MARYLAND STATE DEPARTMENT OF
EDUCATION
Preparing World-Class Students

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TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D.

DATE: March 25, 2014

SUBJECT: Race to the Top – Early Learning Challenge Grant: Progress Report

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PURPOSE:

The purpose of this item is to provide progress regarding the implementation of the *Race to the Top – Early Learning Challenge Grant*.

BACKGROUND:

Maryland has received one of nine *Race to the Top Early Learning Challenge Fund Grant (RTTT-ELC)* award for a total of $50 million over four years. The *Race to the Top-Early Learning Challenge* program is co-managed by the U.S. Department of Education (DOE) and the U.S. Department of Health and Human Services (DHHS). The grant period is from January 2012 to December 2015.

MSDE has been 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, functioned as the lead team for this project, established a core working group, and worked with staff at MSDE, namely the Division of Early Childhood Development (DECD) and the Division of Special Education/Early Intervention Services (DSE/EIS), to coordinate all aspects of submitting a competitive State Plan.

Maryland's application included 10 thematic projects, designed to improve the school readiness results from 81 percent in 2010 to 92 percent in 2015, the last year of the grant. In addition, it strives to reduce the readiness gap for low income children, English language learners, and young children with disability.

OVERVIEW OF PROGRESS:

Both lead divisions, the Divisions of Early Childhood and Special Education/Early Intervention Services, have embarked on implementing the ten projects which are broken down into 810 specific tasks which have been outlined in Maryland's approved Scope of Work (SOW). As of March 1, 2014, after 26 months of implementation, 78 percent of all tasks have been completed or are in progress. The remaining tasks will commence in 2014 or later. While some tasks had to be extended, for which the U.S. Department of Education gave approval, all projects are currently on time. The U.S. Department approved five (of six) budgetary amendments to the approved RTT-ELC plan. The second Annual Progress Report (APR) was submitted to USDOE on February 17, 2014.

The major milestones since October 2013 are:

- Submission of strategic plans and issuance of grants to 24 local early childhood advisory councils;
- Participation of almost 2,000 early childhood programs in Maryland EXCELS since it opened in July 2013;
- Expansion of one Judy Center site in Baltimore City as a result of a unique public-private partnership model;
- Continued expansion of to English Language Learners participating in the *Vocabulary Improvement and Oral Language Enrichment Through Stories* (VIOLETS);
- Expansion of *Making Access Happen* which provides coaching and mentoring to community-based early childhood programs serving children with disabilities;
- Initiated first wave of the preschool STEM field test;
- Completed field test of the Comprehensive Assessment System (CAS) and co-planning with 24 LEAs on the roll-out of the census administration in 2014-15;
- Completion of six dashboards as part of the Early Childhood Data Warehouse;
- Initiated *Raising A Reader*, new family literacy program at Title 1 schools.

Highlights of Achievement (ATTACHMENT A) has been disseminated to stakeholder groups. A detailed accounting of the progress for each of the ten projects (ATTACHMENT B) provides an accumulated account of the progress of scheduled project activities that have been initiated and are underway toward meeting the set of milestones and deliverables by December 31 of this year.

ACTION:

For information only.

Attachments

RACE TO THE TOP (RTTT) EARLY LEARNING CHALLENGE GRANT HIGHLIGHTS

DIVISION OF EARLY CHILDHOOD DEVELOPMENT

RTTT HIGHLIGHTS

PROJECT	ACHIEVEMENTS

1. Local Early Childhood Councils (LECAC)

☆ All 24 Local Early Childhood Advisory Councils (LECAC) have begun implementing their action plans to improve school readiness within their jurisdiction This along with other LECAC information can be viewed on the web site at: https://www.marylandpublicschools.org/MSDE/divisions/child_care/planning.html

☆ The 24 local councils have a total of 688 members across Maryland.

The table displays the LECAC Implementation Grants' focus areas:

Children w\Disabilities	Free and Reduced Meals	English Language Learners	Poverty	Home/Informal Care	Prior Care
10	8	7	4	4	1

2. Maryland EXCELS

☆ 18.4% of all early learning and development programs, including all publicly funded programs, are participating in Maryland EXCELS. 1,969 programs are participating in Maryland EXCELS and 333 have published their ratings as of February 27, 2014.

3. Quality Capacity Building

Judith P. Hoyer Centers

☆ Carmody Hills Elementary School served 110 children. The Historic Samuel Coleridge Taylor Elementary School served 185 children. Commodore John Rodgers is still in the start-up stages but estimates that it will serve approximately 242 children.

