

Scope of Work
2012 - Maryland - SEA
PR Award #: S412A120016

Project Plan Version: Baseline

Effective Date: 9/27/2012

Code	Outcomes and Subtasks	Start Date	End Date
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Project 1: Local Early Childhood Councils

Narrative: The goal of the local early childhood advisory councils is to create an infrastructure to ensure collaboration and coordination at the local level to oversee the initiatives and reforms of the state's early childhood strategic plan, including the projects within the Early Learning Challenge Grant. Each local advisory council will report local progress to the Governor's Council. The local advisory council membership would include the local government chief executive and the local Superintendent of Schools, local government representative(s), representatives of local education agencies' early childhood general and special education, Infants & Toddlers, Head Start, family and center-based child care programs, the child care resource and referral agencies, the Judy Center Partnerships, local libraries, family support centers, family engagement providers, local departments of social services, local departments of health, the local management board, child care licensing, early childhood non-profit agencies, and partners customized to the resources in that local jurisdiction.

Key Performance Measures:

By December 31, 2012, all local jurisdictions will have an active early childhood advisory council, chaired by the local school superintendent or the County Executive with membership reflecting that of the State Advisory Council.

By December 31, 2015, all local early childhood advisory councils will be able to demonstrate progress toward their action plan goals.

Selection Criterion Addressed: A(3)(a) 1,2,3,& 4

Cross-reference to other projects: Project 2 - Maryland EXCELS, Project 3 - Quality Capacity Building, Project 4 - Promoting the Use of Statewide, High Quality Early Learning and Development Standards, Project 5 - Professional Development for Developing Early Learning Standards, Project 6 - Comprehensive Assessment System, Project 7 - Child Development Innovations, Project 8 - Engaging and Supporting Families, Project 9 - Leadership in Early Learning Academy, and Project 10 - Early Learning Data System.

1	Project 1 - Local Early Childhood Councils	2/29/2012	12/31/2015
1.1	Development of local early childhood advisory council in each jurisdiction	2/29/2012	12/31/2015
1.1.1	Develop a technical assistance packet and instructions to be sent to local government chief executive and copying Local School Superintendents requiring they establish or identify a local early childhood council	2/29/2012	7/1/2012
1.1.2	Follow up contact with local government chief executives regarding local early childhood council progress	5/1/2012	6/30/2012
1.1.3	Meet with local government chief executives regarding TA Information Packets and to discuss progress towards EC Council formation	6/1/2012	10/1/2012
1.1.4	Meet on December 5, 2012 with the Governor's State Advisory Council on Early Care and Education and local councils will send representatives	6/1/2012	12/31/2012
1.1.5	Present to the local council representatives on all the Projects (1-10) in RTT-ELCG and how they impact at the local level and expectations for coordination and oversight of specific projects	6/1/2012	10/1/2012
1.1.6	Set expectations for local early childhood advisory councils to submit their membership roster, agendas and meeting minutes to the Governor's State ECAC	6/1/2012	12/31/2012
1.1.7	Meetings (at least 1-2) will be held per year with the Governor's Council and local representatives from the local ECACs	1/1/2013	12/31/2013
1.1.8	Meetings (at least 1-2) will be held per year with the Governor's Council and local representatives from the local ECACs	1/1/2014	12/31/2014
1.1.9	Meetings (at least 1-2) will be held per year with the Governor's Council and local representatives from the local ECACs	1/1/2015	12/31/2015
1.2	AECF will create a capacity building leadership curriculum, including Results Based Accountability (RBA)	2/1/2012	7/15/2012
1.2.1	Develop detailed scope of work regarding the leadership curriculum development and RBA feature	2/1/2012	6/30/2012
1.2.2	Identify assigned roles for AECF consultants and staff	2/1/2012	5/1/2012
1.2.3	Finalize plan of allocation of RTT funds to local councils, parameters for spending requirements, budget reporting mechanisms	3/1/2012	7/15/2012
1.2.4	Develop detailed multi-year capacity-building plan with schedule on a region-by-region basis	3/31/2012	8/27/2012
1.3	Implementation of capacity building leadership curriculum	6/1/2012	12/31/2015
1.3.1	Organize logistics for delivery of first round of capacity-building for selected regional team(s)	6/1/2012	8/1/2012
1.3.2	Communicate with selected regional team(s) on launch of capacity-building sessions	8/1/2012	10/1/2012
1.3.3	Develop schedule of regional trainings planned, expectations set for all regional teams	8/1/2012	12/1/2012
1.3.4	Deliver first regional capacity building leadership curriculum and provide an evaluation summary report of	8/1/2012	12/31/2012
1.3.5	Schedule and deliver Leadership Capacity Building for remaining regions and provide an evaluation summary report of outcomes	7/31/2012	10/31/2013
1.3.6	Support will be provided after all regions receive the Leadership Capacity Building, coordinated through MSDE i.e. attending local meetings and developing customized TA based on local need	1/1/2013	12/31/2013
1.3.7	Support will be provided after all regions receive the Leadership Capacity Building, coordinated through MSDE i.e. attending local meetings and developing customized TA based on local need	1/1/2014	12/31/2014
1.3.8	Support will be provided after all regions receive the Leadership Capacity Building, coordinated through MSDE i.e. attending local meetings and developing customized TA based on local need and evaluation	1/1/2015	12/31/2015
1.4	Conduct Governor's Task Force on Case Management Procedures for Maryland's Child Care Subsidy Program	1/1/2012	5/31/2012

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1.4.1	Convene task force on case management procedures for child care subsidy program to include MSDE, DBM, DHR, and the Governor's Office for children to make recommendations for reform to the Governor	1/1/2012	5/31/2012

Project 2: Maryland EXCELS (Tiered Quality Rating and Improvement System)

Project Goals/Desired Outcomes:

By July 1, 2012, Maryland will have trained reliable assessors on the use of valid and reliable tools to monitor the ratings of programs participating in MD EXCELS.

By July 1, 2013, Maryland EXCELS (the revised Quality Rating and Improvement System) will be fully implemented for all early education and learning programs after the current pilot study and a field test in 2012.

By July 1, 2013 Maryland will launch the MD EXCELS website.

By December 31, 2015, 27% of all early learning and development programs, including all publicly funded programs, will be participating in Maryland EXCELS.

By December 31, 2015, 30% of all programs in MD EXCELS will be at Check Levels 4 and 5.

By December 31, 2015, 65% of all children with high needs will be enrolled in programs at Check Levels 4 and 5.

Narrative: MSDE's Division of Early Childhood Development has developed and drafted a set of program standards for the design of the revised TQRIS, to be renamed Maryland EXCELS (EXCELS). The existing tiered reimbursement standards, as well as the new EXCELS standards, are divided into five program content areas: 1) Licensing and Compliance; 2) Rating Scales and Accreditation; 3) Staffing and Professional Development; 4) Developmentally Appropriate Learning and Practices; and 5) Administrative Policies and Practices. Maryland EXCELS includes standard rubrics by program type (including center-based child care programs, family child care providers, and school-age programs). To ensure that all Maryland programs serving children with high needs are supported through EXCELS, standards have been developed to support public pre-kindergarten programs, Early Head Start and Head Start, and community programs associated with Judy Centers. The EXCELS on-line management system will provide clearly defined, seamless pathways for quality rating and improvement for all subsets of programs. The EXCELS on-line management system pulls information from the Child Care Automated Tracking System(CCATS) and has been designed to cross-walk with State and National Accreditation standards and the Head Start Program Standards. Therefore, when registering in the EXCELS online system, programs will only see the Maryland EXCELS standards for which information/documentation is needed. Even though there are some nuances by program type, the standards adhere to an overarching set of requirements. Maryland EXCELS is a block TQRIS, therefore programs must meet all of the standards at a Check Level to achieve that level.

Key Performance Measures:

Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System.

Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.

Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Selection Criterion Addressed: (B)(1), B(2), B(3) and B(4)

Cross-reference to other projects: Project 4 - Promoting the use of Statewide, High Quality Early Learning and Development Standards, Project 7 - Child Development Innovations, Project 10 - Early Learning Data System

2 Project 2 - Maryland EXCELS (Tiered Quality Rating and Improvement System)		1/1/2012	12/31/2015
2.1	Maryland will have reliable assessors trained on the use of the Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS) to monitor the ratings of programs participating in MD	1/1/2012	12/31/2015
2.1.1	Recruit and train ERS assessors	1/1/2012	12/31/2012
2.1.2	Establish reliability for trained ERS assessors	1/1/2012	12/31/2012
2.1.3	Recruit and train CLASS assessors	1/1/2012	12/31/2012
2.1.4	Continue recruitment and training of CLASS assessors	1/1/2013	12/31/2014
2.1.5	Conduct inter-rater and fidelity monitoring of CLASS assessors	1/1/2013	12/31/2014
2.1.6	Continue recruitment and training of ERS assessors	1/1/2013	12/31/2015
2.1.7	Perform inter-rater reliability checks of ERS assessors	1/1/2013	12/31/2015
2.1.8	Continue recruitment and training of CLASS assessors	1/1/2014	12/31/2015
2.1.9	Conduct inter-rater and fidelity monitoring of CLASS assessors	1/1/2014	12/31/2015
2.1.10	Milestone: By December 31, 2012 and for each year of the grant, Maryland will recruit, train and determine reliability of ERS assessors to support MD EXCELS.	12/31/2011	12/31/2012
2.1.11	Milestone: By December 31, 2013 and for each year of the grant, Maryland will recruit, train and determine reliability of CLASS assessors to support MD EXCELS.	1/1/2012	12/31/2013
2.2	Train Technical Assistance providers, Quality Assurance Specialists and Licensing Specialists to recruit programs, offer technical assistance, support programs in achieving higher levels in Maryland EXCELS and conduct on-site standards verification.	3/1/2012	12/31/2015
2.2.1	Develop 3-day training institute for all TA providers seeking to provide TA for programs in the Maryland EXCELS field test	3/1/2012	8/31/2012
2.2.2	Develop training for Quality Assurance Specialists and Licensing Specialists	6/1/2012	12/31/2012

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2.2.3	Conduct 3-day training institute for all TA providers seeking to provide TA for programs in the Maryland EXCELS field test	8/1/2012	12/31/2012
2.2.4	Conduct training for Quality Assurance and Licensing Specialists	1/1/2013	12/31/2013
2.2.5	Conduct up to three, three day training institutes per year for new and returning technical assistance providers seeking new or renewed certification as eligible Maryland EXCELS TA providers	1/1/2013	12/31/2013
2.2.6	Conduct training for Quality Assurance and Licensing Specialists	1/1/2014	12/31/2014
2.2.7	Conduct up to three, three day training institutes per year for new and returning technical assistance providers seeking new or renewed certification as eligible Maryland EXCELS TA providers	1/1/2014	12/31/2014
2.2.8	Conduct training for Quality Assurance and Licensing Specialists	1/1/2015	12/31/2015
2.2.9	Conduct up to three, three day training institutes per year for new and returning technical assistance providers seeking new or renewed certification as eligible Maryland EXCELS TA providers	1/1/2015	12/31/2015
2.2.10	Milestone: By December 31, 2013 and for each year of the grant, Maryland will train Quality Assurance and Licensing Specialists on the components and standards of MD EXCELS.	1/1/2012	12/31/2015
2.3	Implement Maryland EXCELS for all early education and learning programs.	10/1/2011	12/31/2015
2.3.1	Pilot the program standards and associated processes across small sample (N = 45) begun October 2011 (cohort 1 – n=15) across cohort 2 (n = 15) and cohort 3 (n=15)	10/1/2011	7/31/2012
2.3.2	Develop and finalize public pre-K quality standards for inclusion in field-test	1/1/2012	6/30/2012
2.3.3	Implement efficiency optimizations to promote long-term sustainability of Maryland EXCELS	1/1/2012	12/31/2012
2.3.4	Seek financial commitments to promote long-term sustainability of Maryland EXCELS	1/1/2012	12/31/2012
2.3.5	Establish workgroups, by designation (endorsement area), to develop Maryland EXCELS criteria for: Asthma and Allergy Friendly Environments, Multiple Language Environments, Health and Wellness Practices, and Inclusive Program Practices	2/1/2012	6/30/2012
2.3.6	Establish a workgroup to determine the timeline for requiring all publicly funded programs and programs accepting child care subsidy vouchers to participate in Maryland EXCELS and by December 31, 2012, make recommendations to the State Early Childhood Advisory Council	4/1/2012	7/31/2012
2.3.7	Conduct stakeholder meetings to finalize the program specialty designation (endorsement) concept in the areas of: Asthma and Allergy Friendly Environments, Health and Wellness Initiatives, Inclusive Program Practices, and Multiple Language Environments	3/1/2012	6/30/2012
2.3.8	Develop Quality Award and Designation (Endorsement) incentives for providers, programs, and families	3/1/2012	8/31/2012
2.3.9	Recruit programs into field test (n=290)	4/1/2012	8/31/2012
2.3.10	Conduct feasibility analysis of the pilot and finalize standards and processes based on findings	6/1/2012	8/31/2012
2.3.11	Provide information about the Quality Awards incentives to field test participants	8/1/2012	12/31/2012
2.3.12	Engage experts in the endorsement areas to develop protocols, criteria verification, monitoring, and technical assistance	6/1/2012	12/1/2012
2.3.13	Finalize all technical development, procedural development, and training development around implementation of the designations (endorsements)	6/1/2012	6/30/2013
2.3.14	Provide Program Coordination to in-process programs (n = 45) at Program Coordination ratio of 70 programs : 1 coordinator	7/1/2012	7/31/2013
2.3.15	Conduct field test of the TQRIS, including the finalized tiered program standards and quality measures, the revised operational processes, and the incentives, administered to a representative sample (n= 290) of programs unique from the pilot-cohort	8/1/2012	7/31/2013
2.3.16	Conduct effort analysis of Program Coordinator to needs of programs seeking Maryland EXCELS rating ratio, and adjust processes and online system accordingly for scale-up during full-implementation, cohort 1, to 85 programs: 1 coordinator	8/1/2012	7/31/2013
2.3.17	Publish and market Maryland EXCELS incentives	12/1/2012	12/31/2015
2.3.18	Implement efficiency optimizations to promote long-term sustainability of Maryland EXCELS	1/1/2013	12/31/2013
2.3.19	Seek financial commitments to promote long-term sustainability of Maryland EXCELS	1/1/2013	12/31/2013
2.3.20	Develop plan for long-term financial sustainability of Maryland EXCELS; to include identification of system and process efficiency optimizations and funding models leveraging existing funds and/or public-private partnerships	1/1/2013	12/31/2013
2.3.21	Finalize designation (endorsement) standards	6/1/2013	6/30/2013
2.3.22	Conduct field test analysis and determine standards, required evidence, and process modifications as needed	6/1/2013	8/31/2013
2.3.23	Introduce program specialty designation (endorsement) certifications to cohort 1 in full-scale implementation (n=579) as field test of model and associated bonus incentives	6/1/2013	6/30/2014
2.3.24	Provide ongoing Program Coordination to in-process programs (n = 914) at Program Coordination ratio of 200 programs: 1 coordinator	7/1/2013	7/31/2014
2.3.25	Conduct effort analysis of Program Coordinator to needs of programs seeking QRIS rating ratio, and adjust processes, and online system accordingly for scale-up during full-implementation, cohorts 2 and 3, to 200 programs: 1 coordinator	7/1/2013	8/31/2014
2.3.26	Provide ongoing Program Coordination to in-process programs (n = 335) at Program Coordination ratio of 85 programs: 1 coordinator	8/1/2013	7/31/2014
2.3.27	Implement efficiency optimizations to promote long-term sustainability of Maryland EXCELS	1/1/2014	12/31/2014
2.3.28	Seek financial commitments to promote long-term sustainability of Maryland EXCELS	1/1/2014	12/31/2014
2.3.29	Provide ongoing Program Coordination to in-process programs (n = 2,063) at Program Coordination ratio of 200 programs: 1 coordinator	7/1/2014	7/31/2015

