



Technical Assistance Document



July 2016

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



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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. See Appendix A, B and F.

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

Results Matter is responsive to Nebraska Department of Education (NDE) Rule 11—Regulations for Early Childhood Programs, Rule 51—Regulations and Standards for Special Education Programs, Rule 52—Regulations and Standards for Early Intervention Programs 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 scales. The rating scales measure how the classroom environment supports children's physical, cognitive, social-emotional, and language and literacy development.

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

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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 Teaching 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 Teaching 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 \$10.45 per child per year under the NDE administrative umbrella. Archived children equal to the number of children in the subscription are free. Above the subscription total, the archive fee is 50 cents per child.

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

Getting Started – Managing GOLD Accounts

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

- All children birth 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 NSSRS number.

2. 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.

3. 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 Central members.
- In a blended program, there must be an online administrator for the district and an online administrator for the EHS/HS.
- **If a child is in foster care in a district other than the resident school district, the child’s GOLD account 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.**

4. 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.

5. 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.

6. How can GOLD accounts be linked?

The teacher/provider needs to have a separate account at each “site” where they work. The GOLD online administrator can then link the accounts, so the user only has to use one username and password to access accounts.

To link teacher/provider accounts:

- Write down both usernames.
- Find one of the teacher’s accounts (Admin Tab -> Manage Users -> Teachers & Administrators)
- Choose “Manage Linked Accounts” from the dropdown box next to that user, and click “GO”
- On the next page push the grey button “Create New Link”
- Enter the other username into the box and click “Submit”
- The teacher can then select just one of the usernames and password to login and switch between their two accounts.
- For teachers/providers who serve children in more than one district, the established links for teacher accounts will remain active. Managing linked accounts works the same way as always.

Decision Rules for District and Head Start Program Partnerships

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

7. 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.

8. 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.

9. 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.

10. 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.

11. 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

12. What ID number should be entered?

- Enter the ID number assigned by the NDE Nebraska Student and Staff Record System (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.

13. 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.

14. What is required on the demographic page?

- 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.

15. 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

16. At what age does the GOLD assessment begin?

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

17. 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

18. When should the child’s entry assessment be completed?

- Entry data must be recorded in the 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.

- When there are less than 3 weeks left in the checkpoint period, record the entry data in the subsequent checkpoint period up to the allowed 45 days. After that time, finalize the checkpoint and, no other data should be entered in that checkpoint period. Any ongoing observations and documentation following the 45-day timeline should be recorded in the next checkpoint period.
- 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 child's observational assessment must be completed and all data entered online within 45 calendar days of the child's initial IFSP or IEP meeting.
 - Exception: For a child who is newly-verified for Part B services after May 1, the observational assessment must be completed and all data entered online within 45 calendar days of the beginning of the following school year.
 - Entry data must be recorded in the period of the child's program entry date (IEP or IFSP date), unless there are less than 45 days left in that checkpoint period.
 - 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.

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

Only Fall and Spring checkpoint periods are required. Any entry or exit data received during the Winter checkpoint period must be entered and finalized.

For children ages 3 to 5:

- Preschoolers regardless of program or service location (**with and without IEPs**):
 - **Two GOLD checkpoints required: Fall and Spring each year.**
- Preschoolers enrolled in Head Start programs or in programs with Head Start partnerships, regardless of location, must follow Head Start Performance Standards (**with and without IEPs**).

For infants and toddlers Birth to age 3:

- Infants and toddlers enrolled in both home AND center-based programs, or center-based programs only (**with and without IFSPs**):
 - **Two GOLD checkpoints required: Fall and Spring each year.**
- Infants and toddlers in home-based programs only (**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.**
- Infants and toddlers in home-based programs only (**without IFSPs**):
 - **Two GOLD checkpoints required: Fall and Spring each year.**
- **Infants and toddlers enrolled in Early Head Start programs or in programs with Early Head Start partnerships, regardless of location, must follow Head Start Performance Standards (with and without IFSPs).**

- Infants and toddlers enrolled in a Sixpence Child Care Partnership, regardless of location, must follow Sixpence Quality Criteria (**with and without IFSPs**).

20. What are the checkpoint periods in GOLD?

Beginning in August 2016, all checkpoint period dates will remain consistent from year to year.

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

21. 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 school districts, but **are required** for Head Start 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

22. 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.**

- *Exception:* A child who is 2 years old and coming into a center-based preschool must be assigned by the teacher to the green color band. The child will be on the green color band for the rest of that year and will be green all of the next year.

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.

23. 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 turns 3 during the year and goes into a preschool program at that time, the child’s color band is then changed to green and will be green the remainder of that year and all the following year.

24. 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, click on the Edit button and change to the appropriate color band.
2. In addition, check all past checkpoints. They are stamped with the child’s old (incorrect) color band. To change the child’s color band for past checkpoints, go to the Checkpoint tab, click By Child, and in the header for the checkpoint period(s) that are Inaccurate, click Edit next to Color Band and change to the appropriate color band. This must be done for all checkpoints that have been assigned the wrong color band.

25. 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, including purple, based on the child’s documented skills and abilities during that checkpoint period.

Documentation, Rating and Ongoing Data Collection

26. 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.

27. 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 (Levels 1, 3, 5 or 7). 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. The semicolon means “and”. The child must demonstrate skills related to all components included in the indicator.

28. 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 2 years old, and another skill may not emerge until age 3 or 4. Marking a child at the “Not Yet” level may apply to a child with a disability or developmental delay 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.

29. 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.

30. 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.

31. Is all documentation required to be online?

Yes! All documentation is required to be online.

32. 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.

33. 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.

34. 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

35. 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.
- Teachers/practitioners must:
 - Attend GOLD training;
 - Participate in Teaching Strategies GOLD webinars; and
 - Complete Inter-rater Reliability (IRR) Certification.
- All teachers/practitioners new to GOLD must complete the Teaching Strategies GOLD online Professional Development course **by September 30**. There are four modules to complete within the course.

36. 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 Central (itinerant staff) – can enter observations for children assigned to that team member; cannot score checkpoints

37. 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.
 - **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.
- There is no cost for the IRR. It is provided as part of each district or Head Start GOLD subscription.

38. 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 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.

39. 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.

40. Where are detailed IRR instructions located?

Teaching Strategies provides excellent and detailed IRR instructions and resources online. GOLD online managers, teachers and providers can download this guidance by clicking on the Help button in GOLD (top right corner of screen) to link to the resources below.

Title	Description	Type	
Guide to <i>Teaching Strategies GOLD</i> ® Inter-rater Reliability Certification	How to complete the Inter-rater Reliability Certification	Support	View
Inter-rater Reliability Certification Expiration	What happens when my Inter-rater Reliability Certification expires?	Support	View
Inter-rater Reliability FAQs	Frequently asked questions about the Inter-rater reliability certification process	Resources	View
Language and Age-Group Options for Inter-rater Reliability Certification	Choosing Language and Age-Group Options	Support	View
Navigating the Inter-rater Reliability Certification Screens	Navigating the Inter-rater Reliability Certification Screens	Support	View

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

Each individual will:

1. Go to the Teaching Strategies Dashboard and click on the Professional Development tab.
2. Choose “Inter-rater Reliability”.
3. Choose “Begin New Test” 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

42. 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.

43. 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 and E.
- In rare instances, an IEP team may determine that a 5-year-old continue to be served in a preschool program. If the child turns age 6 while in the preschool program, the child's exit assessment must be completed in the checkpoint period of the child's 6th birthday (age 72 months).

44. 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 and E.

45. 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.

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

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

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

- Individual teacher lesson plans are tied to the class. Lesson plans stay if the class stays. Transfer out children who are moving up and transfer in or create profiles for new children.
- 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.

48. 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, go to Documentation -> View Portfolio -> select the child's name from the list -> click the grey "PDF" button in the upper right-hand corner.

49. 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.

50. 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.

51. 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.

52. When can archived child data be deleted?

- Archived child data may be deleted for children who **exited in 2014-15 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.