☆ A total of 225 (42 programs are at Levels 4 and 5) are receiving Early Childhood Breakthrough Center services and participate in Maryland EXCELS.

☆ There are 13 Preschool for All pilot sites and 320 children are being being.

☆ The community hubs have reached 1,391 individuals, including pregnant women, parents, children, child care providers, and other caregivers.

☆ Making Access Happen (formerly called Coaching and Mentoring) has five jurisdictions at full scale implementation, and there are six jurisdictions ready to begin in 2014. Johns Hopkins University, School of Education is collecting data on the implementation to continue to improve the project.

4. Early Learning and Development Standards

☆ *The table highlights the number of programs participating in Vocabulary Improvement and Oral Language Enrichment Through Stories.*

VIOLETS Classrooms	Head Start Classrooms	Child Care Classrooms	Children Participating
51	26	25	1075

☆ *Science Technology Engineering & Mathematics* **(STEM):** MSDE has invited 25 teachers to participate in the treatment group this year and 27 to be in the comparison group. This will increase to 75 teachers in school year 2014-15. The number of children is unknown as of yet since the sample of teachers is not finalized.

DIVISION OF EARLY CHILDHOOD DEVELOPMENT — RTTT HIGHLIGHTS		
PROJECT		**ACHIEVEMENTS**
5.	**Professional Development for Early Learning Standards**	★ Twenty-five MMSR trainings are completed with 349 child care providers attending. ★ MMSR train the trainer sessions were held and to date there are 58 trainers trained to teach MMSR 2013.
6.	**Comprehensive Assessment System**	★ A total of 81 teachers, from 28 schools and 16 LEAs, participated in Maryland's Kindergarten Entry Assessment field test in fall 2013, which resulted in a state sample of 1,614 children.
7.	**Child Development Innovations**	★ *Early Childhood Mental Health Consultation (ECMHC) Training for Pediatricians Project.* ⇒ 35 pediatricians participated in developmental screening training in 2013. ⇒ 215 providers enrolled in Behavioral Health Integration in Pediatric Primary Care (BHIPP) and 29 ECMHCs were provided for children under 6. ⇒ 682 early learning professionals participated in *Social and Emotional Foundations for Early Learning* (SEFEL) online training, and 122 users completed the training and received certificates.
8.	**Family Engagement and Support**	★ The 29 members of the Maryland Family Engagement Coalition worked with MSDE to complete *The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging with Young Children*. ★ Fourteen Strengthening Families Parent Cafes held between October 2013 and January 2014. ★ Thirty-eight practices participating in the 'Reach Out and Read' program are serving 35,279 children. Six practices serving 7,333 children are completing their application or taking training. ★ In 2013, 21 programs participated in Learning Parties - 22 more expected. ★ Thirteen library systems have Parent Information Centers in Title I area public libraries and 12 Library Cafes for parents and caregivers were held. ★ Twenty-six Title I schools (1,481 children) are participating in 'Raising A Reader' program.
9.	**Workforce Competency and Leadership Development**	★ Leadership Academies were conducted for administrators/teachers/child care and Head Start programs from 30 Title I school attendance areas for one (1) day in August 2013. Each school team was led by the school principal. Five Regional Academies are planned for this summer using a similar format.
10.	**Early Learning Data System**	★ The Point of Service (POS) system's design process, and development and document the functional requirements of the POS system is completed. The planning and scheduling of the portal's expansion to accommodate the trainer support and professional development grants and incentives modules is completed.

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Progress Report (October 1, 2013 – March 1, 2013)[1]

Project 1	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/30/13)	Comments
Local EC Councils	$1,325,461	Local early childhood advisory councils will be operational in each jurisdiction	Met	All 24 jurisdictions established a local early childhood council. Chairs and Co-Chairs of the Local ECACs have been established and placed on MSDE website. Twenty -two Councils applied for and were awarded planning grants in 2013. The RTT-ELC Implementation Grant applications were received from all 24 jurisdictions in December 2013, and awarded in January 2014. On November 19, 2013, webinar training on Smart Cloud for Social Business was conducted for the Local Early Childhood Advisory Councils (LECAC). The IBM Smart Cloud was designed to create a learning community where state and LECACs can share their progress, lessons learned and strategic plans for their local initiatives. The Maryland Business Roundtable/Ready at Five is the sponsor for Smart Cloud. http://www.marylandpublicschools.org/MSDE/divisions/child_care/planning.html
Focus Promote school readiness for all children by narrowing the achievement gap		Annie E. Casey Foundation will have developed the *Capacity Building Leadership Curriculum*, including a Results-based Accountability product.	Met	Curriculum was available July 15, 2012. Leadership training program is broken out into eight cohorts (with three jurisdictions each) and started in October 2012. The Results Based Accountability (RBA) and the Results Based Facilitation (RBF) Early Childhood Leadership Academies were delivered to local early childhood advisory council teams of 4-6 council members from all 24 jurisdictions in Maryland. The second stage of training contained 3 seminars which guided the local councils in the development of their governance plans and initial planning of their action agenda. October 22, 2013 marked the end/completion of all Regional Leadership Training for all 24 jurisdictions (8 cohorts).
		Complete activities	Met	Task Force included representation from DHR, DHMH, and DBM to establish

