

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150034

Grants.gov Tracking#: GRANT11769198

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 24, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

(b)(4)

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="10/23/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="52-6002033"/>	* c. Organizational DUNS: <input type="text" value="1830714710000"/>
--	---

d. Address:

* Street1:	<input type="text" value="200 W. Baltimore Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Baltimore"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MD: Maryland"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="21201-2595"/>

e. Organizational Unit:

Department Name: <input type="text" value="MD State Dept of Education"/>	Division Name: <input type="text" value="Early Childhood"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Rolf"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Grafwallner"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Assistant State Superintendent"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="410-767-0335"/>	Fax Number: <input type="text" value="410-333-6033"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-102314-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number: 84.419B

13. Competition Identification Number:

84 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

*** 15. Descriptive Title of Applicant's Project:**

Maryland will utilize grant funds to expand full day prekindergarten enrollment in both public schools and private provider settings.

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

[Delete Attachments](#)

[View Attachments](#)

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="60,000,001.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="60,000,001.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

Add Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

 ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Nicelle Szczepaniak"/>	TITLE <input type="text" value="State Superintendent of Schools"/>
APPLICANT ORGANIZATION <input type="text" value="Maryland State Department of Education"/>	DATE SUBMITTED <input type="text" value="10/23/2014"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="Elemental Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.419"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:
 * Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S419B150034

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc., from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_REQUIREMENT.pdf

Delete Attachment

View Attachment

GEPA REQUIREMENT

The Maryland State Department of Education ensures equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. There are implicit and explicit processes and procedures to ensure equal access and treatment of project participants who are groups that have been underrepresented, based on race, color, national origin, gender, age or disability. Some of the specific processes and procedures include:

- All prospective attendees are from schools and participation organizations that will have access to outreach materials, training supplements, etc. MSDE will make specific outreach efforts that target underrepresented populations in the training.
- All MSDE materials are available in alternative formats for special needs populations
- MSDE will provide technical expertise to ensure special needs and diverse populations are addressed through implementation
- The curriculum and instructional materials will be evaluated based on diversity and underrepresented populations.
- The schools targeted by the grant are low performing and located in poverty areas.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Maryland State Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Michelle Middle Name: M.

* Last Name: Towery Suffix:

* Title: State Superintendent of Schools

* SIGNATURE: Michelle Szczepaniak

* DATE: 10/23/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Maryland State Department of Education

Preschool Development Grant – Expansion Grant

Project Abstract

Maryland's plan intends to expand and improve the quality of prekindergarten for (b) (4) four-year olds from families with household incomes at or below 300% of the Federal Poverty Guidelines (FPG). During its first two years of the grant, Maryland will seek an expansion for (b) (4) four-year olds from families with 200% of poverty. In Year 3 and 4 of the grant, Maryland will appropriate State funds to enable the access to high quality prekindergarten for an additional (b) (4) four-year olds from families with incomes above 200% and below 300% of poverty.

This strategy is aligned with current State policy which expanded prekindergarten in school year 2014-15 for four-year olds to families with incomes at or below 300% of poverty for a new grant-funded prekindergarten expansion. Maryland's expansion as codified in the Prekindergarten Expansion Act of 2014, included a grant program for prekindergarten operated by local boards of education, and –for the first time- community-based programs such as child care, Head Start, and nursery schools, by incorporated prekindergarten into their daily schedules. It is viewed as the first step toward a gradual expansion toward universal access to prekindergarten for all four-year olds.

This Federally funded plan is a major building block of Maryland's efforts to expand prekindergarten across the State. The majority of policymakers agree that such an expansion improves learning opportunities for young children and enhances the school readiness skills on entering kindergarteners as measured by the State's Kindergarten Readiness Assessment. It also remains a critical keystone in Maryland's education reform efforts, namely the reduction of the achievement gaps.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

A. Executive Summary

The extent to which the State includes an ambitious and achievable plan for expanding access to High Quality Preschool Programs that clearly articulates how the plan proposed under each criterion in this section, when taken together, will

(1) build on the State's progress to date as demonstrated in Selection Criterion (B)

As outlined in Section B, Maryland's plan builds on the strength of its well-developed early childhood education infrastructure. There are three key components that make an expansion of prekindergarten for low-income children a good public and private investment:

Consolidated governance: By law since 2005, Maryland's early childhood education programs are all under auspices of the Maryland State Department of Education (MSDE). The creation of a Division of Early Childhood Development, alongside other divisions within the Department, such as Special Education/Early Intervention Services, Instruction and Assessment, Effective Educator/Teacher Certification, and Student and Family Support Services (which houses Title 1) provide an ideal springboard for not only consistent policies for services birth to kindergarten, but for aligning policies and practices for a modern P-20 education system. Thus, high quality prekindergarten is a critical lynchpin in supporting education reform in the areas of school readiness, achievement gaps, and rigorous curricular standards and practices that prepare students for the 21st century.

Long-standing prekindergarten track record: Maryland's State Board of Education established a prekindergarten program in public schools as early as 1980. Since then, high quality prekindergarten has been provided as the Extended Elementary Education Program (EEEP) until 2007, and then as a prekindergarten system at all 24 local school districts providing, minimally, to all economically disadvantaged four-year olds access to a half-day prekindergarten education program for the 180 days of the year. In 2014, the Maryland General Assembly passed the Prekindergarten Expansion Act of 2014 with the stated goal to execute a long-standing recommendation by a Task Force for universal access to publicly funded prekindergarten for all four-year olds. Maryland's plan builds on the Prekindergarten Expansion model by creating a mixed service delivery of an early

education program in quality community-based early learning providers such as child care, Head Start, and nursery schools in addition to public schools.

Successful implementation of Race to the Top Early Learning Challenge(RTT-ELC) grant: Through the RTT-ELC, Maryland created two critical elements that will enhance Maryland's plan for expanding prekindergarten – a robust TQRIS and well-developed early childhood comprehensive assessment system. Since the inception in July 2013 of Maryland EXCELS, the State's TQRIS, early learning providers registered with the system at a rate 3-times higher than expected. Such a response, especially among child care providers, speaks for a yearning to offer quality early education within a climate of high expectations. Such expectations are being articulated by a focus on improving the school readiness skills of preschoolers as they matriculate into kindergarten and start their school career. Thus, the Maryland prekindergarten expansion plan continues its long-standing process of measuring school readiness skills, thereby informing early learning providers about the effectiveness of their programs.

(2)Provide voluntary, High Quality Preschool Programs for eligible children through subgrants to each subgrantee in two or more High-Need Communities.

Maryland's long-term goal is universal access to high quality prekindergarten for all four-year olds. While public schools provide such access to economically disadvantaged four-year olds, defined as those whose families' household income is at or below 185% of poverty or Federal Poverty Guidelines (FPG), Maryland's Prekindergarten Expansion Act extended the access to community-based programs for income levels at 300% of poverty. Maryland's four-year plan for this grant devises strategies of identifying and recruiting four-year olds at 200% of poverty into prekindergarten slots at public schools and community-based programs, and, in the last two years of the grant, by raising the income eligibility for the grant-funded subgrantees to 300% of poverty through matching state funds.

The scope of Maryland's plan is statewide, thereby including many high-need communities in all regions of the State, but with a special emphasis on high-need

communities in Baltimore City, especially by expanding the highly effective Judy Center comprehensive services model.

The plan uses communities with schools that have a 65% FARM rate as the cut-off for determining prioritized needs, but it also intends to recruit income eligible four-year olds into high quality prekindergarten by using four additional needs assessment criteria:

- Elementary schools in school improvement, i.e., Focus or Priority schools;
- Subgrantees in jurisdictions with the highest number of income eligible four-year olds who are not enrolled in prekindergarten;
- Subgrantees in jurisdictions with high numbers of low-income and Hispanic four-year olds enrolled in informal care arrangements;
- Subgrantees that provide specialized services for income-eligible four-year olds who are medically fragile or need therapeutic nursery services.

Casting such a wide net for identifying and recruiting income eligible four-year olds ensures that a significant higher number of families of four-year old children in high-need communities across the State have better options in accessing high quality prekindergarten.

(3) Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of new, and the improvement of existing State Preschool Program slots.

Maryland's plan projects the expansion of 1,210 new slots and 1,601 improved slots during the first year of the grant, i.e., all subgrantees that receive grant funds will be in operation by September 1, 2015. In Years 3 and 4 of the grant, i.e., SFY18 and SFY19, Federal funds will be matched with State funds to expand access to an estimated total of (b)(4) four-year olds whose families' income is at 300% of poverty, thereby creating consistency regarding income eligibility among all State and Federal grant-funded subgrantees. In addition, equity will be served by adjusting the rate per slot of State-funded subgrantees to match the Federally funded rate. In FY 15, Maryland uses a rate of \$(b)(4) for a full-day slot whereas Maryland's Federal expansion plan proposes \$(b)(4) per slot.

Based on the total enrollment of four-year olds in Maryland's prekindergarten, by Year 4 of the grant the increase of new expanded slots will be 8% above the total prekindergarten enrollment in 2013-14. In addition, the State matching funds will boost eligibility guidelines for families to 300%.

(4)Have all the characteristics specified in the definition of High Quality Preschool programs.

Maryland's plan is defined by the overarching strategy of aligning the range of structural quality features across a mixed service delivery by requiring that all subgrantees meet the High Quality Preschool criteria espoused by this grant. Maryland's plan exceeds the staff qualification criteria by requiring all lead teachers in grant-funded prekindergarten to hold a State teaching certificate in early childhood education.

Maryland has established policies by regulation and State law that define the quality of publicly funded prekindergarten. Based on the grant program under the Prekindergarten Expansion Act, the Maryland plan adopted the following eligibility for subgrantees: Prekindergarten operated by local boards of education and compliance with the State's prekindergarten regulations;

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.

The rationale for subgrantee eligibility among community-based programs is based on the MSDE's accountability principles when using public funds, which call for reducing the risk of failure among programs that have demonstrated continuous program improvement, stability of program quality, and have the capacity to meet the Expansion Grant's criteria of High Quality Preschool programs.

(5)Set expectations for the school readiness of children upon kindergarten entry.

Maryland's plan includes the use of a newly developed Kindergarten Readiness Assessment (KRA) as part of the RTT-ELC funded Early Childhood Comprehensive Assessment System. The KRA, first implemented in school year 2014-15, replaces the long-standing legacy Kindergarten Assessment of the Maryland Model for School Readiness (MMSR). The KRA baseline for 2014-15 will be available in March 2015. The first cohort of four-year olds in prekindergarten funded under this grant will be assessed on the KRA in school year 2016-17, thereby setting the benchmarks for all and subgroups of prekindergarteners funded by this grant.

(6) Be supported by a broad group of stakeholders, including Early Learning Intermediary Organizations, and State and local early learning councils.

Maryland's plan includes letters of support by the following:

- Governor's Early Childhood Advisory Councils;
- 24 local early childhood advisory councils; and
- Local school systems participating in the grant.

Letters of commitment for private sponsorship of the grant include:

- Baltimore Community Foundation and the Campaign for Grade Level Reading;
- Literacy Lab;
- College of Education at the University of Maryland – College Park.

(7) Allocate funds between

- (a) Activities to build and enhance State Preschool Program infrastructure using no more than five percent of its Federal grant funds received over the grant period on State-level infrastructure including, but not limited to, monitoring and evaluation and other quality enhancing activities that improve the delivery of High-Quality Preschool Programs to Eligible Children.**

Maryland's plan includes the following grant funded infrastructure enhancements:

- Four FTEs responsible for providing technical assistance regarding program operation and monitoring of grant-funded State Preschool Programs to ensure high fidelity of implementation with respect to meeting the High-Quality Preschool criteria of this grant;
- Vendor to assist in the identification and recruitment of income-eligible four-year olds;
- Program evaluation, including a parent satisfaction survey, on the effectiveness of the grant-funded programs in terms of implementation and outcomes as measured by the KRA and long-term measures through grade 3;
- Assignment of five full-time early literacy Reading Corps tutors at five Judy Centers in Baltimore City;
- Graduation of 30 candidates receiving State teacher certification through the Maryland Alternative Approved Preparation Program conducted by The New Teacher Project.
- Modification, hosting, and maintenance of the online KRA regarding the expansion of publicly funded prekindergarten slots from community-based subgrantees.
- General administrative and business costs related to the implementation of the grant.

(b) Subgrants to Early Learning Providers to implement voluntary, High-Quality Preschool Programs for Eligible Children in two or more High-Need Communities, including how it will

- a. Provide High-Quality Preschool Programs to Eligible Children no later than the end of year one of the grant period;**
- b. Subgrant at least 95% of its Federal grant funds to its Subgrantees over the grant period; and**

- c. Support each Subgrantee in culturally and linguistically appropriate outreach and communication efforts in order to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available programs.**

Maryland's plan requires that all subgrantees will operate grant-funded prekindergarten by September 1, 2015.

It provides funding for 95% of its Federal grant per year to its subgrantees as follows:

Community-based early learning providers:...	\$5,785,728
Prekindergarten at LEAs:	\$ 6,154,272
Prekindergarten at Judy Centers:...	\$2,310,000

Maryland's plan includes a vendor, solicited with grant funds, to identify and recruit income-eligible four-year olds from the following MSDE run data bases:

- Child Care Subsidy data management system;
- MMSR data base regarding income-eligible and Hispanic four-year olds in informal care;
- Prekindergarten waitlists with local school systems; and
- Other such as Medicaid data base.

In addition, subgrantees, namely the Judy Centers and their partners in selected jurisdictions, will assist in identifying families with income-eligible four-year olds.

B. Commitment to State Preschool Programs

The extent to which the State has demonstrated its commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High-Quality Preschool Programs for Eligible Children, as evidenced by—

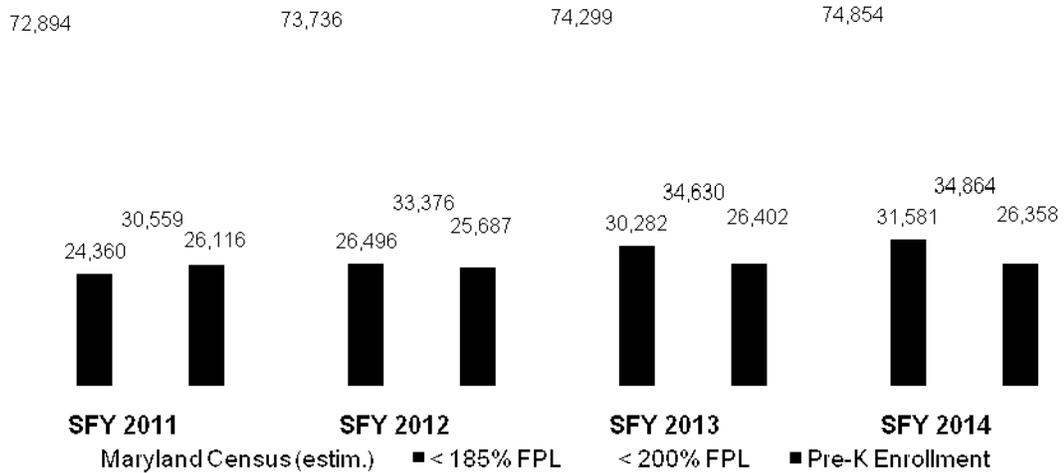
(1) State Early Learning and Development Standards;

As part of the implementation of Race to the Top – Early Learning Challenge (RTT-ELC) grant, Maryland revised its early learning standards to closely align with the Maryland College and Career-Ready Standards K-12. They are comprised of Guidelines for children birth to four (named *Health Beginnings-Supporting Development and Learning from Birth Through Three Years of Age*) and the Prekindergarten component of the Maryland K-12 standards for the content areas English Language Arts/Language & Literacy, Mathematics, Science, Social Studies, and Physical Development. In addition, Maryland developed Social Foundations standards which encompass social and emotional development, approaches to learning, and executive functioning skills for Preschool-3 through Kindergarten. These Standards define the curricular resources used in publicly funded prekindergarten, including the ones funded under this grant. (See Appendix, Evidence, Section B.1.)

(2) *The State's financial investment, if any, and the estimated number and percentage of children, including if known, the estimated number and percentage of Eligible Children, served in State Preschool Programs over the last four years;*

By law, all four-year olds from families with household incomes of 185% of the Federal Poverty Guidelines have access to a prekindergarten slot. Local school systems, by regulation, may enroll additional four-year olds who exhibit school readiness needs if there are vacancies. A portion of the additional prekindergarten students may be eligible under the eligibility of 200% of FPG under this grant. The table below shows the number of four-year old prekindergarten students enrolled and the State's estimated funding for prekindergarten for the last four school years.

**MSDE Division of Early Childhood Development
Maryland 4 Year Olds: SFY 2011 - SFY 2014**



(3) *Enacted and pending legislation, policies, or practices that demonstrate the State's current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children;*

Maryland’s State Board of Education established prekindergarten for four-year olds in public schools in 1980 and maintained governance of the programs ever since. The operation of prekindergarten is governed by local boards of education and regulated by the Maryland State Board of Education. Since 2007, all four-year olds from families with household incomes of 185% of FPG can access prekindergarten slots. However, the General Assembly did not provide for a dedicated fund source for prekindergarten. Local boards of education must use local, State and Federal education funds to cover the operation of prekindergarten. Local school systems must include prekindergarten classrooms in their facilities plans to ensure that all eligible four-year olds have access to prekindergarten slots regardless of their residencies. This amounts to prekindergarten classrooms in almost 80% of all elementary schools in the State. In 2006, a Task Force on Universal Preschool Education recommended the accessibility to prekindergarten for all four-year olds. The recommendation became law in 2014 in the form of the *Prekindergarten Expansion Act of 2014* which expanded the provision of prekindergarten

not only in public schools but also at community-based programs such as child care, Head Start, and nursery schools as long as the regulatory standards promulgated for public school prekindergarten are enforced in the same way. The regulations require the provision of a prekindergarten teacher who holds State teacher certification in early childhood education, the implementation of a preschool curriculum, standard student-teacher ratios, and inclusion practices for children with disabilities. The law provided for an appropriation of \$(b)(4) in FY15 as the first step toward expanding access to prekindergarten for all four-year olds. (See Appendix, Evidence B.3.)

(4) The quality of existing State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program; compliance with Program Standards; and support for program monitoring and improvement, which may be accomplished through the use of a TQRIS;

The State's prekindergarten regulations (COMAR 13A.06.03) defines eligibility, site selection, and local school system responsibilities. The scope of the regulations extends to three-year olds, as well. The operation is defined by half-day or full-day programming for 5 days and, at a minimum, 180 days per year. The staffing must include a teacher who possesses a current State teaching certificate in early childhood education and a para-professional with a high school diploma or a CDA. Under the No Child Left Behind policies, paraprofessionals in Title I prekindergarten programs must either obtain an AA degree or pass PRAXIS I. The prekindergarten curriculum must align with the Maryland College and Career-Ready Standards (MCCRS). In terms of program monitoring and improvement, the local school system must analyze the Department-approved kindergarten assessment to evaluate the effectiveness of the school system's prekindergarten program and provide information to MSDE in its annual Master Plan. The plan includes strategies and activities in how the early learning programs will be improved to indicate progress on prekindergarten program goals. In practice, each local school system analyzes its jurisdiction's Kindergarten Assessment information for all those kindergarteners who matriculated from publicly funded prekindergarten. The data can be analyzed for subgroups of students and their results on various domains of learning such as Language &

Literacy or Mathematics. In 2013-14, 83% of all kindergarteners transitioning from prekindergarten were assessed as fully ready for kindergarten. (Maryland introduced a newly developed Kindergarten Readiness Assessment in school year 2014-15.)

Local school systems may also partner with early childhood programs which are not operated by local boards of education as long as those programs meet the qualifications as a “qualified vendor,” i.e., maintain State or national program accreditation and have the capacity to meet the State’s prekindergarten regulations. State accreditation refers to a process of self-appraisal, program improvement, and independent validation for prekindergarten (aside from Kindergarten, child care centers, and Head Start) by using the *MSDE Standards for Implementing Quality Early Childhood Programs*.

Based on this governance structure, the Maryland General Assembly passed a law that extends access to prekindergarten not only within the local school systems but also to the “qualified vendors.” The new legislation included additional criteria for the “qualified vendor” such as holding a certificate of approval by MSDE as a nursery school or being published at Level 5, the highest level of quality in Maryland EXCELS, which is the State’s TQRIS. The new Prekindergarten Expansion Act also gives MSDE the authority to issue grant funds directly to the “qualified vendors”, as long as the awarded community-based programs maintain the level of quality espoused by the law and regulations. Thus, Maryland proposes to exceed the teacher qualifications as defined by this grant program. Instead of defining “high staff qualifications, including a teacher with a bachelor’s degree,” Maryland’s teachers in prekindergarten programs funded by this grant will possess current State teacher certification in early childhood education as required by law.

- (5) ***The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children, including, if applicable, programs and services supported by title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act (42 U.S.C. 9831 et seq.), and the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.);***

The legislatively mandated Maryland State Early Childhood Advisory Council (“Council”), chaired by the State Superintendent of Schools, is formally charged with monitoring the implementation of the Race to the Top Early Learning Challenge (RTT-ELC) grant. The Council fully endorses the expansion of prekindergarten to high quality programs. Given the school readiness gap for children with disabilities and English learners (EL), the Council is particularly keen on supporting children with special learning needs through the expanded prekindergarten program. The consolidated governance of early childhood education in Maryland is particularly conducive to a close working relationship with MSDE’s divisions of special education/early intervention services and student, family, and school support services, responsible for compliance with subtitle VII-B of the McKenney-Vento Act. While homeless children already have access to prekindergarten at any point in time during the school year, Maryland intends to require that “qualified vendors” with prekindergarten extend such critical access to homeless children when needed. In addition, MSDE will introduce, for the 2015 legislative session, amendments to the existing Council law to include representation from MSDE’s Office of Title I and the Education for the Homeless community. (see Appendix, Evidence B.5.)

The coordination of prekindergarten with Head Start and the State’s Child Care Subsidy Program occurs at “qualified vendor” sites. Nationally or State accredited Head Start programs or those published at Level 5 of Maryland EXCELS are eligible to receive the State’s prekindergarten funds, and will, therefore, be eligible to receive Federal prekindergarten expansion funds. The coordination of “qualified vendors” offering publicly funded prekindergarten with child care subsidy (capped at 176% of FPG) for the remainder of the child care day and the summer months will be facilitated through an agreement in the MOU between MSDE and the subgrantees. MSDE intends to streamline the administrative process regarding eligibility for child care subsidy and remove any administrative barriers which could be a disincentive for low income families to access grant-funded prekindergarten sites.

(6) ***The State's role in promoting coordination of preschool programs and services at the State and local levels with other sectors that support the early learning and***

development of children, including child health, mental health, family support, nutrition, child welfare, and adult education and training sectors.

The Judy Centers, Maryland's signature model for promoting the coordination of preschool programs with comprehensive services, are designed to address disadvantaged young children's readiness for school as early as infancy. Established through formal agreements between a Title I school and its early childhood partners serving the attendance area of the school (i.e., child care, Head Start, Part C and Sec 619 programs, as well as family literacy, library, health, social services) Judy Centers, operated by local school systems, succeeded in narrowing or eliminating the school readiness gap for low-income children and English learners.

MSDE also provides funding for the following unique statewide programs that are charged to serve in high-need communities:

- Family Support Centers (i.e., a family literacy program, home-visiting, and parent education classes in 26 communities across the State); and
- Early Childhood Mental Health Consultation (i.e., support services young children with behavioral challenges enrolled in licensed child care programs).

Maryland also intends to expand the Judy Centers under this grant by establishing so-called satellites which extend the Judy Center services to another Title I school in proximity of the Judy Center site. The Council is also concerned about having adequate access to prekindergarten for children with severe medically fragile and mental health needs. Maryland intends to create new slots and improved quality slots with specialized programs for medically fragile children and therapeutic nurseries.

C. Ensuring Quality in Preschool Programs.

The extent to which the State has an ambitious and achievable plan to ensure program quality, including a description of how the State will—

Use no more than 5% of the funds received over the grant period for State Preschool Program infrastructure and quality improvements at the State level:

Maryland has a well-developed infrastructure to support the expansion of prekindergarten. For the past three years, Maryland boosted its early childhood education system through the implementation of the RTT-ELC which set the stage for being in lockstep with the major education reform efforts underway for K-12.

(a) Enhancing or expanding Early Learning and Development Standards

The four-year olds enrolled in the expanded prekindergarten program will benefit from Maryland’s revised early learning standards in terms of content and scope. As part of the RTT-ELC, Maryland expanded the scope from Birth-5 to Birth - Grade 3. The new Maryland College and Career-Ready Standards (MCCRS), based on the Common Core State Standards, informed the revisions in terms of the content for Prek and its alignment with K-12. The standards also incorporated Maryland’s *Healthy Beginnings* guidelines for Birth to Four. Thus, Maryland’s standards are comprised of the following for Birth to Grade 3:

Birth to Age 4	Prekindergarten	Kindergarten to Grade 3
Personal and Social Development	Social Foundation	Social Foundation (K only)
Physical Development	Physical Development and Health	Physical Development and Health (Physical Education (K-3))
Language Development	Language & Literacy	English Language Arts
Cognition and General Knowledge	Mathematics	Mathematics
	Science	Science
	Social Studies	Social Studies
	The Arts	The Arts
<u>Source:</u> Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age	Source: Maryland College and Career-Ready Standards	

Will these strategies be included in the State's plan for this grant? Yes

Will five percent of the grant amount be used for this activity? No

(b) Implementing Program Standards consistent with High Quality Preschool Program

While the program standards for public school prekindergarten are defined by the State's Prekindergarten regulations, the programs standards for early learning providers (i.e., community-based programs) are defined by Maryland EXCELS, the State's TQRIS which has five levels of quality, Level 5 being the highest. The high quality criteria on Level 5 include completed program accreditation by MSDE or a nationally accrediting organization. A third set of quality program standards is defined by the education program in nursery school certified by MSDE (COMAR 13A.17.14). These program standards comprise the eligibility for participation as a subgrantee under this grant. Eligible prekindergarten subgrantees must be either:

- Operated by a local boards of education and in compliance with prekindergarten regulations; or
- published at Level 5 of Maryland EXCELS, or
- accredited by MSDE or a national accrediting organization recognized by MSDE; or
- certified by MSDE as a non-public nursery school...

Maryland EXCELS provides program standards for public prekindergarten and licensed child care centers that are based on nationally recognized indicators of quality in five areas:

- Licensing Compliance/School Approval;
- Staff/Teacher Qualifications and Professional Development;
- Accreditation/Environmental Rating Scales;
- Developmentally Appropriate Learning and Practice /Child Assessment; and
- Administrative Policies and Practices.

Maryland EXCELS validation process ensures that programs are implementing activities consistent with high-quality preschool programs by:

- On-site monitoring of published programs to view evidence of implementation regarding the standards of Maryland EXCELS;
- Providing technical support for areas identified in need of improvement as a result of monitoring visits;
- Incorporating a Continuous Quality Improvement framework in all aspects of the TQRIS;
- Requiring programs to create and implement Program Improvement Plans at the higher levels of Maryland EXCELS (i.e., Levels 3, 4 and 5), and to include school readiness goals and objectives aligned with jurisdictional data on Maryland’s Kindergarten Readiness Assessment;
- Providing multiple layers of program support for participating programs in meeting high-quality preschool standards within the TQRIS. The types of support come from three primary sources offered online, by phone and through on-site visits:
 - Child Care Resource and Referral Staff (i.e., capacity building through the Early Childhood Breakthrough Center);
 - Johns Hopkins University, Center for Technology in Education Program Coordinators; and
 - MSDE Quality Assurance Specialists.

The table below depicts the alignment of Maryland’s program standards with the grant’s criteria defining High Quality Preschool

Grant Criteria	Maryland EXCELS (Level 5)	State of National Program Accreditation	MSDE Certified Nursery Schools	LEA Prekindergarten
Teacher Qualifications	Credentialing Level 4+	A.A. degree	B.A. degree	B.A. degree and teacher certification
PD for staff	Training in accordance with Credentialing 4+ and 12 hours per year	Defined by accreditation standard	Continuous PD	LEA PD activities for 12 Continuing PD credits

Grant Criteria	Maryland EXCELS (Level 5)	State of National Program Accreditation	MSDE Certified Nursery Schools	LEA Prekindergarten
	continuous training			
Child-Staff Ratio (4-year olds)	1:10	1:10 (or below)	1:10	1:10
Class Size (4 year olds)	20	20 (or below)	20	Average of 20
Intensity (Full Day)	Varies			
Inclusion/Accommodations	Yes	Yes	Yes	Yes
Curriculum	LEA or State-recommended	LEA or State-recommended	Commercial or individually designed	LEA prekindergarten curriculum
Staff Salaries	Program specific	Program specific	Program specific	LEA salary schedule
Program evaluation	Yes	Yes	No	Yes
Comprehensive Services	Yes	Yes	Varies	Yes
Evidence-based health and safety	Yes	Yes	Yes	Yes

The subgrantees will be required to meet the high quality criteria established by this grant, thereby streamlining any discrepancies in the standards across the program improvement strands.

Will these strategies be included in the State’s plan for this grant? Yes

Will five percent of the grant amount be used for this activity? No

(c) Supporting programs in meeting the needs of children with disabilities and English learners, including in workforce development.

It is the expectation of all publicly funded prekindergarten programs and those funded by this grant, to provide evidence of differentiated instruction for each age group, particularly for children with disabilities to ensure access to the general education curriculum, children with special health care needs, and to improve proficiency of English learners. Kindergarten Assessment results for incoming kindergarteners demonstrated a widening of the school readiness gap for children with disabilities, contributing to the development of a seamless Birth through Five system of services for children with disabilities. Maryland is the only State to implement the Extended Individualized Family Service Plan (IFSP) option that offers the choice to families of children receiving early intervention services through an IFSP after age three up to the beginning of the school year following their fourth birthday. Under this grant, as required by the State funded Prekindergarten Expansion model, all community-based prekindergarten must enter into a formal agreement, i.e., a Memorandum of Understanding (MOU) with the local school systems, to guarantee access to special need services such as early intervention or English for Speakers of Other Languages (ESOL) support.

In addition, Maryland's RTT-ELC implementation includes *Making Access Happen*, a coaching and technical assistance support model which is designed for teaching staff in community-based programs to be better trained and prepared to work with children with disabilities in least restrictive environments, as intended and promulgated by State regulation.

At the heart of the statewide expansion of *Making Access Happen* is the enhancement of practitioners' skills in universal design for learning (UDL) practices and collaborative strategies to close the achievement gap for all children. At its core, the program uses a trainer-of-trainers coaching model to establish an enhanced professional development program for early childhood special education personnel, administrators, parents, and early learning providers who serve young children with disabilities and their families in inclusive settings. These individuals will receive professional development in evidence-based practices that expand access to standards-

based early learning for young children with disabilities. Coaching strategies will be combined with online content and pedagogical applications to connect the material presented with practice opportunities and learner-specific feedback and participant satisfaction. A library of short video clips featuring coaching strategies, instructional strategies, and universally designed inclusive classrooms and activities will be available for participants. These video clips provide an authentic context for learning, as they feature actual practitioners in their own classrooms throughout the State of Maryland. *Making Access Happen* program has embedded a number of evaluation strategies to track success and provide feedback to participants.

Maryland EXCELS strategically supports the inclusion of children with disabilities and special health care needs and English learners in the standards. For instance, even at the lowest level, programs individualize activities to address the developmental needs of each and every child, informed by information from an IEP or an IFSP.

The support for English learners is mainly facilitated through the recruitment in high quality programs with a strong language and literacy curriculum. Maryland's curriculum review process for determining State-recommended commercial preschool curricula include criteria for English learners. Regarding this grant, all prekindergarten programs in community-based programs must adopt a preschool curriculum from the State-recommended list.

As the success at Maryland's Judy Centers have shown, young English learners boost their proficiency in English (and presumably in their native language) through a targeted family engagement effort as well as comprehensive services to engage families in the communities. (See Appendix, Evidence C.c.)

Starting on January 1, 2016, all licensed child care providers are required to conduct a developmental screening on their enrollees. Using RTT-ELC funds, MSDE had established a workgroup to determine which development screening tools should be recommended. Based on the criteria below, MSDE selected four screening instruments:

- The purpose of the developmental screening is clearly stated and matched to its intended use.

- The population, i.e., age range, for which the screening is designed is specified, and it matches its target population.
- The blueprint of the screening instrument is transparent and aligned with Maryland's following objectives which are:
 - Designed to provide feedback about children's development in the physical, cognitive, and socio-emotional domains;
 - Aligned with state's early learning standards;
 - Aligned with the state's recommended preschool curricula.
- Technical documentation to provide evidence regarding fairness, validity, reliability, and adequate sensitivity of the screening instrument
- Tasks, questions, prompts, and stimuli are age appropriate and suitable for diverse child populations.
- Procedures used and results from field testing are documented, including demographics of the field test sample.
- Guidelines are provided for administration, scoring, reporting, and use of results.
- Procedures to include parental information as part of the screening process.

Similar early identification processes are already in place at Head Start and LEA prekindergarten programs.

Will these strategies be included in the State's plan for this grant? Yes

Will five percent of the grant amount be used for this activity? No

(d) Conducting needs assessment to determine the current availability of high quality preschool programs, including private and faith-based providers and Head Start programs.

MSDE approached this task by identifying high need areas in the State and by matching the areas with the pool of eligible programs. The pool of potential subgrantees for this grant was based on Maryland's Prekindergarten Expansion Grant model which has its first year of implementation

in FY15. The eligibility for community-based subgrantees was based on one of the following criteria:

- published at Level 5 of Maryland EXCELS; or
- accredited by MSDE or a national accrediting organization recognized by MSDE (see Appendix, Evidence C.1. d.); or
- certified by MSDE as a non-public nursery school.

The rationale for meeting one of the first three eligibility thresholds is two-fold. First, it creates an incentive for licensed child care programs, including Head Start, to engage in program improvement and strive toward Level 5 in Maryland EXCELS. Secondly, it establishes a level of stability and capacity to meet the High Quality Preschool Program criteria established for this grant.

In addition, expansion in LEA prekindergarten under this grant required the creation of new full-day slots or improved slots by extending a half-day to a full-day prekindergarten.

MSDE maintains databases on all programs that meet the eligibility criteria and can merge the information of those programs with a poverty indicator of the communities they serve. The primary poverty indicator chosen for this program is the percentage of elementary school students eligible for Free and Reduced Meals (FARM). In Year 1 of the grant school attendance areas with FARM rates of 65% will be included. Due to the strong interest in this grant program, all LEA prekindergarten in school attendance areas with FARM rates above 50% and below 65% have been placed on a waitlist. In addition, prekindergarten in so-called Focus or Priority Schools, indicating wide achievement gaps, will be eligible as subgrantees.

For community-based prekindergarten, three additional high-need criteria were determining the selection of the subgrantees:

- Code POV - Jurisdictions or areas within the jurisdiction with the high numbers of four year olds from income eligible families (i.e., at or below 200% FPG);

- Code INF - Jurisdictions with a disproportionately high number of low-income and Hispanic four-year olds matriculating to kindergarten coming from informal care or home. (Informal care is defined as being cared for by relatives) .
- Code SP Specialized early childhood education programs serving medically fragile children and special programs providing therapeutic services aside from preschool services.

Will five percent of the grant amount be used for this activity? Yes .

The plan intends to fund a vendor in assisting with the recruitment of income eligible four-year olds. The vendor will have access to three separate databases which will assist in assessing the needs for four-year olds to access high quality prekindergarten:

- Maryland’s Child Care Subsidy Program data management system;
- Maryland’s Kindergarten Readiness Assessment (KRA) data set which includes individual child data on children’s prior care as four-year olds listed as “Informal Care;”
- Prekindergarten waitlists at elementary schools.

The vendor’s services will include the coordination of recruitment and enrollment support with community-based programs and prekindergarten operated by local boards of education. Special attention will be given to avoid the recruitment of a four-year old into one program at the cost of another program. In addition, MSDE plans to enter into a MOU with the Department of Health and Mental Hygiene (DHMH) on data sharing of Medicaid clients with incomes at 200% of poverty and meeting Federal privacy rules under HIPAA.

(e) Establishing or upgrading preschool teacher education and licensure requirements

The lead teachers of a prekindergarten classroom operated by any of the subgrantees, i.e., LEA and community-based prekindergarten, must hold a professional teaching license from the State of Maryland. This standard exceeds the grant’s definition of high quality teacher qualification

and is due to State law which requires a State certified teacher in Early Childhood Education to teach in publicly funded prekindergarten. The only exception to this requirement is the status of a teacher resident who is in the process of completing the licensure requirements as part of Maryland's Approved Alternative Preparation Program (MAAPP).

Will these strategies be included in the State's plan for this grant? Yes

Will five percent of the grant amount be used for this activity? Yes

This plan intends to fund a MAAPP cohort of 30 teacher candidates to address the demand of State certified teachers in publicly funded prekindergarten classrooms. Maryland's RTT-ELC funded three cohorts with successful results which will be completed by June 2016. The cohort funded by this grant will start in the fall of the second year (2016) and be completed by the summer of 2018.

(f) Improving teacher and administrator early education training programs and professional development.

Maryland's voluntary Child Care Credentialing Program provides the foundation in terms of workforce development in licensed child care facilities. The Program includes a credentialing career ladder for teaching workforce with six credentialing levels. The Administrator Credentialing ladder contains four levels. Regarding teaching staff, the highest level (Level 6) includes child care teachers with undergraduate and graduate degrees. The table below depicts the current status of participation in the Credentialing Program for both teaching staff and administrators.

MD Child Care Credentialing Program

- Child Care Center Staff only -

Participation during FY 2015 (as of 8/31/14) *		
LEVEL	COUNT	% OF TOTAL

1	835	15.6%
2	550	10.2%
3	1,626	30.3%
LEVEL	COUNT	% OF TOTAL
4	806	15.0%
4+	92	1.7%
5	580	10.8%
6	879	16.4%
Total	5,368	100.0%

* Active at any time from 7/1/14 through 8/31/14.

MSDE will coordinate recruitment of highly qualified staff with the sub-grantees by using the information in the existing Early Childhood Data Warehouse (ECDW) which includes the Credentialing Program's database.

Maryland's training approval program will be aligned to the newly revised Workforce Standards and Competency Framework which is funded by RTT-ELC and currently in draft for review by stakeholders. It includes eight core competency areas and the range of competencies from *Novice to Expert*.

In addition, Maryland's Child Care Career and Professional Development Fund (MCCCPDF), which has been in existence since 2006, will continue to provide scholarships to child care teachers interested in pursuing a post-secondary degree in any of the 17 selected institutions of higher education in Maryland. Graduates who earned their bachelor's degrees with the help of this fund might be eligible to enroll in the MAAPP.

Will these strategies be included in the State's plan for this grant? Yes.

Will five percent of the grant amount be used for this activity? No

(g) Implementing a Statewide Longitudinal Data System to link preschool and elementary and secondary school data.

An Early Childhood Data Warehouse (ECDW) has already been implemented as a component of MSDE's P-12 Longitudinal Data System (LDS). It is able to link program-level and child-level data across different types of early learning programs, including preschool and elementary and secondary school. When completed in 2015, the ECDW is fully integrated within the LDS and is interoperable with all LDS levels and aspects.

Program-level data are linked in the LDS/ECDW through the assignment by MSDE of a unique school identifier to each public school within an LEA and by assignment of a unique license number to each family child care home and child care center that is required to be licensed by MSDE.

Child-level data are linked in the LDS/ECDW through the use of a unique statewide student identifier (SASID) that is assigned by MSDE to each child enrolled in a public pre-kindergarten program (whether school-based or community-based), or receiving special-education or early intervention services under IDEA. Beginning in January 2015, SASIDs will also be assigned by MSDE to children enrolled in State-licensed child care programs through implementation of a web-based child enrollment and tracking application that has been created as part of the MSDE Division of Early Childhood Development's child care administrative tracking system (CCATS). CCATS is a fully integrated case management system that captures all data related to child care licensing, child care subsidies, and child care staff credentialing and professional development. In the spring of 2015, CCATS will also be able to capture and track all data related to Maryland EXCELS, which is the State's tiered quality rating and improvement system (T/QRIS), and licensed programs' enrollment and attendance of children in the so-called Enrollment and Attendance Reporting System (EARS). Four-year olds enrolled in the grant-funded community-based prekindergarten will be assigned SASIDs. (see Appendix, Evidence C.1.g.)

Will these strategies be included in the State's plan for this grant? Yes.

Will five percent of the grant amount be used for this activity? No.

(h) Implementing Comprehensive Early Learning Assessment

Maryland and Ohio were each awarded RTT-ELC grants, which, in part, support an innovative partnership to revise and enhance Maryland's and Ohio's kindergarten entry assessments and develop preschool and kindergarten formative assessments for children ages 36 to 72 months. This partnership culminated in a new Early Childhood Comprehensive Assessment System (EC-CAS), including a Kindergarten Readiness Assessment (KRA) and formative assessments, named Early Learning Assessment, supported by a statewide technology infrastructure, and a professional-development system. This newly developed system is referred to as Version 1.0 and was launched and implemented in both states in school year 2014-15. A number of partners are playing a vital role in executing Maryland and Ohio's shared vision for improving kindergarten readiness and early childhood assessments. These partners include the Johns Hopkins University Center for Technology in Education (JHU CTE), WestEd (including the agency's Assessment & Standards Development Services program and the Center for Child & Family Studies), State advisory councils in each Consortium State, and a national Technical Advisory Committee (TAC), facilitated by the Council of Chief State School Officers (CCSSO), advising both States.

Under a new federally funded Enhanced Assessment Grant, seven states, including Ohio and Maryland, and the same partner organizations have joined together with a compelling vision for enhancing a multi-state, state-of-the-art assessment system composed of a kindergarten readiness assessment (KRA) and aligned formative assessments to create Version 2.0. This enhanced system—supported by expanded use of technology and targeted professional development—provides valid and reliable information on each child's learning and development across the essential domains of school readiness, which will lead to better instruction, more informed decision-making, and reductions in achievement gaps over time. The Consortium recognizes that achieving this vision will be challenging, requiring high levels of commitment, technical

expertise, collaboration across member States and partners, and strong management skills, systems, and supports.

The first wave of four-year old students funded under this prekindergarten expansion grant will matriculate into kindergarten in school year 2016-17 which coincides with the first year roll-out of the KRA Version 2.0. Results on first year cohort's school readiness results will be available in February 2017. Similar results will be available for additional cohorts in each subsequent year through 2019.

Will these strategies be included in the State's plan for this grant? Yes

Will five percent of the grant amount be used for this activity? Yes

The plan will include proposed supplemental funding for modifications, hosting, and maintenance of the KRA and the Early Learning Assessment with respect to the grant-funded prekindergarten sites for the fourth year of the grant, i.e., beyond the Enhanced Assessment Grant period.

- (i) Building preschool programs' capacity to engage parents in decisions about their children's education and development, help families build protective factors, and help parents support their children's learning at home;**

RTT-ELC funding supported the Maryland Family Engagement Coalition's development of *The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children* to improve family engagement policies and practices among early care and education providers. The graphic below describes the Framework in terms of family engagement outcomes and school readiness.

THE MARYLAND EARLY CHILDHOOD FAMILY ENGAGEMENT FRAMEWORK



The Maryland Early Childhood Family Engagement Framework puts forth a set of common goals for family engagement to be used across the Maryland early childhood system and within individual early care and education programs. These goals are realized by implementing family engagement strategies that focus on foundational areas like leadership and professional development as well as strategies that focus on the "points of impact" in early care and education settings. The successful implementation of the strategies promotes positive school readiness outcomes.

The development of the Framework was overseen by the State's Early Childhood Advisory Council (ECAC) and includes the following four family engagement strategies which support the transition from prekindergarten to kindergarten:

- **Learning Parties** are designed to improve the abilities of parents/families, and early care and education professionals to support young children's development and foster family engagement. Learning Parties promote positive parenting and enhance the ability of parents to be their young children's *first teacher*. Parents of four-year olds enrolled in the grant-funded prekindergarten will have access to Learning Parties at the designed Title 1 schools.
- **Parent Cafés** are designed to bring people together, build trust and mutually solve common problems in a social atmosphere. In the Parent Café approach, open-ended questions are asked that elicit values and beliefs and are the beginning of an exploration of differences, deep-seated needs, and ways to meet them. The Parent Café format will be

used during the recruitment process to elicit from families of four-year olds their perceptions of high quality prekindergarten and how they would like to become engaged at the school or program levels.

- The **Maryland Library Partnership** provides targeted training and capacity building to librarians statewide in order to enable them to offer welcoming environments to families and serve them more effectively. The Library Partnership seeks to improve the quality of parents' interactions with library staff, increase the frequency of families' engagement with libraries, and encourage families to take greater advantage of other social services, such as job search or adult education, in their communities. Grant-funded prekindergarten programs will connect parents of four-year olds with the local libraries and their early literacy corners.

Will these strategies be included in the State's plan for this grant? Yes

Will five percent of the grant amount be used for this activity? No

- (j) **Building State- and community-level support for High-Quality Preschool Programs through systemic linkages to other early learning programs and resources to support families, such as child health, mental health, family support, nutrition, child welfare, and adult education and training sectors.**

Maryland's signature program regarding the systemic linkages of high quality early learning programs to other services for families and children are the 36 Judy Centers across all regions of the State. Judy Centers promote school readiness through high quality early education programs and collaboration among community-based agencies, organizations and businesses. Each Judy Center must be located in a Title I school, recruits its partners, and formalizes the relationships to effectively address family needs and early learning. Partners must include Kindergarten, Prekindergarten, Preschool Special Education, local interagency councils of the Maryland Infants and Toddlers Program, Family Support Network, and child care services (before and after care, full-time care, child care centers and/or family

providers). They must also include at least five other agencies or programs, such as health services, Head Start, libraries, and home visiting services. While it would be impossible for a Judy Center to house all necessary services and partners onsite, they help families arrange for services that may be located on-site or elsewhere in the community. Over the last three years, Judy Centers expanded from 24 to 33 locations with three satellites – a total of 36 Judy Centers serving Title 1 schools across the State. (Judy Center satellites are defined as Judy Center services being extended to another Title 1 schools in close proximity to the Judy Center site.) The expansion was, in parts, facilitated by the engagement of the Baltimore Community Foundation (BCF) which identifies private investors to co-sponsor the operation of Judy Centers in Baltimore City. Under this plan, MSDE intends to add five (5) Judy Centers to the six existing sites.

Will five percent of the grant amount be used for this activity? Yes (A portion of the subgrants, (i.e., 95% of the grant funds), will improve the quality of existing prekindergarten slots through the expansion of comprehensive services aligned with the Judy Center model. See Section D.1 and 2.)

The plan also includes the assignment of five full-time Reading Corps tutors to the five Judy Center sites by collaborating with the national Literacy Lab. MSDE and the Literacy Lab will co-sponsor the early literacy tutoring for all four years of the grant.

(k) Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children.

Maryland's early childhood education system includes a number of other initiatives that will support the expansion of high-quality prekindergarten. They include local child wellness initiatives based on the national *Let's Move* program, special arts education programs for young children (i.e., Artist-in-Residency programs), as well as special curricular programs developed by MSDE and made available to all prekindergarten programs in Maryland. They are RTT-ELC funded Vocabulary Improvement and Oral Language Enrichment through Stories (VIOLETS) and Preschool STEM, applying a customized approach to the project-based *PEEP of the Big Wide World* units.

Will these strategies be included in the State's plan for this grant? Yes

Will five percent of the grant amount be used for this activity? No...

C. (2) **Implement a system for monitoring and supporting continuous improvement for each Subgrantee to ensure that each Subgrantee is providing High-Quality Preschool Programs (which may be accomplished through the use of leveraging a TQRIS and other existing monitoring systems), including the extent to which the State—**

(a) Has the capacity to measure preschool quality, including parent satisfaction measures, and provide performance feedback to inform and drive State and local continuous program improvement efforts.

Maryland's current infrastructure to monitor prekindergarten is closely connected to MSDE's Local School System Master Plan process (see Appendix, Evidence, Section C. 2.a). Since all public prekindergarten until this year have been operated by local boards of education, MSDE had oversight of how local school systems implement their annual master plan for Prek to Grade 12. The process which has been in place since 2003, includes a portion related to early learning for Prek and K, namely the goals, strategies, and activities by each LEA to improve the overall school readiness for kindergarten as well as curricular grade level expectations for the early grades. The planning process extends from regular prekindergarten to the local Infants and Toddlers Program and Preschool Special Education. It includes the use of the Kindergarten Readiness Assessment results of the previous year, the analysis of what content areas need to be improved, and the use of a strategic plan to describe interventions which address the school readiness and achievement gaps as well as transition activities with early childhood partners, namely Head Start and community organizations. The review and approval of each of the plans from the 24 local school systems is being conducted by MSDE staff from the divisions of early childhood development and special education/early intervention services. The monitoring process of the plans' implementation is also conducted in collaboration with the division charged

with overseeing the Maryland's Title 1 program within the context of School Improvement Grant (SIG) monitoring process (see Appendix, Evidence, Section C 2.a).

