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A1.1 Plan for Improving Student Achievement and School, College and Career Readiness by 25% in Maryland by End 2015

**PLAN FOR IMPROVING STUDENT ACHIEVEMENT, AND
SCHOOL, COLLEGE, AND CAREER READINESS
BY 25% IN MARYLAND BY END 2015**

Lead Agency: Maryland State Department of Education

March 2010

Plan for Improving Student Achievement, and School, College, and Career Readiness by 25% in Maryland by End 2015

Goal II

The Governor's overall strategic goal is to improve student achievement and school, college, and career readiness in Maryland by 25 percent by 2015.

Background

In 2010, *Education Week* ranked Maryland's public school system as first in the nation among all 50 states for the second consecutive year. This recognition serves as a tribute to the students, teachers, and parents who, in response to the increased investments made by all Marylanders, continue to achieve at unprecedented levels. Maintaining this first-in-the-nation education ranking despite the difficult economic challenges facing our state and country requires renewed and focused commitment on the part of the state, each education segment, and our private and nonprofit partners.

In February 2009, Governor O'Malley outlined an education vision that identified seven strategies that he believes Maryland must pursue to make further improvements to our public schools and to better prepare Maryland students for competition in the global economy. The Governor believes that pursuit of these strategies will help Maryland not only maintain our first-in-the-nation ranking but also elevate our public schools to among the world's best. This education policy framework aligns well with the extensive education reform underway at federal level. President Obama has outlined the five pillars of education reform that underpin the education provisions of the American Recovery and Reinvestment Act (ARRA): (1) Early Childhood Education, (2) Standards and Testing, (3) Teacher Quality, (4) Innovation, and (5) Higher Education.

In addition to providing a framework for pursuit of education reform, the Governor's seven education strategies provide the roadmap for attaining his overall education goal – improving student achievement and readiness by 25 percent by 2015 – within the Governor's Delivery Unit structure.

The Governor's seven education strategies are as follows:

- I. Maximize ARRA Funding Opportunities
- II. Raise Standards and Adopt Internationally Benchmarked Assessments to Better Prepare Maryland Students for College and Careers in the Era of Global Competition
- III. Develop a Comprehensive Statewide Longitudinal Data System
- IV. Close the "Readiness Gap" and Improve Transitions into School, Higher Education, and the Workforce
- V. Enhance Science, Technology, Engineering and Math (STEM) Education
- VI. Expand Career and Technology Education (CTE)
- VII. Provide Teacher and Principal Support

STRATEGY III: BUILD A COMPREHENSIVE STATEWIDE LONGITUDINAL DATA SYSTEM

State longitudinal data systems allow for low-cost, efficient production and transfer of student electronic transcripts. Maryland must have a single, comprehensive, longitudinal data system that connects student data as students move from elementary school, through secondary education, and finally into higher education and the workforce. The America Competes Act contains a list of twelve (12) essential elements that must be a part of any state data system for the USDE to consider it a robust and effective system. Maryland is using the 12 elements as a framework to organize the priorities for the development of the statewide longitudinal data system.

Goal: Develop and implement the Maryland Longitudinal Data System to track the progress of students from pre-kindergarten to higher education and into the workforce.

The data system should be designed to build upon existing organizational structures and current technological capabilities while adding additional capabilities that address the 12 essential elements.

Sub-goal: Create the Maryland Longitudinal Data Center.

The Maryland Longitudinal Data Center is a P-20 LDS Center that will house data collected from state agencies (MHEC, MSDE, and DLLR). An RFP process will be used to determine the specific location and affiliation of this center.

Sub-goal: Incorporate data exchange with the Department of Labor Licensing and Regulation (DLLR) and other research institutions to track graduate participation in higher education, apprenticeship, and employment.

Sub-goal: Incorporate the capacity to link student outcomes to classrooms.

MSDE plans to make enhancements to its Educator Information System (EIS) to further improve identification and tracking of highly qualified teachers, as well as provide public access to these data. Moving forward, the development of a longitudinal data system and a unique teacher identification number, coupled with the EIS, will offer enhanced capability to identify teacher movement and employment patterns, promising teacher preparation programs, effective professional development, and other elements that can help identify distribution trends and factors.

STRATEGY IV: CLOSE THE “READINESS GAP” AND IMPROVE TRANSITIONS INTO SCHOOL, HIGHER EDUCATION, AND THE WORKFORCE

(b)(6)

Maryland has a history of strong collaboration between the K-12 and higher education segments regarding the alignment of the curricula for mathematics and English composition. Nevertheless, gaps remain. Governor O’Malley and the P-20 Council have focused on closing the “college readiness gap,” by working to provide our high school students with the skills they need to succeed in higher education and to access jobs in high demand throughout the State.

Additionally, early childhood initiatives in Maryland provide early learning opportunities to children so that they enter kindergarten and elementary school “fully ready.”

Research indicates that the first years in a child's life are the foundation for school success, so we must continue to improve early learning programs and extend access to all Maryland children.

Goal: Increase Elementary and Secondary School Readiness through Early Learning Programs by increasing the number of children participating in Pre-K programs by 12 percent and increasing the number of children entering kindergarten as “fully ready” to 74 percent by 2010.

The Maryland Model for School Readiness defines school readiness as the state of early development that enables an individual child to engage in and benefit from early learning experiences. As a result of family nurturing and interactions with others, a young child in this stage has reached certain levels of social and emotional development, cognition, language development, and motor development. School readiness acknowledges individual approaches to learning as well as the unique experiences and backgrounds of each child. Research on how and when children learn demonstrates that children begin learning well before kindergarten; thus, we must provide our children with early care and learning opportunities.

Sub-goal: Improve workforce qualifications in early childhood programs by increasing the number of child care teachers at levels 5 or 6 of the Maryland Child Care Credentialing Program by 15 percent by December 2010.

The Maryland Child Care Credential Program recognizes child care providers who go beyond the requirements of State licensing and registration regulations. There are six credential levels and four administrator levels, each one recognizing a child care provider's attainment with respect to a specified number of training hours, years of experience, and professional activities related to quality child care. Participating providers complete training in topic areas to develop the knowledge and skills they need to provide the highest quality care for the children and families they serve. Though the Maryland Child Care Credential Program is voluntary, all regulated family child care providers and child care center staff are eligible and encouraged to participate.

Sub-goal: Expand the number of nationally or state-accredited child care programs by 20 percent to increase enrollment options for low-income families by December 2010.

A 20 percent increase will result in approximately 160 additional programs.

Goal: Fully implement Maryland's career development standards and provide every Maryland student with a career path that is reviewed on an annual basis.

Maryland's Career Development Framework is designed to provide information to individuals, Pre-K through adult, about choices for their education and career paths. The framework, driven by standards from the National Career Development Guidelines, provides a developmental process for schools to give students an understanding of their individual traits, career aspirations, motives, and learning styles and imparts life-long skill sets

Goal: Double the number of Maryland Scholars from 25,000 to 50,000 by 2011.

The Maryland Scholars Program, a project of the Maryland Business Roundtable for Education (MBRT), is designed to increase the number of students who complete rigorous coursework and are well-prepared to succeed in college and in the workplace. These students complete coursework that exceeds State requirements and must maintain a specific grade point average. The program uses business volunteers in the classroom setting to communicate to students the connection between achievement in school and success in life. This connection is reinforced throughout middle school and high school through teachers, counselors, parents, and the program website: www.bewhاتيwanttobe.com.

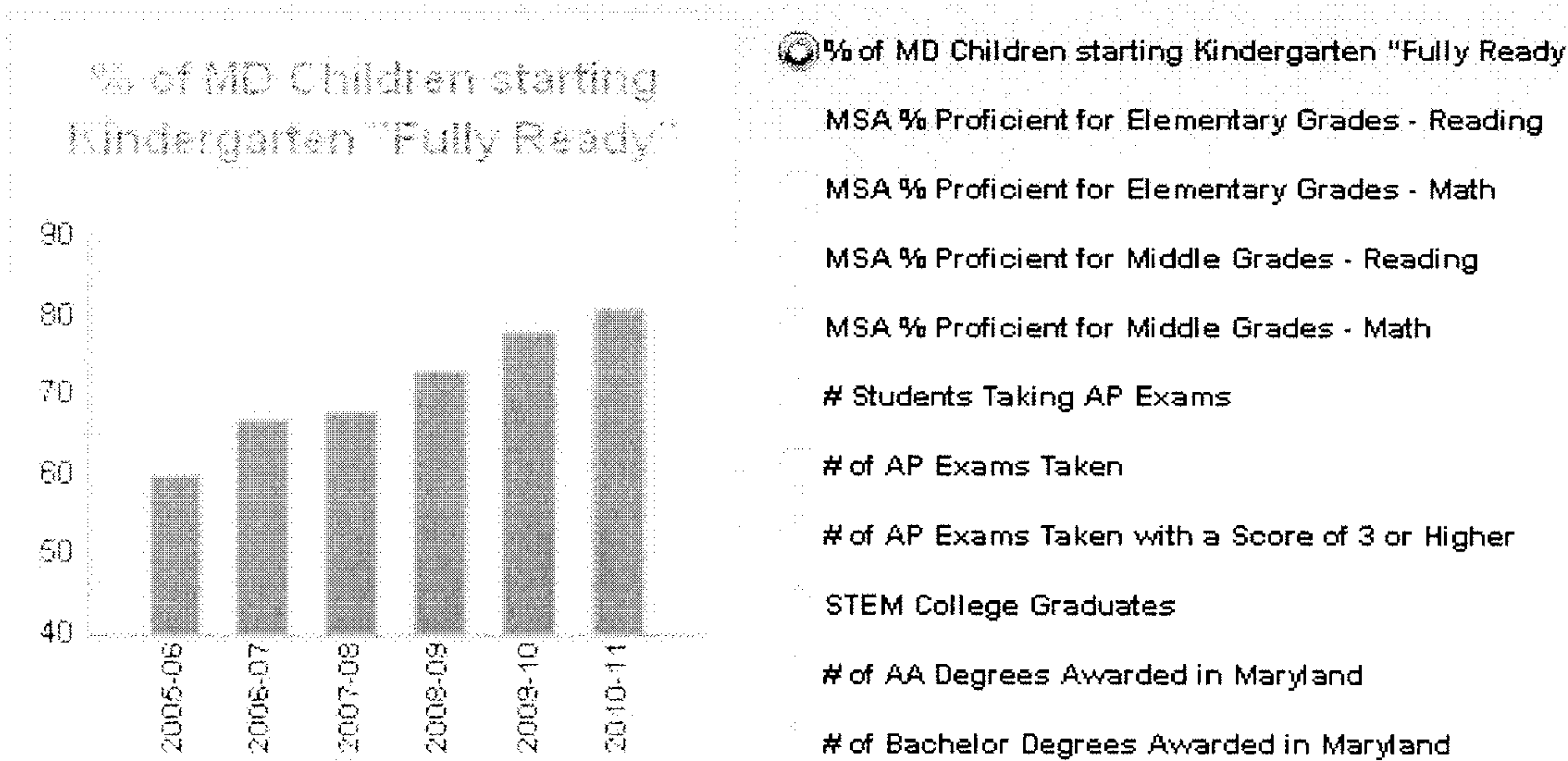
Goal: Continue to annually increase the number of students taking Advanced Placement (AP) exams and the number of exams with scores of 3 or higher.

With more than 35 courses and exams across multiple subject areas, participation in Advanced Placement (AP) courses offer secondary students the opportunity to earn college credit, stand out in the college admissions process, gain skills for

Governor O'Malley's 15 Strategic Policy Goals

2. Improve Student Achievement and School, College, and Career Readiness in Maryland by 25% by End 2015

Building on Maryland's "Number 1-in-the-Nation" public school system, the O'Malley-Brown Administration has set a goal and is implementing a plan to improve student achievement and readiness in Maryland by providing the State's students with the skills needed to compete and succeed in the emerging global economy.

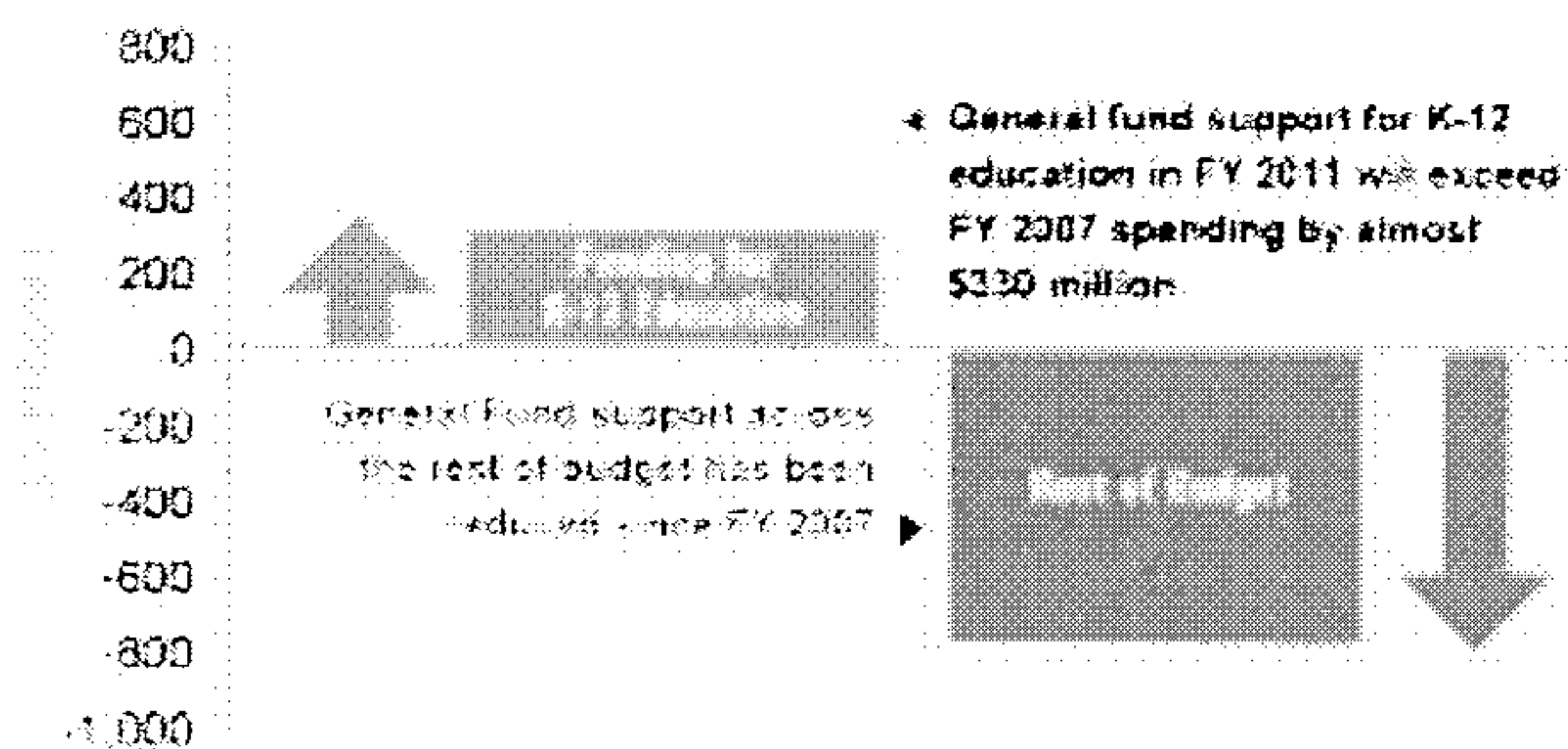


Progress to Date

After reaching our goal of 74% of children entering Kindergarten "fully ready" by 2010, we are working to update our target for 2015.

The award of science, technology, engineering, and math (STEM) education associate and bachelor degrees have increased.

Top Priority: Maryland's #1 Ranked Public Schools



(GDU/prioritySchoolsChart.pdf)

Strategies

1. Raise standards and adopt internationally benchmarked assessments;
2. Develop a comprehensive statewide data system that tracks student progress and monitors trends;
3. Close the "readiness gap" for school, college, and the workforce;
4. Enhance science, technology, engineering, and math (STEM) education;

A2.1 Maryland Model for School Readiness Data Trends

Maryland Model for School Readiness Data Trends
(All Kindergarten Students)
Language & Literacy Domain

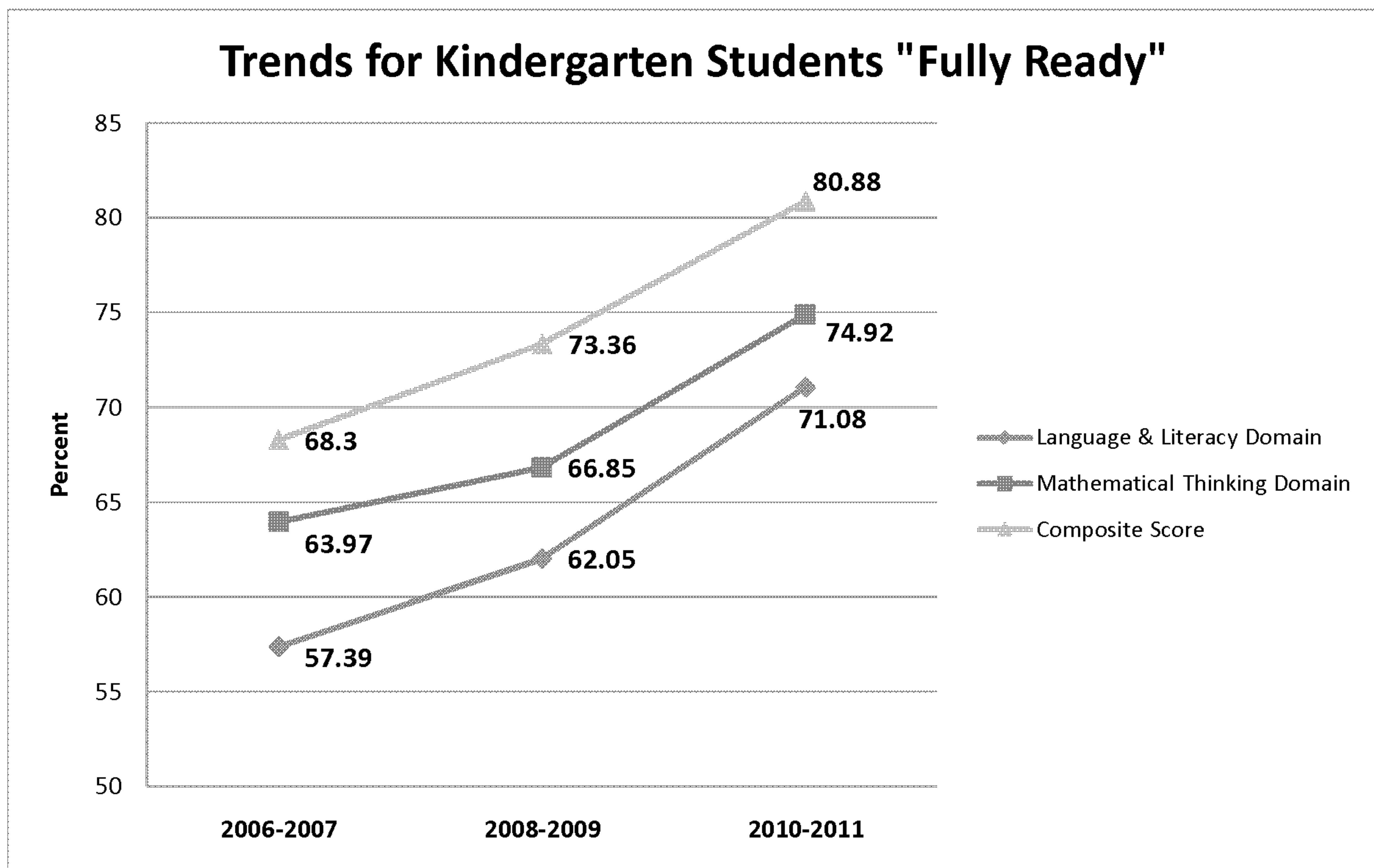
Year	Percent	# of Students
2006-2007	57.39	27493
2008-2009	62.05	35977
2010-2011	71.08	44154

Mathematical Thinking Domain

Year	Percent	# of Students
2006-2007	63.97	30951
2008-2009	66.85	38811
2010-2011	74.92	46540

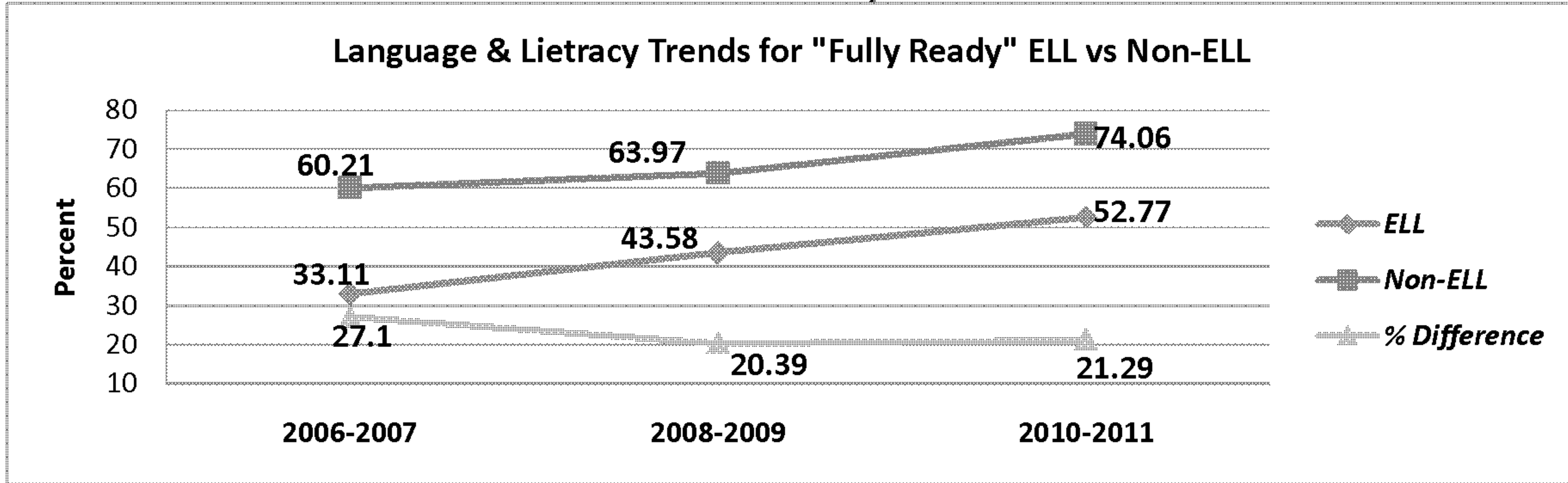
Composite Score

Year	Percent	# of Students
2006-2007	68.3	31872
2008-2009	73.36	72285
2010-2011	80.88	50243



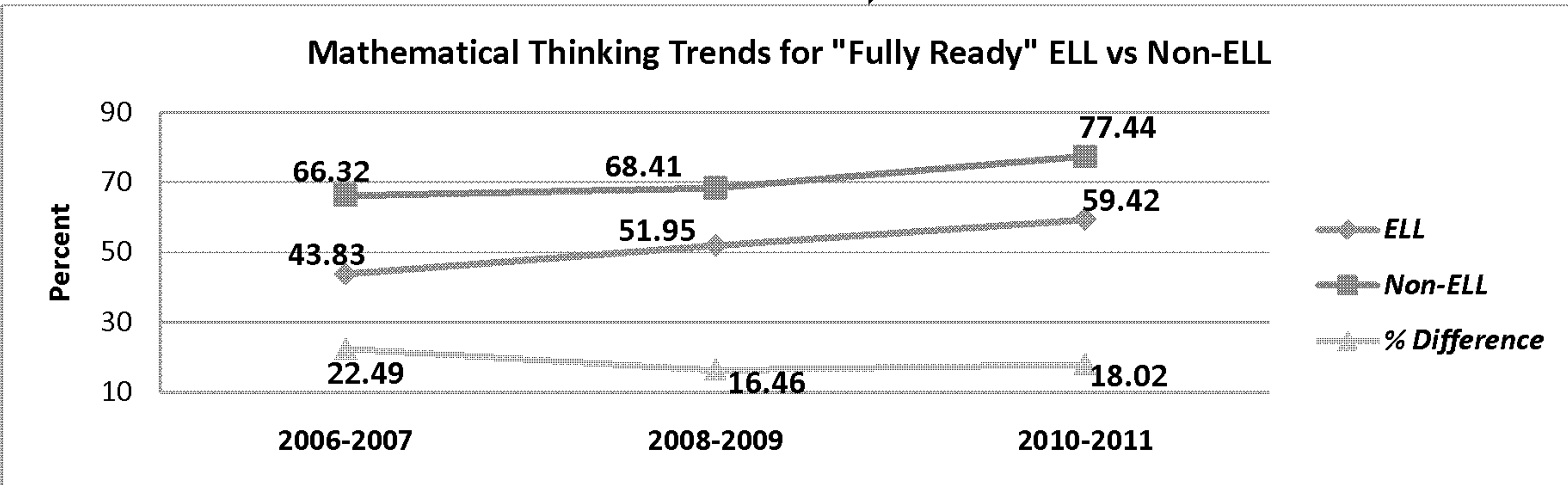
Maryland Model for School Readiness Data Trends
English Language Learners (ELL)
Language & Literacy Domain

Year	ELL		Non-ELL		% Difference
	Frequency	Percent	Frequency	Percent	
2006-2007	1647	33.11	25846	60.21	27.1
2008-2009	2380	43.58	33597	63.97	20.39
2010-2011	4587	52.77	39567	74.06	21.29



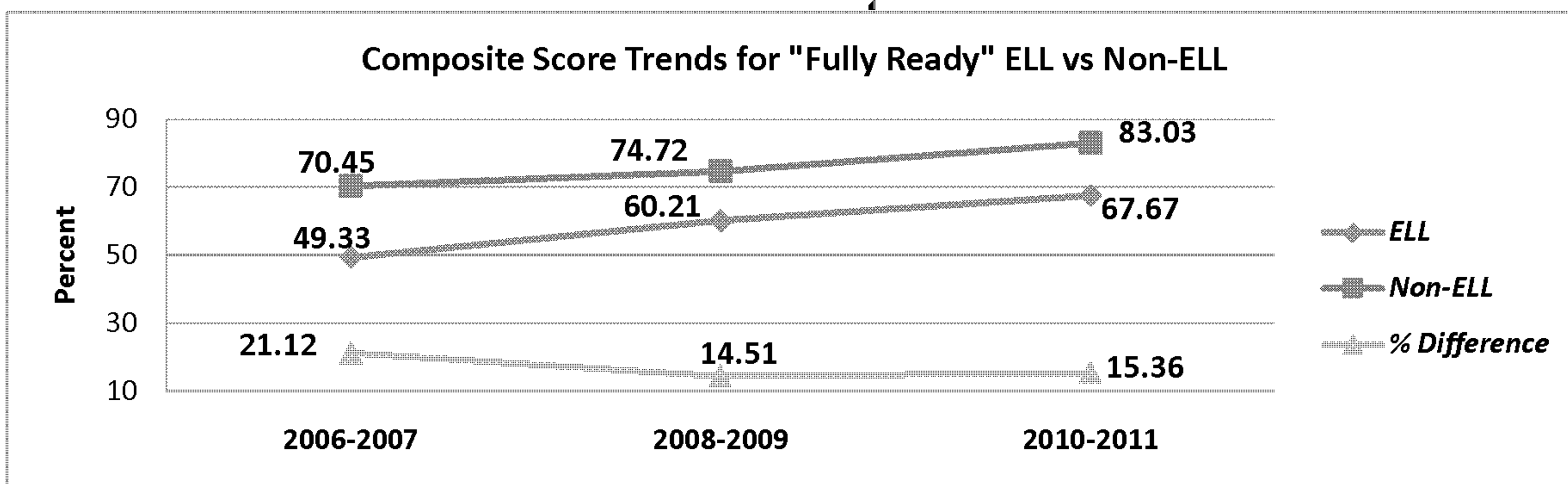
Mathematical Thinking Domain

Year	ELL		Non-ELL		% Difference
	Frequency	Percent	Frequency	Percent	
2006-2007	2218	43.83	28733	66.32	22.49
2008-2009	2846	51.95	35965	68.41	16.46
2010-2011	5165	59.42	41375	77.44	18.02



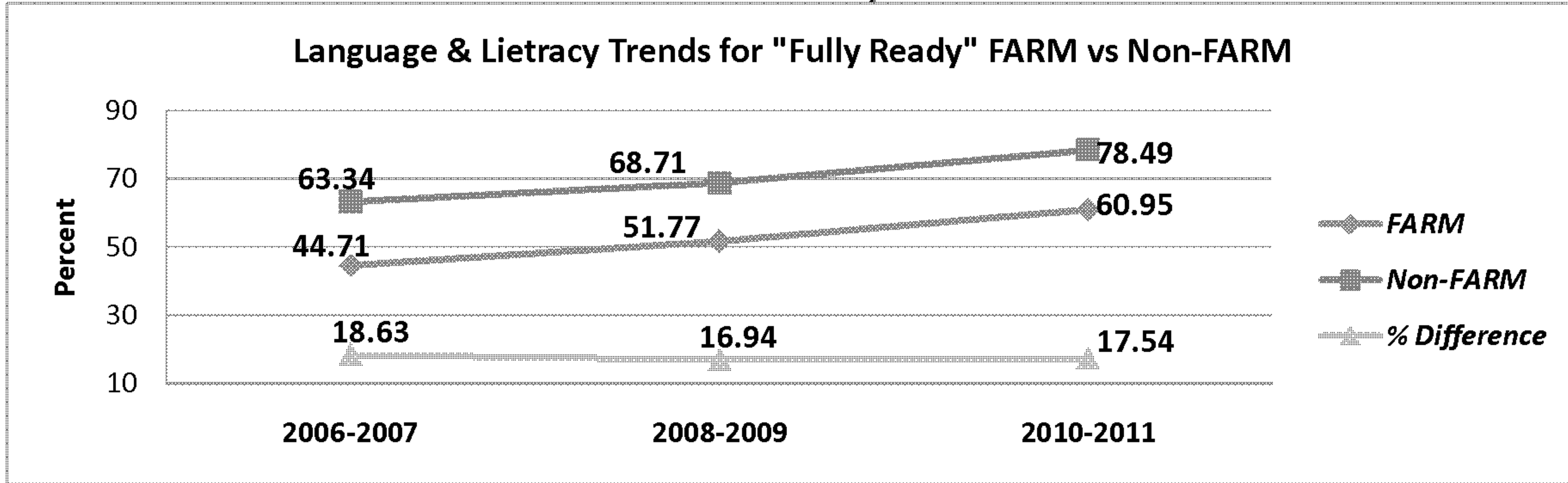
Composite Score

Year	ELL		Non-ELL		% Difference
	Frequency	Percent	Frequency	Percent	
2006-2007	2342	49.33	29530	70.45	21.12
2008-2009	3265	60.21	39020	74.72	14.51
2010-2011	5882	67.67	44361	83.03	15.36



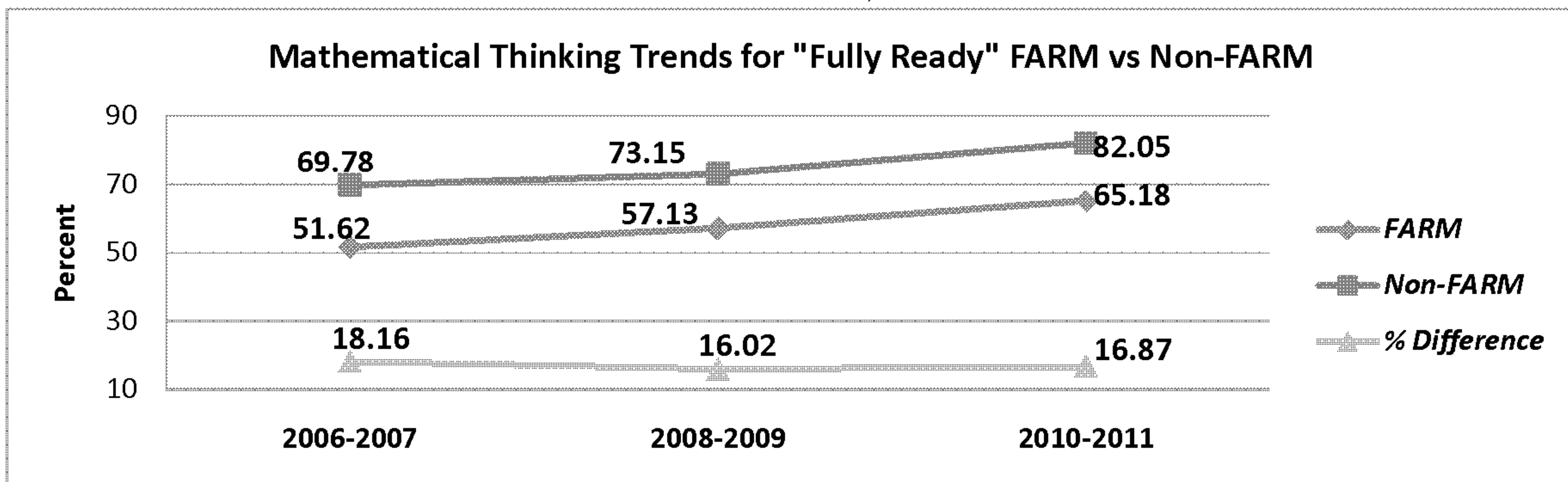
Maryland Model for School Readiness Data Trends
Free & Reduced Priced Meals (FARM)
Language & Literacy Domain

Year	FARM		Non-FARM		% Difference
	Frequency	Percent	Frequency	Percent	
2006-2007	6846	44.71	20647	63.34	18.63
2008-2009	11793	51.77	24184	68.71	16.94
2010-2011	16001	60.95	28153	78.49	17.54



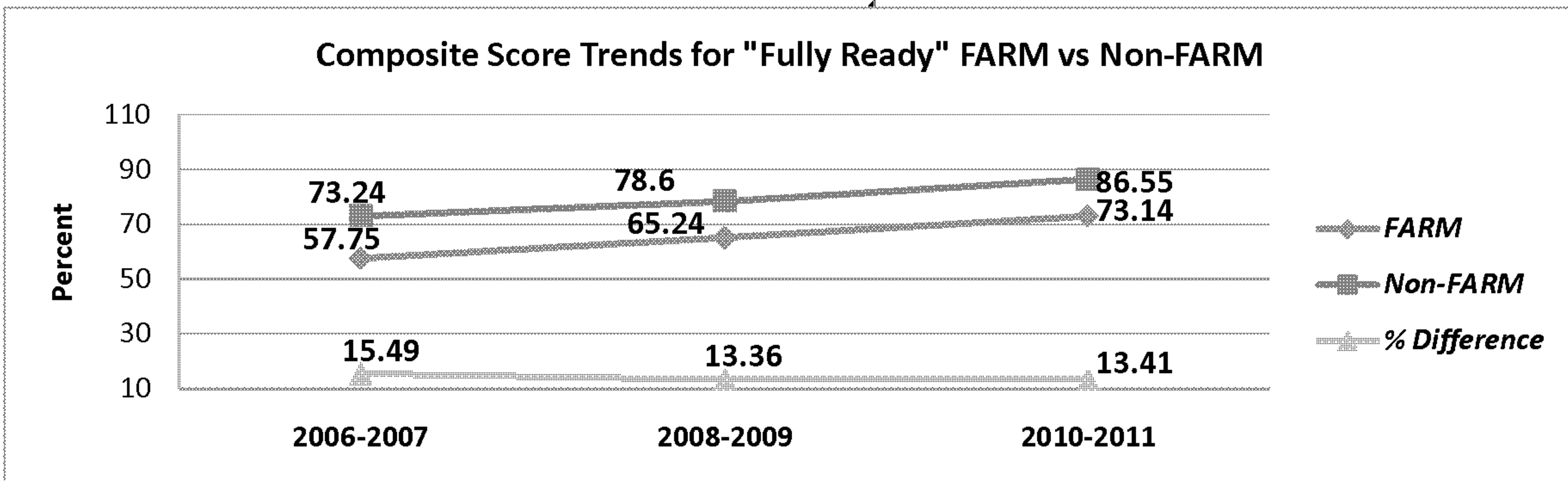
Mathematical Thinking Domain

Year	FARM		Non-FARM		% Difference
	Frequency	Percent	Frequency	Percent	
2006-2007	7989	51.62	22962	69.78	18.16
2008-2009	13034	57.13	25777	73.15	16.02
2010-2011	17111	65.18	29429	82.05	16.87



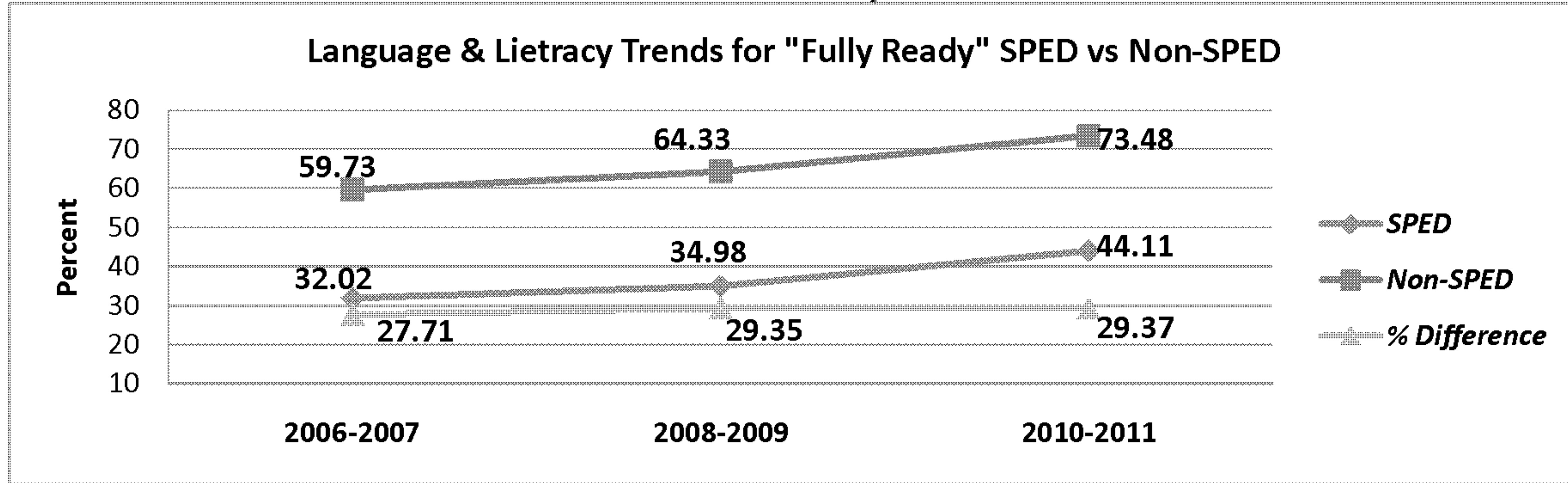
Composite

Year	FARM		Non-FARM		% Difference
	Frequency	Percent	Frequency	Percent	
2006-2007	8596	57.75	23276	73.24	15.49
2008-2009	14754	65.24	27531	78.6	13.36
2010-2011	19200	73.14	31043	86.55	13.41



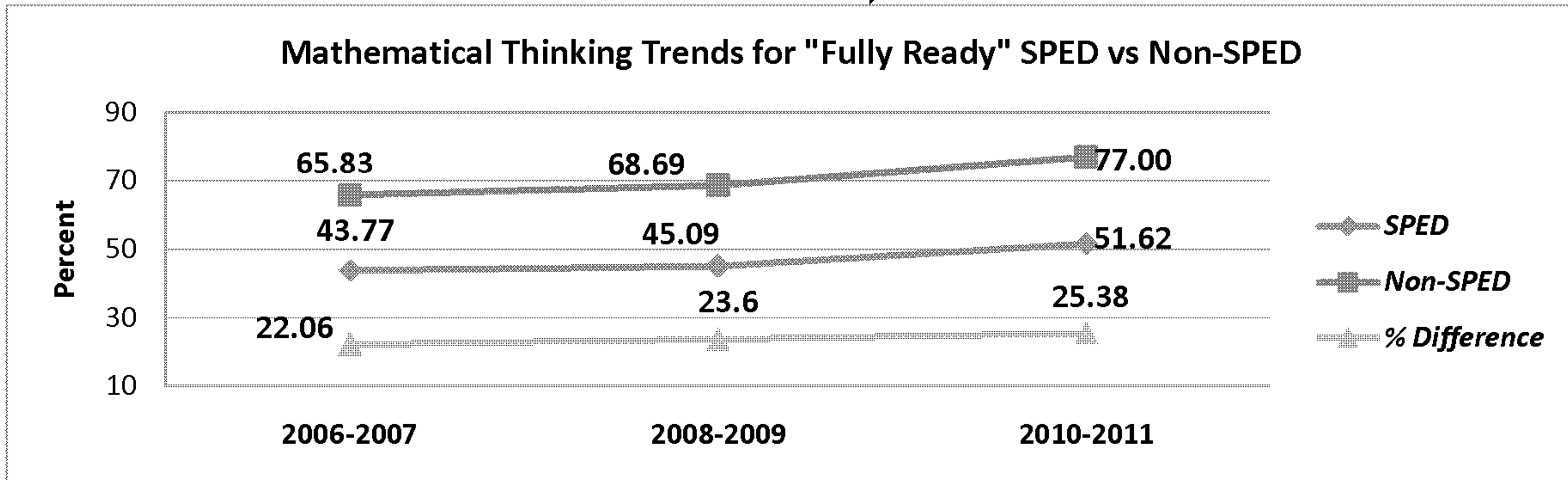
Maryland Model for School Readiness Data Trends
Special Education (SPED)
Language & Literacy Domain

Year	SPED		Non-SPED		% Difference
	Frequency	Percent	Frequency	Percent	
2006-2007	1293	32.02	26200	59.73	27.71
2008-2009	1577	34.98	34400	64.33	29.35
2010-2011	2241	44.11	41913	73.48	29.37



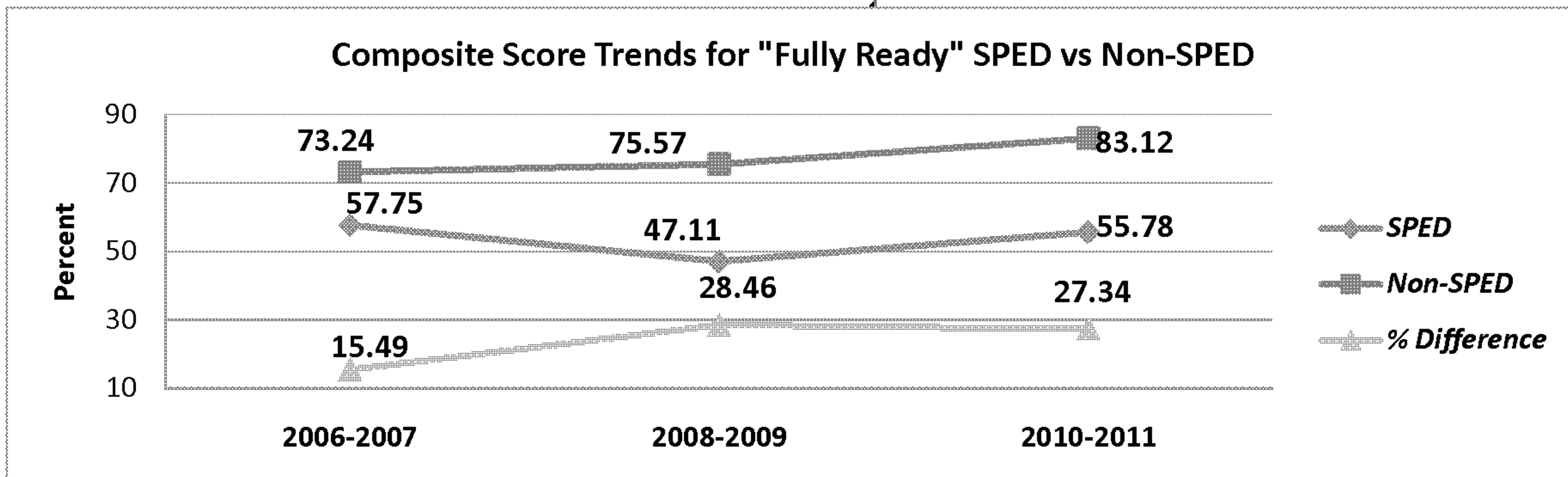
Mathematical Thinking Domain

Year	SPED		Non-SPED		% Difference
	Frequency	Percent	Frequency	Percent	
2006-2007	1791	43.77	29160	65.83	22.06
2008-2009	2035	45.09	36776	68.69	23.6
2010-2011	2623	51.62	43917	77.00	25.38



Composite

Year	SPED		Non-SPED		% Difference
	Frequency	Percent	Frequency	Percent	
2006-2007	8596	57.75	23276	73.24	15.49
2008-2009	2114	47.11	40171	75.57	28.46
2010-2011	2834	55.78	47409	83.12	27.34



**A3.1 By Laws of the Maryland State Advisory Council
on Early Childhood Education and Care**

**BYLAWS OF THE
MARYLAND STATE ADVISORY COUNCIL ON
EARLY CHILDHOOD EDUCATION AND CARE**

Article I. Name

Section 1. The name of the organization shall be the State Advisory Council on Early Childhood Education and Care, hereafter referred to as the ECEC Council.

Article II. Establishment of the Council

Section 1. The ECEC Council was established in accordance with the provisions of H.R. 1429, Public Law 110-134: The Improving Head Start for School Readiness Act of 2007, Section 642(b).

Section 2. In accordance with Section 9837b of Title 42 of the United States Code, the Early Care and Education Committee (ECE Committee) of the Maryland State Children's Cabinet was designated to serve as the State Advisory Council on Early Childhood Education and Care, by issuance of Maryland State Executive Order 01.01.2008.09.

Article III. Responsibilities of the Council

Section 1. The ECEC Council is responsible for fulfilling duties described both in federal and state law.

The ECEC Council has the following responsibilities pursuant to the federal H.R. 1429, Improving Head Start for School Readiness Act of 2007, Public Law 110-134 and under Maryland State Executive Order .01.01.2008.09:

1. Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including an assessment of the availability of high-quality pre-kindergarten services for low-income children in the State;
2. Identify opportunities for, and barriers to, collaboration and coordination among federally funded and state-funded child development, child care and early childhood education programs and services, including collaboration and coordination among State agencies responsible for administering such programs;
3. Develop recommendations for increasing the overall participation of children in existing programs, including outreach to underrepresented and

- special populations;
4. Develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the State;
 5. Develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the State;
 6. Assess the capacity and effectiveness of two- and four-year public and private institutions of higher education toward supporting the development of early childhood educators, including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students to spend time in a Head Start or pre-kindergarten program; and,
 7. Make recommendations for improvements in state early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.

Section 2. The ECEC Council has the following responsibilities established by the provisions of H.R. 1429, Public Law 110-134: The Improving Head Start for School Readiness Act of 2007, Section 642(b).

1. Hold public hearings and provide an opportunity for public comment on the activities described in Article III, Section 1 – (1) through (7) of the Executive Order;
2. Submit to the Governor and the State Director of Head Start Collaboration a statewide strategic report addressing the activities described in Article III, Section 1 - (1) through (7);
3. After submission of the statewide strategic report, continue to meet periodically to review any implementation of the recommendations in such report and any changes in State and local needs; and
4. Perform any other duties that may be requested by the Governor.

Article IV. Membership

Section 1. Composition of Voting Members. Membership of the ECEC Council shall conform to the requirements of Executive Order 01.01.2008.09. It shall include no more than thirty-seven (37) members, including:

1. The State Superintendent of Schools, or the Superintendent's designee;
2. The State Director of Head Start Collaboration;
3. The Executive Director of the Governor's Office for Children, or the Executive Director's designee;
4. One representative of the Division of Early Childhood Development of the Maryland State Department of Education (MSDE);
5. One representative from one other Division within the MSDE responsible

- for early childhood services;
6. Up to two representatives of local educational agencies;
 7. Up to two representatives of institutions of higher education in the State;
 8. Up to four representatives of local providers of early childhood education and development services;
 9. Up to three representatives of Head Start agencies located in the State, including migrant and seasonal Head Start programs and Indian Head Start programs;
 10. Up to two representatives of the Division of Special Education/Early Intervention Services of the MSDE;
 11. Up to two representatives of the Maryland Department of Health and Mental Hygiene, at least one of whom specializes in maternal and child health;
 12. One representative of the Local Management Board of a Maryland county or Baltimore City;
 13. One representative of the Maryland State Parent Information Resource Center;
 14. One representative of the Ready at Five Partnership;
 15. One representative of the Maryland Parent Teachers Association;
 16. One representative of Maryland public libraries;
 17. One representative of the business community with demonstrated leadership in early childhood care and education;
 18. Up to two representatives of the Friends of the Family, Inc.;
 19. One representative of the Task Force on Universal Preschool Education;
 20. One representative of the Maryland State Teachers Association;
 21. One representative of the Maryland Committee for Children;
 22. One representative of the Maryland Department of Disabilities;
 23. One representative of the Social Services Administration of the Maryland Department of Human Resources;
 24. One representative of the United Way of Central Maryland;
 25. One representative of the Maryland Association of Elementary School Principals;
 26. One representative of a local government agency that provides services to children; and
 27. One representative of a local community action agency.

* Friends of the Family, Inc. and Maryland Committee for Children, Inc. merged subsequent to the issuance of the Executive Order and are now the Maryland Family Network.

Section 2. Appointment and Terms of membership. The members described in Article IV, Section 1 – (1) through (27) shall be appointed by the Governor, and shall serve at the pleasure of the Governor for staggered four (4) year terms. Members may serve up to two (2) consecutive four (4) year terms. A member selected to fill a vacancy serves only for the balance of a term remaining at the time of

appointment.

Section 3. Ex-Officio Members. Ex-officio members may be appointed by the ECEC Council membership to serve on the Council. Ex-Officio members are selected by virtue of their office or special expertise. Ex-officio members may be appointed for a four (4) year term and are non-voting members. Ex-officio members may also have their term expire should they no longer occupy the office under which they were appointed. The position will be assumed by the new office-holder. When a vacancy is available for an Ex-officio member, the ECEC Council may identify a new Ex-officio member and present that name and/or position to the Council for approval by way of vote. There shall be no more than five (5) Ex-officio members of the ECEC Council.

Section 5. Termination of Membership other than by Resignation or Expiration of Term. A member of the ECEC Council appointed by the Governor who fails to attend at least 50% of the regularly-scheduled meetings of the Council during any consecutive twelve (12)-month period shall be considered to have resigned. Not later than January 15th of each calendar year, the Chairperson of the ECEC Council shall forward to the Governor:

1. The name of any individual considered to have resigned;
2. A statement describing the individual's history of attendance during the preceding twelve (12)-month period. After receiving the Chairperson's notice the Governor shall appoint a successor for the remainder of the term of the resigning individual. If the individual has been unable to attend meetings for reasons satisfactory to the Governor, the Governor may waive the resignation, if the reasons are made public.

Article V. Conflict of Interest

Section 1. No member of the ECEC Council shall cast a vote on any matter, which would provide direct financial benefit to that member or otherwise give the appearance of a conflict of interest under State law.

Section 2. In the instances where an ECEC Council member is employed by an organization which is a recipient of financial support from the State of Maryland or any of its affiliates, that member shall disclose such potential conflict of interest and not participate in any deliberations (including proposal criteria), decisions, or vote which may determine the outcome of a potential funding award to that organization.

Section 3. In any instance where the appearance of conflict of interest is uncertain, an ECEC Council member can request clarification and determination of conflict of interest status from the ECEC Council.

Article VI. Meetings

- Section 1. The ECEC Council shall meet as often as necessary but, not less than four times per calendar year. Meetings shall be open to the public and shall be announced in advance. To the extent appropriate, meetings shall be held in a place accessible to the general public.
- Section 2. Minutes shall be kept of all ECEC Council meetings. Minutes shall be approved by the membership at a subsequent Council meeting.

Article VII. Officers

- Section 1. The position of Chairperson shall be the sole officer of the ECEC Council. The Governor shall designate the Chair of the ECEC Council from among its members. The Chair serves at the pleasure of the Governor.
- Section 2. The duties of the Chairperson shall include:
1. Develop the agenda, with input from the ECEC Council membership;
 2. Conduct the meetings;
 3. Oversee public hearings;
 4. Represent the opinions of the ECEC Council to the Governor and to the public, as appropriate;
 5. Convene special meetings, as necessary
 6. Appoint Chairpersons for any subcommittees, Task Forces, Workgroups or other ad-hoc committees that may be formed by the ECEC Council; and,
 7. Prepare an annual report as outlined in Article III, Section 2 (2).

Article VIII. Expenses

- Section 1. Members of the ECEC Council may not receive any compensation for their services, but may be reimbursed for reasonable expenses incurred in the performance of their duties, in accordance with the Standard State Travel Regulations, and as provided in the State budget.

Article IX. Procedures

- Section 1. The ECEC Council shall meet at the call of the Chair.
- Section 2. A majority of ECEC Council members shall constitute a quorum for the transaction of any business.
- Section 3. The ECEC Council may adopt such other procedures as may be necessary to ensure the orderly transaction of business.
- Section 4. The Chairperson and/or their designee shall function as the Parliamentarian for

official ECEC Council conduct of business.

Section 5. With respect to all procedures and applicable federal and State regulations as to the conduct of business, Robert's Rules of Order will apply.

Article X. Amendments

Section 1. These bylaws may be amended when necessary by two-thirds majority of the ECEC Council membership. Proposed amendments must be submitted for review by the full Council at least two (2) weeks prior to the meeting where a vote will take place.

CERTIFICATION:

These bylaws were approved at a meeting of the ECEC Council membership by an unanimous vote on 3 /11 /11.

**A3.2 Memorandum of Understanding Between
Maryland State Board of Education and the
Maryland State Department of Education**

**MEMORANDUM OF UNDERSTANDING: RACE TO THE TOP
EARLY LEARNING CHALLENGE BETWEEN THE MARYLAND
STATE BOARD OF EDUCATION AND THE MARYLAND STATE
DEPARTMENT OF EDUCATION**

I. Parties to the Agreement

- A. Maryland State Board of Education, an independent board of the State of Maryland and the head of the Maryland State Department of Education, hereafter referred to as “MSBE”; and
- B. Maryland State Department of Education, a principal department of State government and an agency of the State of Maryland, hereafter referred to as “MSDE”.

II. Scope of Work

The scope of work to be completed under the State Plan for the Early Learning Challenge Grant is identified in Exhibit I.

III. Terms and Conditions

The key roles and responsibilities of MSBE and MSDE include:

- A. MSBE will assist MSDE in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application by:
 - Reviewing MSDE’s quarterly report on the progress of the RTT-ELC implementation;
 - Including in the selection process of the new state superintendent of schools criteria which reflect the goals and objectives of Maryland’s RTT-ELC plan;
 - Reviewing for adoption any state regulations pertaining to establishing policies included in the RTT-ELC application;
 - Participating, as requested, in any evaluations of this grant;
 - Being responsive to MSDE requests for project information, including the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. In assisting MSBE to conduct its oversight of the RTT-ELC State Plan implementation, MSDE will:

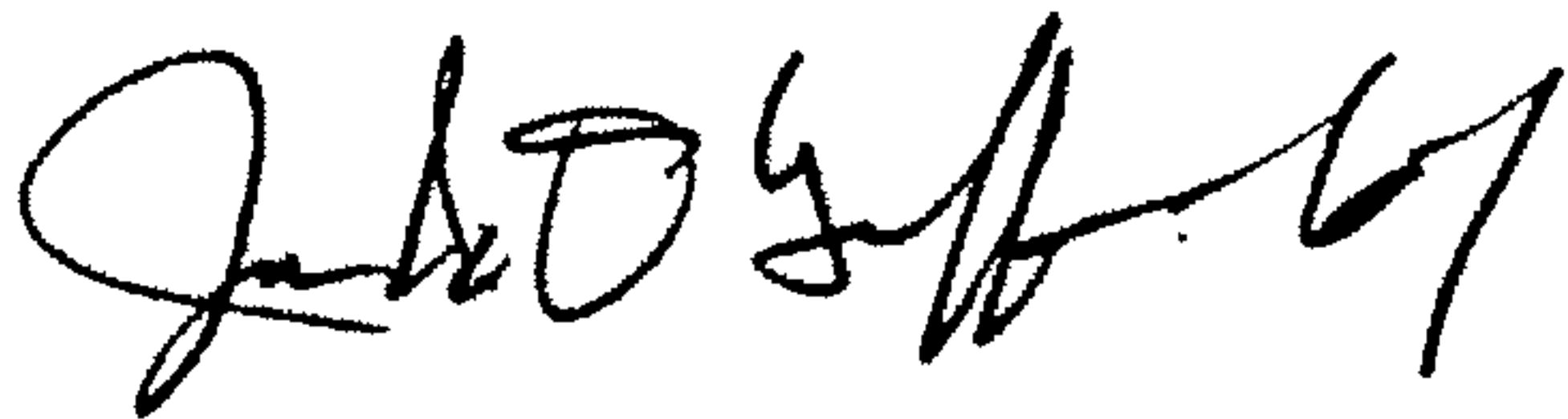
- Work collaboratively with, and provide to MSBE quarterly progress reports;
- Coordinate the implementation of the state plan with the following Divisions within MSDE:
 - Division of Early Childhood Development regarding the overall coordination and implementation of the RTT-ELC state plan with existing early childhood programs and initiatives;
 - Division of Special Education/Early Intervention Services regarding the implementation of the extended IFSP option for children ages three to four, the assessment program, and the homevisiting consortium;
 - Division of Instruction regarding the development of Common Core Standards and the English for Students of Other Languages (ESOL);
 - Division of Academic Reform and Innovation regarding the Race to the Top Breakthrough Center;
 - Division of Accountability, Assessment and Data regarding the Maryland Longitudinal Data System and its partnership with PARCC;
 - Division of Library Services regarding the establishment of family advisory councils, designated Family Information Centers, and the early literacy initiatives;
 - Division of Certification and Accreditation regarding the establishment of a Maryland Approved Alternative Preparation Program (MAAPP) for early childhood education and the regular teacher certification program;
 - Division of Business Services regarding the expansion of and training for the Child and Adult Care Food Program; and
 - Division of Student, Family, and School Support, regarding Title 1 monitoring, family engagement, and the Positive Behavior Improvement Services (PBIS);
- Keep MSBE informed of the status of the State's Race to the Top-Early Learning Challenge grant project or any modified budget or waiver requests made to the U.S. Department of Education.

Term of Agreement

The parties will finalize the terms of the Agreement within 90 days after receipt of award notification. The term of the Agreement shall be four years from the date this Agreement is executed. This Agreement may be renewed as MSDE and MSBE mutually agree in writing.

XIV. Signatures

For the Maryland State Board of Education (MSBE)

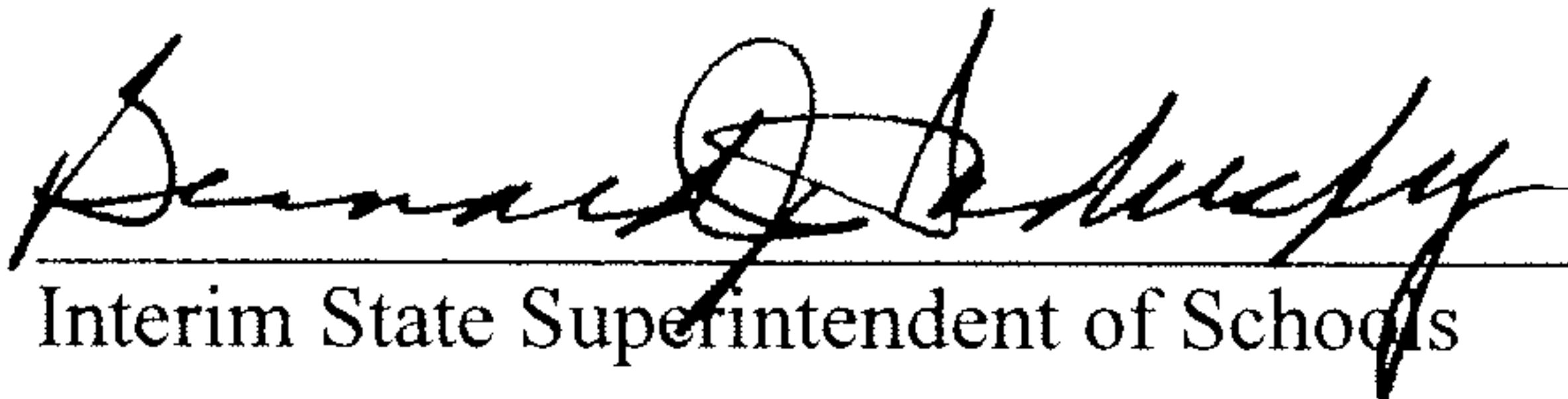


October 5, 2011

James H. DeGraffenredt, Jr.
President
Maryland State Board of Education

Date

For the Maryland State Department of Education



Interim State Superintendent of Schools

10-6-11

Date

**EXHIBIT I – PARTICIPATING PARTY SCOPE OF WORK
MARYLAND STATE DEPARTMENT OF EDUCATION**

The Maryland State Department of Education, a Party to the Agreement under the MOU, hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1) – (E)(2)	Division of Early Childhood Development (DECD)	Responsible for the overall implementation, including oversight of the State Plan
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)	Division of Special Education/Early Intervention Services (DSE/EIS) Division of Academic Reform and Innovation (DIRA) Division of Student, Family, and School Support (DSFSS)	<ul style="list-style-type: none"> • Implementation of the extended IFSP option for children three to four years, including coaching and training for licensed child care programs serving for children with disabilities. • Support on the implementation of the Early Childhood Breakthrough Center in selected Title 1 school communities.
(B)(5)		
(C)(1)	Division of Instruction (DOI) DSE/EIS	<ul style="list-style-type: none"> • Support in the development or Common Core Standards for Prekindergarten and Kindergarten; • Support in the identification for English Language Learners in prekindergarten.
(C)(2)	DOI DSE/EIS	<ul style="list-style-type: none"> • Support in the development of instructional guides supporting the Common Core Standards.
(C)(3)	DSFSS Division of Business Services (DBS)	<ul style="list-style-type: none"> • Support in implementation alignment between the ECMH Consultation and the Positive Behavior Improvement Services (PBIS) • Support the expansion of and training for the Child and Adult

Selection Criterion	Participating Party	Type of Participation
		Care Food Program
(C)(4)	DSE/EIS Division of Library Services	<ul style="list-style-type: none"> • Coordinating the home visiting consortium with the State Plan's Family, Parent, and Community Engagement Framework • Establishment of Library Family Advisory Council's and designated Family information Centers at public libraries
(D)(1)	Division of Certification and Accreditation (DCA)	<ul style="list-style-type: none"> • Support the establishment of the Maryland approved Alternative Preparation Program (MAAPP) for early childhood educators.
(D)(2)		
(E)(1)	Division of Accountability, Assessment, and Data (DAAD)	<ul style="list-style-type: none"> • Support the development of the MMSR Kindergarten Assessment and activities related to Maryland's leadership in PARCC regarding the K-2 component.
(E)(2)	DAAD	<ul style="list-style-type: none"> • Developing the Early Childhood Data Warehouse as part of the Maryland Longitudinal Data System

Bernard J. Adusky

10/6/11

Signature (Authorized Representative of Lead Agency)

Date

Bernard J. Adusky

10/6/11

Signature (Authorized Representative of Participating State Agency)

Date

A3.3 Memoranda of Understanding

**MEMORANDUM OF UNDERSTANDING ON RACE TO THE TOP-EARLY LEARNING
CHALLENGE GRANT PROJECT**

BY AND AMONG

**THE MARYLAND STATE DEPARTMENT OF EDUCATION, THE DEPARTMENT OF HUMAN
RESOURCES, THE DEPARTMENT OF HEALTH AND MENTAL HYGIENE, AND THE
GOVERNOR'S OFFICE FOR CHILDREN**

This **MEMORANDUM OF UNDERSTANDING** (“MOU”) is entered into by and among the Maryland State Department of Education (“MSDE”) (the “Lead Agency”), and the Department of Human Resources (“DHR”), the Department of Health and Mental Hygiene (“DHMH”), and the Governor’s Office for Children (“GOC”) (each, a “Participating State Agency”). The purpose of this MOU is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the State of Maryland in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

WHEREAS, on May 25, 2011, Secretaries Arne Duncan and Kathleen Seblius announced the Race to the Top-Early Learning Challenge, a new \$500 million State-level grant competition authorized under the American Recovery and Reinvestment Act of 2009 (“ARRA”), as amended by Section 1832(b) of the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (“RTT-ELC”); and

WHEREAS, through RTT-ELC, the Obama Administration seeks to help close the achievement gap between children with high needs and their peers by supporting State efforts to build strong systems of early learning and development that provide increased access to high-quality programs for the children who need it most; and

WHEREAS, the RTT-ELC competition represents an unprecedented opportunity for States to focus deeply on their early learning and development systems for children from birth through age five; and

WHEREAS, the State of Maryland will be submitting an application to participate in the RTT-ELC competition by October 19, 2011; and

WHEREAS, the Parties hereto desire to establish the terms and conditions under which they will perform activities with respect to the RTT-ELC competition,

NOW, THEREFORE, WITNESSETH: That, in consideration of the mutual promises contained herein and the mutual and several benefits to the Parties hereto, and other good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, the Parties hereto agree to the following:

I. ASSURANCES

Each Participating State Agency hereby certifies and represents that it:

- A. Agrees to be a Participating State Agency and will implement those portions of the State Plan as detailed in Exhibit 1, if the State application is funded;
- B. Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit 1:
 - 1). A set of Statewide Early Learning and Development Standards;
 - 2). A set of Statewide Program Standards;
 - 3). A Statewide Tiered Quality Rating and Improvement System; and
 - 4). A Statewide Workforce Knowledge and Competency Framework and progression of credentials.
- C. Has all requisite power and authority to execute and fulfill the terms and conditions of this MOU;
- D. Is familiar with the State's RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- E. Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely manner, but no later than ninety (90) days after a grant is awarded; and will describe the Participating Agency's specific goals, activities, timelines, budget, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit 1), with the Budget included in Section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- F. Will comply with all of the terms of the RTT-ELC Grant, this MOU, and all applicable federal and State laws and regulations, including laws and regulations applicable to the RTT-ELC program, and the applicable provisions of EDGAR (Education Department General Administrative Regulations) (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, each Participating State Agency will:

- 1). Implement the Participating State Agency Scope of Work as identified in the Exhibit 1 to this MOU;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; and
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1). Work collaboratively with, and support each Participating State Agency in carrying out the Participating State Agency's Scope of Work, as identified in Exhibit I of this MOU;
- 2). Timely award the portion of RTT-ELC grant funds designated for each Participating State Agency in the State Plan during the course of the project period and in accordance with each Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with each Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3). Provide feedback on each Participating State Agency's status updates, any interim reports, and project plans and products;
- 4). Keep each Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from each Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5). Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6). Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1). The Lead Agency and each Participating State Agency will each appoint a key contact person for the RTT-ELC grant;
- 2). These key contacts from the Lead Agency and each Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure;
- 3). Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period; and
- 4). Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires modifications that affect each Participating State Agency, or when each Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that a Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or federal law.

III. MODIFICATIONS


This MOU may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. TERM

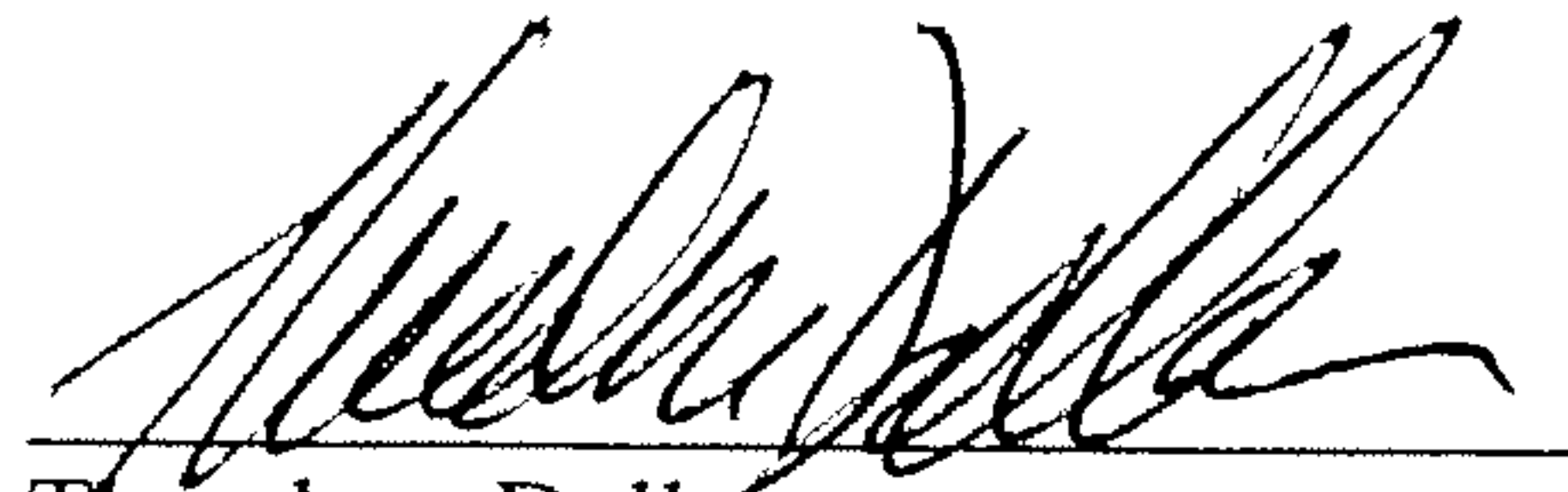
This MOU shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES


Each of the undersigned individuals represents and warrants that he or she is expressly and duly authorized to execute this MOU and to legally bind each Agency as set forth in this MOU.


Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools
Maryland State Department of
Education

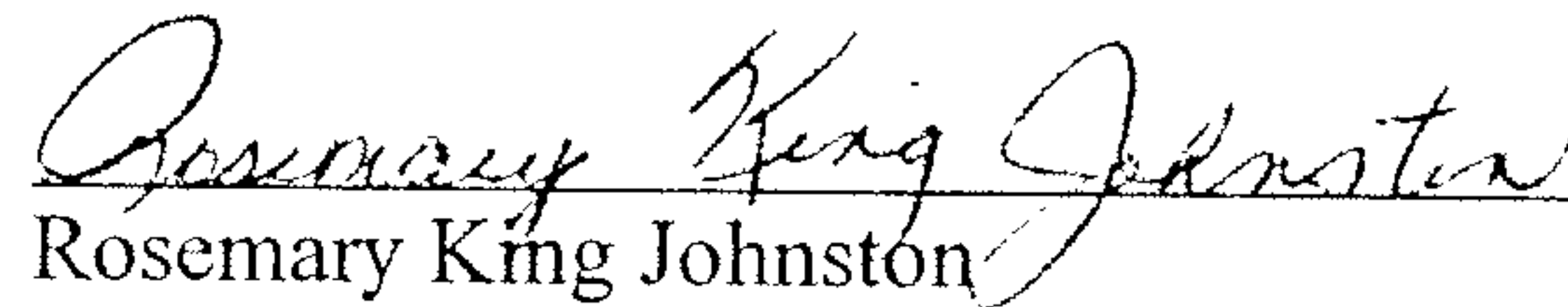
10-14-11
Date


Theodore Dallas
Secretary
Department of Human Resources

10/6/11
Date


Joshua M. Sharfstein, M.D.
Secretary
Department of Health and
Mental Hygiene

9/22/11
Date


Rosemary King Johnston
Executive Director
Governor's Office for Children

9/22/11
Date

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

DEPARTMENT OF HEALTH AND MENTAL HYGIENE

The Department of Health and Mental Hygiene (“DHMH”), a Participating State Agency under the MOU, hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	DHMH	
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)	DHMH	Support implementation of Early Childhood Mental Health Consultation Model, Early Childhood Mental Health Consultation Model for Pediatricians, and Support implementation of Post-Master’s certification program for early childhood mental health practitioners
(C)(4)	DHMH	Alignment with the Maternal, Infant, and Early Childhood Home Visiting State Plan and Program; support the Reach Out and Read Program
(D)(1)		
(D)(2)		
(E)(1)		
(E)(2)		



 Signature (Authorized Representative of Lead Agency) 10/14/11
Date



 Signature (Authorized Representative of Participating State Agency) 9/22/11
Date

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

GOVERNOR’S OFFICE FOR CHILDREN

The Governor’s Office for Children (“GOC”), a Participating State Agency under the MOU, hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)	GOC	Participate as a member of the Governor’s State Advisory Council on Early Care and Education (Early Childhood Advisory Council), the advisory group of the RTT-ELC grant. Present the Council’s recommendations to the Children’s Cabinet.
(C)(1)		
(C)(2)		
(C)(3)	GOC	<ul style="list-style-type: none"> • Provide funding for early childhood programs that are evidence-based and aligned with the State Plan for Early Care and Education; • Prioritize early childhood program funding to change the readiness trajectory for three identified subgroups: low income, English language learners, and children with disabilities; • As chair of the Maryland Partnership to End Childhood Hunger, work with the Lead Agency to promote participation in the Child and Adult Care Food Program (CACFP) by center-based and family child care centers through outreach and monitoring.
(C)(4)		
(D)(1)		
(D)(2)		
(E)(1)		
(E)(2)	GOC	Provide resources to assist the Lead Agency and Innovations Institute, University of Maryland, in maintenance of and evaluation by Early Childhood Mental Health Child Outcomes Monitoring System and to link with the early childhood data warehouse.

[Remainder of page left intentionally blank.]

Samuel D. Adkins

Signature (*Authorized Representative of Lead Agency*)

Date

Rosemary King Johnston

Signature (*Authorized Representative of Participating State Agency*)

9/22/11

Date

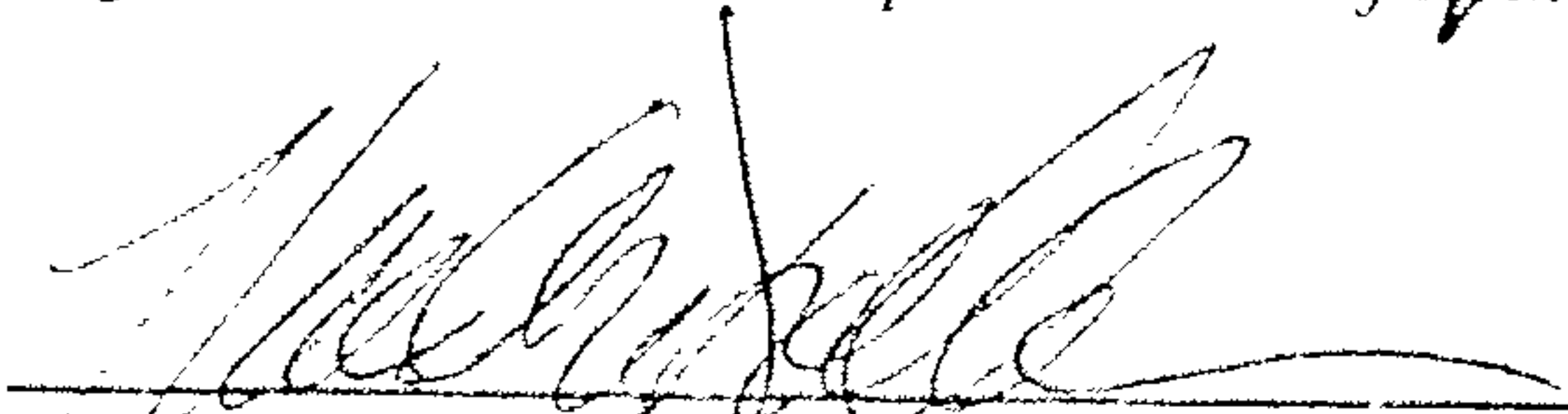
EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

DEPARTMENT OF HUMAN RESOURCES

The Department of Human Resources (“DHR”), a Participating State Agency under the MOU, hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)		
(B)(2)	DHR	Support participation in the State’s Tiered Quality Rating and Improvement System for early care and education of children in foster care
(B)(3)		
(B)(4)	DHR	Provide child care subsidies to children in foster care. Co Chair a Task Force on Improving Early Learning for Low Income and Disadvantaged Youth that will examine case management policies, procedures, and costs for low income and disadvantaged children, including children with disabilities, English Language learners, migrant, homeless, and in foster care.
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)		
(C)(4)		
(D)(1)		
(D)(2)		
(E)(1)		
(E)(2)		


 Signature (Authorized Representative of Lead Agency) 10/14/11
Date


 Signature (Authorized Representative of Participating State Agency) 10/6/11
Date

**A3.4 Memorandum of Understanding Between the
Maryland State Department of Education and the
University of Maryland School of Medicine**

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the Maryland State Department of Education (“Lead Agency”) and the University School of Medicine, Department of Pediatrics (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

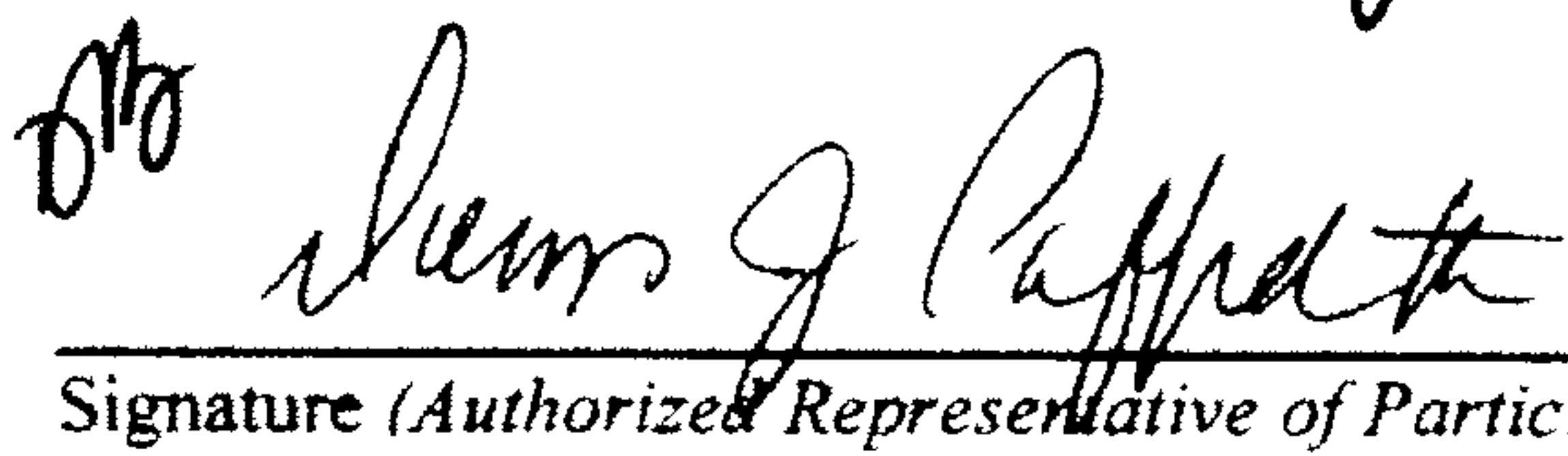
EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<i>Example Row— shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> • State-funded preschool • IDEA preschool special ed • Head Start Collab Office 	<i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i>
	<ul style="list-style-type: none"> • Head Start Collab Office 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)		
(C)(4)		
(D)(1)		
(D)(2)		
(E)(1)		
(E)(2)		


10/14/11

 Signature (Authorized Representative of Lead Agency) Date


10/4/11

 Signature (Authorized Representative of Participating State Agency) Date


Dennis J. Paffrath, Assistant Vice President for Sponsored Programs Administration


EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

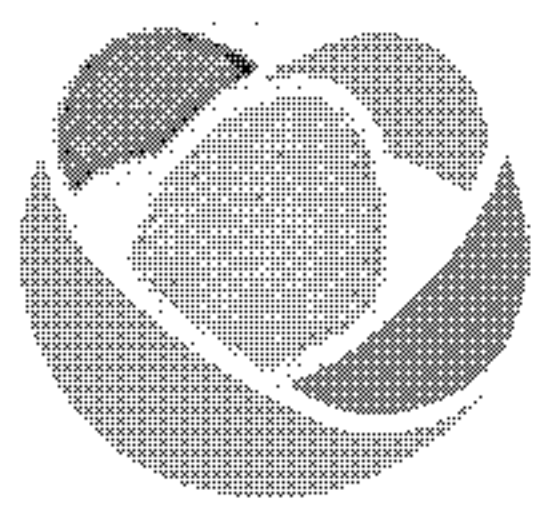
Selection Criterion	Participating Party	Type of Participation
	<ul style="list-style-type: none"> • State-funded preschool • IDEA preschool special ed • Head Start Collab Office • Head Start Collab Office 	<p><i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i></p> <p><i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i></p>
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1)		
(C)(2)		
<p>(C)(3) (C)(3)</p> <p><u>Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.</u></p> <p>The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by--</p> <p>(a)</p>	<p>University School of Medicine, Department of Pediatrics and specifically Dr. Brenda Hussey Gardner</p>	<p>Dr. Brenda Hussey Gardner will collaborate with the Maryland State Department of Education, Division of Early Childhood Development to</p> <ul style="list-style-type: none"> • design and conduct a Tran the Trainer for her developmental screening tool, Best Beginnings • align Best Beginnings with Healthy Beginnings • attend quarterly meetings and share data collection and analysis results

Selection Criterion	Participating Party	Type of Participation
<p>Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; and promoting children's physical, social, and emotional development across the levels of its Program Standards;</p> <p>(b)</p> <p>Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards;</p>		
(C)(4)		
(D)(1)		
(D)(2)		
(E)(1)		
(E)(2)		


 Signature (Authorized Representative of Lead Agency)


 Date

A3.5 Letters of Intent or Support



September 28, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

Maryland Family Network strongly supports the application of the Maryland State Department of Education (MSDE) to the U.S. Departments of Education and Health and Human Services for the Race To The Top - Early Learning Challenge and is committed to strengthening the quality of early learning and development programs for all children, especially those with high needs by:

- Piloting Community Hubs that will break down agency silos and bring together the services of the Judy Centers, Family Support Centers, and Child Care Resource Centers creating a platform for building community, strengthening families, and preparing children to succeed in school;
- Increasing the number of children attending high-quality early childhood education programs through outreach to regulated and informal child care providers and provision of professional development opportunities and technical assistance;
- Publicizing the importance of regulated, high-quality child care and helping parents locate such care – with enhanced services for Spanish-speaking families and families of children with special needs;
- Expanding programs of evidence-based home visiting; and
- Focusing programs on neighborhoods characterized by high rates of risk factors (poverty, teen parenting, low birth weight, etc.) that contribute to low rates of school readiness.

Maryland Family Network (MFN) will commit to strategic coordination with the Maryland State Department of Education and other early childhood partners through:

- Continuing to serve on the State Advisory Council on Early Childhood Education and Care;
- Leading a legislative initiative to expand evidence-based home visiting;
- Supporting Maryland's Early Learning Standards; and
- Implementation of MD EXCELS.

MFN coordinates two statewide networks that help create nurturing learning environments for young children in their homes (Family Support Centers) and in early childhood education (Child Care Resource Centers). Through these networks, we assist tens of thousands of parents and early educators each year,

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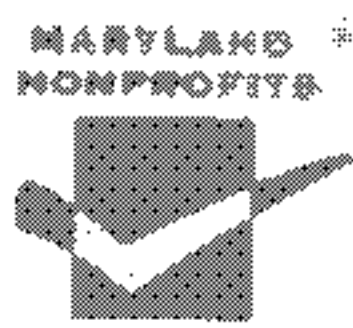
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EXECUTIVE DIRECTOR

Margaret E. Williams



Early Head Start

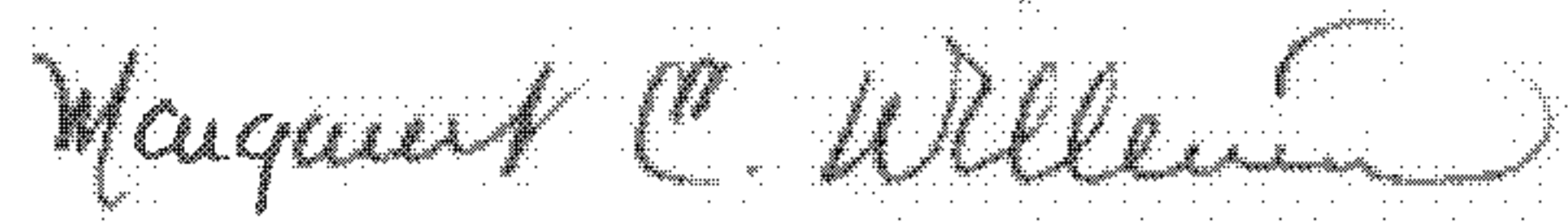


MARYLAND
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helping them achieve our shared goal of ensuring that all young children enjoy healthy development and arrive at school ready to succeed.

Maryland Family Network fully supports this application and is committed to advancing the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge.

Sincerely yours,

A handwritten signature in cursive script that reads "Margaret E. Williams". The signature is written in dark ink and is positioned above the printed name.

Margaret E. Williams
Executive Director



October 11, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Maryland State Unit of the Council for Exceptional Children (CEC) strongly supports the application of the Maryland State Department of Education (MSDE) for the Race To The Top - Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

To fully achieve a coordinated early care and education service delivery system in Maryland, we will work together with the Maryland State Department of Education to support the various strategies outlined in Maryland's Race to the Top application. Specifically, Maryland CEC will work with the MSDE to provide access for children with disabilities in child care programs, particularly those enrolled in the state's Quality Rating and Improvement System. Maryland CEC also favors the implementation of early learning programs for children with exceptionalities in all settings using Maryland's early learning and development standards (Healthy Beginnings and the Maryland Model for School Readiness) and the formative assessments that are currently being developed by the MSDE. In addition, Maryland CEC supports and is available to collaborate with the MSDE's Division of Special Education/Early Intervention Services in the development of a coaching and mentoring program for licensed child care providers, Head Start and nursery schools that service preschool-age children with an Individualized Education (IEP) or an Extended Individualized Family Service Plan (IFSP). Lastly, Maryland CEC promotes consistent participation of preschool special educators in professional development activities pertaining to early learning and development standards, formative assessments that gauge progress of student learning and developmental outcomes supported by the state's Kindergarten Entry Assessment.

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

Sincerely,

Jennifer L. Weaver

Jennifer L. Weaver

President

Maryland State Unit of the Council for Exceptional Children

October 1, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

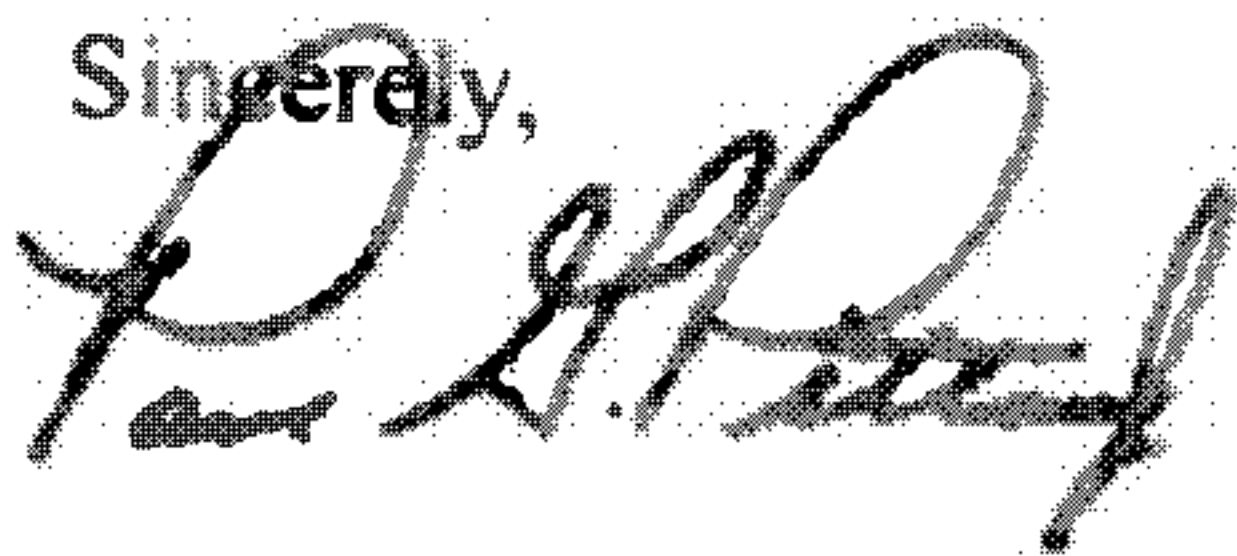
The Maryland Head Start Association, representing all Head Start and Early Head Start programs in Maryland, wholeheartedly and without reservation supports the application of the Maryland State Department of Education (MSDE) for the Race to the Top - Early Learning Challenge Grant (RTT-ELC). Head Start grantees and delegates in Maryland have prioritized improving school readiness for their children. MHSA has worked with MSDE to improve the accuracy and implementation of the MMSR assessment tool.

We are excited that Maryland has chosen to apply for this grant and commend the state for making an extra effort to include the Head Start community in the planning and purposed implementation of this grant. Specifically, the Maryland Head Start Association will assist MSDE to:

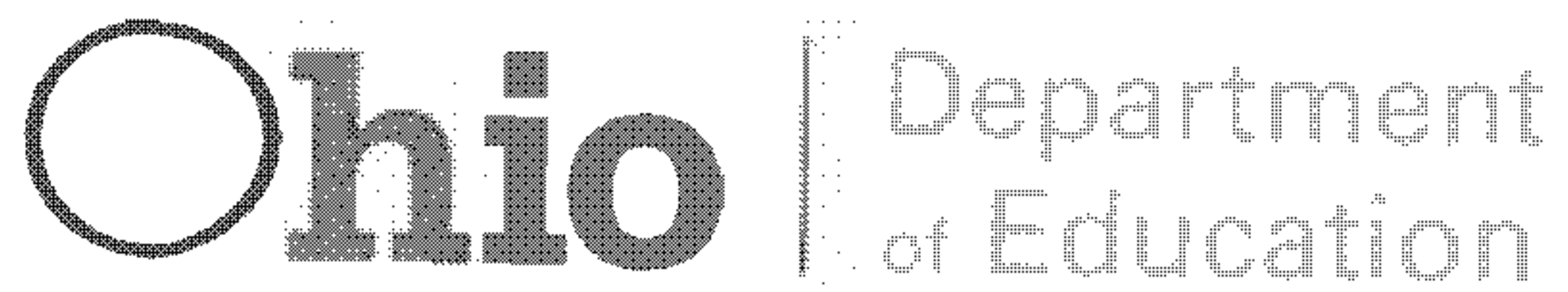
- Develop a parent, family and community engagement training program using Head Start's research based positive experience with parent involvement.
- Participate in Maryland EXCELS and the EC Data Warehouse.
- Strengthen the alignment of standards and assessment between Head Start and elementary schools; and
- Create and maintain partnerships between LEA's and Head Start programs to continually improve the coordinated efforts and transitioning of early childhood children and their families.

The Maryland Head Start Association is pleased to stand with the commitment of Maryland's Governor, the Maryland Department of Education and the entire early childhood community in strongly endorsing and asking that Maryland be awarded this opportunity to move toward building a seamless continuum of early childhood services.

Sincerely,



Paul G. Pittman, Jr.
Executive Director



John R. Kasich, Governor
Stan W. Heffner, Superintendent of Public Instruction

October 11, 2011

Dr. Bernard Sadusky
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Sadusky:

As Ohio's 36th State Superintendent of Public Instruction in the Ohio Department of Education (ODE), I am excited and committed to collaborating with the Maryland State Department of Education (MSDE) on the development of a Pre-kindergarten and Kindergarten formative assessment system that will include formative assessments for children ages 36-72 months and a kindergarten entry assessment to address all domains of school readiness. The cross-state collaboration is being proposed as part of Ohio's and Maryland's Race to the Top Early Learning Challenge Grant applications. Ohio Governor John Kasich's administration has set the goal to eliminate the kindergarten readiness gap for high needs children and to do this Ohio needs comprehensive and ongoing measures of children's progress in all school readiness domains. With a new assessment system for young children, our early childhood programs and educators can use the information to inform instruction and guide needs for further assessment or interventions for all young children, particularly our most vulnerable young children.

Both Ohio and Maryland are Race to the Top states and are participating in the PARRCC assessment consortium as participating and governing states respectively, where we will work together with other states to develop new assessments based on the new Common Core State Standards (grades 3-12). Ohio and Maryland have a shared vision for the kindergarten entry and Pre-kindergarten and Kindergarten formative assessment system (36-72 months) which will help each state provide milestone assessments for each state's new assessment system grades 3-12. This cross-state collaboration will provide the opportunity for our two states to develop and use common assessments and processes rather than trying to use limited and valuable resources to develop separate systems to achieve the same vision. We will be able to share the cost of what is normally a very expensive process and both of our states are willing and committed to opening this partnership opportunity to other states with the same goals and vision.

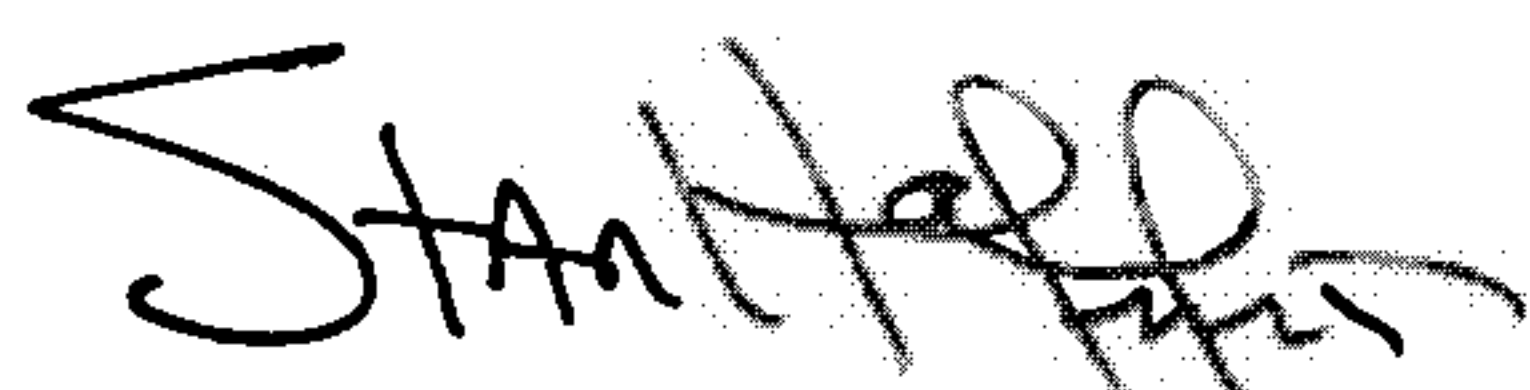
The collaboration will include Ohio and Maryland working together on:

- Developing, piloting, benchmarking and validating a comprehensive kindergarten entry assessment.
- Developing, piloting, establishing learning progression benchmarks, and validating a formative assessment for children ages 36-72 months.
- Developing professional development modules for administration and use of assessments, train-the-trainer, coaching, and consultation.
- Developing a technology framework for transmedia support, a portal for data collection and reporting, data entry, and online supports.

Over the four years of the grant, ODE commits to providing the expertise of its staff in the Office of Early Learning and School Readiness and Office of Assessment to collaborate with MSDE staff counterparts. In addition, ODE commits to using its existing Race to the Top funding (\$1 million) in support of this collaboration which was originally designated to be used for expansion of Ohio's existing Kindergarten Readiness Assessment—Literacy. In addition, Ohio's Office of the Governor and the Ohio Business Roundtable are committed to the success of this collaboration and will engage their staff in the work of the cross-state collaboration. Ohio has prior experience with cross-state procurement processes such as in the development of the Algebra II end-of-course examination and other procurement projects and we will be able to draw upon in-state expertise in these areas.

The RTT-ELC is a wonderful opportunity for states to engage in innovative practices to create a new early childhood standards-based assessment system with the best of available technologies and mixtures of direct/guided/and observational items. I believe that this collaboration with Maryland and funding in RTT-ELC will facilitate our states contributing to promising practices nationally that will be available for other states to leverage as well.

Sincerely,



Stan W. Heffner
Superintendent of Public Instruction

cc: John R. Kasich, Governor of Ohio
Martin O'Malley, Governor of Maryland
Robert Sommers, Director of the Office of 21st Century Education - Ohio
Benjamin Kanzeg, Deputy Policy Director, Office of the Governor - Ohio
Rolf Grafwallner, Asst. State Supt., Maryland State Department of Education
Richard A. Stoff, President, Ohio Business Roundtable

School of Education

6740 Alexander Bell Drive / Suite 302
Columbia MD 21046-2100
410-516-9800 / Fax 410-516-9818
<http://cte.jhu.edu>

Center for Technology in Education

October 7, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Johns Hopkins University School of Education, through its Center for Technology in Education (CTE) strongly supports the application of the Maryland State Department of Education for the Race To The Top-Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

To fully achieve a coordinated early care and education service delivery system in Maryland, we will work together with the Maryland State Department of Education along with our partners in The Johns Hopkins University Bloomberg School of Public Health and WestEd. CTE has forged a long term successful partnership with MSDE, primarily with the Department of Special Education and Early Intervention Services in helping to achieve our mission of improving the quality of life of children and youth, particularly those with special needs, through teaching, research, and leadership in the use of technology. We look forward to building upon this partnership with MSDE to make a significant and positive impact within Early Childhood programs.

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

Sincerely,



Jacqueline A. Nunn
Director, Center for Technology in Education
Associate Dean, Educational Technology
JHU School of Education

THE ZANVYL AND ISABELLE KRIEGER FUND

RECEIVED

October 06, 2011

OCT 6 2011

Per _____

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

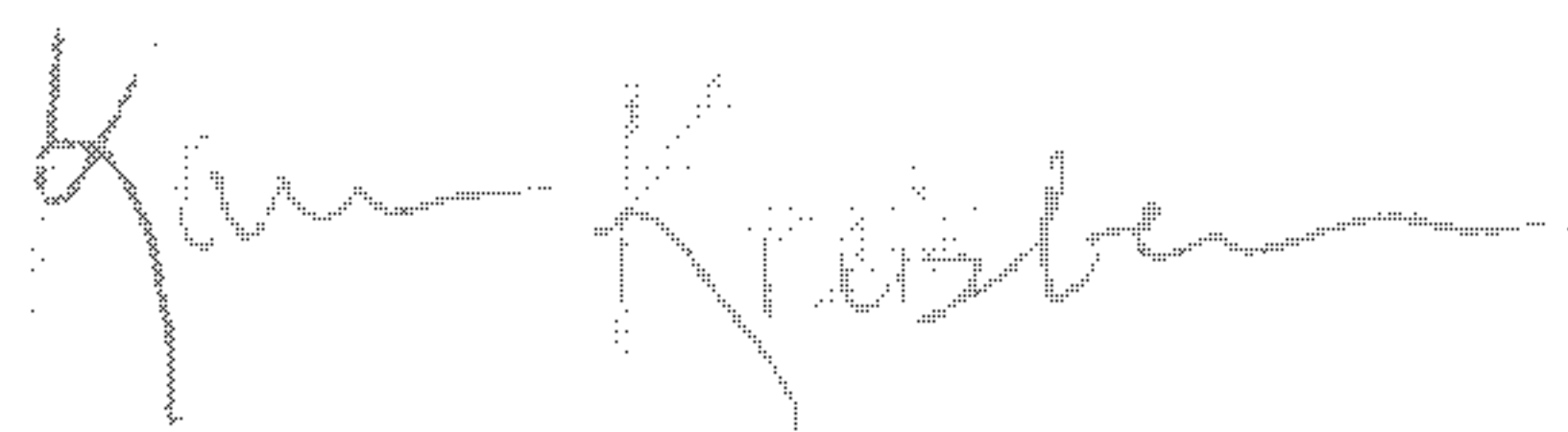
The Zanvyl and Isabelle Krieger Fund strongly supports the application of the Maryland State Department of Education to the U.S. Departments of Education and Health and Human Services for the Race To The Top - Early Learning Challenge Grant (RTT-ELC). Funding of this grant will allow for the strengthening of quality early learning and development for all children, including those with high needs.

The Krieger Fund has long been an active supporter of services for young children. We provide grant funding to local nonprofit organizations focused on early childhood and family support, including Maryland Family Network.

We are committed to strategic coordination with the Maryland State Department of Education and other early childhood partners to address children's health, social/emotional, and cognitive outcomes that contribute to school readiness and child well-being.

We fully support this application and look forward to furthering our collaboration to achieve the goals of Maryland's State Plan for the RTT-ELC.

Sincerely,



Karen Kreisberg
Executive Director





The Harry and Jeanette Weinberg Foundation, Inc.

7 Park Center Court, Owings Mills, Maryland 21117
410.654.8500 fax: 410.654.4900 www.hjweinbergfoundation.org

RECEIVED
OCT 07 2011
Per _____

Donn Weinberg, Chairman
Alvin Aways
Barry I. Schloss
Robert T. Kelly, Jr.
Judge Ellen M. Heller
Rachel Garbow Monroe

October 6, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Harry and Jeanette Weinberg Foundation strongly supports the application of the Maryland State Department of Education to the U.S. Departments of Education and Health and Human Services for the Race To The Top - Early Learning Challenge Grant (RTT-ELC). Funding of this grant will allow for strengthening quality early learning and child development programs and increasing access to high-quality early learning programs for all Maryland children, especially those with high needs.

The Harry and Jeanette Weinberg Foundation has long been an active supporter of services for low-income children in Maryland. We want families and children, especially poor children, to have necessary services in the early years to support healthy development. To that end, we have supported the Maryland Family Network in its development of a community hub in collaboration with the Bon Secours Baltimore Health System for Southwest Baltimore, a low-income community needing coordination of services for high need children and families, including training of child care providers, parenting classes, and quality child care. The proposed Community Hubs, included in Maryland's RTT-ELC proposal, will help further the reality that all children are able to receive quality child care and other necessary services to support healthy development and will bring us closer to the day when every child enters school ready to succeed.

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

Sincerely,

Amy Gross

Program Director, Education, Children, Youth and Families

27194





October 11, 2011

Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Association of Baltimore Area Grantmakers (ABAG) and its Education Funders Affinity Group strongly supports the application of the Maryland State Department of Education for the Race to the Top- Early Learning Challenge Grant. We believe that funding of this grant enable Maryland to strengthen the quality of early learning and development programs in our state and will increase access to high-quality early learning programs for all children, including those with high needs, like many in Baltimore City.

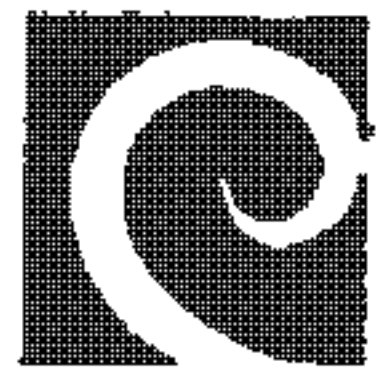
We look forward to working together with the Maryland State Department of Education and its partners to fully achieve a coordinated early care and education service delivery system in Maryland. We have an engaged group of funders who are committed to bettering opportunities for Maryland's children and understand that the key to this is through education.

In August 2011, ABAG hosted a briefing for our members about the Early Learning Challenge Grant. The audience, which included representatives from private foundations, corporate philanthropy, and family foundations, engaged in a rich discussion with Rolf Grafwallner from MSDE and Margaret Williams from Maryland Family Network. We will continue to brief our members throughout the grant application process. In addition, ABAG is collaborating with the Mayor's Office of Human Services, Baltimore City Public Schools, the Enoch Pratt Free Library System, Ready at Five, and other key stakeholders through the Baltimore Coalition for Grade Level Reading, focusing on improving student outcomes by addressing early literacy through aligned efforts.

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

Sincerely,

Betsy Nelson, President



Invest in Baltimore

B C F

BALTIMORE
COMMUNITY
FOUNDATION

October 19, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Baltimore Community Foundation (BCF), representing more than 630 different charitable funds created by a diverse group of individuals, families and corporations, strongly supports the application of the Maryland State Department of Education (MSDE) for the Race to the Top - Early Learning Challenge Grant (RTT-ELC). Over the past five years, BCF has funded early childhood learning efforts in Baltimore City through our direct support to programs such as Sandi's Learning Center (a Preschool for All sites) and the City Schools' Infant and Toddler Program, as well as professional efforts by Ready at Five Partnership and the Children's Literacy Initiative.

Maryland's early childhood system has an outstanding track record. Each year, the Governor's Children's Cabinet reports on the result area, *Children Entering School Ready to Learn*. The steady increase of our young children's school readiness from 49 percent being fully ready in 2001 to 81 percent being ready in 2010-11 is a clear indication that our early childhood system is working. In Baltimore City the increase of children being fully ready for kindergarten went from 28 percent in 2001 to 67 percent in 2010-11. This is all evidence of continued improvement and a foundation for Baltimore City and Maryland to take our efforts to the next level.

The Baltimore Community Foundation is committed to working with the Maryland State Advisory of Early Care and Education and MSDE, as the lead agency, to support policies that will codify the effective components of the system so that they will be sustained past the grant period which ends in 2015. BCF has just completed a new strategic plan, a plan that focuses our efforts for the next three years on neighborhoods and education.

2 East Read Street
Baltimore, MD 21202
Tel 410.332.4171
Fax 410.837.4701
Web www.bcf.org

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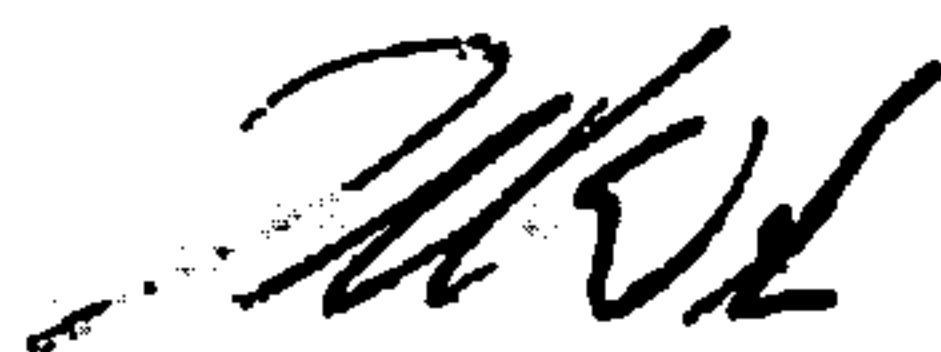
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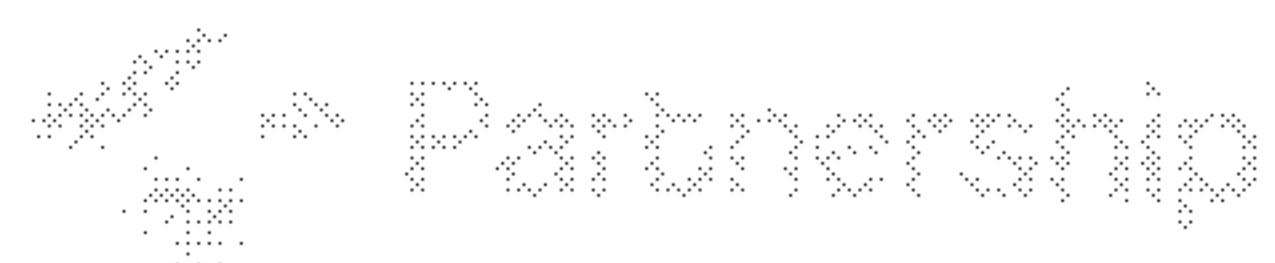
Within the education focus, we are committed to supporting high quality child care centers that act as community resources and learning hubs, the alignment of pre-school with kindergarten and first grade curricula, and efforts to increase the skills and capacity of informal daycare providers.

We hope that Maryland is one of the successful recipients of the Race to the Top – Early Learning Challenge grant which will enable us to create an education reform which establishes a Race to the Top foundation for the existing education reform currently underway in Maryland.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Wilcox', written in a cursive style.

Thomas E. Wilcox
President



October 11, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Baltimore Integration Partnership (BIP) is pleased to support the application of the Maryland State Department of Education for the Race To The Top-Early Learning Challenge Grant. A collaborative initiative supported by Living Cities and managed by the Association of Baltimore Area Grantmakers, the BIP is composed of partners in state and local government, philanthropy, advocacy, higher education, financial institutions and community based organizations working to unify job opportunities with revitalization investment at the project and systems levels.

The BIP believes that this grant will strengthen the quality of early learning and development programs and increase access to high-quality early learning programs for all children, including those with high needs. Through our Community Development Financial Institution partner, The Reinvestment Fund, the BIP would be pleased to consider any capital projects tied to this grant for development or renovation financing. In addition, as part of any potential projects in Baltimore, the BIP offers workforce development partnerships to help connect the capital investment of projects to human capital through a focus on job opportunities, training, and economic inclusion.

We fully support this application and look forward to further our aligning our partners to advance the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

Betsy Nelson
President, Association of Baltimore Area Grantmakers
Governance Board Chair, Baltimore Integration Partnership

The goal of the Baltimore Integration Partnership is to reconnect low-income Baltimore City residents who are predominantly African-American to the regional economy, maximize the linkage between physical and human capital development, and to reinvest in targeted inner-core neighborhoods so that they become regionally competitive, economically diverse, sustainable communities of choice.

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™



Maryland Chapter

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

September 29, 2011

Dear Dr. Sadusky:

The Maryland Chapter of the American Academy of Pediatrics enthusiastically supports the application of the Maryland State Department of Education to the U.S. Departments of Education and Health and Human Services for the Race To The Top - Early Learning Challenge Grant. Funding of this grant will strengthen the quality of early learning and development programs in Maryland, as well increase access to these early learning programs for all children, especially those with high needs.

The Maryland Chapter of the American Academy of Pediatrics is committed to strategic coordination with the Maryland State Department of Education and other early childhood partners to address children's health, social/emotional, and cognitive outcomes that contribute to school readiness and child well-being.

We fully support this application and look forward to furthering our collaboration with the Maryland State Department of Education in order achieve the goals of Maryland's State Plan for the Early Learning Challenge Grant.

Sincerely,

A handwritten signature in black ink that reads "Eric Levey MD".

Eric Levey, MD, FAAP
Chapter President



October 7, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Maryland
State Educational
Association

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f 410-263-3605
marylandeducators.org

CLARA FLOYD
President
BETTY H. WELLER
Vice President
DAVID E. HELFMAN
Executive Director

Great Public Schools
for EVERY Child

Dear Dr. Sadusky:

The Maryland State Education Association (MSEA) strongly supports the Maryland State Department of Education's application to the U.S. Departments of Education and Health and Human Services for the Race to the Top - Early Learning Challenge Grant. Funding of this grant will provide infrastructure support to strengthen quality early learning and development programs and increase access to high-quality early learning programs for all of Maryland's children, including those with high needs.

MSEA has been a participating member of the State Advisory Council on Early Childhood Education and Care since its inception and will continue to do so. It has been our goal to ensure that the voices of Maryland's teachers and paraeducators who work with our youngest and often most vulnerable children and their families are part of the planning and delivery of services for our preschool age children. We also commit to ongoing strategic coordination with the Maryland State Department of Education and other early childhood partners; supporting Maryland's Early Learning Standards and the implementation of MD EXCELS; and, where appropriate, participation in the Maryland Breakthrough Early Childhood Initiative to achieve the goals of Maryland's State Plan for the Early Learning Challenge Grant.

We strongly support this application and anticipate utilizing this collaborative effort to advance the school readiness, health, and the well-being of Maryland's at-risk children through the Early Learning Challenge Grant.

Sincerely,


Clara Floyd
President

Maryland Association of Boards of Education



621 Ridgely Avenue • Suite 300 • Annapolis, Maryland 21401-1087 • E-mail: mabe@mabe.org
Phone (410) 841-5414 • (800) 841-8197 • Fax (410) 841-6580

October 12, 2011

Dr. Bernard J. Sadusky
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, Maryland 21201

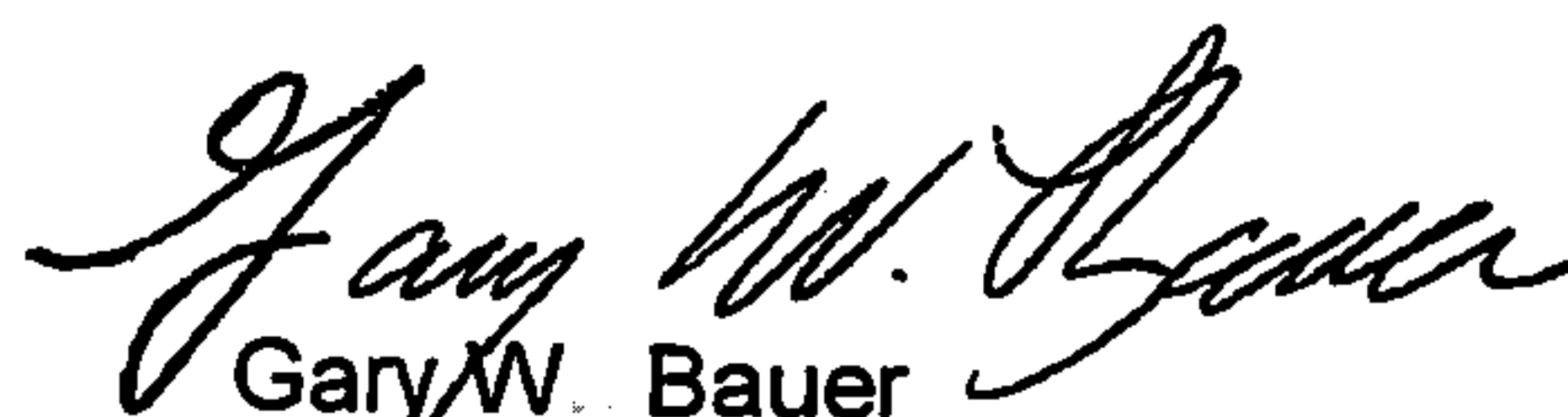
Dear Dr. Sadusky:

The Maryland Association of Boards of Education (MABE) supports the application of the Maryland State Department of Education for the Race to the Top - Early Learning Challenge (RTT-ELC) Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high quality early learning programs for all children, including those students with special needs.

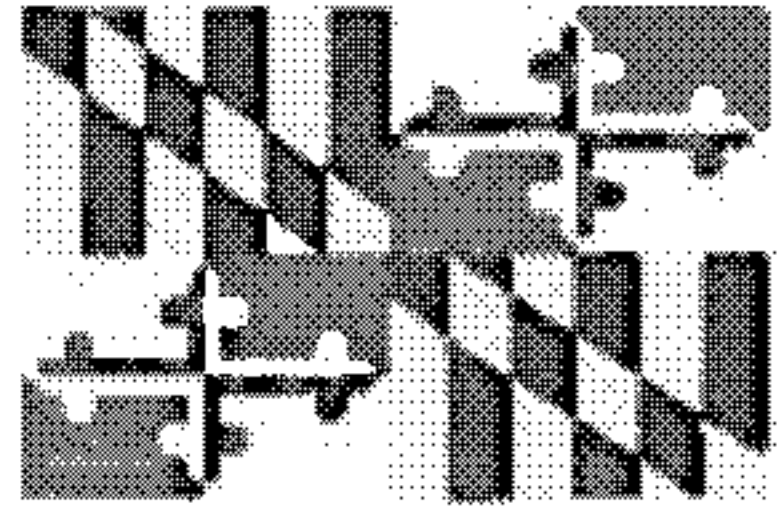
MABE strongly supports robust local, state, and federal investments in high quality early childhood education. Decades of research have confirmed that quality educational components to early child care arrangements have a positive impact on children's development, well-being, and academic potential. School readiness research shows that children with formal child care experiences prior to entering kindergarten show higher levels of school readiness than children without formal child care. In Maryland, local school systems, and early education providers, collaborate with the Maryland State Department of Education (MSDE) to successfully implement the Maryland Model for School Readiness, which incorporates research-based instruction, age-appropriate assessment of children's learning, and effective communication among teachers, parents, and early childhood providers to enhance school readiness through common goals and program assessments.

Local boards look forward to working together with MSDE and other stakeholders and education advocates toward the goal of enhancing our coordinated early care and education service delivery system in order to better meet the needs of all special needs students in Maryland. For this reason, MABE fully supports the state's application for the RTT-ELC Grant and we look forward to investing in improving the school readiness, health, and well-being of Maryland's youngest, highest needs, children.

Sincerely,


Gary W. Bauer
President

GWB:kwb



Maryland Association of
LOCAL MANAGEMENT BOARDS

10/30/11

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

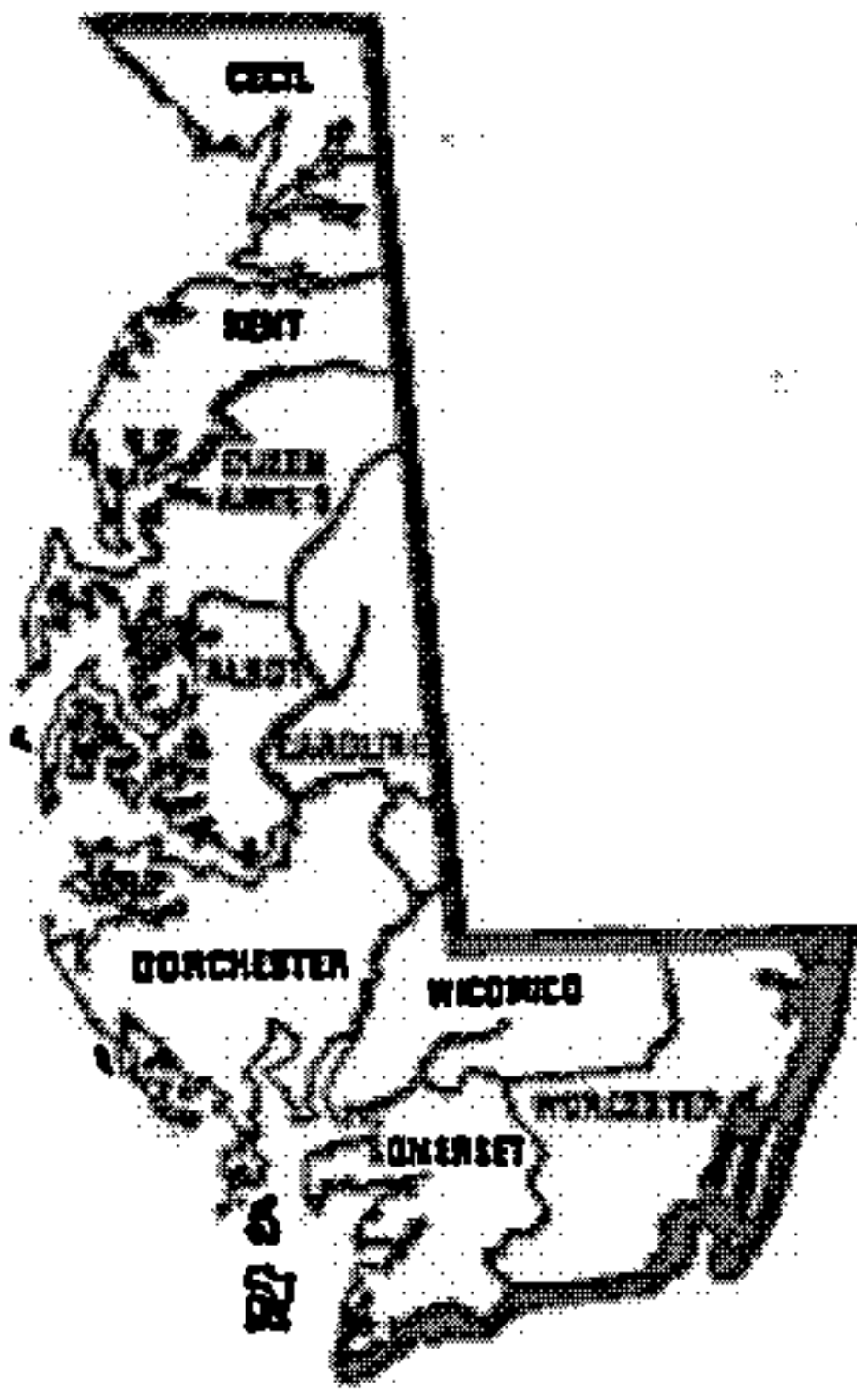
Dear Dr. Sadusky:

The Maryland Association of Local Management Boards strongly supports the application of the Maryland State Department of Education to the U.S. Department of Education and Health and Human Services for the Race To The Top - Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

As the neutral convener and planning body in each jurisdiction, the association will commit to strategic coordination with the Maryland State Department of Education and other early childhood partners to address children's health, social/emotional, and cognitive outcomes that contribute to school readiness and child well-being.

We fully support this application and look forward to furthering our collaboration to achieve the goals of Maryland's State Plan for the Early Learning Challenge Grant

Pamela. M. Brown, Ph.D.
President, Maryland Association of Local Management Boards



Eastern Shore of Maryland Educational Consortium

ESMEC

202 Chesterfield Avenue • Centreville, MD 21617
Phone: 410-758-2403, ext. 132 • Fax: 410-758-0046
E-Mail: consor@qacps.k12.md.us • Web Site: www.esmec.org

Dr. David R. Jones
Executive Director

September 21, 2011

Dr. Bernard J. Sadusky
Interim State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Sadusky,

I am pleased to offer the enthusiastic support of all nine public school superintendents who are members of the Eastern Shore of Maryland Educational Consortium (ESMEC) for the Maryland State Department of Education's application for the Obama Administration's Race to the Top Early Learning Challenge Grant. ESMEC membership includes Cecil, Kent, Queen Anne's, Talbot, Caroline, Dorchester, Wicomico, Somerset, and Worcester Counties.

We represent many of the rural counties of Maryland with a significant population of low income and disadvantaged children. It is our understanding that this grant will provide for more opportunities for those children to improve the quality of their education.

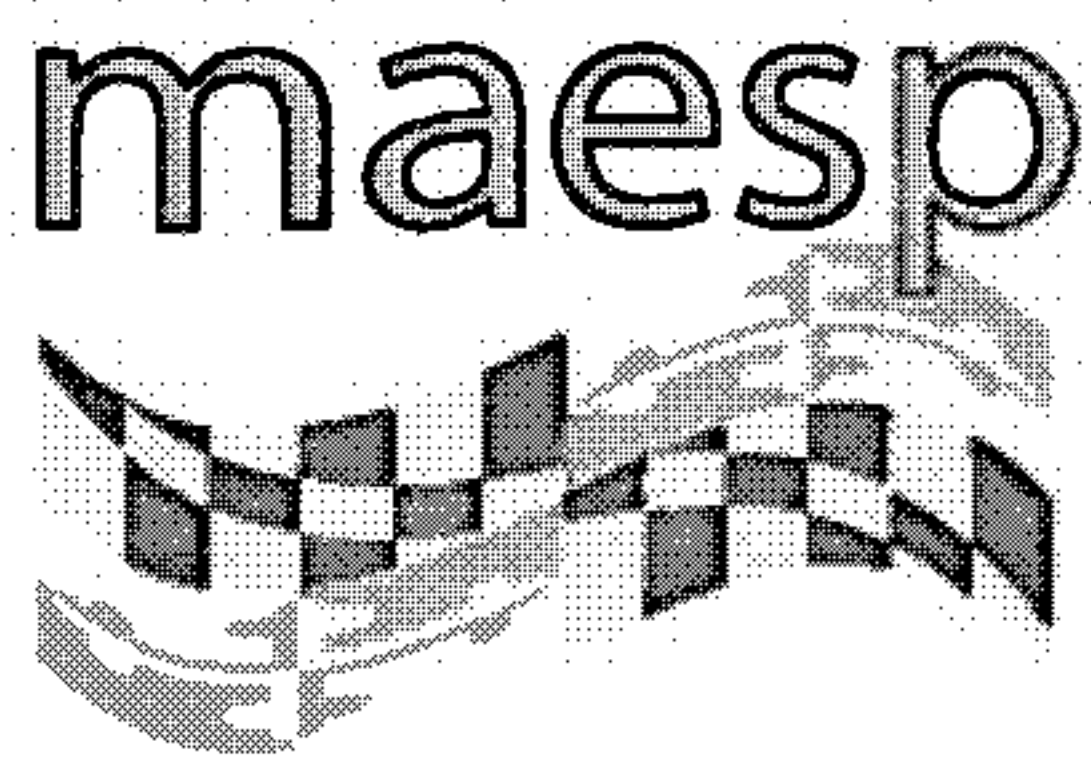
Research shows that a quality early childhood education ensures that children are better prepared to become lifelong learners. Healthy cognitive and emotional development in the early years translates into tangible economic returns. Policies that seek to remedy deficits incurred in the early years are much more costly than initial investments in the early years. Simply stated, children who leave third grade at or above grade level in reading and mathematics are children who will be more successful throughout school and more likely to graduate.

Professional development, training, and technical assistance, as well as working more closely with parents before their children begin school are crucial ingredients to providing a quality early childhood education. During these difficult economic times, professional development and outreach programs are among the first areas eliminated from school budgets.

We wish the Maryland State Department of Education well as this grant application moves forward. The members of ESMEC look forward to continuing a close working relationship with the department and believe strongly that our students need to have the increased opportunities for a quality early childhood education that this grant will provide.

Sincerely,

David R. Jones, Ed.D.
Executive Director



**Maryland Association of
Elementary School
Principals**

RECEIVED

OCT 06 2011

Per _____

**Service, Support and Advocacy
for Maryland Principals**

October 3, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Maryland Association of Elementary School Principals (MAESP) strongly supports the application of the Maryland State Department of Education for the Race To The Top-Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

To fully achieve a coordinated early care and education service delivery system in Maryland, we will work together with the Maryland State Department of Education to provide awareness and professional development for Maryland's school leaders surrounding the topic of Early Childhood Education.

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

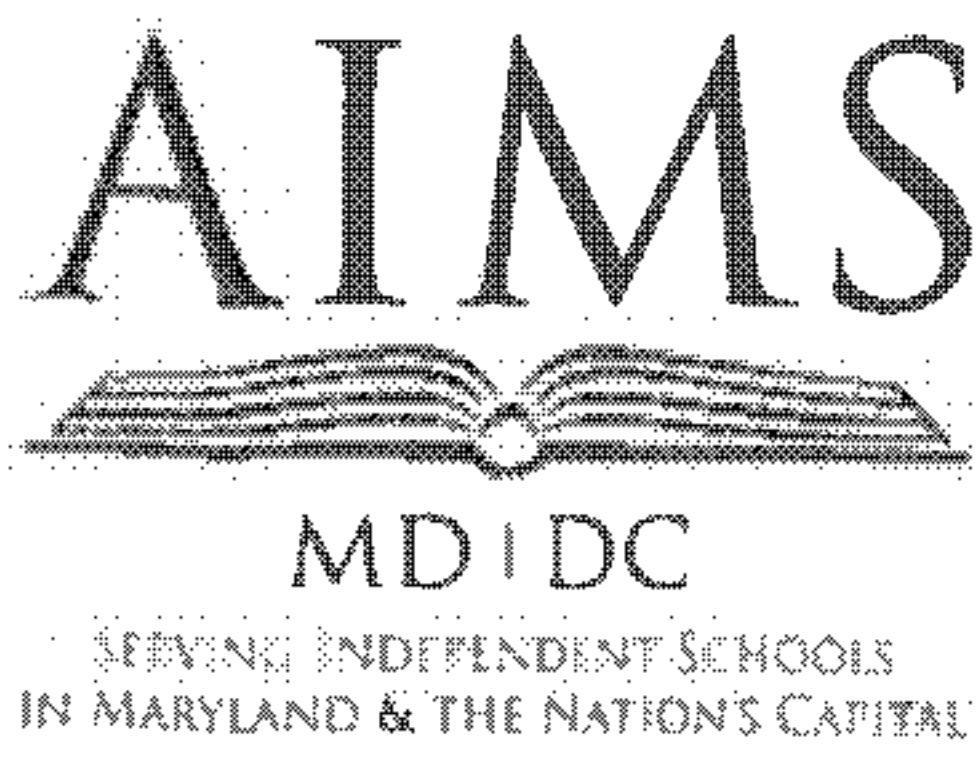
Sincerely,

A handwritten signature in cursive script that reads "A. Blaine Hawley".

A. Blaine Hawley
President, MAESP

Deborah S. Drown, Executive Director
9752 Gudel Drive • Ellicott City, MD 21042
Office 410-961-2360 • Fax 410-465-4230
debbiedrown@verizon.net





ASSOCIATION OF INDEPENDENT MARYLAND & DC SCHOOLS

890 Airport Park Road, Suite 103
Glen Burnie, MD 21061-2561

410-761-3700 (Baltimore)
301-858-6311 (Washington)
Fax 410-761-5771

www.aimsmddc.org
info@aimsmddc.org

Executive Director
Ronald S. Goldblatt

President
Peter A. Barrett
St. Patrick's Episcopal Day School

Vice President
Andrew D. Martire, Ed.D.
Calvert School

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Daniel J. Paradis
The Park School of Baltimore

John E. Schmick
Gilman School

Gregory J. Ventre
Glencol Country School

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

September 27, 2011

Dear Dr. Sadusky:

The Association of Independent Maryland & DC Schools strongly supports the application of the Maryland State Department of Education (MSDE) to the U.S. Departments of Education and Health and Human Services for the Race To The Top-Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's at-risk children through the Early Learning Challenge Grant.

Sincerely,

Ronald S. Goldblatt
Executive Director

27154





colp

State Office
5 Central Avenue
Glen Burnie, MD 21061
(410) 760-6221 · (410) 760-6223
(800) 707-7972 · (410) 6344 Fax
Email: office@mdpta.org
Website: www.mdpta.org

October 10, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Maryland Parents and Teachers Association strongly supports the application of the Maryland State Department of Education (MSDE) to the U.S. Departments of Education and Health and Human Services for the Race To The Top- Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

Maryland PTA continues to be committed to forming and supporting strong family school partnerships to promote Early Childhood learning/school readiness with the noted importance of parents and caregivers as partners in their child's academic success.

The Mission of the PTA is threefold:

*To support and speak on behalf of children and youth in the schools, in the community, and before government bodies and other organizations that make decisions affecting children;
To assist parents in developing the skills they need to raise and protect their children; and
To encourage parent and public involvement in the public schools of this nation*

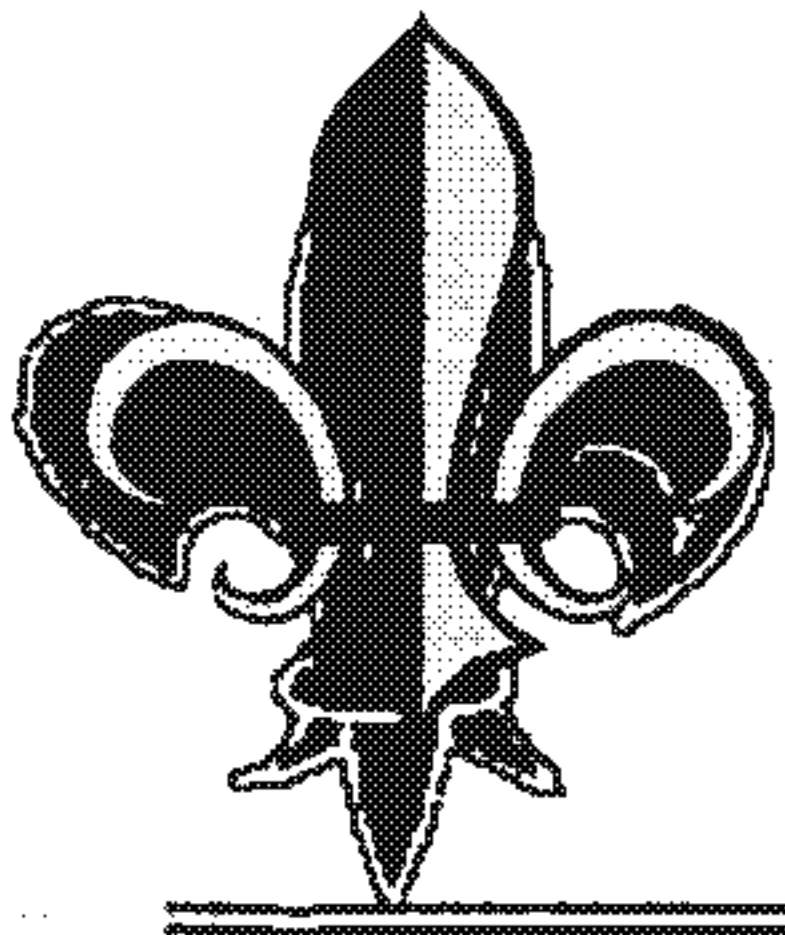
The Maryland Parents and Teachers Association will commit to strategic coordination with the Maryland State Department of Education and other early childhood partners and support Maryland's Early Learning Standards and MD EXCELS to achieve the goals of Maryland's State Plan for the Early Learning Challenge Grant

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's at-risk children through the Early Learning Challenge Grant.

Sincerely,

A handwritten signature in cursive script that reads "Kay Romero".

Kay Romero, President



PUBLIC SCHOOL SUPERINTENDENTS' ASSOCIATION OF MARYLAND

Carl D. Roberts, Ed. D.
Executive Director

1641 Ingleside Avenue
Perryville, MD 21903
Phone: 410-642-6505
Fax: 410-642-6506
Cell: 443-206-3068

September 22, 2011

Dr. Bernard J. Sadusky
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Sadusky,

The twenty-four local school system superintendents who make up the membership of the Public School Superintendents' Association of Maryland support the application of the Maryland State Department of Education for the Race to the Top – Early Learning Challenge Grant. Over the past decade, all school systems in Maryland have demonstrated a strong commitment to early childhood education through expanding access to prekindergarten and implementing full-day kindergarten. Twenty-two of twenty-four school systems have established Judy Center Partnerships between Title 1 elementary schools and related partners within school attendance areas. Performance and behavioral results have demonstrated that this initiative has had great benefit to low income students as well as English Language Learners.