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[1] Includes task and activities which were initiated or completed in 2012

| particularly for children with high needs | | related to the Governor's Task Force on Maryland's Child Care Subsidy Program | | efficiencies in the child care subsidy program and to ensure access of low income children into high quality early childhood programs. Activities included MOA between MSDE and DHR, data tracking of eligibility cases, and consumer education. Follow-up: As a result of the Task Force recommendations, MSDE solicited proposals from private vendors to provide case management services in lieu of the local departments of social services with an effective date of July 1, 2014. |

Project 2	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/30/13)	Comments
Maryland EXCELS	$21,265,147	Complete pilot of 45 early childhood programs and develop analysis and recommendations for revisions to EXCELS	Met	Participation was strictly voluntary. Focus on licensed child care but EXCELS also included Head Start and Prek programs. JHU-CTE is administering EXCELS data collection system and providing program coordination (See Project 10).
Focus Quality rating and improvement system for continuous program improvement of early childhood programs. (Voluntary participation)		Initiate field test with 290 programs by November 2012.	Met	330 programs participated in the field test, including licensed child care, Head Start, nonpublic nursery schools, school age and prekindergarten programs. The field test began November 26, 2012 and continued through May, 2013. Maryland EXCELS Standards for Child Care Centers, Family Child Care and School-Age Only Programs have undergone revision and clarification based upon field test and stakeholder feedback and was released in January 2014. Programs currently participating in Maryland EXCELS will have one year from the date of release to meet the new standards. Technical development changes and upgrades to the Maryland EXCELS website and online system are underway. 1,700 (17% of all programs) early learning and development programs are participating in Maryland EXCELS Tiered Quality Rating and Improvement System as of December 30, 2013.
		Develop technology platform for EXCELS and launch EXCELS website.	Met	The development of the technology platform for EXCELS and launch of the EXCELS website is complete. Please see the home page of the Maryland EXCELS website at http://www.marylandexcels.org/.
		Recruit, train, and determine reliability of assessors administering	Met	Assessors were trained in accordance with business standards for two separate instruments, i.e., Environmental Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS). Training of assessors took place in the fall of 2013.

		instruments to measure the quality of programs participating in EXCELS		
		Establish a workgroup to determine the timeline for requiring all publicly funded programs and programs accepting child care subsidy vouchers to participate in Maryland EXCELS and make recommendations to the State Early Childhood Advisory Council.	Met	The workgroup was established and the first meeting took place on April 19, 2013. On May 15, 2013, the workgroup submitted recommendations to the Governor's State Early Childhood Advisory Council. The Council reviewed and approved the timeline that will require licensed child care programs accepting child care subsidy vouchers to participate in Maryland EXCELS by December 2015.
		Develop marketing plan and social networking protocols for EXCELS	Met	Marketing campaign for the field test was completed. Materials and communication protocols for early childhood and school age programs were developed and disseminated. A public awareness campaign will begin in 2014 in order to allow time for capacity building of participating programs throughout the state. An updated Maryland EXCELS presentation has been added to MarylandExcels.org. Printable and downloadable presentations are available to provide an introduction to the system and include statewide participation rates. The presentation is suitable for use in presentations by trainers, Resource and Referral staff, other technical assistance providers and the general public. Strategies for social networking are in development with Johns Hopkins University, Center for Technology in Education and Maryland EXCELS Outreach staff and management.
		Provide information about the Quality	Met	The original Quality Rating and Improvement System (QRIS) workgroup finalized specialty designations (Additional Recognitions) for Asthma Friendly