The second monitoring and continuous improvement process has been established with the expansion of Judy Centers in 2002. That process focuses on the quality of implementation for each of the 12 component standards and verifies its fidelity through documentation and observation. (See Appendix, Evidence, Section C 2.a)

The third monitoring and continuous improvement process has been established as part of Maryland EXCELS, the State's TQRIS. (See Appendix, Evidence, Section C 2.a)

With the expansion of prekindergarten as a mixed delivery model, Maryland will develop an integrated model of monitoring and align them with the annual benchmark expectations which define whether programs have met the following:

- All criteria of high quality preschool programs (as defined by this grant);
- Maintaining Maryland EXCELS standards for Level 5;
- Compliance with the State's prekindergarten regulations (COMAR 13A.06.02) and the State child care licensing standards (for those programs that are State licensed);

For LEA prekindergarten, the annual benchmark includes the completion of the Annual Master Plan process which includes strategies to address the achievement gaps by providing evidence-based interventions for entering kindergarteners who have been assessed as having significant deficiencies in school readiness skills.

If awarded a grant, MSDE will establish a workgroup in January 2015 to develop a monitoring tool which will frame the monitoring process efficiently and effectively. The efficiency shall reflect an integration of existing tools, manpower, and other resources which are currently available to MSDE. Its effectiveness shall be characterized by establishing clear performance expectations for the subgrantees and by defining the process of corrective action and, if necessary, defunding. Aside from compliance with quality standards it shall incorporate MSDE's long-standing tradition of program support and capacity-building. The new monitoring

plan will also include valid and reliable measures of parent satisfaction with the services and publish the information annually. And finally, all prekindergarteners, including those from community-based programs, matriculating to public kindergarten will be measured on their school readiness skills by the Ready for Kindergarten (R4K) Kindergarten Readiness Assessment. Both parent satisfaction survey information and results for the Kindergarten Readiness Assessment will be used for strategic planning and continuous program improvement, thereby refining the existing annual Local School System Master Plan process. The information will also be used for the annual budget analysis conducted by Maryland's Department of Legislative Services.

The shift to a mixed delivery system, initiated with the Prekindergarten Expansion Act of 2014, community-based programs that operate publicly funded prekindergarten will be monitored through Maryland EXCELS as it is currently operating, including the established program and teacher effectiveness measurements, i.e., the environmental rating scales and the Classroom Assessment Scores (CLASS). That process will determine the program's ability to maintain the quality standards of Level 5. Prekindergarten programs operated by local boards of education will have 12 months to initiate participation in Maryland EXCELS and to meet the Prekindergarten quality standards of Levels 4 and 5. Subsequently, all prekindergarten programs, operated by LEAs, will receive program support to meet Level 5 by school year 2017-18.

In addition, MSDE will propose amendments to the existing prekindergarten regulations by December 2015, which will reflect the policy changes facilitated through the Prekindergarten Expansion Act of 2014 and the Federal Preschool Expansion Grant program.

Will these strategies be included in the State's plan for this grant? Yes

Will five percent of the grant amount be used for this activity? Yes

Maryland will recruit four (4) full-time quality monitoring experts responsible for completing the integrated monitoring process and facilitating its use with the grant funded prekindergarten classrooms. They will also coordinate the monitoring process with the 15 Maryland EXCELS

quality assurance specialists who are providing technical assistance and monitoring of the quality standards. They will also coordinate their activities with the MSDE SIG teams regarding the grant funded prekindergarten programs in Focus and Priority Schools or prekindergarten classrooms in community-based centers that “feed into” Focus and Priority Schools.

The grant funds will also fund the evaluation of the prekindergarten sites and their impact on school readiness and outcomes in the lower elementary grades. The evaluation will be conducted by the College of Education at the University of Maryland-College Park. It will include the dissemination, collection, and reporting of the annual Prekindergarten Parent Satisfaction Survey. The parent survey is a new component to Maryland’s current monitoring process. The costs for all the other monitoring and measuring processes, described in this section, are funded by other funding sources.

(c) Is using a Statewide Longitudinal Data System that is able to track student progress from preschool through third grade;

As set forth above in the response to Section C(1)(g), the State Longitudinal Data System is able to track and analyze student progress from preschool through third grade (and beyond) by child-level data made available from MSDE’s Longitudinal Data System/ Early Childhood Data Warehouse (LDS/ECDW.) Maryland’s RTT-ELC included activities that establish the ECDW as the hub of various data systems.

When fully developed in 2016, the ECDW amplifies the data use and affords the State a broad array of analyses which are designed to explain the relationship of interventions during the first five years and their impacts on later school achievement. The rationale for such a methodology is borne out of the complexities related to the interpretations of the school readiness/achievement gap and its related strategies to narrow or eliminate it. For instance, MSDE research has shown (Table below) that English learners enrolled in prekindergarten at a school with a Judy Center Partnership (i.e., JC-1) perform better at the beginning and the end of kindergarten compared to English learners entering kindergarten from other early childhood settings (i.e., JC-0). Further analysis of successful modalities of interventions at Judy Center sites, such as an emphasis on

home-visiting and/or a targeted early literacy program in prekindergarten, will inform all prekindergarten programs for practical use in the continuous program improvement efforts (as described in C(a).)

Table: MMSR K Assessment results of English Language Learners (ELL) and Native Speakers (non-ELL)

Those coming from prekindergarten at Judy Centers (JC-1) and those are not (JC-0)

Subgroup	Composite			Language & Literacy		Mathematical Thinking	
	N	Fall	Spring	Fall	Spring	Fall	Spring
ELL							
JC-1	498	74	92	55	82	61	89
JC-0	176	59	85	41	76	46	81
Non ELL							
JC-1	1382	81	92	71	87	76	90
JC-0	1257	85	95	74	90	75	92
All JC Students	3313	80	93	68	87	71	90
ELL vs Non-ELL	gap						
JC-1		-7	0	-16	-5	-15	-1
ELL vs Non-ELL	gap						
JC-0		-26	-10	-33	-14	-29	-11

The evaluation of the Prekindergarten Expansion grant program will also be informed by MSDE research that explains the relationship of the MMSR Kindergarten Readiness Assessment and the State’s MSA results for third grade in Reading and Mathematics.. The table below shows the

results of a regression analysis explaining the correlation of school readiness skills as assessed by the MMSR measure on the Maryland School Assessment (MSA) scores.

Table: Correlation coefficients of MSA Scores versus MMSR domains and total by year

	MSA 3 rd Grade 2012 (77% Match Rate)		MSA 3 rd Grade 2013 (80% Match Rate)		MSA 4 th Grade 2013 (75% Match Rate)	
	Reading	Math	Reading	Math	Reading	Math
MMSR						
<i>Personal and Social</i>	.28	.31	.31	.33	.30	.32
<i>Language and Literacy</i>	.37	.40	.41	.43	.40	.42
<i>Mathematics</i>	.35	.38	.39	.43	.37	.40
<i>All Domains Total</i>	.36	.38	.39	.42	.35	.42

Note: The MMSR domains Science, Social Studies, The Arts, and Physical Development/Health were not included in this table.

Correlation analysis was conducted to assess the relationship between readiness at kindergarten entry based on MMSR assessment results and 3rd and 4th grade MSA reading and math performance. Results of the statistical analysis were very consistent across the three datasets. There is a moderate and statistically significant positive correlation between kindergarten readiness and MSA reading and math scores.

Will these strategies be included in the State’s plan for this grant? Yes

Will five percent of the grant amount be used for this activity? No

(b) Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program.

Using RTT-ELC funds, the States of Maryland and Ohio collaborated on the development of a new early childhood comprehensive assessment system which was named *Ready for Kindergarten (R4K)*. The R4K includes a Kindergarten Readiness Assessment (KRA) which both states started administering in school year 2014-15. The R4K also includes a formative assessment, named Early Learning Assessment, from 36 to 72 months.

The online KRA serves as the valid and reliable measurement of school readiness for all children entering kindergarten, and the formative assessment informs teachers on the progress of their students' learning toward the defined outcomes of the essential domains of learning. The standards set for defining the outcome of school readiness, i.e., the way the assessment scores define whether a student has reached the established benchmark for school readiness, will be conducted after the first year census administration, scheduled for December 2014 and January 2015. The standard setting is spearheaded by WestEd, Maryland's and Ohio's assessment partner and will be completed by February 2015 with the assistance of a national panel of assessment experts.

With regard to this grant, Maryland will be reporting on the first cohort's school readiness scores of all four-year olds enrolled in the grant funded prekindergarten classrooms by school year 2016-17. (In fact, this will be a subset of all publicly funded prekindergarteners in public schools.) The annual report will provide a composite score and domain scores on groups of kindergarten students who matriculated from grant-funded prekindergarten classrooms.

Will these strategies be included in the State's plan for this grant? Yes

Will five percent of the grant amount be used for this activity? Yes

The grant will fund in Year 4 the modifications, maintenance, and hosting to accommodate the assessment of four-year olds who are enrolled with grant-funded community-based subgrantees. The costs will be a supplement to the overall costs of maintaining and hosting the KRA.

(3) Measure the outcomes of participating children across the five Essential Domains of School Readiness during the first few months of their admission into kindergarten

using an assessment or assessments, such as a Kindergarten Entry Assessment, to achieve the purposes for which the assessment was developed and that conform with the recommendations of the National Research Council report on early childhood assessments.

As required under the RTT-ELC, the R4K provides assessment information on seven domains and their strands of learning (see Appendix, Evidence, Section C. 3):

- Social Foundation (which includes assessment standards for Social, Emotional, Approaches Toward Learning, and Executive Functioning Skills)
- Language and Literacy (reading, speaking/listening, writing, language)
- Mathematics (counting and cardinality, operations and algebraic thinking, measurement and data, geometry)
- Science (skills and processes, life cycles)
- Social Studies (government and history)
- Physical Wellbeing and Health (physical education, health)
- The Arts (dance, music, theater, visual arts - Maryland only)

The R4K is made up of an assessment framework which includes the aforementioned domains, strands, 28 assessment standards¹, and essential skills and knowledge for each assessment standard. It also includes learning progressions for each of the 28 standards. The learning progressions are broken into five levels which define the age range of 36 to 72 months. There are three assessment items which measure the essential skills and knowledge for each of the assessment standards:

- Selected responses;
- Performance tasks; and
- Observational rubrics.

Kindergarten teachers administering the KRA receive a two-day online or face-to-face training and are certified as assessors by successfully completing an assessment test (using a simulator)

1. Maryland has four additional standards for The Arts

and a content test. All the teachers of grant funded prekindergarten classrooms will receive a two-day-training on the formative assessment regarding Maryland's 32 assessment standards, including the procedures established for assessing children with disabilities and English learners.

The KRA is replacing the MMSR Kindergarten Assessment which has been used in Maryland since 2001. The most recent results from 2013-14 indicate that children matriculating from public prekindergarten to kindergarten are performing as well as the kindergarten population as a whole, despite the disproportionate number of low-income children in that cohort (see Appendix, Evidence, C.3.) Standard setting regarding the measurable outcomes on the KRA will be conducted in the winter of 2014/15 which will provide the baseline for State targets of public prekindergarten as a whole and the subgroup of grant-funded prekindergarten.

Will these strategies be included in the State's plan for this grant? Yes.

Will five percent of the grant amount be used for this activity? No

D. Expanding High-Quality Preschool Programs in Each High-Need Community

The extent to which the State articulates an ambitious and achievable plan for expanding High Quality Preschool Programs in two or more High-Need Communities, including a description of how.

- (1) (2) **The State has selected each Subgrantee and each High Need Community that will be served, including a description of each High-Need Community and its geographic diversity, such as whether the community is located in a rural or tribal area, and whether it is located in a federally designated Promise Zone**

Maryland developed High-Need Community criteria in support of identifying communities and neighborhoods that should be prioritized regarding the identification of subgrantees (See Section C.1.d.).

High-Need Communities – Criteria

- Code FARM - Title 1 schools and attendance areas with FARM rates of 65% and above.
- Code SI - Focus and Priority Schools and their attendance areas, i.e., schools with wide achievement gaps and in school improvement in accordance with Maryland's ESEA Flexibility Waiver.
- Code POV - Jurisdictions or areas within the jurisdiction with the high numbers of four year olds from income eligible families (i.e., at or below 200% FPG) (See Appendix, Evidence , Section D. 1 and 2.).
- Code INF - Jurisdictions with proportionally high number of low-income four-year olds matriculating to kindergarten coming from informal care or home (See Appendix, Evidence, Section D. 1 and 2).
- Code SP – Specialized early childhood education programs serving medically fragile children and special programs providing therapeutic services aside from preschool services.

Meeting the need with prekindergarten slots in public schools

The creation of new and improved prekindergarten spaces with local boards of education was narrowed to Title 1 schools with a 65% FARM rate and above or Title 1 schools that are currently in school improvement, so-called Focus and Priority Schools. Those schools are slated to significantly improve the achievement gaps and require the support of high quality prekindergarten.

In the grant's first year, 34 Title 1 schools from 12 local school systems will expand the number of new slots by 556 and the improved slots, namely extending half-day to full-day prekindergarten, by 564. In Baltimore City will create a total of 160 new prekindergarten slots. It is part of a strategic approach as five new Head Start grantees provide Early Head Start and Head Start services to low-income children, replacing the former grant. The newly designed programs focus on serving younger children (0-4yrs.) and refer income eligible four-year old

children to public prekindergarten in Baltimore City schools, many of whom are being supported by this grant.

Many high-need communities in Baltimore City exceed the need for community services compared to the suburban counties. Thus, MSDE teamed up with the Baltimore Community Foundation (BCF) to expand the number of the successful Judy Center Partnership model in five Title 1 schools in highly impacted communities in Baltimore City. The collaboration between MSDE, BCF, and Baltimore City Public Schools (BCPS) includes co-funding for the operation of the five additional sites for a minimum of 45 prekindergarten students at each site. MSDE will use funds from this grant to improve prekindergarten slots at the five schools, and BCF will fund 50% of the operating costs for three years, after which MSDE and BCPS will assume the funding.... (This arrangement has been successfully executed as part of the RTT-ELC implementation in three Title 1 schools in high-need communities in Baltimore City.).

In the grant's first year all five Judy Center sites in Baltimore City will be established and improve the quality of 225 prekindergarten slots throughout the four years of the grant.

Nine additional Judy Center Partnerships are planned for eight mid-size jurisdictions with large service gaps. Judy Centers will be established in low-income communities in six jurisdictions. They are Anne Arundel, Charles, Carroll, St. Mary's, Frederick, and Wicomico counties. The Judy Center Partnerships in those counties extend existing Judy Center services to so-called satellite Title 1 schools. The operation at Judy Center satellite schools are 50% or \$165,000 of the total operating funds of a regular Judy Center site. The Judy Center expansions in the six jurisdictions will improve the prekindergarten slots for 270 four-year olds. Aside from those six counties, the plan includes the establishment of Judy Center satellites in rural counties with the highest levels of poverty, namely Somerset on the Eastern Shore and Allegany in Western Maryland serving 90 prekindergarten students in improved slots. ...

In the first year of the grant and throughout the life of the grant, the nine Judy Center satellites will improve the quality through comprehensive services for a total of 630 prekindergarten students each year.

Meeting the needs through community-based early childhood education programs

Community-based early childhood programs, including child care centers, nursery schools, and Head Start, will be serving in jurisdictions with high numbers of four-year olds whose families' income is at 200% of poverty or below or operating in jurisdictions with relatively high numbers of low-income children in informal care or exclusively at home. Four-year olds in home/informal care matriculating to kindergarten account for about 18% of all students in 2013-14. Incoming kindergarteners from informal and home settings have consistently performed lower on the MMSR Kindergarten Assessment than those who were enrolled in State regulated programs, particularly public prekindergarten. While parental choice is still paramount when selecting child care, introducing high quality community-based prekindergarten in those jurisdictions will improve the options for families when making such a selection. . . .

The grant is also building on the strength of specialized community-based programs serving children with severe disabilities and health needs serving 90 special needs children. They include the following:

Lourie Center (Montgomery County)	Therapeutic Nursery/Prekindergarten
The Arc of Prince George's County	Prekindergarten for Medically Fragile Children
The Arc of Montgomery County	Prekindergarten for Medically Fragile Children

In addition, the grant selected a subgrantee serving homeless children in Baltimore City. Those income eligible children are bused from homeless shelters to Episcopal Community Services.

Community-based prekindergarten will create (b)(4) new slots and (b) improved slots at () programs. In addition, Head Start programs in Baltimore City and three other jurisdictions will add (b)(4) new slots and (b)(4) improved slots by extending a half-day to a full-day Head Start experience.

Meeting the needs by improving prekindergarten slots in State funded programs

The State's Prekindergarten Expansion Program established (b) new and improved kindergarten slots. Since those slots are part of the overall plan to eventually offer universal

prekindergarten in Maryland, the grant will support the funded programs that responded to MSDE’s solicitation, by adjusting the current \$ (b) for a full-day slot to the amount of \$ (b)(4) for a full-day slot requested in this grant. The rate change is justified by the difference in the definition of high quality preschool programs and the way the access to free prekindergarten is calculated in the State program. The table below describes the differences:

State Prekindergarten Expansion	Federal Prekindergarten Expansion
Half-day and full-day	Full-day
Comprehensive services (as defined by NIEER)	On-site comprehensive services
Tuition break of 40% for full-day, i.e., 6.5 hours per day for 180 days a year (and 20% for half-day, i.e., 2.5 hours per day for 180 days)	Rate for full-time, full-year prekindergarten

The rate adjustment of \$ (b)(4) per prekindergarten slot will avoid inequities in the rate structure of Maryland’s Prekindergarten Expansion Program.

This strategy will increase the number of new slots by (b) and improved prekindergarten slots by (b) through improvement of comprehensive services and duration of services of these slots.

(3) The State conducted outreach to potential Subgrantees and the process used in selecting each Subgrantee.

The State’s Prekindergarten Expansion grant program, which has been in operation since September 2015, established the eligibility for becoming a subgrantee as follows:

- Prekindergarten operated by a local Board of Education in accordance with the State’s Prekindergarten regulations (See Appendix, Evidence, Section B.3);
- Prekindergarten at early learning providers that are published at Level 5, Maryland EXCELS’ highest level; or

- Prekindergarten that are accredited using MSDE Standards or accreditation standards of national organizations recognized by MSDE; or
- Preschool programs for four-year olds that are MSDE certified as a nursery school.

After conducting a needs assessment, MSDE conducted outreach by identifying and sending solicitations to apply as subgrantees to all eligible programs which were in MSDE's data system, i.e., Maryland EXCELS, Online Accreditation Reporting System, Child Care Licensing Data Base which includes Head Start and nursery schools. Contact was also made to charter schools and specialized programs serving children with special needs. In addition, various advisory councils, including the State and local early childhood advisory councils were informed about the grant opportunity.

Interested local school systems and community-based programs sent in a Letter of Interest identifying the area in which the program is housed, the number of students at 200% of Federal Poverty Guidelines the program could serve, whether the Grant would serve new or improved preschool slots, and by answering how the program meets the definition of a high-quality program. MSDE conducted a verification process on all programs that expressed an interest to become a subgrantee under this grant. The verification included vetting for tax liability and child care compliance records. The verification also included the local school systems' ability to expand prekindergarten at their schools and represent low income communities as expressed in the schools' Free and Reduced Meals (FARM) rates. Local school systems were advised that the Federal grant funds can only supplement the enrollment of four-year olds whose family income is above 185% and at or below 200% of poverty.

Two webinars, one for local school systems and one for community-based programs, was set up to clarify the terms, conditions, and scope of the MOU. A request to submit a Letter of Support and the preliminary MOU were sent to all subgrantees for review and signatures.

The State will subgrant at least 95 percent of its Federal grant award over the grant period to subgrantees to implement and sustain voluntary, high quality preschool programs by

- a) Setting ambitious and achievable annual targets for the number and percentage of additional eligible children to be served during each year of the grant, and
- b) Incorporate in the plan

Ambitious expansion of the number of new slots in State Preschool Programs that meet the definition of high quality preschool program, and

Ambitious improvement of existing State Preschool Program slots to bring them to the level of a High Quality Preschool Program by extending programs from half-day to full-day; limiting class size and decreasing child to staff ratios; employing and compensating a teacher with a bachelor's degree; or providing comprehensive services.

Maryland's plan is ambitious in two ways:

- (1) It expands its prekindergarten program from an exclusively public school funded and operated prekindergarten program to a mixed delivery system which includes licensed child care, Head Start, and State approved nursery schools. The goal was set in 2006, when a legislative Task Force recommended that any public prekindergarten operated by a provider other than the local board of education must be in compliance with the State's prekindergarten regulations. The Task Force made recommendations for a unified system of publicly funded prekindergarten. As a result of that recommendation and subsequent legislative and public support for this notion, the Maryland plan for this grant exceeds the grant's definition for staff qualifications by setting the bar higher, whereby prekindergarten teachers funded by this grant must hold a State certification of teaching in early childhood education or enter into a residency program of the State's approved alternative preparation program. In general, the additional criteria for high quality preschool programs espoused by this grant are in line with the Task Force recommendation, but vary with the State's prekindergarten regulation in terms of the State's option of half- and full-day prekindergarten, and the intensity of on-site comprehensive services.

- (2) The gradual expansion of prekindergarten has brought divergent policies with regard to accessibility. Since 2007, access to public prekindergarten in public schools was set at income levels of 185% of poverty. With the passage of the Prekindergarten Expansion Act of 2014, access to prekindergarten funded by the State's expansion grant was set at 300% of poverty. And this grant program sets accessibility at 200% of poverty. As a result of these confounding eligibility requirements, the plan envisions to align the accessibility to 300% of poverty for all four-year olds enrolled in programs that participate in this grant by using State funds and starting in Year 3 of the grant.

Maryland's plan is achievable in two ways:

- (1) Over the past years, Maryland has developed an early childhood system that is capable to meeting the requirements of this grant. It developed a robust prekindergarten component to public schools' elementary education, continually increased its funding and codified it as a mandated program to create a Prek to Grade 12 education system, albeit without dedicated funding for prekindergarten. Almost 10 years ago, State law required the consolidation of all early childhood education services at MSDE with the intent to transform child care to become an early learning provider such as prekindergarten. The RTT-ELC helped Maryland to create a TQRIS, which met its three-year target in terms of program participation within only one year after launching it. Across the State, there is great interest and demand in program quality and in the overall cause of improving the school readiness skills in young children.
- (2) Maryland's Lt. Governor Anthony Brown launched a statewide campaign to expand prekindergarten in Maryland. He adopted the legislative report of the Task Force and MSDE's so-called Business Plan for Expanding Preschool. Through his influence, the Administration introduced legislation, known as the Prekindergarten Expansion Act of 2014, which fosters the notion of expanding access to prekindergarten as a public-private partnership. The bill was matched with a FY15 "down payment" of \$(b)(4) toward universal access to prekindergarten for all four-year olds by the end of this decade. He and the Governor consider the Federal Prekindergarten Expansion a critical element in meeting that goal.

Maryland's plan has five major goals.

- By December 2018, expand access per year to prekindergarten for an additional (b)(4) four-year olds from families with household incomes at or below 300% of the Federal Poverty Guidelines (FPG).
- By December 2018, improve the quality per year of prekindergarten for and additional (b)(4) four-year olds from families with household incomes at or below 300% of the Federal Poverty Guidelines (FPG).
- By December 2018, expand by 30 percent the number of Judy Centers in Maryland
- By December 2018, expand by 150 percent the number of community-based and Head Start programs that are capable of meeting the High Quality Preschool program criteria established by this grant.
- By December 2018, develop strategies to maintain and sustain the expansion of high quality prekindergarten by developing a long-term sustainability plan and amend the State's Prekindergarten Expansion Act to extend access to such programs for all four-year olds (See (5) below.)

Maryland's plan has the following goals and key activities.

Goal:

- By December 2018, expand access of prekindergarten for an additional (b)(4) four-year olds from families with household incomes at or below 300% of the Federal Poverty Guidelines (FPG).

Key activities:

- By April 1, 2015, MSDE will recruit a vendor to establish a system of coordinating recruitment of four-year olds whose families' income is at or below 200% of poverty.

- By June 1, 2015 and subsequent years through 2018, all subgrantees shall submit to MSDE an annual work plan, including information on recruitment and enrollment processes, key personnel, program improvement process, and budget.
- By September 1, 2015, MSDE's recruitment vendor will have recruited, at a minimum, 60% of the targeted new slots and worked with local school systems and community-based providers to coordinate enrollment of income-eligible four-year olds.
- By September 1, 2015 and each subsequent year through September 1, 2018, all subgrantees will have recruited and enrolled into new slots income-eligible four-year olds or identified income-eligible four-year olds for whom the quality of prekindergarten experience will be improved.
- By September 30, 2015 and each subsequent year through September 1, 2018, MSDE will verify the enrollment of income eligible four-year olds from all subgrantees and add the enrollment figures from community-based programs to the State's overall data management system for the assignment of a State student identifier through MSDE's Unique Student Identification System (USIS).
- By December 2015 and December 2016, expand access to high quality prekindergarten for (b)(4) four-year olds whose family incomes as at 200% of poverty.
- By December 2017, expand access to high quality prekindergarten for a total of (b)(4) additional four-year olds from families with incomes at or below 300% of poverty, thereby creating (b)(4) new slots for a total of (b)(4) new slots.
- By December 2018, expand access to high quality prekindergarten for a total of (b)(5) additional four year olds from families with incomes at or below 300% of poverty, thereby creating (b)(4) new slots for a grand total of (b)(4) new slots.

Goal:

- By December 2018, improve the quality of prekindergarten for an additional (b) four-year olds from families with household incomes at or below 300% of the Federal Poverty Guidelines (FPG).

Key activities:

- By April 1, 2015, MSDE will recruit a vendor to establish a system of coordinating recruitment of four-year olds whose families' income is at or below 200% of poverty.
- By June 1, 2015 and subsequent years through 2018, all subgrantees shall submit to MSDE an annual work plan, including information on recruitment and enrollment processes, key personnel, program improvement process, and budget.
- By September 1, 2015, MSDE's recruitment vendor will have recruited, at a minimum, 60% of the targeted new slots and worked with local school systems and community-based providers to coordinate enrollment of income-eligible four-year olds.
- By September 1, 2015 and each subsequent year through September 1, 2018, all subgrantees will have recruited and enrolled into new slots income-eligible four-year olds or identified income-eligible four-year olds for whom the quality of prekindergarten experience will be improved...
- By September 30, 2015 and each subsequent year through September 1, 2018, MSDE will verify the enrollment of income eligible four-year olds from all subgrantees and add the enrollment figures from community-based programs to the State's overall data management system for the assignment of a State student identifier through MSDE's Unique Student Identification System (USIS).
- By December 2015 and December 2016, improve the quality of high quality prekindergarten for (b)(4) four-year olds whose family incomes as at 200% of poverty.

- By December 2017, improve quality of high quality prekindergarten for a total of (b)(4) additional four-year olds from families with incomes at or below 300% of poverty, thereby creating (b)(4) improved slots for a total of (b)(4).
- By December 2018, expand access to high quality prekindergarten for a total of (b)(4) additional four year olds from families with incomes at or below 300% of poverty, thereby creating (b)(4) improved slots for a grand total of (b)(4).
- By September 30, 2017 and 2018, MSDE will verify the enrollment of the new cohort of income eligible four-year olds with incomes between 200% and 300% of poverty from all subgrantees and add the enrollment figures from community-based programs to the State's overall data management system for the assignment of a State student identifier through MSDE's Unique Student Identification System (USIS).

Goal:

- By December 2018, expand by 30 percent the number of Judy Centers in Maryland .

Key activities:

- By September 1, 2015 and through December 2018, improve the quality of prekindergarten sites that are enrolling, at a minimum, (b)(4) income-eligible children per site at 14 Title I elementary schools for a total of (b)(4) and by providing comprehensive services in accordance with the (b)(4) component standards of Judy Center Partnerships.

Goal:

- By December 2018, expand by 150 percent the number of community-based early childhood programs that are capable of meeting the High Quality Preschool program criteria established by this grant.

Key Activities:

- By September 1, 2015 and through December 2018, expand the creation of (b)(4) new slots and improve the quality of prekindergarten sites at community-based programs by extending (b)(4) half-day to full-day prekindergarten slots for income eligible four-year olds.
- By September 1, 2015 and through December 2018, expand the creation of (b)(4) new slots and improve the quality of prekindergarten sites at Head Start programs by extending (b)(4) half-day to full-day prekindergarten slots for income eligible four-year olds.
- By September 1, 2015 and through December 2018, improve the quality of prekindergarten sites at community-based programs which received State Prekindergarten expansion funds by improving the compensation for State certified teachers or providing comprehensive services impacting a total of (b)(4) prekindergarten slots for income eligible four-year olds.
- By January 1, 2017, MSDE will recruit (b)(4) qualified candidates to be enrolled in the Maryland Alternative Approved Preparation Program (MAAPP) for Early Childhood Education to pursue State certification in Early Childhood Education.
- By December 2018, MSDE will coordinate with community-based programs to place MAAPP completers in lead teacher positions as part of the completers' service agreement.²
- By December 2017, MSDE will complete modifications to the existing Kindergarten Readiness Assessment (KRA) to incorporate community-based programs and Head Start into the online assessment system.
- By September 1, 2015 and through December 2018, MSDE will coordinate with local school systems and community-based programs to place (b)(6) ReadingCorp tutors at (b)(6) Judy Centers in high-need communities in Baltimore City to assist prekindergarten teachers in improving the literacy skills among income-eligible prekindergarten students with special needs.

² The MAAPP is free of cost to the candidates and in return they commit to teaching preschoolers in community-based programs for a minimum of 2 years.

Appropriate financial resources to support the successful implementation of the plan

The table below indicates Fund resources for implementing the proposed plan in this application:

State Fiscal Year	FY16	FY17	FY18	FY19	
Funding Source	Year 1	Year 2	Year 3	Year 4	Totals
Federal Preschool Development-Expansion Grant (95% of grant funds)	\$14,250,000	\$14,250,000	\$14,250,000	\$14,250,000	\$57,000,000
State Fund Contribution:					
SB. 332 (Prek Expansion)	(b)(4)				
State Funds (differential between 200% and 300% poverty)*					
State Subtotal					
Local Contribution:					
LEAs					
Baltimore Community Foundation (5 Judy Centers)					
Total Funding					
Number of Federal Pre-K Slots			(Projections)	(Projections)	
New	(b)(4)				
Improved					
Pre-K Slot Total					

***Assumptions:**

- ✓ (b)(4) four year olds whose family income is between 200% and 300% of poverty.
- ✓ Year 3 calculations are for (b)(4) four year olds x \$ (b)(4) FD PreK.

- ✓ Year 4 calculations are for (b)(4) four year olds x \$ (b)(4) FD PreK.
- ✓ In Year 4 MSDE will cover the costs for (b) Judy Centers and BCPS the costs for (b) Judy Center

(5) The State, in coordination with the subgrantees, intends to sustain High Quality Preschool Programs after the grant period, including any Federal support that the State or each Subgrantee commits to contribute.

Goal:

- By December 2018, develop strategies to maintain and sustain the expansion of high quality prekindergarten by developing a plan and amend the State's Prekindergarten Expansion Act to extend access to such programs for all four-year olds.

Key activities:

- By July 1, 2015 and through December 2018, MSDE will recruit and employee four (4) education program specialists responsible for the program support and quality monitoring regarding the expansion of high quality prekindergarten. The staff will work closely with the quality assurance specialists responsible for program support and quality monitoring of, mainly, community-based programs in Maryland EXCELS.
- By July 1, 2015, MSDE will establish a Memorandum of Agreement (MOA) with the College of Education at the University of Maryland College Park, to conduct a longitudinal evaluation of the high quality prekindergarten on school readiness and third grade PARCC assessment outcomes in reading and math. The evaluation will be completed by December 2020.
- By July 1, 2015, MSDE will incorporate this grant program's goals and strategies when exploring funding strategies for universal prekindergarten as part of its Adequacy Study which is currently under contract by MSDE and includes a

legislative requirement to examine in its study the provision of prekindergarten in Maryland from families with different income levels.

- By December 2015, the Maryland State Board of Education will review proposed amendments to the current prekindergarten regulations (COMAR 13A.06.02).
- By July 1, 2017 and hereon, MSDE will include provisions for sustaining high quality prekindergarten expansion in its FY19 and subsequent budget requests that are based on the recommendations by the Adequacy Study.
- By January 2017, the Administration will introduce legislation to amend the Prekindergarten Expansion Act of 2014 to reflect the recommendations of the Adequacy Study or address the provisions of access to prekindergarten for families from different income levels in a comprehensive legislation.

Note: The Adequacy Study refers to the examining of the current State Aid funding formula, including the provisions of incorporating prekindergarten students into the enrollment-based education funding formulas originally enacted by the General Assembly in 2002.

E. Collaborating with Each Subgrantee and Ensuring Strong Partnership

(1) The roles and responsibilities of the State and Subgrantees in implementing the project

The roles and responsibilities are laid out in the draft Memorandum of Understanding (MOU) which has been reviewed by the Maryland Office of the Attorney General for legal sufficiency (see Appendix, Evidence, Section E.1). It will be signed by the participating Subgrantees within 90 days after receipt of grant award. As stated in the MOU, the roles and responsibilities for the subgrantees are:

- Implement a high-quality prekindergarten for four-year olds from families with household incomes of 200% of FPG as defined in Attachment 1 of this MOU and

within the Scope of Work provided by MSDE which is to be submitted to the U.S. Department of Education within 90 days after receipt of award;

- Conduct culturally and linguistically responsive outreach efforts to enroll eligible four-year olds, based on the terms of this MOU, no later than September 1, 2015;
- Actively participate in scheduled meetings and other events that are sponsored and organized by the State, the U.S. Department of Education, or the U.S. Department of health and Human Services;
- Participate in scheduled monitoring and evaluation activities with regard to the this grant program, including the submission to MSDE of relevant data such as student enrollment and attendance; and either
- Enter into a formal agreement with local boards of education, if applicable, to coordinate, at a minimum, services for children with disabilities, English learners, and the homeless; or
- Enter into a formal agreement with early childhood partners located in the attendance area of selected schools to establish comprehensive services in accordance with the Component Standards of a Judy Center Partnership.

MSDE will be responsible for the following:

- Award in a timely manner, but no later than July 1, 2015, and after final execution of this MOU, the specified grant amount;
- Provide technical assistance to each subgrantee to successfully implement a high-quality prekindergarten;
- Monitor each subgrantee at least once a year and evaluate its performance in accordance with the quality benchmarks for prekindergarten as defined in Attachment 1 (i.e., High Quality Preschool criteria);
- Manage all aspects of the subgrant, including any budget modifications, programmatic and fiscal reports submitted by the subgrantees.

(2) How the State plans to implement High Quality Preschool Programs, including the organizational capacity and existing infrastructure of the Subgrantee to provide

High Quality Preschool Programs, either directly or indirectly through an Early Learning Provider or Providers, and coordinate the delivery of High Quality Preschool Programs.

The Prekindergarten Expansion Act of 2014 defines the governance and oversight of high quality prekindergarten programs. There are two organizational components to the expansion:

- Expansion of prekindergarten, either for half-day, full-day, or integrated in the comprehensive services of Judy Centers at Title I schools, are under governance and oversight of each of the 24 local boards of education in Maryland. The program standards and other responsibilities by the local boards are defined in regulation which have been promulgated by the Maryland State Board of Education (COMAR 13A.06.02)
- Expansion of prekindergarten to community-based programs falls under the governance of MSDE in terms of fiscal and program accountability. That relation has been established in 2014 under a Prekindergarten Expansion Grant Program which defined the financing and performance standards for meeting the criteria of high quality prekindergarten which are almost identical with this grant's criteria with a few exceptions (see Section C.2.b.). MSDE requires that community-based programs complete a formal MOU with the local school system to establish agreements, at a minimum, in the following areas: (1) support for children with disabilities in community-based program; (2) support for English learners enrolled in community-based programs, and (3) establish procedures for successful transition into kindergarten.

(3) How will the State ensure that each Subgrantee minimizes local administrative costs.

MSDE will apply as indirect cost rate the flat rate of 10% as approved by the U.S. Department of Education, which will be applied to all community-based subgrantees. Each local school system will apply its negotiated indirect cost rate to this grant.

(4) How the State will ensure that each Subgrantee will monitor the Early Learning Providers to ensure they are delivering High Quality Preschool Programs.

The Prekindergarten Expansion Grant Program has established monitoring procedures which will be applied to community-based programs under this grant. It consists of:

- Mandatory orientation session on fiscal and reporting requirements for all participating community-based programs;
- Technical assistance visits in the fall of the program year with the focus on the performance standards, i.e., criteria for High Quality Preschools, and any identification regarding areas of improvement. The fiscal review in the fall consists of invoice verification (i.e., are programs spending the funds according to the approved plan and budget) and verification of enrollment of income eligible students. Any community-based program receiving more than \$100,000 of Federal funds fall under the State's annual auditing requirements.
- Scheduled monitoring visits in the winter and spring of the program year to determine if programs are on track to meet all High Quality Preschool performance standards. In case, standards are not met, MSDE establishes corrective action procedures which make continued funding under this grant contingent on improving the program and meeting the standards.
- Annual monitoring visits by MSDE staff to determine whether Level 5 programs have maintained the level of quality.

COMAR 13A.06.02 and MSDE monitoring procedures for prekindergarten in public schools will be implemented under this grant. They consist of:

- Compliance review with prekindergarten state regulations and review of administrative procedures established for the operation of prekindergarten (e.g., procedures for early admission of three year olds that miss the cut-off date, LEA regulations regarding enrollment, program review, and fiscal accountability). Fiscal review and auditing of prekindergarten are part of the standard LEA grant monitoring and auditing provisions.

- Review of the annual Local School System Master Plan in terms of plans to improve the early learning programs in public schools (see Section C.2.a) and review of prekindergarten as part of the SIG monitoring process for schools in school improvement.
- Provision of technical assistance and information sharing through semi-annual administrative briefings with the early learning supervisors from all 24 local school systems.

In addition to the existing standard procedures, MSDE will establish an agreement with the University of Maryland to conduct an evaluation which will include a parent satisfaction survey for all grant funded programs (See also C.2.a.).

(5) How State and Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, and leadership development.

Assessment: All prekindergarten students from LEA and community-based prekindergarten will be assessed on the new Kindergarten Readiness Assessment (KRA) which is part of the State's *Ready for Kindergarten (R4K) Early Childhood Comprehensive Assessment System*. All grant funded programs will have access to the formative assessment of the R4K, including professional development. In addition, Maryland will mandate developmental screening at licensed child facilities (including the grant funded community-based programs) by July 1, 2016. (Screening procedures in Head Start and public school programs already exist.)

Data sharing: In order to be compliant with FERPA, MSDE will amend its MOU's with community-based programs. Data sharing between LEAs and MSDE is governed by standard procedures and methods regarding all data migration, including prekindergarten information, from LEAs to MSDE.

Instructional tools: All community-based programs under this grant must implement either a:

- State-recommended curriculum (evidence);
- Local school system curriculum for prekindergarten; or
- Historically recognized preschool curriculum (i.e., Waldorf/Steiner, Montessori, or High Scope);

All prekindergarten in public schools must implement the local school system curriculum.

Family Engagement: As required under the Prekindergarten Expansion Act, all programs must implement family engagement strategies that are aligned with Maryland’s Family and Community Engagement Framework (see Appendix, Evidence, Section C)

Cross-sector and comprehensive services: The Judy Center services, at selected Title 1 schools and included in this grant program, offer comprehensive services defined by 12 component standards (see Appendix, Evidence, Section C). Examples of other statewide support services for four-year olds in Maryland (aside from the mandated services under IDEA, social services, or health services) are:

- Early Childhood Mental Health Consultation, including pediatric consultation;
- Positive Behavior Improvement Services (PBIS) in public schools;
- Service Linkages programs in public schools;
- Homevisiting Services;
- Public libraries outreach services (c.g., book mobiles, family centers)

Professional and Leadership Development: Maryland’s Framework on Workforce Competency and Standards includes core competencies which define the courses offered through the Trainer Approval Registry. In addition, MSDE offers the following professional and leadership programs:

- R4K Professional development for local school systems (started 2014 and replaced the Maryland Model for School Readiness PD program);

- R4K for community-based programs (scheduled to begin in the spring 2015);
- SEFEL Training;
- Annual series of Early Learning Academies (inviting school teams with community partners to develop closer collaboration);
- Semi-annual School Readiness Symposia (featuring national experts on cutting-edge research and topics for statewide leaders);
- Annual Research Forums (features researchers on topics to inform policymakers).

(6) How the State and subgrantees will coordinate, not supplant, the delivery of high quality preschool programs funded under this grant with existing preschool-aged children, including State Preschool Programs and services supported through Title I of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant (CCDBG).

The chart below depicts the major publicly funded programs. The shaded area indicated the impact on the system by this grant.

Public Kindergarten (cut-off Sept. 1)			
Sec 619	Prekindergarten Expansion (Preschool Development – Expansion Grant)		
	LEA Prekindergarten	Prek Expansion (Mixed delivery and State funded).	LEA Prek (Judy Centers)
	Sec 619 (for subgrantees)	Child Care	Nursery School

Part C	Head Start
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Maryland’s plan changes the existing system of prekindergarten in three ways:

- Build on the foundation of Maryland’s Prekindergarten Expansion Act of 2014 (which extended prekindergarten to licensed non-public programs under specific eligibility requirements)
- Increase families’ income eligibility from 185% to 300% of poverty for prekindergarten funded by the State and Federal Prekindergarten Expansion Grant Programs using a combination of Federal and State funds. (Mandated prekindergarten in public schools is still held at 185% of poverty.)
- Provide more seamless transition from Part C to publicly funded prekindergarten for children with disabilities (i.e., under the State policy of least restrictive environment regarding section 619 of Part b of IDEA).

The structure is in compliance with the “No Supplanting” rule as follows:

- Local school systems fund their current prekindergarten with a mix of local, State, and Federal funds, i.e., Title 1. Maryland does not have dedicated funding for prekindergarten. Local school systems have been advised that Federal Prekindergarten Expansion may only be used to supplement the current funding to meet the State’s prekindergarten mandate.
- The maintenance of effort regarding State prekindergarten expansion funds will remain. Federal expansion funds are designed to supplement the State program by adding new slots or improve (under the guidelines of this grant) existing slots, namely for families with household incomes between 185% to 200%.

- The maintenance of effort regarding State funded Judy Centers will remain. Federal expansion funds supplement Judy Centers by establishing satellite sites for a minimum of 45 prekindergarten students per site.
- Federally funded Head Start programs will add new slots or extend a half-day to a full-day slot for four-year olds in compliance with the grant's criteria regarding high quality preschool and families' income eligibility at 200% of poverty.
- Federal policy to enroll homeless four-year olds automatically, i.e., waiving income verification, will be enforced for all State and Federal funded prekindergarten.
- Child care subsidy CCDBG funds will supplement the Federal expansion grant by negotiating contracts with community-based programs, eligible for those funds, for so-called fringe hours, (i.e., one or two reimbursement units) before and after prekindergarten during the school year, and it will cover the costs in full during the summer break (i.e. three reimbursement units).
- The plan will include in Years 3 and 4 the use of State funds to increase the income eligibility from 200% to 300% for, at a minimum, (b)(4) families across all subgrantees.

(7) How the subgrantees will integrate, to the extent practicable, High Quality Preschool Programs for eligible children within economically diverse, inclusive setting, including those that serve children from families with incomes above 200% of poverty.

Maryland's policy of least restrictive environment will apply to the grant program's expansion. Community-based programs will be advised to place children in economically mixed settings, since all participating community-based subgrantees enroll preschoolers from diverse income groups. And the plan's four-year design includes the increase of the income eligibility from 200% to 300% of poverty.

(8) How the subgrantees will deliver High Quality Preschool Programs to eligible children, including eligible children who may be in need of additional supports, such

as those who have disabilities or developmental delays; who are English learners; who reside on “Indian lands” as the term is defined by Section 8013(7) of the ESEA; who are migrant; who are “homeless” as defined in Subtitle VII-B of the McKinney-Vinto Act; who are in the child welfare system; who reside in rural or tribal areas; who are from military families; and other children as identified by the State.

The table below depicts the children in need of additional supports and the plan’s strategies to address them.

Children who have/are...	Strategies
...disabilities or developmental delays	Inclusive practices for all subgrantees. Medically fragile children and those in need of therapeutic nurseries are enrolled with subgrantees that provide specialized support. Developmental screening, Early Childhood Mental Health, and extended IFSP.
...English learners	Extensive recruitment of Spanish speaking learners who, traditionally, have not accessed high quality preschool programs. Four-year olds in high-need communities with predominantly Hispanic population will be enrolled with subgrantees that provide specialized support.
...residing on “Indian lands”	N/A
...migrant	Extensive recruitment efforts for Maryland’s Eastern Shore into LEA prekindergarten or Head Start.
...homeless	Enforcement of Federal and State policy of guaranteeing automatic enrollment. Four-year olds in high-need communities with focus on homeless population will be enrolled with subgrantees that provide specialized support
...in the child	Extensive recruitment of four-year olds in highly impacted communities

Children who have/are...	Strategies
welfare system	(i.e., Baltimore City and sections of Prince George's Counties) in coordination with MSDE's Child Care Subsidy case management units.
...reside in rural areas	Solicited subgrantees from low-income rural areas (i.e., Allegany County and sections on Maryland's Eastern Shore).
...from military families	Andrews AFB, Patuxent Naval Air Station, Ft. Meade, and Aberdeen Proving Grounds are all in jurisdictions with expanded prekindergarten slots (i.e., Prince George's, St.Mary's, Anne Arundel, and Harford Counties)

(9) How the State will ensure the subgrantee implements culturally and linguistically responsive outreach and communication efforts to enroll children from families with eligible children, included isolated or hard-to-reach families, helps families build protective factors; and engages parents and families as decision-makers.

Outreach:

Many subgrantees raised concerns about the identification and recruitment of income-eligible families. In response, this plan includes the contracting of a vendor to assist subgrantees in the recruitment of income-eligible families and coordinate the enrollment of four-year olds with local school systems and community-based subgrantees. The vendor will have access to the Child Care Subsidy and the Kindergarten Assessment data bases which include relevant information of four-year olds in informal settings who would benefit from enrollment in high quality prekindergarten. The outreach also includes coordination with special advocacy and civic groups to identify homeless children and English learners.

Family Engagement:

As required under the State-funded Prekindergarten Expansion, all subgrantees must include in their work plan family and community engagement activities in alignment with *Maryland’s Early Childhood Family Engagement Framework*. The Framework lays out the family engagement goals and strategies that lead to improved school readiness outcomes.

(10) How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate, including a description of how the State will ensure that each Subgrantee complies with the following:

Maryland’s plan includes a monitoring process to determine if the subgrantees have met the annual High Quality Preschool performance standards. The table below depicts components of compliance and the tools available.

Components of Compliance	Tools
(a) Successful transitions from prekindergarten to kindergarten	Transition Plan as part of the MOU between community-based programs and local school systems. Articulation practices between LEA prekindergarten and kindergarten
(b) (i) Professional development on early learning standards, assessment, curricula, and family engagement	R4K professional development for Kindergarten Readiness Assessment and formative assessment delivered by MSDE. Preschool curriculum project funded by MSDE (i.e., requirement for subgrantees to select either State recommended curricula, LEA Prekindergarten curriculum, or Historically recognized curricula). <i>Maryland’s Early Childhood Family Engagement Framework</i> disseminated by MSDE. <i>Making Access Happen</i> for children with disabilities (i.e.,

Components of Compliance	Tools
	coaching model for community-based programs).
(c) (ii) Comprehensive Services	<p>Judy Center 12 component standards.</p> <p>School-based comprehensive services (e.g., PBIS, ESOL, Health services, PSTA, Child Find, Linkages to social services).</p> <p>Required screening services by licensed community-based subgrantees, family engagement aligned with <i>Maryland's Early Childhood Family Engagement Framework</i>.</p> <p>Child and Adult Care Food Program for all subgrantees.</p>
(b) (iii) Full inclusion	<p>State policy of least restrictive environments.</p> <p>Judy Center 12 component standards (requires inclusive practices).</p> <p>Eligible subgrantees by means of being published at Level 5 of Maryland EXCELS which requires inclusive practices.</p>
(b) (iv) Need of additional supports.	<p>Judy Center 12 component standards</p> <p>Selection of subgrantees with specialized services (medically fragile, therapeutic services, homeless, dual language learning) and subgrantees serving rural areas.</p>
(b) (v) Age appropriate facilities	<p>LEA prekindergarten meet State School Construction requirements for prekindergarten classrooms.</p> <p>Community-based subgrantees meet Maryland EXCELS Level 5 requirements for appropriate learning environments.</p>

Components of Compliance	Tools
(b) (vi) . Data sharing	Amendment to MOU between MSDE and subgrantees in compliance with FERPA and HIPAA.
(b) (vii) Utilizing community-based resources	Subgrantees will access existing infrastructure of preschool library services (facilitated by the Maryland Association of Library Administrators), family literacy programs such as <i>Reach Out and Read</i> (administered by the Maryland Academy of Pediatrics) and <i>Raising a Reader</i> (administered by MSDE), and arts education residency programs at selected sites (e.g., Baltimore City and Prince George’s County) as well as extension of arts education at LEA prekindergarten.

