Lillian M. Lowery, Ed.D,
State Superintendent of Schools

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: October 28, 2014

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 implementation of the *Race to the Top – Early Learning Challenge Grant*.

BACKGROUND:

Maryland has received one of nine *Race to the Top Early Learning Challenge Fund Grant (RTTT-ELC)* awards 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). The grant period is from January 2012 to December 2015.

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.

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 855 specific tasks which have been outlined in Maryland's approved Scope of Work (SOW). As of September 30, 2014, after 33 months of implementation, 90 percent of all tasks have been completed or are in progress. The remaining tasks will commence in late 2014 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. The U.S. Department approved six budgetary amendments to the approved RTT-ELC plan. The second Annual Progress Report (APR) was submitted to USDOE on February 17, 2014. On June 20, representatives from the USDOE and the U.S. Department of Health and Human Services conducted a fiscal and programmatic monitoring visit on the implementation of the grant.

The major milestones since June 2014 are:

- Participation of more than 3,000 early childhood programs in Maryland EXCELS and more than 1,000 of them published from Levels 1 to 5;
- Expansion of a third Judy Center site (Arundel ES) in Baltimore City as a result of a unique public-private partnership model with the Baltimore Community Foundation;
- Continued expansion of to English language learners participating in the *Vocabulary Improvement and Oral Language Enrichment Through Stories* (VIOLETS);
- Expansion to all jurisdictions of *Making Access Happen* which provides coaching and mentoring to community-based early childhood programs serving children with disabilities;
- Completed first wave of the preschool STEM field test and initiated second wave;
- Training of 3,500 kindergarten teachers for the census administration in school year 2014-15 of the Kindergarten Readiness Assessment (KRA);
- Completion of six dashboards as part of the Early Childhood Data Warehouse;

A detailed accounting of the progress for each of the ten projects (ATTACHMENT B) provides an accumulated account of the progress of scheduled project activities that have been initiated and are underway toward meeting the set of milestones and deliverables by December 31 of this year. (New activities since June 2014 are marked in red.) In addition, information to families about Maryland EXCELS were developed in response to recommendations by the State Board at its meeting in July 2014 (ATTACHMENT A.) The presentation on the progress of the RTT-ELC will highlight the KRA. General information about the KRA is available at https://maryland.kready.org/olms/R4K

ACTION:

For information only.

ATTACHMENTS (2)

LML/rg 102814

MARYLAND
TEACHER STAFFING REPORT
2014-2016
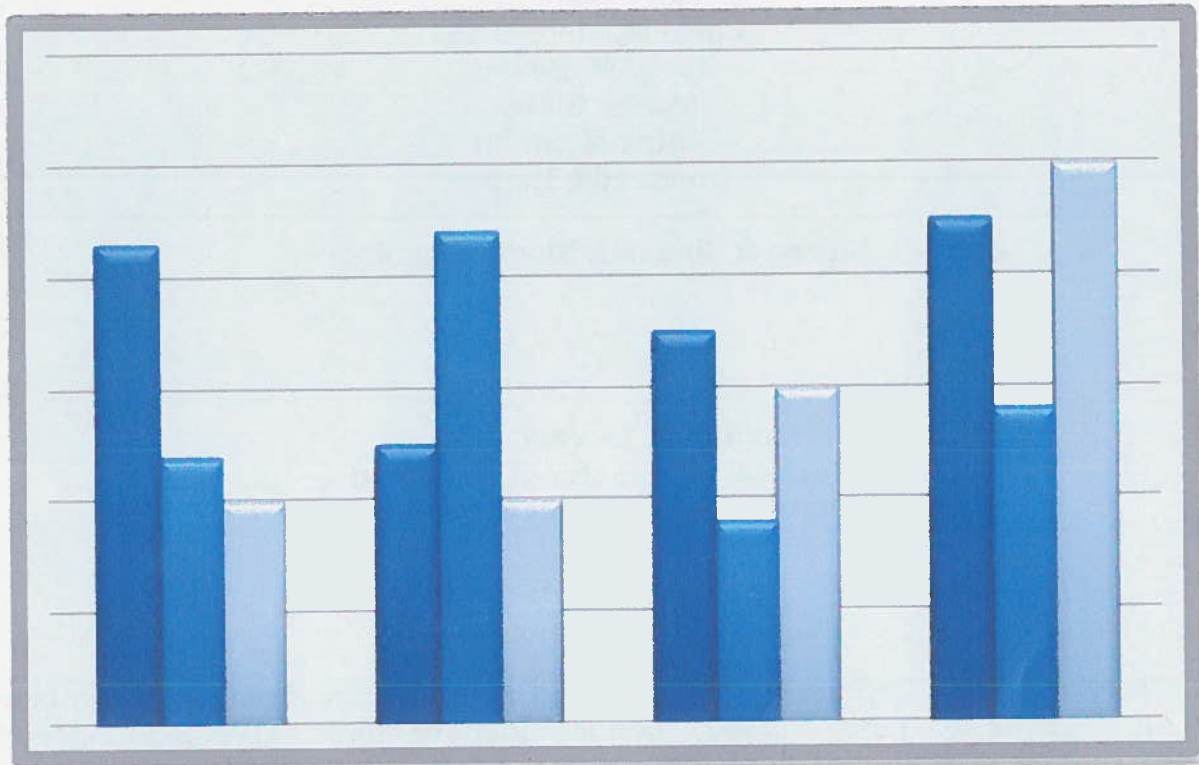
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201-2595

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October 2014

TABLE OF CONTENTS

        Portal web center Click on: Portal web center

Teacher Supply Dashboards	
Home	*Supply from MAP by Certification*
	Projected Candidates by MAP
Overview	*Graduates by IHE*
New Hires by Certification Area	*Hires from MAAPP*
New Hires: Transferred from LSS to LSS	*Trend Data : Minorities from IHE*
	Minority New Hires by Certification
New Hires by LSS	*Trend Data: Minority New Hires*
New Hires Trends	*New Hires by Gender*
	MAP Graduates by Gender
Teachers by Years of Experience	
Teacher Attrition	

EXECUTIVE SUMMARY

The Maryland State Department of Education (MSDE), in conjunction with local school systems and institutions of higher education, has conducted an annual study since 1986 to determine critical teacher shortage areas. Although some data are collected annually, since 2008 the report has been published biennially. The latest *Maryland Teacher Staffing Report, 2014-2016,* provides data on teacher candidates completing programs in institutions of higher education that have Maryland Approved Programs (MAP) and in Maryland Approved Alternative Preparation Programs (MAAPP). The report also collects the hiring needs of the local school systems to determine critical shortage areas by analyzing the data and applying the criteria agreed upon. The process includes additional data beyond the traditional formula used since the beginning of the report. It incorporates the recommendations of an Expert Panel, composed of representatives of various stakeholders, that was convened in 2008 to review the process and make recommendations. The criteria developed by the Expert Committee are now used in this study.

The scope of the report has expanded over the years, and now includes shortage areas for both teachers and select non-classroom professionals; information on traditional higher education as well as alternative preparation programs; the graduates; geographic shortage areas; teacher attrition; highly qualified teachers (as defined by the 2001 *No Child Left Behind [NCLB] Act);* and the number of retired/rehired teachers and principals. This report also includes a number of important incentives and strategies for the recruitment and retention of quality teachers and principals for Maryland public schools.

The Maryland State Board of Education, pursuant to HB 688, *Workforce Shortage Student Assistance Grants,* Education Article §18-708, adopts the critical shortage teaching areas that are then the basis for the Maryland Higher Education Commission (MHEC) to offer scholarships to qualified individuals. Students in Maryland preparing to become teachers in critical shortage areas may apply for student financial assistance if they meet specific requirements of the law. The list of critical shortage areas is also used for other purposes: teachers who teach in critical shortage areas may

- o Chinese, and
- o Spanish.
- The Arts
  - o Art
    Dance
    Theatre

Recommendation 2: The Maryland State Board of Education declares the following twenty (20) Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

1. Anne Arundel County	12. Harford County
2. Baltimore City	13. Howard County
3. Baltimore County	14. Kent County
4. Calvert County	15. Montgomery County
5. Caroline County	16. Prince George's County
6. Carroll County	17. Queen Anne's County
7. Cecil County	18. St. Mary's County
8. Charles County	19. Somerset County
9. Dorchester County	20. Talbot County
10. Frederick County	21. Washington County
11. Garrett County	22. Wicomico County
	23. Worcester

Recommendation 3: The Maryland State Board of Education declares a shortage of teachers who are males and teachers who are members of minority groups.

Recommendation 4: The Maryland State Board of Education declares a shortage of the non-classroom professional positions of library/media specialist and speech/language pathologists.

iii

This bill consolidated all state grants and scholarships across professions, including teaching. In addition, **SB 663**: *Retirement and Pensions – Reemployment of Retirees* uses the declared teacher shortage areas to exempt certain retired teachers from an earnings limitation if they are reemployed as classroom teachers in one of the critical shortage areas and in qualifying schools. This law also includes principals and mentors.

The United States Department of Education annually publishes the *Teacher Shortage Areas Nationwide*, and allows certain students who teach in critical shortage areas to qualify for deferment of loan repayment and/or loan forgiveness. Maryland contributes its findings each year to this publication.

In 2007, Congress passed the *Teacher Education Assistance for College and Higher Education (TEACH) Grant Program.* This law continues to provide grants of up to about $4,000 per year to students who intend to teach in a public or private elementary or secondary school in a state's critical teacher shortage areas.

Summary and Overview

The procedures for determining teacher shortage areas were established and documented to ensure systematic replication in state reports of teacher staffing as well as formative review for ongoing improvements to the report. Further, the information contained in the report helps to provide a picture of supply and demand that is helpful in planning at almost every level both in Maryland Public Schools, colleges and universities, and in alternative preparation programs.

Most data tables are now displayed on Dashboards to which the report will provide a link. One table that has been included in the report is *Incentives and Strategies for the Recruitment and Retention of Quality Teachers and Principals.* This information is not represented on a dashboard. All information gathered for this report is posted on the MSDE website or the Maryland Higher Education Commission (MHEC). With this report published only biennially, the website data will always be more accurate. Represented on dashboards are subsequent sections cover staffing patterns, geographic areas of projected shortage, Maryland-prepared teachers, minority and gender data, and hiring data on select non-classroom professionals. Finally, the

Federal Student Aid and Loan Forgiveness Programs

The federal government supports loan programs for students who wish to go to college. The amount of funding for these programs varies from year to year. Current information is located at the federal loan site: http://www.FederalStudentAid.ed.gov.

