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State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *L. Lowery*
DATE: June 23, 2013
SUBJECT: Race to the Top – Early Learning Challenge Grant: Progress Report

PURPOSE:

The purpose of this item is to provide progress regarding the implementation of the *Race to the Top – Early Learning Challenge Grant* from April 1, 2012 through June 30, 2013.

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).

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 progress report on the 10 thematic projects (ATTACHMENT), reflects the scope of work that was submitted to and approved by the U.S. Department of Education. It lists the fund levels for each project and essential activities related to the projects. The comment section intends to provide a general overview of the implementation up to June 30, 2013.

The grant is 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 disabilities.

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 790 specific tasks which have been outlined in Maryland's approved Scope of Work (SOW). As of June 30, 2013, 27 percent of all tasks are operational, 38 percent are in progress and on schedule, and 35 percent are

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scheduled to start in the future. While some tasks had to be extended, for which the U.S. Department of Education gave approval, all projects are currently on time.

MSDE has submitted four (4) amendments to the U.S. Department of Education for approval. One affects the expansion of Judy Center sites in Baltimore City by reallocating unspent funds from the first year of the RTT-ELC grant.

ACTION:

For information only.

Attachment



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Progress Report (April 1, 2013 – June 30, 2013)¹

Project 1	RTT-ELC Funding	Milestone/Deliverable	Status (as of 6/30/13)	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. 22 Councils applied for and were awarded planning grants to develop long-term action agendas. Councils are eligible to receive implementation grant based on formula.
Focus Promote school readiness for all children by narrowing the achievement gap particularly for children with high needs		Annie E. Casey Foundation will have developed the <i>Capacity Building Leadership Curriculum</i> , 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 have been delivered to local early childhood advisory council teams of 4-6 council members from all 24 jurisdictions in Maryland. The second stage of training contains 3 seminars which guide the local councils in the development of their governance plans and initial planning of their action agenda. All jurisdictions are participating in the Customized Cohort Seminars. An application packet was distributed to each jurisdiction for funds to implement the activities in their action agendas. The agendas are being developed as local council representatives attend Cohort training by the Annie E. Casey Foundation. Applications will be accepted from April until November 2013.
		Complete activities related to the Governor's Task Force on Maryland's Child Care Subsidy Program	Met	Task Force included representation from DHR, DHMH, and DBM to establish 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.

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

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Project 2	RTT-ELC Funding	Milestone/Deliverable	Status (as of 6/30/13)	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. Participants were surveyed at the mid-point and end of the field test to gather their feedback on the processes and their experiences with the online system and supports. Maryland EXCELS is available for statewide participation effective July 1, 2013. There are 494 programs registered and participating as of July 5, 2013.
		Develop technology platform for EXCELS and launch EXCELS website.	Met	Information about Maryland EXCELS available on marylandexcels.org Pilot and field test participants use EXCELS portal.
		Recruit, train, and determine reliability of assessors administering instruments to measure the quality of	In Progress	Assessors are currently trained in accordance with business standards. MSDE will focus on the recruitment of assessors for two separate instruments, i.e., Environmental Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS). Training for CLASS assessors occurred March 27, 28 and 29, 2013 and a second training was held for additional assessors on April 9, 10 and 11, 2013. A procurement solicitation to identify a pool of qualified, trained assessors for the

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		<p>programs participating in EXCELS</p>	<p>ERS and CLASS is currently posted on eMaryland Marketplace and bids are due July 8, 2013.² Training of assessors will take place in the fall of 2013.</p>
	<p>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.</p>	<p>Met</p>	<p>The workgroup has been 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.</p>
	<p>Develop marketing plan and social networking protocols for EXCELS</p>	<p>In Progress</p>	<p>Marketing campaign for the field test is completed. Materials and communication protocols for early childhood and school age programs have been 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. In addition to a "Find a Program" locator on the Maryland EXCELS website, a mobile app is in development to assist families searching for high quality child care and early childhood education programs by geographic area.</p>
	<p>Provide information about the Quality Awards incentives to field test participants</p>	<p>In Progress</p>	<p>The original Quality Rating and Improvement System (QRIS) workgroup with stakeholders reconvened February 26, 2013 to finalize specialty designations (Additional Recognitions) for Asthma Friendly Child Care, Health and Wellness and Inclusive Program Practices. Quality Awards, Bonuses and Incentives for participation in Maryland EXCELS have been provided to field test participants</p>

² Environment Rating Scales (ECERS/ITERS/FDCERS); Classroom Assessment Scoring System (CLASS).

