

## **Early Childhood Advisory Council/**

**November 17, 2016**

### **MINUTES**

#### **Handouts Associated with the Meeting:**

- American Academy of Pediatrics “Media and Young Minds”
- American Academy of Pediatrics “Healthy Digital Media Use Habits for Babies, Toddlers & Preschoolers”
  - Optimizing Early Learning & Technology’s Role Presentation
- ISTE National Educational Technology Standards for Students (NETS\*S)
  - ISTE Standards for Students, 2016
  - INFOhio Early Literacy Resources
  - Waterford Upstart Fact Sheets

**In Attendance:** Valerie Alloy, Anita Armstrong, Todd Barnhouse, Michael Batchelder, Kara Bertke-Wente, Day Chesney, Joni Close, Marcia Egbert, Asyia Haile, Kimberly Hauck, Barbara Haxton, Shancie Jenkins, Karen Lampe, Robyn Lightcap, Susan Peet, Angel Rhodes, Judy Romano, Stephanie Siddens, Debe Terhar

**Absent:** Stephanie Wright Byrd, Rebekah Dorman, Tess Elshoff, Wendy Grove, Lowell Howard, Margaret Hulbert, Yolanda Talley

**Facilitator:** Jacqueline Romer-Sensky

**Guests:** Maureen Boggs, Mary Burns, Lynnette Forde, Theresa Fredericka, Gayle Geitgey, Scott Hasselman, Deanny Jackson, Devin Keithley, Marial McGuiness, Emily Rozmus, Lory Swinland

**Approval of Minutes:** Motion to approve: Todd Barnhouse; Second: Susan Peet; Unanimous approval.

**Schedule:** The December 2016 ECAC meeting is cancelled. The ECAC will meet on January 19, 2017. At the January meeting a fuller discussion of the entire 2017 schedule will take place. In the meantime, please continue to block the third Thursday of the month through 2017.

#### **American Academy of Pediatrics Media Use Policy for Young Children**

*Dr. Judy Romano, AAP Ohio Chapter*

Dr. Romano provided an overview of the updated American Academy of Pediatrics (AAP) policy regarding media and children. (See Handout.) AAP policy statements reflect long and intense discussions by its membership, informed by science. The companion technical report demonstrates how immersed in media our society has become.

Additional information can be found at the following links.

<http://tech.ed.gov/earlylearning/>

<https://www.healthychildren.org/English/family-life/Media/Pages/Healthy-Digital-Media-Use-Habits-for-Babies-Toddlers-Preschoolers.aspx>>

#### **Higher Education’s Teacher Preparation Approach: Technology in Optimizing Learning**

*Dr. Susan Peet, Bowling Green State University*

Dr. Peet shared how higher education is utilizing the latest developments in technology for teacher preparation in order to facilitate child learning and growth. (See Handout.) Utilizing technology as part of instruction is currently an active and robust area of exploration for higher education.

In the past, technology was a “pull out” topic; considered as a tool or device. Today, technology is considered as part of an instructional design that is woven throughout teaching and child development standards. It is about how to best deliver content. Higher education aligns utilizing technology tools for teacher preparation with national and international child development and learning standards. Teacher candidates can attain a Computer Technology Endorsement and/or an Assistive Technology Certificate.

### **The Child Development Associate Credential and Professional Development Approach: Technology in Optimizing Learning**

*Todd Barnhouse, OCCRRRA*

Todd Barnhouse presented the wide range of current professional development offerings touching on technology applications for the early childhood field. (See Handout.) Over 1,400 Ohio-approved or SUTQ-approved courses are available. The State investment in professional development (PD) is yielding more professionals taking more courses and attaining additional credentials. On-line modules are proving popular with the field. Current interfaces between training delivery and the Ohio Professional Registry (OPR) allow for the field to take a course one day and see their profiles updated by the next. The key is balancing which topics/content lend themselves to on-line training versus face-to-face.

Member Discussion from all three presentations:

- Over 100,000 early childhood professionals are in the Ohio Professional Registry (OPR); this includes professionals affiliated with the Ohio Department of Education for licensure.
- The quality of on-line instruction is so important. A benefit of on-line courses is the requirement that interactive exchanges throughout the course allow the instructor to track understanding as the course moves along. A downside is the lack of energy generated amongst participants at face-to-face trainings, and the inability of instructors to read participant body language in real time.
- Members inquired whether particular age cohorts are demanding different technology applications from professional development. Non-traditional students sometimes struggle with technology delivery of PD. Younger students seem more facile with technology and have an expectation that technology will be part of the content delivery.
- The National Head Start Association has researched different technology preferences by members of the field. It showed that introverts like on-line modalities, and extroverts tended to prefer face-to-face offerings.
- Current in-service teachers may have had limited exposure to technology in the classroom during their formal higher education training. ODE is now sponsoring blended learning modules to help current classroom teachers improve their technology competencies. OCCRRRA can provide additional assessment data for how this area of professional development is going.
- There are Early Learning Standards and K-12 Standards that touch on technology. Birth to Five Child Development Standards do not address technology. Updating these standards may be timely to reflect current science and learning priorities.
- Given the wide range of individuals pursuing roles in the early childhood workforce, it may also be important for some preparation to be part of the K-12 learning experience as a baseline of knowledge.
- The total environment’s impact on early childhood development is well documented. Exposure to technology is one facet of the total environment and how a child views the world. The field and professional development needs to become more nimble in its approach for training those who teach and care for children in appropriate technology applications.

