

Progress on Scope of Work Activities – Successes and Next Steps

Local Early Childhood Councils - Project 1

1.1.5 Present to the local council representatives on all the Projects (1-10) in RTT-ELCG and how they impact at the local level and expectations for coordination and oversight of specific projects

- ✓ During site visits each of the local council chair(s) are given an update on all RTT-ELC grant projects. The link is also shared with each council on a monthly basis for continuous updates http://marylandpublicschools.org/MSDE/divisions/child_care/challenge.htm

1.1.6 Set expectations for local early childhood advisory councils to submit their membership roster, agendas, and meeting minutes to the Governor's State ECAC

- ✓ Each of the local councils continues to submit documentation of monthly council meetings. In addition, membership roster are submitted on a rolling basis to ensure the most up to date information is captured.
- ✓ This month site visits have been conducted for the following nine (9) local councils: Calvert, Caroline, Cecil, Charles, Dorchester, Frederick, Kent, Somerset and Wicomico. During these visits the requirements are reviewed with the chair(s) of the councils again to ensure grants terms are being met.

Maryland EXCELS - Project 2

2.2.7 Conduct up to three, three day training institutes per year for new and returning technical assistance providers seeking new or renewed certification as eligible Maryland EXCELS TA providers

- ✓ The first day of the 2014 Maryland EXCELS Training Institute was held on October 7th at Johns Hopkins University Center for Technology in Education (JHU/CTE) from 9:00 am – 3:00 pm. Attending were the three primary groups that provide support and technical assistance to Maryland EXCELS participants: Program Coordinators from JHU/CTE, Maryland Family Network's Child Care Resource and Referral staff, and MSDE's Quality Assurance Staff. Participants collaborated to problem solve real life scenarios that occur when working with family and center-based providers. The online Early Learning Community for TA providers was introduced where questions could be asked and answers received, to provide consistency in the information that is shared with the child care and education community. Elizabeth Kelley, Director, Office of Child Care at MSDE, presented the keynote address. The second day of the Institute will be October 30th 2014 when participants will be trained on the verification process of meeting the TQRIS standards and how Program Coordinators evaluate evidence according to a standardized rubric. The third day is planned as a follow-up webinar to address additional questions and provide more information on topics raised at the earlier two sessions.

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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
October 2014	3,525	2,026	1,035	6	458	1,045

Check Level by Publishing Status – October 2014

Check Level	Published
0	0
1	689
2	146
3	45
4	33
5	132
Total	1,045

Published Programs by Level and Program Type – October 2014

Check Level	Family Child Care	Child Care Center	Public Pre-K	School-Age Only
1	390	195	0	104
2	78	64	0	4
3	23	21	0	1
4	11	22	0	0
5	59	71	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 the MarylandEXCELS Fall Institute to gather updated information about MarylandEXCELS. The Institute will continue in October with a follow-up webinar in December.
- ✓ Meetings at individual Resource Centers with Breakthrough Center staff continued in October 2014 as a part of statewide program planning and monitoring. At each meeting, the capacity

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building services, transition linkages and participation in Maryland Excels were reviewed. Regional conference calls were conducted with Breakthrough Center capacity builders and MSDE staff to review statewide progress. Prince Georges County and Baltimore City Breakthrough Center staff will work closely with Title 1 schools that have been identified for K-12 Breakthrough Center instructional support services. There are 9 schools in Prince George's County and 4 schools in Baltimore City.

- ✓ Breakthrough Center programs that met established criteria (Maryland EXCELS progress) will be incentivized this winter as a means of program development and program enrichment. Identified programs will receive funds for developmentally appropriate materials that can be used in their programs. Capacity builders are working with programs to assist them in acquiring incentives.

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. Thirty-seven (37) children from the Hub communities were targeted for transition to Head Start programs and or Pre-kindergarten.
- ✓ Child Care Community Outreach Specialists are working with 42 dedicated Family Providers and Child Care Directors in the two Hub communities. Staff are working diligently to assist providers achieve success as evidenced by the number of providers who are published in EXCELS. Of the 25 providers in the Park Heights community, 80% of those are published in EXCELS, and ten of the 17 providers in the Cherry Hill community are published. Three child care providers applied for the MSDE Quarterly Incentive Grant. Mobile Literacy Labs reached 300 children through a combination of child care providers.

Promoting Use of Early Learning Standards- Project 4

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

- ✓ The Guide has been finalized and submitted to a layout designer for design and formatting of the print version. The print version will be available in November 2014.
- ✓ 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

- ✓ Three full day professional development trainings were held- Annapolis, Howard and Caroline counties, to accommodate the directors and teachers in the new VIOLETS classrooms. Over 150 people attended the professional development that included the research based behind the VIOLETS Program, the curricular components, a review of the VIOLETS materials, a video illustration VIOLETS in action, and paired practice. Participants were introduced to their coaches and the assessors who will assess children in the VIOLETS classrooms. There will be 37 child care center based classrooms; 31 Head Start classrooms and 4 family day child care home working together as 2 classrooms. VIOLETS will be in 18 Maryland jurisdictions (Baltimore City and counties).
- ✓ Chris Barr from the University of Houston, the VIOLETS evaluator, participated in a video conference and presented the 2013-14 VIOLETS Evaluation to the Research Advisory Group, a

sub-committee of the ECAC. Dr. Barr's presentation included an overview of VIOLETS, its research base; the history and development of VIOLETS; the intervention components of VIOLETS; the methods and results of the current evaluation and included time for an interactive discussion.

