

Ohio

Early Childhood Education Grants FY2017 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

FY2017 Programs

Number of state-funded grantees: 399
Number of site locations: 760

Total State Funding: \$73,760,000^
State-funded Per Child Amount: \$4,000
Total Number of Children Funded: 18,440

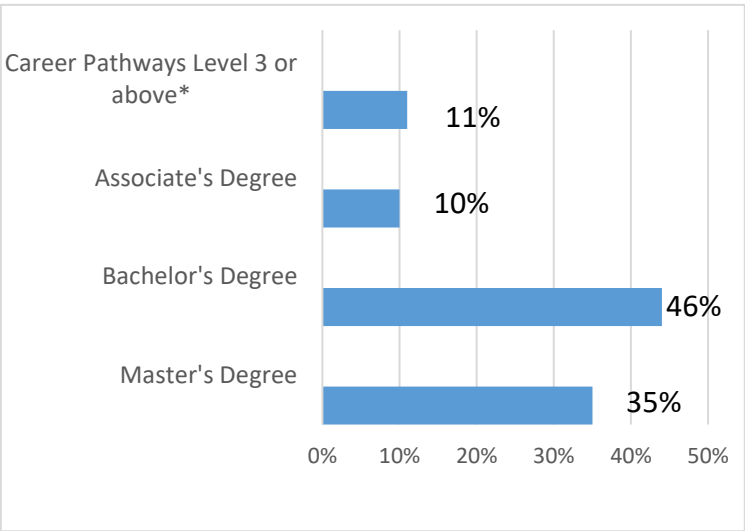
In fiscal year 2017 (July 1, 2016 – June 30, 2017), the number of Early Childhood Education funded children expanded as a result of the \$73,760,000 investment in state funding. These additional funds allowed for a total of 399 grantees that were funded to serve 18,440 children. Eligible grantees included 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 illustrates the highest degree achieved by lead teachers in all Early Childhood Education programs.

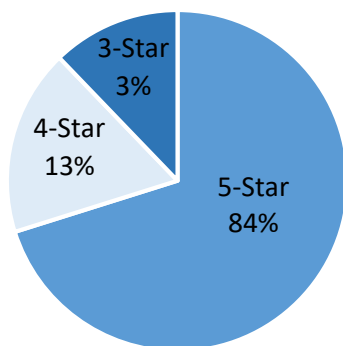


^ \$5,000,000 of this total was funded by the casino Operators Settlement funds

** The Career Pathways model in SUTQ recognizes a professional’s years of experience, on-going professional development, and credentials in assigning a Career Pathways Level. Teachers at 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 and must meet high-quality program standards. 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 the fall of 2016 and the spring of 2017 all Early Childhood Education programs were required to use Ohio's Early Learning Assessment.

The Early Learning Assessment is a comprehensive formative assessment and is used to assess children 36-72 months of age which is aligned 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, physical well-being and motor development.

For the fall 2016 and spring 2017 assessment windows, programs were required to report on ten of these Learning Progressions.

Sharing Success Stories

"One of our preschool students came to us small, thin and very quiet and withdrawn. Most of the children in our program won't eat some or most of their food, but this child ate every bite. We weren't sure what she was getting to eat at home, but we knew it was mostly finger foods. The first time we had spaghetti, we had to teach her how to use a fork to eat it. We worked with her all year long and sent extra snacks home with her when we could. She began receiving much needed speech therapy and we believe this helped her come out of her shell. At the beginning of this school year she started Kindergarten and we are so proud to see her walk into school looking healthy and happy! We truly believe that the preschool program was a huge, life-changing experience for her and are thankful that we were able to offer what we could because of this valuable program."

*-Lynne Mamone, Preschool Teacher
Martins Ferry City School District*

Our program recently had a grandparent, who has custody of her grandson, express her gratitude to the program. The child has ADHD and was recently diagnosed with a behavioral disorder. Grandma shared, "Through the love, support and structure of the Bucyrus City Preschool teachers, he is doing very well in his current kindergarten class, without the need of medication for his diagnosis. I would highly recommend the staff...to anyone who is looking for a caring and supportive school to send their child to for preschool."

*-Robin Showers, Administrator
Bucyrus City Schools Preschool*

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 FY17 the Department was able to provide support to Early Childhood Education programs in order 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 483 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 in order 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.

FY2017 Children**

Total Children Served: 15,942

Children served by age:

3 year olds: 376

4 year olds: 11,940

5 year olds: 3,626

Children served with disabilities: 2,296



****Data Note:** The number of children served was based on data reported to ODE in the April 2017 survey of ECE grantees reporting their highest confirmed enrollment during the grant year. Data reported to EMIS and EAS was used to calculate the percentage of children by age who were reported to be served in an ECE classroom. Children must be four years of age at the start of the school year. Children who were not age eligible for kindergarten at the start of the school year were eligible and children who were 3 at the start of the school year and turned 4 during the year with a disability became eligible when they turned 4 years.

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."