

Progress Report (January 1 – March 31, 2013)<sup>1</sup>

Project 1	RTT-ELC Funding	Milestone/Deliverable	Status (as of 3/31/13)	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. (List of chairs and co-chairs of the Councils is attached.).
<b>Focus</b>  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 program is broken out into eight cohorts (with three jurisdictions each) and training 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.

<sup>1</sup> Includes task and activities which were initiated or completed in 2012.

Project 2	RTT-ELC Funding	Milestone/Deliverable	Status (as of 3/31/13)	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 included also Head Start and Prek programs. JHU-CTE is administering EXCELS data collection system and providing program coordination (See Project 10).
<b>Focus</b>		Initiate field test with 290 programs by November 2012.	Met	325 programs are participating in the field test, including licensed child care, Head Start, nursery schools, and prekindergarten programs, early care and education programs, including Public Pre-Kindergarten, which began November 26, 2012 and will continue through May, 2013. Participants have been surveyed at the mid-point of the field test to gather their feedback on the processes and their experiences with the online system and supports.
Quality rating and improvement system for continuous program improvement of early childhood programs. (Voluntary participation)		Develop technology platform for EXCELS and launch EXCELS website.	Met	Information about 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 programs participating in EXCELS	In Progress	Assessors are currently trained in accordance with business standards. MSDE will focus on the recruitment of assessors for two separate instruments <sup>2</sup> . Training of CLASS assessors occurred March 27, 28 and 29, 2013 and a second training will be held for additional assessors on April 9, 10 and 11, 2013.

<sup>2</sup> Early Childhood Environmental Rating Scales (ECERS/ITERS/FDCERS); Classroom Assessment Scoring System (CLASS)

		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.	In Progress	The workgroup has been established and the first meeting will take place on April 19, 2013.
		Develop marketing plan and social networking protocols for EXCELS	In Progress	Marketing campaign for the field test is completed. Materials and communication protocols for public marketing will be created in the spring 2013. A public launch of Maryland EXCELS is planned for May 2013.
		Provide information about the Quality Awards incentives to field test participants	In Progress	The original Quality Rating and Improvement System 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 and posted on the Maryland State Department of Education website at <a href="http://www.marylandpublicschools.org/MSDE/divisions/child_care/announce">http://www.marylandpublicschools.org/MSDE/divisions/child_care/announce</a> . Quality Awards, Bonuses and Incentives for participation in Maryland EXCELS have been posted on the Maryland State Department of Education website at <a href="http://www.marylandpublicschools.org/MSDE/divisions/child_care/announce">http://www.marylandpublicschools.org/MSDE/divisions/child_care/announce</a>

		Engage experts in the endorsement areas to develop protocols, criteria verification, monitoring and technical assistance	In Progress	The Asthma Friendly Child Care and Health and Wellness Initiatives designations (also referred to as endorsements) are available to field test participants and will be 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.
		Submit draft of EXCELS validation study for review to U.S. Departments of Education and Health and Human Services.	Met	EXCELS validation study, developed by JHU-CTE, 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.

Project 3	RTT-ELC Funding	Milestone/Deliverable	Status (as of 3/31/13)	Comments
Quality Capacity Building	\$9,462,500	Establish master list of all early childhood programs located in the attendance areas of the state's 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.
<b>Focus</b> 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.

		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	Identified JHU School of Continuing Education as the vendor to pilot and implement the project <sup>3</sup> . Allegany, Anne Arundel, Carroll, Harford, and Wicomico have been identified. Orientation process has developed process steps to individualize/customize the training to address locally identified professional development needs and maximize staff participation and buy-in. In collaboration with Maryland State Department of Education’s Division of Special Education/Early Intervention Services, Johns Hopkins University School of Education developed a formal Needs Assessment, with the first implementation in Allegany County. A series of face-to-face planning meetings have been conducted with Allegany B-5 staff and F2F planning sessions initiated with Anne Arundel and Wicomico Counties. Planning sessions are currently being scheduled with Harford and Carroll.
		Establish 2 Judy Centers in Baltimore City and Prince George’s County	Met	Judy Centers are based at BCPSS’s Historic Samuel Coleridge Tayler and PGCP’s Carmody Elementary Schools and operational
		Establish 2 community hubs in Baltimore City	Met	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.
		Expand 5 <i>Preschool for All</i> sites in Title 1 communities.	Met	The early childhood sites are early childhood programs non-public school sites <sup>4</sup> and are operational.