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			<p>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/mdexcells.htm Quality Awards, Bonuses and Incentives for participation in Maryland EXCELS have been posted on the Maryland State Department of Education website at http://www.marylandpublicschools.org/MSDE/divisions/child_care/mdexcells.htm The Asthma Friendly Child Care and Health and Wellness Initiatives designations (also referred to as endorsements) are available to field test participants and have been publicized to all early care and education programs. The Multiple Language designation is being developed with a workgroup. 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. 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 it will be implemented in late 2013 through 2015.</p>
	<p>Engage experts in the endorsement areas to develop protocols, criteria verification, monitoring and technical assistance</p>	<p>In Progress</p>	
	<p>Submit draft of EXCELS validation study for review to U.S. Departments of Education and Health and Human Services.</p>	<p>Met</p>	

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Project 3	RTT-ELC Funding	Milestone/Deliverable	Status (as of 6/30/13)	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.
		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. Center and family child care sites were identified in urban, suburban and rural Title 1 attendance areas. 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 EXCELS.
		Implement the EC Breakthrough quality capacity building process with 56 early learning and development programs	Met	Child Care Resource Centers (CCRCs) have initiated EC Breakthrough Center activities which include coaching, consulting, capacity building and assisting centers in moving through the levels of EXCELS. CCRCs are adding sites as they determine the depth of capacity building that is needed for each site. CCRCs have established collaborative relationships with the child care centers and family child care programs that have volunteered to participate in the EC Breakthrough Center.

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	<p>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.</p>	<p>In Progress</p>	<p>JHU School of Continuing Education is the primary vendor to pilot and implement the project. A second partner, the Abilities Network/Project Act, with extensive experience supporting inclusion of children with disabilities in child care programs, joined the project in April 2013. Abilities Network/Project Act will work with the JHU team to enhance online professional development resources for access by the project jurisdictions. Allegany, Anne Arundel, Carroll, Harford, and Wicomico have initiated the project. Jurisdictions for Phase 2 implementation have been identified: Frederick, Washington, Calvert, St. Mary's, and Charles Counties.</p>
<p>Establish 2 Judy Center satellites in Baltimore City and Prince George's County</p>	<p>Met</p>	<p>Met</p>	<p>Judy Center satellites are based at BCPSS's Historic Samuel Coleridge Taylor and PGCP's Carmody Hills Elementary Schools and are operational</p>
<p>Establish 2 community hubs in Baltimore City</p>	<p>Met</p>	<p>Met</p>	<p>Hubs are designed to coordinate social and education services for families of young children in under-resourced neighborhoods. The Hubs were established in the Park Heights and Cherry Hill neighborhoods and are operational.</p>
<p>Expand 5 <i>Preschool for All</i> sites in Title 1 communities.</p>	<p>Met</p>	<p>Met</p>	<p>The early childhood sites are early childhood programs non-public school sites³ and are operational.</p>

³ 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.)

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Project 4	RTT-ELC Funding	Milestone/Deliverable	Status (as of 6/30/13)	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	Draft document was posted for public comment in August 2012. Need to develop prekindergarten State Common Core standards for Science, and the Arts. Revised the <i>Social and Personal</i> domain and renamed it <i>Social Foundations Framework</i> .
Focus Prekindergarten alignment of Common Core Standards, development of Guide to Early Pedagogy, and dissemination of effective models in early reading and STEM		Complete <i>Guide to Early Childhood Pedagogy</i> (Prek to 2)	In Progress	A statewide workgroup, in consultation with a national consultant, is developing the content of the Guide based on early childhood research, Maryland standards and evidenced based practices. The monthly workgroup met and completed the first draft of the Guide. The draft guide was reviewed by statewide focus groups of over 90 educators. The focus group members include educators in higher education, supervisors, grades PreK-2 teachers, English Language Learner teachers, special educators, child care staff, Head Start staff and other non-public programs. The responses from the focus groups have been analyzed and a revised draft is being developed. When completed in December 2013, the Guide will be available in print and electronic formats on the web.
		Expand VIOLETS ⁴ to 30 additional classrooms	In Progress	Initiated training for first cohort (30 classrooms) in Title 1 communities. A total of 150 classrooms will be participating by 2015. Training was provided for VIOLETS

