

EXECUTIVE SUMMARY

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Ohio has made on-time and expected progress toward its project activities and objectives since the October 1, 2020 award date. As a reminder, Ohio outlined three major objectives and four activities for the grant. For this reporting period of March 1, 2022 – February 28, 2023, all project goals are on target to being fully met by the end of original grant Year Three on September 30, 2023.

Fellow Demographic Information

In cohort 1, now in Year 2 of the Fellowship, we have 10 participants. Of those ten,

- Nine (90%) are women and Caucasian, although the cohort started with more racial diversity than it as now;
- One (10%) has between 0 and 2 years' experience, while 40% have between 3 and 5 years, 20% have 6 – 10 years, and 20% have ten or more years' experience working with young children with disabilities;
- Six Fellows (60%) are from Birth – age three while the remaining 40% are from ages 3 – 5. Fellows selected from K – grade 3 are no longer in the program; and
- 60% are managers in community programs while 30% are building administrators and 10% are teachers in public school districts.
- Twelve started the cohort 1 Year 1 Learning Experience and 10/12 (83.3%) will complete the two year Fellowship, having met all requirements.

In cohort 2, now in Year 1 of the Fellowship, we have fifteen participants. Of those 15,

- All (100%) are women;
- 73% are Caucasian;
- Six Fellows (40%) has between 0 and 2 years' experience, while 33% have between 3 and 5 years, and 13.5% have 6 – 10 years, and 13.5% have ten or more years' experience working with young children with disabilities;
- Five fellows are from Birth – age three while the remaining two-thirds are from preschool or preschool and older; and
- Six (40%) are managers in community programs while the remaining nine (60%) work as building managers or teachers.
- Sixteen started the cohort 2 Year 1 Learning Experience and 15/16 will complete the Year 1 Experience, with the one 'leaver" moved to cohort 3.

The approaches being used in Year 1 of Ohio's Early Childhood Inclusive Leadership Fellowship include a set of critical core competencies, a menu of online and self-directed learning opportunities by competency area, monthly virtual training and discussions through a Community of Practice, and the selection of a problem of practice. In Year 2, fellows complete a plan, goals, and agendas for monthly meetings with a mentor while they research and create a solution to their identified problem of practice; then a presentation of their findings at a statewide conference for elementary school administrators.

By objective and goal, the work completed and in progress are summarized below.

Timelines and Milestones by Project Objectives, Activities, and Grant Year	
Objective1: Create an effective and efficient model of personalized learning that will consist of face-to-face and online training, use of the internet and other technologies designed to create and sustain an effective network of support for early childhood leaders, implementation of coaching and mentoring to provide ongoing support, and implementation of job-embedded activities and assignments designed so that project participants can apply what they are learning to their work with peers, colleagues, and families.	
Activity 1: Professional Learning Experience (PLE)	
Communicate	Engage the Project Advisory Board (Year 1) COMPLETE Contract with Organizational Partners (Year 1) COMPLETE Complete initial presentations with EIA, SAPEC, & ECAC (Year 1) COMPLETE
Develop	Work with Organizational Partners to create content (Year 1) COMPLETE Take drafted content to Project Advisory Board for input (Year 1) COMPLETE Revise content based on input (Year 1) COMPLETE Pilot test drafted content (Year 1) COMPLETE Finalize PLE content across multiple modalities (Year 1) COMPLETE Revise PLE content based on evaluation (Years 2 – 4) IN PROGRESS
Implement	Contract for needed technology platform(s) (Year 1) COMPLETE Finalize menu of professional learning options (Year 1) COMPLETE Deliver PLE for cohort 1 (Year 2) COMPLETE Adjust delivery of PLE, as needed, based on evaluation (Year 2) COMPLETE Deliver PLE for cohort 2 (Year 3) IN PROGRESS Adjust delivery of PLE based on evaluation (Year 3) UPCOMING Deliver PLE for cohort 3 (Year 4) UPCOMING Finalize content of PLE, as needed, based on evaluation (Year 4) UPCOMING
Evaluate	Create Needs Assessment surveys (Year 1) COMPLETE Create pre-test materials for participants (Year 1) COMPLETE Collect data before, during, and after PLE by cohort (Years 2 – 4) IN PROGRESS Analyze data collected from PLE by cohort (Years 2 – 4) IN PROGRESS
Report	Quarterly reports on progress to EIA, SAPEC, & ECAC (Years 1 – 5) ONGOING Annual performance reports to OSEP & post on website (Years 1 – 5) ONGOING
Activity 2: Mentoring Experience (ME)	
Communicate	Engage the Project Advisory Board (Years 1 - 5) ONGOING Contract with Organizational Partners (Years 1 - 5) ONGOING
Develop	Work with Organizational Partners to identify roles and responsibilities of mentors and fellows for ME (Year 2) COMPLETE Take drafted content to Project Advisory Board for input (Year 2) COMPLETE Revise content based on input (Year 2) COMPLETE Revise ME content based on evaluation (Years 3 – 5) IN PROGRESS
Implement	Deliver Mentoring experience to cohort 1 (Year 3) IN PROGRESS Adjust delivery of ME, as needed, based on evaluation (Year 3) IN PROGRESS Deliver Mentoring experience to cohort 2 (Year 4) UPCOMING Adjust delivery of ME, as needed, based on evaluation (Year 4) UPCOMING Deliver Mentoring experience to cohort 3 (Year 5) UPCOMING Finalize content of ME, as needed, based on evaluation (Year 5) UPCOMING
Evaluate	Create pre-test materials for participants (Year 2) COMPLETE

