



Press Release

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ACCESS TO QUALITY PRE-K IN OHIO LAGS BEHIND OTHER STATES

Ohio continues to increase investments in Pre-K but Much Work Remains

New York, NY—Many 3- and 4-year-olds across the nation still lack access to high-quality preschool education despite modest gains in enrollment, quality, and funding, according to an [annual report](#) by the nonpartisan National Institute for Early Education Research (NIEER) at Rutgers University. While several states, including Alabama, Michigan, Mississippi, and New York made significant progress through a concerted effort to increase enrollment and funding and improve quality, progress is slow and uneven nationally and quality standards are particularly low in some of the nation's largest states such as California, Florida and Texas. Despite the relatively good news this year, including new state pre-K initiatives in Mississippi, Hawaii, and Indiana, the rate of progress is so slow that it will take 150 years for the nation to reach 75 percent enrollment nationally in state pre-K even at age 4.

Enrollment in Ohio's pre-K program increased in 2014-2015 by 2,940 children for a total of 11,090 children, including 4% of the states 4-year-olds and 1.6% of the states 3-year-olds. While the number of enrolled children increased with an additional investment of \$11.2 million in 2014-2015 (adjusted for inflation), state spending per child fell by \$60 per (adjusted for inflation). Ohio moved from 21st to 23rd in the national ranking for resources. Ohio made no progress in improving quality standards as it continued to meet just four of NIEER's 10 minimum quality standards benchmarks to remain among the states with the fewest quality benchmarks.

"Ohio's economic future depends on early investment in its kids," said NIEER Director Steven Barnett. "Ensuring that every child has access to high-quality preschool can pave the way for their success in school, on the job, and in their communities. Some progress has been made in Ohio but it has yet to recover from setbacks for early education over the years in Ohio. The state has fallen on every measure since 2002 and more needs to be done. Your kids, their families, and Ohio depend on it."

The State of Preschool Report for the 2014-2015 school year, which includes objective state-by-state profiles and rankings, indicates that urgent action is needed from lawmakers at all levels of government to ensure that every child – particularly those from low-income families – have access to high-quality early education. For the first year, NIEER also analyzed states' early education workforce and Dual Language Learner policies, which reveal Ohio was among 21 states unable to report the number of DLL students enrolled in its pre-K program and most policies regarding DLL services and supports are locally

determined. Data were also not made available regarding pre-K teacher salary and benefits, but state policy does not require pre-K teachers to be paid comparably with kindergarten teachers.

The report finds that total state spending on pre-K programs across the nation increased by 10 percent, or \$553 million, since the previous year, bringing state spending in 2014-2015 to over \$6.2 billion. The number of children served by state-funded pre-K served increased by 37,167 in 2014-2015, bringing the total to almost 1.4 million children – the largest number of children ever served by state-funded pre-K. With an average rate of \$4,489, states also made one of the most significant increases in spending per child in recent history.

Despite these gains, the report’s findings underscore that those states like California, Florida, and Texas with the largest populations of young children are falling behind—they were among the states that met the fewest quality standards benchmarks, and Texas and Florida also reduced enrollment and spending in 2014-2015. Nationally, enrollment has risen by just one percentage point for both 4- and 3-year olds over five years. The sluggish pace of change disproportionately impacts low-income families.

“We’re encouraged to see several states such as South Carolina, New York and Michigan increasing enrollment and improving quality, but access to high-quality pre-K in the United States remains low and highly unequal,” said NIEER Director Steve Barnett. “Expanding access to quality pre-K programs is one of the best investments we can make, and it’s critical that we raise and standardize salaries for early education teachers and have strong Dual Language Learner policies in states with large Hispanic populations. State governments should increase and stabilize funding for pre-K and raise standards for the benefit of all children.”

The State of Preschool Report reviews state-funded pre-K programs on 10 benchmarks of quality standards, including the presence of a qualified instructor, class size, teacher-to-student ratio, presence of an assistant, and length of instruction per day.

For more information on *The State of Preschool 2015* yearbook and detailed state-by-state breakdowns on quality benchmarks, enrollment, and funding, please click [here](#).

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The National Institute for Early Education Research (www.nieer.org) at the Graduate School of Education, Rutgers University, New Brunswick, NJ, supports early childhood education policy and practice through independent, objective research.