

Early Learning Challenge

2016 FINAL PERFORMANCE REPORT



JUNE 2017





**Race to the Top - Early Learning Challenge
Final Performance Report**

CFDA Number: 84.412

*Maryland,
2016*

Due: 3/31/2017

U.S. Department of Education
Washington, DC 20202



Performance Report: Cover Sheet

General Information

1. PR/Award #: S412A120016
2. Grantee Name (Block 1 of the Grant Award Notification.): Office of the Governor, State of Maryland
3. Grantee Address 200 West Baltimore Street, Baltimore, Maryland 21201
4. Project Director Name: Mrs. Elizabeth Kelley Title: Acting Superintendent for the Division of Early Childhood Development
Ph #: 410-767-0342 Ext: (extension) Fax #: Enter fax number.
Email Address: Elizabeth.Kelley@maryland.gov

Reporting Period Information

5. Reporting Period: From: 01/ 01/2012 To: 12/31/2016

Indirect Cost Information

6. Indirect Costs
 - a. Are you claiming indirect costs under this grant? ☒ Yes ☐ No
 - b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government?
☒ Yes ☐ No
 - c. If yes, provide the following information:
Period Covered by the Indirect Cost Rate Agreement(s):
From: 1/1/2016 To: 12/31/2016 (mm/dd/yyyy)
Approving Federal agency: ☒ ED ☐ HHS ☐ Other: please specify.
(Attach current indirect cost rate agreement to this report.)

Certification

7. The Grantee certifies that the state is currently participating in:

The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148));

☒ Yes
☐ No

Executive Summary

The Executive Summary is the State's opportunity to tell the story of its Race to the Top—Early Learning Challenge (RTT-ELC) Grant. Reflect on your State's accomplishments over the grant period and, in a couple of pages, share (1) the vision for RTT-ELC in your State (2) What has changed in the State and in early learning programs as a result of RTT-ELC (3) the lessons learned in implementing a comprehensive reform agenda. You may also want to share planned next steps for this work. The Executive Summary should be no more than ten pages in length.

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Maryland received one of twenty Race to the Top Early Learning Challenge Fund Grant (RTTT-ELC) awards in the amount of \$50 million over four years. The Maryland State Department of Education (MSDE) was designated as the lead agency to coordinate a multi-agency approach to submitting Maryland's state plan. The current Governor's State Advisory Council on Early Care and Education (ECAC), working with the Division of Early Childhood Development (DECD) and the Division of Special Education/Early Intervention Services (DSE/EIS) staff, implemented the ELC projects over the four years.

Maryland's RTT-ELC spotlight projects are the Maryland EXCELS quality rating and improvement system and the Ready for Kindergarten (R4K) Early Childhood - Comprehensive Assessment System. The progress made in increasing access to quality care for at-risk children through Maryland EXCELS and measuring student growth through the R4K could not have been accomplished without the RTT-ELC grant. As programs enter Maryland EXCELS, they have received technical assistance and most have "stepped up" the quality of early childhood services for young children and their families. The development of the Kindergarten Readiness Assessment (KRA) allows Maryland to measure the skills and abilities of incoming kindergarteners against the Maryland College and Career-Ready Standards. The KRA is administered during the first few weeks of kindergarten. Teachers and principals are able to identify early gaps in achievement as a means for intervention and targeted early learning support.

Maryland's application included 10 thematic projects designed to improve and support the school readiness results. The ten projects strove to reduce the readiness gap for low-income children, English language learners, and young children with disabilities through various strategies. Maryland's RTT-ELC was designed to address these gaps by targeting supports to early childhood programs in low-income neighborhoods and Title 1 attendance areas. The grant's theory of action presumes that early interventions prior to school entry boost the chances for student groups that traditionally have experienced an ever-widening gap between the school's academic expectations and the students'

abilities to meet them. Below are highlights of the project successes over the four years of the ELC grant:

Local Early Childhood Councils – Project 1

Twenty-four local early childhood advisory councils (ECACs) were established to bring community support to all the RTT-ELC projects through locally designed activities that support early learners' learning opportunities and school readiness skills. Each local council successfully executed their RTT-ELC implementation grant by the end of year 3. Local ECACs have met or exceeded goals, objectives, and activities stated within their grant action plans. Over the four year grant period, the Annie E. Casey Foundation provided the local ECACs with results based leadership training which they have used to guide their work. Each local ECAC continues to meet and study their KRA results and strategically design next steps toward closing the achievement gap. This project was completed as of December 31, 2015.

Maryland EXCELS/Tiered Quality Rating and Improvement System (TQRIS) – Project 2

Maryland EXCELS increased the quality of early childhood education programs through the implementation of the five tiers of quality standards. As of December 31, 2016, 4,427 programs and providers were participating in Maryland EXCELS; representing 49% of all licensed child care programs in Maryland. The percentage of Public Prekindergarten programs grew to 11% from the baseline of <1%. The number of programs with published quality ratings in Maryland EXCELS has grown to 3,802. Published programs can be searched by families on www.marylandexcels.org and on the Maryland EXCELS mobile app.

There are 503 programs with published quality ratings of Level 3, 4, or 5 who are eligible for differential reimbursement quality payments for serving children receiving Child Care Subsidy benefits. Outreach and support continues to be provided through the network of Quality Assurance Specialists and the Child Care Resource and Referral Centers, who hold regional training and work group meetings to assist providers with meeting the Maryland EXCELS standards and participation requirements. Program Coordinators, employed by Johns Hopkins University, verify evidence uploaded by the program, and offer support with the online system and QRIS requirements. Online professional development modules on the Maryland EXCELS system and the rationale between the standards and continuous quality improvement are in development. Several MSDE-approved training workshops are offered in all areas of the state, to assist providers in meeting the QRIS requirements, and developing a deeper understanding of continuous quality improvement and the impact on children, families, and society.

Maryland EXCELS programs create Program Improvement Plans at Levels 3, 4, and 5 to address school readiness components from the KRA. A new and simplified resource has been developed from the KRA data for programs to identify school readiness goals and objectives. When the enrollment and attendance reporting system (Project 10) reaches full implementation, students will be tracked from their child care and early education placement(s), linking their early experiences with the KRA

assessment results. This data will yield information about the link between program quality and kindergarten readiness.

Coaching and Mentoring – Project 3

Breakthrough Centers

Over 922 child care providers/programs worked with Center staff and enrolled in Maryland EXCELS through assistance from the Breakthrough Centers which are located in Child Care Resource Centers (CCRCs). Through expanding their staff, the Centers provided technical assistance and capacity building services to child care programs/providers that were located in 412 Title I school improvement neighborhoods throughout Maryland. These programs include English Language Learners and children with special needs and behavior concerns. The CCRCs provided child care training and the overview for the new Developmental Screenings to meet the Developmentally Appropriate Learning and Practice in the Maryland EXCELS Program Standards. This project was completed as of December 31, 2015.

Community Hubs

Two Community Hubs were created under the ELC grant, both located in Baltimore City. Each Community Hub facilitated the transition of children to a Head Start program when the child turned three years old. Community Outreach Specialists worked with over 55 child care providers by providing training and technical assistance in the Baltimore City communities of Park Heights and Cherry Hill to increase their participation in the Maryland EXCELS program. By June 30, 2015, over 20 providers were registered at Level 1 and an additional 10 providers at Level 2. The Transition Specialist worked to develop contacts and relationships with the public schools as well as community agencies to smooth transitions for families with children entering Head Start, community preschool programs, and Pre-K. Supports were provided to parents through referrals to various resources in the community, sharing parent education opportunities, and offering child development information through home visiting services. School readiness was improved through working with families and service providers to ensure smooth transitions for those children turning three and transitioning to Head Start programs or community programs as well as those children entering public and private Pre-K programs. This project was completed as of December 31, 2015.

Preschool for All

The Preschool for All PreK sites were located in 13 community based settings, and operated under the ELC for school years 2013-2014 and 2014-2015. Then this project closed, and the participating community based PreK programs were transferred to the federal Preschool Development Grant beginning July 1, 2015.

Judy Center Satellites

Through the ELC funding, MSDE established additional sites at six Title 1 elementary schools – Carmody Hills and Samuel Chase in Prince George’s County, and Samuel Coleridge Taylor,

Commodore John Rodgers, Liberty and Arundel elementary schools in Baltimore City. The Arundel Elementary School and Liberty Elementary School Judy Centers were partially funded through a public-private partnership with the Baltimore Community Foundation (BCF). BCF continues to fund Judy Centers in Baltimore City, adding five more in FY 2016. By establishing active partnerships, Judy Centers bring services and information to families, such as vision and hearing screening, referral for health care, child care referral, early childhood counseling services, parent workshops covering topics around literacy, early math and social/personal development. In a 2015 study, a comparison was made on whether entering kindergarteners who had received Judy Center services were better prepared for school compared to those who did not. The study suggests that Judy Center services are positively associated with students' readiness. This project is closed, and the Judy Centers funded by ELC grant were transferred to the federal Preschool Development Grant beginning July 1, 2015.

Making Access Happen (MAH)

The Making Access Happen program is designed to increase the participation of three- to five-year-old children with disabilities in public and private community-based early learning and development programs through the delivery of job embedded professional development. At the heart of expanding access in the Making Access Happen program is developing practitioners' skills in universal design for learning (UDL) and collaborative practices to close the achievement gap for all children. Core teams of local early childhood staff from across the twenty-four local school systems, the Maryland School for the Blind and the Maryland School for the Deaf participated in regional two day train the trainer professional development institutes focusing on reflective coaching as an adult learning strategy for successfully supporting the participation of young children with disabilities, ages 3 to kindergarten (includes 5 year-old not in their kindergarten year), in inclusive early childhood settings. Through local mini-grants supported by RTTT-ELCG funding, a total of 166 community program staff were subsequently trained as reflective coaches by the core teams who had participated in the two day regional institutes. Completion of an online MAH "toolkit" for reflective coaches to access as a resource was launched in December 2015. The toolkit includes video clips from local coaching sessions demonstrating best practices, related resources developed by participating local programs, and professional development materials developed by the MAH leadership team for use by local coaches

<http://education.jhu.edu/PD/newhorizons/Making%20Access%20Happen/Making%20Access%20Happen> This program continues under another funding source.

Promoting Use of Early Learning Standards- Project 4

PEEP

PEEP, a comprehensive program to attract and engage children three to five years old in science, was administered by PreK teachers in school years 2014-2015 and 2015-2016. At the beginning of each school year, PreK teachers attended two days of professional development focused on science and *PEEP*. Teachers implemented the *PEEP* units over six months and facilitated children's science explorations with coaching support from their administrator. There were a number of difficulties

during the implementation of PEEP. There were many teachers who changed classrooms, left programs, or dropped out of the program. Also, many children who were assessed at the beginning of the program, were not available to be assessed at the end. This resulted in a significantly lower number of children with pre- and post-test assessment scores than was initially anticipated. Preliminary analyses on the limited number of children showed that for the second year of implementation and data collection children in classrooms where PEEP was implemented started out higher on the LENS assessment, but they also had higher change in their pre to post-test scores than children in comparison group classrooms. Children in the first year of data collection also started out higher but there was not a significant difference in pre to post-test change. The changes during implementation limited MSDE's ability to conduct any additional analyses based on subgroups or differences in implementation by year.

Guide to Early Childhood Pedagogy

The Guide supports the implementation of the Early Learning Standards by providing evidence based practices for early childhood providers and public schools. The Guide was disseminated statewide, and is available online. A training module was developed to introduce the guide to educators and is available online. Approved trainers have been given a hard copy of the guide to assist them in the development of training that includes information from the Guide. The information provided in the guide helps providers improve their quality of instruction, and assists trainers in developing high quality training materials. This project was completed in September 2015.

Vocabulary Improvement and Oral Language Enrichment through Stories (VIOLETS)

VIOLETS (Vocabulary Improvement and Oral Language through Stories) is a language based program addressing the so called 'word gap' experienced by many at risk youngsters. The program is implemented in early childhood programs serving mainly low income children and preschoolers who are English Learners, and offers evidence-based interventions in preschool settings. VIOLETS new teacher and VIOLETS Booster and Extension Trainings were offered regionally for 294 early childhood educators. VIOLETS Extension Bags, with four new books and VIOLETS scripts and activities, were created and disseminated to 45 VIOLETS teachers. Over the four years of the grant approximately 3,220 children in a Head Start, PreK, child care and family child care centers were exposed to VIOLETS in 161 classrooms. The VIOLETS Evaluations demonstrated that participating in the VIOLETS program can help PreK children make gains in key and basic vocabulary words, and that children who are Dual Language Learners (DLL) tended to make greater gains to help close the language gap(s) between DLLS and their English-proficient peers. VIOLETS continues to reach additional classroom and children through a variety of other funding sources.

PETALS

The Promoting Enrichment to Advance Language Skills (PETALS) program is an oral language and vocabulary program designed for children ages 2-3 who are English Language Learners or otherwise at-risk of language delay. Based on the successful VIOLETS model, extending PETALS to a younger age group allows for targeted programming to begin the process of a child's language development even

earlier. PETALS features 12 interactive Read Alouds based on award-winning and carefully selected books that appeal to young children. PETALS is an 8-minute daily intervention featuring one book per week for 12 weeks. The design, books (which include English, Spanish and bilingual selections), key word selection, daily script design, optional classroom extension activities, weekly parent letter and take-home activity for each book have been completed. An Internal Advisory Group, in collaboration with the developer and researchers, provided oversight and feedback throughout the book selection and script development process. An evaluation team comprised of researchers has developed a customized assessment to evaluate receptive language skills based on the key words associated with the PETALS program, and have identified the Woodcock-Munoz test as an expressive language assessment tool for pre- and post-assessment. PETALS will pilot in January 2017.

Early Learning Standards

The new Maryland Early Learning Standards reflect the alignment of two documents- the Healthy Beginnings' indicators from Birth to Age 4 and the Prekindergarten through Grade 2 Maryland College and Career-Ready Standards. The completed Maryland Early Learning Standards have been disseminated to Maryland's early childhood stakeholders in a variety of ways: as an Appendix to our Supporting Every Young Learner- Guide to Early Childhood Pedagogy Birth to Age 8, online, and presented to various stakeholders at conferences and workshops. Emphasis was placed on providing professional development on the Social Foundations standards since it contains new standards in Approaches to Learning and Executive Functioning skills. Professional development was provided for the third summer for combined school and community teams in Title I school areas that focused on increasing their knowledge of early learning development and the standards in the STEM areas of the domains of Social Foundations, Science, and Mathematics. During 2015 and 2016, presentations focused on the mathematics standards as the data from the 2014 Kindergarten Readiness Assessment indicated this domain having the lowest percentage of students demonstrating readiness.

Professional Development Maryland Model for School Readiness - Project 5

The Professional Development Maryland Model for School Readiness training for early learning providers has been updated to include information on the Early Learning Standards, the Kindergarten Readiness Assessment (KRA) and the Early Learning assessment (ELA). Maryland, through an approved budget amendment dated June 9, 2015, moved \$423,476.00 from Project 5 to Project 6. This project was closed and professional development continued under Project 6 – Kindergarten Readiness Assessment and the Early Learning Assessment.

Comprehensive Assessment System (CAS) – Project 6

The Ready for Kindergarten (R4K) assessment system has been systematically developed within a framework grounded in theory, research, and best practice to ensure its validity and reliability. The reporting scale of both the formative assessments and the KRA allows the progress of individual students to be tracked within and across school years and allows cohorts to be tracked across years. The system includes a kindergarten entry assessment, and formative assessments for children aged 36 through 72 months, i.e., Early Learning Assessment (ELA). Combined, these two assessment

components provide key stakeholders—families/caregivers, educators, administrators, and policymakers—with a balanced view of students’ learning needs and provide actionable information to help tailor instruction and interventions. The assessments are part of an overall educational system that includes early learning and development standards, curricular resources and instructional practices, professional development, and instructional interventions and policy improvements. The system has been designed to enhance the school-readiness skills of entering kindergarten students and ensure that students are on a learning trajectory to graduate from high school ready for college and careers.

Kindergarten Readiness Assessment (KRA)

KRA v1.0 was administered in the fall of 2014, KRA v1.5 was administered in the fall of 2015 and the results were publicly released each spring. Other system enhancements and assessment content changes will be field tested in Maryland, Ohio, and Tennessee in the fall of 2016 for the next round of development with implementation of KRA v2.0 in the fall of 2017. Connecticut and a number of school districts in Michigan are planning to implement the KRA in 2017. The R4K, which includes the Kindergarten Readiness Assessment (KRA), provides a framework to assess what students should know and be able to do when they enter kindergarten to ensure they are ready to learn. The KRA provides data that teachers can use to identify learning gaps and ensure quality early learning opportunities for children by building on the strengths of every child. Based on the 2014-2015 KRA results, nearly half (47%) of all children in Maryland displayed the foundational skills assessed indicating they were fully ready for kindergarten, 36% were approaching readiness, and 17% of children were assessed as emerging. The school readiness report for school year 2015-2016 showed similar results with 45% demonstrating readiness, 37% approaching readiness, and 18% as emerging. The 2016-2017 report results were also similar with 43% demonstrating readiness, 38% approaching readiness, and 19% as emerging. The full report for Maryland is available online at www.marylandpublicschools.org and at www.readyatfive.org.