- DODD has contracted with Larry Edelman, of the University of Colorado Denver, to assist the Early Intervention program with understanding how best to work with families in their homes as it relates to technology.
  - The Center on the Developing Child at Harvard University has new research on how technology can sometimes lead to child neglect. Technology must be used with a child via relationships to be most useful.
  - Some concerns remain that not all teachers or early childhood professionals have access to technology tools. It remains an equity issue. If the use of technology is promoted for appropriate usage, the cost of technology may be a barrier for providers. There are also privacy and security issues with professionals using personal devices in lieu of program-provided devices. This also brings up active supervision issues.
  - Determining how the State should appropriately harness technology for the early childhood field and to inform families may be the next step. A starting point may be determining the current problems and opportunities. The following brainstorm list was generated. The list is not prioritized or a final product.
    - Addressing the Kindergarten Readiness Gap. Current data shows a 30% point gap between high-needs children and their peers on the readiness assessment. A work group could consider recommendations for using technology appropriately to help close the readiness gap. For example, a workgroup could consider if a limited technology program is better than no program when adult interaction is not at the optimal level.
    - Developing guidance for pre-service and in-service work to prepare teachers/caregivers to interact with parents regarding how best to use technology with their children.
    - Exploring enhanced PD to improve teacher/caregiver ability to synthesize and analyze data. These skills are paramount for utilizing online curricula to make data-driven decisions about the best approaches to meet the needs of their classrooms.
    - Exploring the pitfalls and strengths of the State's approach to ensuring the field utilizes technology appropriately, in a manner that acknowledges the ever-changing, rapidly-changing technology field.
    - Assessing how best to utilize technology to assist with family engagement.
      - The American Academy of Pediatrics is sponsoring a pilot project to determine if an early childhood setting App can help the interchange between a parent and a child's teacher /caregiver/provider. The "serve and return" approach means an interactive teaching moment is documented via an App, so parents can see the activity and learn as well.
      - Determining how best to re-assure parents that today's children are digital natives who can rapidly catch up to technology issues if they have solid interpersonal relationships as the basis for their development.
    - Determining what technology is needed in programs. Technology can make learning fun for children. Increasingly, parents expect the field to have technology in the learning environment. And, technology is increasingly part of the learning environment. Technology's growth in facilitating learning will happen with or without State standards or involvement. A June 2015 ODJFS survey of child care providers found...
      - 37% of survey respondents use technology daily and 36% weekly. Why? 35% of respondents say technology is necessary to meet program goals, 12% to implement curricula, 10% to meet parent expectation, 43% because the children enjoy it.
- Members also stated that any work group must consider all forms of technology, including the use of music for development. For any recommendations, the lens must be about facilitating the learning environment.

## **INFOhio Early Literacy Resources**

*Theresa Fredericka, Gayle Geitgey, Emily Rozmus*

INFOhio shared an overview of its quality, on-line resources as part of the Libraries Connect Ohio. (See Handouts.) INFOhio is Ohio's PreK-12 Digital Library. The goal is to provide high-quality teaching tools to educators, parents, and children. The resources are free, educational, and mobile-friendly with 24/7 availability at [www.infohio.org](http://www.infohio.org). Resources are customized for user groups (students/parents or educators/library staff) as well as by age cohort. Many tools are accessible for non-English Learners. The tools are aligned to early learning and development standards. The resources are digital; however, some materials can be printed, including some books. INFOhio also offers frequent webinars. Members were invited to explore the resources and share with all appropriate audiences.

### **Member Discussion**

- INFOhio tracks numerous metrics. For example, last year, 17.5 million book downloads. All 88 counties have students using INFOhio resources.
- It was clarified that the resource is free to all child care programs. INFOhio can also have a specific password to promote utilization with parents. INFOhio will follow-up to help ensure that all early childhood providers can access the site and its resources. OCCRRRA will explore hosting a webinar to ensure knowledge of this resource.

## **COAD (Corporation for Ohio Appalachian Development) Preschool Project**

*Maureen Boggs*

A recent report issued by Children's Defense Fund Ohio, "Ohio's Appalachian Children at a Crossroads: A Roadmap for Action," provided a status report on the children of Appalachian Ohio. Across Ohio's 32 Appalachian counties, there are 3.8 children under age six for every early learning and development program space compared to 2.8 children per space for the state. There is great need and many challenges regarding how to meet this need.

