Early Learning and School Readiness Updates

October 2012

Presented by

Office of Early Learning and School Readiness

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Welcome

- This presentation will be presented on October 1 and 4, 2012
- It will be posted on the website following the presentation along with the handouts

Today's Agenda

- Early Childhood Education Entitlement Program Requirements and Updates
- IMPACT Requirements
- Preschool Special Education Program Requirements and Updates
- Race to the Top: Early Learning Challenge Grant

3

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Early Childhood Education Entitlement Program

Requirements and Updates

4

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Early Childhood Education (ECE) Entitlement

- Our ECE programs fund 5,700 children
- Program is available to families with incomes 200% or below federal poverty level

5

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ECE Participants FY 2012

- **Income-eligible children:** 9,379
- **English language learners:** 66
- **Students with disabilities:** 1,368
- **3-year-olds:** 2,707
- **4-year-olds:** 5,865
- **5-year-olds:** 807

6

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ECE Goals

- ECE programs follow Ohio's Early Learning Program Guidelines
- Leaders and educators create strong foundation for children's healthy development
- Leaders and educators contribute to children's growing intellectual/social abilities: motivation for learning.

Legislation

- Administration may not exceed 15 percent of program budget
- *Must* develop sliding-fee scale for ECE program
- *Must* charge families for ECE program above 200% of the Federal Poverty Level (FPL)

Legislation

- **Teacher Qualification Requirements**
  - 50% of all teachers must possess a Bachelor's degree in ECE or a related field as approved by the Department

9

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Legislation

- Meet and report compliance with Early Learning Program Guidelines
- Identify and adopt written curriculum describing developmentally appropriate activities
- Use evidence-based criteria in curriculum selection
- Align curriculum to Ohio's Early Learning Content Standards

10

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Budget Revisions in the CCIP

- All final budget revisions for the ECE entitlement grant must be submitted in the CCIP *NO LATER THAN May 31, 2013* for approval.

11

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Program Requirements

- Child Data
  - Get It, Got It, Go! (GGG)
  - Health and Developmental Screenings
  - Ages and Stages Questionnaires: Social and Emotional
- Program Data
  - Program and Site Data
  - IMPACT & On-Site Monitoring

12

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GGG Administration and Reporting

- Training provided by SST early childhood personnel (only authorized trainers)
- GGG administration windows
  - Fall 2012: Beginning of school year through Nov. 14
  - Spring 2013: March 23 through May 1
- Deadlines for reporting GGG results to ODE
  - Follow EMIS processing schedule

13

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Health and Developmental Screening &Tuition/Fees Survey

- ODE provides template for documenting program-level health and developmental screening data
- Questions on sliding-fee schedules
- Submit data, via online survey, to ODE by *May 3, 2013* (the department will send out an e-mail when the survey site is open)

14

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FY2012 Data Results

- Assessment reports available by district on ODE's website
- Access reports via the Interactive Local Report Card area at *education.ohio.gov*

15

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ECE GGG – FY 2011

Test	Test Time	N	Mean
Picture Naming	Fall	7734	21.01
	Spring	7734	25.81
Rhyming	Fall	4101	7.14
	Spring	4101	11.10
Alliteration	Fall	3055	4.41
	Spring	3055	7.60

16

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Health and Developmental Screenings FY2012

- **Children receiving Health & Developmental screenings this year slightly less than last year**
  - 86-87% of children received screenings in most health and developmental areas
- **Dental, lead and hemoglobin screenings continue to be challenging for programs**
  - 76% of children received dental screenings
  - 61% of children received lead and hemoglobin screenings

17

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EMIS

- Connect with your EMIS coordinator
- Review reporting requirements
- Discuss timelines and due dates

18

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EMIS

- How Received Code “E”
- Preschool Poverty Element
- Age eligibility
- GGG: K and N reporting periods
- ASQ:SE: K reporting period

19

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IMPACT Requirements for ECE and PSE Programs

20

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Integrated Monitoring Process and Continuous Improvement Tool (IMPACT)

- Components are constructed to assist you in fully engaging in a continuous improvement process that will be supportive of children and families in the programs you serve
- Please contact SST early childhood personnel or an ODE consultant with questions regarding IMPACT
- IMPACT tool may be found at *education.ohio.gov (enter "IMPACT" in search box)*

21

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IMPACT

- Due to ODE ***May 3, 2013***
  - FY 2013 Cover Sheet
  - FY 2013 Continuous Improvement Goal Sheet
  - Compliance Requirement Scoring Sheet
  - Performance Indicator Scoring Sheet
- Keep on file all forms other documentation and forms including:
  - Written Plan for Continuous Improvement
  - Forms A-D