Early Learning Assessment (ELA)

The learning progressions, tasks for the ELA, and the online system have been completed. Training for public school general education and special education teachers, Head Start, and community-based teachers has begun. The ELA materials are available to teachers in the form of a kit as well as online. Thirty-five programs representing public PreK, Head Start, and community-based programs participated in a User Acceptance Pilot that was completed June 1, 2016. The 2016-2017 school year is the pilot year for the administration of the ELA to preschool children with disabilities, with revisions based on teacher feedback to be incorporated into the ELA for a full rollout in 2017-2018. Public PreK, special educators, Head Start, and community-based programs that have completed training began use of the ELA the fall of 2016.

Child Development Innovations – Project 7

Best Beginnings

The first objective of this project was to field-test Best Beginnings for screening the development of infants and toddlers in child care centers with child care teachers implementing the tools. The Best Beginnings system is comprised of a professionally administered Best Beginnings Developmental Screen (BBDS) and the parent-completed Best Beginnings Family Questionnaire (BBFQ). Fifty-four early child care providers from 30 child care centers across the state agreed to participate. Providers attended one day Best Beginnings training and successfully completed a certification test. Centers were split into two groups: validity or feasibility. The Battelle-II was used as the gold standard assessment and was administered by two graduate students. Best Beginnings passed both validity and feasibility studies and made the MSDE list of recommended developmental screening tools.

Developmental screenings will enable parents and child care teachers to identify delays earlier and provide students with needed services earlier. This project is closed as it was completed in September 2015. The Best Beginnings tool was available free to providers through this link through January 15, 2016: <http://mptchildcarecourses.thinkport.org/dev-screening-tool-review-and-application-2.html>

Developmental Screening

Maryland will put in regulation that all child care providers must administer developmental screenings for children in their care from birth to age five beginning the fall of 2017. The free development screening tools were available to early learning providers through January 15, 2015 and the online training was free through December 2015. The free online training launched in June and through the month of December: a total of 8,674 providers enrolled, and 6,063 professional development certificates were issued. Developmental screenings will assist in identifying children with special needs earlier and provide them with necessary services to prepare them for Kindergarten. This project was completed December 2015.

Training of Pediatricians

University of Maryland, division of Child and Adolescent Psychiatry implemented a plan to train primary care providers (PCPs) and pediatricians to participate in the early childhood mental health consultation. Staff collected and coded data from pediatricians' interviews to determine their training needs and preferences. Then they provided training and curriculum for mental health professionals to support pediatric primary care physicians. Cross disciplinary trainings were held in four regions of the state around early childhood mental health, with 145 various providers in attendance. Behavioral Health Integration in Pediatric Primary Care program (BHIPP) enrolled 508 providers for training in children's mental health issues. Provided mental health phone consultation for pediatric PCPs statewide, and a total of 107 consults were for children 0-5. The mental health phone consultation service continues to operate. BHIPP Reflections Video completed, and are available at https://www.youtube.com/watch?v=v_muCLmaFzE. By providing the medical community with supports needed to improve the social and emotional health of young children, school readiness for many children is enhanced. This project was completed December 2015.

Social and Emotional Foundations of Early Learning (SEFEL)

The Institute for Innovation and Implementation at the University of Maryland/School of Social Work has launched a Social Emotional Foundations in Early Learning (SEFEL) website that offers professional development training modules and other resources developed for parents and for those teaching or implementing SEFEL in early learning programs across the state. The website is being advertised at conferences, through existing local councils and at state level meetings,

<https://theinstitute.umaryland.edu/SEFEL/>. In 2016, the Institute posted six additional Trauma-informed SEFEL Trainings, and piloted outcomes with two counties to monitor sections of the website. Twelve SEFEL Leadership Committee Meetings were held to help guide and support the updating of the web site. As of December 31, 2016, 1,528 providers have obtained certificates in SEFEL Preschool Training or the SEFEL Infant and Toddler Training. Participants represent 33 states and six countries. The SEFEL website is used by over 3,600 users, and this number continues to grow as more providers learn of the importance of Social Foundations for later school success. This project shifted to another funding source as of December 31, 2015.

Family Engagement and Support – Project 8

Maryland Early Childhood Family Engagement Framework and Coalition

The Coalition for Family Engagement published the Maryland Early Childhood Family Engagement Framework in 2014 to much acclaim in the national early childhood community. As a result, MSDE was awarded a \$494,370 grant from the W.K. Kellogg Foundation to build upon the work accomplished under the RTT ELC Project 8: Family Engagement; notably, the establishment of *The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children*. The grant was awarded for one year. The Maryland Early Childhood Family Engagement Coalition is the advisory group and steering committee that oversees grant implementation. To encourage child care providers to expand their family engagement activities (written and oral communication, parent-teacher conferences, family events, written shared policies, etc.), Maryland EXCELS requires programs at levels 3, 4 and 5 to sponsor a specific number of parent engagement activities each year. This funding for this project shifted to the Kellogg Grant as of January 1, 2016.

Coalition - Effective Practices Toolkit

The Early Childhood Family Engagement Coalition developed a plan for the Effective Practices Toolkit to provide strategies so that early learning providers can implement the goals of the *Maryland Early Childhood Family Engagement Framework*. The Toolkit helps child care providers increase and improve family engagement with their families. The toolkit is aligned with documents such as the Workforce Competencies Framework and the Guide to Early Childhood Pedagogy. The toolkit design incorporates *Framework* goals and offers examples that illustrate how various child care programs are meeting these goals. The subcommittee included information on pertinent topics for educators such as Toxic Stress and Trauma, Dual Language Learners, and working with families with children with disabilities. By developing the Effective Practices Toolkit, providers have tools and resources to

strengthen and improve relationships with the families of the children in their care. By working together, families will receive valuable information on being their child's first teacher and advocate, and providers are better informed about the development of children through parent interaction. The Toolkit is available online.

Parent Cafés

Over the four years of the grant, there were a total of 99 Parent Cafés provided throughout Maryland with 1,437 people attending. By training an additional 56 Parent Café Facilitators, Maryland Family Network (MFN) was able to further increase the capacity for the provision of Parent Cafés. Evaluations completed by participants after each Parent Café show parents find support through their peers, more easily access community resources, and gain an increased understanding of their child's development. By increasing awareness of child development, school readiness, and available community resources, parents are better informed to help their children increase the skills, knowledge, and attitudes necessary for success in school. This project was completed December 2015.

Library Learning Councils

Public libraries have organized Library Learning Cafés in 18 libraries to bring in families to network on early childhood topics in Title I school districts and to receive information on valuable early childhood and family resources. As of December 2015, 28 Library Parent Cafés have been held, and 16 libraries have created Family Resource/Parent Information Centers. The Library Partnership has improved the quality of parents' interactions with library staff; increased the frequency of children and families' engagement with libraries, including obtaining library cards for children, and encouraged families to take greater advantage of other social services in their communities. This project was completed December 2015.

Learning Parties

Parent-Child Learning Parties, a program designed to support the successful transition from early childhood settings to public schools, were implemented with the participation of teachers and parents and their rising kindergarteners from Title 1 neighborhoods. Forty-five sets of Learning Parties were held in 27 different programs over the course of the grant, including child care programs, public PreK programs, Judy Centers, libraries, and a homeless shelter, meeting the goal established through RTT-ELC. All seven domains of the Learning Party curriculum have been revised to align with the KRA. Through 2016, Learning Parties reached approximately 450 children and 350 adults in 13 jurisdictions. Five regional Learning Party trainings were held in 2015, reaching over 110 early learning teachers which have further extended the program. Learning Party parent evaluations were revised and updated in both English and Spanish. Families exposed to the Learning Parties have a greater understanding of the importance of early learning as the foundation for school readiness and success in school. Parent evaluations completed at the end of the Learning Parties indicate that families had

increased awareness of the importance of early learning and their roles as their child's first teacher. This project was completed December 2016.

Raising A Reader

Over three school years, 11,240 prekindergarten students in 56 Title I schools in nine school districts participated in RAR. Spanish-speaking students made up 22% of the children in the program. An analysis of pre- and post surveys collected from parents during the 2015-2016 school year was completed using a sample size of 341 families. The results were positive with a statistically significant increase in the following areas: time spent with parents book sharing with their children; parents asking their child questions about the story; families establishing a reading routine; and letting children "read" the book or tell a story about the pictures to the parent. The Raising A Reader program was successful in increasing family engagement of identified "book sharing" behaviors, particularly with families that were categorized as part of a priority population (low socio economic status and meeting less than five benchmark indicators). While the grant ended last year, schools are using other funding sources (e.g., Title I) to continue implementing Raising A Reader in their prekindergarten classrooms for the 2016-2017 school year. In addition, several school districts have expanded the RAR initiative into other programs and grades (e.g., kindergarten, Head Start).

Reach Out and Read (ROAR)

The Reach Out and Read program is an early literacy and book distribution campaign by pediatricians to their patients across the state. Eighty seven pediatric practices and clinics in 19 counties plus Baltimore City participated in ROAR this year. More than 100,000 children have received free books during their "well" visits to the pediatrician. Parents are given advice by doctors and other health practitioners on the importance of reading to their children during each visit. Quality assurance visits are made to sites that have been operating for more than one year. The Maryland Chapter of the American Academy of Pediatrics is currently exploring alternative options for the continued funding of this program. ROAR provides an opportunity for health care practitioners to encourage parents to read with their children and increase their exposure to written materials. This project was completed in September 2015.

Workforce Competency and Leadership Development- Project 9

Workforce Competency Framework

The new "Knowledge and Competency Framework for Child and Youth Care Professionals" was completed in April 2015. Evaluation strategies aligned state and national resources and professional work group members conducted cross-checking of alignment and knowledge areas/domains. MSDE/OCC approved trainers were given training on how to use "Maryland's Knowledge and Competency Framework for Child and Youth Care Professionals" and have begun developing training to meet the specific competencies.

The Framework is available on-line with hyperlinks to professional resources. Collaboration with local community colleges to align current pre-service training to the Framework is completed. The

development of a self-reflection tool for child care professionals to use alongside the Framework is in progress. This will include self-checks so that a provider can note which knowledge and competency areas he/she will need training. This project was completed in September 2015.

Maryland Approved Alternative Preparation Program (MAAPP)

MAAPP is a two year program for participants interesting in earning a certificate in early childhood education. Candidates must be currently working in a child care program and have a bachelor's degree. During the first year of the program they attend classes on Saturdays at a local college to complete their course work. The second year of the program includes a four-week internship, numerous lesson plan assignments and the submission of videotaped lessons. Three cohorts have been part of MAAPP – Cohort 1 (2013-2014) has nine out of eleven candidates that have completed the requirements and are eligible for certification in early childhood education. Cohort 2 (2014-2015) has eight out of eleven candidates that have completed the requirements to be eligible for certification in early childhood certification. Another candidate in Cohort 2 is in the process of taking the Praxis requirement to be eligible for certification. Cohort 3 (2015-2016) has fourteen candidates that are in the process of completing their second year of the program. The program ended December 2016.

Strengthening the Workforce

During the 2015 legislative session, the General Assembly passed Senate Bill 677 requiring the Department of Education, the Commission on Higher Education, and representatives from institutions of higher education in the State that offer early childhood education programs to develop a master plan addressing the critical shortage of qualified professional teachers and child care providers in the early childhood education workforce. The Master Plan workgroup's recommendations will strengthen the quality of the Early Childhood workforce through these activities: MSDE is collaboratively planning and developing degree programs with four-year colleges to increase the number of teacher education programs that provide dual certification in special and general education in early childhood education for children from birth to grade 3. MSDE is working with local school systems on the alignment of high school Career and Technology Education curriculum with the requirements of the Child Development Associate credential and course content at the community college early childhood education programs. MSDE established a statewide job board to advertise child care internships and paid positions designed to enhance child care providers' efforts to find qualified applicants. This project is ongoing under other funding sources.

Early Learning Academies

The third annual series of Early Learning Academies was held July 13, 14, and 16, 2015. The one day Academies were held in Annapolis, Frederick, and Cambridge, MD. The theme was Executive Function in Action through STEM. Over 400 participants made up of school principals and their team of early childhood teachers and child care teachers from their school communities attended sessions on computer coding, science instruction, math instruction, and teaching the engineering process through puppetry. Based on the evaluation summary, 94% of the respondents found the academy relevant and

engaging. Overall, respondents found that the academy provided them with strategies helpful to improve their school programs. This project was completed in August 2015.

Early Learning Data System – Project 10

The MSDE Division of Early Childhood Development (DECD) has been developing its Early Childhood Data Warehouse (ECDW) as part of MSDE's Longitudinal Data System, with project completion expected in June 2016. Enhancements to the existing Child Care Administrative Tracking System (CCATS) expanded the scope of the ECDW by collecting, linking, and integrating data about children in publicly funded early childhood programs, program quality data on all types of early learning and development programs, and early childhood programs participating in the Maryland EXCELS (TQRIS) program. DECD is in the process of testing the professional development grants and incentives module in the internal CCATS application. The professional development grant module was fully operational and integrated with licensing, subsidy, and credentialing services in June 2016. The child care subsidy portal, including child attendance, voucher receipt and payment, is being tested for release late 2016. DECD developed 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 and implementation of data dashboards, pre-determined data reports, and established policy queries. The IT systems will enable MSDE to track student performance on the KRA, analyze their prior attendance in child care and preschool, and examine the quality of the programs students attended.

The management of the RTT-ELC had many “firsts” for Maryland. They are:

- Establishment of formally chartered local early childhood advisory councils, and the awarding of planning and implementation grants,
- Implementing a new infrastructure for continuous program improvement (i.e., Maryland EXCELS);
- Implementing a new model of capacity building (beyond the typical child care resource and referral work) through the Early Childhood Breakthrough Centers;
- Development of the prekindergarten component of the Maryland College and Career-Ready Standards, including research-based executive functioning standards;
- Collaboration with another state on developing a new comprehensive assessment system, and the development and implementation of the Ready for Kindergarten (R4K) assessment system;
- Formal mechanisms to coordinate early childhood services with pediatricians and family practitioners through the training of physicians on developmental screenings and offering physicians early childhood mental health consultation;
- Creating a Maryland specific framework on family engagement; and
- Developing a comprehensive data system.

The implementation of each of these projects has increased the scope of services to children and families and strengthened the infrastructure of Maryland's early childhood education system

significantly. Many of the projects introduced will continue through various funding sources, including local funding and foundation funding. The impetus of this grant facilitated the passage of two legislative mandates to expand Prekindergarten (PreK) slots in Maryland. The first was House Bill 297, the Prekindergarten Act of 2014, which provided \$4.3 million annually in state funding for new PreK slots beginning in school year 2014-2015. The second bill was House Bill 668 which provides the state match of \$3.7 million to the federal Preschool Development Grant in fiscal year 2017 and \$7.3 million in fiscal year 2018. Together, the Prekindergarten Act of 2014 and the federal Preschool Development Grant expanded Maryland's PreK slots for children in Title 1 neighborhoods by 2,957. This increase in PreK slots has greatly expanded Maryland's ability to reach young learners sooner in their academic life. The RTT-ELC award raised the profile of early learning in Maryland, and created new opportunities to increase services to Maryland's youngest learners.

Core Areas

A. Successful State Systems

Aligning and coordinating early learning and development across the State (Section A(3) of Application)

Overall Accomplishments

Reflect and relate your accomplishments during the four-year grant and No-Cost Extension period in aligning and coordinating early learning and development across the State.

Please report on your progress against all applicable goals, targets, and projects in the State's application. Provide an overall assessment of your grant implementation (you may want to explain the major accomplishments in the projects you outlined in your RTT-ELC Project Plan, identify strategies used, and how identified challenges and lessons learned will inform future work). Discuss how RTT-ELC funds contributed to project goals and outcomes. Include evidence and data to support your discussion (e.g., tools created, student outcomes, survey results, changes in instructional practice).

Both lead divisions, the Divisions of Early Childhood and Special Education/Early Intervention Services, have successfully implemented the ten projects which are broken down into 810 specific tasks as outlined in Maryland's approved Scope of Work (SOW). As of December 31, 2016, after 60 months of implementation, 100 percent of all tasks have been completed on time in accordance with the project plan. As well, all milestones have been accomplished. In terms of project accountability, MSDE has closely monitored all ten projects in 2016 by:

- Monitoring all subgrants using the monitoring instrument approved by USDE in 2012;

- Initiating on-site monitoring visits to Maryland EXCELS published programs for observable evidence that supports the quality rating; and to identify areas in need of additional support for the purpose of continuous quality improvement.
- Monitoring the progress of performance measures, as established in the RTT-ELC scope of work and providing technical assistance to subgrantees.
- A detailed accounting of the progress for each of the ten projects is documented in GRADS360, and all projects worked to meet the milestones and deliverables.
- The major accomplishments for 2016 are related to the RTT-ELC team's ability to solve problems regarding the two major anchors to Maryland's RTT-ELC plan:
- Maryland EXCELS has been implemented for forty-two months with 49% of Maryland child care programs participating.
- Completion of the third statewide administration of the Kindergarten Entry Assessment and implementation of the formative assessment, named Early Learning Assessment.

Maryland's TQRIS, known as Maryland EXCELS, was launched on July 1, 2013. Participation in the system quickly grew from 330 programs in the pilot to 4,427 as of December 31, 2016, exceeding the milestone for total participation. Outreach to child care and early education programs serving high needs children is focused and prioritized, as is recruitment of nationally or state accredited programs. Staff continues to target outreach to programs receiving Child Care Subsidy and those located in Title 1 attendance areas. The providers serving children who receive child care subsidy were required by regulation to participate in Maryland EXCELS by June 29, 2015. Regional information sessions and peer support groups were formed statewide with collaboration and cooperation from Early Childhood Breakthrough Centers, the Child Care Resource and Referral Network, and Maryland EXCELS's Quality Assurance Specialists.

