

State of Maryland

**Race to the Top - Early Learning Challenge
Application for Initial Funding
CFDA Number: 84.412**

V. ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency’s level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (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.

List of Participating State Agencies:

The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State’s Child Care Licensing Agency, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

| Participating State Agency Name (* for Lead Agency) | MOU Location in Application | Funds/Program(s) administered by the Participating State Agency |
|--|------------------------------------|--|
| Governor’s Office for Children, Youth and Families | Appendix A3.3 | Does not administer any funds reference above |
| Department of Health and Mental Hygiene | Appendix A3.3 | Title V Maternal and Child Care Block Grant |
| Department of Human Resources ¹ | Appendix A3.3 | Does not administer any funds reference above |

¹ The local departments of social services operate under a Memorandum of Agreement between MSDE and DHR the case management of the Child Care Subsidy program. MSDE is the fiscal agent of the CCDF.

| | | |
|---|---------------|---|
| Maryland State Department of Education* | Appendix A3.2 | CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency |
|---|---------------|---|

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

Yes

No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

Yes

No

VI. SELECTION CRITERIA

Selection criteria are the focal point of the application and peer review. A panel of peer reviewers will evaluate the applications based on the extent to which the selection criteria are addressed.

Core Areas -- Sections (A) and (B)

States must address in their application all of the selection criteria in the Core Areas.

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development. (20 points)

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

(a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;

(b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

(c) Existing early learning and development legislation, policies, or practices; and

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

Evidence for (A)(1):

- The completed background data tables providing the State's baseline data for--
 - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
 - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
 - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).
- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).

- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).
- The completed table that describes the current status of the State's Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State's Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

Three decades ago, the United States led the world in high school graduation rates. Today, our nation ranks 11th among our global competitors. Maryland responded with fervor to President Barack Obama's clearly articulated vision to reverse this trend and make America's schools second to none in the world. As a committed partner and a leader in that effort, Governor Martin O'Malley in 2009 set the goal of increasing student achievement by 25 percent by 2015, instituting and benchmarking progress in his extensive Education Plan. (Appendix A1.1, Plan for Improving Student Achievement)

Early education has been an integral part of the State's vision for public education for more than a decade. Maryland's education reform efforts recognize that the skills children develop before age five are so critical to later success that we must target our policy interventions toward resources that will benefit children before they begin formal schooling.

Maryland has a strong foundation upon which to implement an ambitious, yet achievable early learning reform agenda that will result in a state system for early learning and development that can take the State from *good to great* and serve as a national model. This foundation consists of:

- A strong governance structure and stakeholder participation (described in Section A.3.);
- A strong funding commitment dedicated to children with high needs (described in A.1.a.); and
- An infrastructure that includes well developed system components in every focus area of this application (described in A.1.d.).

In 2010, Maryland was awarded one of 12 Race to the Top grants to implement major education reforms. Under this grant, a crowning achievement for Maryland students and families, the State is:

- **Revising the Maryland State PreK-12 Curriculum, assessments, and accountability system** based on the Common Core Standards to ensure that all graduates are college and career ready;
- **Building a statewide Technology Infrastructure** that links the current data system elements with analytic elements and the Online Instructional Toolkit to monitor and promote student achievement from pre-kindergarten through college;
- **Redesigning Maryland's model** for the preparation, development, retention, and evaluation of teachers and principals; and
- **Fully implementing Maryland's innovative statewide system of support**, leveraging the transformational Breakthrough Center approach to assist low-achieving schools and LEAs.

The combination of Race to the Top and Early Learning Challenge Grant awards will enable Maryland to complete the creation of a strong and dynamic statewide system from birth through 12th grade.

Maryland has critical building blocks already in place to accomplish this goal. Thanks to a

significant focus on education reform in recent years, the State has been recognized as having the best schools in the nation for three years in a row². It has also fostered strong collaboration and alignment between programs and policies from preschool to graduate studies to workforce development through its “P-20” Leadership Council, one of the first and most active councils of its kind in the country. The consolidation of early learning and development programs under the Maryland State Department of Education and creation of the Division of Early Childhood Development in 2005 also forged stronger leadership, coordination, and accountability in improving programs, services, and policies to ensure that children enter school ready to learn and receive the support needed to succeed in school. These efforts have been buoyed by well developed, collaborative partnerships across sectors and education levels; a commitment to comprehensive professional development for early educators; and a solid data system to help track progress in improving child outcomes. Finally, the State’s early childhood reforms have been backed by strong legislative, executive, and policy support.

The Race to the Top Early Learning Challenge Grant will complement and build on Maryland’s existing efforts to strengthen and expand its early learning and development reforms, helping the State move from *good to great* by:

- **Revising the current Early Learning Framework**, including guidelines for children under four years of age, and content standards for pre-kindergarten and kindergarten as an integral part of the Maryland State Pre-K-12 Curriculum based on the Common Core Standards;
- **Refining the existing comprehensive set of assessments**, a kindergarten entry assessment, professional development, and early intervention systems to assure that children are entering school ready to succeed;
- **Implementing a tiered Quality Rating and Improvement System** to improve the quality of all early care and education programs, including those serving high- need children, and erasing the skills gap prior to school entry;
- **Developing a workforce prepared to engage young children and their families** in promoting early learning and development that is competency-based and improves the

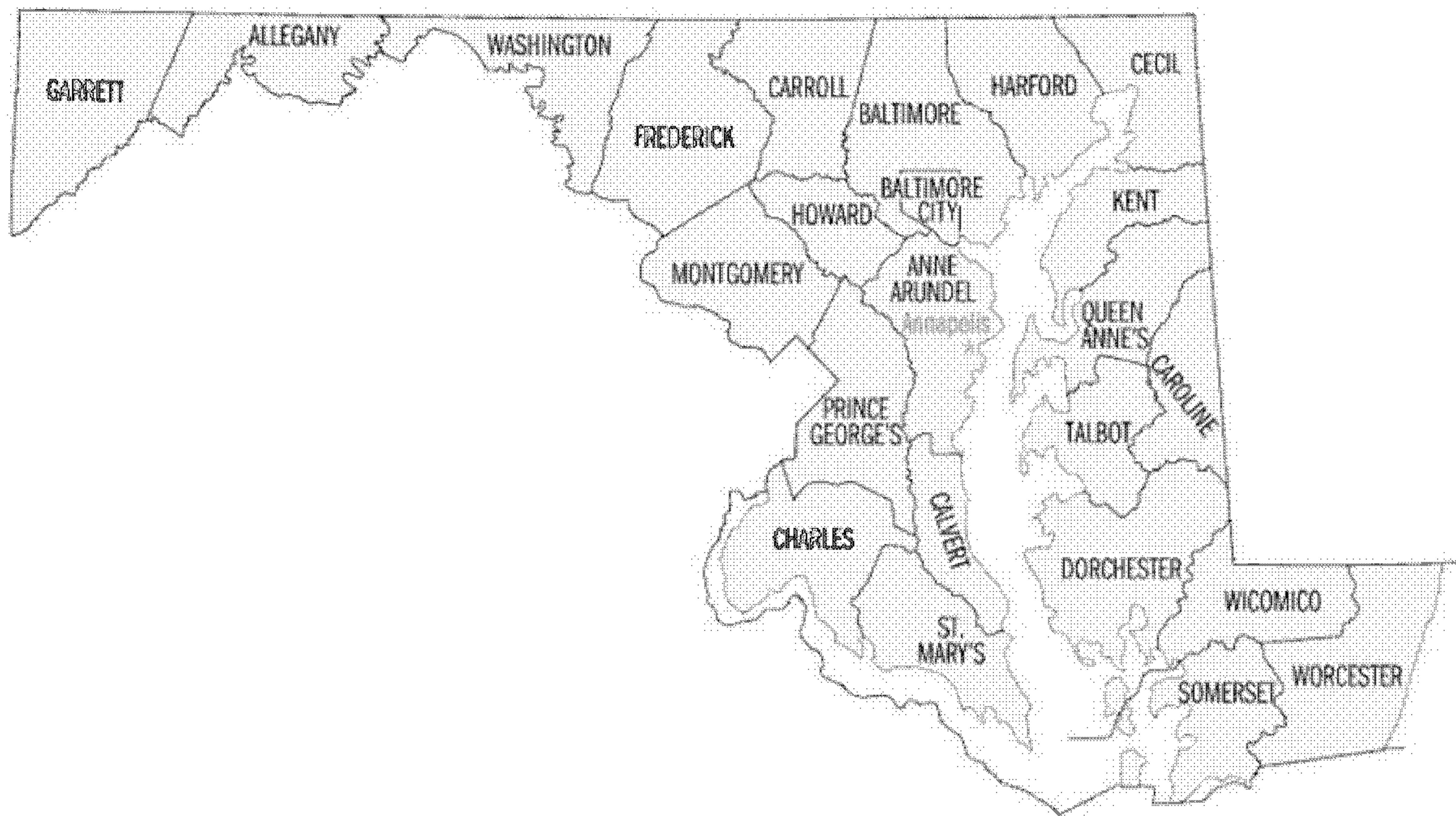
² Education Week’s annual Quality Counts.

knowledge, skills, credentials, and retention of early educators and administrators; and

- **Building a statewide early childhood data system** that supports the administrative efficiency and effectiveness of the state's early childhood education system, including tracking progress and measuring outcomes to determine the extent to which children and families have benefited as a result of reform efforts.

Maryland consists of 23 counties and Baltimore City. The state includes urban, suburban, and rural areas, each with its own history and local infrastructure. The State's local school systems are county-/city-wide, each governed by elected or appointed school boards. The Maryland State Department of Education (MSDE) and the State Board of Education govern the 24 local school systems.

Early childhood partners in each of the local jurisdictions vary depending on local resources,



supply and demand for early care, and local policies governing early care and education. As noted earlier, MSDE became the governing agency for early care and education statewide in 2005, making it directly accountable for young children's readiness to succeed in school. The Department has oversight of education policies for 24 local school systems.

The Race to the Top-Early Learning Challenge Grant offers Maryland the opportunity to make significant progress in aligning all early learning and development programs. This application will demonstrate that we are well prepared and committed to meet this challenge.

(a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;

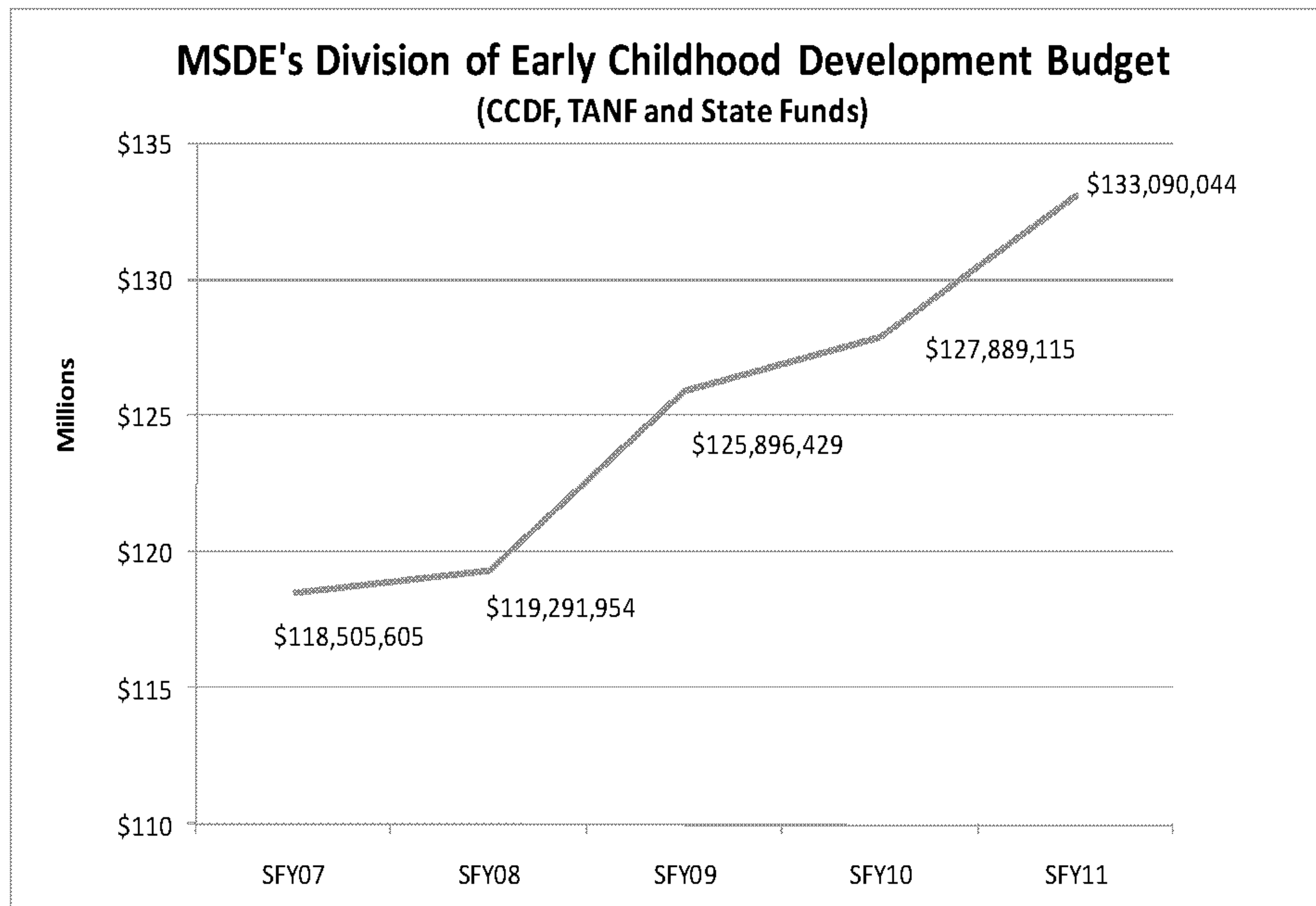
Maryland experienced a striking upward trend in budgeting for early learning and development programs when all major funding sources are taken into account. A significant reason for the upward trend in spending that began in 2007 was that all kindergarten programs in Maryland were extended to a full-day schedule, and all four-year-old children from economically disadvantaged backgrounds (comparable to what would be termed children with high needs in this application) gained the right to access publicly funded pre-kindergarten. The full financial impact of these changes, estimated to be close to \$250 million, was a result of the work of the Maryland Commission on Education Finance, Equity, and Excellence (also known as the Thornton Commission), which recommended an increase in State aid to enhance opportunities for meeting State and national education goals. The Commission's recommendations resulted in passage of the Bridge to Excellence in Public Schools Act in 2002, which called for full implementation in 2007. The Commission recommended the provision of full-day kindergarten and pre-kindergarten (i.e., at a minimum 15 hours a week) for all four-year-old children from "economically disadvantaged backgrounds."

As a result, State spending per child enrolled in public pre-kindergarten increased by 27 percent, from \$3,207 in 2007 to \$4,116 in 2010.³ State spending for full-day kindergarten during the same time span is estimated to have increased by \$145 million. Concurrently, the budget for MSDE's Division of Early Childhood Development, which holds the state's lead function in early care and education policy and program oversight, increased by 12 percent, from \$118.5 million in SFY07 to \$133.1 million in SFY11.

³The State of Preschool 2010 – State Preschool yearbook – National Institute of Early Education Research – www.nieer.org

Chart A-1 illustrates the Federal and state investment in early care and education as reflected in the total funding for all the activities within MSDE’s Division of Early Childhood Development from 2007 to present.

Chart A-1: MSDE’s Division of Early Childhood Development Budget



Maryland has sustained its commitment to support early care and education throughout the economic downturn, with a particular focus on strengthening early learning and school readiness.

Basic Funding Structure for Pre-Kindergarten and Full-day Kindergarten

The Thornton Commission concluded that a standards-based funding approach would be the most appropriate fit for Maryland's schools. Standards-based funding requires the State to (1) specify expectations for student performance; (2) develop procedures to measure how well students are meeting those expectations; and (3) hold providers of education services (school

districts, schools, teachers, and other support personnel) accountable for student performance.⁴ In the interest of simplicity, the Commission recommended consolidating State funding from a number of programs into the foundation funding per student and additional funding based on the number of three high needs populations (special education students, economically disadvantaged students, and students with limited English proficiency) in each school system.

Based on this framework, legislation enacted in 2002 restructured Maryland's public primary and secondary education financing system. Public funding associated with kindergarten and economically disadvantaged pre-kindergarten students is addressed within the formulas. Because one of the Commission's models recommended pre-kindergarten services for four-year-olds from economically disadvantaged backgrounds⁵, the weight established for economically disadvantaged students includes funding available for services for these children in the calculation of state aid for K-12 students. Thus, pre-kindergarten students are not being reimbursed at the 0.5 FTE or 1.0 FTE levels, but through the specific calculations in the formula provision of the base and compensation funding for K-12 students.

To provide funding for full-day kindergarten, the statute included the Commission's recommendation (again based upon the Professional Judgment Study⁶) to raise the full time equivalent (FTE) status of kindergarten students from 0.5 to 1.0 by 2007.

Financial Impact of the New School Finance System on Pre-Kindergarten and Kindergarten

The Bridge to Excellence provision increased the funding for pre-kindergarten and kindergarten significantly and set the stage to improve school readiness.

Charts A-2 and A-3 (Source: MSDE) describe the enrollment and expenditure trends for pre-kindergarten students in Maryland from the baseline in 2007, the year that the Bridge to

⁴ Calculation of the Cost of an Adequate Education in Maryland in 1999-2000 Using Two Different Analytic Approaches. Augenblick & Myers, Inc. September 2001, pp 5-6

⁵ Ibid., page 15

⁶ Ibid.

Excellence was fully implemented.

Chart A-2: Maryland Population Enrolled in Pre-Kindergarten

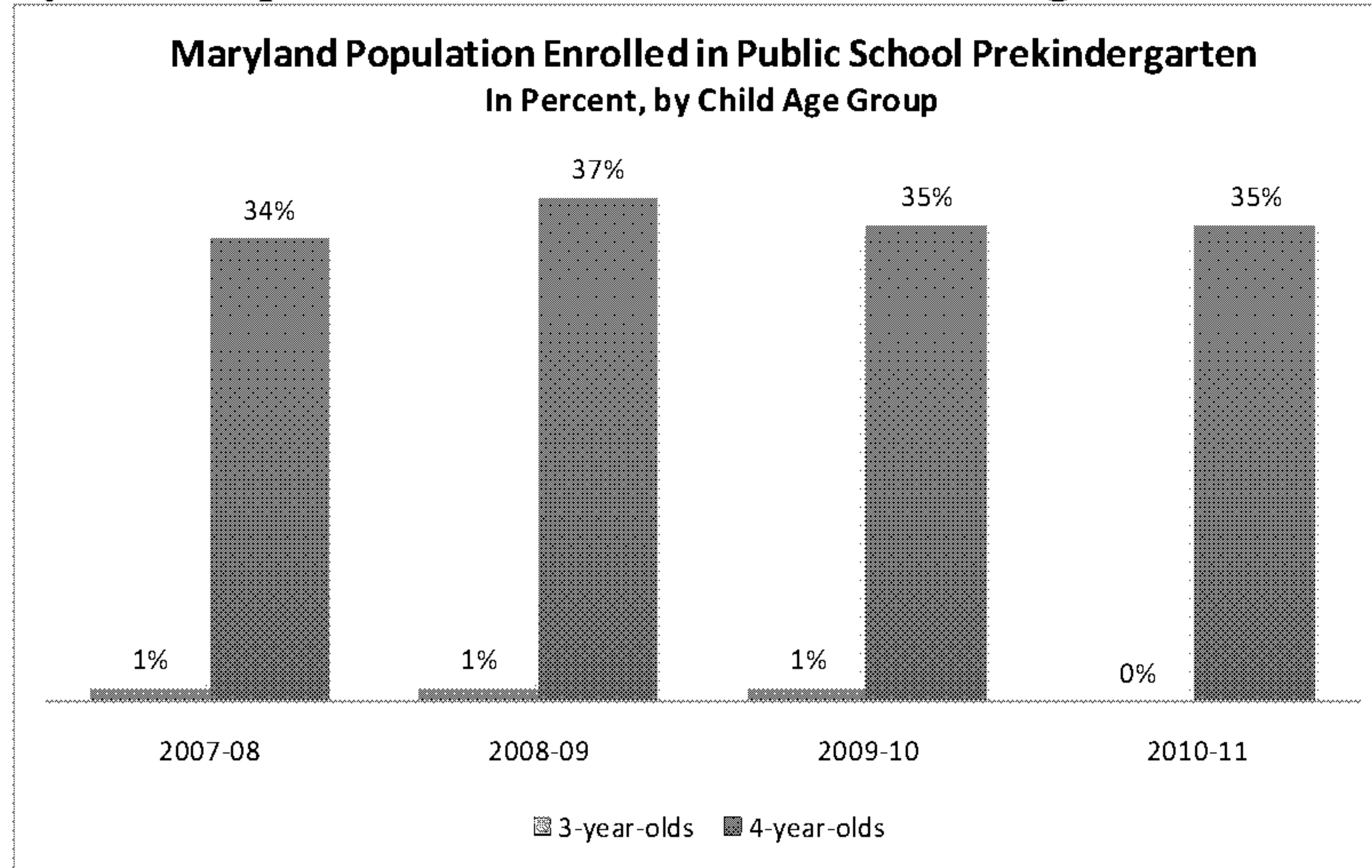
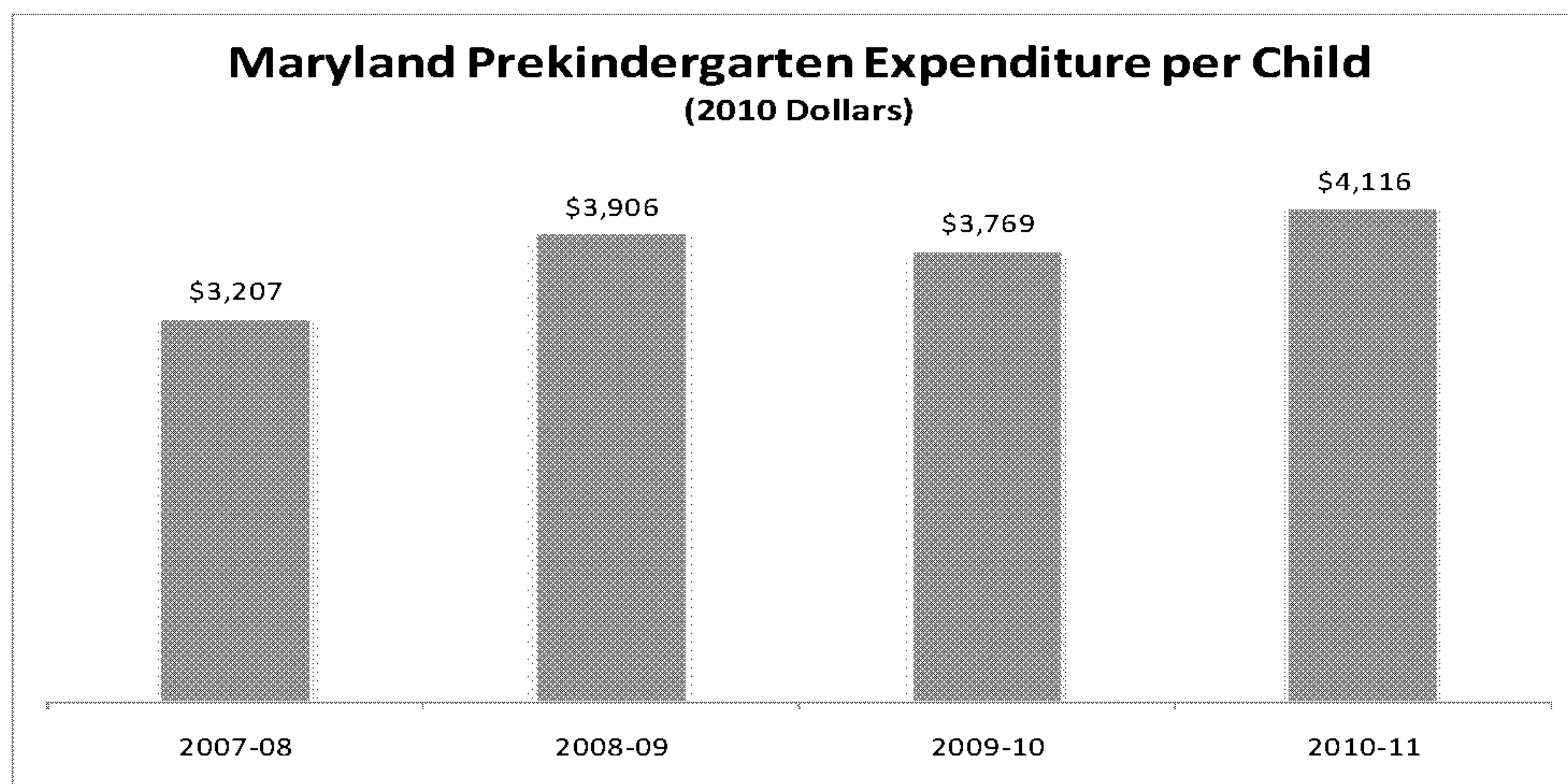


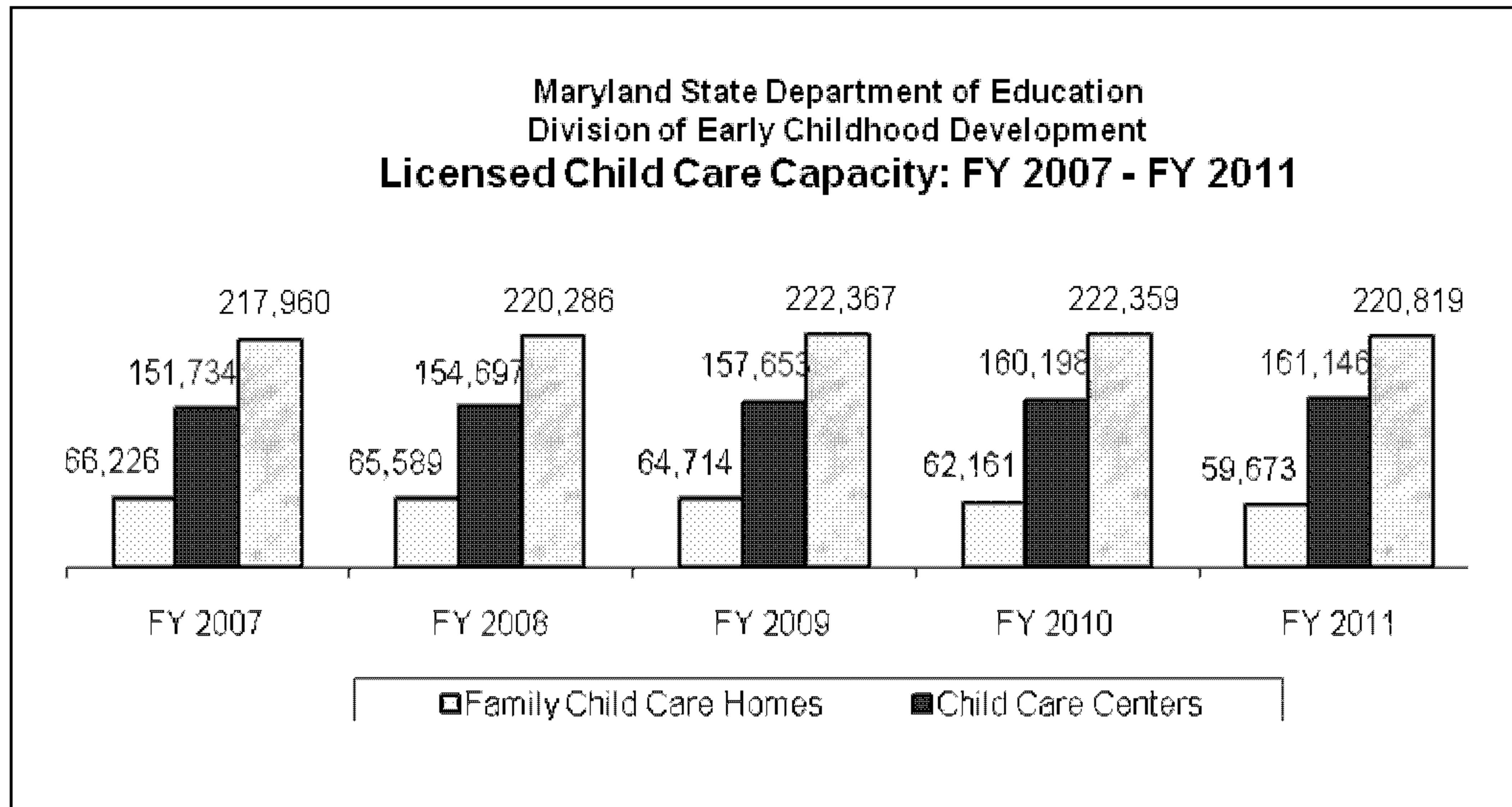
Chart A-3: Maryland Public Pre-Kindergarten Expenditures per Child



Financial Investment in Child Care and Other Early Childhood Programs

In 2005, the Maryland legislature passed HB932, which called for the transfer of all childcare functions to the Maryland State Department of Education (MSDE). The transfer took place in 2005 for the licensing and quality improvement functions and in 2006 for the childcare subsidy functions. MSDE also was required to establish a new Division of Early Childhood Development, designed to assume leadership in the coordination of early care and education programs and services in Maryland. Chart A-4 shows the capacity in center-based and family childcare from 2007 to 2011.

Chart A-4: Licensed Child Care Capacity: FY2007 – FY2011



This section details a series of programs already in place upon which the State can build in fulfilling its vision for a model early learning and development system under the Early Learning Challenge-Race to the Top Grant to increase the number of children with high needs participating in quality early learning and development programs.

(b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

(c) Existing early learning and development legislation, policies, or practices; and

Maryland has a long-standing tradition of fostering targeted services for families with young children. For the past two decades, Maryland has created a network of programs serving pregnant women and low-income families with children under four years old. These programs are designed to help these women further their education while their children gain from parenting and child development activities. The 22 Family Support Centers are a critical component in addressing the health and education needs of children with high needs under the age of four.

In 2009, MSDE’s Division of Special Education/Early Intervention Services received an American Recovery and Reinvestment Act (ARRA) incentive grant to implement the IDEA Part

C Extended Option statewide. Families of children currently receiving early intervention services under an Individualized Family Service Plan (IFSP) could choose to continue their child's participation in the Local Infants and Toddlers Program beyond age three up until kindergarten age. Through Extended IFSP Option, families could continue to receive service coordination, with children participating in continuous year-round services. This process has major implications for families and children with disabilities/developmental delays, primarily services delivered in natural environments including early learning and development programs.

The increase in pre-kindergarten enrollment by 25 percent from 2002 to 2009 is a direct result of the Bridge to Excellence statute that provided access to pre-kindergarten for all four-year olds from economically disadvantaged backgrounds. In addition, Maryland created public-private partnerships at Title 1 school attendance areas, named Judy Center Partnerships, to make a formal commitment to improve the school readiness skills of children with high needs under an agreement between the local school system and its early childhood partners (such as child care programs, Head Start, local infant and toddler programs under IDEA Part C, Preschool Special Education, under IDEA Part B 619, Family Support Centers, and health-related services). In 2009, Maryland also developed a Preschool for All business plan and established 11 pilot sites in licensed private child care settings to provide access to high quality programs for families with incomes below 300 percent of Federal Poverty Guidelines who may not be eligible for Head Start, pre-kindergarten, or child care subsidy programs because they earn more than the eligibility threshold for those programs.

Accounting for the Increase in the Number of Children From Families with Low Incomes

Table (A)(1)-1 shows the number of children from families with low incomes receiving early care and education services. The strategy to improve access for children from families with low incomes is embedded in the State's goal to reduce the achievement gap for students in kindergarten through 12th grade. The investment described in Section A.1.a. is designed to establish an early childhood education system in Maryland that addresses the achievement gap prior to kindergarten by improving early learning opportunities for preschoolers and children under the age of three. Another reason for the increase in children with high needs is the

entitlement for pre-kindergarten for families with low incomes.

Table (A)(1)-2 shows the number of children with English Language Learner (ELL) status entering kindergarten, reflecting our state’s demographic changes. These children are also eligible to access publicly funded early childhood programs. In response to demographic shifts, MSDE collaborates in recruiting English Language Learners into early childhood programs. For example, Judy Center Partnerships, spearheaded by local school systems, serve a proportionally higher number of these children than regular early childhood programs.

The increase in the number of children with high needs (Table (A)(1)-5 enrolled in publicly funded programs also can be attributed in part to increased funding since 2007. Homeless and foster care children, who are automatically eligible for publicly funded programs, also account for part of the increase in the number of children with high needs who are being served.

Maryland provides supplemental funding for Head Start and Early Head Start to provide summer programs.

Chart A-5 outlines how Maryland’s existing policies in early childhood education have advanced as a result of the reform efforts that started in 1999. These laws illustrate the strong foundation upon which we hope to build with this application.

Chart A-5: Chronology of Key Early Childhood and Development Legislation and Policies

| Year | Legislative and Executive Policy Decisions |
|------|---|
| 1999 | Legislative Joint Committee on Children, Youth, and Families in 1999 adopts the result area regarding school readiness as their first reform initiative |
| 2000 | Legislative/Executive required the development of an interagency plan to improve school readiness |
| 2000 | Governor signed the Judith P. Hoyer Early Care and Education Enhancement Program, which established Judy Center partnership, the Maryland Model for School Readiness, and Accreditation Support |
| 2000 | Legislature required establishment of the Child Care Credentialing and the Tiered Reimbursement Program, which |
| 2001 | Leadership in Action program of 40 leaders from all child serving agencies which produced a five-year action plan with specific outcomes |
| 2002 | Bridge to Excellence (BTE) in Public Schools Act |
| 2003 | Memorandum of Agreement (MOA) between MSDE and the Maryland State Head |

| | |
|------|---|
| | Start Association |
| 2005 | Passage of bill to transfer all child care functions to MSDE |
| 2005 | Home Visiting Programs supported through Temporary Assistance to Needy Families (TANF) funds transferred to MSDE, Division of Special Education/Early Intervention Services |
| 2006 | Division of Early Childhood Development (DECD) developed a three-year strategic plan with the help of all stakeholders to improve the efficiencies and effectiveness of all early care and education programs and systems |
| 2007 | Task Force on Universal Preschool Education |
| 2007 | Governor's Office for Children provided funding for the state's Early Childhood Mental Health Consultation (ECMH) Project |
| 2008 | Requires MSDE to write a <i>Preschool for All</i> business plan |
| 2008 | Governor's State Advisory Council of Early Care and Education ("Early Childhood Advisory Council") by Executive Order |
| 2009 | Requires MSDE to submit application for Early Learning Challenge Fund |
| 2009 | Federal grants to pilot the IDEA Part C Extended Option |
| 2010 | Maryland receives a Race to the Top award |

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

Maryland is fully implementing each of the components that form the building blocks of a high quality early learning and development system. Heeding the call of the National Goals Panel, which set as its first goal to ensure that children enter school ready to learn, the Maryland General Assembly created a Joint Committee on Children, Youth, and Families in 1999 (Chapter 362, Acts of 1999) to adopt this result as its first reform initiative. By investigating which factors jeopardize the condition of the State's children, youth, and families and identifying which State policies and actions might benefit them, the Committee was able to recommend new legislation, regulations, and budget priorities to improve children's well-being.

In addition, the Committee is charged with identifying and recommending strategies and policy reforms to address inter-departmental gaps, inconsistencies, and inefficiencies in services to children and families. The Committee works to inform the Legislature and the general public of issues concerning the special needs of children, youth, and families. It is comprised of 20 members: 10 from the Senate and 10 from the House of Delegates (Chapter 491, Acts of 2002;

Chapters 63 & 64, Acts of 2009; Code State Government Article, sec. 2-10A-06).

The Joint Committee began using Results-Based Accountability in 2000 in order to shift the focus away from process indicators, such as trends in the enrollment of young children in early childhood programs, to outcome indicators, such as assessments of children's readiness skills. The goal was to better inform the public and hold systems accountable for the skill levels of young children as they start their formal school experience in kindergarten. MSDE was charged with developing an assessment system designed to measure the school readiness skills of incoming kindergarteners (see a more detailed description in Section E).

The Joint Committee required the Children's Cabinet to develop a strategic plan to improve the school readiness skills of young children. Supported by an Annie E. Casey Leadership in Action (LAP) strategic planning process, all of the state's child-serving agencies signed on to the first five-year strategic plan with the goal of ensuring that 75 percent of incoming kindergarteners demonstrate school readiness by 2007.

The Joint Committee also introduced legislation, titled the Judith P. Hoyer Early Care and Education Enhancement Program, which promoted the following components to advance early education in Maryland:

- **Establishment of Judy Center Partnerships**, under the auspices of local school systems, to create public school/early childhood partnerships for children, birth to age six, in Title 1 attendance areas as a strategy to improve school readiness. Currently, the state has 25 Judy Center Partnerships that serve 12,000 children in 40 (out of 412) Title 1 attendance areas.
- **Dissemination of the Maryland Model for School Readiness (MMSR)**, an early learning framework designed to: promote early learning standards; offer guidance on developmentally appropriate instruction for all early learning and development programs; support assessment of children's development and learning; provide consistent and high quality professional development; and engage families in preparing their children to enter kindergarten with critical school readiness skills and knowledge. The MMSR includes an annual report, *Children Entering School Ready to Learn*, which provides child outcome

data on incoming kindergarteners based on the MMSR Kindergarten Assessment. Statewide MMSR professional development has reached over 4,400 early childhood educators. MSDE issued its tenth annual report showing that 81 percent of all incoming kindergarteners were assessed as “fully ready” by their teachers – an increase of 32 percent since 2001.

- **Promotion of early childhood programs to pursue and complete national or State program accreditation.** MSDE established the Early Childhood Accreditation Project, which developed State program standards for pre-kindergarten, kindergarten, Head Start, and center-based child care programs. MSDE also provided the financial support for programs to successfully complete program accreditation. Currently, approximately 1,000 programs have an active status of accreditation – a tenfold increase since the baseline year of 2001.

In addition, Maryland provides the following building blocks for the State Plan of the Early Learning Challenge Grant:

- **Development of Early Learning and Development Standards.** In 2003-04, Maryland developed the Maryland (Voluntary) State Curriculum which included standards, indicators and objectives from pre-kindergarten to 8th grade. In 2004, Maryland developed Guidelines for Healthy Child Development and Care for Young Children, Birth to Three. This document was the precursor to Healthy Beginnings, which was released in December 2010.
- **Promotion of health practices and family engagement strategies** have been implemented through comprehensive partnerships, such as Family Support Centers for children under four and their parents, Judy Center Partnerships, Head Start, and the Early Childhood Mental Health Consultation Project.
- **Development of Early Childhood Educators.** Since 2001, Maryland has applied its Child Care Credentialing Program to provide incentives for child care early childhood educators to access a career ladder, improve their credentials and professional skills, and stay in the field. A Workforce Competency Framework for the state’s pre-service level was developed to identify the competencies needed in working with young children.

- Development of an early childhood data system.** Maryland has been developing its early childhood data system since 2001 with the kindergarten assessment information and added a revised administrative data system for child care subsidy, licensing, and credentialing in 2007. The Child Care Automated Tracking System (CCATS), initially with serious deficiencies was overhauled and provides on-time information about providers, children, and families who are accessing child care services. In 2010, MSDE began its work on integrating early childhood data into the Maryland Longitudinal Data System.

Table (A)(1)-1: Children from Low-Income⁷ families, by age

| | Number of children from Low-Income families in the State | Children from Low-Income families as a percentage of all children in the State |
|--|---|---|
| Infants under age 1 | 20,307 | 5.6% |
| Toddlers ages 1 through 2 | 41,621 | 11.4% |
| Preschoolers ages 3 to kindergarten entry | 41,874 | 11.5% |
| Total number of children, birth to kindergarten entry, from low-income families | 103,802 | 28.5% |

Data Source: 2010 Census Data

(1) Total Maryland Population < 5yo = 364,488; by age group, 71,523 birth-to-ones, 72,035 one-year-olds, 74,002 two-year-olds, 74,034 three-year-olds, and 72,894 four-year-olds.

(2) Percentage of low-income children, 28.5% plus or minus 3.1% from ASEC of CPS 2009 - related children 5-17 yrs old at or below 200% of poverty level.

⁷Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

| Table (A)(1)-2: Special populations of Children with High Needs | | |
|--|--|--|
| <i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i> | | |
| Special populations: Children who . . . | Number of children (from birth to kindergarten entry) in the State who... | Percentage of children (from birth to kindergarten entry) in the State who... |
| Have disabilities or developmental delays⁸ | 12,358 | 3.391% |
| Are English learners⁹ | 12,450 | 3.416% |
| Reside on "Indian Lands" | not applicable | |
| Are migrant¹⁰ | Number of eligible migrant children birth through 5 (not in kindergarten) = 149 | 0.041% |
| Are homeless¹¹ | 2,506 | 0.687% |
| Are in foster care | 1,477 (see explanation below) | 0.405% (see explanation below) |
| Other as identified by the State Describe: | not applicable | |
| <p>Number of Children < 5 years old: The most recent <5yo estimate for Maryland is the 2010 US Census figure, which is 364,488.</p> <p>Have Disabilities/Developmental Delays: Data source is the MSDE Attendance Data Collection for School Year 2010-11.</p> <p>Are English Learners: Data source is the MSDE Attendance Data Collection for School Year 2010-11.</p> <p>Are Migrant: Data source for eligible migrant children is Maryland's Consolidated State Performance Report (CSPR) for School Year 2009-2010. The corresponding number for School Year 2010-11 is not available.</p> | | |

⁸ For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

⁹ For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

¹⁰ For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

¹¹ The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

| Table (A)(1)-2: Special populations of Children with High Needs | | |
|--|--|--|
| <i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i> | | |
| Special populations: Children who . . . | Number of children (from birth to kindergarten entry) in the State who... | Percentage of children (from birth to kindergarten entry) in the State who... |
| <u>Are Homeless:</u> Data source is the MSDE Attendance Data Collection for School Year 2010-11. | | |
| <u>Are in Foster Care:</u> Number of children in foster care as reported in the Maryland CHESSE system as of June 30, 2011. | | |

| Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age | | | | |
|---|--|--|---|--|
| <i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i> | | | | |
| Type of Early Learning and Development Program | Number of Children with High Needs participating in each type of Early Learning and Development Program, by age | | | |
| | Infants under age 1 | Toddlers ages 1 through 2 | Preschoolers ages 3 until kindergarten entry | Total |
| State-funded preschool <i>Specify:</i> <i>Data Source and Year:</i> | 0 | 0 | 27,071 | 27,071 |
| Early Head Start and Head Start¹² <i>Data Source and Year:</i> | 387 | 1,248 | 11,041 | 12,676 |
| Programs and services funded by IDEA Part C and Part B, section 619 <i>Data Source and Year:</i> | <u>Part C:</u> 1,134 <u>619:</u> 0 | <u>Part C:</u> 6,563 <u>619:</u> 0 | <u>Part C:</u> 1,005 <u>619:</u> 11,870 | <u>Part C:</u> 8,702 <u>619:</u> 11,870 |
| Programs funded under Title I of ESEA <i>Data Source and Year:</i> | (see explanation below) | Ages 0-2 = 34 (see explanation below) | 13,407 | 13,441 |

¹² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

| Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age | | | | |
|---|--|----------------------------------|---|--------------|
| <i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i> | | | | |
| Type of Early Learning and Development Program | Number of Children with High Needs participating in each type of Early Learning and Development Program, by age | | | |
| | Infants under age 1 | Toddlers ages 1 through 2 | Preschoolers ages 3 until kindergarten entry | Total |
| Programs receiving funds from the State's CCDF program <i>Data Source and Year:</i> | 1,438 | 9,392 | 10,463 | 21,293 |
| Other <i>Specify:</i> <i>Data Source and Year:</i> | Not applicable | Not applicable | 250 | 250 |
| Other <i>Specify:</i> <i>Data Source and Year:</i> | 328 | 1,273 | 755 | 2,356 |
| <u>Programs funded under Title I of ESEA:</u> A disaggregated number for infants under age 1 is not available. | | | | |

| Table (A)(1)-4: Historical data on funding for Early Learning and Development | | | | | |
|--|--|---|---|---|-------------------|
| Type of investment | Funding for each of the Past 5 Fiscal Years | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 |
| Supplemental State spending on Early Head Start and Head Start¹³ | \$3,000,000 | \$3,000,000 | \$3,000,000 | \$1,800,000 | \$1,800,000 |
| State-funded preschool <i>Specify:</i> | \$68,570,757 (see explanation below) | \$93,749,201 (see explanation below) | \$90,223,707 (see explanation below) | \$96,962,236 (see explanation below) | Not yet available |
| State contributions to IDEA Part C | \$74,381,539 | \$54,481,693 | \$59,356,030 | \$49,476,152 | \$54,706,114 |

¹³ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

| Table (A)(1)-4: Historical data on funding for Early Learning and Development | | | | | |
|---|---|---|--|--|--|
| Type of investment | Funding for each of the Past 5 Fiscal Years | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 |
| State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total State contributions to CCDF¹⁴ | \$59,840,733 | \$64,643,983 | \$56,335,458 | \$64,954,642 | \$66,667,874 (not final until Oct. 2011 - final amount will be higher) |
| State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i> | Total of \$36,367,559 (exceeded by \$4,667,697) | Total of \$41,342,576 (exceeded by \$10,838,357) | Total of \$33,034,051 (exceeded by \$2,439,448) | Total of \$41,653,235 (exceeded by \$11,019,238) | Total of \$43,366,467 (exceeded by \$12,782,732) not final until Oct. 2011 |
| TANF spending on Early Learning and Development Programs¹⁵ | TANF transfer to CCDF of \$10,285,667 Home Visiting Program: \$4,642,102 | TANF transfer to CCDF of \$10,285,668 Home Visiting Program: \$4,642,102 | TANF transfer to CCDF of \$5,885,667 Home Visiting Program: \$4,642,102 | TANF transfer to CCDF of \$7,431,667 Home Visiting Program: \$4,642,102 | TANF transfer to CCDF of \$10,285,667 Home Visiting Program: \$4,642,102 |
| Other State contributions <i>Specify:</i> | not applicable | not applicable | not applicable | not applicable | not applicable |
| Other State contributions <i>Specify:</i> | not applicable | not applicable | not applicable | not applicable | not applicable |
| Total State contributions: | \$257,088,357 | \$272,145,223 | \$252,477,015 | \$266,920,034 | \$181,468,224 |
| State-funded preschool: The mandate to provide services also requires local spending as necessary to serve enrolled children. The figures provided in this row are estimates. They do not include CCDF | | | | | |

¹⁴ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

¹⁵ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

| Table (A)(1)-4: Historical data on funding for Early Learning and Development | | | | | |
|--|---|------|------|------|------|
| Type of investment | Funding for each of the Past 5 Fiscal Years | | | | |
| | 2007 | 2008 | 2009 | 2010 | 2011 |
| match amounts. | | | | | |
| * State contributions to IDEA Part C: State contributions include local funding sources. | | | | | |
| ** Total State contributions – FY 2011: The total contribution amount for FY 2011 is an estimate that is incomplete. Because certain figures are not yet available or not yet final, the total amount for FY 2011 is based partially on a projection and does not include an amount for State-funded preschool. | | | | | |

| Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State | | | | | |
|--|--|-------------------------|-------------------------|-------------------------|-------------------------|
| <i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i> | | | | | |
| Type of Early Learning and Development Program | Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹⁶ | | | | |
| | 2007 | 2008 | 2009 ¹⁷ | 2010 ¹⁷ | 2011 ¹⁷ |
| State-funded preschool <i>(annual census count; e.g., October 1 count)</i> <i>Specify:</i> | 25,674 | 27,719 | 26,821 | 26,147 | 27,071 |
| Early Head Start and Head Start¹⁸ <i>(funded enrollment)</i> | 10,387 | 10,397 | 10,387 | 10,911 | 12,676 |
| Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i> | <u>Part C:</u> 6,717 | <u>Part C:</u> 6,991 | <u>Part C:</u> 7,315 | <u>Part C:</u> 7,178 | <u>Part C:</u> 8,702 |
| | <u>619:</u> 11,756 | <u>619:</u> 11,752 | <u>619:</u> 12,203 | <u>619:</u> 12,532 | <u>619:</u> 11,870 |
| Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State)</i> | 8,397 | 12,132 | 11,162 | 13,441 | Not yet available |

¹⁶ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

¹⁷ Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

¹⁸ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

| Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State | | | | | |
|---|--|----------------|--------------------|--------------------|--------------------|
| <i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i> | | | | | |
| Type of Early Learning and Development Program | Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹⁶ | | | | |
| | 2007 | 2008 | 2009 ¹⁷ | 2010 ¹⁷ | 2011 ¹⁷ |
| <i>Performance Report)</i> | | | | | |
| Programs receiving CCDF funds <i>(average monthly served)</i> | 13,057* | 14,639 | 16,697 | 16,766 | 15,551** |
| Other <i>Describe:</i> | not applicable | not applicable | not applicable | not applicable | not applicable |
| <u>Programs receiving CCDF funds:</u> | | | | | |
| * CCDF children under 5 years old SFY 2007 monthly average based on March 2007 through June 2007 due to system changeover. | | | | | |
| ** CCDF children under 5 years old SFY 2011 monthly average based on July 2010 through April 2011 (latest actual data). Note: Effective March 1, 2011, NTCA waitlist began. | | | | | |

| Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards | | | |
|---|------------|----------|--------------|
| <i>Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i> | | | |
| Essential Domains of School Readiness | Age Groups | | |
| | Infants | Toddlers | Preschoolers |
| Language and literacy development | X | X | X |
| Cognition and general knowledge (including early math and early scientific development) | X | X | X |
| Approaches toward learning | X | X | X |
| Physical well-being and motor development | X | X | X |
| Social and emotional development | X | X | X |
| <i>[Enter text to explain or clarify information as needed]</i> | | | |

| Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State | | | | | |
|--|---|------------------------------|---|---|-------------------------|
| <i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i> | | | | | |
| Types of programs or systems | Elements of a Comprehensive Assessment System | | | | |
| | Screening Measures | Formative Assessments | Measures of Environmental Quality | Measures of the Quality of Adult-Child Interactions | Other |
| State-funded preschool <i>Specify:</i> Pre-K programs located in public elementary schools | X (required at the discretion of local school systems) | X | X (included in State standards, which are applied by local school systems) | X (included in teacher evaluations, which are conducted by local school systems) | |
| Early Head Start and Head Start¹⁹ | X | X | X | X | X |
| Programs funded under IDEA Part C | X (see explanation below) | X (see explanation below) | X (see explanation below) | (see explanation below) | (see explanation below) |
| Programs funded under IDEA Part B, section 619 | X | X | | | |
| Programs funded under Title I of ESEA | X (see explanation below) | | X (see explanation below) | X (see explanation below) | |
| Programs receiving CCDF funds | (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) | |

¹⁹ Including Migrant and Tribal Head Start located in the State.

| Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State | | | | | |
|--|--|---|--|--|------------------------------|
| <i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i> | | | | | |
| Types of programs or systems | Elements of a Comprehensive Assessment System | | | | |
| | Screening Measures | Formative Assessments | Measures of Environmental Quality | Measures of the Quality of Adult-Child Interactions | Other |
| Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i> Maryland EXCELS: "Developmentally Appropriate Learning and Practice/Child Assessment" module (Family Child Care QRIS Standards, Child Care Center QRIS Standards, and School-Age Program QRIS Standards). | X Levels 3, 4 (see explanation below) | X Levels 2, 3, 4, 5 (see explanation below) | X Levels 3, 4, 5 (see explanation below) | X Level 5 (see explanation below) | |
| State licensing requirements | X (see explanation below) | | | | |
| Other <i>Describe:</i> Judith P. Hoyer Centers ("Judy Centers") | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) |
| Programs funded under IDEA Part C: (See attached "Overview of Evaluation and Assessment") Screening Measures: Tools include but are not limited to: Ages and Stages Questionnaire (ASQ-III) Best Beginnings Developmental Screening (BBDS), Battelle Developmental Inventory (BDI-2) Screening, Modified Checklist for Autism in Toddlers (M-CHAT). Formative Assessments: Evaluations/Assessments are completed initially and updated on an annual basis as part of the Individualized Family Service Plan (IFSP) "Present Levels of | | | | | |

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

| Types of programs or systems | Elements of a Comprehensive Assessment System | | | | |
|--|---|-----------------------|-----------------------------------|---|-------|
| | Screening Measures | Formative Assessments | Measures of Environmental Quality | Measures of the Quality of Adult-Child Interactions | Other |
| <p>Development.” In addition, outcomes progress review occurs every 6 months on the “Child and Family Outcomes” page of the IFSP. Multiple sources of information are utilized; both quantitative and qualitative (see attached <i>Maryland’s Early Childhood Intervention and Special Education Evaluation and Assessment System Protocol - Recommended Eligibility and Results-Oriented Tool Boxes</i>).</p> <p>Measures of Environmental Quality: The majority of services are provided in the home and/or community. Each Individualized Family Service Plan (IFSP) includes “Routines in the Natural Environment.”</p> <p>Measures of the Quality of Adult-Child Interactions: These measures are optional, not required. The information is gathered as part of the IFSP process using Routines Based Interview (RBI), ASQ, and/or locally developed family interview tools.</p> <p>Other (Measures): Additional information collected as appropriate and as part of the IFSP process includes: targeted specialized assessments, general health information, medical reports, child’s strengths and needs summary.</p> <p><u>Programs funded under Title I of ESEA:</u></p> <p>Screening Measures: USDE requires state administered local projects to use and measure academic gains of child and adult participants enrolled in the program. For children, MSDE is required to report data on the PPVT-3 and PALS screening tools to measure alphabet knowledge and receptive language development. For adults, projects are required to measure reading and math gains using the CASAS. For adult-child interactions, the Parent Education Profile (PEP) tool is utilized.</p> <p>Measures of Environmental Quality: Some of the environmental measures used by local projects are integrated into the chosen early childhood curriculum such as, High Scope and the Creative Curriculum.</p> | | | | | |

