE**

- ✓ There are **300** programs published at Levels 3, 4, and 5 eligible for differential reimbursement payments for child care subsidy, from 10% to 44% depending upon the age of the child, the program type, and the published quality rating.

### **2.10.14 Establish new thresholds for high-need children participation rates to influence priority selection of recruited programs in full-scale implementation.**

- ✓ Of the Child Care Subsidy providers paid in February 2015, **88.3%** are participating in the TQRIS, an **8.1%** increase from January 2015, and the largest monthly increase to date.
- ✓ There are **183** programs with active subsidy vouchers who have not yet applied for participation in Maryland EXCELS as of June 19, 2015.

### **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***

- ✓ By December 31, 2015 Breakthrough Center services will be offered to an additional 213 programs.

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

- ✓ RTT Community Hubs continued providing comprehensive Early Head Start services to over 100 pregnant women, infants and toddlers and their families. Programs have been focusing efforts at building family engagement opportunities through strong Parent and Policy Committees. Parents represent the majority membership for these Committees and are responsible for working with management staff around governance and program policies.
- ✓ Child Care Community Outreach Specialists continued to visit programs with the Mobile STEM Lab and presented activities to the staff and children. The number of providers receiving technical assistance and support through the Child Care Community Outreach Specialists remains constant with two additional providers in Cherry Hill to begin working on Maryland EXCELS. Providers who are already published at a level one are being encouraged to work towards check level two. At the Cherry Hill Hub there was a Core Knowledge training to assist family providers, directors and teachers with the Credentialing program. There were fifteen (15) ECE professionals in attendance. Focused technical assistance and professional development opportunities continue towards supporting providers to ensure that high quality care is being delivered in their programs.

### **Promoting Use of Early Learning Standards- Project 4**

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

- ✓ Post-Assessments have been completed on select children in the 70 VIOLETS classrooms.
- ✓ Coaches completed their visits to and support to VIOLETS teachers.
- ✓ A June meeting of the VIOLETS assessors and coaches was held to gather additional feedback on VIOLETS and to identify best practices in starting and supporting programs in VIOLETS implementation.
- ✓ A second edition of the Dear VIOLET newsletter was launched and disseminated to the over 475 VIOLETS classrooms in Maryland.
- ✓ The post-assessment and follow up interviews for the video describing VIOLETS is in its final stages of completion.
- ✓ End of year surveys were sent to 2014-2015 VIOLETS classroom teachers to gather feedback on their experiences and their perceptions of the coaching process.
- ✓ End of year surveys were sent to all VIOLETS coaches and assessors to gather feedback on the quality of the support provided by Ready At Five.

#### ***4.6.7 By July 1, 2015, Implement two (2) field tests of the Preschool STEM program, Peep and The Big Wide World, to 150 early learning and development programs participating in MD EXCELS***

- ✓ The first field test –SY 2014-15 has been completed. The second field test is scheduled for the 2015-16 school year.

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- ✓ Five webcasts were created to support PEEP implementing teachers. They are available on Ready At Five's website <http://www.readyatfive.org>. The webcasts cover the following topics:
  - Making and Documenting Panels
  - Using Books to Support Science Learning
  - Facilitating Science Talks
  - Coaching Teachers Using PEEP
  - Preparing an Environment for Inquiry in Preschool Settings
- ✓ Forty-four emails were sent out to individual or small groups of PEEP teachers and administrators to support their implementation and PEEP instruction
- ✓ Twenty-three group emails were sent to programs to notify them of upcoming webcasts and resources posted on the PEEP discussion board. 4.6.7 By July 1, 2015, Implement two (2) field tests of the Preschool STEM program, Peep and The Big Wide World, to 150 early learning and development programs participating in MD EXCELS

### Professional Development Maryland Model for School Readiness - Project 5

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

- ✓ This project is closed, and professional development will continue under Project 6 – Kindergarten Readiness Assessment and the Early Learning Assessment.

### Comprehensive Assessment System (CAS) – Project 6

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

- ✓ After census administration of the KRA ended in November 2014 there were discussions, based on teacher feedback, regarding the length of the KRA. Both states lead teacher focus groups to examine the assessment content further and to make determinations regarding items/tasks on the KRA that could be eliminated to shorten the administration time for teachers. During this review, discussions included 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. Leadership teams in both states met and reduced the KRA content by 20% based feedback from state focus groups and supporting item level statistical analysis from the census administration. This shortened version of KRA 1.0 will be administered in the fall of 2015 as KRA 1.5.
- ✓ The learning progressions and tasks for the ELA from birth to 72 months (original 36 to 72 months and birth to 36 month expansion for special education purposes) for the 12 progressions aligned to the 3 broad OSEP outcomes for special education are complete and ready to be printed. The final learning progressions and tasks will be complete in time for the training of trainers for general education teachers in the fall of 2015. The ELA materials will be available to teachers in the form of a kit available through the Maryland State Department of Education, Division of Early Childhood Development.

