

Race to the Top – Early Learning Challenge 2014 ANNUAL PERFORMANCE REPORT

Maryland



JUNE 2015



Race to the Top
Early Learning Challenge

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Note: All information in this document was prepared and submitted by the **Grantee** as their annual performance report (APR). For reference, the instructions and prompts from the approved APR form are included in italics throughout the document. Check marks in tables indicate the Grantee selected the option. A blank cells in a table indicates that the Grantee did not provide data or did not select the option.



APR Cover Sheet

General Information

1. **PR/Award #:** S412A120016
2. **Grantee Name:** Office of the Governor, State of Maryland
3. **Grantee Address:** 200 West Baltimore Street, Baltimore, MD, 21201
4. **Project Director Name:** Dr. Rolf Grafwallner
Title: Assistant Superintendent for the Division of Early Childhood Development
Phone #: (410) 767-0342 **Fax #:** (410) 333-6226
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Reporting Period Information

5. **Reporting Period:** 1/1/2014 to 6/30/2015

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): 07/01/2013 to 09/30/2014

Approving Federal agency: ED HHS Other (Please specify):



Certification

The Grantee certifies that the State is currently participating in:

The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148))

Yes No

Programs authorized under section 619 of part B and part C of the Individuals with Disabilities Education Act (IDEA)

Yes No

The Child Care and Development Fund (CCDF) program

Yes No

To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Signed by Authorized Representative

Name: Dr. Lillian M. Lowery

Title: State Superintendent of Schools, Maryland

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) has been designated as the lead agency to coordinate a multi-agency approach to submitting Maryland's state plan. The current Governor's State Advisory Council on Early Care and Education, 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 and 3. This team will continue to supervise and monitor the progress of the ELC projects through year 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. Developing the R4K will allow Maryland to measure the skills and abilities of incoming kindergarteners against the new Maryland College and Career-Ready Standards by administering the R4K's Kindergarten Readiness Assessment during the first few weeks of kindergarten. Teachers and principals will be 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) - the formative assessment 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 approach presumes that early interventions prior to school entry boost the chances for student groups that traditionally have had 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. All 24 jurisdictions are participating in this agenda.
- Project 2 - Maryland EXCELS, through the implementation of five tiers of quality standards, has increased the quality and program improvement efforts of early childhood education program. By December 31 a total of 3,738 early childhood providers, which is 36% of all state regulated programs, have been participating in EXCELS or have published their ratings online.
- 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*, in Title 1 communities. These programs focused efforts on at-risk children and connecting and providing them with high quality services to meet their needs.

- Project 4 - The new 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. In Year 4, it will also be enhanced through professional development modules being made 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.
- 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) has completed its first phase in Year 3. The Kindergarten Readiness Assessment (KRA) was administered for the first time in fall 2014. Baseline data are being established by April 2015, and the assessment is being revised in terms of length and types of items. The formative component of the R4K, the Early Learning Assessment (ELA), designed for 36 to 72 months, will be piloted in early spring 2015 by several early childhood programs across Maryland; these include community based programs and public prekindergarten. The ELA will yield valuable information on students' growth in early learning and as part of the Child Outcomes Summary (COS) process which is being used with students with Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs).
- Project 7 - The 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, 2016. Maryland has 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. Finally, the Social and Emotional Foundations for Early Learning (SEFEL) professional development training is on line and available to the families, and online training opportunities for providers, serving children birth to five years are being offered.
- 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. Parent-Child Learning parties, a program designed to support the successful transition from early childhood to public schools, were implemented with the participation of parents and their rising kindergarteners from low-income neighborhoods as well kindergarten teachers from Title I schools. Both Reach Out and Read, an early literacy and book distribution campaign by pediatricians across the state and Raising a Reader, a family literacy program in

Title 1 schools, have exceeded their programmatic milestones and are highly praised by their participants.

- Project 9- Strategies to enhance child care workforce competency and leadership will have an everlasting impact on the way State approved trainers and community colleges by using a new Workforce Competency and Standards Framework. . The Maryland Approved Alternative Preparation Program (MAAPP) for Early Childhood Education generated its first 13 graduates, receiving teacher certification for Prek to Grade 3, from the first cohort, continues the second cohort, and started its third cohort in Year 3. The Task Force on Teacher Education in Early Childhood Education completed its work in Year 3 and submitted its recommendations to the State Superintendent. The main outcomes of the Task Force include expansion to a dual certification in early childhood and special education for the age span, Birth to age 8, at Maryland's institutions of higher education. A workgroup, co-chaired by the assistant superintendents of Educator Effectiveness, Special Education/Early Intervention Services, and Early Childhood Development, has been charged by the Professional Standards in Teacher Education Board (PSTEB) to determine if regulatory changes are required. In addition, the Task Force's recommendation prompted legislation mandating MSDE and MHEC to develop a master plan to address the critical shortages of qualified professional teachers and child care providers.
- 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 3 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 (see chart below), which is the Longitudinal Data System (LDS) 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 LDS. This will allow for the analysis of associations between early care experiences and student achievement outcomes.

Both lead divisions, the Divisions of Early Childhood and Special Education/Early Intervention Services, have successfully implemented the ten projects which are broken down into 698 specific tasks as outlined in Maryland's approved Scope of Work (SOW). As of December 31, 2014, after 36 months of implementation, 84.8 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 2014 by:

- Monitoring all subgrants using the monitoring instrument approved 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 are working toward meeting the last set of milestones and deliverables.

The major accomplishments for 2014 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 eighteen months
- Completion of the first statewide administration of the Kindergarten Entry Assessment and development work on the formative assessment, named Early Learning Assessment.

Maryland's TQRIS, known as Maryland EXCELS, was fully implemented on July 1, 2013. Participation in the system quickly grew from 330 programs in the pilot to 3,735 as of December 31, 2014, 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 will be required by regulation to participate in EXCELS by June 27, 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 revision 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 2014 administration of the KRA in Maryland was completed in early November 2014 and the state and county reports will be available in April 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 assessment development on an aggressive timetable, and the nature of collaboration between two states of different size, governance, and early childhood policies.

Developing two different components of the system (Kindergarten Readiness Assessment and formative assessments) that would be linked through technology required MSDE to develop further tests of the system than was 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 R4K was mainly enhanced through a component that allows special education teachers to assess children who fall chronologically between 36 and 72 months but are developmentally below 36 months. Both the formative assessment, named Early Learning Assessment and the extension of learning progressions, including item development, below 36 months is projected to be completed by July 2015.

Regarding the KRA administration, several adjustments will be made for the next census administration in school year 2015-16. Through a survey of Kindergarten teachers after the fall KRA administration, the following adjustments to the assessments are being made prior to fall 2015 administration:

- Maryland and Ohio will be analyzing the data to determine what items could be eliminated in order to reduce the content and administration time of the KRA. Eliminated items will be incorporated in the ELA.

- More virtual performance task items will be available on the software application to increase time efficiency in test administration; these tasks are completed on a hand-held electronic device.
- MSDE is meeting with LEAs to discuss implementation issues such as their data uploads, technology connectivity and teacher access to hand-held devices in order to improve efficiency.

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

- Initiated full scale field test on the Preschool STEM project with 50 classrooms;
- Published Supporting *Every Child - Maryland's Guide to Early Childhood Pedagogy, Birth to Age 8*;
- Expanded the number of local school systems participating in *Making Access Happen*, a coaching program for providers serving children with disabilities;
- Completed the Social and Emotional Foundation of Early Learning (SEFEL) website, online training, and online management system;
- Scaled up the number of Title 1 schools participating in *Raising A Reader (RAR)*;
- Conducted additional Early Learning Leadership Academies with school teams and their early childhood partners;
- Completed the first cohort of the Maryland Approved Alternative Preparation Program (MAAPP) for Early Childhood Education with candidates receiving their teacher certifications while the second cohort is in its second year and the third cohort recruiting the largest number of candidates so far;
- Completed the activities of the Task Force on Teacher Education in Early Childhood Education and submitted the recommendations to the State Superintendent. (As one of the follow-up activities the Professional Standards in Teacher Education Board (PSTEB) charged a workgroup to develop detailed recommendations on the feasibility to introduce a dual certification program, Birth to Grade 3 for both regular and special education);
- Completion of the Maryland Workforce Standards and Competency Framework for child care professionals; and
- Completed the development of 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. Many of the RTT-ELC projects will also support the expansion of full-day prekindergarten slots across the State.

LESSONS LEARNED

Maryland entered the "Race" with all of its early care and education programs within the department of education. This has proven to be critical in proceeding with the development of the Scope of Work (SOW) and the decision-making process regarding the development of the infrastructure for Maryland's early childhood education programs. Working from a consolidated governance structure reduced the level of effort in terms of getting organized at the state level, including the related administrative processes required to manage such a large project.

Maryland also benefitted from prior reform efforts in early childhood education and had the capacity to quickly move to the next level. The management of the RTT-ELC had many “firsts” for Maryland. They are:

- Establishment of formally chartered local early childhood advisory councils, and the awarding of planning and implementation grants,
- Implementing a new infrastructure for continuous program improvement (i.e., Maryland EXCELS);
- Implementing a new model of capacity building (beyond the typical child care resource and referral work) through the Early Childhood Breakthrough Centers;
- Development of the prekindergarten component of the Maryland College and Career Ready Standards (formerly known as Common Core standards), including research-based executive functioning standards;
- Collaboration with another state on developing a new comprehensive assessment system, and the development and implementation of the Kindergarten Entry Assessment and Early Learning Assessment;
- Formal mechanisms to coordinate early childhood services with pediatricians and family practitioners through the training of physicians on developmental screens and offering physicians early childhood mental health consultation;
- Creating a Maryland specific framework on family engagement; and
- Developing a comprehensive data system.

All these new developments have shaped the infrastructure of Maryland's early childhood education system significantly. The RTT-ELC award raised the profile of early learning in Maryland. While MSDE had strong support from the state's legislature, other critical stakeholders expressed their support and interest in the projects, including the business and philanthropic community. In addition, the legislature responded during the 2014 session by passing statutes to establish the State Early Childhood Advisory Council and to increase the number of PreK slots for at-risk children.

CHALLENGES

MSDE faced with three major challenges during the third year of implementation:

- Losing contractual personnel to permanent positions and delays caused by the hiring process and re-start up.
- There were external changes, such as delayed Board of Education action on contract approval process, affecting the time-lines of specific projects.
- Accommodating the concerns of the Kindergarten teachers regarding length of the assessment.

STRATEGIES TO ADDRESS CHALLENGES

All positions were approved by the Governor as contractual positions for the duration of the grant. This arrangement led to delays and inopportune turnovers that delayed specific projects. Personnel would stay for six months to one year and leave for positions with benefits elsewhere.

External changes delayed the time-lines for three projects: (1) publication delays for the *Guide to Pedagogy*; (2) delay in seeking State Board approval for the *Early Learning Standards* due to the delay for the K-12 standards approval process; and (3) delayed approval for the purchase of developmental screening tools by the Governor's

Board of Public Works. 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. By the end of 2014, the Guide was ready for publication and the purchase of the developmental screens was approved. Training is scheduled for early 2015 to disseminate knowledge and skills for administering State recommended developmental screening tools.

