

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150029

Grants.gov Tracking#: GRANT11762615

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☐ Application
☒ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

10/15/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Ohio Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

31-1334820

* c. Organizational DUNS:

8091743780000

d. Address:

* Street1:

25 S. Front St.

Street2:

* City:

Columbus

County/Parish:

Franklin

* State:

OH: Ohio

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

43215-4183

e. Organizational Unit:

Department Name:

Ohio Department of Education

Division Name:

Office of Early Learning and S

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Angel

Middle Name:

* Last Name:

Rhodes

Suffix:

Title: Early Childhood Education & Development Office

Organizational Affiliation:

Office of Ohio Governor John R. Kasich

* Telephone Number:

614-644-0881

Fax Number:

* Email: Angel.Rhodes@governor.ohio.gov

PR/Award # S419B150029

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

* 12. Funding Opportunity Number:

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number: S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

OH congressional districts.pdf

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Ohio's Preschool Expansion Plan

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant 011-003

* b. Program/Project 011-003

Attach an additional list of Program/Project Congressional Districts if needed.

 Add Attachment **17. Proposed Project:**

* a. Start Date: 01/01/2015

* b. End Date: 12/31/2018

18. Estimated Funding (\$):

* a. Federal	30,000,000.00
* b. Applicant	0.00
* c. State	(b)(4)
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Richard

Middle Name:

* Last Name: Ross

Suffix:

* Title: Ohio's Superintendent of Public Instruction

* Telephone Number: 677-644-6338 Fax Number:

* Email: superintendent@education.ohio.gov

* Signature of Authorized Representative: Sophia Hubbell * Date Signed: 10/15/2014

Additional Ohio Congressional Districts included in this project

OH-002

OH-006

OH-007

OH-008

OH-009

OH-010

OH-011

OH-012

OH-015

OH-016

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Sophia Hubbell	Ohio's Superintendent of Public Instruction
APPLICANT ORGANIZATION	DATE SUBMITTED
Ohio Department of Education	10/15/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
☒ Prime ☐ SubAwardee
 * Name:
 * Street 1:
 * City: State: Zip:
 Congressional District, if known:

6. * Federal Department/Agency: <input style="width: 95%;" type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input style="width: 95%;" type="text" value="Preschool Development Grant"/> CFDA Number, if applicable: <input style="width: 20%;" type="text" value="84.412"/>
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8. Federal Action Number, if known: <input style="width: 95%;" type="text"/>	9. Award Amount, if known: \$ <input style="width: 80%;" type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:
 Prefix: * First Name: Middle Name:
 * Last Name: Suffix:
 * Street 1: Street 2:
 * City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)
 Prefix: * First Name: Middle Name:
 * Last Name: Suffix:
 * Street 1: Street 2:
 * City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: <input style="width: 90%;" type="text" value="Sophia Rubalcavo"/>	<table style="width: 100%;"> <tr> <td style="width: 30%;">* Name:</td> <td style="width: 10%;">Prefix</td> <td style="width: 20%;"><input style="width: 90%;" type="text" value="Dr."/></td> <td style="width: 10%;">* First Name</td> <td style="width: 20%;"><input style="width: 90%;" type="text" value="Richard"/></td> <td style="width: 10%;">Middle Name</td> <td style="width: 10%;"><input style="width: 90%;" type="text"/></td> </tr> <tr> <td></td> <td></td> <td></td> <td>* Last Name</td> <td><input style="width: 90%;" type="text" value="Ross"/></td> <td>Suffix</td> <td><input style="width: 90%;" type="text"/></td> </tr> </table>	* Name:	Prefix	<input style="width: 90%;" type="text" value="Dr."/>	* First Name	<input style="width: 90%;" type="text" value="Richard"/>	Middle Name	<input style="width: 90%;" type="text"/>				* Last Name	<input style="width: 90%;" type="text" value="Ross"/>	Suffix	<input style="width: 90%;" type="text"/>
* Name:	Prefix	<input style="width: 90%;" type="text" value="Dr."/>	* First Name	<input style="width: 90%;" type="text" value="Richard"/>	Middle Name	<input style="width: 90%;" type="text"/>									
			* Last Name	<input style="width: 90%;" type="text" value="Ross"/>	Suffix	<input style="width: 90%;" type="text"/>									
Title: <input style="width: 90%;" type="text" value="Superintendent of Public Instruction"/>	Telephone No.: <input style="width: 30%;" type="text" value="614-644-3332"/> Date: <input style="width: 30%;" type="text" value="10/15/2014"/>														

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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Ohio Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

* First Name: Richard

Middle Name:

* Last Name: Ross

Suffix:

* Title: Ohio's Superintendent of Public Instruction

* SIGNATURE: Sophia Roubicek

* DATE: 10/15/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Part_2a_ED_Abstract_FormREVISED.pdf		Delete Attachment	View Attachment
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Part 2 – ED Abstract Form

Ohio Preschool Expansion Plan

With a \$10 million General Revenue Fund (GRF) annual state match, Ohio's Preschool Expansion Plan will serve more than 13,000 children over the four-year grant period. The Office of Ohio Governor John R. Kasich is pleased to submit an application for the Preschool Development Expansion Grant. The Ohio Department of Education will be the lead state agency for implementing this grant.

Ohio's Preschool Expansion Plan creates 2,595 new preschool slots and improves 814 state preschool slots to serve 3,409 economically-disadvantaged, four-year-olds annually in full day, High-Quality Preschool. Seventy-three percent of the awarded funds generate new preschool slots. Ohio's application embraces the purposes set forth in the grant announcement: 1) implementing and sustaining additional High-Quality Preschool Programs to reach and serve disadvantaged children in a variety of high-need communities; and 2) further enhancing the preschool program infrastructure to improve the delivery of High-Quality Preschool Programs.

In states like Ohio with diverse geographic regions and culturally-distinct populations, multiple expansion models are necessary to move toward voluntary, full enrollment. The state organized efforts on a community level and in three prototypes. This methodology provides the best opportunity to develop new ways of thinking and to find applicable, transferrable implementation approaches for application more broadly in Ohio and beyond. Eleven communities are committed to meeting expansion targets and to working together as Urban,

Other Organizations (Including Subgrantees) Collaborating on Grant

- State Agencies: Developmental Disabilities, Health, Job & Family Services, Medicaid, Mental Health and Addiction Services
- Battelle Memorial Institute
- Early Childhood Advisory Council
- Subgrantees: Canton, Cleveland, Columbus, Dayton, East Liverpool, New Lexington, Portsmouth, Sebring, Springfield, Toledo, Western Local School District Communities
- Governor's Office of Appalachia
- National Technical Advisory Committee
- Ohio Appalachia Collaborative
- Ohio Business Roundtable
- Ohio Head Start Association
- Ohio Professional Development Network
- Ohio Resource & Referral Agencies
- Philanthropy Ohio
- RTT-ELCG Project Management & Project Teams
- State Support Teams

Urban-to-Scale, and Rural Appalachia-to-Scale Prototypes. Community selection was data-driven and based on low academic performance and high numbers of economically-disadvantaged children. *To scale* means every eligible child has the opportunity to receive a full time preschool slot.

Prototype	Partner Communities and What We Will Learn
Urban	Cleveland, Columbus, Dayton, Springfield, Toledo
	Five urban communities with low academic performance and high numbers of eligible children. Slots awarded illuminate actions to meet the needs of urban families across the birth-to-third grade continuum when moving closer to scale.
Urban to Scale	Canton
	An urban community with low academic performance and a nationally-recognized, comprehensive birth-to-third grade initiative. Slots awarded take the community to scale and highlight strategies regarding recruitment and capacity in an urban setting with a comprehensive service continuum.
Rural Appalachia to Scale	East Liverpool, New Lexington, Portsmouth, Sebring Local, Western Local
	Five rural Appalachian communities with low academic performance and the highest number of eligible children. Slots awarded take these communities to scale.

Ohio's four-year plan is ambitious and achievable. The plan's goals and key activities focus on the needs of individual children and the operational capacity of the mixed-market, preschool community supporting them. Aligned with local, state and federal initiatives, the state, subgrantees and providers will pursue goals aggressively, while always including families and working across three models for expansion.

Ohio Preschool Development Goals
<ol style="list-style-type: none"> 1. Serve more children by expanding access to federally defined High-Quality preschool to 3,409 eligible 4-year-olds beginning in the first year of the grant. 2. Build communities by implementing High-Quality Preschool Programs in 11 high-need communities through strong collaboration and partnerships to increase Kindergarten Readiness Assessment performance by 5% above the 2014 baseline. 3. Align preschool programs within the birth through third grade continuum through enhancement of the state's infrastructure and make quality improvements to increase the percentage of grade K-3 students reading on grade level by 5%.
Proposed Project Outcomes
<ol style="list-style-type: none"> 1. 3,409 children enrolled in High-Quality Preschool Programs annually. 2. Increased percentage of children achieving readiness status on the Kindergarten Readiness Assessment by 5%. 3. Increased percentage of children in grades K-3 who are reading on grade level by 5%.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Part 3 – Application Narrative

A. Executive Summary

Ohio's future depends on our children, who must be the most innovative, creative, and educated citizens in the world for Ohio to remain competitive on the world stage. Our children must have the necessary tools to achieve lifelong success and be able to compete in a global economy. Governor John R. Kasich has a well-established aggressive reform agenda for Ohio that takes a holistic approach for solving problems in the birth-to-career time frame. Ohio's children must be prepared to learn in kindergarten, be successful in school and be successful in life. Human service and workforce innovations, and K-12 and post-secondary reforms are all part of the Governor's vision, but he strongly believes that it all begins with early childhood. A strong early childhood system is the first critical building block for a prosperous Ohio.

The importance of a strong early childhood system is something that Ohio takes very seriously, and that is why Ohio received the largest grant awarded in the first round of the Race to the Top - Early Learning Challenge Grant (ELCG). The receipt of the ELCG afforded the state a unique opportunity to build an early learning system that will benefit its citizens for generations to come. As a result of the ELCG, Ohio now has

- Focused, accountable leadership under the guidance of Governor Kasich and the Governor's Early Childhood Education and Development Officer to ensure that the state delivers on the bold goals set for Ohio's young children
- A common, tiered, quality rating and improvement system across all early learning programs to help families make informed choices about education and care
- A comprehensive assessment system to track progress in achieving results
- Unparalleled private sector and community engagement to help meet the needs of our youngest learners.

Ohio now has the infrastructure we need and we stand ready, with federal and local partners, to expand services to additional children in need.

The State of Ohio is pleased to submit an application for the federal Preschool Development – Expansion Grant. Building upon ELCG success, the following pages provide details on Governor Kasich's aggressive, but achievable, plan to expand access to High-Quality Preschool to additional disadvantaged children. Ohio's plan will accomplish the following:

1. Propose the appropriation of \$(b)(4) in state GRF match to expand access to additional children and fulfill the full (b)(4) percent match requirement.
2. Further advance the state’s infrastructure by blending several funding sources: federally awarded grant funds; state general revenue; and temporary assistance for needy families to create an extended-day, full-year preschool experience for four-year olds who have a parent or caretaker looking for a job, pursuing an educational endeavor, completing a work assignment for an entitlement program (i.e. cash or food assistance) or working. This funding model will be extended to families earning at or below 200% FPL. Extended-day, full-year, high-quality care will be an estimated \$(b)(4) benefit for each of as many as 3,409 preschoolers annually.
3. Dedicate (b)(4) percent of the combined \$(b)(4) of funds in each grant year to expand high-quality preschool services to additional high-needs children in mixed-market settings. The state will reach the targeted number of 3,409 children in the first year of implementation and will maintain those numbers throughout the life of the grant. The state’s existing early childhood infrastructure and its experience in rapidly expanding the State Public Preschool Program by over 5,000 slots over the last two years means that the state can meet the ambitious, year-one slot target.
4. Provide focused and accountable leadership through the Governor’s Early Childhood Education and Development Officer.

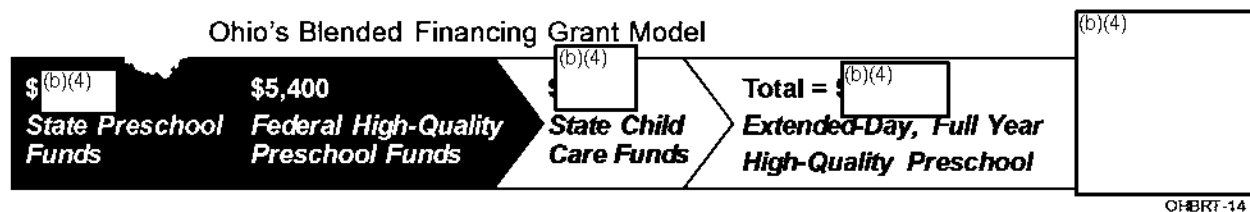


Figure A-1. Ohio’s Blended Financing Grant Model

Ohio is able to make these commitments due to the progress and momentum from the past three years. With ELCG, Ohio has taken great steps toward meeting Governor Kasich’s aggressive reform agenda to grow and improve our comprehensive early childhood system. What was once a group of individual agencies working in silos on separate agendas is now a comprehensive cross-agency system that works cooperatively to meet the needs of Ohio’s youngest and most vulnerable children. Ohio is poised to move to the next step with this grant.

Purpose and Goals

Ohio has two clearly defined purposes that align with this grant solicitation (1) implement and sustain additional High-Quality Preschool Programs to reach and serve disadvantaged children in a variety of high-need communities, and (2) further enhance the preschool program infrastructure to improve the delivery of High-Quality Preschool Programs.

- ***Goal 1: Serve more children by expanding access to federally defined High-Quality preschool to 3,409 eligible 4-year-olds beginning in the first year of the grant.***

Ohio's ambitious and achievable plan maintains the momentum created by the recent investments of \$^{(b)(4)} state GRF in the State Preschool Program, bringing the total number of slots to 11,090. The awarded funds will create 3,409 additional slots: 2,595 (76 percent) new High-Quality Preschool and 814 (24 percent) improved-quality existing slots. After reaching the initial, ambitious target, slots will remain constant in grant years two, three, and four.

- ***Goal 2: Build communities by implementing High-Quality Preschool Programs in 11 high-need communities through strong collaboration and partnerships to increase Kindergarten Readiness Assessment performance by 5% above the 2014 baseline.***

The state used a data- driven approach to identify 11 high-needs communities representing Ohio's diverse geography and population. The state selected these communities based upon their high numbers of economically-disadvantaged children, low Kindergarten Readiness Assessment-Literacy scores, and low scores on the K-3 grade-level reading assessments. These 11 communities have committed to partner with the State to ensure High-Quality Preschool for children with highest needs.

- ***Goal 3: Align preschool programs within the birth through third grade continuum through enhancement of the state's infrastructure and make quality improvements to increase the percentage of grade K-3 students reading on grade level by 5%.***

Ohio can move aggressively to align preschool programs within the birth through third grade continuum supported by the existing Early Childhood Advisory Council (ECAC). The ECAC was instrumental in the alignment of standards in early childhood and K-12. Moving forward, the ECAC will provide guidance on strategies to align health, mental health, education, child welfare and developmental disabilities services.

The following page illustrates Ohio's ambitious and achievable plan to support the purposes and goals described above.

Ohio Preschool Expansion Plan

State-level governance, data-driven decision making, program monitoring, and evaluation

KEY ACTIVITIES

- Ensure proper completion of goals, key activities, and strong student outcomes by using data, and providing state and local communities with data and related reports and conducting an independent evaluation.
- Leverage current, and hire new, staff to implement this grant.
- Enhance existing monitoring process to cover additional grant requirements.
- Enhance the current data system and the State's ability to capture longitudinal data on children birth to age eight.

Goals The Aspiration	Key Activities How We Meet Goal	Short-Term Performance Measures How We Know Something is Produced	Long-Term Outcomes The Ultimate Result of Effort
1 Goal One Expand access to High-Quality preschool to 3,409 eligible 4-year-olds beginning in grant Year 1.	<ul style="list-style-type: none"> • Ensure outreach to hard-to-reach populations by community, cohorts, and prototype. • Provide family supports to obtain enrollment and attendance of eligible children. • Help communities to attract and retain qualified talent. • Embed formative instructional practice via peer coaching and teacher-led professional development • Ensure sustainability at state and local levels 	2,595 new preschool slots 814 expanded preschool slots 3409 children enrolled 100% of teachers paid at comparable levels to K-12	
2 Goal Two Implement High-Quality preschool in 11 communities through strong collaboration and partnerships to increase KRA performance by 5% above the 2014 baseline.	<ul style="list-style-type: none"> • Implement a plan to serve children in High Quality settings in each targeted community. • Use innovative Ohio birth-through-third grade programs with exceptional outcomes as models for progress in other communities. • Provide technical assistance using local and state resources, and leveraging federal technical assistance centers. • Promote a holistic, culturally and linguistically competent approach to serve children in High-Quality settings using multidisciplinary supports including health, mental health, childcare, child welfare and education. 	Signed MOUs with 11 communities Establish statewide learning community Community evaluation and recommendations to further shape the state wide PD system	5% increase of children Kindergarten ready at Kindergarten entrance 5% increase of children grades K-2 tested to be reading at grade level
3 Goal Three Enhance the state's infrastructure & make quality improvements to align preschool programs within the birth-3 rd grade continuum increasing the % of grade K-3 students reading on grade level by 5%.	<ul style="list-style-type: none"> • Implement family engagement strategies customized to cultures in each community, supported by media market outreach. • Enhance capacity of Appalachian communities to address literacy, information technology, and financial sustainability. • Develop a web-based application for professional development on K-3 standards. • Provide technical assistance to communities to align health, education, mental health, child welfare and developmental disabilities programs. • Establish a Community of Learners led by the Canton /SPARK, Ready Schools Projects and Cincinnati Success by Six, on successful transition of children. 	Community and Family evaluation and recommendations to create statewide models for alignment	Sustainable high-quality preschool infrastructure with increased capacity

OHBRT-04

As part of advancing the state’s infrastructure and its birth-through-third-grade continuum, Ohio also plans to organize its 11 communities into three pilot Prototypes to explore new state models, policies, and processes to determine best methods to serve all economically-disadvantaged children in a large, diverse state (Figure A-2). Table A-1 shows the selected communities, the selection rationales, and the implementation questions to prompt learning.

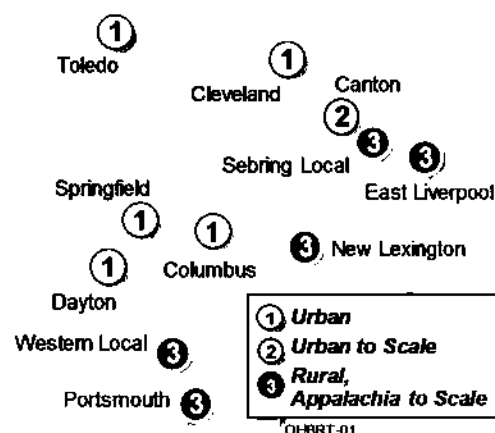


Figure A-2. Target Communities by Location and Prototype

The state, Subgrantees, and providers in Ohio are looking forward to the next four years of change, new dynamics, and new approaches to learning that this grant will bring. Along the way, Ohio’s commitment to the vision will remain strong. By 2018, more than 13 thousand of Ohio’s children will have entered kindergarten better prepared to learn and grow, and thousands more will stand ready to gain from the high-quality infrastructure that will be available to serve them as a result of this grant opportunity.

Table A-1. Community Prototypes

Prototype	Eleven High-Need Communities for Expansion and What We Will Learn
Urban	Cleveland, Columbus, Dayton, Springfield, Toledo Five urban communities with low academic performance and high numbers of eligible children. Slots awarded shed light on actions needed to meet urban family needs across the birth-through-third-grade continuum and to move closer to scale.
	<ul style="list-style-type: none"> How to overcome barriers to enrollment How to design family engagement and to secure program capacity for diverse populations with many special needs How to leverage local public funds and private investment as part of a stronger continuum and for sustainability
Urban to scale*	Canton An urban community with low academic performance and a nationally-recognized, comprehensive birth-through-third-grade initiative. Slots awarded move the community to scale and highlight strategies regarding recruitment and capacity in an urban setting with a comprehensive service continuum.
	<ul style="list-style-type: none"> How to go to scale with preschool in an urban setting How to maintain quality along the continuum as more eligible children and families enter the system How to leverage local public funds and private investment as part of a stronger continuum and for sustainability

Prototype	Eleven High-Need Communities for Expansion and What We Will Learn
	East Liverpool, New Lexington, Portsmouth, Sebring Local, Western Local
	Five Rural Appalachian communities with low academic performance and high numbers of eligible children with limited local resources. Slots awarded to go to scale.
Rural to scale*	<ul style="list-style-type: none"> • How to build capacity in areas with few provider choices • How to influence a rural culture that may not prioritize preschool or other early learning programs • How to evaluate the effectiveness of multi-community collaboration in advancing the work • How to sustain the program and funding when federal investment ends in Appalachia – a region that has fewer local resources

**To scale* means every eligible child has the opportunity to receive a full time preschool slot.

Table A-2. Evidence for selection criterion (A):

Requested Evidence	Evidence
(A)(3) and (A)(7) Information contained in Table A for the number of Eligible Children to be served each year of the grant and the number and percentage of State Preschool Program slots	Table A in the application package
(A)(4) Documentation of the structural elements in the definition of High-Quality Preschool Program.	Appendix 2 - SUTQ Program Standards and SUTQ Program Standards for Family Child Care
(A)(5) Set of expectations for school readiness	Appendix 3 - Early Learning and Development Standards
(A)(6) Letters of support from stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils.	Appendix 1 - Letters of Support
Additional supporting evidence for (A)(6)	Appendix 4 - Ohio Office of Budget Management Letter Appendix 5 - Early Childhood Advisory Council Membership

Table A-3. Synopsis of Executive Summary

Federal Requirement		Ohio Ambitious and Achievable Plan
(1)	Build on Ohio's commitment to its State Preschool Program	<ul style="list-style-type: none"> • Early Learning and Development Standards, SUTQ/TQRIS expansion, comprehensive assessments, professional development, State Preschool Program expansion, governance infrastructure and other capacity improvements with ELCG funds • \$(b)(4) new state match GRF for federal grant • \$32 million for 5,390 State Preschool slots and \$(b)(4) for State Preschool Special Education in State GRF SFY 14-15
(2)	Provide voluntary, High-Quality Preschool Program for eligible children in two or more high-need communities	<p>Data-driven identification of 11 communities with large numbers of high-need children who have low performance on Kindergarten Readiness Assessment – Literacy and reading below grade level.</p> <ul style="list-style-type: none"> • Urban: Cleveland, Columbus, Dayton, Springfield, Toledo and Canton which will be funded to scale • Rural Appalachia: East Liverpool, New Lexington, Portsmouth, Sebring, Western Local funded to scale
(3)	Increase the number and percentage of eligible children served	<ul style="list-style-type: none"> • Enroll an additional 3,409 eligible children. Add 2,595 new full-time slots at federal High-Quality standards and improve 814 State Preschool Program slots to meet federal standards • No state programs meet federally-defined standards to establish the baseline; therefore, the increase is from zero slots today
(4)	Reflect all characteristics for High-Quality Preschool Programs	<ul style="list-style-type: none"> • Adhere to all federal defined High Quality standards as monitored by the state and Subgrantees and as detailed by MOU. • Receive technical assistance and instructional support from Ohio Early Learning and Development System, Early Childhood Comprehensive Assessment System, Ohio Professional Development Network, State Evaluation, and other systemic sources
(5)	Set expectations for school readiness upon kindergarten entry	<ul style="list-style-type: none"> • Apply Ohio Early Learning & Development Standards • Measure using Early Learning Assessment and Kindergarten Readiness Assessment for all domains of school readiness that were developed as part of the ELCG
(6)	Supported by broad group of stakeholders	<ul style="list-style-type: none"> • Supported by Early Childhood Advisory Council, Community Partners, Ohio Congressional members, Ohio General Assembly members, Ohio Business Roundtable, Ohio's philanthropic community, and virtually all early childhood stakeholder groups. (See Appendix 1 Letters of Support.)
(7)	Allocate funds	<ul style="list-style-type: none"> • Allocate federal funds and full state match per guidance.
	No more than 5 percent state infrastructure	<ul style="list-style-type: none"> • (b)(7)(C) percent (\$ (b)(4)) funds state administration, technical assistance, and quality projects, as detailed in the Budget, Table A. Part One Absolutely Priority One and Budget Table I-1.
	At least 95 percent to Subgrantees	<ul style="list-style-type: none"> • (b)(4) percent (\$ (b)(4)) funds Subgrantees and early learning providers for direct service provision.

B. Commitment to State Preschool Programs

Ohio's commitment to improve outcomes for children is articulated by Governor Kasich in his Reform Agenda (Appendix 6) and is supported by the Ohio State Superintendent of Public Instruction and the Director of the Ohio Department of Job and Family Services (ODJFS). In December of 2011, Ohio received the largest dollar amount of funding in the first cohort of recipients of the Race to the Top Early Learning Challenge Grant (ELCG). The combination of resources from the ELCG contributed significantly to Ohio's construction of a quality state early learning and development system that prepares children for school and students for life. Ohio's experience with the ELCG combined with increasing state investment in early childhood reflects Ohio's capacity and commitment to deliver and increase access to High-Quality Preschool Programs for eligible children.

(B)(1) Early Learning and Development Standards

In 2012, the State Board of Education adopted Ohio's Early Learning and Development Standards in all Essential Domains of School Readiness to reflect the comprehensive development of children beginning at birth to kindergarten entry (Appendix 3). These standards emerged from a collaboration among state agencies who serve young children including the Ohio Departments of Education, Job and Family Services, Health (ODH), Mental Health and Addiction Services (MHAS), Developmental Disabilities (DODD), and the Governor's Office of Health Transformation. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to revise and expand the standards. The resulting standards in five domains include Social and Emotional Development, Physical Well-being and Motor Development, Approaches Toward Learning, Language and Literacy Development, and Cognition and General Knowledge.

Ohio's Early Learning and Development Standards describe key concepts and skills that young children typically develop between birth and kindergarten entry. Their purpose is to

"The business community is joined at the hip with education, childhood development and government leaders across Ohio to provide quality preschool education for all four-year-olds."

"I can assure you that the Federal Preschool Grant will be put to great use here in Ohio. Our commitment as business leaders to this mission is total, and we believe that what we can do here in Ohio can serve as a model for the rest of the nation."

John Pepper
Chairman & CEO (ret)
The Procter & Gamble Company

support the development and well-being of young children by informing professionals about the understanding of early learning and development. The standards provide a comprehensive, graduated set of expectations for children's development and learning that can guide the design and implementation of curriculum and assessment with young children.

The standards present a continuum of learning and development from birth through kindergarten entry in each domain. Because the infant/toddler years are marked by rapid developmental change, the standards are divided into three meaningful periods: Infants (birth to around 8 months), Young Toddlers (6 to around 18 months), and Older Toddlers (16 to around 36 months). Preschool year standards describe those developmental skills and concepts children should know and be able to do at the end of their preschool experience. The standards are aligned to Ohio New Learning Standards for K-12 in English language arts, mathematics, science and social studies. Finally, the Early Learning and Development Standards were reviewed and revised with particular attention to being appropriate for children with disabilities and for children with diverse cultural and linguistic backgrounds. Knowledge of the strengths and needs of each child is pertinent in order to implement differentiation strategies and culturally responsive pedagogy in a manner to help each child meet the standards.

(B) (2) State's Financial Investment

Ohio is committed to providing High-Quality State Preschool Programs to children living in families who are at or below 200 percent of the federal poverty level. Ohio's State Preschool Program was launched in the 1980's. By State Fiscal Year (SFY) 2007, State Preschool Program investment totaled \$(b)(4), serving 5,700 children. In 2013, Governor Kasich announced Reform Agenda plans to further expand the State Preschool Program. House Bill 59 allocated an additional \$(b)(4) (above the \$(b)(4)) for SFY 14 to serve an additional 2,450 children at \$(b)(4) per child. In SFY 2015, \$(b)(4) more was provided to serve another 2,940 children. A total of 11,090 preschool children from low-income families, or five percent of the preschool-age children in poverty, now have access to State Preschool slots. Table B-1 shares State Preschool program investment over the past four years and the number of children served. Equally important to serving young children, SFY 2015 saw \$(b)(4) in new GRF to publicly-funded child care to stabilize services for economically-disadvantaged children.

Table B-1

State Fiscal Year	Preschool Slots	Funding
SFY 2012	5,700	(b)(4)
SFY 2013	5,700	
SFY 2014	8,150	
SFY 2015	11,090	

(B)(3) Enacted and Pending Legislation, Policies, and/or Practices

The state's commitment to early learning and development programs is evident over the past 28 years of legislative history, as evidenced in Table B-2. Beginning with House Bill 238 in 1986, Ohio provided funds to establish urban, suburban, and rural models for preschool, early identification, and latchkey programs. House Bill 238 also earmarked funds for county incentive grants to support early education coordination through the county offices of education. Since then, the Ohio General Assembly has enacted more than 20 laws in support of early learning development programs. Most recently, House Bill 487 and Senate Bill 16 required all publicly-funded early learning and development programs to participate in the Ohio's Tiered Quality Rating Improvement System (TQRIS) called Step Up To Quality (SUTQ) as a condition of funding, thereby increasing the quality standards of all publicly-funded, early-learning programs.

Table B-2 Relevant Ohio legislation

Year	Legislation	Purpose
1986	H.B. 238	Provides development grant monies for establishing urban, suburban, and rural models for preschool, early identification, and latchkey programs; and earmarks funds for county incentive grants to coordinate early education initiatives through the county offices of education.
1987	H.B. 171	Provides competitive grant funding for school districts interested in adopting one of the early identification, preschool, and latchkey models.
1989	H.B. 67	Gives limited authority to school districts to establish preschool programs and to use general revenue funds to support them.
1990	H.B. 777	Provides districts with the authority to contract with Head Start, nonprofit licensed day care, and nonsectarian nonpublic schools to provide preschool programs.

Year	Legislation	Purpose
1994	H.B. 152	Provides continuation and expansion funding to school districts to provide comprehensive preschool programs which comply with performance standards described in 45 CFR 1304. Grant proposals shall include a unified service provider plan from each county.
2001	H.B. 94	Provides continuation funding to school districts to provide comprehensive preschool programs which comply with Head Start standards and critical performance indicators.
2007	H.B. 119	Allows the ODH to use Statewide Student Identifier (SSID) for infants and toddlers enrolled in Part C of IDEA to ensure linkage to Part B.
2011	H.B. 1	Created an Early Childhood Advisory Council to promote family-centered programs and services that acknowledge and support the social, emotional, cognitive, intellectual, and physical development of children and the vital role of families in ensuring the well-being and success of children.
2011	H.B. 153	Established enhanced reimbursement ceilings for programs that participate in SUTQ and maintain quality ratings.
2012 and 2013	S.B. 316 H.B. 555 S.B. 21	Third Grade Reading Guarantee requires third grade students to achieve a minimum level of reading proficiency prior to promotion to fourth grade.
2012	S.B. 316	Gave ODJFS authority to license Type B family child care homes with six or fewer children receiving public funds. Requires all publicly funded early learning/development programs to participate in SUTQ.
2014	H.B. 487	\$16 million ensures more uninterrupted access to quality child care and early education. Requires all publicly funded early learning/development programs to participate in SUTQ.
2013	H.B. 59	New funds for State Fiscal Years 2014 and 2015 expanded State Preschool Programs to existing high-quality, early learning programs within high-needs areas to serve children from low income families.

(B)(4) Quality of Existing State Preschool Programs

Policies and Program Data

The state of Ohio was an early adopter of a TQRIS for licensed child care providers. SUTQ recognized the importance of a well-defined, progressive pathway to improving the quality of early learning and development programs. A key step in this process was the creation of a single, statewide definition of high-quality preschool. Beginning with the expansion of the program standards used in SUTQ, the levels of quality moved from a three-star to a five-star system to improve program practice and increase program accountability.

As part of Ohio’s ELCG, the state expanded its comprehensive rating system for all state-funded early learning programs, including State Preschool Programs in school districts, child care facilities, and family child care homes and Head Start. This expansion improves the quality of all early learning and development programs (State Preschool Programs, Preschool Special Education, publicly funded childcare, and before and after school programs, Head Start) that serve high-needs children from birth through school age. Ohio is proud that a wide range of programs are currently able to obtain a star-rating including large and small family child care homes, for-profit and not-for-profit community based child care, preschools, Head Start and Early Head Start, Preschool Special Education, and the State Preschool Program. Through the ELCG work, Ohio has seen an increase in participation of programs at all levels, and an increase in highly rated programs (3 star or above). Over the past four years, Ohio has accomplished a 57% increase in the number of programs that are highly rated (see shaded cells in Table B-4).

Table B-3. Timeline for Required Participation in SUTQ

Program Type	Began Participation	All Programs Must be Rated
Early Childhood Education (State Preschool Programs)	October 2013	July 2016
Preschool Special Education	October 2013	July 2018
Publicly Funded Child Care Centers/Type A Homes	Prior to ELCG Participating	July 2020
Publicly Funded Child Care in Type B Homes	July 2014	July 2020
ODE Licensed School Age Childcare Programs that receive child care funding*	July 2014	July 2020

Table B-4. Number of Programs Participating in SUTQ by Star Rating

	1 Star	2 Star	3 Star	4 star	5 Star	Total Programs Rated
2011	618	308	195	*	*	1121
2012	554	380	232	*	*	1166
2013	555	442	299	*	*	1296
2014	617	79	386	290	116	1488

* 4 and 5 star ratings were first available in 2014. Ratings include district and child care settings.

A cross-agency team, including key external stakeholders, drafted Ohio’s expanded SUTQ system. The team was facilitated by a national expert, who shared research and current

models used by other states, to inform Ohio’s vision, goals and standards. SUTQ Program Standards and SUTQ Family Child Care Standards (Appendix 2) are organized into four domains: (1) Learning and Development, (2) Staff Qualifications and Professional Development, (3) Administrative and Leadership Practices, and (4) Community and Family Engagement.

SUTQ Program Standards Domains	
•	Learning and Development
	Staff Qualifications and Professional Development
	Administrative and Leadership Practices
	Community and Family Engagement

Compliance with Program Standards

To comply with ELCG pledges, HB 487 and SB 316 require all publicly-funded early learning and development programs to participate in SUTQ by 2020. All ODFJS and ODE licensed programs including Head Start and afterschool programs may voluntarily participate, even if they are not receiving public funds, as agency capacity allows.

ODE and ODJFS staff members received cross-training prior to conducting SUTQ reviews and star-rating verification visits. Both agencies continue to work together to ensure that visit protocols are consistently applied across the state, reviewing the quality and quantity of documentation and evidence programs must provide as part of the rating process. As Ohio looks to the future and provides guidance to the 11 subgrantee communities selected to implement the grant, the state will continue to use the state definition of high quality preschool as the base requirements for initial program eligibility. Therefore, LEAs and early learning providers partnering with subgrantees to provide High-Quality Preschool Programs as part of this grant opportunity must meet the following criteria:

- (1) Programs must be highly rated (three-star rating or higher) in SUTQ or become highly rated prior to participation in the High-Quality Preschool Program.
- (2) Programs must meet additional program standards beyond SUTQ as a condition of grant funding. Table B-5 illustrates the alignment between the federal High-Quality program standards and Ohio’s SUTQ program standards at the 3-, 4-, and 5- star levels. The fourth column indicates which federal program standards exceed the highest SUTQ standards. Programs participating in this grant will be monitored to ensure compliance with all Federal High Quality Program Standards in addition to SUTQ and state licensing standards.

Table B-5. Compliance with Federal Program Standards

<i>Federal High Quality Program Standards</i>	<i>Standard Included in SUTQ</i>		<i>Additional requirement to meet federal standard</i>
	<i>Required for 3 Star</i>	<i>Points Available for 4 & 5 Star</i>	
High staff qualifications, including a teacher with a bachelor's degree in early childhood education or in any field with a state-approved alternate pathway		X	X
High-quality professional development for all staff	X		
A child-to-instructional staff ratio of no more than 10:1		X	X
A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications		X	X
A full-day program			X
Inclusion of children with disabilities to ensure access to and full participation in all opportunities			X
Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments aligned with state early learning and development standards, for at least the year prior to kindergarten entry	X		
Individualized accommodations and supports so all children can access and participate fully in learning activities		X	X
Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff			X
Program evaluation to ensure continuous improvement	X		
On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development		X	X
Evidence-based health and safety standards	X		

Support for Program Monitoring

As part of the ELCG, Ohio created a new data system to capture data from licensing and SUTQ monitoring visits at both ODE and ODJFS programs. Ohio will build on the existing monitoring structure by adding data collection elements into the annual report for the three High-Quality Program Standards that are not included in the current report: teacher salary, relationship between teacher salaries and local K-12 salaries, and number of children with disabilities served. When the new data integration system is fully operational in spring 2015, state agencies will be

able to analyze program quality data and link it to child outcome data using Ohio's Early Learning Assessment and Kindergarten Readiness Assessment results.

(B)(5) Coordination of Preschool Programs and Services Cross agency team

Ohio has a long history of collaboration among and between its child-serving state agencies that was fully realized when Governor Kasich's Cabinet of State Agency Directors lent support to the ELCG application. Prior to that, ODE and ODH maintained multiple formal agreements around the Individuals with Disabilities Education Act Parts C and B, data sharing, and policies related to local agreements. The Departments of Developmental Disabilities and MHAS partnered with ODE, ODH and ODJFS in a variety of initiatives to provide timely and effective services to children birth to five as well. Data sharing and the linkage of all birth to kindergarten entry data to the longitudinal inter-agency data system remains an eagerly awaited work in progress. The Ohio Head Start State Collaboration Director is housed in ODE. These ongoing relationships set the stage for current collaborations to support a successful birth-through-third grade continuum.

ELCG funding was instrumental in expanding Ohio's cross-agency coordination. For example, the identification, creation and implementation of professional development needed by the field due to major infrastructure changes required a variety of work groups, writing teams, producers of modules and leadership teams to manage and direct its roll out. Two monthly, cross-agency team meetings include ODH, ODE, ODJFS, MHAS and DODD. One meeting includes Federal ELCG Officers. The "cross agency team" is the model used for the production of standards (program, early learning and development, K-3). Team members weigh in on the development of assessments and consult on monitoring and licensing rules, policies and practices. Ohio is proud to operate in a climate of cross-agency collaboration, a strategy with proven results.

The Ohio Early Childhood Advisory Council (ECAC), an advisory council for the Governor, has been influential in coordinating Ohio's early childhood programs. The ECAC meets monthly. The Governor's Early Childhood Education and Development Officer provides leadership in conjunction with the Chair. Senior early childhood leaders from ODE, ODJFS, ODH, MHAS, and DODD sit on the ECAC. Additional ECAC members represent the major initiatives in early childhood across the state.

Project Teams and ECAC Ad-hoc Committees address such early childhood issues as preschool expansion, family and community engagement, professional development, standards and assessment, quality access and financing, and public and private partnerships. The ECAC served as the forum for issues and creative guidance related to Ohio's application for the Federal Preschool Development/Expansion Grant and will continue to be a conduit for state, local, provider, and family early childhood stakeholder input.

(B)(6) Role in Promoting Coordination of Preschool Programs with Other Sectors

As part of Ohio's strengthened ELCG governance, Governor Kasich signed an Executive Order Creating the position of Early Childhood Education and Development Officer within his office. The Officer is charged with aligning early learning and development priorities, goals and programs with those across the educational continuum. The position further organizes a focused and accountable cross-agency management leadership team comprised of senior early childhood leaders from ODE, ODJFS, ODH, MHAS, DODD and the Governor's office.

In an effort to embed coordination at the program and community level, SUTQ included community engagement standards. The standards require programs to coordinate with other community-based organizations to support and meet the needs of children and their families. In recognition of the importance of children being seen in the context of their families and families being seen in the context of their communities, programs must see themselves as links between families and communities. Examples include referrals for health screenings and resources to obtain them, written formal and information agreements with community partners and written plans to assure children and families experience seamless transitions into, within and out of the program and program to Kindergarten.

ODH Health promotion consultants and ODMHAS Mental Health consultants serve as important conduits to the fields they represent and provide connections to public health and mental health entities and initiatives. They bring forward cutting edge research that impacts child outcomes. Trauma informed care for a child and family is a good example of how connections to these other sectors provide important information to programs.

Table B-6. Evidence for selection criterion (B):

Requested Evidence	Evidence
(B)(1) Executive summary or brief description of the State’s Early Learning and Development Standards, including how the definition is met.	Appendix 3- Ohio’s Early Learning and Development Standards
(B)(2) Completed table that describes the State’s financial investment and number of children served in State Preschool Programs.	Table B in the application Package
(B)(3) Evidence of enacted and pending legislation, policies, or practices.	Table B-2 Relevant Ohio legislation

C. Ensuring Quality in Preschool Programs

Ohio has demonstrated its strong, long-standing commitment to building a high-quality early learning and development system through multi-stakeholder initiatives, such as the Strategic Framework led by Action for Children, the School Readiness Solutions Group facilitated by ODE, and through participation in BUILD, a national initiative in which Ohio is one of nine states selected to participate. With the framework set forth in the ELCG, Ohio built upon the foundational components of quality already in place to further its goal of creating a seamless system of service to support Ohio's 840,000 children under the age of 6 years and their families.

“Ohio has established a strong collaboration among multiple state agencies. This partnership has resulted in a holistic strategy for high needs children in Ohio's early childhood system.”

*Steve Shifman
President and CEO
Michelman*

Currently, Ohio serves 15,067 children with high needs in high-quality settings. These children are served in a combination of state Preschool Programs and child care programs that are highly rated in SUTQ. ODE and ODJFS use a robust monitoring system to assure programs meet the high quality standards required of them, and to capture and provide essential data that support the continuous improvement process.

Ohio has made tremendous strides in designing a statewide data integration system to link multiple databases, such as the Statewide Longitudinal Data System and the Ohio Childcare Licensing and Quality System (OCLQS). The data integration system will include information from birth through post-secondary education from multiple state agencies. The data integration system will inform Ohio's state and local leaders about child growth and progress to ensure children enter school ready and leave school ready for college and careers.

Ohio's ambitious and achievable plan for ensuring quality in preschool programs addresses how Ohio will (1) focus on teacher recruitment and retention efforts to keep highly qualified professionals in the early learning workforce, (2) build on the existing comprehensive professional development system to assist programs in supporting the needs of children and families from diverse backgrounds in high-needs communities, and 3) use comprehensive data

sources to evaluate the success of High-Quality Preschool Programs in achieving school readiness goals for the children they serve.

(C)(1) Supporting Quality in Preschool Programs with a State-Level Infrastructure and Quality Improvements

As part of Ohio’s commitment in the ELCG, the State has demonstrated great success in developing a strong infrastructure to support its comprehensive early childhood system and by doing so is well positioned to meet the program quality expectations of this grant while using no more than 5 percent of the grant funds for state-level program infrastructure and quality improvements. Highlighted in Table C-1 are four key components of Ohio’s strong early childhood system.

Table C-1. Key Components of Ohio’s Early Childhood System

Strong Governance Model	<ul style="list-style-type: none"> • A Governor-appointed Early Childhood Education and Development Officer to coordinate and align early learning and development priorities and goals with the K-12 and post-secondary educational continuum • A state Early Childhood Advisory Council consisting of four workgroups: Standards & Assessment; Professional Development; Quality, Access & Financing; and Family Support & Engagement
Comprehensive Professional Development System	<ul style="list-style-type: none"> • A comprehensive professional development system including regional instructors funded through four state agencies including the Ohio Resource and Referral Agencies, the state support teams, mental health consultants, health promotions consultants and regional professional development coordinators.
Tiered Quality Rating and Improvement System (TQRIS)	<ul style="list-style-type: none"> • A recently revised five-star TQRIS (SUTQ) based on the latest research on quality indicators • Mandatory participation in SUTQ for all State Preschool Programs and optional participation for all other licensed programs throughout the state
Comprehensive Early Learning Standards Aligned from Birth to Age Eight	<ul style="list-style-type: none"> • Comprehensive Early Learning and Development Standards (ELDS) for children aged birth to kindergarten entry adopted in 2012 • ELDS standards integrated into the SUTQ program standards • K-third grade standards recently extended to include all Essential Domains of School Readiness.

As part of its ambitious and achievable plan, Ohio will leverage these strong foundational components to ensure that High-Quality Preschool Programs have the necessary resources to support children with high needs in achieving school readiness.

Project Management

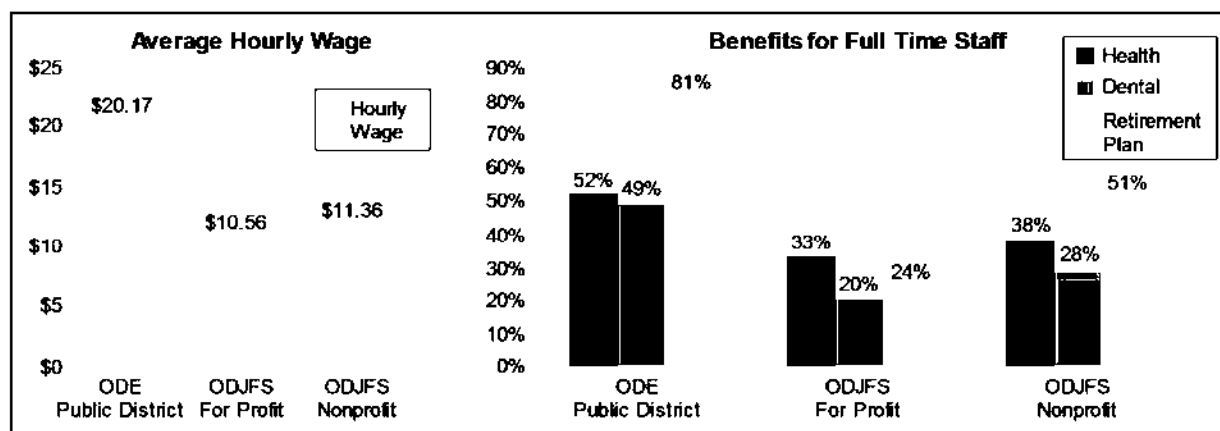
ODE will be the lead agency for the grant. The department will name an experienced member of its fiscal staff to oversee the fiscal administration of the grant. A project management team will be created to oversee the projects outlined in this application. The team will consist of a Project Director and two Early Learning Program Specialists to support the work of the team. The Project Director will oversee all day-to-day grant related activities and will be responsible for fulfilling reporting requirements. The two Early Learning Program Specialists will be responsible for working directly with the Subgrantees to monitor the progress of community-based plans and to provide necessary supports in the implementation of the plans. ODE will leverage existing staff members whose current responsibilities include working with High-Quality Preschool Programs, to further advance the efforts of the grant. The project team will work closely with the Governor's Early Childhood Education and Development Officer to implement grant activities and report on progress toward intended outcomes.

Attract and Retain Qualified Teachers

The early childhood education workforce is critical. Research shows that adults who spend time with young children influence their academic, social, emotional, and physical development. The education and compensation of teachers are critical factors in determining program quality in Ohio's SUTQ; Ohio data shows that education and compensation differ for professionals, depending on their work setting. Ohio's ambitious and achievable plan includes strategies to overcome this difference within the 11 communities to ensure consistency in program quality for children with high needs, regardless of where they receive care.

Knowing that research has found a direct link between the education and compensation of the early childhood workforce and program quality and outcomes for children, the Ohio Early Childhood Advisory Council (ECAC) funded the Ohio Education Resource Center (OERC) to conduct a 2013 Workforce Study in order to better understand the characteristics of Ohio's current workforce. The study, included in the 2013 Workforce study – General Analysis (Appendix 7) identified several significant differences between professionals working in ODE and ODJFS licensed programs, including the following: lower compensation, fewer benefits,

lower teacher education qualifications, and higher turnover rates. A companion document to the study, entitled *A Profession Divided* (Appendix 8), took a deeper look at the reasons most commonly cited as to why individuals leave the early childhood field. The reasons included low pay and lack of benefits, requiring schedules with more/less hours, and staff burnout. Figure C-1 highlights the differences in teacher salaries and benefits for ODE public school district programs, ODJFS for-profit programs, and ODJFS not-for-profit programs. ODJFS licensed programs include child care, community-based preschool, and Head Start.



OHBRT-16

Figure C-1. Wage and Benefits Data by Early Childhood Program Type

In 2013, the OERC also conducted the Ohio Teacher Supply and Demand study. The findings of this report showed that over a quarter of all new teachers licensed in Ohio in 2012 were licensed in early childhood or prekindergarten through third grade, indicating a disproportionately large supply of early childhood teachers relative to teachers in the grades 4-12 license grade range. Ohio data show that teachers licensed for early childhood or pre-kindergarten through third grade tend to take positions in school district settings, rather than within community-based child care programs. Together, these three studies show that, while Ohio has been successful in producing a highly qualified early education workforce, recruiting and retaining these individuals is a challenge, particularly for the child care community.

In an effort to address this challenge statewide, Ohio embedded within SUTQ multiple standards related to staff compensation, benefits, and professional development aimed at recruiting and retaining staff. These standards include:

- Implementing a wage structure based on education and experience
- Offering benefits to staff, with an increase in number at higher star-rating levels

- Completing annual staff observations, with results used to complete annual professional development plans, which may include strategies for obtaining higher education.

For the 11 communities selected to be subgrantees, data from 2013-2014 school year show a similar local picture. Over 98 percent of public preschool teachers within the 11 community school districts have a Bachelor's degree or higher, while only 24 percent of the teachers within the 11 community child care providers reported having a Bachelor's degree or higher. Local communities report that school districts offer better compensation and benefits than child care providers; they also indicate that teacher retention is a challenge. With these statistics in mind, key activities in Ohio's ambitious and achievable plan include state and local strategies aimed at addressing recruitment and retention efforts.

Ohio will convene a group of inter-agency staff, key early childhood stakeholders, providers, and teachers to investigate strategies with a proven record of recruitment and retention success, in both early childhood and other fields. National technical assistance resource centers will be asked to share best practices and research on successful programs. The group will propose recommendations to the Governor's Office on potential strategies and financing methods, such as the use of child care quality dollars to support tuition reimbursement to college graduates who commit to working in the early childhood field for specified period of time.

Ohio will create a series of professional-development modules, focused on developing strategies to address recruitment and retention issues. These modules will be available to early learning providers in each Subgrantee community through established professional-development networks. The modules will include topics identified by Subgrantee recommendations, such as developing a program budget, staff burnout, short- and long-term financial planning, benefits planning, professional development planning, and shared resources models.

Subgrantees will identify community-specific challenges around recruitment and retention efforts, and will develop strategies to address recruitment and retention issues. The strategies will include:

- Community-level partnerships with career technical education programs in early childhood education, which provide an educational foundation to high school students interested in pursuing the early education teaching profession. Beginning in the 2015-2016 school year, these programs will be realigned to provide the opportunity for high school students to potentially receive credit for five college courses toward a college degree.

Communities will be asked to establish plans with career technical education programs regarding recruitment and retention into high-quality child care programs.

- Communities will be asked to examine a performance-based compensation model that incentivizes teachers, through use of program quality achievement awards and other compensation opportunities, to take jobs in child care programs and to reward teachers who stay in their jobs when programs demonstrate improved program quality and kindergarten readiness outcomes.

Targeted Professional Development

Ohio has a strong system of providing professional development to providers who are engaged in improving the quality of their programs through the continuous improvement process. Ohio has contracted with the Ohio Child Care Resource and Referral Agency (OCCRRA) to coordinate a statewide early childhood Comprehensive Professional Development System (CPDS). Twelve regional Professional Development Coordinators have been hired to work collaboratively in particular regions of the state with existing networks, which include Child Care Resource and Referral (R&R) staff, State Support Teams (SST), Health Promotion Consultants, and Early Childhood Mental Health Consultants. The Coordinators support regional collaboration among professional development entities and serve as early childhood coaches to selected protégés, using the Teacher/Leader coaching model. An overview of the Comprehensive Professional Development System is presented in the Comprehensive Professional Development System Overview (Appendix 9).

To support programs in implementing the SUTQ program standards and the additional High-Quality Preschool Program standards that programs must meet, Ohio's ambitious and achievable plan includes the provision of targeted professional development. Ohio will use the existing CPDS and will partner with Regional Child Welfare Training Centers (RWTC) to develop and deliver content specific to children who may need additional supports in order to achieve school readiness.

RWTCs are located throughout Ohio to provide training to child welfare administrators, supervisors, and direct service staff on topics related to best practices in the child welfare field. Subgrantees have identified children served in the child welfare system as a high-need, hard-to-reach population. Through the efforts of this grant, these trainers will provide training that has been customized to early learning providers. Sessions will focus on (a) strategies to recruit

families served in the child welfare system, (b) the role early childhood providers can play in building protective factors in families and resiliency in children, and (c) how to link families with formal and informal supports available to them for trauma and addiction issues.

Through the ELCG, Ohio contracted with WestEd to develop formative instruction modules for early childhood providers. Formative instruction uses ongoing, developmentally appropriate assessment data to inform and improve practice, and supports early childhood professionals in creating rich, engaging environments for children. Data gleaned from formative assessments supports teachers in differentiating instruction for children with diverse learning needs. Three modules of formative instruction will be available beginning February 2015: (1) Introduction to Formative Instruction, Birth to Kindergarten Entry; (2) Using Formative Instruction to Support Children, Birth to 36 Months; (3) Using Formative Instruction to Support Children, 36 Months to Kindergarten Entry.

The professional development will be delivered via online modules and will include a facilitated webinar. The trainings are aligned to Ohio's Comprehensive Early Childhood Assessment System and Ohio's Core Knowledge and Competencies (Appendix 17). To further support teachers, Ohio will embed formative instruction practices through peer coaching and teacher-led professional development in High-Quality Preschool Programs by building on the Teacher/Leader coaching model currently used with the CPDS Regional Coordinators. Cohorts of teachers who have completed the modules will be formed, and the CPDS Regional Coordinators and SST and R&R staff will serve as organizers and facilitators for the cohorts.

Evaluation

The State of Ohio is currently in the process of designing an evaluation study to re-validate the levels and standards across all setting types in SUTQ. The evaluation will examine the relationship between a SUTQ rating level and quality as measured by nationally recognized tools designed to measure the quality of classroom environments and staff/child interactions. The evaluation will examine the relationship between child outcomes and star ratings, using valid and reliable tools which measure teacher instructional practices, child outcomes, and teacher perspectives. Ohio's Early Childhood Comprehensive Assessment System will provide valuable data related to progress on the formative assessment and kindergarten readiness scores of children enrolled in highly rated programs.

As part of Ohio’s ambitious and achievable plan, High-Quality Preschool Programs will be evaluated using many of the same key research questions addressed in the SUTQ evaluation. Working in the eleven Subgrantee communities, the evaluation will determine if differences exist in High Quality Preschool Programs and highly rated programs participating in SUTQ and to study if further enhancements to SUTQ could support improved outcomes for children. The ECAC recently funded a research project to review and evaluate the rigor of studies of select Ohio-based programs and services that effectively support the development of young children (Appendix 16). Ohio will use this research to understand existing data from current programs and to determine to what extent Ohio-developed early learning efforts show promising results for children and have a strong potential for replication. Ohio will also be evaluating key research questions developed in partnership with the three prototype communities. Examples of potential research questions for each prototype community are found in Table 3A-1 Community Prototypes in the Executive Summary.

(C)(2) Implementing a System for Monitoring and Supporting Continuous Improvement

Ohio is well-positioned to implement a system for monitoring and supporting continuous improvement, due in large part to the robust systems developed and implemented in recent years with the expansion of SUTQ and State Preschool programs. Ohio’s system will include three distinct monitoring components: (1) fiscal monitoring to ensure that strong fiscal practices are being carried out, (2) eligibility monitoring to ensure that eligible children are being enrolled in High-Quality Preschool Programs, (3) program monitoring to ensure that programs are meeting the standards to be a High-Quality Preschool Program.

Fiscal Monitoring

Fiscal monitoring will be performed by ODE senior fiscal staff in collaboration with Subgrantees and early learning providers. ODE has long-established monitoring policies and procedures developed for State Preschool Programs. These same protocols will be used with Subgrantees and High-Quality Preschool Programs to ensure sound spending in support of program quality and school readiness outcomes.

Child Eligibility Monitoring

Each subgrantee, in partnership with their LEAs and early learning programs, will create policies and procedures for determining and verifying eligibility for qualifying children. These

policies and procedures must be submitted for approval to ODE. It will be the Subgrantee's responsibility to implement auditing procedures to assure that the LEAs and early learning programs are following established procedures. They will submit a findings report to ODE. ODE will provide feedback on the report with recommendations for improvement, where applicable.