The development of Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System, which includes the Kindergarten Readiness Assessment (KRA), is a joint project between the States of Ohio and Maryland. The states are joined by two partners - Johns Hopkins University - Center for Technology in Education for technology and professional development support and WestEd, the project's assessment consultant. The fall 2016 administration of the KRA in Maryland was completed in September and the state and county level reports were available by November 2016.

Developing two different assessment components of the system (Kindergarten Readiness Assessment and Formative Assessment), linked through technology, and required MSDE to develop additional tests of the system than were initially planned. These additional efforts required MSDE to adjust the development and implementation timeline slightly, but allowed for maintenance of the timeline for major project benchmarks, project deliverables, and the integrity of the project.

The ELA was enhanced through the development of expanded learning progressions that allow special education teachers to assess children who fall chronologically between 36 and 72 months but are developmentally below 36 months. The ELA, expanded learning progressions, and item development, were complete in the early fall of 2015. The ELA is an optional assessment in Maryland, except for

children with disabilities. For young children with disabilities, the ELA can serve as one of multiple sources of data to help inform measures of child progress against three broad child outcomes defined by the U.S. Department of Education, Office of Special Education Programs (OSEP). The 2016-2017 school year is the pilot year for the administration of the ELA to preschool children with disabilities, with revisions based on teacher feedback to be incorporated into the ELA for a full rollout projected for the following school year (2017-2018). Training of Trainers for general education teachers, including public school general educators, and child care providers, began January 2016 with a phased rollout of district level training based on expressed interest in use of the ELA.

In addition to the major anchor projects, Maryland's RTT-ELC team was able to produce the following:

- The “Knowledge and Competency Framework for Child and Youth Care Professionals” was completed and published in April 2015, and professional development trainers are using the framework as a guide for course content;
- The “Supporting Every Young Learner: Maryland’s Guide to Early Childhood Pedagogy, Birth to Age 8” was completed in January 2015 and published to provide guidance on best practices in early learning programs. The Guide also included the updated Early Learning Standards, comprised of the Healthy Beginnings Guidelines, Birth to age four, and the Prek to Grade 2 span of the Maryland College and Career-Ready Standards;
- Participation by all 24 of Maryland jurisdictions in “Making Access Happen,” a coaching program for providers serving children with disabilities; and the website is near completion;
- Nine LEAs have their Title 1 elementary schools participating in Raising A Reader (RAR);
- Thirty-one candidates completed the Maryland Approved Alternative Preparation Program (MAAPP) for Early Childhood Education with the majority of candidates receiving their teacher certifications at the end of two years;
- Implementing the recommendations from the Early Learning Professional Development Master Plan in accordance with Senate Bill 677, on December 31, 2015.
- Field tested the Enrollment and Attendance Reporting System (EARS), an online system to be accessed by licensed child care providers, Head Start, and other early childhood programs.

Maryland entered the “Race” with all of its early care and education programs within the State’s Department of Education. This has proven to be critical in proceeding with the development of the Scope of Work (SOW) and the decision-making process regarding the development of the infrastructure for Maryland's early childhood education programs. Working from a consolidated governance structure reduced the level of effort in terms of getting organized at the state level, including the related administrative processes required to manage such a large project. The Governor’s State Early Childhood Advisory Council was overseeing the implementation of the grant and the Maryland State Board of Education was regularly briefed on its progress. Maryland also benefitted from prior reform efforts in early childhood education and had the capacity to quickly move to the next level. The management of the RTT-ELC had many “firsts” for Maryland:

- Establishment of formally chartered local early childhood advisory councils, and the awarding of planning and implementation grants,
- Implementing a new infrastructure for continuous program improvement (i.e., Maryland EXCELS);
- Development of the prekindergarten component of the Maryland College and Career-Ready Standards, including research-based executive functioning standards;
- Collaboration with another state on developing a new comprehensive assessment system, and the development and implementation of the Ready for Kindergarten (R4K) assessment system and the Early Learning Assessment (ELA);
- Formal mechanisms to coordinate early childhood services with pediatricians and family practitioners through the training of physicians on developmental screens and offering physicians early childhood mental health consultation;
- Creating a Maryland specific framework on family engagement; and
- Developing a comprehensive data system.

All these developments have shaped the infrastructure of Maryland's early childhood education system significantly. The RTT-ELC award raised the profile of early learning in Maryland. While MSDE had strong support from the state's legislature, other critical stakeholders expressed their support and interest in the projects, including the business and philanthropic community.

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

MSDE's Division of Early Childhood Development (DECD), in collaboration with its Division of Special Education/Early Intervention Services, was charged with managing all aspects of the RTT-ELC grant. The Governor's State Advisory Council on Early Care and Education oversaw the implementation of the grant on behalf of the Maryland State Board of Education. DECD worked closely with the Department of Health and Mental Hygiene and the Department of Human Resources on policy, procedural, and technology issues pertaining to services for young children.

In addition to the existing governance structure, the grant enabled the establishment of 24 local early childhood advisory councils (Project #1). The councils were established by the local county executives in collaboration with local school superintendents in the first year of the ELC grant.

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the four-year grant and No-Cost Extension period.

To support the implementation of the RTT-ELC, DECD established a broad-based involvement of stakeholders, i.e., subject matter experts, representing all constituency groups of early childhood education. Below is a listing of committees, councils, and workgroups by project.

RTT-ELC Project Workgroups:

Project 1	Task Force on Improving Early Learning for Low Income and Disadvantaged Children
Project 2	Maryland EXCELS Workgroup DECD Research Advisory Group
Project 3	Judy Hoyer Advisory Council (expansion of Judy Centers); Crossfunctional Steering Committee (Early Childhood Breakthrough Centers)
Project 4	Prek Common Core Standards Workgroups, Guide to Early Pedagogy Workgroup
Project 6	State Advisory Council, National Technical Advisory Council, Ad hoc work groups
Project 7	Developmental Screening Workgroup, SEFEL Partnership Committee
Project 8	Coalition of Family Engagement
Project 9	Senate Bill 677 – Early Childhood Professional Development Master Plan
Project 10	Early Childhood Data System Committee

The DECD communications plan ensured transparency and regular updates on the progress of the RTT-ELC implementation. The major communication tools were: Partners Newsletter (published quarterly) which is disseminated to 13,000 subscribers including licensed child care, nursery schools, public schools, Head Start, advocates, and policymakers.

RTT-ELC Monthly Progress Reports were distributed to constituency groups and posted on the DECD website. DECD Website, which was updated in 2015, provided regular updates and project specific information. Regular updates before the Maryland State Board of Education and the Governor's State Early Childhood Advisory Council.

In addition, periodic presentations were scheduled with major stakeholder groups, such as Maryland State Board of Education, Public School Superintendents' Association of Maryland, LEA Assistant Superintendents of Instruction, LEA Early Childhood Supervisors, LEA Local Accountability Coordinators, Maryland Head Start Association, Maryland State Child Care Association, Maryland Family Child Care Association, Maryland Association of the Education of Young Children, as well as various committees at the Maryland General Assembly.

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had an impact on or was the result of the RTT-ELC grant. Describe the expected impact.

The injection of \$50 million of federal funds for early childhood highlighted the importance of quality child care and workforce development. The ELC grant projects provided an infrastructure that strengthened MSDE's position with the Maryland General Assembly, and an impetus to expand early learning opportunities in Maryland. With these supports, MSDE was able to affect the following legislation.

The Task Force on Early Learning Teacher Education draft legislation was submitted as a departmental bill to the Governor for the 2013 legislative session. The Governor returned it with the instruction to have the Task Force established by the State Superintendent. The State Superintendent installed the Task Force in September 2013, and a report was submitted in November 2014. This report contributed to the work in Project 9, Workforce Development.

During the General Assembly's 2014 legislative session, two bills passed affecting early childhood. The first was the Prekindergarten Expansion Act of 2014, which provided additional preschool slots for four year olds and the expansion of Judy Centers; the funding provided was \$4.3 million. This bill expanded the Preschool for All program in Project 4 (Promoting Use of Early Learning Standards) by 1,400 slots and strengthened MSDE's application for the federal Preschool Expansion Grant. The second bill was the State Early Childhood Advisory Council, which codified the council in state law and provided that the Governor names the members in accordance with the representation listed in the bill. The codification of the Council in State law further supports the efforts of the local councils established in Project 1 and provides a state focus on early childhood and a governance council for early childhood initiatives.

One bill, Professional Development for Teachers and Providers of Early Childhood Education – Master Plan, was passed during the 2015 legislative session. The bill provided that the Maryland Department of Education establish a workgroup with representatives from higher education and early childhood to write a professional development plan to address the critical shortage of qualified professional teachers and child care providers in the workforce. The master plan sustains the activities and focus of workforce development as it relates to Project 9 of the RTT-ELC.

In 2016, the General Assembly passed two bills affecting early childhood. The first was the Prekindergarten and Kindergarten Assessments – Administration, which established a shorter testing period for the Kindergarten Readiness Assessment (KRA) and allowed local school systems to choose to assess only a sample of students and not all kindergartners in their elementary schools. Also, statewide reporting must be completed within 45 days after October 1 (last day to administer the KRA). These requirements have limited the information that can be gleaned from the KRA (Project 6) to the representative statewide sample; as well, not all parents are receiving information on their student's kindergarten readiness. The second bill, Preschool Development Grants (PDG) – Expansion

Grants- Required State funding was passed to provide the state match for the federal PDG. The entirety of the ELC grant implementation prepared Maryland to be a successful applicant for the PDG.

The Early Learning Challenge Grant provided Maryland with the opportunity to bring forward projects that will support quality early learning settings for children birth to age five for many years to come. Due to the implementation of ELC projects MSDE was able to pursue state legislation to provide additional funding for PreK and other statutes to support quality early learning into the future.

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan during the four-year grant and No-Cost Extension period.

No changes occurred over the course of the grant.

B. High-Quality, Accountable Programs

Overall Accomplishments

Reflect and relate your accomplishments during the four-year grant and No-Cost Extension period in the area of improving quality in early learning programs in your State, including development and use of a Tiered Quality Rating and Improvement System (TQRIS).

Please report on your progress against all applicable goals, targets, and projects in the State's application. Provide an overall assessment of your grant implementation (you may want to explain the major accomplishments in the projects you outlined in your RTT-ELC Project Plan, identify strategies used, and how identified challenges and lessons learned will inform future work). Discuss how RTT-ELC funds contributed to project goals and outcomes. Include evidence and data to support your discussion (e.g., tools created, student outcomes, survey results, changes in instructional practice).

The state's TQRIS, Maryland EXCELS, exceeded participation goals during the first years of the grant, due in part to the Child Care Subsidy requirement (effective July 2015) that providers be participating in the program to receive subsidy reimbursement. By the time the grant ended, programs serving families eligible for Child Care Subsidy made up approximately half (50%) of all Maryland EXCELS participants. This indicated that Subsidy was not the only reason programs chose to participate in Maryland EXCELS. Data from focus groups, online surveys, and a variety of other outreach efforts show that program improvement and recognition for providing quality child care and early education, were also among the highest drivers of participation.

As Maryland EXCELS began implementing the requirements of Maryland EXCELS, some providers who were previously participating but had not met the requirements of a quality rating (any Level 1-5) at the end of 12 months, were moved to non-participant status. This change caused them to be ineligible to accept Child Care Subsidy reimbursement payments. For a program to regain its status as participating in the Maryland EXCELS, and eligible for Child Care Subsidy reimbursement, it must achieve and publish a quality rating (any Level 1-5). Lessons learned from our experience in the first years of Maryland EXCELS implementation, are now being re-visited to maintain the participation of programs so no disruption in service will occur for families and providers.

In the early years of Maryland EXCELS, a concerted effort was made by State Quality Assurance Specialists to contact (in person, by phone, email, on-site visits) providers who were receiving Child Care Subsidy reimbursements to ensure they registered for Maryland EXCELS before the deadline. In this reporting year, those efforts, and others, are being utilized to ensure that programs have the knowledge, support, and understanding on how to meet Maryland EXCELS requirements and maintain their participation in the program. Early data suggests that approximately 20% of programs that were moved into 'non-participation' status are successful in publishing a rating (1-5) to return to current participation in Maryland EXCELS .

A new professional development Toolkit and a revision to the Maryland EXCELS system will be launched in the spring of 2017. The standards and criteria are also being enhanced, and will be released later in 2017. Many of the improvements and revisions to Maryland EXCELS standards came as a direct result of feedback received through communications within the system, listening sessions, focus groups, stakeholder and child care associations, and support staff (including Child Care Resource and Referral staff) who work with Maryland EXCELS participants providing technical support, training and assistance.

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application).

Please check all that apply – The State's TQRIS is based on a statewide set of tiered Program Standards that address or are aligned with:

- ☒ Early learning and development standards
- ☒ A comprehensive assessment system
- ☒ Early childhood educator qualifications
- ☒ Family engagement strategies
- ☒ Health promotion practices
- ☒ Effective data practices

Describe progress made during the reporting year and across all five years of grant implementation in **developing or revising** a TQRIS that is based on a statewide set of tiered Program Standards.

Participation in Maryland EXCELS grew from 330 programs at the end of the Field Test in May, 2013 to 4,427 programs by December, 2016. The percentage of all eligible child care programs participating in Maryland EXCELS at the end of December, 2016 was at 49%. Throughout the grant years, participation among child care centers grew to a high of 75% of all licensed facilities participating, and in December, 2016 70% of all child care centers were participating in Maryland EXCELS. Family Child Care providers' participation reached a high of 47% and has leveled off to a participation rate of 39% as of December, 2016. Public Prekindergarten programs located in public elementary schools increased their participation from a low of 7 in June, 2015 to 102 in August, 2016. Current participation of public prekindergarten programs in public schools is 11% as of December 2016.

Promoting Participation in the TQRIS (Section B(2) of Application)

Describe progress made during the reporting year and across all five years of grant implementation in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant period and the No-Cost Extension period.

During the reporting year, the State refocused its efforts to ensure that participating programs understood, and had the resources and supports needed, to maintain their participation in Maryland EXCELS. During the preceding years of the grant, the requirement for participation in Maryland EXCELS to receive Child Care Subsidy reimbursement led the State's outreach and communication efforts. By the time the Child Care Subsidy regulation took effect in July 2015, nearly 90% of all providers serving children of eligible families were participating in Maryland EXCELS. To meet the requirements of Maryland EXCELS, programs have 12 months to achieve and publish a quality rating of 1 to 5. The published rating must be renewed after 12 months. A program may achieve and publish at a higher level at any time. Published ratings are made public via the Maryland EXCELS website in the Find A Program portal at www.marylandexcels.org.

Over 4,000 child care and public prekindergarten programs maintained their participation in Maryland EXCELS in the reporting year by publishing or republishing a quality rating. This includes programs that achieved a quality rating for the first time and those that moved to higher ratings or maintained their current quality level.

To ensure that those providing support and technical assistance to participating programs are well-informed and kept current on all Maryland EXCELS requirements, a training institute was held for child care resource and referral staff, state staff working directly with programs, and staff of Johns Hopkins University, Center for Technology in Education.

State Quality Assurance Specialists scheduled over 350 workgroups and trainings throughout the state during the reporting year. Due to the focus on maintaining participation and moving to higher quality ratings, the training topics and support sessions evolved as providers' needs changed and their familiarity and comfort with the online system gradually improved. To keep providers informed of support available, training and workgroup calendars were inserted into the scheduled mailings to providers receiving Child Care Subsidy reimbursement.

This reporting year offered opportunities for Maryland EXCELS participants to provide feedback and suggestions regarding the Maryland EXCELS standards, the online system, and the supports available. Based on feedback received from users and stakeholders that was gathered from the past 3 years, several improvements were undertaken in the reporting year and will continue after the grant ends.

- 1) The website for Maryland EXCELS, <http://www.marylandexcels.org/>, was improved to provide more information and resources for families and additional supports for child care programs. The revised website was released in December 2016 and data analyzing

traffic to the website showed a substantial increase in new and returning visitors to the site.

- 2) Social media for Maryland EXCELS was added in December 2016 and helps to drive traffic back to the website to the search features for families looking for quality child care through the Find A Program portal and Quality Finder mobile app.
- 3) In this final year of the grant, state partners at Johns Hopkins University, Center for Technology in Education, began development of a Professional Development Toolkit for Maryland EXCELS. The purpose of the Toolkit is to offer real-time support for programs working to meet the requirements to achieve and publish a quality rating. The Toolkit was piloted with child care providers and the support staff who work with them and is currently under review with the State before being finalized and made available to programs.
- 4) Standards revision – The last revision of the Maryland EXCELS standards was in March 2014 less than one year after full implementation of the new Maryland EXCELS system. As feedback was gathered and analyzed from multiple sources including state child care associations, public school early childhood staff, and participants, a process began to revise some of the criteria in the standards. As the grant year ends, we are set to release the proposed revisions to a widely diverse group of stakeholders including all Maryland EXCELS participants for a comment and feedback period. After hearing from all groups, final revisions will be made. The revisions will not affect a program's quality rating but will be enhancements and clarifications to the current standards.
- 5) Maryland EXCELS 2.0 – The online system is undergoing revision to improve the navigation and online experience of users and support staff who work within the system. The previously mentioned Toolkit will allow for 'just in time' resources to be added into the system as participants are working to meet standards and upload evidence for a quality rating. The expected release of 2.0 will be spring 2017. Work was well underway at the end of the grant period and will continue.

