

Race to the Top – Early Learning Challenge

2015 ANNUAL PERFORMANCE REPORT



JUNE 2016





**Race to the Top - Early Learning Challenge
Annual Performance Report
CFDA Number: 84.412**

Maryland

2015

Due: February 29, 2016

U.S. Department of Education
Washington, DC 20202
OMB Number: 1810-0713
Expiration Date: December 31, 2016

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General Information

1. PR/Award#: S412A120016

2. Grantee Name Office of the Governor, State of Maryland

3. Grantee Address 200 West Baltimore Street
City: Baltimore
State: Maryland Zip: 21201

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Reporting Period Information

5. Reporting Period: From: 1/1/2015 To: 12/31/2015

Indirect Cost Information

6. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? Yes No
- c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s): From: 7/1/2015 To: 9/30/2016

Approving Federal agency: ED HHS Other Specify other: _____

(Submit current indirect cost rate agreement with this report.)

Executive Summary

For the reporting year, please provide a summary of your State's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies you will implement to address those challenges.

Maryland has received one of twenty Race to the Top Early Learning Challenge Fund Grant (RTTT-ELC) awards of a total of \$50 million over four years. The Maryland State Department of Education (MSDE) was 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, working with the Division of Early Childhood Development (DECD) and the Division of Special Education/Early Intervention Services (DSE/EIS) staff, implemented the ELC projects in years 1, 2, 3 and 4.

Maryland's spotlight projects are the Maryland EXCELS quality rating and improvement system (from here on "EXCELS") and the Ready for Kindergarten (R4K) Early Childhood - Comprehensive Assessment System (from here on "R4K"). The progress made in increasing access to quality care for at-risk children through EXCELS and measuring student growth through the R4K could not have been accomplished without the RTT-ELC grant. As programs enter EXCELS, they have received technical assistance and most have "stepped up" the quality of early childhood services for young children and their families. The development of the R4K system allows Maryland to measure the skills and abilities of incoming kindergarteners against the Maryland College and Career-Ready Standards by administering the R4K's Kindergarten Readiness Assessment during the first few weeks of kindergarten. Teachers and principals are able to identify early gaps in achievement as a means for intervention and targeted early learning support. Children with special needs will be identified earlier through the Early Learning Assessment (ELA) which is a formative assessment for children 36 to 72 months and a component of the R4K.

Maryland's application included 10 thematic projects, designed to improve the school readiness results from 81 percent in 2010 to 92 percent in 2015, the last year of the grant. The ten projects also strive to reduce to the readiness gap for low-income children, English language learners, and young children with disabilities through various strategies. Maryland's RTT-ELC has been designed to address these gaps by targeting supports mainly to early childhood programs in low-income neighborhoods and Title 1 attendance areas. The grant's theory of action presumes that early interventions prior to school entry boost the chances for student groups that traditionally have experienced an ever-widening gap between the school's academic expectations and the students' abilities to meet them. Below are highlights of the project successes:

- Project 1 - Establishment of local Early Childhood Advisory Councils to bring community support to the statewide RTT-ELC projects through locally designed activities that support early learners' learning opportunities and school readiness skills. The 24 local councils will continue their early childhood work after the end of the ELC grant.
- Project 2 - Maryland EXCELS, through the implementation of five tiers of quality standards, increased the quality and program improvement efforts of early childhood education program. By December 31, 2015 a total of 4,983 early childhood providers, which is 53% of all state regulated programs, were participating in EXCELS or published their ratings online. The EXCELS program will continue to recruit new programs into the tiered quality rating and improvement system (TQRIS) under the federal Child Care Development Fund (CCDF) grant.
- Project 3 - Quality capacity building was strengthened through the implementation of Early Childhood Breakthrough Centers, Community Hubs, Preschool for All, Judy Center Satellite sites, and the special education coaching program, Making Access Happen. These programs focused efforts on at-risk children and providing them with high quality services to meet their needs. Judy Centers developed under the ELC transferred to Preschool Development Grant (PDG) as of July 1, 2015, and Making Access Happen will continue under other grant funds. Preschool for All programs transitioned into the State PreK grant and the PDG grant programs. Breakthrough Center work will be assumed by EXCELS' quality assurance specialists, and Community Hubs were absorbed into Family Support Centers.
- Project 4 - The Early Learning Standards are aligned with the Maryland College and Career Readiness standards and the existing standards for children under 4 years which is named Healthy Beginnings. The Guide

to Early Childhood Pedagogy supports the implementation of the Early Learning Standards through evidence-based practices which will be disseminated to early childhood providers and public schools. During this past year, work began in developing professional development modules that will be available to programs and schools serving, children, birth to age 8. The Vocabulary Improvement of Language Enrichment Through Stories (VIOLETS), a language-based program addressing the so-called “word gap” experienced by many at-risk youngsters, and a preschool STEM program, implemented in early childhood programs serving mainly low income children and preschoolers with immigrant backgrounds, offer evidence-based interventions in preschool settings. Both programs have shown positive growth in learning for student participants. VIOLETS will continue in the current programs after the close of the ELC grant.

- Project 5 - The Professional Development Maryland Model for School Readiness has been updated to include information on the Early Learning Standards, the Comprehensive Assessment System (the Kindergarten Readiness Assessment (KRA) and the Early Learning assessment (ELA), and is being offered to providers.

- Project 6 - Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System (R4K) completed its first phase in Year 3. The Kindergarten Readiness Assessment (KRA) was administered for the second time in fall 2015. Baseline data were established by April 2015, and the assessment was revised in terms of length and types of items for the fall 2015 administration. The formative component of the R4K, the Early Learning Assessment (ELA), designed for 36 to 72 months, was piloted in early spring 2015 by several early childhood programs across Maryland; early learning providers are being trained in late 2015 and early 2016. The ELA yields valuable information on students' growth in early learning, and acts as a part of the Child Outcomes Summary (COS) process which is being used with students with Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs).

- Project 7 - The five Child Development Innovations strategies focus on identifying children's mental health and/or developmental challenges, and connecting professionals with resources for these children. Maryland will put in regulation that all child care providers must administer developmental screenings for children in their care from birth to age five beginning July 1, 2017. Maryland established a review process to recommend the use of five developmental screening instruments. One of the instruments, Best Beginnings, developed by the University of Maryland - School of Psychiatry, was piloted through the RTT-ELC grant and met the validity and reliability standards which were established by the review committee. One Innovations strategy provided pediatricians with training on recommended developmental screening tools for use with young patients. The final project, the Social and Emotional Foundations for Early Learning (SEFEL) professional development training is on line and available to the families and early learning providers; the curriculum targets children birth to five years. One hundred fifty eight providers have obtained certificates in SEFEL Preschool Training or the SEFEL Infant and Toddler Training this year, and participants have come from 17 States and 5 countries. There are 3,535 SEFEL site users, and 748 people have successfully taken and passed a SEFEL training module.

- Project 8 - Family engagement and support strategies have been devised by the Coalition for Family Engagement which published the Maryland Early Childhood Family Engagement Framework to much acclaim in the national early childhood community. The Kellogg Foundation granted \$500,000 to MSDE to continue its work in family engagement after the close of the ELC grant. Parent-Child Learning parties, a program designed to support the successful transition from child care/PreK to public school, were implemented with the participation of parents and their rising kindergartners and their future kindergarten teachers all from Title I schools. Reach Out and Read is an early literacy campaign by the Maryland Chapter of the American Academy of Pediatrics. The Academy distributed books to pediatricians across the state for dissemination to their youngest patients. Raising a Reader, a family literacy program in Title 1 schools, exceeded their programmatic milestones and are highly praised by their participants. All programs will continue in Maryland through combinations of local and nonprofit funding sources.

- Project 9- Strategies implemented under ELC in the areas of child care workforce competency and leadership will have an everlasting impact on the manner in which State approved trainers and community colleges deliver training. The new Workforce Competency and Standards Framework provides trainers with criteria, core competencies and standards for all areas of child care training. The Maryland Approved Alternative Preparation Program (MAAPP) for Early Childhood Education generated its second cohort of graduates receiving teacher certification for Prek to Grade 3, and the third cohort will finish in June 2016. During the

legislative session 2015, the General Assembly passed Senate Bill 677 requiring MSDE, the Maryland Higher Education Commission, and representatives from institutions of higher education in the State that offer early childhood teacher education programs to develop a master plan addressing the critical shortage of qualified professional teachers and child care providers in the early childhood education workforce. Two key recommendations to strengthen the quality of the EC workforce were for MSDE to collaboratively plan and develop degree programs with four-year colleges to increase the number of teacher education programs that provide dual certification in special and general education in early childhood education for children from birth to grade 3; and for MSDE to develop a professional development program that emphasizes skill development and training for child care teachers working with infants and toddlers.

- Project 10 -The Child Care Automated Tracking System (CCATS) portal is being expanded to include professional development services for early care and education providers including applications for grants, incentives, training approval and professional development plans. The Enrollment and Attendance Reporting System (EARS) completed its development in Year 4 and is ready for piloting; it is an enhancement to CCATS and serves as an online system for licensed child care providers to record the attendance of children enrolled in their programs. In addition, the Early Childhood Data Warehouse which is the data system for children, birth to 5 years, will link data from several of the RTT-ELC programs and other data sources to established outcome measures in MSDE's Longitudinal Data System. This will allow for the analysis of associations between early care experiences and student achievement outcomes.

Both lead divisions, the Divisions of Early Childhood Development and Special Education/Early Intervention Services, have successfully implemented the ten projects which are broken down into 810 specific tasks as outlined in Maryland's approved Scope of Work (SOW). As of December 31, 2015, after 48 months of implementation, 98 percent of all tasks have been completed on time in accordance with the project plan. As well, almost all milestones have been accomplished.

ACCOMPLISHMENTS

In terms of project accountability, MSDE has closely monitored all ten projects in 2015 by:

- Monitoring all subgrants using the monitoring instrument reviewed by USDE in 2012;
- Initiating on-site monitoring visits to Maryland EXCELS published programs for observable evidence that supports the quality rating; and to identify areas in need of additional support for the purpose of continuous quality improvement.
- Monitoring the progress of performance measures, as established in the RTT-ELC scope of work and providing technical assistance to subgrantees.

A detailed accounting of the progress for each of the ten projects is documented in GRADS360, and all projects worked to meet the milestones and deliverables.

The major accomplishments for 2015 are related to the RTT-ELC team's ability to solve problems regarding the two major anchors to Maryland's RTT-ELC plan:

- Maryland EXCELS has been implemented for thirty months with 53% of Maryland child care programs participating.
- Completion of the second statewide administration of the Kindergarten Entry Assessment and field test and training on the formative assessment, named Early Learning Assessment.

Maryland's TQRIS, known as Maryland EXCELS, was launched on July 1, 2013. Participation in the system quickly grew from 330 programs in the pilot to 4,983 as of December 31, 2015, exceeding the milestone for total participation. Outreach to child care and early education programs serving high needs children is focused and prioritized, as is recruitment of nationally or state accredited programs. Staff continues to target outreach to programs receiving Child Care Subsidy and those located in Title 1 attendance areas. The providers serving children who receive child care subsidy were required by regulation to participate in EXCELS by June 29, 2015. Regional information sessions and peer support groups were formed statewide with collaboration and cooperation from Early Childhood Breakthrough Centers, the Child Care Resource and Referral Network, and

EXCELS's Quality Assurance Specialists.

The development of Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System, which includes the Kindergarten Readiness Assessment (KRA), is a joint project between the States of Ohio and Maryland. The states are joined by two partners - Johns Hopkins University - Center for Technology in Education for technology and professional development support and WestEd, the project's assessment consultant. The fall 2015 administration of the KRA in Maryland was completed in early November 2015 and the state and county reports will be available in April 2016. Parents/guardians received individual student reports in late fall 2015.

The initial procedural challenges, which were overcome, included the fund arrangements between the two states with Maryland being the fiscal agent for both states, the coordination of the development of two assessment components on an aggressive timetable, and the nature of collaboration between two states of different size, governance, and early childhood policies.

Developing two different assessment components of the system (Kindergarten Readiness Assessment-KRA and Early Learning Assessment-ELA), linked through technology, and required MSDE to develop additional tests of the system than were initially planned. These additional efforts required MSDE to adjust the development and implementation timeline slightly, but allowed for maintenance of the timeline for major project benchmarks, project deliverables, and the integrity of the project. The feedback received from the census administration of KRA v1.0 required many changes and enhancements be made prior to the implementation of KRA v1.5 in the fall of 2015. The time and staffing necessary to implement these changes and enhancements required the leadership teams from both Maryland and Ohio to make difficult decisions regarding the final development and deployment of the Kindergarten Readiness Assessment.

The ELA was enhanced through the development of expanded learning progressions that allow special education teachers to assess children who fall chronologically between 36 and 72 months but are developmentally below 36 months. The ELA's expanded learning progressions and item development, were complete in the early fall 2015. The ELA is an optional assessment in Maryland, except for children with disabilities. For young children with disabilities, the ELA can serve as one of multiple sources of data to help inform measures of child progress against three broad child outcomes defined by the U.S. Department of Education, Office of Special Education Programs (OSEP). The 2016-2017 school year will be a pilot year for the administration of the ELA to preschool children with disabilities, with revisions based on teacher feedback to be incorporated into the ELA for a full rollout projected for the following school year (2017-2018). Training of Trainers for general education teachers and child care providers, will take place beginning in January 2016 with a phased rollout of district level training based on local interest. The ELA materials will be available for all teachers in the form of a kit available through the Maryland State Department of Education.

For the KRA, several improvements were made for the administration of v1.5 in the fall of 2015. These improvements were based on teacher survey feedback and a User Acceptance Test (UAT) that was implemented in the summer of 2015 and included the following:

- A reduction in the length of the assessment by approximately 20%, from 63 to 50 items. This resulted in a final assessment broken out into four domains, rather than the six originally developed. The resulting version of the KRA, called version 1.5, was the version administered in the fall of 2015. Eliminated items were incorporated in the ELA.
- Significant enhancements and expanded functionality of the technology systems to support administration of KRA v1.5.
- Significant improvements to the professional development resources to support administration of KRA v1.5.

In addition to the major anchor projects, Maryland's RTT-ELC team was able to produce the following:

- The new "Knowledge and Competency Framework for Child and Youth Care Professionals" was completed and published in April, and professional development trainers are using the framework as a

guide for course content;

- The “Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy, Birth to Age 8” was completed in January 2015 and published to provide guidance on best practices in early learning programs. The Guide also includes the updated Early Learning Standards, comprised of the Healthy Beginnings Guidelines, Birth to age four, and the Prek to Grade 2 span of the Maryland College and Career-Ready Standards;
- All 24 of Maryland jurisdictions are participating in “Making Access Happen,” a coaching program for providers serving children with disabilities; and the website where the coaching videos can be viewed is near completion;
- Continued to expand the number of Title 1 schools participating in Raising A Reader (RAR);
- Conducted two Early Learning Leadership Academies with school teams and their early childhood partners during summer 2015;
- Completed the second cohort of the Maryland Approved Alternative Preparation Program (MAAPP) for Early Childhood Education with candidates receiving their teacher certifications while the third cohort is in its second year;
- Submitted the Early Learning Professional Development Master Plan in accordance with Senate Bill 677, on December 31, 2015.
- Piloted the Enrollment and Attendance Reporting System (EARS), an online system to be accessed by licensed child care providers, Head Start, and other early childhood programs.

The work with the RTT-ELC was enhanced by receiving one of 18 Preschool Development grants which were issued by the U.S. Department of Education in December 2014. The RTT-ELC projects support the expansion of full-day prekindergarten slots across the State.

Successful State Systems

Aligning and coordinating early learning and development across the State (Section A(3) of Application)

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

MSDE's Division of Early Childhood Development (DECD), in collaboration with its Division of Special Education/ Early Intervention Services, is charged with managing all aspects of the RTT-ELC grant. The Governor's State Advisory Council on Early Care and Education is overseeing the implementation of the grant on behalf of the Maryland State Board of Education. DECD works closely with the Department of Health and Mental Hygiene and the Department of Human Resources on policy, procedural, and technology issues pertaining to services for young children.

In addition to the existing governance structure, the grant enabled the establishment of 24 local early childhood advisory councils (Project #1). The councils were established by the local county executives in collaboration with local school superintendents in the first year of the ELC grant.