Program Monitoring for Quality

Through the ELCG, Ohio has built a modern, web-based program monitoring and data system, the OCLQS, with the capacity to measure preschool quality through the verification of SUTQ program standards. All High-Quality Preschool Programs are required to meet the program standards for a three-star rating or higher. Monitoring staff in ODE and ODJFS use OCLQS to complete the verification process and award a star-rating. As part of its ambitious and achievable plan, Ohio will further enhance OCLQS to include data elements in order to monitor High-Quality Preschool Program standards not addressed in SUTQ.

(C)(2)(a) Measuring preschool quality to drive continuous program improvement

Ohio began implementing SUTQ in 2005 as a three-tier rating system. With ELCG resources, Ohio revised SUTQ to move from a three-tier to a five-tier system and strengthened family and community engagement and health promotion program standards. The revised standards began implementation on October 1, 2013, and can be found in Program and Family Child Care Standards (Appendix 2).

To support the implementation of revised SUTQ, OCLQS provides functions such as program registration for initial, change, and renewal ratings; annual program performance report submission including continuous improvement efforts completed in the previous year and additional ones to be worked on in the coming year; and completion of desk review and on-site verification visits. The OCLQS allows ODE and ODJFS staff to review and approve program annual reports.

Ohio has partnered with the Ohio Professional Registry, managed by OCCRRA, to develop a direct link between OCLQS and the Registry. This link allows education qualifications and completed professional development to be imported into OCLQS from the Registry to complete the verification process to minimize duplication of effort for programs. This link easily allows programs to identify professional development needs to support further improvements at the teacher, classroom, and programs levels.

The program quality data captured in OCLQS allows for a common way of measuring the quality of early childhood programs across all program types. A comprehensive summary report of the verification results is shared with the program. This immediate performance feedback includes the attainment of indicators required for the next highest rating and allows programs to identify areas in which to focus continuous improvement efforts.

SUTQ includes standards requiring programs to be purposeful in developing continuous improvement strategies and measure family satisfaction. These standards include the following:

Continuous Improvement

- Completing annual classroom self-assessments, using a tool which measures the quality of classroom environments and staff/child interactions
- Developing a classroom action plan, using the results of the self-assessments, documenting progress on the action plan and readjusting goals as needed throughout the year to strengthen the continuous improvement process
- Completing an annual self-assessment and using results and input from families and staff to develop a continuous improvement plan

Family engagement and satisfaction

- Engaging community partners to support child and family outcomes
- Conducting an annual survey with families and stakeholders to gain input and review progress towards the goals outlined in the program's continuous improvement plan

In addition to embedding continuous improvement and family satisfaction standards in SUTQ, Ohio contracts with OCCRRA to provide technical assistance and professional development to programs on nationally recognized measures of quality tools. To support program continuous quality improvement, Ohio has trained a cadre of over 175 technical assistance specialists and state approved instructors on nationally recognized tools designed to measure the quality of early childhood program environments and staff/child interactions including the Infant and Toddler Environmental Rating Scale – Revised, the Early Childhood Environmental Rating Scale – Revised, the Family Child Care Environmental Rating Scale – Revised, The Classroom Assessment Scoring System® (Pre-K CLASS® and Toddler CLASS®).

Ohio will provide the following targeted support to High-Quality Preschool Programs:

- Eighteen hours of free professional development to assist early childhood professionals in understanding quality indicators in adult/child interaction, supporting learning and development environments and methods to determine quality
- Free technical assistance to participating High-Quality Preschool Programs to conduct classroom observations for programs, and to provide education and support to help programs complete their own self-assessments in their aim for quality
- Access to certified CLASS® assessors to conduct assessments for programs for the Pre-K CLASS® and the Toddler CLASS® and provide technical assistance to support the use of the tool in promoting continuous quality improvement.

(C)(2)(b) Using a SLDS to track student progress from preschool through third grade

Ohio has made significant progress enhancing its existing Statewide Longitudinal Data System as well as developing a separate, coordinated, data infrastructure as part of the Early Childhood Comprehensive Assessment System, called Ready for Kindergarten Online. Ready for Kindergarten Online links child assessment data across publicly funded early childhood programs through kindergarten.

In 2012, Ohio enacted legislation (Senate Bill 316) that requires the use of a common unique identification number for all children ages birth to 5 years old in publicly-funded programs. This unique identification number, the Statewide Student Identification Number (SSID) is the same number used for children from infancy through post-secondary in district settings. The Department of Health has been issuing the unique identifier since 2007 to children receiving IDEA Part C services. In December 2013, ODJFS began issuing this number to all children enrolled in publicly funded child care. This expansion will enable the state to use the Statewide Longitudinal Data System to track student progress from preschool through high school graduation.

Ohio's new formative assessment, called the Early Learning Assessment (ELA), was developed in partnership with the State of Maryland to monitor children's progress along a continuum within each assessment domain. The ELA is based on research-supported learning progressions, which define the knowledge and skills that typically develop over time for children ages 36 through the end of kindergarten. The ELA equips caregivers and teachers to track individual children's learning, individualize learning opportunities and plan for intervention,

engage in real-time curriculum planning, and ensure that children are on the path for kindergarten readiness. By 2015, all State Preschool Programs and programs participating in SUTQ rated 3-star or higher, including all High-Quality Preschool Programs, will be required to complete the ELA. ELA data will be included in the State Longitudinal Data system which will link children's preschool and kindergarten assessment data to their third grade reading scores.

Ohio recently completed the Early Childhood Data Integration Plan, funded through the federal State Longitudinal Data System grant, which provides a road map for ensuring the agencies funding or administering early childhood programs can link and integrate data for programs, workforce, and children. This project is embedded within Ohio's larger effort to link data through the P-20 data repository and the Integrated Eligibility and Health Human Services Business Intelligence Project, which focuses on broader data sharing across Health and Human Services agencies in Ohio. Ohio intends to further enhance our understanding of child outcomes associated with program quality by creating a data hub to allow state agencies to access data to inform policy decisions and answer research questions. With funds in Ohio's ELCG and other state resources, Ohio will be able to automatize the process of integrating and linking data from birth through grade three.

(C)(2)(c) Measurable Outcomes, including school readiness achieved by the program.

To address the school readiness gap for high-needs children, Ohio expanded its Kindergarten Readiness Assessment (KRA) to include all Essential Domains of School Readiness and developed the ELA, which must be used by all High-Quality Preschool Programs. In January 2015, Ohio will work collaboratively with Maryland to complete the standard setting for the KRA. At that time, Ohio will be able to describe a baseline state of kindergarten readiness for Ohio students. These data will be used to identify measureable targets for improvement. Using the KRA data annually, Ohio will track measureable outcomes for all children entering kindergarten, including those children who participated in High-Quality Preschool Programs. Ohio has set the following measurable outcomes to be achieved by programs:

- Close the achievement gap by 2 percent for all kindergarten children on the KRA
- Attain targeted number of children required to be enrolled, in each of the 4 years of the grant
- Meet all of the High-Quality Preschool Program elements

- Complete ELA at least twice a year for all enrolled children, and import data into the ELA data system

Ohio captures information on the classroom, school, and district levels that can be associated with score information to maximize the utility of the results for instruction decisions, child supports, and decision making. Ohio will use the ELA data, KRA data, and other program evaluation information, to examine the quality of experiences that early childhood programs provide to children and to inform decision making regarding investments and future funding to ensure children receive the best and highest quality experiences possible.

(C)(3) Measuring Child Outcomes Across the Five Essential Domains of School Readiness

Ohio will use its new, nationally-recognized KRA to measure the outcomes of children participating in High-Quality Preschool Programs. Using funds from the ELCG, Ohio, in partnership with Maryland, developed a sophisticated assessment system that includes both the KRA and the ELA for children 36 months through kindergarten. This comprehensive early childhood assessment system is supported by a statewide technology infrastructure and a professional development system. Recognizing the benefit of having an assessment that spans the birth-kindergarten continuum, Ohio is expanding the scope of its work with Maryland on the ELA to include learning progressions for children birth through 3 years old. The new birth-3-year-old assessment component is scheduled for completion by December 2015.

In August 2014, Ohio launched its new KRA in all public school districts and public community schools with approximately 130,000 kindergarten children and over 6,000 teachers statewide. The assessment is completed over the first months of school. The KRA is a valuable tool as teachers prepare children for success in school. It operationalizes school readiness indicators within each developmental domain and provides information about what children are able to do as they transition into kindergarten and what supports children will need to best/effectively engage in and benefit from the kindergarten curriculum. The assessment is designed to be maximally accessible to young children with a wide range of background experiences and developmental needs. The resulting data can be used to inform prior early learning stakeholders and assist teachers in data-driven instructional decision making to meet each student's individual needs.

Following guidelines from the National Research Council (2008), the Early Childhood Comprehensive Assessment System learning progressions are aligned to a continuum of early learning standards across each of the five developmental domains. In the development process with Maryland, Ohio reorganized the domains to more closely match both states' learning and development standards. The resulting set of standards used to develop the assessments is called the common language standards. The relationship between the five essential domains of school readiness and Ohio and Maryland's Common Language Standards is in Appendix 10. The Common Language Standards are the basis of the Ready for Kindergarten assessments.

Early Childhood Comprehensive Assessment System Components

Professional Development System

Professional development activities are organized around three stages of assessment, including preadministration, administration of assessments, and post-assessment analysis, and use of data. Providing professional development at each of these stages ensures that users understand the purpose of various assessment tools and how to administer assessments to various populations, interpret assessment scores, communicate results to families, and use data to make instructional decisions and individualize instruction.

Professional development activities include a train-the-trainer model, online resources, and options for blended online and face-to-face approaches to provide tiered support for professionals with varying levels of experience in the administration and use of assessments. Early childhood educators have opportunities to engage in Web-based training, coaching and technical assistance, and online learning communities and to utilize simulation technology, a procedural facilitator, and a Web-based portal.

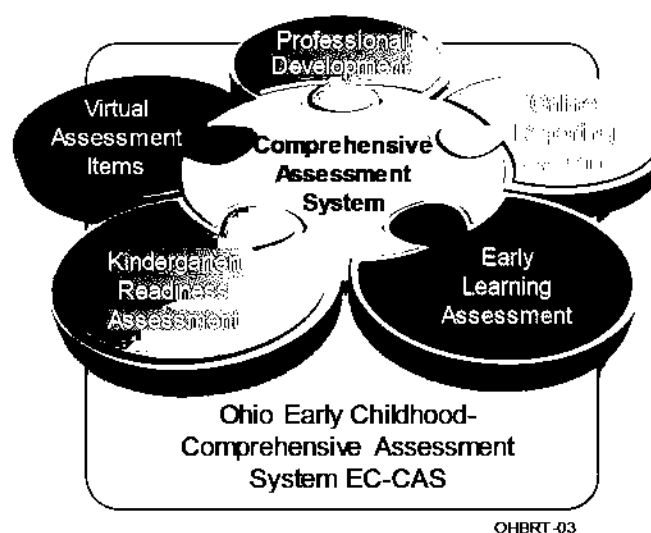


Figure C-2. Components of Ohio's Early Childhood Comprehensive Assessment system

Technology Infrastructure

The Early Childhood Comprehensive Assessment System capitalizes on technology to blend observational practices with direct performance assessment; increase standardization of data collection; provide immediate feedback of assessment data; and facilitate longitudinal measurement, tracking, and use of data from multiple assessment time points for targeted use of data to improve instruction.

Operational Administration

As part of Ohio's ambitious and achievable plan, all High-Quality Preschool Programs will be required to complete the ELA formative assessment and enter child data into the data system. This data will then be imported into the Statewide Longitudinal Data System along with the KRA data. Ohio will use both assessments to measure not only the outcomes of children in achieving school readiness, but also the progress those children make during their participation in High Quality Preschool Programs. This progress measure will allow Ohio to document the effectiveness of high-quality preschool in changing the learning trajectories of students living in high-needs communities.

Local communities have access to aggregate child assessment data related to program and district-level performance. Subgrantees will be required to set up Community of Learner opportunities to analyze the data and, collaboratively with key stakeholders, create a plan at the local level to use the data to inform further instruction and continuous improvement strategies.

Ambitious and Achievable High-Quality Plan

KEY GOAL ONE: Ohio will create a Project Management Team to coordinate and implement grant activities and work collaboratively with subgrantees to complete monitoring activities and provide technical assistance resources.

Key Activity 1: Appoint Project Management Team to oversee implementation of all grant activities.
Responsible Party: Ohio Department of Education

Rationale/Evidence	Location for Implementation	Scale-Up Implementation
A strong project management team is critical to the successful implementation of and oversight of grant activities, all of which are directly tied to the overall goal of closing the achievement gap and achieving school readiness for all children entering kindergarten.	ODE	N/A

Performance Measures – Not applicable as defined by Section C of the application.

Key Activity 2: Appoint Fiscal Administrator to oversee all fiscal aspects of the grant.
Responsible Party: Ohio Department of Education

Rationale/Evidence	Location for Implementation	Scale-Up Implementation
The grant award, including providing oversight to and monitoring subgrantee work, will require sufficient fiscal oversight and accountability.	ODE	N/A

Performance Measures – Not applicable as defined by Section C of the application.

KEY GOAL TWO: Ohio will develop and implement state and community level strategies to attract and retain qualified talent to communities lacking highly-qualified teachers.

Key Activity 1: Conduct a community survey with early childhood professionals to identify community-specific challenges to recruitment and retention of qualified staff.

Responsible Party: Ohio Department of Education and subgrantees

Rationale/Evidence	Location for Implementation	Scale-Up Implementation
Communities often face unique challenges in recruiting and retaining qualified professionals. By completing a survey in each community, information about these challenges can be obtained. The survey will also gather information from early childhood professionals who choose to remain in the field regarding the factors that contribute to their retention and longevity.	ODE in conjunction with the 11 identified high-needs communities, the subgrantees, LEAs and early learning providers.	N/A

Performance Measures – Not applicable as defined by Section C of the application.

Key Activity 2: Convene state and community committees to create community-specific recruitment and retention strategy plans.

Responsible Party: Governor's Early Childhood Education and Development Officer, Ohio Department of Education and Subgrantees

Rationale/Evidence	Location for Implementation	Scale-Up Implementation
Issues specific to individual communities may present	ODE and 11	Community

<p>barriers to recruitment and retention efforts for early childhood professionals. Each subgrantee will work with partners to develop a set of community-specific recommendations on strategies to address recruitment and retention issues, using the results of the findings from three key research studies and community surveys.</p> <p>An extensive array of research has been conducted on early childhood workforce issues. Drawing on this research and the expertise of national technical assistance partners, Ohio will convene a state committee to examine innovative strategies, both within the early childhood field and in other professions, which have been successful in recruiting and retaining highly qualified staff. The committee will make recommendations on policy changes and resources that will assist local communities in recruitment and retention.</p>	<p>Subgrantees will convene key community stakeholders to review research findings and community survey results.</p> <p>Ohio Early Childhood Education and Development Office, in collaboration with ECAC, will convene a committee and seek resources from national technical assistance partners.</p>	<p>stakeholders will regularly convene in order to develop strategies, meet and develop relationships with Career Technical Education programs, make recommendations for professional development needs, and explore performance based compensation models.</p> <p>State committee will convene quarterly to make policy and funding recommendations.</p>
<p>Performance Measures – Not applicable as defined by Section C of the application.</p>		
<p>Key Activity 3: Develop effective Professional Development to support programs in recruitment and retention efforts.</p>		
<p>Responsible Party: Ohio Department of Education</p>		
Rationale/Evidence	Location for Implementation	Scale-Up Implementation
<p>The results of Ohio's 2013 Workforce Development study show that professionals working in Ohio Department of Job and Family Services licensed programs are more likely to receive lower pay and fewer benefits, factors which lead to high turnover rates. In order to support programs in their retention rates, professional development will be created and delivered on topics that will assist programs in building successful retention strategies.</p> <p>Subgrantee communities will provide recommendations on specific contents areas that should be addressed based on the results of surveys completed by early learning professionals.</p>	<p>ODE will contract with the Ohio Child Care Resource and Referral Agencies to develop the training modules.</p>	<p>Once developed, the training will be offered statewide through Ohio's professional development networks.</p>
<p>Performance Measures – Not applicable as defined by Section C of the application.</p>		

KEY GOAL THREE: Ohio will build on existing comprehensive professional development systems to create targeted professional development to support the needs of children and families from diverse backgrounds in high-need communities.

Key Activity 1: Partner with the Regional Child Welfare Training Centers to create and deliver high quality professional development to programs working with children and families served in the child

welfare system.		
Responsible Party: Ohio Department of Education		
Rationale/Evidence	Location for Implementation	Scale-Up Implementation
<p>Children and families who are involved in the child welfare system have unique needs which require a high level of understanding to support. Several Subgrantee communities have identified these children and families as those that are particularly hard to reach and serve.</p> <p>The Regional Child Welfare Training Centers are uniquely qualified to provide subgrantees and early learning providers with the tools necessary to work with this high-need population.</p> <p>ODE will work collaboratively with the Regional Child Welfare Training Centers to identify training needs specific to the early childhood community and develop professional development to address those needs.</p>	ODE will work with Regional Child Welfare Training Centers to identify professional development needs and develop specialized training for early learning providers.	Once developed, professional development opportunities will be offered throughout the state.
Performance Measures – Not applicable as defined by Section C of the application.		
Key Activity 2: Embed formative instructional practice through peer coaching and teacher-led professional development.		
Responsible Party: Ohio Department of Education		
Rationale/Evidence	Location for Implementation	Scale-Up Implementation
<p>Research has shown that peer coaching and teacher-led professional development are highly effective in transforming instructional practices. Ohio will use this professional development model to further the use of formative instructional practices in High-Quality Preschool Programs.</p> <p>Using the newly developed formative instruction models as the basis, Ohio will build on the current Teacher/Leader model being used with the Comprehensive Professional Development System. Resource and Referral and State Support Team staff will facilitate these learning opportunities.</p>	The formative assessment modules will be available February 2015. Following the development of these modules, the Department of Education will work with SST and R&R staff to develop the Teacher/Leader model.	Subgrantee communities will participate in the peer coaching and teacher lead professional development upon the availability of the formative assessment modules in February 2015.
Performance Measures – Not applicable as defined by Section C of the application.		

KEY GOAL FOUR: Ohio will work with an independent evaluator to 1) track program and child outcomes; and 2) determine if there is a difference in program and child outcomes between children that are enrolled in highly rated Step Up to Quality programs and those enrolled in High-Quality Preschool Programs.

Key Activity 1: Engage in an evaluation to determine if there is measureable progress on child outcomes for children who are participating in High-Quality Preschool Programs and to determine if there are differences in outcomes between children participating and not participating in a High-Quality Preschool

Programs.		
Responsible Party: Ohio Department of Education		
Rationale/Evidence	Location for Implementation	Scale-Up Implementation
<p>The Kindergarten Readiness Assessment and the Early Learning Assessment began implementation in the fall of 2014. Ohio will be able to use both assessments to measure not only the outcomes of children funded through this grant, but also the progress those children make during their participation in these High-Quality Preschool Programs. This progress measure will allow Ohio to document the effectiveness of High-Quality Preschool Programs in changing the learning trajectories of students who enter preschool with limited foundational skills.</p> <p>Ohio is currently developing an evaluation for the expanded Step Up To Quality program standards that became effective October 2013. The results of this evaluation will be used in conjunction with evaluating High-Quality Preschool Programs to determine if there are differences in child outcomes and program quality.</p>	<p>ODE will contract with a vendor to complete the two evaluation components. A random sample of programs will be selected over the period of the grant to participate in the evaluation.</p>	<p>The results of the evaluation will be analyzed to determine if changes to Step Up To Quality program standards for highly rated programs would result in increased outcomes for children.</p>
Performance Measures – Not applicable as defined by Section C of the application.		

KEY GOAL FIVE: Ohio will create the necessary processes in order to monitor the requirements set forth in this grant and to provide data to programs to inform their continuous improvement process.

Key Activity 1: Establish Subgrantee policies and procedure for determining eligibility of children to enroll in High-Quality Preschool Programs.

Responsible Party: Subgrantees and Ohio Department of Education

Rationale/Evidence	Location for Implementation	Scale-Up Implementation
Each Subgrantee, in partnership with their LEAs and early learning programs will create policies and procedures for determining and verifying eligibility for qualifying children and families. These policies and procedures must be submitted for approval to ODE. It will be the responsibility of each Subgrantee to create case review and auditing procedures to assure the LEAs and early learning programs are following established procedures and submitting a report to ODE on the findings. ODE will provide feedback on the report with recommendations for improvement where applicable.	Subgrantees, LEAs and early learning program partners will establish procedures and policies for determining child and family eligibility.	Following the approval of ODE for the eligibility determination policies and procedures, subgrantees, LEAs and early learning programs will follow these policies and procedures when enrolling eligible children. Case reviews will occur annually to assure policies and procedures are being followed, and an annual report on the findings will be submitted to ODE.

Performance Measures – Not applicable as defined by Section C of the application.

Key Activity 1: Implement fiscal monitoring procedures to assure Subgrantees, LEAs, and early learning programs are spending allocated funding appropriately, according to the requirements outlined in this grant application.

Responsible Party: Ohio Department of Education

Rationale/Evidence	Location for Implementation	Scale-Up Implementation
ODE is well positioned to employ a fiscal monitoring process with subgrantees based on current policies and procedures that are used with publicly funded preschool programs. These same policies and procedures will be used in order to assure funds are spent based on the requirements of this grant.	ODE, Fiscal Department and Subgrantees	Ongoing through the period of the grant to assure fiscal compliance on the expenditure of funds

Performance Measures – Not applicable as defined by Section C of the application.

Key Activity 3: Use and enhance the recently created Step Up To Quality monitoring system to assure programs meet High-Quality Preschool criteria.

Responsible Party: Ohio Department of Education.

Rationale/Evidence	Location for Implementation	Scale-Up Implementation
<p>Monitoring is a critical component in assuring that programs are meeting the required standards for High-Quality Preschool Programs and in assuring programs are working on continuous quality improvement strategies based on results of parent surveys and self-assessments completed by the program.</p> <p>An assessment will be completed of the Ohio Child Licensing and Quality System (OCLQS) to determine what components of quality need to be added to the monitoring procedures in order to assure all criteria of High-Quality Preschool Programs are met. Once the assessment is complete, additional monitoring policies and procedures and system enhancements will be developed and implemented.</p>	<p>ODE, in conjunction with the Ohio Department of Job and Family Services (ODJFS) will complete an analysis of the OCLQS system and establish enhanced monitoring systems for High-Quality Preschool Programs to assure all quality components are being met.</p>	<p>ODE and ODJFS will complete monitoring functions for High-Quality Preschool Programs.</p> <p>Subgrantees will conduct file audits on LEAs and early learning programs to assure eligibility determination policies and procedures are being followed and submit findings to ODE on an annual basis. ODE will provide feedback and recommendations on annual reports.</p>
<p>Performance Measures – Not applicable as defined by Section C of the application.</p>		

Key Activity 4: Operationalize the use of data to inform decision making and the application of knowledge at the state, Subgrantee, LEAs and early learning provider levels, in order to improve outcomes.
















Responsible Party: Ohio Department of Education.

Rationale/Evidence	Location for Implementation	Scale-Up Implementation
<p>To make informed investment and infrastructure judgments, decision makers must incorporate how best to use data in their routine decision making and strategic planning efforts. This entails understanding what data to collect, how to collect it, how to analyze it, including how to spot trends and point-in-time insights, and how to deploy the knowledge gained. Subgrantee communities vary widely in their data tools and their capacity to interpret and apply data.</p> <p>The state will support an increased utilization of data to drive decision making at the prototype, community, and program levels. Using data is important to identify gaps and to understand the deltas between what is and what is desired on a number of fronts. Tracking data informs when strategies are working and when they are not.</p>	<p>ODE in conjunction with RTT-ELCG data warehouse team. Subgrantees, LEAs, and early learning providers.</p>	<p>ODE initiate set up of data elements, reports and other required knowledge to develop prototype community and community level partnerships.</p> <p>Establish routine intervals for data collections, analysis and accommodations for specialized data runs.</p> <p>Orientation training</p>

<p>A wide variety of data sources and data pulls will be vital to continuous quality improvement and ensuring alignment for results. Anticipated data applications include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Geomaps for target eligible populations, across age cohorts and the continuum of service. • Neilson Research Analysis to inform family outreach and engagement strategies, by school district and by census tract. • Monitoring and performance data to illuminate quality provider capacity needs • Instructional applications informed by assessment • Child outcomes across the domains and informed by the Ready for Kindergarten Ohio Early -Childhood Comprehensive Assessment System through third grade. • Child outcomes as informed by the Longitudinal Data System over time. 		<p>on data collection, analysis and utilization will be supported by ongoing technical assistance.</p>
<p>Performance Measures – Not applicable as defined by Section C of the application.</p>		

Schedule

Key Activities	2015	2016	2017	2018
Goal 1				
1. Appoint Project Management Team to oversee implementation of all grant activities. Project Management Team appointed Project Management Team completes activities related to the implementation of the grant.				
2. Appoint Fiscal Administrator to oversee all fiscal aspects of the grant. Fiscal Administrator appointed Fiscal Administrator monitors all fiscal aspects of grant, coordinates checkpoints with key fiscal staff				
Goal 2				
1. Conduct a community survey with early childhood professionals to identify community-specific challenges to recruitment and retention of qualified staff. Create community survey Conduct community survey with early childhood professionals in Subgrantee communities Share survey results and findings from three key Workforce Development studies with Subgrantees for purposes of developing recommendations around recruitment and retention strategies				
2. Create community-specific recruitment and retention plans. Convene community stakeholder groups and develop community plans Meet with Career Technical Education programs in Early Childhood Education to establish and maintain partnerships Make recommendations for Professional Development Content Examine a performance based compensation model that incentivizes teachers through use of program quality achievement awards and other. Implement strategies outlined in community-based plan				

3. Develop Professional Development to support programs in recruitment and retention efforts. Obtain content recommendations from communities Develop professional development modules Offer modules through the Resource and Referral Agencies								
Goal 3								
1. Develop Professional Development to assist programs working with families and children in the child welfare system. Identify content for modules Develop modules Deliver professional development								
2. Use peer-teaching and coaching to embed formative instruction into practice. Using the content from the Formative Assessment modules being developed by WestEd, create peer-teaching and coaching models.. Implement peer-teaching and coaching strategies								
Goal 4								
1. Complete evaluation to measure progress on child outcomes and to determine if outcomes are related to participation in Highly-Quality Preschool Programs. Issue RFP and select vendor Design evaluation and collect data Analyze data Issue final report								 
Goal 5								
1. Subgrantees, LEAs and early learning providers develop process for determining and monitoring child eligibility Subgrantees, LEAs and early learning providers create eligibility determination procedures and community monitoring protocols and submit to ODE for review and approval Subgrantees monitor LEAs and early learning providers annually and submit findings report to ODE ODE reviews and makes recommendations based on results of annual findings reports.								
2. Use existing ODE fiscal monitoring procedures to assure funds are being spent appropriately.								

Sign fiscal contracts with each subgrantee.	→							
Subgrantees submit quarterly and annual fiscal reports each year to ODE.		→	→	→	→	→	→	→
3. Enhance OCLQS to include additional data required to monitor High-Quality Preschool Programs								
Conduct assessment of current system to identify additional data fields required	→							
Work with vendor to design and build enhancements		→						
Operationalize enhanced system			→					
Goal 6								
1. Operationalize the use of data to inform decision making.								
Convene state multi-agency workgroup to identify available data and identify gaps in knowledge	→							
Synthesis data for sharing with state, community and local key stakeholders		→						
Produce reports and convene state and locally workgroups annually			→	→	→	→	→	→

Financial Resources to Support Successful Implementation of the Plan

Key Activity	Estimated Total Budget		
Appoint Project Management Team to oversee implementation of all grant activities.		(b)(4)	
Develop Professional Development to support programs in recruitment and retention efforts.			
Develop Professional Development to assist programs working with families and children in the child welfare system.			
Use peer-teaching and coaching to embed formative instruction into practice.			
Complete evaluation to measure progress on child outcomes and to determine if outcomes are related to participation in High-Quality Preschool Programs.			
Enhance data systems, including the Ohio Child Licensing and Quality System and the Ohio Statewide Longitudinal Data System.			

How the State Will Address the Needs of Eligible Children

All Project Management Team-related activities will be focused on achieving the goals of the grant to increase access to High-Quality Preschool Programs in order to assure eligible

children enter school ready to school. Professional development efforts will focus on focus on providing early childhood educators the skills they need to best support the needs of the eligible children enrolled in their programs. Knowing that qualified staff are essential to providing high-quality environments, efforts will be focused on recruitment and retention. Enhanced data systems will provide valuable data to track the progress of eligible children as it relates to their participation in High-Quality Preschool Programs.

Evidence for selection criterion 3C

Requested Evidence	Evidence
Evidence of a monitoring protocol used to drive continuous program improvement.	Appendix 2 - Ohio's Program Standards (SUTQ) Programs Standards Family Child Care Standards Appendix 11 – SUTQ Guidance Document Part II
Evidence of state targets with measureable outcomes, including school readiness achieved by program.	See section C2c.

D. Expanding High-Quality Preschool Programs

The Early Learning Challenge Grant (ELCG) has been transformational for Ohio by creating a solid infrastructure to support a comprehensive early learning system. Ohio will leverage this infrastructure to expand access to High-Quality Preschool Programs to 11 diverse communities throughout the state. By using recently developed systems, such as a web-based data system to monitor and assess program quality and Ohio's new Ready for Kindergarten comprehensive child assessment system, Ohio will be able to measure child outcomes and assess school readiness to learn from these communities how to best target future investments in the early learning and development system.

Ohio's ambitious and achievable plan includes the creation of 2,595 new High-Quality Preschool slots and improves 814 existing State Preschool Program slots to serve an additional 3,409 eligible children each year. The 11 communities selected as subgrantees reflect the diverse cultures, challenges and geographic locations in the state and represent three distinct models as explained in the Executive Summary: Urban, Urban to Scale, and Rural to Scale.

The state acted intentionally during the selection process to engage early learning stakeholders from each community to identify unique challenges and needs, existing resources and commitment, expansion capacity, targeted cohorts of eligible children, and long-term sustainability efforts. Involved stakeholder groups include child care, education, Head Start, Early Head Start, community agencies, foundations, local government and business. Local communities recognize Ohio's early learning reform successes that were funded through the ELCG and that this serves as the foundation on which to build successful High-Quality Preschool Program expansion.

Ohio data (Table D-1) demonstrates that economically disadvantaged children who attend quality State Preschool Programs are in a better position to enter school ready to learn than economically disadvantaged children that do not participate in the program.

Table D-1. Kindergarten Outcomes by State Preschool Program Participation

FY11 State Preschool Program Students and FY12 KRA-L Results	Number of Children	Average KRA-L Score FY12
Economically disadvantaged kindergarten students who participated in the State Preschool Program in FY11 and took the KRA-L in FY12	4,438	20.32*
Economically disadvantaged kindergarten students who did not participate in the State Preschool Program and took the KRA-L in FY12	46,738	17.69*
* Kindergarten students participating in State Preschool Program scored significantly higher on KRA-L than similar peers not participating in State Preschool Program. (p value <.001)		

(D)(1) Subgrantee Selection

In the current biennium, the state increased State Preschool Program funding by \$(b)(4). The (b)(4)% funding increase generated 5,390 new slots. During the state expansion, ODE, ODJFS, and the ECAC developed a data-driven formula to determine eligible expansion communities. Ohio employed the same formula to select subgrantee communities to expand High-Quality Preschool Programs. Chart 3D-2 Subgrantee Selection Criteria below illustrates the selection formula. A composite score that includes three distinct variables identified high-need communities. Please note that while school district data informed selection, High-Quality Preschool Program expansion lives in the community using a mixed market with child care, Head Start and school districts. The three selection variables include:

- Percent of Kindergarten students who are economically disadvantage defined as students in which a family member receives a either a free or reduced lunch or receives Title I, or students or family members are known to receive public assistance
- Percent of Kindergarten students scoring in the lowest of the three bands on the Kindergarten Readiness Assessment – Literacy (KRA-L)
- Percent of Students Not Proficient on 3rd Grade Ohio Achievement Assessment in Reading

Table D-2. Subgrantee Selection Criteria

Community	Percent of K Students Economically Disadvantaged	Percent of Students Scoring in the Lowest Band of KRA-L	Percent of Students Not Proficient on 3rd Grade Reading
Canton	88.13%	38.55%	30.52%
Cleveland	100.00%	45.48%	42.12%
Columbus	80.97%	48.88%	36.02%
Dayton	100.00%	33.45%	40.54%
East Liverpool	72.94%	28.08%	37.86%
New Lexington	100.00%	31.20%	24.14%
Portsmouth	98.93%	47.42%	28.35%
Scbring	82.61%	35.41%	23.40%
Springfield	100.00%	39.28%	27.13%
Toledo	81.33%	36.42%	28.41%
Western	96.61%	29.51%	42.59%
State Average	54.50%	21.10%	19.00%

After rank ordering communities statewide, six urban and five rural Appalachian communities emerged. Additional selection considerations included: (1) a desire to identify a significantly developed birth-through-third grade continuum community so as to be a model for others, and; (2) the feasibility of bringing at least one urban and rural community to scale. For grant purposes, “to scale” is the point at which 80% of the eligible population is enrolled in a High-Quality Preschool Program. The 80% benchmark was chosen because uptake for state programs ranges from 75% to 80%. However, the state is pledging a spot to any eligible family even if funding must go beyond the 80 percent mark. Table D-3 Subgrantee Community Profiles highlights the 11 subgrantees including geography, high-needs populations, and community-identified unique challenges.

Table D-3. Subgrantee Community Profiles

Geographic Diversity	Community	Location in Ohio	Identified Challenges
Urban	Canton	East Central	<ul style="list-style-type: none"> Meeting salary requirements for teachers working in child care programs Consistent high-quality professional development availability
	Cleveland	Northeast	<ul style="list-style-type: none"> Difficult to recruit and retain qualified staff due to low compensation Neighborhoods where total slot capacity does not meet projected demand, and quality supply is minimal
	Columbus	Central	<ul style="list-style-type: none"> Transportation barriers to accessing quality preschool centers Flexible hours for low-income families who are working non-traditional hours
	Dayton	West Central	<ul style="list-style-type: none"> Transportation for families Qualified staff to teach diverse English Language Learners, 40 languages spoken, families represent 30 countries
	Springfield	West Central	<ul style="list-style-type: none"> Lack of transportation Lack of affordable full-day quality preschool programs
	Toledo	North West	<ul style="list-style-type: none"> Lack of high-quality providers Lack of qualified teachers
Rural Appalachian	East Liverpool	East Central	<ul style="list-style-type: none"> Parent education on the importance of preschool is one of the biggest challenges Extended family members raising children, families in crisis do not prioritize early education.
	New Lexington	Central	<ul style="list-style-type: none"> Cooperative care approach is needed to reach all children with needs Lack of employment in the area
	Portsmouth	South Central	<ul style="list-style-type: none"> Multigenerational poverty Addiction
	Sebring	North East	<ul style="list-style-type: none"> Recruiting and retaining qualified staff due to size and location of community. Developing and maintaining relationships with community partners.
	Western Local	South Central	<ul style="list-style-type: none"> High-needs families do not prioritize early education High number of students on an IEPs

(D) (2) How each high-needs community is under-served

Each of the 11 target high-need communities is significantly under-served by the State Preschool Program as illustrated in Table D-4. The percentage of four-year-old, economically-disadvantaged children who participated in State Preschool Programs in SFY 2014 range from 7.9% to 38.6% across the communities. Even more compelling is the lack of highly-rated programs. Rural Appalachian communities have a significant void in highly-rated programs.

Table D-4. Service Gaps for Economically Disadvantaged Four-Year-Olds in SFY 2014

Community	4-Year-Olds in Poverty	Estimated 4 Year Olds in State Preschool Slots*		Estimated 4 Year Olds in Highly Rated Programs*		Total 4 Year Olds in State Preschool and Highly Rated Programs	
		Number	% Served	Number	% Served	Number	% Served
Canton	698	181	25.9	56	8.0	237	33.9
Cleveland	3,015	291	9.7	236	7.8	527	17.5
Columbus	3,932	328	8.3	252	6.4	580	14.8
Dayton	1,229	146	11.9	102	8.3	248	20.1
East Liverpool	159	32	20.1	0	0	32	20.1
New Lexington	128	35	27.3	0	0	35	27.3
Portsmouth	185	47	25.4	0	0	47	25.4
Sebring	38	3	7.9	0	0	3	7.9
Springfield	689	82	11.9	14	2.0	96	13.9
Toledo	1,655	148	8.9	277	16.7	425	25.7
Western Local	57	22	38.6	0	0	22	38.6

*The estimated count of four year olds served in State Preschool Programs and funded child care is based on historical data of children served by age in each program.

(D)(3) Outreach to Subgrantees and Selection Process

Ohio has a rich history working collaboratively with local partners to successfully implement early learning systems. Leveraging these strong partnerships, Ohio quickly engaged local communities to develop an ambitious and achievable plan for High-Quality Preschool Program expansion.

"Giving every child in need the right start in life is the most important thing we can do to create a brighter future for our state, which is why the Ohio Business Roundtable is all-in on early childhood education. This proposal is the right strategy at the right time and we are 100% committed to its success."

Richard A. Stoff
President and CEO
Ohio Business Roundtable

A Cabinet-Level leadership team, including ODE and ODJFS joined with the Ohio Business Roundtable (OBRT) for initial grant development strategy. The Governor's Early Childhood Education and Development Officer and ODE's Director for Early Learning and School Readiness provided leadership in engaging local communities to assist in the grant development processes. Strategic, financial and in-kind grant development support was offered by the George Gund Foundation, the Sisters of Charity Foundation of Canton, United Way of Great Cincinnati, Columbus Nationwide Children's Hospital and The Battelle Institute. The ECAC also provided strategy recommendations on financing,

including the use of publicly-funded child care to provide families with extended-day, full-year care options.

Following community selection, the 11 subgrantees enthusiastically pledged their commitment which is demonstrated in the letters of support (Appendix 1). Each subgrantee was charged with creating a small and representative, early-childhood-stakeholder working team to complete a community profile matrix (Appendix 12). The profiles informed key activities in Ohio's ambitious and achievable plan based on challenges, community capacity, existing resources, and identified cohort populations. Planning meetings and conference calls advanced the collaborative development process including the following key activities.

- Weekly conference calls held jointly with all 11 Subgrantees in order to:
 - Create Ohio's approach and ambitious and achievable plan
 - Seek input on policy decisions
 - Develop evaluation questions across the program and by prototype
 - Define strategies to minimize subgrantee administrative costs
- Urban prototype call to explore common challenges and long-term sustainability models
- A rural Appalachian prototype meeting to discuss potential shared, collaborative efforts

(D) (4) 95% of Grant Award to Implement and Sustain High-Quality Preschool Programs

Ohio's receipt of the ELCG accelerated the implementation of a highly-effective infrastructure. This combined with the recent experience of putting into place 5,390 new State Preschool Program slots provides a strong foundation to support the High-Quality Preschool Program expansion. Ohio will award 95% of federal grant funds to subgrantees for High Quality Preschool Programs. Additionally, Ohio will commit (b)(4) % of its state \$ (b)(4) match to subgrantees. The \$ (b)(4) match is critical to this initiative and increases access to High-Quality Preschool Programs.

Ohio's ambitious and achievable plan uses the \$ (b)(4) in available funds to create 2,595 new High-Quality Preschool slots and improve 814 existing State Preschool Program slots to meet federal standards. Table A-1 details the funds allocated and the number of new and improved High Quality Preschool Program slots available to children in each grant year. Funds will flow directly to subgrantees, LEAs and early learning providers. The funding for new or expanded slots for at least nine months per year and a minimum of 25 hours per week is calculated at \$ (b)(4) per child which includes a base of \$ (b)(4) per child (current State Preschool Program per child amount) and federal preschool funding per child of \$ (b)(4). For families that have a qualifying activity (i.e. working or seeking work or in school) and need extended day and extended year services, publicly funded child care will be used to increase the per child amount up to \$ (b)(4) per child to serve beyond 25 hours per week and up to 12 months per year.

This ensures that Ohio will align publicly funded child care and current State Preschool Program policies to ensure streamlined service for the full-day, full-year approach. This includes aligning the copayment policies and initial eligibility to 200% of the federal poverty level. The state will authorize extended child care eligibility to children enrolled in new federal preschool slots. This means that 3,409 economically disadvantaged preschoolers may receive publicly-funded, full-day, full-year, high-quality care if their family so chooses.

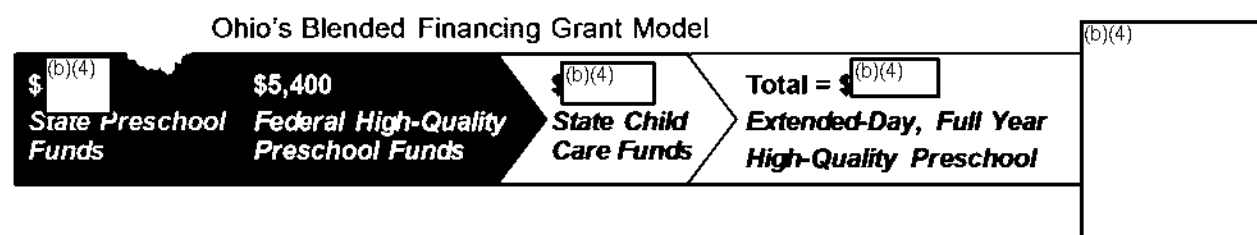


Table D-5 Community Funding Allocation presents the fund allocation for each subgrantee, the number of new High Quality Preschool Program slots, the number of improved, existing State Preschool Program slots receiving funds and the total fund amount by community.

Table D-5. Community Funding Allocation

Community	New High-Quality Preschool Slots	Funding (b)(4)	State Preschool Slots Enhanced to High-Quality Preschool Slot	Funding (b)(4)	Total New and Expanded Slots	Total Amount
Canton	317		242		559	(b)(4)
Cleveland	576		111		687	
Columbus	751		145		896	
Dayton	235		45		280	
East Liverpool	84		43		127	
New Lexington	56		46		102	
Portsmouth	86		62		148	
Sebring Local	26		4		30	
Springfield	132		25		157	
Toledo	316		61		377	
Western Local	16		30		46	
State Totals	2,595		814		3,409	

Table D-5 demonstrates Ohio's ambitious and achievable plan to allocate \$ (b)(4) of the available \$ (b)(4) directly to subgrantees. This allocation represents over (b)(4)% of federal and state funds directly allocated to create new High-Quality Preschool Program slots and improve currently existing State Preschool Program slots to increase access for eligible children in Ohio's most high-need communities. Of the direct fund allocation to subgrantees, (b)(4)% of the funds will create new slots, and 15% of the funds will improve existing slots.

Table D-6, the fifth sheet in the required excel spreadsheet, outlines the methods for improving State Preschool programs that will be used by each subgrantee in each year of the grant. Table D-6 State Preschool Program shows the elements of the federal High-Quality

Preschool Program standards upon which the state and its highly-rated SUTQ and State Preschool Programs must focus to attain the higher level of quality to serve eligible children. Attaining this higher level of quality will be the intense focus of Ohio ambitious and achievable plan.

Table D-6. State Preschool Alignment

Areas of Distinction between State & Federal Quality Standard	Ohio's Existing State Preschool Program	High-Quality Program
Child Eligibility	<ul style="list-style-type: none"> • 3- to 5-year-olds not age-eligible for kindergarten • Family income 0-200% FPL 	<ul style="list-style-type: none"> • 4-year-olds • Family income 0-200% FPL
Days/Hours of Instruction	12.5 hours per week, 455 hours per year	25 hours per week, 9-month
Eligible Providers	School districts Educational Service Centers Joint Vocational Schools Child Care Centers Family Child Care Chartered non-public schools Head Start	School districts Educational Service Centers Joint Vocational Schools Child Care Centers Family Child Care Chartered non-public schools Head Start
Number of children served	11,090	3,409
Per child amount	\$(b)(4)	\$(b)(4) or for eligible extended day, full-year \$(b)(4)
Extended day, full-year funding option	No	State designated funds to provide extended day, full-year to families at 0-200% FPL with qualifying activity

Finally, as part of advancing the state's infrastructure and birth-through-third-grade continuum, Ohio plans to also organize its 11 communities in three pilot prototypes to explore new state models, policies and processes to determine how to go to scale in a large, diverse state.

Based on state leadership and stakeholder direction, community slot allocation was calculated to ensure that one urban, Canton, and the rural Appalachian communities could go to scale. This means all eligible families who desire a spot for their four-year-old child will have one. Ohio has experience moving early childhood programs to scale. Ohio's history with state programs demonstrates that there is typically a 75% to 80% uptake on services; therefore we

have calculated based on 80%. The state, its community partners and its providers know first-hand that the closer one gets to serving all eligible children and families the more customized effort is required. Ohio plans to go to scale to evaluate outcomes to inform best practices as the state moves toward serving greater numbers of disadvantaged children.

Table D-7 Funding Communities to Scale provides information on the capacity and go-to-scale funding model used with the five rural Appalachian communities and Canton. The second column shows the total number of low-income or economically-disadvantaged Kindergarten children in the district in SFY 2014, with the remaining columns displaying slot and funding allocations.

Table D-7. Funding Communities to Scale

Community	FY14 K children below 200% FPL	Current State Preschool Program Slots	State Preschool Program slots expanded to Full Day	Funding (b)(4)	New Slots	Funding (b)(4)	Total Slots	Total Amount
East Liverpool	159	54	43		84		127	(b)(4)
New Lexington	128	58	46		56		102	
Portsmouth	185	78	62		86		148	
Sebring	38	5	4		26		30	
Western Local	57	37	30		16		46	
Total	567	232	185		268		453	
Canton	698	302	242		317		559	

As described in Table A Part III for selection criteria (D)(4) in each year of the grant, Ohio will create 2,595 new full-time slots and improve 814 existing slots to achieve the ambitious and achievable target of 3,409 eligible four year olds in high-needs communities receiving High-Quality Preschool Programs. Ohio is confident that this full target number can be achieved in year one due in large part to the sound infrastructure built through the ELCG and the successful expansion of State Preschool Programs by almost doubling from 5,700 to 11,090 State Preschool Program slots over the last two fiscal years. This successful rapid expansion includes a mixed-market approach including public preschool, child care and Head Start. Table D-8 Annual Number of Projected Children Served describes the number of children who will be served each year in new and improved High-Quality Preschool Programs.

Table D-8 Annual Number of Projected Children Served

	Year 1	Year 2	Year 3	Year 4
New Slots	2,595	2,595	2,595	2,595
Improved Slots	814	814	814	814
Total Slots	3,409	3,409	3,409	3,409

(D (5) Sustain High-Quality Programs after the Grant**Governor Pledge**

Governor Kasich has demonstrated his strong commitment to providing High-Quality Preschool to eligible children by pledging to seek \$(b)(4) in GRF annually for the next four years to support the goals of increasing access to eligible children, closing the school readiness gap for high needs children, and increasing literacy on grade level by 5 percent. Building on the successes of the ELCG and substantial increases in state funding for State Preschool Programs in the most recent two fiscal years, Ohio's commitment to sustainability is robust.

Innovative State Funding Policy

As detailed earlier, Ohio's early learning reform agenda includes the creative use of child care, Temporary Assistance to Needy Families and education funds. The grant blended funding provisions advance our state infrastructure by blending the following funding sources: a) federally awarded grant funds, b) state general revenue funds, and c) temporary assistance for needy families to create an extended, full-day, full-year preschool experience for 4-year-olds who have a parent or caretaker looking for a job, pursuing an educational, completing a work assignment or working. This extended, full-day, full-year High-Quality care is an estimated \$(b)(4) benefit for up to 3,409 preschoolers.

This innovative funding approach sets the stage for future creative financing discussions regarding the blending of funds to increase the access of high quality preschool to all eligible children. Lessons learned will be applied to future policy discussions.

Long-Term Sustainability

Ohio knows the goal of long-term sustainability of High-Quality Preschool Programs and corresponding quality infra-structure requires a strong financial commitment from both state and local partners. At the state level, Governor Kasich's administration is committed to moving

toward providing State Preschool Program for all economically disadvantaged four-year-olds. The next two state biennial budgets will take steps toward securing this objective.

Additionally, SUTQ provides a graduated payment for higher levels of provider quality. Over the next four years, this approach may also help close the funding gap left when federal funds end. Creative funding strategies are always at the forefront of state policy innovation. The pledge of a new, extended-day, full-year TANF policy detailed above is one example of the kinds of sustainable supports that may emerge.

Over the period of the grant, the Governor's Early Childhood Education and Development Officer and the ECAC will craft financial sustainability recommendations for the

"This is a time of great opportunity and promise for early childhood education in Ohio. In 2004, PNC launched Grow Up Great -- a \$(b)(4) multiyear, multilingual initiative that has reached more than (b)(4) children from birth to age 5. Through the initiative, works with our partners, provides innovative opportunities that emphasize the type of interactions that enhance children's learning and vocabulary development. The Ohio business community's support of high-quality early education allows for our youngest learners to be kindergarten-ready."

Michael Gonsiorowski
Regional President
PNC Bank

continuation of high-quality preschool in Ohio. As the state debates long-term financial investment, data from the formative, Kindergarten Readiness, and K-3 Reading Assessments and the evaluation of the grant will inform investment choices that yield the best outcomes for children. For the Kasich Administration and the Ohio General Assembly data drives investments toward outcomes.

Ohio's local investment in early childhood is strong, and many urban communities enjoy long-standing public-private partnerships that benefit from corporate and philanthropic contributions to the birth-through-third-grade continuum and preschool programs as a central element of those system.

Long-term philanthropic financial investments are sure to be part of the community-based plans. The ECAC Public-Private Partnership subcommittee has begun analyzing the private philanthropic investment in early learning and development across Ohio. The study's intent is to identify and baseline private investment supporting early childhood services and programs to set the stage for future strategy development. Data from the Foundation Directory Online, IRS Forms 990 and 990-PF, and grant maker annual reports is feeding statewide analysis. Initial analysis shows private foundations invest approximately \$(b)(4) annually in infants, toddlers, and children. Of that amount,

\$ (b)(4) is spent on infants and toddlers, early childhood education, child development, child care and parent coaching and education. In addition, Ohio's United Ways invest millions of dollars in children prenatally through Kindergarten. As expected, preliminary results are also showing that the northeast and southwest regions of Ohio represent 80% of philanthropic assets and 79% of giving by foundations in the state. The southeast, Appalachian region lags with 3% of assets and giving. The final ECAC/UWGC product will flow directly into Ohio's ambitious and achievable plan for sustainability by providing the factual basis to underpin future strategies to support some ongoing portion of needed High-Quality Preschool Program funding.

Given the funding amounts necessary to maintain federally-defined High-Quality Preschool Program slots, local public funding strategies will be explored. For example, the two Ohio counties with combined Health and Human Service Property Levies that permit funding to early care and education benefit Cleveland and Dayton, two of the 11 communities selected as subgrantees. In some communities, local school district and city revenue currently supports some local preschool programs and may also be part of the sustainability equation. Again, broad-based, public-private partnerships will pull together to develop long-term sustainability approaches as part of Ohio's ambitious and achievable plan. It is expected that sustainability strategies amongst urban communities will be as individualized as their locales.

The striking preliminary findings of philanthropic assets and giving above validate that a rural Appalachian approach will require thoughtful consideration. The rural Appalachia communities will explore sustainability recommendations as part of their Ohio Appalachian Early Learning Collaborative, as highlighted in Section E. The state will assist with this exploration.

Ambitious and Achievable High-Quality Plan

KEY GOAL ONE: Ohio will expand and increase High-Quality Preschool Programs to build capacity in underserved areas and to elevate program practice to meet federal standards.

<p>Key Activity 1: Develop a criteria-based competitive procurement model, customizable for community specific needs, to be used by Subgrantees to select LEAs and early learning providers.</p> <p>Responsible Party: Ohio Department of Education</p>		
Rationale	Location for Implementation	Scale-Up Implementation
<p>To assure the LEAs and early learning providers selected are able to meet the federal High-Quality Preschool Program requirements and a mixed-delivery market is available to meet the needs of eligible children, the state will develop a criteria-based procurement model subgrantees will use in the competitive selection process.</p> <p>Communities have designated cohort populations and identified unique challenges during the planning process. The criteria based model will allow for these community-specific variables to be included in the local selection process</p>	<p>ODE will develop the criteria-based competitive procurement model and will provide to the subgrantee to be used in the local selection process.</p>	<p>11 subgrantee communities will use the procurement model to select LEAs and early learning providers in order to meet target numbers in each year of the grant.</p>
<p>Performance Measures: Not applicable as defined by Section D of the application.</p>		

<p>Key Activity 2: Offer technical assistance to subgrantees as they complete the selection process.</p> <p>Responsible Party: Ohio Department of Education</p>		
Rationale	Location for Implementation	Scale-Up Implementation
<p>Building on the state's experiences with rapidly expanding State Preschool, state experts in RFP and other provider selection processes will provide a model that will generate a baseline level of highly qualified LEAs and early learning providers with a demonstrated capacity to meet the federal definition of High-Quality Preschool Programs.</p>	<p>ODE will provide technical assistance in each of the 11 subgrantee communities.</p>	<p>11 subgrantee communities will complete the selection process for High-Quality Preschool Programs for new and improved slots.</p>
<p>Performance Measures: Not applicable as defined by Section D of the application.</p>		


Key Activity 3: Assist Subgrantees, LEAs and early learning providers as they prepare for fall 2015 implementation of High-Quality Preschool Programs.		
Responsible Party: Ohio Department of Education		
Rationale	Location for Implementation	Scale-Up Implementation
<p>LEAs and early learning providers, including those who provide new and improved slots, will benefit from assistance to prepare for implementation. Focus will be on requirements that providers may not be currently meeting such as: moving from half-day to full-day, limiting class size, decreasing child to staff ratios, employment and compensation of highly qualified teachers, and providing comprehensive services.</p> <p>As communities reach out to eligible families, enrollment strategies will be key in meeting targeted numbers. Assistance will be provided to aid in the recruitment efforts, particularly with hard-to-reach populations.</p>	<p>LEAs and early learning providers will identify specific needs in preparing to meet the federal requirements.</p>	<p>ODE Project Management staff will complete site visits to provide customized technical assistance.</p>
Performance Measures: Not applicable as defined by Section D of the application.		

KEY GOAL TWO: Ohio will pursue financial sustainability at state and local levels to maintain the High-Quality Preschool expansion and supporting infrastructure beyond federal grant funding.

Key Activity 1: Develop state financing scenarios for the consideration of the Governor and the Ohio General Assembly, with input from the ECAC.		
Responsible Party: Ohio Department of Education		
Rationale	Location for Implementation	Scale-Up Implementation
<p>Ohio’s blended funded financial model is a critical first step in maintaining long term sustainability by exploring how to use existing resources in a coordinated effort to support High-Quality Preschool Programs.</p> <p>A state inter-agency leadership team will explore additional policy considerations that will lead to long-term sustainability. Input from the Quality Access and Financing Committee from the ECAC will be obtained in order to consider implications for providers and families in future policy changes.</p> <p>Ohio will use federal technical assistance resources to provide support in the identification and implementation of innovative financial strategies to achieve long-term sustainability.</p>	<p>The Governor’s Early Childhood Education and Development Officer will lead the inter-agency team in policy discussions.</p>	<p>The ECAC committee team will be consulted on an as-needed basis to provide input and feedback on policy issue considerations.</p> <p>Federal technical assistance resources will be used on an on-going basis to assist in identifying and implementing long-term sustainability financing strategies.</p>
Performance Measures: Not applicable as defined by Section D of this application.		

Key Activity 2: Assist local communities in exploring financing strategies including public/private partnerships and the Ohio Appalachian Collaborative.		
Responsible Party: Ohio Department of Education		
Rationale	Location for Implementation	Scale-Up Implementation
<p>Long term sustainability can only be achieved by a strong state and local commitment. Several Ohio communities have invested a significant amount of local resources to support the expansion of high-quality preschool programs.</p> <p>Key community stakeholders will convene to examine how to build on local investments and leverage public/private partnership to build strong local support. Communities that are in the beginning stages of planning will have the opportunity to learn from successful initiatives throughout Ohio.</p> <p>The Ohio Appalachian Collaborative will examine issues unique to rural low-income communities with limited resources.</p>	<p>Local communities will identify key stakeholders from public and private sectors to examine sustainability strategies.</p>	<p>With support from ODE, local communities in the initial discussions of sustainability will engage communities with successful initiatives to share lessons learned. The Ohio Appalachian Collaborative will meet on an on-going basis to discuss long-term sustainability resources that can be achieved by working jointly together across a multi-community area.</p>
Performance Measures: Not applicable as defined by Section D of the application.		