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2.3.30	Conduct effort analysis of Program Coordinator to needs of programs seeking Maryland EXCELS rating ratio, and adjust processes, and online system accordingly for scale-up during full-implementation, cohorts 2, ensure 200 programs: 1 coordinator is viable	7/1/2015	12/31/2015
2.3.31	Implement efficiency optimizations to promote long-term sustainability of Maryland EXCELS	1/1/2015	12/31/2015
2.3.32	Seek financial commitments to promote long-term sustainability of Maryland EXCELS	1/1/2015	12/31/2015
2.4	Launch the MD EXCELS website.	9/1/2012	12/31/2015
2.4.1	Maintain the Maryland EXCELS online management system and database	10/1/2011	12/31/2012
2.4.2	Host Maryland EXCELS program data in a secure environment, and maintain connections for data transfer to and from Maryland Longitudinal Data System	1/1/2012	12/31/2012
2.4.3	Implement technical development changes in accordance with the results of the pilot	3/1/2012	8/31/2012
2.4.4	Implement technical development changes to Maryland EXCELS online system to accommodate designations (endorsements)	6/1/2012	9/30/2012
2.4.5	Maintain the Maryland EXCELS online management system and database	1/1/2013	12/31/2013
2.4.6	Host Maryland EXCELS program data in a secure environment, and maintain connections for data transfer to and from Maryland Longitudinal Data System	1/1/2013	12/31/2013
2.4.7	Implement technical development changes based on results of field-test and effort analysis	6/1/2013	8/30/2013
2.4.8	Maintain the Maryland EXCELS online management system and database	1/1/2014	12/31/2014
2.4.9	Host Maryland EXCELS program data in a secure environment, and maintain connections for data transfer to and from Maryland Longitudinal Data System	1/1/2014	12/31/2014
2.4.10	Implement technical development changes based on results of full-scale implementation with cohort 1 and effort analysis	6/1/2014	8/31/2014
2.4.11	Maintain the Maryland EXCELS online management system and database	1/1/2015	12/31/2015
2.4.12	Host Maryland EXCELS program data in a secure environment, and maintain connections for data transfer to and from Maryland Longitudinal Data System	1/1/2015	12/31/2015
2.4.13	Implement technical development changes based on results of full-scale implementation with cohort 2 and effort analysis	6/1/2015	7/1/2015
2.5	Increase the number of early learning and development programs, including publicly funded programs, participating in Maryland EXCELS.	1/1/2012	6/30/2015
2.5.1	Develop broad marketing plan for programs featuring print, online, and social and mass media advertisements; along with targeted dissemination routes, and advertising levels based on yearly recruitment targets in full-	1/1/2012	6/30/2012
2.5.2	Develop marketing campaign materials and social networking protocols	5/1/2012	12/31/2012
2.5.3	Full-scale implementation, cohort 1, using a 5% recruitment rate (n = 567)	1/1/2013	6/30/2013
2.5.4	Create program marketing campaign materials and begin social networking strategies	1/1/2013	3/31/2013
2.5.5	Develop family/public awareness marketing campaign and materials including print, online interactive (such as Locate High-Quality mobile apps), and social and mass media elements	1/1/2013	12/31/2013
2.5.6	Deploy program marketing campaign continue social networking campaign	3/1/2013	12/31/2013
2.5.7	Full-scale recruitment, cohort 2, using a 10% recruitment rate (n = 1,149)	1/1/2014	6/30/2014
2.5.8	Launch family/public awareness marketing campaign including print, online interactive (such as Locate High-Quality mobile apps), and social and mass media elements	1/1/2014	12/31/2014
2.5.9	Full-scale recruitment, cohort 3, using a 10% recruitment rate (n = 1,372)	1/1/2015	6/30/2015
2.5.10	Milestone: By December 31, 2013, 12% of all early learning and development programs, including all publicly funded programs, will be participating in Maryland EXCELS.	1/1/2013	12/31/2013
2.5.11	By December 31, 2014, 23% of all early learning and development program, including all publicly funded programs, will be participating in Maryland EXCELS.	1/1/2014	12/31/2014
2.6	Increase the number of programs participating in MD EXCELS at Check Levels 4 and 5.	1/1/2012	12/31/2015
2.6.1	Create online Professional Development (PD) and technical assistance resources to support programs in achieving high-quality status	1/1/2012	12/31/2012
2.6.2	Provide technical assistance to early care and education programs to assist them in meeting Maryland EXCELS standards at Levels 4 and 5	3/1/2012	12/31/2015
2.6.3	Refine and develop new PD resources, including resources for administrators and providers/teachers, to support the attainment of high-quality status	1/1/2013	12/31/2013
2.6.4	Develop up to 25 new PD resources to support the attainment of high-quality status	1/1/2014	12/31/2014
2.6.5	Develop up to 20 new PD resources to support the attainment of high-quality status	1/1/2015	12/31/2015
2.6.6	Milestone: By December 31, 2013, 20% of all programs participating in MD EXCELS will be at Check Levels 4	1/1/2013	12/31/2013
2.6.7	Milestone: By December 31, 2014, 25% of all programs participating in MD EXCELS will be at Check Levels 4	1/1/2014	12/31/2014
2.7	Increase the number of children with high needs in Check Levels 4 and 5 Maryland EXCELS programs.	1/1/2012	12/31/2015
2.7.1	Integrate technical data among systems sharing child-level data in the target areas of English Language Learners, early intervention/special education eligibility, children with health and behavioral concerns, and	1/1/2012	12/31/2012
2.7.2	Develop resources for families and communication protocols for service providers and eligibility workers for choosing high quality child care options	9/1/2012	6/30/2013
2.7.3	Track programs eligible for differential reimbursement based on service of children eligible for subsidies through the Tiered Reimbursement model	8/1/2012	12/31/2012
2.7.4	Integrate technical data among systems sharing child-level data in the target areas of English Language Learners, early intervention/special education eligibility, children with health and behavioral concerns, and	1/1/2013	12/31/2013

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2.7.5	Track programs eligible for differential reimbursement based on service of children eligible for subsidies through the Tiered Reimbursement model	1/1/2013	12/31/2013
2.7.6	Report programs meeting differential reimbursement eligibility for payment by MSDE	1/1/2013	12/31/2013
2.7.7	Develop online training, technical assistance and resource materials for programs and providers seeking to meet and implement the standards of the specialty endorsement areas	1/1/2013	9/30/2013
2.7.8	Adjust Quality Awards incentives based on field test analysis, and redeploy for all participants in full-scale implementation based on check level attainment	1/1/2013	7/31/2013
2.7.9	Provide resources to families and implement communication protocols for service providers, eligibility workers, and community partners to support choosing high quality early care and education programs	1/1/2013	12/31/2015
2.7.10	Establish high-need children target participation ratios to influence priority selection of recruited programs in full-scale implementation cohort 1	3/1/2013	8/31/2013
2.7.11	Integrate technical data among systems sharing child-level data in the target areas of English Language Learners, early intervention/special education eligibility, children with health and behavioral concerns, and	1/1/2014	12/31/2014
2.7.12	Track programs eligible for differential reimbursement based on service of children eligible for subsidies through the Tiered Reimbursement model	1/1/2014	12/31/2014
2.7.13	Report programs meeting differential reimbursement eligibility for payment by MSDE	1/1/2014	12/31/2014
2.7.14	Establish new thresholds for high-need children participation rates to influence priority selection of recruited programs in full-scale implementation cohort 2	6/1/2014	12/31/2014
2.7.15	Launch targeted promotion and recruitment efforts for programs serving high-need populations; and for families to be aware of these programs via mobile apps and other methods	6/1/2014	12/31/2014
2.7.16	Integrate technical data among systems sharing child-level data in the target areas of English Language Learners, early intervention/special education eligibility, children with health and behavioral concerns, and	1/1/2015	12/31/2015
2.7.17	Track programs eligible for differential reimbursement based on service of children eligible for subsidies through the Tiered Reimbursement model	1/1/2015	12/31/2015
2.7.18	Report programs meeting differential reimbursement eligibility for payment by MSDE	1/1/2015	12/31/2015
2.7.19	Milestone: By December 31, 2013, 14% of all children with high needs will be enrolled in programs at Check Levels 4 and 5.	1/1/2013	12/31/2013
2.7.20	Milestone: By December 31, 2014, 32% of all children with high needs will be enrolled in programs at Check Levels 4 and 5.	1/1/2014	12/31/2014
2.8	Evaluate and Validate the Effectiveness of Maryland EXCELS	1/1/2012	12/31/2015
2.8.1	Conduct feasibility analyses of the pilot data	1/1/2012	8/31/2012
2.8.2	Develop second-round feasibility questions for field test	6/1/2012	8/31/2012
2.8.3	Develop instruments (questionnaires, observational protocols) for evaluation/validation study implementation in	6/1/2012	4/30/2013
2.8.4	Develop all procedures and recruitment strategies for evaluation/validation study	6/1/2012	6/30/2013
2.8.5	Submit evaluation and validation plans to ED/HHS for review and comment	8/1/2012	8/31/2012
2.8.6	Validate instruments (questionnaires, observational protocols) for evaluation/validation study implementation	1/1/2013	8/31/2013
2.8.7	Finalize all procedures and recruitment strategies for validation study	1/1/2013	8/31/2013
2.8.8	Apply for Institutional Review Board (IRB) approval	1/1/2013	4/30/2013
2.8.9	Select two samples of programs; stratified by key demographics such as children served, size, type, Social Economic Status, etc.	3/1/2013	6/30/2013
2.8.10	Launch evaluation/validation study with first cohort of full Maryland EXCELS implementation	6/1/2013	6/30/2013
2.8.11	Create evaluation/validation sample, randomly assigned from full sample, as cohort 1 of 2013 start	6/1/2013	12/31/2013
2.8.12	Monitor full sample – all programs in Maryland EXCELS, for characteristics of programs analysis	6/1/2013	12/31/2015
2.8.13	Examine full sample continuously for relationship between program quality and eventual school readiness	6/1/2013	12/31/2015
2.8.14	Renew IRB approval	1/1/2014	4/30/2014
2.8.15	Create second evaluation/validation sample, randomly assigned from full sample into 2014 start respectively	4/1/2014	8/31/2014
2.8.16	Administer measures to evaluation/validation sample 1	6/1/2014	12/31/2014
2.8.17	Renew IRB approval	1/1/2015	4/30/2015
2.8.18	Administer measures to evaluation/validation sample 2	6/1/2015	12/31/2015
2.8.19	Write up of findings for submission post-grant period	12/1/2015	12/31/2015

Project 3: Quality Capacity Building

Project Goals/Desired Outcomes: Increase participation of early childhood programs in Title 1 and turnaround school communities to 894 with 330 programs on Levels 4 and 5 of Maryland EXCELS.

Narrative: This project defines Quality Capacity Building as a five-prong approach to improving the learning opportunities for children of high need enrolled in early learning and development programs who matriculate to Title 1 schools. The five-prong approach includes: (1) Establishment and implementation of the Early Childhood Breakthrough Center; (2) Expansion of Judy Center services at two (2) school-based sites in Baltimore City and Prince George's County; (3) Expansion of the Preschool for All sites to five (5) early learning and development programs located in Title 1 schools in school improvement (SY 2011-12); (4) Establishment of two(2) community hubs serving pregnant women and families with children, birth to five, through enhanced coordination of community resources; and (5) Coaching and training for child care and Head Start programs to support children with IFSPs and IEPs in Title 1 school attendance areas statewide.

Key Performance Measures:

Scope of Work
2012 - Maryland - SEA
PR Award #: S412A120016

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Code	Outcomes and Subtasks	Start Date	End Date
	By December 31, 2012, establish and initiate implementation of the Early Childhood Breakthrough Center with 56 programs (8 of which are on Levels 4 and 5).		
	By December 31, 2013, increase participation of early learning and development programs with children matriculating to Title 1, schools, including those in school improvement (SY 2011-12) to 225 (42 of which on Levels 4 and 5).		
	By December 31, 2014, increase participation of early learning and development programs with children matriculating to Title 1, including those in school improvement (SY 2011-12), to 659 (155 of which on Levels 4 and 5).		
	By December 31, 2012, establish two (2) Judy Center satellites at "turnaround" Title 1 school attendance areas in Baltimore City and Prince George's County.		
	By December 31, 2012, establish two (2) community hubs in Baltimore City.		
	By December 31, 2012, establish five (5) Preschool for All sites at Title 1 school attendance areas (SY 2011-12 listing of Title 1 schools statewide).		
	By December 31, 2012, establish a coaching and mentoring program for children with disabilities in natural environments.		
	By December 31, 2015, implement the coaching and mentoring program for children with disabilities in natural environments statewide and reach 25 percent of all children with IFSP/IEPs at state-licensed early learning and development programs (i.e., child care, Head Start, nursery schools).		