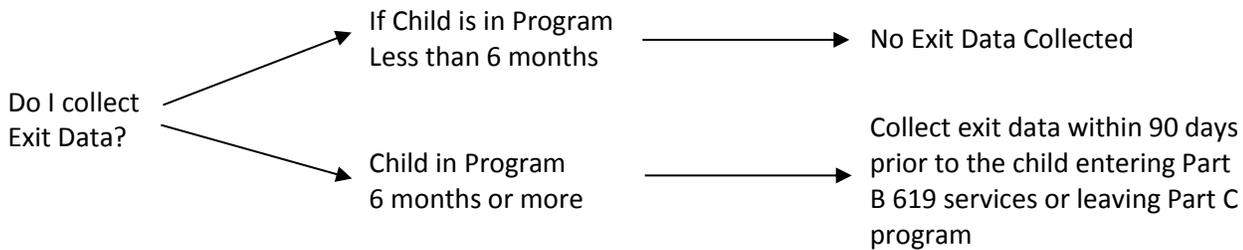
ENTRY/EXIT FLOW CHART FOR CHILDREN WHO HAVE IFSPs AND IEPs

Part C (Birth – 3)

For a Newly-Verified Child:

Entry Date = IFSP Date

When the Child Exits Part C:



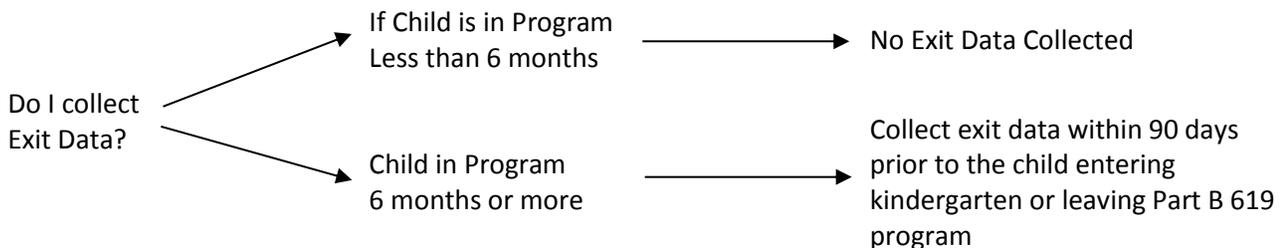
NOTE: A child who enters Part C *after March 1st* and transitions to Part B 619 in August should **NOT** be entered into Part C for OSEP reporting. That child would be entered as new to Part B 619 in the fall.

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:



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-Revised (ITERS-R)
- 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)

NDE Office of Early Childhood does not identify a quality standard score for ERS and CLASS. Sixpence defines a quality standard score for ITERS-R as 5 in each subscale except Personal Care Routines, which must be a score of at least 4.

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): Programs will have an ITERS-R observation when the program is new, when there is a new lead teacher and/or if there is a significant change to the physical space or location. In succeeding years, programs will have a CLASS Infant or CLASS Toddler observation only. 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-R, CLASS-Infant or CLASS-Toddler. Districts are required to select either the ITERS-R, CLASS-Infant or CLASS-Toddler for an observation. NDE will pay associated costs.

Home-Based: 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 are required to select either the ECERS-3 or CLASS-PreK for an observation.

NDE will pay the costs associated with observations.

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

Districts and ESUs funded with an early childhood education grant will have an onsite observation using ECERS-3 by an NDE observer in year 1 and 2 of program operation.

Quality Improvement Plan

NDE no longer requires districts to complete an Action Plan for Program Improvement based on the results of the ERS or CLASS observation.

Sixpence will continue to require a Continuous Quality Improvement Plan for districts not meeting the quality standard score, along with technical assistance from staff.

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 website at www.education.ne.gov/OEC/train/ers/ers.html.

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 website at www.education.ne.gov/OEC/train/class/index.html. The Introduction is also available online at www.teachstone.com/training-programs/class-training-programs/intro/.

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

53. When will the observations take place?

Observations will be scheduled starting October 15 and will be completed by **March 15**. The observer assigned to the program will contact the teacher directly to schedule the observation.

- **Preschool programs in year 1 or 2 of operation will have observations starting September 15.**

54. 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. Districts will be contacted in late April with a response of the selected observation tool due to NDE by mid-May.

55. 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 annually, or every ten observations, whichever comes first.

56. 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.
- Helpful information for infant and toddler classrooms may be found in the book, *All About the ITERS-R*, which explains the observation criteria in detail.

57. What happens during the observation?

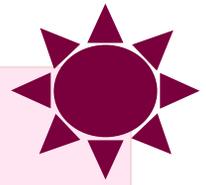
- The observer arrives at the scheduled time and observes for a minimum of 3 hours (ERS) or 2 hours (CLASS).
- Observers are not part of the classroom supervision and do not interact with children or staff.

58. 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 10 days of the observation. An onsite visit will be scheduled to make time for an in-depth conversation.
 - Sixpence staff will schedule with programs individually.

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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.

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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.

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Public Reporting



Local Dissemination by Districts and ESUs

- All districts and ESUs are required by Rule 11 to create a 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 www.education.ne.gov/OEC/eceg_reports.html. The Sixpence Annual Evaluation Report is available at www.singasongofsixpence.org/about/.

- NDE State of the Schools Report (SOSR)
 - 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)

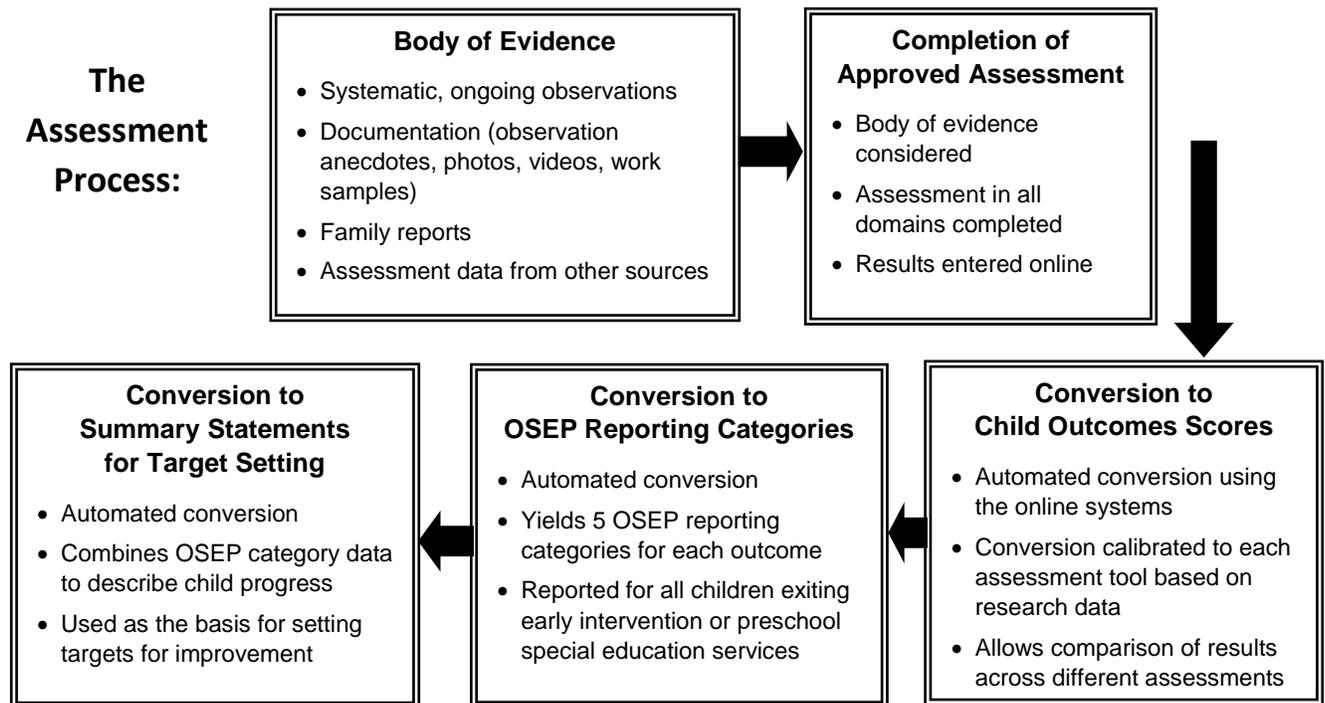
- By February 1 of each year, the NDE Office of Special Education is required to submit Annual Performance Reports (APRs) that include state-aggregated child and family outcomes data for children with IFSPs and IEPs.
- The data in both APRs report the total number and percentage of children ages Birth 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. See page 30.



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.



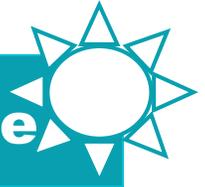
Reporting to OSEP:

- 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

For questions related to Results Matter implementation:

Contact the staff person assigned to your district or ESU. See map on page 33.

- Catie Limbach: catie.limbach@nebraska.gov
- Kristine Luebbe: kristine.luebbe@nebraska.gov
- Linda Meyers: linda.meyers@nebraska.gov
- Kim Texel: kim.texel@nebraska.gov

For questions related to Results Matter & Sixpence implementation:

Contact the staff person assigned to your district. See map on page 34.

