



Child, Program and Family Outcomes

**Technical Assistance
Document**

for

**Early Childhood Education Programs
operated by Public School Districts
and Educational Service Units**

Nebraska Department of Education
Nebraska Children and Families Foundation/Sixpence
July 2010

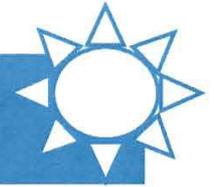
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For information about the
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Results Matter in Nebraska



This technical assistance document is intended for use by teachers, practitioners, and program administrators who are responsible for measuring and reporting child, program and family outcomes. Unless otherwise noted, these requirements apply to all children birth to age five enrolled in any public school district (hereafter referred to as district) or Educational Service Unit (ESU) early childhood program and/or service.

Results Matter in Nebraska is a child, program, and family outcomes measurement system designed and implemented to improve programs and supports for all young children birth to age five (B-5) served by districts and their community partners, which may include Head Start and other community early childhood programs.

Districts and ESUs are expected to serve children within inclusive classrooms that represent a full range of abilities and disabilities and the social, linguistic, and economic diversity of families within the community.

Results Matter is responsive to Nebraska Department of Education (NDE) Rule 11–Regulations for Early Childhood Programs, Rule 51–Regulations and Standards for Special Education Programs, and the federal mandate of the Individuals with Disabilities Education Act (IDEA) Part C (birth to age three) and Part B-619 (ages three to five).

Measuring Progress

Results Matter measures child progress and program quality to accomplish these purposes:

- improve experiences, learning, development, and lives of young children birth to age five and their families;
- inform program practices;
- demonstrate program effectiveness;
- guide the development of local and state policies and procedures; and,
- provide data to demonstrate results.

Progress for **child outcomes** is measured by developmental domain and by functional outcome. The three functional outcomes are:

1. positive social skills and relationships;
2. knowledge and problem solving; and,
3. self-help and initiative.

Progress for **program quality** is measured by the results of the environment and language and literacy rating scales. The rating scales measure how the classroom environment supports children’s physical, cognitive, social-emotional, and language and literacy development.

Progress for **family outcomes** is measured by the percent of families who indicate through a survey that participation has positively influenced their involvement in the early childhood program and helped improve outcomes for their children.

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NDE Early Childhood Results Matter Matrix (Birth to Age 5)*

| PROGRAM CODE | CHILD OUTCOMES | | | PROGRAM OUTCOMES | | | FAMILY OUTCOMES | DISSEMINATION OF PROGRAM RESULTS |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------|----------------------------------|
| | Child Outcome Measures (Creative Curriculum, High/Scope, AEPS) | Online Subscription (Creative Curriculum, High/Scope, AEPS) | Fidelity Process (Fidelity Plan & Reliability Check) | Program Quality Measures (ECERS-R, ITERS-R, ELLCO-Pre-K) | Annual Self-Assessment (ECERS-R, ITERS-R, ELLCO-Pre-K) | Reliable Observer Onsite visit (ECERS-R, ITERS-R, ELLCO-Pre-K) | Family Survey or KIPS and HOME-SF | Annual Dissemination |
| (See Appendix A to identify program code.) | | | | | | | | |
| EC0001 Districts in year 1 or 2 of grant funding | X | X | X | X | | X | Periodically | X |
| EC0002 Districts in year 3 or beyond of grant funding | X | X | X | X | X | Random onsite observation | Periodically | X |
| EC0003 Districts in year 1 or 2 of program approval (non grant) | X | X | X | | | | Periodically | X |
| EC0004 Districts in year 3 or beyond of program approval (non grant) | X | X | X | X | Starting in year 4 of program approval | Random onsite observation starting in year 4 | Periodically | X |
| EC0005 Birth to 3 endowment (Sixpence) funding | X | X | X | X | | X (annually) | KIPS HOME-SF | X |
| Districts and ESUs serving children B-5 with IFSPs/IEPs in school, home, or community-based settings | X | X | X | | | | X (Part C, annually) X (Part B, periodically) | X |

* Individual programs may have additional requirements from other funding sources.

KEY: X = Activity is a requirement

Shaded areas = No requirement to complete the activity

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Child Outcomes



Child Outcome Measures

Results Matter in Nebraska calls for child outcomes assessment that

- is based on ongoing observation of children engaged in real activities, with people they know, in natural settings;
- reflects evidence-based practices;
- engages families and primary care providers as active participants;
- integrates information gathered across settings;
- is individualized to address each child's unique ways of learning;
- informs decision about day-to-day learning opportunities for children; and,
- reflects that development and learning are rooted in culture supported by the family.

Each district and ESU is required to subscribe and participate in the Results Matter child outcomes system for **all children birth to age 5** using one of the following curriculum-based online child measurement tools:

- High/Scope Child Observation Record (OnlineCOR.net)
- Creative Curriculum Developmental Continuum (CreativeCurriculum.net)
Note: Creative will be replaced with Teaching Strategies GOLD in Summer 2011. Use of GOLD is optional for 2010, but will be required in 2011 (see Appendix B).
- Assessment, Evaluation, and Programming System (AEPSi.com)

Online Subscription

The subscription window will be open August 1 – September 30 each year. Based on the NDE Master List for Results Matter, online managers in each district will be contacted by the appropriate publisher to determine how many total children birth to age five they anticipate in their early childhood programs for the upcoming year. The publisher will email a subscription agreement to the district to sign and return with payment, based on the number of children projected to be served. The cost per child per year under the NDE administrative umbrella for 2010-11 is:

- OnlineCOR.net = \$9.45 per child per year, 10% of children archived free, \$0.75 per child archive fee for number of children above 10%
- CreativeCurriculum.net = \$10.95 per child per year, no additional cost for archived children
- AEPSi.com = \$12.00 per child per year, 10% of children archived free. \$1.00 per child archive fee for number of children above 10%

The following funding sources may be accessed, as appropriate, to cover the district cost:

- Local district resources, including TEEOSA
- Early Childhood Education Grant Program – Ages 3 to 5

- Early Childhood Education Endowment Program – Ages Birth to 3 (Sixpence)
- Title 1 (for eligible programs)
- Individuals with Disabilities Education Act (IDEA) base and enrollment/poverty (for children with IFSPs/IEPs)
- Partner Agencies (Head Start, community-based programs, etc)
- Parent fees
- Private funders

Fidelity Process

The Results Matter Fidelity Process is designed to assure the reliability and validity of assessment practices using the three Results Matter tools. The process consists of two parts:

1. Each district, ESU and special education cooperative is responsible for submitting a Results Matter **Fidelity Plan** for child outcomes each fall. The one-page Fidelity Plan describes and documents how the district, ESU or agency will support and supervise teachers/practitioners in maintaining the reliability and validity of child observation data collected.
2. The **Reliability Check** is required to be completed annually by **each** teacher/practitioner responsible for administering and scoring child observations online for children birth to age five.

Procedures for Child Data Collection and Online Reporting

The requirements for child data collection and online reporting are intended for use by teachers, practitioners, and program administrators who are responsible for measuring and reporting child progress. Unless otherwise noted, the requirements apply to all children birth to age five enrolled in district or ESU early childhood programs and services. This includes all districts and ESUs that serve children in one or more of the following programs:

- Early Childhood Education Grant Programs—Ages 3 to 5
- Early Childhood Education Endowment Programs—Ages Birth to 3 (Sixpence)
- Early Childhood Special Education
- Early Development Network
- District and ESU early childhood programs not receiving grant funds

When appropriate, additional guidance is provided in this section for measuring and reporting progress for children with disabilities, as required by the federal Office of Special Education Programs (OSEP), U.S. Department of Education (see Appendix C).

Getting Started

1. Which children are required to be assessed?

All children birth to age 5 served by a district or ESU are required to be assessed.

2. How does a district get started in the online assessment system?

The district selects the online assessment tool, appoints an online manager and completes the NDE Online Manager Authorization Form.

3. What are the responsibilities of the online manager for a district?

- The online manager is the point of contact who assumes responsibility for overseeing all data entry, reporting, and information updates related to the management of Results Matter in the district or ESU.
- These responsibilities include:
 - completing the yearly subscription process;
 - managing the fidelity process;
 - communicating updates and changes related to the district's chosen assessment tool(s);
 - transferring children between districts; and,
 - overseeing the data entry process to ensure that reliable and valid information is provided by teachers and other practitioners.

4. How is the online manager authorized or changed?

- Go to <http://education.ne.gov/ECH/ECH.html>.
- Click on "Results Matter" in the left menu.
- Click on "Documents and Memos."

- Click on “Online Setup: Authorization Form.”
- Download the Authorization Form.
- Complete, sign and return to: Results Matter, c/o Office of Early Childhood; Nebraska Department of Education; P.O. Box 94987; Lincoln, NE 68509-4987 or Fax to: 402-471-0117.

Decision Rules for District and Head Start Program Partnerships

When districts partner with Early Head Start and/or Head Start (EHS/HS) programs, the following decision rules apply:

5. Which assessment tool will be used to collect data?

- If the EHS/HS program is using COR or Creative and the district program is using AEPS, each program will enter their own scores. District and EHS/HS program staff need to identify ways to share documentation to inform the assessment of each program.
- If the district and the EHS/HS program staff collaborate and collect assessment data together using the same tool, the district and the EHS/HS programs determine who will enter the data.
- If there were two separate accounts using the same tool for the same child in a previous year, contact OnlineCOR or CC technical support to merge the accounts into a single child account.

