



Ohio 2012 Annual Performance Report Summary

Lead Agency: Ohio Department of Education

Participating State Agencies: Department of Job and Family Services, Department of Health, Department of Mental Health, Department of Developmental Disabilities, Governor's Office of 21st Century Education, Governor's Office of Health Transformation, Head Start Collaboration Office, Early Childhood Advisory Committee (ECAC)

Amount of Grant: \$69,993,362

Focused Investment Areas Addressed:

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Highlights of 2012 Accomplishments (excerpted from Executive Summary):

Focused, Accountable Leadership

Angel Rhodes was named as the RTT-ELC Early Education and Development Officer, within the Governor's Office of 21st Century Education. In Year 1, the RTTELC team engaged key stakeholders in key revisions and new development work related to child standards, program standards and the child assessment system. Ohio utilized critical feedback from a variety of stakeholders to inform the revision. Legislative changes strengthened the reforms related to participation in Ohio's tiered quality rating and improvement system, the early childhood comprehensive assessment system, as well as implementation of a common unique identifier for children in publicly-funded programs.

Common Statewide Tiered Quality Rating and Improvement System (TQRIS)

An interagency leadership group worked with a national expert to determine the guiding principles and framework for the revision and expansion of Ohio's program standards. Ohio revised its TQRIS, called Step Up To Quality (SUTQ) by expanding the current three tier system to a five tier system and revising the domains and standards within the TQRIS. The new SUTQ will be available for all early learning and development programs, district-operated and community-based preschools, and child care, family child care and Head Start programs. Programs will be phased into the system. Ohio will use a combination approach (tiers one through three are implemented through a building block method and four or five star ratings can be obtained by meeting additional standards). The new and revised program standards include: Learning and Development, Administrative and Leadership Practice, Staff Qualifications and

Professional Development; and Family and Community Partnerships. The tiers include newly developed standards for Family and Community Partnerships, Health Promotion, the new Early Learning and Development Standards birth to kindergarten entry and the new Early Childhood Comprehensive Assessment System. Program standards for family child care and center-based programs were included in the revisions.

Early Learning and Development Standards

Ohio crafted comprehensive Early Learning and Development Standards for children ages birth to kindergarten entry. Ohio engaged national, state and local experts to develop the standard, which were adopted by the State Board of Education in October 2012. These standards are the foundation for the TQRIS, the comprehensive assessment system and the professional development system. The new Early Learning and Development Standards address all essential domains of school readiness and are organized into the following domains: Approaches Toward Learning, Social-Emotional Development, Language and Literacy Development, Physical Well-Being and Motor Development, and Cognitive Development and General Knowledge (including math, science and social studies).

Comprehensive Assessment System (CAS) and Kindergarten Entry Assessment (KEA)

Ohio partnered with Maryland to design a new Early Childhood CAS that includes a formative assessment for children ages 36-72 months, a KEA, a technology framework and PD supports. Ohio and Maryland established a cross-state leadership team and a national Technical Advisory Council of assessment experts, and created draft assessment blueprints based on alignment of the two states' standards and other national standards. Ohio, Maryland and the cross-agency Ohio PD coordination committee developed a plan for providing extensive PD to support educators' use of the new Early Learning and Development Standards and new assessments. Ohio will implement the new formative assessment and KEA statewide in 2014-2015.

Workforce Knowledge and Competency Framework and Progression of Credentials

Ohio began revising the Workforce Knowledge and Competency Framework (CKC) to include the new Early Learning and Development Standards and revamped TQRIS model. Work began on revising and updating the current CKC Instructor Guide. External consultants have been secured to draft the bridging document (for CKC and K-12 educator standards) and the assessment of the progression and availability of degrees and credentials. Ohio plans to set up several sessions with two- and four-year higher education institutions to ensure effective and seamless communication and implementation.

Early Learning Data Systems

Ohio made progress in enhancing its existing Statewide Longitudinal Data System (SLDS) and a separate, coordinated, early learning data system that aligns and is interoperable with the SLDS. Ohio enacted legislation that requires the use of a common unique identification number for all children birth to five in publicly-funded programs; the same identifier will be used for children from preschool through post-secondary in district settings. The identifier will be assigned in 2013. Ohio completed the Early Childhood Data Integration Plan which provides a road map for ensuring that agencies can link and integrate data for programs, workforce and children. This project is embedded within Ohio's larger effort to link data through the P-20 data repository and the Integrated Eligibility and Health Human Services Business Intelligence Project, which focuses on broader data sharing across Health and Human Services agencies in Ohio. Ohio's new data system for SUTQ will collect program quality and licensing data across ODJFS and ODE, and the Ohio and Maryland EC-CAS data system will collect child assessment and demographic information and link to Ohio's SLDS.

Invitational Priority Projects

Ohio began the Sustaining in the Early Grades demonstration project which will implement SPARK Ohio and Ready Schools in three rural communities. Two focus areas are ensuring private sector leaders are

working with early learning and development leaders to align local, regional and state policies and reviewing and discussing improvements and variables in Ohio's early childhood financing and payments systems. The Ohio Business Roundtable has been instrumental in engaging national experts and state and local leaders to support effective implementation of the Ohio Early Learning Reform agenda.