



Technical Assistance Document



July 2018

www.education.ne.gov/oec/rm/rm.html



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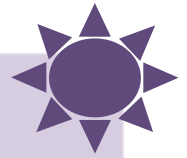
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Results Matter in Nebraska



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 served by districts and their community partners, which may include Head Start and other community early childhood programs.

Each district and ESU is required to participate in the NDE Results Matter child outcomes system for **all children birth to kindergarten entrance age served in any early childhood program**. 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 kindergarten entrance age enrolled in any public school district (hereafter referred to as district) or Educational Service Unit (ESU) early childhood program and/or service.

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 the Approval of Prekindergarten Programs Established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grant; Rule 51—Regulations and Standards for Special Education Programs, Rule 52—Regulations and Standards for the Provision of Early Intervention Services and the federal requirements 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 curriculum and 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 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 Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS). The rating scales measure how the classroom 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.

Program Outcomes



Purpose

The purpose of measuring program outcomes is to ensure that young children participate in a high quality early childhood program that contributes to positive cognitive, social, and health 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.

The most common approach to measuring program quality is through the use of an observation tool. Research has highlighted the importance of measuring all aspects of program quality, and of equal importance is assurance that the measurement tools are used consistently by all observers. NDE uses the Environment Rating Scales (ERS), which provides a broad representation of quality and the Classroom Assessment Scoring System (CLASS), which focuses specifically on classroom practices.

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

- Early Childhood Environment Rating Scale-Third Edition (ECERS-3)
- Infant Toddler Environment Rating Scale-Third Edition (ITERS-3)
- Classroom Assessment Scoring System-PreK (CLASS PreK)
- Classroom Assessment Scoring System-Toddler (CLASS Toddler)
- Classroom Assessment Scoring System-Infant (CLASS Infant)
- Home Visit Rating Scales (HoVRS)
- Family Child Care Environmental Rating Scale – Revised Edition (FCCERS-R)

NDE Office of Early Childhood defines a quality standard score for ITERS-3 and ECERS-3 as 5 in each subscale. A quality standard score for CLASS has not yet been defined.

All district and ESU preschool center-based programs are expected to have child choice at least one-third (1/3) of the scheduled program time.

Infant and Toddler

Center-Based (Sixpence): A Munroe Meyer Institute evaluator will complete the ITERS-3 for every new program and debrief with the program staff. Sixpence criteria requires an overall score of 5. Technical assistance will be provided for any subscale not receiving a score of 5. Once a classroom meets the Sixpence criteria for the ITERS-3, the classroom will be assessed using the CLASS. If a classroom has met the ITERS-3 criteria, but then gets a new lead teacher, and/or there is a significant change to the physical space or location of the room, an ITERS-3 will be completed instead of the CLASS. Sixpence will pay associated costs.

- Child Care Partnership (Sixpence): Programs will have ERS observations annually. Sixpence will pay associated costs.

Center-Based (not Sixpence): An observer trained to NDE approval standards will complete an observation of the classroom(s) as assigned by NDE Office of Early Childhood using the ITERS-3, CLASS-Infant or CLASS-Toddler. Districts are required to select either the ITERS-3, CLASS-Infant or CLASS-Toddler for an observation. NDE will pay associated costs.

Home-Based (Sixpence): The Home Visit Rating Scales (HoVRS) is an observational measure that evaluates the effectiveness of the home visit, e.g., responsiveness to the family. All home visitors from each program will have a home visit videotaped for evaluation. The program will make a 30 minute video of a home visit session that includes planning with the parent and other typical home visit activities and submit to the program evaluator. Sixpence will pay associated costs.

Preschool

An observer trained to NDE approval standards will complete an observation of the classroom(s) as assigned by NDE Office of Early Childhood using the ECERS-3 or CLASS-PreK. Districts with established programs not funded with an early childhood education grant may be observed using either the ECERS-3 or CLASS-PreK.

Districts and ESUs starting programs not funded with an early childhood education grant will have an onsite observation using ECERS-3 in year 1 of program operation.

District classrooms receiving grant funds, or districts with a priority school designation will have an onsite observation using ECERS-3. These classrooms will have onsite observations bi-annually until they meet the quality standard score or until they no longer receive grant funding or hold the priority school designation.

NDE will pay the costs associated with observations.

Continuous Quality Improvement Plan

Districts that receive an onsite observation must complete a Continuous Quality Improvement Plan based on the results of the observation.

Sixpence requires a Continuous Quality Improvement Plan for districts not meeting the quality standard score.

Training

ERS: NDE will schedule and conduct training that provides an Introduction and Practice in the use of the ERS at locations throughout the state. The cost to attend training is the responsibility of the district or ESU. The schedule for training and registration forms can be found on the NDE Early Childhood Training Calendar website at erecords.education.ne.gov/Calendar.aspx.

CLASS: NDE will schedule and conduct training that provides an Introduction to the CLASS at locations throughout the state. The cost to attend training is the responsibility of the district or ESU. Training for Observation (Reliability) will also be available. The schedule for training and registration forms can be found on the NDE Early Childhood Training Calendar website at erecords.education.ne.gov/Calendar.aspx. The Introduction is also available online at store.teachstone.com/introduction-to-the-class-tool-online-course.

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 district and ESU center-based programs serving children birth to kindergarten entrance.

An early childhood program is defined as any prekindergarten part-day or full-day program or in-home family support program with a stated purpose of promoting social, emotional, intellectual, language, physical, and aesthetic development and learning for children from birth to kindergarten entrance age and family development and support. 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)
- District and ESU early childhood programs
- Early Childhood Special Education
- Early Development Network (when children are enrolled in a district or ESU center-based program)
- Any other defined program

Onsite Observations

1. When will the observations take place?

Fall observations will be scheduled starting mid-September and will be completed by mid-November. Spring observations will be scheduled starting mid-February and will be completed by mid-April. The observer assigned to the program will contact the teacher directly to schedule the observation.

2. How will districts and ESUs be informed if they are selected for an onsite observation?

The classroom teacher and the district identified Early Childhood contact will receive a notification via email from NDE.

3. Who are the observers?

- Observers are persons across the state with an early childhood background who have achieved Nebraska Approval. The observers are currently working in or with early childhood programs.
- Observers re-establish Nebraska Approval every six months, or every ten observations, whichever comes first.

4. How should the program prepare for the observation?

- Districts should assure that classroom teachers and other appropriate staff have a basic understanding of the observation criteria and scoring process. Training is available at sites across the state.
- 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.

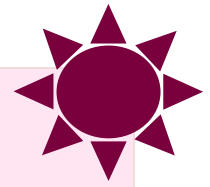
5. What happens during the observation?

- The observer arrives at the scheduled time and observes for a minimum of 3 hours (ERS) or 2 hours (CLASS).
- **Observers are not part of the classroom supervision and do not interact with children or staff.**

6. What happens following the observation?

- The observer completes the scoring.
- The observer writes a summary report.
- The summary report and original score sheets are returned to NDE or Sixpence.
- Summary reports and score sheets are reviewed by NDE Office of Early Childhood and/or Sixpence staff.
- NDE and/or Sixpence staff will share information with the program.
 - NDE staff will make every effort to provide preliminary feedback to the program within 3 business days of the observation. A visit will be scheduled to make time for an in-depth conversation.
 - Sixpence staff will schedule with programs individually.

Family Outcomes



Purpose

The purpose of measuring family outcomes is to gain feedback and family perceptions about how the child's early childhood program is meeting child and family needs.

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) with IFSPs. An annual statewide family survey is used to learn if participating in Part C early intervention services for infants and toddlers have helped the family:

- Know their rights;
- Effectively communicate their children's needs; and,
- Help their children develop and learn.

Based on the data and analysis of responses received, the Part C co-lead agencies - NDE and the Nebraska Department of Health and Human Services (DHHS) - collaborate with services coordination contractors, Planning Region Teams and districts to use the data to inform the local early intervention process and improve family satisfaction with early intervention service delivery.

IDEA Part B – Ages 3 to 5

Parents of children ages 3-5 with IEPs complete a parent survey for parents of children and youth ages 3-21. This special education survey is designed to determine the extent to which schools are facilitating parent engagement, and to design strategies to improve parent engagement. Special education parent surveys are part of a 5-year sampling cycle conducted by school districts.

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

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.

The FRIENDS Protective Factor Survey (PFS) results are designed to help programs measure change in protective factors and identify areas where family support workers can focus on increasing individual family protective factors. PFS analyzes four factors:

- Availability of social support;
- Family functioning;
- Access to concrete supports; and,
- The extent the parent is nurturing and attached with their child.

Early Childhood Education Programs – Ages Birth to Kindergarten Entrance Age

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.

Child Outcomes



Purpose

The purpose of measuring child outcomes is to ensure that young children are active and successful participants during the early childhood years and in the future across all settings. Early childhood settings include home, child care, preschool or school programs, and in the community.

Child Outcome Measures

Results Matter in Nebraska calls for measuring child progress using an assessment system that

- is based on ongoing observation of children engaged in real activities, with people they know, in familiar 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 decisions about day-to-day learning opportunities for children; and,
- reflects that development and learning are rooted in culture and supported by the family.

All children birth to kindergarten entrance age served by districts and ESUs must be included in the MyTeaching Strategies GOLD™ assessment system (hereafter referred to as GOLD). GOLD data for all children will be included in the State of the Schools Report and other avenues as appropriate.

Procedures for Child Data Collection and Online Reporting

The requirements for child data collection and online reporting using MyTeaching Strategies GOLD™ are intended for use by teachers, practitioners, and program administrators who are responsible for measuring and reporting child progress. **Ongoing data collection and reporting requirements apply to all children birth to kindergarten entrance enrolled in district or ESU early childhood programs and services.**

An early childhood program is defined as any prekindergarten part-day or full-day program or in-home family support program with a stated purpose of promoting social, emotional, intellectual, language, physical, and aesthetic development and learning for children from birth to kindergarten entrance age and family development and support. 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)
- District and ESU early childhood programs not receiving grant funds
- Early Childhood Special Education
- Early Development Network
- Any other defined Early Childhood Program

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.

Online Subscription

The GOLD online subscription fee is **\$11.45 per child** per year under the NDE administrative umbrella. **An unlimited number of archived slots are included in the subscription fee.**

The GOLD subscription period is August 1 – July 31 each year.

Getting Started – Managing GOLD Accounts

7. Which children are required to be included in the GOLD system?

- All children from six-months to kindergarten entrance age enrolled in any program provided by a district or ESU, or in partnership with another entity must be included.
- It is the responsibility of the school district to ensure that all children are included in the GOLD system and are assigned an ADVISER number.

8. Who is responsible for managing and verifying child outcome data for a district?

- The district-designated GOLD online administrator is responsible for overseeing all data entry, reporting, and information updates for the district or ESU. At least one online administrator must be a district employee.
- The district's GOLD online administrator(s) is the official contact for all NDE communication.
 - The district may designate different district contacts for specific GOLD functions: GOLD online administrator, GOLD child portfolio transfer and GOLD child data verification.
 - The district GOLD online administrator is responsible for annually updating contact information for these three functions on forms provided by the NDE Office of Early Childhood.
- At least one online administrator in the district GOLD account must be a district employee. A district may elect to also include an ESU or Cooperative staff member, or Head Start manager as an online administrator.
- Online administrator responsibilities include:
 - completing the yearly subscription process;
 - overseeing the data entry process to ensure that reliable and valid information is provided by teachers and other practitioners;
 - monitoring Inter-rater Reliability (IRR) completion;
 - communicating updates and changes to NDE; and,
 - requesting NDE transfer of children between districts.
- GOLD Monthly Job Targets assist online administrators and teachers to manage throughout the year. See Appendix C.

