MARYLAND STATE DEPARTMENT OF
EDUCATION
Preparing World-Class Students

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TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D.

DATE: January 22, 2013

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

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PURPOSE:

The purpose of this item is to provide progress regarding the first year of implementation of the *Race to the Top – Early Learning Challenge Grant*. The State Board requested that such reports be provided on a quarterly basis.

BACKGROUND:

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

MSDE has been designated as the lead agency to coordinate a multi-agency approach to submitting Maryland's state plan. The current Governor's State Advisory Council on Early Care and Education, functioned as the lead team for this project, established a core working group, and worked with staff at MSDE, namely the Division of Early Childhood Development (DECD) and the Division of Special Education/Early Intervention Services (DSE/EIS), to coordinate all aspects of submitting a competitive State Plan.

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

OVERVIEW OF PROGRESS:

Both lead divisions, the Divisions of Early Childhood and Special Education/Early Intervention Services, have embarked on implementing the ten projects which are broken down into 698 specific tasks which have been outlined in Maryland's approved Scope of Work (SOW). As of December 2012, after 12 months of implementation, 42 percent of all tasks have been completed

or have been initiated on time. The majority of the tasks will commence in 2013 or later. While some tasks had to be extended, for which the U.S. Department of Education gave approval, all projects are currently on time.

In terms of project accountability, MSDE submitted the following documents as required by the USDOE:

- Scope of Work for each of the 10 Projects;
- Monitoring Plan of Subgrants, including a monitoring instrument;
- Vendor contracts, grants, and Memoranda of Agreement, including one with the Department of Education in Ohio;
- Draft Validation Study for Maryland EXCELS, the state's Quality Rating and Improvement System;
- Preliminary Report on the Progress of Performance Measures (ATTACHMENT B).

A detailed accounting of the progress for each of the ten projects (ATTACHMENT C) indicates the progress of scheduled project activities that have been initiated and were underway toward meeting the first set of milestones and deliverables by December 31 of last year.

ACTION:

For information only

ATTACHMENTS (3)

Race to the Top – Early Learning Challenge   ATTACHMENT A

The Race to the Top Early Learning Challenge grant will enable Maryland to create a seamless Birth to Grade 12 reform agenda to ensure that all young children and their families are supported in the state's efforts to overcome school readiness gaps and to move early childhood education in Maryland from a good system to a great system.

The Maryland State Department of Education (MSDE) is the fiscal agent for the grant and its Division of Early Childhood Development takes the lead in implementing the funds. The Governor's State Advisory Council on Early Care and Education advises MSDE on the implementation of the RTT-ELC State Plan. Participating state agencies, including the Maryland Department of Health and Mental Hygiene, the Maryland Department of Human Resources, and the Governor's Office for Children, collaborate with MSDE in support of the State Plan. Ten innovative projects address the scope of Maryland's Race to the Top Early Learning Challenge State Plan.

Project 1   Local Early Childhood Councils

Create 24 local early childhood councils with the goal of developing local plans for implementation of Maryland's RTT-ELC state plan. Leadership coordination to local councils is provided by the Annie E. Casey Foundation over 12 months.

Project 2   Maryland EXCELS

Enhance and administer a full-scale implementation of the Tiered Quality Rating and Improvement System (Maryland EXCELS) through a qualified vendor. Support all public, private and community early learning and development programs to participate in Maryland EXCELS. Evaluate the effectiveness of Maryland EXCELS to include the relationship between quality ratings and children's learning and school readiness.

Project 3   Quality Capacity Building

Establish an Early Childhood Breakthrough Center to provide quality capacity building for programs participating in Maryland EXCELS and expand models of excellence to attendance areas of Title 1 schools in school improvement.
- Establish two (2) **Community Hubs** to provide and coordinate existing services for families with children, birth to five years of age.
- Establish five (5) **Preschool for All** sites in Title 1 attendance areas.
- Establish two (2) **Judy Center Satellite Sites** at Title 1 schools in school improvement in Baltimore City and Prince George's County and expand services from the existing Judy Center Partnership sites to other Title 1 schools.
- Provide coaching and mentoring for programs serving children three to five years of age who have an **Individualized Education Program (IEP) or an Individualized Family Service Program (IFSP)** under the **Extended Option** provisions of IDEA.