6. Who establishes the online child account?

- Either the district or the EHS/HS program may establish the child account.
- If the EHS/HS program establishes the online child account, the district and EHS/HS program staff must identify who will enter child demographics on the online child profile page. The demographics include but may not be limited to:
 - NSSRS ID number (NDE Student ID)
 - The district of enrollment
 - The funding source
 - If the child has an IFSP or IEP

7. What is the role of each partner in collecting data?

- Staff from both the district and the EHS/HS program should decide who will collect the data and score the child profile.
- The district is accountable for meeting all NDE Results Matter requirements.

8. Who pays the online subscription cost?

- If the district places a child with an IFSP or an IEP in an EHS/HS program, the district may choose to reimburse the EHS/HS agency for the subscription cost, or the district may choose to pay the subscription cost directly to the publisher.
- If children are enrolled in both a EHS/HS and a district early childhood program, the district may choose to reimburse the EHS/HS agency for the subscription cost, or the district may choose to pay the subscription cost directly to the publisher.
- For all children enrolled in the district early childhood program, the district pays the subscription cost directly to the publisher.

9. Who is responsible for making sure that staff from each program is trained in the use of the online child measurement tool, and that the data is reliable and valid?

- All districts are responsible for submitting an NDE Fidelity Plan annually that identifies the strategies to be used for accountability in using the online measurement tools for all staff responsible for collecting, entering and scoring observations.
- Administrators and staff need to determine how all staff from both the district and the EHS/HS program will be included in the Fidelity Plan and the annual Reliability Check.

Demographic Data on Child's Online Profile

10. What ID number should be entered?

Enter the NDE Student ID assigned by the Nebraska Student and Staff Record System (NSSRS). This is **required** by NDE for all districts and all children birth to age 5. **DO NOT** use the Special Education SRS number.

AEPS and Creative Note: There are two fields for an ID number. The NDE Student ID number is required, the other ID is optional. Districts can decide to either leave the optional ID blank, put in another ID that may be used by the district, or repeat the NDE Student ID number.

11. What is the child's program entry date?

- For typically developing children, the first date of attendance in any district or ESU early childhood program is considered to be the entry date.
- For children who have IFSPs or IEPs: (See Appendix D)
 - Part C: The child's IFSP meeting date is the program entry date.
 - Part B: The child's IEP date or the beginning date of Part B services is the program entry date.

12. What is required on the demographic page?

- Funding sources: Check all that apply to the specific child. This allows reporting by program funding source. If your program has received an Early Childhood Education grant, continue to check EC Grant.

Creative Note: Use only the funding sources for Nebraska. DO NOT USE funding sources listed after the word STOP.

- District name: Enter the district where the child is enrolled.
- Language:
 - For children who do not use spoken language, use the primary language of the family.
 - For children who use spoken language, use the primary language of the child.

13. How are a child's records identified for OSEP reporting?

Mark the child's demographic profile as having an IFSP or IEP.

Creative and COR Note: Make sure that the IFSP or IEP box is checked on the child's demographic page, as this triggers their inclusion in the OSEP reports. For OnlineCOR, each anecdote must also be marked as "OSEP" to designate either entry or exit.

AEPS Note: Make sure that "YES" is marked for the "OSEP Include" box on the Child Assessment page for ONLY entry and exit data. For ongoing assessments, check "NO" for "OSEP Include."

Timelines for Collecting Data

14. When do programs need to do observational assessments and collect data?

- Child observation and data collection is an ongoing process throughout the year for all children.
- During the checkpoint period of the child's entry into the program, all assessment items are required to be completed and entered for each child.
- For all subsequent checkpoint periods, data is required to be updated based on child progress from the previous checkpoint. A printed copy of the previous checkpoint scores and documentation may be helpful when entering current checkpoint data.
- For children who have IFSPs or IEPs:
 - A child who enters Part C after March 1st and transitions to Part B in August should **NOT** be entered into Part C for OSEP reporting. That child would be entered as new to Part B in the fall.
 - A child who turns three during the school year, but is still receiving Part C services until August 31st, will not have Part B entry data until those services are initiated in the fall.

15. What are the checkpoint data periods?

- FALL: August 15 – October 31
- WINTER: November 1 – February 14
- SPRING: February 15 – May 31
- SUMMER: June 1 – August 14 [12-month programs only]

AEPS Note: AEPS is not set up in periods, but data is due at the same checkpoints.

16. Why is ongoing data collection required at each checkpoint?

Ongoing data collection is required at each checkpoint to provide

- continuous child progress monitoring;
- appropriate program planning for individual children and groups of children;
- a data-based method for evaluating the effectiveness of instructional approaches;
- systematic decision-making to allow early and effective responses to children's learning;
- current information for parent conferences, transition meetings, IEP/IFSP meeting and others; and,
- classroom, program and district data for program administrators and other stakeholders to guide decision-making for improving child and program outcomes.

17. For children who have IFSPs or IEPs, when should the child's entry assessment be completed?

- The child's observational assessment must be completed and all data entered online within 45 calendar days of the child's IFSP or IEP meeting.
 - Exception: For a child who is newly-verified for Part B services after May 1, the observational assessment must be completed and all data entered online within 45 calendar days of the beginning of the following school year.

Creative Note:

- *Entry data must be recorded in the period of the child's program entry date (IEP or IFSP date), unless there is less than 45 days left in that period. Continue to collect entry data in the next period up to the 45 days, but record the data in the original period.*
- *When there is less than 3 weeks left in the period, record the entry data in the subsequent period up to the allowed 45 days. After that time, no other data should be entered in that period. Ongoing observations following the 45-day timeline should be recorded in the subsequent period.*
- *If there is a need to record data in a period other than the current one, the entry period must be changed manually.*
- See Appendix D.

18. At what age should assessment begin?

The initial assessment is not begun before the child is 6 months old.

19. What if a child is born prematurely or has a significant illness?

- Do not adjust the child's age for prematurity.
- For any child birth to age five, the assessment can be postponed if the child has a significant illness or hospitalization during the 45-day assessment period, and as a result cannot have a valid observational assessment completed.

20. For children who have IEPs, which assessment level should be used for reporting preschool children ages 3-5 who have significant delays?

- For Creative: For OSEP reporting, Creative Curriculum Developmental Continuum requires that entry and exit preschool assessments be based on the child's chronological age. The assessment level that best matches a child's developmental/functional skills should be used for ongoing program and instructional purposes.
- For COR: OnlineCOR allows for the use of the Infant/Toddler assessment if the child scores "0"s on at least 50% of the items on the Preschool COR. If the user selects the Infant COR when the child is over 33 months, the following warning will be displayed: "you will need to use the Preschool COR unless the child is demonstrating significant delay".
- For AEPS: AEPS allows that entry and exit assessments for OSEP reporting may be based on the child's developmental age. Choose the Level that best fits the child's development at the time of the assessment (e.g., Level 1). This is an option **only** if the scores in **all** domains are less than 50% on the developmentally lower scale (B-3 level). If a child age 3-5 years has % scores on any AEPS domain over 50% on the B-3 protocol, or has only a few domains at 0% on the 3-5 year protocol, the scores on the 3-5 protocol must be reported for Results Matter. It is possible to use the Level 2 assessment at exit if the child has made enough progress to have all levels assessed at that level. A child cannot have items scored on one domain in level 1 and another domain in level 2. All items must be scored in the *same* level.

Assuring Reliable and Valid Data

21. Is supporting documentation required for scoring the assessment?

- **Yes!** The authentic assessments used as part of Results Matter are based on ongoing observation of children engaged in real activities, with people they know, across a variety of settings. Supporting documentation is based on multiple sources and methods of documenting children's learning and development. It captures the child's context, i.e. the people and materials they know, those environments that are familiar to them, and any necessary strategies.
- An organized system of documenting observations should be used to achieve the following three essential components:
 - collect facts from ongoing observation;
 - analyze and evaluate the collected facts to get a picture of the child's development; and,
 - use what is learned to plan for both individual and group interests and needs.
- Regularly recording child observations to support numerical scores is a required teacher activity and they should be gathered throughout daily routines and activities. This is in contrast to focusing attention only on whether the child has reached a particular learning goal or achieved items on a checklist.

22. What are examples of supporting documentation?

- Examples of supporting documentation based on observation include but are not limited to: anecdotal notes, photographs, video and audio recordings, work samples, portfolios, parent reports, charts, graphs, IFSP and IEP reviews, home visit notes, dictation, data collection forms, child notebooks and folders.
- Supporting documentation is required to be maintained in each child's records until fall of the following school year.

23. What information needs to be included in anecdotal notes?

Anecdotes are short written records of classroom observations. Begin the anecdote with information to set the scene (at work time). For the middle, jot down brief and specific information about what the child did or said (Donald filled the cup with beans and said "This is my coffee."). To complete the anecdote, consider whether the observation has an ending or outcome (and showed it to Shelly who looked inside the cup).

24. How is scoring done in each system?

- For COR: In order to use the scoring option, OnlineCOR requires that anecdotal notes be entered into the textbox. If not entering full anecdotes online, it is acceptable to enter "see file" in the textbox.
- For Creative: Numerical scores are required for online entry with a textbox available for recording observations.
- For AEPS: Numerical scores are required for online entry with a textbox available for recording other important information about the child's performance on the AEPS items. If assistance or modifications are needed, this is to be noted along with the score. Descriptive information can be collected on the Child Observation Data Recording Form on a regular basis to help support the numerical scoring criteria. Particularly if the child scores a "1", the score should be supported with documentation.

25. What steps must be taken to ensure that child data is reliable and valid?

- Each district, ESU, or special education cooperative is responsible for ensuring that staff and contracted providers are adequately trained and mentored with the assessment tool used.
- The NDE Fidelity Process includes two steps to assure the quality of child data:
 1. Fidelity Plan: Local districts submit an annual Fidelity Plan for child outcomes by October 15 as part of the *Early Childhood Program Report* regarding training, mentoring and supervision.
 2. Reliability Check: All teachers and practitioners responsible for scoring are required to complete an annual web-based Reliability Check for documentation of reliability on the assessment tool(s) used.