In response to a survey of Kindergarten teachers and focus groups of Kindergarten teachers, revisions were made to the KRA in order to shorten the length of the assessment and reduce teacher burden for 2015 administration.

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.

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 Center Partnerships in Baltimore City and Prince George's County), 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	Task Force in Teacher education in Early Childhood Education
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 provides regular updates and project specific information.

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 2015 which would directly impact the implementation of the RTT-ELC. The following list of legislative bills was submitted by:

Task Force on Early Learning Teacher Education

This draft legislation was submitted as a departmental bill to the Governor for the legislative session of 2013. The Governor returned it with the instruction to have the Task Force established by the State Superintendent. The State Superintendent installed the Task Force in September 2013, and a report was submitted in November 2014. See section D2 for recommendations made by the Task Force.

State Advisory Council on Early Care and Education

This draft legislation was submitted as a departmental bill to the Governor for the legislative session of 2013. The Governor returned it with the instruction to have the Governor issue an Executive Order. The bill was resubmitted for the 2014 legislative session and passed. The Governor has named the members of the Council and they have met several times during 2014 and received briefings on the progress of the ELC grant.

Prekindergarten Act of 2014

The legislation was introduced by the Governor for the 2014 legislative session. It provides for expansion of prekindergarten and the establishment of “Improving School Readiness through Prekindergarten Fund.” The Governor included \$4.3 million in his FY2015 budget as a “down payment” toward multi-year, incremental funding increases and expansion of the program. The bill passed and an estimated 1,400 four-year old children are receiving PreK services across the State.

Participating State Agencies

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

No changes.

High-Quality, Accountable Programs

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

During the current year, has the State made progress in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards that include—

(1) Early Learning & Development Standards	
Yes or No	Yes
Early Learning & Development Standards that currently apply to:	
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:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(2) A Comprehensive Assessment System	
Yes or No	Yes
A Comprehensive Assessment System that currently apply to:	
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:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(3) Early Childhood Educator qualifications	
Yes or No	Yes
Early Childhood Educator qualifications that currently apply to:	
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:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

Developing and Adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS)
(Continued)

(4) Family engagement strategies	
Yes or No	Yes
Family engagement strategies that currently apply to:	
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:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(5) Health promotion practices	
Yes or No	Yes
Health promotion practices that currently apply to:	
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:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(6) Effective data practices	
Yes or No	Yes
Effective data practices that currently apply to:	
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:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

The State has made progress in ensuring that:	
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.

The partnership with Johns Hopkins University, Center for Technology in Education (JHU/CTE), has continued to be instrumental in the growth of Maryland EXCELS in this reporting year. Enhancements to the website <http://www.marylandexcels.org> during Year 3 included 24/7 Tech Support for participating programs, a 'Request Technical Assistance' widget, and the Maryland EXCELS eNewsletter. Family-friendly content and expanded search features in the *Find A Program* portal of the website, and the release of the free *Quality Finder* Mobile app, improved the usefulness of the website and search features for families seeking early care and education programs for their children.

By mid-year, the growth in participation in the TQRIS exceeded the RTT ELC targets for end of the grant, with participation increasing from 1,700 programs (December 31, 2013) to 3,738 programs by December 31, 2014. This number represents 39% of all licensed child care centers and family child care homes statewide, that were participating in Maryland EXCELS on December 31, 2014. Maryland EXCELS has been open for statewide participation for 17 months (July 1, 2013 - December 31, 2014).

As of the last reporting period (December, 2013), the revised TQRIS Standards had been released for comment and review by early childhood and child care stakeholder groups, national experts and technical assistance providers. Additional revisions were necessary after the review period ended, and the final revised Maryland EXCELS standards were released and incorporated into the online system in March, 2014. Since Maryland EXCELS had opened for statewide participation on July 1, 2013, some programs had published quality ratings under the standards that existed at that time. Programs that had entered the TQRIS system prior to March, 2014 were working toward meeting the original standards, and some were close to publishing their ratings.

Considerable time and effort was given to identifying and implementing processes within the online system so that these early adopters would have a smooth transition, and an extended period of time to meet the revised TQRIS standards. Participating programs were given the choice to publish under the original standards by July, 2014, or to move into the revised standards before then. The online system 'gave credit' to criteria previously met by programs in the original standards, and allowed programs to have access to evidence they had previously uploaded, when meeting criteria in the revised standards. By July, 2014, all participating programs were moved into the revised Maryland EXCELS standards to ensure consistency with quality ratings. Programs that had published under the original standards were given an additional 12 months to meet new criteria in the revised standards.

The large growth in participation of the TQRIS created a need to hire additional Program Coordinators by Johns Hopkins University, Center for Technology in Education. The original group of Coordinators reached their target caseload of 1 coordinator to 200 programs in the first year of implementation. As participation grew, so did the

challenge to maintain a workable ratio of programs to coordinator caseload, while continuing to recruit new programs into the TQRIS. This resulted in a short-term `wait list' of programs that had submitted online applications, but had not been assigned to a Program Coordinator. During this time, programs that typically waited two to four weeks before having access to their unique online profile and assignment to a Program Coordinator waited a few months. Communication was provided to the programs on the `wait list', with recommendations to review the standards, and work with their regional Quality Assurance and Resource Center staff as preparation for entering Maryland EXCELS. The `wait list' was downsized as new Coordinators were hired, trained, and assigned to participants. JHU/CTE initiated efficiencies in their internal processes to enable hiring additional Program Coordinators when future needs arise.

From the beginning of Maryland EXCELS launch, a concerted effort was made to have all groups working with TQRIS participants `speaking the same language', using the same State-developed resources, and providing consistent messages, technical assistance, and support. These three groups are: MSDE Quality Assurance Specialists, Johns Hopkins Program Coordinators, and Child Care Resource and Referral staff. Toward that end, these three primary groups that support Maryland EXCELS participants, convened for a three-day Technical Assistance Training Institute in November, 2014 at Johns Hopkins University, Center for Technology in Education. Training included an in-depth look at the TQRIS standards and criteria, sample documents submitted by programs for review, and the introduction of the online Early Learning Community, for sharing information and successes working with providers, asking questions about the standards, and posting resources helpful to programs. Feedback from participants was extremely positive with requests to hold additional group meetings in the future.

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.

The State's focus for ensuring continued progress to increase the number and percentage of Early Learning and Development Programs participating in the TQRIS is to focus resources on identifying and reaching programs serving children with high needs and those receiving Child Care Subsidy in Title 1 attendance areas. Targeted technical assistance and recruitment efforts are provided by a network of Quality Assurance Specialists located in Regional Licensing offices. Child Care Resource and Referral staff provide information on the TQRIS to programs, providers and the public. Local Early Childhood Advisory Councils, Breakthrough Centers and Community Hubs in Title 1 attendance areas recruit programs and publicize the benefits of the TQRIS to the community.

Maryland EXCELS Quality Assurance Specialists, who are located in each licensing office of the state, work closely with regional Child Care Licensing staff. An effort is made to maintain close communication with staff as they conduct inspections, orientations, and informational meetings, so that current and prospective providers are informed about the TQRIS. At the annual statewide Licensing meeting in November, 2014, Maryland EXCELS staff shared outreach strategies; training resources and the importance of informing programs of the TQRIS during inspections and other visits.

The publicity and marketing campaign to programs and providers continued throughout 2014, with targeted outreach to providers accepting Child Care Subsidy reimbursement. Through the regulatory process, child care programs and providers accepting Child Care Subsidy reimbursement will be required to participate in the TQRIS by June 29, 2015. The outreach to programs receiving Child Care Subsidy reimbursement began in 2013. Programs receiving Subsidy reimbursement receive a flyer, paper-mailed to them with their Subsidy invoices, reminding them of the requirement to participate in the TQRIS by June, 2015 and the benefits of participation. Over 80 sign-up sessions per quarter are included with this flyer, providing an opportunity for providers to receive hands-on assistance in a setting with computers available for registering for the TQRIS. The insert is updated quarterly, with new dates and locations so the information remains current and accessible. These statewide sessions are offered at times convenient for family child care providers and center-based programs, and are an effort to ensure that all Child Care Subsidy providers have an opportunity to receive individualized attention from staff that can assist them with the registration process for the TQRIS.

Child Care Subsidy programs were assigned to regional MSDE Quality Assurance Staff for outreach and recruitment beginning in 2013. The number of Child Care Subsidy providers participating in Maryland EXCELS has been tracked on a monthly basis since December 2013. The baseline TQRIS participation rate for providers that receive Child Care Subsidy reimbursement 38% in December 2013. As of September, 2014 (the most current data available) 68% of all providers that receive Child Care Subsidy reimbursement were participating in Maryland EXCELS. Targeted recruitment of Child Care Subsidy providers will continue through July, 2015 with additional outreach support from Child Care Resource and Referral Network staff. Outreach to families using Child Care Subsidy will begin in January 2015.

The family outreach campaign began in September 2014 as the number of published programs reached a level to enable wider outreach to the public. This campaign featured bus-wrap advertising and subway stop kiosk posters in Baltimore City, Baltimore County and Montgomery County. The free Maryland EXCELS mobile app launched in the fall, and includes search features for families by current location and selected area, to find

programs with published quality ratings. The Maryland EXCELS website was enhanced to include information and resources for families choosing quality in early childhood and school-age programs. The financial incentives for programs and access to grants and funds for program improvement have continued during the past grant year.

The website for Maryland's TQRIS is www.marylandexcels.org.

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 & Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	-	0.00%	8	1.20%	24	3.80%	45	7.20%	80	12.80%
Early Head Start & Head Start ¹	1	0.40%	9	3.40%	21	8.00%	42	16.00%	50	19.20%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds	35	0.80%	173	3.40%	411	8.00%	820	16.00%	983	19.20%

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

Actuals									
Number and percentage of Early Learning and Development Programs									
Type of Early Learning & Development Program in the State	Baseline			Year 1			Year 2		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	729	-	0.00%	729	1	0.10%	743	1	0.40%
Specify:	State-funded Preschool								
Early Head Start & Head Start ¹	260	1	0.40%	260	5	1.90%	220	57	25.90%
Programs funded by IDEA, Part C	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs funded by IDEA, Part B, section 619	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs funded under Title I of ESEA	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs receiving from CCDF funds	4,259	35	0.80%	4,259	57	1.30%	2,944	291	9.80%

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

Actuals						
Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	743	7	0.90%			
Specify:	State-funded Preschool					
Early Head Start & Head Start ¹	220	96	43.60%			
Programs funded by IDEA, Part C	-	-	0.00%			
Programs funded by IDEA, Part B, section 619	-	-	0.00%			
Programs funded under Title I of ESEA	-	-	0.00%			
Programs receiving from CCDF funds	2,954	1,964	66.50%			

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

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, childcare, PreK). LEAs 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 Pre-K 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) chart for more information.

For "Programs receiving from CCDF funds," the 2014 Actual figures reflect the average of subsidy-receiving formal providers during FFY 2014 and the number of published MD EXCELS providers as of September 2014.

