

CCSSO June 2008 Innovative State Early Childhood Assessment Panel: Pennsylvania's Experience

Because every child is Pennsylvania's future

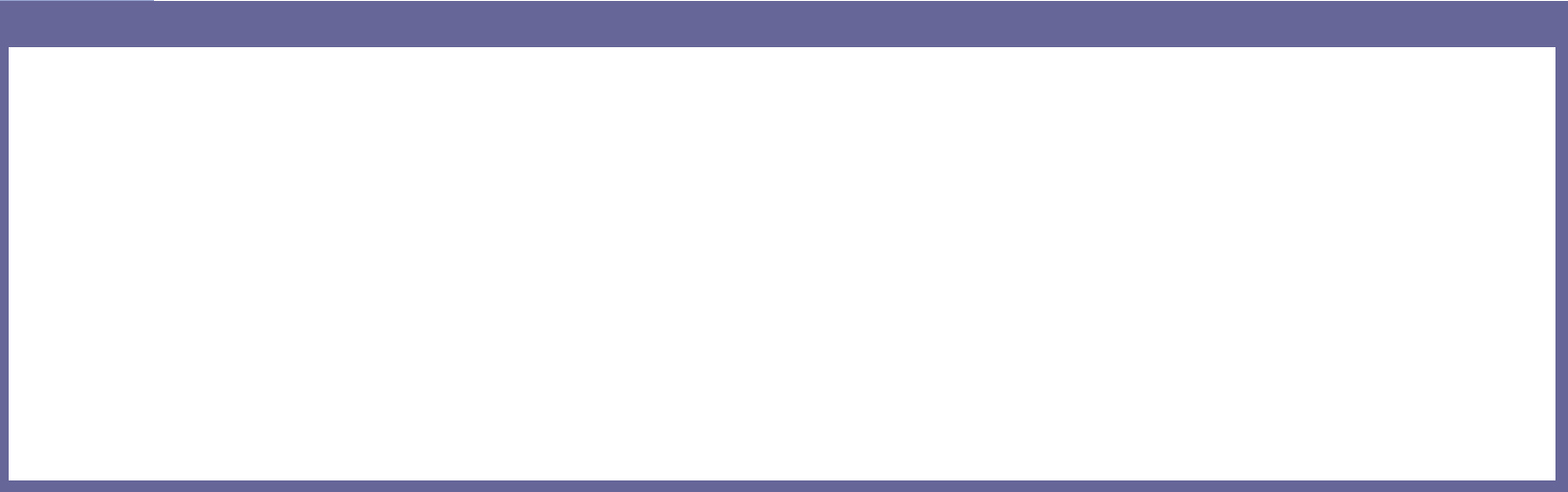


Today's Presentation and Discussion

- Part I: Overview of Office of Child Development & Early Learning
- Part II: Early Learning Network and How this Data Informs Improvements for Children and the Early Learning System



Part I: Overview of Office of Child Development & Early Learning



Office of Child Development and Early Learning

The Pennsylvania Office of Child Development and Early Learning (OCDEL) promotes opportunities for all Pennsylvania children and families by building systems and providing supports that help ensure access to high quality child and family services.

The Office is a joint initiative of the Departments of Education & Public Welfare

Helping fulfill Pennsylvania's Promise for Children

Because every child is Pennsylvania's future

OCDEL Programs

Certification Services:

- Licensing and Inspection of child care facilities

Subsidy Services:

- Child Care Works
- Parent Counseling and Referral Services

Early Intervention Services:

- Infant/Toddler Early Intervention
- Preschool Early Intervention
- Early Intervention Technical Assistance

Early Learning Services:

- Pennsylvania Pre-K Counts
- Keystone STARS
- PA Early Learning Keys to Quality
- Full Day Kindergarten
- Head Start State Supplemental
- Family Support Programs

OCDEL Programs (continued)

- Finance, Administration & Planning
 - Planning
 - Research & Evaluation
 - Information Technology Coordination
 - Budget & Financial Management Coordination
 - Administration (Human Resources, Office Management)
 - Communications & Policy Support

Creating an effective early education system



Helping fulfill Pennsylvania's Promise for Children
Because every child is Pennsylvania's future

Children Served Over Time

Program	FY 02-03	FY 08-09 ¹
ABG Class Size Reduction (K-3rd Grade)	Did not exist	18,887 ²
Child Care Works		
TANF	33,939	29,020
Former TANF	20,000	38,713
Low Income	45,908	60,114
TOTAL (monthly average)	99,847	127,847
Early Intervention		
Birth to 3 Program	22,020	32,689
3 to 5 Program	33,726	44,976
Full Day Kindergarten		
ABG Full Day Kindergarten	Did not exist	56,939 ²
ABG Full Day Kindergarten Supplement	Did not exist	6,377 ²
All Full Day Kindergarten ³	42,015	77,505 ⁴