Statewide Data-Driven Goal Setting – In August of the reporting year, the Maryland EXCELS Supervisor and the manager from Maryland Family Network who oversees the network of Child Care Resource and Referral Centers (CCRC) travelled the state holding 13 regional meetings with all CCRC staff and their State Quality Assurance Specialists sharing participation and publication data, and setting goals for the next 6 months to increase participation and assist programs to meet higher quality ratings.

Outreach Efforts – The Child Care Subsidy regulation requires programs to be participating in Maryland EXCELS to receive reimbursement payments. As of September 2016 (the most current data available) 13,596 children whose families were eligible for Child Care Subsidy were served by 2,251 child care providers participating in Maryland EXCELS. The percentage of Maryland EXCELS participating programs receiving Child Care Subsidy reimbursement (September 2016) compared with the total number of Maryland EXCELS participants is approximately 51%. In the reporting year, outreach efforts were focused on maintaining the participation of all programs in the Maryland EXCELS and providing the supports and technical assistance that programs require for successful quality improvement. The Statewide Maryland EXCELS Training and Workgroup calendar, offered

free of charge by State Quality Assurance Specialists, is mailed to providers with their Subsidy Invoice Detail Reports in on-going mailings. Outreach to programs that have published a quality rating of Level 2 in Maryland EXCELS is focused on getting those providers to Level 3 (or higher) so they can reap the rewards of the quality differential payment (tiered reimbursement) for Child Care Subsidy that begins at Level 3, and increases at Levels 4 and 5.

Performance Measure (B)(2)(c)

In the **Final Progress Report Excel Workbook** provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved. Grantees will need to populate the table using last year's APR data and include data on "Actuals" for the No-Cost Extension period.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.										
TARGETS										
Number and Percent of Early Learning and Development Programs in the TQRIS										
Type of Early Learning and Development Program in the State	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool										
Early Head Start and Head Start ¹										
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds										
Licensed Family Child Care Homes and Licensed Center-Based Facilities not receiving CCDF funds										

¹ Including Migrant and Tribal Head Start located in the State.

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Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.																		
ACTUALS																		
Number and Percent of Early Learning and Development Programs in the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool																		
Specify																		
Early Head Start and Head Start ¹																		
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619																		
Programs funded under Title I of ESEA																		
Programs receiving from CCDF funds																		
Licensed Family Child Care Homes and Licensed Center-Based Facilities not receiving CCDF funds																		

¹ Including Migrant and Tribal Head Start located in the State.

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(B)(2)(c) Data Notes

All baseline data are actual. All Early Head Start/Head Start entries refer to the number of program sites. In 2016, Prince George's county no longer had Head Start programs, and Anne Arundel County reduced the number of programs.

Children served by IDEA funding are enrolled in diverse early childhood programs (Head Start, child care, PreK). Local Education Agencies use Title I funds for extended hours of mandated PreK services. In this chart, the targets stated for 2012-2015 therefore already incorporate IDEA and Title I programs. State-funded PreK programs serve the same children with high needs who receive program services under IDEA Parts B and C and Title I. See (B)(4)(c)(2).

For "Programs receiving from CCDF funds", the 2016 actual figures reflect the number of formal child care providers receiving Subsidy reimbursement, who are participating in Maryland EXCELS as of September, 2016, the most current month available.

The Maryland State-funded PreK Program and Preschool Development Grant funded PreKs are included in the State-funded preschool count.

Rating and monitoring Early Learning and Development Programs (Section B(3) of Application).

Describe the State's progress made in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS during the reporting year and across all five years of grant.

No State-funded preschools were in Maryland EXCELS in the baseline year. PreK targets were not met although participation grew from 7 programs in 2014 (<1%) to 88 in 2016 (11%). MSDE has implemented strategies to incentivize Public PreKindergarten program participation in Maryland EXCELS. For both the State PreK program and the Federal PreK grant, the Prekindergarten classrooms operated by local boards of education must comply with the State's prekindergarten regulations and participate in Maryland EXCELS if funded with Preschool Development Grant funds (PDG). Community-based programs are either published at Level 5, the highest level in Maryland EXCELS, or State or nationally accredited as a program of quality, or Certified by MSDE as a nursery school.

Progress in enhancing a system for rating programs participating in Maryland EXCELS:

Johns Hopkins University, Center for Technology in Education (JHU) has continued its partnership with the State as the developer of the web-based TQRIS system for Maryland EXCELS. Program Coordinators hired by JHU use a verification rubric when examining evidence uploaded by the program to meet the quality criteria within Maryland EXCELS. Weekly calls between the State and JHU provide an opportunity to review questions regarding evaluating evidence submitted by programs for maintaining consistency between the intent of the criteria and standards and the rating of evidence by Program Coordinators.

Maryland EXCELS Quality Assurance monitors continue to conduct monitoring visits of published programs. When a program publishes a quality rating in Maryland EXCELS it becomes eligible for a monitoring visit through a random selection among all published programs. The visits are conducted by Maryland EXCELS Quality Assurance Specialists and do not affect the rating of the program. Instead they are used to support program improvement and to confirm that the policies and procedures the program submitted to meet the quality rating requirements are in practice and observable. The scheduling of monitoring visits is flexible to meet the needs of the program and staff. After the visit is completed, the program receives a monitoring visit report which is shared with their assigned Quality Assurance Specialist who contacts the program to provide any assistance that may be needed or requested by the program.

Promoting access to High-Quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application).

Please check all that apply – The State has made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices:

- ☒ Program and provider training
- ☒ Program and provider technical assistance
- ☒ Financial rewards or incentives
- ☒ Higher, tiered child care subsidy reimbursement rates
- ☒ Increased compensation

Describe the progress made improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS during the reporting year and across all five years of grant implementation based on the policies and practices above.

Participating programs have made quality improvement progress during the grant by achieving and publishing higher ratings in Maryland EXCELS. This reporting year is the third full year of implementation of Maryland EXCELS. Participating programs have 12 months to meet and publish, renew or publish a higher quality rating. As the Child Care Subsidy requirement for TQRIS participation went into effect, we saw some decrease in the number of participating programs as Maryland EXCELS requirements defined participation. Programs can return to participation at any time they meet and publish any TQRIS quality level from 1 to 5.

This year saw an increase in the number of programs publishing at higher levels, demonstrated by 697 programs at Levels 2 through 5 in 2015, compared with 950 programs at Levels 2 through 5 in 2016. While the largest number of programs with published ratings is Level 1, the increase in the number of programs at this quality rating is substantial, with 2,012 programs at Level 1 in 2015, compared with 2,826 programs at Level 1 in 2016. Level 1 programs meet quality standards over and above minimum licensing requirements and have made a commitment to continuous quality improvement.

As outreach and training efforts shift from recruitment of Subsidy providers to providing support for programs moving to higher levels in Maryland EXCELS, State Quality Assurance Staff, collaborating with the Child Care Resource Centers, offer over 300 quarterly workgroup and training sessions statewide where programs receive individual assistance with the Maryland EXCELS criteria and Core of Knowledge training. In addition, the Child Care Resource and Referral Centers offer targeted technical assistance with specific Maryland EXCELS criteria, that any participating program may request through their online account.

The tables below show the comparison between December 2015 and December 2016 for the percentage of participants in Maryland EXCELS and the quality ratings published.

December 2015 Published Quality Ratings	
Level 1	2,012
Level 2	297
Level 3	170
Level 4	25
Level 5	140
Total Published Programs	2,644

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Total Published Programs	2,644

Performance Measures (B)(4)(c)(1) and (2)

In the **Final Progress Report Excel Workbook**, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.											
Type of Early Learning & Development Program in the State	TARGETS					ACTUALS					
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Total Number of Programs Enrolled in the TQRIS											
Number of Programs in Tier 1											
Number of Programs in Tier 2											
Number of Programs in Tier 3											
Number of Programs in Tier 4											
Number of Programs in Tier 5											
Number of Programs Enrolled But Not Yet Rated											

In the **Final Progress Report Excel Workbook**, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

TARGETS										
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning and Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool										
Early Head Start and Head Start ¹										
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds										
First 5 California Child Signature Program										

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

ACTUALS																		
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4 [*]			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool																		
Specify																		
Early Head Start and Head Start ¹																		
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619																		
Programs funded under Title I of ESEA																		
Programs receiving from CCDF funds																		
First 5 California Child Signature Program																		

¹ Including Migrant and Tribal Head Start located in the State.

Data Notes

For purposes of Performance Measure (B)(4)(c)(2), how is the State defining its “highest tiers”?

TQRIS data are maintained electronically and updated automatically through the online database maintained by the Maryland EXCELS (TQRIS) program.

The figure reported for State-funded Pre-K includes children with high needs who are also separately reported in this table for IDEA and Title I programs. However, while the number of children with high needs who are served by IDEA and Title I programs can be separately determined, it is not possible under MSDE's current data tracking and reporting systems to determine how many of those children are included within the stated number of children served by State-funded Pre-K programs. Thus, the figures given for State-funded Pre-K include children with high needs served by IDEA and Title I programs. Separate projections for IDEA and Title I program children as sub-groups of the Pre-K population cannot currently be made.

The Actual figures shown for “State-funded preschool” reflect children enrolled in public pre-K programs that are published in the Maryland EXCELS program at quality rating levels 4 and 5 OR that meet the quality standards established for those rating levels. The Maryland State funded PreK Program and Preschool Development Grant funded PreKs are included in the State funded preschool count.

The Actual figures shown for “Programs receiving funds from the State's CCDF program” reflect children receiving child care subsidies who are enrolled in programs that are participating in the Maryland EXCELS program at quality rating levels 4 and 5.

Outreach, training, and support to programs in Maryland EXCELS is focused on assisting programs to meet and publish at higher levels in Maryland EXCELS, as well as identifying accredited programs that are not currently participating. The state Accreditation project is a part of the Maryland EXCELS branch and provides a unified approach to working with programs as they move up through Maryland EXCELS levels to reach the top tiers. An alignment with Maryland EXCELS criteria with all accrediting organizations recognized by the State has been completed. This will allow a program to automatically meet many of Maryland EXCELS criteria by uploading their accreditation certificate and having the accreditation pathway applied.

Validating the effectiveness of the State TQRIS (Section B(5) of Application).

Describe progress made during the reporting year, and across all five years of grant implementation, in validating the effectiveness of the TQRIS during the reporting year and across all five years of grant implementation, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress was made by the end of the four-year grant and No-Cost Extension period.

The TQRIS Validation efforts in 2016 consisted of the addition of a second cohort (n=179) of programs to be assessed using the Environment Rating Scales (ERS), Classroom Assessment Scoring System (CLASS), and the addition of the STARE measurement of child engagement. This last instrument was used as a proxy of school-readiness based on the literature that shows a positive relationship between child engagement in early learning settings and later school performance (i.e. Chien et al., 2010; Willford et al., 2013). A second cohort was recruited specifically to address limitations of low voluntary participation in the validation by family care providers across all five levels of Maryland EXCELS' ratings. A sample of programs was identified based on stratified distribution across program type, location, and published quality level at the time of sampling (November 2015). Programs were then asked to consent to participate in the study. Active data collection continued from January 2016 until July 2016, at which time data analyses began, including re-analysis of the complete sample of programs between cohort 1 and 2, across the total five samples for the majority of programs. See Table 1:

	CYCLE ONE	CYCLE TWO	CYCLE THREE
	<i>N (%)</i>	<i>N (%)</i>	<i>N (%)</i>
Participants			
COHORT 1	176 (100%)	171 (97%)	161 (91%)
COHORT 2	179 (100%)	174 (97%)	
Instruments			
COHORT 1			
CLASS	176 (100%)	168 (95%)	161 (91%)
ECERS	126 (100%)	110 (87%)	
FCCERS	50 (100%)	40 (80%)	
COHORT 2			

CLASS	179 (100%)
ECERS	130 (100%)
FCCERS	49 (100%)
STARE	169 (94%)

Statistical analysis was concluded in November 2016, with report production, editing, and finalization occurring through December 2016.

Throughout the whole period, weekly data analysis around the distribution of the entire sample of programs within Maryland EXCELS, including those with and without ratings but active based on the State's definition, and those who had registered in the Maryland EXCELS system but failed to maintain an active participation status, were conducted to determine program advancement rates, frequency of program activity, and program rating distributions by geography and type.

All of this, along with previously conducted comparisons of Maryland QRIS standards to other states and national accreditation requirements, were done in accordance with the Validation Plan, structured around the recommended validation practices described by Zellman and Feine.

As described earlier, a specific child-outcome analysis was not conducted for several reasons. The Maryland measure of kindergarten readiness has been under development, and then restricted to not be a statewide census administration via state legislation, over the course of the validation period. As such, there was not a common measure available to compare children's performance following exposure in Maryland EXCELS programs. Additionally, an anticipated enrollment and attendance tracking system that would allow dosage determinations by child by participation in a Maryland EXCELS rated program has not yet been put into effect by the State. Both the kindergarten readiness measure and the enrollment and attendance tracking system for all children are still expected to be available in the future, which when coupled with the relative stability of the Maryland EXCELS system, should allow a revisiting of the relationship between child outcomes and quality program exposure.

Over the course of the ELCG, validation efforts included:

- Development of the methodological framework for conducting the validation. Activities in support of this were:
 - Participation in the INQUIRE collaboration group to both share and be informed by best practices and methodological issues around QRIS validation
 - Consultation with national QRIS experts on research approaches
 - Presentation of methodology to a state research advisory group along with national reviewers
 - Development and submission of IRB protocols
- **Process 1: Examine the validity of key underlying concepts.**

- Multi-state comparison was conducted on QRIS standards and operational practices via comparison to all fifty states, the District of Columbia, Puerto Rico, American Samoa, Virgin Islands, and Guam
- Accreditation alignment for Centers against: Maryland’s own accreditation; NAEYC, NECPA, AMS, NAC, MSA & AdvED
- Accreditation alignment for Family Care providers against NAFCC
- Accreditation alignment for School-Age programs against: MSDE & COA
- Surveys of other QRIS operators around structural and logistical practices, such as rating length, rating process, sustainability structures, and required evidence
- **Process 2: Examine the measurement strategy and psychometric properties of the measures used to assess quality.**
 - In 2015, a total of 176 programs were recruited as “Cohort 1,” with measurements across three “cycles,” or data collection periods (see Table 1 above)
 - Three assessment instruments were used for each cycle of the concurrent validation study: CLASS, ECERS-R, and FCCERS-R. Five Evaluation Questions were addressed. Cycle 3 data collection spanned the end of 2015 into the extension period of 2016.
 - Cohort 2 was discussed above
- **Process 3: Assess the outputs of the rating process.**
 - Weekly data pulls of all programs within EXCELS from July 2013 to July 2016 for validation; continued for overall evaluation and monitoring

Focused Investment Areas -- Sections (C), (D), and (E)

Check the Focused Investment Areas addressed in your RTT-ELC State Plan:

- | | |
|---------|---|
| X(C)(1) | Developing and using statewide, high-quality Early Learning and Development Standards. |
| X(C)(2) | Supporting effective uses of Comprehensive Assessment Systems. |
| X(C)(3) | Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness. |
| X(C)(4) | Engaging and supporting families. |
| X(D)(1) | Developing a Workforce Knowledge and Competency Framework and a progression of credentials. |
| X(D)(2) | Supporting Early Childhood Educators in improving their knowledge, skills, and abilities. |
| X(E)(1) | Understanding the status of children's learning and development at kindergarten entry. |
| X(E)(2) | Building or enhancing an early learning data system to improve instruction, practices, services, and policies. |

Grantee needs to complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

Focused Investment Areas

C. Promoting Early Learning Outcomes

Early Learning and Development Standards (Section C(1) of Application)

Describe the progress made in the reporting year and across all five years of grant implementation, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress was made in these areas by the end of the four-year grant and the No-Cost Extension period.

The Maryland Early Learning Standards were created through an alignment of two documents- the Healthy Beginnings indicators from Birth to Age 4 and the Prekindergarten through Grade 2 portion of the Maryland College and Career-Ready Standards. The completed document has been disseminated to Maryland Early Childhood stakeholders in a variety of ways: as an appendix to our Supporting Every Young Learner- Guide to Early Childhood Pedagogy Birth to Age 8, which was widely distributed; on the MSDE website, and presented at conferences and workshops across the state. It also continues to be a reference document for other projects we undertake, such as our new curriculum writing project. Particular emphasis has been placed on providing support and technical assistance on the Social Foundations standards since it contains the recent addition of the Approaches to Learning and

Executive Function standards. The Early Learning Standards were also shared and incorporated into sessions at the Summer Early Learning Academies held from 2014-2016. Since the document was created, a revision has been made to the Fine Arts standards. Additional revisions will be made as needed as the Maryland College and Career-Ready standards are revised and updated in the future.

Comprehensive Assessment Systems (Section C(2) of Application)

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in these areas by the end of the four-year grant and the No-Cost Extension period.

Ready for Kindergarten (R4K), Maryland's Early Childhood Comprehensive Assessment System, is comprised of two assessment components:

- The Kindergarten Readiness Assessment (KRA) that is given by teachers to kindergarteners during the first several months of school.
- The Early Learning Assessment (ELA), as noted below, is used for children ages 3 to 5.