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" is being provided to the child care community by the Maryland Family Network through December 31, 2014. 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 Pre-K/K formative assessments using experts and practitioner stakeholder groups in Ohio and Maryland

- ✓ After initial items for the Early Learning Assessment (formative) were developed by WestEd, the formative was tested in two phases in Maryland and Ohio. The first test consisted of a virtual performance assessment usability study where 3-4 year old children were observed and assessed on their use of both the iPad and VPA activity. Children were observed in 2 sites in Maryland from February 24th through March 7th. The second test consisted of a hands on performance assessment (HPA) pilot. The major goals of the HPA Pilot were to explore children's accessibility to the formative tasks and the feasibility of the assessment administration for teachers. It was conducted to validate the usability of the tasks for formative purposes and to use the qualitative data collected from surveys (usability, feasibility, and perception) and focus groups to inform further development, administration, and implementation of the system. Data gathered from this study were analyzed and used to develop the remaining tasks needed to complete the Early Learning Assessment (ELA). The developments of the tasks for the ELA were complete in September for all learning progressions.

6.2.6 Conduct extensive pilot test of KRA and PreK/K formative assessments and 6.2.9 Conduct formal field test of the KRA and formative assessments in selected sites in Ohio and Maryland

- ✓ The validation and testing process for the KRA was complete in the spring of 2014 with a final small test of the VPA items. Census administration of the KRA statewide began in September and the assessment window will go through November 8th. After census administration is complete student test data will be analyzed and provide the basis for standard setting for the KRA.

- ✓ The first test of the Early Learning Assessment (ELA), the virtual performance assessment (VPA) usability study included 3-4 year old children from two sites in Maryland who were observed and assessed on their use of both the iPad and VPA activity from February 24th through March 7th. The second test consisted of a hands on performance assessment (HPA) pilot. The major goals of the HPA Pilot were to explore children's accessibility to the formative tasks and the feasibility of the assessment administration for teachers. It was designed to validate the usability of the tasks for formative purposes and to use the qualitative data collected from surveys (usability, feasibility, and perception) and focus groups to inform further development, administration, and implementation of the system.
- ✓ Ohio administered portions of the ELA assessment, 9 learning progressions that map to the 3 broad outcomes for special education students for federal reporting requirements, statewide this fall. Data collected in the fall during Ohio's administration will provide data that can be analyzed to further test the system before roll out in Maryland in the late spring/early summer of 2015.

6.2.10 Complete a technical report of the development, validity, and reliability of the KRA and formative assessments

- ✓ Technical reports of the development, validity, and reliability of the KRA have been received and consist of findings from Cognitive Interviews, Content and Bias and Sensitivity Reviews, a Pilot Test, a Field Test, and a test of the VPA items. Data and feedback gathered from the Field Test of the KRA was presented to leadership teams in Ohio and Maryland in February 2014 and a technical report has been received.
- ✓ A technical report on the HPA and VPA tests on the development of the ELA has been received. This information was used to finalize all tasks for the ELA. A formal test of the technology infrastructure that will support the ELA will take place in March of 2015.

6.2.11 Implement KRA and PreK/K formative assessments statewide in Ohio and Maryland

- ✓ Census administration of the KRA statewide began in September and the assessment window will go through November 8th.
- ✓ There will be a phased roll-out of the ELA beginning in March 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

- ✓ Data and feedback gathered from the validation of the KRA were used to further develop and refine the training protocol for administration and use of the KRA. Professional development for teachers in preparation for census administration of the KRA took place through the beginning of the census administration window. Census administration began in September 2014.
- ✓ There will be a phased roll-out of the formative assessments beginning in the late spring/summer of 2015 in Maryland. Professional development for the formative will begin in

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the late spring 2015 with Training of Trainers (TOT) sessions and training of teachers will occur in the summer of 2015.

6.3.13 Develop a Training of Trainers program for preschool educators on the administration of formative assessments

- ✓ The training protocol on the administration of the ELA is in the planning and development phase. The preliminary timeline consists of beginning the Training of Trainers professional development in the late spring of 2015 and professional development for teachers from July to December of 2015 and a phased roll-out of the ELA beginning in July 2015 in Maryland.