Program	FY 02-03	FY 08-09 ¹
Head Start		
Federal Head Start	30,986	35,372 ²
Head Start Supplemental Assistance Program	Did not exist	5,610
Keystone STARS	45,745	170,936
Nurse Family Partnership	3,092	4,287
Pre-K		
School Based Pre-K and K4 ⁴	2,684	10,456 ²
ABG Pre-K	Did not exist	4,155 ²
PA Pre-K Counts	Did not exist	12,000

¹ Fiscal Year End Goal or Projection


² FY 08-09 is based on 07-08 Participating

³ Total children in school-based full day K from ABG, ABG Supplement and other funding sources

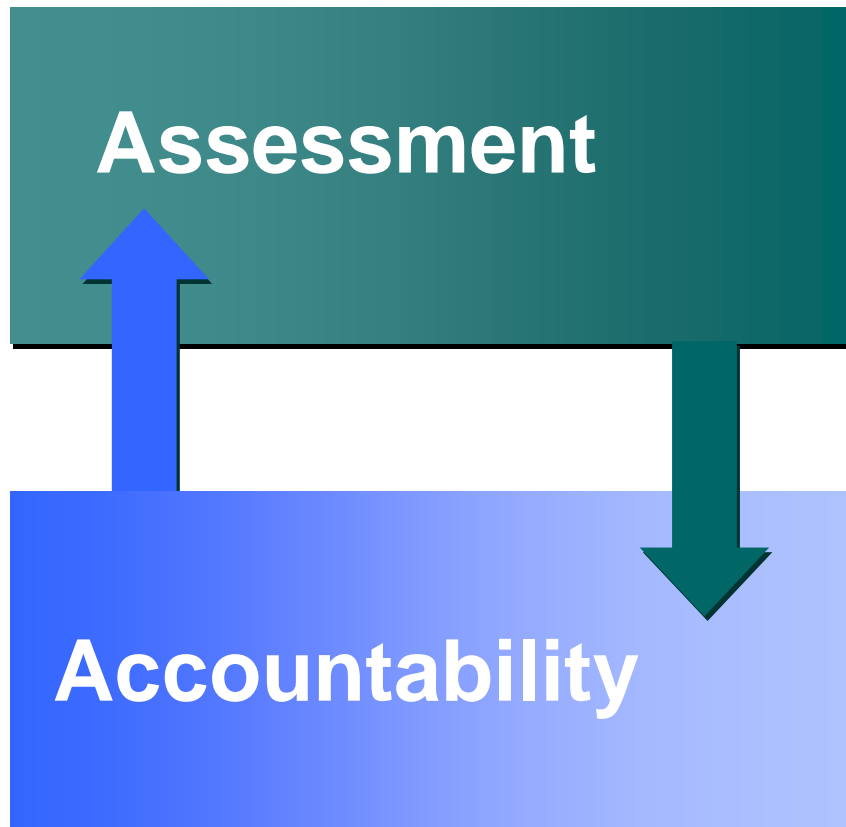
⁴ Total children in Pre-K minus ABG Pre-K



Part II: Early Learning Network and How this Data Informs Improvements for Children and the Early Learning System



Early Learning Network: Assessment & Accountability



- Assessment & accountability are critical to the PA Approach, especially
 - Systems Planning, Monitoring and Accountability
 - Support to Meet & Maintain Standards
- Early Learning Network (ELN) is a core component of our approach to assessment & accountability

Helping fulfill Pennsylvania's Promise for Children

Because every child is Pennsylvania's future

Some Elements of Assessment & Accountability Currently In Place

- Regular Program Monitoring & Site Visits
- Environmental Rating Scales & Independent Third Party Review
- Qualitative Feedback from Providers & Stakeholders
- Strong Program Design, Clear Standards & Expectations, & Ongoing Support to Meet Standards & Expectations
- Performance Measures & Targets

Early Learning Network Values

One reporting system reflecting results of authentic assessment used across programs, aligning with Pennsylvania's early learning standards

A standard system to be used by and coordinated among all of the Office of Child Development and Early Learning (OCDEL) programs (e.g., Pre-K Counts, Early Intervention, Head Start, Keystone STARS)

A comprehensive data system designed to integrate financial, program, teacher, family and child information

8 Benefits from the Early Learning Network

1. Parents will receive feedback on how well their young children are progressing in their early childhood program.
2. We will be able to improve professional development and technical assistance system.
3. We will avoid multiple assessments of children.