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

| Types of programs or systems | Elements of a Comprehensive Assessment System | | | | |
|--|---|-----------------------|-----------------------------------|---|-------|
| | Screening Measures | Formative Assessments | Measures of Environmental Quality | Measures of the Quality of Adult-Child Interactions | Other |
| <p>Measures of the Quality of Adult-Child Interactions: MSDE’s Even Start program recommends that local projects use only assessment tools that are recommended and approved by the State and the LEA. These assessment measures include measures recommended for children birth – school-age (age 8); Dept of Labor, Adult Literacy program requires the CASAS, & BEST. Other adult-child assessments approved by MSDE’s Even Start program consists of the Bowdoin, Nurturing Program, Parents As Teachers, Systematic Training for Effective Parenting, Ounce, Ages & Stages.</p> <p>Programs Receiving CCDF Funds: Maryland’s current tiered reimbursement system requires participating programs at Levels 5 and 6 to meet ERS (ITERS/ECERS/SACERS) standards applicable to formative assessments, measures of environmental quality, and measures of the quality of adult-child interactions. Screening measures are not currently required, but they are planned for future inclusion.</p> <p><u>Current Quality Rating and Improvement System Requirements:</u></p> <p><u>Screening Measures:</u></p> <p><u>Level 3:</u></p> <ul style="list-style-type: none"> • Children are observed for developmental progress using developmental checklists. <p><u>Level 4:</u></p> <ul style="list-style-type: none"> • Program has a policy regarding child assessment using developmental checklists. • Program has a policy for sharing assessment results with families. <p><u>Level 5:</u></p> <ul style="list-style-type: none"> • Program has a written policy regarding child assessment using formal and informal assessment measures, including developmental checklists, portfolio development, and observation/anecdotal records. • Program has a written policy that describes their practices for sharing assessment results | | | | | |

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

| Types of programs or systems | Elements of a Comprehensive Assessment System | | | | |
|------------------------------|---|-----------------------|-----------------------------------|---|-------|
| | Screening Measures | Formative Assessments | Measures of Environmental Quality | Measures of the Quality of Adult-Child Interactions | Other |
| | <ul style="list-style-type: none"> • Same as Level 4, plus: • Evidence of use of an IFSP/IEP for individualized planning for children with disabilities (if applicable). Also, the program has a written policy regarding child assessment using formal and informal assessment measures, including developmental checklists, portfolio development, and observational and anecdotal records. <p><u>Measures of Environmental Quality:</u></p> <p><u>Level 3:</u></p> <ul style="list-style-type: none"> • Self-assessment conducted using the appropriate environment rating (ERS) scale for at least one of each age grouping. • Improvement plan created for any subscale score below 4.0 <p><u>Level 4:</u></p> <ul style="list-style-type: none"> • ERS scale 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. • Improvement plan created for any subscale score below 4.5. <p><u>Level 5:</u></p> <ul style="list-style-type: none"> • 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. • Improvement plan created for any subscale score below 5.0. <p><u>Measures of the Quality of Adult-Child Interactions:</u></p> <p><u>Level 5:</u></p> <p>For Level 5 public Pre-K programs <i>only</i>, use of the Classroom Assessment Scoring System™ (CLASS™ – see explanation below) will be required. It will be optional for other child care programs. The instrument will be administered locally by Maryland EXCELS</p> | | | | |

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

| Types of programs or systems | Elements of a Comprehensive Assessment System | | | | |
|------------------------------|---|-----------------------|-----------------------------------|---|-------|
| | Screening Measures | Formative Assessments | Measures of Environmental Quality | Measures of the Quality of Adult-Child Interactions | Other |
| | <p>performance monitors. CLASS™ is a reliable, validated observational tool that assesses classroom quality in Pre-K—3 based on teacher–student interactions in the classroom rather than evaluation of the physical environment or a specific curriculum. The complete set of Maryland EXCELS standards at all participant levels for Family Child Care Homes, Child Care Centers, and School-Age Programs, is posted on the MSDE Division of Early Childhood Development website.</p> <p>State Licensing Requirements: Maryland child care licensing regulations require that a health inventory signed by a physician must be submitted for each child at the time of admission to care. This inventory must include a review of the child in the following areas: general physical health, physical illness or impairment, vision, hearing, speech/language, allergies, disabilities, modified diet or special feeding needs, mental/emotional/behavioral, and any other condition that might limit the child’s participation in child care program activities. The inventory also asks if the child has received any evaluations that could help the child care provider or teacher to meet the child’s health or educational needs. MSDE plans to amend State licensing regulations within the next 3 years to explicitly require programs to ensure that each child receives screenings for developmental and learning needs, behavioral health, and oral health.</p> <p>Other: Judy Centers</p> <ul style="list-style-type: none"> • Early Identification and Intervention is a required component standard of all Judy Centers. There is a plan in place to identify all children ages birth through five years of age. This includes those who are enrolled in state or federally regulated programs. Children receive age-appropriate developmental screenings, evaluations and interventions when appropriate. • Judy Centers do not directly screen and assess children but, rather, screenings and assessments are performed by members of the Judy Center Partnerships. Judy Centers may refer children to its | | | | |

| Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State | | | | | |
|---|---|-----------------------|-----------------------------------|---|-------|
| <i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i> | | | | | |
| Types of programs or systems | Elements of a Comprehensive Assessment System | | | | |
| | Screening Measures | Formative Assessments | Measures of Environmental Quality | Measures of the Quality of Adult-Child Interactions | Other |
| <p>community partners when there are concerns about a particular child. It is up to the community partner to determine the appropriate screening and follow up assessment, if required, that should be done.</p> <ul style="list-style-type: none"> Families are requested to sign a release form so that results of the screenings and assessments and any necessary interventions may be shared with the Judy Center. This allows the Judy Center to respond appropriately when including the child and their family in all Judy Center activities and events. All children ages birth through five years, regardless of abilities, are fully included and have access to all programs and services. | | | | | |

| Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State | | | | | |
|---|---|---|---|-----------------|-------|
| <i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i> | | | | | |
| Types of Programs or Systems | Elements of high-quality health promotion practices | | | | |
| | Health and safety requirements | Developmental, behavioral, and sensory screening, referral, and follow-up | Health promotion, including physical activity and healthy eating habits | Health literacy | Other |
| State-funded preschool <i>Specify</i> | X | X | X | | X |
| Early Head Start and Head Start | X | X | X | X | X |

| Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State | | | | | |
|--|---|---|---|--|------------------------------|
| <i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i> | | | | | |
| Types of Programs or Systems | Elements of high-quality health promotion practices | | | | |
| | Health and safety requirements | Developmental, behavioral, and sensory screening, referral, and follow-up | Health promotion, including physical activity and healthy eating habits | Health literacy | Other |
| Programs funded under IDEA Part C | | X | X | | |
| Programs funded under IDEA Part B, section 619 | | X | | | |
| Programs funded under Title I of ESEA | X | (see explanation below) | X | (see explanation below) | |
| Programs receiving CCDF funds | X | X (see explanation below) | X | | |
| Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i> | X Levels 1-5 (all levels) (see explanation below) | X Levels 1-5 (all levels) (see explanation below) | X Levels 1-5 (all levels) (see explanation below) | X Levels 4-5 (see explanation below) | |
| State licensing requirements | X | (see explanation below) | X | | |
| Other <i>Describe:</i> | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) |
| Programs funded under Title I of ESEA: These elements do not apply to Maryland Title I programs because, due to State Pre-K standards, there are no full-time free-standing Title I programs. Title I funds are used only to provide supplemental extended program hours. | | | | | |

| Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State | | | | | |
|---|---|---|---|-----------------|-------|
| <i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i> | | | | | |
| Types of Programs or Systems | Elements of high-quality health promotion practices | | | | |
| | Health and safety requirements | Developmental, behavioral, and sensory screening, referral, and follow-up | Health promotion, including physical activity and healthy eating habits | Health literacy | Other |
| <p><u>Programs receiving CCDF funds:</u> Maryland’s QRIS program (Maryland EXCELS) will require participating programs, including those receiving CCDF funds, to meet developmental, behavioral, and sensory screening, referral, and follow-up requirements that are specified in ITERS/ECERS/SACERS standards.</p> <p><u>Current Quality Rating and Improvement System requirements:</u></p> <p><u>Health and Safety requirements:</u></p> <ul style="list-style-type: none"> • Program must meet all applicable health and safety requirements under Maryland child care licensing regulations. <p><u>Developmental, behavioral, and sensory screening, referral, and follow-up:</u></p> <ul style="list-style-type: none"> • As required by Maryland child care licensing regulations, a health inventory signed by a physician must be submitted for each child at the time of admission to care. This inventory includes the following screenings: physical illness or impairment, vision, hearing, speech/language, allergies, disabilities, modified diet or special feeding needs, mental/emotional/behavioral, and any other condition that might limit the child’s participation in child care program activities. The inventory also asks if the child has received any evaluations that could help the child care provider or teacher to meet the child’s health or educational needs. • The health inventory also requests the physician to provide recommendations for any follow-up the child may need. • Also, licensing regulations require each child under the age of 6 to have a lead screening within 30 days after being admitted to care. • In addition to the above, which apply to all five QRIS levels, a program at any level may seek an endorsement by a recognized expert practitioner or agency in the fields of inclusive | | | | | |

| Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State | | | | | |
|---|---|---|---|-----------------|-------|
| <i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i> | | | | | |
| Types of Programs or Systems | Elements of high-quality health promotion practices | | | | |
| | Health and safety requirements | Developmental, behavioral, and sensory screening, referral, and follow-up | Health promotion, including physical activity and healthy eating habits | Health literacy | Other |
| | <p>special-needs practices and health and wellness. For a program participating in the Maryland EXCELS program, obtaining such an endorsement will constitute achievement of a supplemental QRIS standard.</p> <p><u>Health promotion, including physical activity and healthy eating habits:</u></p> <ul style="list-style-type: none"> • Program must meet all applicable child physical activity and nutrition requirements under Maryland child care licensing regulations. • <u>Physical Activity:</u> Licensing regulations require the program to offer daily that promote the physical health of each child. Each child must be afforded periods of rest appropriate to the age, needs, and activities of the child. Each child must have a period of outdoor play each morning and afternoon except during inclement weather, and except if the program is a before-school program. • <u>Nutrition:</u> Licensing regulations include a requirement for all meals and snacks to comply with the nutritional guidelines of the Child and Adult Care Food Program of the U.S. Department of Agriculture. In addition, licensing regulations require program compliance with any modified diet required by a child, whether for medical/health reasons or for cultural reasons. <p><u>Health Literacy:</u></p> <ul style="list-style-type: none"> • The program has a parent handbook that includes information on at least 4 of the following: communicating with families, health and safety information, wellness, physical fitness, and nutrition, safety information, emergency plans, tuition and enrollment policies, teaching and learning, inclusion of children with disabilities or special health care needs, and behavior management. <p>Maryland's QRIS program (Maryland EXCELS), which will begin implementation in October</p> | | | | |

| Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State | | | | | |
|---|--|---|---|-----------------|-------|
| <i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i> | | | | | |
| Types of Programs or Systems | Elements of high-quality health promotion practices | | | | |
| | Health and safety requirements | Developmental, behavioral, and sensory screening, referral, and follow-up | Health promotion, including physical activity and healthy eating habits | Health literacy | Other |
| | <p>2011, requires participating programs at Levels 4 and 5 to meet health and safety, wellness, physical fitness, and nutrition standards. The complete set of Maryland EXCELS standards at all participant levels for Family Child Care Homes, Child Care Centers, and School-Age Programs, is posted on the MSDE Division of Early Childhood Development website.</p> <p>State licensing requirements: Developmental, behavioral, and sensory screening, referral, and follow-up requirements are planned for inclusion within State licensing requirements within the next 3 years.</p> <p>Other: Judy Centers: The provision of health services is a required component standard of all Judy Centers; however, Judy Centers themselves do not provide direct health services. Children and their families are referred by Judy Centers for services to appropriate agencies and organizations who are members of the Judy Center Partnership and who are responsible for the provision of such services. The Judy Center may also arrange for services to be delivered on site, such as vision, hearing and dental screenings. Sometimes, such services are funded by the Judy Center grant or are provided gratis by service providers or community organizations (local dentists, local health departments, Lions Club, etc.).</p> | | | | |

| Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State |
|---|
| <i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i> |

| Types of Programs or Systems | Describe Family Engagement Strategies Required Today |
|---|---|
| State-funded preschool <i>Specify:</i> | <p>There is no statewide <i>requirement</i> for family engagement strategies in State-funded Pre-K programs. Individual LEAs may develop and implement local family engagement strategies for the public Pre-K programs they operate based on community needs and local resources. In October 2001, Maryland’s Family Involvement Policy was approved by the Maryland State Board of Education as a statewide resolution, but it wasn’t established as a statewide requirement under the Code of Maryland Regulations (COMAR).</p> <p>However, all Judy Centers (see below in this chart under “Other”) – which are located at public elementary schools – <i>are</i> required to develop and implement family engagement strategies.</p> |
| Early Head Start and Head Start | <p>Described in EHS/HS Performance Standards and includes expectations, outreach, transitions, empowerment and parent education.</p> |
| Programs funded under IDEA Part C | <p>(see explanation below)</p> |
| Programs funded under IDEA Part B, section 619 | <p>Same as programs funded under IDEA Part C above (see explanation below regarding Part C).</p> |
| Programs funded under Title I of ESEA | <p>(see explanation below)</p> |
| Programs receiving CCDF funds | <p>Formal care programs receiving CCDF funds must meet State licensing requirements (see the “State Licensing Requirements” entry below).</p> |
| Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i> | <p>Maryland EXCELS family engagement strategies (applicable to Family Child Care Homes, Child Care Centers, and School-Age Programs):</p> <p><u>Level 2:</u> Families are provided with opportunities to be involved in the program in at least two ways.</p> <p><u>Level 3:</u> Families are provided with opportunities to be involved in the program in at least two ways.</p> <p><u>Level 4:</u> Families are provided with at least four ways to be involved in the</p> |

| Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State | |
|--|--|
| <p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p> | |
| Types of Programs or Systems | Describe Family Engagement Strategies Required Today |
| | <p>program, including conferences, activities, fundraising, decision-making, parent newsletters, or parent surveys. 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.</p> <p><u>Level 5:</u> Families are provided with at least five ways to be involved in the program, including conferences, activities, fundraising, decision-making, parent newsletters, or parent surveys. 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.</p> |
| State licensing requirements | <p>State licensing regulations require all licensed child care centers and family child care homes to:</p> <ol style="list-style-type: none"> (1) Allow unannounced and unrestricted parental access during program operating hours; (2) Provide parents with written child care consumer education information published by the State licensing agency; (3) Obtain from each parent , at or before the time of a child’s admission to care, an individualized assessment of the child’s care needs that must be reviewed and updated by the parent at least annually; and (4) Ensure that parents verify the daily child attendance records that are required to be maintained by each program. <p>Family child care providers must also establish and maintain a written</p> |

| Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State | |
|--|---|
| <p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p> | |
| Types of Programs or Systems | Describe Family Engagement Strategies Required Today |
| | <p>agreement with each parent that specifies the nature and extent of program services.</p> |
| <p>Other <i>Describe:</i> Judith P. Hoyer Centers (“Judy Centers”)</p> | <p>(see explanation below)</p> |
| <p>Programs funded under IDEA Part C:</p> <p>During SFY 2011, the Family Support Services section within the MSDE Division of Special Education/Early Intervention Services provided a comprehensive continuum of services, supports, and resources to families of children with disabilities ages birth – 21, including family support networks (birth to 3), Preschool Partners (3-5), and Partners for Success (5-21) in all 24 Maryland jurisdictions as well as the Maryland School for the Deaf and the Maryland School for the Blind. The Section supports local systems with professional development, opportunities to partner with other local and state agencies, Grant opportunities, linkages to local, state, and national resources and ongoing clarification of Federal and State special education laws and regulations. Examples include:</p> <ul style="list-style-type: none"> • Spoke with approximately 600 individual families regarding specific concerns for their Part C or Part B children. • Organizing/held 2 two day statewide trainings (Fall/Spring) for Family Support, Preschool Partners, and Partners for Success Coordinators. • Presenting at several local parent trainings on advocacy, anxiety, autism, and general | |

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

| Types of Programs or Systems | Describe Family Engagement Strategies Required Today |
|------------------------------|--|
| | <p>information regarding early intervention/special education services.</p> <ul style="list-style-type: none"> • Continuing ongoing outreach efforts to the Baltimore Orthodox community regarding their children with disabilities, and continued to support Kodem Kol, a program of the Baltimore City Infants and Toddlers Program, which ensures culturally sensitive service coordination. Establishing Kodem Kol (birth to 3) has increased referrals from the Orthodox community from less than 10 per year to an average of 70 per year. • Collaborating with Parents Place of Maryland and facilitated a meeting of all family support coordinators on the Eastern Shore – 9 counties. • Supporting two research projects with Johns Hopkins School of Public Health in their efforts to reach families in certain catchment areas without violating confidentiality. A third project, now in its tenth year is a CDC funded surveillance effort which also focuses on autism. • Ongoing technical assistance and support to children/families enrolled in the Autism Waiver. • Ongoing participation in the development of a “facilitation guide” being developed by Pathfinders for Autism, a parent run resource for families of children with autism in Maryland. • Speaking at two different sessions of the Family Life Institute program, which provides training to a group of parents and self advocates to assist in understanding the “big picture” of Part C and Part B. Presentations were focused on statewide and local family support activities, the Autism Waiver and a “webinar” on autism and the Waiver. |

| Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State | |
|--|---|
| <p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p> | |
| Types of Programs or Systems | Describe Family Engagement Strategies Required Today |
| | <ul style="list-style-type: none"> • Continued focus on the needs of military families, especially those affected by Maryland’s Base Realignment and Closure initiative. <p>Programs funded under Title I of ESEA:</p> <p>All Title I Schools in Maryland must have strategies in place that address each of the following:</p> <ul style="list-style-type: none"> • Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. • The plan is distributed to parents of participating Title I students. • Parent Involvement Plan is jointly developed with parents. • Schools convene parent meetings at least annually to inform parents of the school’s role in implementing Title I, the parents’ rights, and ways the school will provide for parental involvement. • Involve parents in program planning, including the planning, review, and improvement of the school parental involvement policy/plan. • If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. • A written school-parent compact supporting instruction is jointly developed with parents of participating Title I students. • Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, State and local academic assessments, and the requirements of Title I. |

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

| Types of Programs or Systems | Describe Family Engagement Strategies Required Today |
|------------------------------|--|
| | <ul style="list-style-type: none"> • Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement. • Educate school personnel with parental assistance on how to work with parents as equal partners in their child’s educational process. • To the extent feasible, coordinate and integrate programs purposed to increase parent involvement with other Federal programs such as Title III (ESOL), IDEA (Special Education), Head Start, 21st Century Community Learning, Judy Center as well as other community agencies such as the local health department, the local library system, etc. • Ensure information is presented in a format and, to the extent practicable, in a language the parents can understand. • Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. • To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information in a format, and to the extent practicable, in a language such parents understand. <p>In addition, Local Education Agencies with a migrant population requires each migrant family to register with the Maryland Migrant Education Program, which provides the</p> |

| Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State | |
|--|--|
| <p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p> | |
| Types of Programs or Systems | Describe Family Engagement Strategies Required Today |
| | <p>following services:</p> <ul style="list-style-type: none"> • Consultation with a migrant parent advisory council for programs of 1 school year in duration. The consultation must be in a format and language understandable by the parents. The planning of the program must discuss any unmet needs of students including preschool children (including a family literacy program). • Conducting home visits and parent meetings that focus on educating parents about how they can help to prepare their young children for kindergarten. • Providing MEP staff members with training and materials that build their capacity to promote early literacy. • Increasing outreach efforts to migrant students and families that focus on literacy development. • Providing training activities based on parent input. Migrant programs offer training, send materials and make family home visits. Bilingual staff facilitates ongoing communication with parents. <p>Other: Judith P. Hoyer Centers (“Judy Centers”):</p> <ul style="list-style-type: none"> • Family Involvement is a required component standard of all Judy Centers. The Judy Center Partnership’s role in Family Involvement is centered on the family’s ability to participate in and support their child’s early learning. It is based on the philosophy that the family provides the primary influence on a young child’s well being. • Family Involvement in the Judy Center Partnership depends on the collaboration of all partners to encourage parents and care givers to become empowered to meet the needs of their families. Family involvement activities include events for ages 0-5. |

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

| Types of Programs or Systems | Describe Family Engagement Strategies Required Today |
|------------------------------|--|
| | <ul style="list-style-type: none"> • Events are coordinated among all agencies to meet the needs of all children and a coordinated calendar is regularly distributed to families. Each Judy Center Partnership determines activities and events to engage its parents. Typically, Judy Centers provide regularly scheduled parenting workshops; monthly family nights (focused on the 7 domains of learning); story times with the public library; professional puppet shows and theater events; playgroups for children 0-4 who are not yet in school and their parents; and field trips. • Our high-needs children come from non-traditional families. In response, most Judy Centers have elected to sponsor a program for Dads and Other Significant Men in the Lives of Children that includes special activity nights for children and men, parenting workshops for men, etc. Two Judy Centers sponsor the GAP (Grandparents As Parents) Program. Some Judy Centers sponsor support groups for families to address certain areas, e.g., children with socio-emotional issues. • Judy Centers communicate on a regular and ongoing basis with parents through brochures that include information about their programs and services, and many have websites. Flyers are sent home advertising upcoming events and services. However, the population tends not to read much of the information sent home and, therefore, the most effective outreach appears to be personal contact through phone calls and home visits. • Judy Centers plan transitioning activities for children and parents as they move from one program to another. Transition activities include visits to the receiving classroom by parents and children to introduce teachers and the new environment and tours of |

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

| Types of Programs or Systems | Describe Family Engagement Strategies Required Today |
|------------------------------|---|
| | <p>the school. There are information nights for parents when children move from one program to another. Some Judy Centers sponsor a summer program for those children who have not yet been enrolled in school so that they become familiar with the environment before the start of the school year.</p> <ul style="list-style-type: none"> Family engagement is a critical part of the work of the Judy Centers. Without the cooperation and participation of parents, we cannot accomplish our work successfully. The theme for the 2011 Annual Leadership Meeting, attended by all Coordinators and Family Service Coordinators, is Extreme Makeover: Family Engagement. Five Action Teams will be tasked with addressing the following: (1) Engaging Families with Children 0-4, (2) Engaging Families in Adult Education, (3) Engaging Families with Children with Special Needs and Receiving Early Childhood Mental Health Services, (4) Engaging Non-Traditional Families, and (5) Engaging All Families. We are seeking solutions that will allow us to identify and recruit more children and families as early as possible with outcomes that include more children who are fully ready for school upon entering kindergarten. |

| Table (A)(1)-10: Status of all early learning and development workforce credentials²⁰ currently available in the State | | | | |
|---|---|---|----------|--------------------------|
| List the early learning and development workforce credentials in the State | If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i> | Number and percentage of Early Childhood Educators who have the credential | | Notes (if needed) |
| | | # | % | |
| Maryland Child Care Credential-Staff Staff Level 1 – 6 * (total) | Yes | 6,195 (total) | 18.971% | |
| Staff Level 1 | | 1,463 | 4.480% | |
| Staff Level 2 | | 806 | 2.468% | |
| Staff Level 3 | | 2,017 | 6.177% | |
| Staff Level 4 | | 625 | 1.914% | |
| Staff Level 5 | | 169 | 0.518% | |
| Staff Level 6 | | 450 | 1.378% | |
| Maryland Child Care Credential-Administrator Level 1 – 4 * (total) | Yes | 34 (total) | 1.031% | |
| Admin. Level 1 | | 4 | 0.121% | |
| Admin. Level 2 | | 2 | 0.061% | |
| Admin. Level 3 | | 5 | 0.152% | |
| Admin. Level 4 | | 23 | 0.698% | |
| * All figures reflect Maryland Child Care Credential Program (MCCCP) participant counts at the end of June 2011. For the MCCCP Credential-Staff, percentages are developed by dividing the number of participants by the total number of licensed child care center staff in Maryland (32,655) as reported by CCATS as of June 22, 2011 (NOTE: This 32,655 figure includes center aides as well as teachers and | | | | |

²⁰ Includes both credentials awarded and degrees attained.

Table (A)(1)-10: Status of all early learning and development workforce credentials²⁰ currently available in the State

| List the early learning and development workforce credentials in the State | If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i> | Number and percentage of Early Childhood Educators who have the credential | | Notes (if needed) |
|---|--|--|---|-------------------|
| | | # | % | |
| directors). For the MCCCCP Credential-Administrator, percentages are developed by dividing the number of participants by the total number of licensed child care center directors (3,297) as reported by CCATS as of June 22, 2011. | | | | |

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators

| List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators | Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year | Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i> |
|--|--|---|
| Anne Arundel Community College | 2 | Yes |
| Carroll Community College | 13 | Yes |
| Cecil Community College | 0 | Yes |
| Chesapeake College | 1 | Yes |
| College of Southern Maryland | 0 | Yes |
| Frederick Community College | 1 | Yes |
| Hagerstown Community College | 6 | Yes |
| Harford Community College | 0 | Yes |
| Howard Community College | 5 | Yes |

| Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators | | |
|---|---|---|
| List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators | Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year | Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/Not Available) |
| Montgomery College | 3 | Yes |
| Salisbury University | 0 | Yes |
| University of Maryland Baltimore County | 1 | Yes |
| University of Maryland Eastern Shore | 4 | Yes |
| Washington Adventist University | 9 | Yes |
| The above figures show all participating Maryland colleges/universities and child care professionals participating in the Child Care Career and Professional Development Fund during FY 2010 and FY 2011. | | |

| Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment | | | | | |
|---|--|---|---|--|---|
| State's Kindergarten Entry Assessment | Essential Domains of School Readiness | | | | |
| | Language and literacy | Cognition and general knowledge (including early mathematics and early scientific development) | Approaches toward learning | Physical well-being and motor development | Social and emotional development |
| Domain covered? (Y/N) | Y | Y | Y | Y | Y |
| Domain aligned to Early Learning and Development Standards? (Y/N) | Y | Y | Y | Y | Y |
| Instrument(s) used? (Specify) | Work Sampling System® (Pearson Assessments) | Work Sampling System® (Pearson Assessments) | Work Sampling System® (Pearson Assessments) | Work Sampling System® (Pearson Assessments) | Work Sampling System® (Pearson Assessments) |

| Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment | | | | | |
|--|---|---|---|---|---|
| State’s Kindergarten Entry Assessment | Essential Domains of School Readiness | | | | |
| | Language and literacy | Cognition and general knowledge (including early mathematics and early scientific development) | Approaches toward learning | Physical well-being and motor development | Social and emotional development |
| Evidence of validity and reliability? <i>(Y/N)</i> | Y | Y | Y | Y | Y |
| Evidence of validity for English learners? <i>(Y/N)</i> | Y | Y | Y | Y | Y |
| Evidence of validity for children with disabilities? <i>(Y/N)</i> | Y | Y | Y | Y | Y |
| How broadly administered? <i>(If not administered statewide, include date for reaching statewide administration)</i> | Administered statewide to all incoming kindergarteners. | Administered statewide to all incoming kindergarteners. | Administered statewide to all incoming kindergarteners. | Administered statewide to all incoming kindergarteners. | Administered statewide to all incoming kindergarteners. |
| Results included in Statewide Longitudinal Data System? <i>(Y/N)</i> | Y | Y | Y | Y | Y |

| Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State | | | | | | | |
|--|--|--|--------------------------------|--|--|---------------------------------------|--|
| List each data system currently in use in the State that includes early learning and development data | Essential Data Elements | | | | | | |
| | <i>Place an “X” for each Essential Data Element (refer to the definition) included in each of the State’s data systems</i> | | | | | | |
| | Unique child identifier | Unique Early Childhood Educator identifier | Unique program site identifier | Child and family demographic information | Early Childhood Educator demographic information | Data on program structure and quality | Child-level program participation and attendance |
| Child Care Automated Tracking System (CCATS) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) |
| MSDE Electronic Licensing Inspection | | X (see explanation below) | X (see explanation below) | | X (see explanation below) | X (see explanation below) | |

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State

| List each data system currently in use in the State that includes early learning and development data | Essential Data Elements | | | | | | |
|---|---|--|--------------------------------|--|--|---------------------------------------|--|
| | Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems | | | | | | |
| | Unique child identifier | Unique Early Childhood Educator identifier | Unique program site identifier | Child and family demographic information | Early Childhood Educator demographic information | Data on program structure and quality | Child-level program participation and attendance |
| System (ELIS) | | | below) | | | below) | |
| MSDE Division of Accountability and Assessment Data System (DAADS) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) |
| MSDE Longitudinal Data System (LDS) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) | X (see explanation below) |
| | | | | | | | |

Child Care Automated Tracking System (CCATS):

The CCATS unified case management system captures and maintains operational data for all licensed child care programs and all informal CCDF child care providers throughout Maryland. Each of these programs and providers, and each of their associated child care staff members, is uniquely identified in the system. Family- and child-related information, including a unique child identifier, is maintained in CCATS only for children receiving subsidized child care services.

MSDE Electronic Licensing Inspection System (ELIS):

The ELIS system captures and maintains data on all licensing inspections conducted at licensed child care programs throughout Maryland. This data includes information about specific findings from each licensing inspection and each program's current license status, operating profile, and quality (QRIS – Maryland EXCELS) level. Also included are aggregate child enrollment and attendance data for each program at the time of inspection. No family-specific or child-specific information is captured. The system's database drives the content of an Internet portal established specifically to permit the public to search for licensed child care programs and to view detailed information about licensing inspection results.

| Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State | | | | | | | |
|--|--|--|--------------------------------|--|--|---------------------------------------|--|
| List each data system currently in use in the State that includes early learning and development data | Essential Data Elements | | | | | | |
| | <i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i> | | | | | | |
| | Unique child identifier | Unique Early Childhood Educator identifier | Unique program site identifier | Child and family demographic information | Early Childhood Educator demographic information | Data on program structure and quality | Child-level program participation and attendance |
| <p><u>MSDE Division of Accountability and Assessment Data System (DAADS):</u></p> <p>The DAADS system captures and maintains child and education staff data for all Maryland K-12 public schools, Pre-K programs operated by the public schools, and ESEA Title I schools, and for all families receiving early intervention and learning services under IDEA Parts B and C. The system also maintains child-specific data for all kindergarten entry assessments conducted in Maryland public schools. A unique child identifier is maintained for each child entered into the system.</p> <p><u>MSDE Longitudinal Data System (LDS):</u></p> <p>The LDS system collects, integrates, and analyzes early learning program, school, family, and child data maintained in the CCATS, ELIS, and DAADS systems. An Early Childhood Data Warehouse (ECDW) has been developed within the LDS specifically to coordinate all early care and learning data received from those systems and link those data to the K-12 module of the LDS for longitudinal analysis at school, program, classroom, educator, and child levels. In addition, a special Web-based application is being completed within the ECDW that will allow child-specific licensed child care program enrollment and attendance data to be captured, tracked, and integrated with other LDS data on a continuing daily basis. The ECDW will begin operating in October 2011.</p> | | | | | | | |

(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals. (20 points)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

Evidence for (A)(2)

- The State's goals for improving program quality statewide over the period of this grant.
 - The State's goals for improving child outcomes statewide over the period of this grant.
 - The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
- Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

Maryland's early childhood agenda has always focused on school readiness, which we define as the skills, behaviors, and dispositions that young children bring to their formal schooling in order to engage successfully in kindergarten. Scores on the state's kindergarten assessment

show that, between 2001 and 2011, the percentage of children deemed fully ready has increased from 49 percent to 81 percent. The alignment of Maryland's direct services, support system, and governance structure has contributed to these improvements.

While all children and even each specific subgroup have made impressive gains, however, the readiness gap persists between the most vulnerable children and their peers. The Race to the Top-Early Learning Challenge (RTT-ELC) State Plan is designed to significantly narrow²¹ the readiness gap for children with high needs in the next four years.

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;

The goal of Maryland's early care and education infrastructure, as enhanced by the RTT-ELC grant, is to improve the school readiness skills of incoming kindergarteners. We aim to increase the percentage of children assessed as "fully ready" to enter kindergarten from the current baseline in 2010 of 81 percent to 92 percent in 2015, as measured by the Maryland Model for School Readiness (MMSR) Kindergarten Assessment. In particular, the state aims to push the trend line upwards for children with high needs -- including children from families with low incomes, children with developmental delays/disabilities, and English Language Learners-- thereby narrowing the readiness gap. By improving the odds of success for children with high needs entering kindergarten, the State will not only narrow the readiness gap between these children and their peers, but increase the overall rate of school readiness among Maryland's children.

Long-term goal:

By the 2015-16 school year, 92 percent of all children entering kindergarten will be "fully ready" as measured by the Composite Score of the MMSR Kindergarten Assessment, and 81 percent of all children entering kindergarten will be "fully ready" as measured by the

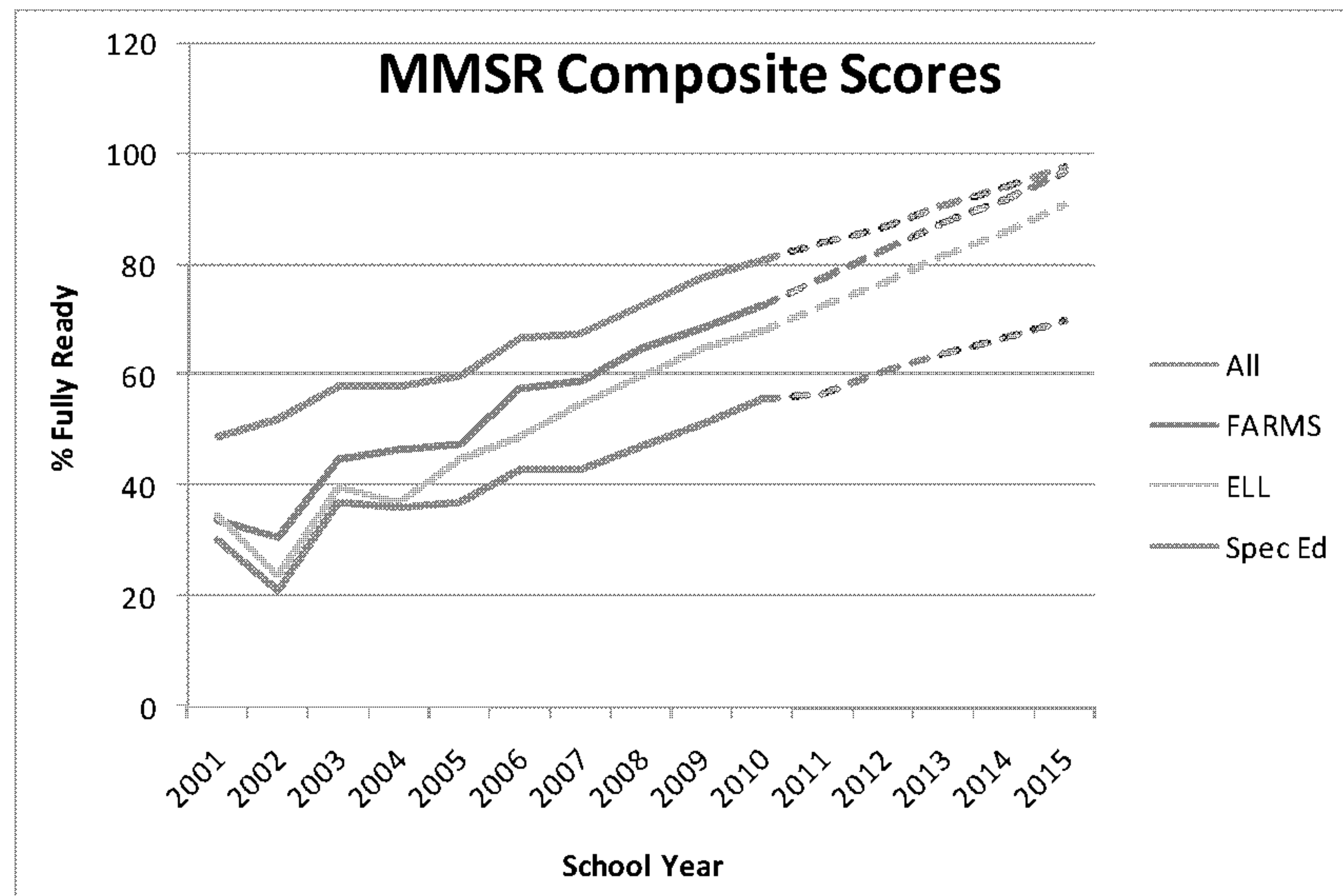
²¹ The State Council decided to interpret "ambitious yet achievable goals" as meaning to narrow the gap rather than expecting to eliminate those gaps. This decision was made based on past experience working with the school readiness data and the statistical projections for the next four years.

Language and Literacy Score of the MMSR Kindergarten Assessment.

Milestones leading up to school year 2015-16²² include the following:

| Time | Composite | Language and Literacy |
|--------------------------|------------|-----------------------|
| SY 2014-15 | 90 percent | 79 percent |
| SY 2013-14 ²³ | 88 percent | 77 percent |
| SY 2012-13 | 84 percent | 74 percent |
| SY2011-12 | 82 percent | 73 percent |

Chart A-6: Maryland Model for School Readiness (MMSR) Kindergarten Assessment Composite Results – Past and Projected



(KEY: FARMS = Free and Reduced Meals, ELL = English Language Learners, Spec Ed = Children with disabilities)

Long-term goals for children from families with low-incomes:

By the 2015-16 school year, the State’s goals include:

- 88 percent of all children from families with low incomes who are entering kindergarten will be “fully ready” as measured by the Composite Score of the MMSR

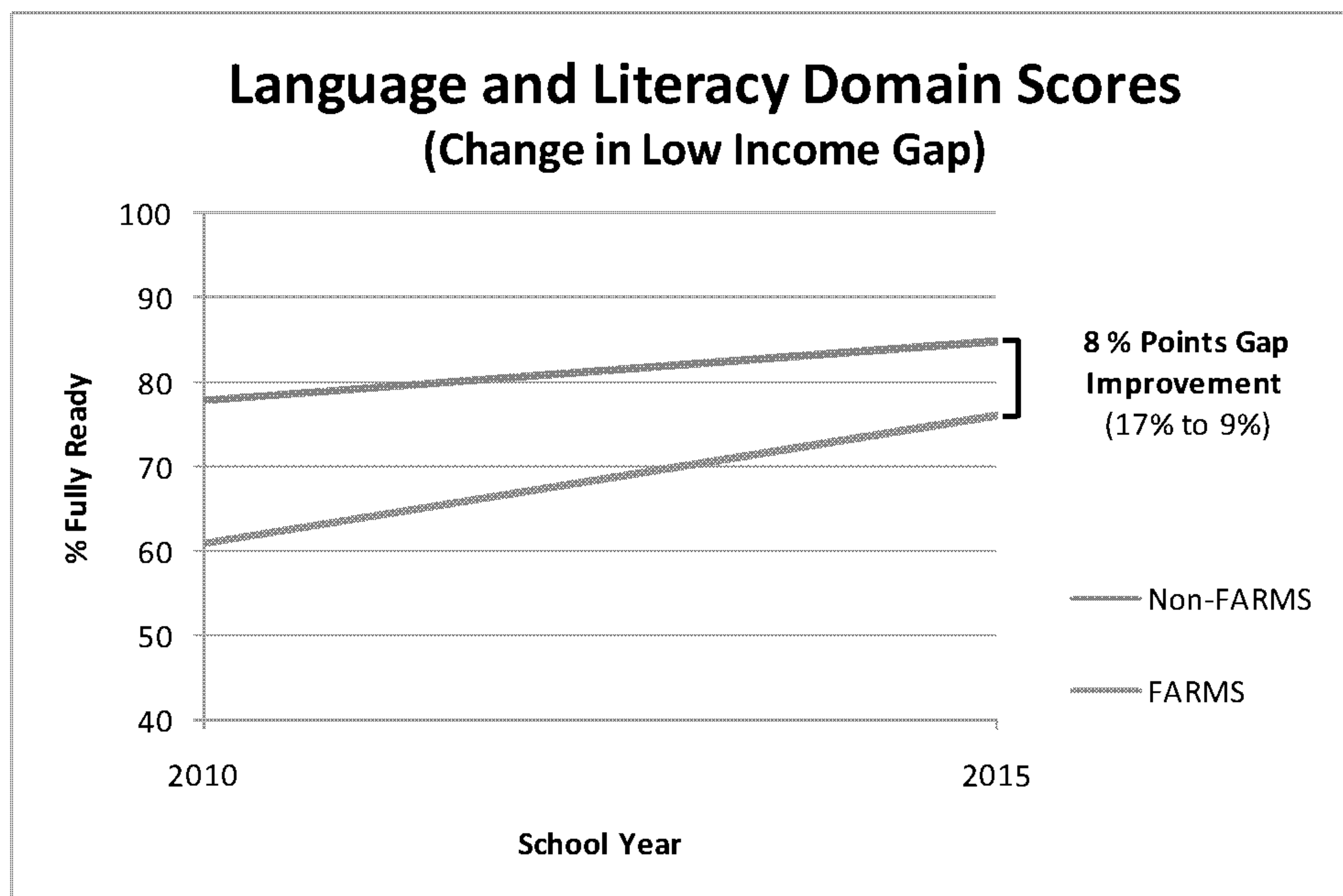
²² The calculations are based on a regression analysis based on ten years of trend data.

²³ The RTT-ELC State Plan calls for a revision of the MMSR Kindergarten Assessment and full implementation by school year 2014-15. The school readiness data based on the new assessment will include statistical reporting reflecting current trend lines.

Kindergarten Assessment, an increase of 15 percentage points compared to the 2010-11 baseline of 73 percent.

- 76 percent of all children from families with low incomes who are entering kindergarten will be “fully ready” as measured by the Language and Literacy Score of the MMSR Kindergarten Assessment, gaining 15 percentage points over the 2010-11 baseline of 61 percent.
- The Language and Literacy readiness skills gap between children from families with low incomes, defined as children receiving free and reduced meals (FARMS), will be narrowed by 8 percentage points compared to children whose families are not low-income.

Chart A-7: MMSR Kindergarten Assessment for Language and Literacy – Change in Readiness Gap for Children from Families with Low Incomes



Long-term goals for English Language Learners:

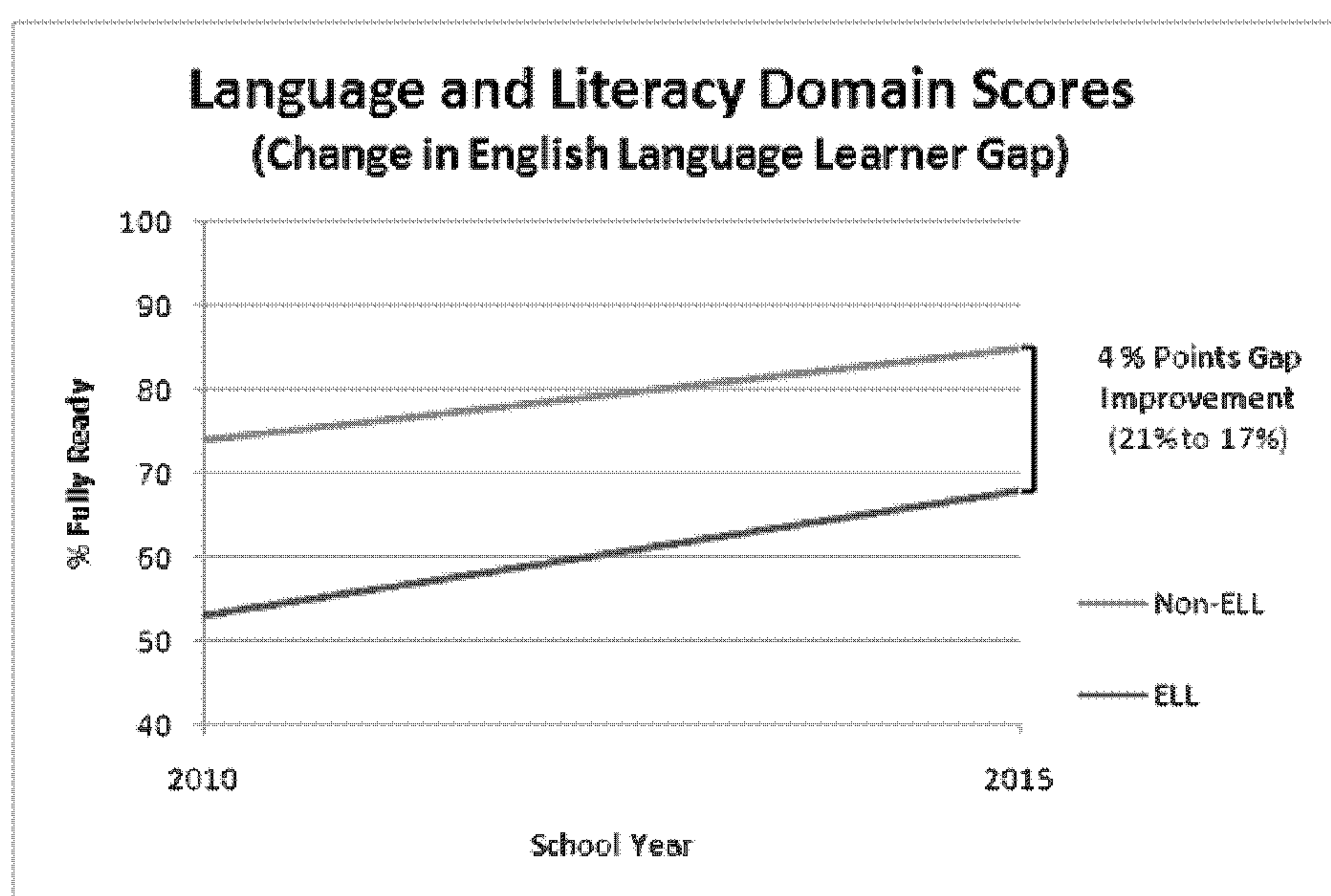
By the 2015-16 school year:

- 80 percent of all English Language Learners (ELL) entering kindergarten will be “fully ready” as measured by the Composite Score of the MMSR Kindergarten Assessment,

reflecting a 12 percent increase over the 2010-11 baseline of 68 percent.

- 68 percent of all ELL children entering kindergarten will be “fully ready” as measured by the Language and Literacy Score of the MMSR Kindergarten Assessment, improving 15 percentage points over the 2010-11 baseline of 53 percent.
- The Language and Literacy readiness skills gap between English Language Learners and non-English Language Learners will be narrowed by 4 percentage points.

Chart A-8: MMSR Kindergarten Assessment for Language and Literacy – Change in Readiness Gap for English Language Learners



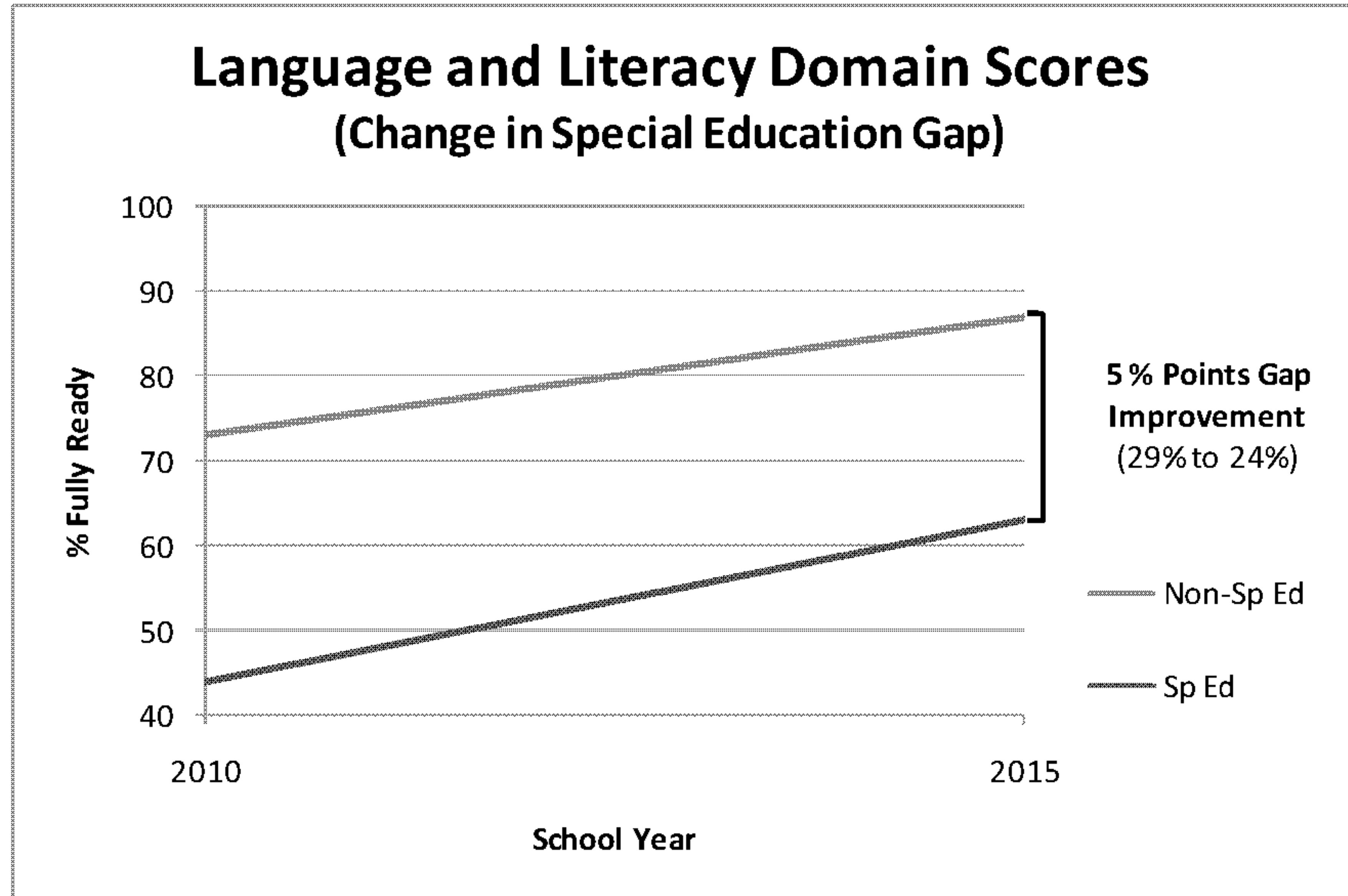
Long-term goals for Children with Disabilities:

By the 2015-16 school year:

- 70 percent of all children with disabilities entering kindergarten will be “fully ready” as measured by the Composite Score of the MMSR Kindergarten Assessment, reflecting a 14 percentage point gain over the 2010-11 baseline of 56 percent.
- 63 percent of children with disabilities entering kindergarten will be “fully ready” as measured by the Language and Literacy Score of the MMSR Kindergarten Assessment, representing a 19 percent increase over the 2010-11 baseline of 44 percent.
- The Language and Literacy readiness skills gap between children with disabilities and

those without disabilities will be narrowed by 5 percentage points.