9. Who holds the GOLD account?

- Either the district, ESU or the Early Head Start/Head Start (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 and document in their Partnership Agreement who will be responsible for entering child demographics on the child profile page, who will be responsible for scoring, and who will be assigned as Team Members.
- In a blended program, there must be an online administrator for the district and an online administrator for the EHS/HS.
- **If an infant/toddler-age child is placed in foster care in a district other than the resident school district, the child's GOLD profile will be established by the foster or service district/program.**
 - The resident district should be marked on the child profile as the district of record.
 - If the child has an existing profile, it should be transferred to the foster district and the resident district should remain the district of record.
- **If a preschool-age child is placed in foster care in a district other than the resident school district, the child's GOLD profile will be established and maintained by the resident district until such time as the court, or other authorized official, decides that it is in the child's best interest to receive his/her educational services in either the foster district or other specified program.**
 - The resident district should be marked on the child profile as the district of record.
 - **If the child has an existing profile, it should be transferred to the foster district or other specified program only if a change in educational service location has been determined necessary by the court or other authorized official.**

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

- Once data is entered into an online system, data is secure within the system. It is accessible only by those individuals authorized by the district to receive 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 data, and no individual child or district data is submitted to OSEP.

11. Can a user name and password be shared within the district?

No! Every individual accessing a GOLD online account is required to have an individual user name and password.

Decision Rules for District and Head Start Program Partnerships

When districts partner with Early Head Start and/or Head Start (EHS/HS) programs, items 12-16 apply:

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

- If the EHS/HS program is using COR instead of GOLD, both the district and the EHS/HS must enter child scores in each system. District and EHS/HS program staff are responsible for identifying ways to share documentation to inform the assessment of each program and avoid duplicated effort.
- If the district and the EHS/HS program staff collaborate and collect assessment data together using GOLD, the district and the EHS/HS programs must determine at the beginning of the year who will enter and score the data.

13. 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.
- If there have been two separate accounts in GOLD for the same child the district and the EHS/HS program must determine and designate which program will carry the GOLD account for that child. Only one GOLD account is permitted per child. It is not possible to merge two accounts for a single child.

14. How will children be identified if they are served by both a Head Start and school district?

- A drop-down on the child's profile page in GOLD contains the names of all Head Start agencies using GOLD in Nebraska. The Head Start agency names appear in the same way as the current drop-down with school district names.
- Only the Head Start "umbrella" name is listed in the drop-down menu, not town names. Each Head Start will continue to be able to pull Head Start child data as needed and appropriate – agency-wide, by program, by site, by teacher/classroom. The GOLD structure has not changed.
- Teachers select the appropriate Head Start name in the Head Start drop-down, just like they do in the school district drop-down. This will help clean up data errors and allow child data to be more easily pulled into appropriate reports for children served by school districts only, Head Start only, or children served both by Head Start and school district.
- The drop-down menu allows Head Start agencies to see/have access to child data for all children who are funded or served by Head Start. Children who are served by both Head Start and school districts in a blended program, or in Head Start for a child with an IFSP or IEP, are flagged with both a Head Start agency name and school district name in the drop-down menus.

15. 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 assessment.
- The district is accountable for meeting all NDE Results Matter requirements.

16. 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 an 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 a district early childhood program, the district pays the subscription cost directly to the publisher.

Demographic Data on Child's Profile Page

17. What ID number should be entered?

- Enter the ID number assigned by the NDE Advanced Data Views Improving Student Educational Response (ADVISED, formerly NSSRS). This 10-digit number is required by NDE for all districts and **all children birth to kindergarten entrance age** served by the district.
 - DO NOT use the Special Education SRS number.

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

- For typically developing children, the first date of attendance or home visit in any district or ESU early childhood program is considered to be the entry date.
- For Part C: The child's IFSP meeting date is the program entry date AND the IDEA entry date.
- For Part B: The child's IEP meeting date is the IDEA entry date, the program entry date is either their IEP meeting date OR the beginning of Part B services date.
- For children who are already enrolled in a district early education program and are subsequently identified for services in Part C or Part B, the original date of program enrollment is the program entry date while the IFSP/ IEP date is the IDEA entry date.

19. What is required on the demographic page?

- ADVISER (formerly NSSRS) ID number
- Mark if the child has an IFSP or IEP
- Funding sources: Mark all that apply to each child. This allows reporting by program funding source.
 - Mark migrant funding ONLY for children in Migrant Projects supported by NDE.
- District name: Click on the district where the child is enrolled.
- Head Start name: Click on the Head Start agency where the child is enrolled, if applicable.
- Language:
 - For children who **do not** use spoken language, use the primary language of the family.
 - For children who **do** use spoken language, use the primary language of the child.

20. How are child records identified for Special Education reporting?

- Mark the child's demographic profile as having an IFSP or IEP. This triggers their inclusion in the OSEP Preschool Special Education and Early Intervention GOLD reports.
- If a child has been in a district or ESU program and is verified for special education during the program year, check the IFSP or IEP box at the time of the first IFSP or IEP meeting.

Entering Data

21. At what age does the GOLD assessment begin?

- The initial GOLD assessment begins when the child is **6 months old**.

22. What if a child is born prematurely, has a significant illness, or lengthy absences?

- 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.
- If a child is absent for 30 days or more for any reason, archive the child's data and start over when/if the child returns.

23. When should the child's entry assessment be completed?

- Entry data must be recorded in the checkpoint period of the child's program entry date, unless there are less than 45 days left in that checkpoint period. Continue to collect entry data in the next checkpoint period up to the 45 days, but record the data in the original checkpoint period.
 - Information provided from evaluation and assessment materials, such as Routine Based Interviews or Battelle results, that were gathered prior to the child's IFSP/IEP entry date must be entered as documentation after the IFSP/IEP date in order to be considered valid in the GOLD system.
- When there are less than 45 calendar days left in the checkpoint period, record the entry data in the subsequent checkpoint period. At the end of the 45 calendar days, finalize the checkpoint. Additional data may be collected after this time, but it will not be finalized.
 - If entry data is completed before the end of the 45 calendar days, data may be assigned to the originating check point and finalized.
- If there is a need to record data in a checkpoint period other than the current one, the entry checkpoint period must be changed manually.
- To determine and report child's entry and exit data in appropriate checkpoint periods, see Appendix D.
- Children transitioning at age 3: The Part C exit/Part B entry assessment must be completed during the checkpoint period of the child's third birthday. Beginning at that time, two GOLD checkpoints are required each year: Fall and Spring.
- The following exceptions apply to children who are identified with a disability at the end of the school year:
 - 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.
 - 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.

See Appendix D: entry/exit chart and Question #34: How are "not yet" and "not observed" used in GOLD?

24. What are the GOLD checkpoint requirements for children birth to kindergarten entrance age?

Finalized Fall and Spring checkpoint periods are required, with the additional requirements listed below. Any entry or exit data received during the Winter checkpoint period must be entered and finalized.

For children ages 3 to 5:

- All programs regardless of service location (**children with and without IEPs**):
 - Two GOLD checkpoints required: Fall and Spring each year
- Head Start programs or programs with Head Start partnerships, regardless of location, are required to follow Head Start Program Performance Standards (**children with and without IEPs**):
 - Three GOLD checkpoints required: Fall, Winter and Spring each year
- Programs that utilize Title I funding in early childhood programs, regardless of location, are required to follow Head Start Program Performance Standards (**children with and without IEPs**):
 - Three GOLD checkpoints required: Fall, Winter, and Spring each year
- Year-round, center-based Head Start programs, regardless of location, are required to follow Head Start Program Performance Standards (**children with and without IEPs**):

- Four GOLD checkpoints required: Fall, Winter, Spring, and Summer each year

For infants and toddlers Birth to age 3:

- Enrolled in home AND center-based programs, or center-based programs only (**children with and without IFSPs**):
 - Two GOLD checkpoints required: Fall and Spring each year.
- Home-based programs only (**children with IFSPs**):
 - Two GOLD checkpoints required: at Part C entry and Part C exit.
 - **Infants and toddlers with services coordination only must be entered at entry and exit checkpoints.**
- Home-based programs only (**children without IFSPs**):
 - Two GOLD checkpoints required: Fall and Spring each year.
- **Early Head Start programs, programs with Early Head Start partnerships or early childhood programs that utilize Title I funding, regardless of location, are required to follow Head Start Performance Standards for checkpoints (children with and without IFSPs).**
- Year-round, center-based Early Head Start programs, regardless of location, are required to follow Head Start Program Performance Standards (**children with and without IFSPs**):
 - Four GOLD checkpoints required: Fall, Winter, Spring, and Summer each year.

25. What are the checkpoint periods in GOLD?

- **FALL:** August 1 – October 31
- **WINTER:** November 1 – February 15
- **SPRING:** February 16 – May 31
- **SUMMER:** June 1 – July 31 [12-month programs only]

26. Which GOLD assessment items must be completed?

- For all children birth to kindergarten entrance age served by school districts, GOLD progressions must be documented online and finalized for **Objectives 1 through 23**. Objectives 1-23 include dimensions and progressions in six areas of development and learning:
 - Social-Emotional, Physical, Language, Cognitive, Literacy, and Math
 - The two English Language Acquisition objectives (Objectives 37 and 38) must also be completed for a child age 3 and older if indicated by the results of the GOLD Home Language Survey.
- **Objectives 24-36 are not required to be assessed by the majority of school districts, but are required for Head Start, Head Start Collaboration and Title I funded early childhood programs. These Objectives are in the areas of Science and Technology, Social Studies, and The Arts.**
- Of the 23 Objectives required for school districts, 13 are designed to be observed and recorded “on-the-spot” with a group of children. All Physical, Literacy, and Math Objectives are “on the spot.”

Color Bands

27. How are color bands assigned to children at entry?

For infants, toddlers and two's: The color band is automatically assigned by date of birth when the child's birthday is entered on the profile. The color band should automatically change on the child's birthday. **The color band should be checked and the child's profile updated if the color band did not change automatically.**

For children ages 3 to 5: The **teacher** assigns a color band according to the chronological age of the child and the number of years away from kindergarten at the beginning of the program/school year:

- **Green** color band – A child who will be in preschool 2 years before kindergarten
- **Blue** color band – A child who will be in preschool 1 year before kindergarten
- Children with IEPs: Color bands apply to all children with IEPs, regardless of the level of a child's delay.

28. When does a program need a transitional/virtual classroom?

The GOLD online system assesses child progress based upon their color band designation. Classrooms must designate themselves as infant/toddler or preschool. Due to this function of the system, there will be a need for a transitional/virtual classroom for children who turn three, but will not physically transition to a preschool center-based classroom until the following fall. The transitional/virtual classrooms should be designated as a preschool (green color band) room even though the child may still be receiving Early Intervention services.

The following are examples that explain when a transitional/virtual classroom is or is not used.

- **Example- Part C Exit with continuation of IFSP services:** Child exits from Part C services during the school year but will continue to receive the same services based on the IFSP until fall when IEP services will begin. No physical change is made in where the child is receiving services. Child should be exited from Part C and transferred to a transitional/ virtual GOLD classroom. Child will transfer to the pre-k/three-year-old classroom in the fall.
- **Example- Part C Exit and transfer to Part B classroom immediately:** Child exits from Part C services during the school year and will receive IEP services in a pre-k/three-year-old classroom. Child should be exited from Part C and entered in the pre-k/three-year-old GOLD classroom. Child is **not** entered into a transitional/virtual classroom.
- **Example- Part C Exit of home-based services to Part B home-based services:** Child is receiving Part C home-based services and exits from Part C during the school year, but will begin to receive Part B home-based services. Child should be exited from Part C and transferred to the 3-5 home-based classroom. Child is **not** entered into a transitional/virtual classroom.

A child's Part C exit data will serve as the Part B entry data.

29. Are preschool color bands changed during the year?

No! The color band is assigned based on the child's age at entry or first day of preschool. A child in preschool must be on the same color band **all year**, regardless of the child's birthday.

- **Exception:** If a child (infant/toddler) turns three during the year, the child's color band is changed to green, and the child's profile record should be moved according to the examples provided in item 28.

30. How is a child's color band changed if a mistake has been made?

When a child has been assigned the wrong color band, two steps are required to change it:

1. Go to the child's profile page and change Age or Class/Grade.
2. Scroll to the bottom of the profile page and click on "Checkpoint Period Settings" then click on "Update". Update Age or Class/Grade for each checkpoint period as needed and click **Save**.
3. Click on "Save" button and the colorband will be corrected for profile and all checkpoints.

31. Can a child be scored in any color band, regardless of their assigned entry color?

Yes! Checkpoints may be scored in any of the color bands based on the child's documented skills and abilities during that checkpoint period.