Schedule

Key Activities	2015	2016	2017	2018
Goal 1				
1. Develop criteria based model Develop and distribute model to Subgrantees Subgrantees use model community based additions for selection process				
2. Provide technical assistance to Subgrantees on selection process				

Communities identify technical assistance needs and obtain assistance from ODE									
3. Assist local communities in implementation activities									
Identify areas where assistance is needed									
ODE completes onsite visits to assist programs in enrolling families and to meet high quality preschool standards									
Goal 2									
1.Develop potential state financing policies and strategies									
Convene interagency state policy leadership team semi-annually									
Share recommendations with ECAC policy group for input and feedback as developed									
Solicit input and research recommendations from national technical assistance providers on finance and sustainability issues									
2. Convene local stakeholders to discuss financing and sustainability semi-annually									
Identify members for local workgroup									
Convene local workgroups semi-annually									
Examine collaboration approaches to finance and sustainability across small low income communities with assistance of an expert vendor									

Financial Resources to Support Successful Implementation of the Plan

Key Activity	Estimated Total Budget
Distribute funds to subgrantees, LEAs and early learning providers to provide new and improved High-Quality Preschool Programs	\$(b)(4)

How the State Will Address the Needs of Eligible Children

In Ohio's ambitious and achievable plan the needs of eligible children have been addressed, in the high number of targeted new and expanded slots in the first year of the grant. Based on the successful expansion of Ohio's current State Preschool Program, Ohio is poised to quickly and effectively serve a high number of high-needs children. Ohio has been strategic in the selection of communities to participate by using data-driven criteria to assure Ohio's children with highest needs have immediate access to High-Quality Preschool Programs.

Evidence for selection criterion 3D

Requested Evidence	Evidence
Letter of Support or Preliminary Binding Agreement, such as a Preliminary MOU, from each subgrantee attesting to the subgrantee's participation	Appendix 1- Letters of Support Appendix 13 - Letters of Intent Appendix 14 - Assurances and Certifications from each Subgrantee
Table D4 and Table A	Table D4 and Table A found in the Excel spreadsheets

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships.

Ohio will collaborate with each community and ensuring strong partnerships. Governor Kasich is committed to a seamless, results-based educational system that begins with young children in the context of their families, well before they reach kindergarten. The coordination and alignment of the many state, community, and provider agencies delivering services and programs is essential to expand access, ensure quality, and provide accountability. The Governor's Early Childhood Education and Development Officer provides direction to state systems and is a focal point for partnering with Subgrantees, local initiatives, programs, and providers. The Early Childhood Advisory Council also offers a partner forum with an established track record of generating recommendations that win widespread support for coordinated action at all levels, including input from families.

Important factors in coordinating successful collaborative partnerships are clearly articulated shared goals, key activities, performance targets, child and program standards, and accountability processes. Ohio's plan has all these features, and Ohio's grant governance and implementation format aligns with the state's current quality and provider payment infrastructure to avoid duplicative, parallel systems that waste time, energy, and money.

Ohio's ambitious and achievable plan envisions partnerships on all levels elevating family voice, stimulating creativity, and revealing operational lessons to guide the system in meeting grant goals and beyond. Future coordination will stand on a vibrant state infrastructure that is growing as it supports quality across programs and local public-private partnerships that champion early childhood initiatives.

(E)(1) Roles and Responsibilities of the State and Subgrantee in Implementing the Project Plan

State and Subgrantee roles and responsibilities will be clearly articulated in a final Memoranda of Understanding (MOU) signed within 90 days of grant award. Community Subgrantee Letters of Intent are attached (Appendix 13). Articulated roles and responsibilities align with the state's current quality and provider payment infrastructure and with community, public-private partnerships across the birth-through-third-grade continuum. Existing state-local constructs and public-private partnerships create functional familiarity with grant roles and responsibilities regarding expected program, operational, administrative, and fiscal standards.

The roles and responsibilities of the State of Ohio and each Subgrantee that will ensure successful implementation of Ohio’s plan will be outlined in the final MOU. The roles and responsibilities are listed in Table E-1.

Table E-1. Roles and Responsibilities

Established Roles and Responsibilities	
State of Ohio	Subgrantee
<ol style="list-style-type: none"> 1) Work with Subgrantee to meet scope of work 2) Award grant funds designated for Subgrantee 3) Provide feedback on Subgrantee’s status updates, reports, project plans and products 4) Communicate with Subgrantee and providers 5) Facilitate coordination at all levels 6) Identify sources of technical assistance. 7) Ensure state and Subgrantee compliance to terms 8) Address Subgrantee’s failure to perform 9) Secure additional/new Subgrantee as required 10) Monitor provider for attainment of federally defined elements of high quality. 11) Provide direct payment to providers 12) Support state-developed child assessment tools 13) Provide data analysis across state data systems 14) Conduct prototype/model evaluation 15) Coordinate Early Childhood Advisory Council 16) Develop state resources for sustainability 	<ol style="list-style-type: none"> 1) Ensure compliance with all grant terms 2) Recruit licensed providers per federal standards using criteria-based procurement 3) Actively participate in all relevant meetings 4) Post to website relevant materials 5) Participate, as requested, in any grant evaluation 6) Respond to state, USDOE, or HHS requests 7) Provide researchers with access to available data regarding the enrollment and school readiness of eligible children 8) Work to improve cultural and linguistic competence to enroll isolated or hard-to-reach families for successful transitions 9) Minimize local administrative costs 10) Partner with providers to carryout successful transitions from preschool into kindergarten 11) Verify provider eligibility determination. 12) Develop local resources for sustainability
Joint Responsibilities	
<ol style="list-style-type: none"> 1) Provide project management staff at all levels to meet requirements and implement the plan 2) Devise plans to sustain High-Quality Preschool Programs after the grant period 3) Coordinate plans for assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive service efforts, professional development, and workforce and leadership development, cultural and linguistic competency, and a birth-through-third-grade continuum. 4) Coordinate, but not supplant, High-Quality Preschool Program delivery with existing services 	

(E)(2) Implementing High-Quality Preschool Programs

The state will work in partnership with Subgrantees, LEAs, and early learning providers to fill 3,409 high-quality preschool slots while assuring accountability and effectiveness for the \$ (b)(4) state/federal investment. The state will provide baseline criteria and guide Subgrantees through a competitive, criteria-based procurement process across the mixed market to identify LEAs and early learning providers to offer federally-defined, High-Quality programs for eligible children starting in grant year one.

Ohio has the capacity and infrastructure to expand the provision of High-Quality preschool to eligible children in grant year one. Ohio's ambitious and achievable plan follows the State Preschool Program and SUTQ rating system, both of which have successfully navigated rapid growth over the last few years. Going forward, the state will directly contract, monitor, and pay qualified providers who deliver the High-Quality Preschool Program. By following the established state monitoring protocols and payment structures, Ohio will:

- Continue with the development of seamless program progressions by not creating a new layer of preschool program systems built only for the federal grant
- Maintain state and provider focus on SUTQ continuous improvement and employ the monitoring processes and information technology infrastructure. This ensures that direct service providers will not need to support two different business methodologies.
- Avert creating unnecessary, parallel systems for provider quality status verification, ongoing monitoring, and payment systems at a Subgrantee level
- Concentrate Subgrantee efforts on local convening, planning, and reporting processes to foster collaborative relationships at the service delivery level
- Demonstrate financial stewardship that minimizes administrative cost
- Advance one statewide early learning infrastructure for long-term sustainability.

ODE holds grant oversight responsibility. As discussed in Section C, ODE will dedicate full-time staff solely to this grant to ensure project management, technical assistance, evaluation and oversight of Key Activity completion. ODE and ODJFS will provide licensing and SUTQ monitoring capacity. Core infrastructure components, such as child standards, program standards professional development networks, specialized population consultation experts, and evaluation processes are in place and described in Section C.

The ECAC (Appendix 5) will provide grant counsel and the Early Learning Challenge Federal Technical Assistance Center will inform efforts. The new Community of Learners will spread lessons and models as they emerge from the 11 communities and three prototypes.

State agencies are prepared to provide multidisciplinary direction to strengthen the birth-through-third grade continuum and family support connections, as detailed in Section F. This includes continued state statutory, policy, process and service support to best meet the needs of the developing child and the working parent. The grant-driven change in state child care policy to provide full-year, full-day support to eligible, working families exemplifies potential impacts.

State technical and consultative supports will assist communities as they serve children living in economically-disadvantaged families who may face additional stress factors. These resources include regional child care resource and referral agencies, state support teams, early childhood mental health consultants, health promotion consultants, regionally-based nurses, early intervention consultants, and professional development system coordinators. State efforts in trauma-informed care, toxic stress, and alternative response also provide assistance.

Subgrantees were selected to meet grant requirements and align with the state's preschool model, thereby minimizing start-up costs. Eligible Subgrantees included school districts, chartered, non-public schools, Head Start grantees, and child care providers with a SUTQ level of 3, 4, or 5. The Subgrantees have administrative capacity, early learning program infrastructure, and overall proven track records for completing contract/grant deliverables. A collaborative community process informed Subgrantee selection. In addition to performing important eligibility verification, convening, planning, and reporting functions, the state will guide Subgrantees through a competitive, criteria-based procurement process to select LEAs and early learning providers. To deliver the High-Quality Preschool Program effectively, providers must make adjustment to meet federal higher-quality standards and expansion targets. Selected providers are most likely to be amongst the current array of SUTQ highly rated schools, Head Start programs, and child care providers.

Rural communities, in particular, face challenges securing mixed-market settings given a general lack of child care providers and an even smaller number of providers with high quality ratings. Addressing this challenge will be central to bringing the rural prototype to scale. Evolving the use of qualified family child care providers may be part of the solution for providing greater capacity over the span of the grant and beyond. Family child care providers

began applying for high-level SUTQ status in July 2014. Now in the early stages of implementing family child care inclusion, 45 providers have registered for a SUTQ rating, 11 providers have been awarded a 1-star rating, and 5 providers have received a 2-star rating. Extensive technical assistance to family child care providers is underway to aid them in improving quality and receiving higher SUTQ ratings of a 3-5 star ratings, in order to be eligible to be a High-Quality Preschool Program.

Table E-2 shows each community’s potential pool of eligible providers. State technical assistance will be provided in areas with limited capacity of highly-rated child care to determine how to develop more capacity in order to meet federal standards and offer choices to families.

Table E-2. Subgrantee and Quality ELA/Early Learning Provider Capacity

Prototype	Community	Subgrantee	Highly Rated Sites		
			State Preschool Sites	Head Start	SUTQ 3-, 4-,5- Star Providers
Urban	Cleveland	Educational Service Center of Cuyahoga County	2	57	38
	Columbus	Office of the Mayor	15	45	51
	Dayton	Montgomery County Educational Service Center	4	18	17
	Springfield	Springfield City School District	1	7	2
	Toledo	Toledo Public School District	2	23	39
Urban to scale	Canton	Canton City School District	8	3	3
Rural to scale	East Liverpool	Head Start	1	1	0
	New Lexington	Muskingum Valley Educational Service Center	2	3	1
	Portsmouth	Portsmouth City School District	1	2	1
	Sebring	Sebring Local School District	1	1	0
	Western Local	Western Local School District	2	1	0

With state guidance, subgrantees will allocate slots to qualified providers based on where high-need families live and how to best serve their defined cohort of eligible children. ODE will then work directly with providers to authorize the administrative, financial, and program processes now supporting state preschool programs. The Subgrantees will focus on partnerships

amongst and across LEAs and early learning providers and on the continuum of learning programs and community organizations serving children up to 8 years old.

LEAs and early learning providers will pledge to work in a coordinated, cooperative fashion to enhance family engagement, advance quality service, pursue seamless program transitions, explore shared services, leverage resources, and exchange knowledge and inventive ideas to benefit children and families. The state and Subgrantees will facilitate this effort.

(E)(3) Minimizing Local Administrative Costs

The state will ensure that Subgrantees, LEAs, and early learning providers minimize local administration costs through the following approaches:

1. Requiring that combined administrative and indirect costs for the Subgrantee, LEAs, and early learning providers may not exceed (b)
(4) percent of their total approved grant expenditures
2. Monitoring and enforcing defined administrative cost and indirect cost caps
3. Using ODE fiscal management and accounting processes, including producing quarterly and annual reports, and by requiring Subgrantees, LEAs, and early learning providers to show expenditures by category, including “administrative”
4. Use the state monitoring SUTQ systems eliminates Subgrantee-level monitoring with a corresponding cost.

As part of exploring prototype models, Subgrantees may pursue shared service arrangements that mitigate costs without affecting the quality of service provision. For example, the Rural prototype will form an Ohio Appalachian Early Learning Collaborative to explore shared approaches to literacy, information technology applications and family addiction. This concept is an offshoot of the highly successful Race to the Top (K-12)-funded Ohio Appalachian Collaborative. From a financial viewpoint, a shared approach changes the purchasing dynamic from five separate school districts with eligible 4-year-old populations of 38 to 185 children to a shared effort representing 567 children. Joint efforts can save administrative and program funds.

Finally, many communities benefit from progressive, early childhood, local initiatives; many of these feature public-private partnerships. The local initiatives often fund a portion of provider expenses associated with moving from current quality levels to higher quality levels and defray costs that might otherwise be characterized as administrative.

(E)(4) Monitoring the LEAS and Early Learning Providers

The means by which the state and Subgrantees will monitor LEAs and early learning providers will be articulated in the signed MOU. It will use Ohio's current state processes and use state infrastructure. The state's two major early childhood program agencies act in concert to license and monitor early learning programs using the same program standards. All grant LEAs and early learning providers must be licensed by ODE or ODJFS. For maximum efficiency and effectiveness, the state will use its staff and system to monitor all federally required elements of high quality, except for eligibility determination verification. This approach saves costs, avoids Subgrantee administrative duplication, and ensures sustainable capacity.

Monitoring and verifying income eligibility determination is generally a local function in Ohio and it will be handled by Subgrantees. Verifying eligibility determination is often part of a provider case review process, with corrective action plans or other enforcement as needed.

As part of successful infrastructure improvements, Ohio implemented a SUTQ data system containing program quality data for ODE- and ODJFS-funded and -licensed programs. This data, based on SUTQ program standards, allows a common way of evaluating early childhood program quality. Via the Web, programs may register for SUTQ and monitor for continuous improvement. Family access to online program licensing and rating information means more informed choices.

The following paragraph describes how the state's monitoring system works. After programs participating in SUTQ use the Web-based data system to complete registration, both ODE and ODJFS personnel complete a desk review as the first step in the verification process. The desk review includes a document review and a review of professional development and staff qualification requirements. After a successful desk review, an unannounced monitoring visit is conducted. The visit includes a three-part verification process: document review, staff interviews, and direct classroom observation. SUTQ uses a differentiated rating period that is based on the star rating awarded. One-star programs receive a 1-year rating period; 2- and 3-star programs receive a 2-year rating period; and 4- and 5-star programs receive a 3-year rating period. For 2- through 5-star programs, an annual report must be completed for the years when a review visit is not performed. In order to monitor the High-Quality Preschool Programs, federal elements that are not now a part of SUTQ will be added to the current process, and will be monitored by ODJFS and ODE monitoring staff

(E)(5) Coordinating Plans

The state, Subgrantees, LEAs, and early learning providers will agree upon project management protocols and role articulations to coordinate important plan elements including assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development.

Ohio's ambitious and achievable plan will be organized, implemented, and coordinated using established project management fundamentals, such as:

- Lead project managers for each Subgrantee who will report to a state project manager
- Scheduled, regular-interval communication to track progress toward established milestones, to problem solve, and to discuss challenges and opportunities
- Use of uniform project management and reporting tools
- Review of monitoring, payment, SUTQ, professional development and teacher qualification, and child/classroom assessment information generated by state systems.

Elements referenced by (E)(5) mirror current activities underway in established state work groups. Ongoing stakeholders work will be hosted in following venues (Table E-3).

Table E-3. Current Elements Addressed by Existing Workgroups

Grant (E)(5) Elements for	Workgroup / Venue
<ul style="list-style-type: none"> • Assessments • Data Sharing • Instructional Tools 	<ul style="list-style-type: none"> • Standards & Assessment Project Team • Professional Development Coordination Team • National Technical Advisory Committee
<ul style="list-style-type: none"> • Family Engagement 	<ul style="list-style-type: none"> • Family & Community Engagement Project Team
<ul style="list-style-type: none"> • Cross-Sector and Comprehensive Service Efforts 	<ul style="list-style-type: none"> • RTT-ELC Cross-agency Project Management Leadership Team • English Language Learners Advisory Group • Early Childhood Advisory Council • Communities of Learners • Quality, Access and Financing Project Team
<ul style="list-style-type: none"> • Professional Development • Workforce Development • Leadership Development 	<ul style="list-style-type: none"> • Ohio Professional Development Network • Professional Development Project Team

(E)(6) Coordinating, but Not Supplanting, the Delivery of High-Quality Preschool Programs Funded Under this Grant with Existing Services for Preschool-Aged Children

Ohio prioritizes the coordination, maximization and appropriate cost allocation of all federal and state funding supporting preschool-aged children including public preschool, Title I of the ESEA, Part C and Section 619 of Part B of IDEA, Subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act. Other coordinated funding sources include Medicaid and state and federal funds supporting maternal and child health, home visiting, early intervention, early childhood mental health, and child welfare. Resource coordination is essential to weaving together programs that may touch a child's life through age eight. The state will maintain its coordinated funding approaches.

“The benefits of investment in quality early education and care are well documented. The Ohio business community supports expansion of quality early education programs to all of Ohio's eligible children.”

**Albert P. Stroucken
Chairman and CEO
Owens-Illinois, Inc.**

As part of Ohio's ambitious and achievable plan, the state will use a new process for allocating and coordinating the publicly funded childcare for children served by this grant. As articulated in Section (D)(5), the state will authorize the use of TANF to fund extended-day, full-year, High-Quality care to eligible children enrolled in new federal preschool slots. To achieve an allocation of \$(b)(4) per child for eligible children, the state will coordinate and blend federally-awarded grant funds, new state general revenue funds, and TANF. Copayment policies will also be aligned. Over the 4 years of the grant, other blended and/or leveraged funding policies may also be explored as new opportunities emerge.

The state shares the federal policy goal of expanding access to High-Quality preschool. Allowing federal funds to take the place of current public funds negates the goal of serving more children. As part of its financial stewardship, the state commits to avoid supplanting any current investments in preschool programs with grant funds. The state will not reduce its financial contribution to state preschool programs upon receipt of federal grant funds. The state will not violate grant non-supplanting requirements and ensure that Subgrantees also comply. Biennial budget statutory language for the annual \$(b)(4) general revenue fund appropriation will contain non-supplanting language applying to state and Subgrantee use of federal grant monies.

(E)(7) Integrating High-Quality Preschool Programs to Eligible Children within Diverse Settings

Ohio recognizes the shared value of integrating High-Quality Preschool Programs for eligible children into economically diverse, inclusive settings. Ohio’s preschool approach is based on mixed-market service delivery settings. The mixed-market commitment plays out across state policy and investments and locally-funded initiatives. Eligible providers include public school districts, Head Start, for-profit and not-for-profit child care providers, and chartered non-public school programs which are highly rated in SUTQ (Figure E-1). A mixed-market commitment helps ensure a diverse population within those settings. For example, data shows approximately $\frac{6}{14}$ percent of state preschool programs now also serve private pay/tuition students.

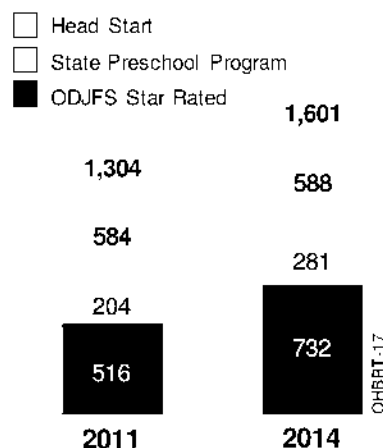


Figure E-1. Number of High-Quality Programs

The diversity of high-quality providers has increased thanks to ELCG investments and individual provider commitment to obtaining a 3-, 4-, or 5-star SUTQ rating.

(E)(8) Delivering High-Quality Preschool Programs to Eligible Children Who May be in Need of Additional Support

The state will work in partnership with Subgrantees to offer High-Quality Preschool Programs across mixed-market settings that meet federal standards for eligible children starting in grant year one, inclusive of all eligible children, and, specifically, those who may need additional supports. Eligible children may need special assistance for a wide variety of assessed reasons. For purposes of this grant, the state, Subgrantees, LEAs and early learning providers will adhere to all applicable federal and state laws, policies and program standards governing children with disabilities. At least 5 percent of enrollment will be children with disabilities; this matches the state average and equals a minimum of 170 children within the target goal of 3,409 slots. Children with disabilities must be served in the least restrictive environment, and the High-

Quality Preschool Programs will add to the options available for economically disadvantaged preschool children with disabilities.

Children with other high needs will also benefit from a federally-defined, High-Quality Preschool Program experience. For example, English Language Learners (ELL) is a population that is being addressed. An ELCG-funded ELL Advisory Group has been instrumental in the design and review of the Kindergarten Readiness Assessment's allowable supports for ELL children. Ohio also developed a series of five professional development modules for teachers of ELL students to ensure support in implementation of standards and assessments.

Ohio's ambitious and achievable plan requires the 11 communities to develop and implement a plan to serve children in High-Quality settings. This required plan includes data-based strategies to enroll and support the attendance and development of defined cohorts of eligible children. The state will support community-specific efforts while gleaning knowledge to inform statewide practice.

Initial state data on special-need populations is already informing thinking and shows the range of diverse needs. For example, some urban communities must consider how to reach English Language Learners, speaking dozens of languages, while some rural districts do not face this challenge. A higher percentage of children enrolled in Kindergarten have IEP's in rural areas. The percentage of homeless students ranges from 0 in the smallest participating rural district to almost 7 percent in Toledo (Figure E-2).

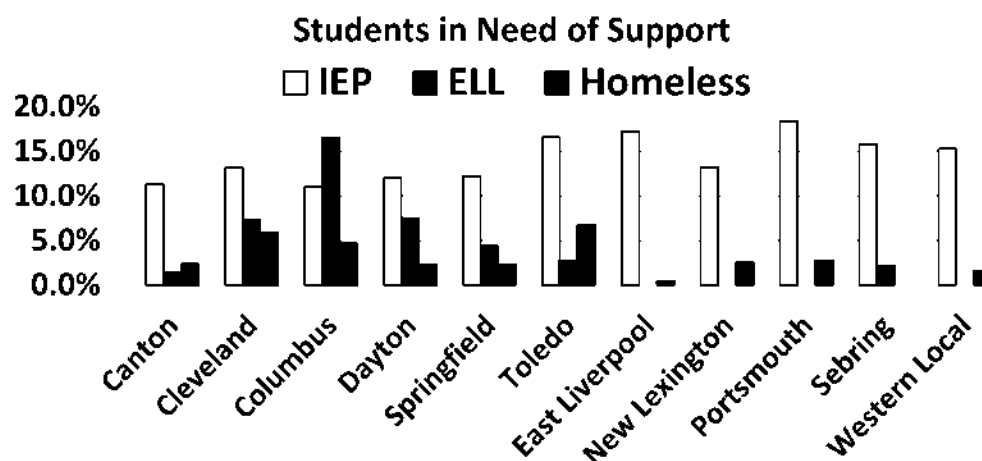


Figure E-2. Diversity of needs in selected communities

Ohio's ambitious and achievable plan addresses the need for community planning for specific populations of children. Using data to refine targeted cohorts and designing supportive approaches are activities that will occur within the first ninety days of the grant. The plan will be written and implemented in partnership with the community's LEAs, early learning providers, and its child-serving system's formal providers and informal family support resources. The grant application process jumpstarted the community process of selecting a defined cohort of eligible children needing collaborative, special support. The emerging community areas of focus are presented in Table E-4.

Table E-4. Defined Cohorts by Community

Prototype	Community	Defined Cohort(s) of Eligible Children - Preliminary
Urban	Cleveland	<ul style="list-style-type: none"> • ELL children • Children in the child welfare system
	Columbus	<ul style="list-style-type: none"> • Hispanic children • Children from single-parent households
	Dayton	<ul style="list-style-type: none"> • Qualifying families who previously chose not to enroll children, possibly due to transportation challenges • ELL
	Springfield	<ul style="list-style-type: none"> • Children in poverty • Hispanic migrant ELL children • Children with disabilities
	Toledo	<ul style="list-style-type: none"> • Children in foster care • Children of teenage parents
Urban to scale	Canton	<ul style="list-style-type: none"> • Homeless children • Children in the child welfare system
Rural to scale	East Liverpool	<ul style="list-style-type: none"> • Children being raised by grandparents and other kin • Children in families with transportation challenges
	New Lexington	<ul style="list-style-type: none"> • Children in families with transportation challenges • Children in families with habitual drug use
	Portsmouth	<ul style="list-style-type: none"> • Low-income working families needing full-day, extended care
	Sebring	<ul style="list-style-type: none"> • Children experiencing poverty or factors that may have language, developmental, behavioral and/or physical concerns.
	Western Local	<ul style="list-style-type: none"> • Qualifying families who previously did not enroll children • Children with special needs

Child-specific information from Ohio's newly developed Early Learning Assessment and Kindergarten Readiness Assessment and from the Third Grade Reading Assessment will be used by LEAs, early learning providers, and continuum-of-learning partners to inform interventions,

supports, and customized instructional approaches to children who may need additional support to meet developmental milestones and individual potential. Routine family engagement strategies and point-in-time consultation, for example, when sharing formative assessment results, will also help illuminate the needs for specific family supports.

The state will draw upon early childhood consultative assistance for the delivery of High-Quality Preschool Programs for children living in economically-disadvantaged families who may face additional stress factors. These resources include regional child care resource and referral, state support teams, early childhood mental health consultants, health promotion consultants, and professional development system coordinators. State efforts on trauma-informed care, toxic stress, and alternative response can also provide support.

The state provides cross-agency data and facilitates any process changes necessary to support community-specific efforts; therefore, the Office of Health and Human Services Transformation, Ohio Commission on Minority Health, Ohio Latino Affairs Commission, the Division of Homelessness and Supportive Housing, the Governor's Offices of Faith-Based Initiatives and Appalachia are also vital sources for creative thinking and problem solving.

(E)(9) Ensuring Outreach to Enroll Isolated or Hard-to-Reach Families; Helping Families Build Protective Factors; and Engaging Parents and Families

With Ohio's grant focus on expansion, it must develop and deploy effective strategies for expanding to scale in order to impact the entrenched challenges articulated in this section. Approaches to enrolling isolated or hard-to-reach families, helping families build protective factors, and engaging parents and families are expected to vary across communities and the three prototype models.

The state and community partners believe family engagement is a precursor to outreach for enrollment or building protective factors. Ohio's definition of family engagement is a guidepost for strategic effort: *"Family Engagement involves family members as partners in understanding issues, planning solutions and taking action on a personal, agency, community, state and national level."* Parents and families must take the lead in raising their children and communities must be ready to help families do this. Ohio's ambitious and achievable plan demonstrates the shared commitment of the state, Subgrantees, community partners, LEAs, and early learning providers to advancing family engagement.

Programmatic efforts to work with families and their children require positive relationships. These relationships must honor and respect cultural and linguistic diversity and proceed accordingly. The state will provide mandatory orientation and subsequent annual training to all Subgrantees and will provide technical assistance follow-up. Peer sharing of strategies and tools among the Subgrantee communities will also be a source of knowledge and inspiration for elevating the shared value of relationship-based family engagement. To assist communities in the promotion of family engagement, the state will provide resources in each year of the grant to support the development of effective strategies.

The Subgrantee communities and prototype models reflect Ohio's geographic, demographic, and cultural diversity. Diversity in Cleveland, for example, is very different than diversity in Western Local. While the final strategies for Urban and Rural Appalachian models may be different, the dedication to achieving a diversified student body in inclusive, welcoming, culturally and linguistically competent settings will remain constant (Figure E-3).

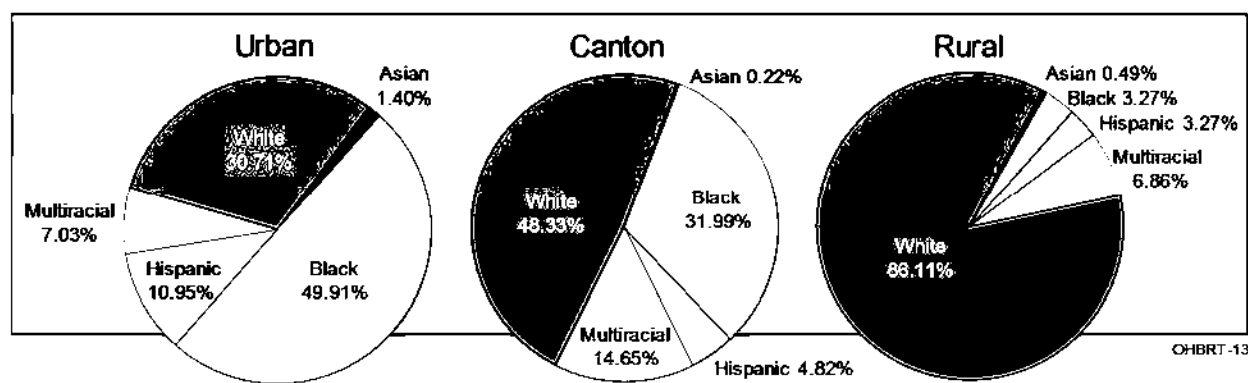


Figure E-3. Racial Demographics by Prototype

Ohio's ambitious and achievable plan ensures outreach and services to hard-to reach populations. First-generation community strategies will emerge that consider each community's designated cohorts of eligible children and recognize family engagement and outreach as part of helping families build protective factors, (Table E-5).

Table E-5. Emerging Family Engagement Strategies by Prototype

Prototype	Family Need	Emerging Strategy
Urban	Family Engagement	<ul style="list-style-type: none"> • Build on the base of Parent Advisory Group and parent consultants to enhance current strategies. • Use planetarium and family fun events (Fall Family Night, Holiday, Science Fairs) • Build on SPARK monthly home visits. • Use social media and parent-friendly, mobile apps • Partner with Adelante Spanish Immersion Project
	Family Outreach	<ul style="list-style-type: none"> • Enlist professional family recruiters and neighborhood ambassadors • Develop new transportation strategies. • Mobilize grassroots organizations, neighborhood centers • Draw on Help Me Grow home visiting
	Building Protective Factors	<ul style="list-style-type: none"> • Draw on Head Start's Conscious Discipline and Conscious Parenting • Promote social and emotional learning through programs such as PATH, DECCA, Incredible Years, and early childhood mental health consultation
Urban to scale	Family Engagement	<ul style="list-style-type: none"> • Pursue strong, home-school partnerships to provide consistent and effective communication and to create a welcoming culture
	Family Outreach	<ul style="list-style-type: none"> • Develop neighborhood-based, custom strategies with partners such as housing/apartment complexes, gasoline stations with food marts, libraries, faith-based locations, etc.
	Building Protective Factors	<ul style="list-style-type: none"> • Draw on the Early Childhood Resource Center's Strengthening Families Consultation Project, which works with providers and other partners to deliver programs to families and professionals.
Rural to scale	Family Engagement	<ul style="list-style-type: none"> • Make personal school superintendent home visits to all families • Engage families in the third-grade reading guarantee: why preschool and home literacy efforts matters. • Expand the WATCH D.O.G.S. program to involve fathers in preschool and K-3 activities
	Family Outreach	<ul style="list-style-type: none"> • Add an new site and adjust elementary bus routes to make participation easier for many families • Launch an outreach campaign involving the school, doctors, hospitals, grocery stores, food banks, libraries, churches, post office, banks, low-income housing projects, birthday party venues, child care centers, counseling centers, community centers, and technology vehicles • Use venues where rural families gather, including youth athletic leagues and school sporting events
	Building Protective Factors	<ul style="list-style-type: none"> • Design more supports for children impacted by rampant drug abuse in the region

Prototype	Family Need	Emerging Strategy
		<ul style="list-style-type: none"> • Include all families in learning opportunities that focus on parental resilience, social connections, concrete support, parenting, child development, and social and emotional competence. • Work with parents to set self-sufficiency goals.

The state also plays a role in impacting these challenges and will recognize success, share lessons learned, and adjust state policies and procedures to facilitate achievement.

(E)(10) Ensuring Strong Partnerships Between Each Subgrantee and LEAs or Other Early Learning Providers

The state recognizes the value Subgrantees bring to the grant, and understands quality service delivery results from the skills, hard work and dedication of LEAs, and early learning providers. In Ohio's construct, Subgrantees have a minimal role in monitoring, limited to eligibility verification. A Subgrantee's primary role is local convening, planning, and reporting processes to foster collaborative relationships at the service delivery level. Elevating community partnerships to buoy efforts in outreach, special supports, and the overall birth-through-third-grade continuum also requires Subgrantee leadership.

ODE focus will ensure that Subgrantees maintain strong partnerships with early learning providers as part of the overall service continuum. Subgrantees will submit annual reports including descriptions of how the continuum of learning has been strengthened for defined cohorts of eligible children, progress toward grant targets, and updates on what is working, what remains challenging, the lessons learned, and technical assistance needs. The state will draw upon these reports to compile an annual report and to design appropriate supports.

Currently, many preschool programs throughout Ohio engage in some form of transition activities to support children moving from preschool to kindergarten. Two primary practices are used, both of which focus on the sharing of information between the preschool and kindergarten providers. In one practice, the preschool programs complete a formal transition document for each student that includes basic information about the each child's interests and current skill levels and sends the documentation to the receiving kindergarten program. The second practice involves holding an annual in-person kindergarten summit where teachers and administrators from both preschool and kindergarten programs in a specific area meet to review information

about transitioning students. A key element missing from both of these transition practices is communication with families. As part of Ohio’s ambitious and achievable plan, the state will evaluate the effectiveness of community transition strategies using parent survey information and review the most current transition literature to inform the path forward.

The state’s selection process considered the Subgrantee’s capacity to coordinate and collaborate with LEAs and early learning providers on requirements (b)(i -vii) within Ohio’s role construct. The state will monitor for appropriate enactment, as presented in Table E-6.

Table E-6. Grant Requirement Monitoring

10	Grant Requirement	State Guarantee
(bi)	Providing opportunities for early educators to participate in professional development to, at a minimum, meet SUTQ requirements..	<p>Subgrantees, LEAs, and early learning providers may access many state-supported professional development opportunities. Subgrantees will be part of the communication chain to ensure participating LEAs and early learning providers seize professional development opportunities and the Community of Learners.</p> <p>ELCG helped develop a more robust professional development network. The Ohio Professional Development Network offers a rich menu of professional development opportunities to all early childhood professionals covering early learning and kindergarten standards, assessments, curricula, and cultural/linguistically responsive strategies to build protective factors, build parents’ capacity to support their children’s learning and development, and engage parents as decision makers in their children’s education. Additional linkages will be made with the Ohio Child Welfare Training Program to assist with specialized training.</p> <p>The Ohio Professional Development Registry verifies progression along an individual’s career pathway which helps identify the pool of qualified talent. A career pathway level 3 with a bachelor’s degree qualifies for purposes of this grant.</p>
(bii)	Providing family engagement, support, nutrition, and other comprehensive services; coordinating with community partners to ensure family access to needed supports	Communities will be asked to identify underserved eligible populations, including those needing special supports like family engagement, nutrition, health care, addiction, housing, alternative response options. These data will inform the development of a community-based plan to detail productive outreach strategies and increased child enrollment. The plan will be written and implemented in partnership with LEAs, early learning providers, and child serving system’s formal providers and informal family support resources. Monitoring the plan for execution will be a role of the Subgrantee. Written

10	Grant Requirement	State Guarantee
		documentation of partnership is part of the SUTQ extra points for a 4- or 5-star rating.
(biii)	Supporting full inclusion of eligible children with disabilities and developmental delays	State preschool IDEA data collection and monitoring will continue. Subgrantees play a role in establishing expectations for inclusion, encouraging family voice and choice, and providing guidance in corrective action. The SUTQ 3-star rating requires individualized accommodations and supports, so that all children can access and participate fully in learning activities. A 3-star level of quality is the minimum requirement to receive state preschool funding, which serves as match for this grant.
(biv)	Supporting inclusion of children in need of additional supports	A community-based plan for serving underserved populations must address this issue. The state will provide data analysis as well as monitor the community planning and implementation process to provide technical assistance where warranted.
(bv)	Ensuring age-appropriate facilities	Ohio's Early Learning Standards define age-appropriate facilities, as do State Administrative Rules. The state's licensing system monitors for compliance.
(bvi)	Developing and implementing a systematic procedure for sharing data and other records.	The state, LEAs and early learning providers have systematic procedures for data and record sharing across age cohorts and programs. All LEAs and early learning providers use state MOU transition models (covering Part B and C transitions and home visit to preschools to kindergarten transitions). These models contain clauses about data/record sharing and are compliant with FERPA and HIPAA.
(bvii)	Utilizing community-based learning resources, such as libraries, arts and arts education and family literacy programs.	Ohio is a diverse, large state. Each of the communities feature distinct, win-win partnerships with community-based learning resources. Current examples include local partnerships with libraries, Pediatric Reach Out and Read Programs, Cooperative Extension Agents, Habitat for Humanity, AmeriCorp, Teach for America, park districts, art museums, dance companies, symphony orchestras, banks and businesses, etc. Receiving this grant sets the stage for these and other partnerships to flourish.

Ambitious and Achievable High-Quality Plan

KEY GOAL ONE: Ohio will complement state project management staff by developing collaborative, working relationships between Subgrantees, LEAs, and early learning providers and community partners to plan and implement grant requirements.

Key Activity 1: Sign state MOU, identify Subgrantee, LEAs, and early learning provider point people for implementation and communications.

Responsible Party: Ohio Department of Education, Subgrantees

Rationale	Location for Implementation	Scale-Up Implementation
Clarity of roles and responsibilities is vital to successful grant implementation. These key activities complement those addressed in Section C and ensure seamless administration from the state to Subgrantees to providers and between Subgrantees and providers.	Subgrantees, LEAs, and early learning providers	<ul style="list-style-type: none"> Adopt MOU within 90 days of grant award Identify project managers within 60 days of grant award
Performance Measures: Not applicable as defined by Section E of the application		

Key Activity 2: Develop and implement a plan to serve children in High-Quality settings in each of the 11 communities. Specific actions include: 1) identification of federally-defined, high-quality providers using a competitive, criteria-driven procurement process; 2) determine slot allocation based on where eligible families live and how best to serve defined cohorts of eligible children; 3) secure provider agreement necessary for ODE flow of funds; 4) develop a community plan to enroll and serve eligible children in High-Quality Preschool Programs; 5) implement the community plan; 6) monitor the plan for results and make adjustments as needed.

Responsible Party: Ohio Department of Education and Subgrantees

Rationale:	Location for Implementation	Scale-Up Implementation
The commitment of governance authority and appropriate resources is solid for expansion of federally-defined, High-Quality Preschool Programs to 3,409 children. The state and its 11 target communities now must planfully implement for results.	<p>ODE</p> <p>Subgrantees</p> <p>LEAs, early learning providers</p>	<ul style="list-style-type: none"> Identify providers within 90 days of grant award Submit draft plan within 180 days of grant award. Monitor for progress and needed updates
Performance Measures: Not applicable as defined by Section E of the application		

KEY GOAL TWO: Ohio will provide technical assistance using local and state resources, and leveraging the federal technical assistance centers.

Key Activity 1: Align and increase ELCG Technical Assistance provision utilizing multiple delivery vehicles to assist with access and capacity building for High-Quality Preschool Programs. Work more closely with federal technical assistance centers to reach more teachers and providers.		
Responsible Party: Ohio Department of Education		
Rationale	Location for Implementation	Scale-Up Implementation
<p>Applying new knowledge is how systems improve outcomes. These key activities extend a plethora of solid technical assistance and teaching venues at the federal, state and local levels, including ELCG infrastructure and the overall state early education, primary and secondary education, higher education, and health and human service systems. Technical assistance will be customized to Subgrantees, community partners, and providers, and by cohort or individual settings as needed.</p> <p>Transferring new understandings to practice requires connecting the right people and using techniques that bridge language, thinking styles, cultures, and educational backgrounds. For early childhood, attention must be paid to bridge the gap between educational /academic and health and human service worlds. The pathway between these systems can be more fully formed by grant activities.</p>	<p>ODE Subgrantees, LEAs, and early learning providers</p> <p>Community Partners</p> <p>Ohio Appalachian Early Learning Collaborative</p>	<ul style="list-style-type: none"> • Custom technical assistance to meet expansion target in year one • Provide cultural and linguistic competency technical assistance • Provide technical assistance to all communities, by prototypes or in an individual community or provider setting
Performance Measures: Not applicable as defined by Section E of the application		
Key Activity 2: Provide cultural and linguistic competency professional development and support.		
Responsible Party: Ohio Department of Education		
Rationale	Location for Implementation	Scale-Up Implementation
<p>The state will provide mandatory orientation and annual training to all Subgrantees, LEAs, and early learning providers on culturally and linguistically diverse approaches to family outreach, engagement, communications and practice. Technical assistance will also be provided. Professional development for cultural and linguistic competence is an ongoing process. These trainings are considered a minimum requirement. The Professional Development Network offers training to enhance staff skills.</p>	<p>ODE with expert vendor support</p>	<ul style="list-style-type: none"> • Orientation training within 150 days of grant award. • Training annually in years 2,3,4 with ongoing professional support
Performance Measures: Not applicable as defined by Section E of the application		

KEY GOAL THREE: Ohio will develop customized community and provider approaches to ensure that families are engaged and supported so children can enroll and attend a High-Quality Preschool Program that meets their needs to grow, learn, and develop.

<p>Key Activity 1: Provide family supports necessary to obtain enrollment and attendance of eligible children. Specific actions include: 1) community- and preschool program-specific identification of children in the provider catchment area; 2) development of target approach to enrolling/recruiting children and families; 3) demonstrated willingness to customize child or family-specific supports to mitigate any barrier to enrollment or ongoing attendance; 4) recruitment of appropriate community partners to assist in delivering special child or family-specific supports</p> <p>Responsible Party: Subgrantees, Community Partners, LEAs and early learning providers</p>		
Rationale	Location for Implementation	Scale-Up Implementation
Recruiting families for child enrollment requires specialized attention. Likewise, ensuring attendance can illuminate barriers that must be addressed. Successful child enrollment /attendance requires attention and should not be left to happenstance. To ensure success at the program level for all children, a plan involving appropriate community partner will be necessary. Solid plans are data-based. Subgrantees, LEAs, and early learning providers and community partners must convene for planning and implementation purposes.	LEAs, early learning providers, and/or other service delivery partners with community partner and Subgrantee support	<ul style="list-style-type: none"> Identify overall need and strategic supports with 90 days of grant award. Ongoing monitoring of family supports to inform provider, community, and state strategies.
<p>Performance Measures: Not applicable as defined by Section E of the application</p>		

<p>Key Activity 2: Ensure outreach and services to hard-to-reach populations by community, by cohorts, and by prototype. Specific actions include: 1) community-specific identification of a defined cohort of eligible children for whom a continuum of services will be enhanced or developed; 2) the development of a community continuum of service for the identified cohort of eligible children; 3) implementation of the community plan; 4) monitoring the plan for results and adjustments as needed.</p> <p>Responsible Party: Ohio Department of Education</p>		
Rationale	Location for Implementation	Scale-Up Implementation
To ensure success at the program level for all children, a state-guided plan involving appropriate community partners will be necessary. Solid plans are data based. Subgrantees, community partners, LEAs, and early learning providers must first identify underserved populations, drawing on current community needs analysis. Subgrantees will then ensure that all appropriate community partners	Subgrantee, LEAs, early learning providers, community partners	<ul style="list-style-type: none"> Identify populations within 120 days of grant award Submit draft plan within

are convened for planning and implementation purposes in conjunction with LEAs and early learning providers.		180 days of grant award. <ul style="list-style-type: none"> • Monitor for progress and needed updates
Performance Measures: Not applicable as defined by Section E of the application		

<p>Key Activity 3: Promote a holistic approach to serving children in High-Quality settings using multidisciplinary supports including health, mental health, addiction, childcare, and education.</p> <p>Specific actions include: 1) Involve the four state-level professional development networks that represent health, mental health, addiction, childcare and education to provide information and work in concert with families and programs to focus on local needs and interests, using the Early Learning and Development Standards as the basis for addressing the whole child; 2) engage regional state consultants representing a range of child and adult programs, as well as county and community-based agencies, to assist in assessment, referral and service to partner with preschool programs to address child and family needs.</p> <p>Responsible Party: Subgrantees, Ohio Department of Education</p>		
Rationale	Location for Implementation	Scale-Up Implementation
A holistic approach is needed to achieve child outcomes. The use of the continuum of ELCG assessments will help to identify the multidisciplinary supports needed to help the child. Preschool providers will work to meet child needs as part of comprehensive services. Family needs must also be met. Communities are specifically identifying the need for transportation and addiction services.	LEAs, early learning provider, as coordinated with specialized service provider	<ul style="list-style-type: none"> • Begin service support with child enrollment in High-Quality preschool • Monitor for progress and needed updates
Performance Measures: Not applicable as defined by Section E of the application		

<p>Key Activity 4: Contract with a vendor to provide family and community engagement support. Implement a state framework of family engagement strategies customized by community and culture, and supported by media market outreach. Infuse family engagement principles and practices into the collaborative partnerships and strategies that will enhance quality and build capacity in preschool and across the Continuum of Learning. Specific actions include 1) Adopt State definition of Family Engagement and pursue steps to support widespread application; 2) Incorporate family engagement best practices; 3) Conduct family engagement, information and promotion outreach to meet child outcomes; 4) Share widely family engagement data derived from family voice and choice in state ELCG and community Family Focus Groups, Neilson Research and evaluation to inform decision-making.</p> <p>Responsible Party: Ohio Department of Education</p>		
Rationale	Location for Implementation	Scale-Up Implementation
Family engagement is a best-practice principle across the Continuum of Learning. The state-adopted Family Engagement Guiding Principle and Definition sets grant direction. State early childhood programs across the Continuum of Learning pursue family engagement strategies, providing momentum and rich practice to take to the next level. The goal is to continue infusing family voice and choice into program design and service delivery culture to better respect and learn from families and to mobilize parents and families so children are born healthy, stay healthy, and are ready for kindergarten. The Family & Community Engagement Project Team, working with the ECAC and communities will spearhead the next generation of family engagement, promotion, and information strategy.	<p>Grant and ELCG target communities, with activities in all state media markets</p> <p>Community outreach and engagement campaigns</p>	<ul style="list-style-type: none"> • Spring 2015 and throughout grant award period • Current principles and definition now being incorporated into culture and practice across state programs
<p>Performance Measures: Not applicable as defined by Section E of the application</p>		

Addressing the needs of eligible children, including those who may need additional supports:

A clear articulation of roles and responsibilities for the state, Subgrantees, LEAs, and early learning providers sets the stage for a preschool service delivery system that addresses the needs of all eligible children without creating new expensive parallel systems. Project management, program monitoring, and administrative accountability maintain focus on grant requirements, including the priority of serving the needs of all eligible children. Requirements for community-based planning that engage all child-serving systems, including formal and informal supports and local public-private partnerships, further focuses the system on enrolling and serving eligible children and their families. Ongoing advice from the ECAC, ELCG

stakeholder project teams, community planning teams, and prototype peer groups increase the ability of strategies that are inclusive, family-focused, culturally and linguistically competent, and, most important, effective.

Table E-7. Evidence for selection criterion (E):

Requested Evidence	Evidence
Any supporting evidence the state believes will be helpful to peer reviewers	E1 Appendix 13 - Signed Letters of Intent E4 Appendix 11 - SUTQ Guidance Document Part II E7 Appendix 15- RTT-ELCG Year Two Annual Report

Schedule

Key Activities/Milestones	2015	2016	2017	2018
Goal 1				
Adopt state MOU, organize staffing	→			
Develop and implement community plans to serve children in High-Quality preschool settings				→
Goal 2				
Provide technical assistance				→
Provide cultural/linguistic support				→
Goal 3				
Provide family supports for enrollment/attendance				→
Ensure outreach and services to hard-to-reach populations				→
Promote holistic service approaches				→
Implement family engagement				→

Financial Resources to Support Successful Implementation of the Plan

Key Activity	Estimated Total Budget	
Training and Technical Assistance for Subgrantees and Providers		(b)(4)
Ohio Appalachian Early Learning Collaborative		
Family Engagement Resources		

F. Alignment within a Birth-Through-Third Grade Continuum

Improving school success for children from birth-through-third grade requires a spectrum of supports and services, known as a continuum, developed by community leaders and accessed by engaged and knowledgeable families. Access to the components of the continuum, such as active participation in school, may be ongoing, or may be a one-time, like moving from Early Intervention to Preschool Special Education. The easier it is for families to find supports and services and experience smooth and timely transitions, the more likely it is that their needs and the needs of their children will be met. Therefore, Ohio, through this grant, will build upon state policy that supports a strong birth-through-third grade continuum, includes High-Quality Preschool Programs, and leverages leadership within the 11-subgrantee communities to learn and share next-step approaches to improving the continuum.

Ohio’s ambitious and achievable plan to align High-Quality Preschool Programs with programs and systems serving children from birth-through-third grade pursues three strategies:

1. Leveraging family engagement strategies to advance birth-through-third grade continuum approaches, including seamless transitions
2. Engaging leadership through community conversations and Communities of Learners
3. High-Quality Preschool Program teachers and administrators working with K-3 school teachers and leaders

(F)(1) Birth Through Age Five

(F)(1)(a) Coordinating to build a strong continuum

Ohio is fortunate to be home to communities that have worked long and hard to identify resources and to include them in an effective birth-through-third-grade continuum. Ohio will capitalize on this positive foundation and encourage subgrantee communities to deepen and enrich their birth-through-third grade continuum in local forums and via the creation of a Community of Learners.

Local Forums for the Continuum

In Ohio, both formal and informal local governance structures coordinate early childhood programs and focus on child transitions. There is also an array of community committees and public-private partnerships focused upon strengthening multi-disciplinary approaches to the

service continuum. Since Ohio has the local continuum forums, the state, subgrantees, LEAs and early learning providers, including family child homes, will strive to move an agenda that mobilizes additional partners to increase access for families and children with multiple needs, to provide more choice for families, and to promote strong connections to High-Quality care and education programs. The state will help jump start community action by providing data that indicates where efforts need to be focused. Ohio's ambitious and achievable plan uses data systems improved or created by the SLDS and ELCG to 1) enable local communities to assess progress of eligible children, 2) analyze their success in providing support across the continuum for children and 3) key to customize community strategies.

Beyond data assistance, technical assistance will be available. For the birth-to-kindergarten-age cohorts, state and community program experts for Help Me Grow, Early Intervention, Infant Mortality, Early Childhood Mental Health, and SUTQ will share best practices for local continuum conversations focused on:

- Aligning eligibility for services
- Reaching out to families with high-need children
- Developing written transition plans and caregiver/teacher exchanges
- Sharing assessment tools and referral processes
- Sharing communications and marketing materials
- Sharing information (with permission) among relevant child and family serving agencies
- Providing collective professional development opportunities.

Utilizing their existing community forums to develop High-Quality Preschool plans for outreach, enrollment, and special supports for the community's defined cohort of children provides a common-sense catalyst for broader service conversations. As community goals develop, subgrantees will need to pay special attention to hard-to-reach children, including those who are homeless, migrants, in foster care, ELL, developmentally delayed, or facing other child or family barriers to kindergarten readiness.

Just as community collaboration leads to improved programs and child outcomes, collaborative state policy change also has a ripple effect—a program change in one area of the continuum can have impact across the spectrum. For example, Ohio's High-Quality Preschool Program blended funding finance model will make a major contribution in support of the continuum. This change means that high-need families will have access to extended day, full-

day, full-year, education and care at a single site. Children can remain at a single location. In addition, siblings will be able to stay in the same program and move from classroom to classroom. Over the course of the grant, the state, subgrantees, LEAs, and early learning providers will be expected to demonstrate collaborative leadership and support appropriate changes that can impact a child’s life through age 8.

Family Engagement

As part of Ohio’s Preschool Expansion Plan, subgrantee communities must develop family engagement strategies, such as engaging parent learning and parent-peer mentors, conducting health and development screenings, making referrals, providing assistance with school registration, offering summer learning opportunities to prepare for kindergarten, working with libraries to support a child’s learning at home, and working with businesses to provide children with learning materials. Ohio’s focal point for family engagement will be strategies to ensure that children are born healthy, stay healthy, and are ready for kindergarten. As discussed in Section E, the state’s family engagement definition will guide action. As part of Ohio’s ambitious and achievable plan, in Section E, the state will hire a vendor with expertise in family and community engagement to help the 11 subgrantee communities, both individually and as prototypes, to identify and coordinate engagement activities that will lead to improved child outcomes.

“The thoughtful inclusion of family engagement in Ohio’s early learning system strengthens our ability to have positive outcomes in high need communities.”

**–Stephanie Wright Byrd
Success by Six**

Supporting Transitions

Successful transition is an important component of the SUTQ Program Standards which High-Quality Preschool Programs follow and which all of the Subgrantees, LEAs and early learning providers must meet. Programs rated at three-star and above in SUTQ must document policies and procedures to ensure that each child has a transition plan that supports his or her movement whether it is within or between educational settings. Plans for children moving from preschool programs to kindergarten require the involvement of the kindergarten teacher. The guidance encourages the child to visit the kindergarten classroom, the kindergarten teacher to

visit the preschool classroom, and the kindergarten teacher and the parents to meet prior to the child's transition to the new setting. As part of Ohio's ambitious and achievable plan, Subgrantees will be required to address transitions in their High-Quality Preschool Program implementation plans.

Community of Learners

Some of the most progressive catalysts behind early childhood reform in Ohio are led by philanthropic organizations based among the communities selected for this grant. These includes Canton, supported by the Sisters of Charity Foundation, and Cleveland supported by the George Gund Foundation and the Cleveland Foundation. The Sisters of Charity Foundation of Canton has supported Ohio's implementation of the Supporting Partnerships to Assure Ready Kids (SPARK) initiative designed to engage families in readying children for transition to school. The George Gund Foundation and the Cleveland Foundation, including Invest in Children, have been instrumental in supporting PRE4CLE, Cleveland's plan to expand access to High-Quality preschool offered through child care centers and in public schools. PRE4CLE is a roadmap to access universal, voluntary, High-Quality preschool for every 4-year-old in Cleveland. The United Way of Greater Cincinnati, while not one of the 11 Subgrantees, is exceptionally strong in connecting services to agencies and providers and is willing to share their knowledge.

These local early childhood initiatives provide Ohio with exemplary models on how to use an early childhood service continuum to improve child outcomes. Each has academically-researched results. These models will help the other subgrantees improve the birth-through-five continuum in their local communities.

To provide opportunities for formal and informal learning, the subgrantees, LEAs, and early learning providers will be required in each year of the grant to participate in a Community of Learners composed of representatives from all 11 communities and facilitated by local leaders from Ohio's model initiatives. The Community of Learners will meet bi-annually and the state will staff this effort. The initial focus will be the lessons learned to date about effective strategies to educate and engage families with eligible children living in high-need communities. The Community of Learners will also serve as a forum for sharing local challenges and provide opportunities to explore continuous improvement strategies. Based on lessons learned in successfully supporting the early learning continuum in the model initiatives, local efforts will be better prepared to respond to the diverse learning needs of children, build upon the social,

physical, and cognitive skills of children, and be prepared to make a decisive difference in every child's life. And, while addressed in this section covering birth-to-kindergarten, the Community of Learners will cover the full range of topics birth-through-third grade.

(F)(1)(b) Ensuring no diminution of other services or increased cost to families

The state assures that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five due to the receipt of the grant award. Per Section E(6), the state will not allow current state or local public funds to be supplanted by federal grant funds. Language to this affect will also be included in the Subgrantee MOU.

(F)(2) For Kindergarten through Third Grade

Ohio is committed to ensuring program effects on children attending High-Quality Preschool Programs are sustained in the early elementary grades.

Ensuring Children are Ready for Kindergarten

The state is committed to ensuring children who participate in High-Quality Preschool Programs will be well prepared for kindergarten. Efforts to provide effective instruction and assessment tools for teachers, supported by professional development, based upon the Early Learning and Development Standards, and provided in classrooms that meet high-quality standards are important components in SUTQ.

The Early Learning Assessment (ELA), Ohio's formative assessment developed in partnership with the state of Maryland, is a required tool for state preschool programs, including those participating in the grant. The ELA ensures that teachers have a method to collect comprehensive child assessment information to inform instruction and measure progress. The formative assessment extends through age six and can be used through the kindergarten year.