Local school system personnel under the leadership of our members will continue to collaborate with your staff to support the implementation of the Early Learning Challenge initiative. As you are aware, all Maryland school systems currently are working to facilitate the transition to the Common Core standards and assessments. Successful obtainment of this grant will assist in strengthening of the alignment between preschool programs and elementary schools. Any effort to build effective partnerships between the school and the community, especially with Title 1 schools, will only create more positive learning experiences for students and their families. Superintendents fully understand the need to strengthen early childhood curricula that results in greater knowledge and literacy for these students during their most receptive learning years.

Maryland public schools continue to demonstrate excellence with every measure. However, given the significant challenges that confront our students' collective futures, we must not become complacent. The Early Learning Challenge Grant will assist our school systems as we continue to address early childhood learning needs in a most difficult economic environment.

Sincerely yours,

Carl D. Roberts, Ed. D.

Maryland SICC

STATE INTERAGENCY COORDINATING COUNCIL

Maryland State Department of Education
Division of Special Education/Early Intervention Services
Early Childhood Intervention & Education Branch
200 W. Baltimore Street, 9th floor, Baltimore, MD 21201
(410) 767-0261

September 8, 2011

To Whom It May Concern:

The Maryland State Interagency Coordinating Council (SICC) strongly supports the Race to the Top-Early Learning Challenge grant proposal of the Maryland State Department of Education (MSDE) to expand and improve early learning and development systems for children birth through age five throughout the State and to build a more cohesive and unified approach to supporting young children and their families. By increasing access to early learning programs and by improving the quality of these programs, Maryland will ensure that all young children, including children with disabilities, have the opportunity to enter kindergarten with the skills, knowledge, dispositions and family support that is needed to succeed in school and improve results.

With Race to the Top-Early Learning Challenge grant funds, Maryland will be able to enhance existing private and public early childhood partnerships so that many more children from low-income families, children with disabilities, and children with other special needs have access to evidenced-based early learning and development programs and are able to start kindergarten with a strong foundation for future learning. This approach will result in improved early childhood program coordination and implementation with a focus on providing families the information they need to encourage the development and learning for their children. This information is critical for families of children with disabilities to assist them to choose an early learning program that best addresses the individualized learning challenges of their young children and the priorities of their families.

Finally, this grant funding will enable Maryland to improve the skills of the early childhood workforce. This will be accomplished by expanding the training opportunities through partnerships with institutions of higher education on topics including, but not limited to developmental screening, socio-emotional development and nutrition.

The SICC is represented on the core planning committee for this Maryland grant initiative and recognizes the potential benefit for **all** young children and their families in Maryland.

Sincerely,



Kelli Piscano-Nelson

Chairperson, State Interagency Coordinating Council

Maryland SESAC

SPECIAL EDUCATION STATE ADVISORY COUNCIL

Maryland State Department of Education
Division of Special Education/Early Intervention Services
200 W. Baltimore Street, 9th Floor, Baltimore, Maryland 21201

September 12, 2011

To whom it may concern:

The Maryland Special Education State Advisory Committee (SESAC) supports the Race to the Top-Early Learning Challenge grant proposal prepared by the Maryland State Department of Education (MSDE). It will help to expand and improve early learning and development systems for children birth through age five throughout the State through a more cohesive and unified approach to supporting young children and their families. By increasing access to early learning programs and by improving the quality of these programs, Maryland will ensure that all children, including children with disabilities, have the opportunity to enter kindergarten with the skills, knowledge, and family support that is needed to improve measurable outcomes.

With Race to the Top-Early Learning Challenge grant funds, Maryland will be able to enhance existing private and public early childhood partnerships so that many more children from low-income families and children with disabilities have access to evidenced-based early learning programs. Families will be provided the information they need to encourage their child's development and learning and will have assistance in choosing an early learning program that best addresses the unique needs of their child and family.

This grant funding will also enable Maryland to improve the skills of the early childhood workforce. This will be accomplished by expanding training opportunities through partnerships with institutions of higher education on topics including, but not limited to developmental screening, socio-emotional development and nutrition.

In order to increase access, improve partnerships and expand training, it is important that MSDE utilize and expand the efforts already in existence across the State. The result should lead to greater access for children with disabilities in high quality early learning programs where they can participate, play and learn with their non-disabled peers.

Sincerely,



Rachel London

Chairperson

Special Education State Advisory Committee

MARYLAND PROVIDER

Maryland State Family Child Care Association

September 28, 2010

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Maryland State Family Child Care Association (MSFCCA) is a statewide professional association of registered family child care providers organized in 1983. Twenty-two local associations in all thirteen Office of Child Care (OCC) licensing regions, representing approximately 2,500 providers, are now members of MSFCCA.

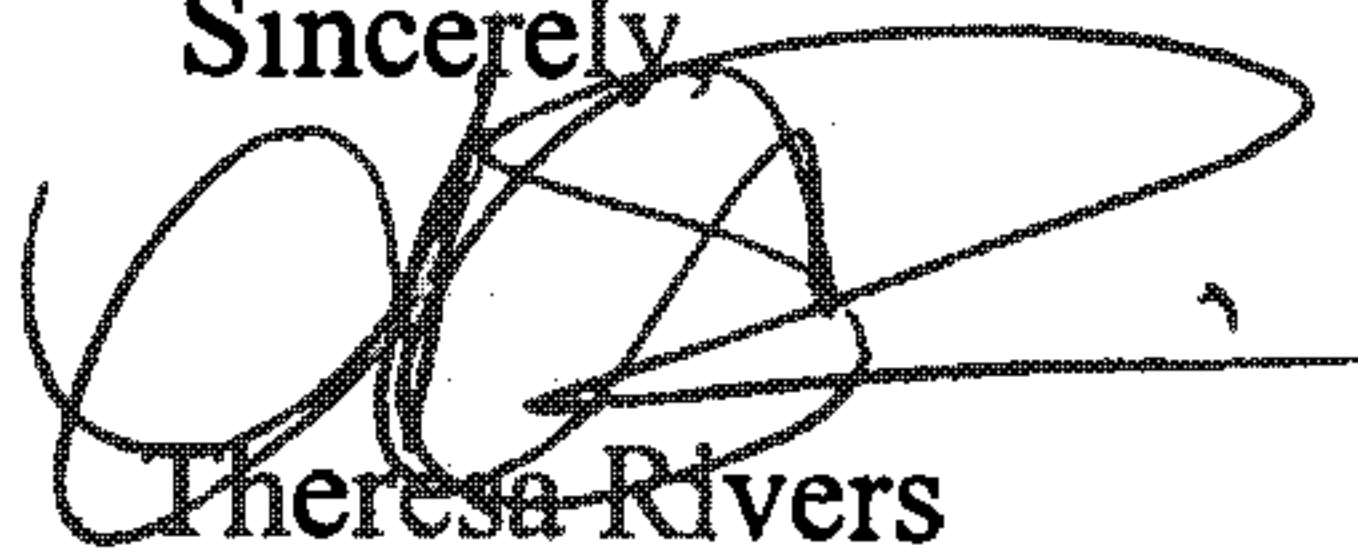
The mission of the MSFCCA is to promote and enhance our profession by advocating for family child care providers, and collaborating with local association and advocacy groups for quality care for all children.

The MSFCCA strongly supports the application of the Maryland State Department of Education to the U.S. Departments of Education and Health and Human Services for the Race To The Top-Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

The MSFCCA will commit to strategic coordination with the Maryland State Department of Education, support Maryland's Early Learning Standards, and participate in MD EXCELS with MSDE and other early childhood partners to achieve the goals of Maryland's State Plan for the Early Learning Challenge Grant

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's at-risk children through the Early Learning Challenge Grant.

Sincerely,



Theresa Rivers
President
1-888-909-1035



Maryland State Child Care Association

12808-B Ocean Gateway
Queen Anne, Maryland 21657
Phone: (410)-820-9196
Toll-free: (877) 820-9196
Email: mcca@goeaston.net
Website: MSCCA.org

**Caring For Maryland's Most
Important Natural Resource™**

September 23, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

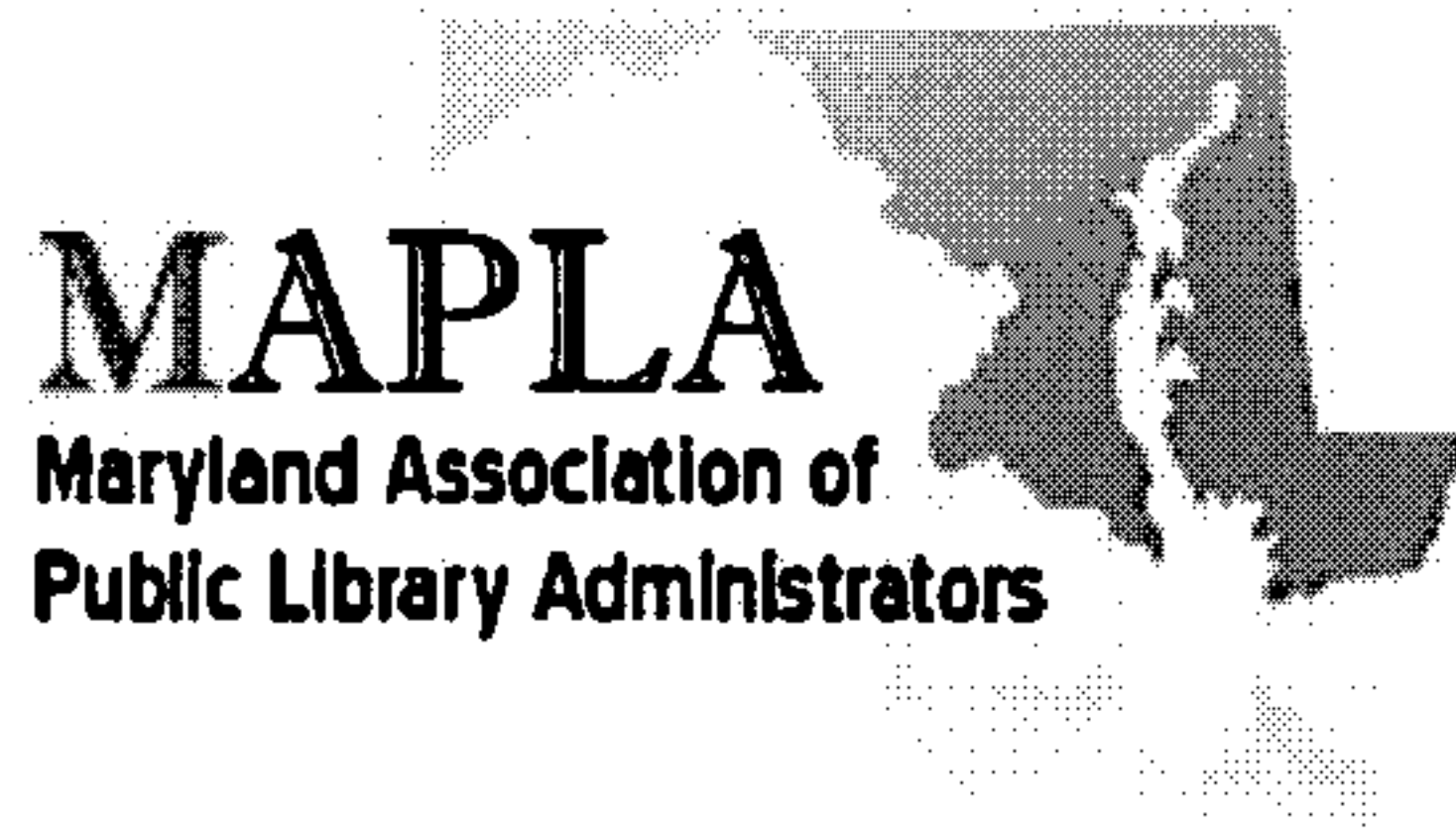
The Maryland State Child Care Association (MSCCA) strongly supports the application of the Maryland State Department of Education for the Race to the Top- Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

To fully achieve a coordinated early care and education service delivery system in Maryland, we will work together with the Maryland State Department of Education and other key players that focus on early childhood education and care. The MSCCA plans on coordinating training, providing a mentoring relationship with providers and any other type of supports that will make quality early childhood programs accessible to all children. MSCCA has worked hand-in-hand with the Maryland State Department of Education on many quality initiatives and we look forward to working together throughout the coming years to provide all children with a bright future and quality early childhood experiences.

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

Sincerely,

Jennifer A. Nizer, M. Ed.
President
Maryland State Child Care Association



September 26, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The *Maryland Association of Public Library Administrators (MAPLA)* strongly supports the application of the Maryland State Department of Education (MSDE) to the U.S. Departments of Education and Health and Human Services for the Race To The Top- Early Learning Challenge Grant and is committed to strengthening the quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

The *Maryland Association of Public Library Administrators (MAPLA)* represents the Library Directors and Administrators in Maryland. Over the past decade, Maryland's public libraries have collaborated extensively with local and state partners to help all children begin to learn from birth and to be fully ready for Kindergarten. All of Maryland's 24 library systems see this outcome as one of their critical missions. We look forward to increasing this collaboration as we work with MSDE and the other grant partners to achieve a coordinated early care and education service delivery system in Maryland. One hundred library branches across the state serve Title I School Districts.

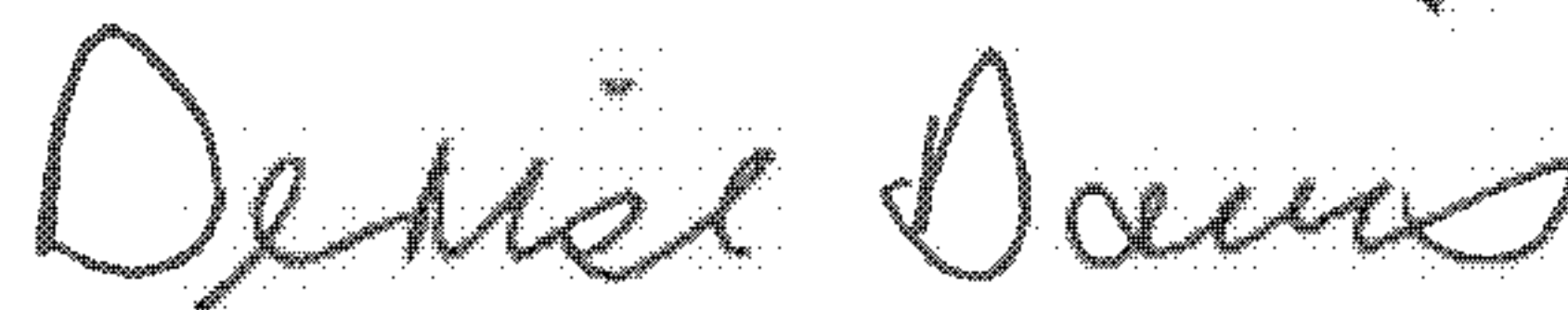
By December 31, 2015, all county libraries serving Title I school districts will create:

- **A Library Family Advisory Council** which will establish a draft set of goals and objectives aligned with the Maryland Model for School Readiness and Maryland Healthy Beginnings. These councils will be composed of parents/caregivers in the Title I neighborhoods. The members of these councils will advise the staff on the kinds of services and resources they would like to have in their library.

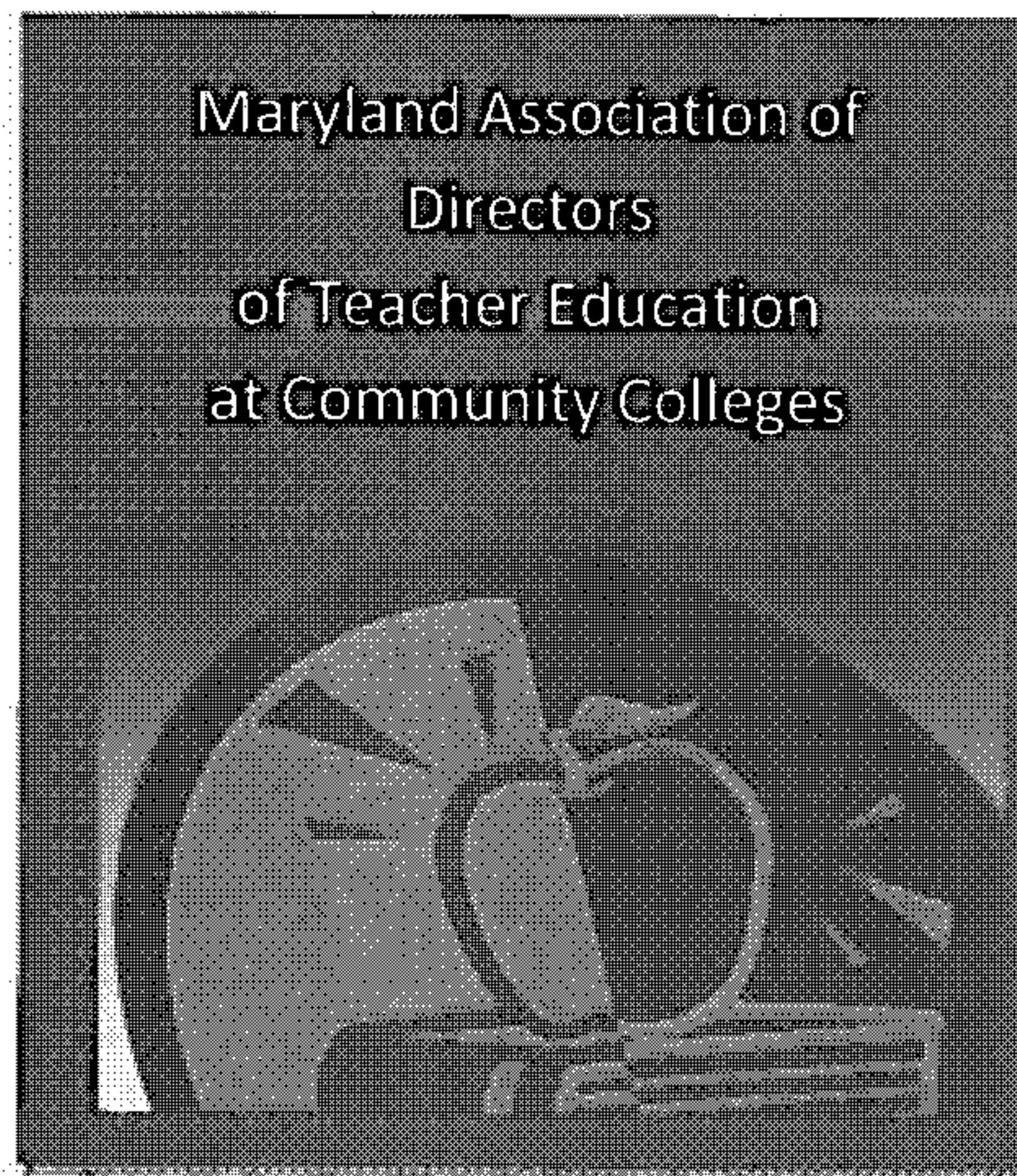
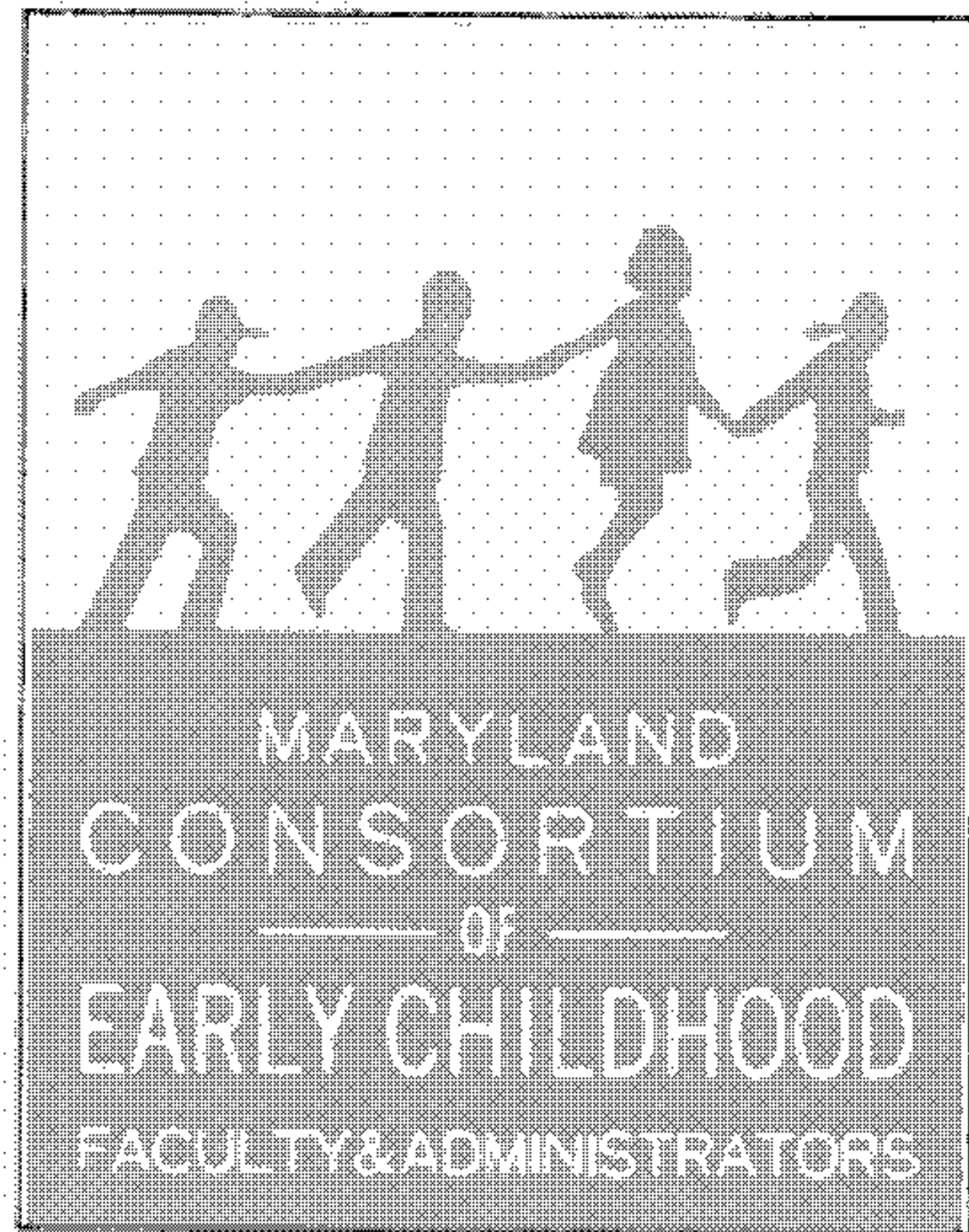
- **A Family Information Center** which will focus on family engagement and information as outlined in the Early Learning Challenge state plan.

The *Maryland Association of Public Library Administrators (MAPLA)* fully supports this application and is committed to advancing the school readiness, health, and the well-being of Maryland's at-risk children through the Early Learning Challenge Grant.

Sincerely,



Denise Davis, President
Maryland Association of
Public Library Administrators (MAPLA)
c/o Cecil County Public Library
301 Newark Avenue
Elkton, MD 21921-5441



September 30, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

RECEIVED
OCT 03 2011
Per _____

Dear Dr. Sadusky:

The Maryland Consortium of Early Childhood Faculty & Administrators and the Maryland Association of Directors of Teacher Education at Community Colleges (MADTECC) strongly supports the application of the Maryland State Department of Education to the U.S. Departments of Education and Health and Human Services for the Race To The Top - Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

The Maryland Consortium of Early Childhood Faculty in Two and Four-Year Colleges and MADTECC will commit to strategic coordination with the Maryland State Department of Education and other early childhood partners around higher education and support Maryland's Early Learning Standards and MD EXCELS to achieve the goals of Maryland's State Plan for the Early Learning Challenge Grant.

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

Sincerely,

Stacie Q. Burch
Chair, Maryland Consortium of Early Childhood
Faculty & Administrators
Assistant Director, TEACH Institute
Anne Arundel Community College
sqburch@aacc.edu

Colleen Eisenbeiser
Chair, Maryland Association of Directors of
Teacher Education at Community Colleges
Director, TEACH Institute
Anne Arundel Community College
ckeisenbeiser@aacc.edu



27167



Service Employees International Union, Local 500, CTW, CLC

Merle Cuttitta, President

901 Russell Avenue, Suite 300, Gaithersburg, MD 20879

301.740.7100 Fax: 301.740.7139

Toll Free: 888.871.8659

October 10, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Service Employees International Union, Local 500, the union of Family Child Care Providers in the State of Maryland strongly supports the application of the Maryland State Department of Education for the Race to the Top- Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

To fully achieve a coordinated early care and education service delivery system in Maryland, we will work together with the Maryland State Department of Education to ensure that Child Care providers, particularly those that work in low-income neighborhoods and with at-risk populations, are fully aware and able to participate in quality training.

SEIU Local 500 is committing to ensuring that our child care providers have access to quality child care training to increase their skills. But we are also supportive of this program as the voice of working families in the State of Maryland. We know that working families rely on child care to allow them to work but that child care must be of good quality if we want our children to succeed in the future.

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

Respectfully,

Merle Cuttitta
President

Betty Montgomery
Executive Vice President

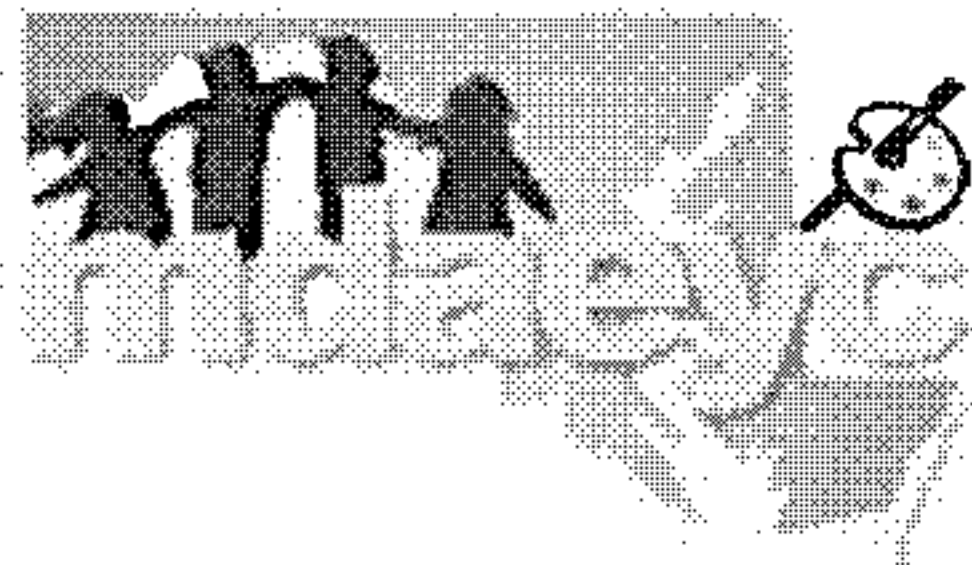
Joseph Hallowell
Secretary

Ruth Musicante
Treasurer

David Rodich
Executive Director

www.seiu500.org





Maryland Association for the Education of Young Children
3185 West Ward Road, Dunkirk, MD 20754

September 28, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

We are writing on behalf of the Maryland Association for the Education of Young Children (MDAEYC), which is the State affiliate for the National Association for the Education of Young Children (NAEYC). Our association represents over 1600 members in the State of Maryland that work in the field of early childhood care and education.

The Maryland Association for the Education of Young Children strongly supports the application of the Maryland State Department of Education to the U.S. Departments of Education and Health and Human Services for the Race to the Top - Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and increasing access to high-quality early learning programs for all children, including those with high needs. MDAEYC members have historically identified these issues as our public policy platform. As such, MDAEYC members regularly advocate at the State and Federal levels for these important services, as members continue to recognize these as needs within the communities.

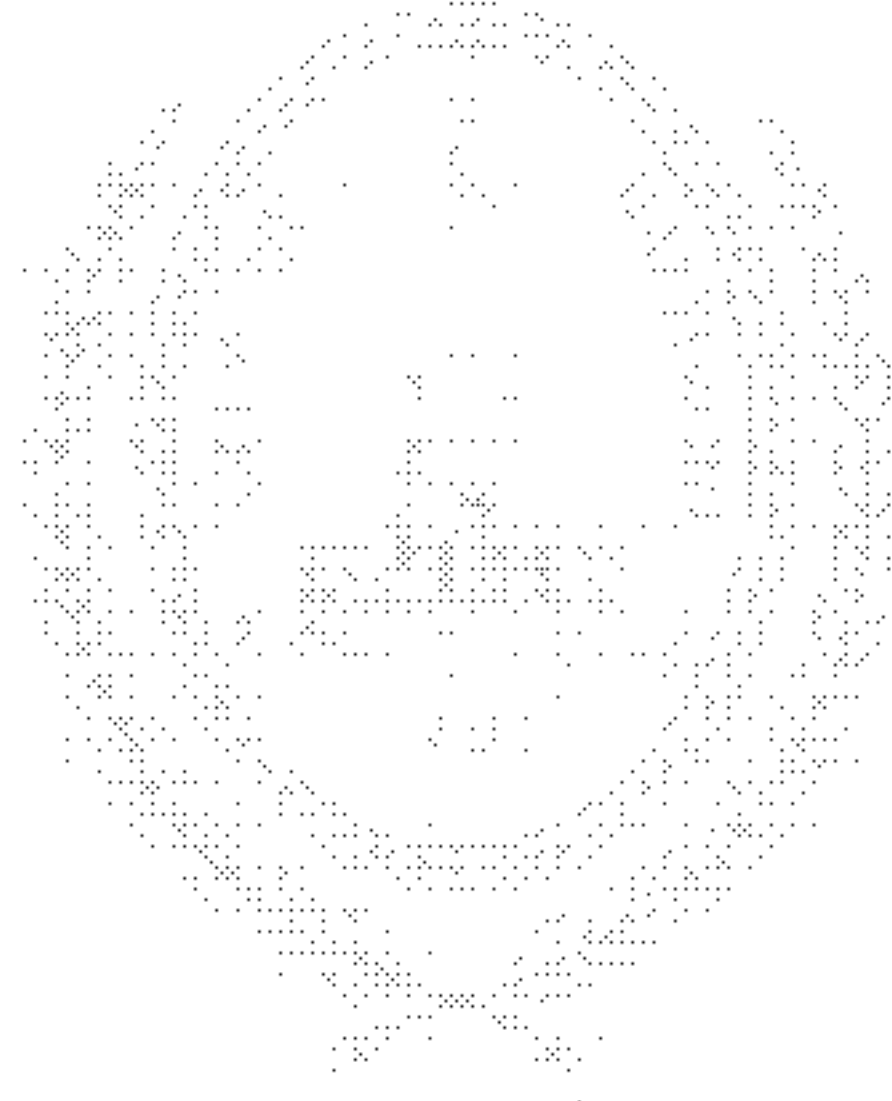
To support these efforts, the Maryland Association for the Education of Young Children will continue to serve on the State Advisory Council on Early Childhood Education and Care, commit to strategic coordination with the Maryland State Department of Education and other early childhood partners, and support Maryland's Early Learning Standards and the implementation of MD EXCELS to achieve the goals of Maryland's State Plan for the Early Learning Challenge Grant.

As part of MDAEYC's commitment toward the Early Learning Challenge Grant, we have agreed to partner with the Maryland State Child Care Association to provide a combined financial donation of Five Thousand Dollars (\$5,000) to support implementation of these initiatives should Maryland be awarded this grant. We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of all of Maryland's children, especially those with high needs, through the Early Learning Challenge Grant.

Sincerely,

Tracy Jost & Bonnie Mackintosh

Tracy Jost & Bonnie Mackintosh
Co-Presidents



STEPHANIE RAWLINGS-BLAKE
MAYOR

*100 Holliday Street, Room 250
Baltimore, Maryland 21202*

October 7, 2011

Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Baltimore City Mayor's Office supports the application of the Maryland State Department of Education for the Race to the Top- Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

Improving the lives of Baltimore's children, youth, and families is a central priority of Mayor Stephanie Rawlings-Blake's administration. Mayor Rawlings-Blake's vision for youth is simple -- every Baltimore City youth will be ready to learn when they enter school and ready to earn when they leave school. In order to ensure that Baltimore's youth have a fresh start to healthy, productive lives, it is imperative that they have access to quality, early child care and education services. To fully achieve a coordinated early care and education service delivery system in Maryland, we will work together with the Maryland State Department of Education and its partners to identify opportunities to strengthen the development and provision of such services to youth in the targeted catchment area in Baltimore City.

We support this application and look forward to exploring opportunities for collaboration to advance the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

Sincerely,



Thomasina Niers
**Deputy Chief of Staff/
Director – Mayor's Office of Human Services**

c: Stephanie Rawlings-Blake, Mayor
Peter C. O'Malley, Chief of Staff
Kaliope Parthemos, Deputy Mayor



September 28, 2011

RECEIVED
OCT 06 2011
Per _____

BALTIMORE
HOUSING

STEPHANIE
RAWLINGS-BLAKE
Mayor

PAUL T. GRAZIANO
Executive Director, HABC
Commissioner, HCD

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

Baltimore City Head Start strongly supports the application of the Maryland State Department of Education (MSDE) to the U.S. Departments of Education and Health and Human Services for the Race To The Top Early Learning Challenge Grant and is committed to strengthening the quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

We will assist MSDE in achieving a community- coordinated early care and education service delivery system through the Maryland Early Childhood Breakthrough Center Initiative. The Initiative will establish elementary school partnerships with Head Start, Judy Centers, child care centers and prekindergartens in schools which feed into the identified Breakthrough Center middle and high schools. Through this partnership, we will:

- Strengthen the alignment of early childhood standards and assessment between preschool programs and elementary schools;
- Participate in professional collaboration between school personnel and early childhood partners, particularly strategies to improve the quality of early childhood programs in Title 1 school attendance areas; and
- Engage families in their child's transition from Head Start to elementary school in collaboration with the school.

Baltimore City Head Start fully supports this application and is committed to advancing the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant. Through this effort we will increase the number of children with readiness skills needed to be successful in school and life.

Sincerely,

Shannon Burroughs-Campbell
Chief Operating Officer
Baltimore City Head Start

27181





COMMUNITY ACTION BOARD

September 27, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

On behalf of the Montgomery County Head Start Program, the Montgomery County Community Action Board strongly supports the application of the Maryland State Department of Education to the U.S. Departments of Education and Health and Human Services for the *Race to the Top - Early Learning Challenge Grant*. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

The Montgomery County Head Start Program commits to strategic coordination with the Maryland State Department of Education and other early childhood partners to address children's health, social/emotional, and cognitive outcomes that contribute to school readiness and child well-being. Our Head Start program exemplifies collaboration, with a strong partnership between Montgomery County's Community Action Agency and Community Action Board as the grantee, with Montgomery County Public Schools as our delegate agency; we have partnered successfully for 46 years.

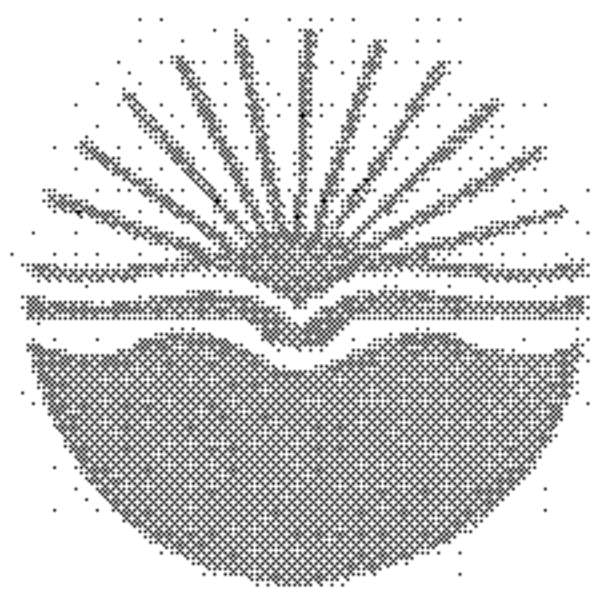
We fully support the Maryland State Department of Education's application and look forward to furthering our group efforts to achieve the goals of Maryland's State Plan for the Early Learning Challenge Grant – working to assure that our young children are “fully ready” for kindergarten.

Sincerely,

Steven Galen
Chairperson

Department of Health and Human Services • Office of Community Affairs • Community Action Agency

2424 Reddie Drive, 2nd Floor, Suite 238 • Wheaton, Maryland 20902
240-777-1697 (Voice or via MD Relay @ 711) • 240-777-3295 FAX
www.montgomerycountymd.gov/hhs



September 28, 2011

RECEIVED

SEP 30 2011

Per _____

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Anne Arundel County Public Library (AACPL) strongly supports the application of the Maryland State Department of Education (MSDE) to the U.S. Departments of Education and Health and Human Services for the Race To The Top- Early Learning Challenge Grant and is committed to strengthening the quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

AACPL has collaborates with local and state partners to help all children begin to learn from birth and to be fully ready for Kindergarten. This one of our most important missions. We look forward to increasing this collaboration as we work with MSDE and the other grant partners to achieve a coordinated early care and education service delivery system in Maryland. Eight of our library branches serve Title I schools. We support the following goals included in the MSDE Race to the Top Early Learning Challenge Grant.

By December 31, 2015, all county libraries serving Title I school districts will create:

- **A Library Family Advisory Council** which will establish a draft set of goals and objectives aligned with the Maryland Model for School Readiness and Maryland Healthy Beginnings. These councils will be composed of parents/caregivers in the Title I neighborhoods. The members of these councils will advise the staff on the kinds of services and resources they would like to have in their library.
- **A Family Information Center** which will focus on family engagement and information as outlined in the Early Learning Challenge state plan.

AACPL fully supports this application and is committed to advancing the school readiness, health, and the well-being of Maryland's at-risk children through the Early Learning Challenge Grant.

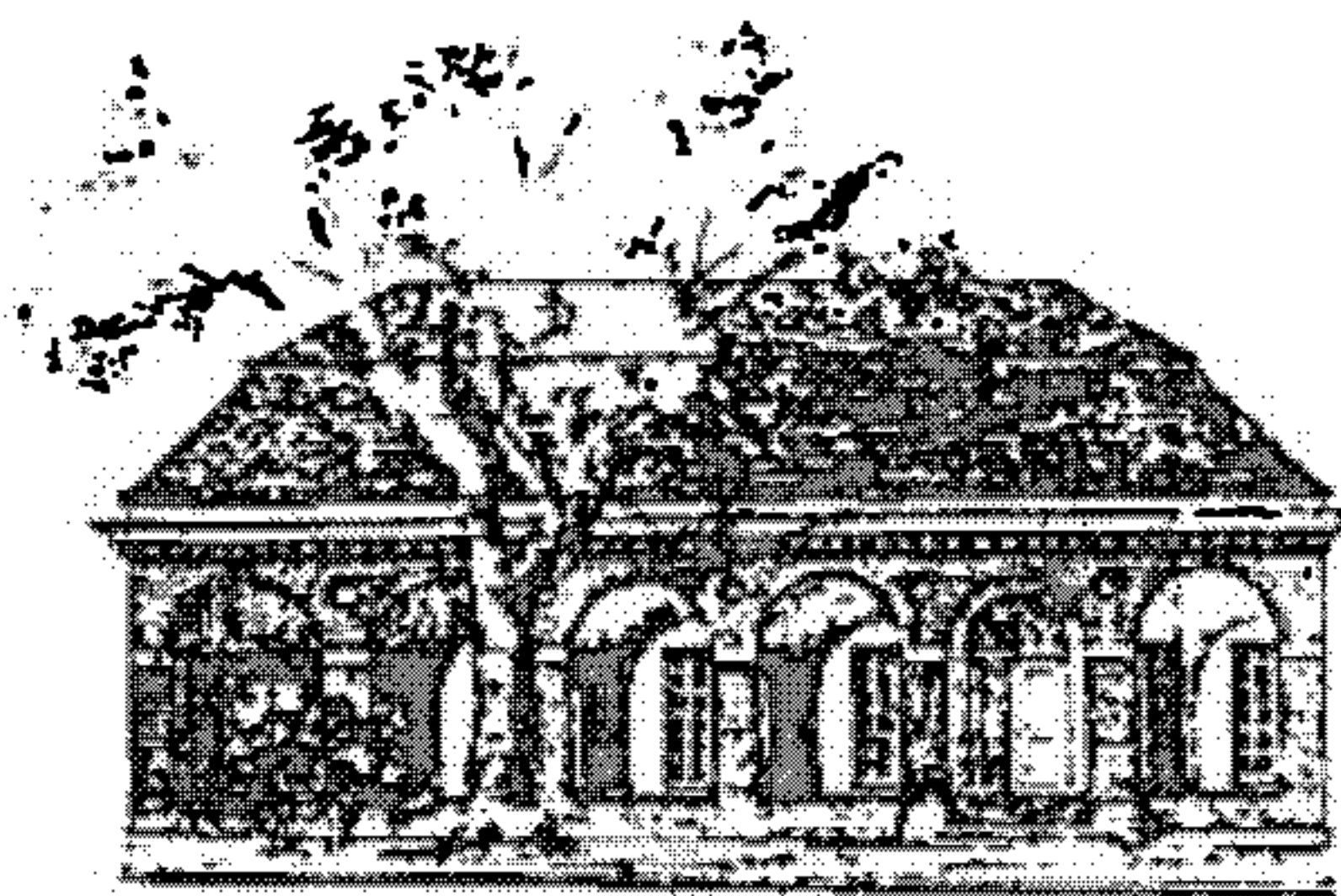
Sincerely,

Hampton "Skip" Auld
Administrator

HA/dd

27161





DORCHESTER COUNTY PUBLIC LIBRARY

303 GAY STREET

CAMBRIDGE, MARYLAND 21613

1-410-228-7331 • 1-410-228-6313 (Fax)

www.dorchesterlibrary.org

September 27, 2011

Bernard J. Sadusky, Ed.D, Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Dorchester County Public Library strongly supports the application of the Maryland State Department of Education (MSDE) to the U.S. Departments of Education and Health and Human Services for the Race To The Top- Early Learning Challenge Grant and is committed to strengthening the quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

Over the past decade, Maryland's public libraries have collaborated extensively with local and state partners to help all children begin to learn from birth and to be fully ready for kindergarten. We look forward to increasing this collaboration as we work with MSDE and the other grant partners to achieve a coordinated early care and education service delivery system in Maryland.

By December 31, 2015, the Dorchester County Public Library will create:

- **A Library Family Advisory Council** which will establish a draft set of goals and objectives aligned with the Maryland Model for School Readiness and Maryland Healthy Beginnings. This council will be composed of parents/caregivers in the Title I neighborhoods. The members of this council will advise the staff on the kinds of services and resources they would like to have in their library.
- **A Family Information Center** which will focus on family engagement and information as outlined in the Early Learning Challenge state plan.

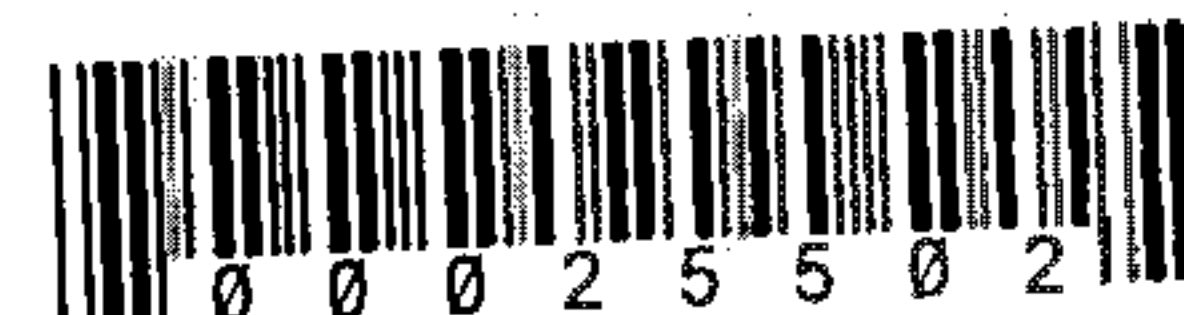
The Dorchester County Public Library fully supports this application and is committed to advancing the school readiness, health, and the well-being of the county's at-risk children through the Early Learning Challenge Grant.

Sincerely,

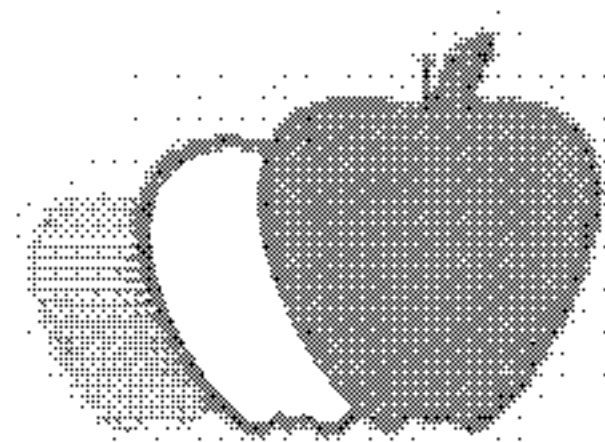


Jean S. Del Sordo, Library Administrator

cc: Irene Padilla



27153



TALBOT COUNTY
Public Schools

...each student will learn, grow and succeed

Karen B. Salmon, Ph.D.
Superintendent of Schools

P.O. Box 1029
Easton, Maryland 21601-1029
Phone: (410) 822-0330
Fax: (410) 820-4260
www.talbotschools.org

Monica D. Heinsohn
President, Board of Education
Juanita S. Hopkins, Esq.
Vice President, Board of Education

October 1, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Talbot County Public Schools strongly supports the application of the Maryland State Department of Education for the Race To The Top- Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increase access to high-quality early learning programs for all children, including those with high needs.

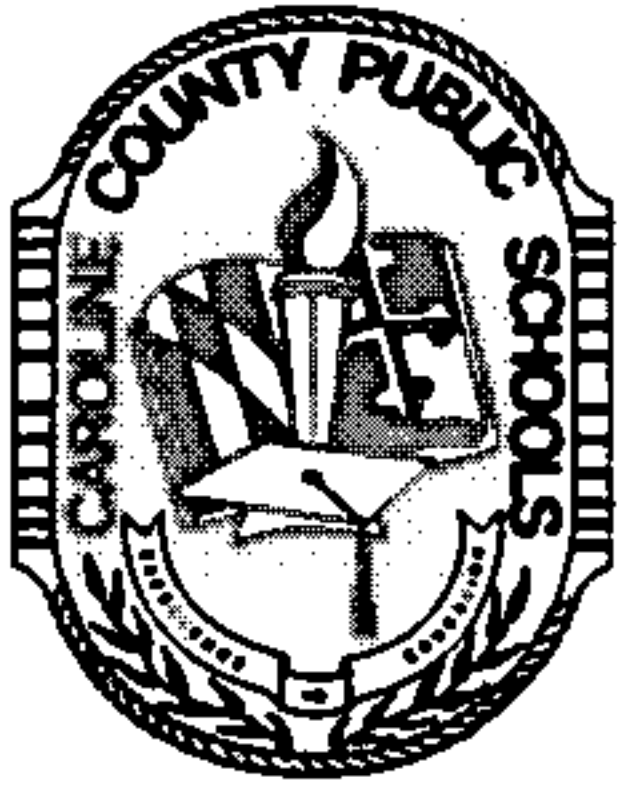
To fully achieve a coordinated early care and education service delivery system in Maryland, we will work together with the Maryland State Department of Education and our early childhood community providers. The Talbot County Judy Center Partnership will most certainly be involved in assisting families in securing the needed services and early education opportunities for both children and parents to ensure that students are entering school ready to learn. We will also do our best to provide professional development opportunities to staff working with our early learners and their families in order to enhance the quality of their learning environments.

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well being of Maryland's high need children through the Early Learning Challenge Grant.

Sincerely,

Karen B. Salmon, Ph.D.

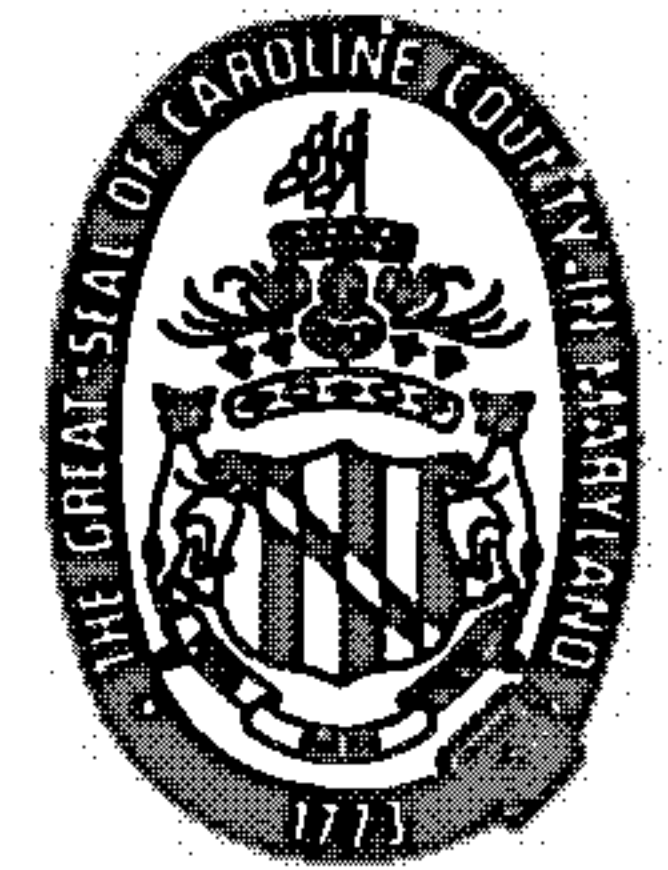
ACCREDITED K-12 BY THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS



Caroline County Public Schools

204 Franklin Street
Denton, Maryland 21629

September 22, 2011



KHALID N. MUMIN, Ed.D.
SUPERINTENDENT OF SCHOOLS

TELEPHONE: 410-479-1460
FAX: 410-479-0108
HOME PAGE: cl.k12.md.us

Dr. Bernard J. Sadusky
Interim State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

Dear Dr. Sadusky,

The Caroline County Public Schools fully supports the application for the Race To The Top Early Learning Challenge Grant. We understand that the early learning years are a critical period in the intellectual development of our children. Caroline County is a rural school district with a high percentage of economically disadvantaged children who would benefit from the learning experiences provided by attending quality early learning programs. These programs would better prepare our children for school and increase their chances for success throughout their educational career.

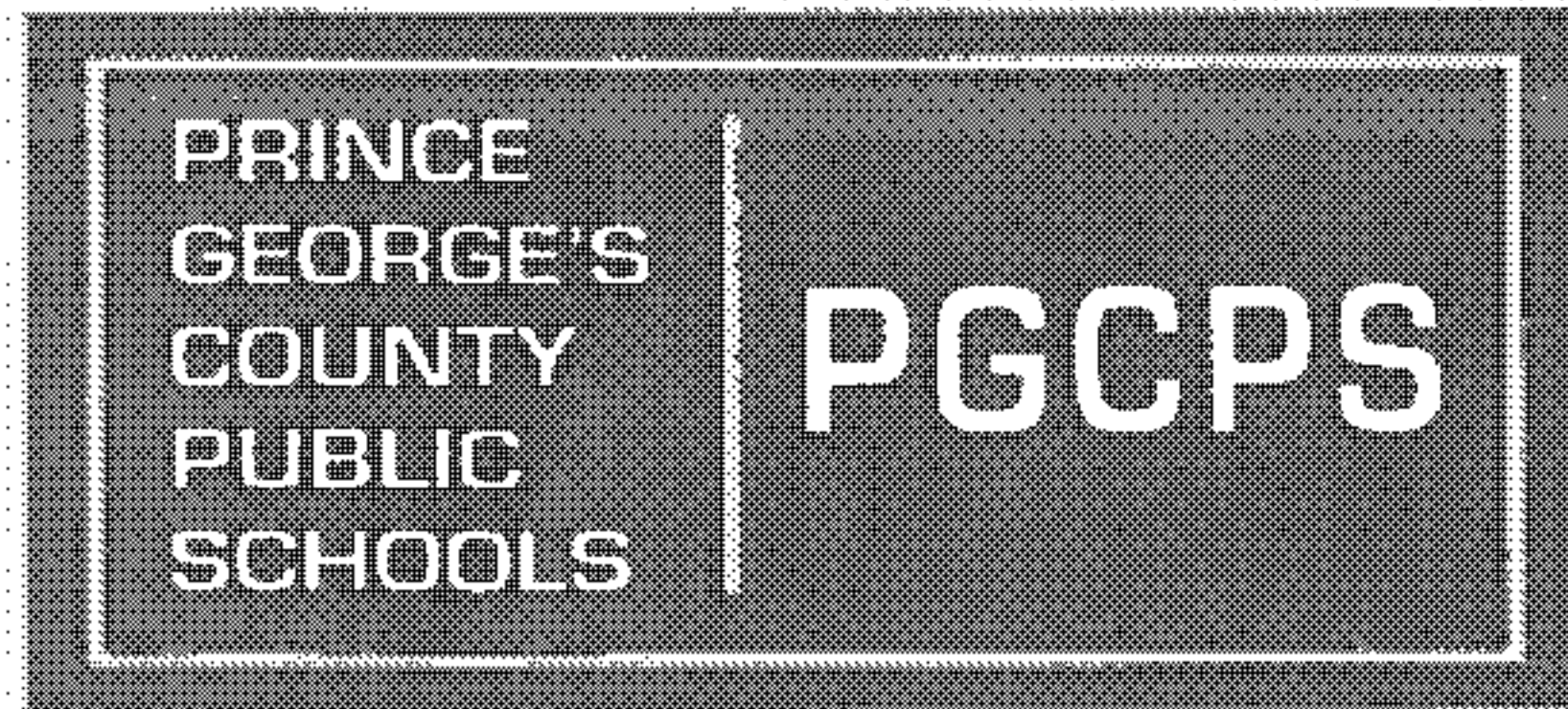
Due to the limited number of formal daycare settings available for young children to attend in Caroline County, access to quality early learning programs are crucial to provide better learning opportunities for the children who need the support the most. As a school system with limited resources, the grant resources would greatly enhance the quality of the early learning programs we provide for our children. It is essential that the teachers working with our young children possess the knowledge and skills needed to build a good foundation for future learning. High quality professional development aligned with the rigorous content of the Common Core State Curriculum for early learning would enable our teachers to prepare our children for future success in school.

We are committed to ensuring success for all students and look forward to working with the Maryland State Department of Education to improve the quality of the early learning programs in Caroline County. Our children deserve the best opportunity to start school ready to learn.

Sincerely,

A handwritten signature in black ink, appearing to read "Khalid Mumin", written over a large, light-colored oval shape.

Dr. Khalid Mumin
Superintendent of Schools



William R. Hite, Ed.D.
Superintendent of Schools

RECEIVED
OCT 07 2011
Per _____

October 5, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Prince George's County Public School System strongly supports the application of the Maryland State Department of Education (MSDE) to the U.S. Departments of Education and Health and Human Services for the Race To The Top-Early Learning Challenge Grant and is committed to strengthening the quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

The Prince George's County Public School System will assist MSDE to achieve a community- coordinated early care and education service delivery system through the Maryland Early Childhood Breakthrough Center Initiative. The Initiative will establish elementary school partnerships with Head Start, Judy Centers, child care centers and prekindergartens in schools which feed into the identified Breakthrough Center middle and high schools. Through this partnership, we will:

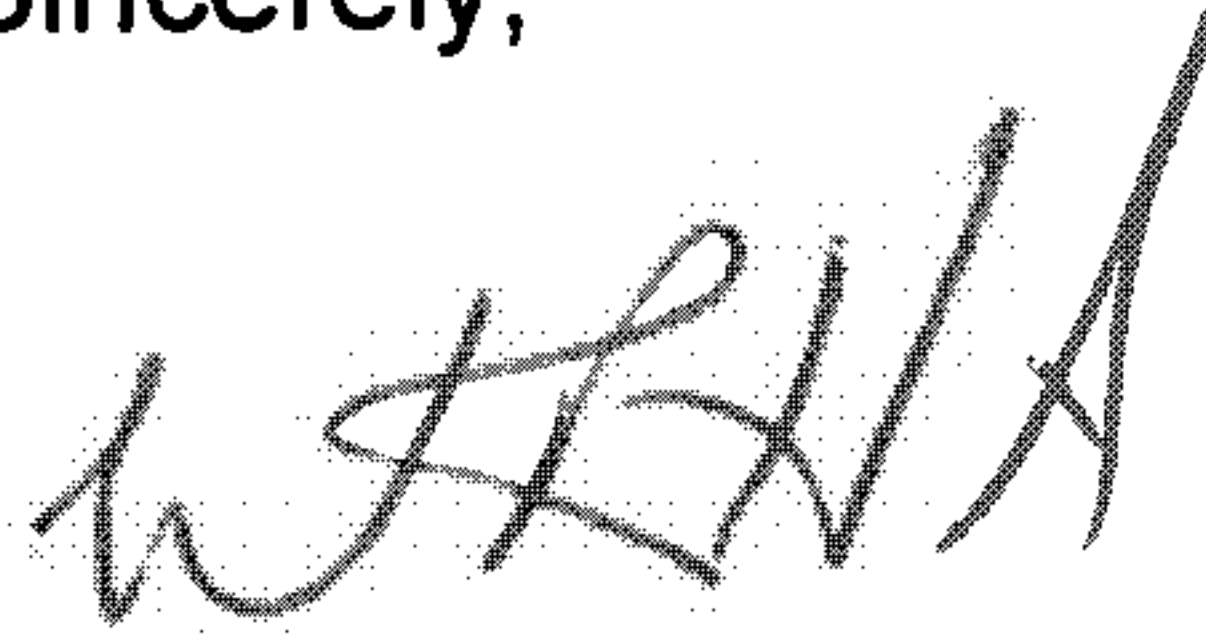
- Strengthen the alignment of Common Core standards and assessment between preschool programs and elementary schools;
- Create a climate of professional collegiality between school personnel and early childhood partners, particularly Challenge Grant strategies improving the quality of early childhood programs in Title 1 school attendance areas;
- Promote community-based initiatives which foster early literacy and early math and science skills; and
- Engage families in their schools' commitment to academic excellence.

27197



The Prince George's County Public School System fully supports this application and is committed to advancing the school readiness and well-being of Maryland's high need children through the Early Learning Challenge Grant. Through this effort we will increase the number of children that enter our schools with the readiness skills needed to be successful in school and life.

Sincerely,



William R. Hite
Superintendent of Schools

WRH:ADA:gw

Attachment

C: Dr. Bonita Coleman-Potter
Dr. A. Duane Arbogast
Dr. Gladys Whitehead
Ms. Diane Bonnani

BALTIMORE CITY
PUBLIC SCHOOLS

Stephanie Rawlings-Blake
Mayor, City of Baltimore

Neil E. Duke, Esq.
Chair, Baltimore City Board of
School Commissioners

Andrés A. Alonso, Ed.D.
Chief Executive Officer

October 4, 2011

Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, Maryland 21201

Dear Dr. Sadusky:

Baltimore City Public Schools (City Schools) strongly supports the application of the Maryland State Department of Education (MSDE) to the U.S. Departments of Education and Health and Human Services for the Race to the Top - Early Learning Challenge Grant. City Schools is committed to strengthening the quality of early learning and development programs, while also increasing access to high quality early learning programs for all children, including those with high needs.

City Schools will assist MSDE in achieving a community- coordinated early care and education service delivery system through the Maryland Early Childhood Breakthrough Center Initiative. The initiative will establish elementary school partnerships with Head Start, Judy Centers, child care centers and pre-kindergartens in schools which feed into the identified Breakthrough Center middle and high schools. Through this partnership, we will:

- Strengthen the alignment of Common Core standards and assessment between preschool programs and elementary schools.
- Create a climate of professional collegiality between school personnel and early childhood partners, particularly Challenge Grant strategies improving the quality of early childhood programs in Title 1 school attendance areas.
- Promote community-based initiatives that foster early literacy and early math and science skills.
- Engage families in their schools' commitment to academic excellence.

City Schools fully supports this application and is committed to advancing the school readiness and well-being of Maryland's high need children through the Early Learning Challenge Grant. Through this effort we will increase the number of children who enter our schools with the readiness skills needed to be successful in school and in life.

Sincerely,



Andrés A. Alonso, Ed.D.
Chief Executive Officer



Congress of the United States

Washington, DC 20510

October 5, 2011

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

We write in strong support of the Maryland State Department of Education's (MSDE) application for the Race to the Top - Early Learning Challenge Grant (RTT-ELC).

Maryland's early childhood system has an outstanding track record. Over the past several years, under the leadership of both Governor O'Malley and then-State Superintendent Dr. Nancy Grasmick, Maryland has extended full-day kindergarten to all children in the state and has expanded prekindergarten as a means to serve more children through publicly funded early education programming. Additionally, Maryland has achieved tremendous success with its homegrown model for providing comprehensive support to children aged zero-to-five, and their families, through our Judy Center Partnerships and the state's network of family support centers. We consider Maryland's existing early education programs national models of excellence.

The combination of leadership and effective programming has contributed to the astounding improvement of children's school readiness for when they enter Kindergarten, especially for those most in-need. The steady increase of Maryland children's school readiness from 49 percent being fully ready for Kindergarten in 2001 to 81 percent being ready in 2010-11 is a clear indication that our early childhood system is working and that Maryland is ready to take it to the next level. If Maryland is successful in earning a grant through this competition, it plans to chart an ambitious course for increasing access and improving quality of early education programs by:

- Revising current content standard and assessments for early learning so that they are vertically aligned with content standards for students in elementary school;
- Revising the state's Quality Rating and Improvement System (QRIS) to include all publicly-funded early education programs in the state;
- Expanding its current scholarship program for aspiring members of the early education workforce to receive an associates in early childhood education;
- Establishing teacher and principal leadership institutes to prepare and cultivate strong instructional and school leaders for the state's public elementary schools that offer Pre-K.

We appreciate your consideration of Maryland's application and would be happy to furnish you, or your staff, with any additional information you may require. Our congressional points of contact are Mario Cardona with Senator Mikulski (202-224-4654) or Amy Schultz with Congressman Hoyer (202-225-3025).

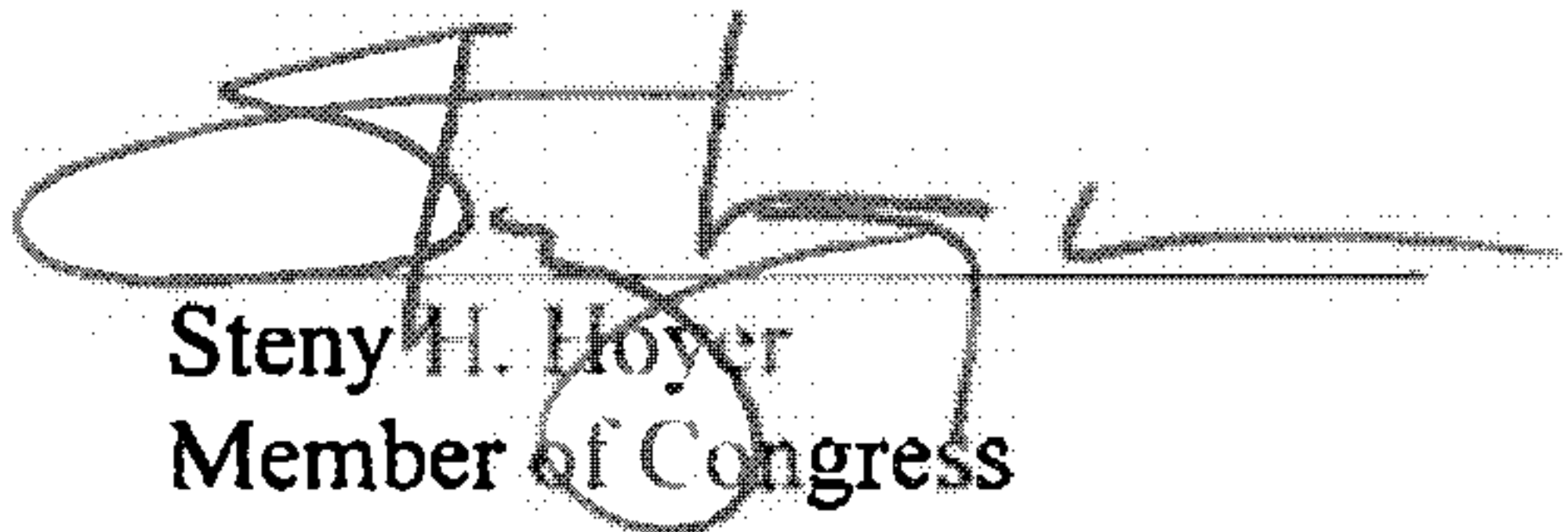
Sincerely,



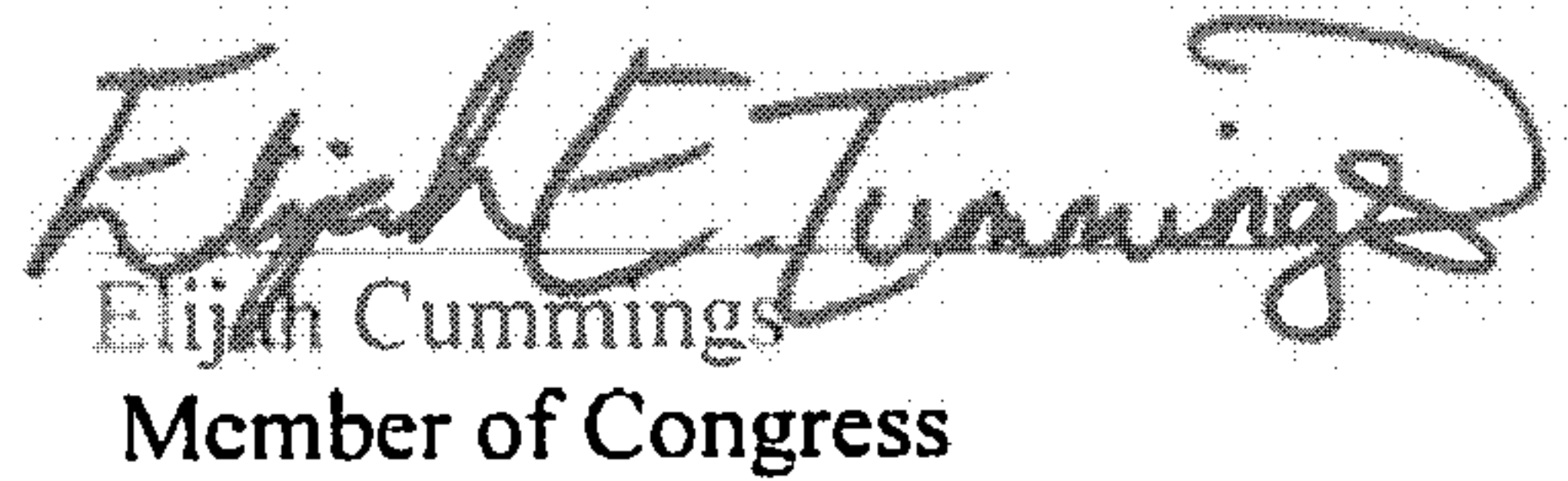
Barbara A. Mikulski
United States Senator



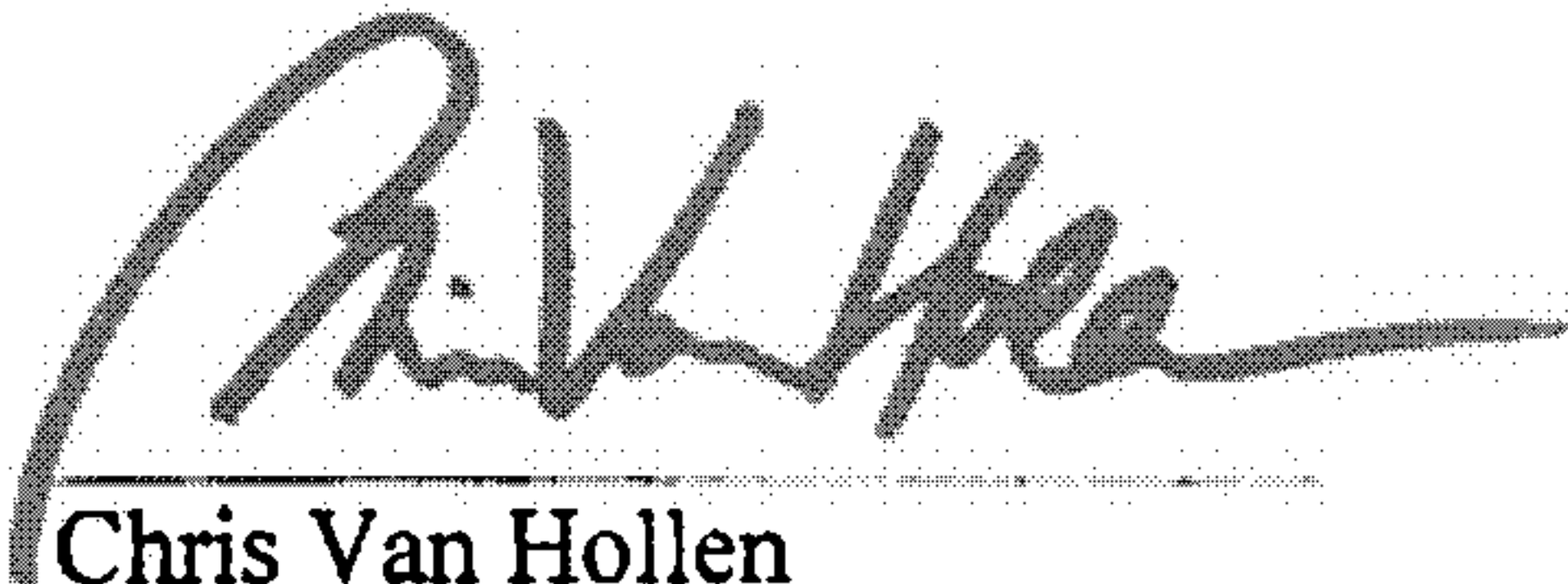
Ben Cardin
United States Senator



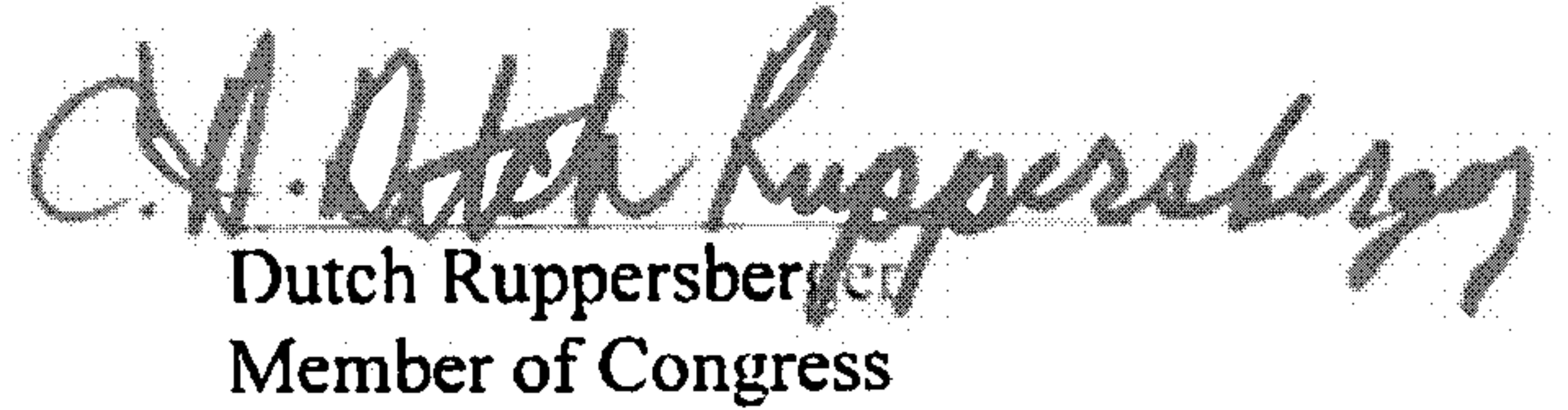
Steny H. Hoyer
Member of Congress



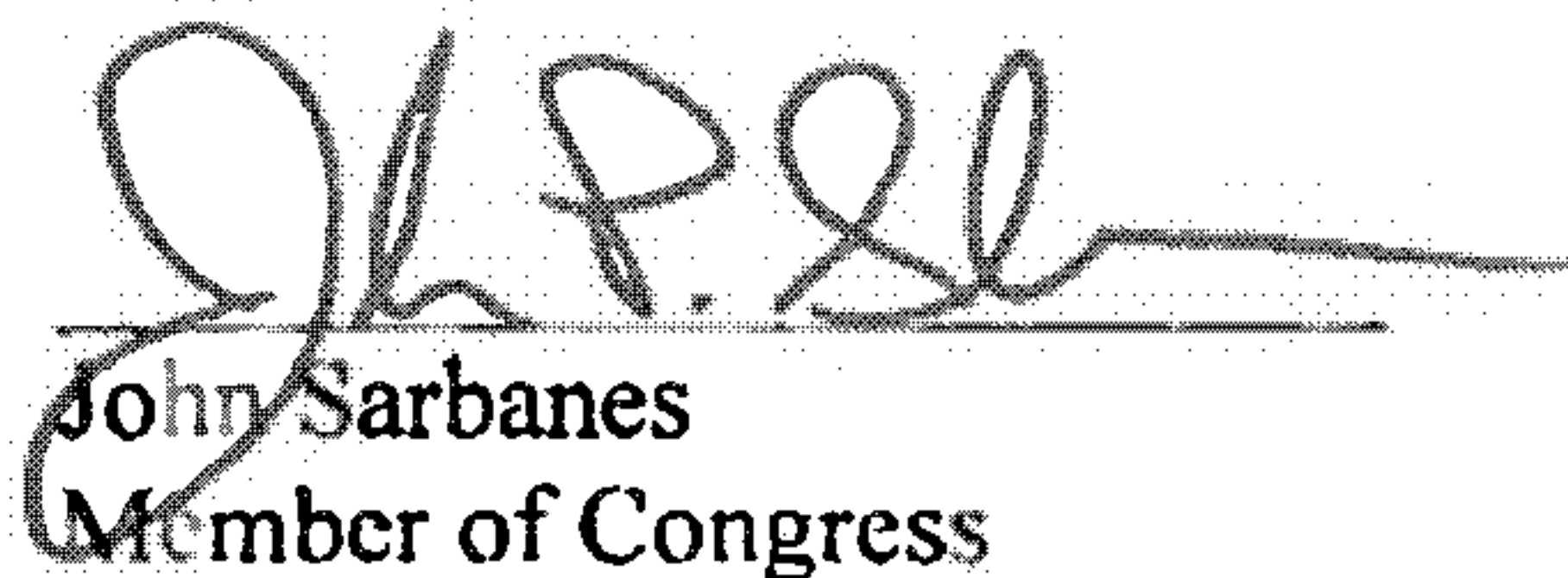
Elijah Cummings
Member of Congress



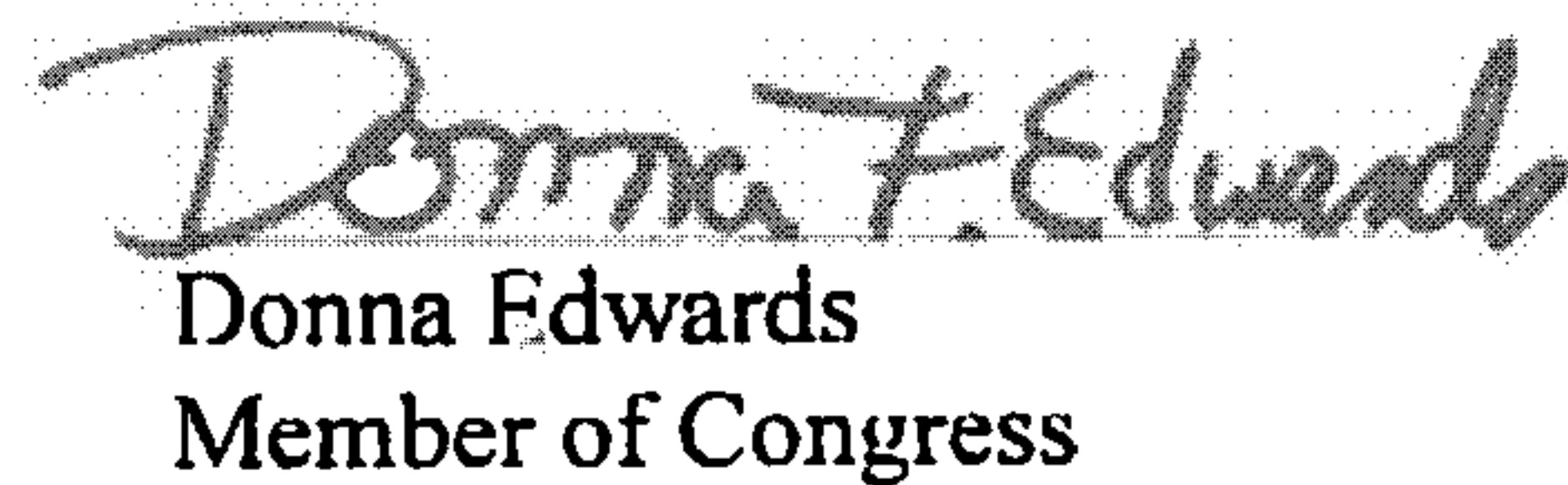
Chris Van Hollen
Member of Congress



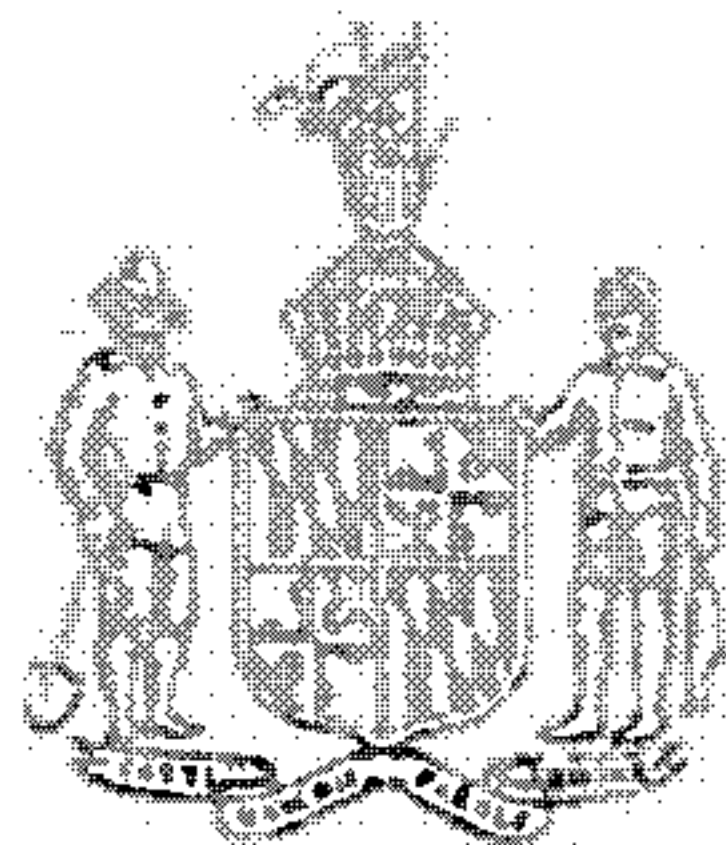
Dutch Ruppersberger
Member of Congress



John Sarbanes
Member of Congress



Donna Edwards
Member of Congress



THE MARYLAND GENERAL ASSEMBLY
ANNAPOLIS, MARYLAND 21401-1991

September 27, 2011

Dr. Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Sadusky:

The Joint Committee on Children, Youth, and Families, representing legislators from the Maryland Senate and the House of Delegates, strongly supports the application of the Maryland State Department of Education (MSDE) for the Race to the Top - Early Learning Challenge grant (RTT-ELC). The joint committee introduced legislation in 2010, requiring MSDE to submit an Early Learning Challenge Fund application. House Bill 350 was signed into law by the Governor in May 2010. The legislation expressed the political will of the Maryland General Assembly and the Governor that early childhood education is the foundation of our K-12 education system and that any reform in our schools must be accompanied by reforms in early childhood education.


Maryland's early childhood system has an outstanding track record. Each year, the Governor's Children's Cabinet reports on the result area, *Children Entering School Ready to Learn*. The steady increase of our young children's school readiness from 49% being fully ready in 2001 to 81% being ready in 2010-11 is a clear indication that our early childhood system is working and that Maryland is ready to take it to the next level.


The joint committee is committed to work with the Maryland State Advisory Council of Early Care and Education and MSDE, as the lead agency, to support policies that will codify the effective components of the system so that they will be sustained past the grant period, which ends in 2015.

Dr. Bernard J. Sadusky, Ed.D
September 27, 2011
Page 2

We hope that Maryland is one of the successful recipients of the RTT-ELC grant which will enable us to establish a Race to the Top foundation for the existing education reform currently underway in Maryland.

Sincerely,


Senator Nancy J. King,
Presiding Senate Co-Chair


Delegate Jolene M. S. Ivey
House Co-Chair

NJK:JMSI/SDM/vin

cc: Members, Joint Committee of Children, Youth, and Families
Speaker Michael E. Bush
President Thomas V. Mike Miller, Jr.
Mr. Karl S. Aro
Mr. Warren G. Deschenaux

RECEIVED

OCT 13 2011

Per _____

October 6, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

Legg Mason & Co., LLC strongly supports the application of the Maryland State Department of Education to the U.S. Departments of Education and Health and Human Services for the Race To The Top - Early Learning Challenge Grant (RTT-ELC). Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

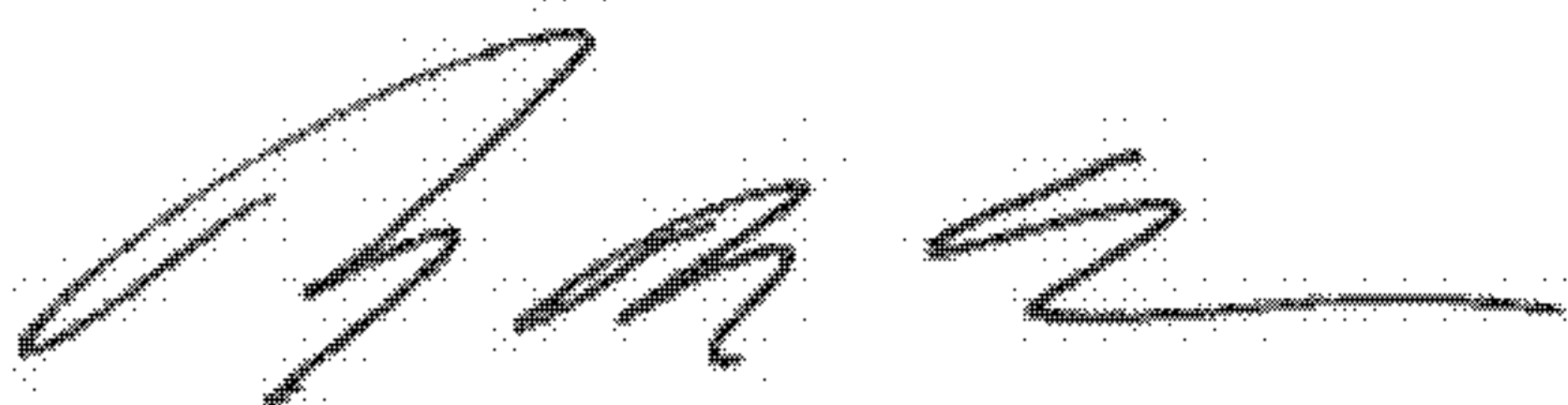
Legg Mason is an active supporter of services for at-risk youth and has provided executive leadership to critical non-profit organizations in our community focused on early childhood education, mentoring and family support in Maryland.

I presently serve as Board Treasurer of Maryland Family Network (MFN). Our Board is leading MFN's effort to expand and enhance services to young children, their families, and other caregivers. The proposed Community Hubs, included in Maryland's RTT-ELC proposal, will help make that a reality and bring us closer to the day when every child enters school ready to succeed.

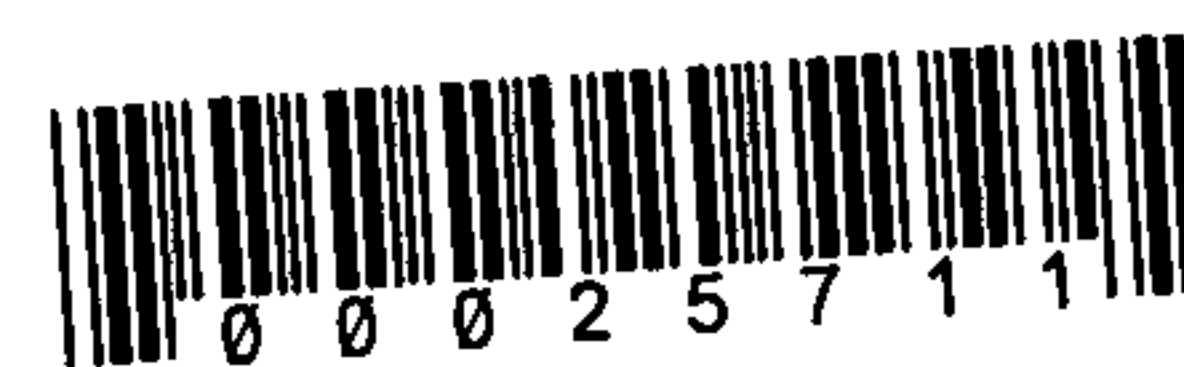
Legg Mason applauds the Maryland State Department of Education and other early childhood partners as they continually work to address children's health, social/emotional, and cognitive outcomes that contribute to school readiness and child well-being.

We fully support this application and look forward to furthering our collaboration through our many non-profit community partners to achieve the goals of Maryland's State Plan for the RTT-ELC.

Sincerely,



Brian M. Eakes
Head of Finance and Controller



Louis Castello
Regional President
T 410-237-5232 louis.castello@pnc.com

RECEIVED

OCT 12 2011

Per _____



October 11, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

PNC strongly supports the application of the Maryland State Department of Education (MSDE) to the U.S. Departments of Education and Health and Human Services for the Race To The Top - Early Learning Challenge Grant and is committed to strengthening the quality of early learning and development programs for all children, including those with high needs.

In our effort to increase the number of children fully prepared to enter school, we will continue to work with MSDE and other early childhood stakeholders to focus on:

- Improving program quality and outcomes for young children;
- Increasing the number of children attending high-quality early learning and development programs; and
- Helping to close the achievement gap between children with high needs and their peers by supporting efforts to increase kindergarten readiness.

At PNC, we believe that early childhood education is an economic imperative with the potential for positive social impact.

Research shows that children who have access to high-quality early learning experiences are more likely to complete high school, graduate college, and become productive citizens. National studies show that for every \$1 spent on early childhood education, society saves as much as \$16 in remedial and corrective services. In Maryland, a state recognized for its leadership in the early childhood education arena, the return is at least \$8 for every \$1 invested.

Member of The PNC Financial Services Group

Two Hopkins Plaza C3-CA01-02-1 Baltimore Maryland 21201-2930

07/2/12



0 0 0 2 5 7 2 0



This is why PNC invests in young children through its signature program, PNC Grow Up Great[®], an unprecedented 10-year, \$250 million school readiness initiative to help prepare children from birth to age five for success in school and in life.

It is also why I Chair Ready At Five's Executive Leadership Committee, and why PNC supports Ready At Five. As Maryland's only organization focused solely on school readiness, it provides leadership, programs, professional development, and resources that parents, educators, and communities need.

PNC fully supports this application and is committed to advancing the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

PNC, through Grow Up Great, expects to assist MSDE to achieve a coordinated early care and education service delivery system in Maryland in support of its Early Learning Challenge Fund Application by directing funding from the PNC Foundation in the amount of approximately \$350,000 a year to early childhood education programs supporting the activities outlined in Maryland's application.

Sincerely,

A handwritten signature in black ink, appearing to read 'LRC', with a large, stylized flourish extending to the right.

Louis R. Cestello

Northrop Grumman Corporation
Electronic Systems
1580A W. Nursery Road
Mail Stop: A525
Linthicum, MD 21090
Office - 410-765-9633
Fax - 410-694-2434

September 19, 2011

Dr. Rolf Grafwallner
Asst. Superintendent
Division of Early Childhood Development
MD State Department of Education
200 W. Baltimore Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Grafwallner:

Northrop Grumman Electronic Systems (NGES) is pleased to support the application of the Maryland State Department of Education (MSDE) to the U.S. Departments of Education and Health and Human Services for the Race To The Top - Early Learning Challenge Grant and is committed to strengthening the quality of early learning and development programs for all children, including those with high needs. NGES has been working collaboratively for the past year with MSDE on their STEM vision, goals, and program for early education.

The school system's goals for this grant are to:

- Improve program quality and outcomes for young children;
- Increase the number of children attending high-quality early learning and development programs; and
- Help to close the achievement gap between children with high needs and their peers by supporting efforts to increase kindergarten readiness.

NGES will assist MSDE to achieve a coordinated early care and education service delivery system in Maryland through:

- Providing practicing engineers as speakers for pre- school events;
- Supporting local special events like the *Wolf Trap STEM learning through the arts* program;
- Supporting National programs like *PEEP and the big wide world*, which develops curriculum, activities and classroom-ready media that stimulate STEM lessons for 3-5 year olds, and
- Helping students enjoy STEM experiences early in the educational process by holding enriching events that will engage students of diverse backgrounds.

As a supporter of this grant NGES recognizes that MSDE has already demonstrated their commitment to preparing students to be ready to learn at their entrance to First grade. This initiative moves beyond the traditional reading focused efforts to build a STEM interest between students, parents and community.

NGES is recognized for technological innovation and achievement. In addition, we carry out our tradition of caring by making community involvement a priority. As we continue to grow and evolve, the responsibility we feel to serve our communities and help those in need grows with us. NGES is committed to national and local issues that affect the communities in which we operate and those in which we live. Our goals are highly aligned with MSDE's goal to increase the use of STEM experiences to engage students and improve learning outcomes. NGES depends on an adequate pool of highly trained engineers to maintain the technological edge in the global competitive marketplace. We believe public education plays a critical role in the beginning of the STEM pipeline. We believe that strong STEM programs for early learners can translate into more prepared first graders and improve the ability to offer engaging STEM activities in all subsequent grades.

Sincerely,



Theodore E. Imes, Sr.
Director, Corporate Citizenship
Northrop Grumman Corporation - Electronic Systems



25 South Charles Street, 22nd Floor, Baltimore, MD 21201

RECEIVED

OCT 12 2011

Per _____

October 7, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

M&T Bank strongly supports the application of the Maryland State Department of Education to the U.S. Departments of Education and Health and Human Services for the Race To The Top - Early Learning Challenge Grant (RTT-ELC). Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

M&T has long been an active supporter of services for young children. M&T has provided executive leadership to major nonprofit organizations focused on early childhood education and family support in Maryland. I presently serve as Board President Emeritus of Maryland Family Network (MFN), and my colleague, Andy Fish, also serves on the Board. As a Board, we are leading MFN's effort to expand and enhance services to pregnant women, young children, their families, and other caregivers. The proposed Community Hubs, included in Maryland's RTT-ELC proposal, will help make that a reality and bring us closer to the day when every child enters school ready to succeed.

M&T Bank will commit to strategic coordination with the Maryland State Department of Education and other early childhood partners to address children's health, social/emotional, and cognitive outcomes that contribute to school readiness and child well-being.

We fully support this application and look forward to furthering our collaboration to achieve the goals of Maryland's State Plan for the RTT-ELC.

Sincerely,

J. Michael Riley
Vice President
Community Involvement

11/2/11





September 28, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, Maryland 21201

RECEIVED

SEP 30 2011

Per _____

Dear Dr. Sadusky:

The Maryland Chamber of Commerce strongly supports the application of the Maryland State Department of Education (MSDE) to the U.S. Departments of Education and Health and Human Services for the Race To The Top - Early Learning Challenge Grant and is committed to strengthening the quality of early learning and development programs for all children, including those with high needs. We strongly endorse MSDE and other early childhood stakeholders' efforts to:

- Improve program quality and outcomes for young children;
- Increase the number of children attending high-quality early learning and development programs; and
- Help to close the achievement gap between children with high needs and their peers by supporting efforts to increase kindergarten readiness.

The Maryland Chamber of Commerce will continue to assist MSDE in achieving a coordinated early care and education service delivery system in Maryland through our continued leadership and involvement in a series of School Readiness Breakfasts around the state. The purpose of these breakfasts is to educate businesses about the documented value of early childhood education and to ask for their assistance in disseminating information to their employees and customers, for volunteers and, if possible, contributions to the effort. Two such breakfasts have already been held, with the Maryland Chamber inviting our members from those local jurisdictions to learn more about the importance of school readiness.

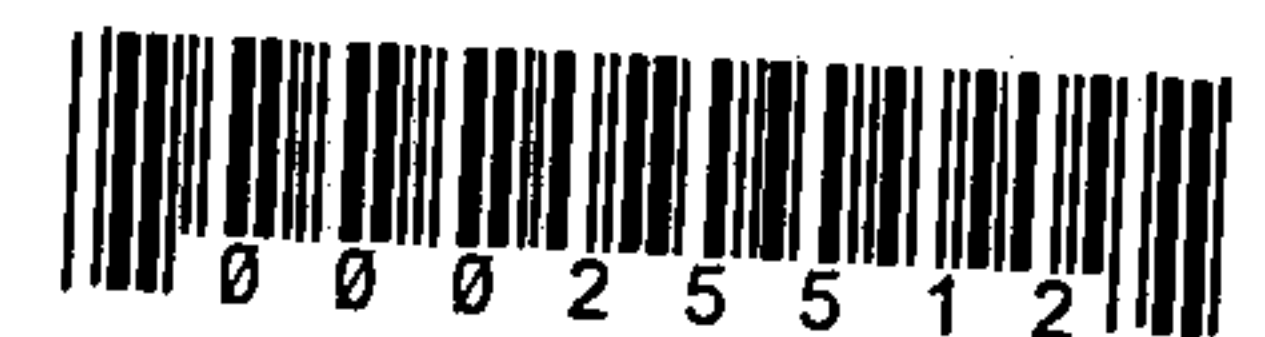
In addition, I served on the planning committee for the School Readiness Summit in 2009 and plan to continue providing business input and connections to the planners of future conferences. When I speak about this topic, I state the Maryland Chamber's and my personal commitment to ensuring every child in Maryland is ready for kindergarten. This is a critical piece of our workforce readiness effort – and one that needs further communication and involvement. Helping children be successful before they begin elementary school has long term benefits to their middle, high school and college experiences.

The Maryland Chamber of Commerce fully supports this application and is committed to advancing the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

Sincerely,

Kathleen T. Snyder, CCE
President/CEO

27160



2 0 1 1
Platinum Corporate
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PATH - ALLEGHENY
PEPCO HOLDINGS, INC.
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THE REINVESTMENT FUND
Capital at the point of impact.

October 11, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Reinvestment Fund strongly supports the application of the Maryland State Department of Education for the Race To The Top- Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

TRF is a Community Development Financial Institution that shares these goals. Our mission is to build wealth and opportunity for low-wealth people and places through the promotion of socially and environmentally responsible development. Access to quality childcare is critical to working families in the communities TRF serves. Lack of available childcare, or its prohibitive cost, often presents a formidable barrier to low- and moderate-income parents seeking employment opportunities and wanting to provide learning opportunities for their children. Bridging these gaps has been at the forefront of TRF's work to support and finance early childhood education centers.

TRF's commitment to early childhood education is also evidenced by our previous work with the United Way of Southeastern Pennsylvania's Early to Learn initiative. As part of the initiative, TRF offered technical support to designated centers with the ultimate goal of improving the business management skills and quality of care of early childhood education centers in the Philadelphia area. Such improvements are expected to increase the funding options for centers, allowing for center expansion and an increase in early childhood education seats.

To fully achieve a coordinated early care and education service-delivery system in Maryland, we will work together with the Maryland State Department of Education to finance early childhood education projects through acquisition loans, construction loans for new construction, expansion, or improvement, leasehold improvement financing, bridge loans, and energy efficiency upgrades or improvements.



THE REINVESTMENT FUND
Capital at the point of impact.

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dana Johnson'.

Dana Johnson
Baltimore Market Leader

[Abilities Network]

SEEING ABILITIES NOT DISABILITIES.

Headquarters
8503 LaSalle Road
Towson, Maryland 21286
410.828.7700
800.492.2523
Fax: 410.828.7708

September 23, 2011

132 Holiday Court
Suite 211
Annapolis, Maryland 21401
410.266.7941
800.966.7940
Fax: 410.841.2476

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

1738 Elton Road
Suite 205
Silver Spring, Maryland 20903
301.431.7740
800.808.1682
Fax: 301.431.7742

Dear Dr. Sadusky:

5104 Pegasus Cr.
Suite E
Frederick, Maryland 21704
301.695.9505
800.394.9504
Fax: 301.695.3340

The Abilities Network, Inc. strongly supports the application of the Maryland State Department of Education to the U.S. Departments of Education and Health and Human Services for the Race To The Top - Early Learning Challenge Grant. Funding of this grant will allow for the strengthening of quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs.

317 Beall Street
Crimberland, Maryland 21502
301.387.7223 (Caret)
301.777.2895 (Allegany)
866.513.5752
Fax: 301.777.2895

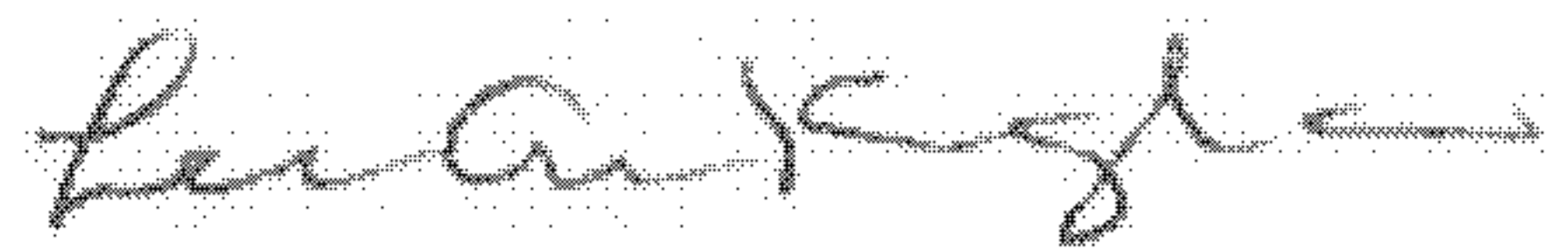
The Abilities Network, Inc. will commit to strategic coordination with the Maryland State Department of Education and other early childhood partners and support Maryland's Early Learning Standards and the implementation of MD EXCELS to achieve the goals of Maryland's State Plan for the Early Learning Challenge Grant

9375 Chesapeake Street
Suite 103
LaPlata, Maryland 20646
401.392.3554
866.323.7615
Fax: 301.392.3558

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's at-risk children through the Early Learning Challenge Grant.

401 Market Street
Suite 100
Aberdeen, Maryland 21401
410.272.3712
866.454.9677
Fax: 410.272.3893

Sincerely,



Lee Ann Kingham, LCSW
Executive Director

P.O. Box 1692
Berlin, MD 21811
Phone/Fax: 410.641.8605

TTY users: dial 711





State of Maryland Executive Department

Martin O'Malley
Governor

Anthony Brown
Lieutenant Governor

Rosemary King Johnston
Executive Director

September 27, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Governor's Office for Children (GOC) appreciates the opportunity to write this letter of commitment in support of the Maryland State Department of Education's (MSDE) application to the U.S. Departments of Education and Health and Human Services for the Race to the Top - Early Learning Challenge Grant. We are committed to utilizing the application as a vehicle for strengthening the quality of early learning and development programs for all children, including those with high needs. In our joint efforts to increase statewide the number of children fully prepared to enter school, we will continue to work collaboratively with MSDE and other early childhood stakeholders to focus on:

- Improving program quality and outcomes for young children;
- Increasing the number of children attending high-quality early learning and development programs; and
- Closing the achievement gap between children with high needs and their peers by supporting efforts to increase kindergarten readiness.

The GOC will assist MSDE (the lead agency) in achieving a coordinated early care and education service delivery system in Maryland by: ensuring that the work of the Children's Cabinet is informed by the goals of the application; continuing membership and participation on the State Advisory Council on Early Childhood Education and Care; providing funding for early childhood programs that are evidence based and aligned with the State Plan for Early Care and Education; prioritize early childhood program funding as a practice to positively impact the readiness trajectory for the three identified subgroups: low income children, English language learners, and young children with disabilities; as chair of the Maryland Partnership to End Childhood Hunger, work with MSDE and other partners to promote participation in the Child and Adult Care Food Program (CACFP) by center-based and family child care through outreach; and provide resources to assist the MSDE in maintenance of and evaluation by the Early Childhood Mental Health Outcomes Monitoring System and to link with the early childhood data warehouse.

The GOC has a long standing commitment to the children and families of Maryland. Through our collaborative work with MSDE (a member of the Children's Cabinet), we have focused on the growth and development of young children and ways to support them in their families and communities. For over ten years, on behalf of the Children's Cabinet, GOC has published *Maryland's Results for Child Well-Being*, one of the longest continually reported set of results and indicators in the nation. This publication reports current data as well as ten year trends for 8 results and 24 indicators, including Babies Born Healthy, Healthy Children, and School Readiness. We report annually to the Joint Legislative Committee on Children, Youth, and Families on the result areas and they have taken a special interest in school readiness and children entering school ready to learn, having this as a priority of their committee since 2001. In collaboration with our partners at MSDE, we have been able to demonstrate that our work on behalf of these children and their families has made a difference and improved health, education, and readiness outcomes.

The GOC fully supports this application and is committed to continuing its collaborative efforts to advance the school readiness, health, and the well-being of Maryland's children with high needs through the Early Learning Challenge Grant.

Sincerely,



Rosemary King Johnston
Executive Director

Catherine A. Raggio, Secretary
George P. Failla, Jr., Deputy Secretary

Martin O'Malley, Governor
Anthony G. Brown, Lt. Governor



October 5, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

Please accept this letter as an indication of the strong support and commitment of the Maryland Department of Disabilities (MDOD) for Maryland's application for the U.S. Departments of Education and Health and Human Services for the Race to the Top- Early Learning Challenge Grant. Funding of this grant will strengthen the quality of early learning and development programs and increasing access to high-quality early learning programs for all children, particularly those with disabilities. Our primary focus will be to support improved outcomes for children with disabilities through reducing the existing readiness gap among kindergarten-aged students with disabilities.

Our department works across all units of government to improve policy and service delivery outcomes for children and adults with disabilities through the State Disabilities Plan. The State Disabilities Plan includes policy domains in the areas of Education and Children and Family Supports. Goals and strategies that impact children with disabilities and their families from the Early Learning Challenge Grant will be incorporated into the State Disabilities Plan over the next four years, where appropriate. To fully achieve a coordinated early care and education service delivery system in Maryland, MDOD will continue our partnership with the Maryland State Department of Education in areas such as inclusive child care, services and supports for children with emotional disabilities, and family engagement. Our Department will assist MSDE in ensuring that parents of children with disabilities have access to information and assistance that promotes early learning and development particularly through our partnership with the Maryland Out of School Time network. I have asked the Deputy Secretary of my Department to continue to serve on the Early Childhood Advisory Council that serves as a steering committee for the grant.

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of Maryland's at-risk children through the Early Learning Challenge Grant.

Sincerely,

A handwritten signature in cursive script that reads "Catherine A. Raggio".

Catherine A. Raggio
Secretary



October 12, 2011

Martin O'Malley Governor

Anthony G. Brown Lt. Governor

Christian S. Johansson Secretary

Dominick E. Murray Deputy Secretary

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Maryland Department of Business and Economic Development (DBED) strongly supports the application of Maryland State Department of Education (MSDE) for the Race to the Top - Early Learning Challenge Grant (RTT-ELC). We understand that this grant would focus on Maryland's early education and child day care infrastructure in an effort to further improve school readiness skills of incoming kindergarteners.

In 1983, Maryland's General Assembly created the Day Care Facilities Loan Guarantee Fund, which is administered by DBED, to emphasize and provide financing assistance to bolster the child day care service industry. This is an important service sector that not only addresses the needs of parents, guardians and caretakers, but also creates jobs, expands the state's tax base and supports other industries. DBED's Day Care Facilities Loan Guarantee Assistance plays a critical role in the State's efforts to promote the development and expansion of quality day care facilities for children.

The need for quality day care services for children persists in our community. As a part of Maryland's Race to the Top - Early Learning Challenge initiative, DBED is committed to working with MSDE and child care providers to review proposals for eligibility and appropriate financing consideration from our child care financing assistance resources.

We hope that Maryland is one of the successful recipients of the Race to the Top - Early Learning Challenge grant which will enable MSDE to facilitate education reform and improve the quality of child day care in Maryland. If you have questions, please contact me at 410-767-6356, or email at lhall@choosemaryland.org.

Sincerely,

A handwritten signature in cursive script that reads "Celester A. Hall".

Celester A. Hall
Program Manager
Small Business Financing

Bernard J. Sadusky, Ed.D

October 12, 2011

Page 2

cc: Rolf Grafwallner, Assistant State Superintendent, MSDE
James L. Henry, Program Director, Office of Finance Programs, DBED
Rhonda J. Ray, Director, Policy and Government Affairs, DBED



Michelle Zabel
Director, Innovations Institute

Psychiatry
737 W. Lombard Street
Baltimore, MD 21201
410 706-0961

mzabel@psych.umaryland.edu
www.umaryland.edu

September 28, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Innovations Institute, at the University of Maryland is committed to providing high quality, timely and relevant support to federal, state and local governments, family and youth agencies, community organizations, providers and others. We work to transform systems and programs so that every child, youth and family can achieve wellness and sustainability while shaping their own care and the nation's future. The Innovations Institute strongly supports the application of the Maryland State Department of Education (MSDE) to the U.S. Departments of Education and Health and Human Services for the Race To The Top - Early Learning Challenge Grant by:

- Monitoring and improving Social Emotional Foundations for Early Learning (SEFEL) and Early Childhood Mental Health Consultation (ECMHC) program quality and outcomes for young children;
- Increasing the number of children attending high-quality early learning and development programs; and
- Helping to close the achievement gap between children with high needs and their peers by supporting efforts to increase kindergarten readiness.

The Innovations Institute will commit to developing and maintaining ongoing monitoring of program quality and outcomes to drive effective implementation by:

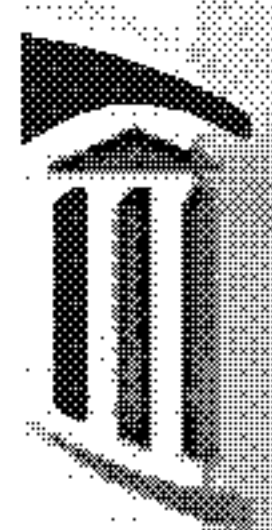
- Developing a web-based outcomes monitoring system for SEFEL coaches and trainers;
- Reporting on quality indicators, utilization, fidelity, satisfaction and program and child outcomes.
- Participating in stakeholder discussions to guide effective implementation.

The Innovations Institute fully supports this application and is committed to advancing the school readiness, mental health, and the well-being of Maryland's high need children through the Early Learning Challenge Grant.

Sincerely,

A handwritten signature in cursive script that reads "Michelle Zabel".

Michelle Zabel, MSS
Director, Innovations Institute



UNIVERSITY of MARYLAND
SCHOOL OF SOCIAL WORK

Richard P. Barth, Ph.D.
Dean

525 W. Redwood Street
Baltimore, MD 21201
410 706 7794

rbarth@ssw.umaryland.edu
www.ssw.umaryland.edu

October 10, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The University of Maryland School of Social Work (SSW) strongly supports the application of the Maryland State Department of Education for the Race To The Top- Early Learning Challenge Grant. Funding of this grant will allow for strengthening the quality of early learning and development programs and for increasing access to high-quality early learning programs for all children, including those with high needs.

To fully achieve a coordinated early care and education service delivery system in Maryland, the School of Social Work will work together with the Maryland State Department of Education and our community partners in the Promise Heights Initiative, in West Baltimore. We have been doing important work to help improve parenting and increase access to quality early childhood education in West Baltimore for the past three years. The Promise Heights effort—led by the School of Social Work—has engaged community partners including the University, public schools, faith-based organizations, community organizations, and local businesses dedicated to create a cradle to career continuum of effective schools and strong systems of family and community supports in order to provide children the opportunity to achieve long-term educational and economic success. As the University partner, we provide enhanced resources and ability to develop new methods of evidence-based practice, to test the implementation of existing evidence-based practices, and to harness inter-professional resources to the benefit of community members.

Some of the SSW's programming is directly aimed at improving early learning and the goals outlined in the Race To The Top- Early Learning Challenge Grant. Our parenting program gives new parents coping skills and early childhood development information; 75% of their graduating families enrolled their children in Early Head Start or Head Start at the conclusion of the program. This work builds on Maryland Healthy Beginnings in an exciting way. This is also an opportunity for early screening which has already shown benefit.

We are already deeply involved in finding ways to increase school readiness. At one Title I elementary school in which we work, a school-readiness program was implemented and school readiness more than doubled for the very next school year. At another West Baltimore elementary school, an evidence-based kindergarten-readiness program, that also includes parents, is now in session in hopes of achieving similar results. Elementary school children participate in nutrition and obesity prevention programs and bullying prevention programs. Interns and residents from the School of Nursing, School of Medicine, School of Pharmacy, and School of Social Work provide direct services to children and adults in community settings to address problems, like asthma, which have a direct impact on school attendance and performance.

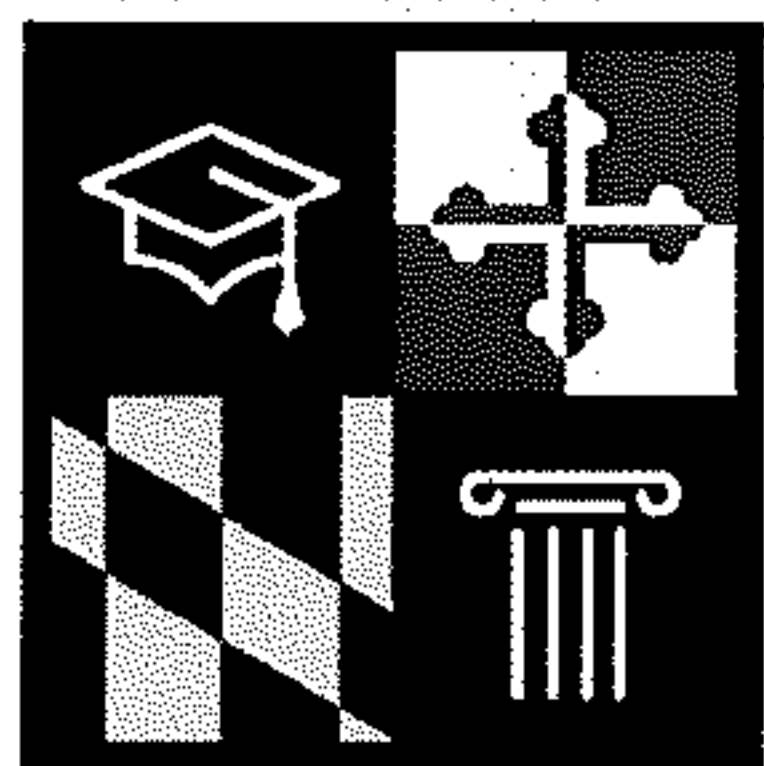
We stand ready to lend support—through our faculty, research scientists, graduate students, and school social work staff--to your efforts. We believe that our work will find applicability elsewhere in

Maryland. We fully support this application and look forward to extending our work with MSDE to advance the school readiness, health, and the well-being of Maryland's children.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard P. Barth". The signature is somewhat stylized and is positioned above the printed name.

Richard P. Barth, Ph.D.
Dean and Professor



MHEC
Creating a state of achievement

Martin O'Malley
Governor

Anthony G. Brown
Lt. Governor

Anwer Hasan
Chairperson

Danette G. Howard
Interim Secretary

October 14, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Maryland Higher Education Commission strongly supports the Maryland State Department of Education's (MSDE) application for the Race To The Top- Early Learning Challenge Grant. Funding provided by this grant will allow Maryland to strengthen the quality of its early learning and development programs, and to increase access to high-quality early learning programs for all children, including those with high needs.

To fully achieve a coordinated early care and education service delivery system in Maryland, we will work collaboratively with MSDE and the segments of higher education in the State to ensure that early childhood educator training and professional development opportunities are aligned. This process will include a review of the current Associate of Arts in Teaching (Early Childhood Education concentration), and recommendations for increasing enrollment in this program. The higher education segments will also work jointly with our PreK-12 colleagues to revise the articulation agreement between community colleges and MSDE approved trainers for specific pre-service courses.

The Maryland Higher Education Commission fully supports MSDE's application for the Early Learning Challenge Grant. We look forward to our continued collaboration which will support advancing the health, well-being and school readiness levels of Maryland's high need children through this important grant opportunity.

Sincerely,

Danette G. Howard, Ph.D

Interim Secretary

The Annie E. Casey Foundation

October 19, 2011

Bernard J. Sadusky, Ed.D
Interim State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street, 7th floor
Baltimore, MD 21201

Dear Dr. Sadusky:

The Annie E. Casey Foundation, representing a philanthropic partner for MSDE's efforts to improve educational outcomes for children in Maryland, strongly supports the application of the Maryland State Department of Education (MSDE) for the Race to the Top - Early Learning Challenge Grant (RTT-ELC). The Casey Foundation has invested a great deal of resources to supporting the state's efforts in this area. From 2001-2006, the Casey Foundation implemented the Leadership in Action Program (LAP) at the state level and within 4 additional jurisdictions (representing 6 counties) to "move the needle" on school readiness. In Baltimore City, LAP contributed to a 13% increase in school readiness during the first year of the program implementation with steady progress in the years that followed.

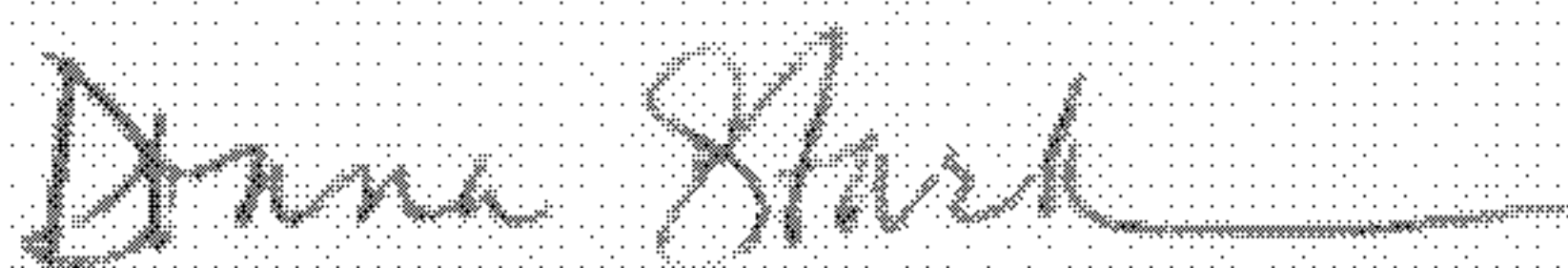
Maryland's early childhood system has an outstanding track record. Each year, the Governor's Children's Cabinet reports on the result area, *Children Entering School Ready to Learn*. The steady increase of our young children's school readiness from 49 percent being fully ready in 2001 to 81 percent being ready in 2010-11 is a clear indication that our early childhood system is working and that Maryland is ready to take it to the next level.

The Annie E. Casey Foundation is committed to work with the Maryland State Advisory of Early Care and Education and MSDE, as the lead agency, to support policies and practices outlined in the grant proposal. Specifically, we are committed to:

- Partner with MSDE to develop and implement a results-based leadership program that supports local Early Childhood Advisory Councils to develop action agendas for implementing the RTT-ELC plan in each county. Teams from each of the 24 local advisory councils will be invited to participate in the leadership program that will last 6-9 months.

We hope that Maryland is one of the successful recipients of the Race to the Top - Early Learning Challenge grant which will enable us to create an education reform which establishes a Race to the Top foundation for the existing education reform currently under way in Maryland.

Sincerely,



Donna Stark
Vice President
Talent and Leadership Development

B1.1 Maryland EXCELS Standards Charts

Maryland EXCELS - CENTER STANDARDS

Licensing/Compliance				
1	2	3	4	5
Fully licensed, opened and operating. (Valid license [CCATS])	Fully licensed and out of provisional period and/or conditional status. (Valid license [CCATS])	Fully licensed and out of provisional period and/or conditional status. (Valid license [CCATS])	Fully licensed and out of provisional period and/or conditional status. (Valid license [CCATS])	Fully licensed and out of provisional period and/or conditional status. (Valid license [CCATS])
	No substantiated complaints of child abuse, neglect, or injurious treatment in the last 12 months.	No substantiated complaints of child abuse, neglect, or injurious treatment in the last 12 months.	No substantiated complaints of child abuse, neglect, or injurious treatment in the last 12 months.	No substantiated complaints of child abuse, neglect, or injurious treatment in the last 12 months.
	Adequate supervision and care at all times which is provided by qualified, designated individuals meeting all COMAR requirements and is appropriate to the individual child's needs, while maintaining assignment to both group size and age of children. (Licensing reports from last 12 months [CCATS])	Adequate supervision and care at all times which is provided by qualified, designated individuals meeting all COMAR requirements and is appropriate to the individual child's needs, while maintaining assignment of staff appropriate to both group size and age of children. (Licensing reports from last 12 months [CCATS])	Adequate supervision and care at all times which is provided by qualified, designated individuals meeting all COMAR requirements and is appropriate to the individual child's needs, while maintaining assignment of staff appropriate to both group size and age of children. (Licensing reports from last 12 months [CCATS])	Adequate supervision and care at all times which is provided by qualified, designated individuals meeting all COMAR requirements and is appropriate to the individual child's needs, while maintaining assignment of staff appropriate to both group size and age of children. (Licensing reports from last 12 months [CCATS])

Staffing and Professional Development				
1	2	3	4	5
Meets licensing requirements for Center Based Child Care Programs.	At least 60% of lead staff hold a current Maryland Child Care Credential at Level 2 or higher, or the equivalent credentialing training for that level. (eCCATS or uploaded training certification for staff members.)	At least 60% of lead staff hold a current Maryland Child Care Credential at Level 3 or higher, or the equivalent credentialing training for that level. (eCCATS or uploaded training certification for staff members.)	At least 60% of lead staff hold a current Maryland Child Care Credential at Level 4 or higher. (eCCATS or uploaded training certification for staff members.)	At least 60% of lead staff hold a current Maryland Child Care Credential at Level 4+ or higher. (eCCATS or uploaded training certification for staff members.)
			The Director or designated staff person has completed training on PAS or has at a minimum 90 clock hours of approved training in the area of program administration. (Documentation of PAS training or 90 hours of approved training.)	The Director or designated staff person has completed training on PAS or has at a minimum 90 clock hours of approved training in the area of program administration. (Documentation of PAS training or 90 hours of approved training.)

Maryland EXCELS - CENTER STANDARDS

Rating Scale/Accreditation				
1	2	3	4	5
ACCREDITATION	<p>The Director or designated staff person has visited an accredited child care center within the past 12 months.</p> <p>(Uploaded form signed by Director or Leadership from accredited child care center documenting visit.)</p>	<p>Accreditation self-study is completed by program.</p> <p>Accreditation application submitted.</p> <p>(Copy of Accreditation self-study or receipt of completed self-study from Accrediting agency.)</p>	<p>Program has completed the accreditation improvement plan.</p> <p>Request for Accreditation validation visit submitted.</p> <p>(Copy of Accreditation improvement plan or receipt of completed improvement plan from Accrediting agency.)</p>	<p>Program has received MSDE or nationally recognized accreditation and remains in good standing with accrediting body.</p> <p>(Letter of Accreditation award from Accrediting agency, copy of annual renewals and program annual report to accrediting agency.)</p>
ERS		<p>Self-assessment conducted using the appropriate environmental rating scale for at least one of each age grouping.</p>	<p>ERS assessment conducted for random sample including at least one classroom from all age groups with average program score of 4.5, and no classroom scoring less than 3.5.</p>	<p>ERS assessment conducted for random sample including at least one classroom from all age groups with average program score of 5.0, and no classroom scoring less than 4.0.</p>
PAS		<p>Improvement plan created for any subscale score below 4.0 (ERS scale self-evaluation rating form and improvement plan.)</p>	<p>Improvement plan created for any subscale score below 4.5. (ERS score sheet completed by MSDE-approved evaluator and improvement plan.)</p> <p>The program has completed a self rating using PAS during the past year, or has met appropriate administrative policies as outlined in the accreditation manual.</p> <p>(Copy of PAS score sheet (or accreditation score sheet in applicable areas of administration).)</p>	<p>Improvement plan created for any subscale score below 5.0. (ERS score sheet completed by MSDE-approved evaluator and improvement plan.)</p> <p>The program has had at least one independent observation using PAS during the previous three years with a minimum 4.5 score, or has met appropriate administrative policies as outlined in the accreditation manual.</p> <p>(Copy of PAS score sheet (or accreditation score sheet in applicable areas of administration))</p>

Maryland EXCELS - CENTER STANDARDS

Developmentally Appropriate Learning and Practice/Child Assessment					
	1	2	3	4	5
DAILY SCHEDULE	<p>Program has a daily schedule that is consistent and developmentally and age-appropriate for children in care.</p>	<p>MSDE Healthy Beginnings, MMSR or approved curriculum guides the development of a written daily schedule that is predictable, yet flexible and responsive to the individual needs of all children.</p> <p>Daily schedule provides time and support for transitions, and includes both indoor and outdoor activities on a daily basis.</p>	<p>MSDE Healthy Beginnings, MMSR or approved curriculum guides the development of a written daily schedule that is predictable, yet flexible and responsive to the individual needs of all children.</p> <p>Written daily schedule provides time and support for transitions, and includes both indoor and outdoor activities on a daily basis.</p>	<p>Implementation of a curriculum that is aligned with the MMSR and/or state curriculum and guides the development of a daily schedule.</p> <p>Daily scheduling is consistent yet responsive to the individual needs of all children, including children with disabilities, special health care needs and English learners. Written daily schedules include plans for transitions, multiple daily indoor and outdoor activities, and flexible grouping opportunities.</p>	<p>Implementation of an MSDE recommended curriculum that is aligned with the MMSR and/or state curriculum and guides the development of a written daily schedule.</p> <p>Daily scheduling is consistent yet responsive to the individual needs of all children, including children with disabilities, special health care needs and English learners. Written daily schedules include plans for transitions, multiple daily indoor and outdoor activities, and flexible grouping opportunities.</p> <p>Daily schedule is responsive to the children's needs to rest or be active encourages gross motor physical activity, and includes at minimum a total of 15 minutes of literacy/reading/library opportunities per half-day.</p> <p>No screen time for children under 2 years of age, and extremely limited use of television or computers when not directly related to learning experiences.</p> <p>(Copy of daily schedule.)</p>
	CURRICULUM PLANNING		<p>The program has a method for curriculum planning that includes children's interests and skills.</p>	<p>The program has a method for curriculum planning that includes children's interests and skills and includes multiple literacy, language, science, art, health and wellness, physical fitness, and numeracy activities.</p>	<p>The program has a method for curriculum planning that incorporates children's interests and skills, and includes multiple literacy, language, science, art, health and wellness (including nutrition education and obesity prevention), physical fitness, and numeracy activities on a daily basis.</p> <p>The program has a plan for updating and rotating materials in library and activity areas.</p>

Maryland EXCELS - CENTER STANDARDS

	(Written description of curriculum planning process, including evidence of differentiated instruction, recent lesson plan for each age group served.)	(Written description of curriculum planning process; recent lesson plan for each age group served.)	(Written description of curriculum planning process, representative recent lesson plan.)	(Written description of curriculum planning process, including evidence of differentiated instruction, recent lesson plan for each age group served.)
ASSESSMENT	Program conducts developmental screenings on all children within 45 days of enrollment and at 6 month intervals until age 3, then yearly until K entrance.	Programs conducts developmental screenings on all children within 45 days of enrollment and at 6 month intervals until age 3, then yearly until K entrance.	Programs conducts developmental screenings on all children within 45 days of enrollment and at 6 month intervals until age 3, then yearly until K entrance.	Programs conducts developmental screenings on all children within 45 days of enrollment and at 6 month intervals until age 3, then yearly until K entrance.
		Children are observed for developmental progress using developmental checklists.	Children are observed for developmental progress using developmental checklists.	Program has a policy regarding child assessment using developmental checklists or assessments designed for use with the curriculum, including formal and informal assessment measures, including developmental checklists, portfolio development, and observation/anecdotal records.
			Program has a policy for sharing assessment results with families.	Program has a written policy that describes their practices for sharing assessment results with families (which includes meeting at least once a year) and/or agencies that may be working with the family, including early intervention or special education services.
	(ECDS indicates screening and disposition /written description of assessment practices.)	(ECDS indicates screening and disposition /written description of assessment practices.)	(ECDS indicates screening and disposition /written description of assessment practices, including sample child assessment measures.)	(ECDS indicates screening and disposition /written description of assessment practices, including sample child assessment measures, copy of written policy for sharing assessment results.)

Maryland EXCELS - CENTER STANDARDS

Administrative Practices and Policies

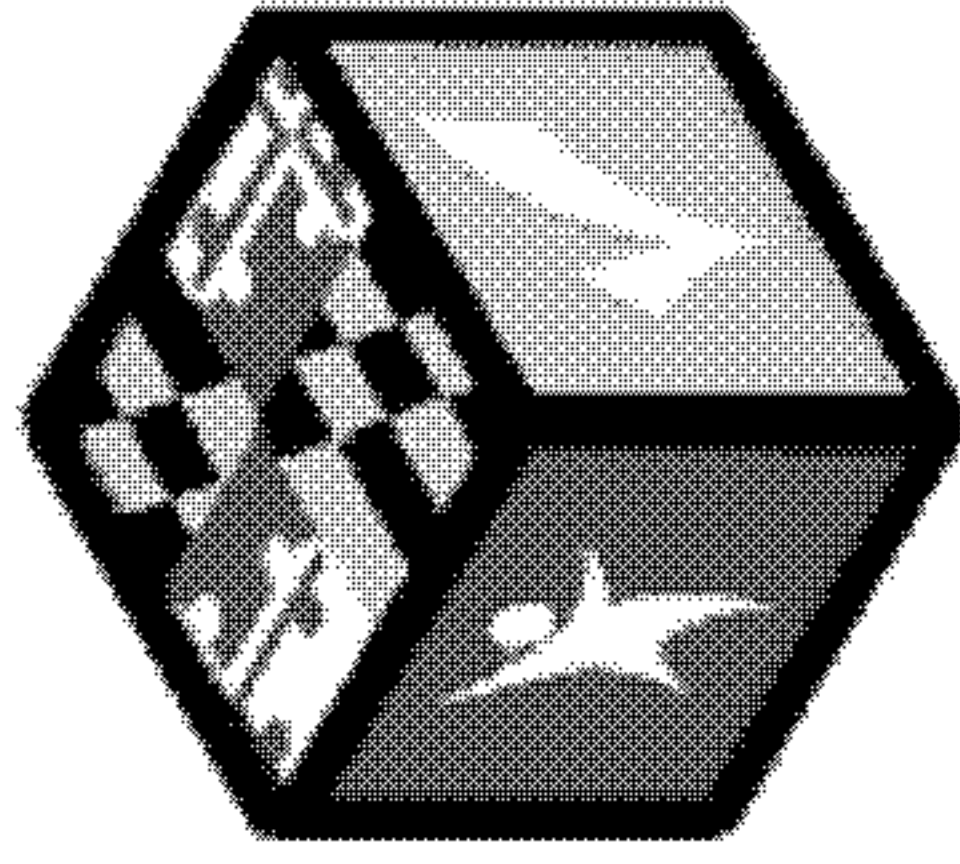
1	2	3	4	5
<p>The program has a parent handbook that includes at a minimum the program's policies and practices for health and safety and tuition/enrollment procedures.</p>	<p>The program has a parent handbook that includes at a minimum the program's policies and practices for health and safety and tuition/enrollment procedures.</p>	<p>The program has a parent handbook that includes at a minimum the program's mission and/or philosophy statement, and policies and practices for health and safety and tuition/enrollment procedures, inclusion of children with disabilities or special health care needs and behavior management. The program participants in the Child and Adult Care Food Program, if eligible.</p>	<p>The program has a parent handbook that includes written policies on the program philosophy or mission, policies and practices, including communicating with families, health and safety information, wellness, physical fitness, and nutrition plans, tuition and enrollment policies, and teaching and learning, inclusion of children with disabilities or special health care needs and behavior management. The program participants in the Child and Adult Care Food Program, if eligible. The program provides fresh fruits and/or vegetables at least twice a week, and monitors that children are receiving nutritious, balanced meals.</p>	<p>The program has a parent handbook that includes written policies on the program philosophy or mission, policies and practices, including communicating with families, health and safety information, wellness, physical fitness, and nutrition, safety information, emergency plans, tuition and enrollment policies, and teaching and learning, inclusion of children with disabilities or special health care needs and behavior management. The program participants in the Child and Adult Care Food Program, if eligible. The program provides fresh fruits and/or vegetables at least twice a week, and monitors meals provided from home to ensure that children are receiving nutritious, balanced meals.</p>
<p>(Copy of parent handbook.)</p>	<p>(Copy of parent handbook.)</p>	<p>(Copy of parent handbook, CACFP form.)</p>	<p>The program provides the parent handbook to all parents prior to enrollment and requires written receipt of outlined policies and procedures. (Copy of parent handbook, CACFP form, including at least one signed notification.)</p>	<p>The program provides the parent handbook to all parents prior to enrollment and requires written receipt of outlined policies and procedures. (Copy of parent handbook, CACFP form, including at least one signed notification.)</p>
<p>Families are provided with opportunities to be involved in the program in at least two of the categories of the <i>Head Start Parent, Family, and Community Engagement Framework</i>.</p>	<p>Families are provided with opportunities to be involved in the program in at least three of the categories of the <i>Head Start Parent, Family, and Community Engagement Framework</i>.</p>	<p>Families are provided with opportunities to be involved in the program in at least five of the categories of the <i>Head Start Parent, Family, and Community Engagement Framework</i>.</p>	<p>Families are provided with opportunities to be involved in the program in all of the categories of the <i>Head Start Parent, Family, and Community Engagement Framework</i>.</p>	<p>Families are provided with opportunities to be involved in the program in all of the categories of the <i>Head Start Parent, Family, and Community Engagement Framework</i>.</p>
<p>(Examples of at least two ways families may participate in program.)</p>	<p>(Examples of at least two ways families may participate in program.)</p>	<p>(Examples of at least three ways families may participate in program.)</p>	<p>Program conducts family conferences based on the developmental screening schedule. Program requests a copy of a child's IFSP/IEP (if applicable) and works with early intervention or special education service providers to support child and family outcomes. (Examples of at least five ways families may participate in program; including conference plan.)</p>	<p>Program conducts family conferences based on the developmental screening schedule. Program requests a copy of a child's IFSP/IEP (if applicable) and works with early intervention or special education service providers to support child and family outcomes. (Examples of at least seven ways families may participate in program; including conference plan.)</p>

FAMILIES

Maryland EXCELS - CENTER STANDARDS

Administrative Practices and Policies (Continued)

Administrative Practices and Policies (Continued)				
1	2	3	4	5
	<p>The program holds at least 4 staff meetings per year. Staff performance is evaluated in writing at least annually. (Copy of staff meeting and performance evaluation schedule.)</p> <p>The program has developed staff policies.</p> <p>Statement of staff policies.</p>	<p>The program holds monthly staff meetings. Staff performance is evaluated in writing at least annually. Copy of staff meeting and performance evaluation schedule.</p> <p>The program has developed a written staff handbook. (Copy of staff handbook.)</p>	<p>The program holds monthly staff meetings. Staff performance is evaluated at least annually, and as needed for professional improvement. (Copy of staff meeting and performance evaluation schedule.)</p> <p>The program has a written Staff Handbook provided to all new staff members at hire, which includes policies and procedures related to health, safety, child development, inclusion of children with disabilities and special health care needs, training, behavior management, staff expectations, and benefits. The program maintains written receipt of Staff Handbook from all employees. (Copy of staff meeting and performance evaluation schedule.)</p>	<p>The program holds monthly staff meetings. Staff performance is evaluated at least annually, and as needed for professional improvement. (Copy of staff handbook, including at least one signed notification.)</p> <p>The program has a written Staff Handbook provided to all new staff members at hire, which includes policies and procedures related to health, safety, child development, inclusion of children with disabilities and special health care needs, training, behavior management, staff expectations, and benefits. The program maintains written receipt of Staff Handbook from all employees. (Copy of staff meeting and performance evaluation schedule.)</p> <p>The program has an incremental salary scale based on education and experience and other benefits. (Copy of current salary scale; description of benefits.)</p> <p>Program maintains current and accurate information about community resources and referral sources, including referral sources and access to programs for children with disabilities and special health care needs. Program accesses local resources, including library services.</p> <p>The program has a plan for transitioning children from classroom to classroom and from center to school. (Copy of transition protocol(s).)</p>
STAFF				
COMMUNITY	<p>Program maintains current and accurate information about community resources and referral sources.</p>	<p>Incremental salary scale based on education and experience. (Copy of current salary scale.)</p> <p>Program maintains current and accurate information about community resources and referral sources, including referral sources and access to programs for children with disabilities and special health care needs. Program accesses local resources, including library services.</p> <p>The program has a plan for transitioning children from classroom to classroom and from center to school. (Copy of transition protocol(s).)</p>	<p>The program has an incremental salary scale based on education and experience and other benefits. (Copy of current salary scale; description of benefits.)</p> <p>Program maintains current and accurate information about community resources and referral sources, including referral sources and access to programs for children with disabilities and special health care needs. Program accesses local resources, including library services.</p> <p>The program has a plan for transitioning children from classroom to classroom and from center to school. (Copy of transition protocol(s).)</p>	<p>The program has an incremental salary scale based on education and experience and other benefits. (Copy of current salary scale; description of benefits.)</p> <p>Program maintains current and accurate information about community resources and referral sources, including referral sources and access to programs for children with disabilities and special health care needs. Program accesses local resources, including library services.</p> <p>The program has a plan for transitioning children from classroom to classroom and from center to school. (Copy of transition protocol(s).)</p>



MARYLAND EXCELS

Family Standards
October 2011

Licensing/Compliance				
1	2	3	4	5
Fully registered, opened and operating. (CCATS)	Fully registered and out of provisional period and/or conditional status. (CCATS)	Fully registered and out of provisional period and/or conditional status. (CCATS)	Fully registered and out of provisional period and/or conditional status. (CCATS)	Fully registered and out of provisional period and/or conditional status. (CCATS)
	No substantiated complaints of child abuse, neglect, or injurious treatment within the last 12 months. Adequate supervision and care at all times which is provided by qualified, designated individuals meeting all COMAR requirements and is appropriate to the individual child's needs, while maintaining child capacity requirements at all times. (CCATS)	No substantiated complaints of child abuse, neglect, or injurious treatment within the last 12 months. Adequate supervision and care at all times which is provided by qualified, designated individuals meeting all COMAR requirements and is appropriate to the individual child's needs, while maintaining child capacity requirements at all times. (CCATS)	No substantiated complaints of child abuse, neglect, or injurious treatment within the last 12 months. Adequate supervision and care at all times which is provided by qualified, designated individuals meeting all COMAR requirements and is appropriate to the individual child's needs, while maintaining child capacity requirements at all times. (CCATS)	No substantiated complaints of child abuse, neglect, or injurious treatment within the last 12 months. Adequate supervision and care at all times which is provided by qualified, designated individuals meeting all COMAR requirements and is appropriate to the individual child's needs, while maintaining child capacity requirements at all times. (CCATS)

Staffing and Professional Development				
1	2	3	4	5
Meets licensing requirements for Family Child Care.	Provider and any staff must hold a current Maryland Child Care Credential at Level 2 or higher, or the equivalent credential training for that level. (CCATS or uploaded training certification for staff members)	Provider and any staff must hold a current Maryland Child Care Credential at Level 3 or higher, or the equivalent credential training for that level. (CCATS or uploaded training certification for staff members)	Provider and any staff must hold a current Maryland Child Care Credential at Level 4 or higher. (CCATS)	Provider and any staff must hold a current Maryland Child Care Credential at Level 4+ or higher. (CCATS)
			The Provider or designated staff person has completed training on BAS or has at a minimum 90 clock hours of approved training in the area of program administration. (Documentation of BAS training or 90 hours of approved training)	The Provider or designated staff person has completed training on BAS or has at a minimum 90 clock hours of approved training in the area of program administration. (Documentation of BAS training or 90 hours of approved training)

Family Standards

Rating Scale/Accreditation					
	1	2	3	4	5
ACCRED.	No Accreditation Requirement.	Provider or designated staff person has visited a NAFCC accredited family child care provider within the past 12 months. (Uploaded form signed by Provider from accredited family child care home documenting visit)	NAFCC Accreditation self-study is completed by program. (Uploaded statement of self-study completion)	Provider has completed the accreditation self-study improvement plan. Accreditation application submitted for observation visit. (Copy of Accreditation self-study improvement plan and/or copy of application requesting observation visit)	Provider has received NAFCC Accreditation and remains in good standing. Provider submits annual reports. (Letter of Accreditation award from Accrediting agency and Annual Reports)
ERS			Self-assessment (evaluation) conducted using the FCCERS-R.	Annual ERS assessment conducted using the FCCERS-R with average program score of 4.5. Improvement plan created for any subscale score below 4.5. (ERS Score Sheet completed by MSDE-approved Assessor and improvement plan)	Annual ERS assessment conducted using the FCCERS-R with average program score of 5.0. Improvement plan created for any subscale score below 5.0. (ERS Score Sheet completed by MSDE-approved Assessor and improvement plan)
BAS				The Provider or designated staff person has completed a self-assessment using BAS or has fully met appropriate administrative policies as outlined in the accreditation manual. (Copy of BAS score sheet or accreditation score sheet in applicable areas of administration)	The Provider has had at least one independent observation using BAS during the previous three years with a minimum 4.0 score, or has met appropriate administrative policies as outlined in the accreditation manual. (Copy of BAS score sheet or accreditation score sheet in applicable areas of administration)

Developmentally Appropriate Learning and Practice/Child Assessment					
1	2	3	4	5	
Has a daily schedule that is consistent and developmentally and age-appropriate for children in care.	MSDE Healthy Beginnings, MMSR or approved curriculum guides the development of a written daily schedule that is predictable, yet flexible and responsive to the individual needs of all children. Daily schedule provides time and support for transitions, and includes both indoor and outdoor activities on a daily basis.	MSDE Healthy Beginnings, MMSR or approved curriculum guides the development of a written daily schedule that is predictable, yet flexible and responsive to the individual needs of all children. Written daily schedule provides time and support for transitions, and includes both indoor and outdoor activities on a daily basis.	Implementation of a curriculum that is aligned with the MMSR and/or state curriculum and guides the development of a daily schedule . Daily scheduling is consistent yet responsive to the individual needs of all children, including children with disabilities, special health care needs and English learners. Written daily schedules include plans for transitions, multiple daily indoor and outdoor activities, and flexible grouping opportunities.	Implementation of an MSDE recommended curriculum that is aligned with the MMSR and/or state curriculum and guides the development of a written daily schedule . Daily scheduling is consistent yet responsive to the individual needs of all children, including children with disabilities, special health care needs and English learners. Written daily schedules include plans for transitions, multiple daily indoor and outdoor activities, and flexible grouping opportunities.	
	Daily schedule is responsive to the children's needs to rest or be active, and includes at minimum a total of 15 minutes of literacy/reading opportunities per half-day. No screen time for children under 2 years of age, and limited use of television or computers when not directly related to learning experiences.	Daily schedule is responsive to the children's needs to rest or be active, and includes at minimum a total of 15 minutes of literacy/reading opportunities per half-day. No screen time for children under 2 years of age, and limited use of television or computers when not directly related to learning experiences.	Daily schedule is responsive to the children's needs to rest or be active and encourages gross motor physical activity, and includes at minimum a total of 15 minutes of literacy/reading/library opportunities per half-day. No screen time for children under 2 years of age, and extremely limited use of television or computers when not directly related to learning experiences.	Daily schedule is responsive to the children's needs to rest or be active and encourages gross motor physical activity, and includes at minimum a total of 15 minutes of literacy/reading/library opportunities per half-day. No screen time for children under 2 years of age, and extremely limited use of television or computers when not directly related to learning experiences.	
	(Copy of daily schedule)	(Copy of daily schedule)	(Copy of daily schedule)	(Copy of daily schedule)	
	The Provider has a method for curriculum planning that includes interests and skills.	The Provider has a method for curriculum planning that includes interests and skills and includes multiple literacy, language, science, art, health and wellness, physical fitness, and numeracy activities.	The Provider has a method for curriculum planning that incorporates children's interests and skills, and includes multiple literacy, language, science, art, health and wellness (including nutrition education and obesity prevention), physical fitness, and numeracy activities on a daily basis.	The Provider has a written method for curriculum planning that incorporates children's interests and skills, and includes multiple literacy, language, science, art, health and wellness (including nutrition education and obesity prevention), physical fitness, and numeracy activities on a daily basis.	
			The Provider has a plan for updating and rotating materials in library and activity areas.	The Provider has a plan for updating and rotating materials in library and activity areas.	
			Evidence of differentiated instruction for each age group, children with disabilities, special health care needs and/or English learners.	Evidence of differentiated instruction for each age group, children with disabilities, special health care needs and/or English learners. Evidence of use of an IFSP/IEP for individualized planning for children with disabilities (if applicable).	