#### ***6.2.10 Complete a technical report of the development, validity, and reliability of the KRA***

- ✓ A full technical report of the development, validity, and reliability of the KRA and a shortened version, the Executive Summary, were finalized by WestEd and delivered to both states for review in May of 2015.

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## **6.2.11 Implement KRA and ELA statewide in Ohio and Maryland**

- ✓ The second administration of KRA (version 1.5, which is a shortened version of KRA 1.0) will be administered statewide from August 2015 through November 1st.
- ✓ ELA - The training of trainers for the special education specialists will be complete in August of 2015 and training at the district level will occur in the fall of 2015 for mandatory use of the assessment in the 2015-2016 school year. The professional development for the TOT's will consist of 3 days of face-to-face training and the equivalency of one day of on-line training modules. The professional development at the district level the professional development will consist of 2 days of training (face-to-face or blended) with three days of instructional support provided by the trainers. Training of trainers for general education teachers, including public school general educators and child care providers, will occur several times in the fall and winter of 2015/2016. Then there will be a phased rollout of district level training based on expressed interest in use of the ELA.

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

- ✓ The administration window of KRA 1.0 closed on November 8, 2014. Since that time JHU-CTE has used information collected from teachers, state focus groups, and state leadership teams to make changes to the training protocol, online professional development system, and assessment administration materials to prepare for the administration of KRA 1.5 in the fall of 2015.

## **6.4.5 Implement and maintain technology for assessment administration, professional development, and online supports**

- ✓ The administration window of KRA 1.0 closed on November 8, 2014. Since that time JHU-CTE has used information collected from teachers, state focus groups, and state leadership teams to make changes to the technology infrastructure to support professional development for teachers and administration and reporting for KRA 1.5 in the fall of 2015. The changes to the technology infrastructure are being communicated to all stakeholder groups in preparation for the second administration. In addition, to update modules for teachers and training for new kindergarten teachers, formal meetings and trainings are being provided to Early Learning Supervisors and Data Managers. These meetings were conducted throughout the month of June 2015.
- ✓ The technology to support administration of the ELA has been developed as part of the assessment system infrastructure. A test of the technology was conducted with teachers in the spring of 2015 and changes were made based on feedback received.

## **6.5.3 Conduct focus groups and stakeholder input sessions via in-person, conference call, or web-based technology to obtain feedback on assessment plans and development activities**

- ✓ Since census administration of KRA 1.0 in the fall of 2014, a number of stakeholder meetings have been held to obtain feedback on the administration and prepare for administration of KRA 1.5 in the fall of 2015 and to prepare for the implementation of the Early Learning Assessments. The meetings have consisted of the following:
  - State lead teacher focus groups to examine KRA assessment content and make determinations regarding items/tasks on the KRA that could be eliminated to shorten the administration time for teachers. During this review, discussions included 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.

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- State lead standard setting groups to determine how performance, as defined by scores on the assessment, relate to performance and the performance level descriptors. A common standard setting approach, Bookmarking, was used to determine cut score the KRA. A total of 23 teachers and early learning specialists from Maryland and Ohio, who represented a range of educational backgrounds and subgroup populations, served as panelists in this process.
- Leadership Team meetings including both states and partners from JHU-CTE and WestEd took place in February and May 2015. The Leadership Team made decisions regarding reduction of content for the KRA, the standard setting process, reporting of KRA results at the individual student level, and final development and implementation of the ELA.
- A State Advisory Group meeting was held on May 21, 2015 to review changes to the professional development and technology to support the KRA, as well as the development and plans for implementation of the ELA.
- Maryland also facilitated two KRA Workgroup planning sessions. The first involved Early Learning Supervisors throughout the state who were asked to respond to questions regarding their plan to provide professional development to the new 2015-2016 Kindergarten teachers. The second meeting included a review of the responses to these questions with additional discussion and feedback. Both Early Learning Supervisors and Kindergarten teachers throughout the state were involved in this second meeting.

## Child Development Innovations – Project 7

### ***7.1 Early Childhood Mental Health Phone Consultation for Pediatricians: Develop and implement phone consultation services for primary care providers in concert with the B-HIPP Project***

- ✓ In the July 2015 Baltimore Child Magazine, there is an article about the B-HIPP project and how the project assists physicians - <http://www.bluetoad.com/publication/?i=263801> (page 28).

### ***7.2 Conduct training with pediatric PCPs***

- ✓ Programmatic Highlights: Training videos are available on the website. See Drs. Larry Gray and Michelle Barnes, colleagues from the Fussy Baby Network in Chicago discuss communication. Go to the CHECKup website: <http://www.mdbhipp.org/videos.html>.
- ✓ PCP and EC//MH providers training in 4 counties are complete. Forty-six PCP's and 98 Early Childhood and Mental Health Providers were trained.

### ***7.2.4 Develop curriculum and training plan for pediatric PCPs by reviewing current materials and working with "other agencies," Adapt existing ECMH certificate program for pediatric PCPs***

- ✓ The team developed CHECKup curriculum and learning community methodology. The team used feedback and data from the first cohort to revise curriculum and learning community for the next cohort. See website listed above for materials.
- ✓ The team has bi-monthly meetings to develop a training manual so that others can replicate the CHECKup Learning Community in other communities and beyond the life of the grant.