Recently, The Waterford Institute, a non-profit, education technology company, approached COAD to pilot an on-line preschool/early learning product called "Upstart" at no-cost to the community. Upstart began in Utah to provide a preschool, literacy-based program for that western state's largely rural population.

The Waterford Institute offered to fund and support a nine-month pilot for 125 four-year-old children providing 20-30 minutes of programming, five days a week. The cost per child is an estimated \$1,000 annually, plus the cost of a Chromebook and internet access.

COAD accepted the offer as a potential way to bring opportunities to four-year-old children who may be in home settings and not enrolled in other preschool programs. An on-line option seemed worthy of exploration given the lack of providers and transportation challenges in Appalachia. The pilot is set to serve 25 children each in Adams, Athens, Belmont, Ross and Scioto Counties.

More information can be found at <http://www.waterfordupstart.org>. Once implemented, COAD will report back to the ECAC on the experience and results. COAD was clear that it is not endorsing any product at this time, but it is taking advantage of this initiative to explore potential outcomes.

### Member Discussion

- Member are very interested in the outcomes of this program pilot. It appears to provide an educational experience to children who otherwise may not have one. At the same time, it will be important to note that this on-line experience does not equate to a preschool program experience.
- The expected evaluation of the pilot will follow enrolled children through the fourth grade.
- It was clarified that the child/family does not keep the computer/tablet at the conclusion of the pilot.

### Groveport Madison Program

*Dr. Stephanie Siddens*

The Groveport Madison School District is providing an on-line learning opportunity to pre-school children. There is a \$50 refundable equipment deposit. Three and four-year old children are able to access the program. The program is overseen by an Early Learning Specialists at the Educational Service Center (ESC). The parents are taught how to access the curricula. The program uses the HATCH curricula. Parent check in weekly with the ESC for parenting activities and socialization. The program costs \$25,000 to enroll up to 100 preschoolers. 52 children are current enrolled.

### Member Discussion

- Members pointed out that there are a plethora of on-line tools promoting educational outcomes. Members discussed whether it would make sense for the State to rally around one or two products that could be marketed to parents for widespread use as a vehicle for improved learning interactions. (BLOOMS, VROOM, UPSTART, LENA, Ready Rosie, etc.) As a starting point, it might make sense to catalog what programs are being utilized now throughout Ohio.
- Members also suggested exploring the availability of an on-line technology experience for eligible three-year-olds, given the Early Care and Education program's focus on four-year-olds.

The ECAC discussed creating a technology work group to develop recommendations for a more unified approach to the appropriate utilization of technology to optimize early learning and child development. Bearing in mind the importance of parent/child and caregiver/child interactions, a groups could consider

- Enriching professional development, i.e. Supplemental piece to Core Knowledge and Competencies and other approaches
- How best to engage parents, based on their wants and needs.
- How to determine what is high-quality given the plethora of products available.

The ECAC will consider work groups in a more global way at its January 2017 meeting. In the meantime, the following members expressed interest in serving on a Technology (Instructional Design) Work Group: Todd Barnhouse, Kara Bertke-Wente, Rebekah Dorman, Wendy Grove, Kimberly Hauck, Susan Peet, Judy Romano, Stephanie Siddens. Gayle Geitgey of INFOhio also volunteered to be of assistance.

### General Updates

*Dr. Angel Rhodes*

The State is facing a very tight biennial budget for SFY 2018-19. It is anticipated the SFY 2018-19 budget will be flat with no expected increases to any programs. The Administration is open to any budget neutral suggestions that could be part of the budget process. Suggestions are needed prior to December 20<sup>th</sup>.

In January, the State hopes to have the results of the latest Child Care Market Rate Survey, including results for home-based providers.

#### **General Announcements**

- The Chair asked non-state members to send her no more than three budget-neutral suggestions by December 9th. The Chair will host a one-hour conference call on December 15<sup>th</sup> at 10:30 a.m. to share the menu of suggestions and help develop member consensus.
- Congratulations to local levy sponsors in Cleveland, Cincinnati, Columbus, and Dayton. The passage of these levies represents tremendous local leadership for early childhood efforts and bodes well for Ohio's young learners.
- Dr. Walter Gilliam will be speaking in Cleveland on November 29<sup>th</sup>, from 11:30 a.m. – 1:00 p.m. at the Tinkham Veale University Center, Ballroom C, at Case Western Reserve University. He is an expert in preschool expulsion, and will be speaking on "Why Are Our Young Children Being Expelled and Suspended in Preschool, and Why Are Some of Our Children at Such Greater Risk?". The talk is sponsored by the Schubert Center for Child Studies. All ECAC members are welcomed.

#### **Next meeting**

The ECAC next meets on January 19, 2017 from 10:30 a.m. to 1:30 p.m. at OCCRRA.