- 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:

- Teresa Berube: teresa.berube@nebraska.gov
- Barb Jackson: bjjackso@unmc.edu
- Catie Limbach: catie.limbach@nebraska.gov
- Kim Texel: kim.texel@nebraska.gov

For GOLD technical assistance:

- The Help link
 - Located in the upper right corner of the website at www.teachingstrategiesGOLD.com
- For help finding what you need in GOLD online and how to use it:
 - Call 1-866-736-5913
- Email a description of your question or concern and your username to implementation@teachingstrategies.com

- Customer Relations (for help with billing or sales, renewal, archives or portfolios):
 - Call 1-800-637-3652 ext. 4

For questions about GOLD training:

Contact:

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

Program Outcomes

For questions about the observation process:

Contact the staff person assigned to your district or ESU:

- Catie Limbach: catie.limbach@nebraska.gov
- Kristine Luebbe: kristine.luebbe@nebraska.gov
- Linda Meyers: linda.meyers@nebraska.gov
- Kim Texel: kim.texel@nebraska.gov

For questions about ERS and CLASS training:

Contact:

- Jenny Fleming: jenny.fleming@nebraska.gov
- Linda Meyers: linda.meyers@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

ERS Training: www.education.ne.gov/oec/train/ers/ers.html

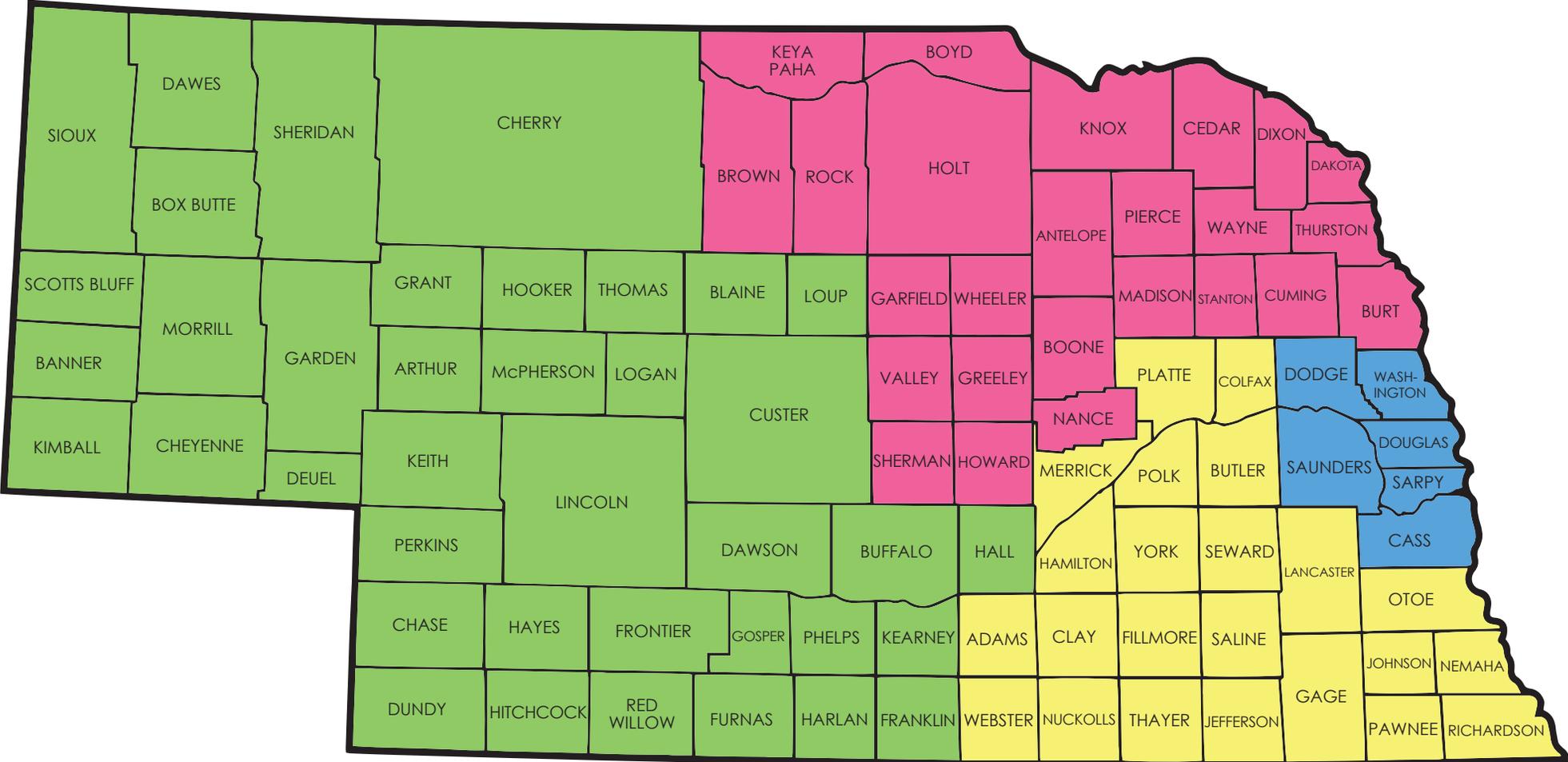
CLASS Training: www.education.ne.gov/OEC/train/class/index.html

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

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

Sixpence: www.singasongofsixpence.com

Early Childhood Program Contacts



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Kristine Luebbe

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Humboldt, Table Rock & Steinauer³
 Johnson, Nemaha, Pawnee & Richardson

6/17/2016



**LOCATIONS
& GRANTEE
SUPPORT**
 AS OF JULY 2016

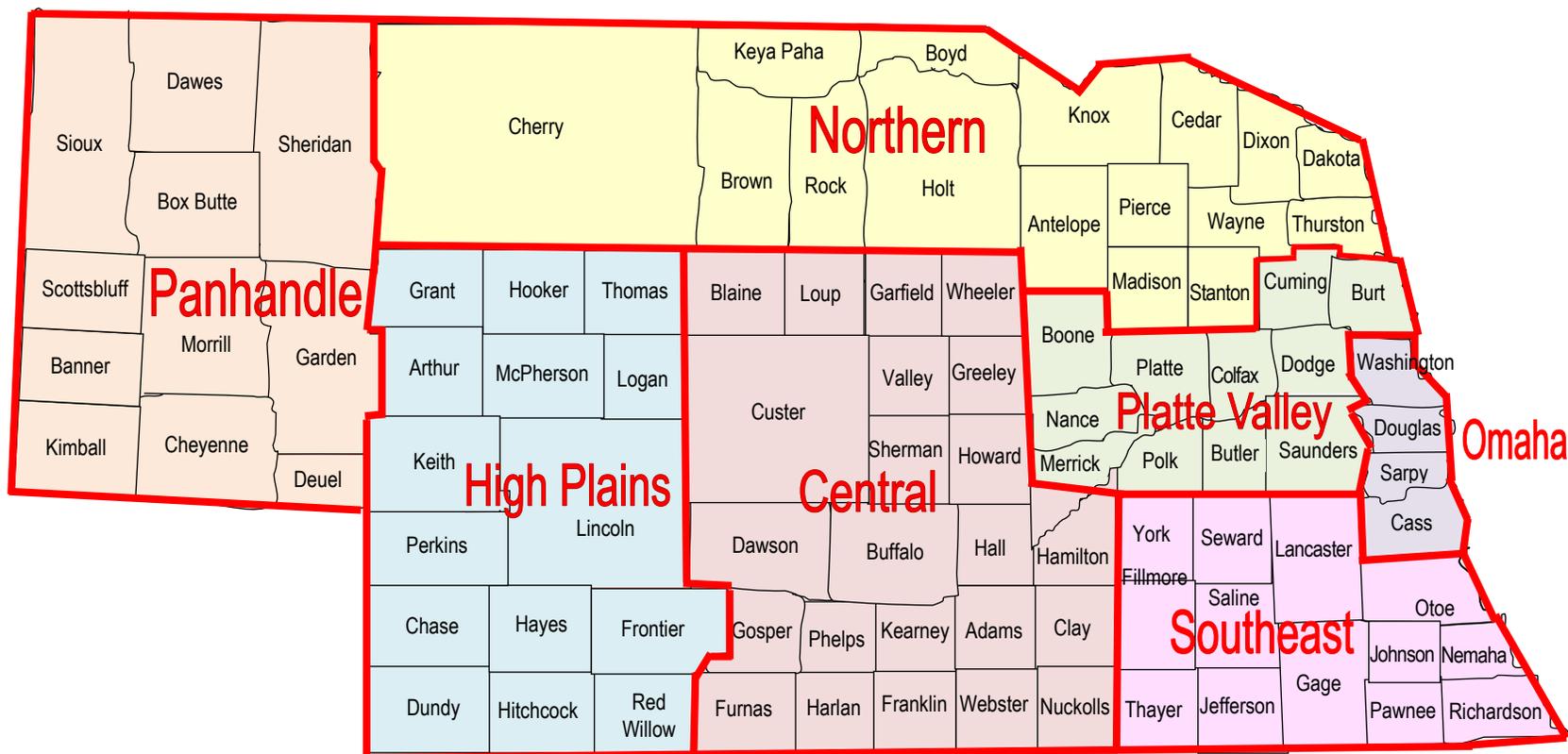
GRANTEE TYPE

-  Home-based
-  Center-based
-  Combination Home/Center-based
-  Child Care Partnership

