Early Childhood Advisory Council (ECAC)
June 20, 2013

Welcome
Joni Close, Chair

Updates

Dr. Angel Rhodes

- 10 million available in year one and the available in year two. ECAC and the state Superintendent will create recommendations to the Governor’s Office.
  - 2,200 kids placed within 60-90 days for year one; this money does not need to be used in year one and can overflow into year two.
  - These funds are for direct preschool children services and do not include Third Grade Reading Guarantee. It is designed to be as broad as possible to allow ECAC and the Governor to create recommendations.
  - This will be a large topic on the July agenda.
- The Innovation Committee must still receive final approvals based on budget needs and timelines. A researcher is needed for the innovation committee so please submit recommendations to Angel Rhodes.
  - This person must be strong in research with backgrounds and knowledge in early childhood. This would be voluntary.
- Specific grant accomplishments have been created for the Project Teams. ECAC should submit comments and suggestions to the project team chairs.
  - The family Engagement team will pull together research from the field and will continue to focus communication to families and the early childhood Ohio website.
    ▪ The unused McFee dollars will be used for family communication should be discussed with the team.
    ▪ The team has created a survey for input and Stacey will distribute this to all project teams.
  - The Quality, Access and Financing team will work with the ECAC Needs Assessment and summary. The team will research and configure how to engage people with slot availability.
    ▪ The financing aspect of child care issues related to subsidy and previous studies were discussed last month.
  - The Standards and Assessments team will work on an approach to assessments for birth-three children, implementation of the new formative assessment and curricula aligning to the new birth-K standards.
  - The Professional Development will review the workforce study results, salvage priorities on sharing information, two year and four year technology (pre-service and in-service) and PD needs.
    ▪ The University of Akron has two degree which contain two different focuses on academics; providers will lean toward the development. The team should touchbase with Akron.
    ▪ Teacher Quality Ratings on teacher preparation programs were publicized and the team must focus on this before classroom entry. Angel will send this to Stacey who will distribute this to ECAC and Rep. Sykes.
    ▪ ECAC can create recommendations regarding the Teacher Quality Ratings.
Early Childhood Video and the Early Childhood Ohio Website

**Dr. Angel Rhodes**

- The Early Childhood video is available on EarlyChildhoodOhio.org and ODEs website.
- A plan and direction must be created for early childhood. Angel has reviewed the early childhood plan and will create updates based on timelines, steps and actions in Ohio.
- Arnie Duncan will hold an event in Middletown in which Angel will participate.
- Marketing products must be created to increase early childhood awareness. ECAC will begin to move forward on recommendations for marketing materials.
- Local, state and federal representatives spoke at the University of Akron.

Ad Hoc Evaluation Subcommittee

**Jessie Cannon**

- 13-14 initiatives will be included in the Ad Hoc Evaluation. Columbia is currently reviewing the reports and producing a score to display the reliability throughout the state; this is not a ranking. The goal is to determine what within our current system is producing successful results.
- A follow up survey was sent to programs regarding additional information needed and a draft report is in progress including initiative findings.
- The may be close to completion in July and a draft available to ECAC in August.
  - This information will be useful to ask the right questions to determine quality improvement needs. It will also show steps needed to obtain stronger data.
  - Researchers can connect with Columbia yet Columbia’s availability is unknown. Ohio’s evaluators should review the list of expectations. In the future, the team can determine if an evaluation group should be created.
  - ECAC should create a document that shows unified, continued success throughout programs.
  - The Governor’s office is unaware of items that work within Ohio. Data must show the strong quality programs and specific items that occur within these programs.
    - Which items within a quality environment have the most impact? What should programs use to measure detailed, quality data?
  - Columbia should include a communications-friendly document for distribution. Jessie will touch base with Columbia for the creation of a high-level summary.