Project 4   Promoting Use of Early Learning Standards

Revise the state's existing early learning standards to align with Common Core Standards. Develop a Guide to Early Childhood Pedagogy to support the use of early learning standards and assessment. Implement two field tests of the Preschool Science,

Technology, Engineering and Math (STEM) program to 150 classrooms in Maryland EXCELS participating programs. Expand the language program, VIOLETS, to 150 classrooms in Maryland EXCELS participating programs.

Project 5   Professional Development Maryland Model for School Readiness

Conduct professional development to promote the use of the early learning standards by all early learning and development programs.

Project 6   Comprehensive Assessment System

Revise the existing formative assessments (36-72 months), develop new formative assessments (birth to 36 months), and revise the existing Kindergarten Entry Assessment (Maryland Model for School Readiness) to align with the State adopted Common Core Standards. Develop training modules and professional development for the administration of state-recommended developmental screening instruments. Develop a technology platform for assessment administration with linkage to a reporting data base and on-line resources for early learning.   This project is conducted in collaboration with the State of Ohio.

Project 7   Child Development Innovations

Address the health and behavioral needs of children through a coherent set of early intervention and prevention programs.

- Field test and report on **Best Beginnings Developmental Screen** instrument birth to three, developed by the University of Maryland.
- Introduce the use of four state-recommended, valid **Developmental Screening Instruments** for children birth to five years.
- Conduct **Training of Pediatricians** through a qualified vendor on state-recommended developmental screening instruments.
- Build mental health capacity in pediatrics and family practice through **Maryland Early Childhood Mental Health Consultation in Pediatric Care** to include detection and intervention.
- Develop and implement an online data collection and analysis system for training participation and outcomes in **The Social and Emotional Foundations for Early Learning (SEFEL)** to interface with Maryland's Longitudinal Data System/Early Childhood Data Warehouse.

Project 8   Family Engagement and Support

Create a **Coalition for Family Engagement** to develop a Maryland-specific Family, Parent, and Community Engagement Framework to implement strategies and training for all early learning and development programs and family engagement organizations.

- Create **Family Advisory Councils in Local Libraries** located in or near Title 1 attendance areas, including the establishment of Family Information Centers and resource kits for families of young children.

- Expand **Parent-Child Learning Parties** to 25 percent of all early learning and development programs in Title 1 attendance areas to promote the development of school readiness skills of young children.

- Expand the **Reach Out and Read Project of the American Academy of Pediatrics** to primary care physicians/pediatricians statewide. Distribute books and information to over 46,100 children and their families over the four years of the grant.

Project 9   Workforce Competency and Leadership Development

- Align the **Child care Credentialing Program** with the **Workforce Knowledge and Competency Framework** to identify specific coursework for each of the credentialing levels.

- Initiate a **Maryland Approved Alternative Preparation Program for Early Childhood Education (MAAPP-ECE)** for working early educators with four-year degrees to obtain state teaching certification in early childhood education.

- Develop an **articulation agreement** for pre-service courses **between MSDE approved trainers and the state's community colleges** to establish new pathways of training and post-secondary education.

- Strengthen pathways for teacher education by improving the status of access to and transfer out of the **Associate of Arts Teaching (AAT) in Early Childhood**.

- Conduct **Early Learning Leadership Academies** for educators in public schools (Prek-2) and early childhood programs serving preschool-age children.

Project 10   Early Learning Data System

Enhance the existing early childhood data system to link with the Maryland Longitudinal Data System.

- Expand the Child Care Automated Tracking System (CCATS) portal with **Professional Development** services for early care and education providers including applications for grants, incentives, training approval and professional development plans.

- Activate a CCATS module to include **Grant Funds Management and Provider Benefits** in one web-based location and make data available for analysis in the Maryland Longitudinal Data System.

- Develop, pilot and implement a statewide secure system for **Attendance Reporting** for child care programs. Through an interface, use data to prepare Child Care Subsidy invoices.