F. Alignment within a Birth through Third Grade Continuum

(1) For birth through age-five programs, these activities include:

(a) Coordinating with other early education and care programs and family child care service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth to age five and their families that expands families’ choices, facilitates or improves the access to programs and supports in their own communities, and engages all families with eligible children, including isolated or hard-to-reach families that might not otherwise participate.

The strategic approach to Maryland’s plan builds on the comprehensive systems development as implemented by the RTT-ELC. The key drivers for system stability and sustainability are:

- ***Establishing Maryland EXCELS as the state’s quality rating and improvement system.***
Voluntary participation in Maryland EXCELS applies to all early education and care

programs in Maryland. It offers five check levels of quality with Level 5 being the highest. At Level 1, programs must be in good standing with State licensing requirements. After slightly more than one year of implementation 48% of all licensed child care centers and 27% of all family child care providers are participating. While not all licensed programs will join Maryland EXCELS, MSDE has included in its proposed amendment to the Child Care Subsidy regulations a provision that child care subsidy will only be available to licensed child care programs that participate in Maryland EXCELS. It is anticipated that July 1, 2015 will be the effective date of this regulation. EXCELS also incorporates the program accreditation process, either facilitated through a national organization recognized by MSDE or MSDE's own program accreditation program for prekindergarten.

- The MOU between MSDE and all subgrantees includes a condition by which any subgrantee currently not participating in Maryland EXCELS, i.e., LEA prekindergarten subgrantees, subgrantees with a MSDE certified nursery schools, and State or nationally accredited community-based programs, is obligated to participate in Maryland EXCELS within 12 months, i.e., by July 1, 2016.
- Maryland EXCELS also creates an incentive for programs at check levels below 5 to engage in program quality improvement and reach check Level 5 in order to be eligible to receive funds under Maryland's Prekindergarten Expansion Program beyond the grant period and toward universal access to prekindergarten.

The rationale for establishing such a rigorous bar is as follows:

- Creating a publicly funded prekindergarten with early childhood education programs that can demonstrate the capacity to establish and maintain a high quality preschool program in accordance with Maryland's and this grant's criteria of High Quality Preschool Programs;
- Developing a service-delivery model which improves the choices for families with preschoolers and enhances young children's early learning opportunities before they start formal schooling;

- o Considering the State’s vital interest to invest its limited public resources in early childhood education programs with lower risks of failure.

As a result of this approach, Maryland EXCELS describes the coordination of early childhood education programs by standardizing the quality levels of all participating early learning providers and by including criteria that define specific practices in terms of early learning, family engagement, inclusion of children with disabilities, and updated business practices in administering the programs.

The challenge, however, lies in the recruitment of early education and care programs that currently lack the capacity to meet the lowest check level quality criteria. As part of the RTT-ELC, Maryland EXCELS established three types of supports for early learning providers in participating:

- o Johns Hopkins University – Center for Technology of Education, as the vendor supporting the online system, provides technical support in terms of guiding programs through the online enrollment process;
- o MSDE’s quality assurance specialists, serving 15 regions of the state, are the brokers for the quality improvement process, i.e., assisting programs to move from one check level to the next and to monitor the maintenance of quality; and
- o Regional Resource and Referral Centers, using an Early Childhood Breakthrough model, coach programs long-term on building the capacity to participate in Maryland EXCELS.

In August 2014, MSDE launched its campaign to inform families about Maryland EXCELS and its process of choosing high quality programs. Using posters at public transportation hubs and apps for smart phones, families will become more aware about their choices of high quality programs.

MSDE will highlight the establishment of expanded prekindergarten sites in their communities, especially targeting those in high-need communities. Through the online platform of Maryland

EXCELS, MSDE is in a strong position to enhance the recruitment efforts by this grant’s subgrantees and MSDE’s recruitment vendor.

- (b) **Ensuring that the provision of High Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five**

MSDE is trying to address two major concerns raised by community-based providers. They are:

➤ ***Competition with local school systems over recruitment of four-year olds***

Aside from recruiting income eligible four-year olds, MSDE recruitment vendor will also be charged for coordinating the recruitment for LEA and community-based prekindergarten slots based on availability and the needs of the families. As part of recruitment fairs in selected communities, families will be informed about the events and their best options of meeting their care and early education needs of their four-year olds. The local fairs will include participation of the school systems, Head Start, and the regional resource and referral agencies.

➤ **Changing a business model of sole tuition-based financing to public-private financing**

When Maryland extended its public prekindergarten program to community-based programs in early 2014, there was initial reluctance among many providers in accepting public funding. MSDE identified three “hot button” issues which are being addressed in this grant as follows:

Hot Button Issue	Remedy
Providers may not have the space to add new prekindergarten enrollees.	Some providers start out by adding “improved quality slots” or establish “new slots” for income eligible four year olds. (When assigning classrooms, this will have to be balanced with the local need of child care for

Hot Button Issue	Remedy
	children under four years of age.)
Significant differences among lead teacher qualifications, salaries, and benefits when adding a State certified teacher to the center staff.	Experience has shown that the integration is more effective when identifying certified teachers who had worked in community-based programs or recruitment of teachers who completed the MAAPP (applying the two-year service agreement.)
Changing the business model from a solely tuition-based financing to a public-private financing model, namely meeting the challenge of new programmatic and fiscal accountability requirements.	MSDE will draft an Administration Handbook and create a TA system with the Regional Child Care Resource and Referral Agencies, which are under contract with MSDE, to assist providers who are undergoing such a change.

(3) For kindergarten through third grade, these activities may include:

(a) Ensuring that eligible children are well-prepared for kindergarten

Maryland has had in place an early childhood education assessment and accountability system since 2001. The goal was and will be for children under five years to be prepared for kindergarten. The Maryland Model for School Readiness (MMSR) legacy system has been replaced with the Ready for Kindergarten (R4K) Early Childhood Comprehensive Assessment System. The system’s Kindergarten Readiness Assessment (KRA) is a school readiness measure and informs program and school district administrators about the degree to which entering kindergarteners, matriculating from a variety of early learning providers, are prepared for kindergarten. The system’s formative assessment component is designed for preschool teachers to continually assess their students and tailor the

curriculum to their specific needs. Since the formative assessment uses the same learning progressions as the KRA, prekindergarten teachers who teach the income-eligible, four-year olds under this grant will have the tools to monitor their students' progress toward the school readiness outcomes. In addition, the enhancements established under the RTT-ELC account for a comprehensive approach to supporting school readiness. (See in more detail Section C.)

- (b) Sustaining the educational and developmental gains of eligible children (i) promoting collaboration between preschool and kindergarten teachers; (ii) expanding access to full-day kindergarten; and (iii) increasing the percentage of children who are able to read and do math at grade level by the end of third grade; and (iv) sustaining a high level of family engagement as children move from High Quality Preschool Programs in the early elementary school years.**

Maryland requires all local school system to implement a MSDE approved annual Master Plan which includes provisions of improving early learning programs (based on the KRA results), emphasize the collaboration with community-based programs, and to track incoming kindergarteners reading and math skills by using a variety of diagnostic assessments. As part of the implementation of the RTTT, MSDE has instituted a formative assessment process for grades 1-12 and aligning it with the RTT-ELC funded R4K. While the details of this formative assessment process will still have to be worked out, it is scheduled to be fully implemented in public schools by September 2015. Applying the Maryland Longitudinal Data System (MLDS), it is feasible that Maryland will be able to establish metrics for groups of all incoming kindergarteners and track their performance on reading and math throughout the grades, including grade 3.

Maryland has had mandated full-day kindergarten since 2007. One lagging indicator of the effects of full-day kindergarten are the NAEP results for fourth graders in public schools. The

advantage gap between Maryland's and national average more than doubled between 2007 and 2013.

The RTT-ELC funded the development of *Maryland's Early Childhood Family Engagement Framework* in 2013. Since then, MSDE has assembled a working group to extend the Framework to grade 12 with an anticipated completion by the summer of 2015. The Framework is designed to offer family engagement policies and practices among early learning providers.

- (3) Taking steps to align, at a minimum (i) Child learning standards and expectations; (ii) teacher preparation, credentials, and workforce competencies; (iii) Comprehensive Early Learning Assessment Systems; (iv) Data Systems; and (v) Family Engagement strategies**

The following table provides the reference points to those items as they appear in this grant application.

Steps Enhancing Birth to Grade 3 Alignment	Referenced Section in Application
Child learning standards and expectations	C.1.a
Teacher preparation, credentials, and workforce competencies	C.1.e. and C.1.f.
Comprehensive Early Learning Assessment Systems	C.2.c. and C.3.
Data Systems	C.2.b.
Family engagement strategies	C.1.e. and E.9.

3 <http://nces.ed.gov/nationsreportcard/subject/publications/stt2013/pdf/2014465MD4.pdf>

Maryland’s public school system embraces the importance of early childhood education and views it as the foundation for school success. It, therefore, considers its system to be Prek to 12, with its consolidated governance structure that reinforces the alignment from birth to grade 12, and with a strong commitment to publicly funded prekindergarten.

G. Budget and Sustainability

The extent to which the budget narrative and budget tables demonstrate that the State will:

- (1) Use the funds from this grant and any matching contributions to serve the number of children described in its ambitious and achievable plan for each year, including using the funds for the projected per child costs for new and improved State Preschool Program slots that are reasonable and sufficient, and that the projected per child costs for new and improved State Preschool Program slots are reasonable and sufficient to ensure High-Quality Preschool Programs.**

The table below describes the budget narrative for the subgrants, i.e., 95 percent of the total grant amount, and the non-Federal match.

Budget Narrative for Subgrants Only

Subgrantee by type	New slots	Improved slots	Number of schools/p rograms	Rate	Annual Fund Amount	Total Grant Fund Amount
Federal Fund Request						
LEA Prekindergarten	556	564	33	\$7,344 (new) \$3,672 (improved slot)	\$6,154,272	\$24,617,088

Subgrantee by type	New slots	Improved slots	Number of schools/p rograms	Rate	Annual Fund Amount	Total Grant Fund Amount
Judy Center		630	14	45x\$3,672 per site	\$2,310,000	\$9,240,000
Community-based (incl. Head Start and rate adjustments for State funded CB programs)	654	413	42	Same as LEA Prek Rate adjustment of \$1,544 per child	\$5,785,728	\$23,142,912
Total Federal	1,210	1,578	89		\$14,500,000	\$57,000,000
Non-Federal Match						
State Prek Expansion (eligibility of 300% of poverty)	(b)(4)					
Year 3: Raising eligibility to 300% (b)(4)						
Year 4: Raising eligibility to 300% (b)(4)						
Total State						
Baltimore Community Foundation						

Subgrantee by type	New slots	Improved slots	Number of schools/programs	Rate	Annual Fund Amount	Total Grant Fund Amount
Baltimore City Public Schools (BCPS)	(b)(4)					
Literacy Lab						
Total Other						
Grand total Federal						\$57,000,000
Grand total State and Other						(b)(4)

The table below describes the budget narrative for 5 percent of the funds for State Preschool Program infrastructure and quality improvement.

Budget Narrative (See Budget Table I-1: Budget Summary by Budget Category)

Budget Category	Description
Grant Administration (5% of total funds)	
Personnel	Recruitment of 4.0 FTE at an average cost of \$75,000 each. The four contractual employees will be responsible for supporting the expansion of prekindergarten regarding three performance areas: <ul style="list-style-type: none"> • Development of procedural and TA guidelines for

Budget Category	Description
	<p>implementation;</p> <ul style="list-style-type: none"> • Providing TA to all prekindergarten sites funded under this grant; • Monitor the implementation of prekindergarten in accordance with establishing monitoring protocols. <p>The four Prekindergarten Monitors will be supervised by the Branch Chief of Early Learning within MSDE's Division of Early Childhood Development.</p> <p>The recruitment of the four employees will take place during the first six months of the grant implementation. The amount of \$150,000 reflects 6 months employment in Year 1 of the grant. The adjustments in Years 3 and 4 represent a 3% increase per year.</p>
Fringe Benefits: FICA contribution and unemployment compensation	Required contributions for contractual employees, i.e., employees receive an hourly wage, unemployment insurance and FICA/Medicare subsidy, but no other State paid benefits.
Travel	Travel for 4 employees to prekindergarten sites across the State. Accrual based on 178 miles @ \$0.56/mile per employee per month. Travel is required by the four Prekindergarten Monitors to visit the prekindergarten sites in order to conduct the TA and monitoring.
Computer and office equipment	Office work stations for 4 employees at a cost of : \$3,583 per cubicle work station x 4 employees \$1,774 per computer equipment x 4 employees MSDE defines a workstation as a work area assigned to one employee and equipped with a telephone and a computer as well as other electronic equipment as needed. Work stations get inventoried at MSDE.

Budget Category	Description
Office Supplies	MSDE standard of \$522 per employee x 4 employees. Office supplies include copy paper, folders, binders, writing utensils, training materials, and cartridges for copiers.
Contractual	<p>Contracts and subgrants include:</p> <p>\$ 180,000 (Year 3) to The New Teacher Project (TNTP) providing technical support for the implementation of one cohort of 30 teacher candidates to complete the program with a Professional Equivalency Certificate, i.e., State teacher certification. MSDE will amend the current grant agreement with TNTP;</p> <p>\$ 188,143.34 (Year 4) to the current vendor, Johns Hopkins University- Center for Technology in Education, for the modifications, hosting, and maintenance of including enrollment of new grant-funded prekindergarten sites into the existing Ready Four Kindergarten (R4K) Early Childhood Comprehensive Assessment System. MSDE will amend the current grant agreement with JHU-CTE;</p> <p>\$200,000 (Year 1) to a vendor to be determined charged with supporting the recruitment of income eligible four-year olds to grant-funded prekindergarten sites. RFP will be issued to solicit competitive bids from qualified vendors;</p> <p>\$460,000 (Years 1-4) to the College of Education at the University of Maryland – College Park for conducting a longitudinal study on the effects of prekindergarten on academic outcomes. The break out by year is as follows: Year 1: \$180,000; Year 2: \$231,428.35; Year 3: \$36,160.46 Year 4: \$12,411.19.</p> <p>MSDE will establish a Memorandum of Understanding (MOU) with the University of Maryland in accordance with State</p>

Budget Category	Description
	<p>procurement laws.</p> <p>\$75,000 for 5 Reading Corp tutors, co-sponsored by Literacy Lab for 4 years for a total of \$300,000. The tutors will be assigned to 5 grant-funded Judy Centers in Baltimore City. MSDE will enter into a MOU with Baltimore City Public Schools and the Literacy Lab.</p> <p>All contracts and grant agreements will follow State procurement laws and procedures.</p>
Other Costs	<p>The following MSDE budget standards comprise other costs:</p> <p>Rental for office space for 4.0 FTEs: \$15,491 per year</p> <p>Phone: \$2,036 per year</p> <p>Postage: \$2,616 per year</p> <p>Web Page Reserve: \$464 per year</p> <p>General Printing: \$2,472 per year</p> <p>Insurance: \$184 per year</p>
Funds from Other Sources	
Baltimore Community Foundation (BCF)	(b)(4)
Baltimore City Public Schools	
Literacy Lab	
Prekindergarten Expansion Grant (State Funds)	
State Match	

Budget Category	Description
	(b)(4)

(2)Coordinate the use of existing funds from Federal sources that support early learning and development such as Title 1 of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, The Head Start Act, and the Child Care and Development Block Grant Act of 1990, and state, private, local, foundation, or other private funding sources for activities and services that help expand High Quality Preschool programs.

MSDE’s Division of Early Childhood Education will take the lead in implementing the grant. The division was created in 2005 as part of consolidating all early childhood programs within MSDE. The division, with a budget of \$(b)(4) in FY15, has full control of the CCDF, Head Start supplemental funds, the State-funded Judith P. Hoyer Early Care and Education Enhancement Program, and other State grant programs, including the State-funded Prekindergarten Expansion Grant. It has (b) FTEs and monitors the implementation of prekindergarten in public schools. It joins forces with other divisions within MSDE as required, such as special education/early intervention services, Title I and Homeless Services, the CACFP, teacher certification, instruction, data management, and assessment. Decision-making and coordination regarding joint funding occurs at the LEA level and at the MSDE level.

(3)Sustain the High-Quality Preschool Programs supported by this grant after the grant period ends to ensure that the number and percentage of Eligible Children with access to High-Quality Preschool Programs in the State will be maintained and expanded, including to additional High-Need Communities.

Several conditions fostering the expansion of high quality prekindergarten will remain in place beyond the grant period.

- Local school systems will continue to provide prekindergarten under the current legislative mandate; and
- Maryland EXCELS will increase the number of high quality programs that are published at Level 5.

As outlined in Section D.5., MSDE will initiate the following to sustain High-Quality Preschool Programs before the end of the grant period :

- MSDE will include provisions for sustaining high quality prekindergarten expansion in its FY19 and subsequent budget requests that are based on the recommendations by the Adequacy Study.
- MSDE will request from the Governor and its Administration to introduce legislation to amend the Prekindergarten Expansion Act of 2014 to reflect the recommendations of the Adequacy Study or address the provisions of access to prekindergarten for families from different income levels in a comprehensive legislation.

Note: The Adequacy Study refers to the examining of the current State Aid funding formula, including the provisions of incorporating prekindergarten students into the enrollment-based education funding formulas originally enacted by the General Assembly in 2002.

Federal Prekindergarten Expansion Grant Appendix

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5	●Ready for Kindergarten: A Strong Start for the Future	A.5
5	Letters of Support: ●Dr. Lillian M. Lowery, Ed.D., State Superintendent of Schools ●University of Maryland ●Baltimore Community Foundation ●Early Childhood Advisory Councils ● Local Education Agency Letters ●Community Based Program Letters	A.6 & D.
8	●Maryland Early Learning Standards Birth- 8 Years	B.1
9	●Prekindergarten Expansion Act of 2014 ●COMAR 13A.06.02 Prekindergarten Programs	B.3
12	●Draft Bylaws of the Maryland State Early Childhood Advisory Council	B.5
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31	●Maryland's Reform Plan Bridge to Excellence in Public Schools 2014 ●MSDE Priority/School Improvement Grant (SIG) Monitoring Protocol ●12 Component Standards for Judy Centers ●Maryland EXCELS Published Program Monitoring Report	C.2.a

	<ul style="list-style-type: none"> ●Maryland EXCELS Statewide Participation & Publication Rates (September 2014) 	
38	<ul style="list-style-type: none"> ●<i>Ensuring A Sound Start</i>, MMSR, 2013-2014, Maryland Full School Readiness Data by Prior Care Settings ●Kindergarten Readiness Assessment Common Language Standards by domain of learning 	C.2.c & C.3
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A.4 Documentation of the structural elements in the definition of High-Quality Preschool Program

ATTACHMENT 1

Definition of a High Quality Prekindergarten Program

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—

- (a) High staff qualifications, including a teacher holding a State certification for teaching in early childhood education or a bachelor's degree in any field pursuing residency through the Maryland Approved Alternative Preparation Program (MAAPP), a State-approved alternate pathway, which includes coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, as well as teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities; Show citation box
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

A.5 Set of expectations of school readiness

Ready for Kindergarten

A STRONG START FOR THE FUTURE

School readiness—the ability to successfully do kindergarten work—is essential for all children. Children who enter school with high levels of readiness are more likely to succeed academically throughout their school careers, as well as later in life. In fact, by age 2, children who received high-quality early learning experiences have significantly better language and math skills and are more likely to attend a four-year college.

School readiness gives children a strong start for their futures, but it does not begin in preschool or kindergarten. It begins at birth. Research indicates that early experiences have a profound effect on the brain's development. Children's early years are the most important in shaping their formative growth and learning abilities.



BUILDING A FIRM FOUNDATION

Maryland is committed to creating a world-class education system that prepares students for college and career success in the 21st century. Early education is an integral part of this vision.

Because the State recognizes that the skills children develop before age five are so critical to later success, Maryland has made substantial investments over the past three decades in the early care and education system – developing policies, programs, interventions, and resources to benefit young children.

Beginning with the implementation of the 1989 Sondheim Commission recommendations and continuing through the Maryland General Assembly's passage of The Bridge to Excellence in Public Schools Act during its 2002 session, this first wave of investments yielded:

- **Developing a Strong Early Learning Framework.** This nationally-recognized early learning framework included a kindergarten assessment system, K-12 instruction, professional development, and family communications. Maryland is one of the few states that assess 100% of kindergarteners attending its public schools. The data are used by a variety of stakeholders to track outcomes for young children; guide programs and policies, shape curricula, inform teachers and families; and, most importantly, support individualized classroom instruction.
 - **Expanding Early Learning Opportunities.** Today, all Maryland children (over 67,000 students or approximately 90% of all age-eligible children) attend full-day kindergarten, obtaining important foundational skills that are essential for school success.
 - **Engaging Families and Communities.** for all children with significant risk factors. Since 2001-2002, the number of children served in PreK programs grew by 30%. This year, 26,503 four- and five-year-olds are enrolled in state-funded PreK programs (about 36% of all 4-year-olds). PreK investments by the State and local school systems have steadily increased since 2007.
- **A STRONG GOVERNANCE INFRASTRUCTURE** To build on statewide efforts, 24 Local Early Childhood Advisory Councils (LECACs) developed customized jurisdictional plans that meet their early childhood needs. All plans are aligned with the State's RTT-ELC strategies.
 - **AN EXPANDED EARLY LEARNING FRAMEWORK** – including guidelines for children under four years of age and content standards for PreK and kindergarten – as an integral part of the Maryland State PreK-12 curriculum.
 - **AN INTERACTIVE GUIDE TO EARLY CHILDHOOD PEDAGOGY** will provide guidance to early childhood educators in how to support young learners to meet more challenging curricular standards.
 - **A STRONGER EARLY CARE & EDUCATION WORKFORCE.** Maryland supports the early education workforce by promoting higher program standards in key early care and education areas.
 - **Accrediting and credentialing more programs and professionals.** MSDE recognizes and supports family providers, center-based and public school child care programs (Judy Centers, Head Start, PreK, etc.) and before-/after-school programs that meet or exceed evidence-based criteria of quality. Maryland dramatically increased the number of early educators participating in the Maryland Child Care Credential Program – a 1,739% increase since 2002 to 6,582 participants in 2013. The number of accredited early care and education programs and family child care homes nearly doubled since 2002 to 868 in 2013. Since its statewide launch in July 2013, Maryland's EXcellence Counts in Early Learning & School-age child care (EXCELS) – a voluntary tiered quality rating and improvement system – saw 1,888 participating programs.
 - **Providing Comprehensive Services.** Maryland's Judy Centers – a public-private partnership that provides comprehensive educational and family support services for children birth through kindergarten – now serve nearly 13,000 children in 43 Title I elementary school zones across Maryland.
 - **ENGAGED FAMILIES AND COMMUNITIES.** Reaching out to and working with parents, families and community members is key to improving school readiness. Maryland's Family Engagement Coalition developed a framework for how families can become engaged in learning, parenting and self-sufficiency.

Our initial success was validated with the award of a federal Race to the Top grant in 2010 and the Race to the Top – Early Learning Challenge (RTT-ELC) grant in 2012. These grants enabled Maryland to create a strong and dynamic statewide system from birth to 12th grade that includes:

These are just some of the many investments to date that target early care and education and elevated school readiness in Maryland.

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WHY IS ASSESSMENT IMPORTANT?

Understanding children's developmental characteristics as they enter school, and the types of early experiences that are linked to school success, is vital to all of Maryland's education stakeholders, including early care and education professionals, teachers, policymakers, community leaders, and families, among others. Assessing students at the start of kindergarten is one way to understand children's individual developmental strengths and challenges. It can also help stakeholders strategically address the preparedness of all children for the challenges of subsequent grades.

Maryland is at the forward edge of a movement to address the need for methodologically sound systems for assessing and strengthening school readiness.

HOW DOES R4K DIFFER FROM THE MMSR?

Where the MMSR focused on kindergarten readiness, R4K is an assessment system for all children, 36 to 72 months (3 to 6 years old). It looks at learning progressions (knowledge, skills, and abilities) of children over time. It defines specific learning progressions at various intervals for each developmental domain. These learning progressions describe the pathway that children typically follow as they learn or the sequence in which knowledge and skills develop.

R4K builds on the strengths of the MMSR, namely observations and portfolios of children's work, and incorporates both direct and performance-based assessments. It includes child-friendly technologies, such as touch screen technology and the Internet, to make the activities as appealing as possible to young children.

Teachers also have flexibility about when they carry out the KRA assessment, as long as it is implemented between the first day of kindergarten and the end of October.

HOW WILL THE NEW KRA IMPACT SCHOOL READINESS SCORES?

We can not accurately predict the future impact of R4K on the school readiness scores of Maryland kindergarteners. Due to the higher standards of the new Statewide curriculum, it is possible that readiness scores will show short-term changes. Increasing what we expect young children to know and do in today's world – as we must – may have a temporary effect on student assessment scores and school readiness levels. We can expect, however, that this necessary investment in children's early learning will reward them, and ultimately all of us, as they show greater success in school.

Developed by

ready five

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ON THE HORIZON

Our Race to the Top efforts have already lifted Maryland's preparedness for future challenges, such as closing the school readiness gaps and providing equal access to quality learning opportunities for all children. The State has made a major commitment toward meeting these challenges by taking a universal approach to educational quality:

- Universal PreK, as envisioned, will ensure that all 4-year-old children have access to a high-quality, public, prekindergarten experience – in schools and in the community.
- A strengthened early care & education workforce is essential to further raise levels of school readiness.
- Early Head Start and child care partnerships, as well as the expansion of home visiting, can provide additional high-quality learning programs for children from birth to age three.
- Innovative early childhood investment strategies, such as public-private partnerships and self-sustaining community involvement, can stimulate action at the local and programmatic levels.

**B.1 Executive summary or brief description of the State's
Early Learning & Development Standards, including how
the definition is met**

Maryland Early Learning Standards

(Birth-8 years)

Alignment of

Healthy Beginnings

and

Maryland College and Career Ready Standards

Draft: August 2014



Maryland Early Learning Standards Executive Summary

Early learning standards define the key aspects of development and learning that are the foundation for a child's school and life-long success. By outlining the expectations for what children should know and be able to do at different ages of early childhood, these standards represent the developmental and learning goals that early childhood administrators and educators strive to meet for the children they serve. While the progress of children toward the standards will vary depending on a variety of factors, the standards act as a guide for the pedagogical and programmatic decisions of early childhood programs and providers. Decisions related to curriculum, assessment, professional development and family engagement, among others, should be made with child progress toward the standards in mind.

For early childhood programs in Maryland, expectations are defined by a set of early learning standards that came from two sources: These are Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age and the Maryland College and Career-Ready Standards for PreK-12

Healthy Beginnings was developed by the Maryland Department of Education and provides early learning standards for children birth through three-years-old. The document is intended for use by families or early childhood practitioners living or working with infants or very young children. (i.e., end of age four). **The Maryland College and Career-Ready Standards** were developed by the Maryland Department of Education to align to the K-12 Common Core standards that were adopted in 2010. The Maryland Early Learning Standards document includes the Prekindergarten-Grade 2 portion of the College and Career-Ready Standards.

In 2003, to help providers navigate the different standards, the Maryland Department of Education created a standards alignment document. The document was developed to illustrate that there was in fact strong commonality among the standards, and created a common frame of reference so providers could work collaboratively with families to meet expectations regardless of the funding stream or program setting. Since the creation of that document, however, new versions of two of the standards documents have been published. Healthy Beginnings replaced the Maryland Guidelines for Healthy Child Development and Care for Young Children, and the Maryland College and Career-Ready Standards replaced the Common Core Frameworks and the State Curriculum.

The full document provides an updated alignment based on the most recent versions of these early learning standards. The goal of this Executive Summary document is to provide examples from the standards in each of the seven content areas.

The seven areas include:

Language and Literacy

Mathematics

Social Foundations

Science

Social Studies

Physical Development and Health

Fine Arts

Maryland Early Learning Standards (Birth-8 years)

Domain: Social Foundations Strand: Approaches to Learning & Executive Functioning Standard: Cognitive Flexibility						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Interact with other children.	Share feelings through talking and pretend play.	<p>A. Can flexibly apply rules to games and behavior.</p> <p>1. Can take on a character in pretend play and sustain this role consistently for approximately 5-10 minutes with adult modeling and support.</p> <p>2. Can enjoy games with rules and follow the rules some of the time.</p> <p>3. Can learn to follow different rules in different contexts and can do so with reminders (e.g., use indoor voices indoors but not outdoors).</p>	<p>A. Can flexibly apply rules to games and behavior.</p> <p>1. Can independently sustain a character in pretend play for 10 minutes or longer.</p> <p>2. Can switch roles in dramatic play.</p> <p>3. Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying).</p>	<p>A. Can flexibly apply rules to games and behavior.</p> <p>1. Sustains roles in pretend play independently and negotiates the roles.</p> <p>2. Can change roles easily during the play if necessary or desired.</p> <p>3. Become skilled at games like Simon Says that require the child to follow two different rules and can shift rules without direct prompting.</p>		

Maryland Early Learning Standards (Birth-8 years)

<p>Domain: Language & Literacy Strand: Reading Literature Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., repeat repetitive phrases from a story).	Show comprehension by demonstrating understanding of text during and after reading (e.g., answer simple questions about a story).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a story is about).	A. Key Ideas & Details RL.1: With modeling and prompting, answer questions about details in a text.	A. Key Ideas & Details RL.1: With prompting and support, ask and answer questions about key details in a text.	A. Key Ideas & Details RL.1: Ask and answer questions about key details in a text.	A. Key Ideas & Details RL.1: Ask and answer such questions as who, what, where, when, and how to demonstrate understanding in a text.

Maryland Early Learning Standards (Birth-8 years)

Domain: Mathematics Strand: Counting and Cardinality Standard: Count to tell the number of objects.	1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
	<p>Show beginning interest in quantity and number relationships (e.g., complain that a friend has more orange slices than he does).</p>	<p>Show beginning interest in numerals and counting (e.g., proudly show that he can count three objects, count the name cards to see if there is room for him in a given play center where only four children may play at a time).</p>	<p>A. Count to tell the number of objects.</p> <p>CC.4: Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality.</p>	<p>A. Count to tell the number of objects.</p> <p>PK.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>PK.CC.4b: Recognize that the last number name said tells the number of objects counted.</p>	<p>A. Count to tell the number of objects.</p> <p>K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4b: Understand that the last number name said tells the number of objects.</p>		

Maryland Early Learning Standards (Birth-8 years)

Domain: Science Strand: Skills & Processes Standard: Students will demonstrate the thinking and acting inherent in the practice of science.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
<p>Begin to understand rules and routines.</p> <p>Use objects and toys more purposefully, exploring cause and effect relationships.</p> <p>Look at the correct picture or object when it is named.</p>	<p>Explore new ways to do things.</p> <p>Explore new ways to do things.</p> <p>Seek information through observation, exploration and descriptive</p>	<p>Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects.</p> <p>Use more advanced problem solving skills, testing his understanding and ideas in real situations.</p> <p>Seek information through observation, exploration and descriptive</p>	<p>A. Constructing Knowledge</p> <p>1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>a. Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens.</p> <p>b. Seek information through reading, observation, exploration, and investigations.</p>	<p>A. Constructing Knowledge</p> <p>1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>a. Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens.</p> <p>b. Seek information through reading, observation, exploration, and investigations.</p>	<p>A. Constructing Knowledge</p> <p>1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>a. Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens.</p> <p>b. Seek information through reading, observation, exploration, and investigations.</p>	<p>A. Constructing Knowledge</p> <p>1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>a. Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens.</p> <p>b. Seek information through reading, observation, exploration, and investigations.</p>

Maryland Early Learning Standards

(Birth-8 years)

Domain: Social Studies Strand: Peoples of the Nation and the World Standard: Students will understand how people in Maryland, the United States and around the world are alike and different.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			<p>A. Elements of Culture</p> <p>1. Identify themselves as individuals and members of families that have the same human needs as others</p> <p>a. Identify the members of their families and the ways that they meet their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music</p>	<p>A. Elements of Culture</p> <p>1. Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs</p> <p>a. Use experiences, such as class trips, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories</p>	<p>A. Elements of Culture</p> <p>1. Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community</p> <p>a. Observe and describe ways people in their school and community meet human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories</p>	<p>A. Elements of Culture</p> <p>1. Analyze elements of two different cultures and how each meets their human needs and contributes to the community</p> <p>a. Use fiction and non-fiction to compare the elements of two different cultures, and how they meet their human needs for food, shelter, and other commonalities such as recreation, music, and stories</p>

Maryland Early Learning Standards

(Birth-8 years)

Domain: Physical Education Strand: Skillfulness Standard: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
<p>Move constantly, showing increasing large muscle control.</p>	<p>Use his whole body to develop spatial awareness.</p>	<p>Move with confidence and stability, coordinating movements to accomplish simple tasks.</p>	<p>A. Fundamental Movement 1.Show fundamental movement skills.</p> <p>B.Creative Movement 1. Show creative movement.</p> <p>C.Skill Themes 1. Show skill themes.</p>	<p>A. Fundamental Movement 1. Show fundamental movement skills.</p> <p>B.Creative Movement 1. Show creative movement.</p> <p>C.Skill Themes 1.Show skill themes.</p>	<p>A. Fundamental Movement 1. Show fundamental movement skills.</p> <p>B.Creative Movement 1.Show creative movement.</p> <p>C.Skill Themes 1. Show skill themes.</p>	<p>A. Fundamental Movement 1.Show fundamental movement skills.</p> <p>B.Creative Movement 1. Show creative movement.</p> <p>C.Skill Themes 1. Show skill themes.</p>

B.3 Evidence of enacted & pending legislation, policies, or practices

Chapter 2

(Senate Bill 332)

AN ACT concerning

Prekindergarten Expansion Act of 2014

FOR the purpose of expanding prekindergarten services to certain 4-year-old children; altering the name of the Judith P. Hoyer Early Child Care and Childhood Education Enhancement Program; changing the name of a certain grant; establishing a Preschool Services Grant; authorizing the Department of Education to distribute a certain grant to be used for a certain purpose; requiring certain providers to obtain accreditation by a certain date; requiring the Department to establish certain procedures for certain grants; requiring certain recipients of certain grants to perform certain duties; requiring the Department to conduct a certain evaluation; requiring a certain report by a certain date; establishing the Prekindergarten Expansion Grant Program; identifying the purpose of the Program; requiring the Department to administer the Program; requiring the Program to be a competitive grant program for certain providers; requiring the Department to take measures to achieve geographic diversity among certain vendors; establishing certain criteria for priority consideration to participate in the Program; establishing certain uses for grant funds; authorizing the Department to establish certain policies and procedures and additional eligibility criteria for certain purposes; requiring a certain qualified vendor to receive a grant in a certain year under certain circumstances; requiring funds for the Program to be as provided in a certain budget; requiring certain vendors to certify certain information prior to receiving a certain grant; authorizing the Governor to provide funds for certain purposes; requiring a certain funding level to be maintained if funds are provided in the budget; prohibiting certain uses of funds; requiring the Department to perform certain functions; establishing the Prekindergarten Expansion Fund as a special, nonlapsing fund; specifying the purpose of the Fund; requiring the Department to administer the Fund; requiring the State Treasurer to hold the Fund and the Comptroller to account for the Fund; specifying the contents of the Fund; specifying the purpose for which the Fund may be used; providing for the investment of money in and expenditures from the Fund; requiring the Department to make a certain report to the General Assembly on or before a certain date annually; exempting a certain fund from a certain provision of law; defining certain terms; requiring a certain study to include certain information and certain findings; requiring a certain study and a certain plan to be submitted by a certain date; and generally relating to the Prekindergarten Expansion Grant Program.

BY repealing and reenacting, with amendments,

Article – Education
Section 5–217
Annotated Code of Maryland
(2008 Replacement Volume and 2013 Supplement)

BY repealing and reenacting, without amendments,
Article – Education
Section 7–101.1
Annotated Code of Maryland
(2008 Replacement Volume and 2013 Supplement)

BY adding to
Article – Education
Section 7–101.2
Annotated Code of Maryland
(2008 Replacement Volume and 2013 Supplement)

BY repealing and reenacting, without amendments,
Article – State Finance and Procurement
Section 6–226(a)(1) and (2)(i)
Annotated Code of Maryland
(2009 Replacement Volume and 2013 Supplement)

BY repealing and reenacting, with amendments,
Article – State Finance and Procurement
Section 6–226(a)(2)(ii)76. and 77.
Annotated Code of Maryland
(2009 Replacement Volume and 2013 Supplement)

BY adding to
Article – State Finance and Procurement
Section 6–226(a)(2)(ii)78.
Annotated Code of Maryland
(2009 Replacement Volume and 2013 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Article – Education

5–217.

- (a) (1) In this section the following words have the meanings indicated.

(2) "Accreditation" means the determination that a program meets quality standards defined by the accrediting agency beyond State child care regulations.

(3) "Accrediting agency" means a State agency or national organization that has developed a recognized accrediting process.

(4) "Credentialing" means the process through which an individual is awarded a professional certificate based on education and experience.

(5) "Early [Child Care and] CHILDHOOD Education Enhancement Grant" means a grant that is distributed under subsection [(e)] (E-1) of this section.

(6) "Full day" means a period of time during the day that:

(i) Meets the needs of families; and

(ii) Is not less than 7 hours or more than 12 hours per day.

(7) "Judy Center" means a site where comprehensive early [child care and] CHILDHOOD education services are provided to young children and their families for the purpose of promoting school readiness through collaboration with participating agencies and programs.

(8) "Judy Center Grant" means a grant that is distributed under subsection (d) of this section.

(9) "Local management board" means a local management board as defined under § 8-101(l) of the Human Services Article.

(10) "Participating agencies and programs" includes:

(i) Public prekindergarten and kindergarten programs;

(ii) Head Start programs;

(iii) Family literacy programs and services;

(iv) Local infants and toddlers programs;

(v) Child care centers and family child care homes;

(vi) Family support centers;

(vii) Healthy family sites;

- (viii) Parent involvement programs;
- (ix) Early childhood programs affiliated with institutions of higher education; and
- (x) Other home visiting, community health, family support services, and child care resource and referral agencies.

(11) "PRESCHOOL SERVICES GRANT" MEANS A GRANT THAT IS DISTRIBUTED UNDER SUBSECTION (E) OF THIS SECTION.

~~[(11)]~~ **(12) "Program" means the Judith P. Hoyer Early [Child Care and] CHILDHOOD Education Enhancement Program established under this section.**

(b) **(1) There is a Judith P. Hoyer Early [Child Care and] CHILDHOOD Education Enhancement Program in the Department.**

(2) The purpose of the Program is to promote school readiness through the development and expansion of collaborative approaches to the delivery of high quality, comprehensive, full-day early [child care and] CHILDHOOD education programs and family support services.

- (c) **(1) The Program shall be funded as provided in the State budget.**
- (2) Funds that are allocated to the Program in the State budget may be used:**
 - (i) To cover the costs incurred by the Department in implementing and administering the Program;**
 - (ii) For Judy Center Grants, as provided under subsection (d) of this section;**

(III) FOR PRESCHOOL SERVICES GRANTS, AS PROVIDED UNDER SUBSECTION (E) OF THIS SECTION;

~~[(iii)]~~ **(IV) For Early [Child Care and] CHILDHOOD Education Enhancement Grants, as provided under subsection [(e)] (E-1) of this section; and**

~~[(iv)]~~ **(V) To fund the statewide implementation of the Department's Early Childhood Assessment System, as provided under subsection (f) of this section.**

(d) The Department may distribute a Judy Center Grant to a county board if the county board submits an application to the Department that includes:

(1) A memorandum of understanding between the county board, the participating agencies and programs, and, in the discretion of the county board, the local management board that includes:

(i) The terms of the collaboration to be undertaken by the county board, the participating agencies and programs, and, if applicable, the local management board, including the roles and responsibilities of each of these entities; and

(ii) A plan for establishing ongoing communication between private service providers and public school early education programs; and

(2) Documentation that shows that:

(i) The Department's Early Childhood Assessment System will be implemented at the Center;

(ii) All participating agencies and programs that provide early [child care and] CHILDHOOD education services through the Center have voluntarily obtained accreditation or, by the date of the Grant application, have voluntarily initiated and are actively pursuing the process of obtaining accreditation; and

(iii) The Center will provide comprehensive, full-day early [child care and] CHILDHOOD education services and family support services.

(e) (1) The Department may distribute [an Early Child Care and Education Enhancement] **A PRESCHOOL SERVICES Grant [to a county board] to be used to [purchase early child care and education services and family support services from providers] PROVIDE PREKINDERGARTEN SERVICES FOR 4-YEAR-OLD CHILDREN WHOSE BIRTHDAYS FALL ON OR BEFORE SEPTEMBER 1 OF THE SCHOOL YEAR DURING WHICH SERVICES WILL BE PROVIDED AND WHOSE FAMILY INCOME IS BELOW A LEVEL SET BY THE DEPARTMENT.**

(2) PRIVATE PROVIDERS that have voluntarily obtained accreditation or have voluntarily initiated and are actively pursuing accreditation BY THE DATE OF THE GRANT APPLICATION MUST OBTAIN ACCREDITATION BEFORE RECEIVING A GRANT AWARD.

[(2)] (E-1) The Department may distribute an Early [Child Care and] CHILDHOOD Education Enhancement Grant to a private provider of early [child care and] CHILDHOOD education services to be used:

[(i)] (1) To assist the provider in voluntarily obtaining accreditation; or

[(ii)] (2) For professional development activities leading to increased competency and appropriate credentialing that is related to early [child care and] **CHILDHOOD** education services.

(f) The Department may distribute funds to a county board for the purpose of implementing the Department's Early Childhood Assessment System in the county's public schools.

(g) (1) The Department shall:

(i) Establish application procedures for obtaining **Judy Center GRANTS, PRESCHOOL SERVICES GRANTS, and Early [Child Care and] CHILDHOOD** Education Enhancement Grants as provided under this section;

(ii) Supervise and monitor the use of Grant funds distributed under this section; and

(iii) Evaluate whether Grant recipients are meeting annual benchmarks established by the Department.

(2) For **Judy Center Grants**, the Department may award multiyear funding.

(h) A county board that is selected to receive a **Judy Center Grant** or [an **Early Child Care and Education Enhancement Grant** for the purpose of purchasing early child care and education services] **A PRIVATE PROVIDER THAT HAS BEEN SELECTED FOR A PRESCHOOL SERVICES GRANT OR AN EARLY CHILDHOOD EDUCATION ENHANCEMENT GRANT** shall:

(1) Administer the Grant award;

(2) Submit fiscal and program reports as required by the Department;
and

(3) Coordinate the involvement of participating agencies and programs in any evaluation process conducted by the Department.

(i) Grants awarded under this section may not be used:

(1) To supplant existing funding for any services provided by participating agencies and programs; or

(2) For capital improvements.

(j) The Department shall [select through a competitive bidding process and supervise an evaluator who shall design and implement] **CONDUCT** an evaluation process to measure the effectiveness of:

(1) The Judy Centers; and

(2) Early [child care and] **CHILDHOOD** education services and family support services that are purchased with funds from **PRESCHOOL SERVICES GRANTS AND Early [Child Care and] CHILDHOOD Education Enhancement Grants**.

(k) The Department shall submit to the Governor and, subject to § 2-1246 of the State Government Article, the General Assembly:

(1) On or before November 1 of each year, a report on the implementation of the Program and the participating agencies and programs, including a description of the Program's and the participating agencies' and programs' expenditures, enrollment, and statewide performance data, including school readiness data disaggregated by program and by jurisdiction; and

(2) On or before January 1, [2004] **2016**, a separate report that includes an evaluation, based on objective performance criteria established by the Department, of the effectiveness of:

(i) The Judy Centers; and

(ii) Early [child care and] **CHILDHOOD** education services and family support services that are purchased with funds from **PRESCHOOL SERVICES GRANTS AND Early [Child Care and] CHILDHOOD Education Enhancement Grants**.

(l) The Department may adopt regulations as necessary to implement the Program.

7-101.1.

(a) (1) In this section the following terms have the meanings indicated.

(2) "Economically disadvantaged background" means a family whose income would make a child eligible for free or reduced price meals if the child were in kindergarten.

(3) "Eligible child" means a child:

(i) Who is from an economically disadvantaged background;

(ii) Whose parent or guardian seeks to enroll the child in a public prekindergarten program; and

(iii) Who is 4 years old on September 1 of the school year in which the parent or legal guardian seeks to enroll the child in a public prekindergarten program.

(4) "Eligible for free or reduced price meals" means eligible for free or reduced price meals based on eligibility requirements established by the United States Department of Agriculture.

(b) By the 2007–2008 school year, all eligible children shall be admitted free of charge to publicly funded prekindergarten programs established by each of the county boards.

(c) The requirements set forth in § 7–101(b) of this subtitle regarding the domicile of a child and the residency of the child's parent or guardian shall apply to prekindergarten programs established by county boards as required by this section.

(d) In the comprehensive master plan that is submitted under § 5–401 of this article, a county board shall identify the strategies that will be used in that county to ensure that publicly funded prekindergarten programs are available to all eligible children in that county by the 2007–2008 school year.

7–101.2.

(A) (1) IN THIS SECTION THE FOLLOWING TERMS HAVE THE MEANINGS INDICATED.

(2) "ADDITIONAL ELIGIBLE CHILD" MEANS A CHILD:

(I) WHO IS FROM AN ECONOMICALLY DISADVANTAGED BACKGROUND;

(II) WHOSE PARENT OR LEGAL GUARDIAN SEEKS TO ENROLL THE CHILD IN A PUBLICLY FUNDED PREKINDERGARTEN PROGRAM ESTABLISHED UNDER THIS SECTION; AND

(III) WHO IS 4 YEARS OLD ON SEPTEMBER 1 OF THE SCHOOL YEAR IN WHICH THE PARENT OR LEGAL GUARDIAN SEEKS TO ENROLL THE CHILD IN A PUBLICLY FUNDED PREKINDERGARTEN PROGRAM ESTABLISHED UNDER THIS SECTION.

(3) "ECONOMICALLY DISADVANTAGED BACKGROUND" MEANS A FAMILY WHOSE INCOME IS NO MORE THAN 300% OF THE FEDERAL POVERTY GUIDELINES.

(4) "FUND" MEANS THE PREKINDERGARTEN EXPANSION FUND.

(5) "JUDY CENTER" HAS THE SAME MEANING AS PROVIDED IN § 5-217 OF THIS ARTICLE.

(6) "PROGRAM" MEANS THE PREKINDERGARTEN EXPANSION GRANT PROGRAM.

(7) "QUALIFIED VENDOR" MEANS:

(I) IF PARTNERING WITH A COUNTY BOARD UNDER A MEMORANDUM OF UNDERSTANDING, A STATE ACCREDITED OR NATIONALLY ACCREDITED CHILD CARE CENTER OR A NONPUBLIC SCHOOL APPROVED BY THE DEPARTMENT TO PROVIDE PREKINDERGARTEN SERVICES;

(II) A COUNTY BOARD THAT PROVIDES PREKINDERGARTEN SERVICES UNDER § 7-101.1 OF THIS SUBTITLE; AND

(III) A JUDY CENTER OR PRIVATE PROVIDER OF PRESCHOOL SERVICES THAT MEETS THE GRANT REQUIREMENTS UNDER § 5-217 OF THIS ARTICLE.

(B) (1) THERE IS A GRANT PROGRAM KNOWN AS THE PREKINDERGARTEN EXPANSION GRANT PROGRAM IN THE STATE.

(2) THE PURPOSE OF THE PROGRAM IS TO BROADEN THE AVAILABILITY OF PREKINDERGARTEN AND SCHOOL READINESS SERVICES THROUGHOUT THE STATE FOR CHILDREN AND THEIR FAMILIES IN COORDINATION WITH THE FOLLOWING PROGRAMS:

(I) THE PUBLICLY FUNDED PREKINDERGARTEN PROGRAM ESTABLISHED UNDER § 7-101.1 OF THIS ARTICLE; AND

(II) THE JUDITH P. HOYER EARLY CHILDHOOD EDUCATION ENHANCEMENT PROGRAM ESTABLISHED UNDER § 5-217 OF THIS SUBTITLE.

(3) THE DEPARTMENT SHALL ADMINISTER THE PROGRAM.

(4) (I) THE PROGRAM SHALL BE A COMPETITIVE GRANT PROGRAM TO PROVIDE FUNDS TO QUALIFIED VENDORS.

(II) THE DEPARTMENT SHALL TAKE MEASURES TO ACHIEVE GEOGRAPHIC DIVERSITY AMONG PARTICIPATING QUALIFIED VENDORS.