To maximize the effect of these state-generated requirements, local communities will be afforded the opportunity to take advantage of state supports to meet the needs of Eligible Children. All preschool and K-3 teachers will enroll in professional development (at no cost to program or participant) related to Early Learning and Development Standards, K-3 standards, Formative Instruction Modules, use of assessment data modules, and other applicable modules, as they become available for all teachers.

Sustain education and developmental gains

Promote collaboration between preschool and kindergarten teachers:

To support Ohio’s ambitious and achievable plan to sustain education and develop gains achieved in earlier years, the state will work to support collaboration between preschool and kindergarten teachers. This includes:

- Design a format for quarterly communication between and among pre-kindergarten and K-3 teachers to review student assessment data and facilitate the continuum of instruction
- Offer professional development to pre-kindergarten and kindergarten teachers regarding specific transition activities that involve children and families
- Share models, like READY SCHOOLS, to address family involvement in learning activities, ways in which culture and language affect young children and to support the principle that, while children need to be ready for schools, schools need to be ready for children.

The state will also encourage communities participating in High-Quality Preschool Programs to use teacher staff meetings or in-service time for:

- Teacher/administrator teams of preschool-to-grade-three professionals to review assessment data
- Preschool-through-grade-three Teacher Teams to study Early Learning Assessment, Kindergarten Readiness Assessment, and K-3 diagnostic assessment findings to make instructional and programmatic decisions
- Teams to develop and implement intervention plans for learners not meeting benchmarks

Currently 88 percent of all Ohio school districts offer at least some full-day kindergarten classes and all 11 Subgrantee communities offer full-day kindergarten. Ohio will work with the 11 communities to develop plans to ensure children participating in High-Quality Preschool Programs will continue to receive necessary supports as they enter kindergarten.

Increasing the percentage of children who are able to read and do math at grade level by the end of the 3rd grade

Ohio is committed to increasing the percentage of children who are able to read and do math at grade level by the end of third grade. Senate Bill 316 strengthened Ohio’s “Third Grade Reading Guarantee” by requiring early, annual assessments of reading skills for kindergartners

through third grade and the development of individual intervention plans for any student not on track to reading proficiently in third grade. Passage of this law in 2012 heightened the urgency to build the fundamentals of reading as early as is developmentally appropriate. The law exempts some children, such as some ELL children and some children with disabilities.

Beginning this school year, the newly developed KRA is required by all public districts and community schools. The KRA measures all Essential Domains of School Readiness.

With Ohio's new Early Childhood Comprehensive Assessment System for preschool and kindergarten tied to the ongoing assessments in grades K-3, the preschool-through-third-grade teaching professionals in Subgrantee communities will be able to examine a seamless set of student progress data to ensure that children receive needed interventions and supports. Using these data, communities will make data-driven decisions about how to support children through intervention to ensure they reach grade three able to read and do math at grade level.

Sustaining Family Engagement

All of Ohio's High-Quality SUTQ Programs require strategies to engage families, such as establishing individual and family goals, communicating results of screenings and assessments, and promoting positive health and development. As children transition into elementary grades it is critical for schools to engage families in efforts to support their children in elementary school.

As part of Ohio's ambitious and achievable plan, Subgrantee communities will examine models, including READY SCHOOLS, which address family engagement to create appropriate culturally-sensitive strategies as part of the High-Quality Preschool Program implementation plan. The family engagement vendor will also lend expertise to this community effort.

Aligning Efforts

Ohio has made tremendous progress towards alignment of a birth-through-third grade continuum across child learning standards, workforce competencies, a Comprehensive Early Learning Assessment System, data systems, and family engagement strategies. As described below, Ohio will have full alignment across the continuum in learning standards and the Comprehensive Early Learning Assessment System by the end of 2015.

Aligning Child Learning Standards

Ohio’s Early Learning and Development Standards address a child from life from birth through kindergarten entry. The standards provide a comprehensive and coherent set of expectations for development and learning, and link to standards for kindergarten through third grade. These standards address all Essential Domains of School Readiness and are aligned to Ohio’s K-12 New Learning Standards.

Ohio recently drafted K-3 standards addressing the domains of Social/Emotional Development, Approaches toward Learning and Physical Well-Being. These standards are aligned to the same domains in the Early Learning and Development Standards. The state anticipates that these additional standards will be ready for use by K-3 teachers in early 2015. Through this grant, Ohio will ensure that all appropriate personnel in Subgrantee communities receive professional development regarding Early Learning and Development Standards.

Teacher Preparation, Credentials, and Workforce Competencies

A great early childhood education workforce is built on a solid foundation of critical knowledge and skills that support and foster a child’s development and learning. Ohio’s Early Childhood Core Knowledge and Competencies (Ohio CKC) provides this foundation. Ohio CKC is a model Workforce Knowledge and Competency Framework for professional development.

The ELCG provided an opportunity to revise Ohio CKC based on the new Early Learning and Development Standards. In addition, a bridging document is being developed to show connections between Ohio CKC and Ohio Educator Standards. This document may be used by 2- and 4-year institutions, as well as pre-service and in-service educators.

The state has a complex system of 26 early childhood credentials: a birth-to-third-grade teaching license is not one of them. Approximately 69 institutions are involved in granting degrees and/or credentials. An assessment of the availability and alignment of early childhood credentials and degrees is currently underway to help facilitate conversations with 2- and 4-year institutions regarding the alignment of credentials and degrees. A streamlined approach will ensure that preschool teachers working with birth-through-early-elementary children have access to the child development content necessary to provide a firm foundation for their education preparatory program.

Comprehensive Early Learning Assessment System

Ohio has created a strong Comprehensive Assessment System for Early Learning and Development programs with a technology framework to provide online supports and tools to teachers, as well as more typical professional development. More than 9,000 school personnel, mostly kindergarten teachers, received the professional development required to administer the KRA. Both assessments blend observational and direct assessment items and use universal design principles to serve for all children, including ELL and children with disabilities.

Implementation of the comprehensive assessment system will require communities to assure that appropriate personnel are trained to administer and use results from assessments to inform instruction and measure progress. The professional development is free of charge to participants, and ODE monitors the reliability of trained participants through its training system. This includes the necessary skills to administer assessments, collect data, analyze data, and use the information to make instructional decisions.

Data Systems

Ohio has been very aggressive in developing and implementing technology to collect and track education status, providing essential tools to educators and stakeholders across the state. Ohio has been awarded three competitive Statewide Longitudinal Data System (SLDS) grants and is also using ELCG funding to improve data infrastructure for early childhood linked to SLDS. Ohio released a new data system for SUTQ that collects program quality and licensing data across ODJFS and ODE. In addition, Ohio and Maryland finalized business requirements for and field tested the new Early Childhood Comprehensive Assessment System that collects child assessment and demographic information and will link to Ohio's SLDS. The new early learning data systems will allow Ohio to link program quality and child outcome information.

Family Engagement Strategies

Each Subgrantee will consider the unique characteristics of the culture, diversity, needs, and strengths of their community as it creates family engagement strategies. Successful family engagement includes a commitment from both the families and the agencies designed to serve them.

Ambitious and Achievable High-Quality Plan

KEY GOAL ONE: Ohio will foster learning environments for birth-through-third-grade collaboration.

Key Activity 1: The state will sponsor a Community of Learners, including all Subgrantees. Its objective will be to share approaches and lessons learned on community collaboration and service delivery across the birth-through-third-grade continuum for all eligible children.

Responsible Party: Subgrantees, Ohio Department of Education

Rationale	Location for Implementation	Scale-Up Implementation
<p>Spread lessons learned from state and national models to support the early learning continuum. Subgrantees will be given the opportunity to host. Sessions may be open to wider audiences.</p> <p>As part of the learning collaborative envisioned in this proposal, the topic of transitions will be a major focus. The Community of Learners will be led by local leaders from Ohio's model initiatives and staffed by the state.</p>	Subgrantees, LEAs, and early learning providers	Begin in July 2015 and establish future schedule
Performance Measures: Not applicable as defined by Section F of the application.		

Key Activity 2: Promote the availability of free professional development to professionals in the early childhood field and encourage communities to learn more about Ohio's Early Learning and Development Standards and assessments

Responsible Party: Ohio Department of Education and Subgrantees

Rationale	Location for Implementation	Scale-up Implementation
A workforce that shares the same professional development resources will better understand and apply best practices in early childhood education and service support across the continuum.	LEAs and early learning providers Child-serving field	To begin immediately and continue throughout the life of the grant
Performance Measures: Not applicable as defined by Section F of the application.		

Key Activity 3: Using the data systems improved or created by the SLDS and ELCG to enable local communities to assess progress of eligible children and analyze their success in providing support across the continuum for children.		
Responsible Party: Ohio Department of Education and Subgrantees		
Rationale	Location for Implementation	Scale-up Implementation
Good use of data systems will enable improved sharing across the continuum of services and better analysis of results.	ODE for system refinements and training. Each community Subgrantee for analysis of their community's data.	Define data requirement in second quarter Analysis in second through fourth years
Performance Measures: Not applicable as defined by Section F of the application.		

Schedule

Key Activities	2016	2017	2018	2019
Goal 1				
1. Organize and establish a Community of Learners Identify local leaders and ODE staff to lead Community of Learners groups Host regional Community of Learners groups				
2. Promote free professional development Promote Professional Development to early learning providers, including Early Learning and Development and K-3 Standards				
3. Refine data systems and enable local communities to use cross-system and longitudinal data Identify cross-agency data available to be distributed to subgrantee communities Organize subgrantee community teams to analyze data to be used in informed decision regarding early learning programming				

Financial Resources to Support Successful Implementation of the Plan

Key Activity	Estimated Total Budget
Community of Learners	<div style="display: flex; align-items: center;"> \$ <div style="border: 1px solid black; padding: 2px 10px;">(b)(4)</div> </div>

Addressing the Needs of Eligible Children, Including Those who Need Additional Supports:

Ohio has local birth-through-third grade continuum forums. The state, subgrantees, LEAs, and early learning providers will strive to move a focused agenda that mobilizes additional partners to increase access for families and children with multiple needs, to provide more choice for families, and to promote strong connections to high-quality care and education programs. The use of existing community forums to develop High-Quality Preschool plans for outreach, enrollment, and special supports for the community's defined cohort of children will provide a common-sense catalyst for broader service conversations.

G. Budget and Sustainability

Ohio's Preschool Expansion Plan encompasses three main goals: (1) serve more children by expanding access to federally defined High-Quality preschool to 3,409 eligible 4-year-olds in each year of the grant, (2) build communities by implementing High-Quality Preschool Programs in 11 high-need communities through strong collaboration and partnerships to increase Kindergarten Readiness Assessment performance by 5% above the 2014 baseline, and (3) align preschool programs within the birth through third grade continuum through enhancement of the state's infrastructure and make quality improvements to increase the percentage of grade K-3 students reading on grade level by 5%. To accomplish these goals, Ohio has identified four projects. Projects 2, 3, and 4 are each directly related to one of the three goals; Project 1 is an overall administration and evaluation project:

- Project 1: Administration and Evaluation
- Project 2: Expanding Access
- Project 3: Collaboration and Implementation
- Project 4: Birth-through-Third Grade Continuum

(G)(1) Use of Funds to Implement Ambitions and Achievable Plan

Ohio's Preschool Expansion Plan allocates 95 percent of federal grant funds (Table A, Part I) and (b)
(4) percent of state matching funds (Table A, Part II) directly to Subgrantees for new and improved State High-Quality Preschool Program slots. With the substantial progress Ohio has made in the past 3 years on early childhood systems and infrastructure with the Early Learning Challenge Grant (ELCG) funding (described in Section C), Ohio is well-positioned to implement High-Quality Preschool Programs with this funding opportunity and with limited state infrastructure costs.

Ohio has estimated the per child cost for slots based on a 2013 NIEER report¹ cost estimate for Ohio to bring its existing programs up to NIEER quality standards. Ohio's cost

¹ Barnett, W.S., Carolan, M.E., Squires, J.H., Clarke Brown, K. (2013). *The State of Preschool 2013: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

estimate of \$(b)(4) per new full-day slot is double the NIEER recommendation, which was based on half-day slots. Ohio currently funds its half-day State Preschool Programs at \$(b)(4) per child. Improvement slots are allocated \$(b)(4) each, which represents the difference between the cost for full-day slots and the current state funding level per slot based on half-time programming. As evidenced in Table A, Part III, Ohio's clear priority with this grant opportunity is increasing the number of eligible children served in High-Quality Preschool Programs. Through the use of existing state funds and the Preschool Development Grant federal funds, the percentage of eligible children being served in six of the eleven target communities will reach (b)(4) percent or higher if there is a demonstrated need.

(G)(2) Coordinate the Use of Existing Funds

Ohio has a long history of collaboration among its child-serving state agencies to provide timely and effective services to children birth to five years, as described in Sections B5 and E6. The ELCG furthered this work by funding improvements in a statewide professional development system, a nationally recognized Child Assessment System, and data systems and new data sharing agreements between agencies. At the state level, Ohio coordinates and maximizes the cost allocations of all federal and state funding that support preschool-aged children, including public preschool, Title I of the ESEA, Part C and Section 619 of Part B of IDEA, Subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act. Other coordinated funding sources include Medicaid, state and federal funds supporting maternal and child health, home visiting, state and federal early intervention, early childhood mental health, and child welfare.

As part of Ohio's ambitious and achievable plan, the state will institute a new process to allocate and coordinate publicly funded childcare for children served by this grant. As articulated in Section (D)(5), the state will authorize the use of TANF to fund extended-day, full-year, High-Quality care to eligible children enrolled in new and improved High-Quality Preschool Programs. To achieve an \$11,050 per child allocation for eligible children, the state will coordinate and blend federally-awarded grant funds, new state general revenue, and TANF. Over the 4 years of the grant, other blended and/or leveraged funding policies may also be explored as new opportunities emerge. In blending of these funds, ODE and ODJFS will work

collaboratively to develop policies for determining eligibility and co-payment requirements for children participating in extended day and summer care.

The ECAC has taken the lead in coordinating Ohio's early childhood programs and will continue in this role. The Governor's Early Childhood Education and Development Officer provides leadership in conjunction with the Chair. Senior early childhood leaders from ODE, ODJFS, and the Departments of Health, Mental Health and Addiction Services, and Developmental Disabilities sit on the ECAC. Additional ECAC members represent the major initiatives in early childhood across the state. Project teams and ad-hoc committees of the ECAC address early childhood issues such as preschool expansion, family and community engagement, professional development, standards and assessment, quality access and financing, and public and private partnerships. The ECAC was the forum for issues and creator of guidance related to Ohio's application for the Federal Preschool Development/Expansion Grant and will continue to be a conduit for state, local, provider, and family early childhood stakeholder input.

(G)(3) Sustain the High Quality Preschool Programs

Ohio has demonstrated an increasing commitment to early childhood education over the past 4 years. Through the documentation of significant improvement in child outcomes based on this grant funding, the sustainability development activities planned in this grant, and the momentum generated by the grant award, we expect to successfully acquire sustainable funding sources to replace the federal grant funds after year 4. Ohio's \$(b)(4) annual match is from general revenue.

Evidence for selection criterion (G)

Requested Evidence	Evidence
Budget narrative and budget tables included in the Excel Spreadsheets	<ul style="list-style-type: none"> • Ohio's budget narrative is included in the Budget Narrative Attachment form. • Completed budget tables are located in the required Excel Spreadsheets.

Competitive Preference Priorities

Competitive Priority 1: Contributing Matching Funds

The Administration of Governor John R. Kasich pledges to seek the full financial match of \$(b)(4) annually in new State General Revenue Funds for State Fiscal Years 2015-2018 to secure \$20 million in federal funds in each of these four years. The total allocation of \$(b)(4) will be dedicated to increasing access to High-Quality, Preschool Program per federal guidance. The general revenue funds will be administered by the Ohio Department of Education.

State matching funds may not be used for construction, renovation, modernization, or other facilities-related activities. Appropriating budget statute will contain non-supplanting language applying to state and local subgrantee use of federal funds for preschool programs, per federal guidance.

Evidence:

- A documentation of intent letter from the Director of the Ohio Office of Budget and Management

Competitive Priority Two: Supporting a Continuum of Early Learning and Development

For Ohio children to grow up well educated and move onto a successful future, Ohio must support a system that works on a continuum that lasts from birth through career acquisition. Children and families cannot thrive when services are fragmented, disjointed and have numerous points of entry. Governor Kasich's bold birth to career reform agenda targets areas of ineffectiveness and looks for state systems that inadvertently hold families back, instead of supporting their movement forward, up and out of poverty. The Governor expects state agencies to use a holistic approach in which they take a 360-degree view to improve all services and programs. Providing a strong birth to career continuum is of vast importance to the Governor. The birth-through-third grade continuum is the critical foundation upon which additional services rest. It is the responsibility of Governor Kasich's Early Childhood Education and Development Officer to create this seamless continuum.

Over the past three years, in keeping with the state's commitments in the ELCG, Ohio has made tremendous progress towards creating a continuum of services for children birth-through-third grade through the use of child learning standards, a comprehensive early learning assessment system, data systems, family and community engagement strategies inclusive of transition planning, and increased participation in Step Up To Quality. Ohio's ambitious and achievable plan for creating a more seamless progression of services and supports for birth-through-third grade leverages existing components of Ohio's early learning system and includes innovative new strategies, including Ohio's blended financing grant model, the contracting of a vendor to support local family and community engagement strategies, and the development of the Ohio Appalachian Early Learning Collaborative.

Aligned Learning and Development Standards

Ohio's Early Learning and Development Standards provide a comprehensive and coherent set of expectations for children's development and learning from birth-through-Kindergarten Entry. The standards were purposefully developed as a single document inclusive of all Essential Domains of School Readiness for all children through Kindergarten entry to assure all early childhood professionals view children using a standard growth and development continuum. In order to understand how best to support a child's progress, it is essential that

professionals working with children understand the skills and knowledge already achieved, and those that the child is working towards.

In order to support the continuum into the kindergarten-through-third grade years, Ohio recently drafted the Kindergarten-through-Third (K-3) Grade Standards addressing the domains of Social/Emotional Development, Approaches toward Learning and Physical Well-Being. These standards align to the same domains as the Early Learning and Development Standards, and will be available for use in early 2015. As part of Ohio's ambitious and achievable plan, professional development will be available to K-3 teachers on the use of the new standards.

Extensive professional development is already available to help early childhood professionals understand and implement Ohio's Early Learning and Development Standards. This professional development will be leveraged to all professionals working in the birth to third grade continuum. Additional professional development for the K-3 standards will be available in early 2015. This new K-3 professional development will be packaged with the existing professional development to create a dynamic learning experience that embraces the full development of a child from birth-through-third grade. This professional development will be available to all professionals in each subgrantee community working with children up to third grade.

Ready for Kindergarten Ohio's Early Childhood Comprehensive Assessment System

Ohio's new nationally recognized Ready for Kindergarten Comprehensive Early Childhood Assessment System (ECCAS), developed in partnership with Maryland, will allow professionals in subgrantee communities to examine a seamless set of student progress data to ensure children are receiving needed interventions and supports. All High-Quality Preschool Programs will be required to use the new Early Learning Assessment (ELA), which is a component of the ECCAS, with all preschool children and enter student information into the comprehensive child data system. This data will be tied to the on-going assessment of children in K-3, allowing teaching professionals to track student progress over time. Realizing the importance of assessing children beginning from the very earliest years, Ohio and Maryland recently began work to include an infant and toddler component to the ECCAS. It is anticipated that this important next assessment will be available beginning fall of 2015. Using data, from the entire ECCAS and linking this data to K-3 assessment will allow communities to make data

driven decisions about how to support children through intervention to ensure they reach the grade three able to read and do math at grade level.

Step Up To Quality

Through the Early Learning Challenge Grant, Ohio has increased the number of highly-rated programs, serving an increased number of high-needs children. As described in Figure CP2-1, between 2011 and 2014, infants and toddlers served in high quality programs increased by 18%, preschoolers by 17% and school age children by 15%. Highly rated programs are those participating in State Preschool or rated a three-star or higher in SUTQ.

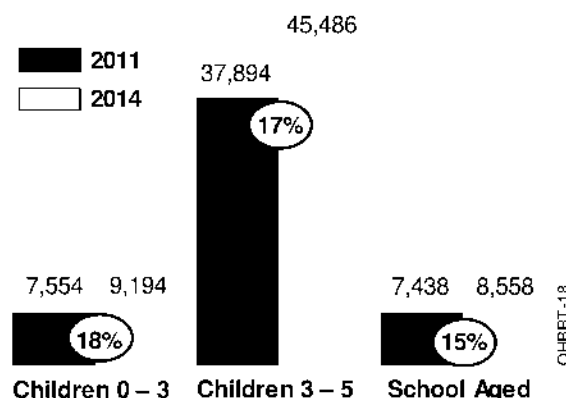


Figure CP2-1. Increase in children served in high quality settings.

All High-Quality Preschool Programs are required to be highly rated (three-star rating or above) in SUTQ and must meet all of the program standards for the entire program, including infant, toddler and school age groups. This assures that High-Quality Preschool Programs that serve infant, toddler and school-age children are providing high quality care across the continuum of children in that program.

In the recent revision to SUTQ, standards were intentionally developed to be inclusive of all age groups in order to assure that all children receive high-quality care. All highly rated programs are required to complete health and developmental screenings on all children within 30 days of entry, and make necessary referrals within 60 days. Additionally, standards include those specifically aimed at (a) including family and community engagement, and (b) assuring that transitions into, within, and out of the program are individualized, purposeful, and inclusive of family input and involvement.

Blended Financing Grant Model

Included within Ohio's ambitious and achievable plan is a new blended funding finance model that will greatly enhance the state's ability to create a high-quality continuum of service for eligible children. This approach is both a vote of confidence for the infrastructure Ohio constructed as a result of the Early Learning Challenge Grant and a practical approach to meet

the needs of families living in high need communities. The new funding model will include the blending of state general revenue, federal grant, and TANF funding to provide access to extended day, full-year High-Quality Preschool Programs for children whose family has a qualifying event.

This model supports consistency for preschool children, and affords families the opportunity to participate in high- quality care across the continuum of birth-through-school age in programs that provide multi-age services. Infants and toddlers enrolled in programs that participate in the High-Quality Preschool Program will be able to move seamlessly into a high-quality preschool classroom. This also assures that highly-rated programs that serve school-age children, and are participating in the High-Quality Preschool Program, will provide high-quality programming to meet the before and after and summer care needs of eligible families. By implementing this financing model, the benefits to eligible children and families will be two-fold: 1) children will be able to remain in a single, consistent, high-quality setting throughout the continuum of birth-through-kindergarten entry; and 2) families with siblings of preschool children will have access to a single high-quality program to serve all of the family’s early learning needs.

Securing Additional Family and Community Engagement Expertise

Subgrantee communities will be required to develop family engagement activities, such as engaging parent learning partner and parent-peer mentors, conducting health and development screenings and making referrals, providing assistance with school registration, offering summer learning opportunities to prepare for kindergarten, working with libraries to support a child’s learning at home, and working with businesses to provide children with learning materials. As part of Ohio’s ambitious and achievable plan, the state will contract with a vendor to provide family and community engagement expertise to the subgrantees in building and implementing strategies and plans for implementing designated activities.

Ohio Appalachian Early Learning Collaborative

Based on the highly successful Ohio Appalachian Collaborative, a federation of 27 districts focused on accelerating college and career readiness for rural students, the five rural Appalachian subgrantees in this grant have formed the Ohio Appalachian Early Learning Collaborative (OAELC). The mission of the OAELC is to build, develop and expand High-

Quality Preschool Programs so that more rural children from low- and moderate-income families in Appalachia Ohio enter kindergarten ready to succeed in school and in life. Two key focus areas will be sustainability and the birth-through-third grade continuum. Over the four years of the grant, the OAELC will go through three phases. First, all five participating subgrantees will engage in a common needs and asset assessment process to determine where to focus collaboration efforts. The key result of this process will be to build mutual understanding, trust and commitment to collaborative action and impact around a High-Quality Preschool Program agenda as well as establish a basic network and communications infrastructure to facilitate strong inter-subgrantee relationships. Specifically, vertical alignment and support for early literacy, blended professional development and shared services/purchasing power will be examined. The second phase will focus on implementing the specified collaborative actions. The third phase will involve evaluating what works, scaling success and advancing sustainability once the grant expires.

Competitive Priority 3: Creating New High-Quality State Preschool Program Slots

The State of Ohio’s application for the federal Preschool Development-Expansion Grant dedicates 85 percent of awarded subgrantee funds to create new State Preschool Program slots in programs that will meet the definition of High-Quality Preschool Programs.

In grant year one, Ohio will create 2,595 new, full-time slots and improve 814 existing, State Preschool Program slots to serve an additional 3,409 eligible four-year-olds annually in full-day High-Quality Preschool, as federally defined. The state, its 11 selected communities, Subgrantees, and early learning providers can move to full implementation in year one because the expansion will build on the Early Learning Challenge Grant-enhanced infrastructure base and on the successful experience of rapidly expanding the State Preschool Program over the last two years. After hitting the initial, ambitious target, slot awards will remain at a constant level in grant years two, three, and four. Table CP3-1 shows the financial allocations and federally-defined, full-day, High-Quality Preschool Program slot targets, by community. Highlighted columns show the new, federally-defined High-Quality Preschool slots.

Table CP3-1. Ohio Preschool Expansion Plan Program Slot Targets & Community Allocations

Targets for increased slots remains the same for years one, two, three, four of the grant						
Community	State Preschool Program Slots Expanded to Full Day	Expand to Full Day (\$ (b)(4) per slot)	New State Preschool Program Full Day Slots	New Slots Funding (\$ (b)(4) per slot)	Total State Preschool Program Slots	Total Funding
Canton	242	(b)(4)	317	(b)(4)	559	(b)(4)
Cleveland Municipal	111		576		687	
Columbus	145		751		896	
Dayton	45		235		280	
East Liverpool	43		84		127	
New Lexington	46		56		102	
Portsmouth	62		86		148	
Sebring Local	4		26		30	
Springfield	25		132		157	
Toledo	61		316		377	
Western Local	30		16		46	
State Totals	814		2,595	\$	3,409	\$

List of Acronyms

BUILD	An Initiative to support early childhood systems development in all states.
CAS	Comprehensive Assessment System
CCDF	Child Care and Development System
CCS	Columbus City Schools
CPDS	Comprehensive Professional Development System
CTE	Center for Technology and Education
ECAC	Early Childhood Advisory Council
ECE	Early Childhood Education
ED	Education Department
EI	Early Intervention
ELCG	Early Learning Challenge Grant
ELDS	Early Learning Development Standards
ELA	Early Learning Assessment
ELL	English Language Learners
ESC	Education Service Center
ESEA	Elementary and Secondary Education Act
FAPE	Free and Appropriate Public Education
FCE	Family and Community Engagement Committee
FPL	Federal Poverty Level
GRF	General Revenue Fund
HHS	Health and Human Services
HMG	Help Me Grow
HQT	Highly Qualified Teacher
IDEA	Individual Disability Educational Act
KRA	Kindergarten Readiness Assessment
KRA-L	Kindergarten Readiness Assessment – Literacy
LDJFS	Lucas County Department of Job and Family Services
LEA	Local Education Agency
MIECHV	Maternal, Infant and Early Childhood Home Visiting Programs
MSA	Metropolitan Statistical Area
MOU	Memorandums of Understanding
MVCDC	Miami Valley Child Development Center
NIEER	National Institute for Early Education Research
OAA	Ohio Achievement Assessment
OAELC	Ohio Appalachian Early Learning Collaborative
OBR	Ohio Business Roundtable

OCCRRA	Ohio Child Care Resource and Referral Association
OCLQS	Ohio Child Licensing and Quality System
OCOT	Ohio Classroom Observation Tool
ODE	Ohio Department of Education
ODH	Ohio Department of Health
ODJFS	Ohio Department of Job and Family Services
OECCAS	Ohio Early Childhood Comprehensive Assessment System
CKC	Core Knowledge and Competencies
OMHAS	Ohio Mental Health and Addiction Services
OWF	Ohio Works First
PCSD	Portsmouth City School District
PD	Professional Development
PNS	Promise Neighborhood Schools
PRE4CLE	City of Cleveland's plan to expand access to high-quality pre-k
QAF	Quality, Access and Financing Committee
RCWTC	Regional Child Welfare Training Center
R & R	Resource and Referral
RTT	Race to the Top
RTT-ELC	Race to the Top – Early Learning Challenge
SCSD	Springfield City School District
SLDS	Statewide Longitudinal Data System
SFY	State Fiscal Year
SNAP	Supplemental Nutrition Assistance Program
SPARK	Supporting Partnerships to Assure Ready Kids
SSID	Statewide Student Identifier
SST	State Support Team
SUTQ	Step Up To Quality
TANF	Temporary Assistance to Needy Families
T.E.A.C.H.	Teacher Education and Compensation Helps
TESOL	Teach English to Speakers of Other Languages
TMC	Texas Migrant Council
TQRIS	Tiered Quality Rating and Improvement System
WIC	Women, Infants and Children
WLSD	Western Local School District

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number). **APPLICATION ASSURANCES AND CERTIFICATIONS**

Preschool Development Grants --Development Grants Competition

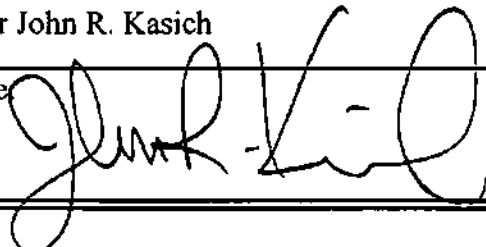
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): Governor John R. Kasich	Applicant's Mailing Address: The Office of Governor John R. Kasich 77 South High Street, 30 th floor Columbus, OH 43215
Employer Identification Number: 31-1334820	Organizational DUNS: 809174378
Lead Agency: Ohio Department of Education Contact Name: <i>(Single point of contact for communication)</i> Angel Rhodes	Lead Agency Contact Phone: 614-581-3226 Lead Agency Contact Email Address: Angel.Rhodes@governor.ohio.gov
Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i> To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation: Governor or Authorized Representative of the Governor (Printed Name): Telephone: Governor, John R. Kasich Signature of Governor or Authorized Representative of the Governor: Date: (b)(6) 10/10/14 Lead Agency Authorized Representative (Printed Name): Agency Name: State Superintendent, Richard A. Ross Signature of Lead Agency Authorized Representative: Ohio Department of Education (b)(6) Date: 10/10/14	

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Accountability, Transparency, and Reporting Assurances**

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
Governor John R. Kasich	
Signature: 	Date: 10/10/14

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

#	Attachment Title	Relevant Selection Criterion
1	Letters of Support	Part 3A
2	SUTQ Program Standards	Part 3A
3	Early Learning and Development Standards	Part 3A
4	Ohio Office of Budget Management Letter	Part 3A
5	Early Childhood Advisory Council Membership	Part 3A
6	Reform Agenda	Part 3B
7	Workforce Study – General Analysis	Part 3C
8	Workforce Study – A Profession Divided	Part 3C
9	Comprehensive Professional Development System Overview	Part 3C
10	Common Language Standards	Part 3C
11	SUTQ Guidance Document Part II	Part 3C
12	Community Profile Matrix	Part 3D
13	Letters of Intent	Part 3D
14	Assurances and Certifications from Each Subgrantee	Part 3D
15	RTT-ELCG Year Two Annual Report	Part 3E
16	Kagan Executive Summary	Part 3C
17	Ohio's Core Knowledge and Competencies	Part 3C

Appendix 1

Letters of Support



John R. Kasich, *Governor*
Debe Terhar, *President, State Board of Education*
Dr. Richard A. Ross, *Superintendent of Public Instruction*

October 6, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Avenue SW
LBJ Education Building, 7W311
Washington, DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Mr. Secretary and Madam Secretary,

I am writing to request your consideration and support for the State of Ohio's request for the Federal Preschool Grant. The approval of this grant would have a major impact in improving the educational attainment and competitive positioning of a major portion of Ohio's "at-risk" student population. This grant would accelerate the great progress already made from the past Challenge Grant which has improved the Early Childhood Education programs in Ohio. In fact, the state has continually increased its financial support for Early Childhood Education every year and will allocate \$(b)(4) from state funds as the state's share of the requested grant.

Ohio has been targeting improvement for "at-risk" children and has shown considerable progress in improving educational outcomes for all children. It is most important that the state aggressively build on this foundation and continue to improve services provided to them, particularly in their preschool years. We firmly believe that this is money well spent that improves the lives of the children as well as their chances for a successful career or college experience that many in the past felt was out of reach. Your support for Ohio's request for this grant will make the next major step in the improvement of educational opportunity for "at-risk" children a reality. I strongly encourage you to take that step.

The State Board of Education of Ohio strongly believes in preschool education and early intervention for "at-risk" youth and is eager and prepared to support an expanded high quality program.

Sincerely,

(b)(6)

Debe Terhar

Early Childhood Advisory Council

October 6, 2014

Dear Secretary Duncan and Secretary Burwell,

On behalf of Ohio's Early Childhood Advisory Council, we strongly support Ohio's application for a Federal Preschool Expansion grant to significantly expand the number of four-year-old preschool slots.

Ohio has a disproportionate number of high-need children; the Annie E. Casey Foundation estimates that in 2012, nearly a quarter of Ohio's children lived below the poverty level, a percentage that has increased steadily since 2008. This funding will ensure the state's ability to serve significantly more four-year-olds, in order to help them close the achievement gap and begin school ready to succeed.

Ohio has been making great things happen in early childhood. As part of its Race to the Top Early Learning Challenge Grant competition, the U. S. Department of Education awarded a grant of almost \$ (b)(4) to the State of Ohio to help build a comprehensive system that supports a mixed-market delivery system of serving children, focuses on a continuum of services for children from birth through third grade, and improves the quality of all programs, especially those serving high-need young children.

This funding has provided a monumental opportunity for Ohio's youngest children. In its grant application, Ohio and Maryland proposed a unique and important partnership to collaborate on developing a comprehensive kindergarten readiness assessment. That partnership has since expanded to include other states and can serve as a model for future work and collaboration among states.

Also through the Race to the Top Early Learning Challenge grant, Ohio revised its tiered quality rating system (TQRIS) and early learning standards, and is now in the process of expanding access to the TQRIS system to all early learning settings. Ohio has also enacted legislation requiring that all state-funded programs participate in the TQRIS system by 2020.

As we continue to implement strategies to reach our goals by 2015, Ohio is positioned to move forward to capitalize upon the momentum it has built, in order to ensure a solid start for even more children. The Governor, the legislature, and state department leaders clearly see the value in supporting early education, as evidenced by financial supports that have increased each year. The Governor has committed \$ (b)(4) – more than required for the match – to support a preschool expansion effort.

Thank you for considering Ohio's application for this important opportunity. If successful, this funding will play a major role in allowing the state to increase preschool availability closer to the levels necessary to serve a significant number of children in selected high-need communities.

Sincerely,

(b)(6)

Joni T. Close
Chair, Early Childhood Advisory Council

Gerald L. Stebelton

State Representative
77th House District



COMMITTEES

Education, *Chairman*
Finance and Appropriations –
Primary and Secondary Education Subcommittee
Judiciary and Ethics

September 25, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Mathews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell,

Please accept this letter as a sign of my strong support for Ohio's application for the Federal Preschool Development Grant – Expansion.

As the longtime Chair of the Ohio House of Representatives Education Committee, I know firsthand the education renaissance taking place in Ohio right now. Our two largest cities, Columbus and Cleveland, have recently performed systematic overhauls of their education systems and implemented programs and innovative ideas that will forever change the face of education in Ohio.

None of these reforms however, is more crucial to the success of every child than the aggressive preschool expansion programs initiated by these two cities. Both Early Start Columbus and PRE4CLE: Pre-K for All, have united their entire respective communities: government, the local school district, community-based providers, the faith community, and business, in an effort to make sure that every child has access to a high-quality preschool education. If Ohio is awarded this grant, it will greatly help us in our efforts.

As a member of the state legislature, and Chair of the Education Committee, I am proud to have appropriated millions of state funds to preschool programs. I promise to continue to do so. I certainly hope that you will also.

Sincerely,

(b)(6)

Gerald L. Stebelton
State Representative
House District 77

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Columbus, Ohio 43215-6111
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Owens-Illinois - Albert Stroucken
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State Farm Insurance - Susan Krieger
Teradata - Bruce Langos
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Vorys, Sater, Seymour and Pease - Russell Gertmenian
Western & Southern Financial Group - John F. Barrett

Member of the Executive Committee *

41 S. High St. • Columbus, OH 43215
www.OhioBRT.com • 614-469-1044



October 6, 2014

The Honorable Arne Duncan
Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

The Honorable Sylvia Mathews Burwell
Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

RE: Preschool Development Grants - Expansion Grant

Dear Secretaries Duncan and Burwell:

I am writing to express our enthusiastic support for Ohio's Preschool Development Grants - Expansion Grant application. We are pleased to partner with state leaders, educators and community partners to implement and sustain high-quality preschool in Ohio communities that have the greatest need. Ohio's application represents an ambitious yet achievable plan that will enable children to enter school ready to succeed.

The Ohio Business Roundtable is comprised of the CEOs of the state's largest and most influential businesses. Our mission is to apply the knowledge, experience and insight of our CEO members, working in partnership with public leaders on a nonpartisan basis, to solve complex problems affecting Ohio's overall social and economic vitality.

Early childhood education is a top priority issue the Ohio Business Roundtable and has been so for a sustained period of time. In 2010, the Roundtable published The Talent Challenge 2: Ensuring Kindergarten Readiness by 2020, which challenged Ohio policymakers to commit to a bold new goal: By 2020, ensure that 90 percent of Ohio children entering school will be ready to succeed in kindergarten. Ohio's successful Race to the Top Challenge grant has positioned us to achieve many of the initiatives outlined in The Talent Challenge. This next round of federal funding will provide opportunities for even more children to be ready for kindergarten.

We believe Ohio is uniquely positioned to fully execute its proposal. There are many reasons for this, most notably our exceptionally strong public and private partnerships, our proven track record of success and, above all, leadership both at the highest levels and on the ground where it matters the most.

Sincerely,

(b)(6)

Richard A. Stoff
President and CEO



Ohio Child Care
Resource & Referral
Association

October 9, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building, 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary and Madam Secretary:

The Ohio Child Care Resource and Referral Association (OCCRRA) and the Child Care Resource and Referral (CCR&R) network are pleased to support Ohio's Preschool Development Expansion Grant application.

Ohio's goal to create additional high quality preschool learning opportunities for four-year-old preschool children who live in economically disadvantaged families, including those with income at or below 200% of the federal poverty is vital to a child's continued success in school and life. Ohio has been strategically assessing and aligning the early care and learning systems over the past few years, which provide a strong foundation to build from and strengthen the work through the goals and objectives of this grant. OCCRRA and the CCR&R network is a proven high functioning public-private partnership prepared to support to the development and implementation of Ohio's grant goals.

We respectfully request your funding consideration of Ohio's Preschool Development Expansion Grant application based upon the work proposed as well as Ohio's proven successes as systems builder and promoter of high-quality programs to support children, families, and professionals.

Sincerely,

(b)(6)

Todd E. Barnhouse
Chief Executive Officer

2760 Airport Dr., Suite 160
Columbus, OH 43219
614-396-5959 877-547-6978
614-396-5960 Fax occrra.org



October 13, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Mr. Secretary and Madam Secretary:

Please accept this letter in support of Ohio's application for the federal Early Childhood Expansion proposal.

The Head Start community is in full support of the intent of this proposal, and the possibility that we can once again expand the number of children we serve in our state with high quality early childhood services. Ohio's proposal has clearly detailed the involvement of Head Start programs in the target communities to be served, and we are assured that local Head Start programs will be engaged partners in the work outlined in the proposal.

Head Start programs in Ohio value the relationship we have with the state early childhood community and appreciate the ongoing efforts to include Head Start as a major player in the broad scope of early childhood education services offered in our state. Together we can be deliberate in how we offer precious services in each community and together we can ensure the best possible outcomes for all the children we serve.

There is a history in Ohio of partnership between the Head Start providers and the state Department of Education, and more recently with the Department of Job and Family Services. That history has helped provide a foundation for good partnerships, mutual support and mutual respect. We look forward to continuing our partnership with you and the rest of the early childhood community.

Best Regards

(b)(6)

Barbara Haxton
Executive Director

The Voice of Head Start in Ohio

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Secretary Arnie Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Matthews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretary Duncan and Secretary Burwell:

I am writing today to express Teach For America • Ohio's strong support for the Ohio Preschool Expansion Grant application.

Teach For America • Ohio is committed to providing a critical source of talent statewide and through the placement of teachers in Northeast Ohio and Southwest Ohio. We are actively partnering with local community efforts underway to increase the number of high-quality educational opportunities available to students in our state. Our regions currently partner with diverse partners – from Cleveland Public Schools to Miami Valley and Cincinnati-Hamilton Community Action Agencies Head Starts. We are deeply invested in Ohio's application because we know Ohio is dedicated to providing access to high quality programs to improve outcomes for young children.

We are inspired by Ohio's vision to expand pre-K for our state. Currently, our state is serving less than 20% of children age four, and this funding will allow us to build upon this success for more children and families. We know this is essential to creating an equitable landscape for all children to have access to a high quality teacher and education.

Teach for America • Ohio is particularly supportive of this application because of its emphasis on quality in relation to the already established early childhood education quality measures in place in Ohio. In addition, we at Teach For America are actively working to provide more pre-K teachers to support these efforts in our community. We believe through our experiences that Ohio's commitment to serving pre-K children and families will dramatically increase outcomes for our state's children in kindergarten, in third grade, and beyond.

Teach for America • Ohio is confident that winning this grant will promote expanded school readiness, and work to ensure expanded equity and access to quality for pre-K students. We appreciate your careful consideration of Ohio's Preschool Expansion Grant application.

Sincerely,

Holly Trifiro
Executive Director
Teach for America • Northeast Ohio • Cleveland
3500 Lorain Avenue, Suite 400
Cleveland, Ohio 44114

Benjamin Lindy
Executive Director
Teach for America • Southwest Ohio
1110 Main Street, Suite 100
Cincinnati, OH 4520



Michael Florez, Chair
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Mary Santiago, Vice Chair
Lorain

Luis "Tony" Ortiz, Secretary
Dayton

Jose Feliciano Jr.
Aurora

Emanuel Torres
Columbus

Elizabeth Guzman-Bowman
Columbus

Iris Martinez Juergens
Dayton

V. Anthony Simms-Howell
Cincinnati

Mike Robinson
Loveland

Dan Ramos
State Representative
District 56 ~ Lorain County

Matt Lynch
State Representative
District 76 ~ Geauga & Portage
Counties

Gayle Manning
Senator
District 13 ~ Huron & Lorain
Counties

Charleta Tavares
Senator
District 15 ~ Franklin County

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building, 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

October 7, 2014

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Ohio Commission on Hispanic/Latino Affairs, we strongly support Ohio's application for a Federal Preschool Expansion grant to significantly expand the number of four-year-old preschool slots.

Ohio is home to more than 870,000 Hispanics, with children making up a large number of this demographic. As revealed by national statistics, Hispanics now make up 22% of all children under the age of 18 in the United States—up from 9% in 1980—A majority (52%) of the nation's 16 million Hispanic children are now "second generation," meaning they are the U.S.-born sons or daughters of at least one foreign-born parent, typically someone who came to this country in the immigration wave from Mexico, Central America and South America that began around 1980. Some 11% of Latino children are "first generation"—meaning they themselves are foreign-born. And 37% are "third generation or higher"—meaning they are the U.S.-born children of U.S.-born parents.

Our Ohio Latino Affairs Commission played an important role in the formulation of the Race to the Top Grant and served in its State Reform Steering Team during its implementation. This grant increased the emphasis on young children and minorities and helped develop a service system to support young children through the third grade, resulting in high quality programs for Hispanic children and other minorities.

Immigrant children and New Americans often experience particular needs and challenges dealing with language, access to health services, transportation and adaptation to their new culture. According to a study from the Pew Hispanic Center, 34% of first-generation Latino children live in poverty, compared with 26% of those in the second generation and 24% in the third generation or higher. Of the first generation children, 47% have parents who have less than a high school education, compared with 40% of second-generation children and 16% of Latino children in the third generation or higher and 43% of first-generation Latino children, 21% of those in the second generation and 5% in the third generation or higher are not fluent in English. All of these factors result in a young population that does not possess the support systems necessary to have a solid start in life and education. By continuing to grow programming focused on Preschool Children, we will make sure to capitalize on the momentum built and make sure Hispanic and other minority children have a stronger start in life and education.



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Page 2
Ref: Federal Preschool Expansion Grant

Already, four Latino grassroots organizations representing heavy Hispanic demographic areas have expressed interest in collaborating and creating programming complimentary to the implementation of this potential grant. This funding will enable grassroots organizations and local school systems to partner in developing comprehensive kindergarten readiness programs that make sense to this New American community, while at the same time encouraging these children and families to become part of mainstream society. Ohio's Governor, the General Assembly and regional leaders have already committed to supporting early childhood education. What is needed now are the tools to continue to grow successful models so even more children can benefit.

I respectfully request your consideration of Ohio's application for this important opportunity so we may continue to increase the quality of life of Hispanic Ohioans and all other minorities in our state.

Sincerely,

(b)(6)

Lilleana Cavanaugh, MBA, CPM
Executive Director
Ohio Commission on Hispanic/Latino Affairs



John R. Kasich
GOVERNOR
Gregory L. Hall, MD
CHAIRPERSON



COMMISSION ON MINORITY HEALTH

77 South High Street, 18th Floor, Columbus, Ohio 43215
Phone: (614) 466-4000
Fax: (614) 752-9049
Website: <http://www.mih.ohio.gov>
Email: minhealth@ocmh.state.oh.us

October 7, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building, 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Ohio Commission on Minority Health, we support Ohio's application for a Federal Preschool Expansion grant to significantly expand the number of four-year-old preschool slots and their efforts to target high need populations such as racial and ethnic minorities and the underserved.

Ohio has a disproportionate number of high-need children; the Annie E. Casey Foundation estimates that in 2012, nearly a quarter of Ohio's children lived below the poverty level, a percentage that has increased steadily since 2008. Racial and ethnic minority children are disproportionately represented in those that live below the poverty level in Ohio. This funding will ensure the state's ability to serve significantly more four-year-olds, in order to help them close the achievement gap and begin school ready to succeed.

Ohio has been making great things happen in early childhood. As part of its Race to the Top Early Learning Challenge Grant competition, the U. S. Department of Education awarded a grant of almost \$(b)(4) to the State of Ohio to help build a comprehensive system that supports a mixed-market delivery system of serving children, focuses on a continuum of services for children from birth through third grade, and improves the quality of all programs, especially those serving high-need young children.

The Ohio Commission on Minority Health is a partner in the Ohio BUILD initiative which targets the development of strategies to prevent health disparities in the earliest years of life. Social and economic factors such as quality education, safe housing and adequate income are just a few examples of social determinants of health that have a powerful impact on the lives of young children and families. This funding has provided a monumental opportunity for Ohio's youngest children. In its grant application, Ohio and Maryland proposed a unique and important partnership to collaborate on developing a comprehensive kindergarten readiness assessment. That partnership has since expanded to include other states and can serve as a model for future work and collaboration among states.

Ohio has use the Race to the Top Early Learning Challenge grant to ensure continued improvements, recently Ohio revised its tiered quality rating system (TQRIS) and early learning standards, and is now in the process of expanding access to the TQRIS system to all early learning settings. In addition, Ohio has enacted legislation requiring that all state-funded programs participate in the TQRIS system by 2020.

Ohio is positioned to move forward to capitalize upon the momentum it has built, the targeting of the underserved to include racial and ethnic minority children will allow Ohio to ensure a solid start for even more children. The Governor, the legislature, and state department leaders clearly see the value in supporting early education, as evidenced by financial supports that have increased each year. The Governor has committed \$(b)(4) - more than required for the match – to support a preschool expansion effort.

Thank you for considering Ohio's application for this important opportunity. When successful, this funding will play a major role in allowing the state to increase preschool availability closer to the levels necessary to serve a significant number of children in selected high-need communities which will reduce disparities.

Sincerely,

(b)(6)

Angela C. Dawson
Ohio Commission on Minority Health

October 7, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building, 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary and Madam Secretary,

On behalf of business leaders throughout Ohio, we write in support of our state's application for federal Preschool Development Grant resources that could greatly enhance holistic services, including health and mental health, to 4-year-old children in targeted high need areas. These programs would reach children under 200 percent of poverty, including Foster Care children, children of pregnant teens and English as second language learners.

ReadyNation Ohio, is a nonprofit, nonpartisan group of business leaders who together pursue two aims: First, the improvement of our state's workforce-development efforts, business climate, and economy; and second, the research-proven investments in young children that can best help to support those important goals.

Thus, we view the opportunities represented in this expansion grant as an important business priority for Ohio. After all, the research is clear: High-quality, caring learning and support services play a crucial role in helping children to enter kindergarten – and eventually the job market and their entire careers – better prepared to succeed.

Ohio is a longtime, national leader in the work of supporting the learning and development of young children from birth to elementary school – particularly those from families facing the toughest struggles in life. We're eager to build further on this foundation with a \$20 million federal-grant and a state match of \$^{(b)(4)}. These dollars will help us extend high-quality education and care to still more at-risk 4-year-olds in some of our state's highest-need communities. We hope to help support successful application of such funding for the good of Ohio's children, families, communities, and economy.

Sincerely,

(b)(6)

(b)(6)

Jim Spurlino
President, Spurlino
Materials
Middletown

Al Stroucken
Chairman & CEO,
Owens-Illinois, Inc.
Perrysburg

Elizabeth Edwards
Managing Director,
Forward Fund
Cincinnati

Pam Perrino
Early Childhood
Advocate & Educational
Consultant, Perrino
Consulting
Warre



*Hundreds of Police Chiefs,
Sheriffs, Prosecutors, other Law
Enforcement Leaders, and
Violence Survivors Preventing
Crime and Violence*

October 6, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building, 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary and Madam Secretary,

The nation is at a critical "fork in the road" with the opportunity to reduce the number of future inmates by putting millions of children on a more secure path to school and life success. If Ohio is going to succeed we must place a premium on our human capital. Every child deserves a chance to become a successful productive adult and quality early development resources are proven to get children set on the right track for success.

On behalf of the over 260 sheriffs, chiefs and prosecutors who comprise Fight Crime: Invest in Kids Ohio, we write in support of our state's application for federal Preschool Development Grant resources that could greatly enhance holistic services, including health and mental health, to 4-year-old children in targeted high need areas. These programs would reach children under 200 percent of poverty, including Foster Care children, children of pregnant teens and English as second language learners.

In Ohio, 80 percent of people entering state prisons do not have a high school diploma or GED. Research informs us of the value of early learning as a proven tool to prepare our children for school so they are successful and do not drop out.

Research shows academic and crime reduction outcomes

By age 40, children who participated in Ypsilanti, Michigan's Perry Preschool were **46 percent less likely than non-participants to have been sentenced to prison or jail**. Non-participants were **five times more likely to be chronic offenders with five or more arrests by the age of 27**.

Children who participated in the **Chicago Child-Parent Center (CPC)** preschool program were **20 percent less likely to have been incarcerated** by age 24 than non-participants, while non-participants were **70 percent more likely to be arrested for a violent crime by age 18**.

Children served by the Nurse-Family Partnership home visiting program were **half as likely to be convicted of a crime by the age of 19 as those not served, and the program was shown to cut child abuse and neglect in half**.

Studies of state preschool programs in Pennsylvania, New Jersey, Michigan, and North Carolina that achieved numerous positive and sustained outcomes, including **fewer behavior problems, improved school readiness, reduced special education, fewer children held back, literacy and math achievement** that continued through elementary school, and **fewer high school drop-outs**.

Law enforcement leaders understand the importance of mental and behavioral health treatment programs as an important crime prevention tool. We also know that investing in our most vulnerable children at the earliest ages in their lives will have the greatest impact on ensuring success in education and in life. We support Ohio's efforts to expand upon these proven programs. We encourage you to strongly consider Ohio as a recipient of a \$20 million federal grant.

Sincerely,

(b)(6)

Julia Bates
Prosecutor, Lucas County

(b)(6)

Dino J. Carozza
CLEE – Chief of Police, Orrville

(b)(6)

R.L. Dolbow
Chief of Police, Bratenahl

(b)(6)

Gene Kelly
Sheriff, Clark County

(b)(6)

Phil Stammitti
Sheriff, Lorain County



SISTERS *of* CHARITY FOUNDATION
OF CANTON

October 7, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building, 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary and Madam Secretary,

On behalf of the Canton City School District and its partners, we strongly support Ohio's application for a Federal Preschool Expansion grant to significantly expand the number of four-year-old preschool slots.

Canton City has a significant number of high-need children living below the poverty level, a percentage that has increased steadily over many years. As part of the State's overall plan for this funding, Canton City has agreed to serve as a pilot urban site and will expand full-day school year services to serve 80% or more of all four-year-old children living in Canton City. This will have a significant and positive impact on the readiness of Canton's children as they enter our kindergarten classrooms over the next several years. More importantly, this will set our students on the path to academic success for years to come.

Ohio is a leader in the nation in early childhood. And we are privileged to be selected as the lead pilot "saturation" site for urban districts in Ohio. We have no doubt that the results of this pilot will not only serve Canton City's children but will serve as a model for future expansion in urban districts throughout the State of Ohio.

A Ministry of the Sisters of Charity Health System

400 MARKET AVENUE NORTH, SUITE 300 CANTON, OHIO 44702 P. 330 454 5800 F. 330 454 5909 sefcanton.org

In Canton, early childhood has been a significant point of community focus for nearly two decades. A Quality Child Care Initiative in 1998 helped to build capacity in early childhood centers to provide high-quality learning environments for children.

Out of that initiative, the Early Childhood Resource Center was developed. The Center is a hub for early childhood efforts in the greater Canton area and provides professional development for early childhood educators, an extensive early childhood library collection, and a multitude of services and programming for families and young children.

The SPARK (Supporting Partnerships to Assure Ready Kids) kindergarten readiness program began in Canton City in 2003. SPARK uniquely engages families in their children's educational success and works to ensure that barriers to school readiness are addressed.

Canton City School District launched its *Brighter Tomorrow* plan to restructure the District. This year, the second phase of the plan was implemented. Six schools now serve children from preschool to second grade, and a seventh school serves kindergarten to second grade (unfortunately, this building does not have the physical capacity to provide preschool on site).

These and other efforts have helped to build deep partnerships between the schools, early learning centers, community and governmental organizations, and foundations. All entities have worked over time to build a multi-tiered system of support focusing on children from birth through third grade. Because such a high degree of momentum has developed, we are confident that a high level of support for early childhood will continue. All partners are at the table, are eager, and are ready to get to work.

Thank you for considering Ohio's application for this important funding. This is a monumental opportunity for Canton and Ohio to serve our most vulnerable children and to make a difference in their lives.

Sincerely,

(b)(6)

Joni T. Close
President

Attachment

Partners

Name	Title	Organization
(b)(6)	Executive Director	Stark County Adult Family Services
	Superintendent	Canton City School District
	Executive Director	Early Childhood Resource Center
	Chief Operating Officer	YUCA Canton
	Executive Director	JRC
	Chief Executive Officer	Stark Community Action
	STARK Co. Commissioner	STARK County
	Stark Co Comm.	Stark County
	STARK CO. COMMISSIONER	STARK County
	Chair of Board	Homes for Continuum of Care of Stark County
	Executive Director	Stark Co District Library
	Deputy Mayor	City of Canton
	PRESIDENT & CEO	THE BELDEN BRICK CO.
	Stark Mental Health and Recovery Board	Executive Director



Cleveland's Plan To Deliver High-Quality Pre-K

October 3, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW
LBJ Education Building, 7W311
Washington, DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary and Madame Secretary,

On behalf of the undersigned members of the Cleveland community we are pleased to write this letter supporting Ohio's application for the federal Preschool Development Grant. We are further excited that Cleveland has been highlighted in the grant application as one of Ohio's most qualified communities to implement the grant's goals. Ohio has prioritized the expansion of high-quality early learning and development opportunities across the state and has been a leader for comprehensive early childhood system development for more than 25 years. Ohio continues to support its youngest learners as a top priority with increases in state funding of \$(b)(4) dollars this year alone.

Ohio's efforts to pioneer policies that are now the gold standard across the nation – such as statewide home visiting programs, child care quality rating systems, early childhood mental health consultation in child care settings, and strong local early childhood initiatives – have paved the way for Ohio to expand high-quality preschool while supporting a strong birth through third grade framework.