Documentation, Rating and Ongoing Data Collection

32. What are the steps in the ongoing GOLD cycle?

- Step 1: **Observe, gain information and document** children's learning during daily routines and activities;
- Step 2: **Analyze** your documentation and respond by providing the right strategy, material or support to scaffold the child's learning;
- Step 3: **Evaluate** the child's progress and decide what level each child has reached in terms of the objectives, based on the documentation you have collected; and
- Step 4: **Summarize, plan and communicate to others**. Summarize what you know, basing plans for individual children or groups of children on that knowledge, and communicate with families and administrators what children are learning, and what progress they have made.

33. What is required to rate a child's skills or behaviors at a particular level?

- In order to rate a child's skills or behaviors at a particular level, the child must be able to do them **consistently and independently across settings over time**. If not, the skill or behavior should be rated at an "in-between" level (i.e., 1, 3, 5). The child may also need a certain amount of adult support, which may be verbal, physical or visual, which would result in an "in-between" level.
- Indicators often include multiple expectations that are separated by a semicolon. All expectations must be met in order for the indicator to be achieved. The child must demonstrate skills related to all components included in the indicator.

34. How are "not yet" and "not observed" used in GOLD?

- "Not Yet" indicates that a child of that age is not yet expected to demonstrate a particular skill or behavior. Sometimes a skill does not begin to develop until a child is two years old, and another skill may not emerge until age 3 or 4. "Not Yet" applies only to a child who is not yet demonstrating a particular skill or behavior.

- “Not Observed” is to be used **ONLY on rare occasions**. It may be appropriately used if the child has had significant absences during a checkpoint period. It is never to be used because the teacher or child’s team has not observed the child in that area and has not gathered adequate documentation.
- “Not Yet” and “Not Observed” should not be used for children simply because they are new to the program.

35. Is supporting documentation required for scoring the assessment?

- **Yes!** GOLD is an authentic assessment system based on ongoing observation of children engaged in real activities, as documented or reported by family members and other people they spend time with, 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 and family/caregiver;
 - 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. Observations 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.

36. 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.
- The GOLD application for portable electronic devices is a valuable tool for collecting documentation.

37. Is all documentation required to be online?

Online Documentation is required for the Fall and Spring Checkpoints. If a program is required to finalize the Winter Checkpoint, documentation does not have to be online but must be stored in such a way that it is accessible when requested by families, district administration or NDE staff.

- **Any child with IFSP or IEP entry/exit data collected during the winter checkpoint MUST enter all supporting documentation online.**
- See **Number 24** to determine what checkpoints are required for each school district.

38. How much documentation is required?

- There is no set number of observations or amount of documentation that must be collected in relation to each objective. For some objectives, seeing a child perform a skill once is sufficient to make an informed decision. Other objectives need more evidence and documentation.

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

- Anecdotal notes should include observed or reported facts, not subjective information.
- Anecdotes are short written records of 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). Keep in mind that all anecdotal notes become part of the legal record of the child and are subject to subpoena in court cases.

40. Why is ongoing data collection required?

Ongoing data collection is required 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 meetings and others; and,
- classroom, program and district data for program administrators and other stakeholders to guide decision-making for improving child and program outcomes.

Assuring Reliable and Valid Data

41. Who is responsible for assuring that staff from each program is trained in the use of the GOLD system, and that the data is reliable and valid?

- District GOLD online administrators are responsible for assuring that **all** staff and contracted providers are adequately trained and mentored in ongoing data collection and entering and scoring child observations.
- All teachers/practitioners new to GOLD must complete two required online courses through MyTeachingStrategies GOLD™ **by September 30**. The two modules, *GOLD® Introduction* and *Introducing MyTeaching Strategies™* can be accessed through the Develop tab on MyTeaching Strategies™.
- Teachers/practitioners who have used GOLD for one year must complete **Inter-rater Reliability (IRR) Certification every three years**.
- Online Administrators and Teachers/practitioners should:
 - Attend GOLD training;
 - Participate in MyTeaching Strategies GOLD™ webinar

42. What are the data collection and scoring responsibilities of staff?

- Classroom Teacher or Co-Teacher (may also be called lead teacher or head teacher) – can enter observations and score checkpoints for all children
- Home-based staff/primary providers for children with IFSPs or IEPs and Sixpence programs – can enter observations, family/caregiver reports and score checkpoints for all children
- Classroom Assistant Teacher (may also be called para, family educator, teacher aide) – can enter observations for children; cannot score checkpoints
- **Team Member** (itinerant staff) – can enter observations **and preliminary levels** for children assigned to that team member; **cannot finalize checkpoints**.
 - To add a team member outside of your program, contact:
 - Teresa Berube: teresa.berube@nebraska.gov
 - Kayla Parr: kayla.parr@nebraska.gov

43. Who is required to complete GOLD Inter-rater Reliability (IRR) Certification?

- IRR Certification is required to be completed online by each teacher/practitioner **responsible for scoring child observations and documentation in GOLD** for children birth to age five.
 - GOLD will NOT send notification emails to users when IRR is due for renewal.
 - Once completed, teachers/practitioners must reestablish **IRR certification at least every three years**. Districts may require more frequent certification.
- IRR is not required for teachers/practitioners **new to GOLD** in the current school year. One year of GOLD experience is necessary prior to completing IRR Certification.
- NDE requires that Individual Inter-rater Reliability (IRR) be completed by **December 31 of each school year**. Districts may establish an earlier completion date.
- GOLD online administrators and program supervisors must plan for and assure that teachers/practitioners who score child documentation in GOLD have ample time to complete the IRR process.
 - Teacher IRR test information is tied to the teacher's account. GOLD online administrators can run a report under the Reports tab and download the report.
- There is no cost for the IRR. It is provided as part of each district or Head Start GOLD subscription.

44. Which age groups in the IRR must be completed?

- Teachers/practitioners working with children birth to kindergarten entrance age are required to complete certification for both age groups.
 - Birth through age 2, including children with disabilities.
 - Preschool (3 to 5), including **dual language learners and** children with disabilities.
- **If a teacher/practitioner works only with infants and toddlers up to their 3rd birthday, then only that age group is required for certification.**
- **If a teacher/practitioner works with toddlers beyond their 3rd birthday, then both age groups are required for certification.**
- **If a teacher/practitioner works only with preschoolers, then only that age group is required for certification.**
- **If a teacher/practitioner also has dual-language learners, the 2nd age group would be "Preschool, including dual-language learners and children with disabilities."**

- Each age group selected must include children with disabilities, regardless of whether a teacher is currently serving a child with a disability.

45. How much time do teachers need to complete the IRR?

- It takes an average of 3 hours to complete one age group. For teachers/providers who work across two age groups (Birth to 2 and 3 to 5), 6 hours should be allowed for completion. The IRR does not need to be completed at one time.
- There are no time limits when taking the IRR. As much time as needed may be taken.
- A score of at least 80 percent is required in order to attain certification. If a score in a particular area of development/learning is less than 80% (i.e. social-emotional), then only that area is required to be retaken, not the entire IRR. If an area needs to be re-taken, a new child portfolio for a different child will be scored.

46. Where are detailed IRR instructions located?

MyTeaching Strategies GOLD™ provides excellent and detailed IRR instructions and resources online. GOLD online managers, teachers and providers can download this guidance by clicking on the Question Mark button in GOLD (bottom left corner of screen) to link to the resources below.

- How to Guide for Teachers: Interrater Reliability Certification
- How to Video: Interrater Reliability Certification
- How to Guide for Administrators: Goals

47. How do teachers/practitioners begin the IRR process?

Each individual will:

1. Go to MyTeaching Strategies™ Dashboard and click on the Develop tab.
2. Choose “Inter-rater Reliability”.
3. Choose “New Certification” and agree to the terms of the test to be given a list of test options.
4. Choose appropriate assessment options; the assessment will then be available.

Exiting, Transferring, Archiving and Deleting Data

48. What are the exit requirements?

- Children must have complete and finalized checkpoint data at the time of exit from the program. For most children this is May 31 (end of the Spring checkpoint period).
- For a child who exits during the year, exit data is completed in the checkpoint period nearest the child’s date of exit. See Appendix D.
- Prior to exiting the early childhood program for kindergarten, Spring checkpoint data must be completed and finalized. This exit data must be archived for one year.
- There is no “exit button” to click when exiting typically-developing children.
- If a child dies during any given checkpoint period and the staff is unable to collect full documentation for the current checkpoint, exit the child as of the previous checkpoint (i.e., If the child dies during the Spring checkpoint with unfinished documentation; the district should exit the child using the Winter checkpoint documentation and levels.) If there is completed documentation for the current checkpoint, exit the child during the current checkpoint. If the child was in a program less than six months, delete the record.

49. For children who have IEPs, when is the exit assessment completed?

- For preschoolers exiting the Part B program or entering kindergarten, data must be collected and entered in the Spring checkpoint. See Appendix D.

50. For children who have IFSPs, when is the exit assessment completed?

The exit assessment from Part C must be completed in the checkpoint period of the child's third birthday (age 36 months). See Appendix D.

51. For children who are turning age 3 or age 5 during the summer, when should they be exited in GOLD?

The exit assessment should be completed in the Spring checkpoint for all children turning age 3 or age 5 during the summer.

52. How is a child's GOLD portfolio transferred between programs?

- To transfer a child's portfolio, complete the GOLD Child Portfolio Transfer Request found on the NDE Results Matter webpage main menu: www.education.ne.gov/oec/rm/rm.html
- Only finalized checkpoint scores from the portfolio will transfer. Online documentation does not transfer.

53. Can teachers keep other information when a child is transferred?

- Individual teacher lesson plans are tied to the class and stay if the class stays.

54. Is there a way to export documentation so it is not completely lost?

- Documentation stays in the child's portfolio. To keep a record of the documentation in hard copy, log in as the teacher and print the child's documentation.

55. When should child data be archived?

- Child data is archived:
 - When the child has exited, both entry and exit data must be finalized
 - When the child temporarily leaves the program
 - When the child moves from the district but is still eligible to participate in an early childhood program.

56. How long should archived data be kept?

- Data should be archived for one year following the child's exit from the program. To keep data longer, export to an excel spreadsheet and save. The data will then be available for maintaining a longitudinal database, running trend data across time, looking for patterns in the data, verifying improved child outcomes over time, etc.

57. 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.

58. When can archived child data be deleted?

- Archived child data may be deleted for children who **exited in 2016-17 or prior years**.
- Deleted records are saved in GOLD for 90 days. If accidentally deleted, child data can be restored within 90 days. After 90 days, the data is permanently deleted.

59. When can teacher profiles be disabled?

- Accounts for teachers who leave a district must be 'Disabled' so the teacher no longer has access to the district online account. This action maintains all child information.

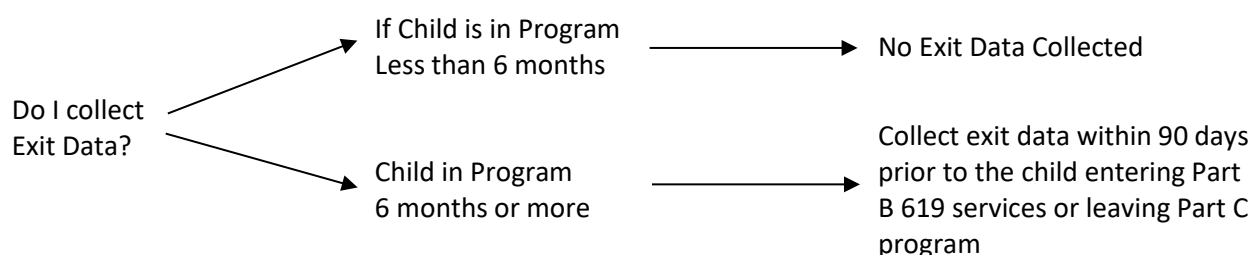
ENTRY/EXIT FLOW CHART FOR CHILDREN WHO HAVE IFSPs AND IEPs

Part C (Birth – 3)

For a Newly-Verified Child:

Entry Date = IFSP Date

When the Child Exits Part C:



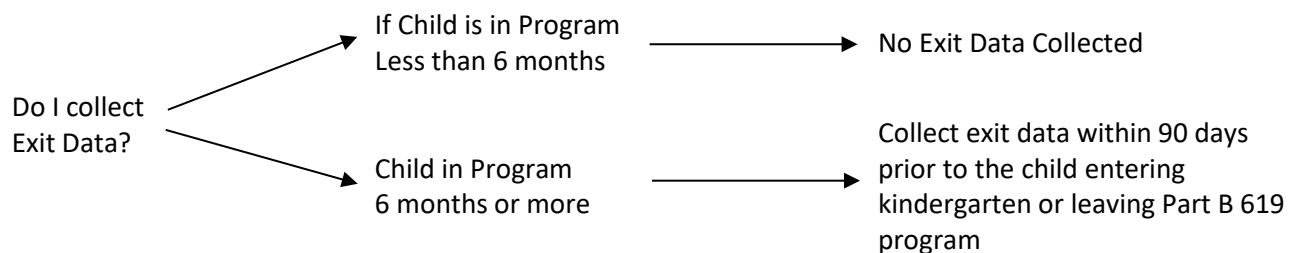
NOTE: A child who enters Part C *after March 1st* and transitions to Part B 619 in August should **NOT** be entered into Part C for OSEP reporting. That child would be entered as new to Part B 619 in the fall.