Updates

**Alicia Leatherman**

**Dr. Stephanie Siddens**

- The Professional Development (PD) support standards have been conducting train-the-trainer training to roll our Overview (level one) Development Standards Birth-K Entry. These sessions will be offered to teachers within the next few weeks; the registry will be used statewide to offer sessions.
  - Teachers must complete the level one training before the level two and three can be completed. Level one will be available online.
- These sessions will help educators understand the new early learning and development standards.
• Two and Four year institutions received training from Peter Mangione on how to incorporate these standards into their curricula. There have been many opportunities to engage higher education.

• The Comprehensive Assessment System work continues for extensive 12,000 children statewide field testing in the fall (pilot sites pending). This sample will show a representation in Ohio’s children.

• The Enhanced Assessment Grant will fund opportunities for states to work together to development Kindergarten Readiness Assessments. This grant would provide 4-5 million dollars and Ohio is seeking this opportunities to expand the KEA to other states. Maryland will serve as the applicant. Involving additional states will lower ongoing cost.
  o Michigan is interested and additional states will still be determined (North Carolina).
  o Margaret Hulbert and Stephanie will touchbase for the appropriate contact information.

• Step Up To Quality (SUTQ) will transition October 1st to five stars. Communication will be sent to all who can participate that July 31st is the last day to apply. ODJFS must complete a rule process on the SUTQ changes; the rules were submitted to clearance last week and will be ready for implementation October 1st.

• 1078 programs were rated upon writing the grant and currently, 1362 are rated. ODJFS feels increased participation may be the 2020 legislation and R&R Technical Assistance (TA). ODJFS is reviewing on how to afford to continue the process during the roll out.
  o Many programs wanted to begin SUTQ within the current system for an easier transition.
  o Questions were created for two project teams to reassess the marketing materials available for programs (banners, window slick, yard sign). This is an opportunity to provide consistent messaging.
  o Head Start is required to participate based on DC direction.
    ▪ Should a review of state law (legislation) be reviewed to enhance and improve Head Start?
  o This increase is only ODJFS licensed program; solely center based. The Head Start community has the greatest increase percentage wise. Community efforts show pockets of growth.
  o The shifts have included 2 and 3 star rated.
  o Community culture may influence quality work.
  o COAD has been working with providers for recruitment and Alicia will touchbase with COAD and R&R agencies regarding the communities and program types that are not involved in SUTQ.
  o ECAC expressed concern on centers waiting until 2020 to become involved in SUTQ and proactive steps so this does not occur.
    ▪ ODJFS has been fortunate the number of initials have been large but during the system down time ODJFS can examine how 2020 should appear.

• Family Child Care work has begun to issue licensure to Type B family homes. ODJFS will create the infrastructure for this process and will utilize the county partners.

• The Core Knowledge and Competencies work will review how to ensure all the PD and TA support the competencies created. The competencies were created in 2008 and an expansion is needed to include relevant research and data. The PD project team should infuse how to include the field within the competencies document.

• The standards must be utilized by programs.
Workforce Study Results

Dr. Kassebaum
Kathleen Carr

- The Ohio State University shared the completed Workforce Study report, the OERC partner to complete the analysis and compile reports.
- Found typo should read 7% to 9% for ODE, 2% to 3% for ODJFS.
- The project was used to survey the early childhood workforce to measure work hours, training and education. These studies were completed in 2001 and 2005; the 2001 study was solely of ODJFS license programs and 2005 included ODE. The sample distribution used was similar to 2005.
- 2/3 of the sample with ODJFS and 1/3 was ODE. A program director survey 30% response rate (hours of operation, staffing, benefits, ethnicities, gender, education levels, children served, length of work, wages) and a randomized teacher survey 23% response rate (personal work and education information).
- The general analysis report compares the current findings to the 2005 and the professional compares the current study to the program type.
- Current Survey Results:
  - 10% held a NAEYC accreditation (SUTQ/monies); 52% were preschool (higher schoolage and toddlers); increase ethnic diversity with ODJFS; female ODJFS teachers and a slight increase in males within ODE programs; ODJFS and ODE wages are not in line with the national wage increase (ODE teachers increase); ODE school affiliated have the highest wages; ODE has a higher percentage for offering benefits; Head Start has the highest percentage offering benefits; increase in other employee benefits (training, education); decrease in staff turnover (better pay and benefits to remain).
  - OSU should distribute the soft factors, open ended in regards to benefits to ECAC.
- In summary, there is still diversity between ODE and ODJFS programs. The gap between education and wages is a persistent issue.