22

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Program Monitoring

- IMPACT Monitoring will continue this year for Programs in the form of
  - Desk Audits
    - ODE Consultants will review Early Learning Program Guideline compliance and other legislative requirements
    - ODE will request a corrective Action Plan for any non-compliant findings

23

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Program Monitoring

- Onsite Visits for ECE programs
  - 3 year rotation cycle for ECE programs
  - ODE Consultants will review Early Learning Program Guideline compliance and other legislative requirements during the onsite visit
  - ODE will request a corrective Action Plan for any findings

24

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Preschool Special Education Programs

25

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What We'll Cover

- Indicators 6, 7 and 12
- IDEA Monitoring
- EMIS Updates
- Waivers
- Units On-Line Application
- Operating Standards Revisions
- Data Collection Guidance and Forms

26

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Indicator #6

- Percent of children aged 3 through 5 with IEPs attending a:
  A. regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (includes programs with 50% of children with disabilities and 50% of typically developing children)

Indicator #6

- Percent of children aged 3 through 5 with IEPs attending a:
  B. Separate special education class, separate school or residential facility

Indicator #6

- Ohio's 2011-12 Data
  A. 56.09% of children were in a regular EC program
  B. 43.91% of children were in a special education setting

29

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Indicator #6

- Performance Indicator
- 2011-12 first year to set target and report

30

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Indicator #7

- Percent of preschool children with IEPs who demonstrate improved:
  A. Positive social emotional skill
  B. Acquisition and use of knowledge and skills
  C. Use of appropriate behaviors to meet their needs

31

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Indicator #7

- Performance indicator
- Improved data quantity and quality
- Webinars available
- Alternate form available
- Part of the IDEA review
- TA available from SSTs

32

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Indicator #7

- Early Childhood Outcomes Webinars are found: https://www.csnp.ohio-state.edu/login.cfm

1. Name of Webinar: **Introduction to the Early Childhood Outcomes Summary Form**

   Address: http://www.csnp.ohio-state.edu/csnp/h_admin/PSSEdocs/docs/ECOSF-1-narrated.zip

2. Name of Webinar: **Documenting Evidence on the ECOSF: An Alternate Approach**

   Address: http://www.csnp.ohio-state.edu/csnp/h_admin/PSSEdocs/docs/ECOSF-2-narrated.zip

33

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Indicator #7

Alternate ECO Form

- Found on the ODE website: www.education.ohio.gov
- Look in the Early Learning and School Readiness Documents
- **Posted by October 15, 2012**

34

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Indicator #12

- Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

35

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Indicator #12

- Compliance Indicator
- 99.6% of Ohio's children met this indicator in 2010-11
- Data entry issues often the reason for non-compliance
- Keep up the good work

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Special Education Profile

(Based on the Office of Special Education Programs (OSEP) Indicators)

- Actions, explanations and/or resources now included if target "not met" or if a non-compliance is noted

37

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IDEA Monitoring

- Communication with Districts
- Early Childhood Coordinators Involvement
- New this year: Early Childhood Outcome Summary Forms (ECO) will be reviewed

38

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EMIS issues

- ECO to be completed within 30 days of enrollment or by end of reporting period, whichever is first
- Initial Evaluation Team Report (ETR) does not result in eligibility but a subsequent ETR makes them eligible

39

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Waivers

- Updated form on the ODE website (www.education.ohio.gov, in the search box enter, ***Early Learning Documents***)
- Granted on conditional basis
- Critical to include all elements (Board minutes from both entities if ESC or DD and Superintendent signatures)
- Missing elements due within 6 weeks of conditional waiver approval

40

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Waivers cont.

- Waivers are required for classrooms that
  - Exceed 8 children with disabilities enrolled
  - Exceed16 children enrolled
  - Exceed an itinerant teacher caseload of 20 for full time, 10 for half time, and 4 for a combination class/itinerant teacher

41

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Unit Funding Application

- The unit funding application was posted September 27, 2012
- It is due October 23, 2012

42

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Operating Standards Revision

- Examples of proposed Operating Standards revisions:
  - Required reevaluation of children prior to K only when a change of category is needed
  - Clarification of when a regular education teacher must be part of the Evaluation and IEPs teams

43

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Operating Standards Revision

- Clarification of the 4 methods of assessment (norm referenced, criterion referenced, interview, observation) and when they must be employed
- Clarification of district requirements to provide transportation to preschoolers with disabilities

44

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Data Collection Guidance and Optional Forms

- Data Collection Guidance (updated)
- Data Collection Form (new)

Forms found on the ODE website (www.education.ohio.gov in the search box enter, ***Early Learning Documents***)

45

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Ohio's Race to the Top Early Learning Challenge Grant

46

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What is the Early Learning Challenge?