Selection Criterion Addressed: B(4)

Cross-reference to other projects: Project 2 - Maryland EXCELS; Project 10 - Early Learning Data System

3	Project 3 - Quality Capacity Building	3/1/2012	12/31/2015
3.1	Identify the scope of all programs being targeted for quality capacity building (Breakthrough Center, community hubs, Preschool for All, Judy Center Satellites, and coaching and mentoring program.)	3/1/2012	5/31/2012
3.1.1	Develop a master list of early learning and development programs in 342 school wide Title 1 attendance areas - Create a sub list of Title 1 Schools in school improvement	3/1/2012	5/31/2012
3.1.2	Complete a profile survey on all early learning and development programs in the Title 1 attendance areas of Judy Center Partnerships and family support centers	3/1/2012	5/31/2012
3.2	Establish a statewide Early Childhood Breakthrough Center infrastructure	4/1/2012	7/1/2012
3.2.1	Establish a cross-sectional planning team to coordinate the planning and implementation of the Early Childhood Breakthrough Center	4/1/2012	7/1/2012
3.2.2	Create a master Memorandum of Agreement (MOA) among the child care resource and referral agencies (CCRRA), MSDE, early learning and development programs, and Title 1 schools	4/1/2012	7/1/2012
3.2.3	Develop orientation and training model to the Early Childhood Breakthrough Center	4/1/2012	7/1/2012
3.2.4	Develop methodology for conducting the pilot study	4/1/2012	7/1/2012
3.2.5	Issue an RFP to the Maryland Child Care Resource Center Network to submit proposal in accordance with RTT-ELC specifications	4/30/2012	7/1/2012
3.3	Provide training and orientation on the Early Childhood Breakthrough Center	7/1/2012	8/1/2012
3.3.1	Conduct 2-day training session on the Early Childhood Breakthrough Center for all CCRRC staff, including final assessment for all participants.	7/1/2012	8/1/2012
3.4	Complete pilot study of the Early Childhood Breakthrough Center	7/31/2012	10/1/2012
3.4.1	Conduct pilot project, including evaluation, on the implementation of the Early Childhood Breakthrough Center in urban, suburban, rural Title 1 attendance areas	7/31/2012	10/1/2012
3.5	Launch implementation of the Early Childhood Breakthrough Center model with programs from the Maryland EXCELS pilot cohorts	5/1/2012	12/31/2012
3.5.1	Integrate Early Childhood Breakthrough participation in the Early Childhood Data Warehouse and establish tracking protocol	5/1/2012	12/31/2012
3.5.2	Conduct information campaign about the functions of the Early Childhood Breakthrough Center to all state licensed early learning and development programs	7/1/2012	12/31/2012
3.5.3	Implement the Breakthrough quality capacity building process with 46 early learning and development programs that participated in the previous three pilot cohorts which will have been completed by August 2012	10/1/2012	12/31/2012
3.6	Monitor quality capacity building through the Early Childhood Breakthrough Center to meet annual child	1/1/2013	12/31/2015
3.6.1	Conduct a customer survey annually with all early learning and development programs participating in the Early Childhood Breakthrough Center	1/1/2013	12/31/2013
3.6.2	Ongoing tracking of Early Childhood Breakthrough Center participation through the ECDW and report quarterly	1/1/2013	12/31/2013
3.6.3	Ongoing provision of quality assurance on the early learning and development programs participating in the Early Childhood Breakthrough Center	1/1/2013	12/31/2013
3.6.4	Provide annual reports on the KEA outcomes of children who were enrolled in early learning and development centers that participated in the Early Childhood Breakthrough Center	7/1/2013	12/31/2013
3.6.5	Measuring progress of children enrolled in early learning and development programs participating in the Early Childhood Breakthrough Center	7/1/2013	12/31/2013
3.6.6	Conduct a customer survey annually with all early learning and development programs participating in the Early Childhood Breakthrough Center	1/1/2014	12/31/2014
3.6.7	Ongoing tracking of Early Childhood Breakthrough Center participation through the ECDW and report on the quarterly milestones	1/1/2014	12/31/2014

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Code	Outcomes and Subtasks	Start Date	End Date
3.6.8	Ongoing provision of quality assurance on the early learning and development programs participating in the Early Childhood Breakthrough Center	1/1/2014	12/31/2014
3.6.9	Provide annual reports on the KEA outcomes of children who were enrolled in early learning and development centers that participated in the Early Childhood Breakthrough Center	7/1/2014	12/31/2014
3.6.10	Conduct a customer survey annually with all early learning and development programs participating in the Early Childhood Breakthrough Center	1/1/2015	12/31/2015
3.6.11	Ongoing tracking of Early Childhood Breakthrough Center participation through the ECDW and report on the quarterly milestones	1/1/2015	12/31/2015
3.6.12	Ongoing provision of quality assurance on the early learning and development programs participating in the Early Childhood Breakthrough Center	1/1/2015	12/31/2015
3.6.13	Provide annual reports on the KEA outcomes of children who were enrolled in early learning and development centers that participated in the Early Childhood Breakthrough Center	7/1/2015	12/31/2015
3.6.14	Measuring progress of children enrolled in early learning and development programs participating in the Early Childhood Breakthrough Center	7/1/2013	12/31/2013
3.6.15	Measuring progress of children enrolled in early learning and development programs participating in the Early Childhood Breakthrough Center	7/1/2014	12/31/2014
3.6.16	Measuring progress of children enrolled in early learning and development programs participating in the Early Childhood Breakthrough Center	7/1/2015	12/31/2015
3.6.17	Milestone: By December 31, 2013, 72 percent of incoming kindergarteners from immigrant families and ELL's will be assessed as "fully ready" (Composite).	1/1/2013	12/31/2013
3.6.18	Milestone: By December 31, 2014, 76 percent of all incoming kindergarteners from immigrant families and ELL's will be assessed as "fully ready."	1/1/2014	12/31/2014
3.6.19	Milestone: By December 31, 2013, 60 percent of all incoming kindergarteners with disabilities will be assessed as "fully ready" (Composite).	1/1/2013	12/31/2013
3.6.20	Milestone: By December 31, 2014, 65 percent of all incoming kindergarteners with disabilities will be assessed as "fully ready."	1/1/2014	12/31/2014
3.6.21	Milestone: By December 31, 2013, a total of 225 (42 programs on Levels 4 and 5) will receive Early Childhood Breakthrough Center services and participate in Maryland EXCELS.	1/1/2013	12/31/2013
3.6.22	Milestone: By December 31, 2014, a total of 659 (155 programs on Levels 4 and 5) will receive Early Childhood Breakthrough Center services and participate in Maryland EXCELS.	1/1/2014	12/31/2014
3.7	Coordination of resource allocation brokered by the Early Childhood Breakthrough Center	10/1/2012	12/31/2015
3.7.1	Coordination of all Early Childhood Breakthrough Center activities with Maryland EXCELS	10/1/2012	12/31/2012
3.7.2	Coordination of all Early Childhood Breakthrough Center activities with Maryland EXCELS	1/1/2013	12/31/2013
3.7.3	Ongoing tracking of Early Childhood Breakthrough Center resource allocation (e.g., curriculum and accreditation support, professional development)	1/1/2013	12/31/2013
3.7.4	Annual budget review process regarding resource allocation for the Early Breakthrough Center	6/1/2013	12/31/2013
3.7.5	Coordination of all Early Childhood Breakthrough Center activities with Maryland EXCELS	1/1/2014	12/31/2014
3.7.6	Ongoing tracking of Early Childhood Breakthrough Center resource allocation (e.g., curriculum and accreditation support, professional development)	1/1/2014	12/31/2014
3.7.7	Annual budget review process regarding resource allocation for the Early Breakthrough Center	6/1/2014	12/31/2014
3.7.8	Coordination of all Early Childhood Breakthrough Center activities with Maryland EXCELS	1/1/2015	12/31/2015
3.7.9	Ongoing tracking of Early Childhood Breakthrough Center resource allocation (e.g., curriculum and accreditation support, professional development)	1/1/2015	12/31/2015
3.7.10	Annual budget review process regarding resource allocation for the Early Breakthrough Center	6/1/2015	12/31/2015
3.7.11	Prepare the continuation of the Early Childhood Breakthrough Center as part of the CCRRRC grant for FY16 and	10/1/2014	6/30/2015
3.7.12	Milestone: By December 31, 2013, 78 percent of incoming kindergarteners from low-income families will be assessed as "fully ready" (Composite).	10/1/2013	12/31/2013
3.7.13	Milestone: By December 31, 2014, 83 percent of all incoming kindergarteners from low-income families will be assessed as "fully ready."	10/1/2014	12/31/2014
3.7.14	Milestone: By December 31, 2013, 60 percent of all incoming kindergarteners with disabilities will be assessed as "fully ready" (Composite).	10/1/2013	12/31/2013
3.7.15	Milestone: By December 31, 2014, 65 percent of all incoming kindergarteners with disabilities will be assessed as "fully ready."	10/1/2014	12/31/2014
3.7.16	Milestone: By December 31, 2013, a total of 225 (42 programs on Levels 4 and 5) will receive Early Childhood Breakthrough Center services and participate in Maryland EXCELS.	10/1/2013	12/31/2013
3.7.17	Milestone: By December 31, 2014, a total of 659 (155 programs on Levels 4 and 5) will receive Early Childhood Breakthrough Center services and participate in Maryland EXCELS.	10/1/2014	12/31/2014
3.8	Establish two satellite sites of the Judy Center Partnership in Baltimore City and Prince George's County	4/1/2012	12/31/2015
3.8.1	Identify the sites for the establishment of satellite sites in coordination with the Baltimore City and the Prince George's County Public Schools	4/1/2012	7/31/2012
3.8.2	Solicit application, including work plan and formal MOA, for the pre-selected Judy Center sites	4/1/2012	7/31/2012
3.8.3	Provide technical assistance to BCPS and PGCPs to start up new satellite sites, including formal orientation session and coordination with Maryland EXCELS and the Early Childhood Breakthrough Center (for all early learning and development programs that have joined the Judy Center Partnership)	8/1/2012	12/31/2012

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3.8.4	Implement the two Judy Center satellites in accordance with the 12 Judy Center component standards	1/1/2013	12/31/2013
3.8.5	Implement the two Judy Center satellites in accordance with the 12 Judy Center component standards	1/1/2014	12/31/2014
3.8.6	Implement the two Judy Center satellites in accordance with the 12 Judy Center component standards	1/1/2015	12/31/2015
3.9	Establish two community hubs in Baltimore City	3/1/2012	12/31/2015
3.9.1	Select and pre-assess appropriate sites, i.e., Title 1 schools in school improvement and/or turnaround status	3/1/2012	4/1/2012
3.9.2	Establish benchmark indicators and measure parent and child outcomes for families participating in the community hub activities	3/1/2012	8/1/2012
3.9.3	Solicit application, including work plan and formal MOA, from the Maryland Family Network (currently operator of the Family Support Center community hubs)	4/1/2012	7/31/2012
3.9.4	Monitor the implementation of the two community hubs in accordance with the approved work plan	7/1/2012	12/31/2015
3.9.5	Establish a local advisory board to support the start up of community hubs in the selected Title 1 areas of Baltimore City	8/1/2012	12/31/2012
3.9.6	Milestone: By December 31, 2012, a total of 600 parents and children will receive comprehensive services.	8/1/2012	12/31/2015
3.9.7	Milestone: By December 31, 2013, an additional 1,020 parents and children will receive comprehensive	1/1/2013	12/31/2013
3.9.8	Milestone: By December 31, 2014, an additional 1,350 parents and children will receive comprehensive	1/1/2014	12/31/2014
3.10	Expand Preschool for All sites to early learning and development programs in Title 1 attendance areas	2/1/2012	12/31/2015
3.10.1	Complete a Request for Proposal (RFP) to solicit high quality proposals from eligible early learning and development programs (Eligibility is determined by being state or nationally accredited and located in a Title 1	2/1/2012	4/1/2012
3.10.2	Solicit application, including work plan and formal MOA between the Preschool for All site and the respective local school system	4/1/2012	6/1/2012
3.10.3	Select high quality Preschool for All sites in Title 1 attendance areas in accordance with the NIEER quality benchmarks	6/1/2012	7/1/2012
3.10.4	Provide technical assistance to the five Preschool for All sites through a peer-TA process	8/1/2012	12/31/2012
3.10.5	Monitor the implementation of the five Preschool for All sites under a continuous grant	8/1/2012	12/31/2015
3.11	Establish a coaching and mentoring training program for public and private community-based early learning and development programs serving children with IFSP/IEPs	3/1/2012	12/31/2015
3.11.1	Expand existing partnership with a high quality professional development organization to provide a mentoring and coaching training program to support increased participation of three and four year-old children served through an IFSP or IEP in public and private community-based early learning and development programs	3/1/2012	4/15/2012
3.11.2	Identify 4-5 local jurisdictions as pilot sites for Year 1 implementation of coaching and mentoring training	4/15/2012	6/1/2012
3.11.3	Solicit applications from selected pilot jurisdictions, including work plan and formal MOA between local lead agency and local school system, and joint letter of commitment to participate in the coaching and mentoring	6/1/2012	7/1/2012
3.11.4	Conduct a formal orientation session with the selected pilot jurisdictions and the professional development partner organization	8/1/2012	9/30/2012
3.11.5	Monitor the implementation of the professional development coaching and mentoring training program in the pilot jurisdictions, and the effectiveness of the training with public and private community-based providers of early learning and development programs	9/30/2012	6/30/2013
3.11.6	Make revisions to coaching and mentoring training program based on results of Year 1 pilot	7/1/2013	8/31/2013
3.11.7	Statewide implementation of coaching and mentoring training program with remaining local jurisdictions	9/1/2013	12/31/2015
3.11.8	Monitor the statewide implementation of the professional development coaching and mentoring training program and effectiveness of training with public and private community-based providers of early learning and development programs	9/1/2013	12/31/2015

Project 4: Promoting the Use of Statewide, Early Learning and Development Standards

Project Goals/Desired Outcomes:

Revise Early Learning and Development Standards that are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, covering all essential domains of learning used statewide by all Early Learning and Development Programs.

Early Learning Standards are aligned to the State's K - 12 Common Core Curriculum Standards, the Maryland Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age, and the Head Start Child Development and Early Learning Outcomes Framework.

The Early Learning Standards are incorporated in the revised Quality Program Standards, curricula and activities, the Comprehensive Assessment System, the State's Workforce Development and Competency Framework, and all professional development activities for public and non-public school educators and providers.

Supports are in place to promote understanding of and commitment to the Early Learning Standards across all Early Learning and Development Programs.

Scope of Work
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Code	Outcomes and Subtasks	Start Date	End Date
<p>Narrative: Maryland will continue to implement the use of standards that are research-based, developmentally, culturally, and linguistically appropriate for young children, including children with disabilities. MD's existing Early Learning Standards represent the foundation of the State's standards system. MD's early childhood educators, both public and non-public, are trained to use the standards to guide educational practices at the classroom, program and State-level. Maryland's Early Learning Frameworks and Standards consists of two sets of standards that define what young children should know and be able to do within specified age spans: Maryland Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age and the Maryland Model for School Readiness (MMSR). Healthy Beginnings was created to ensure that those who care for infants and young children, including families, have the knowledge and resources to support and encourage children during the ongoing process of growth and development. Four developmental domains of learning are addressed in Healthy Beginnings: personal and social development, language development, cognitive development, and physical development. The developmental domains are aligned with the MMSR making them the foundation of the Birth through Grade 12 learning continuum. The MMSR includes pre-kindergarten and kindergarten standards in the following domains: social and personal development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts and physical development and health. This early learning framework is used by teachers and early learning and development programs.</p> <p>Key Performance Measures/Deliverables:</p> <p>By December 31, 2012, revise the current MMSR Frameworks and Standards to include an alignment to <i>Healthy Beginnings</i>, the Head Start Child Development and Early Learning Outcomes Framework, and the Maryland Common Core Curriculum.</p> <p>By July 1, 2013, complete the revision of the Standards for Implementing Quality Early Childhood Programs.</p> <p>By December 31, 2013, complete the review process of early childhood curricula (aligned to the MD Common Core Curriculum) for use by early learning and development programs.</p> <p>By December 31, 2013, complete the Guide to Early Pedagogy (PreK to Grade 2).</p> <p>By July 1, 2015, increase the expansion of the language program, VIOLETS to 150 additional classrooms.</p> <p>By July 1, 2015, implement two field test of the Preschool STEM program to 150 additional classrooms.</p> <p>Selection Criterion Addressed: (C)(1) (a) and (b)</p> <p>Cross-reference to other projects: Project 5 - Professional Development to Promote Maryland's Early Learning Standards. Project 9 - Leadership Academies</p>			
4	Project 4 - Promoting the Use of Statewide, Early Learning and Development Standards	4/12/2012	6/30/2015
4.1	Revised early learning frameworks and standards aligned with the MD Common Core Curriculum K-12, and the appropriate alignment documents (e.g., Healthy Beginnings, Head Start Child Development and Early Learning Framework).	4/12/2012	12/31/2012
4.1.1	Develop draft alignment document, including Common Core Standards for English Language Arts/Reading and Mathematics, Head Start Child Development Early Learning Framework, Healthy Beginnings	4/12/2012	12/31/2012
4.1.2	Review of the alignment document by Statewide stakeholder groups	5/1/2012	7/1/2012
4.1.3	Develop MSDE technical document, that includes Ohio's draft early learning standards in the alignment	5/1/2012	7/1/2012
4.1.4	Finalize alignment document by including revised MD Common Core Standards for Social Studies, Science, The Arts, and Physical Development and Health	7/1/2012	11/1/2012
4.1.5	Present revised MMSR Framework and Early Learning Standards to MD Board of Education for approval	11/1/2012	12/31/2012
4.1.6	Milestone: By April 30, 2012, complete peer review of alignment document.	1/1/2012	4/30/2012
4.1.7	Milestone: By July 1, 2012, complete review of alignment document by Early Childhood Advisory Council	5/1/2012	7/1/2012
4.1.8	Milestone: By July 1, 2012, complete technical document to include the alignment of the MD and Ohio early learning standards.	5/1/2012	7/1/2012
4.1.9	Milestone: By November 1, 2012, revise alignment document to include final Common Core standards for Social Studies, Science, the Arts, Physical Development and Health and Social Competencies.	5/1/2012	11/1/2012
4.2	Complete the revision of the Maryland Standards for Implementing Quality Early Childhood Programs for (Kindergarten, Pre-Kindergarten, Head Start, Center-Based Child Care).	1/1/2013	7/1/2013
4.2.1	Establish committee of stakeholders to develop a new edition of the Quality Program Standards	1/1/2013	7/1/2013
4.2.2	Solicit expert consultant to revise the program standards to incorporate (1.) revised early learning standards; (2.) alignment with Maryland EXCELS quality criteria; and (3.) CLASS criteria (for four standards within the Component Program Operation within Maryland's Quality Program Standards)	1/1/2013	6/1/2013
4.2.3	Milestone: By January 1, 2013, stakeholder group established to begin review of existing Quality Program	1/1/2012	1/1/2013
4.2.4	Milestone: By April 1, 2013, provide recommendations of the workgroup to Vendor to be incorporated into the new Quality Program Standards document.	1/1/2013	4/1/2013
4.3	Complete the review process of early childhood curricula (aligned to the MD Common Core Curriculum and Early Learning Standards) for use by early learning and development programs.	2/1/2013	7/31/2013

