Maryland State Department of Education
Prekindergarten Programs Contact List

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Definition of a High-Quality Prekindergarten Program

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum[1]

a. High staff qualifications, including a teacher holding a state certification for teaching in early childhood education or a bachelor's degree in any field pursuing residency through a State-approved alternate pathway, which includes coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood; as well as a teacher assistant with an AA in Early Childhood, CDA, or enrolled in a program to obtain these credentials

b. High-quality professional development for all staff (must be 15 hours of early childhood PD).

c. A child-to-instructional staff ratio of no more than 10 to 1.

d. A class size of no more than 20 with, at a minimum, one teacher in each classroom with high staff qualifications as outlined in paragraph (a) of this definition.

e. A Full-Day program (6.5 hours).

f. Inclusion of children with disabilities to ensure access to and full participation in all opportunities.

g. Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry.

h. Individualized accommodations and supports so that all children can access and participate fully in learning activities

i. Instructional staff salaries are commensurate with the salaries and benefits of local PreK-12 instructional staff.

j. Program evaluation to ensure continuous improvement.

k. On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and

l. Evidence-based health and safety standards.

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[1] Adapted from the PDG TA State Technical Assistance Report: Curriculum policies and guidelines of the Preschool Development and Expansion Grant Programs
https://files.eric.ed.gov/fulltext/ED583132.pdf

FY23 Student File Review Form

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Program Name_____   Classroom_____

This form **must** be completed and kept on site. The MSDE PreK Support Specialists will review the completed form along with the supporting documentation during the initial Check-in visit during the fall. Please update the chart as new students enroll or leave the program and the updated information will be reviewed in the spring.

(Note: Please refer to the Maryland Prekindergarten Programs Operating Manual- Sections 2.1 and 2.3, for examples of acceptable age and income eligibility documents.)

Child's Name	Date of Birth **3's**- 9/2/2018 to 9/1/2019 **4's**- 9/2/2017 to 9/1/2018	Proof of Income Eligibility *Please select method of verification*:				Income Level up to 300%	*For Expansion grant only* **Income Level over 300%**	*For Expansion grant only* **Please use codes below:** **I - IEP/Ext IFSP** **E - English Learner** **H - Experiencing Homelessness**	Program Notes:
		Tax Return	Pay stubs	Notarized Letter	Other				
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**Maryland Pre-K Grant Programs
Instructional Quality Review Clarifications**

This is a companion document to the Instructional Quality Review form and includes information to support programs in understanding expectations.

Lesson Planning

Activities are appropriate for the developmental levels of the children in the classroom.
Appropriate activities support all domains of learning and emphasize active exploration, interaction with materials, teachers, and other children. Open-ended activities allow children to explore, create solutions, and problem solve. Use strategies which allow students to work in their own interest areas, use their own learning styles, and work at their own ability level. **Rote/drill activities with memorization, letter of the week, worksheets and dittos are inappropriate.**

Individualization for specific children is documented as needed.
Lesson plans will identify specific groups by use of names, initials, symbols, or a number assigned to each child, and identify differentiated activities to support each group's needs/skill levels. Teachers should be aware of children's skill levels and plan activities and materials accordingly. Knowledge of early childhood development and assessment data is used to plan individual, whole group, and flexible small group instruction. Flexible small groups should change regularly to meet the individual and specific needs of children across content areas.   Teachers know that not all children are alike, nor do they learn alike; therefore, children need multiple opportunities for taking in new information and making sense of new concepts. Scaffolding instruction and materials require teachers to be mindful of differentiated instruction.

Current and complete lesson plans are on site, organized, accessible and implemented.
Lesson plans should be organized chronologically and kept accessible. Electronic lesson plans are accessible. Instruction in the classroom should be based on the needs of the children. Standards (MCCRS) should reflect the intent/purpose being targeted by that activity. Clock times on lesson plans should correspond with the clock times on the daily schedule. Lesson plans should include enough detail so that someone else (a substitute, your supervisor or director) can identify the purpose of your lesson, the materials you are using, the standard (MCCRS) and the children who are involved. However, detailed, step-by-step directions are time consuming and not necessary.

Maryland Early Learning Standards (Maryland College and Career Ready Standards and/or Healthy Beginnings Framework) are documented for all teacher-planned instructional activities.
Maryland's Early Learning Standards (MCCRS) for Pre-K should be documented for all instructional activities.

Assessment

Evidence of assessment implementation and data collection
Teachers should use formative and summative assessments in the natural learning environment. Assessment helps to identify the support children need to be successful in school and this data can be used to inform teachers, families, schools as they work together to meet every child's needs. Formative assessment is a planned process for teachers to gather information, analyze and reflect on the information, and use it to help plan the child's next steps in learning. One example of a formative assessment tool is the Maryland Early Learning Assessment (ELA). No matter which tool is used, supporting documentation is needed as evidence to support ratings. Some evidence that a tool may require includes work samples, observation notes, portfolios, and others. Summative assessment is intended to evaluate student learning by comparing performance to a standard or benchmark (goal) and is administered at the end of a defined instructional period. Examples of summative assessments include curriculum embedded assessments and benchmark assessments.

Instructional Activities

Instruction is free of worksheets and dittos.
Worksheets and dittos are inappropriate. A common characteristic of inappropriate dittos or worksheets is that there is a very narrow focus – only one right answer, for example. Typical examples of this kind of worksheet require children to circle or color or draw a line to indicate the correct answer.

Open-ended activities are planned.
Providing a good balance of teacher-directed and child-initiated activities is important because it allows teachers to ensure they are covering key skills in a more structured way while also recognizing children's interests and using that information for skill-building as well. Activities are planned throughout the day that allow children to experiment and create with different materials.