GRANTEE SUPPORT PERSONNEL

- 1 Amy Bornemeier**
Sixpence Administrator
 abornemeier@nebraskachildren.org | (402) 817-2018
- 2 Karen Pinkelman**
Sixpence TA Specialist
 kpinkelman@nebraskachildren.org | (402) 366-8374
- 3 Stephanni Renn**
Sixpence TA 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)
 Susan Strahm
 402-287-2061
 sstrahm@esu1.org

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

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

Southeast: ESU 6 (Milford)
 Cara Small
 402-761-3341
 csmall@esu6.org

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Appendix

Appendix A: Early Childhood Results Matter Matrix

Appendix B: Programs Fact Template

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 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
	Child Outcome Measures GOLD	GOLD Inter-rater Reliability	Program Quality Measures ECERS-3, ITERS-R and/or CLASS	Contracted Observation ECERS-3, ITERS-R and/or CLASS	Family Survey/Interview	Annual Dissemination
See Appendix B to identify program code.						
EC0001 Districts in year 1 or 2 of grant funding	X	X	X	X	Periodically	X
EC0002 Districts in year 3 or beyond of grant funding	X	X	X	Selected observation	Periodically	X
EC0003 Districts in year 1 or 2 of program approval (non grant)	X	X	X	X	Periodically	X
EC0004 Districts in year 3 or beyond of program approval (non grant)	X	X	X	Selected observation	Periodically	X
EC0005 Birth to 3 endowment (Sixpence) funding	X	X	X	X HoVRS (selected)	Spring Family Interview Prenatal Health Indicators FRIENDS Protective Factors Survey (PFS) KIPS	X
EC0006 Districts and ESUs serving children B-5 without IFSPs/IEPs in home visiting programs	X	X				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

PROGRAMS FACT TEMPLATE
Early Childhood Education Program
For 2016-17

All districts must complete the Nebraska Student and Staff Record System (NSSRS) Programs Fact template 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 Participation Info Code [Programs Fact: Participation Info Code (18)] to use for the early childhood program(s) operated by the district. It may be appropriate that more than one participation info code will be used within the district; however, an individual student will only be assigned one participation info code.

Please refer to the NSSRS website www.education.ne.gov/nssrs 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 Early Childhood Programs Fact template should contact the NDE Office of Early Childhood: Tammi Hicken, Data Manager; 402-471-3184; tammi.hicken@nebraska.gov.

- EC0001** – NDE Grant Funded Early Childhood Education Program
- EC0002** – Qualified NDE Grant Funded Early Childhood Education Program
- EC0003** – NDE Approved Early Childhood Education Program
- EC0004** – Qualified NDE Approved Early Childhood Education Program
- EC0005** – Early Childhood Birth to Age 3 Endowment Grant Program (Sixpence)

Adams Central Public Schools – EC0002	Bennington Public Schools – EC0004
Ainsworth Community Schools – EC0004	Bertrand Public Schools – EC0002
Allen Community Schools – EC0004	Blair Community Schools – EC0002 & EC0004
Alliance Public Schools – EC0004 & EC0005	Blue Hill Public Schools – EC0004
Alma Public Schools – EC0004	Boone Central Schools – EC0004
Amherst Public Schools – EC0004	Broken Bow Public Schools – EC0002, EC0004 & EC0005
Anselmo-Merna Public Schools – EC0004	Bruning-Davenport Unified System – EC0004
Ansley Public Schools – EC0004	Burwell Public Schools – EC0002 & EC0004
Arapahoe Public Schools – EC0004	Callaway Public Schools – EC0003
Arcadia Public Schools – EC0003	Cambridge Public Schools – EC0001
Arlington Public Schools – EC0004	Cedar Bluffs Public Schools – EC0004
Ashland-Greenwood Schools – EC0002 & EC0004	Centennial Public Schools – EC0002, EC0004 & EC0005
Auburn Public Schools – EC0002 & EC0005	Central City Public Schools – EC0004 & EC0005
Aurora Public Schools – EC0004 & EC0005	Central Valley Public Schools – EC0004
Axtell Community Schools – EC0001	Centura Public Schools – EC0004
Bancroft-Rosalie Community Schools – EC0004	Chadron Public Schools – EC0004 & EC0005
Banner County Schools – EC0002	Clarkson Public Schools – EC0002
Battle Creek Public Schools – EC0004	Cody-Kilgore Public Schools – EC0004
Bayard Public Schools – EC0002	Columbus Public Schools – EC0002, EC0004 & EC0005
Beatrice Public Schools – EC0002 & EC0004	Conestoga Public Schools – EC0004
Bellevue Public Schools – EC0004	Cozad Community Schools – EC0002 & EC0004