DAILY SCHEDULE

CURRICULUM PLANNING

	(Written description of curriculum planning process, sample lesson plan)	(Written description of curriculum planning process, representative recent lesson plan)	(Written description of curriculum planning process; recent lesson plan)	(Written description of curriculum planning process, including evidence of differentiated instruction, recent lesson plan)
<p>Provider conducts developmental screenings on all children within 45 days of enrollment and at 6 month intervals until age 3, then yearly until K entrance.</p>	<p>Provider conducts developmental screenings on all children within 45 days of enrollment and at 6 month intervals until age 3, then yearly until K entrance.</p> <p>Children are observed for developmental progress.</p>	<p>Provider conducts developmental screenings on all children within 45 days of enrollment and at 6 month intervals until age 3, then yearly until K entrance.</p> <p>Children are observed for developmental progress using developmental checklists.</p>	<p>Provider conducts developmental screenings on all children within 45 days of enrollment and at 6 month intervals until age 3, then yearly until K entrance.</p> <p>The Provider has a policy regarding child assessment using developmental or assessments designed for use with the curriculum.</p>	<p>Provider conducts developmental screenings on all children within 45 days of enrollment and at 6 month intervals until age 3, then yearly until K entrance.</p> <p>The Provider has a written policy regarding child assessment using formal and informal assessment measures designed for use with the curriculum, including developmental checklists, portfolio development, and observation/anecdotal records.</p>
<p>Documentation of screening and disposition)</p>	<p>(Documentation of screening and disposition /written description of assessment practices)</p>	<p>(Documentation of screening and disposition /written description of assessment practices)</p>	<p>The Provider has a policy for sharing assessment results with families.</p>	<p>The Provider has a written policy that describes their practices for sharing assessment results with families (which includes meeting at least once a year and/or agencies that may be working with the family, including early intervention or special education services.</p>
<p>(Documentation of screening and disposition)</p>	<p>(Documentation of screening and disposition /written description of assessment practices)</p>	<p>(Documentation of screening and disposition /written description of assessment practices)</p>	<p>(ECDS indicates screening, disposition and follow-up /written description of assessment practices, including sample child assessment measures)</p>	<p>(ECDS indicates screening, disposition and follow-up /written description of assessment practices, including sample child assessment measures, copy of written policy for sharing assessment results)</p>

ASSESSMENT

Family Standards

Administrative Practices and Policies				
1	2	3	4	5
Parent handbook that includes at a minimum the program's policies and practices for health and safety and tuition/enrollment procedures. (Copy of parent handbook)	Parent handbook that includes at a minimum the program's policies and practices for health and safety and tuition/enrollment procedures.	Parent handbook that includes at a minimum the program's mission and/or philosophy statement, and policies and practices for health and safety and tuition/enrollment procedures. The program participants in the Child and Adult Care Food Program.	Parent handbook that includes written policies on the program philosophy or mission, policies and practices, and at least 4 of the following practices, including communicating with families, health and safety information, wellness, physical fitness, and nutrition, safety information, emergency plans, tuition and enrollment policies, and teaching and learning, inclusion of children with disabilities or special health care needs, and behavior management. The Provider participates in the Child and Adult Care Food Program. The Provider serves fresh fruits and/or vegetables at least twice a week, and monitors meals provided from home to ensure that children are receiving nutritious, balanced meals.	Parent handbook that includes written policies on the program philosophy or mission, policies and practices, including communicating with families, health and safety information, wellness, physical fitness, and nutrition, safety information, emergency plans, tuition and enrollment policies, and teaching and learning, inclusion of children with disabilities or special health care needs, and behavior management. The Provider participates in the Child and Adult Care Food Program. The Provider serves fresh fruits and/or vegetables at least twice a week, and monitors meals provided from home to ensure that children are receiving nutritious, balanced meals.
(Copy of parent handbook)	(Copy of parent handbook)	(Copy of parent handbook, CACFP form)	The Provider gives the parent handbook to all parents prior to enrollment and requires written receipt of outlined policies and procedures. (Copy of parent handbook, CACFP form, including at least one signed notification, copy of weekly menu or nutrition policy)	The Provider gives the parent handbook to all parents prior to enrollment and requires written receipt of outlined policies and procedures. (Copy of parent handbook, CACFP form, including at least one signed notification, copy of weekly menu or nutrition policy)
Families are provided with opportunities to be involved in the family care program in at least two ways, one of which must be parent conferences based on developmental screening schedule. (Examples of how families may participate in program, including conference plan)	Families are provided with opportunities to be involved in the family care program in at least two ways, one of which must be parent conferences based on developmental screening schedule. (Examples of how families may participate in program, including conference plan)	Families are provided with opportunities to be involved in the family care program in at least three ways, one of which must be parent conferences based on developmental screening schedule. (Examples of how families may participate in program, including conference plan)	Families are provided with at least four ways to be involved with the family child care program, one of which must be parent conferences based on developmental screening schedule. The Provider requests a copy of a child's IFSP/IEP (if applicable) and works with early intervention or special education service providers to support child and family outcomes. (Examples of how families may participate in program, including conference plan)	Families are provided with at least five ways to be involved with the family child care program, one of which must be parent conferences based on developmental screening schedule. The Provider requests a copy of a child's IFSP/IEP (if applicable) and works with early intervention or special education service providers to support child and family outcomes. (Examples of how families may participate in program, including conference plan)
COMMUNITY	The Provider maintains current and accurate information about community resources and referral sources	The Provider maintains current and accurate information about community resources and referral sources	The Provider maintains current and accurate information about community resources and referral sources, including referral sources and access to programs for children with disabilities and special health care needs. The Provider accesses local resources, including library services. (Statement of how program identifies community resources and updating protocol)	The Provider maintains current and accurate information about community resources and referral sources, including referral sources and access to programs for children with disabilities and special health care needs. The Provider accesses local resources, including library services. (Statement of how program identifies community resources and updating protocol)

FAMILIES

COMMUNITY

		<p>The Provider has a plan for transitioning children from program to school.</p> <p>(Copy of transition protocol(s))</p>	<p>The Provider has a plan for transitioning children from program to school.</p> <p>(Copy of transition protocol(s))</p>	<p>The Provider has a plan for transitioning children from program to school. The Provider has a policy for supporting the transition of children with special needs (if applicable).</p> <p>(Copy of transition protocol(s))</p>
	<p>Staff performance is evaluated in writing at least annually.</p> <p>(Copy of evaluation schedule)</p>	<p>Staff performance is evaluated in writing at least annually.</p> <p>(Copy of evaluation schedule)</p>	<p>Staff performance is evaluated at least annually, and as needed for professional improvement.</p> <p>(Copy of evaluation schedule.)</p>	<p>Staff performance is evaluated at least annually, and as needed for professional improvement.</p> <p>(Copy of evaluation schedule.)</p>
	<p>The Provider has developed a written staff handbook.</p> <p>(Copy of staff handbook)</p>	<p>The Provider has developed a written staff handbook.</p> <p>(Copy of staff handbook)</p>	<p>The Provider has a written staff handbook provided to all new staff members at hire, which includes policies and procedures related to health, safety, child development, training, behavior management, inclusion of children with disabilities and special health care needs, staff expectations, and benefits. The Provider maintains written receipt of staff handbook from all employees.</p> <p>(Copy of staff handbook, including at least one signed notification)</p>	<p>The Provider has a written staff handbook provided to all new staff members at hire, which includes policies and procedures related to health, safety, child development, training, inclusion of children with special needs, behavior management, inclusion of children with disabilities and special health care needs, staff expectations, and benefits. The Provider maintains written receipt of staff handbook from all employees.</p> <p>(Copy of staff handbook, including at least one signed notification)</p>
		<p>The Provider has an incremental salary scale based on education and experience.</p> <p>(Copy of current salary scale.)</p>	<p>The Provider has an incremental salary scale based on education and experience and other benefits.</p> <p>(Copy of current salary scale; description of benefits.)</p>	<p>The program has an incremental salary scale based on education and experience and other benefits.</p> <p>(Copy of current salary scale; description of benefits.)</p>

STAFF (If Applicable)

DRAFT – SCHOOL-AGE STANDARDS

Licensing/Compliance				
1	2	3	4	5
Fully licensed, opened and operating. (Valid license [CCATS])	Fully licensed and out of provisional period and/or conditional status. (Valid license [CCATS])	Fully licensed and out of provisional period and/or conditional status. (Valid license [CCATS])	Fully licensed and out of provisional period and/or conditional status. (Valid license [CCATS])	Fully licensed and out of provisional period and/or conditional status. (Valid license [CCATS])
	No substantiated complaints of child abuse, neglect, or injurious treatment in the last 12 months. Adequate supervision and care at all times which is provided by qualified, designated individuals meeting all COMAR requirements and is appropriate to the individual child’s needs, while maintaining assignment of staff appropriate to both group size and age of children specific to mixed-age groups. (Licensing reports from last 12 months [CCATS])	No substantiated complaints of child abuse, neglect, or injurious treatment in the last 12 months. Adequate supervision and care at all times which is provided by qualified, designated individuals meeting all COMAR requirements and is appropriate to the individual child’s needs, while maintaining assignment of staff appropriate to both group size and age of children specific to mixed-age groups. (Licensing reports from last 12 months [CCATS])	No substantiated complaints of child abuse, neglect, or injurious treatment in the last 12 months. Adequate supervision and care at all times which is provided by qualified, designated individuals meeting all COMAR requirements and is appropriate to the individual child’s needs, while maintaining assignment of staff appropriate to both group size and age of children specific to mixed-age groups. (Licensing reports from last 12 months [CCATS])	No substantiated complaints of child abuse, neglect, or injurious treatment in the last 12 months. Adequate supervision and care at all times which is provided by qualified, designated individuals meeting all COMAR requirements and is appropriate to the individual child’s needs, while maintaining assignment of staff appropriate to both group size and age of children specific to mixed-age groups. (Licensing reports from last 12 months [CCATS])
Staffing and Professional Development				
1	2	3	4	5
Director and all staff meet licensing requirements for School Age program with a capacity of 60 or fewer children.	Provider and any staff must hold a current Maryland Child Care Credential at Level 2 or higher, or the equivalent credential training for that level. (CCATS or uploaded training certification for staff members.)	Provider and any staff must hold a current Maryland Child Care Credential at Level 3 or higher, or the equivalent credential training for that level. (CCATS or uploaded training certification for staff members.)	Provider and any staff must hold a current Maryland Child Care Credential at Level 4 or higher. (CCATS or uploaded training certification for staff members.)	Provider and any staff must hold a current Maryland Child Care Credential at Level 4+ or higher. (CCATS or uploaded training certification for staff members.)

DRAFT – SCHOOL-AGE STANDARDS

Rating Scale/Accreditation					
	1	2	3	4	5
ACCRED.		<p>The Provider or designated staff person has visited a NAA or COA accredited facility within the past 12 months. Accreditation application submitted.</p> <p>(Uploaded form signed by provider from accredited program documenting visit. Uploaded copy of accreditation application.)</p>	<p>COA Accreditation self-study is completed by program.</p> <p>(Copy of accreditation self-study or receipt of completed self-study from accrediting agency.)</p>	<p>Program has completed the accreditation improvement plan. Request for accreditation validation visit submitted.</p> <p>(Copy of accreditation improvement plan or receipt of completed improvement plan from accrediting agency.)</p>	<p>Program has received COA Accreditation and remains in good standing with accrediting body.</p> <p>(Letter of Accreditation award from Accrediting agency and Annual Renewals.)</p>
ERS			<p>Self-assessment conducted using the SACERS.</p>	<p>Annual ERS assessment conducted using the SACERS with average program score of 4.5. *</p>	<p>Annual ERS assessment conducted using the SACERS with average program score of 5.0. *</p>
			<p>Improvement plan created for any subscale score below 4.0 (ERS Score Sheet and improvement plan.)</p>	<p>Improvement plan created for any subscale score below 4.5. (ERS Score Sheet completed by MSDE-approved Assessor and improvement plan.)</p>	<p>Improvement plan created for any subscale score below 5.0. (ERS Score Sheet completed by MSDE-approved Assessor and improvement plan.)</p>

DRAFT – SCHOOL-AGE STANDARDS

Developmentally Appropriate Learning and Practice/Child Assessment				
1	2	3	4	5
<p>Program has a daily schedule that is consistent and developmentally appropriate for children in care.</p>	<p>Program has daily schedule that is consistent yet responsive to the needs of individual children. The schedule provides adequate access to a variety of activities related to the curriculum, but also offers individual children the choice of quiet or active activities. The program allows for children to choose to move between quiet and active activities throughout the day. Children are also provided the opportunity to complete homework with adult assistance in a quiet area. Extremely limited use of television or computers when not directly related to learning experiences.</p>	<p>Program has daily schedule that is consistent yet responsive to the needs of individual children. The schedule provides adequate access to a variety of activities related to the curriculum, but also offers individual children the choice of quiet or active activities. The program allows for children to choose to move between quiet and active activities throughout the day. Daily scheduling is consistent yet responsive to individual children’s needs. Written daily schedules include plans multiple daily indoor and outdoor activities, and flexible grouping opportunities. Children are also provided the opportunity to complete homework with adult assistance in a quiet area. Extremely limited use of television or computers when not directly related to learning experiences. The program has a plan for transitioning children from program to school and from school to program.</p>	<p>Program has daily schedule that is consistent yet responsive to the needs of individual children. The schedule provides adequate access to a variety of activities related to the curriculum, but also offers individual children the choice of quiet or active activities. The program allows for children to choose to move between quiet and active activities throughout the day. The schedule provides ample opportunity for children to take advantage of a variety of different learning experiences, including literacy and language, dramatic play, science and math, physical fitness. Daily scheduling is consistent yet responsive to the needs of all children, including children with disabilities, special health care needs and English learners. Written daily schedules include plans for multiple daily indoor and outdoor activities, and flexible grouping opportunities. Children are also provided the opportunity to complete homework with adult assistance in a quiet area. Extremely limited use of television or computers when not directly related to learning experiences. The program has a plan for transitioning children from program to school and from school to program.</p>	<p>Program has daily schedule that is consistent yet responsive to the needs of individual children. The schedule provides adequate access to a variety of activities related to the curriculum, but also offers individual children the choice of quiet or active activities. The program allows for children to choose to move between quiet and active activities throughout the day. The schedule provides ample opportunity for children to take advantage of a variety of different learning experiences, including literacy and language, dramatic play, science and math, physical fitness. Daily scheduling is consistent yet responsive to the needs of all children, including children with disabilities, special health care needs and English learners. Written daily schedules include plans for transitions, multiple daily indoor and outdoor activities, and flexible grouping opportunities. Children are also provided the opportunity to complete homework with adult assistance in a quiet area. Extremely limited use of television or computers when not directly related to learning experiences. The program has a plan for transitioning children from program to school and from school to program.</p>
(Copy of daily schedule.)	(Copy of daily schedule.)	(Copy of daily schedule.)	(Copy of daily schedule.)	(Copy of daily schedule.)

DAILY SCHEDULE

DRAFT – SCHOOL-AGE STANDARDS

Developmentally Appropriate Learning and Practice/Child Assessment

		Developmentally Appropriate Learning and Practice/Child Assessment				
CURRICULUM PLANNING	1					
		<p>The program has a method for activity planning that includes children's interests and skills.</p> <p>(Written description of activity planning process, sample activity plan.)</p>	<p>The program has a method for activity planning that includes planning from children's interests and skills and includes multiple literacy, language, science, art, health and wellness, physical fitness, and numeracy activities.</p> <p>The program has a plan for updating and rotating materials in library and activity areas. Evidence of differentiated instruction for each age group, children with disabilities, special health care needs and/or English learners.</p> <p>(Written description of activity planning process, representative recent activity plan.)</p>	<p>The program has a method for activity planning that incorporates children's interests and skills, and includes multiple literacy, language, science, art, health and wellness, physical fitness, and numeracy activities on a daily basis.</p> <p>The program has a plan for updating and rotating materials in library and activity areas. Evidence of differentiated instruction for each age group, children with special needs and/or English-language learners. Evidence of use of an IFSP/IEP for individualized planning for children with special needs (if applicable).</p> <p>(Written description of activity planning process, including evidence of differentiated instruction, recent lesson plan for each age group served.)</p>	<p>The program has a written method for activity planning that incorporates children's interests and skills, and includes multiple literacy, language, science, art, health and wellness, physical fitness, and numeracy activities on a daily basis.</p> <p>The program has a plan for updating and rotating materials in library and activity areas. Evidence of differentiated instruction for each age group, children with special needs and/or English-language learners. Evidence of use of an IFSP/IEP for individualized planning for children with special needs (if applicable).</p> <p>(Written description of activity planning process, including evidence of differentiated instruction, recent lesson plan for each age group served.)</p>	5
ASSESSMENT		<p>Staff members communicate as needed with parents about child progress, program planning, or concerns.</p> <p>(Written description of assessment practices.)</p>	<p>Staff members work with families and/or teachers to provide information on child progress as requested. Staff members foster open communication between parents about program planning, and concerns.</p> <p>(Written description of assessment practices.)</p>	<p>Staff members work with families and/or teachers to provide information on child progress as requested. Staff members foster open communication between parents about child progress, program planning, and concerns. Program has a policy for sharing assessment results with families.</p> <p>(Written description of assessment practices.)</p>	<p>Staff members work with families and/or teachers to provide information on child progress as requested. Staff members foster open communication between parents about child progress, program planning, and concerns.</p> <p>Program has a written policy that describes their practices for sharing assessment results with families and/or agencies that may be working with the family, including early intervention or special education services.</p> <p>(Written description of assessment practices, including sample child assessment measures, copy of written policy for sharing assessment results.)</p>	

DRAFT – SCHOOL-AGE STANDARDS

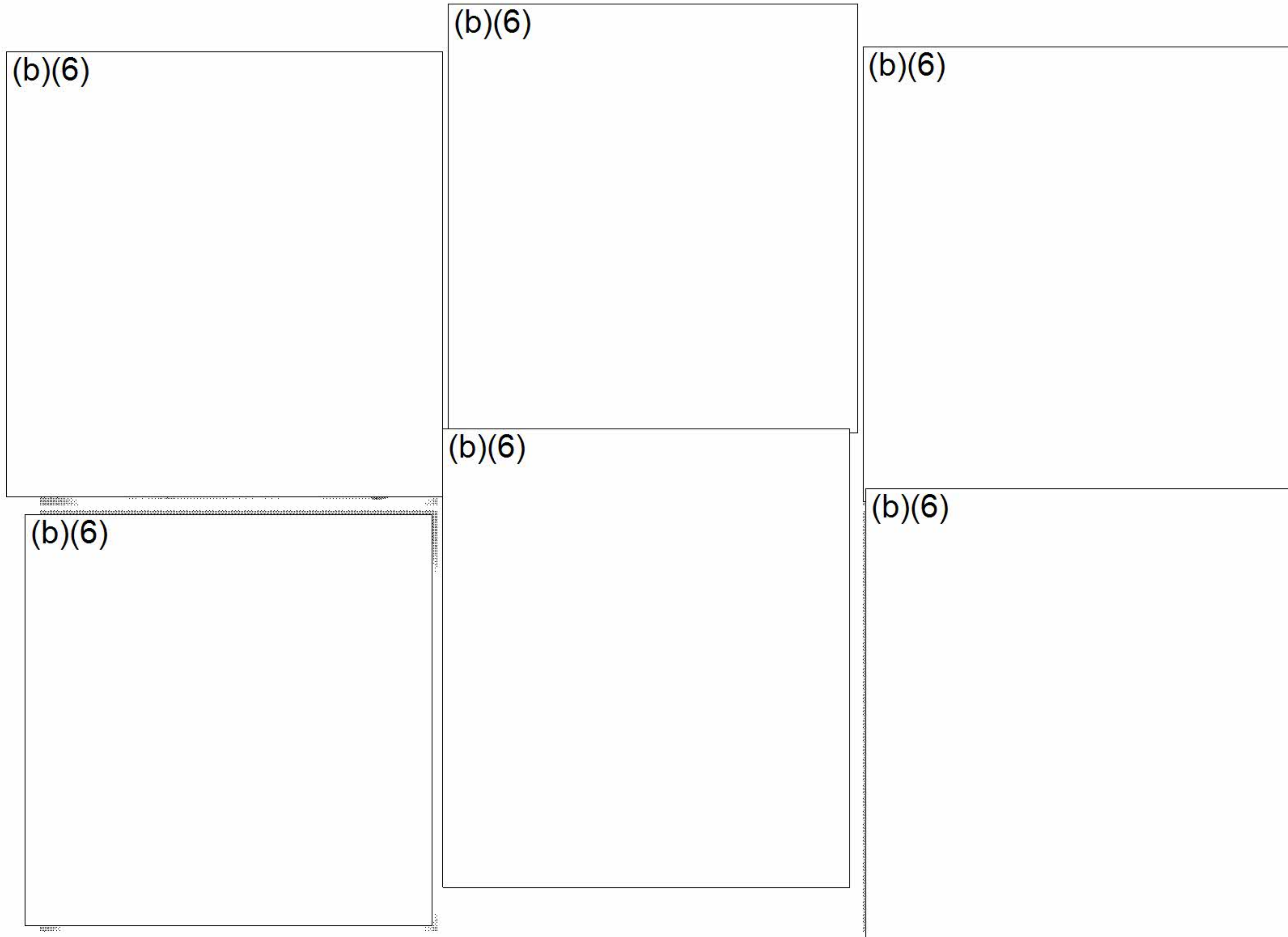
DRAFT - SCHOOL-AGE STANDARDS

Administrative Practices and Policies				
1	2	3	4	5
FAMILIES	<p>The program has a parent handbook that includes at a minimum the program's policies and practices for health and safety and tuition/enrollment procedures.</p> <p>(Copy of parent handbook.)</p>	<p>The program has a parent handbook that includes at a minimum the program's mission and/or philosophy statement, and policies and practices for health and safety and tuition/enrollment procedures. The program participants in the Child and Adult Care Food Program.</p> <p>(Copy of parent handbook, CACFP form.)</p>	<p>The program has a parent handbook that includes written policies on the program philosophy or mission, policies and practices, and at least 4 of the following practices, including communicating with families, health and safety information, wellness, physical fitness, and nutrition, safety information, emergency plans, tuition and enrollment policies, and teaching and learning, inclusion of children with disabilities or special health care needs, and behavior management. The program participants in the Child and Adult Care Food Program.</p> <p>The program provides the parent handbook to all parents prior to enrollment and requires written receipt of outlined policies and procedures.</p> <p>(Copy of parent handbook, CACFP form, including at least one signed notification.)</p>	<p>The program has a parent handbook that includes written policies on the program philosophy or mission, policies and practices, including communicating with families, health and safety information, wellness, physical fitness, and nutrition, safety information, emergency plans, tuition and enrollment policies, and teaching and learning, inclusion of children with disabilities or special health care needs, and behavior management. The program participants in the Child and Adult Care Food Program.</p> <p>The program provides the parent handbook to all parents prior to enrollment and requires written receipt of outlined policies and procedures.</p> <p>(Copy of parent handbook, CACFP form, including at least one signed notification.)</p>
	<p>Families are provided with opportunities to be involved in the program in at least two of the categories of the <i>Head Start Parent, Family, and Community Engagement Framework</i>.</p> <p>(Examples of at least two ways families may participate in program.)</p>	<p>Families are provided with opportunities to be involved in the program in at least three of the categories of the <i>Head Start Parent, Family, and Community Engagement Framework</i>.</p> <p>(Examples of at least three ways families may participate in program.)</p>	<p>Families are provided with opportunities to be involved in the program in at least five of the categories of the <i>Head Start Parent, Family, and Community Engagement Framework</i>.</p> <p>Program requests a copy of a child's IEP (if applicable) and works with early intervention or special education service providers to support child and family outcomes. (Examples of at least five ways families may participate in program.)</p>	<p>Families are provided with opportunities to be involved in the program in all of the categories of the <i>Head Start Parent, Family, and Community Engagement Framework</i>.</p> <p>Program requests a copy of a child's IEP (if applicable) and works with early intervention or special education service providers to support child and family outcomes. (Examples of at least seven ways families may participate in program.)</p>

DRAFT – SCHOOL-AGE STANDARDS

Administrative Practices and Policies					
	1	2	3	4	5
STAFF		Staff performance is evaluated in writing at least annually (if applicable). (Copy of performance evaluation schedule.)	Staff performance is evaluated in writing at least annually (if applicable). (Copy of performance evaluation schedule.)	Staff performance is evaluated at least annually, and as needed for professional improvement. (Copy of performance evaluation schedule.)	Staff performance is evaluated at least annually, and as needed for professional improvement. (Copy of performance evaluation schedule.)
		The program has developed a written staff handbook (if applicable).	The program has developed a written staff handbook (if applicable). (Copy of staff handbook.)	The program has a written staff handbook provided to all new staff members at hire, which includes policies and procedures related to health, safety, child development, inclusion of children with disabilities and special health care needs, training, behavior management, staff expectations, and benefits. The program maintains written receipt of staff handbook from all employees (if applicable). (Copy of staff handbook, including at least one signed notification.)	The program has a written staff handbook provided to all new staff members at hire, which includes policies and procedures related to health, safety, child development, inclusion of children with disabilities and special health care needs, training, behavior management, inclusion of children with special needs, staff expectations, and benefits. The program maintains written receipt of staff handbook from all employees (if applicable). (Copy of staff handbook, including at least one signed notification.)
			The program has an incremental salary scale based on education and experience. (Copy of current salary scale.)	The program has an incremental salary scale based on education and experience and other benefits. (Copy of current salary scale; description of benefits.)	The program has an incremental salary scale based on education and experience and other benefits. (Copy of current salary scale; description of benefits.)
COMM.		Program maintains current and accurate information about community resources and referral sources	Program maintains current and accurate information about community resources and referral sources	Program maintains current and accurate information about community resources and referral sources, including referral sources and access to programs for children with disabilities and special health care needs.. Program accesses local resources, including library services.	Program maintains current and accurate information about community resources and referral sources, including referral sources and access to programs for children with disabilities and special health care needs.. Program accesses local resources, including library services.

B1.2 Head Start Parent, Family, and Community Engagement Framework



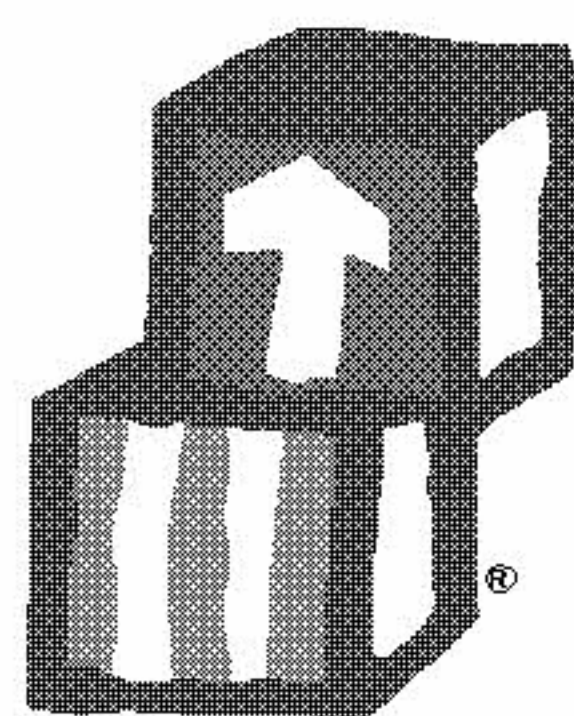
THE HEAD START PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

PROMOTING FAMILY ENGAGEMENT
AND SCHOOL READINESS,
FROM PRENATAL TO AGE 8

U.S. Department of Health
and Human Services

Administration for Children
and Families

Office of Head Start



THE NATIONAL CENTER ON
Parent, Family, and
Community Engagement

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DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
370 L'Enfant Promenade, S.W.
Washington, D.C. 20447

August 15, 2011

Dear Head Start Colleagues,

I am pleased to introduce the Head Start Parent, Family and Community Engagement (PFCE) Framework, the first of its kind. The Parent, Family and Community Engagement Framework provides programs with a research based, organizational guide for implementing relevant Head Start Program Performance Standards. The PFCE Framework marks the beginning of a new wave of technical assistance resources that will be made available to programs in the coming year through the National Center on Parent, Family and Community Engagement.

Because supporting children's school readiness is an ongoing partnership between staff and families, the PFCE Framework is a tool that all staff and families can use. I invite you to review this valuable resource and to consider ways to improve and promote parent and family engagement in your program. The PFCE Framework can be used in program-wide strategic planning, program design and management, systems of continuous improvement, professional development for staff, and with governing bodies and parent groups. It can be used to help improve program services or to inform community partners about Head Start parent and family engagement goals and the importance of those goals for school readiness.

Families play a critical role in helping their children be ready for school and for a lifetime of academic success, and Head Start and Early Head Start programs are valuable partners with families in this endeavor. Head Start Parent Involvement has continually evolved since its inception in 1965. The Head Start Parent, Family and Community Engagement Framework begins the next chapter in Head Start's long history of leading the field in engaging families and supporting children's ongoing learning and development.

Thank you for the work you do every day for children and families.

Sincerely,


Yvette Sanchez Fuentes
Director
Office of Head Start

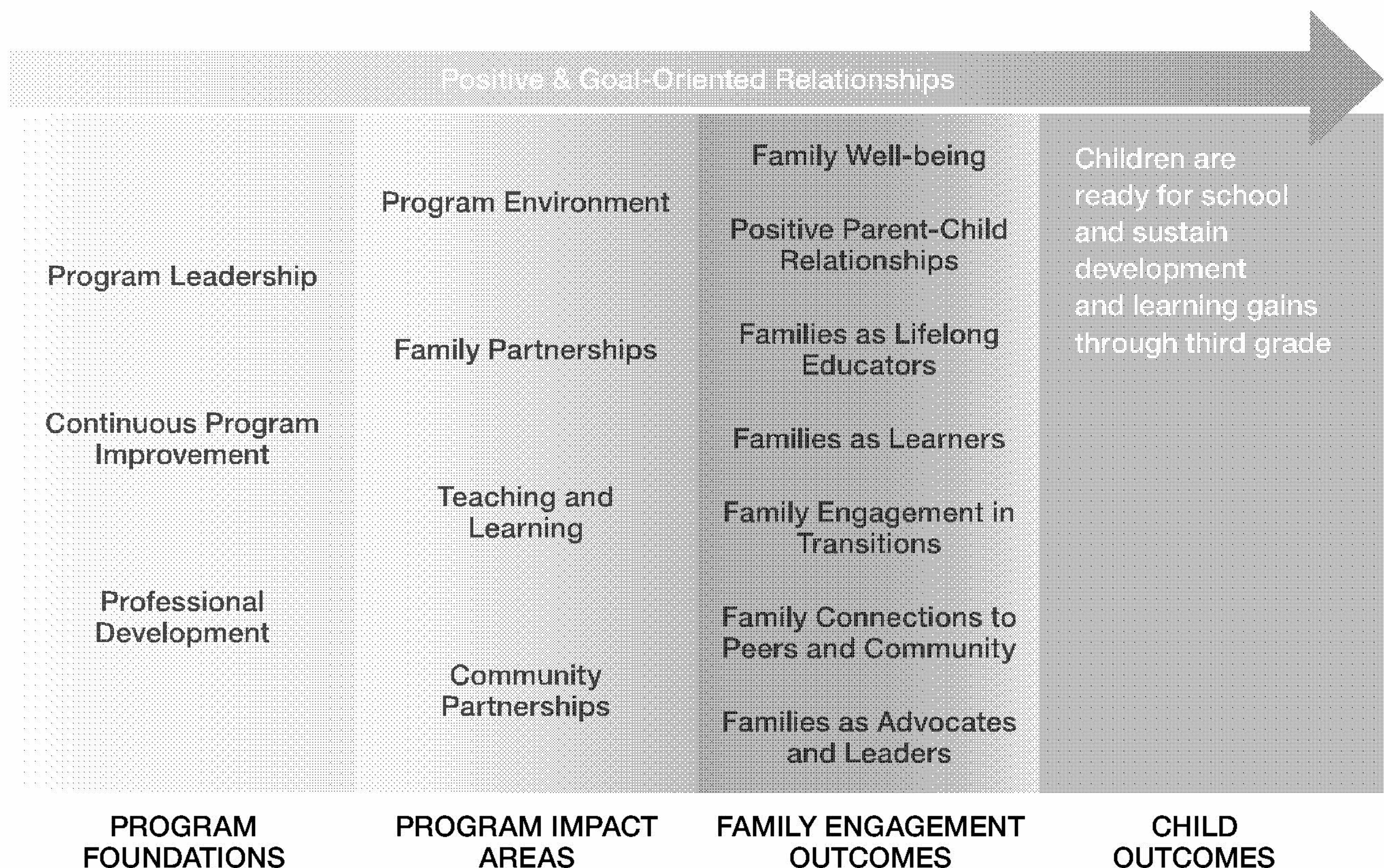
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THE HEAD START PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK ENGAGING FAMILIES—PRENATAL TO AGE 8

Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PFCE Framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how an agency can work together as a whole—across systems and service areas—to promote parent and family engagement and children’s learning and development.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



The first section of the PFCE Framework outlines the importance of a systemic, integrated and comprehensive approach to family engagement. Next, the PFCE Framework discusses parent and family engagement activities in the context of Program Foundations and Program Impact Areas. Essentially, when parent and family engagement activities are systemic and integrated across Program Foundations and Program Impact Areas, family engagement outcomes are achieved. The PFCE Framework goes on to describe seven Parent and Family Engagement Outcomes. For each of the seven outcomes, a definition is given, and examples of Program Foundations strategies and Program Impact Area strategies are provided. In addition, there are examples of family progress for each outcome area. Finally, the PFCE Framework includes ideas for how programs might use this document.

A SYSTEMIC, INTEGRATED AND COMPREHENSIVE APPROACH

Because parent, family, and community engagement practices cross into different service areas, PFCE goals, plans and activities must be

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systemic, integrated, and comprehensive across the entire HS/EHS organization.

By systemic, we mean that parent, family, and community engagement is anchored in leadership priorities, program management, continuous improvement systems, and staff development. By integrated we mean that by carrying out PFCE activities throughout the entire organization, programs are much more likely to make the kind of family engagement progress that best supports child outcomes. For example, directors, teachers, assistant teachers, family support staff, home visitors, and health and disabilities staff, all play a role in engaging families and supporting school readiness. By comprehensive, we mean that staff consider the strengths, interests and needs of each child and family, and connect families with services and resources to achieve their goals.

The PFCE Framework builds on many years of parent involvement in Head Start. For example, parent decision-making has always been an important part of parent involvement in Head Start. The PFCE Framework builds on this tradition and suggests that in many circumstances parent input (from parents who participate in policy council and parent committees as well as parents who do not) could be used in a systemic and integrated way. Further, program activities that promote family involvement have always been an important part of parent and family engagement in Head Start. Programs are more likely to make progress in achieving family engagement and school readiness goals, when these activities are tied to a systemic and integrated approach.

PROGRAM FOUNDATIONS

Head Start and Early Head Start organizations need strong foundations to make the kind of progress that leads to lasting change for families and enduring progress for children. The foundations for successful

parent and family engagement include the following: Program Leadership, Continuous Improvement and Professional Development of all staff.

PROGRAM LEADERSHIP *The director, the governing board, policy council, parent committees and management teams determine the way that Head Start and Early Head Start programs engage parents, families, and the community.* To begin, program leadership sets a clear vision and ambitious goals for PFCE. Program leadership makes sure that program systems (such as communication and human resources) integrate practices that help parent and family engagement to flourish. Leadership outlines strategic plans that bring systems, people, and activities together in a way that values staff and enhances parent and family engagement in the program.

CONTINUOUS IMPROVEMENT *Leadership is committed to continuously improving systems and activities to engage and support parents and families.* With a strategic PFCE vision and goals set by program leadership, programs can conduct staff and parent surveys and use data from surveys, intakes, assessments and family partnership processes to set benchmarks. From there, staff can review reports, assess program progress, make decisions, and change or refine PFCE goals and actions.

PROFESSIONAL DEVELOPMENT *PFCE training is important to all staff, but their professional development will focus uniquely around their roles in the program.* To have a solid foundation for achieving family engagement outcomes, professional development plans should be comprehensive and include training, supervision, recognition, and information about career options. Giving staff members regular opportunities to come together as a “community of learners” helps them find mutual support and ideas for turning training and information into action. It also helps them gain new insights from working in cross-service area teams, such as teaching, family services, and home visiting.

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PROGRAM IMPACT AREAS

With a solid PFCE foundation in place, program leadership and staff are set to work in partnership with parents, families, and the community on activities that promote family engagement and work toward family goals. To do this, programs align PFCE strategies across four impact areas: Program Environment, Teaching and Learning, Family Partnerships, and Community Partnerships.

PROGRAM ENVIRONMENT *Families feel welcomed, valued, and respected by program staff.* To make an impact on program environment, program leadership supports all staff to build relationships, both with each other and with families and communities. Staff and families work together to set expectations and support family goals and children’s learning and development in culturally and

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linguistically responsive ways. Two-way communication and relationship building with families are adapted to meet changing family and community circumstances. In addition, opportunities are provided for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

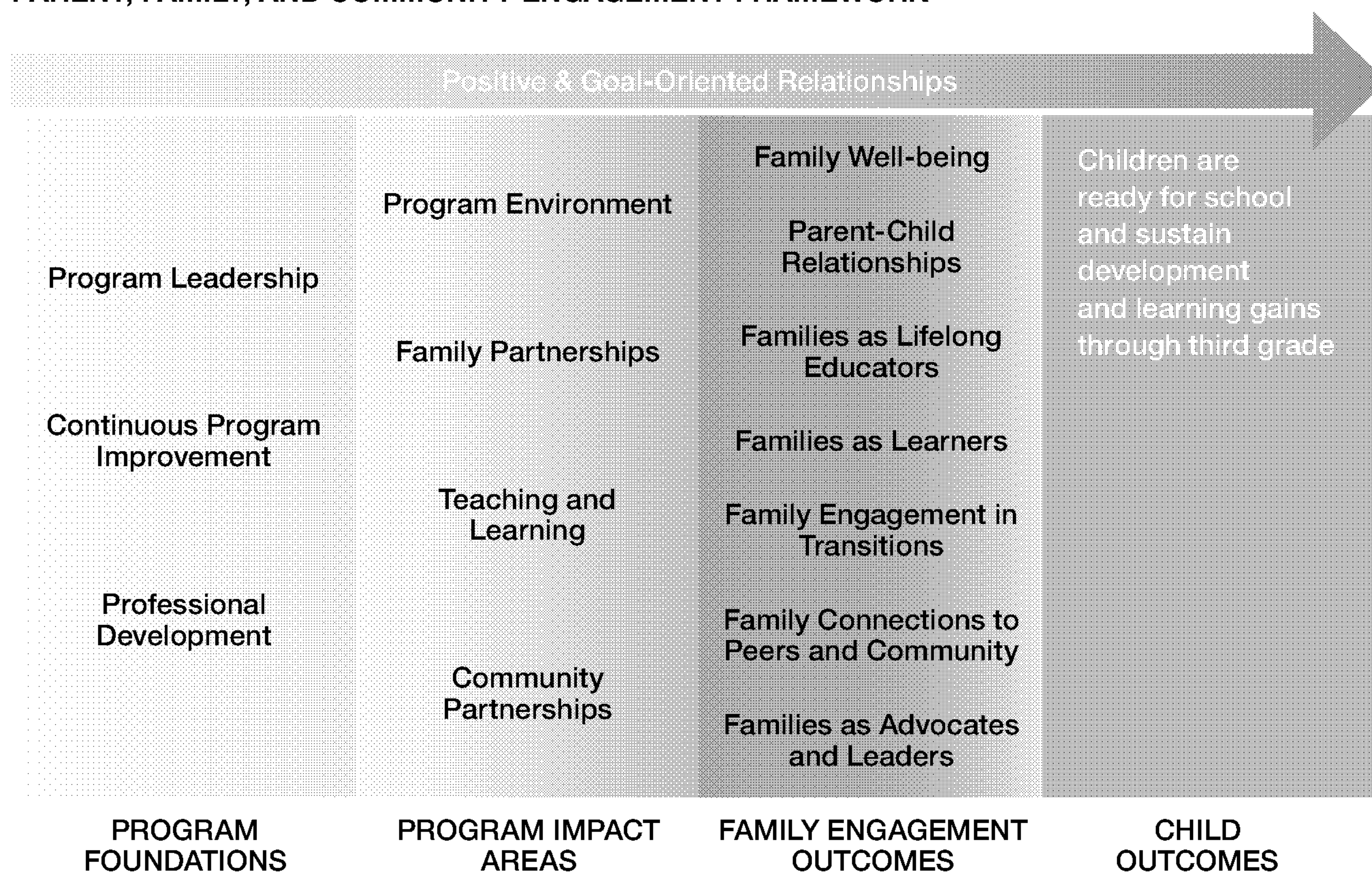
FAMILY PARTNERSHIPS *Families work with staff to identify and achieve their goals and aspirations.* To make an impact in the area of family partnerships, staff and families build ongoing, respectful and goal-oriented relationships. This means identifying and acting on family goals and aspirations and using program and community supports and resources to promote progress on family and child development goals.

TEACHING AND LEARNING *Families are engaged as equal partners in their children's learning and*

development. To make an impact in engaging families as equal partners in children's learning and development, staff and families work together to build strong relationships that support information sharing with each other about children's learning and developmental progress. Programs ensure that families have access to information about their child and that the information is understandable and meaningful. Parents share their knowledge about their child's interests and progress at home, and together staff and families use this information to set and work toward goals for the child in the classroom, home, and community.

COMMUNITY PARTNERSHIPS *Communities support families' interests and needs and encourage parent and family engagement in children's learning.* To make an impact in the area of community partnerships, staff and families collaborate with community, health,

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK



mental health, social service, and school partners to build peer networks, link families and children to needed services, and support successful transitions for children and families.

PARENT AND FAMILY ENGAGEMENT OUTCOMES

Programs are more likely to achieve family engagement outcomes when PFCE foundations are in place and PFCE activities are occurring across impact areas. Parent and Family Engagement (PFE) Outcomes will support promising child outcomes such as enhanced school readiness skills, sustained learning, and developmental gains across early childhood education and into elementary school.

The PFE Outcomes include examples of program

strategies that are informed by both research and performance standards. This is not an exhaustive list of strategies. The assumption is that program strategies are locally and individually tailored. For example, program strategies would be individualized based on culture and language and different parent strengths, challenges, and perspectives — including those of fathers, mothers, grandparents, kith and kinship caregivers, LGBT parents, expectant parents, teen parents, guardians and others.

While all of the PFE Outcomes are relevant for each program, not all of the PFE Outcomes are relevant for each family. This means that while there are examples of progress for families included here, each family’s HS/EHS experience is uniquely determined by their own interests, needs and goals

Head Start Parent and Family Engagement Outcomes	
1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
2. POSITIVE PARENT-CHILD RELATIONSHIPS	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.
3. FAMILIES AS LIFELONG EDUCATORS	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. FAMILIES AS LEARNERS	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. FAMILY ENGAGEMENT IN TRANSITIONS	Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. FAMILIES AS ADVOCATES AND LEADERS	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.

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partnerships with particular community agencies that might be useful connections for families? How much adversity are families facing? Are families meeting basic needs, having income and employment difficulties, or facing homelessness, depression, or family violence? What are the types of services and resources available (or not available) in the community that can help families? Progress is something that programs and families can define and determine together.

The following section includes examples of strategies for each PFE Outcome. Specifically, each outcome includes:

- the defined parent and family engagement outcome;
- examples of program strategies related to the PFCE Framework Foundations;
- examples of program strategies related to the PFCE Framework Impact Areas; and
- examples of progress for families.

they have for themselves and their children. It starts with meeting families where they are, engaging families in the opportunities and experiences they choose, and deciding what progress would mean together. It means recognizing barriers to progress and figuring out ways to deal with them. For example, what is the quality of program

1. Family Well-being

Parents and families are safe, healthy, and have increased financial security.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP

- Ensure that systems, supports and resources are in place to address professional development, continuous improvement, program environment and partnerships related to family well-being.
- Incorporate goals related to family well-being into agency work plans and strategic planning.
- Ensure staff members have appropriate training and supervision and manageable caseloads.
- Develop relationships with community members and community organizations that support families' interests and needs.
- Promote cross-service area teamwork.
- Contract or hire a mental health consultant with appropriate credentials and experience to be a resource for staff and program needs around family well-being.

CONTINUOUS IMPROVEMENT

- Use the community assessment and self assessment surveys, the family partnership process, team meetings, and other tools to understand community and family needs and interests.
- Review individual and system-wide family successes, helpful referrals and effective staff practices to evaluate family services.
- Collect data for individual families and aggregate it so that programs can review the effectiveness of family services.

PROFESSIONAL DEVELOPMENT

- Develop knowledge of relationship building that is grounded in cross-cultural responsiveness and strengths-based perspectives.
- Gain knowledge about mental health, child development and a variety of parenting practices, including unique ways to engage fathers.
- Develop knowledge and skill in supporting families around financial literacy and financial stability.
- Reflect on daily practice and personal experience to increase self awareness and effective relationship-building with families.
- Develop knowledge of professional ethics around confidentiality, boundaries and self-determination.
- Develop skill in coordination and collaboration with community partners.

PROGRAM ENVIRONMENT

- Welcome all families—and all family structures, sizes and arrangements.
- Initiate relationships with families that are receptive, responsive and respectful.
- Include family-friendly spaces with pictures and materials that affirm and welcome all families.
- Engage in honest dialogue with families about their expectations and staff/program objectives.

FAMILY PARTNERSHIPS

- Use family partnership assessments as a tool for relationship building and as a basis for ongoing individualized family services.
- Help families identify their interests, articulate their strengths and needs and accomplish and/or develop goals.
- Use goal-oriented home visits to establish relationships with families and to identify and support their interests and needs through the family partnership process.
- Assist families in using resources and systems of support regularly and continuously over a period of time.

TEACHING AND LEARNING

- Participate in cross-service area teams and program meetings to ensure that information about services related to family and child well-being can inform teaching.

COMMUNITY PARTNERSHIPS

- Link families with support systems and resources and conduct purposeful follow up to determine their effectiveness.
- Participate in community meetings and initiatives that increase program capacity to respond to the needs and interests of families.

1. Family Well-being *(continued)*

Parents and families are safe, healthy, and have increased financial security.

EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Have considered the benefits of participating in different program services and/or activities.
- Developed relationships with staff that are helpful in supporting the goals they have established for themselves and their children.
- Identified their individual family strengths to cope with difficulties and overcome adversity.
- Gained confidence to address any family specific needs and/or interests related to:
 - ◆ Safety
 - ◆ Housing stability
 - ◆ Health and mental health
 - ◆ Employment and job skills development
 - ◆ Budget and finances, financial literacy
 - ◆ Safety
- Accessed resources and systems of support that meet family interests, needs and goals.

2. Positive Parent-child Relationships

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP

- Ensure that systems, supports and resources are in place to address professional development, continuous improvement, program environment and partnerships related to supporting positive parent-child relationships.
- Incorporate goals related to positive parent-child relationships into agency work plans and strategic planning.
- Ensure staff members have appropriate training, effective supervision, and manageable caseloads to support families and their relationships with their infants, toddlers and preschool age children.
- Promote cross-service area teamwork.

CONTINUOUS IMPROVEMENT

- Use self assessments, related surveys and ongoing conversations with families to reflect on staff relationships with families and identify areas for improvement.
- Use self assessments and related surveys to better understand participants' parenting practices, and use this information to improve parenting education and parenting supports.

PROFESSIONAL DEVELOPMENT

- Gain knowledge about:
 - the needs of prenatal and postnatal pregnant women and their families;
 - the needs of parents who are parenting a child with a disability;
 - unique ways to engage fathers;
 - how mental health and wellness affects families;
 - communication styles and relationship building;
 - child development;
 - the effect of trauma on parent-child relationships; and
 - a variety of parenting practices.

2. Positive Parent-child Relationships *(continued)*

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.

PROGRAM ENVIRONMENT

- Hold the child and family in high regard and partner effectively with different groups of parents.
- Provide opportunities that support parents' needs to connect with other parents for reflection, information, ideas and support.
- Support parent-child relationships in a way that values the culture and language of the family and recognizes how different cultural influences may influence family development.

FAMILY PARTNERSHIPS

- Provide opportunities for parents to learn about expectant parenting and prenatal health, the developing role of young parents (for adolescent parents), and/or about their roles as new mothers and fathers.
- Foster meaningful, reciprocal relationships between mother and child, and father and child in a manner that is both culturally receptive and responsive.
- Help families identify appropriate practices that complement the stages of their developing child.
- Support parents and families in ensuring the health and safety of their infants, toddlers and preschoolers.
- Support a father's efforts to connect with and be responsible for his child at all ages and stages of development.
- Support families in seeking support from mental health consultants or other community agencies when there are parent-child relationship challenges that require additional services.
- Foster strong co-parenting relationships as appropriate.

TEACHING AND LEARNING

- Engage with parents as equal partners in learning about their child while acknowledging parents' premier role as their child's first teacher.
- Foster meaningful, reciprocal relationships between mother and child, and father and child in a manner that is both culturally receptive and responsive.
- Talk together with families about the child's signals in ways that help families explore these signals and understand and respond to their child's behavior.
- Work together with families to help children overcome behavioral challenges.

COMMUNITY PARTNERSHIPS

- Engage community partners to help support the needs and goals of pregnant and expectant families and new parents.
- Engage community partners to help support the needs of families who are parenting during stressful and challenging times.

EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Gained knowledge and experience around expectant parenting and prenatal health, the developing role of young parents (for adolescent parents), and/or about their roles as new mothers and fathers.
- Learned new ways to ensure the health and safety of their developing child.
- Gained knowledge about their children's social, emotional and cognitive development in the context of community and culture.
- Learned new ways to understand and respond to their child's behavior.
- Used positive parenting practices—such as attachment and nurturing relationships—that complement the stages of their child's development.
- Reflected on parenting experiences, practices and new strategies.

3. Families as Lifelong Educators

Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP

- Ensure that systems, supports and resources are in place to address professional development and continuous improvement, program environment and partnerships related to families as lifelong educators.
- Incorporate goals related to families as lifelong educators into agency work plans and strategic planning.
- Collaborate with school systems to support and empower families in their continued role as their child's lifelong educators.
- Promote cross-service area teamwork.

CONTINUOUS IMPROVEMENT

- Use self assessments, related surveys and staff service integration meetings to better understand the effectiveness of family-staff relationships with respect to teaching and learning.
- Use information from the self assessment and related surveys to improve staff-family relationships and to strengthen family literacy practices.

PROFESSIONAL DEVELOPMENT

- Include teachers/teachers' assistants in parenting education sessions so parents and teachers can share information about child learning and development, and program curriculum.

PROGRAM ENVIRONMENT

- Welcome families to observe and participate in their child's classroom (or home-based) activities.
- Support and encourage parents to share tips on everyday learning practices with staff and other families.

FAMILY PARTNERSHIPS

- Support relationships between parents and their children as part of the foundation for interactions around early learning.
- Provide opportunities and support parents in working toward their own literacy goals.

TEACHING AND LEARNING

- Consistently connect with families to gather child information and parent observations to inform teaching.
- Share information about children's social, emotional, and cognitive development and the importance of the home language (with families of children who are dual language learners).
- Share information about approaches that promote child outcomes outlined in the Head Start Child Development and Early Learning Framework.
- Engage parents in conversations where child assessment data is shared and parents learn about children's progress.
- Use a database/management information system that is accessible to families and that assists teachers in sharing child assessment information in an understandable, family-friendly format.

COMMUNITY PARTNERSHIPS

- Support family experiences with community resources that support children's learning and development, such as libraries and museums.
- Share information with families about resources and services for children with disabilities.

3. Families as Lifelong Educators *(continued)*

Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities.

EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Shared their knowledge of their children with program and teaching staff to inform teaching and learning.
- Identified their talents and strengths as parents and educators of their children.
- Enjoyed and celebrated their child's learning and developmental accomplishments.
- Learned more about the social-emotional development of their infants and toddlers.
- Learned about the value of the primary language for children's development and long-term academic success (for parents of dual language learners).
- Partnered with teachers/assistant teachers and used different approaches in the program, home and/or community that supported the essential learning outlined in the Head Start Child Development and Early Learning Framework.
- Learned about options for acquiring services and supports for their child's learning, developmental, or behavioral challenges.
- Gained confidence and competence in voicing, acting on, and achieving lifelong learning goals for their children.

4. Families as Learners

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP

- Ensure that systems, supports and resources are in place to address professional development, continuous improvement, program environment and partnerships related to families learning goals for themselves and their children.
- Incorporate goals related to family learning into agency work plans and strategic planning.
- Form agreements with education entities and organizations that support staff and families' education and training goals.

CONTINUOUS IMPROVEMENT

- Use community assessments, self assessments, family partnership agreements and related surveys on education and training services in the program and community to understand opportunities and challenges.
- Use information from community assessments, self assessments and related surveys to improve family options for GED, training, certificate, and degree programs.

PROFESSIONAL DEVELOPMENT

- Create "learning communities" for staff.
- Develop staff skills to support families in meeting their learning goals.
- Develop knowledge about different kinds of education and training opportunities available to families.
- Prepare staff to engage parents in meaningful and creative ways in parent meetings and trainings.

4. Families as Learners *(continued)*

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

PROGRAM ENVIRONMENT	<ul style="list-style-type: none">■ Welcome and support families as learners.■ Make information available that supports parents' personal growth and career development.■ Ensure that parent meetings and trainings are announced routinely, that announcements are inviting, and that language is not a barrier to parent participation.■ Provide opportunities for families to connect with other families in the program or community that are working to achieve similar learning/educational goals.
FAMILY PARTNERSHIPS	<ul style="list-style-type: none">■ Use the family partnership process to assist families with their education and training goals, and provide referrals to educational resources (GED, adult education, ESL, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills, etc).■ Follow-up on referrals to ensure that families are enrolled and have the necessary supports to complete their education and/or training.■ Invite past program parents and community volunteers to share their educational and career experiences with families.■ Invite families to volunteer or apply for jobs in the program in ways that support their parenting, career or life goals.
TEACHING AND LEARNING	<ul style="list-style-type: none">■ Support parents as learners in parenting education programs that help parents learn more about their child's learning, development and behavior.■ Support family literacy activities between parents and children.■ Encourage families to observe and participate in child learning and development during home visits and in classrooms.
COMMUNITY PARTNERSHIPS	<ul style="list-style-type: none">■ Link families to community resources for internships, volunteer activities and other experiences that expand their knowledge and skills and build on their career interests.■ Form partnerships with educational resources in the community and beyond, including higher education institutions, to support families' learning interests and educational goals.■ Form partnerships with adult educators who creatively enhance education and training opportunities for families.

EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Identified their strengths as learners, and reflected on their parenting, career and life interests.
- Learned about experiences, training and educational opportunities that relate to their interests.
- Set learning goals that aligned with their interests and career aspirations.
- Enrolled in courses or training programs that led toward GED, certifications and/or other degrees.
- Participated in learning experiences that supported their parenting, career or life goals.
- Considered goals related to volunteer and employment options with Head Start and Early Head Start programs.

5. Family Engagement in Transitions

Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to Kindergarten through Elementary School.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP	<ul style="list-style-type: none"> ■ Ensure that systems, supports and resources are in place to address professional development, continuous improvement and partnerships related to child and family transitions. ■ Establish ongoing communications and Memorandas of Understanding between Head Start and the local educational agencies.
CONTINUOUS IMPROVEMENT	<ul style="list-style-type: none"> ■ Use the self assessment process, related surveys and K-12 data sources (where possible) to review transition activities and to better understand opportunities and challenges. ■ Use information from the self assessment, related surveys and other data sources to improve transition practices with families and community partners.
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> ■ Conduct joint transition trainings across EHS/HS and local educational agencies. ■ Gain understanding about the realities public schools face and acknowledge both constraints and opportunities in building local partnerships (differences in policy, regulations, budgets, organizational design, etc).
PROGRAM ENVIRONMENT	<ul style="list-style-type: none"> ■ Welcome and engage families as partners in transition planning. ■ Create a culture of supporting families during transitions as they are the key to creating continuity for children. ■ Help families identify and understand quality criteria in early childhood settings as children make transitions from prenatal to postnatal services, new service options, new classrooms, or new home visitors.
FAMILY PARTNERSHIPS	<ul style="list-style-type: none"> ■ Use the family partnership process to help families develop transition plans for themselves and their children. ■ Provide families with information, training and connections to future early care and educational settings to help facilitate the transition process for parents and children (e.g., information about what families might expect of K-12 instruction and training about how to deal with disagreements between parent and teacher). ■ Ensure families know about their rights under federal and state laws, such as their rights under the Individuals with Disabilities Education Act (IDEA).
TEACHING AND LEARNING	<ul style="list-style-type: none"> ■ Ensure families have ongoing opportunities to discuss their observations and concerns about their child’s strengths and challenges prior to transitions from EHS to HS and HS to K-12. ■ Share information about activities and everyday interactions with children that promote school readiness as outlined by the Head Start Child Development and Early Learning Framework. ■ Ensure families have ongoing opportunities to discuss child assessment data so that families are prepared to initiate and/or participate in similar discussions with teachers in K-12. ■ Provide families with information about child development and the impact of transitions on children across early childhood and school settings.
COMMUNITY PARTNERSHIPS	<ul style="list-style-type: none"> ■ Coordinate services for children and families leaving Head Start through program-school partnerships. ■ Provide advocacy training and opportunities for families to develop and use advocacy skills in the context of their child’s lifelong learning.

5. Family Engagement in Transitions *(continued)*

Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to Kindergarten through Elementary School.

EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Gained understanding of the social and emotional impacts of transitions on children.
- Learned about their role in creating continuity for children as they transition into kindergarten.
- Learned about the culture, norms and opportunities of their child’s future early care and education settings.
- Anticipated and recognized their child’s adaptive needs as changes and transitions occurred in early childhood education and school settings.
- Learned about how everyday interactions with preschool children are opportunities to promote school readiness as outlined in the Head Start Child Development and Early Learning Framework.
- Learned about their rights under federal and state laws, such as their rights under the Individuals with Disabilities Education Act (IDEA).
- Built upon their strengths as program/school advocates through participation in program supported transition activities.
- Accessed information about existing local parent-to-parent organizations, family peer networks, and parent-initiated school-community efforts in order to continue engagement in new settings.

6. Family Connections to Peers and Community

Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP

- Ensure that systems and staff development facilitate opportunities for parents to develop relationships with their peers through meetings, trainings, support groups, mentoring programs or community referrals.
- Incorporate goals related to family connections to peers and community into agency work plans and strategic planning.

CONTINUOUS IMPROVEMENT

- Use the community assessment, self assessments, related surveys and ongoing relationships with families to understand the opportunities and challenges related to parent connections, peers, and community.
- Use information from community assessment, self assessments and related surveys to improve practices related to parent connections, peers and community.

PROFESSIONAL DEVELOPMENT

- Conduct staff training on facilitating peer activities that help parents and families:
 - enhance parent-child relationships;
 - strengthen their role as educators;
 - reflect and set learning goals;
 - learn about transitions; and
 - encourage parent leadership and advocacy.

6. Family Connections to Peers and Community *(continued)*

Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

PROGRAM ENVIRONMENT

- Create safe and respectful environments where parents can lead and learn from each other and ask for the kinds of information that they find helpful as individuals and members of a group.
- Provide space and resources, if necessary, for monthly events chaired by parents, for parents.

FAMILY PARTNERSHIPS

- Facilitate (or refer parents to) parental support and/or educational groups where they can share their concerns (e.g. children's special needs).
- Talk with parents about the formal and informal social networks (support, amusement, help, education, etc) they have and explore interests or needs in forming new (or renewed) social connections.
- Individualize opportunities for peer-to-peer connections for different groups of parents (e.g., fathers or grandparents).
- Support parents interests and goals with skill-building volunteer opportunities in the program and community.

TEACHING AND LEARNING

- Encourage parent-to-parent support when participating in parent meetings about children's learning and development.

COMMUNITY PARTNERSHIPS

- Collaborate with community organizations that share parents' concerns and interests.
- Link families with meaningful support networks, peer-to-peer groups, and volunteer opportunities in the community.

EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Connected with other parents and families to exchange knowledge and resources.
- Engaged in problem-solving and decision-making with staff, parents and families.
- Experienced the personal value of relationships, connections and experiences in the program and community.
- Developed a sense of self-efficacy through parent-to-parent experiences that support mothers, fathers, and other parenting caregivers in their relationships with one another.
- Gained a sense of empowerment through the validation that comes with peer-to-peer shared experiences.
- Volunteered in the program or in other community-based organizations.

7. Families as Advocates and Leaders

Families participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children's development and learning experiences.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP

- Ensure that parents' opinions are heard and included in the program planning processes (e.g., policy council and parent committees, etc.).
- Ensure that systems and supports are in place to address professional development, continuous improvement, program environment and partnerships related to engaging families as advocates and leaders.
- Incorporate goals related to family advocacy and leadership into agency work plans and strategic planning.

CONTINUOUS IMPROVEMENT

- Conduct regular assessments on parent leadership and advocacy experiences to understand opportunities and challenges.
- Use related assessment data to improve practices related to parent leadership and advocacy.

PROFESSIONAL DEVELOPMENT

- Provide training on the multicultural principles, leadership development, and advocacy for staff and families.

PROGRAM ENVIRONMENT

- Create an environment that welcomes and affirms parent leadership and advocacy in the program.
- Work with parents to arrive at agreed upon understandings of how to partner and how to collaborate with each other within the program.

FAMILY PARTNERSHIPS

- Provide opportunities for parents to identify their strengths as leaders/advocates and to use them in the program and community.
- Share information with families about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to foster continuity in leadership and advocacy roles beyond Head Start.

COMMUNITY PARTNERSHIPS

- Provide parent mentoring opportunities that could include staff, alumni parents/families, elders, and professionals in the community to serve as a resource and support for parent leadership development.
- Partner with parents to engage advocacy groups that work on issues related to child, family and community needs.
- Form partnerships with parent-to-parent organizations or other K-12 parent groups to facilitate connections for HS/EHS families.

EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Learned about their opportunities to engage in leadership and /or advocacy activities (eg. policy council).
- Built upon their strengths as leaders and/or advocates through parent-initiated participation in program-supported activities such as advocacy and leadership trainings, parent committees, policy councils, etc.
- Accessed information about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to continue to be leaders/advocates in the community and as their children transition into kindergarten.

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**THE PARENT, FAMILY, AND COMMUNITY
ENGAGEMENT FRAMEWORK:
SUMMARY AND USES**

Regardless of the particular strategies that programs and families choose, the necessary ingredients for program success must include a commitment toward goal-directed, positive, culturally responsive and respectful relationships with families and a system-wide, integrated, and comprehensive parent, family, and community engagement approach.

The PFCE framework can be used in program-wide strategic planning, program design and management, continuous improvement systems, professional development for staff and governing bodies, and program approaches to providing services. It can be used to inform community partners about Head Start parent and family engagement goals and the importance of those goals

for school readiness. It lays the groundwork for the development of future parent and family engagement training and technical assistance materials for Head Start and Early Head Start programs that will be made available through the National Center on Parent, Family, and Community Engagement. ■

APPENDIX

RELATED ORGANIZATIONAL RESEARCH TO SUPPORT THE PFCE FRAMEWORK

Over the last decade, an important body of research in several fields makes the case for a systemic approach to interventions for children and families. This approach seeks to change several important elements in the way a program or organization works. Findings from the research suggest that programs with strong leadership and a supportive work environment create the conditions for effective staff practices and relationships with children and families. Effective programs do not operate in isolation. They depend on the support and resources of their communities in order to achieve the desired outcomes for children and families. Like an orchestra, several instruments of change must work together to produce the desired result.

RELATED PARENT AND FAMILY ENGAGEMENT OUTCOMES RESEARCH

The body of research that focuses on parent and family engagement as key contributors to family well-being and child success has grown significantly since the creation of Head Start in 1965. In order to highlight the significance of this research across the seven family engagement outcomes, the National Center on Parent, Family, and Community Engagement (NCPFCE) will be developing a series of materials that describe this multidisciplinary research base and its implications for implementing system wide practices that are considered evidence-based, evidence-informed, or best practices. In addition, the research support for building parent and family engagement and community partnerships that enhance children's early learning and developmental outcomes will be part of the NCPFCE program readiness guide for parent, family, and community engagement.

B2.1 Quality Improvement Endorsements

Quality Improvement Endorsement Incentives

Maryland will explore and implement a system of additional incentives for programs to participate in Maryland EXCELS. To increase the number of providers actively including high need children in their programs, Maryland EXCELS will include a system of bonuses linked to specific endorsements. The bonuses available to programs that achieve and maintain an endorsement will be implemented and evaluated during the EXCELS pilot to determine if they are sufficient to encourage programs to make improvements and pursue the additional recognition.

Programs at any level in the EXCELS system will be eligible to receive an endorsement if they indicate that they have undertaken additional measures to improve program quality in specific areas. These additional endorsements are available in the areas of Asthma and Allergy Awareness and Practices, Health and Wellness Initiatives, Inclusive Programming Practices, and Dual Language.

To receive an endorsement, a program must make a request through Maryland EXCELS' program coordinator. The program coordinator will work with one of the collaborating agencies, such as the Department of Health and Mental Hygiene or the Abilities Network, to assign an outside evaluator to conduct a program assessment using an appropriate checklist or rubric. A program that is awarded an endorsement will have that endorsement prominently featured on the program search results screen in the Maryland EXCELS website and will be awarded bonuses based on its achievement.

Programs with Asthma and Allergy Awareness and Practices and Health and Wellness Initiatives endorsements will receive a bonus of \$250 when the endorsement is awarded and \$100 each year thereafter if the endorsement is maintained. Programs that earn the Inclusive Practices and Dual Language endorsements are also eligible for the \$250 bonus. In addition, these endorsements qualify programs for an additional \$250 if 20 percent to 80 percent of the program's FTE student population is high need (for the Inclusive Practices endorsement) or English language learners (for the Dual Language endorsement). Additional per child funding for children who are identified as having a developmental or learning delay or disability or are English language

learners, similar to the Tiered Reimbursement model, will be explored and recommended based on available funding prior to the full Maryland EXCELS implementation. Determination of the percentage of children with high needs or limited English skills will be made using the demographic data captured in the MSDE Early Childhood Data System. This system, being developed by MSDE to link to the state Longitudinal Data System, will be the overarching data warehouse for all child, teacher, provider, and program level data¹.

Inclusive Practices Endorsement. Child care programs and providers that participate in Maryland EXCELS are actively encouraged to work with parents, families, and community resources to promote inclusive programming and practices for children with disabilities.. Maryland's EXCELS has specific language regarding inclusive programming and practices embedded throughout the standards, including references in staffing and professional development, developmentally appropriate learning and practices, administrative policies and practices, and rating scales, with increasing requirements as the quality check level increases. However, the more specific and higher standards are designed to distinguish those programs that are exemplary at meeting the needs of children with a variety of health and developmental needs.

Asthma- and Allergy-Friendly Endorsement. MSDE will employ a checklist developed by the Maryland Department of Health and Mental Hygiene as part of the Maryland Asthma Control Program. The draft standards for the Asthma-Friendly Child Care Designation Program outline the steps a child care provider can take to ensure that the program meets high standards specific to the care of children with asthma- and allergy-related illnesses. The program completes a self-assessment using ten criteria (MD DHMH, 2011). The self-assessment criteria relate to: elimination of triggers (including tobacco smoke and furry or feathered animals) in the child care environment; development of emergency care and action plans; making asthma education opportunities available to staff and parents; inclusion of children with asthma in program activities; modification of activities when air quality is poor; and policies that allow children to self-carry asthma medications. The assessment is being validated by a trained assessor before the endorsement is awarded.

¹ See detailed description of the early childhood data system in Section E.2.

Health and Wellness Endorsement. Maryland recognizes that child care providers play a critical role in promoting the health and well-being of children in their care. In particular, child care providers play a significant role in promoting physical fitness and sound nutrition and preventing or reducing obesity. Recent federal initiatives and increased national awareness about the critical importance of providing healthy food and activity choices reinforce the message that child care providers need up-to-date and practical information.

Maryland considers it particularly important that care providers are informed about and involved in obesity prevention and reduction. According to a July 2011 report by the Trust for America's Health and the Robert Wood Johnson Foundation, the State ranks 26th in the nation for obesity rates (Levi et al, 2010). In 2007, over 13 percent of Maryland's adolescents were considered obese.

Therefore, every child care program participating in Maryland EXCELS, starting at Level 2, will be required to have daily programming that includes indoor and outdoor activities. These programs are also required to adhere to the American Academy of Pediatrics' recommendation of "no screen time" for children under the age of 2, and limited use of television/computers, for learning experiences only, for older children (AAP, 2001). At levels 4 and 5, participating programs must include time for gross motor activities in the daily schedule and nutrition education in the curriculum.

Maryland EXCELS participating programs at a level 3 or higher are also required to participate in the federal Child and Adult Food Care Program, which provides meals and snacks at free or reduced rates to child care programs that qualify based on income requirements. At levels 4 and 5, programs also must provide fresh fruits and vegetables at least twice a week and are encouraged to provide information about healthy food choices to families.

Providers will also have the opportunity to participate in health and wellness initiatives that complement the health and wellness standards incorporated into Maryland EXCELS, and they will be rewarded for their participation. Such initiatives include the Let's Move Child Care program created by the Nemours Foundation in conjunction with First Lady Michelle Obama's

Let's Move initiative, and the Nutrition and Physical Activity Program to Prevent Obesity and Other Chronic Diseases (NAP SACC) created by the University of North Carolina's Center of Excellence for Training and Research Translation (2003). Programs that consistently meet the requirements of the Let's Move Child Care checklists will receive the Health and Wellness endorsement and designation on the results screen of the EXCELS website. Programs that use the more detailed and comprehensive NAP SACC program will be assessed by outside resource personnel to ensure they adhere to NAP SACC requirements, and they will also be eligible for distinction through the Health and Wellness endorsement.

Dual Language Endorsement. For this endorsement, MSDE will use a checklist developed by an advisory group of experts, practitioners, and families experienced in the needs of children who are English language learners. The checklist will acknowledge the programmatic and curricular value of promoting dual language and diverse culture instruction for young children (Bruner, Ray, Wright, & Copeman, 2008).

Maryland's endorsement will recognize programs that promote racial, ethnic, and cultural diversity and awareness and also have policies and practices in place that reduce bias. Programs that can demonstrate that they meet the requirements for this endorsement will be eligible for the bonus. Experts from the Office of English Learners at MSDE will provide rating and monitoring through the online Maryland EXCELS system and site visits.

**B4.1 The Judith P. Hoyer Early Care and Education
Enhancement Grant for Preschool**

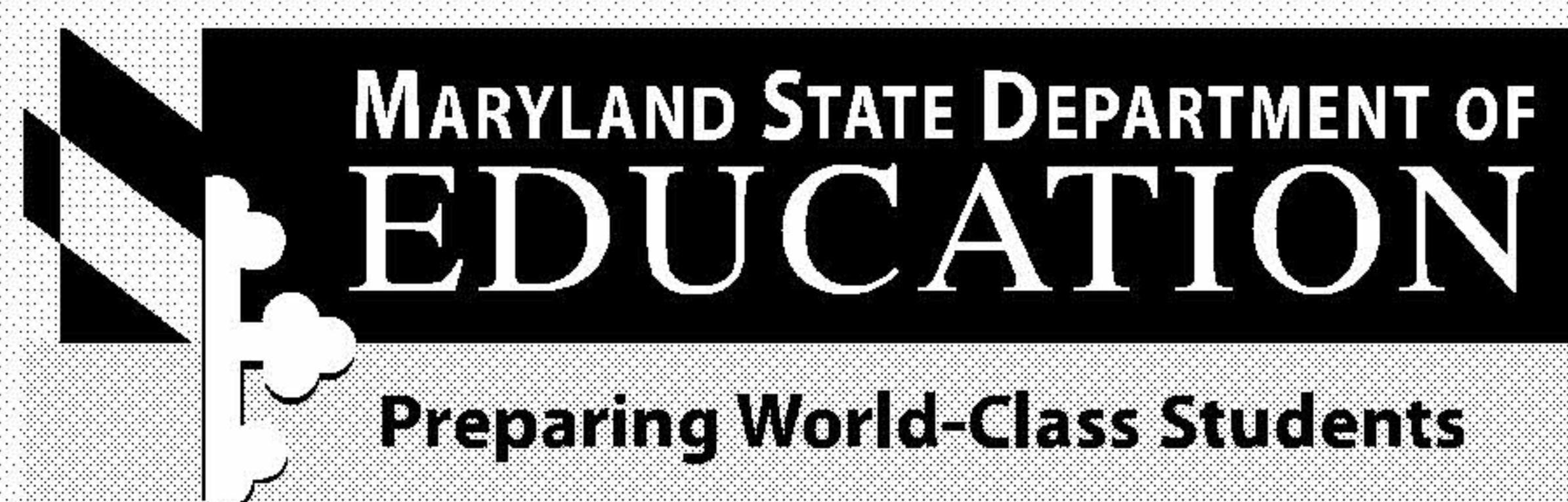
THE JUDITH P. HOYER EARLY CARE AND EDUCATION PRESCHOOL SERVICES GRANT

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OVERVIEW

In July 2009, the Maryland State Department of Education (MSDE) released a report: *Maryland's Pilot Preschool Programs*, which described the state's Preschool Services Grant, also named Maryland's Pilot Preschool for All Program. The report summarized the requirements of the Preschool Services Grant and described each of the originally funded partnership projects that began services at six sites in 2008. Information was provided on how the public-private partnerships came to be, the role that each collaborator plays in implementing the program, how grant funds are used to provide prekindergarten services and the various types of services provided, the benefits seen as a result of the grant, and lessons learned from maintaining the partnership. Since the release of the 2009 report, MSDE has continued to fund the original Preschool for All pilot sites and awarded grants to five additional sites. This report provides an updated look at the original pilot programs, a review of the 11 sites, and an analysis of the school readiness skills, as measured by the Maryland Model for School Readiness (MMSR) Kindergarten Assessment for the 2010-2011 school year.

The original pilot sites for preschool services continue to operate with the exception of changes in location for two of the grantees. Due to the closing of the Park Avenue location of Downtown Baltimore Child Care Center in Baltimore City, Baltimore City Public Schools (BCPS) sought out a new location, and ultimately a new partner, for the prekindergarten program. After an extensive search Sandi's Learning Center, located in one of

west Baltimore's poorest neighborhoods, was chosen as the new location for the project. Sandi's Learning Center also applied for and was awarded an additional grant in 2009. The additional classroom at this location allowed for prekindergarten services to be provided to forty (40) four-year-old children and their families in one of Baltimore's neighborhoods of highest needs.

Construction and expansion of the Friends Forever Learning Center in the northern region of Worcester County required Worcester County Public Schools (WCPS) to relocate their preschool pilot site to nearby Showell Elementary School. The collaboration and partnership between WCPS and Friends Forever Learning Center continues to provide a quality prekindergarten program, as well as a before-and-after school program, for working families at an accredited child care center with a long standing history in the community in this area of the county.

The Preschool for All Pilot sites described in this report, expanded access to quality prekindergarten services at diverse locations across Maryland for two-hundred and forty (240) children last year. The analysis of the school readiness results of those children, as measured by the 2010 MMSR Kindergarten Assessment, suggests that the combination of a prekindergarten component and a high quality early care program is a successful strategy to boost school readiness skills for all children.

DESCRIPTION OF THE JUDITH P. HOYER EARLY CARE AND EDUCATION ENHANCEMENT PRESCHOOL SERVICES GRANT

The *Judith P. Hoyer Early Care and Education Enhancement Preschool Services Grant*, also named Preschool for All Grant, was established to provide funding for the provision of prekindergarten services for three and four-year-olds attending early childhood programs in non-public settings in collaboration with local school systems. Under the Bridge to Excellence in Public Schools Act of 2002, local school systems are required to provide access to prekindergarten to all eligible four-year-old children whose families seek enrollment. Priority is given to children from economically disadvantaged backgrounds or who are homeless. For any vacancies remaining, a local school system may enroll four-year-old children who are not economically disadvantaged but who represent a student population that exhibits a lack of readiness in a particular domain of development (e.g., children with special education needs, or English language learners). Three-year-olds who meet other eligibility requirements may also be enrolled in programs serving multi-age groups when space is available.

The Preschool Services Grant: (1) enables local school systems to partner with qualified vendors – state or nationally accredited child care centers or nonpublic schools approved by MSDE to provide prekindergarten program services – in order to meet this mandate, and (2) allows qualified vendors to collaborate with their local education agencies and receive direct funding from MSDE to serve prekindergarten-eligible children in their centers. All providers are required to meet the standards of a qualified vendor as defined by COMAR 13A.06.02-B in addition to the ten Benchmarks for High-Quality Preschool Education adopted by the Task Force on Universal Preschool Education. Additionally, programs are asked to describe the nature of

their partnership, how services will be provided as required by COMAR, and how student progress and performance will be monitored and assessed in accordance with the MMSR. Based on the grant specifications, prekindergarten services include either a half-day (i.e., 2 ½ hours) or a full-day (i.e., 6 ½ hours) session that meets five days a week in accordance with the official schedule of the school system's academic year. The grant requires programs to offer families whose children are enrolled in the publicly funded prekindergarten session a tuition discount of 20% for a half-day session or 40% for a full-day session. Grant funds may be used for:

- Salaries, wages, and benefits for teaching staff;
- Equipment, materials, and supplies (e.g., classroom furniture, materials of instruction);
- Costs for contracts to administer health screening and intervention services for students;
- Costs associated with assessment and monitoring of students;
- Costs associated with the provision of professional development activities to support recertification of qualified teaching staff;
- Cost associated with the evaluation and monitoring of the project; and
- Indirect costs incurred in operation of the program.

The Preschool for All Grant continues to serve as a pilot project for Maryland's Preschool for All initiative regarding the implementation of the recommendations of the 2007 Task Force on Universal Preschool Education in Maryland, and the Preschool for All Business Plan submitted to the Governor in December 2009.

TEN BENCHMARKS FOR HIGH-QUALITY PRESCHOOL EDUCATION

The 10 benchmarks for high-quality preschool education recommended by the Maryland Task Force on Universal Preschool Education (MSDE, 2007) are based on those established by the National Institute for Early Education Research (NIEER) at Rutgers University. The benchmarks reflect best practices in high-quality preschool programs and are linked to positive child academic and developmental outcomes. Programs that receive funding through the Preschool for All Grant are required to demonstrate how they meet the 10 benchmarks each year in order to be eligible for continued State funding. The benchmarks mirror the requirements of COMAR 13A.06.02 of the state's prekindergarten under the auspices of local education boards.

1. **Curriculum standards** - All programs must implement a state-recommended comprehensive curriculum, a MSDE-approved individually developed curriculum, or a local school system curriculum that aligns with the MMSR, MD State Curriculum (SC), (now the MD Common Core State Curriculum) and Guidelines for Healthy Child Development and Care of Young Children (revised as Healthy Beginnings.)
2. **Teacher certification requirement** - Lead teachers in both public school and private settings must meet state teacher certification standards for early childhood education.
3. **Specialized training requirements for teachers** - Pre-service requirements for lead teachers must include specialized training in early childhood education. Elementary teaching certificates alone will not qualify.
4. **Assistant teacher degree requirement** - Assistant teachers must hold a minimum of a high school diploma, but preferably a Child Development Associate (CDA) or equivalent training (i.e., Level 4 in Child Care Credentialing Program).
5. **Teacher recertification requirement** - Teachers must attend a specified number of hours of approved professional development per year in order to keep certification requirements current.
6. **Maximum class size** - Class size must be limited to no more than 20 children for four-year-olds and no more than 16 children for three-year-olds.
7. **Staff-child ratio** - At least one staff member must be present per 10 children in a classroom for four-year-olds and per 8 children for three-year-olds.
8. **Screening/referral requirements** - Programs must provide both screening and referral services covering at a minimum vision, hearing, speech and language, health and physical development. Programs also must offer, either directly or through coordination with local school systems, or local health and social services departments, additional support services for participants, which may include English as a Second or Other Language (ESOL) services, parenting support or training, physical and mental health and wellness services, and early intervention for children with disabilities and/or special health care needs, including medical interventions within inclusive settings.
9. **Meal requirements** - All participants must be offered at least one full meal per day if preschool services are offered for more than 2 ½ hours, in accordance with the Child and Adult Care Food Program.
10. **Monitoring** - Each year programs that received grant funding from MSDE must conduct a self-evaluation to assess program quality according to these quality indicators and report performance data to MSDE. MSDE will conduct one on-site visit each year. Programs not meeting standards and in need of improvement must create a program improvement plan identifying the steps they will take to fulfill each standard. Additional site visits will be conducted to assess improvement and adherence to quality standards.

BALTIMORE CITY PUBLIC SCHOOLS AND SANDI'S LEARNING CENTER

Sandi's Learning Center, located in one of Baltimore's poorest neighborhoods, is the location of two prekindergarten classrooms. With the closing of the Downtown Baltimore Child Care Centers (DBCCC) Park Avenue location in August 2010, Baltimore City Public Schools (BCPS) worked with DBCCC to find a temporary location to house their existing partnership program for the Preschool Services Grant. With classroom space available, Sandi's Learning Center accepted the opportunity to create a second pilot site classroom.

Since the fall of 2010, BCPS has partnered with Sandi's Learning Center (SLC), a non-profit, community-based organization founded in 2002. The mission of SLC is to provide a high-quality, state-of-the-art early care and education program to the most economically disadvantaged, at risk children. The prekindergarten program serves four-year-olds in the attendance area of Belmont Elementary School. Belmont's principal works closely with Sandi's Learning Center director and staff to provide technical assistance, training and professional development. SLC teachers, degreed in early childhood, have received professional tutoring through the partnership with BCPS as they continue to work through the process of earning their teacher certification.

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STUDENT RECRUITMENT, SCHEDULE, TUITION AND ENROLLMENT

With its high profile and reputation in the Rosemont Community, families look to Sandi's Learning Center as a place of stability for their children. Announcements about the partnership

prekindergarten program are made on both the BCPS and SLC websites in order to recruit eligible families. Belmont Elementary School and the Baltimore City Judy Center Partnership at John Eagar Howard Elementary School also provide notification to families of openings in the program. Efforts are made to select children for the program who are most in need and who would benefit from both a high quality prekindergarten program and extended before-and-after school hours. The program is highly desirable for parents who work full-time, who are attending school during the daytime, or who are in need of assistance and care for their children when they are struggling to find a permanent home.

SLC provides full-day (7:30 a.m. to 5:30 p.m.), year-round early childhood care and education services for infants, toddlers, and preschoolers. The publicly funded pre-kindergartens are full-day, 6 ½ hour programs that meet in accordance with the BCPS school hours and calendar. In addition, SLC provides before-and-after-care services throughout the school year, child care on school holidays,

For All Pilot Sites

and a full-day summer program. The Preschool for All Grant is used to fully fund the tuition costs for twenty (20) children enrolled in each of two classrooms. Parents are encouraged to apply for child care subsidy to assist with the cost of before-and-after school care for their child. Up to 97% of the parents of children enrolled at SLC receive subsidy payments to defray the cost of care for their child.

CLASSROOM ENVIRONMENT AND CURRICULUM

Sandi's Learning Center is an MSDE accredited child care center. The classrooms are bright and spacious, and allow ample room for independent learning centers. Children are provided breakfast, lunch, and two snacks prepared on-site each day. Supervision, training, and evaluation of program staff are part of a collaborative effort between BCPS and SLC. A consultant, funded by BCPS, visits the prekindergarten classroom to provide supervision, curriculum support, and technical assistance for teachers and staff. Both the lead and assistant teacher participate in training activities provided by SLC as well as professional development activities provided by BCPS. The teachers participate in a mentoring program as one of the primary means of classroom support. Each SLC teacher is paired with Belmont Elementary School staff for biweekly prekindergarten team meetings and other BCPS early childhood education activities. Teachers are evaluated by both BCPS and SLC based on classroom observations and staff self-evaluations. The BCPS Director of Early Childhood, and the Director of Intervention Programs and Services, in collaboration with the Director of SLC, supervise and evaluate the overall program to ensure effectiveness. SLC focuses on instruction using the

Creative Curriculum together with the BCPS-approved Open Court Curriculum to supplement and support reading and language arts instruction. Additional MSDE recommended content specific curricula are used in the classroom to supplement the instruction provided.¹ Over the past few years, BCPS has seen an increase in the number of children fully prepared to enter kindergarten, in part, as a result of the expansion of full-day prekindergarten programs. Children enrolled in the SLC prekindergarten are monitored as they transition into the elementary school to provide evidence of the effectiveness of this pilot project.

SCREENING AND REFERRAL SERVICES

Children participating in the program have access to all services and resources provided to BCPSS prekindergarten students. Screening and referral services are provided at SLC through the services established between the BCPS and DRU Judy Center Partnership. Services include health, vision, hearing, and speech/language screenings; access to a mental health therapist at the University of Maryland Mental Health Systems; referrals to Child Find; and early intervention services for children with disabilities. When necessary, children may receive direct services on-site at SLC, as in the case of children receiving speech and language services during the past school year. BCPS and Sandi's Learning Center work to ensure a smooth transition when children leave SLC and enter Belmont Elementary School. Prekindergarten children visit the kindergarten classrooms at Belmont to become familiar with the school environment and kindergarten routines. The kindergarten teacher at Belmont also visits SLC to talk with the prekindergarten children and their families regarding kindergarten expectations.

¹Scott-Foresman Addison-Wesley Mathematics, Houghton Mifflin Science, Macmillan Social Studies.

CECIL COUNTY PUBLIC SCHOOLS AND FAMILY EDUCATION CENTER OF CECIL COUNTY

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The Cecil County Family Education Center (CCFEC), located in Elkton, Maryland, has served as the location of the Cecil County Judy Center since its inception in 2002. CCFEC is the primary partner of the Cecil County Public Schools (CCPS) to establish high-quality early childhood programs in the Elkton community, thereby providing a seamless continuum of services for children and their families from birth to entrance into the public school. Recently, the Judy Center partnership was awarded the Judith P. Hoyer Foundation prize for the Most Improved Partnership for its efforts around collaboration in early care and education systems.

STUDENT RECRUITMENT, SCHEDULE, TUITION AND ENROLLMENT

The existing Head Start and preschool program for three and four-year-olds at the Family Education Center provided an ideal location for the expansion of prekindergarten services. It allowed CCPS and CCFEC to create a classroom devoted to the three-year-old children and another classroom for four-year-olds. Other children are referred to the program from nearby Holly Hall Elementary School when space in the prekindergarten program at that location is not available. Class size is limited to seventeen (17) children, thus providing a student to staff ratio of one-to-

ten. Income eligible families² and others who are close to meeting this requirement are considered first for services in the program. The CCFEC is open year-round from 7:15 a.m. to 5:45 p.m. During the school calendar year the prekindergarten session operates from 8:30 a.m. to 3:30 p.m. (6 ½ hours), with before-and-after-school-age care services for an additional tuition fee of \$140.00. The tuition rate for the full-day prekindergarten program is \$345.00 per month, with families receiving a minimum 40% tuition discount rate. Families are encouraged and assisted in applying for child care subsidy to help

further defray costs. CCPS hired an early childhood state certified teacher for the program, and Cecil College hired a paraprofessional, who holds an Associate's degree and a level 5 Maryland Child Care Credential. The program provides a full-day prekindergarten program for children who meet the economically disadvantaged criteria for the state's prekindergarten, as well as for families who are in need of childcare. The grant covers the cost of the lead and assistant teachers' salary and benefits, with the remaining amount used for the cost of materials and facility maintenance fees.

CLASSROOM ENVIRONMENT

The prekindergarten classroom is monitored for quality by the CCPS Early Childhood Supervisor, who also provides mentoring and supervision to the classroom teacher and

For All Pilot Sites

the assistant. The classroom was MSDE accredited this year as a part of the reaccreditation of all classrooms at the center. The classroom is spacious enough for dedicated learning centers and a large group meeting area. All children receive breakfast, lunch and a snack at the center each day. Consistent implementation and alignment with CCPS curricular programs is ensured through weekly planning sessions. All staff members attend a minimum of 15 clock hours of professional development throughout the year and are invited to participate in all CCPS professional development sessions.

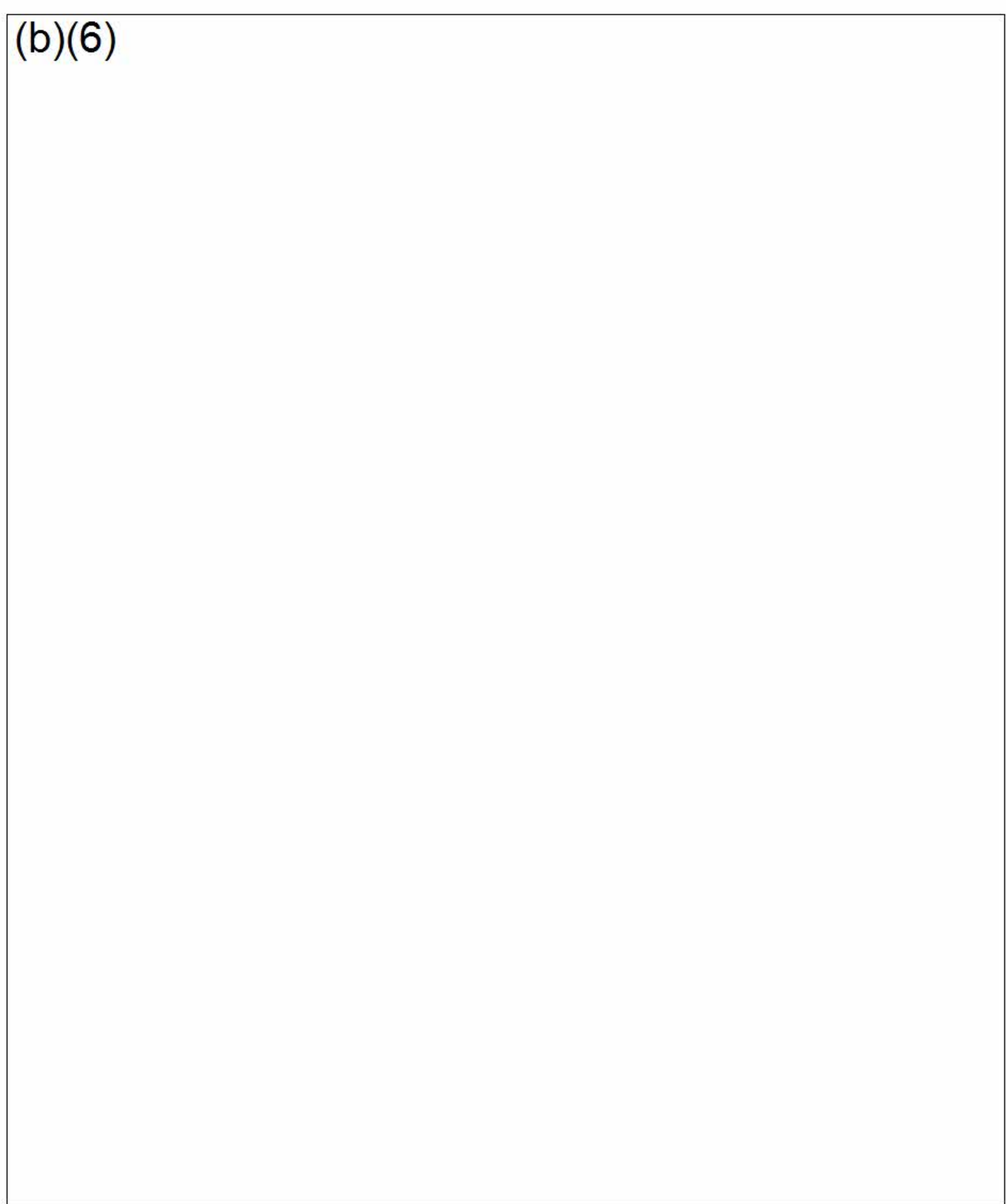
CURRICULUM

The prekindergarten program implements one of the MSDE recommended preschool curricula⁴ which are aligned with the CCPS curriculum and Maryland's State Curriculum for prekindergarten. Individual student progress is monitored three times a year⁵ to provide consistency as the children transition to the public school system. Ongoing assessment of student growth is also provided through the preschool curriculum assessment component. The assessment provides the teacher with the information needed to differentiate instruction based on identified content areas in need of reinforcement for each child. It also serves as the basis for grouping and early intervention. The student assessment information is articulated to CCPS kindergarten teachers at the time of transition.

SCREENING AND REFERRAL SERVICES

The CCFEC provides health and wellness screenings for all children conducted by members of the Judy Center partnership. Referrals are made to community resources if warranted by the screening results. A family survey is conducted for all children to collect information on children's nutrition, health, development, and family needs. Immunization records are checked and community health

resources are made available to all families. Dental screenings are conducted by the University of Maryland and/or local dentists. Additional health screenings such as vision and hearing are conducted by the FEC personnel. The Judy Center case manager and coordinator collect data on services and interventions for participating children and families throughout the year to provide on-going monitoring and follow-up.



² Eligibility defined by income at or below 185 percent of the Federal Poverty Guidelines (FPG).

³ MSDE manages the state's Early Childhood Accreditation Project.

⁴ Houghton-Mifflin Prekindergarten Series for Language Arts, Growing with Mathematics; Big Math for Little Kids.

⁵ Using the Work Sampling System©(WSS)-P4.

2008-2011 Preschool

CENTRONIA AND MONTGOMERY COUNTY PUBLIC SCHOOLS

In July 2008, the Montgomery County Council established a work group to develop recommendations for implementing a county wide program that would provide the opportunity for all four-year-olds to participate in a high quality preschool program.

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The long term vision of the work group was to provide access to voluntary, quality preschool services in a variety of settings that meet the diverse needs of all four-year-old children and their families. With that goal in mind Montgomery County Public Schools (MCPS) entered into a collaborative partnership with two qualified child care providers in an effort to meet the need. One of these providers, CentroNia, located in Takoma Park, Maryland, provides access to a full day, high quality prekindergarten program for twenty children who will transition into surrounding kindergarten programs in both Montgomery and Prince George's Counties.

STUDENT RECRUITMENT, SCHEDULE, TUITION AND ENROLLMENT

The children served by CentroNia represent the most under served and economically disadvantaged children in Montgomery County with the highest number of children from Hispanic and Latino families (84%). Another 6% are African American, 1% Caucasian, 1% African decent and 8% from multi-ethnic backgrounds. A large majority of the children (79%) are English language learners from families who qualify for free or reduced priced meals status

(FARMS). Children and families are recruited for this program through the joint collaboration of CentroNia, MCPS, and other community partners who work to identify the neediest children in the community. Currently this site delivers a

bilingual prekindergarten

program for twenty (20) three and four year old children, with the goal of successfully preparing the children to enter kindergarten fully ready to learn. The program operates a full-day child care program from 7:00 a.m., to 6:00 p.m., five days a week, and currently serves 92 children in Early Head Start and prekindergarten. The prekindergarten program supported with funds from the Preschool for All Grant operates year-round Monday through Friday, from 8:30 a.m. to 3:00 p.m. Parents have the option of paying a fee, or accessing services through the state's child care subsidy program so that their children can have before-and-after-school care at the center. By giving families the option of up to eleven (11) hours of programs each day, CentroNia fully accommodates the needs of working parents who require a safe place for their children, while they are working. The tuition rate for the full-day, 6 ½ hour prekindergarten program is \$185.50 per week with a 40 to 60% discount of the tuition rates based on individual family needs. At the completion of the prekindergarten year CentroNia coordinates transition activities with the nearby elementary schools, thus ensuring a smooth entrance into the kindergarten year in the public school.

CLASSROOM ENVIRONMENT

The grant funded classroom at CentroNia is spacious and equipped with the materials necessary to carry out the early childhood program. It is designed to promote growth, learning, and school readiness in the physical, social-emotional, cognitive, and creative domains. The classroom is organized to meet the standards of the Early Childhood Environment Rating Scale (ECERS), and the National Association for the Education of Young Children (NAEYC) standards for environments, which is evidenced by age appropriate learning centers and developmentally appropriate learning materials. The environment, equipment and classroom materials invite exploration, the building of fine and gross motor skills, and opportunities to build meaning about the world through interactions with caring adults and peers. The classroom is staffed with three (3) teachers for the group of 20 children. Two of the teachers are native Spanish speakers and one is an English speaker. The lead teacher holds a BA in Early Childhood Education and is currently pursuing Maryland teacher certification. The center prepares and serves breakfast, lunch, and a snack five days a week to all children. CentroNia also employs a registered nutritionist to provide guidance and support to the in-house cook on proper food preparation and how to create balanced, healthy, and well-proportioned meals.

CURRICULUM

CentroNia's early childhood curriculum includes goals for children's development and learning; experiences through which children will achieve these goals; what staff and parents must do to help children succeed at these goals; and the materials needed to support the implementation of the curriculum. Planning for the classroom is guided by the Maryland State Curriculum (MSC) and the MMSR Framework and Standards for Prekindergarten. Teachers

supplement the MSC with The Creative Curriculum⁶ to help children become grade level proficient in the areas of language and literacy, mathematics, physical development, health, personal and social development, the arts, science and social studies.

SCREENING AND REFERRAL SERVICES

Classroom teachers use a variety of assessment tools, instruments and procedures to evaluate the progress of each child, document their learning and assess their skills and knowledge. CentroNia refers children to Child Find for screening and evaluation services based on teacher observations. In addition, the center partners with Columbia Lighthouse for the Blind and the Mary Center for Maternal and Child Health to provide vision, hearing, and health screenings. Center personnel work with individual families to ensure that supports for families are available. CentroNia collaborates with the Judy Center at Rolling Terrace Elementary School, located approximately two miles from the center to ensure that non-English speaking families have the additional support services they need.

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⁶ The Creative Curriculum[®] published by Teaching Strategies, Inc.

PEPPERTREE CHILDREN'S CENTER AND MONTGOMERY COUNTY PUBLIC SCHOOLS

Over the last two years, Montgomery County Public Schools (MCPS) has developed a partnership with Peppertree Centers, Inc. in Gaithersburg, Maryland. Peppertree Children's Centers, a private, nonprofit organization, has been operating child care centers in Montgomery

County since 1982. Serving the needs of families with children aged 6 weeks through 12 years, Peppertree Children's Center is accredited by the National Association for the Education of Young Children (NAEYC) and provides a MSDE approved nursery school program.

STUDENT RECRUITMENT, SCHEDULE, TUITION AND ENROLLMENT

Peppertree Children's Center (PCC) works with the staff of MCPS's Early Childhood Office to obtain enrollment referrals to their program. The center also uses advertisements in a local newspaper to outreach to the community about the opportunity for a prekindergarten program at an accredited child care center. According to center director Harriet Burger the demand for this type of program is strong. Within a few weeks of advertising the program, ten children were enrolled along with eight students, who were previously attending Peppertree's nursery school program. The Preschool for All Grant supports a culturally and economically diverse prekindergarten classroom. Peppertree is open from 6:30 a.m. to 6:30

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p.m. year-round. The Preschool for All Grant funded prekindergarten program for eighteen (18) children operates during a 6 ½ hour session, from 9:00 a.m. to 3:30 p.m., five days per week during the Montgomery County school calendar year. PCC reserves space in the classroom for 10 children whose families

meet the income eligibility with the remaining placements held for students transitioning out of PCC's three-year-old classroom, or newly enrolled students. Families who do not meet the income eligibility guidelines are charged a fee of \$450.00 per month to participate in the Preschool for All Grant classroom. If families require before-or after-school care for their child a fee of \$140.00 is charged for this service.

CLASSROOM ENVIRONMENT

Peppertree's prekindergarten classroom is staffed by degreed early childhood educators who continue to work toward earning Maryland teacher certification in the field. The classroom size limits the number of children in the group to eighteen (18), which affords a student to teacher ratio of one-to-nine. Age appropriate learning centers are designed to enhance opportunities for children to develop creatively and apply their learning. As an enhancement to the classroom program PCC contracts the services of community agencies to provide fine arts and physical development enrichment activities for students.⁷ Students

are also provided further enrichment through yearly scheduled field trips to areas of interest to young children. MCPS's Early Childhood Supervisor provides on-site technical assistance and mentoring for teachers. Teachers are invited to participate in professional development opportunities with MCPS. Peppertree provides breakfast that is prepared at the center, and an afternoon snack for those children remaining beyond the program hours free of charge to all students. All children are provided a daily hot lunch delivered to the center through an arrangement with MCPS.

CURRICULUM

Peppertree uses an MSDE recommended curriculum⁸ to provide a comprehensive approach to all content areas required in the MMSR Prekindergarten standards. Other classroom curricular programs, including Color Me Healthy and Choosy Kids, are implemented for nutrition and physical fitness education. The grant allows Peppertree to further enrich and supplement the academic program with a weekly music class provided by Academy of Music, a weekly art class from Urbana Art & Soul, and a weekly physical fitness class taught by the Jump Bunch. Students are also provided the opportunity for education field trips throughout the year.

SCREENING AND REFERRAL SERVICES

All children are provided health screenings such as vision and hearing, and speech and language screening for developmental delays. PCC enlists the services of qualified technicians to ensure that all children are appropriately screened.⁹ The focus of these services is on identifying children with special needs and assisting families with the process of attaining appropriate early intervention.

Montgomery County Health and Human Services provides mental health services as needed. The center's location in the Up-County Regional Services Center enables families to be referred for various social services in the building. All children receive a developmental screening within the first three months of enrollment in the program. The Ages and Stages Questionnaire (ASQ), a nationally recognized normative based instrument, is used for the assessment. Other informal assessments include teacher observations of student's skills, rating scales and collection of work samples for student portfolios. Assessment of readiness skills is completed three times a year and communicated to parents during parent/teacher conferences. The assessment portfolios maintained for each student are articulated to teachers upon transition to the kindergarten program. MCPS Early Childhood Office assists Peppertree in tracking the performance of children after they have left the prekindergarten program and entered the public school.

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⁷ Jump Bunch; Academy of Music; Urbana Art & Soul.

⁸ Macmillan/McGraw-Hill, Little Treasures and Growing with Mathematics.

⁹ Karen Richman, Hearing and Vision Technician, MCPS; Paines Rosenberg & Associates.

THE LEARNING CENTER AND WASHINGTON COUNTY PUBLIC SCHOOLS

The Learning Center (TLC), a licensed, MSDE and National Early Childhood Program (NECPA) accredited center, is an affiliate of Meritus Health Systems in Washington County, Maryland. TLC has been in partnership with Washington County Public Schools (WCPS)

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is a collaborative effort with WCPS staff and referrals from Child Find, Washington County Early Identification, and/or program referrals. Special considerations are given to assure the inclusion of children with special needs and children of parents who are employed or enrolled in adult education.

in various capacities to provide enhanced early education services during the last twenty years. As a recognized provider of high quality care and education services for families in the Hagerstown area, TLC has provided a first stop in the care and education of young children, infants through age four, as they progress toward entering kindergarten programs in local public schools. TLC has been the formal partner with WCPS as the child care provider partner of the Washington County Judy Center.

STUDENT RECRUITMENT, SCHEDULE, TUITION AND ENROLLMENT

Educational services are provided for four-year-olds with approximately forty percent of those students meeting the income eligibility guidelines. Each classroom provides a program for 20 children with a teacher who holds a Bachelors degree in early childhood education. Students are enrolled in the program as they transition from the infant, toddler and three-year-old classrooms at TLC. Classes are also enrolled with students recommended to TLC by the enrollment specialist of WCPS. Recruitment of all children

The Preschool Services Grant provides funding for a half-day class in the mornings and afternoons with enrollment of 40 children, during the 180 day school calendar. In addition, the program provides families with before-and-after-school care and education services for the remaining part of the day and during the summer months, allowing working parents to access early care and educational services in a full-day, full-year program. A family choosing a placement of half-day prekindergarten and half-day child care currently pays \$150.00 per week during the school year. The cost for placement in half-day prekindergarten, five days a week, is \$75.00 per week. TLC works to meet the needs of each individual family and families are encouraged and assisted with applying for child care subsidy vouchers.

CLASSROOM ENVIRONMENT AND CURRICULUM

The Learning Center, one of a few child care centers in western Maryland to be accredited by both national and state accrediting agencies, is located in a former elementary

school. The classrooms are arranged in the traditional school room design with large open spaces and age appropriate learning centers that encourage curiosity and hands-on learning. Two classrooms, each staffed with a full time teacher and classroom assistant, provide a two and half-hour prekindergarten program with before-and-after child care services each day. For the 2011-2012 school year TLC has designed its programming so that children will remain with one teacher and assistant for the entire school day. TLC uses the WCPS Prekindergarten Curriculum as the basis for instruction in the classroom supplemented with The Creative Curriculum. WCPS provides professional development and guidance for the staff as well as curriculum support and technical assistance. With the grant funds, TLC purchased necessary curriculum material to ensure alignment with the MMSR and WCPS programs. All assessments conform to those used in the public school prekindergarten program.

SCREENING AND REFERRAL SERVICES

All three and four-year-olds enrolled in the program are screened for vision and hearing by the Washington County Health Department. Speech and language screening are conducted by Total Rehab Care, a third party vendor. Additional services are locally provided for referrals by APPLES for Children, Inc., the regional child care resource and referral agency, and Washington County Early Intervention. During the school year children are assessed for any additional disabilities by classroom teachers. Concerns are addressed by making student referrals through Child Find. Education assessments are conducted fall, winter and spring using the Work Sampling Assessment P-4 checklist, along with the WCPS Early Literacy Checklist, Concepts of Print Checklist and Number Worlds Assessment.

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CATHOLIC CHARITIES HEAD START OF CARROLL COUNTY AND CARROLL COUNTY PUBLIC SCHOOLS

Catholic Charities Head Start of Carroll County (CCHS) continues to enhance its partnership and collaboration with Carroll County Public Schools (CCPS), with a proven record for transitioning children from its Preschool for All pilots into kindergarten programs at CCPS. By extending two of its seven half-day Head Start sessions into full-day prekindergarten programs, a seamless full day of services is provided to children in the greatest areas of need in Carroll County. One classroom, located in Taneytown, Maryland, services children in the Taneytown and Runnymede school districts. The other, located in Westminster, serves children in the Westminster, Manchester, and South Carroll areas of the county.

STUDENT RECRUITMENT, SCHEDULE, TUITION AND ENROLLMENT

Enrollment for the program is based on a priority given to low-income families who meet the Head Start income eligibility guidelines and who demonstrate a need for full-day services for their child. Children are identified through the Head Start annual self-assessment and through conversations with CCPS staff. Eligible children are referred to the Preschool Services Grant program in Westminster and Taneytown. The majority of the children served in these two classrooms are four-year-olds, but because Head Start is encouraged to provide programming for a mixed-age group, some three-year-olds are enrolled in the program as well.

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Catholic Charities operates their prekindergarten program by extending the 3 ½-hour federally funded Head Start programs in two of their existing classrooms. Using the Preschool for All Grant funds, CCHS is able to add an additional 2 ½ hours to the daily schedule, creating a blended 6-hour

full-day session. This provides an arrangement that is better suited to the needs of the working family. No tuition fees are charged to families for the additional hours beyond the 3 ½ hour Head Start program since Head Start is subsidized by the federal government. Classroom teachers are employed eight (8) hours per day – five (5) hours funded with Head Start dollars, and the remaining three (3) hours funded by the Preschool Services Grant, with two hours of planning time each day. A State Supplemental Grant has also allowed the program to expand staffing and add an additional part-time assistant to each of the two classrooms, allowing an enrollment of up to twenty children in each class. By providing services to the neediest children in the county, the partnership has relieved the demand on the local elementary schools which were faced with waiting lists for the prekindergarten program.

CLASSROOM ENVIRONMENT AND CURRICULUM

The classroom teachers, both of whom are state certified in early childhood education, are provided on-going professional development opportunities through CCHS,

All Pilot Site Updates

and are invited to attend CCPS professional development, training, and networking with other prekindergarten staff to meet their recertification requirements. Teachers also have opportunities to observe in other prekindergarten classrooms in the county throughout the year. A partnership with the CCPS Judy Center has had a positive impact on the professional development of many of the county's early care and education providers. The Head Start Child Development and Learning Framework guides the instructional program, with Creative Curriculum used as the curricular resource for instruction. The curriculum is supplemented with materials and activities prescribed in the CCPS prekindergarten curriculum. With assistance from the staff at the Judy Center, the Taneytown location recently received a grant to implement an early childhood language program promoting the development of pre-reading, oral language proficiency, and age-appropriate content knowledge through the use of children's literature.¹⁰ All CCHS teachers participated in training and mentoring for a violence prevention program,¹¹ and on the practices encouraged by the Center on the Social and Emotional Foundations for Early Learning. (CSEFEL)¹² These practices are implemented in all Head Start and Judy Center classrooms in the county. Head Start children receive breakfast, lunch and a snack daily, following the guidelines of the Child and Adult Care Food Program.

SCREENING AND REFERRAL SERVICES

Children participating in the program receive all appropriate health and developmental screenings, as required by the Head Start Program Performance Standards. Funding from the Preschool for All Grant has allowed the program to expand its mental health and support services for children and families. Health screenings for vision, hearing, and nutrition are administered in partnership with the Carroll

County Health Department. Each year the annual county Health Fair serves as the vehicle for completing many of the screening assessments. Initial academic assessments of all children are conducted within the first forty-five (45) days of enrollment in the program.¹³ Additionally, the CCPS literacy and math assessments for prekindergarten are administered twice per year. CCHS provides on-going training for staff on the use of the MMSR and WSS for prekindergarten. Student assessment data is collected and submitted to CCPS for analysis. Assessment results are used for instructional purposes, and are reported to parents during parent-teacher conferences three times during the program year. Early intervention services for children are provided through referrals to Child Find or to the Head Start health and mental health consultants.

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¹⁰ Vocabulary Improvement and Oral Language Enrichment (VIOLETS).

¹¹ Second Step Anti-Violence Program.

¹² Center on the Social and Emotional Foundations for Early Learning; national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices.

¹³ Ages & Stages Social Emotional Questionnaire, and The Learning Accomplishment Profile-Diagnostic Assessment Rosenberg & Associates.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS AND GREENBELT CHILDREN'S CENTER

The partnership between Prince George's County Public Schools (PGCPS), and Greenbelt Children's Center (GCC), has existed over the last ten years to provide prekindergarten services to low-income children and their families in the Greenbelt community.

The partnership has allowed PGCPS to serve an additional 20 children each year in an accredited, full-day prekindergarten program.

STUDENT RECRUITMENT, SCHEDULE, TUITION AND ENROLLMENT

Greenbelt Children's Center, a nationally accredited child care center, is open from 7:00 a.m. to 6:00 p.m. daily, year-round. This operating schedule meets the needs of working parents who desire their children to receive a quality early childhood program paired with before-and-after school child care without having their child transported from one location to another for these services. Children are transported to and from the center by a family member, thus allowing for face-to-face interactions between teachers and parents. Program recruitment efforts are a shared responsibility between GCC and PGCPS. Four-year-old children enrolled at GCC who qualify for grant subsidies are offered placement in the prekindergarten classroom. Children are also referred for placement in the program by nearby Greenbelt Elementary School. Children who present the most risk factors may also be placed in one of two prekindergarten classrooms at Greenbelt. Families in

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the community are also recruited through various sources of media: GCC website, PGCPS website containing a list of schools and centers that provide prekindergarten, the local newspaper, and flyers that are sent home to parents.

The grant provides funding to subsidize the

cost of a full-day prekindergarten, 6 ½ hours per day, for 20 children by 40% for forty-two (42) weeks. Tuition costs equal \$188.00 per week. Families receiving a subsidy pay only \$113.00 per week. Eligible families are also encouraged and assisted with applying for child care subsidy vouchers to further reduce tuition costs. Child care services are also available over the ten (10) week summer break when school is not in session; however, the Preschool Services Grant does not subsidize the summer program.

CLASSROOM ENVIRONMENT AND CURRICULUM

The PGCPS Prekindergarten Curriculum Framework, aligned with the MSDE-recommended Houghton Mifflin Pre-K Curriculum and Harcourt Mathematics, continues to be used as the curriculum of choice at GCC. The prekindergarten teacher attends child care trainings at GCC, and professional development trainings and team meetings at Greenbelt Elementary. This arrangement provides an opportunity for the teacher to share ideas from the child care field with the public school teachers, and also to bring back information to share with the staff at GCC.

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Joint staff meetings have strengthened the partnership and promoted collaboration between the partners. Prince George's County Public Schools funds the salary for the classroom teacher, while GCC has provided the funding for the salary of an assistant teacher. Grant funds are used to pay the compensation for a second assistant teacher who helps provide individualized care for the children enrolled in the program. The remaining grant funds are used for enriching the program's curriculum through book club activities, purchasing instructional materials, field trips, and contracted educational services; including music, Spanish instruction, physical education, and a theater program taught by artists from Wolf Trap Institute for Early Learning. A school nutrition specialist from PGCPS has come to the center to make recommendations regarding the selection of breakfast and snack foods. A benefit to the GCC is that breakfast is provided to all children at GCC, not only to the children in the prekindergarten program.

SCREENING AND REFERRAL SERVICES

PGCPS and GCC continue to set aside a portion of grant funds to provide hearing and vision screening and developmental support services for children as needed. Through a partnership with the Prince George's County Child Resource Center, under a program known as Project WIN, the resource center sends a social worker to the classroom to provide developmental evaluations, consultations with teachers, and free counseling sessions with families. The focus of these services is on identifying children with special needs and assisting families with the process of attaining appropriate early intervention services. Teachers use the Maryland Model for School Readiness student assessment data and other PGCPS prekindergarten checklists to assess individual children and to guide instruction in the classroom throughout the year.

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THE CHILDREN'S CENTER GROUP OF WALKERSVILLE AND FREDERICK COUNTY PUBLIC SCHOOLS

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The Children's Center Group of Walkersville (CCGW) and Frederick County Public Schools (FCPS) has enjoyed a long-term collaborative relationship to provide a continuum of services for children transferring from child care programs into the public school kindergarten. The Children's Center has

also maintained a 10-year collaboration with the Frederick County Head Start (FCHS), providing space and resources to house a half-day Head Start session for eligible three-and-four-year-olds. The Preschool Services Grant has allowed CCG, in partnership with FCPS, to add an afternoon prekindergarten session to its Head Start classroom so that eligible children may receive a full-day, prekindergarten program with before-and-after school care in an MSDE accredited center.

STUDENT RECRUITMENT, SCHEDULE, TUITION AND ENROLLMENT

Through the collaborative partnership, both FCHS and FCPS are responsible for selecting eligible children for the program, conducting health and developmental screenings and referrals, providing staff to participate in joint daily planning, observing and monitoring teaching staff, and assisting with professional development. The center is open year-round from 6:30 a.m. to 6:00 p.m. with the Head Start session operating from 8:30 a.m. to 12:15 p.m. Head Start children are provided lunch until 12:45 p.m. At that time, children who are 3 years-old are dismissed to go home or

attend another classroom at the center for child care during the afternoon. Four-year-old Head Start children are provided a rest period and transition into the grant funded afternoon prekindergarten program. The prekindergarten session operates from 1:15 p.m. to 3:45 p.m. (2 ½ hours) and is followed by after-care services for

those children whose families are in need of this service. Before-and-after-care services are provided at a rate of \$5.50 per hour and are individually contracted based on family needs. For a typical child, enrolled in both Head Start and prekindergarten needing after-school-care from 3:45 p.m. to 5:45 p.m., five days a week, a family would pay \$54.00 per week.

With only four-year-old Head Start children remaining for the afternoon prekindergarten session, additional spaces are available to children from the community who meet the income eligibility requirements for the public prekindergarten. During the last school year the prekindergarten class had 19 children enrolled, eleven (11) of whom were also in the Head Start program and eight (8) children from the community. The community children come to the center only for prekindergarten and before-and-or-after-school-care, if required. Using the available classroom space at the CCG site relieves demand on the local elementary staff at Glade Elementary School to place children in the program.

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CLASSROOM ENVIRONMENT AND CURRICULUM

The Head Start and prekindergarten programs employ separate teaching staff to implement their respective programs; however, an overlap in schedules during the afternoon transition time provides daily opportunities for joint planning. Classroom teachers also collaborate with the child care center staff who provide before-and-after-school care in an effort to maintain a seamless delivery of services and best meet the children's needs. The Preschool Services Grant primarily covers the cost of the lead and assistant teachers' salary and benefits, with the remaining amount covering the cost of materials and facility maintenance fees. The lead teacher is Maryland state certified in early childhood education, and is employed part-time (4 ½ hours per day from 12:00 p.m. until 4:30 p.m.) to plan and implement the afternoon prekindergarten session. Salary and benefits compensation is provided at a rate equivalent to a half-time, 10-month Frederick county public school teacher. The assistant teacher is compensated as a full-time, 10-month child care employee. She is responsible for arriving earlier to eat lunch with the children and help during times of transition before-and-after school. The CCGW prekindergarten program implements both the MSDE recommended Creative Curriculum and the Frederick County prekindergarten curriculum to supplement math, language arts, and reading.¹⁴ The prekindergarten teacher participates in professional development at FSPS and the Frederick County Judy Center. The Head Start Program Performance Standards are implemented in the classroom to monitor the program, staff, and student performance. Children who are enrolled in the prekindergarten classroom are assessed on the WSS P-4 and the FCPS curriculum assessments.

SCREENING AND REFERRAL SERVICES

The CCGW prekindergarten program utilizes all existing tools and services required by Head Start to provide health and developmental screening and referrals for all participating children. Initial screening is conducted within 45 days of a student's enrollment. Height and weight are analyzed by a Head Start nutritional consultant, and a developmental screening tool¹⁵ is used to determine if further referrals for services are needed. The Frederick County Health Department assists with health screenings, which include dental, hearing and vision, and a mental health consultant or the classroom teacher implements the Social Skills Rating Scale to screen children's social and emotional behaviors, making referrals if necessary.

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¹⁴ *Get It! Got It! Go!*- literacy assessment; *Avenues*- language arts resource.

¹⁵ The Early Screening Instrument-Revised (ESI-R).

THE YOUNG SCHOOL AND HOWARD COUNTY PUBLIC SCHOOLS

The Young School (TYS), a privately owned chain of early care and education centers in Howard County, continues to provide high-quality prekindergarten services, in partnership with Howard County Public Schools (HCPS). Through the Preschool Services Grant, TYS and HCPS work to identify and recruit families with needs that are not currently served by the public school prekindergarten program. Families who do not meet the income eligibility requirement for the public school program, but whose incomes are under 300% of the federal poverty guidelines, as well as English language learners, are targeted for the program. Grant funds are used to provide scholarships for children who are registered in the program. Recently, TYS signed an *Educational Partnership Declaration*¹⁶ with HCPS. The declaration, the first among Preschool for All Grant recipients, provides a model for a public-private partnership between a local school system and a community-based care and education provider. The project mission is to expand access to a preschool education that meets the *Ten Quality Benchmarks for Quality Preschool Education*.¹⁷

STUDENT RECRUITMENT, SCHEDULE, TUITION AND ENROLLMENT

Recruitment for TYS prekindergarten program is a collaborative effort between The Young School and HCPS. Families whose children are already enrolled, and who are identified as being eligible, are referred to the scholarship program and offered financial assistance. During registration for HCPS prekindergarten, the program at The Young

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School is advertised as an option and listed among other accredited prekindergarten sites in the county. Public school administrators receive information about the eligibility requirements for the program and may refer families who fit the criteria. The Howard County Public School System's International Office may also refer families with four-year-old children who are English language learners to TYS for educational services. Additionally, the grant funding has been used to hire a contracted liaison for The Young School, HCPSS, and other outside agencies in an

effort to target outreach efforts and advertise the program through faith-based organizations, crisis intervention service locations, and other community sites where eligible families may learn of the services available. The Young School at the King's Contrivance operates as a full-day child care program from 7:00 a.m. to 6:00 p.m., five days a week, and served 258 children from birth through kindergarten during the last school year. The prekindergarten, providing services to 54 children, is a half-day academic program that operates from 9:00 a.m. to 12:00 p.m. Families receiving scholarships through the Preschool for All Grant may choose to attend only the academic portion of the day, or may enroll for the full day, and pay for before-and after-school care. The tuition rate for the half-day prekindergarten program is \$105 per week with a 20% discount for grant funded families lowering the total to \$84 per week, or \$336 per month. Registration and supply fees are also paid through grant funds for participating families. Income-eligible

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families are encouraged to apply for child care subsidy vouchers to further reduce the costs of tuition. During the 2010-2011 school year, 10 families (6 income-eligible and 4 language-eligible) received scholarships.

CLASSROOM ENVIRONMENT AND CURRICULUM

The Young School approach to the education and care of young children provides a “cottage learning environment,” a patented design that provides a community-based, home-like learning space where teachers and children are active participants and learners. The school provides infant cottages serving children from 8 weeks through 2 years, and four preschool cottages for children ages 3 through 4 years. Children become part of a cottage when they enter TYS and remain in the same cottage throughout their enrollment at the school. This approach allows for the development of strong bonds and close relationships with peers and teachers. Each preschool cottage consists of a toddler room and two adjoining classroom spaces for three-and-four-year-olds—a great room and a project room. The great room contains learning centers that focus on social-emotional development and cooperative skills, such as dramatic play, a block area, and a loft where children can climb to enjoy a favorite book.

The project room is designed to provide children with hands-on learning opportunities in the areas of art, language, literacy, math, and science. Within each cottage children are divided into primary care groups consisting of up to 10 children and one teacher as their primary caregiver. Although children engage in activities with different teachers in their cottage throughout the day (e.g., literacy circle, math circle), a 45-minute block of time in the afternoon is provided when teachers meet with their primary care groups to focus on specific learning needs. When more than one primary care group is engaged in activities with other groups, the staff-child ratios are never more than 1 adult to 10 children. The Young School’s unique prekindergarten

curriculum was approved for use by MSDE¹⁸ as an individually developed curriculum that meets state learning standards. The teaching philosophy is influenced by the Reggio Emilia approach¹⁹ to early childhood education, which is rooted in the belief that education is an interactive and creative process that includes the children, teachers, and families, thus creating a community of learners. Additionally, the preschool cottages have integrated a language arts curriculum into their program to enhance literacy activities and align with the HCPS prekindergarten language arts curriculum.²⁰

SCREENING AND REFERRAL SERVICES

Through communication and collaboration with the Early Childhood Office of the HCPS, the Howard County Health Department, (HHHD) Howard County Head Start, the Judy Center at Cradlerock School, and the Office of Children’s Services, TYS established the highest standards of care as a model program for the Preschool for All Grant. All four-year-olds enrolled in the program receive hearing and vision screenings through the HHHD and developmental screenings completed by their cottage teachers. The HCPSS Early Intervention Office provides training and technical assistance to teachers on selected developmental screening instruments.²¹ If additional services are required for identified children, The Young School works with the Howard County Early Intervention Office to arrange for required services.

¹⁶ See Appendix A.

¹⁷ See Preschool for All in Maryland: Recommendations of the Task Force on Universal Preschool Education Report to the Governor and the General Assembly as Required by HB 1466.

¹⁸ Approval of a center’s Individually Developed Curriculum provided as a service of the MSDE Early Childhood Curriculum Program.

¹⁹ An educational philosophy focused on preschool and primary education.

²⁰ Let’s Begin With Letter People.

²¹ Ages and Stages Questionnaire; and Ages and Stages Questionnaire: Social-Emotional.

WORCESTER COUNTY PUBLIC SCHOOLS AND FRIENDS FOREVER LEARNING CENTER

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During the first two years of participation in the Preschool Services Grant, Worcester County Public Schools (WCPS) formed a collaborative partnership with Friends Forever Learning Center (FFLC) to offer prekindergarten services to low-income and at-risk children at an accredited child

care center. The grant enabled WCPS to increase the availability of prekindergarten programs for eligible children in an underserved area of the county. Due to changes and construction at Friends Forever, WCPS moved the program to nearby Showell Elementary School (SES). Under this arrangement, FFLC has provided morning or afternoon child care for families whose children are enrolled in the morning or afternoon sessions of prekindergarten at SES. Additional services required by the Preschool Services Grant are provided through a collaborative partnership between WCPS; Lower Shore Child Care Resource Center; FFLC; Little Lambs Learning Center and Family Child Care providers in the SES attendance area. Showell Elementary, faced with high enrollment rates and waiting lists for the prekindergarten program, has benefited by the new arrangement. The Preschool for All Grant allowed WCPS to create two prekindergarten classrooms at SES, thus serving a greater number of children. The on-going partnership with FFLC has provided families with extended hours of quality care and education during the day.

STUDENT RECRUITMENT, SCHEDULE, TUITION AND ENROLLMENT

The recruitment of children for the prekindergarten program at Showell Elementary School is a coordinated effort between the staff of SES and FFLC. The county holds open

registration for prekindergarten in March, and if necessary, July of each year. FFLC communicates with the families of prospective children in the three-year-old program at FFLC to ensure their knowledge and understanding of the public prekindergarten program. Both the school and Friends Forever distribute flyers and post information on community bulletin boards in local businesses, in the public library, at the Health Department, and area churches. Friends Forever is open from 7:00 a.m. to 6:00 p.m., year-round, for children ages two through four years, and also provides before-and-after-school care services for school-age children. Families requiring care for their four-year-old outside of the 2 ½ hour prekindergarten program at SES may access quality care and educational services at FFLC for those additional hours. Friends Forever employs a qualified early childhood teacher, and local high school work study students enrolled in Worcester Technical High School, to serve as additional classroom aides on site. Through the support of the Preschool for All Grant, WCPS employs a full-time, state certified early childhood teacher located

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in the classroom at Showell Elementary. Two half-day prekindergarten sessions, with the capacity of enrolling twenty students per class, are provided from 9:00 a.m. to 11:30 a.m., and 1:00 p.m. to 3:30 p.m. There is no cost to families for enrollment in the public prekindergarten, however parents pay the full cost of care at FFLC. The traditional care and educational program at FFLS provides a full day of programming for parents who require care for their child during the working hours of the day.