26. When is a Reliability Check completed?

The required Reliability Check is available online, January through February each year.

27. What is the process for completing the Reliability Check?

- Teachers/practioners complete the Reliability Check one time each year. Upon completion, online feedback will be provided, including the correct answers and an explanation of the answers.
- Teachers/practioners are not required to continue to take the Reliability Check until they reach 100%. Instead, teachers/practitioners provide a written rationale for items answered incorrectly to review with their supervisor. The format for the written rationale is available at the time the Reliability Check is completed online.
- Supervisors are responsible for helping practitioners access continuing professional development activities as needed.

28. Can Head Start programs participate in the Reliability Check?

Yes. Head Start programs may choose to register their teachers and home visitors in the Reliability Check regardless of whether or not they are in a formal partnership with the district.

29. What is the enrollment process for the Reliability Check?

- Online managers can access the Reliability Check in the Angel Learning Management System (LMS) through MyeLearning.org of Nebraska at <http://rm.myelearning.org>.
- Online managers must have a username and password to enroll teachers/practitioners. If the manager does not already have a username and password, a request should be made to: Helpdesk@myelearning.org or phone 402-497-4843.
- Teachers/practioners enrolled on the provider list will receive an email the first week of January each year with information about the course. It will provide instructions for resetting their password to access the Reliability Check.
- In order to make sure all teachers and practioners in districts and programs are enrolled, online managers need to update the teacher/practitioner lists each year.

30. What supports are available for teachers/practitioners to improve their observational assessment skills?

- Assistance is available at no cost to facilitate a group training process and/or share training materials with local supervisors to facilitate the process themselves. Please contact Sandy Peterson at: sndptrsn0@gmail.com.
- A variety of observational assessment resources are available through the Early Childhood Training Center at <http://ectc.education.ne.gov>.

Accessing Child Data

31. Who has access to online child and district data?

- Once data are entered into one of the online systems, that data are secure within the particular system. It is accessible only by those who have a user ID and password for the district's online account.
- NDE has administrative access to all Results Matter accounts in Nebraska. Only authorized NDE personnel with an assigned user ID and password have access to the Results Matter online systems. This allows for immediate problem-solving and checking on the status of online accounts at any time.
- OSEP does not have access to the NDE Results Matter online systems, and no individual child or district data is submitted to OSEP.

Archiving and Deleting Child Data

32. When should child data be archived?

- At the time of entry and exit **OR** when the Fall and Spring data for the child has been collected
- When the child temporarily leaves the program
- When the child moves from the district but is still eligible to participate

33. Why is child data archived rather than deleted?

- Archiving child data allows the district, ESU, and NDE to run multiyear analyses on child progress and outcomes to better assess the effectiveness of the early childhood program over time. Seeing trends over time allows for effective decision making at the district and state levels.

34. When can child data be deleted?

- DO NOT DELETE DATA UNTIL INSTRUCTED TO DO SO BY NDE.
- Once deleted, data cannot be retrieved at any level.

Children Transferring or Exiting

35. How is a child's record transferred between districts?

- The receiving district checks the NDE Master List of Online Accounts and the assessment tool(s) chosen. The Master List can be accessed at the Results Matter website <http://www.education.ne.gov/ECH/ECH.html>. Contact information for each district online manager is provided on the Master List, so that the receiving district can contact the sending district.

- If the child's entry data is based on a tool different from one the receiving district is using, the receiving district should start over with the online tool that they use. A paper copy of the child's completed assessment data from the sending district will be very useful for completing the new assessment.
- For children who have IFSPs or IEPs, the assessment completed by the receiving district will be considered entry data for OSEP reporting. Complete this as entry data only if the child will be in the program for at least six months in order to collect both entry and exit data.
- For Creative transfers: If the child came from a district using Creative, email Results Matter staff to have them confirm that the child is entered into the system. If in the system, that child's data will be transferred to the new district. Send e-mail to: nde.resultsmatter@nebraska.gov
- For COR transfers: The transfer can be completed by program or district level online managers. The sending district will initiate the transfer function by moving the child record into the pending classroom, once the receiving district is known. The sending district will then transfer the child record into the receiving district's pending classroom by selecting the district/program name from the drop down list. The receiving district MUST edit the child's demographic page to fill in the receiving district's name.
- For AEPS transfers: Contact Monica Belle at Brookes Publishing via email: mbelle@brookespublishing.com

36. For children who have IEPs, what are the exit requirements?

- Prior to the child leaving the Part B program or entering kindergarten, data must be collected and entered within 90 days before exit.
- In those rare instances where the IEP team determines that a 5 year-old should continue to be served in a preschool program and who turns 6 while in the preschool program, the child's exit data must be collected at the time of the child's 6th birthday (age 72 months).
- No child who turns 6 prior to January 1 of the current school year may be served in an early childhood program. That child is of mandatory school age and must be served in the K-12 program.

37. For children who have IFSPs, what are the exit requirements?

Data must be collected and entered by August 31st or at the time of transition from IFSP to IEP (no more than 90 days prior to transition).

Creative and AEPS Note: For reporting purposes only, infant-toddler exit data cannot be used for any child over 36 months of age. The infant-toddler assessments are only normed on children up to that age. Therefore, they are not valid to be used with children who are older than 36 months. As a result, all children in Part C must have their exit assessment completed by 36 months. These children will continue to have an IFSP and a services coordinator until transitioning to preschool services with an IEP.

COR Note:

- *The norms for the Infant COR are established up to 33 months, which is when the Preschool COR begins. The majority of children in Part C in Nebraska are over 33 months at the time of exit from Part C. For these children, use the Preschool COR for the exit assessment.*
- *For children who are under the age of 33 months at the time of exit, the Infant COR should be used.*
- *Exit data from Part C can be used as entry data for Part B, IF the entry data for Part B is recorded within 30 days of exit from Part C.*

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Program Outcomes



Program Quality Measures

Results Matter in Nebraska calls for program outcome assessments that

- are reliable and valid;
- measure multiple dimensions of the environment;
- are research based and consistently show a relationship between program quality and child outcomes;
- reflect evidence-based practices;
- are inclusive of culture, race and ability;
- inform decisions for continuous program quality improvement; and,
- support teachers, children and families.

Each district and ESU is required to participate in the Results Matter program outcomes system for **all children birth to age 5** using one or more of the following environment rating scales:

- Early Childhood Environment Rating Scale-Revised (ECERS-R)
- Early Language and Literacy Classroom Observation-PreK (ELLCO-PreK)
- Infant Toddler Environment Rating Scale-Revised (ITERS-R)

Quality Standard

Quality standards have been established by NDE and Sixpence.

- ECERS-R and ITERS-R: an overall program score of at least 5 **and** a score of at least 5 on each of the seven subsections.
- ELLCO-PreK: a score of at least a 3.5 on each of the two subscales.

Programs not meeting the established quality standard must complete an Action Plan for Program Improvement.

Onsite Observation with Assigned Observer

An observer trained to inter-rater reliability will complete an observation of the classroom(s) as assigned by NDE Office of Early Childhood or Sixpence in the fall using the Early Childhood Environment Rating Scale-Revised (ECERS-R) and the Early Language and Literacy Classroom Observation-PreK (ELLCO-PreK) or the Infant Toddler Environment Rating Scale-Revised (ITERS-R). NDE or Sixpence will pay the costs associated with fall observations, as well as spring observations as needed.

Self-Assessment

Sixpence Program Note: This self-assessment process does not apply; however, all Sixpence grantees are required to attend training to use the ITERS-R.

- Beginning in year 3 or 4 of program approval, each district and ESU will complete a self-assessment of the early childhood program quality using the ECERS-R and the ELLCO-PreK or the ITERS-R.
- At least one staff member from each district or ESU must attend training about the Environment Rating Scale (ERS), which includes an overview and in-depth practice using the ECERS-R or the ITERS-R (see Appendix E). Any person who has completed the In-Depth Early Childhood Environment Rating Scale training may complete the program quality self assessment for a district.
- Staff selected for training may be, but are not limited to, a classroom teacher, elementary principal, early childhood specialist, student service director or program partner. The district or ESU is responsible for the cost of the training.
- A copy of the ECERS-R and ELLCO-PreK or ITERS-R score sheets must be sent to the NDE Office of Early Childhood by **December 31 of each year**.
- NDE will assign an observer trained to inter-rater reliability to complete an observation in randomly selected classrooms throughout the state.
- NDE will pay the costs associated with random observations.

Procedures for Program Quality Assessment

The requirements for program quality assessment are intended for use by teachers, practitioners, and program administrators who are responsible for measuring and reporting child progress. Unless otherwise noted, the requirements apply to all children birth to age five enrolled in district or ESU early childhood programs and services. This includes all districts and ESUs who serve children in one or more of the following programs:

- Early Childhood Education Grant Programs – Ages 3 to 5
- Early Childhood Education Endowment Programs – Ages Birth to 3 (Sixpence)
- Early Childhood Special Education
- Early Development Network
- District and ESU early childhood programs approved for more than three years

Onsite Observations Contracted by NDE or Sixpence

38. When will the observations take place?

Fall observations will be scheduled starting October 1 and will be completed by December 31. Spring observations, as needed, will be scheduled starting February 1 and will be completed by April 30. The observer assigned to the program will contact the teacher directly to schedule the observation.