Crawford Public Schools – **EC0004**

Creighton Public Schools – **EC0004**

Crete Public Schools – **EC0002, EC0004 & EC0005**

Cross County Community Schools – **EC0004**

David City Public Schools – **EC0004**

Deshler Public Schools – **EC0002**

Diller-Odell Public Schools – **EC0002**

Doniphan-Trumbull Public School – **EC0004**

D C West Community Schools – **EC0004**

Dundy County Stratton Schools – **EC0004**

East Butler Public Schools – **EC0004**

Elba Public Schools – **EC0004**

Elgin Public Schools – **EC0004**

Elkhorn Public Schools – **EC0004**

Elkhorn Valley Schools – **EC0004**

Elm Creek Public Schools – **EC0002**

Elmwood-Murdock Public Schools – **EC0004**

Elwood Public Schools – **EC0001**

Emerson-Hubbard Public Schools – **EC0004**

Ewing Public Schools – **EC0003**

Exeter-Milligan Public Schools – **EC0004**

Fairbury Public Schools – **EC0004**

Falls City Public Schools – **EC0004 & EC0005**

Fillmore Central Public Schools – **EC0004**

Fort Calhoun Community Schools – **EC0004**

Franklin Public Schools – **EC0002 & EC0004**

Freeman Public Schools – **EC0004**

Fremont Public Schools – **EC0002, EC0004 & EC0005**

Friend Public Schools – **EC0004**

Garden County Schools – **EC0004 & EC0005**

Gering Public Schools – **EC0004 & EC0005**

Gibbon Public Schools – **EC0002 & EC0004**

Gordon-Rushville Public Schools – **EC0002 & EC0004**

Gothenburg Public Schools – **EC0001**

Grand Island Public Schools – **EC0002, EC0004 & EC0005**

Gretna Public Schools – **EC0004**

Hampton Public Schools – **EC0004**

Hartington-Newcastle Public Schools – **EC0002 & EC0004**

Harvard Public Schools – **EC0004**

Hastings Public Schools – **EC0004 & EC0005**

Hay Springs Public Schools – **EC0002**

Hayes Center Public Schools – **EC0004**

Heartland Community Schools – **EC0004**

Hemingford Public Schools – **EC0004**

Hershey Public Schools – **EC0004**

Hitchcock County School System – **EC0004**

Holdrege Public Schools – **EC0004**

Homer Community Schools – **EC0004**

Howells-Dodge Consolidated Schools – **EC0004**

Humboldt Table Rock Steinauer Schools – **EC0004 & EC0005**

Humphrey Public Schools – **EC0003**

Johnson County Central Public Schools – **EC0002**

Johnson-Brock Public Schools – **EC0001 & EC0003**

Kearney Public Schools – **EC0002, EC0004 & EC0005**

Kenesaw Public Schools – **EC0002**

Kimball Public Schools – **EC0004**

Laurel-Concord-Coleridge Public Schools – **EC0004**

Leigh Community Schools – **EC0001**

Lewiston Consolidated Schools – **EC0002**

Lexington Public Schools – **EC0004 & EC0005**

Lincoln Public Schools – **EC0002, EC0004 & EC0005**

Litchfield Public Schools – **EC0004**

Loomis Public Schools – **EC0002**

Louisville Public Schools – **EC0004**

Loup City Public Schools – **EC0004 & EC0005**

Loup County Public Schools – **EC0003**

Lynch Public Schools – **EC0004**

Lyons-Decatur Northeast Schools – **EC0002**

Madison Public Schools – **EC0002 & EC0004**

Maywood Public Schools – **EC0004**

McCook Public Schools – **EC0004**
 McCool Junction Public Schools – **EC0003**
 Medicine Valley Public Schools – **EC0003**
 Meridian Public Schools – **EC0004**
 Milford Public Schools – **EC0004 & EC0005**
 Millard Public Schools – **EC0002, EC0004 & EC0005**
 Minatare Public Schools – **EC0004**
 Minden Public Schools – **EC0004**
 Mitchell Public Schools – **EC0002 & EC0004**
 Morrill Public Schools – **EC0004**
 Nebraska City Public Schools – **EC0002**
 Nebraska Unified District 1 – **EC0004**
 Neligh-Oakdale Schools – **EC0004**
 Newman Grove Public Schools – **EC0004**
 Niobrara Public Schools – **EC0004**
 Norfolk Public Schools – **EC0002, EC0004 & EC0005**
 Norris School District 160 – **EC0002 & EC0004**
 North Bend Central Public Schools – **EC0004**
 North Platte Public Schools – **EC0002 & EC0005**
 Northwest Public Schools – **EC0002 & EC0004**
 Oakland-Craig Public Schools – **EC0002**
 Ogallala Public Schools – **EC0002 & EC0004**
 Omaha Public Schools – **EC0004 & EC0005**
 O’Neill Public Schools – **EC0004**
 Ord Public Schools – **EC0004 & EC0005**
 Osceola Public Schools – **EC0002**
 Overton Public Schools – **EC0002 & EC0004**
 Palmer Public Schools – **EC0004**
 Palmyra District OR 1 – **EC0002**
 Papillion-LaVista Public Schools – **EC0002, EC0004 & EC0005**
 Pawnee City Public Schools – **EC0004**
 Paxton Consolidated Schools – **EC0004**
 Pender Public Schools – **EC0004**
 Perkins County Schools – **EC0004**
 Pierce Public Schools – **EC0004**
 Plainview Public Schools – **EC0004**
 Plattsmouth Community Schools – **EC0002, EC0004 & EC0005**
 Pleasanton Public Schools – **EC0004**
 Ponca Public Schools – **EC0004**
 Ralston Public Schools – **EC0002 & EC0004**
 Randolph Public Schools – **EC0002**
 Ravenna Public Schools – **EC0004**
 Red Cloud Community Schools – **EC0004**
 Riverside Public Schools – **EC0004**
 Santee Community Schools – **EC0004 & EC0005**
 Sargent Public Schools – **EC0003**
 Schuyler Community Schools – **EC0004 & EC0005**
 Scottsbluff Public Schools – **EC0002, EC0004 & EC0005**
 Scribner-Snyder Community Schools – **EC0004**
 Seward Public Schools – **EC0004 & EC0005**
 Shelby-Rising City Public Schools – **EC0004**
 Shelton Public Schools – **EC0001**
 Shickley Public Schools – **EC0002 & EC0004**
 Sidney Public Schools – **EC0004 & EC0005**
 Silver Lake Public Schools – **EC0004**
 Sioux County Public Schools – **EC0004**
 South Central NE Unified System 5 – **EC0004**
 South Sioux City Community Schools – **EC0004**
 Southern School District 1 – **EC0004**
 Southern Valley Schools – **EC0004**
 Southwest Public Schools – **EC0004**
 Springfield Platteview Community Schools – **EC0004**
 St. Edward Public Schools – **EC0003**
 St. Paul Public Schools – **EC0004 & EC0005**
 Stapleton Public Schools – **EC0001**
 Sterling Public Schools – **EC0004**
 Stuart Public Schools – **EC0004**
 Sumner-Eddyville-Miller Schools – **EC0004**
 Superior Public Schools – **EC0004**
 Sutherland Public Schools – **EC0001**

Sutton Public Schools – **EC0004**
Syracuse-Dunbar-Avooca Schools – **EC0004**
Tekamah-Herman Community Schools – **EC0004**
Thayer Central Community Schools – **EC0002**
Thedford Public Schools – **EC0004**
Tri County Public Schools – **EC0002**
Twin River Public Schools – **EC0002 & EC0004**
Umon’ ho’ Nation Public Schools – **EC0004 & EC0005**
Wahoo Public Schools – **EC0004**
Wakefield Public Schools – **EC0004**
Walthill Public Schools – **EC0004**
Wauneta-Palisade Public Schools – **EC0004**
Wausa Public Schools – **EC0001**
Waverly District 145 – **EC0001**
Wayne Community Schools – **EC0001**
Weeping Water Public Schools – **EC0004**
West Boyd School District – **EC0004**
West Holt Public Schools – **EC0004**
West Point Public Schools – **EC0004**
Westside Community Schools – **EC0003**
Wheeler Central Public Schools – **EC0004**
Wilber-Clatonia Public Schools – **EC0004**
Wilcox-Hildreth Public Schools – **EC0004**
Winnebago Public Schools – **EC0002 & EC0005**
Winside Public Schools – **EC0004**
Wisner-Pilger Public Schools – **EC0002**
Wood River Rural Schools – **EC0004**
Wynot Public Schools – **EC0004**
York Public Schools – **EC0002 & EC0005**
Yutan Public Schools – **EC0004**

PROGRAMS FACT: Early Childhood Education

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

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

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

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

This is the number assigned to your school district/system by NDE and should include a hyphen ("-") between county number and district number (example: XX-XXXX). The number is based on the county in which the district/system headquarters is located and an assigned district number. This is a key field; a value must be supplied for each record or the data loading process will reject the record. The County District Number can be obtained from the Education Directory Search (<http://educdirsrc.education.ne.gov>).

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

Provide the School of Membership (see definitions, page 1) for the student. The three-digit School Number can be obtained from the Education Directory Search (<http://educdirsrc.education.ne.gov>).

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

Provide the literal "2017-06-30". This is a key field; a value must be supplied for each record or the data loading process will reject the record.

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

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

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

Use the appropriate Programs Code from the list below. This is a key field; a value must be supplied for each record or the data loading process will reject the record.

Code	Description
ERLYCHLD	NDE Approved Early Childhood Education Program, not Head Start
ECHEADST	NDE Approved Early Childhood Education Program, Head Start <ul style="list-style-type: none"> • This code should only be used in districts that are a Head Start grantee, a Head Start delegate or have a partnership with a Head Start agency and serve Head Start children in a collaborative classroom. •

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

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

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

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

Please refer to the NDE Early Childhood Education website (<http://www.education.ne.gov/OEC>) 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.

Code	Description	Explanation
EC0001	NDE Grant Funded Early Childhood Education Program	<ul style="list-style-type: none"> • Provide only one record per student, for all students, age birth through 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 age 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 be included the Programs Fact template; these students are reported in the Student, Student Snapshot, School Enrollment, Special Education Snapshot, and Student Summary Attendance templates as applicable. • Eligible students are defined as - students who are 4 years old as of July 31.
	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.	
EC0002	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.	
EC0003	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.	
EC0004	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.	

(continued on next page)

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Code	Description	Explanation
EC0005	Early Childhood Birth to Age 3 Endowment Grant Program	<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. • Home-based Sixpence programs do not need to report the Student Grades or Student Summary Attendance Templates. • Center-based Sixpence programs do need to report the Student Grades and Student Summary Attendance Templates. •
	Students age birth to age 3 served in a center-based program or a home-based visitation program or a combination of the two programs. Applies <u>only</u> to public school districts receiving an Early Childhood Birth to Age 3 Endowment (Sixpence) Grant.	
EC0006	Home-based Early Childhood Education Program	<ul style="list-style-type: none"> • Provide only one record per student, for all students, age birth through five served by 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 Participation Info Code [Participation Info Code (18)] value "EC0006" • Home-based Early Childhood Education programs do not need to report the Student Grades or Student Summary Attendance Templates. • If the district is the Head Start grantee or delegate and only federal Head Start funds are used then only Participation Info Code [Participation Info Code (18)] value "EC0006" would apply.
	Students age birth to kindergarten entrance age served in a non-special education home visitation program.	

Please contact the NDE Office of Early Childhood Education if unsure which Participation Info Code [Programs Fact:Pgm Participation Info Code (18)] to provide.

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 four 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 Checkpoint 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.												
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
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 Communication 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 send a notification to the online manager to exit the child. 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

DETERMINING AND REPORTING CHILD ENTRY AND EXIT DATA IN APPROPRIATE CHECKPOINT PERIODS

CHECKPOINT PERIODS & CORRESPONDING COLOR CODES

FALL AUGUST 1 - OCTOBER 31	WINTER NOVEMBER 1 - FEBRUARY 15	SPRING FEBRUARY 16 - MAY 31	SUMMER *12 MONTH PROGRAMS ONLY* JUNE 1 - JULY 31
--------------------------------------	-------------------------------------------	---------------------------------------	---------------------------------------------------------------

ENTRY DATE: IF ENTRY FALLS WITHIN THESE DATES, REPORT IN THE CORRESPONDING CHECKPOINT PERIOD

If a child enters a program within the 45-day window of a checkpoint period, the child's entry data must be completed in the corresponding checkpoint period.

