



Ohio

Early Childhood Education FY2016 Annual Report

OFFICE OF EARLY LEARNING AND SCHOOL READINESS

Early Childhood Education (ECE) programs are an important investment in Ohio’s youngest learners. Ohio has worked to increase the availability of high-quality early learning programs for preschool children by providing the Early Childhood Education grants. Funded programs deliver high-quality, comprehensive learning environments focused on healthy development and intellectual, social and emotional success. Research is clear: Children who participate in high-quality early learning programs begin school better prepared for educational success.

EARLY CHILDHOOD EDUCATION PROGRAMS AT A GLANCE

FY2016 Programs

Number of state-funded grantees: 334
 Number of site locations: 624

 Total State Funding: \$60,268,341
 State-funded Per Child Amount: \$4,000
 Total Number of Children Funded: 14,765

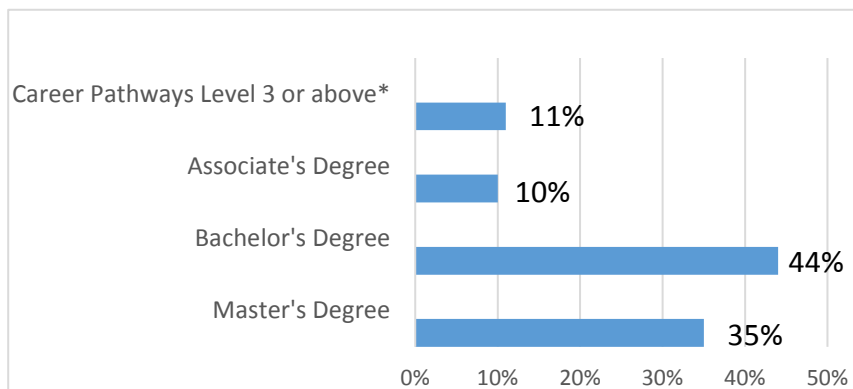
In fiscal year 2016 (July 1, 2015 – June 30, 2016), the number of Early Childhood Education funded children expanded as a result of the \$60,268,341 investment in state funding. These additional funds allowed for a total of 334 state-funded grantees that serve 14,765 children. Eligible grantees included public school districts, educational service centers, joint vocational schools, community schools, chartered nonpublic schools and community-based child care providers receiving a 3-, 4- or 5- star rating in Ohio’s quality rating system, Step Up To

Quality (SUTQ). High-quality preschool programs were identified within each targeted high-needs community, invited to apply for new funding and selected based on a competitive process.

TEACHER CREDENTIALS AND PROFESSIONAL DEVELOPMENT

Early Childhood Education programs must meet the teacher credential requirements in Early Childhood Education or a field approved by the Ohio Department of Education. Teachers in Early Childhood Education programs are required to complete 20 hours of professional development every two years in order to increase their knowledge of current best practices to support children’s learning.

The chart below illustrates the highest degree achieved by lead teachers in all Early Childhood Education programs.



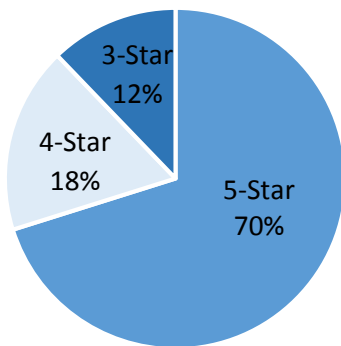
Knowledgeable, skilled and engaged teachers are critical in helping young children reach their potential.



**Programs participating in SUTQ can meet teacher credential requirements by using Ohio’s Career Pathway in lieu of having an associate’s or bachelor’s Degree. The Career Pathways model recognizes a professional’s years of experience, ongoing professional development and credentials in assigning a Career Pathways Level. Level 3 and above are recognized in highly rated programs.*

STEP UP TO QUALITY

Step Up To Quality (SUTQ) is Ohio's Tiered Quality Rating and Improvement System for early learning and development programs. The purpose of the five-star system is to improve the quality of early learning and development programs by serving as a roadmap for continuous improvement efforts. All Early Childhood Education programs must participate in SUTQ in phases designated by the Department and must meet high-quality criteria. The chart below illustrates the percentage of high-quality ratings for those programs currently participating in SUTQ.



To view the program standards and learn more about Step Up To Quality, please visit earlychildhoodohio.org.

CHILD ASSESSMENTS

The experiences and opportunities afforded to children in the early years affect the knowledge, skills and dispositions they acquire before entering kindergarten. Children enter preschool at varying levels of development and with different early learning experiences. The Department requires Early Childhood Education programs to assess children to determine where children are in their growth and development towards kindergarten readiness. In fall 2015 and spring 2016, all Early Childhood Education programs were required to use Ohio's Early Learning Assessment.

The Early Learning Assessment is a comprehensive formative assessment which is aligned to Ohio's Early Learning and Development Standard and used to assess children 36-72 months of ages. The assessment includes 32 Learning Progressions in the areas of social foundations, language and literacy, mathematics, science, social studies, physical well-being and motor development.

Spotlight on Families

The opportunity for their children to enroll in our program allows parents to feel secure in knowing that their children will not be sitting at home watching television all day. One mom stated that her son "loves coming to school. He comes home every day excited to show or tell me about his friends and his day." Another parent was appreciative for the program because her child, coming from a predominantly Spanish-speaking household, was getting a better grasp of the English language before he started kindergarten.

*-Monica Snipes, Administrator
Neighborhood Alliance Child Enrichment Services of Lorain*

Grandma has legal custody of her grandson who does not qualify for publically funded child care. She has not been able to afford any type of early learning program, so her grandson has not been exposed to the socialization and other social emotional skills and experiences children get from interacting in an early learning program. With the help of the ECE grant and the ESC funding provided by the City of Columbus, her grandson is now attending our program full-time. He is such a joy to have in the classroom. He is very good friend and is the first to come to another student's side if they are hurt, not feeling well or having a hard time. He is definitely the caregiver of his classroom.

*-Gina Ginn, Administrator
Columbus Early Learning Center*

For the fall 2015 and spring 2016 assessment windows, programs were required to report on 10 of these Learning Progressions.

Ohio's Early Learning Assessment is aligned to Ohio's Kindergarten Readiness Assessment, allowing the relationship between scores assigned in the Early Learning Assessment during preschool and kindergarten to be known across time.

PROGRAM SUPPORT

In FY16, the Department was able to provide support to Early Childhood Education programs to assure program requirements were met. A series of five regional technical assistance meetings, held in conjunction with Preschool Special Education programs, were offered throughout the state with over 375 participants attending. The regional meetings featured workshops on fiscal and program requirements, participation in Step Up To Quality, and the use of multiple funding sources in order to provide both extended day services and comprehensive services to children participating in Preschool Special Education. Additionally, the Department developed several user guides to assist grantees in using Department data systems to meet reporting requirements. A series of grantee webinars provided information on program updates and clarification on policy implementation.

Children who participate in high-quality early childhood education develop better language skills, score higher in school-readiness tests and have better social skills and fewer behavior problems once they enter school.

FY2016 Children *

Total Children Served: 14,765

Children served by age:

3 year olds: 3,950

4 year olds: 8,117

5 year olds: 2,699

English language learners served: 192

Children with disabilities served: 1,507



**Data Note: The child count numbers are extrapolated based on actual data reported to ODE.*

This annual report meets the requirements of Section 263.20 of House Bill 64 (C) which says:

"The Department shall provide an annual report to the Governor, the Speaker of the House of Representatives, and the President of the Senate and post the report to the Department's web site, regarding early childhood education programs operated under this section and the early learning program standards."