Large Group/Opening Activities are purposeful, vary and are planned daily.
Group opening and closing activities are included on the daily schedule and are implemented. Activities for opening and closing should be documented in lesson plans and should vary throughout the year. Group opening and closing activities should be made available to all children. These activities should include a welcome and prepare children for the day. Teachers may introduce new topics and/or materials and explain other changes made to the environment and learning areas. Special visitors, experiments, cooking activities and field trips should also be addressed.

Teachers have materials at varying levels to meet the needs of individual learning styles.

Teachers know that not all children are alike, nor do they learn alike. Therefore, children need multiple opportunities for taking in new information and making sense of new concepts. Scaffolding instruction and materials require teachers to be mindful of differentiated instruction techniques. These models require teachers to be flexible in their approach to teaching and to adjust the materials, curriculum, and presentation of information to the learners.

Music with gross motor movement is planned daily.

Opportunities for children to participate in music with gross (large) motor movement should occur daily. Music with movement can occur during a specifically planned time, but can also be incorporated into other blocks of time (Large Group, Closing, and transitions). It is required that at least one planned opportunity for children to interact with music along with a gross motor *activity be* documented in lesson plans; however music and movement is important for young children and should be used throughout the day.

The length of time will vary based on the attention span of children, the time of day and time of year. Be flexible in your planning of music and movement by watching the children's reactions and involvement. Children naturally enjoy and respond to music so remember to use music as a way to smoothly move through transitions during the day.

Transitions are quick and efficient; students know what is expected, do not need to be re-engaged, and quickly move from activity to activity.

The teacher provides advanced warning for most upcoming transitions. (e.g., During center time the teacher states, "In five minutes I'll play our clean up song.")

Students move smoothly between group activities.

Students respond to established attention signals (e.g., Raising hand or clap).

The teacher regularly refers to and incorporates the posted visual schedule.

"Downtime" is eliminated as students move to alternative activities when appropriate. (e.g., when students complete a small group activity they move on to another activity.)

<u>Small Group Instruction</u>

Developmentally appropriate and purposeful small group activities are planned daily.

Activities during small group time will maintain the practice of planning developmentally appropriate experiences to meet the different levels of student development. These small group lessons should offer learning and practice opportunities to support children's acquisition of skills or areas of interest. The activities planned for groups of students working independently should also be purposeful with standards documented. Lesson plans will identify specific groups by use of names, initials, symbols, or a number assigned to each child, and identify differentiated activities to support each group's progress towards mastering early learning standards.

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The length of a small group activity should vary with the age, interests and attention span of the children. Small groups should be formed and will change frequently based on the developmental needs and skills of children

Environment

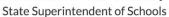| **The classroom is inviting, clean, organized and visually appealing to children.** |
| --- |
| Appropriate learning areas should be established, and the setting should promote and motivate children's learning and be welcoming, inviting and inspiring. The classroom should have adequate space for children to move freely, but without large empty spaces that could cause children to run or tumble. The shelving and materials should be clean and free from dust. The classroom furnishings, carpets, rugs and materials should be cleaned on a regular basis and materials should be organized and stored neatly. Materials and shelves should be labeled appropriately. |
| **Majority of items (more than 50%) on display in the classroom are child-initiated, at children's eye level, and displayed no longer than six weeks.** |
| Unique, child-created work should be included in the classroom display. Majority means more than 50% of what is included in the displayed work in the classroom should be unique and child initiated. The children should have selected the subject and materials and completed the work in their own creative way without teacher direction or teacher choice in the materials. Dittos, worksheets, coloring pages or teacher-directed work and patterned artwork are not considered child-initiated. |
| **Photos of children and their families are included in the classroom environment.** |
| When teachers display photos of children's families in and around our classroom, they are making a public gesture that families matter. Children are reminded about their family each time they enter the classroom. They know that their parents are invested in their education just as much as their teachers are. |
| **Dictations from children are on display in the classroom**. |
| The environment includes children's dictation: Teachers record what children say on individual artwork, on chart stories, in journals or in class-made books. The connection between spoken communication and written language is demonstrated in multiple ways. Ways to connect spoken and written language include language experience charts, recording the children's dictation, class-made books and stories, quotes in class newsletters, messages to and from children, or writing the Daily News. As children progress in writing development, shared and interactive writing should be present. |

Photos and chart stories from recent activities are on display in the classroom.

The purpose of these charts is to support literacy development. They can include stories that the children create as a class, recalling events of a recent field trip, special event, or special visitor that occurred during the Pre-K day. Charts, graphs, and stories included in the display should include pictures and symbols, as well as print. The majority of charts, graphs and stories included in the display should include pictures and symbols as well as print. As children progress in writing development, shared and interactive writing should be present.

Classroom rules are developed and posted at children's eye level.

Age-appropriate classroom rules are developed and posted: Establish no more than four or five classroom rules. Rules should be written out using simple words and symbols/pictures and posted at the children's eye level. The rules should be concrete and include only what the children "can" do (e.g., "walk inside" rather than "don't run inside"). Teachers should refer back to the rules often, as many times this may be a child's first formal learning experience. The classroom rules should be posted at children's eye level and be visible to the children from the large group meeting area.

Teachers consistently model positive behavior and prompt students to model such behavior.

Teachers model and encourage children to focus on the positive behavior of others. Teachers can recognize children's accomplishments by commenting specifically on what the child has done, asking questions to learn more about a child's thoughts, repeating a child's idea, imitating an action/behavior, or referring children to one another for information or assistance. Other ways to focus on the positive behavior of others might include compliment boards or friendship jars. Teachers talk to and listen to individual children with attention and respect throughout the day. Children feel secure and successful when teachers interact positively with them. Teachers should interact both verbally (listening, conversing with interest and respect) and nonverbally (smiling, hugging, nodding, making eye contact when appropriate, and getting down on children's eye level when appropriate).

The classroom is safe and free from hazards.

Space must be available to store hazardous materials out of children's reach. Please note teacher's backpacks and purses must be kept out of the reach of children. Safety hazards include accessible toxic substances, dangling electrical cords, exposed electrical outlets, and broken toys or equipment.