39. Who are the observers?

- Observers are persons across the state with an early childhood background who have been trained to inter-rater reliability. The observers are currently working in or with early childhood programs.
- Observers re-establish inter-rater reliability once each year, or every ten observations, whichever comes first.

40. What happens during the observation?

- The observer arrives at the scheduled time and observes for a minimum of 3 hours.
- Following the observation, the observer may ask questions about items they are unable to observe. This usually takes about 30 minutes. Teachers should have time away from children to answer questions.
- The observer completes the scoring, which usually takes about 30 minutes.
- Before the observer leaves, she/he provides feedback to the teacher, administrator, and other program personnel, as appropriate. The program is responsible for assuring that those who should be part of the feedback session are notified and included.
- **It is NOT the role of the observer to provide consultation about program changes.** NDE or Sixpence early childhood staff are available for follow-up consultation (see Appendix F).
- The observer leaves a copy of each completed score sheet with the program.

41. What happens following the observation?

- The observer returns the original score sheets to NDE or Sixpence, as appropriate.
- Score sheets are reviewed by NDE Office of Early Childhood and/or Sixpence staff. An Action Plan for Program Improvement may be requested, if needed (see Question #15 in this section).

42. How should the program prepare for the observation?

- Helpful information may be found in the books, *All About the ECERS-R* and *All About the ITERS-R*, which explain the observation criteria in detail.

Note: NDE has provided a copy of All About the ECERS-R to all districts with an Early Childhood Education Grant Program—Ages 3 to 5.

- The purpose of the observation is to see what a “typical” program day in the classroom looks like. Teachers should not plan special activities or a field trip for the day of the observation.
- Programs find it is helpful to have a basic understanding of the observation criteria and scoring process. Training is available at sites across the state. Registration information is available on the Early Childhood Training Center website <http://ectc.education.ne.gov>

Self-Assessment Observations by Districts and ESUs

Sixpence Program Note: This self-assessment process does not apply; however, all Sixpence grantees are required to attend training to use the ITERS-R. [Skip to Quality Improvement Process, page 20.]

43. How is the district or ESU informed of the self-assessment procedures?

- Instructions for completing the self-assessment observation are mailed to all qualified districts in mid-October of each year. Instructions are mailed to the program contact listed on the *Early Childhood Report* submitted by districts and ESUs.

44. What does the program need to know about completing the self-assessment?

- The score sheets for both the ECERS-R and ITERS-R are posted at <http://www.fpg.unc.edu/~ecers/>. Click on the goldenrod ECERS-R book or blue ITERS-R book, then “Supplementary Materials,” then “Expanded Scoresheet.” Print the number of copies needed for each observation. This website also provides other helpful information.
- Reminders for completing the self-assessment:
 - Make sure all indicator boxes are checked.
 - Use the scoring rules to assign a rating for each item on a scale of 1 to 7.
 - Write notes and observations for each item.
 - Carefully calculate substantial portion of the day, if applicable.
 - Calculate a score for each subsection. Calculate the program score.

Note about “Substantial Portion of the Day”: To meet the ECERS-R requirements for substantial portion of the day, all children must have the opportunity to participate in the activities and/or to have space accessible to them. If one or more children are pulled out of the group on a regular basis for any reason (e.g., therapy, swimming, testing), then the time that the child/children are out of the classroom cannot be counted when calculating substantial portion of the day.

45. What does the program need to know about completing the Early Language and Literacy Classroom Observation-PreK (ELLCO-PreK)?

Note: The ELLCO-PreK self-assessment is applicable only to programs serving children ages 3 – 5.

- The score sheet for the ELLCO-PreK is sent to districts and ESUs each fall. Although the person completing the self-assessment may not have had training in using the ELLCO-PreK, it is fairly easy to understand.
- Information for completing the ELLCO-PreK self-assessment:
 - There are 19 items. Read the descriptive indicators under each item carefully.
 - Use the anchor statements in the green bar to score each item on a scale of 5 to 1.
 - Make written notes of the sources of evidence to support the score.
 - Transfer the score for each item to the Score Form on page 43 of the ELLCO-PreK book.
 - Add all scores for each section to obtain a subtotal score.
 - Transfer the subtotal for each section to determine subscale score.
 - To determine average subscale score, add subtotal scores and divide by the number of criteria scored. (General Classroom Environment subscale =7 criteria; Language and Literacy subscale=12 criteria)

46. What should be done prior to the self-assessment observation?

- Schedule a date and time for the observation(s) when all, or the majority, of the children will be in attendance.
- Districts and ESUs with more than one classroom grouping of children must assess as follows:
 - For up to 25 groups of children – at least half of the classroom groupings are to be assessed.
 - From 26 to 75 groups of children – at least one-third of the classroom groupings are to be assessed.
 - More than 75 groups of children – at least one-fourth of the classroom groupings are to be assessed.

Note: A group of children means each individual session, not the physical classroom space; e.g., a morning session and afternoon session = 2 groups of children.

- All classroom staff and observers should be familiar with the observation criteria and supporting materials. Review the observation books, *All About the ECERS-R* and *All About the ITERS-R*, as well as supporting materials such as score sheets, playground information, and other information related to observation.

47. What should be done during the self-assessment observation?

- Complete all demographic information on the cover page of each observation score sheet.
- Observe for a minimum of 3 hours. The observation for both the ECERS-R and the ELLCO-PreK is completed during the same 3-hour period of time.
- Do not interact with the children or the teacher during the observation.
- Score all items, as applicable.
- Complete all sections on the score sheet that require a tally, numbers, or other notes.

- Write notes and observations for each item, as appropriate, on the score sheet. Written comments should be objective and reflect the program, not the personal opinion of the observer.

48. What should be done following the observation?

- Ask questions about items/indicators that were not observed.
- Complete the scoring process.
- Be very careful when assigning a score.
- Double check all math processes for each subsection and the program scores.
- Make a copy of each score sheet to keep with the district program files.
- Return the entire original score sheet for the ECERS-R and the ELLCO-PreK and/or the ITERS-R. Include a copy of the daily schedule for each classroom observed.
- Mail all materials to: Results Matter, c/o NDE Office of Early Childhood, P.O. Box 94987, Lincoln, NE 68509-4987.
- **December 31** is the deadline to return all materials.

49. Will programs that complete a self assessment ever have an onsite observation assigned by NDE?

- Yes. NDE will identify a percentage of classrooms throughout the state each year to be assessed. The classrooms will be randomly selected and NDE will assign an observer trained to inter-rater reliability to complete an ECERS-R and ELLCO-PreK and/or ITERS-R observation.
- NDE will pay the costs associated with these observations.

Quality Improvement Process

50. What is the quality standard?

- The NDE and Sixpence quality standard score on the ECERS-R and ITERS-R is an overall program score of at least a 5 **and** a score of at least a 5 on each of the seven subsections.
- The NDE quality standard score on the ELLCO-PreK is a score of at least 3.5 on each of the two subscales.

51. What if the program does not meet the quality standard?

The purpose of the program quality evaluation tools is to increase the understanding of local program staff about, and their capacity to provide, high quality early childhood programs within the community.

- Programs not meeting the established quality standard on one or both of the assessments must complete an Action Plan for Program Improvement. The plan will be developed in conjunction with the NDE specialist or Sixpence staff assigned to the district (see Appendix F).
- Any Early Childhood Education Grant Program—Ages 3-5 in year 1 or 2 not meeting the quality standard will have a spring observation completed no later than April 30 (subject to the availability of funds).

52. What is included in the Action Plan for Program Improvement?

The Action Plan for Program Improvement includes the following components:

- Changes that will be made and incorporated into the program to address area(s) of concern
- Specific actions that will be taken to implement changes



- The person or entity responsible for each action step
- The time frame to accomplish each action step
- A description of how the district or ESU will ensure that all strategies are implemented and completed, as well as a description of how the district or ESU will ensure that the changes are maintained.

53. How can districts and ESUs ensure continuous program quality improvement?

To help continually improve the quality of the early childhood program classroom(s):

- As a staff, discuss any items scored below a 5 on the ECERS-R or ITERS-R, or below a 3 on the ELLCO-PreK. Think critically about changes that can be made to meet the criteria.
- Refer to *All About the ECERS-R* and *All About the ITERS-R* for clarification about indicators and specific items.

Note: NDE has provided at least one copy of All About the ECERS-R to each district with an ECE Grant Program-Ages 3 to 5. Copies of these books are available for checkout from the Early Childhood Training Center.

- Access the NDE Continuous Improvement Process Tool Kit, which provides a framework to assist districts to develop and implement continuous improvement plans. The tool kit with numerous resources is available at <http://www.education.ne.gov>

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Family Outcomes



IDEA Part C – Ages Birth to 3

The federal Individuals with Disabilities Education Act (IDEA) requires all states to report outcomes of families of infants and toddlers (birth to age 3) participating in early intervention under Part C. A statewide family survey is used to learn if participating in early intervention services for infants and toddlers have helped the family:

- A. Know their rights;
- B. Effectively communicate their children’s needs; and,
- C. Help their children develop and learn.

Based on the data and analysis of responses received, the state co-lead agencies for Part C–NDE and the Nebraska Department of Health and Human Services (NDHHS)—collaborate with services coordination contractors, Planning Region Teams and districts to design activities to improve outcomes for families in these targeted areas.

IDEA Part B – Ages 3 to 5

Parents of children ages 3-5 participating in early childhood special education under Part B-IDEA, are surveyed via a statewide survey for parents of children and youth ages 3-21. This survey is designed to determine the extent to which schools are facilitating parent involvement. The survey data assists NDE and districts in designing activities to improve parent involvement and positive outcomes for parents, as well as to improve outcomes for children.