CLASSROOM ENVIRONMENT AND CURRICULUM

The prekindergarten teacher, employed by WCPS, holds a bachelor's degree and is Maryland certified in early childhood education. She participates in grade-level team meetings, faculty meetings, and staff professional development activities at Showell. She is familiar with the prekindergarten teachers and administration of the elementary school, has the opportunity for weekly planning with co-workers, and participation in staff professional development activities. Enrollment in the program is limited to fifteen children in two half-day sessions. The smaller group size provides children the benefit of a one to eight staff-to-child ratio. The environment provides for group and individual work times, with appropriate independent learning center and physical activity time during each day. Children have the opportunity for participation in the arts, and scheduled field trips to areas of interest during the school year. WCPS uses a variety of published curriculum²² to supplement the MMSR and locally developed *Prekindergarten MSC All Contents by Term*. Children participate in all school events at Showell, such as guest

authors, Career Day, Picture Day, and prekindergarten field trips. Additionally, the prekindergarten teacher participates in grade-level team meetings, faculty meetings, and the Accreditation for Growth Planning Council.

SCREENING AND REFERRAL SERVICES

All children receive screening and referrals for vision, hearing, speech and language, health and physical development, and services for English language learners. There is coordination with the local Departments of Health and Social Services for children who are found to require additional services after screening. FFLC is connected with service providers in the community by the Lower North Shore Resources Center, and has benefited from early intervention grants for child care. FFLC was also recently selected to be a Devereux Early Childhood Assessment (DECA) Regional Training Center to offer professional development training and technical assistance to early childhood educators. A DECA behavioral specialist has visited the center to provide on-site training, which has benefited all teachers in the program.

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²² Houghton Mifflin, *Prekindergarten; ETA City Steps*.

SUMMARY

This report presents a summary of the Preschool for All pilot programs funded during fiscal years July 2008 to June 2011. The results of these public-private partnerships will have significant implications for the expansion of publicly funded prekindergarten. The analysis of the MMSR Kindergarten Assessment data clearly shows that adherence to quality benchmarks in prekindergarten is related to improvements in student outcomes. Maryland's longitudinal data system will allow MSDE to follow student progress through the early grades of elementary school to determine if improved assessment scores at the end of the primary grades can be linked to participation in high-quality prekindergarten programming.

The funded partnerships demonstrate various program models and mechanisms through which services are provided at a reduced cost to families. Those models include:

- (1) an “integrated approach” in which eligible grant-funded children are placed in child care classrooms with tuition-paying children from the community (e.g., The Young School);
- (2) a “targeted approach” in which income-eligible and high-needs children are placed in a single classroom and provided full-day services with a prekindergarten curriculum focus at a reduced or no-cost rate (e.g., Greenbelt Children's Center, Cecil County Family Center, Sandi's Learning Center and The Learning Center);
- (3) a “Head Start add-on approach” in which a half-day prekindergarten session is added to a half-day Head Start session

to create a full-day program for eligible Head Start children and a half-day program for some additional children from the community who are eligible only for prekindergarten (e.g., The Children's Center Group of Walkersville); and

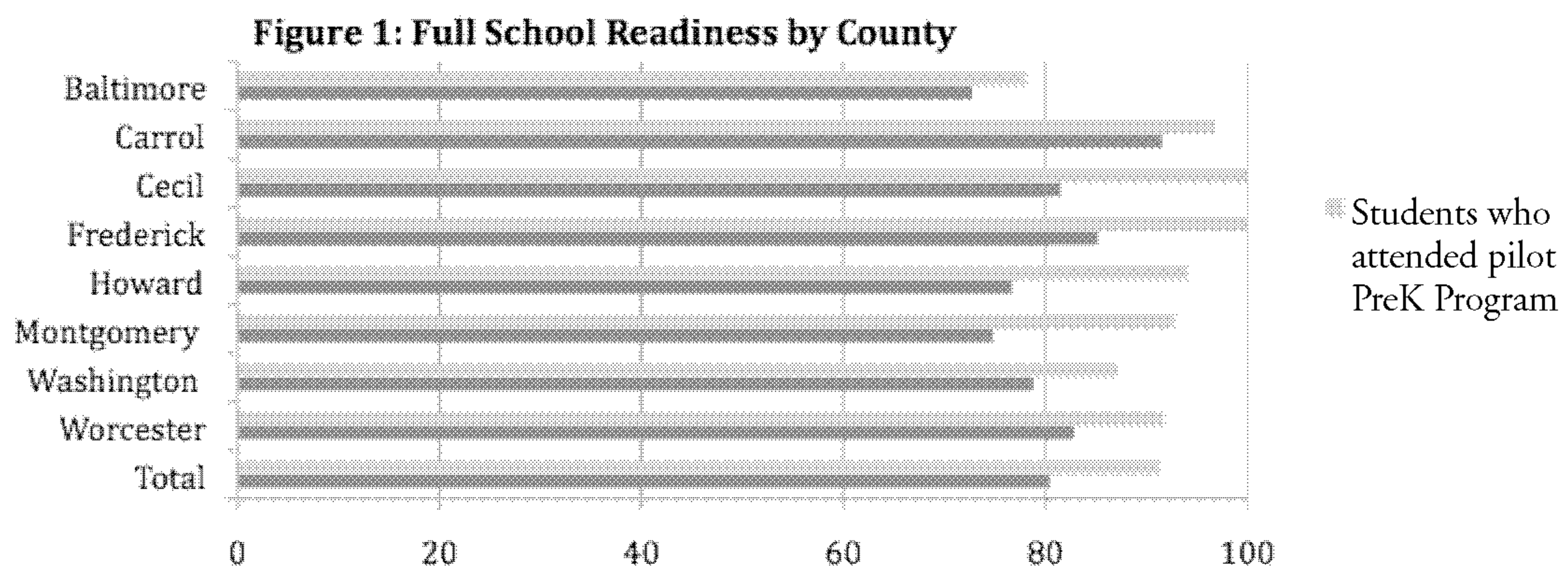
- (4) a “Head Start/Prekindergarten blended approach” in which Head Start and prekindergarten funding are blended to provide a seamless full-day program for Head Start eligible children, including some three-year-olds (e.g., Catholic Charities Head Start of Carroll County).

The programs also implement the required “tuition discount” to families in various ways. Some programs spread the available funding across the maximum number of children, thus funding an entire classroom for 20 students, while other programs provide larger discounts to a smaller group of children, as in The Young School model.

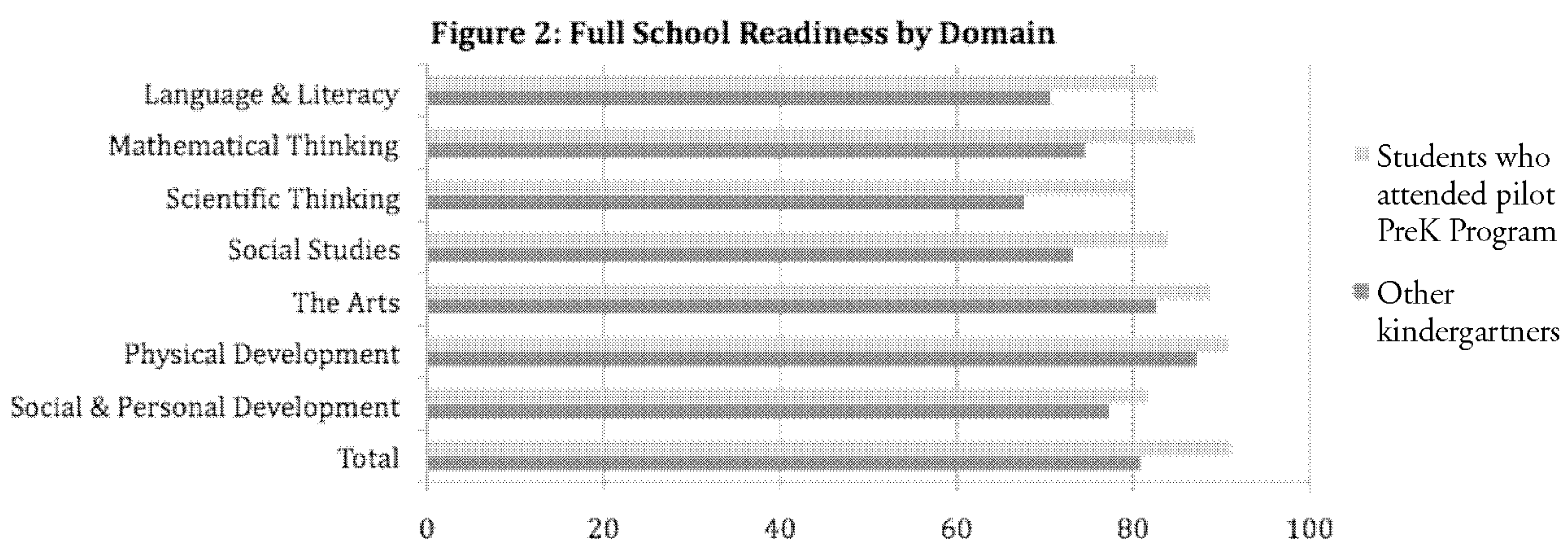
Overall the partnerships report on-going success with collaboration, improvements in classroom quality, effective teaching, and child academic and social outcomes. While some challenges must be addressed, including transportation for children as a result of extended program hours, and addressing the issue of compensating the lead teacher more than other center-based staff, these and other lessons learned will continue to be important issues as Maryland considers how to build on the expansion of prekindergarten using some of the tested models provided by the Preschool for All Grant.

ANALYSIS OF SCHOOL READINESS SKILLS

Of 249 pilot pre-kindergarten students in 2009, kindergarten readiness assessment scores were found for 197 children from nine pilot sites (who were assessed in over 85 elementary schools) in 2010. The mean Maryland Model for School Readiness (MMSR) score for pilot preK students was 2.91, which is significantly higher than the mean score of 2.78 in the general population ($p=0.00$). 91.4% of children in a Pilot PreK program were rated as fully ready for kindergarten, compared with 80.8% of children in the general population ($p=0.00$). The sample size is too small to determine significance by county, but as shown in Figure 1, it appears children in pilot PreK programs in every county were at least as likely as their peers in public pre kindergarten programs to be fully ready for kindergarten according to the MMSR.



Children enrolled in the pilot preK program were significantly more likely to be fully prepared for kindergarten in the areas of language and literacy, mathematical thinking, scientific thinking, social studies, and the arts than other children (Figure 2; $p<0.05$). There was no significant difference between the groups in the likelihood of being fully ready in the areas of health or social and personal development.



Appendix 1 & 2 show the MMSR results of children coming from each pre-school site by domain and the comparable MMSR results of children in comparable care in the same Local Education Agency (LEA). The pilot groups were too small to derive meaningful results from the comparisons.

There was no significant difference in the distribution of race and ethnicity of children between the programs, nor was there a significant difference in the distribution of boys and girls, children who participate in the free and reduced meals (FARM) program, or of children participating in special education (SPED) between pilot preK students and the general population. Children in pilot preK programs were significantly less likely to be English language learners (ELL) than the general kindergarten population.

Appendix 1: Percent of Students Fully Ready for Kindergarten with comparable institutions in LEA

* Indicates significant difference from pilot prek (p<.05)		Full MMSR	Language & Literacy	Mathematical Thinking	Scientific thinking	Social Studies	The Arts	Physical Dev't	Social and Personal Dev't
Pilot Total		91.4 (n=185)	82.7	87.0	80.0	83.8	88.7	90.8	81.6
Kindergarteners not in pilot prek (n=61,938)	All other kindergarteners	80.9* (n=61,938)	70.7*	74.6*	67.7*	73.2*	82.6*	87.2	77.3
	Public Pre-k	80.5*	71.0*	74.8*	66.3*	72.2*	82.4*	87.1	76.6
	Child Care Centers	87.2	79.0	82.9	76.3	80.8	86.3	89.8	79.4
	Private Prek	92.0	85.4	87.9	82.2	85.9	89.4	93.2	87.7*
	Head Start	72.0*	59.5*	64.0*	56.0*	61.9*	77.4*	83.2*	70.6*
Washington County (LEA 21, n=1,614)	The Learning Center of Washington County	87.1 (n=31)	83.9	87.1	61.3	74.2	83.9	87.1	61.3
	Public Pre-k	78.8	68.3	73.0	58.2	61.8	83.3	87.0	72.5
	Child Care Centers	85.6	76.7	75.7	62.4	67.8	86.1	89.6	69.3
	Private Prek	89.4	83.3	81.8	62.9	75.8	87.9	94.7	87.1
Montgomery County (LEA 15, n=10,927)	Peppertree Learning Center	92.9 (n=14)	71.4	85.7	64.3	71.4	100	100	78.6
	Public Pre-k	74.8	65.9	69.8	51.4	59.1	77.8	74.1	72.8
	Child Care Centers	78.6	70.9	75.3	56.5	64.5	78.9	86.4	72.2
	Private Prek	82.7	76.0	78.7	61.9	68.0	80.9	87.6	79.0
Howard County (LEA 13, n=3,382)	The Young School Early Education Program	94.1 (n=17)	92.2	90.2	92.2	92.2	86.3	84.3	92.2
	Public Pre-k	76.7	72.3	75.5	76.7	69.6	72.7	62.9	80.4
	Child Care Centers	91.2	84.7	87.6	89.1	86.6	87.0	79.5	89.7
	Private Prek	94.4	90.0	90.8	91.9	89.1	91.8	87.5	92.7
Frederick County (LEA 10, n=2,984)	Children's Center Group at Walkersville-Frederick County Head Start	100 (n=17)	94.1	100	88.2	88.2	100	100	70.6
	Public Pre-k	85.2	78.5	80.4	76.4	77.3	84.6	92.5	79.4
	Child Care Centers	93.0	88.8	90.8	84.2	83.3	90.6	95.4	81.6
	Private Prek	94.4	89.0	89.5	86.8	88.7	92.6	95.9	90.4
	Head Start	84.8	72.4	75.1	75.1	73.7	82.0	92.2	77.4
Carroll County (LEA 6, n=1,837)	Catholic Charities Head Start	96.8 (n=31)	83.9	83.9	96.8	87.1	96.8	93.6	93.8
	Public Pre-k	91.6	78.8	82.2	86.9	88.9	92.9	92.9	85.2
	Child Care Centers	95.2	88.5	89.0	94.3	94.0	93.3	96.7	86.2
	Private Prek	98.4	94.5	92.3	95.3	97.8	95.4	99.2	95.7
	Head Start	91.2	82.4	85.3	97.1	85.3	91.2	94.1	88.2
Cecil County (LEA 7, n=1,114)	Family Education Center/Cecil County PS	100 (n=7)	85.7	100	85.7	100	85.7	100	100
	Public Pre-k	81.5	67.8	74.7	71.1	79.4	82.3	86.7	76.0
	Child Care Centers	86.1	79.4	75.8	81.8	85.5	81.8	84.9	81.2
	Private Prek	89.2	78.4	82.9	85.6	85.6	91.0	94.6	81.1
	Head Start	61.5	53.9	59.0	53.9	64.1	71.8	71.8	71.8
Baltimore City (LEA 30, n=6,662)	Sandi's Learning Center/Baltimore City PS	78.1 (n=32)	62.5	75.0	62.5	75.0	78.1	90.6	71.9
	Public Pre-k	72.8	63.2	67.9	50.7	57.5	75.9	82.8	70.3
	Child Care Centers	66.4	55.8	58.4	48.7	55.4	72.9	76.6	65.1
	Private Prek	83.4	73.7	77.1	70.9	69.1	82.3	85.1	80.0
	Head Start	61.3	50.3	51.9	40.0	46.4	69.3	75.9	64.1

Insufficient data were available for analysis of CentroNia and Worcester County Public Schools/Showell Elementary school. County data indicate the LEA in which the student attends kindergarten rather than the LEA in which they attended pre kindergarten or child care. Pilot preK data indicates the pilot program the student was part of, regardless of which LEA they enrolled in kindergarten.

Appendix 2: Mean MMSR score of pilot sites with comparable institutions in LEA									
Indicates significant difference from pilot prek (p<.05)	Full MMSR	Language & Literacy	Mathematical Thinking	Scientific thinking	Social Studies	The Arts	Physical Dev't	Social and Personal Dev't	
Pilot Total	2.91 (n=185)	2.81	2.85	2.78	2.83	2.88	2.91	2.78	
Kindergarteners not in pilot prek (n=61,938)	Kindergarteners not in pilot prek	2.78* (n=61,938)	2.65*	2.70*	2.63*	2.69*	2.81*	2.74	
	Public Pre-k	2.78*	2.66*	2.70*	2.61*	2.68*	2.80*	2.73	
	Child Care Centers	2.86	2.77	2.70	2.74	2.79	2.85	2.76	
	Private Prek	2.91	2.84	2.81	2.81	2.85	2.89	2.86*	
	Head Start	2.69*	2.52*	2.87*	2.49*	2.57*	2.75*	2.82*	2.65*
Washington County (LEA 21, n=1,614)	The Learning Center of Washington County	2.84 (n=31)	2.84	2.84	2.58	2.74	2.77	2.87	2.45
	Public Pre-k	2.76	2.62	2.67	2.53	2.58	2.81	2.85	2.67
	Child Care Centers	2.84	2.75	2.72	2.57	2.66	2.86	2.88	2.64
	Private Prek	2.89	2.80	2.79	2.59	2.75	2.87	2.95	2.85
Montgomery County (LEA 15, n=10,927)	Peppertree Learning Center	2.93 (n=14)	2.64	2.79	2.64	2.71	3.00	3.00	2.79
	Public Pre-k	2.71	2.59	2.65	2.44	2.53	2.75	2.83	2.68
	Child Care Centers	2.76	2.66	2.73	2.51	2.61	2.77	2.85	2.67
	Private Prek	2.81	2.73	2.76	2.58	2.65	2.79	2.87	2.76
Howard County (LEA 13, n=3,382)	The Young School Early Education Program	2.94 (n=51)	2.92	2.90	2.90	2.92	2.86	2.84	2.92
	Public Pre-k	2.72	2.67	2.69	2.72	2.63	2.67	2.53	2.77
	Child Care Centers	2.91	2.84	2.87	2.89	2.85	2.86	2.78	2.89
	Private Prek	2.94	2.89	2.90	2.91	2.88	2.92	2.86	2.92
Frederick County (LEA 10, n=2,984)	Children's Center Group at Walkersville-Frederick County Head Start	3.00 (n=17)	2.94	3.00	2.88	2.88	3.00	3.00	2.71
	Public Pre-k	2.81	2.73	2.76	2.71	2.72	2.82	2.89	2.75
	Child Care Centers	2.93	2.88	2.90	2.84	2.83	2.91	2.95	2.79
	Private Prek	2.94	2.88	2.89	2.86	2.88	2.92	2.96	2.89
	Head Start	2.83	2.67	2.72	2.71	2.70	2.80	2.91	2.71
Carroll County (LEA 6, n=1,837)	Catholic Charities Head Start	2.97 (n=31)	2.81	2.81	2.97	2.87	2.97	2.94	2.97
	Public Pre-k	2.90	2.75	2.79	2.85	2.86	2.91	2.92	2.82
	Child Care Centers	2.94	2.87	2.88	2.93	2.93	2.93	2.96	2.84
	Private Prek	2.98	2.94	2.92	2.95	2.98	2.952	2.99	2.95
	Head Start	2.91	2.79	2.82	2.97	2.85	2.91	2.94	2.88
Cecil County (LEA 7, n=1,114)	Family Education Center/Cecil County PS	3.00 (n=7)	2.86	3.00	2.86	3.00	2.86	3.00	3.00
	Public Pre-k	2.78	2.62	2.69	2.71	2.75	2.80	2.85	2.73
	Child Care Centers	2.85	2.76	2.73	2.81	2.85	2.81	2.84	2.78
	Private Prek	2.89	2.77	2.80	2.84	2.86	2.91	2.95	2.78
	Head Start	2.62	2.41	2.44	2.46	2.62	2.72	2.69	2.67
Baltimore City (LEA 30, n=6,662)	Sandi's Learning Center/Baltimore City PS	2.78 (n=32)	2.59	2.72	2.59	2.72	2.78	2.91	2.66
	Public Pre-k	2.70	2.59	2.63	2.46	2.54	2.74	2.92	2.65
	Child Care Centers	2.63	2.51	2.54	2.43	2.51	2.70	2.75	2.56
	Private Prek	2.82	2.71	2.76	2.69	2.68	2.82	2.84	2.76
	Head Start	2.57	2.43	2.44	2.33	2.42	2.67	2.74	2.57

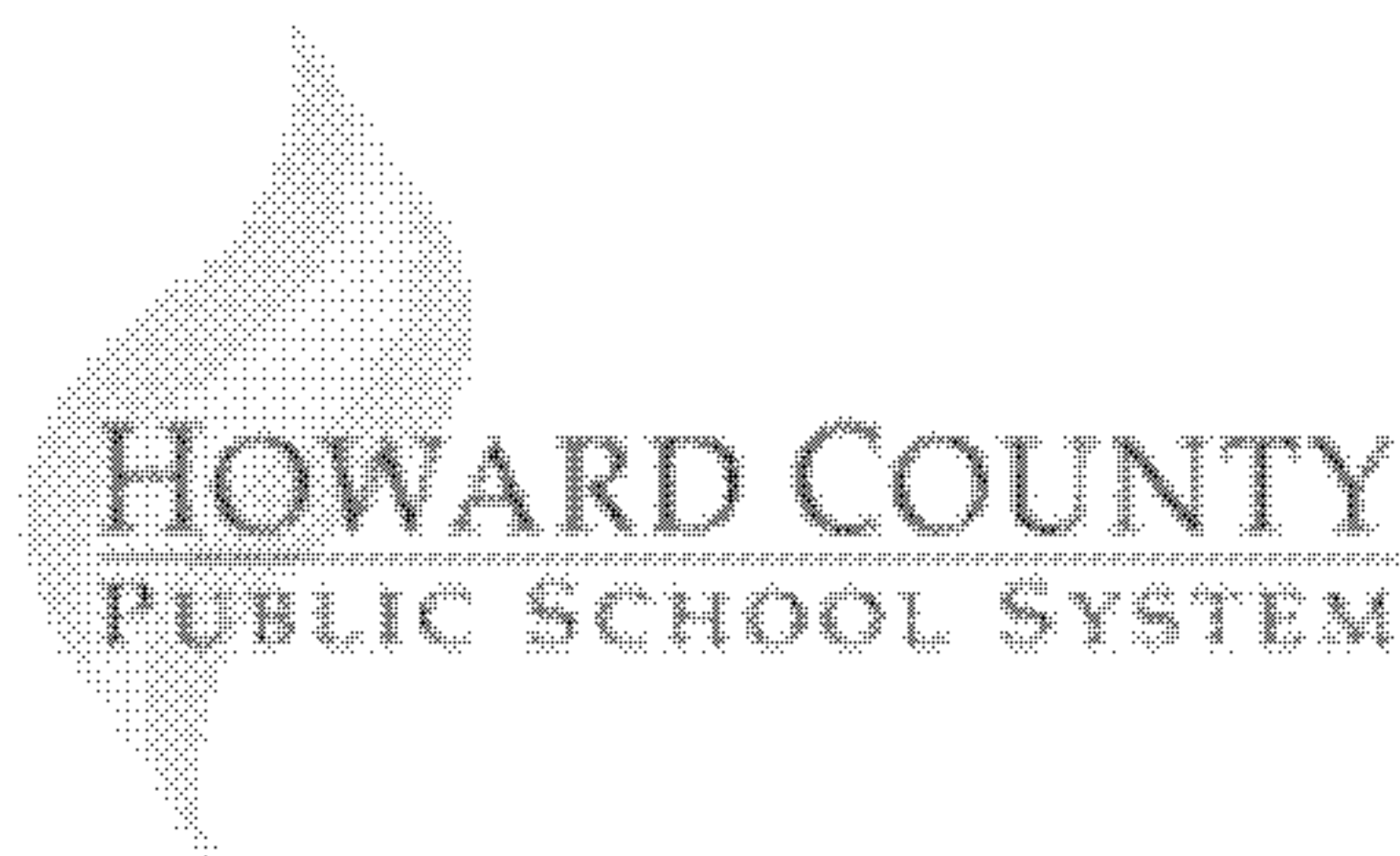
Insufficient data were available for analysis of CentroNia and Worcester County Public Schools/Showell Elementary school. County data indicate the LEA in which the student attends kindergarten rather than the LEA in which they attended pre kindergarten or child care. Pilot preK data indicates the pilot program the student was part of, regardless of which LEA they enrolled in kindergarten.

Provision of Quality Benchmarks and Preschool Services Characteristics

Quality Benchmarks Program Characteristics	Catholic Charities Head Start	Children's Center Group Walkersville	Greenbelt Children's Center	The Young School	Worcester County Public Schools
Curriculum	Creative Curriculum Little Treasures and Math Connects	Frederick County Public Schools PreK Curriculum/ Creative Curriculum	Houghton Mifflin	MSDE Accepted Young School Curriculum	Integration of county developed curriculum and Houghton Mifflin Prekindergarten
Accrediting Agency	MSDE	MSDE	NAEYC	MSDE	MSDE/Middle States
Teacher Specialized Training/Education and Certification	Bachelors MD Certified ECE	Bachelors MD Certified ECE	Bachelors MD Certified ECE	Bachelors MD Certified ECE	Bachelors ECE, MD Certified
Assistant Teacher Training Education/ Certification	90 Hr. Child Care Certificate, CDA; On-going Core Of Knowledge Training	Bachelors Education	CDA	AA degree	High School diploma, ParaProfessional test completed
Professional Development and Training for Recertification	Tchr. 1- MSDE Credentialing Level 6; Completing 2nd yr. MMSR; working in Master's program: COK Training ; Completed Catholic Charities' Leadership Academy Tchr 2. Child Care Admin. Class; COK Training (i.e. CSEFEL; MSDE Credentialing Training; On-going HS Training w/CCPS/Judy Center	Teacher is working toward Master's Degree. Teachers attend FCPS professional development trainings and partnership trainings through Child Care Choices.	Required college courses for MD Certificate; 24 hours continued training annually for Mad Credential	Teachers participate in the MD Child Care Credential Program; The Young School provides 18 hours of Core of Knowledge training per year.	Teacher has participated in MSDE Maryland Model for School Readiness (MMSR) Update training; MMSR Online WSS Data Collection; Multicultural Training; MMSR Scientific Thinking, and Creative Curriculum training.
Lead Teacher Salary	Teacher 1: \$36,086 Teacher 2: \$33,298	\$24,954	\$59,909	\$21,596 - \$33,400	\$51,352
Target Group Served	3-5 year old income eligible students	13 Head Start children; other children selected from Glade Elementary wait List	Income eligible students	185-300% above federal poverty guidelines; non-English speakers	Income eligible 4-year old students
Full day or half day	Full day 6.5 hours	Half day	Full Day 6.5 hours	Half day academic program with before and after school services	Two- 2.5 hour sessions
Subsidized Tuition Cost	No tuition fees	No cost for the PreK Program. Additional before and after care is available at \$5.15 an hour.	\$111.00 per week Parent Fee (40% subsidy = \$74.00 wkly)	Sliding tuition fee scale	No tuition fees
Maximum Class Size	20 students	19 students	20 students	40 children per cottage, with 5 + adults	15 students, lead teacher and assistant
Staff to Child Ratio	1 to 10	1 to 10	1 to 10	1 to 10	1 to 8
Screening/Referral Requirements- vision, hearing, speech and language, health and physical development and additional support services	ASQ and ASQ-SE, LAP-D; Vision, hearing, dental, lead testing, physicals, Speech/ Language screening and therapy, developmental screening, education and support. PT, OT ; ISFP/ IEP; annual health screening ; mental health referral and supports, support and inclusion services for children with disabilities	Head Start Healthy Days provided Screening and Referrals in August, along with FCPS, the Health Department and Mental Health Association. PERKS has provided ongoing classroom support for a child transitioning into the Pre-K program.	"Hearing & Vision Screenings by MD Hearing & Vision, Inc. Speech Screenings by United Testing Services Health Screening by each child's physician upon entry via the MD Health Inventory Physical Education Program, Fantastic Fitness, monthly; planned large muscle activities daily	Howard County Health Department provides vision and hearing screening; Teachers and parents administer the ASQ and ASQ-SE screening tool; Collaboration with Howard County Office of Early Intervention Services as needed	Vision, Hearing, Speech/ Language, Health/Physical development provided by WCPS Elementary Support Personnel and Worcester County Health Department
Meal Requirements	Breakfast and Lunch	Head Start children have lunch prior to starting the afternoon PreK at 1:10 p.m. All children receive an afternoon snack prior to 3:40 p.m. dismissal.	Provided by program: breakfast, milk (lunches brought from home) and afternoon snack	N/A	Breakfast and lunch provided for students who qualify for Free and Reduced Priced Meals, at little or no cost. Snacks provided daily in both sessions.
Monitoring and Evaluation	Classroom Observations, annual performance evaluations, MSDE accreditation, Head Start monitoring, ongoing strategic planning and quality initiatives	Actively involved in the MSDE Re-Accreditation process. The Pre-K is monitored by Dr. Judith M Sherman, independent evaluator. FCPS Early Childhood Education Specialist, provides ongoing monitoring, evaluation and mentoring of the teacher.	Evaluation by Research and Measurement, Inc. (RAM)	The Young School uses the Work Sampling System based evaluation tool as the Howard County Public School System prekindergarten program.	Work Sampling/MMSR P4 Checklist is used to assess the progress of prekindergarten students. Prior cohorts of children are assessed on the Kindergarten Assessment.

Cecil County Public Schools	CentroNia	Peppertree Children's Center	Sandi's Learning Center	The Learning Center
Houghton Mifflin Prekindergarten Series	Teaching Strategies- Creative Curriculum- Prekindergarten	Macmillan McGraw Hill Little Treasures Handwriting Without Tears	Open Court/ Reading Scott Foresman Addison Wesley- Mathematics	Teaching Strategies- Creative Curriculum-Prekindergarten
MSDE	MSDE	NAEYC	MSDE	MSDE/NECPA
Bachelor's and MD certificate in ECE	B.A. in ECE Credential Level 5	Bachelor's in ECE, working on certification in ECE	BS in ECE, working toward MSDE Certification in ECE	1st -B.A. in ECE Credential Level 6 2nd -A.A. in ECE working toward B.A.
AA in Early Childhood Credential Level 5	B.A. in ECE	Enrolled in Montgomery College in ECE, taking 3rd course. Level 3 Credentialed	90-hour training	Assistant holds A.A. in ECE, Credential level 5, and CDA, Credential level 4+
Teacher has participated in MMSR Professional Development Year 1 and 2. SEFEL training, Visual Strategies, Assessment and Integration of Content Areas within Curriculum	Teachers participate in Maryland Model for School Readiness training, and other on-going PD to enhance skills and expertise.	Participated in MMSR Data Submission Training	Teacher participates in team meetings with staff at Belmont Elementary.	Teacher meets requirements by attending WCPS approved professional development- along with college course work.
\$43,591	\$35,000	\$42,000	\$41,000	\$44, 324.00
Income eligible 4-year olds	Low income families, with a focus on ELL	Socially economic diversity	Income eligible 4-year-olds	4 & 5 year olds
Full day 6.5 hours with before and after school child care service	Full day 6.5 hours with before and after school child care services	Full day 6 .5 hour educational programs with before and after school child care	Full day 6.5 hour program with before and after school child care services	Two half-day sessions, up to 4 hours per day, with before and after school child care services
\$345.00 per month, flat fee rates charged for before-and-after-school care. Use of child care subsidy encouraged.	Sliding fee scale guidelines from USDA Full cost for a 3-4 year old \$188.50 a week	10 families are subsidized by grant , 8 families pay a fee of 450.00 per month.	Grant fully funds classroom hours. Before and aftercare \$135/month paid by childcare vouchers through DSS	Full Time Tuition cost is \$150.00 per week/Grant allows for 20% discount
17 children, teacher and assistant	20 children, 2 teachers per classroom	18 children enrolled, 2 classroom teachers	18 and 20	Two classrooms of 20 students each
1 to 9	1 to 8	1 to 10	1 to 10	1 to 10
Vision, hearing, dental, height, weight, and language evaluations are provided. Students receive services through the Judy Center family services coordinator.	Interview, orientation process. Parent interview, IEP/ IFSP assessment/ referral to Child Find, 1 month assessment, vision hearing screening, Collaborative partnership with Columbia Light House & the Mary Center, Hearing, vision, dental screening & follow-up.	Hearing, speech, screening provided to all children.	Vision, hearing, speech and language. Special Education services are provided by BCPS.	Vision/Hearing, conducted by Washington County Health Department. Speech/ Language screening & referrals for services to Apples for Children, WCPS, Early Intervention, DSS as needed.
Breakfast, Lunch and Snack provided through the FEC USDA food program.	Meals are cooked on site for all students. Breakfast, lunch and daily snack provided.	Center provides breakfast, lunch through Montgomery County Public Schools. Afternoon snacks. All children receive lunch.	Breakfast, lunch, snack	Center provides AM Snack/ Lunch/PM Snack
WSS assessment P4 is used to assess all 4 year old students.	WSS assessment P3 & P4. Work with MCPS & PGCPs to provide baseline data for all children transitioning to public schools.	WSS assessments P4, ASQ, Little Treasures assessments, center uses ECERS-R	WSS assessment P4 is used to assess all 4 year old students.	Work Sampling System/ MMSR Data collected on all children/Number Worlds/ Concepts of Print (Assessment A & Assessment B-Fall, Winter, Spring)

APPENDIX A



HOWARD COUNTY PUBLIC SCHOOL SYSTEM EDUCATIONAL PARTNERSHIP DECLARATION

between

The Young School at King's Contrivance

and

The Howard County Public School System

Vision

The vision of the partnership between the *The Young School at King's Contrivance* and the *Howard County Public School System* is to model a public-private partnership between a local school system and community-based provider for implementing a *Preschool for All* program resulting in positive outcomes for children.

Mission

Per funding provided by the Judith P. Hoyer Early Child Care and Education Enhancement Grant for Preschool Services, *The Young School* and the *Howard County Public School System* will work together to expand access to a low-cost, high quality preschool education that meets 10 quality benchmarks set by the Maryland State Department of Education (MSDE) - Attachment A.

Objectives

The Young School and the *Howard County Public School System* will

- Target families to participate in the prekindergarten program with a focus on children from economically disadvantaged backgrounds who do not meet the income eligibility requirements of the public school program; and English language learners.
- Share Maryland Model for School Readiness (MMSR) and Ages and Stages Questionnaire (ASQ) screening data.
- Work with the Howard County Health Department to provide vision and hearing screening for all 4-year olds enrolled in the prekindergarten program.
- Collaborate to ensure a smooth transition to kindergarten.
- Monitor and track the progress of the grant via a variety of evaluation tools, including but not limited to MSDE standards, questionnaires, self-appraisals, etc.

Appendix A Preschool for All Pilot Site Report 2011

- Serve on the Howard County Transition to Kindergarten Committee to establish open communications between the child care community and the public school system, and to establish standardized methods of data collection between the prekindergarten program and public school kindergarten.
- Meet at least yearly to evaluate the partnership against measurable evaluation criteria and revise the agreement as warranted.
- Follow all Howard County Board of Education policies and procedures.

The Young School will

- Provide a high quality prekindergarten education and wrap-around care to eligible children.
- Provide a tuition discount for up to 20 children meeting the income and/or language eligibility guidelines.
- Refer income and/or language eligible families who are currently enrolled at The Young School to the scholarship program; offer financial assistance when qualified.
- Provide parent workshops to support school readiness skills.
- Hire qualified early childhood education teachers.
- Assess the students in the fall and spring using the 29 school readiness indicators used by the HCPSS; plan developmentally appropriate lessons based on each child's needs.

The Howard County Public School System will

- Promote the pilot prekindergarten program offered at The Young School and refer families who do not qualify for the HCPSS prekindergarten program and/or those who do qualify but would benefit from services (e.g., wrap-around care) offered at The Young School).
- Educate school administrators and applicable school system offices about eligibility requirements and the process for referring families who qualify for The Young School prekindergarten program.
- Offer professional development opportunities to Young School grant teachers; provide training and technical support to teachers on selected developmental screening tools.
- Recognize the partnership with The Young School in school newsletters, on the school website and at various events and venues throughout the school year.
- Issue a press release to announce the formation and signing of a partnership between The Young School and HCPSS.
- Invite representatives from The Young School to the Howard County Public School System Annual Partnership Celebration.
- Recognize the partnership between The Young School and HCPSS in the *Howard County Public School System Educational Partnerships Annual Report*.

HCPSS welcomes the opportunity to partner with many types of businesses and organizations. A partnership, however, does not constitute promotion or endorsement by HCPSS for any partner's causes, ideas, web sites, products or services.

We, the following, do fully agree to the above stated partnership agreement between the The Young School and the Howard County Public School System on this the 26th day of January in the year 2011. The agreement shall remain in effect until such time that either party provides 10 days notice of its intent to terminate the partnership.

Ellen Flynn Giles, Member
Howard County Board of Education

JoAnn Young, Owner
The Young School

Sydney L. Cousin, Superintendent
Howard County Public Schools

Josh Young, Owner
The Young School

Marie DeAngelis, Director
Elementary Curricular Programs
Howard County Public Schools

Karen Fambro, Head of School
The Young School

Lisa Davis, Coordinator
Early Childhood Office
Howard County Public Schools

Randi Albertsen, Grant Liaison
Innovations in Education, LLC

Mary E. Schiller, Partnerships Office
Howard County Public Schools

ATTACHMENT A

TASK FORCE ON UNIVERSAL PRESCHOOL EDUCATION 10 QUALITY BENCHMARKS

1. Curriculum standards.

Universal preschool programs must implement a state-recommended comprehensive curriculum, an MSDE-approved individually developed curriculum, or a local school system curriculum that aligns with the MMSR, State Curriculum (SC), and *Guidelines for Healthy Child Development and Care of Young Children*.

2. Teacher certification requirement.

Lead teachers in both public and private settings must meet state teacher certification standards for Early Childhood Education (Pre-K–3).

3. Teacher specialized training requirement.

Pre-service requirements for lead teachers must include specialized training in Early Childhood Education. Elementary teaching certificates alone will not qualify.

4. Assistant teacher degree requirement.

Assistant teachers must hold a minimum of a high school diploma, but preferably a Child Development Associate (CDA) or equivalent training (i.e., Level 4 in Child Care Credentialing Program).

5. Teacher recertification requirement.

Teachers must attend a specified number of hours of approved professional development per year.

6. Maximum class size.

Class sizes must be limited to no more than 20 children for four-year-olds and no more than 16 children for three-year-olds.

7. Staff-child ratio.

At least one staff member must be present per 10 children in a classroom for four-year-olds and per 8 children for three-year-olds.

8. Screening/referral requirements.

Programs must provide both screening and referral services covering at least vision, hearing, speech and language, health and physical development. Programs also must offer, either directly or through coordination with local school systems, or local health and social service departments, additional support services for participants, which may include English as a Second or Other Language (ESOL) services, parenting support or training, physical and mental health and wellness services, and early intervention for children with disabilities and/or special health care needs, including medical interventions within inclusive settings.

9. Meal requirements.

All participants must be offered at least one full meal per day if preschool services are offered for more than 2 ½ hours, in accordance with the Child and Adult Care Food Program.

10. Monitoring.

Each year programs receiving grant funding from MSDE must conduct a self-evaluation to assess program quality according to these quality indicators and report performance data to MSDE. MSDE will conduct two site visits each year. Programs not meeting standards and in need of improvement must create a program improvement plan identifying the steps they will take to fulfill each standard. Additional site visits will be conducted to assess improvement and adherence to quality standards.

Appendix A Preschool for All Pilot Site Report 2011

ACKNOWLEDGEMENTS

We would like to acknowledge the following individuals for their contributions to this report: Dr. Cascelia Burgess, Christopher Gibbs, with Baltimore City Public Schools, John Holmes, former director and the staff at Sandi's Learning Center, Inc. in Baltimore City; Sandra Grulich, Cecil County Public Schools and the teachers and staff at the Family Education Center, Cecil County; Renata Claros, Eileen Wasow, and the teachers and staff at CentroNia in Montgomery County; Harriet Burger, Debra Brol, and the teachers and staff at Peppertree Center, Inc. of Germantown in Montgomery County; Christie Lewis and the teachers and staff at The Learning Center in Washington County; Liza Frye and Diane Grocki and the teachers and staff at the Catholic Charities Head Start of Carroll County; Diane Bonanni, Tina Higgins, Kimberly Seidel, Flora Gee, and the teachers and staff at Greenbelt Children's Center in Prince George's County; Ginny Simoneau and the teachers and staff at The Children's Center Group of Walkersville in Frederick County; Randi Albertson, Karen Fambro, Jessica Patton, and the teachers and staff at The Young School's at Kings Contrivance in Howard County; Judy Rutkiewic, Worcester County Public Schools, and the teachers and staff at Showell Elementary School and Friends Forever Learning Center in Worcester County.

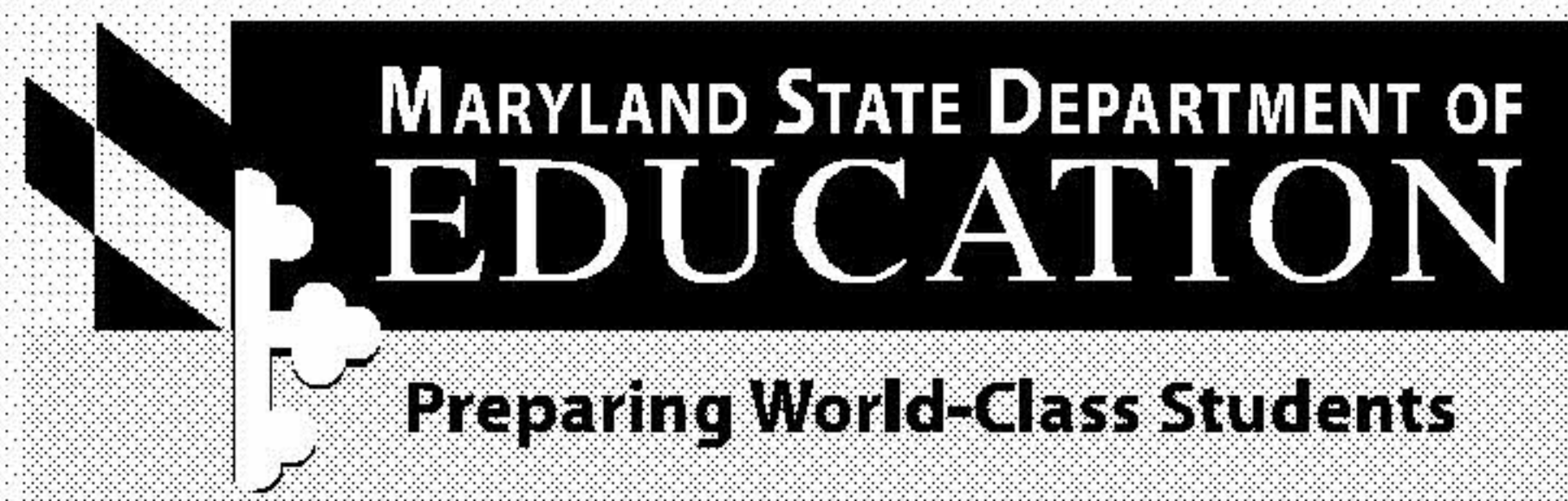
For writing and editing Valerie Kaufmann, Coordinator Early Learning Branch, Division of Early Childhood Development, and for final edits Lindi Mitchell Budd, Policy and Outreach Specialist, Office of Childcare, Division of Early Childhood Development.

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**B4.2 An Analysis of Influence of Judy Center Services
on the Maryland Model for School Readiness
Kindergarten Assessment Outcomes**

an analysis of influence of
judy center
services

**on the Maryland Model for School Readiness (MMSR)
Kindergarten Assessment Outcomes**

(b)(6)

Prepared for Maryland State Department of Education
by Research, Evaluation & Measurement, Inc., White Hall, MD December 2009

2008-2009

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The impact of participation in Judy Centers on school readiness was measured by the kindergarten assessment for two groups of children: those who entered the program at the beginning of their kindergarten year (JC-2) and those who participated in Judy Center pre-kindergarten or other child care and education services for one or more years prior to kindergarten (JC-1). Here is a summary of the findings:

- The results of the kindergarten assessments in fall 2008 and spring 2009 indicate that kindergarten students in the JC-1 group had a distinct advantage over those in the JC-2 group. Despite having a significantly greater proportion of students receiving special services, the JC-1 group had a significantly greater proportion of students rated fully ready based on the composite score in both fall 2008 and spring 2009 (*Table 2 and Figs. 1 and 2*).
- The results of the fall 2008 kindergarten assessment indicated that the JC-1 group was significantly better prepared for kindergarten than the JC-2 group in all seven domains. Differences between the proportions rated proficient in the two groups were highly significant on the majority of indicators in the domains of Language & Literacy, Mathematical Thinking, and The Arts (*Tables 3 and 4*).
- In all domains, both Judy Center groups had relatively high proportions of students rated fully ready in the spring. However, the percent of the JC-1 students rated fully ready was greater than that of the JC-2 group in all seven domains and on the composite. In four of the seven domains and on the composite, the differences between the two groups were significant (*Table 2*).
- Students receiving special services (SPED, ELL, and FRM) made up a significantly larger proportion of the Judy Center kindergarten population in 2008-2009 than those in Maryland's public schools overall (65% vs. 47%) (*Fig. 4*).
- Among public school kindergarten students receiving special services in 2008-2009, the proportion of JC-1 students that was rated fully ready in the fall was greater than that of students in the state overall (67% vs. 64%) (*Table 5*).
- Among public school kindergarten students *not* receiving special services in 2008-2009, the proportion of JC-1 students rated fully ready was equal to that of students in the state overall (81%) (*Table 5*).
- In each of the three subgroups of students receiving special services (Special Education (SPED), English Language Learners (ELL), and students receiving free and reduced-price meals (FRM)), the proportion rated fully ready was larger in the JC-1 group than in the JC-2 group:
 - Among SPED students, the JC-1 group had a significantly higher proportion of students rated fully ready than JC-2 on the kindergarten assessment composite in both fall and spring, as well as in Language & Literacy and Mathematical Thinking (*Table 6*).
 - Among ELL students, the proportion of JC-1 students rated fully ready on the kindergarten assessment composite in the spring (96%) was significantly greater than that of the JC-2 group (84%) (*Table 7*).
 - Among FRM students, the JC-1 group had a significantly larger proportion of students rated fully ready than JC-2 on the kindergarten assessment composite in both fall and spring, as well as in Language & Literacy and Mathematical Thinking (*Table 8*).

introduction

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The Judith P. Hoyer Early Child Care and Education Enhancement Program is a statewide effort initiated by the Maryland State Department of Education (MSDE) in 2000 to help young children enter school ready to learn. Twenty-four Early Child Care and Family Education Centers (Judy Centers) provide central locations for early childhood education programs and support services for children birth through kindergarten and their families who reside in specific Title 1 school districts across the state of Maryland.

A primary objective of the Judy Centers is to ensure that young children, including those who are disadvantaged by poverty, limited English proficiency, or special educational needs, are fully ready to learn when they enter school. MSDE's definition of school readiness is "the stage of development that enables a child to engage in, and benefit from, primary learning experiences." The instrument to assess the extent to which children have achieved school readiness is the Maryland Model for School Readiness (MMSR) Kindergarten Assessment, a customized version of the Work Sampling System® (WSS). The focus of this report is the analytical study of the influence of prior Judy Center services on kindergarten students' levels of school readiness as measured by the MMSR Kindergarten Assessment.

The kindergarten assessment consists of rating each child's educational development on 30 indicators in seven areas of development or domains: Personal & Social Development; Language & Literacy; Mathematical Thinking; Scientific Thinking; Social Studies; The Arts; and Physical Development. Each domain consists of four indicators with the exception of Language & Literacy, which consists of six indicators (the complete set of indicators is shown in *Table 3*). For each indicator, students are assigned a rating of not yet, in progress, or proficient that reflects the extent to which the student has developed the skills, behaviors, or concepts required by that indicator. To determine the student's domain scores, each indicator rating is assigned a numeric value of 1, 2, or 3. The sum total of assigned numbers in a given domain becomes the domain score. The total score for all 30 indicators is the composite score. Based on their numerical values, domain and composite

scores are assigned one of three levels of readiness: Developing, Approaching, or Fully Ready. All kindergarten students are being assessed during the first two weeks of November at the conclusion of the first quarter of the school year (fall). The kindergarten students enrolled at Judy Center Partnership sites (i.e., Title 1 elementary schools) are also being assessed during the last two weeks in May at the conclusion of the fourth quarter of the school year (spring).

Student Population

Data for this study were collected from 24 Judy Center sites in 21 school districts in Maryland. Each Center was given a file consisting of participating students' fall 2008 kindergarten assessment results and demographic data. The Centers were asked to complete the file with the students' spring 2009 assessment results and to identify those children who had received Judy Center services in the year prior to kindergarten. Of 2,866

students who participated in the Judy Centers during the 2008-2009 school year, complete ratings were submitted for 2,860 students assessed in the fall and 2,622 students assessed in the spring. Among these kindergarten students, 1,468 (51.3%) were identified as having received Judy Center services in the prior year (the JC-1 subgroup). The 1,392 students (48.7%) who had not received services in the prior year are referred to as JC-2.

Demographic Profile of Judy Center Students

Table 1 shows the demographic characteristics of both Judy Center kindergarten students and the population of all kindergarten students who were assessed in Maryland's public schools in the fall of 2008. The table also shows the demographic profile of Judy Center children who had received prior services at a Judy Center (JC-1) and those who had not (JC-2).

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Table 1
Demographic Profile of Kindergarten Students, 2008-2009

Subgroup	Percent of JC-1 ¹ Group	Percent of JC-2 ² Group	Percent of All Judy Center Students	Percent of All MD Kindergarten Students
Gender				
Male	52.8	50.3	51.6	51.6
Female	47.2	49.7	48.4	48.4
Ethnicity				
AI/AN ³	0.5	0.3	0.4	0.5
A/PI ³	3.7	3.5	3.6	6.3
AA ³ /Black	37.2	36.5	36.9	34.8
White	40.5	46.2	43.3	46.1
Hispanic	17.9	13.4	15.7	12.3
Special Education				
(SPED)	11.4	8.1	9.8	7.9
Non-SPED	88.6	91.8	90.1	92.1
English Language Learners				
(ELL)	15.4	11.5	13.5	9.4
Non-ELL	84.6	88.5	86.5	90.6
Free & Reduced Meals				
(FRM)	63.3	51.5	57.6	39.2
Non-FRM	36.7	48.5	42.4	60.7
Total	1,468	1,392	2,860	58,153

¹JC-1 represent students who received Judy Center services prior to kindergarten

²JC-2 represent students who did not receive Judy Center services prior to kindergarten

³AI-American Indian; AN-Alaskan Native; A-Asian; PI-Pacific Islander; AA-African-American

In the past three years the proportion of Judy Center kindergarten students who received services prior to their kindergarten year (JC-1) has steadily increased relative to the proportion who did not participate in Judy Centers (JC-2). By the 2008-2009 school year, the majority of Judy Center participants (51.3%) were JC-1.

A comparison of assessment outcomes of the two groups (*Table 2*) shows that in fall 2008, the percent of students rated fully ready in JC-1 was significantly greater than that in JC-2 for all seven assessment domains. The difference between the two groups based on the composite score (71% fully ready vs. 63%) was also statistically significant. While the gap between the two groups' levels of readiness had narrowed by spring, JC-1 still had a significantly larger proportion of students rated *fully ready* in four domains and in the composite score. The charts in *Figs. 1 and 2* illustrate these differences graphically and show that even by the spring assessment the trend line for JC-1 is consistently above the line for JC-2.

(b)(6)

Table 2
Percent of Judy Center Groups Rated Fully Ready in each
Domain, Fall 2008 and Spring 2009

Assessment Domain	Fall 2008 Percent Fully Ready		Spring 2009 Percent Fully Ready	
	JC-1 ⁴	JC-2 ⁵	JC-1	JC-2
Personal and Social	72*	66	87*	84
Language and Literacy	60	51	88*	84
Mathematical Thinking	64	56	91	89
Scientific Thinking	51*	45	87	85
Social Studies	59*	53	90	89
The Arts	75*	66	91*	88
Physical Development	82*	76	96*	93
Composite Rating	71*	63	94*	90

⁴ JC-1 represent students who received Judy Center services prior to kindergarten

⁵ JC-2 represent students who did not receive Judy Center services prior to kindergarten

* Difference between proportions of JC-1 and JC-2 is significant at $p < .05$

Figure 1

Percent of Judy Center Groups Rated Fully Ready Based on MMSR Kindergarten Assessment Composite Score, 2008-2009

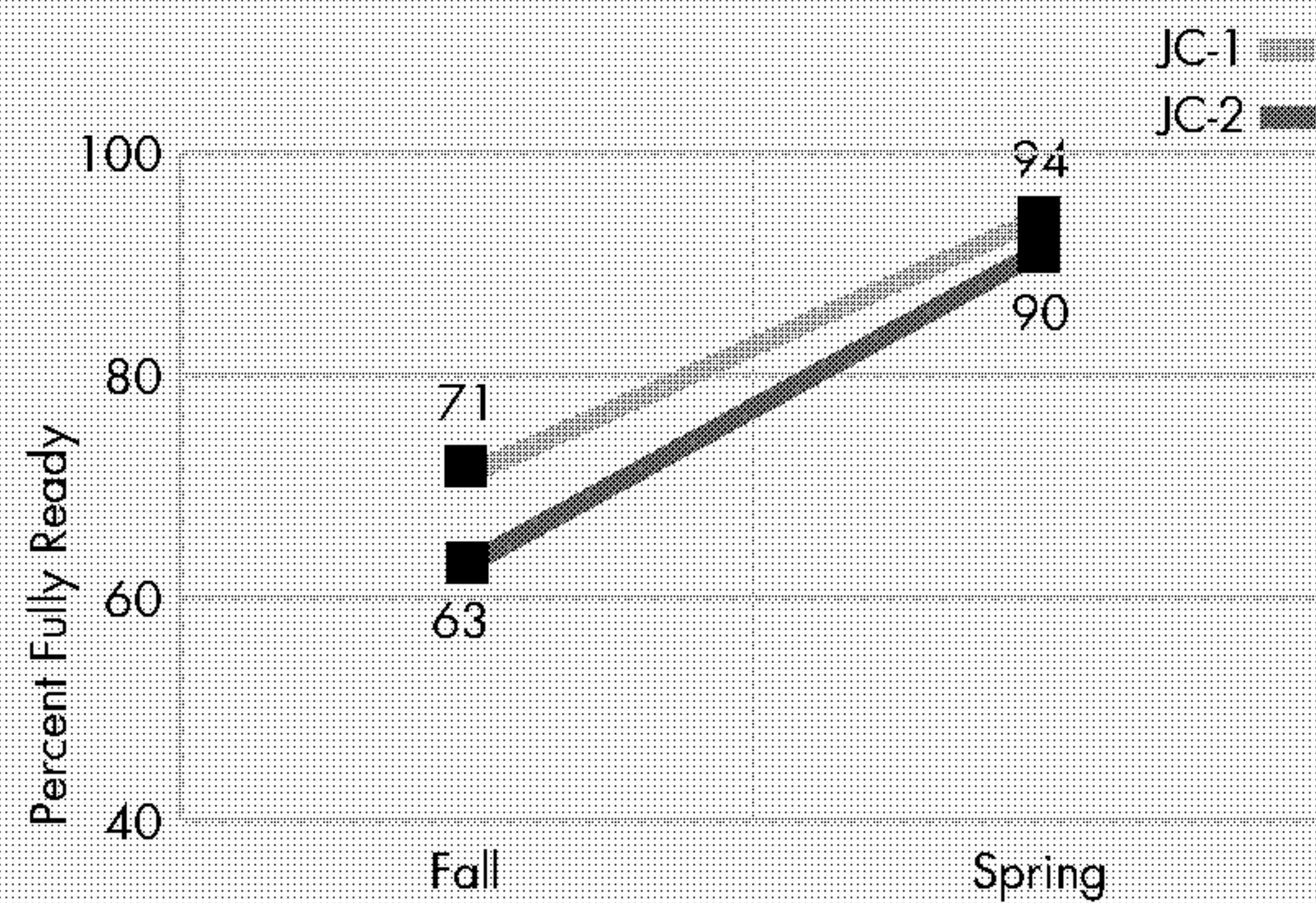
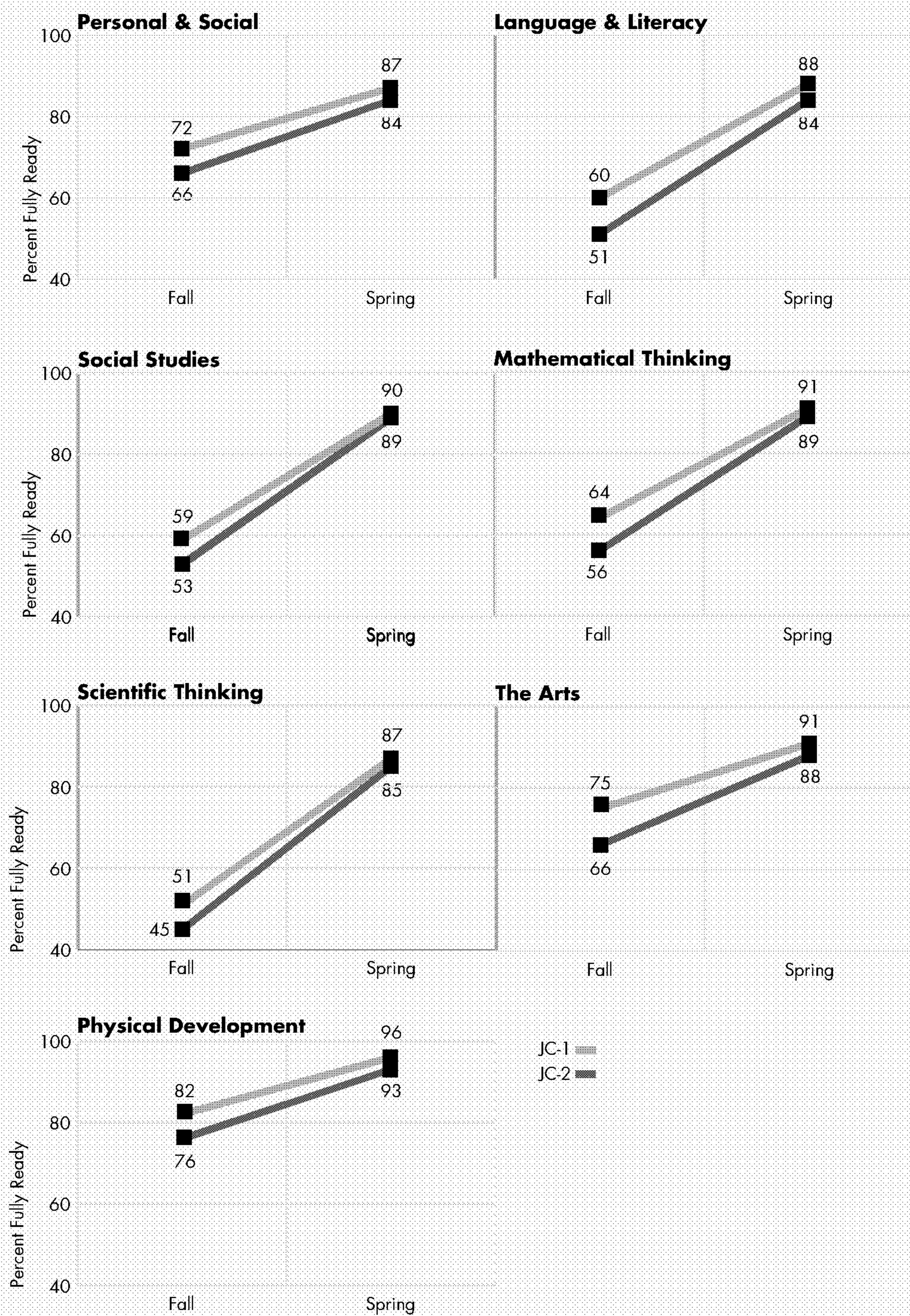


Figure 2
Percent of Judy Center Groups Rated Fully Ready by Domain, 2008-2009



In *Tables 3 and 4* we take a more in depth look at the performance of these two groups by observing the fall and spring assessment outcomes on each of the 30 assessment indicators.

Table 3
Percent of Kindergarten Students Rated Proficient in each Assessment Indicator⁶, Fall 2008 (N=2,860)

Domain	Indicator	JC-1	Sig.	JC-2	All JC
Personal & Social	Shows initiative and self-direction	61	*	55	58
	Follows classroom rules and routines	61	*	55	58
	Uses classroom materials purposefully and respectfully	71	*	67	69
	Interacts easily with one or more children	68	*	62	65
Language & Literacy	Gains meaning by listening	57	**	48	53
	Demonstrates beginning phonemic awareness	51	**	43	47
	Speaks clearly and conveys ideas effectively	59	*	54	56
	Shows some understanding of concepts about print	62	**	52	57
	Comprehends and responds to fiction and nonfiction texts	50	*	44	47
	Uses letter-like symbols, letters, & words to convey meaning	56	**	49	52
Mathematical Thinking	Begins to use & explain strategies to solve math problems	43	**	35	39
	Shows understanding of number & quantity	62	*	56	59
	Recognizes, duplicates, & extends patterns	62	*	57	60
	Recognizes and describes some attributes of shapes	59	**	50	55
Scientific Thinking	Seeks info through observation, exploration, investigations	43		38	40
	Uses simple tools & equipment to extend senses & gather data	50	*	45	47
	Identifies, describes, & compares properties of objects	45	*	41	43
	Observes & describes characteristics of living things	42	*	40	41
Social Studies	Identifies similarities/differences in people's characteristics	45	*	40	43
	Describes some jobs & what is required to perform them	55	*	51	53
	Begins to be aware of technology and how it affects life	52	*	48	50
	Demonstrates awareness of the reasons for rules	64	**	55	60
The Arts	Participates in group music experiences	73	**	65	69
	Participates in creative movement, dance, & drama	72	**	64	68
	Uses a variety of art materials to explore & express	71	**	61	66
	Responds to artistic creations or events	65	**	71	61
Physical Development	Moves with balance & control	82	*	76	79
	Uses eye-hand coordination to perform tasks effectively	72	*	65	69
	Performs self-care tasks competently	77	*	71	74
	Shows beg. understanding of/follows health & safety rules	75	*	68	72
Composite Rating	Proportion of Students Fully Ready based on composite of all indicators	71	**	63	67

⁶ The assessment indicators were selected from the Work Sampling System®

*Difference between percentages of JC-1 and JC-2 is significant ($p < 0.05$)

** Difference between percentages of JC-1 and JC-2 is highly significant ($p < 0.01$)

Table 4

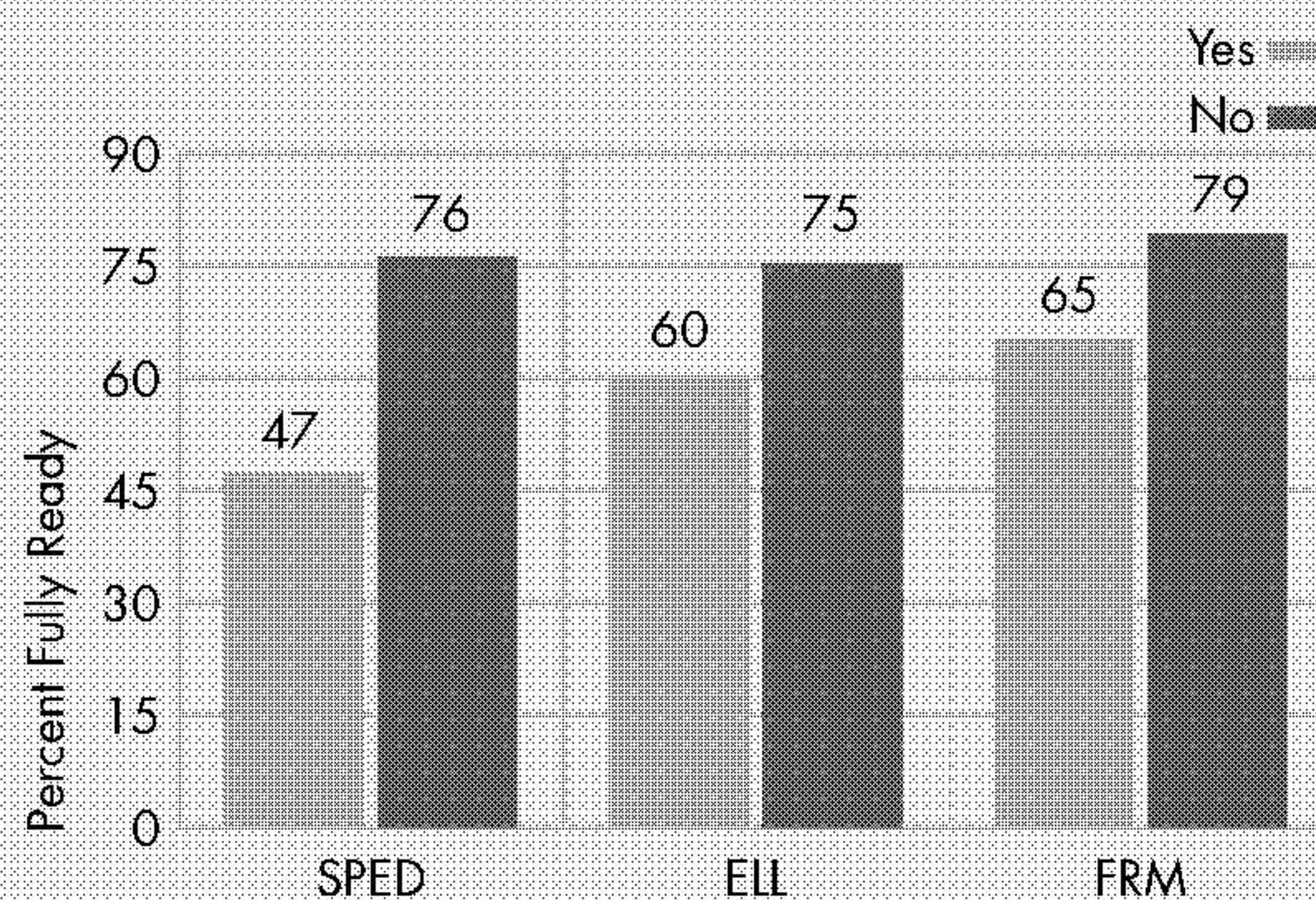
Percent of Kindergarten Students Rated Proficient in each Assessment Indicator, Spring 2009 (N = 2,625)

Domain	Indicator	JC-1	Sig.	JC-2	All JC
Personal & Social	Shows initiative and self-direction	77		73	75
	Follows classroom rules and routines	76		77	77
	Uses classroom materials purposefully and respectfully	86		85	86
	Interacts easily with one or more children	84	*	78	81
Language & Literacy	Gains meaning by listening	79	*	74	77
	Demonstrates beginning phonemic awareness	84	*	81	82
	Speaks clearly and conveys ideas effectively	81		80	81
	Shows some understanding of concepts about print	90	*	87	88
	Comprehends and responds to fiction and nonfiction texts	80	*	77	79
	Uses letter-like symbols, letters, & words to convey meaning	86	*	82	84
Mathematical Thinking	Begins to use & explain strategies to solve math problems	74		73	74
	Shows understanding of number & quantity	88		88	88
	Recognizes, duplicates, & extends patterns	93	*	87	90
	Recognizes and describes some attributes of shapes	90	*	87	88
Scientific Thinking	Seeks info through observation, exploration, investigations	82	*	78	80
	Uses simple tools & equipment to extend senses & gather data	85		84	85
	Identifies, describes, & compares properties of objects	83		80	82
	Observes & describes characteristics of living things	85		83	84
Social Studies	Identifies similarities/differences in people's characteristics	83		81	82
	Describes some jobs & what is required to perform them	89		88	88
	Begins to be aware of technology and how it affects life	87		87	87
	Demonstrates awareness of the reasons for rules	83		83	83
The Arts	Participates in group music experiences	88		86	87
	Participates in creative movement, dance, & drama	88		86	87
	Uses a variety of art materials to explore & express	90		87	89
	Responds to artistic creations or events	87	*	82	85
Physical Development	Moves with balance & control	94		93	84
	Uses eye-hand coordination to perform tasks effectively	91		89	90
	Performs self-care tasks competently	91	*	86	88
	Shows beg. understanding of/follows health & safety rules	92		90	91
Composite Rating	Proportion of Students Fully Ready based on composite of all indicators	94	*	90	92

*Difference between percentages of JC-1 and JC-2 is significant ($p < 0.05$)

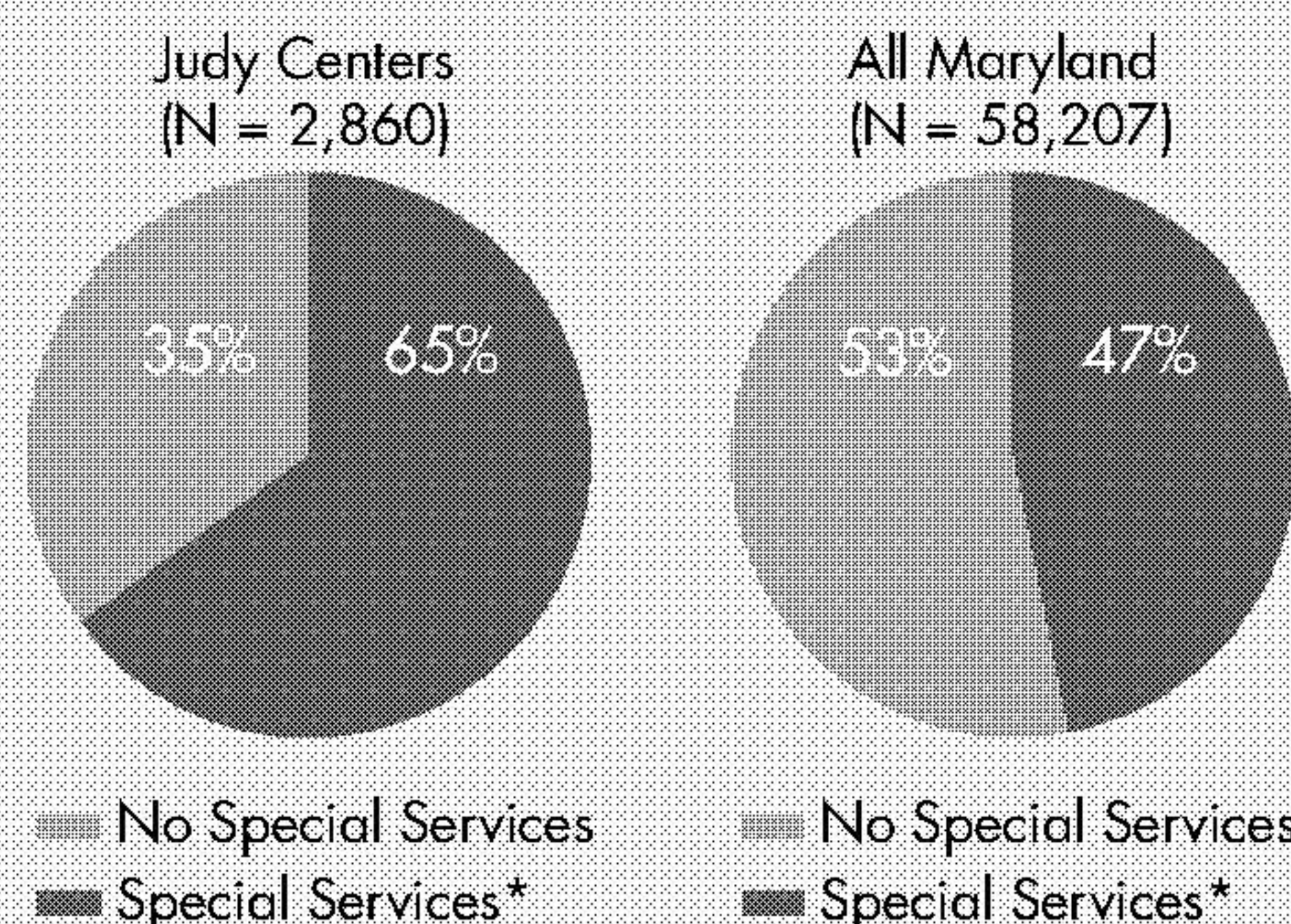
According to the Maryland State Department of Education's reports, three kindergarten subgroups have had significantly smaller percentages of students rated fully ready relative to the rest of the State's kindergarten population and have therefore been considered at risk of not succeeding as well as their peers in the long run. These subgroups are students receiving Special Education services (SPED), those receiving services as English Language Learners (ELL), and those receiving Free and Reduced Price Meals (FRM) based on low family income. As shown in Fig. 3, only 47 percent of SPED students throughout Maryland were rated fully ready in fall 2008, compared with 76 percent of non-SPED students; 60 percent of ELL students were rated fully ready compared with 75 percent of non-ELL students; and 65 percent of FRM students were fully ready compared with 79 percent of non-FRM students.

Figure 3
Percent of Maryland Kindergarten Students Rated Fully Ready, Fall 2008: Kindergarten Assessment by Special Services Subgroup*



*SPED - Special Education; ELL - English Language Learner; FRM - Free and Reduced Meals
"Yes" represents the group of students who belong to the subgroups. "No" refers to the group of students who do not belong to the subgroups.

Figure 4
Percent of Kindergarten Students Receiving One or More Special Services, Fall 2008: Judy Centers vs. All Maryland Students



*SPED - Special Education; ELL - English Language Learner; FRM - Free and Reduced Meals

Historically, students receiving special services have made up a larger proportion of the Judy Center kindergarten student population than the proportion in the state overall. *Fig. 4* compares the percent of Judy Center kindergarten students receiving one or more special services in the fall of 2008 with the percent throughout Maryland. As the figure shows, 65 percent of Judy Center kindergarten students received one or more special services, compared with 47 percent of the students in the total population. Special Education students made up 9.8 percent of the Judy Center population, compared with 7.9 percent of all Maryland kindergarten students; 13.5 percent of students in the Judy Centers were identified as ELL, compared with 9.4 percent of all students; and 57.6 percent of Judy Center students qualified for Free and Reduced Meals, compared with 39.2 percent of all Maryland kindergarten students.

An analysis of the percent of special services students rated fully ready in the JC-1 and JC-2 groups provides an insight into the influence of prior participation in the Judy Center. *Table 5* shows the relative size of each Judy Center subgroup and the proportion of students in that subgroup rated fully ready. Seventy-two percent of JC-1 students were receiving one or more special services, compared with 58% of JC-2 and 47% of all kindergarten students in Maryland. *The percent of students rated fully ready in the JC-1 subgroup, however, was the largest. That is, 67% of this subgroup was fully ready compared with 64% of all Maryland students receiving special services and only 56% of the JC-2 subgroup.* Among students not receiving special services, 81% of JC-1 students were fully ready, the same proportion as in the state overall. In contrast, 73% of the JC-2 subgroup not receiving special services was rated fully ready.

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Table 5
Students Receiving Special Services as a Proportion of Total Population: Percent Fully Ready by Subgroup

	State (N=57,772)		Judy Center All (N= 2,860)		JC-1 (N=1,468)		JC-2 (N=1,392)	
	% of Total	Percent Ready	% of Total	Percent Ready	% of Total	Percent Ready	% of Total	Percent Ready
Special Services	47	64	65	62	72	67	58	56
No Special Services	53	81	35	76	28	81	42	73
Overall percent	100	73	100	67	100	71	100	63

Note: JC-1 refers to children who received Judy Center services prior to kindergarten. JC-2 refers to children who did not receive Judy Center services prior to kindergarten. All represents the total number of children included in JC-1 and JC-2 groups.

An important objective of the Judy Center program is to ensure that children qualifying for special services begin their schooling on an equal footing with their peers. Therefore, the next section of this report focuses on the relationship between kindergarten assessment outcomes and participation in the Judy Center program prior to kindergarten for each of the three subgroups of students receiving special services.

We focused on the percentage of students whose scores indicate Full Readiness in the domains of Language & Literacy and Mathematical Thinking and in the Composite score. Language & Literacy and Mathematical Thinking were selected because of their relatively strong correlation with the composite score.

Special Education Students (SPED)

Table 6 shows fall 2008 and spring 2009 assessment outcomes in Language & Literacy, Mathematical Thinking, and the Composite for both Special Education (SPED) and non-Special Education (non-SPED) students in Judy Centers. The outcomes for these two groups are further disaggregated by prior Judy Center services (JC-1 and JC-2). The non-SPED groups had higher readiness levels in both fall and spring on all measures, but over the course of the year the two SPED groups made greater gains than their

non-SPED counterparts on all measures. In Fig. 5 we graphically compare the progress of SPED students who had received prior Judy Center services (JC-1) with that of students who had not (JC-2) as well as that of all Judy Center students, both SPED and non-SPED.

Table 6
Percent of Special Education (SPED) and Non-SPED Kindergarten Students Rated Fully Ready by Prior Judy Center Services, 2008-2009

Subgroup	Composite			Language & Literacy		Mathematical Thinking	
	N in Fall	Fall	Spring	Fall	Spring	Fall	Spring
Special Ed.							
JC-1	168	46*	80*	32*	72*	45*	77*
JC-2	113	31	67	20	58	32	65
Non-Special Ed.							
JC-1	1,298	74*	95*	64*	90*	66*	93
JC-2	1,273	66	92	54	86	59	91
All JC Students	2,860	67	92	56	86	60	91

*Difference between percent fully ready in JC-1 and JC-2 is significant ($p < .05$)

N in Fall = Number of students assessed in the fall

Note: Subgroups do not add to total (2,860) due to missing cases

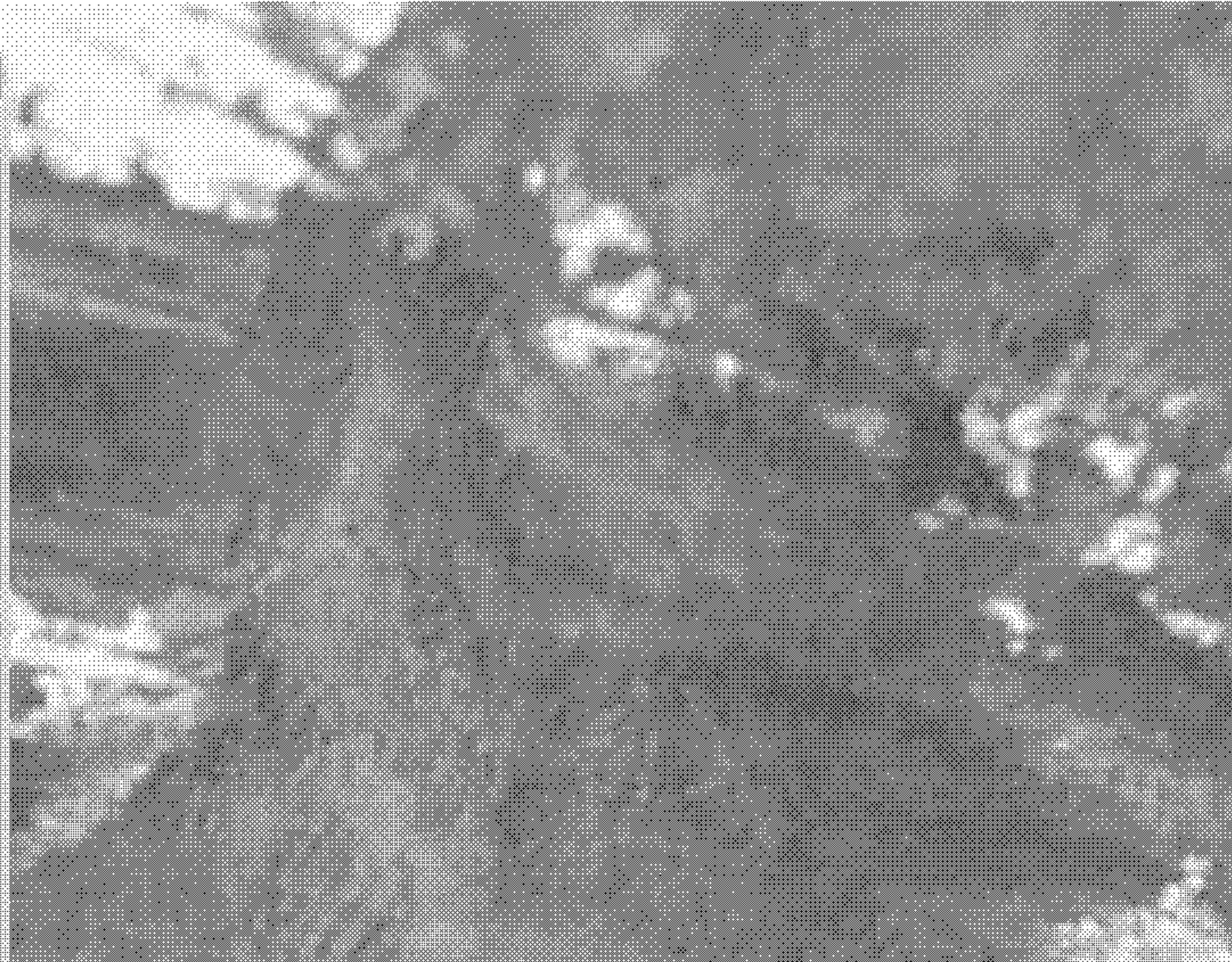


Figure 5
Percent of Kindergarten Students Rated Fully Ready, 2008-2009:
JC-1 and JC-2 Special Education Subgroups vs. All Judy Center Students

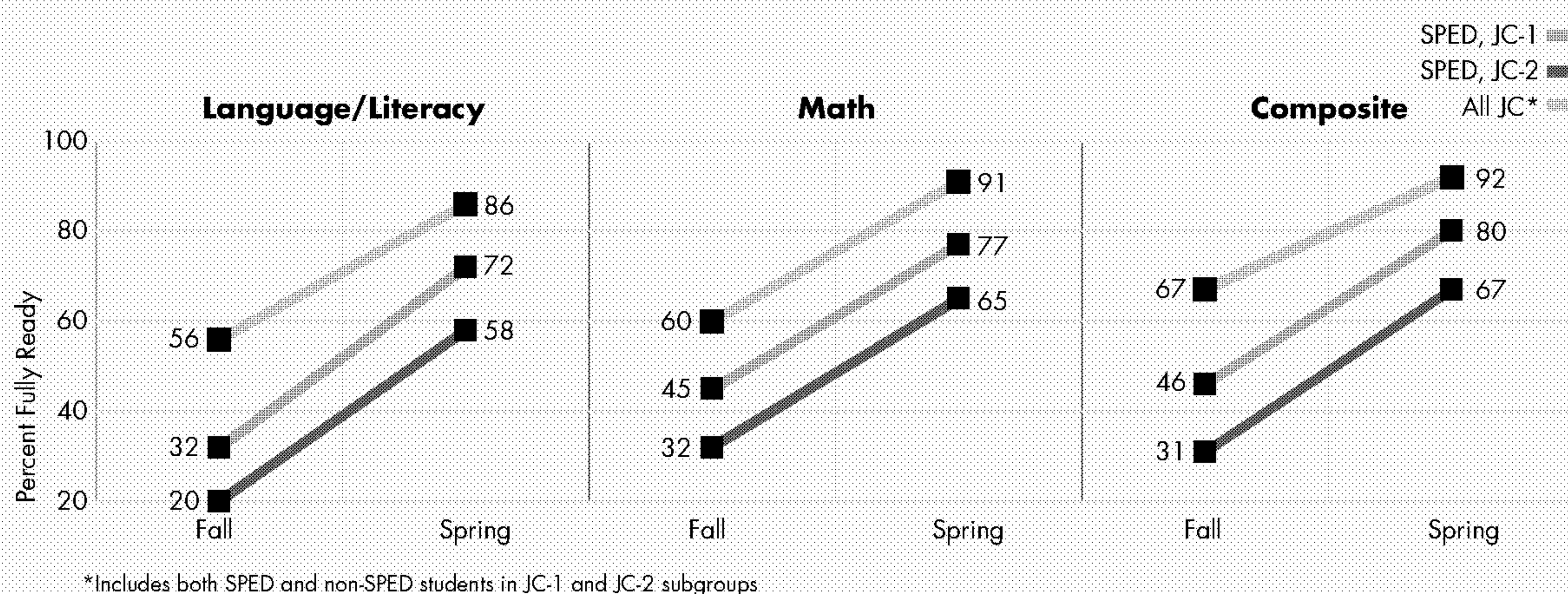


Fig. 5 illustrates that among SPED students, the subgroup that received services prior to kindergarten (SPED JC-1) performed significantly better in both the fall and spring assessments than the subgroup that did not (SPED JC-2). The JC-1 group made particularly dramatic gains in readiness relative to All JC students in Language & Literacy. While the proportion of JC-1 students fully ready in the fall was 24 percentage points lower than that of All JC students, by spring the difference had narrowed to only 14 percentage points. The same pattern is seen in the JC-1 subgroup's progress on the composite ratings: by spring eight of 10 JC-1 students were

fully ready, compared with just over nine of 10 students in the All JC population. The JC-2 group, however, started out behind the other two groups and remained behind through the school year.

It is important to examine the effectiveness of Judy Center programs in reducing the readiness gaps between SPED and non-SPED students compared to that of regular kindergarten programs. At this time, however, the data required for such an examination are not available.

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Table 7 shows that on all three assessment measures, the non-ELL groups had higher proportions of students fully ready in the fall than their ELL counterparts. By spring, however, the JC-1 ELL group had the largest proportion of students fully ready based on the composite score (96%).

Table 7
Percent of ELL and Non-ELL Kindergarten Students Rated Fully Ready by Prior Judy Center Services, 2008-2009

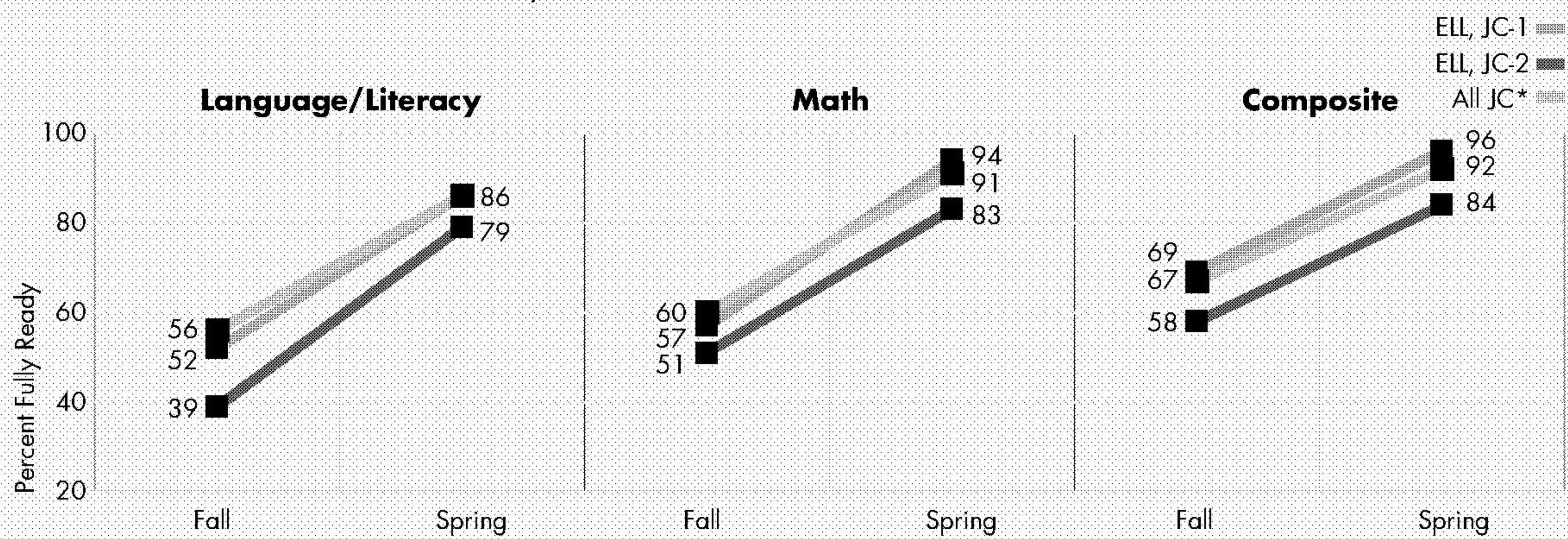
Subgroup	Composite			Language & Literacy		Mathematical Thinking	
	N in Fall	Fall	Spring	Fall	Spring	Fall	Spring
ELL							
JC-1	226	69*	96*	52*	86	57	94*
JC-2	160	58	84	39	79	51	83
Non-ELL							
JC-1	1,243	71*	93	61*	88*	65*	91
JC-2	1,230	64	91	53	85	57	90
All JC Students	2,860	67	92	56	86	60	91

*Percent fully ready in JC-1 is significantly different from that in JC-2 ($p < .05$)

N in Fall = Number of students assessed in the fall

Note: Subgroups do not add to total (2,860) due to missing cases

Fig. 6
Percent of Kindergarten Students Rated Fully Ready, 2008-2009: JC-1 and JC-2 ELL Subgroups vs. All Judy Center Students



*Includes both ELL and non-ELL students in JC-1 and JC-2 subgroups

In Fig. 6 we graphically compare the fall-to-spring progress of the two subgroups of ELL students (JC-1 and JC-2) with that of all Judy Center students in Language & Literacy, Mathematical Thinking, and the Composite. On all three measures the JC-1 group achieved greater gains than the group of All JC students, and JC-1 surpassed the All JC group with respect to the proportion of students rated fully ready in Mathematical Thinking and the Composite in spring. The JC-2 group achieved relatively greater gains than JC-1 in Language & Literacy but remained behind in Mathematical Thinking and the Composite. Both the ELL and non-ELL groups that had received prior Judy Center services (JC-1) began their kindergarten year with higher readiness levels than their counterparts who were receiving services for the first time (JC-2) and maintained their advantage throughout the year.

Table 8 shows that in both the JC-1 and JC-2 subgroups the proportion of non-FRM students rated fully ready in the fall was greater than that of FRM students on all three measures. However, by spring the JC-1 FRM subgroup was on a par with the JC-1 non-FRM subgroup in overall readiness based on the Composite score, and both subgroups had slightly greater proportions of students rated fully ready on this measure than the group of All JC students (94% vs. 92%). The JC-2 FRM group began in the fall with a lower proportion of students fully ready on all three measures than its non-FARM counterpart and remained behind both its JC-2 non-FRM counterpart and All JC students in the spring.

The table shows that among FRM students the differences between the proportions of JC-1 and JC-2 students rated fully ready were significant on all three measures in both fall and spring. Among non-FRM students, JC-1 had a significantly greater proportion of students rated fully ready in fall on all three measures and in spring in the Language & Literacy domain.

Differences in the growth of the JC-1 and JC-2 FRM subgroups vs. that of all Judy Center students (FRM and non-FRM) are shown graphically in *Fig. 7*.

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Table 8

Percent of FRM and Non-FRM Kindergarten Students Rated Fully Ready by Prior Judy Center Services, 2008-2009

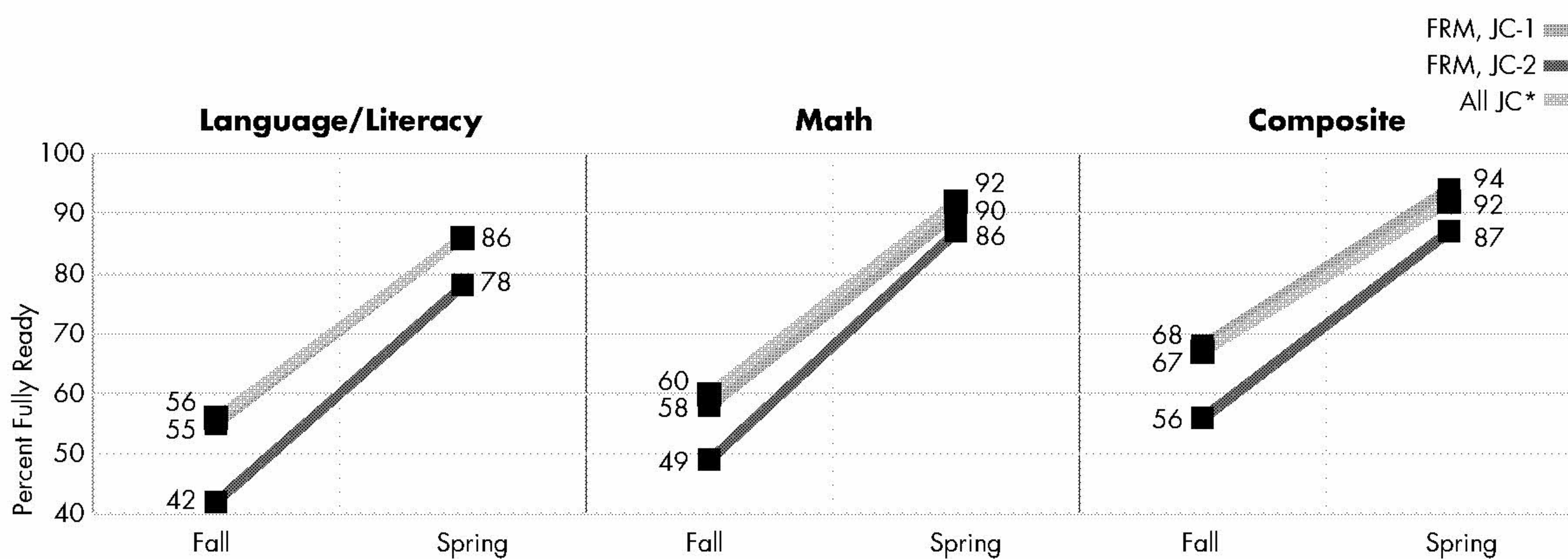
Subgroup	Composite		Language & Literacy	Mathematical Thinking			
	N in Fall	Fall		Fall	Spring		
FRM							
JC-1	539	68*	94*	55*	86*	58*	90*
JC-2	674	56	87	42	78	49	86
Non-FRM							
JC-1	930	76*	94	69*	91*	72*	94
JC-2	716	70	94	61	90	65	93
All JC Students	2,860	67	92	56	86	60	92

*Percent fully ready in JC-1 is significantly different from that in JC-2 (p < .05)

N in Fall = Number of students assessed in the fall

Note: Subgroups do not add to total (2,860) due to missing cases

Figure 7
Percent of Kindergarten Students Rated Fully Ready, 2008-2009:
JC-1 and JC-2 FRM Subgroups vs. All Judy Center Students



*Includes both FRM and non-FRM students in JC-1 and JC-2 subgroups

Table 9 presents statistics on the attrition of kindergarten students participating in a Judy Center in 2008-2009, broken down for the JC-1 and JC-2 groups. The attrition rate for the JC-2 group is twice as large as that of the JC-1 group. Not only is this difference highly significant, it also represents a loss of 78 additional students (5.6% of 1,392) who could have benefited from the program.

It is interesting to speculate about possible reasons for the relatively greater stability of the JC-1 subgroup and the significantly greater mobility of the JC-2 subgroup. Does having children in the Judy Center program and the greater possibilities of parent involvement in the school community encourage parents to remain in the area and help bring about a sense of continuity? What is the relationship between families' mobility and their children's levels of readiness? Obviously more research is needed to address these questions.

Table 9

Attrition from Fall 2008 to Spring 2009 for JC-1 and JC-2 Kindergarten Students

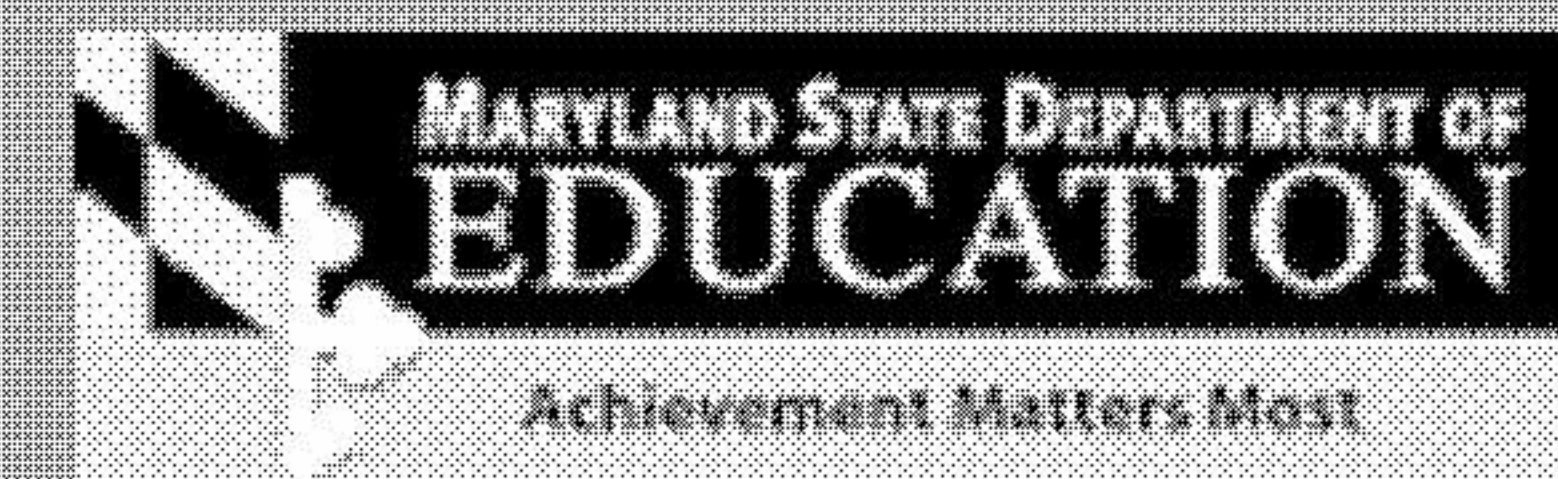
Group	N in Fall	N in Spring	% Remaining at JC	% Attrition
JC-1	1,468	1,386	94.4	5.6*
JC-2	1,392	1,236	88.8	11.2
All JC Students	2,860	2,622	91.7	8.3

* Difference between proportions is highly significant ($p < .0015$)

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(b)(6)

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Division of Early Childhood Development

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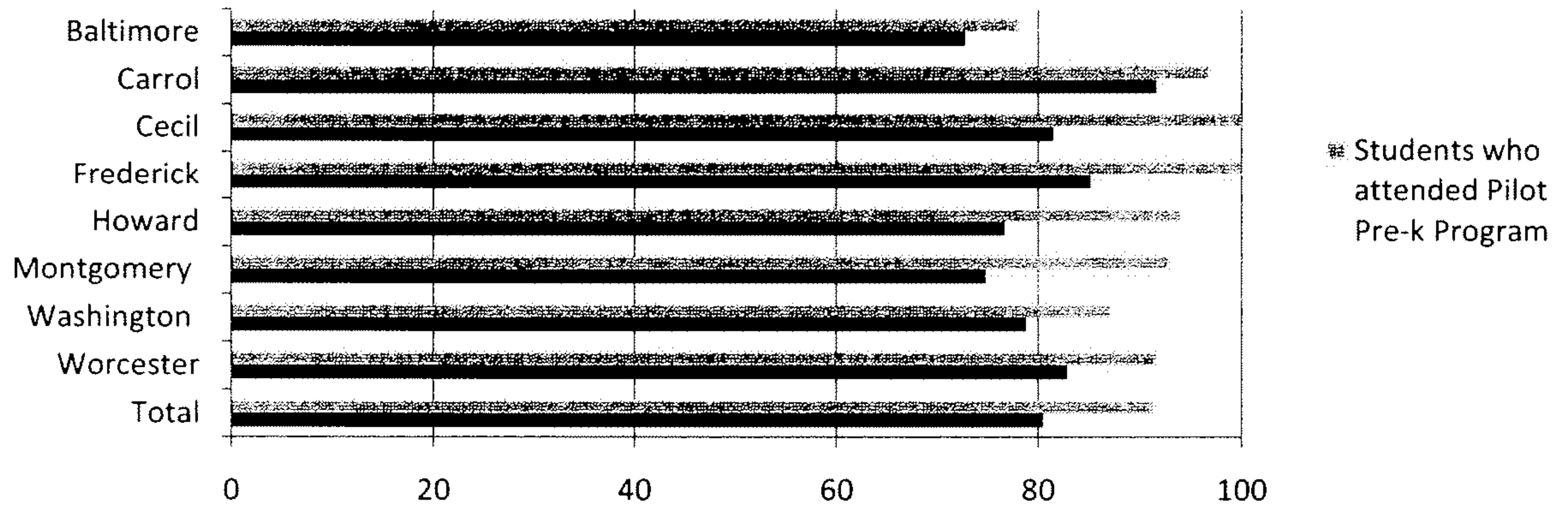
This program is funded under the Judith P. Hoyer Early Child Care and Education Center Grant as authorized by the Judith Hoyer Early Child Care and Enhancement Program. Annotated Code of Maryland, Education Article, Section Paragraph 5.215.

B4.3 Maryland Model for School Readiness Results of Kindergarten Students from Preschool for All Sites Compared to All Kindergarten Students

MMSR results of Kindergarten students from Preschool for All sites compared to all Kindergarten students

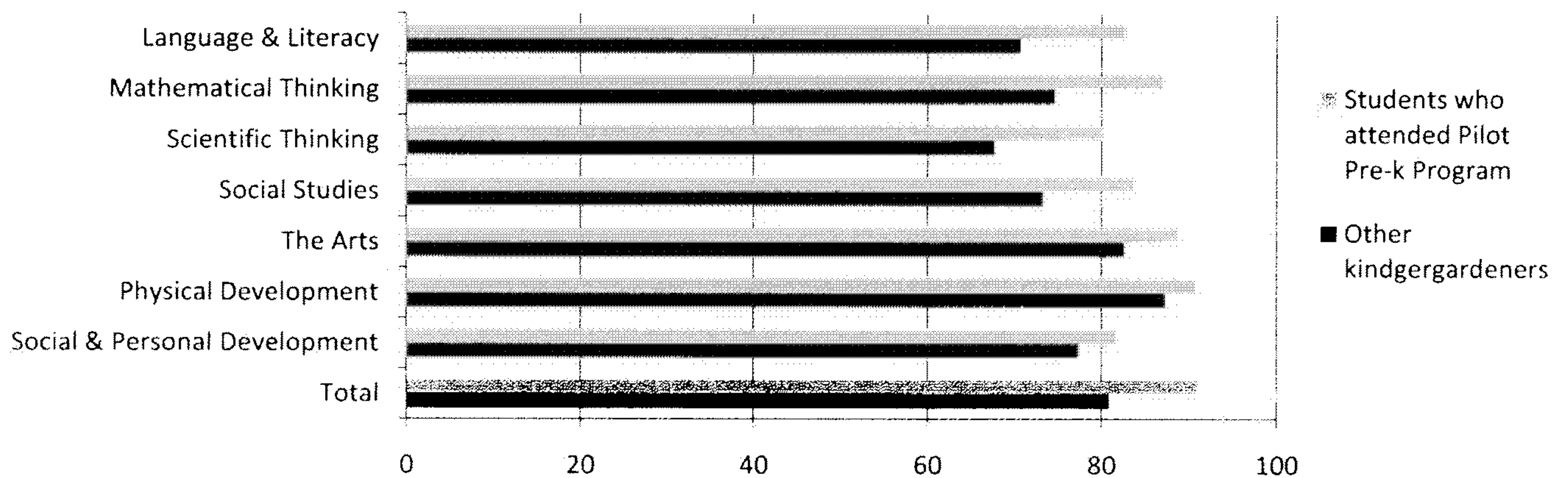
Of 249 pilot prekindergarten (PreK) students in 2009, kindergarten assessment scores were found for 197 children from nine pilot sites (who were assessed in over 85 elementary schools) in 2010. The mean score for pilot PreK students of the Maryland Model for School Readiness (MMSR) Kindergarten Assessment was 2.91, which is significantly higher than the mean score of 2.78 in the general population ($p=0.00$). 91.4% of children in a pilot PreK program were rated as fully ready for kindergarten, compared with 80.8% of children in the general population ($p=0.00$). The sample size is too small to determine significance by county, but as shown in Figure 1, it appears children in pilot PreK programs in every county were at least as likely as their peers in public prekindergarten programs to be fully ready for kindergarten according to the MMSR.

Figure 1: Full School Readiness by County



Children enrolled in the pilot PreK program were significantly more likely to be fully prepared for kindergarten in the areas of language and literacy, mathematical thinking, scientific thinking, social studies, and the arts than other children (Figure 2; $p<0.05$). There was no significant difference between the groups in the likelihood of being fully ready in the areas of health or social and personal development.

Figure 2: Full School Readiness by Domain



Appendix 1 & 2 show the MMSR results of children coming from each Preschool for All site by domain and the comparable MMSR results of children in comparable care in the same Local Education Agency. (LEA) The pilot groups were too small to derive meaningful results from the comparisons. There was no significant difference in the distribution of race and ethnicity of children between the programs, nor was there a significant difference in the distribution of boys and girls, children who participate in the free and reduced meals (FARM) program, or of children participating in special education (SPED) between pilot PreK students and the general population. Children in pilot PreK programs were significantly less likely to be English language learners (ELL) than the general kindergarten population.

Appendix 1: Percent of students Fully Ready for Kindergarten with comparable institutions in the LEA.									
* Indicates significant difference from pilot prek (p<.05)	Full MMSR	Language & Literacy	Mathematical Thinking	Scientific thinking	Social Studies	The Arts	Physical Dev't	Social and Personal Dev't	
Pilot Total	91.4 (n=185)	82.7	87.0	80.0	83.8	88.7	90.8	81.6	
Kindergarteners not in pilot prek (n=61,938)	All other kindergarteners	80.9* (n=61,938)	70.7*	74.6*	67.7*	73.2*	87.2	77.3	
	Public Pre-k	80.5*	71.0*	74.8*	66.3*	72.2*	87.1	76.6	
	Child Care Centers	87.2	79.0	82.9	76.3	80.8	89.8	79.4	
	Private Prek	92.0	85.4	87.9	82.2	85.9	93.2	87.7*	
	Head Start	72.0*	59.5*	64.0*	56.0*	61.9*	77.4*	83.2*	70.6*
Washington County (LEA 21, n=1,614)	The Learning Center of Washington County	87.1 (n=31)	83.9	87.1	61.3	74.2	83.9	87.1	61.3
	Public Pre-k	78.8	68.3	73.0	58.2	61.8	83.3	87.0	72.5
	Child Care Centers	85.6	76.7	75.7	62.4	67.8	86.1	89.6	69.3
	Private Prek	89.4	83.3	81.8	62.9	75.8	87.9	94.7	87.1
Montgomery County (LEA 15, n=10,927)	Peppertree Learning Center	92.9 (n=14)	71.4	85.7	64.3	71.4	100	100	78.6
	Public Pre-k	74.8	65.9	69.8	51.4	59.1	77.8	74.1	72.8
	Child Care Centers	78.6	70.9	75.3	56.5	64.5	78.9	86.4	72.2
	Private Prek	82.7	76.0	78.7	61.9	68.0	80.9	87.6	79.0
Howard County (LEA 13, n=3,382)	The Young School Early Education Program	94.1 (n=17)	92.2	90.2	92.2	92.2	86.3	84.3	92.2
	Public Pre-k	76.7	72.3	75.5	76.7	69.6	72.7	62.9	80.4
	Child Care Centers	91.2	84.7	87.6	89.1	86.6	87.0	79.5	89.7
	Private Prek	94.4	90.0	90.8	91.9	89.1	91.8	87.5	92.7
Frederick County (LEA 10, n=2,984)	Children's Center Group at Walkersville-Frederick County Head Start	100 (n=17)	94.1	100	88.2	88.2	100	100	70.6
	Public Pre-k	85.2	78.5	80.4	76.4	77.3	84.6	92.5	79.4
	Child Care Centers	93.0	88.8	90.8	84.2	83.3	90.6	95.4	81.6
	Private Prek	94.4	89.0	89.5	86.8	88.7	92.6	95.9	90.4
	Head Start	84.8	72.4	75.1	75.1	73.7	82.0	92.2	77.4
Carroll County (LEA 6, n=1,837)	Catholic Charities Head Start	96.8 (n=31)	83.9	83.9	96.8	87.1	96.8	93.6	93.8
	Public Pre-k	91.6	78.8	82.2	86.9	88.9	92.9	92.9	85.2
	Child Care Centers	95.2	88.5	89.0	94.3	94.0	93.3	96.7	86.2
	Private Prek	98.4	94.5	92.3	95.3	97.8	95.4	99.2	95.7
	Head Start	91.2	82.4	85.3	97.1	85.3	91.2	94.1	88.2
Cecil County (LEA 7, n=1,114)	Family Education Center/Cecil County PS	100 (n=7)	85.7	100	85.7	100	85.7	100	100
	Public Pre-k	81.5	67.8	74.7	71.1	79.4	82.3	86.7	76.0
	Child Care Centers	86.1	79.4	75.8	81.8	85.5	81.8	84.9	81.2
	Private Prek	89.2	78.4	82.9	85.6	85.6	91.0	94.6	81.1
	Head Start	61.5	53.9	59.0	53.9	64.1	71.8	71.8	71.8
Baltimore City (LEA 30, n=6,662)	Sandi's Learning Center/Baltimore City PS	78.1 (n=32)	62.5	75.0	62.5	75.0	78.1	90.6	71.9
	Public Pre-k	72.8	63.2	67.9	50.7	57.5	75.9	82.8	70.3
	Child Care Centers	66.4	55.8	58.4	48.7	55.4	72.9	76.6	65.1
	Private Prek	83.4	73.7	77.1	70.9	69.1	82.3	85.1	80.0
	Head Start	61.3	50.3	51.9	40.0	46.4	69.3	75.9	64.1

Data unavailable for CentroNia and Worcester County Public Schools/Showell Elementary school

County data indicate the LEA in which the student attends kindergarten rather than the LEA in which they attended pre kindergarten or child care. Pilot prek data indicates the pilot program the student was part of, regardless of which LEA they enrolled in kindergarten.

Appendix 2: Mean MMSR score of Preschool for All sites with comparable institutions in the same LEA.

Indicates significant difference from pilot prek (p<.05)		Full MMSR	Language & Literacy	Mathematical Thinking	Scientific thinking	Social Studies	The Arts	Physical Dev't	Social and Personal Dev't
Pilot Total		2.91 (n=185)	2.81	2.85	2.78	2.83	2.88	2.91	2.78
Kindergarteners not in pilot prek (n=61,938)	Kindergarteners not in pilot prek	2.78* (n=61,938)	2.65*	2.70*	2.63*	2.69*	2.81*	2.86	2.74
	Public Pre-k	2.78*	2.66*	2.70*	2.61*	2.68*	2.80*	2.85	2.73
	Child Care Centers	2.86	2.77	2.70	2.74	2.79	2.85	2.89	2.76
	Private Prek	2.91	2.84	2.81	2.81	2.85	2.89	2.93	2.86*
	Head Start	2.69*	2.52*	2.87*	2.49*	2.57*	2.75*	2.82*	2.65*
Washington County (LEA 21, n=1,614)	The Learning Center of Washington County	2.84 (n=31)	2.84	2.84	2.58	2.74	2.77	2.87	2.45
	Public Pre-k	2.76	2.62	2.67	2.53	2.58	2.81	2.85	2.67
	Child Care Centers	2.84	2.75	2.72	2.57	2.66	2.86	2.88	2.64
	Private Prek	2.89	2.80	2.79	2.59	2.75	2.87	2.95	2.85
Montgomery County (LEA 15, n=10,927)	Peppertree Learning Center	2.93 (n=14)	2.64	2.79	2.64	2.71	3.00	3.00	2.79
	Public Pre-k	2.71	2.59	2.65	2.44	2.53	2.75	2.83	2.68
	Child Care Centers	2.76	2.66	2.73	2.51	2.61	2.77	2.85	2.67
	Private Prek	2.81	2.73	2.76	2.58	2.65	2.79	2.87	2.76
Howard County (LEA 13, n=3,382)	The Young School Early Education Program	2.94 (n=51)	2.92	2.90	2.90	2.92	2.86	2.84	2.92
	Public Pre-k	2.72	2.67	2.69	2.72	2.63	2.67	2.53	2.77
	Child Care Centers	2.91	2.84	2.87	2.89	2.85	2.86	2.78	2.89
	Private Prek	2.94	2.89	2.90	2.91	2.88	2.92	2.86	2.92
Frederick County (LEA 10, n=2,984)	Children's Center Group at Walkersville-Frederick County Head Start	3.00 (n=17)	2.94	3.00	2.88	2.88	3.00	3.00	2.71
	Public Pre-k	2.81	2.73	2.76	2.71	2.72	2.82	2.89	2.75
	Child Care Centers	2.93	2.88	2.90	2.84	2.83	2.91	2.95	2.79
	Private Prek	2.94	2.88	2.89	2.86	2.88	2.92	2.96	2.89
	Head Start	2.83	2.67	2.72	2.71	2.70	2.80	2.91	2.71
Carroll County (LEA 6, n=1,837)	Catholic Charities Head Start	2.97 (n=31)	2.81	2.81	2.97	2.87	2.97	2.94	2.97
	Public Pre-k	2.90	2.75	2.79	2.85	2.86	2.91	2.92	2.82
	Child Care Centers	2.94	2.87	2.88	2.93	2.93	2.93	2.96	2.84
	Private Prek	2.98	2.94	2.92	2.95	2.98	2.952	2.99	2.95
	Head Start	2.91	2.79	2.82	2.97	2.85	2.91	2.94	2.88
Cecil County (LEA 7, n=1,114)	Family Education Center/Cecil County PS	3.00 (n=7)	2.86	3.00	2.86	3.00	2.86	3.00	3.00
	Public Pre-k	2.78	2.62	2.69	2.71	2.75	2.80	2.85	2.73
	Child Care Centers	2.85	2.76	2.73	2.81	2.85	2.81	2.84	2.78
	Private Prek	2.89	2.77	2.80	2.84	2.86	2.91	2.95	2.78
	Head Start	2.62	2.41	2.44	2.46	2.62	2.72	2.69	2.67
Baltimore City (LEA 30, n=6,662)	Sandi's Learning Center/Baltimore City PS	2.78 (n=32)	2.59	2.72	2.59	2.72	2.78	2.91	2.66
	Public Pre-k	2.70	2.59	2.63	2.46	2.54	2.74	2.92	2.65
	Child Care Centers	2.63	2.51	2.54	2.43	2.51	2.70	2.75	2.56
	Private Prek	2.82	2.71	2.76	2.69	2.68	2.82	2.84	2.76
	Head Start	2.57	2.43	2.44	2.33	2.42	2.67	2.74	2.57

Insufficient data were available for analysis of CentroNia and Worcester County Public Schools/Showell Elementary school. County data indicate the LEA in which the student attends kindergarten rather than the LEA in which they attended pre kindergarten or child care. Pilot PreK data indicates the pilot program the student was part of, regardless of which LEA they enrolled in kindergarten.

B5.1 Maryland EXCELS Research Questions

Maryland EXCELS Research Questions

Aim 1: Describing the Quality of Programs Volunteering to Participate in Maryland EXCELS

- 1) What are the characteristics of programs participating in EXCELS? More specifically,
 - a. How are participating programs distributed geographically across Maryland and within local school systems and counties?
 - b. What populations do participating programs serve in terms of income, education, and race/ethnicity?
- 2) Is there variability between programs on each quality indicator of EXCELS?
- 3) How are the EXCELS quality indicators related to each other?
- 4) What relationship exists between reported EXCELS quality indicators and observed classroom interactions, as assessed by the Classroom Assessment Scoring System (CLASS; Pianta, La Paro, and Hamre, 2008)? Do providers that receive more Checks on EXCELS also receive high scores on the CLASS?
- 5) What is the quality of programs, as assessed by EXCELS and the CLASS, serving children with high needs relative to the quality of other programs?

Aim 2: Studying Relationships between Quality Indicators and Children's Learning,

Development, and School Readiness

- 1) Is there a relationship between the quality of programs children are exposed to, as assessed by EXCELS, and children's school readiness in the fall of kindergarten?
- 2) Are certain EXCELS indicators more strongly related to children's outcomes than others?
- 3) Are quality ratings related to growth in children's skills across prekindergarten and into kindergarten?
- 4) Are there subgroups of children for whom the links between quality indicators and child outcomes are stronger? Are relationships between quality indicators and child outcomes consistent by gender, race, and income?

Aim 3: Describing Program and System-Level Changes

- 1) Did programs' EXCELS ratings improve over time? Was this true for some EXCELS indicators but not others?

- 2) What percentage of teachers participated in opportunities to improve competence and qualifications? Was there any change in teacher retention over time? How do these statistics vary by county/school system, type of preschool program, or teacher characteristics? Was there any change in teacher attitudes regarding instruction?
- 3) What is the level of parent awareness of QRIS in Maryland, and does this influence parents' choice of care? Does awareness change over time? Does awareness vary by school system/county, type of program child attends, or age or educational level of parents?

C1.1 Maryland Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age

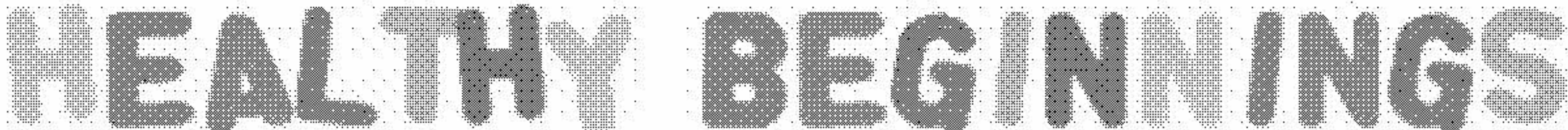
Healthy Beginnings:

Supporting Development and Learning from Birth through 3 Years of Age

Healthy Beginnings: Supporting Development and Learning from Birth through 3 Years of Age is a set of guidelines developed in partnership with the Johns Hopkins University Center for Technology in Education (CTE) and the Maryland State Department of Education (MSDE). In 2009, CTE led the process of revising *The Guidelines for Healthy Child Development and Care for Young Children (Birth through Three Years of Age)*. The revision process included meeting with and gathering feedback from an Advisory Board comprised of early education professionals in both general education and early intervention from MSDE, as well as stakeholder groups representing family child care providers, center-based providers, family and community networks, and professional development organizations. Additionally, the guidelines underwent a vigorous review process by a panel of national experts, including early intervention program directors, authors and experts in the field of developmentally appropriate practices, and leaders in early childhood development. Reviewers were asked to provide feedback on the content, organization, and cultural appropriateness of the materials. Through this revision and review process, the revised *Healthy Beginnings: Supporting Development and Learning from Birth through 3 Years of Age*, was developed and launched with a multi-tier training plan for providers, families, and early intervention service providers. Additionally, based on feedback from national reviewers and local Advisory Board members, the revisions included intentional development of activities that were culturally sensitive, represented the needs and experiences of children and families from diverse backgrounds, and provided a developmentally appropriate structure for use with children and families with differing needs, strengths, and abilities. The Resources and Tips were revised to be inclusive of all families, regardless of background or experience.

Healthy Beginnings: Supporting Development and Learning from Birth through 3 Years of Age ensures that the people who care for infants and young children have the knowledge and resources to support and encourage children during the ongoing process of growth and learning. The guidelines help those living and working with young children to recognize developmentally appropriate behaviors and set realistic expectations for infant, toddler, and preschooler growth, development, and learning. *Healthy Beginnings: Supporting Development and Learning from Birth through 3 Years of Age* supports the goals of being family-friendly, accurate, and developmentally appropriate, while being accessible to parents, family providers, child care center providers, and early intervention service providers.

Healthy Beginnings: Supporting Development and Learning from Birth through 3 Years of Age can be used as a reference guide or as a resource for planning daily or weekly activities. *Healthy Beginnings* is divided by age ranges (of approximately 4 month increments) from birth through age 3. Each age range is divided into four domains; Personal and Social Development, Language Development (and Pre-Literacy Skills when appropriate), Cognitive Development, and Physical Development. Indicators in each domain identify the skills and behaviors that typically developing children will likely demonstrate in that age range. Examples of expected child behavior and activities for caregivers to encourage skill development for each indicator are also included. The four domains in *Healthy Beginnings* align with the seven domains of learning that are assessed as part of the Maryland Model for School Readiness (MMSR). In addition, *Healthy Beginnings: Supporting Development and Learning from Birth through 3 Years of Age* includes a list text-based and web-based resources for parents and providers, tips on child development and safety, and websites for local and national resource agencies.



Supporting Development and Learning from Birth through Three Years of Age

(b)(6)

Whether you're a parent, childcare provider or teacher, you want the very best for the children in your life. But how do you know you're giving a child the very best you can? It's a cliché, but it's also true—children simply do not come with instruction manuals.

And that's why we put together *Healthy Beginnings*.

Healthy Beginnings is a resource to help you nurture the tremendous potential for learning and growth that every child has... that every child is born with. Specifically designed for caregivers of infants and toddlers from birth through age three, *Healthy Beginnings* gives you knowledge and support around child care and child development, while our Activity Planner provides you with fun, developmentally appropriate activities that build young children's skills and promote all kinds of learning.

Healthy Beginnings may not be that long-missing instruction manual for child care, but it is a tool that can help you give the very best you can to the infants and toddlers in your life.

Healthy Beginnings
Give Us Your
Feedback!

Healthy Beginnings
Activity
Planner

Healthy Beginnings
Searchable

Healthy Beginnings
Download

Healthy Beginnings
Developmental
Domain Charts

Website users can download the entire Healthy Beginnings document, search the document by age and domain, or download developmental domain charts.

The screenshot shows the 'HEALTHY BEGINNINGS' website. On the left is a navigation menu with categories like 'About', 'Birth - 4 months', '4 - 8 months', '8 - 12 months', 'Personal and Social', 'Language', 'Cognitive', and 'Physical'. The 'Physical' category is selected, and a sub-menu shows age ranges from '12 - 18 months' to '3 years old'. The main content area is titled 'EIGHT TO TWELVE MONTHS Physical Development' and includes a sub-section 'A. Coordinating Movements'. A table below lists indicators, examples, and activities for two developmental goals: 1. Coordinating eyes and hands while exploring or holding objects, and 2. Change position and begin to move from place to place. A red box highlights the age range '8 - 12 months' and the domain '(b) (6)'.

Personal and Social Development

Feelings about Self and Others		Feelings about Self and Others	Feelings about Self and Others Relating to Others	Learning about Self Relating to Others	Learning about Self	Increasing Self Awareness	Building Self Concept
BIRTH TO FOUR MONTHS		FOUR TO EIGHT MONTHS	EIGHT TO TWELVE MONTHS	TWELVE TO EIGHTEEN MONTHS	EIGHTEEN TO TWENTY-FOUR MONTHS	Relating to Adults - Relating to Other Children	THIRTY MONTHS TO THREE YEARS
THIRTY MONTHS TO THREE YEARS		THREE YEARS					
Indicators/Examples	Indicators/Examples	Indicators/Examples	Indicators/Examples	Indicators/Examples	Indicators/Examples	Indicators/Examples	Indicators/Examples
Express comfort and discomfort, enjoyment and unhappiness in her environment • Cry, smile, wiggle, gurgle and use facial expressions to let people know how she feels • Enjoy soothing tactile stimulation	Express comfort and discomfort, enjoyment and unhappiness • Show displeasure by crying or whimpering • Show pleasure by cooing, smiling, or making other noises • Enjoy social play • Laugh in response to a noise or an action • Smile at a smiling face	Start to show more independence • Enjoy using her fingers to feed herself • Help to dress herself, extending an arm or leg • Want to wash her own face after eating • Enjoy pulling off her own socks and shoes	Show self-awareness and likes and dislikes; begin to develop self-worth • Claim everything he wants as "mine" • Cry when things don't go as he wants them to • Try to do things, such as feeding, for himself • Primarily play alongside, but not with others, when competing for toys • Recognize his reflection in the mirror and say his own name	Show more awareness of herself and her abilities • Practice climbing higher and higher on the climber • Explore new activities and games • Laugh or frown when happy or upset • Want to do things herself, but can become easily frustrated • Take more risks • Notice differences between herself and others	Show increasing self-awareness • Need additional reassurance about his attempts to try something new • Put on his own coat, but get it upside down and refuse help to fix it • Get on a new riding toy and refuse to get off when asked to come to breakfast • Put together a several piece puzzle, not wanting help and then ask for it when he has trouble • Identifies self in mirror	Express feelings more freely, showing independence and competence • Protest when a friend grabs a toy away from her, but share the toy when the friend asks for it • Get out the paper for the easel and ask for help to put it up • Show great excitement about finding a ladybug on the playground • Ask for a favorite song as the class waits for everyone to wash their hands • Talk more frequently to other children	Be more confident, self-directed, purposeful and inventive in play • Enthusiastically try new activities • Wait patiently for a short time, knowing that he will get a turn • Follow older children around and try to enter into their conversations • Attempt to build a bridge out of the unit blocks after watching another child do it • Ask you to watch as he walks on a wide balance beam and jumps off • Make choices about which activities are of interest • Play cooperatively with other children
Show interest in familiar adults • Fuss, cry, or coo to initiate interactions with adults • Turn to voices of familiar adults	Show interest in familiar adults • Reach, smile, laugh, babble and coo to get the attention of a familiar person • Gaze intently at the face of	Show interest in familiar adults • Show a stronger preference for the adults who are her consistent caregivers • Observe your reactions	Rely on trusted adults to feel safe trying new activities • Venture out when a trusted adult is near • Lick to you for	Continue to need the security of a trusted adult as she explores • Go to where other children are, but return to you often	Continue to need adult approval but show more independence • Climb to the top of the climber and then call for you to watch before he	Initiate and attempt to please familiar adults • Repeat words she has heard adults using to tell another child to take her shoes off of the table	Initiate and try to please familiar adults • Separate from his parents with limited anxiety • Pick up his trash after seeing the task modeled

Unknown Zone

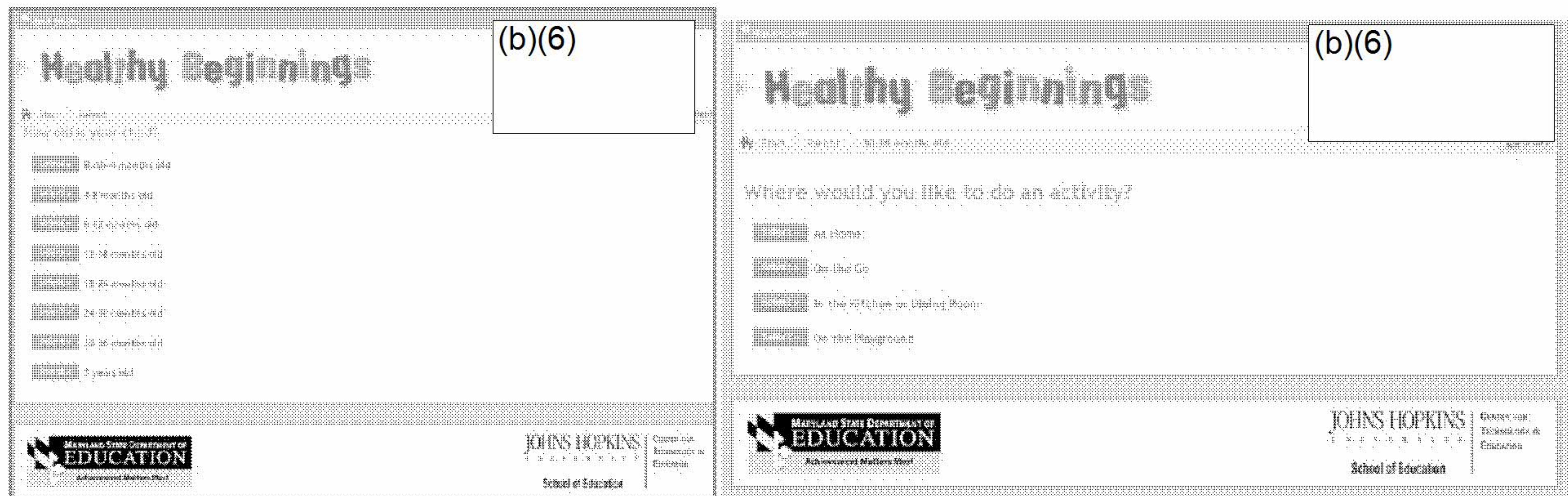
Healthy Beginnings: Supporting Development and Learning from Birth through 3 Years of Age

Activity Planner

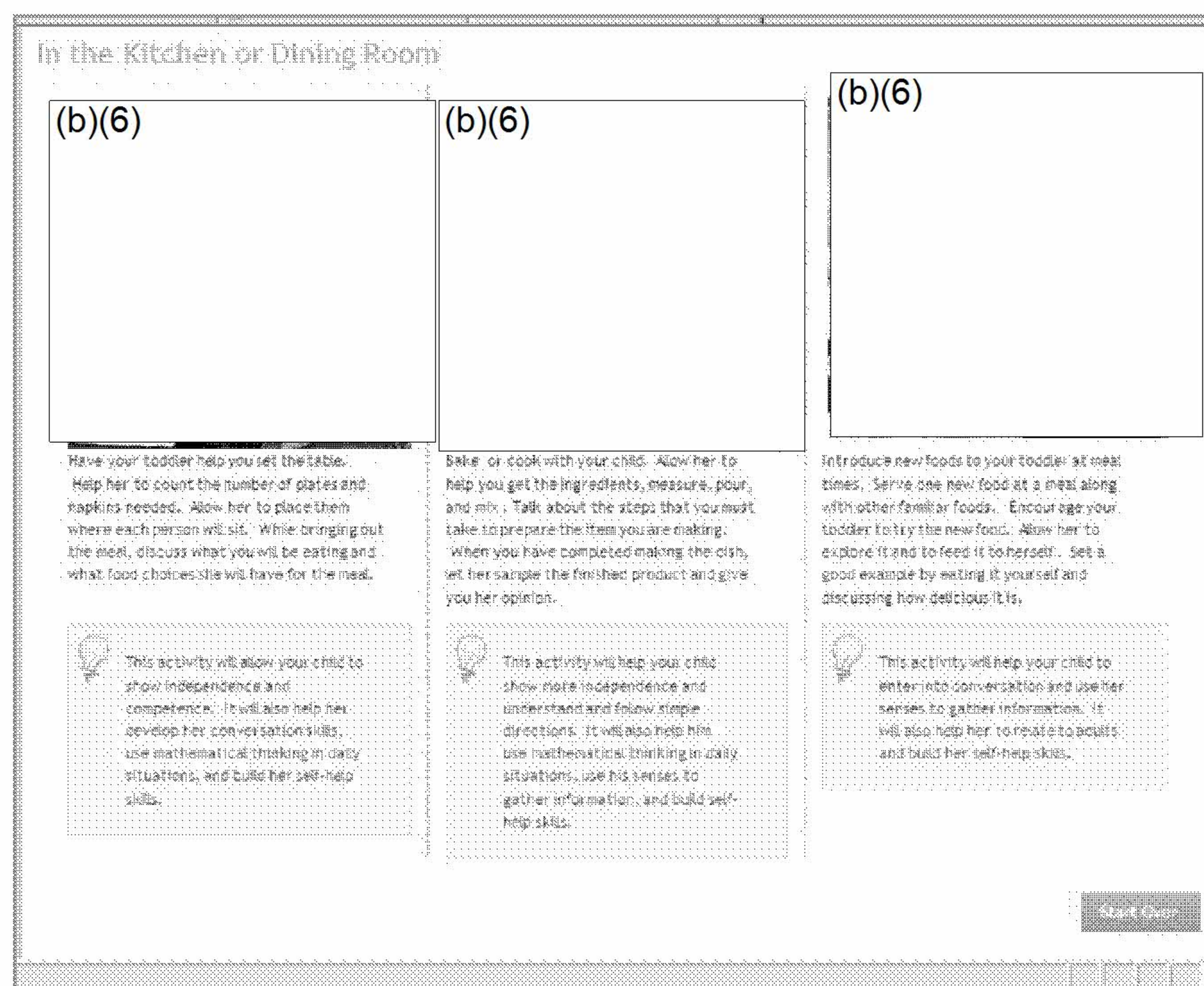
The *Healthy Beginnings: Supporting Development and Learning from Birth through 3 Years of Age* guidelines are supported by an online activity planner, giving parents and providers access to hundreds of developmentally and age-appropriate activities based on the *Healthy Beginnings* guidelines. The intentional inclusion of children and families with a variety of needs, abilities, and backgrounds was intended to demonstrate that the *Healthy Beginnings* document and Activity Planner is appropriate for use with all children and families.

The screenshot shows the homepage of the Healthy Beginnings Activity Planner. At the top, the title "Healthy Beginnings" is displayed in a large, stylized font. Below the title, there is a "Start" button and a "Share" button. The main content area features a "Welcome to Healthy Beginnings!" heading, followed by a paragraph explaining the application's purpose: "Welcome to the Healthy Beginnings Activity Planner. The Healthy Beginnings Activity Planner is a web-based application that you can use to help find activities that you can do with your infant or toddler, right now, right where you are, to promote early learning." Below this, another paragraph provides instructions: "Use the Activity Planner by choosing your child's age from the menu. Then, select the location where you would like to complete the activity. The Planner will provide you with simple ideas for things that you can do with your child to help build skills and have fun together." A question "Are you a parent or childcare provider?" is followed by two buttons: "Parent" and "Childcare Provider". The footer contains logos for the Maryland State Department of Education and Johns Hopkins University School of Education Center for Technology in Education. Two redacted areas, labeled "(b)(6)", are present in the top right and middle right sections of the page.

Parents and caregivers can find activities in two simple steps: first, choose the age of the child, then, identify the location in which they would like to complete an activity.