Quiet and active centers are placed to not interfere with one another.

(Self-explanatory)

Learning centers are organized for independent use by students. (e.g., Labeled open shelves; labeled containers for toys and materials)

Materials in the learning centers are clearly labeled. Children are able to see materials in the center areas and can make choices for their play independently. Shelves should be low, and materials organized. Learning materials and shelves should be labeled appropriately. Learning areas and equipment should be set up and

ready for use (lid is removed from sensory table, tape player for listening area has a power source and is ready for children to use, art easel is supplied and lids from paint cups removed, and brushes placed in paint cups). Centers that are open should be accessible for use; children should not have to ask adults for permission to use materials or to hand materials to them.

The storage and organization of materials is crucial in helping children take care of and use them appropriately. Labels (photos, pictures cut from catalogs, drawings or tracings) and words show where materials belong, promote children's familiarity and responsibility for their environment, and help children begin to recognize symbols and words.

At least five different learning centers are clearly defined and accessible to all students.

At a minimum, five appropriate learning centers should be established, and the setting should promote and motivate children's learning and be welcoming, inviting, and inspiring.

Boundaries are established for each learning area: Boundaries should be established by using clear signage, shelving, rugs, tables, or other visible barriers. Considerations should be taken when setting up quiet versus noisy areas to allow children to utilize centers appropriately without disturbing other children.

Teachers adapt learning centers/classroom environments to reflect the current topic/theme.

While a variety of materials must be present each day to encourage in-depth exploration, some of these materials should be rotated at least monthly to expand children's learning, prevent boredom, address interests and to facilitate the scaffolding of children's learning. Changes to materials in the environment must occur in a minimum of 5 centers once a month (reading, language, math, science, art, dramatic play, writing, blocks). When one walks into the classroom, it should be evident what the current topic or children's interest is. **NOTE:** Not ALL learning areas have to change with each topic. Topics of study will vary in length.

Daily Schedule

A schedule for children is posted at children's eye level and is manipulated by children to facilitate knowledge of the daily routine and time/sequence concepts. This schedule must include pictures.

A schedule for children (readers and non-readers) is posted at children's eye level in the classroom and is used to help children understand the daily routine: The schedule should include words (for readers) and photos, pictures, or symbols (for non-readers). Evidence that children are currently able to use and manipulate the schedule must be present. Some suggestions are to have a clothespin, magnet, or other type of marker to move along the side of the schedule as you progress throughout the day or use Velcro pieces on the schedule so children can manipulate and put the routine in the proper order.

Rest time does not exceed one hour per day.

To maximize instructional activities, rest time should not exceed one hour per day except when necessary to address specific needs of individual children. Children who do not rest shall be given quiet activities such as books and puzzles.

Instructional Support

Teacher models the use of materials and calls attention to how students use materials.
When appropriate, the teacher models the use of materials and calls attention to how students use materials. (e.g., During a small group lesson the teacher uses the materials along with the students and says "I am arranging the red teddy bears in size order. The smallest one is first. OR "We will be working with shapes today; I can make different pictures with the shapes. I can turn them upside down or sideways. I wonder how you can arrange your shapes on your paper")
Teacher clearly states what the students will be learning using rich language and age-appropriate vocabulary, clarifying the concepts and content.
Teachers should introduce each lesson/activity by explaining what the children will learn and be able to do, utilizing the Early Learning Standards' language. (Example-Today we will compare and contrast the different types of transportation we read about).
Teachers are aware of students who need extra support, assistance or attention and provide support in a timely manner.
Most times, the teacher is aware of students who need extra support, assistance, or attention. The teacher notices when students are struggling to understand a lesson, are disengaged, or appear sad or anxious The teacher responds when students make a comment, ask a question, or send behavioral signals indicating a need for help or attention. Even when working with a small group of students, the teacher indicates awareness of students' activities and needs in other parts of the classroom.
Teacher facilitates students' involvement through open-ended questions and factual questions that allow students to get involved in the activity or lesson and assist in their understanding or participation.
Teachers should be purposeful in involving children in conversations, discussions and interpretations. Teachers should listen and extend conversations into more descriptive, grammatically mature statements. Instruction should include teaching rare and new vocabulary, cognitively challenging content, and listening to and responding to what children have to say. There should be intentional opportunities for children to use and develop their language skills, both with adults and with each other.
Questions asked and activities provided are open-ended and facilitate students' use of analysis and reasoning.
Teachers ask engaging and open-ended questions and provide time for children to reflect and respond. Open-ended questions encourage thinking and reasoning and encourage children to express their thoughts. There is

no right or wrong answer. Teachers should pose questions to get insight into what children are thinking and to stimulate their thought processes.

Reference the following documents:

Open-Ended Questions to Help Children Think

Questions to Post with centers

Teacher promotes analysis and reasoning by focusing on problem solving, experimentation and prediction, comparison and classification, and evaluating/summarizing.

Instructional plans should include opportunities for children to extend their learning with higher level thinking opportunities. Children can identify a problem and solution, make predictions and experiment to see if their predictions are correct, compare and classify items, make evaluations, summarize events and key details, etc.

Teachers regularly ask students to explain their thinking.

The teacher allows students to explain their reasoning when solving problems and makes lesson adjustments. (E.g., Teacher asks, "Tell me why you think that ball will float?")

Question starters can prompt children to explain their thinking. Examples of question starters can be: Tell me more, Tell me how you know, Why do you think that, How did you figure that out? What do you think will happen if..., why?)

Strategies such as Turn and talk, think/pair/share, whisper to a partner could all be used to support children sharing their thinking.

Students are allowed to select centers based on their interests.

"Letting young children make choices is one of the benefits of centers. Children who are given a choice of the center they use will become more involved in the play, follow their interest and maintain their activity longer. Each day children should have an opportunity to choose the center where they will work. Early childhood teachers use various approaches to manage centers and children's choices. Some teachers use a self-managing system for operating centers." Rebecca Isbell, Director, Child Study Center, East Tennessee State University.