KRA Progress Made:

KRA v1.0 was fully operational for all kindergarten students in the fall of 2014. During this first administration, teachers administered the new KRA to all kindergarten students, determining the readiness level of each kindergartener in Maryland. On May 26, 2015, after an extensive reliability analysis and the standard setting process (more details provided below), the school readiness information for school year 2014-2015 was finalized and made available online at www.marylandpublicschools.org and at www.readyatfive.org. Hard copies of the report were also available upon request from the Division of Early Childhood Development.

After the 2014 census administration, all KRA items were evaluated for their difficulty, discrimination (i.e., item-total correlation), and internal consistency. The internal structure of the KRA was examined using a common psychometric analysis procedure to obtain an estimate of the reliability or a measure of the extent the items on the KRA measure the same construct.

Subsequently, initial internal consistency estimates of reliability were obtained, a common standard setting process called "Bookmarking" was used to determine cut scores for the KRA. Based on the Standard Setting Process, reporting of the KRA overall scores are based on Performance Level Descriptors (PLD's) that reflect the percentage of students who have reached one of the following levels of readiness:

Demonstrating Readiness: Student demonstrates foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.

Approaching Readiness: Student demonstrates some foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.

Emerging Readiness: Student demonstrates limited foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.

Other: A child was not able to access one or more assessment items resulting in a “No Score” for those items due to limited English proficiency, a disability, or other issues, such as chronic absence.

John’s Hopkins University, Center for Technology in Education (JHU-CTE), with state input, developed a survey to gather feedback from teachers in Maryland after the first administration of the KRA v1.0 in the fall of 2014. The data from this survey was analyzed in the spring of 2015 and provided the basis for item content review, and further development and modification of the existing technology and professional development content to support the administration of KRA v1.5 in the fall of 2015 and 2016. In addition, a workgroup of Maryland kindergarten teachers from the original focus group and additional kindergarten teachers recommended by the Maryland State Education Association met to provide additional feedback and suggestions to improve the efficiency and administration of the KRA v.1.5.

The Ready for Kindergarten Online provides secure access for teachers to enter student performance data and teacher observational data. Accessible via desktop computer, laptop, or tablet, the Ready for Kindergarten Online system allows for data import and export. User dashboards and reports support state-, district-, school-, classroom, and student-level data reporting and analysis. Customizable views and reports can be created for families, teachers, and administrators at the school, district, or state levels. Specific improvements for the administration of KRA v1.5 during 2015 and 2016 included the following:

- Newly updated KRA App including 17 items plus a tutorial/practice item
- Supports for the KRA App and a walk-through of the Ready for Kindergarten Online
- Information and resources for the KRA Score Reports
- Printable KRA v1.5 Score Sheet
- Dashboard access to student assessment results for immediate use by teachers
- Individual Student Reports and Parent Reports available directly within the system in November.
- Parent Individual Student Report available in multiple languages in November: English, Spanish, Chinese, French

- More than one teacher can be assigned to a student within the system to enter data on behalf of that child. The last score for each assessment item entered at the close of the assessment window is what counts for reporting.
- Each assessment item defaults to *Needs to be Administered* to assist teachers with keeping track of student data and which assessment items are complete
- Print Score Sheet feature populates the student names on the score sheet.
- One spreadsheet feature for the entire assessment where scores are auto-saved each time a score is entered. Assists with speed of data entry to reduce teacher burden and also addresses issues of connectivity.
- MSDE held meetings with LEAs to discuss implementation issues such as their data uploads, technology connectivity, and teacher access to hand-held devices in order to improve efficiency.

Other system enhancements and assessment content changes will be considered for the subsequent round of development for system implementation version (KRA v2.0) to be implemented in the fall 2018. Teacher dashboards and customized professional development provide contextualized resources to support instruction and the use of best practices in the classroom. Data from the Ready for Kindergarten Online system for KRA v1.5 generates information and recommendations for instructional groupings, as well as targeted instruction based on individual child and class performance. Suggested instructional activities are available for teachers to incorporate in daily lesson planning. Simulation software familiarizes teachers with assessment protocols and use of professional-development resources. Based on the data and feedback gathered from the administration of KRA v1.0 and the UAT, improvements were made in 2015 for the professional development to support administration of KRA v1.5 in fall 2015 and 2016.

New KRA Legislation

In the spring 2016, the Maryland General Assembly passed a bill (SB 794/HB657) that requires MSDE to have the KRA administered as a “representative sample.” It also allows for county boards of education and individual schools or teachers to conduct census administration. Local school systems must have reported to MSDE by June 1, each year regarding their decision to implement census administration. Assessments for sampling and census administration must now be completed by October 1st. Previously, the administration window closed on November 1st.

For local school system’s (LSS) that selected administration by representative sample, to ensure equitability and also maintain an adequate system of training and preparation for teachers, every teacher assessed a random sample of students in their class. To determine the “minimum sufficient sample” by county, MSDE conducted a number of analyses using the KRA sample data and statistics from the fall 2015 administration. Analyses included the following:

- Creation of two random samples from the KRA cohort of 2015-16 for sample sizes ranging from 10 to 35 percent, i.e., at 10, 15, 20, 25, 30, and 35 percent;
- Comparison of the two random samples for each local school system to examine the KRA results against the census results of the local school systems; and
- Identification of subgroups represented by each local school system at sufficient sample sizes.

Based on these considerations the Maryland State Board of Education approved the sufficient sample of students that must be assessed in the fall 2016 for those counties that selected to administer via a representative sample.

MSDE used a SAS randomization program to randomly select students in each LSS to be assessed. Once students were selected to be part of the sample, the list of students to be assessed (by school and teacher) was submitted to the Early Learning Supervisor in each LSS via a secure server and uploaded into the R4K online system. Teachers, when opening their class roster on the KRA dashboards, were then required to assess only those students who were selected to be part of the state sample.

At the end of the assessment window, the assessment information on the sample and demographic information was merged to create a comprehensive file and determine the comparability of the sample demographics to the demographic profile of the Kindergarten student population for each LSS. See attached document Readiness Matters 2017 for data results.

ELA Progress Made:

The ELA is a formative assessment intended to provide information about a child's performance in early childhood content areas that will help to inform and differentiate instruction. The ELA provides teachers an opportunity to measure a child's development with 32 Learning Progressions across seven learning domains that have been found to be critical for a child's success in school and life. The Early Learning Assessment gives teachers' insights about children that informs instruction and promotes continued growth and development.

The ELA is an optional assessment, except for children with disabilities. For young children with disabilities, the ELA serves as one of multiple sources of data to help inform measures of child progress against three broad child outcomes defined by the U.S. Department of Education, Office of Special Education Programs (OSEP). The ELA can also support the development of standards based Individualized Education Programs (IEP) that are aligned with the Maryland Early Learning Standards.

The professional development for the special education Training of Trainers (ToT) was conducted from August through October, 2015, and consisted of three days of face-to-face training. The professional development at the district level for special education teachers consisted of 2 days of training (face- to-face or blended) with three days of instructional support provided by the trainers,

and was complete in December 2016. The 2016-2017 school year is a field test year for the administration of the ELA, using selected Learning Progressions, to preschool children with disabilities. Revisions, based on teacher feedback, will be incorporated into the ELA and a full rollout is projected for the school year (2017-2018). ToTs for general education teachers began in August 2015, including public school general educators, and child care providers began in November 2015. There has been a phased rollout of district level training based on expressed interest in use of the ELA. The ELA materials have been made available to all programs and teachers in the form of a kit available through MSDE.

The ELA can also be utilized by child care, Head Start or public prekindergarten and kindergarten teachers for the general education population. Being used as such, the ELA assists teachers with instructional planning and serves as a measure for progress monitoring. Training of child care providers began fall 2016. Certified ELA trainers are a part of the R4K Online Trainer Community. This community contains teacher training materials as well as additional training resources. Also, it is a place for trainers to collaborate with one another and receive ongoing important updates. Over time, trainers (and trained teachers) will receive access to additional professional development resources, including online versions of training modules, new assessment materials, and useful instructional resources.

Health Promotion (Section C(3) of Application)

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

Maryland EXCELS - the TQRIS standards incorporate criteria to promote children's physical, social, and emotional development as well as promoting healthy eating habits, improving nutrition, and expanding physical activity. The TQRIS standards include the following criteria:

- Serving fresh fruits and vegetables, whole grains, and limiting fat, sugar, and salt in food served by the program;
- Monitoring foods from home and supplementing as needed, to ensure children are receiving nutritious meals and snacks;
- Participating in the Child and Adult Care Food Program;
- Providing information to families on the program's policies for nutrition, health and physical activity;
- Providing information to families on the program's policies and practices regarding promoting positive behavior and guidance to children;

- Requesting information from families upon enrollment, regarding any special needs, or health care needs, and information from an IEP or IFSP, if available;
- Incorporating information from the child's IEP or IFSP, when provided by the family, for individual planning related to the child's health, physical, social, and emotional development and the child's activities;
- Limiting Screen Time according to AAP and Caring for Our Children guidelines;
- Recognizing programs that voluntarily meet higher requirements for Health Promotion by awarding an Achievement 'badge' for programs in the following categories:
 - Health and Wellness
 - Asthma-Friendly Child Care
 - Eco-Friendly Program

Programs receiving these achievements are featured on the Maryland EXCELS website and mobile app, in the Find A Program portal, to highlight their commitment to quality.

Maryland Early Childhood Mental Health Consultation in Pediatric Care

Maryland developed a plan to train primary care providers to participate in the early childhood mental health consultation for pediatricians. The plan was completed in partnership with the University of Maryland-Child and Adolescent Psychiatry and the Maryland Chapter of the American Academy of Pediatrics (AAP). The plan provided for the training for 20 primary care providers (PCP) from across Maryland. Training began in February 2013 and was completed by December 31, 2015. Thirty-seven PCPs attended at least one training session in one of four locations throughout the state.

A statewide early childhood mental health consultation hotline was established to provide immediate consultation to pediatricians and family practices for young children, birth to age eight, with social/emotional/ behavioral concerns including psychotropic medication consultation and referrals to ECMH resources and services. The phone consultation line has been operational since November 2013 at 855-MD-BHIP.

Four hundred forty-nine (449) early childhood referral resources from 23 counties across Maryland have been identified. One hundred three (103) are for early childhood mental health providers/consultants; eighty-four (84) are for family support; and two hundred sixty two (262) are for early childhood education and development. The map of resources can be found at <http://www.mdbhipp.org/locate-services.html>

Curriculum material was designed for primary care providers and is available from the B-HIPP web site at www.mdbhipp.org

The Social and Emotional Foundations for Early Learning

Develop on-line training modules for the Social and Emotional Foundations of Early Learning (SEFEL):

The Institute for Innovation and Implementation at the University of Maryland/School of Social Work

has launched a Social Emotional Foundations in Early Learning (SEFEL) website that offers professional development training modules and other resources developed for parents and for those teaching or implementing SEFEL in early learning programs across the state. The website is being advertised at conferences, through existing local councils and at state level meetings. The website can be found at <http://theinstitute.umaryland.edu/sefel/>.

The Institute for Innovation and Implementation at the University of Maryland/School of Social Work reported for the online SEFEL training, to date 1,528 individuals have been awarded Preschool SEFEL certificates. Since September 2014, 1,022 unique individuals have completed all three SEFEL Infant Toddler modules earning certificates. 260 unique individuals have completed all four SEFEL Preschool modules and all three Infant Toddler Modules earning certificates. Since the Leadership training went live, a cumulative 351 unique individuals have completed the module. A total of 60 unique individuals have completed all six Trauma Modules earning certificates. Child care providers taking the SEFEL training come from 33 states and 6 countries including: Italy, Philippines, Malaysia, Nigeria, Sweden, and United Kingdom. The SEFEL website is also undergoing a redesign as there are so many resources to add and the new design will make it easier to access materials.

Performance Measure (C)(3)(d)

In the **Final Progress Report Excel Workbook**, provide data on leveraging existing resources to meet ambitious yet achievable statewide targets. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.											
	TARGETS					ACTUALS					
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Children with High Needs screened											
Number of Children with High Needs Referred for Services Who Received Follow-Up/Treatment											
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care											
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care											

Date Notes

Baseline figures are estimated.

Health-related screenings and service referrals for children with high needs are performed through Maryland's statewide network of Judith P. Hoyer Centers ("Judy Centers"), each of which is located in a public elementary school. The figures reported here are duplicated counts from all of the Centers - many of the children receiving one type of screening or service referral may also have received another screening or referral. Every Judy Center must make these screening and referral services available to any child enrolled in, or receiving services through, the following early learning and support programs:

- Kindergarten
- Pre-kindergarten
- Infant and Toddlers Program
- Pre-school Special Education
- Licensed child care

In addition, each Judy Center may provide screenings and referrals to children with high needs who are enrolled in, or receiving services through, local partnership agencies such as (but not limited to) Family Support Centers, Head Start/Early Head Start, Healthy Families, and Parents as Teachers.

The screenings and referrals cover the following health areas:

- Immunizations
- Dental

- Hearing
- Vision (including amblyopia)
- Mental health
- Physical growth and Nutrition
- Blood lead levels

This bottom row ('Of these participating children, the number or percentage of children who are up to date in a schedule of well child care') is blank because MSDE does not collect this data.

Engaging and Supporting Families (Section C(4) of Application)

Describe the progress made during the reporting year and across the five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and No-Cost Extension period.

During the five years of the ELC grant, Maryland implemented seven state-wide strategies to address family engagement state-wide. All the strategies had effective evaluations and are continuing to be implemented under other funding sources. Three of the strategies – Reach Out and Read, Raising A Reader, and Learning Parties focused service solely to at-risk families. The programs were as follows:

Maryland Early Childhood Family Engagement Framework and Coalition

The Coalition for Family Engagement published the Maryland Early Childhood Family Engagement Framework in 2014 to much acclaim in the national early childhood community. As a result, MSDE was awarded a \$494,370 grant from the W.K. Kellogg Foundation to build upon the work accomplished under the RTT ELC Project 8: Family Engagement; notably, the establishment of The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children. The grant was awarded for one year. The Maryland Early Childhood Family Engagement Coalition is the advisory group and steering committee that oversees grant implementation. To encourage child care providers to expand their family engagement activities (written and oral communication, parent-teacher conferences, family events, written shared policies, etc.), Maryland EXCELS requires programs at levels 3, 4 and 5 to sponsor a specific number of parent engagement activities each year. This funding for this project shifted to the Kellogg Grant as of January 1, 2016.

Coalition - Effective Practices Toolkit

The Early Childhood Family Engagement Coalition developed a plan for the Effective Practices Toolkit to provide strategies so that early learning providers can implement the goals of the Maryland Early Childhood Family Engagement Framework. The Toolkit helps child care providers increase and improve family engagement with their families. The toolkit is aligned with documents such as the Workforce Competencies Framework and the Guide to Early Childhood Pedagogy. The Toolkit design incorporates Framework goals and offers examples that illustrate how various child care programs are meeting these goals. The subcommittee included information on pertinent topics for educators such as Toxic Stress and Trauma, Dual Language Learners, and working with families with children with disabilities. By developing the Effective Practices Toolkit, providers have tools and resources to strengthen and improve relationships with the families of the children in their care. By working together, families will receive valuable information on being their child's first teacher and advocate, and providers are better informed about the development of children through parent interaction. The Toolkit is available online at <http://earlychildhood.marylandpublicschools.org/family-engagement-toolkit>.

Parent Cafés

Over the four years of the grant, there were a total of 99 Parent Cafés provided throughout Maryland with 1,437 people attending. By training an additional 56 Parent Café Facilitators, Maryland Family Network (MFN) was able to further increase the capacity for the provision of Parent Cafés. Evaluations completed by participants after each Parent Café show parents find support through their peers, more easily access community resources, and gain an increased understanding of their child's development. By increasing awareness of child development, school readiness, and available community resources, parents are better informed to help their children increase the skills, knowledge, and attitudes necessary for success in school. This project was completed December 2015.

Reach Out And Read

The Reach Out and Read program is an early literacy and book distribution campaign by pediatricians to their patients across the state. Eighty-seven (87) pediatric practices and clinics in 19 counties plus Baltimore City participated in ROAR this year. More than 100,000 children have received free books during their "well" visits to the pediatrician. Parents are given advice, during each visit by doctors and other health practitioners on the importance of reading to their children. Quality assurance visits are made to sites that have been operating for more than one year. The Maryland Chapter of the American Academy of Pediatrics is currently exploring alternative options for the continued funding of this program. ROAR provides an opportunity for health care practitioners to encourage parents to read with their children and increase their exposure to written materials. This project was completed in September 2015.

Library Learning Councils

Public libraries have organized Library Learning Cafes in 18 libraries to bring in families to network on early childhood topics in Title I school districts and to receive information on valuable early childhood and family resources. As of December 2015, 28 Library Parent Cafés have been held, and 16 libraries have created Family Resource/Parent Information Centers. The Library Partnership has improved the quality of parents' interactions with library staff; increased the frequency of children and families' engagement with libraries, including obtaining library cards for children; and encouraged families to take greater advantage of other social services in their communities. This project was completed December 2015.

