

Annual Report on  
**EARLY CHILDHOOD EDUCATION GRANTS**  
FISCAL YEAR 2022



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

FY 22 Programs

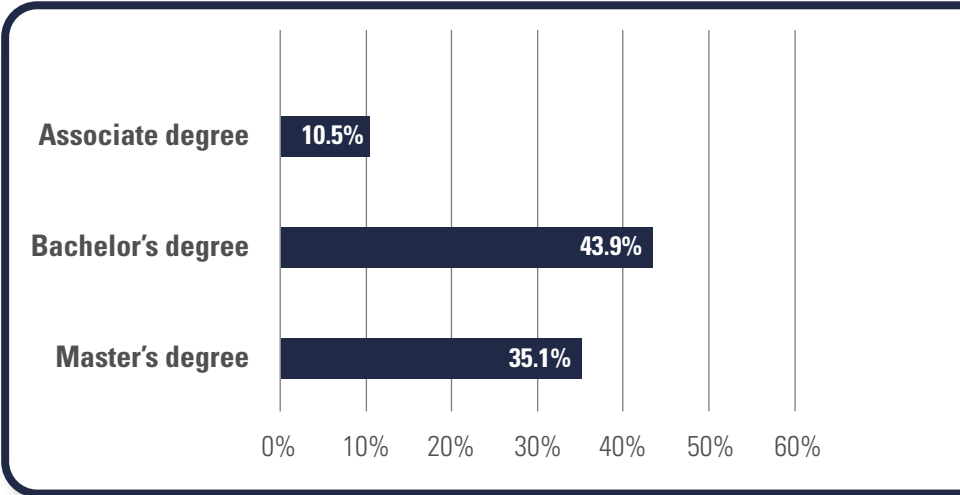
Number of state-funded grantees: **350**  
Number of site locations: **750**  
  
Total state funding: **\$72,608,000**  
State-funded per-child amount: **\$4,000**  
Total number of spaces funded to serve children: **18,152**

In Fiscal Year 2022 (July 1, 2021-June 30, 2022), 350 Early Childhood Education Grant-funded programs served 16,732 children because of the \$72,608,000 investment in state funding. These grantees included public school districts, educational service centers, joint vocational schools, community schools, chartered nonpublic schools and community-based child care providers who earned 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.

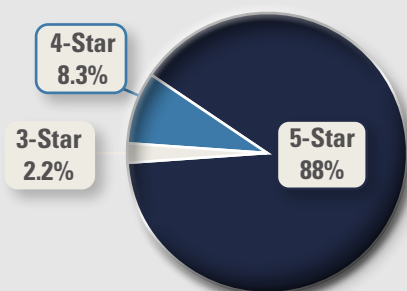
The chart illustrates the highest degrees achieved by lead teachers in all Early Childhood Education programs.



\*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 [education.ohio.gov/SUTQ](https://education.ohio.gov/SUTQ).

## 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.*

Participant Family Experience: "As a mom of two little boys who have attended Preschool at Green Elementary with Miss Amy Evans, I don't have enough words to express how wonderful that class is and the impression it has made on both my boys and our family. From the early, often different looking school days of Covid with virtual show and tells with your classmates to the post-Covid



parent engagement days back at school, every day was thoughtful and impactful. They learned their letters and numbers, lots of songs, read lots of books, and how to make friends. My biggest goal for preschool was being prepared for Kindergarten which my oldest is flourishing in. However, what I didn't realize was how truly loved and cared for my children would be every day that they walked into that classroom. They were excited to learn, knew they were loved and how to love back, and couldn't wait to go to school each morning."



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.

## FY 22 Profile of Children Served

Total Children Served: **16,732**

Children served by age (as of Dec. 1, 2021):

3-year-olds: **2,285**

4-year-olds: **11,447**

Children who are English learners served: **241**

Children with disabilities served: **2,216**

## PROGRAM MONITORING AND SUPPORT

In FY22, 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 62 desk reviews. They also provided individualized technical assistance to programs through conference calls and 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 FY22, early childhood education programs that could not fill their allocated slots with 4-year-old children by Oct. 1, 2021, could submit applications to serve three-year-old children. The Department approved 194 programs to serve up to 3,532 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.



This annual report meets the requirements of [Section 265.20 of House Bill 110](#), 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."*