- Voluntary, competitive federal initiative
- Partnership between U.S. Departments of Education and Health and Human Services
- Addresses needs of most vulnerable children
  - Low income
  - Children with Disabilities
  - English Language Learners
- Focused on system building not program expansion

Ohio's Goals for Results

- 1,300 already funded settings rated as high quality
- 37,000 additional high needs children in these highly rated programs
- Closing kindergarten readiness gap by 5% for high needs children
- By 2020, Ohio will only purchase services in high quality settings.

Governor's Reform Agenda

- Break Down Silos Within State Government to Promote Innovation and Efficiencies
  - Early Education and Development Officer
  - Early Childhood Advisory Council
  - Early Education and Development Innovation Committee
  - Project Teams
- Define Kindergarten Readiness to Support Learning and Development
- Get Better Results for High Needs Children
  - Define assessments and outcomes to be used across all programs
  - Increase quality
  - Allow flexibility and innovation

Tiered Quality Rating and Improvement System (TQRIS)

What is a Tiered Quality Rating and Improvement System?

A monitoring and continuous improvement process for early learning and development programs that:

- Utilizes a rating or symbol to promote consumer education and awareness
- Includes a common way to assess program quality across all early learning and development programs
- Helps programs move from health and safety standards to higher program quality standards

51

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Ohio's TQRIS

- All publicly funded program types participate
- Expanded program standards
- Test incentives
- Cost and validation study
- Expanded teacher scholarships to obtain CDAs, AAs and BAs

52

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Timeline for Participation in TQRIS

Program	Statewide Total Programs	Begin Participation	All Programs Rated
Early Childhood Education (State PK)	203 Grantees/ 332 Sites	FY14	FY16
Preschool Special Education	335 Entities/ 493 Sites	FY14	FY18
Subsidized Child Care in Centers	2,074	Already Participating	FY20
Subsidized Child Care in Small Family Child Care Homes	6,600	FY15	FY20

Ohio's Guiding Principles for TQRIS

- Single definition of QUALITY (procedures, verification, etc.)
- Inclusive of all programs
- Based on evidence
- Differentiated
- Measurable
- Essential – things with most significant impact
- Achievable and sustainable (promote continuous improvement)
- Simple, understandable, clear
- Flexible on how achieved
- Meet commitments in the ELCG

Approach

- Domains
  - Learning and Development
  - Staff Qualifications and Professional Development
  - Family and Community Partnerships
  - Administrative and Leadership Practices
- Additional Points
  - Accreditation Points
  - Ratio and Group Size

55

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Approach

- Combination Model
  - Building Block at Levels 1-3
  - Total points earned determines rating at Levels 4 & 5
    - All standards at level 3 must be met
    - At least one point in each of the 4 domains must be earned
  - Allows flexibility
- Multi-year Ratings for Highly Rated Programs
- Validation Study to Follow

56

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Learning and Development Domain

Step One	Step Two	Step Three	Points for Steps Four and Five
Curriculum and Planning Program engages in a process to identify an evidence-based, aligned, comprehensive curriculum that is developmentally appropriate and each classroom has a copy of the Early Learning and Development Standards. Teachers utilize a dated, written plan of activities.	Curriculum and Planning Program obtains a curriculum an evidence based comprehensive curriculum that is developmentally appropriate. Each teacher has daily access to a copy of the curriculum.	Curriculum and Planning Program implements a written, evidence-based comprehensive curriculum aligned with the Early Learning and Development Standards and maximizes growth across a broad range of developmental and content areas.	Curriculum and Planning Teacher's written plans reflect the needs/abilities/interests of children and address all developmental domains. (5 points) Program updates and rotates materials to support the activities in the written plans and the needs/interests and abilities of children. (3 points)
Child Screening & Assessment Program (except those serving school age children exclusively) engages in a process to identify a developmentally appropriate screening tool that is valid and reliable and identifies staff to be trained to administer, score and use the instrument appropriately.	Child Screening & Assessment Program (except those serving school age children exclusively) obtains a developmentally appropriate screening tool and staff are trained to administer, score, and use the instrument appropriately.	Child Screening & Assessment Program ensures that all children (except those serving school age children exclusively) receive a developmental screening that is valid and reliable within 60 business days of entry into the program and annually thereafter. Necessary referrals are completed within 90 days of identification of need and the results are formally communicated with families. Program assesses children using formal and informal methods on an on-going basis. Formal results are shared with families.	Child Screening & Assessment Ongoing child assessment results are used to inform instruction. (5 points) Assessment results are formally shared with families at least twice a year. (4 points)
Classroom Environment Program engages in a process to determine the quality of the classroom environment and the quality of adult-child interactions by selecting a self-assessment tool addressing measures of quality.	Classroom Environment Each classroom completes an annual self-assessment related to the quality of the classroom environment and the quality of adult-child interactions.	Classroom Environment A designated score is obtained from a reliable rater on an observational tool related to the classroom environment and/or adult-child interactions. Each classroom identifies an area for improvement and creates action steps based on the results of annual self-assessment.	Classroom Environment Teacher documents progress on action steps and evaluates effectiveness of desired improvements. (4 points)