Raising A Reader

Over three school years, 11,240 prekindergarten students in 56 Title I schools in nine (9) school districts participated in RAR. Spanish-speaking students made up 22% of the children in the program. An analysis of pre- and post-surveys collected from parents during the 2015-2016 school year was completed using a sample size of 341 families. The results were positive with a statistically significant increase in the following areas: time spent with parents book sharing with their children; parents asking their child questions about the story; families establishing a reading routine; and letting children "read" the book or tell a story about the pictures to the parent. The Raising A Reader program was successful in increasing family engagement of identified "book sharing" behaviors,

particularly with families that were categorized as part of a priority population (low socio economic status and meeting less than five benchmark indicators). While the grant ended last year, schools are using other funding sources (e.g., Title I) to continue implementing RAR in their prekindergarten classrooms for the 2016-2017 school year. In addition, several school districts have expanded the RAR initiative into other programs and grades (e.g., kindergarten, Head Start).

Learning Parties

Parent-Child Learning Parties, a program designed to support the successful transition from early childhood settings to public schools, were implemented with the participation of teachers and parents and their rising kindergarteners from Title 1 neighborhoods. Forty-five (45) sets of Learning Parties were held in 27 different programs over the course of the grant, including child care programs, public PreK programs, Judy Centers, libraries, and a homeless shelter, meeting the goal established through RTT-ELC. All seven (7) domains of the Learning Party curriculum have been revised to align with the KRA. Through 2016, Learning Parties reached approximately 450 children and 350 adults in 13 jurisdictions. Five (5) regional Learning Party trainings were held in 2015, reaching over 110 early learning teachers which have further extended the program. Learning Party parent evaluations were revised and updated in both English and Spanish. Families exposed to the Learning Parties have a greater understanding of the importance of early learning as the foundation for school readiness and success in school. Parent evaluations completed at the end of the Learning Parties indicate that families had increased awareness of the importance of early learning and their roles as their child's first teacher. This project was completed December 2016.

D. Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials. (Section D(1) of Application)

Describe the progress made during the reporting year and across all five years of grant implementation, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

In 2012, year one of the grant, a committee was formed to review and align the Workforce Knowledge and Competency Framework with the Core of Knowledge. The committee comprised various actors in the child care community (associations, higher education, and trainers) that worked diligently over three years to complete the alignment. The new Framework serves several interrelated purposes:

1. Provides a coherent structure to foster the professional development of Maryland's early childhood workforce.

2. Describes the knowledge and skills that early childhood professionals need to support young children's learning and development across program types.
3. Informs pre-service/in-service professional development and the course of study that early childhood professionals follow as they pursue study in institutions of higher education.

The new "Knowledge and Competency Framework for Child and Youth Care Professionals" was completed in April 2015. Evaluation strategies aligned state and national resources and professional work group members conducted cross-checking of alignment and knowledge areas/domains. MSDE/OCC approved trainers were given training on how to use "Maryland's Knowledge and Competency Framework for Child and Youth Care Professionals" and have begun developing training to meet the specific competencies.

The Framework is available on-line with hyperlinks to professional resources. Collaboration with local community colleges to align current pre-service training to the Framework is completed. The development of a self-reflection tool for child care professionals to use alongside the Framework is in progress. This will include self-checks so that a provider can note which knowledge and competency areas he/she will need training. The self-reflection tool will be an online tool.

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities. (Section D(2) of Application)

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

Promoting Professional Development:

Maryland continues to provide program incentives that support professional development and degree completion through participation in the Maryland Child Care Credential Program. Training Voucher/Reimbursement and the Child Care Career and Professional Development Fund (CCCPDF) are available to assist Credentialed child care providers with the cost of approved professional development and obtaining an associate and/or bachelor degree. Training Voucher/Reimbursement provided \$98,274 in support during 2016, which is a growth from \$70,000 in 2012. Credentialed child care providers can access approved training and attend professional conferences to enhance their knowledge and skills.

The CCCPDF provides \$1.8 million in scholarships to child care providers. The CCCPDF assists with the cost of completing a college degree. There are currently 282 CCCPDF participants attending community colleges and/or universities throughout Maryland; the number of participants was 237 in 2012 and hit a high of 307 in 2015. During 2016, twenty-nine (29) CCCPDF participants graduated with an Associate or Bachelor's degree in Early Childhood; 264 child care providers achieved Child Development Associate (CDA) Credential; and 4,850 child care providers achieved Maryland Child Care Credential. The number of providers earning degrees, the CDA and the Maryland Credential have

remained consistent over the four years of the grant. These achievements reflect MSDE's commitment to promoting a well-trained early care and education workforce.

Policy Initiatives:

The State Superintendent of Schools created a Task Force on Early Learning Teacher Education in July 2013. The final report was submitted to the State Superintendent of Schools in November 2014. Given the recommendations for professional development in the final report, certain legislators pursued a bill requiring a professional development master plan for early childhood professionals. Senate Bill 677 passed during the 2015 state legislative session. The bill required the Maryland State Department of Education (MSDE) and the Maryland Higher Education Commission (MHEC) to submit to the Governor, Senate Education, Health, and Environment Affairs Committee and the House Ways and Means Committee a master plan to address the critical shortage of qualified professional teachers and child care providers in the early childhood education workforce.

During the summer of 2015, MSDE brought together representatives from institutions of higher education in the State that offer early childhood teacher education programs, child care leaders and advocates from across the state to develop a master plan addressing the critical shortage of qualified professional teachers and child care providers in the early childhood education workforce. As a result of the Master Plan's recommendations, MSDE released a request for proposal (RFP) to four-year colleges interested in developing teacher education programs that provide dual certification in special and general education in early childhood education for children from birth to grade 3; the RFP provides funding for technical assistance. MSDE is working with local school systems on the alignment of high school Career and Technology Education curriculum with the requirements of the Child Development Associate (CDA) credential and course content at the community college early childhood education programs. This alignment will allow high school students interested in early childhood careers to enter the community college with some credits and be prepared to take the CDA exam upon graduation. MSDE established a statewide job board to advertise child care internships and paid positions designed to enhance child care providers' efforts to find qualified applicants.

ELC Sponsored Programs:

The Maryland Approved Alternative Preparation Program in Early Childhood Education (MAAPP - ECE) is designed for teachers working in licensed child care settings who are interested in obtaining state certification in early childhood education. These teachers already have a bachelor's degree that may be in education or another field. The Race to the Top (RTTT) Early Learning Challenge Grant covers the cost of coursework, program oversight, and stipend for participating public school supervising teachers, and substitutes during the internship when the candidate is away from their place of employment. The number of students in the program is limited to grant funding. TNTP (formerly The New Teacher Project) was awarded the grant to provide the coursework and provide oversight for the students. The coursework is approved by MSDE. In addition to completion of the MAAPP coursework, candidates must pass the Core Academic Skills tests and the PRAXIS II for Early Childhood to be eligible to receive certification. Candidates complete a four week internship at their place of

employment and in a classroom (PreK - grade 3) in a public school. Candidates commit to remain in a licensed child care setting for 2 years upon completion of the MAAPP-ECE program.

Candidates for Cohort 1 (13 candidates) and Cohort 2 (12 candidates) have completed the program. The 12 candidates in Cohort 3 have just completed year two of MAAPP. They recently finished their internship in a public school setting and have submitted their final seminar portfolios for review. Seven candidates have completed the program and have applied for Maryland teacher certification, and the remaining five must pass the PRAXIS II to complete the program.

Performance Measures (D)(2)(d)(1) and (2):

In the **Final Progress Report Excel Workbook**, indicate State progress toward meeting ambitious yet achievable targets for:

- (1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
- (2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

	TARGETS					ACTUALS					
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Total number of "aligned" institutions and providers											
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider											

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

TARGETS										
Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year										
Type of Credential	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
Child Development Assistant (Lowest)										
Child Development Associate Teacher										
Child Development Teacher										
Child Development Master Teacher										
Child Development Site Supervisor										
Child Development Program Director (Highest)										

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

ACTUALS												
Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year												
Type of Credential	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%	#	%
Child Development Assistant (Lowest)												
Child Development Associate Teacher												
Child Development Teacher												
Child Development Master Teacher												
Child Development Site Supervisor												
Child Development Program Director (Highest)												

(D)(2)(d) Data Notes

Maryland Child Care Credentialing Program (MCCCP) participation data by credentialing level was maintained by the program administrator in an Excel spreadsheet until December 2015. The Credentialing Program is a major component of the Division's Child Care Automated Tracking System (CCATS) and underwent an extensive modification to bring it up to a fully functional level. Part of that modification was to create unique party associations that eliminate duplicate or erroneous provider and program staff records, which previously resulted in a duplicated count of Credentialing Program participants. MSDE has identified a high number of such records, which were created through misspellings, name changes, and Credentialing Program participants whose

enrollment lapsed prior to 2013. Therefore, the targets set at the initiation of the ELC grant were not based on real numbers but on duplicative records.

E. Measuring Outcomes and Progress

Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Section E(1) of Application)

Describe the domain coverage of the State’s Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

The KRA blueprint includes assessment standards within four domains of learning or development; alignment with early learning and development standards, including the State’s kindergarten standards; and three types of assessment approaches, measuring essential skills and knowledge of incoming kindergarteners in age-appropriate, reliable, and valid summative formats.

The *Joint Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) function as the predominant basis for the evaluation of educational assessment programs by the measurement community. This provides the criteria for the evaluation of testing practices, and the effects of test use in test construction, documentation and fairness. Based on this perspective, the KRA sources of validity include evidence based on the assessment content, the internal assessment structure, response processes, and the relationship between the assessment instrument and other variables or outcomes and test consequences. Test construction is at the heart of instrument validation. Alignment and accessibility were major considerations in the selection of content for KRA. Validity evidence based on test content for the KRA includes:

- Alignment to demonstrate the consistency between individual State standards and the KRA blueprint;
- Review and revision of the test specifications by the national Technical Advisory Committee;
- Individual assessment item review by representative content and bias and sensitivity ad hoc state groups;
- Review of item writer and editor training protocols; and
- Engagement of local school system leaders and teachers throughout every phase of the development process, including item development and testing of the system.

To develop commonality across both states, common standards were identified in terms of scope and content and serve as the framework for what we define as the “Common Language Standards” (CLS) and the foundation of the KRA. The CLS are aligned to the individual state standards for preschool and kindergarten, and essential skills and knowledge that are based on each State’s standards and align with the CLS. The CLS provide common definitions for the scope and content that is assessed and form the basis of the KRA.

An alignment study informed the drafting of the CLS, which are based on a hierarchical structure and contain four levels: domain, strand, standard, and essential skills and knowledge (ESKs). The ESKs provide the most specific content descriptions, and item content of the KRA assessment were mapped to this level. The CLS cover essential domains for kindergarten readiness, which for the KRA include Social Foundations (including approaches to learning and executive functioning), Language and Literacy, Mathematics, and Physical Well-Being and Motor Development.

The KRA was systematically developed within a framework grounded in theory, research, and best practice to ensure its validity and reliability. Validity and reliability testing of the KRA consisted of benchmarking and small-scale piloting of item/task prototypes, review by ad hoc groups and a national technical advisory committee comprised of developmental psychologists, early childhood experts, and psychometricians, formal pilot testing, and field testing. In this section, the steps in the item and test development process are described. As part of the process, three primary questions were asked:

- What item/task characteristics are needed to effectively measure the intended content in the KRA?
- What item characteristics are needed to ensure that the access needs of all children are considered?
- Which item types most strongly demonstrate those characteristics identified as most important and developmentally valid?

By asking these questions it was possible to evaluate the degree to which system components work together as intended (i.e., use of multiple measures to assess a specific skill), and evaluate the degree to which technology-supported items and traditional items perform to ensure and maintain comparability.

After the first census administration of the KRA in Maryland and Ohio in the fall of 2014, all KRA items were evaluated for their difficulty, discrimination (i.e., item-total correlation), and internal consistency. The internal structure of the KRA was examined using a common psychometric analysis procedure to obtain an estimate of the reliability or a measure of the extent the items on the KRA measure the same construct. Cronbach's Alpha (α) provides an internal consistency estimate of the assessment, which is based on the correlation between each test item with other test items to form one construct. Generally, the alpha increases when the correlation between test items increases. The KRA is a low-stakes assessment, used to inform instruction. The KRA results are not used to prohibit a child from entering kindergarten or for high-stakes decisions. However, as Table 1 shows, the inter-correlations among KRA assessment items were strong. The Alpha of .94 for the KRA overall is considered in the "Excellent" range and alpha's by domain are considered "Good" or "Excellent" ranging from .78 for Mathematics to .91 for Social Foundations.

Table 1:

	<u>Cronbach's Alpha (α)</u>	<u>Internal Consistency</u>
KRA Overall	.94	Excellent (High-stakes testing)
Language & Literacy	.82	Good (Low-stakes testing)
Mathematics	.78	Good (Low-stakes testing)
Social Foundations	.91	Excellent (High-stakes testing)
Physical Well-Being & Motor	.81	Good (Low-stakes testing)

Internal Consistency Ranges: < 0.50=Unacceptable; 0.50 to 0.60=Poor; 0.60 to 0.70=Acceptable; 0.70 to 0.90=Good (Low-stakes testing); ≥ 0.90 =Excellent (High-stakes testing).

Generalizability theory was used to quantify the proportion of variance in scores on the performance tasks that is attributable to the measurement procedures. Descriptive data for the individual items and raw scores were also evaluated by student demographic subgroups as additional evidence of test fairness. Dimensionality of the set of items was evaluated using factor analysis and structural equation modeling. Reliability is also a key component of the online professional development offered to teachers.

Evidence based on response processes was particularly relevant in the development of KRA and collected during cognitive interviews, and the pilot and field tests. It was critical to gather evidence to explore students' thought processes when completing items to ensure that items were accessible to a wide range of students at various levels of development, as well as to students with disabilities and dual language learners. In addition, it was important to understand whether rubrics and rating scales applied to student performances, skills, and behaviors, as intended.

In the pilot phase of development, questionnaires and cognitive labs were used to explore the fit between the skill being measured and the performance or observation rating elicited from the student or teacher. Cognitive labs were set up in order to explore students' thought processes when completing the items. Additionally, all teachers who participated in the KRA v1.0 pilot and field tests were asked to complete a survey to evaluate the accessibility of the items and the feasibility of the administration.

Stakeholder and expert input, including kindergarten teachers, was gathered and used at every level of development. Engagement, review, and evaluation of content and item development included the following:

- National Technical Advisory Committee (TAC) facilitated by the Council of Chief State School Officers
- State and Local Advisory Councils
- Stakeholder and Expert Ad Hoc Committees (Ad Hoc Group Meetings for Item Content Analysis and Bias and Sensitivity Review and Sub-group meetings in professional development, technology, special education, and English learners)

- Multi-partner Leadership Teams (including accessibility and accommodations workgroups for special populations.)

The role of the TAC was enhanced by providing detailed feedback on the content and construct validity of the KRA. In addition, it advised the assessment development team on the process for the bias and sensitivity reviews, the process of the field tests, and the standard setting. Assessment experts in both states reviewed the development of the assessment, and expert consultants participated in the validation of the *Guidelines of Allowable Supports*.

Additional validity evidence will include the relationships between the assessment instrument and other variables and outcomes. MSDE's validation plan implemented in 2016, includes gathering evidence to examine the relationship of the KRA to measures of the skill or behavior that it is intended to predict, similar measures of the same construct or different constructs, or studies of group differences as they apply to the proposed test interpretations. These other measures may be administered at the same time as an enhanced version of the KRA (concurrent validity) currently under development, or may be used to predict later performance (predictive validity). These additional measures of validity will include:

- Correlation between a student's raw score on the KRA and measures of progress on the formative assessments;
- Correlation between scores on the KRA and other multidimensional (e.g., Teaching Strategies GOLD, the Early Development Instrument, Mullen Scales of Early Learning) and unidimensional (e.g., DIBELS, DIBELS Math, MClass, PPVT-4, Ages and Stages Questionnaire) measures of learning and development designed for young children;
- For Maryland and Ohio, school-level correlations between KRA v1.0 and KRA v2.0;
- student-level quantitative analyses of the association between scores on the enhanced KRA v2.0 in 2018 and scores on grade 3 PARCC/Smarter Balanced assessments (as the cohorts advance to grade 3);
- Examination of distribution of KRA scores by dual language learner status, identification for special education services, and/or kindergarten retention; and
- Examination of distribution of KRA scores by demographic variables, school/district resources, disability categories, and communication abilities.

The KRA is part of an overall educational system that includes early learning and development standards, curricular resources, professional development, and instructional interventions and policy improvements, all designed to enhance the school-readiness skills of entering kindergarten students and ensure that students are on a learning trajectory to graduate from high school ready for college and careers. All components are standardized and provide technical and administrative procedures. The teachers receive an Administration Guide which includes procedures of administering the KRA

and how to provide levels of allowable supports to dual language learners and students with disabilities.

Previously, the assessment window was defined as beginning on the first day of school until November 1st of that school year. Individual Student Reports (ISRs) were issued statewide by November 15 of the year of administration. However, in the spring 2016, The Maryland General Assembly passed legislation that requires MSDE to have the KRA administered as a “representative sample.” It also allows for county boards of education and individual schools or teachers to conduct census administration. Assessments for sampling and census administration must now be completed by October 1st and state level results must be reported within 45 days from the close of the assessment window (November 15th).