For additional information on the 2012 – 2015 Race to the Top Early Learning Challenge Grant, visit the MSDE website at:
http://www.marylandpublicschools.org/MSDE/divisions/child_care/challenge

September 2012

RTT-ELC State Status on Specific Metrics

Please indicate what progress you believe your state will make by year's end for the criteria listed below. Please designate G=green; Y=yellow; R=red in the box for your State, indicating whether you:

- Green- *are definitely on track* to meet the goal your state set in its application
- Yellow- *may be on track* to meet the goal your state set in its application
- Red- *definitely will not* meet the goal your state set in its application and may need to adjust your targets

For each criterion please include a brief explanation related to progress made along with the appropriate color designation.

State: _Maryland_____

	Criteria	CA	DE	OH	MA	MD	MN	NC	RI	WA	Explanation
1	On track to meet target for the number of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System (TQRIS). **Table (B)(2)(c)**					Green					Performance measure: 190 Projected Actual Performance: Recruitment of 290 programs into the field test
2	On track to meet target for the number of Early Learning and Development Programs in the top tiers of the TQRIS. **Table (B)(4)(c)(1)**					Green					Performance measure: 41 programs in the 2 top tiers Projected Actual Performance: Field test participants will include more than 50 in the top tiers
3	On track to meet target for the number of children with high needs who are enrolled in the Early Learning and Development Programs in the top tiers of the TQRIS. **Table (B)(4)(c)(2)**					Green					Performance measure: 1,305 Projected Actual Performance: More than 2,000

4	On track to meet target to increase 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. **Table (D)(2)(d)(2)**				Green				Performance measure: 1,286 Current Actual Performance: 6,637 (includes all EC Educators in the MD CC Credentialing Program)
5	On track to meet target to increase the number of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework. **Table (D)(2)(d)(2)**				Green				Performance measure: 1,526 Current Actual Performance: 1,516 (as of October 2012 for Levels 4+,5,and 6 of the MD CC Credentialing Program)
6	**Comprehensive Assessment System:** On track to meet target to effectively implement a Comprehensive Assessment System. **No Table on Application/Narrative**				Green				Performance measure: Develop assessment framework and test blueprint for KEA and formative assessment Projected Actual Performance: Completed

STATUS REPORT YEAR 1 (January 1 – December 31, 2012)[1]

Project 1	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/31/12)	Comments
Local EC Councils	$1,325,461	Local early childhood advisory councils will be operational in each jurisdiction	Met	All 24 jurisdictions established a local early childhood council. 22 Councils applied for and were awarded planning grants to develop long-term action agendas. Councils are eligible to receive implementation grant based on formula. Leadership training conducted by the Annie E Casey Foundation.
Focus Promote school readiness for all children by narrowing the achievement gap particularly for children with high needs		Annie E. Casey Foundation will have developed the *Capacity Building Leadership Curriculum*, including a Results-based Accountability product.	Met	Curriculum was available by July 15, 2012. Leadership program is broken out into eight cohorts (with three jurisdictions each) and started in October 2012.
		Complete activities related to the Governor's Task Force on Maryland's Child Care Subsidy Program	Met	Task Force included representation from DHR, DHMH, and DBM to establish efficiencies in the child care subsidy program and to ensure access of low income children into high quality early childhood programs. Activities included MOA between MSDE and DHR, data tracking of eligibility cases, and consumer education.

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

Project 2	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/31/12)	Comments
Maryland EXCELS	$21,265,147	Complete pilot of 45 early childhood programs and develop analysis and recommendations for revisions to EXCELS	Met	Participation is strictly voluntary. Focus on licensed child care but includes also Head Start and Prek programs. JHU-CTE is administering EXCELS data collection system and providing program coordination (See Project 10).
Focus Quality rating and improvement system for continuous program improvement of early childhood programs. (Voluntary participation)		Initiate field test with 290 programs by November 2012.	Met	More than 330 programs are participating in the field test, including licensed child care, Head Start, nursery schools, and prekindergarten programs.
		Develop technology platform for EXCELS and launch EXCELS website for parents, providers, and the community.	Met	Information about EXCELS available on marylandexcels.org Pilot and field test participants use EXCELS portal.
		Recruit, train, and determine reliability of assessors administering instruments to measure the quality of programs participating in EXCELS	In Progress	Assessors are currently trained in accordance with business standards. MSDE will focus on the recruitment of assessors for two separate instruments[2]. Still in the process of building capacity. Recruitment and training must be finalized by December 2013.
		Develop marketing plan and social networking protocols for EXCELS	In Progress	Marketing campaign for the field test is completed. Materials and communication protocols for public marketing will be created in the spring 2013.
		Submit draft of EXCELS validation study for review to U.S. Departments of	Met	EXCELS validation study, developed by JHU-CTE, internally reviewed by DECD's Research Advisory Group and national reviewers, was submitted in December 2012.