As members of Cleveland's business, parent, provider, educator, and philanthropic communities we understand the importance of high-quality educational opportunities for our youngest children here in Cleveland and across the state. We can also speak first hand about the remarkable community effort underway in Cleveland through PRE4CLE, which has brought high-quality preschool access to 510 additional 4-year-olds since August 2104.

Cleveland, and more broadly Cuyahoga County through its nationally recognized "Invest in Children" Program, has been at the forefront of early learning investment, strategic collaboration, and innovative practice for more than 15 years. Early learning is a recognized and supported strategy for education renewal and

economic growth, and was included as a key pillar in the *Cleveland Plan for Transforming Schools (Cleveland Plan)*, the Cleveland Metropolitan School District's plan for fundamentally transforming public education in the City of Cleveland. PRE4CLE, Cleveland's roadmap for expanding high-quality preschool to all three-and-four year olds, is the result of the *Cleveland Plan's* focus on quality early learning.

More than 50 of our colleagues from Cleveland's public, private, business, philanthropic, and parent communities comprehensively and expertly developed PRE4CLE, a plan that pledges to expand high-quality preschool access by collaboratively supporting the needs of providers, families, and educators.

In Cleveland, we have partnered with Cuyahoga County's Universal Pre-kindergarten program (UPK) to help inform best practices and enhance our family engagement efforts. UPK is a high-quality preschool initiative that has garnered four national awards from the National Network of Partnership Schools for its innovative best practices. We also are forging innovative partnerships across our community, including "2000 Days Pledge" communication campaign geared towards parent engagement during the first years of a child's life; a citywide community ambassador program to give parents the tools they need to choose the highest quality schools P-12 for their children; and collaboration with the Cleveland Public Library, county public housing authority, religious leaders, our NPR/PBS affiliate (Ideastream), and many others. We believe Cleveland's truly public/private partnership will provide a national model that embodies the goals of the Preschool Development Grant

Beyond state and local efforts to support the rapid expansion of high-quality preschool seats, additional support will be necessary to fully make our plans a reality. In Cleveland our business, public and private providers, and philanthropic partners know that there is no greater return on investment and have contributed accordingly. To-date, PRE4CLE has raised \$3.6 million in local public and private funding in the first year alone. While we are proud of our community's willingness to step-up for young children, we know we cannot fund our total need alone.

We believe that the Cleveland community and the state of Ohio are strongly positioned to fulfill the goals of the Preschool Development Grant. Ohio, a Race to the Top Early Learning Challenge grant recipient, has worked tirelessly to build the infrastructure necessary to support sustainable, high-quality preschool expansion across the state, while continuing to support a strong birth through third grade system.

We, along side a number of Cleveland's businesses and organizations are extremely proud of Ohio's dedication to the educational and developmental needs of our youngest learners and encourage you to support our state's application for the early childhood expansion grant.

Sincerely,

(b)(6)

Marcia Egbert
The George Gund Foundation Senior
Program Officer and PRE4CLE Co-Chair

Eric Gordon
Cleveland Metropolitan School District
CEO and PRE4CLE Co-Chair

Additional support offered by:

PNC Bank

The Greater Cleveland Partnership

The George Gund Foundation

The Cleveland Foundation

The Early Childhood Compact

The Cleveland Transformation Alliance



Dr. Dan Good
Superintendent/CEO
270 East State Street
Columbus, Oh 43215
Ph. 614.365.5000
Fax 614.365.5689
superintendent@columbus.k12.oh.us

Mission: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

September 24, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Mathews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell,

I stand in strong support of the State of Ohio's application for the federal Preschool Development-Expansion grant. Our school district and community have established universal access to high-quality preschool as a goal for our city. This commitment is evidenced by the Columbus Education Commission's recommendations and the district's own willingness to partner with the City of Columbus and early childhood providers to incrementally expand preschool opportunities as we identify resources to serve our city's families.

Our state recently enacted a third grade reading guarantee, a state law that mandates the retention of any third grade student who fails to meet a cut score determined by the State Board of Education. While proficient literacy acquisition is critically important for future success, the fact is that many school districts that serve economically disadvantaged populations of students who face significant non-academic barriers find themselves at a distinct disadvantage because of the lack of preparedness for students beginning their academic journey. I sincerely believe that access to a robust, high-quality system of early learning will help prepare the youngest learners in my district for the challenges of the third grade reading guarantee and beyond.

The Columbus City School District stands ready to serve as a fully-committed partner with the State of Ohio should we have the opportunity to implement the requirements of the Preschool Development-Expansion grant. With your support and assistance we can make the goal of providing every four year old child in Columbus with an opportunity to participate in a high-quality early childhood experience and fulfill one of the many strategies we are currently implementing to make the Columbus City Schools the Education Choice of Central Ohio.

Thank you for your time and consideration of our school district's support.

Sincerely,

Dr. Dan Good
Superintendent/CEO

JDG/jcs

The Columbus City School District does not discriminate based upon sex, race, color, national origin, religion, age, disability, sexual orientation, gender identity/expression, ancestry, familial status or military status with regard to admission, access, treatment or employment. This policy is applicable in all district programs and activities



4801 Springfield Street
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October 8, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Avenue SW, LBJ Education Building, 7W311
Washington, D.C. 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Mr. Secretary and Madam Secretary,

The Dayton, Ohio, community is excited and proud to be part of Ohio's federal grant application to expand high-quality preschool. Dayton is the urban seat of Montgomery County and together the City of Dayton and Montgomery County are working to improve early childhood education and kindergarten readiness. As a community, we believe that investments in high-quality preschool are critical to support our youngest learners and to build a stronger, healthier economy and region.

The City of Dayton and Montgomery County will work together to support implementation of Ohio's grant in Dayton Public Schools, ensuring that more at-risk children receive high-quality preschool. We welcome this opportunity as it aligns with our goals as a region to offer a Preschool Promise, ensuring every child has the academic advantages preschool provides.

Thank you for your consideration of Ohio's grant request. We look forward to being part of Ohio's team that will ensure our 4-year-old children have the best experiences to prepare them for a lifetime of success.

Sincerely,

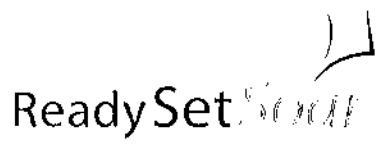
(b)(6)

Robyn Lightcap
Director, ReadySetSoar

Deborah Lieberman
*Montgomery County
Commissioner*

Michael Parks
President, The Dayton Foundation

*Learn*io**[™]
Dayton Partner



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(b)(6)

Michael Henne
Representative, District 40

Thomas Lasley
*Executive Director,
Learn to Earn Dayton*

Kevin Kelly
*Dean, School of Education
and Health Sciences,
University of Dayton*

(b)(6)

Phillip Parker
*President, Dayton Area Chamber
of Commerce*

Jim Butler
Representative, District 41

Nan Whaley
Mayor, City of Dayton

(b)(6)

Dave Melin
*Dayton Regional President,
PNC Financial Services Group*

Mary Burns
*President & CEO,
Miami Valley Child Development
Centers*

Lori Ward
*Superintendent, Dayton Public
Schools*



The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building, 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary and Madam Secretary,

Please accept this letter indicating our support of the East Liverpool City School District in their partnership the Ohio Department of Education in pursuit of the federal preschool grant.

Our organization stands behind the school district and we are ready to work with them to bring high quality preschool education to our community.

Sincerely,

(b)(6)

East Liverpool City Health Commissioner

(b)(6)

Executive Director

(b)(6)

Foundation

Vice President

Dawson Funeral Home

Board of Perry County Commissioners

**P.O. Box 248 121 W. Brown Street
New Lexington, Ohio 43764
Telephone : 740-342-2045 Fax: 740-342-5505
E-mail: perryco@perrycountyohio.net**



Ocober 8, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building, 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary and Madam Secretary,

On behalf of the community of New Lexington and the families who reside here, we are writing this letter of support for the expansion of quality early childhood programs in the State of Ohio, and more specifically, within the New Lexington City School District.

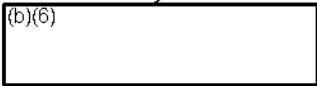
New Lexington is located in rural, southeastern Ohio in Perry County. The median income is approximately \$(b)(4) and (b) % of adults over 25 do not have a college degree. With over 40% of the county population living below the poverty level, the need for additional quality yet affordable preschool programming is high. At the current time, there are only three preschools within New Lexington City School District that meet the high quality standards determined by the Ohio Department of Education. Statistics have shown that some of our young children are entering kindergarten lacking the skills needed to be successful. With the rigor of today's educational standards, students need to enter school ready to learn. Without early learning experiences, children enter at a disadvantage that is sometimes never overcome. As a community, that is a concern. We want to be sure students are graduating from high school and becoming productive citizens, and we feel a quality early start is one of the keys to this happening.

This Institution is an equal opportunity provider and employer

As members of the New Lexington community, we strongly support the expansion of preschool programming to all four-year-olds from low- and moderate-income families. We believe the implementation of this program would benefit our children and provide opportunities that will lead to future academic success.

Respectfully,

(b)(6)

A rectangular box with a black border, used to redact the signature of James O'Brien.

James O'Brien, President
Perry County Commissioners



724 Findlay Street
Portsmouth, OH 45662
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Fax 740-355-4472
www.portsmouthtrojans.org

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building, 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary and Madam Secretary,

Portsmouth City Schools and community enthusiastically support the Preschool Development Grant – Expansion Grant.

Through Ohio's Early Childhood Education (ECE) grant Portsmouth City Schools has been providing preschool services for the past eight years; and with additional ECE expansion opportunities we have expanded our program capacity twice over the past two years. Through our efforts to connect with our hardest to reach families, we have a waiting list that continues to grow for our preschool program. We believe through these programs we are making a positive long-term impact on the lives of our students with the greatest need.

The number and degree of challenges in our community continues to grow and we recognize how essential it is to reach our students with the highest need prior to kindergarten entry. We believe quality early childhood programs make a positive impact on the child's academic and, as importantly, social success. We will continue to work closely with other agencies and programs in our region to ensure we are connecting families with needed resources and that more children are receiving support prior to preschool.

It is our sincere desire to provide quality early childhood services to all children in our community by expanding our existing program, adding additional preschool slots, and increasing support and learning opportunities to families prior to, and beyond, preschool.

Please approve the Preschool Development Grant – Expansion Grant for the State of Ohio. It would have such a positive impact on districts like the Portsmouth City School District.

Scott Dute

Superintendent, Portsmouth City Schools

(b)(6)

Barbara Brown
Contract Manager, Scioto Co Help Me Grow

(b)(6)

CSH Connected Community Health

(b)(6)

Executive Director, Shawnee Mental Health

(b)(6)

Early Childhood Mental Health Intervention
Specialist, Shawnee Mental Health

(b)(6)

*Clinical Manager of Maternity
SOMC*

(b)(6)

Childcare Services Manager, COAD

(b)(6)

Region 15 State Support Team

Early Learning and School Readiness Consultant

(b)(6)

Public Health Nurse, City Health Department

(b)(6)

Clinical Director, Shawnee Mental Health

(b)(6)

Director, Portsmouth Public Library



Sebring Local Schools

510 N. 14th Street

Sebring, OH 44672

Phone: 330-938-6165

Fax: 330-938-4701

October 9, 2014

Dear Sir/Madam,

I am writing in my capacity as the superintendent of the Sebring Local School District to fully endorse and strongly support the preschool grant for which we have applied. Receiving this grant would make a tremendous impact on the children in Sebring, Ohio.

We are a growing K-12 school district serving an estimated 4,300 residents. Our schools, B.L. Miller and McKinley Jr./Sr. High, serve approximately 645 students.

Our long history of strong academic success is directly connected to a dedicated and talented staff, innovative school leadership, a devoted board of education, active and strong parental involvement, and a supportive and generous community. As an award-winning school district with a long tradition of excellence in education, we value a system of continuous improvement that permeates every aspect of its work in order to become a center of educational excellence. We are committed to providing a challenging curriculum, skilled instruction, and a learning environment that responds to individual student academic needs. Our efforts are guided by research and the belief that every student is capable of attaining high levels of educational achievement in preparation for meeting the rigorous demands of the twenty-first century.

Our work together requires teamwork, collaboration and shared leadership toward common mission, vision, values and goals. Our district leadership plan focuses on empowering all students to excel in a global society. Our innovative approach to teaching and learning develops student empowerment, accountability and responsibility.

I would be happy to answer your questions or share more information regarding Sebring Local Schools.

Toni Viscounte, Superintendent

Community Supporters:

(b)(6)

Toni Viscounte, Superintendent
Bettie Cardinal, Administrative Assistant
Mary Jackson, Guidance Counselor
Carolyn Rinehart, Director of Special Education

Pete Hill, Treasurer
Chris Corbi, McKinley Jr./Sr. High principal
Heather Whipkey, B.L. Miller Elementary Principal
website: www.sebring.k12.oh.us



October 9, 2014

Dr. David Estrop
Superintendent
Springfield City School District
1500 West Jefferson Street
Springfield, OH 45506

Superintendent
David C. Estrop, Ph.D.
937.505.2806

Treasurer
Dale Miller
937.505.2811

Board Members
Anita Biles
Jamie Callan
Ed Leventhal
Donna Picklesimer
Wanda Truss

Dear Dr. Estrop:

We are writing to express our support for Springfield City School District's participation in the State of Ohio's Federal Pre-school Development-Expansion grant application.

Our community has had on-going discussions about how it can expand preschool opportunities. We have met to discuss and get information about this grant application. We have been made aware that the United States Departments of Education and Health and Human Services released a request for proposals for states to create high quality preschool learning opportunities for four-year-old preschool children who live in economically disadvantaged families, including those with income at or below 200% of the federal poverty level and that Ohio is applying for the grant. We believe that this grant opportunity supports the results of our community engagement process over the past ten years, since preschool education has consistently emerged as a priority.

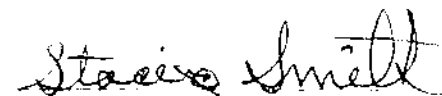
We are glad that Springfield City School District's community was selected to be included in Ohio's application and that this could aid our community's efforts in accelerating an increase of access to high quality preschool programs for our children.

We fully support the Springfield City School District's participation in the State of Ohio's Federal Pre-school Development-Expansion grant application.

Sincerely,

(b)(6)

Ed Leventhal, President
Springfield City School District Board of Education


Stacia Smith, Superintendent
Clark County Educational Service Center

(b)(6)

Mareen Sheehan Massaro, Executive Director
The Wilson Sheehan Foundation

(b)(6)

Mary Burns, President and CEO
Miami Valley Child Development Centers, Inc.

(b)(6)

Lynn Rayton, Specialist
Family Programming

(b)(6)

Kathy Richison, President
Springfield Education Association

(b)(6)

Lourdes Narvaez, Coordinator
Hispanic Outreach Program

(b)(6)

Leslie Crew, Executive Director
Clark County Family and Children First Council

(b)(6)

Charles Patterson, Health Commissioner
Clark County Combined Health District

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provided. It is not to be distributed, copied, or
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consent of the YWCA of Northwest Ohio.

October 10, 2014

Dear Dr. Durant,

We are pleased to support you in your collaboration with the State of Ohio to obtain additional preschool funding from the federal government. We believe that this move represents a positive step in the direction of providing quality programming for our youngest children.

Thank you for your work in making quality preschool programs available in our community. We look forward to this new opportunity for Lucas County.

Sincerely,

(b)(6)

Suzanne Gall,
Director of YWCA of Northwest Ohio
Child Care Resource and Referral

1018 Jefferson Avenue • Toledo, Ohio 43604
419.255.5519 • 1.800.632.3052 • 419.255.3349 Fax
www.ywcanwo.org

PR/Award # S419B150029

Page e166



Pike County Court of Common Pleas,
Juvenile Division
Honorable Robert N. Rosenberger, Judge

230 Waverly Plaza, Suite 600
Waverly, Ohio 45690

To Whom it May Concern;

My name is Casey Catanzaro and I am the Truancy Coordinator for Pike County Juvenile Court in Pike County, Ohio. With this position, I am able to work with all of the schools in the county as well as the administrators at each school in an effort to prevent truancy in the school system.

It has been brought to my attention that Western Local School District in Latham, Ohio, will be applying for a Federal Pre-School Expansion Grant. As an advocate for the Juvenile Court and the families in which we serve and also as a former Head Start preschool teacher, I strongly support funding being provided to these schools. If this grant is approved, each student who is under 200% of the Federal Poverty Guideline would be able to attend pre-school for free. Not only would this grant benefit the students it will serve, it will benefit the school district and the community, which includes my position and my fellow employees' positions.

This expansion grant will start the children in the county off at an early age, which will better prepare them for Kindergarten, and in turn, cause fewer cases of both undesirable behavior and truancy. On behalf of the Pike County Juvenile Court System, we provide our full endorsement to Western Local Schools on receiving the Federal Pre-School Expansion Grant.

Sincerely,

Casey Catanzaro, Truancy Coordinator, Pike County Juvenile Court



Cleveland's Plan To Deliver High-Quality Pre-K

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building, 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary and Madame Secretary,

On behalf of the undersigned elected officials we are writing to you in support of the State of Ohio's application for the federal Preschool Development Grant. We believe that the Cleveland community and Ohio are uniquely positioned to fulfill the goals of the expansion grant. We are pleased that Cleveland has been highlighted in the grant application as one of Ohio's most qualified communities to receive funding. Ohio, a Race to the Top Early Learning Challenge grant recipient, has worked tirelessly to build the infrastructure necessary to support sustainable, high-quality preschool expansion across the state, while continuing to support a strong birth through third grade system.

Ohio has prioritized the expansion of high-quality early learning and development opportunities across the state and has been a leader of comprehensive early childhood system development for more than 25 years. Ohio continues to support its youngest learners as a top priority with increases in state funding totaling \$(b)(4) dollars this year alone.

In Cleveland, more than 50 leaders from the public, private, business, philanthropic, and parent communities comprehensively and expertly developed PRE4CLE, a plan that pledges to expand high-quality preschool access by collaboratively supporting the needs of providers, families, and educators. Cleveland, and more broadly Cuyahoga County through its nationally recognized "Invest in Children" Program, has been at the forefront of early learning investment, strategic collaboration, and innovative practice for more than 15 years.

Early learning is a recognized and supported strategy for education renewal and economic growth, and was included as a key pillar in the *Cleveland Plan for Transforming Schools (Cleveland Plan)*, the Cleveland Metropolitan School District's plan for fundamentally transforming public education in the City of Cleveland.

We are excited about of Ohio's dedication to the educational and developmental needs of our youngest learners and encourage you to support our state's application for the early childhood expansion grant.

Sincerely,

(b)(6)

Marcia L. Fudge
U.S. Member of Congress

(b)(6)

C. Ellen Connally
Cuyahoga County Council President

(b)(6)

Representative Mike Foley
14th Ohio House District

(b)(6)

Kevin Kelley
Cleveland Council President

(b)(6)

Representative Bill Patmon
10th Ohio House District

(b)(6)

Senator Nina Turner
25th Ohio Senate District

(b)(6)

Representative Sandra Williams



CENTER ON SCHOOL,
FAMILY, AND COMMUNITY
PARTNERSHIPS

JOHNS HOPKINS UNIVERSITY 2701 N. CHARLES STREET, SUITE 300 BALTIMORE, MD 21218 410-516-8800 FAX 410-516-8890

October 2, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW
LBJ Education Building, 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary and Madame Secretary:

I am delighted to write this letter in strong support of Ohio's application for a Preschool Expansion Grant. As a champion of meaningful partnerships between schools and parents, I can speak, firsthand, about the extraordinary work that is being done in Cuyahoga County, Ohio, through Invest in Children's Universal PreKindergarten (UPK) program. This high quality preschool initiative has garnered four national awards from the National Network of Partnership Schools (NNPS) at Johns Hopkins University for its leadership on innovative, research-based, and goal-linked programs of school, family, and community partnerships.

Over the past year, Cuyahoga County's UPK program has partnered with PRE4CLE, Cleveland's recently launched high quality preschool expansion plan, to inform best practices and enhance family engagement efforts. PRE4CLE was developed with significant input from families, setting the stage for ongoing family engagement that contributes to young children's early reading and math learning and preparation for the transition to kindergarten. These practices can be expanded statewide as part of the Preschool Expansion Grant activities.

The preschool period provides an extraordinary opportunity to begin partnerships with parents, other family members, and community partners that can extend through the elementary, middle, and high school grades. Cuyahoga County is taking advantage of that opportunity. It is, truly, a national leader in training and facilitating preschools' site-based Action Teams for Partnerships to work effectively with their students' families, and in partnering with community groups, museums, and organizations to support innovative partnership practices in many preschools. One of its leadership strategies is to select an annual theme for engaging more and different parents in productive ways. UPK has helped preschools increase the engagement of fathers in children's education, improve student and family health and wellness, bring the arts into all areas of student learning. These practices, too, can be expanded statewide as part of the Preschool Expansion Grant activities.

Please call me if you have any questions or want additional information about Invest in Children's Universal PreKindergarten (UPK). I am confident that their work will enrich your grants program and benefit many preschools across Ohio.

Sincerely,

(b)(6)

Joyce L. Epstein, Ph.D.
Director, Center on School, Family, and Community Partnerships/
Principal Research Scientist/Research Professor of Sociology and Education

MARCIA L. FUDGE
11TH DISTRICT OF OHIO

COMMITTEE ON AGRICULTURE
RANKING MEMBER, SUBCOMMITTEE ON
DEPARTMENT OPERATIONS, OVERSIGHT, AND NUTRITION

SUBCOMMITTEE ON HORTICULTURE, RESEARCH,
BIOTECHNOLOGY AND FOREIGN AGRICULTURE

COMMITTEE ON EDUCATION
AND THE WORKFORCE
SUBCOMMITTEE ON EARLY CHILDHOOD, ELEMENTARY,
AND SECONDARY EDUCATION

SUBCOMMITTEE ON WORKFORCE PROTECTION

Congress of the United States
House of Representatives
Washington, DC 20515

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LAKESIDE COMMUNITY CENTER
1225 LAKESIDE STREET
AKRON, OHIO 44326
(330) 835-4758; (330) 835-4863 Fax

E-mail: <http://fudge.house.gov>

October 2, 2014

Dear Mr. Secretary and Madame Secretary:

I am writing in support of the State of Ohio's application for the Federal Early Childhood Expansion grant. I believe that the Cleveland community and the State of Ohio are uniquely positioned to fulfill the goals of the Expansion grant and I am pleased that Cleveland has been highlighted in the grant application as one of Ohio's most qualified communities. Ohio, a Race to the Top Early Learning Challenge grant recipient, has worked tirelessly to build the infrastructure necessary to support sustainable, high-quality preschool expansion across the state, while continuing to support a strong cradle through third grade system.

Ohio has prioritized the expansion of high-quality early learning and development opportunities across the state and has been a leader for comprehensive early childhood system development for more than 25 years. Ohio continues to support, its youngest learners as a top priority, with increases in state funding totaling \$(b)(4) dollars this year alone.

In Cleveland, more than 50 leaders from the public, private, business, philanthropic, and parent communities comprehensively and expertly developed PRE4CLE, a plan that pledges to expand high-quality preschool access by collaboratively supporting the needs of providers, families, and educators. Cleveland, and more broadly Cuyahoga County through its nationally recognized "Invest in Children" Program, has been at the forefront of early learning investment, strategic collaboration, and innovative practice for more than two decades.

Early learning is a recognized and supported strategy for education renewal and economic growth, and was included as a key pillar in the *Cleveland Plan for Transforming Schools (Cleveland Plan)*, the Cleveland Metropolitan School District's plan for fundamentally transforming public education in the City of Cleveland.

Additionally, I am confident about Ohio's dedication to the educational and developmental needs of our youngest learners and encourage you to support our state's application for the Early Childhood Expansion grant. I ask that you give all due consideration on their application.

Sincerely,

(b)(6)

Marcia L. Fudge
Member of Congress

MLF:ajb

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Commissioner Marilyn Brown • **Commissioner** Paula Brooks • **Commissioner** John O'Grady
President

September 24, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Mathews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell,

I write this letter to support the City Of Columbus Mayor's Office on Education's submission of the State of Ohio's application for the Federal Preschool Development-Expansion grant. One of the most important challenges today is making certain we give our youth every possible opportunity to succeed in life. Early education opportunities are crucial to making certain children begin kindergarten with skills which are necessary for success in school and life.

The Federal Preschool Development-Expansion grant will help communities develop additional quality learning systems, which are essential to making programs available to all residents. Combining early education, social services and nutrition services with an emphasis on parent involvement can only support and build on the strengths of local communities.

Franklin County has a long history of partnering with the City of Columbus on early learning initiatives. Often these programs offer low income families the chance to have their children attend high quality programming that normally they could not afford.

I have no doubt that if awarded this grant, the City of Columbus, its local partners and the State of Ohio will work together to make a difference in the lives of our most vulnerable children and their families.

Respectfully

(b)(6)

Marilyn Brown, President
Franklin County Board of Commissioners



THE OHIO STATE UNIVERSITY

September 25, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Secretary Sylvia Mathews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell:

Please accept this letter as an indication of my support on behalf of The Ohio State University for the State of Ohio's application for the Federal Preschool Development-Expansion grant.

My predecessor, Ohio State President Emeritus E. Gordon Gee, served on the Columbus Education Commission, a collaborative panel charged with examining the state of education in Columbus and making recommendations for improvement. One of the most important findings of the Commission was that access to a high-quality preschool education is critical for our young people. After reviewing the data and research on the importance of early learning, the commission concluded that nothing was more important to the growth and development of children than early learning. Ultimately, for Ohio State and for all of higher education, children who receive a quality preschool education are less likely to need costly remediation when they attend college. We believe that this foundation will better prepare them for all phases of their education.

As the nation's largest land-grant institution of higher education, The Ohio State University has long understood its responsibility to partner with K-12 education entities to produce greater academic outcomes for our young people. Our commitment to making a positive impact on education is evidenced by the myriad partnerships Ohio State has with local schools. Recognizing the significance of early learning in improving the educational outcomes of children, Ohio State's Schoenbaum Family Center was founded in 2002. The Center was one of the first university-sponsored childhood laboratory schools in the nation.

Currently, the university's College of Education and Human Ecology is engaged in year two of a five-year partnership with Columbus City Schools to implement the Literacy Collaborative with all elementary schools in the district. Literacy Collaborative (LC) is a comprehensive school reform project designed to improve the reading, writing

and language skills of elementary school children. One of the hallmarks of this project is research-based, long-term professional development in which teachers with the assistance of literacy coaches implement research-based approaches to teaching and learning to improve achievement for all students.

Partners Achieving Community Transformation (PACT) is a partnership between The Ohio State University, City of Columbus and Columbus Metropolitan Housing Authority formed to revitalize the Near East Side of Columbus. Columbus City Schools (CCS) is the largest public school district in Ohio. CCS and PACT, representing The Ohio State University Wexner Medical Center, are partnering to reimagine the seven schools of a feeder pattern into Health Sciences Academies to foster successful outcomes for the children and families in the Near East Side community. The leadership of CCS and PACT recognize the non-academic barriers to learning that impact a child's educational achievement. External factors such as unstable housing, high crime and food insecurity can impede student success, particularly for those living in areas of concentrated poverty. This partnership links school improvement with a holistic neighborhood revitalization plan intended to tackle such external factors. The Health Science Academies will launch in the 2015-2016 school year.

The initiatives cited above demonstrate The Ohio State University's fervent commitment to improving the educational outcomes of the children. The recommendations from Mayor Coleman's Columbus Education Commission highlighted the importance of early learning in providing a strong educational foundation for children, thus assuring greater access to higher education. Investing in early learning will also decrease the need for costly remediation when young people enter colleges and universities like The Ohio State University. For these reasons, I am delighted, on behalf The Ohio State University, to support the State of Ohio's application for the Federal Preschool Development-Expansion grant.

Sincerely,

(b)(6)

Michael V. Drake, MD
President

JOYCE BEATTY

Representative - Ohio

COMMITTEE ON
FINANCIAL SERVICES

SUBCOMMITTEE ON HOUSING AND INSURANCE
SUBCOMMITTEE ON CREDIT RISK AND INVESTMENT

Congress of the United States
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(614) 220-5540 FAX

Beatty.house.gov

September 25, 2014

Secretary Sylvia Mathews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretary Burwell,

As you consider proposals for the Federal Preschool Development-Expansion grant, I would like to draw your attention to the State of Ohio and City of Columbus's application. As evidenced by the work of the Columbus Education Commission, City of Columbus, Columbus business community, Columbus City Schools, area civic community and our neighborhoods stand united in support of early childhood education.

The Columbus Education Commission, a diverse, collaborative body that included all sectors of our community, was convened by Columbus Mayor Michael B. Coleman and Council President Andrew J. Ginther in 2013. The Commission was charged with examining the state of education in Columbus and making recommendations for improvement. One of the most important recommendations of the Commission was access to quality preschool for every four-year old in Columbus. Mayor Coleman and Council President Ginther heeded our advice and initiated Early Start Columbus, a high-quality preschool program already aligned with most of the requirements of the early learning expansion grant. Early Start Columbus has already greatly expanded crucial preschool programs for Columbus kids.

If granted this proposal, the State of Ohio and City of Columbus would have the capabilities to:

- Expand preschool services already in place;
- Serve the children of Columbus better as they receive early education;
- And develop a sustainable, high-quality preschool program that will be a model for the rest of the country.

I ask that you please give full and fair consideration concerning the grant to the proposal brought forward by the State of Ohio and the City of Columbus. Please keep my office informed of the status of this application.

Sincerely,

(b)(6)

Joyce Beatty
Member of Congress

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JOYCE BEATTY

SEN. D. OHIO

COMMITTEE ON
FINANCIAL SERVICES

SUBCOMMITTEE ON HOUSING AND INSURANCE
SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS

Congress of the United States
House of Representatives
Washington, DC 20515-3503

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(614) 220-5640-FAX

beatty.house.gov

September 25, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

As you consider proposals for the Federal Preschool Development-Expansion grant, I would like to draw your attention to the State of Ohio and City of Columbus's application. As evidenced by the work of the Columbus Education Commission, City of Columbus, Columbus business community, Columbus City Schools, area civic community and our neighborhoods stand united in support of early childhood education.

The Columbus Education Commission, a diverse, collaborative body that included all sectors of our community, was convened by Columbus Mayor Michael B. Coleman and Council President Andrew J. Ginther in 2013. The Commission was charged with examining the state of education in Columbus and making recommendations for improvement. One of the most important recommendations of the Commission was access to quality preschool for every four-year old in Columbus. Mayor Coleman and Council President Ginther heeded our advice and initiated Early Start Columbus, a high-quality preschool program already aligned with most of the requirements of the early learning expansion grant. Early Start Columbus has already greatly expanded crucial preschool programs for Columbus kids.

If granted this proposal, the State of Ohio and City of Columbus would have the capabilities to:

- Expand preschool services already in place;
- Serve the children of Columbus better as they receive early education;
- And develop a sustainable, high-quality preschool program that will be a model for the rest of the country.

I ask that you please give full and fair consideration concerning the grant to the proposal brought forward by the State of Ohio and the City of Columbus. Please keep my office informed of the status of this application.

Sincerely,

(b)(6)

Joyce Beatty
Member of Congress

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Tracy Maxwell Heard
State Representative, 26th District
Democratic Leader

Committees
Joint Legislative Ethics Committee
Investigations Subcommittee
Legislative Service Commission
Rules and Reference, Ranking Member

Tuesday, September 22, 2014

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

The Honorable Sylvia Mathews Burwell
Secretary
United States Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretaries Duncan and Burwell,

I write as a state representative for a district comprised entirely of the Columbus City Schools district and as the Minority Leader of the Ohio House of Representatives in full support of the State of Ohio's application for *the Federal Preschool Development-Expansion* grant.

This application has the support of many of Columbus' most important entities when it comes to education – the Columbus Education Commission, the City, the business community and the civic community. Each of those groups understands how crucial preschool is in a child's development – that's why the Columbus Education Commission recommends that every four-year old in Columbus have access to quality preschool.

Columbus would be eligible to receive up to \$(b)(4) dollars to create at least 759 full-time preschool places. I can neither overstate the value of that many new preschool places to the residents of my district in east and south Columbus, nor can I understate the need for these monies in Columbus City Schools district as it continues on its upward trajectory.

Several of my colleagues in the General Assembly and I have made the push toward universal pre-kindergarten instruction in Ohio one of our educational goals. This would be fantastic step towards helping us realize that goal. It would also help us make

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614-466-8010 • Rep26@ohiohouse.gov • www.ohiohouse.gov

Tracy Maxwell Heard

State Representative, 26th District
Democratic Leader

Columbus a sterling example of what expanding opportunities to preschool do for our children.

For the mentioned reasons, I fully support the State and City's application for the Federal Preschool Development-Expansion grant. Please feel free to contact my office with any concerns or questions.

Yours in service,

(b)(6)

Tracy Maxwell Heard
State Representative, 26th District
Democratic Leader



State Representative Kevin L. Boyce

*Committees: Financial Institutions, Housing and Urban Development- Ranking,
Manufacturing and Workforce Development and Public Utilities*

September 25, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Mathews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell,

It is my privilege to express my support for the State of Ohio's application for the Federal Preschool Development grant to benefit the City of Columbus. As a member of the community, parent of school-aged children, and State Representative from the City of Columbus, issues of early childhood education and kindergarten preparedness are very important to me, and have taken a forefront in my legislative initiatives.

A third of our students enter kindergarten unprepared. Moreover, because they are unable to pass the state's third grade reading guarantee, more than half of our students are in danger of repeating the third grade. While harrowing, these statistics demonstrate the value of the investment in preschool learning and kindergarten readiness.

The Mayor and City Council created the Columbus Education Commission (CEC), a diverse body comprised of leaders from the business, education, non-profit, government and faith-based sectors. The Commission was charged with examining the state of education in Columbus and making recommendations for improvement. The community focused strategy by the CEC bridges businesses, local government, schools and neighborhoods to create a unique synergy.

An important recommendation made by the CEC was the expansion of access to quality preschool learning for every child in the City of Columbus. To address this recommendation, the City initiated Early Start Columbus; this early childhood focused program seeks out partnerships with elementary schools and community-based preschool providers to support a child's transition to kindergarten.



State Representative Kevin L. Boyce

*Committees: Financial Institutions, Housing and Urban Development- Ranking,
Manufacturing and Workforce Development and Public Utilities*

Through the Preschool Development Grant Program, the city of Columbus will be able to expand their community-based preschool to elementary school partnerships district wide and empower preschool age children with an eagerness to learn, a solid foundation in math and language arts proficiency and the social and behavior-management skills to achieve academic success.

In conclusion, I applaud and fully support the efforts of the City of Columbus and the State of Ohio as they seek to equip our children with the tools to become well-prepared, confident and proficient students and ask a favorable consideration of their application.

Sincerely,

(b)(6)

Kevin L. Boyce
State Representative
25th House District



September 24, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Secretary Sylvia Mathews Burwell
U.S. Department of Health & Human Services
200 Independence Ave., SW
Washington, D.C. 20201

Dear Secretaries Duncan and Burwell,

It is a pleasure to express my strong support for the State of Ohio's application for the Federal Preschool Development-Expansion Grant. I stand with the Columbus Education Commission, the City of Columbus and Columbus business community, Columbus City Schools, our civic community and our neighborhoods in support of early childhood education.

The Columbus Education Commission, a diverse collaborative from all sectors of the community, recommended that every four-year old in Columbus should be provided access to quality preschool. Early Start Columbus has already greatly expanded crucial preschool programs for Columbus kids. Ohio's participation in the expansion grant would allow us to expand these services even further and assist in reaching our goal.

If awarded this grant, the City of Columbus and the State of Ohio will work efficiently and expediently to develop a sustainable, high-quality preschool program that will be a model for the rest of the country.

Sincerely,

(b)(6)

State Representative Michael F. Curtin
Ohio House of Representatives
17th House District

COLUMBUS^{*}
PARTNERSHIP

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September 23, 2014

Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Sylvia Mathews Burwell
Secretary, U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretaries Duncan and Burwell:

We are pleased to offer our support for the State of Ohio's application for the Federal Preschool Development-Expansion grant. The business community in Columbus has long been a supporter of high quality early childhood education as a foundation for academic and lifelong success. This federal preschool grant is an important strategy to support our state, and local community, on the path to economic prosperity.

The Columbus Partnership is a non-profit, membership-based CEO organization of 52 CEOs from Columbus' leading businesses and institutions. The Columbus Partnership's primary goal is to improve the economic vitality of the Columbus Region. We know our economic strength is dependent upon the strength of the people in our community, and we know we must support the development of our future workforce from the very beginning. Extensive research confirms that kids who start off right – with a nurturing home environment, access to quality preschool, adequate health care and good nutrition – are far more likely to succeed in school and become productive members of society.

Partnering with the state and federal government to expand access to high quality preschool will build on recent progress in Columbus. In 2013, the Columbus Education Commission, a diverse, collaborative body that included all sectors of our community, issued recommendations to improve the state of education in our city. One of the most important recommendations coming from the Commission: to ensure access to quality preschool for every four-year old in Columbus.

In response to this recommendation, city leaders recently launched Early Start Columbus, a program to expand access to high quality preschool that is well aligned with requirements of the federal grant. Early Start Columbus has already greatly expanded crucial preschool programs for Columbus kids, and our participation in the federal expansion grant would put us one step closer to realizing our goal.

We applaud the U.S. Departments of Education and Health & Human Services for advancing opportunities for high quality preschool. We hope you look to Ohio and the Columbus community as partners in bringing this critical opportunity to our youngest learners.

Very truly yours,

(b)(6)

Alex R. Fischer
President and CEO

ARF/tt



399 East Main Street, Suite 100
Columbus, Ohio 43215-5303
telephone: 614.224.5917
www.researchpartners.org

September 22, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Mathews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell,

Community Research Partners (CRP) is pleased to provide this letter of support for the State of Ohio's application for the Federal Preschool Development-Expansion grant. CRP is a non-profit research, evaluation, and data center based in Columbus, Ohio, with a mission to strengthen communities through data, information, and knowledge. CRP is a partnership of the City of Columbus, United Way of Central Ohio, The Ohio State University, and the Franklin County Commissioners. CRP is also central Ohio's data intermediary, and a partner in the Urban Institute's National Neighborhood Indicators Partnership.

In Columbus, and all across Ohio, we believe in the inclusive collaboration of government, education, business, and neighborhood organizations; a growing network of preschool providers is already working together and will continue to work together to sustain these efforts. CRP is proud to provide data and research support to many of these collaborative efforts, including Learn4Life, the Ohio Child Care Resource & Referral Association, and Columbus Kids: Ready, Set, Learn.

We have no doubt that if awarded, the City of Columbus and the State of Ohio will work efficiently and expediently to develop a sustainable, high-quality preschool program that will be a model for the rest of the country.

Respectfully,

(b)(6)

Lynnette Cook, Ph.D
Executive Director



96 S. Grant Ave.
Columbus, Ohio 43215
columbuslibrary.org 645-2275

September 25, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Mathews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell,

On behalf of Columbus Metropolitan Library (CML), I am proud to support the State of Ohio's application for the Federal Preschool Development-Expansion Grant. CML is a strong proponent of early childhood education, and we have implemented several initiatives to support this work in our community. The expansion grant would significantly boost the work already underway by CML and many other community partners to meet the early childhood education needs throughout our community and the State of Ohio.

As part of CML's strategic plan, we have committed to serving "young minds" in innovative and effective ways that help children achieve important learning milestones. We know that many children in Columbus arrive in kindergarten unprepared to learn, and that third-graders who do not pass the reading proficiency test are not promoted to fourth grade. In response to these very serious educational challenges, we have partnered with local school districts to establish several initiatives that directly impact early childhood education.

CML launched Reading Buddies, modeled after the Columbus City Schools program, where volunteers read with children in our library branches after school. CML serves 10 school districts, and as many as 2,000 kids from across these districts participate each month. We also implemented weekly library book delivery to Groveport Madison elementary schools and 16 Columbus City Schools elementary schools this year, in order to increase access to books for children in underserved communities.

The CML Ready to Read Corps uses home-based visits to train parents and caregivers in six at-risk neighborhoods in essential pre-literacy skills so they can help prepare their children for kindergarten. Recognizing the urgency around the need for increased kindergarten readiness preparation in underserved communities, we also have utilized our Corps to implement the SPARK (Supporting Partnerships to Assure Ready Kids™) program. This is a family-focused intervention program that helps four-year-old children prepare for school by building reading, language and social skills.

Several CML library branches have Ready for Kindergarten areas, which provide a special space for children and their caregivers to experience a classroom setting and literacy learning tools prior to entering kindergarten. In addition, CML librarians have become proactive in equipping parents with literacy skills to help their children learn to read. We've developed specific instructions on book-sharing techniques to guide parents through the process of teaching children pre-reading skills.

CML's commitment to early childhood education was reaffirmed through my recent participation on the Columbus Education Commission (CEC), which was convened last year to make recommendations for improvement to the local education system. At the top of our list was the recommendation for increased access to quality preschool for every four-year old in Columbus. As a result, the city of Columbus initiated Early Start Columbus, a high-quality preschool program that has already extended more preschool opportunities to Columbus children. While this was an important first step, we know there is more to be done.

The Federal Preschool Development-Expansion Grant would help the City of Columbus and the State of Ohio expand current early childhood education to even more children. I fully support the State of Ohio's application for this grant. Please do not hesitate to contact me at 614-849-1000 with any questions you may have.

Sincerely,

(b)(6)

Patrick Losinski
CEO

CML Board of Trustees

Robert P. Sugarman Kepler Brown Hill & Ritter Co., L.P.A. • Randy J. Fortener Crane Investment Corp.
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CML Branches

Driving Park • Dublin • Franklinton • Gahanna • Hilliard • Hilltop • Karl Road • Linden • Livingston • Main Library • Martin Luther King
New Albany • Northern Lights • Northside • Parsons • Reynoldsburg • Shepard • South High • Southeast • Whetstone • Whitehall

September 23, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Mathews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell,

I am writing on behalf of Columbus Public Health and the Columbus Board of Health to voice support for the State of Ohio's application for the Federal Preschool Development-Expansion grant. This funding would provide our community with critical resources needed to help fill gaps in early childhood education for our most vulnerable residents. Evidence from decades of research has convinced many public health professionals that there is no single factor more important to healthy living than a minimum standard of income, which can be tied all the way back to early childhood education.

Preschool programs for Columbus children have been expanding thanks to critical programs such as Early Start Columbus, a high-quality preschool program that already aligns with most of the requirements of the Early Learning Expansion grant. However, Columbus has not reached its goal as segments of our population fall further behind due in part to limited access to opportunities such as early childhood education.

Ohio's participation in the expansion grant would greatly help Columbus expand these services to potentially reach 1,000 children with access to quality preschool experiences. Columbus, as well as Ohio, has demonstrated a solid base of partners to do such work, including preschool educators, government, education, business, and community members.

I am confident that, if awarded, the City of Columbus and the State of Ohio will effectively and prudently implement this initiative.

Sincerely,

(b)(6)

Teresa C. Long, MD, MPH
Health Commissioner

HEALTH COMMISSIONER Teresa C. Long, MD, MPH
BOARD OF HEALTH PRESIDENT, EX-OFFICIO:
Mayor Michael B. Coleman



BOARD OF HEALTH Karen S. Days, MBA
Karen J. Morrison, JD, MS Augustus G. Parker III, MD
Stephen P. Samuels, JD Mary Ellen Wevers, PhD, MPH, RN

360 South Third Street
Columbus, Ohio 43215-5485
tel 614.227.2700
fax 614.224.5835
www.uwcentralohio.org



United Way
of Central Ohio

September 24, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Secretary Sylvia Mathews Burwell
U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretaries Duncan and Burwell:

I strongly support the State of Ohio's application for the Federal Preschool Development-Expansion grant.

Children in poverty are more likely to enter school unprepared academically, socially, and physically. The most recent State Report Card from the Ohio Department of Education points out that about 48% of the children in Ohio's schools are economically disadvantaged. Ohio's "poverty gap" - the gap in achievement between children who are economically disadvantaged and those who are not - is estimated to be between 25 and 30%. Quality pre-K can significantly reduce this gap. But too many children across our state do not have access to the early education they need.

The issues of poverty and access are felt deeply in Columbus: approximately 80% of the children in Columbus City Schools are economically disadvantaged and, as in our sister cities across Ohio, access to quality pre-K is limited. However, we are committed to reducing the impact of poverty on our children's achievement and have the collaborative infrastructure in place that would allow the resources of the grant to be used for maximum effectiveness. We have a strong record of collaboration on education issues, working together as funders, providers, government, and community organizations to provide programming for children and their parents and to make data available for decision making and evaluation.

Not only does Columbus have proven collaborative infrastructure, but significant momentum also exists around the specific issue of school readiness. There is a shared recognition that early education is a pivotal component for later educational success and educational achievement is a key factor in reducing poverty.

Columbus Kids: Ready, Set, Learn is an excellent example of a collaborative effort focused on increasing kindergarten readiness. The work began four years ago in response to high numbers of children entering kindergarten in Columbus City Schools unprepared for success. Columbus Kids is now working with over 300 partners to make developmental screenings and learning resources available to all 2 1/2 through 4 year old children living in the Columbus City School district. Approximately 15,000 screenings have been done since the program's inception. A robust group of funders representing government, business and private foundations have been and are engaged and committed to this work.

Additional understanding and commitment to the importance of early childhood education came from the work of the Columbus Education Commission. The group, convened by the Mayor of the City of Columbus and the President of Columbus City Council in 2013, brought community leaders together as never before to look holistically at education in our city. They developed comprehensive and sweeping recommendations focused on six areas. Leading the recommendations was a commitment to make sure that every child in Columbus is kindergarten ready.

In Ohio, in Columbus, and at United Way of Central Ohio, we are determined to broaden access to quality early education and have laid the groundwork for success. The Federal Preschool Development-Expansion grant would provide much-needed assistance in moving forward. If Ohio receives the grant, I am confident that we will develop a sustainable, high-quality pre-K program to serve the children of Ohio well and provide an effective model for other states.

Sincerely,

(b)(6)

Janet E. Jackson
President and CEO

September 19, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Mathews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell,

It is a pleasure to express our strong support for the State of Ohio's application for the Federal Preschool Development-Expansion grant. As evidenced by the work of the Columbus Education Commission, the City of Columbus, the Columbus business community, Columbus City Schools, our civic community, and our neighborhoods stand united in support of quality early childhood education.

Action for Children (AFC), designated by the State as the child care resource and referral agency for Central Ohio, has partnered with the City of Columbus since 1972 to implement programs that focus on building the supply of high quality early learning opportunities for children in our community. These programs support child care and early education programs by providing technical assistance, coaching and professional development. And, as an information and referral agency, it is our goal to link families to programs that fit their needs for child care and early learning experiences that result in children being ready for school.

AFC is currently a partner in the City's Early Start Columbus program, working with a consortium of four (4) child care and early education providers to expand access to high quality prekindergarten experiences in the Franklinton, Southern Gateway, near east side, and near south side of Columbus. These programs have a long history of supplying quality child care and early education experiences for children. Gladden Community House and Columbus Early Learning Centers have each operated their programs for over 100 years, South Side Learning & Development Center nearly 90 years and Central Community House for over 75 years.


Early Start Columbus has already greatly expanded the availability of crucial preschool programs for Columbus' children. AFC and these four child care programs are enthusiastic

partners in that venture. Ohio's participation in the Preschool Development-Expansion grant would help us to expand these services even further to assure a high-quality preschool education for every four-year-old in Columbus.

In Columbus, and all across Ohio, there is a broad coalition of government, education, business, and community; and a growing network of preschool providers already working together who will continue to work together to sustain these efforts. We have no doubt that if awarded, the City of Columbus and the State of Ohio will work efficiently and expediently to develop a sustainable, high-quality preschool program that will be a model for the rest of the country.

Sincerely,

(b)(6)

Eric Karolak, CEO
Action for Children


(b)(6)

Roberta Bishop, Executive Director
South Side Learning & Development Center



(b)(6)

Maggie Spangler, Executive Director
Columbus Early Learning Centers



(b)(6)

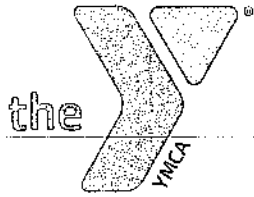
Tammy Freeman, Director
Central Community House Child Care
Center



(b)(6)

Victoria Wheeler, Director
Gladden Community House Preschool





FOR YOUTH DEVELOPMENT ®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

September 23, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Mathews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell,

At YMCA, we believe that every child deserves a high quality early learning experience prior to kindergarten entry. The YMCA demonstrates its commitment to high quality by offering preschool programs that are nationally accredited and state-rated by Ohio's quality rating system. It is my pleasure to express our strong support for the State of Ohio's application for the Federal Preschool Development-Expansion grant. Our Head Start program and our Early Start Columbus program have already greatly expanded crucial preschool programs for Columbus children. Ohio's participation in the expansion grant would help us to expand these services even further and assist us in reaching our goal of preparing every low-income preschooler for kindergarten success.

In Columbus we are fortunate to have a broad coalition of government, education, business, and community entities working on kindergarten readiness. In addition, there is a growing network of preschool providers already working together who will continue to work together to sustain these efforts. As an example of collaboration, our YMCA is offering services to preschoolers in Columbus City Schools' classrooms for the first time in history.

We have no doubt that if awarded, the City of Columbus and the State of Ohio will work efficiently and expediently to develop a sustainable, high-quality preschool program that will be a model for the rest of the country. Thank you for your consideration.

Sincerely,
(b)(6)



Andrew A. Roberts
President/CEO

**YMCA OF CENTRAL OHIO
METROPOLITAN OFFICES**

40 West Long Street, Columbus OH 43215
P 614 224 1142 F 614 573 3619 ymcacolumbus.org

United States Senate

WASHINGTON, DC 20510

September 25, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

The Honorable Sylvia Mathews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretaries Duncan and Burwell,

I write to bring to your attention the competitive grant application submitted by the State of Ohio for funding through the Federal Preschool Development-Expansion grant.

I understand that the State of Ohio's proposal would create high quality preschool learning opportunities for four-year-old preschool children who live in economically disadvantaged families. By continuing the Early Start Columbus program initiated by the City of Columbus and expanding its services and activities, the proposed program would help to prepare children for school.

Please give all due consideration to this request. If there are any questions, please contact my grant coordinator, Linda Greenwood at (419) 259-3895. Thank you.

Sincerely,

(b)(6)

Rob Portman
United States Senator

Perry County Health Department

212 South Main Street, Lower Level * P.O. Box 230
New Lexington OH 43764
(740) 342-5179 Fax: (740) 342-5540
Website: www.perryhealth.com

October 9, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building, 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary and Madam Secretary,

On behalf of the community of New Lexington and the families who reside here, we are writing this letter of support for the expansion of quality early childhood programs in the State of Ohio, and more specifically, within the New Lexington City School District.

New Lexington is located in rural, southeastern Ohio in Perry County. The median income is approximately \$(b)(4) and (b)(6)% of adults over 25 do not have a college degree. With over 40% of the county population living below the poverty level, the need for additional quality yet affordable preschool programming is high. At the current time, there are only three preschools within New Lexington City School District that meet the high quality standards determined by the Ohio Department of Education. Statistics have shown that some of our young children are entering kindergarten lacking the skills needed to be successful. With the rigor of today's educational standards, students need to enter school ready to learn. Without early learning experiences, children enter at a disadvantage that is sometimes never overcome. As a community, that is a concern. We want to be sure students are graduating from high school and becoming productive citizens, and we feel a quality early start is one of the keys to this happening.

As members of the New Lexington community, we strongly support the expansion of preschool programming to all four-year-olds from low- and moderate-income families. We believe the implementation of this program would benefit our children and provide opportunities that will lead to future academic success.

Respectfully, 

(b)(6)

Angela DeRolph, MPH
Health Commissioner

Equal Opportunity Employer M-F



**Perry County Board of
Developmental Disabilities**

PERRY COUNTY BOARD OF DEVELOPMENTAL DISABILITIES

David C. Couch, Superintendent

Administration PerCo, Inc. Adult Services Service Coordination Help Me Grow Activity Center
740-342-3542 740-342-5156 740-342-0416 740-342-7722 740-342-3905

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building, 7W311
Washington DC 20202

October 9, 2014

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary and Madam Secretary,

I am writing to support the expansion of quality early childhood programs in the State of Ohio, and more specifically, within the New Lexington City School District. We have partnered with the New Lexington City School District in a number of ways on common issues and find them to be a reliable and competent partner in addressing educational needs of our community.

New Lexington is located in rural, southeastern Ohio in Perry County and faces the challenges of Appalachian communities. Recognizing the need to provide a quality early start in education the New Lexington City School District wants to provide a solution by addressing a gap in our community. At the current time, there are only three preschools within New Lexington City School District that meet the high quality standards determined by the Ohio Department of Education.

As members of the New Lexington community, we strongly support the expansion of preschool programming to all four-year-olds from low- and moderate-income families. I believe the implementation of this program will strongly benefit our community by providing opportunities for our children that will lead to future academic success.

Respectfully,

(b)(6)

David Couch
Superintendent

This Agency is an Equal Opportunity and Service Provider
Our Mission: Partnering with the community by using available resources to support individuals
with developmental disabilities.



300 Madison Ave
Suite 1300
Toledo, OH 43604

Phone: 419-243-1706
Fax: 419-242-5549

www.aspiretoledo.org

Dear Dr. Durant,

We are pleased to support you in your collaboration with the State of Ohio to obtain additional preschool funding from the federal government. We believe that this move represents a positive step in the direction of providing quality programming for our youngest children.

Thank you for your work in making quality preschool programs available in our community. We look forward to this new opportunity for Lucas County.

Sincerely,

(b)(6)

Katie Enright
Acting Executive Director

October 10, 2014

Dr. Romules Durant
Superintendent
Toledo Public Schools
420 East Manhattan Blvd.
Toledo, Ohio 43608

Dear Dr. Durant:

We are pleased to support you in your collaboration with the State of Ohio to obtain additional funding to support early childhood education in Northwest Ohio. We believe that this effort represents a positive step in the direction of providing quality programming for our youngest children.

Thank you for your work in making quality preschool programs available in our community. We look forward to this new opportunity for Lucas County.

Sincerely,

(b)(6)

Keith Burwell
President

WSOS
COMMUNITY ACTION
HELPING PEOPLE HELP THEMSELVES - SINCE 1965

October 13, 2014

Dr. Romules Durant
Superintendent
Toledo Public Schools
420 E. Manhattan Blvd.
Toledo, OH 43608

Dear Dr. Durant:

WSOS Community Action Commission, Inc. is pleased to support you in your collaboration with the State of Ohio to obtain additional preschool funding from the federal government. We believe that this move represents a positive step in the direction of providing additional quality programming for our youngest children.

Thank you for your work in making quality preschool programs available in our community. We look forward to this new opportunity for Lucas County.

Sincerely,

(b)(6)

Ruthann House
President/CEO

Appendix 2



SUTQ Program Standards

Standards for Programs Ohio Department of Education Department of Job and Family Services

STAR RATING SYSTEM



One-, two- and three-star programs must meet all standards at the lower levels before advancing to the next. Beyond three stars, programs will be awarded points based on their adherence to three-star requirements and their ability to earn additional points. Programs must achieve a minimum of at least one point in each of the four domains and can earn extra points for accreditation, lower staff/child ratios and group size.