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

In order to support the implementation of the RTT-ELC, DECD established a broad-based involvement of stakeholders, i.e., subject matter experts, representing all constituency groups of early childhood education. Below is a listing of committees, councils, and workgroups by project.

RTT-ELC Project Workgroups:

- | | |
|------------|---|
| Project 1 | Task Force on Improving Early Learning for Low Income and Disadvantaged Children |
| Project 2 | Maryland EXCELS Workgroup DECD Research Advisory Group |
| Project 3 | Judy Hoyer Advisory Council (expansion of Judy Centers);
Crossfunctional Steering Committee (Early Childhood Breakthrough Centers) |
| Project 4 | Prek Common Core Standards Workgroups, Guide to Early Pedagogy Workgroup |
| Project 6 | State Advisory Council, National Technical Advisory Council, Ad hoc work groups |
| Project 7 | Developmental Screening Workgroup, SEFEL Partnership Committee |
| Project 8 | Coalition of Family Engagement |
| Project 9 | Workgroup regarding Senate Bill 677 - Early Childhood Professional Development Master Plan |
| Project 10 | Early Childhood Data System Committee |

The DECD communications plan ensures transparency and regular updates on the progress of the RTT-ELC implementation. The major communication tools are:

Partners Newsletter (published quarterly) which is disseminated to 13,000 subscribers including licensed child

care, nursery schools, public schools, Head Start, and policymakers.

RTT-ELC Monthly Progress Reports are distributed to constituency groups and posted on the DECD website.

DECD Website, which was updated in 2015, provides regular updates and project specific information.

Regular updates before the Maryland State Board of Education and the Governor's State Early Childhood Advisory Council.

In addition, periodic presentations were scheduled with major stakeholder groups, such as Maryland State Board of Education, Public School Superintendents' Association of Maryland, LEA Assistant Superintendents of Instruction, LEA Early Childhood Supervisors, LEA Local Accountability Coordinators, Maryland Head Start Association, Maryland State Child Care Association, Maryland Family Child Care Association, Maryland Association of the Education of Young Children, as well as various committees at the Maryland General Assembly.

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had or will have an impact on the RTT-ELC grant. Describe the expected impact and any anticipated changes to the RTT-ELC State Plan as a result.

MSDE is not proposing any legislation to the Maryland General Assembly for Session 2016 which would directly impact the implementation of the RTT-ELC. In 2015, MSDE established a statutorily required Workgroup on developing a professional development master plan with direct impact on the workforce of child care teachers and public school PreK teachers. The master plan will sustain the activities and focus on workforce development as it relates to Project 9 of the RTT-ELC. In August 2015, MSDE assumed the administration of the Child Care Subsidy Program's case management which was the focus of the Task Force on Improving Early Learning for Low Income and Disadvantaged Children which completed its work in Year 1 of the RTT-ELC.

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.

No changes anticipated.



High-Quality, Accountable Programs

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application).

During this reporting year of RTT-ELC implementation, has the State made progress in **developing or revising** a TQRIS that is based on a statewide set of tiered Program Standards?

If yes, these standards currently apply to (please check all that apply):

- State-funded preschool programs
- Early Head Start and Head Start programs
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based
 - Family Child Care

If yes, these standards currently apply to (please check all that apply):

- Early Learning and Development Standards
- A Comprehensive Assessment System
- Early Childhood Educator Qualifications
- Family Engagement Strategies
- Health Promotion Practices
- Effective Data Practices

The State has made progress in ensuring that (please check all that apply):

- TQRIS Program Standards are measurable
- TQRIS Program Standards meaningfully differentiate program quality levels
- TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children
- The TQRIS is linked to the State licensing system for Early Learning and Development Programs.

Describe progress made during the reporting year in **developing or revising** a TQRIS that is based on a statewide set of tiered Program Standards. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

Maryland's TQRIS, Maryland EXCELS, was fully launched on July 1, 2013 for child care centers, family child care homes, public prekindergarten programs, and school-age only programs. Enhancements and efficiencies were made to the EXCELS website and on-line systems in 2015, informed by feedback from providers and from users at the State and local levels.

Johns Hopkins University, Center for Technology in Education, in partnership with MSDE, continues to support the website www.marylandexcels.org and the on-line system that participants use to access their TQRIS account, upload documentation for review, and request to publish a quality rating on the Maryland EXCELS website. Program Coordinators, hired by Johns Hopkins University, evaluate evidence uploaded by programs to meet the TQRIS standards.

Maryland EXCELS recognizes programs that meet specialized requirements over and above the TQRIS standards. These achievements are part of the program's online profile so that families can see the services the program offers that may be of particular interest to the family; or may address their child's individual needs.

Achievements available to participating programs are:

- Asthma Friendly Child Care
- Health and Wellness
- Quality Business Practices
- Cultural and Linguistic Competency.

A new achievement was added in 2015 for:

- Eco Friendly Programs.

Families can search for published programs on the "Find A Program" portal of Maryland EXCELS by name, quality rating, county, zip code, and/or by Achievement.

Promoting Participation in the TQRIS (Section B(2) of Application)

Describe progress made during the reporting year in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

Participation in the TQRIS grew from 3,738 participating programs in December 2014 to 4,983 programs in December 2015. The percentage of participating licensed child care centers and family child care homes grew from 39% in 2014 to 53% in December, 2015. Programs maintain their participation by achieving and publishing a quality rating within 12 months of their acceptance into the TQRIS, and by renewing their published level, or publishing higher, before their published expiration date, which is 12 months from the date of publication. Publication means having their quality rating verified at the State level, and published on the Maryland EXCELS website at www.marylandexcels.org where families and the public can search for quality care and education programs online.

The focus of 2015 outreach efforts to promote participation in the TQRIS was on programs receiving Child Care Subsidy reimbursement. The requirement for providers receiving Subsidy reimbursement to participate in Maryland EXCELS became effective June 29, 2015. In the last quarter before the requirement went into effect,

over 120 sign-up and support sessions were held throughout the state to assist programs with applying for participation; and participation of Subsidy providers reached 89%.

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.										
Targets: Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	0	0%	8	1.2%	24	3.8%	45	7.2%	80	12.8%
Early Head Start and Head Start ¹	1	0.4%	9	3.4%	21	8%	42	16%	50	19.2%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving CCDF funds	35	0.8%	173	3.4%	411	8%	820	16%	983	19.2%
Other 1										
<i>Describe:</i>										
Other 2										
<i>Describe:</i>										
Other 3										
<i>Describe:</i>										
¹ Including Migrant and Tribal Head Start located in the State.										

Performance Measure (B)(2)(c) - Additional Other rows

Targets: Number and percentage of Early Learning and Development Programs in the TQRIS

Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
Other 4										
<i>Describe:</i>										
Other 5										
<i>Describe:</i>										
Other 6										
<i>Describe:</i>										
Other 7										
<i>Describe:</i>										
Other 8										
<i>Describe:</i>										
Other 9										
<i>Describe:</i>										
Other 10										
<i>Describe:</i>										

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

Actuals: Number and percentage of Early Learning and Development Programs in the TQRIS

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
State-funded preschool	729	0	0%	729	1	0.1%	743	1	0.4%	743	7	0.9%	743	50	0.7%
<i>Specify:</i>	Includes MD State funded PreKs and Preschool Development Grant funded PreKs														
Early Head Start and Head Start ¹	260	1	0.4%	260	5	1.9%	220	57	25.9%	220	96	43.6%	220	115	52%
Programs funded by IDEA, Part C															
Programs funded by IDEA, Part B, section 619															
Programs funded under Title I of ESEA															
Programs receiving CCDF funds	4,259	35	0.8%	4,259	57	1.3%	2,944	291	9.8%	2,954	1,964	66.5%	2,563	2,515	98%
Other 1															
<i>Describe:</i>															
Other 2															
<i>Describe:</i>															
Other 3															
<i>Describe:</i>															

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(2)(c) - Additional Other rows

Actuals: Number and percentage of Early Learning and Development Programs in the TQRIS

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
Other 4															
<i>Describe:</i>															
Other 5															
<i>Describe:</i>															
Other 6															
<i>Describe:</i>															
Other 7															
<i>Describe:</i>															
Other 8															
<i>Describe:</i>															
Other 9															
<i>Describe:</i>															
Other 10															
<i>Describe:</i>															

Performance Measure (B)(2)(c) Data Notes

Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

All baseline data are actual. All Early Head Start/Head Start entries refer to the number of program sites.

Children served by IDEA funding are enrolled in diverse early childhood programs (Head Start, child care, PreK). Local Education Agencies use Title I funds for extended hours of mandated PreK services. In this chart, the targets stated for 2012-2015 therefore already incorporate IDEA and Title I programs. State-funded PreK programs serve the same children with high needs who receive program services under IDEA Parts B and C and Title I. See (B)(4)(c)(2).

For “Programs receiving from CCDF funds”, the 2015 actual figures reflect the number of formal child care providers receiving Subsidy reimbursement, who are participating in Maryland EXCELS as of September, 2015, the most current month available.

The State funded preschool count includes programs funded by “the Maryland State funded PreK Program” and the federal Preschool Development Grant (PDG).

Performance Measure (B)(2)(c) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

No State funded preschools were in EXCELS in the baseline year. PreK targets were not met although participation grew from 7 programs in 2014 (<1%) to 50 in 2015 (7%). MSDE has implemented strategies to incentivize Public PreKindergarten program participation in Maryland EXCELS. Quality Assurance Specialists continue to provide outreach to Public Prekindergarten programs, and offer support for meeting the requirements of the TQRIS at Level 5. They offer the Maryland Program Accreditation Orientation in local areas and schools. The Orientation is a pre-requisite for beginning the Maryland Program Accreditation process and reaching EXCELS level 5.

For both the State PreK program and the federal PDG grant, the Prekindergarten classrooms operated by local boards of education must comply with the State's prekindergarten regulations and participate in Maryland EXCELS if funded by PDG. Community-based programs are either published at Level 5, or State or nationally accredited as a program of quality, or Certified by MSDE as a nursery school. Only PDG funded community based programs are required to participate in EXCELS.

The drop in the number of formal programs receiving Child Care Subsidy Reimbursement in September, 2015 may be partially attributable to the requirement that took effect in June, 2015 for programs to be participating in the TQRIS to receive Child Care Subsidy funding. Programs may join/participate in the TQRIS at any time, in order to enroll children whose families are eligible for assistance.

Explanation of the decline in programs in CCDF between year 1 to year 5: There was a freeze of intake to the Non-TCA (usually the largest) sub-program instituted in March of 2011. Over the course of the next two years, enrollments naturally declined steadily, reaching a nadir in December of 2012. Reopening happened in two stages, with all income levels reopened by March of 2013, and recovery continued slowly through fiscal '14, before stagnating in fiscal '15.

Rating and monitoring Early Learning and Development Programs (Section B(3) of Application).

The State has made progress in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that (please check all that apply):

- Includes information on valid and reliable tools for monitoring such programs
- Has trained monitors whose ratings have an acceptable level of inter-rater reliability
- Monitors and rates Early Learning and Development Programs with appropriate frequency
- Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)
- Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

Describe progress made during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS. Describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

Progress in enhancing a system for rating programs participating in the TQRIS:

Johns Hopkins University, Center for Technology in Education (JHU) has continued its partnership with the State as the developer of the web-based TQRIS system for Maryland EXCELS. Program Coordinators hired by JHU use a standard verification rubric when examining evidence uploaded by the program to meet the quality criteria within the TQRIS system.

Ongoing reliability, training, and coaching for Program Coordinators when evaluating evidence was conducted, and is provided at monthly meetings and online. Additional enhancements and efficiencies to the system were identified and are in the development phase. These enhancement include changes to the program's account page to include the critical dates that a program must publish or renew their rating, and a simplified method for communication between the program, the technical assistance provider (at the Child Care Resource Center) and the Program Coordinator.

Quality Assurance monitors hired by the State continue to conduct monitoring visits of published programs, to observe evidence implemented in the program, and to refer the program to technical assistance support from either the Child Care Resource Center or the program's regional Quality Assurance staff.

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

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

- Program and provider training
- Program and provider technical assistance
- Financial rewards or incentives
- Higher, tiered child care subsidy reimbursement rates
- Increased compensation

Describe the progress made in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Participating programs have made quality improvement progress during the past fiscal year by publishing higher ratings in the TQRIS. This reporting year is the second full year of implementation of the TQRIS. Participating programs are allowed 12 months to meet and publish a quality rating, and to renew or publish higher, before their published expiration date.

This year saw an increase in the number of programs publishing at higher levels, demonstrated by 374 programs at Levels 2 through 5 in 2014, compared with 697 programs at Levels 2 through 5 in 2015. While the largest number of published ratings is for Level 1, the increase in the number of programs at this quality rating is substantial, with 865 programs at Level 1 in 2014, compared with 2,019 programs at Level 1 in 2015. As outreach and training efforts shift from recruitment of Subsidy providers to providing support for programs moving to higher levels in the TQRIS, State Quality Assurance Staff, collaborating with the Child Care Resource Centers, offer over 100 quarterly workgroup and training sessions statewide where programs may receive individual assistance with the Maryland EXCELS criteria. In addition, the Child Care Resource and Referral Centers offer targeted technical assistance with specific Maryland EXCELS criteria, that any participating program may request through their online account.

Performance Measures (B)(4)(c)(1)

In the table below, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
Targets					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of programs enrolled in the TQRIS	71	333	567	1,372	3,097
Number of programs in Tier 1	0	17	85	138	310
Number of programs in Tier 2	4	47	227	480	929
Number of programs in Tier 3	11	29	142	412	929
Number of programs in Tier 4	25	12	56	205	620
Number of programs in Tier 5		12	57	137	309
Number of programs enrolled but not yet rated					

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
Actuals					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of programs enrolled in the TQRIS	71	117	1,579	3,379	4,983
Number of programs in Tier 1	0	11	247	865	2,109
Number of programs in Tier 2	4	16	59	159	305
Number of programs in Tier 3	11	9	26	49	199
Number of programs in Tier 4	25	9	16	31	30
Number of programs in Tier 5		8	92	135	163
Number of programs enrolled but not yet rated					2,177

Performance Measure (B)(4)(c)(1) Data Notes

Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

The "Total number of programs enrolled in the TQRIS" changes daily as programs renew their participation or their participation lapses because they have not renewed before their anniversary or the program moves up a level.

Data was collected from the Maryland EXCELS (TQRIS) online system for program enrollment/participation and published quality ratings (tiers) as of December 30, 2015.

A participating program has:

- Submitted an online application to participate in the TQRIS;
- Met the requirements and published a quality rating (1 - 5) within 12 months of their acceptance into the TQRIS;
- Renewed their published quality rating within 12 months of their published expiration date, or
- Has published at a higher quality rating, which begins a new 12-month cycle.

Performance Measure (B)(4)(c)(1) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Measurable progress was made in reaching targets for this reporting year, with the largest gains for programs at Level 2 and Level 3. The number of Level 2 programs grew from 159 (2014) to 305 (2015). Level 3 programs grew from 49 (2014) to 199 (2015). The number of programs at Level 4 remained static; this level requires the program to meet all TQRIS requirements for Level 4, and to document that they have requested an accreditation visit from an organization recognized by MSDE. The number of Level 5 programs (accredited programs) grew from 135 (2014) to 163 in 2015. Outreach efforts will include additional training and support for programs to move to higher levels in the TQRIS with an emphasis on the incentive for Subsidy differential payments for programs published at Levels 3, 4, and 5.

Public schools that receive PDG funds are coming into EXCELS. However, public schools that do not receive PDG funds are not required to participate in EXCELS. PDG funded community-based programs are published at Level 5, and State or nationally accredited, or certified by MSDE as a nursery school. Non PDG funded programs that are certified or accredited are not required to participate in EXCELS.

Quality Assurance Specialists (QASs) continue to provide outreach to Public Prekindergarten programs, and offer support for meeting the requirements of the TQRIS at Level 5, by offering the Maryland Program Accreditation Orientation in local areas and schools. The Orientation is a prerequisite for beginning the Maryland Program Accreditation process. QASs continue to assist all programs in their efforts to move up levels in EXCELS. EXCELS is promoted in the quarterly Partners Newsletters, at early childhood conferences, daily at Child Care Resource and Referral Centers, and through social media.