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

- ✓ Child care directors, teachers, and registered family care providers can decide on either online or face-to-face training format. Online training is available on Maryland Public Television's Thinkport website:

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<http://ececourses.thinkport.org>. Online training is provided free of charge from May of 2015 to December of 2016. Face-to-face training through Maryland's approved training network is available at <http://www.marylandfamilynetwork.org/training/for-child-care-providers>.

- ✓ Directors must apply for the developmental screening tool by December of 2015 for MSDE to cover the purchase cost. To apply for the developmental screening tool, directors must visit their local Resource & Referral Center to review the developmental screening tools. The developmental screening tool videos can be found at: <http://ececourses.thinkport.org>. Directors can access the online application from May 2015 through December of 2015 - <http://ececourses.thinkport.org>.
- ✓ As of June 19, 2015, 328 developmental screening tools have been ordered by child care providers/centers. The online course participants include 305 directors enrolled and 181 certificates issued. For the teacher's course, 123 enrolled and 83 certificates were issued.

## Family Engagement and Support – Project 8

### 8.2.2 *Oversee implementation of strategies*

- ✓ The Coalition met twice and discussed next steps, including a proposal to review all effective practices submitted and discussed the organization of the Toolkit. The Coalition reviewed the overall vision of the Effective Practices Toolkit and discussed possible templates as well as what type of submissions would be appropriate for the Toolkit.

### 8.4 *Family Engagement coalition. Plan and conduct annual local community cafes*

- ✓ Eleven Strengthening Families Maryland Parent Cafés were held during the quarter, with over 145 individuals participating.
- ✓ Plans were finalized to hold a Strengthening Families Maryland Parent Café Facilitator Training Institute in Montgomery County on June 9, 10 & 11, 2015. This Institute is being hosted and sponsored by the Early Childhood Services Division of Children, Youth and Family Services of Montgomery County Department of Health and Human Services, and targets primarily individuals in the Montgomery County area.

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

- ✓ Our House Early Head Start/Hub hosted Community Parent Cafés on March 11, 2015, with 31 community members in attendance and on May 6, 2015, with 24 community members in attendance. The Cafés were sponsored by Abilities Network and staff members from the Our House Cherry Hill Family Support Center and Early Head Start staff assisted with the facilitation of the café and the childcare.

### 8.5 *Learning Parties*

- ✓ Two regional Learning Party Professional Development Trainings were held in Anne Arundel County and Dorchester Counties. All attendees received the full Learning Party Curricular binder and were poised to start implementing Learning Parties for children and families in child care/Head Start and PreK classrooms.
- ✓ Learning Party MOUs have been signed to conduct Learning Parties in 26 programs in 13 Maryland jurisdictions.
- ✓ Learning Party curricula in Math and Language and Literacy has been updated to align with the new KRA standards. The revision and alignment process in all the Domains will be complete by mid-summer.

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### **8.12.4 *Nine remaining library systems establish Library Family Cafes***

- ✓ The Ruth Enlow Library of Garrett County held their first cafe on Wednesday, June 10th. They built it around a "Camp-Out Theme." Their group consisted of 7 parents, 12 children, 2 Judy center staff, and 2 library staff. The librarian reported that they had really meaningful conversations with the parents. Parents shared some good ideas for making the library more available and helpful to families.

### **8.14 *Raising A Reader (RAR - family engagement and early literacy program): Pre-K classes in Title One schools***

- ✓ In the fall Raising A Reader (RAR) will begin its third year of implementation with the original 26 schools in the following jurisdictions: Cecil, Charles, Dorchester, Prince George's, Somerset, Talbot and Washington counties. An additional 23 schools are now participating in RAR, including schools in Anne Arundel and Worcester counties for a total of 2,521 Pre-K students. This fall it is expected that approximately 275 students will be added to reach the goal of 2,800 Pre-K students in Title I schools implementing RAR.

## **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 are 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 began the year long residency in their current place of employment in January 2015. Cohort III began MAAPP-ECE classes in February.

### **9.5.7 *Leadership Academies conducted for administrators/teachers/ child care and Head Start programs in 30 Title I school attendance areas for one (1) and one-half days during school-year 2014/15 (Fall/Spring)***

- ✓ The 2015 Early Learning and Leadership Academies are planned for July 13 in Annapolis, July 14 in Frederick, and July 16 in Cambridge. The theme is Executive Function Skills in Action through STEM. Dr. Heidi Schweingruber from the National Research Council will be the keynote speaker. Breakout sessions will cover best math practices, PEEP, Engineering through Puppetry, and Coding.

## **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 - operational.

### **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 - in progress.

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### ***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 extended to December 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 was June 1, 2015, with a go-live pilot of the attendance/enrollment tracking module to be implemented by November 18 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 school-child care program GIS mapping module ("Maryland Child Care Mapping Tool") developed by Towson University is live.

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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)