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. MSDE has implemented strategies to incentivize PreK program participation in EXCELS. Maryland will require all programs receiving Child Care Subsidy reimbursement to participate in the TQRIS by July 1, 2015. This requirement is expected to significantly increase the numbers for this target area in 2015. EXCELS through their Qualitative Assurance Specialists, Breakthrough Center staff and Resource and Referral staff are reaching out in person and through the media to assist providers in enrolling in EXCELS. Additionally, for both the State PreK program and the Federal PreK grant, the Prekindergarten classrooms operated by local boards of education must comply with the State's prekindergarten regulations and participate in EXCELS if funded with Preschool Development Grant funds (PDG). Community-based programs that are either published at Level 5, the highest level, in Maryland EXCELS, or State or nationally accredited as a program of quality, or Certified by MSDE as a nursery school.

Head Start/Early Head Start - numbers of Head Start programs participating in the TQRIS are increasing although targets were not met for 2014. Additional targeted outreach and collaboration with State Head Start Association is on-going.

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

Has the State made progress 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 that:

System for Rating & Monitoring	
Includes information on valid and reliable tools for monitoring such programs	Yes
Has trained monitors whose ratings have an acceptable level of inter-rater reliability	Yes
Monitors and rates Early Learning and Development Programs with appropriate frequency	Yes
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)	Yes
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	Yes

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/CTE) has continued its work as the developer of the web-based system for Maryland EXCELS. During this reporting year, additional enhancements were added to the online system and the website and included information for families to help understand the rating system and quality levels displayed for published programs. The Program Coordinators at JHU/CTE verify evidence uploaded by the participating program to meet the TQRIS criteria. If additional support is needed for the program to meet and/or understand the criteria, a 'Request Technical Assistance' (TA) button has been added this year. When a participant 'pushes the button' the request for technical assistance is sent to the Program Coordinator. If the nature of the request requires support from a technical assistance provider, the Program Coordinator assigns the request to the specific Child Care Resource Center staff member for that region. The TA Request remains 'open' in the system until closed by the TA provider, after assistance has been provided to the program.

When all criteria within a quality level have been marked as 'met' by the Program Coordinator, the participating program has the option to request to publish their rating. This request to publish moves the program into the online dashboard for MSDE Quality Assurance staff to verify, by reviewing the evidence in selected criteria, and when verified, the program is moved to the Maryland EXCELS management level, where a final review and publication of the program's quality rating on the website and mobile app takes place.

A revision of the Public PreKindergarten Standards began in 2014, to align those standards with the revised standards for Center-Based, Family Child Care and School-Age Standards that were released in March, 2014. A preliminary revision was conducted by MSDE for initial alignment with the aforementioned standards. This aligned and revised version was distributed widely to stakeholder groups and Early Learning staff as well as the

Program Coordinators at Johns Hopkins University, who verify the evidence to meet the TQRIS standards. A compilation of all feedback was gathered and a workgroup formed to begin the feedback review and revision process. Three workgroup meetings were held in 2014, with the final meeting scheduled for January, 2015. When finalized and submitted to Johns Hopkins University, Center for Technology in Education, the revised standards and criteria will be added to the online system and will be available for public prekindergarten programs in 2015.

Progress for monitoring the quality of programs participating in the TQRIS:

As of the last report (December, 2013), the final two Quality Assurance Specialists (QAS) were hired and set to begin work in January, 2014, completing the full team of 15 QAS. The MSDE Quality Assurance Specialists are located in Regional Licensing offices throughout the state. They work closely with licensing staff, the local Child Care Resource Center staff, child care associations and local early childhood advisory councils to provide outreach and information on Maryland EXCELS and the benefits of participating.

Maryland has made significant progress in the development and implementation of a monitoring system to verify the quality of programs participating in the TQRIS. In 2014, the Quality Assurance Specialists moved into the monitoring phase of their role; conducting on-site, randomly sampled monitoring visits to programs, to verify quality ratings and determine if evidence of uploaded documentation is implemented in the program.

The on-site monitoring process focuses on observable evidence of the documentation submitted by the program to achieve a published quality rating. Only programs who have published a rating are eligible for a monitoring visit. In June 2014, all participating programs were informed via email through the Maryland EXCELS system, that monitoring of published programs would begin in July 2014. Monitoring information is available on the Maryland EXCELS website, and eligibility for a monitoring visit is included in the information provided to the program when they publish a rating. Prior to beginning the monitoring visits to programs, information regarding the monitoring process was shared with Maryland EXCELS partners including JHU/CTE Program Coordinators, and Child Care Resource and Referral specialists.

Monitoring visits are conducted by Quality Assurance Specialists, who have been trained and determined reliable to the Maryland EXCELS Published Program Monitoring Tool. The monitoring tool contains required observational evidence in the content areas of Rating Scale and Accreditation, Developmentally Appropriate Learning and Practice, and Administrative Policies and Practices that are aligned with Maryland EXCELS Standards and quality levels. Only evidence that is required for the program's published rating is verified. Monitoring visits do not lower a program's published rating, but the results from the monitoring visit do provide guidance to determine areas where additional technical assistance is needed, and document areas of strength and ongoing program improvement.

A Monitoring Report documenting the verification of evidence, and the recommendation for technical assistance is used to provide feedback to programs. The Monitoring report is also used to track technical assistance provided to the program, follow-up visits, and additional outreach. A spreadsheet is maintained for the monitoring process and includes information on the programs selected for visits, monitoring dates, receipt of the Monitoring Report by the program and Quality Assurance Specialist, and recommended program follow-up. The monitoring spreadsheet and process is tracked by the Maryland EXCELS Quality Assurance Supervisor.

In early 2014, two published programs agreed to allow a team of four Maryland EXCELS staff to conduct a pilot monitoring visit, using the newly developed monitoring tool. The team, which consisted of three Quality

Assurance Specialists and the Quality Assurance Supervisor, followed the newly established procedures for the monitoring process which included:

- Prior to the monitoring visit, reviewing the program's submitted documentation and application information in the Maryland EXCELS online system;
- Conducting the onsite visit;
- Completing the monitoring tool; and
- Completing the monitoring report.

The team then met to share findings, compare ratings of evidence, and identify areas where additional examples of required evidence would promote a more valid monitoring observation.

Training of all 15 Quality Assurance Specialists on the monitoring process was completed in May 2014 and included:

- A review of the tool and all required observable evidence, both inside the Maryland EXCELS system as well as on-site;
- Dissemination of the tool and monitoring report; and
- Monitoring protocol for visits to programs.

As monitoring visits began, the Quality Assurance staff conducted monitoring visits with one of the original team members to validate the reliability of monitors to the tool.

Published programs are randomly selected through a process developed by Johns Hopkins University, Center for Technology in Education, to ensure a representative sample of programs. Cohorts of 25 programs are selected for each round of monitoring visits. The following criteria are used in the randomized selection process:

- Geographical region;
- Program type (child care center/family child care provider);
- Published rating; and
- Published programs who have requested technical assistance through the TQRIS system.

Programs are notified by email of their selection for a monitoring visit. Within 5 business days of the notification, programs are asked to select a date within a 30 day window for the monitoring visit. Quality Assurance Specialists are then assigned to a selected program. If a program has more than four classrooms, two Quality Assurance Specialists are assigned.

Whenever possible, the Quality Assurance Specialist assigned to conduct the monitoring visit is selected for regions in which they do not provide ongoing technical assistance. Programs with license inspections, accreditation visits, and/or Environment Rating Scale assessments scheduled within 30 days of the scheduling period for the monitoring visit, will be exempt from a monitoring visit until the next cohort is selected.

While the monitoring tool captures information of observable practices to support documented evidence, and the feedback received from providers following the monitoring visits has been positive, there have been a few challenges which are being addressed in a revision of the monitoring procedures. The monitoring process relied heavily on the provider's ability to communicate via email within a specific number of days, to schedule visits within a given time period. This proved to be difficult for providers who do not have regular access to email and caused a delay in scheduling and monitoring programs. To resolve this problem, Quality Assurance Specialists will first be assigned programs to monitor by the Quality Assurance Supervisor. Emails of selection will be sent

to those programs, and the assigned Quality Assurance Specialist will contact the program via phone within 5 business days, to schedule a monitoring visit. Monitoring visits will occur within 30 days, unless the program is already scheduled to have a licensing inspection or accreditation, assessment, or validation visit.

Two cohorts of programs, 34 total programs, received monitoring visits in 2014. The first cohort was from July - September and the second cohort was October - December 2014. Lessons learned in 2014 that resulted in the aforementioned changes to the scheduling process for monitoring visits are expected to result in a substantial increase in the number and percentage of programs being monitored in 2015. Goals will be established in 2015 for the percentage of published programs to receive monitoring visits annually.

The monitoring tool will include a review of a sample selection of enrollment information provided to families. This will provide additional verification that the documentation being submitted to meet criteria in Administrative Policies and Practices is being used by programs to determine if a child has an IEP or IFSP and that a schedule of services is being followed when applicable.

The monitoring report will be revised to provide more detailed information on the areas of identified technical assistance. This information will allow for the program's assigned Quality Assurance Specialist to work with the program on specific areas of program improvement as well as determine additional technical assistance that is needed and refer the program to the most appropriate resource.

To ensure that the monitoring process includes the opportunity for continuous quality improvement, the Quality Assurance Specialist assigned to the program receives a copy of the Monitoring Report, and contacts the program as a follow-up and to be available for additional questions and guidance on using the results of the monitoring visit for program improvement.

The online matrix checklist continues to be in development with JHU/CTE to enable monitoring of TQRIS programs during site-visits conducted by Licensing Specialists, Quality Assurance Specialists, Rating Scales Assessors and State Accreditation Validators.

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 your State TQRIS through the following policies and practices?

Policies and Practices Supporting Program Quality	
Program and provider training	Yes
Program and provider technical assistance	Yes
Financial rewards or incentives	Yes
Higher, tiered child care subsidy reimbursement rates	Yes
Increased compensation	Yes

Number of tiers/levels in the State TQRIS
5

How many programs moved up or down at least one level within the TQRIS over the last fiscal year?

	State-funded preschool programs	Early Head Start	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	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level	1	0	2	0	0	39	61
TQRIS Programs that Moved Down at Least One Level	0	0	0	0	0	2	1

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas?

High-Quality Benchmarks at the Highest Level(s) of the TQRIS	
Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)	Yes
Early Learning and Development Standards	Yes
A Comprehensive Assessment System	Yes
Early Childhood Educator qualifications	Yes
Family engagement strategies	Yes
Health promotion practices	Yes
Effective data practices	Yes
Program quality assessments	Yes

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

The revised Maryland EXCELS standards for Center-Based, Family Child Care Homes, and School-Age Only Programs were released in March, 2014. Re-alignments with all MSDE-recognized accrediting organizations and the revised TQRIS standards were undertaken and completed to ensure that all accreditation criteria were reviewed and compared against each criteria in the revised TQRIS standards. This results in the Accreditation Pathway, that is applied to the participating program's online profile, when a valid, current accreditation certificate is uploaded, resulting in many criteria across all content areas, being 'marked as met' by the program's accreditation.

