

As Introduced

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H. B. No. 1023

Representative Williams

To establish the Early Childhood Education	1
Governance and Outcomes Task Force.	2

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF OHIO:

Section 1. (A) The Early Childhood Education Governance	3
and Outcomes Task Force is created to evaluate whether Ohio's	4
regulatory structures governing early childhood education	5
optimally support all of the following:	6
(1) Kindergarten and school readiness;	7
(2) Educational continuity between early childhood	8
programs and primary and secondary schools;	9
(3) Accountability for educational outcomes;	10
(4) Effective use of state and federal resources;	11
(5) Coordination among relevant state agencies and	12
programs;	13
(6) Long-term student academic success.	14
(B) The Task Force shall consist of the following members:	15
(1) Three members of the House of Representatives	16
appointed by the Speaker of the House of Representatives, not	17
more than two of whom shall be members of the same political	18

party; 19

(2) Three members of the Senate appointed by the President 20
of the Senate, not more than two of whom shall be members of the 21
same political party; 22

(3) The Director of Children and Youth or the Director's 23
designee; 24

(4) The Director of Education and Workforce or the 25
Director's designee; 26

(5) The Medicaid Director or the Director's designee; 27

(6) The Director of Health or the Director's designee; 28

(7) The Director of Developmental Disabilities or the 29
Director's designee; 30

(8) A representative of the Children and Youth Advisory 31
Council with expertise in early childhood education and care; 32

(9) A representative with expertise in early childhood 33
education and kindergarten readiness; 34

(10) An individual with a valid educator license under 35
section 3319.22 of the Revised Code with a grade band 36
specification of grades pre-kindergarten through eight who has 37
experience receiving students transitioning from early childhood 38
programs; 39

(11) A representative of an early childhood education 40
provider; 41

(12) An individual with expertise in child development, 42
early brain development, or early childhood educational 43
outcomes; 44

(13) An individual with expertise in education data, 45

longitudinal data systems, or program evaluation; 46

(14) A parent or guardian of a child who is currently 47
participating in or has recently participated in a publicly 48
funded early childhood program; 49

(15) An individual with experience spanning both 50
kindergarten through twelve education and early learning or 51
kindergarten readiness. 52

(C) Members of the Task Force shall be appointed not later 53
than thirty days after the effective date of this section. The 54
governor shall appoint the members described in divisions (B) (8) 55
to (15) of this section. Appointments to the Task Force shall, 56
to the extent practicable, reflect the geographic diversity of 57
this state and include representation from urban, suburban, and 58
rural communities. Any vacancy in the membership of the Task 59
Force shall be filled in the same manner as the original 60
appointment. Members shall serve without compensation. 61

(D) The Speaker of the House of Representatives and 62
President of the Senate shall each designate one legislative 63
member to serve as co-chairperson of the Task Force. The Task 64
Force shall hold its initial meeting not later than thirty days 65
after the last member is appointed. All subsequent meetings of 66
the Task Force shall be held at the call of the co-chairpersons. 67
The Task Force shall meet not less than once each month during 68
the period of its operation and may conduct additional meetings, 69
hearings, or regional listening sessions as determined necessary 70
by the co-chairpersons. The Task Force may receive testimony 71
from state agencies, schools, early childhood providers, 72
parents, researchers, economists, employers, nonprofit 73
organizations, and other interested persons. 74

(E) The staff of each agency represented on the Task Force 75
shall provide technical and administrative support as needed by 76
the Task Force and, to the extent permitted by state and federal 77
law, provide information necessary for the Task Force to conduct 78
its study and author its report. The Task Force shall utilize 79
existing data to the greatest extent practicable and shall seek 80
to minimize additional reporting requirements imposed upon early 81
childhood providers and schools. When individual-level 82
information is necessary for longitudinal analysis, all data 83
sharing and analysis shall comply with applicable state and 84
federal privacy requirements. 85

Section 2. (A) The Early Childhood Education Governance 86
and Outcomes Task Force shall study and make findings and 87
recommendations concerning all of the following: 88

(1) The governance and educational alignment of early 89
childhood education programs in this state, including all of the 90
following: 91

(a) The statutory and administrative placement of early 92
childhood education programs within the state government, 93
including programs administered or overseen by the Departments 94
of Children and Youth, Education and Workforce, Medicaid, 95
Health, and Developmental Disabilities and other relevant state 96
agencies; 97

(b) Whether the existing governance structure in Ohio 98
provides sufficient coordination, accountability, and 99
educational focus across early childhood programs; 100

(c) The alignment of Ohio's early learning and development 101
standards, program expectations, assessments, and other measures 102
with kindergarten readiness and academic expectations for grades 103

kindergarten through twelve; 104

(d) The transition of children from early childhood 105
education programs into kindergarten and the extent to which 106
information regarding a child's educational development follows 107
the child; 108

(e) Governance models used by other states to organize and 109
administer early childhood education and promote kindergarten 110
readiness and long-term educational outcomes; 111

(f) Whether statutory or administrative changes could 112
improve coordination between early childhood education programs 113
and primary and secondary schools. 114

(2) Outcomes, data, and accountability of early childhood 115
education programs in this state, including all of the 116
following: 117

(a) Existing kindergarten readiness indicators, early 118
childhood development measures relevant to educational outcomes, 119
early learning assessments, and program performance measures; 120