⁴ Vocabulary Improvement and Oral Enrichment Through Stories (VIOLETS) is promoting tier 2 vocabulary comprehension for ELL and children with language deficiencies

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<p>coaches who assisted the teachers. VIOLETS assessors were trained to conduct the pre- and post-assessment of children participating in the program. The classrooms implemented the VIOLETS program as a part of daily instruction. Learning Parties, hands-on interactive parent/child events that promote school readiness, were offered to families in centers that participate in VIOLETS. This cohort (of classrooms) has completed VIOLETS. The assessment data is being reviewed and a report is being compiled.</p>			
<p>DECD will work closely with the Division of Instruction (DOI) to participate in work groups in developing prekindergarten standards for Social Studies and The Arts after the State Board has adopted the new Maryland Social Studies Framework PreK-12 based on the recently released College, Career, and Civic Life (C3) Framework and the National Core Arts Standards: A Conceptual Framework for Arts Learning. In addition, DECD developed the Social Foundations Framework was sent out for public comment and ended in May 2013. Maryland Science, Technology, Engineering, and Mathematics (STEM) Instructional Guides, as it concerns prekindergarten and kindergarten, are still going through final edits.</p>	<p>In Progress</p>	<p>Finalize Alignment Document by including Maryland Common Core Standards for Social Studies, Science, the Arts, and Physical Development and Health.</p>	

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Project 5	RTT-ELC Funding	Milestone/Deliverable	Status (as of 6/30/13)	Comments
<p>Professional Development (MMSR)</p> <p>Focus</p> <p>Dissemination of PD activities to licensed child care</p>	<p>\$1,812,389</p>	<p>Revise existing MMSR PD program⁵ to child care providers and provide five full-day sessions for 1,500 participants.</p>	<p>In Progress</p>	<p>The grantee, Maryland Family Network, completed the modules in March 2013. Train-the-Trainer sessions are developed and were conducted in March and April 2013. Another Train-the-Trainer session is scheduled for October 2013. Based on feedback from the MMSR trainers, MMSR 2013 FAQs have been developed and have been shared with the MMSR trainers on Wiggio, and on-line tool kit for team management. Maryland EXCELS, taking effect July 1, 2013, has identified the completion of MMSR training as an indicator of quality at the two through five checkmark levels in both the center and family child care standards in the area of Developmentally Appropriate Practice. Successful completion of the MMSR training, qualifies as approved training for the Maryland Child Care Credential. There are five sessions as part of the MMSR13 Series taking place this summer. More MMSR 2013 Series training dates will be announced before the end of the summer in time for the fall 2013 training calendar.</p>

⁵ 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.

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Project 6	RTT-ELC Funding	Milestone/Deliverable	Status (as of 6/30/13)	Comments
Comprehensive Assessment System (CAS)	\$4,671,480	Establish governance and management structure for the CAS project.	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) will meet 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. 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	Completed assessment framework in October 2012. The cognitive interviews and Pilot Study were completed. The Field Test will take place in November-December 2013. The Ad Hoc Committees included 18 early childhood experts, as well as representatives from local school systems and early childhood programs. In addition to the Item Content Review and Bias & Sensitivity ad hoc groups to review a subset of test items, 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 will meet in September 2013 to review the remaining test items and learning progressions that will be tested during in November 2013.
		Schedule cognitive interviews and develop assessment items for the KEA and the formative	Met	The Cognitive Interview technical report was completed February 2013.

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	<p>assessments.</p> <p>Conduct extensive pilot test (Phase 2) of Kindergarten Entry Assessment and PreK/K formative assessments with samples in Ohio and Maryland</p>	<p>In Progress</p>	<p>The information obtained from data collected during the pilot test is currently being analyzed and will be used to examine accessibility of the items to students and the feasibility of administration by teachers. Data gathered from the pilot test is being used to revise items and develop the remaining items to be field tested in November 2013.</p>
	<p>Develop professional development curriculum.</p>	<p>In Progress</p>	<p>MSDE is currently planning the professional development that will occur to support teachers participating in the field test in November 2013. The training modules will be developed on July 15-16, 2013. Teachers selected to participate will receive two days of professional development on August 5-6, 2013.</p>
	<p>Conduct business analysis of existing Maryland technology and data infrastructure and identify needs for new infrastructure.</p>	<p>In Progress</p>	<p>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 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 will be 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 will be shared by CTE with school system CIOs on July 18, 2013.</p>

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		Develop technology platform to support development and use of assessment data.	In Progress	Tribal Nova ⁶ has been selected as the vendor to develop design style and the touch screen technology.
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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.