Performance Measure (B)(4)(c)(2) Definition of Highest Tiers

For purposes of Performance Measure (B)(4)(c)(2), how is the State defining its "highest tiers"?

Highest tiers are defined as programs published at Levels 4 and Level 5 in the TQRIS.

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Performance Measure (B)(4)(c)(2)

In the table below, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.										
Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	0	0%	344	1.3%	1,032	3.8%	2,279	8.4%	5,719	21.1%
Early Head Start and Head Start ¹	48	0.4%	245	1.9%	343	2.7%	588	4.6%	980	7.7%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving CCDF funds	145	0.7%	715	3.4%	2,423	11.4%	5,832	27.4%	12,188	57.2%
Other 1										
<i>Describe:</i>										
Other 2										
<i>Describe:</i>										

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2) - Additional Other rows

Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS

Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
Other 3										
<i>Describe:</i>										
Other 4										
<i>Describe:</i>										
Other 5										
<i>Describe:</i>										
Other 6										
<i>Describe:</i>										
Other 7										
<i>Describe:</i>										
Other 8										
<i>Describe:</i>										
Other 9										
<i>Describe:</i>										
Other 10										
<i>Describe:</i>										

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

In most States, the **Number of Children with High Needs served by programs in the State** for the current reporting year will correspond to the **Total** reported in Table (A)(1)-3a. If not, please explain the reason in the data notes.

Actuals: Number and percent of Children with High Needs in programs in top tiers of the TQRIS

Type of Early Learning and Development Programs in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	27,071	0	0%	27,443	148	0.5%	26,358	1,032	8%	30,385	1,018	3.3%	31,844	260	0.8%
<i>Specify:</i>															
Early Head Start and Head Start ¹	12,676	48	0.4%	12,731	567	4.4%	12,747	605	4.8%	12,305	1,226	9.9%	12,305	1,850	15%
Programs funded by IDEA, Part C	8,702			8,406			8,859								
Programs funded by IDEA, Part B, section 619	11,870			9,063			12,135								
Programs funded under Title I of ESEA	13,441			15,272			16,266								
Programs receiving CCDF funds	17,734	145	0.7%	20,046	954	4.7%	17,056	1,078	6.3%	18,573	1,227	6.6%	17,946	1,092	6%
Other 1															
<i>Describe:</i>															
Other 2															
<i>Describe:</i>															

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2) - Additional Other rows

Actuals: Number and percent of Children with High Needs in programs in top tiers of the TQRIS

Type of Early Learning and Development Programs in the State	Baseline		Year One			Year Two			Year Three			Year Four			
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
Other 3															
<i>Describe:</i>															
Other 4															
<i>Describe:</i>															
Other 5															
<i>Describe:</i>															
Other 6															
<i>Describe:</i>															
Other 7															
<i>Describe:</i>															
Other 8															
<i>Describe:</i>															
Other 9															
<i>Describe:</i>															
Other 10															
<i>Describe:</i>															

Performance Measure (B)(4)(c)(2) Data Notes

Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

TQRIS data are maintained electronically and updated automatically through the online database maintained by the Maryland EXCELS (TQRIS) program.

In years 2013 and 2014, Maryland's number in this category also included the number of children with high needs served by IDEA and Title I, which are both federally funded programs. At the time, MSDE's data tracking and reporting systems were unable to determine how many of those children (IDEA and Title I) are included within the stated number of children served by State-funded Pre-K programs. Thus, the figures given for State-funded Pre-K included children with high needs served by IDEA and Title I programs, resulting in a higher aggregate number. The 2015 number reflects a narrowing of the definition, and therefore greater accuracy. The number of classrooms participating in the Maryland EXCELS program at quality rating levels 4 and 5 was 13. The majority of children in public PreK programs are in programs that follow Maryland State regulations and are not required to participate in Maryland EXCELS; many of these programs are funded by Title I. Only public PreKs receiving federal PDG funds are required to participate in Maryland EXCELS. They are entering EXCELS programs and working up to the higher levels.

The 2015 Actual figures shown for "State-funded preschool" reflect children enrolled in public PreK programs and community based programs (funded by either or both State PreK funds or PDG funds). Of the total number of classrooms, 193 classrooms are participating in the Maryland EXCELS program at quality rating levels 4 and 5 or have State Accreditation or are a certified Nursery School. The majority of children are in public PreK programs which follow Maryland State regulations and are not required to participate in Maryland EXCELS. Only public PreKs receiving PDG funds are required to participate in Maryland EXCELS.

The 2015 Actual figures shown for "Programs receiving funds from the State's CCDF program" reflect children receiving child care subsidies who are enrolled in programs that are participating in the Maryland EXCELS program at levels 4 and 5. This chart does not include children receiving CCDF that were served in programs rated in EXCELS levels 1 through 3.

In chart (B)(4)(c)(2), the line labeled "Programs receiving CCDF funds," was updated to reflect actuals reported for years 1, 2, 3, and 4.

Performance Measure (B)(4)(c)(2) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Outreach, training, and support to programs in the TQRIS is focused on assisting programs to meet and publish at higher levels in the TQRIS, as well as identifying accredited programs that are not currently participating. The state Accreditation project becomes part of the Maryland EXCELS branch in January 2016 which will provide a unified approach to working with programs as they move up through the TQRIS levels to reach the top tiers. An alignment between all accrediting organizations recognized by the state, with the TQRIS criteria has been completed, which will allow a program to automatically meet many of the TQRIS criteria by uploading their accreditation certificate and having the accreditation pathway applied.

Explanation of the decline in children served by CCDF between year 1 to year 5: There was a freeze of intake to the Non-TCA (usually the largest) sub-program instituted in March of 2011. Over the course of the next two years, enrollments naturally declined steadily, reaching a nadir in December of 2012. Reopening happened in two stages, with all income levels reopened by March of 2013, and recovery continued slowly through fiscal '14, before stagnating in fiscal '15.

Validating the effectiveness of the State TQRIS (Section B(5) of Application).

Describe progress made during the reporting year in validating the effectiveness of the TQRIS during the reporting year, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

Maryland EXCELS Validation

Johns Hopkins University, Center for Technology in Education (CTE), continued its 2-year validation study of Maryland EXCELS, in addition to an ongoing formative evaluation of the QRIS and its related components. CTE's proposed validation plan adhered to the four pronged approach to validating the EXCELS system in line with national QRIS experts and approaches endorsed by the U.S. Department of Education. Efforts in the second year of the validation study will be described by each approach.

Process 1: Examine the validity of key underlying concepts.

CTE continues to participate in review and discussion with the Maryland State Department of Education (MSDE) of any proposed standards' revisions; looking particularly at alignment of any proposed changes with national impact, along with changes that could affect the validity of the current validation.

There were no major revisions to the Maryland EXCELS standards in 2015, though a proposal was made for adding an additional "alternative pathway" by allowing a 15th accepted national accreditation. CTE and other experts were convened to review the proposed new accrediting group's standards against Maryland EXCELS requirements, and it was determined that the accrediting agency seeking approval was not in alignment with Maryland EXCELS, so it was recommended to not add that pathway.

Process 2: Examine the measurement strategy and psychometric properties of the measures used to assess quality.

In 2015, a total of 238 programs were recruited as "Cohort 1," with measurements across three "cycles," or data collection periods. 171 programs participated in this first validation cycle; 124 (72.5%) Center Based and 47 (27.5%) Family Providers. 238 programs participated in the second and third validation cycles; 179 (75.2%) Center Based and 59 (24.8%) Family Providers. Three assessment instruments were used for each cycle of the concurrent validation study: CLASS, ECERS-R, and FCCERS-R. Five Evaluation Questions were addressed. Cycle 3 data collection spanned the end of 2015 into the extension period of 2016. Additional recruitment has begun for a "Cohort 2", specifically targeting more family child care providers. A series of testimonial videos explaining the aims of the Validation Study and dispelling certain inaccurate myths regarding perceived effects on a program's status within Maryland EXCELS were created and made available. Recruitment for Cohort 2 began in December 2015, with already 64 family providers having consented to participate. Additionally, 51 Center Based providers have been recruited. A preliminary report from Cycle 1 was developed and will be delivered in January 2016 to MSDE before being made publically available.

Process 3: Assess the outputs of the rating process.

Weekly data pulls of all programs within EXCELS; 3,738 in January 2015 to 5,361 in December, continued in 2015. These monitor changes in programs' status along dimensions measuring rate of change, geographic distribution of published programs, and specific indicators that prevent program success.

Major findings from these analyses reveal:

- 46.5% of Center-Based providers moved up by at least one published quality level in a 12-month period
- 15.6% of Family Care providers moved up by at least one published quality level in a 12-month period
- 6.06% of School Age Programs (Before/After) moved up by at least one published quality level in a 12-month period
- Maryland has experienced a 6,000%+ increase in participation in its QRIS since 2013 - where the participation high was 77 programs in the precursor to Maryland EXCELS, Maryland Tiered

Reimbursement

- Maryland uses a two-tiered reviewer process via an online portfolio submission model. Maryland's primary reviewers are employees of Johns Hopkins University, called Program Coordinators. They are the first round reviewers of evidence submitted by programs. Maryland has been able to achieve a 400 program to 1 reviewer ratio - the highest in the country - based on the design of its system

Process 4: Examine how ratings are associated with children's outcomes.

As previously discussed, all States have been cautioned about the reliability of equating child outcomes to QRIS levels at this point in the QRIS development. That said, in 2015 CTE secured permission from Dr. Robin McWilliams of the Siskin Children's Center to use his Child Engagement assessment to examine any relationship between child engagement levels and quality ratings. Additionally, CTE will be using a survey methodology in 2016 to try and align children who took the 2015 Kindergarten Readiness Assessment with the location, dosage, and quality level of care they received in 2014. There are several limitations to this technique, so these data will be used for preliminary analysis.

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

Select the Focused Investment Areas addressed in your RTT-ELC State Plan:

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Grantee should complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

Promoting Early Learning Outcomes

Early Learning and Development Standards (Section C(1) of Application)

The State has made progress in ensuring that its Early Learning and Development Standards (check all that apply):

- Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers;
- Cover all Essential Domains of School Readiness;
- Are aligned with the State's K-3 academic standards; and
- Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities.

Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

The new Maryland Early Learning Standards reflect the alignment of two documents- the Healthy Beginnings' indicators from Birth to Age 4 and the Prekindergarten through Grade 2 Maryland College and Career-Ready Standards. The completed Maryland Early Learning Standards have been disseminated to Maryland's early childhood stakeholders in a variety of ways: as an Appendix to our Supporting Every Young Learner- Guide to Early Childhood Pedagogy Birth to Age 8, online on our website, and presented to various stakeholders at conferences and workshops. Emphasis was placed on providing professional development on the Social Foundations standards since it contains new standards in Approaches to Learning and Executive Functioning skills. Professional development was provided for the third summer for combined school and community teams in Title I school areas that focused on increasing their knowledge of early learning development and the standards in the STEM areas of the domains of Social Foundations, Science, and Mathematics. During 2015 and 2016, presentations are focusing on the mathematics standards as the data from the 2014 Kindergarten Readiness Assessment indicated this domain having the lowest percentage of students demonstrating readiness.

Comprehensive Assessment Systems (Section C(2) of Application)

The State has made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to (check all that apply):

- Select assessment instruments and approaches that are appropriate for the target populations and purposes;
- Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;
- Articulate an approach for aligning and integrating assessments and sharing assessment results; and
- Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Ready for Kindergarten (R4K), Maryland's Early Childhood Comprehensive Assessment System, is comprised of two assessments:

- The Kindergarten Readiness Assessment (KRA) that is given by teachers to kindergarteners during the first several months of school.
- The Early Learning Assessment (ELA), as noted below, is used for children ages 3 to 5.

The ELA is a formative assessment intended to provide information about a child's performance in early childhood content areas that will help to inform and differentiate instruction. The Early Learning Assessment (ELA) informs the assessment standards for the KRA. It is a component of Maryland's Ready for Kindergarten (R4K) System along with the Kindergarten Readiness Assessment (KRA), which is the summative measure of entering kindergartener's school readiness in relation to established expectations for all children. The ELA provides teachers an opportunity to measure a child's development with 32 Learning Progressions across seven learning domains that have been found to be critical for a child's success in school and life. The seven domains are Fine Arts, Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, and Physical Well-being and Motor Development. Aligned with best practice in the assessment of young children, the Early Learning Assessment gives teachers insights about children that informs instruction and promotes continued growth and development.

The ELA is an optional assessment, except for children with disabilities. For young children with disabilities, the ELA can serve as one of multiple sources of data to help inform measures of child progress against three broad child outcomes defined by the U.S. Department of Education, Office of Special Education Programs (OSEP). These 3 child outcomes are reported annually as a measure of program effectiveness in narrowing the school readiness gap for young children with disabilities and are part of all states' federal accountability requirements. The ELA can also support the development of standards based Individualized Education Programs (IEP) that are aligned with the Maryland Early Learning Standards.

The downward extension of the ELA learning progressions was especially important for the special education preschool population because it will allow for the assessment of children chronologically 36 to 72 months of age who may demonstrate skills, knowledge and behaviors at an earlier developmental level in one or more domains. The ELA can also be utilized by child care, Head Start or public prekindergarten and kindergarten teachers for the general education population. Being used as such, the ELA is intended to allow teachers to differentiate instructional planning and serve as a measure for progress monitoring. The learning progressions and tasks for the ELA from 36 to 72 months, along with the downward extension to capture developmentally earlier performance of children with disabilities, have been completed, and will be ready in time for training of local program staff, both general education and special education teachers, after January 2016.

The feedback received from the census administration of KRA v1.0 required many changes and enhancements be made to prepare for the implementation of KRA v1.5. The time and staffing necessary to implement these changes and enhancements required the leadership teams from both Maryland and Ohio to make tough decisions regarding the final development and deployment of the ELA.

Similar to the professional development for the KRA, the professional development of early childhood educators is organized around three stages of assessment, including pre-administration, administration, and post-assessment analysis and use of data to inform instruction. Teacher dashboards and customized professional development provide contextualized resources to support instruction and the use of best practices in the classroom. Data from the online system for the KRA generates information for instructional groupings, as well as targeted instruction based on individual child and class performance. Suggested instructional activities are available for teachers to incorporate in daily lesson planning. Simulation software familiarizes teachers with assessment protocols and use of professional-development resources.

The training provides the core knowledge necessary to train teachers of young children ages 36 to 72 months in preschool, child care and kindergarten settings to implement the ELA. Training topics include:

- The role of formative assessment
- ELA administration
- The ELA domains and learning progressions, including the 12 required learning progressions for Maryland Preschool Special Educators as part of the Child Outcomes Summary process
- Observing young children for the ELA
- Supporting children with disabilities and English Learners
- Integrating the ELA into early childhood curricula
- Practicing ELA administration
- The Ready for Kindergarten Online system

Certified ELA trainers become part of the R4K Online Trainer Community. This community contains teacher training materials as well as additional training resources. Also, it is a place for trainers to collaborate with one another and receive ongoing important updates. Over time, trainers (and trained teachers) will receive access to additional professional development resources, including online versions of training modules, new assessment materials, and useful instructional resources.

The professional development for the special education Training of Trainers (ToT) was conducted from August through October, 2015, and consisted of 3 days of face-to-face training. The professional development at the district level for special education teachers will consist of 2 days of training (face-to-face or blended) with three days of instructional support provided by the trainers, and will be completed by May 2016. The 2016-2017 school year will be a pilot year for the administration of the ELA to preschool children with disabilities, with revisions based on teacher feedback to be incorporated into the ELA for a full rollout projected for the following school year (2017-2018). ToTs for general education teachers, including public school general educators, and child care providers, will take place beginning in January 2016. Then there will be a phased rollout of district level training based on expressed interest in use of the ELA. The ELA materials will be available for all teachers in the form of a kit available through MSDE.