(III) PRIORITY FOR PARTICIPATION IN THE PROGRAM SHALL BE GIVEN TO QUALIFIED VENDORS:

1. THAT ARE LOCATED IN AREAS OF THE STATE THAT HAVE AN UNMET NEED FOR PREKINDERGARTEN OR COMPREHENSIVE EARLY CHILDHOOD EDUCATION SERVICES;

2. THAT INCLUDE A PLAN FOR LONG-TERM SUSTAINABILITY, INCLUDING COMMUNITY AND BUSINESS PARTNERSHIPS AND MATCHING FUNDS TO THE EXTENT POSSIBLE; AND

3. THAT INCORPORATE PARENTAL ENGAGEMENT AND THE BENEFITS OF EDUCATIONAL ACTIVITIES BEYOND THE CLASSROOM INTO THE VENDORS' PROGRAMS.

(IV) PREKINDERGARTEN EXPANSION GRANTS MAY BE USED TO EXPAND PREKINDERGARTEN SERVICES, INCLUDING:

1. ~~HALF-DAY~~ ESTABLISHING OR EXPANDING EXISTING HALF-DAY PREKINDERGARTEN FOR ADDITIONAL ELIGIBLE CHILDREN AS DEFINED IN THIS SECTION;

2. ~~FULL-DAY~~ ESTABLISHING OR EXPANDING FULL-DAY PREKINDERGARTEN FOR ELIGIBLE CHILDREN AS DEFINED IN § 7-101.1 OF THIS SUBTITLE OR ADDITIONAL ELIGIBLE CHILDREN AS DEFINED IN THIS SECTION; ~~AND~~

3. ESTABLISHING OR EXPANDING EXISTING JUDY CENTERS FOR THE FAMILIES OF ELIGIBLE CHILDREN AS DEFINED IN § 7-101.1 OF THIS SUBTITLE OR ADDITIONAL ELIGIBLE CHILDREN AS DEFINED IN THIS SECTION WHO ARE LOCATED IN TITLE I SCHOOL ATTENDANCE AREAS; AND

4. EXPANDING EXISTING HALF-DAY PREKINDERGARTEN PROGRAMS INTO FULL-DAY PREKINDERGARTEN PROGRAMS FOR ELIGIBLE CHILDREN AS DEFINED IN § 7-101.1 OF THIS SUBTITLE OR ADDITIONAL ELIGIBLE CHILDREN AS DEFINED IN THIS SECTION.

(V) THE DEPARTMENT MAY ESTABLISH:

1. ADDITIONAL ELIGIBILITY CRITERIA FOR THE SELECTION OF QUALIFIED VENDORS;

2. APPLICATION AND AWARD PROCESSES INCLUDING THE SUBMISSION DATE FOR APPLICATIONS, RENEWAL PROCEDURES, AND APPLICATION REVIEW PROCESSES FOR MAKING AWARDS UNDER THE PROGRAM; AND

3. ANY OTHER POLICIES AND PROCEDURES NECESSARY TO IMPLEMENT THE PROGRAM.

(5) A QUALIFIED VENDOR THAT HAS RECEIVED A PREKINDERGARTEN EXPANSION GRANT IN THE CURRENT YEAR SHALL BE AWARDED A GRANT IN THE NEXT YEAR IF THE QUALIFIED VENDOR CONTINUES TO SATISFY THE REQUIREMENTS ESTABLISHED UNDER THIS SECTION.

(C) BEFORE APPROVING QUALIFIED VENDORS FOR PREKINDERGARTEN SERVICES TO RECEIVE A GRANT UNDER THIS SECTION, A QUALIFIED VENDOR SHALL CERTIFY TO THE DEPARTMENT THAT FOR EACH CLASSROOM FUNDED UNDER THIS SECTION THE VENDOR WILL:

(1) MAINTAIN A STUDENT-TO-TEACHER RATIO OF NO MORE THAN 10 TO 1 WITH AN AVERAGE OF 20 CHILDREN PER CLASSROOM;

(2) PROVIDE IN EACH CLASSROOM AT LEAST ONE TEACHER CERTIFIED IN EARLY CHILDHOOD EDUCATION BY THE STATE AND AT LEAST ONE TEACHER'S AIDE WHO HAS AT LEAST A HIGH SCHOOL DEGREE; AND

(3) OPERATE AN EDUCATIONAL PROGRAM FOR:

(I) 5 DAYS PER WEEK;

(II) 180 DAYS PER YEAR, IN ACCORDANCE WITH THE PUBLIC SCHOOL CALENDAR ESTABLISHED BY THE LOCAL SCHOOL BOARD; AND

(III) 1. FOR HALF-DAY PROGRAMS, AT LEAST 2.5 HOURS PER DAY; OR

2. FOR FULL-DAY PROGRAMS, AT LEAST 6.5 HOURS PER DAY.

(D) (1) FUNDS FOR THE PROGRAM SHALL BE AS PROVIDED IN THE STATE BUDGET.

(2) THE AMOUNT OF STATE FUNDS PROVIDED FOR THE PROGRAM EACH FISCAL YEAR SHALL BE AT LEAST AS MUCH AS WAS APPROPRIATED IN THE PRIOR FISCAL YEAR.

(3) THE GOVERNOR MAY PROVIDE FUNDS TO THE DEPARTMENT TO ADMINISTER THE PROGRAM.

(E) GRANTS AWARDED UNDER THIS SECTION MAY NOT BE USED:

(1) TO SUPPLANT EXISTING FUNDING FOR PREKINDERGARTEN SERVICES; OR

(2) FOR CAPITAL IMPROVEMENTS.

(F) THE DEPARTMENT SHALL:

(1) LEVERAGE CHILD CARE SUBSIDY PROGRAM FUNDS WHEN MAKING GRANT AWARDS TO PRIVATE PROVIDERS THAT PARTICIPATE IN THE CHILD CARE SUBSIDY PROGRAM;

(2) ENCOURAGE PRIVATE PROVIDERS THAT RECEIVE GRANTS TO PURSUE LEVEL 5 IN THE DEPARTMENT'S VOLUNTARY QUALITY RATING AND IMPROVEMENT SYSTEM KNOWN AS "MARYLAND EXCELS";

(3) SUPERVISE AND MONITOR THE USE OF GRANT FUNDS DISTRIBUTED UNDER THIS SECTION; AND

(4) EVALUATE WHETHER GRANT RECIPIENTS ARE MEETING ANNUAL BENCHMARKS ESTABLISHED BY THE DEPARTMENT.

(G) (1) THERE IS A PREKINDERGARTEN EXPANSION FUND.

(2) THE PURPOSE OF THE FUND IS TO PROVIDE FUNDS TO THE PROGRAM.

(3) THE DEPARTMENT SHALL ADMINISTER THE FUND.

(4) (I) THE FUND IS A SPECIAL, NONLAPSING FUND THAT IS NOT SUBJECT TO § 7-302 OF THE STATE FINANCE AND PROCUREMENT ARTICLE.

(II) THE STATE TREASURER SHALL HOLD THE FUND SEPARATELY, AND THE COMPTROLLER SHALL ACCOUNT FOR THE FUND.

(5) THE FUND CONSISTS OF:

(I) MONEY APPROPRIATED IN THE STATE BUDGET TO THE FUND;

(II) INVESTMENT EARNINGS OF THE FUND; AND

(III) ANY OTHER MONEY FROM ANY OTHER SOURCE, INCLUDING DONATIONS, ACCEPTED FOR THE BENEFIT OF THE FUND.

(6) THE FUND MAY BE USED ONLY FOR GRANTS MADE BY THE DEPARTMENT FOR THE PROGRAM.

(7) (I) THE STATE TREASURER SHALL INVEST THE MONEY OF THE FUND IN THE SAME MANNER AS OTHER STATE MONEY MAY BE INVESTED.

(II) INVESTMENT EARNINGS OF THE FUND SHALL BE PAID INTO THE FUND.

(8) EXPENDITURES FROM THE FUND MAY BE MADE ONLY IN ACCORDANCE WITH THE STATE BUDGET.

(H) IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE DEPARTMENT SHALL REPORT TO THE GENERAL ASSEMBLY BY NOVEMBER 1 OF EACH YEAR ON THE IMPLEMENTATION OF THE PROGRAM.

Article – State Finance and Procurement

6-226.

(a) (1) Except as otherwise specifically provided by law or by regulation of the Treasurer, the Treasurer shall credit to the General Fund any interest on or other income from State money that the Treasurer invests.

(2) (i) Notwithstanding any other provision of law, and unless inconsistent with a federal law, grant agreement, or other federal requirement or with the terms of a gift or settlement agreement, net interest on all State money allocated by the State Treasurer under this section to special funds or accounts, and otherwise entitled to receive interest earnings, as accounted for by the Comptroller, shall accrue to the General Fund of the State.

(ii) The provisions of subparagraph (i) of this paragraph do not apply to the following funds:

76. the Baltimore City Public School Construction Financing Fund; [and]

77. the Spay/Neuter Fund; AND

78. **THE PREKINDERGARTEN EXPANSION FUND.**

SECTION 2. AND BE IT FURTHER ENACTED, That, when the Maryland State Department of Education issues a contract to conduct a study of the adequacy of education funding in the State, as required by Chapter 288 of the Acts of the General Assembly of 2002, the study shall include providing universal access to prekindergarten services for Maryland children from families at different income levels. The study shall also examine removing funding of prekindergarten services for economically disadvantaged 4-year-old children from the compensatory education funding formula and instead incorporating prekindergarten students into the enrollment-based education funding formulas originally enacted by Chapter 288 of the Acts of the General Assembly of 2002 that may be revised based on the findings of the adequacy study.

SECTION 3. AND BE IT FURTHER ENACTED, That, the Maryland State Department of Education, the Maryland Department of Health and Mental Hygiene, and the Maryland Department of Planning shall report jointly on the *aggregate* estimated number of 3-year-old and 4-year-old children and the *subcategory that includes the* estimated number of ~~economically disadvantaged~~ 3-year-old and 4-year-old children from an economically disadvantaged background as defined in §§ 7-101.1 and 7-101.2 of the Education Article, as enacted by Section 1 of this Act, in each county (including Baltimore City) in Maryland for the current school year and the next 5 school years. The report shall be submitted to the Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Budget and Taxation Committee, the Senate Education, Health, and Environmental Affairs Committee, the House Ways and Means Committee, and the House Appropriations Committee by September 1, 2014.

SECTION 4. AND BE IT FURTHER ENACTED, That, the Maryland State Department of Education shall conduct a study on the best practices to engage parents and guardians in early education programs and services. The Department shall develop an outreach plan based on best practices identified by the study, in collaboration with existing programs for working families, that promotes the benefits of early education programs and services, particularly in communities with low participation rates in early education. The Department shall report on the study and outreach plan to the Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Budget and Taxation Committee, the Senate Education, Health, and Environmental Affairs Committee, the House Ways and Means Committee, and the House Appropriations Committee on or before December 1, 2014.

SECTION 5. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2014.

Approved by the Governor, April 8, 2014.

Title 13A STATE BOARD OF EDUCATION
Subtitle 06 SUPPORTING PROGRAMS
Chapter 02 Prekindergarten Programs

Authority: Education Article §§2-205(c) and (g) and 7-101.1, Annotated Code of Maryland

.01 Scope and Purpose.

A. This chapter applies to all publicly funded prekindergarten programs for all eligible 4-year-old children, as defined in Education Article, §7-101.1(a)(3), Annotated Code of Maryland, administered by local boards of education or qualified vendors.

B. The overall goal of the prekindergarten program is to provide learning experiences to help children develop and maintain school readiness skills necessary for successful school performance.

C. Local boards of education shall provide prekindergarten programs to accommodate all eligible 4-year-old children seeking enrollment in public school programs.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Accredited" means meets standards of high quality set by the Department's Early Childhood Accreditation Program Standards or by an accrediting organization recognized by the Department.

(2) "Bridge to Excellence Master Plan" means the comprehensive master plan required by Education Article, §5-401, Annotated Code of Maryland.

(3) "Department" means the Maryland State Department of Education.

(4) "CDA" means the Child Development Associate Credential.

(5) "Economically disadvantaged background" means a family whose income would make a child eligible for free or reduced price meals based on eligibility requirements established by the United States Department of Agriculture if the child were in kindergarten.

(6) "Eligibility" means meeting the criteria for enrollment into prekindergarten as stated in Regulation .03A of this chapter.

(7) "Head Start" means a federally sponsored preschool program for children 3 years old to 5 years old from low income families that is licensed by Child Care Administration or administered by local boards of education.

(8) "Homeless student" means a child or youth who lacks a fixed, regular, or adequate nighttime place of residence as defined in COMAR 13A.05.09.02.

(9) "Maryland Common Core State Curriculum" means measurable statements of what students should know and be able to do within a content area as defined and approved for prekindergarten by the Department in collaboration with local school systems.

(10) "Prekindergarten" means a publicly funded program for all eligible 4-year-olds focusing on social/emotional, physical, and cognitive development as described in the Maryland Common Core State Curriculum.

(11) "Qualified vendor" means a State or nationally accredited child care program or an approved nonpublic school that:

- (a) Is partnering with a local school system through a memorandum of agreement; and
- (b) Meets the requirements of Regulation .05 of this chapter.

(12) "School readiness" means the stage of early development that enables an individual child to engage in and benefit from early learning experiences. As a result of family nurturing and interactions with others, a young child in this stage has reached certain levels of social and emotional development, cognition and general knowledge, language development, and physical well-being and motor development. School readiness acknowledges individual approaches toward learning as well as the unique experiences and backgrounds of each child.

.03 Student Eligibility.

A. A local school system shall enroll in prekindergarten all 4-year-old applicants who are from families with economically disadvantaged backgrounds or who are homeless.

B. For vacancies remaining after compliance with §A of this regulation a local school system may enroll 4-year-old applicants who are not from families with economically disadvantaged backgrounds but who represent a student population that exhibits a lack of school readiness.

C. Prekindergarten Programs for 3-Year-Old Children.

(1) A local school system or qualified vendor may establish a prekindergarten program enrolling 3-year-old applicants who are from economically disadvantaged or homeless families, or who represent a student population that exhibits a lack of school readiness.

(2) A local school system shall be in compliance with 34 CFR §300.115(a)(b) and COMAR 13A.05.01.10 regarding children with disabilities.

(3) A prekindergarten program for 3-year-old children shall meet the requirements of Regulation .05 of this chapter.

.04 Prekindergarten Site Selection.

A. A local school system shall develop a facilities plan identifying appropriate sites to ensure that a publicly funded prekindergarten program is available to all eligible 4-year-old children in its jurisdiction.

B. The facilities plan may include local school system memorandums of agreement with qualified vendors and Head Start to provide prekindergarten program services that meet the local school system responsibilities in accordance with Regulation .05 of this chapter.

.05 Local School System Responsibilities.

A. A local school system shall:

(1) Develop and maintain a policy for determining the eligibility and selection of prekindergarten sites as well as the eligibility of 4-year-old students for prekindergarten programs consistent with the requirements of this chapter;

(2) Develop criteria in reference to Regulation .03B and C of this chapter that establishes procedures to include children in the prekindergarten program who are not eligible under Regulation .03A of this chapter;

(3) Operate the prekindergarten educational program 5 days per week for a minimum of 2.5 hours per day consistent with the school calendar approved by the local board;

(4) Analyze the Department-approved kindergarten assessment system information described in COMAR 13A.08.01.02-3 to evaluate the effectiveness of the prekindergarten program, and make necessary adjustments to the prekindergarten instructional program;

(5) Provide data in the Bridge to Excellence Master Plan needs assessment to indicate progress on prekindergarten program goals;

(6) Provide staffing for each session of prekindergarten to include a teacher who possesses a current State professional certificate in early childhood education and a para-professional with a minimum of a high school diploma, or its equivalent, or a CDA;

(7) Align each prekindergarten program with the Maryland Common Core State Curriculum;

(8) Based on the September 30 enrollment count, maintain an average staff to student ratio of 1:10 with an average of 20 students per classroom; and

(9) Provide responses to Department requests for information and data related to the operation of the prekindergarten program.

B. A qualified vendor shall:

(1) Maintain State or national early childhood program accreditation;

(2) Have the capacity to meet the responsibilities identified in this regulation;

(3) Be licensed to operate a child care center pursuant to COMAR 13A.16; and

(4) Provide responses to Department requests for information and data related to the operation of the prekindergarten program.

B.5 Draft Bylaws of the Maryland State Early Childhood Advisory Council

DRAFT 9-30-14
BYLAWS OF THE
MARYLAND STATE EARLY CHILDHOOD ADVISORY COUNCIL ON
HB461-This Act shall take effect June 1, 2014

Article I. Name and Purpose

- Section 1. The name of the organization shall be the State Early Childhood Advisory Council, hereafter referred to as the Council.
- Section 2. The purposes of the council are to:
1. Coordinate efforts among early childhood care and education programs;
 2. Conduct needs assessments concerning early childhood education and development programs; and
 3. Develop a statewide strategic report regarding early childhood education and care.

Article II. Establishment of the Council

- Section 1. The Council was established in accordance with the provisions of H.R. 1429, Public Law 110-134: The Improving Head Start for School Readiness Act of 2007, Section 642(b).
- Section 2. In accordance with Section 9837b of Title 42 of the United States Code, the Early Care and Education Committee (ECE Committee) of the Maryland State Children's Cabinet was designated to serve as the State Advisory Council on Early Childhood Education and Care, by issuance of Maryland State Executive Order 01.01.2008.09.
- Section 3. State Statute: Article –Education, Section 7-1601 through 7-1608 to be under the new subtitle “Subtitle 16. State Early Childhood Advisory Council”.

Article III. Responsibilities of the Council

- Section 1. The Council is responsible for fulfilling duties described both in federal and state law.

The Council has the following responsibilities pursuant to the federal H.R. 1429, Improving Head Start for School Readiness Act of 2007, Public Law 110-134 and under Maryland State Executive Order .01.01.2008.09:

The Council has the following responsibilities pursuant to the State Statute: Article –Education, Section 7-1601 through 7-1608 to be under the new subtitle “Subtitle 16. State Early Childhood Advisory Council”.

1. Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including:
 - (a) an assessment of the availability of high quality prekindergarten services for low-income children in the state; and
 - (b) health-related barriers to school readiness and early childhood educational success; and
 - (c) an assessment of the availability of high quality early childhood education and development programs that serve children with and without disabilities together;
2. Identify opportunities for, and barriers to, collaboration and coordination among federally funded and state-funded child development, child care, and early childhood education programs;
3. Assess the capacity and effectiveness of 2-year and 4-year public and private institutions of higher education in the state toward supporting the development of early childhood educators, including the extent to which the institutions have articulation agreements, professional development and career advancement plans, and practice or internships for students to spend time in a Head Start or prekindergarten program;
4. Make Recommendations:
 - (a) For increasing the overall participation of children in existing programs, including outreach to underrepresented and special populations;
 - (b) Regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the State;
 - (c) Regarding statewide professional development and career advancement plans for early childhood educators in the State;
 - (d) For improvements to state early learning standards and how to undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.
5. Hold public hearings and provide an opportunity for public comment on the activities described in Article III (1)-(4) above;
6. Perform any other duties that may be requested by the Governor;
7. Submit to the Governor and the State Superintendent of Schools in accordance with Section 2-01246 of State Government Article, the General Assembly, a statewide strategic report on the activities described in Article Education, Section (A) (1) through (4), as stated in Article III (1)- (4) above; and

18. One representative of a Local Management Board Member;
19. One representative of the State Interagency Coordinating Council;
20. One representative of the Ready At Five Partnership;
21. One representative of the Maryland Parent Teacher Association;
22. One representative of the Maryland Library Association;
23. One representative of the Business Community with demonstrated leadership in Early Childhood Care and Education;
24. One representative of the Maryland Family Network;
25. One representative of the Office of Child Care Advisory Council;
26. One representative of the Maryland State Education Association;
27. One representative of the Service Employees International Union;
28. One representative of the Department of Disabilities;
29. One representative of the Social Services Administration of the Department of Human Resources;
30. One representative of a Philanthropic Institution;
31. One representative of the Maryland Association of Elementary School Principals;
32. One representative of a Local Government Agency that provides services to children;
33. One representative of a Local Community Action Agency;
34. One representative of the Maryland Chapter of the American Academy of Pediatrics;
35. One representative who provides school health services to children;
36. One representative of the Maryland Developmental Disabilities Council;
37. One representative of the Maryland Council for American Private Education;
38. One representative from the Maryland Association of Boards of Education;
39. One representative from the Home Visiting Alliance;
40. One representative who advocates for homeless children;
41. One Ex-Officio Member, appointed by the Council;

Section 2. Appointment and Terms of membership. A member described in Article – Education, Section 7-1603 – (1) through (4) and in Article IV 1-41 above is appointed by the Governor shall serve at the pleasure of the Governor for staggered four (4) year terms. A Member may serve up to two (2) consecutive four (4) year terms. A member selected to fill a vacancy serves only for the balance of a term remaining at the time of appointment.

Section 3. Ex-Officio Members. An Ex-officio member may be appointed by the Council membership to serve on the Council. Ex-Officio members are selected by virtue of their office or special expertise. Ex-officio members may be

Section 5. With respect to all procedures and applicable federal and State regulations as to the conduct of business, Robert's Rules of Order will apply.

Article X. Amendments

Section 1. These bylaws may be amended when necessary by two-thirds majority of the Council membership. Proposed amendments must be submitted for review by the full Council at least two (2) weeks prior to the meeting where a vote will take place.

CERTIFICATION:

These bylaws were approved at a meeting of the Council membership by a unanimous vote on _____.

**C. MSDE Early Childhood Curriculum Project Technical
Review Document for alignment with College & Career
Ready Standards**

&

**The Early Childhood Family Engagement Framework:
Maryland's Vision for Engaging Families with Young
Children**

Maryland State Department of Education
Early Childhood Curriculum Project

Technical Report Appendix A for Prekindergarten (age 4)
Maryland College and Career-Ready Standards and the Social Foundations Framework

In order for individually developed curricula for 4 year old children to be considered for state-approval by the Maryland State Department of Education, programs must provide the information requested in Appendix A for prekindergarten.

- Using the Teacher's Guide as a reference, programs must provide citations or examples and page numbers to show the corresponding alignment of their curricula with the *Maryland College and Career-Ready Standards* for prekindergarten which includes the domains of reading/English language arts, mathematics, science, social studies, fine arts, physical education and health education. The program's curriculum must also align with the *Social Foundations Framework* in the domain of Personal and Social Development.
- Citations for each indicator will be rated as **Fully Met, Partially Met, or Not Met.**

A rating of **fully met** indicates **comprehensive** alignment between the citations or examples and the corresponding page numbers from the program's Teacher's Guide and the *Maryland College and Career-Ready Standards and the Social Foundations Framework* prekindergarten standards and indicators being reviewed.

A rating of **partially met** indicates there is some evidence of alignment between the citations or examples and corresponding page numbers from the program's Teacher's Guide and the *Maryland College and Career-Ready Standards and the Social Foundations Framework* prekindergarten standards and indicators being reviewed.

A rating of **not met** indicates that there was no documentation provided by the program to show the corresponding alignment to a specific *Maryland College and Career-Ready Standards and the Social Foundations Framework* prekindergarten standard and indicator or that the citation **did not align** to the *Maryland College and Career-Ready Standards and the Social Foundations Framework* prekindergarten standard and indicator being reviewed.

- Full copies of the prekindergarten document standards, indicators and objectives may be accessed at the following website addresses: ***Maryland College and Career-Ready Standards for Prekindergarten*: www.mdk12.org/instruction. The Social Foundations Framework: http://www.marylandpublicschools.org/MSDE/divisions/child_care/early_learning/docs/SocialFoundationsFramework080113.pdf**

*Social Foundations Framework and Standards for Prekindergarten**

Personal and Social Development
 Social Emotional Regulation

Standard: Students will demonstrate healthy self-confidence

A. Demonstrates independence in a range of routines and tasks

Indicators

Citations or examples and corresponding page numbers in Teacher's Guide

1. Demonstrates healthy confidence
2. Uses coping skills with help from others
3. Show self-direction in familiar settings
4. Follow simple classroom rules and routines with guidance
5. Use classroom materials appropriately

* Full copies of the prekindergarten document standards, indicators and objectives may be accessed at the following website addresses:
Maryland College and Career-Ready Standards for Prekindergarten: www.mdk12.org/instruction.SocialFoundationsFramework;
http://www.marylandpublicschools.org/MSDE/divisions/child_care/early_learning/docs/SocialFoundationsFramework080113.pdf

*Social Foundations Framework and Standards for Prekindergarten**

Personal and Social Development

Social Self-Regulation

Standard: Students will demonstrate effective social functioning in group settings and as individuals.

A. Interactions with Others

Indicators

1. Initiate and maintain relationships with peers and adults
2. Participate cooperatively in group activities
3. Shows empathy and concern for peers

Citations or examples and corresponding page numbers from Teacher's Guide

* Full copies of the prekindergarten document standards, indicators and objectives may be accessed at the following website addresses:
Maryland College and Career-Ready Standards for Prekindergarten: www.mdk12.org/instruction. ***Social Foundations Framework***: http://www.marylandpublicschools.org/MSDE/divisions/child_care/early_learning/docs/SocialFoundationsFramework080113.pdf

Maryland College and Career-Ready Standards for Prekindergarten*

<u>Reading Literature</u>	
<i>Maryland College and Career-Ready Standards for Prekindergarten: www.mdk12.org/instruction</i>	
Standard	Citations/examples and corresponding page numbers from Teacher's Guide
<p><u>Key Ideas and Details</u></p> <p>RL1 CCR Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <ul style="list-style-type: none"> - RL1: With modeling and prompting, answer questions about details in a text <p>RL2 CCR Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <ul style="list-style-type: none"> - RL2: With modeling and support, retell familiar stories/poems <p>RL3 CCR Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of the text</p> <ul style="list-style-type: none"> - RL3: With modeling and support, identify characters, setting, and major events in a story 	
<p><u>Craft and Structure</u></p> <p>RL4 CCR Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <ul style="list-style-type: none"> - RL4: With modeling and support, answer questions about unknown words in stories and poems 	

Reading Literature

Maryland College and Career-Ready Standards for Prekindergarten: www.mdk12.org/instruction

Standard	Citations/examples and corresponding page numbers from Teacher's Guide
<p>RL5 CCR Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</p> <ul style="list-style-type: none"> - RL5: Gain exposure to common types of literary texts (i.e., storybooks, poems) 	
<p>RL6 CCR Anchor Standards: Assess how point of view or purpose shapes the content and style of a text</p> <ul style="list-style-type: none"> - RL6: With modeling and support, identify the role of the author and illustrator 	
<p align="center"><i>Integration of Knowledge and Ideas</i></p> <p>RL7 CCR Anchor Standards: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <ul style="list-style-type: none"> - RL7: With modeling and support, tell how the illustrations support the story 	
<p>RL9 CCR Anchor Standards: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</p> <ul style="list-style-type: none"> - RL9: With modeling and support, compare adventures and experiences of characters in familiar stories 	
<p align="center"><i>Range of Reading and Level of Text Complexity</i></p> <p>RL10 CCR Anchor Standards: Read and comprehend complex literary and informational texts independently and proficiently</p> <ul style="list-style-type: none"> - RL10: Actively engage in group reading activities with purpose and understanding 	

Maryland College and Career-Ready Standards for Prekindergarten*

Mathematics

Maryland College and Career-Ready Standards for Prekindergarten: www.mdk12.org/instruction

Domain: Counting and Cardinality

Standard Citations/examples and corresponding page numbers from Teacher's Guide

Cluster: Know number names and the count sequence

PK.CC.1: Count verbally to 10 by ones

PK.CC.2: Recognize the concept of just after or just before a given number in the counting sequence up to 10

PK.CC.3: Identify written numerals 0-10

Cluster: Count to tell the number of objects

PK.CC.4: Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality

- **4.a:** When counting objects, say the number names in the standard order, pairing each object with one and only one number name
- **4.b:** Recognize that the last number name said tells the number of objects counted
- **4.c:** Begin to recognize that each successive number name refers to a quantity that is one larger

Mathematics

Maryland College and Career-Ready Standards for Prekindergarten: www.mdk12.org/instruction

Domain: Counting and Cardinality

Standard

PK.CC.5: Represent a number (0-5, then to 10) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects)

PK.CC.6: Recognize the number of objects in a set without counting (subitizing). (Use 1-5 objects)

Cluster: Compare quantities

PK.CC.7: Explore relationships by comparing groups of objects up to 5 and then 10. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (includes groups with up to 5 objects)

Citations/examples and corresponding page numbers from Teacher's Guide

Reading Literature

Maryland College and Career-Ready Standards for Prekindergarten. www.mdk12.org/instruction

Standard	Citations/examples and corresponding page numbers from Teacher's Guide
<p>RL5 CCR Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</p> <ul style="list-style-type: none"> - RL5: Gain exposure to common types of literary texts (i.e., storybooks, poems) 	
<p>RL6 CCR Anchor Standards: Assess how point of view or purpose shapes the content and style of a text</p> <ul style="list-style-type: none"> - RL6: With modeling and support, identify the role of the author and illustrator 	
<p>RL7 CCR Anchor Standards: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <ul style="list-style-type: none"> - RL7: With modeling and support, tell how the illustrations support the story 	
<p>RL9 CCR Anchor Standards: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</p> <ul style="list-style-type: none"> - RL9: With modeling and support, compare adventures and experiences of characters in familiar stories 	
<p>Range of Reading and Level of Text Complexity</p> <p>RL10 CCR Anchor Standards: Read and comprehend complex literary and informational texts independently and proficiently</p> <ul style="list-style-type: none"> - RL10: Actively engage in group reading activities with purpose and understanding 	

Maryland College and Career-Ready Standards for Prekindergarten*

<u>Mathematics</u>	
Maryland College and Career-Ready Standards for Prekindergarten: www.mdk12.org/instruction	
Domain: Counting and Cardinality	
Standard	Citations/examples and corresponding page numbers from Teacher's Guide
<i>Cluster: Know number names and the count sequence</i>	
PK.CC.1: Count verbally to 10 by ones	
PK.CC.2: Recognize the concept of just after or just before a given number in the counting sequence up to 10	
PK.CC.3: Identify written numerals 0-10	
<i>Cluster: Count to tell the number of objects</i>	
PK.CC.4: Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality	
<ul style="list-style-type: none"> - 4.a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name - 4.b: Recognize that the last number name said tells the number of objects counted - 4.c: Begin to recognize that each successive number name refers to a quantity that is one larger 	

Mathematics

Maryland College and Career-Ready Standards for Prekindergarten. www.mdk12.org/instruction

Domain: Counting and Cardinality

Standard

Citations/examples and corresponding page numbers from Teacher's Guide

PK.CC.5: Represent a number (0-5, then to 10) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects)

PK.CC.6: Recognize the number of objects in a set without counting (subitizing). (Use 1-5 objects)

Cluster: Compare quantities

PK.CC.7: Explore relationships by comparing groups of objects up to 5 and then 10. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (includes groups with up to 5 objects)



The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children

**DEVELOPED BY:
THE MARYLAND FAMILY ENGAGEMENT COALITION**



Acknowledgements

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Introduction

Family engagement is a critical component of high-quality early care and education. When done well, family engagement practices can support the healthy social, emotional, cognitive, and physical development of young children, regardless of ethnic or socioeconomic background.² Similarly, families—particularly those with limited income—benefit from family engagement practices when early care and education providers link them to support in times of need, help build their peer networks, increase their understanding of child development, and provide classes and training to enhance parenting practices and improve job skills.

At the same time, research has documented the negative impact of socioeconomic and demographic variables like poverty and low levels of parental education on school readiness outcomes.³ No less impactful are the more immediate family and household conditions that can negatively affect school readiness like maternal depression; child hunger; abuse and neglect; and family instability caused by divorce, military deployment, and any termination in relationships or change in family dynamics. Although often correlated with poverty, these proximate factors can either directly impact school readiness or give rise to other conditions—like behavioral problems—that then affect a child's ability to meet key developmental and learning milestones.

Given the importance of family engagement in promoting positive outcomes for children, and given the negative school readiness outcomes that can result from certain socioeconomic conditions, it is imperative that Maryland's early childhood community works not only to promote family engagement in early care and education settings, but also to improve a child's home environment when necessary. Equally important, it is critical that the state lead a coordinated effort to support early care and education providers as they implement family engagement strategies that promote both child and family well-being.

Maryland early childhood stakeholders have developed innovative strategies to support vulnerable families, providing opportunities for parents to develop their parenting skills, learn about child development, and become more socially and financially self-sufficient. Currently, the Maryland State Department of Education (MSDE) fully funds 16 Family Support Centers as part of the Maryland Family Network, 27 Judy Center Partnerships, and a statewide network of family support services for children with disabilities. Home visiting programs in every jurisdiction—supported by MSDE and the Departments of Health and Mental Hygiene and Human Resources—work with thousands of families each year, focused on parent-child health and wellness. These programs work in combination with the state's 19 federally funded Head Start grantees to provide a wide array of community supports for families of young children. In addition, federal and state funding is often combined to support families in Maryland. This has occurred, for example, when state-funded Judy Center Partnerships supplemented federal Head Start and Early Head Start programs to increase the hours and days of program operation.

This Framework builds on Maryland's commitment to supporting young children and their families by outlining goals and strategies to support family engagement initiatives implemented by early care and education providers.

PURPOSE OF THE DOCUMENT

Maryland's *Early Childhood Family Engagement Framework* is designed to support intentional thinking and action regarding the implementation of family engagement policies and practices both at the state level and among early care and education providers who serve young children, including children from poor families, children with disabilities and special health needs, and dual language learners. The Framework should be used to assess current family engagement activities and promote policies and practices that

²See Christenson, S.L. (2000). Families and schools: Rights, responsibilities, resources, and relationships. In R.C. Pianta & M.J. Cox (Eds.), *The transition to kindergarten* (pp.143-177). Baltimore, MD: Paul H. Brookes Publishing Co. and McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H.L., & Sekino, Y. (2004). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarten children. *Psychology in the Schools*, 41(3), 363-377.

³See, for example, Duncan, G.J. and Brooks-Gunn, J. (1997). *Consequences of growing up poor*. New York: Russell Sage Foundation and Yeung, W. J., Linver, M. R., Brooks-Gunn, J. (2002). How money matters for young children's development: Parental investment and family processes. *Child Development*, 73(6),1861-79.

support families. More specifically, the purpose of this document is to:

1. Recognize the importance of family engagement as a core component of early care and education;
2. Put forth a set of common goals for family engagement across the early childhood system and within individual early care and education providers; and
3. Offer family engagement strategies for early care and education providers and identify resources that support the implementation of those strategies.

It is important to note that a number of community organizations in addition to early care and education providers offer family engagement initiatives in Maryland. Although this document is written with early care and education providers in mind, museums, public libraries, medical offices, hospitals, community colleges, and other community organizations work on a daily basis to support the goals outlined in this Framework. Examples of the work from these organizations are also highlighted here.

DEVELOPING THE MARYLAND FRAMEWORK

Maryland's Race to the Top—Early Learning Challenge grant provides an opportunity to coordinate the state's early childhood family engagement practices and identify a common set of goals for the state's family engagement initiatives. At the federal level, the *Parent, Family, and Community Engagement Framework*, published by the Office of Head Start, and the draft of the U.S. Department of Education's (ED) family engagement framework contain organizational structures that can be adapted and used for this purpose. Maryland's vision for family engagement is informed by both of these federal resources.

Maryland's *Early Childhood Family Engagement Framework*, while informed by both federal resources, utilizes the overall structure of the *Parent, Family and Community Engagement Framework* published by the Office of Head Start. The Maryland Framework adopts the Head Start outcomes (referred to as goals in this document) with goal definitions and strategies tailored for the state. The strategies contained within this Framework are organized into "program foundations" and

"program impact areas"—categories similar to the Head Start Framework. It is important to note that not all strategies in the Maryland Framework will be applicable for every early care and education provider, and the strategies are not additional program requirements, but rather guidelines for helpful practices.

GUIDING PRINCIPLES

Prior to the development of the Maryland Framework, the Coalition agreed on a number of core principles that guided the work. These guiding principles are:

- Positive, respectful, and empathetic relationships between providers and parents are the foundation for successful family engagement strategies.
- Family engagement strategies must be appropriately resourced and designed to meet the specific needs and constraints of Maryland's low-income population. From the parental perspective, the stresses associated with economic hardship, language and cultural barriers, raising a child with disabilities, and inflexible work hours, among other factors, can make family engagement difficult. From the provider perspective, the demands that accompany being a small business or a federal or state grantee can also make the implementation of family engagement strategies difficult.
- Family engagement practices operate within a larger state system and can be enhanced or inhibited by other early childhood policies. Current and proposed state-level early childhood policies should be evaluated for their potential impact on the family engagement goals articulated in this document.

ORGANIZATION OF THE DOCUMENT

Maryland's *Early Childhood Family Engagement Framework* is organized in a way that best supports the document's overall goals of: (1) recognizing the importance of family engagement as a core component of early care and education; (2) setting forth common goals for family engagement efforts; and (3) summarizing effective family engagement strategies and resources. The first substantive section of the document defines "family engagement" in early childhood. This definition, adopted by the Maryland Family Engagement Coalition,



combines a number of different family engagement definitions in order to capture the unique thinking of the group.

After defining family engagement, the Framework presents a set of common goals for family engagement practices that are derived from the *Head Start Parent, Family, and Community Engagement Framework*. The final section of the document offers a set of general strategies that early care and education providers can use to meet each of the goals. Like the Head Start Framework, these goals are organized around the key program foundational areas of leadership and professional development, as well as the program impact areas of program environment, family partnerships, teaching and learning, and community partnerships.

In addition to these sections, the document contains “call out boxes” that highlight examples of successful family engagement strategies in Maryland, as well as three appendices with additional information. Appendix A contains a crosswalk of the outcomes included in the U.S. Department of Education’s Framework with the *Head Start Parent, Family and Community Engagement Framework*. Appendix B provides national and state resources that can be used by early care and education providers to implement the strategies that support the goals contained in the document. Appendix C provides definitions of key terms used in the Maryland Framework.

Maryland’s Definition of Family Engagement

The first step in uniting Maryland’s early childhood community around a common set of family engagement goals and

strategies was for Coalition members to agree on a definition of family engagement for the state. After consulting a number of definitions from well-known organizations in the field, including the National Association for the Education of Young Children; the Office of Head Start, the National Family, School, and Community Engagement Workgroup; and the Harvard Family Research Project, the Coalition constructed a hybrid definition from these existing definitions that best captures the state’s vision. The definition is:

Family engagement is a shared responsibility of families, schools, and communities for student learning and achievement; it is continuous from birth into the school-age years; and it occurs across the various early care and learning settings where children are. Family engagement means building relationships with families that support family well-being, strong parent-child relationships, and the ongoing learning and development of parents and children alike. It reflects culturally competent and universal design approaches, encompassing the beliefs, attitudes, behaviors, and activities of all families, as well as early care settings that support all children’s positive development. Family engagement happens in the home, early childhood settings, school, and community. Sustainable family engagement operates with adequate resources, including public-private partnerships, to ensure meaningful and effective strategies that have the power to impact student learning and achievement.

THE MARYLAND EARLY CHILDHOOD FAMILY ENGAGEMENT FRAMEWORK

Family Well-Being

Promote Positive Parent-Child Relationships

Support Parents as Lifelong Educators

Support Educational Aspirations of the Family

Support Engagement in Transition

Connect Family to Peers and Community

Create Leaders and Child Advocates

PROGRAM FOUNDATIONS

Leadership

Professional Development

PROGRAM IMPACT AREAS

Environment

Family Partnerships

Teaching and Learning

Community Partnerships

SCHOOL
READINESS
OUTCOMES

The Maryland Early Childhood Family Engagement Framework puts forth a set of common goals for family engagement to be used across the Maryland early childhood system and within individual early care and education programs. These goals are realized by implementing family engagement strategies that focus on foundational areas like leadership and professional development as well as strategies that focus on the "points of impact" in early care and education settings. The successful implementation of the strategies promotes positive school readiness outcomes.

The Framework

GOALS OF FAMILY ENGAGEMENT

Family engagement practices must be initiated and implemented with clear goals in mind. Below are the seven goals that state family engagement initiatives and the family engagement practices of early care and education providers should target. These goals are consistent with Maryland's definition of family engagement and operationalize the vision articulated by the definition. As both the state and early care and education providers work to support families with young children, they should do so with these specific goals in mind.

Goal 1: Family engagement initiatives should promote family well-being.

Maryland's vision for family engagement is a two-generation strategy. Families are the key to a child's early development and learning. As such, a goal of family engagement initiatives must be to support family well-being. Maryland's

family engagement initiatives and the family engagement practices of early care and education providers should promote the safety, health, and financial security of families so that they can successfully parent their young children.

Goal 2: Family engagement initiatives should promote positive parent-child relationships.

Research clearly documents the link between competent parenting, strong parent-child bonds, and positive school readiness outcomes. Given the importance of parent-child relationships, it is imperative that Maryland's family engagement initiatives and the practices of early care and education providers have the goal, beginning with the transition to parenthood, of supporting parents and families in developing warm relationships that nurture their child's learning and development. This begins with developing warm, nurturing relationships among adults, including between staff members, and between staff and parents and other adult family members.

Goal 3: Family engagement initiatives should support families as lifelong educators of their children.

Parents and family members are their child's first teachers. Maryland initiatives and the practices of early care and education providers should create collaborative relationships with a variety of service entities to support and empower the family in its role as first teacher.

Goal 4: Family engagement initiatives should support the educational aspirations of parents and families.

Research has documented the link between parental education—particularly maternal education levels—and positive school readiness outcomes. When parents and other adults in the family strive to achieve their educational goals, they become a positive example to their children regarding the importance of education. Therefore, a goal of Maryland initiatives and the practices of early care and education providers should be to support parents and families to advance their own interests through education, training, and other experiences that support their parenting, careers, and life goals.

Goal 5: Family engagement initiatives should support families through the care and education transitions of early childhood.

When a child transitions to a new early care and education provider, or to the formal education system, the child and family changes setting, teacher, and learning culture. These transitions are challenging for parents and families—and often for providers and teachers—to navigate. Therefore, Maryland initiatives and the practices of early care and education providers should support families as they make transitions with their children to new learning environments.

Goal 6: Family engagement initiatives should connect families to their peers and to the community.

Personal networks are a key source of support for families with young children. Learning from one another and sharing common experiences can inform parents and families

about resources, expand parenting strategies, and offer a source of comfort. Maryland initiatives and the family engagement practices of early care and education providers should support parents and families to form connections with peers and mentors in formal or informal social networks that are supportive and that enhance social well-being and community life.

Goal 7: Family engagement initiatives should support the development of families as leaders and child advocates.

When parents and families are empowered, they can be a strong force for positive change in their child's education and in many other areas of life. Therefore, Maryland initiatives and the family engagement practices of early care and education providers should support families to participate in leadership development, decision-making, program policy development, and community and state organizing activities to improve children's development and learning experiences.

PROGRAM/PROVIDER STRATEGIES TO MEET THE GOALS

The goals outlined above summarize the areas that family engagement initiatives at both the state and provider level should address. In this section, strategies are provided that can be used by early care and education providers to meet the goals. These strategies are organized in a similar way to the *Head Start Parent, Family, and Community Engagement Framework*. Strategies are offered to support the *foundational* areas of a program, which include leadership and professional development. In addition, strategies are also offered to support family engagement initiatives at the program or provider's *"point of impact."* These impact areas include program environment, teaching and learning, family partnerships, and community partnerships. A wide variety of strategies are offered that are applicable in multiple settings, including family child care, center-based child care, nursery schools, public prekindergarten programs, and Head Start programs.

Foundational Area: Program Leadership

- Ensure that systems, supports and resources are in place to address professional development, continuous improvement, provider environment, and partnerships related to supporting family well-being and positive parent-child relationships.
- Develop relationships with community members and community organizations that support families' interests and needs.
- Ensure staff members have appropriate training and effective supervision to support families and their relationships with their infants, toddlers, and preschool age children.
- Establish a reciprocal relationship with early intervention services and school systems to support and empower families in their continued role as their child's lifelong educators.
- Form agreements with education entities and organizations that support staff and families' education and training goals.
- Ensure that parents' opinions are heard and included in the program planning processes (e.g., policy council and parent committees).

MARYLAND FAMILY ENGAGEMENT STRATEGIES IN ACTION: MARYLAND'S FAMILY SUPPORT CENTER NETWORK

Like two-generational approaches around the country, Maryland's Family Support Center (FSC) network is designed to strengthen families, linking family economic success strategies for parents with high quality early care and education for children. By their very nature Family Support Centers are of, by, and for both parents and children, all day, every day and **promote the well-being of the whole family** (Goal 1).

Parents and children come to a Family Support Center together because of the program's goal to foster and **promote positive parent-child relationships** (Goal 2). Children, ages birth to four, are cared for on site in a high quality early education program and/or through home-based services. The focus is on effective teaching, building trusting relationships between adults and children and among the adult staff and participants, and offering integrated, comprehensive services and supports for children, parents, and families, including health, nutrition, and mental health. The activities are designed to **support families through the care and education transitions of early childhood** (Goal 5) and **prepare families to be lifelong educators of their children** (Goal 3).

Parents' and families' educational aspirations are supported (Goal 4) with a "whatever it takes" approach, through training, education (e.g., ABE, GED, External Diploma, Alternative High School, ESOL), and job assistance that lead to work. FSCs link parents to public benefits and work supports and may offer financial coaching, education and access to financial products and services.

Underpinning all services at Maryland's FSCs are strategies that engage mothers and fathers both as parents and workers by increasing their confidence, competencies, and resilience as individuals. FSCs support parents in their role as their child's best advocate in ways that build self-efficacy and empower parents through parenting education and health education. Developing parents as leaders through a number of strategies, including the Parent Leadership Institute, **supports the development of families as leaders and child advocates** (Goal 7). Helping adults in the family establish or enhance their social networks of support as parents and workers, **connecting families to peers and to the community** (Goal 6), is a goal of the FSCs reflected in the design of the program.

With Race to the Top-Early Learning Challenge funding, FSCs are adding services that provide training and technical assistance to child care providers in the community and smooth transitions for all children in the neighborhood, birth to five, to and from early care and education settings (Goal 5): elementary schools, private center- or home-based child care, family support, home visiting, or other family-chosen options.

For more information, see: <http://www.marylandfamilynetwork.org>

Foundational Area: Professional Development

- Develop knowledge of relationship building that is grounded in cross-cultural responsiveness and strengths-based perspectives.
- Reflect on daily practice and personal experience to increase self-awareness and effective relationship-building with families.
- Develop knowledge of professional ethics in the areas of confidentiality, boundaries, and self-determination.
- Develop skill in coordination and collaboration with community partners.
- Gain knowledge about: the needs of prenatal and postnatal women and their families; child development and parenting practices; family financial literacy and financial

**MARYLAND FAMILY ENGAGEMENT STRATEGIES IN ACTION:
FAMILY ENGAGEMENT IN THE STATE'S JUDY CENTERS**

A unique aspect of Maryland's early care and education system is the presence of Judith P. Hoyer Early Child Care and Family Education Centers. Known as "Judy Centers," these entities are located at or near Title I schools, and provide access to high quality early childhood education programs, as well as comprehensive family support services. Judy Centers serve families with children birth through five years of age and typically services are available 7 to 12 hours a day, year round. The goal is school readiness.

Judy Centers are unique because they promote school readiness through collaboration with community-based agencies, organizations, and businesses. This integrated approach promotes program and service delivery that is conveniently located under one roof at or near the schools, ensuring that young children who may begin school at a deficit are given opportunities to start their formal education on a level playing field with their peers. The focus on **family well-being** (Goal 1) and an **Adult Education Component** (Goal 4) are key aspects of the Judy Center model.

Judy Centers must meet 12 Component Standards that are deemed essential to children's school readiness. Component V is Family Involvement. The Judy Center's role in family involvement is centered on the family's ability to participate in and support their child's early learning. Supporting **positive parent-child relationships** (Goal 2), **families as lifelong educators** (Goal 3), and **family engagement in transitions** (Goal 5) is accomplished through a host of different activities that may include Parent Cafes, programs for dads and other significant men in the lives of children, playgroups, puppet and children's theaters, story time, and family field trips. Activities and events are focused on the 7 domains of learning that are used to assess school readiness when children enter kindergarten. Family activities provide social networking opportunities that **connect parents and caregivers to their peers and community** (Goal 6) and **support family empowerment and child advocacy** (Goal 7) through event planning, volunteer opportunities, and membership on Judy Center Partnership Steering Committees. The family engagement services provided at a Judy Center depend on the collaboration of all the partners and the specific needs of the children and families. Judy Center staff communicates on an ongoing basis with parents through face-to-face contact, home visiting, regularly published newsletters that include calendars of events, flyers and brochures that include information about their programs and services, and many have websites.

There are currently 27 Judy Centers and three satellites located throughout Maryland. Through the Race to the Top—Early Learning Challenge grant, two Judy Center satellite sites were established at Carmody Hills Elementary School in Prince George's County and at the DRU Judy Center located at The Historic Samuel Coleridge Taylor Elementary School in Baltimore City. A satellite is an extension of an existing Judy Center. The partnerships formed by the existing Judy Center serve the satellite catchment area and the same Coordinator typically serves both sites.

For more information on Judy Centers, see: http://www.msde.maryland.gov/MSDE/divisions/child_care/early_learning/Judy.htm

stability; parenting a child with a disability; engaging fathers; how mental health and wellness affects families; trauma and its effect on relationships; communication styles; and relationship building.