The federal government also has several discharge or loan forgiveness programs connected to federal loans for teachers. The programs include deferment for borrowers under the Family Federal Loan (FFEL); Federal Supplemental Loans for Students programs; debt incurred under the Federal Perkins Loan Program; reduction of teaching obligation under the Paul Douglas Teacher Scholarships Program; and the teaching obligation for recipients of the Education Assistance for College and Higher Education (TEACH) Grant Program. Details and applications are available on the FFEL website.

Troops to Teachers

In 1994, the Department of Defense in cooperation with the Department of Education established the *Troops to Teachers* (TTT) Program. The program assists military personnel in making successful transitions to new careers in teaching. For information call 1-866-251-3123 or go to the website: proudtoserveagain.com

The Employment Advancement Right Now (EARN) initiative and the Veterans Full Employment Act of 2013 are also implemented by MSDE.   MSDE requires educators in Maryland Public Schools and in Non-Public Special Education Schools under COMAR 13A.09.10 to hold a certificate, or credential. MSDE's Division of Educator Effectiveness, Certification Branch, holds the authority to issue those credentials as individuals complete requirements.   Maryland implements the Veterans Full Employment Act of 2013, effective July 1, 2013, by expediting credentialing for U.S. Armed Forces service members and their spouses seeking employment as educators in these entities.

http://marylandpublicschools.org/MSDE/divisions/certification/certification_branch/certification_inf/apply/docs/obtain12.htm

of Educator Effectiveness at MSDE. These programs are in partnership with local school systems and a provider, or local school systems may provide their own services.

For more information, the website link is:

http://marylandpublicschools.org/MSDE/divisions/certification/progapproval/maapp.htm

MAAPP has its own set of dashboards, as well. For a detailed look at alternative programs and their candidates, visit Portal web center. In the upper left, click on P12LDS, and choose P12LDS HOME from the pull-down menu. Click on *View all Dashboards* (right side of page), click on *MAAPP.*

National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) is an independent, non-profit, non-partisan organization established in 1987 to improve student learning in America's schools by developing a system of advanced, voluntary certification for teachers. NBPTS has established rigorous standards and a performance-based certification system to recognize quality teaching. Certification is achieved through a performance-based assessment that typically takes more than a year to complete. It is designed to measure what accomplished teachers should know and be able to do. The process requires teachers to demonstrate how their activities, both inside and outside the classroom, strengthen student performance and contribute to student achievement.

The certification process is open to anyone with a baccalaureate degree and three years of classroom experience. The certificate is valid for 10 years, after which a teacher may seek renewal. Maryland is proud that it has 2,575 Nationally Board Certified Teachers, ranking 13th in the nation. More information is on the web at: http://www.nbpts.org/maryland

Teachers of Promise

The *Teachers of Promise* mentoring program, underwritten by the Maryland Independent Colleges and Universities Association, Comcast, the Maryland State

Individuals by Local School System Participating in the Retire/Rehire Program
Maryland State Department of Education
SB663 Retirement and Pension - Reemployment of Retirees
2013-2014

	Position Title	Annual Salary	Name of School	Qualifying School	Critical Subject	Date of Re-Employ.
BALTIMORE CITY PUBLIC SCHOOLS						
1	Teacher	62,518.00	August Fells Savage Institute of Visual Arts HS	Title I	Special Education	12/14/2013
2	Teacher	80,729.00	Forest Park HS	FARM	Special Education	12/21/2012
3	Teacher	66,663.00	Baltimore Leadership School for Young Women	FARM	Special Education	6/16/2012
KENT COUNTY PUBLIC SCHOOLS						
4	Title I Coordinator	85,781	County-wide		Title I	8/18/2014
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS						
5	Teacher	86,767	Potomac High School	FARM	Special Education	8/13/2013
6	Teacher	41,422	High Point High School	FARM	ESOL	8/12/2013
7	Teacher	82,873	Rosa Parks ES	FARM	ESOL	8/26/2013
8	Teacher	51,725	Cherokee Lane ES	FARM	ESOL	8/29/2013
9	Teacher	90,843.00	Northwestern High School	FARM	Special Education	8/12/2013
10	Teacher	73,773.52	Samuel Massie ES	FARM	Special Education	8/29/2013
WASHINGTON COUNTY PUBLIC SCHOOLS						
11	Teacher	34,727.00	W.C. Family Center	Alternative	Math	8/15/2014
WICOMICO COUNTY PUBLIC SCHOOLS						
12	Teacher	48,048.00	Wicomico HS	FARM	Special Education	9/23/2013
13	Teacher Coach	48,048.00	Glen Avenue ES	Title I/FARM	Elementary/Title I	8/9/2013
14	Speech Therapist	94,500.00	Wicomico HS	FARM	Speech/Language Path	08/27/13

Revised 9/22/14

Comprehensive Teacher Induction Program

In response to the Maryland General Assembly, which passed a law requiring mentoring programs, COMAR 13A.07.01 *Comprehensive Teacher Induction Program* was adopted by the Maryland State Board of Education on April 27, 2010. This law was supportive of the successful effort to secure federal *Race to the Top (RTTT)* funding to provide greater consistency in the quality of support provided to new teachers throughout the state. The law also provides training for mentors. The policy requires each local school district to "establish and maintain a comprehensive induction program for all new teachers" "until they receive tenure." 13A.07.01.03; 13A.07.01.04; and 13A.07.01.05]

State regulations also require local school systems to include their comprehensive induction program report in their Bridge to Excellence Master Plan Annual Update to MSDE. The report must include a description of the mentoring program; data, including the number of probationary teachers and the number of mentors who have been assigned; and, the effectiveness of the program is measured.

In summary, various incentives and strategies have been implemented in an effort to recruit and retain quality teachers and principals. The strategies have been implemented to attract and retain teachers for public school classrooms. This report makes no effort to assign causality to improved early retention rates as mentioned above, but MSDE's efforts through the programs mentioned here will continue as will data tracking in the search of continuous and ongoing improvement.

Part II: STAFFING PATTERNS

This section presents information on the number of new hires by Maryland's local school systems, by certification area. Included also is the methodology for determining teacher shortage areas; certification areas by extent of staffing need; trend data; and teacher experience and attrition. It is also in this section where the report moves into the digital age and derives its data from the newly-created dashboards. Clicking on Portal web center will take the reader to the Teacher Supply Dashboard. (To view all of the dashboards available, go to the upper left and click on *P12LDS Home*, choose

Minority New Hires by Certification

Trend Data: Minority New Hires

New Hires by Gender

MAP Graduates by Gender

When reading this dashboard, just open the dashboard and directed above, and leave it open on the computer. Toggle back and forth between the Word document, *Teacher Staffing Report*, and the dashboard *Teacher Supply.* (Each document is, in all likelihood, at the bottom of your computer screen.) Each of the tabs on the dashboard has comment and in some cases possible interpretation of the data. Again, to get started, (your link is Portal web center), begin with *New Hires.*

New Hires

    New Hires by Certification Area reports the number of new hires in from October 2012 through October 2013. The new hires are in four categories, as you will see. The table also gives the number hired by certification area. There were 5,069 new hires, an increase of 1,374 new hires over 2011-2012, a dramatic increase not apparent in projections. As prompted in the Multimedia preview, be sure to go to the box entitled Academic Year and use the pull-down menu to select the most current year, 2012-2013 and then click on Apply.

    Occasionally there are anomalies in hiring that show up as spikes for a particular year. The dashboard tab displays three years of data. However, the last time Maryland Public Schools hired 5,000 or more teachers was in 2008-2009. The trend would seem to mirror the economic stresses of the past six years on all segments of the country, including that of public school education with the increase in hiring perhaps reflected that more teacher of retirement age felt comfortable enough to do so, or that economic pressures have eased significantly enough to be able to hire more teachers. Data collected over the next few years should provide enough data to ascertain if this year reflects a "spike" or a true trend in hiring.

Not only is it critical to capture what LSS hiring needs appear to be, but also the production of teachers by providers of preparation programs in Maryland. The next chart, *Supply from MAP by Certification Area,* shows the number of teachers who completed college or university programs in 2012/2013 by certification areas, as the title suggests. Clicking on the **blue** hyperlink in the table reveals the results by IHE. As has been the case for a number of years, both production and the areas in which program completers are being certified have remained relatively flat.

IHEs are also asked to project their production of teachers for the succeeding two-year period. The next chart, *Projected Candidates by MAP*, follows the same format as the one preceding it and provides in the same format as the earlier chart the means to track those projections by IHE. In this chart, if the user selects 2010-2011, the two projected years are 2011-2012 and 2012-2013. As can be seen by comparing the projections with the actual completers, the actual production in 2012-2013 fell somewhat short of the projected figures. Although students were in the pipeline to complete at the specified time, many factors (economic, academic, life situations) can influence a delay in completion, including the decision not to complete.

In addition to college and university traditional teacher education programs, Maryland has a robust and rigorous alternative route to certification that utilizes the Resident Teacher Certificate, as described earlier in this report. The data collection for Maryland Approved Alternative Preparation Programs is web based, meaning that whenever a user submits new data, it is reflected on the dashboard. You will also note that a number of years of historical data can be found. This dashboard is called *Hires from MAAPP*. All MAAPP graduates represent new hires in the above charts since candidates are only accepted into a program based on the projected need of the LSS, and are automatically hired into the LSS, if successful in the preparation program. Again, for complete data on MAAPPs, go to the MAAPP dashboard.

Research indicates that it is an advantage to students to have instructors who "look like them", who reflect to as great extent as possible the demographic population of the school setting. IHEs are held accountable for not only the recruitment of a diverse population of teacher candidates, but providing them with the experiences

14

For example, the new hire data provided above in dashboards represents teachers who hold many different types of Maryland certificates, including those holding a Conditional Certificate.

The chart on the next page reflects a two-year comparison of the total number of conditionally certified teachers by local school system. *Newly Hired Maryland Teachers with Conditional Certificates* reports the total number of newly hired teachers in 2012-2013 and 2013-2014 holding Conditional Certificates.

Data Sources for Determining Shortages

The Staffing Report determines the critical teacher shortages based on three different sources. They are described below.

Statewide Projection Formula. The Division of Curriculum, Assessment and Accountability (CAA) prepares new hire and projection tables and figures based upon information provided by local school systems. Using data from the past five years, a staffing rate is extrapolated to project anticipated staffing for the next year. These projections are compared with local school system staffing reports submitted each October. Using these data, staff traditionally has projected a surplus or a shortage in each content area. The formula used is below.

$$\text{RATE} = 1 + \left(\frac{(\text{\# of new hires in 2013-2014}) - (\text{\# of new hires in 2008-2009})}{\text{\# of new hires in 2008-2009}} / 5 \right)$$

The formula calculates the rate of five years of change, with 1 as the rate base; it is subject to some variability if significant spikes occur within the five-year period on which it is based. To determine the "projected staffing pool" for 2013-2014, the rate is multiplied by the number of new hires in 2010-2011. The number of "projected new hires" is provided by the local school system.