The verification rubrics used by Program Coordinators were reviewed and revised to align with the changes in the revised TQRIS standards in 2014.

When the Public Pre-Kindergarten standards revision is complete in 2015, Maryland EXCELS will be fully operational with all program types using standards that are aligned with similar benchmarks at the highest levels.

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

In the table, 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.

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of programs covered by the TQRIS	71	333	567	1,372	3,097	117	1,579	3,379	
Number of Programs in Tier 1	0	17	85	138	310	11	247	865	
Number of Programs in Tier 2	4	47	227	480	929	16	59	159	
Number of Programs in Tier 3	11	29	142	412	929	9	26	49	
Number of Programs in Tier 4	25	12	56	205	620	9	16	31	
Number of Programs in Tier 5		12	57	137	309	8	92	135	

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.

Data was collected from the Maryland EXCELS (TQRIS) online system for program participation and check level ratings (tiers) of participating programs as of December 30, 2014.

A program participating in TQRIS is not assigned a quality level until it has achieved at least Tier 1 rating. All programs must upload certain items to achieve a Tier 1 rating. Therefore, there are participating programs that are not included in the Tier counts that are 'working toward' Tier 1, but are nevertheless counted in the total number of programs participating in EXCELS.

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.

The number of programs at Tier 2 will increase as Tier 1 programs receive technical assistance and support from Quality Assurance Specialists, Program Coordinators and Resource and Referral staff to meet higher levels. The number of Tier 3 programs will increase with the support and assistance provided; and as a result of revisions to the TQRIS standards that offer an alternative method for moving toward program accreditation, more programs will reach Tier 4 and be ready to move to Tier 5.

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

In the table, 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 percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	-	0.00%	344	1.30%	1,032	3.80%	2,279	8.40%	5,719	21.10%
Early Head Start & Head Start ¹	48	0.40%	245	1.90%	343	2.70%	588	4.60%	980	7.70%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds	145	0.70%	715	3.40%	2,423	11.40%	5,832	27.40%	12,188	57.20%

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

Actuals									
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS									
Type of Early Learning & Development Programs in the State	Baseline			Year 1			Year 2		
	# 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	-	0.00%	27,443	148	0.50%	26,358	1,032	8.00%
Specify:	State-funded Preschool								
Early Head Start & Head Start ¹	12,676	48	0.40%	12,731	567	4.40%	12,747	605	4.80%
Programs funded by IDEA, Part C	8,702	-	0.00%	8,406	-	0.00%	8,859	-	0.00%
Programs funded by IDEA, Part B, section 619	11,870	-	0.00%	9,063	-	0.00%	12,135	-	0.00%
Programs funded under Title I of ESEA	13,441	-	0.00%	15,272	-	0.00%	16,266	-	0.00%
Programs receiving from CCDF funds	17,734	145	0.70%	18,701	1,066	5.70%	18,759	544	2.90%

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

Actuals						
Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# 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	30,385	1,018	3.30%			
Specify:	State-funded Preschool					
Early Head Start & Head Start ¹	12,305	1,226	9.90%			
Programs funded by IDEA, Part C	-	-	0.00%			
Programs funded by IDEA, Part B, section 619	-	-	0.00%			
Programs funded under Title I of ESEA	-	-	0.00%			
Programs receiving from CCDF funds	17,759	9,341	52.60%			

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

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.

The figure reported for State-funded Pre-K includes children with high needs who are also separately reported in this table for IDEA and Title I programs. However, while the number of children with high needs who are served by IDEA and Title I programs can be separately determined, it is not possible under MSDE's current data tracking and reporting systems to determine how many of those children are included within the stated number of children served by State-funded Pre-K programs. Thus, the figures given for State-funded Pre-K include children with high needs served by IDEA and Title I programs. Separate projections for IDEA and Title I program children as sub-groups of the Pre-K population cannot currently be made.

The 2014 Actual figures shown for "State-funded preschool" reflect children enrolled in public pre-K programs that are participating in the Maryland EXCELS program at quality rating levels 4 and 5 or that meet the quality standards established for those rating levels. It should be noted that the Actual figure reported for Year 2 (1,579) was in error. The correct figure for Year 2 is 1,032, along with its associated percentage of all children enrolled in public pre-K, has been entered in the chart.

The 2014 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 quality rating levels 4 and 5.

In chart (B)(4)(c)(2) on page 31, the line labeled "Programs receiving from CCDF funds," the denominators used were 21,254 for year 2, 21,285 for year 3, and 21,308 for year 4; the denominators represent CCDF (Child Care subsidy) enrollments .

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 grant targets by the end of the grant period.

For programs receiving Child Care Subsidy reimbursement, participation in the TQRIS will be required effective July 1, 2015. Programs have 12 months to publish an initial rating in the system and may publish at a higher level at any time the requirements are met. Targeted technical assistance and supports are offered to Child Care Subsidy programs by Quality Assurance Specialists, Resource and Referral staff and Breakthrough Center staff serving programs in Title 1 school zones to increase participation and achievement of higher levels in Maryland EXCELS (TQRIS). High needs students often participate in Prekindergarten classrooms operated by local boards of education which must comply with the State's prekindergarten regulations but are not required to participate in EXCELS unless funded by the PDG.

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 Evaluation:

Maryland issued a grant to the Johns Hopkins University, Center for Technology in Education (CTE), to conduct a 2-year validation study of Maryland EXCELS, in addition to an ongoing formative evaluation of the QRIS and its related components. CTE, along with their contracted experts in psychometrics and systems design from the Hopkins Schools of Education and Public Health, and national experts in measuring high-quality early care, submitted a plan for conducting the validation study to the State, which was in turn submitted to the federal Department of Education for review. The plan detailed a four pronged approach to validating the EXCELS system that was in line with recommendations from national QRIS experts and approaches endorsed by the U.S. Dept. of Ed.:

- Examine the validity of key underlying concepts (currently in process through an expert comparison of Maryland's standards with other states' QRIS and a review of the research literature on high-quality early care and education)
- Examine the measurement strategy/psychometric properties of the quality measures
- Assess the outputs of the rating process
- Eventually examine how ratings are associated with children's outcomes.

CTE began examination of these approaches in a linear fashion, as each has multiple dependencies based on overall TQRIS participation rates, final policy decisions regarding the content and structure of the TQRIS, and State initiatives that overlap with Maryland EXCELS. The validation formally began on January 1, 2014, though it built upon previous and ongoing evaluation efforts since 2010.

The Plan for Validation of Maryland EXCELS TQRIS uses the validation approach to determine that Maryland's TQRIS levels are distinct, accurate, and reflective of quality improvement. Once these are established, future evaluation goals aim to relate ratings to children's development and address the following long-term research questions:

- Is there a relationship between the quality of programs children are exposed to, as assessed by EXCELS, and children's school readiness in the fall of Kindergarten?
- Are certain EXCELS content areas more strongly related to children's school readiness outcomes than others?
- Are quality ratings related to growth in children's skills across pre-kindergarten and into kindergarten?
- Are there subgroups of children for whom the links between quality standards and/or criteria and child outcomes are stronger?
- Are relationships between quality ratings and child outcomes consistent by child care setting?

Process 1: Examine the validity of key underlying concepts.

CTE participated in the development and review process of the proposed standards and revisions of the Maryland EXCELS standards, and previously aligned the Maryland TQRIS standards to national models such as

Head Start and Early Head Start programs; peer states' standards; current research on quality elements; and national reports.

In 2014, there were no significant changes in the Maryland standards, though we extended our evaluation of Maryland standards through the following activities:

- 1) Conducted a review of alignment with 14 national accrediting agencies, including NAEYC.
- 2) Examined the reliability of ratings by our various review teams to ensure adherence to rating standards, and developed a protocol for re-training; standard clarification; or personnel replacement as needed.
- 3) Maintained presence on INQUIRE and BUILD to ensure access to the latest information and resources governing QRIS concepts.

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

In 2014, CTE trained 10 assessors to author-defined reliability in the ECERS, FCERS, and CLASS instruments. We then randomly sampled 400 published programs, stratified by quality level on a scale of 1-5; location; accreditation status, and program type - either family care or center-based. We increased our sample size from 200 based on the increase of participating programs in Maryland EXCELS; going from 2,014 at the end of 2013 to 3,738, and we wanted to retain our proportionate sample size. This also necessitated the hiring and training of more assessors; partly to account for the increased sample, but also to allow for attrition.

Each program in the sample receives two assessments at three different intervals; with each receiving the CLASS and then either the ECERS or FCCERS. A random classroom assignment is made from the centers to be representative of the overall quality level at the location, and the multiple points in time measurements are to account for the level advancement or decline that programs may experience.

We are using the established Environment Rating Scales to determine if there are distinctive environmental elements that are seen by quality level. We are using the CLASS to determine if there are any patterns of adult-child interactions that are distinctive to quality level. Our hypothesis is that the ERS will correlate to quality distinction, while the CLASS will not.

Process 3: Assess the outputs of the rating process.

Starting in January 2014, we began weekly data pulls of all programs within EXCELS; 2,014 in January that rose to 3,738 in December. We monitor changes in programs' status along the following dimensions:

- a) Initial level
- b) Current level
- c) Rate of level change - defined by number of days to obtain a level change
- d) Total # of level changes
- e) Location - by county and zip code
- f) Program type
- g) Accreditation status
- h) Enrollment numbers (self-reported on application)
- i) Subsidy status
- j) Number and type of criteria preventing achievement of next highest rating level.

From our initial plan, we added the number of Technical Assistance requests, the duration each TA request lasts, and the mode of assistance provided, as either a phone call, web support, or in person visit.

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

As discussed, this is preliminary and all States have been cautioned about the reliability of these data at this point in the QRIS development. We are not directly examining this relationship between quality rating and child outcomes, but we have created the data relationship in order to later examine this as the QRIS levels themselves are validated, and the new Kindergarten Readiness Assessment in Maryland moves beyond score-anchoring.

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

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

Focused Investment Areas

- (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.

Promoting Early Learning Outcomes

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

Has the State made progress in ensuring that it's Early Learning and Development Standards:

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

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 standards will be shared with all stakeholders both as a separate document and as an appendix in the new *Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy Birth to Age 8*. Emphasis continues to be 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 will be provided again for the third summer for combined school and community teams in Title I school areas that will focus on increasing their knowledge of early learning development and the standards.

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

Has the State made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to:

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

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.

The progress made during this reporting year has included providing professional development to all public school kindergarten teachers before beginning the census administration of v1.0 of the Kindergarten Readiness Assessment (KRA) in Maryland and Ohio the fall of 2014. Leadership teams in Maryland and Ohio utilized stakeholder groups consisting of the National Technical Advisory Committee, State Advisory Councils, and Ad Hoc groups during each step of the development process. Connecticut, as a member of the Enhanced Assessment Grant (EAG) Consortium, has begun meeting with Maryland and Ohio to help inform changes to v1.5, and then v2.0 of the KRA.