Health Promotion (Section C(3) of Application)

The State has made progress in (check all that apply):

- Establishing a progression of standards for ensuring children's health and safety;
- Ensuring that health and behavioral screening and follow-up occur; and
- Promoting children's physical, social, and emotional development across the levels of your TQRIS Program Standards;
- Increasing the number of Early Childhood Educators who are trained and supported in meeting the health standards;
- Promoting healthy eating habits, improving nutrition, expanding physical activity; and
- Leveraging existing resources to meet ambitious yet achievable annual targets.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Maryland EXCELS - the TQRIS standards incorporate criteria to promote children's physical, social, and emotional development as well as promoting healthy eating habits, improving nutrition, and expanding physical activity. The TQRIS standards include:

- Serving fresh fruits and vegetables, whole grains, and limiting fat, sugar, and salt in food served by the program;
- Monitoring foods from home and supplementing as needed, to ensure children are receiving nutritious meals and snacks;
- Participating in the Child and Adult Care Food Program;
- Providing information to families on the program's policies for nutrition, health and physical activity;
- Providing information to families on the program's policies and practices regarding promoting positive behavior and guidance to children;
- Requesting information from families upon enrollment, regarding any special needs, or health care needs, and information from an IEP or IFSP, if available;
- Incorporating information from the child's IEP or IFSP, when provided by the family, for individual planning related to the child's health, physical, social, and emotional development and the child's activities;
- Limiting Screen Time according to AAP and Caring for Our Children guidelines;
- Recognizing programs that meet higher requirements for Health and Safety by awarding an Achievement in this area for programs certified in Let's Move! Child Care. Programs receiving this achievement are featured on the Maryland EXCELS website to highlight their commitment to health and wellness.

Mental Health Programs

Maryland Early childhood Mental Health Consultation in Pediatric Care

Develop plan to train primary care providers to participate in the early childhood mental health consultation for pediatricians: 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 (PCP) from across Maryland started in February 2013. The training goal has been completed and as of December 31, 2015, 37 PCPs have attended at least one training session in one of four locations throughout the state.

A statewide early childhood mental health consultation hotline has been established 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 has been operational since November 2013 at 855-MD-BHIP.

Four hundred forty-nine early childhood referral resources from 23 counties across Maryland have been identified. One hundred and three (103) are for early childhood mental health providers/consultants; eighty four (84) are for family support; and two hundred and sixty two (262) are for early childhood education and development. The map of resources can be found at <http://www.mdbhipp.org/locate-services.html>.

Curriculum material has been designed for primary care providers and is accessed from the B-HIPP web site at www.mdbhipp.org.

The Social and Emotional Foundations for Early Learning

Develop on-line training modules for the Social and Emotional Foundations of Early Learning (SEFEL):

The Institute for Innovation and Implementation at the University of Maryland/School of Social Work has launched a Social Emotional Foundations in Early Learning (SEFEL) website that offers professional development training modules and other 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 at state level meetings. The website can be found at <http://theinstitute.umaryland.edu/sefel/>.

The Institute for Innovation and Implementation at the University of Maryland/School of Social Work reported for the online SEFEL training, to date 1,065 individuals have been awarded Preschool SEFEL certificates, 645 individuals have been awarded Infant and Toddler Certificates. 173 individuals have been awarded both a Preschool SEFEL certificate and an Infant Toddler certificate. The providers taking the SEFEL training come from 26 states and 6 countries including Sweden, Nigeria, Malaysia and the United Kingdom. The six new Trauma Informed SEFEL Trainings are now finished and available. Another resource found on the website allows providers to search for SEFEL strategies by age, time and behavior. Recently a Pinterest link was added.

An Outcomes Monitoring System for online data collection on implementing SEFEL has been designed and is currently being piloted in Howard County and Prince George's County.

Performance Measure (C)(3)(d)

In the table, provide data on leveraging existing resources to meet ambitious yet achievable statewide targets. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
Baseline and Annual Targets					
	Baseline	Year One	Year Two	Year Three	Year Four
Number of Children with High Needs screened	9,130	9,130	9,130	9,130	9,130
Number of Children with High Needs referred for services who received follow-up/treatment	5,623	5,623	5,623	5,623	5,623
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	12,009	12,009	12,009	12,009	12,009
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care					

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
Actuals					
	Baseline	Year One	Year Two	Year Three	Year Four
Number of Children with High Needs screened	9,130	9,153	9,443	9,721	15,205
Number of Children with High Needs referred for services who received follow-up/treatment	5,623	5,390	5,562	5,687	12,316
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	12,009	12,051	12,434	12,727	27,563
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care					

Performance Measure (C)(3)(d) Data Notes

Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Baseline figures are estimated.

Health-related screenings and service referrals for children with high needs are performed through Maryland's statewide network of Judith P. Hoyer Centers ("Judy Centers"), each of which is located in a public elementary school. The figures reported here are not unduplicated counts from all of the Centers - many of the children receiving one type of screening or service referral may also have received another screening or referral. Every Judy Center must make these screening and referral services available to any child enrolled in, or receiving services through, the following early learning and support programs:

- Kindergarten
- Pre-kindergarten
- Infant and Toddlers Program
- Pre-school Special Education
- Licensed child care

In addition, each Judy Center may provide screenings and referrals to children with high needs who are enrolled in, or receiving services through, local partnership agencies such as (but not limited to) Family Support Centers, Head Start/Early Head Start, Healthy Families, and Parents as Teachers.

The screenings and referrals cover the following health areas:

- Immunizations
- Dental
- Hearing
- Vision (including amblyopia)
- Mental health
- Physical growth and Nutrition
- Blood lead levels

This bottom row 'Of these participating children, the number or percentage of children who are up to date in a schedule of well child care' is blank because MSDE does not collect this data.

Performance Measure (C)(3)(d) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Targets for CY 2012 - CY 2015:

Targets were set during the first year of the ELC grant in 2012. In late summer 2015, 21 new Judy Centers were funded under the PDG and numbers for participation in 2015 far exceeded the target numbers set 4 years ago.

Participation in a Schedule of Well Child Care:

Well child care data are maintained by Maryland's Department of Health and Mental Hygiene (DHMH).

Judy Centers continue to successfully serve high needs children in Maryland. Screening and appropriate referral, when indicated, are required for children receiving Judy Center services. Children that are served by Judy Centers are also counted by the programs in which they participate.

Engaging and Supporting Families (Section C(4) of Application)

The State has made progress in (check all that apply):

- Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of your Program Standards;
- Including information on activities that enhance the capacity of families to support their children's education and development;
- Increasing the number and percentage of Early Childhood Educators trained and supported to implement the family engagement strategies; and
- Promoting family support and engagement statewide, including by leveraging other existing resources.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Maryland Early Childhood Family Engagement Framework and Coalition

MSDE was awarded a \$494,370 grant from the W.K. Kellogg Foundation to build upon the work accomplished under the RTT ELC Project 8: Family Engagement; notably, the establishment of *The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children*. The grant was awarded on September 1, 2015; the Maryland Early Childhood Family Engagement Coalition is the advisory group and steering committee that will oversee grant implementation. Presentations on Maryland's Early Childhood Family Engagement Initiatives were made for the Interagency Early Childhood Policy Committee at the U.S. Department of Education in Washington D.C. on October 28th and at the Maryland Head Start Association Conference on December 7th. As providers move up the levels in Maryland EXCELS, the amount of family engagement (written and oral communication, parent-teacher conferences, family events, written shared policies, etc.) expected of licensed providers increases.

Family Engagement - Effective Practices Toolkit

The Early Childhood Family Engagement Coalition developed a plan for the Effective Practices Toolkit to support the *Maryland Early Childhood Family Engagement Framework*. The subcommittee is working to ensure that the toolkit will be aligned with documents such as the "Workforce Competencies Framework" and the "Guide to Early Childhood Pedagogy." The toolkit design will incorporate *Framework* goals and offer examples that illustrate different agencies and programs that are meeting these goals. Additionally, there are examples from parents and educators for activities that have been successful for increasing family engagement. The subcommittee is also working to include information on pertinent topics for educators such as Toxic Stress and Trauma, Dual Language Learners, and working with families with children with disabilities. By developing the Effective Practices Toolkit, providers will have tools and resources to strengthen and improve relationships with the families of the children in care. By working together, families will receive valuable information on being their child's first teacher and advocate, and providers will be better informed about the development of children through parent interaction.

Parent Cafés 2015

In 2015, 37 Parent Cafés were offered across Maryland with 522 participants attending those cafes. Cafés are offered to parents and early education staff, and participants share collective knowledge and build a network of community support and review strategies that they can utilize to support their children/students. Two Parent Cafe Facilitator Training Institutes were held during 2015, adding 54 Parent Café Facilitators to the existing network of facilitators. During the second quarter of the year, of the 218 participants that completed evaluations, 99% said the Parent Café was helpful to them and 96% said they would be more willing to ask for help when they needed it. Additionally, 86% stated they plan to change something about their parenting, 93% said they plan to try to understand their children's feelings, and 97% said they would attend another Parent Café. By increasing awareness of child development, school readiness, and available community resources, parents are better informed to help their children increase the skills, knowledge, and attitudes necessary for success in school. Evaluations completed by participants after each Parent Café show parents find support

through their peers, more easily access community resources, and gain an increased understanding of their child's development.

Reach Out And Read

There are 87 pediatric practices and clinics in 19 counties plus Baltimore City participating in Reach Out and Read (ROAR) in 2015. More than 100,000 children have received free books during their “well” visits to the pediatrician. Parents are given advice by doctors and other health practitioners on the importance of reading to their children during each visit. Quality assurance visits are made to sites that have been operating for more than a year. The Maryland Chapter of the American Academy of Pediatrics is currently exploring alternative options for the continued funding of this program. ROAR provides an opportunity for health care practitioners to encourage parents to read with their children and increase their exposure to written materials.

Library Learning Councils

Public libraries have organized Library Learning Cafes in 18 libraries to bring in families to network on early childhood topics in Title I school districts and to receive information on valuable early childhood and family resources. As of December 2015, 28 Library Parent Cafés have been held and 16 libraries have created Family Resource/Parent Information Centers. The Library Partnership has improved the quality of parents' interactions with library staff; increased the frequency of children and families' engagement with libraries, including obtaining library cards for children; and encouraged families to take greater advantage of other social services in their communities.

Raising A Reader

Raising A Reader's mission is to engage caregivers in a routine of book sharing with their children from birth through age eight to foster healthy brain development, healthy relationships, a love of reading, and the literacy skills critical for school success. The third year of the Raising A Reader (RAR) is now being implemented. Approximately 2,500 prekindergarten students in over 50 Title I schools are participating in nine school districts in Maryland. Spanish-speaking students make up 22% of the children in the program. There has been an increase of nearly 300 students at four additional schools that have implemented RAR for the first time this school year. Schools have completed the orientation or kick-off activity for parents. Students are taking books home in a red bag each week to engage their parents in book sharing activities. An analysis of the two year's results of parent pre and post surveys (latest results available at this time) indicate a significant increase in the time spent with parents reading with their children and children being active participants in the book sharing process. The book sharing behaviors that had a significant increase include children choosing the book to read, turning pages in a book, asking questions about a book, and helping by “reading” or telling a story using the pictures.

VIOLETS - Learning Parties

Learning Parties are interactive, hands-on, parent/child “parties” that promote the development of school readiness skills of young children. Guided by a trained professional, Learning Parties incorporate parent skill development, child learning, practice, networking, home connection activities (homework) and a home learning library. Families are provided with skills to build on and extend their children's schooling through vocabulary instruction and the development of basic language and literacy skills at home. Forty-five sets of Learning Parties were held in 27 different programs over the course of the grant, including child care programs, public PreK programs, Judy Centers, libraries, and a homeless shelter, meeting the goal established through RTT-ELC. All seven domains of the Learning Party curriculum have been revised to align with the Kindergarten Readiness Assessment. Through 2015, Learning Parties reached approximately 450 children and 350 adults in 13 jurisdictions. Learning Parties were held in 6 different domains.

- Development began for a Learning Party Train of Trainers to help build regional teams of Learning Party trainers throughout the state.
- Five regional Learning Party trainings were held in 2015, reaching over 110 participants.
- Learning Party School Readiness Cards were revised and redesigned.
- Learning Party parent evaluations were revised and updated in both English and Spanish.

Families exposed to the Learning Parties have a greater understanding of the importance of early learning as the

foundation for school readiness and success in school. Family Engagement is a critical component of school readiness, and Learning Parties are an effective tool for family engagement. Parent evaluations completed at the end of the Learning Parties indicate that families had increased awareness of the importance of early learning and their roles as their child's first teacher.

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials.

(Section D(1) of Application)

The State has made progress in developing (check all that apply):

- A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes; and
- A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework.

Describe the progress made during the reporting year, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

The new "Knowledge and Competency Framework for Child and Youth Care Professionals" was completed in April 2015. Evaluation Strategies aligned state and national resources and professional work group members conducted cross checking of alignment and knowledge areas/domains. MSDE approved trainers have been given training on how to use "Maryland's Knowledge and Competency Framework for Child and Youth Care Professionals" and have begun developing training to meet the specific competencies. The *Framework* is available on-line with hyperlinks to professional resources. Collaboration with local community colleges to align current pre-service training to the *Framework* has begun. The development of a self-reflection tool for child care professionals to use alongside the Framework is in progress. This will include application based self-checks.

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

(Section D(2) of Application)

The State has made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes (check all that apply):

- Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework;
- Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including
 - Scholarships
 - Compensation and wage supplements,
 - Tiered reimbursement rates,
 - Other financial incentives
 - Management opportunities
- Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention
- Setting ambitious yet achievable targets for --
 - Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
 - Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

State Activities:

Maryland continues to provide program incentives that support professional development and degree completion through participation in the Maryland Child Care Credential Program. Training Voucher/Reimbursement and Child Care Career and Professional Development Fund (CCCPDF) are available to assist Credentialed child care providers with the cost of approved professional development and obtaining an associate and/or bachelor degree. Training Voucher/Reimbursement provided \$195,053 in support during 2015. Credentialed child care providers can access approved training and attend professional conferences to enhance their knowledge and skills.

The CCCPDF provides \$1.8 million for scholarship to child care providers. The CCCPDF assists with the cost of completing a college degree. There are currently 307 CCCPDF participants attending community colleges and/or universities throughout Maryland. During 2015, forty-three (43) CCCPDF participants graduated with an Associate or Bachelor's degree in Early Childhood; 430 child care providers achieved Child Development Associate Credential; and 4,225 child care providers achieved Maryland Child Care Credential. These

achievements reflect MSDE's commitment to promoting a well-trained early care and education workforce.

Senate Bill 677 passed during the 2015 state legislative session, and the bill required the Maryland State Department of Education (MSDE) and the Maryland Higher Education Commission (MHEC) to submit to the Governor, Senate Education, Health, and Environment Affairs Committee and the House Ways and Means Committee a master plan to address the critical shortage of qualified professional teachers and child care providers in the early childhood education workforce.

The MSDE convened a workgroup that included representatives from early childhood teacher education programs from two and four year institutions, Head Start, and early childhood professional development trainers. During the four meetings, the workgroup reviewed and discussed current early childhood associates' and bachelors' teacher education programs, professional development offered to early learning providers following a career pathway, and the Career and Technology Early Childhood Program in Maryland high schools.

In summary, the workgroup recommends that:

- MSDE collaboratively plan and develop degree programs with four-year colleges to increase the number of teacher education programs that provide dual certification in special and general education in early childhood education for children from birth to grade 3;
- MSDE develop a professional development program that emphasizes skill development and training for child care teachers working with infants and toddlers;
- MSDE work with local school systems on the alignment of high school Career and Technology Education program in Early Childhood Education/Childcare with the requirements of the Child Development Associate credential and course content/standards alignment to the community college early childhood education programs.
- Early Learning Leadership Academies be continued, including a focus on supporting students with disabilities (IT/Preschool Special Education); and
- A statewide job board be established to advertise internships and paid positions designed to enhance child care providers' efforts to find qualified applicants.

The Division of Early Childhood Development has begun work to implement the workgroup's recommendations in collaboration with the early childhood providers and other early childhood organizations.