<sup>3</sup> Pilot in Allegany County. MSDE’s-DSE/EIS will be working with Harford, Wicomico, Anne Arundel and Carroll Counties in the spring 2013.

<sup>4</sup> 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 3/31/13)	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 Common Core standards for Science, Social Studies, and the Arts. Will revise the domain Social and Personal and name it Social Foundations. Final document expected to be completed December 2013.
<b>Focus</b>  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	Completed review of national and international research. The Guide to Pedagogy will inform all early childhood educators on best practices for implementing high quality programs for young children. The Guide provides research and information for teachers, program directors, school staff and the higher education community on Maryland’s best practices, curriculum and instruction. A statewide workgroup and national consultant is developing the content of the Guide based on early childhood research, Maryland standards and evidenced based practices. The Guide will be available in print and electronic formats. The work group continues to meet monthly to plan, outline and develop the Guide chapters. For April 2013, focus groups are scheduled with more than 100 teachers from across the state to review the draft document. When completed in December 2013, the Guide will be available in print and electronic formats. Draft versions of several chapters have been reviewed.

		Expand VIOLETS <sup>5</sup> to 30 additional classrooms	In Progress	Initiated training for first cohort (60 classrooms) in Title 1 communities. A total of 150 classrooms will be participating by 2015. Training has been provided for VIOLETS coaches who will assist the teachers. VIOLETS assessors have been trained to conduct the pre- and post-assessment of children participating in the program. The classrooms are implementing the VIOLETS program as a part of daily instruction. Learning Parties, hands-on interactive parent/child events that promote school readiness, are being offered to families in centers that participate in VIOLETS.
		Finalize Alignment Document by including Maryland Common Core Standards for Social Studies, Science, the Arts, and Physical Development and Health.	In Progress	Work has begun on the writing of the new Maryland Social Studies Framework PreK-12 based on the recently released College, Career, and Civic Life (C3) Framework from the Council of Chief State School Officers. Meetings were held on January 14-15, 2013 and an additional meeting was held on February 15 <sup>th</sup> , 2013. The <i>National Core Arts Standards: A Conceptual Framework for Arts Learning</i> was released February 18 <sup>th</sup> , 2013. Review of the feedback received from the Harvard University reviewer on the draft of the Social Foundations Framework was begun on January 16 <sup>th</sup> , 2013 and was completed February 25 <sup>th</sup> , 2013. The draft will then be sent out for public comment. Review meetings will conclude in April. Maryland Science, Technology, Engineering, and Mathematics (STEM) Instructional Guides are still going through final edits using a professional designer.

<sup>5</sup> Vocabulary Improvement and Oral Enrichment Through Stories (VIOLETS) is promoting tier 2 vocabulary comprehension for ELL and children with language deficiencies

Project 5	RTT-ELC Funding	Milestone/Deliverable	Status (as of 3/31/13)	Comments
Professional Development (MMSR)	\$1,812,389	Revise existing MMSR PD program <sup>6</sup> to child care providers and provide five full-day sessions for 1,500 participants.	In Progress	The grantee, Maryland Family Network, submitted some completed modules to MSDE for final review and feedback. The modules were completed by early March 2013. Train the Trainer sessions are developed and will be conducted on March 27 and will continue in April 2013.
<p><b>Focus</b></p> <p>Dissemination of PD activities to licensed child care</p>				