Chart A-9: MMSR Kindergarten Assessment for Language and Literacy – Change in Readiness Gap for Children with Disabilities

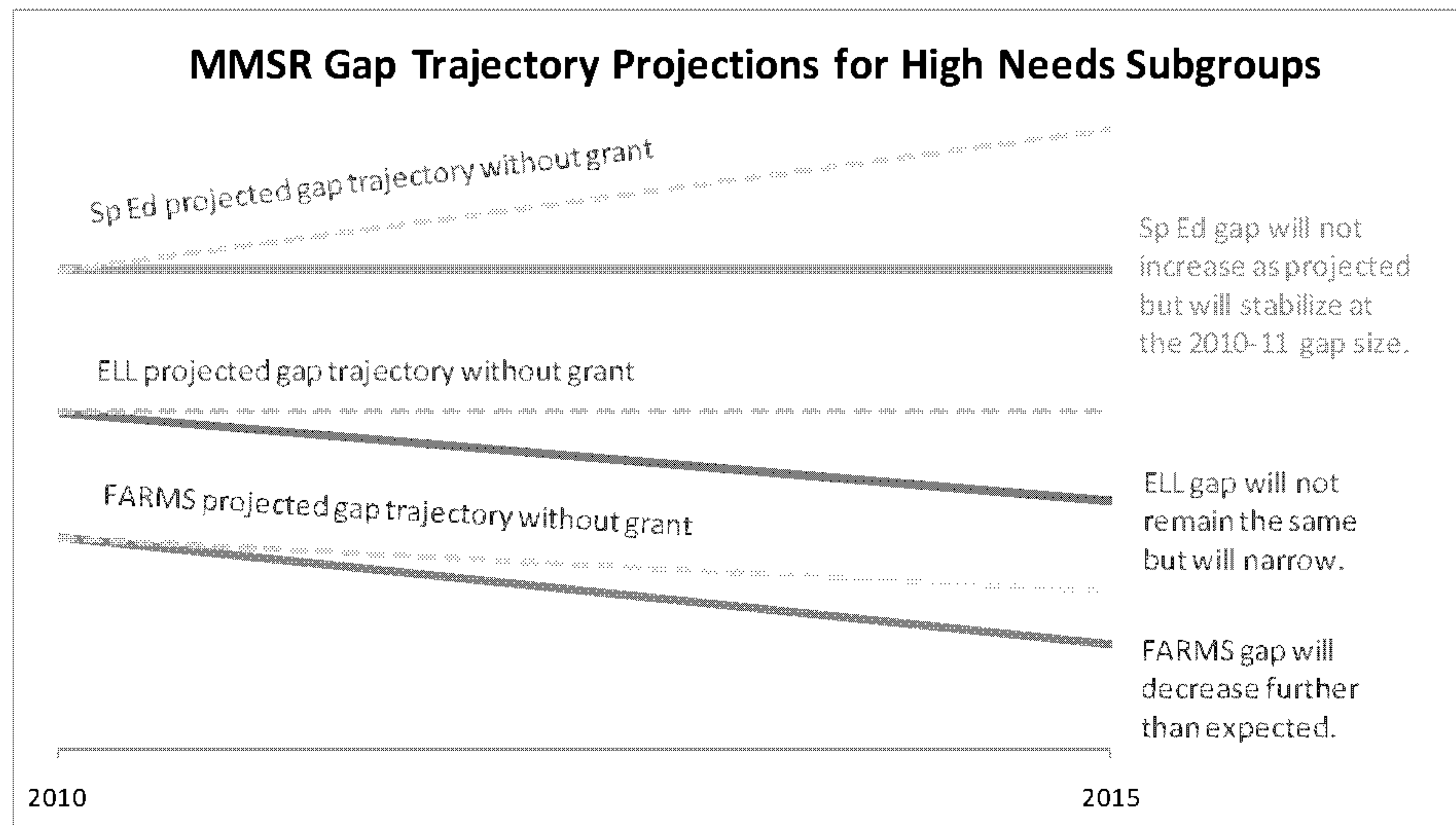


Maryland’s reform agenda, supported by the RTT-ELC grant, aims to not only improve the school readiness skills of all children, but also to narrow the readiness gap for all children with high needs. Without this grant, based on current trends, our projections show that we would be able to make progress in narrowing the readiness gap for children from families with low incomes, but that the readiness gap for English Language Learners would persist and that the readiness gap for children with disabilities would widen (Appendix A2.1, Maryland Model for School Readiness Trends).

The State Plan will improve the trajectory for all three subgroups. The gap between children from families with low incomes and their peers from families with medium to high incomes will narrow even further than projected. Instead of remaining the same, the gap between English Language Learners and their English-proficient peers will narrow. And the gap between children with disabilities/developmental delays and their peers who do not have disabilities/developmental delays, which was projected to widen over time, will also narrow. Chart A-10 summarizes the trend impact of the RTT-ELC State Plan in terms of closing the readiness gap between school year 2011-12 and 2015-16. The following graph depicts the

current projected trajectory compared to the projected trajectory when the readiness gap is narrowed as a result of the State Plan.

Chart A-10: Conceptual Depiction of MMSR Readiness Gap Trajectory Projections for High Needs Subgroups



(KEY: FARMS = Free and Reduced Meals, ELL = English Language Learners, Spec Ed = Children with disabilities)

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

LOCAL EARLY CHILDHOOD COUNCILS (Project 1)

Local Early Childhood Councils – Creation of 24 local early childhood councils to support the implementation of the State Advisory Council on Early Care and Education. Annie E. Casey Foundation will invest in and partner with Maryland to coordinate implementation over 12 months with the goal of developing local plans that assist in the implementation of Maryland’s RTT-ELC state plan. The Casey Foundation will provide leadership facilitation to the councils.

MARYLAND EXCELS (Project 2)

Enhancement: Field test, maintain, enhance, and administer a full-scale implementation of the Tiered Quality Rating and Improvement System (of Maryland EXCELS) through a qualified vendor to:

- Conduct field testing, a training institute, online professional development, program coordination, hosting of program data in a secure environment that interfaces with the Maryland Longitudinal Data System. The Maryland EXCELS web-site was designed to operate as a fully online, web-based system. There are two sides to the web-based system: the public portal and the internal management system.
- Expand the number of reviewers for the Environmental Rating Scales (ERS), Program Administration Scales (PAS) for child care centers, and the Business Administration Scales (BAS) for family child care homes.
- Provide program coordination to review documentation for early learning and development programs in order to meet MD EXCELS standards.

Promotion: Support public and private early learning and development programs, including community programs to participate in Maryland EXCELS to:

- Bring Maryland EXCELS to full scale following field tests and finalization of standards and processes;
- Develop program specialty endorsement standards in the areas of; Asthma and Allergy Awareness and Practices, Health and Wellness Initiatives, Inclusive Programming Practices, and Dual Language, provide bonuses for providers meeting those standards, and provide professional development for providers seeking to meet those standards;
- Ensure technical data integration amongst systems sharing child level data;
- Recruit programs for participation;
- Develop and conduct a family/public awareness marketing campaign;

Validation/Evaluation: To evaluate the effectiveness of the Maryland EXCELS model, Maryland proposes a study to be conducted by a qualified vendor, to focus on project implementation which will both:

- Validate whether the check levels of Maryland EXCELS differentiate levels of

program quality, and

- Assess the relationship between the quality ratings and children's learning and school readiness, involving the Classroom Assessment Scoring System (CLASS).

QUALITY CAPACITY BUILDING (Project 3)

Early Childhood Breakthrough Center Approach : Implementation of quality capacity building support for early learning and development participating in Maryland EXCELS, with a special focus on those programs located in Title 1 attendance areas, and in particular, in the schools in school improvement, i.e., areas with the highest concentration of children with high needs.

Community Hubs: Establish two (2) Community Hubs to provide and coordinate existing services in the community for families with children, birth-5, in two highly under-resourced communities in Baltimore City through an Early Learning Intermediary Organization.

Preschool for All - Maryland proposes to establish five (5) Preschool for All sites, where pre-kindergarten programs that are integrated in child care or Head Start settings, in Title 1 attendance areas.

Judy Center Partnership Expansion – Establish two (2) Judy center satellite sites at Title 1 schools in school improvement in Baltimore City and Prince George's County and expand comprehensive services for children, birth to six, from the existing Judy Center Partnership sites to other Title 1 schools.

Extended option- individualized family service plan project: Coaching and mentoring program for early learning and development programs serving children, three to five years, with an Individualized Education Plan (IEP) or an Individualized Family Service Plan (IFSP) under the extended option provisions of IDEA.

PROMOTING THE USE OF STATEWIDE, HIGH QUALITY EARLY LEARNING AND DEVELOPMENT STANDARDS (Project 4)

Guide to Early Childhood Pedagogy – Development of an instructional guide for early learning and development programs to support the use of early learning standards and assessment for Pre-K to grade 2.

Promoting Use of early learning standards

- Implement two (2) field tests of the Preschool STEM program to 150 classrooms (Maryland EXCELS participants)
- Expand of the language program, VIOLETS, to 150 classrooms (Maryland EXCELS participants)

PROFESSIONAL DEVELOPMENT FOR DEVELOPING EARLY LEARNING STANDARDS (Project 5)

Maryland Model for School Readiness (MMSR) professional development. Conduct on-going professional development for a total of 3,100 early education educators on early learning practices to support the early learning standards.

COMPREHENSIVE ASSESSMENT SYSTEM (Project 6)

Formative assessment, birth to 72 months, Kindergarten Entry Assessment (KEA), and Professional Development to Support Developmental Screening. – Revision of the existing formative assessments (36-72 months), development of new formative assessments (birth to 36 months), and the revision of the existing KEA to align with the State adopted Common Core Standards. Assessment program will feature a transmedia technology platform for assessment administration, including linkage to reporting data base and to on-line resources for early learning (see Guide to Pedagogy above). Also included will be the development of training modules and professional development for the administration of state-recommended developmental screening instruments. This project will be done in collaboration with the State of Ohio.

CHILD DEVELOPMENT INNOVATIONS (Project 7)

Best Beginnings Developmental Screen – Field test and reporting on screening instrument for children, birth to three, developed by the University of Maryland – School of Psychiatry.

Developmental Screenings - As included in Project 6 above, Maryland will introduce the use of four state-recommended valid and reliable developmental screening instruments for children birth-five years. Additionally, a qualified vendor will conduct training of pediatricians on state- recommended developmental screening instruments.

Maryland Early Childhood Mental Health Consultation in Pediatric Care – Build mental health capacity in primary care (pediatrics and family practice), including early childhood mental health detection and intervention. In the first year, 20 primary care providers will be participating in a pilot in two counties, and gradual uptake over the life of the grant to cover statewide participation.

The Social and Emotional Foundation of Learning (SEFEL) – Development and implementation of an on-line data collection and analysis system for SEFEL training participation and outcomes. Designed to interface with Maryland’s Longitudinal Data System/Early Childhood Data Warehouse.

FAMILY ENGAGEMENT AND SUPPORT (Project 8)

The Coalition for Family Engagement – Coalition of all family engagement organizations to develop a Maryland-specific Family, Parent, and Community Engagement Framework and implement strategies for evidence-based practices and training early learning and development programs and family engagement organization.

Family Engagement in Libraries – Creation of Family Advisory Councils in all local libraries located in or near Title1 attendance areas, including the establishment of Family Information Centers and resource kits for families of young children.

Parent-Child Learning Parties – Expand existing project to 25% of all early learning and development programs at Title 1 attendance areas. Learning Parties are interactive, hands-on, parent/child “parties” that promote the development of school readiness skills of young children.

Expand Statewide the Reach Out and Read Project of the American Academy of Pediatrics - Primary care physicians/pediatricians will work with families around family literacy, child development, and school readiness through Reach out and Read. Pledges will be solicited from corporations and foundations by the State Advisory Council on Early Care and Education for books. Over the four years of the grant, it is estimated that over 46,100 children will receive books and their parents will receive direction from primary care physicians/pediatricians.

LEADERSHIP IN EARLY LEARNING ACADEMY (Project 9)

Leadership Learning Academies: Academies would enable early childhood educators working with children ages 4 to 7 (pre-kindergarten, including Head Start and child care, through 2nd grade) in 60 Title I schools with a significant high needs population, to learn rigorous, yet developmentally appropriate instructional practices that support the Common Core Standards. The Academies will provide one-day sessions, with a half-day follow-up session each year, to be held throughout the state regionally in Title I schools with high need populations.

EARLY LEARNING DATA SYSTEM (Project 10)

Professional Development: With funding from this grant, the CCATS portal will be expanded with services for early care and development workers, including professional development plans and applications for grants and incentives. Additionally, an online application for training approval will be provided to the early care and development community.

Grants and Provider Benefits: A CCATS module that is not in use will be activated to include grant funds management and provider benefits in one place and make data

available for analysis in the Maryland Longitudinal Data System.

Attendance Reporting: A secure system for Point of Service Attendance Reporting will be developed, piloted in five locations, and then implemented statewide for parents to sign their children in and out of child care licensed programs for each day of attendance.

Through an interface, data will be used to prepare subsidy invoices.

Maryland is building on the existing infrastructure that already included all the components outlined in the RTT-ELC selection criteria. The state is seeking to make a broad-based enhancement to improve long-term school readiness results. Maryland views the RTT-ELC state plan as an opportunity to enhance its existing infrastructure, to improve the quality of programs, to ensure more consistency in applying the state's standards-based early learning framework to local early childhood programs, and to improve the credentials of the workforce. This plan is designed to reach children with high needs in under-resourced communities where high quality early learning opportunities may be scarce. Maryland's plan is closely aligned with its current Race to the Top reform agenda. Maryland defines the State Plan as the improving the foundation for school success.

(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

Maryland's "Ideal" Early Childhood System

Maryland will address each of the focused investment areas. All of the strategies in Maryland's State Plan are essential for developing a comprehensive, aligned, highly effective early learning and development system. Maryland's Aligned Early Childhood System (Figure A-1) illustrates Maryland's perspective on the relationships between the State Plan's core areas. It shows how Kindergarten Readiness Assessment outcomes are being supported by the application of early learning standards through an improved workforce, programs undergoing continued improvement, and an enhanced information system for policy development and program improvement.

Figure A-1:

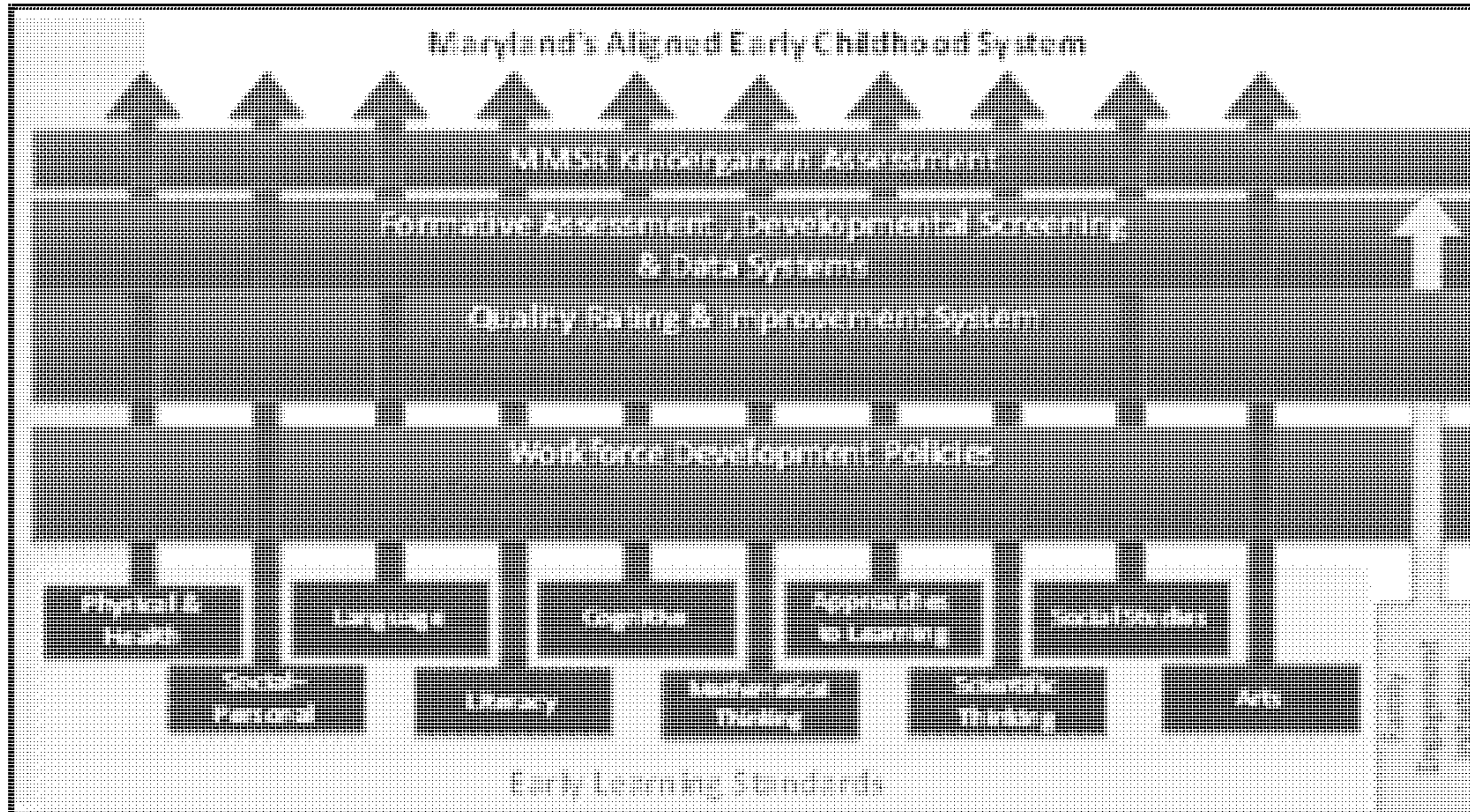


Chart A-1 below summarizes Maryland’s existing components and the enhancements being made as a result of the RTT-ELC State Plan.

Chart A-1: RTT-ELC Enhancements

| Core Areas | Current Infrastructure | RTT-ELC State Plan Enhancement and Projects |
|--|--|--|
| High-quality, accountable programs | <ul style="list-style-type: none"> • Tiered Reimbursement Program • Targeted comprehensive program support for high need children in Title 1 areas | <ul style="list-style-type: none"> • Implement Maryland EXCELS (Project 2) • Expanded comprehensive program support, including quality capacity building to support early learning and development programs in Title 1 communities. (Project 3). |
| Developing and using statewide, high-quality | <ul style="list-style-type: none"> • Maryland Healthy Beginnings | <ul style="list-style-type: none"> • Maryland Healthy Beginnings (Birth to 48 |

| | | |
|---|--|--|
| <p>Early Learning and Development Standards</p> | <ul style="list-style-type: none"> • MMSR Framework and Standards (incorporates Maryland State Curriculum Standards for Pre-Kindergarten and Kindergarten) | <p>months.) (Project 4)</p> <ul style="list-style-type: none"> • Revised MMSR Framework and Standards (incorporates Maryland Common Core Standards for Pre-Kindergarten and Kindergarten) (Project 4 |
| <p>Supporting effective uses of Comprehensive Assessment Systems</p> | <ul style="list-style-type: none"> • Customized Work Sampling System (as formative assessment) • Use of the ERS in the Tiered Reimbursement Program | <ul style="list-style-type: none"> • Newly devised formative assessment for preschool and Pre-Kindergarten (aligned with Healthy Beginnings and revised MMSR Framework) (Project 6) • Use of ERS and CLASS in Maryland EXCELS (Project 2) |
| <p>Identifying and addressing the health, behavioral, and developmental needs of children with high needs to improve school readiness</p> | <ul style="list-style-type: none"> • Screening and follow-up in some programs • Early childhood mental health consultation system (ECMHC) • Extended Individualized Family Service Plan (IFSP) option | <ul style="list-style-type: none"> • Developmental screening in all early childhood programs (Project 7) • Improved ECMHC system (Project 7) • Providing coaching and training for early learning and development programs serving children with disabilities on IEPs or extended IFSP option.(Project 3) |
| <p>Engaging and supporting families</p> | <ul style="list-style-type: none"> • Selected family support programs | <ul style="list-style-type: none"> • Consistent and statewide outreach for family |

| | | |
|--|--|---|
| | | engagement using the Parent, Family, and Community Engagement Framework.(Project 8) |
| Developing a Workforce Knowledge and Competency Framework | <ul style="list-style-type: none"> • Competency standards for pre-service courses • Maryland Child Care Credentialing Program (6 levels) • MMSR Framework and Standards | <ul style="list-style-type: none"> • Statewide and consistent workforce competency standards, including Core of Knowledge and Early Learning Framework (Project 5) • Improved Credentialing Program, including credentialing incentives for programs participating in Maryland EXCELS (Project 2) |
| Supporting early childhood educators in improving their knowledge, skills, and abilities | <ul style="list-style-type: none"> • Child care training opportunities • MMSR training | <ul style="list-style-type: none"> • Statewide and consistent professional development opportunities to reinforce revised Early Learning Framework and workforce competency standards (Project 5) |
| Understanding the status of children’s learning and development at kindergarten entry | <ul style="list-style-type: none"> • MMSR Kindergarten Assessment | <ul style="list-style-type: none"> • MMSR Kindergarten Assessment II (Project 6) |
| Building or enhancing an early learning data | <ul style="list-style-type: none"> • Child Care Automated Tracking System (CCATS) | <ul style="list-style-type: none"> • Enhanced CCATS • Early Childhood Data |

| | | |
|---|--|--|
| system to improve instruction, practices, services, and policies. | | Warehouse/Maryland Longitudinal Data System (Project 10) |
|---|--|--|

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

- (E)(1) Understanding the status of children’s learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (*e.g.*, business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (*e.g.*, parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

In 2005, the Maryland legislature passed a landmark law to transfer all child care functions to the Maryland State Department of Education (MSDE). The Department subsequently established a statutorily-required Division of Early Childhood Development to lead the state's early care and education system. Chart A-2 shows the Division's responsibilities within MSDE and related early childhood services functions within other Divisions of MSDE. MSDE will be the fiscal agent for the Race to the Top-Early Learning Challenge grant (RTT-ELC), and MSDE's Division of Early Childhood Development will assume the oversight function for its implementation. The programs outlined below provide a strong foundation upon which to build the proposed RTT-ELC state plan.

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children’s cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State’s Interagency Coordinating Council for part C of IDEA, and other partners, if any;

Chart A-2: Program and Project Accountability by MSDE’s Division of Early Childhood Development

| Governing Division | Program/Project Accountability |
|--|---|
| Division of Early Childhood Development | Mandated |
| | Policies for pre-kindergarten and kindergarten (including <i>Preschool for All</i>) |
| | Head Start Collaboration Office |
| | Child Care Licensing |
| | Child Care Subsidy (policy, budget, and operation except case management) |
| | Nursery school approval |
| | Judith P. Hoyer Program (Judy Center Partnerships, MMSR, accreditation support) |
| | Child Care Credentialing (trainer approval, accreditation support, tiered reimbursement; scholarship program); |
| | Quality improvement (non-mandated) |
| | Child Care Resource and Referral Agencies |
| | Family Support Center Network (Birth to 4 yrs.) |
| | Early Childhood Curriculum Project |
| | Early Childhood Mental Health Consultation Project (consultation services, SEFEL training, Post-Master Certification Program) |
| | Inclusive Child Care Initiative |
| | Program Administrator Program (PAS/BAS) |

| | |
|--|---|
| | Early Learning Initiatives (e.g., VIOLETS, Early STEM ²⁴) |
| | Maryland EXCELS (starts 2012) |

Several other divisions within MSDE, particularly the Division of Early Childhood Development and Special Education/ Early Intervention Services, will work closely with DECD. The divisions' existing programs and initiatives are listed in Chart A-3, to support: Early learning infrastructure (for example, preschool standards, child care nutrition, and early literacy); and the establishment of operational policies and procedures for services from early childhood to public schools (for example, early learning standards, programmatic partnerships, and early intervention services).

Chart A-3: Programs Supporting Children, Birth to Five by MSDE Divisions

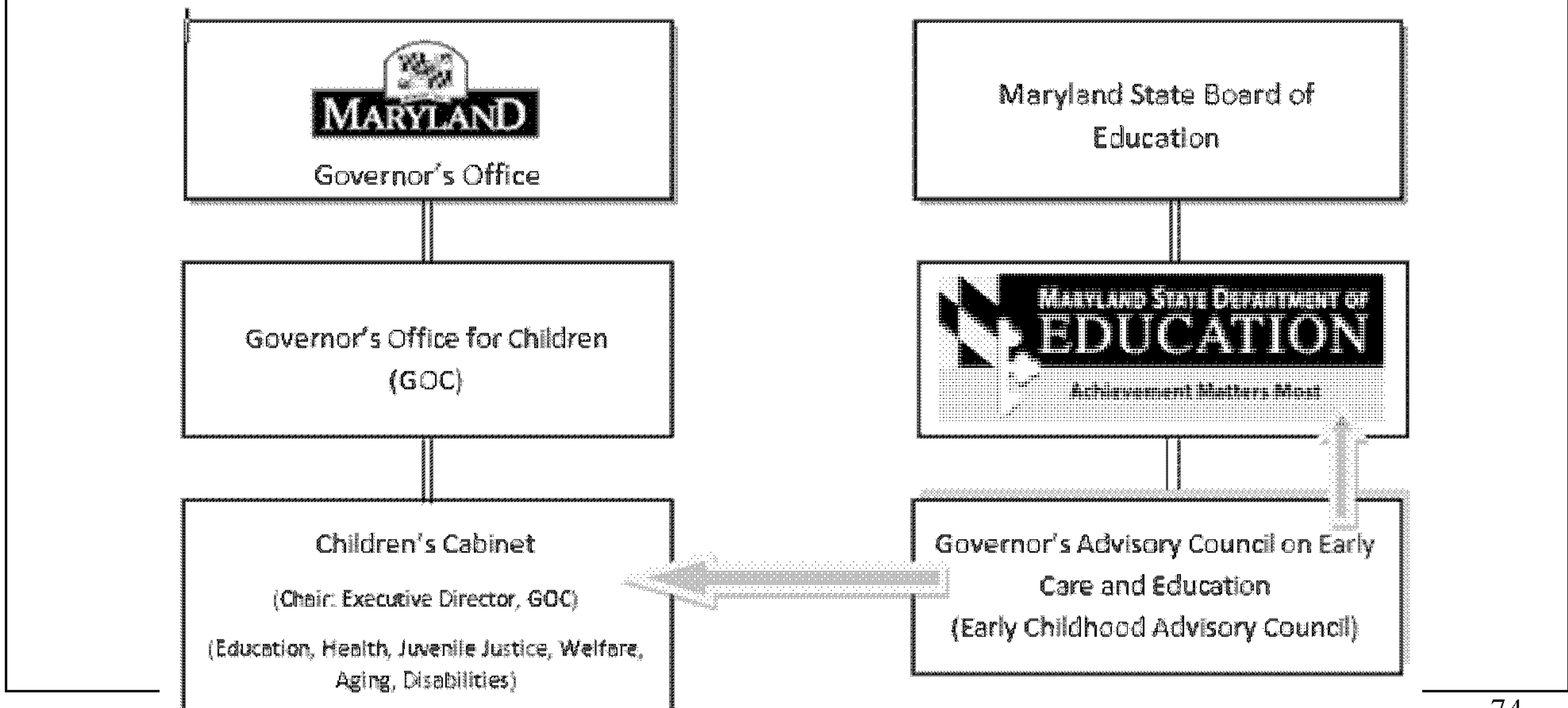
| Division | Programs Supporting Children, Birth to Five |
|---|---|
| Division of Special Education/Early Intervention Services | Child Find, Maryland Infants and Toddlers Program (IDEA, Part C), Preschool Special Education (IDEA, Part B, Section 619), waiver for Children with Autism Spectrum Disorder, Extended IFSP Option, Home Visiting |
| Division of Instruction | Maryland State Curriculum (Prek-8); Development of Common Core Curriculum (Prek-12); ESOL (Pre-K and K); Effective Teacher and Principal Academies (Race to the Top) |
| Division of School and Student Support Services | Family engagement; Positive Behavior Improvement Support (PBIS); Title 1 (School Improvement Grants); LEA Master Plan Review Process |
| Division of Library Services | Public libraries and early literacy programs; Family engagement |

²⁴ Vocabulary Improvement and Oral Language Enrichment through Stories (VIOLETS); Science, Technology Engineering, and Math

| | |
|---|---|
| School and Community Nutrition Programs Branch (within the Division of Business Services) | Child and Adult Care Food Program; Child and Nutrition Training |
| Division of Certification and Accreditation | Teacher Certification (N-3); Maryland Approved Alternative Preparation Program |
| Division of Assessment and Accountability | Maryland Longitudinal Data System (Data Warehouse, including Early Childhood Data Warehouse); PARCC (K-2) |
| Division of Academic Reform and Innovation | Race to the Top (Breakthrough Centers for Chronically Low-Performing Schools) |

The interagency governance structure is depicted in Figure A-1 below. The State Board of Education, as an independent board, has governance over the operations of MSDE. MSDE, through the State Superintendent of Schools, is a member of the Children’s Cabinet, chaired and staffed by the Governor’s Office for Children. The addition of the Governor’s Advisory Council on Early Care and Education in 2008, with the State Superintendent of School as its chair, strengthens the link between MSDE, as the lead agency and fiscal agent of this grant, and the other child-serving agencies on the Children’s Cabinet.

Figure A-1: State Level Interagency Governance Structure



MSDE works closely with the Department of Health and Mental Hygiene (DHMH) and the Department of Human Resources (DHR) on policy, procedural, and technology issues pertaining to services for young children who are under 6 years of age.

To sustain the successful state system beyond the grant period, the Division will include the ELC grant in its annual budget process, including ongoing leverage of grant funds for specified projects and targeted budget requests. MSDE will work closely with the Governor's Office for Children; the Joint Committee on Children, Youth, and Families; local school systems; and other relevant stakeholders to maintain the level of effort beyond 2015.

The Governor's State Advisory Council of Early Care and Education ("Early Childhood Advisory Council") will advise MSDE on the implementation of the grant. The Council serves as the link to the Governor's Children's Cabinet, which is made up of all child-serving agencies and staffed by the Governor's Office for Children. In addition, the interests of children with disabilities/developmental delays will be represented by the State Interagency Coordinating Council (SICC), which advises the Governor's Office on services affecting young children with disabilities.

In addition, the interests of the child care community, including family child care and center-based care, are represented in the statutorily required Office of Child Care Advisory Council. The Council, which was included in 2005 as part of the child care transfer law, advises the Division of Early Childhood Development, as the Division that houses the Office of Child Care (OCC), on policies that have an impact on child care providers. Immediately after the transfer in 2005, MSDE engaged the OCC Advisory Council to develop a three-year strategic plan for the purpose of reforming child care services in Maryland. The plan defined the work of the Division from 2006 to 2009 and helped strengthen the Division's role in overseeing all early care and education programs administratively and programmatically. By 2009, 80 percent of the plan was successfully implemented or in the process of being implemented.

All three Councils were involved in the development of the State Plan. The State Early

Childhood Advisory Council served as the leadership team assisting MSDE in crafting the application. The Council identified nine members as the core team to support MSDE's planning and writing process.

As a result of the RTT-ELC grant, a new component of Maryland's early childhood education governance structure will be 24 separate local early childhood advisory councils. Based on the experience garnered during the last decade's early childhood reform, these local councils will replicate the State Council's responsibilities at the county level and assist in implementing the RTT-ELC State Plan in each county. In 2012, the State Advisory Council will request from each County Executive and County Council the establishment of these local councils, called Advisory Councils on Early Care and Education. Reminiscent of the Leadership in Action Programs (LAP)²⁵ created in the early part of last decade, the State Council will develop an action agenda to support the goals of the State Plan. The Annie E. Casey Foundation will partner with Maryland to develop the leadership curriculum, including the use of the Results-Based Accountability (RBA) process, to assist local Councils to examine local needs and develop their action agenda. The local efforts will, in particular, promote the participation of early learning and development programs in Maryland EXCELS, disseminate professional development in the state's early learning standards and assessments, and assist in the coordination of services for children with high needs with the ultimate goal of narrowing the school readiness gap for those children.

(3) The method and process for making different types of decisions (e.g., policy, operational) and resolving disputes; and

Maryland uses the following methods and processes for making decisions and resolving disputes.

²⁵ LAP's state strategic plan was developed under the sponsorship of the Annie E. Casey Foundation and Maryland's Children's Cabinet in 2002. The interagency workgroup is the predecessor of the State's Advisory Council on Early Care and Education ("Early Childhood Advisory Council").

Decisions by the Maryland State Board of Education

With MSDE serving as the lead agency and the fiscal agent for this grant, the policy decisions rest with the Maryland State Board of Education, an independent board. State Board adoptions of regulations are binding for all local school systems. The State Superintendent of Schools has the authority to promulgate regulations on behalf of the Board with respect to licensed child care programs. As a result of the 2005 consolidation, all existing regulations concerning child care were transferred from the Family Article to the Education Article in the Code of Maryland. It is standard practice for MSDE to establish committees that engage major stakeholder and are staffed by MSDE. The committees' work consists of assessing a problem and resolving policy differences through a consensus process. After policy changes have been reviewed extensively, the policy recommendations are being introduced to the State Board, with a request to publish the proposed regulations into the Maryland Register. The formal review process includes the Administrative Education Legislative Review Committee at the Maryland Assembly as well as a specified comment period. After the review and comment period, the State Board adopts the regulations.

Maryland's State Plan includes proposed changes to existing policy or new policies. Those recommendations are subject to the review and adoption process explained above.

Decisions by the Legislative Branch

There are three major approaches in introducing legislation regarding early care and education:

- Governor's bill assigned to specific committees; or
- Proposed bills by lawmakers and assigned to specific committees.
- MSDE works closely with the chairs of the Joint Committee on Children, Youth, and Families when committee members are interested in introducing legislation affecting young children. The Children's Cabinet, including MSDE, reports annually on the result area *Children Entering School Ready to Learn*, and at this time legislative proposals are discussed. In fact, in 2009, the Maryland legislature passed a bill requiring MSDE to submit a proposal in response to the Early Learning Challenge

Fund, thereby expressing its political will for advancing the early childhood system in Maryland.

Governor's Advisory Council of Early Care and Education ("Early Childhood Advisory Council")

Disputes arising from the implementation of this grant will be resolved by the Early Childhood Advisory Council (ECAC), using its by-laws (Appendix A3.1) as the procedure by which disagreements are being discussed and resolved. A majority of ECAC members shall constitute a quorum for the transaction of any business, except where amended within the approved bylaws. The ECAC may adopt such other procedures as may be necessary to ensure the orderly transaction of business.

Any decision involving regulatory proposals will follow the process as described above. In such cases, the Council will advise MSDE or other state agencies on the composition of the work committees.

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

Maryland currently involves representative from participating programs, early childhood educators, parents and families, and other stakeholders in planning and implementing the components of Maryland's strategic plan and will continue to engage all partners in the planning and implementation of the activities as a result of the grant award. The State Early Childhood Advisory Council has been involved in convening focus groups with parents and families, including those of children with high needs, on the quality of the services for young children and their families. This practice, which has been extremely informative, goes beyond the required needs assessment process conducted by Head Start programs and the formal process of family engagement concerning children with disabilities. We will continue using

this method of ascertaining consumer input and satisfaction for the period of the grant and beyond.

During the development of the State Plan, the ECAC invited interested stakeholders, including directors of programs and early educators, to assist in the planning of the ELC draft application in accordance with the state's "open meeting" law. The Council will publicly announce quarterly meetings to continue to encourage public interest and involvement in its work.

The core team of the ECAC and the MSDE staff also invited stakeholders to participate as specific design components of the application were being developed. For example, staff engaged early childhood directors from local school systems to help redesign Maryland EXCELS to include preschool special education and pre-kindergarten programs operated by local school systems.

In addition, Maryland has adopted the Results-based Accountability (RBA) process as the primary vehicle to determine whether children and families are better off as a result of the services. The process has been incorporated as a grant requirement for large scale collaborative projects, such as the Judy Center Partnerships and the Family Support Center Network.

As outlined in Section C.4, Maryland will form a Coalition of Family Engagement co-chaired by the Maryland Family Network and the Maryland State Head Start Association. The role of the Coalition will be to customize the Family, Parent, and Community Engagement Framework, which was released in September 2011 by the U.S. Department of Health and Human Services' Administration for Children and Families. The Framework represents Maryland's long-standing tradition of family engagement for both early childhood education as well as public schools. The Framework will infuse Maryland EXCELS, early childhood-public school transitions, and the statewide spectrum of professional development, coaching, and training initiatives.

Maryland has long enjoyed strong partnerships and commitment from State Agencies. The scope of work of the MOU is described in Section A.3.b. The key role of MSDE as the lead

agency is to be the fiscal agent and to be accountable for the implementation of the Federally approved State Plan. The Participating State Agencies are the Governor’s Office for Children, the Department of Health and Mental Hygiene (DHMH), and the Department of Human Resources (DHR).

A separate MOU was developed between the Maryland State Board of Education (MSBE) and the Maryland State Department of Education (MSDE). While the MSBE has constitutional oversight of all of MSDE’s policies and programs, the MOU in Appendix A3.2 reiterates the oversight in terms of the State Plan.

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency

With respect to the scope of the State Plan, the governance and accountability structure is outlined below for the Governor’s Office for Children and the Cabinet members, DHMH and DHR.

Chart A-5: State Agencies’ Program/Project or Functions for Children, Birth to 5 Years

| State Agencies | Program/Project or Functions (Children, Birth to 5 years) |
|--------------------------------|--|
| Governor’s Office for Children | <ol style="list-style-type: none"> 1. Partner with Local Management Boards to plan, coordinate and monitor the delivery of integrated services along the full continuum of care, and oversee the use of Children's Cabinet interagency fund in accordance with policies and procedures established by the Children's Cabinet; and 2. Assist the Children's Cabinet in the allocation of funds assigned to the Children's Cabinet for distribution as grants to state agencies, local governments or private organizations. |

| | |
|---|---|
| <p>Department of Health and Mental Hygiene (DHMH)</p> | <ol style="list-style-type: none"> 1. Support data interface with the Medicaid Periodic Screening, Diagnostic, and Treatment (PSDT) benefits. 2. Collaborate with the Maryland Chapter of the American Academy of Pediatrics (AAP) to implement the Reach Out and Read Program statewide. 3. Support pediatric early childhood mental health consultation in conjunction with the Early Childhood Mental Health Consultation Project 4. Support collaboration of early childhood programs with DHMH's home visiting programs |
| <p>Department of Human Resources (DHR)</p> | <ol style="list-style-type: none"> 1. Establish and co-chair a Task Force on "Improving Early Learning for Low Income and Disadvantaged Children," including membership from the Department of Budget and Management, the Department of Health and Mental Hygiene and the Governor's Office of Children. The Task Force will have the following charge: <ul style="list-style-type: none"> • Examine the current case management policies, procedures, and costs for low income and disadvantaged children, including the cost of child care for children who have disabilities or developmental delays; who are English learners; who are migrant, homeless, or in foster care • Review options of efficient management strategies, including the use of federated data systems, to serve families eligible for child care subsidy vouchers; • Submit recommendations to the Governor by June 1, 2012 |

The scope of work of the Participating State Agencies (Appendix A3.3, Memoranda of Understanding) is designed to support the main objectives of the State Plan, namely, the improvement of program quality among all early learning and development programs and the early educator work force in order to meet the policy goal of school readiness.

Chart A-6 below shows the Early Learning Intermediary Organization that has a Memorandum of Understanding in support of the State Plan (Appendix A3.4):

Chart A-6:

| Name of Early Learning Intermediary Organization | Name of Maryland Organization |
|---|--|
| Institution of Higher Education | University of Maryland, School of Medicine, Department of Pediatrics |

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a)

Maryland enjoys broad-based support for its early childhood reform efforts. Chart A-7 lists the various organizations and stakeholders that have sent letters of intent or support on behalf of the State Plan (Appendix A3.5):

Chart A-7:

| Type of Early Childhood Stakeholder | Name of Organization |
|--|--|
| State Department of Education | Ohio Department of Education – Letter of Commitment to collaborate on the development of formative assessments and a Kindergarten Entry Assessment |
| Congressional and State Legislators | Congressional Caucus including Sens. Mikulski and Cardin, Reps. Hoyer, Van Hollen, Sarbanes, Edwards, Ruppertsberger, Cummins |
| | Joint Committee on Children, Youth, and Families |
| Maryland Business | Maryland Business Roundtable |
| | Maryland Chamber of Commerce |

| | |
|----------------------------------|---|
| | PNC Bank |
| | Legg Mason Investment Group |
| | Northrup Grumman |
| | M&T Bank |
| Maryland Foundations | Annie E. Casey Foundation |
| | Association of Baltimore Area Grantmakers |
| | Baltimore Community Foundation |
| | Baltimore Integration Partnership |
| | The Zanvyl and Isabelle Krieger Foundation |
| | TRF Investment Fund |
| | The Harry and Jeanette Weinberg Foundation |
| Maryland Education Organizations | Public School Superintendents' Association of Maryland |
| | Maryland Elementary School Principals Association |
| | Maryland Association of Boards of Education |
| | Maryland State Education Association |
| | Maryland Parent, Student, Teacher Association |
| | Maryland State Child Care Association |
| | Maryland State Family Child Care Association |
| | Maryland Association of Public Library Administrators |
| | Maryland Family Network |
| | Maryland Special Education State Advisory Council |
| | Maryland State Interagency Coordinating Council |
| | Maryland Association for the Education of Young Children |
| | Maryland Consortium of Early Childhood Faculty and Administrators |
| | Maryland Council for Exceptional Children |
| | Abilities Network |
| | Association of Independent Maryland and DC Schools |

| | |
|-------------------------------------|---|
| | Baltimore City Public Schools |
| | Prince George's County Public Schools |
| | Caroline County Public Schools |
| | Talbot County Public Schools |
| | Eastern Shore of Maryland Educational Consortium |
| | University of Maryland – School of Psychiatry (Innovations Institute) |
| | University of Maryland – School of Social Work |
| Other State and Local Organizations | Governor's Office for Children |
| | Maryland Department of Disabilities |
| | Maryland Department of Business and Economic Development |
| | Maryland Chapter of the American Academy of Pediatrics |
| | Maryland Association of Local Management Boards |
| | Service Employees International Union, Local 500 |
| | Baltimore City Mayor's Office |
| | Montgomery County Community Action Board |
| | Dorchester County Public Library |
| | Anne Arundel County Public Library |

Chart A-8 summarizes the specific strategies of State Plans with respect to Section A.3.

Chart A-8: Structure that Facilitates Interagency Coordination (Project 1)

| Strategies (above and beyond the current infrastructure) | Completed by: | Responsible Unit: |
|--|----------------------|--|
| Submit recommendations to the Governor based on the work of a Task Force on "Improving Early Learning for Low Income and Disadvantaged Children" | June 1, 2012 | MSDE/DECD, Department of Human Resources, Department of Budget and Management, the Department of Health and Mental Hygiene and |

| | | |
|---|-------------------|---|
| | | the Governor's Office of Children |
| Counties establish Early Childhood Advisory Councils | July 1, 2012 | MSDE/DECD, county councils, county executives |
| Development of Leadership in Action (LAP) program | August 31, 2012 | MSDE/DECD, Annie E. Casey Foundation, local Advisory Councils |
| Implementation of LAP program | July 31, 2013 | MSDE/DECD, Annie E. Casey Foundation, local Advisory Councils |
| Implementation of local action agendas, including annual reporting and briefing to the State Advisory Council of Early Care and Education | December 31, 2015 | MSDE/DECD, local Advisory Councils |
| Evaluation and report on the efficacy of local Advisory Councils | December 31, 2015 | MSDE/DECD, Annie E. Casey Foundation, local Advisory Councils |
| National dissemination of Maryland's model of State and local collaboration | December 31, 2015 | MSDE/DECD, Annie E. Casey Foundation, local Advisory Councils |

Table (A)(3)-1: Governance-related roles and responsibilities

| Participating State Agency | Governance-related roles and responsibilities |
|--|--|
| MSDE Division of Early Childhood Development | Mandated: |
| | Policies for pre-kindergarten and kindergarten (including Preschool for All) |
| | Head Start Collaboration Office |
| | Child Care Licensing |
| | Child Care Subsidy (policy, budget, and operation except case management) |
| | Nursery school approval |
| | Judith P. Hoyer Program (Judy Center Partnerships, MMSR) |
| | Child Care Credentialing (incl. trainer approval, |

| Table (A)(3)-1: Governance-related roles and responsibilities | |
|--|---|
| Participating State Agency | Governance-related roles and responsibilities |
| | <p>program accreditation support, tiered reimbursement; scholarship program);</p> <p>Quality improvement (non-mandated):</p> <p>Child Care Resource and Referral Network</p> <p>Family Support Center Network (Birth to 3 yrs.)</p> <p>Early Childhood Curriculum Project</p> <p>Early Childhood Mental Health Consultation Project (consultation services, SEFEL training, Post-Master Certification Program)</p> <p>Inclusive Child Care Initiative</p> <p>Program Administrator Program (PAS/BAS)</p> <p>Early Learning Initiatives (e.g., VIOLETS, Early STEM[1])</p> <p>Maryland EXCELS (starts 2012)</p> |
| MSDE Division of Special Education/Early Intervention Services | Child Find; Maryland Infants and Toddlers Program (IDEA, Part C); Preschool Special Education (IDEA, Part b); Early Childhood Accountability System; Extended IFSP Option of IDEA Part C; Autism Spectrum; Home Visiting Consortium |
| MSDE Division of Instruction | Maryland State Curriculum (Prek-8); Development of Common Core Curriculum (Prek-12); ESOL (Pre-K and K); Effective Teacher and Principal Academies (Race to the Top) |
| MSDE Division of School and Student Support Services | Family engagement; Positive Behavior Improvement Support (PBIS); Title 1 (School Improvement Grants); |

[1] Vocabulary Improvement and Oral Language Enrichment through Stories (VIOLETS); Science, Technology Engineering, and Math

| Table (A)(3)-1: Governance-related roles and responsibilities | |
|--|--|
| Participating State Agency | Governance-related roles and responsibilities |
| | LEA Master Plan Review Process |
| MSDE Division of Library Services | Public libraries and early literacy programs; Family engagement |
| MSDE School and Community Nutrition Programs Branch (within the Division of Business Services) | Child and Adult Care Food Program; Child and Nutrition Training |
| MSDE Division of Certification and Accreditation | Teacher Certification (N-3); Maryland Approved Alternative Preparation Program |
| MSDE Division of Assessment and Accountability | Maryland Longitudinal Data System; PARCC (K-2) |
| MSDE Division of Academic Reform and Innovation | Race to the Top (Breakthrough Centers for Turnaround Schools) |
| Governor's Office for Children (GOC) | <ul style="list-style-type: none"> • Partner with Local Management Boards to plan, coordinate and monitor the delivery of integrated services along the full continuum of care, and oversee the use of Children's Cabinet interagency fund in accordance with policies and procedures established by the Children's Cabinet. • Assist the Children's Cabinet in the allocation of funds assigned to the Children's Cabinet for distribution as grants to any state agency, local government or private organization. |
| Department of Health and Mental Hygiene (DHMH) | <ul style="list-style-type: none"> • Support data interface with the Medicaid Periodic Screening, Diagnostic, and Treatment (PSDT) benefits. • Collaborate with the Maryland Chapter of the American Academy of Pediatrics (AAP) to implement the Reach Out and Read Program statewide. • Support pediatric early childhood mental health |

| Table (A)(3)-1: Governance-related roles and responsibilities | |
|--|---|
| Participating State Agency | Governance-related roles and responsibilities |
| | <p>consultation in conjunction with the Early Childhood Mental Health Consultation Project</p> <ul style="list-style-type: none"> • Support collaboration of early childhood programs with DHMH’s home visiting programs. |
| Department of Human Resources (DHR) | <ul style="list-style-type: none"> • Share information <u>provided by MSDE</u> on the State’s Tiered Quality Rating and Improvement System for early care and education with foster care parents and child care providers caring for their foster care children. • Continue to administer foster care child care subsidies; and subsidies for low income families. • Coordinate services and communication among foster care case managers regarding services provided through home visiting. • Provide child care subsidy case management/eligibility determination under the current MOA. |
| Office of the Attorney General | Provide child care licensing enforcement |
| Other Entities | |
| State advisory council on early childhood education and care | Serve as the link to the Governor’s Children’s Cabinet, which comprises all child-serving State agencies and is staffed by the Governor’s Office of Children. |
| State Interagency Coordinating Council for Part C of IDEA | Represent the interests of children with disabilities, and advise the Governor’s Office on services affecting young children with disabilities. |
| Other <i>Specify:</i> Office of Child Care Advisory Council | <ul style="list-style-type: none"> • Advise the MSDE Division of Early Childhood Development on policies that have an impact on child care, and represent the interests of the child care provider and consumer communities. |

| Table (A)(3)-1: Governance-related roles and responsibilities | |
|--|--|
| Participating State Agency | Governance-related roles and responsibilities |
| | <ul style="list-style-type: none"> • Guide the strategic planning process for the MSDE Division of Early Childhood Development. |

| Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable) | |
|---|---|
| List every Intermediary Organization and local early learning council (if applicable) in the State | Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)? |
| Child Care Resource and Referral Agencies – Maryland Family Network | Y |
| State Head Start Association – Maryland State Head Start Association | Y |
| State affiliate of the Council for Exceptional Children’s Division of Early Childhood – Maryland Council of Exceptional Children | Y |
| Affiliates of the National Migrant and Seasonal head Start Association | NA |
| The National Tribal, American Indian, and Alaskan Native head Start Association | NA |
| Network of Family Support Centers – Maryland Family Network | Y |
| <i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i> | |

(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home

Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

The Federally and state funded programs listed in Chart A-8 below are critical to the current infrastructure which forms the foundation for the State Plan. MSDE’s Division of Early Childhood Development has realigned its budget over the past fiscal years. For instance, CCDF quality improvement funds were realigned to support work force development through the Maryland Child Care Credentialing Program which is now being used as the foundation for additional incentives through this grant for early learning and development programs participating in Maryland EXCELS (see Section B.)

Chart A-8: Maryland’s Current Funding from Federal, State and Private Resources for Children Under 6

| Funding Source | Activities and services that support the State Plan’s goal of school readiness |
|---|---|
| CCDF | Child care subsidy |
| | Child care licensing |
| | Child care quality improvement |
| | Child care data management system (CCATS) |
| Title 1 | Extended hours for pre-kindergarten (supplemental only) |
| Title 2 | Professional development |
| IDEA | Part C |
| | Section 619 of Part B |
| Striving Readers Comprehensive Literacy Program | N/A |
| Maternal, Infant, and Early Childhood Home Visiting Program | Maryland Maternal and Home Visiting Project |
| Title V MCH Block Grant | Center for Maternal and Child Health Programs |
| | Maternal and Perinatal Health Program |
| | Children and Adolescent Health Programs |
| | Office of Genetics and Children and Youth |

| | |
|--|---|
| | with Special Health Care Needs Programs and Services |
| TANF | Child care subsidy |
| Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act | Forster care |
| Statewide Longitudinal Data System | Early childhood data warehouse |
| State Head Start Supplemental Grant | Head Start summer programs |
| Judith P. Hoyer Early Care and Education Enhancement Program | Judy Hoyer Center Partnerships Maryland Model for School Readiness Preschool for All (pilot sites) Accreditation support |
| PNC Bank | Grow Up Great |
| Local Boards of Education | Pre-kindergarten and kindergarten Varied Early Childhood Initiatives |

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

- (1) Is adequate to support the activities described in the State Plan;**
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and**
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and**

The State Plan's budget includes adequate funding for all the strategies to meet the projected benchmarks of the State Plan. In addition, Maryland has invested extensively over the past 10 years to shore up its early childhood system. It has established and/or implemented infrastructure components according to the key areas of reform:

Section B: High Quality, Accountable Programs

- Tiered Reimbursement System (since 2001-2011)
- Maryland EXCELS (design completed and being piloted for implementation)

- Program accreditation

Section C.1-2.: Promoting Early Learning and Development Outcomes for Children

- Development and alignment of early learning standards
- Comprehensive assessment system (i.e., formative assessment and measurement of environmental quality)

Section C.3.-4.: Addressing Health, Behavioral, and Developmental Needs

- Early childhood mental health consultation
- Nutrition and physical activity initiatives
- Advanced early intervention system (including inclusive child care, child care for the medically fragile, extended IFSP option)

Section D: Workforce Development

- Workforce and Competency Framework
- Child care credentialing program
- Rigorous teacher certification program (pre-kindergarten to 3rd grade)
- Coordinated professional development (impacting all key reform areas)

Section E: Measuring Outcomes and Progress

- Kindergarten Entry Assessment
- Early childhood data system (developed) as part of the Maryland Longitudinal Data System

The current high level of investment in early childhood will build a strong foundation for the State Plan's enhancements, leveraging existing funds to take Maryland to a higher level of excellence.

The costs included are reasonable and necessary in relation to the objectives. The State Plan's scope will reach most of the children of high need and establish an infrastructure to improve the school readiness of all children, narrow the readiness gap significantly, and provide families with better quality choices for their children. The budget emphasizes the development of an infrastructure that is adjusted for accountability of high quality programs, early learning standards to align with Common Core Standards, and a workforce that understands how to

translate evidence-based early education into practice.

Maryland stands ready to make the maximum use of RTT-ELC funding to ensure that young children receive the support they need to overcome achievement gaps. The overall structure of the State's budget for implementing the State Plan is based on the responsibilities of the Maryland State Department of Education (MSDE) as the fiscal agent through which all funding will be distributed via contracts with vendors and Early Learning Intermediary Organizations. Participating State Agencies, which include the Maryland Department of Health and Mental Hygiene (DHMH), the Maryland Department of Human Resources (DHR), and the Governor's Office for Children (GOC), will support project responsibilities under a Memorandum of Agreement (MOA) scope of work for each agency, to be implemented within 90 days after the award has been received. These agencies are participating members of the Governor's State Advisory Council on Early Care and Education and will devote funding and participate in collaborative efforts to achieve the mutually embraced goals of the State Plan.

To fully achieve implementation of the State Plan, Maryland has designed innovative projects to build, support, and reinforce the early childhood infrastructure of a successful state system:

Maryland's RTT-ELC State Plan proposes ten specific projects which address the scope of the grant. The projects are:

Project 1 - Creating Local Early Childhood Councils

Project 2 - Implementing a Tiered Quality Rating and Improvement System for all early learning and development programs, named Maryland EXCELS

Project 3 - Establish an Early Childhood Breakthrough Center that provides quality capacity building for programs participating in Maryland EXCELS

Project 4 - Revising the early learning standards to align with Common Core Standards

Project 5 - Professional Development for to promote the use of the early learning standards by all early learning and development programs

Project 6 - Refining Maryland's comprehensive assessment system in early childhood, including the Maryland Model for School Readiness (MMSR) Kindergarten Assessment

Project 7 - Addressing the health and behavioral needs of children through a coherent set of early intervention and prevention programs.