ELC Sponsored Programs:

The Maryland Approved Alternative Preparation Program in Early Childhood Education (MAAPP - ECE) is designed for teachers working in licensed child care settings who are interested in obtaining state certification in early childhood education. These teachers already have a bachelor's degree that may be in education or another field. The Race to the Top (RTTT) Early Learning Challenge Grant covers the cost of coursework, program oversight, stipend for participating public school supervising teachers, and substitutes during the internship when the candidate is away from their place of employment. The number of students in the program is limited to grant funding; there were 12 candidates in the first cohort which began in 2013. TNTP (formerly The New Teacher Project) was awarded the grant to provide the coursework and provide oversight for the students. The coursework is approved by MSDE. In addition to completion of the MAAPP coursework, candidates must pass the Core Academic Skills tests and the PRAXIS II for Early Childhood to be eligible to receive certification. Candidates must complete a four week internship at their place of employment and in a classroom (PreK - grade 3) in a public school. Candidates must commit to remain in a licensed child care setting for 2 years upon completion of the MAAPP-ECE program.

Candidates for Cohort 1 have completed the program. Nine of the eleven candidates have satisfactorily met all requirements for MAAPP. They have completed or will soon complete the state application for early childhood certification. Support is being provided to two candidates to determine what assistance is needed. In Cohort 2, twelve candidates successfully finished year two (residency) of MAAPP in December. They will be working to finalize any outstanding paperwork and other requirements necessary for certification. Assistance is being provided to candidates that need support. The 17 candidates in Cohort 3 have just completed year one of MAAPP. They recently finished their internship in a public school setting and have submitted their final seminar portfolios for review. The teachers are now beginning the residency (year two) of the program and will submit

their initial instructional videos for feedback by February. Nine candidates from Cohort 1 have completed or will soon complete the state application for early childhood certification and are waiting for confirmation from MSDE. Cohort 2 and 3 candidates have enhanced their knowledge of early childhood education through the successful completion of MAAPP classes and public school internship.

Performance Measures (D)(2)(d)(1):

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for: Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

Baseline and Annual Targets					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of "aligned" institutions and providers	1,267	1,286	1,305	1,324	1,343
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	17,215	17,301	17,388	17,475	17,562

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

Actuals					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of "aligned" institutions and providers	1,267	1,523	1,743	1,676	1,832
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	17,215	18,347	13,222	12,739	18,130

Performance Measure (D)(2)(d)(1) Data Notes

The Maryland Child Care Credentialing Program (MCCCP) participation data by credentialing level are maintained in the CCATs system online data system.

Performance Measure (D)(2)(d)(1) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

The Maryland Child Care Credentialing Program is voluntary and subject to annual fluctuations. The Credentialing Program is a major component of the Division's Child Care Automated Tracking System (CCATS) and is undergoing extensive modification to bring it up to a fully functional level. Part of that modification is to create unique party associations that eliminate duplicate or erroneous provider and program staff records, which previously resulted in a duplicated count of Credentialing Program participants. MSDE has identified a

high number of such records, which were created through misspellings, name changes, and failure to end-date previous Credentialing Program participants whose enrollment lapsed prior to 2013. The lower number of participants reported for 2013 reflects the removal of these records. Therefore, the targets set at the initiation of the ELC grant were not based on real numbers but on duplicative records.

Performance Measures (D)(2)(d)(2):

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for: Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Baseline and Annual Targets										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
Credential Type 1	1,463	-2%	1,739	19%	2,101	21%	2,582	23%	3,233	25%
<i>Specify:</i>	Maryland Child Care Credentialing Program (MCCCP) Credential Level 1 (Lowest Level)									
Credential Type 2	806	18%	958	19%	1,157	21%	1,423	23%	1,781	25%
<i>Specify:</i>	MCCCP Credential Level 2									
Credential Type 3	2,017	19%	2,398	19%	2,897	21%	3,561	23%	4,458	25%
<i>Specify:</i>	MCCCP Credential Level 3									
Credential Type 4	625	37%	743	19%	898	21%	1,103	23%	1,382	25%
<i>Specify:</i>	MCCP Credential Level 4									
Credential Type 5	169	46%	187	11%	243	21%	299	23%	374	25%
<i>Specify:</i>	MCCCP Credential Level 4+									
Credential Type 6	450	30%	535	19%	646	21%	794	23%	994	25%
<i>Specify:</i>	MCCCP Credential Level 5									
Credential Type 7	665	32%	790	19%	955	21%	1,173	23%	1,469	25%
<i>Specify:</i>	MCCCP Credential Level 6 (Highest Level)									
Credential Type 8										
<i>Specify:</i>										
Credential Type 9										
<i>Specify:</i>										
Credential Type 10										
<i>Specify:</i>										
Credential Type 11										
<i>Specify:</i>										
Credential Type 12										
<i>Specify:</i>										
Credential Type 13										
<i>Specify:</i>										

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Actuals

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
Credential Type 1	1,463	-2%	1,386	-5%	1,125	15%	1,508	34%	2,750	15%
<i>Specify:</i>	Maryland Child Care Credentialing Program (MCCCP) Credential Level 1 (Lowest Level)									
Credential Type 2	806	18%	901	12%	874	11.6%	1,040	19%	2,239	12%
<i>Specify:</i>	MCCCP Credential Level 2									
Credential Type 3	2,017	19%	2,289	13%	2,303	30.7%	2,761	20%	6,414	35%
<i>Specify:</i>	MCCCP Credential Level 3									
Credential Type 4	625	37%	756	21%	1,089	14.5%	1,374	26%	2,954	16%
<i>Specify:</i>	MCCP Credential Level 4									
Credential Type 5	169	46%	187	11%	212	2.8%	232	9%	118	1%
<i>Specify:</i>	MCCCP Credential Level 4+									
Credential Type 6	450	30%	525	17%	779	10.4%	861	11%	1,655	9%
<i>Specify:</i>	MCCCP Credential Level 5									
Credential Type 7	665	32%	828	25%	1,071	14.3%	1,298	21%	2,408	13%
<i>Specify:</i>	MCCCP Credential Level 6 (Highest Level)									
Credential Type 8										
<i>Specify:</i>										
Credential Type 9										
<i>Specify:</i>										
Credential Type 10										
<i>Specify:</i>										
Credential Type 11										
<i>Specify:</i>										
Credential Type 12										
<i>Specify:</i>										
Credential Type 13										
<i>Specify:</i>										

Performance Measure (D)(2)(d)(2) Data Notes

Please describe the methodology used to collect the data, including any error or data quality information.

MCCCP participation data by credentialing level are maintained by the program administrator in an Excel spreadsheet. The entry of all data into this spreadsheet is done manually, so it is possible for occasional user-entry errors to occur (for example, transposing the letters of a program participant's name or the digits of the participant's entry date into the MCCCP). Enhancements to CCATS are currently in progress that will allow all participation data to be captured directly in, and reported directly from, the CCATS database. The figures in the percentage columns show the annual plus/minus percentage change for each level. All percentages are rounded to the nearest whole number.

Performance Measure (D)(2)(d)(2) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

The assumption is that the increase is, in part, explained by the increasing number of programs participating in Maryland EXCELS, since Levels 4 and 5 incorporate specific quotas of credentialed child care staff at the higher levels of Credentialing. Targets for levels 1, 2, 3, 4, 5 and 6 were surpassed. MSDE will continue outreach to credentialing participants through the Partners quarterly newsletter, the Resource and Referral Centers, and the MD EXCELS Quality Assurance Specialists and encourage providers to continue their professional development. Incentives are built into the credentialing program as participants move up each level.

Measuring Outcomes and Progress

Understanding the Status of Children's Learning and Development at Kindergarten Entry (Section E(1) of Application)

The State has made progress in developing a common, statewide Kindergarten Entry Assessment that (check all that apply):

- Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;
- Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;
- Is administered beginning no later than the start of the school year in the fourth year of the grant to children entering a public school kindergarten. States may propose a phased implementation plan that forms the basis for broader statewide implementation;
- Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and
- Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

Describe the domain coverage of the State's Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

The KRA blueprint includes assessment standards within four domains of learning or development; alignment with early learning and development standards, including the States' kindergarten standards; and three types of assessment approaches, measuring essential skills and knowledge of incoming kindergarteners in age-appropriate, reliable, and valid summative formats.

The *Joint Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) function as the predominant basis for the evaluation of educational assessment programs by the measurement community. This provides the criteria for the evaluation of testing practices, and the effects of test use in test construction, documentation and fairness. Based on this perspective, the KRA sources of validity include evidence based on the assessment content, the internal assessment structure, response processes, and the relationship between the assessment instrument and other variables or outcomes and test consequences. Test construction is at the heart of instrument validation. Alignment and accessibility were major considerations in the selection of content for KRA. Validity evidence based on test content for the KRA includes:

- alignment to demonstrate the consistency between individual State standards and the KRA blueprint;
- review and revision of the test specifications by the national Technical Advisory Committee;
- individual assessment item review by representative content and bias and sensitivity ad hoc state groups;
- review of item writer and editor training protocols; and
- engagement of local school system leaders and teachers throughout every phase of the development process, including item development and testing of the system.

In order to develop commonality across both states, common standards were identified in terms of scope and content and serve as the framework for what we define as the "Common Language Standards" (CLS) and the foundation of the KRA. The CLS are aligned to the individual state standards for preschool and kindergarten, and

essential skills and knowledge that are based on each State's standards and that align with the CLS. The CLS provide common definitions for the scope and content that is assessed and form the basis of the KRA.

An alignment study informed the drafting of the CLS, which are based on a hierarchical structure and contain four levels: domain, strand, standard, and essential skills and knowledge (ESKs). The ESKs provide the most specific content descriptions, and item content of the KRA assessment were mapped to this level. The CLS cover essential domains for kindergarten readiness, which for the KRA include Social Foundations (including approaches to learning and executive functioning), Language and Literacy, Mathematics, and Physical Well-Being and Motor Development.

The KRA was systematically developed within a framework grounded in theory, research, and best practice to ensure its validity and reliability. Validity and reliability testing of the KRA consisted of benchmarking and small-scale piloting of item/task prototypes, review by ad hoc groups and a national technical advisory committee comprised of developmental psychologists, early childhood experts, and psychometricians, formal pilot testing, and field testing. In this section, the steps in the item and test development process are described. As part of the process, three primary questions were asked:

- What item/task characteristics are needed to effectively measure the intended content in the KRA?
- What item characteristics are needed to ensure that the access needs of all children are considered?
- Which item types most strongly demonstrate those characteristics identified as most important and developmentally valid?

By asking these questions it was possible to evaluate the degree to which system components work together as intended (i.e., use of multiple measures to assess a specific skill), and evaluate the degree to which technology-supported items and traditional items perform to ensure and maintain comparability.

After the first census administration of the KRA in Maryland and Ohio in the fall of 2014, all KRA items were evaluated for their difficulty, discrimination (i.e., item-total correlation), and internal consistency. The internal structure of the KRA was examined using a common psychometric analysis procedure to obtain an estimate of the reliability or a measure of the extent the items on the KRA measure the same construct. Cronbach's Alpha (α) provides an internal consistency estimate of the assessment, which is based on the correlation between each test item with other test items to form one construct. Generally, the alpha increases when the correlation between test items increases. The KRA is a low-stakes assessment, used to inform instruction. The KRA results are not used to prohibit a child from entering kindergarten or for high-stakes decisions. However, as Table 1 shows, the inter-correlations among KRA assessment items were strong. The Alpha of .94 for the KRA overall is considered in the "Excellent" range and alpha's by domain are considered "Good" or "Excellent" ranging from .78 for Mathematics to .91 for Social Foundations.

Table 1:

	<u>Cronbach's Alpha (α)</u>	<u>Internal Consistency</u>
KRA Overall	.94	Excellent (High-stakes testing)
Language & Literacy	.82	Good (Low-stakes testing)
Mathematics	.78	Good (Low-stakes testing)
Social Foundations	.91	Excellent (High-stakes testing)
Physical Well-Being & Motor Development	.81	Good (Low-stakes testing)

Internal Consistency Ranges: < 0.50=Unacceptable; 0.50 to 0.60=Poor; 0.60 to 0.70=Acceptable; 0.70 to 0.90=Good (Low-stakes testing); \geq 0.90=Excellent (High-stakes testing);

Generalizability theory was used to quantify the proportion of variance in scores on the performance tasks that is attributable to the measurement procedures. Descriptive data for the individual items and raw scores were also evaluated by student demographic subgroups as additional evidence of test fairness. Dimensionality of the

set of items was evaluated using factor analysis and structural equation modeling. Reliability is also a key component of the online professional development offered to teachers.

Evidence based on response processes was particularly relevant in the development of KRA and collected during cognitive interviews, and the pilot and field tests. It was critical to gather evidence to explore student's thought processes when completing items to ensure that items was accessible to a wide range of students at various levels of development, as well as to students with disabilities and dual language learners. In addition, it was important to understand whether rubrics and rating scales applied to student performances, skills, and behaviors as intended.

In the pilot phase of development, questionnaires and cognitive labs were used to explore the fit between the skill being measured and the performance or observation rating elicited from the student or teacher. Cognitive labs were set up in order to explore students' thought processes when completing the items. Additionally, all teachers who participated in the KRA v1.0 pilot and field tests were asked to complete a survey to evaluate the accessibility of the items and the feasibility of the administration.

Stakeholder and expert input, including kindergarten teachers, was gathered and used at every level of development. Engagement, review, and evaluation of content and item development included the following:

- National Technical Advisory Committee (TAC) facilitated by the Council of Chief State School Officers
- State and Local Advisory Councils
- Stakeholder and Expert Ad Hoc Committees (Ad Hoc Group Meetings for Item Content Analysis and Bias and Sensitivity Review and Sub-group meetings in professional development, Technology, Special Education, and English Learners)
- Multi-partner Leadership Teams (including accessibility and accommodations workgroups for special populations.)

The role of the TAC was enhanced by providing detailed feedback on the content and construct validity of the KRA. In addition it advised the assessment development team on the process for the bias and sensitivity reviews, the process of the field tests, and the standard setting. Assessment experts in both states reviewed the development of the assessment, and expert consultants participated in the validation of the *Guidelines of Allowable Supports*.

Additional validity evidence will include the relationships between the assessment instrument and other variables and outcomes. Our validation plan, to be implemented in 2016, includes gathering evidence to examine the relationship of the KRA to measures of the skill or behavior that it is intended to predict, similar measures of the same construct or different constructs, or studies of group differences as they apply to the proposed test interpretations. These other measures may be administered at the same time as an enhanced version of the KRA (concurrent validity) currently under development, or may be used to predict later performance (predictive validity). These additional measures of validity will include:

- correlation between a student's raw score on the KRA and measures of progress on the formative assessments;
- correlation between scores on the KRA and other multidimensional (e.g., Teaching Strategies GOLD, the Early Development Instrument, Mullen Scales of Early Learning) and unidimensional (e.g., DIBELS, DIBELS Math, MClass, PPVT-4, Ages and Stages Questionnaire) measures of learning and development designed for young children;
- for Maryland and Ohio, school-level correlations between KRA v1.0 and KRA v2.0;
- student-level quantitative analyses of the association between scores on the enhanced KRA v2.0 in 2017 and scores on grade 3 PARCC/Smarter Balanced assessments (as the cohorts advance to grade 3);
- examination of distribution of KRA scores by dual language learner status, identification for special

education services, and/or kindergarten retention; and

- examination of distribution of KRA scores by demographic variables, school/district resources, disability categories, and communication abilities.

The KRA is part of an overall educational system that includes early learning and development standards, curricular resources, professional development, and instructional interventions and policy improvements, all designed to enhance the school-readiness skills of entering kindergarten students and ensure that students are on a learning trajectory to graduate from high school ready for college and careers. All components are standardized and provide technical and administrative procedures. The teachers receive an Administration Guide which includes procedures of administering the KRA and how to provide levels of allowable supports to dual language learners and students with disabilities. The assessment window is defined as beginning on the first day of school until November 1 of that school year. Individual Student Reports (IRS) are issued statewide by November 15 of the year of administration.

To allow for consistent administration and meaningful reporting, the system is supported by a technology infrastructure to support data collection, user management, reporting, and professional development. The system also allows for data import and export, including the transfer of data to state longitudinal data systems. The Ready for Kindergarten Online system consists of two key components: 1) the Ready for Kindergarten (R4K) Online website (the primary teacher interface), and the 2) the KRA app (for delivering a subset of the KRA items directly to children using child-friendly technologies). Both of these technology components were Field Tested (November 4 - December 20, 2013). The results of the Field Test informed the development and enhancement of version 1.0. Additional teacher feedback was used to enhance the system in 2015 for version 1.5 administered in the fall of 2015.

