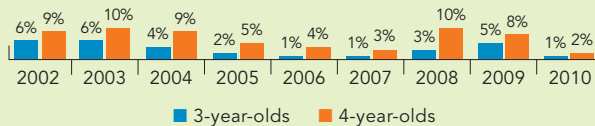
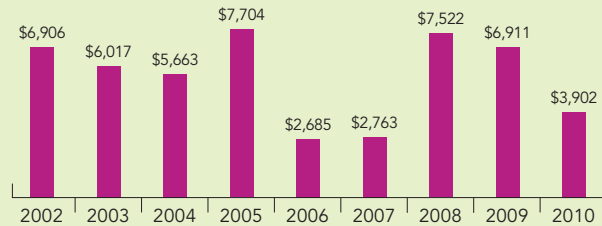


# Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2010 DOLLARS)



The Ohio Public School Preschool Program (PSP) was established in 1990 after four years as a successful pilot program. Now known as the Early Childhood Education (ECE) program, the program serves 3- and 4-year-old children from families with incomes up to 200 percent of the federal poverty level (FPL). A sliding fee scale is applied for families above 100 percent of FPL, and families above 200 percent of FPL may enroll their children with support from district funds or through parent tuition.

While ECE funds are distributed directly to public schools, these schools may subcontract with Head Start programs, faith-based centers, and private child care centers. Funding for the ECE program increased in the 2008-2009 fiscal biennium, in turn increasing the number of districts receiving funding from 112 to 205 and supporting 7,173 children. Budget cuts for the 2009-2010 school year resulted in a reduction of ECE funding. To help account for this cut, the Ohio Department of Education elected to reduce the per-child amount so as not to eliminate as many children from preschool services. Nevertheless, the overall number of children funded by the state still decreased to 5,700 in the 2009-2010 program year. However, in the 2009-2010 school year, programs enrolled an additional 3,667 children from families with incomes up to 200 percent of FPL by charging tuition or using local or Title I funds.

Due to budget cuts for the 2009-2010 school year, site visits are no longer required for monitoring and program quality. Annual visits are conducted for basic health and safety compliance indicators, and these visits also include the monitoring of quality in many cases, although it is not required. In addition, programs must engage in a continuous improvement process by developing a program plan and rating themselves on a set of compliance and performance indicators of program quality. Programs annually report the results of this process through a program monitoring tool, IMPACT (Integrated Monitoring Process and Continuous Improvement Tool). The Ohio Department of Education reviews the results and provides feedback to individual programs annually.

This program was evaluated for process quality during fiscal years 2008 and 2009. This evaluation method using ELLCO will continue through the 2010-2011 school year, with the information used to identify the best use of state resources for teacher support.

In prior years, this report also profiled the Early Learning Initiative (ELI) program, which used funding from Temporary Assistance for Needy Families (TANF) to mirror the educational and comprehensive services of the ECE program while providing full-day, full-year programs to working families. This program served children from families with incomes up to 200 percent of FPL. However, funding for the ELI program was eliminated entirely from the state budget for the 2009-2010 and 2010-2011 program years and therefore ELI is not profiled in this report.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	19

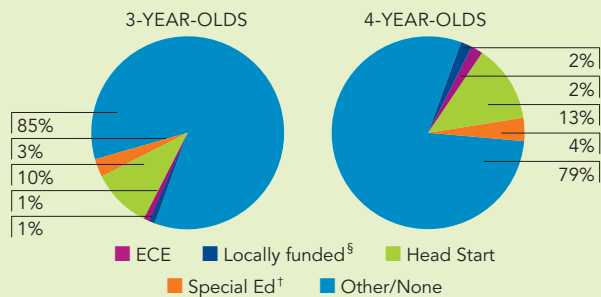
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	25

# OHIO EARLY CHILDHOOD EDUCATION

## ACCESS

Total state program enrollment .....	5,700 <sup>1</sup>
School districts that offer state program .....	33%
Income requirement .....	200% FPL
Hours of operation .....	Determined locally <sup>2</sup>
Operating schedule .....	Academic year
Special education enrollment .....	14,000
Federally funded Head Start enrollment .....	33,906
State-funded Head Start enrollment .....	0

## STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



<sup>§</sup>These are children served in ECE programs through local and federal funds.