Early Childhood Education Programs – Ages Birth to 5

Periodically, districts and ESUs may be asked to voluntarily participate in an Early Childhood Outcome Family Survey to assess the impact of the program on the families served.

Early Childhood Education Endowment Program –Ages Birth to 3 (Sixpence)

The Home Observation Measurement of the Environment-Short Form (Homes-SF) is a measure of the quality of a child’s home environment. The parent educator or classroom teacher completes the survey with the family each fall and spring during a home visit.

The Keys to Interactive Parenting Scale (KIPS), which measures parent-child interaction, is completed each fall and spring for parent engagement programs. Information is used by the parent-educator to support parent-child interactions.

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Dissemination of Evaluation Results



Districts and ESUs

- Districts and ESUs operating programs in 2009-2010 will create a plan for local dissemination of program quality and child outcomes. For programs beginning after 2009-2010, districts and ESUs will create the plan during the first year of operation.
- For the 2010–2011 school year and beyond, districts and ESUs will disseminate the results of the program evaluation according to the plan.

Nebraska Department of Education

Public reporting within Nebraska

Each year, the Results Matter data is analyzed and published in an annual report disseminated to the State Board of Education, Nebraska Legislature, Early Childhood Education Endowment Board of Trustees, and NDE. Data are used to evaluate the progress of programs in meeting child, program and family outcomes.

- NDE and Sixpence data are reported on a state-aggregated basis, not by district.
- NDE State of the Schools Report: Beginning in the fall of 2011, NDE will report child outcomes data by district for children ages B-3 and 3-5 with disabilities. This annual public reporting by district is required by OSEP for IDEA Parts C and B.

Public reporting to the federal Office of Special Education Programs (OSEP)

- By February 1 of each year, NDE is required to submit Annual Performance Reports (APRs) to OSEP that include state-aggregated child and family outcomes data for IDEA Part C and IDEA Part B.
- The data in the APRs reports the total number and percentage of children ages B-3 and ages 3-5 in progress categories for the three child outcomes, as well as progress made toward meeting state targets for each outcome (see Appendix C).

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Monitoring Early Childhood Programs



Reporting

Early Childhood Program Report

- All districts and ESUs must complete the Early Childhood Program Report (Form NDE 24-012), **whether or not** the district serves children in a classroom-based early childhood program. The report is due by October 15 of each year.
- All early childhood education programs, birth to age 5, operated by districts and ESUs are required to comply with *Rule 11–Regulations for Early Childhood Education Programs*.
- The Early Childhood Program Report serves as the official report on the status of meeting the requirements of *Rule 11–Regulations for Early Childhood Education Programs* for districts and ESUs with an early childhood program.

Results Matter Fidelity Plan for Child Outcomes

- All districts, ESUs, and special education cooperatives must complete the Results Matter Fidelity Plan (Form NDE 06-092). The plan is submitted with the Early Childhood Program Report and is due by October 15 of each year.

Monitoring

Districts and ESUs with a grant for an Early Childhood Education Program—Ages 3 to 5

- All districts and ESUs in years 1 and 2 that have been funded with an Early Childhood Education Grant will have an onsite visit annually by staff from the NDE Office of Early Childhood.
- All districts and ESUs in year 3 and beyond that **are or have been funded** with an Early Childhood Education Grant are monitored by phone annually by staff from the NDE Office of Early Childhood.
- Some districts and ESUs in year 3 and beyond that have been funded with an Early Childhood Education Grant will be randomly selected for onsite visits.

Districts and ESUs without a grant for an Early Childhood Education Program—Ages Birth to 5

- Districts and ESUs that **have not been funded** with an Early Childhood Education Grant can request a visit by staff from the NDE Office of Early Childhood. The early childhood specialist assigned to each district can be contacted at any time (see Appendix F).
- Some districts and ESUs in year 4 and beyond of program approval will be randomly selected for onsite visits.

Districts with a grant for an Early Childhood Endowment Program – Ages Birth to 3 (Sixpence)

- All districts that are funded with an Early Childhood Endowment (Sixpence) grant are monitored jointly by staff from the NDE and the Nebraska Children and Families Foundation at least annually.

Improving Learning for Children with Disabilities (ILCD)—Ages Birth to 21

The federal Individuals with Disabilities Education Act (IDEA) and *NDE Rule 51-Regulations and Standards for Special Education Programs* require implementation of federal and state laws and regulations to ensure that children with disabilities are provided a free appropriate public education (FAPE) in natural and least restrictive environments (LRE). Nebraska's ongoing process to ensure these provisions is called Improving Learning for Children with Disabilities. Both IDEA Part C and Part B are part of this continuous improvement process in Nebraska. ILCD is a partnership between districts, ESUs, approved cooperatives, and the Nebraska Departments of Education and Health and Human Services.

Technical Assistance



Results Matter in General

For questions about the administration of Results Matter:

Contact Jan Thelen: jan.thelen@nebraska.gov

For questions related to Results Matter implementation:

Contact the staff person assigned to your district or ESU (see Appendix F)

- Sue Bainter: sue.bainter@nebraska.gov
- Jen Benson: jen.benson@nebraska.gov
- Diane Kvasnicka: diane.kvasnicka@nebraska.gov
- Linda Meyers: linda.meyers@nebraska.gov
- Martha Nash: martha.nash@nebraska.gov
- Kathleen Feller: kfeller@nebraskachildren.org

Results Matter: Child Outcomes

For questions about the Master List for online accounts:

Contact Results Matter staff: nde.resultsmatter@nebraska.gov

For questions about the administration of the Fidelity Process:

Contact Jan Thelen: jan.thelen@nebraska.gov

For online technical assistance specific to Nebraska online requirements:

- For Creative Curriculum and AEPS: contact Barb Jackson: bjjackso@unmc.edu
- For OnlineCOR: contact Sue Bainter: sue.bainter@nebraska.gov

For online technical assistance related to online assessments:

- For AEPSi.com: 866-386-2666–Select Option #1. Available 24/7
- For CreativeCurriculum.net: 866-736-5913. Available Monday-Friday, 7:00 AM-7:00 PM-Central
- For OnlineCOR.net: 888-386-3822. Available Monday-Friday, 7:00 AM- 4:00 PM-Central

For questions about the Reliability Check:

Contact Barb Jackson: bjjackso@unmc.edu

For questions about training for the Reliability Check:

Contact Sandy Peterson: sndptrsn0@gmail.com

For questions about the enrollment process for the Reliability Check:

Phone: 402-597-4843; email: Helpdesk@myelearning.org

Results Matter: Program Outcomes

For questions about the observation process:

Contact the staff person assigned to your district or ESU (see Appendix F)

- Sue Bainter: *sue.bainter@nebraska.gov*
- Jen Benson: *jen.benson@nebraska.gov*
- Diane Kvasnicka: *diane.kvasnicka@nebraska.gov*
- Linda Meyers: *linda.meyers@nebraska.gov*
- Martha Nash: *martha.nash@nebraska.gov*
- Kathleen Feller: *kfeller@nebraskachildren.org*

Results Matter: Professional Development

For questions about child outcomes training:

Contact Penny Gildea: *penny.gildea@nebraska.gov*

For questions about environment rating scales training:

- Contact Mary Beth Pistillo: *marybeth.pistillo@nebraska.gov*
- See Appendix E

To borrow materials:

- Search the Early Childhood Training Center media collection at <http://ectc.education.ne.gov>

Appendix

Appendix A: Programs Fact Template

Appendix B: Adopting and Using *Teaching Strategies GOLD*

Appendix C: Child Outcomes Measurement and Reporting Process for OSEP.

Appendix D: Entry Exit Decision Flow Chart for Children Who Have IFSPs and IEPs

Appendix E: ERS Training Schedule

Appendix F: Map of NDE EC Technical Assistance Contacts

Appendix G: Early Childhood Calendar

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PROGRAMS FACT TEMPLATE
Early Childhood Education Program
For 2010-11

All districts must complete the Nebraska Student and Staff Record System (NSSRS) Programs Fact template for all children enrolled in a district or ESU operated center-based early childhood program. The lists below will assist district personnel in determining the appropriate Participation Info Code [Programs Fact: Participation Info Code (18)] to use for the early childhood program(s) operated by the district. It may be appropriate that more than one participation info code will be used within the district; however, an individual student will only be assigned one participation info code.