- Include teachers/teacher assistants in parenting education sessions so

parents and teachers can share information about child development and program curriculum.

- Create "learning communities" for staff.
- Develop staff skills to support families to meet their learning goals.

- Develop knowledge about different kinds of education and training opportunities available to families.
- Prepare staff to engage parents in appropriate ways at all times.
- Conduct joint transition trainings across provider and local educational agencies.
- Gain understanding about the operations of early intervention services, public schools and the child care provider community and acknowledge the constraints and opportunities in building local partnerships (differences in policy, regulations, budgets, organizational design, etc.).
- Conduct staff training about how to encourage parent leadership and advocacy and facilitate activities that help parents and families enhance parent-child relationships; strengthen their role as educators; reflect and set learning goals; and prepare for transitions.
- Create safe and respectful environments where adults—staff and parents—can learn from each other and ask for the kinds of information that they find helpful as individuals and members of a group.
- Provide space and resources for monthly events chaired by parents, for parents.
- Provide training on multicultural principles, leadership development, and advocacy for staff and families.

Impact Area: Program Environment

- Welcome all families—and all family structures, sizes, and arrangements.
- Initiate relationships with families that are receptive, responsive, and respectful.
- Include family-friendly spaces with pictures and materials that affirm, welcome and accept all families.
- Engage in honest dialogue with families about their expectations and staff/program objectives.
- Hold the child and family in high regard and partner effectively with all parents.
- Provide opportunities that support parents' needs to connect with other parents for reflection, information, ideas, and support.
- Support parent-child relationships in a way that values the culture and language of the family and recognizes how cultural influences impact family development.
- Welcome families to observe and participate in their child's classroom or home-based activities.
- Support and encourage parents to share tips on everyday learning practices with staff and other families.
- Make information available that supports adults' personal growth and career development.

MARYLAND FAMILY ENGAGEMENT STRATEGIES IN ACTION: REACH OUT AND READ

Reach Out and Read prepares children to succeed in school by partnering with doctors to give out books and encourage families to read together. This program **connects families to their communities** (Goal 6) by building on the unique relationship between parents and medical providers to support essential early literacy skills in young children. During regular pediatric well checkups, Reach Out and Read pediatricians and family physicians give new, developmentally appropriate books to children aged 6 months to five years and advise parents about the importance of reading aloud. Shared book reading represents a unique opportunity for parents and children to spend time together and Reach Out and Read helps parents use this time to **build positive parent-child relationships** (Goal 2). In addition, the program supports parents in their role as **lifelong educators of their children** (Goal 3) by helping parents to foster their children's emergent literacy skills.

Medical providers implementing the Reach Out and Read program work with families to prepare children to enter kindergarten ready to read, learn, and succeed. As a result of this evidence-based intervention, parents learn new ways to stimulate their children's literacy development, have more books in their home, and read more to their children. Research shows that children served by Reach Out and Read benefit greatly from their experiences sharing books with their families and through this program, acquire important skills that help build the foundations of success in kindergarten and beyond.

Reach Out and Read is available for use statewide and is currently being implemented by providers in half of the counties in Maryland. Prior to the implementation of the Race to the Top—Early Learning Challenge grant, 45 providers were using the system. In just the first year of the Race to Top—Early Learning Challenge grant, the program has been made available to 20,000 additional children, with a goal of expanding to cover a total of 75,000 additional children by the end of the five-year grant period.

For more information, see: <http://www.reachoutandread.org/about-us/mission-and-model/>

- Ensure that parent meetings and trainings are announced routinely, that announcements are inviting, and that language is not a barrier to parent participation.
- Provide opportunities for families to connect with other families in the program or community who have similar personal or professional goals.
- Welcome and engage families as partners in transition planning.
- Help families identify and understand quality criteria in early childhood settings as children make transitions from prenatal to postnatal

services, new service options, new classrooms, or new home visitors.

- Create an environment that welcomes and affirms parent leadership and advocacy in the program.
- Work with parents to arrive at agreed upon understandings of how to partner and how to collaborate with each other within the program.

Impact Area: Family Partnerships

- Help families identify their interests, articulate their strengths and needs, and accomplish and/or develop goals.

LEARNING PARTIES

One effective family engagement initiative implemented in Maryland is *Learning Parties*, created by Maryland Ready At Five. Guided by a trained professional, the interactive, hands-on, parent-child "parties" promote **positive parent-child relationships** (Goal 2). Based on the belief that **parents are lifelong educators of their children** (Goal 3), Learning Parties teach parents **how to make everyday moments learning moments** through playing, singing, talking, reading, and engaging in fun, learning activities. Learning Parties also **connect families to their peers and community** (Goal 6) by cultivating social networks and enabling parents to meet, talk with, and learn from other parents/families. Often, Learning Parties are held in schools and bring preschool children and their families into a school environment prior to being enrolled. As such, they support the goal of **family engagement in transitions** (Goal 5) as well.

Ready At Five has developed a Learning Party Curriculum in six key Domains: *Language & Literacy, Mathematical Thinking, Scientific Thinking, Social & Emotional Development, Physical Development (Play), and The Arts*. Additionally, the Vocabulary Improvement and Oral Language Enrichment Through Stories (VIOLETS) curriculum, also developed by Ready At Five, has a Learning Party component, and is often offered to children and their parents/families at programs implementing the VIOLETS Read Aloud Program.

The Learning Party series for each domain includes curriculum for four 90-minute Learning Parties (for a total of 24 across all domains) during which parents learn a variety of techniques and strategies for improving the skills and abilities of their children while children participate in activities on the same themes as their parents. At the Learning Party, parents have an opportunity to practice the activities with their child while trained Learning Party leaders provide positive feedback and constructive suggestions. Parents are also given a homework assignment, as well as a variety of books, developmentally appropriate materials, and educational toys to start an early learning library in their home.

Learning Parties have been offered to hundreds of parents and children at no cost to them throughout Maryland's 24 jurisdictions.

For more information, see: <http://www.readyatfive.org/rat/programs/learning-parties.html>

- Use goal-oriented home visits to establish relationships with families and to identify and support their interests and needs.
- Assist families in using resources and systems of support as necessary and appropriate.
- Provide opportunities for parents to learn about expectant parenting and prenatal health, the developing role of young parents (for adolescent parents), and/or about their roles as new mothers and fathers.
- Foster meaningful, reciprocal relationships between mother and child and father and child in a manner that is both culturally receptive and responsive.
- Help families identify appropriate practices that complement the stages of their developing child.
- Help parents and families ensure the health and safety of their infants, toddlers, and preschoolers.
- Support a father's efforts to connect with and be responsible for his child at all ages and stages of development.
- Support families as they seek support from mental health consultants or other community agencies when there are parent-child relationship challenges that require additional services.
- Foster strong co-parenting relationships as appropriate.
- Assist families to develop their own education and training goals and provide referrals to educational resources (GED, adult education, ESL, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills, etc.) to link families to the necessary supports to further their education/training.
- Invite past program parents and community volunteers to share their educational and career experiences with families.
- Invite families to volunteer or apply for jobs in the program that support their parenting, career or life goals. Support parents' interests and goals by referring them to volunteer opportunities in the program and community.
- Help families develop transition plans for themselves and their children.

**MARYLAND FAMILY ENGAGEMENT STRATEGIES IN ACTION:
EVERY CHILD READY TO READ @ YOUR LIBRARY**

Public libraries in Maryland implement a number of strategies designed to meet the goals of the Early Childhood Family Engagement Framework. A signature initiative of the public libraries is *Every Child Ready to Read @ your library*, a research-based early literacy outreach education program for parents and caregivers. The program enlists parents and caregivers as partners in preparing young children to read and provides them with effective tools and strategies, thus **supporting families as lifelong educators of their children** (Goal 3). The program also puts library resources into the hands of parents, **connecting families to their communities** (Goal 6). Every Child Ready to Read @ your library supports families in engaging in meaningful learning activities that provide a unique context for **promoting positive parent-child relationships** (Goal 2).

Through a series of workshops, parents and caregivers learn strategies for developing emergent literacy skills through engaging parent-child activities that incorporate singing, talking, reading, writing, and playing. These practices are all familiar to parents and caregivers, which makes them easy to use and integrate into everyday life. Through the Every Child Ready to Read @ your library program, families gain access to knowledge, resources, and community supports that help them engage in positive parent-child interactions and foster their young children's emergent literacy skills.

Through the Race to the Top—Early Learning Challenge grant, every library system in Maryland received a copy of the Every Child Ready to Read @ your library toolkit. Library staff are being trained on the program and parents and providers are encouraged to talk with their focal librarian about how their library is making use of the resources that Every Child Ready to Read @ your library provides.

For more information on the national program, see: <http://everychildreadytoread.org/>

- Make sure that families are aware of services and know about their rights under federal and state laws, including their rights under the Individuals with Disabilities Education Act (IDEA).
- Facilitate or refer parents to parental support and/or educational groups where they can share their concerns (e.g., children's special needs, divorce, a death in the family).
- Talk with parents about their formal and informal social networks (family, neighbor, school, recreation, etc.) and explore interests or needs in forming new or renewing old social connections.
- Individualize opportunities for peer-to-peer connections for different groups of parents (e.g., fathers or grandparents).
- Provide opportunities for parents to identify their strengths as leaders/advocates and to use them in the program and community.
- Share information with families about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to foster continuity in leadership and advocacy roles.
- Provide mentoring opportunities for parents that could include staff, alumni parents/families, elders, and professionals in the community to serve as a resource and support for parent leadership development.

- Partner with parents to engage advocacy groups that work on issues related to child, family, and community needs or on other issues of interest to parents.
- Form partnerships with parent-to-parent organizations to facilitate connections for families.

Impact Area: Teaching and Learning

- Approach parents as equal partners in learning about their child while acknowledging parents' premier role as their child's first teacher.
- Talk with families about their child's behavior and help them understand and respond appropriately to their child's behavior.

- Work with families to help children overcome behavioral challenges.
- Consistently gather child information from families and ask parents about their observations of their child to inform teaching.
- Encourage parents/caregivers to participate in training opportunities regarding social and emotional development, e.g., Social and Emotional Foundations of Early Learning.
- Exchange information with parents about their children's social, emotional, and cognitive development, and talk about the importance of the home language (with families

**MARYLAND FAMILY ENGAGEMENT STRATEGIES IN ACTION:
MARYLAND'S HEAD START PROGRAMS**

One of the defining features of *Head Start* is a strong emphasis on family engagement. Indeed, the *Head Start Parent, Family, and Community Engagement Framework* served as a model for the development of the Maryland Family Engagement Framework. As such, Head Start programs in Maryland are designed to meet all of the goals of family engagement outlined in this Framework. Some ways in which Maryland's Head Start programs meet the family engagement goals include providing numerous parent trainings aimed to **promote family well-being** (Goal 1) and **connect families to their peers and to the community** (Goal 6) through opportunities to network and share experiences. Families are also empowered through the adult education component of their program that **supports the educational aspirations of parents and families** (Goal 4) as well as through participation in Head Start Policy Councils, which **support the development of families as leaders and child advocates** (Goal 7).

Head Start programs strive to engage families in a variety of ways. Programs offer many opportunities for parents to build their skills as members of the workforce (e.g., English for Speakers of Other Languages and computer trainings) as well as attend trainings on topics such child development, abuse prevention, parenting techniques, and kindergarten transition. Furthermore, programs seek to connect families to resources to meet their individual needs, inviting families to attend collaborative forums with other community agencies and connecting families with food pantries, clothing, mentoring, social services, and job training. Programs are required to have a Policy Council, a form of shared program governance in which parents discuss issues and make decisions on program policy, budget, and curriculum; perform community outreach; and give testimony at county council and board of education meetings to advocate for Head Start and all preschool programs.

These examples of family engagement take place in all programs operated by the state's 19 federally funded Head Start grantees.

For more information, see: <http://www.md-hsa.org/>

of children who are dual language learners).

- Use a management information system that is accessible to families and that assists teachers in sharing child assessment information with parents in an understandable, family-friendly format about children's progress.
- Ensure families have ongoing opportunities to discuss child assessment data so that families are prepared to initiate and/or participate in similar discussions with teachers in the formal education system.

- Support parents as learners in parenting education programs that help parents learn more about their child's learning, development, and behavior.
- Support family literacy activities.
- Encourage families to observe and participate in child learning and development during home visits and in classrooms.
- Ensure families have ongoing opportunities to discuss their observations and concerns about their child's strengths and challenges prior to transitions to and from

early care and education settings and public schools.

- Share information with families about activities and everyday interactions with children that promote school readiness as outlined by the Maryland Early Learning Standards.
- Provide families with information about child development and the impact of transitions on children across early childhood and school settings.
- Encourage parent-to-parent support when participating in parent meetings about children's learning and development.

Impact Area: Community Partnerships

- Link families with support systems, peer-to-peer groups, and resources.
- Participate in community meetings and initiatives that increase program capacity to respond to the needs and interests of families.
- Support family experiences with community resources that support children's learning and development, such as libraries and museums.
- Share information with families about resources and services for children with disabilities and special health needs.
- Collaborate with community organizations that share parents' concerns and interests.

- Form partnerships with educational resources in the community and beyond, including higher education institutions, to support families' learning interests and educational goals.
- Form partnerships with adult educators who creatively enhance education and training opportunities for families.
- Coordinate services for children and families as they transition from one early childhood setting to another, private or public, child care or elementary school.
- Provide advocacy training and opportunities for families to develop and use advocacy skills in the context of their child's lifelong learning and in other ways of interest to the parent.

MARYLAND FAMILY ENGAGEMENT STRATEGIES IN ACTION: CHILD CARE AND PARENT CAFÉS

Child care is a diverse delivery and support system, mostly offered by private individuals and organizations and paid directly by families. Because the system is so responsive to the needs of working parents and adults in school who have young children—the busiest people in the State—child care providers report that supporting children's primary caregivers by offering parent engagement activities can be challenging. One promising approach being implemented through Maryland's Network of Child Care Resource Centers (CCRCs) is the Strengthening Families Parent Cafés. These are guided conversations designed to share the collective knowledge of families and build a network of community support among them. These events promote family well-being (Goal 1) and connect families to their peers and to the community (Goal 6) by fostering social connections and parental resilience. Furthermore, Parent Cafés can support the development of families as leaders and child advocates (Goal 7) by engaging parents, child care professionals, and other community members in conversations about the needs of families, how to meet those needs, and the role each neighbor can play in strengthening families and communities.

In Maryland, staff from the CCRC network have been trained as Facilitators to conduct Parent Cafés for parents and providers of children from birth to age five, based on the five protective factors: parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children.

During a Café, a group of 20-30 parents and other community members take seats, five at a table, set café-style. A unique question is posed at each table where it is discussed by the participants for approximately 20 minutes. Then participants move to another table, where the Table Host presents the question, brings the group up-to-date on what the last group discussed, and facilitates the conversation about the question available at that table. Participants visit at least three different tables. The process concludes with a list of themes identified by the participants and of next steps for future Cafés. The group may come up with some resources that meet identified needs, ideas or approaches that respond to common concerns, decide on a specific topic for the next discussion, or identify a speaker to invite to their next Café to address something they'd like to know more about. In this way, Parent Café conversations harness community knowledge.

Child care providers who facilitate Cafés report that the experience helps them understand what parents are facing and get useful ideas about how their programs can support families whose children are in their care. Facilitator and Table Host trainings are offered periodically by Maryland Family Network. Call (410) 659-7701, ext. 121 for the most recent schedule.

For more information about Parent Cafés, see: <http://mfn.convio.net/site/News2?page=NewsArticle&id=5235>

Appendix A: Outcome Alignment of the ED and Head Start Family Engagement Frameworks

The *Head Start Parent, Family, and Community Engagement Framework* includes a set of family engagement outcomes, strategies, and progress measures that promote and measure parent and family engagement at the program level. The Head Start Framework identifies seven family engagement outcome areas. To support programs in meeting the outcomes, the Framework provides strategies targeting the “program impact areas” such as the program environment, family partnerships, teaching and learning, and community partnerships.

The Department of Education (ED) Family Engagement Framework (still in development) also identifies desired family outcomes as well as program and staff outcomes. The ED Framework focuses on building the collective capacity across multiple stakeholders involved in supporting family engagement. It includes system (organizational) components for building capacity, process components to foster collaborative school/program and family partnerships, and desired outcomes for school/program staff and for families.

Department of Education's Intended Outcomes for Families (draft)	Head Start Parent and Family Engagement Outcomes
Families are actively engaged, from cradle to career, in their child's academic, social and emotional development	<p>Parent–Child Relationships: Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.</p>
Work in partnership with school and Local Education Agency staff to support and share the responsibility for student achievement and school improvement	<p>Families as Lifelong Educators: Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.</p>
Have developed the skills, knowledge, and confidence needed to negotiate the multiple roles (supporters, encouragers, monitors, decision-makers, advocates, collaborators) of effective family engagement	<p>Family Engagement in Transitions: Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to Kindergarten through Elementary School.</p>
Feel honored and respected by school staff	<p>Families as Advocates and Leaders: Families participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children's development and learning experiences.</p>
	<p>This is an overarching theme of the Head Start Framework and is included in the program environment section</p>
	<p>Family Well-being</p>
	<p>Families as Learners</p>
	<p>Family Connections to Peers and Community</p>

Appendix B: National and State Family Engagement Resources

Title: The Head Start Parent, Family, and Community Engagement Resource Catalogue 1.0

Link: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/Resource_Catalogue_041112.pdf

Source: OHS National Center on Parent, Family, and Community Engagement (NCPFCE)

Description: *Annotated catalog of exemplary resources to promote effective parent, family, and community engagement in support of young children's learning, development, and school readiness. Organized according to The Head Start Parent, Family, and Community Engagement Framework (PFCE Framework). In this first edition of the catalog you will find books, articles, webinars, and other useful resources—most of which are available free of charge on the Early Childhood Learning and Knowledge Center website.*

Title: Head Start and Early Head Start Relationship-Based Competencies

Link: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rbc-coordinated-integrated-services.pdf>

Source: NCPFCE

Description: *Technical assistance resource that outlines the knowledge, skills, and actions for staff working with families in Head Start and Early Head Start (HS/EHS) programs. This document is a tool to assist programs with implementing the Head Start Program Performance Standards and the Parent, Family, and Community Engagement (PFCE) Framework. These competencies represent both research-based and best practices in the early childhood, human services, and social work fields. This resource was developed with broad input from Head Start and Early Head Start programs, parents, and the National Center on Parent, Family, and Community Engagement.*

Title: Understanding Family Engagement Outcomes: Research to Practice Series Positive Parent–Child Relationships

Link: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/parent-child-relationships.pdf>

Source: NCPFCE

Description: *Aligned with related Head Start Performance Standards, this resource presents a selected summary of research, proven interventions, and program strategies intended to be useful for the Head Start (HS) and Early Head Start (EHS) community.*

Title: Using the Head Start Parent, Family, and Community Engagement Framework in Your Program: Markers of Progress

Link: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/ncpfce-markers-of-progress.pdf>

Source: NCPFCE

Description: *This resource was created to help you recognize your program's accomplishments in engaging parents, families, and the community. It also offers you the opportunity to identify aspects of your work in this area that can be strengthened and offers ideas for new and innovative ways to enhance your efforts. The information you gather from your observations, conversations, and reflections is important data that can be incorporated into your decision-making about your whole program. In fact, this guide and the subsequent information you collect, could be utilized to inform the required annual program Self-Assessment.*

Title: Family Engagement and Ongoing Child Assessment: Responsibilities, Perspectives, and Strategies

Link: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111.pdf>

Source: NCPFCE

Description: *Addresses the perspectives of parents and program staff in the sharing of child assessment information through the*

C.1.d MSDE Accreditation Project , Overview, & Process Flow Chart

OVERVIEW OF SELF-APPRAISAL AND VALIDATION

Early childhood programs who elect to participate in the MSDE Accreditation/Validation process are participating in an internal and external review to confirm that the program meets state standards for high quality early childhood programs. The initial phase of the process begins with a program self-appraisal, during which program staff and leadership evaluate the program, identify needs, and create a plan for making improvements based on the self-appraisal.

Prior to beginning the Self-Appraisal process, all programs interested in MSDE Accreditation/Validation are required to attend an Orientation to the process. This Orientation will allow programs to determine if they are prepared to begin the Accreditation/Validation process. Regional Orientation presentations are scheduled by MSDE throughout the state. The schedule for Orientation presentations can be found under the Orientation tab on OARS at <http://oars.earlylearningcompass.org>. Program leaders are responsible for providing their staff members with information about the MSDE Accreditation/Validation process prior to beginning the self-appraisal.

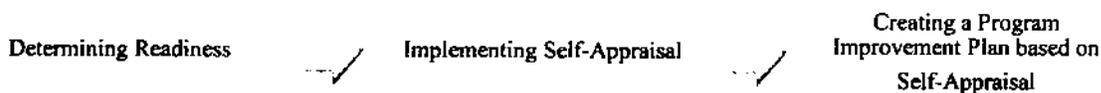
Note: A program will have two years from the date of application to complete the accreditation process. The accreditation timeline does not begin until a program clicks "Begin Accreditation Process" in OARS.

The self-appraisal and validation process consists of two phases:

- 1) Conduct the Self-Appraisal and make Program Improvements
- 2) Implement the Validation

PHASE I: Self-Appraisal and Program Improvement:

This phase of the process asks programs to first determine their level of readiness to begin the Accreditation/Validation process, and to orient their staff and reflect on their program quality. The first phase is internal to the program, agency, or school. During the self-appraisal phase, the program's team makes decisions about the extent to which it meets the standards and indicators, organizes documentation, and hosts a Program Improvement Visit. This self-appraisal will determine the need for program improvements.



PHASE II: Implementing the Validation

This phase enables programs to be formally recognized for a commitment to providing high quality programs for young children. Thus, the second phase is external to the program and consists of an external review by a trained Validator, and a committee's decision as to whether the program has met state standards of high quality.

Note: Center-based Child Care and Head Start programs receive Accreditation, while public prekindergarten and kindergartens receive Validation.

Requesting
Validation Visit
through OARS

Submitting Self-
Appraisal
Results

Hosting
Validation Visit

Receiving
Decision

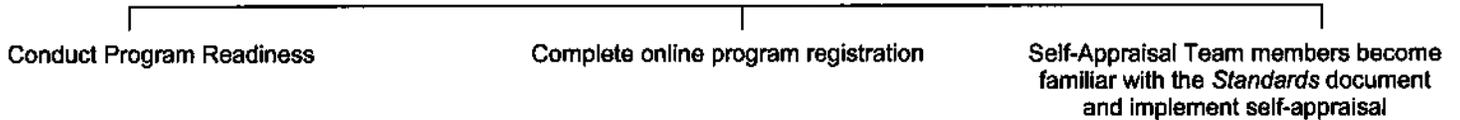
MARYLAND STATE DEPARTMENT OF EDUCATION
**EARLY CHILDHOOD ACCREDITATION/VALIDATION PROCESS
 FLOW CHART**

First Step: Create an account in the Online Accreditation Rating System (OARS)

Second Step: Orientation

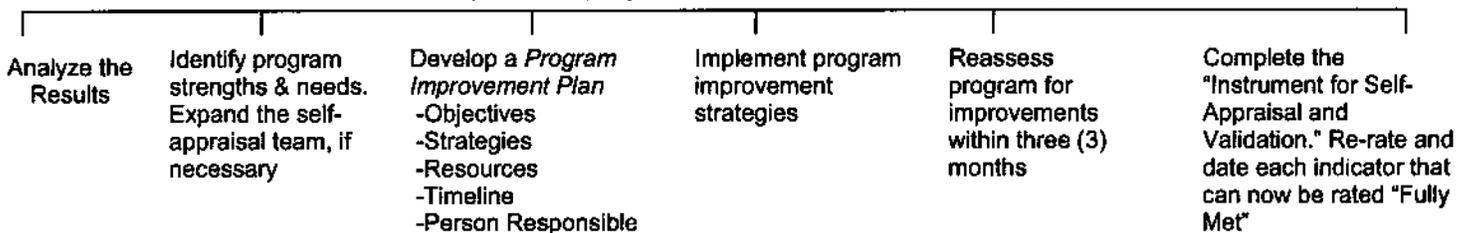
Phase I. Implementing the Self-Appraisal Phase

Implement the Self-Appraisal



↓
 Conduct ratings using the "Instrument For Self-Appraisal and Validation" and organize documentation to justify program rating using the required documentation checklists (Appendix D and E)

Improve the program based on the self-appraisal rating



Request a Program Improvement Visit

↓
 Improve the program based on the Program Improvement Visit and/or proceed to Validation Phase

Phase 2: Implementing the Validation Phase

Request a Validation Visit

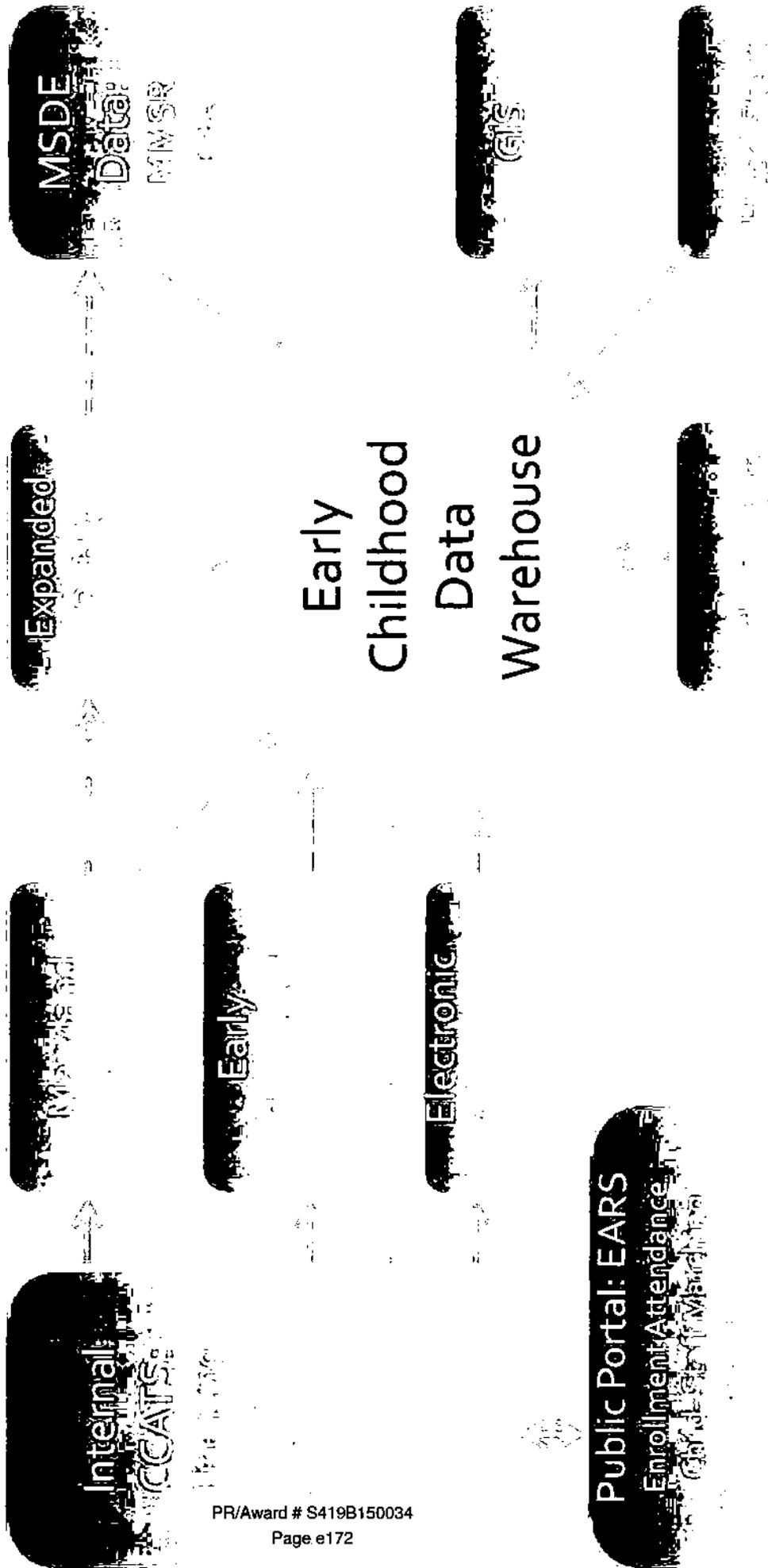
↓
 Receive the validation visit date

↓
 Validation Visit Conducted

↓
Receive Accreditation/Validation Decision

C.1.g Early Childhood Data Warehouse graphic

Early Childhood Data Warehouse



**C.2.a Evidence of a monitoring protocol used to drive
continuous program improvement**

Maryland's Reform Plan

School Improvement Monitoring Protocol & Tool

**12 Component Standards for Judy Centers & Monitoring
Tool**

**Maryland EXCELS Published Program Monitoring Report,
Tool, Participation & Publication Rates**

**Maryland's Reform Plan
Bridge to Excellence in Public Schools
Race to the Top**

2014 Guidance Part 1

July 2014

**Maryland State Department of Education
Division of Student, Family, and School Support
Division of Academic Policy and Innovation
Office of Finance**



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Early Learning

A. Based on the examination of 2013-14 MMSR Kindergarten Assessment Data:

1. Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of how the implementation of the Maryland College and Career-Ready Standards in prekindergarten and the new Ready for Kindergarten (R4K) assessment will address the school readiness gaps.
2. Describe how the school system is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Preschool Special Education; Preschool For All sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten "ready to learn"?

Early Learning Tables 8.1 and 8.2

Domain Abbreviations

- SP: Social and Personal
LL: Language and Literacy
MT: Mathematical Thinking
ST: Scientific Thinking
SS: Social Studies
TA: The Arts
PD: Physical Development

B. Based on the examination of the 2013-2014 Public Prekindergarten Enrollment Data (Table 8.3)

3. Please verify the accuracy of the Prekindergarten enrollment data, as it was provided to the MSDE, Division of Early Childhood Development Early Learning Office for school year 2013-2014.
4. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.06.02.
5. Describe any policies the school system has put in place to work collaboratively with other early learning and development programs to provide a prekindergarten program for all eligible children, including any collaboration related to the Prekindergarten Expansion Grant program.

MSDE Priority/School Improvement Grant (SIG) Monitoring Protocol
FIRST Priority/SIG Monitoring Team Onsite Visit in
Baltimore City Public School System (BCPSS) and
Prince George's County Public Schools (PGCPS)
2014-2015

Priority/SIG Leads Contact Information:

- | | | | |
|--|------------------|--------|-----|
| • Gail Clark Dickson | 410-767-5153 (W) | (b)(6) | (C) |
| • Tina McKnight: | 410-767-0277 (W) | | (C) |
| • Kelly Coates: | 410-767-0642 (W) | | (C) |
| | | | |
| • Nola Cromer (Title I-Priority Liaison) | 410-767-0293(W) | | |

I. Before the First SIG Monitoring Team Onsite School Visit:

1. Priority/SIG Monitoring Team Leads will review thoroughly the entire approved LEA Plan for the identified school prior to the First Onsite School Visit.
2. The Priority/SIG Leads will provide the Overarching Interview questions that will be a part of the first onsite visit.
3. Principals will be expected to complete with the school leadership team their responses to the Overarching Questions and submit their written responses to MSDE **two days prior** to the school visit.
4. Priority/SIG Leads will establish a start and end time for each school's two hour visit.
5. Priority/SIG Leads will request the completion of the "School Information" form.

II. During the First Priority SIG Monitoring Team Onsite School Visit:

1. Priority/SIG Leads will arrive at each school 15 minutes prior to start of the school visit schedule for check in.
2. Priority/SIG Leads will go to the main office of the school and follow the protocol for school visitor sign-in. MSDE staff will wear their MSDE name-tags.
3. First Onsite School Visit Schedule:
 - **First 50 Minutes:**
 - a. The Priority/SIG Leads will meet with School Leadership Team.
 - b. The Priority/SIG Leads will provide an agenda to all meeting attendees and ask each attendee to sign-in on the form provided.
 - c. **5 minutes:** Priority/SIG Leads will facilitate introductions of MSDE and School Staff in attendance. Priority/SIG Leads will communicate the purpose of this First Onsite Monitoring Visit.
 - d. **10 minutes:** School Leadership Team will share a status update on implementation of the LEA's Approved Priority/SIG Plan for the identified

school. While the School Leadership Team is sharing the update the Priority/SIG Leads will be taking individual notes.

- e. **35 minutes:** Priority/SIG Leads will facilitate this time block that will include clarifying questions related to the responses to the Overarching Interview Questions provided to the school principal prior to the visit. Priority/SIG Leads will be taking individual notes on clarifying responses.

- **Break and Transition: 10 minutes**

- **Second 50 Minutes:**

- a. School Staff will conduct a tour of the school building for the Priority/SIG Leads visiting all classrooms.

- **Closure 10 Minutes:**

- a. This time block is for closure discussion with the Principal only prior to the departure of the Priority/SIG Leads.

III. After the First SIG Monitoring Team Onsite School Visit

1. The Priority/SIG Leads will prepare a written report of the First Priority/SIG Monitoring visit. The report will include the written responses provided by each principal to the Overarching Interview Questions and other MSDE conclusions based on the visit.
2. The written report of the First priority/SIG Monitoring visit will be posted on the MSDE webpage.

Priority/SIG I Year 5 First Onsite Visit for SY 2014-2015 Overarching Questions for School Leadership Team

Overarching Questions for the School Leadership Team	School Leadership Team Responses to Overarching Questions from the First Onsite Visit at Commodore John Rodgers Elementary/Middle School
<p>1. This is Year 5 as a Priority/SIG I school. Share the major programmatic focus for Year 5 at your school that will lead to achieving your annual goals.</p>	
<p>2. How has the LEA and the school ensured that all school stakeholders, including parents, have been informed about the Priority/SIG approved plan for the school?</p> <p>What documentation is available for the MSDE monitoring team to review that shows evidence of these activities?</p> <p>What ongoing 2014-2015 activities are planned to continue to inform all stakeholders, including parents, as the Year 5 plan is being implemented?</p>	

<p>Overarching Questions for the School Leadership Team</p>	<p>School Leadership Team Responses to Overarching Questions from the First Onsite Visit at Commodore John Rodgers Elementary/Middle School</p>
<p>3. What is your current student enrollment for this 2014-2015 school enrollment? Is there any significant change in your student numbers from the previous school year? If there is, please explain the change.</p> <p>What is your average class size?</p>	
<p>4. Is your school fully staffed with teachers, resource teachers, administrators, and support staff? Provide details.</p> <p>If your school is not fully staffed, what position vacancies have not been filled at this current time?</p> <p>Are all your classroom teachers highly qualified and your instructional paraprofessionals qualified? If not, explain.</p>	

<p>Overarching Questions for the School Leadership Team</p>	<p>School Leadership Team Responses to Overarching Questions from the First Onsite Visit at Commodore John Rodgers Elementary/Middle School</p>
<p>5. Explain your school's extended learning program for all students during this school year. In your response, provide the following details:</p> <ul style="list-style-type: none"> • Starting date; • Additional student time per week; • Instructional program; • Student participation; and • Teacher staffing. 	
<p>6. Describe some visible improvements (quick wins) early in Year 5 in the school's reform process.</p>	
<p>7. Describe Year 5 culture and climate changes in the school that will improve teaching and learning.</p>	
<p>8. Describe parent/community engagement at the school and specific plans to enhance their engagement in Year 5.</p>	

Overarching Questions for the School Leadership Team	School Leadership Team Responses to Overarching Questions from the First Onsite Visit at Commodore John Rodgers Elementary/Middle School
<p>9. What are the LEA's and school's Year 5 plans to ensure that there will be a consistent focus on improving instruction?</p>	
<p>10. For Year 5 has your school or LEA revised the school's annual goals for reading/language arts and mathematics for 2014-2015? Provide details.</p>	
<p>11. Explain how the LEA Central Support Team (CST) and Turnaround Executive Support Team (TEST) supported the opening of school to date.</p> <p>Describe the future schedule for ongoing onsite support by the CST/TEST to the school.</p>	
<p>12. Discuss the lessons learned in implementing the Turnaround Intervention Model at your school.</p>	

<p>Overarching Questions for the School Leadership Team</p>	<p>School Leadership Team Responses to Overarching Questions from the First Onsite Visit at Commodore John Rodgers Elementary/Middle School</p>
<p>13. Has your school expended all of your previous year's Priority school funds? Provide details.</p> <p>Has your Year 5 Priority budget for your school been loaded and are you able to access the funds? If not, please explain the barriers.</p> <p>Describe the process for monitoring the "spend down" of the Priority funds.</p> <p>Who will be responsible for the fiscal monitoring? How frequently?</p>	
<p>14. Share any other highlights of the beginning of Year 5.</p>	

12 Component Standards for Judy Centers

All Judy Centers are monitored on a regular basis and are required to meet the following 12 Component Standards:

1. **Full Day/Full Year Programming:** Children who participate in Judy Centers have access to high-quality early care and education programs to meet the year-round needs of children and families.
2. **Provision of Breakfast/Lunch:** Children who participate in Judy Center Partnership, school or center based programs for more than 2½ hours per day have access to appropriate breakfast, lunch and snacks according to USDA guidelines. Eligible programs are required to access federal and/or state food programs, e.g., Free and Reduced Meals, Child and Adult Care Foods Program (CACFP).
3. **Service Coordination and Family Support:** Service coordination at Judy Centers is designed to include the 6 Elements of Effective Service Coordination:
 - a. assessment of needs for children and families;
 - b. a referral process;
 - c. review and evaluation (includes the coordination of intervention services among various programs);
 - d. intervention services;
 - e. monitoring the effectiveness of intervention services; and
 - f. reporting on progress of intervention services. The Judy Center Partnership coordinates its services, programs and activities to avoid duplicating the services offered to families, and to monitor the effectiveness of the family support offered. When a child participates in more than one program, the service coordinator, in collaboration with program and/or agency offices, will identify ONE key contact for that child. The key contact will be the one person who has developed the closest working relationship with the family and will interact with the family so that services are integrated. Several forms of support services are demonstrated and may include home visiting, child tutoring, behavior services and counseling.
4. **Integration of Early Education Services:** Curriculum and assessment for all programs in partnership with the Judy Center are aligned with the Maryland State Curriculum and the Maryland Model for School Readiness (MMSR) Framework and Standards documents for Prekindergarten and Kindergarten.
5. **Family Involvement:** Family Involvement at Judy Centers depends upon the collaboration of all partners to encourage parents and caregivers to become empowered to meet the needs of their families. Family involvement activities include events for children birth through age 5. Events are coordinated among all agencies and a coordinated calendar of activities is regularly distributed to families.
6. **Early Identification/Intervention:** Judy Centers have a plan in place to identify all children birth through age 5 that reside in their respective school zones. This includes those who are enrolled in state or federally regulated programs. Children receive developmental screenings, evaluations and interventions when appropriate. All children birth through age 5, regardless of abilities, are fully included and have access to all programs and services.
7. **Inclusion of Young Children with Disabilities (ages 3-5 with IEPs or IFSPs):** Consistent with the vision of the Judy Centers, preschool age children with disabilities and their families are fully included in all of the services as part of the Individualized Education Plan (IEP) such as pre-kindergarten, family support and involvement, service coordination, and full-day, full-year services. Families who elect the Individualized Family Services Plan (IFSP) Option participate in Judy Center activities and are also included in ways that meet their Plan.
8. **Health Services:** Judy Centers ensure children receive immunizations; blood lead testing, as recommended; dental assessment and referral; vision and hearing assessments and referral; mental health assessments and referral, when appropriate; physical growth and nutritional assessments including referral to Women, Infants and Children Program (WIC); referral to local health department (drug and alcohol services), if warranted; and access to health care insurance, including other family members, but especially children (MCHP).

9. **Professional Development:** Staff members of all participating Judy Center programs participate in MMSR training and understand their responsibilities in implementing the MMSR as appropriate for their program. Joint trainings are held among partners on common topics of interest and needs in order to advance student outcomes.
10. **Adult Education/Family Literacy:** Judy Center parents are encouraged to pursue their own education in order to allow them to better support their children and to afford them opportunities at home, in school, and in the community to become full partners in their child's education. Family Literacy activities are paired with and are an integral part of all programs for children and families involved in the Judy Center Partnership.
11. **Accreditation/Validation of Programs:** All early care and education programs for children in the Judy Center Partnership are accredited or validated within the first 18 months of becoming part of the partnership, through the state or a national agency (MSDE, NAEYC, NECPA, NAFCC). Accreditation/validation must be maintained and kept current for all programs.
12. **Judy Center Partnership/Leadership:** The Judy Center Partnership is actively engaged and is consistently and frequently involved in the school readiness mission of the Judy Center. The Judy Center is well-known in the community. Judy Centers are involved in the mission of its partners, their work benefits the entire community, and they are recognized as leaders in early childhood.

cd:JudyCentersGeneralInfo:ComponentStandardsDescriptionJune2014

**FY 2015 DOCUMENTATION CHECKLIST
FOR MONITORING JUDY CENTERS
COMPONENT I – FULL DAY/FULL YEAR**

Tab #	Documentation includes evidence that:	Reviewer Comments
1	Narrative Description (required)	
2	there are MOUs with child care partners (child care partners are required)	
3	there is a variety of (1) child care, (2) full day program options available; and (3) wraparound services provided.	
4	children are dual-placed to provide full day programming	
5	parents are surveyed for child care needs at the beginning of the school year. There is follow up communication with parents after surveys are collected to assist with meeting child care needs.	
6	there is communication with parents to determine their needs for intermittent situations, such as school breaks, staff development days, holidays, early dismissal days, summer, and other school closings. There is evidence that the Judy Center helps arrange for child care services during such closings.	
7	babies and toddlers 0-3 are referred to and provided child care	
8	there is an active relationship with the Child Care Resource Center	
9	families receive child care subsidy	
10	families receive tuition assistance from Judy Center	
11	there is a Judy Center Summer Program (# weeks, # hours, # of children, ages of children, rosters, curriculum)	
12	Head Start provides a summer program (# weeks, # hours, # of children, rosters, curriculum)	
13	there are full year programs provided by partners, i.e., Early Head Start, Healthy Start, Healthy Families, Infants & Toddlers, etc.	
14	there are transportation solutions to access child care, for summer programs, for children in 1/2 day programs, and for children in multiple programs, etc.	
15	there is a database showing the tracking of children in the various programs in which they participate.	
16	other	

**FY 2015 DOCUMENTATION CHECKLIST
FOR MONITORING JUDY CENTERS
COMPONENT II – PROVISION FOR BREAKFAST AND LUNCH**

Tab #	Documentation includes:	Reviewer Comments
1	Narrative Description (required)	
2	children receiving FARM	
3	Maryland Meals for Achievement Program, if applicable	
4	Universal Food Program, if applicable	
5	Summer Foods Program, if applicable	
6	Evidence of meals that meet USDA guidelines	
7	Evidence that there are snacks during school hours and at before/after school programs	
8	how healthy meals and snacks are provided during staff development days, early dismissal days, school breaks, etc.	
9	how meals are provided during summer programs	
10	how meals are provided by child care partners; participation in Child and Adult Care Food Program (CACFP)	
11	how Head Start meals are provided	
12	evidence that healthy meals are provided during family activities	
13	a database that shows the various meal services individual children are receiving	
14	other	

**FY 2015 DOCUMENTATION CHECKLIST
FOR MONITORING JUDY CENTERS
COMPONENT III – SERVICE COORDINATION AND FAMILY SUPPORT
Comp. III, Part I - Case Management**

Tab #	Documentation includes:	Reviewer Comments
1	Narrative Description (required)	
2	the service coordination process at the Judy Center that includes how the Judy Center meets the 6 specific elements of effective case management: assessment; referral process; review & evaluation; intervention services; monitoring and effectiveness of intervention services; and reporting on progress of intervention services. (This section should pertain specifically to your Judy Center rather than a generic description of the 6 elements of case management.) The 6 elements will be readily apparent as the documentation is reviewed and should stand alone without explanation.	
3	forms that have been developed that demonstrate programs are working together to coordinate services, including intake forms, release forms, referral forms between agencies and Judy Centers, etc. (Provide 4-5 <u>recently</u> filled-in (completed) forms as evidence that they are actually being used.)	
4	three to five complete case management files for individual children	
5	efforts being made among partners to avoid duplication of services	
6	written agreements and/or MOUs between agencies coordinating services & providing case management	
7	four or five agendas and accompanying meeting minutes & sign-in sheets for service coordination meetings (not partnership meetings). Documentation should be consecutive so it is apparent how frequently case management meetings are held. Minutes will demonstrate how information is shared & communicated at service coordination meetings.	
8	how preschool special education staff is included on the service coordination team and in service coordination planning activities (provide sign-in sheets, minutes)	
9	a database showing the tracking of children and families receiving case management services from the Judy Center and various partners	
10	other	

Comp. III, Part II - Key Contact

Tab #	Documentation includes evidence that:	Reviewer Comments
1	a key contact is assigned to those children who are receiving multiple services and their progress is being actively tracked	
2	indicates how the key contact is assigned	
3	the key contact is included on the database	
4	other	

Comp. III, Part III - Family Support

Tab #	Documentation includes evidence that there:	Reviewer Comments
1	are services that support families such as child tutoring, counseling, and behavior services	
2	is home visiting by the Judy Center for families enrolled and not enrolled in any formal partner programs, and frequency and purpose of home visits	
3	is home visiting by partners, frequency of home visits, and activities provided	
5	are three to five complete case management files for individual children that include family support services provided by the Judy Center and its partners	
6	are transition activities for children and families across all programs, including Pre-K, Kindergarten, Head Start and child care, as well as children not yet enrolled in any formal program	
7	is a database showing the tracking of children that receive various family support services	
8	Is a database showing the various types of transition services in which children participate	
9	other	

**FY 2015 DOCUMENTATION CHECKLIST
FOR MONITORING JUDY CENTERS
COMPONENT IV – INTEGRATION OF EARLY EDUCATION SERVICES
CURRICULUM & ASSESSMENTS ALIGNED**

Comp. IV, Part I – Integration of Early Education Services

Tab #	Documentation includes evidence that:	Reviewer Comments
1	Narrative Description (required)	
2	activities provided complement/enhance the curriculum (theater, fire department, farm visits, field trips, MD Extension, library, etc.)	
3	there is work with child care providers and other prior environments to address the domains and what/why/how children need to be ready for school	
4	regularly scheduled meetings are held with teachers across all programs, including Head Start, child care, Pre-K and K	
5	there is articulation across programs, including Head Start, child care and public schools	
6	other	

Comp IV, Part II – Curriculum & Assessments Aligned

Tab #	Documentation includes evidence that:	Reviewer Comments
1	all non-public programs are using MSDE recommended curriculum (InvestiGator Club; Frog Street Preschool, Little Treasures; DLM Early Childhood Express; Kinder Corner and Curiosity Corner, and Creative Curriculum).	±
2	all programs are assessing children (include frequency) and there is a brief description of the instruments used. (KRA would be reflected here. <i>Do not include developmental screenings here but, rather, at Component VI.</i>)	
3	other	

**FY 2015 DOCUMENTATION CHECKLIST
FOR MONITORING JUDY CENTERS
COMPONENT V – FAMILY INVOLVEMENT**

Comp. V, Part I - Family Involvement

Tab #	Documentation includes evidence that:	Reviewer Comments
1	Narrative Description (required)	
2	parents are surveyed to determine needs and interests, and that the Judy Center responds to the results (include several filled-in surveys and a summary of the findings)	
3	monthly family newsletters are published and include upcoming events. Newsletters are written to be easily understood by parents. The Adult Ed schedule and public library schedule are included in newsletters.	
4	the Judy Center is responding to the data by planning events that will increase parents' knowledge of the 7 domains	
5	partners participate in family events sponsored by the Judy Center	
6	the Judy Center participates in events sponsored by its partners	
7	events are held on varying days and times to accommodate all families	
8	there are workshops, events and activities for children 4-5 years of age and their parents that increase parenting skills	
9	there are workshops, events and activities for children 0 thru 3 years of age and their parents that increase parenting skills	
10	marketing flyers, sign in sheets, and parent evaluations are used	
11	activities support men in the lives of children	
12	activities are sent home that encourage parent/child together time and parents as the child's first teacher	
13	parents attend parent/teacher conferences	
14	parents volunteer in the classrooms and at events	
15	there is public library involvement	
16	a lending library is available	
17	there are books available for children to take home and keep	
18	there is a database showing the tracking of children and families participating in activities and events	
19	other	

Comp. V, Part II - Coordinated Calendar & Distribution

Tab #	Documentation includes evidence that:	Reviewer Comments
1	partners work together to develop a calendar that includes all activities appropriate for children birth thru 5 and their families	
2	calendars are distributed, to whom and how frequently	
3	the Adult Education schedule & public library schedule are included on the calendars	
4	other	

**FY 2015 DOCUMENTATION CHECKLIST
FOR MONITORING JUDY CENTERS
COMPONENT VI – EARLY IDENTIFICATION/INTERVENTION**

Comp. VI, Part I – Screenings, Assessments & Interventions

Tab #	Documentation includes evidence:	Reviewer Comments
1	Narrative Description (required)	
2	of types of screenings used and by which partners <i>(Note: KRA is an assessment, not a screening, and should be reflected at Component IV.)</i>	
3	of # of children screened by type of screening and by partner/program	
4	that there is response to screenings and assessments (interventions provided & outcomes)	
5	that Infants and Toddlers (required partner) is actively engaged in the Partnership	
6	of other 0-3 partners such as Early Head Start, Healthy Start, Healthy Families and HIPYPY, and their involvement	
7	that the Judy Center makes referrals to Infants and Toddlers, Child Find and other community partners that serve children with disabilities	
8	that partners refer families of children with disabilities that live in the Judy Center zone to the Judy Center for activities and other services	
9	of current filled in (completed) Individual Family Service Plans (IFSP's) with any identifying info blocked out (names, addresses, phone #'s)	
10	that information about children with disabilities is shared between partners and the Judy Center	
11	that the Judy Center is in partnership with the Family Support Network and there is evidence that the JC is attending FSN activities, inviting FSN to JC activities and conducting co-planning.	
12	that there are Judy Center-sponsored, as well as partner and community-sponsored events, in which the Judy Center participates to identify children not enrolled in any type of program	
13	other	

Comp. VI, Part II - Birth thru Five Programming

Tab #	Documentation includes evidence that:	Reviewer Comments
1	there is a formal <u>outreach plan</u> to identify <u>all children</u> birth thru 4 in the catchment area before they enter Kindergarten. (Be sure your outreach plan includes how you identify children <u>not enrolled</u> in partner programs, i.e., sibling surveys, school open houses, etc., and <i>what your success has been.</i>)	
2	<u>all</u> children birth thru 5 in the catchment area, <u>regardless of abilities</u> , are fully included and have access to all programs and services.	
3	the Judy Center <u>knows</u> children birth thru 5 and their families being served by the partners. Information about children is shared between partners and Judy Centers.	
4	there are playgroups and other activities that include <u>partner</u> participation; there are screenings for playgroup participants when appropriate; there is coordination with ITP for inclusion of children with disabilities in the playgroups; children with an Extended IFSP participate in playgroups (whether or not they live in the catchment area); and there is aligned curriculum for playgroups	
5	information about children is shared between partners and Judy Centers	
6	there is prenatal outreach	
7	there is a database showing the children birth thru 5 who are identified and considered Judy Center participants, and the activities and services in which they have participated	
8	other	

**FY 2015 DOCUMENTATION CHECKLIST
FOR MONITORING JUDY CENTERS
COMPONENT VII – YOUNG CHILDREN WITH DISABILITIES
(AGES 3 THRU 5 WITH IEPs OR IFSPs)**

Tab #	Documentation includes evidence that:	Reviewer Comments
1	Narrative Description (required)	
2	there are various types of special education and related services/supports provided, including special instruction, speech-language, occupational therapy, physical therapy, assistive technology and behavioral supports. There is evidence that such services are provided outside the classroom setting (i.e., pull-out speech/language therapy sessions) and within the classroom setting (i.e., speech/language pathologist provides services in the classroom setting and may include other children without IEPs in activities). Include two or three current IEP's that demonstrate a sample of accommodations/modifications, services and supports made for individual children with any identifying info blocked out (names, addresses, phone #'s)	
3	preschool special education teachers provide consultation to staff for adapting materials or differentiating instruction	
4	children with IEPs and IFSPs are supported & participate with their typically developing peers in all activities	
5	there are linkages between "general" curriculum and IEP goals	
6	IEP objectives clearly align with the State Common Core Curriculum for 4- and 5-year-olds. (While there is no SC for 3-year-olds, content of the IEP/IFSP should demonstrate how progress towards achieving school readiness is being supported.)	
7	there is dual-placement of children with IFSP/IEP disabilities when appropriate	
8	there are children with IFSP/IEP disabilities in child care	
9	children with disabilities participate with typical peers in Judy Center activities	
10	children over 3 with <u>Extended</u> IFSPs and their families that live within and outside the catchment area participate in Judy Center educational activities	
11	the preschool special education staff is included on the service coordination team and in service coordination planning activities (cross reference with Comp. III, Part I, Tab 8)	
12	the preschool special education staff is included in Judy Center professional development activities	
13	the Judy Center participates in the Student Support Team process (This may be known by a different name in your school system.)	
14	the Judy Center participates in IFSP meetings	
15	the Judy Center participates in IEP meetings	
16	there is a database showing the tracking of young children (ages 3 thru 5) with disabilities	
17	Other	

**FY 2015 DOCUMENTATION CHECKLIST
FOR MONITORING JUDY CENTERS
COMPONENT VIII – HEALTH RELATED SERVICES**

Tab #	Documentation includes evidence that:	Reviewer Comments
1	Narrative Description (required)	
2	MCHIP information is provided to families	
3	parents are surveyed regarding health needs and the Judy Center responds to the survey results	
4	there are vision screenings, when, by whom and for whom and how needed follow up care is provided	
5	there are hearing screenings, when, by whom and for whom and how needed follow up care is provided	
6	there are dental screenings, when, by whom and for whom and how needed follow up care is provided	
7	mobile health vans visit the Judy Center	
8	there is provision of mental health and behavior services provided by community providers, as well as the Child Care Resource Center	
9	community health agencies and organizations <i>actively</i> participate on the steering committee. (Include the Health Department's role in the partnership, i.e., screenings, clinic, WIC, etc.) Include sign-in sheets with individual's names and the organization they represent.	
10	there is involvement of the community (Lions, Kiwanis, Rotary) and community agencies in the delivery of health services	
11	the school nurse has a role and how they participate with the Judy Center	
12	the school psychologist, guidance counselor, PPW have roles and how they participate with the Judy Center	
13	there are health screenings and services extended to children enrolled in child care	
14	there are health services available for all families and all family members (babies-adults)	
15	there are parent workshops addressing behavior and/or other health topics. (Include marketing flyers, sign in sheets and evaluations.)	
16	there is a database showing the tracking of young children receiving health screenings and medical services	
17	other	

**FY 2015 DOCUMENTATION CHECKLIST
FOR MONITORING JUDY CENTERS
COMPONENT IX – PROFESSIONAL DEVELOPMENT**

Comp. IX, Part I – Readiness for Kindergarten (R4K)

Note: Sign in sheets must indicate the program each participant represents.

