

Annual Report on
EARLY CHILDHOOD EDUCATION GRANTS
FISCAL YEAR 2020



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

FY20 Programs

Number of state-funded grantees: 369

Number of site locations: 658

Total state funding: \$71,480,000

State-funded per-child amount: \$4,000

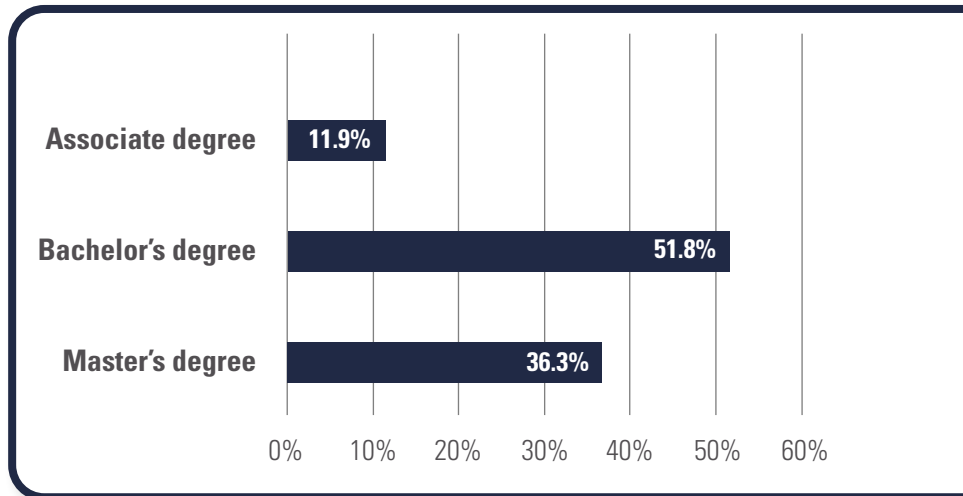
Total number of children funded: 17,870

In Fiscal Year 2020 (July 1, 2019-June 30, 2020), 369 Early Childhood Education Grant-funded programs served 17,870 children as a result of a \$71,480,000 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.

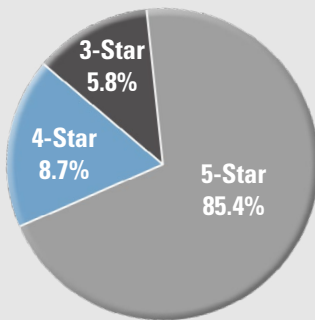
The chart illustrates the highest degrees achieved by lead teachers in all Early Childhood Education programs.



*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 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 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.



Even when we factor out Covid-19, preschool in our normal teaching world is a work of art. A classroom of controlled chaos is something that many people watch in awe and only a few can do. Preschool teachers make their daily activities, routines and lessons look easy. They have the ability to calm students, excite them about learning and even "trick" them into doing many activities their parents say they would never do at home with a simple little song or dance. New London families and schools benefit from the Early Childhood Education Grant, which provides the community with a preschool program that prepares students

with a foundation for learning when they enter kindergarten. Thanks to the Early Childhood Education Grant, the program didn't miss a beat when students moved from the in-person learning environment to virtual learning in the spring of 2020. Teachers packed up their classrooms in the back of their minivans and moved to their kitchen tables, set up their new classrooms at home and started teaching. It wasn't easy, but it was worth it! This grant is our opportunity to reach students in our community. We are so grateful to do this every day!

-Liz Ohm
Preschool Teacher

New London Preschool, New London Local Schools

Hamilton Local Preschool teachers have been doing read alouds, scavenger hunts, movement dances and calendar activities. They use Google Classroom, Facebook, the district website and emails to stay engaged with families and students. The teachers inspire the children and their parents to learn at home together. Parents are reporting how much fun the students are having while learning with the Hamilton Local Preschool teachers. "He loves them!" said Mom of Quinton, a Hamilton Local Preschool student about letter bottles she made based on at-home activities shared from his teacher.



-Hamilton Preschool
Hamilton Local School District

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.

FY20 Children

Total Children Served: **17,870**

Children served by age:

3-year-olds: **1,787**

4-year-olds: **16,083**

Children who are English learners served: **318**

Children with disabilities served: **2,044**

PROGRAM MONITORING AND SUPPORT

In FY20, 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. Each of the grantees is monitored using data collected by the Department. Before the pandemic closed programs on March 13, 2020, program specialists completed 80 on-site visits and 23 desk reviews with grantees. They also provided individualized technical assistance to programs through calls, webinars, guidance, and emails, making sure programs understood requirements and best practices related to system and program policy development.

3-YEAR-OLD CHILDREN SERVED

In FY20, Early Childhood Education programs that were unable to fill their allocated slots with 4-year-old children by Oct. 1, 2019, could submit applications to serve 3-year-old children. The Department approved 163 programs serving 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 263.20 of House Bill 49 (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."