<sup>6</sup> 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 3/31/13)	Comments
Comprehensive Assessment System (CAS)	\$4,671,480	Establish governance and management structure for the CAS project.	Met	Executed MOA with the Ohio Dept. of Education, recruited staff, executed grant with JHU-CTE and WestEd, established a State Advisory Council which reports to the Governor’s Advisory Council on Early Care and Education, and established a national Technical Assistance Council with the support of CCSSO.
<b>Focus</b> 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. Completed draft test blueprint for review by the State Advisory and the national TAC. A subset of KEA and formative assessments items are being developed by WestEd. Based on data gathered during the Cognitive Interviews, assessment items were refined and developed for review by the state Ad Hoc committees in February. The final subset of items will be formally tested during the pilot study conducted in April 2013.
		Establish an ad hoc state work group of curriculum and assessment experts to participate in content validity and fairness bias and sensitivity review meetings.		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 not meet again until the summer of 2013 when they will 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 assessments.	Met	Cognitive Interviews, involving Kindergarten and Pre-K teachers and their students at two schools in Maryland, were conducted to obtain feedback on certain assessment items and tasks. Responses and reactions to various items, tasks, or questions were documented and information about the children’s approaches to answering questions, solving problems, or demonstrating the skill required to complete a task was recorded. The Cognitive Interview technical report was completed by the end of February 2013. Based on data gathered during the Cognitive Interviews, and from the Bias & Sensitivity Review Committees, assessment items are being refined and developed. The final subset of items will be formally tested during the pilot study conducted in April 2013.
		Conduct extensive pilot test (Phase 2) of Kindergarten Entry Assessment and PreK/K formative assessments with samples in Ohio and Maryland	In Progress	The pilot test will be conducted in mid-April 2013. Data collected during the pilot test will be used to examine accessibility of the items to students and the feasibility of administration by teachers. ). A sample of at least 21 teachers and 105 students will be drawn from 16 schools representing rural, suburban, and urban districts in Maryland. In January of this year, MSDE screened a pool of elementary schools, based on demographic characteristics, to arrive at a group of schools whose student population represents the state population of kindergarteners overall. Data collected during the pilot test will be used to examine accessibility of the items to students and the feasibility of administration.
		Develop professional development curriculum.	In Progress	A Teacher’s Administration Manual (TAM) was developed by WestEd. TAM booklets will be delivered to schools participating in the pilot test. Schools will use the TAM in preparation for the pilot.

		Conduct business analysis of existing Maryland technology and data infrastructure and identify need for needs for new infrastructure.	In Progress	Completed business analysis in both states. Identified infrastructure gaps (e.g., lack of WiFi access). Coordinate with PARCC related activities regarding technology in schools. A technology survey for OH and MD (for use in both public schools as well as childcare settings) has been drafted by CTE and is the final editing stage, with suggestions and edits provided by both MD and OH.
		Develop technology platform to support development and use of assessment data.	In Progress	Use and customize existing CTE tech platforms (i.e., those being used for the current MMSR K Assessment.) Solicitation of vendor using touch screen technology.

Project 7	RTT-ELC Funding	Milestone/Deliverable	Status (as of 3/31/13)	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 8 years of age 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		In consultation with the Maryland Chapter of the Academy of Pediatrics, the Developmental Screening Workgroup, identified training needs and existing resource of early childhood mental health consultation among pediatricians.
<b>Focus</b> Addressing developmental and behavioral needs of young children		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 June 30, 2013. The website has been constructed and went live on January 28, 2013. The website is housed on the University of Maryland Innovations Institute Training Server and the web address is <a href="http://www.theinstitute.umaryland.edu/SEFEL">http://www.theinstitute.umaryland.edu/SEFEL</a> .

		<p>Finalize statewide developmental screening process and professional development plans.</p>	<p>In progress</p>	<p>Developmental Screening Workgroup has been formed to recommend developmental screening tools<sup>7</sup> to align with the Comprehensive Assessment System (CAS) and meet psychometric properties. Workgroup is currently 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 is beginning to build the online Professional Development modules and meetings are underway to construct the 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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<sup>7</sup> The screening instruments are ASQ, ESI-R, PEDS, and Best Beginnings.