Tab #	Documentation includes evidence that:	Reviewer Comments
1	Narrative Description (required)	
2	all school staff is provided training in R4K (including instructional assistants & special educators) (include agendas and sign in sheets)	
3	Head Start staff receives training in R4K (include agendas and sign in sheets)	
4	child care providers receive training in MMSR (include agendas and sign in sheets)	
5	the partnership receives at least an overview of R4K annually (include agendas and sign-in sheets)	
6	the Child Care Resource Center trains Head Start staff, providers and other program staff	
7	child care staff is credentialed or in the process	
8	other	

Comp. IX, Part II – Joint Professional Development

Tab #	Documentation includes evidence that:	Reviewer Comments
1	joint professional development is provided (various programs such as K, PK, Head Start, and providers take training together). Include agendas and sign-in sheets.	
2	special educators participate in joint trainings with general education teachers. Include agendas and sign-in sheets. Sign-in sheets must indicate the program each participant represents.	
3	there is professional staff development for the staffs of Early Head Start, Family Support Center, Judy Center, as well as <i>members of the partnership</i> on topics of interest that advance student outcomes	
4	other	

**FY 2015 DOCUMENTATION CHECKLIST
FOR MONITORING JUDY CENTERS
COMPONENT X – ADULT EDUCATION**

Comp. X, Part I – Adult Education, Higher Education & Jobs

Tab #	Documentation includes evidence that:	Reviewer Comments
1	Narrative Description (required)	
2	Adult Education is engaged with the Judy Center and participates in steering committee meetings	
3	parents have been surveyed for education needs and there is outreach to those who responded with an identified need	
4	Adult Education programs are marketed by the Judy Center, including days & times of various classes. Adult Education schedule is published in all Judy Center newsletters and on calendars.	
5	Adult Education and the Judy Center share information regarding parents enrolled in Adult Education	
6	career planning, job opportunities and/or job training through the partnership is provided	
7	there is a partnership with local colleges and universities for a continuum of higher education opportunities for parents, including transition programs for those entering college after a long absence from schooling, career planning and coursework	
8	other	

Comp. I, Part II – Family Literacy

Part II pertains to Adult Education partners that have a grant to provide *formal family literacy programs*. If Adult Education is providing *formal family literacy programs*, please include appropriate documentation behind Tab 1 below. If your Adult Ed partner does not provide *formal family literacy*, insert a page that simply states this behind Tab 1.

Tab #	Documentation includes evidence that:	Reviewer Comments
1	Adult Education is providing different types of literacy activities, the frequency of activities, the number of parents who participate, and the number of children who participate	
2	other	

**FY 2015 DOCUMENTATION CHECKLIST
FOR MONITORING JUDY CENTERS
COMPONENT XI – ACCREDITATION/VALIDATION**

Tab #	Documentation includes:	Reviewer Comments
1	Data Chart & Narrative Description (required-use the attached)	
2	evidence that all new partners are accredited/validated within 18 months of joining the partnership & have maintained accreditation/validation	
3	copies of national or state accreditation/validation certificates (most current ones only) for all education partners	
4	OARS status for programs <i>in the process</i> of seeking accreditation/validation or reaccreditation/revalidation. (Print out OARS report.)	
5	correspondence with MSDE requesting extensions, if applicable	
6	thorough explanations for any lapses in accreditation/validation and timeline for achieving accreditation/validation	
7	evidence of work with Head Start to obtain/maintain accreditation	
8	evidence of work with family providers and child care centers to obtain/maintain accreditation	
9	evidence of training sponsored for providers that introduces the accreditation/validation process	
10	evidence if school system is accredited by Middle States	
11	other	

XI. Accreditation/Validation

Program	Date of Last Validation/ Accreditation	Validation/ Accreditation Renewal Due Date	Status*
Pre-Prekindergarten (3s)			
Prekindergarten			
Kindergarten			
Head Start #1 (insert program name)			
Head Start #2 (insert program name)			
Child Care Partner #1 (insert program name)			
Child Care Partner #2 (insert program name)			
Child Care Partner #3 (insert program name)			
Add lines to include all other partner programs			

***Status:**

- Include info as to where the program is in the accreditation/validation process and when accreditation/validation is expected.
- If the partner is new, please include the formal name of the program, address, licensed capacity and ages served. Describe when they joined the partnership and what their status is towards achieving accreditation within the required 18 months.
- If initial or renewal dates have lapsed, describe what precluded the program from achieving accreditation/validation or reaccreditation/revalidation on time, how issues are being resolved, and when accreditation/validation or reaccreditation/revalidation is expected.
- If a program is awaiting the accreditation/validation visit or is awaiting the results of the accreditation/validation visit, please enclose correspondence with MSDE that will serve as evidence.

Important Note: Please enclose the *most recent* accreditation/validation certificate(s) for all programs in the appendices. **Do not enclose child care or Head Start licenses or training certificates awarded to individual staff members.**

**FY 2015 DOCUMENTATION CHECKLIST
FOR MONITORING JUDY CENTERS
Component XII – Judy Center Partnerships/Leadership**

Comp. XII, Part I – Partnerships

Note: Sign in sheets must indicate the program each participant represents.

Tab #	Documentation includes:	Reviewer Comments
1	Data Chart & Narrative Description (required)	
2	agendas, sign-in sheets, and meeting minutes from all steering meetings in the past 12 months	
3	teacher surveys of Judy Center knowledge and satisfaction. Include a summary of the findings.	
4	partnership surveys of Judy Center knowledge, participation in and satisfaction. Include a summary of the findings.	
5	other	

Comp. XII, Part II - Leadership

Tab #	Documentation includes:	Reviewer Comments
1	evidence that Judy Center staff contributes to the missions of its partners (attending partner activities, membership on Advisory Councils, etc.)	
2	evidence that the Judy Center extends its expertise and collaborative spirit to benefit the entire community, including the Judy Center's role in the Local Early Childhood Advisory Council	
3	a website and/or other social media that is comprehensive and allows interested citizens within and outside Maryland to have a clear picture of the day-to-day operations of the Judy Center	
4	publicity	
5	thank you letters received	
6	other	

**Maryland State Department of Education
Division of Early Childhood Development
Maryland EXCELS Published Program Monitoring Report**

Directions for completing the Maryland EXCELS Published Program Monitoring Report:

- Complete a Maryland EXCELS Published Program Monitoring Tool
- Check **Yes** or **No** in the Evidence Verified column in each of the criteria observed/reviewed during the monitoring visit
- If evidence was not verified, please provide a description of the technical assistance needed
- Email a copy of the Monitoring Tool and the Report to Jena Smith and the program's assigned Quality Assurance Specialist.
- The report should be completed within 5 business days of the monitoring visit

Maryland State Department of Education
 Division of Early Childhood Development
Maryland EXCELS Published Program Monitoring Report

Program/Provider Name :	Date of Monitoring Visit :
License Number :	Maryland EXCELS Published Rating :
Name of Monitor:	Assigned Quality Assurance Specialist:

Rating Scale and Accreditation							
Level	Required Evidence	Evidence Verified		Technical Assistance Recommended		Technical Assistance Requested through Maryland EXCELS	Assigned Quality Assurance Specialist Follow-up
		Yes	No	Yes	No		
	Program Improvement Plan					Date of Request	Date of Follow-up
Developmentally Appropriate Learning and Practice							
	Daily Schedule					Date of Request	Date of Follow-up
	Curriculum Planning						
	Observation and Assessment						
Administrative Policies and Practices							
	Nutrition Policy					Date of Request	Date of Follow-up
	Community Resources						

**Maryland State Department of Education
Division of Early Childhood Development
Maryland EXCELS Published Program Monitoring Report**

Monitoring Visit Notes:

Maryland State Department of Education
 Division of Early Childhood Development
Maryland EXCELS Published Program Monitoring Tool

Name of Program: _____ Maryland EXCELS Published Rating: _____
 Name of Director/Owner/Operator: _____ License/Registration Number: _____
 Quality Assurance Specialist/Monitor: _____ Date: _____

Rating Scale and Accreditation						
Level	Criteria Rating Scale	Required Evidence	Monitor Comments	Verified		TA
				Yes	No	
3	Program Improvement Plan created for any subscale score below 4.0	The program has a Program Improvement Plan developed or updated within the past 12 months that includes but is not limited to the following information: <ul style="list-style-type: none"> • Program Goals • Strategies for Goal Achievement • Implementation Timeline • Person(s) Responsible • Completion Dates 				
4	Program Improvement Plan created for any subscale score below 4.5					
5	Program Improvement Plan created for any subscale score below 5.0					

Maryland State Department of Education
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Developmentally Appropriate Learning and Practice					
Level	Criteria Daily Schedule	Required Evidence	Monitor Comments	Verified	TA
1	The program has a daily schedule that is consistent and developmentally and age-appropriate for children in care.	<p>The program follows a daily schedule that is observable:</p> <ul style="list-style-type: none"> • Consistent • Familiar to children • Developmentally and age appropriate 			
2	<p>The program has a daily schedule that is consistent and developmentally and age-appropriate, and responsive to the individual needs of all children.</p> <p>The program has a daily schedule that is consistent and developmentally and age-appropriate, and responsive to the individual needs of all children, including children with disabilities, special health care needs and English learners.</p>	<p>The program follows a daily schedule that is observable:</p> <ul style="list-style-type: none"> • Consistent • Familiar to children • Developmentally and age appropriate • Provides for transitions • Provides for times of rest • Provides for times of active play • Provides for literacy/reading opportunities • Limits screen time to facilitated learning experiences only for children 2 and older. • No screen time for children 2 and under 			
3					

Maryland State Department of Education
 Division of Early Childhood Development
Maryland EXCELS Published Program Monitoring Tool

Developmentally Appropriate Learning and Practice						
Level	Criteria Daily Schedule	Required Evidence	Monitor Comments	Verified		TA
				Yes	No	
4	The program has a daily schedule that is consistent and developmentally and age-appropriate, and responsive to the individual needs of all children, including children with disabilities, special health care needs and English learners.	<p>The program follows a written, posted daily schedule that is observably:</p> <ul style="list-style-type: none"> • Consistent • Familiar to children • Developmentally and age appropriate • Provides for flexible grouping opportunities • Provides for transitions and limits long periods of waiting • Provides for times of rest • Provides for times of active play • Provides for daily outdoor and indoor activities • Provides for gross motor physical activity • Provides for literacy/reading opportunities • Limits screen time to facilitated learning experiences only for children 2 and older. • No screen time for children 2 and under 				
	The program has a daily schedule that is consistent and developmentally and age-appropriate, and responsive to the individual needs of all children, including children with disabilities, special health care needs and English learners.					
5						

Maryland State Department of Education
 Division of Early Childhood Development
Maryland EXCELS Published Program Monitoring Tool

Developmentally Appropriate Learning and Practice							
Level	Criteria Curriculum Planning	Required Evidence	Monitor Comments	Verified		TA	
				Yes	No	Yes	No
2	1.2 - The program has a method for curriculum planning that includes planning from children's interests and skills.	Each classroom has a current lesson plan that is observably being implemented.					
3	1.3 - The program has a method for curriculum planning that includes planning from children's interests and skills and includes multiple literacy, language, science, art, health and wellness, physical fitness, and numeracy activities	Each classroom has a current lesson plan that is observably being implemented and includes activities to support and develop skills in <ul style="list-style-type: none"> • Literacy and Language • Science • Art • Health and Wellness • Physical Fitness • Numeracy Activities 					

Maryland State Department of Education
 Division of Early Childhood Development
Maryland EXCELS Published Program Monitoring Tool

Developmentally Appropriate Learning and Practice						
Level	Criteria	Required Evidence	Monitor Comments	Verified		TA
				Yes	No	
4	1.4- The program has a method for curriculum planning that includes planning from children's interests and skills and includes multiple literacy, language, science, art, health and wellness, physical fitness, and numeracy activities on a daily basis.	Each classroom has a current lesson plan that is: observably being implemented, reflective of the materials and environment, and includes differentiated activities to support and develop the individual skills of each child in: <ul style="list-style-type: none"> • Literacy and Language • Science • Art • Health and Wellness • Nutrition Education • Obesity Prevention • Physical Fitness • Numeracy Activities 		Yes	No	
5	1.5- The program has a method for curriculum planning that includes planning from children's interests and skills and includes multiple literacy, language, science, art, health and wellness, physical fitness, and numeracy activities on a daily basis.			Yes	No	

Maryland State Department of Education
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Developmentally Appropriate Learning and Practice						
Level	Criteria Assessment	Required Evidence	Monitor Comments	Verified		TA
				Yes	No	Yes
2	1.2- Program staff observes children for developmental progress.	<ul style="list-style-type: none"> Review a record of observation 				
3	1.3- Program staff observes children for developmental progress using developmental checklists.	<ul style="list-style-type: none"> Review of a completed developmental checklist 				
4	1.4- Program staff observes children for developmental progress using developmental checklists or assessments designed for use with the curriculum.	<ul style="list-style-type: none"> Review of a completed assessment or developmental checklist 				
5	1.5- Program staff observes children for developmental progress using developmental checklists or assessments designed for use with the curriculum, including formal and informal assessment measures, including developmental checklists, portfolio development, and observation/anecdotal records.	<ul style="list-style-type: none"> Review of a completed assessment or developmental checklist 				

Maryland State Department of Education
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Administrative Policies and Practices						
Level	Criteria Families	Required Evidence	Monitor Comments	Verified		TA
				Yes	No	
4	The program provides fresh fruits and/or vegetables at least twice a week, and monitors meals provided from home and supplements as necessary to ensure that children are receiving nutritious, balanced meals.	<ul style="list-style-type: none"> • Review of the current classroom menu to confirm fresh fruits and vegetable are served at least twice per week • Observe a scheduled meal to confirm weekly menu 				
	The program provides fresh fruits and/or vegetables at least twice a week, and monitors meals provided from home and supplements as necessary to ensure that children are receiving nutritious, balanced meals.					
5						

Maryland State Department of Education
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Maryland EXCELS Published Program Monitoring Tool

Administrative Policies and Practices						
Level	Criteria Community	Required Evidence	Monitor Comments	Verified		TA
				Yes	No	Yes
2	The program maintains current and accurate information about community resources and referral sources.	<ul style="list-style-type: none"> Current community information is available 				
	The program maintains current and accurate information about community resources and referral sources.					
4	The program maintains current and accurate information about community resources and referral sources, including referral sources and access to programs for children with disabilities and special health care needs.	<ul style="list-style-type: none"> Community information is available Current information specific to programs for children with disabilities and special health care needs are available 				
	The program maintains current and accurate information about community resources and referral sources, including referral sources and access to programs for children with disabilities and special health care needs.					
5		<ul style="list-style-type: none"> Current community resource and referral information is readily available to families 				

MARYLAND EXCELS

September 2014

Maryland EXCELS Statewide Participation and Publication Rates

Date	Total Participating Programs	Family Child Care	Child Care Center	Public PreK	School-Age Only	Programs w/Published Ratings
Number of programs eligible to participate	10,409	6,965	2,039	743	662	
7/1/2013	330 (Field test)					
9/12/2013	813	420	364	4	25	87
12/12/2013	1,579	877	604	4	94	221
3/12/2014	2,118	1,153	738	5	222	355
5/12/2014	2,583	1,414	852	5	312	636
9/12/2014	3,245	1,846	983	6	410	928
% Participating	31%	27%	48%	<1%	62%	

Check Level by Publishing Status

Check Level	Published	Unpublished	Total Participating
0 Checks	0	2257	2257
1 Checks	592	46	638
2 Checks	136	6	142
3 Checks	38	8	46
4 Checks	32	0	32
5 Checks	130	0	130
Total	928	2317	3245

Published means that the child care program has requested to have their level published (made public). The documentation is reviewed and the level verified by JHU/CTE and MSDE before posting on www.MarylandEXCELS.org

Unpublished means that the child care program is still uploading documentation, hasn't yet requested to be published, or is currently under review for publication.

Total Participating means the total number of child care and Public Pre-K programs that have submitted an online application and been accepted into Maryland EXCELS.

Published Programs by Level and Program Type

Check Level	Family Child Care	Child Care Center	Public Pre-K	School-Age Only
1	357	181	0	54
2	74	60	0	2
3	19	18	0	1
4	9	23	0	0
5	59	69	0	2
Total	518	351	0	59

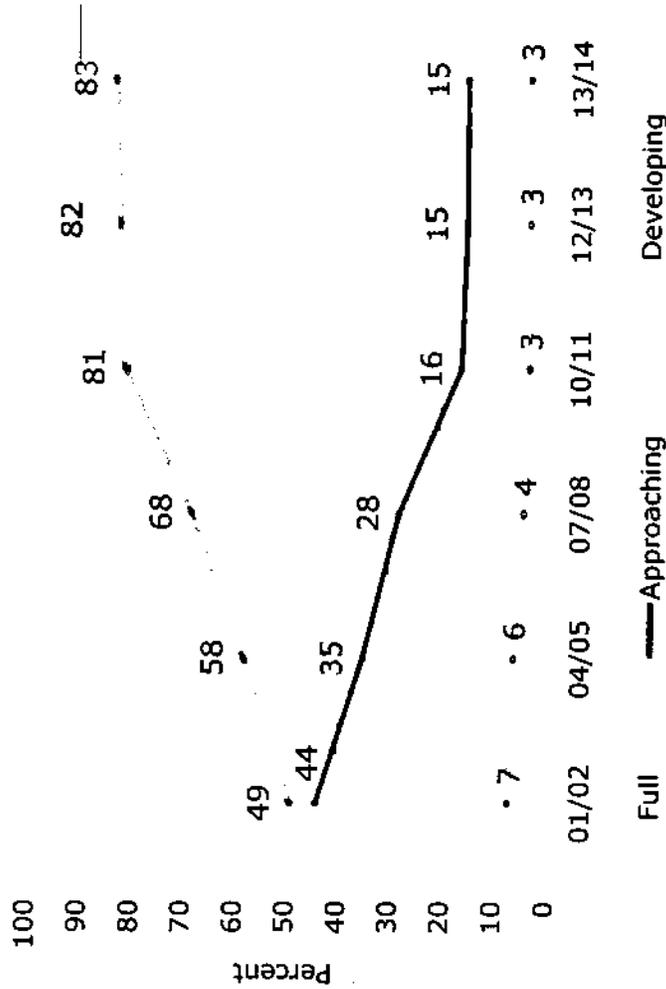
C.2.c & C.3 Evidence of State targets with measurable outcomes, including school readiness achieved by the program

Maryland Model for School Readiness (MMSR data)

Common Language Standards/Indicator by Domain of Learning for Kindergarten Readiness Assessment

Continuing Our Strong Progress MMSR, 2013-2014

Maryland School Readiness

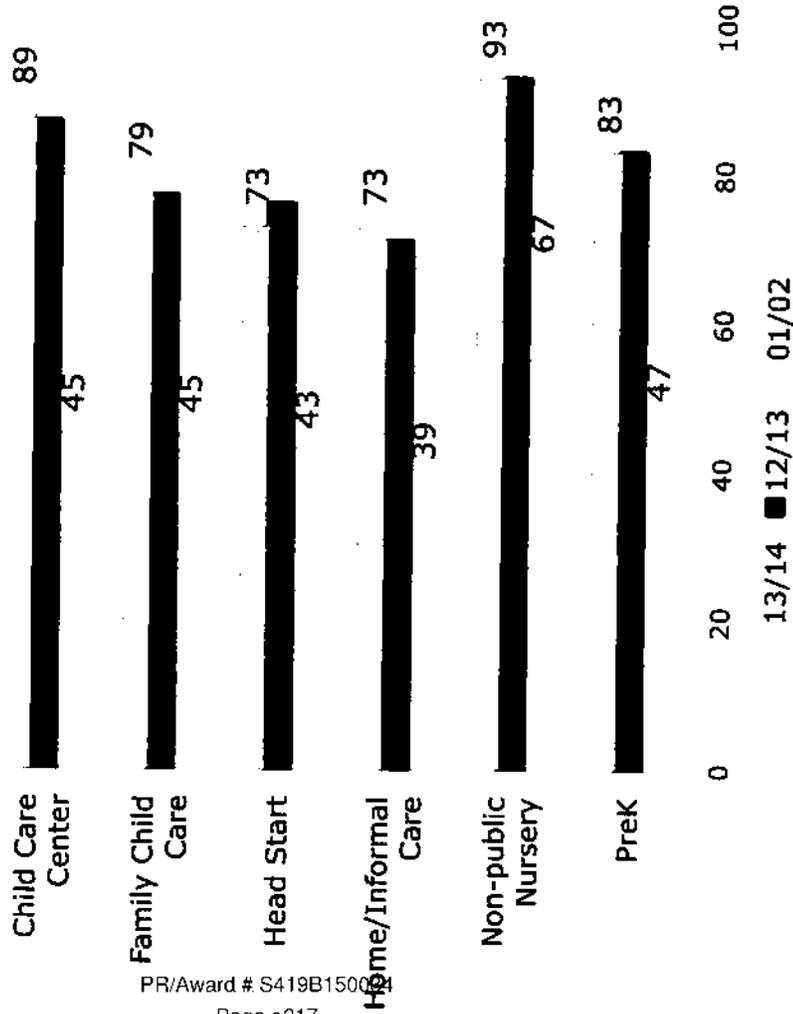


- 83% of children entering kindergarten in school year 2013-2014 are fully school-ready, up from 49% in 2001-2002 – a 34-point or 69% improvement in overall school readiness.

Ensuring A Sound Start

MMSR, 2013-2014

Maryland
Full School Readiness by Prior Care Settings



- 83% of children who were enrolled in public PreK programs the year prior to starting kindergarten are fully school-ready, up from 47% in 2001-2002.
- Children enrolled in public PreK programs (83% fully ready) are better prepared for school than their peers who were at home or received informal care (73% fully ready).

Common Language Standards (CLS)

Domain	Strand	Code	Standard (yellow rows) Essential Skill and Knowledge (white rows)	Learning Progression
Social Foundations (SF)	Social Emotional (1)	SF.1.1	Recognize and identify emotions of self and others.	Awareness and Expression of Emotion
		SF.1.1.A	Recognize and identify own emotions and the emotions of others.	
		SF.1.1.B	Express, understand, and respond to feelings (emotions) of self and others.	
		SF.1.1.C	Express concern for the needs of others and people in distress.	
		SF.1.2	Look to adults for emotional support and guidance.	Relationships with Adults
		SF.1.2.A	Separate from familiar adults in a familiar setting with minimal distress.	
		SF.1.2.B	Seek security and support from familiar adults in anticipation of challenging situations.	
		SF.1.2.C	Request and accept guidance from familiar adults.	
		SF.1.3	Demonstrate ability to resolve conflicts with others.	Conflict Resolution
		SF.1.3.A	Seek adult help when solving interpersonal conflicts.	
		SF.1.3.B	With modeling and support, negotiate to resolve social conflicts with peers.	
		SF.2.1	Manage the expression of feelings, thoughts, impulses, and behaviors.	Self Control
		SF.2.1.A	Refrain from demonstrating disruptive or defiant behaviors.	
	SF.2.1.B	Demonstrate appropriate use of own materials or belongings and those of others.		
	SF.2.1.C	Demonstrate the ability to delay gratification for short periods of time.		
	SF.2.2	Demonstrate the ability to persist with a task.	Persistence	
	SF.2.2.A	Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distraction.		
	SF.2.2.B	Focus on an activity with deliberate concentration despite distractions and/or temptations.		
	SF.2.3	Demonstrate the ability to retain and apply information.	Working Memory	
	SF.2.3.A	Follow routines and multi-step directions.		
	SF.2.3.B	Remember and use information for a variety of purposes, with modeling and support.		
	SF.2.3.C	Use prior knowledge and information to assess, inform, and plan for future actions and learning.		
	SF.2.4	Demonstrate the ability to solve problems.	Problem Solving	
	SF.2.4.A	Solve everyday problems based upon past experience.		
	SF.2.4.B	Solve problems by planning and carrying out a sequence of actions.		
	SF.2.4.C	Seek more than one solution to a question, problem, or task.		
SF.2.4.D	Explain reasoning for the solution selected.			
SF.2.5	Seek and gather new information to plan for projects and activities.	Initiative		
SF.2.5.A	Express a desire to learn by asking questions and seeking new information.			
SF.2.5.B	Demonstrate independence in learning by planning and initiating projects.			
SF.2.5.C	Seek new and varied experiences and challenges (take risks).			
SF.2.5.D	Demonstrate self-direction while participating in a range of activities and routines.			
SF.2.6	Demonstrate cooperative behavior in interactions with others.	Cooperation with Peers		
SF.2.6.A	Play or work with others cooperatively.			
SF.2.6.B	Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation.			
SF.2.6.C	Demonstrate socially competent behavior with peers.			
SF.2.6.D	Share materials and equipment with other children, with adult modeling and support.			
Approaches to Learning / Executive Functioning (2)		SF.2.1	Manage the expression of feelings, thoughts, impulses, and behaviors.	Conflict Resolution
		SF.2.1.A	Refrain from demonstrating disruptive or defiant behaviors.	
		SF.2.1.B	Demonstrate appropriate use of own materials or belongings and those of others.	
		SF.2.1.C	Demonstrate the ability to delay gratification for short periods of time.	
		SF.2.2	Demonstrate the ability to persist with a task.	Persistence
		SF.2.2.A	Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distraction.	
		SF.2.2.B	Focus on an activity with deliberate concentration despite distractions and/or temptations.	
		SF.2.3	Demonstrate the ability to retain and apply information.	Working Memory
		SF.2.3.A	Follow routines and multi-step directions.	
		SF.2.3.B	Remember and use information for a variety of purposes, with modeling and support.	
		SF.2.3.C	Use prior knowledge and information to assess, inform, and plan for future actions and learning.	
		SF.2.4	Demonstrate the ability to solve problems.	Problem Solving
		SF.2.4.A	Solve everyday problems based upon past experience.	
SF.2.4.B	Solve problems by planning and carrying out a sequence of actions.			
SF.2.4.C	Seek more than one solution to a question, problem, or task.			
SF.2.4.D	Explain reasoning for the solution selected.			
SF.2.5	Seek and gather new information to plan for projects and activities.	Initiative		
SF.2.5.A	Express a desire to learn by asking questions and seeking new information.			
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SF.2.6	Demonstrate cooperative behavior in interactions with others.	Cooperation with Peers		
SF.2.6.A	Play or work with others cooperatively.			
SF.2.6.B	Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation.			
SF.2.6.C	Demonstrate socially competent behavior with peers.			
SF.2.6.D	Share materials and equipment with other children, with adult modeling and support.			

LL.1.1	<p>Comprehend and respond to interactive read-alouds of literary and informational text.</p> <p>Before interactive read-alouds, make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs, graphic aids, and/or text.</p> <p>During interactive read-alouds, listen and ask and answer questions as appropriate.</p> <p>After interactive read-alouds, respond by retelling the text or part of the text in an appropriate sequence, using discussions, re-enactment, drawing, and/or writing as appropriate.</p> <p>Identify the beginning, middle, and end of literary text.</p> <p>Identify the main topic of informational text.</p> <p>Demonstrate understanding of spoken words and sounds (phonemes).</p> <p>Identify initial and final sounds in spoken words.</p> <p>Identify, blend, and segment syllables in spoken words.</p> <p>Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>Recognize rhyming words in spoken language.</p> <p>Know and apply letter-sound correspondence and letter recognition skills.</p> <p>Recognize that words are made up of letters and their sounds.</p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for some consonants.</p> <p>Recognize and name some upper- and lowercase letters.</p>	Story/Text Comprehension
LL.1.1.A		
LL.1.1.B		
LL.1.1.C		
LL.1.1.D		
LL.1.1.E		
LL.1.2		Phonological Awareness
LL.1.2.A		
LL.1.2.B		
LL.1.2.C		
LL.1.2.D		
LL.1.3		Phonics and Letter Recognition
LL.1.3.A		
LL.1.3.B		
LL.1.3.C		
LL.2.1		Communication
LL.2.1.A		
LL.2.1.B		
LL.3.1		Emergent Writing
LL.3.1.A		
LL.3.1.B		
LL.3.1.C		
LL.4.1		Grammar
LL.4.1.A		
LL.4.1.B		
LL.4.1.C		
LL.4.1.D		
LL.4.1.E		
LL.4.2		Vocabulary
LL.4.2.A		
LL.4.2.B		

<p>Counting and Cardinality (1)</p>	<p>MA.1.1 Know number name, count sequence, and relationships among number, numeral, and quantity.</p> <p>MA.1.1.A Count the number sequence to 20.</p> <p>MA.1.1.B Touch each concrete object as it is counted, pairing one number word with each object and saying each number word only once in consistent order.</p> <p>MA.1.1.C Use number cards arranged in a line to count and then determine what number comes before or after a specific number.</p> <p>MA.1.1.D Identify, without counting, small quantities of items (1–3) presented in an irregular or unfamiliar pattern (subitize).</p> <p>MA.1.1.E Recognize that the count remains the same regardless of the order or arrangement of the objects.</p> <p>MA.1.1.F Demonstrate understanding that the last number spoken tells the number of objects counted; respond correctly when asked “how many” after counting concrete objects.</p> <p>MA.1.1.G Name written numerals and pair them with concrete objects.</p> <p>MA.2.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	<p>Number Sense</p>
<p>Operations and Algebraic Thinking (2)</p>	<p>MA.2.1.A Solve simple addition and subtraction problems with totals less than 5, using concrete objects.</p> <p>MA.2.1.B Use manipulatives to find the amount needed to complete the set.</p> <p>MA.2.1.C Manipulate sets to decompose numbers (e.g., 1 and 4 objects equal 5 objects; 2 and 3 objects equal 5 objects).</p> <p>MA.3.1 Sort, classify, and compare objects.</p> <p>MA.3.1.A Using prior knowledge of grouping, sort objects by one attribute (e.g., “red or not red,” “round or not round,” or creating a set of “all red” or “all round” objects).</p> <p>MA.3.1.B Sort multiple groups by one attribute (e.g., “all blue, all red, all yellow” or “all bears, all cats, etc.).</p>	<p>Number Operations</p>
<p>Measurement and Data (3)</p>	<p>MA.3.1.C Identify the attribute by which objects are sorted.</p> <p>MA.3.1.D Count to identify the number of objects in each set, and compare categories using comparison vocabulary (e.g., “greater”/“more than,” “less than,” “same”/“equal to”).</p> <p>MA.3.2 Describe and compare measurable attributes.</p> <p>MA.3.2.A Directly compare and describe two objects with a measurable attribute (e.g., length, size, capacity and weight) in common, using words such as “longer”/“shorter,” “heavier”/“lighter,” or “taller”/“shorter.”</p> <p>MA.3.2.B Order objects by measurable attribute (e.g., biggest to smallest).</p> <p>MA.3.2.C Measure length and volume (capacity) using non-standard measurement tools.</p> <p>MA.4.1 Describe two- and three-dimensional shapes.</p> <p>MA.4.1.A Match similar shapes when given a variety of two- and three-dimensional shapes.</p> <p>MA.4.1.B Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects.</p>	<p>Classification</p> <p>Measurement</p>
<p>Geometry (4)</p>	<p>MA.4.1.C Distinguish examples and non-examples of various two- and three-dimensional shapes.</p> <p>MA.4.1.D Use informal language to describe three-dimensional shapes (e.g., “box” for cube; “ball” for sphere; “can” for cylinder).</p>	<p>Shapes</p>

<p>Science (SC)</p> <p>Skills and Processes / Life Science (1)</p>	<p>Construct knowledge of life science through questioning and observation.</p> <p>Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>Use evidence from investigations to describe observable properties of a variety of objects.</p>	<p>Inquiry and Observation</p>
<p>Government (1)</p>	<p>Demonstrate understanding of rules and responsible behavior.</p> <p>Identify rules used at home and at school.</p> <p>Explain how rules promote order, safety, and fairness.</p> <p>Demonstrate an understanding of past, present, and future in the context of daily experiences.</p>	<p>Responsible Behavior</p>
<p>Social Studies (SS)</p>	<p>Describe the events of the day (things that have happened in the immediate past, that happen in the present, and that might happen in the future) using terms such as "morning"/"afternoon" and "evening".</p> <p>Communicate about past events and anticipate what comes next during familiar routines and experiences.</p> <p>Demonstrate the ability to use large muscles to perform a variety of physical skills.</p>	<p>Events in the Context of Time</p>
<p>Physical Well-Being and Motor Development (PD)</p>	<p>Show fundamental movement by demonstrating spatial concepts in movement patterns.</p> <p>Demonstrate locomotor skills with control, coordination, and balance during active play (e.g., running, hopping, jumping).</p> <p>Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).</p> <p>Use non-locomotor skills with control, balance, and coordination during active play (e.g., bending, stretching, and twisting).</p> <p>Demonstrate the ability to use small muscles to perform fine motor skills in play and learning situations.</p>	<p>Coordination-Large Motor</p>
<p>Physical Well-Being and Motor Development (PD)</p>	<p>Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements.</p> <p>Use classroom and household tools independently with eye-hand coordination to carry out activities.</p> <p>Use a three-finger grasp of dominant hand to hold a writing tool.</p> <p>Demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living, in the home, school, and community.</p> <p>With modeling and support, identify and follow basic safety rules.</p> <p>Identify ways adults help to keep us safe.</p> <p>With modeling and support, identify the consequences of unsafe behavior.</p> <p>With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.</p>	<p>Coordination-Small Motor</p>
<p>Health (2)</p>	<p>Demonstrate personal health and hygiene practices.</p> <p>Independently complete personal care tasks (e.g., washing hands before eating and after toileting).</p> <p>Follow basic health practices (e.g., covering mouth/nose when coughing/sneezing).</p>	<p>Safety and Injury Prevention</p>
<p>Personal Care Tasks</p>	<p>Follow basic health practices (e.g., covering mouth/nose when coughing/sneezing).</p>	<p>Personal Care Tasks</p>

D. Letters of Support (see separate attachment)

**D.1 & D.2 Percentage of Medicaid Prekindergarten
Students at 200% of Federal Poverty Guidelines being
served in Local Education Agencies**

Percentage of Medicaid Pre-Kindergarten Students at 200% of Federal Poverty Guidelines being served in Local Education Agencies

County	Medicaid Enrollment of 4 Year Olds in Coverage Groups Below 200% FPL	Prekindergarten Students by LEA and Age		Total	Difference	% of Medicaid Enrolled Students @ 200% of FPL being served in LEAs
	Sep 2013	Half-Day Program	Full-Day Program			
Prince George's	(b)(4)					%
Baltimore City						%
Montgomery						%
Baltimore County						%
Anne Arundel						%
Washington						%
Harford						%
Frederick						%
Howard						%
Wicomico						%
Charles						%
Cecil						%
St. Mary's						%
Carroll						%
Allegany						%
Calvert						%
Dorchester						%
Caroline						%
Worcester						%
Queen Anne's						%
Somerset					%	
Talbot					%	
Garrett					%	
Kent					%	
Statewide Total Year 1						%
Statewide Total Year 2 Estimate						%
Statewide Total Year 3 Estimate						%
Statewide total Year 4 Estimate						%

Source:

Maryland State Department of Education, Division of Curriculum, Assessments, and Accountability, September 30, 2013, Counts of Half-Day and Full-Day, Prekindergarten Student; Department of Mental Health & Hygiene, Medicaid Enrollment of 4 Year Olds in Coverage Groups Below 200% FPL, September 2013

Notes

MMIS2 as of August 31, 2014

Age calculated as of the 15th of each month

This is an estimate of enrollees below 200% FPL. The MMIS2 does not collect FPL information. The data exclude children in coverage groups D02 and D04, which cover children 20X

D.3 Tables of low incomes and Hispanic four-year olds in Informal Care

Evidence D.3. Tables of low incomes and Hispanic four-year olds in Informal Care or exclusively at Home

The table below shows the distribution of four-year olds in informal care and home settings by county and broken out by low-income families (i.e., 185% of poverty) which were labeled FARM and those from families with incomes above which were labeled non-FARM. The counties in which high-quality prekindergarten slots will be established at community-based programs are highlighted in green.

MMSR K Assessment 2013-14			
Home/ Informal Care FARMS %			
<i>County</i>	<i>non-FARMS</i>	<i>FARMS</i>	<i>% FARMS</i>
ALLEGANY	20	61	75%
ANNE_ARUNDEL	896	749	46%
BALTIMORE	452	724	62%
CALVERT	92	78	46%
CAROLINE	23	52	69%
CARROLL	209	76	27%
CECIL	89	97	52%
CHARLES	154	128	45%
DORCHESTER	12	32	73%
FREDERICK	255	158	38%
GARRETT	25	19	43%
HARFORD	258	226	47%
HOWARD	265	123	32%
KENT	19	1	5%
MONTGOMERY	1028	1359	56.9%
PRINCE_GEORGES	701	1426	67%
QUEEN_ANNES	72	30	29%

SAINT_MARYS	174	56	24%
SOMERSET	3	13	81%
TALBOT	11	21	66%
WASHINGTON	244	263	52%
WICOMICO	44	103	70%
WORCESTER	38	32	46%
BALTIMORE_CITY	141	989	88%

A second table shows the percentage of low-income Hispanics by county who are in informal care or home. Highlighted are those counties for which community-based programs were selected.

2013-2014 MMSR K Assessment: Home/ Informal Care by Income and Ethnicity						
<i>County</i>	<i>non-Hispanic</i>			<i>Hispanic</i>		
	<i>FARMS</i>			<i>FARMS</i>		
	<i>No</i>	<i>Yes</i>	<i>% non-Hispanic FARMS</i>	<i>No</i>	<i>Yes</i>	<i>% Hispanic FARMS</i>
ALLEGANY	20	60	75%	0	1	100%
ANNE_ARUNDEL	801	526	40%	95	223	70%
BALTIMORE	422	594	58%	30	130	81%
CALVERT	89	76	46%	3	2	40%
CAROLINE	23	33	59%	0	19	100%
CARROLL	201	68	25%	8	8	50%
CECIL	84	91	52%	5	6	55%
CHARLES	141	102	42%	13	26	67%
DORCHESTER	10	29	74%	2	3	60%
FREDERICK	223	128	36%	32	30	48%

GARRETT	25	19	43%	0	0	0%
HARFORD	249	198	44%	9	28	76%
HOWARD	239	78	25%	26	45	63%
KENT	19	1	5%	0	0	0%
MONTGOMERY	714	465	39%	314	894	74%
PRINCE_GEORGES	478	629	57%	223	797	78%
QUEEN_ANNES	71	28	28%	1	2	67%
SAINT_MARYS	165	49	23%	9	7	44%
SOMERSET	3	13	81%	0	0	0%
TALBOT	10	13	57%	1	8	89%
WASHINGTON	226	232	51%	18	31	63%
WICOMICO	43	93	68%	1	10	91%
WORCESTER	37	23	38%	1	9	90%
BALTIMORE_CITY	125	870	87%	16	119	88%

E. Memorandum of Understanding between MSDE & Subgrantee

[DRAFT]
STATE OF MARYLAND
MEMORANDUM OF UNDERSTANDING
BETWEEN
MARYLAND STATE DEPARTMENT OF EDUCATION
AND
[SUBGRANTEE]

This agreement (**AGREEMENT**) is made by and between the Maryland State Department of Education (MSDE), a principal department of the State of Maryland, or its successors, and **[NAME OF SUBGRANTEE]** **[ACRONYM]** to implement the Preschool Development Grant-Expansion Grant **[GRANT]**.

MSDE and **[NAME OF SUBGRANTEE]** do mutually agree as follows:

1. Services to be Provided

- (a) Provide prekindergarten education services to four-year olds from families with household incomes at or below 200% of the Federal Poverty Guidelines in accordance with the approved State application for initial funding under the Preschool Development Grant – Expansion Grant; or
- (b) Improve the quality of prekindergarten education services in accordance with the approved State application for initial funding under the Preschool Development Grant – Expansion Grant.
- (c) MSDE retains the unilateral right to require changes in the services so long as the changes are within the general scope of work to be performed hereunder. If the change results in an increase or decrease of funds, both parties shall agree in writing on this cost change.
- (d) MSDE and **[NAME OF SUBGRANTEE]** agree to the (a) terms of conditions and (b) scope of work as listed below; as well as (c) authorized signatures in a final MOU to be executed no later than 90 days after MSDE has received initial funding under the Preschool Development Grant – Expansion Grant.

Terms and Conditions

[NAME OF SUBGRANTEE] agrees to the following:

- a) It will retain either national or State program accreditation, published at Level 5 of Maryland EXCELS, or hold a Certificate of Approval from MSDE;
- b) By September 1, 2015, for those subgrantees currently not enrolled in Maryland EXCELS, it will provide verification that the subgrantee will participate in Maryland EXCELS;
- c) Have all requisite power and authority to execute and fulfill the terms of the MOU;
- d) Comply with the provisions of the Preschool Development Grant-Expansion Grant and all applicable State and Federal laws and regulations.

Scope of Work

[NAME OF SUBGRANTEE] will be responsible for the following:

- a) Implement a high-quality prekindergarten for four-year olds from families with household incomes of 200% of FPG as defined in Attachment 1 of this MOU and within the Scope of Work provided by MSDE which is to be submitted to the U.S. Department of Education within 90 days after receipt of award;
- b) Conduct culturally and linguistically responsive outreach efforts to enroll eligible four-year olds, based on the terms of this MOU, no later than September 1, 2015;
- c) Actively participate in scheduled meetings and other events that are sponsored and organized by the State, the U.S. Department of Education, or the U.S. Department of health and Human Services;
- d) Participate in scheduled monitoring and evaluation activities with regard to the this grant program, including the submission to MSDE of relevant data such as student enrollment and attendance; and either
- e) Enter into a formal agreement with local boards of education, if applicable, to coordinate, at a minimum, services for children with disabilities, English learners, and the homeless; or
- f) Enter into a formal agreement with early childhood partners located in the attendance area of the following school(s): [LIST NAME/S OF SCHOOL] to establish comprehensive services in accordance with the Component Standards of a Judy Center Partnership.

MSDE will be responsible for the following:

- a) Award in a timely manner, but no later than June 1, 2015, and after final execution of this MOU, the grant amount of _____;
- b) Provide technical assistance to [NAME OF SUBGRANTEE] to successfully implement a high-quality prekindergarten;
- c) Monitor [NAME OF SUBGRANTEE] at least once a year and evaluate its performance in accordance with the quality benchmarks for prekindergarten as defined in Attachment 1;
- d) Manage all aspects of the subgrant, including any budget modifications, programmatic and fiscal reports submitted by [NAME OF SUBGRANTEE].

2. Term of Agreement

Performance under this Agreement commences on January 1, 2015 and continues until agreed upon services are completed, but in any case no later than December 31, 2018.