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Code	Outcomes and Subtasks	Start Date	End Date
4.3.1	Issue Request for Information (RFI) to national vendors of early childhood curricula to submit technical reports regarding comprehensive and supplemental curricula and their alignment with the new early learning framework and standards	1/1/2013	3/1/2013
4.3.2	Re-establish the Early Childhood Curriculum Project Advisory Council to inform them of MSDE's intent to begin a new phase of curriculum review aligned to the MD Common Core Curriculum Standards.	2/1/2013	3/1/2013
4.3.3	Conduct and complete review of technical reports submitted by national vendors	4/1/2013	7/1/2013
4.3.4	Convene the Early Childhood Curriculum Project Advisory Council to inform them of the new list of State recommended comprehensive and supplemental curricula.	7/1/2013	7/31/2013
4.3.5	Release list of State recommended comprehensive and supplemental curricula aligned to revised MMSR Early Learning Standards and MD Common Core Curriculum	7/1/2013	7/31/2013
4.4	Completion of Guide to Early Childhood Pedagogy (Pre-K to Grade 2).	12/1/2011	12/31/2013
4.4.1	Conduct literature review of international approaches to early childhood pedagogy	12/1/2011	4/1/2012
4.4.2	Establish a state work group to develop the Guide to Early Childhood Pedagogy	7/1/2012	12/31/2012
4.4.3	Solicit writer to craft the Guide based on the work and recommendations of the work group	7/1/2012	6/1/2013
4.4.4	Establish national review process of the Guide	5/1/2013	9/1/2013
4.4.5	Release the Guide to Early Childhood Pedagogy and develop protocol for dissemination and use of the Guide in all professional development activities	10/1/2013	12/31/2013
4.4.6	Develop online resource on the DECD website for the Guide	8/1/2013	12/31/2013
4.5	Increased expansion of the language program, VIOLETS to 150 additional classrooms.	4/1/2012	6/30/2015
4.5.1	Identify vendor and award grant for VIOLETS and VIOLETS Parent Learning Parties implementation	4/1/2012	7/1/2012
4.5.2	Identify programs and coordinate expansion of VIOLETS to selected classrooms in Title I Breakthrough Center Programs	7/1/2012	9/1/2012
4.5.3	Assign coaches/mentors and assessors located in geographic regions to Implement VIOLETS in 30 programs identified through Breakthrough Centers	9/1/2012	5/30/2013
4.5.4	Implement VIOLETS Learning Parties for 30 programs participating in VIOLETS curriculum	9/1/2012	5/30/2013
4.5.5	Assess implementation of VIOLETS and VIOLETS Learning Parties	6/1/2013	8/31/2013
4.5.6	Implement VIOLETS and VIOLETS Learning Parties in an additional 60 programs in during FY14.	9/1/2013	6/30/2014
4.5.7	Implement VIOLETS and VIOLETS Learning Parties in an additional 60 programs in during FY15	9/1/2014	6/30/2015
4.6	Implemented field test of the Preschool STEM program PEEP to 150 classrooms.	1/1/2013	5/1/2015
4.6.1	Identify 150 programs participating in EXCELS to take part in pilot of STEM program, Peep and The Big Wide World. Determine notification process, and data collection	1/1/2013	3/1/2013
4.6.2	Prepare program materials for dissemination to programs. Determine evaluation protocol to conduct evaluation of STEM program	3/1/2013	6/1/2013
4.6.3	Implement first field test, including evaluation to determine efficacy, of Peep and the Big Wide World in 75 early learning development programs participating in MD EXCELS	7/1/2013	5/1/2014
4.6.4	Implement second field test, including evaluation to determine efficacy, of Peep and the Big Wide World in 75 early learning development programs participating in MD EXCELS	7/1/2014	5/1/2015
4.6.5	Milestone: By December 31, 2013, MD EXCELS Quality Assurance Specialists (monitors) and Early Learning Curriculum Specialist will monitor the implementation of Peep Program.	1/1/2013	12/31/2013
4.6.6	Milestone: By December 31, 2014, MD EXCELS Quality Assurance Specialists (monitors) and Early Learning Curriculum Specialist will monitor the implementation of Peep Program.	1/1/2014	12/31/2014

Project 5: Professional Development to Promote MD's Early Learning and Development Outcomes for Children

Project Goals/Desired Outcomes: Maryland will revise the current Maryland Model for School Readiness (MMSR) Professional Development Modules to align with the MD Common Core Standards, and will promote the use of the revised modules, in all professional development activities for all public school pre-kindergarten and kindergarten teachers, both general and special education, and all early learning and development programs.

Narrative: Maryland will continue to implement the Maryland Model for School Readiness (MMSR) professional development program for all public school pre-kindergarten and kindergarten teachers, both general and special education, and early educators from licensed child care and Head Start programs. The MMSR professional development consists of the following components:

- *Observational and portfolio assessments leading to the protocol for the MMSR Kindergarten Assessment for public school kindergarten teachers;
- *Instructional planning (i.e. individualizing instruction based on the assessment information gathered)
- *Communication with families, including informing families of student growth and needs, and home-based instructional activities to reinforce school readiness skills.
- *Classroom structures and systems (i.e. designing classrooms as effective learning environments); and

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Code	Outcomes and Subtasks	Start Date	End Date
<p>*Teaching and learning for all content areas (Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, and the Arts).</p> <p>The MMSR professional development modules for all early childhood educators will be revised to reflect changes to the MD Common Core Curriculum, and including Healthy Beginnings, the Head Start Child Development and Early Learning Framework and the MD Guide to Early Childhood Pedagogy.</p> <p>Key Performance Measures:</p> <p>By December 31, 2014, Maryland will implement the first cohort of the MMSR Professional Development for licensed child care and Head Start (5 full-day sessions) using revised professional development modules.</p> <p>By December 31, 2015, Maryland will implement the second cohort of the MMSR Professional Development for licensed child care and Head Start (5 full-day sessions) using revised professional development modules.</p> <p>Selection Criterion Addressed: (C)(1)(a), (b), (c), & (d)</p>			
5	Project 5 - Professional Development to Promote MD's Early Learning and Development Outcomes for Children	3/1/2012	12/31/2015
5.1	Implement enhanced and increased Professional Development (PD) involving early care and education providers. (Child care/Head Start)	3/1/2012	12/31/2015
5.1.1	Develop RFP to update and revise MMSR Professional Development Modules for early care and education	3/1/2012	5/31/2012
5.1.2	Issue RFP to solicit and select vendor to update and revise MMSR Professional Development Modules (5.1.1). Proposal must support the Maryland Model for School Readiness (MMSR) by conducting ongoing professional development for a total of 2,600 early childhood educators from licensed child care programs and Head Start early learning and development programs	5/1/2012	9/30/2012
5.1.3	Review updated materials and modules to be used for PD sessions for early learning and development	7/1/2012	10/31/2012
5.1.4	Develop and present Training of Trainers	11/1/2012	12/31/2012
5.1.5	Implement first cohort (five full-day sessions) of the MMSR Professional Development for licensed child care and Head Start programs using revised MMSR PD modules	1/1/2013	6/30/2014
5.1.6	Revise MMSR Professional Development Modules for use in PD with public school pre-kindergarten and kindergarten, general and special education teachers	9/1/2013	3/31/2014
5.1.7	Implement second cohort (five full-day sessions) of the MMSR Professional Development for licensed child care and Head Start programs using revised MMSR PD modules	7/1/2014	6/30/2015
5.1.8	Evaluate effectiveness of PD for early learning and development teachers	1/1/2013	12/31/2013
5.1.9	Evaluate effectiveness of PD for early learning and development teachers	1/1/2014	12/31/2014
5.1.10	Evaluate effectiveness of PD for early learning and development teachers	1/1/2015	12/31/2015
5.1.11	Milestone: By December 31, 2015, implement the second cohort of 1,300 for the Maryland Model for School Readiness Professional Development Modules. (MMSR-PD) for licensed child care and Head Start (5 full-day sessions) using the revised MMSR Modules.	1/1/2014	12/31/2015
Project 6:	Comprehensive Assessment Project (in collaboration with Ohio)		
<p>Project Goals/Desired Outcomes: Maryland will expand and refine its formative assessment system, including a Kindergarten Entry Assessment, so that it (1) generates regular, reliable and valid information on all domains of school readiness from ages 36 to 72 months, and (2) produces reports that are useful to families, early childhood educators, and policy makers for supporting the development and progress of children, especially those with high needs.</p> <p>Narrative: Maryland will develop a Comprehensive Assessment System that will include 1) a new pre-kindergarten and kindergarten formative assessment system, 2) a kindergarten entry assessment, 3) a technology framework to provide online supports and tools to teachers, and 4) professional development to support the administration and use of assessment tools. Publicly funded programs in the States' TQRIS will be required to administer the Preschool formative assessments (36-60 months within the 36 to 72 months span) and all kindergarten children statewide will be required to be administered the Kindergarten Entry Assessment. The assessments will be aligned to all domains of school readiness and aligned with the two states' early learning and development standards and kindergarten Common Core State Standards.</p> <p>Key Performance Measures:</p> <p>(1) Favorable reports by the Technical Advisory Council (TAC) of national experts on the development and implementation of the MD-OH CAS;</p> <p>(2) Completed technical report on the reliability and validity of the CAS meeting national early childhood assessment and psychometric standards for the KEA and formative assessments.</p> <p>Selection Criterion Addressed: C(2) and E(1)</p> <p>Cross-reference to other projects: Project 2 - Maryland EXCELS, Project 4 - Promoting the Use of Statewide, High Quality Early Learning and</p>			

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Development Standards, Project 5 - Professional Development for Developing Early Learning Standards, Project 7 - Child Development Innovations, Project 9 - Leadership in Early Learning Academy, and Project 10 - Early Learning Data System.			
Project Goals/Desired Outcomes: To promote continuous improvement among Ohio's early learning and development programs.			
Narrative: This project works within the High Quality Plan to promote continuous improvement among Ohio's early learning and development programs. In order to accomplish this, Ohio will evaluate the expansion of SUTQ from a three-tier to a five-tier quality rating system that adds a new, transitional phase between the current phases one and two, and a new top tier to reflect new higher standards for State-funded preschool and preschool special education. Ohio will also provide consumer education to help inform families of the changes of the system as well as the elements of a quality early care and education program.			
Key Performance Measures: This project would support the performance measure B(4)C(2) increasing the number and percentage of children with high needs who are enrolled in early learning and development programs that are in the top tiers of the tiered quality rating and improvement system.			
Selection Criterion Addressed: Sections VI(B)(1) Developing and Adopting a Common, Statewide Tiered Quality Rating and Improvement System, VI(B)(5) Validating the Effectiveness of the State Tiered Quality Rating and Improvement System			
Cross-reference to other projects: Where appropriate this project will benefit from initiatives and information gathered as part of Project 1: Grant Management, Project 3: Increase Access to High Quality Programs and Project 11: Re-engineer Step Up To Quality and Licensing Database.			
6	Project 6 - Comprehensive Assessment Project (in collaboration with Ohio)	2/1/2012	6/30/2015
6.1	Establish the governance and management infrastructure for the CAS Project	2/1/2012	6/30/2015
6.1.1	Recruit and train project staff to support the CAS Project	2/1/2012	7/31/2012
6.1.2	Initiate and execute memorandum of understanding/formal agreement with Maryland State Department of Education for cross-state collaboration and establish procurement state for collaboration	3/1/2012	6/1/2012
6.1.3	Engage neutral third party organization to: establish and convene a Technical Advisory Council (TAC) of national experts, provide updates on national state collaboratives, and provide status updates to other states on the Ohio and Maryland collaboration	3/1/2012	9/30/2012
6.1.4	Execute grant to initiate the project work related to the scope of work of Project #6	4/1/2012	6/30/2012
6.1.5	Establish state advisory committee to support the planning, development, and implementation of the CAS	5/31/2012	12/31/2012
6.1.6	Conduct initial review of project updates with Technical Advisory Council (TAC)	9/1/2012	12/31/2012
6.1.7	Conduct semi-annual reviews of project updates with Technical Advisory Council (TAC)	1/1/2013	12/31/2013
6.1.8	Conduct semi-annual reviews of project updates with Technical Advisory Council (TAC)	1/1/2014	12/31/2014
6.1.9	Conduct annual review of project updates with Technical Advisory Council (TAC)	1/1/2015	6/30/2015
6.1.10	Establish an ad-hoc state work groups of curriculum and assessment experts to participate in content validity, and fairness, bias and sensitivity review meetings	11/1/2012	12/31/2012
6.1.11	Maintain ad-hoc state work groups of curriculum and assessment experts to participate in content validity, and fairness, bias and sensitivity review meetings	1/1/2013	12/31/2013
6.1.12	Milestone: By December 31, 2012, establish a complete governance and management infrastructure, including MOAs, national TAC, established vendor and MSDE staff, state advisory group, and ad-hoc state work groups.	2/1/2012	12/31/2012
6.2	Develop Kindergarten Entry Assessment (KEA) and formative assessments (36-72 mos.)	1/1/2012	12/31/2015
6.2.1	Align Ohio and Maryland standards and ensure alignment and coordination with other national standards or frameworks (e.g., Common Core, Early Childhood Outcomes/IDEA, Head Start)	1/1/2012	8/31/2012
6.2.2	Develop assessment framework and test blueprint for Kindergarten Entry Assessment (KEA) and PreK/K formative assessments which includes purpose, design, and intended use of results	5/1/2012	10/31/2012
6.2.3	Conduct benchmarking and small scale piloting in Ohio and Maryland of item prototypes	11/1/2012	3/31/2013
6.2.4	Develop items and tasks for the KEA and PreK/K formative assessments using experts and practitioner stakeholder groups in Ohio and Maryland (see 6.1.11)	11/1/2012	10/31/2013
6.2.5	Develop scoring guides for all performance tasks	4/1/2013	12/31/2013
6.2.6	Conduct extensive pilot test (Phase 2) of KEA and PreK/K formative assessments with samples in Ohio and	4/1/2013	12/31/2013
6.2.7	Conduct test item calibration and analysis	4/1/2013	12/31/2015
6.2.8	Develop scoring algorithm	7/1/2013	10/31/2013
6.2.9	Conduct formal field test of the KEA and formative assessments in selected sites in Ohio and Maryland	11/1/2013	3/31/2014
6.2.10	Complete a technical report of the development, validity, and reliability of the KEA and formative assessments	12/1/2013	12/31/2015
6.2.11	Implement KEA and PreK/K formative assessments statewide in Ohio and Maryland	9/1/2014	12/31/2015
6.2.12	Milestone: By May 31, 2014, complete the development and testing of the CAS, including a KEA and formative assessments.	1/1/2012	5/31/2014
6.2.13	Milestone: By December 31, 2014, complete the first census administration of the CAS, including professional development, administration, and data management.	9/1/2014	12/31/2014
6.2.14	Milestone: By December 31, 2015, complete the second census administration of the CAS, including professional development, administration, and data management.	9/1/2015	12/31/2015
6.3	Develop and implement professional development for administration and use of the assessments	5/1/2012	12/31/2015