8 Benefits from Early Learning Network

4. We will have a unique pool of data to prove the soundness of Pennsylvania's investments in early childhood.
5. We will be able to identify which early childhood programs best support development for particular types of children and which type and level of program (e.g., length of day, amount of services) best meets children's needs.

8 Benefits from Early Learning Network

6. We will adhere to OCDEL's cross-agency mission focus on the needs of children and parents, rather than program silos.
7. The child assessment approach has been designed to benefit all OCDEL's early childhood programs.

8 Benefits from Early Learning Network

8. This approach will institutionalize the cross-agency nature of OCDEL by integrating both the professional development and information technology systems.

Early Learning Network Profile

- 4,000 program sites
- 25,000 teachers
- 225,000 children
- Early childhood - grade 12

Through the Early Learning Network

Up-to-date information

- Child progress in early learning through teacher-administered child assessments 3 times a year
- Child progress across programs serving similar types of children
- Comparing programs with varying characteristics and funding to help us better understand what quality elements are most important
- Showing how financial investment and resources relate to children's progress
- Tailoring professional development & technical assistance to address most pressing early learning needs

Early Learning Network: A Phased Approach

- Phase 1 Planning/Feasibility Study- July 2007 through February 2008
 - Creation of the Early Learning Network blueprint, including cost projections, analyzing current information systems, documenting business needs across programs, gaining information from stakeholders.

Early Learning Network: A Phased Approach

- Phase 2 System Design
 - Finalize data elements and detailed technology design
 - Focus on security requirements
- Phase 3 Pilot Roll Out
 - Early implementation with PA Pre-K Counts and Early Intervention
 - Focus on Technical Assistance to Early Users
- Phase 4 Full Scale Implementation
 - Implementation with remaining OCDEL program

Early Learning Network: A Partnership

- Pennsylvania foundations are contributing to the systems development for the Early Learning Network:
 - William Penn Foundation
 - Grable Foundation
 - Heinz Foundation
- Initial work also supported with federal Office of Special Education Program Grant.
- Advisory Committee established to assure ongoing stakeholder input

Training of Teachers to Date

■ 1. **Overview Sessions**

- 1 to 3 hour sessions held to provide an overview of assessment tools. We also responded to local requests for these. Completed 2007-08 year.

■ 2. **Implementation Institute**

- 3 day session, broken out over 3 months with homework sessions, to help teachers implement with fidelity. 22 Institutes completed 2007-08 year.

Training of Teachers to Date

- 3. Implementing Child Accountability
 - 1 day session describing the components of the child outcome data collection system. 12 sessions on the Ounce and over 42 on Work Sampling held 2007-08.
- 4. Local TA Support & Follow Up
 - Ongoing responsive assistance from our regional TA partners as we move into implementation.

Plans for Reporting Data

- A work in progress...
- Timing: data collection will be almost real-time
- Units of reporting: child level, classroom level, provider level, program level (i.e. STARS or Pre-K Counts), regional and statewide.
- Format to vary by need: i.e. teachers will generate reports for parents.
- Comparative context: program to program comparisons will be possible, as will analyses incorporating understanding of the varied context of the programs (i.e. low income or rural vs. higher income or urban)

Plans for Reporting Data

- Analysis by subgroup should be possible, and is planned to include: program attended, intensity/dosage of program, ethnicity of child, ELL status, school district, family income, and other variables.
- Access to data: variable depending on the data and the person seeking access. We are conducting a program by program review and analysis, and are including confidentiality and security issues in discussion with our legal counsel as we go forward.
- Our goal is for all children to have a unique ID, either the same as our education-based or to have the data mapped to that education-based secure ID. This will permit children to be followed and look backs to occur.

Plans for Reporting Data

- Child level data should include: records of referrals to Early Intervention and other services; demographic information; assessment results; other relevant welfare and child care subsidy data.
- Provider level data should include: information about provider characteristics, including teacher training and certification, class size, STARS ratings, ERS information.
- We plan to include child investment information for public programs as well as program costs per child.
- We plan to place a premium on being able to combine data.
- We hope to fully incorporate our Reach and Risk information into this work and to continue to deepen that work as well

Contact Information

Harriet Dichter, Deputy Secretary
Office of Child Development & Early Learning
333 Market Street, 6th Floor
Harrisburg PA

(717) 346-9320

hdichter@state.pa.us