	<p>Collect data before, during, and after ME by cohort (Years 3 – 5) IN PROGRESS</p> <p>Analyze data collected from ME by cohort (Years 3 – 5) IN PROGRESS</p> <p>Revise mentoring experience based on data analysis (Years 3 – 5) IN PROGRESS</p>
Report	<p>Quarterly reports on progress to EIA, SAPEC, & ECAC (Years 1 – 5) ONGOING</p> <p>Annual performance reports to OSEP (Years 1 – 5) ONGOING</p>
<p>Objective 2: Recruit and retain participants from high-need school districts and feeder Early Intervention programs who will complete a two-year learning and mentoring experience that will culminate in the identification and resolution of a relevant problem of practice to improve services to young children with disabilities and their families.</p>	
<p>Activity 3: Recruit and Retain Participants for Early Childhood Inclusive Leadership Fellowship</p>	
Communicate	<p>Engage the Project Advisory Board (Years 1 - 5) ONGOING</p> <p>Engage the Targeted districts and EI programs (Years 1 – 5) ONGOING</p>
Develop	<p>Create & deploy communications for recruitment (Years 1 – 4) IN PROGRESS</p> <p>Create application forms, process, and scoring rubric (Year 1) COMPLETE</p> <p>Take drafted communications to Project Advisory Board for input (Year 1) COMPLETE</p> <p>Revise communications based on input (Year 1) COMPLETE</p> <p>Revise communications based on evaluation (Years 2 – 4) IN PROGRESS</p> <p>Establish criteria & process for paying participant stipends (Year 1) COMPLETE</p>
Implement	<p>Recruit & select participants for cohort 1 (Year 1) COMPLETE</p> <p>Adjust recruitment & selection processes, as needed, based on evaluation (Year 2)</p> <p>Recruit & select participants for cohort 2 (Year 2) COMPLETE</p> <p>Adjust recruitment & selection processes, as needed, based on evaluation (Year 3) IN PROGRESS</p> <p>Recruit & select participants for cohort 3 (Year 3) IN PROGRESS</p> <p>Adjust recruitment & selection processes, as needed, based on evaluation (Year 4) UPCOMING</p>
Evaluate	<p>Create formative assessments for participants (Year 1) COMPLETE</p> <p>Collect data before, during, and after about supports and retaining participants by cohort and across experiences (Years 2 – 5) IN PROGRESS</p> <p>Analyze data collected by cohort (Years 2 – 5) IN PROGRESS</p> <p>Revise recruitment and retention activities based on data analysis (Years 2 – 5) IN PROGRESS</p>
Report	<p>Quarterly reports on progress to EIA, SAPEC, & ECAC (Years 1 – 5) ONGOING</p> <p>Annual performance reports to OSEP (Years 1 – 5) ONGOING</p>
<p>Objective 3: Align the competencies for knowledge, skills, and leadership across Ohio’s state agencies, early childhood and school professional development providers, Institutes of Higher Education, and professional organizations to identify and implement a cohesive, comprehensive, and coordinated set of standards for professionals working with children with disabilities and their families in their formative years.</p>	
<p>Activity 4: Create a set of core competencies for professionals working with children with disabilities and their families in early childhood</p>	
Communicate	<p>Engage the Project Advisory Board (Years 1 - 5) ONGOING</p> <p>Contract with Organizational Partners (Years 1 - 5) ONGOING</p>
Develop	<p>Work with Organizational Partners to identify all sets of competencies that should be considered for alignment (Year 1) COMPLETE</p>

	Take drafted alignment to Project Advisory Board for input (Year 1) COMPLETE Revise content based on input (Year 2) COMPLETE
Implement	Utilize aligned competencies with cohort 1 (Year 2) COMPLETE Utilize aligned competencies with cohort 2 (Year 3) IN PROGRESS Utilize aligned competencies with cohort 3 (Year 4) UPCOMING
Evaluate	Create pre-test materials for participants (Year 1) COMPLETE Collect data before, during, and after use by cohort (Years 2 – 4) IN PROGRESS Analyze data collected from use by cohort (Years 2 – 4) IN PROGRESS Finalize content of aligned competencies, as needed, based on evaluation (Year 5) UPCOMING
Report	Quarterly reports on progress to EIA, SAPEC, & ECAC (Years 1 – 5) ONGOING Annual performance reports to OSEP (Years 1 – 5) ONGOING

In summary, Ohio’s Early Childhood Inclusive Leadership Fellowship has had a very successful Year Three of the grant. Since July 2022, the state team has brought ten cohort 1 Fellows through their second and final year of the program. The Fellowship will culminate in Fellows presenting their problems of practice and solutions at the Ohio Association of Elementary School Administrators’ statewide conference on June 15, 2023. This is the first year of the Mentoring Experience and the resources created, structure, and mentor pairings have all been well received and highly praised by the participants. End of the Year surveys will be provided to all mentors and Fellows to provide grant leadership with areas of opportunity for improvement.

Moreover, the state team has been running the Learning Experience for fifteen cohort 2 Fellows. In implementing changes based on cohort 1 Year 1 Learning Experience surveys, the Learning Experience was changed slightly to provide more frequent reminders of the requirements, more time to engage with the content delivery teachers, and more feedback regarding evolving problems of practice. This group of Fellows will complete Year 1 in June 2023 and move onto Year 2 with paired mentors.