Standardization of Professional Development. A Trainer-of-Trainer (ToT) model is used statewide in Maryland and regionally in Ohio. The ToT training session consists of a blended approach of three face-to-face meeting days with a set of online activities in between meetings. The ToT model is designed to:

- Build capacity for trainers to deliver training in online, blended, and face-to-face formats.
- Engage trainers in an online community for ongoing support from JHU CTE and fellow trainers.
- Model facilitation of online learning experiences.
- Model research-based coaching techniques.
- Incorporate time for reflection, planning, and practice.
- Provide customizable training materials to meet local needs.
- Provide clear expectations and accountability measures.

Trainers are provided with customizable training materials for online, blended, and face-to-face full and half day teacher trainings. They receive training agendas, PowerPoint files with detailed notes as well as optional scripts, activity handouts, video clips, practice assessment items with scenarios, and additional resources. During the ToT session, trainers become part of an online community where they access and share resources, communicate with other trainers and PD team members, and receive guidance and coaching as they implement teacher trainings and support teachers through the KRA administration.

Online Learning Communities. Community Exchange sites, as part of the *Ready for Kindergarten Online* system, provide a password-protected, user friendly online environment that encourages community members' collaboration, enhanced content delivery, and allows for file sharing for trainers and teachers through the assessment process.

The trainer community includes a repository of training resources and a forum for sharing knowledge, insights, observations, and questions. JHU-CTE staff facilitates and disseminates content for trainers through this site, who then work directly with teachers who participate in their local training sessions. The Community Exchange sites in Maryland (98 sites) and Ohio (585 sites) serve teachers as they complete their training. Teachers participating in online and blended trainings can use the community space to engage in ongoing discussion based on specific prompts presented in the training modules. Trainers use these sites to post assessment-related tips, local updates, and to respond to teachers' questions or needs.

Validation by Simulation and Content Assessment. Upon completion of the assessment administration training, all teachers conducting the KRA are required to fulfill reliability qualifications through the successful completion of a simulation and a content assessment. The multimedia-rich simulation, accessed through the web, provides “real life” hands-on experience and practice for administering assessment items. Participants navigate through a kindergarten classroom and observe children engaging in classroom and outdoor activities as well as completing performance tasks. Participants then provide scores for the children on these items.

The content assessment contains twenty multiple-choice questions that address key concepts from the training. Total scores are calculated for both the simulation and content assessment, and a minimum satisfactory score is required for successful completion. Follow-up coaching and the ability to retake the assessment(s) are provided to teachers as needed. 3,884 educators in Maryland successfully completed both the simulation and content assessment.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Early Learning Data Systems (Section E(2) of Application)

The State has made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that (check all that apply):

- Has all of the Essential Data Elements;
- Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

Describe the progress made during the reporting year, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above. Describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

The MSDE Division of Early Childhood's (MSDE/DECD's) CCATS database includes all child care provider data, provider staff credentialing data, program accreditation data, and child care subsidy program data. The MSDE/DECD's Electronic Licensing Inspection System (ELIS) database provides detailed compliance data from child care provider licensing inspections. Maryland's annual KRA data sets provide individual performance scores for children enrolled in public kindergarten. Other MSDE data sources include the Division of Special Education and Early Intervention Services' Infants and Toddlers Program, public Pre-K site and enrollment files, and the Child and Adult Care Food Program. Non-MSDE data sources include the Maryland EXCELS quality rating improvement system for child care and public pre-K programs that is maintained for MSDE/DECD by the Johns Hopkins University's Center for Technology in Education, and the Early Childhood Mental Health (ECMH) program that is maintained for MSDE/DECD by the University of Maryland. All of these data sources, both inside and outside of MSDE, became available for use in the Early Childhood Data Warehouse during 2015. Data from the Social and Emotional Foundations of Early Learning (SEFEL) program, which is operated for MSDE/DECD by the University of Maryland, became available early in 2015. Many discussions have occurred to develop interfaces with Maryland Department of Health data sources pertaining to child immunizations and health screenings, however, HIPPIA regulations may preclude this data link. MSDE contracted with Towson University's GIS unit to develop and implement an online mapping application that allows parents to locate child care programs in relation to their own homes or to schools attended by their children. This mapping application is available for public use.

Establishment of the Child Enrollment and Attendance Record System (EARS) within the ECDW:

The EARS application was initially designed to reside entirely within the Oracle system that underpins the MSDE longitudinal data system and its early childhood component, the Early Childhood Data Warehouse (ECDW). However, early in 2013, a strategic decision was made to transfer EARS to the Division's CCATS system, where it could be fully integrated with the CCATS database. Project 10 under MSDE's RTT-ELC grant supports the development, within the CCATS public portal, of a point-of-service solution for Maryland's child care subsidy program. A major portion of this solution will be the capture and tracking of child-level subsidy program enrollment and attendance data. Accordingly, a fully integrated, comprehensive set of functional requirements was developed for use within the CCATS public portal. These requirements were completed in mid-2013, and

technical design activities based on those requirements were completed in December 2014. Testing of the CCATS public portal, which will include EARS and the subsidy enrollment-attendance module, will begin January and February of 2016, with a pilot phase roll-out of the application for use by selected licensed centers to begin in March 2016. Statewide implementation of the application for use by centers is expected to begin in May of 2016. MSDE is planning to establish procedures to assign State Assigned Student Identifiers (SASID) to all cases in EARS.

Data Tables

Commitment to early learning and development.

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application. Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should provide data for the reporting year as well as previous years of the grant. Tables 6 and 7 may be updated only where significant changes have occurred (if no changes have occurred, you should note that fact).

Table (A)(1)-1: Children from Low-Income¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	22,951	1.7%
Toddlers ages 1 through 2	46,862	3.4%
Preschoolers ages 3 to kindergarten entry	47,148	3.5%
Total number of children, birth to kindergarten entry, from low-income families	116,961	8.6%

¹ Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Data Table A(1)-1 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed.

Data Source: 2010 Census Data. Subsequent years use Census Population Estimates for total state population, AEC Kids Count data for total children and percent of children below 200% of poverty.

- Total Maryland Population less than 5 years old = 364,488; by age group, 71,523 birth to one years old, 72,035 one year olds, 74,002 two year olds, 74,034 three year olds, and 72,894 four year olds.
- Percentage of low income children, 28.5% plus or minus 3.1% from ASEC of CPS 2009 - related children 5-17 years old at or below 200% poverty level.

Table (A)(1)-2: Special populations of Children with High Needs

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs.

Special populations: Children who	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays ¹	18,623	5.1%
Are English learners ²	3,010	0.8%
Reside on "Indian Lands"	0	0%
Are migrant ³	67	0.02%
Are homeless ⁴	3,132	0.8%
Are in foster care	203	0.06%
Other 1 as identified by the State		
<i>Describe:</i>		
Other 2 as identified by the State		
<i>Describe:</i>		

¹For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

²For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.

³For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

⁴The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Data Table A(1)-2 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed.

Data Sources:

Number of Children < 5 years old (= basis for calculation of special population percentages): 2010 Census Data

Subsequent years use Census Population Estimates for total state population, AEC Kids Count data total children and percent of children below 200% FPL.

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

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

Have Disabilities/Developmental Delays:

Data source is the MSDE Attendance Data Collection for the specified year.

Are English Learners:

Data source is the MSDE Attendance Data Collection for SY 2014-2015 and only 3 and 4 year olds.

Are Migrant:

Data source for eligible migrant children is Maryland's Consolidated State Performance Report (CSPR) for the specified year. The numbers shown are the numbers of eligible migrant children birth through 5 who are not in kindergarten.

Are Homeless:

Data includes an estimate of children zero to two in each LEA, and is provided by LEA liaisons. This data is not captured in MSDE's data system.

Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	0	0	32,008	32,008
<i>Specify:</i>	Includes MD State funded PreKs and Preschool Development Grant programs			
<i>Data Source and Year:</i>	MSDE pre-K enrollment file as of 9/30/15.			
Early Head Start and Head Start¹	645	1,471	10,005	12,121
<i>Data Source and Year:</i>	2015 Head Start PIR			
Programs and services funded by IDEA Part C and Part B, section 619	1,176	2,503	14,994	18,673
<i>Data Source and Year:</i>	MSDE Enrollment Snapshot as of 10/31/15			
Programs funded under Title I of ESEA	0	0	16,984	16,993
<i>Data Source and Year:</i>	Maryland's Consolidated State Performance Report for FY 2015			
Programs receiving funds from the State's CCDF program	798	4,002	4,183	8,983
<i>Data Source and Year:</i>	CCATS Child Care Subsidy Program database for FY 2015			
Other 1	711	425	257	1,393
<i>Specify:</i>	Family Support Centers			
<i>Data Source and Year:</i>	Family Support Center MIS data for FY 2014			
Other 2				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 3				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 4				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 5				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 6				
<i>Specify:</i>				
<i>Data Source and Year:</i>				

Table (A)(1)-3a - Additional Other rows

Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other 7				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 8				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.				

Data Table A(1)-3a Data Notes

Enter text here to clarify or explain any of these data if needed.

Programs and services funded by IDEA Part C and Part B, section 619: Data are collected according to the setting reporting categories required by the Individuals with Disabilities Education Act (IDEA): Home, Community-Based Setting, Service Provider Location, Early Childhood Program (unspecified), Separate Class, School or Residential Facility, Hospital. Data are not collected or reported by the specific program, such as Early Head Start, Head Start, Private Nursery School, and Public Prekindergarten.

Family Support Centers: The figures reported for 2014 are based on the period July 1, 2014 to June 30, 2015. Age calculations are based on the dates of first service at Family Support Centers.

Maryland State funded PreK Programs and Preschool Development grant funded PreKs are included in this count.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs.

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool	5,560	133	1,144	11,240	69	1,200	7,012
<i>Specify:</i>	Includes MD State funded PreK programs and Preschool Development Grant funded PreKs						
Early Head Start and Head Start¹	2,376	292	181	7,293	14	1,235	2,868
Early Learning and Development Programs funded by IDEA, Part C	1,297	14	465	2,507	12	356	4,203
Early Learning and Development Programs funded by IDEA, Part B, section 619	1,925	45	617	4,055	20	494	4,824
Early Learning and Development Programs funded under Title I of ESEA	4,272	71	429	7,981	36	648	8,144
Early Learning and Development Programs receiving funds from the State's CCDF program	1,253	83	178	24,129	52	924	4,017
Other 1							
<i>Describe:</i>							
Other 2							
<i>Describe:</i>							
¹ Including Migrant and Tribal Head Start located in the State.							

Table (A)(1)-3b - Additional Other rows

Number of Children

Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Other 3							
<i>Describe:</i>							
Other 4							
<i>Describe:</i>							
Other 5							
<i>Describe:</i>							
Other 6							
<i>Describe:</i>							
Other 7							
<i>Describe:</i>							
Other 8							
<i>Describe:</i>							

Data Table A(1)-3b Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed.

ESEA Title I figures represent only the number of pre-school children. Children enrolled in kindergarten are not included.

Table (A)(1)-4: Data on funding for Early Learning and Development.

Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.

Funding for each Fiscal Year					
Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
Supplemental State spending on Early Head Start and Head Start¹	\$1,800,000	\$1,800,000	\$1,800,000	\$5,900,000	\$1,800,000
State-funded preschool	\$99,048,693	\$84,791,740	\$117,968,722	\$86,120,210	\$86,193,198
<i>Specify:</i>	Pre-K programs located in public elementary schools				
State contributions to IDEA Part C	\$54,706,114	\$75,241,171	\$75,691,195	\$81,450,271	\$81,706,653
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	0	0	0	0	0
Total State contributions to CCDF²	\$66,667,874	\$54,795,119	\$54,142,145	\$54,942,941	\$54,902,399
State match to CCDF Exceeded / Met / Not Met	Exceeded	Exceeded	Exceeded	Exceeded	Exceeded
<i>If exceeded, indicate amount by which match was exceeded</i>	\$12,819,067	\$768,467	\$172,418	\$932,370	\$337,014
TANF spending on Early Learning and Development Programs³	\$14,927,769	0	0	0	0
Other State contributions 1	0	\$4,565,548	\$4,590,343	\$4,593,430	\$4,593,430
<i>Specify:</i>	Home Visiting Program				
Other State contributions 2	0	\$1,713,077	\$1,713,077	\$1,713,077	\$1,637,077
<i>Specify:</i>	Early Mental Health Program				
Other State contributions 3	0	\$4,667,677	\$4,667,677	\$4,667,677	\$4,667,677
<i>Specify:</i>	Family Support Centers				
Other State contributions 4	0	\$1,605,789	\$1,505,789	\$1,205,789	\$724,789
<i>Specify:</i>	Resource and Referral Centers				
Other State contributions 5					
<i>Specify:</i>					
Other State contributions 6					
<i>Specify:</i>					

Table (A)(1)-4 - Additional Other rows

Funding for each Fiscal Year

Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
Other State contributions 7					
<i>Specify:</i>					
Other State contributions 8					
<i>Specify:</i>					
Total State contributions:	\$237,186,785	\$229,205,007	\$226,458,373	\$241,522,002	\$236,558,474

¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

² Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

³ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Data Table A(1)-4 Data Notes

Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

State-funded preschool: The mandate to provide services also requires local spending as necessary to serve enrolled children. The figures provided in this row are estimates. They do not include CCDF match amounts. For SFY2014 the Governor increased Head Start by \$4.1m to fill in the funding gap caused by the federal sequestration.

State contributions to IDEA Part C: State contributions include local funding sources.

Since 2012, the spending amounts for the Early Mental Health Program, Family Support Centers, and Resource and Referral Centers are shown in the "Other State Contributions" line.

In MSDE's original grant application, and then again in the 2012 APR report, it showed the amount of spending on the Home Visiting Program during 2011 as a sub-item in this "TANF Spending" cell. The figure currently shown in this cell (\$14,927,769) still includes the 2011 Home Visiting expenditure, but the specific reference to Home Visiting has been removed. Since 2012, the Home Visiting Program has been funded with State funds and is included under "Other State Contributions."

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs. However, the current year should match the program totals reported in Table (A)(1)-3a.

Total number of Children with High Needs participating in each type of Early Learning and Development Program¹					
Type of Early Learning and Development Program	Baseline	Year One	Year Two	Year Three	Year Four
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	27,071	27,443	29,811	30,385	32,008
<i>Specify:</i>	Included MD State funded grant programs and PDG funded PreKs				
Early Head Start and Head Start² <i>(funded enrollment)</i>	12,676	12,731	12,747	12,305	12,121
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	17,628	17,469	20,994	20,834	18,673
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	15,070	15,272	16,266	16,340	16,993
Programs receiving CCDF funds <i>(average monthly served)</i>	15,551	10,674	9,615	10,358	8,983
Other 1	250	301	232	281	
<i>Describe:</i>	MD State funded PreKs				
Other 2					
<i>Describe:</i>					
Other 3					
<i>Describe:</i>					
Other 4					
<i>Describe:</i>					
Other 5					
<i>Describe:</i>					
Other 6					
<i>Describe:</i>					
Other 7					
<i>Describe:</i>					
Other 8					
<i>Describe:</i>					

¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Data Table A(1)-5 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

The figures in the "Programs receiving CCDF funds" line pertain only to children under 5 years old who are receiving subsidized child care. Figures are the average of available monthly counts of children under 5 y/o at the time of populating the table.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards

Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

Data Table A(1)-6 Notes

Enter text to explain or clarify information as needed.

NA

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

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

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	X	X	X	X	
<i>Specify:</i>	Pre-K programs located in public elementary schools				
Early Head Start and Head Start ¹	X	X	X	X	X
Programs funded by IDEA, Part C	X	X	X		
Programs funded by IDEA, Part B, section 619	X	X			
Programs funded under Title I of ESEA	X		X	X	
Programs receiving CCDF funds		X	X	X	
Current Quality Rating and Improvement System requirements (Specify by tier)					
Tier 1					
Tier 2		X			
Tier 3	X	X	X		
Tier 4	X	X	X		
Tier 5	X	X	X	X	
State licensing requirements	X				
Other 1	X	X	X	X	X
<i>Describe:</i>	Judith P. Hoyer Centers (.Judy Centers)				
Other 2					
<i>Describe:</i>					
Other 3					
<i>Describe:</i>					
Other 4					
<i>Describe:</i>					
Other 5					
<i>Describe:</i>					
¹ Including Migrant and Tribal Head Start located in the State.					