JUNE 18 - SEPT 17	SEPTEMBER 18 - JANUARY 2	JANUARY 3 - APRIL 17	APRIL 18 - JUNE 17
			CHILDREN WITH IFSP/IEP MAY 1 - JULY 31

EXIT DATE: IF EXIT FALLS WITHIN THESE DATES, REPORT IN THE CORRESPONDING CHECKPOINT PERIOD

If a child exits a program within the 45-day window of a checkpoint period, the child's exit data must be completed in the corresponding checkpoint period.

SEPTEMBER 14 - DECEMBER 14	DECEMBER 15 - MARCH 31	APRIL 1 - JULY 14	JULY 15 - SEPTEMBER 13
			CHILDREN WITH IFSP/IEP JUNE 1 - JULY 31

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 so, and 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.

How to Exit Children from Part C/Part B

At-a-Glance Instructions for Teachers



Before Sending Part C/Part B Exit Requests for any Children:

- Please ensure that Entry & Exit tools are accurately set for any children you need to exit:
 - Children Tab → Manage Children
 - Find the child you need to check/change and click “EDIT”; verify Entry Assessment Tool
 - To Edit: Select from the dropdown list.
 - Click “SUBMIT” at the bottom
- Make sure that checkpoint data is complete for the checkpoint period that the exit date falls within. (If too many items are marked “Not Observed” GOLD will not allow your administrator to complete the exit.)
- Please discuss with your administrator which of the following 3 scenarios matches the situation for the child you are exiting.

Scenario 1

The child is exiting your program at 36 months and discontinuing services (Part C) or exiting your program (Part B):

- Submit the exit request to your administrator on GOLD within 45 calendar days of the child’s 3rd birthday (Part C) or exit date (Part B).
 - After the exit has been completed, either your administrator or you will archive the child in GOLD until July 1 of the **following** school year. (For example, a child who exits 2/2/2015 can be deleted 7/1/2016.)
-

Scenario 2

The child is exiting Part C on their 3rd birthday AND moving, with an IEP, into a Part B program (such as a new preschool classroom) right away:

- Submit the exit request to your administrator on GOLD within 45 calendar days of the child’s 3rd birthday.
 - Your administrator will transfer the child in GOLD online to the classroom they will physically be moving to.
 - The new teacher/service provider will assess the child using GOLD for the remainder of the year.
-

Scenario 3

The child with an IFSP is turning 3 during the school year, and staying in the same setting until August:

- Submit the exit request to your administrator on GOLD within 45 calendar days of the child’s 3rd birthday.
- This child must be transferred in GOLD online to a “transitional” **virtual** classroom for the remainder of the school year. Either you or your administrator can create this classroom and the child can be transferred after their exit from Part C. (For more information on Adding a New Class, see A Teacher’s Quick Start Guide.)

- You will continue to assess the child in GOLD, but the child will “live” in the transitional classroom for the remainder of the school year.
 - In the fall, your administrator will transfer the child in GOLD online to the appropriate preschool classroom.
-

If none of these scenarios describe the child you are working with, please advise your administrator to contact Barb Jackson bjackso@unmc.edu for further instructions before attempting to exit.

TEACHERS: Submitting an Exit Request (Part C/Part B)

Step-by-Step Instructions

STEP 1

Ensure that Entry & Exit tools are accurately set for any children you need to exit:

- Children Tab → Manage Children
- Find the child you need to check/change and click “EDIT”; verify Entry Assessment Tool
- To Edit: Select from the dropdown list.
- Click “SUBMIT” at the bottom

STEP 2

Make sure that checkpoint data is complete for the checkpoint period that the exit date falls within. If too many items are marked “Not Observed,” GOLD will not allow your administrator to exit the child.

STEP 3

Complete the exit:

- Children Tab → Part B/C Exit Request
- Select the child/children to exit with the checkbox next to their name
- Select the administrator to submit the request to from the dropdown list
- Click “SUBMIT”

Part B/C Exit Request

Children Who May Be Exited

The following children have enough data that they are eligible to be exited. To inform your administrator, please check the box next to the children’s names that you would like exited. The child’s name will remain until your administrator exits the child.

	Class	Name	Entry Assessment Tool	Exit Assessment Tool
<input type="checkbox"/>	Blue Bears	Alex Fisher	Teaching Strategies GOLD	Teaching Strategies GOLD®

Submit To:

Children Requiring Additional Data

The following children require additional data before they can be exited.

Class	Name	Entry Assessment Tool	Exit Assessment Tool
Blue Bears	Brittany Miller	Teaching Strategies GOLD®	Not Entered
Blue Bears	Dan Attman	Teaching Strategies GOLD®	Not Entered
Blue Bears	Jamal Bryant	Teaching Strategies GOLD®	Not Entered
Blue Bears	Kate Endrelunas	Teaching Strategies GOLD®	Not Entered
VT/2	Charles Johnson	Teaching Strategies GOLD®	Teaching Strategies GOLD®
TSI	Jake Cooley	Teaching Strategies GOLD®	Teaching Strategies GOLD®

How to Exit Children from Part C/Part B

At-a-Glance Instructions for Administrators



Before Exiting any Children:

- Ensure that Entry & Exit tools are accurately set for any children you need to exit:
 - Administration Tab → Manage Children → Children
 - Find the child you need to check/change and click “GO”; verify Entry Assessment Tool
 - To Edit: Action → Edit Details & select from the list.
- Make sure that checkpoint data is complete for the checkpoint period that the exit/entry dates fall within. (If too many items are marked “Not Observed” GOLD will not allow you to complete the exit.)
- Be sure to review all of the following 3 scenarios and choose which scenario matches your situation

Scenario 1 (More detailed instructions on the following pages)

The child is exiting your program at 36 months and discontinuing services (Part C) or exiting your program (Part B):

- Part C: Exit the child from GOLD using their 3rd birthday as the exit date (or within 45 calendar days). OSEP exit scores are calculated from the GOLD Checkpoint closest to the exit date.
 - Part B: Exit the child within 45 calendar days of exit date.
 - Archive the child in GOLD until July 1 of the following school year. For example, a child who exits on 2/2/2015 can be deleted 7/1/2016.)
-

Scenario 2 (More detailed instructions on the following pages)

The child is exiting Part C on their 3rd birthday AND moving, with an IEP, into a Part B program (such as a new preschool classroom) right away.

- Exit the child from GOLD using their 3rd birthday as the exit date (or within 45 calendar days). **OSEP exit scores are calculated from the GOLD Checkpoint closest to the exit date.**
 - Transfer the child in GOLD to the classroom where they will physically be moving to.
 - The new teacher/service provider will assess the child using GOLD for the remainder of the year.
-

Scenario 3 (More detailed instructions on the following pages)

The child with an IFSP is turning 3 during the school year, and staying in the same setting until August:

- Exit the child from GOLD using their 3rd birthday as the exit date (or within 45 calendar days). OSEP exit scores are calculated from the GOLD Checkpoint closest to the exit date.
 - This child must be transferred in GOLD to a “transitional” *virtual* classroom for the remainder of the school year.
 - The current teacher/service provider will continue to assess the child using GOLD.
 - In the fall, you will need to transfer the child in GOLD to the appropriate preschool classroom.
-

If none of these scenarios describe the child you are working with, please contact Barb Jackson bjjackso@unmc.edu for further instructions before attempting to exit.

Scenario 1

Step-by-Step Instructions

The child is exiting your program at 36 months and discontinuing services (Part C) or exiting your program (Part B):

- Make sure that checkpoint data is complete for the checkpoint period that the exit date falls within. (If too many items are marked “Not Observed” GOLD will not allow you to complete the exit.)
 - Exit the child from GOLD using their 3rd birthday as the exit date (or within 45 calendar days).
 - **OSEP exit scores are calculated from the GOLD Checkpoint closest to the exit date.**
 - Archive the child in GOLD until July 1 of the following school year. (For example: A child who exits 2/2/2015 can be deleted 7/1/2016.)
-

STEP 1

Complete the exit from Part C or Part B once the teacher has submitted the exit request to you.