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[2] Early Childhood Environmental Rating Scales (ECERS/ITERS/FDCERS); Classroom Assessment Scoring System (CLASS)

		Education and Health and Human Services.		

Project 3	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/31/12)	Comments
Quality Capacity Building	$9,462,500	Establish master list of all early childhood programs located in the attendance areas of the state's e Title 1 schools.	Met	Use of GIS mapping to identify licensed child care, Head Start, prekindergarten, and nursery schools, including information about each program. Master list will be used for Projects 3, 4, 5, 6, 8, 9.
Focus Coaching for child care and expansion of effective models (Judy Centers, Preschool for All)		Establish an Early Childhood Breakthrough Center infrastructure to build capacity among programs participating in EXCELS and to align early learning program with academic program at Title 1 schools.	Met	Modeled after MSDE's Breakthrough Center, the early childhood component will use the state's child care resource and referral agencies to work with early childhood programs in Title 1 communities. Completed pilot study in 12 regions. Established Cross Sectional Team with representation from several MSDE divisions as well as DHMH, and DHR.
		Establish 2 Judy Centers in Baltimore City and Prince George's County	Met	Judy Centers are based at BCPSS's Historic Samuel Coleridge Tayler and PGCPS's Carmody Elementary Schools
		Establish 2 community hubs in Baltimore City	Met	Hubs are designed to coordinate social and education services for families of young children in under-resourced neighborhoods. Were established in the Park Heights and Cherry Hill neighborhoods.
		Expand 5 *Preschool for All* sites in Title 1 communities.	Met	The early childhood sites are early childhood programs at Howard County and Washington County Community Colleges, Downtown Baltimore Child Care, King's Academy Child Care (Worcester Co.), and Montessori Charter School at Crossway Communities (Montgomery Co.)

| | | Establish a coaching and mentoring training program for community-based early childhood programs in 3-4 jurisdictions serving children with IEP's or Extended IFSP's | In Progress | Identified JHU School of Continuing Education as the vendor to pilot the project in Allegany County. MSDE's-DSE/EIS will be working with Harford, Wicomico, Anne Arundel and Carroll Counties in January and February 2013 to develop local implementation plans, with training to be delivered beginning in March 2013. |

Project 4	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/31/12)	Comments
Promoting the Use of Statewide Early Learning Standards	$1,146,904	Develop draft alignment document for Healthy Beginnings (Birth to 48 months), Common Core Standards for Prek, and Head Start Early Learning Framework	In Progress	Draft document was posted for public comment in August 2012. Need to develop prekindergarten Common Core standards for Science, Social Studies, and the Arts. Will revise the domain Social and Personal and name it Social Foundations. Final document expected to be completed December 2013.
Focus Prekindergarten alignment of Common Core Standards, development of Guide to Early Pedagogy, and dissemination of effective models in early reading and STEM		Complete *Guide to Early Childhood Pedagogy* (Prek to 2)	In Progress	Established workgroup and recruited writer. Completed review of national and international research. Draft versions of several chapters have been reviewed. Guide and online resources to be completed by December 2013.
		Expand VIOLETS[3] to 30 additional classrooms	In Progress	Initiated training for first cohort (30 classrooms) in Title 1 communities. A total of 150 classrooms will be participating by 2015.

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

Project 5	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/31/12)	Comments
Professional Development (MMSR) **Focus** Dissemination of PD activities to licensed child care	$1,812,389	Revise existing MMSR PD program[4] to child care providers and provide five full-day sessions for 1,500 participants.	In Progress	PD modules have been revised and training of trainer sessions will be scheduled in February 2013. To be completed by June 2014.