		Awards incentives to field test participants		Child Care, Health and Wellness and Inclusive Program Practices. Quality Awards, Bonuses and Incentives for participation in Maryland EXCELS were provided to field test participants and posted on the Maryland State Department of Education website at new links to new Branch page added: http://www.marylandpublicschools.org/MSDE/divisions/child_care/mdexcels.htm
		Engage experts in the Quality Awards endorsement areas to develop protocols, criteria verification, monitoring and technical assistance	In Progress	The Asthma Friendly Child Care and Health and Wellness Recognitions are available and have been publicized to all early care and education programs. Those Additional Recognitions that programs have achieved will be available with the program's rating on the website. The final workgroup meeting was held in February 2014 to finalize the Cultural Linguistic Competence (formerly Multiple Language) Additional Recognition. The focus of the Program Administration Scale (PAS) and Business Administration Scale (BAS) has been re-directed to provide additional support to programs to improve their business practices and support their efforts in continuous quality improvement. Programs and providers who participate in the PAS or BAS will be recognized and financial incentives for participation will be determined.
		Submit draft of EXCELS validation study for review to U.S. Departments of Education and Health and Human Services.	Met	The Maryland EXCELS validation study, developed by JHU-CTE, was internally reviewed by DECD's Research Advisory Group and national reviewers. It was submitted in December 2012 to the U.S. Departments of Education and Health and Human Services and comments have been received. Based upon review and comments, the plan was revised and implemented in late 2013.

Project 3	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/30/13)	Comments
Quality Capacity Building	$9,462,500	Establish master list of all early childhood programs located in the attendance areas of the state's e Title 1 schools.	Met	Use of GIS mapping to identify licensed child care, Head Start, prekindergarten, and nursery schools, including information about each program. Master list will be used for Projects 3, 4, 5, 6, 8, 9.
Focus Coaching for child care and expansion of effective models (Judy Centers, Preschool for All)		Establish an Early Childhood Breakthrough Center infrastructure to build capacity among programs participating in EXCELS and to align early learning program with academic program at Title 1 schools.	Met	Modeled after MSDE's Breakthrough Center, the early childhood component uses the state's child care resource and referral agencies to work with early childhood programs in Title 1 communities. Completed pilot study in 12 regions. Established Cross Sectional Team with representation from several MSDE divisions as well as DHMH, and DHR, and the Team meet quarterly.
		Conduct pilot project, including evaluation, on the implementation of the Early Childhood Breakthrough Center in urban suburban, rural Title 1 attendance areas	Met	The pilot was conducted and sites are continuing to implement Breakthrough services statewide. The evaluation report is completed. Child Care Resource Center staff (CCRCs) worked with center and family child care sites so that the sites progress through the levels of Maryland EXCELS. Breakthrough Center customer satisfaction survey was sent to all participating programs. The respondents indicated that Breakthrough Center services were valuable; the staff was responsive to their needs; community resources were available; and the Center provided assistance with Maryland EXCELS. The next survey will be sent in June 2014.
		Implement the EC Breakthrough quality capacity building process with 56 early learning and development programs	Met	All Breakthrough Center programs are reporting enrollment data so that DECD can measure the progress of children who have attended early childhood programs that worked with the Breakthrough Center. To date, Early Childhood Breakthrough Centers provide coaching to 225 programs. Additional child care and family child care centers are being added.

		Expand existing partnership with a high quality professional development organization to provide a mentoring and coaching training program to support increased participation of three and four year-old children served through an Individual Family Service Plan (IFSP) or Individualized Education Program (IEP) in public and private community-based early learning and development programs.	In Progress	JHU School of Continuing Education is the primary vendor to pilot and implement the project. A second partner, the Abilities Network/Project Act, is working with the JHU team to enhance online professional development resources for access by the project jurisdictions. Allegany, Anne Arundel, Carroll, Harford, and Wicomico are at full implementation. Jurisdictions for Phase 2 implementation have been identified: Frederick, Washington, Calvert, St. Mary's, and Charles Counties. The JHU, Project ACT and MSDE/DSE/EIS team members are planning a 2014 Summer Coaching Institute for new jurisdictions. JHU is collecting data to evaluate the project to improve the program model.
		Establish 2 Judy Center satellites in Baltimore City and Prince George's County	Met	FY 14 site monitoring visits have been scheduled for the Judy Centers at Carmody Hills (serving 110 children) and The Historic Samuel Coleridge Taylor Elementary Schools (serving 185 children). PGCPS identified a third school in the southern part of the county (Samuel Chase ES) to operate a Judy Center using local education funds.
		Establish an additional Judy Center satellite in Baltimore City	Met	With federal approval, the Judy Center at Commodore John Rodgers Elementary School is operational (serving 240 children). A second site at Liberty Elementary School is scheduled to come on line for school year 2014-15.
		Establish 2 community hubs in Baltimore City	Met	The community hubs were established in the Park Heights and Cherry Hill neighborhoods and are operational. The Hubs have reached more than 1,300 children in both communities, including pregnant women, young children not currently enrolled in early childhood programs, and child care providers. Hubs are offering Babyology sessions (modeled after Harlem