Project 8 - Creating a Coalition of Family Engagement and three statewide outreach efforts to promote family’s engagement in being their children’s first teacher.

Project 9 - Establishing Leadership in Early Learning Academies for educators from school and early childhood programs to promote rigorous yet developmentally appropriate teaching practices for pre-kindergarten through grade 2

Project 10 - Enhancing the existing early childhood data system to link with the Maryland Longitudinal Data System

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

Maryland will establish a process to sustain the reform efforts outlined in the State Plan after the end of the grant period. The “cliff effect” after 2015 will mostly impact the implementation of Maryland EXCELS, in particular the newly funded incentives. Maryland will establish a Maryland EXCELS Study Group by January 1, 2014 to examine the feasibility of the incentives past December 31, 2015. The timing of the Study Groups work coincides with the development of the state budget for FY16. The Study group will include members from the Governor’s Office, Department of Budget and Management, and the Joint Committee for Children, Youth, and Families. The Study Group will make recommendations by July 1, 2014, laying out the options for sustaining the costs for the new incentives for EXCELS. Part of the charge of the Study Group will be the determination to establish a requirement to have all publicly funded early learning and development programs enroll in Maryland EXCELS.

The capacity building role of the child care resource and referral agency will be funded through the existing CCDF and state funds, starting in FFY15 and SFY16 to bring it in alignment with the standard budget years.

The other projects will be sustained as follows:

| Project | Funding |
|---|---|
| Extended Option- Individualized Family Service Plan | Section 619, Part B Discretionary Funds |

| | |
|--|--|
| Early Science, Technology, Engineering and Math (STEM) and Vocabulary Improvement and Oral Language Enrichment Through Stories (VIOLETS) | Combination of current state funds and private funds |
| Developing Early Learning Standards | No funds necessary past 2014 |
| Comprehensive Assessment System (maintenance only) | Current state funds |
| Child Development Innovations | CCDF Quality Improvement (at reduced levels) |
| Family Engagement and Support | Private foundations |
| Leadership in Early Learning Academy | No funds allocated past 2015 |
| Early Learning Data System (maintenance costs only) | CCDF |
| RTT-ELC Technical Assistance | No funds necessary past 2015 |

Maryland also plans to pursue Federal and state funding opportunities and identify efficiencies in the operation of the programs.

| Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan. | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|---------------|
| Source of Funds | Fiscal Year 2012 | Fiscal Year 2013 | Fiscal Year 2014 | Fiscal Year 2015 | Total |
| <i>State-Aid Child Care Subsidy</i> | \$33,600,000 | \$33,600,000 | \$33,600,000 | \$33,600,000 | \$134,400,000 |
| <i>Federal – TANF (DHR)</i> | \$10,285,667 | \$10,285,667 | \$10,285,667 | \$10,285,667 | \$41,142,668 |
| <i>Federal – CCDF</i> | \$79,250,000 | \$79,250,000 | \$79,250,000 | \$79,250,000 | \$317,000,000 |
| <i>Federal - IDEA Part C</i> | \$7,400,012 | \$7,400,012 | \$7,400,012 | \$7,400,012 | \$29,600,048 |
| <i>Federal - IDEA Part 611</i> | \$1,432,606 | \$1,432,606 | \$1,432,606 | \$1,432,606 | \$5,730,424 |

| Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan. | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|--------------|
| Source of Funds | Fiscal Year 2012 | Fiscal Year 2013 | Fiscal Year 2014 | Fiscal Year 2015 | Total |
| <i>Federal - IDEA Part B 619</i> | \$ 166,00 | \$ 166,00 | \$ 166,00 | \$ 166,00 | \$ 664,000 |
| <i>Federal - Medical Assistance</i> | \$ 4,450,000 | \$ 4,450,000 | \$ 4,450,000 | \$ 4,450,000 | \$17,800,000 |
| <i>State – Aid for I&T Disabilities</i> | \$10,389,104 | \$10,389,104 | \$10,389,104 | \$10,389,104 | \$41,556,416 |
| <i>Federal-Home Visiting Planning (DHMH)</i> | \$445,362 | \$445,362 | \$445,362 | \$0 | \$1,336,085 |
| <i>Federal – Statewide Longitudinal Data System</i> | \$2,400,000 | \$1,600,000 | \$600,000 | \$0 | \$4,600,000 |
| <i>Federal – State Fiscal Stabilization Fund (SFSF) – RTTT Incentive Grants</i> | \$1,000,000 | \$1,000,000 | \$500,000 | \$0 | \$2,500,000 |
| <i>State – Information Technology</i> | \$1,500,000 | \$1,500,000 | \$1,500,000 | \$1,500,000 | \$6,000,000 |
| <i>Federal – TANF (DHR)</i> | \$10,285,667 | \$10,285,667 | \$10,285,667 | \$10,285,667 | \$41,142,668 |
| <i>State- Aid Hoyer Program</i> | \$10,575,000 | \$10,575,000 | \$10,575,000 | \$10,575,000 | \$42.300,000 |
| <i>State- Aid Head Start</i> | \$1,800,000 | \$1,800,000 | \$1,800,000 | \$1,800,000 | \$7,200,000 |
| <i>State – Early Childhood Mental Health</i> | \$1,716,196 | \$1,716,196 | \$1,716,196 | \$1,716,196 | \$6,864,784 |
| <i>State- Birth to 4</i> | \$5,873,466 | \$5,873,466 | \$5,873,466 | \$5,873,466 | \$23,496,864 |
| <i>Private –PNC bank</i> | \$87,500 | \$87,500 | \$87,500 | \$87,500 | \$350,000 |

| Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan. | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|---------------|
| Source of Funds | Fiscal Year 2012 | Fiscal Year 2013 | Fiscal Year 2014 | Fiscal Year 2015 | Total |
| <i>Local Boards of Education – Preschool Funding</i> | \$93,000,000 | \$93,000,000 | \$93,000,000 | \$93,000,000 | \$372,000,000 |
| Funding is based lined on Fiscal Year 2012 and is subject to the budget process for out years. | | | | | |

B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards²⁶ that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce,

²⁶ See such nationally recognized standards as:

U.S. Department of Health and Human Services. (2009). Head Start Program Performance Standards. Washington, DC: U.S. Department of Health and Human Services. PDF retrieved from: 45 CFR Chapter XIII - 1301-1311 http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII_ENG.pdf

U.S. Department of Defense. DoD Instruction 6060.2, Child Development Programs (CDPs), January 19, 1993, certified as current August 25, 1998 (to be updated Fall 2011). Washington, DC: U.S. Department of Defense.

Retrieved from:

http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.60.500.100.0.0.0.0.0.0¤t_id=20.60.500.100.500.60.60.0.0

American Academy of Pediatrics, American Public Health association, and National Resource Center for Health and Safety in Child Care and Early Education. (2011) Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and education Programs. Elk Grove Village, IL; American Academy of Pediatrics.

Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).

- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--
 - A copy of the tiered Program Standards;
 - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;
 - Documentation of how the tiers meaningfully differentiate levels of quality.

Benchmark:

By July 1, 2013, Maryland EXCELS (the revised Quality Rating and Improvement System) will be fully implemented for all early education and learning programs after the current pilot study and a field test in 2012.

Background

Maryland currently has a fully implemented statewide Tiered Quality Rating and Improvement System and tiered reimbursement which was developed in 2001. Maryland has initiated its redesign in 2009 and has entered into the pilot stage in September 2011. The new TQRIS, named Maryland EXCELS, has the expressed goal of creating a system with:

- More evidence-based criteria of quality;
- Increased participation (especially in areas of high need);
- Increased incentives for families and providers;
- Increased public awareness of the importance of high quality care;
- Stronger validation of the system; and
- Increased access to data for analysis and improvement.

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

- (a) Is based on a statewide set of tiered Program Standards that include--**
- (1) Early Learning and Development Standards;**
 - (2) A Comprehensive Assessment System;**

- (3) Early Childhood Educator qualifications;**
- (4) Family engagement strategies;**
- (5) Health promotion practices; and**
- (6) Effective data practices;**

In 2001, Maryland established the tiered reimbursement system with the aim of increasing access to high quality child care programs for children in low-income areas. Tiered reimbursement is a **voluntary** program that recognizes the quality of child care programs (family child care, child care center, and Head Start) that exceed the minimum requirements of licensing and registration²⁷. There are four levels in the current tiered reimbursement program, each recognizing a child care facility's participation in national or state program accreditation²⁸, provider credentialing, enhanced learning environments, parent involvement, and program evaluation. Facilities participating at Level 2 or higher receive a certificate of achievement and a paid differential tied to Child Care Subsidy vouchers. Although participation in the tiered reimbursement program is voluntary, there are regulatory requirements that apply to program participation²⁹.

Between 2009 and the summer of 2011, MSDE's Division of Early Childhood Development developed and drafted a set of program standards for the design of the revised TQRIS, to be renamed Maryland EXCELS (EXCELS). The EXCELS standards are based on a thorough review of the literature on Quality Rating and Improvement Systems and other early child care quality initiatives, funding sources and incentives, technical assistance models, evaluation efforts and reports, assessment protocols, and administrative policies and procedures (OPRE, 2010, Buettner & Andrews, 2009; Zellman et al, 2008; Tout, Zaslow & Berry, 2006). The Division also conducted an in-depth evaluation of QRIS systems in several states, including site visits to observe Delaware STARS and Tennessee STARS systems; presentations of processes, materials, and systems; and interviews with key stakeholders. In addition, MSDE

²⁷ Maryland's licensing requirements include child care centers and registered family child care providers.

²⁸ In 2000, Maryland developed the Standards for High Quality Early Childhood Programs which apply to kindergarten, (public school)Pre-Kindergarten, center-based child care, and Head Start. The Standards are used for program accreditation or validation, i.e., terminology used for public school programs.

²⁹ COMAR 13A.14.06 – Maryland Child Care Credential Program

representatives worked closely with the National Child Care Information and Technical Assistance Center (NCCIC) in the Office of Child Care at the U.S. Department of Health and Human Services to ensure that the EXCELS standards adhered to nationally accepted criteria for QRIS. The EXCELS program standards for center-based (including Head Start), family, and school-age providers were developed and vetted with key stakeholders from the MSDE, the Maryland Developmental Disabilities Council, the early intervention, pre-school and special education communities, federal technical assistance providers from the NCCIC, local leadership from private and corporately owned child care centers, Head Start, and family and school-age child care providers. The Johns Hopkins University - Center for Technology in Education (JHU-CTE), selected because of its long-standing expertise in developing technology platforms for education, joined the effort in 2010 to work in partnership with MSDE leadership to refine the standards based on workgroup recommendations and research. The existing tiered reimbursement standards, as well as the new EXCELS standards, are divided into five program content areas:

- 1) Licensing and Compliance;
- 2) Rating Scales and Accreditation;
- 3) Staffing and Professional Development;
- 4) Developmentally Appropriate Learning and Practices; and
- 5) Administrative Policies and Practices.

Maryland EXCELS includes all relevant components of a TQRIS for all early learning and development programs. The EXCELS components build on the existing tiered reimbursement requirements, with more emphasis on programmatic policies and procedures, classroom practices, family engagement strategies, and inclusion of children with high needs. EXCELS is intended to complement existing standards, policies, and practices that support quality program improvement. Chart B-1 below shows the federal TQRIS requirements and how the next generation of the TQRIS in Maryland, EXCELS, meets and surpasses the federal expectations.

Chart B-1: TQRIS and EXCELS Alignment

| Components of a TQRIS | Maryland EXCELS Component |
|--|---|
| Early Learning and Development Standards | <ul style="list-style-type: none"> • Accreditation (state or national) |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Use of approved curriculum linked to State Early Learning Standards • Daily Schedule • Health Promotion Practices |
| Comprehensive Assessment System (Accountability) | <ul style="list-style-type: none"> • Comprehensive Assessment System • Accreditation (state or national) • Curriculum Planning • Environmental Rating Scales • Program Coordination • Parent and Stakeholder Involvement |
| Early Childhood Educator Qualifications | <ul style="list-style-type: none"> • Staff Credentialing Requirements • Staffing and Professional Development • Increasing Professional Development Requirements • Technical Assistance • Staff Handbook with Articulated Policies |
| Family Engagement Strategies | <ul style="list-style-type: none"> • Parent Engagement Activities aligned with The Head Start Parent, Family and Community Engagement Framework • Handbook with Articulated Policies |
| Incentives | <ul style="list-style-type: none"> • Bonuses and Differential Payments • Funding to meet Accreditation Requirement |
| Effective Data Practices | <ul style="list-style-type: none"> • Early Childhood Data Collection System with linkages to Maryland Longitudinal Data Systems • Online data management system • Fully online Maryland EXCELS |

| | |
|---|-------------------|
| | Management System |
| <p>(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards³⁰ that lead to improved learning outcomes for children; and</p> <p>(c) Is linked to the State licensing system for Early Learning and Development Programs.</p> <p>Maryland EXCELS sets consistent benchmarks across all content areas. Maryland has invested considerable effort in ensuring that its EXCELS TQRIS meaningfully differentiates quality levels by systematically developing standards; supporting technology tools that facilitate use; and aligning the standards with other standards and systems, including program accreditation, instruments measuring the quality of the programs, teacher-child interactions, and management and leadership practices of programs. Figure B-1 shows the progression of standards across the five component areas of EXCELS. The black text indicates standards of the current tiered reimbursement program. The orange, bold text indicates new requirements of EXCELS.</p> | |

³⁰ See such nationally recognized standards as:

U.S. Department of Health and Human Services. (2009). Head Start Program Performance Standards. Washington, DC: U.S. Department of Health and Human Services. PDF retrieved from: 45 CFR Chapter XIII - 1301-1311 http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII_ENG.pdf

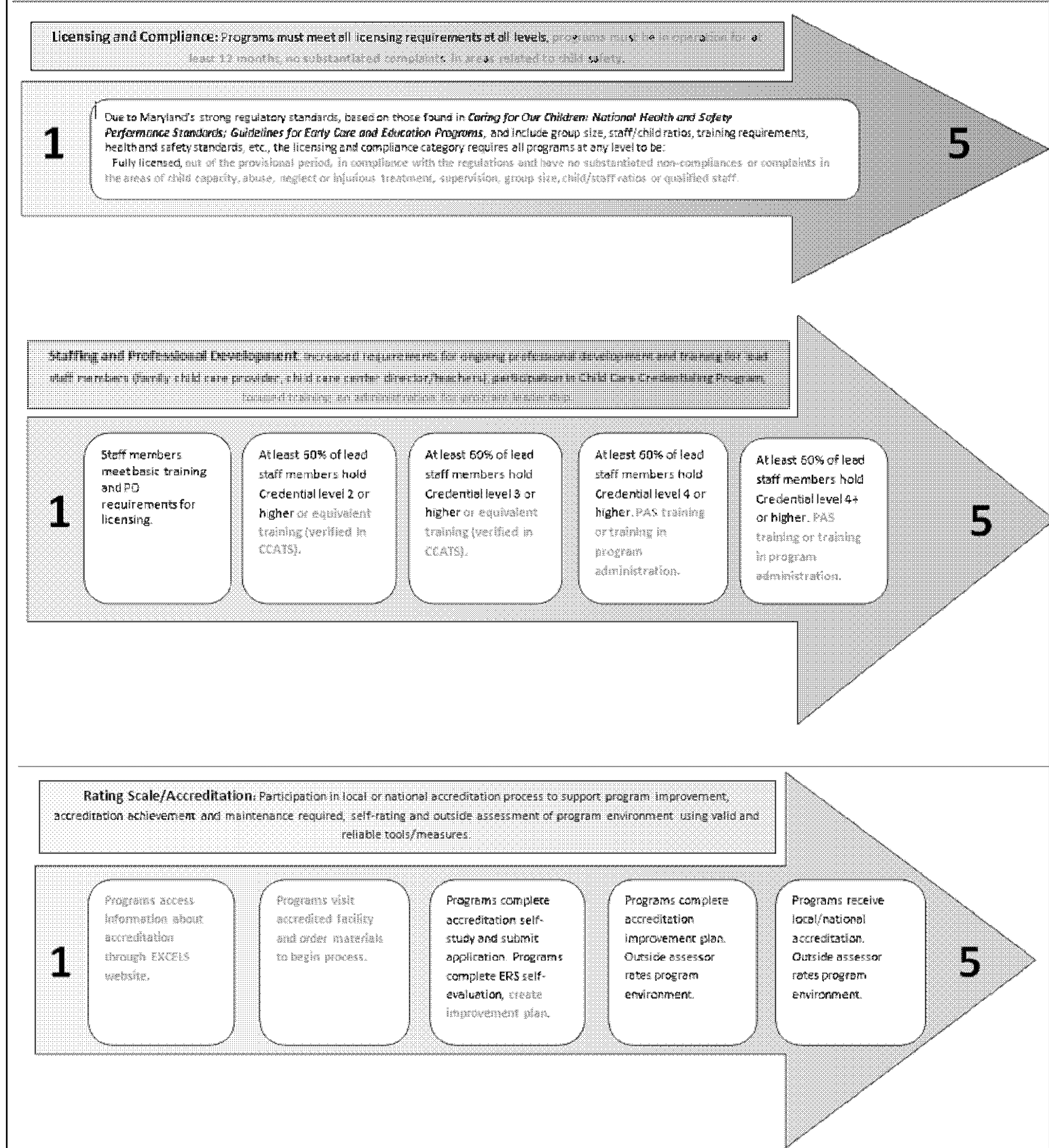
U.S. Department of Defense. DoD Instruction 6060.2, Child Development Programs (CDPs), January 19, 1993, certified as current August 25, 1998 (to be updated Fall 2011). Washington, DC: U.S. Department of Defense.

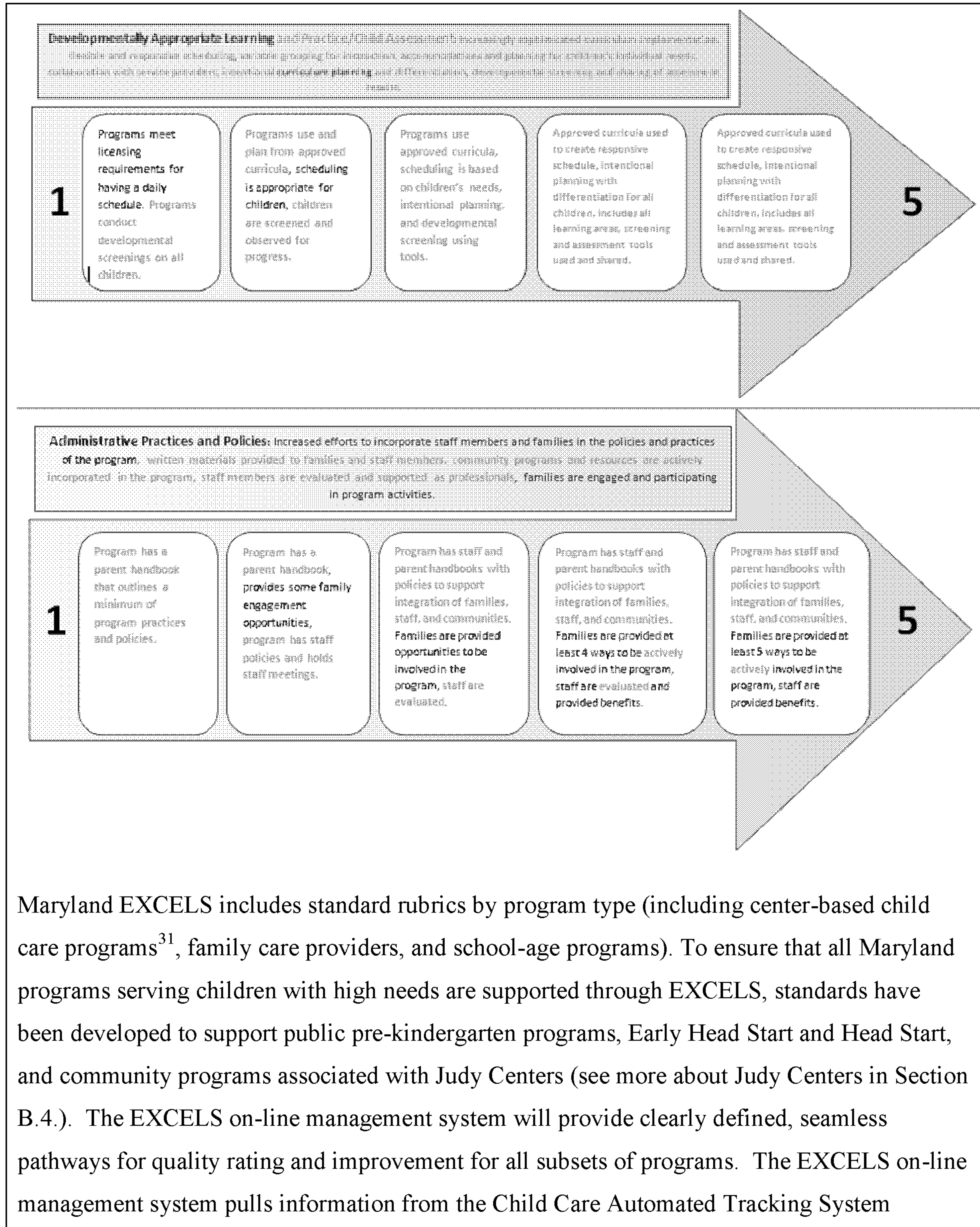
Retrieved from:

http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.60.500.100.0.0.0.0.0.¤t_id=20.60.500.100.500.60.60.0.0

American Academy of Pediatrics, American Public Health association, and National Resource Center for Health and Safety in Child Care and Early Education. (2011) Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and education Programs. Elk Grove Village, IL; American Academy of Pediatrics.

Figure B-1: Maryland EXCELS Progression of Standards





³¹ Child care centers include Early Head Start and Head Start programs.

(CCATS) and has been designed to cross-walk with State and National Accreditation standards and the Head Start Program Standards. Therefore, programs will only see the Maryland EXCELS standards for which information/documentation is needed. Even though there are some nuances by program type, the standards adhere to an overarching set of requirements. Maryland EXCELS is a block TQRIS, therefore programs must meet all of the standards at a Check Level to achieve that level (Appendix B1.1, Maryland EXCELS Standards Charts).

The baseline for all ratings is **licensing and compliance** through State regulation. In Maryland, there are very few exemptions to state licensure. These exemptions include care provided by a family member, care provided in the child's own home, and care that is provided for less than 20 hours per month or on a sporadic basis. A program can participate in EXCELS if it is a licensed program in good standing, as verified by Maryland's electronic licensing and compliance database (the Child Care Automated Tracking System – CCATS). Since this verification occurs electronically and is based on real-time data, the loss of a program's license or certain compliance violations related to the safety and well-being of children can trigger an immediate loss of the program's quality rating check level.

The standards for **staffing and professional development** use a verification of data in CCATS to establish the percentage of staff with verified training and credential levels rising from a Credential Level 2 to Credential Level 4+ as the quality level increases³². To support capacity building for the credentialing system, child care providers can submit verification of completed training hours equivalent to the credentialing level for EXCELS Check Levels 2-3.

Rating scales and accreditation standards require a program to complete progressive steps toward obtaining MSDE accreditation or a nationally recognized accreditation based on the program type. The program must submit evidence of completion of the accreditation process to obtain a quality Check Level 5 as well as steps at the lower Check Levels that lead the program toward obtaining the accreditation. The Environment Rating Scales (ERS) are used as an additional measure of program quality and to inform the program of strengths and weaknesses.

³² See detailed description of Maryland's Child Care Credentialing Program in Section B.2.

The ERS are administered on an annual to triennial basis depending on how far along the program is in the accreditation process. An acceptable ERS score is established by using specific ERS instruments by program type, i.e., infant-toddler or preschool, and is required to obtain the highest quality rating, Check Level 5. ERS scores rated as low (less than the score required by the check level), by subscale, trigger the creation of improvement plans that must be put into effect at Check Level 4. The Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes are also used at Check Levels 4 and 5. A rating of 4.5 or higher on either of the scales is required at Check Level 5. The Class Assessment Scale (CLASS) will be introduced for public pre-kindergarten programs completing state validation (accreditation) and will be investigated for use with Head Start and Child Care programs at Check Levels 4 and 5.

To meet standards for **developmentally appropriate learning and practices**, programs must submit specific artifacts in the areas of scheduling, child assessment, and instructional curricula, with the expectation of quality by specific evidence type increasing with the rise in quality levels. These artifacts are reviewed by EXCELS Program Coordinators against trained, reliable assessors and scoring guides to determine if the evidence fulfills the quality level requirements. Enhancements to the requirements for program practices are designed to increase staff members' ability to design and develop inclusive learning experiences for all children, especially children with high needs.

Finally, the **administrative policies and practices** area requires the program to submit evidence of handbooks provided to parents and staff outlining policies and practices, including nutrition, health and wellness policies; efforts and effectiveness in the areas of family engagement; provision of community resources and information; and staff management. These artifacts are reviewed in a similar manner to the developmentally appropriate learning and practices content area. Each content area has specific quality criteria that span a possible rating of 1 to 5 "Checks". Maryland EXCELS family engagement component is based on the Head Start Parent, Family, and Community Framework³³ (Appendix B1.2). At Check Level 2,

³³ U.S. Department of Health and Human Services (September, 2011)

programs must provide evidence of two family engagement strategies that align with the Frameworks content outcomes. The number of strategies increases for higher levels, resulting in programs implementing multiple strategies across several of the seven content outcomes at Check Level 5. Further detail and guidance to implementing effective family engagement practices will be developed by the Coalition of Family Engagement (see Section C.4.)

| Table (B)(1)-1: Status of all Program Standards currently used in the State | | | | | | | |
|---|---|----------------------------------|---------------------|-------------------|------------------|--------------------------|-------|
| List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards | Program Standards Elements³⁴ | | | | | | |
| | <i>If the Program Standards address the element, place an "X" in that box</i> | | | | | | |
| | Early Learning and Development Standards | Comprehensive Assessment Systems | Qualified workforce | Family engagement | Health promotion | Effective data practices | Other |
| Accreditation Status (Center, Family Child Care, Head Start) | X | X | X | X | X | X | |
| Staff Credentialing (Center, Family Child Care, Head Start) | | | X | | | X | |
| Learning Environment (Center, Family Child Care, Head Start) | X | | | | | X | |

³⁴ Please refer to the definition of Program Standards for more information on the elements.

| Table (B)(1)-1: Status of all Program Standards currently used in the State | | | | | | | |
|---|---|----------------------------------|---------------------|-------------------|------------------|--------------------------|-------|
| List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards | Program Standards Elements³⁴ <i>If the Program Standards address the element, place an "X" in that box</i> | | | | | | |
| | Early Learning and Development Standards | Comprehensive Assessment Systems | Qualified workforce | Family engagement | Health promotion | Effective data practices | Other |
| Start) | | | | | | | |
| Parent Involvement (Center, Family Child Care, Head Start) | | | | X | | X | |
| Program Evaluation (Center, Family Child Care, Head Start) | X | | X | X | | X | |
| Staff Compensation (Center, Family Child Care, Head Start) | | | X | | | X | X * |
| Continued Training (Center, Family Child Care, Head Start) | | | X | | | X | |

* Staff Compensation – Other: This standard is intended to increase the retention and reduce the turnover of staff by requiring programs to adopt a salary scale based on education and experience and, at the highest levels, include benefits for staff such as paid training, vacation/release time, reduced child

| Table (B)(1)-1: Status of all Program Standards currently used in the State | | | | | | | |
|---|---|----------------------------------|---------------------|-------------------|------------------|--------------------------|-------|
| List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards | Program Standards Elements³⁴ <i>If the Program Standards address the element, place an "X" in that box</i> | | | | | | |
| | Early Learning and Development Standards | Comprehensive Assessment Systems | Qualified workforce | Family engagement | Health promotion | Effective data practices | Other |
| care costs, health insurance, or 401K/retirement packages. | | | | | | | |

(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System. (15 points)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State’s Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;
- (2) Early Head Start and Head Start programs;
- (3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;
- (4) Early Learning and Development Programs funded under Title I of the ESEA; and
- (5) Early Learning and Development Programs receiving funds from the State’s CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and

Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;**
- (2) Early Head Start and Head Start programs;**
- (3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;**
- (4) Early Learning and Development Programs funded under Title I of the ESEA; and**
- (5) Early Learning and Development Programs receiving funds from the State's CCDF program;**

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

Maryland has developed and will implement a high-quality plan to maximize program participation in the State's Tiered Quality Rating and Improvement System by establishing effective policies and practices with the goal of having all publicly funded early learning and development programs included in Maryland EXCELS. Early learning and development programs (including Head Start, child care centers and family child care providers in high need areas) were recruited to participate in the pilot of Maryland EXCELS. Notifications were sent to the 45 programs participating in the pilot on October 12, 2011. Additional early learning and development programs have expressed interest in participating in the pilot and have been placed on a waiting list and will be brought in as soon as possible. As Chart B-2 indicates Public Pre-K Sites will be brought in during the field test (September 2012 – May 2013).

Benchmark:

By December 31, 2015, 27 percent of all early learning and development programs, including all publicly funded programs, will be participating in Maryland EXCELS. Chart B-2 shows the projected recruitment targets for the grant period.

As shown in the Chart B-2 below, Maryland has set ambitious and achievable targets. The targets are based on other state implementations and are considered to be viable. With this rate of recruitment—based on an overall target of 3,097 programs to be recruited into the EXCELS program between 2011 and 2015—Maryland will move from the current tiered reimbursement participation rate of less than 2 percent of programs participating to a participation rate of approximately 27 percent of programs participating.

Chart B-2: Number* of Recruited Programs in QRIS by Program Type

| | Child Care Center Programs³⁵ N = 2,744 | Family Child Care Programs N = 8,180 | Public Pre-K Sites³⁶ N = 625 | Total Program Participation** N = 11,549 |
|---|---|--|---|--|
| Number of Programs in Pilot Testing (Fall 2011) | 15 | 30 | 0*** | 45 |
| Number of Programs Added Field Test – 9/2012 – 5/2013 (2.5% recruitment rate) | 69 | 205 | 16 | 335 (Includes Pilot Programs) |
| Number of Programs Added First Year of Full-Scale Implementation – 7/2013 – 6/2014 (5% recruitment rate) | 137 | 410 | 32 | 914 (Includes Pilot and Field Test) |

35 Includes Head Start Programs

36 Includes preschool special education classrooms

| | | | | |
|--|-----|-----|----|--|
| Number of Programs Added Second Year of Full-Scale Implementation – 7/2014 – 6/2015 (10% recruitment rate) | 238 | 853 | 58 | 2,063 (Includes programs from previous years) |
| Number of Programs Added Third Year of Full-Scale Implementation – 7/2015 – 12/2015 (10% recruitment rate) | 214 | 769 | 51 | 3,097 |

*All numbers of programs are based on 2011 data.

** Total Program Participation is the sum of current year’s participation and the previous year’s total.

*** Public Pre-K standards will be developed during this time period.

Over the past ten years, Maryland has almost doubled the enrollment of children with high needs in publicly funded programs. Child Care Subsidy Program reimbursement rates have been increased twice since the transfer of child care to MSDE in 2005-2006, and co-payments for families have been kept at 10 percent of family gross income. In addition, since 2007, all four-year olds from economically disadvantaged backgrounds have had access to enrollment at a public school pre-kindergarten.

Maryland EXCELS will use strategies for low-income families, such as built in co-payment incentives for families, to increase the number of children with high needs who have access to high quality programs. In the existing tiered reimbursement system, providers are the beneficiaries of a quality payment differential. At a Level 1, child care providers currently receive the set rate established by the State for children receiving Child Care Subsidy (CCS) vouchers. At the highest level of tiered reimbursement, family child care providers can receive up to 29 percent above the set rate and center-based child care providers can receive up to 44 percent above the set rate. The current tiered reimbursement payment is a quality payment made to the child care facility and does not affect the co-pay amount of the tuition the family must pay. In EXCELS, the State will encourage providers to participate in EXCELS through a series of

quality improvement bonuses, while spurring families to seek out high quality programs through both financial incentives and access to information about the availability of high quality care. Under EXCELS, parents who are eligible for Child Care Subsidy vouchers will be encouraged to seek high quality programs, and will, as a result, reduce the amount of their assigned co-payment. Chart B-3 outlines the revised child care reimbursement schedule for Maryland EXCELS.

Chart B-3: Maryland EXCELS Revised Child Care Subsidy Reimbursement Rates

| | Check Levels 1-2 | Check Level 3 | Check Level 4 | Check Level 5 |
|---------------------------------|--|---|---|---|
| Program/Provider Payment | Set State Rate with No Quality Differential | <u>State Rate +</u> <u>For Family Child Care Home</u> <ul style="list-style-type: none"> • Child under 2 – 11% • Children over 2 – 10% <u>For Child Care Center</u> <ul style="list-style-type: none"> • Child under 2 – 22% • Children over 2 – 10% | <u>State Rate +</u> <u>For Family Child Care Home</u> <ul style="list-style-type: none"> • Child under 2 – 22% • Children over 2 – 21% <u>For Child Care Center</u> <ul style="list-style-type: none"> • Child under 2 – 37% • Children over 2 – 19% | <u>State Rate +</u> <u>For Family Child Care Home</u> <ul style="list-style-type: none"> • Child under 2 – 29% • Children over 2 – 28% <u>For Child Care Center</u> <ul style="list-style-type: none"> • Child under 2 – 44% • Children over 2 – 26% |
| Family Payment | Standard co-pay with No Quality Differential | 25% Co-Pay Quality Differential | 50% Co-Pay Quality Differential | 75% Co-Pay Quality Differential |

In addition to increased subsidy reimbursements, Maryland will implement a system of program quality bonuses. These program Quality Awards will be awarded per program as a one-time bonus, based on a program’s initial attainment of a given Check Level rating. Programs will also be eligible for differential bonuses based on the percentage of children with high needs enrolled in the program. Charts B-4 through B-6 show the proposed program quality incentives.

Chart B-4: Incentives for Center-Based Programs by Check Level

| Check Level at First Verification Check | 1-50 FTE | 51-100 FTE | 101+ FTE |
|---|----------|------------|----------|
| | | | |

| | | | |
|----------|---------|---------|---------|
| 1 | \$50 | \$100 | \$150 |
| 2 | \$250 | \$500 | \$750 |
| 3 | \$400 | \$800 | \$1,200 |
| 4 | \$1,000 | \$2,000 | \$3,000 |
| 5 | \$1,500 | \$3,000 | \$4,500 |

FTE: Full Time Enrollment

Chart B-5: Incentives for Family Child Care Providers by Check Level

| Check Level at First Verification Check | Incentive Amount |
|--|-------------------------|
| 1 | \$50 |
| 2 | \$150 |
| 3 | \$300 |
| 4 | \$500 |
| 5 | \$800 |

Chart B-6: Increased Bonuses Based on Percentage of Children High-Needs Enrolled

| Percentage of FTE identified as high needs | Increased differential bonus |
|---|-------------------------------------|
| <5% | Bonus + 10% differential |
| 5-10% | Bonus + 15% differential |
| >10% | Bonus + 20% differential |

Maryland currently has available to programs an array of incentives and supports to increase the quality of programs and encourage both professional and facility improvement. This assistance will continue to be available to programs participating in EXCELS and will include support for accreditation (program improvement) and credentialing (professional development).

Accreditation Support

To support child care programs in becoming accredited, a requirement of Maryland's current tiered reimbursement system and EXCELS, the Division of Early Childhood Development – Credentialing Branch at MSDE maintains an accreditation support fund. This fund provides programs access to financial support to assist with fees and program improvements associated

with obtaining or renewing program accreditation. These non-competitive awards range from \$1,500 for a family child care provider to \$3,000 for a center-based provider serving more than 100 children. For Maryland EXCELS participating programs, achieving and maintaining accreditation is a demonstration of the highest quality of care. A program that reaches Maryland EXCELS Check Level 5 will be eligible for financial incentives through EXCELS to pay for the cost of reaccreditation through the national accreditation agency from which it has obtained its most recent accreditation. Center-based programs that opt to receive MSDE accreditation are also eligible to receive up to \$3,000 to purchase equipment and materials required to meet the accreditation standards.

Credentialing Support

To help providers increase their knowledge, MSDE offers a professional development support program (the Maryland Child Care Credential Program), which was developed in 2001 to encourage providers to continually seek increased levels of professional development through approved core of knowledge trainings.

Maryland's current credential program rewards providers who participate in training and educational opportunities beyond the minimum required training hours mandated by licensing regulations. Over 9,200 credentials have been awarded since the inception of the program in 2001. There are currently 6,229 active participants, 77 percent (4,766) of which are participating at Level 2 or higher and 21 percent (1,318) participating at Credential levels required for EXCELS Check Level 5. At EXCELS Check Levels 2 and 3, 60 percent or more of the lead staff members (lead staff are defined as a family child care provider, director, or a teacher who has primary responsibility for a group of children) must hold at least a Level 2 Maryland Child Care Credential or must document completion of equivalent credentialing training through MSDE-approved programs or college-level coursework. For a program to reach EXCELS Check Level 4, 60 percent or more of lead staff members must be enrolled and actively participating in the MSDE child care credentialing program and have achieved at least a Level 4 Maryland Child Care Credential.

To encourage early childhood professionals to participate in the credentialing program, MSDE

gives achievement bonuses directly to the participating individual (family child care provider, administrator/director or center staff member) who meets eligibility requirements by enrolling and participating in the credentialing program and completing one year of continued employment in a child care program. The bonus is paid in increments, 50 percent upon initial achievement of a credentialing level and the remaining 50 percent upon completion of the requirements for the credential level. Bonuses are paid one time only at Staff Credentialing Levels 2, 3, and 4 and Administrator Credentialing Level 1 and annually for all other levels. Credential level bonuses are awarded based on the structure shown in Chart B-7.

Chart B-7: Incentives for Child Care Providers by Credential Level

| Credential Level | Bonus Amounts |
|-------------------------|------------------------|
| Staff Level 2 | \$200 (one time only) |
| Staff Level 3 | \$300 (one time only) |
| Staff Level 4 | \$500 (one time only) |
| Staff Level 4 Plus | \$600 (annually) |
| Staff Level 5 | \$750 (annually) |
| Staff Level 6 | \$1,000 (annually) |
| Administrator Level 1 | \$400 (one time only) |
| Administrator Level 2 | \$750 (annually) |
| Administrator Level 3 | \$1,000 (annually) |
| Administrator Level 4 | \$1,500 (annually) |

The Credentialing program also offers a scholarship program, the Child Care Career and Professional Development Fund (CCCPDF) to participants of the program. Currently, the CCCPDF offers financial assistance to 407 eligible child care providers. This assistance can be used to earn a college degree in Early Childhood Education, Child Development, Elementary Education, or Special Education. The CCCPDF covers the cost of tuition, fees, and books associated with attaining the degree. Under EXCELS, priority for participating in the CCCPDF will be accorded to employees of EXCELS participating facilities. In addition, Maryland will implement a change to the credential bonus amounts and training support available to child care providers. Individuals working in child care programs not participating in EXCELS will receive

half of the total amount available.

Endorsement Incentives

In addition to the previously described incentives, Maryland will implement a system of additional incentives for programs to participate in EXCELS. To increase the number of providers actively including children with high needs 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 EXCELS 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 (Appendix B2.1, Quality Improvement Endorsements).

To receive an endorsement, a program must make a request through the 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 Network³⁷ 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 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

³⁷ (a 501(c)(3) non-profit organization that provides customized services to children, adults and seniors to promote more inclusive communities, training opportunities for families, child care providers, teachers, and community members with the goal of fostering inclusion).

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 child population is high needs (for the Inclusive Practices endorsement) or English language learners (for the Dual Language endorsement). Additional per child funding, similar to the tiered reimbursement model, for children identified as having a developmental delay or disability or are English language learners will be explored and recommended based on available funding prior to the full EXCELS implementation. Determination of the percentage of children with high needs or who are English Language Learners will be made using the demographic data captured in the MSDE Early Childhood Data System. This system, which MSDE is developing so that it will link to the State's Longitudinal Data System, will be the overarching data warehouse for all child, teacher, provider, and program level data³⁸.

Chart B-8: Strategies to Promote Participation in Maryland EXCELS (Project 2)

| Strategies (above and beyond the current infrastructure) | Completed by | Responsible Unit |
|---|---------------------|--|
| Develop policies and procedures for participation of early learning and development programs, particularly publicly funded programs | March 31, 2012 | MSDE/DECD, State Advisory Council ³⁹ |
| Publish Maryland EXCELS incentives program | July 1, 2012 | MSDE/DECD |
| Initiate recruitment into and progression up on Maryland EXCELS | July 1, 2012 | MSDE/DECD, child care resource and referral agencies, vendor |
| Finalize specialty endorsements for Maryland EXCELS | September 1, 2012 | MSDE/DECD, vendor |
| Complete recruitment of first cohort of | December 31, 2013 | MSDE/DECD, child care |

³⁸ See detailed description of the early childhood data system in Section E.2.

³⁹ Refers to the Governor's State Advisory Council on Early Care and Education (Early Childhood Advisory Council)

| | | |
|---|-------------------|--|
| early childhood programs (N=579) | | resource and referral agencies, vendor |
| Complete recruitment of second cohort of early childhood programs (N=1,149) | December 31, 2014 | MSDE/DECD, child care resource and referral agencies, vendor |
| Complete recruitment of third cohort (N=1,149) | December 31, 2015 | MSDE/DECD, child care resource and referral agencies, vendor |
| Develop broad marketing plan for early childhood programs (focus on the incentives to providers)and families (focus on the benefits of high quality programs and family incentives) featuring print, online, and social media advertisement | April 30, 2012 | MSDE/DECD, vendor |
| Deploy marketing campaign for early childhood programs | December 31, 2013 | MSDE/DECD, vendor |
| Deploy marketing campaign for families | December 31, 2014 | MSDE/DECD, vendor |

| Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System | | | | | | | | | | | |
|---|--|--|----------|---|----------|---|----------|--|----------|--|----------|
| Type of Early Learning and Development Program in the State | Number of programs in the State | <i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i> | | | | | | | | | |
| | | Baseline (Today) | | Target-end of calendar year 2012 | | Target - end of calendar year 2013 | | Target- end of calendar year 2014 | | Target- end of calendar year 2015 | |
| | | # | % | # | % | # | % | # | % | # | % |
| State-funded preschool <i>Specify:</i> | 625 | 0 | 0 | 8 | 1.2 | 24 | 3.8 | 45 | 7.2 | 80 | 12.8 |
| Early Head Start and Head Start ⁴⁰ | 260 | 0 | 0 | 9 | 3.4 | 21 | 8.0 | 42 | 16.0 | 50 | 19.2 |
| Programs funded by IDEA, Part C | (see explanation) | | | | | | | | | | |
| Programs funded by IDEA, Part B, section 619 | (see explanation) | | | | | | | | | | |
| Programs funded under Title I of ESEA | (see explanation) | | | | | | | | | | |
| Programs receiving from CCDF funds | 5,122 | 35 | 0.7 | 173 | 3.4 | 411 | 8.0 | 820 | 16.0 | 983 | 19.2 |
| Other <i>Describe:</i> | | | | | | | | | | | |
| <p>All baseline data are actual.</p> <p>The data are collected in an Excel spreadsheet by the MSDE Office of Child Care, Credentialing Branch, on a continuing basis. Data entry into this spreadsheet is done manually, so it is possible that occasional user-entry errors have occurred (for example, transposing the letters of a program's name or the digits of the program's start-participation date). Enhancements to CCATS are currently in progress that will allow all participation data to be captured directly in, and reported directly from, the CCATS database.</p> | | | | | | | | | | | |

⁴⁰ Including Migrant and Tribal Head Start located in the State.

| Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System | | | | | | | | | | | |
|--|--|--|----------|---|----------|---|----------|--|----------|--|----------|
| Type of Early Learning and Development Program in the State | Number of programs in the State | <i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i> | | | | | | | | | |
| | | Baseline (Today) | | Target-end of calendar year 2012 | | Target - end of calendar year 2013 | | Target- end of calendar year 2014 | | Target- end of calendar year 2015 | |
| | | # | % | # | % | # | % | # | % | # | % |
| <p>*All “Numbers of Programs” figures are derived from 2011 data, except for the “Programs Receiving CCDF Funds” figure, which reflects end-of-FY 2010 data.</p> <p>** “Today” equals June 30, 2011 (end of SFY 2011), except that the date of the baseline figure for “Programs Receiving CCDF Funds” is June 30, 2010.</p> <p><u>IDEA Parts B and C, and ESEA Title I:</u></p> <p>The 625 State-funded Pre-K programs serve the same children with high needs who receive program services under IDEA Parts B and C and Title I. For this reason, while the number of IDEA and Title I programs that serve children with high needs can be separately determined, those programs will be recruited for, and tracked in, Maryland’s Tiered/QRIS under the rubric of State-funded Pre-K programs. In this chart, the targets stated for CY 2012 – CY 2015 therefore already incorporate IDEA and Title I programs.</p> | | | | | | | | | | | |

(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to

understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

Benchmarks:

By July 1, 2012, Maryland will have trained reliable assessors on the use of valid and reliable tools to monitor the ratings of programs participating in Maryland EXCELS.

By July 1, 2013, Maryland will launch the Maryland EXCELS website.

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

All components of EXCELS are captured in the EXCELS database. When a program registers to participate in EXCELS, certain information (licensing status, credentialing information, compliance/inspection history) will pre-populate the virtual file. The program will be prompted throughout the application process to submit (through upload and attachment) evidence and artifacts that support the satisfaction of each component in a standard area. Participation in EXCELS requires program administration and staff members to undertake some measure of self-evaluation, specifically to determine strengths and needs and to identify a starting point for program improvement. To achieve a Check Level 3, programs must complete a formal self-evaluation using the appropriate ERS environment rating tool. Programs will complete a self assessment through the process of identifying evidence and submitting evidence to the online digital portfolio. To reach Check Level 4, programs will be assessed by a trained outside evaluator using the appropriate ERS tool. These ERS evaluators have completed training and have achieved reliability with the State anchors. The ERS visit is scheduled through the Maryland EXCELS website, and may be conducted by more than one evaluator (depending on program size). Additional monitoring of the EXCELS participating sites will be conducted on

three levels. The first level of monitoring will occur during a routine licensing inspection which occurs within each twelve month period of the licensing cycle. For child care facilities participating in EXCELS, the Child Care Licensing Specialist (Specialist) will receive a checklist that is built into his or her routine inspection criteria. The Specialist will validate that the program has met the criteria reported to the EXCELS on-line application system. The second level of monitoring will occur when a Specialist makes a referral to the EXCELS Technical Assistance network (i.e., the regional Child Care Resource Center). The Technical Assistance provider will conduct an on-site review of the documentation, make recommendations for improvement, and establish a plan for quality capacity building. The third level of monitoring will be conducted by EXCELS evaluators. These evaluators will use a rubric to determine validity of the rating and accuracy of the documentation submitted. Programs will be selected at random for this level of monitoring and evaluation.

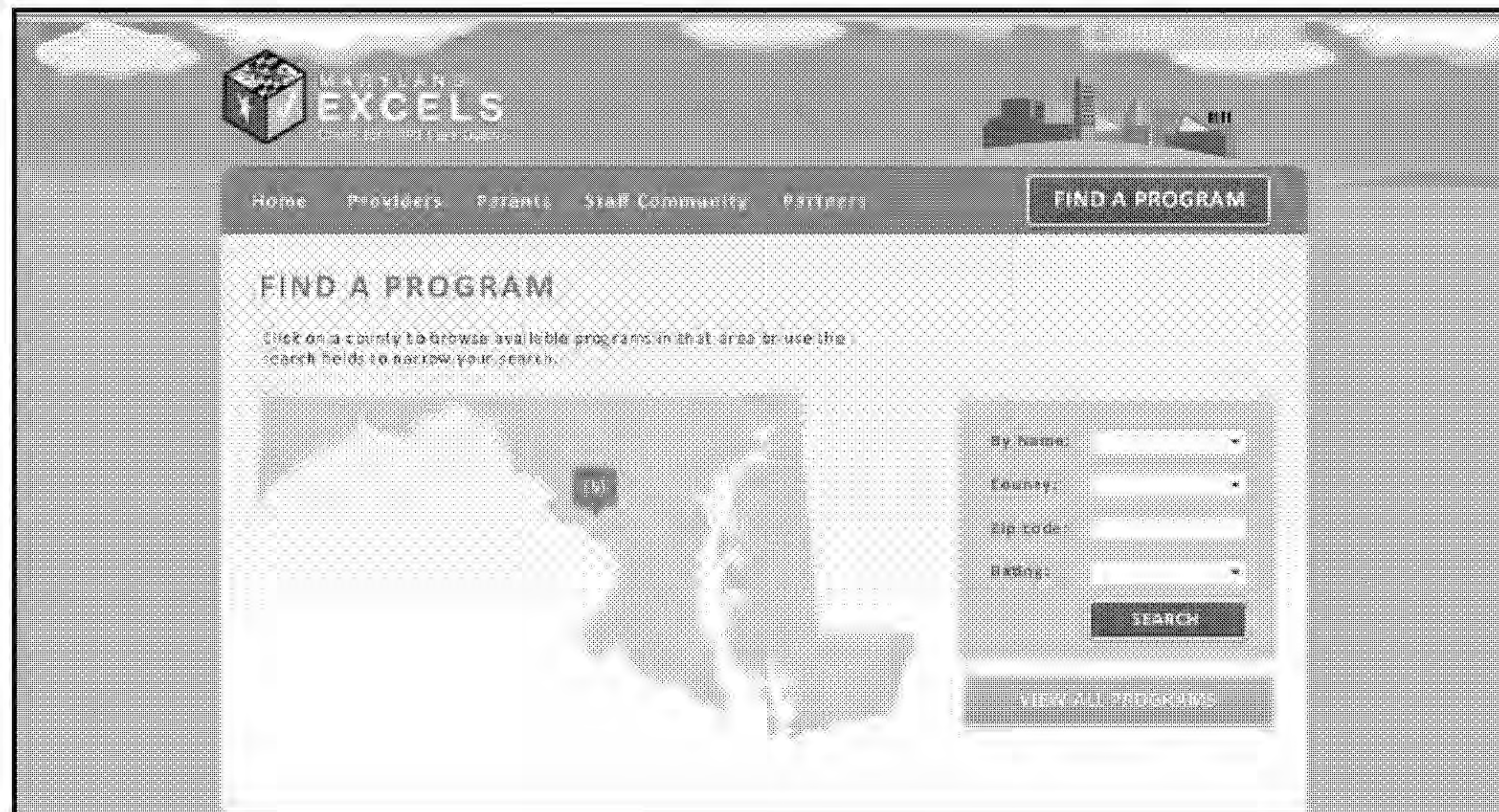
(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

Each program participating in Maryland EXCELS will receive a certificate or other document to display at the facility. Information about the rating of each child care facility will be available on the Check Child Care Maryland website. This website is a repository of inspection information for all child care programs throughout the state. When someone searches for a child care program and chooses a file to view, the information available will include the EXCELS rating. This information will also be available through the Maryland LOCATE: Child Care system offered through the child care resource and referral agencies and the EXCELS website. Each of the on-line outlets pulls the displayed information from a common source, the Child Care Automated Tracking System (CCATS). The EXCELS website was designed to operate as a fully online, web-based system. There are two sides to the web-based system: the public portal and the internal management system. The public portal is a webpage that will be hosted at

www.marylandexcels.org. This website, when fully operational, will provide information for interested programs, staff members, parents, and community partners.



The “Find a Program” button allows users to search for programs based on location, Check Level rating, or program name.



Results are displayed based on search criteria and include links to program websites (if available), location, Check Level rating, and additional endorsements earned.



The public portal includes navigation services for providers, parents, staff, and community partners. Each page includes second level navigation that links to information related to Maryland EXCELS (QRIS Basics, Applications, Technical Assistance, Resources) and additional MSDE programs and initiatives that support or enhance the EXCELS content areas (Professional Development, Child Care Credential Program, Accreditation, *Healthy Beginnings*, and the MMSR current kindergarten readiness assessment).