Please refer to the NSSRS website <http://www.education.ne.gov/nssrs> for additional information. Questions regarding the Early Childhood Programs Fact template should be directed to Linda Meyers, Education Specialist, Nebraska Department of Education, Office of Early Childhood, 402-471-2980, linda.meyers@nebraska.gov

Participation Info Code EC0001

(NDE Grant Funded Early Childhood Education Program)

| | |
|-----------------------------|----------------------------------|
| Ainsworth Community Schools | Gibbon Public Schools |
| Auburn Public Schools | Ogallala Public Schools |
| Centennial Public Schools | Thayer Central Community Schools |
| Deshler Public Schools | Wilber-Clatonia Public Schools |
| Diller-Odell Public Schools | Wisner-Pilger Public Schools |

Participation Info Code EC0002

(Qualified NDE Grant Funded Early Childhood Education Program)

| | |
|---------------------------------------|---------------------------------------|
| Adams Central Schools | Gordon-Rushville Public Schools |
| Bancroft-Rosalie Community Schools | Grand Island Public Schools |
| Blue Hill Public Schools | Hay Springs Public Schools |
| Burwell Public Schools | Hitchcock County School System |
| Central City Public Schools | Holdrege Public Schools |
| Centura Public Schools | Humboldt Table Rock Steinauer Schools |
| Chadron Public Schools | Johnson County Central Public Schools |
| Columbus Public Schools | Kearney Public Schools |
| Conestoga Public Schools | Kenesaw Public Schools |
| Cozad City Schools | Lewiston Consolidated Schools |
| Crawford Public Schools | Lexington Public Schools |
| Creighton Public Schools | Lincoln Public Schools |
| Crete Public Schools | Loup City Public Schools |
| David City Public Schools | Lyons-Decatur Northeast Schools |
| Doniphan-Trumbull Public Schools | McCook Public Schools |
| Douglas County West Community Schools | Millard Public Schools |
| Elgin Public Schools | Mitchell Public Schools |
| Fairbury Public Schools | Morrill Public Schools |
| Falls City Public Schools | Nebraska Unified District 1 |
| Franklin Public Schools | Neligh-Oakdale Schools |
| Garden County Schools | Newman Grove Public Schools |
| Gering Public Schools | Norfolk Public Schools |

North Platte Public Schools
Northwest Public Schools
Oakland-Craig Public Schools
Omaha Public Schools
O'Neill Public Schools
Ord Public Schools
Overton Public Schools
Palmer Public Schools
Palmyra District OR 1
Papillion LaVista Public Schools
Pawnee City Public Schools
Plattsmouth Community Schools
Red Cloud Public Schools
Schuyler Community Schools
Sidney Public Schools

Silver Lake Public Schools
South Central NE Unified System 5
South Sioux City Community Schools
Southwest Public Schools
St. Paul Public Schools
Stuart Public Schools
Sumner-Eddyville-Miller Schools
Tri-County Public Schools
Twin River Public Schools
Wakefield Public Schools
Walthill Public Schools
West Boyd School District
Wood River Rural Schools
York Public Schools
Yutan Public Schools

Participation Info Code EC0003
(NDE Approved Early Childhood Education Program)

Amherst Public Schools
Cody-Kilgore Public Schools
Coleridge Community Schools
Gibbon Public Schools
Laurel-Concord Public Schools
Maywood Public Schools
North Loup Scotia Public Schools

Plainview Public Schools
Ponca Public Schools
Ravenna Public Schools
Umo n Hon Nation Public Schools
Wauneta-Palisade Public Schools
Wilber-Clatonia Public Schools
Wynot Public Schools

Participation Info Code EC0004
(Qualified NDE Approved Early Childhood Education Program)

Alliance Public Schools
Alma Public Schools
Anselmo-Merna Public Schools
Arapahoe Public Schools
Arlington Public Schools
Ashland Greenwood Schools
Aurora Public Schools
Axtell Community Schools
Bancroft-Rosalie Community Schools
Battle Creek Public Schools
Beatrice Public Schools
Bellevue Public Schools
Bennington Public School
Bertrand Public Schools
Blair Community Schools
Boone Central Schools
Broken Bow Public Schools

Bruning-Davenport Unified System
Burwell Public Schools
Central City Public Schools
Clay Center Public Schools
Columbus Public Schools
Conestoga Public Schools
Cozad Public Schools
Crete Public Schools
Cross County Community Schools
Dorchester Public Schools
Douglas County West Community Schools
Dundy County Public Schools
East Butler Public Schools
Elba Public Schools
Elkhorn Public Schools
Elkhorn Valley Schools
Elwood Public Schools

Emerson-Hubbard Public Schools
Eustis-Farnam Public Schools
Exeter-Milligan Public Schools
Fairbury Public Schools
Fillmore Central Public Schools
Fort Calhoun Community Schools
Franklin Public Schools
Freeman Public Schools
Fremont Public Schools
Friend Public Schools
Garden County Schools
Gering Public Schools
Gordon-Rushville Public Schools
Grand Island Public Schools
Greeley-Wolbach Public Schools
Gretna Public Schools
Hampton Public Schools
Harvard Public Schools
Hastings Public Schools
Hayes Center Public Schools
Heartland Community Schools
Hemingford Public Schools
Johnson-Brock Public Schools
Kearney Public Schools
Kimball Public Schools
Lexington Public Schools
Lincoln Public Schools
Litchfield Public Schools
Loomis Public Schools
Louisville Public Schools
Loup City Public Schools
McCook Public Schools
McCool Junction Public Schools
Milford Public Schools
Millard Public Schools
Minden Public Schools
Mitchell Public Schools
Morrill Public Schools

Neligh-Oakdale Schools
Newcastle Public Schools
Norfolk Public Schools
Norris School District 160
Northwest Public Schools
Omaha Public Schools
O'Neill Public Schools
Ord Public Schools
Papillion-LaVista Public Schools
Pender Public Schools
Pierce Public Schools
Plattsmouth Community Schools
Pleasanton Public Schools
Ralston Public Schools
Santee Public Schools
Schuyler Community Schools
Scottsbluff Public Schools
Scribner-Snyder Community Schools
Seward Public Schools
Shickley Public Schools
Sioux County Schools
South Sarpy District 46
South Sioux City Community Schools
Southern School District 1
Southern Valley Schools
St. Paul Public Schools
Superior Public Schools
Sutton Public Schools
Syracuse-Dunbar-Avooca Schools
Tekamah-Herman Community Schools
Thedford Public Schools
Twin River Public Schools
Wahoo Public School
Wakefield Public Schools
Weeping Water Public Schools
West Point Public School
Wilcox-Hildreth Public Schools
Yutan Public Schools

Participation Info Code EC0005
(Early Childhood Birth to Age 3 Endowment Grant Program)

Alliance Public Schools
Broken Bow Public Schools
Crete Public Schools
Lincoln Public Schools
Loup City Public Schools
Omaha Public Schools

Plattsmouth Community Schools
Santee Community Schools
Umon'Hon' Nation Public Schools
Walthill Public Schools
York Public Schools

| | |
|---------------------------|---------------------------------------|
| Type of Program | When included in Programs Fact |
| Early Childhood Education | Expected in fall and at year-end. |

This is a cumulative set of students; include all students served in the specified Early Childhood Education program at any time during the school year.

A Student template must first be submitted for each student appearing in a Programs Fact template or the data loading process will reject the record.

*** County District Number [Programs Fact: District Code (1)]**

This is the number assigned to your school district by NDE and should include a hyphen (“-”) between the county number and the district number. The number is based on the county in which the district headquarters is located and an assigned district number. You have used this number in reporting before NSSRS; it was preprinted on your forms in the past. This value is used in every template. This is a key field; a value must be supplied for each record or the data loading process will reject the record. The County District Number can be obtained from the Education Directory Search (<http://educdirsrc.education.ne.gov>).

School Number [Programs Fact:Program Location Code (2)]

Provide the primary school number the student is attending. This number is the last three digits of the county district school number which was preprinted on your forms in the past. The School Number can be obtained from the Education Directory Search (<http://educdirsrc.education.ne.gov>).

*** School Year [Programs Fact:School Year Date (3)]**

Provide the literal “2011-06-30”. This is a key field; a value must be supplied for each record or the data loading process will reject the record.

*** NDE Student ID [Programs Fact:Student ID (4)]**

Provide the 10 digit Nebraska Department of Education Student Identifier. This is a key field; a value must be supplied for each record or the data loading process will reject the record. This ID is validated against the Nebraska Uniq-ID system during the File Validation process.

*** Programs Code [Programs Fact:Programs Code (5)]**

Provide the literal “ERLYCHLD”. This is a key field; a value must be supplied for each record or the data loading process will reject the record.

| Code | Description |
|----------|------------------------------------------------|
| ERLYCHLD | NDE Approved Early Childhood Education Program |

*** Beginning Date [Programs Fact:Beginning Date (6)]**

Provide the date in YYYY-MM-DD format representing the first day of the school year. This is a key field; a value must be supplied for each record or the data loading process will reject the record. The data loading process will check for valid dates.

Participation Info Code [Programs Fact:Participation Info Code (18)]

Provide additional information regarding the student’s participation in the program.

| Code | Description | Explanation |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC0001 | NDE Grant Funded Early Childhood Education Program | <ul style="list-style-type: none"> Provide only one record per student, for all students, age birth through five served by center-based early childhood education programs approved under Rule 11. This includes non-resident students as well as delegates and partners. Students age birth to five that are served <u>only</u> by Special Education and not in a center-based program would not be included the Programs Fact template; these students are reported in the Student, Student Snapshot, School Enrollment, Special Education Snapshot, and Student Summary Attendance templates as applicable. If the district is the Head Start grantee or delegate and only federal Head Start grant funds are used then only Participation Info Code [Programs Fact:Participation Info Code (18)] values “EC0003” or “EC0004” would apply. |
| | Students in state grant funded center-based early childhood education program that has <u>not</u> yet been funded for three consecutive years; not eligible for state aid. | |
| EC0002 | Qualified NDE Grant Funded Early Childhood Education Program | |
| | Students in a state grant funded center-based early childhood education program that <u>has</u> been funded for three consecutive years; therefore, four year old students as of October 15 are eligible for state aid. | |
| EC0003 | NDE Approved Early Childhood Education Program | |
| | Students in a center-based Rule 11 approved early childhood education program that is not state grant funded and has not been approved for three consecutive years; not eligible for state aid. | |
| EC0004 | Qualified NDE Approved Early Childhood Education Program | |
| | Students in a center-based Rule 11 approved early childhood education program that is not state grant funded and has been approved for three consecutive years; therefore, four year old students as of October 15 are eligible for state aid. | |
| EC0005 | Early Childhood Birth to Age 3 Endowment Grant Program | <p>The Early Childhood Birth to Age 3 Endowment Grant Program is a public – private funded endowment to provide grants to districts to provide programs and services for infants and toddlers who are at risk for school failure. Grants are awarded by the Endowment Board of Trustees through the Nebraska Department of Education.</p> |
| | Students age birth to age 3 served in a center-based program or a home visitation program or a combination of the two programs. Applies <u>only</u> to districts receiving an Early Childhood Birth to Age 3 Endowment Grant. | |

Please refer to the NDE Early Childhood Education website (<http://www.education.ne.gov/ECH>) for lists of Early Childhood Birth to Age 3 Endowment Grant Programs as well as NDE Grant Funded, Qualified NDE Grant Funded, NDE Approved, and Qualified NDE Approved programs.