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:



Using Outcome Data



Purpose

Districts and ESUs collect a plethora of data. This data is useless unless it is used for planning curriculum, altering teaching strategies and improving the effectiveness of services. Both Results Driven Accountability (RDA) and Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) require school districts and ESUs to use child outcome data to inform practices that improve results for all children.

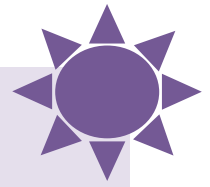
Continuous Program Improvement

Results Matter in Nebraska calls for a continuous program improvement process that:

- is based on child, program and family outcomes data;
- supports developmentally appropriate curriculum expectations;
- implements evidence-based practices and instructional strategies;
- promotes seamless transition practices from early care and education programs through kindergarten and primary grades;
- engages family and community; and,
- aligns with AdvancED and/or Nebraska Frameworks for Continuous Improvement.

Best practice in the field of early childhood indicates that consistent and ongoing assessment supports effective and responsive teaching practices which result in improved child outcomes over time. Each program may set higher expectations for the frequency with which staff record child progress. In order to support continued growth and utilization of data, ongoing training will be provided by NDE. A current listing of scheduled training opportunities to learn more about utilizing data for individual classroom and program improvement is available on the NDE Early Childhood Training Calendar.

Public Reporting



Local Dissemination by Districts and ESUs

- All districts and ESUs are required by Rule 11 to create a written plan for local dissemination of program quality **and** child outcomes during the first year of operation. The plan may be updated in subsequent years as determined by the district or ESU.
- The dissemination plan may include, but is not limited to, sharing data with the local school board, in the local newspaper, at a community meeting, with advisory committees, on the district website and other social media, and other presentations.
- Districts and ESUs must disseminate the results of all birth to kindergarten entrance age program evaluations each year according to the plan.

Statewide Dissemination by Nebraska Department of Education

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 is used to report the progress of programs in meeting child, program and family outcomes. The report, *Early Childhood Education in Nebraska Public School Districts and Educational Service Units State Report*, is available at education.ne.gov/oec/early-childhood-education-state-reports-public-schools-and-esus/. The Sixpence Annual Evaluation Report is available at singasongofsixpence.org/resources/resource-library.html.

- NDE State of the Schools Report Card (SOSRC)
 - The NDE Office of Early Childhood includes limited Early Childhood data on the SOSR with increased data to be included over time.
 - The NDE Office of Special Education will annually release Part B Performance Reports for each district at www.education.ne.gov/documents/SOSR.html. Part C Performance Reports for each Planning Region Team (PRT) will be released annually at edn.ne.gov/spp/regional-data.html. Public reporting is required by OSEP for IDEA Parts B and C.

To the federal Office of Special Education Programs (OSEP)

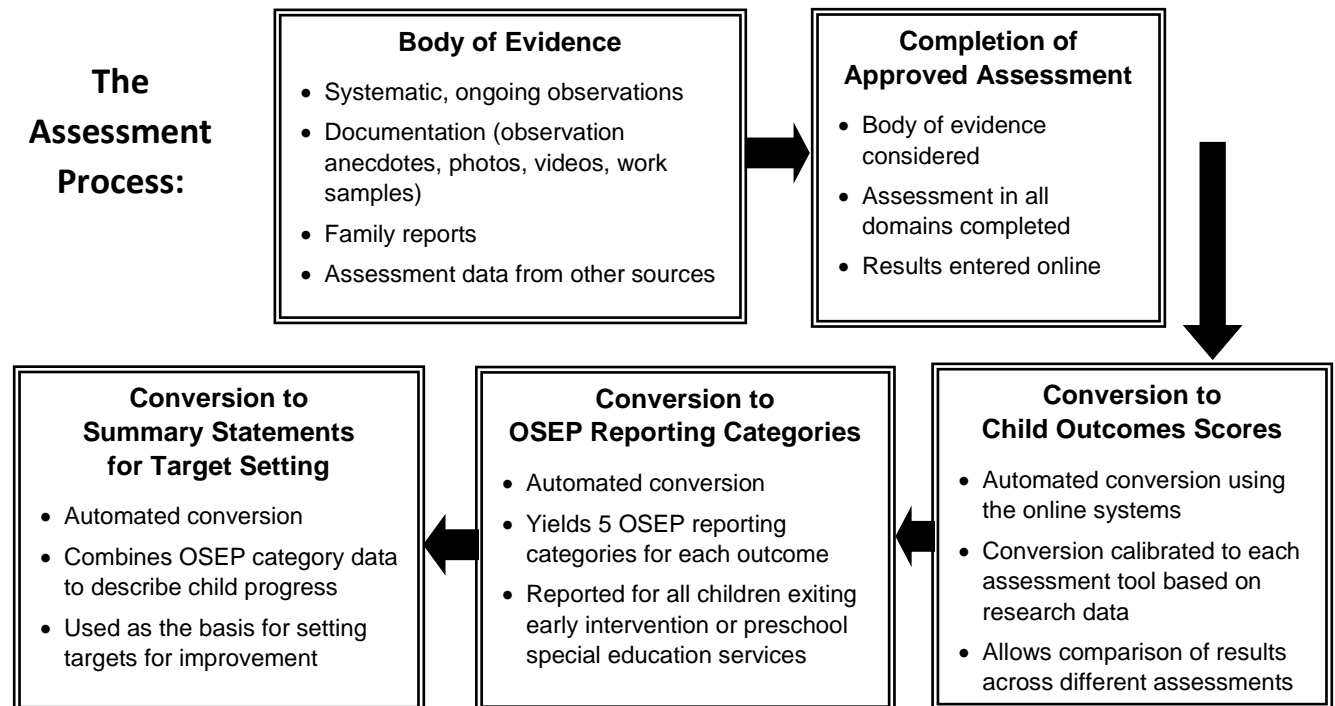
- By February 1 of each year, the NDE Office of Special Education is required to submit Annual Performance Reports (APRs) that include state-aggregated child and family outcomes data for children with IFSPs and IEPs.
- The data in both APRs report the total number and percentage of children ages Birth to 3 and ages 3 to 5 in the reporting categories for the three child outcomes, as well as progress made toward meeting state targets for each outcome.



NDE Process for Reporting Child Outcomes Data to OSEP

From Authentic Assessment to OSEP Reporting

The Early Childhood Technical Assistance Center (ECTA) has developed 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. 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:

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

Five OSEP Reporting Categories:

For each of the child outcomes:

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

Two OSEP Summary Statements:

For each of the child outcomes:

1. 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.
2. The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

Training & Technical Assistance



General Questions

For questions about the administration of Results Matter:

Contact:

- Teresa Berube: teresa.berube@nebraska.gov
- Melody Hobson: melody.hobson@nebraska.gov

For questions related to Results Matter implementation:

Contact the staff person assigned to your district or ESU. Refer to map on page 34.

- Alyssa Anson: alyssa.anson@nebraska.gov
- Kristine Luebbe: kristine.luebbe@nebraska.gov
- Kim Texel: kim.texel@nebraska.gov

For questions related to Results Matter & Sixpence implementation:

Contact the staff person assigned to your district. Refer to map on page 35.

- Amy Bornemeier: abornemeier@nebraskachildren.org
- Karen Pinkelman: kpinkelman@nebraskachildren.org
- Stephanni Renn: srenn@nebraskachildren.org

Child Outcomes

For questions about the GOLD Inter-rater Reliability (IRR) Certification:

Contact:

- Teresa Berube: teresa.berube@nebraska.gov

For technical assistance specific to Nebraska requirements for GOLD:

Contact:

- Becky Zessin: becky.zessin@unmc.edu
- Barb Jackson: bjjackso@unmc.edu
- Teresa Berube: teresa.berube@nebraska.gov
- Kayla Parr: kayla.parr@nebraska.gov

For GOLD technical assistance:

- The Help link
 - Located in the upper right corner of the website at my.teachingstrategies.com
- For help finding what you need in GOLD online and how to use it:
 - Call 1-866-736-5913
 - teachingstrategies.com/contact/support/myteachingstrategies/
 - teachingstrategies.com/contact/support/

- Email a description of your question or concern and your username to techsupport@teachingstrategies.com
- Customer Relations (for help with billing or sales, renewal, archives or portfolios):
 - Call 1-800-637-3652, Option 4
 - Email a description of your question or concern to Renewals@teachingstrategies.com
 - teachingstrategies.com/contact/sales/

For questions about GOLD training:

Contact:

- Linda Bray: linda.bray@nebraska.gov
- Teresa Berube: teresa.berube@nebraska.gov

Program Outcomes

For questions about the observation process:

Contact the staff person assigned to your district or ESU:

- Alyssa Anson: alyssa.anson@nebraska.gov
- Kristine Luebbe: kristine.luebbe@nebraska.gov
- Kim Texel: kim.texel@nebraska.gov

For questions about ERS and CLASS training:

Contact:

- Jenny Fleming: jenny.fleming@nebraska.gov

Web Links

GOLD Online Recorded Webinars and Video/YouTube tutorials:

For online administrators: gold.teachingstrategies.com/gold/admin/helpLib.cfm

For teachers: gold.teachingstrategies.com/gold/teachers/helpLib.cfm

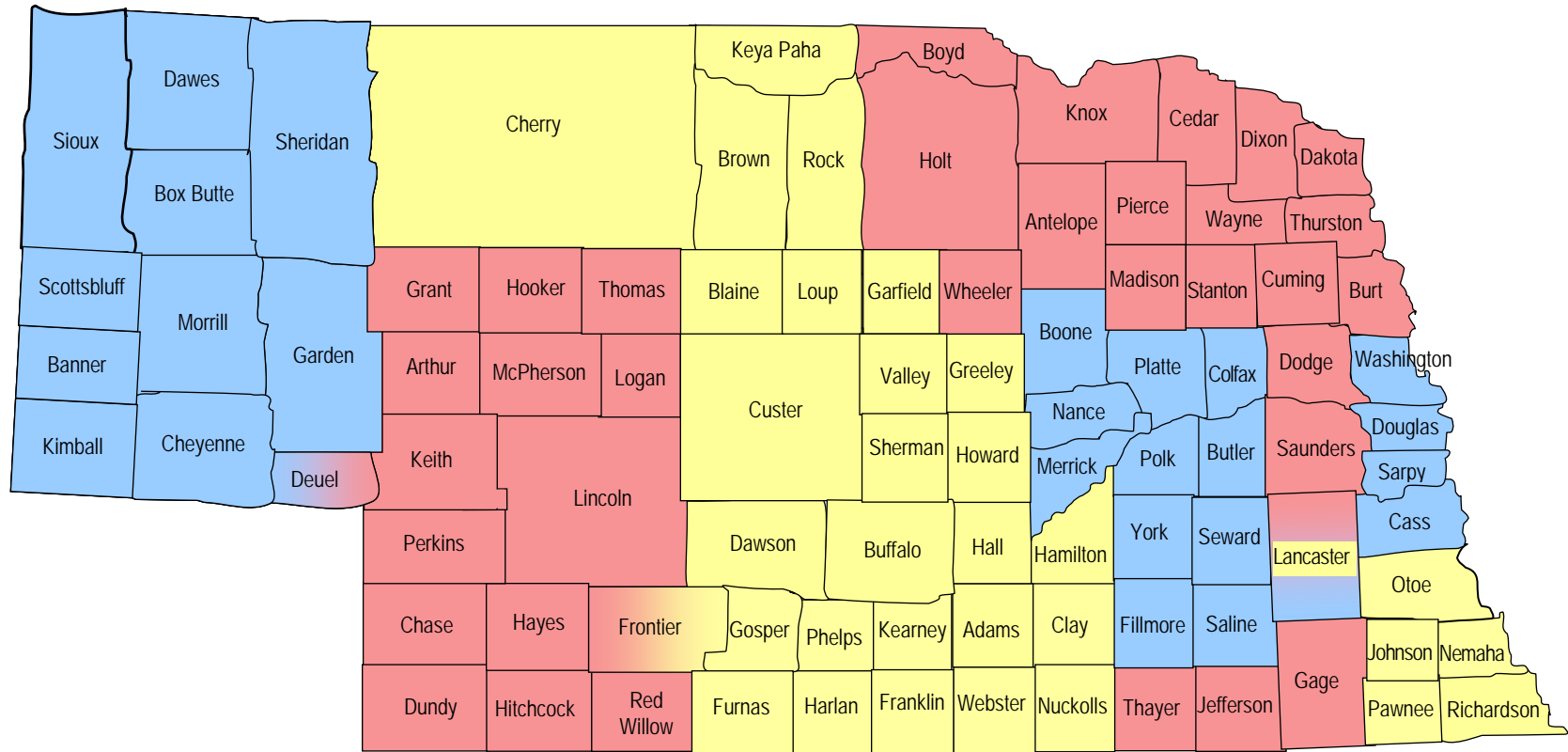
NDE Recorded Webinars: www.education.ne.gov/oec/events.html