57

Timeline

- Public Comment
  - October 2012
- Final Standards Completed
  - November 2012
- Develop Guidance Document, Forms, Tools
  - November 2012 – January 2013
- Professional Development
  - Available January 2013
- Begin developing family child care standards
  - January 2013

58

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How will ODE Programs Shift From IMPACT to SUTQ?

- ODE programs will be rated in SUTQ on a phased in schedule
- Those programs selected to be rated in 2013-14 will be contacted in Spring 2013 and have opportunities for PD around new program standards
- Programs not being rated in 2013-14 will also be provided overview of program standards and process for documenting compliance and continuous improvement

59

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Ohio Early Learning and Development Standards

60

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Revision Process and Timeline

Task	Timeline
Cross-agency state leadership team convened with national experts	December 2011 and January 2012
Writing teams convened	January and February 2012
Posted revised standards for public comment and conducted focus groups	May to June 2012
Revised standards based on public comment	May to August 2012
State Board of Education Adoption	October 2012

61

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Existing Ohio Standards

- Ohio's Infant Toddler Guidelines
- Ohio Pre-K Content Standards
- Ohio K-12 Content Standards and Common Core State Standards

62

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Essential Domains of School Readiness

- Language and Literacy Development
- General Knowledge and Cognitive Development (includes Mathematics, Science, and Social Studies)
- Social and Emotional Development
- Approaches Toward Learning
- Physical Well-being and Motor Development

63

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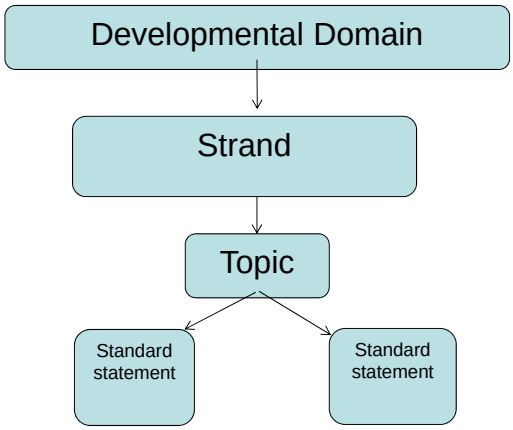
New Early Learning and Development Standards Format



64

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Example

Domain: General Knowledge & Cognitive Development – Mathematics
Strand: Number & Number Sense
Topic: Number Sense & Counting

Infants (Birth to 8 mo.)	Younger Toddlers (6-18 mo.)	Older Toddlers (16-36 mo.)	Pre-Kindergarten (3-5 years)
Explore objects and attend to events in the environment.	Pay attention to quantities when interacting with objects.	Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.	Count to 20 by ones with increasing accuracy.

Structure of Standards

- **Domain:** Area of Development
- **Strand:** Content/Developmental Area within each developmental domain
- **Topic:** Aspects of the Content/Developmental Area within each strand or content area
- **Standard Statement**: Those concepts and skills young children should know and be able to do at the end of the Infant/Toddler age bands and for preschool prior to kindergarten entry

Timeline for Early Learning and Development Standards (ELDS) Implementation

2012-2013

- Teachers become familiar with standards
- Professional Development designed and deployed
- Model curriculum are developed with partner state agencies

2013-14

- New ELDS should be fully integrated into early childhood programs
- Deploy professional development supports based on standards

67

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Early Childhood Comprehensive Assessment System (EC-CAS)