 FOUR AND FIVE STARS 	
Step 4 and Step 5 programs must score at least one point in each of the four domains. They can score additional points by meeting the standards listed below. To achieve a Step 4 designation, programs must score 35-55 points. To achieve a Step 5 designation, programs must score 56-79 points.	
ADDITIONAL POINTS	
Accreditation Accredited from an approved accrediting body (5 points); or Staff/Child Ratios and Group Size • Birth to < 18 months 1:4 / 2:8 / 3:10 (3 points) or 1:5 / 2:10 (2 points) Toddlers • 18 to 30 months 1:5 / 2:10 • 30 to 36 months 1:6 / 2:12 (3 points); or • 18 to 30 months 1:6 / 2:12 • 30 to 36 months 1:7 / 2:14 (2 points) Mixed Age Groups follow the ratio for the youngest child in the group School age • K to age 14 1:15 (2 points); or • 1:16 (1 point) Mixed Age Groups follow the ratio for the youngest child in the group	Preschool • 36 to < 48 months 1:10 / 2:20 and 48 months to < school age 1:12 / 2:24 (2 points); or • 36 months to < 48 months 1:11 / 2:22 and 48 months to < school age 1:13/2:26 (1 point)

THREE STARS

TWO STARS

ONE STAR

LEARNING & DEVELOPMENT (MAX 21 POINTS)			
Domains	ONE STAR	TWO STARS	THREE STARS
Curriculum & Planning	Program engages in a process to identify a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served) that is developmentally appropriate. Each classroom has a copy of the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served). Teachers utilize a written, dated plan of activities.	Program obtains a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served) that is developmentally appropriate. Each teacher has daily access to a copy of the curriculum. Teachers use a written, dated plan of activities that is aligned to all developmental domains in the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served).	Program implements a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served) and demonstrates its alignment to assessment. Teachers use a written, dated plan of activities that is aligned to all developmental domains in the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served).
Child Screening & Assessment	Program engages in a process to select a comprehensive, developmentally appropriate screening instrument(s) for the age groups served. (Does not apply to school-age children.) Program identifies staff to be trained to administer, score and use the instrument(s) appropriately.	Program obtains a comprehensive, developmentally appropriate screening instrument(s) for the age groups served. (Does not apply to school-age children.) Staff are trained to administer, score and use the instrument(s) appropriately.	Program ensures that all children (except school-age children) receive a comprehensive, developmentally appropriate screening that is valid and reliable within 60 business days of entry into the program and annually thereafter. Necessary referrals are completed within 90 days of identification of need, and the results are formally communicated with families. Program administers assessments that meet staff requirements for all enrolled preschool-aged children. Program assesses all children enrolled using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families.
Interactions & Environment	Program selects a self-assessment tool(s) that addresses the quality of the classroom environment and staff/child interactions that is developmentally appropriate for each age group served.	Staff complete an annual self-assessment that addresses the quality of the classroom environment and staff/child interactions for each group of children.	Each lead teacher identifies an area for improvement and creates an action plan, which includes a goal and action steps toward completing the goal, based on the results of the annual self-assessment. Program supports each child's development by providing well-structured learning environments and positive interactions among staff and children.

Lead teacher documents progress on action steps and readjusts goals as needed (4 points).

Domains	ONE STAR	TWO STARS	THREE STARS	FOUR AND FIVE STARS
ADMINISTRATIVE & LEADERSHIP PRACTICES (MAX 18 POINTS)	<p>Staff</p> <p>The program has a written wage structure.</p>	<p>Program offers one of the approved staff supports to employees.</p>	<p>Program offers two of the approved staff supports to employees.</p>	<p>Program offers three or more of the approved staff supports to employees (3 points).</p>
	<p>Program</p> <p>Program completes an annual program self-assessment.</p>	<p>Program completes a continuous improvement plan, which includes a minimum of one goal and action steps toward completing the goal, using results from self-assessment.</p>	<p>Program completes an annual continuous improvement plan, which includes a minimum of two goals and action steps toward completing the goals, using results from the self-assessment.</p>	<p>Program's annual continuous improvement plan has strategies to engage community partners to support child and family outcomes (3 points).</p> <p>The program conducts an annual survey with families, identified stakeholders and/or community partners to review accomplishment of program goals (3 points).</p>
	<p>Management</p> <p>Administrators, lead teachers and assistant teachers have annual professional development plans.</p>	<p>Lead and assistant teachers have at least one formal observation annually.</p>	<p>Results of the formal observations are used to inform individual professional development plans.</p>	<p>Results of the formal observations are used to inform the program's annual continuous improvement plan (4 points).</p> <p>Results of annual classroom self-assessment are used to inform individual professional development plans (3 points).</p> <p>Two formal observations are completed annually for all lead and assistant teachers (2 points).</p>
STAFF QUALIFICATIONS & LEADERSHIP PRACTICES (MAX 17 POINTS)	<p>Staff Education</p> <p>Administrator has Child Development Associate (CDA) or Career Pathways Level (CPL) 2.</p> <p>50 percent of lead teachers have a CDA (at least two lead teachers must have a CDA or higher to meet this standard), or one lead teacher has an associate's degree (AA) appropriate to the age groups noted below or a CPL 3.</p> <ul style="list-style-type: none"> • Early Childhood Teachers—An AA in early childhood education (ECE) or an approved related field. • School-Age Teachers—An AA in an approved field. 	<p>Administrator has an AA in ECE (or approved related field for school-age-only programs) or a CPL 3.</p> <p>25 percent of lead teachers have an AA appropriate to the age groups noted below or a CPL 3.</p> <ul style="list-style-type: none"> • Early Childhood Teachers—An AA in ECE or an approved related field. • School-Age Teachers—An AA in an approved field. 	<p>Administrator has an AA in ECE (or approved related field for school-age-only programs) or a CPL 3.</p> <p>50 percent of lead teachers have an AA appropriate to the age groups noted below or a CPL 3.</p> <ul style="list-style-type: none"> • Early Childhood Teachers—An AA in ECE or an approved related field. • School-Age Teachers—An AA in an approved field. 	<p>Administrators</p> <ul style="list-style-type: none"> • Master's degree in ECE or approved related field, or bachelor's degree (BA) with CPL 5, or BA in ECE with an Administrator Credential Level (ACL) 3 (5 points); or • BA in ECE or approved related field with an administrator license, or AA in ECE or approved related field with an ACL 3 (4 points); or • BA in ECE or approved related field, or CPL 4, or AA in ECE or approved related field with a CPL 3 (3 points); or • Associate's degree in ECE or approved related field with an ACL 3 (2 points). <p>Lead Teachers</p> <ul style="list-style-type: none"> • 100 percent have a BA in ECE or approved related field or a CPL 4 (5 points); or • 50 percent have a BA in ECE or approved related field or a CPL 4, and the other 50 percent have a minimum of an AA appropriate to the age groups noted in Step 3 or a CPL 3 (4 points); or • 100 percent have an AA appropriate to the age groups noted in Step 3 or a CPL 3 (3 points). <p>Assistant Teacher (applies only to groups that need an assistant teacher in order to maintain ratio)</p> <ul style="list-style-type: none"> • 100 percent of classrooms have an assistant teacher with a CDA or CPL 2 (4 points); or • 50 percent of classrooms have an assistant teacher with an AA in ECE (or related field for school-age teachers) (3 points); or • 75 percent of classrooms have an assistant teacher with a CDA or CPL 2 (2 points); or • 50 percent of classrooms have an assistant teacher with a CDA or CPL 2 (1 point).
	<p>Professional</p> <p>Administrators, lead teachers and assistant teachers receive a minimum of 20 clock hours of approved specialized training every two years. Individuals who currently are enrolled in a degree-granting program in early childhood or related field can use coursework to fulfill the annual training requirement.</p>	<p>Administrators, lead teachers and assistant teachers receive a minimum of 20 clock hours of approved specialized training every two years. Individuals who currently are enrolled in a degree-granting program in early childhood or related field can use coursework to fulfill the annual training requirement.</p>	<p>Administrators, lead teachers and assistant teachers receive a minimum of 20 clock hours of approved specialized training every two years. Individuals who currently are enrolled in a degree-granting program in early childhood or related field can use coursework to fulfill the annual training requirement.</p>	<p>100 percent of administrators and lead and assistant teachers have obtained 30 or more hours of approved professional development over a two-year period (3 points); or</p> <p>100 percent of administrators and lead and assistant teachers have obtained 25 or more hours of approved professional development over a two-year period (2 points); or</p> <p>50 percent of administrators and lead and assistant teachers have obtained 30 or more hours of approved professional development over a two-year period (2 points); or</p> <p>50 percent of administrators and lead and assistant teachers have obtained 25 or more hours of approved professional development over a two-year period (1 point).</p> <p>The program has written transition policies and practices that include strategies for supporting transitions into, within and out of the program for both children and families (2 points).</p>
FAMILY & COMMUNITY PARTNERSHIPS (MAX 8 POINTS)	<p>Transitions</p> <p>Program provides written information to families on transitioning children into, within and out of the program.</p>	<p>Program provides age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting.</p> <p>Program transfers any child's records to the new setting at the family's request and with the family's written consent.</p> <p>Program communicates with families using different modes of communication, at least one of which promotes two-way communication.</p> <p>At least once per year, information on topics addressing health and child development is provided to families.</p> <p>Program offers at least one opportunity for families to engage in activities.</p>	<p>Program meets with families to develop an individualized transition plan that supports a child's transition to another classroom or educational setting.</p>	<p>The program has written transition policies and practices that include strategies for supporting transitions into, within and out of the program for both children and families (2 points).</p>
	<p>Communication & Engagement</p> <p>Program obtains information about the family structure and routines that is important to the child's development.</p> <p>Program provides information regarding resources and community services to families.</p>	<p>Program communicates with families using different modes of communication, at least one of which promotes two-way communication.</p> <p>At least once per year, information on topics addressing health and child development is provided to families.</p> <p>Program offers at least one opportunity for families to engage in activities.</p>	<p>Program organizes at least one educational training, workshop or event to support families' engagement in children's learning and development.</p> <p>Program has written policies and procedures to ensure that children have received comprehensive health screenings and/or that families have been provided information on the importance of health screenings and resources to obtain them.</p> <p>Programs and parents collaborate to create annual written, developmental and/or educational goals for children.</p>	<p>Program has written documentation of formal and/or informal agreements with community partners and other family-serving agencies, programs and entities (3 points).</p> <p>Program uses a "formal model or process to enhance family engagement strategies (2 points).</p> <p>Program has an organized and active parent/volunteer group (1 point).</p>

PR Award # S416B1500Z9

Standards for Family Child Care ★ Ohio

Department of Education
Department of Job and Family Services

STAR RATING SYSTEM



One-, two- and three-star programs must meet all standards at the lower levels before advancing to the next. Beyond three stars, programs will be awarded points based on their adherence to three-star requirements and their ability to earn additional points. Programs must achieve a minimum of at least one point in each of the four domains and can earn extra points for accreditation and lower staff/child ratios.

FOUR AND FIVE STARS	
Step 4 and Step 5 programs must score at least one point in each of the four domains. They also can score additional points by meeting the standards listed below. To achieve a Step 4 designation, programs must score 30-45 points. To achieve a Step 5 designation, programs must score 46-64 points.	
ADDITIONAL POINTS	Accreditation Accredited from an approved accrediting body (5 points). Staff/Child Ratios and Group Size Type A Home providers: An additional child care staff member is present between the hours of 6:00 a.m. through 7:00 p.m. when five or more children are present (5 Points). Type B Home providers: An additional child care staff member is present between the hours of 6:00 a.m. through 7:00 p.m. (excluding nap time) when four or more children are present (5 Points).

THREE STARS

TWO STARS

ONE STAR

Domains	ONE STAR	TWO STARS	THREE STARS	FOUR AND FIVE STARS
Curriculum & Planning	Program engages in a process to identify a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served) that is developmentally appropriate. The program has a copy of the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served). The program utilizes a dated, written plan of activities appropriate to the age groups served.	Program obtains a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served) that is developmentally appropriate. The program utilizes a written, dated plan of activities that is aligned to all developmental domains in the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served.)	Program implements a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age group served) and demonstrates its alignment to assessment. The program utilizes a written, dated plan of activities appropriate to the age groups served that is aligned to all developmental domains in the Early Learning and Development Standards and/or Ohio's K-12 Standards (appropriate to the age groups served.)	Teachers plan intentional and purposeful activities and experiences that meet the needs, interests and abilities of children across all developmental domains (5 points). Teacher supports children's active engagement through opportunities for exploration and learning (3 points).
Child Screening	Program engages in a process to select a comprehensive, developmentally appropriate screening instrument(s) for the age groups served. (Does not apply to school-age children.) Program identifies staff to be trained to administer, score and use the instrument(s) appropriately.	Program obtains a comprehensive, developmentally appropriate screening instrument(s) for the age groups served. (Does not apply to school-age children.) Staff are trained to administer, score and use the instrument(s) appropriately.	Program ensures that all children (except school-age children) receive a comprehensive, developmentally appropriate screening that is valid and reliable within 60 business days of entry into the program and annually thereafter. Necessary referrals are completed within 90 days of identification of need, and the results are formally communicated with families. Program administers assessments that meet state requirements for all enrolled preschool-aged children. Program assesses all enrolled children using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families.	Ongoing child assessment results are used to make, adjust and refine instructional decisions and to evaluate child progress (5 points). Families are provided multiple opportunities to understand the assessment process used and data collected, review and contribute to their child's education plan, and share information about their child's progress toward learning goals (4 points).
Interactions & Environment	Program owner obtains a copy of and familiarizes self and identified staff on how to use the Family Child Care Environment Rating Scale (FCCERS-R) or approved self-assessment tool to measure the learning environment, which includes staff/child interactions.	The program completes an annual self-assessment using the FCCERS-R or other approved tool to measure the learning environment, which includes staff/child interactions.	The program identifies an area for improvement and creates an action plan that includes a goal and action steps based on the results of the annual self-assessment using the FCCERS-R or other approved tool. Program supports each child's development by providing well-structured learning environments and positive interactions among staff and children.	Program owner documents progress on action steps and readjusts goals as needed (4 points).

LEARNING & DEVELOPMENT (MAX 21 POINTS)

PR/Award # S419B150029

Domains	STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT (MAX 13 POINTS)			PARTNERSHIPS & COMMUNITY ENGAGEMENT (MAX 8 POINTS)	
	ONE STAR	TWO STARS	THREE STARS	FOUR AND FIVE STARS	
ADMINISTRATIVE & LEADERSHIP PRACTICES (MAX 12 POINTS)	Program owner completes an annual program self-assessment using an approved instrument.	Program owner completes a continuous improvement plan, which includes a minimum of one goal and action steps toward completing the goal, using results from self-assessment.	Program owner completes a continuous improvement plan, which includes a minimum of two goals and action steps towards completing the goals, using results from self-assessment.	Program's annual continuous improvement plan has strategies to engage community partners to support child and family outcomes (3 points). The program conducts an annual survey with families and/or community partners to review accomplishment of program goals (3 points).	
	Program owner and staff have annual professional development plans.	Program owner completes the Ohio Administrator Core Knowledge and Competencies self-assessment annually. All staff (other than program owner) have at least one formal observation annually.	The results of the staff observations and the program owner's self-assessment are used to inform individual professional development plans.	Results of the formal observations and annual self-assessment are used to inform the program's annual continuous improvement plan (4 points). All other staff have two formal observations annually (2 points).	
	Program owner has a high school diploma or General Education Development (GED) credential (CDA) or a minimum of 25 points in a Career Pathways Level (CPL) 1.	Program owner has a CDA and a minimum of 50 points in a CPL 2 or a minimum of 75 points in a CPL 2.	Program owner has an associate's degree (AA) in Early Childhood Education (ECE) or approved related field or a CPL 2 with a minimum of 125 points. One lead teacher (if not the program administrator) has an AA in ECE or an approved related field or CPL 2 with a minimum of 100 points.	Program owner has a master's degree in ECE or approved related field or a CPL 5 (5 points); or bachelor's degree (BA) in ECE or approved related field or a CPL 4 (4 points); or a CPL 3 (3 points); or AA in ECE or approved related field with a CPL 3 (2 points). 100 percent of teachers (if not program administrator) have a BA in ECE or CPL 4 (5 points); or AA in ECE or CPL 3 (4 points); or CDA or a minimum of 75 points in a CPL 2 (3 points). 50 percent of teachers (if not program administrator) have a BA in ECE or CPL 4 (3 points); or AA in ECE or CPL 3 (2 points); or CDA or a minimum of 75 points in a CPL 2 (1 point).	
	Program owners and all staff receive a minimum of 20 clock hours of approved specialized training every two years. Individuals who currently are enrolled in a degree-granting program in ECE or related field can use coursework to fulfill the annual training requirement.	Program owners and all staff receive a minimum of 20 clock hours of approved specialized training every two years. Individuals who currently are enrolled in a degree-granting program in ECE or related field can use coursework to fulfill the annual training requirement.	Program owners and all staff receive a minimum of 20 clock hours of approved specialized training every two years. Individuals who currently are enrolled in a degree-granting program in ECE or related field can use coursework to fulfill the annual training requirement.	Program owner and all staff have obtained 30 or more hours of approved professional development over a two-year period (3 points). Program owner and all staff have obtained 25 or more hours of approved professional development over a two-year period (2 points).	
FAMILY & COMMUNITY PARTNERSHIPS (MAX 8 POINTS)	Program provides written information to families on transitioning children into and out of the program.	Program provides age-appropriate activities for children to prepare them for the transition to a new educational setting. Program transfers any child's records to the new setting at the family's request and with the family's written consent.	Program meets with families to develop an individualized transition plan that supports a child's transition to a new educational setting.	The program has written transition policies and practices that include strategies for both children and families for supporting transitions into and out of the program (2 points).	
	Program obtains information about the family structure and routines that is important to the child's development. Program provides information regarding resources and community services to families.	Program communicates with families using different modes of communication. At least once per year, information on topics addressing health and child development is provided to families. Program offers at least one opportunity for families to engage in activities.	Program has an established process to inform and encourage families to participate in at least one educational training, workshop or event to support families' engagement in children's learning and development. Program has written policies and procedures to ensure that children have received comprehensive health screenings and/or that families have been provided information on the importance of health screenings and resources to obtain them. Program and parents create annual written, developmental and/or educational goals for children. Program communicates with families using different modes of communication; and at least one mode promotes two-way communication.	Program has written documentation of formal and/or informal agreements with community partners and other family-serving agencies, programs and entities (3 points). Program uses a formal model or process to enhance family engagement strategies (2 points). Program has an organized and active parent volunteer group (1 point).	

PR/Award # S419B150029

Appendix 3

Early Learning and Development Standards

Ohio's Early Learning & Development Standards: Birth to Kindergarten Entry

(b)(6)

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Background

In December 2011, Ohio was awarded the Race to the Top Early Learning Challenge Grant. To be awarded the funding, Ohio was required to have Early Learning and Development Standards in All Essential Domains of School Readiness, Birth to Age 5.

An Overview of the Five Domains of School Readiness

- **Approaches Toward Learning** – Centers on the foundational behaviors, dispositions, and attitudes that children bring to social interactions and learning experiences.
- **Cognition and General Knowledge** – Covers cognitive processes that enable all other learning to take place, as well as children's knowledge of the social and physical world.
- **Language and Literacy** – Reflects knowledge and skills fundamental to children's learning of language, reading and writing.
- **Physical Well-Being and Motor Development** – Addresses motor skills and health practices that are essential for children's overall development. These skills include the ability to use large and small muscles to produce movements, to touch, grasp and manipulate objects, and to engage in physical activity.
- **Social and Emotional Development** – Involves behaviors that reflect children's emotional growth and their growing ability to successfully navigate their social worlds through interactions with teachers and peers.

The Standards' Purpose

Ohio's Early Learning & Development Standards describe key concepts and skills that young children develop during the birth-to-five-year period. The purpose of the Standards is to support the development and well-being of young children and to foster their learning.

The Standards promote the understanding of early learning and development, provide a comprehensive and coherent set of expectations for children's development and learning, and guide the design and implementation of curriculum, assessment and instructional practices with young children.

The Standards present a continuum of learning and development from birth to age five in each of the domains. Because the infant/toddler years are marked by rapid developmental change, the Standards are divided into three meaningful transitional periods: Infants (birth to around 8 months), Young Toddlers (6 to around 18 months), and Older Toddlers (16 to around 36 months). The Standards during the pre-kindergarten years (3-5 years), describe those developmental skills and concepts children should know and be able to do at the end of their pre-kindergarten experience.

A Collaboration of Experts

Ohio's Early Learning & Development Standards (ELDS) were created as part of a collaborative effort of state agencies serving young children including the Ohio Departments of Education, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Department of Mental Health and Addiction Services, Ohio Department of Developmental Disabilities, and the Governor's Office of Health Transformation. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to revise and expand the Standards in the five developmental domains.

Building On *Ohio's Infant & Toddler Guidelines*

These ELDS Standards build upon the strong sets of existing standards in *Ohio's Infant & Toddler Guidelines* (for children birth to 36 months of age) and the Pre-Kindergarten Standards (for children ages 3 to 5). *Ohio's Infant & Toddler Guidelines* was the major source for the development of the infants' and toddlers' standards reflected here. Similarly, Ohio's Pre-Kindergarten Content Standards were revised and expanded on in the Language and Literacy and Cognitive Development domains in this document. The Cognition and General Knowledge standards were aligned with the kindergarten Common Core State Standards in English-Language Arts and Mathematics and Ohio's Revised Academic Content Standards in Science and Social Studies. Finally, these ELDS Standards were reviewed and revised with particular attention to being appropriate for children with disabilities and for children with diverse cultural and linguistic backgrounds. Knowledge of the strengths and needs of each child is pertinent in order to implement differentiation strategies and culturally responsive pedagogy in a manner to help each child meet the Standards.

Organization of the Standards

The Standards within each domain are organized according to strands: the developmental or conceptual components within each domain. Each strand contains one or more topics, the area of focus within each strand, and the standard statements: those concepts and skills children should know and be able to do for the different age groups.

Some topics reflect learning and development across the birth-to-five continuum, with Standards for all age levels: infants, young toddlers, older toddlers, and Pre-K, while other topics pertain only to a specific age.

For example, some knowledge and skills – the ability to identify and describe shapes or skills related to social studies and science – emerge in preschool. Topics that address those competencies include Standards only at the Pre-K level. Other topics such as Self-Comforting and Social Identity have Standards only at the infant-toddler levels, because these foundational skills developed during the early years lead to more specific competencies at the preschool level.

Each domain also contains a Learning and Development Progression which shows at a glance what skills are developed by children and when.

A Guiding Document for Teachers and Programs

Ohio's Early Learning & Development Standards illuminate the breadth of learning and development from birth to kindergarten entry that strengthens school readiness. An understanding of learning and development in each domain guides programs and teachers as they plan developmentally appropriate learning opportunities and environments for young children. In particular, teachers can use an understanding of the Standards to focus on the kinds of interactions and environments that support, for example, language development or approaches toward learning. While the Standards facilitate a focused look at young children's learning in each domain, teachers and others responsible for their care and education need to keep in mind that infants, toddlers, and preschool-age children learn holistically.

Moreover, social and emotional development stands at the center of their learning. For example, as an infant or toddler builds security in a relationship with a caring adult, that child is also learning to communicate with language and to use the relationship as a secure base for practicing new movement skills and building knowledge about the world through exploration.

Likewise, as preschool-age children tell stories about family experiences they are expanding their self-awareness, using their growing cognitive capacity to remember the past, and practicing narrative skills. Such examples of integrated learning are endless. In addition to providing focused looks in each domain, the Standards can help us see how learning occurs in different domains at the same time.

Teachers and others can use the Standards as starting points for observing and understanding young children's learning and development. With each learning encounter teachers observe, they can refer to the Standards and ask what knowledge and skills are the children gaining in the areas of Language and Literacy, Cognition and General Knowledge, Social and Emotional Development, Physical Well-Being and Motor Development, and Approaches Toward Learning.

Teachers can use their observations of integrated learning to plan new learning encounters for young children and support the building of knowledge in all essential domains of school readiness.

Acknowledgments

The goal was for Ohio to design and implement early learning and development standards, birth to kindergarten entry, that followed a clear progression of development, were integrated, and addressed all domains of school readiness. The individuals listed here answered the call. We thank all involved for their hard work and dedication.

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Approaches Toward Learning Domain

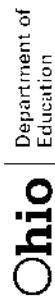
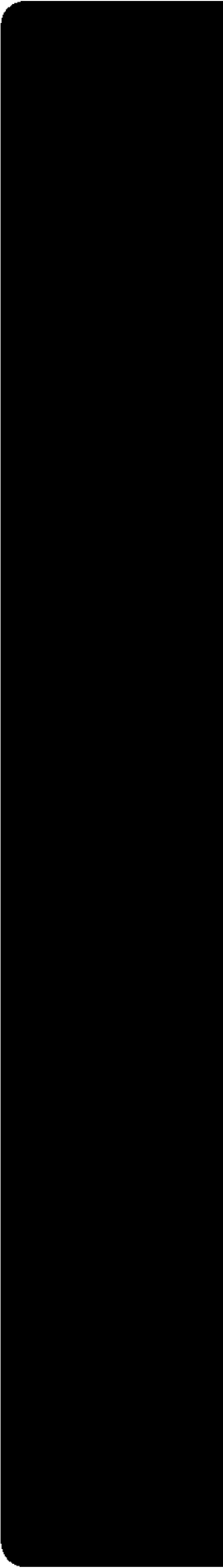
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Department of
Education



Department of
Job and Family Services



Department of
Developmental Disabilities



Department
of Health



occr
Ohio Child Care
Resource & Referral
Association



Funding projected by Early Childhood Advisory Council
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Ohio Early Learning and Development Standards
Domain: Social and Emotional Development

Strand: Self			
Topic: Awareness and Expression of Emotion			
Infants (Birth - 8 months)	Young Toddlers (6-18 months)	Older Toddlers (16 - 36 months)	Pre-Kindergarten (3 - 5 years)
Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	Communicate emotions purposefully and intentionally, including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear nonverbally and possibly with a few familiar words.	Show awareness of own emotion and uses nonverbal and/or verbal ways to express complex emotions, such as pride, embarrassment, shame and guilt.	Recognize and identify own emotions and the emotions of others. Communicate a range of emotions in socially accepted ways.
Topic: Self-Concept			
Begin to understand self as a separate person from others.	Recognize self as a unique person with thoughts, feelings and distinct characteristics.	Show awareness of themselves as belonging to one or more groups. Identify own feelings, needs and interests.	Identify the diversity in human characteristics and how people are similar and different. Compare own characteristics to those of others.
Topic: Self-Comforting			
Comfort self in simple ways and communicate needs for help through vocalizations and gestures.	Comfort self in a variety of ways.	Anticipate the need for comfort and try to prepare for changes in routine.	
Topic: Self-Regulation			
Express and act on impulses.	Respond positively to limits and choices offered by adults to help guide behavior.	With modeling and support, manage actions and emotional expressions.	Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.

				Demonstrate the ability to delay gratification for short periods of time. With modeling and support, show awareness of the consequences for his/her actions.
Topic: Sense of Competence				
Act in ways to make things happen.	Show a sense of satisfaction when making things happen.	Recognize own abilities and express satisfaction when demonstrating them to others.	Show confidence in own abilities and accomplish routine and familiar tasks independently.	
Strand: Relationships				
Topic: Attachment				
Initiate interactions and seeks close proximity to familiar adults who provide consistent nurturing.	Explore environment in the presence of familiar adults with whom he/she has developed a relationship over an extended period of time. Seek close proximity to familiar adults for security and support, especially when distressed. Imitate familiar adults. Initiate play with familiar adults.	Display signs of comfort during play when familiar adults are nearby but not in the immediate area. Seek security and support from familiar adults when distressed.	Express affection for familiar adults. Seek security and support from familiar adults in anticipation of challenging situations. Separate from familiar adults in a familiar setting with minimal distress.	
Topic: Interactions with Adults				
Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.	Participate in routines and experiences that involve back and forth interaction with familiar adults.	Interact with familiar adults in a variety of ways. Seek assistance from familiar	Engage in extended, reciprocal conversations with familiar adults. Request and accept guidance from	

		adults. Demonstrate early signs of interest in unfamiliar adults.	familiar adults.
Topic: Peer Interactions and Relationships			
Show interest in other children. Repeat actions that elicit social responses from others.	Participate in simple back and forth interactions with peers for short periods of time.	Engage in associative play with peers. With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.	Interact with peers in more complex pretend play including planning, coordination of roles and cooperation. Demonstrate socially competent behavior with peers. With modeling and support, negotiate to resolve social conflicts with peers.
Topic: Empathy			
React to emotional expressions of others.	Demonstrate awareness of the feelings expressed by others.	Demonstrate awareness that others have feelings. Respond in caring ways to another's distress in some situations.	Express concern for the needs of others and people in distress. Show regard for the feelings of other living things.

Ohio Early Learning and Development Standards
Domain: Approaches toward Learning

Strand: Initiative				
Topic: Initiative and Curiosity				
Infants (Birth - 8 months)	Young Toddlers (6-18 months)	Older Toddlers (16 - 36 months)	Pre-Kindergarten (3 - 5 years)	
Show interest in people and objects.	Explore the environment through a variety of sensory-motor activity. Practice new skills with enthusiasm. Demonstrate a willingness to try new activities and experiences.	Experiment in the environment with purpose. Ask questions to gain information.	Seek new and varied experiences and challenges (take risks). Demonstrate self-direction while participating in a range of activities and routines. Ask questions to seek explanations about phenomena of interest.	
Topic: Planning, Action and Reflection				
Act on the environment to meet needs or interests.	Use a variety of ways to meet simple goals.	Make choices to achieve a desired goal.	Develop, initiate and carry out simple plans to obtain a goal.	
Respond to people and objects in their immediate environment based on past experience.	Approach tasks with repeated trial and error.	Use previous learning to inform new experiences with people and objects in their environment.	Use prior knowledge and information to assess, inform, and plan for future actions and learning.	
Strand: Engagement and Persistence				
Topic: Attention				
Demonstrate awareness of happenings in surroundings.	Focus on an activity but is easily distracted.	Focus on an activity for short periods of time despite distractions.	Focus on an activity with deliberate concentration despite distractions.	

Topic: Persistence			
Attempt to reproduce interesting and pleasurable effects and events.	Repeat actions intentionally to achieve goal.	Engage in self-initiated activities for sustained periods of time.	Carry out tasks, activities, projects or experiences from beginning to end. Focus on the task at hand even when frustrated or challenged.
Strand Creativity			
Topic Innovation and Invention			
Make discoveries about self, others, and the environment.	Use objects in new ways.	Use materials in new and unconventional ways.	Use imagination and creativity to interact with objects and materials.. Use creative and flexible thinking to solve problems. Engage in inventive social play.
Topic: Expression of Ideas and Feelings through the Arts			
Demonstrate preferences, pleasure or displeasure when interacting with various media.	Seek out experiences with a variety of materials and art materials based on preferences and past experiences.	Use self-selected materials and media to express ideas and feelings.	Express individuality, life experiences, and what he/she knows and is able to do through a variety of media. Express interest in and show appreciation for the creative work of others.

Ohio Early Learning and Development Standards
Physical Well-Being and Motor Development

Strand: Motor Development				
Topic: Large Muscle, Balance and Coordination				
Infants (Birth - 8 months)	Young Toddlers (6 - 18 months)	Older Toddlers (16 - 36 months)	Pre-Kindergarten (3 - 5 years)	
Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.	Move with increasing coordination and balance, with or without adult support and/or assistive device.	Use locomotor skills with increasing coordination and balance. Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.	Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping). Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle). Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting). Demonstrate spatial awareness in physical activity or movement.	
Strand: Motor Development				
Topic: Small Muscle: Touch Grasp, Reach, Manipulate				
Transfer a toy from one hand to another by reaching, grasping and releasing.	Use both hands together to accomplish a task.	Coordinate the use of arms, hands and fingers to accomplish tasks.	Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements. Use classroom and household tools independently with eye-hand coordination to carry out activities.	

Topic: Oral-Motor			
Use mouth and tongue to explore objects.	Take and chew small bites/pieces of finger food.	Take bites from whole foods and coordinate chewing and swallowing.	Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.
Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.			
Topic: Sensory Motor			
Use senses and movement to explore immediate surroundings.	Coordinate senses with movement.	Use sensory information to guide movement to accomplish tasks.	Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.
Strand: Physical Well-Being			
Topic: Body Awareness			
Show awareness of own body.	Point to basic body parts when asked.	Name, point to and move body parts when asked.	Identify and describe the function of body parts.
Topic: Physical Activity			
Interact with adults in physical activities.	Using simple movement skills, participate in active physical play.	Participate in active physical play and structured activities requiring spontaneous and instructed body movements.	Participate in structured and unstructured active physical play exhibiting strength and stamina. Demonstrate basic understanding that physical activity helps the body grow and be healthy.

Topic: Nutrition			
Express when hungry or full.	Follow a regular eating routine.	Make simple food choices, has food preferences and demonstrate willingness to try new foods.	Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy. Distinguish nutritious from non-nutritious foods.
Topic: Self-Help			
Demonstrate emerging participation in dressing.	With adult assistance, participate in personal care tasks (e.g., hand-washing, dressing, etc.)	With modeling and support, complete personal care tasks (e.g. hand-washing, dressing, toileting, etc.).	Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.). Follow basic health practices.
Topic: Safety Practices			
	Follow adult intervention/guidance regarding safety.	<p>Cooperate and/or stop a behavior in response to a direction regarding safety.</p> <p>Use adults as resources when needing help in potentially unsafe or dangerous situations.</p>	<p>With modeling and support, identify and follow basic safety rules.</p> <p>Identify ways adults help to keep us safe.</p> <p>With modeling and support, identify the consequences of unsafe behavior.</p> <p>With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).</p> <p>With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.</p>

Ohio Early Learning and Development Standards
Domain: Cognition and General Knowledge

Strand: Cognitive Skills			
Topic: Memory			
Infants (birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features.	Recall information over a period of time with contextual cues.	Recall information over a longer period of time without contextual cues.	Communicate about past events and anticipate what comes next during familiar routines and experiences.
Mirror simple actions and facial expressions of others previously experienced.	Mirror and repeat something seen at an earlier time.	Reenact a sequence of events accomplished or observed at an earlier time.	With modeling and support remember and use information for a variety of purposes.
Anticipates next steps in simple familiar routines and games.	Anticipate the beginning and ending of activities, songs and stories.	Anticipate routines.	Recreate complex ideas, events/situations with personal adaptations.
Topic: Symbolic Thought			
Explore real objects, people and actions.	Use one or two simple actions or objects to represent another in pretend play.	Engage in pretend play involving several sequenced steps and assigned roles.	Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).
			Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.
Topic: Reasoning and Problem-Solving			
Actively use the body to find out about the world.	With modeling and support, use simple strategies to solve problems.	In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work.	Demonstrate ability to solve everyday problems based upon past experience. Solve problems by planning and carrying out a sequence of actions.

			Seek more than one solution to a question, problem or task. Explain reasoning for the solution selected.
Sub-Domain: Mathematics			
Strand: Number Sense			
Topic: Number Sense and Counting			
Explore objects and attend to events in the environment.	Pay attention to quantities when interacting with objects.	<p>Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.</p> <p>Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.</p>	<p>Count to 20 by ones with increasing accuracy.</p> <p>Identify and name numerals 1-9.</p> <p>Identify without counting small quantities of up to 3 items. (Subitize)</p> <p>Demonstrate one-to-one correspondence when counting objects up to 10.</p> <p>Understand that the last number spoken tells the number of objects counted.</p> <p>Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.</p>
Strand: Number Relationships and Operations			
Topic: Number Relationships			
Explore objects and attend to events in the environment.	<p>Notice changes in quantity of objects (especially ones that can be detected visually with ease).</p>	<p>Demonstrate an understanding that <i>adding</i> to increases the number of objects in the group.</p> <p>Place objects in one-to-one</p>	Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.

			correspondence relationships during play.	
Strand: Algebra				
Topic: Group and Categorize				
Notice differences between familiar and unfamiliar people, objects and places.	Match two objects that are the same and select similar objects from a group.	Sort objects into two or more groups by their properties and uses.	Sort and classify objects by one or more attributes (e.g., size, shape).	
Topic: Patterning				
Imitate repeated movements.	Participate in adult-initiated movement patterns.	Copy and anticipate a repeating pattern.	Recognize, duplicate and extend simple patterns using attributes such as color, shape or size. Create patterns.	
Strand: Measurement and Data				
Topic: Describe and Compare Measureable Attributes				
Explore properties of objects.	Show awareness of the size of objects.	Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller and longer.	Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight). Order objects by measureable attribute (e.g., biggest to smallest, etc.). Measure length and volume (capacity) using non-standard or standard measurement tools.	
Topic: Data Analysis				
			Collect data by categories to answer simple questions.	

Strand: Geometry			
Topic: Spatial Relationships			
Explore the properties of objects.	Explore how things fit and move in space.	Demonstrate how things fit together and/or move in space with increasing accuracy.	Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.
Topic: Identify and Describe Shapes			
		Recognize basic shapes.	Understand and use names of shapes when identifying objects. Name three-dimensional objects using informal, descriptive vocabulary (e.g., "cube" for box, "ice cream cone" for cone, "ball" for sphere, etc.).
Topic: Analyze, Compare and Create Shapes			
			Compare two-dimensional shapes, in different sizes and orientations, using informal language. Create shapes during play by building, drawing, etc. Combine simple shapes to form larger shapes.

Sub-Domain: Social Studies			
Strand: Self			
Topic: Social Identity			
Show awareness of self and awareness of other people.	Prefer familiar adults and recognize familiar actions and routines.	Identify self and others as belonging to one or more groups by observable characteristics.	
Strand: History			
Topic: Historical Thinking and Skills			
			Demonstrate an understanding of time in the context of daily experiences. Develop an awareness of his/her personal history.
Topic: Heritage			
			Develop an awareness and appreciation of family cultural stories and traditions.
Strand: Geography			
Topic: Spatial Thinking and Skills			
			Demonstrate a beginning understanding of maps as actual representations of places.
Topic: Human Systems			
			Identify similarities and differences of personal, family and cultural characteristics, and those of others.

Strand: Government		
Topic: Civic Participation and Skills		
		<p>Understand that everyone has rights and responsibilities within a group.</p> <p>Demonstrate cooperative behaviors and fairness in social interactions.</p> <p>With modeling and support, negotiate to solve social conflicts with peers.</p> <p>With modeling and support, demonstrate an awareness of the outcomes of choices.</p>
Topic: Rules and Laws		
		<p>With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.</p>
Strand: Economics		
Topic: Scarcity		
		<p>With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.</p>
Topic: Production and Consumption		
		<p>With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.</p> <p>With modeling and support, demonstrate responsible consumption and conservation of resources.</p>

Sub-Domain: Science			
Strand: Science Inquiry and Application			
Topic: Inquiry			
<p>Examine objects with lips and tongue.</p> <p>Observe, hold, touch and manipulate objects.</p>	<p>Try different things with objects to see what happens or how things work.</p> <p>Observe the physical and natural world around them.</p>	<p>Engage in sustained and complex manipulation of objects.</p> <p>Engage in focused observations of objects and events in the environment.</p> <p>Ask questions about objects and events in the environment.</p> <p>With modeling and support, use simple tools to explore the environment.</p>	<p>Explore objects, materials and events in the environment.</p> <p>Make careful observations.</p> <p>Pose questions about the physical and natural environment.</p> <p>Engage in simple investigations.</p> <p>Describe, compare, sort, classify, and order.</p> <p>Record observations using words, pictures, charts, graphs, etc.</p> <p>Use simple tools to extend investigation.</p> <p>Identify patterns and relationships.</p> <p>Make predictions.</p> <p>Make inferences, generalizations and explanations based on evidence.</p> <p>Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).</p>

Topic: Cause and Effect			
Use simple actions to make things happen.	Purposefully combine actions to make things happen.	Demonstrate understanding that events have a cause. Make predictions.	
Strand: Earth and Space Science			
Topic: Explorations of the Natural World			
			<p>With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).</p> <p>With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.</p>
Strand: Physical Science			
Topic: Explorations of Energy			
			<p>With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).</p> <p>With modeling and support, explore the position and motion of objects.</p> <p>With modeling and support, explore the properties and characteristics of sound and light.</p>

Strand: Life Science		
Topic: Explorations of Living Things		
		With modeling and support, identify physical characteristics and simple behaviors of living things.
		With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).
		With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.
		With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).
		With modeling and support, recognize similarities and differences between people and other living things.

Ohio Early Learning and Development Standards
Domain: Language and Literacy Development

Strand: Listening and Speaking				
Topic: Receptive Language and Comprehension				
Infants (Birth - 8 months)	Young Toddlers (6 - 18 months)	Older Toddlers (16 - 36 months)	Pre-Kindergarten (3 - 5 years)	
Attends and responds to language and sounds.	Show understanding of simple requests and statements referring to people and objects around him/her.	Show understanding of requests and statements referring to people, objects, ideas and feelings. Demonstrate interest in and use words that are new or unfamiliar in conversation and play. Understand when words are used in unconventional ways.	Demonstrate understanding of increasingly complex concepts and longer sentences. Ask meaning of words. Follow two-step directions or requests.	
Topic: Expressive Language				
Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.	Begin to use single words and conventional gestures to communicate with others.	Combine words to express more complex ideas, or requests. With modeling and support, describe experiences with people, places and things. Use words that indicate position and direction.	Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information. Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) Describe familiar people, places, things and experiences. Use drawings or other visuals to add details to verbal descriptions.	

<p>With modeling and support, use the conventions of standard English (Grammar):</p> <ul style="list-style-type: none"> • Use familiar nouns and verbs to describe persons, animals, places, events, actions etc. • Form regular plural nouns orally by adding /s/ or /es/. • Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how). • Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with). • Produce and expand complete sentences in shared language activities. <p>With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)</p> <p>With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)</p> <p>Identify real-life connections between words and their use. (Vocabulary)</p> <p>With modeling and support, explore relationships between</p>		
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				word meanings (e.g., categories of objects, opposites, verbs describing similar actions - <i>walk, march, prance</i> , etc.). (Vocabulary)
Topic: Social Communication				
Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	Participate in and often initiate basic communications with family members or familiar others.	Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	<p>With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).</p> <p>With modeling and support, continue a conversation through multiple exchanges.</p>	

Strand: Reading			
Topic: Early Reading			
Show interest in books, pictures, songs and rhymes.	Actively participate in book reading, story-telling, and singing.	Show an appreciation for reading books, telling stories and singing.	
Topic: Reading Comprehension			
Attend and respond when familiar books are read aloud.	Point to familiar pictures in books when labeled by adult.	<p>Demonstrate an understanding of the meaning of stories and information in books.</p> <p>Use pictures to describe and predict stories and information in books.</p> <p>Understand when words are used in unconventional ways during shared reading.</p>	<p>Ask and answer questions, and comment about characters and major events in familiar stories.</p> <p>Retell or re-enact familiar stories.</p> <p>Identify characters and major events in a story.</p> <p>Demonstrate an understanding of the differences between fantasy and reality.</p> <p>With modeling and support, describe what part of the story the illustration depicts.</p> <p>With modeling and support, name the author and illustrator of a story and what part each person does for a book.</p> <p>With modeling and support, identify the topic of an informational text that has been read aloud.</p> <p>With modeling and support, describe, categorize and compare and contrast information in informational text.</p>

			With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions). Actively engage in group reading with purpose and understanding.
Topic: Fluency			
			With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.
Topic: Print Concepts			
	Demonstrate interest in exploring books.	Demonstrate a beginning understanding that print carries meaning. Distinguishes pictures from letters and words in a text.	Demonstrate an understanding of basic conventions of print in English and other languages. Orient books correctly for reading and turn pages one at a time. Demonstrate an understanding that print carries meaning.
Topic: Phonological Awareness			
Vocalize sounds.	Explore sounds of materials and objects. Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).	Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).	With modeling and support, recognize and produce rhyming words. With modeling and support recognize words in spoken sentences. With modeling and support identify, blend and segment syllables in spoken words.

			<p>With modeling and support, orally blend and segment familiar compound words.</p> <p>With modeling and support, blend and segment onset and rime in single-syllable spoken words.</p> <p>With modeling and support identify initial and final sounds in spoken words.</p>
Topic: Letter and Word Recognition			
		<p>With modeling and support recognize familiar logos and environmental print.</p> <p>With modeling and support, recognize own name in print.</p>	<p>With modeling and support recognize and "read" familiar words or environmental print.</p> <p>With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.</p> <p>With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.</p> <p>With modeling and support, recognize the sounds associated with letters.</p>
Strand: Writing			
Topic: Early Writing			
Show ability to transfer and manipulate an object with hands,	Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.	Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.	

<p>Topic: Writing Process</p>		<p>Use a 3-finger grasp of dominant hand to hold a writing tool.</p> <p>Demonstrate an understanding of the structure and function of print.</p> <p>With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.</p> <p>With modeling and support, demonstrate letter formation in "writing."</p> <p>With modeling and support show awareness that one letter or cluster of letters represents one word.</p>
<p>Topic: Writing Application and Composition</p>		<p>"Read" what he/she has written.</p> <p>With modeling and support, notice and sporadically use punctuation in writing.</p> <p>With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).</p> <p>With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)</p>

			<p>With modeling and support, discuss and respond to questions from others about writing/drawing.</p> <p>With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.</p> <p>With modeling and support, explore a variety of digital tools to express ideas.</p>
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Appendix 4

Ohio Office of Budget Management Letter



Office of Budget and Management

John R. Kasich
Governor

Timothy S. Keen
Director

October 10, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Ave. SW LBJ Education Building, 7W311
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Re: Federal Preschool Expansion Grant

Dear Mr. Secretary and Madam Secretary,

In the event that Ohio is awarded \$20 million annually in federal funds as part of the Preschool Development Expansion Grant, the Administration of Governor John R. Kasich, for the specific purposes of this grant, will seek the full financial match of \$(b)(4) annually in new State General Revenue Funds. Under the authority of Ohio's biennial operating budget structure, the Governor's Administration is prepared to seek \$(b)(4) annually for state fiscal years 2016 and 2017 in the upcoming budget deliberation process. The combined allocation of \$(b)(4) in each of the grant's four-years will be dedicated to increasing access to high-quality, full-day preschool per federal guidance.

The General Revenue Funds will be administered by the Ohio Department of Education and will not be used for construction, renovation, modernization, or other facilities-related activities. As with all federal awards administered by the state of Ohio, the Department of Education will comply with all terms of the Preschool Development Expansion Grant, including the requirement that the federal funds be used to supplement and not supplant existing resources.

Sincerely,

(b)(6)

Timothy S. Keen
Director

Appendix 5

Early Childhood Advisory Council Membership

Early Childhood Advisory Council/

2014 MEMBERSHIP

Valerie Alloy, PhD

Ohio Department of Mental Health
and Addiction Services

Joni Close

Chair

Sisters of Charity Foundation of
Canton

Mary Johnson

Type A Home Provider
Union Appointee

Anita Armstrong

Head Start Collaboration Director

Rebekah Dorman

Invest in Children, Cleveland

Karen Lampe

Creative World of Learning,
Dayton

Todd Barnhouse

Ohio Child Care Resource and
Referral Association

Marcia Egbert

The George Gund Foundation

Susan Peet, PhD

Early Childhood Education
Program Coordinator
Bowling Green State University

Michael Batchelder

Union Representative
Ohio Council 8, AFSCME, AFL-CI)

Jessica Foster, M.D.

Ohio Department of Health

Angel Rhodes, PhD

Governor's Early Education and
Development Officer

Kara Bertke-Wente

Ohio Department of Job & Family
Services

Asyia Haile

Type B Home Provider, AFSCME

Judy Romano, M.D.

Ohio Chapter, American
Academy of Pediatrics

Katrina Bush

Ohio Department of
Developmental Delays

Barbara Haxton

Ohio Head Start Association

Stephanie Siddens, PhD

Ohio Department of Education

Stephanie Wright Byrd

Success by 6, Cincinnati

Lowell Howard

South Central Ohio Educational
Service Center

Debe Terhar

President
State School Board

Jessie Cannon

Nationwide Children's Hospital

Margaret Hulbert

United Way of Greater Cincinnati

Ex Officio Members

Day Chesney

Miami Valley Child Development
Centers, Inc.

Robyn Lightcap

Ready, Set, Soar, Dayton

Appendix 6

Reform Agenda



RENEW. REFORM. REVIVE.

BUDGET OF THE STATE OF OHIO • FISCAL YEARS 2012-2013

EDUCATION REFORM

Education That Gets Results: Giving Taxpayers Their Money's Worth

AS THE GLOBAL ECONOMY EVOLVES, OHIO IS BEING PASSED BY: While the international and national economy grows more competitive, Ohio has failed to make the educational progress necessary to improve its standing on the world stage. To provide a higher standard of knowledge workers, our state needs to recognize the status quo is unacceptable. After all, increased educational performance means opportunity for each and every Ohioan, and increased opportunity means jobs.

ONE-TIME FEDERAL STIMULUS MONEY IS GONE. AND IT'S NOT COMING BACK: During the FY10-11 budget cycle, federal stimulus funds were used to help operate school districts and universities across Ohio. These dollars were one-time funds. They aren't coming back. Rather than using these funds to help prepare for the Ohio's fiscal crisis, the state kicked the can down the road and failed to make the reforms necessary to soften the blow.

OHIO MUST DO BETTER: Ohio Taxpayers aren't getting their money's worth. While costs have skyrocketed, student achievement has stagnated. In a recent report by the *Dayton Daily News*¹, Ohio is the 46th lowest state for percentage of directed to the classroom and 12th highest in dollars to bureaucracy and red tape. By refocusing dollars into the classroom and aligning training with the needs of job-creators, we can give students the skills they need to succeed and businesses the workers they require to be globally competitive.

MAINTAINING STATE BASIC AID: While the state cannot and should not replace federal stimulus funds, no school will experience any reduction in state basic K-12 education funding. In fact, school districts and community schools earning an "Excellent with Distinction" or "Excellent" rating will be rewarded with a \$^{(b)(7)} per pupil subsidy. Funding reductions from Tangible Personal Property and Utility taxes are capped at ^{(b)(7)}% of total operating costs per fiscal year. Federal maintenance of effort provisions are met for special education and career-technical education, ensuring continued funding of specific federal programs.

REFORMS THAT PUT STUDENTS FIRST ARE NEEDED: The reforms we implement in this budget are aligned to what high performing and improving schools require. These reforms allow great teachers, principals, superintendents, and school boards the tools to help students succeed. Our reform agenda will move Ohio from being a manager of the educational status quo to a model that other states will emulate.

- **Evaluating all educators:** Our children need to be educated by the best teachers, and the best educators must be rewarded for their hard work and dedication. Using student academic growth and other variables to be determined by the State Board of Education, districts will allow teacher quality to drive employment decisions instead of seniority.

¹ http://www.daytondailynews.com/blogs/content/shared-gen/blogs/dayton/education/entries/2011/05/16/ohio_46th_in_cl.html

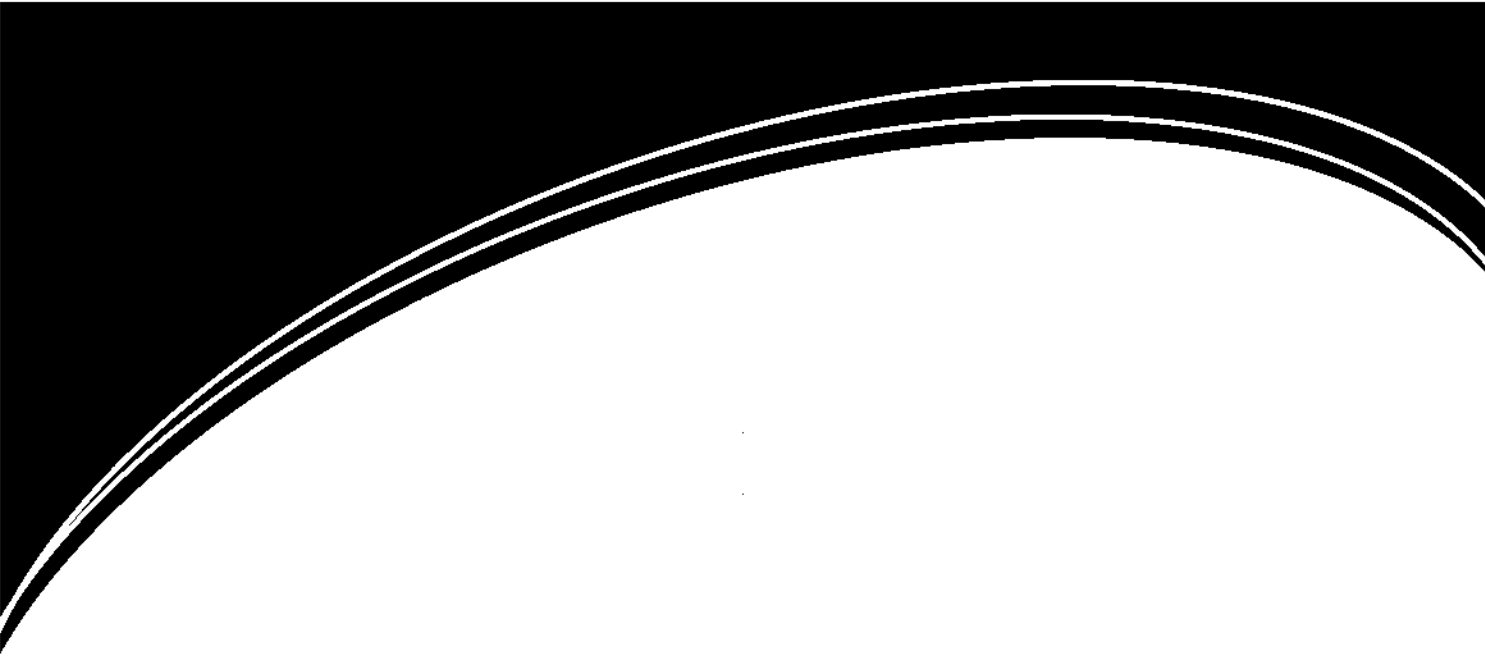
- **New support for innovative, successful schools and consequences for failing schools:** Give parents the right to reconstitute their children's school in a pilot program, create innovation schools, rank schools in the basis of student performance and cost effectiveness, create a student results driven recognition program, and revoke the charter of the poorest performing schools.
- **Expanding school choice:** When adults compete for the right to educate our children, the children win. We're quadrupling the number of EdChoice scholarships that are available, removing the cap on community schools, and enhancing community school access to facilities.
- **New innovative tech-driven educational models:** The budget enhances access to affordable online courses, advances acceptance of virtual learning as a choice for course completion, and begins the work to streamline the state's digital leadership structure.
- **New investments in students, not bureaucracies:** Encouraging shared services and repealing the Evidence-Based Model for funding.
- **Keeping Higher Education affordable:** A 3.5 percent tuition cap helps make higher education accessible. Additionally, the budget aims to keep students in Ohio by extending the in-state resident tuition break to 10 years if an Ohio high school graduate leaves the state and wants to return.

THE OUTCOME: Ohio's future depends on our children being the best and brightest in the world. Our education system must deliver better results at a better value for the taxpayers. The reforms this budget provides will support and encourage such an educational system.

###

Appendix 7

Workforce Study – General Analysis



2013 Workforce Study

Ohio Early Learning & Development Programs

OHIO EDUCATION RESEARCH CENTER

The Ohio Education Research Center (OERC) is a **COLLABORATIVE** of Ohio-based researchers from six universities (Case Western Reserve University, Miami University, Ohio University, The Ohio State University, University of Cincinnati, and Wright State University) and four research institutions (Battelle, Battelle for Kids, Community Research Partners and Strategic Research Group). The founding partners coordinate the work of the OERC through the Governance Committee and three standing committees (Research Agenda; Data; and Outreach). Membership includes key participants from State of Ohio agencies and partner organizations. Administratively, the OERC reports to the State of Ohio through the Policy Council. The OERC is headquartered at The Ohio State University.

The **MISSION** of the OERC is to develop and implement a statewide, preschool-through-workforce research agenda addressing critical issues of education practice and policy. The OERC identifies and shares successful practices; responds to the needs of Ohio's educators and policymakers; and signals emerging trends. The OERC communicates its findings broadly, through multiple platforms and networks, producing materials, products and tools to improve educational practice, policy and outcomes.

The **VISION** of the OERC is to be the source for cutting edge knowledge and resources regarding education and training for Ohio's educators, policymakers and community leaders creating a dynamic cycle of research and practice where the needs of practitioners drive the research agenda and high-quality research has a rapid impact upon practice in the field.

Core **FUNDING** for the OERC is provided by the Ohio Department of Education. Additional funding comes from the Ohio Department of Job and Family Services in collaboration with the Ohio Board of Regents.

In March 2007 an executive order established an Early Childhood Cabinet to set state policy and coordinate programs serving Ohio children from prenatal through kindergarten. This action united key state agencies around a common goal of promoting school readiness. The Cabinet was composed of the heads of the departments of alcohol and drug addiction services, education, health, job and family services, mental health, and mental retardation and developmental disabilities. A director was appointed to staff the Cabinet.

The Council merged an early childhood group assisting the Build Ohio board with the addition of some new members to meet the 2007 Head Start Act requirements. The 25-member Council includes a diverse array of public and private stakeholders from state agencies, early childhood programs, schools, higher education, foundations, and other groups.

The Council is charged with:

1. Strengthening the capacity of the Early Childhood Advisory Council (ECAC) to influence the:
 - a. policy direction of and
 - b. funding support for the early childhood system.
2. Supporting the development of a new administrative structure and funding plan for the early childhood system.
3. Increasing the overall participation of children in existing and new federal, state, and local early childhood programs, including outreach to underrepresented and special populations.
4. Supporting the development and implementation of high quality early childhood standards (including but not limited to, early learning, physical and mental health, social/emotional, and safety) that are inclusive of birth-entry into kindergarten, aligned to K-12 standards, and intentionally include all domains of child development.
5. Supporting the establishment of a statewide, unified data collection and accountability system. The Early Childhood Advisory Council will provide the expertise and oversight to combine these various data collection and accountability systems into a unified program that will ensure Ohio's early childhood system utilizes data effectively for planning and evaluation.
6. Developing and implementing an internal and external communications plan to facilitate the Council's ability to:
 - a. effectively inform stakeholders and families of ongoing progress,
 - b. gather community input helpful to achieving the Council's goals, and
 - c. share information at the community level.
7. Further developing Ohio's statewide early childhood professional development system and career ladder.