				Children Zone's Baby College) to parents during the evenings and on Saturdays. The Title 1 School Transition Specialist completed Strengthening Families/Parent Café training and is now a certified trainer and can provide Parent Cafes at the community hubs. Child Care Outreach Specialists have provided training to 37 providers enrolled in Maryland EXCELS in Park Heights and Cherry Hill Hub communities. Training classes are at full capacity (20 providers). The Maryland Family Network received funding from PNC Bank to provide Mobile Literacy Learning Labs at both Hub communities.
		Expand 5 *Preschool for All* sites in Title 1 communities.	Met	The early childhood sites are in early childhood programs non-public school sites[2], and are operational.

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[2] at Howard County and Washington County Community Colleges, Downtown Baltimore Child Care, King's Academy Child Care (Worcester Co.), and Montessori Charter School at Crossway Communities (Montgomery Co.)

Project 4	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/30/13)	Comments
Promoting the Use of Statewide Early Learning Standards	$1,146,904	Develop draft alignment document for Healthy Beginnings (Birth to 48 months), Common Core Standards for Prek, and Head Start Early Learning Framework	In Progress	The Early Learning Standards alignment document-*Working Off the Same Page* reflects the new Prekindergarten curriculum standards and frameworks in the areas that have been completed in the Division of Curriculum, Assessment, and Accountability. It will be updated again when all of the content areas have been completed.
Focus Prekindergarten alignment of Common Core Standards, development of Guide to Early Pedagogy, and dissemination of effective models in early reading and STEM		Complete *Guide to Early Childhood Pedagogy* (Prek to 2)	In Progress	A statewide workgroup, in consultation with a national consultant, has developed the content of the Guide based on early childhood research, Maryland standards and evidenced based practices. The draft guide was reviewed by statewide focus groups of over 90 educators. When completed in early 2014, the Guide will be available in print and electronic formats on the web by early 2015.
		Expand VIOLETS[3] to 150 additional classrooms	In Progress	The VIOLETS program is administered by the Ready At Five Partnership. VIOLETS served 30 classrooms (625 children) in year 1, and 50 additional classrooms in year 2. The cohort 1 evaluation report was submitted to MSDE in September 2013. The evaluation findings indicated both English proficient students (EP) and English Learners (ELs) in VIOLETS experienced significant gains on both the standardized oral language measure and curriculum-based vocabulary measure. While EP students consistently outperformed ELs at pretest and posttest on both measures, EP students and ELs made comparable gains on both

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[3] Vocabulary Improvement and Oral Enrichment Through Stories (VIOLETS) is promoting tier 2 vocabulary comprehension for ELL and children with language deficiencies

				measures. This indicated that children participating in VIOLETS will have greater language literacy skills than those who were not exposed to the curriculum. http://www.readyatfive.org/raf/programs/violets.html
		Finalize Alignment Document by including Maryland Common Core Standards for Social Studies, Science, the Arts, and Physical Development and Health.	In Progress	DECD continues to work closely with the Division of Instruction (DOI) to participate in any future work groups in updating prekindergarten standards for Physical Education and Health and The Fine Arts. DECD has also worked with Social Studies and Science specialists to align our early learning standards with their work. The revised the Social and Personal domain was renamed the Social Foundations Framework. The Maryland Science, Technology, Engineering, and Mathematics (STEM) Standards of Practice, as it concerns prekindergarten and kindergarten, are still going through final edits.

Project 5	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/30/13)	Comments
Professional Development (MMSR) **Focus** Dissemination of PD activities to licensed child care	$1,812,389	Revise existing MMSR PD program[4] to child care providers and provide five full-day sessions for 1,500 participants.	In Progress	The grantee, Maryland Family Network, completed 33 MMSR trainings with 418 child care providers attending. MMSR Train the Trainer sessions were held and to date there are 58 trainers trained to teach MMSR 2013. The MMSR 2013 Evaluation Survey on Survey Monkey results show that 81% of respondents said the information was useful and they learned about new teaching approaches.

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[4] Maryland Model for School Readiness (MMSR) professional development includes knowledge and skill development in Maryland's early learning standards, instructional practices, formative assessment, and communication with families.