EC Training Calendar: erecords.education.ne.gov/Calendar.aspx

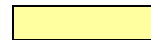
NDE Early Childhood Training Center Media Center: ectc-library.education.ne.gov/

Sixpence: www.singasongofsixpence.org

Early Childhood Program Contacts



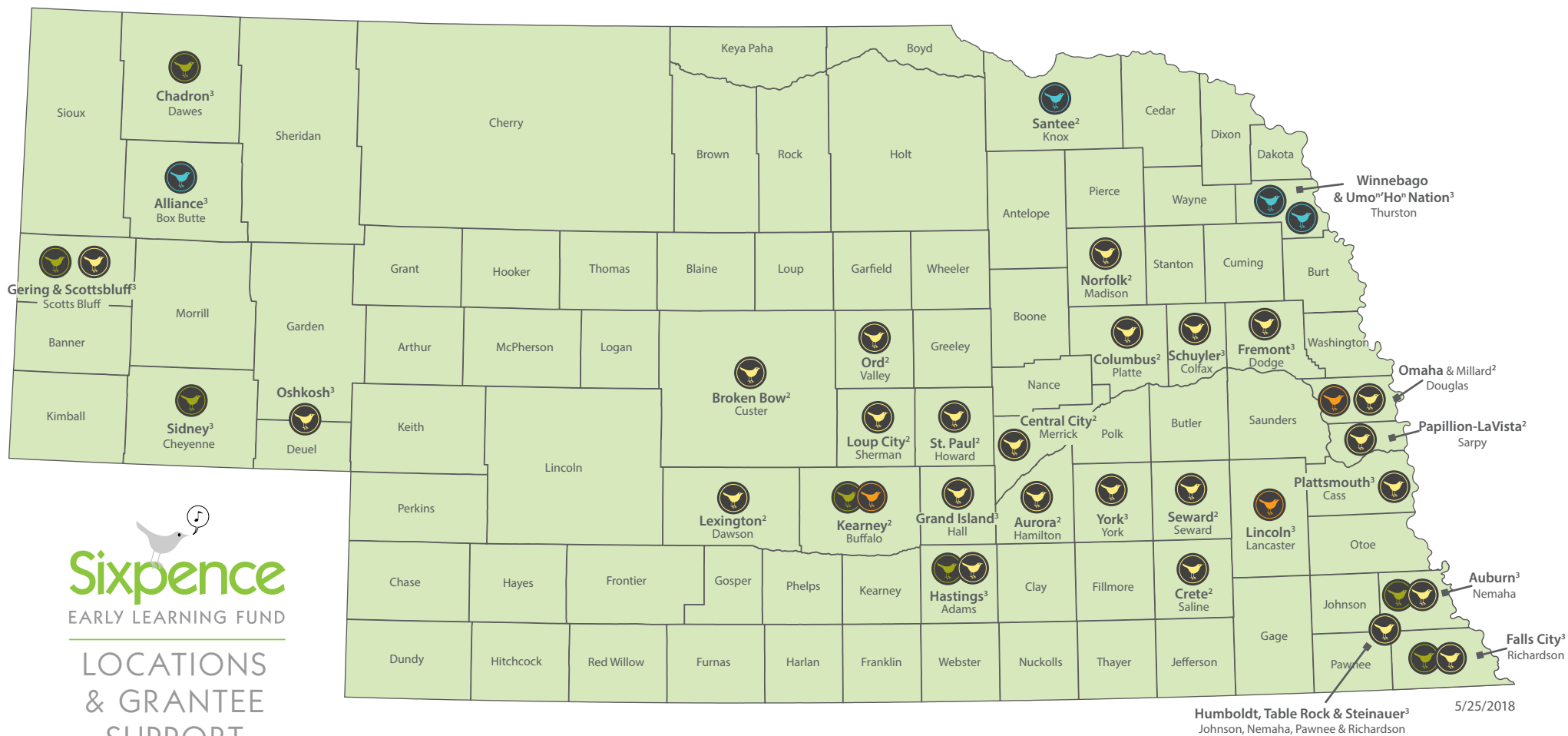
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kim.texel@nebraska.gov



Kristine Luebbe
402-471-1860
Kristine.luebbe@nebraska.gov



Alyssa Anson
402-471-0951
alyssa.anson@nebraska.gov



LOCATIONS & GRANTEE SUPPORT

AS OF FEBRUARY 2018

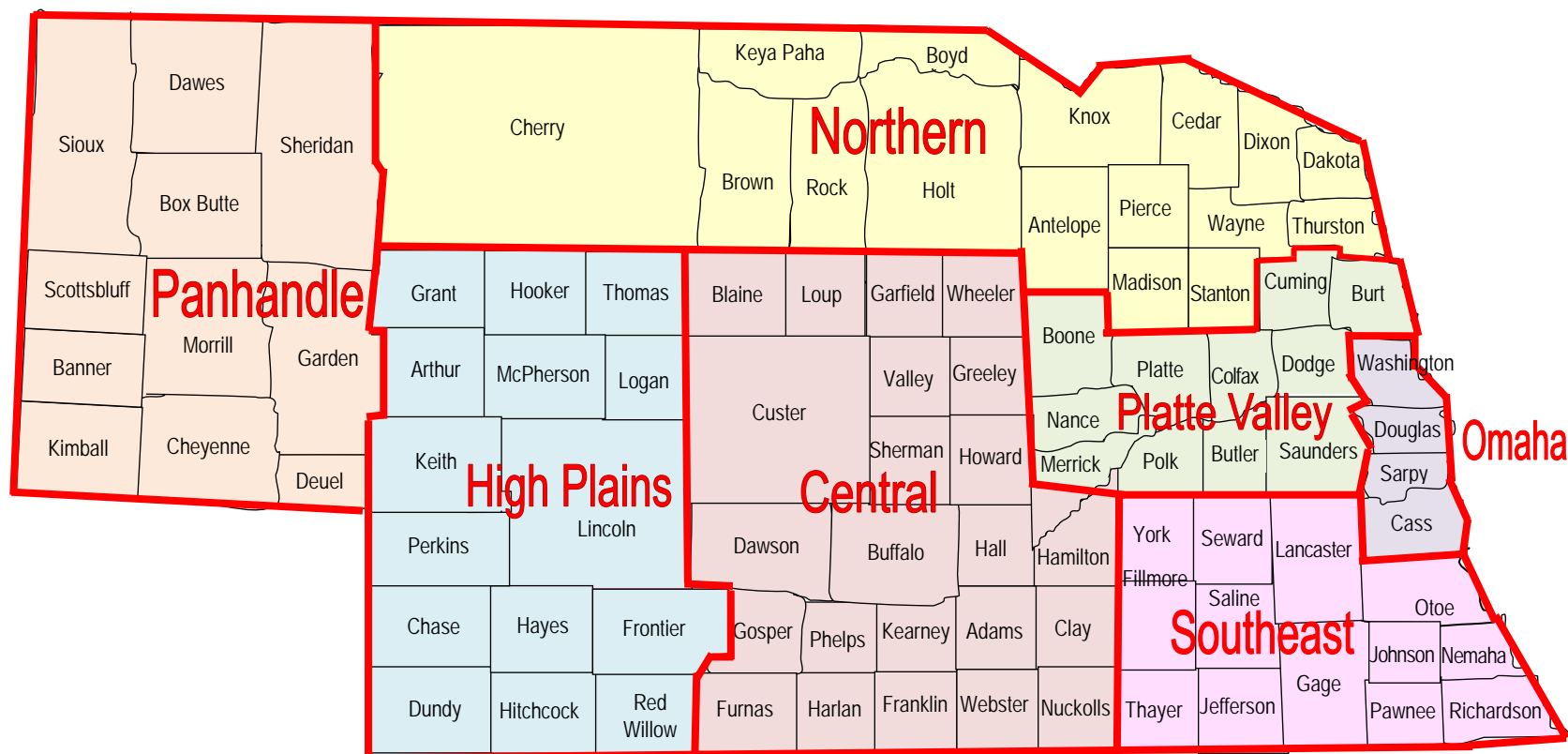
GRANTEE TYPE

- Home-Based
- Center-Based
- Home- and Center-Based
- Child Care Partnership

GRANTEE SUPPORT PERSONNEL

- Amy Bornemeier**
Sixpence Administrator
abornemeier@nebraskachildren.org | (402) 817-2018
- Karen Pinkelman**
Sixpence Administrative Education Specialist
kpinkelman@nebraskachildren.org | (402) 366-8374
- Stephanni Renn**
Sixpence Administrative Education Specialist
srenn@nebraskachildren.org | (402) 239-5920

Early Learning Connection Partnership Regions



Panhandle: ESU 13 (Scottsbluff)
Nici Johnson
308-254-4677
njohnson@esu13.org

Northern: ESU 1 (Wakefield)
Erika Fink
402-287-2061
efink@esu1.org

Platte Valley: ESU 7 (Columbus)
Angel Mayberry
402-564-5753
amayberry@esu7.org

Omaha: ESU 3 (Omaha)
Jennifer Haggart
402-597-4991
jhaggart@esu3.org

High Plains: ESU 16 (Ogallala)
Amy Richards
308-284-8481
arichards@esuxixteen.org

Central: ESU 10 (Kearney)
Roxanne Vipond
308-237-5927, Ext. 286
rvipond@esu10.org

Southeast: ESU 6 (Milford)
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Appendix

- Appendix A:** Early Childhood Results Matter Matrix
- Appendix B:** **ADVISER** Early Childhood Program Data Element
- Appendix C:** GOLD Monthly Job Targets
- Appendix D:** Determining and Reporting Child's Entry and Exit Data in Appropriate Checkpoint Periods
- Appendix E:** **Instructions for Entering and Exiting Children**
- Appendix F:** Early Childhood Calendar

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

PROGRAM CODE	CHILD OUTCOMES		PROGRAM OUTCOMES		FAMILY OUTCOMES	DISSEMINATION OF PROGRAM RESULTS
See Appendix B to identify program code	Child Outcome Measures GOLD	GOLD Inter-rater Reliability	Program Quality Measures ECERS-3, ITERS-3, &/or CLASS	Contracted Observation ECERS-3, ITERS-3, &/or CLASS	Family Survey/Interview	Annual Dissemination
01 ED Grant Funded year 1 or 2	X	X	X	X	Periodically	X
02 EC Grant Funded year 3 or beyond	X	X	X	X	Periodically	X
03 Non-Grant year 1 or 2 of program approval	X	X	X	X	Periodically	X
04 Non-Grant year 3 or beyond of program approval	X	X	X	Selected Observation	Periodically	X
05 Birth to 3 Endowment (Sixpence) Center-Based	X	X	X	X	Spring Family Interview Prenatal Health Indicators FRIENDS Protective Factors Survey (PFS)	X
06 Home-Based program (Not SpEd & Not Sixpence)	X	X				X
07 Birth to 3 Endowment (Sixpence) – Home-Based	X	X		X HoVRS	Spring Family Interview Prenatal Health Indicators FRIENDS Protective Factors Survey (PFS) KIPS	X
08 Birth to 3 Endowment (Sixpence) Child Care Partnerships	X	X	X	X HoVRS; FCCERS-R		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

ADVISER DATA ELEMENT: PROGRAMS
Early Childhood Program
For 2018-19

All districts must complete the **Advanced Data Views Improving Student Education Response (ADVISER) Programs Data Element: Early Childhood Program** for all children enrolled in a district or ESU center-based early childhood program. The lists below will assist district personnel in determining the appropriate **Early Learning Setting Code** to use for the early childhood program(s) operated by the district. It may be appropriate that more than one Early Learning Setting Code will be used within the district; however, an individual student will only be assigned one Early Learning Setting Code.