3. Compensation and Method of Payment

- (a) Compensation. MSDE shall compensate [NAME OF SUBGRANTEE] for services performed and make payments to [ACRONYM OF SUBGRANTEE], in response to Expansion Grant requirements on the basis of (1) \$[AMOUNT OF PER STUDENT ALLOCATION] for [NUMBER] of new prekindergarten slots or (2) \$[AMOUNT FOR PER STUDENT ALLOCATION] for [NUMBER] of eligible improving prekindergarten slots. The grant amount under this Agreement is [AMOUNT] (\$_____.00).

(b) Payments shall be made in accordance with MSDE's grant management requirements including submission of required signed assurances and adherence to reporting requirements.

(c) Method of Payment. [SUBGRANTEE] shall submit invoices to:
[NAME]
Accounts Payable Section
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

MSDE shall pay [NAME OF SUBGRANTEE] no later than thirty days after receipt of each invoice.

4. Administrative Officers

MSDE designates Dr. Rolf Grafwallner and [NAME OF SUBGRANTEE] designates _____ to serve as Administrative Officers for this Agreement. All contact between MSDE and [NAME OF SUBGRANTEE] regarding administrative matters relative to this Agreement shall be coordinated through the Administrative Officers.

For MSDE:

Rolf Grafwallner, Ph.D.
Assistant State Superintendent
Division of Early Childhood Development
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
410-767-0335
rolf.grafwallner@maryland.gov

For [SUBGRANTEE]:

[Name and contact information]

5. Amendment of Agreement

This Agreement may be amended only as MSDE and [NAME OF SUBGRANTEE] mutually agree in writing. Except for the specific provision of the Agreement which is amended. The Agreement remains in full force and effect after such amendment.

6. Publicity:

Any publication, either by MSDE or [NAME OF SUBGRANTEE], must state this activity is funded by the U.S. Departments of Education and Health and Human Services under the authority of Sections 14005 and 14006 of the ARRA and the Department of Education Appropriations Act, 2014.

7. Applicable Law

This Agreement shall be construed and enforced according to the laws of the State of Maryland. MSDE and [NAME OF SUBGRANTEE] shall comply with all applicable federal, State, and local law.

8. Records

MSDE and [NAME OF SUBGRANTEE] shall retain all records relating to the subject of this Agreement for three years after the termination of this Agreement.

9. Drug and Alcohol Free Workplace

MSDE and [NAME OF SUBGRANTEE] shall comply with the State's policy concerning drug and alcohol free workplaces, as set forth in COMAR 21.11.08, and shall remain in compliance throughout the term of this Agreement.

10. Entire Agreement

This Agreement, together with the Exhibits incorporated by reference, if any, represents the complete and final understanding of MSDE and [NAME OF SUBGRANTEE]. No other understanding, oral or written, regarding the subject matter of this Agreement, may be deemed to exist or to bind the parties at the time of execution.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date first set forth herein.

[SUBGRANTEE]

Witness:

By:

[Name]

Local Superintendent/Head of Agency
[Title]

Date: _____

MARYLAND STATE DEPARTMENT OF EDUCATION

Witness:

By:

Lillian M. Lowery, Ed.D.
State Superintendent of Schools
Maryland State Department of Education

Date: _____

ATTACHMENT 1

Definition of a High Quality Prekindergarten Program

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—

- (a) High staff qualifications, including a teacher holding a State certification for teaching in early childhood education or a bachelor's degree in any field pursuing residency through the Maryland Approved Alternative Preparation Program (MAAPP), a State-approved alternate pathway, which includes coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, as well as teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities; Show citation box
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.



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

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

To: Steve Hicks, Office of Early Learning
U.S. Department of Education

From: Rolf Grafwallner, Asst. State Superintendent
Maryland State Department of Education

Date: October 22, 2014

Re: Amendment to Grant#11756614
DUNS: 18-307-1471

Please include the attached document, entitled *Maryland Prekindergarten Expansion Program – Aid to Education*, as “evidence” to Section B of Maryland’s Preschool Development Grant application.

Thank you for your cooperation.

Attachment (1)

C: Rebecca Marek

STATE DEPARTMENT OF EDUCATION

R00A02.06 MARYLAND PREKINDERGARTEN EXPANSION PROGRAM — AID TO EDUCATION

Program Description:

The Bridge to Excellence in Education Act requires local school systems to provide prekindergarten to all 4-year-olds at or below 185% of the federal poverty level (FPL). The Maryland Prekindergarten Expansion Program, created as of FY 2015, will serve to expand access to free public prekindergarten programs throughout Maryland.

Appropriation Statement:

	2013 Actual	2014 Appropriation	2015 Allowance
12 Grants, Subsidies and Contributions.....			(b)(4)
Total Operating Expenses.....			
Total Expenditure.....			
Net General Fund Expenditure.....			

Federal Prekindergarten Expansion Grant Appendix

Table of Contents

Page #	Document	Relevant Selection Criteria
	Letters of Commitment: <ul style="list-style-type: none">●Dr. Lillian M. Lowery, Ed.D., State Superintendent of Schools●University of Maryland●Baltimore Community Foundation●Early Childhood Advisory Councils	A.6 & D.



UNIVERSITY OF MARYLAND

COLLEGE OF EDUCATION

Office of the Dean

3119 Benjamin Building
College Park, Maryland 20742-1121
301.405.2334 TEL 301.314.9890 FAX
www.education.umd.edu

October 6, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery,

We greatly appreciate the opportunity to continue and expand our collaborations with the Maryland State Department of Education (MSDE) on the implementation of the Preschool Development Grant-Expansion Grant (CFDA 84.419B). The University of Maryland -- College Park and its College of Education are truly committed to supporting the four-year project by identifying and assembling a strong team of researchers to conduct a longitudinal study on the effects of prekindergarten and the long-term academic outcomes of its participants. Faculty from the Early Childhood/Early Childhood Special Education program will take the lead on the evaluation with in-kind support from the University of Maryland-College Park.

Thank you again for the opportunity to participate in this exciting expansion of prekindergarten in Maryland. Please contact me at 301-405-2336 or dlwise@umd.edu if you have any questions.

Sincerely,

(b)(6)

Donna L. Wiseman, Dean
College of Education

CC: Rolf Grafwallner
Asst. State Superintendent MSDE
Christy Tirrell-Corbin
Director, Early Childhood/Early Childhood Special Education, UMD



Invest in Baltimore

B C F

BALTIMORE
COMMUNITY
FOUNDATION

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Juliet A. Laroche
Secretary
Thomas E. Wilcox
President

October 7, 2014

Dr. Lillian Lowery
State Superintendent of Schools
Maryland State Dept. of Education,
200 W. Baltimore Street
Baltimore, MD 21201

Dear Dr. Lowery:

I submit this Letter of Support for the Maryland State Department of Education's application for the Preschool Development Grants-Expansion Grant.

If the grant is awarded to the State of Maryland, the Baltimore Community Foundation commits to seeking private donor funding for half of the operating budget for the first three years for five new Judy Centers, which are early childhood resources centers that are co-located in Title I schools in Baltimore City. This private sector match will total (b)(4). Current planning is for the five new Judy Centers to be located in the following Title I schools: Leith Walk Elementary, Harford Heights Elementary, John Ruhrah Elementary/Middle, Curtis Bay Elementary/Middle, and Eutaw-Marshburn Elementary.

The awarding of this grant would continue an established partnership between The Baltimore Community Foundation, the Maryland State Department of Education, and the Baltimore City Public Schools to open five new Judy Centers, in addition to three already supported through this partnership, with the goal of increasing the number of children who enter public school ready to learn, as determined by the Maryland state assessment of kindergarten readiness.

In addition, the Baltimore Community Foundation will facilitate a plan to focus efforts of the Campaign for Grade Level Reading in Baltimore City on the grant-funded programs. Since the inception of the Campaign for Grade Level Reading in Baltimore, the Baltimore Community Foundation has been active in the Coalition and the Campaign's early learning workgroup.

Sincerely,

(b)(6)

Thomas E. Wilcox
President

Arthur P. Baum
Jane Bell McKoy
Ellen N. Bernard
Thomas S. Brantley
Calvin G. Butler
Audrey J.S. Cannon
Richard W. Cass
Ronald E. Daniel
Sheldon Goldsaker
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**Allegany
County
Early
Childhood
Advisory
Council**

September 25, 2014

Dear Secretary Duncan:

The President's proposal for \$160 million for Preschool Development Grants - Expansion Grants is a wonderful opportunity for Maryland, and its local communities to expand proven early learning programs. Through our local Early Learning Council and funding from the Race to the Top Early Learning Challenge Grant, we have (state an accomplishment or two).

Maryland is poised as an applicant because of its commitment to early learning through the implementation of Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers and their commitment to comprehensive family services, and Maryland EXCELS. In our jurisdiction, we are committed to preschool students through our (list here any PreK expansion grants received, Judy Centers, number of programs in EXCELS).

Please accept this letter of support for the Maryland application to the Preschool Development Expansion Grant opportunity.

If you need additional information please contact me at (301) 783-1720 or via e-mail at cthomas@alleganyhrdc.org.

Sincerely,

(b)(6)

Courtney A. Thomas

Co-Chair

Allegany County Early Childhood Advisory Council



September 8, 2014

Dear Secretary Duncan:

The President's proposal for \$160 million for Preschool Development Grants - Expansion Grants is a wonderful opportunity for Maryland, and its local communities to expand proven early learning programs. Through our local Early Learning Council and funding from the Race to the Top Early Learning Challenge Grant, we have implemented programs such as Parent Learning Parties, Every Child Ready to Read, SEFEL Training, Care to Read and Reach Out and Read.

Maryland is poised as an applicant because of its commitment to early learning through the implementation of Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers and their commitment to comprehensive family services, and Maryland EXCELS. In our jurisdiction, we are committed to preschool students through our recently revised local strategic plan and will continue to further our mission to engage the community on behalf of young children to make school readiness a priority in Anne Arundel County.

Please accept this letter of support for the Maryland application to the Preschool Development Expansion Grant opportunity.

Sincerely,

(b)(6)

Janet Klenkel
Co-Chair
Anne Arundel County Early Childhood Coalition

(b)(6)

Jessica Kemper
Co-Chair
Anne Arundel County Early Childhood Coalition

1 Harry S Truman Parkway, Ste. 103
Annapolis, Maryland 21401
410-222-7423



Charles County Commissioners
CANDICE QUINN KELLY
 PRESIDENT

September 17, 2014

Secretary Arne Duncan
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202

Dear Secretary Duncan:

The President's proposal for \$160 million for Preschool Development Grants - Expansion Grants is a wonderful opportunity for Maryland, and its local communities to expand proven early learning programs. Through our local Early Learning Council and funding from the Race to the Top Early Learning Challenge Grant, we have supported summer programming for families enrolled in the Charles County Infants and Toddlers program. Through this support, the Early Childhood Advisory Council (ECAC) was able to provide summer playgroups for eight (8) weeks including structured fitness activities, pre-tumbling classes, pre-gymnastics, various games, puppet shows and free play to help each child and family hone their newly acquired skills. Additionally, the ECAC created and has begun distribution of the Early Childhood Resource Directory. This directory was created to help parents of children, birth through five, find services that are specific to this age range. Topics of information in the directory include pregnancy resources, locating and interviewing childcare providers and child development, to name a few.

Maryland is poised as an applicant because of its commitment to early learning through the implementation of Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers and their commitment to comprehensive family services, and Maryland EXCELS. In our jurisdiction, we are committed to preschool students through our partnership with the three (3) Judy Center locations as well as our participation on the Judy Center Steering Committee.

Please accept this letter of support for the Maryland application to the Preschool Development Expansion Grant opportunity.

Very truly,

COUNTY COMMISSIONERS OF
 CHARLES COUNTY, MARYLAND

(b)(6)

Candice Quinn Kelly, *President*



Dorchester County Early Childhood Advisory Council

Dorchester County Office Building
501 Court Lane
Cambridge, MD 21613

Nancy Shockley, Co-chair
Local Management Board
Donna Greenleaf, Co-chair
Dorchester County Public Schools

Beth Spencer
Dorchester County Health Department
Sharon Lanasa
Dorchester County Public Library

September 5, 2014

Dear Secretary Duncan,

We are pleased to write this letter of support for Maryland to receive a share of the President's proposed \$160 million for Preschool Development Grants. It is a wonderful opportunity for Maryland communities to expand proven early learning programs. Through the funding from the Race to the Top Early Learning Challenge Grant, our Dorchester Early Childhood Advisory Council has been able to raise community awareness about the importance of early learning, family engagement, and early literacy.

Maryland is an excellent candidate for these fund because of its commitment to young children and families as evidenced by the implementation of the Prekindergarten Expansion Act (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers and Maryland EXCELS. In Dorchester, we are making strides in improving the quality of our early childhood programs including the Judy Center and childcare programs enrolled in EXCELS.

Please accept this letter of support for the Maryland application to the Preschool Development Expansion Grant opportunity.

Sincerely,

(b)(6)

Nancy Shockley, co-chair

(b)(6)

Donna Greenleaf, co-chair

Dorchester County Early Childhood Advisory Council



Pulling Together for the Children of Frederick County

Frederick County Interagency Early Childhood Committee
A Subcommittee of the Local Management Board

September 8, 2014

Dear Secretary Duncan:

The President's proposal for \$160 million for Preschool Development Grants - Expansion Grants is a wonderful opportunity for Maryland, and its local communities to expand proven early learning programs. Through the Interagency Early Childhood Committee (IECC), which is our local Early Learning Council, and funding from the Race to the Top Early Learning Challenge Grant, we have implemented robust strategic planning to improve our local community's ability to prepare children to enter kindergarten ready to learn. As a result, we are embarking on ambitious professional development to expand and enhance the capacity of parents, caregivers, early childhood educators, therapists and the community to support all children including children with disabilities as we prepare them to enter kindergarten.

Maryland is poised as an applicant because of its commitment to early learning through the implementation of Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers and their commitment to comprehensive family services, and Maryland EXCELS. In our jurisdiction, we are committed to preschool students through three PreK expansion grants awarded to the Carl and Norma Miller Children's Center at Frederick Community College, Monocacy Montessori Communities, Inc., and The Learning Bee; as well as through our Judy Center which serves the families of Hillcrest, Lincoln and Waverley Elementary Schools. Also, in Frederick County, 71 of our group child care programs and 65 family child care programs participate in Maryland EXCELS.

Please accept this letter of support for the Maryland application to the Preschool Development Expansion Grant opportunity.

Sincerely,

(b)(6)

Monica Grant
Director
Frederick County Developmental Center
Co-Chair, IECC

(b)(6)

Malcolm Fungor
Director of Community Impact
United Way of Frederick County
Co-Chair, IECC



Harford County Early Childhood Advisory Council

September 4, 2014

**U.S. Education Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202**

Dear Secretary Duncan:

The President’s proposal for \$160 million for Preschool Development Grants - Expansion Grants is a wonderful opportunity for Maryland, and its local communities to expand proven early learning programs. Through our local Early Learning Council and funding from the Race to the Top Early Learning Challenge Grant, Harford County has trained 24 people from numerous agencies in the Social Emotional Awareness (SEA). The SEA project provides information to parents and caregivers on helping children with feelings, following rules and developing problem solving skills. The funding has also created the opportunity to launch Learning Parties. The Learning Parties are a best practice model based on the Maryland model. Staff work with families to provide experiential, hands-on learning moments focusing on key domains of language/literacy, scientific thinking, social/emotional development, physical development and arts. After the completion of the Learning Parties, families are given a backpack with educational materials to enhance skills learning at home.

Maryland is poised as an applicant because of its commitment to early learning through the implementation of Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers and their commitment to comprehensive family services, and Maryland EXCELS. In our jurisdiction, we are committed to preschool students through the Early Childhood Advisory Council launching early reading programs in targeted areas within Harford County, the opening of a Judy Center in Edgewood (a high poverty, high crime area) and registering 172 registered programs in EXCELS.

Please accept this letter of support and commitment for the Maryland application to the Preschool Development Expansion Grant opportunity. We look forward to the continued development of local preschool initiatives.

(b)(6)

**Sharon Lipford, LCSW-C
Deputy Director,
Harford County Dept of Community Services
Co-Chair, ECAC**

Sincerely,
(b)(6)

**Mary Beth Stapleton, MSW
Coordinator of Grants, Business & Community
Partnerships
Harford County Public Schools
Co-Chair, ECAC**

September 12, 2014

Dear Secretary Duncan:

The President's proposal for \$160 million for Preschool Development Grants - Expansion Grants is a wonderful opportunity for Maryland and its local communities to expand proven early learning programs. Through our local Howard County Early Childhood Advisory Council and funding from the Race to the Top Early Learning Challenge Grant, we have been able to hire a "school readiness outreach specialist" who is focusing her efforts in a targeted community and serving as a liaison between the Council, the local elementary school, the community-based child care centers and family child care providers, businesses, agencies, and families and children. In addition, we are so pleased with the eye-opening and action-oriented conversations that have been occurring between agencies, programs, local government, businesses, and others in our county. A lot of innovative (hard!) work in Howard County and in Maryland has been done, and our children are now reaping the rewards. We hope to continue to strengthen our partnerships, focus our initiatives, align our efforts, and expand our programming for children birth to five.

Maryland is poised as an applicant because of its commitment to early learning through the implementation of Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers and their commitment to comprehensive family services, and Maryland EXCELS. In our jurisdiction, we are committed to preschool students in many ways, including effective and successful implementation of a Judy Center at Cradlerock Elementary, full-day Pre-K expansion at five Title I elementary schools, and Pre-K Expansion Grant partnerships at The Young School in Kings Contrivance and the Children's Learning Center at Kings Contrivance. In addition, we already have 53% of our licensed childcare centers participating in Maryland EXCELS, as well as 21% of our registered family child care homes. Our County Executive recently established an Early Childhood Task Force that will receive guidance from the local Early Childhood Advisory Council and then move quickly to take action towards improving school readiness for all of our children. Numerous Howard County stakeholders are dedicated to and invested in our efforts and continue to make great progress each year.

Please accept this letter of support for the Maryland application to the Preschool Development Expansion Grant opportunity.

Sincerely,

(b)(6)

Lisa J. Davis, Coordinator of Early Childhood Programs, Howard County Public School System
Co-Chair, Howard County Early Childhood Advisory Council

(b)(6)

Debbie Yare, Program Manager, Howard County Office of Children's Services
Co-Chair, Howard County Early Childhood Advisory Council



(b)(6)

(b)(6)



September 25, 2014



Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
LBJ Education Building, 7W311
Washington, DC 20202

Dear Secretary Duncan:

The President's proposal for \$160 million for Preschool Development Grants-Expansion Grants is a wonderful opportunity for Maryland and its local communities to expand proven early learning programs. Through our local Early Learning Council and funding from the *Race to the Top Early Learning Challenge Grant*, we have expanded outreach to child care providers to enhance quality to ensure that our youngest learners are able to begin school fully ready. Through funding from *Race to the Top*, an effective local early childhood advisory council was formed to strengthen infrastructure for providing a continuum of high-quality services for young children in Montgomery County.

Maryland is poised as an applicant because of its commitment to early learning through the implementation of Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, two Judith P. Hoyer Early Childhood Family Education Centers, their commitment to comprehensive family services, and Maryland EXCELS program. In our jurisdiction, we are committed to preschool students and their families through our Judy Centers located in Gaithersburg and Silver Spring that, in collaboration with a vast network of community partners, provide comprehensive services and supports for families with young children, such as early childhood education, health services, child care, family literacy, and adult education. Maryland's new EXCELS program is a Quality Rating and Improvement System. As such, EXCELS awards ratings to registered family child care providers, licensed child care centers, and public prekindergarten programs meet increasingly higher standards of quality in key areas. We are proud to acknowledge 42 percent participation of licensed child care centers and 16 percent participation of registered family child care homes in this new initiative.

Office of Curriculum and Instructional Programs

850 Hungerford Drive, Room 269 • Rockville, Maryland 20850 • 301-279-3411

Queen Anne's County
Public Schools

Preparing World-Class Students Through Everyday Excellence



September 11, 2014

Dear Secretary Duncan:

The President's proposal for \$160 million for Preschool Development Grants - Expansion Grants is a wonderful opportunity for Maryland, and its local communities to expand proven early learning programs. Through our local Early Learning Council and funding from the Race to the Top Early Learning Challenge Grant, we have hired a consultant to improve our marketing of school readiness resources to families of young children and are in the process of securing trainers for professional development for child care providers and pre-kindergarten teachers to increase student readiness.

Maryland is poised as an applicant because of its commitment to early learning through the implementation of Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers and their commitment to comprehensive family services, and Maryland EXCELS. In our jurisdiction, we are committed to preschool students through our successful completion of MSDE's accreditation process of all pre-kindergarten classrooms, our Judy Center, and our 9 early childhood programs in EXCELS.

Please accept this letter of support for the Maryland application to the Preschool Development Expansion Grant opportunity.

Sincerely,

(b)(6)

Elaine M. O'Neal, Ed.D
Co- Chair
Queen Anne's Early Childhood Advisory Council

(b)(6)

Michael Clark
Co- Chair
Queen Anne's Early Childhood Advisory Council

September 5, 2014

Dear Secretary Duncan:

Data proves that the first five years of a child's life are the most crucial and because of this, opportunities to expand proven learning programs are vitally important. The President's proposal for \$160 million for Preschool Development Grants - Expansion Grants is a wonderful opportunity for Maryland. In Somerset County, the Somerset Early Learning Advisory Council (SELAC) is the local Early Learning Council created through the Race to the Top Early Learning Challenge Grant.

For the first time in Somerset County's long history, all of the stakeholders in early care and education come together monthly, in a joint effort to increase school readiness of our young learners (birth to age 5). Our SELAC council has worked hard to promote the County's pre-kindergarten registration and to achieve the creation of full day pre-kindergarten in two of our schools. In addition, SELAC recently collaborated in a way never done before to acquire both an Early Childhood Coordinator and a Judy Center for our school system! The Early Learning Challenge Grant has greatly helped Somerset County build new relationships between the world of child care, Head Start and public school and has brought together agencies and organizations in our community that in the past was only imagined.

Maryland is poised and positioned as an applicant because of its commitment to early learning through the implementation of the Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers (and their commitment to comprehensive family services) and Maryland EXCELS. Somerset County is proud to have the State's highest percentage of child care providers enrolled in Maryland EXCELS and also have one of the State's first school systems with a pre-kindergarten program registered in EXCELS. All of our pre-kindergarten and kindergarten programs will be progressing through Validation this year and our County's first Judy Center is opening this Fall.

Please be assured Somerset County is greatly committed to early care and education and fully supports the State's efforts to expand programming for our youngest citizens through this Preschool Development Expansion Grant opportunity.

Sincerely,

(b)(6)

Karen Karten, Dan Kuchler
Co-Chairs, Somerset Early Learning Advisory Council (SELAC)

7982A Tawes Campus Drive
Westover, MD 21871
410.621.6247

September 25, 2014

Dear Secretary Duncan:

The President's proposal for \$160 million for Preschool Development Grants - Expansion Grants is a wonderful opportunity for Maryland, and its local communities to expand proven early learning programs.

Through our funding from the Race to the Top Early Learning Challenge Grant, the St Mary's County Early Childhood Advisory Council is currently finishing up the creation of a county wide website; www.somdparents.com which will allow families with children to have access to update information on community activities, child development information, parenting articles on educational activities, links to local agencies, and read tips from parent bloggers. We have also published and distributed 5,000 booklets in April of this year that provide parents with information on free and low cost activities they can do with their children over the summer.

Maryland is poised as an applicant because of its commitment to early learning through the implementation of Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers and their commitment to comprehensive family services, and Maryland EXCELS.

In our jurisdiction, we are committed to preschool students and their families through our partnerships with the St Mary's County Judy Center, St Mary's County Board of Education, the Head Start Program, health care providers, County Government, numerous nonprofit agencies, our local churches, our Public Library and the thirty four (34) licensed child care providers; eleven (11) who are published.

Please accept this letter of support for the Maryland application to the Preschool Development Expansion Grant opportunity.

Sincerely,

(b)(6)

Siobhan Warsinske, Chair
St. Mary's County Early Childhood Advisory Council



September 16, 2014

Dear Secretary Duncan:

The President's proposal for \$160 million for Preschool Development Grants - Expansion Grants is a wonderful opportunity for Maryland, and its local communities to expand proven early learning programs. Through our local Early Learning Council and funding from the Race to the Top Early Learning Challenge Grant, we have developed a comprehensive plan to provide Social Emotional Foundations of Learning (SEFEL Trainings) to three school communities. This includes educators, parents and childcare providers.

Maryland is poised as an applicant because of its commitment to early learning through the implementation of Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers and their commitment to comprehensive family services, and Maryland EXCELS.

Please accept this letter of support for the Maryland application to the Preschool Development Expansion Grant opportunity.

Sincerely,

(b)(6)

Diane Bonanni
Coordinating Supervisor, Special Ed – Early Childhood
Prince George's County Public Schools
Co-Chair
Prince George's County Early Childhood Launch Advisory Council



12 Magnolia Street
Easton, MD 21601
Phone: (410) 822-0330
FAX: (410) 820-4260
Ms. Lizbeth Haslup
Reading and Early Childhood Coordinator
lhaslup@tcps.k12.md.us

September 26, 2014

Dear Secretary Duncan:

The President's proposal for \$160 million for Preschool Development Grants - Expansion Grants is a wonderful opportunity for Maryland, and its local communities to expand proven early learning programs. Through our local Early Learning Council and funding from the Race to the Top Early Learning Challenge Grant, we have expanded Learning Parties and staff trained in using the VIOLETS Program. In addition, a positive network is forming with agencies participating on the council.

Maryland is poised as an applicant because of its commitment to early learning through the implementation of Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers and their commitment to comprehensive family services, and Maryland EXCELS. In our jurisdiction, we are committed to preschool students through our Judy Center Partnership and eight out of 20 of our child care centers 4 of our family providers are participating in MD EXCELS. We hope that any grants offered as a result of this application will be available to support our small, rural centers serving a wide range of families with young children.

Please accept this letter of support for the Maryland application to the Preschool Development Expansion Grant opportunity.

Sincerely,

(b)(6)



Lizbeth A. Haslup, Chair
Talbot Early Childhood Advisory Council

September 19, 2014

Dear Secretary Duncan:

The President's proposal for \$160 million for Preschool Development Grants - Expansion Grants is a fantastic opportunity for Maryland, and its local communities to expand quality early learning programs. The leadership support has been instrumental in establishing and guiding our Local Early Childhood Advisory Council to determine the needs of our community and create a strategic plan to build infrastructure accordingly. Through our local Early Learning Council and funding from the Race to the Top Early Learning Challenge Grant, we have completed a needs assessment, are creating an early childhood website, strengthening interagency relationships and collaboration, and are increasing awareness among community stakeholders. This foundational work is essential in sustaining our council and moving forward.

Maryland is poised as an applicant because of its commitment to early learning through the implementation of Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers and their commitment to comprehensive family services, and Maryland EXCELS. In our jurisdiction, we are committed to preschool students through our Pre-K expansion grant providing increased services to approximately 100 children, the Judy Center which serves approximately 450 children in 2 schools, and a greater than ever number of providers participating in EXCELS. Washington County nearly doubled its participation rate over the last quarter, with participation rising from 21% in May to 41% in August. Washington County also doubled or nearly doubled their percentage of published programs over the last quarter.

Please accept this letter of support for the Maryland application to the Preschool Development Expansion Grant opportunity.

Sincerely,

Kathleen Kerns

Kathleen Kerns
Chair
Early Childhood Advisory Council of Washington County

Wicomico Early Childhood Council



All Children Ready from the Start

Wicomico Early Childhood Council
PO Box 1538
Salisbury, MD 21802
P: 410-677-4518 ; f: 410-677-5921

September 11, 2014

Dear Secretary Duncan:

The President's proposal for \$160 million for Preschool Development Grants - Expansion Grants is a wonderful opportunity for Maryland, and its local communities to expand proven early learning programs. Through our local Early Learning Council and funding from the Race to the Top Early Learning Challenge Grant, we have sponsored our first community wide Family Resource Fair. Local agencies and members of the Wicomico Early Childhood Council provided information and resources for families with young children. Over 700 people attended this first-time event that showcased area services and offerings appropriate for children ages birth to seven.

Maryland is poised as an applicant because of its commitment to early learning through the implementation of Prekindergarten Expansion Act of 2014 (SB332) grants, the Quality Benchmarks for High-Quality Preschool Education, Judy Centers and their commitment to comprehensive family services, and Maryland EXCELS. In our jurisdiction, we are committed to preschool students through our recently acquired Prekindergarten Expansion Grants (2), one Preschool for All grant and for over ten years we have operated an award winning Judy Center Program. There are seventy-nine Maryland EXCELS registered family and center-based child care programs in Wicomico County who have committed to meeting these benchmarks of quality.

Please accept this letter of support for the Maryland application to the Preschool Development Expansion Grant opportunity.

Sincerely,

(b)(6)

Sandra L. Drummond
Chairperson
Wicomico Early Childhood Council



Federal Prekindergarten Expansion Grant Appendix

Table of Contents

Page #	Document	Relevant Selection Criteria
	Letters of Support: <ul style="list-style-type: none">● Local Education Agency Letters● Community Based Program Letters	A.6 & D.

Academy

Child Development Center, Inc.

10109 Darnestown Road

Rockville, Maryland 20850

301-424-6282 | Fax- 301-424-9477

www.academychild.com | academychild@gmail.com

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Academy Child Development Center, Inc. is very interested in participating in the new Federal Preschool Development Grants - Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Academy CDC@Galway	12612 Galway Drive Silver Spring, Maryland 20904	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Marilyn Fleetwood and Lesley Everhart

Title: President of Board and Company Administrator

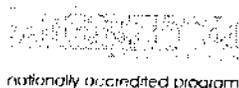
Contact information: 301-424-6282 lynnfleetwood@academychild.com and academychild@gmail.com

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Marilyn C. Fleetwood, Board President



Academy

Child Development Center, Inc.

10109 Darnestown Road

Rockville, Maryland 20850

301-424-6282 | Fax- 301-424-9477

www.academymchild.com | academymchild@gmail.com

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Academy Child Development Center, Inc. is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Academy CDC@Galway	12612 Galway Drive Silver Spring, Maryland 20904	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Marilyn Fleetwood and Lesley Everhart

Title: President of Board and Company Administrator

Contact information: 301-424-6282 lynnfleetwood@academymchild.com and academymchild@gmail.com

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Marilyn C. Fleetwood, Board President





125 Virginia Avenue
Cumberland, Maryland 21502
www.alleganyhrdc.org

ALLEGANY COUNTY HUMAN RESOURCES DEVELOPMENT COMMISSION, INC.

SEP 23 2014

301-777-5970
Fax: 301-722-0937
TDD: 1-800-735-2258

September 22, 2014

EXECUTIVE DIRECTOR
Courtney A. Thomas

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

The Allegany County Human Resources Development Commission, Inc. is very interested in participating in the new Federal Preschool Development Grants - Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots four four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
HRDC Frostburg Early Learning Center	3 College Avenue Frostburg, MD 21532	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:



Name of staff: Rebecca Roby/Wendolyn McKenzie

Title: Assistant Directors

Contact information: (301)783-1727/(301)783-1728

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Courtney A. Thomas
Executive Director,
Human Resources Development Commission, Inc.

ANNE ARUNDEL COMMUNITY COLLEGE
 101 College Parkway Arnold, MD 21012-1895 410-777-AACC (2222)

Felicia L. Patterson
 Vice President
 Learner Support Services
 410-777-2718
 Fax: 410-777-4718
flpatterson@aaccc.edu

September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

Anne Arundel Community College is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of Neighborhood Schools	# of Pre-K Students New Slots	# of Pre-K Students Quality Improvement Slots
Anne Arundel Community College Child Development Center	101 College Parkway Arnold, Maryland 22012	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of Staff: Janet Klenkel
 Title: Director, Child Development Center
 Contact Information: jklenkel@aaccc.edu; 410-777-2578

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Felicia L. Patterson
 Vice President, Learner Support Services

The Arc
 Montgomery County

Thrift Store | 2658 University Boulevard West, Wheaton, MD 20902
 Vocational & Day Services | 603 Southlawn Lane, Rockville, MD 20850
 Children & Youth Services—After All | 410A University Boulevard West, Silver Spring, MD 20904
 Children & Youth Services - FICCC & Karasik | 10611 Tenbrook Drive, Silver Spring, MD 20901
 Children & Youth Services- MPAI & Summit Academy | 703 South Summit Avenue, Gaithersburg, MD 20878
 Family & Community Services | Residential Services | Training, Administration | 11600 Nebel Street, Rockville, MD 20852

September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

The Arc Montgomery County Karasik and Family, Infant Child Care Center (KFICCC) is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Pre-k Students New Slots	# of Pre-k Students Quality Improvement Slot
The Arc Montgomery County KFICCC	10611 Tenbrook Drive Silver Spring, MD 20901	(b)(4)		

The Arc
Montgomery County

Thrift Store : 2658 University Boulevard West, Wheaton, MD 20902
Vocational & Day Services : 608 Southlawn Lane, Rockville, MD 20850
Children & Youth Services—After All : 10A University Boulevard West, Silver Spring, MD 20901
Children & Youth Services—FICCC & Karasik : 10611 Tenbrook Drive, Silver Spring, MD 20901
Children & Youth Services—MPAC & Summit Academy : 200 South Summit Avenue, Columbia, MD 21037
Family & Community Services, Residential Services : Training Administration : 11600 Nebel Street, Rockville, MD 20852

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Chrissy Shawver, MS Ed.

Title: Director of Children & Youth Services

Contact information: 301-984-5777 Ext. 1274 or ChrissyS@arcmontmd.org

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Joyce Taylor
Executive Director



September 22, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

Baltimore Montessori Public Charter School is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots four four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students	
			New Slots	Quality Improvement Slot
BMPCS	1600 Guilford Ave, Baltimore, MD 21202	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

1600 Guilford Avenue, Baltimore, MD 21202 t 410.528.5393
 BaltimoreMontessoriCharter.org f 410.528.8126

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Lisa Kane

Title: Outreach and Partnership Advisor

Contact information: 410.218.6018 , lisa@bmpcs.org

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Allison Shecter
Founder and Director
Baltimore Montessori Public Charter School



September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

Citi Family Center is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Citi Family Center Kindergarten Prep	14629 Citicorp Drive Hagerstown, MD 21742	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Heather Kovac

Title: Center Director

Contact information: 301-745-1022

ctb.ha@brighthorizons.com

14629 Citicorp Drive

Hagerstown, MD 21742

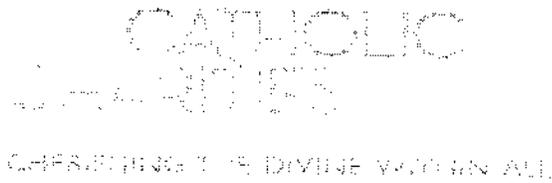
Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Heather Kovac

Citi Family Center Director



Catholic Charities Head Start & Early Head Start

228 West Lexington Street Suite 220
Baltimore, MD 21201

Phone: 410 261-6775
Fax: 410 889-0203

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Catholic Charities of Maryland Head Start is very interested in participating in the new Federal Preschool Development Grants -- Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Catholic Charities Head Start of Carroll County	255 Clifton Blvd., Westminster MD 21157	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Liza Frye

Title: Administrator, Head Start and Early Head Start Programs, Catholic Charities of Maryland

Contact information: 228 West Lexington St., Suite 220, Baltimore, MD 21201

Phone: 410-261-6775

E-mail: lfrye@cc-md.org

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

Liza Frye

Administrator, Head Start and Early Head Start Programs

Associated Catholic Charities of Baltimore



CHRISTENING THE DIVINE MOTHER IN ALL

Catholic Charities Head Start & Early Head Start

228 West Lexington Street Suite 220
Baltimore, MD 21201

Phone: 410 261-6775
Fax: 410 889-0203

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Catholic Charities of Maryland Head Start is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Catholic Charities Head Start of Baltimore City	765 W Hamburg St. Baltimore, MD 21230	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Liza Fryc

Title: Administrator, Head Start and Early Head Start Programs, Catholic Charities of Maryland

Contact information: 228 West Lexington St., Suite 220, Baltimore, MD 21201
Phone: 410-261-6775
E-mail: lfrye@cc-md.org

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

Liza Frye
Administrator, Head Start and Early Head Start Programs
Associated Catholic Charities of Baltimore



September 25, 2014

Board of Directors

Dennis A. Davison
Chair

Alison Miranda
Vice Chair

Douglas Rose
Treasurer

Maria Holleran-Rivera
Secretary

Lester Marlock
**Chair, DC Bilingual
Public Charter School**

Monica Arias

Chuck Bean

Celeste "Clote" Boykin

Carla Decker

Gretchen Gayle Ellsworth

Alamhir Gutierrez

Robert Morton

K. Shiek Pal

Paul Parker

Gabriela Rodriguez-
Niebres

Anna Rosario

Stephen Glover
Of Counsel

Myrna Peralta
President & CEO

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

CentroNia is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled. While this might be subject to change, we are planning to establish the following new slots or improve our existing services for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
CentroNia	1345 University Blvd E, Takoma Park, MD 20912	(b)(4)		



CentroNia Institute • Community Education • DC Bilingual Public Charter School • Early Childhood Education
1420 Columbia Road NW • Washington, DC 20009 • T 202 332 4200 F 202 745 2562 • www.centronia.org
1345 University Blvd. E. • Takoma Park, MD 20912 • T 301 543 8040 F 301 543 8340



Azcredited by NAEYC's National Academy of Early Childhood Programs

Designated U.S. 100% United Way Number 8132

Dr. Lowery
Page Two
September 25, 2014

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Rosalba Bonilla-Acosta

Title: Maryland State Director

Contact information:

Email: racosta@centronia.org

Phone: (301) 543-8040 Ext. 4022

Fax: (301) 408-7889

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Myrna Peralta
President & CEO
CentroNía

CHILDREN'S CENTER OF WALKERSVILLE, LLC



35 E. Frederick Street, Walkersville, MD 21793

(301) 898-0143

ccwalkersville.org/zipcode.html

www.childrensofwalkersville.com

September 24, 2014

Dr. Lillian M. Lowery

State Superintendent of Schools

Maryland State Department of Education

200 W. Baltimore St.

Baltimore, MD 21201

Dear Dr. Lowery:

Children's Center of Walkersville, LLC is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Children's Center of Walkersville	35 E Frederick St., PO Box 508 Walkersville, MD 21793	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Virginia "Ginny" Simoneau

Title: Director

Contact information: 301-898-5143 or gsimoneau@prekind.org.

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Virginia A. Simoneau, Director/Owner



September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

Crossway Montessori School is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots four four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Crossway Montessori School	3015 Upton Drive Kensington, MD 20895	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

3015 Upton Drive, Kensington, MD 20895
 Tel 301.929.2505 Fax 301.949.4741
www.crossway-community.org

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Ann Byrne

Title: Head of School

Contact information:

Crossway Montessori School
3015 Upton Drive | Kensington, MD 20895
T. 301.929.2505 | F. 301.949.4741

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top-left corner. The rest of the box is empty, indicating a redacted signature.

Kathleen Guinan
Chief Executive Officer



DOWNTOWN BALTIMORE CHILD CARE, Inc.

237 N. Arch Street, Baltimore, MD 21201-1526 • 410-659-0515 • Fax 410-659-0685

A Non-Profit Organization

www.dtbckids.org

September 22, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Downtown Baltimore Child Care, Inc. is very interested in participating in the new Federal Preschool Development Grants - Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots four four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Downtown Baltimore Child Care, Inc	237 Arch Street Baltimore, MD 21201	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Margo Sipes / Lorien Walley-Rund

Title: Executive Director / Program Director

Contact information: 410-659-0515 (Both)

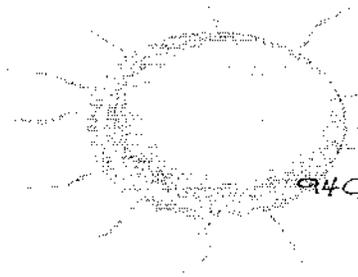
margos@dbckids.org / lorienwr@dbckids.org

Thank you for the opportunity to participate in this exciting grant program.

Sincerely

(b)(6)

Margo Sipes
Executive Director



EARLY YEARS

THE BEGINNING THAT MAKES A DIFFERENCE
9400 OLD PALMER ROAD FORT WASHINGTON, MD 20744
PHONE: (301) 248-0379

September 24, 2014

Dr. Lillian M. Lowery

State Superintendent of Schools

Maryland State Department of Education

200 W. Baltimore St.

Baltimore, MD 21201

Dear Dr. Lowery:

Early Years Child Enrichment Center is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Early Years Child Enrichment Center	9400 Old Palmer Rd Fort Washington, MD 20744	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Claudia Youngs

Title: Director, Owner

Contact information: Cell Phone: (b)(6)

Email Address: (b)(6)

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Claudia Youngs
Director/Owner

SEP 23 2014

EDINBORO EARLY SCHOOL
380 JUMPERS HOLE ROAD
SEVERNA PARK, MD 21146

September 22, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 Baltimore Street
Baltimore, MD 21201

Dear Dr. Lowery:

Edinboro Early School is interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. Edinboro Early School is a non-public school with an MOU with AACPS; we also have a before and after school child care program. We have been in communication with your staff on how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled. While this might be subject to change, we are planning to establish the following additional student allocation for twenty new four-year children as follows:

Name of Program	Address of Program	AACPS Schools	New	Expand
Full Day – N4 PreKindergarten	Edinboro Early School 380 Jumpers Hole Rd Severna Park	(b)(4)		

We understand the terms and conditions of the grant program as it has been drafted in the Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award. I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:



Name of staff: Dr. Jon A. Gerbracht

Title: Treasurer

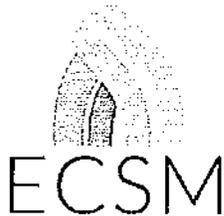
Contact information: (b)(6) 410-987-9142

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Suellen L. Gerbracht
Director



September 19, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

Episcopal Community Services of Maryland / The Ark Preschool is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students	# of Prek Students
The Ark Preschool	1101 Valley Street Baltimore, MD 21202	(b)(4)	New Slots	Quality Improvement Slot

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Lauren Sampson

Title: Chief Advancement Officer, Episcopal Community Services of Maryland

Contact information: lsampson@ecsm.org or 410-467-1264, x 508

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Executive Director



8401 Carlson Lane Windsor Mill, MD 21244

September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

Excellent Start Learning Center is very interested in participating in the new Federal Preschool Development Grants -- Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Excellent Start Learning Center	8401 Carlson Ln. Windsor Mill, MD 21244	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Deborah A. Harris

Title: Director/Owner

Contact information: Office (410) 655-8888 : Fax: (410) 655-3333

Email address: deborah.harris@excellentstartcenter.com

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Deborah A. Harris, Director/Owner

Greenbelt Children's Center

Accredited by NAEYC's National Academy of Early Childhood Programs

Flora Gee, Director
7600 Hanover Parkway
Suite 100
Greenbelt, MD 20770

Telephone (301) 345-8830

Fax (301) 345-0874

www.greenbeltchildrenscenter.com

September 24, 2014

Dr. Lillian M. Lowery

State Superintendent of Schools

Maryland State Department of Education

200 W. Baltimore St.

Baltimore, MD 21201

Dear Dr. Lowery:

Greenbelt Children's Center is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Greenbelt Children's Center	7600 Hanover Parkway, Suite 100, Greenbelt, MD 20770	(b)(4)		

		Magnolia Elementary		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Flora Gee

Title: Director/President

Contact information: 301-345-8830 Office

301-345-0874 fax

flora@greenbeltchildrenscenter.com

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Flora Gee, M.Ed.
Director/President, GCC, Inc.
Greenbelt Children's Center

HENDERSON HOPKINS

Harry and Jeanette Weinberg Early Childhood Center

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

The Harry and Jeanette Weinberg Early Childhood Center is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students	# of Prek Students
			New Slots	Quality Improvement Slot
The Harry and Jeanette Weinberg Early Childhood Center	2100 Ashland Ave, Baltimore, MD, 21205	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Jessie Bradley
 Title: Executive Director
 Contact information: 443-642-3591

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

Jessie L. Bradley

(b)(6)

Executive Director,

The Harry and Jeanette Weinberg Early Childhood Center



September 25, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dr. Lowery,

Howard Community College's Children's Learning Center is very interested in participating in the new Federal Preschool Development Grants - Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled. While this might be subject to change, we are planning to improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of PreK students New slots	# of PreK students Quality Improvement Slot
Howard Community College's Children's Learning Center	10901 Little Patuxent Parkway Columbia, Maryland 21044	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:
Kimberley Pins Director 443-518-4150 kpins@howardcc.edu
Cathy Nunn Asst. Director 443-518-4152 cnunn@howardcc.edu

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,
(b)(6)

Kimberley J. Pins
Director, Children's Learning Center

Community Begins Here™



September 19, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Kiddie Academy of Oxon Hill is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Jess1 Inc / Va Kiddie Academy of Oxon Hill	6031 Oxon Hill Road Oxon Hill MD 20745	(b)(4)		

Kiddie Academy of Laurel

8101 Sand Spring Road Suite 102 Laurel, Maryland 20792 3366
PH: 301.517.5330 FAX: 301.517.5331 www.kiddieacademy.com

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Dr Jimmy L. Wilson

Title: Chief Operating Officer

Contact information:

Mailing address: Kiddie Academy of Oxon Hill
6031 Oxon Hill Road
Oxon Hill, MD 20745

Email: jimmy.wilson@kiddieacademy.net

Phone: 301-839-7808 (office) (b)(6)

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Margaret W. Harper
Owner

September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

Kiddie Academy of Abingdon is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Kiddie Academy of Abingdon	3415 Box Hill Corporate Center Drive, Abingdon, MD., 21009	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:





Name of staff: Richard Peterson
Title: Vice President of Education
Contact information:
3415 Box Hill Corporate Center Drive, Abingdon, MD 21009
410-515-5431
rpeterson@kiddieacademy.com

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Richard Peterson
Vice President of Education



Koinonia Baptist Church

5738 Belair Road
Baltimore, Maryland 21206
(410) 426-0288
Dr. Douglas I. Miles
Bishop

Carol Smith
Chairman of Diaconate

Harvey Moore
Chairman of Trustee Ministry

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

[Name of EC program] is very interested in participating in the new Federal Preschool Development Grants - Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Koinonia Baptist Daycare Center	5738 Belair Road Baltimore, MD 21206	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid out in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Rosanna Miles

Title: Executive Director/ Koinonia Baptist Daycare Center

Contact information: Office #: (410)426-0288

Cell #: (b)(6)

Koinonia Baptist Church
5738 Belair Road
Baltimore, Maryland 21206

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Bishop Douglas I. Miles
President and CEO
Koinonia Baptist Church

Kuddly Bear Child Development Center
 10335B Woodsboro Road
 Woodsboro, MD 21798
 301-845-2996

September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

Kuddly Bear Child Development Center is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Kuddly Bear Child Development Center	10335W Woodsboro Road Woodsboro, MD 21798	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Anne V. Dayhoff

Title: Director/Owner

Contact information: 301-898-3129/301-845-2996

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Anne V. Dayhoff

Owner/Director

Kuddly Bear Child Development Center



2001 Park Avenue • Baltimore, Maryland 21217
 Telephone: (410) 225-0035 • Facsimile: (410) 225-0696

September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201
 Dear Dr. Lowery:

Metro Delta Head Start Center is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students	# of Prek Students
			New Slots	Quality Improvement Slot
Metro Delta Head Start Center	1624 Eutaw Place Baltimore, MD., 21217	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

“Moving Families Forward”

Name of staff: Tiffany Johnson

Title: Family Services Coordinator

Contact information: 443.604.2651 / tjohnson.metrodelta@verizon.net

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Teronda Wilkes; Program Director



September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools, MSDE
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

Monocacy Montessori Communities is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff regarding how we can contribute to the expansion of full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled. While this might be subject to change, we are planning to improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
MMCI, MVMPCS & CCMPCS	217 Dill Avenue Frederick, MD 21701	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Melissa Najera
 Title: Board Secretary
 Contact information: secretary@mmcimd.org

Thank you for the opportunity to participate in this exciting grant program.

(b)(6)

Mustafa Karakus, PhD
 MMCI, BOT President

Office phone: (301)631 3888 Fax: (301)631-0777 E-mail: mmci2001@yahoo.com
 Website: <http://www.mmcimd.org>
 Please follow us on facebook.