6.4 (6.4.1, 6.4.2, 6.4.3, 6.4.4) Develop and deploy technology infrastructure for EC-CAS

- ✓ CTE assumed responsibility for the development, design, and deployment of the technology infrastructure that will support the delivery of the KRA, Formative, and EC-CAS online system. The EC-CAS online system was finalized and rolled out for implementation of the KRA assessment and supporting professional development on August 18th. The technology infrastructure for delivery of the ELA will be finalized and tested in the spring of 2015.
- ✓ Two visits for each LEA were conducted during the fall of 2013 and spring of 2014 to present information on the KRA system and technology requirements. In addition, information was disseminated via formal meetings with Early Childhood Supervisors, emails, and webinars to provide updates on the technology infrastructure and data requirements in preparation for census administration of the KRA that began in September 2014. Webinars were presented for LAC's in December 2013 and May 1, 2014. Assistant Superintendents, Early Childhood Coordinators, and CIO's were also notified of the webinars and received technology updates and data specifications.
- ✓ Data Managers in each LEA followed the protocols for uploading teacher and classroom level data so teachers could begin the administration of the KRA in September. In addition to the meetings and webinars to provide guidance on the technology requirements, a website (<http://dataguidelines.kready.org>) was also created to provide data managers with the data guidelines and updates.

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.

- ✓ This goal is completed for planning and on-going for training. The team has completed booster sessions for mental health and early childhood providers and many providers participated to learn how to better collaborate with PCPs.

7.2.9 Conduct training with pediatric PCPs

- ✓ Two CHECK Up Learning Communities are completed and the third learning community on the Eastern Shore is in planning phase with local partners.

7.4.9 Deliverable: By December 31, 2014, operational SEFEL web-based data system, a SEFEL/ECMH website, and on-line SEFEL professional development modules.

- ✓ Module 1 and 2 of the SEFEL Infant and Toddler Training became live on the SEFEL site
- ✓ In the last quarter (July 1-September 30th) **483** unique individuals have taken at least one module of SEFEL training.
- ✓ The MD SEFEL Website has had **2633** unique hits from July 1 to September 30, 2014.

7.10.4 Provide training to 3-40 primary care practices on developmental screening each year (15-20 PPCs every 6 months)

- ✓ Trainings continued based on outreach to Howard, Carroll, and Frederick Counties. Next target for trainings is high risk zip codes in Montgomery County in collaboration with the local ECAC (Early Childhood Advisory Council) in that county.

Family Engagement and Support – Project 8

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

- ✓ On October 23rd a presentation was offered on the MD Early Childhood Family Engagement Framework.
 - at the MSCCA's Leadership Symposium "*Lions, Tigers and Bears, Oh My! Walking Through Maryland's Ever Changing Forest of Early Care and Education*".
 - MD Early Childhood Family Engagement Framework:
http://marylandpublicschools.org/MSDE/divisions/child_care/docs/MD_Fam_Engage.pdf
 - MSCCA website: <http://www.mscca.org/training.html>

8.3.1 Develop and follow process for on-going communication and joint implementation with the Local Councils

- ✓ The Chairs of the Local Councils are sharing/introducing the MD Early Childhood Family Engagement Framework with their full council team members to support of the sharing of the document within relevant sectors in their jurisdiction.
- ✓ The Local Councils are partnering with the MD Family Engagement Coalition to assist with next steps of creating good and promising practices to support the framework.

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 Race-to-the-Top (RTT) Cherry Hill Hub staff continue to work at supporting the Cherry Hill RTT project and to establish connections with the Cherry Hill Early Learning Action Coalition without duplicating efforts. The first Parent Café for the Cherry Hill community was held on September 23, 2014. Training for individuals from the Cherry Hill community interested in becoming Table Hosts was held on October 16, 2014.

8.5.4 Milestone: By December 31st of each year. 100% of school/programs are selected for the implementation of Learning Parties

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- ✓ Many schools and programs chose to use the Learning Parties as a back-to-school family engagement event and were pleasantly pleased to have a strong turnout of families and children. It gave many families the opportunity to see the school, move between the cafeteria and media center, select classrooms and to meet many of the teachers, principals, and PTA staff. Libraries continue to be well represented at the Learning Parties with families signing up for library cards and checking out books.

8.79 Identify curriculum materials

- ✓ The Learning Party Curriculum is being revised to ensure that the content is aligned with the Kindergarten Readiness Assessment.

8.11.7 Deliverable: By December 31, 2015, at least 50,000 low income children will receive ROR services

- ✓ This deliverable has been exceeded as there are 83 practices located in 18 counties and Baltimore City enrolling approximately 98,000 children. Literacy groups and/or components have been established in 15 jurisdictions.

Workforce Competency and Leadership Development- Project 9

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 will be included in the Task Force's report to the State Superintendent due in December 2014.

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

- ✓ Planning is beginning for multiple Academies to occur the summer of 2015.

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

- ✓ 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.

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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 November 31, 2014, with a go-live pilot of the attendance/enrollment tracking module to be implemented by January 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 GIS module is expected to be rolled out for public use in January 2015.

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For more information:

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