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Adopting and Using *Teaching Strategies GOLD*

Teaching Strategies has developed a new child assessment tool called *Teaching Strategies GOLD*. In April 2010, the Nebraska Results Matter Task Force met with a group of Creative Curriculum users from across the state (school district teachers, administrators, Head Start representatives, higher education faculty and trainers) to complete a review of GOLD to determine if it met Nebraska's criteria for use as a Results Matter child measurement tool. [See summary of the key points at the end of this section.]

After careful consideration, the Results Matter Task Force recommended that NDE adopt Teaching Strategies GOLD as one of Nebraska's three online child assessment tools, replacing Creative Curriculum. NDE has approved the recommendation. ***Teaching Strategies GOLD* will replace the Creative Curriculum Developmental Continuum in Summer 2011.**

When will programs have to switch to *Teaching Strategies GOLD*?

Teaching Strategies GOLD™ will launch in July 2010. Districts and Head Start agencies may elect to make the switch now, beginning with the 2010-11 subscription year, or wait one year. The subscription rate will remain the same for GOLD as for CreativeCurriculum.net. After the summer of 2011, Teaching Strategies will only offer and support *Teaching Strategies GOLD™*.

What are the options for 2010-11?

- **OPTION 1:** Start with GOLD in the 2010-11 subscription year.
- **OPTION 2:** Continue to use the Creative Curriculum Developmental Continuum and CreativeCurriculum.net for one more year and start with GOLD in the 2011-12 subscription year.

What happens to the data that has been entered into CreativeCurriculum.net?

All data will be seamlessly transferred from CreativeCurriculum.net to *Teaching Strategies GOLD™*, ensuring continuity and protection of the current data. Programs will not have to re-enter any of the data. Programs will still be able to access the progress checkpoint information from previous years, but this data will not be converted into a new rating on *GOLD™*. All the observations previously entered and photos uploaded will still be available.

What kind of training or professional development will I need and how will I get it?

Teaching Strategies is designing a variety of professional development options, including online courses, webinars and phone support. NDE will be working with Teaching Strategies to develop and provide in-person training during 2010-11.

Will there be a discount for purchasing GOLD print materials under the NDE umbrella?

Yes. Teaching Strategies is offering a 15% discount on print materials for users under the NDE umbrella. For example, the price of the GOLD Toolkit is \$199.95, and Nebraska users will receive 15% off list price. All print materials will also be available to download online. **It is important that districts order an ample number of Toolkits** for their teachers, depending on the size of the program, number of classrooms, location of staff, etc. in order to assure that print materials are readily accessible.

More questions about GOLD?

Please visit <http://www.teachingstrategies.com/page/GOLD.cfm> to sign up for an online webinar, review Frequently Asked Questions (FAQs) and more! If you have questions that aren't answered in the FAQs, please phone 1-800-637-3652/option 4; or e-mail GOLD@TeachingStratgies.com

If you have any questions about Nebraska's adoption of GOLD, please contact:

- Jan Thelen—phone 402-471-4319; email: jan.thelen@nebraska.gov
- Barb Jackson—phone: 402-559-5765; email: bjjackso@unmc.edu

Results Matter Task Force Summary

Teaching Strategies GOLD

April 22, 2010

Strengths:

- The assessment is seamless birth to age six.
- Part C exit assessments can be used for Part B entry assessment.
- The assessment meets Results Matter principles (authentic, routines based, ongoing, observational).
- There is online training as well as reliability videos for use by teachers/practitioners.
- The scoring allows for emerging skills.
- There is a section to measure progress of children who are English Language Learners.
- There is an enhanced online system.

Areas of Concern:

- There was some concern about the more limited number of items for infants and toddlers.
- The infant-toddler examples are still center-based and need more home-based illustrations. (Teaching Strategies is working to add more that will be available online)
- There is a need for more adaptive items/examples. (Teaching Strategies is working to add more that will be available online)
- There was some concern about the cost of purchasing the paper assessment toolkits/materials and potential cost of training.

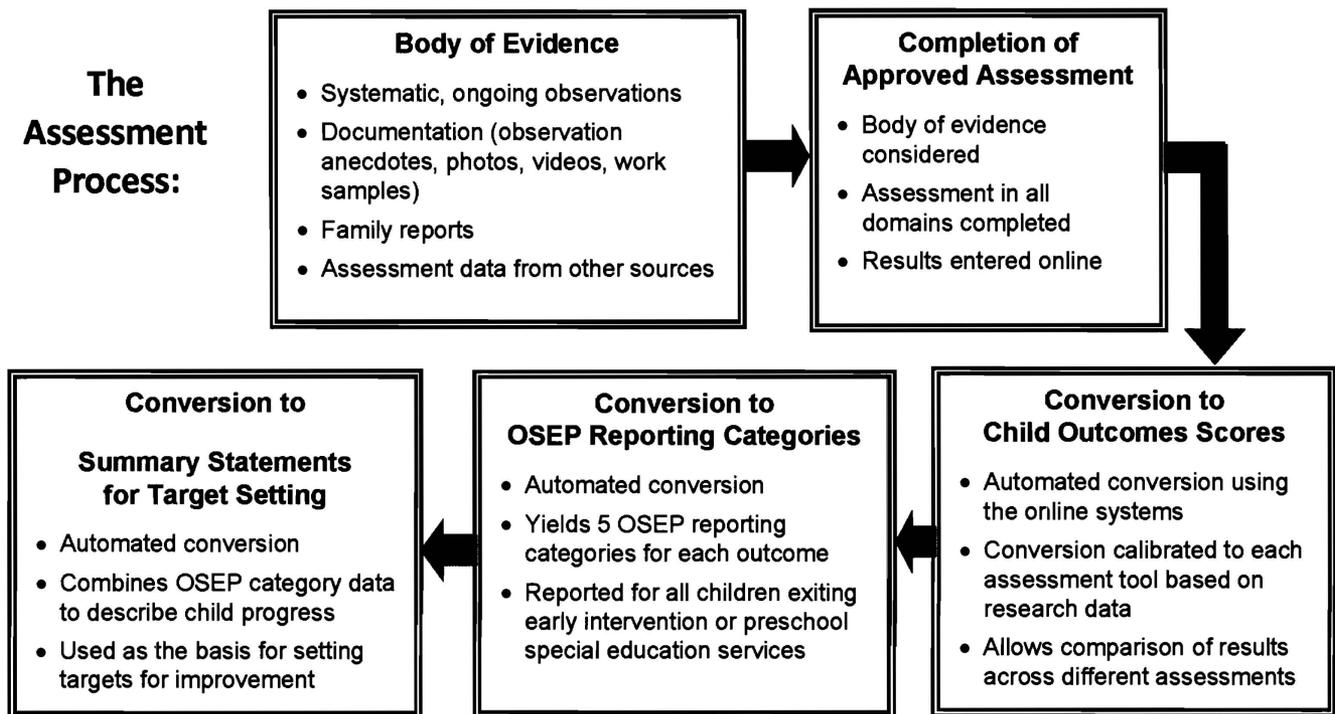
Note: NDE will continue to work with Teaching Strategies to identify strategies that potentially address some of the areas of concerns.



Child Outcomes Measurement and Reporting Process

From Authentic Assessment to OSEP Reporting

The Early Childhood Outcomes Center has been collaborating with national experts to develop a process for converting early childhood assessment results to scores on the three OSEP-required child outcomes. These child outcome scores allow us to compare results from across the state while maintaining flexibility for local programs to choose their preferred assessment tool from three NDE- required tools. This chart describes the assessment process for children B-5 served by school districts and the Early Development Network through early intervention (Part C) and early childhood special education (Part B). This process culminates in the reporting of Nebraska child outcomes data to the federal Office of Special Education Programs (OSEP) for Part C Indicator 3 and Part B Indicator 7.



Reporting to OSEP:

Three Child Outcomes:

- Children have positive social skills including positive social relationships.
- Children acquire and use knowledge and skills including language /communication.
- Children take appropriate action to meet their needs.

Five OSEP Reporting Categories:

For each of the child outcomes:

- Percent of children who did not improve functioning
- Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it
- Percent of children who improved functioning to reach a level comparable to same-aged peers
- Percent of children who maintained functioning at a level comparable to same-aged peers.