After making their choices, parents are given three engaging and enriching activities that they can do with their child. Each activity is clearly explained and accompanied by a photograph, and includes information about how the activity helps parents support skill development in different learning domains.



Providers are asked to choose the age of the children in their care, and are then given a choice of developmental domains.

Healthy Beginnings

(b)(6)

Starts: Childcare Provider, 24 months old, Cognitive

Cognitive

(b)(6)

After table foods have been introduced at home, and with the parents' permission, allow the children to feed themselves different foods. Talk to them as they eat, making eye contact and smiling as you do.

Engaging in this activity will help the children become aware of their surroundings and begin to understand that they can make things happen. They will learn to listen, express themselves, and respond to language, as they improve their fine motor skills.

(b)(6)

Take the children around the school on a museum walk. As you stroll, identify different colors, art mediums, sizes, and shapes you see.

This enjoyable walk around the school will help the children become aware of things happening around them as they begin to recognize various sounds in language.

(b)(6)

Blow bubbles and show the children how to pop them. Discuss the different colors you see in the bubbles, count the bubbles, and talk about how the wind carries the bubbles away from you.

As the children learn and discover, they are also making cause and effect connections. The children are building a trusting relationship with you, and they are using their fine motor skills. Talking about what you are doing and the bubbles will build the children's vocabulary and listening skills.

Internet

The *Healthy Beginnings* Activity Planner is also viewable on a mobile device, providing on-the-go access to parents and providers with the use of any web-enabled smartphone or other mobile technology.

Healthy Beginnings

Activities

(b)(6)

Sing Songs
Look into your baby's face and sing simple songs to her, such as Hush Little Baby and Twinkle, Twinkle Little Star as you rock her to sleep.

This activity will help your baby learn to calm herself, show interest in you, a familiar adult, build an attachment to you, and recognize sounds in language.

(b)(6)

Toys on the floor
Place your baby on his tummy on the floor and lay on your tummy facing him. Talk, sing, and make silly faces with him. Put some toys in front of him and encourage him to reach and play with them.

Doing this will help your child learn to calm herself, show interest in a familiar adult, and become attached to an individual. She will also learn to listen and express herself, recognize the sounds of language and begin to react to them. She will learn that she can make things happen by using her body parts.

HEALTHY BEGINNINGS:

Supporting Development and Learning
from Birth through Three Years of Age

(b)(6)

Every Baby, Every Child

www.marylandhealthybeginnings.org



DIVISION OF EARLY CHILDHOOD DEVELOPMENT
OFFICE OF CHILD CARE

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HEALTHY BEGINNINGS:

Supporting Development and Learning from Birth through Three Years of Age

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Using Healthy Beginnings:

Supporting Development and Learning from Birth through Three Years of Age

Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age is intended for use by anyone who lives or works with infants or young children. The guidelines can be used as a reference guide, or as a resource for planning daily or weekly activities. Use the guidelines by first locating the child's age in months and choosing a developmental area. Use the **Indicators** (The baby may) to identify Activities (You can) that will support the child in meeting that indicator. Use the **Examples** (The baby might) to determine if the child has met that indicator. You can also determine a starting point by identifying behaviors or actions that a child is already displaying. Once you've identified those behaviors or actions, use the Activities and Examples to develop plans that support the child's progress to the next Indicator. In this way, you can support learning through the Indicators regardless of the child's chronological age.

Keep in mind that not all children develop at the same rate, so the age ranges should be used as suggestions. Caregivers can and should plan activities that meet the needs of each particular child in their care. Additionally, everyone involved in a child's care should communicate daily about the child's activities, interests, and development, maintaining open communication and being sensitive to the child's and family's needs.

HEALTHY BEGINNINGS:

Supporting Development and Learning from Birth through Three Years of Age

Philosophy Statement

Children are born with tremendous potential and capacity for learning across all developmental domains: physical, cognitive, emotional, language, and social development. Brain development in early childhood is influenced by heredity, experiences, and relationships. The adults who live with and care for infants and young children play an important role in laying the foundation and setting the stage for learning success. This set of developmental and learning guidelines was developed to ensure that the people who care for infants and young children have the knowledge and resources to support and encourage children during the ongoing process of growth and learning. These guidelines will help those living or working with young children to recognize appropriate behaviors and set realistic expectations for infant, toddler, and preschooler growth, development, and learning.

The Guidelines for Healthy Child Development and Care for Young Children (Birth - Three Years of Age) was originally compiled in 2004 by a workgroup composed of early childhood professionals, to be compatible with the Maryland Model for School Readiness (MMSR) and the Maryland State Curriculum, making the guidelines an important part of a Birth-Grade 12 learning continuum. The guidelines also met the expectations of the No Child Left Behind Act, National Association for the Education of Young Children (NAEYC), and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), which were stated in a joint position paper of November 2002. The Guidelines were updated in 2007.

Early learning guidelines can be a valuable part of a comprehensive high quality system of services for young children, contributing to young children's educational experiences and to their future success. But these results can be achieved only if the early learning standards (1) emphasize significant, developmentally appropriate content and outcomes; (2) are developed and reviewed through informed, inclusive processes; (3) use implementation and assessment strategies that are ethical and appropriate for young children; and (4) are accompanied by strong supports for early childhood programs, professionals, and families.

In 2009, the Maryland State Department of Education Division of Early Childhood Development began a revision of these guidelines and changed the name to Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age. The revision process was intended to ensure that the information continued to meet the goals of being family-friendly, accurate, and developmentally appropriate. It is our hope that families, child care providers, special educators, family services workers and others who use Healthy Beginnings will confidently embrace their roles as a child's earliest teachers and will strive to do all that they can to meet needs of the children in their care by supporting and encouraging them along the continuum of learning.

MILESTONES CAN OCCUR AT DIFFERENT RATES AND STAGES IN A CHILD'S DEVELOPMENT. HEALTHY BEGINNINGS: SUPPORTING DEVELOPMENT AND LEARNING FROM BIRTH THROUGH THREE YEARS OF AGE IS INTENDED TO BE A RESOURCE FOR CAREGIVERS. IF YOU HAVE QUESTIONS OR CONCERNS ABOUT AN INFANT'S OR YOUNG CHILD'S DEVELOPMENT, PLEASE CONSULT WITH YOUR PEDIATRICIAN OR OTHER MEDICAL PROFESSIONAL. FOR CHILD CARE CENTER STAFF, CONSULTATION MAY INCLUDE YOUR PROGRAM'S DIRECTOR, EDUCATION COORDINATOR, OR OTHER EARLY CHILDHOOD ADMINISTRATOR.

BIRTH TO FOUR MONTHS

Personal and Social Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Feelings about Self and Others

PS

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>1. Express comfort and discomfort, enjoyment and unhappiness in her environment</p>	<ul style="list-style-type: none"> • Cry, smile, wiggle, gurgle, fuss and use facial expressions to let people know how she feels • Enjoy soothing, tactile stimulation 	<ul style="list-style-type: none"> • Follow her lead and respond when she cries • Give smiles, hugs, and other warm physical contact to help baby feel secure, parents can also give skin to skin contact • Ask yourself, “What is the baby telling me?” and then respond appropriately
<p>2. Calm herself</p>	<ul style="list-style-type: none"> • Learn to close her eyes, suck on fist, or turn head away from distractions • Begin to follow regular patterns of eating and sleeping • Quiet when you intervene with rocking, talking, singing, or dimming lights • Indicate when she needs rest by closing her eyes or turning away from distractions 	<ul style="list-style-type: none"> • Show the baby your face and talk or hum softly • Place your hand on the baby’s stomach or back • Pick baby up and rock gently • Rub the baby’s back and dim the lights • Identify and follow the baby’s eating and sleeping patterns • Give the baby consistent loving care, respecting individual needs
<p>3. Show interest in familiar adults</p>	<ul style="list-style-type: none"> • Fuss, cry, or coo to initiate interactions with adults • Turn to voices of familiar adults • Smile when seeing or hearing them • Develop a sense of trust 	<ul style="list-style-type: none"> • Ensure that the baby has a primary caregiver • Respond to the baby with positive facial expressions, actions and words • Establish eye contact regularly • Use gentle facial expressions and tones • Play “peek-a-boo” with the baby
<p>4. Show awareness of other children</p>	<ul style="list-style-type: none"> • Begin to show recognition of familiar children with facial expressions, noises or body language and facial expressions • See and enjoy older children 	<ul style="list-style-type: none"> • Place babies near each other, when awake • Let the baby watch and interact with children of all ages in a supervised setting
<p>5. Demonstrate attachment to individuals</p>	<ul style="list-style-type: none"> • Turn her head toward a familiar caregiver • Look in the direction of your voice • Imitate your smile • Begin to track your movements 	<ul style="list-style-type: none"> • Speak directly to the baby • Make eye contact when talking to the baby • Place baby safely in carrier so that baby can observe your movements

(b)(6)

(b)(6)

BIRTH TO FOUR MONTHS

Language Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Understanding and Communicating

L

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
1. Listen and express herself	<ul style="list-style-type: none"> • React strongly to noise by either being soothed or frightened • Use sounds, body, and facial expressions to express pleasure or displeasure • Cry to communicate hunger, pain or discomfort • Babble or coo when hearing a voice • Copy some facial expressions and movements • Respond to noises in the environment • Appear to “listen” • Smile or make noises to sustain contact with you • Turn head to look at you 	<ul style="list-style-type: none"> • Talk with the baby directly and face-to-face • Follow her lead, and repeat sounds she is making • Avoid talking too loudly or abruptly • Occasionally play different kinds of music from CD’s, tapes or musical toys • Sing and hum to the baby regularly • Introduce simple sign language signs for common words, for example, nap, hungry, diaper, more

B. Early Literacy: Pre-Reading and Pre-Writing

L

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
2. Recognize and react to the sounds of language	<ul style="list-style-type: none"> • React to a new nursery rhyme by kicking legs; smile or suck calmly on a pacifier when hearing a familiar nursery rhyme • Repeat sounds, enjoy and experiment with making different sounds (e.g., cooing, gurgling) • Coo in response to caregiver’s conversation with her 	<ul style="list-style-type: none"> • Use nursery rhymes, chants and repetitive language • Sing songs and repeat nursery rhymes frequently • Read with the baby in your lap • Talk about everyday objects
3. Begin to build a receptive vocabulary	<ul style="list-style-type: none"> • Show momentary attention to board books with bright colors and simple shapes, especially faces • React to colors and shapes by cooing or moving her hands 	<ul style="list-style-type: none"> • Use the baby’s primary language, when possible • Use simple books and name objects

(b)(6)

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USE A GENTLE, PLEASING TONE OF VOICE WHEN TALKING TO INFANTS AND CHILDREN. INFANTS AND CHILDREN MAY REACT NEGATIVELY TO HARSH, IMPATIENT, OR SARCASTIC VOICES.

ENCOURAGE LANGUAGE DEVELOPMENT BY TEACHING THE BABY SIMPLE SIGNS. SPEAK AND SIGN AT THE SAME TIME.

BABY SIGN LANGUAGE BASICS BY MONTA Z. BRIANT
TEACH YOUR BABY TO SIGN BY MONICA BEYER

BIRTH TO FOUR MONTHS

(b)(6)

Cognitive Development

PS Personal and Social

C Cognitive

L Language

P Physical

A. Discovering and Learning

C

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>I. Begin to understand that she can make things happen</p>	<ul style="list-style-type: none"> • Play with her hands • Explore toys with her hands and her mouth • Turn her head to follow objects when removed from sight • Turn his head in the direction of a loud noise • Repeats enjoyable actions or actions that caused a noise, such as shaking a rattle 	<ul style="list-style-type: none"> • Provide a safe and stimulating environment for the baby to explore and solve problems • Provide comfortable floor space to provide freedom of movement • Play “peekaboo” in a variety of ways • Provide clean, safe rattle and toys for the baby to hold and mouth • Respond quickly to the baby’s needs • Smile and give the baby your complete attention to help the baby focus and interact

Physical Development

A. Coordinating Movements

P

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>I. Use many repetitions to move various body parts</p>	<ul style="list-style-type: none"> • Bring hands together to grasp and shake toys • Grasp and release things that she touches accidentally • Reach for objects and swipe at dangling objects • Raise her head, arch her body and flex her legs • Begin to try to roll over and sometimes kick herself over • Push up by hands or forearms when on her stomach • Bring her hands to her mouth • Push down on her legs when placed on a firm surface 	<ul style="list-style-type: none"> • Give the baby lightweight rattles or soft, bright patterned toys that make soft noises • Provide a safe and comfortable floor space to allow freedom of movement • Include daily supervised “tummy time” • Securely attach an unbreakable mirror inside the crib and near the play area • Hang a mobile with highly contrasting colors above the crib • Support the baby’s head when holding her • Frequently change an awake baby’s position

LIMIT THE AMOUNT OF EXPOSURE TO TELEVISION AND OTHER MEDIA FOR INFANTS AND YOUNG CHILDREN. THE AMERICAN ACADEMY OF PEDIATRICS **RECOMMENDS NO** TELEVISION OR VIDEO VIEWING FOR CHILDREN UNDER THE AGE OF 2. READ, PLAY, OR SING WITH INFANTS AND YOUNG CHILDREN INSTEAD.

FIND SONGS OR POEMS IN LANGUAGES THAT ARE COMMON IN YOUR COMMUNITY. ASK FAMILY MEMBERS OR FRIENDS TO TEACH YOU SONGS IN THEIR NATIVE LANGUAGES.

(b)(6)

FOUR TO EIGHT MONTHS

Personal and Social Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Feelings about Self and Others

PS

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
1. Express comfort and discomfort, enjoyment and unhappiness	<ul style="list-style-type: none"> • Show displeasure by crying or whimpering • Show pleasure by cooing, smiling, or making other noises • Enjoy social play • Laugh in response to a noise or an action • Smile at a smiling face 	<ul style="list-style-type: none"> • Respond when the baby cries, to reassure and comfort • Play side-by-side in front of the mirror • Softly sing or hum familiar songs • Encourage the baby's play in a variety of ways
2. Calm himself	<ul style="list-style-type: none"> • Suck thumb, fingers, or pacifier • Rock himself • Coo or babble 	<ul style="list-style-type: none"> • Provide calming, quiet environment • Allow the baby to calm himself; respond if needed • Initiate interactions with the baby by talking or singing
3. Show interest in familiar adults	<ul style="list-style-type: none"> • Reach, smile, laugh, babble and coo to get the attention of a familiar person • Gaze intently at the face of the familiar person talking to him • Catch the eye of someone nearby, and smile • Imitate sounds or noises • Enjoy looking at photos of parents or family members 	<ul style="list-style-type: none"> • Respond to the baby, maintain eye contact briefly and return the smile, coo or gurgle • Talk to the baby throughout the day • Use a positive and encouraging tone of voice when talking to the baby • Give words to actions, "You are holding the red block"
4. Show awareness of other children	<ul style="list-style-type: none"> • Make noises or wave arms and legs to get the attention of other children • Watch the play of other children • Laugh at other children doing funny actions • Explore the face, hair and hands of another child with his hands • Show concern about another child crying 	<ul style="list-style-type: none"> • Use the baby's name frequently • Let other children play with the baby in a supervised setting • Place babies near each other and stay nearby
5. Demonstrate attachment to individuals	<ul style="list-style-type: none"> • Reach out to you when approached by an unfamiliar adult • Hold tightly to, or hide his face in your shoulder when an unfamiliar adult tries to talk to him • Turn her head toward you • Look in the direction of your voice • Imitate your smile • Begin to track your movements 	<ul style="list-style-type: none"> • Limit time with unfamiliar people and gradually introduce him to others • Provide familiar toys, blankets, or other comfort items • Speak calmly to the baby to provide reassurance • Speak directly to the baby and make eye contact • Place baby safely in carrier so that baby can observe your movements • Play peek-a-boo

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SAFETY TIP: INFANTS AND YOUNG CHILDREN SHOULD NEVER BE LEFT UNATTENDED.

SAFETY TIP: TO PREVENT TOOTH DECAY, NEVER PUT BABY TO SLEEP WITH A BOTTLE OF MILK.

FOUR TO EIGHT MONTHS

Language Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Understanding and Communicating

L

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
1. Respond to sounds and words heard often	<ul style="list-style-type: none"> • Begin to react to his own name • Tell how a speaker is feeling by the tone of their voice • Cry at loud noises or voices, and calm in response to a gentle, familiar voice 	<ul style="list-style-type: none"> • Respond to the baby to promote conversation • Use repetitive words and phrases • Talk to the baby throughout the day, describing what each of you is doing • Repeat words and sounds
2. Use various sounds and movements to communicate	<ul style="list-style-type: none"> • Use his voice to express happiness or unhappiness • Babble using strings of consonant sounds • Babble using the sounds and rhythms of his native language • Actively imitate the sounds of speech, like raspberry sounds • Stops crying when you talk to her 	<ul style="list-style-type: none"> • Speak to the baby in his primary language, if possible • Talk to the baby about what you are doing with him • Follow his lead and use his sounds in real words, phrases and sentences • Introduce simple sign language signs for common words, for example, <i>nap, hungry, diaper, more</i>

B. Early Literacy: Pre-Reading and Pre-Writing

L

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
1. Recognize and react to the sounds of language	<ul style="list-style-type: none"> • Make sounds when he hears sounds • Attend to the sounds and repetitive or rhyming words • Imitate the sounds he hears around him 	<ul style="list-style-type: none"> • Read repetitive and rhyming books to baby several times a day • Provide a variety of durable books accessible to the baby for much of the day • Sing and say nursery rhymes that are part of the baby's home culture, such as "This Little Piggy" when changing, putting down to a nap, riding in the car and other times
2. Begin to respond to some of the vocabulary associated with picture books	<ul style="list-style-type: none"> • Look intently at the pictures in a book, and show a preference for some pictures • Attend and react to colorful pictures of books with bright pictures • Hold a book with your help 	<ul style="list-style-type: none"> • Show the baby the same simple books frequently, and point to the pictures using the same words to label what he sees • Allow baby to pat and hold book with your help • Show pictures or photos of family members

YOUR CHILD IS LEARNING TO DISCOVER!

Let your baby play with pull toys, "touch and feel" books, and other toys with which he can examine and interact.

Read to your baby every day, with him in your lap. Use sturdy picture books with pages that are easy to handle. Help him to follow the action. Read the words, point to the pictures, and talk about the story. Use simple, short sentences.

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FOUR TO EIGHT MONTHS

Cognitive Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Discovering and Learning

C

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
1. Show awareness of happenings in his surroundings	<ul style="list-style-type: none"> Follow moving objects easily with his eyes Find an object that is partially hidden Explore everything with hands and mouth Try to reach objects just out of reach Look at an object in his hand for a longer period of time Imitate actions such as waving bye-bye 	<ul style="list-style-type: none"> Play hiding games with the baby Make sure everything within baby's reach is safe to touch or put in his mouth Place objects just beyond his reach Make silly faces for the baby to imitate
2. Remember what has happened recently	<ul style="list-style-type: none"> Begin to understand that things exist even if not physically present Look for an object that he has thrown from the high chair Put his arms up when you ask, "How big is baby?" Turn his face away from his caregiver when he sees a tissue in her hand Hold out his hand for you to play a game Begin to imitate actions in familiar songs or finger plays 	<ul style="list-style-type: none"> Create and maintain daily routines Play repetitive games such as "pat-a-cake" and "how big is the baby?... soooo big" holding his arms out wide Use finger plays, combining words and actions See how many times he will open your hand to see the toy you have hidden there
3. Cause things to happen	<ul style="list-style-type: none"> Bang on his tray with a spoon to hear the different sounds it makes Hit the buttons on his busy box to make different things happen Pull a string to bring a toy closer 	<ul style="list-style-type: none"> Give the baby various safe materials to experiment with including containers and small blocks, large wooden beads, or other hard objects that will make noise when dropped in Provide pull toys, especially ones that make a noise when they move Blow bubbles close enough for the baby to pop

YOUR CHILD IS LEARNING TO DISCOVER!

Help your child to learn "cause and effect" with toys that squeak, rattle, light up, or play music when they are handled. With a rattle, for example, let baby look at it and touch it. Show her how you shake it to make sounds.

BUILD YOUR CHILD'S BRAINPOWER!

Holding, cuddling and talking to your infant are important for her brain! Hold your baby often. She needs warm physical contact with you in order to feel the kind of security needed for healthy learning.

Make eye contact with your baby and speak in a warm and soothing voice while changing a diaper or feeding or bathing. Tell baby what you are doing, then watch for his response and say something back to continue the "conversation."

HELP YOUR CHILD TO LEARN EVERY DAY!

Talk and sing to your baby anytime, anywhere: during feeding time, playtime, bath time. Hearing words and sounds actually helps to "turn on" the connections between brain cells in your child's growing brain.

If a radio is on, sing along (or make up a song) and respond to your baby's reactions. Play music and gently move baby's hands and feet to the beat.

Read every day to your infant, and continue right up through pre-school. Choose books with bold colors, big pictures and sturdy pages. Being read to, like being spoken to, teaches your child how to think and listen to information.

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FOUR TO EIGHT MONTHS

Physical Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Coordinating Movements

P

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>1. Change the position of his body</p>	<ul style="list-style-type: none"> • Push up on his arms and lift head and chest, arching his back when on his stomach • Lift both arms and legs and rock on his stomach • Roll over from back to stomach and stomach to back • Start to move either forward or backwards, pulling or pushing with his arms • Get up on his hands and knees, rocking back and forth • Move from lying down to sitting position 	<ul style="list-style-type: none"> • Give the baby safe places on the floor to explore, while being supervised • Put baby on his stomach and extend his arms in front of him, then hold a toy in front of his face and try to get him to hold his head up and look at you and the toy • Give the baby toys just out of reach and encourage him to reach for them
<p>2. Use his hands in more coordinated movements</p>	<ul style="list-style-type: none"> • Reach for objects with one hand • Move objects from hand to hand • “Rake” objects to himself with one hand • Pick up a Cheerio® with a raking grasp • Grab feet and toes and bring them to his mouth • Hold objects in both hands and bang them together • Wave bye-bye or imitate hand clapping • Try to turn the pages of a favorite board book 	<ul style="list-style-type: none"> • Give the baby small pieces of soft finger foods, such as cooked sweet potato, to feed himself (<i>recommended after age 6 months</i>) • Give the baby a variety of toys which are easily grasped with which to experiment • Give the baby board books or those made of cloth or vinyl to explore with you and alone

SAFETY TIP: FOLLOW AGE RECOMMENDATIONS ON TOY PACKAGES. AVOID TOYS WITH SMALL PARTS. THROW AWAY ANY BROKEN TOYS. IF A TOY OR A PIECE OF A TOY CAN FIT INTO AN EMPTY TOILET TISSUE ROLL, IT CAN CREATE A CHOKING HAZARD FOR CHILDREN UNDER 4.

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YOUR CHILD IS LEARNING TO DISCOVER!

Hug, snuggle, kiss and talk to your baby. Stimulating your baby's senses prepares her for the kind of thinking that will help her learn to solve problems later.

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LIMIT THE AMOUNT OF EXPOSURE TO TELEVISION AND OTHER MEDIA FOR INFANTS AND YOUNG CHILDREN. THE AMERICAN ACADEMY OF PEDIATRICS **RECOMMENDS NO** TELEVISION OR VIDEO VIEWING FOR CHILDREN UNDER THE AGE OF 2. READ, PLAY, OR SING WITH INFANTS AND YOUNG CHILDREN INSTEAD.

TEACHING THE BABY SIMPLE SIGNS CAN ENCOURAGE LANGUAGE DEVELOPMENT. SPEAK AND SIGN AT THE SAME TIME.

BABY SIGN LANGUAGE BASICS BY MONTA Z. BRIANT
TEACH YOUR BABY TO SIGN BY MONICA BEYER

EIGHT TO TWELVE MONTHS

Personal and Social Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Feelings about Self and Others

PS

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>1. Start to show more independence</p>	<ul style="list-style-type: none"> • Enjoy using her fingers to feed herself • Help to dress herself, extending an arm or leg • Want to wash her own face after eating • Enjoy pulling off her own socks and shoes 	<ul style="list-style-type: none"> • Let the baby use her fingers to feed herself part of a meal • Make a game of getting the baby to help dress herself • Let the baby use the wash cloth to “wash herself” while you are giving her a bath • Demonstrate self help skills for the baby, partially pulling off a sock and letting her finish • Make a necklace out of large pop beads and put it on the baby, encourage her to take it off by herself, praise her when she does it. Later show her how to put it on as well
<p>2. Show interest in familiar adults</p>	<ul style="list-style-type: none"> • Show a stronger preference for the adults who are her consistent caregivers • Be upset if you leave, even for a short time • Observe your reactions in a variety of situations • Watch the same object you are watching 	<ul style="list-style-type: none"> • Be consistent in your responses • Communicate with other caregivers to encourage consistent responses • Maintain consistent schedule so the baby can build trust with you
<p>3. Show interest in other children</p>	<ul style="list-style-type: none"> • Imitate other people in her play • Repeat sounds and gestures for attention 	<ul style="list-style-type: none"> • Provide opportunities for the baby to play with other children in a supervised setting
<p>4. Show interest in unfamiliar adults</p>	<ul style="list-style-type: none"> • Show strong separation anxiety by crying when separated from parent or other familiar caregiver • Show fear by crying or turning away in some situations 	<ul style="list-style-type: none"> • Schedule leaving the baby when she is not too tired or hungry, if possible • Introduce the baby to a new person gradually, spending several minutes to let her play and adjust • Acquaint a new caregiver with the baby’s likes and dislikes • Reassure the baby, “Mommy will be back after lunch” • Understand, and share with other adults, that a baby’s reserve or discomfort with unfamiliar adults is normal
<p>5. Calm herself</p>	<ul style="list-style-type: none"> • React happily to familiar routines • Show a preference for a blanket or stuffed animal, especially at nap time and bed time • Babble, talk, or sing to herself • Suck her thumb 	<ul style="list-style-type: none"> • Continue to establish routines and schedules • Provide her with time to engage in self-soothing techniques (blankets, thumb-sucking) • Talk to her about what is happening and what will happen next

EIGHT TO TWELVE MONTHS

Language Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Understanding and Communicating

L

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
1. Show more interest in speech	<ul style="list-style-type: none"> Respond to one step direction such as “Come to mommy” Point to the cat in a book when you say, “Where is the cat?” 	<ul style="list-style-type: none"> Talk with the baby as much as possible Give baby structured choices, “Do you want a ball?” Put words to the baby’s actions Use a few new words every day Let baby see your face when talking
2. Start to understand and use common rules of communication	<ul style="list-style-type: none"> Use simple gestures such as shaking her head for “no” or waving “bye bye” Use inflection when babbling Use exclamations, such as “uh oh” when dropping something Say “mama” and “dada” Try to imitate words 	<ul style="list-style-type: none"> Change tone of voice and expression when talking, singing or reading to the baby Use hand gestures and facial expressions along with speech Show excitement when the baby attempts to use words Respond to the baby’s non-verbal communication Respond to baby’s babbles to model the “give and take” of conversation Continue to introduce and use simple sign language

B. Early Literacy: Pre-Reading and Pre-Writing

L

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
1. Recognize and react to the sounds of language	<ul style="list-style-type: none"> Begin to imitate animal and non speech sounds Repeat simple sound syllables, (ba, ba, ba) String together different sounds, (ba, pa, da) Enjoy rhymes and nonsense words 	<ul style="list-style-type: none"> Build a routine of reading several times a day, using books that encourage baby’s active participation Sing and say nursery rhymes common to the child’s culture when changing, putting down to a nap, riding in the car and other times Repeat and expand on the baby’s attempts at speech Make a variety of books available and allow the baby to hold and touch books Talk to her and describe what you are doing Smile and get baby’s eye contact when you are talking to her
2. Demonstrate increasing vocabulary and comprehension by using words to express herself	<ul style="list-style-type: none"> Begin to use specific sounds to identify objects and people Begin to participate in songs and rhymes by smiling, clapping, or making noise Respond to a simple gesture or request, for example, waving “goodbye” when asked Begin to identify familiar people 	<ul style="list-style-type: none"> Introduce new words Provide an opportunity for the baby to complete a familiar song or rhyme Repeatedly use corresponding gestures and words, (“bye bye,” with hand waving)
3. Explore writing and drawing as a way of communicating	<ul style="list-style-type: none"> Mark paper with crayons or markers 	<ul style="list-style-type: none"> Provide large sheets of paper and large crayons or washable markers

EIGHT TO TWELVE MONTHS

Cognitive Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Discovering and Learning

C

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>1. Show awareness of happenings in his surroundings</p>	<ul style="list-style-type: none"> • Watch closely what others are doing and try to copy it • Look for specific toys • Try to figure out how new toys work • Crawl or move to reach interesting toys • Like to make things happen, for example, pulling all of the tissues out of a box 	<ul style="list-style-type: none"> • Play “peek-a-boo” or hiding games with the baby • Make sure everything within baby’s reach is safe to touch or put in her mouth • Give her interesting or new objects to look at, for example, empty boxes, keys
<p>2. Explore objects in various ways</p>	<ul style="list-style-type: none"> • Explore objects by shaking, banging, pushing, pulling, throwing, mouthing, dropping, etc. • Try to put a square peg into a round space, and keep trying even when it doesn’t fit • Repeats enjoyable activities, such as trying to put together nesting cups and taking them apart again 	<ul style="list-style-type: none"> • Provide access to a safe area for exploration stocked with real objects found in a home environment, (cups, spoons, empty containers) • Provide toys that can be used in various ways • Encourage the baby to use toys and objects for their intended uses
<p>3. Remember what has happened recently, and find hidden objects</p>	<ul style="list-style-type: none"> • Understand that things continue to exist even if out of sight • Look for an object that she has thrown from the high chair • Put her arms up when you ask, “How big is baby?” • Turn her face away from her caregiver when she sees a washcloth in her hand • Explore a bell in a ball, turning it over and over • Look under the blanket for the toy she watched you hide 	<ul style="list-style-type: none"> • Play repetitive games such as “pat-a-cake” and “how big is the baby?” “soooo big” holding her arms out wide • Use finger play, combining words and actions, for example, “Where is Thumbkin?” • Play “peek-a-boo” together in front of a mirror and around furniture
<p>4. Look at the correct picture or object when it is named</p>	<ul style="list-style-type: none"> • Point to pictures in books when you read to her • Go to get the ball when you ask if she would like to play ball • Go to the counter where the crackers are kept when asked if she would like a cracker • Point to correct body part when it is named 	<ul style="list-style-type: none"> • Look at simple picture books with the baby, naming and pointing to objects and making animal sounds • Go and get the ball yourself if she doesn’t seem to know what you are talking about, say the word “ball” several times as you get it • Play with the baby looking in the mirror and naming face and body parts
<p>5. Imitate gestures and use of objects</p>	<ul style="list-style-type: none"> • Pretend to brush hair and teeth, drink from a cup and listen to the telephone 	<ul style="list-style-type: none"> • Give the baby everyday objects to play with and play pretend with her
<p>6. Make expected things happen</p>	<ul style="list-style-type: none"> • Drop an object from the high chair and wait for you to pick it up • Push favorite buttons on the busy box and make a face just before the dog pops out • Pull car by a string 	<ul style="list-style-type: none"> • Play the game saying, “Uh oh! You dropped the spoon.” • Give the baby a jack-in-the-box or busy box and quiet time to explore it • Respond to baby’s success by expressing your pleasure and by using words to describe what happened

EIGHT TO TWELVE MONTHS

Physical Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Coordinating Movements

P

Indicators (The baby may):	Examples (The baby might):	Activities (You can):
<p>1. Coordinate eyes and hands while exploring or holding objects</p>	<ul style="list-style-type: none"> Place objects into a container and dump them out again Throw, roll and catch a rolling large rubber ball Pick up a spoon by its handle Use pincer grasp (thumb and forefinger) to pick up small objects, such as a Cheerio® Start to hold the cup and drink from it 	<ul style="list-style-type: none"> Give the baby safe objects and containers, and show her how to drop them in Roll ball back and forth, saying “baby’s turn, now my turn”
<p>2. Change position and begin to move from place to place</p>	<ul style="list-style-type: none"> Roll from lying on her stomach to sitting up Balance and sit alone for long periods of time Move from a crawl to sitting and back again Crawl easily, gaining speed from month to month Pull up on a table and “cruise” around it Walk with someone holding both of her hands Stand alone without help for a few seconds then minutes Take her first few steps without help Go from standing to sitting easily Climb on to low objects, such as a couch or table 	<ul style="list-style-type: none"> Encourage baby’s efforts and celebrate her accomplishments through verbal support, patting/hugging, and smiling Come to the baby’s aid if she gets stuck standing and show her how to bend her knees to get down Never leave the baby unattended in an area that isn’t protected (e.g., crib) Secure sturdy baby gates at the top and bottom of stairs Stay close behind the baby when she starts to climb Provide safe areas for climbing and movement

SAFETY TIP: BABY-PROOF LOWER KITCHEN AND BATHROOM CABINETS AND REMOVE LOW-LYING BREAKABLES. MAKE SURE ALL AREAS WHERE BABIES AND YOUNG CHILDREN ARE PLAYING ARE CHECKED THROUGHOUT THE DAY FOR SAFETY.

(b)(6)

(b)(6)

(b)(6)

TWELVE TO EIGHTEEN MONTHS (b)(6)

Personal and Social Development

PS Personal and Social

C Cognitive

L Language

P Physical

A. Feelings about Self and Others

PS

Indicators (The toddler may):	Examples (The toddler might):	Activities (You can):
<p>1. Show self-awareness and likes and dislikes; begin to develop self-worth</p>	<ul style="list-style-type: none"> • Claim everything he wants as “mine” • Cry when things don’t go as he wants them to • Try to do things, such as feeding, for himself • Primarily play alongside, but not with others, often competing for toys • Recognize his reflection in the mirror and say his own name • Have a temper tantrum over minor frustrations 	<ul style="list-style-type: none"> • Encourage the toddler to help with chores, such as putting toys away, even though it takes longer • Invite the toddler to do for himself what he is able to do, such as pulling off shoes and socks, putting away toys • If the task is too difficult for the toddler, offer assistance and alternatives
<p>2. Gain in self-control/regulation</p>	<ul style="list-style-type: none"> • Stop hitting another child when you say his name • Come when his name is called • Allow another child to use a favored toy • Stop stomping his feet in a puddle when asked • Have a hard time with transitions between activities • Choose her own independent way of doing things 	<ul style="list-style-type: none"> • Intervene when the toddler is doing something dangerous or inappropriate by using firm, simple words, such as “Stop, that’s dangerous” • Set clear and firm limits and enforce them consistently, without shaming the child • Praise the toddler for self-regulating • Provide notice prior to transitions to help the toddler prepare for change
<p>3. Begin to express a variety of feelings</p>	<ul style="list-style-type: none"> • Demonstrate reluctance or frustration when asked to eat or do something he doesn’t want or like • Show pride in his accomplishments • Share a toy with a friend • Hit, kick or bite other children if he doesn’t get what he wants • Show fear by running to you when a stranger enters the room • Tend to say “no” before “yes” 	<ul style="list-style-type: none"> • Try to avoid conflicts over food at mealtimes • Give choices between nutritious foods • Acknowledge efforts • Have plenty of opportunities to try games, toys, art activities • Offer two choices, but refrain from giving in to a tantrum • Demonstrate using “soft touch,” instead of hitting, and let the toddler practice • Remove the child from a conflict situation, and talk about what happened • Allow the toddler to move at his own pace with unfamiliar adults

(b)(6)

(b)(6)

TWELVE TO EIGHTEEN MONTHS

Personal and Social Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

B. Relating to Others

PS

Indicators (The toddler may):	Examples (The toddler might):	Activities (You can):
<p>1. Rely on trusted adults to feel safe trying new activities</p>	<ul style="list-style-type: none"> • Venture out when a trusted adult is near • Look to you for reassurance, for example, a word, a smile or a gesture • Experiment with and explore new materials when you are near • Stop playing when the trusted adult leaves and start again when she returns • Show with words or gestures that he wants a trusted adult to be near him 	<ul style="list-style-type: none"> • Give the toddler a consistent caregiver • Give reassurance but let him explore • Upon reunion with the toddler, give him a smile and reassurance in a matter-of-fact way to encourage independence • Use firm and simple words, for example, "Stop. That's dangerous," if the toddler is doing something dangerous.
<p>2. Show awareness of unfamiliar adults</p>	<ul style="list-style-type: none"> • Appear worried or vulnerable when introduced to a new adult • Cry when he sees something unfamiliar such as a man with a beard or a clown • Cry briefly when left with a new caregiver, gradually calming with distractions and support 	<ul style="list-style-type: none"> • Give support and time for the toddler to get to know someone new • Develop a simple goodbye routine • Give a hug and try to distract the toddler with a fun activity • Give hugs and reassurance that mom (or dad) will be back • Understand, and share with other adults, that caution with unfamiliar adults is normal
<p>3. Interact with other children</p>	<ul style="list-style-type: none"> • Touch other children, for example, patting or pulling hair • React when another child tries to take a toy away from him • Offer a toy to another child, but show distress when he takes it • Follow the lead of an older child in play • Choose to play in the same area as another child 	<ul style="list-style-type: none"> • Have plenty of toys for everyone and be prepared to help solve disputes over them by using a timer or providing substitute items • Select a few prized toys to put aside for the toddler to play with alone • Encourage children to play near each other, even if they aren't interacting
<p>4. Begin to be aware of the feelings of other children</p>	<ul style="list-style-type: none"> • Think that other children would like the same games or foods as he does • Look sad or worried when another child is in distress and seek comfort from either a caregiver or cuddly toy • Look worried or sad if he hurts another child 	<ul style="list-style-type: none"> • Encourage him to look at the child whom he has hit and explain that hitting hurts other people • Model empathy for others through words or actions

(b)(6)

(b)(6)

TWELVE TO EIGHTEEN MONTHS (b)(6)

Language Development

PS Personal and Social

C Cognitive

L Language

P Physical

A. Understanding and Communicating

L

Indicators (The toddler may):	Examples (The toddler might):	Activities (You can):
<p>1. Understand the meaning of many words and gestures</p>	<ul style="list-style-type: none"> • Understand more words than he is able to say • Go to the climber when asked if he wants to play on the climber • Follow a simple direction such as “Kick the ball” or “Wash your hands” 	<ul style="list-style-type: none"> • Talk to the toddler in clear adult language, avoiding baby talk • Get down on the floor and play • When giving guidance about behavior, get down to the child’s level and make eye contact • Ask questions and extend the toddler’s vocabulary by naming objects and describing objects and actions • Use descriptive words for the things the toddler sees and does
<p>2. Start to understand and use common rules of speech</p>	<ul style="list-style-type: none"> • Use simple gestures such as shaking his head for “no” or waving “bye bye” • Use inflection when babbling • Use exclamations, such as “uh oh” when dropping something • Say “mama” and “dada” • Try to imitate words 	<ul style="list-style-type: none"> • Speak to the toddler using more adult language and less “baby talk” • Repeat and extend the toddler’s words and phrases using common rules of speech, “that’s right, here’s some banana”
<p>3. Communicate using consistent sounds, words, and gestures</p>	<ul style="list-style-type: none"> • Try to mimic words when prompted • Use single words such as “no” and “bye” appropriately • Start to put words together in phrases such as, “ma-ma bye bye” • Shake his head yes when asked, “Are you ready to go outside?” • Learn new words almost daily • Begin to put two words together into a phrase • Get upset when adults don’t understand what she says 	<ul style="list-style-type: none"> • Sing and say nursery rhymes such as “This Little Piggy” when changing, putting down to a nap, riding in the car and other times • Frequently name environmental sounds through play such as sirens, animals, phones • Show your delight when the toddler starts to use words • Encourage the toddler when he practices saying a difficult word

(b)(6)

TWELVE TO EIGHTEEN MONTHS (b)(6)

Language Development

PS Personal and Social

C Cognitive

L Language

P Physical

L

B. Early Literacy: Pre-Reading and Pre-Writing

Indicators (The toddler may):	Examples (The toddler might):	Activities (You can):
<p>1. Recognize and react to the sounds of language</p>	<ul style="list-style-type: none"> • Enjoy, and occasionally join in simple songs • Move rhythmically to familiar songs • Begin to identify familiar environmental sounds, (animals and emergency vehicles) • Point or make sounds when looking at books 	<ul style="list-style-type: none"> • Use intonation when reading • Frequently read repetitive text • Have a variety of durable books available including homemade books and photo albums • Repeatedly sing familiar songs • Frequently say rhymes and finger plays
<p>2. Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself</p>	<ul style="list-style-type: none"> • Learn new words and phrases from those frequently used by the adults and children around him • Learn some simple words and phrases from the rhymes he hears repeatedly • Learn some simple words and phrases from books that are read to him frequently • Listen quietly to the story, and ask for it to be read again • Repeat repetitive phrases from the story • Answer simple questions about details in the story • Point to and name several pictures in a book • Begin to identify body parts, simple pictures or familiar people 	<ul style="list-style-type: none"> • Talk to the toddler using consistent language • Frequently repeat nursery rhymes • Choose and read books with repetitive texts • Re-read favorite stories when asked • Invite the toddler to say the repetitive phrases with you • Ask simple questions about obvious detail • Describe pictures to the toddler when you read to him
<p>3. Explore drawing, painting and writing as a way of communicating</p>	<ul style="list-style-type: none"> • Scribble spontaneously • Explore using markers, crayons, chalk to draw and write 	<ul style="list-style-type: none"> • Give the toddler drawing, painting and writing materials to explore • Show interest in and display the toddler's drawings, paintings and writing • Use your writing to label pictures that the toddler tells you about

SAFETY TIP: THE AMERICAN ACADEMY OF PEDIATRICS IDENTIFIES THE FOLLOWING FOODS AS POSING A CHOKING HAZARD FOR CHILDREN UNDER 4:

- HOT DOGS
- NUTS AND SEEDS
- CHUNKS OF MEAT OR CHEESE
- WHOLE GRAPES
- HARD, GOOEY, OR STICKY CANDY
- POPCORN
- CHUNKS OF PEANUT BUTTER
- RAW VEGETABLES
- FRUIT CHUNKS, SUCH AS APPLE CHUNKS
- CHEWING GUM

(b)(6)

TWELVE TO EIGHTEEN MONTHS

Cognitive Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Exploring and Discovering

C

Indicators (The toddler may):	Examples (The toddler might):	Activities (You can):
<p>1. Use his senses to investigate the world around him, including solving problems</p>	<ul style="list-style-type: none"> • Push and pull a wagon, watching the wheels turn as he tries different tactics to move it • Touch a bug that he finds on the playground and squeal when it moves away quickly • Push, poke, squeeze, pat and sniff the play dough as he explores how it feels and smells • Stack and knock down big blocks • Dump and fill objects • Say “all gone” when finished 	<ul style="list-style-type: none"> • Provide materials, equipment and experiences for sensory exploration for example, toys with wheels, musical instruments, play dough and sand and water. • Ask guiding questions to extend experiences, “How does the bug feel?” • Show a sense of wonder and provide time and opportunities to explore the natural world
<p>2. Show an increasing ability to remember and participate in imitative play</p>	<ul style="list-style-type: none"> • Imitate the actions of an adult such as turning a steering wheel in a play car • Recognize his image in the mirror or in a photograph • Remember the usual sequence of events and go to get his toothbrush after getting into pajamas 	<ul style="list-style-type: none"> • Describe to the toddler his actions, for example, “I see you are driving the car. Where are you going?” • Maintain consistent routines • Ask questions that encourage the toddler to stretch thinking
<p>3. Use objects and toys more purposefully, exploring cause and effect relationships</p>	<ul style="list-style-type: none"> • Choose a favorite book from the shelf and turn the pages more carefully • Put round shapes into the round holes more accurately • Roll a ball back and forth with an adult 	<ul style="list-style-type: none"> • Give the toddler access to and choices about books and toys • Describe the shapes, colors, and attributes of toys as you play with the toddler
<p>4. Look at the correct picture or object when it is named</p>	<ul style="list-style-type: none"> • Identify objects, body parts, and people • Point to objects or pictures in books • Match a picture of an object to the real thing • Say the name of familiar objects 	<ul style="list-style-type: none"> • Point to pictures in books • Give simple, one-step directions, “Go get the ball.” • Label objects in the room, and use the same name for them each time • Ask him to tell you what things are
<p>5. Begin to understand rules and routines</p>	<ul style="list-style-type: none"> • Look to the door when it’s time to go outside • Show distress when faced with a surprise • Tell when an activity is finished 	<ul style="list-style-type: none"> • Maintain simple routines that the child can follow • Enforce rules consistently by recognizing responsible behavior with smiles, hugs, and encouragement • Use signs and words to indicate “all done” when an activity is completed

(b)(6)

SAFETY TIP: FOLLOW AGE RECOMMENDATIONS ON TOY PACKAGES. AVOID TOYS WITH SMALL PARTS. THROW AWAY ANY BROKEN TOYS. IF A TOY OR A PIECE OF A TOY CAN FIT INTO AN EMPTY TOILET TISSUE ROLL, IT CAN CREATE A CHOKING HAZARD FOR CHILDREN UNDER 4.

TWELVE TO EIGHTEEN MONTHS ^{(b)(6)}

Physical Development

PS Personal and Social

C Cognitive

L Language

P Physical

A. Coordinating Movements

P

Indicators (The toddler may):	Examples (The toddler might):	Activities (You can):
<p>1. Move constantly, showing increasing large muscle control</p>	<ul style="list-style-type: none"> • Walk more than he crawls • Stop and start movements with more control • Sit in a chair independently • Go from sitting to standing more easily • Climb stairs on hands and knees, or by putting both feet on each step • Crawl up into a chair and turn around to sit • Go from a squat to standing with ease • Pull a toy behind him as he walks, or push a toy in front of him • Carry a large toy or several smaller ones while walking • Begin to run with increasing skill 	<ul style="list-style-type: none"> • Give the toddler push and pull toys and balls to play with • Provide many opportunities for the toddler to practice movement in a safe environment • Play outside often where the toddler can run, play with a ball, and climb
<p>2. Use hands in various ways</p>	<ul style="list-style-type: none"> • Put together several nesting cups, or stacking rings on a ring tree • Drop wooden beads into a bottle, dump them out and start again • Build a tower of four or more blocks • Scribble, if given a crayon and paper • Start to use one hand more often than the other • Take apart, then put together large links or pop beads • Hold an object in one hand and do something to it with the other hand • Hold a cup and drink, sometimes spilling • Feed himself applesauce with a spoon 	<ul style="list-style-type: none"> • Give the toddler board books and other opportunities to practice page turning • Give the toddler shape sorting cubes, beads and a bottle, and blocks of various sizes • Give the toddler large links or pop beads to put together and take apart • Give the toddler opportunities to feed himself, even if there are spills • Give toddler opportunities to scribble, encouraging and praising the toddler's efforts

YOUR CHILD IS LEARNING TO DISCOVER!

Have reading time at least once a day. Choose some stories that ask your child questions or give him things to figure out.

Play a listening game where you close your eyes and identify the sounds of things: cars, wind, footsteps, machinery, birds, and insects.

HELP YOUR CHILD TO LEARN ABOUT NUMBERS AND PATTERNS

Let your toddler play with safe objects of different shapes, colors and sizes. Help him place plastic mixing bowls inside one another, wash plastic dishes, or stack cans, boxes or blocks.

HELP YOUR CHILD LEARN TO COMMUNICATE!

Provide washable crayons, markers and paper so your toddler can write and draw.

Repeat things that your child says. For instance, if he says, "Pop!" you can say, "Yes, you popped that bubble!"

SUPPORT YOUR CHILD'S PHYSICAL CHANGES

Give your toddler toys that encourage use of his hands: cars and trucks, building blocks, dolls, puppets. Get down on your knees and help your child to play "build a house" or "puppet show."

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EIGHTEEN TO TWENTY-FOUR MONTHS

Personal and Social Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Learning About Self

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Show more awareness of herself and her abilities</p>	<ul style="list-style-type: none"> Practice climbing higher and higher on the climber Explore new activities and games Show awareness of differences between her and others Laugh or frown when happy or upset Want to do things herself, but can become easily frustrated Take more risks Notice differences between herself and others 	<ul style="list-style-type: none"> Understand and encourage the child to do things independently, but help when needed Say “yes” instead of “no” whenever possible, providing choices that are acceptable Encourage her attempts to try new challenges and take modest risks, but be there as a safety net Celebrate her culture and model and talk about acceptance of people who look and dress differently Expose her to the cultures of others Encourage her to put away a toy before going to another to support a sense of order and sequence
<p>2. Know resources available in the room, and how to use some of them</p>	<ul style="list-style-type: none"> Choose to play in the same area of the room first each day Come to the fish tank with her hand out to put some food in the tank, like the other children are doing Move from one activity to another 	<ul style="list-style-type: none"> Have consistently organized materials in the room so that the child knows what to expect and where to find things Provide a variety of activities and materials for the child to choose from
<p>3. Ask for help, if needed, in verbal and non-verbal ways</p>	<ul style="list-style-type: none"> Come to you and point to where the ball has rolled under the shelf, saying, “ball” Bring her coat with the sleeve inside out to you for help 	<ul style="list-style-type: none"> Help the child attempt to solve the problem herself Provide just enough help to enable the child to do as much as she can
<p>4. Show more, but still limited self regulation</p>	<ul style="list-style-type: none"> Cry and cling to a parent before she leaves, but calm down immediately after she has left Play calmly near another child, but have difficulty sharing Take a toy from another child, and not return it when asked to by an adult Begin to understand “taking turns” Begin to understand the concept of “his” and “mine” Stop what she is doing and come when you call her name Exhibit frustration by crying, yelling, hitting, or kicking her feet Get a familiar comfort item (blanket, stuffed animal) when she is feeling sad or angry 	<ul style="list-style-type: none"> Be confident, calm and understanding when leaving the crying child, reassuring her that you will be back later, and coming when you say you will Give comfort briefly, then redirect the child’s attention and confidently help her to move on Model sharing with the child, using the word and praising her for sharing with you or another child Play games that emphasize turn taking, such as passing a ball back and forth or having a tea party Give two choices, both of which are acceptable to you Stay calm and recognize that anger is a normal emotion Acknowledge her feelings and encourage her to talk about how she feels, helping her to find the words she needs Let her know that hitting or any other hurting behavior will not be tolerated

EIGHTEEN TO TWENTY-FOUR MONTHS

Personal and Social Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

B. Relating to Others

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Continue to need the security of a trusted adult as she explores</p>	<ul style="list-style-type: none"> • Start across the playground to where other children are, but return to you several times before playing there • Sit in the sandbox playing next to several other children, but get up frequently to show you what she is making • Look up at you for a wave while playing with toys in a new room full of children 	<ul style="list-style-type: none"> • Be matter of fact about responding to the child's need to check in, confident that she will venture forth when she is ready • Provide consistent routines
<p>2. Continue to show caution around unfamiliar adults</p>	<ul style="list-style-type: none"> • Stop playing and come to you when a new adult enters the room • Watch an adult making cookies, but not want to help • Say "hi" to the greeter at the store, from the safety of her shopping cart seat • Hold your hand as a new person asks her about her toy 	<ul style="list-style-type: none"> • Understand, and share with other adults, that caution with unfamiliar adults is normal • Be reassuring • Express the child's feelings in words • Gently encourage the child to respond, but speak for her if she declines • Read books that show or tell about feelings
<p>3. Show increased interest and assert independence when with other children</p>	<ul style="list-style-type: none"> • Watch the children on the slide intently for several minutes before asking to try going down with help • Play near several other children, talking to them only when she wants a toy that they have • Imitate a child who is pretending to be a dog • Refuse to share a wagon with another child who wants to climb in while she pulls it • Move from one activity to another, playing by herself 	<ul style="list-style-type: none"> • Allow the child to enter into play at her own speed • Give the child words to use such as, "Ask them, can I play with you?"
<p>4. At times shows awareness and concern for other children's feelings</p>	<ul style="list-style-type: none"> • Take a doll from another child, but give it back when the child cries • Hug another child who is sad because his mom just left 	<ul style="list-style-type: none"> • Identify the feelings of both children • Reinforce the child's positive behavior • Model appropriate behavior • Teach the child about saying "I'm sorry," and "It's okay," or "I'm not mad anymore." • Practice sharing a ball or a toy back and forth

(b)(6)

EIGHTEEN TO TWENTY-FOUR MONTHS

Language Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Understanding and Communicating

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Be able to follow simple suggestions and directions with increasing consistency</p>	<ul style="list-style-type: none"> • Answer a simple question with a nod of her head • Go to get a towel when asked by her caregiver • Understand the names of several body parts and point to them when asked • Go to wash her hands when you say, "Get ready for lunch" 	<ul style="list-style-type: none"> • Ask simple questions, and give directions with just one or two familiar steps • Positively acknowledge the child when she follows directions
<p>2. Use an increasing number of words and put words together into phrases and simple sentences</p>	<ul style="list-style-type: none"> • Begin to label objects, or put words together to make simple sentences • Say "ball" as she looks in the toy box for the ball • Put a few words together such as "Talk Daddy?" or "Go bye-bye now?" • Ask questions about what she sees on a walk in the woods. "What that?" when she finds a pinecone • Answer questions about a story • Ask for what she wants using increasingly specific words • Repeat some of the funny sounding words she hears in conversations 	<ul style="list-style-type: none"> • Accept the child's level of verbalization, not comparing her to other children • Have frequent conversations using simple adult language • Encourage the use of social words, pairing them with hand signs, such as "please," and "thank you" • Encourage the child to give the word for a pictured object, provide answer if needed • Use positive reinforcement when the child uses appropriate language • Describe what the child is doing while playing

(b)(6)

(b)(6)

EIGHTEEN TO TWENTY-FOUR MONTHS

(b)(6)

Language Development

PS Personal and Social

C Cognitive

L Language

P Physical

B. Early Literacy: Pre-Reading and Pre-Writing

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
1. Recognize and react to the sounds of language	<ul style="list-style-type: none"> • Enjoy simple songs and occasionally join in • Move rhythmically to familiar songs • Identify familiar sounds such as animal sounds and emergency vehicles 	<ul style="list-style-type: none"> • Frequently sing familiar songs, rhymes, and finger plays • Frequently mimic environmental sounds through play • Use intonation when reading • Read to children individually and in groups • Begin to read more story books
2. Start to understand and use common rules of speech	<ul style="list-style-type: none"> • Say “hello,” “bye-bye,” and other common words in appropriate context • Recognizes and repeats names of objects • Begin to use short sentences “I go.” • Use different tones or sounds when talking 	<ul style="list-style-type: none"> • Speak clearly and directly to her • Explain what you are doing • Point out the names of objects • Repeat what she says, “That’s right, this is a bag.”
3. Communicate using consistent sounds, words, and gestures	<ul style="list-style-type: none"> • Repeat familiar words and phrases • Put words together in two-word sentences • Wave “hello” and “bye-bye” 	<ul style="list-style-type: none"> • Use body language and hand gestures to communicate • Speak clearly and directly to her • Repeat what she says and ask questions
4. Begin to develop imitative reading	<ul style="list-style-type: none"> • Show familiarity with text by repeating songs or stories • Fill in words in a familiar text • Show interest in books and other written materials • Show preference for a favorite page in a book by searching for it 	<ul style="list-style-type: none"> • Repeatedly read texts with repetitive and rhyming words. • Explore photo albums and identify people • Have a variety of child-appropriate written material available
5. Demonstrate vocabulary and comprehension by listening with interest and displaying understanding	<ul style="list-style-type: none"> • Spontaneously turn pages and tell the story • Follow simple directions • Perform an action shown in a book • Answer simple questions based on a story • Show empathy for characters in a book; for example, says “oh no,” when a character falls • Verbally label pictures in a familiar book • Look at and name pictures 	<ul style="list-style-type: none"> • Respond to a child who shows interest in a book by reading aloud • Ask simple “what,” “where,” and “why” questions while reading • Talk about events and characters in story books by asking questions like “What did the bunny eat?” • Name pictures and describe actions when looking at books
6. Explore drawing, painting and writing as a way of communicating	<ul style="list-style-type: none"> • Scribble spontaneously • Explore using different writing materials • Intentionally make a mark on a piece of paper 	<ul style="list-style-type: none"> • Provide a variety of drawing, writing, and painting materials and opportunities for exploration • Model drawing and writing • Write the words she uses to describe her drawings • Display children’s drawings and writings, with names attached

EIGHTEEN TO TWENTY-FOUR MONTHS

Cognition and General Knowledge

PS Personal and Social

C Cognitive

L Language

P Physical

(b)(6)

A. Mathematical Exploring and Learning

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Begin to sort objects according to one criterion</p>	<ul style="list-style-type: none"> Sort blocks by color Build a tower using blocks of only one color Pick out and match two identical cars Pick out and eat only the bananas from the fruit salad 	<ul style="list-style-type: none"> Praise the toddler's efforts to sort, and point out what she has done
<p>2. Begin to explore concepts of number, size, and position</p>	<ul style="list-style-type: none"> Nest several cups together accurately and discover how to hide a smaller cup under a larger one Turn one piece of a puzzle to fit it into a space the right way Build a tower of 4 or more blocks and enjoy watching it fall Show interest in quantity and number relationships, for example, recognize if another child has more crackers than she does 	<ul style="list-style-type: none"> Let the toddler work on her own to solve problems for herself, stepping in to assist and talking about what she is doing if she shows frustration Provide blocks in different sizes, shapes, and colors Model how to count and stack blocks Involve child in setting the table or putting out snacks

B. Scientific Exploring and Learning

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Seek information through observation and exploration</p>	<ul style="list-style-type: none"> Show interest in found objects, for example, twigs and leaves found outside Try to figure out how things work Spend extra time looking at familiar objects Ask many questions 	<ul style="list-style-type: none"> Take walks outside or explore new environments Provide an empty cardboard box for collecting items Model how to use a magnifying glass to look at objects more closely
<p>2. Expect certain things to happen as a result of her actions</p>	<ul style="list-style-type: none"> Put a doll on the roof of the dollhouse and watch it slide off over and over again Fill a bucket with sand and watch as it pours over the side when it is full Build a tower of blocks, and knock it down to see it fall 	<ul style="list-style-type: none"> Pretend play with the child and provide toys that can be used in pretend play. Follow the child's lead in pretend play, adding your enthusiasm and more choices Provide sand or water, rice, sidewalk chalk, etc. and something to fill, dump, and pour

(b)(6)

(b)(6)

chart continued on next page

EIGHTEEN TO TWENTY-FOUR MONTHS

Cognition and General Knowledge

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

B. Scientific Exploring and Learning *continued*

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
3. Improve memory for details	<ul style="list-style-type: none"> • Sing songs and say nursery rhymes after hearing them many times • Help her caregiver retell a favorite story after hearing it many times • Show fear of a bee after having been stung by one • Look for items from previous day 	<ul style="list-style-type: none"> • Sing favorite songs and say nursery rhymes often • Read a favorite book many times • Read and discuss factual books as well as fiction
4. Explore and solve problems	<ul style="list-style-type: none"> • Try new activities and materials • Increase attention span when exploring something interesting, especially with an interested adult • Explore new ways to do things 	<ul style="list-style-type: none"> • Get down on the child's level to explore and talk about the natural world • Let the toddler try to solve problems for herself before jumping in to tell her how to do something • Provide a variety of materials and activities

C. Exploring Social Learning

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
1. Begin to understand rules and routines	<ul style="list-style-type: none"> • Go to her hook to hang up her coat when she comes in from outside without a reminder • Get down from a standing position on a chair when you remind her that chairs are for sitting, because she might fall • Tell when an activity is finished 	<ul style="list-style-type: none"> • Maintain simple routines that the child can follow • Talk to the child about the reasons behind the rules • Enforce rules consistently by recognizing responsible behavior with smiles, hugs, and encouragement • Use signs and words to indicate "all done" when an activity is completed
2. Have beginning awareness of the order of her environment	<ul style="list-style-type: none"> • Notice when a new toy is introduced or is in the wrong place • If asked, will tell you when she is finished eating or playing 	<ul style="list-style-type: none"> • Have specific places for toys and books • Help the toddler to put items back where they belong after play • Maintain a print-rich environment by labeling centers, materials, and spaces in the room

(b)(6)

EIGHTEEN TO TWENTY-FOUR MONTHS

Physical Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Coordinating Movements

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Show increased balance and coordination in play activities</p>	<ul style="list-style-type: none"> • Enjoy pulling or pushing a toy that makes noise as she walks with it • Walk backward pulling a wagon • Climb up the ladder on the slide and slide down • Turn backwards and sit on the rocking chair • Go up the stairs putting both feet on each step • Throw a ball and put hands together to try to catch it • May begin to use one hand more than the other 	<ul style="list-style-type: none"> • Give the child outside times each day and let her experiment with climbing, ball throwing and catching, pulling and pushing toys and riding simple riding toys • Provide tunnel play and encourage the child to crawl through toward you
<p>2. Have increased eye-hand coordination</p>	<ul style="list-style-type: none"> • String beads on a string or some fish tank tubing • Pour water through a funnel, then a sieve and back and forth from cup to cup in the bathtub • Use hands for simple finger plays such as “The Itsy Bitsy Spider” • Attempt to put together large pop beads after pulling them apart, sometimes succeeding • Put the correct shapes through the holes in the shape sorter • Still have some trouble with fine motions of wrists and fingers 	<ul style="list-style-type: none"> • Provide a funnel, sieve and many cups of various sizes for water play • Give the child some kind of hammering toy • Sing songs with hand motions, or do simple finger plays with the child • Provide appropriate materials such as large pop beads, pegboards, string or popsicle sticks and large beads, shape sorter and puzzles
<p>3. Be able to do more things for herself</p>	<ul style="list-style-type: none"> • Pull off her own clothes at bedtime • Drink from a cup with few spills • Use a spoon for eating most of the time • Attempt to brush her own hair and teeth • Attempt to put on her own shirt and help you with her pants by picking up one leg at a time • Attempt to help put away the toys, putting the blocks with the blocks, and the cars and trucks in another basket 	<ul style="list-style-type: none"> • Encourage the child to do as many things for herself as she can • Let the child help with simple chores after you have shown her how to do them, for example, putting clothes in a basket or smoothing towels

(b)(6)

LIMIT THE AMOUNT OF EXPOSURE TO TELEVISION AND OTHER MEDIA FOR INFANTS AND YOUNG CHILDREN. THE AMERICAN ACADEMY OF PEDIATRICS **RECOMMENDS NO** TELEVISION OR VIDEO VIEWING FOR CHILDREN UNDER THE AGE OF 2. READ, PLAY, OR SING WITH INFANTS AND YOUNG CHILDREN INSTEAD.

TWENTY-FOUR TO THIRTY MONTHS

Personal and Social Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Learning about Self

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Show increasing self-awareness</p>	<ul style="list-style-type: none"> • Need additional reassurance about his attempts to try something new • Put on his own coat, but get it upside down and refuse help to fix it • Get on a new riding toy and refuse to get off when asked to come to breakfast • Put together a several piece puzzle, not wanting help and then ask for it when he has trouble • Identifies self in mirror 	<ul style="list-style-type: none"> • Encourage his effort, even if he is unsuccessful in what he is trying to do • Be ready to help, but not too quickly, encourage him to try for himself first • Ask the child if he wants to try to do something himself before offering to do it for him • Clearly and slowly show how to do a new task, and let the child do it himself the next time • Ask him to help you in some way
<p>2. Show increasing self-regulation</p>	<ul style="list-style-type: none"> • Show more awareness of expectations • Start to be interested in toilet training • Cry when left with caregivers, but quickly comfort himself by playing with toys or friends • Gain control of emotions with help of trusted adult or comfort item • Begin to wait turn for juice or snack 	<ul style="list-style-type: none"> • Be clear and consistent about limits and expectations • Communicate with parents about childcare expectations and how they may be alike or different from home • Communicate with parents about toilet training strategies and expectations • Support toilet training efforts with encouragement, praise and accessibility
<p>3. Use coping skills with tasks and interactions with peers and adults</p>	<ul style="list-style-type: none"> • Ask for help if needed • May display occasional outbursts of temper when frustrated with an activity or engaged in a conflict • Withdraw from activities for a short time • Want the same things to happen day after day • Soothe himself when stressed, perhaps with a thumb, blanket, favorite toy, or photo of parent 	<ul style="list-style-type: none"> • Maintain consistent limits and routines, especially for separations and rest times • Provide privacy and time, under adult supervision, for the child to gain control • Model appropriate coping and problem solving skills • Give names to his feelings and coach him in using words to solve conflicts • Minimize the time that children wait during routines • Create and post a daily schedule
<p>4. Share his feelings through talking and pretend play</p>	<ul style="list-style-type: none"> • Say “No, I not sleepy,” when told it is time for a nap • Have an imaginary friend with whom he talks regularly • Act out going to the doctor with the dolls • Substitute one object for another, for example, using a block as “food” in the dramatic play area. 	<ul style="list-style-type: none"> • Label feelings and provide appropriate choices • Accept and welcome the imaginary friend, listening for clues about the child’s feelings and needs • Sit with the child, rub his back, and provide a soothing environment • Ask open ended questions • Make time for one to one conversations regularly • Support his pretend play by acting out the roles he gives you

TWENTY-FOUR TO THIRTY MONTHS

Personal and Social Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

B. Relating to Adults

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Continue to need adult support but show more independence</p>	<ul style="list-style-type: none"> • Climb to the top of the climber and then call for you to watch before he slides down • Get up from the lunch table after a few bites, following mom as she leaves the room, then return when he knows what she is doing 	<ul style="list-style-type: none"> • Let the child know when you are leaving and where you are going • Encourage and allow sufficient time for independent activities • Allow the child to do more things on his own, such as climb to the top of the climber while you watch • Make direct eye contact with the child • Let the child know when she does something good
<p>2. Be more interested in unfamiliar adults, but still cautious</p>	<ul style="list-style-type: none"> • Go to mom for a hug before accepting the ball from a new person • Let Grandma help him with his shoe, even though he hasn't seen her for a while • Rush to answer the door when the postal worker knocks, but act shy when he speaks to him • Not speak to an unfamiliar adult when he is spoken to 	<ul style="list-style-type: none"> • Encourage the child to speak for himself, but if he is unwilling, speak for the child sometimes • Understand, and share with other adults, that caution with unfamiliar adults is normal • Allow children to approach new people and situations at their own rate, and with your support

C. Relating to Other Children

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Play alongside other children</p>	<ul style="list-style-type: none"> • Have short periods of play with other children, but mostly play beside them • Need adult help to resolve conflicts • Begin to demonstrate preference for friends • Become aware of gender differences 	<ul style="list-style-type: none"> • Engage in pretend scenarios with a few children, helping them to take on roles • Model for the child words to help him resolve his conflicts, such as, "May I have a turn?" or "I'm sorry" • Encourage cooperative play by structuring turn-taking • Play small group games, for example, "Ring Around the Rosy"
<p>2. Show more awareness of the feelings of another child</p>	<ul style="list-style-type: none"> • Ask for help when another child takes something that belongs to him • Help another child to pick up the beads after he dumped them out of the container • Feel and express remorse by saying "I'm sorry" after accidentally knocking another child down • Comfort another child who may be upset by patting or hugging him 	<ul style="list-style-type: none"> • Comment about what a good thing it is to be kind to others • Help the child to identify his feelings and verbalize them • Model empathetic behavior, such as comforting a child who is sad, and then let the child practice • Use puppets and stories to teach kindness to others

TWENTY-FOUR TO THIRTY MONTHS

Language Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Listening and Speaking

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
1. Understand questions and simple directions	<ul style="list-style-type: none"> • Get his coat, and put it on when asked by a teacher • Answer when asked, “Do you want a cracker or a piece of cheese?” • Ask another child to sit next to him • Understand and use some positional words, for example, under, over, in, around 	<ul style="list-style-type: none"> • Ask simple questions and give two-step directions, checking for comprehension • Build multi-step tasks into the daily routines • Listen to and answer the child’s questions • Model the directions before expecting them to be followed • Use, practice and play games like “Simon Says”, involving positional words, such as behind, in front of, beside and under • Sing along with songs like the “Hokey Pokey”
2. Demonstrate active listening strategies	<ul style="list-style-type: none"> • Listen for short periods of time • Retell and relate what has been heard • Begin to ask questions 	<ul style="list-style-type: none"> • Ask the child about what he has heard • Ask open ended questions
3. Enter into a conversation	<ul style="list-style-type: none"> • Interrupt or talk over other people’s conversations • Ask questions about concepts he doesn’t understand • Try to initiate conversations with others about objects • Repeat what has just been said, or make up a story to be part of the conversation 	<ul style="list-style-type: none"> • Remember not to talk about the child as if he isn’t there • Include the child in the conversation as often as possible with peers and adults • Remember that children are listening to adult conversations • Ask open ended questions to encourage and extend the conversation • Repeat what the child says, and extend • Use family/group mealtime for conversation
4. Use words and some common rules of speech to express his ideas and thoughts	<ul style="list-style-type: none"> • Sing simple songs with the teacher and later sing parts of them to himself • Ask questions about the story as well as naming objects • Use descriptive language to tell you what he wants • Use action words to describe what he is doing • Put together three or four word sentences • Use the words I, we, he, and she in sentences • Use some uncommon plurals such as “foots” instead of “feet” • Speak clearly enough to be understood without mumbling or running sounds together 	<ul style="list-style-type: none"> • Sing with the child, use nursery rhymes • Engage in conversation throughout the day, using clear adult language • Ask, “What is he doing?” when looking at pictures with the toddler • Describe your actions out loud as you do them • Encourage the child to use words • Listen and restate using clear language when speaking to children • Use the child’s primary language when possible

TWENTY-FOUR TO THIRTY MONTHS

Language Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

B. Early Literacy: Pre-Reading and Pre-Writing

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Become aware of the sounds of spoken language</p>	<ul style="list-style-type: none"> • Sing simple songs that he has heard many times with a group or on his own • Say a simple rhyme that he has heard frequently, with a group or alone • Know that his name starts with an M sound, like mom • Know how to identify farm animals by the sounds they make • Identify environmental sounds such as a doorbell, fire engine, or water running 	<ul style="list-style-type: none"> • Sing the same simple songs repeatedly • Say rhymes and finger plays frequently • Point out the sound at the beginning of his first name and other words starting with the same sound • Play listening games that include animal or environmental sounds • Make reading part of bedtime and naptime routines
<p>2. Recognize that symbols have corresponding meaning</p>	<ul style="list-style-type: none"> • Recognize familiar symbols (e.g., hospital, library) • Find his favorite cereal by the picture on the box • Use the stop sign in play with his car set • Put toys away in correctly labeled bins or shelves 	<ul style="list-style-type: none"> • Point out the symbols that naturally occur in the environment, and symbols that designate some of his favorite places, foods or toys • Talk about some of the signs adults need to know when driving • Label the places where toys belong with simple signs that also have pictures drawn or cut from catalogues
<p>3. Begin to develop fluency by imitative reading</p>	<ul style="list-style-type: none"> • Turn the pages of a favorite book • Ask for the same favorite book over and over again • Listen to engaging stories • Recite a familiar nursery rhyme, poem or finger play with expression 	<ul style="list-style-type: none"> • Encourage the child to sit with you while you read to him at least once a day • Read with each child individually or in groups • Point out interesting pictures and ask the child to point to the pictures that go with what you are reading • Reread a child's favorite book over and over again and introduce different versions, including rhyming and repetitive books • Connect examples from the story to his everyday life • Make books from real life sequences • Have a variety of age appropriate books for children to select • Use concept and positional words in daily conversation • Model fluent reading

(b)(6)

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TWENTY-FOUR TO THIRTY MONTHS

Language Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

L

B. Early Literacy: Pre-Reading and Pre-Writing *continued*

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>4. Recognize that drawings, paintings and writing are meaningful representations</p>	<ul style="list-style-type: none"> • Pretend to write a letter by scribbling on a paper and “reading” it out loud • Make a picture with lines coming out of the bottom and sides of a circle and tell you that it is him • Paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow 	<ul style="list-style-type: none"> • Enter into pretend play with the child, modeling writing for real purposes • Ask the child to tell you about his drawing, and ask if you can write his words on his paper • Have plenty of large paper and large crayons, paintbrushes and pencils available • Display the child’s writing and drawings with his name attached
<p>5. Use writing tools for scribbles and drawings</p>	<ul style="list-style-type: none"> • Hold a crayon, marker or pencil with a whole fist grasp, and scribble with little control 	<ul style="list-style-type: none"> • Make paper and large crayons and pencils available throughout all of the centers • Provide an easel and paints plus a variety of surfaces on which to paint and tools to paint with • Provide opportunities for writing and drawing throughout the day • Encourage appropriate use of materials
<p>6. Develop vocabulary, language usage and some conventions of speech</p>	<ul style="list-style-type: none"> • Use words to describe the purpose and function of objects, such as “go,” “stop,” and “play” • Learn the names of objects new to him • Repeat words heard in the environment • Name an increasing number of objects in the books you read, and describe actions 	<ul style="list-style-type: none"> • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation • Use descriptive and specific language • Introduce new words • Use exclamations to express emotion • Engage in conversation on a regular basis • Name objects and describe actions
<p>7. Show comprehension by demonstrating understanding of text during and after reading</p>	<ul style="list-style-type: none"> • Listen to fiction and nonfiction materials • Ask and/or answer questions about the story while you are reading • Answer simple questions about the story, such as, “Who was in the story?” “Where did he go?” “What did he do?” and “Why was he sad?” 	<ul style="list-style-type: none"> • Give opportunities to respond, retell, and/or reenact the story • Ask about connections to the child’s experiences • Provide and use a variety of fiction and nonfiction materials

(b)(6)

(b)(6)

TWENTY-FOUR TO THIRTY MONTHS

Cognition and General Knowledge

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Exploring and Learning Math Concepts

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Show interest in concepts, such as matching and sorting according to color, shape and size</p>	<ul style="list-style-type: none"> Name at least one color Compare the color of his toy car to that of another child Can match the colors and shapes in a matching puzzle Help to put away the toys, putting the blocks away with the blocks and the vehicles away together Group items of similar colors Try to get all of the big blocks to make his tower Put toys away correctly in bins labeled with pictures 	<ul style="list-style-type: none"> Play with the color names of objects as you pick the objects up to put them away. "I will pick up all of the green ones, you pick up the red ones". Give the toddler matching and sorting chores such as putting toys away with similar toys Use comparative words such as more, less, longer, smaller, in every day conversation Model and describe sorting methods
<p>2. Show interest in quantity and number relationships</p>	<ul style="list-style-type: none"> Complain that a friend has more orange slices than he does Fill a balance scale with beads, making one side go down, then the other Fill large and small containers with sand or water Can show two objects when asked. For example, will give two crackers when asked, "Can I have two crackers?" 	<ul style="list-style-type: none"> Count and use numbers when talking about objects Use words such as more and less when talking about comparisons of quantity Provide appropriate materials that allow children to experiment with numbers and quantity such as large beads, blocks, and sand and water table

B. Exploring and Learning Science Concepts

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Seek information through observation, exploration and investigations</p>	<ul style="list-style-type: none"> Want to pick up and bring home interesting things he finds on a walk Use senses to observe and gather information Use tools for investigation 	<ul style="list-style-type: none"> Model a sense of exploration and wonder Provide a variety of open ended materials such as leaves, magnifying glasses, and sticks
<p>2. Improve memory for details</p>	<ul style="list-style-type: none"> Sing songs and say nursery rhymes after hearing them many times Help you retell a favorite story after hearing it many times Ask to be picked up saying "Uh-oh, doggie" when he sees the same dog that knocked him down and licked him the day before 	<ul style="list-style-type: none"> Encourage exploration of the environment Sing favorite songs and say nursery rhymes often Read a favorite book many times Read and discuss factual books as well as fiction

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TWENTY-FOUR TO THIRTY MONTHS

Cognition and General Knowledge

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

B. Exploring and Learning Science Concepts *continued*

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>3. Explore new ways to do things</p>	<ul style="list-style-type: none"> • Get a stool and try to reach something put up on a high shelf • Try to put on his own coat, but get frustrated when his sleeve is inside out, and finally ask a teacher for help • Try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead • Use a spoon to dig in the garden 	<ul style="list-style-type: none"> • Talk about what he is seeing, hearing, and touching • Talk about trying new ways to do things himself • Encourage use of items in a new way • Respect the child's creative use of materials

C. Exploring Social Learning

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Use imagination, memory and reasoning to plan and make things happen</p>	<ul style="list-style-type: none"> • Put a cushion sideways on the couch and pretend to be daddy driving to work • Pretend to feed a baby doll • Put on dress-ups, and pretend to be a dad • Tell his caregiver that he is going to be a firefighter before going to the dramatic play area 	<ul style="list-style-type: none"> • Look for opportunities to encourage and observe pretend play scenarios by joining in the play • Ask the child what he plans to play • Provide costumes and props for pretend play and role playing
<p>2. Have beginning understanding of consequences when following routines and recreating familiar events</p>	<ul style="list-style-type: none"> • Express opinions (negative or positive) about any change in his routine • Use the toy mixer the way he has seen mom do it • Bring a play dough cake with pretend candles to his caregiver • Participate in creating class rules • Accept the consequences of his actions, and say, "I'm sorry" when prompted • Want to make choices 	<ul style="list-style-type: none"> • Provide predictable routines for the child's sense of security and comfort • Point out and describe cause and effect in daily routines • Keep routines consistent and communicate changes in advance • Expect the child to follow routines that you establish • Make picture schedule of the daily routines and explain changes in advance • Talk to the child about the reasons behind the rules • Enforce rules consistently, rewarding with smiles and praise for good choices and consequences that fit the situation

(b)(6)

USE A GENTLE, PLEASING TONE OF VOICE WHEN TALKING TO INFANTS AND CHILDREN. INFANTS AND CHILDREN MAY REACT NEGATIVELY TO HARSH, IMPATIENT, OR SARCASTIC VOICES.

TWENTY-FOUR TO THIRTY MONTHS

Physical Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Coordinating Large and Small Muscle Groups

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Perform more complex movements with his arms and legs</p>	<ul style="list-style-type: none"> • March around the room, walk on tiptoe, and jump off the bottom of the slide • Try to throw the ball to you • Jump in and out of a hula hoop • Walk on a wide balance beam sideways at first, but forward when you hold his hand 	<ul style="list-style-type: none"> • Incorporate gross motor activities during transitions between less active experiences • Provide a variety of interesting activities and equipment such as balls or a balance beam • Provide space for movement both indoors and outdoors • Provide guidance and modeling for purposeful movement
<p>2. Use his whole body to develop spatial awareness</p>	<ul style="list-style-type: none"> • Move through a simple obstacle course after teacher models actions • Walk around in a circle holding hands with other children • Dance to music, including songs that direct movement • Push himself on riding toys 	<ul style="list-style-type: none"> • Put words such as up, down, over, under, around and through with the movements he is performing • Provide a variety of activities and materials that support awareness of space, such as scarves or streamers, hula hoops, climbers
<p>3. Use improved eye-hand coordination to explore and manipulate objects</p>	<ul style="list-style-type: none"> • Continue to use both hands together • Put together a several piece puzzle • Use his hands to pound, poke and build with the play dough • Do finger plays that require hand-eye coordination, such as “The Itsy Bitsy Spider” • Zip a large coat zipper 	<ul style="list-style-type: none"> • Provide a variety of materials such as large beads and fish tank tubing, shape sorters, puzzles, sidewalk chalk, and puppets • Do finger plays • Provide play dough first without tools, then add a few items • Provide sand and water table activities • Provide small pieces of snack served family style

B. Improving Self-Help Abilities

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Enjoy doing for himself whatever he thinks he can do</p>	<ul style="list-style-type: none"> • Hang up his coat on a hook after taking it off himself • Feed himself with a spoon • Drink using both hands, spilling little • Pick up toys after playing • Try to brush his own teeth and comb his hair • Perform at least some skills involved in using the toilet, such as pulling up his own pants afterwards • Wash his hands and use a towel to dry them • Take off his clothes 	<ul style="list-style-type: none"> • Encourage the child’s independence and be patient with his efforts • Offer assistance if he becomes overly frustrated and truly cannot do it for himself • Set up the environment so the child can reach items • Provide stepstools and coat hooks • Praise his efforts to do things for himself • Support toilet training efforts with encouragement, praise, and by identifying available bathrooms

THIRTY MONTHS TO THREE YEARS

Personal and Social Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Increasing Self-Awareness

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Express feelings more freely, showing independence and competence</p>	<ul style="list-style-type: none"> • Protest when a friend grabs a toy away from her, but share the toy when the friend asks for it • Raise her hand and say “I do!” with enthusiasm when you ask who wants to have a turn to water the plants • Get out the paper for the easel from the cabinet where it is kept and ask for help to put it up • Show great excitement about finding a ladybug on the playground • Ask for a favorite song as the class waits for everyone to wash hands • Talk more frequently to other children • Show more versatility in play behavior 	<ul style="list-style-type: none"> • Recognize the child’s efforts in addition to her success • Talk about what the child did • Encourage the child to try new activities and skills • Ask for the child’s assistance • Share in the child’s excitement about trying new skills and activities • Encourage her to help others • Provide opportunities and time to explore and practice independence • Provide simple chores for the child to do, such as putting napkins on the table
<p>2. Show increased self-regulation</p>	<ul style="list-style-type: none"> • Take turns when provided with assistance from an adult • Share one of the several dolls that she has with a friend who has none in the pretend play center • Attend at circle time for longer periods of time • Demonstrate positive coping strategies such as using her words or asking for help • Have difficulty transitioning from one activity to another • Tell you if she is sad or mad if you ask 	<ul style="list-style-type: none"> • Encourage the child for showing self control • Have enough materials for all of the children present • Minimize the time that children wait during routines • Be clear and consistent about limits and expectations • Communicate with parents about childcare expectations and how they may be alike or different from home • Talk about how her friends feel, and coach her in how to solve conflicts • Give a five minute warning before the end of play time • Have the consequences for inappropriate behavior fit the situation
<p>3. Share feelings through talking and pretend play</p>	<ul style="list-style-type: none"> • Say “No, I not sleepy”, when told it is time for a nap • Have an imaginary friend with whom he talks regularly • Say, “Mommy is coming back,” when playing with a doll 	<ul style="list-style-type: none"> • Acknowledge feelings • Accept and welcome the imaginary friend, listening for clues about the child’s feelings and needs • Sit with the child, rub his back, and provide a soothing environment • Ask open ended questions • Make time for one to one conversations regularly • Use puppets or dolls to help the child “act out” her feelings

THIRTY MONTHS TO THREE YEARS

Personal and Social Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

B. Relating to Adults

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Imitate and attempt to please familiar adults</p>	<ul style="list-style-type: none"> • Continue to need reassurance from you after mom has left, but be easily calmed and comforted • Repeat words she has heard you using to tell another child to take her shoes off of the table • Imitate both courteous and non-courteous words in her pretend play that she has heard from adults • Need a consistent leave taking routine in order to feel comfortable and confident when mom leaves • Pretend play a series of familiar activities, like giving a doll a bath and then putting the doll down for a nap 	<ul style="list-style-type: none"> • Give reassurance and quickly get the child involved in an activity when mom leaves • Provide a consistent routine for separating from parent that helps the child to make smooth transitions • Say, "It is not okay to use those words," or "At school we say," when inappropriate words are used
<p>2. Demonstrate cautious curiosity about unfamiliar adults</p>	<ul style="list-style-type: none"> • Ask a new caregiver to help her play with the puzzle she has selected • Ask the custodian what he is doing when he comes in to fix the broken sink faucet • Show the greeter in the store her new shoes from the safety of the shopping cart 	<ul style="list-style-type: none"> • Talk with the child about new situations before and after they happen, for example, "Today the custodian will be coming in to fix the sink faucet."

C. Relating to Other Children

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Play cooperatively with other children</p>	<ul style="list-style-type: none"> • Talk to another child as they pretend to clean the house • Watch other children play with the ball, then join in doing the same actions • Look for her special friend to play with at center time • Choose to participate in simple group activities 	<ul style="list-style-type: none"> • Provide ample time and materials for children to play together • Encourage and model cooperative play
<p>2. Begin to understand the feelings of other children</p>	<ul style="list-style-type: none"> • Continue to have a hard time sharing, but look to an adult for help • Have a concerned look on her face when another child falls and gets hurt on the playground • Give a hug to another child after hitting • Attempt to problem-solve when another child takes something that belongs to her • Help another child to pick up the blocks after he dumped them out of the container • Feel and express remorse after accidentally knocking another child down in a rush to the door to go out 	<ul style="list-style-type: none"> • Coach the child to use words to resolve conflicts about sharing and taking turns • Help the child recognize when she's hurt someone else's feelings, and model offering an apology • Use puppets and stories to be proactive in teaching and modeling friendships and relationships

THIRTY MONTHS TO THREE YEARS

Language Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

L

A. Listening and Understanding

Indicators (The child may):	Examples (The child might):	Activities (You can):
1. Understand and respond to simple directions and requests	<ul style="list-style-type: none"> • Go to wet a paper towel and bring it to an injured friend after you ask her to • Take a napkin from the pile and pass the pile to the next person at the table after being asked to • Follow simple directions, especially if they are part of a familiar routine, or have been demonstrated • Try to control others with direct commands 	<ul style="list-style-type: none"> • Give simple, clear instructions, with no more than two steps • Give real responsibilities, such as feeding the fish, setting up for snack, putting away laundry or silverware at home • Set up consistent routines that children can easily follow • Give a few minutes warning before a transition
2. Begin to understand some abstract concepts, such as time, order, and positional words	<ul style="list-style-type: none"> • Be very confident about the order of the daily routine, but not want it to change at all • Settle down to listen to the story when she knows she will get to play after the story • Sit next to a certain friend when asked • Know the motions, in order, to a familiar finger play 	<ul style="list-style-type: none"> • Provide a predictable schedule, and consistent routines • Provide graphic organizers for schedule and class jobs • Ask questions about the schedule using time words, such as “first,” “next,” “last,” “after,” “before,” “then” • Frequently use words that describe the relative positions of objects and people, such as “next to,” “behind,” “under,” “over” • Routinely tell the child that you will change activities in five minutes, and then do
3. Demonstrate active listening skills	<ul style="list-style-type: none"> • Attend to someone who is speaking for a longer period of time • Retell and understand simple verbal directions • Ask questions about what has been heard 	<ul style="list-style-type: none"> • Model good listening skills • Ask the child to retell what she has just heard • Ask about real life experiences • Make eye contact when listening and talking to her

(b)(6)

THIRTY MONTHS TO THREE YEARS

Language Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

B. Expressing Ideas

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Expand her vocabulary with many more connecting and describing words</p>	<ul style="list-style-type: none"> • Use many words to express her feelings, tell about her ideas and respond to the ideas of others • Use personal pronouns such as “he,” “she,” “we” and “they” more easily • Continue to use some familiar “shorthand” expressions such as “we go” or “all gone” • Tell about what is happening in a book using action words • Describe how the pumpkin feels after putting her hands inside of it • Tell if she is mad or sad when asked 	<ul style="list-style-type: none"> • Use and model correct grammar • Ask about the actions the child sees being performed in a book • Provide describing words if the child does not come up with any

C. Entering Into Conversations

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Have more meaningful conversations with peers and adults</p>	<ul style="list-style-type: none"> • Use the same tone of voice she hears you using when talking to a younger child • Repeat adult questions that she has heard you ask to start discussions, such as “What do you think will happen next?” • Tell about getting a new kitten at home • Talks rapidly when trying to get out new ideas • Ask or answer a question, for example, “Do you want to sit here?” 	<ul style="list-style-type: none"> • Repeat what the child says • Ask open ended questions to extend the conversation • Include the child in as many conversations as possible • Remember that the child is listening to adult conversations • Give children many opportunities to have conversations with each other
<p>2. Use more conventions of speech as she speaks</p>	<ul style="list-style-type: none"> • Use “I” and “me,” although not always correctly • Talk in a different tone or pitch when playing pretend • Talk in short sentences • Begin to use plurals 	<ul style="list-style-type: none"> • Read frequently • Point out how your tone or pitch changes as you read • Talk to and answer questions the child asks
<p>3. Ask “why” and other questions frequently to keep a conversation going</p>	<ul style="list-style-type: none"> • Ask you what they are having for snack and if they can have milk to go with it • Ask the other children at the snack table questions about different unrelated topics 	<ul style="list-style-type: none"> • Answer the child’s questions, and ask, “What do you think?” in return • Tell stories about the past, and talk about the future

THIRTY MONTHS TO THREE YEARS

Language Development

PS Personal and Social

C Cognitive

L Language

P Physical

(b)(6)

L

D. Early Literacy: Pre-Reading and Pre-Writing

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Develop phonological awareness by becoming aware of the sounds of spoken language</p>	<ul style="list-style-type: none"> • Sing simple songs that she has heard many times with a group or on her own • Say a simple rhyme that she has heard many times, with a group or alone • Know how to identify farm animals by the sounds they make • Identify environmental sounds such as a doorbell, fire engine, or water running • Draw attention to parts of words such as syllables by moving to the beat 	<ul style="list-style-type: none"> • Sing the same simple songs over and over • Frequently say rhymes and finger plays with the child • Point out the sound at the beginning of her first name and other words starting with the same sound • Play listening games that include animal or environmental sounds
<p>2. Recognize that symbols have corresponding meaning</p>	<ul style="list-style-type: none"> • Recognize familiar symbols and road signs • Find her favorite cereal by the picture on the box • Use the stop sign in play with the car set • Put toys away in correctly labeled bins or shelves • Show awareness of gender differences, for example, pretend she is “Mommy” fixing dinner • Recognize her name in print 	<ul style="list-style-type: none"> • Point out the symbols that naturally occur in the environment, and symbols that designate some of her favorite places, foods or toys • Talk about some of the signs adults need to know when driving or playing • Label the places where toys belong with simple signs with pictures • Point out letters as they are encountered in real situations, especially those in her name • Trace and make letters in sand or out of play dough
<p>3. Begin to develop fluency by imitative reading</p>	<ul style="list-style-type: none"> • Correctly turn the pages of a favorite book • Ask for the same favorite book over and over again • Listen to you, other adults, or older child model fluent reading • Recite a familiar nursery rhyme, poem or finger play with expression • Want you to read the story the way she has heard it many times before, not leaving any parts out • Choose to look at a favorite book at rest time, retelling parts of the story softly to herself 	<ul style="list-style-type: none"> • Read with the child at least once, and preferably several times each day • Reread a child’s favorite book and introduce different versions, including rhyming and repetitive books • Connect examples from the story to real life • Help her find objects of interest in books • Have a variety of age appropriate books for children to select • Model, and point out concepts of print, such as reading top to bottom, left to right, front to back

(b)(6)

chart continued on next page

THIRTY MONTHS TO THREE YEARS

Language Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

D. Early Literacy: Pre-Reading and Pre-Writing *continued*

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>4. Develop vocabulary and language usage</p>	<ul style="list-style-type: none"> • Use words to describe the purpose and function of objects • Learn the names of objects new to her • Point to the pictures associated with what you are reading to her • Ask and answer questions such as “What is this?” when reading a book with you • Guess the meaning of new words from the context or the pictures 	<ul style="list-style-type: none"> • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation • Use descriptive and specific language • Introduce new words • Use exclamations to express emotion • Engage in conversation on a regular basis • Name objects and describe actions
<p>5. Develop comprehension by demonstrating understanding of text during and after reading</p>	<ul style="list-style-type: none"> • Listen to fiction and nonfiction materials • Ask and answer questions about the story while you are reading • Answer questions about the story, such as, “Who was in the story?” “Where did he go?” “What did he do?” and “Why was he sad?” • Tell you what will happen next in a story that has been read before • Answer questions about the story that has just been read • Enjoy looking at a nonfiction book about butterflies, talking about the similarities and differences 	<ul style="list-style-type: none"> • Give opportunities to respond, retell, reenact the story • Provide a variety of nonfiction and fiction materials • Follow up on children’s interests with more books, pictures and magazines about a given topic
<p>6. Begin to develop writing skills</p>	<ul style="list-style-type: none"> • Use a large crayon on a large piece of paper and scribble, telling you that it is her • Take your pen and scribble, saying that she is writing • Find her name card on a table with several others • Point to the rule sign about using “listening ears” when asked what we do at circle time 	<ul style="list-style-type: none"> • Enter into play with the child, modeling writing for real purposes • Ask the child to tell you about her drawing, and if she would like you to write what she says on her paper • Have plenty of large paper and large crayons, paintbrushes and pencils available • Fill the room with signs on the children’s eye level to label where toys belong, give simple instructions, and tell about the work they are displaying • Make the signs with the children
<p>7. Use writing tools for scribbles and drawings</p>	<ul style="list-style-type: none"> • Hold a crayon with a whole fist grasp, or a correct or incorrect pincer grasp, and scribble with greater control • Draw a closed circle, may add eyes, nose, or mouth, and identify the picture as a person 	<ul style="list-style-type: none"> • Make paper and large crayons and pencils available • Provide an easel and paints plus a variety of surfaces on which to paint and tools to paint with • Display the child’s writing and drawings • Gently correct the child’s grasp if it is awkward • Give her the opportunity to write on her drawing

THIRTY MONTHS TO THREE YEARS

Cognition and General Knowledge

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Exploring and Learning Math Concepts

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Use mathematical thinking in daily situations</p>	<ul style="list-style-type: none"> • Hold up three fingers when asked how old she is soon after her birthday • Ask you to help her see if there is room in the play dough center and count the name cards with the teacher, deciding that there is room for her • Complain to you that her sister has more crackers than she does • Tell a friend that she is bigger, so she should go first up the climber • Match and sort objects according to color, size, shape or use when playing or putting away toys • Take two crackers out of the snack basket when it is passed, after hearing you say, "Take two crackers" 	<ul style="list-style-type: none"> • Provide opportunities for mathematical thinking in everyday situations (e.g., numbering the calendar, graphing weather) • Allow the child to attempt to solve the math problem herself before giving the answer • Play games like "Hide and Seek" and "Memory" to encourage the child to problem solve • Provide objects to sort and classify • Count small quantities of items frequently
<p>2. Show interest in concepts such as matching and sorting according to a single criterion</p>	<ul style="list-style-type: none"> • Name at least one color • Compare the color of his toy car to that of another child • Easily match the colors and shapes in a matching puzzle • Help to put away the silverware, matching the large spoons with the other large spoons 	<ul style="list-style-type: none"> • Play with the color names of objects as you pick the objects up to put them away. "I will pick up all of the green ones and you pick up the red ones." • Give the toddler matching chores such as sorting socks and silverware • Use comparative words in play
<p>3. Show interest in quantity and number relationships</p>	<ul style="list-style-type: none"> • Complain that a friend has more pretzels than she does • Fill a balance scale with beads, making one side go down, then the other • Enjoy transferring water from one container to another • Ask for "more" fruit at lunch • Explore counting from 1-10 	<ul style="list-style-type: none"> • Use number words when talking about objects • Use words such as more and less when talking about comparisons of quantity • Count small quantities of items often • Encourage children to collect materials, such as rocks or leaves, for counting and sorting

B. Exploring and Learning Science Concepts

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Think ahead and explore ideas</p>	<ul style="list-style-type: none"> • Identify what area of the room she wants to play in, but when asked what she wants to do say "play" • Stack up the nesting cups from large to small accurately, making a tower • Go to the math center for something to put in the cooking pot she is stirring on the play stove and come back with some beads in a sorting dish 	<ul style="list-style-type: none"> • Ask the child to make a plan, but let her explore and change her mind • Get down on the child's level and extend her thinking about what she is doing by asking open ended questions to get her to talk and think

chart continued on next page

THIRTY MONTHS TO THREE YEARS

Cognition and General Knowledge

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

B. Exploring and Learning Science Concepts *continued*

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>2. Seek information through observation, exploration and investigations</p>	<ul style="list-style-type: none"> • Pick up and bring home interesting things she finds on a walk • Use senses to observe and gather information • Use tools for investigation (e.g., magnifying glass) 	<ul style="list-style-type: none"> • Model a sense of exploration and wonder • Provide a variety of open ended materials • Encourage exploration of the environment • Make a sensory box and let her guess what she is feeling before she looks at it
<p>3. Explore new ways to do things, showing more independence in problem solving</p>	<ul style="list-style-type: none"> • Put the dress over the doll's head, but struggle with the arms until an older child offers to help her • Stack blocks with the smaller ones on the bottom, but after having the tower fall down several times, start putting the larger blocks on the bottom • Try to make a mound out of the sand as it comes out of the container instead of just filling and dumping the container of sand • Move a stool to use to reach the sink or water fountain 	<ul style="list-style-type: none"> • Talk about what he is seeing, hearing, and touching • Talk about trying new ways to do things yourself • Encourage use of items in a new way • Respect the child's creative use of materials

C. Exploring Social Learning

C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Use imagination, memory and reasoning to plan and make things happen</p>	<ul style="list-style-type: none"> • Get out a bag and fill it with papers in imitation of an adult leaving for work • Put a cushion sideways on the couch and pretend to be "Daddy" driving to work • Line up some dolls and read a book to them 	<ul style="list-style-type: none"> • Look for opportunities, and observe pretend play scenarios by joining in the play • Ask the children where they will play, and what they will do there • Provide a large cardboard box for children to decorate as a play house.
<p>2. Have beginning understanding of consequences when following routines and recreating familiar events</p>	<ul style="list-style-type: none"> • Have strong feelings about any change in the routine, for example, getting excited when going outside earlier than usual • Try to follow the rules of a simple board game and become frustrated when she doesn't understand why something has changed • Use the toy mixer the way she has seen you do it and say "I making a cake" 	<ul style="list-style-type: none"> • Provide predictable routines for the child's sense of security and comfort • Point out and describe cause and effect in daily routines • Keep routines consistent and communicate changes in advance

(b)(6)

HELP YOUR CHILD TO LEARN ABOUT NUMBERS AND PATTERNS

Let your toddler play with safe objects of different shapes, colors and sizes. Help him place plastic mixing bowls inside one another, wash plastic dishes, or stack cans, boxes or blocks.

THIRTY MONTHS TO THREE YEARS

Physical Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

P

A. Using Large Muscle Groups

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Use riding toys easily</p>	<ul style="list-style-type: none"> • Pedal and steer on a low three wheeled toy, going with the traffic around and around the circle • Climb on the rocking horse and push her feet to make it go 	<ul style="list-style-type: none"> • Provide different kinds of riding toys, and a safe, supervised, place to ride them
<p>2. Move her body through space with more balance and control</p>	<ul style="list-style-type: none"> • Run, jump up with both feet, gallop, walk on tiptoe, walk backward and sideways, crawl under an object, twirl, roll over, balance on one foot • Walk sideways and forward on a wide balance beam • Perform dance motions with the circle of friends • Run across the playground, starting and stopping easily • Play rhythm sticks in time to the music • Easily handle a cup or fork effectively • Initiates using the toilet on her own with increasing success 	<ul style="list-style-type: none"> • Provide opportunities for dancing, marching and moving around the room, as well as running, climbing and swinging outside • Use rhythm instruments from time to time • Encourage children to feed themselves, even when it's messy • Walk up steps alternating feet

P

B. Using Small Muscle Groups

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Explore art materials</p>	<ul style="list-style-type: none"> • Enjoy swirling and squishing finger paint • Tear paper to make a collage • Start to use tools with the play dough such as a rolling pin or a cookie cutter • Use markers and crayons to "color" a picture sometimes going over the edge of the paper 	<ul style="list-style-type: none"> • Provide finger paint, collage materials, play dough and tools, markers, crayons, chalk, scissors, and paper • Provide opportunities to play with different play dough tools and materials
<p>2. Use smaller manipulatives and finger plays to develop small muscle strength and coordination</p>	<ul style="list-style-type: none"> • Use one inch cubes and Duplo® blocks to build with • String large beads on a shoelace with a knot at the bottom • Wind the jumping mouse with a pincer grasp on the small key • Arrange the counting bears in a line on the table • Use tweezers to pick up cotton balls and put them in a beaker • Put a hand in each puppet and make it talk by moving hands inside • Enjoy moving different fingers for the "Five Little Pumpkins" finger play 	<ul style="list-style-type: none"> • Provide small cubes, Duplo® blocks, large beads and a shoelace, counters, puppets, tweezers and cotton balls • Do finger plays often • Provide a sand and water table, and tools to squeeze and pinch

THIRTY MONTHS TO THREE YEARS

Physical Development

PS Personal and Social

C Cognitive

L Language

P Physical

(b)(6)

C. Building Self-Help Skills

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>I. Depend on routines to practice self-help skills and feel confident</p>	<ul style="list-style-type: none"> • Feed herself even using a fork and a cup with one hand until she becomes too tired • Help with simple chores such as setting the table with a napkin and plate for each person • Insist on bathing herself • Dress herself, except for finding the right hole for her first leg 	<ul style="list-style-type: none"> • Encourage the child to do anything for herself that she is able to do • Get her started with a difficult task, and let her finish herself, for example, zipping her coat

THREE YEARS

Personal and Social Development

A. Building Self-Concept

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>I. Be more confident, self directed, purposeful and inventive in play</p>	<ul style="list-style-type: none"> • Enthusiastically try new activities and delight when he learns something new • Wait patiently for a short time, knowing that he will get a turn • Laugh easily at any silly words or ideas • Follow older children around and try to enter into their conversations • Attempt to build a bridge out of the unit blocks after watching another child do it • Ask you to watch as he walks on a wide balance beam and jumps off • Make choices about which activities are of interest • Use the box that a new car came in as a garage for it • Play cooperatively with other children • Play with an imaginary friend 	<ul style="list-style-type: none"> • Give support and encouragement as he tries new skills, praising the effort rather than the success • Give opportunities for exercising more independence in a supervised setting • Allow some risk taking as long as the child will be safe • Encourage the child to try new tasks, or to work with you to do them together at first • Give mini-lessons to child in some self help tasks, such as zipping a coat • Provide games or activities that require cooperation • Accept and welcome the imaginary friend, listening for clues about the child's feelings and needs
<p>2. Relate his needs, wants and feelings to others</p>	<ul style="list-style-type: none"> • Tell you what he likes and doesn't like • Solve a conflict using his words rather than hitting • Tell you how he feels after he has been noticed looking sad or angry because of someone else's actions • Proudly show the finger play he learned in school • Ask for help with putting the paper on the easel • Choose another center when his first choice is full 	<ul style="list-style-type: none"> • Remember that you are the role model for how to deal with stressful or disappointing situations • Encourage the child to use his words to express his needs, wants and feelings • Actively listen to the child, repeating and extending some of what he has said • Give the child choices of activities

(b)(6)

THREE YEARS

Personal and Social Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Building Self-Concept *continued*

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>3. Have increased self-regulation, following classroom rules and routines with guidance</p>	<ul style="list-style-type: none"> • Get help from you when another child grabs the ball away from him • Proudly tell you that he used the toilet all by himself • Tell another child, “We go down the slide only” as the child starts to go up the slide • Sit at circle time listening to a story for 5-10 minutes before needing to get up and do something more active • Sometimes remember to raise his hand as he asks the teacher a question at circle time • Manage transitions between activities with a few reminders • Use classroom materials respectfully • Express interest in her friends’ feelings • Remember what he liked in the past and make the same choice again 	<ul style="list-style-type: none"> • Keep circle time between 5-15 minutes long • Remind children of the posted rules, and give consistent consequences • Remind children to use their words or get help from an adult if they can’t resolve a conflict • Acknowledge when children are using self-regulation • Let children know that they are in charge of their hands, bodies and voices, and need to make good choices • Give five minute warning and reminders to help with transitions • Model and remind children about how to treat books, toys and pets with respect

B. Relating to Adults

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Imitate and try to please familiar adults</p>	<ul style="list-style-type: none"> • Separate from his parents with limited anxiety • Pick up his trash after seeing the task modeled by a caregiver • Listen to spoken directions • Come to you to show each new addition to his tinker toy construction • Pretend to wash the dishes and put them away in places where the teacher has shown him they belong • Use an order pad to pretend to take a “customer’s order” 	<ul style="list-style-type: none"> • Encourage parents to prepare the child for leave-taking • Have a consistent routine for arrival time • Have clear rules with picture clues that have been created with the children, frequently discussed and posted • Model appropriate speech, tone of voice, and behaviors • Respect the child’s need for attention, and his attempts to please, listening sincerely
<p>2. Be more comfortable around unfamiliar adults</p>	<ul style="list-style-type: none"> • Show the cashier at the store his new book and say “thank you” after she rings it up and hands it back to him • Not cry when left with a babysitter who engages him with a toy that she brought to share • Go willingly with a neighbor or family to the park even though mom is not going 	<ul style="list-style-type: none"> • Bring something interesting to share with the child • Understand the child’s caution, and give space and time to adjust • Talk about visitors before they arrive • Read stories about different community helpers • Make a picture book of occasional visitors

THREE YEARS

Personal and Social Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

C. Relating to Other Children

PS

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Begin to play cooperatively for brief periods with other children</p>	<ul style="list-style-type: none"> • Look for a favorite friend to play with on the playground • Offer to share the markers with another child who comes to the art center • Show his play dough monster to the child sitting next to him • Decide with two other children that they will play “Hide-and-Seek” on the playground • Need adult help to resolve a conflict over which song he and a friend will listen to in the Listening Center and agree to take turns • Work with a friend to find the flannel board pieces to go with the story they have just heard 	<ul style="list-style-type: none"> • Provide support when it seems apparent that the children cannot resolve the conflict themselves and offer a suggestion if they can’t think of ways to cooperate • Model cooperative play, entering in and helping to choose roles in pretend play, for example • Remind him that his friends like to hear “please” and “thank you” rather than being bossed around.
<p>2. Be able to better understand the feelings of other children</p>	<ul style="list-style-type: none"> • Watch other children to see how they react • Begin to use some simple techniques for preventing or resolving his own conflicts • Share a toy car with a child who cries because he has none • Say he is sorry when he has accidentally knocked another child down in a rush up the steps of the climber • Agree to let a friend help him feed the fish even though it is his job • Show concern when another child has fallen and is crying 	<ul style="list-style-type: none"> • Let the child try to resolve conflicts himself before intervening • Coach the child with appropriate words to use to resolve conflicts if he needs help • Draw attention to the face and emotions of the other child • Use puppets, role play and stories to teach empathy and conflict resolution • Model respect for the feelings of others
<p>3. Participate, with help, in the group life of the class</p>	<ul style="list-style-type: none"> • Join in group games such as playing “Farmer in the Dell” • Help to clean up after hearing the signal and being encouraged by you • Answer the question that you are asking everyone at circle time 	<ul style="list-style-type: none"> • Have a system, such as using a stack of name cards, to give everyone a chance to participate in a discussion • Play simple games that involve group cooperation • Encourage everyone to help clean up everywhere, being “a team”

(b)(6)

HELP YOUR CHILD TO LEARN ABOUT PEOPLE

Make sure that people of different backgrounds and cultures are in your child's life: neighbors, friends, and playmates. When you choose books, dolls, toys and coloring books, include ones with characters from different cultures or backgrounds. You'll help your child understand from the start that everyone is different.



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THREE YEARS

Language and Literacy

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Listening and Understanding

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Show understanding and respond to simple directions and requests</p>	<ul style="list-style-type: none"> Follow multi-step directions, especially if they are part of a familiar routine or have been demonstrated Get his coat and start putting it on when told it is time to get ready to go outside Go to wet a paper towel and bring it to a hurt friend after being asked by her caregiver Take a napkin from the pile and pass the pile to the next person at the table after being asked to Listen more easily in a one-on-one conversation than in a group setting Begin to ask “how” and “why” questions 	<ul style="list-style-type: none"> Give simple, clear multi-step directions Establish daily routines which include doing two things in a row, such as, “Hang up your coat and find your name card” Have many one on one conversations with the child, and limit group discussions to brief periods
<p>2. Understand abstract concepts</p>	<ul style="list-style-type: none"> Remember events from the past, as well as where objects have been put Stop pushing anxiously to see, when he hears that the caterpillars will be there tomorrow and for “many days” Use and understand directional words such as around, backward and forward Understand and start to use some positional words such as behind, in front of, next to, under and over Name or point to many body parts Tell his name Match the picture cards in a simple game of concentration Recognize his name in print and the first letter out of context 	<ul style="list-style-type: none"> Talk about what happened in the past, and prepare the child for future events by talking about what will happen Frequently use the words that tell about the time something will happen, or has happened Frequently use and play with the words that tell the position of an object or person Play games that name body parts, such as “Simon Says” Use the child’s name in written form for many uses throughout the day Play matching games such as Lotto® and Concentration®

B. Expressing Thoughts and Ideas

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Use more conventions of speech as he speaks</p>	<ul style="list-style-type: none"> Use some positional words such as “in front of,” “behind,” and “next to” Not pronounce all of his words correctly, but be easily understood most of the time Use longer sentences and more grown up words Use ‘s’ at the end of plurals and ‘ed’ for past tense Use plurals, pronouns and possessive words such as “my” and “his” Use contractions such as “won’t” and “can’t” Use words that describe the size and function of objects Use words that tell about time such as after and before Tell a story with many details about a trip to the zoo 	<ul style="list-style-type: none"> Model correct grammar, correctly repeating what the child says Have lengthy conversations with the child, listening and repeating correctly some of what the child has said Ask questions that call for answering with describing words, and provide some if necessary

THREE YEARS

Language and Literacy

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

C. Entering Into Conversations

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
1. Have more meaningful conversations with peers and adults	<ul style="list-style-type: none"> • Sing or chant nursery rhymes • Talk to a friend or caregiver, an imaginary friend, or the dolls and toys he is playing with • Tell what he did in the past, what he is doing currently, and what he will do in the future • Offer his own information in a group story or discussion about a visit by the firefighters • Talk with the boy he is building with about a new toy he has at home • Talk with a friend on the playground about what they are each going to do over the weekend 	<ul style="list-style-type: none"> • Enter into many conversations with the preschooler; ask him to join you in your conversations and play pretend together, both of you talking to the dolls • Ask open ended questions such as “What did you do this morning?” or “What will you do after school?” • Write group stories after a field trip or visit from interesting people • Understand that reality and fantasy are constantly blurring, resulting in wishful thinking, rather than lying
2. Ask “why” and other questions to keep a conversation going	<ul style="list-style-type: none"> • Ask questions to participate in a conversation • Repeat a question that another child has asked • Ask about how a caterpillar hangs from the top of the jar 	<ul style="list-style-type: none"> • Model asking questions • Answer the child’s questions simply and directly • Talk about the past, and speculate about the future
3. Demonstrate active listening skills	<ul style="list-style-type: none"> • Attend to the speaker for a longer period of time • Retell, and relate to what has been heard • Ask questions about what has been heard 	<ul style="list-style-type: none"> • Model good listening skills • Ask the child to retell what he has just heard • Ask about real life experiences

D. Early Literacy: Pre-Reading and Pre-Writing

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
1. Develop phonological awareness by becoming aware of the sounds of spoken language	<ul style="list-style-type: none"> • Sing simple songs that he has heard many times with a group or on his own • Say a simple rhyme that he has heard many times, with a group or alone • Begin to identify rhyming words when he hears them • Begin to supply the rhyming words in a familiar poem or song • Know how to identify farm animals by the sounds they make • Identify environmental sounds such as a doorbell, fire engine, or water running • Draw attention to parts of words such as syllables by moving or clapping 	<ul style="list-style-type: none"> • Sing the same simple songs over and over • Say rhymes and finger plays frequently with the child • Point out the sound at the beginning of his first name and other words starting with the same sound • Play listening games that include animal or environmental sounds • Play with words, changing the beginning or ending to make a word sound silly

chart continued on next page

THREE YEARS

Language and Literacy

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

L

D. Early Literacy: Pre-Reading and Pre-Writing *continued*

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>2. Recognize that symbols have corresponding meaning</p>	<ul style="list-style-type: none"> • Look for and identify familiar logos or signs • Find his favorite cereal by the picture on the box • Use the stop sign in play with the car set • Put toys away in correctly labeled bins or shelves • Find his name card on his carpet square and sit there • See a letter from his name on a sign and point it out to you • Ask what a card says after receiving it in the mail • Sing the alphabet song, pointing to the letters 	<ul style="list-style-type: none"> • Point out the symbols that naturally occur in the environment, and symbols that designate some of her favorite places, foods or toys • Talk about some of the signs adults need to know to drive when driving or playing • Label the places where toys belong with simple signs with pictures • Point out the letters that are in his name when seeing them in the environment • Use the children's names in written form many times during the day • Sing the alphabet song, pointing to the letters as you sing
<p>3. Begin to develop fluency by engaging in imitative reading</p>	<ul style="list-style-type: none"> • Correctly turn the pages of a favorite book • Ask for the same favorite book over and over again • Listen to models of fluent reading • Recite a familiar nursery rhyme, poem or finger play with expression • Ask to reread a favorite story, remembering the funny ending and telling it as you start to read • Sing along with a song after hearing it several times • Retell a story he has heard a few times recently using some of the actual phrases such as "I'll huff and I'll puff and blow your house down!" 	<ul style="list-style-type: none"> • Read with the child at least once, and preferably several times each day, individually or in small groups • Point out interesting pictures and ask the child to point to the pictures that go with what you are reading • Reread a child's favorite book over and over again and introduce different versions, including rhyming and repetitive books • Connect examples from the story to real life • Help children make books from real life sequences of events • Have a variety of age appropriate books for children to select • Model, and point out concepts of print, such as reading front to back, top to bottom, left to right, sweeping back for the next line
<p>4. Expand his vocabulary and language usage</p>	<ul style="list-style-type: none"> • Use words to describe the purpose and function of objects • Learn the names of objects new to him • Use words learned through reading in his own conversation • Discover the meaning of new words from the context or the pictures • Make up a story to go with the clothes he is wearing in the dramatic play center • Begin to use plurals and more verbs acted out 	<ul style="list-style-type: none"> • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation • Use descriptive and specific language • Introduce new words • Use exclamations to express emotion • Engage in conversation on a regular basis • Name objects and describe actions • Encourage children to figure out what new words mean

chart continued on next page

THREE YEARS

Language and Literacy

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

D. Early Literacy: Pre-Reading and Pre-Writing *continued*

L

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>5. Develop comprehension by demonstrating understanding of text during and after reading</p>	<ul style="list-style-type: none"> • Make guesses about what a story is about • Point out familiar concepts by looking at pictures in the text • Listen to a variety of fiction and non-fiction materials, including poetry, nursery rhymes, stories, fairy tales and realistic fiction • Ask and answer questions about the story while you are reading • Answer questions after the story, such as, “Who was in the story?” “Where did he go?” “What did he do next?” and “Why was he sad?” • Listen to and discuss a variety of books and stories representing diverse cultures, perspectives and ethnicities • Begin to understand that stories can be acted out • Begin to listen for rhyming words, clap out rhythm, and chant along with repetitive phrases in poetry or other books • Point to, and name, the numbers that he knows in a counting book, and count along with you • Make up a story about a book 	<ul style="list-style-type: none"> • Give opportunities to respond, retell, draw about, and reenact the story • Provide a variety of non-fiction and fiction materials, including poetry, wordless books, fairy tales and realistic fiction • Provide materials that represent diverse cultures, perspectives and ethnicities • Follow up on children’s interests with more books, pictures, magazines about a given topic • Start to use words such as beginning and end of the story • Model, discuss and demonstrate the proper use of books • Point out letters, shapes and numbers where appropriate
<p>6. Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations</p>	<ul style="list-style-type: none"> • Pretend to take your order while playing restaurant by scribbling on a pad with a pencil • Make a picture with lines coming out of the bottom and sides of a circle and tell you that it is him • Paint some broad strokes across the paper with a few different colors, and tell you that it is a rainbow • Begin to control scribbles, perhaps telling his caregiver what they say • Find his name card on a carpet square and sit there • Show a friend his work on the wall • Dictate a thank you note to go with his picture for the firefighters after their visit 	<ul style="list-style-type: none"> • Enter into play with the child, modeling writing for real purposes • Ask the child to tell you about his drawing, and if he would like you to write what he says on his paper • Have plenty of large paper and various crayons, paintbrushes and pencils available • Fill the room with signs on the children’s eye level to label where toys belong, give simple instructions, and tell about the work they are displaying • Make the signs with the children • Use sign-up sheets, and sign-in sheets for attendance • Display the child’s writing and drawings with his name attached
<p>7. Use writing utensils for scribbles and drawings</p>	<ul style="list-style-type: none"> • Hold a crayon with a pincer grasp, although perhaps resting on the ring finger, or start to hold it correctly, and scribble with increasing control • Begin to draw representations of people and objects 	<ul style="list-style-type: none"> • Make paper and large crayons and pencils available • Provide an easel and paints plus a variety of surfaces on which to paint and tools to paint with • Assist the child in holding a pencil correctly

THREE YEARS

Cognition and General Knowledge

(b)(6)



C

A. Using Mathematical Thinking

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Use mathematical thinking to solve real problems</p>	<ul style="list-style-type: none"> Count out three crackers from the snack basket when it is passed to him Tell on a friend who has come into the block center when it is already full Tell you that his cup is full of sand and hers is empty Build a tall tower and stand next to it to see if it is as tall as he is Sort objects by color or shape 	<ul style="list-style-type: none"> Use vocabulary of quantity and spatial relations, including “behind,” “more,” “less,” and “above” naturally rather than in structured lessons Model using mathematical thinking to solve real problems, such as, “Are there enough apple slices for everyone to have another one?” Use comparative words, and ask him to help you to compare objects Have specific, labeled places where materials belong to encourage sorting as the children clean up
<p>2. Show interest in concepts such as matching and sorting according to a single criteria</p>	<ul style="list-style-type: none"> Name several colors Compare the color of his toy car to that of another child Easily match the colors and shapes in a matching puzzle Help to put away the utensils, matching the large spoons with the other large spoons 	<ul style="list-style-type: none"> Play with the color names of objects as you pick the objects up to put them away, such as, “I will pick up all of the green ones, you pick up the red ones”. Give the child matching chores such as sorting socks and silverware Use comparative words in play
<p>3. Show interest in quantity, measuring and number relationships</p>	<ul style="list-style-type: none"> Complain that a friend has more pretzels than he does, then answer “yes” when he is given another and asked if they now have the same Fill a balance scale with beads, making one side go down, then the other Sing “Five Little Monkeys Jumping on the Bed” and know that the next number is one less than the one before Tell a friend that he is taller than the tower he has built 	<ul style="list-style-type: none"> Use numbers when talking about the quantity of objects Use words such as “more,” “less” and “the same” when talking about comparisons of quantity Start to use words such as “heavier,” “lighter,” “bigger,” “smaller,” “taller,” “shorter” Ask questions about comparisons when appropriate Provide measuring cups and spoons, balance scale, and measure the children a few times during the year
<p>4. Show beginning interest in geometry</p>	<ul style="list-style-type: none"> Name the circle and triangle Find examples of shapes in the environment Play a shape matching game Draw and name a circle for his head Make symmetrical designs with shape blocks 	<ul style="list-style-type: none"> Provide materials with various shapes Use the names of shapes when cleaning up the blocks or other shape toys Use shape names when describing how to draw people, animals, or write the letters in his name
<p>5. Show beginning interest in numerals and counting</p>	<ul style="list-style-type: none"> Proudly show that he can count three objects Recognize and name the numerals in a counting book 1-5 Easily count out the four cookies that the snack menu says he can take Count the name cards to see if there is room for him in a given play center where only four children may play at a time 	<ul style="list-style-type: none"> Count with the child when pushing on the swing, taking cookies from the snack basket, or figuring out how many napkins needed are for himself and a friend Use the numeral when writing the snack menu to tell the children how many items they may take

THREE YEARS

Cognition and General Knowledge

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

B. Using Scientific Thinking

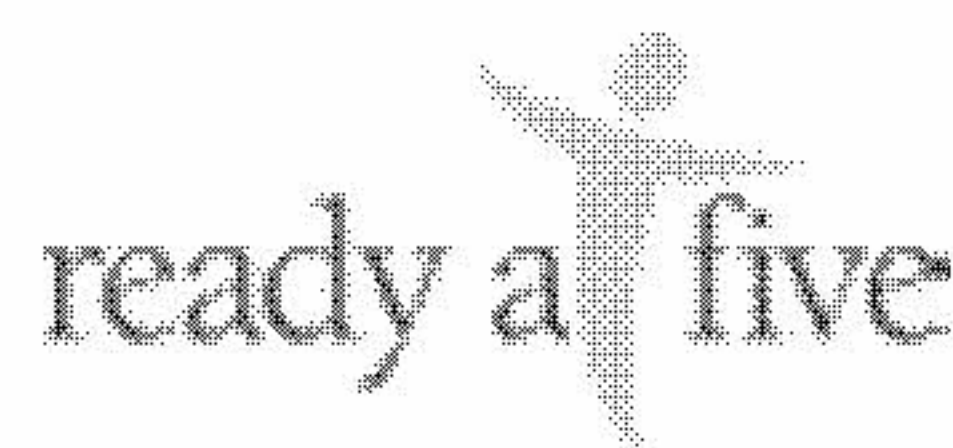
C

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects</p>	<ul style="list-style-type: none"> • Ask questions about everything he sees, watching carefully • Enthusiastically check his seed cup to see if there have been any changes overnight since his first seed started to sprout • Put the modeling clay in water to see what happens • Watch the fish and tell that he likes the biggest one best 	<ul style="list-style-type: none"> • Provide many opportunities for exploration and experimentation with the natural world and other science materials • Encourage the child to find out for himself rather than give answers immediately • Model using your senses to find out answers to questions
<p>2. Seek information through observation, exploration and descriptive investigations with simple science tools</p>	<ul style="list-style-type: none"> • Want to pick up and bring home interesting things he finds on a walk • Use senses to observe and gather information • Use tools such as magnifying glass, marble run, gear set, balance scale, measuring cups and spoons, and sorting trays for investigation • Have an improved memory for details • Guess that a nut is inside an acorn, and confirm that prediction by breaking the acorn to find out (with assistance) • Asks lots of “why” questions 	<ul style="list-style-type: none"> • Model a sense of exploration and wonder • Provide a variety of open ended materials • Encourage supervised exploration of the environment • Ask the child to make and check predictions before and after an investigation
<p>3. Use more advanced problem solving skills, testing his understanding and ideas in real situations</p>	<ul style="list-style-type: none"> • Offer to bring a screwdriver from home to fix a broken toy • Get a toy broom and use the handle to get a ball out from under a shelf where it has rolled • Get a ruler from the art center to use as a pointer to play teacher with and point to the ABC's • Ask for some flour for his hands when the gingerbread is sticking to them • Suggest using the fish net to put the fallen fish tank cave upright 	<ul style="list-style-type: none"> • Talk about what he is seeing hearing, and touching • Talk about trying new ways to do things yourself • Provide a large cardboard box and have him plan where to make windows and doors for a play house • Respect the child's creative use of materials • Resist the urge to jump in and provide solutions to problems too quickly

(b)(6)

HELP YOUR CHILD TO GROW HEALTHY & STRONG!

Make eating healthy foods fun. Offer your child fruit as a snack. You can freeze fruit juice cubes for a summer treat, or make cookies sweetened with honey rather than sugar. Children who eat too many sugars and fats are likelier to develop health problems later.



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THREE YEARS

Cognition and General Knowledge

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

C

C. Exploring Social Learning

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>1. Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment</p>	<ul style="list-style-type: none"> • Tell a friend that he wants to be a daddy when he grows up and that only boys can be the daddies • Pretend to be a firefighter and spray the dramatic play center with a play hose, telling everyone to get out • Show a finger play that he learned to a friend, then make up hand motions to go with a new song • Wait until you point to his group to play the jingle bells during the song, after the woods and triangles have had their solos • Pick up trash on the playground and bring it to you 	<ul style="list-style-type: none"> • Enter into the children's pretend play when children need help extending the scenario • Provide props and an area for him to act out roles he sees, for example, doctors • Set up more complex situations for the children to participate in • Talk about and model caring for the classroom materials and the playground • Participate in field trips, visitors, and books to extend the child's knowledge about what people say and do
<p>2. Use prior knowledge and imagination to think through what he wants to play</p>	<ul style="list-style-type: none"> • Plan with a friend and pull many chairs together to make a train • Use the blocks as garages and houses that the cars and trucks drive to • Use the Unifix Cubes® with several friends to try to make a rod that reaches across the room • Decide in advance who will be the dad and who will be the son in the dramatic play area • Take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do 	<ul style="list-style-type: none"> • Have a daily routine to ask the children before they go to centers where they will go, and what they will do there • Ask children to review what their plan was and whether they did what they planned • Model cooperative play, and acting out of familiar scenarios
<p>3. Have beginning understanding of consequences when following routines and recreating familiar events</p>	<ul style="list-style-type: none"> • Have strong feelings about any change in the routine • Try to follow the rules of a simple board game and become frustrated when he doesn't understand why something has changed • Participate in creating rules for the class • Help to clean up, saying, "We are a team" 	<ul style="list-style-type: none"> • Provide predictable routines for the child's sense of security and comfort • Point out and describe cause and effect in daily routines • Keep routines consistent and communicate changes in advance • Refer to the few class rules often, and have consistent consequences for not following them
<p>4. Begin to recognize his own physical and family characteristics and those of others</p>	<ul style="list-style-type: none"> • Count how many boys are in the group he is playing with • Go to the table when the teacher says that everyone who has brown hair may go • Draw a picture of his dad with very long legs 	<ul style="list-style-type: none"> • Discuss physical differences as well as similarities • Let children describe their families and compare them with others

THREE YEARS

Physical Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

A. Coordinating Large Muscle Groups

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>I. Move with confidence and stability, coordinating movements to accomplish simple tasks</p>	<ul style="list-style-type: none"> • Climb the stairs on the climber with alternating feet, without holding on • Push his feet and bend his knees to make the see saw work • Walk forward on the wide balance beam • Hop across to the other side when playing “Red Rover” • Make the Big Wheels® toy spin around fast by turning the handle bar far to one side and pedaling fast • Go over, under, around and through on an obstacle course • Begin to “pump” on the swings after someone has gotten him started • Stand and hop on one foot for a few seconds • Want you to check and respond to even minor bumps or scrapes • Easily use riding toys, such as tricycles and Big Wheels® 	<ul style="list-style-type: none"> • Provide daily outdoor play opportunities with appropriate supervision • Encourage large muscle play by providing riding toys, climbers and balance beam, swings, balls, obstacle course, and hula hoops • Acknowledge minor bumps or bruises, for example, “I’m sorry you are hurt.” • Provide appropriate safety equipment such as helmets and kneepads

B. Controlling Small Muscle Groups

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>I. Develop finger skills through many forms of play</p>	<ul style="list-style-type: none"> • Begin to grasp with a finger grasp, but revert to a whole fist grasp at times • Use connecting blocks to build more recognizable objects such as cars, airplanes and houses, and take them apart • Stack the blocks or building materials to make a house after watching someone else do it • Fill and dump several cups in the sand table using a shovel, then a smaller spoon • Make a snowman out of play dough after watching an older child make balls and put them together • Enjoy using a variety of art supplies, including markers, finger paints, crayons • Practice using scissors to cut out shapes, but be unable to stay on the lines 	<ul style="list-style-type: none"> • Provide time daily for small muscle play to develop the pincer grasp, and gain strength and control • Correct an awkward pencil grasp • Provide materials for small muscle play and practice such as: smaller blocks and beads, other manipulatives, play dough, paint brushes, markers, large pencils and crayons, as well as smaller ones, and blunt scissors and paper • Provide puppets • Frequently do more complex finger plays • Provide small snack items to pick up and eat • Put cotton balls in a cup, and let him take them out with tweezers

(b)(6)

THREE YEARS

Physical Development

(b)(6)

PS Personal and Social

C Cognitive

L Language

P Physical

C. Caring for Self and Others

P

Indicators (The child may):	Examples (The child might):	Activities (You can):
<p>I. Feel more grown up as he accomplishes self-help and housekeeping tasks with reminders</p>	<ul style="list-style-type: none"> • Spread icing on his gingerbread man with a craft stick • Pick up the puzzle he was working on and put it where it belongs • Sort socks, putting together the ones that match • Take care of his own toileting needs • Put on his own coat, hat and mittens, but need help with gloves and getting a zipper started • Brush his own teeth and hair • Dress himself up to the point of tying shoes • Wash and dry his own hands 	<ul style="list-style-type: none"> • Let the child do for himself anything that he is able to do • Encourage the child to try self-help skills • Praise the child's effort rather than just the results • Remind the child of the health and safety rules, giving reasons behind them if appropriate • Identify and label available bathrooms • Provide a quiet time and space, even if he has given up napping in the afternoon

(b)(6)

(b)(6)

HEALTHY BEGINNINGS:

Supporting Development and Learning from Birth through Three Years of Age

Glossary of Terms Used

Acknowledge: To show positive recognition or interest through facial expressions or words

Appropriate: What is properly expected for the child's age and ability

Autonomy: The sense of being self-directed

Cognition: The aspect of development dealing with thinking, problem solving, intelligence and language

Comprehension: The act of understanding, and making meaning out of what has been heard or read

Concept: Thought, notion, or idea

Consequences: The results of an action

Consistent: Behavior which is always the same

Context: The words surrounding a word or group of words that help give meaning to the word, also the circumstances surrounding an act or event

Cooing: Production of vowel sounds, often in response to a human face or voice, usually beginning around the second month of life

Criteria: A standard on which a judgment may be based

Demonstrate: To show clearly, or to explain with many examples

Empathy: Caring or concern for others

Empty calorie foods: Foods with little or no nutritional value and high sugar content

Environment: The area in which the baby/child is, inside or outside

Expose: To bring to light, or to give an experience to a child

Expressive language: Language that is spoken or communicated through gestures and signs, rather than merely heard and understood

Extend: To make a longer sentence, or add a thought to what the child has said

Frequently: Quite often

Indicate: To show

Intervene: To step in to a situation to help

Interact: To have meaningful contact with another person

Initiate: To start or begin

Intonation: The rise and fall in pitch of the voice in speech

Label: To attach a word to a picture, object, or activity, either verbally or in writing

Minimize: To make as small as possible

Model: To show or give an example; or a copy of an object

Non-verbal: Without words

Phonemic Awareness: A special kind of phonological awareness involving the smallest units of oral language, phonemes or sounds

Phonological Awareness: The knowledge of the sound structure of language

Phonetic: Having to do with the systematic association between letters and the sounds in spelling words

Positive reinforcement: The practice of giving some type of physical, emotional, or verbal reward for behavior that is desired

Prompted: Asked a question or given a reminder

Prosocial behavior: Behavior intended to enhance the welfare of another person

Reassurance: Comfort, usually with words that the child understands

Receptive language: Accurately understanding the meaning of words or phrases spoken or signed by others

Re-direct: To turn the child's attention to something different from what they are attending to

Reinforce: To strengthen the response with some type of reward, physical, emotional or verbal

Repetitions: Doing the same activity over and over again

Repetitive Books: Books having the same words or phrases over and over again

Resources: The objects available for the child to use or play with and the materials available for you to support their work with the child

Rhymes: Words that sound alike at the end, such as cat and bat

Rhythms: A regular rise and fall in the sound of speech; or the repetitive beat of a song

Secure Base: Parents/Caregivers provide child with a "home base," giving the child a feeling of security, support, and self-confidence

Self-regulation: The ability to control one's own behavior

Separation Anxiety: The stress experienced by a child when separated from his parent or primary caregiver

Show a preference: Like one object, song or story more than others

Social/Emotional Development: The child's capacity to experience, regulate, and express emotion; form close and secure interpersonal relationships, and explore the environment and learn.

Stimulating: To excite or arouse the senses

Text: The written words that are read in a book

Transitioning: Moving and changing activities

Universal Design for Learning: Providing multiple approaches to learning to meet the needs of diverse learners

Vocabulary: The collection of words that a child understands and/ or can speak

Wariness: The act of being very cautious or untrusting of unfamiliar people or situations

Resource List

The resources listed below are a sampling of helpful programs, services, books, and websites.

Programs and Services

Child & Adult Care Food Program: Provides recipes, resources, and information on preparing nutritious meals and food safety. www.nal.usda.gov/childcare

Consumer Product Safety Commission: Committed to protecting consumers and families from products that pose a fire, electrical, chemical, or mechanical hazard or can injure children. Phone: (800) 638-2772, www.cpsc.gov

Friends of the Family: Sponsors seminars and workshops that feature experts in various aspects of family or infant development; provides a toll-free help-line service for child care providers; and operates a lending library for early childhood practitioners and those working with young families. Phone: (410) 659-7701, www.friendsofthefamily.org

Kennedy-Krieger Institute: Provides evaluation, rehabilitation, educational services and cutting edge research on behalf of children with brain related disabilities, also provides professional training by renowned experts dedicated to increasing the number of qualified specialists in the United States and abroad. Phone: 443-923-9200, Toll Free: 800-873-3377, www.kennedykrieger.org

Maryland Cooperative Extension Service (MCE): A statewide, non-formal education system within the college of Agriculture and Natural Resources and the University of Maryland Eastern Shore. MCE educational programs and problem-solving assistance are available to citizens and are based on the research and experience of land grant universities such as the University of Maryland, College Park. Phone: (301) 405-8339, www.agnr.umd.edu/MCE

Maryland Infant and Toddlers Program: A system of early intervention and supports, offered by public and private agencies throughout the state to young children with developmental delays and their families. Phone: 1-800-535-0182 (MD Relay for persons with hearing impairments 1-800-735-2258), www.msde.state.md.us/programs/infant-sandtoddlers

Maryland State Department of Health and Mental Hygiene: Provides a wide range of information and services for the citizens of Maryland, including immunizations, communicable diseases, nutrition, environmental issues, and maternal and child health. Children's Health Resource Line 1-800-638-8864, www.dhmh.state.md.us

Project ACT: Assists individuals of all abilities and their families in achieving their personal goals and in reaching their maximum potential. Provides one-on-one, individually tailored services to people throughout Maryland and Washington D.C., Phone: 410-828-7700, 1-800-492-2523, www.abilitiesnetwork.org

Ready at Five: Focused on school readiness for all Maryland children, Ready at Five provides professional development to early education professionals (School Readiness Symposia; Institutes for Early Educators and curricula training); Learning Parties and ParentTips for parents and analyzes and reports the annual Maryland Model for School Readiness (MMSR) data across Maryland. Phone: (410) 788-5725, www.readyatfive.org

Zero to Three: A national organization whose goal is to provide families, providers and communities with support and to promote the healthy development of babies and toddlers. Provides information, resources, and publications for both parents and providers. Phone: (202) 638-1144, www.zerotothree.org

Books:

Acredolo, L. & Goodwyn, S. *Baby Minds: Brain Building Games Your Baby Will Love*. New York: Bantam Books, 2000

American Academy of Child and Adolescent Psychiatry. *Your Child: What Every Parent Needs to Know about Child Development*. William Morrow, 1998

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Isbell, R. *The Complete Learning Spaces Book for Infants and Toddlers*. Gryphon House, 2003

Schiller, P. *The Complete Resource Book for Toddlers and Twos*. Gryphon House, 2003

Silberg, J. *Baby Smarts: Games for Playing and Learning*. Gryphon House, 2009

Trister Dodge, D. & Heroman, C. *Building Your Baby's Brain: A Parent's Guide to the First Five Years*. Wadsworth Publishing, 1999

Websites:

Act Early: Learn the Signs: Provides normal developmental milestones for each age group with a "developmental health watch" listing red flags for each group. www.cdc.gov/actearly

American Academy of Pediatrics: Healthy Children: Provides information from members of the American Academy of Pediatrics about health, development, safety, and awareness for parents and caregivers. www.healthychildren.org

Countdown to Kindergarten: Provides information on the concept of school readiness, alerts parents to the existence of the kindergarten assessment and gives caregivers activity ideas build skills in the seven domains of learning. www.countdownMD.org

Family Education Network: A consumer network of learning and information resources, personalized to help parents, teachers, and students of all ages take control of their learning and make it part of their everyday lives. www.familyeducation.com

Maryland Committee for Children: Works with parents, child care providers, advocates, employers, and policymakers to expand and enhance the early childhood education and child care available to Maryland's children. www.mdchildcare.org

Maryland Public Libraries: It's never too early for active learning for young children. Free resources and services are available to children, families, child care providers and educators. To connect with your public library, click on your county from this link http://directory.sailor.lib.md.us/pub_use/county_map.cfm or call 410-767-0346.