> **Criterion 1: If the difference between the "projected staffing pool" and "projected new hires" is 85% or less, the certification area is identified on the *Rubric for Determining Critical Shortage Certification Areas* as a *statewide teacher shortage.***

In a given certification area, the "projected new hires" statewide also must be greater than 10 to be considered as a critical teaching shortage area since the formula would not be appropriate for small numbers.

August Statewide Survey of Vacancies. The Office of Academic Policy surveys the human resource directors in each of the local school systems in late August to provide a view of school staffing for the opening of school (see Appendix G: *Annual Survey of Local School System Vacancies, August, 2011*). The survey requests

Number and Percentage of Classes Taught by Highly Qualified Teachers
Kindergarten Through Grade 12
Maryland Public Schools
2013-2014

Core Academic Subject	Number of Classes	Classes Taught by HQ Teaches	Percent of Classes Taught by HQ Teachers	Percent of Classes Not Taught by HQ Teachers
English	26,311	24,288	92.3%	7.7%
ESOL	5,188	4,942	95.3%	4.7%
Language Arts/Reading	8,848	8,118	91.7%	8.3%
Foreign Languages	9,597	8,305	86.5%	13.5%
French	1,795	1,631	90.0%	9.1%
German	249	232	93.2%	6.8
Latin	244	188	77.0%	23%
Russian	26	20	76.9%	23.1%
Arabic	19	19	100%	0%
Chinese	278	227	81.7%	18.3%
Italian	105	74	70.5%	29.5%
Japanese	59	50	84.7%	15.3%
Spanish	6,346	5,606	88.3%	11.7%
Other Foreign Language	132	45	34.1%	65..9%
Multiple Language Course	344	213	61.9%	38.1%
Mathematics	27,767	25,336	90.9%	9.1%
Science	25,082	22,344	89.1%	10.9%
Biology	4,642	4,220	90.7%	9.3%
Chemistry	2,314	2,010	86.9%	13.1%
Earth/Space	1,170	833	71.2%	28.8%
General Science	14,763	13,516	91.6%	8.4%
Geology	11	7	63.6%	36.4%
Physical Science	175	98	56.0%	4.4%
Physics	1,166	951	81.6%	18.4%
Environmental Science	831	709	85.3%	14.7%
Social Studies	24,126	22,393	92.8%	7.2%
Economics	312	290	92.9%	7.1%
Geography	851	731	85.9%	14.1%
History	6,929	6,454	93.1%	6.9%
Political Science	1,700	1,605	94.4%	5.6%
Social Studies	14,334	13,313	92.9%	7.1%

Extent of Staffing Need

September 2014

Category	Critical Shortage	Balanced	Surplus
Certification Area			
The Arts			
Art (PreK-12)	X		
Dance (Pre-K-12)	X		
Music (PreK-12)		X	
Theatre (PreK-12)	X		
Career/Technology Education (7-12)			
Agriculture		X	
Business Education	X		
Family and Consumer Sciences	X		
Technology Education	X		
Trades and Industry		X	
Health Occupations		X	
Computer Science (7-12)	X		
Early Childhood (PreK-3)			X
Elementary Education (1-6)			X
English		X	
ESOL (PreK-12)	X		
Foreign Language (7-12)			
Chinese	X		
French		X	
German		X	
Italian		X	
Latin		X	
Japanese		X	
Russian		X	
Spanish	X		
Health/Physical Education (PreK-12)			X
Mathematics		X	
Science (7-12)			
Biology		X	
Chemistry	X		
Earth/Space Science	X		
Physical Science	X		
Physics	X		
Social Studies (7-12)		X	
Special Education			
Generic: Infant/primary (Birth-grade 3)	X		
Generic: Elementary/Middle (1-8)	X		
Generic: Secondary/Adult (6-adult)	X		
Hearing Impaired	X		
Severely and Profoundly Disabled		X	
Visually Impaired	X		

Revised 9/15/14

2. If yes, do you wish to have your local school system declared an area of geographic shortage?

Each local school system superintendent must agree to have his or her system designated as an area of geographic shortage, based on the above information.

Findings

The following have requested designation as areas of geographic shortage.

1. Anne Arundel County
2. Baltimore City
3. Baltimore County
4. Calvert County
5. Caroline County
6. Carroll County
7. Cecil County
8. Charles County
9. Dorchester County
10. Frederick County
11. Garrett County
12. Harford County
13. Howard County
14. Kent County
15. Montgomery County
16. Prince George's County
17. Queen Anne's County
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Supply of Non-Classroom Professionals

Supply of Non-Classroom Professionals from Maryland Institutions of Higher Education, presents five years of graduates, 2008-2009 through 2010-2011, and projected graduates for 2011-2012 and 2012-2013 in five professional areas. As a cautionary note, MSDE only has access to graduates of Maryland institutions, but many in-state professionals may go to nearby Washington DC, Virginia, and Delaware for their graduate degrees, given the proximity of many institutions of higher education in their areas. Additionally, many online options are now available. Therefore, the number of graduates reported here may be smaller than the personnel actually available to school systems.

Supply of Non-Classroom Professionals from

Maryland Institutions of Higher Education
2008-2009 - 2012-2013

Non-Classroom Professionals	Candidates 2008-2009	Candidates 2009-2010	Candidates 2010-2011	Projected 2011-2012	Projected 2012-2013
Guidance Counselor	133	153	217	209	188
Library/Media Specialist	56	91	72	114	70
Reading Specialist	253	230	195	201	188
School Psychologist	17	26	24	20	21
Principal	529	628	627	621	638

Source: Institutions of Higher Education, May 2014

MSDE also collects the number of graduates of non-classroom professional positions by the institution of higher education. *Newly Eligible Non-Classroom Professional Graduates by Institution and Program,* gives the 2012-2013 graduates by program and by institution of higher education. An "NA" indicates the institution did not have an approved program in the area.

Non-Classroom Professionals by Extent of Staffing Need

Non-Classroom Professionals by Extent of Staffing Need, was projected based on the new hires, the information from the survey of local school needs and the actual vacancies each August.

Within the limitations of this study of projected shortages, and based on projected imbalances in supply and demand, MSDE uses the same three categories used in the teacher projections: *Critical Shortage, Balanced, and Surplus*. To summarize, this year the non-classroom professionals that are declared as critical shortage areas in Maryland are library media specialist, principal and speech/language pathologist.

Certification Area	Critical Shortage	Balanced	Surplus
Guidance Counselor		X	
Library/Media Specialist	X		
Principal		X	
Reading Specialist		X	
School Psychologist	X		
Speech/Language Pathologist	X		

In summary, this report identifies select non-classroom professional positions that are critical shortage areas. Many of these positions come from the teacher ranks and are considered career pathways for teachers. All of these positions are essential to having successful schools for Maryland's K-12 population.

Recommendation 2: The Maryland State Board of Education declares the following twenty (20) Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

1. Anne Arundel County	12. Harford County
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3. Baltimore County	14. Kent County
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Recommendation 3: The Maryland State Board of Education declares a shortage of teachers who are males and teachers who are members of minority groups.

Recommendation 4: The Maryland State Board of Education declares a shortage of the non-classroom professional positions of library/media specialist and speech/language pathologists.

APPENDICES

Maryland Teacher Staffing Report
Rubric for Determining Critical Shortage Content Areas
2011-2012

Objective: To determine the State's critical shortage areas by using the rubric to score each content area by multiple criteria. For those content areas that are *core academic subjects* (CAS), use all three criteria; for those content areas that *are not* CAS, use only the first two criteria.

Content Area: _____   Core Academic Subject (CAS) ___YES ___NO

	Statewide Critical Shortage	Statewide Balance	Statewide Oversupply	Not Applicable (NA)	Rating
Criteria	3 points	2 points	1 point		
1. State projection formula	85% or less Finding:	86 –100% Finding:	100% or higher Finding:		Rating:
2.August LEA Recruitment Difficulties	5 or more Finding:	1-4 Finding:	0 (none) Finding:		Rating:
3 No. classes taught by NHQT Core Academic Areas only (CAS)	89% or less Finding:	90% – 95%. Finding:	95-100%. Finding:		Rating:
				TOTAL	

For content areas that are *Core Academic Subjects* (rated on all three criteria) use the following scale:
   _____ 7- 9 points, it is a statewide critical shortage area.
   _____ 4-6 points, the content area is in statewide balance.
   _____ 0-3 points, the content is an area of oversupply.

For content areas that *ARE NOT Core Academic Subjects* (rated on only two of the criteria) use the following scale:
   _____ 5-6 points, it is a statewide critical shortage area.
   _____ 3-4 points, the content area is in state balance.
   _____ 0-2 points, the content is an area of oversupply

DECISION:_____

Additional comments or rationale for the decision:

School System	Contact Person	Explanation: Original projection of need, actual hires, remaining vacancies and recruitment difficulties
Caroline School begins 8/26	**Brian Spiering (410) 479-2894 x132**	**projected teacher needs 2014-15:** 20 **actual teachers hired 2014-15:** 41 **teacher vacancies as of 8/18:** 0 **# of principals hired as of 8/18:** 1 new, 1 AP appointed **# of assistant principals hired as of 8/18:** 1 **recruitment difficulties:** School Psychologist, Math **any teacher layoffs due to budget cuts:** None
Carroll School begins 8/25	**Jimmie Saylor(410) 751-3078**	**projected teacher needs 2014-15:** 100 **actual teachers hired 2014-15:** 133 **teacher vacancies as of 8/18:** 2.5 **# of principals hired as of 8/18:** 1 new, 5 appointed **# of assistant principals hired as of 8/18:** 12 appointed **recruitment difficulties:** Physical Thpy, World Lang., SLP **any teacher layoffs due to budget cuts:** Part time art
Cecil School begins 8/21	**Aretha Young (410) 996-5432**	**projected teacher needs 2014-15:** 85 **actual teachers hired 2014-15:** 89 **# of principals hired as of 8/18:** 1 **# of assistant principals hired as of 8/18:** 4 **teacher vacancies as of 8/18:** 1 **recruitment difficulties:** Speech Pathologist, OT & PT **any teacher layoffs due to budget cuts:** None
Charles School begins 8/25	**Pamela Murphy (301) 934-7230**	**projected teacher needs 2014-15:** 170 **actual teachers hired 2014-15:** 178 **teacher vacancies as of 8/18:** 22 **# of principals hired as of 8/18:** 5 **# of assistant principals hired as of 8/18:** 9 **recruitment difficulties:** Span, Library, Spec. Ed., English **any teacher layoffs due to budget cuts:** None
Dorchester School begins 8/26	**Dwayne Abt (410) 228-4747 ext 1014**	**projected teacher needs 2014-15:** 40 **actual teachers hired 2014-15:** 46 **teacher vacancies as of 8/18:** 2 **# of principals hired as of 8/18:** 0 **# of assistant principals hired as of 8/18:** 2 **recruitment difficulties:** Math, Spec. Ed., World Lang. **any teacher layoffs due to budget cuts:** None
Frederick School begins 8/25	**Paula Lawton (301) 644-5097**	**projected teacher needs 2014-15:** 182 **actual teachers hired 2014-15:** 259 **teacher vacancies as of 8/18:** 2 **# of principals hired as of 8/18:** 9 internal promotions, 3 new **# of assistant principals hired as of 8/18:** 11 internal promotions **recruitment difficulties:** For. Lang., Tech. Ed., SLP, ELL, Minority, Male (Elem) **any teacher layoffs due to budget cuts:** None