Two OSEP Summary Statements:

For each of the child outcomes:

- Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.
- The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

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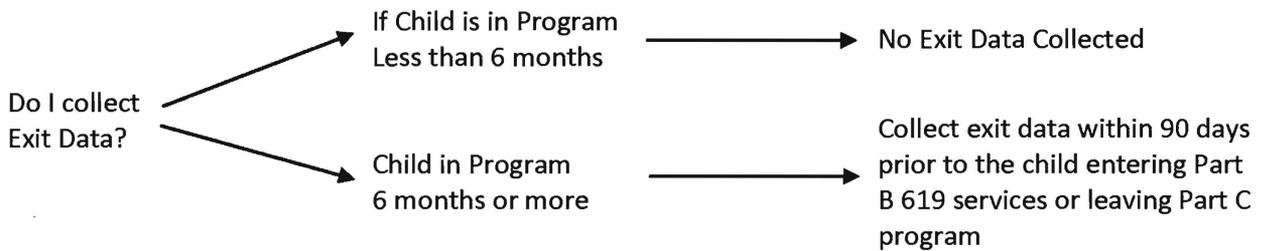
ENTRY/EXIT FLOW CHART FOR CHILDREN WHO HAVE IFSPs AND IEPs

Part C (Birth – 3)

For a Newly-Verified Child:

Entry Date = IFSP Date

When the Child Exits Part C:



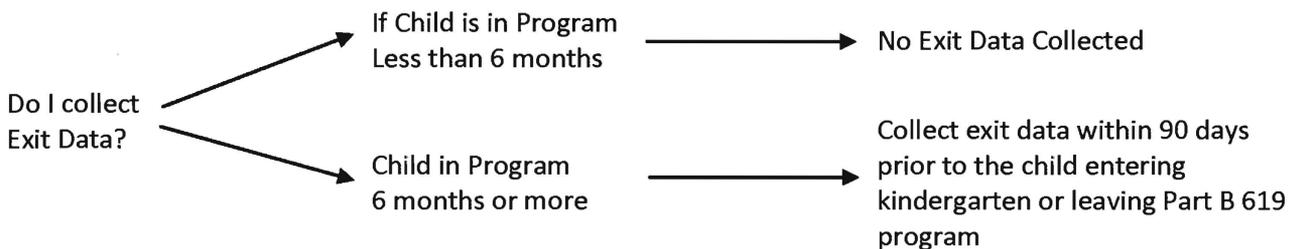
NOTE: A child who enters Part C *after March 1st* and transitions to Part B 619 in August should **NOT** be entered into Part C for OSEP reporting. That child would be entered as new to Part B 619 in the fall.

Part B 619 (Ages 3 – 5)

For a Newly-Verified Child or Child Transitioning from Part C:

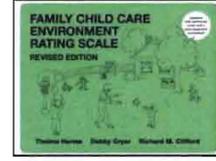
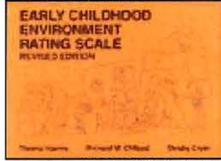
Entry Date = IEP Date or Date When Part B Services are Initiated

When the Child Exits Part B:



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Environment Rating Scales Training



2010 Training

July 20-21-22 @ Omaha

September 28-29-30 @ Kearney

October 19-20-21 @ Lincoln

November 30-December 1-2 @ Omaha

2011 Training

April 12-13-14 @ North Platte

June 21-22-23 @ Lincoln

July 19-20-21 @ Omaha

September 27-28-29 @ Kearney

October 18-19-20 @ Omaha

For additional information contact:

Mary Beth Pistillo
Early Childhood Training Center
6949 South 110 Street
Omaha NE 68128-5722
Phone: 402-557-6893
marybeth.pistillo@nebraska.gov

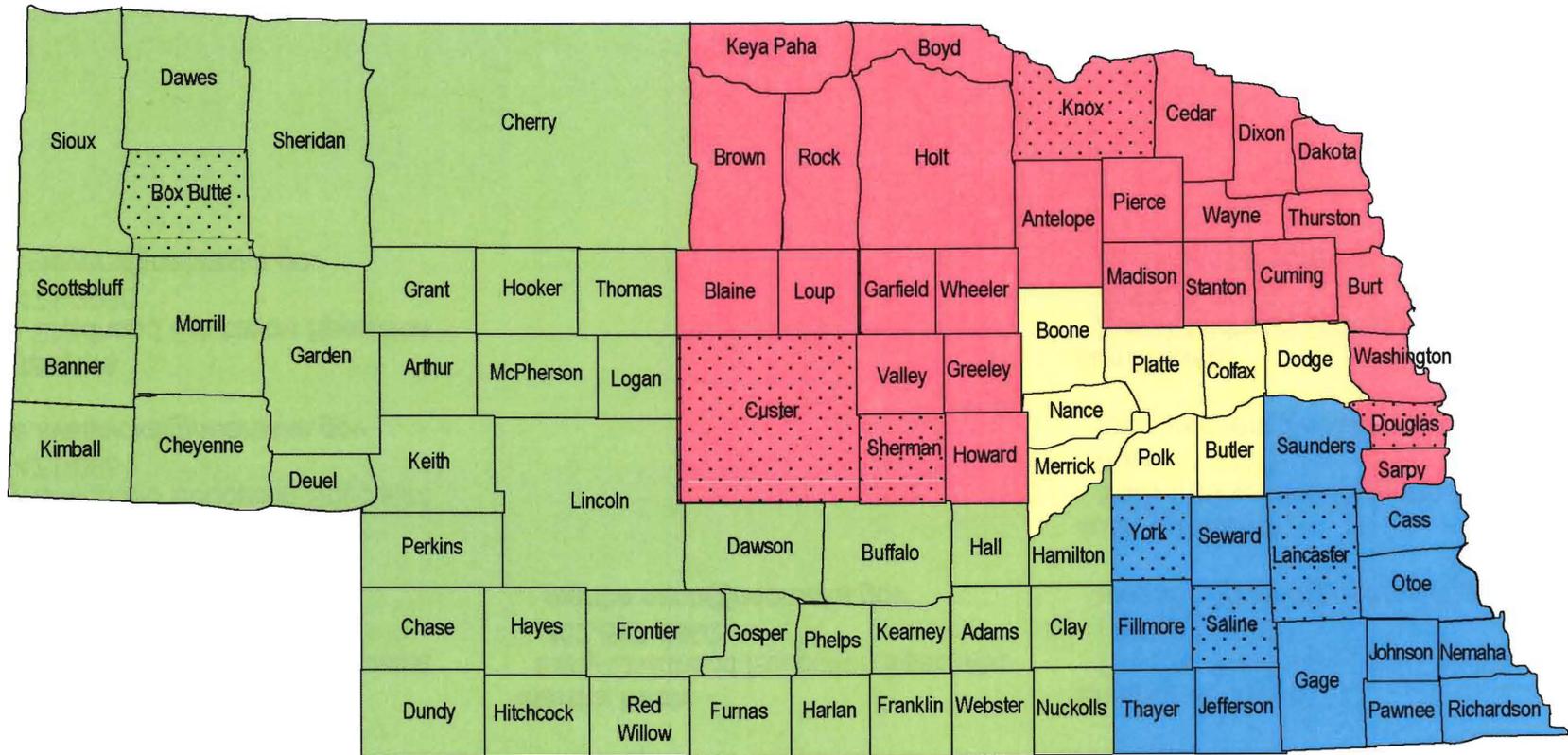
Phone: 1-800-89CHILD

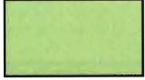
Registration information: <http://ectc.education.ne.gov>



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NDE and NCFE Early Childhood TA Contacts

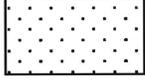



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NDE Early Childhood Calendar

KEY: **CDC** - Consolidated Data Collection
GMS - Grant Management System Rating Scales
HANEN - Teacher Interaction and Language Rating Scale (Hanen Program)
HoVERS - Home Visit Rating Scales

ITERS - Infant/Toddler Environment Rating Scale
MMI - Monroe Meyer Institute
NCFF - Nebraska Children and Families Foundation
NDE - Nebraska Department of Education
NSSRS - Nebraska Student and Staff Record

| | All EC Education Programs | EC Education Grant Programs | Birth-3 Endowment Programs (Sixpence) |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| JULY | 30 Final reimbursement request to NDE | 31 Year-end Report (Budget & Supplemental data due) | 31 Match form to NCFF |
| AUGUST | TBA -Meeting with EC classroom teachers 1 Results Matter online assessment subscription window opens 14 Results Matter Summer checkpoint | | |
| SEPTEMBER | 30 Student Template, Student Snapshot & EC Programs Fact Template in NSSRS 30 Results Matter online assessment subscription due with payment to publisher | | ○ Program Visits |
| OCTOBER | 15 Rule 11 Program Report 15 Results Matter Fidelity Plan 15 PK Instructional Hours in CDC 31 Results Matter Fall checkpoint | ○ Results Matter Program Quality observations | ○ Child and Family Outcome Assessments sent to Programs ○ ITERS/HANEN initiated |
| NOVEMBER | | ○ Results Matter Program Quality observations | ○ Child and Family Outcome Assessments due to MMI |
| DECEMBER | 31 Results Matter Program Quality self-assessment due (see EC Matrix) | ○ Results Matter Program Quality observations | |
| JANUARY | ○ Results Matter Reliability Check ○ Monitoring visits (random) | ○ Grant Monitoring Visits | ○ Mid-Year Visits 15 6-month Program Report to NCFF ○ ITERS/HANEN Completed |
| FEBRUARY | ○ Results Matter Reliability Check ○ Monitoring visits (random) 14 Results Matter Winter checkpoint | ○ Grant Monitoring Visits | ○ ITERS/HANEN Completed |
| MARCH | ○ Monitoring visits (random) | ○ Grant Monitoring Visits | ○ Monitoring Visits |
| APRIL | | ○ Grant Monitoring Visits | ○ Monitoring Visits ○ Child and Family Outcome Assessment including Survey Sent to Programs ○ HoVERS to MMI |
| MAY | 31 Results Matter Spring checkpoint | 19 Continuation Applications open in GMS | |
| JUNE | 7 EC Program Approval by State Board of Education 30 Attendance report in NSSRS | 15 Continuation Applications in GMS due | 15 End of Year Report, Year 3 Budget Action Plan due to NCFF 30 Teacher/Home Visitor Turnover data to MMI |

** Special requirements for grant funded (ages birth to 3 or ages 3-5 programs) are outlined.

These requirements are in addition to the activities required for all early childhood education programs.