Ohio and Maryland Collaboration

68

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EC-CAS Purpose

- Support children's development and academic achievement to improve educational outcomes
- Measure the progress of children in all essential domains of school readiness

69

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EC-CAS: The Scope

- Two assessment components:
  - Formative assessments (36-72 months)
  - Kindergarten Entry Assessment (fall of K year)
- All domains of school readiness
- ONE Comprehensive Assessment System with built-in accommodations for ALL students
- Valid and reliable to measure growth over time
- Aligned to State and National standards
- Validated by national expert panel

70

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Additional Components

- Professional development to support administration and use of the assessment
- Technology framework to provide online resources and tools

71

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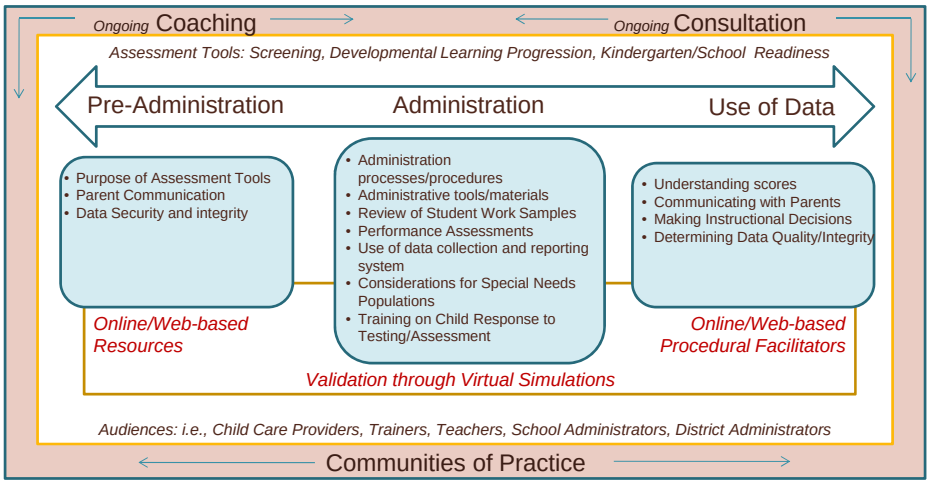
Technology-Supported System of Preparation, Development, and Support for the Early Childhood Comprehensive Assessment System



72

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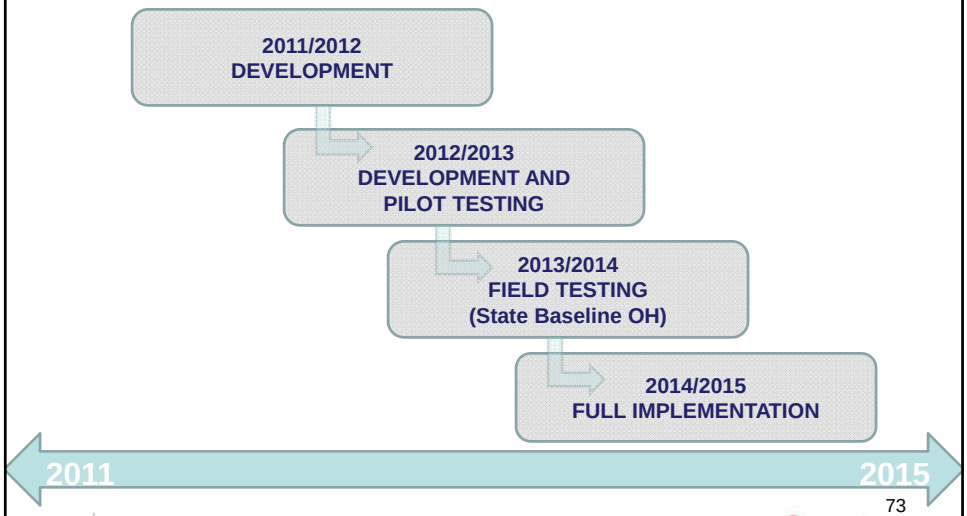
EC-CAS TIMELINE



Supporting and Developing Workforce

- Support use of standards and assessments
- English Language Learner Advisory Group
- Health Promotion Consultants and Early Childhood Mental Health Consultants
- Educator competencies
- Promote Core Knowledge and Competencies

Contact Information

- General Questions
  elsr@education.ohio.gov
- ECE Questions
  – Helen O'Leary, Educational Consultant
  Helen.oleary@education.ohio.gov
- PSE Questions
  – Connie Prairie, Educational Consultant
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75

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Questions and Answers

76

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Thank You

77

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