(b) The percentage of children entering kindergarten who 121
demonstrate kindergarten readiness, including differences by 122
geographic region, socioeconomic status, participation in 123
publicly funded early childhood programs, and other appropriate 124
demographic or program characteristics; 125

(c) The availability and use of data necessary to evaluate 126
whether participation in publicly funded early childhood 127
programs is associated with kindergarten readiness and 128
subsequent academic performance; 129

(d) The ability of the state to longitudinally track 130
educational outcomes for children participating in publicly 131

funded early childhood programs, including outcomes in 132
kindergarten, third-grade reading and mathematics, and 133
subsequent grade levels; 134

(e) Opportunities to improve data sharing and coordination 135
among the Departments of Children and Youth, Education and 136
Workforce, Medicaid, Health, and Developmental Disabilities and 137
schools, early childhood providers, and other appropriate 138
entities, consistent with applicable state and federal privacy 139
laws; 140

(f) Whether Ohio currently possesses sufficient 141
performance measures to determine the effectiveness of 142
individual early childhood programs and funding streams; 143

(g) Opportunities to establish common outcome measures 144
across publicly funded early childhood programs while 145
recognizing differences in the purposes and populations served 146
by individual programs. 147

(3) Fiscal and policy review of early childhood education 148
programs in this state, including all of the following: 149

(a) Publicly funded child care administered by the 150
Department of Children and Youth pursuant to section 5104.30 of 151
the Revised Code; 152

(b) The Early Childhood Education Grant Program, as 153
established under section 5104.53 of the Revised Code; 154

(c) Head Start programs, as defined in section 5104.01 of 155
the Revised Code; 156

(d) The Help Me Grow Program established under section 157
5180.21 of the Revised Code; 158

(e) The Part C Early Intervention Services Program 159

administered by the Department of Children and Youth pursuant to 160
section 5180.30 of the Revised Code; 161

(f) Preschool special education; 162

(g) Other state-supported early learning and school- 163
readiness programs. 164

(B) (1) The Task Force shall not duplicate any of the 165
ongoing responsibilities of the Children and Youth Advisory 166
Council established under section 5180.04 of the Revised Code, 167
the Ohio Family and Children First Cabinet Council established 168
under section 121.37 of the Revised Code, or another existing 169
state entity. The Task Force shall instead focus specifically on 170
all of the following: 171

(a) Education governance; 172

(b) Kindergarten readiness; 173

(c) Alignment between early childhood education and 174
primary and secondary school education; 175

(d) Educational outcomes and accountability; 176

(e) Longitudinal educational data; 177

(f) The relationship between public investment and 178
measurable educational outcomes. 179

(2) The Task Force may request information, testimony, 180
reports, and technical assistance from the Children and Youth 181
Advisory Council and its Early Childhood Education and Care 182
Advisory Group. 183

(3) The Task Force shall not conduct a comprehensive 184
review of child care licensing, health and safety regulations, 185
or the day-to-day operations of child care providers except to 186

the extent that such matters directly affect educational 187
quality, kindergarten readiness, program participation, or 188
educational continuity. 189

Section 3. (A) Not later than December 1, 2027, the Task 190
Force shall submit a final report to the Governor, Speaker of 191
the House of Representatives, President of the Senate, Minority 192
Leader of the House of Representatives, and Minority Leader of 193
the Senate. The report shall include all of the following: 194

(1) Findings concerning Ohio's early childhood education 195
governance structure; 196

(2) An inventory of major publicly funded early childhood 197
programs and funding sources; 198

(3) Available information regarding eligibility, 199
enrollment, participation, and utilization of those programs; 200

(4) Available kindergarten-readiness and subsequent 201
educational outcomes; 202

(5) Findings concerning the state's ability to 203
longitudinally measure outcomes; 204

(6) Identification of gaps or unnecessary duplication in 205
governance, data, administration, or accountability; 206

(7) Recommendations for improving coordination between 207
early childhood education programs and primary and secondary 208
schools; 209

(8) Recommendations for improving kindergarten readiness 210
and long-term educational outcomes; 211

(9) Recommendations for statutory, administrative, or 212
regulatory changes; 213

(10) Recommendations concerning data collection, data sharing, and performance measurement;	214 215
(11) Fiscal considerations associated with the Task Force's recommendations;	216 217
(12) An implementation plan identifying recommendations that may be accomplished administratively and those recommendations requiring legislative action.	218 219 220
(B) When it submits the report described in this section, the Task Force ceases to exist.	221 222
Section 4. The General Assembly finds that early childhood education plays an important role in preparing children for kindergarten and subsequent academic success and that Ohio administers early childhood education and related programs through multiple state and federal funding streams, programs, agencies, and delivery systems.	223 224 225 226 227 228
It is the intent of the General Assembly that the Early Childhood Education Governance and Outcomes Task Force evaluate Ohio's early childhood system principally through the lens of educational opportunity and measurable outcomes, while recognizing the important child care, health, family support, and workforce functions served by individual programs.	229 230 231 232 233 234
The Task Force's work should seek to answer the fundamental policy question of whether Ohio's existing early childhood investments, governance structure, and programs are effectively preparing children to enter kindergarten ready to learn and providing the foundation necessary for long-term academic success.	235 236 237 238 239 240