Examples of center management: use of clothespins, popsicle sticks, necklaces, etc. to manage the capacity of the centers.

Teachers do not rigidly adhere to an agenda at the expense of learning opportunities and student interest in activities.

The teacher is flexible with planning, goes along with student ideas, or organizes instruction around student interests and needs.

Teachers provide many opportunities to stimulate students' creativity and ability to generate new ideas.

The teacher is not focused on having students do things in one particular way, rather helping them to explore a variety of ways to approach learning.

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Confirmed ITP/Child Find Contacts

Jurisdiction	Age Birth - 3 MD Infants & Toddlers "Single Point of Entry"	Age 3 - 21 MD Public Schools "Maryland Child Find"
Allegany County	301-759-2415	301-759-2065
Anne Arundel County	410-424-3260	410-424-3280
Baltimore City	410-396-1666	443-984-1011
Baltimore County	443-809-2169	443-809-3017
Calvert County	443-550-8405	443-550-8373
Caroline County	410-479-3246	410-479-3246
Carroll County	410-876-4437	410-751-3033
Cecil County	410-996-5444	410-996-5450
Charles County	301-609-6808	301-753-1745
Dorchester County	410-228-4747 ext. 1023	410-228-4747 ext. 1024
Frederick County	301-600-1612	301-664-5003
Garrett County	301-533-0240	301-334-7658
Harford County	410-638-3823	410-638-4386
Howard County	410-313-7017	410-313-7046
Kent County	410-778-7164	410-778-7164
Montgomery County	240-777-3997	240-740-2170
Prince George's County	301-925-6627	301-925-6600
Queen Anne's County	410-556-6103	410-758-2403 ext. 185
Somerset County	410-651-1616 ext. 10253	410-623-2037 ext. 10256
St. Mary's County	301-475-5511 ext. 32223	301-475-5511 ext. 32223
Talbot County	410-822-0686	410-822-0330 ext. 141

Washington County	301-766-8217	301-766-8509
Wicomico County	410-677-5250	410-667-5250
Worcester County	410-632-5121	410-632-5033

Preventing Suspension and Expulsion in Early Care and Education Programs Policy Statement

The experiences and opportunities of children (birth to age 13) are critical for building the foundation of learning, health, and wellness needed for success in school and life. Access to high-quality, inclusive early learning programs has important benefits for children's development and learning. Expulsion and suspension from such programs can have detrimental effects, particularly on children's social and emotional development and learning outcomes.

Sometimes there are challenging situations that must be addressed in the context of a comprehensive approach that is designed to teach, nurture and encourage positive outcomes. Expulsion and suspension are stressful and negative experiences on all involved (children, their families, and their teachers/providers) and can negatively affect a child's development and outcomes.

Preventing expulsion and suspension requires a strong partnership with families. Families should be recognized and treated as the foremost experts on their children. Families and programs should exchange information about the child that is relevant to culture, strengths, concerns, disability, special health care needs, approaches to learning, and strategies that work at home and in the program.

Early care and education programs, including child care programs for all ages, should:

- Not expel or suspend a child from care, unless it is the last resort where there are extraordinary circumstances based on a determination of a serious safety threat that cannot otherwise be reduced or eliminated by the provision of reasonable modifications. Additionally, Child Care Programs must ensure that discipline policies comply with Federal civil rights laws.[1]

- Not limit the amount of services provided to a child (including denying outdoor time, withholding food, using food as a reward/punishment, or limiting the hours or days of availability of care).

- Have a comprehensive policy that includes:

  o An explicit description of alternatives to suspension and expulsion.

  o Policies on positive guidance and behavior supports that create positive climates, focus on prevention, describe clear and appropriate expectations, address behavior, ensure fairness, equity, and continuous improvement, and are age and program

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[1] ED's Office for Civil Rights and HHS' Office for Civil Rights enforce several Federal civil rights laws that prohibit discrimination in early childhood programs receiving Federal financial assistance from their respective departments, including: Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. §§ 2000d - 2000d-7 (prohibiting discrimination based on race, color, or national origin by recipients of Federal financial assistance); Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 – 1688 (prohibiting discrimination based on sex by recipients of Federal financial assistance); and Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794 (prohibiting discrimination based on disability by recipients of Federal financial assistance. ED, HHS, and the Department of Justice share authority to enforce Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131 – 12134, which prohibits discrimination based on disability by state and local governments, regardless of whether they received Federal financial assistance. In addition, the Department of Justice enforces Title III of the American with Disabilities Act, 42 U.S.C. §§ 12181 – 12189, which prohibits disability discrimination in most private early childhood programs.

appropriate.

- o How the program will pursue options for supportive services, including available internal supports, consultation services and educator training.

- o Written and clearly articulated procedures that are provided and communicated with families/guardians, staff, and others.

- o Expectations for sharing information between families/guardians and the care provider to be used in decision-making processes to support the child.

- Have access to training on a proactive and as-needed basis on how to:

- o Reduce the likelihood for suspension or expulsion.

- o Build positive guidance and behavior supports that create positive climates, focus on prevention, describe clear and appropriate expectations, and address behavior.

- o Access resources and consultation to assist in addressing children's health conditions in collaboration with families/guardians and the child's primary care provider.

The policy statement, guidance and additional resources may be found at:

http://earlychildhood.marylandpublicschools.org/

Maryland Prekindergarten Programs Annual Review

Please use this form to prepare for your FY __23__ Annual Review. The School System/Program should complete all sections with a white background. The sections in gray and marked "for office use only" are to be completed by the MSDE PreK Support Specialist. Please complete this cover page with the information requested and move on to page three (3) of the form.