- Administration Tab → Sites & Classes → Classes
- From the Action button → OSEP Exit Status Form
- Select “Exit” for the child you need to exit
 - Enter Exit Date (within 45 calendar days of child’s 3rd birthday)
 - Under “Status” select “Exit”

The screenshot shows a web-based interface for the GOLD system. At the top, there are navigation tabs: ADMINISTRATION, DOCUMENTATION, CHECKPOINT, PLANNING, COMMUNICATION, and REPORTS. Below the tabs, the user is logged in as 'Nebraska Department of Education / NDE Lincoln Public Schools / [redacted] / [redacted] / Part C / Part C Exit for [redacted]'. The main content area is titled 'Part C Exit for [redacted]'. Below the title, there is a text box that says 'To exit [redacted] from Part C Early Intervention Program, change the fields below and click the Update button.' Below this, there is a note '*Indicates required field'. There are two required fields: 'Part C Early Intervention Program Exit Date' with a calendar icon, and 'Status' with a dropdown menu showing 'Exit' selected. At the bottom of the form is a red 'UPDATE' button. On the left side of the interface, there is a sidebar with a 'Sites & Classes' menu and options for 'Manage Children', 'Manage Users', and 'License Settings'.

STEP 2

Archive the child

- Administration Tab → Manage Children → Children
- Find the child you need to archive and click “GO”
- From the Action button → Archive

Scenario 2

Step-by-Step Instructions

The child is exiting Part C on their 3rd birthday AND moving, with an IEP, into a Part B program (such as a new preschool classroom) right away.

- Make sure that checkpoint data is complete for the checkpoint period that the exit date falls within.
 - If too many items are marked “Not Observed” GOLD will not allow you to complete the exit.
 - Exit the child from GOLD using their 3rd birthday as the exit date (or within 45 calendar days).
 - OSEP exit scores are calculated from the GOLD Checkpoint closest to the exit date.
 - Transfer the child in GOLD to the classroom where they will physically be moving to.
 - The new teacher/service provider will assess the child using GOLD for the remainder of the year.
-

STEP 1

Make sure you know which preschool class the child is transferring to & write it down, if necessary.

STEP 2

Complete the exit from Part C or Part B once the teacher has submitted the exit request to you.

- Administration Tab → Sites & Classes → Classes
- From the Action button → OSEP Exit Status Form
- Select “Exit” for the child you need to exit and transfer
 - Enter Exit Date (within 45 days of child’s 3rd birthday)
 - Under “Status” select “Transition to Preschool (I have access to this child’s Preschool Class)”
 - Under “Preschool Class” Select the class the child is physically moving to.
 - Check IEP, and select GOLD as the “Preschool Entry Assessment”
 - For “Entry into Part B, Section 619 Early Intervention Program”, enter the next day after the “Exit Date” you choose above

Scenario 3

Step-by-Step Instructions

The child with an IFSP is turning 3 during the school year, and staying in the same setting until August:

- Make sure that checkpoint data is complete for the checkpoint period that the exit date falls within.
 - If too many items are marked “Not Observed” GOLD will not allow you to complete the exit.
 - Exit the child from GOLD using their 3rd birthday as the exit date (or within 45 calendar days).
 - OSEP exit scores are calculated from the GOLD Checkpoint closest to the exit date.
 - This child must be transferred in GOLD to a “transitional” *virtual* classroom for the remainder of the school year.
 - The current teacher/service provider will continue to assess the child using GOLD.
 - In the fall, you will need to transfer the child in GOLD to the appropriate preschool classroom.
-

STEP 1

Make sure the teacher has access to both curriculum types.

- Administration Tab → Manage Users → Teachers & Administrators
- Choose the teacher you want to check & select “View Details” from the drop down box, & click the orange “GO” button.
- Under Curriculum Type, make sure it says “Both”
 - If not, use the Action Button → Edit Details and check the box next to Preschool &

UPDATE at the bottom

STEP 2

Create a “transitional” preschool classroom for these children

- From the View Details screen for the user select the Action Button → Add Class (or Administration Tab → Sites & Classes → Classes, then “Add New Class”)
 - For Class Type, choose “Preschool, Pre-K, K”
 - For Class Name, use “xx Transitional Classroom” (For example: “Ralston Transitional Classroom”)
 - Select any appropriate Assistant or Co-Teachers
 - Click the orange “ADD” button at the bottom

STEP 3

Complete the exit from Part C after the teacher has submitted the exit request to you.

Follow the below steps to ensure that Part C exit data will be counted as Part B entry data:

- Administration Tab → Sites & Classes → Classes
- From the Action button → OSEP Exit Status Form
- Select “Exit” for the child you need to exit and transfer
 - Enter Exit Date (within 45 calendar days of child’s 3rd birthday)
 - Under “Status” select “Transition to Preschool (I have access to this child’s Preschool Class)”
 - Under “Preschool Class” Select the transitional class you have just created.
 - Check IEP, and select GOLD as the “Preschool Entry Assessment”
 - For “Entry into Part B, Section 619 Early Intervention Program”, enter the next day after the “Exit Date” you choose above (in the example shown on the next page, the Entry Date for Part B, Section 619 would be 9/1/11).

Example for Scenario 3

The screenshot shows a web-based form titled "Part C / Part C Exit for [redacted] Elementary [redacted] / [redacted]". The form is part of a system with tabs for ADMINISTRATION, DOCUMENTATION, CHECKPOINT, PLANNING, COMMUNICATION, and REPORTS. The main heading is "Part C Exit for [redacted]". Below this, there is a note: "To exit [redacted] from Part C Early Intervention Program, change the fields below and click the Update button." A note below that says "*Indicates required field". The form contains several fields: "Part C Early Intervention Program Exit Date *" with a date of 8/30/2011; "Status *" with a dropdown menu showing "Transition to Preschool (I have access to this child's Preschool Class)"; "Preschool Class *" with a dropdown menu showing "[redacted] Elementary [redacted] Part B"; "IEP" with a checked checkbox; "Preschool Entry Assessment *" with a dropdown menu showing "Teaching Strategies GOLD"; and "Entry into Part B, Section 619 Early Intervention Program *" with an empty date field. At the bottom of the form is an "UPDATE" button.

STEP 4

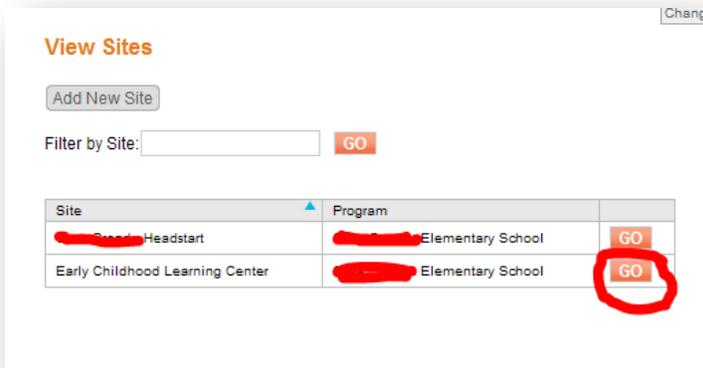
The same teacher/service provider will continue to assess the child in GOLD, but the child will “live” in the transitional classroom for the remainder of the school year.

STEP 5

In the fall, transfer the child in GOLD into the appropriate preschool classroom.

Un-Exit GOLD Instructions Part B

- To Un-exit a child from Part B, you need to go to the site that they are/were in.
- Admin Tab>Sites & Classes>Sites
- Click GO next to the Site Name



- From the Site Info Page: click the Action Button>Manage Exited Children from OSEP Part B



- From the list, choose which children need to be re-activated and click Reactivate.

Early Childhood Learning Center — Manage Exited Children for O

This screen lists all active children who have been exited from OSEP Part B, Section 619 Early Intervention Program.

To reactivate a child to OSEP Part B, click the REACTIVATE link. This will mark the child as currently enrolled in Part B.

Child	Entry Date	Exit Date	
[Redacted] / [Redacted] Group (Tuesday) / [Redacted]	11/18/2011	05/25/2012	Reactivate
[Redacted] / [Redacted] Group (Tuesday) / [Redacted]	10/04/2011	05/25/2012	Reactivate
[Redacted] / [Redacted] Group (Tuesday) / [Redacted]	10/25/2011	05/25/2012	Reactivate

- This child will then appear as currently enrolled in Part B.

Un-Exit GOLD Instructions Part C -- Change Exit Date

- Find the Child in Manage Children

ADMINISTRATION DOCUMENTATION CHECKPOINT PLANNING

Nebraska Department of Education / NDE: [redacted] / Children

Children

Add New Child

Filter by child: [redacted] GO

Active Archived Deleted

First Name	Last Name	Class
[redacted]	[redacted]	[redacted] Part B

- Click GO to view the child's details, and use the Action button to Edit Details
- Erase the Part B Entry Date & Uncheck IEP, then click UPDATE
- From the Action button again, select Transfer

ADMINISTRATION DOCUMENTATION CHECKPOINT PLANNING COMMUNICATION

Nebraska Department of Education / NDE: [redacted] / Homebase Team 4 / [redacted] Part B / Manage Children

Part B -- Children - Change Class

To transfer these children to another class, please select a class to move them to from the list below.