Maryland State Department of Education/Division of Early Childhood Development: Responsible for improving early care and education in Maryland so that young children are well prepared for school. The Division website contains helpful information for families and child care providers. http://www.marylandpublicschools.org/MSDE/divisions/child_care/

National Association of the Education of Young Children: An organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade. www.naeyc.org

National Child Care Information Center (NCCIC): A service of the Child Care Bureau, a national clearinghouse and technical assistance center that links parents, providers, policy-makers, researchers, and the public to early care and education information. www.nccic.org

Maryland State Department of Education: A resource for providers and families with young children with disabilities, birth through five. <http://www.mdecgateway.org>

The Council for Exceptional Children, Division for Early Childhood: Provides information for families and caregivers to support the needs of children with developmental delays and disabilities. www.dec-sped.org

The National Institute for Literacy: Provides information about research and practices for reading instruction. www.nifl.gov

Way to Go, Weigh to Grow: A guide to healthy weight in infants, toddlers and preschoolers information and activities. www.healthyweightforkids.org

Resources Used

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**C1.2 Maryland Model for School Readiness
Framework and Standards for
PreKindergarten**

***Maryland Model
for School
Readiness
(MMSR)***

Framework and Standards for Prekindergarten

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
www.msde.state.md.us
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Sixth Edition

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Investing in Quality Early Childhood Education in Maryland

National Education Goal #1

National Education Goal #1, Children Entering School Ready to Learn, was created to ensure that all children will have an opportunity to enhance their skills, knowledge, and abilities by participating in classrooms that are sensitive to community values, recognize individual differences, reinforce and extend their strengths, and assist them in overcoming their difficulties.

All across the nation, many states are in the process of reforming the early child care and education system to improve the early learning conditions and services for young children. Based on research that confirms the importance of early years for social, cognitive, language, artistic, and physical development, the first five year's of a child's life are essential for establishing a foundation for learning and school success¹.

The Maryland General Assembly and the State's Executive Departments agreed that Maryland has to do more to ensure that young children receive quality, early learning opportunities. They assert that the state has to invest resources and build the infrastructure to enhance children's readiness for school.

The General Assembly wants to learn what Maryland's children know and are able to do as they enter kindergarten, i.e., the end of the first quarter of the kindergarten year.

Since the vast majority of young children attend public school kindergarten, teachers are the primary source of providing this information. Kindergarten teachers are competent and qualified professionals whose judgment on children's skills and abilities is valued.

¹ Maryland State Department of Education (2003). Maryland Model for School Readiness – Research and Policy. Baltimore: Author

Early Childhood Curriculum and Assessment Vision Statement

In Maryland, all young children will be provided with opportunities that have a positive impact on their success in school. School readiness is a continuum that begins at birth. Experiences should promote social and emotional development, cognition and general knowledge, language development, and physical well-being and motor development. The individual needs and strengths of every young child will be continually assessed to facilitate frequent adjustments and supplements to instruction.

The Maryland Model for School Readiness (MMSR) describes a framework that defines what preschool and kindergarten children should know and are able to do during their early years and how professionals and parents ensure quality early learning opportunities. Professionals are guided by the framework when developing or selecting early childhood curricula, implementing evidence-based instruction, and promoting assessment practices which are aligned with the state's content standards, curriculum, and classroom instruction.

Early childhood professionals also share accountability for the results of providing early learning opportunities. Any assessment, determining such results, is rooted in each practitioner's interaction with the young children as a learner. This relationship defines an in-depth understanding for the strength and needs of individual learners, and informs motivation for learning, instruction, and interventions.

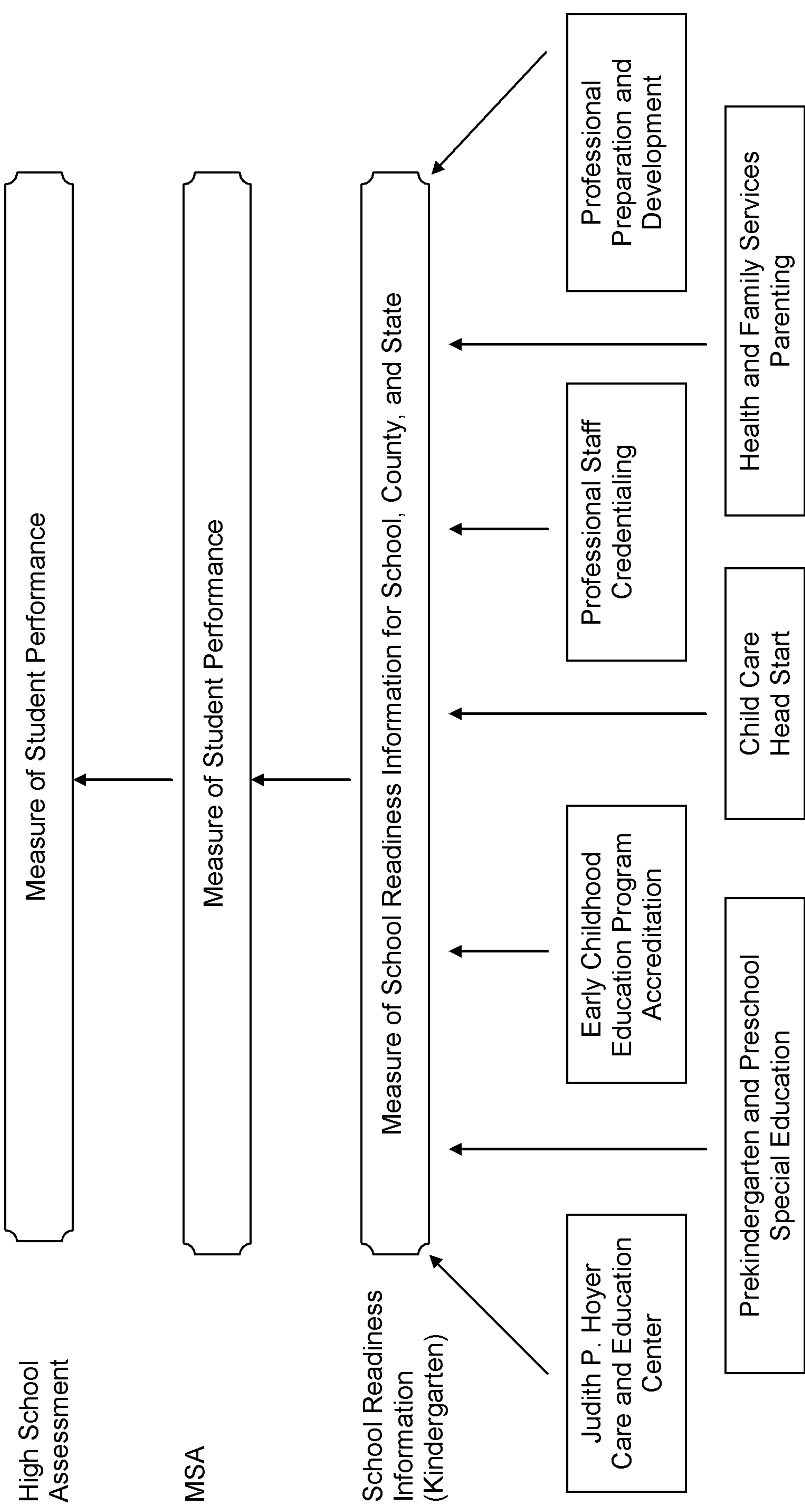
The young child's input, reflections, and self-evaluations are essential to the process of assessment. Families, teachers, and others who interact regularly with the young child also contribute to valid assessment techniques. Families, schools, and communities are partners in preparing Maryland's young children to become life-long learners and contributing members of society.

The assessment of young children should promote learning, not simply measure it. Young children have the ability to work through activities, to solve problems, to work independently, and to reflect on their thinking. Young children are active, spontaneous, creative, curious, and capable of self-direction. Therefore, instruction and assessment must capitalize on these qualities.

Assessment of young children should use a variety of methods, including performance-based assessments, systematic and ongoing observation, and a collection of young children's work over time. As mentioned before, the assessment should involve families, caregivers, teachers, and children themselves; it should occur over time in a natural setting and provide equitable opportunities to respond in a variety of modes.

Investing in Quality Early Childhood Education in Maryland

Goal: To Provide a Statewide Approach to Enhance School Readiness
Overview



Investing in Quality Early Childhood Education in Maryland

Goal: To Provide a Statewide Approach to Enhance School Readiness

Judy P. Hoyer Care and Education Centers

- Models of comprehensive early childhood education programs (i.e., prekindergarten, kindergarten, preschool special education, Maryland Infants and Toddlers Program, Head Start, child care)
- Early identification and intervention
- Family support (e.g., home visiting, parenting sessions)
- Family preservation and support (e.g., child abuse and prevention, foster care)
- Health system (e.g., Early Periodic Screening, Diagnostic, and Treatment, mental, dental health and nutrition)
- Family Literacy (e.g., adult education, parenting)

Early Childhood Education Program Accreditation

- Strategy for universal access to high quality early childhood education programs including:
 - Public School prekindergarten and kindergarten
 - Center-based child care and Head Start
 - Family Child Care

Professional Credentialing

- Improved qualifications of child care providers by Maryland Child Care Credentialing System
- Tuition

Professional Preparation and Development

- Improved professionalization of early childhood education
- Continued professional development opportunities for early childhood personnel
- Early Childhood partners such as Head Start are included

Introduction to the Maryland Model for School Readiness (MMSR)

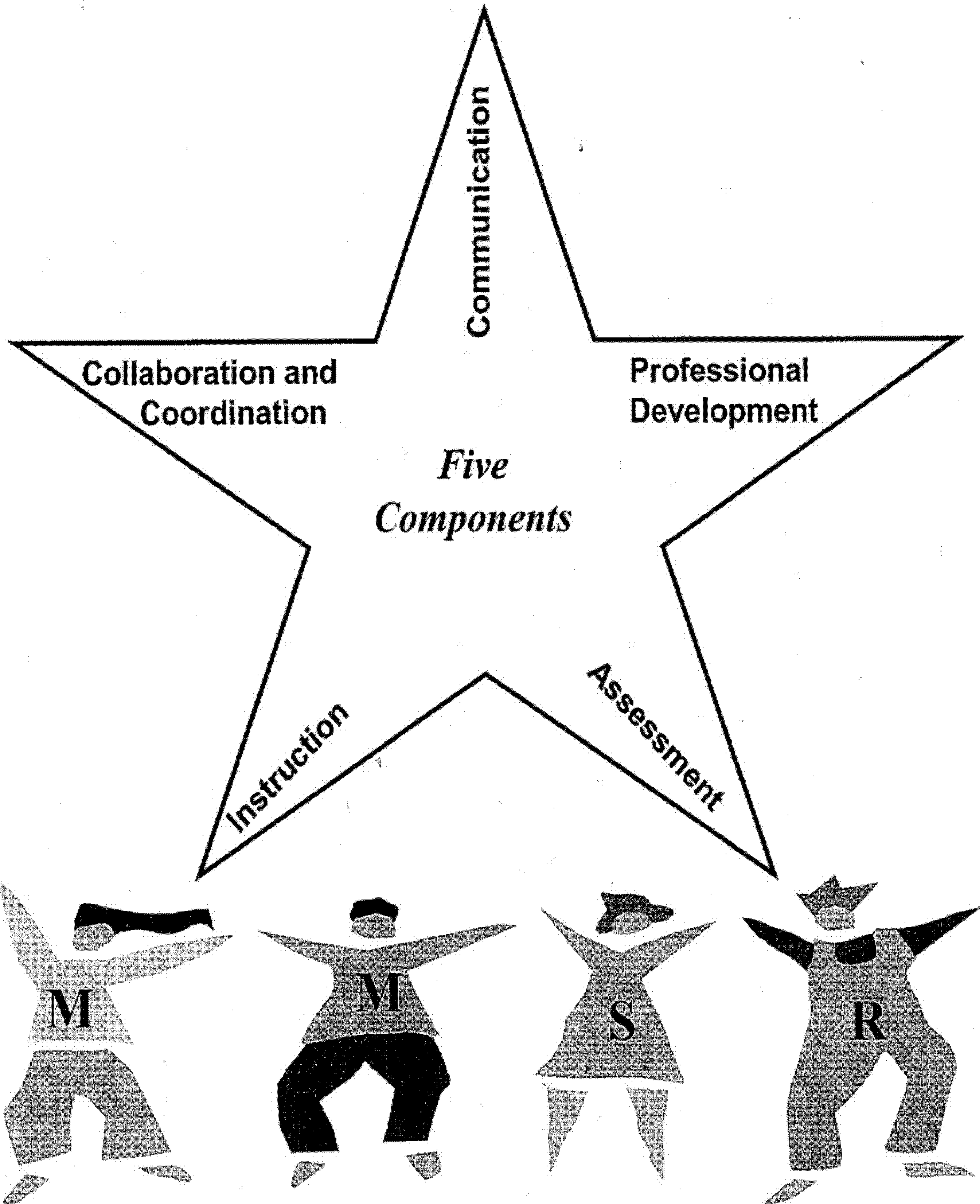
The goal of the MMSR is to provide a statewide approach to enhance school readiness.

The purpose of the MMSR is to improve the performance of kindergarten, prekindergarten, and preschool special education students by providing intensive professional development for teachers and other early childhood providers such as Head Start and child care.

MMSR was established to promote:

- The National Education Goal #1, the “readiness” goal, which calls for all children to start school ready to learn
- Each local school system’s need to integrate prekindergarten, kindergarten, and preschool special education into the school improvement efforts
- Each early child care and education program aligning curricular objectives which are specified and integrated across domains
- Early educators’ need to effectively provide more individualized instruction
- Young children’s needs to receive the ongoing support necessary to be better prepared to master the complex demands of formal schooling
- Communication among teachers, early care providers, and families about each child’s specific strengths and needs as part of the transition from early care and education to primary level education

Maryland Model for School Readiness



MMSR Framework

MMSR is a **framework** to assist early educators in instructing and assessing young children in the knowledge, skills and behaviors they need to be prepared for the learning demands of formal schooling.

The MMSR framework defines what children should know and be able to do by the end of kindergarten. It encompasses the following:

- Maryland’s definition of “school readiness;”
- Learning standards, indicators, and objectives for prekindergarten and kindergarten; and
- Systemic assessment method, which supports classroom instruction using the Work Sampling System™ (WSS) or compatible assessment systems.²

² Anne Arundel, Harford, and Montgomery Counties are using MMSR compatible assessment systems.

MMSR School Readiness

Definition

MMSR defines school readiness as the state of early development that enables an individual child to engage in and benefit from early learning experiences. As a result of family nurturing and interactions with others, a young child in this stage has reached certain levels of social and emotional development, cognition and general knowledge, language development, and physical well-being and motor development. School readiness acknowledges individual approaches toward learning as well as the unique experiences and backgrounds of each child.

MMSR

Definitions

Dimension:

A broad area or domain of a child's growth and learning.

Standard:

A broad, measurable statement of what students should know and be able to do for all Voluntary State Curriculum (VSC) content standards for Reading, Mathematics, Science, Social Studies, The Arts, Physical Development and Health, and standards for personal and social development: something that can be measured (not yet reflected in the VSC).

Indicator:

Further delineation of a standard that is a measurable description of student performance related to attaining a specified standard.

Objective:

Further delineation of an indicator that is a precise statement of what students should know and be able to do. It is intended to be used to guide teachers in planning for instruction.

WSS Prompts (in italics):

Work Sampling System™ indicators that align with MMSR/VSC indicators.



WSS - Indicates one of the 30 WSS indicators used to collect school readiness data.

- WSS – Indicates one of the WSS indicators which is not part of the school readiness data.

Relationship of MMSR Standards and
WSS Assessment Domains

MMSR/WSS Alignment

MMSR Standards	Work Sampling System Domains
Personal and Social Development	Personal and Social Development
Language and Literacy Development	Language and Literacy
Cognition and General Knowledge <ul style="list-style-type: none"> • Mathematics • Science • Social Studies • The Arts 	Mathematical Thinking Scientific Thinking Social Studies The Arts
Physical Development and Health <ul style="list-style-type: none"> • Physical Education • Health Education 	Physical Development and Health

Maryland Model for School Readiness

Personal and Social Development




A direct relationship exists between a child's personal and social well-being and overall success in school and life. Personal development is a complex process involving range and intensity of emotional reactions, perception of emotions in self and others, and behavioral expressions of emotions. Personal development occurs through the interaction of a child's temperament with his or her experiences.

Social development is an ongoing process of skill acquisition and mastery involving cognition, language, emotions, and perception. Social functioning is demonstrated by how a child interacts with others both verbally and non-verbally in difficult situations, through gestures, body language, and graphic or written expression.

A child's personal and social well-being is manifested in school by effective personal and social functioning. These characteristics are shaped and reflected in a child's background of culture and experience. A child expresses healthy personal and social functioning through respectful interpersonal relationships, responsible actions, accountability for those actions, and motivated learning.


Personal and Social Development

STANDARD: 1.0 PERSONAL SELF-REGULATIONS- Students will demonstrate effective personal functioning in group settings and as individuals.

Indicators	Objectives
A. Self Concept and Control	
1. Demonstrate healthy confidence <ul style="list-style-type: none"> • <i>WSS / A1 Demonstrates self-confidence.</i> 	a. Attempt new play and learning experiences independently b. Know resources are available in the classroom and how to use them
2. Uses coping skills with help from others	a. Relate needs, wants, and feelings to others b. Persevere with activities when feeling frustrated
3. Show self-direction in familiar settings  <i>WSS / A2 Shows some self-direction.</i>	a. Make choices with help and pursues tasks with intention b. Care for own belongings with occasional reminders
4. Follow simple classroom rules and routines with guidance  <i>WSS / B1 Follows simple classroom rules and routines.</i>	a. Generate and follow classroom rules b. Plan routine activities in the classroom with guidance
5. Use classroom materials appropriately  <i>WSS / B2 Uses classroom materials carefully.</i>	a. Play with and use materials with appropriate intention and purpose b. Put away classroom materials after use with occasional reminders

Personal and Social Development

CONTENT STANDARD: 2.0 SOCIAL SELF-REGULATION-Students will demonstrate effective social functioning in group settings and as individuals

Indicators	Objectives
A. Interactions with Others	
1. Initiate and maintain relationships with peers and adults  <i>WSS I D1 Interacts easily with one or more children.</i> <ul style="list-style-type: none"> • <i>WSS I D2 Interacts easily with familiar adults.</i> • <i>WSS I E1 Seeks adult help when needed to resolve conflicts.</i> 	a. Initiate conversation with peers and adults b. Take turns when working in groups with guidance c. Share materials and equipment with guidance d. Seek adult help when solving interaction conflicts
2. Participate cooperatively in group activities <ul style="list-style-type: none"> • <i>WSS I D3 Participates in the group life of the class.</i> 	a. Listen to directions from peers and responds to simple tasks b. Understand rules of group activities with guidance c. Speak of individual contributions and group accomplishments
3. Show empathy and concern for peers and adults <ul style="list-style-type: none"> • <i>WSS I D4 Shows empathy and caring for others.</i> 	a. Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally b. Care with guidance for peers who are in distress

STANDARD: 3.0 APPROACHES TOWARD LEARNING- Students will demonstrate active interest in learning and apply learning and study skills to new tasks.

Indicators	Objectives
A. Approaches Toward Learning	
1. Show eagerness and curiosity as a learner <ul style="list-style-type: none"> • <i>WSS I C1 Shows eagerness and curiosity as a learner.</i> 	a. Demonstrate interest and curiosity in learning new things with guidance b. Ask some questions about new things and experiences c. Speak about new learning experiences
2. Attend to learning tasks with guidance <ul style="list-style-type: none"> • <i>WSS 1 B3 Manages transitions.</i> • <i>WSS I C2 Attends to task and seeks help when encountering a problem.</i> 	a. Manage transitions from one activity to the next with guidance b. Listen to simple directions specific to the tasks c. Complete short-term tasks

Personal and Social Development

STANDARD: 3.0 APPROACHES TOWARD LEARNING- Students will demonstrate active interest in learning and apply learning and study skills to new tasks.

Indicators	Objectives
3. Use some learning strategies when approaching new tasks <ul style="list-style-type: none">• <i>WSS / C3 Approaches tasks with flexibility and inventiveness.</i>	a. Plan and carry out familiar tasks with guidance b. Ask questions to seek ideas for new tasks c. Relate relevant previous experiences to new task
4. Accepts responsibility for learning	a. Put away materials after completing activity or task b. Participate in classroom activities c. Recognize mistakes and asks for help

Maryland Model for School Readiness

Language and Literacy Development



Language and literacy development spans the broad continuum of listening, speaking, reading, and writing. Sensitivity to individual growth and cultural diversity is essential to viewing a child's language development.

Because language and literacy development and learning to read is complex, a child needs instruction in phonemic awareness in order to notice, think about, and work with the individual sounds in spoken words. A child also needs phonics instruction to realize the relationships between the letters of written language and the individual sounds of spoken language. At the same time, a child must understand how individual words and sentences convey meaning. Understanding how meaning is constructed from what is read is facilitated by effective text comprehension instruction and vocabulary instruction. Fluency instruction, which begins with such skills as engaging in imitative reading of familiar texts at an appropriate rate, also plays an important part in building a bridge between word recognition and comprehension. A child must also have a sense of how language is used in everyday listening and speaking. Thus, language development moves the child along the continuum of emerging literacy.

A variety of settings in a natural environment are necessary to ensure accurate assessment of a child's language and literacy development. Sensitivity to cultural diversity and varied family background is vital. Language and literacy development encompass all forms of communication, both verbal and non-verbal, and should be assessed in both formal and informal settings.

Language and Literacy Development

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

Indicators	Objectives
A. Phonemic Awareness	
1. Discriminate sounds and words  <i>WSS II A3 Demonstrates phonological awareness.</i>	a. Tell whether sounds are same or different b. Recognize that letters represent sounds c. Identify and repeat initial sounds in words d. Classify words by initial sounds
2. Discriminate and produce rhyming words and alliteration.  <i>WSS II A3 Demonstrates phonological awareness.</i>	a. Repeat rhyming words b. Repeat phrases and sentences with alliteration c. Discriminate rhyming words from non-rhyming words
3. Blend sounds and syllables to form words	a. Orally blend syllables into a whole word, such as fun-ny = funny
4. Segment sounds in spoken words and sentences	a. Clap words in a sentence b. Identify the initial sound in a word

Language and Literacy Development

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: PHONICS:
Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.


Indicators	Objectives
<p>B. Phonics</p> <p>1. Recognize that letters have corresponding sounds</p> <ul style="list-style-type: none"> • <i>WSS II C3 Begins to develop knowledge about letters.</i> 	<p>a. Recognize similarities and differences in letter shapes</p> <p>b. Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p</p>
<p>2. Decode words in grade-level texts</p>	<p>a. Identify and name some upper and lower case letters in words, especially those in the student's own name</p>

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: FLUENCY:
Students will read orally with accuracy and expression at a rate that sounds like speech.

Indicators	Objectives
<p>C. Fluency</p> <p>1. Engage in imitative reading at an appropriate rate</p>	<p>a. Listen to models of fluent reading</p> <p>b. Recite nursery rhymes, poems, and finger plays with expression</p> <p>c. Develop beginning sight vocabulary of familiar words, such as first name, color words</p>


Language and Literacy Development

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: VOCABULARY:
Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Indicators	Objectives
<p>D. Vocabulary</p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p style="padding-left: 40px;">• <i>WSS II B2 Uses expanded vocabulary and language for a variety of purposes.</i></p> <p style="padding-left: 40px;"> <i>WSS II C2 Shows beginning understanding of concepts about print.</i></p>	<p>a. Acquire new vocabulary through listening to a variety of texts on a daily basis</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p>c. Ask questions about unknown objects and words related to topics discussed</p> <p>d. Listen to and identify the meaning of content-specific vocabulary</p> <p>e. Identify some signs, labels, and environmental print</p> <p>f. Collect and play with favorite words</p>
<p>2. Develop a conceptual understanding of new words</p>	<p>a. Use words to describe size, color, and shape</p> <p>b. Name common objects shown in pictures</p>
<p>3. Understand, acquire, and use new vocabulary</p>	<p>a. Use illustrations to find meaning of unknown words</p> <p>b. Use newly learned vocabulary on multiple occasions to reinforce meaning</p>



Language and Literacy Development

**CONTENT STANDARD: 1.0 GENERAL READING PROCESSES:
COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).**

Indicators	Objectives
<p>E. General Reading Comprehension</p> <p>1. Demonstrate an understanding of concepts of print to determine how print is organized and read</p> <ul style="list-style-type: none"> • <i>WSS II C1 Shows appreciation for books and reading.</i> <p> <i>WSS II C2 Shows beginning understanding of concepts about print.</i></p>	<p>a. Understand that speech can be written and read</p> <p>b. Understand that print conveys meaning</p> <p>c. Demonstrate the proper use of a book</p> <p>d. Identify the title of a book</p> <p>e. Demonstrate that text is read from left to right and top to bottom</p> <p>f. Identify pictures, shapes, letters, and numerals</p>
<p>2. Use strategies to prepare for reading (before reading)</p>	<p>a. Make connections to the text using illustrations/ photographs from prior knowledge</p> <p>b. Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic</p> <p>c. Help set a purpose for reading</p>

Language and Literacy Development

**CONTENT STANDARD: 1.0 GENERAL READING PROCESSES:
COMPREHENSION: Students will use a variety of strategies and opportunities to understand what they read (construct meaning).**

Indicators	Objectives
<p>3. Use strategies to make meaning from text (during reading)</p>  <p><i>WSS II C4 Comprehends and responds to stories read aloud.</i></p>	<p>a. Use illustrations to construct meaning</p> <p>b. Make and confirm predictions</p> <p>c. Connect events, characters, and actions in stories to specific life experiences</p>
<p>4. Demonstrate understanding of text (after reading)</p>  <p><i>WSS II C4 Comprehends and responds to stories read aloud.</i></p>	<p>a. Recall information from text</p> <p>b. Respond orally to questions</p> <p>c. Respond to text in a variety of ways</p> <ul style="list-style-type: none"> • Retell • Dramatize • Draw <p>d. Review the purpose for reading</p> <p>e. Retell a story as though reading a book</p>


Language and Literacy Development

CONTENT STANDARD: 2.0 COMPREHENSION OF INFORMATIONAL TEXT:
Students will read, comprehend, interpret, analyze, and evaluate informational text.

Indicators	Objectives
<p>A. Comprehension of Informational Text</p>	
<p>1. Develop comprehension skills by reading a variety of informational texts</p>	<p>a. Listen to nonfiction materials</p> <ul style="list-style-type: none"> • Nonfiction trade books • Magazines • Multimedia resources <p>b. Listen to and read functional documents by following simple oral or rebus directions</p> <ul style="list-style-type: none"> • Recipes • Rules • Signs • Labels • Center activities • Classroom schedules <p>c. Listen to and use personal interest materials, such as books and magazines</p>
<p>2. Recognize and use text features to facilitate understanding of informational texts</p>	<p>a. Recognize print features</p> <ul style="list-style-type: none"> • Print size <p>b. Recognize graphic aids</p> <ul style="list-style-type: none"> • Photographs • Drawings • Maps • Graphs • Diagrams
<p>3. Develop knowledge of organizational structure of informational texts</p>	<p>a. Recognize sequential order</p>
<p>4. Determine important ideas and messages in informational texts</p>	<p>a. Retell important facts from a text</p> <p>b. Identify how someone might use the text</p>
<p>5. Evaluate informational text</p>	


Language and Literacy Development

CONTENT STANDARD: 3.0 COMPREHENSION OF LITERARY TEXT:
Students will read, comprehend, interpret, analyze, and evaluate literary text.

Indicators	Objectives
A. Comprehension of Literary Text	
1. Develop comprehension skills by listening to a variety of self-selected and assigned literary texts  <i>WSS II C4 Comprehends and responds to stories read aloud.</i>	a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities b. Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales
2. Use text features to facilitate understanding of literary texts	a. Identify and explain how the title contributes to meaning b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning
3. Use elements of narrative texts to facilitate understanding	a. Identify the beginning and end of a story b. Identify the characters of a story
4. Use elements of poetry to facilitate understanding	a. Identify rhyme, rhythm, and repetition in poems read to them
5. Use elements of drama to facilitate understanding	a. Recognize that a play has characters, dialogue, scenery, and tells a story
6. Determine important ideas and messages in literary texts	a. Retell the story by sequencing the main events b. Identify a personal connection to the text



Language and Literacy Development

CONTENT STANDARD: 4.0 WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.

Indicators	Objectives
A. Writing	
<p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p> <i>WSS II D2 Uses letter-like shapes, symbols, letters, and words to convey meaning.</i></p> <ul style="list-style-type: none"> • <i>WSS II D3 Understands purposes for writing.</i> 	<p>a. Recognize that writing conveys meaning</p> <p>b. Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas</p>
<p>2. Compose oral and visual presentations that express personal ideas</p> <ul style="list-style-type: none"> • <i>WSS II D1 Represents ideas and stories through pictures, dictation, and play.</i> • <i>WSS II D3 Understands purposes for writing.</i> 	<p>a. Write to express personal ideas using letter-like shapes, symbols, and letters</p> <p>b. Contribute to a shared writing experience or topic of interest</p> <p>c. Use drawings, letters, or symbols to express personal ideas</p>
<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p>	<p>a. Identify and use words to communicate feelings</p> <p>b. Acquire and use new vocabulary</p>



Language and Literacy Development

CONTENT STANDARD: 5.0 CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.


Indicators	Objectives
A. Grammar	
1. Use grammar concepts and skills that strengthen oral language  <i>WSS II B1 Speaks clearly enough to be understood without contextual clues</i>	a. Use complete sentences to respond to questions
B. Usage	
1. Comprehend and apply standard English usage in oral language	a. Use sentences with subject/verb agreement b. Use correct verb tense
C. Mechanics	
1. Comprehend basic punctuation and capitalization in written language  <i>WSS II D2 Uses letter-like shapes, symbols, letters, and words to convey meaning.</i>	a. Recognize that names begin with a capital letter b. Recognize that space is used to separate words

Language and Literacy Development

CONTENT STANDARD: 6.0 LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.

Indicators	Objectives
A. Listening	
1. Demonstrate active listening strategies	a. Attend to the speaker
2. Comprehend and analyze what is heard  <i>WSS II A1 Gains meaning by listening.</i> <ul style="list-style-type: none"> • <i>WSS II A2 Follows two- or three-step directions</i>  <i>WSS II A3 Demonstrates phonological awareness.</i>	a. Determine a speaker 's general purpose b. Identify rhythms and patterns of language, including rhyme and repetition c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge d. Follow a set of two- or three-step directions e. Listen carefully to expand and enrich vocabulary

CONTENT STANDARD: 7.0 SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

Indicators	Objectives
A. Speaking	
1. Use organization and delivery strategies  <i>WSS II B1 Speaks clearly enough to be understood without contextual clues.</i>	a. Speak clearly enough to be heard and understood in a variety of settings
2. Make oral presentations	a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories b. Use props in situations, such as show-and-tell

Maryland Model for School Readiness

Cognition and General Knowledge

Each child acquires knowledge by linking prior experiences to formal and informal learning situations. A child applies and extends prior knowledge to new experience and refines concepts or forms new ones. Cognition is a fluid process by which a child constructs meaning of the world and develops thinking skills, thus enabling active learning in the domain of mathematics, science, social studies, and the arts. General knowledge in these domains is a product of cognition, which expands and grows through learning and self-expression.


Assessment of standards and indicators in mathematics, science, and social studies should be anchored in problem solving activities. A variety of settings in a natural environment are necessary to ensure assessment of a child's ability to solve problems using the components of Cognition and General Knowledge in the domains.

Cognition and General Knowledge

Mathematics



Cognition and General Knowledge Mathematics

CONTENT STANDARD: 1.0 KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.

Indicators	Objectives
A. Patterns and Functions	
2. Identify, copy, and extend non-numeric patterns  <i>WSS III C2 Recognizes simple patterns and duplicates them.</i>	a. Match patterns kinesthetically such as: clap/snap/clap... b. Recognize simple patterns c. Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern d. Continue a simple pattern e. Create a simple pattern of 2 different objects when given the rule f. Identify patterns in real-world situations
B. Expression, Equations, and Inequalities	
2. Identify inequalities	a. Explore relationships by comparing groups of no more than 5 objects to determine more or less

Cognition and General Knowledge Mathematics

CONTENT STANDARDS: 2.0 KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.

Indicators	Objectives
A. Plane Geometric Figures	
1. Recognize and use the attributes of plane geometric figures <ul style="list-style-type: none"> • <i>WSS III C1 Sorts objects into subgroups that vary by one or two attributes.</i>  <i>WSS III D1 Begins to recognize and describe the attributes of shapes.</i>	a. Sort objects by one attribute such as: shape, color, and size b. Name the attributes of plane figures such as: shape, color, size c. Match triangles, circles, and squares d. Identify triangles, circles, and squares in the environment
B. Solid Geometric Figure	
1. Recognize and use the attributes of solid geometric figures  <i>WSS III D1 Begins to recognize and describe the attributes of shapes.</i>	a. Sort objects by one attribute such as: size, shape, weight, length b. Find solid figures in the environment
E. Transformations	
1. Begin to recognize a transformation <ul style="list-style-type: none"> • <i>WSS III D2 Shows understanding of and uses several positional words.</i> 	a. Tell position by using words such as: over, under, above, on, next to, below, beside, behind b. Recognize a slide using concrete materials

Cognition and General Knowledge Mathematics

CONTENT STANDARD: 3.0 KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.


Indicators	Objectives
A. Measurement Units	
1. Recognize and use measurement attributes <ul style="list-style-type: none"> • <i>WSS III E1 Orders, compares, and describes objects according to a single attribute.</i> 	a. Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder b. Compare and describe objects according to a single attribute
B. Measurement Tools	
1. Measure in non-standard units <ul style="list-style-type: none"> • <i>WSS III E2 Participates in measuring activities.</i> 	a. Measure length of objects b. Explore the capacity of containers c. Explore the weight of objects

CONTENT STANDARD: 4.0 KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.

Indicators	Objectives
A. Data Displays	
1. Explore and display data	a. Explore data by answering a yes/no question b. Display data on real graphs c. Display data on picture graphs
B. Data Analysis	
1. Analyze data	a. Talk about data from real graphs to answer a question such as: Which category has the most?


Cognition and General Knowledge Mathematics

CONTENT STANDARD: 6.0 KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.

Indicators	Objectives
<p>A. Knowledge of number</p> <p>1. Apply knowledge of whole numbers</p> <p> <i>WSS III B1 Shows beginning understanding of number and quantity.</i></p>	<ul style="list-style-type: none"> a. Build concept of number b. Show an understanding of quantity c. Construct relationships based on quantity d. Use classroom experiences to indicate same, more, or less e. Count and discuss quantity f. Use concrete materials to build sets 0 to 5 g. Match a numeral to a set 0 to 5 h. Count to 10 i. Use ordinal words to indicate position such as: first, next, last


Cognition and General Knowledge Mathematics

CONTENT STANDARD: 7.0 PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.

Indicators	Objectives
<p>A. Problem solving</p> <p>1. Apply a variety of concepts, processes, and skills to solve problems</p> <p> <i>WSS III A1 Begin to use simple strategies to solve mathematical problems.</i></p>	<p>a. Identify the question in the problem</p> <p>b. Decide if enough information is present to solve the problem</p> <p>c. Make a plan to solve a problem</p> <p>d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation</p> <p>e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation</p> <p>f. Identify alternative ways to solve a problem</p> <p>g. Show that a problem might have multiple solutions or no solution</p> <p>h. Extend the solution of a problem to a new problem situation</p>
<p>B. Reasoning</p> <p>1. Justify ideas or solutions with mathematical concepts or proofs</p>	<p>a. Use inductive or deductive reasoning</p> <p>b. Make or test generalizations</p> <p>c. Support or refute mathematical statements or solutions</p> <p>d. Use methods of proofs, i.e., direct, indirect, paragraph, or contradiction</p>

Cognition and General Knowledge Mathematics

CONTENT STANDARD: 7.0 PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.

Indicators	Objectives
<p>C. Communication</p> <p>1. Present mathematical ideas using words, symbols, visual displays, or technology</p> <p> <i>WSS III A1 Begin to use simple strategies to solve mathematical problems.</i></p>	<p>a. Use multiple representations to express concepts or solutions</p> <p>b. Express mathematical ideas orally</p> <p>c. Explain mathematical ideas in written form</p> <p>d. Express solutions using concrete materials</p> <p>e. Express solutions using pictorial, tabular, graphical, or algebraic methods</p> <p>f. Explain solutions in written form</p> <p>g. Ask questions about mathematical ideas or problems</p> <p>h. Give or use feedback to revise mathematical thinking</p>
<p>D. Connections</p> <p>1. Relate or apply mathematics within the discipline, to other disciplines, and to life</p>	<p>a. Identify mathematics within the discipline, to other disciplines, and to life</p> <p>b. Identify mathematical concepts in relationships to other disciplines</p> <p>c. Identify mathematical concepts in relationship to life</p> <p>d. Use the relationship among mathematical concepts to learn other mathematical concepts</p>

Cognition and General Knowledge

Science



Cognition and General Knowledge

Science

CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2



Introduction

From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, collect things, count and measure things, make and record qualitative observations using simple diagrams, illustrations, and oral or written language, organize collections and observations, discuss findings, etc. Getting into the spirit of science and liking science are what count most. By the end of Grade 2, children will have had multiple experiences with applying and practicing all of the listed science skills and processes across the concept areas.

Indicators	Objectives
<p>A. Constructing Knowledge</p> <p>1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p> <i>WSS IV A1 Asks questions and uses senses to observe and explore materials and natural phenomena</i></p> <p> <i>WSS IV A2 Use simple tools and equipment for investigation</i></p>	<ul style="list-style-type: none"> a. Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens b. Seek information through reading, observation, exploration, and investigations c. Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data d. Explain that when a science investigation is done the way it was done before, we expect to get a very similar result e. Participate in multiple experiences to verify that science investigations generally work the same way in different places f. Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet’s water bowl) g. Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences


Cognition and General Knowledge Science

CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2

<p>B. Applying Evidence and Reasoning</p>	
<p>1. People are more likely to believe your ideas if you can give good reasons for them</p>	<ul style="list-style-type: none"> a. Provide reasons for accepting or rejecting ideas examined b. Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas c. Explain why it is important to make some fresh observations when people give different descriptions of the same thing
<p>C. Communicating Scientific Information</p>	
<p>1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question</p> <p> <i>WSS IV A1 Asks questions and uses senses to observe and explore materials and natural phenomena</i></p> <p> <i>WSS IV A3 Makes comparisons among objects</i></p>	<ul style="list-style-type: none"> a. Describe things as accurately as possible and compare observations with those of others b. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion c. Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth) d. Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean e. Recognize that everybody can do science and invent things and ideas

Cognition and General Knowledge Science

CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science.

Indicators	Objectives
D. Technology	
<p>1. Design and make things with simple tools and a variety of materials.</p> <p> <i>WSS IV A2 Uses simple tools and equipment for investigation</i></p>	<p>a. Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task</p> <p>b. Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all</p> <p>c. Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like</p> <p>d. Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut)</p> <p>e. Explain that sometimes it is not possible to make or do everything that is designed</p>
<p>2. Practice identifying the parts of things and how one part connects to and affects another</p>	<p>a. Investigate a variety of objects to identify that most things are made of parts</p> <p>b. Explain that something may not work if some of its parts are missing</p> <p>c. Explain that when parts are put together, they can do things that they couldn't do by themselves</p>
<p>3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble</p>	<p>a. Explain that a model of something is different from the real thing but can be used to learn something about the real thing</p> <p>b. Realize that one way to describe something is to say how it is like something else</p>

Cognition and General Knowledge Science

CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science

Indicators	Objectives
E. History of Science	a. Investigate and explore science concepts.
1. Recognize that everyone can do science and invent things.	

Cognition and General Knowledge Science

CONTENT STANDARD: 2.0 EARTH/SPACE SCIENCE: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.

Indicators	Objectives
A. Materials and Processes That Shape a Planet¹	
B. Earth History¹	
C. Plate Tectonics¹	
D. Astronomy¹	
E. Interactions of Hydrosphere and Atmosphere	
2. Describe the weather using observations.	a. Observe and describe the weather using senses b. Describe qualitative changes in weather, such as temperatures, precipitation, wind, etc.

¹Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.

Cognition and General Knowledge Science


CONTENT STANDARD: 3.0 LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.

Indicators	Objectives
<p>A. Diversity of Life</p> <p>1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different</p>	<p>a. Gather information about how some animals are alike in the way they look and in the things they do.</p> <p>b. Gather information about how some plants are alike in the way they look and the things they do.</p> <p>c. Draw a picture of two animals that look alike (or plants) and of two animals (or plants) that look different and respond to questions that are raised by those who observe the pictures.</p> <p>d. Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things.</p>
<p>B. Cells¹</p>	
<p>C. Genetics¹</p> <p>1. Observe, describe and compare different kinds of animals and their offspring</p>	<p>a. Recognize and describe the similarities and differences among familiar animals and their offspring</p> <p>b. Describe how offspring are very much, but not exactly, like their parents and like one another</p> <p>c. Arrange illustrations of humans and other animals in developmental sequence from infancy to adult</p>
<p>D. Evolution¹</p>	
<p>E. Flow of Matter and Energy¹</p>	
<p>F. Ecology¹</p>	

¹Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.

Cognition and General Knowledge Science

CONTENT STANDARD: 4.0 CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.

Indicators	Objectives
A. Structure of Matter¹	
1. Use evidence from investigations to describe the observable properties of a variety of objects.  <i>WSS IV A3 Makes comparisons among objects</i>	a. Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.). b. Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture).
B. Conservation of Matter¹	
C. States of Matter¹	
D. Physical and Chemical Changes¹	

CONTENT STANDARD: 5.0 PHYSICS: Students will use scientific skills and processes to explain the interactions of matter and energy and the transformations that occur.

Indicators	Objectives
A. Mechanics¹	
B. Thermodynamics¹	
C. Electricity and Magnetism¹	
D. Wave Interactions¹	

¹Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.

Cognition and General Knowledge Science

CONTENT STANDARD: 6.0 ENVIRONMENTAL SCIENCE: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.

Indicators	Objectives
A. Natural Resources and Human Needs¹	
B. Environmental Issues¹	



¹ Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.

Cognition and General Knowledge

Social Studies



Cognition and General Knowledge Social Studies

CONTENT STANDARD: 1.0 POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

Indicators	Objectives
<p>A. The Foundation and Function of Government</p> <p>1. Identify the importance of rules</p> <p> <i>WSS V C1 Demonstrates awareness of rules.</i></p>	<p>a. Recognize why people have rules at home and at school.</p> <p>b. Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom.</p>
<p>2. Identify symbols and practices associated with the United States of America</p>	<p>a. Recognize symbols, such as the American Flag.</p> <p>b. Recognize that the Pledge of Allegiance is a practice that happens in school.</p>
<p>B. Individual and Group Participation in the Political System</p>	
<p>1. Recognize people important to the American political system</p>	<p>a. Respond to informational text read aloud to develop an awareness of the contributions made by certain individuals that are remembered during observance of national holidays and celebrations.</p>
<p>C. Protecting Rights and Maintaining Order</p>	<p> <i>WSS V B2 Describes some people's jobs and what is required to perform them.</i></p>
<p>1. Identify the roles, rights, and responsibilities of being a member of the family and school</p> <ul style="list-style-type: none"> • <i>WSS VB1 Begins to understand family needs, roles, and relationships.</i> • <i>WSS VC2 Shows awareness of what it means to be a leader.</i> 	<p>a. Identify roles of family members.</p> <p>b. Identify the roles of members of the school, such as principal, teacher, and nurse.</p> <p>c. Identify and discuss rights, responsibilities, and choices in the classroom and family.</p>

Cognition and General Knowledge Social Studies

CONTENT STANDARD: 2.0 PEOPLES OF THE NATIONS AND WORLD: (Prek – 3 Standard) Students will understand how people in Maryland, the United States, and around the world are alike and different.

Indicators	Objectives
<p>A. Elements of Culture</p> <p>1. Identify themselves as individuals and members of families that have the same human needs as others</p> <p> <i>WSS V A1 Identifies similarities and differences in personal and family characteristics.</i></p>	<p>a. Identify the members of their families and the ways that they meet their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music.</p> <p>b. Use personal experiences, stories, and electronic media to demonstrate understanding that all people need food, clothing, and shelter.</p>
<p>B. Cultural Diffusion</p>	
<p>C. Conflict and Compromise</p> <p>1. Identify how groups of people interact</p> <p> <i>WSS V C1 Demonstrates awareness of rules.</i></p>	<p>a. Identify and demonstrate appropriate social skills, such as listening to others, settling disagreements, and taking turns that help people live, work, and play together at home and in school.</p>



Cognition and General Knowledge Social Studies

CONTENT STANDARD: 3.0 GEOGRAPHY: (PreK – 3 Standard) Students will use geographic concepts and processes to understand location and its relationship to human activities.

Indicators	Objectives
A. Using Geographic Tools	
1. Recognize that a globe and maps are used to help people locate places. <ul style="list-style-type: none"> • <i>WSS V D1 Describes the location of things in the environment</i> 	a. Recognize that maps are models of places. b. Recognize that a globe is a model of Earth. c. Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs.
B. Geographic Characteristics of Places and Regions	
1. Recognize that places in the immediate environment have specific physical and human-made features. <ul style="list-style-type: none"> • <i>WSS V D2 Shows awareness of the environment</i> 	a. Discuss that places have natural/physical features such as mountains, rivers, and hills. b. Discuss that places have human-made features, such as streets, buildings, and parks.
C. Movement of People, Goods and Ideas	
1. Identify the role of transportation in the community	a. Recognize transportation as a means of traveling from place to place. b. Identify ways in which people travel to various places in the community, such as bus, car, and bicycle.
D. Modifying and Adapting the Environment	
1. Describe how people adapt to their immediate environment. <ul style="list-style-type: none"> • <i>WSS V D2 Shows awareness of the environment</i> 	a. Identify way people adapt to the environment, such as wearing clothing that is appropriate to the weather.

Cognition and General Knowledge Social Studies

CONTENT STANDARD: 4.0 ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

Indicators	Objectives
<p>A. Scarcity and Economic Decision-making</p>	<p>a. Identify that goods are things that people make or grow.</p> <p>b. Demonstrate the ability to make a choice.</p>
<p>1. Recognize that people have to make choices because of unlimited economic wants</p>	
<p>2. Identify that materials/resources are used to make products</p> <p> <i>WSS V B2 Describes some people's jobs and what is required to perform them.</i></p>	<p>a. Recognize that workers do jobs in the home and school.</p> <p>b. Participate in steps that are followed in making a product, such as a drawing, a block building, and a card for a friend or relative.</p>
<p>3. Explain how technology affects the way people live, work, and play</p> <p> <i>WSS V B3 Begins to be aware of technology and how it affects life.</i></p>	<p>a. Begin to be aware of technology and how it affects daily life, such as different ways to fasten shoes and different appliances to cook food.</p>
<p>B. Economic Systems and the Role of Government in the Economy</p>	
<p>1. Identify types of local markets</p>	<p>a. Identify markets as places where buyers and sellers meet.</p>
<p>2. Identify how goods are acquired</p>	<p>a. Identify that coins and bills are money.</p> <p>b. Identify that money is used to buy goods.</p>

Cognition and General Knowledge Social Studies

CONTENT STANDARD: 5.0 HISTORY: (PreK – 3 Standard) Students will use historical thinking skills to understand how individuals and events have changed society over time.

Indicators	Objectives
A. Change Over Time	a. Describe the events of the day (things that have happened in the immediate past, in the present, and might happen in the future) using terms, such as morning/ afternoon, night/day.
1. Distinguish among past, present, and future time	

CONTENT STANDARD: 6.0 SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Indicators	Objectives
A. Learn to Read and Construct Meaning about Social Studies	
B. Learn to Write to Communicate Social Studies Understandings 1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	a. Write to express social studies ideas using a variety of forms.
C. Ask Social Studies Questions 1. Identify a topic that requires further study	a. Identify prior knowledge about the topic. b. Pose questions about the topic.
D. Acquire Social Studies Information 1. Identify primary and secondary sources of information that relate to the topic/ situation/ problem being studied	a. Gather and read appropriate print sources, such as trade books that relate to a topic
E. Organize Social Studies Information	
F. Analyze Social Studies Information	
G. Answer Social Studies Questions	



Cognition and General Knowledge

Fine Arts

Cognition and General Knowledge

Fine Arts - Music

CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.

Indicator	Objective
A. Perceiving and Responding	
1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment	a. Explore a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines b. Listen for repeated patterns in music c. Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low d. Explore sounds in selected environments such as classroom, playground, fieldtrip, and cafeteria
2. Experience performance through singing, playing instruments, and listening to performances of others  <i>WSS VI A1 Participates in group music experiences.</i>	a. Sing songs that use the voice in a variety of ways b. Listen to examples of adult male voices, adult female voices, and children's voices c. Wait and listen before imitating rhythmic and melodic patterns d. Explore steady beat through singing, speaking, and playing classroom instruments
3. Respond to music through movement  <i>WSS VI A2 Participates in creative movement, dance, and drama.</i>	a. Express music through movement, developing the concept of personal space ("bubble space") b. Respond to steady beat through locomotor and body movement c. Listen for simple directions or verbal cues in singing games d. Explore a variety of locomotor and non-locomotor movements to show meter

Cognition and General Knowledge

Fine Arts - Music

CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Indicator	Objective
B. Historical, Cultural, and Social Context	
1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression	<ul style="list-style-type: none"> a. Explore music used in daily living b. Sing songs representative of different activities, holidays, and seasons in a variety of world cultures
2. Become acquainted with the roles of music in the lives of people	<ul style="list-style-type: none"> a. Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies
3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines	<ul style="list-style-type: none"> a. Explore creative expression through music, dance, creative dramatics, and the visual arts b. Participate in music activities that emphasize alphabet recognition, spatial relationships, and counting
4. Develop knowledge of a wide variety of styles and genres through the study of music history	<ul style="list-style-type: none"> a. Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version

STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.

Indicators	Objectives
C. Creative Expression and Production	
1. Develop confidence in the ability to improvise music through experimentation with sound	<ul style="list-style-type: none"> a. Experiment with sound patterns through exploration of classroom instruments b. Use the voice to improvise animal and environmental sounds
2. Investigate composing music through experiencing with sound and the tools of composition	<ul style="list-style-type: none"> a. Explore the use of pictorial representations for sound b. Use body percussion to create sound patterns

Cognition and General Knowledge

Fine Arts - Music

CONTNET STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to make aesthetic judgments.

Indicators	Objectives
D. Aesthetics and Criticism	
1. Express preferences about selected musical compositions	a. Verbalize or use visual representation for at least one reason for musical experience

Fine - Visual Arts

CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION- Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.

Indicators	Objectives
A. Aesthetic Education	
1. Identify, describe, and interpret observed form	a. Identify colors, lines, and shapes found in the environment b. Use colors, lines, and shapes to communicate ideas about the observed world
2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine	a. Identify the subject matter of various works of art b. Use color, line, and shape to represent ideas visually from observation, memory, and imagination
3. Experiment with elements of art elements of design to organize personally meaningful compositions	a. Explore color, line, and shape in artworks b. Use color, line, and shape to make artworks


Cognition and General Knowledge

Fine Arts – Visual Arts

CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.


Indicators	Objectives
B. Historical, Cultural, and Social Context	
1. Determine ways in which works of art express ideas about oneself, other people, places, and events	<ul style="list-style-type: none"> a. Observe works of art and identify ideas expressed by the artists b. Use selected works of art as inspiration to express ideas visually and verbally
2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information	<ul style="list-style-type: none"> a. Discuss and describe artworks with common themes or similar ideas expressed b. Describe and share personal artworks
3. Differentiate among works by artists representative of different cultures	<ul style="list-style-type: none"> a. Discuss the subject matter of selected artworks b. Categorize the subject matter of artworks as the same or different
4. Describe the processes used to interpret and express ideas in the visual arts and other disciplines	<ul style="list-style-type: none"> a. Identify the visual qualities of works of art and the environment b. Explain and use a variety of visual arts processes to express ideas

CONTENT STANDARD 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Indicators	Objectives
C. Creative Expression and Production	
1. Create images and forms from observation, memory, imagination, and feelings  <i>WSS VI A3 Uses a variety of art materials for tactile experience and exploration</i> <i>WSS VII B3 Shows beginning control of writing, drawing, and art tools</i>	<ul style="list-style-type: none"> a. Explore art media, processes, and techniques b. Manipulate art media, materials and tools safely c. Create artworks that explore the uses of color, line, and shape, to express ideas
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel	<ul style="list-style-type: none"> a. Explore ways images communicate ideas b. Identify color, line, and shape in artworks

Cognition and General Knowledge Fine Arts – Visual Arts

CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.

Indicators	Objectives
D. Criticism and Aesthetics	
1. Develop and apply criteria to evaluate personally created artworks and the artworks of others  <i>WSS VI B1 Responds to artistic creations or events.</i>	a. Observe and respond to selected artworks

Fine Arts - Theatre

CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education- The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Indicators	Objectives
A. Aesthetics Education	
1. Describe ways that theatre depicts themes and stories	a. Listen to and perform nursery rhymes, finger plays, and popular books and other media b. Explore themes and ideas about people and events through improvisational play c. Explore roles and behaviors associated with family and community
2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances	a. Explore expressive qualities in dance, music, theatre, and visual arts

Cognition and General Knowledge Fine Arts - Theatre


CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS-
The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.

Indicators	Objectives
B. Historical, Cultural, and Social Contexts	
1. Express a range of responses to a variety of stimuli	<ul style="list-style-type: none"> a. Listen to and imitate sounds in the environment b. Sing and move to a variety of traditional children's songs from a variety of cultures
2. Demonstrate knowledge of theatrical conventions as performers and as an audience	<ul style="list-style-type: none"> a. Listen to and retell familiar stories and create accompaniment using natural and human-made sounds b. Create accompaniment to stories using natural and human made sounds


Cognition and General Knowledge

Fine Arts - Theatre

CONTENT STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION:
Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.



Indicators	Objectives
C. Creative Expression and Production	
1. Use a variety of theatrical elements to communicate ideas and feelings  <i>WSS VI A2 Participates in creative movement, dance, and drama.</i>	a. Pantomime characters from books or rhymes b. Use sound effects, costumes, and properties to enhance the quality of dramatic activities c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements d. Improvise roles and behaviors associated with a variety of animals and professions
2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	a. Recognize that a play has characters, dialogue, setting(s), and tells a story b. Observe and identify what characters do in a variety of settings c. Imitate the actions of observed characters and objects

CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.

Indicators	Objectives
D. Aesthetics and Criticism	
1. Identify, describe, and apply criteria to assess individual and group theatre processes  <i>WSS VI B1 Responds to artistic creations or events.</i>	a. Observe and respond to theatrical experiences as participants and audience members b. Identify favorite television shows and movies
2. Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre	a. Identify and discuss characters in stories

Cognition and General Knowledge Fine Arts – Dance

CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to dance.

Indicators	Objectives
A. Aesthetic Education	
1. Demonstrate knowledge of how elements of dance are used to communicate meaning	a. Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings b. Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and use sensory stimuli to create movement
2. Demonstrate kinesthetic awareness and technical proficiency in dance movement  <i>WSS VI A2 Participates in creative movement, dance, and drama.</i>	a. Explore locomotor and non-locomotor movements using kinesthetic awareness b. Respond to prompts related to timing while executing locomotor and non-locomotor movements c. Perform and name selected dance movements d. Reproduce movement demonstrated by the teacher
3. Respond to dance through observation, experience, and analysis  <i>WSS VI B1 Responds to artistic creations or events.</i>	a. Apply the language of dance to observed movement b. Explore the uses of dance movements

Cognition and General Knowledge

Fine Arts – Dance

CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT-
Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

Indicators	Objectives
B. Historical, Cultural, and Social Context	
1. Demonstrate knowledge of dances from a variety of cultures	<ul style="list-style-type: none"> a. View dances from other cultures b. Perform selected traditional dances from various cultures
2. Relate dance to history, society and personal experience	<ul style="list-style-type: none"> a. View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new b. Create movements that express specific moods
3. Demonstrate understanding of the relationships between and among dance and other content areas	<ul style="list-style-type: none"> a. Explore ways line and shape are used in dance and other content areas

CONTENT STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION-
Students will demonstrate the ability to create and perform dance.

Indicators	Objectives
C. Creative Expression and Production	
1. Develop the ability to improvise dance	<ul style="list-style-type: none"> a. Improvise movements to communicate ideas and concepts in response to a variety of stimuli b. Use improvisation to link two or more locomotor or non-locomotor movements c. Communicate ideas from stories, poems, or songs using improvisation
2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning	<ul style="list-style-type: none"> a. Communicate movement ideas using the elements of dance b. Demonstrate movement effects using repetition c. Use dance movement to tell stories
3. Develop performance competencies in dance	<ul style="list-style-type: none"> a. Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation b. Complete simple dances from beginning to end, following cues or models

Cognition and General Knowledge Fine Arts – Dance

CONTENT STANDARD: 4.0 AESTHETIC CRITICISM-Students will demonstrate the ability to make aesthetic judgments in dance.

Indicators	Objectives
D. Aesthetic Criticism	
1. Identify and apply criteria to evaluate choreography and performance	<ul style="list-style-type: none">a. Recognize and describe locomotor and non-locomotor movements in dance performancesb. Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performancesc. Demonstrate audience behaviors that are respectful of the performers

Maryland Model for School Readiness

Physical Development and Health

Physical development involves muscle control. Fine motor control, or small muscle movement, refers to such abilities as manipulation of materials and tools, hand dominance, and eye-hand coordination. Gross motor control, or large muscle movement, refers to such characteristics as balance, coordination, purposeful control, and stability of body movements and functions.


A healthy child whose basic needs have been met, such as food, clothing, shelter and regular health and dental care, is able to focus on, and/or engage in, experiences crucial to the learning process.

Both phases of this dimension are aided by a child's knowledge of dietary practices that promote good nutrition, for example, eating a variety of foods at regular meals. A child should also know how to use personal hygiene practices that result in cleanliness and good grooming, such as, brushing teeth, combing hair, and washing hands before eating.


The goal for all children is full participation. Good physical development and health allow for full participation in learning experiences. A child with a disability receives specific accommodations, which permit that child to participate fully at his/her own level.

Physical Development and Health Physical Education


CONTENT STANDARD: 1.0 SKILLFULNESS- Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combining skills effectively in skill themes, and applying skills.

Indicators	Objectives
<p>A. Fundamental Movement</p> <p>1. Show fundamental movement skills</p> <p> <i>WSS VII A1 Moves with balance and control</i></p> <p><i>WSS VII B3 Shows beginning control of writing, drawing, and art tools</i></p>	<p>a. Use general spatial awareness and self space awareness in physical activity</p> <p>b. Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping</p> <p>c. Demonstrate non-locomotive skills of bending and stretching</p>
<p>B. Creative Movement</p> <p>1. Show creative movement skills</p>	<p>a. Identify body parts and demonstrate in a variety of way how they can move</p> <p>b. Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns</p>
<p>C. Skill Themes</p> <p>1. Explore and experience skill themes</p> <p><i>WSS VII A2 Coordinates movements to perform simple tasks.</i></p> <p><i>WSS VII B2 Uses eye-hand coordination to perform tasks.</i></p>	<p>a. Demonstrate rolling a ball at an object</p> <p>b. Demonstrate throwing a ball</p> <p>c. Demonstrate striking a light weight object with different body parts</p>

CONTENT STANDARD: 2.0 BIOMECHANICAL PRINCIPLES-Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

Indicators	Objectives
<p>A. Effects on Objects</p> <p>1. Identify ways that people and objects move</p>	<p>a. Show how a body moves fast and slow</p> <p>b. Show how to move a body forward, backward, and sideways in open space</p>
<p>B. Balance</p> <p>1. Identify balance through movement</p> <p> <i>VII A1 Moves with balance and control.</i></p>	<p>a. Show the ability to balance on one or more body parts</p>

CONTENT STANDARD: 3.0 MOTOR LEARNING PRINCIPLES-Students will demonstrate the ability to use motor skill principles to learn and develop *proficiency* through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

Indicators	Objectives
<p>A. Appropriate Practices</p> <p>1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.</p> <p><i>WSS VII A2 Coordinates movements to perform simple tasks.</i></p> <p><i>WSS VII B1 Uses strength and control to perform simple tasks</i></p> <p> <i>WSS VII B2 Uses eye-hand coordination to perform tasks</i></p>	<p>a. Show basic motor skills, using imitation, as a means for motor skill improvement</p>
<p>B. Corrective Feedback</p> <p>1. Identify the importance of corrective feedback on performance</p>	<p>a. Use verbal and visual cues to improve skill performance</p>

Physical Development and Health Physical Education

CONTENT STANDARD 4.0: EXERCISE PHYSIOLOGY- Students will demonstrate the ability to use scientific principals to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.

Indicators	Objectives
A. Effects of Physical Activity on the Body	
1. Identify the effects of physical activity on the body systems	a. Demonstrate how exercise affects the body. For example, the body sweats, the heart beats faster, and the lungs work harder
B. FITT Guidelines	
C. Components of Fitness	
1. Identify the components of physical	a. List and demonstrate activities that promote fitness for a healthy lifestyle
D. Benefits of Physical Activity	
1. Recognize the benefits of physical activity.	a. Specify the physical benefits of exercise
E. Nutrition and Physical Activity	
1. Recognize the relationship between nutrition and physical activity	a. Describe how food is fuel to the body as gas is fuel to a car
F. Exercise Adherence	
1. Recognize that factors influencing daily physical activity	a. Identify and perform physical activities that are fun, enjoyable, and promote fitness

Physical Development and Health Physical Education

CONTENT STANDARD: 5.0 PHYSICAL ACTIVITY – students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

Indicators	Objectives
A. Aerobic Fitness	a. Demonstrate activities that improve aerobic capacity/cardio respiratory fitness
1. Identify and show individual aerobic capacity/cardio respiratory fitness.	
B. Muscular Strength and Endurance	a. Demonstrate activities that improve muscular strength through play
1. Identify and show activities for muscular strength and muscular endurance	
C. Flexibility	a. Demonstrate activities that improve Flexibility through play
1. Identify and show activities for flexibility	

CONTENT STANDARD: 6.0 SOCIAL PSYCHOLOGICAL PRINCIPLES- Student will demonstrate the ability to use skills essential for developing *self- efficacy*, fostering a sense of community, and working effectively with others in physical activity settings.

Indicators	Objectives
A. Safety in Physical Activity	a. Use person and general space safely in a physical activity setting to avoid injury
1. Demonstrate safety in physical activity settings	
B. Effort and Improvement	
C. Cooperation and Responsibility	a. Imitate socially acceptable behaviors of cooperation, respect and, responsibility to interact positively with others
1. Identify and behavioral skills to develop a sense of community in physical activity settings	

Physical Development and Health Health Education

CONTENT STANDARD 1.0: MENTAL AND EMOTIONAL HEALTH- Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others.

Indicators	Objectives
A. Mental and Emotional Health	

CONTENT STANDARD 2.0: ALCOHOL, TOBACCO, AND OTHER DRUGS- Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs.

Indicators	Objectives
A. Alcohol, Tobacco, and Other Drugs	

CONTENT STANDARD 3.0: PERSONAL AND CONSUMER HEALTH- Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community resources.


Indicators	Objectives
A. Personal and Consumer Health	

CONTENT STANDARD 4.0: FAMILY LIFE AND HUMAN SEXUALITY- Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development throughout the life cycle.


Indicators	Objectives
A. Family Life and Human Sexuality	

Physical Development and Health Health Education

CONTENT STANDARD 5.0: SAFETY AND INJURY PREVENTION- Student will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Indicators	Objectives
<p>A. Emergency</p> <p>1. Recognize how to respond appropriately to emergency situations</p> <p> <i>WSS VII C2 Follows basic health and safety rules</i></p>	<p>a. Identify how to respond to an emergency situations such as tell an adult, and call 911</p>

CONTENT STANDARD 6.0: NUTRITION AND FITNESS-Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Indicators	Objectives
<p>A. Responses to Food</p> <p>1. Students will identify the relationship between food and the senses</p>	<p>a. Recognize that foods have different tastes such as, sweet, sour, bitter, and salty</p>
<p>E. Food and Health</p> <p>1. Recognize the relationship between food and health</p> <p> <i>WSS VII C2 Follows basic and safety rules.</i></p>	<p>a. Tell why the body needs food</p>

CONTENT STANDARD 7.0: DISEASE PREVENTION AND CONTROL-Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Indicators	Objectives
<p>A. Disease Prevention and Control</p>	

MMSR Professional Development Expectations for Participants¹

- Consistently attend the training sessions and complete ALL assignments
- Gain familiarity with the MMSR Framework (i.e., vision statement, school readiness definition, standards, indicators, and objectives)
- Gain familiarity with The Work Sampling System™ (WSS) or with the assessment method that your local school system/early childhood program is implementing as part of this model
- Apply observational techniques in the classroom, including feasible format of documentation
- Complete WSS checklist or your local school system/early learning program checklist for each child in your class by the close of the designated reporting periods (e.g., fall, spring)
- In completing the WSS checklist, be sure to use the *MMSR Assessment Guidelines (Exemplars)* when rating each child on the 30 flagged performance indicators or all WSS indicators
- Plan and implement local school system/early childhood program curriculum with classroom instruction, interventions, and ongoing assessment
- Use assessment information and portfolio items (work samples) when communicating with families and when participating in transition meetings with the teachers of the next grade or other early childhood programs

¹Participants include early educators from kindergarten, prekindergarten, special education, preschool, child care, and Head Start programs.

MMSR Kindergarten Assessment Timeline (Kindergarten Teachers Only)

- | | |
|---------------------------------------|--|
| August – November | <ul style="list-style-type: none">Kindergarten teachers observe and document strengths and needs for all students using the 30 WSS™ performance indicators. |
| September 30 | <ul style="list-style-type: none">Any student who enrolls in kindergarten after this date will not be included in MMSR data collection. |
| November
(1 st 2 weeks) | <ul style="list-style-type: none">Kindergarten teachers complete ratings on 30 WSS™ performance indicators. |
| December | <ul style="list-style-type: none">Completed checklist is due for the Early Childhood Supervisor to MSDE vendor. Deadline for electronic submission of the data to MSDE contractor. |
| March | <ul style="list-style-type: none">MSDE presents <i>Children Entering School Ready to Learn</i> report to the Maryland General Assembly and State Board of EducationLocal school systems and the early childhood community receive copies of the report. |
| Ongoing | <ul style="list-style-type: none">Teachers continue observing and documenting strengths and needs for all students throughout the entire school year on <u>all</u> performance indicators. |
| May/June | <ul style="list-style-type: none">Share assessment information with first grade teachers. |

Questions and Answers

What is the Maryland Model for School Readiness (MMSR) and why is it important?

Children who succeed in school do well in life. It is a shared responsibility of parents and providers to furnish optimal care for children so they will grow to be happy and healthy adults. The care and nurturing given children before they enter elementary school is critical to their development. The Maryland Model for School Readiness (MMSR) is an assessment and instructional system designed to provide parents, teachers, and early childhood providers with a common understanding of what children know and are able to do upon entering school.

The MMSR is important because it provides a common goal and language of how parents, teachers, and providers can support young children's learning. MMSR incorporates research-based instruction, age-appropriate assessment of children's learning, and effective communication among teachers, parents, and early childhood providers. Teachers and providers receive on-going professional development to implement these practices.

What is "school readiness?"

The Maryland State Department of Education (MSDE) defines "school readiness" as the stage of human development that enables a child to engage in, and benefit from, primary learning experiences. As a result of family support and relationships with friends and members of the community, a young child who has reached certain levels of physical well-being and motor development, acquired social and emotional capabilities, and attained language and comprehension skills coupled with general knowledge enters a classroom ready to work.

What skills do children need in order to succeed in school?

For those of us who are concerned about the school readiness of children, it is important they be:

- Socially adjusted, emotionally secure, and physically strong and coordinated.
- Able to communicate with adults and other children including awareness of print and letter-sound relationship, understanding stories, and love for books.
- Able to recognize and understand basic mathematical concepts including the ability to identify patterns and shapes and how to place items in a certain order.

- Aware of their environment, animal and plant life, as well as the roles of people in their families and communities.
- Comfortable with their creativity and appreciation for expressing themselves through the arts.

These skills, behaviors, and knowledge prepare children to become successful learners. However, too many children come to school lacking many of these skills and behaviors. For this reason, the Maryland General Assembly placed into law a requirement that all Maryland kindergarten children are evaluated each fall to determine the levels of school readiness.

How are Maryland’s kindergarteners evaluated?

An important component of the MMSR is the Work Sampling System™ (WSS), which provides a way for teachers to document and assess children’s skills, knowledge, behavior, and academic accomplishments in a variety of subject areas. By observing students, teachers gain a better understanding of what they know, and are able to do, and still need to practice. The WSS is not a conventional readiness test and is not used to place students in particular programs. On the contrary, it is designed to support students’ learning in seven areas:

- social and personal development
- language and literacy
- mathematical thinking
- scientific thinking
- social studies
- the fine arts
- physical development

Who administers the WSS?

Trained teachers and early childhood providers document children’s learning and rate each child’s growth and progress using developmental guidelines, work samples, and checklists. Typically, students’ skills and abilities are evaluated two or three times per year. Assessment information is shared with parents and reported to teachers of the next grade level.

How do teachers provide school readiness information?

Kindergarten teachers must evaluate students during the first few weeks of the kindergarten year using selected WSS indicators and report their ratings by the end of November of each

year to the state. The data is included in the report to the General Assembly on the level of school readiness statewide.

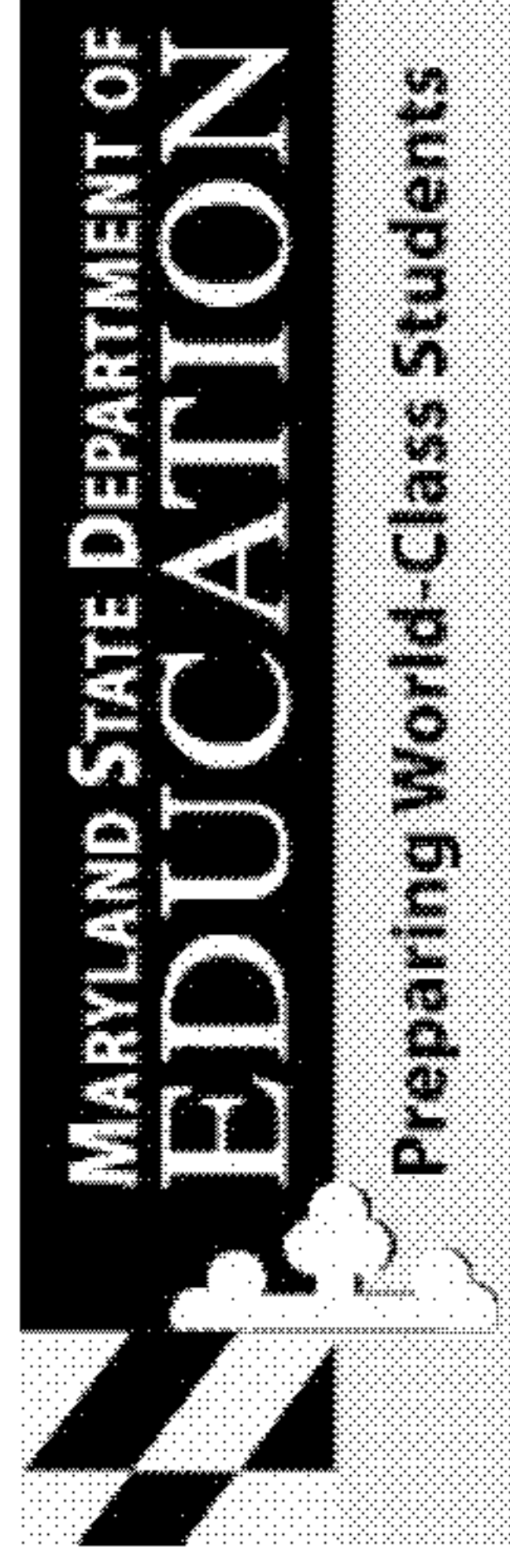
How have early childhood programs integrated the MMSR?

All 24 of Maryland's local school systems have integrated the use of the MMSR into their programs. Many school systems have also included pre-kindergarten teachers and early childhood special educators in MMSR staff development activities. The MMSR has increasingly been applied in Head Start and child care programs, expanding the possibility that children will be better and more consistently prepared for kindergarten.

What are the benefits of using the Maryland Model for School Readiness?

The MMSR provides a framework for best practices in early care and education programs. Through the MMSR, teachers gain an in-depth understanding of children's learning styles and capabilities allowing them to probe more deeply into their students' learning potential. Children and their families benefit from the clear communication about what children need to learn to be successful in school.

C1.3 Comparison of the Head Start Child Outcomes Framework, the Maryland Model for School Readiness and the Maryland Guidelines for Healthy Child Development and Care



Comparison of the Head Start Child Outcomes Framework, the Maryland Model for School Readiness, and the Maryland Guidelines for Healthy Child Development and Care Sample Document

Maryland State Department of Education
Division of Early Childhood Development
200 W. Baltimore Street
Baltimore, Maryland 21201

Introduction

The first five years of life are critical for developing the foundations for learning. The report *Eager to Learn: Educating Our Preschoolers* (2001) stresses that from birth, a healthy child is learning to explore, communicate, and develop ideas about how things work. The successful development of these abilities and skills depend in large part on a child's early environment. Parents, teachers, and caregivers promote development and learning when they provide experiences that build on and extend the child's capabilities. It is a shared responsibility of parents, teachers and caregivers to furnish optimal care for children so that they will grow to become lifelong learners.

Recognizing the importance of the early years, the efficacy of high quality preschool programs, and the research findings that acknowledged children's lack of preparedness for school provided the impetus for developing early learning standards. It was determined that defining content and outcomes for early childhood education would lead to opportunities for a child's positive development and learning. According to the National Association for the Education of Young Children, "early learning standards can be a valuable part of a comprehensive high-quality system of services for young children, contributing to young children's educational experiences and to their future success" (2002).

To address the need for defining desired content and outcomes for early education in Maryland, the Maryland State Department of Education developed the Maryland Model for School Readiness (MMSR). The MMSR provides a common goal and language to assist parents, teachers, and providers to assist young children's learning. The MMSR incorporates research-based instruction, age-appropriate assessment of children's learning, and effective communication among teachers, parents, and early childhood providers. The overall framework defines what preschool and kindergarten children should know and be able to do during their early years. To ensure accountability at the national level, Head Start in 2000 developed a document delineating the Head Start Program Performance Standards. Both MMSR and the Head Start Child Outcomes Framework include domains, elements/ indicators and objectives. The documents are intended to guide practitioners in their curriculum development and ongoing assessment of the progress and accomplishments of children.

The MMSR and the Head Start Child Outcomes Framework include analogous Domains of Learning which include: Language and Literacy, Personal and Social Development, Cognitive and General Knowledge including Mathematics, Science, Social Studies and The Arts, and Physical Development and Health Education.

A caution that must be considered when adhering to the standards is to ensure that the responsibility for meeting the indicators is not placed on the children but rather on the educational system. Negative consequences may result for children who fail to meet the standards because the data used will label them as educational failures. Culturally and linguistically diverse children, and children with disabilities, may be at heightened risk. Another care in implementing the standards is to ensure that efforts are made by teachers to select activities, materials, and experiences that are developmentally appropriate and are selected with an understanding of the needs, interests, and varied learning styles of children.

The Alignment Document was developed to illustrate that although there may be some differences in terminology, there is a strong commonality among the Performance Standards of the MMSR, the Head Start Child Outcomes Framework and the Maryland Guidelines for Healthy Child Development. The Alignment Document was developed to create a shared language and evidence-based frame of reference so that practitioners, curriculum coordinators, families, and decision makers can work collaboratively to support the implementation of the early learning standards. Regardless of the education program or the setting of the early childhood program, every preschool child in Maryland has the right to a quality learning experiences that are guided by designated Standards.

It is expected that by implementing the standards into program goals and objectives, engaging and supporting families as partners, and building a system of communication and coordination, significant benefits will surface to ensure that all children will begin kindergarten read

**COMPARISON: HEAD START CHILD OUTCOMES FRAMEWORK,
MARYLAND MODEL FOR SCHOOL READINESS, AND MARYLAND GUIDELINES FOR
HEALTHY CHILD DEVELOPMENT AND CARE
THE ARTS**

<p style="text-align: center;">MARYLAND GUIDELINES FOR HEALTHY CHILD DEVELOPMENT AND CARE (MDHCD) Age 3</p> <p style="text-align: center;">The Arts Music</p>	<p style="text-align: center;">HEAD START CHILD OUTCOMES FRAMEWORK (HS)</p> <p style="text-align: center;">For exiting Head Start children</p> <p style="text-align: center;">The Arts Music</p>	<p style="text-align: center;">MARYLAND MODEL FOR SCHOOL READINESS (MMSR)</p> <p style="text-align: center;">For end of pre-kindergarten</p>
<p style="text-align: center;">The Arts Visual Arts</p> <p style="text-align: center;">Exploring Art Materials</p> <ul style="list-style-type: none"> • Enjoys swirling and squishing the finger paint as he moves it around on paper • Tears paper to make a collage • Uses tools with the play dough such as a rolling pin or a cookie cutter • Use markers and crayons to color a picture • Paints at easel, not wanting to stop until the paper is filled with color 		<p style="text-align: center;">The Arts Music</p> <p>4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments</p> <p style="text-align: center;">Aesthetics and Criticism</p> <ol style="list-style-type: none"> 1. Evaluate selected musical compositions using established criteria <ol style="list-style-type: none"> a. Listen to a variety of short musical examples (vocal and instrumental)
<p style="text-align: center;">The Arts Visual Arts</p> <p style="text-align: center;">Exploring Art Materials</p> <ul style="list-style-type: none"> • Enjoys swirling and squishing the finger paint as he moves it around on paper • Tears paper to make a collage • Uses tools with the play dough such as a rolling pin or a cookie cutter • Use markers and crayons to color a picture • Paints at easel, not wanting to stop until the paper is filled with color 	<p style="text-align: center;">The Arts Visual Arts</p> <p style="text-align: center;">Creative Arts</p> <p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Begins to understand and share opinions about artistic products and experiences 	<p style="text-align: center;">The Arts Visual Arts</p> <p>1.0 Perceiving and Responding: Aesthetic Education</p> <p>Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through the visual art.</p> <p style="text-align: center;">Aesthetic Education</p> <ol style="list-style-type: none"> 1. Identify and describe observed form <ol style="list-style-type: none"> a. Identify colors, lines, and shapes that are found in the environment b. Use colors, lines and shapes to communicate observed ideas

**COMPARISON: HEAD START CHILD OUTCOMES FRAMEWORK,
MARYLAND MODEL FOR SCHOOL READINESS, AND MARYLAND GUIDELINES FOR
HEALTHY CHILD DEVELOPMENT AND CARE
LANGUAGE AND LITERACY**

<p style="text-align: center;">MARYLAND GUIDELINES FOR HEALTHY CHILD DEVELOPMENT AND CARE (MDHCD) For 3 year olds</p>	<p style="text-align: center;">HEAD START CHILD OUTCOMES FRAMEWORK (HS) For exiting Head Start children</p>	<p style="text-align: center;">MARYLAND MODEL FOR SCHOOL READINESS (MMSR) For end of pre-kindergarten</p>
<p style="text-align: center;">Language and Literacy Literacy</p> <p>Fluency: Begins to develop fluency by understanding beginning literacy concepts such as the sequence and ideas of stories</p> <ul style="list-style-type: none"> • Correctly turns pages of a favorite book • Points to the pictures associated with what you are reading • Listens to models of fluent reading • Recites a familiar nursery rhyme, poem or finger play with expression • Understands simple story plots such as why everyone is running after the Gingerbread Boy • Asks to re-read a favorite story, remembering the funny ending and telling it as you start to read • Makes personal connections with the story • Sings along with the Gingerbread Boy’s song after hearing it several times • Compares two versions of a familiar story, telling if a character was in the other book • Retell a story he has heard several times recently using some of the actual repetitive phrases 	<p style="text-align: center;">Language and Literacy Literacy</p> <p style="text-align: center;">Book Knowledge and Appreciation</p> <ul style="list-style-type: none"> • Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry • Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. • Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. • Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator. 	<p style="text-align: center;">Language and Literacy</p> <p>1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech. Fluency</p> <p>1. Engages in imitative reading at an appropriate rate</p> <ol style="list-style-type: none"> a) Listens to models of fluent reading b) Recites nursery rhymes, poems, and finger plays with expression c) Develops beginning sight vocabulary of familiar words, such as first name and color words

**COMPARISON: HEAD START CHILD OUTCOMES FRAMEWORK,
MARYLAND MODEL FOR SCHOOL READINESS, AND MARYLAND GUIDELINES FOR
HEALTHY CHILD DEVELOPMENT AND CARE
MATHEMATICS**

<p style="text-align: center;">MARYLAND GUIDELINES FOR HEALTHY CHILD DEVELOPMENT AND CARE (MDHCD) Age 3</p>	<p style="text-align: center;">HEAD START CHILD OUTCOMES FRAMEWORK (HS)</p> <p style="text-align: center;">For exiting Head Start children</p>	<p style="text-align: center;">MARYLAND MODEL FOR SCHOOL READINESS (MMSR)</p> <p style="text-align: center;">For end of pre-kindergarten</p>
<p style="text-align: center;">Mathematics</p> <p>Geometry</p> <p>Shows beginning interest in geometry</p> <ul style="list-style-type: none"> •Names the circle and triangle •Finds examples of shapes in the environment •Plays a shape matching game •Draws and names a circle for a head •Makes symmetrical designs with shape blocks 	<p style="text-align: center;">Mathematics</p> <p>Geometry and Spatial Sense</p> <ul style="list-style-type: none"> • Begins to recognize, describe, compare, and name common shapes, their parts and attributes • Progresses in ability to put together and take apart shapes • Begins to be able to determine whether or any two shapes are the same size and shape. • Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape or size. • Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. 	<p style="text-align: center;">Mathematics</p> <p>2.0 Knowledge of Geometry: Students will apply the</p> <p>properties on one-,two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, positions, or motion of objects.</p> <p style="text-align: center;">Plane Geometric Figures</p> <p>1. Recognizes and uses the attributes of plane geometric figures</p> <ol style="list-style-type: none"> a. Sorts objects by one attribute such as: shape, color, and size b. Name the attributes of plane figures such as: shape, color, size c. Match triangles, circles, and squares d. Identifies triangles. circles, and squares in the environment <p style="text-align: center;">Solid Geometric Figure</p> <p>1. Recognizes and uses the attributes of solid geometric figures</p> <ol style="list-style-type: none"> a. Sorts objects by one attribute such as size, shape, weight, length b. Finds solid figures in the environment <p>Transformations</p> <ol style="list-style-type: none"> 1. Begin to recognize a transformation <ol style="list-style-type: none"> a. Tell position by using words such as over, under above, on, next to, below, beside, behind b. Recognizes a slide using concrete materials

**COMPARISON: HEAD START CHILD OUTCOMES FRAMEWORK,
MARYLAND MODEL FOR SCHOOL READINESS, AND MARYLAND GUIDELINES FOR
HEALTHY CHILD DEVELOPMENT AND CARE
PERSONAL AND SOCIAL DEVELOPMENT**

<p style="text-align: center;">MARYLAND GUIDELINES FOR HEALTHY CHILD DEVELOPMENT AND CARE (MDHCD) Age 3</p>	<p style="text-align: center;">HEAD START CHILD OUTCOMES FRAMEWORK (HS)</p>	<p style="text-align: center;">Maryland Model for School Readiness (MMSR)</p>
<p style="text-align: center;">Personal and Social Development</p> <p>Have A Stronger Self-Concept</p> <p>Be more confident, self directed, purposeful and inventive in play</p> <ul style="list-style-type: none"> • Enthusiastically tries new activities and delights when he learns something new • Waits patiently for a short time, knowing that he will get a turn • Laughs at silly words or ideas • Follows the “big boys” around and tries to enter into their conversation • Attempts to build a bridge out of the unit blocks after watching another child do it • Relates his needs, wants and feelings to others • Tells his caregiver what he likes and doesn’t like • Solves a conflict using his words rather than hitting • Tells his caregiver how he feels after he has been noticed looking sad • Proudly shows the finger play he learned in school to his mother • Asks for help with putting the paper on the easel • Expresses his disappointment, but chooses another center when his first choice is full 	<p style="text-align: center;">Personal and Social Development</p> <p style="text-align: center;">Self Concept</p> <ul style="list-style-type: none"> • Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. • Develops a growing capacity for independence in range of activities, routines, and tasks. • Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. 	<p style="text-align: center;">Personal and Social Development</p> <p>For exiting pre-kindergarten children</p> <p>1.0 Emotional Self-Regulations – Students will demonstrate effective emotional functioning in group settings as individuals.</p> <ul style="list-style-type: none"> • Student will demonstrate healthy confidence <ul style="list-style-type: none"> ○ Attempts new play and learning experiences independently ○ Knows resources are available in the classroom and how to use them • Uses coping skills with help from others <ul style="list-style-type: none"> ○ Relates his needs, wants and feelings to others ○ Perseveres with activities when feeling frustrated • Shows self-direction in familiar settings <ul style="list-style-type: none"> ○ Makes choices with help and pursues tasks with intention ○ Cares for own belongings with occasional reminders • Follows simple classroom rules and routines with guidance <ul style="list-style-type: none"> ○ Generates and follows classroom rules ○ Plans routine activities in the classroom with guidance

**COMPARISON: HEAD START CHILD OUTCOMES FRAMEWORK,
MARYLAND MODEL FOR SCHOOL READINESS, AND MARYLAND GUIDELINES FOR
HEALTHY CHILD DEVELOPMENT AND CARE
PHYSICAL DEVELOPMENT AND HEALTH**

<p style="text-align: center;">MARYLAND GUIDELINES FOR HEALTHY CHILD DEVELOPMENT AND CARE (MDHCD) Age 3</p> <p style="text-align: center;">Physical Development and Health</p>	<p style="text-align: center;">HEAD START CHILD OUTCOMES FRAMEWORK (HS)</p> <p style="text-align: center;">For exiting Head Start children</p> <p style="text-align: center;">Physical Development and Health</p>	<p style="text-align: center;">Maryland Model for School Readiness (MMSR)</p> <p style="text-align: center;">For exiting pre-kindergarten children</p> <p style="text-align: center;">Physical Development and Health</p>
<p>Small Muscle</p> <p>Develop finger skills through many forms of play</p> <ul style="list-style-type: none"> • Begin to grasp with a finger grasp, but revert to a whole fist grasp at times • Use the Duplo blocks to build more recognizable objects such as cars, and houses • Stack the Lincoln Logs to make a house after being shown how by a teacher • Fill and dump several cups of sand using a shove • Make a snowman out of play dough <p>Care for More of His Own needs</p> <p>Accomplish self-help and housekeeping task with reminders</p> <ul style="list-style-type: none"> • Spreads icing on his gingerbread man with Popsicle stick • Sorts socks for mom, putting together the ones that match • Takes care of his own toileting needs • Puts on his own coat, hat and mitten 	<p style="text-align: center;">Fine Motor</p> <ul style="list-style-type: none"> • Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer • Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors. • Progresses in abilities to use writing, drawing, and art tools including pencils, markers, chalk, paint brushes, and various types of technology. 	<p>6.0 Skillfulness – Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combining skills effectively in skill themes, and apply skills.</p> <p style="text-align: center;">Skillfulness</p> <ol style="list-style-type: none"> 1. Explores and experiences fundamental movement skills <ol style="list-style-type: none"> a. Explores spatial awareness (general and self space, levels, directions, pathways) b. Explores a variety of locomotor skills such walking, galloping, running, skipping, hopping, sliding, jumping, and leaping 2. Develops creative movement skills <ol style="list-style-type: none"> a. Identifies body parts and explores how they move b. Explores shapes through movement (curved, twisted, narrow, and wide) 3. Explores and experiences skill themes <ol style="list-style-type: none"> a. Explore throwing a variety of levels b. Tracks a self thrown object c. Demonstrates striking a light weight objects with different body parts d. Explores balancing on a variety of body parts..

**COMPARISON: HEAD START CHILD OUTCOMES FRAMEWORK,
MARYLAND MODEL FOR SCHOOL READINESS, AND MARYLAND GUIDELINES FOR
HEALTHY CHILD DEVELOPMENT AND CARE
SCIENCE**

<p style="text-align: center;">MARYLAND GUIDELINES FOR HEALTHY CHILD DEVELOPMENT AND CARE (MDHCD) Age 3</p> <p style="text-align: center;">Science</p>	<p style="text-align: center;">HEAD START CHILD OUTCOMES FRAMEWORK (HS)</p> <p style="text-align: center;">For exiting Head Start children</p> <p style="text-align: center;">Science</p>	<p style="text-align: center;">Maryland Model for School Readiness (MMSR)</p> <p style="text-align: center;">For exiting pre-kindergarten children</p> <p style="text-align: center;">Science</p>
<p>Scientific Thinking Uses scientific thinking as well as the five senses to discover the world around them</p> <ul style="list-style-type: none"> • Asks questions about everything he sees, watching carefully • Checks seed cup to determine if there have been changes since his first seed started to sprout • Puts the modeling clay in water and finds out that it starts melting color • Watches the fish and tells that he likes the biggest one best <p>Seeks information through observation, exploration and investigations with simple tools</p> <ul style="list-style-type: none"> • Wants to pick-up and bring home interesting things he finds on a walk • Uses senses to observe and gather information • Uses tools such as magnifying glass, marble run, gear set, balance scale, measuring cups and spoons • Makes and checks predictions before and after investigations 	<p>Scientific Knowledge</p> <ul style="list-style-type: none"> • Expands knowledge of and abilities to observe, describe, and discuss the natural world, • Expands knowledge of and respect for their bodies and the environment. • Shows increased awareness of ideas and language related to attributes of time and temperature. • Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships. 	<p>1.0 Skills and processes, Students will demonstrate the thinking and acting inherent in the practice of science</p> <p>1. Scientific Inquiry</p> <ol style="list-style-type: none"> 1. Seeks information through observation and exploration <ol style="list-style-type: none"> a. Uses their senses to observe and gather information from scientifically accurate resources and investigations b. Uses descriptive language to discuss scientific information collected from resources and investigations c. Uses scientific information collected to assist in making further discoveries 2. Explores materials and natural phenomena <ol style="list-style-type: none"> a. Uses their senses to observe and explore materials and natural phenomena b. Asks questions about observations and explorations 3. Uses observation to make predictions about what may occur <ol style="list-style-type: none"> a. Recognizes that information collected from observation and scientific investigations can be used to make a prediction

**COMPARISON: HEAD START CHILD OUTCOMES FRAMEWORK,
MARYLAND MODEL FOR SCHOOL READINESS, AND MARYLAND GUIDELINES FOR
HEALTHY CHILD DEVELOPMENT AND CARE
SOCIAL STUDIES**

<p style="text-align: center;">MARYLAND GUIDELINES FOR HEALTHY CHILD DEVELOPMENT AND CARE (MDHCD) For 3 year olds Social Studies</p>	<p style="text-align: center;">HEAD START CHILD OUTCOMES FRAMEWORK (HS) For exiting Head Start children Social Studies</p>	<p style="text-align: center;">Maryland Model for School Readiness (MMSR) For exiting pre-kindergarten children Social Studies</p>
<p>Beginning understanding of consequences when following routines and recreating familiar events</p> <ul style="list-style-type: none"> • Has strong feelings about changes in routines • Participates in creating class rules • Helps to clean up saying “we are a team” 		<p>5.0 History (PreK-3 Standard) Students will use historical thinking skills to understand how individuals and events have changed society over time.</p> <p style="text-align: center;">History</p> <p>1.0 Distinguish among past, present, and future time</p> <p>a. Describe the events of their day in terms of things that have happened in the immediate past, things that are happening now in the present, and things that will happen in the future using terms, such as morning/afternoon, night/day.</p>
<p>Beginning to understand some people’s jobs and care for the environment</p> <ul style="list-style-type: none"> • Pretends to be a firefighter • Tells a friend he wants to be a daddy when he grows up • Picks-up trash on the playground and brings it to the teacher • Recognizes his own physical and family characteristics and those of others • Draws a picture of his day with very long legs • Goes to the table when teacher calls all children with brown hair 	<p>Knowledge of Families and Communities</p> <ul style="list-style-type: none"> • Develops ability to identify personal characteristics including gender and family composition. • Progress in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language and family structures. • Develops growing awareness of jobs and what is required to perform them. • Begins to express and understand concepts and language of geography in the context of classroom, home and community. 	

SUMMARY

The *Maryland Model for School Readiness (MMSR)*, developed by the Maryland State Department of Education, provides a common goal and language to assist parents, teachers, and providers to assist young children's learning. The overall framework provides for an appropriated assessment of children's learning and defines what preschool and kindergarten children should know and be able to do during their early years.

To ensure accountability at the national level, Head Start in 2000 developed a document delineating the *Head Start Program Performance Standards*. Both *MMSR* and the *Head Start Child Outcomes Framework* include similar domains, elements/ indicators and objectives. The documents are intended to guide practitioners in their curriculum development and ongoing assessment of the progress and accomplishments of children.

As part of the Child Care and Development Fund, a federal initiative entitled *Good Start, Grow Smart*, requires that each state develop early learning guidelines for infants and toddlers. Maryland's *Guidelines for the Healthy Development of Young Children Birth to Three* were developed by the Department of Human Resources with the assistance of a representative group of early childhood stakeholders and content/curriculum experts. The guidelines are consistent with the analogous domains, elements/indicators and objectives of the *Head Start Child Outcomes Framework* and the *MMSR*

The Alignment Document was developed to illustrate that, although there may be some differences in terminology, there is a strong commonality among the Performance Standards of the *MMSR*, the *Head Start Child Outcomes Framework*, and the *Maryland Guidelines for Healthy Child Development*. The Alignment Document was developed to create a shared language and evidence-based frame of reference so that practitioners, curriculum coordinators, families, and decision makers can work collaboratively to support the implementation of the early learning standards. Regardless of the education program or the setting of the early childhood program, every preschool child in Maryland has the right to a continuum of quality learning experiences that are guided by designated standards.

It is expected that by implementing the standards into program goals and objectives, engaging and supporting families as partners, and building a system of communication and coordination, significant benefits will surface to ensure that all children will begin kindergarten ready to learn.

C1.4 English Language Proficiency Standards

Maryland English Language Proficiency State Curriculum Grades K-1: Listening

STANDARD 1: English Language Learners will listen to English to acquire language, comprehend and interpret meaning, and respond appropriately in interpersonal and academic contexts.

Indicator 1: Demonstrate comprehension of vocabulary presented orally and in context.

	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a.	Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms with support of pictures, gestures, and repetition. (Grades K-1 R/ELA SC 6.A.2.e)	Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms with support of pictures, gestures, and modeling. (Grades K-1 R/ELA SC 6.A.2.e)	Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms with support of pictures and context clues. (Grades K-1 R/ELA SC 6.A.2.e)	Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms with support. (Grades K-1 R/ELA SC 6.A.2.e)	a. <i>Listen carefully to expand and enrich vocabulary.</i> (Grades K-1 R/ELA SC 6.A.2.e)
b.	Demonstrate recognition of word structures to determine the meaning of words using pictures, gestures, actions, realia, and repetition. (Grade K R/ELA SC 1.B.2.a)	Demonstrate recognition of word structures to determine the meaning of words using pictures, actions, and/or realia. (Grades K R/ELA SC 1.B.2.a)	Demonstrate recognition of word structures to determine the meaning of words with visual support. (Grade K R/ELA SC 1.B.2.a)	Demonstrate recognition of word structures to determine the meaning of words with context clues and visual support. (Grade K R/ELA SC 1.B.2.a)	b. Demonstrate recognition of word structures to determine the meaning of words independent of support. (Grade K R/ELA SC 1.B.2.a)

Maryland English Language Proficiency State Curriculum Grades K-1: Listening

STANDARD 1: English Language Learners will listen to English to acquire language, comprehend and interpret meaning, and respond appropriately in interpersonal and academic contexts.

Indicator 2: Identify and differentiate pronunciation and intonation patterns to interpret meaning.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Distinguish common phonemes and phonemic patterns in initial consonant sounds and short vowel sounds. (Grades K-1 R/ELA SC 1.A.1)</p> <p>b. Distinguish intonation patterns in modeled questions and statements.</p>	<p>a. Distinguish phonemes and phonemic patterns in initial and final consonant sounds. (Grades K-1 R/ELA SC 1.A.1)</p> <p>b. Distinguish intonation patterns that affect meaning in modeled questions, exclamations, and statements.</p>	<p>a. Distinguish phonemes and phonemic patterns in initial/final positions and long vowel sounds. (Grades K-1 R/ELA SC 1.A.1)</p> <p>b. Distinguish intonation patterns that affect meaning in questions, statements, and exclamations.</p>	<p>a. Distinguish phonemes and phonemic patterns in initial, medial, and final positions. (Grades K-1 R/ELA SC 1.A.1)</p> <p>b. Distinguish intonation patterns that affect meaning in questions, statements, and exclamations, and commands.</p>	<p>a. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial, and final positions. (Grades K-1 R/ELA SC 1.A.1) and (Grades K-1 R/ELA SC 1.A.3)</p> <p>b. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Listening

STANDARD 1: English Language Learners will listen to English to acquire the language, comprehend and interpret meaning, and respond appropriately in interpersonal and academic contexts.

Indicator 3: Demonstrate comprehension of a variety of oral instructions, questions, and prompts.

	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a.	Listen attentively and follow classroom commands/instructions to complete grade-level tasks containing modeled two-step directions. (Grades K-1 R/ELA SC 6.A.2.d)	Listen attentively and follow classroom commands/instructions to complete grade-level tasks containing modeled multi-step directions. (Grades K-1 R/ELA SC 6.A.2.d)	Listen attentively and follow classroom commands/instructions to complete grade-level tasks containing multi-step directions. (Grades K-1 R/ELA SC 6.A.2.d)	Listen attentively and follow classroom commands/instructions to complete grade-level tasks. (Grades K-1 R/ELA SC 6.A.2.d)
b.	Answer questions that require a non-verbal and/or one- to two-word response.	Answer a variety of factual and inferential grade-level questions that have simple language structures.	Answer grade-level questions that contain complex language structures.	Answer lengthy questions that contain grade-level vocabulary and language structures.

STANDARD 1: English Language Learners will listen to English to acquire language, comprehend and interpret meaning, and respond appropriately in interpersonal and academic contexts.

Indicator 4: Demonstrate comprehension of information and text presented orally.

	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a.	Demonstrate aural comprehension of content presented with simplified language and visual support, by responding with simple vocabulary.	Demonstrate aural comprehension of content presented with visual support by asking questions. (Grades K-1 R/ELA SC 6.A.2.c)	Demonstrate aural comprehension of content information by retelling and relating prior knowledge. (Grades K-1 R/ELA SC 6.A.2.c)	Demonstrate an understanding of what is heard by retelling, asking questions relating prior knowledge, and summarizing. (Grades K-1 R/ELA SC 6.A.2.c)

Maryland English Language Proficiency State Curriculum Grades K-1: Listening

STANDARD 1: English Language Learners will listen to English to acquire language, comprehend and interpret meaning, and respond appropriately in interpersonal and academic contexts.

Indicator 5: Listen to and participate in conversations and discussions.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Demonstrate active listening strategies in routine social and grade-level academic settings by attending to the speaker nonverbally, making eye contact, and using gestures. (Grades K-1 R/ELA SC 6.A.1.a)</p>	<p>a. Demonstrate active listening strategies in grade-level academic interactions by attending to the speaker and asking on-topic questions with support. (Grades K-1 R/ELA SC 6.A.1)</p>	<p>a. Demonstrate active listening strategies in social and grade-level academic settings by attending to the speaker, asking questions, and retelling. (Grades K-1 R/ELA SC 6.A.1/2)</p>	<p>a. Demonstrate active listening strategies in social and grade-level academic settings by attending to the speaker and relating prior knowledge. (Grades K-1 R/ELA SC 6.A.1.a and 6.A.2.c)</p>	<p>a. Demonstrate active listening strategies by attending to the speaker and responding appropriately to clarify and understand. (Grade 1 R/ELA SC 6.A.1.a/b)</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Speaking

STANDARD 2: English language learners will speak in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

Indicator 1: Use vocabulary to communicate effectively in speaking.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Use concrete grade-level vocabulary including nouns and subject pronouns with visual support. (Grade 1 R/ELA SC 5.A.1.a)</p> <p>b. Use basic verbs to indicate action and state of being with support of gestures, actions, and pictures. (Grade 1 R/ELA SC 5.A.1.a)</p> <p>c. Use basic adjectives with support of gestures and pictures.</p> <p>d. Use basic words to express time, sequence, and location with support of gestures and pictures.</p> <p>e. Use basic phrasal verbs with support of gestures, actions, and pictures.</p>	<p>a. Use concrete grade-level vocabulary including nouns and subject pronouns with visual and text support. (Grade 1 R/ELA SC 5.A.1.a)</p> <p>b. Use verbs to indicate actions and state of being with support of gestures, actions, and pictures. (Grade 1 R/ELA SC 5.A.1.a)</p> <p>c. Use adjectives and articles with support of gestures and pictures.</p> <p>d. Use basic words to express time, sequence, location, and direction with support of gestures, pictures, and text.</p> <p>e. Use basic phrasal verbs and idioms with support of gestures, actions, and pictures.</p>	<p>a. Use grade-level vocabulary including possessive pronouns with visual and text support. (Grade 1 R/ELA SC 5.A.1.a)</p> <p>b. Use grade-level verbs and helping verbs such as <i>can</i> and <i>will</i> with support of gestures, actions, and pictures. (Grade 1 R/ELA SC 5.A.1.a)</p> <p>c. Use articles and grade-level adjectives and adverbs with support of gestures, pictures and text.</p> <p>d. Use grade-level words to express time, sequence, location, and direction with support of gestures, pictures, and text.</p> <p>e. Use phrasal verbs and idioms with support of gestures, actions, pictures, and text.</p>	<p>a. Use grade-level vocabulary including demonstrative pronouns with visual and text support. (Grade 1 R/ELA SC 5.A.1.a)</p> <p>b. Use grade-level verbs and helping verbs such as <i>may</i> and <i>must</i> with support of gestures, actions, and pictures. (Grade 1 R/ELA SC 5.A.1.a)</p> <p>c. Use articles and grade-level adjectives, adverbs, and quantifiers with support.</p> <p>d. Use grade-level words to express time, sequence, location, and direction with support.</p> <p>e. Use idioms and multiple-meaning words with support.</p>	<p>a. Use pronouns and grade-level nouns independent of support. (Grade 1 R/ELA SC 5.A.1.a)</p> <p>b. Use grade-level verbs and helping verbs independent of support. (Grade 1 R/ELA SC 5.A.1.a)</p> <p>c. Use adjectives, adverbs, and quantifiers independent of support.</p> <p>d. Use grade-level words to express time, sequence, location, and direction independent of support.</p> <p>e. Use idioms and grade-level multiple-meaning words independent of support.</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Speaking

STANDARD 2: English language learners will speak in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

Indicator 2: Use Standard English grammar to speak clearly and accurately.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Repeat correct word order in modeled short phrases, highly patterned statements, and questions with support. (Grade 1 R/ELA SC 5.A.1.c)</p> <p>b. Use subject/verb and noun/pronoun agreement in highly patterned simple statements with visual support. (Grade K R/ELA SC 5.B.1.a and Grade 1 R/ELA SC 5.B.2.a)</p> <p>c. Use present tense of common verbs with modeling and visual support (Grade K R/ELA SC 5.B.1.b)</p>	<p>a. Use correct word order in modeled short phrases, highly patterned statements, and questions with support. (Grade 1 R/ELA SC 5.A.1.c)</p> <p>b. Use subject/verb and noun/pronoun agreement in simple statements and questions with visual support. (Grade K R/ELA SC 5.B.1.a and Grade 1 R/ELA SC 5.B.2.a)</p> <p>c. Use verb tenses to indicate present and future events with modeling and visual support. (Grade K R/ELA SC 5.B.1.b)</p>	<p>a. Use correct word order in simple statements and questions with visual support. (Grade 1 R/ELA SC 5.A.1.c)</p> <p>b. Use <i>sentences with noun/pronoun agreement</i> with support. (Grade K R/ELA SC 5.B.1.c)</p> <p>c. Use verb tenses to indicate present, past, and future events with modeling and visual support. (Grade K R/ELA SC 5.B.1.b)</p>	<p>a. Use correct word order in simple statements and questions with support. (Grade 1 R/ELA SC 5.A.1.c)</p> <p>b. Use <i>sentences with subject/verb agreement</i> with support. (Grade K R/ELA SC 5.B.1.a)</p> <p>c. Use verb tenses to indicate present, past, and future events with support. (Grade K R/ELA SC 5.B.1.b)</p>	<p>a. Use correct word order in varied simple statements and questions independent of support. (Grade 1 R/ELA SC 5.A.1.c)</p> <p>b. <i>Recognize when subjects and verbs agree; recognize when personal nouns and pronouns agree.</i> Grade 1 R/ELA SC 5.B.2.a/b)</p> <p>c. Use verb tenses to indicate present, past, and future events independent of support. (Grade K R/ELA SC 5.B.1.b)</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Speaking

STANDARD 2: English language learners will speak in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

Indicator 3: Speak clearly using comprehensible pronunciation, intonation, and fluency.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Use comprehensible pronunciation, intonation, and fluency in grade-level oral language tasks using words, phrases, and simple sentences when repeating after a model. (Grades K-1 R/ELA SC 7.A.1/2.a)</p>	<p>a. Use comprehensible pronunciation, intonation, and fluency in grade-level oral language tasks such as reciting sentences to retell a story when repeating after a model. (Grades K-1 R/ELA SC 7.A.1/2.a)</p>	<p>a. Use comprehensible pronunciation, intonation, and fluency in grade-level oral language tasks and presentations with modeling and multimedia support. (Grades K-1 R/ELA SC 7.A.1/2.a)</p>	<p>a. Use comprehensible pronunciation, intonation, and fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations with modeling and multimedia support. (Grades K-1 R/ELA SC 7.A.1/2)</p>	<p>a. <i>Speak clearly enough to be heard and understood in a variety of settings using verbal and non-verbal techniques useful in communication.</i> (Grade K-1 R/ELA SC 7.A.1.a and Grade 1 R/ELA SC 7.A.1 a/b)</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Speaking

STANDARD 2: English language learners will speak in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

Indicator 4: Express personal information and ideas.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Express personal information and ideas using short phrases and memorized patterns with support such as modeled language, props, and visual cues. (Grades K-1 R/ELA SC 7.A.2.a)</p> <p>b. Express opinions and feelings using words with support such as modeled vocabulary, props, and visual cues. (Grade K/1 R/ELA SC 7.A.1.a and Grade K/1 R/ELA SC 7.A.2.a)</p> <p>c. Express needs and wants using words with support such as modeled language, props, and visual cues.</p>	<p>a. Express personal information and ideas using simple modeled sentences with support such as props and visual cues. (Grades K-1 R/ELA SC 7.A.2.a)</p> <p>b. Express opinions and feelings using words, phrases, and memorized patterns with support such as modeling, props, and visual cues. (Grade K/1 R/ELA SC 7.A.1.a and Grade K/1 R/ELA SC 7.A.2.a)</p> <p>c. Express needs and wants using words, phrases, and memorized patterns with support such as modeled language, props, and visual cues.</p>	<p>a. Express personal information and ideas using sentences that include details with support such as sentence frames and modeled presentations. (Grades K-1 R/ELA SC 7.A.2.a)</p> <p>b. Express opinions and feelings using simple modeled sentences with support such as props and visual cues. (Grade K/1 R/ELA SC 7.A.1.a and Grade K/1 R/ELA SC 7.A.2.a)</p> <p>c. Express needs and wants using simple modeled sentences with support such as props and visual cues.</p>	<p>a. Express personal information and ideas in a variety of situations with support such as modeling and prompting for additional detail. (Grades K-1 R/ELA SC 7.A.2.a)</p> <p>b. Express opinions and feelings using sentences that include reasons/details with support such as sentence stems/frames, and visual cues. (Grade K R/ELA SC 7.A.2.a and Grade 1 7.A.2 b)</p> <p>c. Express needs and wants using sentences and providing details with support such as sentence stems, sentence frames, and visual cues.</p>	<p>a. <i>Speak in a variety of situations to inform and/or relate experiences.</i> (Grades K-1 R/ELA SC 7.A.2.a)</p> <p>b. <i>State a position and support it with reasons.</i> (Grade K R/ELA SC 1.7.A.2.a and Grade 1.7.A.2. b)</p> <p>c. Express needs and wants in a variety of situations providing reasons and/or details and using verbal and non-verbal techniques. (Grades K-1 R/ELA SC 1.7.A.1.b)</p>

Maryland English Language Proficiency State Curriculum

Grades K-1: Speaking

STANDARD 2: English language learners will speak in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

Indicator 5: Communicate academic information with clarity and fluency.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Explain grade-level academic procedures using gestures, pictures, single words, and modeled phrases.</p> <p>b. Retell events, stories, and experiences using gestures, pictures, single words, and modeled phrases.</p> <p>c. Describe attributes of people, places, and things using gestures, pictures, and basic adjectives.</p> <p>d. Express predictions of future events using gestures, pictures, single words, and modeled phrases.</p> <p>e. Express cause/effect relationships using gestures, pictures, single words, and modeled phrases.</p>	<p>a. Explain grade-level academic procedures using short phrases.</p> <p>b. Retell events, stories, and experiences using short phrases and modeled simple sentences with support.</p> <p>c. Describe and compare attributes of people, places, and things using adjectives in phrases and modeled simple sentences with support.</p> <p>d. Express predictions and future events using phrases and modeled simple sentences with support.</p> <p>e. Express cause/effect relationships using phrases and modeled simple sentences including <i>because</i> with support.</p>	<p>a. Explain grade-level two-step academic procedures using simple sentences.</p> <p>b. Retell events, stories, and experiences using simple sentences with support.</p> <p>c. Describe and compare attributes and characteristics of people, places, and things using simple language structures with support.</p> <p>d. Express predictions, probability, and future events using simple sentences with support.</p> <p>e. Express cause/effect relationships using simple sentences including <i>because</i> and <i>if/then</i> statements with support.</p>	<p>a. Explain grade-level multi-step academic procedures using simple sentences.</p> <p>b. Retell the main idea and details of events, stories, and experiences using simple sentences with support. (Grades K-1 R/ELA SC 7.A.2.a)</p> <p>c. Describe and compare attributes and characteristics of people, places, and things using simple language structures independent of support.</p> <p>d. Express predictions, probability, and future events using simple sentences independent of support.</p> <p>e. Express cause/effect relationships using simple sentences including <i>because</i> and <i>if/then</i> statements independent of support.</p>	<p>a. Explain multi-step academic procedures using grade-level language and structures independent of support.</p> <p>b. Retell main ideas and details of events, stories, and experiences using grade-level language and structures independent of support. (Grades K-1 R/ELA SC 7.A.2.a)</p> <p>c. Describe and compare attributes and characteristics of people, places, and things using grade-level language and structures independent of support. (Grade 1 R/ELA SC 7.A.2.b)</p> <p>d. Express predictions, probability, and future events using grade-level language and structures independent of support.</p> <p>e. Express cause/effect relationships using appropriate signal words independent of support.</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Speaking

STANDARD 2: English language learners will speak in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.

Indicator 6: Participate in conversations and discussions on a variety of topics.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Use basic verbal and non-verbal communication techniques including taking turns and eye contact in short conversations and simple discussions.</p>	<p>a. Use verbal and non-verbal communication techniques including volume and proximity in short paired or small-group discussions. (Grade 1 R/ELA SC 7.A.1.b)</p>	<p>a. Use verbal and non-verbal communication techniques including circumlocution and self-correcting in grade-level academic discourse and small-group discussions. (Grade 1 R/ELA SC 7.A.1.b)</p>	<p>a. Use verbal and non-verbal communication techniques including appropriate register to participate in grade-level academic discourse and large-group discussions. (Grade 1 R/ELA SC 7.A.1.b)</p>	<p>a. Use organization and delivery strategies to participate in conversations and grade-level academic discourse/discussions. (Grade 1 R/ELA SC 7.A.1.b)</p>
<p>b. Repeat and ask modeled questions to gain basic information.</p>	<p>b. Ask simple questions to gain basic information and clarify academic content with support of modeling.</p>	<p>b. Ask simple questions to gain information and clarify academic content.</p>	<p>b. Ask questions to gain information and clarify academic content.</p>	<p>b. Initiate a variety of questions to gain information and clarify academic content.</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Reading

STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.

Indicator 1: Recognize and interpret meaning of vocabulary and symbols in print.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Determine the meaning of environmental print by examining illustrations with support of picture dictionaries, charts, and posters. (Grade K R/ELA SC 1.D.1.f)</p>	<p>a. <i>Read signs, labels, and environmental print</i> with support of illustrations. (Grade K R/ELA SC 1.D.1.f)</p>	<p>a. <i>Use text and illustrations to identify meaning of unknown words.</i> (Grade K R/ELA SC 1.D.3.a)</p>	<p>a. Determine the meaning of vocabulary by listening to and rereading a variety of texts, using context clues, and examining illustrations with support. (Grades K-1 R/ELA SC 1.D.1.a and 1.D.3.a)</p>	<p>a. Determine the meaning of grade-level vocabulary by listening to and rereading a variety of texts, using context clues, and examining illustrations. (Grades K-1 R/ELA SC 1.D.1 and 1.D.3.a)</p>
<p>b. <i>Use names and labels of basic concepts</i> with support of pictures, gestures, actions, and teacher modeling. (Grade K R/ELA SC 1.D.2.c)</p>	<p>b. <i>Identify and sort pictures of common words into basic categories such as colors, numbers, and letters</i> with teacher modeling. (Grade K R/ELA SC 1.D.2.d)</p>	<p>b. <i>Sort grade-appropriate words with or without pictures into categories</i> with teacher modeling. (Grade 1 R/ELA SC 1.D.2.a)</p>	<p>b. <i>Identify antonyms and synonyms</i> with support of pictures, picture dictionaries, and teacher modeling. (Grade 1 R/ELA SC 1.D.2.b)</p>	<p>b. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary with visual support (Grades K-1 R/ELA SC 1.D)</p>
<p>c. <i>Use word structure to determine meanings of words</i> including the plural <i>s</i> with support of pictures, gestures, actions, and teacher modeling. (Grades K-1 R/ELA SC 1.D.3.c)</p>	<p>c. <i>Use word structure to determine meanings of words</i> including inflectional endings with support of pictures, gestures, actions, and teacher modeling. (Grades K-1 R/ELA SC 1.D.3.c)</p>	<p>c. <i>Use word structure to determine meanings of words</i>, including contractions with support of visuals and teacher modeling. (Grades K-1 R/ELA SC 1.D.3.c)</p>	<p>c. <i>Use word structure to determine meanings of words</i> including compound words with support of visuals and teacher modeling. (Grade 1 R/ELA SC 1.D.3.c)</p>	<p>c. <i>Use word structure to determine meanings of words including contractions, inflectional endings, and root/base words</i> with support of pictures, gestures, actions, and teacher modeling. (Grade 1 R/ELA SC 1.D.3.c)</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Reading

STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.

Indicator 2: Demonstrate comprehension of informational and literary texts.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Identify a fact in patterned informational texts. (Grades K-1 R/ELA SC 2.A.4)</p> <p>b. Identify the important events in patterned literary texts. (Grades K- R/ELA SC 3.A.6.)</p> <p>c. Identify elements of literary texts including characters, sequence of events, and setting with support (Grades K-1 R/ELA SC 3.A.3.b)</p> <p>d. Follow short one-step directions with picture cues. (Grade s K-1 R/ELA SC 2.A.1.b)</p>	<p>a. Identify important facts in patterned informational texts. (Grades K-1 R/ELA SC 2.A.4)</p> <p>b. Identify the important events and ideas in patterned literary texts. (Grades K- R/ELA SC 3.A.6.)</p> <p>c. <i>Identify the beginning, middle, and end of a story.</i> (Grades K-1 R/ELA SC 3.A.1.a)</p> <p>d. Follow two-step directions with picture cues. (Grades K-1 R/ELA SC 2.A.1.b)</p>	<p>a. Identify the main idea and one to two supporting details in informational texts with support. (Grades K-1 R/ELA SC 2.A.4)</p> <p>b. Identify the important events and ideas in literary texts with teacher support. (Grades K- R/ELA SC 3.A.6.)</p> <p>c. Identify and explain elements of literary texts including problem and solution. (Grades K-1 R/ELA SC 3.A.1.a)</p> <p>d. Follow multi-step written directions with support. (Grades K-1 R/ELA SC 2.A.1.b)</p>	<p>a. Identify the main idea and supporting details in informational texts with support. (Grades K-1 R/ELA SC 2.A.4)</p> <p>b. Identify the important events and ideas in literary texts with teacher and peer support. (Grades K- R/ELA SC 3.A.6.)</p> <p>c. Identify and explain elements of literary texts including poetry and drama with support. (Grades K-1 R/ELA SC 3.A.4-5).</p> <p>d. Follow written directions having grade-level language structures with support. (Grade K/1 R/ELA SC 2.A.1.b)</p>	<p>a. <i>Determine the important ideas and messages in informational texts.</i> (Grades K-1 R/ELA SC 2.A.4)</p> <p>b. <i>Determine the important ideas and messages in literary texts.</i> (Grades K- 1 R/ELA SC 3.A.6.)</p> <p>c. <i>Use elements of literary texts to facilitate understanding.</i> (Grades K-1 R/ELA SC 3.A.3/4/5)</p> <p>d. <i>Read and recognize functional documents including sets of directions.</i> (Grade 1 R/ELA SC 2.A.1.b)</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Reading

STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.

Indicator 3: Recognize the connection between written text and spoken language.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Identify upper case and lower case letters of the alphabet including the first letter of a word. (Grade K R/ELA SC 1.B.1.a/b and Grade 1 R/ELA SC 1.B.1.a)</p> <p>b. Identify letter sounds including the sounds in the student's own name. (Grade K R/ELA SC 1.A.1.b and Grade 1 R/ELA SC 1.A.1.a)</p> <p>c. Repeat rhyming words with visual support. (Grade K R/ELA SC 1.A.2.a/b and Grade 1 R/ELA SC 1.A.2.a)</p> <p>d. Identify grade-level high frequency words including the student's first and last names. (Grade K-1 R/ELA SC 1.C.2.c)</p>	<p>a. Identify uppercase and lowercase letters of the alphabet including the first and last letters of a word. (Grade K R/ELA SC 1.B.1.a/b and Grade 1 R/ELA SC 1.B.1.a)</p> <p>b. Identify letter sounds including initial consonant sounds and short vowels. (Grade K R/ELA SC 1.A.1.b and Grade 1 R/ELA SC 1.A.1.a)</p> <p>c. Identify rhyming words with visual support. (Grade K R/ELA SC 1.A.2.a/b and Grade 1 R/ELA SC 1.A.2.a)</p> <p>d. Recognize high-frequency grade-level words by sight. (Grade K R/ELA SC 1.C.2.c)</p>	<p>a. Identify uppercase and lowercase letters including the letters that make up words. (Grade K R/ELA SC 1.B.1.a/b and Grade 1 R/ELA SC 1.B.1.a)</p> <p>b. Identify letter sounds including short and long vowel sounds in one syllable words. (Grades K-1 R/ELA SC 1.B.2.a)</p> <p>c. Identify and produce rhyme and alliteration in a sentence. (Grade K R/ELA SC 1.A.2.a/b and Grade 1 R/ELA SC 1.A.2.a)</p> <p>d. Identify grade-level high frequency words in a sentence. (Grades K-1 R/ELA SC 1.C.2.c)</p>	<p>a. Identify in isolation all upper and lower case letters of the alphabet. (Grade K R/ELA SC 1.B.1.a)</p> <p>b. Identify letter sounds including blends and long vowel sounds in one syllable words. (Grades K-1 R/ELA SC 1.B.2.a/b)</p> <p>c. Produce sentences with rhyming and alliteration. (Grade 1 R/ELA SC 1.A.2.a)</p> <p>d. Read sight words automatically. (Grade 1 R/ELA SC 1.C.2.c)</p>	

Maryland English Language Proficiency State Curriculum Grades K-1: Reading

STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.				
Indicator 4: Demonstrate an understanding of how written English is organized and read.				
LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Demonstrate understanding of basic concepts of print including identifying the title and front/back of a book with support. (Grade K R/ELA SC 1.E.1.c)</p> <p>b. Use capitalization and end punctuation to guide expression with support of modeling. (Grade K R/ELA SC 1.C.2.b and Grade 1 R/ELA SC 1.C.3.a)</p>	<p>a. Demonstrate understanding of basic concepts of print including identifying the parts of a book with support. (Grade K R/ELA SC 1.E.1.c)</p> <p>b. Use end punctuation including question marks to guide expression. (Grade K R/ELA SC 1.C.2.b and Grade 1 R/ELA SC 1.C.3.a)</p>	<p>a. <i>Describe what information is presented on the title and cover pages.</i> (Grade K R/ELA SC 1.E.1.c)</p> <p>b. Use end punctuation including exclamation marks to guide expression. (Grade K R/ELA SC 1.C.2.b and Grade 1 R/ELA SC 1.C.3.a)</p>	<p>a. <i>Match oral words to printed words.</i> (Grade K R/ELA SC 1.E.1.f)</p> <p>b. Use commas to guide expression. (Grade 1 R/ELA SC 1.C.3.a)</p>	<p>a. <i>Recognize that letters build words and words build sentences.</i> (Grade K R/ELA SC 1.E.1.i)</p> <p>b. <i>Use end punctuation, commas, and quotation marks to guide expression.</i> (Grade 1 R/ELA SC 1.C.3.a)</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Reading

STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.

Indicator 5: Use strategies to make meaning from text.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. <i>Use strategies to prepare for reading</i> including making predictions by examining the text and illustrations using modeled sentence frames. (Grades K-1 R/ELA SC 1.E.2.b)</p>	<p>a. <i>Use strategies to prepare for reading</i> including making connections to the text from prior knowledge with teacher support. (Grades K-1 R/ELA SC 1.E.2.a)</p>	<p>a. <i>Use strategies to prepare for reading</i> including sharing prior knowledge, asking questions, and using whole-group graphic organizers with teacher support. (Grades K-1 R/ELA SC 1.E.2)</p>	<p>a. <i>Use strategies to prepare for reading</i> including sharing prior knowledge and using graphic organizers to make predictions with support. (Grades K-1 R/ELA SC 1.E.2)</p>	<p>a. <i>Use strategies to prepare for reading</i> including activating prior knowledge, making predictions, and setting a purpose for reading. (Grades K-1 R/ELA SC 1.E.2)</p>
<p>b. <i>Use strategies to make meaning from text during reading</i> including illustrating to recall what they understand.</p>	<p>b. <i>Use strategies to make meaning from text during reading including rereading sentences when meaning is not clear.</i> (Grade K R/ELA SC 1.E.3.d)</p>	<p>b. <i>Use strategies to make meaning from text during reading including making comments and asking relevant questions.</i> (Grade K R/ELA SC 1.E.3.c)</p>	<p>b. <i>Use strategies to make meaning from text during reading including recalling and discussing what they understand.</i> (Grade 1 R/ELA SC 1.E.3.a)</p>	<p>b. <i>Use strategies to make meaning from text during reading including making, confirming, or adjusting predictions.</i> (Grade K R/ELA SC 1.E.3.b and Grade 1 R/ELA SC 1.E.3.d)</p>
<p>c. Use resources to assist with reading tasks including environmental print, picture dictionaries, word walls, and illustrated word banks. (Grades K-1 R/ELA SC 1.D.3.d)</p>	<p>c. Use resources to assist with reading tasks including environmental print, picture dictionaries, word walls, and illustrated word banks. (Grades K-1 R/ELA SC 1.D.3.d)</p>	<p>c. Use resources to assist with reading tasks including environmental print, picture dictionaries, word walls, and illustrated word banks. (Grades K-1 R/ELA SC 1.D.3.d)</p>	<p>c. Use resources to assist with reading tasks including environmental print, picture dictionaries, word walls, and illustrated word banks. (Grades K-1 R/ELA SC 1.D.3.d)</p>	<p>c. <i>Use resources to determine meanings of unknown words including picture dictionaries, charts, diagrams, posters, and content texts.</i> (Grades K-1 R/ELA SC 1.D.3.d)</p>
<p>d. Use text features including illustrations, photographs, numbered steps, and labels to make meaning from text with support. (Grades K-1 R/ELA SC 2.A.2 and 3.A.2)</p>	<p>d. Use text features including illustrations, photographs, captions, numbered steps, and labels to make meaning from text with support. (Grades K-1 R/ELA SC 2.A.2 and 3.A.2)</p>	<p>d. Use text features including illustrations, photographs, captions, numbered steps, labels, and diagrams to make meaning from text with support. (Grades K-1 R/ELA SC 2.A.2 and 3.A.2)</p>	<p>d. Use text features including illustrations, photographs, captions, numbered steps, labels, diagrams, graphs, and charts to make meaning from text with support. (Grades K-1 R/ELA SC 2.A.2 and 3.A.2)</p>	<p>d. <i>Identify and use text features to facilitate understanding of texts.</i> (Grades K-1 R/ELA SC 2.A.2 and 3.A.2)</p>

**Maryland English Language Proficiency State Curriculum
Grades K-1: Reading**

STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.				
Indicator 5: Use strategies to make meaning from text.				
LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
e. <i>Use strategies to demonstrate understanding of the text after reading including responding to the text by drawing, speaking, dramatizing, or writing with support. (Grade K R/ELA SC 1.E.4.b and Grade 1 R/ELA SC 1.E.4.c)</i>	e. <i>Use strategies to demonstrate understanding of the text after reading including answering simple questions with support. (Grade 1 R/ELA SC 1.E.4.d)</i>	e. <i>Use strategies to demonstrate understanding of the text after reading including describing what the text is about. (Grade 1 R/ELA SC 1.E.4.a)</i>	e. <i>Use strategies to demonstrate understanding of the text after reading including retelling a story using text as support. (Grade K R/ELA SC 1.E.4.f)</i>	e. <i>Use strategies to demonstrate understanding of the text after reading including describing details and what is directly stated in the text. (Grade 1 R/ELA SC 1.E.4.b)</i>

Maryland English Language Proficiency State Curriculum Grades K-1: Writing

STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes using appropriate vocabulary, grammar, and Standard English writing conventions.

Indicator 1: Use vocabulary to communicate effectively in writing.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a. Use concrete grade-level nouns and subject pronouns by drawing and labeling with visual support. (Grade 1 R/ELA SC 5.A.1.a)	a. Use concrete grade-level singular and plural nouns and subject pronouns in phrases and sentence frames with visual and text support. (Grade 1 R/ELA SC 5.A.1.a)	a. Use grade-level vocabulary including possessive pronouns in short sentences with support of modeling and sentence stems/frames. (Grade 1 R/ELA SC 5.A.1.a)	a. Use grade-level vocabulary including demonstrative pronouns in sentences with support of modeling and sentence stems/frames. (Grade 1 R/ELA SC 5.A.1.a)	a. Use grade-level vocabulary including nouns and pronouns with support of modeling and paragraph frames. (Grade 1 R/ELA SC 5.A.1.a)
b. Use verbs to express action or state of being by drawing and labeling with visual support. (Grade 1 R/ELA SC 5.A.1.a)	b. Use verbs to express action or state of being in phrases and sentence frames with visual and text support. (Grade 1 R/ELA SC 5.A.1.a)	b. Use grade-level verbs and helping verbs in sentences with support of modeling and sentence stems/frames. (Grade 1 R/ELA SC 5.A.1.a)	b. Use grade-level verbs and helping verbs in short sentences with support. (Grade 1 R/ELA SC 5.A.1.a)	b. Use grade-level verbs and helping verbs in short paragraphs with support of modeling and paragraph frames. (Grade 1 R/ELA SC 5.A.1.a)
c. Use basic adjectives by drawing and labeling with visual support.	c. Use articles and basic adjectives in phrases and sentence frames with visual and text support.	c. Use articles and grade-level adjectives in sentences with support of modeling and sentence stems/frames. (Grades K-1 R/ELA 4.A.5.a)	c. Use grade-level adverbs in sentences with support of modeling and sentence stems and frames. (Grades K-1 R/ELA 4.A.5.a)	c. Use articles, quantifiers, and grade-level adjectives/adverbs in short paragraphs with the support of modeling and paragraph frames. (Grades K-1 R/ELA 4.A.5.a)
d. Use basic words to indicate time, sequence, and location by labeling picture stories.	d. Use basic words to indicate time, sequence, and location in phrases and sentence frames with visual and text support.	d. Use grade-level words to indicate direction, time, sequence, and location in sentences with support of modeling and sentence stems/frames.	d. Use grade-level words to indicate direction, time, sequence, and location with the support of modeling and paragraph frames.	d. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs independent of support.
e. Use basic phrasal verbs by matching pictures to text with modeling and visual support.	e. Use basic phrasal verbs in phrases and sentence frames with visual and text support.	e. Use grade-level multiple-meaning words with support of modeling and sentence stems/frames.	e. Use idioms and grade-level multiple-meaning words with support of modeling and sentence stems/frames.	e. Use idioms and grade-level multiple-meaning words independent of support.

Maryland English Language Proficiency State Curriculum Grades K-1: Writing

STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes using appropriate vocabulary, grammar, and Standard English writing conventions.				
Indicator 2: Use Standard English grammar to communicate clearly and accurately in writing.				
LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Recognize correct word order in modeled short phrases and highly patterned statements/questions by drawing and labeling with visual support.</p> <p>b. Use subject/verb agreement in highly patterned simple statements by drawing and labeling with visual support. (Grades K-1 R/ELA SC 5.B.1.a)</p> <p>c. Use verb tense to indicate present events in highly patterned simple statements with visual support. (Grade K R/ELA SC 5.B.1.b)</p>	<p>a. Recognize correct word order in modeled simple statements and questions with visual and text support. (Grades 1 R/ELA SC 5.A.1.c)</p> <p>b. Use subject/verb and noun/pronoun agreement in simple statements and questions with visual and text support. (Grades K-1 R/ELA SC 5.B.1.a)</p> <p>c. Use verb tenses to indicate present and future events in phrases with visual and text support. (Grade K R/ELA SC 5.B.1.b)</p>	<p>a. Use correct word order in simple statements and questions with support of modeling and sentence stems/frames. (Grade 1 R/ELA SC 5.A.1.c)</p> <p>b. <i>Use sentences with noun/pronoun agreement</i> with support of modeling and sentence stems/frames. (Grade K R/ELA SC 5.B.1.c)</p> <p>c. Use verb tenses to indicate present, past, and future events in sentence stems/frames with support of modeling. (Grade K R/ELA SC 5.B.1.b)</p>	<p>a. Use correct word order in simple statements and questions with support of modeling and sentence frames. (Grade 1 R/ELA SC 5.A.1.c)</p> <p>b. Use subject/verb and noun/pronoun agreement to compose sentences and questions with support. (Grade 1 R/ELA SC 5.B.1.a/b)</p> <p>c. Use verb tenses to indicate present, past, and future events in sentences with support of modeling. (Grade K R/ELA SC 5.B.1.b)</p>	<p>a. <i>Compose simple sentences using correct word order.</i> (Grade 1 R/ELA 5.A.1.c)</p> <p>b. <i>Use sentences with subject/verb agreement</i> (Grade K R/ELA SC 5.B.1.a.)</p> <p>c. Use verb tenses to indicate present, past, and future events in a short paragraph with support of modeling. (Grade K R/ELA SC 5.B.1.b)</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Writing

STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes using appropriate vocabulary, grammar, and Standard English writing conventions.