Safe Sleep

Anne Harnish

- Ohio is the 11th with Infant Mortality. The leading cause of infant death is sleep related. Three infant death a week are sleep related 0-17 months.
- ODH has a fact sheet and set of recommendations on the website for safe sleep.
- ODH may be funded to complete a safe sleep campaign targeted to providers, nurses.
- Healthychildcare.org highlights the safe sleep, out of home setting, program that is free.

Updates

Valerie Alloy

- Mental health has hired 17 early childhood mental health consultants. Georgetown will help the consultants become regional assistances for small regional system for local boards that are not funding mental health development.
- Mental health with work with the national technical institute for mental health for professional development and training to review the future and better partner with state agencies.
- Consultants will assist with mental health, trauma, low income effects. Trainings will be conducted to assist with the trauma of care. Consultants will also assist with PD on the expulsion rate; ODMH has cut the expulsion in ½.
- ODMH is working with PDIS, Barb Weinberg and Flip It to assist behavioral children.
• As the statewide trauma screening tool is finalized there will be an early childhood factor.
  o Cuyahoga has begun to screen all children for trauma. This will be shared with Terry Jones & Anne Harnish.

Phase One Needs Assessment
Aaron Schill
Yvonne Olivares

• The finalized report shows a statewide picture and by county.
• The overall goal with the county profile was to provide detailed, comprehensible data. The initial page focuses in high need groups (special needs, economic hardship and limited English proficiency). High level data and visuals are provided for these high need groups.
• Supply and demand data was divided. Supply data shows site supply (# of programs), number of spaces, quality and accreditation, total number of children vs. available learning/development spaces, enrollment vs. total spaces, accredited/quality spaces, percentage of all high quality county spaces, population trends (US Census under age 5).
  o Demand discusses enrollment, potential demand based on US Census data, special needs by disability type, economic hardship, and limited English proficiency.
  o A supplementary analysis was completed at school level to show economic disadvantages, spaces and enrollment. The user guide was created to distribute outward or further research decisions made.
  o Head Start data was provided separately and there is a slight overlap.
  o A percentage of the total children from the inside of the county profile parentages were used regarding what a classroom would be to create the number on the front of each page.
    ▪ Community Research Partners (CRP) will review high level findings.
    ▪ The graphic can be removed and replaced with the number of slots per child.
    ▪ The consensus data under age 6 can replace this.
  o Self-reporting of economic status of parents do not report which cannot be included in the report.
• 2.1-18 is the range of kids per space. The best ratio for kids per space was in urban areas. Rural counties have a better high quality space.
• Issues with translating data between programs arose with the lack of uniform terminology, ODJFS special needs data was not included due to self-reports and Franklin County accounted for 70% of limited English proficiency which may be incorrect in the data report.
• 2011 was the last year capacity data was collected from centers by infant, toddler and preschool ages. After 2011, centers provided capacity by 2.5 and 2.5-13 creating the ability to obtain accurate data.
• County profiles explain ODH data on the back.
• CRP will review the graphic using the census data and change the language because it is not all children (it is all children we having information about regarding their language status), Franklin county data on English proficiency and will remove if this does not make sense, include titles to understand where the information is coming from, each profile should contain an explanation document in case only a piece of the book was provided.
  o ODJFS children eligible may not be within a program.
• All the information on the front page is ODJFS and ODE child care centers.
  o Titles must be reviewed for clarity.
  o Children by age and all columns down contain Census data.
• ECAC must submit feedback to Todd by COB next Thursday. Todd will then collect all feedback to submit to CRP next Friday.
  o ECAC can scan and email comments as well.
  o This will be posted on the website in a usable format.