To allow for consistent administration and meaningful reporting, the system is supported by a technology infrastructure to support data collection, user management, reporting, and professional development. The system also allows for data import and export, including the transfer of data to state longitudinal data systems. The Ready for Kindergarten Online system consists of two key components: 1) the Ready for Kindergarten (R4K) Online website (the primary teacher interface), and the 2) the KRA app (for delivering a subset of the KRA items directly to children using child-friendly technologies). Both of these technology components were Field Tested (November 4 – December 20, 2013). The results of the Field Test informed the development and enhancement of version 1.0. Additional teacher feedback was used to enhance the system in 2015 for version 1.5 administered in the fall of 2015 and fall of 2016.

Standardization of Professional Development. A Trainer-of-Trainer (ToT) model is used statewide in Maryland and regionally in Ohio. The ToT training session consists of a blended approach of three face-to-face meeting days with a set of online activities in between meetings.

The ToT model is designed to:

- Build capacity for trainers to deliver training in online, blended, and face-to-face formats.
- Engage trainers in an online community for ongoing support from JHU CTE and fellow trainers.
- Model facilitation of online learning experiences.
- Model research-based coaching techniques.
- Incorporate time for reflection, planning, and practice.
- Provide customizable training materials to meet local needs.
- Provide clear expectations and accountability measures.

Trainers are provided with customizable training materials for online, blended, and face-to-face full and half day teacher trainings. They receive training agendas, PowerPoint files with detailed notes as well as optional scripts, activity handouts, video clips, practice assessment items with scenarios, and additional resources. During the ToT session, trainers become part of an online community where they access and share resources, communicate with other trainers and PD team members, and

receive guidance and coaching as they implement teacher trainings and support teachers through the KRA administration.

Online Learning Communities. Community Exchange sites, as part of the *Ready for Kindergarten Online* system, provide a password-protected, user friendly online environment that encourages community members' collaboration, enhanced content delivery, and allows for file sharing for trainers and teachers through the assessment process.

The trainer community includes a repository of training resources and a forum for sharing knowledge, insights, observations, and questions. JHU-CTE staff facilitates and disseminates content for trainers through this site, who then work directly with teachers who participate in their local training sessions. The Community Exchange sites in Maryland (98 sites) and Ohio (585 sites) serve teachers as they complete their training. Teachers participating in online and blended trainings can use the community space to engage in ongoing discussion based on specific prompts presented in the training modules. Trainers use these sites to post assessment-related tips, local updates, and to respond to teachers' questions or needs.

Validation by Simulation and Content Assessment. Upon completion of the assessment administration training, all teachers conducting the KRA are required to fulfill reliability qualifications through the successful completion of a simulation and a content assessment. The multimedia-rich simulation, accessed through the web, provides "real life" hands-on experience and practice for administering assessment items. Participants navigate through a kindergarten classroom and observe children engaging in classroom and outdoor activities as well as completing performance tasks. Participants then provide scores for the children on these items.

The content assessment contains twenty multiple-choice questions that address key concepts from the training. Total scores are calculated for both the simulation and content assessment, and a minimum satisfactory score is required for successful completion. Follow-up coaching and the ability to retake the assessment(s) are provided to teachers as needed. Across three years of KRA administration, a total of 3,884 educators in Maryland and 10,263 educators in Ohio have successfully completed both the simulation and content assessment.

Early Learning Data Systems (Section E(2) of Application)

Describe the progress made during the reporting year and across all five years of grant implementation, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System. Describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

The MSDE Division of Early Childhood's (MSDE/DECD's) Child Care Administrative Tracking System (CCATS) database includes all child care provider data, provider staff credentialing data, program accreditation data, and child care subsidy program data. The MSDE/DECD's Electronic Licensing Inspection System (ELIS) database provides detailed compliance data from child care provider licensing inspections. Maryland's annual KRA data sets provide individual performance scores for children enrolled in public kindergarten. Other MSDE data sources include the Division of Special Education and Early Intervention Services' Infants and Toddlers Program, public Pre-K site and enrollment files, and the Child and Adult Care Food Program. Non- MSDE data sources include the Maryland EXCELS quality rating improvement system for child care and public pre-K programs that is maintained for MSDE/DECD by the Johns Hopkins University's Center for Technology in Education, and the Early Childhood Mental Health (ECMH) program that is maintained for MSDE/DECD by the University of Maryland. All of these data sources, both inside and outside of MSDE, became available for use in the Early Childhood Data Warehouse during 2015. Data from the Social and Emotional Foundations of Early Learning (SEFEL) program, which is operated for MSDE/ DECD by the University of Maryland, became available early in 2015. Many discussions have occurred to develop interfaces with Maryland Department of Health data sources pertaining to child immunizations and health screenings, however, HIPPIA regulations may preclude this data link. MSDE contracted with Towson University's GIS unit to develop and implement an online mapping application that allows parents to locate child care programs in relation to their own homes or to schools attended by their children. This mapping application is available for public use.

Establishment of the Child Enrollment and Attendance Recording System (EARS) within the ECDW:

The EARS application was initially designed to reside entirely within the Oracle system that underpins the MSDE longitudinal data system and its early childhood component, the Early Childhood Data Warehouse (ECDW). However, early in 2013, a strategic decision was made to transfer EARS to the Division's CCATS system, where it could be fully integrated with the CCATS database. Project 10 under MSDE's RTT-ELC grant supports the development, within the CCATS public portal, of a point-of-service solution for Maryland's child care subsidy program. A major portion of this solution will be the capture and tracking of child-level subsidy program enrollment and attendance data. Accordingly, a fully integrated, comprehensive set of functional requirements was developed for use within the CCATS public portal. These requirements were completed in mid-2013, and technical design activities based on those requirements were completed in December 2014. Testing of the CCATS public portal, which will include EARS and the subsidy enrollment-attendance module, will begin January and

February of 2016, with a pilot phase roll-out of the application for use by selected licensed centers to begin in January 2017. Statewide implementation of the application for use by centers is expected to begin in May of 2017. MSDE is planning to establish procedures to assign State Assigned Student Identifiers (SASID) to all cases in EARS.

Attach the following final documents:

- **Final Validation Study**
- **Kindergarten Entry Assessment Summary**

Future State plans

Thank you for filling out the Race to the Top—Early Learning Challenge grant Final Progress Report. Please provide the Departments with a description of your State’s future early learning plans.

All the projects implemented through the ELC grant are continuing through other funding or have been absorbed into other programs that offer similar services. Maryland will continue to administer the KRA and the ELA, and work with local school systems to ensure that the College and Career Readiness Standards for birth to Kindergarten guide learning in early childhood environments. The Maryland EXCELS program will continue under the Child Care and Development Fund, and provide technical assistance to child care providers to continuously increase the quality of care for children birth to five. Also, Maryland will continue under the federal Preschool Development Grant to offer funding for PreK slots to community based programs and local school systems.

Budget and Expenditure Tables

Expenditure Table 1: Overall Expenditure Summary by Budget Category— *Report your actual expenditures for the entire grant period.*

Budget Table1: Budget Summary by Budget Category						
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$150,723.92	\$1,009,159.51	\$1,399,508.75	\$1,462,158.08	\$1,466,346.89	\$5,487,897.15
2. Fringe Benefits	\$12,242.54	\$88,688.95	\$134,733.30	\$152,546.76	\$149,260.86	\$537,472.41
3. Travel	\$9,233.23	\$57,873.85	\$78,992.24	\$99,793.09	\$58,208.45	\$304,100.86
4. Equipment	\$132,552.80	\$27,084.68	\$859.38	0	0	\$160,496.86
5. Supplies	\$738.13	\$4,281.45	\$30,049.38	\$38,219.17	\$2,430.04	\$75,718.17
6. Contractual	\$4,062,218.70	\$9,031,668.82	\$9,871,252.32	\$11,321,851.02	\$6,276,798.84	\$40,563,789.70
7. Training Stipends	0	0	0	0	0	0
8. Other	\$33,361.94	\$26,128.87	\$98,615.46	\$39,374.45	\$6,012.02	\$203,492.74
9. Total Direct Costs (add lines 1-8)	\$4,401,071.26	\$10,244,886.13	\$11,614,010.83	\$13,113,942.57	\$7,959,057.10	\$47,332,967.89
10. Indirect Costs*	\$40,249.05	\$189,905.54	\$300,422.23	\$259,252.03	\$294,518.50	\$1,084,347.35
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	\$1,010,715.23	0	0	\$1,010,715.23
12. Funds set aside for participation in grantee technical assistance	\$4,464.33	\$61,098.67	\$57,706.50	\$280,419.03	\$12,749.02	\$416,437.55
13. Total Grant Funds Expended (add lines 9-12)	\$4,445,784.64	\$10,495,890.34	\$12,982,854.79	\$13,653,613.63	\$8,266,324.62	\$49,844,468.02
14. Funds from other sources used to support the State Plan	\$32,603,565.52	\$37,718,829.29	\$34,869,833.07	\$32,067,713.78	\$33,946,041.49	\$171,205,983.15
15. Total Statewide Expenditures (add lines 13-14)	\$37,049,350.16	\$48,214,719.63	\$47,852,687.86	\$45,721,327.41	\$42,212,366.11	\$221,050,451.17
Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category. Column (f): Show the total amount expended for all grant years. Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.						

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State was expected to set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. The State could request to amend this amount if needed.

Line 13: This is the total funding expended under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) used to support the State Plan and describe these funding sources in the budget narrative.

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting period.

None.

Please provide the Departments with an estimated total of grant funds to be returned to the U.S. Treasury.

MSDE will return \$154,675.78. These funds are returning to USDE as a few subgrantees were not able to spend these funds.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Project 1						
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	\$1,041.27	\$532.03	\$350.00	\$508.19		\$2431.49
4. Equipment						
5. Supplies						
6. Contractual		\$80,000.00	\$49,667.50	\$12,408.00		\$142,075.50
7. Training Stipends						
8. Other						
9. Total Direct Costs (add lines 1-8)	\$1,041.27	\$80,532.03	\$50,017.50	\$12,916.19		\$144,506.99
10. Indirect Costs*	\$131.20	\$53.20	\$2,194.13	\$1,036.11		\$3,414.64
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.			\$1,010,715.23			\$1,010,715.23
12. Funds set aside for participation in grantee technical assistance						
13. Total Grant Funds Expended (add lines 9-12)	\$1,172.47	\$80,585.23	\$1,062,926.86	\$13,952.30		\$1,158,636.86
14. Funds from other sources used to support the State Plan	\$120,000.00					\$120,000.00
15. Total Budget (add lines 13-14)	\$121,172.47	\$80,585.23	\$1,062,926.86	\$13,952.30		\$1,278,636.86

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Local Early Childhood Councils - Project 1

This project was completed December 31, 2015.

Budget Table 2: Project 2

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$67,063.93	\$734,324.18	\$1,015,977.25	\$1,041,138.75	\$1,147,005.00	\$4,005,509.11
2. Fringe Benefits	\$5,317.58	\$69,476.21	\$105,921.34	\$119,191.44	\$123,951.65	\$423,858.22
3. Travel	\$2,346.80	\$41,410.16	\$57,558.41	\$65,555.52	\$39,844.96	\$206,715.85
4. Equipment	\$68,177.80	\$20,479.37	\$859.38			\$89,516.55
5. Supplies	\$333.28	\$4,082.08	\$15,054.92	\$6,647.19	\$2,397.59	\$28,515.06
6. Contractual	\$668,428.00	\$1,894,285.47	\$2,264,900.68	\$4,658,500.28	\$4,526,614.70	\$14,012,729.13
7. Training Stipends						
8. Other	\$17,884.67	\$16,876.22	\$38,195.53	\$26,526.86	\$6,012.02	\$105,495.30
9. Total Direct Costs (add lines 1-8)	\$829,552.06	\$2,780,933.69	\$3,498,467.51	\$5,917,560.04	\$5,845,825.92	\$18,872,339.22
10. Indirect Costs*	\$9,464.56	\$121,861.74	\$161,764.79	\$158,050.02	\$240,449.38	\$691,590.49
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.						
12. Funds set aside for participation in grantee technical assistance						
13. Total Grant Funds Expended (add lines 9-12)	\$839,016.62	\$2,902,795.43	\$3,660,232.30	\$6,075,610.06	\$6,086,275.30	\$19,563,929.71
14. Funds from other sources used to support the State Plan	\$4,790,400.74	\$4,305,448.90	\$5,933,002.60	\$3,933,663.91	\$6,942,017.50	\$25,904,533.65
15. Total Budget (add lines 13-14)	\$5,629,417.36	\$7,208,244.33	\$9,593,234.90	\$10,009,273.97	\$13,028,292.80	\$45,468,463.36

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Maryland EXCELS - Project 2

Carryover from year 4 to year 5 was \$4,561,406.84 plus \$1,277,921.44 (from Project 7: Developmental Screening) and \$372,778.08 (from Project 10) totaled \$6,212,106.36 was approved for spending in Project 2 in a letter dated March 23, 2016, from USDE. This project was approved to continue activities through December 31, 2016.

Budget Table 2: Project 3

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual	\$1,689,267 .48	\$2,615,725 .93	\$2,994,36 5.86	\$2,180,795. 71	\$140,000 .00	\$9,620,1 54.98
7. Training Stipends						
8. Other						
9. Total Direct Costs (add lines 1-8)	\$1,689,267 .48	\$2,615,725 .93	\$2,994,76 0.10	\$2,180,795. 71	\$140,000 .00	\$9,620,5 49.22
10. Indirect Costs*						
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.						
12. Funds set aside for participation in grantee technical assistance						
13. Total Grant Funds Expended (add lines 9-12)	\$1,689,267 .48	\$2,615,725 .93	\$2,994,76 0.10	\$2,180,795. 71	\$140,000 .00	\$9,620,5 49.22
14. Funds from other sources used to support the State Plan	\$20,876,81 2.50	\$24,513,35 0.86	\$19,753,6 28.06	\$18,444,477 .85	\$19,613, 763.06	\$103,202 ,032.33
15. Total Budget (add lines 13-14)	\$22,566,07 9.98	\$27,129,07 6.79	\$2,274,84 02.36	\$20,625,273 .56	\$19,753, 763.06	\$112,822 ,595.75

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs,

and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Coaching and Mentoring – Project 3

Carryover from year 4 to year 5 was \$140,000.00 for Making Access Happen; it was approved in a letter dated March 23, 2016, from USDE. This project was approved to continue activities through June 30, 2016.

Budget Table 2: Project 4

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$28,283.77	\$5,238.48	\$54,236.20	\$32,186.17		\$119,944.62
2. Fringe Benefits	\$2,242.91	\$317.13	\$4,300.96	\$2,552.13		\$9,413.13
3. Travel	\$538.70	\$110.42	\$285.66	\$869.83		\$1,804.61
4. Equipment	\$9,725.00	\$458.17				\$10,183.17
5. Supplies				\$110.34		\$110.34
6. Contractual	\$145,867.73	\$159,665.30	\$382,507.04	\$235,341.57		\$923,381.64
7. Training Stipends						
8. Other	\$1,595.64	\$1,529.93	\$2,011.60	\$1,961.60		\$7,098.77
9. Total Direct Costs (add lines 1-8)	188253.75	167319.43	443341.46	273021.64		\$1,071,936.28
10. Indirect Costs*	\$7,193.47	\$5,199.33	\$8,515.64	\$13,351.17		\$34,259.61
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.						
12. Funds set aside for participation in grantee technical assistance						
13. Total Grant Funds Expended (add lines 9-12)	\$195447.22	\$172518.76	\$451857.10	\$286372.81		\$1,106,195.89
14. Funds from other sources used to support the State Plan	\$230,373.00	\$188,116.65	\$182,424.81	\$331,158.56		\$1,079,445.87
15. Total Budget (add lines 13-14)	\$425,820.22	\$360,635.41	\$634,281.91	\$617,531.37		\$2,185,641.76

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Promoting Use of Early Learning Standards- Project 4

Project 4 activities are completed by December 31, 2015, except the VIOLETS program continued until June 30, 2016 to coincide with the end of the school year.

Budget Table 2: Project 5

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$21,867.30	\$42,134.40	\$83,808.51			
2. Fringe Benefits	\$1,734.07	\$3,341.26	\$6,646.04			
3. Travel	\$120.00		\$5.60			
4. Equipment	\$7,070.00	\$2,157.21				
5. Supplies		\$33.00				
6. Contractual	\$201,607.88	\$292,599.93				
7. Training Stipends						
8. Other	\$1,596.70	\$1,530.35	\$2,011.60			
9. Total Direct Costs (add lines 1-8)	\$233,995.95	\$341,796.15	\$92,471.75			
10. Indirect Costs*	\$2,531.81	\$5,782.08	\$11,651.44			
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.						
12. Funds set aside for participation in grantee technical assistance						
13. Total Grant Funds Expended (add lines 9-12)	\$236,527.76	\$347,578.23	\$104,123.19			
14. Funds from other sources used to support the State Plan	\$974,641.00	\$931,139.63	\$448,330.86			
15. Total Budget (add lines 13-14)	\$1,211,168.76	\$1,278,717.86	\$552,454.05			

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Professional Development Maryland Model for School Readiness - Project 5

In year 4, Maryland through amendment moved \$ 423,476.00 from Project 5 to Project 6. Please see amendment approval letter from Ms. Libby Doggett and Ms. Linda Smith dated June 9, 2015.

Professional development continued under Project 6. This project closed and activities moved to Project 6 in year 4.