*__Note:__ *Please refer to the Maryland Prekindergarten Programs Operating Manual and provide supporting documentation for review during the monitoring visit.*

School System/Program Name: _____

Name of Primary Contact: _____

(Page to be completed by MSDE PreK Support Specialist)

Local Education Agency (LEA)/Private Provider Name: _____

PreK Support Specialist: _____

Local Education Agency (LEA)/Private Provider Representative: _____

Date of Meeting: _____

<u>Site Visit Summary</u>

Commendations:

Recommendations (including risk assessment):

Documentation provided after visit:

Program Management and Key Personnel (Section 5.1 Maryland Prekindergarten Programs Operating Manual)	For Office Use Only (Check One)
Key administrative personnel for successful implementation and monitoring of grant requirements are listed. This includes the person responsible for instructional oversight. **THIS DOES NOT INCLUDE TEACHING STAFF. Documentation:** • Updated list of key personnel (if different from initial application)	☐ Met ☐ Partially Met ☐Not Met

LEA/Private Provider Notes:

PreK Support Specialist's Notes:

Collaboration and Sustainability (Section 19.0 Maryland Prekindergarten Programs Operating Manual)	
Effective collaboration is maintained with community and business partners. **Documentation:** - Collaboration Check-in Form **(required)**	For Office Use Only (Check One) ☐ Met ☐ Partially Met ☐ Not Met

LEA/Private Provider Notes:

PreK Support Specialist's Notes:

Eligibility Documentation (Section 2.3 Maryland Prekindergarten Programs Operating Manual)	

	For Office Use Only (Check One)
Accurate records are maintained to ensure enrollment of eligible families (age eligibility and income). Refer to the Prekindergarten Enrollment Eligibility Form. **Eligibility:** up to 300% FPG **Documentation:** • *Updated Student File Review form (if applicable) • Recruitment plan that outlines ongoing plan to recruit eligible families ***MSDE PreK Support Specialist** will review files for any new students enrolled after the initial audit.	☐ Met ☐ Partially Met ☐ Not Met

LEA/Private Provider Notes:

PreK Support Specialist's Notes:

Accreditation (Section 20.0 Maryland Prekindergarten Programs Operating Manual)	
Accreditation has been achieved by an MSDE approved accrediting agency: **Name of Accrediting Agency:** **Provide any updated documentation (if applicable):** (List accreditation by school or site if multiple sites.)	**For Office Use Only (Check One)** ☐ Met ☐ Partially Met ☐ Not Met

LEA/Private Provider Notes:

PreK Support Specialist's Notes:

MD EXCELS (Section 20.0 Maryland Prekindergarten Programs Operating Manual)	
LEA/Private Provider has a Maryland EXCELS rating of Level 3 or higher. Please describe the strategies and plan that has been put in place to meet or maintain Level 5 quality standards. **Provide any updated documentation (if applicable):** (List EXCELS level by school or site if multiple sites.)	**For Office Use Only** **(Check One)** ☐ Met ☐ Partially Met ☐ Not Met
LEA/Private Provider Notes:	
PreK Support Specialist's Notes:	
Staffing (Sections 10 and 11 Maryland Prekindergarten Programs Operating Manual)	
If there are staff changes, provide *updated* documentation. **Documentation:** • Prekindergarten Staff Change Form • Updated Certification Status Form • CDA updates for teaching assistants	**For Office Use Only** **(Check One)** ☐ Met ☐ Partially Met ☐ Not Met
LEA/Private Provider Notes:	
PreK Support Specialist's Notes:	

Professional Learning

(Section 13.0 Maryland Prekindergarten Programs Operating Manual)

Professional Learning: Instructional staff, which includes teachers <u>and</u> teaching assistants, must attend at least a total of 15 hours of professional learning that supports school readiness; including

alignment with the Maryland Early Learning Standards in early language and literacy, the science of reading, early mathematics and social foundations.

Describe the Professional Learning activities completed by instructional staff this grant year. **Documentation:** • Agenda • Sign-in sheet(s) • Certificate of participation	**For Office Use Only** **(Check One)** ☐ Met ☐ Partially Met ☐ Not Met

LEA/Private Provider Notes:

PreK Support Specialist's Notes:

Evaluation Plan

(Section 8.2 Maryland Prekindergarten Programs Operating Manual)

There is a clear plan in place to ensure continuous program improvement. **Refer to your grant application to complete this section.** **Documentation:** • Sampling of completed tool(s) or other instruments used • Evidence of how information was used to support continuous program improvement	**STATE** **For Office Use Only** **(Check One)** ☐ Met ☐ Partially Met ☐ Not Met

LEA/Private Provider Notes:
What type of data/tools were used to monitor on-going program quality?
How was information from the data /tools used to support continuous quality improvement?
How were parents informed about student progress and areas of concern?

PreK Support Specialist's Notes

Instructional Quality Review
(Section 8.1 Maryland Prekindergarten Programs Operating Manual)

Program administrative staff and lead teachers should have completed the Instructional Quality review form at least twice this grant year (October 31 and February 28).

Documentation: **Updated and signed IQR**	**STATE** **For Office Use Only** **(Check One)** ☐ Met

	☐ Partially Met
	☐ Not Met
PreK Support Specialist's Notes:	

Note: These programmatic and expenditure sections are to be completed by the PreK Support Specialist and agency fiscal grant specialist. Additional documentation may be requested.