Please refer to the **ADVISER website** www.education.ne.gov/dataservices/adviser-resources/ for additional information. Districts with a new early childhood program, districts that no longer have an early childhood program, and districts with questions regarding the Programs Data Element: Early Childhood Program should contact ADVISERHelp@nebraskacloud.org.

- 01** – NDE Grant Funded Early Childhood Education Program
- 02** – Qualified NDE Grant Funded Early Childhood Education Program
- 03** – NDE Approved Early Childhood Education Program
- 04** – Qualified NDE Approved Early Childhood Education Program
- 05** – Early Childhood Birth to Age 3 Endowment Grant Program (Sixpence) – Center-based
- 06** – Early Childhood Home-based Programs (NOT Special Education & NOT Sixpence)
- 07** – Early Childhood Birth to Age 3 Endowment Grant Program (Sixpence) – Home-based
- 08** – Early Childhood Birth to Age 3 Endowment Grant Program (Sixpence) – Child Care Partnerships

Adams Central Public Schools – 01	Beatrice Public Schools – 02 & 04
Ainsworth Community Schools – 04	Bellevue Public Schools – 04
Allen Community Schools – 04	Bennington Public Schools – 04
Alliance Public Schools – 04 & 05	Bertrand Public Schools – 02
Amherst Public Schools – 04	Blair Community Schools – 02 & 04
Anselmo-Merna Public Schools – 04	Blue Hill Public Schools – 04
Ansley Public Schools – 04	Boone Central Schools – 04
Arapahoe Public Schools – 04	Boyd County School District #51 – 04
Arcadia Public Schools – 04	Broken Bow Public Schools – 02, 04 & 07
Arlington Public Schools – 04	Bruning-Davenport Unified System – 04
Ashland-Greenwood Schools – 02 & 04	Burwell Public Schools – 02 & 04
Auburn Public Schools – 02, 07 & 08	Callaway Public Schools – 04
Aurora Public Schools – 04 & 07	Cambridge Public Schools – 04
Axtell Community Schools – 02	Cedar Bluffs Public Schools – 04
Bancroft-Rosalie Community Schools – 04	Centennial Public Schools – 02, 04 & 07
Banner County Schools – 04	Central City Public Schools – 04 & 07
Battle Creek Public Schools – 04	Central Valley Public Schools – 04
Bayard Public Schools – 02	Centura Public Schools – 04

Chadron Public Schools – **04 & 08**
 Clarkson Public Schools – **02**
 Cody-Kilgore Public Schools – **04**
 Columbus Public Schools – **02, 04 & 07**
 Conestoga Public Schools – **04**
 Cozad Community Schools – **02 & 04**
 Crawford Public Schools – **04**
 Creighton Public Schools – **04**
 Crete Public Schools – **02, 04 & 07**
 Cross County Community Schools – **04**
 David City Public Schools – **04**
 Deshler Public Schools – **02**
 Diller-Odell Public Schools – **04**
 Doniphan-Trumbull Public School – **04**
 Dorchester Public Schools – **01**
 D C West Community Schools – **04**
 Dundy County Stratton Schools – **04**
 East Butler Public Schools – **04**
 Education Service Unit 13 – **04**
 Elba Public Schools – **04**
 Elgin Public Schools – **04**
 Elkhorn Public Schools – **04**
 Elkhorn Valley Schools – **04**
 Elm Creek Public Schools – **02**
 Elmwood-Murdock Public Schools – **04**
 Elwood Public Schools – **02**
 Emerson-Hubbard Public Schools – **04**
 Ewing Public Schools – **04**
 Exeter-Milligan Public Schools – **04**
 Fairbury Public Schools – **04**
 Falls City Public Schools – **04, 07 & 08**
 Fillmore Central Public Schools – **04**
 Fort Calhoun Community Schools – **04**
 Franklin Public Schools – **02 & 04**
 Freeman Public Schools – **04**

Fremont Public Schools – **02, 04 & 07**
 Friend Public Schools – **04**
 Garden County Schools – **07**
 Gering Public Schools – **04 & 08**
 Gibbon Public Schools – **04**
 Giltner Public Schools – **03**
 Gordon-Rushville Public Schools – **02 & 04**
 Gothenburg Public Schools – **02**
 Grand Island Public Schools – **02, 04 & 07**
 Gretna Public Schools – **04**
 Hampton Public Schools – **04**
 Hartington-Newcastle Public Schools – **04**
 Harvard Public Schools – **04**
 Hastings Public Schools – **04, 07 & 08**
 Hay Springs Public Schools – **04**
 Hayes Center Public Schools – **04**
 Heartland Community Schools – **04**
 Hemingford Public Schools – **04**
 Hershey Public Schools – **04**
 High Plains Community Schools – **01**
 Hitchcock County School System – **04**
 Holdrege Public Schools – **04**
 Homer Community Schools – **04**
 Howells-Dodge Consolidated Schools – **04**
 Humboldt Table Rock Steinauer Schools – **04 & 07**
 Humphrey Public Schools – **03**
 Johnson County Central Public Schools – **02**
 Johnson-Brock Public Schools – **04**
 Kearney Public Schools – **02, 04, 05, 07 & 08**
 Kenesaw Public Schools – **01**
 Kimball Public Schools – **04**
 Laurel-Concord-Coleridge Public Schools – **04**
 Leigh Community Schools – **02**
 Lewiston Consolidated Schools – **04**
 Lexington Public Schools – **04 & 07**

Lincoln Public Schools – **02, 04, 05 & 07**
 Litchfield Public Schools – **04**
 Loomis Public Schools – **04**
 Louisville Public Schools – **04**
 Loup City Public Schools – **04 & 07**
 Loup County Public Schools – **03**
 Lyons-Decatur Northeast Schools – **02**
 Madison Public Schools – **02 & 04**
 Malcolm Public Schools – **01**
 Maywood Public Schools – **04**
 McCook Public Schools – **04**
 McCool Junction Public Schools – **04**
 Mead Public Schools - **03**
 Medicine Valley Public Schools – **04**
 Meridian Public Schools – **04**
 Milford Public Schools – **04 & 07**
 Millard Public Schools – **04 & 07**
 Minatare Public Schools – **04**
 Minden Public Schools – **04**
 Mitchell Public Schools – **04**
 Morrill Public Schools – **04**
 Nebraska City Public Schools – **02**
 Nebraska Unified District 1 – **02 & 04**
 Neligh-Oakdale Schools – **04**
 Newman Grove Public Schools – **04**
 Niobrara Public Schools – **04**
 Norfolk Public Schools – **04 & 07**
 Norris School District 160 – **04**
 North Bend Central Public Schools – **04**
 North Platte Public Schools – **02**
 Northwest Public Schools – **02 & 04**
 Oakland-Craig Public Schools – **02**
 Ogallala Public Schools – **04**
 Omaha Public Schools – **04, 05 & 07**
 O’Neill Public Schools – **04**

Ord Public Schools – **04 & 07**
 Osceola Public Schools – **04**
 Overton Public Schools – **04**
 Palmer Public Schools – **04**
 Palmyra District OR 1 – **02**
 Papillion-LaVista Public Schools – **02, 04 & 07**
 Pawnee City Public Schools – **04**
 Paxton Consolidated Schools – **04**
 Pender Public Schools – **04**
 Perkins County Schools – **04**
 Pierce Public Schools – **04**
 Plainview Public Schools – **04**
 Plattsmouth Community Schools – **04 & 07**
 Pleasanton Public Schools – **04**
 Ponca Public Schools – **04**
 Ralston Public Schools – **02 & 04**
 Randolph Public Schools – **04**
 Ravenna Public Schools – **04**
 Raymond Central Public Schools – **03**
 Red Cloud Community Schools – **04**
 Riverside Public Schools – **04**
 Rock County Public Schools – **03**
 Santee Community Schools – **04 & 05**
 Sargent Public Schools – **03**
 Schuyler Community Schools – **04 & 07**
 Scottsbluff Public Schools – **02, 04 & 07**
 Scribner-Snyder Community Schools – **04**
 Seward Public Schools – **04 & 07**
 Shelby-Rising City Public Schools – **04**
 Shelton Public Schools – **02**
 Shickley Public Schools – **02 & 04**
 Sidney Public Schools – **04 & 08**
 Silver Lake Public Schools – **04**
 Sioux County Public Schools – **04**
 South Central NE Unified System 5 – **04**

South Sioux City Community Schools – **04**
Southern School District 1 – **04**
Southern Valley Schools – **04**
Southwest Public Schools – **04**
Springfield Platteview Community Schools – **04**
St. Edward Public Schools – **04**
St. Paul Public Schools – **04 & 07**
Stapleton Public Schools – **02**
Sterling Public Schools – **04**
Stuart Public Schools – **04**
Sumner-Eddyville-Miller Schools – **04**
Superior Public Schools – **04**
Sutherland Public Schools – **02**
Sutton Public Schools – **04**
Syracuse-Dunbar-Avoca Schools – **04**
Tekamah-Herman Community Schools – **04**
Thayer Central Community Schools – **02 & 04**
Thedford Public Schools – **04**
Tri County Public Schools – **02**
Twin River Public Schools – **04**
Umon’ ho’ Nation Public Schools – **04 & 05**
Valentine Community Schools – **01**
Wahoo Public Schools – **04**
Wakefield Public Schools – **04**
Walthill Public Schools – **04**
Wauneta-Palisade Public Schools – **04**
Wausa Public Schools – **04**
Waverly District 145 – **02**
Wayne Community Schools – **02 & 04**
Weeping Water Public Schools – **04**
West Boyd School District – **04**
West Holt Public Schools – **04**
West Point Public Schools – **04**
Westside Community Schools – **02 & 04**
Wheeler Central Public Schools – **04**

Wilber-Clatonia Public Schools – **04**
Wilcox-Hildreth Public Schools – **04**
Winnebago Public Schools – **02 & 05**
Winside Public Schools – **04**
Wisner-Pilger Public Schools – **02**
Wood River Rural Schools – **04**
Wynot Public Schools – **04**
York Public Schools – **02 & 07**
Yutan Public Schools – **04**

8.2 EARLY CHILDHOOD PROGRAM

PROGRAM NAME	PROGRAM TYPE
NDE Approved Early Childhood Ed Program, Head Start	Early Head Start
NDE Approved Early Childhood Ed Program, not Head Start	Public Preschool

See Programs (General) for additional elements.

EARLY LEARNING SETTING

Use: ☐ Dashboard ☒ State Reporting

Definition: The early learning program in which an Early Childhood student is enrolled.

CODE	DESCRIPTION	DEFINITION	EXPLANATION
01	NDE Grant Funded Early Childhood Education Program	Students who are in a state grant funded center-based early childhood education program that is in the first two years of operation; not eligible for state aid.	<ul style="list-style-type: none"> Provide only one record per student, for all students, age birth through Kindergarten entrance age served by center-based early childhood education programs approved under Rule 11. This includes non-resident students as well as delegates and partners. Students aged birth to Kindergarten entrance age that are served only by Special Education and not in a public school district or ESU center-based program would not have an Early Learning Setting submitted. Eligible students are defined as - students who are 4 years old as of July 31.
02	Qualified NDE Grant Funded Early Childhood Education Program	Students who are in a state grant funded center-based early childhood education program in year three or more of operation; state aid is calculated for eligible students.	
03	NDE Approved Early Childhood Education Program	Students who are in a public school district or ESU center-based early childhood education program that is not state grant funded and is in the first three years of operation; not eligible for state aid.	
04	Qualified NDE Approved Early Childhood Education Program	Students who are in a public school district or ESU center-based early childhood education program that is not state grant funded and is in year four or more of operation; state aid is calculated for eligible students.	