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

Project 6	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/31/12)	Comments
Comprehensive Assessment System (CAS)	$4,671,480	Establish governance and management structure for the CAS project.	Met	Executed MOA with the Ohio Dept. of Education, recruited staff, executed grant with JHU-CTE and WestEd, established a State Advisory Council which reports to the Governor's Advisory Council on Early Care and Education, and established a national Technical Assistance Council with the support of CCSSO.
Focus Development of a formative assessment (36-72 months) and a Kindergarten Entry Assessment (KEA)		Develop assessment framework (Conceptual Design Document) and the test blueprint for the KEA and the formative assessment.	Met	Completed assessment framework in October 2012. Completed draft test blueprint for review by the State Advisory and the national TAC (scheduled for January and February 2013).
		Schedule cognitive interviews and develop assessment items for the KEA and the formative assessments involving experts and practitioner stakeholder groups.	In Progress	Activities are scheduled in January in both states.
		Develop professional development curriculum for administration and post-administration of the assessments.	In progress	Completed professional development requirements survey in both states. Completion of PD curriculum by May 2013.
		Conduct business analysis of existing Maryland technology and data infrastructure and identify need for needs for new infrastructure.	In progress	Completed business analysis in both states. Identified infrastructure gaps (i.e., lack of WiFi access). Coordinate with PARCC related activities regarding technology in schools.

		Develop technology platform to support development and use of assessment data.	In progress	Use and customize existing CTE tech platforms (i.e., those being used for the current MMSR K Assessment.) Solicitation of vendor using touch screen technology.

Project 7	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/31/12)	Comments
Child Development Innovations	$1,354,099	Develop plan to train primary care providers to participate in the early childhood mental health consultation for pediatricians.	In progress	Plan was completed in partnership with the University of Maryland-Child and Adolescent Psychiatry and the Maryland Chapter of the American Academy of Pediatrics (AAP), Training for 20 primary care providers will start by February 2013. Established statewide early childhood mental health consultation hotline to provide immediate consultation to pediatricians and family practices for young children birth to 8 years of age with social/emotional/behavioral concerns including psychotropic medication consultation and referrals to ECMH resources and services
Focus Addressing developmental and behavioral needs of young children		Develop on-line training modules for the Social and Emotional Foundations of Early Learning (SEFEL)	In progress	Scripts for the online training have been developed and are being reviewed. Anticipated completion of the online training is June 30, 2013.
		Finalize statewide developmental screening process and professional development plans.	In progress	Developmental Screening Workgroup has been formed to recommend developmental screening tools[5] to align with the Comprehensive Assessment System (CAS) and meet psychometric properties. Workgroup is currently working on business rules impacting early childhood programs such as costs of screening tools, when to screen, how to monitor, report, and design referral form.

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[5] The screening instruments are ASQ, ESI-R, PEDS, and Best Beginnings.

Project 8	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/31/12)	Comments
Family Engagement Support	$2,180,387	Establish Coalition for Family Engagement and develop the Maryland Parent, Family, and Community Engagement Framework	In progress	Five of eight meetings have been held and a consultant/writer has been recruited to write the document. Anticipated completion by March 31, 2013.
Focus Development of the Maryland Parent, Family, and Community Engagement Framework. Establishment of Family Councils at public libraries, expansion of Reach Out and Read, an early literacy program promoted by pediatricians statewide, and dissemination of learning parties (i.e., parent, child, school transition		Conduct, at a minimum, 12 community meetings to solicit recommendations and articulate needs related to the family engagement framework.	Met	All 12 meetings were held across the state and informed the Coalition on its work.
		Establish leadership, governance and statewide infrastructure for Reach Out and Read (ROR).	Met	The Maryland Chapter of the AAP assumed leadership in establishing a statewide ROR project in all 24 jurisdictions. Local literacy councils will be incorporated in the local early childhood advisory councils (Project 1).
		Develop mechanism for book distribution to local literacy councils and establishing training opportunities for pediatricians.	Met	The Maryland Chapter, American Academy of Pediatrics (AAP) is in the process of setting up literacy councils and is working closely with the practice managers and physicians to facilitate and ensure training for physicians and staff. AAP started to distribute books to pediatric practices in various locations throughout the state.
		Establish Family Library Councils at five library systems to work with state teams to plan for space, outreach, meeting agendas, speakers, and parent/child	Met	Under the leadership of the Maryland Public Library Association, five library systems established councils: Baltimore, St. Mary's, Caroline, Frederick, Carroll.

activities before kindergarten)		activities		
		Create library area for five parent information centers	Met	The five councils established the parent information centers within their library system.