Learning progressions for each essential skill and knowledge being measured in the new Early Learning Assessment (formative assessments) underwent thorough review and edits by each state's Leadership Team and our National Technical Advisory Council. This spring, item development and validation of the assessment will be completed. The professional development delivery model and plan for implementation is being developed with roll-out planned for late spring 2015. All public Prekindergarten and Kindergarten teachers, Special Education preschool, Head Start, and community-based program teachers are eligible for training on the Early Learning Assessment. Currently, development is moving according to plan, and benchmarks and deliverables are on schedule to be attained over the remaining year of the grant period.

Health Promotion (Section C(3) of Application)

Has the State made progress in:

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

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.

The revised Maryland EXCELS TQRIS Program Standards were released in March, 2014, and include additional requirements related to nutrition for the serving of fresh fruits and vegetables, whole grains, and limiting fat, sugar and salt in foods prepared or served by the program. On-site monitoring visits of published programs provide documentation that the program is implementing the practices for which evidence was submitted to meet the TQRIS criteria. If the monitoring visit indicates additional support is needed for the program, the Quality Assurance Specialist and Child Care Resource Center staff are available to provide technical assistance.

The revised TQRIS Standards include requirements for programs to incorporate information from the child's IFSP or IEP, when available, for individual planning related to the child's health, physical and social development and activities. Programs working to meet this criterion have needed additional support from technical assistance and Program Coordinators. To meet this need, a training institute is planned for 2015 to provide support and information to those who provide assistance to programs meeting TQRIS standards and for moving to higher levels.

The TQRIS recognizes programs that meet higher standards in Health and Wellness by awarding an Additional Achievement in this area for programs certified in *Let's Move! Child Care and Healthy Howard* (a Howard County Health and Wellness initiative in Maryland). Programs are featured on the Maryland EXCELS website with this additional achievement to highlight their commitment to health and wellness.

Mental Health Programs

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 from across Maryland started in February 2013. Established statewide early childhood mental health consultation

hotline to provide immediate consultation to pediatricians and family practices for young children, birth to age 8, with social/emotional/behavioral concerns including psychotropic medication consultation and referrals to ECMH resources and services. The phone consultation line is operational.

Progress continues with three counties located on the Lower Shore. To date 13 primary care providers have signed up to participate along with 3 early childhood/mental health providers. The Early Childhood Councils have committed to send representatives and to support recruitment. The team has reached out to the Project Launch team in Prince George's county to plan the fourth CHECK-UP Learning Community. Thirty-one early childhood and mental health providers in four Southern Maryland counties attended the training on July 24, 2014. The participants were mental health providers, psychologists, teachers, system navigators, special educators, psychiatric nurses, child welfare workers, developmental specialists such as Child Find staff and Occupational Therapists).

Evaluate impact of Training and Consultation Services:

This project provides training for primary care providers and pediatricians on early child mental health identification, and a phone line which provides resource referral for these health care providers. The evaluation consists of tracking the number and types of calls regarding medication for young children and tracking referrals to community resources.

Early Childhood Mental Health Consultation (ECMH) Training for Pediatricians: Develop curriculum and training plan for mental health professionals to support pediatric care practices:

A grant was awarded in May 2013 to the Maryland Chapter of the American Academy of Pediatrics to conduct training on the developmental screening instruments, *Ages and Stages Questionnaire - Third Edition (ASQ-3)* and *Parents' Evaluation of Developmental Status (PEDS)*. In 2013, orientation meetings were held with 35 pediatric providers on the Eastern Shore to recruit them into the program.

Thirty-two trainings were held for practices throughout the state between March, 2014 and November, 2014. An analysis of training evaluations held in 2014 reported that 89% of participants said that the training will improve their performance and 91% said that the training will improve patient outcomes. 60% of the participants thought training exceeded their expectations.

Conduct resource mapping around early childhood mental health; connect pediatric PCPs with ECMH graduates:

This goal is ongoing. Nine resource maps (Allegany, Calvert, Charles, Garrett, Somerset St. Mary's, Washington, and Wicomico Counties) have been completed. The resource maps can be found on the CHECK UP website: <http://www.mdbhipp.org/locate-services.html>. To date, this includes 439 early childhood referral resources from 23 counties across Maryland. Ninety-six (96) are for early childhood mental health providers/consultants; Eighty one (81) are for family support; and two hundred and sixty two (262) are for early childhood education and development.

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 new and improved Social Emotional Foundations in Early Learning (SEFEL) website that offers professional development training modules, resources developed for parents and for those teaching or implementing SEFEL in early learning programs across the state. The website is being advertised at conferences,

through existing local councils and state level committees and councils, and links are established with MSDE and other websites for <http://theinstitute.umaryland.edu/sefel/>.

The Institute for Innovation and Implementation at the University of Maryland/School of Social Work reported that all four SEFEL infant and toddler modules are complete and have been published to the website. Ninety-five participants completed and received a certificate for the online SEFEL Infant and Toddler training. For the already published preschool modules, there have been 650 participants who earned certificate for completion at <http://theinstitute.umaryland.edu/sefel/>. Through the Maryland Family Network, in person training for SEFEL was offered the fall of 2014 to child care providers. 44 providers attended the SEFEL Infant and Toddler in person training and 19 attended the SEFEL in person preschool training. In the spring 2015 a coaches training and a parent trainer training will be offered.

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	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Number of Children with High Needs screened	9,130	9,130	9,130	9,130	9,130	9,153	9,443	9,721	
Number of Children with High Needs referred for services who received follow-up/treatment	5,623	5,623	5,623	5,623	5,623	5,390	5,562	5,687	
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	12,051	12,434	12,727	
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

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:

The targets for these years are the same as the baseline figures because Judy Center populations stay relatively stable. Judy Centers serve certain school zones where housing and population data do not change significantly from year to year. For this reason, the out-year service and referral numbers are expected to be similar to the baseline numbers.

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. MSDE envisions the population numbers to remain stable. Screening and appropriate referral, when indicated, are required for children receiving Judy Center services. Children that are served by Judy Centers are counted by the programs in which they participate.

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

Has the State made progress in:

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

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 successfully implemented parent engagement strategies during 2014. These activities will continue in 2015.

- *The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children* was widely disseminated to the Coalition members and their constituents. It is also available on the MSDE website.
http://marylandpublicschools.org/MSDE/divisions/child_care/docs/MD_Fam_Engage.pdf

MSDE and the Coalition members are now developing Phase 2 of the Family Engagement Framework - *The Effective Practices Toolkit*. Local early childhood councils are soliciting contributions from programs in their respective jurisdictions.

- **Parent Cafes:**
In 2014, 30 Parent Cafes were offered across Maryland to parents and early care and education staff. At each Café, participants share collective knowledge and build a network of community support and review strategies that they can utilize to support their children/students. A special collaboration on Parent/Community Cafes was conducted by the Baltimore City Cherry Hill Early Learning Action Coalition and the RTT ELC established Community Hub in Chery Hill.
- **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. This year, 75 Vocabulary Improvement and Oral Language Enrichment (VIOLETS) classrooms participated in Learning Parties. VIOLETS classrooms were matched with PreK classrooms in neighborhood elementary schools and received technical assistance through on-going coaching.
- **Reach Out and Read:**
Currently, there are 83 medical practices located in 19 jurisdictions enrolling approximately 98,000 children who receive books and whose parents receive instruction in literacy skills.

- **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 2014, 28 Library Parent Cafés have been held and 16 libraries have created Family Resource/Parent Information Centers.
- **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 Raising a Reader (RAR) program now has a total of 41 participating schools and 2,036 Pre-K students. Kick-offs for RAR were held between September and December at the newly added schools or public libraries for parents to become knowledgeable about the initiative.

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials (Section D(1) of Application)

Has the State made progress in developing:

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

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.

MSDE staff and early childhood stakeholders worked together to identify areas of alignment between the Workforce Competency Framework and Core of Knowledge content areas. The committee aligned and identified several areas of need in the documents. DECD identified a nationally recognized team to review and provide comments on the current document and then proceeded in revising the Workforce Competency Framework. The document is in the final stages of revisions and reviews and is being presented at the end of January 2015 to MSDE approved trainers so they can begin using the competencies to develop training that will assist early childhood professionals with the knowledge required to be successful in an early childhood career. The full document will be available on-line and in print shortly after.

The Workforce Knowledge and Competency Framework document serves several interrelated purposes.

1. Provides a coherent structure to foster the professional development of Maryland's early childhood workforce.
2. Describes the knowledge and skills that early childhood professionals need to support young children's learning and development across program types.
3. Informs pre-service/in-service professional development and the course of study that early childhood professionals follow as they pursue study in institutions of higher education.

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities
(Section D(2) of Application)

Has the State 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:

Supporting Early Childhood Educators	
Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework	Yes
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:	Yes
<i>Scholarships</i>	Yes
<i>Compensation and wage supplements</i>	Yes
<i>Tiered reimbursement rates</i>	Yes
<i>Other financial incentives</i>	Yes
<i>Management opportunities</i>	Yes
Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention	Yes
Setting ambitious yet achievable targets for:	Yes
<i>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</i>	Yes
<i>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</i>	Yes

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 which is funded with CCDF. 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 has provided \$205,769 in support during 2014. 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 315 Credentialed child care providers attending community colleges and/or universities throughout Maryland. During 2014, forty-two (42) CCCPDF participants graduated with an Associate or Bachelor's degree in Early Childhood; 649 child care providers achieved Child Development

Associate Credential; and 4,020 child care providers achieved Maryland Child Care Credential. These achievements reflect MSDE's commitment to promoting a well-trained early care and education workforce.

ELC Sponsored Projects:

The Maryland Approved Alternative Preparation Program in Early Childhood Education (MAAPP - ECE) is for teachers working in licensed child care settings who are interested in obtaining certification in early childhood. 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, a 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. The cost per student is approximately \$13,461. TNTP (formerly The New Teacher Project) was awarded the contract 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. The first cohort of candidates completed all program requirements in December 2014, and is awaiting Maryland certification. The second cohort began in February 2014, with 15 candidates. This cohort has completed the first year of the program and has begun the residency. The third cohort will begin in February 2015, with 22 candidates, representing an increased demand for this program.

An integral part of Maryland's ELC grant plan is to examine the system of teacher education with respect to those prepared for early education. The State Superintendent of Schools created a Task Force on Early Learning Teacher Education in July 2013. The Task Force was charged with developing plans to:

- Strengthen alternative pathways to obtaining a post-secondary degree in early childhood development, including a review of the Associate of Arts Degree in Teaching-Early Childhood Education (AAT-ECE), the Maryland Approved Alternative Preparation Program (MAAPP), as well as an articulation agreement between MSDE and community colleges for required training and course work in child care;
- Implement a new degree program, Birth to Age 8, through a blended curriculum of early childhood special education and regular early childhood education;
- Propose incentives and rewards programs for practitioners in early childhood education to pursue and complete a post-secondary degree in early childhood education; and
- Implement strategies to expand the access to post-secondary programs offering teacher education in early childhood education.