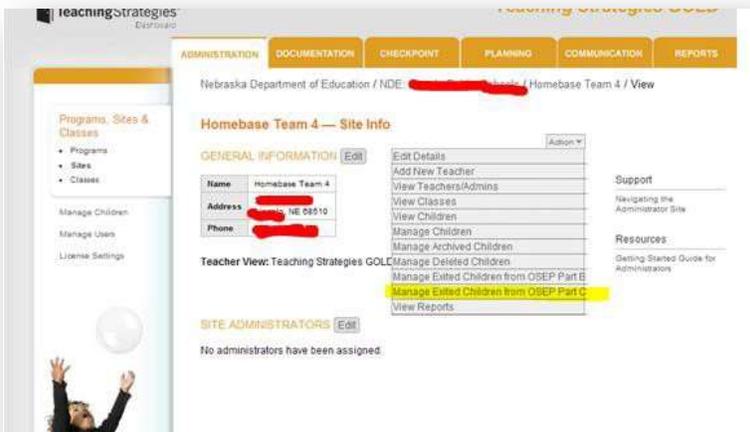
Child
[redacted]

Current Class
Homebase Team 4 / [redacted] / [redacted] Part B

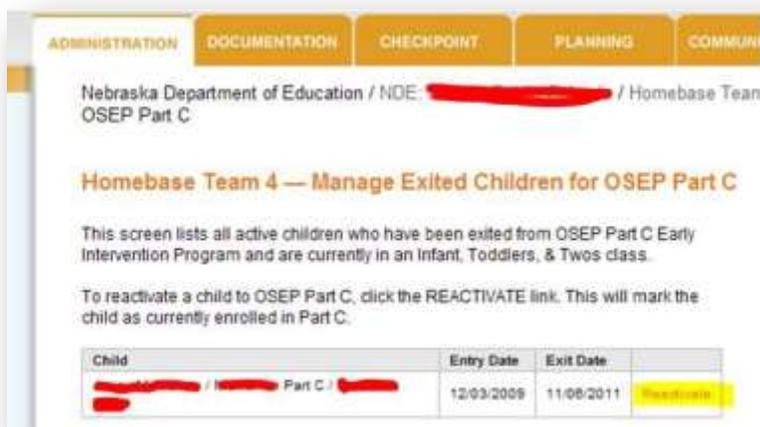
New Class *
Homebase Team 4 / [redacted] / [redacted] Part C

CHANGE

- Select a class to move this child back to an Infant, Toddler, Two Class
- Click CHANGE, then click on “Site Name” at the top to go to the site page



- From the Action button select Manage Exited Children from OSEP Part C



- Select “Reactivate” & OK on the pop-up



To Exit again with a different/corrected Exit Date:

- Next, go to the class page for the class the child was re-activated to and from the Action Button, view the OSEP Exit Status Form

- Choose the child to EXIT

Name	Infants, Toddlers, & Twos Entry Assessment Tool	Infants, Toddlers, & Twos Exit Assessment Tool	Exit
[Redacted]	AEPS	Teaching Strategies GOLD	Exit
[Redacted]	AEPS	Teaching Strategies GOLD	Exit

- Exit the child from Part C again, correcting the exit date
- Select the class they should go into
- Check IEP and GOLD as the Entry Assessment
- Make sure the entry to Part B occurs the very next day after the Part C exit date!
- Click UPDATE

Nebraska Department of Education / NDE: [redacted] / Homebase Team / [redacted] / [redacted]
Part C / Part C Exit for [redacted]

Part C Exit for [redacted]

To exit [redacted] from Part C Early Intervention Program, change the fields below and click the Update button.

*Indicates required field

Part C Early Intervention Program Exit Date *
00/20/2011

Status *
Transition to Preschool (I have access to this child's Preschool Class)

Preschool Class *
Homebase Team / [redacted] / Part B

Preschool Entry Assessment *
Teaching Strategies GOLD

Entry into Part B, Section 619 Early Intervention Program *
00/20/2011

UPDATE

Click UPDATE again on the next screen, just to

Part C Status
Transitioned to Preschool

Status: Toddlers & Two's Entry Assessment *
AEPS

Status: Toddlers & Two's Exit Assessment:
Teaching Strategies GOLD

Entry into Part B, Section 619 Early Intervention Program *
00/20/2011

Preschool Entry Assessment *
Teaching Strategies GOLD

Preschool Exit Assessment *
[redacted]

File or Reassign Letter *
[redacted]

Access this child using the Spanish Language and Literacy Objectives?
Yes No

UPDATE

Early Childhood Calendar 2016-17

KEY: **CDC** - Consolidated Data Collection
GMS - Grant Management System
ERS - Environment Rating Scales
CLASS – Classroom Assessment Scoring System

HoVRS - Home Visit Rating Scales
ITERS-R - Infant/Toddler Environment
 Rating Scale
UNMC-MMI – University of Nebraska
 Medical Center Monroe Meyer Institute

NDE – Nebraska Department of Education
NSSRS - Nebraska Student and Staff Record

	All EC Education Programs	EC Education Grant Programs	Birth-3 Endowment Programs (Sixpence)
JULY	31 GOLD Summer checkpoint (12 month programs)	31 Year-end Report (Budget & Supplemental data) due	
AUGUST	1 GOLD online assessment subscriptions begin <ul style="list-style-type: none"> o EC Program Approval by State Board of Education 	<ul style="list-style-type: none"> o Continuation applications due in GMS 15 Final reimbursement request to NDE	15 Final reimbursement request to NDE 15 Year-end Match Report due
SEPTEMBER	15 NSSRS – Staff Demographics 15 NSSRS Staff Position Assignments 30 Complete GOLD online course modules <ul style="list-style-type: none"> o ERS/CLASS observations 	<ul style="list-style-type: none"> o ERS observations 	
OCTOBER	1 Special Education Final Financial Report for Children with Disabilities Birth to Age Five 15 Rule 11 Program Report 15 NSSRS – Student 15 NSSRS – Student Snapshot 15 NSSRS – School Enrollment 15 NSSRS – Special Education Snapshot, if applicable 15 NSSRS – Programs Fact: Early Childhood 15 CDC – PK Instructional Program Hours/K Program 31 GOLD Fall checkpoint 31 NSSRS & CDC Fall Audit window closes <ul style="list-style-type: none"> o ERS/CLASS observations 	<ul style="list-style-type: none"> o ERS/CLASS observations 	<ul style="list-style-type: none"> o Child (other than GOLD) and Family Outcome Assessments to Programs from UNMC-MMI o ITERS-R/CLASS 19–20 Evaluation Data Camp & Training (site visits scheduled as needed)
NOVEMBER	<ul style="list-style-type: none"> o ERS/CLASS observations 	<ul style="list-style-type: none"> o ERS/CLASS observations 	15 Child (other than GOLD) and Family Outcome Assessments due to UNMC-MMI <ul style="list-style-type: none"> o ITERS-R/CLASS
DECEMBER	2 NSSRS – Staff Demographics 2 NSSRS – Staff Position Assignments 31 GOLD Inter-Rater Reliability Completed <ul style="list-style-type: none"> o ERS/CLASS observations 	<ul style="list-style-type: none"> o ERS/CLASS observations 	<ul style="list-style-type: none"> o ITERS-R/CLASS o HoVRS due to UNMC-MMI

JANUARY	<ul style="list-style-type: none"> ○ Monitoring visits (selected) ○ ERS/CLASS observations 	<ul style="list-style-type: none"> ○ Grant Monitoring Visits ○ ERS/CLASS observations 	<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 	<ul style="list-style-type: none"> ○ Grant Monitoring Visits ○ ERS/CLASS observations 	<ul style="list-style-type: none"> ○ CQI visits
MARCH	<ul style="list-style-type: none"> ○ Monitoring visits (selected) ○ ERS/CLASS observations 	<ul style="list-style-type: none"> ○ Grant Monitoring Visits ○ ERS/CLASS observations 	<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 	<ul style="list-style-type: none"> ○ CQI visits ○ Child (other than GOLD) and Family Outcome Assessments to Programs from UNMC-MMI
MAY	31 GOLD Spring checkpoint		1 Continuation Request & Budget due in GMS 15 Child (other than GOLD) and Family Outcome Assessments due to UNMC-MMI
JUNE	15 NSSRS – Student 15 NSSRS – Student Grades 15 NSSRS – Student Summary Attendance 15 NSSRS – School Enrollment 15 NSSRS – Year-end Special Education Snapshot, if applicable 15 NSSRS – Programs Fact: Early Childhood 15 CDC – Days in Session/Instructional Program Hours 15 NSSRS – Staff Demographics 15 NSSRS Staff Position Assignments 30 NSSRS & CDC Year End 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 	<ul style="list-style-type: none"> ○ Program continuation approval by Board of Trustees

** 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.