Project 9	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/31/12)	Comments
Workforce and Leadership Development	$1,052,628	Establish committee to review and revise the current Core of Knowledge and Workforce Competency Framework (i.e., knowledge and skills of what early childhood educators should know and be able to do.)	In progress	Committee will align the competency framework with the Early Learning Standards, Common Core Standards, and the *Guide to Early Childhood Pedagogy*(Project 4). Committee report, including revised framework, due by March 31, 2013.
Focus Projects that strengthen the career pathways of those working in child care. Establish Early Learning Leadership Academies (Prek-2)		Establish the first cohort of 15 candidates to participate in the Maryland Approved Alternative Preparation Program for Early Childhood Education (MAAPP-ECE)	Met	Contracted with The New Teacher Project (TNTP) to conduct the 2-year preparation work leading to state certification of teaching.
		Conduct Early Childhood Leadership Academies (Prek-2) for 60 Title 1 schools	In progress	Received technical assistance and entered pre-planning phase, i.e., replacing vendor contract as planned with one customizing online professional development to support face to face sessions. Developed list of invitees using Title I schools that are currently designated Priority or Focus schools or with a School Performance Index (SPI) in Strands 4 or 5. Will include key early childhood programs in their attendance areas. Early Childhood Academies are projected to start in late spring 2013.

Project 10	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/31/12)	Comments
Early Childhood Data System	$4,764,115	Establish Early Childhood Data Warehouse (ECDW) interfaces with the Division's Child Care Administrative Tracking System (CCATS), Electronic Licensing Inspection System (ELIS), and MMSR Kindergarten Assessment datasets.	Met	The CCATS database includes all child care provider data, provider staff credentialing data, program accreditation data, and child care subsidy program data. The ELIS database provides detailed compliance data from child care provider licensing inspections. The annual MMSR datasets provide individual performance scores for children enrolled in public kindergarten.
Focus Integrates various data systems into the Early Childhood Data Warehouse as part of the MLDS		Establish ECDW interfaces with non-Division early childhood data sources maintained by MSDE.	In progress	Other MSDE data sources include the DSE/EIS Infants and Toddlers Program, Public Pre-K site and enrollment files, and the Child Food and Nutrition Program.
		Establish ECDW interfaces with early childhood data sources maintained outside of MSDE.	In progress	Non-MSDE data sources include the Maryland EXCELS maintained by Johns Hopkins/CTE, and the Early Childhood Mental Health (ECMH) program maintained by the University of Maryland. The interfaces with the Maryland EXCELS and ECMH databases are expected to be operational by February 2013. Arrangements are also underway to interface with Department of health and Mental Hygiene (DHMH) data sources pertaining to child immunizations and health screenings, and with the Department of Human Resources (DHR) data sources on foster care and child adoption data. In addition, new data sources for the ECDW are being developed in connection with other Division RTT-ELC projects such as the Early Childhood Breakthrough Centers and family support

				programs.

Project 10	RTT-ELC Funding	Milestone/Deliverable	Status (as of 12/31/12)	Comments
Early Childhood Data System	$4,764,115	Establish the Child Enrollment and Attendance Record System (EARS) within the ECDW.	In progress	The EARS application is in the final stages of development and is expected to be ready for piloting for selected child care centers by April 2013. This system will capture continuing, real-time child enrollment and attendance data and staff-child assignment data from licensed child care programs. It is housed directly within the ECDW, and it will interface with MSDE/DAADS to permit unique student identifiers to be assigned to all children identified within EARS so that their status and performance can be tracked throughout K-12.

RG 12213