Early Learning and Development County Profile User Guide

This user’s guide provides supplemental information to help readers’ better understand the data contained in the Early Learning and Development County Profiles. It is designed to give a broad overview of the profile’s layout, supply source and definitional information, and detail data caveats.

The measure of children facing economic hardship includes data from all parents who provided economic status information for children enrolled in ODJFS licensed child care centers and ODE licensed preschools. **Note:** ODE and ODJFS economic hardship data included in these profiles are not inclusive of all children enrolled in an ODJFS licensed child care center or ODE preschool, as a significant number of parents chose not to provide economic status information for their enrolled child.

Children with special needs are those identified as having a disability including developmental delay. **Note:** only ODE data were used to represent children with special needs aged 3 to 5. ODE Preschool Special Education (PSE) enrollment data were used because special needs are self-reported by parents in ODJFS programs, making the data less reliable than the standards employed by ODE, which only includes children with an Individualized Education Program (IEP).

The measure of children with limited English proficiency includes the count of all children eligible for English language programs among those enrolled in a child care center licensed by ODJFS combined with the count of children participating in the English Language Learner program offered by licensed ODE preschools.

Early learning and development spaces are the total number of spaces in child care centers licensed by ODJFS combined with the total number of preschool program spaces licensed by ODE.

Accredited, quality-rated, ECE or PSE program spaces are the total number of spaces in licensed child care centers that are accredited and/or quality-rated by ODJFS combined with the total Early Childhood Education (ECE) and Preschool Special Education (PSE) spaces funded by the ODE.

Economically disadvantaged are children living in a household where the income falls below 200 percent of the Federal Poverty Level. **Source:** U.S. Census Bureau, American Community Survey, 2007-2011, 5-year estimate.

Data range: ODE suppresses data for any disability that is reported for fewer than ten children in a county, the data range of "1-9" is used to represent these instances. A disability with a record of "0" means no children were reported as being affected by the disability.
Overview of current supply: this section provides data on both the number of early learning and development sites and spaces located in the county. The left column focuses on the total number and quality of ODE and ODJFS sites, while the right focuses on the total number and quality of spaces in these sites.

ODJFS is responsible for licensing different types of child care providers. Both Child care centers and Type A home providers are required to be licensed by ODJFS. Type B home providers and Limited providers are required to be certified by their local Jobs and Family Services centers. For more information on provider types see http://jfs.ohio.gov/.

Step Up To Quality is a voluntary quality rating system in which ODJFS recognizes licensed providers that exceed quality benchmarks over and above state licensing standards. Programs are rated from 1-star to 3-stars (highest quality). In addition, providers that exceed state license requirements may seek accreditation from a number of other recognized organizations. For more on accreditation and quality rating systems see http://jfs.ohio.gov/.

Early Childhood Education (ECE) spaces funded by ODE adhere to Ohio’s Early Learning Program Guidelines and Pre-kindergarten Content Standards, which ensures that these spaces are in high-quality programs. For more information see http://education.ohio.gov/.

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Following the U.S. Census Bureau’s recommendation, data from the Intercensal Population Estimates were utilized to portray population trends instead of using American Community Survey (ACS) data. However, it should be noted that data from the ACS and Intercensal Population Estimates are reported by different age groupings. This is why the supply and demand graph above reports data on children under age 6, while the population trend graph reports data on children under age 5.
Kindergarten Readiness Assessment – Literacy (KRA-L) is an assessment tool used to help teachers identify the reading skills of all children entering kindergarten for the first time. KRA-L results are grouped into 3 bands, with Band 1 representing the lowest and Band 3 the highest performance measure.

Overview of current demand of high needs populations: this section provides data on children using ODJFS and ODE programs that are designed to support the following high needs groups: those diagnosed with special needs; facing economic hardship; and limited English proficiency.

Overview of current demand: this section contains data on enrollment in ODE preschools, ODJFS child care centers and Head Start programs.

Overview of potential demand: this section contains general demographic data from the U.S. Census Bureau on the county’s population under age 6.

As described on Page 1, ODE and ODJFS counts for children facing economic hardship are much lower than total enrollment because a significant number of parents chose not to share economic status information.

As explained on Page 1, only ODE data were used for children with special needs age 3 to 5 because ODJFS special needs data are self-reported by parents and less reliable than ODE’s method of data collection.
ODJFS: Ohio Department of Jobs and Family Services
IFSP: Individualized Family Service Plan
ODH: Ohio Department of Health
ECE: Early Childhood Education
ODE: Ohio Department of Education
PSE: Preschool Special Education

Data note: All data from the American Community Survey (ACS) are estimates that are samples of a full population. Due to sampling error, all data records from the ACS are published with a Margin of Error. For the sake of profile readability, Community Research Partners chose not to include the Margin of Error and/or confidence intervals with the ACS estimates contained in the county profiles. For more information about Margin of Error, or to find the Margin of Error for data presented in the profiles, visit [http://www.census.gov/acs](http://www.census.gov/acs)

Note: CRP has been careful in collecting, analyzing, and presenting data from a variety of sources to prepare this report. While we have been meticulous in our methods and attempted to identify and resolve all data issues, CRP is not responsible for the accuracy of original data or how it may be used or interpreted. If careful readers of the report discover data or typographical errors, CRP welcomes this feedback and will incorporate corrections into future updates of the report.