School System	Contact Person	Explanation: Original projection of need, actual hires, remaining vacancies and recruitment difficulties
Queen Anne's School begins 8/25	Dan Lessard (410) 758-2403	projected teacher needs 2014-15: 30 actual teachers hired 2014-15: 50 teacher vacancies as of 8/18: 3 # of principals hired as of 8/18: 0 # of assistant principals hired as of 8/18: 0 recruitment difficulties: Welding, Span., MS Eng/LA, Spec. Ed any teacher layoffs due to budget cuts: None
St. Mary's School begins 8/20	Dale Farrell (301) 475-5511 x170	projected teacher needs 2014-15: 75 actual teachers hired 2014-15: 74 teacher vacancies as of 8/18: 8 # of principals hired as of 8/18: 0 # of assistant principals hired as of 8/18: 0 recruitment difficulties: Chem, Lib/Media, Sp. Ed, Math any teacher layoffs due to budget cuts: None
Somerset School begins 8/25	Beth Whitelock (410) 621-6231	projected teacher needs 2014-15: 16 actual teachers hired 2014-15: 22 teacher vacancies as of 8/18: 0 # of principals hired as of 8/18: 0 # of assistant principals hired as of 8/18: 1 recruitment difficulties: Music any teacher layoffs due to budget cuts: None
Talbot School begins 8/26	Lynne Duncan (410) 822-7557	projected teacher needs 2014-15: 15 actual teachers hired 2014-15: 29 teacher vacancies as of 8/18: 0 # of principals hired as of 8/18: 0 # of assistant principals hired as of 8/18: 0 recruitment difficulties: minorities any teacher layoffs due to budget cuts: None
Washington School begins 8/20	Laura Fransisco (301) 766-2808	projected teacher needs 2014-15: 100 actual teachers hired 2014-15: 126 teacher vacancies as of 8/18: 5 # of principals hired as of 8/18: 1 # of assistant principals hired as of 8/18: 6 recruitment difficulties: Foreign Languages any teacher layoffs due to budget cuts: None
Wicomico School begins 8/25	Vince Pavic (410) 677-4531	projected teacher needs 2014-15: 100 actual teachers hired 2014-15: 98 teacher vacancies as of 8/18: 1 # of principals hired as of 8/18: 3 # of assistant principals hired as of 8/18: 4 recruitment difficulties: Math, Foreign Lang., Minority any teacher layoffs due to budget cuts: None

ATTACHMENT A

 Family Outreach

At the July State Board meeting, Mr. Giammo provided several ideas and suggestions for improving information for families and user friendliness on the Maryland EXCELS web site. The following family outreach strategies – in the planning stages over the summer – have since been implemented, or are in the process of being implemented.

To coincide with "back to school" time and families' increased focus on their child care, early education, and school-age care needs, Maryland EXCELS launched its public awareness campaign targeting families with young children in the fall of 2014.

This outreach effort includes:
• colorful flyers and posters in English and Spanish that will be distributed statewide and available online;
• family-friendly information and tools on the marylandexcels.org web site, including the release of the new Maryland EXCELS Mobile App for FREE download;
• articles in local newspapers and organizational newsletters (including Parent Teacher Associations) throughout the state; and
• bus and light rail ads to run in Baltimore City/County and Montgomery County throughout the month of September 2014.

The goals of the campaign are to raise awareness about what quality child care and early education looks like, describe how programs and providers exhibit quality through the Maryland EXCELS check level system, and drive traffic to www.marylandexcels.org to help families search for published programs.

As part of the push to ramp up the communication to families, there is a new explanatory text and an expanded view of each provider's' Check Level Rating in the public-facing *Find a Program* Portal.

The expanded view on the next page shows the overall published check level, the program's rating in each individual content area, as well as Additional Achievements (if the program is recognized in any of these areas).

Some examples of the new information and tools available on www.marylandexcels.org for families include: a flyer summarizing the Check Level Rating System and the difference between the levels and the new *Quality Finder* mobile App, which families will be able to download for free and use to search for published programs in their area.

ATTACHMENT A

C | www.marylandexcels.org/4541

My Baby and More Family Child Care Center - Colleen Newman (Owner/Lead Teacher) ✓✓✓✓

http://www.mybabyandmore.com

Carroll

Westminster, MD 21158

443-605- 8313

Family Provider | 04/16/2015

Hide details

Rating Details		Achievements	
Licensing and Compliance (LIC)	✓✓✓✓		Health and Wellness
Staff Qualifications and Professional Development (STF)	✓✓✓✓		
Accreditation and Rating Scales (ACR)	✓✓✓		Quality Business Practices
Developmentally Appropriate Learning and Practice (DAP)	✓✓✓✓		
Administrative Policies and Practices (ADM)	✓✓✓✓		Asthma Friendly Child Care

Overall Published Rating

Rating in Each Content Area

Additional Achievements (if applicable)

MARYLAND EXCELS
www.marylandexcels.org

Searching for quality child care and early education programs that promote school-readiness has never been easier, thanks to Maryland EXCELS!

Quality matters! The early years are critical when it comes to building social, emotional, thinking, and learning skills. Children with these skills are more likely to succeed in school and in life.

Maryland EXCELS builds upon the foundation of the State's rigorous child care licensing requirements. Every licensed program is inspected by the State at least once each year to ensure compliance with Maryland regulations.

Maryland EXCELS provides the opportunity for programs to demonstrate achievements that exceed state licensing requirements.

Upon review and verification, programs publish a rating from 1 to 5 (with 5 being the highest quality level) on the online Find a Program portal and in the Quality Finder mobile App.

Publishing a rating at any level, including level 1, demonstrates a program's commitment to continuous quality improvement.

1
- ✓ Licensed and inspected to determine safety, cleanliness, proper supervision of children, and staff qualifications
- ✓ Activities support each and every child's individual needs
- ✓ Family-teacher conferences

✓

2
- ✓ Children's developmental progress observed
- ✓ 2+ opportunities for families to engage in the program
- ✓ Activities informed by early learning guidelines
- ✓ Family-teacher conferences held at least once a year
- ✓ Licensed and inspected to determine safety, cleanliness, proper supervision of children, and staff qualifications
- ✓ Activities support each and every child's individual needs

✓✓

3
- ✓ Children's developmental progress measured
- ✓ Staff have increased training and experience
- ✓ 3+ opportunities for families to engage in the program
- ✓ Activities informed by early learning guidelines
- ✓ Family-teacher conferences held at least once a year
- ✓ Licensed and inspected to determine safety, cleanliness, proper supervision of children, and staff qualifications
- ✓ Activities support each and every child's individual needs

✓✓✓

4
- ✓ Children's developmental progress measured and linked to curriculum
- ✓ Staff have higher levels of training and experience
- ✓ Continuous quality improvement process informed by independent assessors
- ✓ 4+ opportunities for families to engage in the program
- ✓ Activities aligned with a state-recommended curriculum
- ✓ Family-teacher conferences held at least twice per year
- ✓ Licensed and inspected to determine safety, cleanliness, proper supervision of children, and staff qualifications
- ✓ Activities support each and every child's individual needs

✓✓✓✓

5
- ✓ Children's developmental progress assessed with multiple measures and linked to curriculum
- ✓ Staff meet highest levels of training and experience
- ✓ Continuous quality improvement process informed by independent assessors
- ✓ 5+ opportunities for families to engage in the program
- ✓ State or national accreditation achieved
- ✓ State recommended curriculum used
- ✓ Family-teacher conferences held at least twice per year
- ✓ Licensed and inspected to determine safety, cleanliness, proper supervision of children, and staff qualifications
- ✓ Activities support each and every child's individual needs

✓✓✓✓✓

FREE *Quality Finder* **Mobile App**

Search Options

Search for quality programs in your area or across the state.

Search By:

⬤ **Current Location**

Address Search

Custom Search

Distance | 5 miles

Rating | ✓✓◯◯◯

ⓘ | **Search**

Progress Report (July 1, 2014 – September 30, 2014)[1]

Project 1	RTT-ELC Funding	Milestone/Deliverable	Status (as of 9/30/2014)	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. Chairs and Co-Chairs of the Local ECACs have been established and placed on MSDE website. Twenty -two Councils applied for and were awarded planning grants in 2013. The RTT-ELC Implementation Grant applications were received from all 24 jurisdictions in December 2013, and awarded in January 2014. Monitoring site visits have being conducted with the local councils since summer of 2014. During the review, parameters for spending requirements and budget reporting mechanisms are thoroughly discussed. On November 19, 2013, webinar training on Smart Cloud for Social Business was conducted for the Local Early Childhood Advisory Councils (LECAC). The IBM Smart Cloud was designed to create a learning community where state and LECACs can share their progress, lessons learned and strategic plans for their local initiatives. The Maryland Business Roundtable/Ready at Five is the sponsor for Smart Cloud. http://www.marylandpublicschools.org/MSDE/divisions/child_care/planning.html
		Support will be provided after all regions receive the Leadership Capacity Building, coordinated through MSDE i.e. attending local	Met	On March 31, 2014, a Technical Assistance data briefing on this year's Maryland Model for School Readiness (MMSR) assessment data was presented and local ECAC chairs were invited. The discussion focused on the data and trend lines from this year's assessment, offered an overview of the new kindergarten assessment – Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System -that will be implemented in school year 2014-15 and the broader vision for early childhood in Maryland.