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6.3.1	Develop plan and create professional development curriculum for pre-administration, administration, post administration of the assessments, and for coaching and consultation	5/1/2012	5/31/2013
6.3.2	Develop plan for implementation of CAS professional development communities of practice (Phase 1).	7/1/2012	12/31/2012
6.3.3	Deploy plan for implementation of CAS professional development communities of practice (Phase 2).	1/1/2013	12/31/2013
6.3.4	Implement the CAS professional development communities of practice (Phase 3).	1/1/2014	12/31/2014
6.3.5	Develop and implement the training protocol for the cognitive interviews and the pilot and field test cohorts	1/1/2013	10/1/2013
6.3.6	Develop conventional training sessions and online version of professional development modules (for KEA pilot and field test cohorts only)	1/1/2013	4/30/2013
6.3.7	Develop and conduct train-the-trainer professional development sessions in Ohio and Maryland and distribute assessment and training materials (for KEA field test cohort only)	3/1/2013	2/28/2014
6.3.8	Deploy conventional and online professional development modules	6/1/2013	10/1/2013
6.3.9	Implement the professional development program (for field tests only)	3/1/2013	12/31/2013
6.3.10	Evaluate results of the professional development sessions with field test participants (incl. use of simulator)	11/1/2013	12/31/2015
6.3.11	Conduct train-the-trainer professional development sessions in Ohio and Maryland and distribute assessment and training materials (for census administration for KEA)	3/1/2014	10/1/2014
6.3.12	Implement professional development (conventional and online) for teachers participating in census	3/1/2014	10/1/2014
6.3.13	Develop a Training of Trainers program for preschool educators on the administration of formative assessments	7/1/2014	6/30/2015
6.3.14	Implement the Training of Trainers professional development programs for preschool teachers on the administration of formative assessments	7/1/2014	12/31/2015
6.3.15	Milestone: By October 1, 2014, complete the professional development for all kindergarten and preschool special education teachers to support the KEA and formative assessment	3/1/2014	10/1/2014
6.3.16	Milestone: By December 31, 2014, complete the Training of Trainers and online training for the CAS formative assessment.	7/1/2014	12/31/2014
6.4	Activity: Develop and deploy technology infrastructure for CAS.	5/1/2012	12/31/2015
6.4.1	Conduct business analysis of existing Maryland technology and data infrastructure and identify needs for new infrastructure	5/1/2012	12/31/2012
6.4.2	Develop technology platform to support development, administration and use of assessment including data collection and reporting functionality	5/1/2012	5/31/2013
6.4.3	Develop technology platform to support professional development and online resources	5/1/2012	5/31/2013
6.4.4	Implement and maintain technology for assessment administration, professional development, and online	6/1/2013	12/31/2014
6.4.5	Implement and maintain technology for assessment administration, professional development, and online	1/1/2015	12/31/2015
6.5	Activity: Implement stakeholder communication to measure the impact of the KEA and formative assessments on the efficacy of learning	5/1/2013	12/31/2015
6.5.1	Conduct annual focus groups and stakeholder input sessions via in-person, conference call, or web-based technology to obtain feedback on assessment plans and development activities	5/1/2013	11/30/2013
6.5.2	Conduct annual focus groups and stakeholder input sessions via in-person, conference call, or web-based technology to obtain feedback on assessment plans and development activities	1/1/2014	11/30/2014
6.5.3	Conduct annual focus groups and stakeholder input sessions via in-person, conference call, or web-based technology to obtain feedback on assessment plans and development activities	1/1/2015	11/30/2015

Project 7: Child Innovations

Project Goals/Desired Outcomes:

Increase capacity of ECMH professionals, pediatricians and family physicians to identify early childhood mental health or social emotional needs for children birth through age 5 and connect children and families with appropriate resources to improve healthy development. (Early Childhood Mental Health Consultation for Pediatricians - 7.1-7.4)

Earlier detection of developmental delays and social emotional deficits, and preparation of Maryland's early childhood workforce to be competent and confident in their ability to detect and address delays in young children and respond to them appropriately. (Developmental Screening for All Early Learning and Development Programs - 7.5-7.8)

Earlier detection of developmental delays and social emotional deficits, and preparation of Maryland's early childhood workforce to be competent and confident in their ability to detect and address delays in young children and respond to them appropriately. (Best Beginnings - 7.9)

Increasing the number of Pediatric and Family Medicine Providers who are trained in conducting Developmental Screening and coordinating screening practices with families and early childhood providers to create a circle of collaboration for each child identified with developmental delays. (Training for Pediatric Health Care Providers - 7.10.7.11)

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<p>Narrative: Early Childhood Mental Health Consultation for Pediatricians (7.1-7.4) - Create tools to support Maryland's Early Childhood Mental Health Workforce (including early learning and development programs implementing SEFEL). Create a corps of primary care providers with expertise in ECMH detection and first-line treatment through provision of training and consultation. Facilitate better working relationships within regions among primary care providers and community and government-based early childhood care. Evaluate the effectiveness of ECMH training and consultation for a pilot group of pediatric primary care providers (PPC) in Maryland.</p>			
<p>Developmental Screening for all Early Learning and Development Programs (7.5-7.8) - Maryland will train early learning and development programs and pediatricians (See Project 7C) in effective developmental screening practices for early detection of development delays and provision of necessary interventions and supports. This model will create a collaborative team of early learning and development providers, parents and pediatricians to work together to support the child. As part of this system, Maryland will field test a developmental screening instrument developed by pediatricians at the University of Maryland called Best Beginnings (7.). This tool is fully developed and is being offered to Maryland early learning and development programs at no cost.</p>			
<p>Best Beginnings (7.9) - Maryland will field test a developmental screening instrument developed by pediatricians at the University of Maryland called Best Beginnings. This screening tool is to be used with children birth to three, can detect developmental delays as well as atypical behavior and provide providers and parents with activities to support the child's development. This tool will be cross-walked with Healthy Beginnings for a comprehensive resource for early learning and development programs and parents. This will be one of the recommended tools for early learning and development programs and pediatricians and training and technical assistance will follow the same process as Developmental Screening for all Early Learning and Development Programs (7.5-7.8), the overall statewide developmental screening process.</p>			
<p>Training for Pediatric Health Care Providers (7.10-7.11) - This funding will support training for primary care providers to institute standardized developmental screening in their practices. Training will include the need for use of approved standardized tools, and review of the ASQ and the PEDS with discussion about how to integrate screening into the practice workflow, as well as collaborating with families and early childhood providers to provide a coordinated, consistent approach to ensuring that children are identified as early as possible, and that this is comprehensive to include all key members in the child's life.</p>			
<p>Key Performance Measures:</p>			
<p>By December 31, 2013, Maryland will train a cohort of pediatricians on early childhood mental health first line of detection strategies. (Early Childhood Mental Health Consultation for Pediatricians 7.1-7.4)</p>			
<p>By December 31, 2013, Maryland will create web-based monitoring and outcome data analysis tools and resources for SEFEL/ECMH workforce. (Developmental Screening for all Early Learning and Development Programs - 7.4)</p>			
<p>By December 2014, implement training for early learning and development program staff on developmental screening practices and tools in collaboration with the University of MD and qualified vendor/s and initiate a regulation requiring this as a practice in COMAR. (Best Beginnings - 7.9)</p>			
<p>By December 31, 2015, 105-140 pediatric practices will be trained in the use of developmental screening tools. (Training for Pediatric Health Care Providers - 7.10-7.11)</p>			
<p>Selection Criterion Addressed: (C)(3) Identifying and addressing the health, behavioral and developmental needs of Children with High Needs to improve school readiness</p>			
<p>Cross-reference to other projects: Project 1 - Local Early Childhood Councils, Project 2 - Maryland EXCELS, Project 6 - Comprehensive Assessment System, and Project 10 - Early Learning Data System</p>			
7	Project 7 - Child Innovations	1/1/2012	12/31/2015
7.1	Early Childhood Mental Health Consultation for Pediatricians: Develop plan to recruit and train primary care providers and ECMH consultants using stakeholder input	1/1/2012	12/31/2014
7.1.1	Develop curriculum and training plan for PPC by reviewing current materials and working with "other agencies"	1/1/2012	6/30/2012
7.1.2	Conduct stakeholder interviews and groups, analyze results and develop clinical competency and training curriculum based on stakeholder feedback (pediatricians, nurses, etc)	1/1/2012	6/30/2013
7.1.3	Recruit 20 primary care providers	1/1/2012	6/30/2013
7.1.4	Conduct training and boosters	9/30/2012	12/31/2012
7.1.5	Work with partners and stakeholders to develop a plan to recruit new PPC	1/1/2013	12/31/2013
7.1.6	Develop online booster trainings	1/1/2014	12/31/2014
7.1.7	Milestone: By December 31, 2012, Training curriculum (face to face, boosters and online), 20 PPC trained to address mental health needs of young child and analysis of participant feedback plan to support ongoing development of skills.	4/1/2012	12/31/2012
7.2	Early Childhood Mental Health Consultation for Pediatricians: Recruit and train primary care providers and ECMH consultants	1/1/2013	12/31/2015
7.2.1	Coordinate ECMH Consultation to PPC	1/1/2013	12/31/2013
7.2.2	Develop standard operating procedures	1/1/2013	12/31/2013
7.2.3	Train consultants and PPC	1/1/2013	12/31/2013

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7.2.4	Connect consultants with PPC	1/1/2013	12/31/2013
7.2.5	Provide mental health consultation	1/1/2013	12/31/2015
7.2.6	Develop online booster training program	1/1/2014	12/31/2014
7.3	Early Childhood Mental Health Consultation for Pediatricians: Evaluate Impact of Training and Consultation	1/1/2014	12/31/2015
7.3.1	Track use of services (number of calls, types of calls)	1/1/2014	12/31/2015
7.3.2	Analyze training and boosters, including online booster trainings	1/1/2014	12/31/2015
7.3.3	Track changes in prescribing practices for psychotropic medication	1/1/2014	12/31/2015
7.3.4	Increased links to ECMH services in mental health and early education programs	1/1/2014	12/31/2015
7.3.5	Track retention of PPC and ECMH consultants in pilot sites	1/1/2014	12/31/2015
7.3.6	Measure PPC clinical competencies in screening and addressing ECMH concerns	1/1/2014	12/31/2015
7.3.7	Complete cost analysis	1/1/2014	12/31/2015
7.3.8	Milestone: By December 31, 2014, pilot corps of primary care providers and ECMH consultants continue service provision to young children	1/1/2014	12/31/2014
7.3.9	Milestone: By December 31, 2015, demonstrate PPC satisfaction with ECMH consultation and analysis of competencies needed to sustain pediatric consultation.	1/1/2015	12/31/2015
7.4	Early Childhood Mental Health Consultation for Pediatricians: Maryland will develop web-based data outcome and monitoring tools for the existing SEFEL initiative.	1/1/2012	12/31/2015
7.4.1	Develop a web-based entry and tracking system to allow SEFEL coaches to enter and track assessment data	6/30/2013	12/31/2013
7.4.2	Develop on-line SEFEL training modules	1/1/2012	6/30/2013
7.4.3	Develop a website to house data system, training modules and other related SEFEL and ECMH resources	1/1/2012	12/31/2013
7.4.4	University of MD will submit quarterly reports in January, April, July and September to inform regarding each of the products including the web based data system, the online SEFEL modules and the ECMH website	4/30/2013	12/31/2013
7.4.5	University of MD will submit quarterly reports in January, April, July and September to inform regarding each of the products including the web based data system, the online SEFEL modules and the ECMH website	12/31/2013	12/31/2014
7.4.6	University of MD will submit quarterly reports in January, April, July and September to inform regarding each of the products including the web based data system, the online SEFEL modules and the ECMH website	12/31/2014	12/31/2015
7.4.7	Develop and disseminate public awareness materials to inform the early learning and development community of the modules and resources on the web	9/30/2012	12/31/2013
7.4.8	Milestone: By December 31, 2015, University of MD will submit quarterly reports in January, April, July and September of each year through 2015 as each product goes online to inform regarding user activity, pre and post testing results and local and state information from the data system.	4/30/2013	12/31/2015
7.5	Developmental Screening for all Early Learning and Development Programs: Develop a statewide developmental screening process/practice for early learning and development programs	12/1/2011	12/31/2015
7.5.1	Convene a stakeholder group of early childhood partners including pediatricians, parents and early learning and development programs to discuss and recommend a process of developmental screening for all EL&D programs in Maryland	12/1/2011	10/31/2012
7.5.2	Contact vendors of recommended tools to determine cost of screening tools, and resources available to conduct training of trainers	2/1/2012	7/31/2012
7.5.3	Identify Maryland's early learning and development program trainers	2/1/2012	2/28/2012
7.5.4	Design a statewide professional development roll out for training of trainers on both the "process" as well as the recommended tools	2/1/2012	12/31/2012
7.6	Developmental Screening for all Early Learning and Development Program: Revise the Code of Maryland Regulations (COMAR)	6/1/2012	6/30/2014
7.6.1	Convene a workgroup to draft language to create a regulation in COMAR that requires all EL&D programs to adhere to the Developmental Screening practice	11/30/2012	6/30/2014
7.6.2	Implement the process of changing COMAR to require all ELDP to conduct the DS process in collaboration with parents and pediatricians, for all children in their care	3/1/2013	6/30/2014
7.6.3	Develop technical assistance materials to be disseminated on the MSDE website, Partners Newsletter and distributed during professional development events on COMAR regulation	1/1/2013	6/30/2014
7.6.4	Milestone: By December 31, 2013 finalize language to change COMAR.	7/1/2013	12/31/2013
7.6.5	Milestone: By December 31, 2013 initiate process to change COMAR regulation requiring statewide developmental screening process for all early learning and development programs.	1/1/2013	12/31/2013
7.7	Developmental Screening for all Early Learning and Development Programs: Professional Development and Technical Assistance Plan	6/1/2012	12/31/2014
7.7.1	Develop professional development: Trainer of Trainers model on the developmental screening process	6/1/2012	6/30/2013
7.7.2	Conduct professional development Training of Trainers on the Developmental Screening Process to Maryland's approved ELD trainers	6/30/2013	12/31/2014
7.7.3	Coordinate professional development Training of Trainers with Developmental Screening Tool Vendors including face to face and online modules to Maryland's approved ELD trainers on recommended developmental screening tools	6/30/2013	12/31/2014
7.7.4	Develop an online professional development module on Maryland's Developmental Screening Process to provide various approaches to access for early learning and development programs	6/30/2013	12/31/2014