The final report was submitted to the State Superintendent of Schools in November 2014. The following recommendations were made:

Pre-service early childhood teacher preparation -

- All teacher preparation programs shall include in their curricula the Maryland Early Learning standards and core competencies, and practicum experiences in environments that include English language learners and students with special needs.
- The alternative pathways to obtaining a post-secondary degree in early childhood development education shall be strengthened through full articulation of credits from the community colleges to the

four-year colleges regarding the Associate of Arts Degree in Teaching-Early Childhood Education (AAT-ECE); increased access for professionals with bachelor degrees to the Maryland Approved Alternative Preparation Program (MAAPP); and alignment of high school Career and Technology Education (CTE) programs in Early Childhood Education/Childcare with the requirements of the Child Development Associate (CDA) credential and its articulation to community colleges.

- MSDE shall collaboratively plan and develop degree programs with colleges that provide dual certification in special and general education to support the achievement of children from birth through primary grades in early childhood education.

Professional development –

- The Task Force learned that there are 28 early childhood teacher education programs in Maryland's community colleges. Through Maryland's four year colleges, there are 13 bachelors of Arts in teacher education programs. In addition to these programs, the Task Force recommends that MSDE pursue examination of online professional development (including job embedded for teachers certified in Prek to grade 3 and teaching at LEAs), especially those that include mentoring support.

Continuous improvement –

- MSDE shall continue with current credential incentives and professional development rewards programs for practitioners in early childhood education, and work to expand the Maryland Career and Child Care Development Scholarship Fund to encourage practitioners to pursue and complete a post-secondary degree in early childhood education.
- MSDE/DECD shall develop a new credential for child care providers which will require an exam to determine core knowledge and competencies in early childhood education. Upon passing the exam, the provider would earn a Maryland Child Care Teacher Credential. The exam for the new Maryland Child Care Credential would measure the candidate's knowledge of child growth and development theories, methods and practical application to early childhood instruction and classroom management. The Maryland Child Care Teacher Credential would place the provider at level 4 on MSDE's child care career ladder. Passage of the exam would articulate to community college credits, and then to four year colleges. This exam will replace the currently offered challenge tests for life experience credit.

Performance Measure (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	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of "aligned" institutions and providers	1,267	1,286	1,305	1,324	1,343	1,523	1,743	1,676	
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	17,215	17,301	17,388	17,475	17,562	18,347	13,222	12,739	

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

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).

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. We have 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 Measure (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.

Targets										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	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									
Progression: Low to High	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
Maryland Child Care Credentialing Program (MCCCP) Credential Level 1 (Lowest Level)	1,463	-2.00%	1,739	19.00%	2,101	21.00%	2,582	23.00%	3,233	25.00%
MCCCP Credential Level 2	806	18.00%	958	19.00%	1,157	21.00%	1,423	23.00%	1,781	25.00%
MCCCP Credential Level 3	2,017	19.00%	2,398	19.00%	2,897	21.00%	3,561	23.00%	4,458	25.00%
MCCP Credential Level 4	625	37.00%	743	19.00%	898	21.00%	1,103	23.00%	1,382	25.00%
MCCCP Credential Level 4+	169	46.00%	187	11.00%	243	21.00%	299	23.00%	374	25.00%
MCCCP Credential Level 5	450	30.00%	535	19.00%	646	21.00%	794	23.00%	994	25.00%
MCCCP Credential Level 6 (Highest Level)	665	32.00%	790	19.00%	955	21.00%	1,173	23.00%	1,469	25.00%

Actuals										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	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									
Progression: Low to High	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
Maryland Child Care Credentialing Program (MCCCP) Credential Level 1 (Lowest Level)	1,463	-2.00%	1,386	-5.00%	1,125	15.00%	1,508	34.00%		
MCCCP Credential Level 2	806	18.00%	901	12.00%	874	11.60%	1,040	19.00%		
MCCCP Credential Level 3	2,017	19.00%	2,289	13.00%	2,303	30.70%	2,761	20.00%		
MCCP Credential Level 4	625	37.00%	756	21.00%	1,089	14.50%	1,374	26.00%		
MCCCP Credential Level 4+	169	46.00%	187	11.00%	212	2.80%	232	9.00%		
MCCCP Credential Level 5	450	30.00%	525	17.00%	779	10.40%	861	11.00%		
MCCCP Credential Level 6 (Highest Level)	665	32.00%	828	25.00%	1,071	14.30%	1,298	21.00%		

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, 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)

Has the State made progress in developing a common, statewide Kindergarten Entry Assessment that:

Kindergarten Entry Assessment	
Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness	Yes
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	Yes
Is administered beginning no later than the start of the school year in the third year of the grant to children entering a public school kindergarten (e.g., the 2014-2015 school year for Round 1 grantee states, the 2015-2016 school year for Round 2 grantees). States may propose a phased implementation plan that forms the basis for broader statewide implementation	Yes
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	Yes
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)	Yes

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.

Aligned to both Maryland and Ohio's guidelines and standards for young children, birth through age six, including the Common Core Standards, Maryland's KEA, the Kindergarten Readiness Assessment (KRA) of the Ready for Kindergarten (R4K) Comprehensive Early Childhood Assessment System, covers seven domains: physical well-being and motor development, mathematics, language and literacy, science, social foundations, and fine arts. The identification of the standards and essential skills and knowledge in each domain that will be measured was completed in partnership with Ohio. Learning progressions for each essential skill and knowledge being measured have been developed by WestEd and revised and finalized based on feedback from experts and leadership teams in both Ohio and Maryland.

The KRA was systematically developed within a framework grounded in theory, research, and best practice to ensure its validity and reliability. During the development and testing phase from the spring of 2013 through the spring of 2014, validity and reliability 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. Census administration of the KRA occurred in the fall of 2014 with the administration window ending on November 8, 2014. Hereafter, yearly administration and scoring of the KRA will occur in the fall of the kindergarten year.

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.

The progress made during this reporting year has included final development of the technology infrastructure, development and delivery of the professional development model to support the administration of the KRA, including reporting of assessment results, statewide census administration of the KRA, and survey data collection efforts to obtain teacher feedback. Implementation of the KRA proceeded according to plan, with census administration occurring in the fall of 2014 in Maryland. Since that time, and through the end of this reporting year, two major project activities have taken place.

First, WestEd conducted some initial analyses to look at the internal structure of the KRA using a common psychometric analysis procedure that provides an estimate of the reliability or a measure of what extent the items on the KRA "measure the same thing" or what we call "the same construct." Cronbach's Alpha provides an [internal consistency](#) estimate of reliability of test scores. As the intercorrelations among assessment items increase Cronbach's Alpha will generally increase. The Alpha for the KRA overall is .95, which is considered in the excellent range, and the Alpha's by domain are considered good - ranging from .78 to .94, especially for Low-Stakes Testing.

As Maryland and Ohio move forward in the standard setting process for the KRA, WestEd will be using a very common Standard Setting Process called "Bookmarking." An essential feature of this method is the mapping of items onto a proficiency distribution where cut scores (standards) are set. This process includes ordering items by difficulty from easiest to hardest. Following this process, data will be released to the states for reporting purposes, a technical report will be issued, and plans for KRA administration in the fall of 2015 will be finalized. (See comments above).

Second, CTE, with state input, developed a survey to get feedback from teachers in Maryland. Teachers were able to complete the survey online through December 18, 2014. The data from this survey is currently being analyzed and will provide the basis for further development and modification of the existing technology and professional development content to support the KRA.

Development, implementation, and refinement of the assessment system is moving forward accordingly to plan, and benchmarks and deliverables are on schedule to be attained over the next year of the grant.

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

Has the State 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:

Early Learning Data Systems	
Has all of the Essential Data Elements	Yes
Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs	Yes
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	Yes
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	Yes
Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws	Yes

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 [MMSR] Kindergarten Assessment datasets 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 Food and Nutrition 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 2013. Data from the Social and Emotional Foundations of Early Learning (SEFEL) program, which is operated for MSDE/DECD by the University of Maryland, will become available early in 2015. Additional data sources for the ECDW are being developed in connection with other Division RTT-ELC projects such as the Early Childhood Breakthrough Centers and family support programs. Discussions are still underway to develop interfaces with Maryland Department of Health data sources pertaining to child immunizations and health screenings. In addition, the Division has contracted with Towson University's GIS unit to develop and implement an online mapping application that will allow parents to locate child care programs in relation to their own homes or to schools attended by their children. This mapping application is expected to be available for public use by March 2015.

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. Since the universe of child attendance/enrollment data to be captured by EARS would include the subset of child subsidy attendance/enrollment to be captured by CCATS, maintenance of parallel databases (one in Oracle for EARS, and the other in CCATS for subsidy attendance/enrollment) would be largely duplicative, would create data integrity risks, and would be less efficient than maintaining all attendance/enrollment data within a single, unified database. 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, is scheduled for January and February of 2015, with a pilot phase roll-out of the application for use by selected licensed centers to begin in March 2015. A second pilot phase, which will include a larger number of centers, is tentatively scheduled for May 2015. Statewide implementation of the application for use by centers is expected to occur during the summer of 2015.

Building/Enhancing an Early Learning Data System:

As noted immediately above, functional requirements for Child Care Subsidy Program point-of-service (POS) system has been developed as part of the CCATS public portal, and design work on those requirements was completed in December 2014. In addition to matters related to child enrollment and attendance, the POS system will also handle all system activities related to the issuance of subsidy vouchers and the payment of subsidized care invoices.

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-Income families, by age

Table (A)(1)-1: Children from Low-Income ¹ 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

Indicate the 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

Table (A)(1)-2: Special Populations of Children with High 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	20,834	5.7%
Are English learners ²	12,626	3.4%
Reside on "Indian Lands"	0	
Are migrant ³	61	0.0%
Are homeless ⁴	2,693	0.7%
Are in foster care	0	

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

Indicate the 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 the specified year.

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.

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.

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	-	-	30,385	30,385
Specify:	Public Pre-K programs operated by LEAs			
Data Source and Year:	MSDE pre-K enrollment file as of 9/30/14.			
Early Head Start & Head Start¹	618	1,319	10,368	12,305
Data Source and Year:	2014 Head Start PIR			
Programs funded by IDEA, Part C and Part B, section 619	1,119	6,610	13,105	20,834
Data Source and Year:	MSDE Enrollment Snapshot as of 10/31/14			
Programs funded under Title I of ESEA	-	-	16,340	16,340
Data Source and Year:	Maryland's Consolidated State Performance Report for FY 2014			
Programs receiving funds from the State's CCDF program	967	6,674	7,784	15,425
Data Source and Year:	CCATS Child Care Subsidy Program database for FY 2014			
Other 1	-	-	281	281
Specify:	Maryland Pre-K Pilot Sites			
Data Source and Year:	LEA and early care provider attendance data for FY 2014			
Other 2	460	1,174	561	2,195
Specify:	Family Support Centers			
Data Source and Year:	Family Support Center MIS data for FY 2014			

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

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, 2013 to June 30, 2014. Age calculations are based on the dates of first service at Family Support Centers.

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.

Table (A)(1)-3b: Number of Children							
Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	5,560	133	1,144	11,240	69	1,200	7,012
Specify:	State-funded Preschool						
Early Head Start & Head Start ¹	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

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

Data Table (A)(1)-3b Data Notes

Enter text here to 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.