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Project 7	RTT-ELC Funding	Milestone/Deliverable	Status (as of 6/30/13)	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	In consultation with the Maryland Chapter of the Academy of Pediatrics, the Developmental Screening Workgroup, identified training needs and existing resources of early childhood mental health consultation among pediatricians. A grant was awarded on May 1, 2013 to the Maryland Chapter of the American Academy of Pediatrics to conduct training on the developmental screening instruments, <i>Ages and Stages Questionnaire – Third Edition (ASQ-3) and Parents' Evaluation of Developmental Status (PEDS)</i> .
Focus Addressing developmental and behavioral needs of young		Develop on-line training modules for the Social and Emotional Foundations of Early Learning (SEFEL)	In Progress	Scripts for the online training have been developed and are being reviewed. Anticipated completion of the online training is September 30, 2013. The website has been constructed and went live on January 28, 2013. The website is housed on the University of Maryland

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<p>children</p>		<p>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)</p>	<p>In progress</p>	<p>Innovations Institute Training Server and the web address is http://www.theinstitute.umaryland.edu/SEFEL.</p> <p>Developmental Screening Workgroup has been formed to preliminarily recommend developmental screening tools⁷ to align with the Comprehensive Assessment System (CAS) and meet psychometric properties. DECD is in the process of issuing a Request for Information (RFI) as a means to review additional nationally validated screening instruments. Workgroup will be working on business rules impacting early childhood programs such as costs of screening tools, when to screen, how to monitor, report, and design referral form. Johns Hopkins University Center for Technology in Education will assist in building the online Professional Development modules. Programs in Maryland EXCELS Quality Rating and Improvement System will begin implementation by July 1, 2014; Center based programs by January 1, 2015 and family child care providers by December 1, 2015. Collaboration is continues with the developers of the screening instruments to draft online training modules and face to face training sessions.</p>
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⁷ The screening instruments are ASQ, ESI-R, PEDS, and Best Beginnings.

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Project 8	RTT-ELC Funding	Milestone/Deliverable	Status (as of 6/30/13)	Comments
<p>Family Engagement Support</p>	<p>\$2,180,387</p>	<p>Establish Coalition for Family Engagement and develop the Maryland Parent, Family, and Community Engagement Framework</p>	<p>Met</p>	<p>Eight meetings have been held and a consultant has been recruited to write the document. The core planning group has been expanded to include representatives of direct service providers, such as child care, Head Start, school systems, social services, early intervention, and other family and child serving state and local groups. At the meeting on February 25th, 2013 the draft was reviewed, subsequently revised, and redistributed to a wide audience. The draft is being finalized by adoption of the Governor's State Early Childhood Advisory Council at its meeting on July 11, 2013.</p>
<p>Focus</p> <p>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</p>		<p>Conduct, at a minimum, 12 community meetings to solicit recommendations and articulate needs related to the family engagement framework.</p> <p>Learning Parties: Selection of Learning Parties program in Title I Elementary Schools</p> <p>Establish leadership, governance and statewide infrastructure for Reach Out and Read (ROR).</p>	<p>Met</p> <p>Met</p> <p>Met</p>	<p>All 12 meetings with families and providers were held across the state and informed the Coalition on its work.</p> <p>Criteria were identified to select programs for participation. Twenty-two classrooms in 11 schools have been selected to participate for this year. Training was conducted February 2013. Parties Training is underway for the first cohort of Title 1 schools.</p> <p>The Maryland Chapter of the AAP assumed leadership in establishing a statewide ROR project in all 24 jurisdictions. Local literacy councils are being incorporated in the local early childhood advisory councils (Project 1). The Maryland Chapter of the</p>