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7.7.5	Milestone: By December 31, 2014, the Developmental Screening Process Trainer of Trainers, Professional Development and an online professional development module for early learning and development providers will be completed.	6/1/2012	12/31/2014
7.7.6	Milestone: By December 31, 2015, develop an ELD approved trainer workforce competent in delivering developmental screening training to early learning and development programs statewide.	6/30/2013	12/31/2015
7.8	Developmental Screening for all Early Learning and Development Programs: Evaluation and Monitoring System	8/10/2012	12/31/2015
7.8.1	Develop monitoring process based on existing statewide compliance monitoring and technical assistance	8/10/2012	12/31/2014
7.8.2	Monitor compliance and evaluate results of the statewide developmental screening process	1/1/2014	12/31/2015
7.8.3	Evaluate results based on collecting and analyzing data from the Early Childhood Data Warehouse	1/1/2014	12/31/2015
7.8.4	Milestone: By December 31, 2014, Maryland will have an effective monitoring and evaluation system.	7/1/2014	12/31/2014
7.9	Best Beginnings: Maryland will field test the Best Beginnings Developmental Screening tool as part of the overall statewide developmental screening process.	6/30/2012	12/31/2015
7.9.1	Field test an existing developmental screening instrument created by developmental specialists at University of Maryland called Best Beginnings as part of the statewide developmental screening process	6/30/2013	12/31/2015
7.9.2	Cross walk Best Beginnings with Healthy Beginnings, and begin training preparation for TOT for approved early childhood trainers	1/1/2012	12/31/2012
7.9.3	Develop public awareness strategies to inform pediatricians, Early Learning and Development Programs and Early Childhood Trainers on Best Beginnings	1/1/2012	12/31/2012
7.9.4	Prepare an annual report of screening data. The report will contain a summary of the data for the year, along with any recommendations (e.g., training, policy changes)	6/30/2014	12/31/2014
7.9.5	Prepare an annual report of screening data. The report will contain a summary of the data for the year, along with any recommendations (e.g., training, policy changes)	12/31/2014	12/31/2015
7.9.6	Identify key screening information to include in the statewide database (e.g., unique statewide child identifier, unique program site identifier, child and family demographic info, number of children screened, screening results, number referrals to the Maryland Infants and Toddlers Program, number children found eligible for early intervention services)	1/1/2013	12/31/2014
7.9.7	Conduct quarterly data analysis, preparation of quarterly and annual reports	1/1/2013	12/31/2013
7.9.8	Provide Best Beginnings training utilizing a train-the-trainer model for early childhood trainers, and provide guidance regarding the importance of sharing the results of developmental screenings with pediatricians	6/30/2013	12/31/2015
7.9.9	Prepare an annual report of screening data. The report will contain a summary of the data for the year, along with any recommendations (e.g., training, policy changes)	12/1/2013	12/31/2013
7.9.10	Conduct quarterly data analysis, preparation of quarterly and annual reports	1/1/2014	12/31/2014
7.9.11	Prepare an annual report of screening data. The report will contain a summary of the data for the year, along with any recommendations (e.g., training, policy changes)	12/1/2014	12/31/2014
7.9.12	Conduct quarterly data analysis, preparation of quarterly and annual reports	1/1/2015	12/31/2015
7.9.13	Support the development of a final project report, summarizing results of Best Beginnings	1/1/2015	12/31/2015
7.10	Training for Pediatric Health Care Providers: Conduct developmental screening training for pediatric health care providers	1/1/2012	12/31/2015
7.10.1	Contract with vendor for developmental screening training	9/30/2012	6/1/2013
7.10.2	Contact primary care practices in Maryland who see children birth to 5 years of age and offer developmental screening training	9/30/2012	6/1/2013
7.10.3	Provide training to 30-40 primary care practices on developmental screening each year (15-20 PPCs every 6	9/30/2012	12/31/2012
7.10.4	Provide training to 30-40 primary care practices on developmental screening each year (15-20 PPCs every 6	1/1/2013	12/31/2013
7.10.5	Provide training to 30-40 primary care practices on developmental screening each year (15-20 PPCs every 6	1/1/2014	12/31/2014
7.10.6	Provide training to 30-40 primary care practices on developmental screening each year (15-20 PPCs every 6	1/1/2015	12/31/2015
7.10.7	Collect and analyze results of trainee evaluations	9/30/2012	12/31/2012
7.10.8	Collect and analyze results of trainee evaluations	1/1/2013	12/31/2013
7.10.9	Collect and analyze results of trainee evaluations	1/1/2014	12/31/2014
7.10.10	Collect and analyze results of trainee evaluations	1/1/2015	12/31/2015
7.10.11	Milestone: By December 31, 2012 through December 31, 2015 will train at least 105-145 practices (15-20 every	9/30/2012	12/31/2015
7.10.12	Milestone: By December 31, 2012, 15-20 trained primary care practices	9/30/2012	12/31/2012
7.10.13	Milestone: By December 31, 2013, 45-60 trained primary care practices	1/1/2013	12/31/2013
7.10.14	Milestone: By December 31, 2014, 75-100 trained primary care practices	1/1/2014	12/31/2014
7.10.15	Milestone: By December 31, 2015, 105-145 trained primary care practices.	1/1/2015	12/31/2015
7.11	Training for Pediatric Health Care Providers: Attend quarterly meetings and participate in the overall Developmental Screening Ad Hoc Committee for Project 7 B by DHMH Project Lead Staff	6/1/2012	12/31/2015
7.11.1	Provide analysis of bi-annual reports, results and findings	9/30/2012	12/31/2012
7.11.2	Provide analysis of bi-annual reports, results and findings	6/1/2013	12/31/2013
7.11.3	Provide analysis of bi-annual reports, results and findings	6/1/2014	12/31/2014
7.11.4	Provide analysis of bi-annual reports, results and findings	6/1/2015	12/31/2015
Project 8:	Engaging and Supporting Families		

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Code	Outcomes and Subtasks	Start Date	End Date
Project Goals/Desired Outcomes:			
Provide appropriate information and support to families of children with High Needs in order to promote school readiness for their children. (Family Engagement Coalition - 8.1-8.4)			
Promote school readiness skills through parent/ child interactions. (Learning Parties - 8.5-8.8)			
Enhance the capacity of families to support the early learning and development of their children through receiving early literacy resources and literacy-related consultation at their periodic pediatric health check ups. (Reach Out and Read - 8.9-8.11)			
Families in Title I school districts will increase their knowledge through the dissemination of information from the public library. (Library Family Councils - 8.12-8.13)			
Narrative: Family Engagement Coalition (8.1-8.4) - Through this project, strategies for enhancing family, parent, and community involvement in early childhood education and care will be developed and implemented including parent cafes to ascertain parent views and perceptions of early childhood programs.			
Learning Parties (8.5-8.8) - Through this project, strategies for family and community involvement in early childhood education and care will be developed and implemented, including providing activities and information to improve school readiness through a collaboration between the parent, child, teachers, administrators, and the Ready At Five/Maryland Business Roundtable.			
Reach Out and Read (8.9-8.11) - Through this project, strategies for parent engagement in improving their child's school readiness skills will be developed and implemented through the Reach Out and Read Program.			
Library Family Councils (8.12-8.13) - Through this project, strategies for family, parent, and community involvement in early childhood education and care will be developed and implemented, including for library family advisory councils .			
Key Performance Measures:			
By July 1, 2012, establish a Coalition of Family Engagement to customize to Maryland needs the Head Start Family, Parent, and Community Engagement Framework. (8.1)			
By March 31, 2012, complete a Maryland-specific guide, including a training program and provide orientation to local early childhood advisory councils on the Framework; conduct 24 parent cafes annually. (8.2-8.4)			
By December 31, 2015, parents and young children (enrolled in pre-kindergarten, Head Start, child care, and/or children from the community who are not enrolled in an early childhood program) will participate in at least two "Learning Parties" at 25 percent of all Title I school attendance areas. (8.5-8.8)			
By December 31, 2015, all families of low-income children between 6 months to age five eligible for Medicaid will routinely receive early literacy resources and literacy-related consultation at their periodic pediatric check-ups. (8.9-8.11)			
By December 31, 2015, each county library system serving a Title I school district will have a library family council (LFC). (8.12-8.13)			
Selection Criterion Addressed: (B)(5) Engaging and Supporting Families			
Cross-reference to other projects: Project 1 - Local Early Childhood Councils; Project 2 - Maryland EXCELS; Project 3 - Quality Capacity Building; Project 6 - Comprehensive Assessment System, and Project 7 - Child Development Innovations			
8	Project 8 - Engaging and Supporting Families	1/12/2012	12/31/2015
8.1	Family Engagement Coalition: Establish and oversee a Coalition for Family Engagement	1/12/2012	12/31/2015
8.1.1	Create a core planning team	1/12/2012	1/12/2012
8.1.2	Identify potential members and conduct Coalition meetings three times per year (dates to be determined at first council meeting on 12/31/12)	3/1/2012	12/31/2012
8.1.3	Identify potential members and conduct Coalition meetings three times per year (dates to be determined at first council meeting on 12/31/12)	3/1/2013	12/31/2013
8.1.4	Identify any potential new members and conduct Coalition meetings three times per year (dates to be determined at first council meeting on 12/31/12)	3/1/2014	12/31/2014
8.1.5	Identify any potential new members and conduct Coalition meetings three times per year (dates to be determined at first council meeting on 12/31/12)	3/1/2015	12/31/2015
8.1.6	Milestone: By December 31, 2012, the full State Coalition will be established.	5/1/2012	12/31/2012
8.2	Family Engagement Coalition: Customize for Maryland needs the Head Start Family, Parent, and Community Engagement Framework	5/1/2012	3/31/2014
8.2.1	Create strategies that include training modules, guide, and materials	5/1/2012	3/31/2013
8.2.2	Oversee implementation of strategies	3/31/2013	3/31/2014
8.2.3	Milestone: By February 28, 2013, drafts will be presented for Coalition Review.	1/1/2013	2/28/2013
8.3	Family Engagement Coalition: Orient local early childhood councils to the Framework and work with the councils (Project 1) to implement strategies	3/31/2013	9/30/2013
8.3.1	Develop and follow process for on-going communication and joint implementation	3/31/2013	9/30/2013
8.3.2	Assure that information is disseminated on referral and intervention for families with children with disabilities/developmental delays and challenging behaviors	3/31/2013	7/31/2013

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8.4	Family Engagement Coalition: Plan and conduct annual local community cafes with 12 for year one and 24 in each subsequent year	5/1/2013	9/1/2015
8.4.1	Connect with hard-to-reach families, making times and dates for the cafes flexible to promote wide participation	5/1/2013	9/1/2013
8.4.2	Use information from the cafes to share and help determine policies and recommendations	9/1/2013	9/1/2013
8.4.3	Connect with hard-to-reach families, making times and dates for the cafes flexible to promote wide participation	5/1/2014	9/1/2014
8.4.4	Use information from the cafes to share and help determine policies and recommendations	9/1/2014	9/1/2014
8.4.5	Connect with hard-to-reach families, making times and dates for the cafes flexible to promote wide participation	5/1/2015	9/1/2015
8.4.6	Use information from the cafes to share and help determine policies and recommendations	9/1/2015	9/1/2015
8.4.7	Milestone: By December 31, 2012, conduct 12 cafes.	5/10/2012	12/31/2012
8.4.8	Milestone: By December 31, 2013, 2014, and 2015, conduct an additional 24 cafes in each year.	1/1/2013	12/31/2015
8.5	Learning Parties: Selection of Learning Parties program in Title I Breakthrough Elementary Schools	10/1/2012	12/31/2015
8.5.1	Identify criteria to select programs to participate in Learning Parties	8/1/2012	12/1/2012
8.5.2	Select Programs to participate in Learning Parties for each year of grant (Total of 64 programs)	10/1/2012	12/31/2015
8.5.3	Coordinate orientation meeting for prospective programs to gauge interest	10/1/2012	12/31/2015
8.5.4	Milestone: By December 31st of each year, 100% of schools/programs are selected for the implementation of the Learning Parties.	10/1/2012	12/31/2015
8.5.5	Milestone : By December 31, 2012, 10 schools selected to participate in Learning Parties.	10/31/2012	12/31/2012
8.5.6	Milestone: By December 31, 2013, 21 schools selected to participate in Learning Parties.	10/1/2013	12/31/2013
8.5.7	Milestone: By December 31, 2014, 22 schools selected to participate in Learning Parties.	10/1/2014	12/31/2014
8.5.8	Milestone: By December 31, 2015, 11 schools selected to participate in Learning Parties. Grant total of 64 schools participating in project.	10/1/2015	12/31/2015
8.6	Learning Parties: Professional Development Track	7/1/2012	10/31/2014
8.6.1	Develop a "trainers of trainers (TOT)" model Learning Party trainers	7/1/2012	9/30/2012
8.6.2	Schedule/coordinate full day Learning Parties Training	9/1/2012	10/31/2012
8.6.3	Schedule/coordinate full day Learning Parties Training	9/1/2012	10/31/2013
8.6.4	Schedule/coordinate full day Learning Parties Training	11/1/2013	10/31/2014
8.6.5	Develop and apply certification protocol	10/1/2014	12/31/2014
8.6.6	Milestone: By October 31, 2012, complete training and certify trainers to conduct Learning Parties.	10/15/2012	10/31/2012
8.6.7	Milestone: By October 31, 2013, complete training and certify trainers to conduct Learning Parties.	10/1/2013	10/31/2013
8.6.8	Milestone: By October 31, 2014, complete training and certify trainers to conduct Learning Parties.	10/1/2014	10/31/2014
8.7	Learning Parties: Implementation	9/1/2012	12/31/2015
8.7.1	Identify curriculum materials	9/1/2012	12/31/2012
8.7.2	Develop timeline for Learning Parties	9/1/2012	12/31/2012
8.7.3	Offer training in Learning Parties to staff in participating programs	10/31/2012	6/30/2013
8.7.4	Oversee implementation of Learning Parties; monitor trainers supporting teachers and parents	10/31/2012	6/30/2013
8.7.5	Identify curriculum materials	9/1/2013	12/31/2013
8.7.6	Develop timeline for Learning Parties	9/1/2013	12/31/2013
8.7.7	Offer training in Learning Parties to staff in participating programs	10/1/2013	6/30/2014
8.7.8	Oversee implementation of Learning Parties; monitor trainers supporting teachers and parents	10/1/2013	6/30/2014
8.7.9	Identify curriculum materials	9/1/2014	12/31/2014
8.7.10	Develop timeline for Learning Parties	9/1/2014	12/31/2014
8.7.11	Offer training in Learning Parties to staff in participating programs	10/1/2014	6/30/2015
8.7.12	Oversee implementation of Learning Parties; monitor trainers supporting teachers and parents	10/1/2014	6/30/2015
8.7.13	Identify curriculum materials	9/1/2015	12/31/2015
8.7.14	Develop timeline for Learning Parties	9/1/2015	12/31/2015
8.7.15	Milestone: By June 30, 2013, 80% of children in identified programs for that year have attended Learning Parties with their families.	3/1/2013	6/30/2013
8.7.16	Milestone: By June 30, 2013, 100% of selected programs are implementing Learning Parties.	1/1/2013	6/30/2013
8.7.17	Milestone: By June 30, 2014, 80% of children in identified programs for that year have attended Learning Parties with their families.	9/1/2013	6/30/2014
8.7.18	Milestone: By June 30, 2014, 100% of selected programs are implementing Learning Parties.	9/1/2013	6/30/2014
8.7.19	Milestone: By June 30, 2015, 80% of children in identified programs for that year have attended Learning Parties with their families.	9/1/2014	6/30/2015
8.7.20	By June 30, 2015, for that year 100% of selected programs are implementing Learning Parties.	9/1/2014	6/30/2015
8.8	Learning Parties: Evaluation	2/1/2013	6/30/2015
8.8.1	Collect data on participation, family evaluations; trainer observations	2/1/2013	6/30/2013
8.8.2	Collect data on lessons learned from trainers and teacher/implementers	5/1/2013	6/30/2013
8.8.3	Analyze all evaluation data for 1st year	5/1/2013	6/30/2013
8.8.4	Write annual report	6/1/2013	6/30/2013
8.8.5	Collect data on participation, family evaluations; trainer observations	2/1/2014	6/30/2014
8.8.6	Collect data on lessons learned from trainers and teacher/implementers	5/1/2014	6/30/2014
8.8.7	Analyze all evaluation data for 2nd year	5/1/2014	6/30/2014
8.8.8	Write annual report	6/1/2014	6/30/2014
8.8.9	Collect data on participation, family evaluations; trainer observations	2/1/2015	6/30/2015