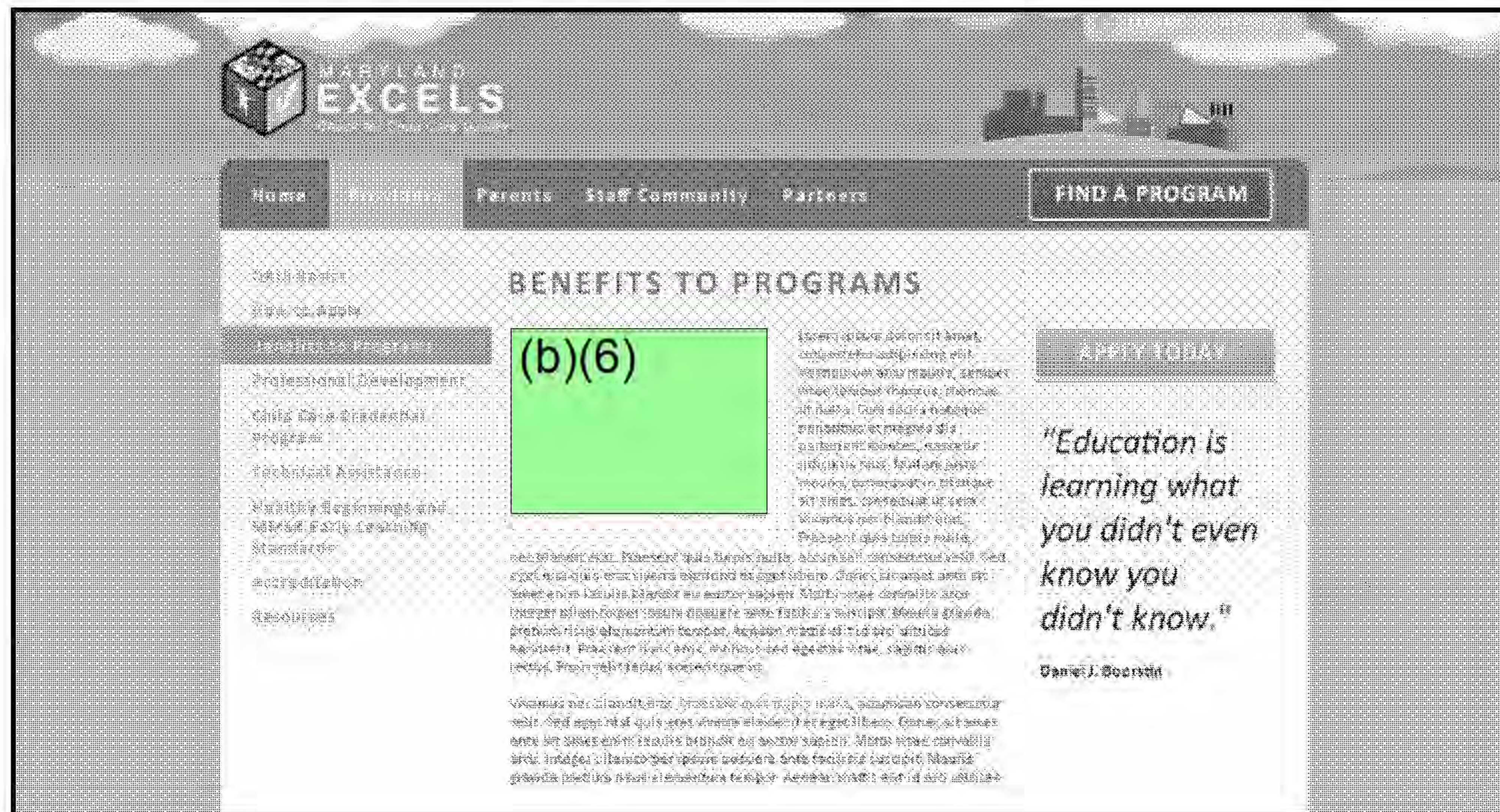


Chart B-9: Strategies to Implement Enhanced Rating and Monitoring of Early Learning and Development Programs (Project 2)

| Strategies (above and beyond the current infrastructure) | Completed by | Responsible Unit |
|--|---------------------|--|
| Statewide training on the ECERS, ITERS, and FDCERS (ERS) | March 31, 2012 | MSDE/DECD |
| Recruitment of MSDE's quality assurance monitors | July 1, 2012 | MSDE/DECD |
| Development of Maryland EXCELS Quality Assurance Manual and statewide training | July 31, 2012 | MSDE/DECD, child care resource and referral agencies, vendor |
| Maintenance and hosting of the Check Child Care Maryland website | On-going | MSDE/DECD |
| Administration of the ERS | On-going | MSDE/DECD |

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (*e.g.*, through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (*e.g.*, providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Benchmarks:

By December 31, 2015, 40 percent of all programs in MD EXCELS will be at Check Levels 4 and 5.

By December 31, 2015, 65 percent of all children with high needs will be enrolled in programs at Check Levels 4 and 5.

Maryland's ultimate goal is school readiness for all children as accomplished through a gradual narrowing of the readiness gap. The goal statements in Section A.2. stress the critical importance of narrowing the readiness gaps for children with low-income status, English language learners, and children with developmental delays/disabilities.

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

To address the needs families of children with high needs in choosing high quality child care options and increase the level of information about, resources for, and support in choosing their options, MSDE and the Department of Human Resources will jointly establish and co-chair a Task Force on "Improving Early Learning for Children from Low Income and Disadvantaged Environments." The Task Force will be charged with the following mission and submit recommendations to the Governor by June 1, 2012:

1. Examine the current case management policies, procedures, and costs for children from low-income and disadvantaged environments, including the cost of child care for children with developmental delays/disabilities, who are English language learners, or who are migrant, homeless, or foster care children; and
2. Review options of efficient management strategies, including the use of federated

data systems, to serve families eligible for child care subsidy vouchers.

During the past ten years, Maryland has established models of excellence that have proven to effectively bolster school readiness and sustain these gains throughout the elementary school years. As early learning and development programs move into and up the quality levels within Maryland EXCELS, a concurrent set of strategies must ensure that under-resourced neighborhoods produce high quality programs.

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services); and

Quality Capacity Building in Title 1 Attendance Areas

In Maryland an estimated 60 percent of all children in the 412 Title 1 school areas live in homes classified as low income. Not only is it important for Maryland to address the needs of all children, especially those with high needs, regardless of residency, but strategically address the needs of young children in early learning and development programs in Title 1 attendance areas. All programs participating in EXCELS will have access to coaching, mentoring, and technical assistance as they move through the Check Levels. Such a support system will not only be beneficial for young children's school readiness skills, but will also increasingly build a strong infrastructure foundation, particularly for Title 1 schools. The State's child care resource and referral agency network (CCRRA) will be charged with building the capacity among programs to advance along the progression of EXCELS. The network's current approach to training and technical assistance will be enhanced to emphasize coaching and mentoring strategies.

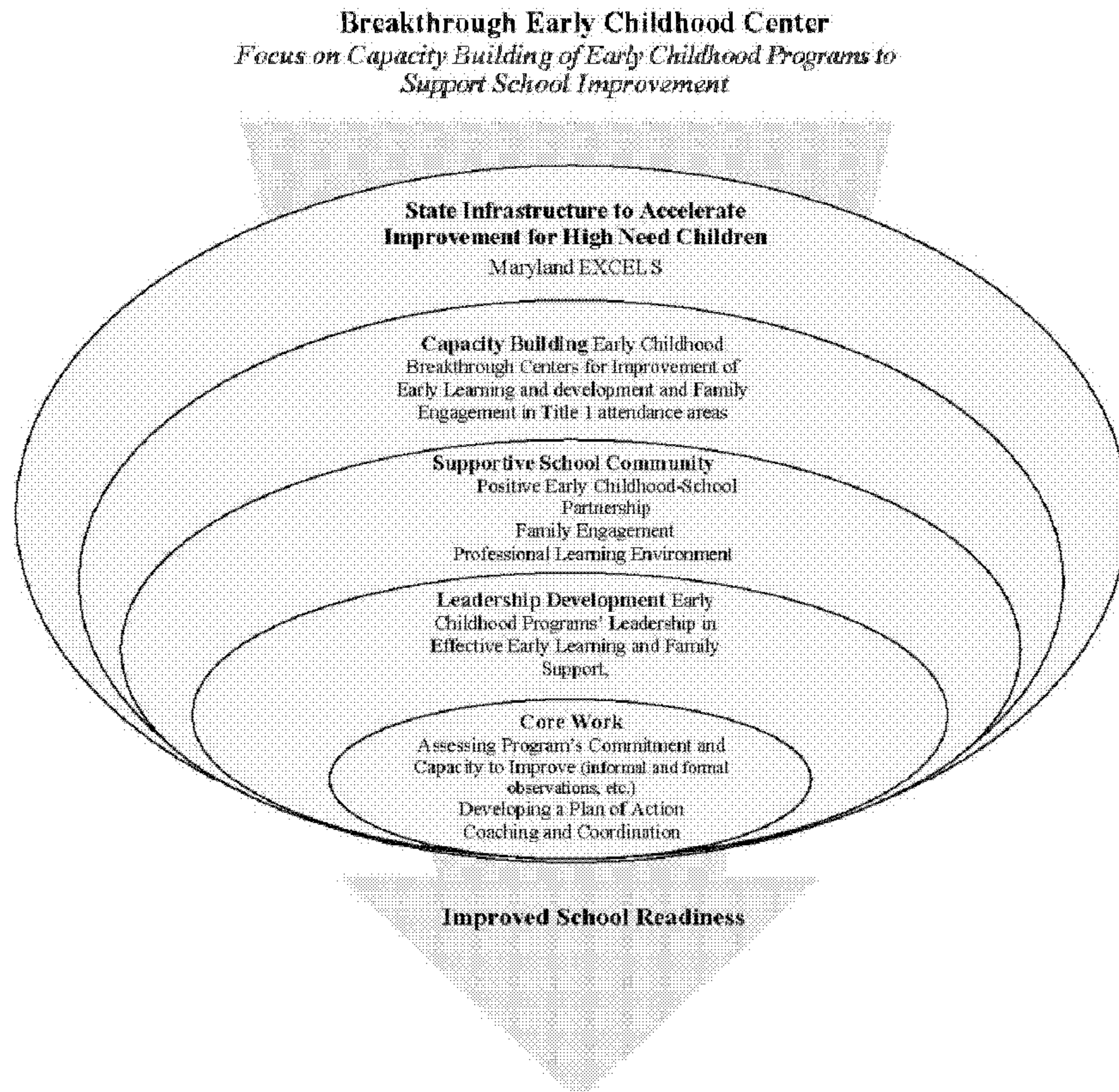
Early Childhood Breakthrough Center Approach

Regional CRRAs will advise programs on quality improvement incentives available to early learning and development programs participating in EXCELS. They will provide consultation to programs on effective strategies concerning early learning, professional development, child wellness, and family engagement in accordance with the quality standards set in EXCELS. This

approach of coaching and mentoring will mirror the one currently used in Maryland’s K-12 RTT reform effort. Breakthrough Centers are designed to coordinate all support services for schools and then apply coaching models to assist school districts in a strategic plan to “turn” their schools around. The complimentary Early Childhood Breakthrough Center, implemented by the child care resource and referral agencies, will coordinate all program improvement incentives provided by the State, and bring it to bear at early learning and development programs, located in Title 1 attendance areas. Thus, the RTT-ELC and the current RTT select the same approach to transform the learning opportunities for children, birth to grade 5, (i.e., last grade in elementary school.)

Maryland’s Early Childhood Breakthrough Centers will provide supports to early childhood programs in Title 1 attendance areas, thereby addressing the needs of children with high needs in those communities. The Early Childhood Breakthrough Center defines a strategic approach for children with high needs within the context of the Maryland EXCELS infrastructure. Figure B-1 below illustrates the concept of the Early Childhood Breakthrough Center.

Figure B-1: Early Childhood Breakthrough Centers Supporting Children with High Needs through Improvement on Maryland EXCELS Standards



The core work of the Early Childhood Breakthrough Center includes effective planning, examination of children’s learning and development in the program, and programmatic capacity building. This work is enhanced by leadership development (i.e., participation in local leadership programs coordinated by the local early childhood advisory councils), a supportive school community (i.e., coordination with the current Breakthrough Center), and capacity building (i.e., implementation of family engagement and early learning framework) to support the advancement of early learning and development programs on EXCELS. The team that is working with programs will consist of MSDE staff, administrators of EXCELS, and the regional child care resource and referral agencies. The team will assess the strengths and deficiencies of the program, work with the early learning and development programs to develop a plan of action, and coach the program to implement its plan to achieve the next highest level of quality in EXCELS. Concurrently, the program will implement early learning practices in support of the early learning standards (i.e., targeted early literacy and early math/science programs) and the assessment (i.e., formative assessments used with children 3 and 4 years of age). In addition, the team will broker the incentives available to programs participating in EXCELS, such as scholarships, training vouchers, accreditation support, MMSR professional development, and the curriculum fund. The specific roles of the team members are listed in Chart B-10.

Chart B-10: Functions of the Early Childhood Breakthrough Center’s Core Work, Participating Team Members, and Relationship to Early Childhood Infrastructure

| Breakthrough Center Function | Team Member | Infrastructure Access |
|---|---|--|
| Identifying the programs in turnaround school communities | MSDE | Early Childhood Data Warehouse (ECDW) |
| Assessing programs’ commitment and capacity to improve | Local child care resource and referral agencies (CCRRA) | EXCELS information and On-Site Assessment Tool |
| Developing a plan of action | CCRRA | Access to EXCELS incentives |
| Implementing targeted early learning programs ⁴¹ | CCRRA (in collaboration with MSDE) | Access to curricular programs |
| Coaching as plan is being | CCRRA (in collaboration | |

⁴¹ The proposed targeted programs are Vocabulary Improvement and Oral Language Through Stories (VIOLETS) language and literacy curriculum and the PBS STEM Program (See more detail in Section C.1.)

| | | |
|---|---|--|
| implemented | with school staff) | |
| Coordination with School | CCRRA (in collaboration with MSDE) | Existing Breakthrough Center |
| Accreditation Support, if applicable | CCRRA (in collaboration with assigned validators) | Early Childhood Accreditation Project using Maryland Standards for High Quality Early Childhood Programs |
| Quality assurance and oversight | MSDE | Rating and Monitoring EXCELS |
| Validation of quality level and measuring children's progress | Qualified Vendor | Validation of EXCELS |
| Monitoring for school readiness and long-term effects in school | Qualified Vendor and MSDE | ECDW/MLDS |

In addition to the Early Childhood Breakthrough Center approach, Maryland proposes to extend its models of excellence in communities of Title 1 schools in school improvement to ensure that areas of high need have access to additional program, family, and community support. These models include the Judy Center Partnerships and Preschool for All sites. (Appendix B4.1, The Judith P. Hoyer Early Care and Education Enhancement Grant for Preschool)

The State also proposes instituting two new models that support and strengthen the role of families with low incomes and the creation of a seamless and coordinated birth to age five early intervention system for children with developmental delays/disabilities. These models include Community Hubs and Coaching and Training for early learning and development programs to provide access to children who have Individualized Family Services Plans (IFSPs) or Individualized Education Programs (IEPs) with typically developing peers.

Maryland proposes to establish satellite Judy Center sites at two turnaround schools in Baltimore City and one satellite site at a turnaround school in Prince George's County (schools will be identified in early 2012).

The Judy Center Partnerships (Judy Centers) currently exist in 25 Title 1 school attendance

areas, with extended supports being offered to 15 additional Title 1 schools. Judy Centers are early childhood and family learning centers that are either school-based or school-linked and reflect a formal partnership between the local board of education and the early learning and development community (such as Early Head Start, Head Start, child care, family support centers, Infants and Toddlers programs, preschool special education, or local health clinics) serving children from the school's attendance area. These players work together to define the responsibilities of each partner. The focus of the Judy Center Partnership is to establish a continuum of learning and development for children from birth through kindergarten. Evaluative data about the Judy Centers' influence on child outcomes suggest that children with high needs are better prepared for school than children receiving traditional early care, and English Language Learners particularly benefit from these collaborative arrangements. The success of these centers has been attributed to a combination of strong family engagement and high quality early learning and development programs (Appendix B4.2, An Analysis of Influence of Judy Center Services).

Maryland proposes to establish an additional five (5) Preschool for All sites in the communities of Title 1 schools in school improvement. (Sites will be identified through a competitive bid process.)

Preschool for All sites are defined as pre-kindergarten programs that are integrated in child care or Head Start settings. The program must meet the ten quality benchmarks from the National Institute of Early Education Research (NIEER), which align with the State's Pre-Kindergarten regulations, and the program must provide a tuition break for any family with an income of less than 300 percent of the Federal Poverty Guidelines. There are currently 11 pilot sites in Maryland, and an internal report on the MMSR Kindergarten Assessment shows significant gains for children with high needs. (Appendix B4.3, Maryland Model for School Readiness Results of Kindergarten Students from Preschool for All Sites Compared to All Kindergarten Students)

Maryland proposes to establish two Community Hubs in highly under-resourced communities in Baltimore City. (Specific locations will be determined in 2012)

A Community Hub is an enhancement of the current Family Support Center model that incorporates the features of a Judy Center and a Child Care Resource and Referral Center. It is designed to create a single platform in the community for services to pregnant women, children from birth to kindergarten, their families, and child care providers. Hubs may offer licensed child care and drop-in care while parents are on site. They provide services through home visiting and in the center, and they include aggressive outreach to all who care for young children within the Title I school attendance area. Hubs depend not only on multiple state funding sources but also on local public and private contributions. They offer services full-day, full-week, full year, including parenting education, health education and access to health care, employment readiness activities, adult education (GED, ABE, ESOL, external diploma, alternative high school, etc.), and facilitate access to services by offering service coordination, transportation, meals, and non-traditional hours of operation.

The coaching and training for early learning and development programs, such as in licensed child care and Head Start programs, will support children with IFSPs and IEPs. The local Infants and Toddlers Programs, in collaboration with the local school system preschool special education programs, will receive training in effective coaching models to implement technical assistance in targeted areas where access for three-year-old children with developmental delays/disabilities is limited, and particularly, in communities of turnaround schools or those in school improvement. This model is addressing two issues. The first is the State's intent to reduce the number of children below age five who are being served in self-contained classrooms. The second is to increase the number of early childhood public and private programs advancing through the progression of standards in Maryland EXCELS, to encourage and support programs serving children with high needs in the development and achievement of specific endorsements, and to develop higher quality programs prepared to include all children, including those with developmental delays/disabilities.

Maryland has demonstrated its commitment to the birth through five system by utilizing \$2.1 million dollars in Part B discretionary funds to continue serving children who have IFSPs until they reach the age of four.

While EXCELS features standards for inclusive programming, implementing an early intervention and special education coaching model will inform early learning and development programs on appropriate inclusive, developmentally appropriate evidence-based practices. Providers who have received this specialized coaching and are effectively including three-year-olds with an IFSP or IEP in their programs will be rewarded by progressing through the levels of EXCELS and receiving reimbursement based on their tier level advancement. They also may apply for an Inclusive Programming endorsement. In addition, they will be able to access child care subsidies with higher rates and build their capacity to develop higher quality rated programs while enhancing their own knowledge and skills.

Chart B-11: Promoting Access to High-Quality Early Learning and Development Programs for Children with High Needs (Project 3)

| Strategies (above and beyond the current infrastructure) | Completed by | Responsible Unit |
|---|---------------------|---|
| Identify early childhood programs (i.e., child care, Head Start) in Title 1 attendance areas and those in school improvement | March 31, 2012 | MSDE/DECD, MSDE/Division of Accountability, Assessment, and Data (DAAD), MSDE/Division of School, Family and Student Support (DSFSS), child care resource and referral agencies |
| Initiate Quality Capacity Building through the Early Childhood Breakthrough Center with, at a minimum, 56 programs ⁴² , with 8 programs on Levels 4 and 5. | December 31, 2012 | MSDE/DECD, MSDE/Division of Academic Reform and Innovation (DARI), child care resource and referral agencies |
| Increase participation of early childhood programs in Title 1 and | December 31, 2013 | MSDE/DECD, MSDE/Division of Academic |

⁴² Total number of programs in Maryland EXCELS for 2012 is 171

| | | |
|---|-------------------|--|
| those in school improvement to 225 ⁴³ , with 42 programs on Levels 4 and 5 | | Reform and Innovation (DARI), child care resource and referral agencies |
| Increase participation of early childhood programs in Title 1 and those in school improvement to 659 ⁴⁴ , with 155 programs on Levels 4 and 5. | December 31, 2014 | MSDE/DECD, MSDE/Division of Academic Reform and Innovation (DARI), child care resource and referral agencies |
| Increase participation of early childhood programs in Title 1 and turnaround school communities to 894 ⁴⁵ , with 330 programs on Levels 4 and 5. | December 31, 2015 | MSDE/DECD, MSDE/Division of Academic Reform and Innovation (DARI), child care resource and referral agencies |
| Identify school attendance areas for Judy Center Partnership and community hub projects | March 31, 2012 | MSDE/DECD, State Advisory Council |
| Establish Judy Center Partnerships at two (2) satellite sites of turnaround schools in Baltimore City and Prince George's County | September 1, 2012 | MSDE/DECD, Baltimore City Public Schools, Prince George's County Public Schools |
| Implement Judy Center Partnerships at two satellite sites of turnaround schools in Baltimore City and Prince George's County | December 31, 2015 | MSDE/DECD, Baltimore City Public Schools, Prince George's County Public Schools |
| Establish two (2) community hubs in Baltimore City. | December 31, 2012 | MSDE/DECD, vendor |
| Implement two (2) community hubs | December 31, 2015 | MSDE/DECD, vendor |

⁴³ Total number of programs in Maryland EXCELS for 2013 is 567

⁴⁴ Total number of programs in Maryland EXCELS for 2014 is 1,372

⁴⁵ Total number of programs in Maryland EXCELS for 2015 is 3,097

| | | |
|--|--------------------------------|-------------------------|
| in Baltimore City | | |
| Establish a coaching and training program for children with disabilities in natural environments | December 31, 2012 | MSDE/DECD, MSDE/SED-EIS |
| Implement coaching and training program for children with disabilities in natural environments | December 31, 2015 | MSDE/DECD, MSDE/SED-EIS |
| Solicit proposals for establishing five (5) Preschool for All sites in Title 1 school attendance areas | July 31, 2012 | MSDE/DECD |
| Implement five (5) Preschool for All sites | December 31, 2012 and on-going | MSDE/DECD |

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

| Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System. | | | | | |
|---|---------------------------|--|--|--|--|
| | Baseline (Today) * | Target- end of calendar year 2012 | Target- end of calendar year 2013 | Target- end of calendar year 2014 | Target- end of calendar year 2015 |
| Total number of programs covered by the Tiered Quality Rating and Improvement System | 71 | 117 | 567 | 1,372 | 3,097 |
| Number of programs in Tier 1 (lowest tier) | NA | 17 | 85 | 138 | 310 |

| | | | | | |
|--|----|----|-----|-----|-----|
| | | | | | |
| Number of programs in Tier 2 | 4 | 47 | 227 | 480 | 929 |
| Number of programs in Tier 3 | 11 | 29 | 142 | 412 | 929 |
| Number of programs in Tier 4 | 25 | 12 | 56 | 205 | 620 |
| Number of programs in Tier 5 <i>(highest tier)</i> | NA | 12 | 57 | 137 | 309 |

* "Today" equals June 30, 2011 (the end of SFY 2011).

(1) All baseline figures are actual.

(2) All tiered reimbursement data are captured in and reported from the CCATS database. The figures above have been pulled directly from that database and show the number of facilities approved to receive tiered reimbursement payments.

(3) See the main narrative for a discussion of transitioning tiered reimbursement programs to the State's QRIS (Maryland EXCELS) system.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

| Type of Early Learning and Development Program in the State | Number of Children with High Needs served by programs in the State | <i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i> | | | | | | | | | |
|---|---|--|----------|---|----------|--|----------|--|----------|--|----------|
| | | Baseline (Today) | | Target-end of calendar year 2012 | | Target -end of calendar year 2013 | | Target- end of calendar year 2014 | | Target- end of calendar year 2015 | |
| | | # | % | # | % | # | % | # | % | # | % |
| State-funded preschool <i>Specify:</i> Public Pre-K programs operated by LEAs | 27,071** | 0 | 0 | 344 | 1.3 | 1,032 | 3.8 | 2,279 | 8.4 | 5,719 | 21.1 |

| Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System. | | | | | | | | | | | |
|---|---|--|----------|---|----------|--|----------|--|----------|--|----------|
| Type of Early Learning and Development Program in the State | Number of Children with High Needs served by programs in the State | <i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i> | | | | | | | | | |
| | | Baseline (Today) | | Target-end of calendar year 2012 | | Target -end of calendar year 2013 | | Target- end of calendar year 2014 | | Target- end of calendar year 2015 | |
| | | # | % | # | % | # | % | # | % | # | % |
| Early Head Start and Head Start ⁴⁶ | 12,676 | 48 | 0.4 | 245 | 1.9 | 343 | 2.7 | 588 | 4.6 | 980 | 7.7 |
| Early Learning and Development Programs funded by IDEA, Part C | 8,702** | | | | | See Explanation Below | | | | | |
| Early Learning and Development Programs funded by IDEA, Part B, section 619 | 11,870** | | | | | See Explanation Below | | | | | |
| Early Learning and Development Programs funded under Title I of ESEA | 13,441** | | | | | See Explanation Below | | | | | |
| Early Learning and Development Programs receiving funds from the State's CCDF program | 21,293 | 145 | 0.7 | 715 | 3.4 | 2,423 | 11.4 | 5,832 | 27.4 | 12,188 | 57.2 |
| Other <i>Describe:</i> | | | | | | | | | | | |
| <p>“Top Tiers” are defined as Tiered/QRIS levels 4 and 5.</p> <p>All baseline figures are estimates based on the average number of children served by each category of program.</p> | | | | | | | | | | | |

⁴⁶ Including Migrant and Tribal Head Start located in the State.

| Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System. | | | | | | | | | | | |
|---|---|--|---|---|---|--|---|--|---|--|---|
| Type of Early Learning and Development Program in the State | Number of Children with High Needs served by programs in the State | <i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i> | | | | | | | | | |
| | | Baseline (Today) | | Target-end of calendar year 2012 | | Target -end of calendar year 2013 | | Target- end of calendar year 2014 | | Target- end of calendar year 2015 | |
| | | # | % | # | % | # | % | # | % | # | % |
| <p>Tiered/QRIS data are currently maintained by the program administrator in an Excel spreadsheet. The entry of all data into this spreadsheet is done manually, so it is possible that occasional user-entry errors have occurred (for example, transposing the letters of a program participant’s name or the digits of the participant’s entry date into the MCCCCP). Enhancements to CCATS are currently in progress that will allow all participation data to be captured directly in, and reported directly from, the CCATS database.</p> <p>* “Today” equals June 30, 2011 (end of SFY 2011).</p> <p>** The 27,071 figure reported for State-funded Pre-K includes children with high needs who are also separately reported in this table for IDEA and Title I programs. However, while the number of children with high needs who are served by IDEA and Title I programs can be separately determined, it is not possible under MSDE’s current data tracking and reporting systems to determine how many of those children are included within the 27,071 children served by State-funded Pre-K programs. Therefore the CY 2012 – CY 2015 projections shown for State-funded Pre-K include children with high needs served by IDEA and Title I programs, but separate projections for IDEA and Title I program children as sub-groups of the Pre-K population cannot currently be made.</p> | | | | | | | | | | | |

(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.
(15 points)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State’s

Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

Benchmark:

By the fall of 2013, MSDE will begin the process of validation and evaluation the effectiveness of Maryland EXCELS.

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

Maryland EXCELS is designed to increase children's learning, development, and school readiness by improving the quality of care provided to children in the state, including those with high needs. To evaluate the effectiveness of the model in progressing toward these goals, Maryland proposes a study that will 1) validate whether the Check Levels of EXCELS differentiate levels of program quality, and 2) assess the relationship between the quality ratings and children's learning and school readiness. The independent study will be conducted by a qualified vendor and will focus on project implementation. The study will address research

questions under three broad aims described below.

Study Aims

Aim 1 is to describe the quality of programs volunteering to participate in Maryland EXCELS.

With this aim, the researchers will examine variation in the EXCELS indicators among programs who volunteer to participate, study relationships between quality indicators, and look at the distribution of quality within EXCELS programs across Maryland, including the quality of programs serving children with high needs. This descriptive analysis will be repeated each year, throughout the study, as new programs enter EXCELS.

Aim 2 is to examine relationships between quality indicators and children's academic and social skills in terms of learning throughout the pre-kindergarten year and school readiness once they reach kindergarten. This aim also will explore whether the relationships are stronger for particular quality indicators or subgroups of children.

Aim 3 is to explore broader program and system-level changes associated with the initial implementation of EXCELS, including changes in program quality, teacher retention and participation in professional development, and parent awareness of EXCELS. (Appendix B5.1, Maryland EXCELS Research Questions)

Methodology

The validation study will begin in fall 2013, when pilot and field testing of Maryland EXCELS is complete. Drawing on the experiences of research teams evaluating QRIS in other states, including Ohio, and the multi-state INQUIRE QRIS research consortium, the validation study will utilize data collected at three levels: 1) program (EXCELS indicators, administrative data, and received technical assistance), 2) classroom (classroom observations, teacher questionnaires, and teacher participation in professional development opportunities), and 3) child (Kindergarten Entry Assessment (KEA) data, formative assessment data, and parent ratings). Two samples will be used to address the proposed research questions.

Full Sample. First, the *full sample* will include all programs participating in EXCELS each year. Program, staff, and child-level data will be collected for the full sample of programs. Data to be collected include the EXCELS quality indicators, administrative data, professional development and technical assistance data, children’s learning progressions at multiple data-points across pre-kindergarten, and children’s school readiness at the start of kindergarten. These data will be used to describe the characteristics of Maryland’s programs and to look at the relationships between EXCELS indicators and children’s learning in pre-kindergarten and school readiness in the fall of their kindergarten year.

Validation Subsample. Second, additional data will be collected for the *validation subsample*, which will include public pre-kindergarten sites, center-based, and home-based programs randomly selected from the full sample. Within the validation subsample, researchers will evaluate two cohorts of 100 programs each that begin their participation in MD EXCELS in 2013 and 2014, respectively.

This data collection will include classroom observations, as well as parent and teacher questionnaires. Data from cohort 1 will be combined with data from the first time-point of cohort 2 to assess the associations between EXCELS indicators, classroom observations, and parent and teacher questionnaires. These data will also be used to assess associations between observed teacher-child interactions and children’s learning. Using the first time-point for two cohorts of data increases the number of programs for which these relationships can be assessed. The second cohort of the validation subsample, which joins EXCELS in 2014, will be assessed longitudinally, as observations, along with parent and teacher questionnaires, will be collected for a second time in 2015. This process will allow the researchers to capture change in program, classroom, and child-level data as the programs begin their second year of involvement with Maryland’s QRIS. See Chart B-12 for a timeline of data collection for the two samples.

Chart B-12: Validation Study Data Collection Timeline

| | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2014 | Fall 2015 |
|------------|---------------|-------------|------------------------|-------------|------------------------|
| Full | ✓ | ✓ | ✓ | ✓ | ✓ |
| Validation | ✓ Cohort 1 | | ✓ Cohort 2 - Time 1 | | ✓ Cohort 2 - Time 2 |

In consultation with evaluators, the researchers will determine the specifics of additional data collection for the validation subsample. In center-based programs and public pre-kindergarten sites, data collection will focus on two randomly selected classrooms per program. If available for selection, one classroom will serve three-year-old children, and one classroom will serve four-year-old children. For home-based programs, data collection will involve all staff and children served.

Currently, the researchers plan to collect parent and teacher questionnaires. Parent questionnaires will include items on demographics, awareness of Maryland EXCELS, and ratings of their child's academic and social skills. Teacher questionnaires will address their attitudes, beliefs, and knowledge about teaching.

In addition, the researchers' current plan is to conduct live observations using the Classroom Assessment Scoring System (CLASS). The CLASS is both an observational tool and a framework for organizing the types of interactions teachers have with children into three broad domains: 1) emotional support, 2) classroom organization, and 3) instructional support. It is important to note that observed scores from the CLASS are associated with children's academic and social outcomes (Burchinal, Vandergrift, Pianta, & Mashburn, 2010). In classrooms serving three- and four-year-olds, the CLASS - Pre-Kindergarten version will be used. In home-based programs, the CLASS manual (CLASS-Toddler or CLASS - Pre-Kindergarten) will be selected to align with the age range of the majority of the children in the setting.⁴⁷

Including CLASS observations will enable the research team to look at the relationship between scores of observed interactions within classrooms and the program-level EXCELS quality indicators. Research on the CLASS links observed scores to child outcomes (e.g. Mashburn et al., 2008). Therefore, a positive relationship between the two quality definitions will provide further verification that EXCELS is measuring the quality of care that is meaningful for Maryland's children. Also, by following one cohort of classrooms longitudinally through the

⁴⁷ Note that CLASS will be used as the observation protocol for the standards, learning environment, curriculum, instruction, and assessment of the MSDE Standards for High Quality Early Childhood Programs.

Early Childhood Data Warehouse and the Maryland Longitudinal Data System, the researchers will be able to assess the mediating effects of EXCELS indicators and CLASS scores on the MMSR Kindergarten Assessment and the Maryland State Assessment.

Chart B-13: Strategies for Validating the Effectiveness of Maryland EXCELS (Project 2)

| Strategies (above and beyond the current infrastructure) | Completed by | Responsible Unit |
|---|---------------------|-------------------------|
| Develop design and methodology of the Maryland EXCELS validation study | August 31, 2012 | MSDE/DECD, vendor |
| Develop data collection process and information management system | December 31, 2012 | MSDE/DECD, vendor |
| Conduct Cohort 1 data collection on full ⁴⁸ and validation samples ⁴⁹ | December 31, 2013 | MSDE/DECD, vendor |
| Conduct Cohort 1 data collection on full sample | June 30, 2014 | MSDE/DECD, vendor |
| Conduct Cohort 2 –Time 1 data collection on the full and validation samples | December 31, 2014 | MSDE/DECD, vendor |

⁴⁸ Full sample refers to all participating programs in EXCELS

⁴⁹ Validation sample refers to randomly selected programs from the full sample

Focused Investment Areas -- Sections (C), (D), and (E)

The State must address in its application--

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.

C. Promoting Early Learning and Development Outcomes for Children

Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points.

The applicant must address two or more selection criteria within Focused Investment Area (C).

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and

(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--
 - Proof of use by the types of Early Learning and Development Programs in the State;

- The State’s Early Learning and Development Standards for:
 - Infants and toddlers
 - Preschoolers
- Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;
- Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;
- Documentation of the alignment between the State’s Early Learning and Development Standards and the State’s K-3 standards; and

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

Maryland has a set of fully-implemented early learning standards that are “best-in-class.” The standards are research-based, developmentally, culturally, and linguistically appropriate; horizontally aligned with the Head Start Child Development and Early Learning Framework and vertically aligned to the State’s K-12 standards; and, appropriate and inclusive for children with disabilities. Maryland’s early learning standards represent the foundation of State’s system and early educators in the State are trained on the standards guiding early childhood practice at the classroom, program, and State-level.

Maryland’s early learning framework currently has two sets of standards that define what young children should know and be able to do within specified age spans: *Maryland Healthy Beginnings: Supporting the Development and Learning from Birth through Three Years of Age* (Appendix C1.1) and the Maryland Model for School Readiness (Appendix C1.2).

*Maryland Healthy Beginnings (Birth to 48 months)*⁵⁰

Maryland Healthy Beginnings (Healthy Beginnings) describes what infants and young children are learning at specified ages and how adults can support their development. *Healthy Beginnings*

⁵⁰ *Healthy Beginnings* replaced the *Maryland Guidelines for Healthy Child Development and Care* (2003).

also provides practical and developmentally-appropriate activity ideas for parents and teachers, along with downloadable tips and tools, in four developmental domains:

- Personal and Social Development;
- Language Development;
- Cognitive Development; and
- Physical Development.

Healthy Beginnings was created to ensure that those 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 content of *Healthy Beginnings* is aligned with the Maryland Model for School Readiness (MMSR) for Pre-Kindergarten and Kindergarten and the Maryland State Curriculum, making them an important part of a Birth to Grade 12 learning continuum.

Maryland Model for School Readiness (Pre-Kindergarten and Kindergarten Standards)⁵¹

The Maryland Model for School Readiness (MMSR) is an early learning framework being used by pre-kindergarten and kindergarten teachers to help prepare children for success in formal schooling. The MMSR includes pre-kindergarten and kindergarten standards in the following domains:

- Social and Personal;
- Language and Literacy;
- Mathematical Thinking;
- Scientific Thinking;
- Social Studies;
- The Arts; and
- Physical Development and Health.

The full range of the domains of development is addressed across the State's birth through kindergarten standards, as shown in Chart C-1.

Chart C-1: Essential Domains of School Readiness, Maryland, and Head Start Standards,

51.

| Essential Domains of School Readiness | Birth to 48 months (<i>Healthy Beginnings</i>) (launched December 2010) | Pre-Kindergarten and Kindergarten (MMSR) (launched September 2003) | Head Start Child Development and Early Learning Framework (launched May 2011) |
|--|---|--|--|
| <i>Language and literacy</i> | Language Development | Language and Literacy | Literacy Knowledge and Skills Language Development English Language Development |
| <i>Cognition and general knowledge</i> | Cognition and General Knowledge | Mathematical and Scientific Thinking | Mathematics Knowledge and Skills Scientific Knowledge and Skills Logic and Reasoning |
| | | Social Studies | Social Studies Knowledge and Skills |
| | | The Arts ⁵² | Creative Arts Expression |
| <i>Approaches toward learning</i> | Social and personal ⁵³ Social Self-awareness | Social and personal Approaches Toward Learning | Approaches Toward Learning |
| <i>Physical well-being and motor development</i> | Physical Development | Physical development and health | Physical development and Health |
| <i>Social and emotional development</i> | Social and personal | Social and personal | Social and Emotional Development |

In 2003, Maryland developed an alignment document of the Head Start Child Outcomes

⁵² The Arts include the domains Music, Theatre, Dance, and Visual Arts

⁵³ Approaches toward learning standards are incorporated in the domain Social and Personal

Framework (2001) used by Head Start grantees, the MMSR Standards, and the Maryland Guidelines for Healthy Child Development and Care (2003) (Appendix C1.3, Comparison of Head Start Child Outcomes Framework) . An updated alignment document, including the new Head Start Child Development and Early Learning Framework, the MMSR Standards, and *Healthy Beginnings*, will be completed by December 1, 2011.

In the development of the standards for both *Healthy Beginnings* and the MMSR, Maryland addressed the developmental, cultural, and linguistic components. The composition of the workgroups includes specialists in child psychology, early intervention, and dual language learners. In the development of *Healthy Beginnings*, the existing guidelines were vetted, analyzed, and revised based on feedback from national experts and a local advisory group. The expert feedback focused specifically on the language, structure, usability, and content in the guidelines. Each domain, activity, resource, and tip was developed to meet the needs of all children and their families by using inclusive language and providing activities and resources that are sensitive to different cultures. The development of the MMSR Pre-Kindergarten and Kindergarten standards grew out of the work of the State Curriculum for pre-kindergarten to 8th grade. The language and literacy standards were enhanced using the state's English Language Proficiency State Curriculum, which is designed to provide flexibility and versatility so that the standards are applicable to the diverse English Language Learner (ELL) population.⁵⁴ (Appendix C1.4, English Language Proficiency Standards)

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

Aligning the Early Learning Standards for birth through kindergarten with the Maryland State Curriculum⁵⁵ has always been a critical part of education policy in Maryland. The Maryland State Board of Education, with an eye on its expanding pre-kindergarten program, decided to

⁵⁴ While the ELP State Curriculum covers K-12, local school system Pre-Kindergarten programs have adopted the WIDA standards for the 2011-12 school year.. Maryland has close to 200 languages represented in its schools.

⁵⁵ The Maryland State Curriculum was originally called the Voluntary State Curriculum

revamp and rename its K to 12 education system to Pre-K to 12, and the Board required MSDE to develop a pre-kindergarten to 8th grade Voluntary State Curriculum. The alignment of pre-kindergarten to K-8 standards applied to all subject areas required by state regulations, including Physical Education and the Arts in addition to the four core subject areas: English Language Arts, Mathematics, Science, and Social Studies.

In aligning these standards, MSDE made the decision to call the pre-kindergarten and kindergarten standards from the Maryland State Curriculum “Maryland Model for School Readiness (MMSR) Framework and Standards”. This nomenclature was selected to help communicate to early childhood programs not affiliated with the schools the importance of school readiness. MSDE also changed the name of *English Language Arts* to *Language and Literacy* to emphasize language learning and emerging literacy skill development. It also changed *Mathematics* and *Science* to *Mathematical* and *Scientific Thinking*.

Since the domain Social and Emotional Development is not a content area, the MMSR Frameworks and Standards included a domain called *Social and Personal Development* for pre-kindergarten and kindergarten. This domain included standards and indicators for social and emotional regulation as well as approaches toward learning.

In 2011, the MSDE’s Division of Early Childhood Development and Division of Instruction worked on draft Pre-Kindergarten Common Core Standards for English Language Arts and Mathematics. By December 2012, Maryland will have systematically revised the current MMSR Frameworks and Standards (for pre-kindergarten and kindergarten) for the content areas of *Science, Social Studies, the Arts, and Physical Development*. The revision of the domain *Social and Personal* will be significantly influenced by two domains of the Head Start Child Development and Early Learning Framework: *Social and Emotional* and *Approaches Toward Learning*. Indicators will also be included to reflect executive functioning skills.

Maryland’s MMSR Pre-Kindergarten and Kindergarten standards have been incorporated in the following system components of the State’s early learning framework:

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State’s Workforce Knowledge and Competency Framework, and professional development activities; and

Maryland Standards for Implementing High Quality Program Standards

The MMSR curricular standards are represented in the Curriculum Standard of the program standards. These standards are being used to guide programs in pursuing and obtaining State accreditation. Pre-kindergarten, kindergarten, Head Start, and child care center teams are implementing the Curriculum standard as part of the accreditation process. (Appendix C1.5, MSDE Accreditation Standards)

Maryland Early Childhood Curriculum Project

MSDE conducted a rigorous review process of published preschool and infant/toddler curricular resources. The review, designed to identify the preschool curricula most closely aligned with the early learning standards, generated a selected list of preschool curricula that were commercially available to early learning and development programs, particularly licensed child care programs.

Categories included in the state-recommended curriculum lists included:

- Comprehensive Preschool Curriculum;
- Infant/Toddler Curriculum;
- Content-specific Curriculum (i.e., early literacy, early math, socialization);
- Individually Developed Curriculum (i.e., curriculum designed by a program or corporation for use in its child care franchises)⁵⁶;
- Local school system curriculum; and
- Historically Recognized Curriculum (i.e., traditionally well-established alternative approaches such as Waldorf, Montessori, and High/Scope).

MSDE’s goal was to inform its diverse early learning and development programs on the type of curricula that were aligned with the state’s early learning standards, that reflected the standards’ underlying pedagogy, and that had a professional or training program available to orient teachers

⁵⁶ Required the same review process as the one developed for publishers

to the implementation. In 2009, MSDE made it a requirement for programs receiving State or federal funding through a grant administered by the Division of Early Childhood Development to choose one of the MSDE recommended early childhood curriculum options.

Comprehensive Assessment Systems

The MMSR Framework and Standards has all the Work Sampling System™ (WSS) assessment indicators embedded in the document, thereby informing the practitioners about the alignment of the standards' objectives with the assessment indicators. MSDE selected WSS because it provided so-called Omnibus Guidelines, Preschool to Grade 5, which greatly facilitated the alignment from preschool through kindergarten. MSDE customized the WSS™ by incorporating fall and spring early learning benchmarks (i.e., Exemplars) for preschool (3-year olds), pre-kindergarten (4-year olds), and kindergarten. (Appendix C1.6, Maryland Model for School Readiness 30 Selected Exemplars)

Workforce Knowledge and Competency Framework

Both the Guidelines for Healthy Child Development and Care for Young Children (the precursor to Healthy Beginnings at that time) and the MMSR standards are embedded in the Knowledge and Competency Framework (see Section D.1.).

(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

Maryland has strategic supports in place to promote the understanding of the early learning and development standards. The *Maryland Healthy Beginnings* and MMSR Standards are being used by all early learning and development programs, including licensed child care, Head Start, and public school pre-kindergarten programs. The early learning and development standards are being disseminated via five distinct pathways:

- Early Childhood Curriculum Project;
- MMSR Professional Development;
- MSDE Standards for High Quality Early Childhood Programs and Program Accreditation;

- Statewide network of on-site technical assistance through Infant and Toddler Specialists; and
- Workforce Competency Framework.

Early Childhood Curriculum Project

See description in Section C.1.c.

MMSR Professional Development

Currently, Maryland implements its MMSR professional development program for all pre-kindergarten, preschool special education, and kindergarten teachers, as well as early educators from licensed child care and Head Start programs.

The MMSR professional development program includes the following components:

- Observational and portfolio assessment, including the protocol for the MMSR Kindergarten Assessment;
- Instructional planning (i.e., individualizing instruction based on assessment information);
- Communication with families (i.e., informing families about student growth and home-based activities to reinforce school readiness skills);
- Classroom structures and system (i.e., designing classrooms as learning environments); and
- Teaching and learning for all the content areas (Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, and the Arts).

Maryland proposes to expand its MMSR professional development to more licensed child care and Head Start programs, beginning in 2012.

MSDE Standards for High Quality Early Childhood Programs and Program Accreditation⁵⁷

Maryland uses its program standards for State program accreditation. The use of the early learning and development standards is an integral part of the accreditation process. In 2013, the

⁵⁷ For Pre-Kindergarten, Kindergarten, Head Start, and Child Care Centers

Standards, now in their seventh edition, will be revised to reflect the new Common Core Curriculum Standards and the Comprehensive Assessment System.

Statewide network of on-site technical assistance through Infant and Toddler Specialists

Maryland currently implements a Statewide coaching and mentoring program for early learning and development programs serving infants and toddlers. The coaching sessions are designed to exemplify best practices in implementing the *Healthy Beginnings* guidelines. This will be instrumental in implementing high quality programs for children under three. The coaching and mentoring program is being carried out by the regional child care resource and referral agencies.

State's Workforce Knowledge and Competency Framework

The early learning and development standards are an integral part of the Workforce Competency Standards (see Section D.1.)

Guide to Early Childhood Pedagogy (Pre-Kindergarten to 2nd Grade)

In addition to five pathways cited above, Maryland proposes to develop a Guide designed to be a resource supporting the implementation of the State's Common Core curriculum in preschool (pre-kindergarten, Head Start, and licensed child care) as well as in the lower elementary school grades.

The Guide will provide direction to all early learning and development programs in fulfilling the components of the Early Learning Framework and will include evidence-based practices for implementing culturally and linguistically sensitive, developmentally appropriate early learning strategies that support the Common Core curriculum. The Guide will include toolkits and early learning strategies for developing culturally and linguistically diverse:

- Child-centered learning environments;
- Curricular strategies that fully engages English Language Learners;
- Inclusive and fully accessible curriculum for children with disabilities;
- Formative assessments to meet a variety of instructional needs;

- Strategies that promote families' engagement in the learning of their children⁵⁸; and
- Appropriate strategies to promote instructional/early pedagogy leadership skills for administrators of elementary schools and early learning and development programs.

The Guide will provide direction on selecting and implementing published curriculum materials for use in the early childhood classroom. It will also provide resources to ensure that transition planning between early childhood and public school programs does not only support an alignment in standards, but in developmentally appropriate practice as well. The Guide will also include information and resources of promoting family engagement, namely the families' engagement in the learning of their children, effectively in Title 1 schools.

In addition, Maryland proposes to add two important early learning programs that will promote the understanding of supporting early learning standards.

Expand the Vocabulary Improvement and Oral Language Through Stories (VIOLETS) language and literacy curriculum in early childhood programs in Title I schools in improvement attendance areas.

The Vocabulary Improvement and Oral Language Enrichment through Stories (VIOLETS) Program is an early childhood language program that promotes the development of pre-reading skills, oral language proficiency for English language Learners (ELL). The VIOLETS curriculum uses fiction stories, chosen on the basis of their quality, their appeal to young children, and the extent to which their content aligns with state⁵⁹ MMSR standards. In the VIOLETS approach, a specified number of carefully selected vocabulary words and idiomatic expressions that occur in the stories are taught before and after story reading. In addition, paraphrasing and questioning techniques are employed during reading to further develop students' oral language proficiency, build children's background knowledge, and develop and

⁵⁸ Based on the Family, Parent, and Community Engagement Framework (see Section C.4.)

⁵⁹ In the present program, the relevant standards are the Pre-K Maryland Model for School Readiness (MMSR) standards.

reinforce conceptual knowledge structures appropriate to this age group.

VIOLETS is currently operating in 152 classrooms, serving 2,520 children in 16 Maryland jurisdictions. Maryland plans to expand the VIOLETS curriculum to reach 3,500 preschool-age children who are enrolled in early learning and development programs located in Title 1 attendance areas. A VIOLETS training will be provided for implementing teachers; the VIOLETS curriculum, coach/mentoring and child assessment support will be available to teachers. A Train the Trainer model will extend the reach of VIOLETS to other classrooms within a program. VIOLETS Learning Parties will be offered to children and their families receiving the VIOLETS treatment in the classroom.

Implement two field tests of the Early Science, Technology, Engineering and Math (STEM) Program for preschoolers in early learning and development programs, located in Title 1 attendance areas.

In 2010-11, Maryland piloted, in collaboration with Northrop Grumman, Peep and the Big Wide World in pre-kindergarten classrooms at two Judy Center locations. It has since been adopted by several local school systems' pre-kindergarten programs. The rationale for implementing a preschool science program were the relatively low results on Scientific Thinking on the MMSR Kindergarten Assessment and reports from the field that preschool and pre-kindergarten classroom have been eliminating preschool science from their curriculum. The program has been endorsed by the National Science Foundation and fits strategically with Maryland's focus on STEM education in K-12.

Maryland proposes to expand its pilot to a cross section of early learning and development programs in support of the MMSR Pre-Kindergarten standards in Scientific and Mathematical Thinking. In its first year, Maryland will implement a field test, including an evaluation component, to determine the efficacy of Peep and the Big Wide World. In the second year, Maryland will implement a second field test for validation purposes. The field test's participants will be 3- and 4-year old children enrolled in early learning and development programs located in Title 1 school attendance areas.

Chart C-2: Strategies for Developing and Using Statewide, High Quality Early Learning and Development Standards (Projects 4 & 5)

| Strategies (above and beyond the current infrastructure) | Completed by | Responsible Unit |
|--|---------------------|--|
| Revision of the current Early Learning Frameworks and Standards ⁶⁰ , including appropriate alignment documents (e.g., Maryland Healthy Beginnings, Head Start Child Development and Early Learning Framework, K-12 Maryland Common Core Curriculum) | December 31, 2012 | MSDE/DECD; MSDE/Division of Instruction (DOI), MSDE/Division of Special Education-Early Intervention Services (SDE-EIS), Maryland State Head Start Association, Maryland State Child Care Association, Maryland State Family Child Care Association, SEIU, local school systems, Association of Independent Maryland Schools, Maryland Association for the Education of Young Children, Maryland Association of Elementary School Principals, Consortium of Faculty from 2- and 4-year Colleges |
| Revision of the Maryland Standards for Implementing Quality Early Childhood Programs (Kindergarten, Pre-Kindergarten, Head Start, Center-based Child Care) | July 1, 2013 | MSDE/DECD, MSDE/DOI, MSDE/SDE-EIS, Maryland State Head Start Association, Maryland State Child Care Association, Local School Systems |

⁶⁰ The State's Early Learning Framework is the Maryland Model for School Readiness (MMSR)

| | | |
|---|--------------------|---|
| Review of process of early childhood curricula for the use by early learning and development programs | December 31, 2013 | MSDE/DECD, MSDE/SDE-EIS, Local School Systems, Consortium of Faculty from 2- and 4-year Colleges, Maryland State Head Start Association, Maryland State Child Care Association. |
| Initiate expansion of the language program, VIOLETS, to 150 classrooms (Maryland EXCELS participants) | July 1, 2015 | MSDE/DECD, vendor |
| Implement two (2) field tests of the Preschool STEM program to 150 classrooms (Maryland EXCELS participants) | July 1, 2015 | MSDE/DECD |
| Establishing a Work Group to develop Guide to Early Pedagogy (Pre-K to Grade 2) | December 31, 2012 | MSDE/DECD |
| Completion of the Guide to Early Pedagogy, including hard copies and online resources | December 31, 2013 | MSDE/DECD |
| Implementation of the MMSR professional development for early learning and development programs ⁶¹ (4 full-day sessions) | December 31, 2013 | MSDE/DECD, vendor |
| Revision of the MMSR professional development modules for early learning and development programs | September 31, 2013 | MSDE/DECD, vendor |

⁶¹ For licensed child care and Head Start using the current PD modules. MMSR professional development for kindergarten, Pre-Kindergarten, and preschool special education is covered with existing funds.

| | | |
|---|--|-------------------|
| to reflect revised early learning and development standards | | |
| Implementation of the second and third cohorts of the MMSR professional development for licensed child care and Head Start (4 full-day sessions) using the revised PD modules | December 31, 2014 December 31, 2015 | MSDE/DECD, vendor |

(C)(2) Supporting effective uses of Comprehensive Assessment Systems.

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

(c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and

(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Maryland considers a robust comprehensive assessment system critical in promoting young children's learning and developmental growth as well as supporting early learning and development programs' progression on the tiered Quality Rating and Improvement System, i.e., Maryland EXCELS.

Maryland intends to streamline the current comprehensive assessment system to provide more consistency for four major purposes (see further description at Section C. 2.b-d):

1. Identification of children for special needs (developmental screening as part of "early warning system");

2. Measuring progress of children's development and learning as the trajectory toward school readiness (formative assessments, Birth to 72 months);
3. Measuring improvement of quality of early childhood programs that are participating in Maryland EXCELS (environmental rating scales); and
4. Measuring teacher-child interaction and effectiveness of teaching (through the Classroom Assessment Scoring System or CLASS as the observation protocol of classroom observation used for program accreditation).

Identification of children for special needs (developmental screening as part of "early warning system")

In 2011, Maryland established a workgroup to identify developmental screening tools using the following criteria:

- The assessment's purpose is clearly stated and matched to its intended use;
- The population for which the test is designed is specified, and it matches Maryland's target population: children with special needs;
- Technical adequacy documentation is sufficient to support claims of fairness, validity, and reliability; and
- Guidelines are provided for administration, scoring, reporting, and use of the results.