2013 Workforce Study

The 2013 Workforce Study was made possible by funding provided by Early Childhood Advisory Council. The ECAC funded the Ohio Child Care Resource & Referral Association (OCCRRRA) to develop this report. For any questions regarding this report, please contact OCCRRRA at (614) 396-5959 or www.occrra.org

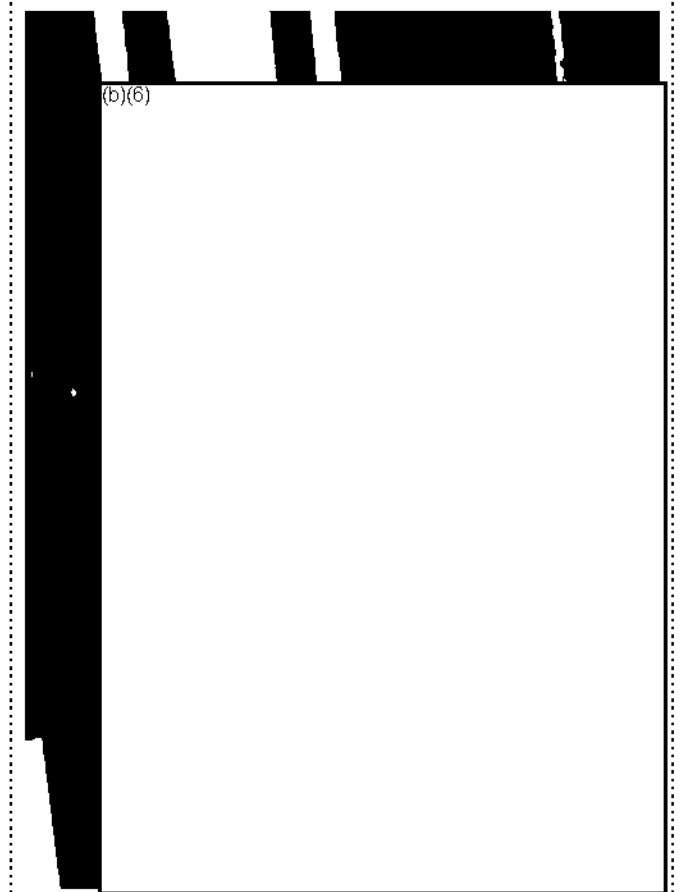
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More than 20 years of research and study have consistently found a link between the education and compensation of the early childhood workforce, and program quality and outcomes for children. In order to design programs that strengthen early childhood professional development and address the needs of the workforce, it is important to understand the characteristics of the current workforce. This report highlights key characteristics of the 2013 early childhood learning and development program workforce in Ohio.

Survey invitations were sent to 3,600 randomly selected early learning and development programs in March 2013 representing programs licensed by the Ohio Department of Job and Family Services (ODJFS) and programs licensed by the Ohio Department of Education (ODE). The letters contained one invitation to an on-line survey for the program director that collected information about the program, its staff, and the director; and a second invitation to an on-line survey to collect specific information from a randomly selected member of the teaching staff. The response rate was 30% for directors and 23% for the selected staff members.

The 2013 Early Childhood Center Workforce Survey was made possible by funding from the Early Childhood Advisory Council (ECAC). The survey was conducted by the Ohio Child Care Resource & Referral Association (OCCRRA) in partnership with the Ohio Education Research Center (OERC) and OERC partner Strategic Research Group.



The General Analysis reports data with comparisons to the 2005 OCCRRA survey effort with the exception of items that were included for the first time in the 2013 effort. A second report, A Profession Divided, analyzes key data based on program sponsorship, funding or affiliation as reported by the programs, and identifies key policy issues. Both reports are available at www.occrra.org.

Overall, 1201 programs responded, representing 243 ODE licensed programs and 958 ODJFS licensed programs. In the 2005 OCCRRA survey, 577 ODJFS licensed programs and 388 ODE licensed programs responded. Where comparable data is available, 2005 data are included alongside the ODJFS 2013 data.

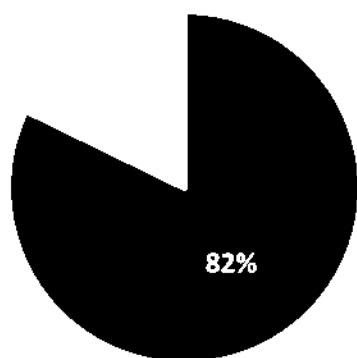
Key Findings

- Percentage of male directors increased from 2005 to 2013 (7% to 9% -ODE & 2% to 3% -ODJFS).
- Percentage of Caucasian staff decreasing by roughly 5% for ODE staff and 10% for ODJFS staff.
- Staff in ODE licensed programs tend to be older with 51% of directors age 50 or older compared to 39% among ODJFS directors.
- Teaching staff from ODE licensed programs have been employed at their programs longer.
- Turnover rates are much higher for ODJFS programs with 22% of teachers and 30% of assistant teacher having left their positions within the last 12 months.
- The *highest* average wages reported for ODJFS licensed staff were lower than the average *starting* wages for ODE licensed staff.
- ODE licensed staff had current average salaries over \$6 per hour higher ODJFS licensed staff.
- In general more education was associated with higher hourly pay.
- ODE licensed programs offer more health (66%) and dental coverage (51%) than ODJFS licensed centers (37% and 26% respectively).
- Health and dental coverage for full-time staff has changed very little between 2005 and 2013.
- In general, the percentage of programs offering benefits other than health and dental coverage to full-time staff has increase from 2005 to 2013.
- Directors of ODE licensed programs were far more likely to hold graduate degrees than directors of ODJFS licensed centers (62% versus 15%).
- 83% of teachers from ODE licensed programs had at least an Associate's degree compared to 57% of ODJFS licensed teachers.

The types of programs responding to the 2013 survey were similar in distribution to those responding to the 2005 survey.

	2005 ODJFS	2005 ODE	2013 ODJFS	2013 ODE
For-Profit Local or National Chain	3.1	0.5	6.0	1.1
For-Profit Corporate Sponsored	1.0	0.3	0.1	0.0
For-Profit Independent	28.9	2.3	33.9	1.7
Nonprofit Corporate Sponsored	2.1	0.5	1.2	0.0
Nonprofit College	2.3	0.3	1.4	0.0
Nonprofit Community-Based	5.9	1.3	7.4	1.7
Nonprofit Parent Co-op	2.9	0.0	2.4	0.6
Nonprofit Government	1.4	13.1	1.6	6.1
Nonprofit School	1.4	53.6	0.2	56.9
Nonprofit Independent	9.4	4.4	9.6	6.6
Nonprofit Head Start	7.6	5.4	10.9	2.2
Nonprofit Faith-Affiliated	34.0	18.3	25.4	23.2

The majority of responding programs were for-profit independent, nonprofit faith-affiliated, or Head Start for the ODJFS licensed sample and nonprofit school-sponsored or nonprofit faith-affiliated for the ODE licensed sample. This is consistent with the program response to the 2005 survey.



- Traditional Hours (open until 6 p.m.)
- Non-Traditional Hours (open after 6 p.m.)

Among the ODJFS licensed programs responding to the survey, 82% reported operating on traditional hours (typically 7 a.m. to 6 p.m.). Although nearly all of ODE licensed programs that responded to this question reported operating on traditional hours, many did not provide a response, claiming the question did not apply to their programs, which many only operate for a few hours a day.

In 2013, 82% of ODJFS licensed programs had traditional hours (i.e., programs were open until 6 p.m.).

NAEYC accreditation is the most commonly held accreditation, with higher rates of accreditation reported from ODJFS licensed programs responding to the survey than ODE licensed programs. Although rates have dropped among programs responding in 2013 from 2005, they are still above the statewide average of 4%.

Although NAEYC accreditation percentages were somewhat lower in 2013 than in 2005, they are still above statewide accreditation rate, indicating that the programs responding to the survey may represent programs of higher quality. Characteristics of high quality programs include accreditation, higher levels of formal education, more specialized credentials, better benefits, higher salaries and less staff turnover than in the industry as a whole.

(b)(6)

	2005			2013		
	ODJFS	ODE	Total	ODJFS	ODE	Total
NAEYC Accreditation						
NAEYC Accredited	12.8	13.7	13.2	10.2	6.8	9.6
Pursuing NAEYC Accreditation	7.0	8.2	7.5	4.3	2.1	3.9

	2013		
	ODJFS	ODE	Total
Other Accreditations			
National Early Childhood Program Accreditation (NECPA)	1.0	0.5	0.9
National Accreditation Commission for Early Care and Education Programs (NAC)	1.8	0.0	1.5
National Association for Family Child Care (NAFCC)	0.2	0.0	0.2
National Afterschool Association (NAA), now the Council on Accreditation (COA)	0.5	2.6	0.8

Although the majority of staff continue to be female, diversity in gender has improved slightly in 2013, especially for ODE licensed programs. Likewise, the majority of staff continue to be Caucasian; however, ethnic diversity has improved in 2013.

	Female				Male			
	ODJFS	ODE	ODJFS	ODE	ODJFS	ODE	ODJFS	ODE
Director	97.6	93.5	97.0	90.6	2.4	6.5	3.0	9.4
Teacher	96.8	95.5	97.2	91.6	3.2	4.5	2.8	8.4
Assistant Teacher	95.1	95.9	95.1	95.8	4.9	4.1	4.9	4.2

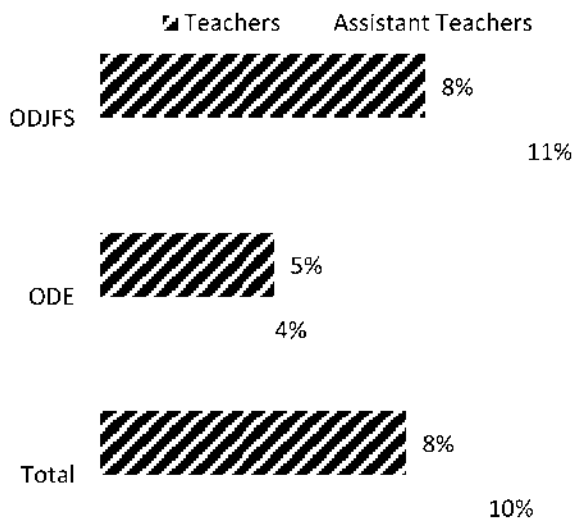
	ODJFS	ODE	ODJFS	ODE
African American				
Director	6.7	3.4	15.2	6.1
Teacher	8.8	4.1	17.5	4.9
Assistant Teacher	11.5	5.8	20.1	6.7
Hispanic/Latino				
Director	0.5	0.3	1.3	1.1
Teacher	1.2	0.9	2.6	1.1
Assistant Teacher	2.5	0.9	2.9	1.1
Caucasian				
Director	91.1	95.3	81.9	91.2
Teacher	87.0	92.0	76.4	90.9
Assistant Teacher	81.7	90.4	72.2	86.5
Other				
Director	1.7	1.0	1.6	1.7
Teacher	2.9	3.1	3.5	3.1
Assistant Teacher	4.3	2.9	4.8	5.7

The majority of staff continue to be female and Caucasian.

Among the ODE licensed respondents, there was a slight increase in male directors and teachers. Additionally, both directors and teaching staff have increased slightly in ethnic diversity. The greatest increase in ethnic diversity is seen among the ODJFS licensed programs.

Among 2013 respondents, 7% of directors and 37% of the teaching staff were under the age of 30. The ODE licensed respondents had slightly higher percentages of older directors and younger assistant teachers in 2013 than in 2005.

	Director				Teacher				Assistant Teacher			
	ODJFS	ODE	ODJFS	ODE	ODJFS	ODE	ODJFS	ODE	ODJFS	ODE	ODJFS	ODE
<20 years old	0.0	0.0	0.0	0.0	2.9	1.4	1.6	0.2	9.1	5.4	9.1	9.0
20-29 years old	10.5	5.0	7.4	1.7	31.1	18.9	31.6	18.8	42.8	14.2	40.4	18.5
30-39 years old	23.7	21.1	25.7	15.6	23.7	28.3	25.2	27.3	17.1	24.6	19.3	20.6
40-49 years old	29.9	29.2	27.5	31.8	23.5	27.6	20.5	30.3	17.0	34.3	14.5	30.6
50-59 years old	26.5	36.6	25.9	30.6	15.0	21.2	14.8	17.4	11.0	18.0	11.7	17.0
>59 years old	9.8	8.2	13.4	20.2	3.8	2.6	6.3	6.0	4.3	3.4	4.9	4.3

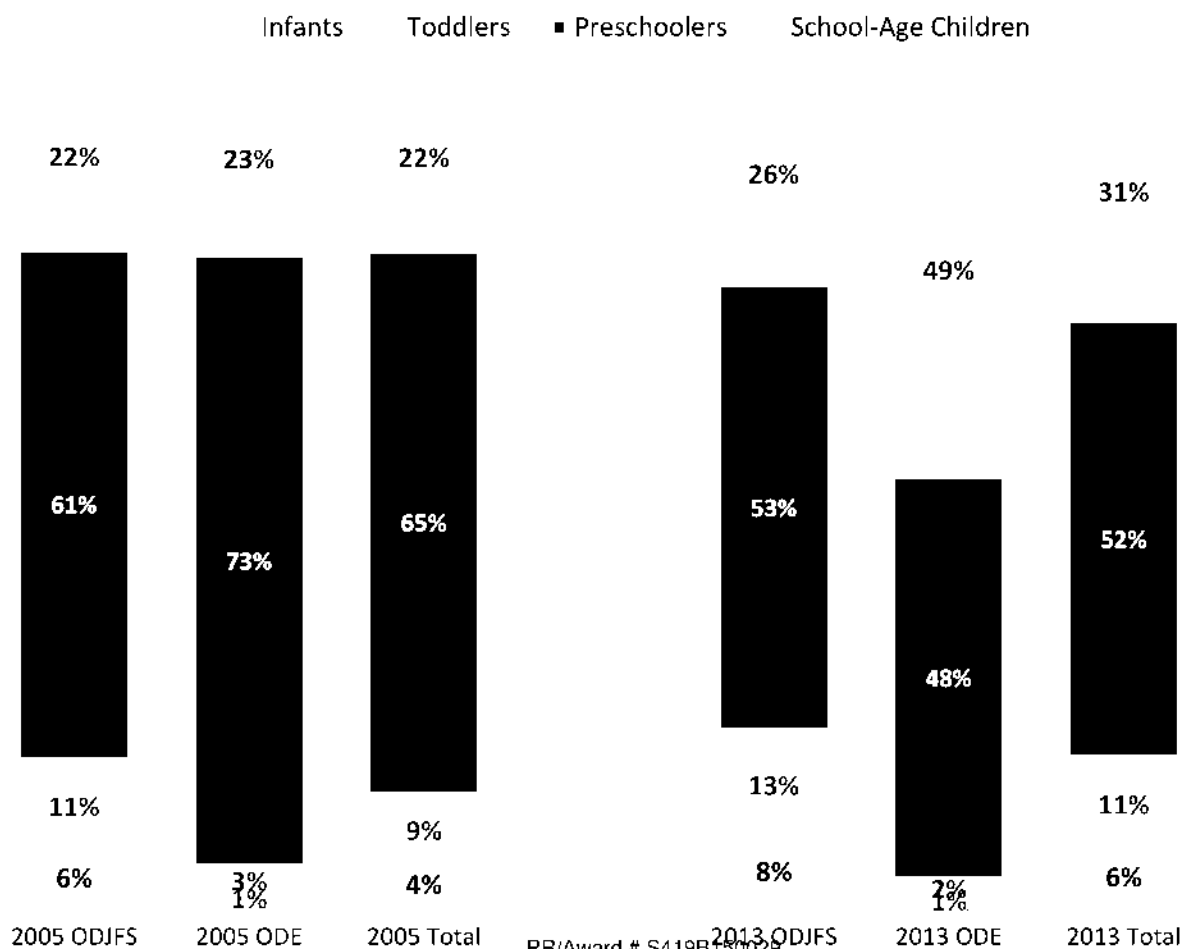


ODJFS licensed programs have a higher percentage of vacant teaching positions than ODE licensed programs for both teacher and assistant teacher positions.

Over 73,500 children were enrolled in programs responding to the 2013 survey. Among those children enrolled by these programs, the percentage of preschoolers, compared to other age groups, was lower in 2013 than in 2005.

	2005		2013	
	ODJFS	ODE	ODJFS	ODE
Infants	35.2	4.6	47.3	3.7
Toddlers	46.0	6.6	55.2	6.9
Preschoolers	60.8	46.1	68.5	48.1
Preschool Only	17.5	32.9	15.9	16.9
School-Age Only	3.5	8.6	6.8	25.4

The greatest difference between the 2005 and 2013 program respondents is seen in the ODE licensed programs. In 2005 the ODE licensed programs part-time care was largely part-time preschool only, whereas in 2013 responding programs part-time were largely school-age only.



Staff responding to the 2013 survey reported greater on-the-job longevity than those responding to the 2005 survey. Additionally, ODE staff had greater longevity than ODJFS staff.

The stability of staff serving Ohio's early learning and development programs is a key component in high quality services. In the 2005 survey effort, nearly 25% of staff had been employed at their program or, for directors, in their current position, for less than one year. In the 2013 survey, only 10% of staff had been employed at their current program (or, in their current position as director) for less than one year.

Directors were the most likely to have been in their current position for more than five years, with 56% of directors having held their positions for this length of time in 2013. Predictably, assistant teachers were the least likely to have been employed by their program for more than five years. Still, among ODE licensed programs, over 45% of assistant teachers were employed at their current program for this length of time, with that percentage falling to 31% among ODJFS licensed programs.

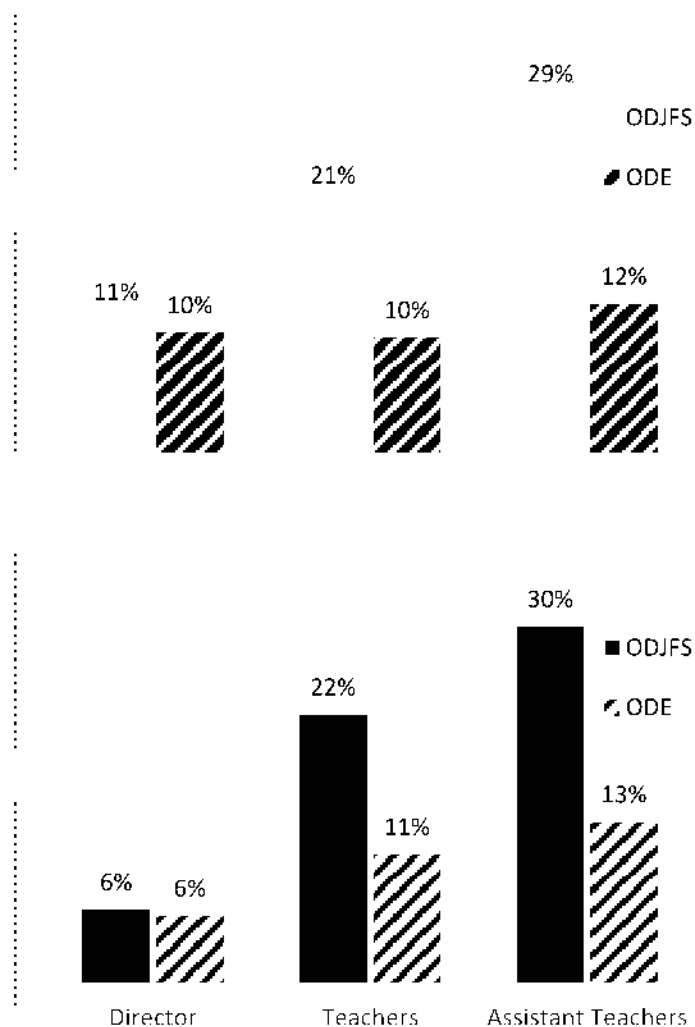
	ODJFS	ODE	Total	ODJFS	ODE	Total
Less than 1 year	25.8	18.1	23.4	10.8	4.4	9.9
1-3 years	29.6	26.9	28.7	32.5	24.8	31.4
Over 3-5 years	15.6	16.1	15.7	14.9	17.8	15.4
More than 5 years	29.0	38.9	32.1	41.8	52.9	43.4

	ODJFS			ODE			ODJFS			ODE		
Less than 1 year	11.1	22.7	35.4	10.0	16.4	23.2	5.6	8.2	17.3	6.1	3.6	4.8
1-3 years	27.8	28.0	32.6	23.1	26.1	29.2	24.2	31.7	36.7	16.8	20.6	33.9
Over 3-5 years	15.0	16.3	14.6	17.9	16.4	15.1	14.3	15.1	14.9	19.6	18.9	15.6
More than 5 years	46.2	33.0	17.3	49.0	41.1	32.6	56.0	45.0	31.2	57.5	56.8	45.6

Turnover of staff is known to be a hindrance to the ability to provide high quality early learning and development programming. Directors of early learning and development programs were asked how long they had been in their current position and how many of their staff had left their programs in the past 12 months. Turnover among staff appears to be relatively stable from 2005 to 2013, with ODJFS licensed programs experiencing higher turnover in staff than ODE licensed programs. However, directors in 2013 were slightly less likely to have held their position for less than a year than directors in 2005.

The majority of directors reported that they do not think there is any difference in turnover rates of their staff by the age group the staff works with. However, over 14% of directors of ODE licensed programs reported that staff working with preschoolers have the highest turnover rate.

Staff turnover appears to be consistently 22% for ODJFS teachers and 30% for ODJFS assistant teachers and 11% for ODE teachers and 13% for ODE assistant teachers.



Only 1% of directors reported having lost an employee because they could not complete the Praxis III or Resident Educator training.

The majority of directors reported they do not believe that there is any difference in turnover rate of their staff by the age group they work with.

	ODJFS	ODE	Ohio
Infants	2.7	0.0	2.3
Toddlers	11.8	1.1	10.0
Pre-School	11.8	14.3	12.2
School-Age	8.0	7.4	7.9
No Difference Among Age Groups	65.7	77.1	67.7

.....

In 2013, ODE licensed staff reported current average salaries over \$(b)(4) per hour higher than staff from ODJFS licensed programs. Also, in general, holding a higher degree was associated with higher average hourly wages.

.....

	2005		2013	
	ODJFS	ODE	ODJFS	ODE
Director	(b)(4)			
Teaching Staff				

	2005 ODJFS		2005 ODE		2013 ODJFS		2013 ODE	
	Lowest Starting	Highest wage	Lowest Starting	Highest wage	Lowest Starting	Highest wage	Lowest Starting	Highest wage
Teacher	(b)(4)							
Assistant Teacher								

	Director Wage		Staff Wage	
	2005	2013	2005	2013
High School Diploma or GED	(b)(4)			
Some College				
Child Development Associate (CDA)				
AA in ECE or CD				
AA in Another Field				
BA/BS in ECE or CD				
BA/BS in Another Field				
Graduate Degree in ECE or CD				
Graduate Degree in Another Field				

Both directors and randomly selected teachers were asked to give their current salaries. While current average salaries have increased from 2005 to 2013, ODE licensed program directors and staff report higher salaries than staff from ODJFS licensed programs.

Additionally, directors were asked to report lowest and highest wages for all their staff. They reported higher average starting wages for ODE licensed program staff than for ODJFS licensed staff. In fact, the highest average current wages for teachers and assistant teachers (\$ (b)(4) and \$ (b)(4) in 2013) in ODJFS licensed programs were still lower than the lowest average starting wages among ODE licensed staff (\$ (b)(4) for teachers and \$ (b)(4) in 2013).

The percentage of ODE licensed staff, particularly teaching staff, working over 30 hours per week has decreased from 2005 to 2013. However, the percentage of ODE licensed staff working year round has increased from 2005 to 2013.

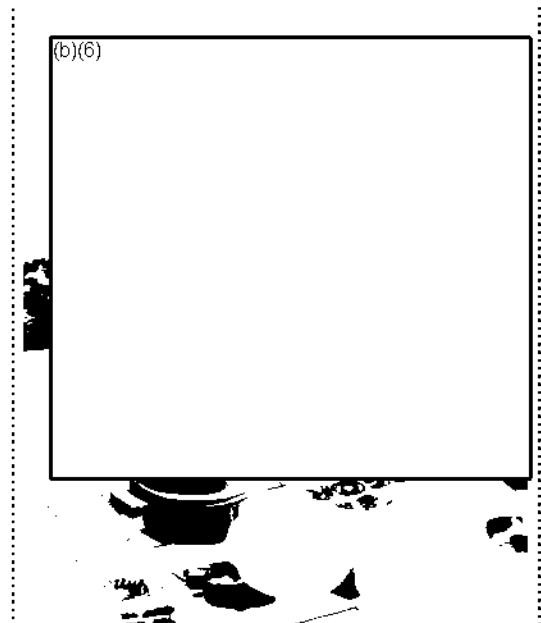
Directors were most likely to report working at least 30 hours per week (80%-87% reported doing so), while assistant teachers were least likely of the staff to work at least 30 hours per week (47% to 61% were reported to have done so by center directors). In 2005, ODE licensed staff were more likely to work over 30 hours per week, while in 2013 it was ODJFS licensed staff who were more likely to work over 30 hours per week.

When surveyed regarding the average number of hours they typically work per week, directors reported working roughly 40 hours per week and teaching staff roughly 35 hours per week.

	2005 ODJFS	2005 ODE	2013 ODJFS	2013 ODE
Director	(b)(4)			
Teacher				
Assistant Teacher				

	2005 ODJFS	2005 ODE	2013 ODJFS	2013 ODE
Director	(b)(4)			
Teaching Staff				

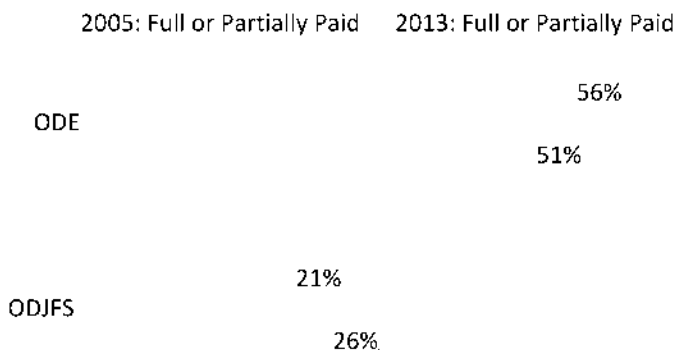
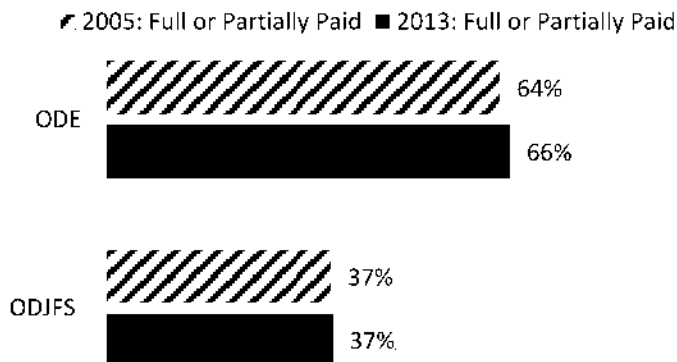
	2005 ODJFS	2005 ODE	2013 ODJFS	2013 ODE
Director	(b)(4)			
Teaching Staff				



Over 70% of directors and 60% of teaching staff of ODJFS licensed programs reported working year round. While significantly fewer ODE licensed directors and staff report working year round, these percentages have increased from 2005 to 2013.

ODE licensed programs offered more health and dental coverage (66% and 51% respectively) than ODJFS licensed programs (37% and 26% respectively). Also, the percentage of programs that offered other benefits increased in 2013.

A significantly greater percentage ODE licensed programs offered health and dental coverage to full-time staff than ODJFS licensed programs. Health coverage for full-time staff is slightly higher than dental coverage in both licensed groups. There appears to be very little difference between coverage reporting in 2005 and that reported in 2013.



	2005 ODJFS	2005 ODE	2013 ODJFS	2013 ODE
Reduced Fee or Free Child Care	60.4	29.4	74.5	43.5
Unpaid Job-Protected Maternity Leave	55.1	53.9	68.5	56.5
Paid Job-Protected Maternity Leave	14.8	45.8	18.2	53.3
Retirement or Pension Plan	32.8	75.2	36.8	77.0
Paid Breaks	43.3	60.5	44.0	57.5
Paid Lunch Period	32.2	56.5	29.5	52.5
Paid Preparation Time	58.4	73.9	77.2	83.2
Paid Educational Expenses	72.2	77.7	88.8	88.0
Paid or Release Time for Training	46.8	68.6	70.0	75.3

In general, the percentage of programs offering benefits other than health and dental coverage to full-time staff increased from 2005 to 2013, especially for reduced fee or free childcare, paid or released time for training, paid preparation time, and paid educational expenses. ODJFS licensed programs have seen great increases in other benefits for full-time staff.

62% of directors of ODE licensed programs reported having graduate degrees whereas only 15% of directors of ODJFS licensed programs did so. Overall, fewer directors reported holding credentials in 2013 than in 2005.

Directors of ODE licensed programs were far more likely to hold graduate degrees than directors of ODJFS licensed programs (62% versus 15%). Although the percentage of directors with only High School degrees is greater in 2013 than in 2005, there was an increase in the percentage of Bachelor's degrees in Early Childhood Education or Child Development over Associate's degrees in these fields among ODJFS licensed programs. Among ODE licensed programs, there was an increase in graduate degrees in other fields.

In general, the percentage of directors who reported holding credentials was lower in 2013 than in 2005. Directors of ODJFS licensed programs were more likely to hold HS JV Childcare Certificates or Child Development Associate credentials, while directors of ODE licensed programs were more likely to hold an Early Childhood Teaching License or other teaching license.

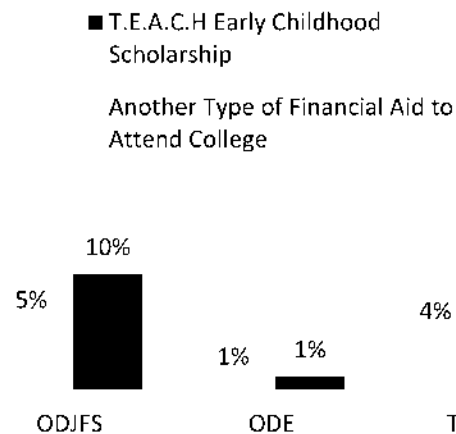
High School Diploma or GED	2.6	0.8	12.3	4.2
Some College	18.6	2.1	5.4	0.0
AA in ECE or CD	27.8	7.6	20.6	6.3
AA in Another Field	4.3	2.1	4.3	1.6
BA/BS in ECE or CD	12.8	14.8	22.0	10.0
BA/BS in Another Field	21.8	18.8	20.6	16.3
Graduate Degree in ECE or CD	5.5	23.2	8.1	23.7
Graduate Degree in Another Field	6.7	30.7	6.7	37.9

HS JV Childcare Certificate	8.8	1.8	7.5	3.7
Child Development Associate	18.9	3.3	20.5	4.7
Pre-K Teaching License	11.3	9.4	8.5	8.9
Early Childhood Teaching License	11.6	37.7	13.9	25.1
Montessori Certification	-	-	1.3	2.1
Other Teaching License	20.4	64.6	18.3	61.3

(b)(6)

A much higher percentage of directors reported having taken Early Childhood Education or Child Development courses in 2013 than in 2005 (ODJFS: 82% versus 34%; ODE: 68% versus 31%).

	2005	2013	2005	2013
Have taken ECE or CD courses	37.7	81.8	31.1	68.1
Are currently enrolled in ECE or CD courses	8.9	5.6	10.9	3.7
Are interested in taking ECE or CD courses	24.2	3.2	14.2	0.0
No ECE or CD courses and no plans to enroll	29.1	9.3	43.8	28.3



The number of in-service training hours in Early Childhood Education or Child Development reported by directors of ODE licensed centers has decreased slightly from 2005 to 2013, which may be accounted for by the increased reporting in courses taken in these areas.

# of ECE or CD Hours Completed	ODJFS				ODE			
	Percentage Ever Completed		Percentage Completed in Last 5 Years		Percentage Ever Completed		Percentage Completed in Last 5 Years	
	2005	2013	2005	2013	2005	2013	2005	2013
None	7.1	4.1	-	4.8	14.5	8.2	-	8.2
1-15 hours		6.3	-	9.5		17.4	-	13.2
16-30 hours	5.9	6.6	-	12.8	6.5	8.2	-	10.4
31-45 hours	8.2	8.5	-	21.2	9.1	7.1	-	13.2
46-90 hours	17.4	12.9	-	28.2	8.8	8.7	-	30.2
91-120 hours	9.5	7.3	-	6.8	8.0	5.4	-	8.2
Over 120 hours	51.9	54.3	-	16.7	53.1	45.1	-	16.5

The percentage of teachers and assistant teachers reported to only have a High School degree was lower in 2013 than in 2005. A greater percent of teachers from ODE licensed programs were reported to have advanced degrees.

Directors of ODE licensed programs report a higher percentage of their teachers and, to a lesser degree, assistant teachers have advanced degrees than directors of ODJFS licensed programs. There also appears to be an increase in advanced degrees among the teacher staff of all programs from 2005 to 2013. For example, ODJFS licensed directors reported 15% fewer teachers and 17% fewer assistant teachers with only High School degrees in 2013.

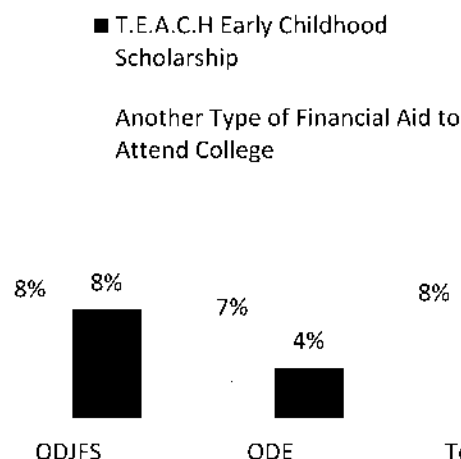
Directors reported that teachers were much more likely than assistant teachers to have credentials. Teachers from ODE licensed programs were more likely to be reported as having an Early Childhood Teaching License or other teaching license while teachers from ODJFS licensed programs were more likely to be reported as holding a Child Development Associate credential.

	T	AT	T	AT	T	AT	T	AT
High School Diploma or GED	40.2	59.4	13.4	58.6	25.6	42.1	9.9	47.4
Some College	17.0	24.9	6.3	22.9	17.4	32.2	7.2	21.7
AA in ECE or CD	14.7	4.3	11.4	5.5	15.7	7.1	6.2	4.0
AA in Another Field	3.7	2.8	2.2	4.1	4.4	3.5	2.9	4.1
BA/BS in ECE or CD	9.7	2.7	24.8	1.9	19.2	4.6	27.3	8.6
BA/BS in Another Field	11.2	4.9	18.0	6.2	11.7	8.1	21.0	12.8
Graduate Degree in ECE or CD	1.7	0.3	16.0	0.4	4.1	0.6	14.3	0.8
Graduate Degree in Another Field	1.9	0.7	7.9	0.5	2.0	1.7	11.2	0.6

	T	AT	T	AT	T	AT	T	AT
Child Development Associate	11.6	4.3	4.2	5.3	11.2	8.8	4.4	6.9
Pre-K Teaching License	5.5	1.3	11.3	3.3	4.3	0.7	4.4	1.0
Early Childhood Teaching License	6.5	0.8	38.9	2.6	8.8	1.5	33.2	8.0
Montessori Certification	-	-	-	-	1.1	0.2	1.2	0.0
Other Teaching License	8.3	1.6	30.6	2.9	4.4	1.2	35.2	9.2

A much higher percentage of teachers surveyed in 2013 reported having taken Early Childhood Education or Child Development courses than in 2005, (63% versus 17% among ODJFS teaching staff and 74% versus 22% among ODE teaching staff).

	2005	2013	2005	2013
Have taken ECE or CD courses	16.8	62.9	22.0	73.5
Are currently enrolled in ECE or CD courses	10.9	4.7	11.9	5.8
Are interested in taking ECE or CD courses	26.4	10.5	19.7	4.5
No ECE or CD courses and no plans to enroll	45.8	21.9	46.3	16.1



Over 30% of both ODJFS licensed and ODE licensed teaching staff reported having taken over 120 hours of Early Childhood Education or Child Development in-service training.

# of ECE or CD Hours Completed	ODJFS				ODE			
	Percentage Ever Completed		Percentage Completed in Last 5 Years		Percentage Ever Completed		Percentage Completed in Last 5 Years	
	2005	2013	2005	2013	2005	2013	2005	2013
None	17.7	7.0	-	7.5	17.4	7.9	-	8.5
1-15 hours		14.9	-	14.1		14.6	-	6.5
16-30 hours	11.9	10.2	-	17.0	12.7	13.2	-	13.1
31-45 hours	12.4	10.7	-	18.0	9.1	11.3	-	17.6
46-90 hours	25.0	18.6	-	23.4	16.3	12.6	-	21.6
91-120 hours	7.3	7.3	-	7.2	5.8	5.3	-	11.8
Over 120 hours	25.7	31.2	-	12.8	38.8	35.1	-	20.9

In general, programs licensed by the Ohio Department of Education (ODE) paid higher wages and offered more benefits. Staff in ODE licensed programs were older and less ethnically diverse. ODE staff had lower rates of turnover and held higher degrees and more teaching licenses than staff in programs licensed by ODJFS.

Retaining dedicated and quality staff is vital to the ability of early learning and development programs to provide Ohio with quality programming. Staff retention and low turnover rates are a key component for this goal. This report builds on a similar study conducted in 2005 and examines the state of early learning and development programs and the early care and development workforce in Ohio. This study addresses training and credentials, wages and benefits, and other components that impact the early care and development workforce.

One of the most compelling findings from this report is the notable difference between ODE licensed programs and ODJFS licensed programs in regards to education, wages, benefits, and length of time at the program. ODE licensed programs are less ethnically diverse than ODJFS licensed programs. ODE licensed programs also have less turnover and more staff that have been at their programs longer. This is likely the result of the higher wages and benefits available to staff at ODE licensed programs.

It is also important to note that the programs represented in the survey are more likely to be NAEYC accredited, with 10% of the responding programs reporting holding a NAEYC accreditation; when the Ohio statewide accreditation rate is 4%. Accredited programs are believed to have better educated staff, higher wages, better benefits, and lower turnover.

(b)(6)



Gender diversity appears to have improved slightly from 2005 to 2013, with the percentage of male directors increasing from 7% to 9% for ODE licensed programs and 2% to 3% for ODJFS licensed programs. Similar increases were seen among the teaching staff. Ethnic diversity has also improved, with the percentage of Caucasian staff decreasing by roughly 5% for ODE staff and 10% for ODJFS staff.

Overall, 96% of directors and teaching staff were female in the 2013 survey. Eighty-four percent of directors and 77% of the teacher staff were Caucasian, indicating greater improvement in ethnic diversity than gender diversity.

Teaching staff from ODE licensed programs have been employed at their current program longer than those from ODJFS licensed programs. This is consistent with finding that ODE programs have fewer vacant teaching positions than ODJFS programs.

Additionally, staff longevity overall has increased from 2005 to 2013. In 2005, 47% of directors had been in their positions for more than 5 years; in 2013 that percentage increased to 56%. Similarly, in 2005, 30% of the teaching staff had been employed at their current program for more than 5 years; in 2013 that number increased to 42%.

However, director-reported staff turnover, measured as percentage of staff leaving their positions within the past 12 months, does not appear to have changed between the 2005 and 2013 surveys. Thus, while the staff that stay appear to be staying longer, programs still appear to have difficulty maintaining stable staff. Turnover rates are much higher for ODJFS programs, with 22% of teachers and 30% of assistant teachers being reported to have left their positions within the last 12 months (as opposed to 11% and 13% respectively from ODE programs).

The 2005 survey represented over 66,000 enrolled children while the 2013 survey represented over 73,500 enrolled children. Preschool children, while still the largest age group enrolled, dropped from 65% of enrolled children in 2005 to 52% in 2013.

Much like in the 2005 report, this report finds a large difference in the percentage of advanced degrees held by directors between the ODE and ODJFS licensed programs. Directors of ODE licensed programs were far more likely to hold graduate degrees than directors of ODJFS licensed programs (62% versus 15%).

ODE licensed directors continue to hold more teaching licenses than ODJFS directors. Overall, directors reported fewer credentials in 2013 than in 2005.

The percentage of the teaching staff that held only High School degrees decreased from 2005 to 2013. Indeed, 40% of teachers and 59% of assistant teachers from ODJFS programs and 13% of teachers and 59% of assistant teachers from ODE programs had only High School degrees in 2005. These percentages fell to 26% and 42% respectively for ODJFS and 10% and 47% for ODE programs.

However, there continues to be a significant difference between ODJFS and ODE teaching staff in educational attainment. In 2013 among teachers, 43% of ODJFS licensed teachers have only a High School degree or some college, whereas only 17% of teachers from ODE licensed programs have only a High School degree or some college.

While the average starting wages and highest paid wages reported by directors for their teaching staff have increased from 2005 to 2013, again, one of the most significant findings from this report is the large disparity in these wages between staff from ODE licensed programs and ODJFS licensed programs. The highest average wages directors from ODJFS licensed programs report paying their teachers and assistant teacher are still lower than the average starting wages directors from ODE licensed programs report paying to their teachers and assistant teachers.

Additionally, in 2013, both directors and teachers from ODE licensed programs reported current average salaries over \$10 per hour higher than directors and teachers from ODJFS licensed programs.

Two significant findings emerged from these studies regarding work schedules. First, while in 2005 a higher percentage of staff from ODE programs worked over 30 hours per week, in 2013 it was ODJFS staff with higher percentages of staff working over 30 hours for week.

The second notable finding is that in 2013, a higher percentage of staff reported working year round than in 2005, with the most notable increase coming from the staff of ODE licensed programs.

Benefits are an extremely important component of staff retention. Between 2005 and 2013, health coverage for full-time staff did not change significantly and dental coverage for full-time staff decreased slightly (from 56% to 51%) for ODE programs and increased slightly (from 21% to 26%) for ODJFS programs.


Once again, the most notable finding with regard to health and dental benefits is the disparity between ODE and ODJFS licensed programs. ODE licensed programs offer more health and dental coverage (66% and 51% respectively) than ODJFS licensed programs (37% and 26% respectively).

One more positive finding regarding benefits comes from the responses to inquiries about other benefits offered to full time staff (e.g., reduced fee or free child care, job-protected or paid maternity leave, retirement of pension plans, etc.). In general, the percentage of programs offering benefits other than health and dental coverage to full-time staff has increased from 2005 to 2013, especially for reduced fee or free childcare, paid or released time for training, paid preparation time, and paid educational expenses. ODJFS licensed programs have seen great increases in other benefits for full-time staff.

For a special workforce analysis of six program types view "A Profession Divided" at www.occrra.org.

Appendix 8

Workforce Study – A Profession Divided



2013 Workforce Study

Ohio Early Learning & Development Programs

OHIO EDUCATION RESEARCH CENTER

The Ohio Education Research Center (OERC) is a **COLLABORATIVE** of Ohio-based researchers from six universities (Case Western Reserve University, Miami University, Ohio University, The Ohio State University, University of Cincinnati, and Wright State University) and four research institutions (Battelle, Battelle for Kids, Community Research Partners and Strategic Research Group). The founding partners coordinate the work of the OERC through the Governance Committee and three standing committees (Research Agenda; Data; and Outreach). Membership includes key participants from State of Ohio agencies and partner organizations. Administratively, the OERC reports to the State of Ohio through the Policy Council. The OERC is headquartered at The Ohio State University.

The **MISSION** of the OERC is to develop and implement a statewide, preschool-through-workforce research agenda addressing critical issues of education practice and policy. The OERC identifies and shares successful practices; responds to the needs of Ohio's educators and policymakers; and signals emerging trends. The OERC communicates its findings broadly, through multiple platforms and networks, producing materials, products and tools to improve educational practice, policy and outcomes.

The **VISION** of the OERC is to be the source for cutting edge knowledge and resources regarding education and training for Ohio's educators, policymakers and community leaders creating a dynamic cycle of research and practice where the needs of practitioners drive the research agenda and high-quality research has a rapid impact upon practice in the field.

Core **FUNDING** for the OERC is provided by the Ohio Department of Education. Additional funding comes from the Ohio Department of Job and Family Services in collaboration with the Ohio Board of Regents.

In March 2007 an executive order established an Early Childhood Cabinet to set state policy and coordinate programs serving Ohio children from prenatal through kindergarten. This action united key state agencies around a common goal of promoting school readiness. The Cabinet was composed of the heads of the departments of alcohol and drug addiction services, education, health, job and family services, mental health, and mental retardation and developmental disabilities. A director was appointed to staff the Cabinet.

The Council merged an early childhood group assisting the Build Ohio board with the addition of some new members to meet the 2007 Head Start Act requirements. The 25-member Council includes a diverse array of public and private stakeholders from state agencies, early childhood programs, schools, higher education, foundations, and other groups.

The Council is charged with:

1. Strengthening the capacity of the Early Childhood Advisory Council (ECAC) to influence the:
 - a. policy direction of and
 - b. funding support for the early childhood system.
2. Supporting the development of a new administrative structure and funding plan for the early childhood system.
3. Increasing the overall participation of children in existing and new federal, state, and local early childhood programs, including outreach to underrepresented and special populations.
4. Supporting the development and implementation of high quality early childhood standards (including but not limited to, early learning, physical and mental health, social/emotional, and safety) that are inclusive of birth-entry into kindergarten, aligned to K-12 standards, and intentionally include all domains of child development.
5. Supporting the establishment of a statewide, unified data collection and accountability system. The Early Childhood Advisory Council will provide the expertise and oversight to combine these various data collection and accountability systems into a unified program that will ensure Ohio's early childhood system utilizes data effectively for planning and evaluation.
6. Developing and implementing an internal and external communications plan to facilitate the Council's ability to:
 - a. effectively inform stakeholders and families of ongoing progress,
 - b. gather community input helpful to achieving the Council's goals, and
 - c. share information at the community level.
7. Further developing Ohio's statewide early childhood professional development system and career ladder.

2013 Workforce Study

The 2013 Workforce Study was made possible by funding provided by Early Childhood Advisory Council. The ECAC funded the Ohio Child Care Resource & Referral Association (OCCRRRA) to develop this report. For any questions regarding this report, please contact OCCRRRA at (614) 396-5959 or www.occrra.org

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Over 20 years of research has consistently found a link between the level of education and compensation of the early childhood workforce, and the program quality and outcomes for children. In order to design programs that strengthen early childhood professional development and address the needs of the workforce, it is important to understand the characteristics of the current workforce. This report highlights key characteristics of the 2013 early childhood learning and development program workforce in Ohio.

Survey invitations were sent to 3,600 randomly selected early learning and development programs in March 2013 representing programs licensed by the Ohio Department of Job and Family Services (ODJFS) and programs licensed by the Ohio Department of Education (ODE). The letters contained one invitation to an online survey for the program director that collected information about the program, its staff, and the director; and a second invitation to an online survey to collect specific information from a randomly selected member of the teaching staff. The response rate was 30% for directors and 23% for the selected staff members.

The 2013 Early Childhood Center Workforce Survey was made possible by funding from the Early Childhood Advisory Council (ECAC). The survey was conducted by the Ohio Child Care Resource & Referral Association (OCCRA) in partnership with the Ohio Education Research Center (OERC) and OERC partner Strategic Research Group.

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Overall, 1201 programs responded, representing 243 ODE licensed programs and 958 ODJFS licensed programs. In the 2005 OCCRA survey, 577 ODJFS licensed programs and 388 ODE licensed programs responded.

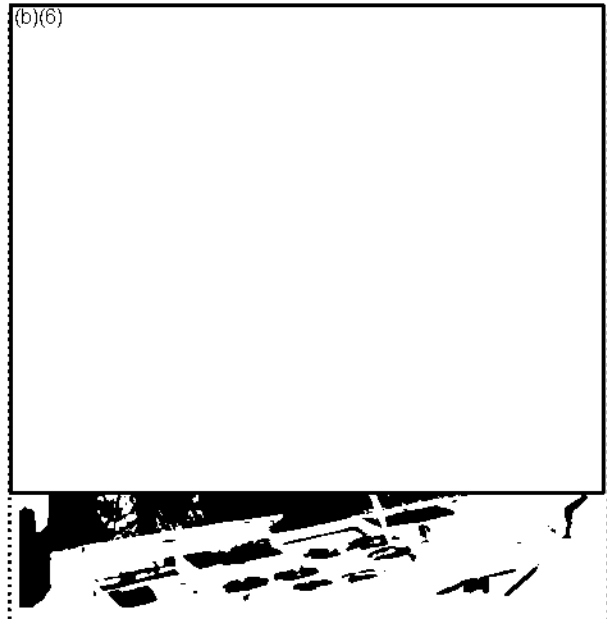
This report analyzes key data based on program sponsorship, funding, or affiliation (as reported by the programs) and identifies differences between six program types. A second report, General Analysis, contains comparisons with the findings from the 2005 study and follows the format of earlier Childhood Workforce Study reports. Visit www.occra.org to view the General Analysis.

The purpose of this report is to provide a snapshot of the early childhood workforce in programs licensed by the Ohio Department of Job and Family Services (ODJFS) and by the Ohio Department of Education (ODE). In addition, programs are grouped into six primary types based on sponsorship, funding or affiliation as reported by the programs. And the picture is one of a profession divided.

The primary groupings are:

- School affiliated programs licensed by ODE and sponsored by non-profit public or private primary or secondary schools (107 programs)
- Faith affiliated programs licensed by ODJFS and sponsored by a religious organization (217 programs)
- For-profit centers licensed by ODJFS (340 programs)
- Nonprofit programs licensed by ODJFS (221 programs)
- Other ODE licensed programs, primarily faith affiliated (80 programs)
- Head Start programs licensed by ODJFS and ODE (95 programs)

There are significant workforce differences among these programs. These differences bear thoughtful consideration as policy decisions are made to develop a comprehensive early care and education system for all Ohio children.



Three primary findings include:

1. ODE licensed program staff were much more likely to hold graduate degrees and non-Early Childhood Teacher licenses. Head Start staff were generally more likely to hold Associate and Bachelor degrees and CDA, Pre-K Associate Licenses, and Early Childhood Teacher Licenses. ODE staff earned significantly higher wages than other program staff, including Head Start staff.
2. Head Start programs had significantly higher percentages of health, dental, and retirement benefits for full-time staff ODJFS licensed programs. ODE licensed programs had benefit percentages closer to Head Start programs. Yet, despite the large disparities in wages and benefits by program type, there was relatively little difference in average years staff were in the field or in their current position by program type.
3. Staff from all program types reported that better pay would be an incentive for them to stay in the early care and development workforce, with better benefits the second most mentioned incentive. However, ODE licensed program staff were less concerned with pay and benefits and more likely to report planning to leave due to retirement.

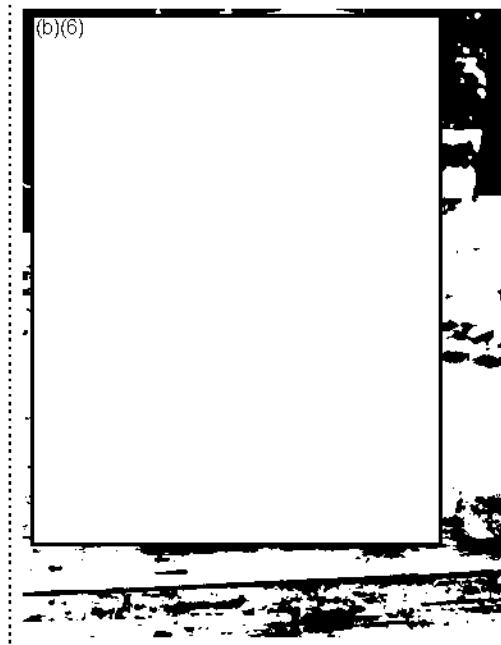
Key Findings

- In four out of six program types, the most prevalent credential for directors was a teaching license in a field other than early childhood. Head Start directors were more likely to hold a CDA, Pre-K Associate license, and/or an Early Childhood Teacher license.
- A director with an Early Childhood Teacher License earns \$(b)(6) per hour in a for-profit program and \$(b)(4) in a faith-affiliated program compared to \$(b)(4) per hour in a school-affiliated program.
- The average hourly wage for directors in school-affiliated programs is roughly (b)(4)% more than that of directors in ODJFS for-profit and faith affiliated programs, (b)(4)% more than Head Start directors, (b)(4)% more than directors in ODJFS nonprofit programs.
- Forty-one percent of teachers in school-affiliated programs hold the Early Childhood Teacher License and over half (54%) hold other teaching licenses. Head Start teachers hold the highest rates of Pre-K Associate Licenses (29%) and CDAs (26%).
- In general, ODE licensed program teachers earn (b)(4)% to (b)(4)% the wage of ODJFS licensed program teachers and (b)(4)% to (b)(4)% more than Head Start teachers.
- The average wages for teachers in ODE licensed programs ranges from \$(b)(4) per hour to \$(b)(4) per hour compared to average wages ranging from \$(b)(4) per hour to \$(b)(4) per hour in the four other program types.
- Employee benefits such as health, dental insurance and retirement plans were most prevalent in Head Start and ODE licensed programs.
- Even though there were significant differences in wages and benefits among the program types, there was little difference in director and teacher longevity.
- Both directors and teachers reported better pay is the key to retention.

Programs responding to the workforce study were accredited at a significantly higher rate than Ohio programs as a whole.

Nearly 10% of programs responding to the survey were accredited by the NAEYC, compared to 4% accredited statewide. An additional 4% reported that they were working on accreditation. Head Start programs reported the highest rate of accredited programs at over 22% of programs responding. ODJFS nonprofit and for-profit programs were the next highest at 11% and 10% respectively.

Given the higher than average rate of accredited programs responding to the survey and national research on the quality of programs, it is reasonable to assume that data in this survey represents a significant number of high quality programs. Accredited programs are believed to have better educated staff, higher wages, better benefits, and lower turnover than in the industry as a whole.



Accredited	7.5	4.6	10.0	10.9	6.3	22.1	9.6
Working on Accreditation	0.0	1.8	6.2	4.5	30.8	3.2	3.9
Statewide Accreditation	As of April 2013, 166 programs have NAEYC accreditation out of 4154						4.0

National Early Childhood Program Accreditation (NECPA)	0.0	0.9	1.5	0.9	0.0	1.1	0.9
National Accreditation Commission for Early Care and Education Programs (NAC)	0.0	0.0	4.7	0.0	0.0	0.0	1.5
National Association for Family Child Care (NAFCC)	0.0	0.0	0.3	0.5	0.0	0.0	0.2
National Afterschool Association (NAA)/Council on Accreditation (COA)	3.7	0.5	0.0	1.4	1.3	0.0	0.8

The most prevalent credential held by directors in most program types is a teaching license in a field other than early childhood. However, Head Start directors are more likely to hold an early childhood credential. Additionally, over a quarter of ODE program directors hold an Early Childhood Teacher License.

ODE program directors are most likely to hold a graduate degree; 69% for school-affiliated programs and 55% for other ODE programs. However, these degrees are more likely to be in a field other than early childhood. Head Start directors were the next most likely to hold a degree, with 54% holding at least an early childhood Bachelor's degree or a graduate degree.

Ohio has at least 77 colleges, universities, and technical or community colleges (some with multiple locations) that offer degrees and credentials in early childhood development. Additionally, the number of required courses is not consistent in either the two- or four-year setting, making it difficult to compare programs.

Most two-year programs offer an Associate of Applied Science degree and a Pre-K Teaching License. Two-year programs focus on children (birth to age 5), generally concentrating on ages 3-5. Four-year programs offer a Bachelor of Science degree and an Early Childhood Teacher License. This license focuses on age 3 through grade 3, emphasizing kindergarten through grade 3. Some also offer a Bachelor of Science in Child and Family Studies which does not include a teaching license.

The Child Development Associate (CDA) is a national credential based on the demonstration of competency in thirteen functional areas. Often college course work is incorporated into CDA training programs.