Project 6	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/30/13)	Comments
Comprehensive Early Childhood Assessment System (EC-CAS)	$4,671,480	Establish governance and management structure for the EC-CAS project[5].	Met	The State Advisory Council which reports to the Governor's Advisory Council on Early Care and Education, meets quarterly. The national Technical Advisory Council (TAC) met with the Leadership Team (staff from JHU-CTE, MD, Ohio, and West-ED) July 23-24, 2013. The Leadership Team continues to hold monthly phone conferences and meets on location quarterly to update and monitor progress.
Focus Development of a formative assessment (36-72 months) and a Kindergarten Entry Assessment (KEA)		Develop assessment framework (Conceptual Design Document) and the test blueprint for the KEA and the formative assessment.	Met	Completed assessment framework in October 2012. The cognitive interviews and Pilot Study were completed. The field test took place in November-December 2013.
		Conduct formal field test of the KEA and formative assessments in selected sites in Ohio and Maryland.	Met	In Maryland, the final sample, which is representative of Maryland demographics, was selected in June 2013. A total of 81 teachers, from 28 schools and 16 LEAs, participated in Maryland's field test, which resulted in a state sample of approximately 1,800 children. Teachers who are part of the field test participated in two days of professional development training in August 2013 to prepare them to administer a portion of the KEA in the fall. Additional on-line modules were developed to provide a refresher on implementing the field test and to orient teachers to the Teacher Administration Manual (TAM) and "Guidelines on Allowable Supports for Field test Administration of the Kindergarten Entry Assessment" which provides guidance for teachers on accessibility and "levels of support" for

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[5] The EC-CAS includes the Kindergarten Entry Assessment (KEA) and formative assessment from 36 to 72 months

				special education and ELL students. Teachers received these modules in October prior to the beginning of the field test in November 2013. The field test was completed by December 20, 2013. A technical report is was issued in late February 2014.
		Establish an ad hoc state work group of curriculum and assessment experts to participate in content validity and fairness bias and sensitivity review meetings.	Met	The Ad Hoc Committees included 18 early childhood experts, including representatives from local school systems and early childhood programs. In addition to the Item Content Review and Bias/Sensitivity ad hoc groups, five ad hoc sub-group committees were formed to review areas such as assessment technology, professional development, ELL, Special Education, and implementation policies in Maryland. The Ad Hoc groups met to review the remaining test items and learning progressions that were field tested.
		Schedule cognitive interviews and develop assessment items for the KEA and the formative assessments.	Met	The Cognitive Interview technical report was completed February 2013.
		Conduct extensive pilot test (Phase 2) of Kindergarten Entry Assessment and PreK/K formative assessments with samples in Ohio and Maryland	Met	A report of the pilot was completed. The information obtained from the pilot test was analyzed, and used to revise items and develop the remaining items that were field tested in November 2013.
		Develop professional development curriculum.	Met	MSDE planned the professional development to support teachers participating in the field test in November 2013. It is being revised as a result of the field test.
		Conduct business analysis of existing Maryland technology and data infrastructure and identify needs for new	Met	Two documents have been developed by JHU-CTE detailing the technology and data infrastructure that will support the EC-CAS, the "Virtual Performance Assessment Functional Requirements" document and the "CAS

| | | infrastructure. | | Wireframes and Use Cases" document. Based on these documents and information gathered in the state's preparation for the transition to PARCC, CIO's and LEA's were provided with information on requirements and specifications for the EC-CAS and a timeline for the development and implementation of the technology in July. A timeline and update on the development of the technology was shared by CTE with school system CIOs in July 2013. |
| | | Develop technology platform to support development and use of assessment data. | In Progress | Tribal Nova[6] was selected as the vendor to develop design style and the touch screen technology.

 MSDE/DECD made individual visits to each county in Maryland to present details on the technology infrastructure requirements and answer questions regarding those requirements leading up to the census administration in the fall of 2014. In addition to the local LEA visits and technology specifications document provided to CIO's, a webinar was developed by JHU-CTE and was presented to LAC's in December 2013. Assistant Superintendents, Early Childhood Coordinators, and CIO's were also notified of the webinar. |

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[6] Tribal Nova, based in Canada, is a leading developer and publisher of educational programs, games and apps for young children across several platforms, featuring many kid's favorite TV characters. The company operates the following online learning services for young children in partnership with major media partners in North America and Europe: PBS KIDS PLAY!, Kids' CBC Wonder World, and Bayam. The company also publishes the i Learn With educational program on tablets and touch devices.

