



# Ohio

## Early Childhood Education FY2015 Annual Report

OFFICE OF EARLY LEARNING AND SCHOOL READINESS

Early Childhood Education programs are an important investment in Ohio’s youngest learners. These programs deliver high quality, comprehensive learning environments and address outcomes and goals essential for 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. Programs use a locally determined, comprehensive early childhood curriculum that aligns with Ohio’s Early Learning and Development Standards. These standards address academic, physical, social and emotional learning and development. To view and/or download the standards go to [www.earlychildhoodohio.org](http://www.earlychildhoodohio.org).

## Ohio’s Early Childhood Education Programs at a Glance

### EARLY CHILDHOOD EDUCATION PROGRAMS

In fiscal year 2015 (July 1, 2014 – June 30, 2015), the number of Early Childhood Education programs expanded as a result of the \$45,318,341 investment in state funding. These additional funds allowed for a total of 375

#### FY2015 Programs

Number of state-funded grantees: 375

Total State Funding: \$45,318,341

State-funded Per Child Amount: \$4000

Total Number of Children Funded: 11,090

state-funded grantees that serve 11,090 children. Eligible grantees included public school districts, educational service centers, joint vocational 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. New funding targeted high needs communities based on the following criteria: percentage of kindergarten children scoring in the lowest band of the Kindergarten Readiness Assessment – Literacy; percentage of economically disadvantaged kindergarten children; and percentage of

third-grade children not proficient on the reading portion of the Ohio Achievement Assessment. 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 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.

For state Fiscal Year 2015, 42 percent of teachers have a master’s degree, 42 percent have a bachelor’s degree, 7 percent of teachers have an associate degree, and 9 percent meet the teacher credential requirement through a Career Pathways Level 3 or higher.



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

### 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 Ohio Department of Education 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 2014 Early Childhood Education programs began transitioning from the *Get It!, Got It!, Go!* Literacy assessment to Ohio’s Early Learning Assessment. In the spring of 2015, all Early Childhood Education programs were required to use the 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, and fine arts. For the fall 2014 and spring 2015 assessment windows, programs were required to report on nine 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.

#### FY2015 Children \*

Total Children Served: 11,090

Children served by age:

3 year olds: 2694

4 year olds: 6216

5 year olds: 2180

English language learners served: 204

Children with disabilities served: 1596

### HEALTH AND DEVELOPMENTAL SCREENINGS

Development and learning are tied to the health and well-being of children. Risk factors, such as birth weight, health conditions, nutrition, oral health, and social and emotional support, can impact children's development and learning. The early detection of risk factors through health and developmental screenings can improve outcomes and reduce a child's need for special education placement. Ohio's Early Childhood Education programs require health and developmental screenings of all children within 60 business days of starting the program. Referrals are completed within 90 days of identification of need, as determined by the appropriate professional.

From the FY2015 survey of programs, at least 98 percent of children served were screened in the areas of hearing, vision, height and weight; and at least 93 percent of the children served were screened in the areas of speech/language, cognitive, gross/fine motor and social and emotional development. Children whose screening indicated a need were referred for further assessment in the area of concern. The required administration of health and developmental screenings and referrals, when necessary, continues to strengthen the relationship between early childhood programs and community-based health services.

### 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 who receive these funds must participate in Step Up To Quality and be awarded at the highest levels of quality of a 3-, 4- or 5- star.

To view the program standards and learn more about Step Up To Quality, please visit <http://www.earlychildhoodohio.org>.

**\*\*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."*

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