Table (A)(1)-7 - Additional Other rows

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Other 6					
<i>Describe:</i>					
Other 7					
<i>Describe:</i>					
Other 8					
<i>Describe:</i>					

Data Table A(1)-7 Notes

Enter text here to clarify or explain any of the data if needed.

Programs funded under IDEA Part C:

Screening Measures: Tools include but are not limited to: Ages and Stages Questionnaire (ASQ-III) Best Beginnings Developmental Screening (BBDS), Battelle Developmental Inventory (BDI-2) Screening, Modified Checklist for Autism in Toddlers (M-CHAT).

Formative Assessments: Evaluations/Assessments are completed initially and updated on an annual basis as part of the Individualized Family Service Plan (IFSP) "Present Levels of Development." In addition, outcomes progress review occurs every 6 months on the "Child and Family Outcomes" page of the IFSP. Multiple sources of information are utilized, both quantitative and qualitative.

Measures of Environmental Quality: The majority of services are provided in the home and/or community. Each Individualized Family Service Plan (IFSP) includes "Routines in the Natural Environment."

Measures of the Quality of Adult-Child Interactions: These measures are optional, not required. The information is gathered as part of the IFSP process using Routines Based Interview (RBI), ASQ, and/or locally developed family interview tools.

Other (Measures): Additional information collected as appropriate and as part of the IFSP process include: targeted specialized assessments, general health information, medical reports, child's strengths and needs summary.

Programs funded under Title I of ESEA:

Screening Measures: USDE requires state administered local projects to use and measure academic gains of child and adult participants enrolled in the program. For children, MSDE is required to report data on the PPVT-3 and PALS screening tools to measure alphabet knowledge and receptive language development. For adults, projects are required to measure reading and math gains using the CASAS. For adult-child interactions, the Parent Education Profile (PEP) tool is utilized.

Measures of Environmental Quality: Some of the environmental measures used by local projects are integrated into the chosen early childhood curriculum such as, High Scope and the Creative Curriculum.

Measures of the Quality of Adult-Child Interactions: MSDE's Even Start program recommends that local projects use only assessment tools that are recommended and approved by the State and the LEA. These assessment measures include measures recommended for children birth - school-age (age 8). The Dept. of Labor's Adult Literacy program requires use of the CASAS and BEST assessments. Other adult-child assessments approved by MSDE's Even Start program consists of the Bowdoin, Nurturing Program, Parents As Teachers, Systematic Training for Effective Parenting, Ounce, Ages & Stages.

Current Quality Rating and Improvement System Requirements:

Screening Measures:

Level 3:

- Children are observed for developmental progress using developmental checklists.

Level 4:

- Program has a policy regarding child assessment using developmental checklists.
- Program has a policy for sharing assessment results with families.

Level 5:

- Program has a written policy regarding child assessment using formal and informal assessment measures, including developmental checklists, portfolio development, and observation/anecdotal records.
- Program has a written policy that describes their practices for sharing assessment results with families and/or agencies that may be working with the family, including early intervention or special education services.

Formative Assessments:

Level 2:

- MSDE Healthy Beginnings, MMSR, or approved curriculum guides the development of a written daily schedule that is predictable, yet flexible and responsive to the individual needs of all children.
- The program has a method for curriculum planning that includes planning from children's interests and skills.
- Children are observed for developmental progress.

Level 3:

- Same as Level 2, plus:
- The program's method for curriculum planning includes multiple literacy, language, science, art, health and wellness, physical fitness, and numeracy activities.
- Observations of children for developmental progress use developmental checklists.

Level 4:

- Implementation of a curriculum that is aligned with the MMSR and/or state curriculum and guides the development of a daily schedule.
- The program has a method for curriculum planning that incorporates children's interests and skills, and includes multiple literacy, language, science, art, health and wellness, physical fitness, and numeracy activities on a daily basis.
- Evidence of differentiated instruction for each age group, children with disabilities, special health care needs and/or English-language learners.

Level 5:

- Same as Level 4, plus:
- Evidence of use of an IFSP/IEP for individualized planning for children with disabilities (if applicable). Also, the program has a written policy regarding child assessment using formal and informal assessment measures, including developmental checklists, portfolio development, and observational and anecdotal records.

State Licensing Requirements:

Maryland child care licensing regulations require that a health inventory signed by a physician must be submitted for each child at the time of admission to care. This inventory must include a review of the child in the following areas: general physical health, physical illness or impairment, vision, hearing, speech/language, allergies, disabilities, modified diet or special feeding needs, mental/emotional/behavioral, and any other condition that might limit the child's participation in child care program activities. The inventory also asks if the child has received any evaluations that could help the child care provider or teacher to meet the child's health or educational needs. MSDE plans to amend State licensing regulations within the next 18 months to explicitly require programs to ensure that each child receives screenings for developmental and learning needs, behavioral health, and oral health.

Other:

Judy Centers

- Early Identification and Intervention is a required component standard of all Judy Centers. There is a plan in place to identify all children ages birth through five years of age. This includes those who are enrolled in state or federally regulated programs. Children receive age-appropriate developmental screenings, evaluations and interventions when appropriate.
- Judy Centers do not directly screen and assess children but, rather, screenings and assessments are performed by members of the Judy Center Partnerships. Judy Centers may refer children to its community partners when there are concerns about a particular child. It is up to the community partner to determine the appropriate screening and follow up assessment, if required, that should be done.
- Families are requested to sign a release form so that results of the screenings and assessments and any necessary interventions may be shared with the Judy Center. This allows the Judy Center to respond appropriately when including the child and their family in all Judy Center activities and events. All children ages birth through five years, regardless of abilities, are fully included and have access to all programs and services.

Preschool Development Grant (PDG) and the Maryland State funded PreK Programs

- All PreK programs receiving the PDG and/or the State grant must participate in Maryland EXCELS, and these programs would fall under what is listed for EXCELS programs.



Budget and Expenditures

Budget Summary Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Maryland through amendment moved the following funds from Year 3 to Year 4 so that activities in each project could complete the work in their grants. Please see amendment approval letter from Ms. Libby Doggett and Ms. Linda Smith dated June 9, 2015.

1. Project 1 - \$40,399
2. Project 2 - \$9,015,865
3. Project 3 - \$3,787,279
4. Project 4 - \$357,346
5. Project 5 - funds moved to project 6 (see details under Project 5 budget narrative)
6. Project 6 - \$2,064,694
7. Project 7 - \$2,341,942
8. Project 8 - \$669,612
9. Project 9 - \$519,584
10. Project 10 - \$1,407,894
11. Project 11 - \$676,762

Under the No Cost Extension Approval letter dated July 8, 2015 from Ms. Ms. Libby Doggett and Ms. Linda Smith, the following programs were approved to redirect the following funds and continue activities through June 30, 2016.

1. Project 2 - \$3,628,212 in funds from the incentives line item to EXCELS administration, and \$3,820,200 in funds for IT maintenance, web hosting, and Quality Assurance Specialists salaries.
2. Project 3 - \$710,000 in funds from Judy Centers (approved to be moved to Project 2, EXCELS) to EXCELS.
3. Project 6 - \$108,700 in funds for Ready For Kindergarten IT system maintenance.
4. Project 7 - \$106,606 in funds to for professional development on developmental screening tools and cover tool licensing fees.
5. Project 8 - \$70,070 in funds to complete the Family Engagement tool kit.
6. Project 11 - \$232,680 in funds for the completion of the ELC Grant Evaluation, and retaining staff to manage the ELC grant.

Per an email from Katie Chase dated October 7, 2015 to Roann Tsakalas, approval was granted to continue activities for the following programs through June 30, 2016: Project 8, Raising A Reader; Project 6, CAS; Project 9, MAAPP and Early Learning Academies.

Per an email from Katie Chase dated October 13, 2015 to Roann Tsakalas, approval was granted to move \$400,000 from Project 3 Community Hubs to Project 2, EXCELS (details under Project 3 budget narrative).

Per an email from Katie Chase dated December 2, 2015 to Roann Tsakalas, VIOLETS in Project 4 was approved to extend to June 30, 2016 and to spend down the remaining \$51,000, and Learning Parties in Project 8 was approved to do the same and spend down \$54,000.

MSDE is requested in an amendment dated February 4, 2016, to move unspent contract funding, from Project 7: Development Screening, in the amount of \$1,277,921.44 and funds from Project 10, ECDW in amount of \$372,778.08 to Projects 2 (EXCELS), 3 (Making Access Happen) and 6 (CAS). These funds are left unspent and can be expended in other ongoing projects.

Budget Summary Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

No changes are anticipated at this time.

Project Budget 1

Project Name: Local Early Childhood Councils

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Maryland through amendment moved \$40,399 from Year 3 to Year 4 so that local Early Childhood Advisory Councils could complete the work in their grants. Please see amendment approval letter from Ms. Libby Doggett and Ms. Linda Smith dated June 9, 2015.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Project 1 is completed.

Project Budget 2

Project Name: Maryland EXCELS

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Maryland through amendment moved \$9,015,865 from Year 3 to Year 4. Please see amendment approval letter from Ms. Libby Doggett and Ms. Linda Smith dated June 9, 2015. Through the No Cost Extension approval letter dated July 8, 2015, \$3,628,212 was moved from the EXCELS incentives line item to EXCELS program administration, \$3,820,200 for IT maintenance, web hosting and Quality Assurance Specialists, and \$710,000.00 was moved to Project 2 from Project 3 (as Judy Centers was approved to move under the PDG). Per an approval email from Katie Chase, dated October 13, 2015, \$400,000 from Community Hubs year 4 funds were moved to Project 2, EXCELS administration; Community Hubs were absorbed into a state grant.

MSDE is requested in an amendment dated February 4, 2016, to move unspent contract funding, from Project 7: Development Screening, in the amount of \$1,277,921.44 and funds from Project 10, ECDW in amount of \$372,778.08 to Projects 2 (EXCELS), 3 (Making Access Happen) and 6 (CAS). These funds are left unspent and can be expended in other ongoing projects.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

EXCELS will continue through June 30, 2016.

Project Budget 3

Project Name: Quality Capacity Building

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Maryland through amendment moved \$3,787,279 from Year 3 to Year 4. Please see amendment approval letter from Ms. Libby Doggett and Ms. Linda Smith dated June 9, 2015. Through the No Cost Extension approval letter dated July 8, 2015, \$710,000 was moved to Project 2 from Project 3 as Judy Centers was approved to move under the PDG. Per an approval email from Katie Chase, dated October 13, 2015, \$400,000 from Community Hubs year 4 funds were moved to Project 2, EXCELS for administration; Community Hubs were absorbed into a state grant.

MSDE is requested in an amendment dated February 4, 2016, to move unspent contract funding, from Project 7: Development Screening, in the amount of \$1,277,921.44 and funds from Project 10, ECDW in amount of \$372,778.08 to Projects 2 (EXCELS), 3 (Making Access Happen) and 6 (CAS). These funds are left unspent and can be expended in other ongoing projects.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Project 3 activities are completed except for Making Access Happen.

Project Budget 4

Project Name: Promoting Use of Early Learning Standards

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Maryland through amendment moved \$357,346 from Year 3 to Year 4; please see amendment approval letter from Ms. Libby Doggett and Ms. Linda Smith dated June 9, 2015. Per an approval email from Katie Chase, dated December 2, 2015, the VIOLETS program will continue until June 30, 2016 by extending \$51,000 in funds into year 5.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Project 4 activities are completed, except VIOLETS will continue until June 30, 2016 to coincide with the end of the school year.

Project Budget 5

Project Name: Professional Development: Maryland Model for School Readiness

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Maryland through amendment moved \$ 423,476.00 from Project 5 to Project 6. Please see amendment approval letter from Ms. Libby Doggett and Ms. Linda Smith dated June 9, 2015. Professional development will continue under Project 6.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

This project has been closed and activities moved to Project 6.

Project Budget 6

Project Name: Comprehensive Assessment System

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Maryland through amendment moved \$2,064,694 from Year 3 to Year 4, and moved \$423,476.00 from Project 5 to Project 6. Please see amendment approval letter from Ms. Libby Doggett and Ms. Linda Smith dated June 9, 2015. As well, Project 6 will continue until June 30, 2015, under the No Cost Extension approval letter dated July 8, 2015, and was approved to use \$108,700 for the comprehensive assessment system for IT maintenance.

MSDE is requested in an amendment dated February 4, 2016, to move unspent contract funding, from Project 7: Development Screening, in the amount of \$1,277,921.44 and funds from Project 10, ECDW in amount of \$372,778.08 to Projects 2 (EXCELS), 3 (Making Access Happen) and 6 (CAS). These funds are left unspent and can be expended in other ongoing projects.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Project 6 will continue through June 30, 2016.

Project Budget 7

Project Name: Child Development Innovations

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Maryland through amendment moved \$2,341,942 from Year 3 to Year 4; please see amendment approval letter from Ms. Libby Doggett and Ms. Linda Smith dated June 9, 2015. Under the No Cost Extension Approval letter dated July 8, 2015, \$106,606 in funds were approved for professional development on developmental screening tools and cover tool licensing fees.

MSDE is requested in an amendment dated February 4, 2016, to move unspent contract funding, from Project 7: Development Screening, in the amount of \$1,277,921.44 and funds from Project 10, ECDW in amount of \$372,778.08 to Projects 2 (EXCELS), 3 (Making Access Happen) and 6 (CAS). These funds are left unspent and can be expended in other ongoing projects.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Project 7 activities are completed.

Project Budget 8

Project Name: Family Engagement and Support

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Maryland through amendment moved \$669,612 from Year 3 to Year 4; please see amendment approval letter from Ms. Libby Doggett and Ms. Linda Smith dated June 9, 2015. Through the No Cost Extension Approval letter dated July 8, 2015, MSDE was approved to continue the Raising A Reader program by extending the use of \$54,000 and to use \$70,070 to continue the Family Engagement tool kit until June 30, 2016. *Per an email from Katie Chase dated December 2, 2015 to Roann Tsakalas, Learning Parties in Project 8 was approved to do the same and spend down \$54,000.*

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

All Project 8 activities are completed, except for Raising A Reader, the tool kit, and Learning Parties.

Project Budget 9

Project Name: Workforce Competency and Leadership Development

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Maryland through amendment moved \$519,584 from Year 3 to Year 4; please see amendment approval letter from Ms. Libby Doggett and Ms. Linda Smith dated June 9, 2015. *Per an email from Katie Chase dated October 7, 2015 to Roann Tsakalas, approval was granted to continue activities for Project 9, MAAPP and Early Learning Academies, through June 30, 2016.* MSDE's accounting division is behind in paying out stipends to teachers that attended the Academies during the summer, and MAAPP will finish in May in accordance with the semester's end.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

All Project 9 activities are completed, except for Early Learning Academies and MAAPP.

Project Budget 10

Project Name: Early Learning Data System

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Maryland through amendment moved \$1,407,894 from Year 3 to Year 4; please see amendment approval letter from Ms. Libby Doggett and Ms. Linda Smith dated June 9, 2015. Activities for CCATS were extended under the No Cost Extension approval letter dated July 8, 2015 in order to complete the project.

MSDE is requested in an amendment dated February 4, 2016, to move unspent contract funding, from Project 7: Development Screening, in the amount of \$1,277,921.44 and funds from Project 10, ECDW in amount of \$372,778.08 to Projects 2 (EXCELS), 3 (Making Access Happen) and 6 (CAS). These funds are left unspent and can be expended in other ongoing projects.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Project 10 will continue through June 30, 2016.

Project Budget 11

Project Name: Project Management

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Maryland through amendment moved \$676,762 from Year 3 to Year 4; please see amendment approval letter from Ms. Libby Doggett and Ms. Linda Smith dated June 9, 2015. Activities for project management and the grant evaluation (\$232,680) were extended under the No Cost Extension approval letter dated July 8, 2015 in order to complete project activities.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Project 11 will continue through June 30, 2016.