<sup>†</sup> This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree .....	AA in ECE <sup>3</sup>	BA	<input type="checkbox"/>
Teacher specialized.....	See footnotes (public); <sup>4</sup> AA in ECE (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	20 clock hours/2 years	At least 15 hours/year	<input type="checkbox"/>
Maximum class size .....		20 or lower	<input type="checkbox"/>
3-year-olds .....	24		
4-year-olds .....	28		
Staff-child ratio .....		1:10 or better	<input type="checkbox"/>
3-year-olds .....	1:12		
4-year-olds .....	1:14		
Screening/referral.....	Vision, hearing, health, dental, and support services developmental; and support services <sup>5</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Depend on length of program day <sup>6</sup>	At least 1/day	<input type="checkbox"/>
Monitoring .....	Other monitoring <sup>7</sup>	Site visits	<input type="checkbox"/>

**TOTAL BENCHMARKS MET**

2

## RESOURCES

Total state pre-K spending .....	\$22,243,792
Local match required? .....	No
State spending per child enrolled .....	\$3,902
All reported spending per child enrolled*.....	\$3,902

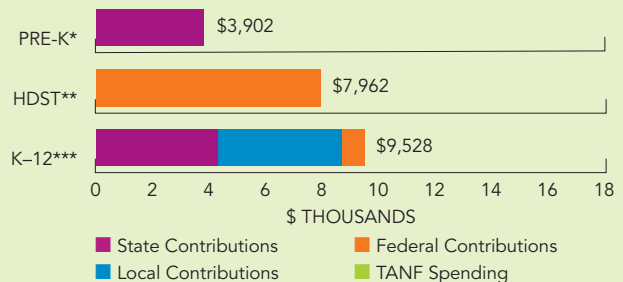
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

\*\* Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

\*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '09-'10 school year, unless otherwise noted.

## SPENDING PER CHILD ENROLLED



<sup>1</sup> Ohio funded 5,700 children with a per-child allocation of \$4,000. Programs could also choose to enroll additional children by charging tuition or using local or Title I funds but exact funding amounts are unknown. Total enrollment in the ECE program, including children funded entirely by non-state sources, was 9,367. Enrollment breakdowns are estimated figures based on the funded enrollment of 5,700 children only and not the total enrollment.

<sup>2</sup> ECE funds 3 to 3.5 hours of services daily, and most programs operate 4 days per week. However, many districts use local or other funding sources to offer a full-day program. The fifth day is used to provide home visits and parent conferences.

<sup>3</sup> The current minimum requirement in public school settings is a Prekindergarten Associate License, which requires at least an associate degree. However, many school districts already require that lead teachers have a bachelor's degree in ECE. For all types of settings, the Ohio Revised Code specifies a timeline by which a percentage of teachers must attain certain degree levels. By July 1, 2009, all teachers in programs that began in fiscal year 2006 were required to have an AA or higher in ECE. By July 1, 2011, all teachers in programs that began in fiscal year 2007 or later will be required to have an AA or higher in ECE.

<sup>4</sup> For teachers in public school settings with bachelor's degrees, acceptable licenses include the following: Pre-K-3, Pre-K Teacher, Intervention Specialist, Early Childhood Intervention Specialist (P-3), or K-3 or K-8 certificate/license plus 4 courses in ECE or child development from an accredited college or university. The minimum requirement in a public school setting is the Prekindergarten Associate License which requires an AA in ECE. Teachers in nonpublic settings are required to have at least an AA in ECE.

<sup>5</sup> Screening and referrals for hemoglobin and lead are also required. Support services include two annual parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

<sup>6</sup> Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.

<sup>7</sup> Due to budget cuts for the 2009-2010 school year, site visits are no longer required for monitoring and program quality. Annual visits are conducted for basic health and safety compliance indicators, and these visits also include the monitoring of quality in many cases, although it is not required. In addition, programs must engage in a continuous improvement process by developing a program plan and rating themselves on a set of compliance and performance indicators of program quality.