



## FY 2012 Annual Report of Early Childhood Education Entitlement Programs

*Office of Early Learning and School Readiness*

*Ohio Department of Education*

### INTRODUCTION

The Office of Early Learning and School Readiness requires all Early Childhood Education (ECE) entitlement programs to use Ohio's Early Learning Program Guidelines and Pre-Kindergarten Content Standards. The guidelines ensure high quality comprehensive programming and address the outcomes and goals considered essential for the healthy development, intellectual, social and emotional success of Ohio's youngest learners. Research is clear; children who are exposed to high quality early learning programs begin formal schooling better prepared for educational success. ECE programs use a comprehensive early childhood curriculum that aligns with the Ohio Pre-Kindergarten Content Standards. As of October 2012, the State Board of Education adopted the newly revised child standards that are called Ohio's Early Learning and Development Standards. These newly revised standards cover all essential domains of school readiness. The new child standards can be viewed and downloaded at [www.earlychildhoodohio.org](http://www.earlychildhoodohio.org). The Ohio Early Learning Program Guidelines can be viewed and downloaded on ODE's website: [www.education.ohio.gov](http://www.education.ohio.gov).

### TEACHER CREDENTIALS

Knowledgeable, skilled and thoughtful teachers are critical in helping young children reach their potential. ECE programs must meet the teacher credential requirements as outlined in ORC 3301.311; programs beginning on or before FY 2006 must have 50 percent of their teachers with a bachelor's degree and 50 percent of their teachers with an associate's degree in early childhood education or an ODE-approved field. By FY 2013, ECE programs that began on or after FY 2007 must meet this requirement. Currently all ECE programs are in compliance with these requirements. More than 94 percent of ECE teachers have a bachelor's degree or higher.

### *Ohio's ECE Programs at a Glance*

There are 203 state funded grantees operated in public school districts across the state. Grantees are required by Sub. H.B. 153 to provide services based on income eligibility giving priority to those families whose income is at or below 200% of the federal poverty level. It is well documented that children from low socio-economic situations start formal schooling lagging behind their wealthier peers. Ohio's state funded ECE programs help level the playing field by providing high quality early learning experiences.

#### ***FY 2012 Program***

Number of State Funded Grantees: 203  
Total State Funding: \$23,268,341  
State Funded Per Child Amount: \$4,000  
Total Number of Teachers: 798  
Total Number of Children Funded: 5,700

#### ***FY 2012 Children***

Total Children Served: 10,778  
Total Income Eligible Children Participating: 9,379  
Income Eligible Children Served by Age:  
3 Year Olds: 2,707  
4 Year Olds: 5,865  
5 Year Olds: 807  
Number of ELL Students Served: 66  
Children with Disabilities Served: 1,541

## 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 ECE 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 FY 2012 survey of ECE programs, 88 percent or more of the children served were screened in the areas of hearing, vision, height and weight, and 85 percent or more of the children served were screened in the areas of speech/language, cognitive, gross/fine motor and social and emotional development. Between one and ten 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 ECE are required to be assessed using the *Get it! Got it! Go!* (GGG). Ohio's ECE programs assess children in the fall and in the spring of each school year. The components of GGG include picture naming, rhyming and alliteration, reliable indicators of early reading skills. These skills can be taught to and learned by preschool-age children through intentional and engaging experiences. GGG is a source of information used by educators to support all children on their journeys toward reading success. Due to a delay in the revisions of the 2012 Education Management Information System (EMIS), FY 2012 GGG data are not available to be reported at this time.

## 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. All ECE programs are required to meet the compliance requirements and make progress on performance indicators. In FY 2012, 97 percent of ECE programs were 100 percent compliant with all requirements. The remaining three percent submitted corrective action plans to ensure compliance with these requirements. Program progress is monitored annually by the OELSR staff members and consists of completion checks, desk audits and on-site monitoring.