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

Based on these criteria, four instruments have been selected by MSDE, which will be made available to programs in early 2012. Later this year, the Workgroup will recommend to the State's Early Childhood Advisory Council the following list of state-recommended instruments that involve parents, child care providers, and pediatricians:

- The Ages and Stages Questionnaire (ASQ) for children from birth to 5½ years, includes 30 items for each age range (tied to well-child visit schedule). It can be used as a first-level screening tool to determine which children need further evaluation. A questionnaire

is available to monitor the development of children at risk for disabilities or developmental delays.

- The Parent Evaluation of Developmental Status (PEDS) is an evidence-based screening and surveillance tool for children age 3 through 5 years that elicits and addresses parents' concerns. PEDS identifies when parents' concerns indicate problems requiring referral. It screens for expressive language and articulation, receptive language, gross and fine motor, self help, and social-emotional behaviors. It provides parent-provider collaboration and family-centered practice.
- Early Screening Inventory – Revised (ESI-R) is designed for children 3 to 4½ years old as a brief developmental screening tool that accurately identifies children who may need special education services. The test consists of performance-based items that screen the child's abilities in visual motor/adaptive, language, and cognitive development. It enables programs to address any developmental delays, learning problems, or lack of school preparedness.
- Best Beginnings was developed by the University of Maryland-School of Psychiatry for children from birth to age three to identify potential concerns, including delayed milestones and atypical development, in the six domains of adaptive, social-emotional, fine motor, cognition, language, and gross motor skills. It can also be used to determine developmental strengths in each of these domains.

The screening tools recommended by MSDE will complement the current Health Inventory, which is required for each child at the time of enrollment in a licensed child care program, and the current Maryland's Early Childhood Intervention and Special Education Evaluation and Assessment System for children from birth to age five with disabilities/developmental delays. (Appendix C2.1, Developmental Screening Tools)

Measuring progress of children's development and learning as the trajectory toward school readiness (formative assessments, Birth to 72 months)

The formative assessment and the Kindergarten Entry Assessment will be developed by MSDE in collaboration with the Ohio Department of Education (See Section E.1.) Currently, Maryland

is using benchmarks, i.e., exemplars, for the age span from 36 to 72 months for the Work Sampling System (WSS) levels Preschool-3, Preschool-4, and Kindergarten. The benchmarks were developed in 2002-03 by practitioners and curriculum specialists and are aligned with the standards and indicators of the Maryland State Curriculum. Newly updated developmental learning progressions (to replace the current benchmarks) and formative assessments for the four domains of *Healthy Beginnings* (birth to 48 months) and all seven domains of the MMSR (48-72 months) will be created by 2013. These learning progressions and formative assessments will be developed by curriculum specialists, teachers, and instructional leaders from early learning and development programs, including Head Start. Maryland and Ohio will facilitate the process of validating both the learning progressions and formative assessments in conjunction with a panel of state and national experts.

Measuring improvement of quality of early childhood programs that are participating in Maryland EXCELS (environmental rating scales)

Maryland chose the environmental rating scales⁶² (ERS) for its current QRIS, i.e., Tiered Reimbursement System, and recently expanded its training on the ERS in anticipation of the roll-out of Maryland EXCELS in 2012⁶³. Program experts from Head Start and child care centers as well as higher education are participating in the expanded training program. As described in Section B.3., the ERS are an integral part of rating and monitoring the quality of early learning and development programs within the levels 3 to 5 of Maryland EXCELS.

Measuring teacher-child interaction and effectiveness of teaching (through the Classroom Assessment Scoring System or CLASS as the observation protocol of classroom observation used for program accreditation)

The measurements of the quality of teaching and the adult child interactions have been built into the Maryland Standards for High Quality Early Childhood Programs (“Standards”⁶⁴), namely the

62 Infant Toddler Environment Rating Scale-R, Early Childhood Environment Rating Scale-R, School Age Care Environment Rating Scale, and Family Child Care Environment Rating Scale-R (ERS)

63 Maryland EXCELS pilot is being scheduled in late 2011 through early 2012.

64 These standards are being used for program accreditation and are part of Maryland EXCELS.

component Program Operations, which includes standards and indicators for the (1) learning environment, (2) developmentally appropriate curriculum, (3) instruction, and (4) assessment. The Standards are used by Maryland's early learning and development programs for program accreditation, which includes the steps of self-appraisal, program improvement, and validation. MSDE certifies validators using their classroom observations, documentation, and artifacts as the basis to determine the quality for each indicator and, subsequently, each of the four standards. Maryland plans to incorporate the Classroom Assessment Scoring System (CLASS) as the new observation protocol for validators to assess the standards' indicators for learning environment, curriculum, instruction, and assessment. The validators, who are experienced early childhood educators, will be trained in the use of CLASS as part of their regular training.

(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

Ongoing professional development, training, and coaching are the strategies for improving early childhood educators' understanding of the purposes and types of assessment.

Early learning and development programs will receive orientation and training in the use of the state-recommended developmental screening instruments. MSDE will develop training models on all of the recommended instruments and identify trainers (through its existing pool of approved trainers) for a training of trainers program. Early childhood educators can access the training in any region of the State and use the training vouchers (see Section D.2.) to cover the costs of the training.

The current training, using the state's anchors, will continue to increase the pool of raters for the environmental rating scales. Maryland currently has two anchors trained in the Infant Toddler Environment Rating Scale-R (ITERS-R), Early Childhood Environment Rating Scale-R (ECERS-R), School Age Care Environment Rating Scale (SACERS), and Family Child Care Environment Rating Scale-R (FCCERS-R). In early 2011, a pool of 20 raters was certified for the ITERS-R. MSDE plans to certify 20 raters for the ECERS-R in late 2011 and another 20 for

the FCCERS-R in early 2012. Existing CCDF quality improvement funds will be used to establish the pool of certified raters.

One component of the assessment system that Maryland considers absolutely critical in improving school readiness is formative assessments that measure growth for children from birth to 72 months. Maryland will continue its training in the use formative assessment aligned with *Healthy Beginnings* (Birth to 48 months), the current benchmarks for pre-kindergarten (48-60 months), and kindergarten (60-72 months). Training will cover all three stages (pre-administration, administration, and post-administration) of assessments and involve both face-to-face workshops and use of the online resources described. Early childhood educators will gain the knowledge needed to use the formative assessments appropriately and effectively by using these resources and participating in an on-line community of practice. For those working with infants and toddlers, the coaching and mentoring by infant-toddler specialist of the child care resource and referral agencies, will implement effective practices using *Healthy Beginnings'* formative assessment, i.e., observational documentation, portfolio, and running records. Early childhood educators working with children, 36 to 72 months, will be required to demonstrate their understanding of the appropriately administering formative assessments through an assessment simulator. Beginning in early 2012 until December 2013, new and updated benchmarks will be developed in six-month spans (fall and spring) for the children in the age span from birth to 72 months. Training in the use of the new formative assessments will begin in the spring of 2014. (See Section 2.d. for more information.)

Maryland will incorporate the training on the CLASS for the validators and develop business rules about the implementation of the new observation protocol regarding the Standards (see Description in C.2.a.). The current training for validators includes a simulation to statistically improve inter-rater reliability. The use of CLASS will further enhance the current observation protocol for the use of the Standards. A document aligning the MSDE Standards for High Quality Early Childhood Education and CLASS was developed as the basis for creating a new observation protocol (Appendix C2.2).

(c) Articulating an approach for aligning and integrating assessments and sharing

assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and

(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Maryland proposes the development of one seamless system of professional development and support for the Maryland assessment system, including coordination with the Maryland EXCELS (described in Section B); the developmental screening process (described in Section C.2); the formative assessments for children, birth to 48 months, pre-kindergarten (age 4), and kindergarten (age 5); and the Kindergarten Entry Assessment (described in Section E.1).

The MMSR includes a component focusing on the coordination of assessment information, horizontally, across early learning and development programs and, vertically, from early learning and development programs to public school. The process of horizontal articulation is one of the content areas in the MMSR professional development covering all early learning and development programs. For instance, early childhood educators learn about strategies of articulating assessment information of children transferring to other programs. In terms of vertical articulation, early childhood educators articulate assessment information to public school pre-kindergarten or kindergarten teachers.

Maryland plans to introduce regulations in 2013 to require all licensed child care programs to use developmental screening after a child's enrollment. The regulations will include provisions for referrals and follow-up treatment. The State Advisory Council will establish a committee to develop the regulations for the purpose of identifying children, birth to six, who have special needs. (See Section C.3.d)

For the past ten years, early childhood educators statewide have had extensive, ongoing professional development on the use of assessment benchmarks and formative assessment as part of the current MMSR. According to the National Research Council (2008) guidelines, the State will provide high-quality, ongoing professional development on: 1) understanding, context, and interpretation of the new developmental learning progressions within each age span; 2)

administration of the formative assessments, including how to interpret children’s work and running records with respect to the assessment benchmarks (also called exemplars); and 3) the use of student data to inform instructional decisions as well as to determine growth.

Training for early learning and development programs has been extensive over the years. While the child care resource and referral agencies administered the training program regionally, not all licensed programs had access to the training because of funding constraints.

Maryland plans to expand its training outreach to all programs that participate in EXCELS. In addition, the training will be strengthened by an emphasis on the consistent use of formative assessments with infant, toddlers, and preschool aged children enrolled in early learning and development programs.

Chart C-3: Comprehensive Assessment System (Project 6)

| Strategies (above and beyond the current infrastructure) | Completed by | Responsible Unit |
|--|---------------------|--|
| Development of learning progressions and formative assessments for semi-annual benchmarks to gauge the progression of young children, including item exemplars linking to Healthy Beginning and the MMSR (Language/Literacy and Math), with formative assessment ranging from 36 to 72 months. | December 31, 2013 | MSDE/DECD; MSDE/Division of Instruction, MSDE/DSE-EIS, vendor |
| Initiating of regulations for licensed child care to implement developmental screening | July 1, 2013 | MSDE/DECD, State Advisory Council, State Board of Education |
| Implementation of field test regarding the learning progression | July 1, 2013 | MSDE/DECD, MSDE/DOI, MSDE/SDE-EIS, vendor |

| | | |
|--|--------------------------------|---|
| Development of formative assessment items | December 31, 2013 | MSDE/DECD, MSDE/SDE-EIS, vendor |
| Development of transmedia technology platform to support formative assessment | December 31, 2013 | MSDE/DECD, MSDE/SDE-EIS, vendor |
| Implementation of MMSR professional development using technology platform regarding formative assessments for all early learning and development programs ⁶⁵ (revised system) (Project 5) | May 31, 2014 | MSDE/DECD, MSDE/SDE-EIS, local school systems |
| Administration of formative assessments in programs serving children, 36 to 72 months | March/April, 2014 Fall 2015 | MSDE/DECD, vendor |
| Training of trainers for the administration of developmental screening tools | December 31, 2012 | MSDE/DECD, vendor |
| Training for assessors using instrument to measure teacher-child interactions (CLASS) (Project 2) | December 31, 2012 | MSDE/DECD |

(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

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--

(a) 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;

(b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards;

⁶⁵ Programs participating in Maryland EXCELS will have priority

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity;
and

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who--

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

(2) Are referred for services based on the results of those screenings, and where appropriate, received follow-up; and

(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care.

Evidence for (C)(3)(a):

- To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in criterion (C)(3)(a), submit--
 - The progression of health standards used in the Program Standards and the State's plans for improvement over time, including documentation demonstrating that this progression of standards appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; and social and emotional development; and health literacy among parents and children;

Evidence for (C)(3)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(3)(d):

- Documentation of the State's existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At a minimum, documentation must address the screening, referral, and follow-up of all Children with High Needs; how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs; and how the State will promote health literacy for children and parents.

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--

(a) 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;

As shown in Chart C-4, Maryland EXCELS includes the following progression of standards applied to center-based and family child care to ensure children’s health and safety, including health and behavioral screening and follow-up:

Chart C-4: Maryland EXCELS Health Progression of Standards

| Maryland EXCELS Component | Health Component | Progression of Standards |
|----------------------------------|---|---------------------------------|
| Licensing/Compliance | Child abuse prevention, neglect, or injurious treatment | Levels 2 - 5 |
| | Regulatory compliance with health and safety standards | Levels 2-5 |
| Daily Schedule | Responsive to needs of children with disabilities and special health needs | Levels 4-5 |
| Curriculum Planning | Planning includes activities to support health and wellness and physical activities | Levels 3-5 |
| | Planning for differentiated instruction for children with disabilities and special health care needs | Levels 4-5 |
| Assessment | Written policy describing guidelines for sharing assessment results with service providers, including early intervention and special education services | Level 5 |
| Families | Written policies about health and safety procedures | Levels 1-5 |
| | Written policies, including health and safety information, wellness, physical fitness, and | Levels 4-5 |

| | | |
|-----------|--|------------|
| | nutrition | |
| | Participation in the Child and Adult Care Food Program (CACFP) | Levels 3-5 |
| | Program requests copies of IEP/IFSPs from families to work with early intervention service providers to support child and family outcomes | Levels 4-5 |
| Community | Current and accurate information about community resources and access to programs for children with disabilities and special health care needs | Levels 4-5 |
| | Program has transition plan for children with disabilities and special health care needs | Level 5 |
| Staff | Staff handbook including policies related to health and safety. | Level 4 |
| | Staff handbook including policies and procedures related to health and safety, inclusion of children with disabilities and special health care needs | Level 5 |

(b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards;

Maryland has been addressing the promotion of children’s early learning development, including physical, social, and emotional development, in two distinct ways: Early Learning Standards, i.e., *Healthy Beginnings*⁶⁶ and the Maryland Model for School Readiness (MMSR) Framework and Standards (Pre-Kindergarten and Kindergarten)

These guidelines and standards are designed to include research-based principles that address the

⁶⁶ Prior to 2010, early childhood programs, serving infants and toddlers, used the MSDE Guidelines for Healthy Development and Care (2003)

affective and adaptive domains of young children's development. *Healthy Beginnings* includes standards for physical and social/emotional development. The social and emotional development component focuses on the gradual acquisition of self-regulatory behaviors, such as coping, perseverance, resiliency, and inhibition behaviors. Those guidelines articulate to standards in the MMSR for Social and Personal Development, which includes three standards (social regulation, emotional regulation, and approaches toward learning). The physical activity component highlights the importance of providing opportunities for dance, marching, running and climbing, and using rhythm to encourage movement.

Maryland has been able to apply metrics to children's social and personal skills and behaviors as they enter kindergarten. The assessment indicators and their benchmarks for proficiency have been used for seven years by early educators, in particular early intervention and special education professionals, as part of the federal requirements for determining and measuring child outcomes⁶⁷ (Appendix C3.1, Maryland's Early Childhood Assessment and Accountability System). The Work Sampling System™ (WSS) indicators for social and personal development are also embedded in the MMSR Framework and Standards. These indicators inform early educators about the progression of learning skills as the foundation to study and engage in problem solving in formal education. The Social and Emotional Standards for the revised MMSR place a greater emphasis on Executive Functioning skills, namely the key predictive indicators of inhibition i.e., controlling impulsive behavior. Physical education is also incorporated in the early learning standards. The MMSR Framework and Standards include the State Curriculum standards for Physical Education, including pre-kindergarten and kindergarten. Those standards will be revised for the new Common Core Curriculum.

Recognizing how frequently three- and four-year old children were unprepared socially and behaviorally to be successful in early learning and development programs, Maryland also developed the Early Childhood Mental Health Standards of Practice (Appendix C3.2). These standards ensure that service providers across agencies and systems are addressing social

⁶⁷ Outcomes measured for children with disabilities, birth to five using Maryland's early the Early Childhood Accountability System.

emotional wellness, mental health, or challenging behaviors and that they adhere to a consistent framework of evidence-based practices to guide their services in ways that are culturally and sensitive. (See below for a description of the services that address social/emotional/executive functioning skills)

Early Childhood Mental Health (ECMH) Consultation

Maryland provides ongoing, targeted training and technical assistance to help early learning and development programs address children's behavior through ECMH Consultation. In 2007, Maryland established the statewide Early Childhood Mental Health Consultation project, which is child- and family-focused as well as classroom- and program-focused. This hybrid model allows Mental Health consultants to focus on specific child behaviors while working with teachers to improve the overall quality of the classroom environment.

The 12 project sites are operated by the regional network of child care resource and referral centers⁶⁸ and focus on the needs of children with challenging behaviors in licensed child care programs. Since 2009, the ECMH Consultants have served 1,773 children and referred 414 children to other services. Early learning and development program staff also report that they feel more competent and prepared to include all children in their programs. Maryland's State Plan will build on this model and add several key components.

Maryland has just released its new set of programmatic standards for the ECMH Project, including Guidelines for Implementation and its monitoring process. The Project has two additional complementary functions necessary to create a solid infrastructure:

- Social and Emotional Foundation of Early Learning (SEFEL).
- Early Childhood Mental Health Certificate Program.

The SEFEL project, funded in part through the state's Advisory Council on Early Care and Education ("Early Childhood Advisory Council"), is an important component in Maryland's

⁶⁸ Two regions are covered by Abilities Network, which provide services for children with disabilities

early childhood infrastructure⁶⁹. To date, the Maryland SEFEL leadership team has facilitated the training of 350 SEFEL trainers and 100 coaches statewide. These individuals provide ongoing training and support to licensed regulated child care providers, Head Start, and school-based early childhood education teaching staff.

The Teaching Pyramid organizes evidence-based practices that include universal promotion practices for all children, practices for children who need targeted social emotional support, and individualized intervention for children who demonstrate significant deficits and persistent challenging behaviors. The State Plan includes an on-line data collection and analysis system that will be designed to drive child and programmatic decision making for improvement at the local level and Results-Based Accountability reporting for the State. This system will provide programs with a professional development tool to guide them in implementing SEFEL properly, provide data to drive reform for child and program improvement, and interface with Maryland's Longitudinal Data System/Early Childhood Data Warehouse.

By 2012, Maryland will pilot the on-line data system and professional development tools for early learning and development programs, conduct Summer Institutes in 2012 to prepare users to implement the tool, and go on-line with the system by September of 2013.

The Early Childhood Mental Health Certificate Program has been used by faculty from the University of Maryland School of Medicine and offers a post-Master's certificate program in the area of early childhood mental health. This program was launched to create a pool of early childhood mental health experts working with the behavior specialists at ECMH projects, Head Start, Judy Center Partnerships, and other service providers.

A new feature supporting the ECMH strategies statewide will be the ECMH Child Outcomes Monitoring System, developed by the Innovation Center of the University of Maryland School of Psychiatry, and sponsored by the Children's Cabinet. The system, when fully developed, will

⁶⁹ In 2007, Maryland entered into a partnership with the Center for Social Emotional Foundation of Learning at Vanderbilt University to implement their model statewide. The partnership is sponsored by Maryland's Early Childhood Mental Health Steering Committee, an interagency partnership that has promoted awareness of early childhood mental health since 1990.

interface with Maryland's Longitudinal Data System/ Early Childhood Data Warehouse. The State Plan will monitor the level of effort with these programs.

The ECMH Consultation Project, including SEFEL Training, certificate program, and outcomes monitoring, provide a support infrastructure for early learning and development programs that are enrolled in Maryland EXCELS. The regional child care resource and referral agencies have been implementing the ECMH Consultation Project since 2007⁷⁰. Their capacity-building work using the Early Childhood Breakthrough Center approach (see Section B.4.) includes support for early learning and development programs in early childhood mental health consultation.

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity; and

To improve healthy eating habits and physical activities for young children, the State developed "Take 15 for the Health of It," a program disseminated to child care programs and families in the format of a calendar that includes daily nutrition tips, exercises, and activities that families and providers can incorporate into their daily routines.

Maryland EXCELS, under the categories of both staff and planning, has a progression of standards that support overall health, nutrition, and physical activity for children. The child care resource and referral agencies have approved trainers to help programs build their capacity to more formally address overall health. Coursework currently available for child care providers to address physical activity and nutrition includes:

- **Keeping Kids Fit and Safe** focuses on emergency preparedness, menu planning, and health and safety concerns of young children.
- **Infant & Toddler Module 5: Nutrition** provides guidance on encouraging healthy eating habits critical to children's development and strategies for communicating with parents about nutrition that encourage healthy cooking projects to try at home.

⁷⁰ One project is operated by Abilities Network, a training organization dedicated to assisting individuals of all abilities.

- **Infant & Toddler Module 6: Health** teaches about health issues affecting infants and toddlers: common illnesses, communicable diseases, and required vaccinations.
- **Cooking With Kids** involves children in helping in the kitchen and is designed to teach children the basics about cooking, kitchen safety, and nutrition.

MSDE was awarded a \$400,000 federal grant designed to improve nutrition and physical activity in child care settings through the United States Department of Agriculture and the federal government's Child and Adult Care Food Program. This program will result in healthier eating habits and an increased level of physical activity for children preparing to enter school.

Activities for 2010-2013 grant period include:

- Training child care providers to develop and implement a wellness policy as part of Maryland EXCELS;
- Developing and delivering on-line training modules for child care center staff as part of the wellness policy; and
- Providing mini-grants to child care providers to support a positive nutrition and physical activity environment in their early learning and development programs.

Under Maryland's Early Childhood Credentialing for licensed/regulating child care programs, Health, Nutrition, and Physical Activity are part of the basic 45 clock hour Core of Knowledge training requirements. As child care providers advance through the credentialing program, 20 of the 135 hours of Core of Knowledge professional development credits are devoted to physical health and nutrition.

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who--

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

(2) Are referred for services based on the results of those screenings, and where appropriate, received follow-up; and

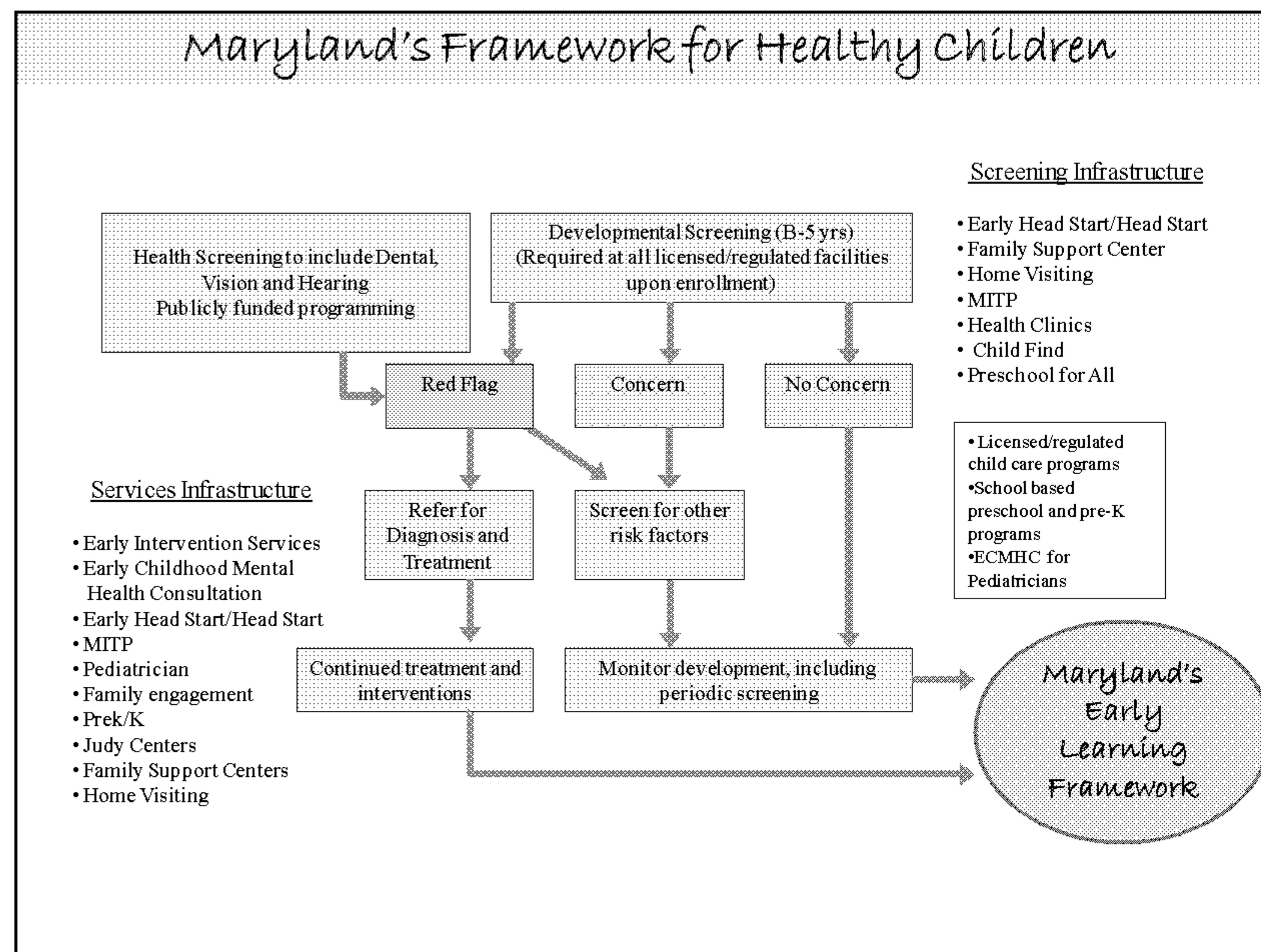
(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care.

Developmental Screening, Identification, and Treatment

By 2013, Maryland will require use of the state-recommended developmental screening instruments for all licensed child care programs, in collaboration with a qualified vendor to conduct workforce development training for all early learning and development programs and collaborate with Part C and Part B 619 of the IDEA for referrals and follow up services.

Figure C-2 below illustrates the process by which the screening takes place and how programs will be required to link with the existing infrastructure of services. (It should be noted that specific grant programs already require specific health and speech/language screening.

Figure C-2:



The developmental screening results will trigger either a “red flag,” i.e., skills and behaviors outside the developmental limits, or “concerns,” i.e., inconsistent screening results that warrant continued observation and renewed screening. In such cases, child care programs will initiate practices similar to those currently in place for Head Start or pre-kindergarten programs. MSDE’s child care licensing offices will supply on-line and print information about the referral, as well as written guidance for programs in the use of the screening data. The screening information will also be uploaded into the Early Childhood Data Warehouse (see Section F.2.) The State Plan will also include training on a developmental screening tool designed by pediatricians at the University of Maryland that has been standardized in Maryland and picks up atypical as well as development flags. Training for all recommended screening tools will include the importance of engaging with families and collaborating with pediatricians. The State Plan also includes working with a qualified vendor to conduct training on developmental screening practices and early childhood mental health detection for pediatricians (The Early Childhood Mental Health Consultation for Pediatricians). (See Developmental Screening as part of Comprehensive Assessment System (CAS) in Section C.2.)

In 2013 and beyond, Maryland will train cohorts of pediatricians on developmental screening practices in collaboration with families and early learning and development staff. The State will also train pediatricians in first-line detection of early childhood mental health issues in order to identify these issues and intervene earlier.

Chart C-5: Strategies for Identifying and Addressing the Health and Developmental Needs of Children with High Needs (Project 7)

| Strategies (above and beyond the current infrastructure) | Completed by | Responsible Unit |
|---|---------------------|--|
| Training of pediatricians on developmental screening practices | December 31, 2013 | MSDE/DECD |
| Training for behavior specialists on the use of the Early Childhood Mental Health Consultation Child Outcomes Monitoring System | August 31, 2012 | MSDE/DECD, University of Maryland/School of Psychiatry |
| Develop on-line data collection and | December 31, 2013 | MSDE/DECD, University of |

| | | |
|---|--|-------------------------------|
| analysis system to monitor SEFEL's professional development | | Maryland/School of Psychiatry |
|---|--|-------------------------------|

Note: Training of trainers regarding MSDE's recommended developmental screening instruments is listed in C.2.

| Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets. | | | | | |
|--|--|---|---|---|---|
| | <i>Baseline and annual targets</i> | | | | |
| | Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i> | Target for end of calendar year 2012 | Target for end of calendar year 2013 | Target for end of calendar year 2014 | Target for end of calendar year 2015 |
| Number of Children with High Needs screened | 47,344 (see explanation below) | 47,344 (see explanation below) | 47,344 (see explanation below) | 47,344 (see explanation below) | 47,344 (see explanation below) |
| Number of Children with High Needs referred for services who received follow-up/treatment | 3,571 (see explanation below) | 3,571 (see explanation below) | 3,571 (see explanation below) | 3,571 (see explanation below) | 3,571 (see explanation below) |
| Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care | Data not available in format required (see explanation) | | | | |
| Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care | Data not available in format required (see explanation) | | | | |

| Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets. | | | | | |
|---|--|---|---|---|---|
| | <i>Baseline and annual targets</i> | | | | |
| | Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i> | Target for end of calendar year 2012 | Target for end of calendar year 2013 | Target for end of calendar year 2014 | Target for end of calendar year 2015 |
| <p>* “Today” equals April 1, 2011. All baseline figures are from the period July 1, 2010 – April 1, 2011.</p> <p><u>Screenings and Referrals for Follow-up Treatment:</u></p> <p>Health-related screenings and service referrals for children with high needs are performed through Maryland’s statewide network of Judith P. Hoyer Centers (“Judy Centers”), each of which is located in a public elementary school. The figures reported here are not unduplicated counts – many of the children receiving one type of screening or service referral may also have received another screening or referral. Every Judy Center must make these screening and referral services available to any child enrolled in, or receiving services through, the following early learning and support programs:</p> <ul style="list-style-type: none"> • Kindergarten • Pre-Kindergarten • Infant and Toddlers Program • Pre-school Special Education • Licensed child care <p>In addition, each Judy Center may provide screenings and referrals to children with high needs who are enrolled in, or receiving services through, local partnership agencies such as (but not limited to) Family Support Centers, Head Start/Early Head Start, Healthy Families, and Parents as Teachers.</p> <p>The screenings and referrals cover the following health areas:</p> <ul style="list-style-type: none"> • Immunizations • Dental • Hearing • Vision (including amblyopia) | | | | | |

| Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets. | | | | | |
|---|--|---|---|---|---|
| | <i>Baseline and annual targets</i> | | | | |
| | Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i> | Target for end of calendar year 2012 | Target for end of calendar year 2013 | Target for end of calendar year 2014 | Target for end of calendar year 2015 |
| <ul style="list-style-type: none"> • Mental health • Physical growth and Nutrition • Blood lead levels <p><u>Targets for CY 2012 – CY 2015:</u></p> <p>The targets for the out-years are the same as the baseline figures because Judy Center populations stay relatively stable. Judy Centers serve certain school zones where housing and population data do not change significantly from year to year. For this reason, the out-year service and referral numbers are expected to be similar to the baseline numbers.</p> <p><u>Participation in a Schedule of Well Child Care:</u></p> <p>Well child care data are maintained by Maryland’s Department of Health and Mental Hygiene (DHMH). These data are currently in a format that is not accessible to MSDE. However, as a Participating State Agency, DHMH will be requested to modify its data collection and reporting format to meet RTTT-ELC reporting requirements.</p> | | | | | |

(C)(4) Engaging and supporting families.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

- (a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children’s education and development;

(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards; and

(c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

Evidence for (C)(4)(a):

- To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in criterion (C)(4)(a), submit--
 - The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children's development and learning. A State's family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;
 - Documentation that this progression of standards includes activities that enhance the capacity of families to support their children's education and development.

Evidence for (C)(4)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(4)(c):

- Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

(a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that

enhance the capacity of families to support their children’s education and development;

As shown in Chart C-6, Maryland EXCELS includes the following progression of standards applied to center-based and family child care for ensuring family engagement:

Chart C-6: Maryland EXCELS Family Engagement Progression of Standards

| Maryland EXCELS Component | Family Engagement | Progression of Standards |
|---------------------------|--|--------------------------|
| Accreditation | Strives to attain state and national standards on family engagement | Levels 3 - 4 |
| | Meets state and national standards on family engagement | Levels 5 |
| Daily Schedule | Responsive to needs of children with disabilities and special health needs | Levels 4-5 |
| Curriculum Planning | Planning includes activities to support health and wellness and physical activities | Levels 3-5 |
| | Planning for differentiated instruction for children with disabilities and special health care needs | Levels 4-5 |
| Assessment | Written policy that describes best practices for sharing assessment results with families | Level 4-5 |
| Families | Participation in the Child and Adult Care Food Program (CACFP) | Levels 3-5 |
| | Families are participating in two to seven ways of engagement in accordance with the Parent, Family, and Community Engagement Frameworks’ content outcomes | Levels 2-5 |
| | Program requests copies of IEP/IFSPs from families to work with early intervention service providers to support child and family outcomes | Levels 4-5 |

| | | |
|-----------|---|------------|
| Community | Current and accurate information (for families) about community resources and access to programs for children with disabilities and special health care needs | Levels 4-5 |
| | Program has transition plan for children with disabilities and special health care needs | Level 5 |

Maryland has a multitude of family engagement practices. Those practices are part of all programs that are publicly funded and serve children with high needs. In fact, the State’s Early Childhood Advisory Council has included as one of its three goals the promotion of access to the resources parents need in order to be their child’s first teacher. The Early Childhood Advisory Council (ECAC) plan includes the following:

- Convene Community Listening Forums to reflect the cultural diversity of Maryland’s communities to give families a voice in determining the content and availability of community-based programs;
- Monitor the development of community-based partnerships throughout Maryland that focus on early childhood and health;
- Develop a statewide strategy that promotes successful transitions among and between programs for young children; and
- Create a home visiting infrastructure that serves all children in Maryland from birth to age three.

Maryland has a long-standing tradition of promoting programs that support pregnant women and vulnerable families. In the 1980’s, Maryland supported two state coordinating entities designed to engage families in their education of their children, their own education, and in becoming informed consumers of quality child care. The activities were executed by Friends of the Family and the Maryland Community for Children, which merged in 2009 to become the Maryland Family Network (MFN). Funded by the MSDE, MFN continues to oversee the State’s network of 22 Family Support Centers for children under four years old and its network of child care resource centers, which includes LOCATE: Child Care (a service for families looking for child care options), a consumer education program for families searching for quality child care. In

combination with the state's 19 Head Start grantees, the 25 Judy Center Partnerships, a statewide network of family support services for children with disabilities, and other local initiatives, Maryland has a wide array of community-based programs. However, Maryland lacked an effective mechanism for coordinating these services, and to measure outcomes in terms of family engagement.

(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards; and

(c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

The Parent, Family, and Community Framework (PFCF), developed by the Office of Head Start, will enable Maryland to more effectively shape its family engagement policies. At the State level, Maryland will begin the process by convening an engagement group -- parent and practitioner representatives from programs that have at least some articulated parent involvement. This group would include, but not be limited to, parent, student, and teacher Associations, especially those from in Title I schools; the Maryland Library Association; the Child Protective Services Division of the Department of Human Resources; the Department of Health and Mental Hygiene; including the Mental Health Administration and Home Visiting in MCH; and the Maryland Chapter of the Academy of Pediatrics.

The Coalition of Family Engagement, jointly chaired by MFN and the Maryland State Head Start Association, will be charged by the Governor's State Advisory Council on Early Care and Education (Early Childhood Advisory Council) to develop a plan for customizing the Parent, Family, and Community Framework to the needs of Maryland, specifically its inclusion in the:

- Guide to Maryland EXCELS;
- Standards for Implementing High Quality Early Childhood Programs;
- Family communication component of the Maryland Model for School Readiness;
- Workforce and Competency Framework; and
- Guidelines for federally and state funded quality improvement grants.

In addition, all 24 local early childhood advisory councils will be oriented to the Maryland Framework and adopt specific strategies to support the content of the framework. The Coalition of Family Engagement will develop the following:

- Resource guide to family engagement (online, on print, and through social media). The resource guide will identify existing programs and include recommendations for programs to implement the Maryland-specific Parent, Family, and Community Framework effectively;
- Training program on all of the seven content outcomes, including the identification of outcome measures and a process by which Maryland can gauge the success of its family engagement practices;
- Series of informal meetings (e.g., Community Cafes, Learning Parties) with families as a way to engage them in an ongoing discourse on how to become engaged in their children's learning, how to become an advocate for their children, and how to become engaged in learning about parenting and child rearing. This process will not only help identify what is being done now and areas for improvement, but it will also foster positive relationships among the coalition members.

A critical role for the Coalition will be the outreach to families who are not accessing existing early childhood programs. According to the MMSR Kindergarten Assessment, almost 20 percent of all four-year olds are exclusively at home or in some type of informal care arrangement. There has also been an increase in unlicensed care statewide, which runs counter to the State Advisory Council's goals and intent.

The Coalition will confer regularly with the local Early Childhood Councils on their implementation of the Framework, and to help them develop policies and practices that will improve the conditions for families with young children. It will also be responsible for developing a mechanism for referral and intervention for families with children with disabilities/developmental delays and challenging behaviors.

In addition, Maryland plans to establish several statewide initiatives to engage families in the early learning and development of their children. These programs include:

Statewide expansion of Reach Out and Read through the Maryland Academy of Pediatrics

By December 31, 2015, all families of children from six months to age five who are low income and eligible for Medicaid will routinely receive early literacy resources and literacy-related consultation at their periodic pediatric check-ups.

Approximately 46,100 Maryland children are served by 69 participating Reach Out and Read (ROR) sites each year. Eleven jurisdictions currently participate in ROR (Baltimore City, Baltimore County, Caroline, Charles, Dorchester, Montgomery, Prince George's, Talbot, Washington, and Worcester), and the bulk of these sites (72 percent) are located in Baltimore City. Maryland plans to provide access to the ROR program through a "hub and spoke" model of book distribution and program implementation. This model would have minimal administrative costs for the state/central office and would rely on local coalitions of key stakeholders to recruit additional ROR sites and implement the program locally, with oversight and support provided by the central office and national ROR program. The local steering committee could include Health Officers, the Superintendent of Schools, the Board of Education, library administrators, members of the pediatric community, Federally Qualified Health Centers, School-Based Health Centers, and other health care resources serving families that have low incomes. Local coalitions would be responsible for program implementation in their jurisdictions and would recruit practice sites, cultivate public/private partnerships, and identify additional external resources to sustain the program.

Expansion of the existing public library services by establishing Family Advisory Councils that will create Family Resource Centers at all of Maryland's libraries

By December 31, 2015, all county libraries serving Title I School Districts will have 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. The Library Family Advisory Councils will meet at least once the first year

and thereafter a minimum of twice a year. These same libraries will designate a “Family Information Center” at the library, which will focus on family engagement and information as outlined in the Early Learning Challenge state plan.

In the past decade, more than 1,000 Maryland Public Library staff participated in professional development based on child development research, best library practices, and the MMSR framework. More than a million participants attended 37,000 programs offered annually by Maryland’s public library staff for preschoolers, their families, and caregivers. The goal of these programs is to increase a child’s acquisition of early literacy skills and socialization. Library staff members develop activities to increase parent and caregiver knowledge and confidence as important early teachers. The Infants and Toddlers Program, Maryland’s birth to three program for children with special needs, meet in public libraries using the “natural environment” to encourage social skills. Infants and Toddlers specialists encourage families with special needs children to come to the library for story time. Depending on the local arrangements, Infants and Toddlers specialists and librarians lead these story times, which are open to all children. More than 100 library branches are located within Title I school districts. Library branches located in these areas serve the population of Title 1 school districts, which is one of the grant’s targeted audiences. Maryland plans to expand the existing public library services by establishing Family Advisory Councils that will create Family Resource Centers at all of Maryland’s libraries. The libraries will designate a “Family Information Center” at the library, which will focus on family engagement and information about the Race to the Top-Early Learning Challenge grant.

Expanding the Parent/Child Learning Parties Program into Title 1 elementary schools

By December 31, 2015, parents and young children (enrolled in pre-kindergarten, Head Start, center or family child care, and/or children from the community who are not enrolled in an early childhood program) will participate in at least two “Learning Parties” at 25 percent of all Title 1 school attendance areas.

Learning Parties are interactive, hands-on, parent/child “parties” that promote the

development of school readiness skills in young children. The program represents a collaboration between the school building administrators; the parent, student, teacher associations; and Ready at Five/Maryland Business Roundtable. These events offer demonstration, practice, and positive feedback on families' engagement in early learning and child development. Attendance at learning Parties and reinforcement of these activities at home by parents help prepare young children to be successful when they enter school. Since 2008, 3,250 children, 2,500 parents have attended 180 sets of Learning Parties in attendance areas of elementary schools in Maryland. Maryland plans to offer two Learning Parties series (8 parties) focusing on the Domains of Learning that children entering school perform the weakest on as reported by the MMSR Kindergarten Assessment results. These parties will be offered to parents and children living in the attendance areas of Title I Elementary Schools. A cadre of seasoned trainers will be trained in the Learning Party model. The Coalition of Family Engagement will be assigned to coordinate all training programs for families. Learning Parties will be offered in the elementary schools that children are slated to enter as well as in churches, Head Start buildings, community buildings, and local libraries.

Chart C-7: Strategies for Engaging and Supporting Families (Project 8)

| Strategies (above and beyond the current infrastructure) | Completed by | Responsible Unit |
|--|---------------------|---|
| Establishing a Coalition of Family Engagement to customize for Maryland needs the Family, Parent, and Community Engagement Framework | July 1, 2012 | MSDE/DECD, Maryland Family Network, Maryland State Head Start Association ⁷¹ |
| Orientation to local Early Childhood Advisory Councils on the Framework | December 31, 2012 | Coalition of Family Engagement, State Advisory Council |
| Development of a Maryland-specific | December 31, 2012 | Coalition of Family |

⁷¹ MFN and MSHSA will co-chair the Coalition

| | | |
|--|-------------------|--|
| resource guide, including training program, on the Framework | | Engagement, State Advisory Council |
| Conducting a series of 24 local Community Cafes per year | On-going | Coalition of Family Engagement, local early Childhood Advisory Councils |
| Statewide expansion of the Reach Out and Read Initiative | December 31, 2012 | MSDE/DECD, Department of Health and Mental Hygiene (DHMH), Maryland Chapter of the American Association of Pediatrics (AAP), State Advisory Council, local Early Childhood Advisory Councils |
| Implementation of the Reach Out and Read Initiative at the periodic pediatric check-ups to all families of low-income children between 6 months to age five eligible for Medicaid. | December 31, 2015 | MSDE/DECD, Department of Health and Mental Hygiene (DHMH), Maryland Chapter of the American Association of Pediatrics (AAP), State Advisory Council, local Early Childhood Advisory Councils |
| Establishing Library Family Advisory Council in all local libraries serving Title 1 school attendance areas. The Councils will establish a draft set of goals and objectives aligned with the Maryland Model for School Readiness and Maryland Healthy Beginnings and will meet at least once the first year and thereafter a minimum of twice a year. These same libraries will | December 31, 2015 | MSDE/DECD, Maryland Association of Public Library Administrators (MAPLA), State Advisory Council, local Early Childhood Advisory Councils |

| | | |
|--|--------------------------|---|
| <p>designate a “Family Information Center” at the library, which will focus on family engagement and information as outlined in the Early Learning Challenge State Plan.</p> | | |
| <p>Implementing at least 4-part Learning Party Series per year for parents and young children (enrolled in early learning and development programs as well as children in informal care arrangements) residing in 25% of all Title 1 attendance areas.</p> | <p>December 31, 2015</p> | <p>MSDE/DECD</p> |
| <p>Establishing a Coalition of Family Engagement to customize for Maryland needs the Family, Parent, and Community Engagement Framework</p> | <p>July 1, 2012</p> | <p>MSDE/DECD, Maryland Family Network, Maryland State Head Start Association⁷²</p> |

Note: Training of trainers regarding MSDE’s recommended developmental screening instruments is listed in C.2.

⁷² MFN and MSHSA will co-chair the Coalition

D. A Great Early Childhood Education Workforce

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:
 - The Workforce Knowledge and Competencies;
 - Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children's learning and development and improve outcomes.

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;

Maryland has a fully completed and implemented defined workforce knowledge and competency Framework for meeting minimum state licensing standards. Workforce competencies were initially established in 1992 and have been revised in consideration of best practice in professional preparation. Under State regulations, child care centers (including Head Start) and family child care home provider training requirements were established. The workforce competencies are outlined in the specific courses required to meet minimum state licensing requirements through the completion of coursework in child growth and development and

curriculum planning. In 2001, the workforce (competencies were revised to reflect the establishment of a “core of knowledge” for the early childhood workforce and the establishment of the Maryland Child Care Credential program.

The core of knowledge standards define a set of outcomes for training in the areas of child growth and development and outline requirements for activity planning for infants and toddlers, preschool and school-aged children; administration of child care programs; and competencies for family child care providers as well as early childhood educators in licensed child care programs. The outcomes/competencies were jointly developed by the Department of Human Resources (DHR)⁷³, Maryland State Department of Education and the colleges and community colleges throughout the state to ensure that all training provided to the child care and early learning and development community includes the information and knowledge necessary to offer children experiences that promote their learning and development and improve child outcomes. (Appendix D1.1, Competency Framework)






(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and



In 2001, the Maryland Child Care Credential was established in response to a legislative initiative to reform early education. In the first year of implementation, 358 credentials were awarded. During the ten-year history of the program, more than 12,000 credentials have been issued to child care providers across Maryland. As of August 2011, there are 6,229 credentialed participants, an increase of 914 or 14.6 percent over last year. As it was initially established, the credential recognized four levels of professional achievement in education, experience, and professional activity. In response to the early childhood educators working in child care two more levels were added to include college degrees, thereby recognizing that the career ladder spans from minimum training requirements for teaching aides to master teachers holding four-year degrees in early childhood education or additional postsecondary education. Finally, a Level 4+ was added to establish a “bridge” between the completion of the initial four steps and

⁷³ In 2004, DHR still had oversight of child care functions.

the added, more credit-based levels. Levels 4+, 5, and 6 provide for three separate pathways to reach the same credentialing standard. This flexibility was added to accommodate a workforce with a wide range of academic and field-based experiences. The Maryland Child Care Credential builds on the pre-service training required of persons working in the child care field. Each level focuses on training in the core of knowledge areas (Child Development; Curriculum; Health, Safety and Nutrition; Special Needs; Professionalism; and Community) and reflects an increasing number of hours of training, college coursework, degrees, experience and professional activity as the participants move up the Credentialing career ladder. Chart D-1 lists the education and experience requirements for achieving Levels for Maryland Child Care Staff Credential.

Chart D-1: Maryland Child Care Credential Staff Credential

| Level | Education | Experience | |
|--|---|---|-------------------|
|  1 | Meet CCA Licensing or Registration Requirements | NA | |
|  2 | <ul style="list-style-type: none"> 45 clock hours Core of Knowledge training that includes: <ul style="list-style-type: none"> A minimum of 20 clock hours in child development. | NA | |
|  3 | <ul style="list-style-type: none"> 90 clock hours Core of Knowledge training that includes: <ul style="list-style-type: none"> A minimum of 20 clock hours in child development and 20 clock hours in curriculum methods. | <ul style="list-style-type: none"> 1 yr experience, 1 yr of college, or Exper/college = 1 year | |
|  4 | <ul style="list-style-type: none"> 135 clock hours Core of Knowledge training consisting of: <ul style="list-style-type: none"> 45 hrs child development 30 hrs curriculum 20 hrs health, safety & nutrition 15 hrs special needs 15 hrs professionalism 10 hrs community | 2 years | |
| Level | Option | Education | Experience |
|  4+ | 1 | <ul style="list-style-type: none"> 135 clock hours of core of knowledge training, and Program Accreditation (family child care only) | 2+ years |
| | 2 | <ul style="list-style-type: none"> 135 clock hours of core of knowledge training, and 15 semester hours of approved coursework that includes courses in child development and curriculum planning | 9 years |
| | 3 | <ul style="list-style-type: none"> 135 clock hours of core of knowledge training, Enrollment in an approved college course of study toward a degree, and <hr/> <ul style="list-style-type: none"> Accumulate 55 points by earning 5 points for each early childhood course and/or each additional year of experience | 2 years (minimum) |
| Level | Option | Education | Experience |
| | 1 | <ul style="list-style-type: none"> Associate with 15 semester hours of approved coursework and Course work in Child Development and Curriculum Methods | 2+ years |

| | | | |
|---|---------------|---|----------------------|
|  5 | 2 | <ul style="list-style-type: none"> • 30 semester hours of approved coursework that includes: <ul style="list-style-type: none"> ▶ Child Development ▶ Curriculum Planning ▶ Health and Safety ▶ Special Needs ▶ School Age ▶ Infant Toddler ▶ Language and Literacy ▶ Child Care Administration | 2+ years |
| | 3 | <ul style="list-style-type: none"> • 15 semester hours of approved college coursework, • Enrollment in an approved college course of study toward a degree, and <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> • Accumulate 45 points by earning 5 points for each early childhood course and/or each additional year of experience | 2 years (minimum) |
| Level | Option | Education | Experience |
|  6 | 1 | <ul style="list-style-type: none"> • Bachelor's, Masters, Doctorate in ECE, Elem Ed, Spec Ed, Child Psych, related field, and • Courses in Child Development & Curriculum Methods | 2+ years |
| | 2 | <ul style="list-style-type: none"> • Bachelor's, Master's, Doctorate (non-related field), and • 30 semester hours of approved coursework that includes Child Development & Curriculum Methods | 2+ years |
| 6 | 3 | <ul style="list-style-type: none"> • Associate or higher degree with 15 semester hours of approved coursework, • Enrollment in an approved college course of study toward a higher degree, and | 2 years (minimum) |
| | | <ul style="list-style-type: none"> • Accumulate 45 points by earning 5 points for each early childhood course and/or each additional year of experience | |

The core of knowledge standards and pre-service outcomes provide the basis for all approved coursework for those working in child care in Maryland. All approved training, college coursework, and professional development opportunities must align with the core of knowledge and workforce competency standards.

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

Maryland's early childhood community has had a long-standing relationship with the State's post-secondary institutions, mainly based on its teacher education programs, and, lately, through its research institutes. Most notably, Maryland has an articulation agreement with the two- and four-year higher education institutions in the State for four courses (child development, curriculum planning, special education and administration of child care programs). In 2003, the

state's agency responsible for child care⁷⁴ and the state's community colleges entered into an articulation agreement regarding the four courses necessary for meeting child care pre-service coursework requirements. The courses included child growth and development, curriculum planning, infant-toddler care, and school-age child care. In addition to the articulation from the two- to four-year institutions, many of the community colleges and State-approved trainers offer these courses for non-credit (continuing education). Participants completing non-credit courses may articulate credits upon successfully enrolling in one of the state's 17 community colleges, completing six credits, and passing a portfolio-type assessment successfully.

Another important strategy in increasing the number of Maryland's qualified early childhood educators is the Associates of Arts Degree in Teaching in Early Childhood Education (AAT-ECE). It is designed to make teacher education more affordable while maintaining the level of quality in teacher preparation. The AAT-ECE was endorsed by the K-16 Leadership Council (predecessor of the P-20 Council) in 2004. Two- and four-year public and independent institutions in Maryland developed outcomes-based standards collaboratively for individually designed community college AAT-ECE degree programs. Program performance outcomes for these institutions are based on the standards for teacher preparation program approval at the MSDE as well as standards from the following organizations:

- National Council for Accreditation of Teacher Education (NCATE);
- Interstate New Teacher Assessment and Support Consortium (INTASC);
- National Association for the Education of Young Children (NAEYC);
- Head Start; and
- Council of Exceptional Children (CEC).

The AAT-ECE degree holder must satisfy the following requirements for the education program:

- Forty-eight semester hours of general education requirements;
- Early Childhood Teacher Education requirements such as Early Childhood Development; Language Learning, Literacy, and the Processes and Acquisition of Reading; Inclusion of Diverse populations; and Materials and Methods.

⁷⁴ Represented by the Department of Human Resources prior to the transfer of child care functions to MSDE.

The AAT-ECE degree requires successful completion of the following:

- An approved program of study with a cumulative GPA of 2.75 or higher;
- At least 45 hours of supervised field experience in any of the following early childhood group programs: public school pre-kindergarten or K-3, MSDE approved nursery school or grades 1-3, Head Start, or state or nationally accredited child care center;
- Beginning teacher portfolio; and
- A passing score on Praxis I.

While admission in a four-year college should take place without further review, institutions may require applicants to meet other criteria that are applied to students who completed the AAT-ECE. The AAT-ECE was designed as a cost-effective approach to increase the number of degreed teachers in early childhood education.⁷⁵

Maryland proposes to establish a review committee to examine the current status of the AAT-ECE to determine if it is still an effective workforce development tool. Representatives from the State's two- and four-year higher education institutions are members of the State's Advisory Council and numerous workgroups to transform early childhood professional education and development. The Maryland Higher Education Commission soon to move into the Maryland State Education Building will be members of the review committee.

The current infrastructure in place to support workforce development and professional development through institutions of higher education includes the following components for the teacher and early educator workforce:

- Workforce Competency Standards for child care (see Section D.1.a.).
- Teacher education and state certification for pre-kindergarten to grade 3, including special education. The teacher certification program for Pre-Kindergarten to Grade 3 was

⁷⁵ Maryland community colleges also offer the Associate of Arts Degree in Science (AAS) for Early Childhood which offers a greater number of early childhood courses. However, most of the AAS coursework is not eligible for transfer, thus, the development of the AAT-ECE.

designed in the late 1970's to address the needs of teachers working at state-approved nursery schools, which requires a four-year degree, and the emergence of public school pre-kindergarten programs, which require state certification in early childhood education. State-certified teachers in Maryland must:

1. Earn a bachelor's or higher degree with a major in interdisciplinary studies (with a major in a field taught in early childhood education) or early childhood education;
2. Complete 27 semester hours of professional education course work (includes courses in child development, methods of teaching, acquisition of reading skills); and
3. Complete a supervised teaching experience either in a public or private school or one year of full-time teaching in a Professional Development School (PDS) at a public school or at an approved nursery or primary school.