CODE	DESCRIPTION	DEFINITION	EXPLANATION
05	Early Childhood Birth to Age 3 Endowment (Sixpence) Center-Based Grant Prog	Students aged birth to age 3 served in a center-based program. Applies only to public school districts receiving an Early Childhood Birth to Age 3 Endowment (Sixpence) Grant.	<ul style="list-style-type: none"> The Early Childhood Birth to Age 3 Endowment (Sixpence) Center-Based Grant Program is a public – private funded endowment to provide grants to public school 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. Center-based Sixpence programs do need to report course or attendance information.
06	Home-based Early Childhood Education Program (NonSPED)	Students aged birth to kindergarten entrance age served in a non-special education home visitation program.	<ul style="list-style-type: none"> Provide only one record per student, for all students, age birth through five served by a home-based early childhood education program. This includes non-resident students as well as delegates and partners. Do not use for home-based Early Childhood Special Education (ECSE) Students age birth to five that are served in a center-based program are not included in this code Home-based Early Childhood Education programs do not need to report course or attendance information. If the district is the Head Start grantee or delegate and only federal Head Start funds are used then only this code would apply
07	Early Childhood Birth to Age 3 Endowment (Sixpence) Home-Based Grant Prog	Students aged birth to age 3 served in a home-based visitation program. Applies only to public school districts receiving an Early Childhood Birth to Age 3 Endowment (Sixpence) Grant.	<ul style="list-style-type: none"> The Early Childhood Birth to Age 3 Endowment Grant Program is a public – private funded endowment to provide grants to public school districts to provide programs and services for infants and toddlers who are at risk for school failure.

CODE	DESCRIPTION	DEFINITION	EXPLANATION
			<p>Grants are awarded by the Endowment Board of Trustees through the Nebraska Department of Education.</p> <ul style="list-style-type: none"> • Home-based Sixpence programs do not need to report course or attendance information
08	Early Childhood Birth to Age 3 Endowment (Sixpence) CPP Grant	Students aged birth to age 3 served in a Child Care Partnership Program (CPP). Applies only to public school districts receiving an Early Childhood Birth to Age 3 Endowment (Sixpence) Grant.	<ul style="list-style-type: none"> • The Early Childhood Birth to Age 3 Endowment Grant Program is a public – private funded endowment to provide grants to public school 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. • CPP Sixpence programs do not need to report the course or attendance information.

Please refer to the NDE Early Childhood Education website https://www.education.ne.gov/OEC/pdfs/nssrs_template.pdf 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.

Administrator Gold Online Assessment Monthly Job Targets

Job Target	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	
Update Child List. Make sure all children have school district name and NSSRS ID number. Archive children who are not returning and add new children to the appropriate class.	X										X		
Update Color Bands for returning children (3-5) at the beginning of the program year. If a child is going to kindergarten next year, they are blue. All other children ages 3 and 4 are green. Color bands for children B-3 are automatically updated on their birthday.	X												
Archive children who are not returning this year.	X										X		
Support and schedule teachers NEW to GOLD: Teachers must complete two GOLD online Professional Development modules by September 30.	X	X											
Support and schedule teachers who have used GOLD for one year: online administrator assigns teachers to IRR. Teachers must complete GOLD Inter-rater Reliability (IRR) certification by December 31.	X	X	X	X	X								
Clean Staff Files. Disable the accounts of any teacher or team member who no longer works for your school district or agency. Do not delete.	X	X	X	X	X	X	X	X	X	X	X	X	
Use the Child List to monitor for appropriate Class assignment, birthdate, color band, home language survey, and funding source attached to child.	X	X	X	X	X	X	X	X	X	X	X	X	

Administrator Gold Online Assessment Monthly Job Targets

Job Target	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Use the Add/Edit Funding Source feature to ensure all children in your program have the appropriate funding source attached to them.	X	X	X	X	X	X	X	X	X	X	X	X
Use the Documentation Report or the Documentation by Objective and Dimension Report on the teacher site to ensure teachers are entering evidence, assigning objectives and selecting preliminary markings.	X	X	X	X	X	X	X	X	X	X	X	X
Use the View Documentation feature under the Documentation tab to analyze the type and quality of evidence teachers are entering.		X	X	X	X	X	X	X	X	X	X	X
Pull the Assessment Status Report under the Report tab to ensure teachers are assessing children and finalizing the data.			X				X			X		
Run the Entry Status Report to check if all children with IEPs/IFSPs have their data completed. Run the Snapshot report to check if all other children have their data completed.				X				X				
Generate the Classroom Profile Report from the teacher site to use when you are reviewing teacher lesson plans to ensure they are planning intentional , appropriate activities for children.	X	X	X	X	X	X	X	X	X	X	X	X

Administrator Gold Online Assessment Monthly Job Targets

Job Target	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Under the Reports Tab, generate two reports: <ul style="list-style-type: none"> ✓ Professional Development Report --must be completed by Sept 30 for staff new to GOLD ✓ Inter-rater Reliability certification – must be completed by December 31 for teachers who have one year’s experience using GOLD. 		X			X							
Run Fall Outcome Reports. Snapshot Report, Comparative Report				X								
Analyze Fall Outcome Data. Create an analysis that includes steps for continuous program improvement.				X								
Share Fall Analysis with Stakeholders					X							
Run Winter Outcome Reports. Comparative, Growth. You can also create an Alignment Report using the Snapshot.							X					
Analyze Winter Outcome Data. Create an analysis that includes steps for continuous program improvement.							X					
Share Winter Analysis with Stakeholders.								X				
Spring Outcome Reports. Comparative, Growth. You can also create an Alignment Report using the Snapshot.										X		
Run OSEP Federally-Mandated Reports for Preschool Special Education Outcomes (Part B) and Early Intervention Outcomes (Part C): Run both Child and Program levels to verify that all children with an IEP or IFSP who exited during the school year are included.									X	X		

Administrator Gold Online Assessment Monthly Job Targets

Job Target	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Analyze Spring Outcome Reports. Create an analysis that includes a report out on school readiness for those children leaving for kindergarten.										X		
Share Spring Analysis with Stakeholders.											X	
Review and finalize OSEP Data. Make any corrections and finalize OSEP Reports (Part B and Part C) for the school district. ✓ NDE Deadline: June 15											X	

Teacher Gold Online Assessment Monthly Job Targets

Job Target	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Teachers new to GOLD -- complete GOLD online Professional Development modules by September 30.	X	X										
Teachers who have used GOLD for one year -- complete GOLD Inter-rater Reliability certification by December 31.	X	X	X	X	X							
Archive children who are not returning this year. (Can be done by online administrator or teacher)	X										X	
Add new children and complete the home language survey. Home language survey to be completed for 3-5 yr. old children. Not intended for children B-3.	X											
Update the home language survey and color band for children who are returning (for 3-5 classrooms only). If a child is going to kindergarten next year, they are blue. All other children ages 3-5 are green.	X	X										
Begin to observe.... collect evidence/documentation on children. Create a schedule of who you will observe and when.	X	X	X	X	X	X	X	X	X	X	X	X
Enter documentation, attach objectives and select preliminary levels.	X	X	X	X	X	X	X	X	X	X	X	X
Use the Documentation by Objective and Dimension Report under the Documentation tab. This report will help you see at a glance where you may need to plan experiences and focus observations.	X	X	X	X	X	X	X	X	X	X	X	X

Teacher Gold Online Assessment Monthly Job Targets

Job Target	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Use the Classroom Profile Report under the Reports Tab to inform and support your planning for small and large group activities as well as activities for individual children.	X	X	X	X	X	X	X	X	X	X	X	X
Finalize Assessment Data. You have several options on how to finalize....by area, child or multiple children.			X				X			X		
Generate a Snapshot Report and/or use the interactive reports to gain an understanding of whether the skills of the children in your classroom are meeting widely held expectations. Use the information to inform planning, needed changes in the environment or schedule.				X				X			X	
Under the Family Tab and Reports Tab there are several reports to choose from that you can use to communicate with families about their child's development and learning. Your program administrator will identify which report to use.				X				X			X	
When a child with an IEP or IFSP exits the program, finalize the checkpoint data and exit the child through the Request OSEP Exit button from My Children. Remember that when a child with an IFSP turns three, their Part C exit data must be completed during the checkpoint of the child's 3 rd birthday.	X	X	X	X	X	X	X	X	X	X	X	X

Entry and Exit Dates with Corresponding Checkpoint Periods

Entry and Exit Date for Children without IFSP/IEP



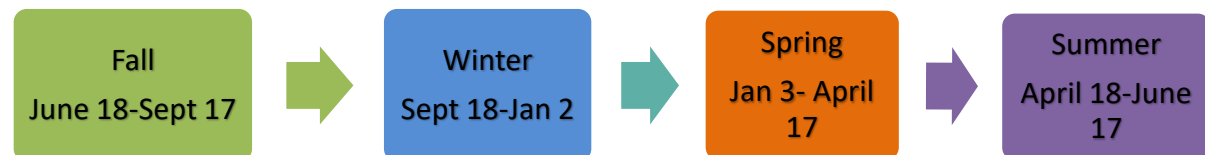
Entry Date for Children on IFSP or IEP in 9-month program



Exit Date for Children on IFSP or IEP in 9-month program



Entry Date for Children on IFSP or IEP in 12-month program



Exit Date for Children on IFSP or IEP in 12-month program



NOTES:

*A child who enters Part C after March 1 and will transition to Part B in August should NOT be entered in Part C. Enter in Fall in Part B.

*For a child with an IFSP, an exit assessment must be completed by the child's 3rd birthday in the checkpoint period corresponding to the 45- day window.

*In rare instances, an IEP team may determine that a 5-year-old continue in a district preschool program. If the child turns 6 while in the preschool program, the child's exit assessment must be completed by the child's 6th birthday following the same 45-day rule as listed in the 9 and 12-month exit date charts.

*For a child who enters Part B and receives services for less than six months, no entry or exit data is required.

GOLD Entry Checklist Part B

ALL CHILDREN, regardless of service type (SC, ECSE, SLP, OT, PT, etc.) or frequency of service, MUST be entered and exited on the MyTeachingStrategies GOLD online system!

1. Is the child going to be receiving Part B services for six months or longer?
 - a. Yes – Proceed to item two.
 - b. No – Stop, the child will not need to be entered into MyTeachingStrategies GOLD for reporting purposes at this time.
2. Create a child profile record on MyTeachingStrategies GOLD from My Children >Add Child
 - a. Select Class
 - b. Class Details
 - c. First Day in Program – When did the child begin Part B Services? This may or may not be the same as the Entry into IDEA Part B
 - d. Child's first and last name- middle initial
 - e. Child's nickname - if preferred
 - f. Identifier - only used for district purposes, such as **DISTRICT Child ID#**
 - g. Gender
 - h. Birth Date
 - i. Primary Language – be specific, if you are unsure, **ASK** the family for clarification
 - j. Ethnicity Level 1 – be specific, if you are unsure, **ASK** the family for clarification
 - k. Race Level 1 – be specific, if you are unsure, **ASK** the family for clarification
 - l. Student ID#- For district purposes only
 - m. NSSRS ID# - this is the number assigned to the child by the state when they first enter the educational system. **It is REQUIRED to be placed in the child's profile so that the State of Nebraska can easily access the child's GOLD data accurately.**
 - n. Funding Sources – **ASK** your online administrator which boxes should be marked for this particular child
 - i. **If the child is enrolled in Head Start, specify which program they attend**
 - o. Free and Reduced Lunch – mark as appropriate
 - p. Assess this child using the Spanish Language and Literacy Objectives? – mark as appropriate
 - q. School District – select the child's district of residence
 - i. **If the child is in the foster care system, you MUST enter the child's home district here, NOT the district where the child is receiving foster care/special education services.**
3. If all information is accurate, click 'Save'
4. **For each child**, go to "My Children" for Home Language Survey
 - a. Click on any child who says "Complete"
 - b. Click on "Yes, Complete Now"
 - c. Complete Home Language Survey and click "Submit"
 - d. From Manage Children Table, click on the name of the child
5. Indication of an IEP must be done by editing each child individually > My Children>child's name>save
6. Begin documenting Entry Data into the system
 - a. All initial documentation must be entered within 45 calendar days of the IEP date unless the child had Exit Data from Part C. In this case, the child's Part C Exit data will become the Part B Entry data. Proceed with documentation in your district's designated checkpoint cycles.