2022-2023 Maryland Prekindergarten Programs Operating Manual   Appendix G

I.Programmatic Requirements	For Office Use Only (Check One)
1. Program has submitted all required reports (Interim, Final, Enrollment reports, ad hoc reports, etc.) **on time** and met all deliverables	☐ Met ☐ Partially Met ☐ Not Met
2. Program follows approval process when requesting budget amendments and invoice revisions	☐ Met ☐ Partially Met ☐ Not Met
3. Lead Teacher salaries are commensurate with the local school system **(Private Providers only)**	☐ Met ☐ Partially Met ☐ Not Met
II. Expenditure Requirements	For Office Use Only (Check One)
4. Program consistently follows instructions concerning invoice submission, (including supporting documentation), and only requests reimbursement for reasonable, allowable, and necessary expenditures	☐ Met ☐ Partially Met ☐ Not Met
5. Expenditures and encumbrances are consistent with the approved budget	☐ Met ☐ Partially Met ☐ Not Met
6. Expenditures charged to proper object codes/budget categories	☐ Met ☐ Partially Met ☐ Not Met
7. Expenditures are properly documented and disclosed. Supporting documentation is included with all invoices.	☐ Met ☐ Partially Met ☐ Not Met

PreK Support Specialist's Notes: Did the Program have one or more risk assessment indicator issues during the grant year? Please explain and note if the Program had a corrective action plan related to this issue(s)?

A future grant may not be awarded if there are one or more risk assessment indicator issues and/or issues with performance during this grant year, even if all other grant requirements are met.

I have reviewed the attached report and have no further questions regarding next steps or program progress.

School System/Program Representative: _____ **Date:** _____

Printed Name Here: _____ Title: _____

MSDE PreK Support Specialist: _____**Date:** _____

MSDE Agency Grant Specialist (Fiscal): _____**Date:** _____

Prekindergarten Teacher Certification Status Form

For programs who have teachers that are enrolled in an approved teacher preparation program, please complete this form and submit to the MSDE Prekindergarten Support Specialist. This document will provide the status of the teacher's progress towards meeting the Maryland Prekindergarten Program certification requirements.

This form must be completed and submitted to the MSDE Prekindergarten Support Specialist by December 30 and by May 30. The program administrator is responsible for completing this form in its entirety.

Lead Teacher's Name:_____   School/Program Name:_____

Name of Approved Teacher Preparation Program:

Expected Date of Program Completion:

Please indicate below which of the required documents are submitted with this form and provide any additional updates.

December 30 Submission

☐ - Course Registration Documents   ☐ - Unofficial Transcript

Status Updates:

May 30 Submission

☐ - Course Registration Documents   ☐ - Unofficial Transcript

Status Updates:

Program Administrator Name: _____

Signature: _____

2022-2023 Maryland Prekindergarten Programs Operating Manual   Appendix H

Abbreviated Teacher Salary Schedule

For more detailed information regarding salary schedules and steps for each jurisdiction, please see the pages listed below:

NOTE: Many local school systems have more than nine salary steps

https://www.marylandpublicschools.org/about/Documents/DCAA/SSP/20212022Staff/2022ProfessionalSalarySchedules.pdf

See Pages 6-7 Table 3: Salary Schedules for Maryland Public School Teachers with a Bachelor's Degree + SPC
See Pages 8-11 Table 4: Salary Schedules for Maryland Public School Teachers with a Master's Degree

Salary Schedules for Maryland Public School Teachers with a Bachelor's Degree + Standard Professional Certificate

LSS	Step 1 (Minimum)	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
Allegany	$48,765	$48,765	$48,765	$49,302	$50,595	$51, 920	$53,282	$54.673	$56,109
Anne Arundel	$47,836	$50,228	$52,237	$54,325	$56,499	$57,629	$58,872	$59,958	$61,156
Baltimore City	$51,552	$53,099	$54,691	$56,333	$58,021	$64,405	$67,215	$70,026	$72,836
Baltimore	$51,751	$52,154	$52,938	$53,865	$54,806	$55,492	$56,326	$57,172	$58,029
Calvert	$50,500	$51,541	$53,082	$54,623	$56,164	$57,582	$59,999	$62,399	$64,895
Caroline	$48,455	$48,455	$48,455	$48,965	$49,577	$50,291	$51,005	$52,342	$53,908
Carroll	$48,840	$49,876	$50,912	$51,947	$52,983	$54,021	$55,465	$57,272	$58,897
Cecil	$49,984	$50,483	$51,982	$53,482	$54,982	$56,482	$57,981	$59,730	$61,730
Charles	$50,248	$51,629	$53,049	$54,508	$56,008	$57,547	$59,130		
Dorchester	$49,000	$49,000	$49,000	$49,000	$49,000	$49,000	$49,000	$49,000	$49,000
Frederick	$46,690	$47,299	$48,010	$49,314	$50,750	$52,222	$53,897	$55,571	$57,246
Garrett	$46,199	$46,873	$47,530	$48,189	$48,845	$49,502	$50,159	$50,815	$51,472
Harford	$50,649	$50,649	$50,649	$50,649	$52,131	53,661	$55,233	$56,802	$58,473
Howard	$50,000	$50,527	$52,047	$53,567	$55,087	$56,607	$58,127	$59,647	$61,167

Kent	$47,737	$48,239	$48,308	$49,957	$50,754	$53,065	$54,119	$55,577	
Montgomery	$51,513	$52,293	$53,831	$55,416	$57,046	$58,695	$60,935	$63,259	$65,676
Prince George's	$49,963	$49,963	$51,462	$53,005	$54,596	$56,233	$57,920	$59,658	$61,446
Queen Anne's	$48,411	$48,718	$49,026	$50,948	$52,114	$54,415	$55,607	$56,823	$60,742
St. Mary's	$48,743	$49,961	$51,210	$52,490	$53,803	$55,148	$56,527	$57,940	$59,388
Somerset	$49,175	$49,497	$49,819	$49,926	$50,450	$51,831	$51,929	$52,956	$54,014
Talbot	$48,353	$48,557	$48,761	$50,114	$52,257	$53,889	$54,909	$56,133	$57,051
Washington	$56,423	$57,834	$59,280	$60,762	$62,821	$62,821	$62,821	$62,821	$62,821
Wicomico	$48,238	$48,692	$49,527	$50,518	$51,619	$52,887	$54,267	$55,803	$57,339
Worcester	$47,795	$47,795	$47,795	$48,208	$49,231	$50,284	$51,403	$52,678	$53,452