The state certification requirements for teachers in special education are less specific and range from birth to age 21. Teachers in special education must meet the federal "highly qualified" standards under the No Child Left Behind guidelines.

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;

(b) Implementing policies and incentives (*e.g.*, scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;

Maryland has developed a comprehensive workforce knowledge-competency framework enabling all early childhood educators, regardless of the type of early care and education they provide, to access professional development opportunities that enhance their knowledge and skills in supporting the state's early learning standards (See detailed description in Section C.1.).

The existing progression of credentials, as defined in the seven levels of the Maryland Child Credentialing Program, reflect a career ladder which spans from the level of a teacher's aide to the completion of four-year degrees and additional postsecondary education. However, the career ladder does not address the needs of early childhood educators who are working full-time and intend to obtain their state teaching certification. Maryland proposes to create an alternative pathway for individuals who hold a bachelor's degree in early childhood education and wish to obtain state certification for teaching.

A December 2007 report, entitled *Preschool for All in Maryland: Recommendations of the Maryland Task Force on Universal Preschool Education*, states that all teachers in *Preschool for All* programs, including those located in child care facilities, will be required to have a bachelor's degree and hold a State-certification in early childhood education. To address the anticipated shortage of certified teachers necessary for the expansion of pre-kindergarten programs under

Preschool for All, four-year teacher education programs in Maryland will need to offer flexible course schedules to accommodate early childhood educators who are already working full-time in early learning and development programs. This flexibility will include offering courses during evening and weekend hours, as well as on-line courses, and allowing early childhood educators to work on-site at their existing place of employment throughout their entire internship.

Maryland's existing Maryland Approved Alternative Preparation Programs (MAAPP) for subject areas (e.g., high school physics) offers an opportunity to create an alternative pathway for teacher preparation in early childhood education.

The Maryland State Department of Education proposes to collaborate with a State university to create an alternative educational pathway for early childhood educators who currently have bachelors' degrees and are seeking state certification in Early Childhood Education (pre-kindergarten through 3rd grade). A MAAPP for Early Childhood Education will be implemented by July 1, 2013.

Maryland will enhance the current standards for kindergarten through grade 3 with the State Early Learning and Development Standards, *Health Beginnings*, across all domains by incorporating strategies for better alignment of practices between early childhood education and the lower grades in public schools. While the early learning standards are aligned with the K-12 academic standards, Maryland needs to formalize developmentally appropriate practices across all early childhood settings (Head Start, child care and public school).

Maryland proposes to establish an annual Leadership in Early Learning Academy for school teams and leaders from early learning and development programs.

Since the State will be implementing the Common Core Standards for English Language Arts and Mathematics in school year 2012/13, there is need to ensure consistent application of the new standards. The current Race to the Top award for Maryland included regional Teacher and Leader Effectiveness Academies for school teams from elementary and secondary schools.

Maryland proposes in the state's high-quality plan an extension of The Leadership in Early Learning Academies as a complementary strategy that would enable early childhood educators

working with children ages 4 to 7 (pre-kindergarten, including Head Start and child care, through 2nd grade) to learn rigorous, yet developmentally appropriate instructional practices that support the Common Core Standards. The Guide to Early Education Pedagogy, the revised Standards for High Quality Early Childhood programs, and the new MMSR assessment program (see Section C.1.) will inform the content of the academies. In addition, participants in these Academies will learn about the use of the Maryland Longitudinal Data System and the Early Childhood Data Warehouse in tracking the students' performance as well as effective family engagement strategies based on the Family, Parent, and Community Engagement Framework. This approach will help participants gain insight into how the early gains in school readiness can be sustained throughout the elementary school years, or how children who lack school readiness skills can be supported to meet the assessment standards in the 3rd grade.

(b) Implementing policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

Maryland proposes to increase funding for improving the qualifications of early childhood educators. The State has established a four-pronged approach to stimulate improvement in that sector through the Child Care Credentialing program. The approach consists of:

- A scholarship program called the Child Care Career and Professional Development Fund;
- Articulation for child care pre-service credits between local school systems and community colleges;
- Training Voucher/Reimbursement for continuing education; and
- Program Accreditation Support to enhance the professionalism among staff in programs that pursue and obtain state and national program accreditation.

These incentives have proven effective and support the QRIS infrastructure for Maryland EXCELS. Most importantly, they have helped address a serious deficiency in the field – the lack of qualified personnel in licensed child care programs. The exodus of better qualified early

childhood educators from child care to other professions or to public school teaching had created a critical shortage of highly qualified staff in early learning and development programs.

MSDE's Division of Early Childhood Development sets benchmarks for increasing the professionalism of child care directors, center staff, and family child care providers by requiring higher qualification levels and promoting achievement of academic degrees in early childhood education.

Child Care Career and Professional Development Fund

To help early childhood educators working in child care settings attain college degrees in Early Childhood Education, or a related field, the Child Care Career and Professional Fund was established, in 2007, for child care providers participating in the Credentialing Program. Funding is available to credentialed child care providers to pursue a college degree from an accredited college or university in early childhood education, education for children, child development, family studies, or related disciplines. As of September 2011, a total of 17 post-secondary institutions have signed on to participate in the program. Candidates for the program are screened and approved by the Division of Early Childhood Development – Credentialing Branch, to determine the candidates' eligibility for the scholarship program. Participating two- and four-year colleges are responsible for recruiting and identifying students currently enrolled in or those enrolling in a college course of study for early childhood education college who might be eligible for the Fund; managing student funding to cover tuition, books, and fees; and collaborating with the public schools (College Career and Vo-Tech programs), the local child care resource and referral agencies, and the Family Child Care and Center Associations to identify and recruit new students. Colleges are also responsible for maintaining a curricular and developmental framework, based on up-to-date theories and practices of the professional field and as reflected in the Workforce Competency Framework and the Early Learning Framework (i.e., early learning standards and the comprehensive assessment system).

Articulation for child care pre-service credits between local school systems and community colleges

Through articulation agreements between the local education agency and partnering community colleges, students are awarded college credit for the course work completed during their high school career. Currently, 16 Maryland school systems have pre-service approval to provide graduating students with a certificate of completion of the State required 90 clock hours of approved coursework in child growth and development and preschool methods and materials. Course certificates are awarded after the student has completed a two-year program that includes course work, observation, and supervised field work. The alignment with pre-service training content and the State's regulatory requirements for pre-service training and the addition of pre-service requirements for family child care providers have supported high-quality early childhood education by building a foundation of core early childhood concepts both general and age specific for all early childhood educators.

Training Voucher/Reimbursement for Continuing Education

Participants in the Maryland Child Care Credential Program have access to training support funds for up to \$400 annually. The training vouchers are designed to ease the financial burden on early childhood educators working in the child care setting for meeting pre-service required by state regulation as well as the additional continuing education required state regulation and the Credentialing program. The Office of Child Care – Credentialing Branch at MSDE is responsible for approving all individuals and organizations to offer training to Maryland's early childhood educator community. Approved trainers must have a degree in Early Childhood Education or a related field and experience working with children or specialized experience in the area of training. The approval process has been designed to show alignment with objectives and standards adopted from the National Education Association of Young Children (NAEYC) and the Maryland Consortium of Early Childhood Faculty and Administrators. Beginning in the Fall of 2011, all trainers within the first year of approval and within the last year of their four-year approval period will be observed by a member of the Credentialing Branch Monitoring Committee. As of September 2011, there are 316 MSDE approved individual trainers and training organizations.

Accreditation Support

MSDE supports licensed child care programs that pursue and obtain state program accreditation

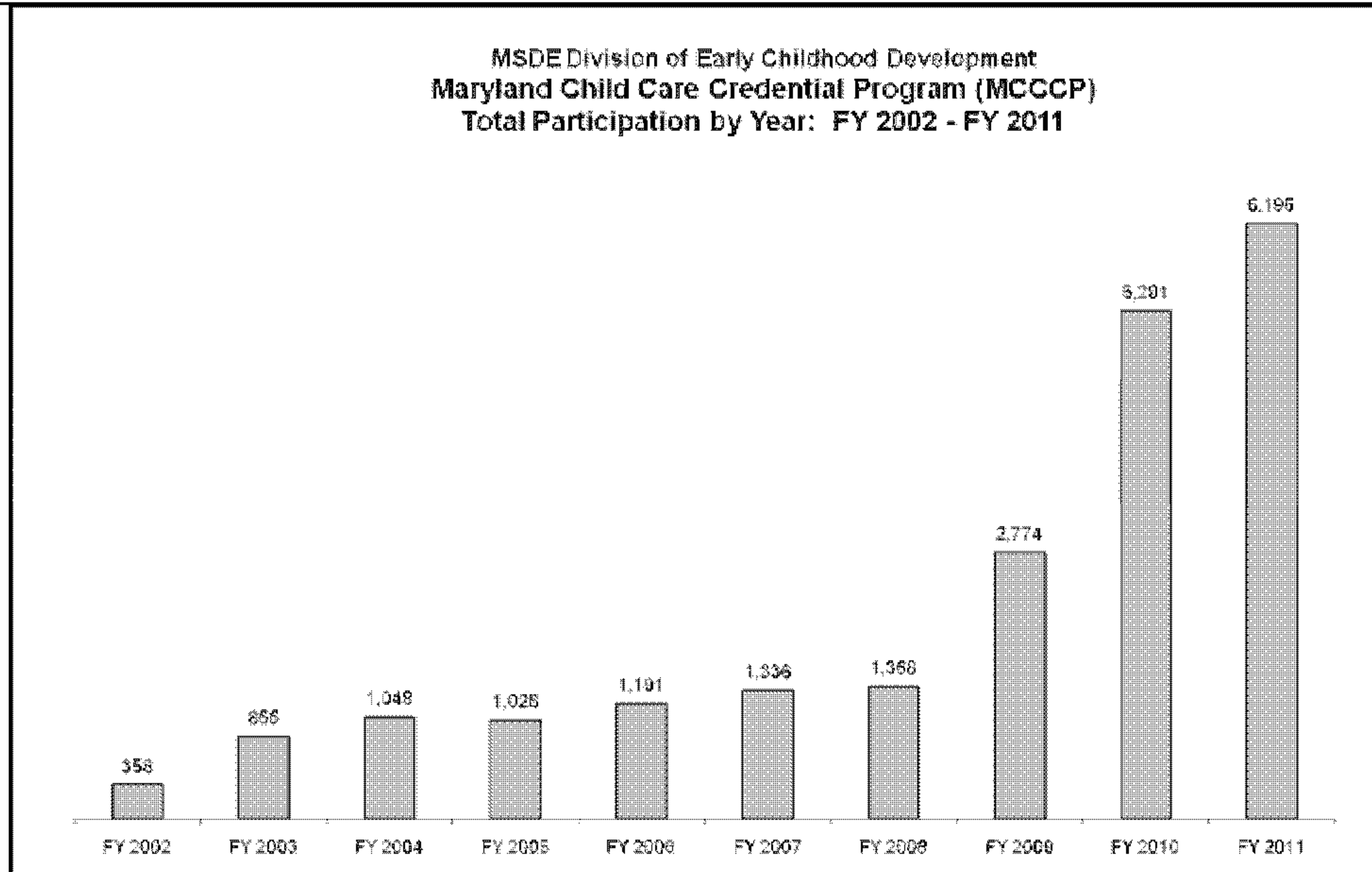
through accreditation support, by offering up to \$1,500 for self-appraisal, program improvement, and validation activities to become nationally or state-accredited. The MSDE accreditation, which is free of charge to early childhood programs (including Head Start, child care centers, pre-kindergarten, and kindergarten) is an integral part of Maryland EXCELS, the state's QRIS. The State's accreditation program standards include the requirement for the teacher to have an Associate of Arts degree in early childhood education (i.e., AAS or AAT-ECE). Programs pursuing accreditation can bundle the incentives offered by the state, such as scholarship and training support.

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention;

Program Reporting

The MSDE Division of Early Childhood Development currently reports aggregated data for participation in the Child Care Credentialing Program. These data include the total number of program participants and the total number of program participants credentialed at each level per year, both for child care centers and family child care homes. Chart D-2 is a sample of the information that is provided to the public about participation rates in the Maryland Child Care Credential Program.

Chart D-2: Total Participation by Year



Additional information, in a summarized form, is also shared with the public through the Maryland Department of Budget and Management’s Managing for Results (MFR), the Governor’s State Stat, and Student Stat reports that are published annually by the Maryland Governor’s Office. The Longitudinal Data System/Early Childhood Data Warehouse data dashboards and reports are being constructed for public view to show data that can be refreshed daily on child care program professional staff development, advancement, and retention by program type and location. Longitudinal data trend lines for these items also will be available for public viewing.

Maryland’s plan for developing a great early childhood education workforce is solidly based on years of research that has validated that a well educated, experienced workforce is directly related to higher quality child care practices. “Research data has confirmed that the child care provider is one of the most important elements in quality child care.” According to Galinsky and Phillips (1988) childcare providers need to be warm and caring, and be attentive to and respectful of children's individual needs. Providers need to be culturally sensitive and accepting of differences in ethnic backgrounds and customs. The provider should discipline children in positive ways, teaching social skills, instead of blaming, criticizing, or punishing. Children need child care providers who will speak to them and actively encourage them to respond. Vandell, Henderson and Wilson (1988) affirm that “children in better quality programs had more positive

interactions with their teachers (caregivers), while children in poor quality programs spent more time in unoccupied behavior and in solitary play” (p. 1287). Phillips, McCartney and Scarr (1987) support this theory, stating that “one of the real indicators of quality affecting children's social development is the caregiver and the verbal interactions the caregiver shares with the child”.⁷⁶ These statements apply across the entire early childhood educator community. Well-trained, knowledgeable, experienced educators play an essential role in providing early childhood experiences that help to reduce the readiness gap for children with high needs.

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

Through Maryland’s training approval process and development of standard workforce competencies, all Maryland postsecondary institutions and professional development providers develop and provide training that is aligned to the workforce knowledge and competency framework. See Table (D)(2)(d)(1) for additional information.

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

As discussed earlier in this Section and graphically shown in Chart D-2, Maryland’s Child Care Credentialing program participation has seen steady, and in recent years accelerated, growth. Through the affording of an array of incentives and supports Maryland has set ambitious and achievable targets to increase the number and percentage of early childhood educators progressing to higher levels indicated in Table (D)(2)(d)(2) below.

⁷⁶ Reprinted with permission from the National Network for Child Care - NNCC.

Boschee, M.A., & Jacobs, G. (1997). Ingredients for quality child care. Internet. National Network for Child Care. (www.nncc.org)

Chart D-3: Strategies for Workforce Competency Framework, Progression of Credentials and Support to Early Childhood Educators (Project 2)

| Strategies (above and beyond the current infrastructure) | Completed by | Responsible Unit |
|--|---------------------|--|
| Align the Child Care Credentialing Program with the Workforce Knowledge and Competency Framework to identify specific coursework for each of the credentialing levels. | July 1, 2012 | MSDE/DECD, MSDE/DOI, MSDE/SDE-EIS, Maryland State Head Start Association, Maryland State Child Care Association, Local School Systems |
| Revise the Workforce Knowledge and Competency Framework to reflect the Common Core Standards. | July 1, 2012 | MSDE/DECD, MSDE/DOI, MSDE/SDE-EIS, Maryland State Head Start Association, Maryland State Child Care Association, Local School Systems |
| Initiate a Maryland Approved Alternative Preparation Program (MAAPP) for Early Childhood Education | July 1, 2013 | MSDE/DECD, MSDE/DOI, MSDE/Division of Certification and Accreditation, IHE vendor |
| Review the status of access to and transfer out of the Associate of Arts – Early Childhood Education degree program and develop recommendations for the Governor’s P-20 Council. | December 31, 2013 | MSDE/DECD, MSDE/SDE-EIS, Local School Systems, Maryland Higher Education Commission (MHEC), Maryland State Head Start Association, Maryland State Child Care Association, Governor’s P-20 Council. |
| Develop an articulation agreement regarding four pre-service courses between MSDE approved trainers | September 1, 2013 | MSDE/DECD, MHEC, Consortium |

| | | |
|--|-------------------|-----------------------------------|
| and the state's community colleges | | |
| Develop handbooks for Early Childhood Leadership Academies (pre-kindergarten to grade 2) | September 1, 2012 | MSDE/DECD, MSDE/DOI, MSDE/SDE-EIS |
| Conduct Academies for 1½ days each year, starting October 2012 | December 31, 2015 | MSDE/DECD |

| Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework | | | | | |
|---|---------------------------|---|---|---|---|
| | Baseline (Today) * | Target - end of calendar year 2012 | Target - end of calendar year 2013 | Target - end of calendar year 2014 | Target – end of calendar year 2015 |
| Total number of “aligned” institutions and providers | 1,267** | 1,286 | 1,305 | 1,324 | 1,343 |
| Total number of Early Childhood Educators credentialed by an “aligned” institution or provider | 17,215*** | 17,301 | 17,388 | 17,475 | 17,562 |
| <p>* “Today” equals June 30, 2011 (end of SFY 2011).</p> <p>** This figure is the total of 306 approved trainers, 444 universities, and 517 colleges. Virtually all approved trainers are in Maryland. However, the colleges and universities include higher education entities that are located in other states, and some even in other countries, as well as in Maryland. Data on all trainers and higher education entities are captured in, and reported from, the CCATS database. These data are considered to be generally valid and reliable. However, since the data are inputted manually into CCATS, it is possible that some redundant trainer or higher education entity records have entered the system due to user entry error (for example, a misspelled trainer name).</p> <p>*** Maryland’s early childhood “Workforce Knowledge and Competency Framework” is defined in</p> | | | | | |

child care center licensing regulations as “core of knowledge training,” which is a pre-service requirement for all early childhood educators authorized to supervise groups of children in licensed centers. The baseline figure of 17,215 given here represents the total statewide count of these educators as of the end of June 2011. Due mainly to economic factors, the number of licensed centers in Maryland is not expected to increase substantially through calendar year 2015. For this reason, the annual target figures shown here show only small year-over-year increases (projected at 0.5% per annum).

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

| Progression of credentials (Aligned to Workforce Knowledge and Competency Framework) | <i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i> | | | | | | | | | |
|--|---|-----|-----------------------------------|-----|-----------------------------------|-----|-----------------------------------|-----|-----------------------------------|-----|
| | Baseline (Today) * | | Target- end of calendar year 2012 | | Target- end of calendar year 2013 | | Target- end of calendar year 2014 | | Target- end of calendar year 2015 | |
| | # | % | # | % | # | % | # | % | # | % |
| Maryland Child Care Credentialing Program (MCCCP) Credential Level 1 (<i>Lowest Level</i>) | 1,463 | -2 | 1,739 | +19 | 2,101 | +21 | 2,582 | +23 | 3,233 | +25 |
| MCCCP Credential Level 2 | 806 | +18 | 958 | +19 | 1,157 | +21 | 1,423 | +23 | 1,781 | +25 |
| MCCCP Credential Level 3 | 2,017 | +19 | 2,398 | +19 | 2,897 | +21 | 3,561 | +23 | 4,458 | +25 |
| MCCCP Credential Level 4 | 625 | +37 | 743 | +19 | 898 | +21 | 1,103 | +23 | 1,382 | +25 |
| MCCCP Credential Level 4+ | 169 | +46 | 201 | +19 | 243 | +21 | 299 | +23 | 374 | +25 |
| MCCCP Credential Level 5 | 450 | +30 | 535 | +19 | 646 | +21 | 794 | +23 | 994 | +25 |
| MCCCP Credential Level 6 (<i>Highest Level</i>) | 665 | +32 | 790 | +19 | 955 | +21 | 1,173 | +23 | 1,469 | +25 |

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

| | | | | | | | | | | |
|---|---|---|--|---|--|---|--|---|--|---|
| Progression of credentials (Aligned to Workforce Knowledge and Competency Framework) | <i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i> | | | | | | | | | |
| | Baseline (Today) * | | Target- end of calendar year 2012 | | Target- end of calendar year 2013 | | Target- end of calendar year 2014 | | Target- end of calendar year 2015 | |
| | # | % | # | % | # | % | # | % | # | % |

* “Today” equals June 30, 2011 (the end of SFY 2011).

All baseline data are actual. MCCCCP participation data by credentialing level are maintained by the program administrator in an Excel spreadsheet. The entry of all data into this spreadsheet is done manually, so it is possible that occasional user-entry errors have occurred (for example, transposing the letters of a program participant’s name or the digits of the participant’s entry date into the MCCCCP). Enhancements to CCATS are currently in progress that will allow all participation data to be captured directly in, and reported directly from, the CCATS database. The figures in the “Baseline” percentage column show the plus/minus percentage change from SFY 2010 to SFY 2011 for each level.

E. Measuring Outcomes and Progress

(E)(1) Understanding the status of children's learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (*e.g.*, with funds available under section 6111 or 6112 of the ESEA).

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

Maryland has been implementing a Kindergarten Entry Assessment (KEA) since 2001. As a result of The State Board's adoption of the Common Core Standards and the development of new assessment programs for grades 3-8, MSDE has been embarking on a revision of its KEA. Maryland will collaborate with the State of Ohio to complete the new KEA by 2013 for the field test and 2014 for a full census administration.

Maryland's Kindergarten Entry Assessment is called the Maryland Model for School Readiness (MMSR Kindergarten Assessment) and has been in existence since 2001. It is based on an adaptation of Pearson's Work Sampling System™ (WSS), a valid and reliable portfolio-based assessment system that helps teachers document and evaluate children's skills, knowledge,

behavior, and academic accomplishments across a variety of curricular areas. The MMSR Kindergarten Assessment is aligned with the State's Early Learning and Development Standards and covers seven domains of learning:

1. Social and Personal Development;
2. Language and Literacy;
3. Mathematical Thinking;
4. Scientific Thinking;
5. Social Studies;
6. The Arts; and
7. Physical Development and Health.

Each of the seven domains is subdivided into indicators, or domains of competence. These domains of learning, with their indicators, are the basis of curriculum development for public kindergarten, pre-kindergarten, child care, and Head Start programs.

Historically, to evaluate the readiness of children entering kindergarten based on the domains of learning listed above, Maryland elected to use a portfolio-based assessment system in which teachers document and evaluate children's skills, knowledge, behavior, and academic accomplishments by collecting data during the Fall of each academic year. Kindergarten teachers observe, record, and evaluate every-day classroom experiences and activities. In that process, they gain a better understanding of what their students know, what they can do, and what they still need to work on.

In November of the year children enter kindergarten, teachers rate them on 30 WSS indicators based on what they have observed and documented since September of the school year. The ratings for each indicator are submitted to MSDE and aggregated to determine the degree to which each student is ready for kindergarten. Children are identified as either:


- Fully Ready: Consistently demonstrating the skills, behaviors, and abilities needed to meet kindergarten expectations successfully;
- Approaching Readiness: Inconsistently demonstrating the skills, behaviors, and abilities needed to meet kindergarten expectations successfully and requiring targeted

instructional support in specific areas; or

- **Developing Readiness:** Failing to demonstrate the skills, behaviors, and abilities needed to meet kindergarten expectations successfully and requiring considerable instructional support in several areas.

To help guide teachers' thinking in the assessment process, MSDE developed guidelines for all indicators in each of the seven domains of learning and trained teachers how to use them to assess their students fairly. These guidelines are called "exemplars"—descriptions of typical student skills and behaviors that a teacher looks for in evaluating performance at each of the three levels. Both kindergarten and pre-kindergarten teachers are encouraged to become familiar with the MMSR Exemplars, to discuss them during the training sessions and with colleagues, to use them to guide their evaluations, and to share expectations for student performance when children move from one grade to the next. Figure E-1 offers an example of an Exemplar.

FIGURE E-1: MMSR Exemplars

| Kindergarten | | | |
|---|--|--|--|
|  MMSR Exemplars | | | |
| Content Area: <u>Language and Literacy Development</u> - 6.0 <u>Listening</u> | | | |
| WSS Indicator: <u>II A1 Gains meaning by listening.</u> <input checked="" type="radio"/> Fall <input type="radio"/> Spring | | | |
| MMSR/SC Indicator: <u>6A 1 Demonstrate active listening strategies</u> <u>6A 2 Comprehend and analyze what is heard</u> | | | |
| 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. | | | |

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

To meet content validity criteria, the exemplars were developed by practitioners, i.e., teachers and curriculum specialists, and then validated by expert consultants. Exemplar development started with the 30 selected Kindergarten WSS indicators and expanded gradually to all WSS indicators for Preschool, Pre-Kindergarten, and Kindergarten. (see Appendix C1.6). In addition, Maryland adopted the validity study of the Work Sampling System (WSS) conducted by the developers of the assessment system⁷⁷. MSDE developed its reliability and validity report based on the 2001 -2002 assessment results.

A critical component of the portfolio assessment is refining teachers' ability to discern children's skills and behaviors based on carefully documented observation. These skills are especially important in assessing the readiness of children with high needs. For children who are English Language Learners, for example, teachers are being sensitized to record observations on skills that are not dependent on language proficiency. In addition, when the second edition of the exemplars was developed for children with disabilities/developmental delays in 2003, teachers were trained to coordinate with special education teachers in recording their observations and to take progress on the students' Individualized Education Program (IEP) into consideration as part of the on-going assessment.

The new KEA will be developed in collaboration with the State of Ohio (see Section C.2) and will be administered for all of Maryland's kindergarten students beginning in the fall of 2014. Immediately following the RTT-ELC grant award, Maryland and Ohio will initiate a Memorandum of Understanding (MOU) outlining the roles and responsibilities of each state, their funding contributions, and their formal procurement arrangements. In the event that one of the states in the collaboration is not awarded the RTT-ELC grant, each state has requested the full amount of funding needed to implement the formative assessment of the Comprehensive

⁷⁷ Meisel, S.J., Liaw, F.R. Dorfman, A. & Nelson, R.N. (1995). The Work Sampling System: Reliability and validity of a performance assessment for young children. *Early Childhood Research Quarterly*, 10, 277-296.

Assessment System (CAS), including the KEA. However, should both states receive the RTT-ELC, each state commits to renegotiating and redirecting the funding for the CAS to support expanded professional development, technology infrastructure, and the opportunity to expand to other states so that they may participate in the collaboration. Maryland and Ohio are committed to ensuring a cost savings for the work on the CAS. The incentive for both states to pursue the development of the KEA and the formative assessments jointly has been the need for greater collaboration among states in the development of an age-appropriate assessment format, as well as reduction in the costs of developing such assessments by leveraging resources from both states. Both states are also actively involved in the Partnership for Assessment of Readiness for College and Career (PARCC) Consortium and are intent on supporting its work with regard to its K-2 component.

Since 2010, Maryland has been working on the planning and design process for revising the Kindergarten Assessment as well as the benchmarks for the preschool-age children and kindergarten students. The catalyst for the revision process was Maryland's adoption of the Common Core State Standards and its ensuing assessment for pre-kindergarten and kindergarten. There was also a need to revise the existing benchmarks, i.e., exemplars, as a result of the new standards. In addition, Maryland decided to shift the format of the assessment from a portfolio assessment to a series of performance-based tasks. This shift will enhance the specificity of the assessment protocol in terms of assessment limits and measuring precursor skills as well as extended/higher order thinking skills.

In its revised version of the MMSR assessment component, Maryland will no longer use a customized approach for the WSS™. The state will implement a running record concept as part of the formative assessment, and will enhance this with computer-based performance tasks to measure children's application skills as well as basic precursor skills. Thus, Maryland and Ohio will develop their assessment system, including the KEA and formative assessments (aligned to the Maryland benchmarks, which define the learning progression from 36 to 72 months)⁷⁸. At

⁷⁸ Additional benchmarks aligned with Healthy Beginnings for children, birth to 36 months will be developed separately

this stage, MSDE has laid out a timeline for the development and design of the assessment system. (Appendix E1.1, Outline for Development and Design of Kindergarten Entry Assessment). It includes the standard steps of an assessment blueprint (e.g., development of item prototypes; benchmarking and small-scale piloting of item prototypes; development of scoring guides; formal pilot and field testing; test item calibration using statistical (IRT) models; and development of scoring algorithm, reliability and validity studies, etc.). Concurrent with the development of the assessment is the technology infrastructure development that allows for a computer-based assessment for both the formative assessments along the learning progression from 36 months and 72 months, including the six benchmark assessment points, and the KEA.

The revised system will retain the seven domains cited above through kindergarten. The assessment indicators will be selected using validity criteria and in close alignment with the State's Common Core Standards. Curriculum specialists and teachers from local school systems, instructional leaders from Head Start and child care programs, and staff from MSDE and a collaborative partner will be involved in the development of the item selection, benchmarks, and performance tasks. An expert panel, including national subject matter specialists in psychometrics and early childhood assessment, will enter into the process of validating the development of the assessment system.

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

The new KEA will be administered to all children who enter public school kindergarten programs during the fall of the 2014-15 school year (The field test is scheduled for school year 2013-15). Data from the administration of the KEA across all seven domains of learning will be captured in an online data system. Teachers will gather student assessment information over the first 10 weeks of the school year and will be required to submit their assessment information, documenting outcomes relative to the benchmarks and results of the performance tasks in the online system. As part of the scale-up, teachers will participate in professional development activities. Technology-enhanced tools and supports, such as web-accessible content and the

creation of professional learning communities, will be developed to support face-to-face training. In addition, to ensure that the assessment is implemented as intended, a simulation-based system will be developed and implemented to certify that teachers are prepared to administer the KEA. The implementation of the assessment will be aligned with best practices in assessing developmental progress and school readiness for all children, including those with high needs.

Maryland and Ohio view the KEA as a logical extension of its formative assessment process. This view is based on the notion that children's assessed learning is designed to inform instruction, eventually leading toward the desired outcomes when children are typically starting their formal school career in kindergarten. Likewise, the connection between the KEA and the formative assessments will allow for the KEA to scaffold backward and forward across developmental and learning skills by age to accurately identify a child's functioning level in relation to their developmental age. Doing so will allow practitioners to better pinpoint instructional needs for children who are performing below age-expectations.

As with the current MMSR, the assessment system has been designed to inform and individualize instruction based on assessment information. The KEA will be enhanced by the computer-based assessment format, informing the teacher not only about the assessment results, but also about web-accessible resources for instructional purposes.

The KEA will follow a reporting protocol similar to what currently exists. The Kindergarten Assessment information will report on sub-group populations, including children with high needs, to influence practices and services in the field. This reporting is already an integral part of policies being incorporated into local school systems, the budget, and the legislative process.

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

As with the current MMSR data collection system, the KEA and formative assessments will be linked to the Longitudinal Data System/Early Childhood Data Warehouse. In addition,

Maryland has designed, built, and deployed the Maryland Online Individualized Education Program (IEP), Maryland Online Individual Family Support Plan (IFSP), and the Maryland Special Education Early Childhood Accountability System. Data from these sources are fed into Maryland's enhanced Special Services Information System and the LDS/Early Childhood Data Warehouse. Data security and privacy policies follow national business standards in these systems.

The ability to link children's KEA scores to the experiences children had prior to kindergarten entry will permit Maryland's programs to target and focus on children with high needs by analyzing results by demographic characteristics, location of the state, and prior early childhood programs experiences. Maryland can better target its resources to support children with high needs by providing academic, health, and behavioral support and assistance from professionals. For instance, information about results for children with disabilities/developmental delays has triggered a change in the state policies guiding early intervention services. The state plan reflects such changes, as described in Section C.3. This section refers to the extended option of IFSPs in the delivery of services for children with disabilities/developmental delays beyond the age of three to provide more inclusive settings and less restrictive environments that are more conducive to a holistic early learning experience for children with disabilities/developmental delays.

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

Maryland has already committed state and Federal funding to the planning and development of the revised KEA. Since much of the groundwork has been laid, the revisions will mainly require the development of formative assessment items, performance tasks, updated benchmarks, and technology support. The funding through this grant will be considerably below the typical costs for assessment development for two major reasons:

- MSDE has invested \$1 million to date in the development of the MMSR Kindergarten Assessment and spends annually an approximate \$1.4 million on professional development. The Department has created an online data collection and reporting system

that is being used by kindergarten teachers from 12 (of the 24) local school systems⁷⁹; it also has integrated benchmark assessment information for the revised Maryland Special Education Early Childhood Accountability System that is applicable to the IEP process and can be used for Federal reporting purposes. MSDE will continue to leverage funding from the Federal Individuals with Disabilities Education Act (IDEA) sources.

- In addition, Maryland and Ohio will collaboratively share the costs for the development of the KEA and, once it is completed, they will make it available to other states. Thus, any initial costs through this grant will be amortized over time as other states buy into the KEA program.

Chart E-1: Strategies for Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Project 6)

| Strategies (above and beyond the current infrastructure) | Completed by | Responsible Unit |
|---|---------------------|-----------------------------|
| Initiate assessment item prototypes and performance task item specifications for KEA | December 31, 2012 | MSDE/DECD, MSDE/DAA, vendor |
| Item development, including bias review, development of scoring guides for all performance tasks; test item calibration and analysis, field testing, analysis and validity/reliability report | May 31, 2014 | MSDE/DECD, vendor |
| Field test for school year 2013/14 | January 31, 2014 | MSDE/DECD, vendor |
| Census administration for school year 2014/15 | January 31, 2015 | MSDE/DECD, vendor |
| Develop comprehensive professional development plan for KEA administration | December 31, 2012 | MSDE/DECD, vendor |
| Development of technology platform | July 31, 2013 | MSDE/DECD, vendor |

⁷⁹ Assessment data from the 12 remaining local school systems is being submitted through the local school system online assessment system.

| | | |
|---|------------------|-----------------------------|
| for field test, including development of transmedia assessment items | | |
| Conduct professional development for KEA administration with field test participants | October 31, 2013 | MSDE/DECD, vendor |
| Conduct professional development for KEA administration with all kindergarten teachers | October 31, 2014 | MSDE/DECD, vendor |
| Development of enhanced online technology platform and link to Early Childhood Data Warehouse | July 31, 2014 | MSDE/DECD, MSDE/DAA, vendor |

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State’s existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) 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;
- (d) 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; and
- (e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

The extent to which the State has a High-Quality Plan to enhance the State’s existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System.

Maryland has been developing its Early Childhood Data Warehouse as part of the State's Longitudinal Data System (LDS). The project will be completed by early 2012. The State continues to enhance its existing Child Care Automated Tracking System (CCATS) to fully complement the Early Childhood Data Warehouse and become operational to link children in publicly funded early childhood programs, collect and report program quality data on all types of early learning and development programs, and collect and report on child formative assessment information across publicly funded programs participating in Maryland EXCELS, the State's revised Tiered Quality Rating Improvement System. (Appendix E2.1, Extended Response to Section E(2) and Appendix E2.2, Technical Description of LDS/ECDW).

The MSDE Longitudinal Data System (LDS) uses Oracle Business Intelligence Enterprise Edition (OBIEE) to capture and report data. The LDS will have geomapping capability. The LDS houses the Early Childhood Data Warehouse (ECDW), which has been purpose-built by OBIEE system developers. The ECDW will be fully aligned and interoperable with all levels and aspects of the LDS, and will be permissions-based to allow different sets of users to access and interact with information in various ways, and will contain all of the essential data elements including:

(i) A Unique Statewide Child Identifier: 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-kindergarten program or receiving early intervention services under IDEA Part C. SASIDs will be assigned to each child enrolled in the State child care subsidy program and will be linked to each licensed child care program enrollment/attendance record created in a special database application (APEX) that is being developed within the Early Childhood Data Warehouse (ECDW). All statewide student identifiers (SASIDs) are captured in the LDS database, where they will link all child records maintained there.

(ii) A Unique Statewide Early Childhood Educator Identifier: In early 2007, the MSDE Office of Child Care's Child Care Administrative Tracking System (CCATS) case management system captures all data related to child care licensing, child care subsidies, and child care staff credentialing and professional development. Within CCATS, a unique statewide identifier is

assigned to each staff member (educator) associated with a licensed child care program.

(iii) A Unique Program Site Identifier: Within CCATS, a unique statewide identifier is automatically assigned to each child care program site approved for 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.

(iv) Child and Family Demographic Information: Within CCATS, child and family demographic information for each child receiving child care subsidy services is recorded and permanently maintained in the CCATS database. Similar information for parents of children in licensed child care will also be captured through the special APEX child enrollment/attendance application housed within the ECDW. Both of these demographic data sets are incorporated within the LDS, where they are merged via child Statewide Student Identifiers (SASIDS) with IDEA Part C, public pre-kindergarten and K-12 data.

(v) Early Childhood Educator Demographic Information: Licensed early childhood program staff (educator) data are maintained in CCATS, which interfaces with the LDS database. This information includes: highest education level achieved, early childhood-related coursework completed, additional early childhood-related training, and level and time of participation in Maryland's child care credentialing professional staff development programs.

(vi) Program-Level Structural, Operational, and Quality Data: Through its interface with CCATS, the LDS captures data about program accreditation status, MSDE-approved education program status, tiered reimbursement status, confirmed program complaints, license enforcement actions, staff qualifications and professional development, staff participation in the credentialing program, staff retention data, and participation in the child care subsidy program. Also, data about licensed child care program regulatory compliance are compiled from Office of Child Care's electronic licensing inspection system database and incorporated within the ECDW. All of this information feeds Maryland's new tiered Quality Rating Improvement System (Maryland EXCELS), which is interfaced with the LDS/ECDW database.

(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. Through a daily interface with the LDS database, CCATS subsidy program enrollment and attendance data are

incorporated within the ECDW.

(a) An online record-keeping system for licensed child care programs that uses Oracle's APEX application is being built within the ECDW to serve as a single-point system for recording data about staff employment, child enrollment and attendance, and classroom assignment of staff and children. The system creates an individual record for each child and automatically assigns a temporary unique identifier to the child that will be linked to the child's SASID upon enrollment in kindergarten. Early learning and development programs participating in the Quality Rating Improvement System (Maryland EXCELS) will be required to use the APEX record-keeping suite to track child enrollment and attendance, identify special services that individual children may be receiving (such as child care subsidy, Adult and Child Food Program, early childhood mental health consultation), and link each child's daily program participation and progress to individual early childhood educators.

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 Maryland Department of Human Resources (DHR), which is the Participating State Agency that administers the day-to-day operations of the State child care subsidy system and of the State's child protective services. All local department of social service child care subsidy activities are recorded directly in CCATS and Maryland's child abuse/neglect registry is interfaced with CCATS. Since the CCATS database is imported into the ECDW each day, all child care subsidy and child abuse and neglect data are therefore consistent and made readily accessible to the LDS database.

(ii) The MSDE Division of Early Childhood Development is developing a regular data exchange with the Maryland Department of Health and Mental Hygiene's Maternal and Child Health Bureau (MCHB), which is a Participating State Agency, to obtain for the ECDW an extensive range of data related to child health screenings, immunizations, illnesses, and developmental assessments. The Division will work closely with the MCHB and with LDS development personnel to make certain that all data provided by MCHB are formatted uniformly and delivered to the ECDW in a timely and accurate manner.

(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 and delivered to the ECDW in a timely and accurate manner.

(iv) Also within MSDE are the Participating State Agency units responsible for IDEA Parts B and C programs, for Title I of the Elementary and Secondary Education Act (ESEA), and for the Child and Adult Care Food Program. Each of these units contributes to the MSDE Division of Assessment, Accountability, and Data Services (DAADS) database, which is interfaced with the LDS. All data provided by these agencies are formatted uniformly and delivered to the ECDW in a timely and accurate manner.

(v) Finally, the MSDE Division of Early Childhood Development has data exchange arrangements with two higher education institutions and a similar agreement is being established with a third. Each of these agencies provides data or a data service that supports one or more of the Essential Data Elements. All requests for data or services are structured with a view toward integration of all data within the ECDW.

The LDS is structured to facilitate the exchange of data among participating State agencies by using standard data structures, data formats, and data definitions. 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. At present, the MSDE Division of Early Childhood Development is exploring options for capturing within the ECDW all of the data elements listed in the proposed common education data standards.

The ECDW collects data that will be used primarily to answer six key, overarching policy questions (Appendix E2.3) that have been identified by the national Early Childhood Data Collaborative. These same questions 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. 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.

The LDS meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws through the following means:

(i) The LDS has multi-layered system and database security levels that ensure compliance with privacy and regulatory mandates. 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) Data governance of the MSDE longitudinal data system is exercised within the Department by an appointed committee comprising LDS project technical staff and representatives from each division of the Department. This committee is familiar with the purpose, structure, and objectives of the LDS and is involved with the identification, collection, and reporting of data housed within the LDS.

(iii) Data governance of the LDS/ECDW will be assisted by the Maryland Early Childhood Advisory Council (MECAC). 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, and that emerging policy-related data needs are identified and addressed.

(iv) MSDE already shares certain aggregate program and child information with the public via online and print publications. In addition, aggregated data are shared with the public through the Governor's Office. LDS/ECDW data dashboards and reports made available to the public would generally mirror the same data transparency policy followed by the Governor's Office. However, a data transparency policy that is specific to the LDS/ECDW still needs to be established. The Maryland Early Childhood Advisory Council will be requested to develop recommendations for that policy.

Maryland is building a longitudinal data system that will identify, capture, merge, and track the elements contributing to each child's progress through the education process from preschool to 12th grade and beyond. However, while many pieces of Maryland's LDS puzzle are in place or

nearly so, certain critical pieces still need to be developed in order to ensure that the LDS is truly comprehensive, robust, and able to meet emerging data needs.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;**
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;**

Strategic Enhancements to the Longitudinal Data System

The MSDE Division of Early Childhood Development is planning the following enhancements to the Early Childhood Data Warehouse (ECDW). These enhancements will broaden the scope and robustness of the ECDW by capturing additional data streams pertinent to program, early childhood educator, and child profiles. This process 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 childhood education. The end result of these enhancements will strengthen the data management system supporting Maryland EXCELS, quality improvement grants and incentives, and the training approval, outcomes, and attendance process related to workforce development. All of the new or enhanced data captures described below will be included within the ECDW, where they will be available for merging with other data maintained in the LDS.

Enhancements to the Child Care Automated Tracking System (CCATS)

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.

- (c) 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;
(d) 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; and

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 child care providers, child care staff, families receiving child care subsidies, and approved 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 portal's original requirements were developed, several improvements have been identified that will make the portal more user-friendly for families and child care providers, 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, and trainer orientations and the inclusion of an expanded training curriculum. The portal will support the following online transactions:

- Subsidy and Licensing Forms

Expanded public portal transactions for families receiving child care subsidies will include online subsidy voucher applications, and expanded services for child care providers 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.

- Professional Development Grants and Incentives

The expanded portal will include professional child care 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, including:

- Child Care Professional Development Fund;
- Accreditation Support;
- Assessment of Professional Qualifications;
- Curriculum Fund; and
- Family Child Care Provider Grant.

- 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. This feature will enhance the State Plan's strategies outlined in Section D.1.

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 description below) will allow an effective and maintainable interface to be developed for the system.

Point-of-Service (POS) Child Attendance Reporting

Develop and implement a secure system that enables families 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. Point of service child attendance data will be included within the ECDW. Pilot the POS system in 5 locations. This feature will provide a more accurate reflection of the enrollment and attendance of

children eligible for subsidy. In light of Maryland's goal to narrowing the readiness gap, this information is critical to determine enrollment in high quality early learning and development programs in Maryland EXCELS and the "dosage" of services in these programs.

Upon successful completion of the planned 5-location pilot, deploy the POS system statewide.

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 learning and development programs, especially those participation in Maryland EXCELS. 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 ECDW.

(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

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 and will ensure adherence to data system oversight requirements and privacy laws.

Chart E-2: Strategies for Enhancing the Early Learning Data System to Improve Instruction, Practices, Services, and Policies (Project 10)

| Strategies (above and beyond the current infrastructure) | Completed by | Responsible Unit |
|--|---------------------|------------------------------|
| Design of secure portal implementation integrated into the Child Care Automated Tracking System (CCATS) infrastructure | May 31, 2013 | MSDE/DECD, MSDE/DAA, vendor |
| Implementation of the expanded CCATS Portal | August 31, 2013 | MSDE/DECD, MSDE/DAAD, vendor |
| Development of professional development grants and incentives for expanded portal | April 30, 2014 | MSDE/DECD, MSDE/DAAD, vendor |
| Development of point-of-service child attendance reporting for child care subsidy payments | September 30, 2015 | MSDE/DECD, MSDE/DAAD, vendor |
| Development of management of program grant benefits | April 30, 2014 | MSDE/DECD, MSDE/DAAD, vendor |

VII. COMPETITION PRIORITIES

Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs.

To meet this priority, the State’s application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State’s application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those specific reform areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State’s licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers

will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

*(Enter **narrative** here – recommended maximum of eight pages)*

Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry. (10 points)

To meet this priority, the State must, in its application--

- (a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or
- (b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

For Competitive Preference Priority 3, a State will earn all ten (10) competitive preference priority points if a majority of reviewers determines that the State has met the competitive preference priority. A State earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.

Applicants do not write a separate response to this priority. Rather, applicants address Competitive Preference Priority 3 either in Table (A)(1)-12 or by writing to selection criterion (E)(1).

Under option (a) below, an applicant does not earn competitive preference points if the reviewers determine that the State has not implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1); under option (b) below, an applicant does not earn competitive preference points if the State earns a score of less than 70 percent of the maximum points available for selection criterion (E)(1).

Specify which option the State is taking:

- (a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.
- (b) Applicant has written to selection criterion (E)(1).

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State's High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(a) Enhancing the State's current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;

(c) Promoting health and family engagement, including in the early grades;

(d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and

(e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

Maryland plans to build on their comprehensive approach for increased outcomes for children, especially those with high need by addressing sustainability of early learning outcomes throughout the early elementary years. Maryland will implement the Common Core Standards for English Language Arts and Mathematics in school year 2012/13; there is a need to ensure consistent application of the new standards. The current Race to the Top award for Maryland included regional Teacher and Leader Effectiveness Academies for school teams from elementary and secondary schools. Maryland proposes, in the state's high-quality plan, an extension of the Teacher and Leader Effectiveness Academies with the *Leadership in Early Learning Academies* as a complementary strategy that would enable early childhood educators working with children ages 4 to 7 (pre-kindergarten, including Head Start and child care, through 2nd grade) in sixty (60) Title I schools with a significant high needs population, to learn rigorous, yet developmentally appropriate instructional practices that support the Common Core Standards. The Guide to Early Education Pedagogy, the revised Standards for High Quality Early Childhood programs, and the new MMSR assessment program (see Section C.1.) will inform the content of the academies. In addition, participants in these Academies will learn about the use of the Maryland Longitudinal Data System and the Early Childhood Data

Warehouse in tracking the students' performance. This approach will help participants gain insight into how the early gains in school readiness can be sustained throughout the elementary school years, or how children who lack school readiness skills can be supported to meet the assessment standards in the 3rd grade.

Maryland will establish Academies to be conducted each year for four years. The Academies will provide one-day sessions, with a half-day follow-up session each year, to be held throughout the state regionally in Title I schools with high need populations. To ensure that transition planning, health and family engagement are addressed for children moving from early learning and development programs to the elementary school, school teams and early childhood education partners will be invited to participate in the Academies. (e.g., directors of *Preschool for All* community based sites and education coordinators of Head Start programs). **(Project 9)**

VIII. BUDGET**BUDGET PART I: SUMMARY****BUDGET PART I - TABLES**

Budget Table I-1: Budget Summary by Budget Category--*The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.*

| <u>Budget Table I-1: Budget Summary by Budget Category</u> (Evidence for selection criterion (A)(4)(b)) | | | | | |
|--|---------------------------------|---------------------------------|---------------------------------|---------------------------------|----------------------|
| Budget Categories | Grant Year 1 (a) | Grant Year 2 (b) | Grant Year 3 (c) | Grant Year 4 (d) | Total (e) |
| 1. Personnel | 1,330,686 | 1,879,134 | 2,193,245 | 2,226,098 | 7,629,164 |
| 2. Fringe Benefits | 72,089 | 102,963 | 127,307 | 129,853 | 432,213 |
| 3. Travel | 55,319 | 88,919 | 112,919 | 112,919 | 370,076 |
| 4. Equipment | 79,103 | 36,127 | 27,805 | 7,000 | 150,035 |
| 5. Supplies | 7,410 | 10,868 | 13,338 | 13,338 | 44,954 |
| 6. Contractual | 5,576,931 | 10,797,372 | 8,849,626 | 11,666,139 | 36,890,069 |
| 7. Training Stipends | 51,375 | 104,625 | 204,000 | 215,250 | 575,250 |
| 8. Other | 79,945 | 181,141 | 206,656 | 156,656 | 624,398 |
| 9. Total Direct Costs (add lines 1-8) | 7,252,859 | 13,201,150 | 11,734,896 | 14,527,254 | 46,716,158 |
| 10. Indirect Costs* | 374,956 | 355,331 | 416,558 | 416,139 | 1,562,985 |
| 11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners. | 960,000 | 120,000 | 120,000 | 120,000 | 1,320,000 |
| 12. Funds set aside for participation in grantee technical assistance | 100,000 | 100,000 | 100,000 | 100,000 | 0 |
| 13. Total Grant Funds Requested (add lines 9-12) | 8,687,814 | 13,776,481 | 12,371,455 | 15,163,393 | 49,599,143 |
| 14. Funds from other sources used to support the State Plan | 28,809,431 | 28,913,077 | 29,000,368 | 28,640,368 | 115,363,244 |
| 15. Total Statewide Budget | 37,497,245 | 42,689,558 | 41,371,823 | 43,803,761 | 165,362,387 |

| Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b)) | | | | | |
|--|---------------------------------|---------------------------------|---------------------------------|---------------------------------|----------------------|
| Budget Categories | Grant Year 1 (a) | Grant Year 2 (b) | Grant Year 3 (c) | Grant Year 4 (d) | Total (e) |
| (add lines 13-14) | | | | | |
| <p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p> | | | | | |

Budget Table I-2: Budget Summary by Participating State Agency--*The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.*

| Budget Table I-2: Budget Summary by Participating State Agency (Evidence for selection criterion (A)(4)(b)) | | | | | |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|----------------------|
| Participating State Agency | Grant Year 1 (a) | Grant Year 2 (b) | Grant Year 3 (c) | Grant Year 4 (d) | Total (e) |
| MSDE | 37,497,245 | 42,689,558 | 41,371,823 | 43,803,761 | 165,362,387 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total Statewide Budget | 37,497,245 | 42,689,558 | 41,371,823 | 43,803,761 | 165,362,387 |

Budget Table I-3: Budget Summary by Project--*The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.*

| Budget Table I-3: Budget Summary by Project (Evidence for selection criterion (A)(4)(b)) | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------|
| Projects | Grant Year 1 (a) | Grant Year 2 (b) | Grant Year 3 (c) | Grant Year 4 (d) | Total (e) |
| 1- Local Early Childhood Councils | 960,000 | 120,000 | 120,000 | 120,000 | 1,320,000 |
| 2 - Maryland EXCELS | 1,837,751 | 3,976,235 | 6,290,257 | 9,052,148 | 21,156,390 |
| 3 - Quality Capacity Building | 2,365,625 | 2,365,625 | 2,365,625 | 2,365,625 | 9,462,500 |
| 4 - Promoting the Use of Statewide, High Quality Early Learning and Development of Standards | 162,205 | 195,295 | 196,352 | 149,141 | 702,994 |
| 5 - Professional Development for Developing Early Learning Standards | 203,125 | 403,125 | 503,125 | 303,125 | 1,412,500 |
| 6 - Comprehensive Assessment System | 2,529,273 | 1,874,404 | 1,412,059 | 1,839,866 | 7,655,602 |
| 7- Child Development Innovations | 148,500 | 128,500 | 128,500 | 128,500 | 534,000 |
| 8 - Family Engagement and Support | 110,388 | 595,225 | 710,065 | 729,995 | 2,145,673 |
| 9 - Leadership in Early Learning Academy | 0 | 187,594 | 187,594 | 187,594 | 562,781 |
| 10 - Early Learning Data System | 270,947 | 3,830,479 | 357,878 | 187,399 | 4,646,703 |
| Total Statewide Budget | 8,587,814 | 13,676,481 | 12,271,455 | 15,063,393 | 49,599,143 |

BUDGET PART I -NARRATIVE

Describe, in the text box below, the overall structure of the State’s budget for implementing the State Plan, including

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
 - *The designation of the selection criterion or competitive preference priority the project addresses;*
 - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

OVERALL STRUCTURE

Maryland stands ready to make the maximum use of Race To The Top Early Learning Challenge (RTTP-ELC) funding to ensure that our young children are supported to overcome achievement gaps. The overall structure of the State’s budget for implementing the State Plan is based on the responsibilities of the Maryland State Department of Education (MSDE) as the fiscal agent from where all funding will be distributed through contracts with vendors and Early Learning Intermediary Organizations. Participating State Agencies, which include the Maryland Department of Health and Mental Hygiene (DHMH), the Maryland Department of Human Resources (DHR), and the Governor’s Office for Children (GOC), will perform project responsibilities through collaboration and not receive direct funding from the RTTP-ELC under a separate Memorandum of Agreement scope of work for each agency. These agencies are participating members of the Governor’s State Advisory Council on Early Care and Education and will devote funding from their agency’s budget and participate in collaborative efforts toward the mutually embraced goals of the State Plan. Should Maryland receive the grant award, any change to a Memorandum of Agreement will be made within 90 days of award.