Project 8	RTT-ELC Funding	Milestone/Deliverable	Status (as of 3/31/13)	Comments
Family Engagement Support	\$2,180,387	Establish Coalition for Family Engagement and develop the Maryland Parent, Family, and Community Engagement Framework	In Progress	Five of 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 25 <sup>th</sup> , 2013 the draft was reviewed, subsequently revised, and redistributed.
<b>Focus</b>		Conduct, at a minimum, 12 community meetings to solicit recommendations and articulate needs related to the family engagement framework.	Met	All 12 meetings were held across the state and informed the Coalition on its work.
Development of the Maryland Parent, Family, and Community Engagement Framework.		Learning Parties: Selection of Learning Parties program in Title I Elementary Schools	Met	Criteria were identified to select programs for participation. 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.
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)		Establish leadership, governance and statewide infrastructure for Reach Out and Read (ROR).	Met	The Maryland Chapter of the AAP assumed leadership in establishing a statewide ROR project in all 24 jurisdictions. Local literacy councils will be incorporated in the local early childhood advisory councils (Project 1). The Maryland Chapter of the American Academy of Pediatrics created informational material and started distribution of books to new pediatricians.

		Develop mechanism for book distribution to local literacy councils and establishing training opportunities for pediatricians.	Met	The Maryland Chapter, American Academy of Pediatrics (AAP) has started to distribute books to pediatric practices.
		Establish Family Library Councils and parent information centers at five library systems.	Met	Designed to plan for space, outreach, meeting agendas, speakers, and parent/child activities. Under the leadership of the Maryland Public Library Association, five library systems have agreed to participate. <sup>8</sup> Seven additional libraries have been recruited in Title I areas in Cecil, Washington, Wicomico, Talbot, Dorchester, Harford, and Calvert counties. Resources are being identified for new parent information centers, and recruitment of parents for the library councils is underway.

<sup>8</sup> Baltimore, St. Mary's, Caroline, Frederick, Carroll Counties

Project 9	RTT-ELC Funding	Milestone/Deliverable	Status (as of 3/31/13)	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	Committee will align the competency framework with the Early Learning Standards, Common Core Standards, and the <i>Guide to Early Childhood Pedagogy</i> (Project 4). The Work Force Competency Committee will continue to meet monthly until May 2013 to complete the alignment of the Core of Knowledge and Work Force Competencies, and review additional research on work force development and competencies.
<p><b>Focus</b></p> <p>Projects that strengthen the career pathways of those working in child care. Establish Early Learning Leadership Academies (Prek-2)</p>		Establish the first cohort of 15 candidates to participate in the Maryland Approved Alternative Preparation Program for Early Childhood Education (MAAPP-ECE)	Met	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 15. 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>Conduct Early Childhood Leadership Academies (Prek-2) for 60 Title 1 schools</p>	<p>In Progress</p>	<p>Received technical assistance and entered pre-planning phase, i.e., replacing vendor contract as planned with one customizing online professional development to support face to face sessions. Developed list of invitees using Title I schools that are currently designated Priority or Focus schools or with a School Performance Index (SPI) in Strands 4 or 5. Will include key early childhood programs in their attendance areas. The first Academy 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.</p>
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Project 10	RTT-ELC Funding	Milestone/Deliverable	Status (as of 3/31/13)	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.	Met	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.
<b>Focus</b>		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.
Integrates various data systems into the Early Childhood Data Warehouse as part of the MLDS		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. The interfaces with the Maryland EXCELS and ECMH databases are expected to be operational by June 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 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>Establish the Child Enrollment and Attendance Record System (EARS) within the ECDW.</p>	<p>In Progress</p>	<p>The EARS application is in the mid-level stages of development and will be piloting with selected child care centers by April 2013. This system will capture continuing, real-time child enrollment and attendance data and staff-child assignment data from licensed child care programs. It is housed directly within the ECDW, and it will interface with MSDE/DAADS 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.</p>
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