Montgomery College

September 24, 2014

Dr. Lillian M. Lowery

State Superintendent of Schools

Maryland State Department of Education

200 W. Baltimore St.

Baltimore, MD 21201

Dear Dr. Lowery:

Montgomery College Early Learning Center is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
MC Early Learning Center/Germantown	20200 Observation Drive Germantown, Md. 20876	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

240-567-5000 • www.montgomerycollege.edu

Central Administration
900 Hungerford Drive
Rockville, MD 20850

Germantown Campus
20200 Observation Drive
Germantown, MD 20876

Rockville Campus
51 Mannakee Street
Rockville, MD 20850

Takoma Park/
Silver Spring Campus
7600 Takoma Avenue
Takoma Park, MD 20912

Workforce Development &
Continuing Education
51 Mannakee Street
Rockville, MD 20850

PR/Award # S419B150034

Name of staff: Terese DeLisi/Jacqueline Scott

Title: Child Care Services Manager/Center Supervisor

Contact information: 340-267-1341; 340-385-7716

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Terese DeLisi
Child Care Services Manager

New Beginnings
Christian Learning Center

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

New Beginnings Christian Learning Center is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
New Beginnings Christian Learning Center	501 E Baltimore St Taneytown, MD 21787	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Lisa Patterson

Title: Owner/Director

Contact information: 410-751-0090

newbeginningsclc@verizon.net

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Lisa Patterson
Owner/Director



Northwestern Community of Schools
NORTHWESTERN HIGH SCHOOL
CHILD DEVELOPMENT CENTER

7000 Adelphi Road
 Hyattsville, Maryland 20782-1497
 301-454-8389

Maxine Thompson-Burroughs

Coordinator
 301-985-1820 ext. 2250
 maxine.burroughs@gcps.org

September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

Northwestern High School Child Development Center is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement
Northwestern Child Development Center	7000 Adelphi Road Hyattsville, MD. 20782	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award. The lead contact for the Prekindergarten Expansion would be Maxine Thompson-Burroughs.

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Maxine Thompson-Burroughs, MSW



Gifted Child Resources Inc., 21301 Seneca Crossing Dr. Germantown, MD 20876
 Phone: (301) 972-6415

Optimal Learning School

www.optimallearningcenters@verizon.com

September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

Optimal Learning School is very interested in participating in the new Federal Preschool Development Grants - Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day pre-kindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	% of Pres. Students New Slots	% of Pres. Students Quality Improvement Slot
Optimal Learning School	21301 Seneca Crossing Dr. Germantown, MD 20876	(b)(4)		

We understand the terms and conditions of the grant program as it has been outlined in the enclosed Information of Understanding (IOU) which we are prepared to sign should the State of Maryland receive the grant award.

For further information, please contact me at (301) 972-6412, or email OptimalLearningCenters@jpmcc.com.

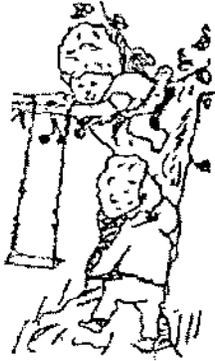
Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Ellie Salour- School Head
Optimal Learning School
(301) 972-6415

Peppertree Children's Center



September 24, 2014

Dr. Lillian M. Lowery

State Superintendent of Schools

Maryland State Department of Education

200 W. Baltimore St.

Baltimore, MD 21201

Dear Dr. Lowery:

Peppertree Children's Center is very interested in participating in the new Federal Preschool Development Grants - Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Peppertree Children's Center	12900 Middlebrook Road Germantown, MD 20874	(b)(4)		

12900 Middlebrook Road * Germantown, MD 20874 * 301-540-1170

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Harriet Berger

Title: Executive Director

Contact information: harrietberger1@aol.com/peppertreectrs@aol.com

301-540-1170

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)





Play Centers, Inc. / Play and Learn
 "Your First Choice for Quality Child Care and Education"
 in Anne Arundel County, Baltimore City,
 and Baltimore County



September 25, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

Play Centers Inc/Play and Learn at Hunt Valley is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff regarding how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of local Elementary Schools	# of PreK Students New Slots	# of PreK Students - Quality Improvement Slot
Play and Learn at Hunt Valley	11350 McCormick Rd Hunt Valley, MD 21031	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Angie Robinson
 Title: Director
 Contact information: 11350 McCormick Road, Executive Plaza I - Lower Level, Hunt Valley, MD 21031
 410-785-7077 / ARobinson@playcenters.org

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

Angie Robinson
 Angie Robinson
 Director



Redwood Montessori Academy

Good Shepherd Montessori School, Inc.

1605 Veirs Mill Road, Rockville, MD 20851

301-762-2524 • info@redwoodmontessorimd.com

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Our school – Redwood Montessori Academy – is very interested in participating in the new Federal Preschool Development Grants-Expansion Grants Program. We have been in communication with your staff about how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year-olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year-olds as follows:

Name of Program: Redwood Montessori Academy

Address of Program: 1605 Veirs Mill Road, Rockville, MD 20851

Names of Neighborhood Schools: (b)(4)

(b)(4)

Number of PreK Students New Slots: 0

Number of PreK Student Quality Improvement Slots: 0

We understand the terms of conditions of the grant program as it has been laid out in the Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

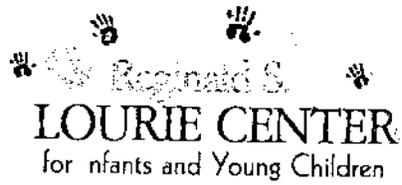
The following staff will be the lead contact for the Prekindergarten Expansion Grant:

Name of Staff: Dianna Souder-Bond
Title: Owner/Director
Contact information: Phone – 301-762-2524
Email – info@redwoodmontessorimd.com

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,
(b)(6)
Dianna Souder-Bond
Owner/Director

Where young minds grow!



September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

The Reginald S. Lourie Center for Infants and Young Children is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Reginald S. Lourie Center	12301 Academy Way, Rockville, Md	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Jimmy Venza

Title: Associate Executive Director

Contact information: 301-984-4444 x120, jvenza@louriecenter.org

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Marcel Wright
Executive Director



September 22, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Saint Francis International School is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities.

We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
SFIS – Early Childhood Program	1500 St. Camillus Dr., Silver Spring, MD 20903	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I will be the lead contact for the Prekindergarten Expansion Grant:

Tobias Harkleroad, Principal
 tharkleroad@sfisind.org

Thank you for the opportunity to participate in this exciting grant program

Sincerely,

(b)(6)

Tobias A. Harkleroad, M.Ed.
 Principal / Chief Administrator



St. Mary's Catholic School

7207 ANNAPOLIS ROAD
 LANDOVER HILLS, MD 20784-2234
 (301) 577-0031 www.stmarysh.org

September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

St. Mary's School is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
St. Mary's School Pre-K	7207 Annapolis Rd Landover Hills, MD 20784	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award. I will be available as the primary contact for issues regarding the grant.

Name of Staff: Chris Buchleitner
 Title: Principal
 Contact information:
 Phone: 301-577-0031
 Email: Principal.stmarys@comcast.net

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Chris Buchleitner
 Principal



UNION BAPTIST – HARVEY JOHNSON
HEAD START CENTER

Mrs. Gayle E. Headen, Director

Maryland State Department of Education Accredited and
A Head Start Body Start nationally recognized program for strategic planning
and vision and a model for programs across the nation



September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Union Baptist – Harvey Johnson Head Start is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	
Union Baptist - Harvey Johnson Head Start	1211 Druid Hill Ave. Baltimore, MD 21217	(b)(4)	

		Midtown Academy Mount Royal Elementary Middle		
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We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Gayle E. Headen

Title: Director

Contact information: (410) 523-8793
gayleubhs@hotmail.com

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Gayle E. Headen,
Director



Wee Lad & Lassie

September 22, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Lowery:

Wee Lad & Lassie Early Learning Center is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year-olds with household incomes of 200% of the federal poverty level can be enrolled.

While this might be subject to change, we are planning to establish the following new slots for four-year-olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of PreK Students New Slots
Wee Lad & Lassie Early Learning Center	1281 Baltimore Annapolis Boulevard, Arnold, MD 21012	(b)(4)	

We understand the terms and conditions of the grant program as it has been laid out in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name: Lisa Herbst
Title: Program Director

Contact Information: weeladandlassie@verizon.net, 410-647-2178

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Lisa Herbst, M.Ed., Program Director

1281 B & A Blvd. Arnold, Maryland 21012 410 647-2178 www.weeladandlassie.com weeladandlassie@verizon.net

White Marsh Child Care Center
 8650 Winding Way
 Perry Hall, Maryland 21128
 410-931-0555

September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

White Marsh Child Care Center is very interested in participating in the new Federal Preschool Development Grants - Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
White Marsh Child Care Center	8650 Winding Way Perry Hall, MD 21128	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Rebecca Yackley

Title: Director

Contact information: 443-955-9326

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Elizabeth Huffman
Owner
White Marsh Child Care Center



Y of Central Maryland
10100 Stoneybrook Rd

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Y of Central Maryland Baltimore County Head Start is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Pres. Students New Slots	% of Pres. Students Quality Improvement Slot
Y of Central MD Baltimore County Head Start/Campfield	6836 Aster Road Baltimore 21207	(b)(4)		
Y of Central MD Baltimore County Head Start/Riverview	3290 Kessler Avenue Landsdowne 21227			
Y of Central MD Baltimore County Head Start/Merritt Park	1782 Merritt Blvd. Baltimore 21222			

FOR YOUR PROTECTION, PLEASE
FOR SECURITY, PLEASE
FOR SECURITY, PLEASE



100 Waterlo Street
Baltimore, Maryland

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the read contact for the Preliminary Expansion Grant:

Name of staff: Gail Reich

Title: Executive Director

Contact information: Y Baltimore County Head Start
4375 Ebenezer Road, Suite E
Newington, MD 21226
(p)410-348-0377 ext. 123
(f)410-348-0343
gsa@youthservices.com

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Gail Reich
Executive Director



Y of Central Maryland
It's deeper here.™

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

The Y of Central Maryland is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
Y of Central Maryland Head Start at Maine	3901 Maine Avenue, Baltimore, Md 21207	(b)(4)		
Y of Central Maryland Head Start at North Chester	100 N. Chester Street, Baltimore, Md. 21231			
Y of Central Maryland at Yorkwood	5931 Yorkwood Road, Baltimore, Md. 21239			
Y of Central Maryland at Sherwood	1235 Sherwood Avenue, Baltimore, Md 21239			



Y of Central Maryland
The deeper future

MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN THE STATE OF MARYLAND AND Y OF CENTRAL MARYLAND FOR THE PREKINDERGARTEN EXPANSION GRANT

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Roikensha Hinton

Title: Executive Director Y of Central Maryland Baltimore City Head Start

Contact information: roikenshahinton@ymaryland.org 410-367-9380 (office)

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Christine Ader Soto
Senior VP Early Childhood Development
Y of Central Maryland



September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

The Young School is very interested in participating in the new Federal Preschool Development Grants -- Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing slots for four-year olds as follows:

Name of Program	Address of Program	Names of neighborhood schools	# of Prek Students New Slots	# of Prek Students Quality Improvement Slot
The Young School	8310 Guilford Road, Columbia, MD 21046	(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I will be the lead contact for the Prekindergarten Expansion Grant and my contact information is below. Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Jessica L. Trail
 Director
Jessica@youngschool.com
 410-381-6098

The Young School • 8310 Guilford Road • Columbia, MD 21046 • 410-381-6098



Members of the Board of Education
Laurie P. Marchini, President
Nicholas T. Hadley, Vice President
Sara-Beth James
Michael A. Llewellyn, Esq
Edward L. Root, Ed.D.

Superintendent of Schools
David A. Cox, Ed.D.

September 22, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Lowery:

Allegany County Public School System is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full-day	# of Prek Students Judy Center
(b)(4)				(b)(4)

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Judy Center Expansion Grant:

Name of staff: Mrs. Dee Blank
Title: Supervisor of Elementary Education
Contact information: dee.blank@acps.k12.md.us
108 Washington Street, Cumberland, MD 21502
301-759-2012

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Dr. David Cox,
Superintendent of Schools



September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Dear Dr. Lowery:

Anne Arundel County Public Schools is very interested in participating in the new Federal Preschool Development Grants - Expansion Grants Program. We have been in communication with your staff regarding how we can contribute to expand full-day prekindergarten and the Judy Center for children birth to age 5 in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full-day	# of Prek Students at Judy Center
(b)(4)			(b)(4)	

I have assigned the following staff member to be the lead contact for the Prekindergarten Expansion Grant:

Name of Contact: Patricia J. Saynuk
Title: Coordinator of Early Childhood Education and School Readiness
Contact Information: 410-222-5441 or psaynuk@aacps.org

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

George Arlotto, Ed.D.
Superintendent of Schools

BALTIMORE CITY PUBLIC SCHOOLS

Stephante Rawlings-Blake
Mayor, City of Baltimore

Shanaysha M. Saals, Ph.D.
Chair, Baltimore City Board of
School Commissioners

Gregory E. Thornton, Ed.D.
Chief Executive Officer

September 25, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Baltimore City Public Schools (City Schools) is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full-day	# of Prek Students Judy Center
(b)(4)			(b)(4)	

BALTIMORE CITY PUBLIC SCHOOLS

Stephanie Rawlings-Blake
Mayor, City of Baltimore

Shanaysha M. Sauls, Ph.D.
Chair, Baltimore City Board of
School Commissioners

Gregory E. Thornton, Ed.D.
Chief Executive Officer

	SY15-16	SY16-17	SY17-18	SY18-19
(b)(4)		(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Perry Gorgen

Title: Director of Early Learning Programs

Contact information: ptgorgen@bcps.k12.md.us
443-642-3990

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Ms. Linda Chen
Chief Academic Officer
Baltimore City Public Schools

BALTIMORE COUNTY PUBLIC SCHOOLS

8. Johns Drive, P.O. Box 37, Baltimore, MD 21201

300 - Harbor Street, Towson, MD • 21 284-3711

September 29, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Dr. Lowery:

On behalf of Baltimore County Public Schools (BCPS), I am very pleased to submit this letter of interest for participating in the new Federal Preschool Development Grants – Expansion Grants Program.

BCPS plans to continue to expand prekindergarten opportunities in high-need communities and have been in communication with your staff on how we can contribute to expand full-day prekindergarten. We understand that families of four-year-olds with household incomes of 200% of the Federal Poverty Guidelines can be enrolled. Through this grant, we will be able to establish new full-day prekindergarten seats at the following locations:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full-day	# of Prek Students Judy Center
(b)(4)			(b)(4)	

Consistent with the message articulated in our strategic plan, *Blueprint 2.0: Our Way Forward*, BCPS is committed to expanding the availability of prekindergarten classes for four-year-olds. We have a long history of dedication to our young learners and continue to place a strong focus on developing critical literacy and numeracy skills as early as possible. Additional prekindergarten seats will assist us in reaching greater number of students and positively impacting our population of young learners.

BCPS is a large and diverse school district with a total annual budget of \$(b)(4). The district employs (b)(4) classroom teachers who staff 173 schools, program, and centers. We are the 25th largest district in the country in terms of the number of students served. The student population of 108,376 is extremely diverse along several dimensions. Demographically, 44.4% of students are White, 38.6% African-American, 6.6% Hispanic/Latino, 6.3% Asian, and 4.1% other groups. Moreover, the student population has become more economically disadvantaged, increasingly mobile, with more linguistic diversity. During the last ten years, English Language Learners have increased by 129%; students eligible for free and reduced-price meals have expanded by 59.8%, and the student homeless population has grown by more than 200%.

Creating a Culture of Data-Driven Education

Dr. Lillian M. Lowery
September 29, 2014
Page 2

As Superintendent of Schools, I am personally committed to expanding prekindergarten learning opportunities as one means to meet our mission to produce globally-competitive college and career ready BCPS graduates. To this end, for school year 2014–2015, my approved budget included:

- (b)(4)
-
-
-

For school year 2015–2016, my proposed budget includes:

- (b)(4)
-
-

In addition, BCPS has created Parent University, a parent education and communication initiative, to build greater parent-educator relationships. As our prekindergarten staff work on this initiative, we see great potential in building success in community support for effective relationships in early start educational initiatives and consequently, student achievement.

We understand the terms of conditions of the grant program as it has been described in the enclosed Memorandum of Understanding (MOU), which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of Staff: Ms. Pamela M. Wolff
Title: Coordinator, English Language Arts, PreK-5
Contact Information: 410-887-4049; pwolff@bcps.org

Thank you for the opportunity to participate in this grant program.

Sincerely, (b)(6)
(b)(6)
S. Dallas Dance
Superintendent

C: Ms. Verletta White, Chief Academic Officer
Dr. Richard Weisenhoff, Executive Director, Academics
Ms. Pamela Wolff, Coordinator, English Language Arts, PreK-5

Creating a Culture of Deliberate Excellence



Caroline County Public Schools

204 Franklin Street
Denton, Maryland 21629



September 24, 2014

MILTON E. NAGEL, CPA
INTERIM SUPERINTENDENT OF SCHOOLS

TELEPHONE: 410-479-1460
FAX: 410-479-0168
HOME PAGE: cl.k12.md.us

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Caroline County is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full-day	# of Prek Students Judy Center
(b)(4)		(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Dr. Susan Harman
Title: Supervisor of Instruction
Contact information: 410-479-1460

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Milton E. Nagel, CPA
Interim Superintendent of Schools



Carroll County Public Schools

125 N. Court Street | Westminster, MD 21157

410 751 3000
410 751 3004 TTY
410 751 3003 FAX

Building the Future

Stephen H. Guthrie
Superintendent

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Carroll County Public Schools is very interested in participating in the new Federal Preschool Development Grants - Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of PreK Students New Slots	# of PreK Students Half-day to Full-day	# of PreK Students Judy Center
(b)(4)				

PreKindergarten children from low-income families are currently supported through a half day program funded by Carroll County Public Schools. CCPS also offers some limited services for families in the area with children from birth through five through limited home visitation services. The local fiscal contribution to support staffing for the PreKindergarten classroom and the family services totals approximately (b)(4)

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Ann Marie Blonkowski

Title: Elementary Supervisor -- Early Childhood Programs

Contact information: amblonk@carrollk12.org
410-751-3059

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Stephen H. Guthrie
Superintendent, Carroll County Public Schools



Charles County Public Schools

5980 Radio Station Road
PO Box 2770
La Plata, MD 20646
Main line: 301-934-6610
www.ccboe.com

Kimberly A. Hill, Ed.D.
Superintendent of Schools
Amy L. Hollstein
Assistant Superintendent of Instruction

Office of Instruction
301-934-7377
Fax: 301-934-7494

September 16, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Charles County Public Schools is very interested in participating in the new Federal Preschool Development Grants -Expansion Grants Program. We have been in communication with your staff about how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full-day	# of Prek Students Judy Center
(b)(4)				

It's all about teaching and learning

Meighan Hungerford
Assistant Director of Special Education

Arden Satomayer
Acting Director of Special Education

Joan Withers
Assistant Director of Secondary Education

PR/Award # S419B150034

Contact Information: 301-934-7410

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Margo L. Champion

Title: Instructional Specialist for the Judy Center

Contact information: c/o Dr. Mudd Elementary School, 820 Stone Avenue, Waldorf MD 20602,
mchampion@ccboe.com

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Kimberly A. Hill, Ed.D.
Superintendent



THE BOARD OF EDUCATION OF DORCHESTER COUNTY

Henry V. Wagner, Jr., Ed.D.
Superintendent of Schools

Lorenzo L. Hughes, Ph.D.
Assistant Superintendent
for Instruction

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Assistant Superintendent
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700 Glasgow Street
Cambridge, Maryland 21613
410-228-4747 ~ 410-228-1847 Fax
www.dcps.k12.md.us

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September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Dorchester County Public Schools is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full-day	# of Prek Students Judy Center
(b)(4)		(b)(4)	(b)(4)	

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Donna Greenleaf
Title: Coordinator for Early Childhood
Contact information: greenleafd@dcpsmd.org
410 228-4747

STUDENT MISSION PLEDGE: "All students will finish their programs of study and become college and career ready."

fax: 410.228.6637
Ms. Donna Greenleaf, Coordinator for Early Childhood
Dorchester County Public Schools
700 Glasgow St.
Cambridge, MD 21613

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Henry N. Wagner, Jr., Ed.D.
Superintendent, Dorchester County Public Schools

OFFICE OF THE SUPERINTENDENT
191 South East Street
Frederick, MD 21701
301-696-6910 phone
301-696-6823 fax
www.fcps.org



Frederick County Public Schools
Reach. Challenge. Prepare.

Theresa R. Alban Ph.D.
Superintendent of Schools
superintendent@fcps.org

Catherine Ciesinski
Executive Assistant
catherine.ciesinski@fcps.org

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Frederick County Public Schools is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. In communicating with your staff, we learned what Frederick County needs to contribute to expand full-day prekindergarten in high-needs communities. It is our understanding that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students	# of Prek Students	# of Prek Students
		New Slots	Half-day to Full-day	Judy Center
(b)(4)		(b)(4)		

We understand the terms of conditions of the grant program as it has been laid out in the draft memorandum of understanding; which we are prepared to fill out and return should the Maryland State Department of Education receive this grant award.

If you have questions about Frederick County Public School's commitment to the grant, please contact Catherine Nusbaum, Coordinator of Early Childhood Education and the Judy Center at catherine.nusbaum@fcps.org or 301-696-6914.

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Theresa R. Alban, Ph.D.
Superintendent of Schools

Public Schools

40 South Second Street • Oakland, Maryland 21260
Telephone: 301-394-8900 • <http://www.garrettschools.edu>

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Mr. Rooney A. Reckart, Vice-President
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Ms. Adriana B. Fratz, Student Board Member

Superintendent of Schools
Dr. Janet S. Wilson

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

The Garrett County Public School System is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full-day	# of Prek Students Judy Center
(b)(4)			(b)(4)	

We understand the terms of conditions of the grant program as it has been laid out in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Mrs. Jane Wildesen

Title: Director of Early Childhood/Elementary Schools

Contact information: 40 South Second Street,
Oakland, Maryland 21550

Phone: 301-334-8927

Email: jane.wildesen@garrettscountyschools.org

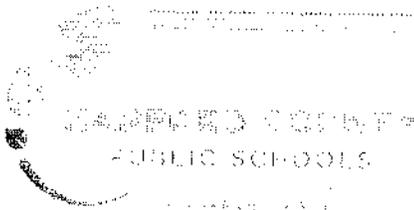
Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Janet S. Wilson, Ph.D.

Superintendent of Schools



Barbara P. Canavan, Superintendent of Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Dear Dr. Lowery:

Harford County Public Schools (HCPS) is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

HCPS will provide local support for the program through identification of classroom space and administrative oversight. While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full-day	# of Prek Students Judy Center
(b)(4)		(b)(4)		

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Kathy Griffin
Title: Coordinator of Early Childhood Programs
Contact information: 102 South Hickory Ave.
 Bel Air, Md. 21014
 (Phone) 410-588-5252
 (E-Mail) Kathy.Griffin@hcps.org

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Barbara P. Canavan
Superintendent of Schools



September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Howard County Public School System is very interested in participating in the new Federal Preschool Development Grants - Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full-day	# of Prek Students Judy Center
(b)(4)				

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff member to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Lisa J. Davis
Title: Coordinator, Early Childhood Programs
Contact information: 410-313-5659. Lisa_J_Davis@hcpss.org

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Renee A. Foose, Ed.D.
Superintendent



MONTGOMERY COUNTY PUBLIC SCHOOLS
 MARYLAND
 www.montgomeryschoolsmd.org

September 24, 2014



Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 West Baltimore Street
 Baltimore, Maryland 21201

Dear Dr. Lowery:

Montgomery County Public Schools (MCPS) is interested in participating in the new Federal Preschool Development Grants-Expansion Grants Program and has communicated with the Maryland State Department of Education about how to contribute to expanding full-day prekindergarten in high-need communities. The grant includes enrollment for families of 4-year-olds with household incomes of 200 percent of poverty.

While this may be subject to change, MCPS is planning to establish new slots or improve existing prekindergarten slots as shown in the following schools:

Elementary School	Free and Reduced-price Meals System	# of Pre-K New Slots	# of Pre-K Half-day to Full-day Students	# of Pre-K July Center Students
(b)(4)			(b)(4)	

Ms. Sylvia K. Morrison, director, Department of Instructional Programs, will be the lead contact for the Prekindergarten Expansion Grant. Ms. Morrison may be reached either via e-mail at Sylvia_K_Morrison@mcpstmd.org or by telephone at 301-279-3297.

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Joshua P. Starr, Ed.D.
 Superintendent of Schools

JPS:MVN:EJL:ams

Copy to:

- Mr. Bowers Dr. Navarro Mr. Klausung Ms. Simmons
- Dr. Statham Dr. Lang Ms. Morrison

Office of the Superintendent of Schools

4400 Hungerford Drive, Room 1221 • Rockville, Maryland 20850 • 301-291-3181



PGCPS

Great By Choice

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Prince George's County Public Schools is very interested in participating in the new Federal Preschool Development Grants - Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full-day	# of Prek Students Judy Center
(b)(4)		(b)(4)		(b)(4)

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Andreia Searcy
Title: Early Childhood Instructional Supervisor
Contact information: 240-724-1924

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)



Somerset County Public Schools

Dr. John B. Gaddis
Superintendent of Schools
Nancy Smoker
Assistant Superintendent of Administration
Thomas A. Davis
Assistant Superintendent of Instruction

7982A Tawes Campus Drive
Westover, MD 21871
www.somerset.k12.md.us
Telephone: 410.651.1616
Instructional Fax: 410.651.2931
Administrative Fax: 410.651.3566

Board Members
William M. Miles, Chairman
Robert T. Wells, Vice Chairman
Margo Green-Gale
Dan Kuebler
Warner I. Sumpter

September 18, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Somerset County Public Schools is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full-day	# of Prek Students Judy Center
(b)(4)			(b)(4)	

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Tom Davis/ Karen Karten

Title: Assistant Superintendent/ Early Childhood Coordinator

Contact information:

tdavis@somerset.k12.md.us

kkarten@somerset.k12.md.us

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Dr. John B. Gaddis



St. Mary's County Public Schools
 Central Administration
 Office of the Superintendent
 23160 Moakley Street/P.O. Box 641
 Leonardtown, Maryland 20650

Phone: 301 475-5511 ext. 32178; Fax: 301 475-4270

Mr. J. Scott Smith
 Interim Superintendent

September 24, 2014

Dr. Lillian M. Lowery
 State Superintendent of Schools
 Maryland State Department of Education
 200 W. Baltimore St.
 Baltimore, MD 21201

Dear Dr. Lowery:

St. Mary's County Public Schools is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled. Because we are meeting the needs of our four year old population through our Head Start program, our interest is in the expansion of the Judy Center currently located at Green Holly Elementary School and George Washington Carver Elementary School. We will be looking at expanding the services at George Washington Carver by providing full service instead of the satellite service they currently receive.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Pre K Students New Slots	# of Pre K Students Half-day to Full-day	# of Pre K Students Judy Center
(b)(4)				

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned **Wendy Binkley, Judy Center Coordinator**, to be the lead contact for the Pre-Kindergarten Expansion Grant. Her contact information is **301-863-4068/wsbinkley@smcps.org**.

Thank you for the opportunity to participate in this exciting grant program.

Sincerely, (b)(6)
(b)(6)
 J. Scott Smith
 Interim Superintendent of Schools

cc: Tammy McCourt, Kelly Hall, Wendy Binkley, Kim Short, Martina Green

St. Mary's County Public School System does not discriminate on the basis of race, color, gender, age, national origin, marital status or sexual orientation, religion, or disability in matters affecting employment or providing access to programs.

September 24, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Washington County Public Schools is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full-day	# of Prek Students Judy Center
(b)(4)				

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Stacy Henson

Title: Coordinator for Early Learning

Contact information: 301-766-8722 or hensosta@wcps.k12.md.us

Thank you for the opportunity to participate in this exciting grant program.

Sincerely,

(b)(6)

Dr. Clayton Wilcox

BOARD OF EDUCATION OF WICOMICO COUNTY



John E. Underbrink, Ed.D.
Superintendent of Schools

101 LOND AVENUE
P.O. Box 1538
SALISBURY, MD 21602-1538

410.677.4400
FAX 410.677.4444
www.wicop.org

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September 25, 2014

Dr. Lillian M. Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201

Dear Dr. Lowery:

Wicomico County Public Schools is very interested in participating in the new Federal Preschool Development Grants – Expansion Grants Program. We have been in communication with your staff in how we can contribute to expand full-day prekindergarten in high-need communities. We understand that families of four-year olds with household incomes of 200% of poverty can be enrolled.

While this might be subject to change, we are planning to establish the following new slots or improve our existing prekindergarten slots in the following schools:

Name of School	FARM %	# of Prek Students New Slots	# of Prek Students Half-day to Full- day	# of Prek Students Judy Center
(b)(4)				

We understand the terms of conditions of the grant program as it has been laid in the enclosed Memorandum of Understanding (MOU) which we are prepared to sign should the State of Maryland receive this grant award.

THE WICOMICO COUNTY BOARD OF EDUCATION DOES NOT DISCRIMINATE IN ADMISSIONS, ACCESS, TREATMENT, OR EMPLOYMENT IN ITS PROGRAMS AND ACTIVITIES ON THE BASIS OF RACE, SEX, GENITAL ORIENTATION, MARITAL STATUS, COLOR, ETHNIC ORIGIN, NATIONALITY, ANCESTRY, NATIONAL ORIGIN, LANGUAGE, AGE AND OTHER GENETIC INFORMATION OR PHYSICAL OR MENTAL DISABILITY.

Wicomico County Public Schools provides funding for full-time teaching positions in the proposed satellite schools.

I have assigned the following staff to be the lead contact for the Prekindergarten Expansion Grant:

Name of staff: Ms. Sandra Drummond
Title: Supervisor for Title I and Early Childhood Programs
Contact information: 410-677-4523 or sdrummond@wpsd.net

Thank you for the opportunity to participate in this exciting grant program.

Respectfully,

(b)(6)

John E. Fredericksen, Ph.D.
Superintendent



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

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

July 30, 2014

U.S. Department of Education
OCFO/FIPAO/ICG
Attention: Emily Wen, Rm. 6044
550 12th Street, SW
Washington, DC 20202-4450

Dear Ms. Wen:

Enclosed please find the Indirect Cost Rate Agreement signed on July 29, 2014. Thank you for your assistance in extending the rates through September 30, 2014.

Please let me know if I can be of further assistance. I may be reached at 410-767-0011 or kmichel@msde.state.md.us.

Sincerely,

(b)(6)

Kristy L. Michel
Chief Operating Officer

Enclosure



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE CHIEF FINANCIAL OFFICER

Ms. Kristy Michel
Chief Operating Officer
Maryland Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Reference: Agreement No. 2013-173(A)

Dear Ms. Michel:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies. We are extending the effective period of the rate while we perform our review.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education
OCFO / FIPAO / ICG
Attention: Emily Wen, Rm. 6044
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Emily Wen at (202) 245-8109 or Emily.Wen@ed.gov.

Sincerely,

(b)(6)

Frances Outland
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Enclosures

**INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY**

Organization

Maryland Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Date:

Agreement No: 2013-173(A)

Filing Reference: Replaces previous Agreement No. 2013-173

Dated: 9/30/2013

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2012	06/30/2013	10.9%	MTDC	Unrestricted
Fixed	07/01/2012	06/30/2013	10.0%	MTDC	Restricted
Fixed	07/01/2012	06/30/2013	11.4%	MTDC	Disability
Fixed	07/01/2013	06/30/2014	16.0%	MTDC	Unrestricted
Fixed	07/01/2013	06/30/2014	15.0%	MTDC	Restricted
Fixed	07/01/2013	06/30/2014	16.3%	MTDC	Disability
Provisional	07/01/2014	09/30/2014	16.0%	MTDC	Unrestricted
Provisional	07/01/2014	09/30/2014	15.0%	MTDC	Restricted
Provisional	07/01/2014	09/30/2014	16.3%	MTDC	Disability

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award, each year).

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Disability For use on Disability Determination Services programs.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

Maryland Department of Education
200 West Baltimore Street
Baltimore, MD 21201

(b)(6)

Signature

Kristy L Michel

Name

Chief Operating Officer

Title

7/29/14

Date

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

Date

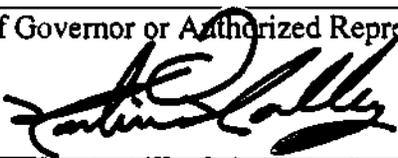
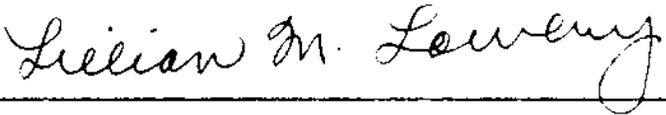
Negotiator: Emily Wen
Telephone Number: (202) 245-8109

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

APPLICATION ASSURANCES AND CERTIFICATIONS

Preschool Development Grants --Development Grants Competition

(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): Governor Martin O'Malley	Applicant's Mailing Address: 100 State Circle Annapolis, MD 21401
Employer Identification Number: 52-6002033	Organizational DUNS: 183071471
Lead Agency: Maryland State Department of Education Contact Name: Dr. Rolf Grafwallner <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: 410-767-0342 Lead Agency Contact Email Address: Rolf.Grafwallner@maryland.gov
Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i> To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Martin O'Malley	Telephone: 410-260-3961
Signature of Governor or Authorized Representative of the Governor: 	Date: 10/1/14
Lead Agency Authorized Representative (Printed Name): Dr. Lillian Lowery	Agency Name: Maryland State Department of Education
Signature of Lead Agency Authorized Representative: 	Date: 10/8/2014

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name): Martin O'Malley	
Signature: 	Date: 10/2/14

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Maryland State Department of Education
Federal Prekindergarten Expansion Grant

Table of Contents

Page #	Document	Relevant Selection Criteria
1-7	A. Executive Summary	A.1-A..c
8-13	B. Commitment to State Preschool Programs	B.1-B.6
13-30	C. Ensuring Quality in Preschool Programs	C.1-C.1.k
31-37	C.2. Implement a System for Monitoring & Continuous Improvement...	C.2-C.2.b
37-39	C.3. Measure the outcomes across five essential domains of school readiness	C.3
39-54	D. Expanding High-Quality Preschool Programs in High-Need Community	D
54-67	E. Collaborating with each Subgrantee and Ensuring Strong Partnerships	E.
67-74	F. Alignment within a Birth through Third Grade Continuum	F.
74-81	G. Budget & Sustainability	G.

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

These instructions refer to this excel spreadsheet, which includes tabs for Table A, Table B, Competitive Priority 1 Table, Table (D)(4), and the Budget Table. Additionally, there is an example of Table A.

Instructions for Table A – Preschool Development Grants (Second Sheet)

General Instructions

-This table is divided into three sections, which correspond to Absolute Priority 1, Competitive Priority 1 and Selection Criteria (D) (4).
-To reduce the burden on States, many of the cells contain formulas that calculate additional information (i.e., percentages and totals). These cells are locked, and you cannot edit them.
-You should only enter information into cells that are light red, and once you put information into these cells, they will turn light orange.
-Finally, this table should serve as a planning tool; therefore, you should input your best estimates for future funding levels. These estimates should be supported with evidence in the narrative portion of your application.

Part I. Absolute Priority 1

1.... For years 1-4, fill out the expected amount of federal funds allocated for lines 1A (State-Level Infrastructure), 1C (New Preschool Slots) and 1D (Improved Preschool Slots). State-Level Infrastructure should account for no more than 5% of the cumulative funds for all 4 years. Nothing else should be filled out in this section. Some cells will self-populate based on previously entered formulas, and those cells should be left alone.

Part II. Competitive Priority 1

- 1.... For each year, fill out the expected Matching Funds allocated for lines 2A (State-Level Infrastructure), 2C (New Preschool Slots) and 2D (Improved Preschool Slots). Cumulative State-Level Infrastructure *need not* be 5% of the total Matching Funds, as that limit applies only to Federal funds.
- 2.... For line 2F (State Matching Funds), fill out the total funds spent on preschool during State Fiscal Year 2014 only.
- 3.... The green total section containing lines 2F-2J will self-populate using information from parts I and II and is there for your reference.

Part III. Selection Criteria (D) (4)

- 1.... In line 3A (Total Eligible Children), please fill out the total Eligible Children for each year (these are based on estimates).
- 2.... Next, fill out 3B (Children Served in New Preschool Slots) and 3C (PPE/Slot). 3D (Estimated Cost) and 3E (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for new preschool slots, for each year and in total (shown in 2H in the green total section in Part II).
- 3.... Next, fill out 3F (Children Served in Improved Preschool Slots) and 3G (PPE/Slot). These numbers should be based on averages across all the different ways you plan to improve preschool slots. In addition, they should be based on the evidence presented in your narrative. 3H (Estimated Cost) and 3I (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for improved preschool slots, for each year and in total (shown in line 2I in the green total section in Part II.)

Instructions for Table B (Third Sheet)

Note: For each of the columns, fill out the required information for years 2010-2013.

- 1.... For columns 1-3, fill out past funding sources for State Preschool Programs.
- 2.... For columns 4 and 5, fill out the total number of four-year old children in the state and those who are at or below 200% FPL, respectively.
- 3.... For columns 6 and 7, fill out the total number of four-year old children served in State Preschool Program and the total number of four-year old children at or below 200% FPL served in the State Preschool Program. The percentages will calculate automatically.

Instructions for Competitive Priority 1 Table (Fourth Sheet)

- 1.... For FY 2014 Investment, fill out the total matching funds provided by the state in FY 2014. Do not enter funds under "Local," "Philanthropic," or "Other" in this column.
- 2.... For years 1-4, fill out the expected amount of matching funds coming from State, local, philanthropic, and other sources.
- 3.... The totals for each year will self-populate; you cannot edit the cells in the Overall Match line.
- 4.... Finally, the last line serves to check that the numbers in this table are the same as those entered into the Master Table. If they are the same, the cell below the total will read "Correct", if there is a problem, it will read "Please verify numbers". Before moving on, please make sure all of the cells are correct.

Instructions for Table (D)(4) (Fifth Sheet)

- 1.... In consultation with Subgrantees, States should provide information on the way they plan to improve slots and the estimated cost associated with the improvement.
- 2.... For each Subgrantee, fill out how the slots will be improved each year, how many children will be served, and the total estimated cost.
- 3.... Leave any unneeded rows blank.
- 4.... Add additional rows as needed. To do so, select lines 22-25. Right click on your selection and choose "Copy." Then, select four rows beneath the last line of the previous Subgrantee entry. Right click on that selection and choose "Paste." Change the "5" in the "Subgrantee 5" cell to the appropriate number, and fill out the rest of the rows as appropriate.

Table A

Expansion Grants											
PART I. Absolute Priority 1											
Instructions: For each year, please fill out the expected Federal PDG Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.											
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%	
Allocation of Federal PDG Funds	\$	% Funds									
1A: State-Level Infrastructure	\$705,369	5%	\$685,369	5%	\$679,815	5%	\$674,214	5%	\$2,744,767	5%	
1B: High-Quality Preschool Programs	\$14,249,808	95%	\$14,249,808	95%	\$14,249,808	95%	\$14,249,808	95%	\$56,999,232	95%	
..... 1C: New Preschool Slots	\$8,886,240	59%	\$8,886,240	59%	\$8,886,240	60%	\$8,886,240	60%	\$35,544,960	59%	
..... 1D: Improved Preschool Slots	\$5,363,568	36%	\$5,363,568	36%	\$5,363,568	36%	\$5,363,568	36%	\$21,454,272	36%	
Total Federal Funds	\$14,955,177	100%	\$14,935,177	100%	\$14,929,623	100%	\$14,924,022	100%	\$59,743,999	100%	
PART II. Competitive Priority 1											
Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the State Matching Funds for 2013-2014 Fiscal Year at the bottom of this section. The other cells will self-populate with information; those should not be modified.											
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%	
Allocation of Matching Funds	\$	% Funds									
2A: State-Level Infrastructure	(b)(4)										
2B: High-Quality Preschool Programs											
..... 2C: New Preschool Slots											
..... 2D: Improved Preschool Slots											
Total Year 1-4 Matching Funds											
Type of State Match											\$ from State Fiscal Year 2014
2E: State Matching Funds (if applicable)											\$4,300,000
2F: Total Funds for State-Level Infrastructure											
2G: Total Funds for High-Quality Preschool Programs											
2H: Total Funds for New Preschool Slots											
2I: Total Funds for Improved Preschool Slots											
2J: Total Program Resources											
PART III. Selection Criterion (D)(4)											
3A: Total Eligible Children											
3B: Eligible Children Served in New Preschool Slots											
..... 3C: PPE/Slot											
3D: Estimated Cost (Rounded)											
3E: % Eligible Children Served in New Preschool Slots											
3F: Eligible Children Served in Improved Preschool Slots											
..... 3G: PPE/Slot											
3H: Estimated Cost (Rounded)											
3I: % Eligible Children Served in Improved Preschool Slots											
3J: Total % Eligible Children Served With New and Improved Slots											
3K: Total Children Served											

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
...

(b)(4)

Competitive Priority 1 Table						
Types of Match	FY 2014 Investment	Year 1	Year 2	Year 3	Year 4	TOTAL
State	(b)(4)					
Local						
Philanthropic						
Other						
Overall Match						
Matches Amount from Table A	Correct	Please verify numbers				

(b)(4)

(b)(4)

OVERALL STATEWIDE BUDGET

**Budget Table I-1: Budget Summary by Budget Category
(Evidence for selection criterion (G))**

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$..... 150,000	\$..... 300,000	\$ 309,000	\$ 318,270	\$..... 1,077,270
2. Fringe Benefits	\$..... 23,790	\$..... 23,790	\$..... 24,504	\$ 25,239	\$..... 97,323
3. Travel	\$..... 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$..... 19,200
4. Equipment	\$..... 21,428				\$ 21,428
5. Supplies	\$..... 2,088	\$..... 2,088	\$ 2,088	\$ 2,088	\$..... 8,352
6. Contractual	\$..... 455,000	\$..... 306,428	\$..... 291,160	\$ 275,555	\$..... 1,328,143
7. Training Stipends					\$..... -
8. Other	\$..... 23,263	\$..... 23,263	\$ 23,263	\$ 23,263	\$ 93,052
9. Total Direct Costs (add lines 1-8)	\$..... 680,369	\$..... 660,369	\$ 654,815	\$ 649,215	\$..... 2,644,768
10. Indirect Costs*	\$..... 44,631	\$..... 64,631	\$ 70,185	\$ 75,786	\$ 255,233
11. Funds to be distributed to Subgrantees	\$..... 14,250,000	\$..... 14,250,000	\$ 14,250,000	\$ 14,250,000	\$ 57,000,000
12. Funds set aside for participation in grantee technical assistance	\$..... 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$..... 100,000
13. Total Grant Funds Requested (add lines 9-12)	\$..... 15,000,000	\$ 15,000,000	\$..... 15,000,000	\$ 15,000,001	\$..... 60,000,001
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

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 Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside \$25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

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

Example Master Table - Preschool Development Grants- Expansion Grants

Expansion Grants

PART I. Absolute Priority 1 Instructions: For each year, please fill out the expected Federal PDG Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.

	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Federal PDG Funds	\$	% Funds								
1A: State-Level Infrastructure	\$1,050,000	7%	\$900,000	6%	\$600,000	4%	\$450,000	3%	\$3,000,000	5%
1B: High-Quality Preschool Programs	\$13,950,000	93%	\$14,100,000	94%	\$14,400,000	96%	\$14,550,000	97%	\$57,000,000	95%
1C: New Preschool Slots	\$12,555,000	84%	\$11,985,000	80%	\$11,520,000	77%	\$10,912,500	73%	\$46,972,500	78%
1D: Improved Preschool Slots	\$1,395,000	9%	\$2,115,000	14%	\$2,880,000	19%	\$3,637,500	24%	\$10,027,500	17%
Total Federal Funds	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$60,000,000	100%

PART II. Competitive Priority 1 Instructions: For each year, please fill out 2A, 2B, 2C, and 2E. The other cells will self-populate with information; those should not be modified.

	Year 1	Year 2	Year 3	Year 4	Cumulative \$	%
--	--------	--------	--------	--------	---------------	---

Allocation of Matching Funds	(b)(4)						
2A: State-Level Infrastructure							
2B: High-Quality Preschool Programs							
2C: New Preschool Slots							
2D: Improved Preschool Slots							
Total Year 1-4 Matching Funds							
Type of State Match							\$ from State Fiscal Year 2014
2E: State Matching Funds (if applicable)							\$2,000,000
2F: Total Funds for State-Level Infrastructure							
2G: Total Funds for High-Quality Preschool Programs							
2H: Total Funds for New Preschool Slots							
2I: Total Funds for Improved Preschool Slots							
2J: Total Program Resources							
PART III. Selection Criterion (D)(4)							
3A: Total Eligible Children							
3B: Eligible Children Served in New Preschool Slots							
3C: PPE/Slot							
3D: Estimated Cost (Rounded)							
3E: % Eligible Children Served in New Preschool Slots							
3F: Eligible Children Served in Improved Preschool Slots							
3G: PPE/Slot							
3H: Estimated Cost (Rounded)							
3I: % Eligible Children Served in Improved Preschool Slots							
3J: Total % Eligible Children Served With New and Improved Slots							
3K: Total Children Served							

Maryland Preschool Development Grants Budget Narrative

Budget Category	Description
Grant Administration (5% of total funds)	
Personnel	<p>Recruitment of 4.0 FTE at an average cost of \$75,000 each. The four contractual employees will be responsible for supporting the expansion of prekindergarten regarding three performance areas:</p> <ul style="list-style-type: none"> • Development of procedural and TA guidelines for implementation; • Providing TA to all prekindergarten sites funded under this grant; • Monitor the implementation of prekindergarten in accordance with establishing monitoring protocols. <p>The four positions will be supervised by the Branch Chief of Early Learning within MSDE's Division of Early Childhood Development.</p> <p>The recruitment of the four employees will take place during the first six months of the grant implementation. The amount of \$150,000 reflects 6 months employment in Year 1 of the grant. The adjustments in Years 3 and 4 represent a 3% increase per year.</p>
FICA contribution and unemployment compensation	Required contributions for contractual employees, i.e., employees receive an hourly wage, unemployment insurance and FICA/Medicare subsidy, but no other State paid benefits.
Travel	Travel for 4 employees to prekindergarten sites across the State. Accrual based on 178 miles @ \$0.56/mile per employee per month.
Computer and office equipment	Office work stations for 4 employees at a cost of : \$3,583 per cubicle work station x 4 employees \$1,774 per computer equipment x 4 employees
Office Supplies	MSDE standard of \$522 per employee x 4 employees
Contractual	<p>Contracts and subgrants include:</p> <p>\$ 180,000 (Year 3) to the New Teacher Project (TNTP) providing technical support for the implementation of one cohort of 30 teacher candidates to complete the program with a Professional Equivalency Certificate, i.e., State teacher certification;</p> <p>\$ 188,143.34 (Year 4) to the Johns Hopkins University- Center for Technology in Education for the modifications, hosting, and maintenance of including enrollment of new grant-funded prekindergarten sites into the existing Ready Four Kindergarten (R4K) Early Childhood Comprehensive Assessment System;</p> <p>\$200,000 (Year 1) to a vendor to be determined charged with supporting the recruitment of income eligible four-year olds to grant-funded prekindergarten sites;</p> <p>\$460,000 (Years 1-4) to the College of Education at the University of Maryland – College Park for conducting a longitudinal study on the effects of prekindergarten on academic outcomes. The break out by year is as follows: Year 1: \$180,000; Year 2: \$231,428.35; Year 3: \$36,160.46 Year 4: \$12,411.19</p>

Maryland Preschool Development Grants Budget Narrative

	\$300,000 (Year 1-4 \$75,000 a year) to Baltimore City for support of five (5) trained, full-time Pre-K Reading Corps tutors to provide multi-tiered early literacy intervention in the five Title 1 schools that are establishing Judy Center sites in Baltimore City.
Other Costs	The following MSDE budget standards comprise other costs: Rental for office space for 4.0 FTEs: \$15,491 per year Phone: \$2,036 per year Postage: \$2,616 per year Web Page Reserve: \$464 per year General Printing: \$2,472 per year Insurance: \$184 per year
Funds from Other Sources	
Literacy Lab	The Literacy Lab's financial commitment toward the four-year project is \$94,725 per year. This will support five (5) trained, full-time Pre-K Reading Corps tutors to provide multi-tiered early literacy intervention in the five Title 1 schools that are establishing Judy Center sites in Baltimore City.
Prekindergarten Expansion Grant (State Funds)	\$4,300,000 per year from Year 1 through Year 4 for a total \$17,200,000
Baltimore Community Foundation (BCF)	\$165,000 per Judy Center site for a total of 5 sites, i.e., \$825,000, for Year 1, Year 2, and Year 3.
Baltimore City Public Schools	\$165,000 per one Judy Center site in Year 4.
State Match	State funds of \$3,672,000 appropriated in SFY18 (Year 3) and \$7,344,000 appropriated SFY19 (Year 4) to provide access to the grant-funded high quality prekindergarten for four-year olds from families with incomes between 200% and 300% of poverty. The appropriation in SFY18 will impact 500 four-year olds. The appropriation in SFY19 will impact 1,000 four-year olds.
Funds to Subgrantees (Aid) Per Year	
Community-based programs	
LEA Prekindergarten	
LEA Judy Centers	
Total	\$0

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Maryland State Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs. (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) ... Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) ... If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) ... For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement?.. or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Maryland State Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1.". Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Rolf	Middle Name:	Last Name: Grafwallner	Suffix:
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Address:

Street1:	200 W. Baltimore
Street2:	
City:	Baltimore
County:	Baltimore City
State:	MD: Maryland
Zip Code:	21201
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
410 767 0335	

Email Address:
rolf.grafwallner@maryland.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

- Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

- Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

- No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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