



# Ohio

## Early Childhood Education FY2013 Annual Report

Office of Early Learning and School Readiness



*Ohio Department of Education  
Office of Early Learning and School Readiness  
FY 2013 Annual Report of Early Childhood Education Entitlement Programs*

Ohio's Early Childhood Education (ECE) entitlement programs ensure high-quality, comprehensive programming that addresses the outcomes and goals considered essential for the healthy development and intellectual, social and emotional success of Ohio's youngest learners. Research is clear; children who are exposed to a high-quality early learning programs, begin formal schooling better prepared for educational success. Programs use a locally determined, comprehensive, early childhood curriculum that aligns with Ohio's Early Learning and Development Standards. In October 2012, the State Board of Education adopted the newly revised child standards that address academic, physical, social and emotional learning and development. The new child standards can be viewed and downloaded at [www.earlychildhoodohio.org](http://www.earlychildhoodohio.org).

*Ohio's Early Childhood Education Programs at a Glance for FY2013*

There are 201 state-funded grantees operating in public school districts, educational service centers, or joint vocational schools across the state. Grantees are required to provide services based on income eligibility, giving priority to those families whose income is at or below 200 percent of the federal poverty level. It is well documented that children from low socio-economic situations are much less prepared to start formal schooling than their wealthier peers. Ohio's state-funded Early Childhood Education programs help level the playing field by providing high-quality early learning experiences.

**FY2013 Program**

Number of State Funded Grantees: 201  
Total State Funding: \$23,268,341  
State Funded Per Child Amount: \$4,000  
Total Number of Teachers: 731  
Total Number of Children Funded: 5,700

**FY2013 Children**

Income Eligible Children Served: 9,144  
Income Eligible Children Served by Age:  
3 Year Olds: 2,277  
4 Year Olds: 5,546  
5 Year Olds: 1,321  
Number of ELL Students Served: 85  
Children with Disabilities Served: 1,481

**Teacher Credentials**

Knowledgeable, skilled and thoughtful teachers are critical in helping young children reach their potential. ECE programs must meet teacher credential requirements (see ORC 3301.311); 50 percent of the teachers in these programs must have a bachelor's degree and 50 percent must have an associate's degree in early childhood education or an ODE-approved field. Currently, all ECE programs are in compliance with these requirements. More than 94 percent of ECE teachers have a bachelor's degree or higher.

## **Health and Developmental Screenings**

Development and learning are inextricably tied to the health and well-being of children. Risk factors such as low birth weight, chronic health conditions, inadequate nutrition, poor oral health, and inconsistent social and emotional support can be detrimental to children's development and learning. The early detection of risk factors through health and developmental screenings can improve outcomes and may reduce special education placement. Ohio's Early Childhood Education programs must conduct health and developmental screenings of all children within 60 business days of entrance into the program, and referrals are completed within 90 days of identification of need, as determined by the appropriate professional.

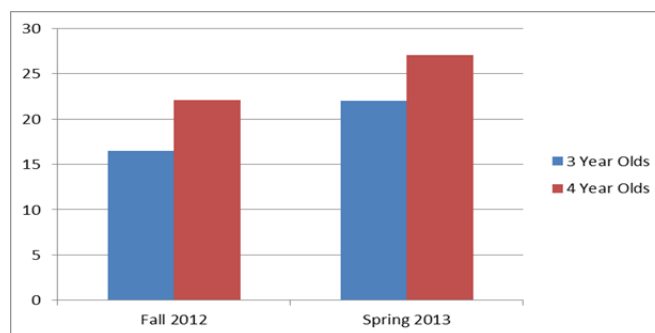


According to the FY2013 survey of programs, at least 87 percent of the children served were screened in the areas of hearing, vision, height and weight, and at least 87 percent of the children served were screened in the areas of speech/language, cognitive, gross/fine motor and social and emotional development. Between 1 and 10 percent of the total number of children screened were referred for additional assessment or services. The required administration of health and developmental screenings and referrals, when necessary, continues to serve as a catalyst for programs to develop closer ties to community-based health services.

## **Language and Literacy Assessments**

The experiences and opportunities afforded to children in the early years affect the knowledge, skills and dispositions they acquire before entering kindergarten. Of all the content areas essential to constructing knowledge, reading and writing are critical to the long-term success of children as learners. While many children enter preschool with some knowledge and skills in early literacy, many others need guidance. All children participating in Early Childhood Education programs are required to be assessed using *Get it! Got it! Go!* (GGG). The components of the assessment include picture naming, rhyming and alliteration, all reliable indicators of early reading skills. The assessment is a source of information used by educators to support all children on their journeys toward reading success.

Ohio's ECE programs assess children in the fall and in the spring of each school year. The graph below shows the growth of children's skills between fall and spring for 3- and 4-year-olds in the picture naming portion of the assessment. The results of GGG fall and spring administration indicate that children served in ECE classrooms experienced statistically significant growth from fall to spring. Although there are no national norms for GGG, a comparison can be made to average scores of a similar sample population of children (4-year-old children in poverty) established by the developers of GGG. The average score of 4-year-old children in ECE classrooms tends to be higher than those of the demographically similar sample population.



## **Program Monitoring**

In FY2013, ECE programs were monitored using the Integrated Monitoring Process and Continuous Improvement Tool (IMPACT). The purpose of IMPACT is to engage ECE programs in a continuous improvement process utilizing the Early Learning Program Guidelines. The Guidelines include compliance requirements and performance indicators. In FY2013, all ECE programs were required to meet the compliance requirements and make progress on performance indicators. In FY2013, 97 percent of ECE programs were 100 percent compliant with all requirements. The remaining 3 percent submitted corrective action plans. Program progress is monitored annually by OELSR staff members and consists of document review, desk audits and on-site monitoring. Beginning in FY2014, ECE programs will transition to using Ohio's early learning program standards and are required to begin participating in Ohio's tiered quality rating and improvement system called Step Up To Quality. More information on Step Up To Quality can be found at [www.earlychildhoodohio.org](http://www.earlychildhoodohio.org).

*For additional information regarding Ohio's Early Childhood Education Programs, contact Office of Early Learning and School Readiness at [ELSR@education.ohio.gov](mailto:ELSR@education.ohio.gov) or 614-995-9974.*