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<p>transition activities before kindergarten)</p>		<p>Develop mechanism for book distribution to local literacy councils and establishing training opportunities for pediatricians. Establish Family Library Councils and parent information centers at five library systems.</p>	<p>Met</p>	<p>American Academy of Pediatrics created informational material and started distribution of books to new pediatricians. The Maryland Chapter, American Academy of Pediatrics (AAP) has started to distribute books to pediatric practices. Designed to plan for space, outreach, meeting agendas, speakers, and parent/child activities. 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. A total of 11 library systems in Title I areas have established Family Library Councils, set up parent information centers, and conducted library parent cafes.</p>
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Project 9	RTT-ELC Funding	Milestone/Deliverable	Status (as of 6/30/13)	Comments
<p>Workforce and Leadership Development</p>	<p>\$1,052,628</p>	<p>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.)</p>	<p>Met</p>	<p>The Workforce Competency Committee aligned the competency framework with the Early Learning Standards, Common Core Standards, and the <i>Guide to Early Childhood Pedagogy</i> (Project 4).</p>
<p>Focus Projects that strengthen the career pathways of those working in child care. Establish Early Learning Leadership Academies (Prek-2)</p>		<p>Establish the first cohort of 15 candidates to participate in the Maryland Approved Alternative Preparation Program for Early Childhood Education (MAAPP-ECE)</p>	<p>Met</p>	<p>Contracted with The New Teacher Project (TNTP) to conduct the 2-year preparation work leading to state certification of teaching. Second orientation was held on December 12, 2012 and participants will complete the cohort of 14. Participants are eager to begin the program. The cohort is diverse in years of experience and background. Participants struggle with submitting documentation in a timely manner. Completion of Praxis II is required in order to be certified. Support has been provided to participants by sharing Praxis II registration links and information regarding Praxis Prep courses offered by community colleges. Participants appreciate the information and register for courses as needed. Bi-weekly check-in calls with The New Teacher Project (TNTP-grantee) to update progress are continuing. Memorandum of Understanding is being written by legal consultant for TNTP for submission. Applications are being accepted for the second cohort to begin in January of 2014. Recruitment of candidates for second cohort will continue.</p>

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			<p>The first Academy with 30 teams of 6 participants from Title 1 schools and early childhood partners is scheduled for August 9, 2013. Continued planning with MSDE staff involved in the 2013 Educator Effectiveness Academy so that our academies are aligned in purpose and support. The theme is <i>Closing the Gap Together</i> and 21 out of 24 LEAs are represented. Two hundred thirty people (30 six member School Teams and 40 additional guests) are slated to participate in the Academy. Resources within MSDE and 6 related organizations are invited to set up informational tables during the day in order to provide resources to the School/Community Teams.</p>
	<p>Conduct Early Childhood Leadership Academies (Prek-2) for 60 Title 1 schools</p>	<p>In Progress</p>	

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 will begin 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.

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Project 10	RTT-ELC Funding	Milestone/Deliverable	Status (as of 6/30/13)	Comments
<p>Early Childhood Data System</p>	<p>\$4,764,115</p>	<p>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.</p>	<p>Met</p>	<p>The CCATS database includes all child care provider data, provider staff credentialing data, program accreditation data, and child care subsidy program data. The ELIS database provides detailed compliance data from child care provider licensing inspections. The annual MMSR datasets provide individual performance scores for children enrolled in public kindergarten. Established interagency governance committee for Project 10.</p>
<p>Focus Integrates various data systems into the Early Childhood Data Warehouse as part of the MLDS</p>		<p>Establish ECDW interfaces with non-Division early childhood data sources maintained by MSDE.</p>	<p>In Progress</p>	<p>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.</p>
		<p>Establish ECDW interfaces with early childhood data sources maintained outside of MSDE.</p>	<p>In Progress</p>	<p>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 interface with the ECMH database is expected to be operational by August 2013. Arrangements are also underway to interface with Department of Health and Mental Hygiene (DHMH) data sources pertaining to child immunizations and health screenings, and with the Department of Human Resources (DHR) data sources on foster care and child adoption data. New data sources for the ECDW are being developed in connection with other Division RTT-ELC projects. The data</p>

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				<p>output file layout for Maryland EXCELS was put into final format. Test output file was transferred to the EC Data Warehouse environment for data modeling purposes.</p>
		<p>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.)</p>	<p>In Progress</p>	<p>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. The application was originally being developed directly within the ECDW as stand-alone solution. However, in January 2013 it was transferred to the CCATS project where it has continued development 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.</p>

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