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[1] Includes task and activities which were initiated or completed in 2012 and 2013

		meetings and developing customized TA based on local needs		Technical Assistance meetings have been scheduled to take place with each local ECAC this year, specifically for support with the implementation portion of the RTT-ELC grant. Full site monitoring visits have been scheduled to take place with each local council to ensure action plans and fund usage are being implemented as according to the RTT-ELC grant. On May 29, 2014 the local ECACs attended the State semi-annual Maryland Social Emotional Foundations of Early Learning (SEFEL) Statewide Partnership Meeting. The local ECACs were celebrated and given the opportunity to discuss their accomplishments, share resources, and plan for next steps with their SEFEL initiatives.
		Present to the local council representatives on all the Projects (1-10) in RTT-ELC and how they impact at the local level and expectations for coordination and oversight of specific projects	Met	The Local Early Childhood Advisory Council (LECAC) representatives received an update on the entire Race to the Top-Early Learning Challenge (RTT-ELC) grant projects 1-10. As a resource each of the local councils were given a RTT-ELC grant fact sheet, project lead contact information and the direct MSDE link to access monthly RTT-ELC grant updates.
Focus Promote school readiness for all children by narrowing the		Annie E. Casey Foundation will have developed the *Capacity Building Leadership Curriculum*, including a Results-based Accountability product.	Met	Curriculum was available July 15, 2012. Leadership training program is broken out into eight cohorts (with three jurisdictions each) and started in October 2012. The Results Based Accountability (RBA) and the Results Based Facilitation (RBF) Early Childhood Leadership Academies were delivered to local early childhood advisory council teams of 4-6 council members from all 24 jurisdictions in Maryland. The second stage of training contained 3 seminars which guided the local councils in the development of their governance plans and initial planning of their action agenda. October 22, 2013 marked the end/completion of all Regional Leadership Training for all 24 jurisdictions (8

achievement gap particularly for children with high needs				cohorts). On August 5th, the team working with Leadership Capacity Building from the Maryland State Department of Education (MSDE) met with the Annie E. Casey Foundation Leadership Team. The meeting focused on planning future Booster Professional Development Sessions, "Strengthening Collective Accountability with New Partners: Shared Strategies and Performance Measures" for the local councils. Currently, all logistics are being developed with plans of the first booster session to take place in December 2014.
	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. Follow-up: As a result of the Task Force recommendations, MSDE solicited proposals from private vendors to provide case management services in lieu of the local departments of social services with an effective date of July 1, 2014.

Project 2	RTT-ELC Funding	Milestone/Deliverable	Status (as of 9/30/14)	Comments
Maryland EXCELS	$21,265,147	Complete pilot of 45 early childhood programs and develop analysis and recommendations for revisions to EXCELS	Met	Participation was strictly voluntary. Focus on licensed child care but EXCELS also included Head Start and Prek programs. JHU-CTE is administering EXCELS data collection system and providing program coordination (See Project 10).
Focus Quality rating and improvement system for continuous program improvement of early childhood programs. (Voluntary participation)		Initiate field test with 290 programs by November 2012.	Met	330 programs participated in the field test, including licensed child care, Head Start, nonpublic nursery schools, school age and prekindergarten programs. The field test began November 26, 2012 and continued through May, 2013. Maryland EXCELS Standards for Child Care Centers, Family Child Care and School-Age Only Programs have undergone revision and clarification based upon field test and stakeholder feedback and was released in January 2014. Programs currently participating in Maryland EXCELS will have one year from the date of release to meet the new standards. Technical development changes and upgrades to the Maryland EXCELS website and online system are underway. 1,700 (17% of all programs) early learning and development programs are participating in Maryland EXCELS Tiered Quality Rating and Improvement System as of December 30, 2013.
		Develop technology platform for EXCELS and launch EXCELS website.	Met	The development of the technology platform for EXCELS and launch of the EXCELS website is complete. Please see the home page of the Maryland EXCELS website at http://www.marylandexcels.org/.
		Recruit, train, and determine reliability of assessors administering	Met	Assessors were trained in accordance with business standards for two separate instruments, i.e., Environmental Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS). Training of assessors took place in the fall of 2013. Assessors began monitoring programs in spring 2014.

		instruments to measure the quality of programs participating in EXCELS		
		Establish a workgroup to determine the timeline for requiring all publicly funded programs and programs accepting child care subsidy vouchers to participate in Maryland EXCELS and make recommendations to the State Early Childhood Advisory Council.	Met	The workgroup was established and the first meeting took place on April 19, 2013. On May 15, 2013, the workgroup submitted recommendations to the Governor's State Early Childhood Advisory Council. The Council reviewed and approved the timeline that will require licensed child care programs accepting child care subsidy vouchers to participate in Maryland EXCELS by July 2015.
		Develop marketing plan and social networking protocols for EXCELS	Met	Marketing campaign for the field test was completed. Materials and communication protocols for early childhood and school age programs were developed and disseminated. A public awareness campaign will begin in 2014 in order to allow time for capacity building of participating programs throughout the state. An updated Maryland EXCELS presentation has been added to MarylandExcels.org. Printable and downloadable presentations are available to provide an introduction to the system and include statewide participation rates. The presentation is suitable for use in presentations by trainers, Resource and Referral staff, other technical assistance providers and the general public. Strategies for social networking are in development with Johns Hopkins University, Center for Technology in Education and Maryland EXCELS Outreach staff and management. Family outreach and public awareness campaign began the week of September 8, 2014 with advertisements on public transportation buses in Baltimore City,

				Baltimore County, and Montgomery County. Posters at light rail kiosks and other transportation hubs as well as the Maryland EXCELS mobile app have been made available for free download. Outreach to families with Child Care Subsidy vouchers began concurrently with the larger family outreach campaign and includes a mass mailing to all families (approximately 10,000) who have used, or are using, a child care vouchers for their child/children. An insert on Maryland EXCELS will be included in all mailings of initial child care subsidy vouchers and renewals beginning mid-September.
		Provide information about the Quality Awards incentives to field test participants	Met	The original Quality Rating and Improvement System (QRIS) workgroup finalized specialty designations (Additional Recognitions) for Asthma Friendly Child Care, Health and Wellness and Inclusive Program Practices. Quality Awards, Bonuses and Incentives for participation in Maryland EXCELS were provided to field test participants and posted on the Maryland State Department of Education website at new links to new Branch page added: http://www.marylandpublicschools.org/MSDE/divisions/child_care/mdexcels.htm
		Engage experts in the Quality Awards endorsement areas to develop protocols, criteria verification, monitoring and technical assistance	In Progress	The Asthma Friendly Child Care and Health and Wellness Recognitions are available and have been publicized to all early care and education programs. Those Additional Recognitions that programs have achieved will be available with the program's rating on the website. The final workgroup meeting was held in February 2014 to finalize the Cultural Linguistic Competence (formerly Multiple Language) Additional Recognition. The focus of the Program Administration Scale (PAS) and Business Administration Scale (BAS) has been re-directed to provide additional support to programs to improve their business practices and support their efforts in continuous quality improvement. Programs and providers who participate in the PAS or BAS will be recognized and financial incentives for participation will be determined.
		Submit draft of EXCELS validation study for review to U.S. Departments of Education and Health	Met	The Maryland EXCELS validation study, developed by JHU-CTE, was internally reviewed by DECD's Research Advisory Group and national reviewers. It was submitted in December 2012 to the U.S. Departments of Education and Health and Human Services and comments have been received. Based upon review and comments, the plan was revised and implemented in late 2013.

		and Human Services.		
		By December 31, 2014, 23% of all early learning and development programs, including all publicly funded programs, will be participating in Maryland EXCELS.	In Progress	Participation in Maryland EXCELS has exceeded RTT ELC target goals for 2014. 31% of eligible programs are currently participating in implementation which began on July 1, 2013. 62% of programs serving low income families receiving Child Care Subsidy were participating in Maryland EXCELS as of September 2014. 3,245 of 10,409 eligible programs are participating in EXCELS as of September 30 2014, and 928 have published their ratings on the EXCELS web site. (Note: Once programs participate they have 12 months to validate the information on their programs and get published at the desired "Check"-level which ranges from 1 to 5, with Level 5 representing the highest level of quality.
		Update the Maryland EXCELS website to reflect current information and technical assistance opportunities.	Met	The Maryland EXCELS standards were revised in March 2014 based upon stakeholder and field test feedback. New resources to support programs achieving higher levels were added to the website, including an option to request technical assistance that connects directly with the local Resource and Referral staff.
		Provide technical assistance to early care and education programs to assist them in meeting Maryland EXCELS standards at Levels 4 and 5.	Met	Technical assistance is provided to programs by local Resource and Referral staff including Early Childhood Breakthrough Center staff working with programs in Title 1 school zones; by MSDE Quality Assurance Specialists and by Program Coordinators at Johns Hopkins University, Center for Technology in Education and through the online Maryland EXCELS system. Delivery of technical assistance and support is tailored to the needs of the providers and can include, but is not limited to face-to-face individual visits, peer support groups, and professional development training both online and in person. A new online support enhancement allows programs to request technical assistance at the criteria level within the Maryland EXCELS standards to achieve higher quality ratings.

		Conduct effort analysis of Program Coordinator to program needs seeking appropriate QRIS rating ratio. Adjust processes, and online system accordingly for scale-up during full-implementation to a ratio of 200 programs per coordinator	Met	Johns Hopkins University, Center for Technology in Education, MSDE's partner in developing the website and online system, has reached full scale-up to achieve the target of 200 programs to 1 Program Coordinator.
		Track programs eligible for differential reimbursement based on service of children eligible for subsidies through the Tiered Reimbursement model.	Met	Programs with published quality ratings at Level 3, 4 or 5 who are serving children whose families receive Child Care Subsidy, receive an additional tier payment based upon the age of the child and quality rating of the program.