Prekindergarten Staff Change Form

PreK Program Administrators should complete this form in its entirety and submit to the MSDE Prekindergarten Support Specialist to notify when there is a change in either the lead or assistant teacher in your Prekindergarten classrooms. Please plan to submit within *two weeks* of the staffing change. (Refer to sections 10.3 and 11.3 in the Maryland Prekindergarten Programs Operating Manual)

This form does not need to be submitted for long term Substitute Teachers. (See Long Term Substitute Notification form)

PreK Program Administrator Name: _____ Date: _____

 Program/School Name: _____

Former Teacher/Assistant Teacher:

Teacher Name: _____

 Assistant Teacher Name: _____

Last date of employment in the grant funded classroom: _____

New Lead Teacher Information:

New Lead Teacher Name: _____

Does teacher hold a P-3 certification? ☐Yes ☐No (Please provide copy of certification)

Is the teacher enrolled in an approved alternative preparation program or approved traditional program?
☐Yes☐No (Please provide proof of enrollment)

New Teacher Assistant Information:

New Teacher Assistant Name: _____

For PreK Expansion classrooms only:
Does the teacher assistant hold a Preschool CDA or an AA? ☐Yes ☐No (Please provide copy of certification)

Is the teacher enrolled in a program or has a plan to obtain a Preschool CDA or AA?
☐Yes ☐No
(Please provide proof of enrollment or a plan)

For Maryland State PreK Program classrooms only:
Does the teacher assistant hold at least a high school diploma?
☐Yes ☐No
(Please provide copy of diploma or of higher-level certificate)

Maryland Prekindergarten Programs Long-Term Substitute Notification Form

Today's Date: _____

Maryland Prekindergarten Programs Long-Term Substitute Notification Form

Programs are required to submit a Long-Term Substitute Notification Form to the MSDE Prekindergarten Support Specialist prior to the start of the requested leave if possible. The PreK Program Administrator should review Section 12.2 of the current Maryland Prekindergarten Programs Operating Manual for Long-Term Substitute requirements before submitting this form.

☐ Lead Teacher   ☐ Teaching Assistant

PreK Grant Administrator: _____

Program Name: _____   Site Name (if applicable): _____

Long-Term Substitute's Name	Certification Status/ Credential Level	Start Date	Expected End Date

Existing Teacher's Name	Reason for Leave	Date Leave Starts	Expected Return Date
	☐ Extended Medical Leave: Parental Leave ☐ Student Teaching ☐ Military Service ☐ Other		

MSDE Subrecipient Risk Assessment

General Overview: As the State Educational Agency and pass through for federal grant funds, MSDE is under obligation to proactively monitor subawards to ensure compliance with federal and state laws and regulations governing the programs to be administered in accordance with the new Federal Uniform Administrative Requirements 2 CFR §200.331 (d) and (e). An accurate risk assessment of each subaward provides critical information to help ensure the effective delivery of program services. A general risk assessment template was established to provide positive and clear direction for the management of subawards, provide adequate internal controls, and fulfill our responsibilities for the funds entrusted to the Maryland State Department of Education.

Risk Assessment Indicators: The definition for each risk factor depends upon a thorough review of programmatic reports, comparison with other aspects of the subaward, and good judgment on the part of the Program Manager. The guidelines provided in the matrix are risk assessment indicators for general grant management and subrecipient risk level classification. Departments may use this matrix, a version of this matrix, or their own unique matrix to identify risk classifications; however, all subrecipients must be classified on the MSDE risk assessment scale of 1-5, with Risk Level 1 being the lowest risk and Risk Level 5 being the highest risk.

There is a strong need to document all subrecipient classifications regardless of which risk assessment matrix departments choose. This explanation needs to be preserved in writing as a defense against adverse audit findings. Risk Level classifications can be changed at any time during grant management or at pre-selected review periods but must be documented accordingly. If you choose to include a subrecipient's risk level as identified by another MSDE department, you must indicate the grant number where the assessment was made in the documentation. The risk level may be used as a part of the matrix when determining awards, but it is not mandatory that it be used as pre-award risk assessment. It is mandatory that risk assessment be used and documented as part of the grant monitoring process.

Risk Level 1: The subrecipient follows procedures and regulations with little to no trouble. Standard program management is recommended with no increase in grant monitoring or site visits. (Site visit for New Grantee prior to award, Report Review)

Risk Level 2: The subrecipient follows procedures and regulations with only minor infractions. Increased monitoring of the higher risk procedure is recommended.

Risk Level 3: The subrecipient follows procedures and regulations with difficulty. Increased monitoring of the subrecipient is recommended.

Risk Level 4: The subrecipient does not follow procedures and regulations in many categories. Increased monitoring of the subrecipient is recommended. Special technical assistance and training sessions are recommended. Quarterly risk assessment is recommended. Consider imposing Special Conditions (2 CFR Part 200.207)

Risk Level 5: The subrecipient does not follow procedures and regulations in most categories and/or has a documented history of troubled grant management. High level of subrecipient monitoring, special technical assistance, training sessions, and site visits are recommended. Monthly risk assessment is recommended. Consider imposing Special Conditions (2 CFR Part 200.207)

Instructions

After rating the risk level in each category, add the total risk points. Divide the sum by the number of risk indicators that you used to identify the subrecipient's overall risk assessment rating. If the total risk assessment is not a whole number, round to the nearest risk assessment level.