Project Budget 12

Project Name: _____

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

THE MARYLAND RTT-ELC APPLICATION INCLUDED 11 PROJECTS.
PAGES 90-107 HAVE BEEN DELETED.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

RTT-ELC Budget Summary of Actual Expenditures

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$150,723.92	\$1,009,159.51	\$1,399,508.75	\$1,462,157.68	\$4,021,549.86
2. Fringe Benefits	\$12,242.54	\$88,688.95	\$134,733.30	\$152,546.76	\$388,211.55
3. Travel	\$9,233.23	\$57,873.85	\$78,755.51	\$91,097.36	\$236,959.95
4. Equipment	\$132,552.80	\$27,084.68	\$859.38	\$0.00	\$160,496.86
5. Supplies	\$738.13	\$4,281.45	\$36,752.74	\$34,585.66	\$76,357.98
6. Contractual	\$4,062,207.83	\$9,031,904.23	\$10,110,728.50	\$11,438,928.51	\$34,643,769.07
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$35,178.06	\$26,128.87	\$95,439.19	\$56,206.33	\$212,952.45
9. Total Direct Costs (add lines 1-8)	\$4,402,876.51	\$10,245,121.54	\$11,856,777.37	\$13,235,522.30	\$39,740,297.72
10. Indirect Costs*	\$40,249.05	\$189,905.54	\$311,647.67	\$187,950.50	\$729,752.76
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$1,036,038.83	\$0.00	\$1,036,038.83
12. Funds set aside for participation in grantee technical assistance	\$4,464.33	\$61,098.67	\$57,706.50	\$336,411.46	\$459,680.96
13. Total Grant Funds Requested (add lines 9-12)	\$4,447,589.89	\$10,496,125.75	\$13,262,170.37	\$13,759,884.26	\$41,965,770.27
14. Funds from other sources used to support the State Plan	\$28,542,838.30	\$33,585,548.72	\$31,994,916.08	\$15,786,834.85	\$109,910,137.95
15. Total Statewide Budget (add lines 13-14)	\$32,990,428.19	\$44,081,674.47	\$45,257,086.45	\$29,546,719.11	\$151,875,908.22

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

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Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Actual Expenditures for Project 1 - Local Early Childhood Councils

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$1,041.27	\$532.03	\$350.00	\$508.19	\$2,431.49
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$80,000.00	\$49,667.50	\$12,408.00	\$142,075.50
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$1,041.27	\$80,532.03	\$50,017.50	\$12,916.19	\$144,506.99
10. Indirect Costs*	\$131.20	\$53.20	\$1,211.13	\$900.00	\$2,295.53
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$1,036,038.83	\$0.00	\$1,036,038.83
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$1,172.47	\$80,585.23	\$1,087,267.46	\$13,816.19	\$1,182,841.35
14. Funds from other sources used to support the State Plan	\$120,000.00	\$0.00	\$0.00	\$0.00	\$120,000.00
15. Total Statewide Budget (add lines 13-14)	\$121,172.47	\$80,585.23	\$1,087,267.46	\$13,816.19	\$1,302,841.35

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

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Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Actual Expenditures for Project 2 - Maryland EXCELS (Tiered Quality Rating and Improvement System)

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$67,063.93	\$734,324.18	\$1,015,977.25	\$1,041,138.75	\$2,858,504.11
2. Fringe Benefits	\$5,317.58	\$69,476.21	\$105,921.34	\$119,191.44	\$299,906.57
3. Travel	\$2,346.80	\$41,410.16	\$57,558.41	\$64,772.09	\$166,087.46
4. Equipment	\$68,177.80	\$20,479.37	\$859.38	\$0.00	\$89,516.55
5. Supplies	\$333.28	\$4,082.08	\$21,758.28	\$6,377.24	\$32,550.88
6. Contractual	\$668,428.00	\$1,894,285.47	\$2,493,055.77	\$4,787,902.52	\$9,843,671.76
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$17,884.67	\$16,876.22	\$35,212.23	\$35,623.43	\$105,596.55
9. Total Direct Costs (add lines 1-8)	\$829,552.06	\$2,780,933.69	\$3,730,342.66	\$6,055,005.47	\$13,395,833.88
10. Indirect Costs*	\$9,464.56	\$121,861.74	\$161,764.79	\$100,943.89	\$394,034.98
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$839,016.62	\$2,902,795.43	\$3,892,107.45	\$6,155,949.36	\$13,789,868.86
14. Funds from other sources used to support the State Plan	\$4,790,400.74	\$4,305,448.90	\$5,933,002.60	\$0.00	\$15,028,852.24
15. Total Statewide Budget (add lines 13-14)	\$5,629,417.36	\$7,208,244.33	\$9,825,110.05	\$6,155,949.36	\$28,818,721.10

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Actual Expenditures for Project 3 - Quality Capacity Building

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$394.24	\$0.00	\$394.24
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$1,689,267.48	\$2,615,961.35	\$2,999,507.12	\$2,200,122.55	\$9,504,858.50
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$1,689,267.48	\$2,615,961.35	\$2,999,901.36	\$2,200,122.55	\$9,505,252.74
10. Indirect Costs*	\$0.00	\$0.00	\$14.20	\$0.00	\$14.20
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$1,689,267.48	\$2,615,961.35	\$2,999,915.56	\$2,200,122.55	\$9,505,266.94
14. Funds from other sources used to support the State Plan	\$16,953,297.50	\$20,291,820.86	\$17,011,893.06	\$15,786,834.85	\$70,043,846.27
15. Total Statewide Budget (add lines 13-14)	\$18,642,564.98	\$22,907,782.21	\$20,011,808.62	\$17,986,957.40	\$79,549,113.21

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Actual Expenditures for Project 4 - Promoting the Use of Statewide, Early Learning and Development Standards

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$28,283.77	\$5,238.48	\$54,236.20	\$32,186.17	\$119,944.62
2. Fringe Benefits	\$2,242.91	\$317.13	\$4,300.96	\$2,552.13	\$9,413.13
3. Travel	\$538.70	\$110.42	\$285.66	\$869.83	\$1,804.61
4. Equipment	\$9,725.00	\$458.17	\$0.00	\$0.00	\$10,183.17
5. Supplies	\$0.00	\$0.00	\$0.00	\$110.34	\$110.34
6. Contractual	\$145,867.73	\$159,665.30	\$382,507.04	\$232,766.57	\$920,806.64
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$1,595.64	\$1,529.93	\$2,011.60	\$3,304.87	\$8,442.04
9. Total Direct Costs (add lines 1-8)	\$188,253.75	\$167,319.43	\$443,341.46	\$271,789.91	\$1,070,704.55
10. Indirect Costs*	\$7,193.47	\$5,199.33	\$8,515.64	\$11,979.83	\$32,888.27
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$195,447.22	\$172,518.76	\$451,857.10	\$283,769.74	\$1,103,592.82
14. Funds from other sources used to support the State Plan	\$230,373.00	\$188,116.65	\$159,390.74	\$0.00	\$577,880.39
15. Total Statewide Budget (add lines 13-14)	\$425,820.22	\$360,635.41	\$611,247.84	\$283,769.74	\$1,681,473.21

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Actual Expenditures for Project 5 - Professional Development to Promote MD's Early Learning and Development Outcomes for Children

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$21,867.30	\$42,134.40	\$83,808.51	\$0.00	\$147,810.21
2. Fringe Benefits	\$1,734.07	\$3,341.26	\$6,646.04	\$0.00	\$11,721.37
3. Travel	\$120.00	\$0.00	\$5.60	\$0.00	\$125.60
4. Equipment	\$7,070.00	\$2,157.21	\$0.00	\$0.00	\$9,227.21
5. Supplies	\$0.00	\$33.00	\$0.00	\$0.00	\$33.00
6. Contractual	\$201,607.88	\$292,599.93	\$0.00	\$0.00	\$494,207.81
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$1,596.70	\$1,530.35	\$2,011.60	\$0.00	\$5,138.65
9. Total Direct Costs (add lines 1-8)	\$233,995.95	\$341,796.15	\$92,471.75	\$0.00	\$668,263.85
10. Indirect Costs*	\$2,531.81	\$5,782.08	\$11,651.44	\$0.00	\$19,965.33
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$236,527.76	\$347,578.23	\$104,123.19	\$0.00	\$688,229.18
14. Funds from other sources used to support the State Plan	\$974,641.00	\$931,139.63	\$448,330.86	\$0.00	\$2,354,111.49
15. Total Statewide Budget (add lines 13-14)	\$1,211,168.76	\$1,278,717.86	\$552,454.05	\$0.00	\$3,042,340.67

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Actual Expenditures for Project 6 - Comprehensive Assessment Project (in collaboration with Ohio)

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$15,994.11	\$104,173.90	\$46,902.86	\$176,230.03	\$343,300.90
2. Fringe Benefits	\$1,268.32	\$6,402.14	\$3,719.41	\$13,943.69	\$25,333.56
3. Travel	\$5,186.46	\$12,421.19	\$14,351.96	\$14,483.70	\$46,443.31
4. Equipment	\$9,194.00	\$458.17	\$0.00	\$0.00	\$9,652.17
5. Supplies	\$0.00	\$91.73	\$0.00	\$0.00	\$91.73
6. Contractual	\$743,887.67	\$907,096.14	\$1,490,906.29	\$1,437,584.48	\$4,579,474.58
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$1,909.84	\$1,530.35	\$19,954.87	\$5,266.47	\$28,661.53
9. Total Direct Costs (add lines 1-8)	\$777,440.40	\$1,032,173.62	\$1,575,835.39	\$1,647,508.37	\$5,032,957.78
10. Indirect Costs*	\$2,139.26	\$25,986.86	\$57,765.52	\$25,134.84	\$111,026.48
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$779,579.66	\$1,058,160.48	\$1,633,600.91	\$1,672,643.21	\$5,143,984.26
14. Funds from other sources used to support the State Plan	\$1,575,864.78	\$1,794,577.00	\$1,694,929.08	\$0.00	\$5,065,370.86
15. Total Statewide Budget (add lines 13-14)	\$2,355,444.44	\$2,852,737.48	\$3,328,529.99	\$1,672,643.21	\$10,209,355.12

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Actual Expenditures for Project 7 - Child Innovations

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$4,043.46	\$24,284.30	\$27,118.39	\$26,020.38	\$81,466.53
2. Fringe Benefits	\$320.67	\$1,925.85	\$2,046.19	\$2,063.32	\$6,356.03
3. Travel	\$0.00	\$1,214.27	\$2,050.85	\$2,051.84	\$5,316.96
4. Equipment	\$4,598.00	\$229.11	\$0.00	\$0.00	\$4,827.11
5. Supplies	\$0.00	\$0.00	\$11,825.50	\$25,244.95	\$37,070.45
6. Contractual	\$193,452.46	\$112,620.15	\$713,397.48	\$1,484,089.54	\$2,503,559.63
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$794.82	\$800.87	\$1,051.49	\$1,758.47	\$4,405.65
9. Total Direct Costs (add lines 1-8)	\$203,209.41	\$141,074.55	\$757,489.90	\$1,541,228.50	\$2,643,002.36
10. Indirect Costs*	\$515.90	\$6,615.55	\$26,142.61	\$11,054.35	\$44,328.41
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$203,725.31	\$147,690.10	\$783,632.51	\$1,552,282.85	\$2,687,330.77
14. Funds from other sources used to support the State Plan	\$1,713,077.00	\$1,706,327.57	\$1,805,077.00	\$0.00	\$5,224,481.57
15. Total Statewide Budget (add lines 13-14)	\$1,916,802.31	\$1,854,017.67	\$2,588,709.51	\$1,552,282.85	\$7,911,812.34

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

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Actual Expenditures for Project 8 - Engaging and Supporting Families

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$4,043.44	\$24,284.26	\$25,803.30	\$26,020.46	\$80,151.46
2. Fringe Benefits	\$320.60	\$1,925.62	\$2,046.22	\$2,063.52	\$6,355.96
3. Travel	\$0.00	\$58.76	\$446.55	\$3,348.85	\$3,854.16
4. Equipment	\$4,598.00	\$229.11	\$0.00	\$0.00	\$4,827.11
5. Supplies	\$404.85	\$33.00	\$0.00	\$0.00	\$437.85
6. Contractual	\$195,706.00	\$285,563.55	\$885,537.23	\$566,185.85	\$1,932,992.63
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$795.31	\$800.87	\$1,051.49	\$1,758.47	\$4,406.14
9. Total Direct Costs (add lines 1-8)	\$205,868.20	\$312,895.17	\$914,884.79	\$599,377.15	\$2,033,025.31
10. Indirect Costs*	\$556.42	\$3,458.70	\$3,697.79	\$3,993.04	\$11,705.95
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$206,424.62	\$316,353.87	\$918,582.58	\$603,370.19	\$2,044,731.26
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$206,424.62	\$316,353.87	\$918,582.58	\$603,370.19	\$2,044,731.26

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

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Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Actual Expenditures for Project 9 - Workforce and Leadership Development

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$9,427.91	\$9,275.94	\$37,007.50	\$40,519.87	\$96,231.22
2. Fringe Benefits	\$747.63	\$111.03	\$1,436.83	\$3,213.36	\$5,508.85
3. Travel	\$0.00	\$2,127.02	\$3,133.58	\$5,062.86	\$10,323.46
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$41.64	\$2,838.38	\$2,711.87	\$5,591.89
6. Contractual	\$74,274.28	\$64,129.33	\$313,781.07	\$276,321.00	\$728,505.68
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$29,324.85	\$435.00	\$29,759.85
9. Total Direct Costs (add lines 1-8)	\$84,449.82	\$75,684.96	\$387,522.21	\$328,263.96	\$875,920.95
10. Indirect Costs*	\$1,581.76	\$3,136.56	\$16,254.36	\$14,451.47	\$35,424.15
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$86,031.58	\$78,821.52	\$403,776.57	\$342,715.43	\$911,345.10
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$86,031.58	\$78,821.52	\$403,776.57	\$342,715.43	\$911,345.10

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

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Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Actual Expenditures for Project 10 - Building/Enhancing an Early Learning Data System

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$290.76	\$0.00	\$0.00	\$0.00	\$290.76
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$9,250.00	\$458.17	\$0.00	\$0.00	\$9,708.17
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$148,559.83	\$2,618,484.01	\$458,647.00	\$440,118.00	\$3,665,808.84
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$5,630.02	\$1,343.27	\$2,686.54	\$4,029.81	\$13,689.64
9. Total Direct Costs (add lines 1-8)	\$163,730.61	\$2,620,285.45	\$461,333.54	\$444,147.81	\$3,689,497.41
10. Indirect Costs*	\$14,530.27	\$7,767.53	\$8,517.61	\$2,840.76	\$33,656.17
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$178,260.88	\$2,628,052.98	\$469,851.15	\$446,988.57	\$3,723,153.58
14. Funds from other sources used to support the State Plan	\$2,185,184.28	\$4,368,118.11	\$4,942,292.74	\$0.00	\$11,495,595.13
15. Total Statewide Budget (add lines 13-14)	\$2,363,445.16	\$6,996,171.09	\$5,412,143.89	\$446,988.57	\$15,218,748.71

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Actual Expenditures for Project 11 - Overall Grants Management

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$65,444.05	\$108,654.74	\$120,042.02	\$294,140.81
2. Fringe Benefits	\$0.00	\$5,189.71	\$8,616.31	\$9,519.30	\$23,325.32
3. Travel	\$0.00	\$0.00	\$178.66	\$0.00	\$178.66
4. Equipment	\$19,940.00	\$2,615.37	\$0.00	\$0.00	\$22,555.37
5. Supplies	\$0.00	\$0.00	\$330.58	\$141.26	\$471.84
6. Contractual	\$1,156.50	\$1,499.00	\$323,722.00	\$1,430.00	\$327,807.50
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$4,971.06	\$1,717.01	\$2,134.52	\$4,029.81	\$12,852.40
9. Total Direct Costs (add lines 1-8)	\$26,067.56	\$76,465.14	\$443,636.81	\$135,162.39	\$681,331.90
10. Indirect Costs*	\$1,604.40	\$10,043.99	\$16,112.58	\$16,652.32	\$44,413.29
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$4,464.33	\$61,098.67	\$57,706.50	\$336,411.46	\$459,680.96
13. Total Grant Funds Requested (add lines 9-12)	\$32,136.29	\$147,607.80	\$517,455.89	\$488,226.17	\$1,185,426.15
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$32,136.29	\$147,607.80	\$517,455.89	\$488,226.17	\$1,185,426.15

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