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8.8.10	Collect data on lessons learned from trainers and teacher/implementers	5/1/2015	6/30/2015
8.8.11	Analyze all evaluation data for 3rd year	5/1/2015	6/30/2015
8.8.12	Write annual report	6/1/2015	6/30/2015
8.8.13	Milestone: By June 30, 2013, 100% of Learning Parties evaluation data have been reviewed and analyzed.	5/31/2013	6/30/2013
8.8.14	Milestone: By June 30, 2014, 100% of Learning Parties evaluation data have been reviewed and analyzed.	5/31/2014	6/30/2014
8.8.15	Milestone: By June 30, 2015, 100% of Learning Parties evaluation data have been reviewed and analyzed.	5/31/2015	6/30/2015
8.8.16	Milestone: By June 30, 2015, 90% of children and families in the identified early childhood programs have reported satisfaction and more family engagement activities using ideas from the Learning Parties experience as measured by surveys.	5/31/2015	6/30/2015
8.9	Reach Out and Read (ROR): Establish leadership, governance, and structure of statewide coalition to promote Reach Out and Read (ROR)	6/1/2012	12/31/2012
8.9.1	Create state core planning team and name chair of team	6/1/2012	8/31/2012
8.9.2	Develop mechanism for book distribution to local coalitions, building on existing channels and creating new ones	8/1/2012	12/31/2012
8.9.3	Develop mechanism for training of coalitions in ROR program to ensure quality assurance/fidelity to the ROR	9/1/2012	12/31/2012
8.10	ROR: Recruit additional jurisdictions/local coalitions to participate in ROR expansion	1/1/2012	12/31/2015
8.10.1	Develop mechanism for state/central and local fundraising efforts	1/1/2012	12/31/2013
8.10.2	Designate primary contact to lead recruitment efforts	8/31/2012	10/31/2012
8.10.3	Recruit additional jurisdictions to create local coalitions for ROR expansion	8/15/2012	12/31/2013
8.10.4	Train local coalitions in ROR model	11/1/2012	12/31/2013
8.10.5	Develop mechanism for ROR state and local coalitions to interact with early childhood advisory councils at regular intervals	11/1/2012	12/31/2013
8.10.6	Recruit additional jurisdictions to create local coalitions for ROR expansion	8/29/2012	12/31/2014
8.10.7	Train local coalitions in ROR model	11/1/2013	12/31/2014
8.10.8	Recruit additional jurisdictions to create local coalitions for ROR expansion	8/29/2012	12/31/2015
8.10.9	Milestone: By December 31, 2013, 10 jurisdictions in Maryland will have established a local coalition and will have a ROR expansion plan/goal in place.	6/30/2012	12/30/2013
8.11	ROR: Work with local coalitions to recruit additional pediatric practices to participate in ROR	11/1/2012	12/31/2015
8.11.1	Identify potential new pediatric practices	8/10/2012	12/31/2013
8.11.2	Identify goals for children to be served/reached	8/15/2012	8/31/2012
8.11.3	Coordinate on-site training for new/participating pediatric practices	8/15/2012	12/31/2013
8.11.4	Coordinate on-site training for new/participating pediatric practices	8/29/2012	12/31/2014
8.11.5	Coordinate on-site training for new/participating pediatric practices	8/29/2012	12/31/2015
8.11.6	Milestone: By December 31, 2013, at least 75,000 low income children will receive ROR services.	8/29/2012	12/31/2013
8.12	Library Family Councils: Establish Library Family Councils in Library Systems serving Title I school districts	2/1/2012	2/27/2015
8.12.1	Five Library Systems establish Family Library Council by establishing state/local teams to plan for space, time, outreach, meeting agendas, speakers, parent activities, and parent/child activities.	2/1/2012	12/31/2012
8.12.2	Five Additional Library Systems establish LFC	2/1/2013	12/31/2013
8.12.3	Five Additional Library Systems establish LFC	2/1/2014	12/31/2014
8.12.4	Nine Remaining Library Systems establish LFC	2/1/2015	12/31/2015
8.12.5	Milestone: By December 31st, in the year they were established, library systems will create work plans and in that year and subsequent years conduct LFC meetings (frequency to be locally determined) report attendance	2/1/2012	12/31/2015
8.12.6	Milestone: By December 31, 2013, report attendance and evaluation of local LFC meetings	1/1/2013	12/31/2013
8.12.7	Milestone: By December 31, 2014, report attendance and evaluation of local LFC meetings	1/1/2014	12/30/2014
8.12.8	Milestone: By December 31, 2015, report attendance and evaluation of local LFC meetings	1/1/2015	12/31/2015
8.13	Library Family Councils: Establish Family Information Centers in Library Systems serving Title I school districts	2/1/2012	12/31/2015
8.13.1	Create library area for the 5 Parent Information Centers	2/1/2012	12/31/2012
8.13.2	Create library area for the 5 Additional Parent Information Centers	2/1/2013	12/31/2013
8.13.3	Create library area for the 5 Additional Parent Information Centers	2/1/2014	12/31/2014
8.13.4	Create library area for the 9 Additional Parent Information Centers	2/1/2015	12/31/2015
8.13.5	Milestone: By December 31, 2013, 10 library systems will report the number of partners displaying materials.	1/1/2013	12/31/2013
8.13.6	Milestone: By December 31, 2014, 15 library systems will report the number of partners displaying materials.	1/1/2014	12/31/2014
Project 9:	Workforce and Leadership Development		

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Code	Outcomes and Subtasks	Start Date	End Date
<p>Project Goals/Desired Outcomes:</p> <p>Increased numbers and percentages of Early Childhood Educators progressing to higher levels of credentials aligned with the Workforce Knowledge and Competency Framework.</p> <p>Increased access to effective professional development opportunities aligned with the State's Workforce Knowledge and Competency Framework.</p> <p>Increased promotion of professional improvement and career advancement along an articulated career pathway designed to increase retention of a qualified workforce. Improved qualifications for early childhood teachers promoting rigorous, yet developmentally appropriate teaching practices for educators working in early learning and development programs.</p> <p>Narrative: In 1992 Maryland established a fully defined workforce knowledge and competency framework for meeting minimum state licensing requirements. In consideration of best practice and professional preparation, the workforce competencies were revised in 2001 to reflect the establishment of a "core of knowledge" for the early childhood workforce and the establishment of the Maryland Child Care Credential Program (MCCCP). The MCCCP was developed in response to a legislative initiative to reform early education for young children in MD. MD's early childhood community has had a long-standing relationship with the State's post-secondary institutions, mainly based on teacher education programs and lately through research institutions. An articulation agreement has existed since 2003 with two and four year colleges for the presentation of four courses: child development, curriculum planning, special education and administration of child care programs. The Associate of Arts Degree in Teaching in Early Childhood Education (AAT-ECE) is designed to make teacher education more affordable while maintaining quality in teacher preparation. Maryland will revise the Workforce Knowledge and Competency Framework to align with the MD Common Core Curriculum, Early Learning Framework and Standards. Maryland will also update articulate agreements with two and four-year colleges to improve access to State certification in early childhood education.</p>			
<p>Key Performance Measures:</p> <p>By July 1, 2012, Maryland will align the Child Care Credentialing Program with the Workforce Knowledge and Competency Framework to identify specific coursework for each of the credentialing levels.</p> <p>By September 1, 2012 Maryland will revise the Workforce Knowledge and Competency Framework to reflect Common Core Standards.</p> <p>By September 1, 2013, Maryland will develop handbooks for the Leadership in Early Learning Academies.</p> <p>By September 1, 2013, Maryland will develop an articulation agreement regarding four pre-service courses (Child Growth and Development, Infant/Toddler Methods and Materials, Preschool Methods and Materials, and School-Age Methods and Materials) between MSDE approved trainers and the state's community colleges.</p> <p>By December 31, 2013, Maryland will review the status of access to and transfer out of the Associate of Arts-Early Childhood Education degree program and develop recommendations for the Governor's P-20 Council.</p> <p>By December 31, 2015, Maryland will conduct Leadership in Early Learning Academies for 1.5 days annually beginning October 2013, in 60 Title I schools (including Head Start and child care) serving children with significant high needs.</p>			
<p>Selection Criterion Addressed: (D)(1) (a,b,c) &(D)(2)</p>			
<p>Cross-reference to other projects: Project 4 - Promoting the Use of Statewide, High Quality Early Learning and Development Standards, and Project 5 - Professional Development for Developing Early Learning Standards.</p>			
9	Project 9 - Workforce and Leadership Development	1/1/2012	6/30/2015
9.1	Align the Child Care Credentialing Program with the Workforce Knowledge and Competency Framework to identify specific coursework for each of the credentialing levels.	7/1/2012	3/31/2014
9.1.1	Establish a committee of stakeholders to review the Core of Knowledge and Work Force Knowledge and Competency Framework	7/1/2012	8/30/2012
9.1.2	Meetings scheduled for Committee to review and align Core of Knowledge and Work Force Competency	7/1/2012	8/30/2012
9.1.3	Contact committee members with meeting schedule and relevant documents	7/1/2012	8/30/2012
9.1.4	Revise and align the Core of Knowledge and Work Force Competencies Framework	7/1/2012	12/31/2012
9.1.5	Develop an alignment document between the Core of Knowledge course content and Work Force	7/1/2012	12/31/2012
9.1.6	Review and revise as needed coursework for each Core of Knowledge and Work Force Competency Standard to accomplish specific credential levels	1/1/2013	12/31/2013
9.1.7	Revise and align the Workforce Knowledge and Competencies Framework to reflect the MD Common Core	7/1/2012	12/31/2012
9.1.8	Align the Workforce Knowledge and Competencies Framework to the Guide to Early Childhood Pedagogy	7/1/2013	12/31/2013
9.1.9	Publish and disseminate the revised Core of Knowledge/Work Force Competency Framework to early care and education community	1/1/2014	3/31/2014
9.1.10	Milestone: By September 1, 2012, meet with committee to revise and align the Core of Knowledge and Work Force Competencies Framework.	7/1/2012	9/1/2012
9.2	Initiate a Maryland Approved Alternative Preparation Program for Early Childhood Education (ECE-MAAPP)	1/1/2012	6/30/2015
9.2.1	Create Request for Proposal (RFP) to solicit vendor to develop Maryland Approved Alternative Preparation Pathway for early childhood education. Review proposals and award grantee	1/1/2012	3/1/2012

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9.2.2	Review qualifications and determine list of qualified applicants to participate in first cohort of MAAPP for early childhood	7/1/2012	8/1/2012
9.2.3	Conduct orientation meeting for MAAPP participants	9/1/2012	9/30/2012
9.2.4	Provide technical assistance, coaching, mentoring for participants taking Praxis II.	10/1/2012	10/31/2012
9.2.5	Monitor grantee and progress of first pilot cohort of MAAPP participants	11/30/2012	6/30/2013
9.2.6	Establish additional cohorts to follow pilot group, and work with vendor to add to pool of applicants	7/1/2013	6/30/2014
9.2.7	Establish additional cohorts to follow pilot group, and work with vendor to add to pool of applicants	7/1/2014	6/30/2015
9.2.8	Milestone: By June 31, 2013, conduct an assessment of pilot cohort progress in meeting MD Approved Alternative Pathway for ECE Certification.	1/1/2013	6/30/2013
9.2.9	Milestone: By June 31, 2014, conduct an assessment of second cohort progress in meeting MD Approved Alternative Pathway for ECE Certification.	1/1/2014	6/30/2014
9.3	Develop an articulation agreement regarding four pre-service courses between MSDE approved trainers and the state's community colleges.	7/1/2012	8/31/2013
9.3.1	Establish a committee of stakeholders to develop recommendations for an articulation agreement for four pre-services courses	7/1/2012	7/31/2012
9.3.2	Meet with MHEC, Consortium, and MSDE-Career and Technology to make recommendations for an articulation agreement between MSDE Approved Trainer/Training Organizations and Community Colleges	7/1/2012	8/31/2013
9.3.3	Present Work Force Knowledge and Competencies Framework to the group to determine alignment and acceptance of standards	8/1/2012	12/31/2012
9.3.4	Draft recommendations for Memorandum of Understanding between MSDE Approved Trainer/Training Organizations and Community Colleges	1/1/2013	7/31/2013
9.3.5	Present draft Memorandum of Understanding to ECAC for comment and acceptance	7/1/2013	8/31/2013
9.4	Review the status of access to and transfer out of the Associate of Arts - Early Childhood Education Degree program and develop recommendations for the Governor's P-20 Council	7/1/2012	12/31/2013
9.4.1	Establish review committee to examine the current status of the AAT -ECE to determine if it is still an effective work force development tool	7/1/2012	12/1/2013
9.4.2	Develop recommendations for the AAT-ECE	9/1/2013	11/1/2013
9.4.3	Make recommendations to the Governor's P-20 Council	12/1/2013	12/31/2013
9.5	Conduct Early Childhood Leadership Academies each year, starting October 2013	7/1/2012	6/30/2015
9.5.1	Develop RFP to solicit vendor to establish Training-of-Trainer Model for dissemination of Early Childhood Leadership Academies in 60 Title I school attendance areas	7/1/2012	10/1/2012
9.5.2	Solicit proposals and award RFP to identify a vendor for Early Childhood Leadership Academies	10/1/2012	12/31/2012
9.5.3	Establish list of qualified trainers from MSDE, LEA, and Early Learning and Development Programs to take part in Training-of-Trainers	1/1/2013	4/30/2013
9.5.4	Conduct front-end analysis of LEA and early care and development programs needs by surveying administrators/teachers in selected Title I attendance area locations	1/1/2013	7/1/2013
9.5.5	Develop handbooks and training materials for Early Childhood Leadership Academy participants and conduct Training-of-Trainers for MSDE, LEA, and Early Learning and Development Programs selected participants	1/1/2013	7/1/2013
9.5.6	Leadership Academies conducted for administrators/teachers/ child care and Head Start programs in 30 Title I school attendance areas for one (1) and one-half days during school-year 2013/14 (Fall/Spring)	9/1/2013	6/30/2014
9.5.7	Leadership Academies conducted for administrators/teachers/ child care and Head Start programs in 30 Title I school attendance areas for one (1) and one-half days during school-year 2014/15 (Fall/Spring)	9/1/2014	6/30/2015
9.5.8	Evaluation of outcomes for participants of Leadership Academies to occur at the end of each cycle to guide changes made to academies each year	7/1/2014	6/30/2015

Project 10: Building/Enhancing an Early Learning Data System

Project Goals/Desired Outcomes: Enhancing the existing early childhood data system to provide additional data linkages to the MSDE Longitudinal Data System.