Indicator 3: Use the conventions of Standard English to communicate clearly and accurately in writing.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Use grade-level punctuation including periods at the end of sentences with the support of modeled sentences and visual cues. (Grades K-1 R/ELA SC 5.C.2.a) 5.C.2.a)</p> <p>b. Use capital letters to begin sentences with support of modeled sentences and visual cues. (Grade K R/ELA SC 5.C.2.b and Grade 1 R/ELA SC 5.C.2.d)</p> <p>c. Spell first and last names correctly and use letters to represent phonemes in words with support of modeling, environmental print, and labeled objects. (Grade K R/ELA SC 5.D.1.a/d and Grade 1 R/ELA SC 5.D.1.c/h)</p>	<p>a. Use end punctuation including periods and question marks with support of modeled sentences and visual cues. (Grades K-1 R/ELA SC 5.C.2.a) R/ELA SC 5.C.2.a)</p> <p>b. Use grade-level capitalization including capital letters to begin sentences and identify names with support of modeled sentences and visual cues. (Grade K R/ELA SC 5.C.2.b and Grade 1 R/ELA SC 5.C.2.d)</p> <p>c. Spell first and last names and phonetically regular high frequency words with support of environmental print and labeled objects. (Grade K R/ELA SC 5.D.1.a/d and Grade 1 R/ELA SC 5.D.1.c/h)</p>	<p>a. Use end punctuation with support of modeled sentences and visual cues. (Grade K R/ELA SC 5.C.2.a and Grade 1 R/ELA SC 5.C.2.a/c)</p> <p>b. Use grade-level capitalization including capital letters to identify proper nouns with support of modeled sentences and visual cues. (Grade K R/ELA SC 5.C.2.b and Grade 1 R/ELA SC 5.C.2.d)</p> <p>c. Spell grade-level high frequency words, pattern words, with support of word walls, picture dictionaries, and charts. (Grades K-1 R/ELA SC 5.D.1.a/b/c/d)</p>	<p>a. Use end punctuation and commas in dates, salutations, and closings with support of visual cues. (Grade K R/ELA SC 5.C.2.a) and Grade 1 R/ELA SC 5.C.2.a/c)</p> <p>b. Use grade-level capitalization with support of visual cues. (Grade K R/ELA SC 5.C.2.b and Grade 1 R/ELA SC 5.C.2.d)</p> <p>c. Spell grade-level high frequency words, and words with simple prefixes and inflectional endings with support of word walls, picture dictionaries, and charts. (Grades K-1 R/ELA SC 5.D.1.a/b/c/d)</p>	<p>a. <i>Consistently use end punctuation.</i> (Grade 1 R/ELA SC 5.C.2.a)</p> <p>b. <i>Use capital letters to begin sentences and identify proper nouns.</i> (Grade 1 R/ELA SC 5.C.2.d)</p> <p>c. <i>Apply conventional spelling in written language including spelling high frequency words, words that follow regular spelling patterns, and words with simple prefixes and inflectional endings.</i> (Grade K R/ELA SC 5.D.1.b and Grade 1 R/ELA SC 5.D.1.b/c/f)</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Writing

STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes using appropriate vocabulary, grammar, and Standard English writing conventions.

Indicator 4: Write to express personal information and ideas.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Write to express personal information and ideas using drawings, symbols, letters, or words with modeling, written, and visual support. (Grades K-1 R/ELA SC 4.A.2.a)</p> <p>b. Write to express opinions and feelings using drawings, symbols, letters, or words with support of modeling and visuals. (Grades K-1 R/ELA SC 4.A.2.a)</p>	<p>a. Write to express personal information and ideas using drawings, symbols, letters, or words with written and visual support. (Grades K-1 R/ELA SC 4.A.2.a)</p> <p>b. Dictate, draw, or write to express opinions and feelings with written and visual support. (Grades K-1 R/ELA SC 4.A.2.a and Grade 1 R/ELA SC 4.A.2.a)</p>	<p>a. Write to express personal information and ideas using drawings, symbols, letters, words, and sentences with written and visual support. (Grades K-1 R/ELA SC 4.A.2.a)</p> <p>b. Write to express opinions and feelings using drawings, symbols, letters, words, and sentences with written and visual support. (Grades K-1 R/ELA SC 4.A.2.a)</p>	<p>a. Write to express personal information and ideas using words, sentences, and simple paragraphs with written and visual support. (Grades K-1 R/ELA SC 4.A.2.a)</p> <p>b. Write to express opinions and feelings including writing a response to text using words, sentences, and simple paragraphs with written and visual support. (Grade K R/ELA SC 4.A.2.e and Grade 1 R/ELA SC 4.A.2.f)</p>	<p>a. Write to express personal ideas using drawings, symbols, letters, words, sentences, and simple paragraphs with written and visual support. (Grades K-1 R/ELA SC 4.A.2.a)</p> <p>b. Write persuasive text to support a stated opinion with written and visual support. (Grade 1 R/ELA SC 4.A.2.e)</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Writing

STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, and Standard English writing conventions.

Indicator 5: Write to convey academic information.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Write to explain familiar routines or procedures using pictures, words, and modeled phrases. (Grades K-1 R/ELA SC 4.A.2.d)</p>	<p>a. Write to explain familiar routines or procedures using pictures, words, and/or short phrases. (Grades K-1 R/ELA SC 4.A.2.d)</p>	<p>a. Write to explain academic procedures using pictures, words, phrases, and simple guided sentences.</p>	<p>a. Write to explain academic procedures using words, phrases, and sentences with detail. (Grade 1 R/ELA SC 4.A.2.d)</p>	<p>a. Write to explain academic procedures using details in a short paragraph with support. (Grade 1 R/ELA SC 4.A.2.d)</p>
<p>b. Write to retell events, stories, and experiences using pictures, words, and modeled phrases. (Grades K-1 R/ELA SC 4.A.2.a)</p>	<p>b. Write to retell events, stories, and experiences using pictures, words, and/or short phrases. (Grades K-1 R/ELA SC 4/A.2.a)</p>	<p>b. Write to retell events, stories, and experiences using pictures, words, phrases, and simple guided sentences. (Grades K-1 R/ELA SC 4/A.2.a)</p>	<p>b. Write to retell events, stories, and experiences using pictures, phrases, and sentences with detail. (Grades K-1 R/ELA SC 4/A.2.a)</p>	<p>b. Write to retell events, stories, and experiences using details in a short paragraph with support. (Grades K-1 R/ELA SC 4/A.2.a)</p>
<p>c. Write to describe attributes of people, places, and things using pictures, words, and modeled phrases. (Grades K-1 R/ELA SC 4.A.5.a)</p>	<p>c. Write to describe and compare attributes of people, places, and things using pictures, words, and adjectives in short phrases. (Grades K-1 R/ELA SC 4.A.5.a)</p>	<p>c. Write to describe and compare attributes and characteristics of people, places, and things using pictures, words, and adjectives in phrases and simple guided sentences. (Grades K-1 R/ELA SC 4.A.5.a)</p>	<p>c. Write to describe and compare attributes and characteristics of people, places, and things using pictures and adjectives in phrases and sentences with detail. (Grades K-1 R/ELA SC 4.A.5.a)</p>	<p>c. <i>Use descriptive words and other details to expand and improve writing.</i> (Grades K-1 R/ELA SC 4.A.5.a)</p>
<p>d. Write to express predictions and future events using pictures, words, and modeled phrases.</p> <p>e. Write to explain cause/effect relationships using pictures, words, and modeled phrases.</p>	<p>d. Write to express predictions and future events using pictures, words, and/or short phrases.</p> <p>e. Write to explain cause/effect relationships using pictures, words, and/or short phrases.</p>	<p>d. Write to express predictions and future events using pictures, words, phrases, and simple guided sentences.</p> <p>e. Write to explain cause/effect relationships using pictures, words, phrases, and simple guided sentences.</p>	<p>d. Write to express predictions, probability, and future events using pictures, phrases, and sentences with detail.</p> <p>e. Write to explain cause/effect relationships using phrases and sentences including signal words with support.</p>	<p>d. Write to express predictions, probability, and future events using details in a short paragraph with support.</p> <p>e. Write to explain cause/effect relationships in a short paragraph including signal words/phrases with support.</p>

Maryland English Language Proficiency State Curriculum Grades K-1: Writing

STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes using appropriate vocabulary, grammar, and Standard English writing conventions.

Indicator 6: Compose text using the steps of the writing process.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Use prewriting strategies to complete a graphic organizer using pictures or dictated words with teacher support. (Grades K-1 R/ELA SC 4.A.1.a and 4.A.6.b)</p>	<p>a. Use prewriting strategies to complete a graphic organizer using pictures and dictated words or phrases with teacher support. (Grades K-1 R/ELA SC 4.A.1.a)</p>	<p>a. Use prewriting strategies to complete a graphic organizer using pictures, dictated words or phrases, and simple sentences with teacher support. (Grades K-1 R/ELA SC 4.A.1.a and 4.A.6.b)</p>	<p>a. Use prewriting strategies to complete a graphic organizer using pictures, dictated words/phrases, and simple sentences with teacher and peer support. (Grades K-1 R/ELA SC 4.A.1.a and 4.A.6.b)</p>	<p>a. <i>Generate ideas and topics and make a plan for writing.</i> (Grades K-1 R/ELA SC 4.A.1.a)</p>
<p>b. Use drafting strategies to participate in a shared writing experience with teacher modeling using a graphic organizer. (Grade K R/ELA SC 4.A.1.b)</p>	<p>b. Use drafting strategies to write word approximations, words, or phrases related to ideas or illustrations with teacher support. (Grades K-1 R/ELA SC 4.A.1.b)</p>	<p>b. Use drafting strategies to dictate or write sentence starters related to ideas or illustrations using word walls with teacher support. (Grades K-1 R/ELA SC 4.A.1.b)</p>	<p>b. Use drafting strategies to dictate or write a first draft using short patterned sentences related to ideas or illustrations with visual and teacher support. (Grades K-1 R/ELA SC 4.A.1.b)</p>	<p>b. <i>Write a first draft with a main idea and supporting details.</i> (Grade 1 R/ELA SC 4.A.1.b)</p>
<p>c. Proofread and edit a shared writing experience using capitalization rules with teacher support. (Grade K R/ELA SC 4.A.3.a)</p>	<p>c. Proofread and edit first draft applying basic rules of capitalization, punctuation, and spelling with teacher/peer review. (Grades K-1 R/ELA SC 4.A.3.a/b)</p>	<p>c. Revise first draft by adding ideas and editing for capitalization, punctuation and spelling using word walls/banks with teacher and peer support.</p>	<p>c. <i>Improve writing by maintaining a topic and adding ideas</i> with support. (Grade 1 R/ELA SC 4.A.3.a)</p>	<p>c. Extend, revise and edit first draft with support. (Grades K-1 R/ELA SC 4.A.3.a/b)</p>
<p>d. <i>Prepare writing for display</i> with teacher modeling. (Grade K R/ELA SC 4.A.3.a)</p>	<p>d. <i>Prepare writing for display</i> with teacher support. (Grade K R/ELA SC 4.A.3.a)</p>	<p>d. <i>Prepare writing for publication</i> with teacher and peer support. (Grade K R/ELA SC 4.A.3.a and Grade 1 R/ELA SC 4.A.3.c)</p>	<p>d. <i>Prepare writing for publication</i> with support. (Grade K R/ELA SC 4.A.3.a and Grade 1 R/ELA SC 4.A.3.c)</p>	<p>d. <i>Prepare writing for publication.</i> (Grade 1 R/ELA SC 4.A.3.c)</p>

**C1.5 Maryland State Department of Education
Accreditation Standards**



5th Edition

Standards for Implementing Quality Early Childhood Programs

*Center-based Child Care & Head Start
Instrument for Self-Appraisal and Validation*

Maryland State Department of Education
Division of Early Childhood Development
200 West Baltimore Street 10th Floor
Baltimore, Maryland 21201

For information on the Accreditation Project contact:
Vanessa Jones
410-767-8961

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EARLY CHILDHOOD PROGRAM INFORMATION FORM

Note: Use of the Online Accreditation Registration System (OARS) is strongly encouraged for all programs seeking MSDE Accreditation. Programs using OARS are not required to submit paper copies of the application.

I. BACKGROUND INFORMATION

County _____ Supervisor/Director _____
 Name of Organization _____ Support person (if applicable) _____
 Name of Program _____ Telephone _____
 Address _____ Email _____
 Hours of Operation _____ AM to _____ PM

II. PROGRAM OPERATION:

Total number of children enrolled _____

Age Range	Number of Children	Total Number of Adults	Number of Groups
Infants (birth-18 months)	_____	_____	_____
Toddlers (18 to 24 months)	_____	_____	_____
Twos (24-36 months)	_____	_____	_____
Preschoolers (3-4 years of age)	_____	_____	_____
Kindergartners (5-6 years of age)	_____	_____	_____

III. FUNDING SOURCE FOR OPERATION OF PROGRAM (check as many as apply)

Judy P. Hoyer Early Care and Education Program Other (Specify) _____

IV. Name of person completing this form _____ Position _____

V. Send the following as a Validation Request Packet to MSDE when requesting a validation visit: *Submit at least 30 days prior to the requested validation visit.*

- Cover Letter Requesting Validation Visit Curriculum Overview
- Instrument for Self-Appraisal and Validation (copy) Daily Schedule(s)
- Program Improvement Plan (copy) Directions to Program Site
- Copy of Program's (CBCC/HS) current License Inspection Report

Mail the Validation Request Packet to:

Maryland State Department of Education
 Division of Early Childhood Development
 Attention: Accreditation Project, 10th Floor
 200 West Baltimore Street
 Baltimore, Maryland 21201

Note: Use of the Online Accreditation Registration System is strongly encouraged for all programs seeking MSDE Validation.

EARLY CHILDHOOD PROGRAM INFORMATION FORM

Please provide the following information for staff involved in the validation process.

Name of Program: _____ County: _____

Type of Program: Please check all that apply:

- Early Head Start
- Head Start
- Center-Based Child Care
- Montessori
- Prekindergarten
- Kindergarten

Age Levels:

- Infants/Toddlers
- Two-year-olds
- Three-year-olds
- Four-year-olds
- Five-year-olds

Self-Appraisal Team Members/Positions

Please provide the names of individuals involved in the validation process.

Name	Position (Teacher/Assistant)	Age/Grade Level
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Self-Appraisal and Accreditation/Validation Instrument

I. Organization

MSDE refers to each standard with individually and corresponding indicators, best practices, evidences of achievement, whether documented or observed, and rating as the “instrument”. The instrument for self-appraisal and accreditation/validation is designed to define the program standards and outline the components of a quality early childhood program.

The Instrument focuses on three broad areas:

1. Program Administration
2. Program Operation
3. Home and Community Partnerships

All *Instruments* start by identifying the Standard of achievement in the first row. These *Standards* are comprehensive statements that support the development and maintenance of high quality programs. Below the Standard follows another row with four columns citing research evidence, supporting rationale, a programs’ opportunity to demonstrate evidence of quality practice requested and an opportunity to rate its quality as present fully or partially.

- A. Each standard has **Indicators**, which further define and measure the program *Standards*.
- B. The **Best Practices/Rationale** is stated in this section, which is located next to the *Indicators*. Research-based best practices describe each standard indicator in detailed terms that can be documented and/or observed.
- C. **The Required Evidence column is new to the 5th Edition**. It is meant to clarify items that are required, not merely examples of quality. Next to the best practices/rationale is a list of **Required Evidence**. This required evidence will assist program staff to identify specific program items that meet the best practices criteria and validate that corresponding indicators have been met. *Required Evidence* that is demonstrated through observation is noted with a **bold circle**. *Required Evidence* that is demonstrated through documentation is noted with a **bold square** and placed in the appropriate binder. *Required evidence* must be demonstrated to receive a “fully met” rating on the indicator.
 - 1) **Representative Examples** are programs elements or practices that support the indicator. *Representative Examples* are not required to be documented or observed. However, the *Representative Examples* do demonstrate best practices under the indicator in each program area.

- 2) A section for **Program Examples** is provided under the *Representative Examples* section. Programs should note any additional examples that meet best practices and are specific to that program. This section should be completed as the self-appraisal team rates the program.
- D. The **Rating chart** is located in the last column. It provides a space for the program staff and the Validator to record ratings for each indicator, based on documented and observable evidence.

II. Directions

Programs begin by identifying each Standard. Then read each defining characteristic of that Standard found in the indicator. Next, read the “Best Practice/Rationale” to ensure understanding of program implementation. After, determine if and how your program has met this indicator by articulating if it has all items within the “**Required Evidence**”, column. Finally, indicate where the program has determined its rates in providing documented or observed evidence of quality.

A. Required Evidence which can be demonstrated through documentation is noted with a bold square. Required evidence which must be observed is marked with a bold circle. All required evidence that is marked with a bold square should be placed in the appropriate binder.

Please note: All Required Evidence must be demonstrated to receive a “Fully met” rating on the indicator.

B. Representative Examples are program elements or practices that support the indicator. **Representative Examples** are not required to be documented or observed; however, the Representative Examples do demonstrate best practices under the indicator in each program focus area. Programs should ✓ the appropriate box where there is evidence in their programs of fully met, partially met or not met.

C. Program Examples allows the program/center to demonstrate other sources of quality evidence. Programs should record any additional evidence that is specific to individual programs in this section.

III. Rating Chart

The chart below depicts the three-item rating scale for each indicator. The program self-appraisal team will review their program/center and measure its performance based on each individual *Indicator* within each *Standard*. Then the program will rate itself using the following ratings:” N” meaning “not met”, “P” meaning “partially met”, and “F” meaning “fully met”.

Program	N	P	F
Validator			

Rating each *Indicators*:

- **N = Not Met** where there is insufficient, observable or documented evidence for the indicator.
- **P = Partially Met** where there is some observable or documented evidence for the indicator.
- **F = Fully Met** where there is significant observable or documented evidence of high quality.

Any *Indicator* rated **N (Not Met)** or **P (Partially Met)**, must be included on the *Program Improvement Plan* - located in the Appendix of the *Guide to Self-Appraisal and Accreditation/Validation*. After program improvements are made and reassessed, the *ratings* should be changed to reflect improvement. The program will add a check where improvement was made, then indicate the date the program made the change next to the appropriate box.

Judith P. Hoyer Early Care and Education

MSDE Standards for Implementing Quality Early Childhood Programs outlines a self-appraisal and accreditation/validation process. Non-public programs seek accreditation and public programs seek validation from MSDE. Programs receiving public funds under the Judith P. Hoyer Early Care and Education program are **required** to pursue accreditation or validation. Our goal in achieving high-quality programs is manifested by consistent implementation of quality standards and best practices for Maryland’s early care and education professionals and programs.

I. PROGRAM ADMINISTRATION

Mission Statement

<p>1.1 The early childhood education program’s philosophy is consistent with early childhood practices that are age and developmentally appropriate and reflect the role of families. The written mission or philosophy statement for the early childhood program is used by the staff as the foundation for planning, for staff development, and for implementation, evaluation, and continuous improvement of the program.</p>																			
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING																
<p>1.1.1 Planning The early childhood education program has a written philosophy/mission statement, which reflects planned use of effective early childhood practices. The written philosophy/mission statement is shared with staff and families.</p> <p>NAEYC 10.A.01; 10.B.07 NECPA p. 33, 39 Head Start 1304.21(a-c) 1304.51(a)(1-2)</p>	<p>The philosophy statement is an integral part of the early childhood education program’s overall mission. It refers to research and literature-based practices in early childhood education.*</p> <p><i>Eager to Learn: Educating our Preschoolers</i>, National Research Council</p> <p>*<i>Developmentally Appropriate Practices in Early Childhood Programs – Revised Edition</i>, NAEYC</p>	<p><input type="checkbox"/> Written mission or philosophy statement of the early childhood program</p> <p><input type="checkbox"/> Documentation of dissemination to staff and families</p> <p style="text-align: center;">PROGRAM EXAMPLES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">N</td> <td style="width: 25%; text-align: center;">P</td> <td style="width: 25%; text-align: center;">F</td> </tr> <tr> <td style="text-align: center;">Program</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Validator</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4" style="text-align: center;">Validator Comments</td> </tr> </table>		N	P	F	Program				Validator				Validator Comments			
	N	P	F																
Program																			
Validator																			
Validator Comments																			

I. PROGRAM ADMINISTRATION

Mission Statement

1.1 The early childhood education program's philosophy is consistent with early childhood practices that are age and developmentally appropriate and reflect the role of families. The written mission/philosophy statement for the early childhood program is used by the staff as the foundation for planning, for staff development, and for implementation, evaluation, and continuous improvement of the program.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.1.2 Staff Development</p> <p>The early childhood education program mission/philosophy statement describes an ongoing staff development program to ensure opportunities for professional growth and development.</p> <p>NAEYC 10.E.11-12 NECPA p. 10-11, 50 Head Start 1304.52(k)(1-3)</p>	<p>The mission/policy statement reflects professional development opportunities for staff in early childhood education programs. Ongoing professional development provides continuing education and other opportunities for staff to keep abreast of the latest developments in the field, including: new programs and practices, routines, pending policy, legislation, or regulatory changes. In addition to staff training, volunteers and substitutes are adequately acquainted with the program philosophy goals, emergency health and safety procedures, child abuse and neglect reporting procedures, and expectations for ethical conduct.*</p> <p>* The National Staff Development Council, Standards for Staff Development.</p>	<p><input type="checkbox"/> Written statements or plans regarding staff development</p> <p><input type="checkbox"/> Orientation Packet for staff</p> <hr/> <p>PROGRAM EXAMPLES</p>				
			Program			
			Validator			
			Validator Comments			

I. PROGRAM ADMINISTRATION

Mission Statement

1.1 The early childhood education program's philosophy is consistent with early childhood practices that are age and developmentally appropriate and reflect the role of families. The written mission/philosophy statement for the early childhood program is used by the staff as the foundation for planning, for staff development, and for implementation, evaluation, and continuous improvement of the program.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>1.1.3 Implementation</p> <p>The learning environment and activities are developmentally appropriate for children and reflect the program's philosophy and goals.</p> <p>NAEYC 2.A.01; 3.B.01 NECPA p. 33 Head Start 1304.21(a-c)</p>	<p>The philosophy reflects the principles of developmentally appropriate practices. It states explicitly the role of families in the early education and learning of young children, and reflects the multiple social and cultural contexts of the community.*</p> <p>* NAEYC. Developmentally Appropriate Practices in Early Childhood Programs (1997)</p> <p>Eager to Learn: Educating our Preschoolers, National Research Council (2001)</p> <p>Literacy Positions Statement, Learning to Read and Write: Developmentally Appropriate Practices for Young Children, International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC).</p>	<p><input type="checkbox"/> Written mission or philosophy statement of the early childhood program</p> <p><input type="checkbox"/> Plan for involving parents</p> <p><input type="radio"/> Developmentally appropriate environment and activities</p> <p>PROGRAM EXAMPLES</p>			
			Program		
			Validator		
			Validator Comments		

I. PROGRAM ADMINISTRATION

Mission Statement

1.1 The early childhood education program's philosophy is consistent with early childhood practices that are age and developmentally appropriate and reflect the role of families. The written mission/philosophy statement for the early childhood program is used by the staff as the foundation for planning, for staff development, and for implementation, evaluation, and continuous improvement of the program.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>1.1.4 Evaluation</p> <p>The guidelines, yearly plan, or handbook includes the program's annual evaluation and the process for ongoing program and staff reviews.</p> <p>NAEYC 4.A.02-03; 10.F.01-05 NECPA p. 51 Head Start 1304.51(i)</p>	<p>The guidelines, yearly plan, or handbook reflect methods of current and ongoing program evaluation, which include annual program evaluation, staff reviews, and plans for improvement.</p> <p>The program's effectiveness will be evaluated annually by administrators, families, staff, and other routinely participating adults.</p> <p>Staff uses individual descriptions of children's development and learning, which are written and compiled, as a basis for planning appropriate learning activities, and as a means of facilitating the optimal development of each child.</p>	<p><input type="checkbox"/> Written plan for evaluation</p> <p><input type="checkbox"/> Copies of completed evaluation tools</p> <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ▪ Evaluation timeline ▪ Improvement plans ▪ Staff guidelines ▪ Staff reviews <p>PROGRAM EXAMPLES</p>	N	P	F
			Validator Comments		

I. PROGRAM ADMINISTRATION

Program Personnel

1.2 The early childhood education program is collaboratively administered, supervised, and implemented by qualified personnel.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>1.2.1 Administration</p> <p>Upon hire and at least once each program year, the director or education supervisor provides an orientation session for staff about the early childhood program to ensure the implementation of a developmentally appropriate program.</p> <p style="text-align: right;">NAEYC 6.A.03 NECPA p. 47 Head Start 1304.51(d-f)</p>	<p>The director informs the staff about developmentally appropriate programming and practices.</p> <p>Resource materials such as national and state standards, guideline information, brochures for families, and staff development materials on developmentally appropriate practices are available.</p> <p>Staff has a clear understanding of job expectations.</p>	<p><input type="checkbox"/> OCC Staff Orientation Form for each staff member (signed and dated)</p> <p><input type="checkbox"/> Staff meeting calendar and agendas</p> <hr/> <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ▪ Minutes, agendas, calendars for conferences/meetings/trainings ▪ Copies of resource materials ▪ Job description and responsibilities <hr/> <p style="text-align: center;">PROGRAM EXAMPLES</p>			
		<p>Program</p>			
		<p>Validator</p>			
		<p>Validator Comments</p>			

I. PROGRAM ADMINISTRATION

Program Personnel

1.2 The early childhood education program is collaboratively administered, supervised, and implemented by qualified personnel.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.2.2 Supervision</p> <p>The supervisor and/or director provide regular feedback to staff about the development and implementation of a developmentally appropriate program.</p> <p>NAEYC 6.B.01 NECPA p. 50 Head Start 1304.51(b)(e-f)</p>	<p>The supervisor or director promotes an open system of staff communication which supports the ongoing exchange of information among staff, focusing on specific instructional or programmatic strategies related to the quality of services, and representing the best interests of children and families.</p> <p>Effective formal and informal communication methods include: regularly scheduled staff meetings used to facilitate staff input and discussions concerning the quality of services to children and families, and opportunities to express concerns and provide effective feedback related to professional development and growth.</p> <p>In addition, these methods include peer coaching, mentoring for improvement, workshop seminars, action research, and teaching teams.</p>	<p><input type="checkbox"/> Agendas for staff meetings, workshops, or seminars</p> <p><input type="checkbox"/> Copies of informal and formal staff observations</p>		N	P	F
		<p>REPRESENTATIVE EXAMPLES</p>	<p>Validator Comments</p>			
		<ul style="list-style-type: none"> List of available support and resource personnel for staff 				
		<p>PROGRAM EXAMPLES</p>				

I. PROGRAM ADMINISTRATION

Program Personnel

1.2 The early childhood education program is collaboratively administered, supervised, and implemented by qualified personnel.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>1.2.3 Qualification (Birth to Five)</p> <p>Early childhood teacher (formerly senior staff), responsible for the care and education of a group of children from birth through age five, must have at least an AA degree which includes, at a minimum, 15 semester hours of approved course work in early childhood education /child development or equivalent AND must hold a Maryland Child Care Credential of level five or higher.</p> <p>Preferably, lead staff has baccalaureate degrees in early childhood education/child development or a related field AND holds a Maryland Child Care Credential of level six.</p> <p>Aides working with teachers have a Maryland Child Care Credential of level two or higher.</p> <p>NAEYC 6.A.05-06 NECPA p. 7-10 Head Start 1304.52(d)(1) 1304.52(g)(3)</p>	<p>Staff members who are appropriately educated are better prepared to plan and implement quality, developmentally appropriate programs for young children.</p> <p>“What teachers know and do is the most important influence on what students learn.” *</p> <p>*What Matters Most: Teaching for America’s Future,(1996) National Commission on Teaching and America’s Future</p>	<p><input type="checkbox"/> OCC Personnel Qualification Form</p> <p><input type="checkbox"/> Maryland Child Care Credential</p> <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> Transcripts and teaching certificates <p>PROGRAM EXAMPLES</p>	N	P	F
		<p>Program</p> <p>Validator</p>	<p>Validator Comments</p>		

I. PROGRAM ADMINISTRATION

Program Personnel

1.2 The early childhood education program is collaboratively administered, supervised, and implemented by qualified personnel.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.2.4 Professional Support</p> <p>The program provides support to staff in order to meet their personal and professional needs.</p> <p>NAEYC 9.C.02; 10.E.07 NECPA p. 35, 36, 50 Head Start 1304.53 (a) (2)</p>	<p>Adult restroom and lounge separate from children's activity area are available.</p> <p>Adequate individual storage area for personal belongings in the classroom, with safety provisions if necessary, is provided.</p> <p>A conference or meeting area is designated.</p> <p>Staffing patterns are adequate to allow time for staff members to meet their personal needs and handle administrative and planning tasks.</p>	<p><input type="checkbox"/> Staff schedules with breaks and planning times</p> <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ○ Lockers/cabinets to store personal belongings ○ Staff restroom ○ Designated conference/meeting areas ○ and/or lounge/staff room <p>PROGRAM EXAMPLES</p>				
			Program			
			Validator			Validator Comments

I. PROGRAM ADMINISTRATION

Program Continuity

1.3 The early childhood education program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.3.1 Curricula</p> <p>The program has a written curriculum based on the knowledge of child development.</p> <p>NAEYC 2.A.02 NECPA p. 33, 34 Head Start 1304.21(a-c) 1304.51(a)</p>	<p>The early childhood education program is based on the developmental characteristics and needs of young learners and helps them to reach their full potential.</p> <p>The program:</p> <ul style="list-style-type: none"> • Is aligned with state and national standards that reflect appropriate early childhood education practices. • Provides for the individual needs, interests, and learning styles of all young learners based on observations and assessments. • Facilitates communication among staff at the time of children's transition to the next age group or program. • Children who show developmental delays receive either special support or are referred to Child Find, or the local Infants and Toddlers program for developmental evaluation and subsequent services. 	<p><input type="checkbox"/> Evidence of one of the following resources which aligns with <i>MMSR Framework and Standards for Prekindergarten and Kindergarten</i> and/or <i>Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age</i>.</p> <ul style="list-style-type: none"> • A comprehensive curricular resource recommended by MSDE; or • A curriculum developed by the local school system (LSS); or • An individually developed curricular resource developed by a program for which MSDE approval has been obtained * (See Appendix for Policies document.) <p>PROGRAM EXAMPLES</p>	<p>N</p>	<p>P</p>	<p>F</p>	<p>Program</p> <p>Validator</p> <p>Validator Comments</p>

I. PROGRAM ADMINISTRATION

Program Continuity

1.3 The early childhood education program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.3.2 Assessment and Instructional Strategies</p> <p>The program provides developmentally appropriate activities and materials that are selected to emphasize active, hands-on learning.</p> <p>NAEYC 2.A.05-06; 4.A.01 NECPA p. 33-35 Head Start 1304.21(a)(1) 1304.21(a)(4)(ii-iv) 1304.21(a)(5)(i-iii)</p>	<p>The program will enable children to foster positive identity, develop social skills, and problem solve.</p> <p>Activities will encourage critical thinking, reasoning, questioning and experimentation. The activities will encompass all areas of development, including language and literacy, cognitive, physical (fine and gross motor), social and emotional, and creative.</p> <p>Materials and equipment are appropriate to the age group. The materials should also reflect the diversity and lives of the children and families served, as well as of society in general.</p> <p>Staff regularly assesses activities and materials to ensure appropriateness and effectiveness.</p>	<p><input type="checkbox"/> Developmentally appropriate curriculum guides and/or unit plans</p> <p><input type="checkbox"/> Developmentally appropriate materials, equipment, and activities</p> <p>PROGRAM EXAMPLES</p>				
			Program	N	P	F
			Validator Comments			

I. PROGRAM ADMINISTRATION

Program Continuity

1.3 The early childhood education program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.3.3 Transition and Continuity of Services</p> <p>Staff from the early childhood education program develops transition plans for children moving to a new group or program that communicate children's individual strengths and needs.</p> <p>NAEYC 10.B.14 NECPA p. 36 Head Start 1304.41(c)</p>	<p>To ensure the most appropriate placement for a child, transition planning must be undertaken.</p> <p>Transition planning should address issues for all children (including children with special needs), such as:</p> <ul style="list-style-type: none"> ▪ ways for the family to facilitate the child's health and learning needs ▪ written or verbal communication between the early childhood program and other groups or programs to communicate children's strengths and needs. ▪ preparing the child and family for the transition. 	<p><input type="checkbox"/> Transition plans for class/program</p> <p><input type="checkbox"/> Written plans/activities with local school systems to connect parents and children with LSS resources</p> <p><input checked="" type="radio"/> Evidence that staff and families are engaged in practices to encourage children's smooth transitions between activities, classrooms and/or schools</p> <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> • Verbal, visual or auditory transition cues <p>PROGRAM EXAMPLES</p>				<p>Validator Comments</p>

I. PROGRAM ADMINISTRATION

Program Accountability

1.4 The program uses the results of the ongoing evaluation of the early learning program in planning for overall program improvement.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>1.4.1 Reporting</p> <p>The results of the self-appraisal and/or program review are kept on site and reported to the governing body of the early childhood program.</p> <p>NAEYC 10.F.02 NECPA p. 33, 47 Head Start 1304.51(i)(1)</p>	<p>After conducting a self-appraisal using the <i>Standards for Implementing Quality Early Childhood Education Programs</i> instrument, the results and strategies for program improvement are shared with parents, staff, governing bodies, and others as appropriate.</p>	<p><input type="checkbox"/> Minutes from staff, planning, and parent meetings regarding program improvement</p> <p><input type="checkbox"/> Most recent inspection/monitoring report</p> <p><input type="checkbox"/> Master copy of the Self-Appraisal Instrument</p>		N	P	F
<p>REPRESENTATIVE EXAMPLES</p>		<ul style="list-style-type: none"> Documentation that the <i>Instrument for Self-Appraisal and Validation and Program Improvement Plan(s)</i> were communicated to the governing body 	<p>Validator Comments</p>			
<p>PROGRAM EXAMPLES</p>						

I. PROGRAM ADMINISTRATION

Program Accountability

1.4 The program uses the results of the ongoing evaluation of the early learning program in planning for overall program improvement.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>1.4.2 Ongoing Planning</p> <p>The results of the program self-appraisal are used to plan for program improvement.</p> <p style="text-align: center;">NAEYC 10.F.03 NECPA p. 33, 47 Head Start 1304.50(g)(1-2) 1304.51(i)(2-3)</p>	<p>The program will use the results of the evaluation to develop a plan of program improvement, which includes improvement strategies, resources, persons responsible, and a timeline for implementation and completion.</p>	<p><input type="checkbox"/> Master copy of Self-Appraisal Instrument</p> <p><input type="checkbox"/> Program Improvement Plan(s)</p> <p><input type="checkbox"/> Evidence of ongoing program improvements</p> <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ▪ Updated written Program Improvement Plans ▪ Program Improvement Visit Checklist <p style="text-align: center;">PROGRAM EXAMPLES</p>			
		Program	N	P	F
		Validator			
Validator Comments					

II. PROGRAM OPERATION

Environment (Birth—6 years)

2.1 A planned and well structured learning environment promotes active learning and full participation for each child.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.1.1(a) Learning Environment: Indoor</p> <p>The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with the Maryland State Child Care Licensing Regulations, zoning requirements, fire, health and safety regulations.</p> <p>NAEYC 9.C.04-05; 9.D.01, 05-06, 09 NECPA p. 19, 23, 41 Head Start 1304.22(d-f) 1304.53(a)(6-10)</p>	<p>Instruction is located in clean, safe, and clutter free areas. Natural light and ventilation are controlled.</p> <p>The environment is planned to avoid safety problems. Areas are free of lead-based paint. Poisonous or hazardous materials are stored in locked cabinets or out of the reach of children. All electrical outlets are covered. Bathroom facilities are clean, well lit and ventilated. Bathroom supplies (toilet paper, paper towels, soap) are easily accessible to children. Drinking water is accessible to children.</p> <p>The use of alcohol, tobacco, and illegal drugs is prohibited in all spaces and related program activities.*</p> <p>*COMAR .55, .57, .59 Early Childhood Environment Rating Scale-Revised (ECERS-R) Infants/Toddlers Environment Rating Scale (ITERS)</p>	<p><input type="checkbox"/> Documentation of fire drills</p> <p><input type="checkbox"/> Septic inspection certificate, if applicable</p> <p><input type="radio"/> Clean</p> <p><input type="radio"/> Well lighted and ventilated</p> <p><input type="radio"/> Free of clutter</p> <p><input type="radio"/> Appropriate storage of hazardous materials</p> <p><input type="radio"/> Covered electrical outlets</p> <p><input type="radio"/> Free of tobacco, alcohol, and illegal drugs</p> <p><input type="radio"/> Toilets, sinks, drinking water facilities accessible, clean, in good repair, and well supplied</p> <p><input type="radio"/> Separate diapering area, if applicable</p> <p><input type="radio"/> Food preparation area meets standards</p> <p style="text-align: center;">PROGRAM EXAMPLES</p>			
		<p>Program</p>			
		<p>Validator</p>			
		<p>Validator Comments</p>			

II. PROGRAM OPERATION

Environment (Birth—6 years)

2.1 A planned and well structured learning environment promotes active learning and full participation for each child.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.1.1(b) Learning Environment: Outdoor</p> <p>The learning environment meets standards for safety, toxicity, construction, and cleanliness. The program must comply with the Maryland State Child Care Licensing Regulations, zoning requirements, fire, health and safety regulations.</p> <p>NAEYC 9.B.01,06 NECPA p. 19, 23, 41 Head Start 1304.53(a)(1-5)(9) 1304.53(a)(10)(viii)(x)</p>	<p>Outside play areas are free of sharp or dangerous objects, trash, animals and poisonous plants, garden sprays, alcohol, tobacco, illegal drugs, and other hazards. The area should be well drained and accessible by safe walkways or paths. If play area is near a road or unsafe area, a fence provides security.</p> <p>Equipment is appropriate for the ages and abilities of the children and is well maintained. There is enough portable and stationary equipment so that children have access without long waits. Equipment stimulates a variety of skills (balancing, climbing, ball play, steering, pedaling, etc.) on different levels (tricycles with and without pedals, different size balls, ramp and ladder access to climbing structures). Adaptations are made or special equipment is provided for children with disabilities.</p> <p>Outdoor space has a variety of surfaces permitting different types of play and some protection from the elements. Portable equipment is stored in locked facility.* *COMAR .40, .50, .51 ECERS-R ITERS</p>	<p><input type="radio"/> Clean</p> <p><input type="radio"/> Well drained</p> <p><input type="radio"/> Free of clutter</p> <p><input type="radio"/> Appropriate storage of outside equipment</p> <p><input type="radio"/> Appropriate and well maintained playground equipment</p> <p><input type="radio"/> Appropriate surfaces</p> <p><input type="radio"/> Shaded/covered area</p> <p style="text-align: center;">PROGRAM EXAMPLES</p>			
		<p>Program</p> <p>Validator</p> <p>Validator Comments</p>			

II. PROGRAM OPERATION

Environment (Birth—6 years)

2.1 A planned and well structured learning environment promotes active learning and full participation for each child.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING																				
<p>2.1.2 Furniture and Equipment Furniture and equipment meet standards for safety, size, durability, toxicity, construction, and cleanliness.</p> <p>NAEYC 9.A.01, 03, 10; 5.C.01 NECPA p. 24-25, 27, 32, 36, 41 Head Start 1304.21(a)(1) 1304.21(a)(5-6) 1304.53(a)(10)(viii)(xiv)(xvi)</p>	<p>Furnishings and materials follow the most recent safety standards (available through organizations such as the Consumer Product Safety Commission). Furniture in the classroom is sturdy, in good repair, appropriate in size, and addresses the routine care, play and learning needs of the children. Furniture is arranged for convenient use.</p> <p>Furnishings, such as open shelves for safe materials and sturdy storage containers, encourage appropriate independence. Cozy and soft areas (e.g., rug, bean bag chair) are available. Adaptive furniture permits the inclusion of children with special needs.</p> <p>Technological equipment appropriate to the development of children is placed so that it can be safely accessed.</p> <p>Toilets and sinks are easily accessible to children.</p> <p>Any flammable or potentially dangerous materials and medications are accessible only to authorized personnel and inaccessible to children.*</p> <p>*ECERS-R ITERS</p>	<ul style="list-style-type: none"> ○ Free of paint chips and splinters ○ Surfaces cleaned regularly with locally approved, nontoxic, soap/solution ○ Durable and designed to support children's needs ○ Appropriate height and size ○ Developmentally appropriate soft areas provided ○ Technological equipment is safely placed and accessible to children <p style="text-align: center;">PROGRAM EXAMPLES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">N</td> <td style="text-align: center;">P</td> <td style="text-align: center;">F</td> <td style="text-align: center;">F</td> </tr> <tr> <td colspan="4" style="text-align: center;">Program</td> </tr> <tr> <td colspan="4" style="text-align: center;">Validator</td> </tr> <tr> <td colspan="4" style="text-align: center;">Validator Comments</td> </tr> </table>					N	P	F	F	Program				Validator				Validator Comments			
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II. PROGRAM OPERATION

Environment (Birth—6 years)

2.1 A planned and well structured learning environment promotes active learning and full participation for each child.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING												
<p>2.1.3 Organization of Space</p> <p>The learning environment reflects effective and flexible utilization of available space.</p> <p>NAEYC 3.A.06-07; 9.A.02, 07-08, 11-12 NECPA p. 35-36, 41 Head Start 1304.21(a)(5)(i-iii) 1304.53(a)(1-6)</p>	<p>The learning environment is organized so that all children, including those with disabilities, can function in a variety of group settings. It is large enough for movement without disturbing others. Noisy areas are separated from quiet areas. The learning environment facilitates the organized storage of materials and allows for children's accessibility, involvement, and choice. Space is provided for children's belongings. The classroom is arranged to facilitate positive interaction among children and adults. The total room reflects the children's current learning outcomes and experiences. The teacher's desk and materials are separate from the learning environment and do not interfere with the traffic patterns of children.*</p> <p style="text-align: center;">*ECERS-R ITERS</p>	<ul style="list-style-type: none"> <input type="radio"/> Organized to be child centered, flexible, and accessible to all children <input type="radio"/> Space to facilitate a variety of instructional groupings (whole class, small group, pairs, individual, learning centers) <input type="radio"/> Tubs, trays, bins, baskets, shelves, boxes, and other items labeled and accessible <input type="radio"/> Space provided for children's belongings <p style="text-align: center;">PROGRAM EXAMPLES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">N</td> <td style="text-align: center;">P</td> <td style="text-align: center;">F</td> <td></td> </tr> <tr> <td colspan="4" style="text-align: center;">Validator Comments</td> </tr> </table>					N	P	F		Validator Comments			
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II. PROGRAM OPERATION

Environment (Birth—6 years)

2.1 A planned and well structured learning environment promotes active learning and full participation for each child.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.1.4 Multicultural Education/Diversity</p> <p>The learning environment reflects ongoing multicultural education and accommodates the diverse learning needs of children.</p> <p>NAEYC 2.A.08; 9.A.03, 09, 12, 13 NECPA p. 33-37, 51 Head Start 1304.21(a)(1)(i-iii) 1304.21(a)(3)(E) 1304.21(c)(i) 1304.53(b)(1)(ii-iii)</p>	<p>The learning environment demonstrates differentiated instruction and accommodates the areas of diversity identified in state law (ability, age, gender, ethnicity, language, race, region, religion, socioeconomic status). The learning environment provides opportunities for children with various learning styles (auditory, visual, kinesthetic, and tactile) and modalities (Gardiner intelligences). Books and materials present accurate and positive images and information about people from all groups. Print displays include non-English languages or Braille, as applicable.*</p> <p style="text-align: right;">*COMAR ECERS-R ITERS</p>	<ul style="list-style-type: none"> <input type="radio"/> Books, posters, dolls, puppets, reflecting diversity <input type="radio"/> Displays, clothing, music, photographs, maps, depicting cultural diversity and non-stereotypical images <input type="radio"/> Materials available in multiple languages, if applicable <input type="radio"/> Skin tone crayons, paper, and paint <input type="radio"/> Various modalities reflected <input type="radio"/> Assistive technology, if applicable <input type="radio"/> Wheelchair accessibility, if applicable 				
			PROGRAM EXAMPLES			
			Validator Comments			

II. PROGRAM OPERATION

Environment (Birth—6 years)

2.1 A planned and well structured learning environment promotes active learning and full participation for each child.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.1.5 Instructional Materials</p> <p>Materials are appropriate and designed to facilitate integrated learning, authentic application of skills, problem solving, and creative/critical thinking skills.</p> <p>NAEYC 2.A.09; 9.A.04, 08, 12, 13 2.H.02-03 NECPA p. 33-35 Head Start 1304.21(a)(1)(4-6) 1304.53(b)(1)(i-vii)</p>	<p>Materials should be flexible and/or open-ended to accommodate the various skill levels and learning styles of children. They promote problem-solving and creative thinking. Materials, learning centers, and bulletin boards relate to curricular themes and units of instruction. They enable children to explore concepts actively, to repeat experiences, and to demonstrate, respond to and expand on their learning. Manipulatives are used to reinforce concepts in all content areas. There are enough materials for children to work simultaneously on a task. Materials should be clean, and in good condition. Games and puzzles should be complete with all pieces intact. Technology is utilized to extend learning through all areas of the curriculum and to assist teachers in meeting individual needs. All children should have regular access to technology in the classroom or lab.</p>	<ul style="list-style-type: none"> <input type="radio"/> Manipulative and open-ended materials <input type="radio"/> Safe, durable, clean materials, which may be used for a variety of purposes <input type="radio"/> Accommodate various modalities and intelligences <input type="radio"/> Reflect cultural diversity and non-stereotypical images <input type="radio"/> Support curriculum <input type="radio"/> Accommodate various physical needs of students <input type="radio"/> Appropriate/equitable and safe use of technology <p style="text-align: center;">PROGRAM EXAMPLES</p>	N	P	F
<p>Validator</p>					
<p>Validator Comments</p>					

II. PROGRAM OPERATION

Environment (Birth—6 years)

2.1 A planned and well structured learning environment promotes active learning and full participation for each child.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING																
<p>2.1.6 Supervision of Children Children are under adult supervision at all times.</p> <p>NAEYC 3.C.01; 9.A.05; 10.B.12 NECPA p. 29-30 Head Start 1304.52(g)(4) 1306.32</p>	<p>Sufficient supervision is provided to protect children's health and safety by staff watching children, positioning themselves so that all children are in view, moving around as needed, and acting to prevent dangerous situations before they occur. Staff shows awareness of the whole group even when working with one child or a small group.</p> <p>Supervision is provided with each child's needs in mind and is adjusted appropriately for different ages and abilities.</p> <p>The ratio of adults to children for all age groups and group sizes must meet Maryland State Child Care Licensing Regulations. Groups of children may be age-determined or multi-age. A group is the number of children assigned to a staff member or a team of staff members occupying an individual classroom or well-defined space. The ratio is maintained at all times including outdoor time.*</p> <p>*COMAR ECERS-R ITERS</p>	<p><input type="checkbox"/> Staffing chart showing coverage for breaks and/or planning time</p> <p><input type="radio"/> Ratio of adults to children meets or exceeds licensing regulations</p> <p><input type="radio"/> Children in view of adult at all times</p> <p><input type="radio"/> Staff scan room when working with one child or a small group</p> <p style="text-align: center;">PROGRAM EXAMPLES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">N</td> <td style="width: 25%; text-align: center;">P</td> <td style="width: 25%; text-align: center;">F</td> </tr> <tr> <td style="text-align: center;">Program</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Validator</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4" style="text-align: center;">Validator Comments</td> </tr> </table>		N	P	F	Program				Validator				Validator Comments			
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II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2 (I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.2.1 (I/T) Routine Care Staff utilizes routine care procedures that support children's needs for physical movement, sensory stimulation, fresh air, rest, and nourishment.</p> <p>NAEYC 3.A.03; 3.B.02-03; 3.D.02; 5.A.08, 11, 14; 5.B.02, 12; 5.C.03 NECPA p.31-32 Head Start 1304.53 (a) (xiv) (xvii) (2,3) Facilities, materials and equipment 1304.23 (a) (3) (4iv,v) (vii,5) (7e,1,2) Child Nutrition</p>	<p>Children's care is individualized so that each child may progress toward increasing levels of autonomy. Children's nutritional well-being is ensured by serving food that is nutritional and appropriate for the age and that has been stored properly. Infants are fed when they seem hungry, and if unable to sit, are held as they eat. Diapers/pull-ups are changed when wet or soiled in a separate area that meets health and licensing standards. Infants are placed on their backs (unless otherwise notified by a doctor in writing) in safe and appropriate sleeping facilities. As children grow they will develop the ability to turn over on their own. Soft items such as pillows, toys, and blankets must not be placed in cribs of very young infants. The following sanitary procedures are to be implemented while providing care to young children: washing hands before and after diapering and before preparing food, labeling children's personal belongings (e.g., pacifiers, bottles) and washing bedding and toys that are mouthed by children.* *NAEYC <i>Early Childhood Program Standards and Accreditation Criteria</i></p>	<p><input type="checkbox"/> Documentation of routine care <input type="radio"/> Nutritional food provided <input type="radio"/> Food appropriately refrigerated/stored <input type="radio"/> Bottles and pacifiers labeled <input type="radio"/> Sanitary diapering area <input type="radio"/> Children clean and dry <input type="radio"/> Children sleeping and resting appropriately <input type="radio"/> Care is provided in a responsive, supportive, and comforting manner</p> <p style="text-align: center;">PROGRAM EXAMPLES</p>	N	P	F
Validator Comments					

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2 (I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.2.2 (I/T) Social/Emotional Security</p> <p>Staff helps infants and toddlers develop positive and secure relationships by interacting frequently with them, showing affection, interest, and respect.</p> <p>NAEYC 1.B.01-03, 05; 2.B.01; 1.C.01.03; 1.D.05</p> <p>NECPA p.34</p> <p>Head Start 1304.21 (a)(4) (iii) 1304.21(b)(1)(ii) 1304.21 (b) (2) (ii)</p>	<p>The social and emotional development of infants and toddlers is based upon their relationship with consistent staff.</p> <p>Responsibility for a small number of children is assigned to one primary caregiver so that a staff member gets to know a few children very well and varies an interactive style that meets the needs of the infants and toddlers and their families.</p> <p>A safe and secure environment promotes positive relationships with adults. A consistent, responsive, nurturing primary care staff is crucial to infants' and toddlers' feelings of security within relationships and within the environment. Staff has appropriate social/emotional expectations for infants and toddlers. Staff members model positive social interaction and reinforce children's positive interaction with others.</p> <p><i>*NAEYC. Developmentally Appropriate Practice in Early Childhood Programs (1997)</i></p> <p><i>Infants/Toddlers Environment Rating Scale (ITERS)</i></p>	<p><input type="checkbox"/> Staffing schedule with consistent staffing plans</p> <p><input type="radio"/> Evidence that staff members are engaged in practices that promote continuity of care</p> <p><input type="radio"/> Positive facial expressions and gestures</p> <p><input type="radio"/> Bottles and pacifiers labeled</p> <p><input type="radio"/> Touching and holding</p> <p><input type="radio"/> The needs of infants and toddlers are provided by primary care givers</p> <p style="text-align: center;">PROGRAM EXAMPLES</p>			
			Program	P	F
			Validator		
			Validator Comments		

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.2.3 (I/T) Sensory and Cognitive Development</p> <p>Each child is provided the opportunity to explore a variety of sensory and cognitive experiences with support and stimulation from the staff.</p> <p>NAEYC 2.A.09; 2.E.01-02; 2.F.01; 2.G.01; 2.L.01; 9.A.04 NECPA p. 34 Head Start 1304.21(b)(1)(ii-iii) 1304.21(b)(3)(i-ii)</p>	<p>The program provides ample space, equipment and adult supervision, as infants and toddlers explore, manipulate, and exercise. Colorful pictures, photographs (of children and their families) and mobiles are displayed at eye level. Objects to look at, reach, grasp, and manipulate are within easy reach. Children enjoy carrying, filling, dumping and refilling containers. Staff plays naming and hiding games with infants such as peek-a-boo and pat-a-cake. Staff members also engage in reciprocal play with toddlers such as modeling how to have a tea party. They respect children's solitary and parallel play. Several of the same sought after items might be provided for children to play with alone or near another child. A variety of experiences involving books, blocks, sand and water play, pretend play, math manipulatives, and nature are provided.*</p> <p>*NAEYC. <i>Developmentally Appropriate Practice in Early Childhood Program(1997) ITERS.</i></p>	<p><input type="checkbox"/> Evidence of nature experiences</p> <p><input type="radio"/> Use of appropriate materials for exploration</p> <p><input type="radio"/> Adequate space, materials, and supervision for exploration</p> <p><input type="radio"/> Daily schedule that includes outdoor time</p> <p><input type="radio"/> Teachers engaging in activities to support sensory and cognitive development</p> <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <p><input type="radio"/> Staff engaged with infants/toddlers playing with mobiles, water, play dough, balls, textured play material</p> <p style="text-align: center;">PROGRAM EXAMPLES</p>			
		Program	N	P	F
		Validator			
		Validator Comments			

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING																
<p>2.2.4 (I/T) Communication Skills</p> <p>Staff supports emerging communication skills by providing daily opportunities for children to interact with others and express themselves freely.</p>	<p>Staff provides opportunities for infants and toddlers to observe and practice communication skills by imitating the behaviors of others. Staff members talk to children during play and routine activities, maintaining eye contact with the children. They repeat what children say, adding words and ideas when appropriate. However, they maintain a balance between listening and talking.</p> <p>Staff encourages language development by engaging infants and toddlers in a variety of language activities using songs, finger plays, stories, books, puppets, and games.*</p> <p style="text-align: right;">*ITERS</p>	<ul style="list-style-type: none"> <input type="radio"/> Conversation encouraged as children's needs are met <input type="radio"/> Songs, stories, books and games used to encourage language development <input type="radio"/> Infant sounds repeated <input type="radio"/> Descriptive language and behaviors used <input type="radio"/> Nonverbal interactions, positive facial expressions, gestures, touching, holding, and positive body language used <input type="radio"/> Open-ended conversation encouraged 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">N</td> <td style="width: 25%; text-align: center;">P</td> <td style="width: 25%; text-align: center;">F</td> </tr> <tr> <td style="text-align: center;">Program</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Validator</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4" style="text-align: center;">Validator Comments</td> </tr> </table>		N	P	F	Program				Validator				Validator Comments			
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<p>NAEYC 2.D.03-04; 2.E.01-02; 3.E.07,09; 9.A.04 NECPA p. 34, 36 Head Start 1304.21(a)(4)(i) 1304.21(a)(4)(iii) 1304.21(b)(2)(ii)</p>																			

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.2.5 (I/T) Gross Motor Development</p> <p>Staff supports the development of gross motor skills such as grasping, pulling, pushing, crawling, walking, and climbing.</p> <p>NAEYC 2.C.01; 5.C.06; 9.A.04 NECPA p. 34 Head Start 1304.21(b)(3)(i-ii)</p>	<p>A comprehensive program for infants and toddlers encourages play and active exploration to support the development of gross motor skills and enhance self-confidence, independence, and autonomy. It allows infants to self-initiate motor development such as rolling, sitting, and walking at their own pace. The program provides space for crawling on a variety of surfaces and low sturdy furniture for children to pull themselves up with or to hold on to while walking. These surfaces should be kept clean. The program also provides padded and safe play structures for exploration, and surfaces that are appropriately cushioned.</p> <p>A convenient outdoor area where infants and toddlers are separated from older children is available for daily use. Materials and equipment used daily indoor or outdoor stimulate a variety of large muscle skills (crawling, walking, balancing, climbing, ball play).*</p> <p><i>*ITERS</i></p>	<p><input type="radio"/> Indoor and outdoor equipment encourages gross motor development</p> <p><input type="radio"/> Low sturdy equipment</p> <p><input type="radio"/> Safe surfaces for crawling, rolling, and walking</p> <p><input type="radio"/> Shoes worn outdoors removed or covered</p> <p><input type="radio"/> Blocks</p> <p><input type="radio"/> Safe and padded play structures</p> <p style="text-align: center;">PROGRAM EXAMPLES</p>			
		Program	N	P	F
		Validator			
		Validator Comments			

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING															
<p>2.2.6 (I/T) Fine Motor Development</p> <p>Staff supports the development of fine motor skills that encourage the control and specialized motions, using eyes, mouth, hands, and feet.</p> <p style="text-align: right;">NAEYC 2.C.02-03; 9.A.04 NECPA p. 34 Head Start 1304.21(b)(1)(iii) 1304.21(b)(3)(ii)</p>	<p>Staff provides opportunities for infants and toddlers to practice the coordination of specialized motions (e.g., grasping, reaching, pulling up, using hands, stacking, releasing objects, feeding self finger foods, using a spoon, and handling a cup or bottle). A variety of age-appropriate materials of different types, color, size, shape, and texture are available for daily use. Toddlers have access to objects for carrying, such as balls or baskets, as well as simple puzzles, nesting toys, stacking toys, and pop-beads.*</p> <p style="text-align: right;"><i>*ITERS</i></p>	<p>O Opportunities to grasp, reach, pull, push, stack, and/or release objects</p> <p>O Opportunities to self-feed</p> <p>O Variety of materials for developing fine motor skills</p> <hr/> <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> <input type="radio"/> Containers to carry small objects <input type="radio"/> Simple puzzles <input type="radio"/> Stacking and nesting toys <input type="radio"/> Blocks <hr/> <p style="text-align: center;">PROGRAM EXAMPLES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">N</td> <td style="width: 25%; text-align: center;">P</td> <td style="width: 25%; text-align: center;">F</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td colspan="3" style="text-align: center;">Program</td> </tr> <tr> <td colspan="3" style="text-align: center;">Validator</td> </tr> <tr> <td colspan="3" style="text-align: center;">Validator Comments</td> </tr> </table>	N	P	F				Program			Validator			Validator Comments		
N	P	F																
Program																		
Validator																		
Validator Comments																		

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.2.7 (I/T) Fine Arts</p> <p>The program provides opportunities for children to be exposed to and to explore the visual and performing arts.</p> <p style="text-align: right;">NAEYC 1.B.04; 2.J.01-03, 05 NECPA p.34 Head Start 1304.21(a)(4)(ii) 1304.21(b)(1)(iii)</p>	<p>Fine arts experiences should be adapted to the developmental level of children this age. The program should recognize the child's active role in learning and offer opportunities for children to construct and elaborate meaning. This includes supporting exploration of visual media (e.g., crayons, glue, paint, clay, watercolors, chalk); participating in musical activities (e.g., listening to a variety of types of songs and instruments); and engaging in rhythmic activities (e.g., singing; dancing, and using musical instruments). It also includes stimulating imagination through drama and other language-rich experiences, as well as engaging in dialogues to learn about others, to enhance communication skills, and to expand vocabulary. The staff should demonstrate appreciation of each child's self-expression in a variety of ways such as displaying artwork, and/or audio taping performances. Materials provided should represent a variety of cultures.</p>	<p><input type="checkbox"/> Daily schedule includes time for engagement in a variety of: art, music or pretend play activities</p>	N	P	F
		<p><input type="radio"/> Opportunities to engage in music/song and art activities</p>			
		<p><input type="radio"/> Props and materials for imaginary play</p>			
		<p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> • Exploration of visual media 			
		<p style="text-align: center;">PROGRAM EXAMPLES</p>			
			Validator Comments		

II. PROGRAM OPERATION

Care and Learning Opportunities for Infants and Toddlers (Birth to 36 Months)

2.2. (I/T) The early childhood program has research-based care and learning opportunities that support each child's development and follows the *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.2.8 (I/T) Disposition Toward Learning</p> <p>Staff encourages development of independent functioning, positive interactions with others, and feelings of competence, self-esteem, and positive attitudes toward learning.</p> <p>NAEYC 2.B.04 NECPA p. 36 Head Start 1304.21(a)(3) 1304.21(b)(2)(i) 1304.21(c)(1)(iv-vi)</p>	<p>Staff fosters the development of age-appropriate self-help skills. Staff members provide safe places for infants' independent play. Older infants and toddlers are encouraged to pick up toys, wipe spills, and begin to display personal grooming habits such as toileting, hand washing, and obtaining and caring for materials. Older infants are encouraged to feed themselves. Staff reinforces positive social interaction among children (e.g., child smiles and talks to peers, praises and comforts others, notices sharing and taking turns, understands feelings of others). Staff provides learning opportunities to encourage children to engage in independent activities (e.g., washing dolls, wiping table tops, book handling). Staff fosters positive attitudes toward learning by reinforcing children's efforts and interest in learning (e.g., puzzles; discussing characters in books, sharing their experiences).</p>	<p>○ Opportunities for independent play and activities</p> <p>○ Encouragement to complete simple tasks independently</p> <p>PROGRAM EXAMPLES</p>				
Validator Comments						

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.2.1 Goals and Learning Outcomes</p> <p>The curriculum goals support learning outcomes for the content areas/domains of personal and social development, listening, speaking, reading, writing, mathematics, science, social studies, fine arts, health, and physical education.</p> <p style="text-align: right; margin-right: 50px;">NAEYC 2-A.03, 10 NECPA p.33 Head Start 13004.21(c)(1)</p>	<p>Curriculum goals and learning outcomes are age-appropriate for children and focus on student learning styles. The goals should align with the <i>MMSR Framework and Standards for Prekindergarten and Kindergarten and/or Guidelines for Healthy Child Development and Care for Young Children</i>. (www.marylandhealthybeginnings.org)</p>	<p><input type="checkbox"/> Evidence of implementation of one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a state recommended curriculum <input type="checkbox"/> a local education board (LEA) Curriculum <input type="checkbox"/> a curriculum individually developed by the program and accepted by MSDE <p style="text-align: center;">PROGRAM EXAMPLES</p>				
		Program	N	P	F	
		Validator				
		Validator Comments				

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

2.2 The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.2.2 Content</p> <p>The curriculum content is integrated and includes concepts for all areas, while being appropriate for the age and level of development of each child.</p>	<p>Curriculum is interdisciplinary, enabling children to understand concepts and make connections across disciplines. Although integration is valuable, it is even more appropriate that concepts and skills follow logical sequences, allowing for depth and focus. Not all learning experiences will relate to a theme.* The content is appropriate for the developmental characteristics of young children and their mode of learning. It should be based on their experiences.</p> <p>Themes and projects may be developed to provide hands-on learning experiences that are meaningful to children. Children should engage individually and cooperatively in activities. The content should align with the <i>MMSR Framework and Standards for Prekindergarten and Kindergarten and Care for Young Children</i>.</p> <p>*Joint position statement of NAEYC and NCTM for Early Childhood Mathematics (April 2002)</p>	<p><input type="checkbox"/> Curricular guides and/or unit plans for each content area</p> <p><input type="checkbox"/> Plans for daily activities based on curriculum</p> <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ▪ Written thematic units or plans ▪ Available curricular resources and/or guides <p>PROGRAM EXAMPLES</p>			
		Program	N	P	F
		Validator			
		Validator Comments			

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

2.2 The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten* and/or *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age n*.

2.2.3 Language Arts

The language arts program is an integration of listening, speaking, reading and writing. The components of the early learning language arts program are integrated and interwoven throughout all the content areas. Children have daily opportunities for guided instruction and application of these communication skills.

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

2.2 The early childhood program utilizes a curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.2.3(a) Listening/Speaking</p> <p>Children are provided with learning experiences that develop effective listening and speaking skills, enabling them to increase the development of oral language in a variety of contexts.</p> <p>NAEYC 2.D.01-04, 07; 3.F.04-05 Head Start 1304.21 (a)(4)(iii) 1304.21(b)(2)(ii)</p>	<p>Expressive and receptive language is the basis of communication. Research demonstrates that engaging children in conversation about their learning strengthens children's ability to communicate, express themselves, understand, reason, and solve problems. Children need multiple opportunities to hear language, to develop, and expand vocabulary. English language learners are supported in speaking their home language while learning English. Through a variety of activities in large and small groups, students develop confidence in their abilities to express their needs, choices, feelings, and points of view.*</p> <p>* <i>NAEYC. Developmentally Appropriate Practices in Early Childhood Programs. (1997)</i></p>	<p><input type="checkbox"/> Daily schedules include language arts and literacy opportunities</p> <p><input type="radio"/> Modeling and eliciting standard English and complete thoughts</p> <p><input type="radio"/> Responding to one to three step directions effectively</p> <p><input type="radio"/> Listening and responding to daily read-alouds</p> <p><input type="radio"/> Participating in teacher-directed and child initiated listening and speaking experiences</p> <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> <input type="radio"/> Participating and attending dramatic and musical presentations <input type="radio"/> Participating in dramatic play <input type="radio"/> Participating in individual and small group discussions <input type="radio"/> Active use of listening centers <p>PROGRAM EXAMPLES</p>	Program	N	P	F
			Validator Comments			

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

2.2 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.2.3(b) Reading Learning experiences in the reading processes are provided for children.</p> <p>For three and four year olds, these processes include:</p> <ul style="list-style-type: none"> ▪ Oral language ▪ Phonological awareness ▪ Print awareness ▪ Alphabetic knowledge <p>Additional reading processes for five and six year olds include:</p> <ul style="list-style-type: none"> ▪ Phonemic awareness ▪ Phonics ▪ Fluency ▪ Vocabulary ▪ Comprehension 	<p>The reading program for three and four year olds consists of many opportunities to participate in activities that promote development in the areas of oral language (vocabulary, expressive language, listening comprehension), phonological awareness (rhyming, blending, segmenting), print awareness and alphabetic knowledge. This is accomplished through intentional teaching and explicit, systematic instruction delivered in a manner that builds from basic to more complex concepts and skills. The classroom environment should immerse children in stimulating and useful forms of language and print. Children should experience daily reading opportunities such as being read to from fiction and nonfiction books and participating in charted songs, finger plays, rhymes and poems. Effective practices include teacher directed and child-initiated activities.</p> <p>The reading program for five and six year olds consists of the above experiences as well as opportunities to participate in activities in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. Instruction should be delivered in total group, small group and individually, as appropriate for the needs of the children.</p>	<p><input type="checkbox"/> Daily schedules or plans identifying reading experiences</p> <p><input checked="" type="checkbox"/> Modeling and implementing age appropriate reading strategies</p> <p><input checked="" type="checkbox"/> Classroom libraries containing 2-3 books per child and child generated books</p> <p><input checked="" type="checkbox"/> Picture/word walls</p> <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ○ Learning new vocabulary through conversation and instruction ○ Matching sounds/rhymes in familiar words, games, songs, stories, and poems ○ Using letters to make words and words to make sentences ○ Reading environmental labels and signs ○ Blending sounds in one-syllable words ○ Recognizing some words by sight ○ Listening to models of fluent reading ○ Reading chorally from familiar texts ○ Asking questions to clarify meaning ○ Retelling stories <p style="text-align: center;">PROGRAM EXAMPLES</p>				
		Program	N	P	F	
		Validator				
		Validator Comments				

NAEYC 2.E.03-04, 06, 09, 10
 NECPA p.34, 36
 Head Start 1304.21(a)(4)(i)
 1304.21(c)(1)(ii)

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

2.2 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.2.3(c) Writing</p> <p>Daily writing instruction includes opportunities to write for expressive, informational, and persuasive purposes.</p> <p>NAEYC 2.E.05-08, 10-11 NECPA p.34 Head Start 1304.21(a)(4)(i) 1304.21(c)(1)(ii)</p>	<p>Authentic tasks give purpose to the student's writing, and the products of their work are shared with a real audience. Teachers of young children must model the writing process through shared writing experiences, class books and language experience compositions. Students are supported by the teacher as they move through the developmental stages of writing toward more independent application of conventional writing skills (spelling, grammar, punctuation and mechanics). Development of writing skills is evidenced by samples of student work. Opportunities to write occur throughout the day and across content areas. Children are given the support they need to develop handwriting skills.</p>	<p><input type="checkbox"/> Daily schedules or plans identifying opportunities for writing</p> <p><input type="checkbox"/> Examples of student writing demonstrating varied learning outcomes and developmental stages</p> <p><input type="radio"/> Modeled writing experiences such as shared writing, class books, and language experiences</p> <p><input type="radio"/> Writing center with varied available materials</p> <p><input type="radio"/> Variety of writing materials available</p> <p><input type="radio"/> Modifications provided for children with disabilities, if applicable</p> <p>PROGRAM EXAMPLES</p>				
			<p>Validator Comments</p>			

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

2.2 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.2.4 Mathematics</p> <p>The curriculum includes mathematics content and process outcomes that support children's ability to solve problems, reason, and communicate and make connections. Activities are integrated with other content areas when appropriate.</p> <p style="text-align: right;">NAEYC 2.F.02-13 NECPA p.34 Head Start 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)</p>	<p>Mathematics concepts are introduced sequentially and supported through the use of manipulatives and real-world situations. Children are encouraged to apply mathematical concepts throughout the day. Curriculum is aligned with the <i>MMSR Framework and Standards for Prekindergarten and/or Kindergarten/SC</i> in the following areas: patterns and relationships, geometry, measurement, data display and analysis, and knowledge of number and number relationships.</p>	<p><input type="checkbox"/> Daily schedules or plans identifying opportunities for mathematics experiences</p> <p><input type="radio"/> Hands-on activities that support mathematical concepts i.e.: counting, graphing, sorting, weighing, measuring, patterning, etc.</p> <p><input type="radio"/> Materials/manipulatives that allow children to explore and practice math concepts</p> <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> <input type="radio"/> Use of mathematical vocabulary throughout the day <input type="radio"/> Mathematical concepts (time, space, etc.) integrated into music and movement <input type="radio"/> Activities integrated with other content areas and centers, as appropriate <input type="radio"/> Manipulatives (counters, clocks, play-money, rulers, geometric shapes, scales, attribute blocks, pattern blocks, Unifix Cubes™, etc.) <input type="radio"/> Problem-solving strategies (graphic organizers, guessing / checking, making a table/chart, drawing a picture, seeking patterns, etc.) <p style="text-align: center;">PROGRAM EXAMPLES</p>			
		Program	N	P	F
		Validator			
		Validator Comments			

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

2.2 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.2.5 Science</p> <p>The curriculum emphasizes exploration and investigation of the life, physical, and earth/space sciences through real world applications.</p> <p>NAEYC 2.G.02-08 NECPA p.34 Head Start 1304.21(c)(1)(ii)</p>	<p>Science activities are investigative and exploratory and encourage every child's active engagement in the scientific process. Through investigations, students are involved in observing, experimenting, recording, measuring, predicting, and classifying.</p> <p>Lessons are formatted to follow <i>The 5-E Model</i> (Engagement, Exploration, Explanation, Extension, Elaboration, and Evaluation).</p> <p>Other curricular areas are integrated into science thematic units.</p> <p>Curriculum is to be aligned with the <i>MMSR Framework and Standards in Prekindergarten and/or Kindergarten/SC</i> in the following outcome areas: scientific inquiry, critical thinking, and applications of science, technology, history of science, earth/space science, life science, chemistry, physics, and environmental science.</p>	<p><input type="checkbox"/> Yearly schedule for implementing science thematic units</p> <p><input type="checkbox"/> Daily schedules or plans that identify opportunities for science</p> <p><input type="radio"/> Tools and materials (scales, measuring cups, hand lenses, magnets, sand, etc.)</p> <p><input type="radio"/> Realia (fossils, models, collections of natural things, etc.)</p> <p><input type="radio"/> Opportunities to encourage scientific investigation</p> <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> <input type="radio"/> Charts of Scientific Process <input type="radio"/> Living things in room <input type="radio"/> Evidence of nature walks <input type="radio"/> Displayed data from investigations <input type="radio"/> Vocabulary lists <p>PROGRAM EXAMPLES</p>				<p>Program</p> <p>Validator</p> <p>Validator Comments</p>

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

2.2 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.2.6 Social Studies</p> <p>The curriculum focuses on key knowledge, concepts, skills and attitudes in the areas of history, geography, economics, political science, and people of the nations and world.</p> <p>NAEYC 2.L.01-11 NECPA p.34 Head Start 1304.21(c)(1)(iv-vi)</p>	<p>Social Studies program focuses on opportunities for students to learn about themselves, their community and the world. Learning takes place in the context of openness and appreciation for diversity of culture, and respect for similarities and differences among people. Activities that foster citizenship skills and an understanding of the unique qualities and characteristics of others promote cooperative learning and achievement of common goals.*</p> <p>The social studies curriculum is in alignment with the <i>MMSR Framework and Standards for Prekindergarten and/or Kindergarten/SC</i>, which includes age appropriate indicators for the social studies content areas (e.g., An indicator for political science is "Generate and follow classroom rules")."</p> <p>*NAEYC. <i>Developmentally Appropriate Practices in Early Childhood (1997)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yearly schedule for implementing social studies thematic units <input type="checkbox"/> Daily social studies schedules or plans that identify opportunities for social studies <input type="radio"/> Tools and materials (globes, maps of classroom, school, U.S., world, etc.) <input type="radio"/> Multicultural materials (i.e., posters, videos, clothing, etc.) <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ○ Realia and artifacts ○ Vocabulary lists ○ Evidence of resource persons observed ○ Variety of print materials (newspapers, magazines, books, original photographs, etc.) ○ Classroom rights and responsibilities posted <p style="text-align: center;">PROGRAM EXAMPLES</p>			
			Program	P	F
			Validator		
			Validator Comments		

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

2.2 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.2.7 Fine Arts</p> <p>Fine arts curriculum provides regular opportunities for children to create, perform, and respond to quality and culturally diverse experiences in visual art, music, theatre, and dance.</p>	<p>Children are encouraged to express themselves physically and aesthetically, represent ideas and feelings, and acquire fundamental concepts and skills in the fine arts. Staff works with resource persons to help children explore and experiment with the art forms and media as well as integrate the arts into the curriculum. Children's artistic creations are valued through display and dramatic presentations.*</p> <p>*NAEYC. <i>Developmentally Appropriate Practices in Early Childhood Programs</i>(1997)</p>	<p><input type="checkbox"/> Schedule and plans reflecting the arts</p> <p><input type="radio"/> Dramatic presentations, dance and music</p> <p><input type="radio"/> Children's two and three dimensional creative work, labeled with names</p> <p><input type="radio"/> Utilization of various music forms i.e.: classical, folk, country, lullabies, cultural music, etc.</p> <p><input type="radio"/> Fine arts integrated into the curriculum areas</p>		N	P	F
		<p>PROGRAM EXAMPLES</p>	<p>Validator Comments</p>			

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

2.2 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.2.8 Physical Education</p> <p>Physical education promotes development of healthy lifestyles through daily opportunities for children to develop motor skills and participate in an exercise/physical activity program.</p> <p>NAEYC 2.C.04; 3.F.02 NECPA p.34 Head Start 1304.21(a)(5)(i-ii) 1304.21(a)(6) 1304.21(b)(3)(i-ii)</p>	<p>Children develop and refine skills in locomotive and non-locomotive movements. They learn special movement, dance, basic manipulation of materials, balancing, and climbing. Cardiovascular endurance, flexibility, and muscular strength and endurance are promoted through planned movement activities that take place indoors and outdoors. Staff and resource persons communicate regarding child development and integration into the content areas.*</p> <p>*NAEYC. <i>Developmentally Appropriate Practices in Early Childhood Programs</i>(1997)</p>	<p><input type="checkbox"/> Schedule or plans reflecting physical activities</p> <p><input type="radio"/> Use of equipment that promotes motor skills (climbers, balance beam, balls, bean bags, etc.)</p> <p><input type="radio"/> Movement and dances related to curriculum areas</p> <p><input type="radio"/> Activities and games promoting movement skills</p> <p><input type="radio"/> Appropriate modifications and accommodations for children with disabilities</p>				
		Program	N	P	F	
		Validator				
		Validator Comments				
		PROGRAM EXAMPLES				

II. PROGRAM OPERATION

Curriculum (3 to 6 years)

2.2 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with the *MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.2.9 Health Education</p> <p>The curriculum provides an awareness of basic health and safety education practices and models sound health/safety skills. Health and safety practices are incorporated daily at school.</p> <p>NAEYC 2.K.01-05; 3.A.03; 3.D.01; 3.F.02 NECPA p.34 Head Start 1304.21(c)(1)(iii)</p>	<p>Health education programs focus on providing concepts that promote individual student awareness of body system functions and practice of life skills to promote health and safety practices. Curriculum focuses on information that is presented in authentic life situations.*</p> <p>*NAEYC. <i>Developmentally Appropriate Practices in Early Childhood Programs</i>(1997)</p>	<p><input type="checkbox"/> Daily schedule includes health related activities: outdoor play, lunch, rest time, etc.</p> <p><input type="checkbox"/> Planned variety developmentally appropriate curricular units/activities on health & safety related topics</p> <p><input type="radio"/> Practice of healthy habit: hand-washing after bathroom and before eating, covering mouth, blowing nose, etc</p> <p><input type="radio"/> Variety of exercise equipment: climbers, balls, tricycles, etc.</p> <p><input type="radio"/> Nutritional experiences: cooking, snacks</p> <p><input type="radio"/> Outdoor play, weather permitting</p> <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> <input type="radio"/> Body system awareness posters/charts <input type="radio"/> Models (skeleton, eye, ear, etc.) <input type="radio"/> Nutrition information : food-pyramid, nutrition pamphlets, posters, etc. <input type="radio"/> Danger awareness: strangers, poisons, drugs <input type="radio"/> Variety of print materials: posters, charts, books, etc. <p>PROGRAM EXAMPLES</p>	Program	N	P	F
			Validator Comments			

II. PROGRAM OPERATION

Instruction (3 to 6 years)

2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.3.1 Flexible Grouping</p> <p>Instruction is delivered individually, in small groups, and in large groups. Groupings change based upon individual need, instructional decisions, and assessment data.</p> <p>NAEYC 3.D.03, 10-11; 3.E.04, 08 NECPA p.34, 36 Head Start 1304.21(c)(1)(i)(vii)</p>	<p>For the purposes of teacher-directed learning, children are not organized into fixed ability groups or fixed group rotations. Grouping occurs for a variety of purposes such as: ability, interest, or need. There is flexibility in terms of homogeneous and heterogeneous groups. The daily schedule includes periods for large group, small group, and independent learning. Children make choices by using procedures which help them to plan their activities. Teachers maintain a record system (e.g., weekly learning center chart) to ensure variety in each child's choice. Children plan their activities in both teacher-assigned and child-selected learning opportunities. Based on continued observation of children's performance, teachers assign children to small groups with similar or diverse ability levels to work cooperatively on specific projects, tasks, and activities.</p> <p><i>*NAEYC. Dev. Appropriate Practice in Early Childhood Programs (1997)</i></p>	<p><input type="checkbox"/> Lesson plans that reflect flexible grouping</p> <p><input type="radio"/> Large group, small group, and one-on-one instruction with an adult</p> <p><input type="radio"/> Grouping for a variety of purposes,(i.e., interests, ability, needs, etc.)</p> <p><input type="radio"/> Balance of teacher-directed and child -initiated groupings</p> <p><input type="radio"/> Evidence of student choice in activities</p> <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ○ Board/chart for planning activities <p style="text-align: center;">PROGRAM EXAMPLES</p>	N	P	F
		Program			
		Validator			
		Validator Comments			

II. PROGRAM OPERATION

Instruction (3 to 6 years)

2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.3.2 Authentic Learning</p> <p>Instruction integrates concepts of curriculum into developmentally appropriate practices and relates in a meaningful way to children's real life experiences.</p>	<p>Instruction is presented in the context of the child's world and related in a meaningful way to real-life experiences. Teachers facilitate learning based on children's prior experiences, documented observations, and work samples as part of their ongoing assessment of children's strengths and needs. As part of daily instruction, teachers facilitate opportunities for children to investigate, apply, and extend their learning. When teachers provide home/school connections, children are able to extend and apply their learning outside the classroom. The planning process includes alignment with curricular objectives across content areas.*</p> <p><i>*NAEYC. Developmentally Appropriate Practice in Early Childhood Programs (1997)</i></p>	<ul style="list-style-type: none"> ○ Topics relevant to young children's interests and needs ○ Hands-on learning opportunities ○ Classroom activities that reflect students' prior experiences ○ Pictures, signs, functional print, and/or literacy products developed by children displayed in the room and the school's hallways ○ Independent learning centers that include real objects and prompts reflecting diversity 			
<p>NAEYC 3.E.03; 3.G.07-08, 13-14 NECPA p. 37 Head Start 1304.53(b)(1)(ii)</p>		<p>PROGRAM EXAMPLES</p>			
			<p>Program</p>		
			<p>Validator</p>		
			<p>Validator Comments</p>		

II. PROGRAM OPERATION

Instruction (3 to 6 years)

2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING																
<p>2.3.3 Questioning/Problem-Solving</p> <p>Children engage in thinking, communicating, and problem-solving by responding to open-ended questions and situations.</p>	<p>Children are encouraged to think and communicate by posing and responding to different questions. Teachers pose questions that are at varied levels and open-ended, provide sufficient time for responding, refrain from interpreting children's responses, respond to children honestly; and encourage children to listen to and elaborate upon the responses of others. What is this called? (labeling); What does it do? (describing); What is another way you could....? (proposing alternatives); How are they alike/different? (comparisons); How did you decide to put these things together? (classifying); How can we find out how many...? (enumerating); What do these words make you think of? (synthesizing); Why did you choose to do it this way? (evaluating); What would happen if...? (predicting); What should we do to make ...? (transforming). Children are encouraged to explore and investigate a question or problem alone, in pairs, in small or in large groups.*</p> <p style="text-align: right;"><i>* Developmentally Appropriate Practices in Early Childhood, NAEYC; Questioning Makes the Difference</i></p>	<p><input type="checkbox"/> Daily planning reflecting questioning and/or problem solving opportunities</p> <p><input type="radio"/> Strategies that encourage higher level thinking skills such as:</p> <ul style="list-style-type: none"> -Open-ended, higher level questions, and investigations -Think-pair-share techniques -Cooperative learning strategies -Problem solving strategies <p><input type="radio"/> Centers that encourage open-ended play and exploration</p> <p><input type="radio"/> Teacher-facilitated learning through questioning</p> <p><input type="radio"/> Balance of critical, creative, and evaluative questions</p> <p><input type="radio"/> Evidence of wait-time</p> <p style="text-align: center;">PROGRAM EXAMPLES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">Program</td> <td></td> <td style="text-align: center;">P</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;">Validator</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4" style="text-align: center;">Validator Comments</td> </tr> </table>					Program		P	F	Validator				Validator Comments			
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<p>NAEYC 3.G.07, 09 NECPA p.34 Head Start 1304.21(a)(4)(i) 1304.21(c)(1)(ii)</p>																			

II. PROGRAM OPERATION

Instruction (3 to 6 years)

2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the *MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.*

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.3.4 Independent Learning Exploration</p> <p>Independent learning provides opportunities for children to explore, experiment, question, investigate, and problem-solve. Children take responsibility for their learning.</p> <p>NAEYC 3.D.03, 08; 3.G.09-10 NECPA p.35, 41 Head Start 1304.53(a)(1)(3) 1304.53(b)(1)(iii-v)</p>	<p>Materials that encourage open-ended thinking and active participation are an integral part of daily application and follow-up of learning. Teachers facilitate learning based on the understanding of each child's developmental strengths and needs and use independent learning opportunities to observe and record children's performance. Independent learning is an integral part of each day. It can be fostered through student interest, curriculum content, classroom interest, or community needs. This is a dynamic process between the teacher and the student with the teacher being the facilitator and the student becoming the investigator.</p>	<ul style="list-style-type: none"> ○ Exploratory centers accessible to all students ○ Adequate equipment, manipulatives, and materials accessible to students ○ Students engaged in independent learning activities ○ Student utilization of authentic objects and prompts <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ▪ Samples of children's journals, projects <p>PROGRAM EXAMPLES</p>	N	P	F
			Validator Comments		

II. PROGRAM OPERATION

Instruction (3 to 6 years)

2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.3.5 Instructional Strategies</p> <p>Instruction is based upon children's individual needs, interests, strengths, and learning styles.</p> <p>NAEYC 3.G.01-03, 08,12 NECPA p.35 Head Start 1304.21(c)(1)(i)</p>	<p>Teachers align instructional practices, curriculum, and assessment methods for the purpose of facilitating each child's learning. To help children acquire new skills and concepts, teachers select from a range of strategies, including: asking open-ended questions, offering cues and prompts, listening attentively to children's responses and giving them enough time to express themselves; demonstrating skills, adding more complex materials or concepts to a learning situation, and providing opportunities for cooperative learning. Teachers provide a relaxed, supportive learning environment which enables children of all backgrounds to express their needs, influence the behavior of others, solve problems, describe experiences, impart information, and demonstrate courtesy and empathy toward others.</p>	<p>O Activities that meet children's needs:</p> <ul style="list-style-type: none"> - Hands-on learning tasks - Cooperative learning experiences - Exploratory learning centers - Differentiated tasks - Scaffolding <p>O Informal daily assessment using note-taking, observation, artifact collection, photos, etc.</p> <p>O Child-selected activities</p> <p style="text-align: center;">PROGRAM EXAMPLES</p>			
			Validator Comments		

II. PROGRAM OPERATION

Instruction (3 to 6 years)

2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.3.6 Instructional Balance</p> <p>Instructional strategies promote active participation by children in a balance of teacher-directed and child-selected activities.</p> <p>NAEYC 3.G.05, 13 NECPA p.34-36 Head Start 1304.21(a)(1)(iv) 1304.21(c)(1)(vii)(2)</p>	<p>The daily program includes periods for teacher-directed and child-selected activities. The learning environment is organized so that children can function in it with a minimum of adult direction. Adults model and provide opportunities for children to exhibit age-appropriate behaviors which include assuming responsibility for carrying out routine activities, exhibiting independence and initiative in planning their own learning, and practicing pro-social skills. Teacher-directed learning provides sufficient materials or manipulatives so that all children can participate simultaneously. Teacher-directed learning addresses children's needs and interests in all developmental areas. According to research, the amount of teacher support is dependent upon the approach. The level of teacher support changes based upon learner need. The goal is to create independent, lifelong learners.</p> <p><i>Standards for Quality Elementary and Middle Schools, K-5th Grade Revised Edition</i></p>	<p>O Children's involvement in self-selected and teacher-directed activities</p> <p>O Display of child-initiated and teacher-directed projects and books</p> <p>O Adequate materials and manipulatives accessible to students</p> <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> o Activity planning board/chart <p>PROGRAM EXAMPLES</p>			
			Program		
			Validator		
			Validator Comments		

II. PROGRAM OPERATION

Instruction (3 to 6 years)

2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.3.7 Multicultural Education/Diversity</p> <p>Instruction addresses and respects cultural diversity, learning styles, and other individual differences.</p> <p>NAEYC 3.B.01-02, 04; 3.F.03; 8.B.01 NECPA p.33, 34, 51 Head Start 1304.21(a)(1)(iii) 1304.21(a)(5)(iii) 1304.21(b)(1)(i) 1304.53(b)(1)(ii-iii)</p>	<p>Instructional practices reflect the areas of diversity as identified by state law: ability, age, gender, ethnicity, language, race, religion, region and socioeconomic status. Instructional activities are planned to accommodate diverse learning styles. They recognize children's cultural identities by celebrating cultural events (e.g., Cinco de Mayo and May Day), and home cultures (e.g., food and cooking, family album, language spoken at home). The use of visuals depicts various cultures authentically. Families are involved as resource people or provide family artifacts. Instructional strategies include activities that expand awareness of gender roles (i.e., interviews with adults in non-traditional professional roles.) Materials in the classroom reflect non-stereotyped gender roles and diverse ethnic groups. Instructional materials also positively portray individuals with disabilities and persons from a wide range of economic backgrounds and of various ages.*</p> <p><i>*NAEYC. Developmentally Appropriate Practices in Early Childhood(1997)</i></p>	<p>O Authentic representation of cultures and people through illustrations, literature, props, photographs, music and posters</p> <p>O Materials in the classroom reflect non-stereotyped gender roles and diverse ethnic groups (e.g. skin-tone paper, crayons, books, music)</p> <p>O Instructional materials positively portray individuals with disabilities and a variety of backgrounds</p> <p>O Activities support different learning styles</p> <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ▪ Photos of family members serving as resource speakers or providing family artifacts <p style="text-align: center;">PROGRAM EXAMPLES</p>	N	P	F
		Validator			
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II. PROGRAM OPERATION

Instruction (3 to 6 years)

2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING																
<p>2.3.8 Instructional Management</p> <p>Instruction incorporates management strategies which facilitate logical, organized transitions and routines, and promote positive student behavior.</p> <p>NAEYC 3.A.05,07; 3.D.09 NECPA p.14-15, 29, 36, 37 Head Start 1304.21(a)(3)(ii) 1304.40(h) 1304.41(c)(1)</p>	<p>The classroom community is organized and structured. The students are aware of expectations and daily routines. Students and teachers share responsibility for the classroom. Minimal amounts of time are spent getting ready, sitting, and listening. Music, poetry, finger plays, riddles, hand signs, overhead lights, and other forms of language and thinking games or cues are used to eliminate wait time during transitions. The daily routine is maintained to establish set expectations. Sufficient time is allocated for transitions to allow children to clean up and prepare for the next activity. Trays and bins for materials are clearly labeled to facilitate self-directed cleanup on the part of the children.*</p> <p><i>*Standards for Quality Elementary and Middle Schools, K-5th Grade</i></p>	<p><input type="radio"/> Teacher/assistant engagement with children</p> <p><input type="radio"/> Use of lights, verbal cues, musical cues, sign language, poetry, songs, finger plays, riddles, or thinking games to promote smooth transitions</p> <p><input type="radio"/> Labeled for materials</p> <p><input type="radio"/> Posted daily schedule</p> <p><input type="radio"/> Behavior management strategies that result in positive learning behaviors (e.g., acknowledging positive behavior of students, avoidance, ignoring, etc.)</p> <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <p><input type="radio"/> Chart of cooperative behaviors</p> <p style="text-align: center;">PROGRAM EXAMPLES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">Program</td> <td></td> <td style="text-align: center;">P</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;">Validator</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4" style="text-align: center;">Validator Comments</td> </tr> </table>					Program		P	F	Validator				Validator Comments			
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II. PROGRAM OPERATION

Instruction (3 to 6 years)

2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the MMSR Framework and Standards for Prekindergarten and Kindergarten/ State curriculum and/or Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING			
<p>2.3.9 Social Interaction</p> <p>Instruction promotes appropriate interaction and cooperation.</p> <p>NAEYC 3.B.05-06, 12 NECPA p.14-15, 37 Head Start 1304.21(b)(2)(i) 1304.21(c)(1)(iv-vi)</p>	<p>Teachers model and provide opportunities for children to exhibit helpful behavior; to develop and follow rules for the care and safety of themselves, others, and classroom materials; to get along with others from similar and different backgrounds; to demonstrate respect for others, and to make friends. Social conflicts among children are used as learning experience with adults helping children to negotiate disagreements among themselves without solving problems for them. Teachers describe consequences of inappropriate and appropriate behavior. Teachers and students generate classroom rules together and decide on appropriate consequences throughout the year.*</p> <p><i>*NAEYC. Developmentally Appropriate Practices in Early Childhood(1997)</i></p>	<p>O Exploratory centers O Activities that promote appropriate behavior such as:</p> <ul style="list-style-type: none"> - Class meetings/circle time discussions - Small group interactions - Paired activities - Role playing - Small group problem solving <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ○ Participating in plays and puppet shows ○ Charts of desired behaviors <p>PROGRAM EXAMPLES</p>				
		Program				
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II. PROGRAM OPERATION

Assessment (3 to 6 years)

<p>2.4 Assessment of students is multidimensional, developmentally appropriate, and ongoing. Assessment data is used by teachers and students to facilitate learning.</p>		<p>students to facilitate learning.</p>									
INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE									
<p>2.4.1 Multiple Assessment Methods</p> <p>Multiple assessment methods are used to identify students' strengths, needs, interests, and progress. Information about areas of students' development and progress is systematically collected and documented throughout the school year.</p> <p>NAEYC 4.A.01; 4.B.01-03, 05; 4.C.02; 4.E.01 NECPA p.33 Head Start 1304.21(c)(2) 1304.51(g)</p>	<p>Teachers implement a systematic method of assessing children's developmental progress by using documentation of children's learning, developmental guidelines, and checklists. Techniques such as running records, anecdotal records, checklists, or collection of work samples are used to gain information about each child's interests, strengths, and needs. Teachers solicit parents' knowledge about students' learning and developmental progress and incorporate this information into ongoing assessment and evaluation strategies. All of these provide the basis for making instructional decisions.</p> <p>Attention is given to assessing progress of English language learners and other children with linguistic differences. There is evidence of classroom assessment accommodations for students with disabilities.</p> <p>Developmental guidelines and checklists are aligned with the curriculum and instructional practices to support <i>MMSR Framework and Standards for Prekindergarten and Kindergarten/SC</i>.</p> <p>Opportunities for students to engage in integrated performance-based assessments are provided.</p>	<p><input type="checkbox"/> Work Sampling System or similar assessment system</p> <p><input type="checkbox"/> Assessment system using commercial assessments (WSS) or informal assessments using portfolios, checklists, anecdotal notes, work samples, etc.</p> <p><input type="radio"/> Individualized instruction informed by formal and/or informal assessment results</p> <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ▪ Self-assessments ▪ Developmental screenings ▪ Performance tasks assessing application of knowledge ▪ Additional assessment instruments (DIBELS, running records, etc.) <p style="text-align: center;">PROGRAM EXAMPLES</p>									
		RATING									
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II. PROGRAM OPERATION

Assessment (3 to 6 years)

2.4 Assessment of students is multidimensional, developmentally appropriate, and ongoing. Assessment data is used by teachers and students to facilitate learning.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.4.2 Assessment-Based Instruction</p> <p>Developmentally appropriate assessment is an integral part of daily planning and instruction.</p> <p style="text-align: right; margin-right: 50px;"> NAEYC 4.D.01, 03, 08 NECPA p.33 Head Start 1304.20(b)(3) 1304.21(c)(1)(i) 1304.21(c)(2) </p>	<p>The focus of classroom assessment is closely aligned with what the students are learning, and the timing of the assessments corresponds to the concepts that children are taught. Teachers use assessment results to plan instruction—what to teach next and how to support each child’s learning. Weekly plans for instruction include learning activities for individual children. Teachers use information from a variety of instruments and assessment methods when referring children to Infants and Toddlers, Child Find, or school based review and evaluation teams.</p>	<p><input type="checkbox"/> Written plans reflecting differentiation of instruction based on assessment</p> <p><input type="radio"/> Evidence of ongoing assessments used to determine needs i.e. individual, small group</p> <hr/> <p style="text-align: center;">PROGRAM EXAMPLES</p>			
		Program	N	P	F
		Validator			
		Validator Comments			

II. PROGRAM OPERATION

Assessment (3 to 6 years)

2.4 Assessment of students is multidimensional, developmentally appropriate, and ongoing. Assessment data is used by teachers and students to facilitate learning.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING																				
<p>2.4.3 Communication of Assessment Information</p> <p>Assessment information is communicated with children and parents or guardians on a regular, ongoing basis.</p> <p>NAEYC 4.E.01-02; 7.B.02,04; 7.C.01, 03 NECPA p.33 Head Start 1304.20(c)(1-2) 1304.21(a)(2)(i-ii) 1304.21(b)(3) 1304.51(c)(1-2)</p>	<p>Teachers maintain ongoing communication about their children's progress through a variety of means. Specific feedback about children's learning and development is communicated on a regular basis in terms that parents can understand. Information elicited from families about each child's interests and experiences at home is considered in program planning and implementation. Children's progress is reported in comparison to their previous performance. Parents are given general information about age-related expectations. Progress is also communicated in conferences that are scheduled at mutually convenient times. Parents are always involved in the review and evaluation of a child's progress and in determining the child's individual program. Accommodations are made to communicate with non-English speaking parents or parents with special needs.*</p> <p><i>* NAEYC. Developmentally Appropriate Practices in Early Childhood(1997)</i></p>	<p><input type="checkbox"/> Progress reports/report cards</p> <p><input type="checkbox"/> Conference schedules</p> <p><input type="checkbox"/> Communication logs i.e. emails</p> <p><input type="checkbox"/> Assessment results, anecdotal notes, portfolios</p> <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ▪ Log of home visits <p style="text-align: center;">PROGRAM EXAMPLES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">N</td> <td style="text-align: center;">P</td> <td style="text-align: center;">F</td> <td></td> </tr> <tr> <td colspan="4" style="text-align: center;">Program</td> </tr> <tr> <td colspan="4" style="text-align: center;">Validator</td> </tr> <tr> <td colspan="4" style="text-align: center;">Validator Comments</td> </tr> </table>					N	P	F		Program				Validator				Validator Comments			
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II. PROGRAM OPERATION

Assessment (3 to 6 years)

2.4 Assessment of students is multidimensional, developmentally appropriate, and ongoing. Assessment data is used by teachers and students to facilitate learning.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>2.4.4 Articulation</p> <p>Assessment data is shared with parents and relevant staff in order to collaborate and communicate about progress and plans for instruction. Information regarding instructional status is shared within the grade, between grades, between programs, and with parents.</p> <p>NAEYC 4.E.03; 7.C.06-07; 10.B.14 NECPA p.33 Head Start 1304.20(f)(2)(iii) 1304.21(a)(2)(ii) 1304.41(c)(1)(iii)</p>	<p>Articulation meetings usually occur at the end of the school year to discuss each child's progress and plan for future learning. Ideally parent(s), the current teacher, the receiving teacher, and the child would participate. Work samples or portfolios are shared and maintained.</p> <p>Teachers may arrange for students to visit subsequent grades or programs at the end of the school year.</p> <p>Parents are informed of differences in curriculum and instructional programs between grades and programs.</p> <p>A written articulation process is documented.</p>	<p><input type="checkbox"/> Notes from articulation meetings or copy of completed articulation plans</p> <p><input type="checkbox"/> Progress reports/report cards</p> <p><input type="checkbox"/> Communication logs i.e. emails</p> <p><input checked="" type="radio"/> Daily communication opportunities for parents and staff</p> <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ▪ Notes from parent conferences <p style="text-align: center;">PROGRAM EXAMPLES</p>			
		Program	N	P	F
		Validator			
		Validator Comments			

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships (Birth—6 years)

3.1 Family and community partnerships support the success of early learning programs.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING									
<p>3.1.1 Communication with Families</p> <p>Expectations and information about early learning programs are disseminated on an ongoing basis and allow for family input.</p> <p>NAEYC 7.A.06-09; 7.B.01-02, 06 NECPA p.39 Head Start 1304.21(a)(2)(i) 1304.40(a)(1) 1304.40(e)(5)</p> <p>*<i>School/Family/Community Partnerships</i></p>	<p>Designing effective forms of communication about programs and program activities helps bridge the gap between families and programs. Effective communication provides opportunities for parents to communicate information regarding their children’s strengths and needs, and their expectations for their child.</p> <p>Expectations for early learning programs and plans for implementing them are disseminated to parents on an ongoing basis.</p> <p>Scheduling activities at times convenient for parents encourages family participation.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Registration or enrollment materials <input type="checkbox"/> Documentation of family outreach activities i.e. newsletters, flyers, etc. <input type="checkbox"/> Sign-in sheets and/or minutes for parent meetings and conferences held at convenient times for parents <input type="checkbox"/> Handbook for parents <input type="checkbox"/> Copy of program calendar <input type="checkbox"/> Materials available in native languages and alternative formats (for family members with disabilities). <input type="checkbox"/> Directory of program staff <input checked="" type="radio"/> Family communication board <p style="text-align: center;">REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ▪ Log of home visits <p style="text-align: center;">PROGRAM EXAMPLES</p>	Program	Validator	Validator Comments	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">N</td> <td style="width: 25%; text-align: center;">P</td> <td style="width: 25%; text-align: center;">F</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </table>	N	P	F			
N	P	F										

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships (Birth—6 years)

3.1 Family and community partnerships support the success of early learning programs.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>3.1.2 Supporting Child Development</p> <p>Families, community members, and staff collaborate to promote child development and learning at home.</p> <p>NAEYC 7.A.05; 7.B.06 NECPA p.39 Head Start 1304.40(e)(1)(3) 1304.40(e)(4)(i)</p>	<p>Educators help bridge the gap between home and educational program by assisting families in developing home environments that support children's development and learning. Providing information and ideas will help families assist their children at home with curricular related activities. Families also need information and data enabling them to make wise educational decisions and plan for their children's futures.*</p> <p><i>*School/Family/Community Partnerships</i></p>	<p><input type="checkbox"/> Copies of newsletters containing information about child development and learning</p> <p><input type="checkbox"/> Agendas, sign-in sheets, and/or evaluations for workshops involving parents and/or children</p> <p><input type="checkbox"/> School Readiness materials</p> <p><input type="checkbox"/> Displays of brochures regarding child development</p> <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ▪ Copy of take-home learning materials <p>PROGRAM EXAMPLES</p>	N	P	F
			Validator Comments		

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships (Birth—6 years)

3.1 Family and community partnerships support the success of early learning programs.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
<p>3.1.3 Family Participation and Involvement</p> <p>Families, community members, staff, and administrators are actively involved in program-based activities, curriculum, shared decision making, and advocacy for children.</p> <p>NAEYC 7.A.07, 12-14; 8.B.01-05 Head Start 1304.21(a)(2)(i) 1304.40(a)(4-5) 1304.40(d)(2-3)</p>	<p>A comprehensive program of partnerships promotes family and community participation and involvement in the educational program. Members of families are encouraged to participate in the program in ways that they feel comfortable. They may take part in classroom activities (e.g., sharing a cultural event, telling or reading a story, tutoring, making learning materials, playing games, or assisting with the instructional program.) They may contribute to activities outside the classroom (e.g., designing or sewing costumes, working in the media center, going on a field trip). Family members might also wish to become a member of a team, responsible for making decisions about the program.</p> <p><i>*Developmentally Appropriate Practice in Early Childhood Programs, NAEYC</i></p>	<p><input type="checkbox"/> Evidence of parent/community volunteer opportunities</p> <p><input type="checkbox"/> List of members of parent advisory committee, program improvement team and/or governing board and/or evidence that parent feedback is gathered and encouraged</p> <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ▪ Photos of volunteers serving as resources ▪ Policy handbook which outlines the process or influencing decisions, raising concerns, appealing decisions, and solving problems ▪ Agendas for trainings provided for parents, community, and staff in collaborative partnerships ▪ Agendas for volunteer orientation and training ▪ List of parent advisors <p>PROGRAM EXAMPLES</p>	N	P	F
			Validator Comments		

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships (Birth—6 years)

3.1 Family and community partnerships support the success of early learning programs.

INDICATORS	BEST PRACTICES/RATIONALE	REQUIRED EVIDENCE	RATING		
			N	P	F
<p>3.1.4 Collaborating with the Community</p> <p>Community resources are used to strengthen early learning programs, families and children’s learning.</p>	<p>Programs identify and integrate resources and services from their community to strengthen programs, family practices, and student learning and development. *</p> <p>Programs establish procedures to support successful transitions for children from one program to another.</p>	<p><input type="checkbox"/> Newsletters regarding community resources</p> <p><input type="checkbox"/> Evidence of engagement with LSS and/or community resources to support transitions.</p> <p><input type="checkbox"/> Guides lists or directories of community resources available to parents/programs</p>			
<p>REPRESENTATIVE EXAMPLES</p> <p>List of community partners who collaborate with the program to meet the needs of the program and community- MOU’s may be used to describe partnership.</p>					
<p>PROGRAM EXAMPLES</p>					
<p>NAEYC 7.C.05; 8.A.01-04; 8.B.06</p> <p>NECPA p.39</p> <p>Head Start 1304.40(h)</p> <p>1304.41(a)(1-2)</p> <p>1304.41(c)(1)</p>	<p><i>*School/ Family/Community Partnerships</i></p>				
<p>Validator Comments</p>					

III. HOME AND COMMUNITY PARTNERSHIPS

Partnerships (Birth—6 years)

<p>3.1 Family and community partnerships support the success of early learning programs.</p>	RATING			
		N	P	F
	Program			
	Validator			
	Validator Comments			
<p>INDICATORS</p> <p>3.1.5 Evaluation Family and community members are encouraged to provide input to strengthen early learning programs, family practices, and children’s learning and development.</p>	<p>BEST PRACTICES/RATIONALE</p> <p>Programs solicit family and community knowledge regarding children’s learning and development and incorporate it into ongoing assessment and evaluation of the program.*</p>	<p>REQUIRED EVIDENCE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of completed surveys sent to parents and participating community organizations <input type="checkbox"/> Copies of evaluations of partnership activities <p>REPRESENTATIVE EXAMPLES</p> <ul style="list-style-type: none"> ▪ Copies of program evaluations completed by administrators and/or outside agencies, if applicable ▪ Copies of survey results given to parent advisory committee, Program Improvement Team and/or governing body Copies of interviews completed with parents and community organizations <p>PROGRAM EXAMPLES</p>	<p><i>*NAEYC. Developmentally Appropriate Practice in Early Childhood Programs</i></p>	
<p>NAEYC 4.A.03; 7.C.02; 8.A.07 NECPA p.33 Head Start 1304.40(e)(1)</p>				

CLASSROOM LEARNING MATERIALS CHECKLIST FOR INFANTS AND TODDLERS

Indicator 2.1.5: Instructional Materials

DIRECTIONS

Place a check next to the learning materials that are available to children throughout the course of the year. Use this checklist to identify materials/supplies that need to be gradually obtained for use in the program. This list is not intended to be all-inclusive nor should programs feel that they should have all of these materials. A strong representation from each category will meet the indicator. Materials that are modified or adapted should be available to support access by children with special learning needs or disabilities. All materials should be used under close supervision of adults.

BOOKS			
Books (vinyl, cloth, board, touchy feely; with pictures of people of varying races, ages, and abilities, animals, familiar objects, familiar routines, patterns, wordless, numbers, and nursery rhymes)		Audio-visual materials (story tapes, tape player, CDs, CD player)	
Book storage and display (book rack, labeled book tubs)		Soft seating	Low shelf for organizing materials
Labeled storage containers		Flannel board and felt story characters and settings	Carpet, rug, or carpet squares Pictures and props that accompany books or themes
Puppets		Pictures/photos of infants and young children	
Other:			

CONSTRUCTION		
Wooden, plastic, vinyl or cardboard blocks		Other:
Traffic and other functional signs		Play animals and people Large and small vehicles

DISCOVERY (SAND/WATER)

		Various size of buckets, containers, and funnels		Small boats
Tubs for water, sand, or other materials		Small basters		Objects that sink and float
Measuring cups and spoons		Rotary beater		Sand letter molds
Sieves, strainers, and containers with holes		Small vehicles		
Shovels and scoops				
Other:				

NATURE/SCIENCE

		Magnifiers		Butterfly gardens
Discovery boxes		Big magnets and accessories		Growth charts
Mirrors		Terrariums/aquariums		
Sorting trays				
Other:				

MUSIC

	Audio-visual materials (tape/CD player, tapes and CDs reflecting a variety of music; e.g. classical, popular, cultural music, and story tapes and songs)		Rattles, chime toys, music boxes	Other:
	Rhythm instruments		Keyboard/piano toys	

Physical Development

	Outside climbing equipment		Balls, bean bags	Other:
	Jump ropes		Riding toys	
	Balance beams		Hoops	

Fine Motor/Math

Rattles	Shape sorters	Lacing shapes
Block sets (small sized)	Stacking rings	Lotto
Stacking boxes	Puzzles	Pattern cards
Pegs and pegboards	Large Duplo™ blocks	Large beads and strings
Plastic interlocking blocks	Items to snap, button, zip, and lace	Items to take apart and put together
Books	Other:	

ART

Easels and easel paper	Tempera paint and paint containers	Writing implements (crayons, chalk, markers, colored pencils)
Paint brushes, toothbrushes, and sponge brushes	Finger paint and paper	Paste, glue, tape
Newspaper	Construction paper	Scissors
Hole punch	Stapler	String, yarn
Play dough and clay	Scrap materials: ribbon, felt, fabric, buttons, etc	Other:

Dramatic Play

Sink, stove, refrigerator	Cabinet or shelves	Washer/dryer
Microwave	Pots and pans	Doll bed
Eating utensils	Cooking utensils	Plastic fruit, vegetables, and food
Housekeeping tools (e.g., mop, broom, dustpan)	Empty product boxes	Ironing board and iron
Doll carriage	Pictures	Mirrors
Dolls (e.g., male, female, ethnic, or handicapped) and clothes	Dress up clothes and jewelry	Cash registers, calculators, and adding machines
Telephone	Multicultural costumes	Functional reading materials (menus, maps, cookbooks, etc.)
Books, paper, and writing implements	Thematic prop boxes	Puppet stage and puppets
Scenery making materials	Community helper costumes	Story props and costumes

CLASSROOM LEARNING MATERIALS CHECKLIST

FOR AGES 3-6 YEARS

Indicator 2.1.5, Instructional Materials

DIRECTIONS

Place a check next to the learning materials that are available to children throughout the course of the year. Use this checklist to identify materials or supplies that need to be gradually obtained for use in the program. This list is not intended to be all-inclusive, nor should programs feel that they should have all of these materials. A strong representation from each category will meet the indicator. Materials that are modified or adapted should be available to support access by children with special learning needs or disabilities.

READING AND WRITING			
Individual chalkboards		Individual whiteboards	Writing implements (e.g., chalk, pencils, markers, or crayons)
Erasers (for pencil and chalk)		Rubber stamps and stamp pads	Paper of all kind and size (unlined, lined, colored, and tracing)
Envelopes and used postage stamps		Magnetic boards and letters	Flannel boards and letters
Letters (e.g., foam, plastic, wood, or tile)		Picture/word charts and cards	Poems, chart stories, or word lists
Picture, alphabet, and word games		Pictionaries or word books	Journals
Greeting cards and card making materials		Book making materials	Slanted easel
Print-rich environment (e.g., picture/word wall)		Mailbox/message center	Other:

TECHNOLOGY			
Computer		Typewriter	Access to TV/VCR
Language master		CD / Tape Player	Other:
Assisted technology (as needed)		Overhead projector	

SOCIAL STUDIES

	Multicultural materials: i.e. posters, videos, clothing		Realia and artifacts		Symbols associated with the United States
	Tools and materials (globes, maps of classroom, school, U.S., world, etc.)		Natural and human made items		Picture file: objects, environment, roads, people, etc.
	Variety of print materials (newspapers, magazines, books, original photographs, etc.)		Objects to show comparison of today and long ago		Other:

LIBRARY

	Books (e.g. picture, pattern, wordless, fairytales, adaptive, leveled texts, big books, expository and narrative, emergent readers, or books in other languages)		Book storage and display (e.g., book rack or labeled book tubs)		Low shelf for organizing materials
	Labeled storage containers		Pictures and props that accompany books or themes		Reference/resource books (pictionaries, word book)
	Books made by children		Magazines, newspapers, or catalogs		Functional print (e.g., menus, greeting cards, maps, or lists)
	Carpet, rug, or carpet squares		Rocking chairs and soft seating		Listening center/earphones
	Audio/visual materials (e.g., story tapes, tape player, CDs, CD player)		Flannel board with felt story characters, and settings		Print models
	Writing implements		Book jackets/posters		Puppets
	Other:				

MUSIC

	Audio-visual materials (story tapes, tape player, CDs, CD player)		Rhythm instruments		Sheet music
	Songs on charts		Song books		Writing implements and paper
	Keyboard/piano		Other:		

MATH

Calendar			Hundreds Chart		Five/Ten frames
Calculators			Abacus		Number blocks and cubes
Pegs and pegboards			Beads and strings		Plastic plates and lids for making sets
Math puzzles			Egg cartons		Balance/scale
Connecting cubes			Dominoes		Magnetic numerals
Number lines			Floor graphs		Measuring cups and spoons
Writing implements			Rods of graduating sizes		Pattern blocks
Geometric shapes of various sizes			Geoboards and rubber bands		Coins
Dice			Math games		Math concept books
Rulers and nonstandard forms of measurement			Collections (buttons, stones, marbles, spools, straws, etc.)		Other:

DISCOVERY (SAND/WATER TABLE)

Tubs of water, sand, or other materials			Baster		Water wheels
Buckets of various size, containers, and funnels			Water pump		Hoses or tubing
Sieves, strainers, and containers with holes			Objects that sink and float		Small boats
Whisk			Rotary beater		Sand letter molds
Shovels and scoops			Small vehicles		Scale or balance
Other:					

PHYSICAL DEVELOPMENT

Outside climbing equipment			Balls or bean bags		Jump ropes
Riding toys			Balance beams		Hoops
Other:					

SCIENCE

Discovery boxes		Magnifiers		Mirrors
Magnets and accessories		Sorting trays		Science books
Science unit collections and related texts		Charts, graphs, or maps		Balance scale
Clipboards, paper, or writing implements		Plants, planting tools and materials		Terrariums/aquariums
Butterfly gardens		Ant farms		Binoculars
Color lenses		Other:		

ART

Easels and easel paper		Finger paint and paper		Newspaper
Tempera paint and paint containers		Construction paper		Paste, glue, or tape
Paint brushes, toothbrushes, and sponge brushes		Scissors		Stapler
Writing implements (crayons, chalk, markers, or colored pencils)		Hole punch		String or yarn
Play dough and clay		Cellophane and tissue paper		Glitter
Scrap materials: ribbon, felt, fabric, buttons, etc.		Display area		Art books and picture/word charts
Art posters of reproductions		Art direction/task charts		Drying racks or clothesline

CONSTRUCTION

Wooden, plastic, or cardboard blocks		Duplos™ and Legos™		Play animals and people
Traffic and other functional signs		Large and small vehicles		Maps
Materials for making and posting signs		Toolbox and tools		Construction books
Simple teacher created blueprints		Writing implements and paper		Wood scraps
Construction table		Pipes		Lincoln logs
Hardware (nails, screws, washers, bolts, etc.)		Safety goggles		Other:

DRAMATIC PLAY

Sink, stove, refrigerator		Cabinet or shelves	Washer/dryer
Microwave		Pots and pans	Doll bed
Eating utensils		Cooking utensils	Plastic fruit, vegetables, and food
Housekeeping tools (e.g., mop, broom, dustpan)		Empty product boxes	Ironing board and iron
Doll carriage		Pictures	Mirrors
Dolls (e.g., male, female, ethnic, or handicapped) and clothes		Dress up clothes and jewelry	Cash registers, calculators, and adding machines
Telephone		Community helper costumes	Multicultural costumes
Books, paper, and writing implements		Thematic prop boxes	Puppet stage and puppets
Decorative artwork		Scenery making materials	Story props and costumes
Simulation center props and costumes (grocery store, farm, doctor's/dentist's office, airport, etc.)		Functional reading materials (menus, maps, cookbooks, etc.)	Other:

MANIPULATIVES

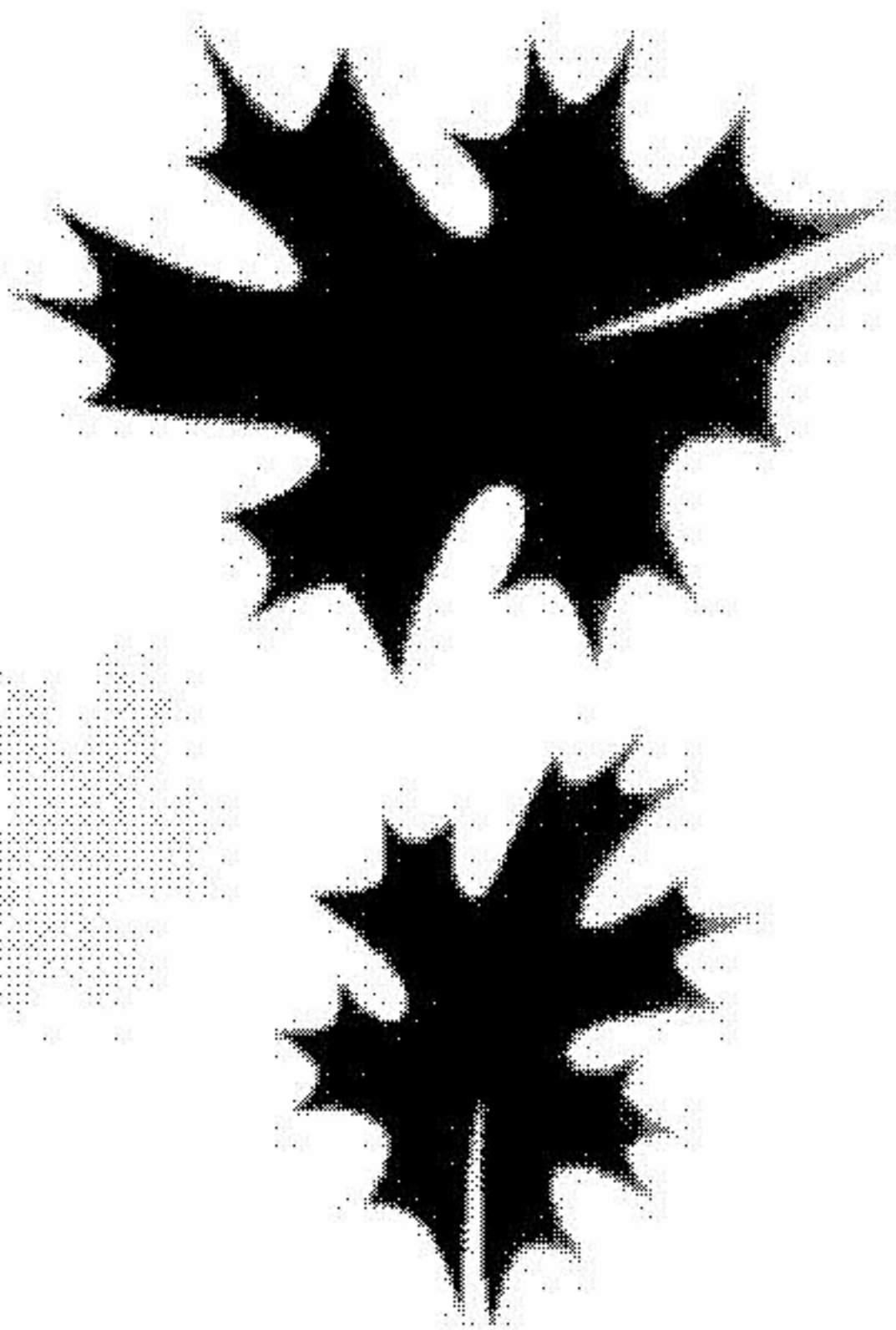
Puzzles		Visual discrimination games	Association games
Concept games		Attribute games	Bingo
Lotto		Pattern cards	Beads and strings
Plastic interlocking blocks		Tinker toys	Items to snap, button, zip, and lace
Items to take apart and put together		Books	Writing implements and paper
Other:			

**C1.6 Maryland Model for School Readiness 30
Selected Exemplars**

Maryland Model for School Readiness

(MMSR)

Kindergarten Expanded Exemplars ~ Fall/Entry



Maryland State Department of Education
Division of Early Childhood Development/Early Learning Office Branch
Division of Special Education/Early Intervention Services/
Maryland Infants and Toddlers Program/Preschool Services Branch
200 West Baltimore Street
Baltimore, Maryland 21201
Revised Summer 2009
Sixth Edition



MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Personal Self-Regulation

WSS Indicator: 1 A2 Shows initiative and self-direction.

Fall

Spring

MMSR/SC Indicator: 1A 3 Show self-direction in familiar and unfamiliar settings

Objective:	Proficient	In Process	Needs Development
Make choices independently and pursue tasks with intention	Chooses familiar classroom activities during center time and pursues them meaningfully. (In different situations, the activity of choice varies.)	Has some difficulty deciding what activities to choose at center time, or chooses the same one each time.	Chooses activities with assistance from the teacher.
Care for own belongings independently	Stores class projects, such as art work, work samples, etc. in assigned folder/cubby.	Places belongings, such as hats or mittens in predetermined storage area with some teacher guidance or visual cues.	Infrequently places own belongings in storage area without assistance from teacher.



MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Personal Self-Regulation

WSS Indicator: 1 B1 Follows classroom rules and routines.

Fall

Spring

MMSR/SC Indicator: 1A 4 Follow classroom rules and routines

Objective:	Proficient	In Process	Needs Development
Identify reasons for classroom and school rules such as maintaining order and keeping everything safe	Helps the teacher to establish classroom rules by suggesting an appropriate rule.	Participates in the classroom discussion about rules but does not offer a suggestion.	Shows little interest in class discussion and does not contribute or give suggestions.
Recognize some rules which ensure fair treatment of everyone	Communicates rules for choice during center time and complies with rules, such as limiting four people in the library center at one time.	Communicates rules for choice but occasionally does not comply with rules during center time, such as adhering to a limited number of children allowed at a center.	Does not communicate or frequently comply with rules during center.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Personal and Social Development – 1.0 Personal Self-Regulation

WSS Indicator: **1 B2 Uses classroom materials purposefully and respectfully.**

Fall Spring

MMSR/SC Indicator: **1A 5 Use classroom materials appropriately**

Objective:	Proficient	In Process	Needs Development
Use materials with appropriate intention and purpose	Uses box of math shape blocks and sorts into sets by color, shape, etc., as directed or modeled by the teacher, during math centers.	Gets math shape blocks out during math centers, but builds with the blocks instead of doing the teacher-assigned or teacher-modeled task.	Dumps math shape blocks onto a pile on the rug and walks away
Put away classroom materials independently after use	Cleans up activity and puts materials away when prompted by an adult.	Cleans up activity with adult assistance; asking "Where does this go?"	Cleans up activity when adult is helping. Walks away from activity before putting back on shelf.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

*Student with physical limitations may need physical assistance to engage with manipulatives and to put materials away.



MMSR Exemplars

Content Area: Personal and Social Development – 2.0 Social Self-Regulation

WSS Indicator: 1 D1 Interacts easily with one or more children.

Fall

Spring

MMSR/SC Indicator: 2A 1 Initiate and maintain relationships with peers and adults

Objective:	Proficient	In Process	Needs Development
Take turns when working in groups	Makes decisions with another child when working on classroom assignments.	Inconsistently makes decisions with another child when working on classroom assignments.	Consistently chooses to work apart from others.
Offer verbal suggestions when solving interaction conflicts	Communicates feelings to negotiate with peers when prompted by a teacher.	Attempts to communicate feelings, and may use physical force when negotiating with peers.	Unable to communicate feelings, consistently uses physical force with peers.



MMSR Exemplars

Content Area: Language and Literacy Development - 6.0 Listening

WSS Indicator: **II A1 Gains meaning by listening.**

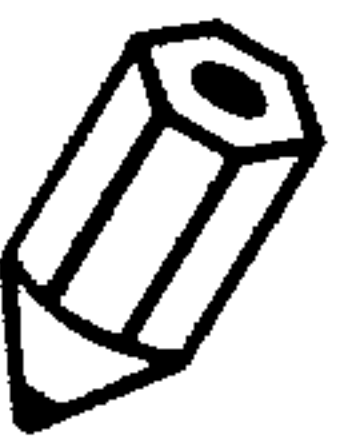
Fall

Spring

MMSR/SC Indicator: **6A 1 Demonstrate active listening strategies**
6A 2 Comprehend and analyze what is heard

Objective:	Proficient	In Process	Needs Development
Attend to the speaker	Looks at the person who is speaking and/or remains quiet until the speaker is finished.	Inconsistently focuses on the speaker; may interrupt speaker before he is finished.	Does not focus on the speaker and engages in other activities while another is speaking.
Determine a speaker's general purpose	Communicates to the teacher one key idea about a book read or class discussion.	Identifies the main character of a story, but is unable to supply any story details.	Identifies some details about a personal experience irrelevant to the story being discussed.
Listen carefully to expand and enrich vocabulary	Pays attention to new vocabulary and is sometimes able to use it in the correct context during conversation.	Pays attention to new vocabulary but does not use it in the correct context during conversation.	Does not attend to or use new vocabulary that has been introduced.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 1.0 General Reading Processes: Phonemic Awareness

Fall

Spring

WSS Indicator: **II A3 Demonstrates beginning phonemic awareness.**

MMSR/SC Indicator: **1A 1 Discriminate sounds and words**

1A 2 Discriminate and produce rhyming words and alliteration

6A 2 Comprehend and analyze what is heard

Objective:	Proficient	In Process	Needs Development
Categorize words as same or different by initial or final sounds	Communicates that all words begin with /b/ when student hears the words "bat, ball, and big." The student may say additional words that begin the same way.	Communicates that words begin with the same sound when the student hears the words "bat, ball, and big". The student may not be able to supply that sound.	Does not communicate that all of the words begin with the same sound or supply additional words that begin with the same sound as the words "bat, ball, and big".
	If hearing impaired and using sign language, when given the signs "throw, ball, and catch," student communicates that they all begin with the same hand shape (5 bent), is able to supply additional signs with the same parameter.	When given signs "throw, catch, and ball," student communicates that they all begin with the same hand shape, but may not be able to supply additional signs with that particular parameter.	When given the signs "throw, ball, and catch," the student states they all begin with the same parameter, but can not supply signs using that parameter.
Repeat and produce rhyming words	Supplies a word or sign that rhymes with "skip", such as "skip-trip".	Supplies a word or sign that does not rhyme with skip, but gives word with similar initial or final consonant sound such as "skunk or trap".	Does not supply a word or sign that rhymes with "skip", student may say "skip-bat".
Identify rhythms and patterns of language, including rhyme and repetition	After listening to a song/poem with a repeating language pattern, such as "Willaby Wallaby Wo", student is able to repeat correctly the nonsense phrase and the rhyming words that correspond to it.	After listening to a song/poem with a repeating language pattern, such as "Willaby Wallaby Wo", student is able to repeat the chorus over and over, but not the corresponding rhyming words.	After listening to a song/poem with a repeating language pattern, such as "Willaby Wallaby Wo", student does not correctly repeat the chorus.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 1.0 General Reading Processes: Phonemic Awareness

WSS Indicator: **II A3 Demonstrates beginning phonemic awareness.**

MMSR/SC Indicator: **1A 3 Blend sounds and syllables to form words**

Fall

Spring

1A 4 Segment and manipulate sounds in spoken words and sentences

Objective:	Proficient	In Process	Needs Development
Orally* blend syllables into a whole word	Blends syllables into a whole word some of the time. Ex. The teacher says "fun-ny" and the student says /funny/	Repeats segmented word. Ex. The teacher says "fun-ny" and student says "fun-ny"	Unable to blend or repeat segmented word. Ex. The teacher says "fun-ny" and student says unrelated word or doesn't respond.
	If hearing impaired and using sign language, manually blends syllables into whole words (ex, when fingerspelled, "din-no-saur," student says, "dinosaur").	The teacher fingerspells "baseball" and the student says, "baseball"	Inconsistently blends. For example, the teacher says, "base-ball," and the student says, "ball"
Orally* blend onset and rimes	Blends onset and rimes some of the time. Ex. The teacher says "b-at" and student says "bat"	Repeats segmented onset and rime. Ex. The teacher says "b-at" and student says "b-at"	Unable to orally blend onset and rime, but may repeat what other students say
	If hearing impaired and using sign language, given a fingerspelling family, the student is able to produce several onsets (ex, given the spelling "at," student will say "bat, cat, hat, mat, and flat").	Blends "b-at" and fingerspells "bat" and "c-at" to "cat"	Inconsistently blends "b-at" and says "bat" and "c-at" saying "cat"
Clap syllables in a word	Claps at least three or four syllables in "kin-der-gar-ten"	Claps two or less syllables in "kin-der-gar-ten"	Claps hands randomly when clapping out the syllables in the spoken word "kin-der-gar-ten"
Segment individual sounds in words	Segments individual sounds in words, including nonsense words	When prompted to segment "hat", the student responds /h/, /at/	When prompted to segment "hat" the student responds /h/, /hav/

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 5.0 Controlling Language; 7.0 Speaking

WSS Indicator: **II B1 Speaks clearly and conveys ideas effectively.**

Fall

Spring

- MMSR/SC Indicator: **5A 1** Use grammar concepts and skills that strengthen oral language
5B 1 Comprehend and apply standard English usage in oral language
7A 1 Use organization and delivery strategies

Objective:	Proficient	In Process	Needs Development
Speak clearly enough to be heard and understood in a variety of settings	Uses meaningful grammatically correct sentences to communicate so that other children understand what is being said without constantly having to ask, "What did you say?"	Mixes short, simple sentences and phrases when sharing during show and tell.	Uses single words and/or short phrases when sharing during show and tell.
Use complete sentences in conversation and to respond to questions	Communicates with one or two articulation (or sign production) errors, but is easily understood.	Communicates with some articulation (or sign production) errors, and sometimes needs a prompt to clarify meaning.	Communicates with frequent articulation (or sign production) errors.
Use sentences with subject/verb agreement	Responds to a teacher's question, using a complete sentence/thought, with only occasional verbal reminders.	Responds to a teacher's question, using a complete sentence/thought, when modeled by an adult and child repeats.	Repeats only part of a complete sentence/thought, as modeled by an adult and asked to repeat.
Use sentences with subject/verb agreement	Consistently uses sentences and phrases that demonstrate subject/verb agreement (Ex: "I'm playing T-ball tonight.", "This snack is good!", "He said I can't have that toy!").	Uses sentences and phrases that demonstrate beginning subject/verb agreement (Ex: "I going home.", "These snacks is good!", "He say I no can have that toy!").	Speaks primarily in phrases, not full sentences ("go home?", "Who he?", "me do it!").

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 1.0 General Reading Processes: Comprehension

WSS Indicator: **II C2 Shows some understanding of concepts about print.** Fall Spring

MMSR/SC Indicator: **1E 1 Demonstrate an understanding of concepts of print to determine how print is organized and read**

Objective:	Proficient	In Process	Needs Development
Understand that speech can be written and read	Draws/writes in journal and "reads" entry to the class.	Draws a picture/scribbles in the journal, and communicates a story.	Draws a picture/scribbles in the journal and is unable to communicate a story about the entry.
Track print from left to right and top to bottom, making a return sweep at the end of the line	"Reads" the morning message with the class, tracks with finger across the line and makes an appropriate sweep, although one to one word matching may not occur.	"Reads" the morning message with the class, makes random motions on the page with finger.	"Reads" the morning message with the class, does not look or point to the chart. Reads using memory only.
Recognize that letters build words and words build sentences	Selects own name out of a group of names and begins to recognize friends' names.	Selects a nametag with the same beginning letter as students' own name. For example, Karen will pick out Kevin's nametag.	Selects own nametag or another student's nametag with a different beginning letter.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 1.0 General Reading Processes: Comprehension

WSS Indicator: **II C4 Comprehends and responds to fiction and nonfiction text.** Fall Spring

MMSR/SC Indicator: **1E 3 Use strategies to make meaning from text (during reading)**

Objective:	Proficient	In Process	Needs Development
Make, confirm, or adjust predictions	Guesses the book or story content from the book's title and cover and adjusts predictions throughout the story.	Has difficulty making predictions from the book's title and cover and is able to adjust predictions only when coached by the teacher.	Unable to guess the book or story content from the book's title and cover even when coached by the teacher.
Make comments and ask relevant questions	Comments on a story being read and is able to ask some relevant questions.	Comments on a story being read and is only able to answer literal questions.	Offers neither a comment nor answers a question on a story being read.
Connect events, characters, and actions in stories to specific life experiences	Recalls events during the reading of a story but inconsistently makes connections to specific life experiences. After hearing <i>There Was An Old Lady Who Swallowed a Fly</i> , the student may say, "I killed a fly in my house."	Recalls events during the reading of a story but is unable to make connections to specific life experiences. After hearing <i>There Was An Old Lady Who Swallowed a Fly</i> , the student states, "I went to the zoo."	Offers no response during the reading of the story. <i>There Was An Old Lady Who Swallowed a Fly</i> .

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 1.0 General Reading Processes: Comprehension

WSS Indicator: **II C4 Comprehends and responds to fiction and nonfiction text.** Fall Spring

MMSR/SC Indicator: **1E 4 Demonstrate understanding of text (after reading)**

Objective:	Proficient	In Process	Needs Development
Respond to questions (who, what, and where) and verify answers using illustrations/text	Responds appropriately when asked a question but inconsistently finds the support in the illustration or text.	Responds with a general answer when asked a question and inconsistently finds support in the illustration or text.	Offers no answer or support, when asked a question and randomly points to the illustration or text.
Respond to text by drawing, speaking, dramatizing, or writing	Builds a bridge and acts out the story "The Three Billy Goats Gruff", in the block area.	Builds a bridge and says, "This is the Billy Goats' Bridge" without dramatization, when building in the block area.	Builds and knocks down bridge repeatedly when building in the block area.
Retell a story using text as support	Retells the main events of a story.	Retells some events and characters from the story.	Unable to retell events or characters from the story.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 2.0 Comprehension of Informational Text:

3.0 – Comprehension of Literary Text

WSS Indicator: **II C4 Comprehends and responds to fiction and nonfiction text.**

Fall Spring

MMSR/SC Indicator: **2A 1** Develop comprehension skills by reading a variety of informational texts
3A 1 Develop comprehension skills by listening to and reading a variety of self-selected and assigned literary texts

Objective:	Proficient	In Process	Needs Development
Listen to and use functional documents by following simple oral/rebus directions	Attends to and follows the rebus directions for washing hands posted in the bathroom and is able to locate the directions and "read" it to a peer.	Occasionally uses rebus directions for washing hands posted in the bathroom when adult directs his attention to where they are posted and is prompted by an adult to refer to them.	Cannot locate the rebus direction for washing hands posted in the bathroom when asked by an adult to find them.
Listen to and use personal interest materials, such as books and magazines	Often chooses to read the class photo album, look at informational books on a topic of interest, etc. at the library center during literacy center time.	Occasionally chooses to read the class photo album, look at informational books on a topic of interest, etc. at the library center during literacy center time.	Does not choose to read the class photo album, look at informational books on a topic of interest, etc. at the library center during literacy center time.
Listen to and discuss a variety of different types of fictional literary text, such as stories, poems, nursery rhymes, realistic fiction, fairy tales and fantasy	Recalls a number of important story elements. When prompted by an adult, after listening to a story on tape at the listening center/or having a story read to him.	Recalls one element from the story, when prompted by an adult, after listening to a story on tape at the listening center/or having a story read to him.	Unable to recall elements from the story, when prompted by an adult, after listening to a story on tape at the listening center/or having a story read to him.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Language and Literacy Development - 4.0 Writing: 5.0 Controlling Language

WSS Indicator: **II D2 Uses letter-like shapes, symbols, letters, and words to convey meaning.** Fall Spring

MMSR/SC Indicator: **4A 1** Compose text using the prewriting and drafting strategies of effective writers and

5D 1 Apply conventional spelling in written language

Objective:	Proficient	In Process	Needs Development
Dictate, write words, phrases, or sentences related to ideas or illustrations	Begins to sound out words to label pictures, with adult assistance.	Dictates personal ideas to an adult Draws pictures and scribbles, or types which may or may not be related to the dictation.	Shows no interest in dictating personal ideas. Does not initiate writing, drawing, scribbling, or typing.
Use letters to represent phonemes in words	Begins to write or type some letters or letter-like shapes to represent familiar words when labeling or writing about a picture (Ex: Says, "My dog eats pickles." Writes, m d e p), with adult prompting.	Writes or types random strings of letters or letter-like shapes to represent familiar words when labeling or writing about a picture; usually the letter in his name (Ex: Says, "My dog eats pickles." Writes, MAMAAARRROOL).	Attempts to represent familiar words when labeling or writing about a picture (Ex: Says, "My dog eats pickles." Writes, ъbасpоs?).
Spell first and last name correctly	Prints or types some of the letters in his name without a model, when labeling his work	Copies some of the letters in his name from a model when labeling his work.	Uses only scribbles to represent his name on his work, when copying from a model.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student may use adaptive equipment, computer, and/or augmentative communication device.