Project 3	RTT-ELC Funding	Milestone/Deliverable	Status (as of 9/30/14)	Comments
Quality Capacity Building	$9,462,500	Establish master list of all early childhood programs located in the attendance areas of the state's e Title 1 schools.	Met	Use of GIS mapping to identify licensed child care, Head Start, prekindergarten, and nursery schools, including information about each program. Master list will be used for Projects 3, 4, 5, 6, 8, 9.
Focus Coaching for child care and expansion of effective models (Judy Centers, Preschool for All)		Establish an Early Childhood Breakthrough Center infrastructure to build capacity among programs participating in EXCELS and to align early learning program with academic program at Title 1 schools.	Met	Modeled after MSDE's Breakthrough Center, the early childhood component uses the state's child care resource and referral agencies to work with early childhood programs in Title 1 communities. Completed pilot study in 12 regions. Established Cross Sectional Team with representation from several MSDE divisions as well as DHMH, and DHR, and the Team meet quarterly.
		Conduct pilot project, including evaluation, on the implementation of the Early Childhood Breakthrough Center in urban suburban, rural Title 1 attendance areas	Met	The pilot was conducted and sites are continuing to implement Breakthrough services statewide. The evaluation report is completed. Child Care Resource Center staff (CCRCs) worked with center and family child care sites so that the sites progress through the levels of Maryland EXCELS. Breakthrough Center customer satisfaction survey was sent to all participating programs. The respondents indicated that Breakthrough Center services were valuable; the staff was responsive to their needs; community resources were available; and the Center provided assistance with Maryland EXCELS. The next survey will be sent in June 2014. The 2014 Breakthrough Center Customer Satisfaction Survey data was conducted. The survey was distributed in July 2014 online to child care center programs and family child care porviders. The Survey results indicated that: • Effective collegial relationships were established this

<table>
<tr><td></td><td></td><td></td><td></td><td>year and additional programs learned the role of the Breakthrough Center.   More than 83% of the respondents agreed (or strongly agreed) that they received services through the Breakthrough Center that supported them as a child care provider.
• 90% of the respondents indicated that their reason for participating in the Breakthrough Center was to improve program quality. 79% of the respondents wanted assistance with Maryland EXCELS. 81 % of the respondents indicated that they wanted information on program incentives and additional funding opportunities.
• Respondents indicated that they appreciated face-to-face technical assistance and preferred to receive that assistance at a Child Care Resource and Referral Center or in their facility.</td></tr>
<tr><td></td><td></td><td>Implement the EC Breakthrough quality capacity building process with 659 early learning and development programs</td><td>In progress</td><td>All Breakthrough Center programs are reporting enrollment data so that DECD can measure the progress of children who have attended early childhood programs that worked with the Breakthrough Center. In 2012-2013, Early Childhood Breakthrough Centers provided coaching to 225 programs and an additional 225 providers in 2013-2014; currently there are a total of 435 programs being served.</td></tr>
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		Expand existing partnership with a high quality professional development organization to provide a mentoring and coaching training program to support increased participation of three and four year-old children served through an Individual Family Service Plan (IFSP) or Individualized Education Program (IEP) in public and private community-based early learning and development programs.	In Progress	JHU School of Continuing Education is the primary vendor to pilot and implement the project. A second partner, the Abilities Network/Project Act, is working with the JHU team to enhance online professional development resources for access by the project jurisdictions. Allegany, Anne Arundel, Carroll, Harford, and Wicomico are at full implementation. Jurisdictions for Phase 2 implementation have been identified: Frederick, Washington, Calvert, St. Mary's, and Charles Counties. The JHU, Project ACT and MSDE/DSE/EIS team members are planning a 2014 Summer Coaching Institute for new jurisdictions. JHU is collecting data to evaluate the project to improve the program model.

Jurisdictions for Phase 2 have begun implementation: Frederick, Garrett, Washington, Calvert, St. Mary's, and Charles Counties. Maryland School for the Deaf is also participating as a Phase 2 implementation site. The JHU, Project ACT and MSDE/DSE/EIS/DECD team members conducted 2 Reflective Coaching Institutes in May 2014 for Western and Southern Maryland. There were three additional Institutes to bring on board the remaining jurisdictions and the Maryland School for the Blind in September 2014. JHU is engaged in ongoing data collection to improve the reflective coaching program model throughout the project period. By December 2014, all 24 jurisdictions will be in implementation. |

		Establish 2 Judy Center satellites in Baltimore City and Prince George's County	Met	FY 14 site monitoring visits have been scheduled for the Judy Centers at Carmody Hills (serving 110 children) and The Historic Samuel Coleridge Taylor Elementary Schools (serving 185 children). PGCPS identified a third school in the southern part of the county (Samuel Chase ES) to operate a Judy Center using local education funds.
		Establish an additional Judy Center satellite in Baltimore City	Met	
				With federal approval, the Judy Center at Commodore John

			Rodgers Elementary School is operational (serving 240 children). A second site at Liberty Elementary School is scheduled to come on line for school year 2014-15. FY 15 grant applications are being processed for the Judy Centers at Arundel Elementary School and at Liberty Elementary School in Baltimore City. Start-up is expected by September 2014. Both Judy Centers are public-private partnerships and are jointly funded by the Baltimore Community Foundation.
		Establish 2 community hubs in Baltimore City	Met	The community hubs were established in the Park Heights and Cherry Hill neighborhoods and are operational. The Hubs have reached more than 1,300 children in both communities, including pregnant women, young children not currently enrolled in early childhood programs, and child care providers. Hubs are offering Babyology sessions (modeled after Harlem Children Zone's Baby College) to parents during the evenings and on Saturdays. The Title 1 School Transition Specialist completed Strengthening Families/Parent Café training and is now a certified trainer and can provide Parent Cafes at the community hubs. Child Care Outreach Specialists have provided training to 37 providers enrolled in Maryland EXCELS in Park Heights and Cherry Hill Hub communities. Training classes are at full capacity (20 providers). The Maryland Family Network received funding from PNC Bank to provide Mobile Literacy Learning Labs at both Hub communities. Work is continuing at both Hub sites: child care specialists are providing technical assistance to providers in EXCELS; home visiting continues; and the transition specialist continues to reach out to elementary schools in Hub communities. As some of the children age out of the Hub program, the transition specialist is working with the Child Development Specialists at

			both sites to ensure that each child has a transition plan.
			Both Community Hubs will be equipped to reach more pregnant women and families with infants and toddlers offering comprehensive services through the provision of Federal Early Head Start funding. On July 1, 2014, MFN received a grant award to develop Early Head Start programs at both RTT Hub sites with over $1 million in resources to support center-and home-based services. The Hubs are working to hire additional staff, renovating facilities, and gearing up for expanded and enhanced service delivery. Hub home visiting services continue to reach additional families, and the Title 1 Schools Transition Specialist continues to work with Hub elementary school personnel to prepare children and parents for transition to school. Community Hubs focused efforts at transitioning Center-based services to Early Head Start program models. Primary focus was aimed at training staff and recruiting income eligible infants, toddlers, pregnant women, and their families. Hub Home Visitors provided services to 26 families and 28 children in September. Child Development staff and home visitors were successful in transitioning 21 children from the Hubs to Head Start and Pre-K programs.
		Expand 5 *Preschool for All* sites in Title 1 communities.	Met	The early childhood sites are in early childhood programs non-public school sites[2], and are operational. Applications for new Preschool Expansion Grant funds have been received and will be reviewed to determine distribution of funds. Services continue for school year 2014-2015.

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[2] at Howard County and Washington County Community Colleges, Downtown Baltimore Child Care, King's Academy Child Care (Worcester Co.), and Montessori Charter School at Crossway Communities (Montgomery Co.)

Project 4	RTT-ELC Funding	Milestone/Deliverable	Status (as of 9/30/14)	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	Completed	The Early Learning Standards document reflects the new Prekindergarten curriculum standards and frameworks in the areas that have been completed in the Division of Curriculum, Assessment, and Accountability. It will be updated again when all of the content areas have been completed. The Maryland Early Learning Standards will be a Birth to Grade 3 document.
		Finalize Early Learning Standards by including Maryland's College and Career Ready Standards for Social Studies, Science, the Arts, and Physical Development and Health.	In progress	DECD continues to work closely with the Division of Instruction (DOI) to participate in any future work groups in updating prekindergarten standards for Physical Education and Health , the Fine Arts, and Social Studies and Science. Work on the standards will be completed by mid November 2014.
Focus Prekindergarten alignment of Common Core Standards, development of Guide to Early Pedagogy, and dissemination of		Complete *Guide to Early Childhood Pedagogy* (Prek to 2)	Met	A statewide workgroup, in consultation with a national consultant, has developed the content of the Guide based on early childhood research, Maryland standards and evidenced based practices. The draft guide was reviewed by statewide focus groups of over 90 educators. When completed in August 2014, the Guide will be available in print and electronic formats on the web by early 2015. The Guide has been finalized and submitted to a layout designer for design and formatting of the print version. The print version will be available in November 2014.

14

| effective models in early reading and STEM | | Expand VIOLETS[3] to 150 additional classrooms | In Progress | The VIOLETS program is administered by the Ready At Five Partnership. VIOLETS served 30 classrooms (625 children) in year 1, and 50 additional classrooms in year 2. The cohort 1 evaluation report was submitted to MSDE in September 2013. The evaluation findings indicated both English proficient students (EP) and English Learners (ELs) in VIOLETS experienced significant gains on both the standardized oral language measure and curriculum-based vocabulary measure. While EP students consistently outperformed ELs at pretest and posttest on both measures, EP students and ELs made comparable gains on both measures. This indicated that children participating in VIOLETS will have greater language literacy skills than those who were not exposed to the curriculum. http://www.readyatfive.org/raf/programs/violets.html

 The 2013-2014 administration of VIOLETS has successfully concluded. 70 programs will be added in 2014. Ready at Five will offer training to programs that are participating in the 2014/2015 cohort of VIOLETS in October. Following the training, the pre-program assessments will begin in the classrooms where VIOLETS will be implemented. Seventy programs will participate in this cohort of VIOLETS. |

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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 9/30/14)	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	The grantee, Maryland Family Network, completed 32 MMSR trainings with 454 child care providers attending through the end of April 2014. MMSR Train the Trainer sessions were held and to date there are 58 trainers trained to teach MMSR 2013. At the end of September 2014, the MMSR 2013 training will be renamed *Setting the Stage: Assessment in Early Education and Care*. Beginning in October 2014, professional development will be offered on the newly developed formative assessment, Maryland's Early Learning Assessment. "Setting the Stage: Assessment in Early Education and Care Modules" is being provided to the child care community by the Maryland Family Network. Planning for the professional development modules for the new Early Learning Assessment (formative assessment component of the R4K) will begin in October 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 9/30/14)	Comments
Comprehensive Early Childhood Assessment System (EC-CAS)	$4,671,480	Establish governance and management structure for the EC-CAS project[5].	Met	The State Advisory Council which reports to the Governor's Advisory Council on Early Care and Education, meets quarterly. The national Technical Advisory Council (TAC) met with the Leadership Team (staff from JHU-CTE, MD, Ohio, and West-ED) July 23-24, 2013. The Leadership Team continues to hold monthly phone conferences and meets on location quarterly to update and monitor progress. The last meeting was May 6-8 in Baltimore, MD.
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. The cognitive interviews and Pilot Study were completed. The field test took place in November-December 2013.
		Conduct formal field test of the KEA and formative assessments in selected sites in Ohio and Maryland.	Met	In Maryland, the final sample, which is representative of Maryland demographics, was selected in June 2013. A total of 79 teachers, from 28 schools and 16 LEAs, participated in Maryland's field test, which resulted in a state sample of approximately 1,614 children. Teachers who are part of the field test participated in two days of professional development training in August 2013 to prepare them to administer a portion of the KEA in the fall. Additional on-line modules were developed to provide a refresher on implementing the field test and to orient teachers to the Teacher Administration Manual (TAM) and "Guidelines on Allowable Supports for Field test Administration of the Kindergarten Entry Assessment" which provides guidance