Narrative: The MSDE Division of Early Childhood Development (DECD) has been developing its Early Childhood Data Warehouse (ECDW) as part of MSDE's Longitudinal Data System, with project completion expected in early 2012. Enhancements to the existing Child Care Automated Tracking System (CCATS) will expand the scope of the ECDW by collecting, linking, and integrating data about children in publicly funded early childhood programs, program quality data on all types of early learning and development programs, child formative assessments conducted in publicly funded programs, and early childhood programs participating in the Maryland EXCELS (QRIS) program. Under CCDF funding, MSDE/DECD is currently in the process of developing a basic public portal to enable certain online transactions, and this basic portal is scheduled for completion by December 31, 2013. Project 10 will enhance the existing system by providing:

- An expanded public portal providing new online services to support trainers and provider applications for grants and incentives.
- A professional development grants and incentives module for internal agency use; and
- A system of service child attendance reporting module for child care subsidy.

Key Performance Measures:

- All deliverables meet specifications.
- All deliverables are produced within stated time-frames.

Scope of Work
2012 - Maryland - SEA
PR Award #: S412A120016

Project Plan Version: Baseline

Effective Date: 9/27/2012

Code	Outcomes and Subtasks	Start Date	End Date
Project Benchmarks (= "Deliverables"):			
By May 16, 2014, place into statewide operation the trainer support and professional development grants and incentives component of the internal			
By June 30, 2014, place the enhanced CCATS public portal into operation.			
By August 31, 2013, conduct a pilot study of the CCATS point-of-service child attendance module for child care subsidy.			
By May 15, 2015, place into full statewide operation the point-of-service attendance reporting module.			
Selection Criterion Addressed: Criterion E(2) - The State's early learning data system will: (a) Have all of the Essential Data Elements; (b) Enable uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs; (c) Facilitate the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data; (d) Generate information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and (e) Meet the Data System Oversight Requirements and comply with the requirements of Federal, State, and local privacy laws.			
Cross-reference to other RTT-ELC projects: As MSDE/DECD's fully integrated case- and work-management system, CCATS is the main repository of data related to agency goals, objectives, and operations. As such, it serves as the largest data source for the ECDW component of MSDE's longitudinal data system. Project 10 will enable the capture, and integration within the ECDW, of data related to: Maryland's QRIS (Project 2); quality capacity building (Project 3); comprehensive assessment system (Project 6); child health/behavioral/developmental needs (Project 7); and professional development of Maryland's early childhood education workforce (Project 9).			
10	Project 10 - Building/Enhancing an Early Learning Data System	4/1/2012	5/5/2015
10.1	Create the professional development grants and incentives module in the internal CCATS application.	7/16/2012	5/16/2014
10.1.1	Plan and schedule the module's design process	7/16/2012	8/16/2012
10.1.2	Develop and document the functional requirements of the module	8/16/2012	10/1/2012
10.1.3	Design system changes that meet all the functional requirements	10/1/2012	5/8/2013
10.1.4	Develop, integrate, and test all system changes	5/8/2013	1/14/2014
10.1.5	Conduct user acceptance testing	1/14/2014	3/17/2014
10.1.6	Implement the changes in the production version of the system	3/17/2014	4/16/2014
10.1.7	Evaluate the system changes to verify that they met their objectives	4/16/2014	5/16/2014
10.2	Enhance the CCATS public portal by including the trainer support and professional development grants and incentives modules.	9/26/2012	8/16/2014
10.2.1	Design system changes that meet all the functional requirements	10/26/2012	1/9/2013
10.2.2	Develop, integrate, and test all system changes	8/21/2013	10/29/2013
10.2.3	Conduct user acceptance testing	10/29/2013	5/12/2014
10.2.4	Implement the changes in the production version of the system	5/12/2014	6/11/2014
10.2.5	Evaluate the system changes to verify that they met their objectives	6/11/2014	7/11/2014
10.2.6	Plan and schedule the portal's expansion to accommodate the trainer support and professional development grants and incentives modules	7/16/2014	8/16/2014
10.2.7	Develop and document the functional requirements of the portal expansion	8/16/2014	10/26/2014
10.3	Design, develop, and implement the child care subsidy point-of-service (POS) system for pilot purposes.	4/1/2012	9/2/2013
10.3.1	Plan and schedule the POS system design process	4/1/2012	4/30/2012
10.3.2	Develop and document the functional requirements of the POS system	5/1/2012	10/29/2012
10.3.3	Design system changes that meet all the functional requirements	10/30/2012	2/22/2013
10.3.4	Develop, integrate, and test all system changes	2/25/2013	5/15/2013
10.3.5	Conduct user acceptance testing	5/15/2013	6/21/2013
10.3.6	Implement the changes in the production version of the system	6/21/2013	8/2/2013
10.3.7	Evaluate the system changes to verify that they met their objectives	8/2/2013	9/2/2013
10.4	Conduct the statewide roll-out of the point-of-service system	6/21/2013	5/15/2015
10.4.1	Plan and schedule the design of the statewide POS system	6/21/2013	7/22/2013
10.4.2	Develop and document the functional requirements of the statewide POS system	7/22/2013	8/26/2013
10.4.3	Design system changes that meet all the functional requirements	8/26/2013	9/9/2013
10.4.4	Develop, integrate, and test all system changes	9/9/2013	9/22/2013
10.4.5	Conduct user acceptance testing	9/23/2013	11/27/2013
10.4.6	Implement the changes in the production version of the system	11/27/2013	4/15/2015
10.4.7	Evaluate the system changes to verify that they met their objectives	4/15/2015	5/15/2015

Project 11: Overall Grants Management

Overall State RTT-ELC Goals: By the 2015-16 school year, 92 percent of all children entering kindergarten will be "fully ready" as measured by the Composite Score of the MMSR Kindergarten Assessment, and 81 percent of all children entering kindergarten will be "fully ready" as measured by the Language and Literacy Score of the MMSR Kindergarten Assessment.

Scope of Work
2012 - Maryland - SEA
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Project Plan Version: Baseline

Effective Date: 9/27/2012

Code	Outcomes and Subtasks	Start Date	End Date
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Narrative: In 2005, the Maryland legislature passed a landmark law to transfer all child care functions to the Maryland State Department of Education (MSDE). The Department subsequently established a statutorily-required Division of Early Childhood Development (DECD) to lead the state's early care and education system. The Division's responsibilities within MSDE and related early childhood services functions within other Divisions of MSDE include: Policies for pre-kindergarten and kindergarten; Head Start Collaboration Office; Child Care Licensing; Child Care Subsidy (policy, budget, and operation except case management); Nursery school approval, Judith P. Hoyer Program; Child Care Credentialing (trainer approval, accreditation support, tiered reimbursement; scholarship program); Child Care Resource and Referral Agencies; Family Support Center Network (Birth to 4 yrs.); Early Childhood Curriculum Project; Early Childhood Mental Health Consultation Project (consultation services, SEFEL training, Post-Master Certification Program); Inclusive Child Care Initiative; Program Administration Scale/Business Administration Scale (PAS/BAS); Early Learning Initiatives (e.g., VIOLETS, Early STEM); and Maryland EXCELS (starts 2012).

MSDE will be the fiscal agent for the Race to the Top-Early Learning Challenge grant (RTT-ELC), and MSDE's Division of Early Childhood Development will assume the oversight function for its implementation. Several other divisions within MSDE, particularly the Division of Special Education/Early Intervention Services, will work closely with DECD.

The Maryland State Board of Education, as an independent board, has governance over the operations of MSDE. MSDE, through the State Superintendent of Schools, is a member of the Children's Cabinet, chaired and staffed by the Governor's Office for Children. The addition of the Governor's Advisory Council on Early Childhood Education and Care in 2008, with the State Superintendent of Schools as its chair, strengthens the link between MSDE, as the lead agency and fiscal agent of this grant, and the other child-serving agencies on the Children's Cabinet.

MSDE works closely with the Department of Health and Mental Hygiene (DHMH) and the Department of Human Resources (DHR) on policy, procedural, and technology issues pertaining to services for young children who are under 6 years of age.

To sustain the successful state system beyond the grant period, the Division will include the ELC grant in its annual budget process, including ongoing leverage of grant funds for specified projects and targeted budget requests. MSDE will work closely with the Governor's Office for Children; the Joint Committee on Children, Youth, and Families; local school systems; and other relevant stakeholders to maintain the level of effort beyond 2015.

The Governor's State Advisory Council of Early Care and Education ("Early Childhood Advisory Council") will advise MSDE on the implementation of the grant. The Council serves as the link to the Governor's Children's Cabinet, which is made up of all child-serving agencies and staffed by the Governor's Office for Children. In addition, the interests of children with disabilities/developmental delays will be represented by the State Interagency Coordinating Council (SICC), which advises the Governor's Office on services affecting young children with disabilities.

In addition, the interests of the child care community, including family child care and center-based care, are represented in the statutorily required Office of Child Care Advisory Council. The Council, which was included in 2005 as part of the child care transfer law, advises the Division of Early Childhood Development, as the Division that houses the Office of Child Care (OCC), on policies that have an impact on child care providers. Immediately after the transfer in 2005, MSDE engaged the OCC Advisory Council to develop a three-year strategic plan for the purpose of reforming child care services in Maryland. The plan defined the work of the Division from 2006 to 2009 and helped strengthen the Division's role in overseeing all early care and education programs administratively and programmatically. By 2009, 80 percent of the plan was successfully implemented or in the process of being implemented.

All three Councils were involved in the development of the State Plan. The State Early Childhood Advisory Council served as the leadership team

Click on the icon to the right for organizational chart for (A)(3)(a)(1)

Selection Criterion Addressed: All selection criteria will be addressed by the governance and grants management structure.

11	Project 11 - Overall Grants Management	1/1/2012	12/31/2015
11.1	Recruit and Hire Staff	1/1/2012	7/1/2013
11.1.1	Request hiring freeze exemption for all positions	1/1/2012	3/1/2012
11.1.2	Prepare MS-22s (job descriptions) for each RTT-ELC position	1/1/2012	4/1/2012
11.1.3	Submit MS-22s to Human Resources for review and recruitment	3/1/2012	4/1/2012
11.1.4	Advertise for, interview and hire staff	3/1/2012	12/31/2012
11.1.5	Advertise for, interview and hire staff	1/1/2012	7/1/2013
11.2	Write and issue RFPs to implement grant activities	1/1/2012	3/31/2014
11.2.1	Identify RFPs needed by project/activity	1/1/2012	1/31/2012
11.2.2	Write RFP for each project/activity	2/1/2012	7/31/2013
11.2.3	Issue RFPs	4/1/2012	12/31/2013
11.2.4	Review and award	7/1/2012	3/31/2014
11.3	Track project progress, monitor activities, review and update MOUs, prepare and submit reports	1/1/2012	12/31/2015

Scope of Work
2012 - Maryland - SEA
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Effective Date: 9/27/2012

Code	Outcomes and Subtasks	Start Date	End Date
11.3.1	Monitor progress by activity, milestones and deliverables	1/1/2012	12/31/2012
11.3.2	Monitor fiscal tracking for each project and budget item	1/1/2012	12/31/2012
11.3.3	Review MOUs annually and update as needed	1/1/2012	12/31/2012
11.3.4	Update Governor's Advisory Council on Early Childhood Education and Care (ECAC), quarterly, on RTT-ELC activities and progress	5/1/2012	12/31/2012
11.3.5	Prepare annual reports to track progress in meeting, outcomes, milestones and deliverables	12/1/2012	12/31/2012
11.3.6	Monitor progress by activity, milestones and deliverables	1/1/2013	12/31/2013
11.3.7	Monitor fiscal tracking for each project and budget item	1/1/2013	12/31/2013
11.3.8	Review MOUs annually and update as needed	1/1/2013	12/31/2013
11.3.9	Update Governor's Advisory Council on Early Childhood Education and Care (ECAC), quarterly, on RTT-ELC activities and progress	1/1/2013	12/31/2013
11.3.10	Prepare annual reports to track progress in meeting, outcomes, milestones and deliverables	12/1/2013	12/31/2013
11.3.11	Disseminate annual reports to ECAC for review, comment, approval and submit to Federal office	1/1/2013	1/31/2013
11.3.12	Monitor progress by activity, milestones and deliverables	1/1/2014	12/31/2014
11.3.13	Monitor fiscal tracking for each project and budget item	1/1/2014	12/31/2014
11.3.14	Review MOUs annually and update as needed	1/1/2014	12/31/2014
11.3.15	Update Governor's Advisory Council on Early Childhood Education and Care (ECAC), quarterly, on RTT-ELC activities and progress	1/1/2014	12/31/2014
11.3.16	Prepare annual reports to track progress in meeting, outcomes, milestones and deliverables	12/1/2014	12/31/2014
11.3.17	Disseminate annual reports to ECAC for review, comment, approval and submit to Federal office	1/1/2014	1/31/2014
11.3.18	Monitor progress by activity, milestones and deliverables	1/1/2015	12/31/2015
11.3.19	Monitor fiscal tracking for each project and budget item	1/1/2015	12/31/2015
11.3.20	Update Governor's Advisory Council on Early Childhood Education and Care (ECAC), quarterly, on RTT-ELC activities and progress	1/1/2015	12/31/2015
11.3.21	Prepare annual reports to track progress in meeting, outcomes, milestones and deliverables	12/1/2015	12/31/2015
11.3.22	Disseminate annual reports to ECAC for review, comment, approval and submit to Federal office	1/1/2015	1/31/2015
11.3.23	Disseminate annual reports to ECAC for review, comment, approval and submit to Federal office	1/1/2016	1/31/2016