

Annual Report on

EARLY CHILDHOOD EDUCATION GRANTS

FISCAL YEAR 2019



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

FY19 Programs

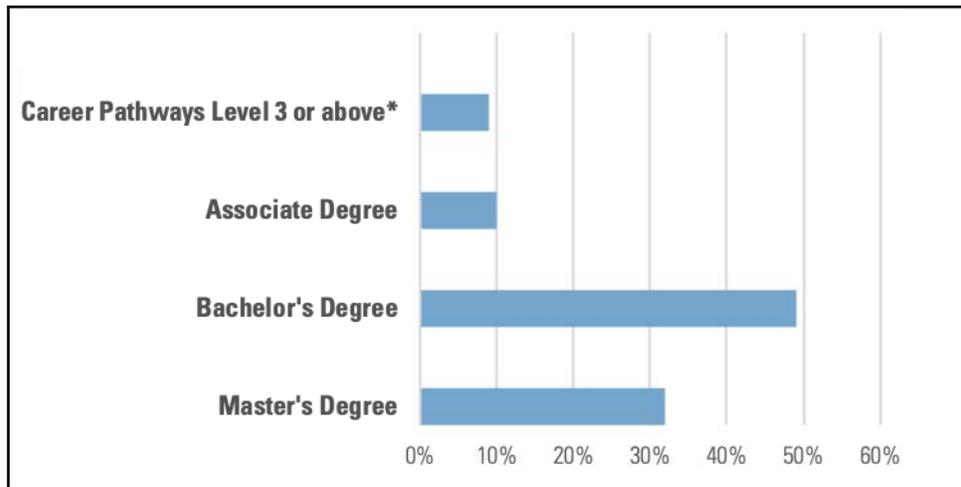
Number of state-funded grantees: 370
 Number of site locations: 785
 Total state funding: \$71,480,000
 State-funded per-child amount: \$4,000
 Total number of children funded: 17,870

In Fiscal Year 2019 (July 1, 2018-June 30, 2019), the number of Early Childhood Education grant-funded programs increased as a result of the \$71,480,454 investment in state funding. These funds allowed for a total of 370 state-funded grantees that serve 17,870 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 3-, 4- or 5-star ratings in Ohio’s quality rating system, Step Up To Quality.

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 to increase their knowledge of current best practices to support children’s learning.

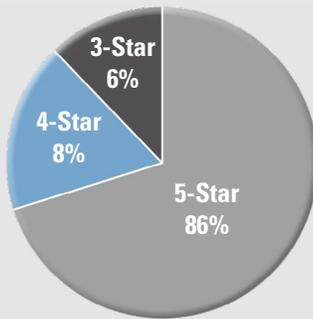
The chart illustrates the highest degrees achieved by lead teachers in all Early Childhood Education programs.



*Programs participating in Step Up To Quality can meet teacher credential requirements by using Ohio’s Career Pathways in lieu of having associate or bachelor’s degrees. 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 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 Step Up To Quality and meet high-quality program standards. The chart below illustrates the percentage of high-quality ratings for those programs currently participating in Step Up To Quality.



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 they are in terms of growth and development toward kindergarten readiness. Children are assessed twice per year using Ohio's Early Learning Assessment.

Sharing Success Stories

Please note that in order to maintain confidentiality, the names of children and family members have been changed.

Ms. Brown was in a substance use disorder rehabilitation program when her daughter Diamond began at the Murtis Taylor HSS Early Childhood Development Early Childhood Education program. Ms. Brown told us when enrolling Diamond that having quality child care services was important to her because she needed the security of knowing her child was safe when not in her care. The Early Childhood Education program gave Ms. Brown much-needed support while she worked to secure steady employment, further her education and increase her household income. She told program staff that, without the benefits of the Early Childhood Education program, she would not have been able to afford daycare. She became very involved in the program through the family engagement activities we offer, serving on the planning committee and attending all scheduled events. She reports that being involved has helped her build self-esteem and be active in her child's education, and those factors, in turn, have boosted her child's confidence. Ms. Brown has since completed the substance use disorder program, is gainfully employed and serves as an ambassador for the Early Childhood Education program. She thanks us profusely, saying, she "has never had anyone make me feel relevant" until she became involved in the Murtis Taylor HSS Early Childhood Development Early Childhood Education program.

**-Heather Brissett,
Administrator
Murtis Taylor HSS Early Childhood Development Center**

The Early Childhood Education program at Edison Local has benefited many children and families throughout the community. For one student, Jade, the program proved to be a valuable learning experience that developed her cognitive, social, emotional and language skills.

Jade transitioned into the program as "nonverbal." Because she only could communicate by using sparse sign language, the program's teachers and therapist worked hard on her communication skills. And she was able to receive services such as speech therapy, occupational therapy and physical therapy while in the program. As the early childhood teachers drew Jade into language-based curriculum and activities and social learning situations, she began developing some of the skills that are essential to verbal communication.

By the time Jade had reached the end of her second year in the Edison Local program and headed to kindergarten, she no longer relied on sign language to communicate. She could express her wants and needs verbally, interact with her peers during play and take part in learning time by speaking her thoughts. Jade made huge gains in each type of therapy provided by the program and even completed one of the therapies. Because of what she experienced at Edison Local's Early Childhood Education program, she will be able to continue building on the skills she acquired and master the next level of skills she'll need to succeed in her education.

**-Heather Grimes,
Early Childhood Education Intervention Specialist
Edison Local School District**

The Early Learning Assessment is a comprehensive formative assessment used to assess children 36-72 months of age and aligns to Ohio's Early Learning and Development Standards. The assessment includes 32 Learning Progressions in the areas of social foundations, language and literacy, mathematics, science, social studies, and physical well-being and motor development. Programs are required to report on 10 of these Learning Progressions.

Ohio's Early Learning Assessment aligns 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 MONITORING AND SUPPORT

In FY19, the Ohio Department of Education provided support to early childhood education programs to help them assure they met requirements. A webinar offered grantees information on program updates and clarification on policy implementation. Using a risk-assessment matrix, Department staff members identified grantees to take part in program monitoring and conducted 72 on-site visits and 22 desk reviews. They also provided individualized technical assistance to programs through conference calls and visits, making sure program staffs understood requirements and sharing suggestions and best practices related to system and program policy development.

3-YEAR-OLD CHILDREN SERVED

In FY19, Early Childhood Education programs that were unable to fill their allocated slots with 4-year-old children by Oct. 1, 2018, could submit applications to serve 3-year-old children. The Department approved a total of 175 programs to serve a total of 1,779 3-year-old children. To receive approval, programs had to explain their recruitment efforts, including working with other local early learning programs, and describe strategies used to locate hard-to-reach families with eligible 4-year-old children.

FY19 Children*

Total Children Served: **17,870**

Children served by age:

3-year-olds: **1,779**

4-year-olds: **16,091**

Children who are English learners served: **372**

Children with disabilities served: **1,907**

**Programs are permitted to fill vacated spots with additional children throughout the year, thus accounting for a total number of children served that exceeds the total slots available statewide.*



This annual report meets the requirements of Section 265.20 of House Bill 166 (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."