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[5] The EC-CAS includes the Kindergarten Entry Assessment (KEA) and formative assessment from 36 to 72 months

			for teachers on accessibility and "levels of support" for special education and ELL students. Teachers received these modules in October prior to the beginning of the field test in November 2013. The field test was completed by December 20, 2013. A technical report was issued in late February 2014.
Establish an ad hoc state work group of curriculum and assessment experts to participate in content validity and fairness bias and sensitivity review meetings.	Met		The Ad Hoc Committees included 18 early childhood experts, including representatives from local school systems and early childhood programs. In addition to the Item Content Review and Bias/Sensitivity ad hoc groups, five ad hoc sub-group committees were formed to review areas such as assessment technology, professional development, ELL, Special Education, and implementation policies in Maryland. The Ad Hoc groups met to review the remaining test items and learning progressions that were field tested.
Schedule cognitive interviews and develop assessment items for the KEA and the formative assessments.	Met		The Cognitive Interview technical report was completed February 2013.
Conduct extensive pilot test (Phase 2) of Kindergarten Entry Assessment and PreK/K formative assessments with samples in Ohio and Maryland	Met		A report of the pilot was completed. The information obtained from the pilot test was analyzed, and used to revise items and develop the remaining items that were field tested in November 2013.
Develop professional development curriculum.	Met		MSDE planned the professional development to support teachers participating in the field test in November 2013. It is being revised as a result of the field test. Information and feedback received from the implementation of field test was used to refine and develop the professional development protocol leading up to census administration

				in the fall of 2014. Training of trainers began in April 2014 with the first 3 day session. The final training of trainers will take place in July 2014. Professional development of kindergarten teachers has begun and will go through August 2014 prior to the beginning of the KRA assessment window.
		Conduct business analysis of existing Maryland technology and data infrastructure and identify needs for new infrastructure.	Met	Two documents were initially developed by JHU-CTE detailing the technology and data infrastructure that will support the EC-CAS, the "Virtual Performance Assessment Functional Requirements" document and the "CAS Wireframes and Use Cases" document. Based on these documents and information gathered in the state's preparation for the transition to PARCC, CIO's and LEA's were provided with information on requirements and specifications for the EC-CAS and a timeline for the development and implementation of the technology. A timeline and update on the development of the technology was shared by CTE with school system CIOs in July 2013. Each LEA was visited twice during the fall of 2013 and spring of 2014 and participated in a presentation on the EC-CAS system and technology requirements. In addition, additional webinars have been delivered on the technology requirements and data guidelines to provide information for LEA's to prepare for census administration.
		Develop technology platform to support development and	In Progress	Tribal Nova[6] was selected as the vendor to develop design style and the touch screen technology.

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[6] Tribal Nova, based in Canada, is a leading developer and publisher of educational programs, games and apps for young children across several platforms, featuring many kid's favorite TV characters. The company operates the following online learning services for young children in partnership with major media partners in North America and Europe: PBS KIDS PLAY!, Kids' CBC Wonder World, and Bayam. The company also publishes the i Learn With educational program on tablets and touch devices.

		use of assessment data.		
				MSDE/DECD made individual visits to each county in Maryland to present details on the technology infrastructure requirements and answer questions regarding those requirements leading up to the census administration in the fall of 2014. In addition to the local LEA visits and technology specifications document provided to CIO's, a webinar was developed by JHU-CTE and was presented to LAC's in December 2013. Assistant Superintendents, Early Childhood Coordinators, and CIO's were also notified of the webinar. A follow-up webinar was held on May 1, 2014. JHU-CTE presented to the LACs on the latest Data Guidelines on June 10, 2014. Kindergarten teachers will participate in a professional development module in August regarding final technology updates.
		Develop plan and create professional development curriculum for pre-administration, administration, and post-administration of the assessments, and for coaching and consultation.	Met	Three day Trainer of Trainer sessions were held in March and May 2014. One more session will be held in July. LEAs have begun training all regular and special education Kindergarten teachers of record in 2 day face to face or combination of face to face and online professional development sessions. R4K online Communities of Practice have been implemented.
		Implement KEA assessment statewide in Ohio and Maryland	In Progress	Kindergarten teachers across Maryland are administering the KRA through November 8, 2014. Results will be available in March, 2015.

Project 7	RTT-ELC Funding	Milestone/Deliverable	Status (as of 9/30/14)	Comments
Child Development Innovations	$1,354,099	Develop plan to train primary care providers to participate in the early childhood mental health consultation for pediatricians.	Met	Plan was completed in partnership with the University of Maryland-Child and Adolescent Psychiatry and the Maryland Chapter of the American Academy of Pediatrics (AAP), Training for 20 primary care providers from across Maryland started in February 2013. Established statewide early childhood mental health consultation hotline to provide immediate consultation to pediatricians and family practices for young children, birth to age 8, with social/emotional/behavioral concerns including psychotropic medication consultation and referrals to ECMH resources and services. The phone consultation line is operational. This goal is underway for the Lower Shore. Thirty-one early childhood and mental health providers in four Southern Maryland counties attended the training on July 24, 2014. The participants were mental health providers, psychologists, teachers, system navigators, special educators, psychiatric nurses, child welfare workers, developmental specialists such as Child Find staff and Occupational Therapists).
		Early Childhood Mental Health Consultation (ECMH) Training for Pediatricians: Develop curriculum and training plan for mental health professionals to support pediatric care practices	Met	A grant was awarded in May 2013 to the Maryland Chapter of the American Academy of Pediatrics to conduct training on the developmental screening instruments, *Ages and Stages Questionnaire – Third Edition (ASQ-3) and Parents' Evaluation of Developmental Status (PEDS)*. In 2013, orientation meetings were held with 35 pediatric providers on the Eastern Shore to recruit them into the

				program. Six trainings were held for practices in several areas of the state in April and May 2014. An analysis of training evaluations held in 2013 and this far in 2014 revealed that 81% said that the training will improve their performance and 89% said that the training will improve patient outcomes. Practices are responding well to Maryland Chapter of the American Academy of Pediatrics mailing to Howard, Frederick and Carroll Counties with at least one practice site per week scheduled through the end of October 2014. Also, they are collaborating with the Montgomery County Local Early Childhood Council to send mailings for training by mid October to practices in targeted zip codes that have not yet implemented developmental screening using standardized recommended/approved tools in their practices.
		Conduct resource mapping around early childhood mental health; connect pediatric PCPs with ECMH graduates	In Progress	To date, 194 early childhood referral resources for medical practices have been gathered from all counties across Maryland. Sixty two (62 are for early childhood mental health providers/consultants; 79 are for early childhood education and development services/organizations/ agencies; and 44are for early childhood specific family support services and programs and for other programs in the community, including Reach Out and Read, 91 are for early childhood education and development. This goal is ongoing. Six resource maps (Allegany, Calvert, Charles, Garrett, St. Mary's, and Washington) have been completed. CHECK UP website includes the

				following resource maps: http://www.mdbhipp.org/locate-services.html. To date, this includes 230 early childhood referral resources from 23 counties across Maryland. Sixty two (62) are for early childhood mental health providers/consultants; fifty four (54) are for family support; and one hundred and fourteen (114) are for early childhood education and development.
		Evaluate impact of Training and Consultation Services	In progress	Tracking number and types of calls regarding medication for young children and tracking referrals to community resources.
Focus Addressing developmental and behavioral needs of young children		Develop on-line training modules for the Social and Emotional Foundations of Early Learning (SEFEL)	Met	The Institute for Innovation and Implementation at the University of Maryland/School of Social Work has launched a new and improved Social Emotional Foundations in Early Learning (SEFEL) website that offers professional development training modules, resources developed for parents and for those teaching or implementing SEFEL in early learning programs across the state. The website is being advertised at conferences, through existing local councils and state level committees and councils, and links are established with MSDE and other websites for http://theinstitute.umaryland.edu/sefel/. The Institute for Innovation and Implementation at the University of Maryland/School of Social Work reported that all four SEFEL infant and toddler modules are complete and will be published to the website in July 2014. For the already published preschool modules, there have been 231 participants who earned certificate for completion at. http://theinstitute.umaryland.edu/sefel/. Through the Maryland Family Network, in person training

				for SEFEL is being offered this fall 2014 to child care providers.
		Finalize statewide developmental screening process and professional development plans. (This activity experienced significant delays which have been adjusted in the RTT-ELC project management plan)	In progress	Developmental Screening Workgroup formed to recommend developmental screening tools[7] to align with the Comprehensive Assessment System (CAS) and meet psychometric properties. The workgroup met in December 2013 to complete drafting the developmental screening guidelines and referral form. The Workgroup is also working in PD infrastructure and regulatory amendments. Johns Hopkins University Center for Technology in Education and Maryland Public Television is assisting in building the developmental screening Professional Development training modules. Resource Centers will have the actual tools so providers can visit the centers to read about the tools and see the materials first hand. The Workgroup is developing the train the trainer curricula so that in person training will be available for providers.

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[7] The screening instruments are ASQ, ESI-R, Brigance, and DIAL-R.