Budget Table 2: Project 6

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$15,994.11	\$104,173.90	\$46,902.86	\$176,230.43	\$161,073.55	\$504,374.85
2. Fringe Benefits	\$1,268.32	\$6,402.14	\$3,719.41	\$13,943.69	\$12,773.15	\$38,106.71
3. Travel	\$5,186.46	\$12,421.19	\$14,351.96	\$22,479.22	\$17,366.83	\$71,805.66
4. Equipment	\$9,194.00	\$458.17				\$9,652.17
5. Supplies		\$91.73			\$32.45	\$124.18
6. Contractual	\$743,887.67	\$907,096.15	\$1,489,711.25	\$1,415,054.44	\$1,512,322.70	\$6,068,072.21
7. Training Stipends						
8. Other	\$1,909.84	\$1,530.35	\$19,954.87	\$2,579.93		\$25,974.99
9. Total Direct Costs (add lines 1-8)	\$777,440.40	\$1,032,173.63	\$1,574,640.35	\$1,630,287.71	\$1,703,568.68	\$6,718,110.77
10. Indirect Costs*	\$2,139.26	\$25,986.86	\$50,671.45	\$23,649.20	\$11862.83	\$114,309.60
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.						
12. Funds set aside for participation in grantee technical assistance						
13. Total Grant Funds Expended (add lines 9-12)	\$779,579.66	\$1,058,160.49	\$1,625,311.80	\$1,653,936.91	\$1,715,431.51	\$6,832,420.37
14. Funds from other sources used to support the State Plan	\$1,713,077.00	\$1,706,327.57	\$1,805,077.00	\$1,781,071.00	\$1,809,485.00	\$8,815,037.57
15. Total Budget (add lines 13-14)	\$2,492,656.66	\$2,764,488.06	\$3,430,388.80	\$3,435,007.91	\$3,524,916.51	\$15,647,457.94

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Comprehensive Assessment System (CAS) – Project 6

Carryover from year 4 to year 5 was \$1,117,044.20. The budget amendment approved in a letter dated March 23, 2016, allowed for \$908,367 in budget lines "personnel" and "contractual" to move to support the administration of the Kindergarten Readiness Assessment. This project was approved to continue activities through June 30, 2016. In an email dated June 17, 2016 to Roann Tsakalas from Katie Chase, approved approximately \$191,000 from staff and approximately \$180,000 from indirect costs in Project 10 to move to Project 6.

Budget Table 2: Project 7

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$4,043.46	\$24,284.30	\$27,118.39	\$26,020.38	\$18,474.76	\$99,941.29
2. Fringe Benefits	\$320.67	\$1,925.85	\$2,046.19	\$2,063.32	\$1,464.98	\$7,821.01
3. Travel		\$1,214.27	\$2,050.85	\$2,051.84		\$5,316.96
4. Equipment	\$4,598.00	\$229.11				\$4,827.11
5. Supplies			\$11,825.50	\$26,487.20		\$38,312.70
6. Contractual	\$193,452.46	\$112,620.15	\$715,468.84	\$1,494,810.15	\$545.90	\$2,516,897.50
7. Training Stipends						
8. Other	\$794.82	\$800.87	\$1,051.49	\$1,051.49		\$3,698.67
9. Total Direct Costs (add lines 1-8)	\$203,209.41	\$141,074.55	\$759,561.26	\$1,552,484.38	\$20,485.64	\$2,676,815.24
10. Indirect Costs*	\$515.90	\$6,615.55	\$26,142.35	\$17,249.35	\$2,509.17	\$53,032.32
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.						
12. Funds set aside for participation in grantee technical assistance						
13. Total Grant Funds Expended (add lines 9-12)	\$203,725.31	\$147,690.10	\$785,703.61	\$1,569,733.73	\$22,994.81	\$2,729,847.56
14. Funds from other sources used to support the State Plan	\$1,713,077.00	\$1,706,327.57	\$1,805,077.00	\$1,632,571.00	\$1,635,985.00	\$8,493,037.57
15. Total Budget (add lines 13-14)	\$1,916,802.31	\$1,854,017.67	\$2,590,780.61	\$3,202,304.73	\$1,658,979.81	\$11,222,885.13

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

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Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Child Development Innovations – Project 7

Carryover from year 4 to year 5 was \$92,746.00. Activities in Project 7 were completed December 31, 2015, and subgrantees were paid out in early winter 2016. Leftover funds from the Development Screening project, in the amount of \$1,277,921.44 and funds from Project 10, ECDW in amount of \$372,778.08 were moved to Projects 2 (Maryland EXCELS), 3 (Making Access Happen) and 6 (CAS). The demand for developmental screening tools was fulfilled, and these funds were left unspent and were expended in these projects. This budget amendment was approved in a letter dated March 23, 2016, from Ms. Libby Doggett and Ms. Linda Smith.

Budget Table 2: Project 8

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$4,043.44	\$24,284.26	\$25,803.30	\$26,020.46	\$18,474.82	\$98,626.28
2. Fringe Benefits	\$320.60	\$1,925.62	\$2,046.22	\$2,063.52	\$1,465.11	\$7,821.07
3. Travel		\$58.76	\$446.55	\$3,348.85		\$3,854.16
4. Equipment	\$4,598.00	\$229.11				\$4,827.11
5. Supplies	\$404.85	\$33.00				\$437.85
6. Contractual	\$195,706.00	\$285,563.55	\$881,166.85	\$578,856.99		\$1,941,293.39
7. Training Stipends						
8. Other	\$795.31	\$800.87	\$1,051.49	\$1,051.49		\$3,699.16
9. Total Direct Costs (add lines 1-8)	\$205,868.20	\$312,895.17	\$910,514.41	\$611,341.31	\$19,939.93	\$2,042,084.20
10. Indirect Costs*	\$556.42	\$3,458.70	\$3,697.79	\$4,162.32	\$4,146.50	\$16,021.73
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.						
12. Funds set aside for participation in grantee technical assistance						
13. Total Grant Funds Expended (add lines 9-12)	\$206,424.62	\$316,353.87	\$914,212.20	\$615,503.63	\$24,086.43	\$2,058,105.93
14. Funds from other sources used to support the State Plan						
15. Total Budget (add lines 13-14)	\$206,424.62	\$316,353.87	\$914,212.20	\$615,503.63	\$24,086.43	\$2,058,105.93

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Family Engagement and Support – Project 8

Through the No Cost Extension Approval letter dated July 8, 2015, MSDE was approved to continue the Raising A Reader program by extending the use of \$54,000 and to use \$70,070 to continue the Family Engagement Toolkit work until June 30, 2016. Per an email from Katie Chase dated December 2, 2015 to Roann Tsakalas, Learning Parties was approved to spend down \$54,000 and continue that program until June 30, 2016. All Project 8 activities were completed June 30, 2016.

Budget Table 2: Project 9

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$9,427.91	\$9,275.94	\$37,007.50	\$40,519.87	\$183.82	\$96,415.04
2. Fringe Benefits	\$747.63	\$111.03	\$1,436.83	\$3,213.36		\$5,508.85
3. Travel		\$2,127.02	\$3,370.31	\$4,979.64	\$996.66	\$11,473.63
4. Equipment						
5. Supplies		\$41.64	\$2,838.38	\$2,711.87		\$5,591.89
6. Contractual	\$74,274.28	\$64,129.33	\$311,095.30	\$304,535.88	\$150.00	\$754,184.79
7. Training Stipends						
8. Other			\$29,517.82	\$830.00		\$30,347.82
9. Total Direct Costs (add lines 1-8)	\$84,449.82	\$75,684.96	\$385,266.14	\$356,790.62	\$1,330.48	\$903,522.02
10. Indirect Costs*	\$1,581.76	\$3,136.56	\$16,254.36	\$20,898.04	\$11.00	\$41,881.72
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.						
12. Funds set aside for participation in grantee technical assistance						
13. Total Grant Funds Expended (add lines 9-12)	\$86,031.58	\$78,821.52	\$401,520.50	\$377,688.66	\$1,341.48	\$945,403.74
14. Funds from other sources used to support the State Plan						
15. Total Budget (add lines 13-14)	\$86,031.58	\$78,821.52	\$401,520.50	\$377,688.66	\$1,341.48	\$945,403.74

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Workforce Competency and Leadership Development- Project 9

Carryover from year 4 to year 5 was \$60,584.32, and was approved for expenditure by an email from Katie Chase to Roann Tsakalas dated October 7, 2015. Funding was used to continue activities for MAAPP and Early Learning Academies through June 30, 2016.

Budget Table 2: Project 10

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits	\$290.76					\$290.76
3. Travel						
4. Equipment	\$9,250.00	\$458.17				\$9,708.17
5. Supplies						
6. Contractual	\$148,559.83	\$2,618,484.01	\$458,647.00	\$440,118.00	\$97,165.54	\$3,762,974.38
7. Training Stipends						
8. Other	\$5,630.02	\$1,343.27	\$2,686.54	\$2,686.54	\$97,165.54	\$12,346.37
9. Total Direct Costs (add lines 1-8)	\$163,730.61	\$2,620,285.45	\$461,333.54	\$442,804.54		\$3,785,319.68
10. Indirect Costs*	\$14,530.27	\$7,767.53	\$3,488.50	\$3,488.50		\$29,274.80
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.						
12. Funds set aside for participation in grantee technical assistance						
13. Total Grant Funds Expended (add lines 9-12)	\$178,260.88	\$2,628,052.98	\$464,822.04	\$446,293.04	\$97,165.54	\$3,814,594.48
14. Funds from other sources used to support the State Plan	\$2,185,184.28	\$4,368,118.11	\$4,942,292.74	\$5,944,771.46	\$3,797,418.08	\$21,237,784.67
15. Total Budget (add lines 13-14)	\$2,363,445.16	\$6,996,171.09	\$5,407,114.78	\$6,391,064.50	\$3,894,583.62	\$25,052,379.15

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Early Learning Data System – Project 10

Carryover from year 4 to year 5 was \$192,828.00. In an email from Katie Chase dated October 7, 2015 to Roann Tsakalas approval was granted to continue activities for the Early Childhood Data Warehouse (ECDW) so that all GRADS activities could be completed by June 30, 2016. Unspent funds from the Development Screening project, in the amount of \$1,277,921.44 and funds from Project 10, ECDW in amount of \$372,778.08 were moved to Projects 2 (Maryland EXCELS), 3 (Making Access Happen) and 6 (CAS). This budget amendment was approved in a letter dated March 23, 2106, from Ms. Libby Doggett and Ms. Linda Smith.

Budget Table 2: Project 11

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel		\$65,444.05	\$108,654.74	\$120,042.02	\$121,134.94	\$415,275.75
2. Fringe Benefits		\$5,189.71	\$8,616.31	\$9,519.30	\$9,605.97	\$32,931.29
3. Travel			\$178.66			\$178.66
4. Equipment	\$19,940.00	\$2,615.37				\$22,555.37
5. Supplies		\$1,499.00	\$330.58	\$2,262.57		\$2,593.15
6. Contractual	\$1,167.37		\$323,722.00	\$1,430.00		\$327,818.37
7. Training Stipends						
8. Other	\$3,154.94	\$1,717.01	\$2,134.52	\$2,686.54		\$9,693.01
9. Total Direct Costs (add lines 1-8)	\$24,262.31	\$76,465.14	\$443,636.81	\$135,940.43	\$130,740.91	\$811,045.60
10. Indirect Costs*	\$1,604.40	\$10,043.99	\$16,027.58	\$17,367.32	\$35,539.62	\$80,582.91
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.						
12. Funds set aside for participation in grantee technical assistance	\$4,464.33	\$61,098.67	\$57,706.50	\$280,419.03	\$12,749.02	\$416,437.55
13. Total Grant Funds Expended (add lines 9-12)	\$30,331.04	\$147,607.80	\$517,370.89	\$433,726.78	\$179,029.55	\$1,308,066.06
14. Funds from other sources used to support the State Plan						
15. Total Budget (add lines 13-14)	\$30,331.04	\$147,607.80	\$517,370.89	\$433,726.78	\$179,029.55	\$1,308,066.06

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Grants Management – Project 11

Carryover from year 4 to year 5 was \$199,325.47, and was approved in a letter dated July 8, 2015 from USDE. Carryover was used to continue ELC grant management. In an email dated June 17, 2016 to Roann Tsakalas from Katie Chase, USDE approved approximately \$191,000 from staff and approximately \$180,000 from indirect costs to move to Project 6.

Appendix A:
Performance Measure Data

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

TARGETS								
Number and Percent of Early Learning and Development Programs in the TQRIS								
Type of Early Learning and Development	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%
State-funded preschool	8	1.20%	24	3.80%	45	7.20%	80	12.80%
Early Head Start and Head Start ¹	9	3.40%	21	8.00%	42	16.00%	50	19.20%
Programs funded by IDEA, Part C								
Programs funded by IDEA, Part B, section 619								
Programs funded under Title I of ESEA								
Programs receiving from CCDF funds	173	3.40%	411	8.00%	820	16.00%	983	19.20%

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

ACTUALS																		
Number and Percent of Early Learning and Development Programs in the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool	729		0.00%	729	1	0.10%	743	1	0.40%	743	7	0.90%	743	50	7.00%	748	88	11.00%
Specify	Includes MD State funded PreKs and Preschool Development Grant funded PreKs																	
Early Head Start and Head Start ¹	260	1	0.40%	260	5	1.90%	220	57	25.90%	220	96	43.60%	220	115	52.00%	180	105	58.00%
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619																		
Programs funded under Title I of ESEA																		
Programs receiving from CCDF funds	4,259	35	0.80%	4,259	57	1.30%	2,944	291	9.80%	2,954	1,964	66.50%	2,563	2,515	98.00%	4,371	2,251	51.00%

¹ Including Migrant and Tribal Head Start located in the State.

[illegible]

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

TARGETS								
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS								
Type of Early Learning and Development Program in the State	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%
State-funded preschool	344	1.30%	1,032	3.80%	2,279	8.40%	5,719	21.10%
Early Head Start and Head Start ¹	245	1.90%	343	2.70%	588	4.60%	980	12.00%
Programs funded by IDEA, Part C								
Programs funded by IDEA, Part B, section 619								
Programs funded under Title I of ESEA								
Programs receiving from CCDF funds	715	3.40%	2,423	11.40%	5,832	27.40%	12,188	57.20%

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

ACTUALS																		
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%
State-funded preschool	27,071		0.00%	27,443	148	0.50%	26,358	1,032	3.90%	30,385	1,018	3.30%	31,844	260	0.81%	34,179	1,760	5.00%
Specify																		
Early Head Start and Head Start ¹	12,676	48	0.40%	12,731	567	4.40%	12,747	605	4.80%	12,305	1,226	9.90%	12,305	1,850	15.00%	12,408	980	12.00%
Programs funded by IDEA, Part C	8,702			8,406			8,859											
Programs funded by IDEA, Part B, section 619	11,870			9,063			12,135											
Programs funded under Title I of ESEA	13,441			15,272			16,266											
Programs receiving from CCDF funds	17,734	145	0.70%	20,046	954	4.70%	17,056	1,078	6.30%	18,573	1,227	6.60%	17,946	1,092	6.00%	14,460	500	3.00%

¹ Including Migrant and Tribal Head Start located in the State.

[illegible]

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

	TARGETS				ACTUALS					
	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Total number of "aligned" institutions and providers	1,286	1,305	1,324	1,343	1,267	1,523	1,743	1,676	1,832	513
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	17,301	17,388	17,475	17,562	17,215	18,347	13,222	12,739	18,130	15,491

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

TARGETS								
Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year								
Type of Credential	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%
Maryland Child Care Credentialing Program (MCCCP) Credential Level 1 (Lowest Level)	1,739	19.00%	2,101	21.00%	2,582	23.00%	3,233	25.00%
MCCCP Credential Level 2	958	19.00%	1,157	21.00%	1,423	23.00%	1,781	25.00%
MCCCP Credential Level 3	2,398	19.00%	2,897	21.00%	3,561	23.00%	4,458	25.00%
MCCP Credential Level 4	743	19.00%	898	21.00%	1,103	23.00%	1,382	25.00%
MCCCP Credential Level 4+	187	11.00%	243	21.00%	299	23.00%	374	25.00%
MCCCP Credential Level 5	535	19.00%	646	21.00%	794	23.00%	994	25.00%
MCCCP Credential Level 6 (Highest Level)	790	19.00%	955	21.00%	1,173	23.00%	1,469	25.00%

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

ACTUALS												
Number and percentage of Early Childhood Educators who have moved up the progression of credentials,												
Type of Credential	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%	#	%
Maryland Child Care Credentialing Program (MCCCP) Credential Level 1 (Lowest Level)	1,463	2.00%	1,386	5.00%	1,125	15.00%	1,508	34.00%	2,750	15.00%	516	11.00%
MCCCP Credential Level 2	806	18.00%	901	12.00%	874	11.60%	1,040	19.00%	2,239	12.00%	418	9.00%
MCCCP Credential Level 3	2,017	19.00%	2,289	13.00%	2,303	30.70%	2,761	20.00%	6,414	35.00%	1,432	19.00%
MCCP Credential Level 4	625	37.00%	756	21.00%	1,089	14.50%	1,374	26.00%	2,954	16.00%	927	19.00%
MCCCP Credential Level 4+	169	46.00%	187	11.00%	212	2.80%	232	9.00%	118	1.00%	146	3.00%
MCCCP Credential Level 5	450	30.00%	525	17.00%	779	10.40%	861	11.00%	1,655	9.00%	511	11.00%
MCCCP Credential Level 6 (Highest Level)	665	32.00%	828	25.00%	1,071	14.30%	1,298	21.00%	2,408	13.00%	900	19.00%