Table (A)(1)-4: Funding for each Fiscal Year					
Type of investment	Baseline	Year 1	Year 2	Year 3	Year 4
Supplemental State spending on Early Head Start & 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	
Specify:	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	
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry					
Total State contributions to CCDF²	\$66,667,874	\$54,795,119	\$54,142,145	\$56,440,362	\$54,184,947
State match to CCDF Exceeded / Met / Not Met	Exceeded	Exceeded	Exceeded	Exceeded	Met
<i>If exceeded, indicate amount by which match was exceeded</i>	\$12,819,067	\$768,467	\$172,418	\$2,429,791	
TANF spending on Early Learning and Development Programs³	\$14,749,769				
Other State contributions 1		\$4,565,548	\$4,590,343	\$4,593,430	\$4,593,431
Specify:	Home Visiting Program				
Other State contributions 2		\$1,713,077	\$1,713,077	\$1,713,077	\$1,637,077
Specify:	Early Mental Health Program				
Other State contributions 3		\$4,667,677	\$4,667,677	\$4,667,677	\$4,667,000
Specify:	Family Support Centers				
Other State contributions 4		\$1,505,784	\$1,205,789	\$1,205,789	\$724,789
Specify:	Resource and Referral Centers				
Total State contributions:	\$236,972,450	\$229,080,116	\$261,518,948	\$242,090,139	\$67,607,244

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.

Table (A)(1)-5: 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 1	Year 2	Year 3
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	27,071	27,443	29,811	30,385
Specify:	State-funded Preschool			
Early Head Start and Head Start² <i>(funded enrollment)</i>	12,676	12,731	12,747	12,305
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
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
Programs receiving CCDF funds <i>(average monthly served)</i>	15,551	10,674	9,615	10,358
Other 1	250	301	232	281
Describe:	Maryland Pre-K Pilot Sites			
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

Check marks indicate the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	✓	✓	✓
Cognition and general knowledge (including early math and early scientific development)	✓	✓	✓
Approaches toward learning	✓	✓	✓
Physical well-being and motor development	✓	✓	✓
Social and emotional development	✓	✓	✓

Data Table (A)(1)-6 Data Notes

Enter text to explain or clarify information as needed.

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

Check marks indicate where an element of a Comprehensive Assessment System is currently required.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
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	✓	✓	✓	✓	
Specify:	Pre-K programs located in public elementary schools				
Early Head Start & Head Start ¹	✓	✓	✓	✓	✓
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		✓	✓	✓	
Current Quality Rating and Improvement System requirements (Specify by tier)					
Tier 1					
Tier 2		✓			
Tier 3	✓	✓	✓		
Tier 4	✓	✓	✓		
Tier 5	✓	✓	✓	✓	
State licensing requirements	✓				
Other 1	✓	✓	✓	✓	✓
Describe:	Judith P. Hoyer Centers (Judy Centers)				
¹ Including Migrant and Tribal Head Start located in the State.					

Data Table (A)(1)-7 Data Notes

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

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.

Measures of Environmental Quality:

Level 3:

- Self-assessment conducted using the appropriate rating scale, such as ERS or CLASS™, for at least one of each age grouping.
- Improvement plan created for any subscale score below 4.0

Level 4:

- A recommended rating scale conducted for random sample including at least one classroom from all age groups.
- Improvement plan created for any subscale score below 4.5.

Level 5:

- A recommended rating scale conducted for random sample including at least one classroom from all age groups.
- Improvement plan created for any subscale score below 5.0.

Measures of the Quality of Adult-Child Interactions:

Level 5:

For Level 5 public pre-K programs only, use of the Classroom Assessment Scoring System™ (CLASS™ - see explanation below) is required. It is optional for other child care programs. The instrument is administered locally by Maryland EXCELS performance monitors. CLASS™ is a reliable, validated observational tool that assesses classroom quality in pre-K --3 based on teacher -student interactions in the classroom rather than evaluation of the physical environment or a specific curriculum. The complete set of Maryland EXCELS standards at all participant levels for Family Child Care Homes, Child Care Centers, School-Age Programs, and Public Pre-K Programs is posted on the MSDE Division of Early Childhood Development website and on the Maryland EXCELS website at www.marylandexcels.org.

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.

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category

Report your actual budget expenditures for the entire previous budget period and for the current reporting period.

Budget Summary Table

Budget Summary Table					
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	\$1,010,169.96	\$1,398,906.32	\$0.00	\$2,559,800.20
2. Fringe Benefits	\$12,242.54	\$88,688.95	\$134,559.10	\$0.00	\$235,490.59
3. Travel	\$9,233.23	\$56,918.20	\$65,115.30	\$0.00	\$131,266.73
4. Equipment	\$132,552.80	\$27,084.68	\$859.38	\$0.00	\$160,496.86
5. Supplies	\$738.13	\$4,281.45	\$51,510.74	\$0.00	\$56,530.32
6. Contractual	\$4,125,095.61	\$10,089,307.86	\$10,485,599.30	\$0.00	\$24,700,002.77
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$32,586.41	\$26,128.87	\$69,837.25	\$0.00	\$128,552.53
9. Total Direct Costs (add lines 1-8)	\$4,463,172.64	\$11,302,579.97	\$12,206,387.39	\$0.00	\$27,972,140.00
10. Indirect Costs	\$40,249.05	\$202,872.30	\$155,759.52	\$0.00	\$398,880.87
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$1,079,072.83	\$0.00	\$1,079,072.83
12. Funds set aside for participation in grantee technical assistance	\$4,464.33	\$63,697.34	\$54,257.92	\$0.00	\$122,419.59
13. Total Grant Funds Requested (add lines 9-12)	\$4,507,886.02	\$11,569,149.61	\$13,495,477.66	\$0.00	\$29,572,513.29
14. Funds from other sources used to support the State Plan	\$32,466,353.30	\$37,807,078.72	\$34,736,651.08	\$0.00	\$105,010,083.10
15. Total Statewide Budget (add lines 13-14)	\$36,974,239.32	\$49,376,228.33	\$48,232,128.74	\$0.00	\$134,582,596.39

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.

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.

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 received amendment approval to redirect \$1,098,723 from one line item to another line item in project 6 to enable LEA grants for ECCAS IT purchases, and funds were redirected from Year 2 in project 4 to project 6. Please see amendment approval from Ms. Libby Doggett and Ms. Linda Smith dated March 20, 2014.

Maryland received amendment approval to redirect \$2,500,000 from several projects to Project 7 to fund the purchase of developmental screening tools for child care providers. Please see amendment approval from Ms. Libby Doggett and Ms. Linda Smith dated October 21, 2014.

Budget Summary Table Explanation of Changes

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

MSDE will submit a plan for a cost extension on April 15, 2015; the cost extension will be approximately \$4.6m. Also, MSDE will submit an amendment for closing Project 5 and moving the remaining funds into Project 6 to continue the professional development under the Comprehensive Assessment System.

Budget Table: Project 1 – Local Early Childhood Councils

Budget Table: Project 1					
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	\$0.00	\$0.00	\$1,573.30
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	\$0.00	\$129,667.50
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	\$49,667.50	\$0.00	\$131,240.80
10. Indirect Costs	\$104.13	\$53.20	\$0.00	\$0.00	\$157.33
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$1,079,072.83	\$0.00	\$1,079,072.83
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)	\$1,145.40	\$80,585.23	\$1,128,740.33	\$0.00	\$1,210,470.96
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)	\$121,145.40	\$80,585.23	\$1,128,740.33	\$0.00	\$1,330,470.96

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.
 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.

Project 1 Budget Narrative

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

No substantive changes.

Project 1 Budget Explanation of Changes

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

No substantive changes expected.

Budget Table: Project 2 – Maryland EXCELS

Budget Table: Project 2					
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	\$1,020,567.83	\$0.00	\$1,821,955.94
2. Fringe Benefits	\$5,317.58	\$69,476.21	\$106,170.96	\$0.00	\$180,964.75
3. Travel	\$2,346.80	\$40,385.02	\$50,033.11	\$0.00	\$92,764.93
4. Equipment	\$68,177.80	\$20,479.37	\$859.38	\$0.00	\$89,516.55
5. Supplies	\$333.28	\$4,082.08	\$36,516.28	\$0.00	\$40,931.64
6. Contractual	\$668,428.00	\$1,970,993.32	\$2,474,811.74	\$0.00	\$5,114,233.06
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$17,884.67	\$16,876.22	\$35,213.91	\$0.00	\$69,974.80
9. Total Direct Costs (add lines 1-8)	\$829,552.06	\$2,856,616.40	\$3,724,173.21	\$0.00	\$7,410,341.67
10. Indirect Costs	\$9,464.56	\$121,861.74	\$92,679.89	\$0.00	\$224,006.19
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	\$2,978,478.14	\$3,816,853.10	\$0.00	\$7,634,347.86
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	\$7,283,927.04	\$9,749,855.70	\$0.00	\$22,663,200.10

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.
 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.

Project 2 Budget Narrative

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

Maryland received amendment approval to redirect \$2,303,046.30 from Years 2 and 3 of project 2 to project 7 to fund the purchase of developmental screening tools for child care providers. Please see amendment approval from Ms. Libby Doggett and Ms. Linda Smith dated October 21, 2014.

Project 2 Budget Explanation of Changes

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

MSDE will submit a plan for cost extension for this project on April 15, 2015.

Budget Table: Project 3 – Quality Capacity Building

Budget Table: Project 3					
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
3. Travel	\$0.00	\$0.00	\$175.84	\$0.00	\$175.84
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	\$2,618,297.71	\$3,438,689.72	\$0.00	\$7,746,254.91
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	\$2,618,297.71	\$3,438,865.56	\$0.00	\$7,746,430.75
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	\$2,618,297.71	\$3,438,879.76	\$0.00	\$7,746,444.95
14. Funds from other sources used to support the State Plan	\$20,876,812.50	\$24,513,350.86	\$19,753,628.06	\$0.00	\$65,143,791.42
15. Total Statewide Budget (add lines 13-14)	\$22,566,079.98	\$27,131,648.57	\$23,192,507.82	\$0.00	\$72,890,236.37

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.

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.

Project 3 Budget Narrative

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

No substantive changes.

Project 3 Budget Explanation of Changes

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

MSDE will submit a plan for cost extension for this project on April 15, 2015.

Budget Table: Project 4 – Promoting Use of Early Learning Standards

Budget Table: Project 4					
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	\$5,398.93	\$54,075.75	\$0.00	\$87,758.45
2. Fringe Benefits				\$2,242.91	\$317.13
3. Travel	\$538.70	\$110.42	\$285.66	\$0.00	\$934.78
4. Equipment	\$9,725.00	\$458.17	\$0.00	\$0.00	\$10,183.17
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$150,174.06	\$159,665.30	\$392,516.67	\$0.00	\$702,356.03
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$1,595.64	\$1,529.93	\$2,011.60	\$0.00	\$5,137.17
9. Total Direct Costs (add lines 1-8)	\$192,560.08	\$167,479.88	\$453,190.64	\$0.00	\$813,230.60
10. Indirect Costs	\$7,193.47	\$5,199.33	\$4,515.05	\$0.00	\$16,907.85
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)	\$199,753.55	\$172,679.21	\$457,705.69	\$0.00	\$830,138.45
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)	\$430,126.55	\$360,795.86	\$617,096.43	\$0.00	\$1,408,018.84

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.
 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.