Project 8	RTT-ELC Funding	Milestone/Deliverable	Status (as of 9/30/14)	Comments
Family Engagement Support	$2,180,387	Establish Coalition for Family Engagement and develop the Maryland Parent, Family, and Community Engagement Framework	Met	In October 2013, *The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children* was approved by the State Advisory Council on Early Childhood Education and Care and the Maryland State Board of Education. It can be found at http://www.marylandpublicschools.org/MSDE/divisions/child_care/announce.html The Maryland Family Engagement Coalition will develop implementation strategies to guide various users (child care, PreK, etc) in their use of the Framework.
		Oversee implementation of strategies	In progress	The Harvard Family Research Project published an article on Maryland' s early childhood family engagement efforts. The article was published in September 2014. The profile is attached and also available online at: http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators/fine-newsletter-archive/september-fine-newsletter-around-the-clock-the-power-of-anytime-learning

The Communications work group, an additional sub-committee will collect and organize the content of the implementation strategies. The strategies will be distributed through an online searchable document. |
| **Focus**

Development of the Maryland Parent, Family, and Community | | Conduct, at a minimum, 12 community meetings to solicit recommendations and articulate needs related to the family engagement framework | Met | All 12 meetings with families and providers were held across the state and informed the Coalition on its work. |

| Engagement Framework. Establishment of Family Councils at public libraries, expansion of Reach Out and Read, and dissemination of learning parties (i.e., parent, child, school transition activities before kindergarten) | | Learning Parties: Selection of Learning Parties program in Title I Elementary Schools | Met | Year 1 of Learning Parties are complete. Criteria were identified to select programs for participation. Thirty six programs implemented Learning Parties in cohort 1. The most popular Learning Party Domain was Language and Literacy, followed by Science and Math.

Fifteen (15) child care/Head Start classrooms implementing VIOLETS in SY 2013-14 joined with 15 PreK classrooms in their neighborhood Title 1 school to offer 2 sets of Learning Parties. 5 sites in Baltimore City offered Learning Parties. Calvert, Carroll, Caroline, Charles, Dorchester, Howard, Prince Georges, Somerset and Washington Counties also offered Learning Parties. The most popular domains offered were Language and Literacy, Science, Math, and Social and Emotional Development. The average attendance was 10-12 family members; 11 to 14 children.

The start of the new school year generated renewed interest in program staff being trained in and offering Learning Parties. Many programs view Learning Parties as an excellent family engagement strategy and are using the Learning Parties to reach out to families as their child's first teacher. Attendance is high and enthusiasm among program staff, families and children and Ready At Five certified trainers has been contagious. |
| | | Establish leadership, governance and statewide infrastructure for Reach Out and Read (ROR). | Met | The Maryland Chapter of the Maryland Chapter of the American Academy of Pediatrics(MD AAP) assumed leadership in establishing a statewide ROR project in all 24 jurisdictions. The MD AAP created informational material and started distribution of books to new pediatricians. ROR representatives are conducting outreach/collaboration to local councils (Project 1). |

		Train local coalitions in Reach Out and Read (ROR) model	Met	Implementation and relationships were established with literacy subcommittees in nine (9) out of the fifteen (15) jurisdictions.
		Develop mechanism for book distribution to local literacy councils and establishing training opportunities for pediatricians.	Met	The MD AAP has been distributing books to pediatric practices. As of December 2013, 30,300 children from 38 practices received Reach Out and Read consultation. As of July 30, 2014, Reach Out and Read had enrolled 79,347 children.
		Establish Family Library Councils and parent information centers at five library systems.	Met	Under the leadership of the Maryland Public Library Association, resources are being identified for new parent information centers, and recruitment of parents for the library councils is underway. Ten public library systems have Parent Information Centers in Title 1 area libraries. An additional five centers will be established in 2014. An article on Family Engagement and Maryland libraries appeared in the Harvard Family Research Project Newsletter, http://www.hfrp.org/publications-resources/browse-our-publications/libraries-helping-to-close-the-opportunity-gap-maryland-library-partnership.
		Plan and conduct annual local community cafes with 12 for year one and 24 in each subsequent year	In Progress	Parent Cafés are a parent engagement tool that helps café participants build protective factors that strengthen their families and help them raise healthy, happy, "ready" children. Information from the cafés is used by participants to improve their lives and the lives of their families. Parent Cafes are a structured opportunity for parents to get together with other parents and talk about topics related to the five

				Protective Factors: factors that help keep families strong. Twelve Parent Cafés were held in 2013. On March 3 - 4, 2014 Maryland Family Network brought in trainers from <u>Be Strong Families in Illinois</u> to provide a Parent Café Facilitator Training Institute, which prepares people to facilitate <u>Strengthening Families Maryland Parent</u> Cafés, for 25 individuals from throughout the state. Those facilitators agreed to host at least three Parent Cafés by July 31, 2014, toward the goal of 24 Parent Cafés during the year 2014. In addition, eight staff of Maryland Family Network participated in a Training of Trainers which will enable them to train Parent Café facilitators, reducing dependency on outside resources for the future training of facilitators and the further advancement of Parent Cafés in Maryland. The newly trained cohort of facilitators began organizing Parent Cafes after the Spring Training Institute, and several facilitators worked together to provide Parent Cafes in their communities. 10 Parent Cafes were held during the quarter; 23 Cafes held this year with 315 individuals attending. Plans are underway to offer Parent Cafes in the Cherry Hill community of Baltimore City with a grant through Abilities Network. MFN is collaborating with the Cherry Hill Early Learning Action Coalition to gain community support and participation in future Parent Cafes.
		Engage Title 1 schools in establishing Raising a Reader, a family literacy program.	In Progress	Twenty six Title 1 schools with 1,481 children started the Raising a Reader program in their schools. Kick-off events were held in public libraries and participating schools. Parent pre and post surveys were used to analyze family involvement and interest in literacy. "Blue bag" events were held to recognize children's participation and to provide

28

				incentives to borrow books from the public library. The Raising A Reader family engagement and early literacy initiative is beginning Year 2 of implementation. Additional Title l schools in Talbot County and Prince George's Counties, will join schools that participated last year in Raising A Reader (RAR). Pre-K teachers from the new schools will receive training in the implementation of RAR before scheduling parent events and beginning the weekly rotation of book bags to students. Approximately 35 to 40 Title l schools in seven school districts across Maryland are expected to participate in RAR during the 2014-15 school year.

Project 9	RTT-ELC Funding	Milestone/Deliverable	Status (as of 9/30/14)	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	The Workforce Competency Committee aligned the competency framework with the Early Learning Standards, and it will align it by June 30, 2014 with the Maryland College and Career-Ready Standards for prek as well as the *Guide to Early Childhood Pedagogy* (Project 4). A new consulting group is on board to organize the competencies (written by the workgroup) into a newly formatted document. Once their work progresses, the workgroup will be recalled to approve the draft. Estimated completion date is December 31, 2014.
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	Cohort I candidates began residency in January 2013. Most candidates have completed Praxis requirements and internships. Upon successful completion of the residency, candidates will be eligible to receive the Professional Eligibility Certification.
		Establish additional cohorts to follow pilot group, and work with vendor to add to pool of applicants	In Progress	Cohort 2 is under way with 15 candidates.
		Conduct Early Childhood Leadership Academies (Prek-2) for 60 Title 1 schools	In Progress	The first Academy with 30 teams of 6 participants from Title 1 schools and early childhood partners representing 21 jurisdictions was held on August 9, 2013. Three 2014 Early Learning Leadership Academies will be held August 4-7, 2014 across the state reaching over 100 schools. Local Early Childhood Advisory Councils will also attend so that

				school teams can provide councils with suggestions for their future action plans. Over 300 participants attended the 2nd Annual 2014 Early Learning and Leadership Academies held this year in Cambridge and Towson in August. School teams made up of the principal, school staff, and child care staff who feed into the school, as well as local Early Childhood Advisory Council members, higher education, and local and state level staff spent the day together in professional development sessions and collaboration time. Frank Kros of the Upside Down Organization presented the morning workshop on "Beyond Poverty: Brian-Inspired Ways to Understand and Respond to Poverty." After lunch, participants attended sessions on "The New IQ: Understanding and Teaching Executive Function Skills In and Out of the Classroom," Resources to Support Embedding IFSP Outcomes/IEP Goals into Daily Routines, English Language Learners in the Early Childhood Classroom, and Breaking the Silos: Creating Collaboration from Birth to 8. The day ended with an opportunity for participants from each school system to provide feedback to a member of their local Early Childhood Advisory Council for the council's upcoming action plan. The Academy will be held again next summer.

Note that two activities related to Project 9 will be incorporated in the State Superintendent's Task Force on Teacher Education of Early Childhood Education which began its work in September 2013. The activities are: (1) Developing an articulation agreement for pre-service courses between MSDE approved trainers and the state's community colleges, and (2) strengthen pathways for teacher education by improving the access to and transfer out of the Associate of Arts Degree in Teaching (AAT) in Early Childhood Education.

Project 10	RTT-ELC Funding	Milestone/Deliverable	Status (as of 9/30/14)	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.	In Progress	The end date of the ECDW project has been pushed back to May 2014 due to a delay caused by having to issue a new procurement for RTT-ELC grant work. The product will be rolled out in a series of releases. The first release of the CCATS public portal is in progress; this will include the child enrollment/attendance tracking component. The target date for the final release is July 2014. The agency received the eCCATS vendor's price proposal for building the changes specified in the functional requirements document submitted in June. Submission of the proposal was delayed primarily by pricing issues around the IVR component of the POS system. Due to this delay, the projected roll-out date of the initial build of the portal has been pushed back from June 1, 2014 to November 30, 2014.
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.	Met	Non-MSDE data sources include the Maryland EXCELS maintained by Johns Hopkins/CTE, and the Early Childhood Mental Health (ECMH) program maintained by the University of Maryland-School of Social Work. The interface with the Maryland EXCELS database became operational in June 2013. The Maryland EXCELS (QRIS) dashboard has completed development and is undergoing final UAT. The dashboard was pushed to MSDE's P-12

				public portal at the end of December 2013. Development of the accreditation, compliance rate, and capacity utilization dashboards is complete. The interface with the ECMH database has been operational since August 2013.
		Establish the Child Enrollment and Attendance Record System (EARS) within the ECDW. (This project experienced significant delays but it was adjusted on the RTT-ELC project management plan.)	In Progress	The EARS application, as a modification in CCATS, will capture continuing, real-time child enrollment and attendance data and staff-child assignment data from licensed child care programs. It will interface with MSDE's data systems to permit unique student identifiers to be assigned to all children identified within EARS so that their status and performance can be tracked throughout K-12. In January 2013 it was transferred to the CCATS project where it was developed as part of a more comprehensive public portal that will include child care subsidy program voucher issuance, tracking, and payment. All EARS data will therefore be captured directly within the CCATS database, which is interfaced with the ECDW. The CCATS public portal is currently scheduled to become operational by the end of November 2014. Develop and implement a set of data dashboards to present information addressing established policy queries is in progress. Preliminary requirements for the school-child care program GIS mapping project, being conducted with Towson University, have been established and system design based on those requirements is underway. The GIS module is expected to be rolled out for public use in January 2015.

RTT-ELC Progress Report 9/30/2014