MMSR Exemplars

Content Area: Mathematics – 7.0 Processes of Mathematics

WSS Indicator: **III A1 Begins to use and explain strategies to solve mathematical problems.** Fall Spring

MMSR/SC Indicator: **7A 1 Apply a variety of concepts, processes, and skills to solve problems**

Objective:	Proficient	In Process	Needs Development
Make a plan to solve a problem	Tries unsuccessfully to fit two different blocks into a space while building a structure, then “measures” the space with hands and matches the length to a block that fits.	Sorts blocks into two sets by size and makes a comment such as “That’s the only way I know” when asked to sort them a different way.	Randomly sets out additional blocks when asked to add the next block to a red-green pattern
Select a strategy to solve a problem, i.e., draw a picture, guess and check, finding a pattern, etc.	Draws/composes a picture of his Lego™ structure so he can remember how to remake it again on another day, when it is time to clean up from centers.	Draws/composes a quick picture of his Lego™ structure so he can remake it again another day, when the drawing strategy is verbally suggested by an adult, when it is time to clean up from centers.	Does not attempt to use any strategy to preserve the image of his Lego™ structure, even when some are modeled or suggested by an adult, when it is time to clean up from centers.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student may use adaptive equipment, computer, and/or augmentative communication device.



MMSR Exemplars

Content Area: Mathematics – 6.0 Knowledge of Number Relationships and Computations/Arithmetic

WSS Indicator: III B1 Shows understanding of number and quantity.

Fall Spring

MMSR/SC Indicator: 6A 1 Apply knowledge of whole numbers and place value

Objective:	Proficient	In Process	Needs Development
Use concrete materials to build sets 0 to 10	Consistently able to count and build a set for the numbers, 0-10, given (Ex: "Can you hand me 4 blocks?").	Inconsistently able to count and build a set for the numbers, 0-10, given (Ex: "Can you hand me 4 blocks?").	Unable to count and build a set for the numbers, 0-10, given (Ex: "Can you hand me 4 blocks?").
Use concrete materials to compose and decompose quantities up to 10	Holds up 5 fingers on one hand, when asked how old he is. When asked how else he could show 5, he holds up 2 fingers on one hand and 3 fingers on the other hand.	Holds up 5 fingers on one hand, when asked how old he is. When asked how else he could show 5, he holds up 5 fingers on the other hand.	Holds up 5 fingers on one hand, when asked how old he is. When asked how else he could show 5, says, "I don't know."
Match a numeral to a set	Constructs correct sets of objects, 0-10, using concrete objects and matching them to the correct numeral, 0-10	Inconsistently constructs correct sets of objects, 0-10, using concrete objects and does not always match them to the correct numeral, 0-10.	Unable to construct sets of objects, 0-10, using concrete objects and not able to match them to the correct numeral, 0-10.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with manipulatives.



MMSR Exemplars

Content Area: Mathematics – 1.0 Knowledge of Algebra, Patterns and/or Functions

WSS Indicator: **III C2 Recognizes, duplicates, and extends patterns.**

Fall

Spring

MMSR/SC Indicator: **1A 2 Identify, copy, describe, create, and extend non-numeric patterns**

Objective:	Proficient	In Process	Needs Development
Recognize the difference between patterns and non-patterns	Observes two friends' string of beads, one whose pattern of colors is the same as her beads and says, "Look! Sarah's and my beads rhyme but Jane's doesn't!"	Points to his string of beads, strung in random order and says, "Look! I made a pattern!" Is unable to describe his pattern, when asked.	Does not demonstrate awareness of patterns.
Represent patterns kinesthetically such as: clap/snap/clap/snap	Correctly copies a hand movement pattern (clap hands/slap knees/clap hands/slap knees), when first modeled by an adult	Inconsistently copies a hand movement pattern, when first modeled by an adult.	Unable to copy a hand movement pattern, when first modeled by an adult.
Identify patterns in real life situations	Sees the "oxox" shapes on a border and copies the pattern.	Inconsistently recognizes simple patterns.	Unable to identify real life patterns, such as stripes on clothes, etc.
Represent and analyze repeating patterns using no more than 3 objects in the core of the pattern	Strings beads, stacks blocks, or lines up cars, matching and correctly extending an AB pattern shown on a card	Strings beads, stacks blocks, or lines up cars, matching an AB pattern shown on a card but is unable to extend the pattern.	Strings beads, stacks blocks, or lines up cars indiscriminately

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with manipulatives.



MMSR Exemplars

Content Area: Mathematics – 2.0 Knowledge of Geometry

WSS Indicator: **III D1 Recognizes and describes some attributes of shapes.** Fall Spring

MMSR/SC Indicator: **2A 1 Recognize and describe the attributes of plane geometric figures**
2B 1 Recognize, describe, and use the attributes of solid geometric figures

Objective:	Proficient	In Process	Needs Development
Sort and regroup everyday objects and geometric figures according to attributes such as: shape, color, size	Sorts pattern blocks using more than one attribute.	Sorts pattern blocks by one attribute.	Plays with the pattern blocks
Compare, trace, and reproduce, triangles, circles, squares, and rectangles	Reproduces (in writing or with manipulatives) and describes attributes of a shape when shown a model.	Given a set of similar shapes, traces the shapes (in writing or with manipulatives) and describes a shared attribute, using comparative vocabulary (e.g., same, longer, etc.).	Given two similar shapes, may or may not describe an attribute of one shape without using comparative vocabulary.
Match, sort, and regroup objects according to attributes	Sorts solid figures using more than one attribute.	Sorts solid figures using one attribute.	Plays with solid figures.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with manipulatives.



MMSR Exemplars

Content Area: Science – 1.0 Skills and Processes

WSS Indicator: **IV A1 Seeks information through observation, exploration, and descriptive investigations.**

Fall

Spring

MMSR/SC Indicator: **1A 1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out**

Objective:	Proficient	In Process	Needs Development
Seek information through reading, observation, and investigations	Gathers information by looking at books about a science topic being studied, such as different types of trees.	With teacher guidance, gathers information by looking at book about a science topic being studied, such as different types of trees.	With teacher guidance, is unable to gather information by looking at books about a science topic, which is being studied, such as different types of trees.
Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena/events	Observes that a plant in the class has leaves that are turning yellow and suggests putting the plant outside to get more sun.	Observes that a plant in the class has leaves that are turning yellow, and does not make a suggestion for what to do about it.	Does not notice or comment that a plant in the class has leaves that are turning yellow

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Science – 1.0 Skills and Processes

WSS Indicator: **IV A2** Use simple tools and equipment to extend the senses and gather data. Fall Spring

MMSR/SC Indicator: **1A 1** Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out

Objective:	Proficient	In Process	Needs Development
Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data	Uses a variety of simple tools appropriately, such as a hand lens to aid in seeing small objects, a ruler to determine length of an object, a balance to compare the mass of 2 objects.	Uses simple tools appropriately, with teacher guidance, such as a hand lens to aid in seeing small objects, a ruler to determine length of an object, a balance to compare the mass of 2 objects.	May or may not engage in functional play with, and random use of, simple tools

*Student with physical limitations may need physical assistance to use or create tools to be used.



MMSR Exemplars

Content Area: Science - **4.0** Chemistry

WSS Indicator: **IV B1 Identifies, describes, and compares properties of objects.**

Fall

Spring

MMSR/SC Indicator: **4A 1** Compare the observable properties of a variety of objects and the materials they are made of using evidence from investigations

Objective:	Proficient	In Process	Needs Development
Based on the data, describe the observable properties, such as size, shape, color, and texture of a variety of objects	Describes objects using color, shape, texture, size, and weight, such as a ball looks <i>round</i> , a shell feels <i>bumpy</i> , a rock feels <i>heavy</i> .	Labels objects or describes them without using vocabulary related to their attributes, such as an orange looks <i>like a ball</i> , a shell feels <i>like a rock</i> .	Labels objects without describing them.
Identify and compare the properties of the materials objects are made of and the properties of the objects	Identifies and puts into groups which objects sink and which float at the water table and based on observations, offering a reasonable explanation for why (EX: "All the metal things sink because they are heavy and all the paper things float because they are light.")	Identifies and puts into groups which objects sink and which float at the water table without offering a reasonable explanation for why (EX: "All the metal things sink and all the paper things float.")	Randomly manipulates both objects that float and objects that sink at the water table.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with manipulatives.



MMSR Exemplars

Content Area: Science – 3.0 Life Science

WSS Indicator: **IV C1 Observes and describes characteristics, basic needs,**

Fall

Spring

and life cycles of living things.

MMSR/SC Indicator: **3C 1** Observe, describe, and compare the life cycles of different kinds of animals

3E 1 Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival

Objective:	Proficient	In Process	Needs Development
Identify and draw pictures that show what an animal and/or a plant looks like at each stage of its life cycle	Uses concrete materials and consistently sequences the growth of a plant, such as a pumpkin or apple.	Uses concrete materials and inconsistently sequences the growth of a plant, such as a pumpkin or apple.	Does not demonstrate awareness of sequences of plant growth
Make observations of the features and behaviors of different kinds of plants within an environment to identify and list some of the basic needs these organisms share, such as water, air, etc.	Shares an observation that a classroom plant needs water and light to grow.	Shares an observation that a classroom plant needs water because it is drooping.	Does not demonstrate interest in or awareness of caring for plants.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with manipulatives.



MMSR Exemplars

Content Area: Social Studies – 2.0 Peoples of the Nations and World

WSS Indicator: **V A1** Identifies similarities and differences in people's characteristics, habits, and living patterns. Fall Spring

MMSR/SC Indicator: **2A 1** Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same needs

Objective:	Proficient	In Process	Needs Development
Use experiences to give examples of different choices people make about meeting their human needs for food, clothing, shelter	Identifies the special clothing or food brought to school and describes its relationship to some holidays and special occasions.	Identifies the special clothing or food brought to school but is not able to describe its relationship to some holidays and special occasions.	Does not identify special clothing or food brought to school or describe its relationship to some holidays and special occasions.
Recognize customs, interests, skills and experiences that make individuals and families in their immediate environment unique	Identifies more than one family tradition during class discussion, such as family reunions or visiting relatives.	Identifies one family tradition during class discussion when prompted by the teacher.	Shares unrelated experiences when asked about family traditions.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Social Studies – **1.0** Political Science; **4.0** Economics

WSS Indicator: **V B 2** Describes some people's jobs and what is required to perform them. Fall Spring

MMSR/SC Indicator: **1C 1** Describe the roles, rights and responsibilities of being a member of the family/school
4A 2 Identify that resources are used to make products

Objective:	Proficient	In Process	Needs Development
Describe the roles of members of the school, such as principal, crossing guard, bus driver, and teachers	Identifies a variety of common jobs in the school.	Identifies a variety of common jobs in the school after teacher shares a book or shows pictures.	Does not identify a common job in the school, or needs teacher prompting to do so.
Describe some jobs and what is required to perform them	Gives simple explanations about what workers do and identifies some tools used to perform specific jobs.	Identifies what workers do and some of the tools they use to perform specific jobs.	Does not identify any tools used by workers when performing their jobs, or needs teacher prompting to do so.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Social Studies - **4.0** Economics

WSS Indicator: **V B3** Begins to be aware of technology and how it affects life.

(Fall) Spring

MMSR/SC Indicator: **4A 3** Explain how technology affects the way people live, work, and play

Objective:	Proficient	In Process	Needs Development
Begin to be aware of technology and how it affects life	Describes how forms of technology are used in the classroom, such as the telephone or television.	Identifies what forms of technology are used in the classroom.	Does not identify ways that forms of technology are used in the classrooms, or does so with teacher prompting.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Social Studies – 1.0 Political Science; 2.0 Peoples of the Nations and World

WSS Indicator: **V C1 Demonstrates awareness of the reasons for rules.**

(Fall) Spring

MMSR/SC Indicator: **1A 1 Identify the importance of rules**

2C 1 Demonstrate how groups of people interact

Objective:	Proficient	In Process	Needs Development
Identify reasons for classroom and school rules, maintaining order and keeping the community safe	Helps the teacher to establish classroom rules by suggesting an appropriate rule.	Participates in the classroom discussion about rules but does not offer a suggestion.	Shows little interest in classroom discussion and does not contribute or give suggestions.
Recognize rules can help promote fairness, responsible behavior and privacy	Communicates rules for choice during center time and complies with rules, such as limiting four people in the library.	Communicates rules for choice but occasionally does not comply with rules during center time, such as adhering to a limited number of children allowed at a center.	Does not communicate nor frequently comply with rules during center time.
Identify, discuss and demonstrate appropriate social skills at home and in school	Consistently listens/attends to a speaker, takes turns in a group game, settles disagreements by compromising, with adult guidance.	Occasionally listens/attends to the speaker, takes turns in a group game, settles disagreements by compromising, with adult modeling and verbal guidance.	Does not take turns in a group game, requires frequent adult intervention to settle disagreements.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Fine Arts - 1.0 Music

WSS Indicator: **VI A1 Participates in group music activities.**

Fall

Spring

MMSR/SC Indicator: **1A 2 Experience performance through singing and playing instruments, and listening to the performances of others**

Objective:	Proficient	In Process	Needs Development
Experiment with vocal sounds, such as singing, speaking, whispering, and calling, that use a variety of pitches within a limited vocal range	Sings or chants during group music activities using voice in a variety of ways.	Inconsistently sings or chants during group music activities.	Looks around or does not participate during group music activities
Explore steady beat through singing, speaking, and playing classroom instruments	Consistently imitates with instrument two and three beat rhythm after attending to teacher demonstration.	Inconsistently imitates with instrument two and three beat rhythm after attending to teacher demonstration.	Does not imitate two or three beat rhythm.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding. If student is hearing impaired, the first objective may not be applicable.



MMSR Exemplars

Content Area: Fine Arts - 1.0 Dance: 1.0 Music: 3.0 Theatre: Creative Expression and Production

WSS Indicator: VI A2 Participates in creative movement, dance, and drama.

Fall Spring

MMSR/SC: **1A 2 Dance - Demonstrate kinesthetic awareness and technical proficiency in dance movement**
1A 3 Music - Responds to music through movement
3A 1 Theatre - Use a variety of theatrical elements to communicate ideas and feelings

Objective:	Proficient	In Process	Needs Development
Execute memorized movement phrases	Creates innovative movements in response to parts of movements introduced by teacher such as, moving to music using two steps, twirling, or rolling.	Creates innovate movement including one or two parts to a three-step movement phrase.	Does not create innovative dance with teacher direction.
Demonstrate understanding of personal space while moving to music	Imitates animal movements suggested by the teacher during a movement activity, such as listening to "Peter and the Wolf" and moving like the cat in the meadow.	Imitates animal movements suggested by the teacher during a movement activity but moves out of character.	Participates in a movement activity; acts out movement unrelated to the teacher's suggestion.
Pantomime familiar short stories	Pantomimes specific actions from familiar experiences with nuance, such as calling a friend on a phone with many variations and facial expressions.	Pantomimes basic actions from familiar experiences, such as calling a friend on a phone with few expressions and variations.	Does not pantomime actions from familiar experiences.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Fine Arts –Visual Arts 3.0 - Creative Expression and Production

WSS Indicator: **VI A3** Uses a variety of art materials to explore and express ideas and emotions.

Fall

Spring

MMSR/SC Indicator: **3A 1** Create images and forms from observation, memory, and imagination

Objective:	Proficient	In Process	Needs Development
Create artworks that explore the uses of color, line, shape, and texture to express ideas	Begins to use art materials, such as clay, paint, markers, colored pencils, with a purpose in mind such as discussing features of a natural storm and how to use color and shapes for drawing.	Experiments with art materials without a clear plan.	Uses art materials but does not complete art work.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.

**Student with physical limitations may need physical assistance to engage with art materials.



MMSR Exemplars

Content Area: Fine Arts - 1.0 Dance; 4.0 Visual Arts; 4.0 Theatre

WSS Indicator: **VI B1 Responds to artistic creations or events.**

(Fall) Spring

MMSR/SC: **1A 3 Music -** Respond to music through movement
 1A 3 Dance - Respond to dance through observation, experience, and analysis
 4A 1 Visual Arts - Develop and apply criteria to evaluate personally created artworks and the artworks of others
 4A 1 Theatre - Identify, analyze, and apply criteria to assess individual and group theatre processes

Objective:	Proficient	In Process	Needs Development
Follow simple directions or verbal cues in singing games	Frequently participates in moving, singing along or following directions in songs sung during group time	Occasionally participates in moving, singing along or following directions in songs sung during group time.	Does not participate in moving, singing along or following directions in songs sung during group time
Apply the language of dance to observed movement from different genres	Creates a movement that responds to the beat of a musical selection.	Dances to a variety of music genre, such as jazz, rock, ethnic, and classical.	Imitates modeled dance movements, or shows no interest in responding to music/movement
Observe, describe, and respond to selected artworks	Reviews own artwork created over the past weeks and selects a few of them to take home.	Reviews own artwork, needing teacher guidance to make a selection.	Reviews own artwork with teacher guidance but does not make a selection
Observe, describe, and respond to theatrical experiences	Watches a dramatization and shows interest in responding to the experience.	Watches a dramatization and shows limited interest in responding to the experience	Does not show interest in watching a dramatization.

*Student may use sign language or augmentative communication to communicate comments, answer questions, and to demonstrate understanding.



MMSR Exemplars

Content Area: Physical Development - 1.0 – Skillfulness; 2.0 Biomechanical Principles

WSS Indicator: **VII A1** Moves with balance and control.

Fall

Spring

MMSR/SC Indicator: **1A 1** Practice fundamental movement skills

2B1 Experience the concept of balance through movement

Objective:	Proficient	In Process	Needs Development
Demonstrate locomotor skills, such as walking, galloping, running, hopping, and jumping	Participates in a variety of movement activities during outside play, recess or organized group movement activities.	Participates in some movement activities during outside play, recess or organized group movement activities.	Participates in minimal movement activities during outside play, recess or organized group movement activities.
Demonstrate static and dynamic balance concepts through movement	Moves smoothly around the classroom on foot or using a wheelchair or walker rarely bumping into furniture or objects	Moves through the classroom and school, on foot or using a wheelchair or walker occasionally stopping, tripping, or bumping into objects.	Bumps into objects and trips frequently while moving inside and outdoors on foot or using a wheelchair or walker.



MMSR Exemplars

Content Area: Physical Development – 1.0 Skillfulness - 3.0 Motor Learning Principles

WSS Indicator: **VII B2 Uses eye-hand coordination to perform tasks.**

Fall Spring

MMSR/SC Indicator: **1A 1 Show fundamental movement skills**

3A 1 Recognize that skills will develop over time with appropriate practice and us of the correct cues

Objective:	Proficient	In Process	Needs Development
Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping	Moves forward through an obstacle course using a variety of movements.	Moves forward through an obstacle course.	Needs teacher support, or does not attempt to move through an obstacle course.
Show basic motor skills using imitation as a means for motor skill development	Completes a frameless puzzle with 15-20 pieces, using the picture on the box cover as a guide.	Completes a framed puzzle with about 15 pieces using outlines of the pieces as a guide.	Does not complete a framed puzzle.
	Traces through a maze that consists of curved and straight lines, copies shapes in writing or with manipulatives.	Traces through a maze, deviating from the path on occasion Copies shapes with fair accuracy in writing or with manipulatives.	Attempts to trace through a maze, but deviates consistently outside of the line. Is not able to copy shapes in writing or with manipulatives.

*Student with physical limitations may require physical assistance or adaptive equipment.



MMSR Exemplars

Content Area: Health Education - 7.0 Disease Prevention and Control

WSS Indicator: **VII C1** Performs self-care tasks competently.

MMSR/SC Indicator: **7B 1** Identify ways to reduce risk for becoming sick

Fall

Spring

Objective	Proficient	In Process	Needs Development
List actions to prevent illness: such as washing hands, covering sneeze/cough, and getting immunized (shots)	Usually remembers to wash hands after using tissues to wipe nose and throws the tissues into the waste basket.	Uses tissues to wipe nose when reminded and throws the tissues into the wastebasket.	Does not often use tissues to wipe nose even when reminded, or requires help to do so.



MMSR Exemplars

Content Area: Health Education - 5.0 Safety and Injury Prevention; 6.0 Nutrition and Fitness

WSS Indicator: **VII C2 Shows beginning understanding of and follows health and safety rules.** Fall Spring

MMSR/SC Indicator: **5A1** Recognize how to respond appropriately to emergency situations
6E1 Recognize the relationship between food and health

Objective:	Proficient	In Process	Needs Development
Recognize how to respond appropriately to an emergency situation (e.g. tell an adult; call 911)	Follows standard fire safety procedures.	Follows standard fire safety procedures with teacher guidance.	Is unable to follow standard fire safety procedures.
Explain how food affects the body	Contributes ideas to a class list of healthy snacks (e.g., apples and cheese).	Contributes an idea to a class list of healthy snacks.	Given a choice of a healthy or unhealthy snack, needs modeling to determine which is the healthy snack.

C2.1 Developmental Screening Tools

Technical Information about Proposed Developmental Screening Instruments
(Submitted to the State Advisory Council on Early Care and Education by the Work Group on Developmental Screening)

Instrument	Age Range	Time Frame	Scoring	Psychometric Information	Administration
Ages and Stages Questionnaire (ASQ) -2 nd Ed.	Birth to 60 months	~15-20 minutes, less if parents complete independently (each questionnaire takes 10-20 minutes to complete, with 2-3 minutes to score)	A2 SD below the mean cut-off score is use for questionnaires at 4, 8, 12, 16,24, 30, & 36 months A 75 development quotient is the cut-off for questionnaire at 6, 10, 14, 18, 22, 27 & 33 months. Scores provide guidance on which children to refer for diagnostic testing, which to provide with skill-building activities & recommend to re-screen, & which children simply to provide activities for.	The normative sample consisted of educationally, economically, and ethnically diverse families (Caucasian, African American, Hispanic, and Native American), but the sample was not nationally representative. Test-retest reliability, inter-rater reliability, and internal consistency: acceptably high to strong results. Internal consistency and predictive validity: moderate results. Under-referral rates ranged from 1% to 13% across the age intervals; over-referral rate ranged from 7% to 16%. Sensitivity range from 38% to 90% across the intervals, while specificity ranged from 81% to 90%. Concerns: The normative sample was not nationally representative – parents from Asian backgrounds appear underrepresented. Product information: http://www.brookespublishing.com/	Parents, home visitors, other providers, Requires a 6 th grade reading level. Professionals score the questionnaires.
Parents' Evaluations of Developmental Status (PEDS)	Birth to 8 years	2-10 minutes, less if parents complete independently	Yields high, moderate, & low risk for developmental & behavior /mental health problems. A longitudinal score & interpretation form organized by the AAP's well-visit schedule remains in the medical record. Identifies when to refer, screen a second time, advise or support families, postpone referral, and/or monitor development, behavior, & academic progress. Resources on the PEDS can be downloaded from: http://www.pedstest.com	Normative sample: not nationally representative. Inter-rater reliability, internally consistency, and predictive validity: acceptably high to strong results ; concurrent validity: moderate results. Concerns: diversity of normative sample. Product information: http://www.pedstest.com/	Written at the 4 th to 5 th grade level, parents can complete the measure while they wait for appointments.
Early Screening Inventory – Revised (ESI-R)	3-6 years	15 – 20 minutes	Norm-referenced rating scale. This instrument has two versions, each normed for a different age range: <ul style="list-style-type: none"> • ESI-P is for children ages 3 to 4½ • ESI-K is for children ages 4½ to 6 	Normative sample: 5,034 children enrolled in 60 sites from 10 states. Classrooms were drawn from Head Start (N=20), public schools (N=26) and other child care and early childhood programs. This sample included approximately equal numbers of girls and boys. Seventy percent of the children were white (non-Hispanic) 16% were African-American, 32% were enrolled in Head Start programs, and 20% had mothers who had less than a high school education. Reliability data indicate that the inventory is a highly stable and consistent screening device. The test accurately identified 9 out of 10 students who were “at risk” of school problems and also correctly excluded most students who were not at risk from further assessments. Reliability: Inter-rater=0.97 – 0.99; Test-retest= 0.87 – 0.98. Validity: Predictive = 0.73 Sensitivity 92-93%. Specificity 80%. Product information: http://pearsonearlylearning.com/	Individuals who have some background in early childhood behavior and development can administer the scale, such as teachers, students of child development, school psychologists, or allied health professionals. Experienced paraprofessionals have also been successfully trained to administer the scale.
Best Beginnings Developmental Screen (BBDS)	Birth to 39 months	10-12 minutes	Not norm-referenced	Pilot Study Sample: 800 children. Conducted by Neonatal Intensive Care Unit of the University of Maryland medical System. Two studies for concurrent validity with a total of 181 children (compared to Bayley Scales of Infant Development, 2 nd Ed. Stratified sample (N=100) in four location (family homes, pediatric clinic, public space. Sensitivity was 88.2% and specificity was 90.6%. Test-retest reliability for identifying children is .903.	Provider and parents who have background can administer the scale Screen is complimented by Family Questionnaire.

**C2.2 Alignment of MSDE Standards for High Quality
Early Childhood Education and CLASS**

Alignment of MSDE Standards for Implementing High Quality Early Childhood Programs to the Domains of the CLASS

CLASS Domain		MD Early Learning Standards
		II. Program Operations
		2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the MMSR Standards for PreK/Kindergarten Common Core State Curriculum.
Classroom Climate (Positive and Negative)	Environment Reflects the overall tone of the classroom and the connection between teachers and students. Considers the warmth and respect displayed in teachers and students interactions with one another as well as the degree to which they display enjoyment and enthusiasm during learning activities.	2.3.9 Social Interaction * * Instruction promotes appropriate interaction and cooperation.
Teacher Sensitivity	Encompasses teacher's responsiveness to students' needs and awareness of students' level of academic and emotional functioning. The highly sensitive teacher helps students see adults as a resource and creates an environment in which students feel safe and free to explore and learn.	2.3.6 Instructional Balance Instructional strategies promote active participation by children in a balance of teacher directed-and child-selected activities 2.3.8 Instructional Management Instruction incorporates management strategies which facilitate logical, organized transitions and routines, and promote positive student behavior
Regard for Student/Child Perspectives	The degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view, rather than being very teacher-driven. This may be demonstrated by teachers' flexibility within activities and respect for students' autonomy to participate in and initiate activities.	2.3.1 Flexible Grouping Instruction is delivered individually, in small groups, and in large groups. Groupings change based upon individual need, instructional decisions, and assessment data. 2.3.5 Instructional Strategies Instruction is based upon children's individual needs, interests, strengths, and learning styles.
Classroom Organization		2.1 A planned and well-structured learning environment promotes active learning and full participation for each child. 2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the MMSR Standards for PreK/Kindergarten Common Core State Curriculum.
Behavior Management/ Behavior Guidance	Encompasses teachers' ability to use effective methods to prevent and redirect misbehavior, by presenting clear behavioral expectations and minimizing time spent on behavioral issues.	2.3.9 Social Interaction Instruction promotes appropriate interaction and cooperation.

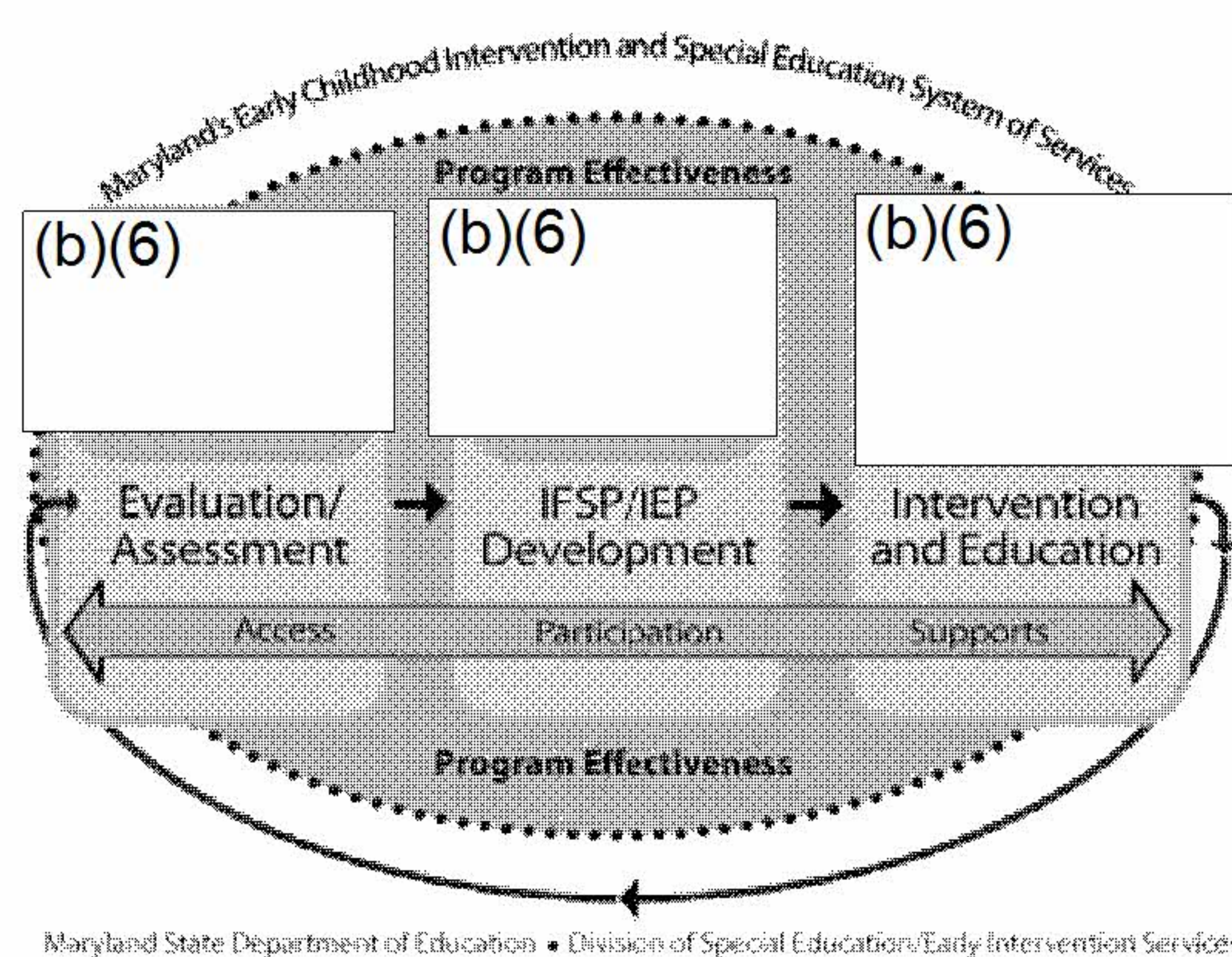
Alignment of MSDE Standards for Implementing High Quality Early Childhood Programs to the Domains of the CLASS

Productivity	Considers how well teachers manage instructional time and routines so that students have the maximum number of opportunities to learn. Not related to the quality of instruction, but rather teachers efficiency.	2.1.3 Organization of Space	The learning environment reflects effective and flexible utilization of available space
Instructional Learning Formats/ Facilitation of Learning and Development	The degree to which teachers maximize students' engagement and ability to learn by providing interesting activities, instruction, centers, and materials. Considers the manner in which the teacher facilitates activities so that students have opportunities to experience, perceive, explore and utilize materials.	2.1.5 Instructional Materials 2.3.1 Flexible Grouping	Materials are appropriate and designed to facilitate integrated learning, authentic application of skills, problem solving, and creative/critical thinking skills. Instruction is delivered individually, in small groups, and in large groups. Groupings change based upon individual need, instructional decisions, and assessment data.
	Instructional Support	2.2 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with the <i>MMSR Framework and Standards for Prekindergarten Common Core State Curriculum</i> . 2.3 Curriculum is delivered through instructional strategies which support each student's development and attainment of the MMSR Standards for PreK/Kindergarten Common Core State Curriculum. 2.4 Assessment of students is multidimensional, developmentally appropriate, and ongoing. Assessment data is used by teachers and students to facilitate learning.	
Concept Development	The degree to which instructional discussions and activities promote students' higher order thinking skills versus focus on rote and fact-based learning.	2.3.2 Authentic Learning	Instruction integrates concepts of curriculum into developmentally appropriate practices and relates in a meaningful way to children's real life experiences.
Quality of Feedback	Considers teachers' provision of feedback focused on expanding learning and understanding (formative evaluation), not correctness or the end product (summative evaluation)	2.4.1 Multiple Assessment Methods	Multiple assessment methods are used to identify students' strengths, needs, interests, and progress. Information about areas of students' development and progress are systematically collected and documented throughout the school year.
Language Modeling	The quality and amount of teachers' use of language-stimulation and language-facilitation techniques during individual, small-group, and large-group interactions with children. Components of high-	2.4.2 Assessment Based Instruction 2.2.3 Language Arts	Developmentally appropriate assessment is an integral part of daily planning and instruction. The language arts program is an integration of listening, speaking, reading and writing. The components of the early learning LA program are integrated and interwoven throughout all the

Alignment of MSDE Standards for Implementing High Quality Early Childhood Programs to the Domains of the CLASS

	quality language modeling include self and parallel talk, open-ended questions, repetition, expansion/extension, and use of advanced language.		content areas. Children have daily opportunities for guided instruction and application of these communication skills. See 2.2.3(a)
Literacy Focus	Reflects the quality with which teachers deliver activities focusing children on “code units” of early literacy (e.g., letters, words ,phonemes)	2.2.3(b) Reading	Learning experiences are provided for children in the reading processes. For 3-4 year olds, these processes are: oral language; phonological awareness; print awareness; alphabetic knowledge.
		2.2.3(c) Writing	Daily writing instruction includes opportunities to write for expressive, informational, and persuasive purposes
		**See MSDE Standards for Implementing High Quality Early Childhood Programs for Best Practices/Rationale for each Indicator.	

C3.1 Maryland's Early Childhood Assessment and Accountability System



Maryland State Department of Education • Division of Special Education/Early Intervention Services

Evaluation and Assessment

Maryland's Early Childhood Intervention and Special Education Evaluation and Assessment System for Children Age Birth through Five and Their Families

Maryland's Early Childhood Intervention and Special Education Evaluation and Assessment System provides a reliable, valid, and coordinated approach to supporting families and building capacity for early care and education programs. This approach promotes positive developmental and educational outcomes through full access, participation, and supports in home and community life for young children with disabilities and their families.

This purpose-driven assessment system gathers and employs useful information with families to make effective, data-informed decisions. To support the implementation of high-quality early care and education programs and services, **the three purposes of evaluation and assessment are:**

- **Eligibility** determination
- Individualized **results-oriented** decision-making for children and families
 - Addressing family concerns, priorities, and resources
 - Developing an IFSP/IEP
 - Planning intervention and instruction based on assessment
 - Providing child/family supports and services
 - Measuring child developmental and school readiness progress
- **Accountability** for federal, State, and local requirements

Maryland's Early Childhood Intervention and Special Education Evaluation and Assessment System promotes **best practices** by ensuring the:

- Involvement of families as partners in a culturally sensitive, authentic assessment process;
- Consistent, statewide use of valid and reliable assessment tools and evidence-based practices, through a multi-disciplinary approach across all five domains;
- Application of multiple sources of information, including both quantitative and qualitative data, gathered within a child's natural or least restrictive environment to guide the development of functional outcomes/goals; and
- Alignment with Maryland's developmental guidelines and early learning standards.

*See Appendix - Definitions of Evaluation and Assessment under the IDEA

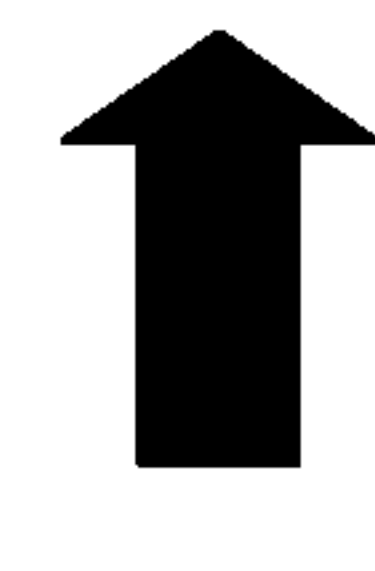
Culturally Sensitive and Authentic
Valid, Reliable and Evidence-Based
Multidisciplinary, Addressing all Five Domains
Quantitative and Qualitative Data Across Environments

Y	riterion-referenced tool from the
	st be used in conjunction with eligibility through the 25% delay
	cal condition, use a -referenced tool from the nted Decision-Making Tool Box.

Results-Oriented Decision Making Birth through 5
Use additional tools, as necessary, from the Recommended Results-Oriented Decision-Making Tool Box in order to: <ul style="list-style-type: none"> • Address family concerns, priorities and resources • Develop an IFSP/IEP • Plan intervention and instruction based on assessment • Provide child/family supports and services • Measure child developmental/school readiness progress <p>As Appropriate</p> <ul style="list-style-type: none"> • Targeted Specialized Assessments • Medical Reports • Informed Clinical Opinion



AND



AND



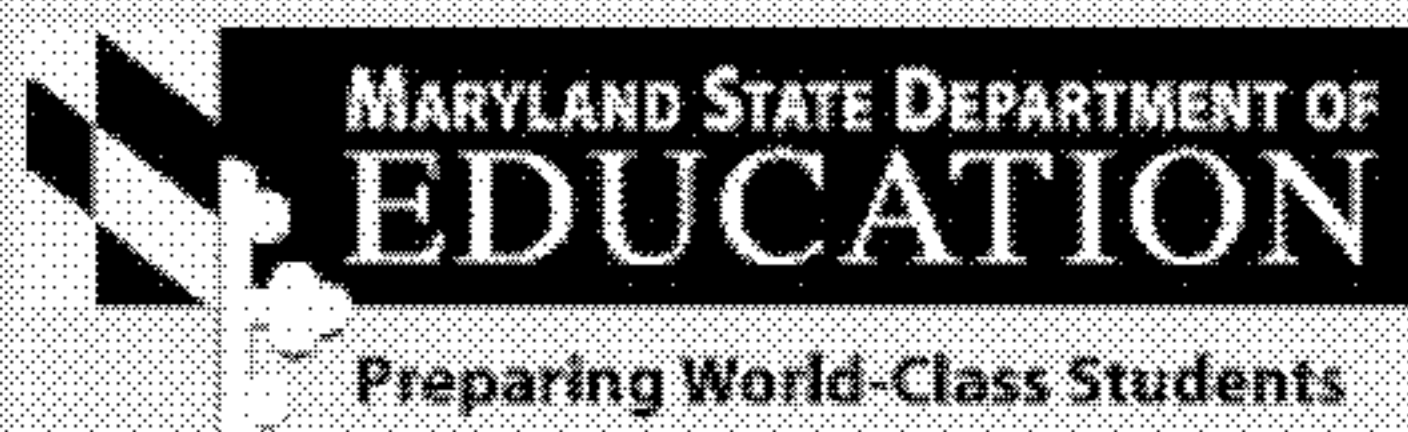
ity Tool Box	(IED-II) ren (DAYC) -LAP)* TPBA-2)*
	sed in conjunction with an ibility through the 25% delay

Recommended Results-Oriented Decision-Making Tool Box Birth through 5	
Child Development <ul style="list-style-type: none"> • Assessment, Evaluation and Programming System (AEPS) • Battelle Developmental Inventory (BDI-2) • Brigance Inventory of Early Development II (IED-II) • Carolina Curriculum • Early Learning Accomplishments (E-LAP) • Hawaii Early Learning Profile (HELP) • The Ounce Scale • Teaching Strategies GOLD • Transdisciplinary Play-Based Assessment (TPBA-2) • The Work Sampling System (WSS) 	
Child Development Through Family Report	<ul style="list-style-type: none"> • Ages and Stages Questionnaires (ASQ-3) and ASQ – SE • Routines Based Interview (RBI) • Transdisciplinary Play-Based Assessment (TPBA-2)
Family Assessment (Concerns, Priorities, and Resources)	<ul style="list-style-type: none"> • Routines Based Interview (RBI) • Family Intervention Tool (locally developed)
As Appropriate	

Child Outcomes/ Bir
Birth to 3 Complete Present Levels of De Summary (COS) at Entry and E
3 to Kindergarten Age with Exte <ul style="list-style-type: none"> • Birth to 3 COS Exit becom at Exit <p>Required for all children turn</p> <ul style="list-style-type: none"> • Complete the Work Sam
3 Through Kindergarten Age wi Complete the Work Sampling children 3 through Kindergarten
<u>Required by July 1, 2012:</u> <ul style="list-style-type: none"> • For a child who had an ini birthday, complete an int <p>Under consideration to pilot in</p> <ul style="list-style-type: none"> • Complete the Child Outco Kindergarten age receivin

Required Child Outcome *See implementation	
Birth to 3 <ul style="list-style-type: none"> • Pre • Chi 	
3 to Kindergarten Age with Extended IFSP <ul style="list-style-type: none"> • Chi • Wc 	

C3.2 Maryland's Early Childhood Mental Health Standards of Practice



Early Childhood Mental Health Consultation (ECMHC) Project: Standards for the State of Maryland



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Division of Early Childhood Development

Division of Special Education/Early Intervention Services

June 2011

**MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD DEVELOPMENT
DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES**

**Early Childhood Mental Health Consultation Standards
for the State of Maryland**

June 2011

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Early Childhood Mental Health Consultation Standards for the State of Maryland

Overview

In recent years, there has been increasing evidence that young children (aged 0-6) are subject to social and emotional difficulties that can undermine their school readiness and lead to poor adult mental health. Many of these problems manifest as challenging behaviors exhibited when children are in early care and educational (ECE) settings. These problematic behaviors can place young children at-risk for removal or expulsion from these ECE settings. In a national study of state-funded Pre-kindergarten programs, Gilliam (2005) found that preschool-aged children were being expelled at a higher rate than comparable populations of school-aged children. If appropriate interventions are not provided, behavioral problems that arise early can escalate, leading to clinical trajectories in childhood and adolescence (Perry, Allen, Brennan, & Bradley, 2009).

There is growing evidence that early childhood mental health consultation is associated with positive outcomes for young children with problematic behavior. Early childhood programs with access to mental health consultation had lower rates of children expelled from their care (Gilliam & Shahar, 2006). In a recent review article examining staff and program level outcomes, Brennan, et al. (2008) found support for ECMHC building the capacity of ECE providers' confidence and competence in coping with challenging behaviors, as well as improved efficacy, and decreased adult stress and staff turnover. In a related review examining children's behavioral outcomes, Perry et al. (2009) found that mental health consultation is effective in reducing teacher-reported externalizing behaviors (inattention, hyperactivity, aggression, and anger), and in fostering pro-social skills.

Cohen and Kaufman (2005) describe mental health consultation in early childhood settings as a "problem-solving and capacity-building intervention implemented within a collaborative relationship between a professional consultant with mental health expertise and one or more individuals, primarily child care center staff, with other areas of expertise." Johnston and Brinamen (2006) suggest that collaboration underlies the approach of the mental health consultant (MHC) who is simultaneously an observer, interpreter, and participant. In practice, there are two general approaches to providing ECMHC: child- and family-focused consultation is initiated by concerns about the behavior of a specific child in an ECE setting; consultation can also be focused on the entire classroom, to benefit a group of children. The latter is often referred to as programmatic consultation and may be initiated at the request of an ECE teacher or director. In both cases, the primary goal of ECMHC is building capacity among ECE providers and family members to develop their skills to support social and emotional health in young children.

At the core of the consultation process are collaborative relationships between the MHC, ECE provider, and for child-focused consultation, family members. Each of these adults brings important experiences and unique expertise to the ongoing conversation about a child. For programmatic consultation, collaborative relationships between the ECE provider and the MHC reflect a mutual respect for the expertise of each participant. Consultants may also serve as coordinators and advocates in helping the family navigate complex systems of public and private service delivery for qualifying children. Additionally, in working with a population of families and ECE providers that is increasingly culturally and linguistically diverse, it is essential for ECMH consultants to act in culturally competent ways when considering a child's functioning across settings (Hepburn, et al., 2007).

The Evolution of ECMHC in Maryland

The State of Maryland has made a strong commitment to ensuring that young children enter school ready to learn (MSDE, 2009). The Maryland Model for School Readiness is a comprehensive initiative that includes a universal kindergarten assessment as well as high-quality professional development for personnel working with young children across settings. As part of this commitment, state funding was appropriated in 2006 to support ECMHC projects in 12 locations across the state.

The ECMHC project builds upon work conducted by the Maryland State Early Childhood Mental Health Steering Committee and promising results from an evaluation of two pilot projects (Perry, 2005). Concurrently, Maryland has invested in several related efforts that support school readiness and ECMHC. One such effort is statewide implementation of the Teaching Pyramid model developed by the Center for Social Emotional Foundations for Early Learning (CSEFEL; 2008). This framework articulates a continuum of research-based practices that address social-emotional promotion, prevention, and intervention with young children (Hemmeter, et al., 2006). In order to support the provision of high quality ECMHC services in the state of Maryland, MSDE contracted with Georgetown University Center for Child and Human Development to develop research-based standards.

These standards were established in collaboration with stakeholders from all of the state-funded ECMHC projects, as well as representatives from the Maryland State Department of Education.

Core ECMHC Principles, Objectives and Benchmarks

State-funded ECMHC projects in Maryland are guided by a set of core early childhood mental health principles:

- The key to healthy social-emotional development in young children is positive interactions and healthy relationships with caregivers (ECE providers and parents) in supportive environments
- All services must be culturally and linguistically responsive to family/provider context
- All services must take into account the infant/toddler or preschoolers' developmental stage
- ECMHC recognizes the primary importance of family¹ in a child's development, and acknowledges the necessity of fostering communication and collaboration between the home and early childcare setting in ways that support child development
- ECMHC is a primarily "indirect" service that seeks to build the capacity of the young child's ECE providers and family members through a collaborative approach

¹ The National Association for the Education of Young Children (NAEYC, 2005) defines family as adults outside of Early Care settings "involved with the responsibilities of educating, nurturing, and advocating for the child."

- ECMHC simultaneously builds upon the expertise, perspectives, and resiliencies of ECE providers and family members while nurturing inherent child strengths and emerging competencies
- ECMHC is a relationship-based, family-centered service that addresses the social and emotional well-being of infants, toddlers, and preschoolers and the ECE providers and families that care for them

State-funded ECMHC projects are implemented to achieve the following objectives:

1. Facilitate early childhood development through changes in the early learning environments to enable more children to enter school ready to learn.
2. Provide early care and education (ECE) providers and family members with intervention strategies to improve social and emotional development.
3. Address problematic social and emotional behaviors of young children in child care settings.
4. Refer families and children requiring more intensive intervention services to high quality assessment and clinical intervention services.

State-funded ECMHC projects have adopted the following benchmarks for success:

- Increased ECE providers' knowledge of importance of social-emotional development and capacity to manage challenging behaviors.
- Increased ECE providers' knowledge, attitudes, and behaviors that promote nurturing classroom environments for all children.
- Referred children are maintained in quality early childhood settings.
- Referred children have measurable decreases in problem behaviors and increases in social skills and resiliencies
- Increased referrals for children and families in need of more intensive interventions.
- Increased community awareness of social and emotional development of young children.

ECMHC Standards for the State of Maryland

In order to achieve these objectives and outcomes, all state-funded ECMHC projects must have: (1) high-quality consultation services, and (2) program and State-level infrastructure.

I. High Quality Consultation Services

A. Fostering Relationships through Consultation with Early Care and Education (ECE) Providers

1. ECMHC projects must describe the scope of their services and establish mutually agreed upon expectations with the early care and education site director and providers when services are initiated.

2. ECMHC services are informed by systematic observations of children conducted by the mental health consultants (MHCs) across relevant contexts in ECE classrooms and family day care settings.
3. Systematic assessments of the quality of ECE environment will measure structural, social-emotional and relational, and programmatic features. For example, MHCs should attend to: staff-child ratios, the emotional climate of ECE settings, and how transitions between activities are managed.
4. Early childhood MHCs should collaborate with ECE providers to formulate a plan that will guide the content of the consultation services. The plan should be a written document and specific strategies to meet this plan should be discussed with the ECE team.
5. Due to the dynamic nature of collaborative plans, early childhood MHCs should work with ECE providers over time to evaluate the efficacy of interventions and make modifications as needed.
6. Consultants will foster the ECE providers' use of norm- or criterion- referenced instruments to screen children's social-emotional development.
7. Consultants will model and/or train ECE staff on the systematic implementation of evidence-based strategies that target positive social-emotional development, address challenging behaviors, contribute to ECE staff wellness, promote team-building, and facilitate communication between ECE staff and families.
8. Any strategies that promote social-emotional and behavioral competence suggested by MHCs will be developmentally and culturally appropriate for the ECE context and, if relevant, the child identified for child-focused consultation.
9. Consultants will support ECE staff efforts to communicate with individual families about a child's development, challenging behavior, or any interventions that are planned to address these concerns, as needed.
10. Consultants will provide assistance to ECE providers for referrals to community-based services that address needs of the children in their care especially those with or at-risk for delays or disabling conditions.
11. In order to facilitate appropriate referrals, MHCs will cultivate a base of knowledge of statewide resources within and beyond the community, and foster relationships with local, direct service providers.
12. Consultants should adopt a consultative stance that foregoes the position of the "expert" by collaborating with the ECE provider in examining and interpreting the meaning of a child's behavior. Throughout the consultative process, the expertise and perspective of the ECE provider should be explicitly validated by the MHC.
13. Consultation should promote an increase in the skills, knowledge and expertise of the ECE provider as well as greater insights and reflectiveness about how their behavior influences children's behavior.

B. Fostering Relationships with Families through Consultation

1. Individualized consultation services may be offered to families for children identified with behavioral and social-emotional issues in ECE settings.
2. Information from the home environment should be gathered in a way that is respectful and be kept confidential; information should be sought that is relevant for the consultant in their work with the ECE provider and family.
3. Information about the home environment should be incorporated into the planning process including familial strengths as well as risk factors to the child's overall functioning.
4. For any child-focused consultation, intervention plans should be created with family input and must have the parental consent. A face-to-face meeting should be scheduled with the family, ECE provider, and ECMH consultant, whenever possible.
5. The consultant will provide information to family members on how to incorporate and sustain evidence-based approaches at home that address the social/emotional and behavioral needs of the child, improve parental wellness, and foster the relationship between the family and ECE staff.
6. Strategies implemented at home should coordinate with strategies implemented in ECE settings with the ultimate goal of reducing challenging behavior and helping the child succeed in home and school.
7. Drawing on a broad knowledge base of local and statewide resources, the consultant will provide assistance to families with referrals to community-based services that meet the mental health needs of family members and their children, as well as referrals for other developmental services needed by individual children.
8. Adopting a consultative stance that is characterized by availability, approachability, and mutual respect, the consultant will assist family members in becoming more empathetic and responsive to their child.

D. Well-prepared Consultants

1. At minimum, consultants must have a Bachelor's degree, preferably in a human-services related field (such as psychology, special education, social work, or counseling).² If a consultant's degree was not in a human-services related field, the consultant must have accumulated credits at the undergraduate, graduate, or professional development level in a human-services related discipline or field.
2. Consultants will have extensive knowledge and experience in core issues related to early childhood, such as typical and atypical child development, emotional and

² Across the country, the vast majority of early childhood mental health consultants have a minimum of a masters' degree in a mental health field.

behavioral health, family systems, cultural competence, and knowledge of evidence-based approaches to managing problematic behavior.

3. Consultants must have or develop specialized knowledge of how young children function in-group settings.
4. Consultant knowledge bases and qualifications must be aligned with core competencies in the state of Maryland for mental health and early childhood professionals.
5. ECMH consultants will attend trainings on key early childhood and consultation topics and practices, including CSEFEL.
6. Consultants will undergo background checks consistent with other professionals working one-on-one with young children.

D. Ongoing Support

1. Consultants will be provided with administrative supervision that relates to the compliance with federal, state and agency regulations, program policies, rules, and procedures.
2. Consultants will be provided with individual and/or group clinical and reflective supervision, preferably by a licensed mental health professional knowledgeable in issues related to early childhood. Reflective supervision addresses the emotional content of the consultant's work, and attends to relationships and the complex interactions between relationships (between the consultant and supervisor, consultant and caregiver, consultant and parent, parent and caregiver, and parent and child).
3. Consultants will have access to ongoing professional development and technical assistance that will be appropriate to their level of expertise and licensing requirements.
4. Consultants will have the opportunity to participate in peer support meetings.
5. Consultants are expected to maintain a caseload that balances program- and child-focused work and is consistent with the ECMHC model as locally defined.
6. The overall number of consultation visits is not fixed, but are responsive to the needs of the ECE provider and/or family.

II. Program and State-level Infrastructure

E. Local Infrastructure

1. ECMHC services should fit into a locally identified “continuum of supports” for children and families.

2. Each state-funded ECMHC project will have a well-articulated description of their consultation model as well as procedural guidelines, such as eligibility and intake procedures.

F. Data Collection, Evaluation, and Reporting Systems

1. State-funded ECHMC projects may develop a logic model that details the possible resources, activities, theories of change, and outcomes for mental health consultation in terms of the child, family, staff, and the larger system of care.
2. State-funded ECHMC projects will report on clear, measurable benchmarks on a periodic basis, as required by MSDE.
3. Each ECMHC project will assess the quality of their implementation and use these data to guide service planning, and to improve ECE provider and family engagement.
4. Standardized, strengths-based screening and assessment tools will be used to track outcomes for children referred for child-focused consultation services. Data will be collected for individual children once parent consent is secured. These data will be provided by the ECE provider and family when possible, at initiation of services and then again when consultation services are completed. Norm- or criterion- referenced instruments should be selected that reflect the cultural and ethnic backgrounds of the families served by the ECMHC projects.
5. Standardized tools will gather data on the social-emotional climate of the ECE environment receiving on-site ECMHC services. Data on changes over time in teacher and program-level outcomes will also be recorded for ECE programs receiving consultation services.
6. Consultants will keep track of the type and amount of consultative services provided as well as the number of referrals made to community resources.
7. Consulees will be given the opportunity to provide systematic feedback on the quality of ECMHC services provided to ECE providers and families.
8. State-funded ECMHC projects are expected to participate in administrative reporting to MSDE and statewide program evaluations.

G. Linkages with Community-Based Services

1. Representatives of ECMHC projects should be highly visible members of the communities they serve. Examples of community participation could include attending local meetings, or involvement with the boards of important local agencies.
2. ECMHC programs should undertake community outreach. Examples of outreach activities include contacting center-based and family child care providers by mail or phone, attending open house events at the same early child care facilities, and providing brochures and other materials that describe ECMHC services to the local pediatrics community.

3. Relationships with community-based services should be established so adequate referrals for direct services can be made in a timely fashion.
4. Formal mechanisms will be established to obtain feedback on children or families who are referred for additional services and support from outside agencies.
5. To facilitate coordinated individualized care plans (IFSPs and IEPs) for qualifying children and families, it is recommended that ECMHC programs maintain linkages with local Infants and Toddlers Programs, Preschool Special Education Services, the Judy Centers and Family Support Centers. Linkages with Early Head Start and Head Start programs as well as home-visiting programs are also critical.

H. State-level Infrastructure

1. The Maryland State Department of Education will establish a statewide system of ECMHC services delivered through locally operated ECMHC Projects (referred to as the ECMHC Program).
2. The State will provide adequate and stable funding for the ECMHC Program from consistent sources.
3. State funding will sufficiently cover expenses associated with appropriate clinical supervision for ECMH consultants by licensed mental health professionals with expertise in early childhood.
4. In order to support the development of local systems of care for referrals for young children's mental health promotion, prevention and intervention, state-level interagency agreements will establish linkages between child-serving programs. The Maryland State Early Childhood Mental Health Steering Committee or similarly comprised group will serve as a forum to foster these linkages.
5. The State will assist with activities to build awareness about the importance of early childhood social-emotional development. The Maryland State Early Childhood Mental Health Steering Committee or similarly comprised group will assist with these efforts.
6. Statewide technical assistance will provide support, training, and resources for the state-funded ECMHC Program, including activities that focus on social-emotional development, promotion, prevention, early identification, and intervention.
7. The Maryland State Department of Education is responsible for building connections between state-funded ECMHC projects through regular meetings and communication.
8. Ongoing professional development will be provided for state-funded ECMH consultants and ECE providers.
9. The Maryland State Department of Education is responsible for monitoring the quality of the implementation of the ECMHC Program.

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D1.1 Competency Framework

Infant/Toddler Methods and Materials

Child Development:

Child development is the foundation upon which all early childhood practice is based. Because the psychomotor, socioemotional, cognitive, and linguistic developmental domains are inter-related, early childhood professionals must comprehend both the processes of development and the adult's role in supporting each child's growth, development, and learning.

Curriculum:

An age appropriate, responsive curriculum is a key component of creating the learning environment and includes but is not limited to literacy, mathematics, physical activity, health, social studies, science and the arts. Planning schedules and curriculum, selecting equipment and materials, and arranging the space to create an environment that fosters development and learning are based on knowledge of child development, effective learning strategies, and content. The child care professional creates an environment that is designed to foster learning through exploration, play, and appropriately challenging experiences that respects diversity in backgrounds, family structure, and special developmental needs of all children.

Health, Safety and Nutrition:

A safe and healthy physical and psychological environment and providing sound nutrition are critical in setting the stage for children's growth and development, learning, and overall well-being. The early childhood professional must know their responsibilities under applicable laws and regulations, have the ability to develop policies and procedures to ensure healthy practices that are sensitive to families, employ teaching practices that support children as they become increasingly independent, and work collaboratively with other professionals to make community resources available to children and their families.

Special Needs:

Professionalism:

Ongoing dialogue with others, both within and outside the field, communicating the importance of high quality care and education for young children; and understanding the laws and regulations that guide practice, as well as voluntary standards that exceed legal requirements are essential for the child care professional in carrying out their responsibilities. As individuals committed to improving the lives of young children and their families, the early childhood professional is an advocate for policies and procedures that support optimal development and learning. The early childhood professional holds themselves to a model of high standards for ethical practice.

Community:

Children develop in the context of families and communities that are characterized by diversity in family composition, languages spoken, environmental risks/resources, levels of ability, religious belief systems, and cultural practices. The professional understands the importance of and establishes and implements practices to form collaborative partnerships with families and the resources available in the community.

Core of Knowledge	The child care professional will:	Indicators of Competency:
Child Development	<ul style="list-style-type: none"> • Demonstrate knowledge of typical development in the areas of social/emotional, language, cognitive, and physical domains for children birth through age three. • Know and appropriately apply the major theories of child development. • Demonstrate knowledge of and implement practice that ensures appropriate interaction and supervision of children birth through age three. • Implement a predictable schedule and appropriate care routines for caring for children birth through age three. 	<ul style="list-style-type: none"> • Identify the stages and milestones of development • Recognize the importance of knowing the stages of development. • Demonstrate and understanding of typical and atypical development. • Demonstrate and understanding of brain development in children birth through age three. • Demonstrate an understanding of how genetics and environment influence child growth and development. • Identify strategies for the child care provider that will promote successful child development. • Demonstrate observational and assessment techniques to track skill development and individual need. • Identify theory and theorist in relation to child development and approaches to learning. • Identify the differences in major theories. • Demonstrate how theory is reflective in the child care environment. • Understand the importance of predictable and consistent care. • Demonstrate appropriate caregiver response to different infant/toddler temperaments. • Identify strategies to ensure appropriate infant and toddler supervision. • Demonstrate appropriate interaction with infants and toddlers. • Develop appropriate daily schedules that promote routines • Identify the components of: <ul style="list-style-type: none"> Greeting and Departure Feeding Diapering and Toileting Dressing Sleeping
Curriculum	<ul style="list-style-type: none"> • Select materials and equipment and arrange physical space for an optimal infant/toddler learning environment. • Develop, plan, and implement appropriate activities for children birth through age three. 	<ul style="list-style-type: none"> • Identify infant and toddler materials and equipment • Understand how appropriate material and equipment promotes play. • Identify the requirements of an appropriate environment that will promote free exploration and manipulation • Demonstrate an understanding of how available materials and equipment guide activity development. • Identify the components of a lesson plan • Demonstrate an understanding of appropriate activities for children birth through age three based on child development. • Define Developmentally Appropriate Practice • Identify curriculums specific to children birth through age three. • Demonstrate an understanding of individual planning. • Demonstrate an understanding of teacher direct vs. child directed activities.
Health, Safety and Nutrition	<ul style="list-style-type: none"> • Respond to and support the health needs of children birth through age three. 	<ul style="list-style-type: none"> • Identify appropriate practice for the identification, prevention, and treatment of communicable diseases and illnesses in child care setting. • Identify strategies for providing appropriate care for infants and toddlers with chronic health issues. • Develop policies and procedures that promote good hygiene. • Identify recommended medical and immunization schedules for children birth

	<ul style="list-style-type: none"> Respond to and support the nutritional and feeding needs of children birth through age three. Provide an environment and implement practice that promotes the safety needs of the infant and toddler. 	<p>through age three.</p> <ul style="list-style-type: none"> Describe infant/toddler nutritional needs Identify the need to maintain individual feeding schedules for infants. Develop tracking systems to monitor the daily feeding schedule of infants and toddlers Identify recommended feeding schedules including the introduction of new food for children birth through age three. Understand the content and implications of OCC feeding regulations and monitoring requirements. Identify strategies to assist children with food allergies. Identify procedures that will promote a safe environment (indoor and outdoor). Identify strategies to ensure appropriate infant and toddler supervision. Understand the content and implications of OCC environment regulations and supervision requirements. Identify the signs of child abuse and neglect and demonstrate knowledge of appropriate reporting process. Identify resources addressing health, safety and nutrition topics (CPR, 911, CDC, WIC, Poison Control) Sudden Infant Death Syndrome
Special Needs	<ul style="list-style-type: none"> Demonstrate knowledge of atypical development in the areas of social/emotional, language, cognitive, and physical domains for children birth through age three. Select materials and equipment and arrange the physical space for an optimal infant/toddler learning environment appropriate for all children in care including those with special needs. 	<ul style="list-style-type: none"> Demonstrate and understanding of typical and atypical development. Identify strategies for working with children with special needs. Demonstrate observational and assessment techniques to track skill development and individual need. Identify adaptations to materials and equipment for children with diagnosed special needs or delay
Professionalism	<ul style="list-style-type: none"> Conduct themselves in a professional manner, demonstrating an understanding and implementing best practice. 	<ul style="list-style-type: none"> Understand the importance of parent/ caregiver relationship Identify ways to help parents and infants/toddlers handle separation and attachment. Develop strategies for involving parents in the child care setting. Identify strategies for effective communication with families.
Community	<ul style="list-style-type: none"> Apply knowledge of culture and diversity and the on affect infant/toddler development and caregiving. Engage parents and families in the everyday and provide information of importance to of and skills necessary for working with parents and families of infants and toddlers. 	<ul style="list-style-type: none"> Understand the impact of culture on infant and toddler development. Identify strategies for integrating culture and diversity into an infant and toddler program. Identify resources to assist and support families.

Family Child Care – Competencies

Child Development:

Child development is the foundation upon which all early childhood practice is based. Because the psychomotor, socioemotional, cognitive, and linguistic developmental domains are inter-related, early childhood professionals must comprehend both the processes of development and the adult's role in supporting each child's growth, development, and learning.

Curriculum:

An age appropriate, responsive curriculum is a key component of creating the learning environment and includes but is not limited to literacy, mathematics, physical activity, health, social studies, science and the arts. Planning schedules and curriculum, selecting equipment and materials, and arranging the space to create an environment that fosters development and learning are based on knowledge of child development, effective learning strategies, and content. The child care professional creates an environment that is designed to foster learning through exploration, play, and appropriately challenging experiences that respects diversity in backgrounds, family structure, and special developmental needs of all children.

Health, Safety and Nutrition:

A safe and healthy physical and psychological environment and providing sound nutrition are critical in setting the stage for children's growth and development, learning, and overall well-being. The early childhood professional must know their responsibilities under applicable laws and regulations, have the ability to develop policies and procedures to ensure healthy practices that are sensitive to families, employ teaching practices that support children as they become increasingly independent, and work collaboratively with other professionals to make community resources available to children and their families.

Special Needs:

Because children learn and develop in different ways, it is the responsibility of early childhood educators to provide diverse learning opportunities to meet the needs of all children, including those with disabilities. The child care professional must know their responsibility under applicable laws and regulations, create inclusive settings that foster learning and development, provide access to a wide range of activities and environments, promote participation using a range of instructional approaches, and cultivate ongoing communication with families, community, and other professionals.

Professionalism:

Ongoing dialogue with others, both within and outside the field, communicating the importance of high quality care and education for young children; and understanding the laws and regulations that guide practice, as well as voluntary standards that exceed legal requirements are essential for the child care professional in carrying out their responsibilities. As individuals committed to improving the lives of young children and their families, the early childhood professional is an advocate for policies and procedures that support optimal development and learning. The early childhood professional holds themselves to a model of high standards for ethical practice.

Community:

Children develop in the context of families and communities that are characterized by diversity in family composition, languages spoken, environmental risks/resources, levels of ability, religious belief systems, and cultural practices. The professional understands the importance of and establishes and implements practices to form collaborative partnerships with families and the resources available in the community.

Core of Knowledge	The family child care provider:	Indicator of Competency:
Child Development	<ul style="list-style-type: none"> • Demonstrates knowledge of the major milestones, typical behaviors and learning processes of children birth to 13 years of age. • Demonstrates an understanding of the major and current approaches to theories of child development and learning. • Demonstrates knowledge of and explain the importance of quality early childhood education from a family child care perspective on young children's growth and development • Demonstrates how various strategies are utilized in the child care setting to support different learning styles and abilities. • Demonstrates an understanding of the concepts of developing a developmentally appropriate Family Child Care curriculum. • Demonstrate an understanding of ongoing assessment and how it assists with long and short term planning 	<ul style="list-style-type: none"> • Identify indicators of development • Know the major historical and current developmental theories • Identify and explain the major components of the major and current approaches to development and learning • Understand how learning occurs in children and the role of play in learning • Recognize behaviors that indicate that learning has occurred
Curriculum	<ul style="list-style-type: none"> • Demonstrates an understanding of the components of a safe, healthy environment and how it impacts the learning environment. • Demonstrate how appropriate materials are selected that support learning • Creates a family child care environment that is safe and healthy for all children in care. • Responds to emergency situations through exercising the components of a prepared plan. • Responds appropriately to accidents and emergencies in a family child care program. • Plans meals and snacks appropriate to the age and activity of the children in care. • Monitors children for signs of illness in children and appropriately excludes children from care when ill. • The participant will understand the provider's responsibility in supervising children including the need to intervene to promote safety. 	<ul style="list-style-type: none"> • Define and explain culture and diversity • Understand how culture and diversity influence growth and development • Demonstrates understanding on the elements of schedule planning • Demonstrates an understanding of content areas and how they relate to child development • Demonstrates understanding of an appropriate family child care curriculum • Identify MSDE recommended family child care curriculum • Identify and demonstrate the appropriate use of assessment tools • Demonstrates understanding of the importance of room arrangement/environment • Identify appropriate materials for specific age groups • Demonstrates understanding of a healthy, safe family child care environment
Health, Safety and Nutrition	<ul style="list-style-type: none"> • Responds to emergency situations through exercising the components of a prepared plan. • Responds appropriately to accidents and emergencies in a family child care program. • Plans meals and snacks appropriate to the age and activity of the children in care. • Monitors children for signs of illness in children and appropriately excludes children from care when ill. • The participant will understand the provider's responsibility in supervising children including the need to intervene to promote safety. 	<ul style="list-style-type: none"> • Demonstrates understanding of the importance of developing a plan to respond to emergency situations • Identifies the components of an emergency plan • Demonstrate understanding of the steps and procedures for reporting accidents • Demonstrate understanding of the steps to take in responding to emergencies • Identify the components of a balanced, age-appropriate menu plan using the CACFP guidelines • Demonstrate understanding of the signs and symptoms of illness • Demonstrates knowledge of exclusion criteria • Identifies the components of appropriate supervision • Demonstrates knowledge of the supervision criteria based on the age and activity of the child
Special Needs	<ul style="list-style-type: none"> • Demonstrates an understanding of typical and atypical child development principles. • Understands the importance of early intervention for children with variations in development and learning. • Is knowledgeable of and adheres to the requirements of the ADA as it applies to family child care programs. • Arranges the space to ensure that all children have access and their needs are met (setting up an inclusive child care setting). 	<ul style="list-style-type: none"> • Demonstrates understanding of typical and atypical development • Demonstrates understanding of early intervention and its importance • Demonstrates understanding of the ADA and how it applies to family child care homes • Identify strategies that will promote inclusive practice including environment design, material selection, and adaptation • Explain how to set up an inclusive child care setting
Professionalism	<ul style="list-style-type: none"> • Is knowledgeable of the requirements of State child care regulations and adheres to those requirements. • Demonstrates an understanding of the professional responsibilities of a self-employed business owner. • Understand the importance of developing positive partnerships with families. 	<ul style="list-style-type: none"> • Demonstrates understanding of Maryland State regulations for family child care home providers • Demonstrates understanding of the importance of establishing a business plan • Identifies the aspects of establishing a family child care business • Demonstrates understanding of developing positive relationships with child care families
Community	<ul style="list-style-type: none"> • Provides current community resource information to families. • Demonstrates an understanding of the influence of culture on family child care home programs and how it informs practice and planning. 	<ul style="list-style-type: none"> • Demonstrates understanding of community organizations that support early childhood programs • Define and explain culture and diversity • Understand the impact of culture and diversity in relation to school readiness • Understand the role of family in society

Child Growth and Development Competencies

Child development is the foundation upon which all early childhood practice is based. Because the psychomotor, socioemotional, cognitive, and linguistic developmental domains are inter-related, early childhood professionals must comprehend both the processes of development and the adult's role in supporting each child's growth, development, and learning.

Core of Knowledge	The child care professional will:	Indicators of Competency:
Child Development	<ul style="list-style-type: none"> • Demonstrate an understanding of the stages of and milestones in the areas social and emotional, language, cognitive, and physical development from infancy through age twelve. • Have knowledge of and identify the major theories of child development. • Identify methods of assessment and observation techniques used to observe and evaluate children. • Know how children learn. 	<ul style="list-style-type: none"> • Identify the stages and milestones of development • Recognize the importance of knowing the stages of development. • Demonstrate and understanding of typical and atypical development. • Demonstrate an understanding of brain development. • Demonstrate an understanding of how genetics and environment influence child growth and development. • Identify strategies for the child care provider that will promote successful child development. • Identify theory and theorist in relation to child development and approaches to learning. • Identify the differences in major theories. • Demonstrate how theory is reflective in the child care environment. • Identify methods of assessments. • Demonstrate an understanding of observational techniques that result in accurate and objective observation. • Demonstrate an understanding of translating assessment and observational information into short and long term goal development. • Demonstrate an understanding of approaches to learning. • Identify learning styles. • Identify teaching strategies for children birth-age 12. • Demonstrate an understanding how environment and interaction influences learning. • Demonstrate an understanding of how one recognizes and plans for the individual learning needs of children. • Identify theorists of guidance and discipline • Demonstrate an understanding of how positive guidance promotes sound social and emotional development. • Develop strategies in responding to typical child care situations: biting, hitting, etc. • Demonstrate an understanding of prenatal development and its impact on child development. • Identify environment and genetic influences on development. • Demonstrate an understanding of the role ongoing preventive health and wellness care effects child development. • Identify the nutritional needs of children birth through age 12. • Demonstrate an understanding of how chronic illness can affect development. • Identify the implications of the childcare professional in promoting sound health and safety principals in the child care environment.

	<ul style="list-style-type: none"> • Understand how family, parent styles, and community can effect child growth and development. • Demonstrate an understanding of the impact that culture has on child development. • Identify the signs of child abuse and neglect and demonstrate an understanding of reporting and documentation. 	<ul style="list-style-type: none"> • Identify the role of family in society. • Identify parenting styles and the influence those styles have on child development. • Demonstrate an understating of how the community in which a child lives influences development. • Demonstrate an awareness of the impact that culture has on parenting, family, community involvement, and child development. • Demonstrate an understanding of cultural sensitivity. • Identify strategies to promote cultural diversity and acceptance in the child care environment. • Identify types of abuse. • Demonstrate an understanding of who is a mandated reporter. • Demonstrate how reports are completed.
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Preschool Methods and Materials

Child Development:

Child development is the foundation upon which all early childhood practice is based. Because the psychomotor, socioemotional, cognitive, and linguistic developmental domains are inter-related, early childhood professionals must comprehend both the processes of development and the adult's role in supporting each child's growth, development, and learning.

Curriculum:

An age appropriate, responsive curriculum is a key component of creating the learning environment and includes but is not limited to literacy, mathematics, physical activity, health, social studies, science and the arts. Planning schedules and curriculum, selecting equipment and materials, and arranging the space to create an environment that fosters development and learning are based on knowledge of child development, effective learning strategies, and content. The child care professional creates an environment that is designed to foster learning through exploration, play, and appropriately challenging experiences that respects diversity in backgrounds, family structure, and special developmental needs of all children.

Health, Safety and Nutrition:

A safe and healthy physical and psychological environment and providing sound nutrition are critical in setting the stage for children's growth and development, learning, and overall well-being. The early childhood professional must know their responsibilities under applicable laws and regulations, have the ability to develop policies and procedures to ensure healthy practices that are sensitive to families, employ teaching practices that support children as they become increasingly independent, and work collaboratively with other professionals to make community resources available to children and their families.

Special Needs:

Professionalism:

Ongoing dialogue with others, both within and outside the field, communicating the importance of high quality care and education for young children; and understanding the laws and regulations that guide practice, as well as voluntary standards that exceed legal requirements are essential for the child care professional in carrying out their responsibilities. As individuals committed to improving the lives of young children and their families, the early childhood professional is an advocate for policies and procedures that support optimal development and learning. The early childhood professional holds themselves to a model of high standards for ethical practice.

Community:

Children develop in the context of families and communities that are characterized by diversity in family composition, languages spoken, environmental risks/resources, levels of ability, religious belief systems, and cultural practices. The professional understands the importance of and establishes and implements practices to form collaborative partnerships with families and the resources available in the community.

Core of Knowledge	The child care professional will:	Indicators of Competency:
Child Development	<ul style="list-style-type: none"> • Demonstrate knowledge of the characteristics and needs of children 3-5 years of age. • Demonstrate an understanding of the importance of play and the role it has in the early childhood environment. • Identify how children learn and the role the provider has in facilitating learning and development. 	<ul style="list-style-type: none"> • Demonstrate an understanding of development (3-5 years-old) • Demonstrate an understanding of why knowing child development assists with teaching. • Identify the needs of children 3-5 years-old that promotes learning. • Identify developmental domains. • Identify the role of play in the early childhood environment. • Identify different types of play. • Demonstrate an understanding of how play promotes development. • Identify strategies to promote play in the early childhood learning environment. • Demonstrate an understanding of how children learn. • Identify theoretical foundations of learning. • Demonstrates an understanding of developmentally appropriate practice. • Identify strategies to facilitate learning in the early childhood classroom.
Curriculum	<ul style="list-style-type: none"> • Know and apply the elements of environment design and the selection of appropriate equipment and materials. • Write lesson plans that enhance emergent learning and skill development through appropriate activities, materials, and equipment. • Utilize knowledge of curriculum and curriculum components in daily planning. • Use observational techniques and information gained to plan for daily individual and group activities and instruction. • Employ knowledge of and appropriately use a balance of teacher directed and child directed activities. • Demonstrate an understanding of school readiness and the role the early childhood professional plays in the facilitation of and development of children's readiness skills. 	<ul style="list-style-type: none"> • Identify best practices in room arrangement. • Identify materials and equipment for the early childhood classroom. • Demonstrate an understanding of how the environment and selected materials promote learning. • Understand of the relation between how material and equipment selections assist with lesson plan development and implementation. • Demonstrate an understanding of learning objectives and indicators for children 3, 4, and/or 5 years-old. • Identify activities that promote emergent learning and development. • Identify the developmental domains. • Understand the elements of effective lesson planning. • Explain how materials and experiences support the developmental needs of young children. • Demonstrate an understanding of the components of a curriculum. • Identify State recommended curriculum. • Demonstrate an understanding of informal and formal assessments to plan activities, individualize programs, and improve program quality. • Identify assessment tools. • Demonstrate an understanding of how to conduct objective and accurate observations. • Identify resources for resource and referral. • Demonstrate an understanding of how learning experiences develop emerging skills. • Identify the difference between teacher/child directed activities. • Demonstrate an understanding of appropriate supervision for all children's activities. • Identify and demonstrate and understanding of National and State school readiness models and positions. • Demonstrate an understanding of how the child care professional supports the development of readiness skills.

		<ul style="list-style-type: none"> • Demonstrate an understanding of planning and implementation of appropriate activities and environments which facilitate development in all domains. • Demonstrate an understanding of the importance of schedules and consistency in a pre-school environment. • Identify how staff supports the implementation of a schedule. • Demonstrate an understanding of strategies for maintaining a schedule while still meeting the children's needs and interests.
Health, Safety and Nutrition	<ul style="list-style-type: none"> • Understand the importance of consistency and schedules. • Understand how to promote a healthy and safe environment. 	<ul style="list-style-type: none"> • Understand how to maintain a safe environment under the guidance of the Office of Child Care Regulations. • Promote health and wellness by the development and implementation of illness policies and procedures. • Identify the signs of child abuse and neglect and demonstrate knowledge of appropriate reporting process. • Identify safety management and supervision practices. • Demonstrate an understanding of physical growth and development in school age children and the impact it has on programming. • Identify the recommended nutritional needs of children five years to twelve years of age. • Identify health and safety curricular resources.
Special Needs	<ul style="list-style-type: none"> • Demonstrate an understanding of the health and nutritional needs of school-age children. • Demonstrate an understanding of how to effectively work with children with a diagnosed disability including: program planning, making accommodations in the environment and equipment modifications. 	<ul style="list-style-type: none"> • Understand developmentally appropriate practices for children with developmental, emotional, cognitive, language and/or physical needs. • Understand inclusionary practices. • Demonstrate an understanding of the ADA. • Demonstrate an understanding of how to implement an Individual Education Plan. • Identify resources for referral and services. • Demonstrate an understanding of how environment and equipment modifications support individual needs.
Professionalism	<ul style="list-style-type: none"> • Understand the importance of developing positive relationships when working with school-age children, staff, and families. • Understand the importance of developing positive relationships when working with school-age children, staff, and families. 	<ul style="list-style-type: none"> • Understand the elements of positive respectful relationships that include warm, nurturing interactions with children. • Demonstrate an understanding of how to establish positive relationships with children, co-workers, families and community members. • Identify and demonstrate positive guidance techniques that promote social competency and pro-social behavior. • Identify essential elements for effective communication with school-age children. • Identify strategies for communicating with parents and families. • Identify strategies to increase parent involvement.
Community	<ul style="list-style-type: none"> • Understand the importance of developing positive relationships when working with school-age children, staff, and families. 	<ul style="list-style-type: none"> • Understand the elements of positive respectful relationships that include warm, nurturing interactions with children. • Demonstrate an understanding of how to establish positive relationships with children, co-workers, families and community members.

School-Age Child Care Methods and Materials

Child Development:

Child development is the foundation upon which all early childhood practice is based. Because the psychomotor, socioemotional, cognitive, and linguistic developmental domains are inter-related, early childhood professionals must comprehend both the processes of development and the adult's role in supporting each child's growth, development, and learning.

Curriculum:

An age appropriate, responsive curriculum is a key component of creating the learning environment and includes but is not limited to literacy, mathematics, physical activity, health, social studies, science and the arts. Planning schedules and curriculum, selecting equipment and materials, and arranging the space to create an environment that fosters development and learning are based on knowledge of child development, effective learning strategies, and content. The child care professional creates an environment that is designed to foster learning through exploration, play, and appropriately challenging experiences that respects diversity in backgrounds, family structure, and special developmental needs of all children.

Health, Safety and Nutrition:

A safe and healthy physical and psychological environment and providing sound nutrition are critical in setting the stage for children's growth and development, learning, and overall well-being. The early childhood professional must know their responsibilities under applicable laws and regulations, have the ability to develop policies and procedures to ensure healthy practices that are sensitive to families, employ teaching practices that support children as they become increasingly independent, and work collaboratively with other professionals to make community resources available to children and their families.

Special Needs:

Professionalism:

Ongoing dialogue with others, both within and outside the field, communicating the importance of high quality care and education for young children; and understanding the laws and regulations that guide practice, as well as voluntary standards that exceed legal requirements are essential for the child care professional in carrying out their responsibilities. As individuals committed to improving the lives of young children and their families, the early childhood professional is an advocate for policies and procedures that support optimal development and learning. The early childhood professional holds themselves to a model of high standards for ethical practice.

Community:

Children develop in the context of families and communities that are characterized by diversity in family composition, languages spoken, environmental risks/resources, levels of ability, religious belief systems, and cultural practices. The professional understands the importance of and establishes and implements practices to form collaborative partnerships with families and the resources available in the community.

Core of Knowledge	The child care professional will:	Indicators of Competency:
Child Development	<ul style="list-style-type: none"> Understand the social, physical, emotional, motor, cognitive, and language stages of development in children five years to twelve years of age. 	<ul style="list-style-type: none"> Demonstrate and understanding of development in children five to twelve years of age. Identify the developmental needs of school age children. Identify theory and theorist in relation to school-age children and approaches to learning.
Curriculum	<ul style="list-style-type: none"> Know and understand how to support learning by encouraging children's problem solving, thinking skills, and academic and social competence through the development and implementation of appropriate activities and interaction. 	<ul style="list-style-type: none"> Demonstrates understanding of concepts within the activity and content area for: <ul style="list-style-type: none"> The arts (dance, music, visual/performing arts) Math/science/cooking – nutrition Large and small muscle motor activities Social studies Language/literacy Social activities Demonstrate an understanding of how promoting an integrated curriculum including field trips and community resources promotes development. Demonstrates an understanding of and identifies the elements of an appropriate lesson plan/activity. Demonstrates teaching techniques that supports a variety of learning styles. Demonstrate an understanding of how appropriate materials and experiences support the developmental needs of school-age children. Identifies curriculum and activity resources specific to school-age child care. Demonstrates and understanding of how to successfully work with mixed-age groups.
Health, Safety and Nutrition	<ul style="list-style-type: none"> Demonstrate an understanding of environment design and schedules that will promote successful learning experiences. Understand how to promote a healthy and safe environment. Demonstrate an understanding of the health and nutritional needs of school-age children. 	<ul style="list-style-type: none"> Identify the key elements of environmental design in a school-age program. Identify the challenges of developing an appropriate school-age environment. Demonstrates understanding of how to develop and implement a daily schedule. Understand how to maintain a safe environment under the guidance of the Office of Child Care Regulations. Promote health and wellness by the development and implementation of illness policies and procedures. Identify the signs of child abuse and neglect and demonstrate knowledge of appropriate reporting process. Identify safety management and supervision practices. Demonstrate an understanding of physical growth and development in school age children and the impact it has on programming. Identify the recommended nutritional needs of children five years to twelve years of age. Identify health and safety curricular resources.

Special Needs	<ul style="list-style-type: none"> • Demonstrate an understanding of how to effectively work with school-age children with a diagnosed disability including: program planning and environment and equipment modifications. 	<ul style="list-style-type: none"> • Understand developmentally appropriate practices for school-age children with developmental, emotional, cognitive, language and/or physical needs. • Understand inclusionary practices. • Demonstrate an understanding of the ADA. • Demonstrate an understanding of how to implement an Individual Education Plan. • Identify resources for referral and services. • Demonstrate an understanding of how environment and equipment modifications support individual needs.
Professionalism	<ul style="list-style-type: none"> • Understand the elements of professionalism and ethical and legal standards. • Understand the importance of developing positive relationships when working with school-age children, staff, and families. 	<ul style="list-style-type: none"> • Demonstrates supportive and effective communication skills. • Understands the importance of establishing professional relationships with co-workers and families. • Demonstrates an understanding of child care policies, licensing regulations, and legal and advocacy issues. • Demonstrates an understanding of staff development, evaluation, leadership techniques and supervision. • Identifies positive leadership techniques.
Community	<ul style="list-style-type: none"> • Understand the importance of developing positive relationships when working with school-age children, staff, and families. 	<ul style="list-style-type: none"> • Understand the elements of positive respectful relationships that include warm, nurturing interactions with children. • Demonstrate an understanding of how to establish positive relationships with children, co-workers, families and community members. • Identify and demonstrate positive guidance techniques that promote social competency and pro-social behavior. • Identify essential elements for effective communication with school-age children. • Identify strategies for communicating with parents and families. • Identify strategies to increase parent involvement.

E1.1 Outline for Kindergarten Entry Assessment

Outline for the Kindergarten Entry Assessment and Formative Assessments	
Phase I: Test Design And Development¹	
Validity: Item Level	
Construct Validity	
Test purpose	
Population/Classification	
Theoretical foundation/framework	
Universal Design	
Readability	
Content Validity	
Alignment (Items-to-Standards)	
Expert judgment	
p-values/point biserials	
IRT/Item fit	
Structural equation modeling	
t-tests	
ANOVA	
Factor analysis	
Bias and Sensitivity : Linguistic, Ethnicity/Race, Cultural /Religious, Geographic, SES, Disability, Gender	
Expert review	
Validity: Test Level	
Construct Validity	
Equivalence/Comparability	
Multi-Trait/Multi-Method/Subtest inter-correlation	
Content Validity	
Test blueprint	
Alignment (test form-to-blueprint)	
Descriptive statistics	
IRT/Test fit	
Linking/Equating	
Criterion Validity: Predictive/ Concurrent	
Cross tabulations	
Pearson correlation	
Consequential Validity	
Use of results	
Reliability: Item Level	
Reliability: Internal Consistency	
Coefficient alpha	
KR-21	
Test length/Power estimates	
Split-half	
Reliability: Test Level	
Reliability: Stability & Consistency	
Standard Error of the Mean (SEM)/Confidence Intervals	

¹ Documentation is required at both the item and test levels, so evidence collection strategies are provided separately.

Outline for the Kindergarten Entry Assessment and Formative Assessments
Test-retest
Alternate Form
Reliability: Generalizability
G coefficient
Reliability: Classification Consistency
Correlation coefficient
Percent correspondence
Classification error
Phase II: Field Testing
Validity: Test Level
Content Validity
Blueprint
Sampling
Norming

E2.1 Extended Response to Section E2

EXTENDED RESPONSE TO SECTION E(2)

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The MSDE Statewide Longitudinal Data System (SLDS) operates on an Oracle platform and uses Business Intelligence Enterprise Edition (OBIEE), Database 11g edition, as its data analysis and reporting tool. OBIEE is an architecturally unified business intelligence RDBMS solution that is platform-agnostic and delivers extensive capabilities for data reporting, ad hoc queries, online analytic processing (data cubes), dashboards, and scorecards. All enterprise data sources, as well as metrics, calculations, definitions, and hierarchies are managed in a Common Enterprise Information Model. Pursuant to an agreement with a qualified vendor, the LDS will have geographic information system (GIS) capabilities allowing multi-level geographical displays of data dashboards and reports returned by the system. Based on their system permissions, users can access and interact with information in various ways. A brief description of LDS security features is given at Section E(2)(e)(i) below. For a high-level technical description of the LDS components and their inter-relationships, see Appendix E2.2.

The LDS houses the Early Childhood Data Warehouse (ECDW), which has been purpose-built by LDS developers to capture, interface with, validate, integrate, mine, analyze, and report multi-level data streams related to early learning and development programs and the families and children served by them. Because it was designed from the start as an integral part of the LDS, the ECDW is fully aligned and interoperable with all levels and aspects of the LDS.

(a) The LDS has all of the Essential Data Elements.

(i) A Unique Statewide Child Identifier: Currently, a unique statewide student identifier (SASID) is assigned by the MSDE Division of Assessment, Accountability, and Data Services (DAADS) to each child enrolling in a public kindergarten or pre-K program, or receiving early intervention services under IDEA Part C. This identifier is maintained in the DAADS Oracle database, which is fully interfaced with the LDS database and is the statewide repository of all data related to K-12 students and educators, public Pre-K programs and enrolled children, and IDEA Parts B and C programs. Each child's MMSR kindergarten assessment performance is recorded in the DAADS database in association with the child's SASID. Once assigned, the

identifier remains with the child throughout his or her school years. The assignment and use of SASIDs are being expanded to apply to each child enrolled in Maryland's child care subsidy program, and to each child for whom a record is created within the APEX program record-keeping system built within the LDS/ECDW (see the description of that system at subparagraph (a)(vii)(B) of this Section E(2)). This will permit the child's subsidy program participation data and licensed child care program enrollment, classroom assignment, and attendance data to be linked to all other data associated with that identifier in both the LDS/ECDW database and the LDS/DAADS database.

(ii) A Unique Statewide Early Childhood Educator Identifier: In early 2007, the MSDE Office of Child Care implemented an integrated statewide licensed child care program and case management system called the Child Care Automated Tracking System (CCATS). This system captures, records, integrates, tracks, and reports data related to all daily business processes of the Office of Child Care, including all program activities related to child care licensing, child care subsidy, and child care staff credentialing and professional development. The entire CCATS database, including all licensed child care program staff data, is interfaced with the LDS database via secure transfer of a CCATS master data file instance and subsequent daily updates of that file. Within CCATS, a unique statewide identifier is assigned to each person approved by the Office of Child Care to work as a early childhood educator staff member in a licensed child care program. This identifier enables system interlinkage of all the person's recorded associations with licensed child care programs, including subsidy programs, the staff credentialing program, or the professional development program. The identifier, with all of its system links, is permanently retained in the CCATS database and follows the person in the system regardless of any change that may occur in the person's demographics, early childhood program employment status, or employment location.

(iii) A Unique Program Site Identifier: Within CCATS, a unique statewide identifier is automatically assigned to each program site approved for child care licensure by the Office of Child Care as well as to each individual approved as an informal care provider under the child care subsidy program. This identifier is permanently retained in the CCATS database, even beyond the time that the program may cease to operate. As noted above under paragraph (a)(ii) of this Section E(2), the entire CCATS database, including all early childhood program data, is

interfaced with the LDS database, becoming part of the ECDW. Within the DAA database, all K-12 and public pre-K sites are assigned a unique program site identifier. Through this interface, all of these site identifiers become available for linkage and record merging throughout the LDS environment. In addition, each program record created within the APEX program record-keeping system built within the LDS/ECDW (see the description of that system at subparagraph (a)(vii)(B) of this Section E(2)) is automatically associated with the same unique site identifier generated for licensing purposes by CCATS. Data concerning a child's progress through licensed child care programs and/or public pre-K programs and/or K-12 are thus easily linked in the LDS database via unique identifier matches in the CCATS, DAADS, and APEX databases housed within the LDS.

(iv) Child and Family Demographic Information: Within CCATS, child and family demographic information for each child approved for child care subsidy program services is recorded, updated as needed, and permanently maintained in the CCATS database. In addition to basic demographic data, each family record contains family income and size information. Within the APEX program record-keeping system for licensed early childhood programs, child and family demographic information is also captured, updated, and maintained in the LDS database for each child for whom a record is created in that system. Both of these demographic data sets are automatically incorporated within the LDS/ECDW, as described above at paragraph (a)(ii) of this Section E(2), and are easily merged with LDS/DAADS data via the child SASID. Within the DAADS database, child and family demographic information are captured when a child is first enrolled for an IDEA Part C service, or a public pre-K program, or K-12.

(v) Early Childhood Educator Demographic Information: Licensed child care program staff (early childhood educator) data, including demographic information, are recorded and maintained in CCATS and incorporated within the LDS database via the interface described above at paragraph (a)(ii) of this Section E(2). For each staff member, this demographic information includes: highest education level achieved, along with early childhood-related coursework completed; additional early childhood-related training completed in order to meet initial or continuing training requirements set forth in child care licensing regulations; and level and time of participation, if any, in the Office of Child Care's child care credentialing program and professional staff development program. Demographic information about early childhood

educator staff in public pre-K programs and K-12, including highest education level achieved and teacher certifications, is recorded and maintained in the DAADS database and incorporated within the LDS database via the interface described above at paragraph (a)(i) of this Section E(2).

(vi) Program-Level Structural, Operational, and Quality Data:

As stated above in paragraph (a)(ii) of this Section E(2), CCATS captures and maintains program-level structural, operational, staffing, and quality data. These data include information about program accreditation status, MSDE-approved education program status, tiered reimbursement status, confirmed program complaints, program enforcement actions, staff qualifications and professional development, staff participation in the credentialing program, and staff retention data.

- Maryland's new tiered QRIS program (Maryland EXCELS), developed and operated for the Office of Child Care by a collaborative partner, will be driven by data received by that partner from CCATS via an interface with the LDS/ECDW database.
- Information about the program's regulatory compliance status is compiled from Office of Child Care's electronic licensing inspection system (ELIS) database. This information is automatically sent to the LDS database and then merged with the information sent to the collaborative partner for QRIS purposes via the LDS/CCATS interface.
- In addition to capturing child enrollment and attendance data, the APEX program record-keeping system built within the ECDW (see the description below at subparagraph (a)(vii)(B) of this Section E(2)) will capture child disenrollment data, including the dates and reasons for disenrollment (for example, expulsion).

(vii) Child-Level Program Participation and Attendance Data:

(A) A complete data record of each child's participation and attendance in Maryland's child care subsidy program is maintained within CCATS and is updated in real-time as changes occur. State child care licensing regulations require all child care programs,

including those that participate in the child care subsidy program, to maintain daily child enrollment and attendance records, and to ensure that each daily attendance record is verified in writing by the child's parent. Through an interface with the LDS database that is refreshed daily, CCATS subsidy program enrollment and attendance data are pulled into the LDS/ECDW database, validated, and made available for merging, analysis, and reporting.

(B) Using Oracle Application Express (APEX), a suite of Web-based data collection screens is being built directly within the LDS as a single-point record-keeping system for use by licensed private child care program administrators to record data about staff employment, child enrollment and attendance, and classroom assignment of staff and children. An individual record will be created for each child that includes information about whether the child is enrolled on a part-time or full-time basis and whether the child is receiving subsidy, Head Start, public Pre-K, food program (CACFP), or early childhood mental health services. When a record is opened in this system, it automatically populates, via the LDS/CCATS interface, with any child care program, program staff, and child data already known to CCATS. The end-user at the child care program will update staff and or child system records as needed, and this information will be captured directly within the LDS/ECDW. Also, the system will enable local or secure online parent verification of child attendance entries. In addition, the system will automatically assign each enrolled child a temporary unique identifier that will subsequently be linked to the SASID that is assigned by the LDS/DAADS system to the child upon enrollment in kindergarten. This will enable the child's kindergarten assessment scores to be linked directly back to the child's prior care experience and to other data that may have been collected within the ECDW before the child's enrollment into kindergarten. All user-entered data will flow into a secure separate APEX server within the LDS environment, where it will be validated and then sent to the main LDS/ECDW database for merging, analysis, and reporting. Child care facilities participating in the QRIS program (Maryland EXCELS) will be required to use the APEX record-keeping suite to track child enrollment and attendance, special services that individual children may be receiving (such as child care subsidy, Child Food Program, early childhood mental health consultation), and to link daily child program participation with the child care program educators to whom each child is assigned.

(b) The LDS enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs.

(i) The MSDE Division of Early Childhood Development regularly exchanges data with the Participating State Agency that administers the day-to-day operations of the child care subsidy system through the State's 24 local departments of social services. In addition, this Participating State Agency operates Maryland's child protective services unit, which maintains the child abuse and neglect database used by the MSDE Office of Child Care in approving child care program licenses and monitoring child care programs. All child care subsidy activities are recorded directly in CCATS by local departments of social services. Also, the child abuse and neglect database is interfaced with the CCATS database. Because the CCATS database is refreshed daily within the LDS/ECDW, as described above, all child care subsidy and child abuse and neglect data are therefore automatically formatted in a uniform and readily accessible manner for purposes of the LDS/ECDW.

(ii) The MSDE Division of Early Childhood Development is developing a regular data exchange with another Participating State Agency to obtain for the ECDW an extensive range of data related to child health screenings, immunizations, illnesses, and developmental assessments. Division personnel and LDS technical development personnel will work closely with this Participating State Agency to make certain that all data are formatted uniformly, consistent with LDS database constraints, and delivered to the LDS/ECDW timely and accurately in manner that supports the capture and analysis of information related to the Essential Data Elements.

(iii) Within MSDE, the Division of Early Childhood Development is the Participating State Agency unit that is responsible for the Head Start Collaboration Grant, all State child care licensing functions, oversight of the State-funded preschool system, and local coordination of the State Advisory Council on Early Childhood Education. All data related to these areas are formatted uniformly, consistent with LDS database constraints, and delivered to the LDS/ECDW timely and accurately in manner that supports the capture and analysis of information related to the Essential Data Elements.

(iv) Also within MSDE are the Participating State Agency units that are responsible for IDEA Parts B and C programs, for Title I of ESEA, and for the Child and Adult Care Food Program. The basic requirements and data structure of the longitudinal data system being developed by MSDE, all of which is being built on the same LDS platform, will apply equally to

these intra-MSDE units as they do to the ECDW. This will assure that all data provided by these units are formatted uniformly, consistent with LDS database constraints, and delivered to the ECDW timely and accurately in manner that supports the capture and analysis of information related to the Essential Data Elements.

(v) Finally, the MSDE Division of Early Childhood Development has data exchange arrangements with certain institutes of higher education. While none of these entities is a Participating State Agency or a Participating Program under the Maryland CCDF State Plan, the data or data service provided to the Division by each entity supports one or more of the Essential Data Elements. In each case, the entity provides the data or data service in the form and format requested by the Division, and these requests are structured with a view toward integration of all data within the ECDW. This ensures that all the data received from each of the entities is formatted uniformly and is compatible with, and can readily be merged into, the LDS database structure.

(c) The LDS facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data.

As described throughout Sections E(2)(a) and (b) above, the LDS and the ECDW in particular are specifically designed to promote and enforce standard data structures, data formats, and data definitions, and to ensure interoperability among the various levels and types of data captured within the LDS database, regardless of whether those data are sourced from a Participating State Agency, a Participating Program, or another entity. All of the data entered into the ECDW are consistent with the Essential Data Elements, and they support the output of data analytics and reports that will address the key policy issues and questions identified by the Maryland Early Childhood Data Collaborative (see under Section E(2)(d) below).

At present, the ECDW does not capture all of the data elements listed in the proposed Common Education Data Standards (CEDs). The elements that are not currently captured are nearly all related to family information (occupation, educational level, insurance coverage, English-language competency) or child health (screenings, medical status). The MSDE Division of Early Childhood Development will explore the feasibility of, and technical requirements for, capturing

this information within the ECDW with the various Participating State Agencies and other data source entities specified under Section E(2)(b) above.

(d) The LDS generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making.

The LDS/ECDW collects data that will be used primarily to answer six key, overarching policy questions that have been identified by the national Early Childhood Data Collaborative as the ones that state policymakers must address in making policy decisions about children, early learning programs, and the early childhood workforce. These questions—and a detailed description of how the LDS/ECDW will be used to address them—are included with this application as Appendix E2.3. These are the same questions stated by the Data Quality Campaign as being the most important in assessing the success and value of the early learning component of a state LDS. They also inform the goals and objectives of the Maryland Early Childhood Advisory Council’s Action Plan for 2010-2013 and the MSDE Division of Early Childhood Development’s Strategic Plan for 2010-2012. As a result, information generated by the LDS/ECDW is and will remain relevant to continuous improvement and quality decision-making. Timeliness of information is assured by the scope, structure, and functions of the ECDW, as described earlier in this Section E(2). A major component of the ECDW is the creation of public-facing Web-based data dashboards and reports that can be used by early learning program administrators and educators, as well public education officials at all levels, as the basis for engaging in quality improvements, making decisions, and setting policies.

(e) The LDS meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

(i) Complete system documentation and a comprehensive data dictionary are being created for the LDS/ECDW and will be updated as changes to the system structure or database occur. The LDS application has multilayered system and database security levels that ensure compliance with privacy and regulatory mandates such as the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), and numerous breach notification laws. All personally identifiable information is encrypted while at rest in the database, and this information is not released outside of LDS system boundaries. User

access to the system and to system data is controlled by enforcement of well-defined security protocols and a permissions hierarchy.

(ii) Maryland's LDS governance consists of; (1) operations governance, (2) data quality governance, (3) data dictionary stewardship governance, and (4) security governance. Operational governance is overseen by executive steering and operational system planning committees. LDS data quality governance is overseen by a data quality team of MSDE's Division of Assessment and Accountability data quality group. Data dictionary stewardship consists of a data dictionary that guides the addition and standardization of data coming in from contributing data sources and is being used to help align data with USDE's common data core standards. This process uses a multi-divisional and multi-agency team to work on standardizing data across both the agency and inter-agency systems. Last, security governance consists of data access and use security governance and technical security governance that are implemented physically into the LDS system using a variety of technologies. The data and security governance policies and procedures for the LDS are developed to meet state and federal PII and physical access security standards in conjunction with the Maryland State Longitudinal Data System Inter-agency Technical Work Group, of which MSDE is one of the five core team members.

(iii) Data governance of the LDS/ECDW will be assisted by the Maryland Early Childhood Advisory Council (MECAC). Because of its work in the early childhood policy-setting arena, the broad-based membership of the MECAC helps to ensure that the data captured and reported by the ECDW will continue to be of value to all sectors of Maryland's early childhood community, that persons and entities with a legitimate need to access ECDW information are accommodated, and that emerging policy-related data needs are identified and addressed. A subcommittee of the MECAC will be established for the specific purpose of developing recommendations for ECDW data access and the coordination of cross-agency data needs that may be met through the ECDW.

(iv) The Maryland State Department of Education already shares certain aggregate program and child information with the public via online and print publications. These include annual reports of aggregated kindergarten assessment scores, child care licensing program capacity data, and public pre-K enrollment data. In addition, aggregated data are shared with the public

through Managing for Results (MFR), State Stat, and Student Stat reports that are published annually by the Maryland Governor's Office. LDS/ECDW data dashboards and reports that would be available to the public would generally mirror the same data transparency policy followed by the Governor's Office. However, due to the much larger scope of data that would be involved, a data transparency policy that is specific to the LDS/ECDW should be established, and that task still needs to be accomplished. The MSDE Division of Early Childhood Development will request the Maryland Early Childhood Advisory Council to develop recommendations for that policy.

The responses above describe the steps that Maryland has taken, or is in the process of taking, to create a longitudinal data system that will identify, capture, merge, and track the elements contributing to each child's progress through the early childhood phase of the educational process, and then to integrate that information with the child's later K-12 experiences. However, while many pieces of Maryland's LDS/ECDW puzzle are in place or nearly so, certain critical pieces still need to be developed in order to ensure that the LDS/ECDW is truly comprehensive, robust, and able to meet emerging data needs. These additional pieces will be realized through implementation of the following strategic enhancements:

Strategic Enhancements to the Longitudinal Data System

The MSDE Division of Early Childhood Development is planning the following enhancements to the LDS/ECDW. We believe that these enhancements will broaden the scope and robustness of the LDS/ECDW by capturing additional data streams pertinent to program, early childhood educator, and child profiles. This will add significant value and strength to the Department's overall LDS by providing important new factors for use in measuring and analyzing child progress along the educational trajectory. It will also provide a deeper and more comprehensive basis for making operational, policy, and budget decisions related to early care and education. All of the new or enhanced data captures described below will be included within the LDS/ECDW, where they will be available for merging with other data maintained in the LDS.

(1) Enhancements to CCATS

(a) Portal Web Server Infrastructure Design and Implementation

Design a secure portal implementation that is integrated into the CCATS infrastructure for performance and reliability. The CCATS infrastructure is maintained 24/7 by the existing CCATS hosting vendor.

(b) Implementation of the CCATS Public Portal

The architecture of a CCATS Public Portal has been developed, but the portal has not yet been implemented. The portal will enable licensed child care programs, child care program educators, families receiving child care subsidies, and early childhood trainers to work directly with their records within the CCATS system. These records are used to determine eligibility for licenses, credentials, and benefits, to authorize services to families, and to process service invoices and make payments to child care programs. The portal will streamline and improve the timeliness, completeness, and accuracy of all system records related to the providers and consumers of child care services.

Since the time when the portal's original requirements were developed, several improvements have been identified that will make the portal more user-friendly for parents and child care programs, and would significantly expand the range of portal services. Other planned improvements will enable the portal to support interactions with partner agencies, including a secure messaging capability. Available services will include applications for credentials, training vouchers, training reimbursement, trainer orientations, and the inclusion of an expanded training curriculum. The portal will support the following online transactions:

(i) Subsidy and Licensing Forms

Expanded public portal transactions for parents receiving child care subsidies will include online subsidy voucher applications, and expanded services for child care programs will include online forms for subsidy payment invoicing, licensing variance requests, operating profile updates, and changes in staff employment status. The portal will meet strict security and legal standards for electronic signatures on required forms.

(ii) Professional Development Grants and Incentives

The expanded portal will allow child care program educator staff to submit the professional development plans required by licensing regulations and to submit applications for the grants and incentives listed below. Data on successful grant and incentive applications will be included in the ECDW.

- Child Care Professional Development Fund,

- Accreditation Support,
- Assessment of Professional Qualifications,
- Curriculum Fund, and
- Family Child Care Provider Grant.

(iii) Child Care Trainer Services

The enhanced portal will permit online submission of applications for approval to offer training modules and for submission of training session feedback from session participants. Additional functionalities to record and report training session attendance and to enter staff qualifications will also be provided. Data on training module approvals, training session feedback, training session attendance, and staff qualification data will be included within the ECDW.

(c) Improvement of the Subsidy Payment Process

This activity will update the child care subsidy payment process to improve efficiency and accuracy. Undertaking this work concurrently with the Point of Service system (see (d) below) will allow an effective and maintainable interface to be developed for the system.

(d) Point-of-Service (POS) Child Attendance Reporting

(i) Develop and implement a secure system that enables parents to efficiently record a sign-in and sign-out for their children each day. Provide a system interface with CCATS so that this attendance data can be used to prepare subsidy invoices. POS child attendance data will be included within the ECDW. Pilot the POS system in 5 locations.

(ii) Upon successful completion of the planned 5-location pilot, deploy the POS system statewide.

(e) Management of Program Grant Benefits

The MSDE Division of Early Childhood Development currently provides a wide range of incentive and support programs for child care programs. However, CCATS was originally designed to include a basic and very limited grant management module that captures data for only one type of grant, which is available only to family child care providers. This module does not function properly and is therefore not used at present. Instead, data about the various available grant programs must be recorded in independent spreadsheets, and this makes it difficult to track and coordinate the benefits received by

early childhood programs. The requirements for the grants module have been extensively revised and upgraded so that the module will be able to track all grant awards and disbursements and to identify which programs have received which benefits. The revised requirements will also permit the addition in CCATS of new grant and incentive programs. Program grant benefit data will be included within the LDS/ECDW.

(f) MSDE Resource for Testing/Analysis/Training

An additional technical specialist (1 FTE) will be needed by MSDE for testing/analysis/training activities that will result from implementing the CCATS enhancements described above. This resource would be procured on a contract basis.

E2.2 Technical Description of Longitudinal Data System/Early Childhood Data Warehouse

DESIGN AND OPERATIONAL DESCRIPTION OF THE EARLY CHILDHOOD DATA WAREHOUSE

Purpose

The data in the CCATS system is being integrated into the MSDE Longitudinal Data System for program management purposes and statistical analysis of quantitative and qualitative data using OBIEE dashboards. As CCATS data is integrated with other systems, data bridges to those systems will need to be built. The data from those other systems will be incorporated into the LDS. Within the LDS, an Early Childhood Data Warehouse (ECDW) has been constructed to house all early childhood data and integrate that data with the K-12 components of the LDS.

Background

The data for some of the subsystems lies in loosely related tables or data files. Functionalities have been developed in the ECDW to accommodate and integrate these loosely related entities. This system integrates all data from the Maryland Model for School Readiness (MMSR) as well as data from the CCATS subsystems. Thus, the ECDW serves as the single point of contact for the data from CCATS.

MAJOR TASKS BY SYSTEM FEATURE – DESIGN TO DEPLOYMENT

Formalize logical schema

- Complete review and collate tables and data dictionaries
- Vet final star schema
- Complete Functional Requirements Document

Credentialing Program Data

- Analyze the existing ad hoc Credentialing Excel file design
- Design a mapping data feed mechanism from ad hoc Excel files
- Design and implement direct import into the LDS
- Develop OBIEE dashboards

Accredited Programs Data

- Analyze the existing ad hoc ELIS Extract file
- Map external sources of data which populate this dataset
- Design automated data sweeps if possible.
- Design and implement direct import into the LDS
- Develop OBIEE dashboards

MMSR Kindergarten Assessment Data

- Study consistency of file format across multiple years
- Plan consistency across multiple years
- Explore missing year and a half of MMSR data

- Study possibility of backfilling SASID for data prior to 2008
- Build a permanent repository of MMSR data within the LDS, replacing the various year files which are not presently part of any uniform data system

Child Care Subsidy Data

- Analyze current process and business rules for subsidy module
- Develop an accurate linking to USIS
- Develop an accurate linking to MMSR
- Reverse import student demographics into subsidy

Child Care Program Enrollment and Attendance (APEX) Data

- Analyze requirements for the child enrollment/attendance application
- Design an online application modeled on the K-12 September 30th enrollment panel
- Develop APEX data collection screens
- Develop assignment of unique identifier to each child record within the application
- Pilot and implement in selected centers
- Design and implement direct import of all data into the ECDW.
- Meld with other early childhood data tables
- Develop OBIEE dashboards as necessary

Electronic Licensing Inspection System (ELIS)

- Analyze current data structures in ELIS
- Capture Inspection Findings (Compliance) and Program Utilization data from ELIS and import into the ECDW.
- Design periodic feeds of data from CCATS
- Plan the periodicity of process for ELIS feeds

QRIS support

- Analyze QRIS data needs
- Design and stage periodic data feeds from CCATS to populate QRIS tables.

Note: QRIS will generate a “checkmark” ranking system. Checkmarks are a data reduction exercise which summarizes aspects of staff number and qualifications, status of compliance, and several other domains to yield a smooth assessment of overall program quality. This deliverable collapses and stages the data needed to support the QRIS system. In return, QRIS data will be imported directly into the ECDW.

Mirror all critical CCATS data tables in MLDS

Build robust and accurate data links associated with the provider complex to the subsidy complex and to the MMSR/K-12 complex.

Note: CCATS represents a body of data which has evolved at an uneven pace as new business policies and rules have been adopted. At present, as many as 100 loosely-linked tables represent the scope of the CCATS, which works off a DB2 database. Direct import into the LDS/ECDW will force normalization on the data, link early

childhood data to the rest of the P-20 trajectory, and make the data available for executive and programmatic use.

Analytics, publishing, and dashboards

- Design, test, and publish analytic dashboards to answer executive questions
- Develop data mining strategies and protocols
- Design research questions to improve program management
- Develop alerts based on provided business rules
- Discuss possibility to use functionality for audit defense purposes

Geo-Mapping (GIS)

- Broker GIS contract with approved vendor
- Analyze 3rd party data needs
- Develop data extract
- Develop protocols for data export
 - Maintain FERPA compliance
 - Develop periodicity plan
- Develop a GIS representation of licensed child care programs
- Linked associated performance data

Note: By mapping students, providers, and centers to the geographic grid, the study of usage and outcome patterns can include community covariates. GIS coding will also make it easier to provide data to the parent community seeking qualified childcare.

Dashboard and analytics

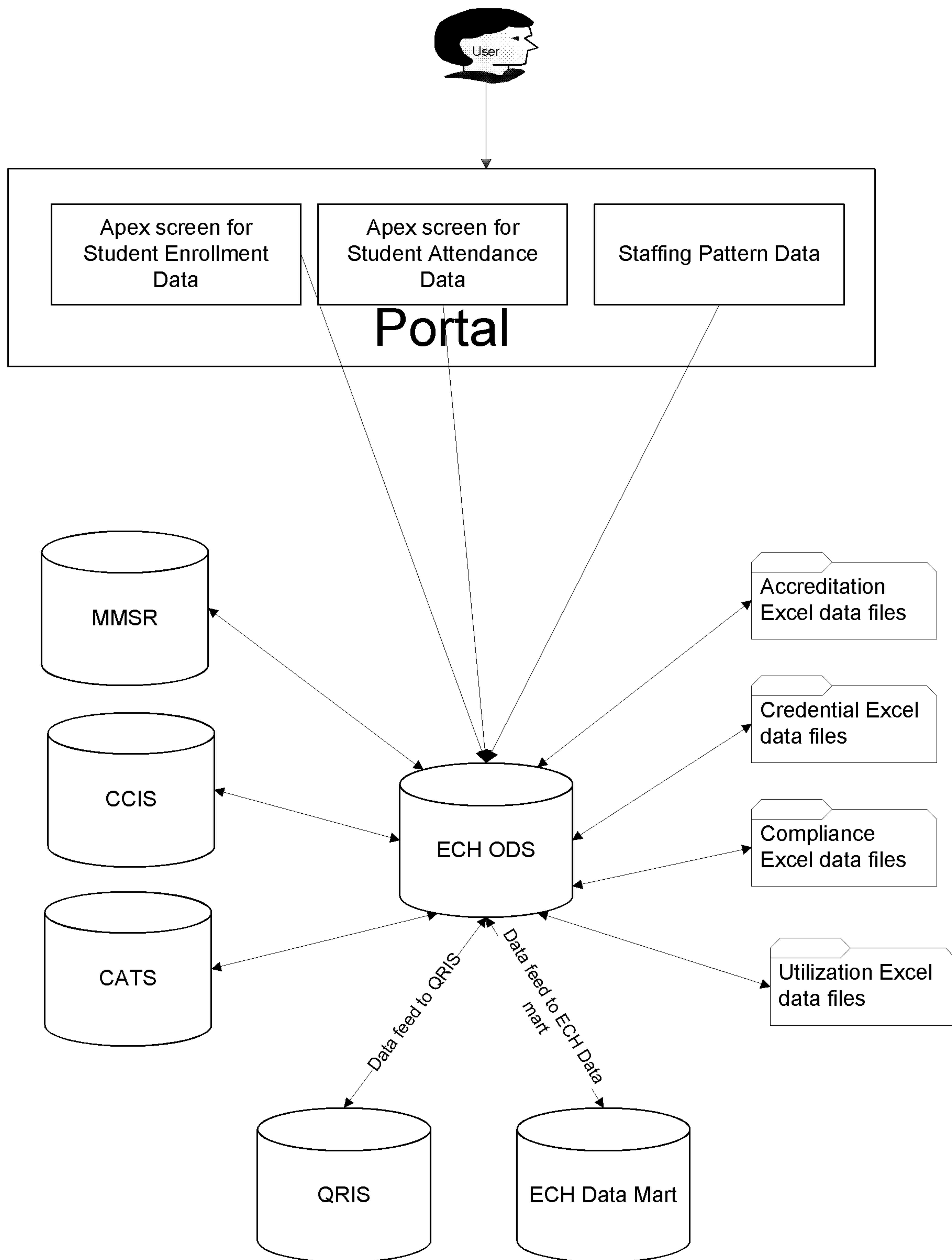
Document and index all public and private dashboards

Develop requisite users' manuals

Develop requisite users' trainings

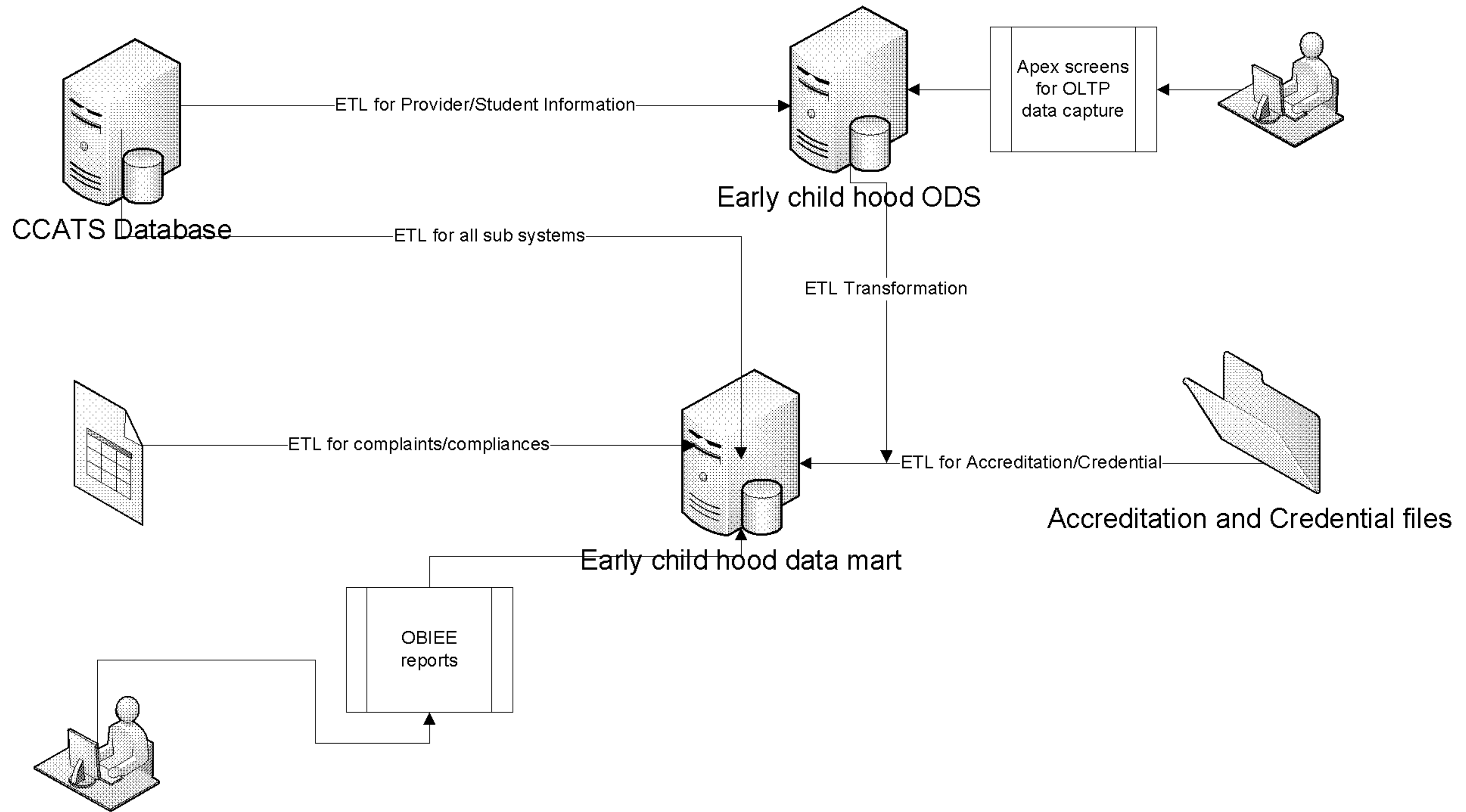
Engage with business owners to plan future research and management questions

1 EARLY CHILDHOOD DATA WAREHOUSE ENTITY OVERVIEW



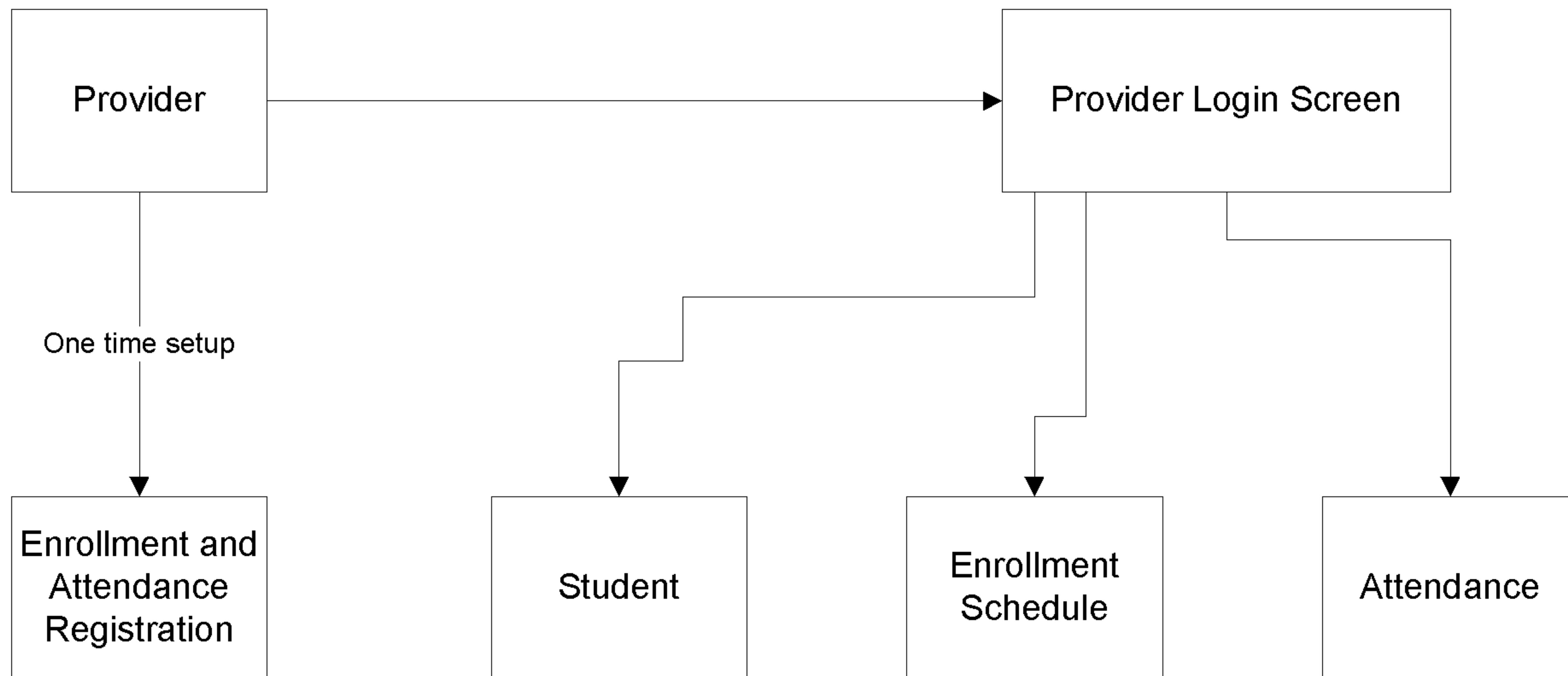
DATA FLOW OF THE EARLY CHILDHOOD DATA MART

Data flow for Early childhood data mart



3. PROCESS FLOW OF ENROLLMENT AND ATTENDANCE SYSTEM

Early Childhood – Enrollment and Attendance



E2.3 Longitudinal Data System Policy Questions

Metrics for Early Childhood Policy and Planning

Using the Maryland Longitudinal Data System and Early Childhood Data Warehouse

As part of the Race To The Top grant awarded to Maryland in 2010, the State Department of Education is building a Longitudinal Data System (LDS) which connects the various data collected on students, education staff, and Local Education Agencies (LEAs) across the Department. The data collected by the Division of Early Childhood Development (DECD) is to be housed in the Early Childhood Data Warehouse (ECDW) and integrated as part of the LDS. The availability and interoperability of such a wide range of data can provide the information necessary to make decisions that will improve student success.

The Early Childhood Data Collaborative (ECDC) has identified six key questions that State policymakers need to address critical policy issues about children, programs and the workforce within the State early childhood system.

The Maryland Early Childhood Advisory Council (MECAC) and the DECD can monitor their progress in meeting their goals and objectives by tracking indicators within each of these domains. The following key policy questions for Maryland are based on the goals and objectives of the ECAC 2010-2013 action plan and the 2010-2012 DECD strategic plan. They are listed as they fit within the critical policy questions indicated by the ECDC.

A. Children

ECDC 1. Are children, birth to age 5, on track to succeed when they enter school and beyond?

ECDC 2. Which children have access to high-quality ECE programs?

A1. To what extent are Maryland's children are ready for kindergarten and succeeding in school?

A2. What differences in kindergarten readiness exist across the state?

A3. To what extent are at-risk groups becoming better prepared for and succeeding in school?

A4. To what extent do children have access to high quality ECE providers, especially children at risk?

A5. To what extent are children with special needs supported before entering kindergarten?

A6. To what extent do children moving from early childhood programs to public schools experience smooth transitions and continuity?

B. Programs

ECDC 3. Is the quality of programs improving?

ECDC 4. What are the characteristics of effective programs?

B1. To what extent do early care experiences affect a child's readiness for kindergarten and success in school?

B2. To what extent do state investments to improve the quality of programs affect children's academic success?

B3. Which ECE programs have access to MSDE supplemental funds and programming?

B4. To what extent is higher program quality correlated to better child outcomes in later years?

B5. To what extent does kindergarten readiness predict later academic success?

B6. To what extent is the number of hours in care correlated to school readiness and success in school?

- B7. Which are the formal ECE providers in the state, what is their quality and where are they located?
- B8. To what extent are programs participating in quality improvement system (QRIS and accreditation) and how does it affect their enrollment?
- B9. To what extent does availability of pre-k affect enrollment in non-public ECE programs?

C. Workforce

ECDC 5. How prepared is the ECE workforce to provide effective education and care for all children?

ECDC 6. What policies and investments lead to a skilled workforce?

- C1. To what extent are increased staff credential levels linked to higher child outcomes?
- C2. To what extent are staff trained to support children in need of early intervention services and their families?
- C3. To what extent is certification correlated with a change in employment?
- C4. To what extent is the staffing viability of non-public ECE programs affected by expanded pre-k?

These key questions can be addressed through a combination of indicators drawn from the LDS/ECDW. Because of the system of unique student identifiers implemented by the LDS, it is possible to correlate specific early childhood programs with location, a variety of demographic information and child outcomes over time. The flexibility and specificity available will be maximized through a system of filters selected by the inquirer to produce the desired indicators at the level required.

To that end, any query that draws information keyed by Unique Student Identifier will be available at the level of LEA, city, ZIP code, county, and State. Some population survey-based information is only available at the county level, as the nature of the data collection by DHMH produces information with less specificity than that collected by MSDE.

The independent variables relevant to the search will be as filters, to be used alone or in combination as desired by the query maker, producing the indicators for which the query has been designed.

In Appendix 1, the policy questions are listed directly above the associated query (or queries). The indicators which answer the questions are listed in the left column as the dependent variables, while the criteria available to provide further specificity are listed in the center column as the filters/independent variables. The third column specifies the level at which the geographic information can be provided.

Appendix 1: Queries to answer key policy questions in MD

Query 1: Indicators of kindergarten readiness and school success

Query 2: School Readiness Indicators by Demographic Information

- A1. To what extent are Maryland’s children ready for kindergarten and later school success?
- A2. What differences in kindergarten readiness exist across the state?
- A3. To what extent are at-risk groups becoming better prepared for and succeeding in school?
- B1. To what extent do early care experiences affect a child’s readiness for kindergarten and school success?
- B2. To what extent do state investments in program quality improvements affect children’s academic success?
- B3. Which ECE programs have access to MSDE supplemental funds and programming?
- B4. To what extent is higher program quality correlated to better child outcomes in later years?
- B5. To what extent does kindergarten readiness predict later academic success?
- B6. To what extent is the number of hours in care correlated to school readiness and success in school?
- C1. Are increased staff credential levels linked to higher child outcomes?

Query 1: Indicators of kindergarten readiness and school success (4 years old and beyond)		
Indicator - Dependent variables	Filters - Independent variables	Geographic level
# of children enrolled in kindergarten	Prior care setting	Program ID/ license #
# and % of children fully ready for school - MMSR composite	Race	LEA
# and % of children fully ready for school – by MMSR domain	Ethnicity	City
Average MMSR composite score	ELL	ZIP code
Average MMSR score by domain	Low income (FARM)	County
3 rd Grade MSA scores	Mid-to-high income	State/All
8 th Grade MSA scores	SPED	
High school graduation	Participation in -Child Care Subsidy	
# of suspensions & expulsions in preK	- a group with ECMHC support	
# of suspensions & expulsions in Kinderg.	- a classroom with Head Start subsidy	
# of suspensions & expulsions in 3 rd grade	-SPED	
\$/child served	-a school supported by a Judy Center	
\$/average MMSR point increase	-a PreK for all classroom	
	-public pre-K	
	-Violets program	
	-SEFEL	
	-CACFP	
	Time in care (half day/4 hours or less, full day/up to 10 hours, extended day/over 10 hours)	
	QRIS (Maryland EXCELS) “Checkmark” level of originating CC programs	
	MD accreditation	
	Staff credential level	

	year	
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Query 2: School Readiness Indicators (Birth to three years old)		
Indicator - Dependent variables	Filters - Independent variables	Geographic level
% low birth-weight babies	Race	County
infant mortality rate	Ethnicity	State/All
	Year	

Query 3: Availability and Utilization of High Quality ECE providers

Query 4: Quality of Care Provided to Children With Child Care Subsidy

A4. To what extent do children have access to high quality ECE providers, especially children at risk?

B7. Which are the formal ECE providers in the state, what is their quality and where are they located?

B8. To what extent are programs participating in quality improvement system (QRIS and accreditation) and how does it affect their enrollment?

Query 3: Availability and Utilization of High Quality ECE providers		
Indicator - Dependent variables	Filters - Independent variables	Geographic level
# and total approved capacity of licensed child care providers	Provider type (home, center, LOC)	LEA
# and total approved capacity of providers participating in QRIS (Maryland EXCELS)	Year	City
# and total approved capacity of 4 & 5 "checkmark" Maryland EXCELS-rated programs	per 1,000 children under 5	ZIP code
# and total approved capacity of MD accredited programs	per 1,000 children under 10	County
# and total approved capacity of programs participating in any sort of accreditation	per 1,000 low income children under 5	State/All
# and capacity of public pre-K	per 1,000 low income children under 10	
# and capacity of Head Start programs	per 1,000 low birth weight babies [†]	
	year	

Query 4: Quality of Care Provided to Children With Child Care Subsidy		
Indicator - Dependent variables	Filters - Independent variables	Geographic level
# of subsidy units received	Low income	LEA
# of hours in care	SPED	City
# and % of children who receive Child Care subsidy in formal care settings	Year	County
Average MD EXCELS rating of program caring for children with subsidy	Provider type	ZIP code
		State

Query 5: Children with Special Needs

- A5. To what extent are children with special needs supported before entering kindergarten?
- C2. To what extent are staff trained to support children in need of early intervention services and their families?

Query 5: Children with Special Needs		
Indicator - Dependent variables	Filters - Independent variables	Geographic level
# of children involved in SPED	Prior Care setting	LEA
# of SPED children in Preschool for All	Race	City
# of SPED children in Judy Center partnership	Ethnicity	County
# of SPED children in 4 & 5 checkmark-rated child care providers	ELL	ZIP code
# of staff with courses on disabilities included in their credential applications	FARM	State
# of staff with high certification levels serving classrooms with SPED children	IEP	
	IFSP	
	Extended IFSP	
	Year	

Query 6: Transitions and Continuity

- A6. To what extent do children moving from early childhood programs to public schools experience smooth transitions and continuity?

Query 6: Transitions and Continuity		
Indicator - Dependent variables	Filters - Independent variables	Geographic level
% and # of children who received child care subsidies in multiple counties	ELL	LEA
% and # of children who attended pre-K and K in different LEAs	SPED	City
# and % of programs with transition plans (3-5 "checkmarks")	Low income (FARM)	County
	Race	ZIP code
	Ethnicity	State

Query 7: Turnover and effects of pre-K availability

- B9. To what extent does availability of pre-K affect enrollment in non-public ECE programs?
- C3. To what extent is certification correlated with a change in employment?
- C4. To what extent is the staffing viability of non-public ECE programs affected by expanded pre-K?

Query 7: Turnover and effects of pre-K availability		
Indicator - Dependent variables	Filters - Independent variables	Geographic level
% staff turnover	Provider Type	LEA
Employer change in past year	Pre-K setting (y/n)	City

Setting change in past year	Increase in pre-K enrollment in past year (y/n)	County
Total enrollment in child care programs	Employee certification status	ZIP code
	Certification status change in past year	State