Project 4 Budget Narrative

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

Maryland received amendment approval to redirect \$123,050 from Year 2 of project 4 to project 6 enable LEA grants for ECCAS IT purchases. These funds were redirected from Year 2 in project 4 and within project 6. Please see amendment approval from Ms. Libby Doggett and Ms. Linda Smith dated March 20, 2014.

Maryland received amendment approval to redirect \$62,476.96 from Year 2 from project 4 to project 7 to fund the purchase of developmental screening tools for child care providers. Please see amendment approval from Ms. Libby Doggett and Ms. Linda Smith dated October 21, 2014.

Project 4 Budget Explanation of Changes

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

MSDE will submit a plan for cost extension for this project on April 15, 2015.

Budget Table: Project 5 – Professional Development: Maryland Model for School Readiness

Budget Table: Project 5					
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	\$81,148.67	\$0.00	\$145,150.37
2. Fringe Benefits				\$1,734.07	\$3,341.26
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	\$400,000.00	\$0.00	\$0.00	\$601,607.88
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	\$449,196.22	\$89,600.98	\$0.00	\$772,793.15
10. Indirect Costs	\$2,531.81	\$5,782.08	\$7,154.54	\$0.00	\$15,468.43
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	\$454,978.30	\$96,755.52	\$0.00	\$788,261.58
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	\$1,386,117.93	\$545,086.38	\$0.00	\$3,142,373.07

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 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.
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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.

Project 5 Budget Narrative

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

Maryland received amendment approval to redirect \$45,362.85 from Year 2 from project 5 to Project 7 to fund the purchase of developmental screening tools for child care providers. Please see amendment approval from Ms. Libby Doggett and Ms. Linda Smith dated October 21, 2014.

Project 5 Budget Explanation of Changes

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

MSDE will submit an amendment for closing Project 5 and moving the remaining funds into Project 6 to continue the professional development under the Comprehensive Assessment System.

Budget Table: Project 6 – Comprehensive Assessment System

Budget Table: Project 6					
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	\$104,873.90	\$46,602.86	\$0.00	\$167,470.87
2. Fringe Benefits				\$1,268.32	\$6,402.14
3. Travel	\$5,186.46	\$12,450.57	\$9,339.39	\$0.00	\$26,976.42
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	\$766,620.95	\$1,723,053.27	\$799,652.39	\$0.00	\$3,289,326.61
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$1,909.84	\$1,530.35	\$19,954.87	\$0.00	\$23,395.06
9. Total Direct Costs (add lines 1-8)	\$800,173.68	\$1,848,860.13	\$879,268.92	\$0.00	\$3,528,302.73
10. Indirect Costs	\$2,139.26	\$18,684.32	\$14,004.25	\$0.00	\$34,827.83
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)	\$802,312.94	\$1,867,544.45	\$893,273.17	\$0.00	\$3,563,130.56
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)	\$2,378,177.72	\$3,662,121.45	\$2,588,202.25	\$0.00	\$8,628,501.42

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.
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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.

Project 6 Budget Narrative

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

Maryland received amendment approval to redirect \$1,098,723 from one line item to another line item in project 6 to enable LEA grants for ECCAS IT purchases. Also, funds were redirected from Year 2 in project 4 to project 6. Please see amendment approval from Ms. Libby Doggett and Ms. Linda Smith dated March 20, 2014.

Maryland received amendment approval to redirect \$3,703.15 from Year 2 from project 6 to Project 7 to fund the purchase of developmental screening tools for child care providers. Please see amendment approval from Ms. Libby Doggett and Ms. Linda Smith dated October 21, 2014.

Project 6 Budget Explanation of Changes

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

MSDE will submit an amendment for closing Project 5 and moving the remaining funds into Project 6 to continue the professional development under the Comprehensive Assessment System. MSDE will submit a plan for cost extension for this project on April 15, 2015.

Budget Table: Project 7 – Child Development Innovations

Budget Table: Project 7					
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	\$0.00	\$55,446.15
2. Fringe Benefits				\$320.67	\$1,925.85
3. Travel	\$0.00	\$1,214.27	\$1,963.49	\$0.00	\$3,177.76
4. Equipment	\$4,598.00	\$229.11	\$0.00	\$0.00	\$4,827.11
5. Supplies	\$0.00	\$0.00	\$11,825.50	\$0.00	\$11,825.50
6. Contractual	\$193,452.46	\$112,620.15	\$1,247,938.08	\$0.00	\$1,554,010.69
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$794.82	\$800.87	\$1,051.49	\$0.00	\$2,647.18
9. Total Direct Costs (add lines 1-8)	\$203,209.41	\$141,074.55	\$1,291,943.14	\$0.00	\$1,636,227.10
10. Indirect Costs	\$515.90	\$5,383.76	\$4,284.03	\$0.00	\$10,183.69
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	\$146,458.31	\$1,296,227.17	\$0.00	\$1,646,410.79
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	\$1,852,785.88	\$3,101,304.17	\$0.00	\$6,870,892.36

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.
 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.

Project 7 Budget Narrative

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

Maryland received amendment approval to redirect \$2,500.000 from several projects to Project 7 to fund the purchase of developmental screening tools for child care providers. Please see amendment approval from Ms. Libby Doggett and Ms. Linda Smith dated October 21, 2014.

Project 7 Budget Explanation of Changes

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

MSDE will submit a plan for cost extension for this project on April 15, 2015.

Budget Table: Project 8 – Family Engagement and Support

Budget Table: Project 8					
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	\$0.00	\$54,131.00
2. Fringe Benefits				\$320.60	\$1,925.62
3. Travel	\$0.00	\$58.76	\$387.19	\$0.00	\$445.95
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	\$273,999.87	\$1,056,747.82	\$0.00	\$1,526,453.69
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$795.31	\$800.87	\$1,051.49	\$0.00	\$2,647.67
9. Total Direct Costs (add lines 1-8)	\$205,868.20	\$301,331.49	\$1,086,036.02	\$0.00	\$1,593,235.71
10. Indirect Costs	\$556.42	\$3,458.70	\$2,350.25	\$0.00	\$6,365.37
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	\$304,790.19	\$1,088,386.27	\$0.00	\$1,599,601.08
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	\$304,790.19	\$1,088,386.27	\$0.00	\$1,599,601.08

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.
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 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.

Project 8 Budget Narrative

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

Maryland received amendment approval to redirect \$321,542 from project 8 to project 11 to fund development of a family-focused website to connect Maryland families with resources for their young children. These funds were redirected from Years 2 and 3 in project 8 to project 11. Please see amendment approval from Ms. Libby Doggett and Ms. Linda Smith dated March 20, 2014.

Maryland received amendment approval to redirect \$3,067.63 from Year 2 from project 8 to project 7 to fund the purchase of developmental screening tools for child care providers. Please see amendment approval from Ms. Libby Doggett and Ms. Linda Smith dated October 21, 2014.

Project 8 Budget Explanation of Changes

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

MSDE will submit a plan for cost extension for this project on April 15, 2015.

Budget Table: Project 9 – Workforce Competency and Leadership Development

Budget Table: Project 9					
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	\$9,425.94	\$37,619.20	\$0.00	\$56,473.05
2. Fringe Benefits				\$747.63	\$111.03
3. Travel	\$0.00	\$2,167.13	\$2,670.34	\$0.00	\$4,837.47
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$41.64	\$2,838.38	\$0.00	\$2,880.02
6. Contractual	\$74,274.28	\$66,831.23	\$310,488.55	\$0.00	\$451,594.06
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)	\$84,449.82	\$78,576.97	\$355,053.30	\$0.00	\$518,080.09
10. Indirect Costs	\$1,581.76	\$3,136.56	\$2,080.36	\$0.00	\$6,798.68
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	\$81,713.53	\$357,133.66	\$0.00	\$524,878.77
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	\$81,713.53	\$357,133.66	\$0.00	\$524,878.77

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.
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 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.

Project 9 Budget Narrative

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

Maryland received amendment approval to redirect \$20,753.09 from Year 2 from project 9 to project 7 to fund the purchase of developmental screening tools for child care providers. Please see amendment approval from Ms. Libby Doggett and Ms. Linda Smith dated October 21, 2014.

Project 9 Budget Explanation of Changes

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

MSDE will submit a plan for cost extension for this project on April 15, 2015.

Budget Table: Project 10 – Early Learning Data System

Budget Table: Project 10					
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
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	\$184,408.00	\$2,682,348.01	\$391,364.83	\$0.00	\$3,258,120.84
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$5,630.02	\$1,343.27	\$2,686.54	\$0.00	\$9,659.83
9. Total Direct Costs (add lines 1-8)	\$199,578.78	\$2,684,149.45	\$394,051.37	\$0.00	\$3,277,779.60
10. Indirect Costs	\$15,733.35	\$29,268.62	\$19,333.84	\$0.00	\$64,335.81
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)	\$215,312.13	\$2,713,418.07	\$413,385.21	\$0.00	\$3,342,115.41
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)	\$2,400,496.41	\$7,081,536.18	\$5,355,677.95	\$0.00	\$14,837,710.54

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.
 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.

Project 10 Budget Narrative

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

No substantive changes.

Project 10 Budget Explanation of Changes

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

MSDE will submit a plan for cost extension for this project on April 15, 2015.

Budget Table: Project 11 – Project Management

Budget Table: Project 11					
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	\$105,970.32	\$0.00	\$171,414.37
2. Fringe Benefits				\$0.00	\$5,189.71
3. Travel	\$0.00	\$0.00	\$254.68	\$0.00	\$254.68
4. Equipment	\$19,940.00	\$2,615.37	\$0.00	\$0.00	\$22,555.37
5. Supplies	\$0.00	\$0.00	\$330.58	\$0.00	\$330.58
6. Contractual	\$1,156.50	\$1,499.00	\$323,722.00	\$0.00	\$326,377.50
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$2,379.41	\$1,717.01	\$5,855.75	\$0.00	\$9,952.17
9. Total Direct Costs (add lines 1-8)	\$23,475.91	\$76,465.14	\$444,536.75	\$0.00	\$544,477.80
10. Indirect Costs	\$428.39	\$10,043.99	\$9,343.11	\$0.00	\$19,815.49
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	\$63,697.34	\$54,257.92	\$0.00	\$122,419.59
13. Total Grant Funds Requested (add lines 9-12)	\$28,368.63	\$150,206.47	\$508,137.78	\$0.00	\$686,712.88
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)	\$28,368.63	\$150,206.47	\$508,137.78	\$0.00	\$686,712.88

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.

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.

Project 11 Budget Narrative

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

Maryland received amendment approval to redirect \$58, 522.66 from Year 2 from project 11 to project 7 to fund the purchase of developmental screening tools for child care providers. Please see amendment approval from Ms. Libby Doggett and Ms. Linda Smith dated October 21, 2014.

Project 11 Budget Explanation of Changes

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

MSDE will submit a plan for cost extension for this project on April 15, 2015.