Project 7	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/30/13)	Comments
Child Development Innovations	$1,354,099	Develop plan to train primary care providers to participate in the early childhood mental health consultation for pediatricians.	Met	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), Training for 20 primary care providers from across Maryland started in February 2013. Established statewide early childhood mental health consultation hotline to provide immediate consultation to pediatricians and family practices for young children, birth to age 8, with social/emotional/behavioral concerns including psychotropic medication consultation and referrals to ECMH resources and services. The phone consultation line is operational.
		Early Childhood Mental Health Consultation (ECMH) Training for Pediatricians: Develop curriculum and training plan for mental health professionals to support pediatric care practices	Met	A grant was awarded in May 2013 to the Maryland Chapter of the American Academy of Pediatrics to conduct training on the developmental screening instruments, *Ages and Stages Questionnaire – Third Edition (ASQ-3) and Parents' Evaluation of Developmental Status (PEDS)*. In 2013, orientation meetings were held with 35 pediatric providers on the Eastern Shore to recruit them into the program.
		Conduct resource mapping around early childhood mental health; connect pediatric PCPs with ECMH graduates	In Progress	To date, 188 early childhood referral resources for medical practices have been gathered from all counties across Maryland. Sixty six (66) are for early childhood mental health providers/consultants; 79 are for early childhood education and development services/organizations/ agencies; and 43 are for early childhood specific family support services and programs and for other programs in the community, including Reach Out and Read.

| **Focus** Addressing developmental and behavioral needs of young children | | Develop on-line training modules for the Social and Emotional Foundations of Early Learning (SEFEL) | Met | The Institute for Innovation and Implementation at the University of Maryland/School of Social Work has launched a new and improved Social Emotional Foundations in Early Learning (SEFEL) website that offers professional development training modules, 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 state level committees and councils, and links are established with MSDE and other websites for http://theinstitute.umaryland.edu/sefel/. |
| | | Finalize statewide developmental screening process and professional development plans. (This activity experienced significant delays which have been adjusted in the RTT-ELC project management plan) | In progress | Developmental Screening Workgroup formed to recommend developmental screening tools[7] to align with the Comprehensive Assessment System (CAS) and meet psychometric properties. The workgroup met in December 2013 to complete drafting the developmental screening guidelines and referral form. Johns Hopkins University Center for Technology in Education will assist in building the developmental screening Professional Development training modules. The Workgroup is also working in PD infrastructure and regulatory amendments. |

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[7] The screening instruments are ASQ, ESI-R, Brigance, and DIAL-R.

Project 8	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/30/13)	Comments
Family Engagement Support	$2,180,387	Establish Coalition for Family Engagement and develop the Maryland Parent, Family, and Community Engagement Framework	Met	In October 2013, *The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children* was approved by the State Advisory Council on Early Childhood Education and Care and the Maryland State Board of Education. It can be found at http://www.marylandpublicschools.org/MSDE/divisions/child_care/announce.html The Maryland Family Engagement Coalition will develop implementation strategies to guide various users (child care, PreK, etc) in their use of the Framework.
Focus Development of the Maryland Parent, Family, and Community Engagement Framework. Establishment of Family Councils at public libraries, expansion of Reach Out and Read, and dissemination of learning parties (i.e., parent, child, school transition activities before kindergarten)		Conduct, at a minimum, 12 community meetings to solicit recommendations and articulate needs related to the family engagement framework	Met	All 12 meetings with families and providers were held across the state and informed the Coalition on its work.
		Learning Parties: Selection of Learning Parties program in Title I Elementary Schools	Met	Year 1 of Learning Parties are complete. Criteria were identified to select programs for participation. Thirty six programs implemented Learning Parties in cohort 1. The most popular Learning Party Domain was Language and Literacy, followed by Science and Math.
		Establish leadership, governance and statewide infrastructure for Reach Out and Read (ROR).	Met	The Maryland Chapter of the Maryland Chapter of the American Academy of Pediatrics(MD AAP) assumed leadership in establishing a statewide ROR project in all 24 jurisdictions. The MD AAP created informational material and started distribution of books to new pediatricians. ROR representatives are conducting outreach/collaboration to local councils (Project 1).

		Develop mechanism for book distribution to local literacy councils and establishing training opportunities for pediatricians.	Met	The MD AAP has been distributing books to pediatric practices. As of December 2013, 30,300 children from 38 practices received Reach Out and Read consultation.
		Establish Family Library Councils and parent information centers at five library systems.	Met	Under the leadership of the Maryland Public Library Association, resources are being identified for new parent information centers, and recruitment of parents for the library councils is underway. Ten public library systems have Parent Information Centers in Title 1 area libraries. An additional five centers will be established in 2014.
		Plan and conduct annual local community cafes with 12 for year one and 24 in each subsequent year	In Progress	Twelve Parent Cafés were held in 2013.
		Engage Title 1 schools in establishing Raising a Reader, a family literacy program. (NEW)	In Progress	Twenty six Title 1 schools with 1,481 children started the Raising a Reader program in their schools.