LIST OF PARTICIPATING STATE AGENCIES WITH RESPONSIBILITIES

1. The Department of Health and Mental Hygiene will support data interface with the Medicaid Periodic Screening, Diagnostic and Treatment (PSDT) benefits; implementation of the Post-Master's certification program for early childhood mental health practitioners; support collaboration of early childhood programs with the Maternal, Infant, and Early Childhood Home Visiting State Plan; and collaborate with the Maryland Chapter of the American Academy of Pediatrics (AAP) to implement the Reach Out and Read Program and the Early Childhood Mental Health Consultation Model for Pediatricians.

The Department of Human Resources will establish and co-chair with MSDE a Task Force on "Improving Early Learning for Low Income and Disadvantaged Children," including membership from the Department of Budget and Management, the Department of Health and Mental Hygiene, and the Governor's Office for Children. The Task Force will examine current case management policies, procedures, and costs for low income and disadvantaged children, including the cost of child care for children who have disabilities or developmental delays; who are English learners; who are migrant, homeless, or in foster care. The Task Force will review options of efficient management strategies, including the use of federated data systems, to serve families eligible for child care subsidy vouchers; and submit recommendations to the Governor by June 1, 2012.

2. The Governor's Office for Children will provide Children's Cabinet 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; and 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.

LIST OF PROJECTS THAT WILL RESULT IN FULL IMPLEMENTATION

To fully achieve implementation of the State Plan, Maryland has designed innovative projects to build, support, and reinforce the early childhood infrastructure of a successful state system. As you can see by the projects below, the components to achieve high quality programs through strong, evidenced based Early Learning Standards and a comprehensive assessment system are implemented through capacity building, parent and community awareness and engagement, and a well-trained workforce. The emphasis of the budget is on the development of an infrastructure which is adjusted for accountability of high quality programs, early learning standards to align with Common Core Standards, and a workforce that understands to translate evidence-based early education into practice.

1. Project 1 – A3 – Local Early Childhood Councils
2. Project 2 - B 1, 2, 3, 4 - Maryland EXCELS
3. Project 3 – B 4 – Quality Capacity Building
4. Project 4 – C1- Promoting the Use of Statewide, High Quality Early Learning and Development Standards
5. Project 5 – C1- Professional Development for Developing Early Learning Standards
6. Project 6 – C2/E1 – Comprehensive Assessment System
7. Project 7- C3 – Child Development Innovations
8. Project 8 – C4 – Family Engagement and Support
9. Project 9 – Invitational Priority 4 – Leadership in Early Learning Academy
10. Project 10 - E2 – Early Learning Data System

PROJECT 1 - LOCAL EARLY CHILDHOOD COUNCILS

- *Selection Criteria: A3*
- *Description, Organization and Management:*

Local Early Childhood Councils – Creation of 24 local early childhood councils to support the implementation of the State Advisory Council on Early Care and Education. Annie E. Casey

Foundation will invest in and partner with Maryland to coordinate implementation over 12 months with the goal of developing local plans that assist in the implementation of Maryland's RTT-ELC state plan. The Casey Foundation will provide leadership facilitation to the councils.

PROJECT 2 - MARYLAND EXCELS

- *Selection Criteria:* B 1, 2, 3, 5
- *Description, Organization and Management:*

Enhancement of Maryland EXCELS: Field test, maintain, enhance, and administer a full-scale implementation of the Tiered Quality Rating and Improvement System (of Maryland EXCELS) through a qualified vendor. Proposed funding is requested for:

- Field testing, a training institute, online professional development, program coordination, hosting of program data in a secure environment, and interface with the Maryland Longitudinal Data System. The Maryland EXCELS web-site was designed to operate as a fully online, web-based system. There are two sides to the web-based system: the public portal and the internal management system.
- Stipends for reviewers for the Environmental Rating Scales (ERS), Program Administration Scales (PAS) for child care centers, and the Business Administration Scales (BAS) for family child care homes.
- Program Coordinators to review documentation for early learning and development programs in order to meet MD EXCELS standards.

Promoting Maryland EXCELS: Support public and private early learning and development programs, including community programs to participate in Maryland EXCELS. Funding for a qualified vendor is requested to:

- Bring Maryland EXCELS to full scale following field tests and finalization of standards and processes;
- Develop program specialty endorsement standards in the areas of; Asthma and Allergy Awareness and Practices, Health and Wellness Initiatives, Inclusive Programming Practices, and Dual Language, provide bonuses for providers meeting

those standards, and provide professional development for providers seeking to meet those standards;

- Ensure technical data integration amongst systems sharing child level data;
- Recruit programs for participation;
- Develop and conduct a family/public awareness marketing campaign;

Validating/Evaluation: To evaluate the effectiveness of the Maryland EXCELS model, Maryland proposes a study to be conducted by a qualified vendor, to focus on project implementation which will both:

- Validate whether the check levels of Maryland EXCELS differentiate levels of program quality, and
- Assess the relationship between the quality ratings and children's learning and school readiness, involving the Class Assessment Scale (CLASS).

PROJECT 3 - QUALITY CAPACITY BUILDING

- *Selection Criteria:* B 4
- *Description, Organization and Management:*

Early Childhood Breakthrough Center Approach : Implementation of quality capacity building support for early learning and development participating in Maryland EXCELS, with a special focus on those programs located in Title 1 attendance areas, and in particular, in the schools in school improvement, i.e., areas with the highest concentration of children with high needs.

Community Hubs: Establish two (2) Community Hubs to provide and coordinate existing services in the community for families with children, birth-5, in two highly under-resourced communities in Baltimore City through a Early Learning Intermediary Organization.

Preschool for All - Maryland proposes to establish five (5) Preschool for All sites, where pre-kindergarten programs that are integrated in child care or Head Start settings, in Title 1

attendance areas. The sites will be selected through competitive procurement process.

Judy Center Partnership Expansion – Establish two (2) Judy center satellite sites at Title 1 schools in school improvement in Baltimore City and Prince George’s County. Expands comprehensive services for children, birth to six, from the existing Judy Center Partnership sites to other Title 1 schools.

Extended option- individualized family service plan project: Coaching and mentoring program for early learning and development programs serving children, three to five years, with an Individual Education Plan (IEP) or an Individual Family Support Plan (IFSP) under the extended option provisions of IDEA.

PROJECT 4 - PROMOTING THE USE OF STATEWIDE, HIGH QUALITY EARLY LEARNING AND DEVELOPMENT STANDARDS

- *Selection Criteria : C1*
- *Description, Organization and Management:*

Guide to Early Childhood Pedagogy – Development of an instructional guide for early learning and development programs to support the use of early learning standards and assessment. Costs pertain to printing and web-based resources only.

Promoting Use of early learning standards

- Implement two (2) field tests of the Preschool STEM program to 150 classrooms (Maryland EXCELS participants)
- Expand of the language program, VIOLETS, to 150 classrooms (Maryland EXCELS participants)

PROJECT 5 - PROFESSIONAL DEVELOPMENT FOR DEVELOPING EARLY LEARNING STANDARDS

- *Selection Criteria: C1*

- *Description, Organization and Management:*

Maryland Model for School Readiness (MMSR) professional development. Conduct on-going professional development for a total of 3,100 early education educators on early learning practices to support the early learning standards.

PROJECT 6– COMPREHENSIVE ASSESSMENT SYSTEM

- *Selection Criteria: C2/E1*
- *Description, Organization and Management:*

Formative assessment, birth to 72 months, Kindergarten Entry Assessment (KEA), and Professional Development to Support Developmental Screening. – Revision of the existing formative assessments (36-72 months), development of new formative assessments (birth to 36 months), and the revision of the existing KEA to align with the State adopted Common Core Standards. Assessment program will feature a transmedia technology platform for assessment administration, including linkage to reporting data base and to on-line resources for early learning. Development of training modules and professional development for the administration of state-recommended developmental screening instruments.

PROJECT 7 - CHILD DEVELOPMENT INNOVATIONS

- *Selection Criteria : C3*
- *Description, Organization and Management:*

Best Beginnings Developmental Screen – Field test and reporting on screening instrument for children, birth to three, developed by the University of Maryland.

Developmental Screenings - As included in Project 6 above, Maryland will introduce the use of four state-recommended valid developmental screening instruments for children birth-five years. Additionally, a qualified vendor will conduct training of pediatricians on state- recommended developmental screening instruments.

Maryland Early Childhood Mental Health Consultation in Pediatric Care.– Build mental health capacity in primary care (pediatrics and family practice), including early childhood mental health detection and intervention. In the first year, 20 primary care providers will be participating in a pilot in two counties, and gradual uptake over the life of the grant to cover statewide participation.

The Social and Emotional Foundation of Learning (SEFEL) – Development and implementation of an on-line data collection and analysis system for SEFEL training participation and outcomes., Designed to interface with Maryland’s Longitudinal Data System/Early Childhood Data Warehouse.

PROJECT 8 - FAMILY ENGAGEMENT AND SUPPORT

- *Selection Criteria: C4*
- *Description, Organization and Management:*

The Coalition for Family Engagement – Coalition of all family engagement organizations to develop a Maryland-specific Family, Parent, and Community Engagement Framework and implement strategies for evidence-based practices and training early learning and development programs and family engagement organization.

Family Engagement in Libraries – Creation of Family Advisory Councils in all local libraries located in or near Title1 attendance areas, including the establishment of Family Information Centers and resource kits for families of young children.

Parent-Child Learning Parties – Expand existing project to 25% of all early learning and development programs at Title 1 attendance areas. Learning Parties are interactive, hands-on, parent/child “parties” that promote the development of school readiness skills of young children.

Expand Statewide the Reach Out and Read Project of the American Academy of Pediatrics

- Primary care physicians/pediatricians will work with families around family literacy, child development, and school readiness through Reach out and Read. Pledges will be solicited from corporations and foundations by the State Advisory Council on Early Care and Education for books. Over the four years of the grant, it is estimated that over 46,100 children will receive books and their parents will receive direction from primary care physicians/pediatricians.

PROJECT 9 - LEADERSHIP IN EARLY LEARNING ACADEMY

- *Selection Criteria:* Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades
- *Description, Organization and Management:*

Leadership Learning Academies: Academies would enable early childhood educators working with children ages 4 to 7 (pre-kindergarten, including Head Start and child care, through 2nd grade) in sixty (60) Title I schools with a significant high needs population, to learn rigorous, yet developmentally appropriate instructional practices that support the Common Core Standards. The Academies will provide one-day sessions, with a half-day follow-up session each year, to be held throughout the state regionally in Title I schools with high need populations.

PROJECT 10 - EARLY LEARNING DATA SYSTEM

- *Selection Criteria:* E2
- *Description, Organization and Management:*

Through a vendor, The CCATS system will be enhanced to:

Professional Development: With funding from this grant, the CCATS portal will be expanded with services for early care and development workers, including professional development plans and applications for grants and incentives. Additionally, an online application for training approval will be provided to the early care and development community.

Grants and Provider Benefits: A CCATS module that is not in use will be activated to include grant funds management and provider benefits in one place and make data available for analysis

in the Maryland Longitudinal Data System.

Attendance Reporting: A secure system for Point of Service Attendance Reporting will be developed, piloted in five locations, and then implemented statewide for parents to sign their children in and out of child care licensed programs for each day of attendance. Through an interface, data will be used to prepare subsidy invoices.

BUDGET PART II: PARTICIPATING STATE AGENCY

The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

BUDGET PART II - TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

| Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <Participating State Agency Name> | | | | | |
|---|---------------------------------|---------------------------------|---------------------------------|---------------------------------|----------------------|
| Budget Categories | Grant Year 1 (a) | Grant Year 2 (b) | Grant Year 3 (c) | Grant Year 4 (d) | Total (e) |
| 1. Personnel | 1,330,686 | 1,879,134 | 2,193,245 | 2,226,098 | 7,629,164 |
| 2. Fringe Benefits | 72,089 | 102,963 | 127,307 | 129,853 | 432,213 |
| 3. Travel | 55,319 | 88,919 | 112,919 | 112,919 | 370,076 |
| 4. Equipment | 79,103 | 36,127 | 27,805 | 7,000 | 150,035 |
| 5. Supplies | 7,410 | 10,868 | 13,338 | 13,338 | 44,954 |
| 6. Contractual | 5,576,931 | 10,797,372 | 8,849,626 | 11,666,139 | 36,890,069 |
| 7. Training Stipends | 51,375 | 104,625 | 204,000 | 215,250 | 575,250 |
| 8. Other | 79,945 | 181,141 | 206,656 | 156,656 | 624,398 |
| 9. Total Direct Costs (add lines 1-8) | 7,252,859 | 13,201,150 | 11,734,896 | 14,527,254 | 46,716,158 |
| 10. Indirect Costs* | 374,956 | 355,331 | 416,558 | 416,139 | 1,562,985 |
| 11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners. | 960,000 | 120,000 | 120,000 | 120,000 | 1,320,000 |
| 12. Funds set aside for participation in grantee technical assistance | 100,000 | 100,000 | 100,000 | 100,000 | 400,000 |

| Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <Participating State Agency Name> | | | | | |
|---|---------------------------------|---------------------------------|---------------------------------|---------------------------------|----------------------|
| Budget Categories | Grant Year 1 (a) | Grant Year 2 (b) | Grant Year 3 (c) | Grant Year 4 (d) | Total (e) |
| 13. Total Grant Funds Requested (add lines 9-12) | 8,687,814 | 13,776,481 | 12,371,455 | 15,163,393 | 49,999,143 |
| 14. Funds from other sources used to support the State Plan | 28,809,431 | 28,913,077 | 29,000,268 | 28,640,368 | 115,363,244 |
| 15. Total Budget (add lines 13-14) | 37,497,245 | 42,689,558 | 41,371,823 | 43,803,761 | 165,362,387 |
| <p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p> | | | | | |

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

| Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <Participating State Agency Name> | | | | | |
|---|---------------------------------|---------------------------------|---------------------------------|---------------------------------|----------------------|
| Project | Grant Year 1 (a) | Grant Year 2 (b) | Grant Year 3 (c) | Grant Year 4 (d) | Total (e) |
| 1- Local Early Childhood Councils | 960,000 | 120,000 | 120,000 | 120,000 | 1,320,000 |
| 2 - Maryland EXCELS | 1,837,751 | 3,976,235 | 6,290,257 | 9,052,148 | 21,156,390 |
| 3 - Quality Capacity Building | 2,365,625 | 2,365,625 | 2,365,625 | 2,365,625 | 9,462,500 |
| 4 - Promoting the Use of Statewide, High Quality Early Learning and Development of Standards | 162,205 | 195,295 | 196,352 | 149,141 | 702,994 |
| 5 - Professional Development for Developing Early Learning Standards | 203,125 | 403,125 | 503,125 | 303,125 | 1,412,500 |
| 6 - Comprehensive Assessment System | 2,529,273 | 1,874,404 | 1,412,059 | 1,839,866 | 7,655,602 |
| 7- Child Development Innovations | 148,500 | 128,500 | 128,500 | 128,500 | 534,000 |
| 8 - Family Engagement and Support | 110,388 | 595,225 | 710,065 | 729,995 | 2,145,673 |
| 9 - Leadership in Early Learning Academy | 0 | 187,594 | 187,594 | 187,594 | 562,781 |
| 10 - Early Learning Data System | 270,947 | 3,830,479 | 357,878 | 187,399 | 4,646,703 |
| RTT-ELC TA | 100,000 | 100,000 | 100,000 | 100,000 | 400,000 |
| Total Budget | 8,687,814 | 13,776,481 | 12,371,455 | 15,163,393 | 49,999,143 |

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

1) Personnel

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

Explain:

- The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

2) Fringe Benefits

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

3) Travel

Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

4) Equipment

Provide:

- The type of equipment to be purchased.

- The estimated unit cost for each item to be purchased.
- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

Explain:

- The justification of the need for the items of equipment to be purchased.

5) Supplies

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (*e.g.*, instructional materials, office supplies).
- The basis for cost estimates or computations.

6) Contractual

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

7) Training Stipends

Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

Provide:

- Descriptions of training stipends to be provided, consistent with the “note” above.
- The cost estimates and basis for these estimates.

Explain:

- The purpose of the training.

8) Other

Provide:

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the expenditures.

9) Total Direct Costs

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Provide:

- Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Provide:

- The specific activities to be done by localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.
- The estimated cost of each activity.
- The approximate number of localities, Early Learning Intermediary Organizations, Participating Programs, or other partners involved in each activity.
- The total cost of each activity (across all localities, Early Learning Intermediary Organizations, Participating Programs and other partners).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of each activity and its relation to the State Plan or specific project.

Note: States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

12) Funds set aside for participation in grantee technical assistance

Provide:

- The amount per year set aside for this Participating State Agency.

Note: The State must set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

13) Total Funds Requested

Provide:

- The sum of expenditures in lines 9-12, for each year of the budget.

13) Other Funds Allocated to the State Plan

Provide:

- A description of the sources of other funds the State is using to support the projects in the State Plan.
- A description of how the quality set-asides in CCDF will be used for activities and services described in the State Plan, if applicable.
- Any financial contributions being made by private entities such as foundations.

Explain:

- Each funding source, the activities being funded and their relation to the State Plan or specific project, and any requirements placed on the use of funds or timing of the activity.

14) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

| | | | |
|--|----------------|--------------------|--------------|
| <u>Project 1: Local Early Childhood Advisory Councils</u> | | | |
| Personnel | | | |
| Personnel: the following personnel will be hired as employees at MSDE for the project | FTE (%) | Base Salary | Total |
| Not applicable | | | |
| Fringe Benefits | | | |
| Not applicable | | | |

Travel

Not applicable

Equipment

Not applicable

Supplies

Not applicable

Contractual

Not applicable

Training Stipends

Not applicable

Other

Not applicable

Total Direct Costs

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--------|--------|--------|--------|----------------|
| | | | | Not applicable |

Indirect Costs

Not applicable

Funding to localities, Early Learning Intermediary organizations, participating programs, and other partners

Name: 24 Local Early Childhood Advisory Councils (chartered by county councils)
 Provide local support to the RTT-ELC State Plan. First year leadership and capacity building

| | | | | | |
|---|---------------|--------------------|---------------------------|--------------------|------------------|
| program (\$40,000 for each county) | | | | | |
| Years 2-4 implementation of local action agenda (\$5,000 for each year per county) | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Total | |
| \$960,000 | \$120,000 | \$120,000 | \$120,000 | \$1,320,000 | |
| Total Grant Funds | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Total | |
| \$960,000 | \$120,000 | \$120,000 | \$120,000 | \$1,320,000 | |
| Funds from other sources | | | | | |
| Funding Source | Year 1 | Year 2 | Year 3 | Year 4 | Total |
| Annie E. Casey Foundation ⁸⁰ | \$120,000 | \$0 | \$0 | \$0 | \$120,000 |
| Total Statewide Budget | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Total | |
| \$1,080,000 | \$120,000 | \$120,000 | \$120,000 | \$1,440,000 | |
| <u>Project 2: Maryland EXCELS</u> | | | | | |
| Personnel | | | | | |
| Personnel: the following personnel will be hired as employees at MSDE for the project | FTE | Base Salary | Total grant period | | |
| Program Manager – responsible for coordinating the field test, administration, and capacity building for early education and learning programs. Managing and monitoring contracts related to Maryland EXCELS | 1.0 | \$89,434 | \$368,612 | | |

⁸⁰ Development and implementation of Leadership in Action (LAP) program

| | | | |
|---|---|-----------------|---------------------------|
| <p>Program Specialist – responsible for consumer education regarding parental choice of high quality programs. Coordination with high quality program options with pre-kindergarten and preschool special education, Head Start, and other early learning and learning programs.</p> | <p>1.0</p> | <p>\$69,003</p> | <p>\$284,403</p> |
| <p>Staff Specialist – responsible for the incentives component of EXCELS. Oversight of recruitment and participation rates in the regions of the state. Outreach and identification of business investing in Maryland EXCELS</p> | <p>1.0</p> | <p>\$53,189</p> | <p>\$219,224</p> |
| <p>Monitors –located at the regional licensing offices and responsible for providing guidance and orientation to licensing specialists to implement EXCELS monitoring. Coordinate all aspects of local recruitment and quality incentives for early learning and development programs. Coordinates activities with the local Early Childhood Advisory Councils regarding participation of programs in Maryland EXCELS.</p> | <p>1st year - 3.0 2nd year - 10.0 3rd & 4th year - 15.0</p> | <p>\$53,189</p> | <p>\$2,400,749</p> |
| <p>Monitoring Manager – responsible for the monitoring of all early learning and development programs in EXCELS. Coordinates validation and evaluation activities with vendor. Supervise monitors regarding quality assurance activities.</p> | <p>1.0</p> | <p>\$60,563</p> | <p>\$249,617</p> |
| <p>Administrative Specialists – responsible for assisting the Program and Monitoring Managers.</p> | <p>2.0</p> | <p>\$41,250</p> | <p>\$340,033</p> |

| | | | |
|---|--|--|--------------------|
| Total for all Salaries | | | \$3,862,638 |
| All personnel are contractual and the costs are estimated to rise by 2% annually. | | | |

Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. 7.75% represent the costs of Social Security and Workers' Compensation

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|----------|----------|----------|----------|------------------|
| \$39,855 | \$70,084 | \$93,770 | \$95,645 | \$299,354 |

Travel

| Travel | # of trips | \$ per trip | Total |
|--|--------------------------|-------------|------------------|
| Monitors (3-15) | 200 per monitor per year | \$24 | \$206,400 |
| Managers (2) 24 counties x 4 trips/yr. | 96 per manager per year | \$77 | \$88,704 |
| Specialist (1) travel costs use the Division's standard of \$263/yr x 4 yrs. = \$1,052 | | | |
| Total Travel | | | \$296,156 |

Equipment

Equipment means any equipment item or furnishing, such as office furniture, desk, and work stations.

| Equipment item | FTE | Cost of item | Total |
|------------------------------------|-----|--------------|------------------|
| Work Station per FTE | 21 | \$1,980 | \$41,580 |
| Laptop and docking station per FTE | 21 | \$2,181 | \$45,801 |
| Color printer (HQ) | 1 | \$1,979 | \$1,979 |
| Leased Copier (HQ) | 1 | \$7,000 p.a. | \$28,000 |
| Total Equipment | | | \$117,360 |

Supplies

\$494 per year per person (Office Supplies) Avg. 16.8 FTEx \$494 x 4 yrs. = \$33,098

Contractual

| Contract Costs | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--------------------------|------------------|--------------------|--------------------|--------------------|---------------------|
| Contract 1 | \$468,428 | \$1,341,571 | \$1,736,149 | \$1,860,065 | \$5,406,213 |
| Contract 2 | \$200,000 | \$336,000 | \$406,000 | \$411,000 | \$1,353,000 |
| Contract 3 | \$200,000 | \$200,000 | \$200,000 | \$200,000 | \$800,000 |
| Contract 4 | \$131,110 | \$656,150 | \$1,973,160 | \$4,584,950 | \$7,345,370 |
| Total Contractual | \$999,538 | \$2,533,721 | \$4,315,309 | \$7,056,015 | \$14,904,583 |

Maryland EXCELS – Contract 1:

Field testing, maintenance, enhancement, and administration (end user support and web-based resource development), Promoting Maryland EXCELS

Maryland EXCELS – Contract 2:

Validation/evaluation

Maryland EXCELS – Contract 3:

Data entry and office management support

Maryland EXCELS – Contract 4:

Managing and distributing of Incentives

Training Stipends

Maryland EXCELS stipends for ERS rating, PAS rating, and state accreditation.

Daily rates:

ERS: \$225/visit X

PAS: \$225/visit

Accreditation: \$300/visit

Program Improvement: \$300/visit

Validation: \$225/visit

| Stipends | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-----------------|---------------|---------------|---------------|---------------|------------------|
| ERS | \$32,625 | \$59,625 | \$121,500 | \$121,500 | \$335,250 |

Race to the Top-Early Learning Challenge Application - Maryland

| | | | | | |
|--|-------------------------|-------------------------|--------------------------|--------------------------|------------------|
| | (145 visits) | (265 visits) | (540 visits) | (540 visits) | |
| PAS | \$5,625 (25 visits) | \$13,500 (60 visits) | \$24,750 (110 visits) | \$28,125 (125 visits) | \$72,000 |
| Accreditation (incl. program improvement and validation visits) | \$13,125 (25 visits) | \$31,500 (60 visits) | \$57,750 (110 visits) | \$65,625 (125 visits) | \$168,000 |
| Total Stipends | \$51,375 | \$104,625 | \$204,000 | \$215,250 | \$575,250 |

Other

| Category | Cost per item per year | FTE | Total |
|--------------------|------------------------|-------------|------------------|
| Rent | \$3,696 | 16.8 (avg.) | \$247,632 |
| Phones | \$510 | 16.8 (avg.) | \$34,170 |
| Postage | \$641 | 16.8 (avg.) | \$42,947 |
| Printing | \$106 | 16.8 (avg.) | \$7,102 |
| Web page reserve | \$126 | 16.8 (avg.) | \$8,442 |
| Insurance coverage | \$24 | 16.8 (avg.) | \$ 1,608 |
| Total Other | | | \$341,901 |

Total Direct Costs

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-------------|-------------|-------------|-------------|---------------------|
| \$1,738,663 | \$3,808,859 | \$6,062,797 | \$8,820,022 | \$20,430,340 |

Indirect Costs

Maryland's approved indirect cost agreement negotiated with the U.S. Dept. of Education is 12.5% on unrestricted funds.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|----------|-----------|-----------|-----------|------------------|
| \$99,087 | \$167,376 | \$227,460 | \$232,126 | \$726,050 |

Funding to localities, Early Learning Intermediary organizations, participating programs, and other partners

Not applicable

Total Grant Funds

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-------------|-------------|-------------|-------------|---------------------|
| \$1,837,751 | \$3,976,235 | \$6,290,257 | \$9,052,148 | \$21,156,390 |

Funds from other sources

| Funding Source | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---|--------------------|--------------------|--------------------|--------------------|---------------------|
| CCDF Credentialing (Quality Set Asides) ⁸¹ | \$3,147,784 | \$3,147,784 | \$3,147,784 | \$3,147,784 | \$12,591,136 |
| State Funds ⁸² | \$23,000 | \$23,000 | \$23,000 | \$23,000 | \$ 92,000 |
| Total Funds from other sources | \$3,170,784 | \$3,170,784 | \$3,170,784 | \$3,170,784 | \$12,683,136 |

Total Statewide Budget

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-------------|-------------|-------------|--------------|---------------------|
| \$5,008,535 | \$7,147,019 | \$9,461,041 | \$12,222,932 | \$33,839,526 |

Project 3: Quality Capacity Building

Personnel

| Personnel: the following personnel will be hired as employees at MSDE for the project | FTE (%) | Base Salary | Total |
|---|---------|-------------|-------|
| Not applicable | | | |

Fringe Benefits

Not applicable

⁸¹ Child Care Credentialing Program includes the following incentives: scholarships, early educator bonus, training vouchers and existing funding for EXCELS

⁸² Existing funding for accreditation stipends

Travel

Not applicable

Equipment

Not applicable

Supplies

Not applicable

Contractual

| Contract Costs | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Contract 1 | \$1,000,000 | \$1,000,000 | \$1,000,000 | \$1,000,000 | \$4,000,000 |
| Contract 2 | \$ 350,000 | \$ 350,000 | \$ 350,000 | \$ 350,000 | \$1,400,000 |
| Contract 3 | \$ 300,000 | \$ 300,000 | \$ 300,000 | \$ 300,000 | \$1,200,000 |
| Contract 4 | \$ 400,000 | \$ 400,000 | \$ 400,000 | \$ 400,000 | \$1,600,000 |
| Contract 5 | \$ 300,000 | \$ 300,000 | \$ 300,000 | \$ 300,000 | \$1,200,000 |
| Total Contractual | \$2,350,000 | \$2,350,000 | \$2,350,000 | \$2,350,000 | \$9,400,000 |

Quality Capacity Building – Contract 1 to child care resource and referral agencies:

Promoting participation of early learning and development programs in and up on Maryland EXCELS. Includes resource support, coaching and mentoring, leadership development.

Judy Center Partnership – Contract 2:

Expanding the comprehensive Judy Center services in attendance areas of two (2) Title 1 schools in school improvement. Services include pre-kindergarten, kindergarten, preschool special education, Part C infants and toddlers, parenting, home visiting, and health services.

Preschool for All Classrooms – Contract 3:

Provides high quality pre-kindergarten programs in eligible child care or Head Start programs

in attendance areas of five (5) Title schools in school improvement.

Community Hubs – Contract 4:

Community hubs at attendance areas of two (2) Title 1 schools in school improvement. They offer services full-day, full-week, full year, including parenting education, health education and access to health care, employment readiness activities, adult education (GED, ABE, ESOL, external diploma, alternative high school, etc.), and facilitate access to services by offering service coordination, and transportation.

Extended Options – Contract 5:

Provides a coaching and mentoring program for early learning and development programs serving children, three to five years, with an Individual Education Plan (IEP) or and Individual Family Support Plan (IFSP) under the Extended Option provisions of IDEA.

Training Stipends

Not applicable

Other

Not applicable

Total Direct Costs

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-------------|-------------|-------------|-------------|--------------------|
| \$2,350,000 | \$2,350,000 | \$2,350,000 | \$2,350,000 | \$9,400,000 |

Indirect Costs

Maryland’s approved indirect cost agreement negotiated with the U.S. Dept. of Education is 12.5% on unrestricted funds.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|----------|----------|----------|----------|-----------------|
| \$15,625 | \$15,625 | \$15,625 | \$15,625 | \$62,500 |

Funding to localities, Early Learning Intermediary organizations, participating programs, and other partners

Not applicable

Total Grant Funds

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-------------|-------------|-------------|-------------|-------------|
| \$2,365,625 | \$2,365,625 | \$2,365,625 | \$2,365,625 | \$9,462,500 |

Funds from other sources

| Funding Source | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| CCDF (Quality Set Aside) ⁸³ | \$1,960,735 | \$1,960,735 | \$1,960,735 | \$1,960,735 | \$7,842,940 |
| State Funds ⁸⁴ | \$17,128,715 | \$17,128,715 | \$17,128,715 | \$17,128,715 | \$68,514,860 |
| Total Funds from other sources | \$19,089,450 | \$19,089,450 | \$19,089,450 | \$19,089,450 | \$76,357,800 |

Total Statewide Budget

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--------------|--------------|--------------|--------------|--------------|
| \$21,455,075 | \$21,455,075 | \$21,455,075 | \$21,455,075 | \$85,820,300 |

Project 4: Promoting the Use of Statewide, High Quality Early Learning and Development Standards

Personnel

| Personnel: the following personnel will be hired as employees at MSDE for the project | FTE (%) | Base Salary | Total |
|---|---------|-------------|-------|
|---|---------|-------------|-------|

⁸³ Current funding for child care resource and referral agencies

⁸⁴ Family support centers/community hubs, Head Start summer programs, Preschool for All, Judy Center Partnerships

| | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|
| Not applicable | | | | | |
| Fringe Benefits | | | | | |
| Not applicable | | | | | |
| Travel | | | | | |
| Not applicable | | | | | |
| Equipment | | | | | |
| Not applicable | | | | | |
| Supplies | | | | | |
| Not applicable | | | | | |
| Contractual | | | | | |
| Contract Costs | Year 1 | Year 2 | Year 3 | Year 4 | Total |
| Contract 1 | \$107,630 | \$130,320 | \$131,377 | \$140,416 | \$509,744 |
| Contract 2 | \$ 44,500 | \$0 | \$0 | \$0 | \$44,500 |
| Total Contractual | \$152,130 | \$130,320 | \$131,377 | \$140,416 | \$554,244 |
| <p><u>Vocabulary Improvement and Oral Enrichment Through Stories (VIOLETS) – Contract 1:</u> Promoting use of evidence-based language development program for English Language Learners and young children with language learning needs.</p> <p><u>Preschool STEM. – Contract 2:</u> Expanding the preschool STEM program to children of high needs in Title 1 attendance areas.</p> | | | | | |
| Training Stipends | | | | | |
| Not applicable | | | | | |
| Other | | | | | |

| | | | | | |
|---|----------------|-----------------|-----------------|------------------|------------------|
| Printing costs allocated for the Preschool STEM and the Guide to Pedagogy | | | | | |
| Description | Year 1 | Year 2 | Year 3 | Year 4 | Total |
| Preschool STEM | \$3,400 | \$2,200 | \$2,200 | \$2,200 | \$10,000 |
| Guide to Pedagogy | \$0 | \$50,000 | \$50,000 | \$0 | \$100,000 |
| Total Other | \$3,400 | \$52,200 | \$52,200 | \$2,200 | \$110,000 |
| Total Direct Costs | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Total | |
| \$155,530 | \$182,520 | \$183,577 | \$142,616 | \$664,244 | |
| Indirect Costs | | | | | |
| Maryland's approved indirect cost agreement negotiated with the U.S. Dept. of Education is 12.5% on unrestricted funds. | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Total | |
| \$6,675 | \$12,775 | \$12,775 | \$6,525 | \$38,750 | |
| Funding to localities, Early Learning Intermediary organizations, participating programs, and other partners | | | | | |
| Not applicable | | | | | |
| Total Grant Funds | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Total | |
| \$162,205 | \$195,295 | \$196,352 | \$149,141 | \$702,994 | |
| Funds from other sources | | | | | |
| Funding Source | Year 1 | Year 2 | Year 3 | Year 4 | Total |
| State Advisory (ARRA funds) ⁸⁵ | \$49,063 | \$32,709 | \$0 | \$0 | \$ 81,772 |

⁸⁵ Existing funds for VIOLETS

| | | | | | |
|--|------------------|------------------|------------------|------------------|--------------------|
| CCDF (Quality Set Aside) ⁸⁶ | \$150,000 | \$150,000 | \$150,000 | \$150,000 | \$600,000 |
| State Funds ⁸⁷ | \$82,650 | \$82,650 | \$82,650 | \$82,650 | \$330,600 |
| Total Funds from other sources | \$281,713 | \$265,359 | \$232,650 | \$232,650 | \$1,012,372 |

Total Statewide Budget

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------------|---------------|---------------|---------------|--------------------|
| \$443,918 | \$460,654 | \$429,002 | \$381,791 | \$1,715,366 |

Project 5: Professional Development to Promote Early Learning Standards

Personnel

| Personnel: the following personnel will be hired as employees at MSDE for the project | FTE (%) | Base Salary | Total |
|--|----------------|--------------------|--------------|
| Not applicable | | | |

Fringe Benefits

| |
|----------------|
| Not applicable |
|----------------|

Travel

| |
|----------------|
| Not applicable |
|----------------|

Equipment

| |
|----------------|
| Not applicable |
|----------------|

Supplies

⁸⁶ Existing funding for Early Childhood Curriculum project

⁸⁷ Existing funding for STEM

Not applicable

Contractual

| Contract Costs | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|----------------|-----------|-----------|-----------|-----------|--------------------|
| Contract 1 | \$200,000 | \$400,000 | \$500,000 | \$300,000 | \$1,400,000 |

MMSR Professional Development – Contract 1:

Dissemination of early learning standards through professional development for early childhood educators from child care and Head Start programs.

Training Stipends

Not applicable

Other

Not applicable

Total Direct Costs

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-----------|-----------|-----------|-----------|--------------------|
| \$200,000 | \$400,000 | \$500,000 | \$300,000 | \$1,400,000 |

Indirect Costs

Maryland’s approved indirect cost agreement negotiated with the U.S. Dept. of Education is 12.5% on unrestricted funds.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------|---------|---------|---------|-----------------|
| \$3,125 | \$3,125 | \$3,125 | \$3,125 | \$12,500 |

Funding to localities, Early Learning Intermediary organizations, participating programs, and other partners

Not applicable

| Total Grant Funds | | | | | |
|---|--------------------|--------------------|--------------------|---------------------------|--------------------|
| Year 1 | Year 2 | Year 3 | Year 4 | Total | |
| \$203,125 | \$403,125 | \$503,125 | \$303,125 | \$1,412,500 | |
| Funds from other sources | | | | | |
| Funding Source | Year 1 | Year 2 | Year 3 | Year 4 | Total |
| State Funds ⁸⁸ | \$537,101 | \$537,101 | \$537,101 | \$537,101 | \$2,148,404 |
| IDEA | \$463,155 | \$463,155 | \$463,155 | \$463,155 | \$1,852,614 |
| Total Funds from other sources | \$1,000,256 | \$1,000,256 | \$1,000,256 | \$1,000,256 | \$4,001,024 |
| Total Statewide Budget | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Total | |
| \$1,203,381 | \$1,403,381 | \$1,503,381 | \$1,303,381 | \$5,413,524 | |
| <u>Project 6: Comprehensive Assessment System (CAS)</u> | | | | | |
| Personnel | | | | | |
| Personnel: the following personnel will be hired as employees at MSDE for the project | | FTE | Base Salary | Total grant period | |
| Program Specialists – responsible for coordinating the professional development activities for all early learning and development programs in the use of formative assessments and the Kindergarten Entry Assessment (KEA) | | 3.0 | \$89,434 | \$1,105,836 | |
| Administrative Specialist s – responsible for assisting the Program Specialists. | | 1.0 | \$41,250 | \$170,016 | |

⁸⁸ MMSR PD program for Pre-Kindergarten, kindergarten, and preschool special education teachers

All personnel are contractual and the costs are estimated to rise by 2% annually.

| Salary stipends for early childhood educators (summer program only) | Rate/day | #of days | #of participants | Total p.a. | Total |
|---|----------|----------|------------------|------------|--------------------|
| | \$150 | 6 | 445 | \$400,500 | \$1,602,000 |
| Total Personnel | | | | | \$2,877,852 |

Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. 7.75% represent the costs of Social Security and Workers' Compensation

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|----------|----------|----------|----------|-----------------|
| \$23,990 | \$24,470 | \$24,959 | \$25,459 | \$98,879 |

Travel

| Travel | # of trips | \$ per trip | Total |
|-----------------|-------------------------|-------------|-----------------|
| Specialists (3) | 80 per year for 4 years | \$77 | \$73,920 |

Equipment

Equipment means any equipment item or furnishing, such as office furniture, desk, and work stations.

| Equipment item | FTE | Cost of item | Total |
|------------------------------------|-----|--------------|-----------------|
| Work Station per FTE | 4 | \$1,980 | \$7,920 |
| Laptop and docking station per FTE | 4 | \$2,181 | \$8,724 |
| Color printer (HQ) | 1 | \$1,979 | \$1,979 |
| LCD projectors and remotes | 3 | \$1,250 | \$3,750 |
| Total Equipment | | | \$22,374 |

Supplies

\$494 per year per person (Office Supplies) 4 FTE x \$494 x 4 yrs. = \$7,904

Contractual

| Contract Costs | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------------------------------|--------------------|------------------|------------------|------------------|----------------------|
| Contract 1 | \$750,000 | \$400,000 | \$275,000 | \$375,000 | \$1,800,000 |
| Reduce for in-kind contribution | (\$400,000) | (\$340,000) | (\$275,000) | (\$185,000) | (\$1,200,000) |
| Contract 1 – Net Total | \$350,000 | \$60,000 | \$0 | \$190,000 | \$600,000 |
| Contract 2 | \$910,000 | \$550,000 | \$275,000 | \$375,000 | \$2,110,000 |
| Contract 3 | \$420,000 | \$650,000 | \$685,000 | \$545,000 | \$2,300,000 |
| Reduce for in-kind contribution | (\$200,000) | (\$500,000) | (\$685,000) | (\$415,000) | (\$1,800,000) |
| Contract 3 – Net Total | \$ 220,000 | \$150,000 | \$0 | \$130,000 | \$500,000 |
| Contract 4 | \$152,000 | \$232,000 | \$247,000 | \$247,000 | \$878,000 |
| Total Contractual | \$1,632,000 | \$992,000 | \$522,000 | \$942,000 | \$4,088,000 |

CAS-KEA – Contract 1: Ohio will contribute \$1 million to KEA

Field testing, maintenance, enhancement, and administration

CAS-Formative Assessments – Contract 2:

Development and implementation of semi-annual benchmarks, learning progression, and assessment items

CAS- Technology Platform – Contract 3:

Development and use of transmedia technology platform for formative assessments and KEA

CAS-PD Support – Contract 4:

Development of PD program in support of formative assessment and KEA

Training Stipends

Not applicable

Other

| Category | Cost per item per year | FTE | Total |
|--------------------|------------------------|-----|-----------------|
| Rent | \$3,696 | 4.0 | \$59,136 |
| Phones | \$510 | 4.0 | \$ 8,160 |
| Postage | \$641 | 4.0 | \$ 10,256 |
| Printing | \$106 | 4.0 | \$ 1,696 |
| Web page reserve | \$126 | 4.0 | \$ 2,016 |
| Insurance coverage | \$24 | 4.0 | \$ 384 |
| Total Other | | | \$81,648 |

Total Direct Costs

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-------------|-------------|-------------|-------------|-------------|
| \$2,429,284 | \$1,733,581 | \$1,310,385 | \$1,737,326 | \$7,250,576 |

Indirect Costs

Maryland's approved indirect cost agreement negotiated with the U.S. Dept. of Education is 12.5% on unrestricted funds.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|----------|-----------|-----------|-----------|-----------|
| \$99,989 | \$100,823 | \$101,673 | \$102,541 | \$405,025 |

Funding to localities, Early Learning Intermediary organizations, participating programs, and other partners

Not applicable

Total Grant Funds

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-------------|-------------|-------------|-------------|-------------|
| \$2,529,273 | \$1,874,404 | \$1,412,059 | \$1,839,866 | \$7,655,602 |

Funds from other sources

| Funding Source | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------------------------------|------------------|------------------|------------------|------------------|--------------------|
| State Funds ⁸⁹ | \$500,000 | \$500,000 | \$400,000 | \$600,000 | \$2,000,000 |
| Ohio State Funds ⁹⁰ | \$100,000 | \$340,000 | \$560,000 | \$0 | \$1,000,000 |
| Total from other sources | \$600,000 | \$840,000 | \$960,000 | \$600,000 | \$3,000,000 |

Total Statewide Budget

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------------|---------------|---------------|---------------|---------------------|
| \$3,129,273 | \$2,714,404 | \$2,372,059 | \$2,439,866 | \$10,655,602 |

Project 7: Child Development Innovations

Personnel

| Personnel: the following personnel will be hired as employees at MSDE for the project | FTE (%) | Base Salary | Total |
|--|----------------|--------------------|--------------|
| Not applicable | | | |

Fringe Benefits

| |
|----------------|
| Not applicable |
|----------------|

Travel

| |
|----------------|
| Not applicable |
|----------------|

Equipment

| |
|----------------|
| Not applicable |
|----------------|

Supplies

⁸⁹ Existing funding for MMSR Assessment Program

⁹⁰ Ohio State support for the revised KEA and Formal Assessment

Not applicable

Contractual

| Contract Costs | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--------------------------|-------------------|------------------|------------------|------------------|------------------|
| Contract 1 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$200,000 |
| Contract 2 | \$31,000 | \$31,000 | \$31,000 | \$31,000 | \$124,000 |
| Contract 3 | \$30,000 | \$10,000 | \$10,000 | \$10,000 | \$60,000 |
| Contract 4 | \$25,000 | \$25,000 | \$25,000 | \$25,000 | \$100,000 |
| Total Contractual | \$ 136,000 | \$116,000 | \$116,000 | \$116,000 | \$484,000 |

Early Childhood Mental Health – Contract 1:

Training for pediatric early childhood mental health consultation.

Best Beginnings – Contract 2:

Training for development screening program

SEFEL – Contract 3

Develop data management system to track outcomes of SEFEL training programs

Developmental Screening – Contract 4:

Pediatric developmental screening training

Training Stipends

Not applicable

Other

Not applicable

Total Direct Costs

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------------|---------------|---------------|---------------|------------------|
| \$ 136,000 | \$116,000 | \$116,000 | \$116,000 | \$484,000 |

Indirect Costs

Maryland’s approved indirect cost agreement negotiated with the U.S. Dept. of Education is 12.5% on unrestricted funds.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|----------|----------|----------|----------|----------|
| \$12,500 | \$12,500 | \$12,500 | \$12,500 | \$50,000 |

Funding to localities, Early Learning Intermediary organizations, participating programs, and other partners

| |
|----------------|
| Not applicable |
|----------------|

Total Grant Funds

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-----------|-----------|-----------|-----------|-----------|
| \$148,500 | \$128,500 | \$128,500 | \$128,500 | \$534,000 |

Funds from other sources

| Funding Source | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------------------------|-------------|-------------|-------------|-------------|-------------|
| State Funds ⁹¹ | \$1,713,077 | \$1,713,077 | \$1,713,077 | \$1,713,077 | \$6,852,308 |

Total Statewide Budget

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-------------|-------------|-------------|-------------|-------------|
| \$1,861,577 | \$1,841,577 | \$1,841,577 | \$1,841,577 | \$7,386,308 |

Project 8: Family Engagement Support

Personnel

| Personnel: the following personnel will be hired as employees at MSDE for the project | FTE (%) | Base Salary | Total |
|---|---------|-------------|-------|
| Not applicable | | | |

Fringe Benefits

| |
|----------------|
| Not applicable |
|----------------|

⁹¹ Early Childhood Mental Health Consultation Project operated by the child care resource and referral agencies

Travel

Not applicable

Equipment

Not applicable

Supplies

Not applicable

Contractual

| Contract Costs | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--------------------------|------------------|------------------|------------------|------------------|--------------------|
| Contract 1 | \$0 | \$406,000 | \$483,650 | \$561,375 | \$1,451,025 |
| Contract 2 | \$10,250 | \$2,900 | \$5,150 | \$10,350 | \$28,650 |
| Contract 3 | \$47,013 | \$83,200 | \$118,140 | \$155,145 | \$403,498 |
| Contract 4 | \$50,000 | \$100,000 | \$100,000 | \$0 | \$250,000 |
| Total Contractual | \$107,263 | \$592,100 | \$706,940 | \$726,870 | \$2,133,173 |

Reach Out and Read – Contract 1:

Early literacy consultation for Medicaid eligible families with children, birth to 5.

Library Family Councils– Contract 2:

Establish local library family councils in Title 1 attendance areas

Learning Parties – Contract 3

Establish parent-child learning activities at early learning and development programs at Title 1 attendance areas.

Coalition of Family Engagement – Contract 4:

Development of customized Family, Parent, and Community Framework

Training Stipends

Not applicable

Other

Not applicable

Total Direct Costs

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-----------|-----------|-----------|-----------|--------------------|
| \$107,263 | \$592,100 | \$706,940 | \$726,870 | \$2,133,173 |

Indirect Costs

Maryland's approved indirect cost agreement negotiated with the U.S. Dept. of Education is 12.5% on unrestricted funds.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------|---------|---------|---------|-----------------|
| \$3,125 | \$3,125 | \$3,125 | \$3,125 | \$12,500 |

Funding to localities, Early Learning Intermediary organizations, participating programs, and other partners

Not applicable

Total Grant Funds

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-----------|-----------|-----------|-----------|--------------------|
| \$110,388 | \$595,225 | \$710,065 | \$729,995 | \$2,145,673 |

Funds from other sources

Not applicable

Total Statewide Budget

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-----------|-----------|-----------|-----------|--------------------|
| \$110,388 | \$595,225 | \$710,065 | \$729,995 | \$2,145,673 |

Project 9: Early Learning Leadership Academy

Personnel

| Personnel: the following personnel will be hired as employees at MSDE for the project | FTE | Base Salary | Total grant period |
|--|------------|--------------------|---------------------------|
| Not applicable | | | |

| Salary stipends for early childhood educators (Year 2 through Year 4) | Rate/day | #of days | #of participants | Total p.a. | Total |
|--|-----------------|-----------------|-------------------------|-------------------|--------------|
| Early childhood educators | \$150 | 1.5 p.a. | 667 | \$150,075 | \$450,225 |

Fringe Benefits

| |
|----------------|
| Not applicable |
|----------------|

Travel

| Travel | # of trips | \$ per trip | Total |
|----------------|-------------------|--------------------|--------------|
| Not applicable | | | |

Equipment

| |
|----------------|
| Not applicable |
|----------------|

Supplies

| |
|----------------|
| Not applicable |
|----------------|

Contractual

| |
|----------------|
| Not applicable |
|----------------|

Training Stipends

| |
|----------------|
| Not applicable |
|----------------|

Other

| Category | Cost per item | Participants | Annual | Total |
|--|---------------|--------------|----------|-----------------|
| Printing of professional development materials | \$25 | 667 | \$16,675 | \$50,025 |

Total Direct Costs

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--------|-----------|-----------|-----------|------------------|
| \$0 | \$166,750 | \$166,750 | \$166,750 | \$500,250 |

Indirect Costs

Maryland's approved indirect cost agreement negotiated with the U.S. Dept. of Education is 12.5% on unrestricted funds.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--------|----------|----------|----------|-----------------|
| \$0 | \$20,844 | \$20,844 | \$20,844 | \$62,531 |

Funding to localities, Early Learning Intermediary organizations, participating programs, and other partners

Not applicable

Total Grant Funds

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--------|-----------|-----------|-----------|------------------|
| \$0 | \$187,594 | \$187,594 | \$187,594 | \$562,781 |

Funds from other sources

Not applicable

Total Statewide Budget

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--------|-----------|-----------|-----------|------------------|
| \$0 | \$187,594 | \$187,594 | \$187,594 | \$562,781 |

Project 10: System – Enhanced Child Care Automated Tracking System (ECCATS)

Personnel

| Personnel: the following personnel will be hired as employees at MSDE for the project | FTE | Base Salary | Total grant period |
|---|------------|--------------------|---------------------------|
| IT Specialists – assisting MSDE IT unit by coordinating the development coordinating maintenance, hosting, end-user support, and testing of ECCATS | 2.0 | \$53,189 | \$438,448 |
| All personnel are contractual and the costs are estimated to rise by 2% annually. | | | |

Fringe Benefits

| All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. 7.75% represent the costs of Social Security and Workers’ Compensation | | | | |
|---|---------------|---------------|---------------|-----------------|
| Year 1 | Year 2 | Year 3 | Year 4 | Total |
| \$8,244 | \$8,409 | \$8,577 | \$8,749 | \$33,980 |

Travel

| |
|----------------|
| Not applicable |
|----------------|

Equipment

| Equipment means any equipment item or furnishing, such as office furniture, desk, and work stations. | | | |
|--|------------|---------------------|-----------------|
| Equipment item | FTE | Cost of item | Total |
| Work Station per FTE | 2 | \$1,980 | \$3,960 |
| Laptop and docking station per FTE | 2 | \$2,181 | \$4,362 |
| Color printer (HQ) | 1 | \$1,979 | \$1,979 |
| Total Equipment | | | \$10,301 |

Supplies

\$494 per year per person (Office Supplies) 2 FTE x \$494 x 4 yrs. = \$3,952

Contractual

| Contract Costs | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-----------------------|---------------|---------------|---------------|---------------|--------------------|
| Contract 1 | \$0 | \$3,683,231 | \$208,000 | \$34,838 | \$3,926,069 |

ECCATS – Contract 1:

To support Maryland EXCELS, expand public portal, grant management of providers, and point-of-sale attendance system for child care subsidy

Training Stipends

Not applicable

Other

| Category | Cost per item per year | FTE | Total |
|--------------------|-------------------------------|------------|-----------------|
| Rent | \$3,696 | 2.0 | \$29,568 |
| Phones | \$510 | 2.0 | \$4,080 |
| Postage | \$641 | 2.0 | \$5,128 |
| Printing | \$106 | 2.0 | \$848 |
| Web page reserve | \$126 | 2.0 | \$1,008 |
| Insurance coverage | \$24 | 2.0 | \$ 192 |
| Total Other | | | \$40,824 |

Total Direct Costs

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------------|---------------|---------------|---------------|--------------------|
| \$136,118 | \$3,811,340 | \$338,447 | \$167,670 | \$4,453,575 |

Indirect Costs

Maryland's approved indirect cost agreement negotiated with the U.S. Dept. of Education is 12.5% on unrestricted funds.

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------------|---------------|---------------|---------------|------------------|
| \$134,830 | \$19,139 | \$19,431 | \$19,729 | \$193,128 |

Funding to localities, Early Learning Intermediary organizations, participating programs, and other partners

Not applicable

Total Grant Funds

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------------|---------------|---------------|---------------|--------------------|
| \$270,947 | \$3,830,479 | \$357,878 | \$187,399 | \$4,646,703 |

Funds from other sources

| Funding Source | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|-----------------------|---------------|---------------|---------------|---------------|---------------------|
| CCDF (Discretionary) | \$2,834,151 | \$2,834,151 | \$2,834,151 | \$2,834,151 | \$11,336,604 |

Total Statewide Budget

| Year 1 | Year 2 | Year 3 | Year 4 | Total |
|---------------|---------------|---------------|---------------|---------------------|
| \$3,105,098 | \$6,664,630 | \$3,192,029 | \$3,021,550 | \$15,983,307 |

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 7 / 1 / 2011 To: 12 / 31 / 2011

Approving Federal agency: ED HHS Other
(Please specify agency): Maryland State Department of Education

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.