**If you require further information or have additional questions, please refer to your
Results Matter Technical Assistance Document!**

GOLD Exit Checklist Part B

ALL CHILDREN, regardless of service type (SC, ECSE, SLP, OT, PT, etc.) or frequency of service, MUST be entered and exited on the MyTeachingStrategies GOLD online system!

- 1. Has the child been receiving Part B services for six months or longer?**
 - a. Yes – Proceed to item two.
 - b. No – Stop, the child cannot be exited from MyTeachingStrategies GOLD for reporting purposes.
 - i. If the child will be moving into Kindergarten services, but has been in Part B **less than six months**, the Part B record should be deleted.
- 2. Make sure all documentation for Exit purposes has been gathered and finalized within the last 90 days.**
 - a. Note that all documentation and finalization **MUST** be reported during the SAME checkpoint period in order for the child to be exited properly.
- 3. Click on the 'My Children' Tab on Your GOLD Account**
 - a. Select 'Request OSEP Exit' from the menu on the left side of your screen
 - b. For the child/children you need to exit from Part B Services or transfer to Kindergarten services indicate:
 - i. Exit Date
 - ii. Exit Reason – using drop down box
 - iii. Exit Tool- using drop down box
 - c. Click 'Request Exit'
 - d. Your GOLD Online Administrator will have to approve the exit through his/her GOLD account
 - i. Select Children Tab
 - ii. Select Exit Children from OSEP on left side of screen
 - iii. Filter for children by program, site, primary teacher and class
 - iv. Scroll to right of table to Approve Exit
 - v. Click those children who are eligible for exit
 - vi. Click Submit
- 4. Children Requiring Additional Data**
 - a. If the child you need to exit, is listed on the table at the bottom of the page as requiring more data, you must go through and troubleshoot the issue.
 - i. Ensure that the child's entry and exit dates are at least six months apart.
 - ii. Ensure that the child has finalized entry and exit checkpoints in all required domains
 - iii. Ensure that the entry AND exit tools are listed as MyTeachingStrategies GOLD
 - b. If you are unable to determine the reason why the child is not eligible for exit, contact your GOLD Online Administrator or an NDE designee for assistance.
- 5. Once all children have been successfully submitted to your GOLD Online Administrator for exit, you have reached the end of your responsibilities.**

**If you require further information or have additional questions, please refer to your
Results Matter Technical Assistance Document!**

GOLD Entry Checklist Part C

ALL CHILDREN, regardless of service type (SC, ECSE, SLP, OT, PT, etc.) or frequency of service, MUST be entered and exited on the MyTeachingStrategies GOLD online system!

1. **Is child over six-months old?**
 - a. Yes – Proceed to item two.
 - b. No – Stop, enter the child’s six-month birthdate into your electronic or paper calendar. Return to this checklist at that point in time.
2. **Is the child going to be receiving Part C services for six months or longer?**
 - a. Yes – Proceed to item three.
 - b. No – Stop, the child will not need to be entered into MyTeachingStrategies GOLD for reporting purposes at this time.
 - i. If the child will be moving into Part B (Preschool) services within the next six months, **notify the Part B provider that the child will require MyTeachingStrategies entry data at the time of transition!**
3. **Create a child profile record on MyTeachingStrategies GOLD from My Children >Add Child**
 - a. Select Class
 - b. Class Details
 - c. First Day in Program – When did the child begin Part C Services? This will be the same as the IFSP date.
 - d. Child’s first and last name- middle initial
 - e. Child’s nickname - if preferred
 - f. Identifier - only used for district purposes, such as **DISTRICT Child ID#**
 - g. Gender
 - h. Birth Date
 - i. Primary Language – be specific, if you are unsure, **ASK** the family for clarification
 - j. Ethnicity Level 1 – be specific, if you are unsure, **ASK** the family for clarification
 - k. Race Level 1 – be specific, if you are unsure, **ASK** the family for clarification
 - l. Student ID#- For district purposes only
 - m. NSSRS ID# - this is the number assigned to the child by the state when they first enter the educational system. **It is REQUIRED to be placed in the child’s profile so that the State of Nebraska can easily access the child’s GOLD data accurately.**
 - n. Funding Sources – **ASK** your online administrator which boxes should be marked for this particular child
 - i. **If the child is enrolled in Head Start, specify which program they attend**
 - o. Free and Reduced Lunch – mark as appropriate
 - p. Assess this child using the Spanish Language and Literacy Objectives? – mark as appropriate
 - q. School District – select the child’s district of residence
 - i. **If the child is in the foster care system, you MUST enter the child’s home district here, NOT the district where the child is receiving foster care/special education services.**
4. **If all information is accurate, click ‘Save’**
5. **For each child, go to “My Children” for Home Language Survey**
 - a. **Click on any child who says “Complete”**
 - b. **Click on “Yes, Complete Now”**
 - c. **Complete Home Language Survey and click “Submit”**
 - d. **From Manage Children Table, click on the child you just completed the survey for**
6. **Begin documenting Entry Data into the system**
 - a. All initial documentation must be entered within 45 calendar days of the IFSP date.

**If you require further information or have additional questions, please refer to your
Results Matter Technical Assistance Document!**

GOLD Exit Checklist Part C

ALL CHILDREN, regardless of service type (SC, ECSE, SLP, OT, PT, etc.) or frequency of service, MUST be entered and exited on the MyTeachingStrategies GOLD online system!

1. Has the child been receiving Part C services for six months or longer?
 - a. Yes – Proceed to item two.
 - b. No – Stop, the child cannot be exited from MyTeachingStrategies GOLD for reporting purposes.
 - i. If the child will be moving into Part B (Preschool) services, but has been in Part C **less than six months**, the Part C record should be deleted. **Notify the Part B (preschool) provider that the child will require MyTeachingStrategies entry data at the time of transition.**
2. Make sure all documentation for Exit purposes has been gathered and finalized within the last 90 days.
 - a. Note that all documentation and finalization MUST be reported during the SAME checkpoint period in order for the child to be exited properly.
3. Click on the 'My Children' Tab on Your GOLD Account
 - a. Select 'Request OSEP Exit' from the menu on the left side of your screen
 - b. For the child/children you need to exit from Part C Services or transfer to Part B (preschool) services indicate:
 - i. Exit Date
 - ii. Exit Reason – using drop down box
 - iii. Exit Tool- using drop down box
 - c. Click 'Request Exit'
 - d. Your GOLD Online Administrator will have to approve the exit through his/her GOLD account
 - i. Select Children Tab
 - ii. Select Exit Children from OSEP on left side of screen
 - iii. Filter for children by program, site, primary teacher and class
 - iv. Scroll to right of table to Approve Exit
 - v. Click those children who are eligible for exit
 - vi. Click Submit
4. Children Requiring Additional Data
 - a. If the child you need to exit, is listed on the table at the bottom of the page as requiring more data, you must go through and troubleshoot the issue.
 - i. Ensure that the child's entry and exit dates are at least six months apart.
 - ii. Ensure that the child has finalized entry and exit checkpoints in all required domains
 - iii. Ensure that the entry AND exit tools are listed as MyTeachingStrategies GOLD
 - b. If you are unable to determine the reason why the child is not eligible for exit, contact your GOLD Online Administrator or an NDE designee for assistance.
5. Once all children have been successfully submitted to your GOLD Online Administrator for exit, you have reached the end of your responsibilities.

**If you require further information or have additional questions, please refer to your
Results Matter Technical Assistance Document!**

Early Childhood Calendar 2018-19

KEY: CDC - Consolidated Data Collection
GMS - Grant Management System Rating Scales
CQI - Continuous Quality Improvement
HoVRS - Home Visit Rating Scales

ITERS-3 - Infant/Toddler
Environment Rating Scale
MMI - Monroe Meyer Institute
NDE - Nebraska Department of
Education

NDE - Nebraska Department of Education
NSSRS - Nebraska Student and Staff Record
ADVISED - Advanced Data Views Improving Student
Education Response
ECERS-3 Early Childhood Environment Rating Scale-3

	All EC Education Programs	EC Education Grant Programs	Birth-3 Endowment Programs (Sixpence)
JULY	31 GOLD data audit and verification	31 Year-end Report (Budget & Supplemental data) due	31 Year-end Match Report due
AUGUST	1 GOLD online assessment subscriptions begin o EC Program Approval by State Board of Education	15 Final reimbursement request to NDE	15 Final reimbursement request to NDE
SEPTEMBER	15 NSSRS - Staff Demographics 15 NSSRS - Staff Position Assignments 30 Complete GOLD online course modules (new teachers)	o ECERS-3 observations	
OCTOBER	1 Special Education Final Financial Report for Children with Disabilities Birth to Age Five 15 Rule 11 Program Report 15 ADVISED - Student District, School, and Calendar 15 ADVISED - Student, Parent, and Demographics 15 ADVISED - Enrollment 15 ADVISED - Early Childhood Program 15 ADVISED - Special Education Program, if applicable 15 CDC - PK Instructional Program Hours/K Program 31 GOLD Fall checkpoint 31 ADVISED & CDC Fall Audit window closes	o ECERS-3 observations	o Child (other than GOLD) and Family Outcome Assessments to Programs from MMI o ITERS-3/CLASS 5-6 Evaluation Data Camp & Training (site visits scheduled as needed)
NOVEMBER		o ECERS-3 observations	15 Child (other than GOLD) and Family Outcome Assessments due to MMI o ITERS-3/CLASS
DECEMBER	1 NSSRS - Staff Demographics 1 NSSRS - Staff Position Assignments 31 GOLD Inter-Rater Reliability Completed		o ITERS-3/CLASS o HoVRS due to UNMC-MMI

JANUARY	<ul style="list-style-type: none"> Monitoring visits (selected) ERS/CLASS observations (selected) 	<ul style="list-style-type: none"> Grant Monitoring Visits 	<ul style="list-style-type: none"> CQI visits
FEBRUARY	15 GOLD Winter checkpoint <ul style="list-style-type: none"> Monitoring visits (selected) ERS/CLASS observations (selected) 	<ul style="list-style-type: none"> Grant Monitoring Visits ECERS-3 observations (selected) 	<ul style="list-style-type: none"> CQI Visits
MARCH	<ul style="list-style-type: none"> Monitoring visits (selected) ERS/CLASS observations (selected) 	<ul style="list-style-type: none"> Grant Monitoring Visits ECERS-3 observations (selected) 	<ul style="list-style-type: none"> CQI Visits
APRIL	<ul style="list-style-type: none"> Monitoring visits (selected) 	<ul style="list-style-type: none"> Grant Monitoring Visits ECERS-3 observations (selected) 	30 Continuation Report & Budget due <ul style="list-style-type: none"> CQI Visits Child (other than GOLD) and Family Outcome Assessments to Programs from MMI
MAY	31 GOLD Spring checkpoint		15 Child (other than GOLD) and Family Outcome Assessments due to MMI <ul style="list-style-type: none"> Program continuation approval by Board of Trustees
JUNE	15 ADVISER – Student, Parent, and Demographics 15 ADVISER – Enrollment 15 ADVISER – Attendance 15 ADVISER – Programs, Early Childhood Program 15 ADVISER – Programs, Special Education Program, if applicable 15 ADVISER – Discipline 15 ADVISER – Course Grades 15 CDC – Days in Session/Instructional Program Hours 15 NSSRS – Staff Demographics 15 NSSRS – Staff Position Assignments 30 ADVISER, NSSRS & CDC Audit window closes <ul style="list-style-type: none"> GOLD data audit and verification 	<ul style="list-style-type: none"> Continuation Applications open in GMS 	

** 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.