Project 9	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/30/13)	Comments
Workforce and Leadership Development	$1,052,628	Establish committee to review and revise the current Core of Knowledge and Workforce Competency Framework (i.e., knowledge and skills of what early childhood educators should know and be able to do.)	In Progress	The Workforce Competency Committee aligned the competency framework with the Early Learning Standards, and it will align it by June 30, 2014 with the Maryland College and Career-Ready Standards for prek as well as the *Guide to Early Childhood Pedagogy* (Project 4).
Focus Projects that strengthen the career pathways of those working in child care. Establish Early Learning Leadership Academies (Prek-2)		Establish the first cohort of 15 candidates to participate in the Maryland Approved Alternative Preparation Program for Early Childhood Education (MAAPP-ECE)	Met	Cohort I candidates began residency in January 2013. Most candidates have completed Praxis requirements and internships. Upon successful completion of the residency, candidates will be eligible to receive the Professional Eligibility Certification.
		Establish additional cohorts to follow pilot group, and work with vendor to add to pool of applicants	In Progress	Cohort 2 is under way with 15 candidates.
		Conduct Early Childhood Leadership Academies (Prek-2) for 60 Title 1 schools	In Progress	The first Academy with 30 teams of 6 participants from Title 1 schools and early childhood partners representing 21 jurisdictions was held on August 9, 2013. Planning has begun for the summer of 2014 Early Learning Leadership Academies, which will coordinate its schedule with this summer's Educator Effectiveness Academies. There will be four regional one day Early Learning Leadership Academies.

Note that two activities related to Project 9 will be incorporated in the State Superintendent's Task Force on Teacher Education of Early Childhood Education which began its work in September 2013. The activities are: (1) Developing an articulation agreement for pre-service courses between MSDE approved trainers and the state's community colleges, and (2) strengthen pathways for teacher education by improving the access to and transfer out of the Associate of Arts Degree in Teaching (AAT) in Early Childhood Education.

Project 10	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/30/13)	Comments
Early Childhood Data System	$4,764,115	Establish Early Childhood Data Warehouse (ECDW) interfaces with the Division's Child Care Administrative Tracking System (CCATS), Electronic Licensing Inspection System (ELIS), and MMSR Kindergarten Assessment datasets.	In Progress	The end date of the ECDW project has been pushed back to May 2014 due to a delay caused by having to issue a new procurement for RTT-ELC grant work. The product will be rolled out in a series of releases. The first release of the CCATS public portal is in progress; this will include the child enrollment/attendance tracking component. The target date for the final release is July 2014. The agency received the eCCATS vendor's price proposal for building the changes specified in the functional requirements document submitted in June. Submission of the proposal was delayed primarily by pricing issues around the IVR component of the POS system. Due to this delay, the projected roll-out date of the initial build of the portal has been pushed back from June 1, 2014 to November 1, 2014.
Focus Integrates various data systems into the Early Childhood Data Warehouse as part of the MLDS		Establish ECDW interfaces with non-Division early childhood data sources maintained by MSDE.	In Progress	Other MSDE data sources include the DSE/EIS Infants and Toddlers Program, Public Pre-K site and enrollment files, and the Child Food and Nutrition Program.
		Establish ECDW interfaces with early childhood data sources maintained outside of MSDE.	In Progress	Non-MSDE data sources include the Maryland EXCELS maintained by Johns Hopkins/CTE, and the Early Childhood Mental Health (ECMH) program maintained by the University of Maryland-School of Social Work. The interface with the Maryland EXCELS database became operational in June 2013. The Maryland EXCELS (QRIS) dashboard has completed development and is undergoing final UAT. The dashboard was pushed to MSDE's P-12

| | | | | | public portal at the end of December 2013. Development of the accreditation, compliance rate, and capacity utilization dashboards is complete. The interface with the ECMH database has been operational since August 2013. |
| | | Establish the Child Enrollment and Attendance Record System (EARS) within the ECDW. (This project experienced significant delays but it was adjusted on the RTT-ELC project management plan.) | In Progress | | The EARS application, as a modification in CCATS, will capture continuing, real-time child enrollment and attendance data and staff-child assignment data from licensed child care programs. It will interface with MSDE's data systems to permit unique student identifiers to be assigned to all children identified within EARS so that their status and performance can be tracked throughout K-12. In January 2013 it was transferred to the CCATS project where it was developed as part of a more comprehensive public portal that will include child care subsidy program voucher issuance, tracking, and payment. All EARS data will therefore be captured directly within the CCATS database, which is interfaced with the ECDW. The CCATS public portal is currently scheduled to become operational by the end of May 2014. |

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