INDICATOR	RISK LEVEL 1	RISK LEVEL 2	RISK LEVEL 3	RISK LEVEL 4	RISK LEVEL 5	Score
New Agency	Organization has prior experience with similar grant program and adhere to all terms and condition of prior grant awards	Organization has prior experience with similar grant program but is still having difficulty and training is needed.	Organization has prior experience with similar grant program but is having difficulty to adhere terms and condition of prior grant awards even after training	Organization is new to grants management system, "on-boarding" training is needed	Organization is new to grants management and is having difficulty with start-up procedures even after training	
High level of complexity in administering the grant	No administrative challenges &/or documented history of complex grants	Minimal administrative challenges &/or documented history of successful management of complex grants	Multiple administrative challenges with the grant funding (e.g., complex allowable activities, cost principles, or accounting requirements)	Multiple administrative challenges with grant funding & documented concern for enough personnel &/or internal controls to carry out the project	Multiple administrative challenges with the grant funding and/or documented history of difficulty understanding administrative requirements	
Application and Award Required Documents	Signed documents are submitted on time	Signed documents are more than 15 days late	Signed documents are more than 30 days late	Signed documents are more than 60 days late	Signed documents are more than 90 days late	
Delayed Implementation	Delay of program activity is less than 30 days	Delay of program activity is more than 30 days	Delay of program activity is more than 45 days	Delay of program activity is more than 60 days	Delay of program activity is more than 90 days **Note: challenged by first in/first out & multi-amendments**	
Unallowable Actions and Expenditures	No unallowable actions and expenditures			Unallowable expenditures are discovered on invoices.	Unallowable actions (including changes in key	

| | | | | (Including overstated expenditures on invoices and/or fraudulent supporting documentation) | personnel w/o approval) may result in disallowed grant funds & closing of subaward | |

RISK ASSESSMENT MATRIX

INDICATOR	RISK LEVEL 1	RISK LEVEL 2	RISK LEVEL 3	RISK LEVEL 4	RISK LEVEL 5	Score
Late Reporting	Reports are submitted within due date	Reports are up to 5 days late	Reports are more than 10 days late	Reports are more than 30 days late	Reports are more than 60 days late	
Low Spend-down Rate	No low spend-down rate	Spend-down rate is less than 20% with justification at ½ of grant period	Spend-down rate is less than 35% with justification at ½ of grant period	Spend-down rate is less than 35% without justification at ½ of grant period	Spend-down rate is less than 60% without justification at end of grant period *** Varies by grant but appears to be an issue**	
Use of Subcontractors Vendors	None	1-3 subcontractors	4-6 subcontractors	7-9 subcontractors	10 or more subcontractors	
Audit Findings	No audit findings or corrective action requested				One or more audit findings or corrective action requested	
Programmatic Change Requests (change in scope of project or objectives)	No request for a change in objectives and/or measurable outcomes		One request for a change in objectives and/or measurable outcomes	More than one request for a change in objectives and/or measurable outcomes	Any request for a change in Scope of Project *** Numerous change requests budgetary changes with minimal changes to performance outcomes - alignment may be a stretch**	

Program Deliverables (i.e., goals, objectives, and outcomes)	Program goals, objectives, and outcomes are attained	Program goals, objectives, and outcomes are mostly attained	Program goals, objectives, and outcomes are partially attained	Program goals, objectives, and outcomes consistently are delayed without communication	Program goals, objectives, and outcomes consistently are not met	
Change in Management	Stable, experienced key personnel		One request for change in key personnel within the grant cycle		More than one request for change in key personnel within the grant cycle	

INDICATOR	RISK LEVEL 1	RISK LEVEL 2	RISK LEVEL 3	RISK LEVEL 4	RISK LEVEL 5	Score
Management with Previous MSDE Experience	Stable, experienced key personnel in good standing with MSDE		Experienced key personnel with one verified and valid complaint with MSDE departments		Experienced key personnel with more than one verified and valid complaint with MSDE departments	

Risk Indicator Score =

Risk Level 1: The subrecipient follows procedures and regulations with little to no trouble. Standard program management is recommended with no increase in grant monitoring or site visits. (Site visit for New Grantee prior to award, Report Review)

Risk Level 2: The subrecipient follows procedures and regulations with only minor infractions. Increased monitoring of the higher risk procedure is recommended.

Risk Level 3: The subrecipient follows procedures and regulations with difficulty. Increased monitoring of the subrecipient is recommended.

Risk Level 4: The subrecipient does not follow procedures and regulations in many categories. Increased monitoring of the subrecipient is recommended. Special technical assistance and training sessions are recommended. Quarterly risk assessment is recommended. Consider imposing Special Conditions (2 CFR Part 200.207)

Risk Level 5: The subrecipient does not follow procedures and regulations in most categories and/or has a documented history of troubled grant management. High level of subrecipient monitoring, special technical assistance, training sessions, and site visits are recommended. Monthly risk assessment is recommended. Consider imposing Special Conditions (2 CFR Part 200.207)

Request to Move a Prekindergarten Class Form

Complete this form in its entirety and submit to the MSDE PreK Support Specialist for prior approval. Move requests must come from the PreK Grant Administrator or Director. Providers will be notified if the class move is approved. No program is allowed to move a class to a new site without prior MSDE approval. (*Refer to section 17.2 in the Maryland Prekindergarten Programs Operating Manual)*

Grant Administrator or Director Name: _____ Date of Request: _____

Current Location Information:

Program Name: _____

Current Site Name (if applicable): _____

Reason for move request: _____

New Site Information:

New Site Name: _____

Street Address: _____

License#: _____Effective Date of Move: _____
(Local Education Associations may leave License# blank)

Published MD EXCELS Level: _____ **Please submit current certificate and/or plan to achieve level 5 with this form**)

City: _____   County: _____   Zip: _____

♦ MSDE Use Only ♦

 PreK Support Specialist Signature: _____

Approved   Yes_____   No_____

FY 2022-23 COLLABORATION CHECK IN

Program Name: _____

Submitted ☐ - January 30, 2023

Submitted ☐ - March-May 2023

Person Completing Form: _____

DATE(S)	COLLABORATION PARTNER	PURPOSE & OUTCOME	ATTENDEES:

DATE(S)	COLLABORATION PARTNER	PURPOSE & OUTCOME	ATTENDEES:

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