	ODE School- Affiliated	ODJFS Faith- Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start	All Directors
Child Development Associate	5.6	20.3	23.2	15.8	3.8	21.1	17.6
Pre-K Associate License	8.4	4.6	6.8	9.5	7.5	23.2	8.6
EC Teacher License	25.2	10.6	13.5	12.7	26.3	25.3	15.9
Other Teaching License	72.0	24.0	16.2	19.0	50.0	10.5	26.0

	ODE School- Affiliated	ODJFS Faith- Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start	All Directors
AA ECE or CD	3.8	22.1	18.5	20.5	10.0	24.2	18.1
BA/BS ECE or CD	7.5	12.9	23.2	20.5	10.0	44.2	19.8
Graduate Degree in ECE or CD	25.5	7.8	7.9	8.6	22.5	7.4	10.9
Graduate Degree in Another Field	43.4	7.8	5.0	10.0	32.5	2.1	12.3

For nearly every degree type and credential, directors earn the most in school affiliated programs, while ODJFS program directors earn the least. For example, on average, a director with an Early Childhood Teacher License earns \$(b)(4) per hour in an ODJFS for-profit program compared to \$(b)(4) in a school affiliated program.

There is a hierarchy in salary which is clearly linked to the program sponsorship. Not unexpectedly, school affiliated programs pay the most across almost all types of degrees and credentials, followed by other ODE licensed programs, then ODJFS nonprofit programs and Head Start, and finally ODJFS faith affiliated programs and for-profit programs.

On average, more education and credentials generally accompany progressively higher salaries in all program types, with degrees in early education claiming higher salaries than the same degree in another field.

On average, directors in ODE school affiliated programs earn roughly (b)(4) % more than directors in ODJFS for-profit and faith affiliated programs, (b)(4) % more than Head Start directors, (b)(4) % more than directors in ODJFS nonprofit programs, and (b)(4) % more than directors in other programs licensed by ODE.

For each degree type, directors of school affiliated programs earned the highest wages, with the exception of those with Associate degrees in the field, for which school affiliated program directors earned slightly less than Head Start directors.

	ODE School-Affiliated	ODJFS Faith-Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start
Child Development Associate	(b)(4)					
Pre-K Associate License						
EC Teacher License						
Other Teaching License						

	ODE School-Affiliated	ODJFS Faith-Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start
AA ECE or CD	(b)(4)					
BA/BS ECE or CD						
Graduate Degree in ECE or CD						
Graduate Degree in Another Field						
All Directors Average						

Forty-one percent of teachers in school affiliated programs and nearly half (47%) of teachers in other ODE licensed programs hold the Early Childhood Teacher License, as do a quarter of Head Start teachers. Head Start teachers hold the highest rates of Pre-K Associate Licenses (29%) and CDA's (26%).

(b)(6)

Teachers from ODE licensed programs are more likely to hold Early Childhood Teacher Licenses as well as other teaching licenses. Teachers from ODJFS licensed programs do not have very high rates of any type of credential or license; the highest being the 16% of other teaching licenses held by faith-affiliated teachers.

Associate degrees are most prevalent for teachers in programs not affiliated with schools, while Bachelor and graduate degrees are more prevalent in school affiliated programs.

	ODE School- Affiliated	ODJFS Faith- Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start	All Teachers
Child Development Associate	5.9	13.2	15.3	12.4	1.2	26.2	13.2
Pre-K Associate License	1.5	4.6	4.8	2.6	7.2	28.6	6.8
EC Teacher License	41.2	12.6	10.9	14.4	47.0	25.0	19.6
Other Teaching License	54.4	16.1	8.5	14.4	37.3	7.1	17.9

	ODE School- Affiliated	ODJFS Faith- Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start	All Teachers
AA in ECE or CD	5.9	14.9	16.8	20.3	6.0	29.8	16.4
BA/BS in ECE or CD	14.7	11.5	12.3	17.6	18.1	36.9	16.5
Graduate Degree in ECE or CD	29.4	4.0	1.2	5.9	30.1	6.0	8.6
Graduate Degree in Another Field	20.6	2.9	1.2	2.0	9.6	0.0	4.1

Teachers in school affiliated and other ODE licensed programs earn about twice as much as teachers from ODJFS licensed programs. The largest wage disparities are among teachers with graduate degrees and teaching licenses.

Teachers from ODE licensed programs earn the highest wages in every credential category and nearly every degree category, although teachers with Associate degrees in another field from ODJFS programs claim slightly higher wages than teachers from ODE licensed programs with the same degree.

In general, teaching licenses are the credential associated with the highest wages, with the exception of Head Start and ODJFS program teachers, for which Pre-K Associate licenses claim the highest wages.

An Early Childhood Teacher License or other teacher license in an ODE licensed program earns a teacher over twice the pay that same teacher would make in an ODJFS for-profit or nonprofit program. In general, ODE licensed program teachers earn (b) (4) % to (b) (4) % the wage of ODJFS licensed program teachers and (b) (4) % to (b) (4) % more than Head Start teachers.

	ODE School-Affiliated	ODJFS Faith-Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start
Child Development Associate	(b)(4)					
Pre-K Associate License						
EC Teacher License						
Other Teaching License						

	ODE School-Affiliated	ODJFS Faith-Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start
AA ECE or CD	(b)(4)					
BA/BS ECE or CD						
Graduate Degree in ECE or CD						
Graduate Degree in Another Field						
All Teachers Average						

Directors and teachers from Head Start programs report the highest percentage of those with over 120 hours of in-service training over their careers, 62% and 51% respectively. Overall, 53% of directors and 32% of teachers reported obtaining over 120 hours of in-service training over their careers.

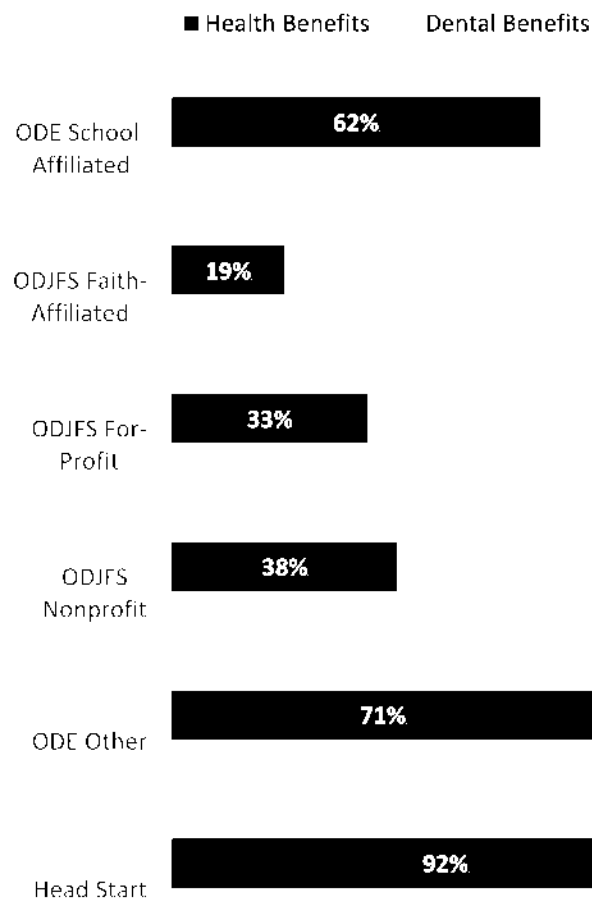
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	ODE School- Affiliated	ODJFS Faith- Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start	All Directors
None	6.7	4.8	4.0	5.2	10.5	0.0	4.8
1-15 hours	18.3	8.2	4.9	8.1	17.1	3.2	8.3
16-30 hours	6.7	6.3	6.1	8.5	9.2	5.4	6.9
31-45 hours	9.6	6.7	10.1	7.1	3.9	9.7	8.2
46-90 hours	12.5	14.9	10.4	16.6	3.9	8.6	12.2
91-120 hours	6.7	6.3	7.3	6.6	3.9	10.8	7.0
Over 120 hours	39.4	52.9	57.2	47.9	51.3	62.4	52.6

	ODE School- Affiliated	ODJFS Faith- Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start	All Teachers
None	7.5	8.8	8.3	5.4	8.8	2.4	7.2
1-15 hours	10.4	14.6	16.1	17.4	17.5	8.4	14.9
16-30 hours	19.4	10.5	9.5	10.7	8.8	10.8	10.9
31-45 hours	13.4	11.1	12.4	9.4	10.0	7.2	10.9
46-90 hours	13.4	21.6	15.7	20.1	11.3	16.9	17.3
91-120 hours	3.0	5.8	8.3	9.4	7.5	3.6	6.9
Over 120 hours	32.8	27.5	29.8	27.5	36.3	50.6	31.9

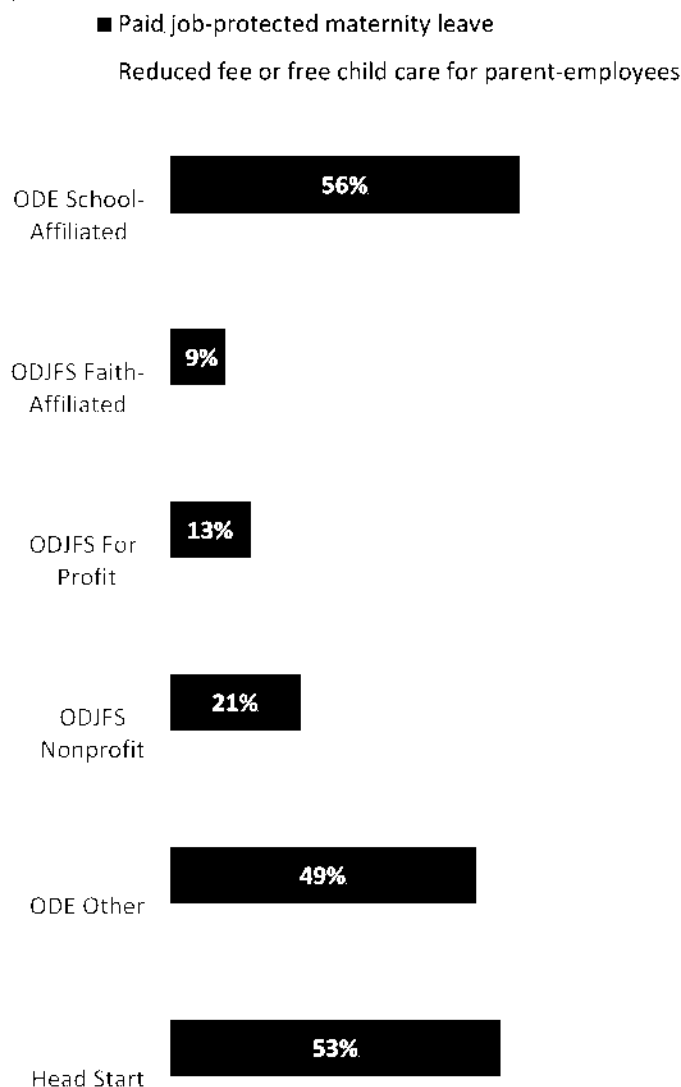
Employee benefits such as health, dental insurance, and retirement plans are most prevalent in Head Start and ODE licensed programs. ODJFS faith-based programs are the least likely to have these benefits.

Three key employee benefits follow a slightly different pattern than wages in that Head Start programs offer the most benefits. More than 90% of full-time Head Start staff have either fully or partially paid health insurance which drops to 19% in faith affiliated programs. Dental insurance is less available, with fully or partially paid dental insurance available to 77% of full-time Head Start staff and only 10% of faith affiliated staff.



A similar pattern can be seen in the availability of retirement plans. Head Start and ODE school-affiliated programs have the highest rate of availability for full-time staff, 93% and 81% respectively. Conversely, ODJFS faith-affiliated and for-profit programs have the lowest rate of retirement plan availability to full-time staff, 20% and 24% respectively.

Whereas the benefit of paid and protected maternity leave is more widely available to Head Start and ODE licensed program staff, reduced fee or free child care is more widely available to ODJSF licensed program staff.



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Whereas employee benefits such as health, dental insurance, and retirement plans are most prevalent in Head Start and ODE licensed programs, the availability of other benefits such as paid job-protected maternity leave and reduced fee or free child care for parent-employees show a different picture.

The benefit of paid and protected maternity leave is more widely available to Head Start and ODE licensed program staff, following the same pattern as other benefits. Reduced fee or free child care, however, is more widely available to ODJSF licensed program staff.

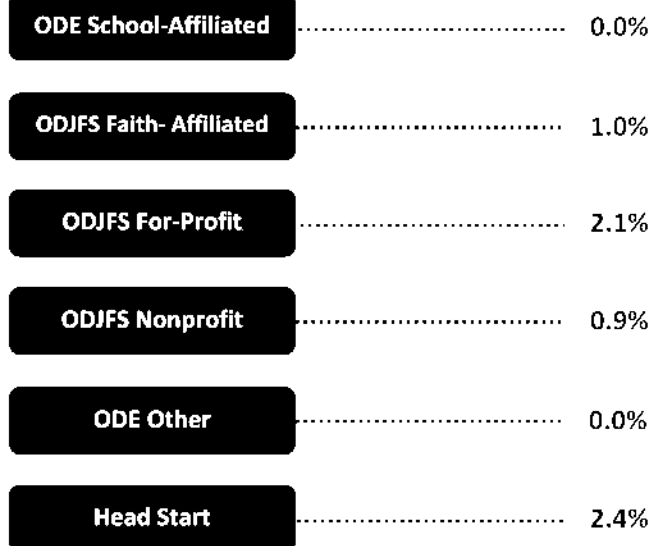
It appears as though ODJSF programs are offering their staff on-site child care benefits in place of paid and protected maternity leave.

Even though there are significant differences in wages and benefits among the program types, there is little difference in director and teacher longevity.

While there were large disparities in wages by program type, these disparities are not evident in either director or teacher longevity. In fact, two of the program types with lower reported wages, ODJFS faith-affiliated and for-profit programs, have among the highest average years the director has been in their position, 9.0 and 9.3 years, respectively.

As for teachers, wages also do not appear to be associated with either the average time in the field or their current position. Indeed, teachers from ODE school-affiliated programs, which had higher wages have among the lowest average years in the field or current position.

The former Praxis III and current Resident Educator Training do not appear to have negatively impacted staffing among any of the program types. Only Head Start and ODJFS directors report losing just over 2% of their staff to these requirements.



ODE School-Affiliated	8.5	16.0	6.8	11.6
ODJFS Faith-Affiliated	9.0	16.5	7.9	12.7
ODJFS For-Profit	9.3	16.8	6.3	11.3
ODJFS Nonprofit	8.0	16.4	7.2	11.5
ODE Other	9.3	16.8	8.9	13.1
Head Start	7.5	16.5	7.2	14.4

Summary	7-9	16-17	6-9	11-14
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Directors most commonly reported that they thought teachers left due to low pay. At least 50% of directors from nearly all program types report wanting better pay as a reason they believe teachers leave their positions.

Wanting better pay was seen by the majority of directors as the reason the teachers leave their position, with over 50% of all non-ODE program directors citing pay as a barrier to teacher retention. ODE school-affiliated directors were the least likely to cite pay as a reason teachers leave. The next most common response was issues with schedules; with directors stating teachers often leave because they need more, fewer, or different work hours. This issue was most prevalent with ODJFS faith based and nonprofit programs. Burnout and better benefits were the third and fourth most commonly cited reasons directors believe teachers leave.

Interestingly, for Head Start and ODE school-affiliated programs, moving to a new position or location, often associated with advancement in the field, was cited by a fair percentage of directors.



Want/need better pay	37.3	53.6	58.7	57.2	49.2	55.8	54.7
Schedule/work hours/other time commitments	17.3	26.0	10.6	25.3	16.4	9.3	17.8
Job is too stressful/burnout	5.3	8.3	18.8	8.2	4.9	17.4	12.2
Better benefits	9.3	16.1	9.6	14.4	8.2	4.7	11.4
Moved/relocated/shorter commute	13.3	12.5	8.9	9.3	4.9	9.3	9.9
Family/personal reasons	9.3	12.0	8.9	5.7	9.8	7.0	8.8
Difficulty working with children/can't handle classroom	1.3	4.7	16.8	6.2	1.6	3.5	8.5
Moved into new position/location/ advancement in the field	14.7	4.2	8.6	6.7	8.2	16.3	8.5
New career opportunity	8.0	8.9	8.3	5.7	6.6	11.6	8.0
Graduated with degree or went back to school	4.0	6.3	7.3	11.9	6.6	1.2	7.1
Retired	12.0	7.8	0.3	3.6	6.6	2.3	4.2

Nearly three-quarters of Head Start and ODJFS for-profit directors intend to be working in the field three years from now. Additionally, with the exception of ODE licensed program teachers, over 63% of teachers also expect to be working in the field in three years. ODE licensed directors were the least likely to anticipate staying, although retirement was given as a reason for 26% of these directors.

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	Working in EC Field 1 Year from Now		Working in EC Field 3 Years from Now	
	Directors	Teachers	Directors	Teachers
ODE School-affiliated	73.8	76.5	51.5	60.3
ODJFS Faith-affiliated	87.4	87.4	68.2	63.2
ODJFS For-Profit	87.5	83.1	74.3	63.3
ODJFS Nonprofit	80.9	75.2	61.4	52.9
ODE Other	66.2	86.6	46.8	65.9
Head Start	88.3	88.1	73.4	70.2

ODE licensed programs are the least likely to have directors intending to stay. Just under half of directors from ODE school-affiliated programs and over half of directors from other ODE programs report intending to leave in the next three years.

Retirement, however, may be part of the reason. These programs have the longest average lengths of time directors have been in their positions and 26% of these directors reported retirement was the reason they intend to leave.

	In Current Position 1 Year from Now	In Current Position 3 Years from Now
ODE School-affiliated	90.4	81.0
ODJFS Faith-affiliated	87.0	70.9
ODJFS For-Profit	83.5	63.6
ODJFS Nonprofit	78.4	55.1
ODE Other	91.5	78.2
Head Start	74.3	53.1

Nearly half of Head Start and ODJFS nonprofit program teachers who expect to stay in the field for the next three years also expect to move into a new position in that time. Teachers in ODE licensed programs who intend to stay in the field are the most likely to report they believe they will still be in their current position in three years.

Better pay is the most frequently mentioned incentive that would entice directors (53%) and teachers (68%) to stay in the field. Teachers from ODE school-affiliated programs, however, did not identify better pay as the primary incentive.

While better pay was the primary concern for enticing directors to stay in the field (53%), better benefits were also mentioned by roughly 20% of directors from ODJFS licensed programs. ODJFS licensed for-profit and nonprofit directors also mentioned more help, resources, and support as incentives for staying (15%).

At least 69% of teachers from non-ODE licensed programs mentioned better pay as an incentive for

staying. For school-affiliated teachers, however, full-time employment and better hours were the most frequently mentioned incentives for staying.

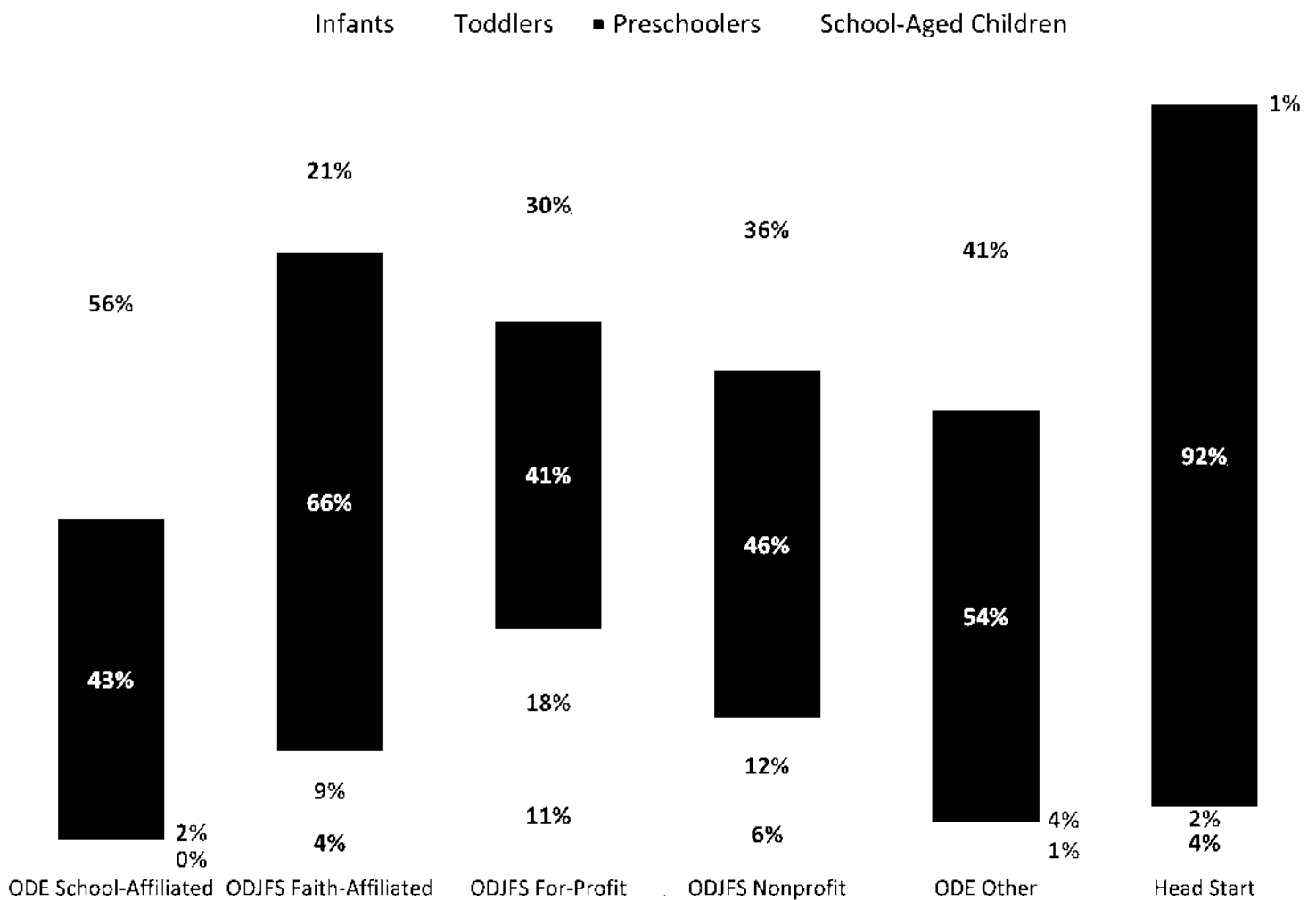
While better pay seems to be a concern for retention of Head Start staff, benefits do not appear to be a primary concern (0% of directors; 9% of teachers).

	ODE School- Affiliated	ODJFS Faith- Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start	Total
Better pay	25.8	56.4	60.9	48.4	52.0	76.2	53.2
Better benefits	3.2	18.2	23.2	21.0	12.0	0.0	16.3
More help/support/resources	3.2	5.5	14.5	14.5	8.0	19.0	11.0
Work more/fewer hours	6.5	9.1	10.1	9.7	4.0	0.0	8.0
More staff/retain good, qualified staff	3.2	3.6	13.0	9.7	8.0	4.8	8.0
Improved health/personal situation	3.2	7.3	1.4	9.7	8.0	0.0	5.3
More/sustained enrollment	0.0	7.3	5.8	4.8	4.0	0.0	4.6
Less regulation and/or paperwork	3.2	1.8	2.9	3.2	8.0	14.3	4.2

	ODE School- Affiliated	ODJFS Faith- Affiliated	ODJFS For-Profit	ODJFS Nonprofit	ODE Other	Head Start	Total
Better pay	23.5	70.0	69.2	77.6	55.0	72.7	67.5
Better benefits	11.8	28.0	17.9	25.9	10.0	9.1	19.9
Full-time employment or better hours	29.4	12.0	5.1	8.6	5.0	9.1	9.3
Stable enrollment/job security	11.8	6.0	0.0	3.4	15.0	22.7	6.1
Better job/advancement opportunities	5.9	4.0	2.6	3.4	10.0	0.0	3.7
Improved health/personal situation	5.9	8.0	1.3	3.4	0.0	4.5	3.7
New or improved management	0.0	2.0	2.6	5.2	10.0	0.0	3.3
Professional dev. or edu. opportunities	0.0	4.0	5.1	1.7	0.0	4.5	3.3

The six program type analysis represents 73,571 children. Preschool age children make up 52% of the total enrollment (38,445). Among surveyed programs, ODJFS for-profit programs enrolled the most preschool age children (10,209) as well as the most infants and toddlers (7,384) and school age children (7,442).

In looking at the six program types, it is important to identify the focus of the program's enrollment. This knowledge will assist policy makers in crafting appropriate professional development opportunities based on the age range of children served and current staff qualifications. Of the programs surveyed, overall enrollment is 6% infants, 11% toddlers, 52% preschoolers and 31% school-age children. Nearly 44% of enrolled preschoolers attend part-time only preschool programs.



Infants and Toddlers (6 weeks to age 3)

Over 60% of the infants and 57% of toddlers in the surveyed programs were enrolled in for-profit centers. Most of the remainder were enrolled in other ODJFS licensed programs.

ODJFS for-profit programs in the survey dedicated nearly 30% of their enrollment to infants and toddlers. ODJFS nonprofit programs had the second highest enrollment (18%), followed by ODJFS faith affiliate programs (13%). The remaining program types reserved 6% or less of enrollment for infants and toddlers.

Ohio's Early Childhood Teacher License, which focused on teaching children age 3 through grade 3, does not prepare teachers to work with infants and toddlers. Therefore, degrees in child development and the CDA

are more appropriate for teachers working with infants and toddlers.

ODJFS programs reported higher percentages of teachers with associate degrees in the field than ODE programs (20% for nonprofits, 17% for for-profits, and 15% for faith-affiliated programs). Likewise, ODJFS programs reported higher percentages of teachers with a CDA than ODE programs (15% for for-profits, 13% for faith-affiliated programs, and 12% for nonprofit programs).

Preschoolers (age 3 to age 5)

For nearly every program type, the largest share of enrollment was preschool age children. Enrollment in Head Start programs was largely (92%) preschoolers.

Over 92% of Head Start enrollment is made up of preschoolers, followed by nearly 66% for ODJFS faith affiliated programs. Head Start has the highest percentage of teachers with a CDA (26%), Pre-K Associate License (29%), Associate degree in the field (30%), and Bachelor degree in the field (37%).

Two credentials that would benefit those teaching preschool aged children are the Early Childhood Teacher License, which focuses on age 3 through grade 3, and the Pre-K Associate License. While these credentials were reportedly held by a quarter of Head Start teachers, teachers from ODJFS faith-affiliated programs were not as likely to hold these credentials (13% for the Early Childhood Teacher License and 5% for the Pre-K Associate License).

Non-school-affiliated ODE programs have the third largest preschool percentage in their enrollment (54%). Forty-seven percent of teachers from these ODE programs hold the Early Childhood Teacher License; however, only 7% hold the Pre-K Associate License.

The remaining three program types, ODJFS licensed nonprofits, ODE licensed school-affiliated programs, and ODJFS licensed for-profit programs, all have less than half of enrollment dedicated to preschoolers (46%, 43%, and 41% respectively). Among these program types, ODE school-affiliated programs report the highest rate of teachers holding the Early Childhood Teacher License (41%) and the Pre-K Associate License (54%).

Preschoolers Continued (age 3 to age 5)

Sixty-four percent of preschool age children in Head Start programs and 63% of preschool age children in faith-affiliated programs attend part-time preschool programs. Nearly 91% of preschoolers in for-profit programs attend full-time centers.

Other program types reported preschool enrollment in part-time only programs as a percent of their total preschool enrollment as follows: 54% for non-school-affiliated ODE licensed programs, 52% for school-affiliated ODE licensed programs, 41% for ODJFS licensed nonprofit programs, and only 11% for ODJFS licensed for-profit programs.

Overall, 58% of preschoolers enrolled in part-time only programs attended either Head Start or faith affiliated programs.

There is a distinct difference in whether directors work year round or just during the school year by program type. For example, 61% of Head Start directors, 57% of director in ODE licensed school affiliated programs, and 54% of directors of other ODE programs report working only on a school year schedule. Conversely, 95% of ODJFS licensed for-profit directors, 75% of ODJFS licensed nonprofit directors, and 66% of ODJFS faith-affiliated program directors work all year. These percentages suggest that part-time only programs are likely to operate only on a school year schedule, with the exception of faith based programs, and that many preschoolers who attend full day may only attend on a school year schedule.

Total

43.5%

Sixty-four percent of preschoolers enrolled in Head Start programs and 63% of preschoolers enrolled in faith-affiliated programs attend a program that only enrolls preschoolers part-time.

School-Age Children

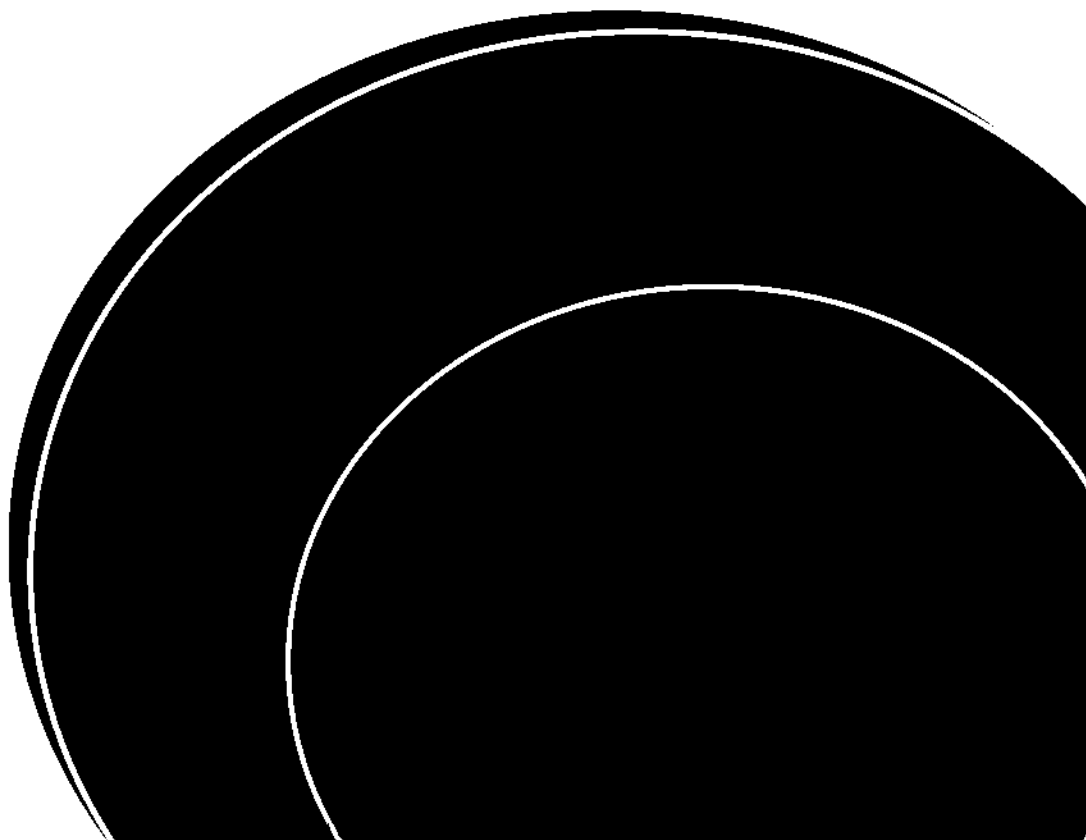
School-age enrollment represents nearly 31% of the total enrollment in surveyed programs. ODE for-profit programs enrolled the most school-agers.

School-affiliated programs had the highest percentage of enrollment dedicated to this age group.

Fifty-six percent of children enrolled in ODE licensed school-affiliated programs and 41% of those enrolled in other ODE licensed programs were of school age, while only 1% were of school age in Head Start programs. ODJFS licensed programs had school age enrollment of 36% for nonprofit programs, 30% for for-profit programs, and 21% for faith-affiliated programs.

The credentials most suited for the school-age population would be non-Early Childhood teaching licenses. In fact, of the other teaching licenses reportedly held by directors, 36% were Elementary Education licenses. Likewise of the other teaching licenses reportedly held by teachers, 39% were Elementary Education licenses.

ODE for-profit programs enrolled the highest number of school-agers from the responding programs and ODE licensed programs had the greater percentage of their enrollment dedicated to this age group. Looking at the credentials held by staff of these programs we find that while ODE program staff held other teaching degrees at a high rate, ODJFS for-profit programs did not. Among ODE licensed programs, 54% of directors and 72% of teachers from school-affiliated programs held other teaching degrees and 37% of directors and 50% of teachers from other ODE programs held non-EC teaching degrees. Conversely, only 9% of directors and 16% of teachers from ODJFS for-profit programs held non-EC teaching degrees.



A Profession Divided presents the analysis of accreditation, wage, benefit, and retention-rated data compared along six program types. The results reveal a striking divide based on program sponsorship or affiliation. Clearly school affiliated programs licensed by the Ohio Department of Education (ODE) have the most highly educated staff and pay the highest wages. However, what is most troubling is that teachers and directors holding the same degrees and credentials are paid more than two times the rate in a school affiliated setting than in for-profit centers licensed by ODJFS. This analysis describes the hierarchy which divides the early care and development workforce.

ODE licensed directors and teachers were much more likely to hold graduate degrees and non-Early Childhood Teacher licenses than other program staff. Head Start staff were generally more likely to hold Associate and Bachelor degrees and CDA, Pre-K Associate Licenses, and Early Childhood Teacher Licenses than other program staff. In general ODJFS program staff held credentials and degrees at lower rates than other program staff.

ODE licensed directors and teachers reported significantly higher wages than those of other program staff, including Head Start staff who held rates of degrees and credentials. In fact, ODE staff commonly reported wages that were at least 16% higher than other program staff holding the same degree or credential.

Head Start programs had the highest percentages of health (92%) and dental (77%) benefits and retirement plans (93%) for full-time staff. ODE licensed programs had the next highest percentage of these benefits. ODJFS licensed programs had the lowest benefit percentages with faith-affiliated programs being the lowest (19% for health, 10% for dental, and 20% for retirement plans).

Despite the large disparities in wages and benefits by program type, there was relatively little difference in average years staff were in the field or in their current position by program type. In fact ODJFS faith-affiliated and for-profit programs had among the lowest wages and benefits, yet the highest average years in the field or current position.

Both directors (53%) and teachers (68%) reported that better pay would be an incentive for them to stay in the early care and development workforce. Better benefits was the second most mentioned incentive. In general, ODE licensed program staff were less concerned with pay and benefits and more likely to report planning to leave due to retirement, with school-affiliated staff being much less likely than staff from other programs to feel pay or benefits would entice them to stay. Head Start staff were the most concerned with pay and the least concerned with benefits.

(b)(6)

Appendix 9

Comprehensive Professional Development System Overview



Ohio Child Care
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Comprehensive Professional Development System (CPDS)

Mission

All early childhood professionals will have access to coordinated professional development opportunities and on-going supports that build their knowledge, competencies and skills for working with young children (birth through kindergarten entry) to achieve the outcomes of Ohio's Race to the Top (RttT)-Early Learning Challenge Grant (ELCG).

Vision

To develop, structure, and build Ohio's capacity for this new professional development through the life of the RttT ELCG, so that Ohio can sustain the work through its existing networks of PD providers after the grant is completed.

Goals

To create a Comprehensive Professional Development System (CPDS) targeted for Ohio's early childhood professionals that include:

- Developing specifications of a coordination and delivery model for the CPDS
- Crafting new professional development (PD) modules (Screening & Assessment, Using Technology in the Classroom, and Supporting English Language Learners)
- Transforming all PD into a common format for electronic delivery and delivery of the PD and associated technical assistance/coaching in conjunction with Ohio's existing professional development provider networks.
- Hosting three regional conferences in 2014 and 2015 to support State's early childhood professionals.

Objectives

1. Governance, Project Management and Reporting
 - a. Develop a work plan in collaboration with and approved by the Ohio Department of Education (ODE) for the development and implementation of the comprehensive professional development system.
 - b. Submit reports to ODE regarding the status of the project.
2. Data Gathering, Analysis and Specifications of Coordination and Delivery Model Ohio's Comprehensive Professional Development System
 - a. Complete an analysis of the needs for professional development coordination, delivery and technical assistance.
 - b. Propose and develop a Coordination and Delivery Model in cooperation with ODE.
3. Module Development for Early Childhood Professionals
 - a. Develop a total of 16 modules by 2014.
 - b. Design a consistent method of pre- and post-surveying that would be used for each module delivered through the CPDS.
 - c. Format 41 modules so they may be disseminated electronically.
 - d. Host the 41 modules in a Learning Management System (LMS) and then plan to transfer these modules to an ODE identified LMS. The Offeror should describe their plan for extraction.

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4. Regional Conferences to Support Early Learning Programs and Professional Development Providers. Plan and execute regional conferences in three locations (Dayton, Canton, and Chillicothe) in the fall of 2014 and the fall of 2015 that will focus on standards (both quality and child) and assessment of children birth through kindergarten entry.
5. Professional Development Delivery.
 - a. Build on Ohio's existing professional development system and promote the idea of team delivery within each region of the State.
 - b. Provide train-the-trainer training and assess professional development (including providing supplies and resources) to prepare PD providers to differentiate support for programs they support.
 - c. Dedicate twelve (12) staff in the delivery of PD training and targeted coaching model (including providing training, materials and supplies) and support the facilitation of online communities of practice.
 - d. Design a system to ensure the fidelity of the content and delivery of the Professional Development Modules and coaching project.

For additional information, please contact: Todd Barnhouse, CEO, Ohio Child Care Resource & Referral Association, tbarnhouse@occrra.org or (614) 310-1364.

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Appendix 10

Common Language Standards

Common Language Standards
(last revised: February 2014)

Domain	Strand	KRA Code	Standard (shaded) Essential Skill and Knowledge
Social Foundations (SF)	Social Emotional (1)	SF.1.1	Recognize and identify emotions of self and others.
		SF.1.1.A	Recognize and identify own emotions and the emotions of others.
		SF.1.1.B	Express, understand, and respond to feelings (emotions) of self and others.
		SF.1.1.C	Express concern for the needs of others and people in distress.
		SF.1.2	Look to adults for emotional support and guidance.
		SF.1.2.A	Separate from familiar adults in a familiar setting with minimal distress.
		SF.1.2.B	Seek security and support from familiar adults in anticipation of challenging situations.
		SF.1.2.C	Request and accept guidance from familiar adults.
		SF.1.3	Demonstrate ability to resolve conflicts with others.
	Approaches to Learning / Executive Functioning (2)	SF.1.3.A	Seek adult help when solving interpersonal conflicts.
		SF.1.3.B	With modeling and support, negotiate to resolve social conflicts with peers.
		SF.2.1	Manage the expression of feelings, thoughts, impulses, and behaviors.
		SF.2.1.A	Refrain from demonstrating disruptive or defiant behaviors.
		SF.2.1.B	Demonstrate appropriate use of own materials or belongings and those of others.
		SF.2.1.C	Demonstrate the ability to delay gratification for short periods of time.
		SF.2.2	Demonstrate the ability to persist with a task.
		SF.2.2.A	Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress.
		SF.2.2.B	Focus on an activity with deliberate concentration despite distractions and/or temptations.
		SF.2.3	Demonstrate the ability to retain and apply information.
		SF.2.3.A	Follow routines and multi-step directions.
		SF.2.3.B	Remember and use information for a variety of purposes, with modeling and support.
		SF.2.3.C	Use prior knowledge and information to assess, inform, and plan for future actions and learning.
		SF.2.4	Demonstrate the ability to solve problems.
		SF.2.4.A	Solve everyday problems based upon past experience.
		SF.2.4.B	Solve problems by planning and carrying out a sequence of actions.
		SF.2.4.C	Seek more than one solution to a question, problem, or task.
		SF.2.4.D	Explain reasoning for the solution selected.
		SF.2.5	Seek and gather new information to plan for projects and activities.
		SF.2.5.A	Express a desire to learn by asking questions and seeking new information.
		SF.2.5.B	Demonstrate independence in learning by planning and initiating projects.
		SF.2.5.C	Seek new and varied experiences and challenges (take risks).
		SF.2.5.D	Demonstrate self-direction while participating in a range of activities and routines.
		SF.2.6	Demonstrate cooperative behavior in interactions with others.
		SF.2.6.A	Play or work with others cooperatively.
		SF.2.6.B	Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation.
		SF.2.6.C	Demonstrate socially competent behavior with peers.
		SF.2.6.D	Share materials and equipment with other children, with adult modeling and support.
Language and Literacy (LL)	Reading (1)	LL.1.1	Comprehend and respond to interactive read-alouds of literary and informational text.
		LL.1.1.A	Before interactive read-alouds, make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs, graphic aids, and/or text.
		LL.1.1.B	During interactive read-alouds, listen and ask and answer questions as appropriate.
		LL.1.1.C	After interactive read-alouds, respond by retelling the text or part of the text in an appropriate sequence, using discussions, re-enactment, drawing, and/or writing as appropriate.
		LL.1.1.D	Identify the beginning, middle, and end of literary text.
		LL.1.1.E	Identify the main topic of informational text.
		LL.1.2	Demonstrate understanding of spoken words and sounds (phonemes).
		LL.1.2.A	Identify initial and final sounds in spoken words.
		LL.1.2.B	Identify, blend, and segment syllables in spoken words.
		LL.1.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
		LL.1.2.D	Recognize rhyming words in spoken language.
		LL.1.3	Know and apply letter-sound correspondence and letter recognition skills.
		LL.1.3.A	Recognize that words are made up of letters and their sounds.
		LL.1.3.B	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for some consonants.
		LL.1.3.C	Recognize and name some upper- and lowercase letters.
	Speaking and Listening (2)	LL.2.1	Communicate effectively in a variety of situations with different audiences, purposes, and formats.
		LL.2.1.A	Speak or express thoughts, feelings, and ideas clearly enough to be understood in a variety of settings.
		LL.2.1.B	Participate in conversations with adults and peers, staying on topic through multiple exchanges and adding appropriate ideas to support or extend the conversation.
	Writing (3)	LL.3.1	Produce letter-like shapes, symbols, letters, and words to convey meaning.
		LL.3.1.A	With modeling and support, print letters of own name.
		LL.3.1.B	With modeling and support, print meaningful words with letters and letter approximations.
		LL.3.1.C	Use a combination of drawing, dictating and developmentally appropriate writing for a variety of purposes (e.g., tell a story, give an opinion, express ideas).

Common Language Standards
(last revised: February 2014)

Domain	Strand	KRA Code	Standard (shaded) Essential Skill and Knowledge
Language and Literacy (continued)	Language (4)	LL.4.1	Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities.
		LL.4.1.A	Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc.
		LL.4.1.B	Develop understanding of singular and plural nouns (e.g. "dog" means one dog, "dogs" means more than one dog); form regular plural nouns orally by adding /s/ or /es/.
		LL.4.1.C	Understand and begin to use question words.
		LL.4.1.D	Use frequently occurring prepositions (e.g., "to," "from," "in," "out," "on," "off," "for," "of," "by," "with").
		LL.4.1.E	Produce complete sentences in shared language activities.
		LL.4.2	Use words acquired through conversations and shared reading experiences.
		LL.4.2.A	Identify real-life connections between words and their uses (e.g., relate the word "helpful," used in a story, to own life by telling ways to be helpful).
Mathematics (MA)	Counting and Cardinality (1)	MA.1.1	Know number name, count sequence, and relationships among number, numeral, and quantity.
		MA.1.1.A	Count the number sequence to 20.
		MA.1.1.B	Touch each concrete object as it is counted, pairing one number word with each object and saying each number word only once in consistent order.
		MA.1.1.C	Use number cards arranged in a line to count and then determine what number comes before or after a specific number.
		MA.1.1.D	Identify, without counting, small quantities of items (1–3) presented in an irregular or unfamiliar pattern (subitize).
		MA.1.1.E	Recognize that the count remains the same regardless of the order or arrangement of the objects.
		MA.1.1.F	Demonstrate understanding that the last number spoken tells the number of objects counted; respond correctly when asked "how many" after counting concrete objects.
		MA.1.1.G	Name written numerals and pair them with concrete objects.
	Operations and Algebraic Thinking (2)	MA.2.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
		MA.2.1.A	Solve simple addition and subtraction problems with totals less than 5, using concrete objects.
		MA.2.1.B	Use manipulatives to find the amount needed to complete the set.
		MA.2.1.C	Manipulate sets to decompose numbers (e.g., 1 and 4 objects equal 5 objects; 2 and 3 objects equal 5 objects).
	Measurement and Data (3)	MA.3.1	Sort, classify, and compare objects.
		MA.3.1.A	Using prior knowledge of grouping, sort objects by one attribute (e.g., "red or not red," "round or not round," or creating a set of "all red" or "all round" objects).
		MA.3.1.B	Sort multiple groups by one attribute (e.g., "all blue, all red, all yellow" or "all bears, all cats, all dogs").
		MA.3.1.C	Identify the attribute by which objects are sorted.
		MA.3.1.D	Count to identify the number of objects in each set, and compare categories using comparison vocabulary (e.g., "greater"/"more than," "less than," "same"/"equal to").
		MA.3.2	Describe and compare measurable attributes.
		MA.3.2.A	Directly compare and describe two objects with a measurable attribute (e.g., length, size, capacity and weight) in common, using words such as "longer"/"shorter," "heavier"/"lighter," or "taller"/"shorter."
		MA.3.2.B	Order objects by measurable attribute (e.g., biggest to smallest).
		MA.3.2.C	Measure length and volume (capacity) using non-standard measurement tools.
	Geometry (4)	MA.4.1	Describe two- and three-dimensional shapes.
		MA.4.1.A	Match similar shapes when given a variety of two- and three-dimensional shapes.
		MA.4.1.B	Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects.
		MA.4.1.C	Distinguish examples and non-examples of various two- and three-dimensional shapes.
		MA.4.1.D	Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder).
Science (SC)	Skills and Processes / Life Science (1)	SC.1.1	Construct knowledge of life science through questioning and observation.
		SC.1.1.A	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
		SC.1.1.B	Use evidence from investigations to describe observable properties of a variety of objects.
Social Studies (SS)	Government (1)	SS.1.1	Demonstrate understanding of rules and responsible behavior.
		SS.1.1.A	Identify rules used at home and at school.
		SS.1.1.B	Explain how rules promote order, safety, and fairness.
	History (2)	SS.2.1	Demonstrate an understanding of past, present, and future in the context of daily experiences.
		SS.2.1.A	Describe the events of the day (things that have happened in the immediate past, that happen in the present, and that might happen in the future) using terms such as "morning"/"afternoon" and "night"/"day."
		SS.2.1.B	Communicate about past events and anticipate what comes next during familiar routines and experiences.

Common Language Standards
(last revised: February 2014)

Domain	Strand	KRA Code	Standard (shaded) Essential Skill and Knowledge
Physical Well-Being and Motor Development (PD)	Physical Education (1)	PD.1.1	Demonstrate the ability to use large muscles to perform a variety of physical skills.
		PD.1.1.A	Show fundamental movement by demonstrating spatial concepts in movement patterns.
		PD.1.1.B	Demonstrate locomotor skills with control, coordination, and balance during active play (e.g., running, hopping, jumping).
		PD.1.1.C	Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).
		PD.1.1.D	Use non locomotor skills with control, balance, and coordination during active play (e.g., bending, stretching, and twisting).
		PD.1.2	Demonstrate the ability to use small muscles to perform fine motor skills in play and learning situations.
		PD.1.2.A	Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements.
		PD.1.2.B	Use classroom and household tools independently with eye-hand coordination to carry out activities.
		PD.1.2.C	Use a three-finger grasp of dominant hand to hold a writing tool.
	Health (2)	PD.2.1	Demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living, in the home, school, and community.
		PD.2.1.A	With modeling and support, identify and follow basic safety rules.
		PD.2.1.B	Identify ways adults help to keep us safe.
		PD.2.1.C	With modeling and support, identify the consequences of unsafe behavior.
		PD.2.1.D	With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.
		PD.2.2	Demonstrate personal health and hygiene practices.
		PD.2.2.A	Independently complete personal care tasks (e.g., washing hands before eating and after toileting).
		PD.2.2.B	Follow basic health practices (e.g., covering mouth/nose when coughing/sneezing).
Fine Arts (FA)	Music (1)	FA.1.1	Demonstrate awareness of and respond to the characteristics of musical sounds through voice, body movements, and class room instruments.
		FA.1.1.A	Listen and respond to repeated rhythmic patterns.
		FA.1.1.B	Respond to changes heard in music: fast/slow, loud/soft, long/short, high /low.
		FA.1.1.C	Sing songs that use the voice in a variety of ways.
		FA.1.1.D	Demonstrate steady beat through singing, moving the body, or playing classroom instruments.
		FA.1.1.E	Listen and respond to simple directions or verbal cues in singing games.
	Visual Arts (2)	FA.2.1	Identify, describe, experiment with, and create images and forms from observation, memory, imagination, and feelings.
		FA.2.1.A	Identify colors, lines, and shapes found in the environment and in works of art.
		FA.2.1.B	Use colors, lines, and shapes to communicate ideas about the observed world.
		FA.2.1.C	Explore and discuss how colors, lines, and shapes are used in artworks.
		FA.2.1.D	Use colors, lines, and shapes to make artworks that express ideas and feelings.
	Theater (3)	FA.3.1	Use a variety of theatrical elements and conventions to demonstrate themes about life experiences, ideas, and feelings.
		FA.3.1.A	Listen to and retells or performs nursery rhymes, finger plays, popular children's books/stories, and other media.
		FA.3.1.B	Demonstrate themes and ideas about people and events through play.
		FA.3.1.C	Create accompaniment to stories using natural and human-made sounds.
	Dance (4)	FA.4.1	Demonstrate knowledge of how elements of dance are used to communicate meaning.
		FA.4.1.A	Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings.
		FA.4.1.B	Combine selected characteristics of the elements of dance, such as body parts and positions, shapes, levels, energy, fast and slow, and use of sensory stimuli to create movement.
		FA.4.1.C	Reproduce movement demonstrated by the teacher.

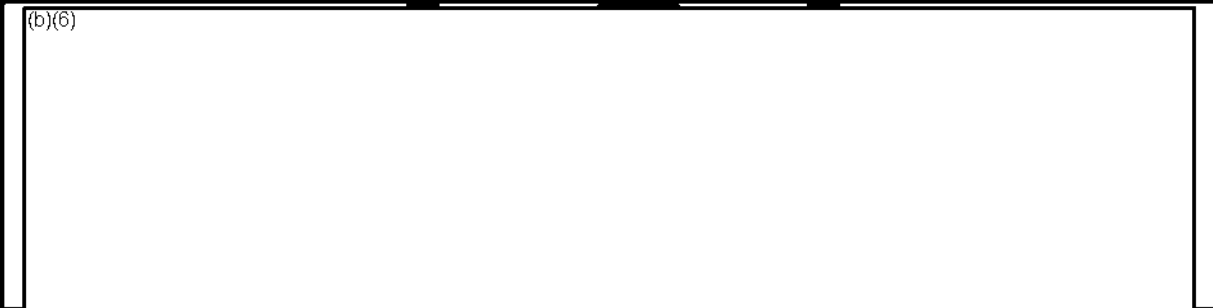
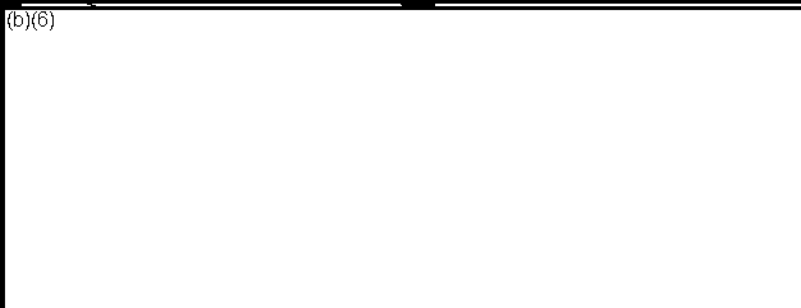
Appendix 11

SUTQ Guidance

Document Part II



Guidance Document



Part II – Understanding Implementation



Ohio Department of Education
Ohio Department of Job and Family Services

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Introduction

Part II of this guidance document outlines eligibility requirements for participation in Step Up To Quality, the procedure for submitting a registration, and the process used to determine whether a program will be awarded a star rating. This section also includes annual reporting requirements, the renewal process, and the procedures to follow if a program wishes to change its star rating.

The majority of ODE- and ODJFS-licensed learning and development programs and Type A homes can participate. Day camps, licensed programs that operate only during the summer months, licensed programs within the first six months of their provisional license period, licensed Type B child care homes (prior to July 1, 2014), and certified In-Home Aides are not eligible to participate.

Program Registration Eligibility Requirements

To be eligible to register for a star rating, programs must meet the following criteria:

1. Have completed the first six months of the provisional licensing period.
2. Have not received a notice of intent to revoke a license from ODE or ODJFS within the 48 months prior to registration.
3. Had no 6-point serious risk noncompliance findings* during their last regular licensing inspection or complaint investigation and less than 12 serious risk points in a 12-month period.

*The ODJFS serious risk noncompliances can be found in Appendices A and B to Ohio Administrative Code Rule 5101:2-17-02.

*The ODE serious risk noncompliances can be found at www.earlychildhoodohio.org.

4. If a program registers for a star rating and is found to be ineligible, the program must wait at least six months from the time it receives this notification before another registration can be submitted.

How to Prepare to Register for a Star Rating

1. Become familiar with this guidance document.
2. Verify the educational qualifications and professional development of all administrators, lead teachers and assistant teachers. To do this, those working in ODJFS-licensed programs must complete a profile and submit documentation to the Ohio Professional Registry at <https://login.occrra.org/>. Those working in ODE-licensed programs must do the same but will receive training and help with this process from ODE. While they are transitioning to the registry, ODE-licensed programs should have all needed documents on site.

How to Determine Your Program's Star Rating

The new model uses a combination of a building-block approach and a new point system. The building block approach is used for one-star through three-star ratings. A program must meet all the program standards for a lower star rating before advancing to the next star rating. Beyond a three-star rating, programs will be awarded points for meeting optional program standards in each of the domains. Programs must achieve a minimum of at least one point in each of the four domains and can earn additional points for accreditation and lower staff/child ratios and group size. Programs scoring 35 to 55 points will be awarded a four-star rating, and those scoring 56 to 79 points will be awarded a five-star rating. Type A homes scoring 30 to 45 points will be awarded a four-star rating, and those scoring 46 to 67 points will be awarded a five-star rating.

Prior to registering for a star rating, a program must meet all the standards in the rating level for which it plans to register. Using Part III of this guidance document, a program should begin at the one-star rating and check off every standard in each domain and sub-domain that it meets. If a program meets all the standards for a one-star rating, it should proceed to the two-star rating and then, if applicable, to three-, four- or five-star ratings. Register for the star rating you qualify for at that time, not the rating you think you may be able to attain in the future.

Requirements to Begin the Star Rating Process

Once your program is ready to begin the star rating process, follow these steps:

1. Make sure your program meets all the standards for the star rating you are registering for.
2. Make sure all administrators, lead teachers and assistant teachers working in ODJFS-licensed programs have completed their Ohio Professional Registry profile online at <https://login.occra.org/>. The registry must have verified all educational qualifications and professional development information. For Type A homes, program owners and all staff must have completed and verified profiles.
3. Complete and submit the SUTQ registration at www.earlychildhoodohio.org and see Part III of this document, which lists the requirements for each star rating by domain. For more guidance on this, go to www.earlychildhoodohio.org.

Before you submit your registration, you may withdraw it at any time. Once a registration has been started, the information will be stored for 120 days. After 120 days, you must begin a new registration.

After you submit your registration, you still may withdraw it for any reason. To do this, complete a JFS 01556, "Request to Withdraw from Step Up To Quality," form and submit it to the program's consultant/specialist. This form can be found at www.earlychildhoodohio.org.

www.odjfs.state.oh.us/forms/inter.asp. Contact information for all consultants/specialists can be found at www.earlychildhoodohio.org. You then must wait six months from the date of withdrawal to submit another registration.

The Verification Process

Initial Screening and Desk Review

After your program submits the registration information, the assigned consultant/specialist will complete an initial screening for eligibility. The initial screening includes a review of the program's compliance history to ensure that it did not have a 6-point serious risk noncompliance at the last licensing or complaint inspection, and that it has not accumulated 12 serious risk points within the 12 months prior to registration.

If the program passes the initial screening, the consultant/specialist will move forward with the desk review. The consultant/specialist will verify that the educational and professional development requirements for all administrators, lead teachers and assistant teachers (when applicable) have been met and that all of the required documentation has been uploaded. If any required documentation is incomplete or not submitted, the consultant/specialist will notify the program and explain what documentation needs to be revised and uploaded. The program will have two opportunities to upload revised and/or additional documentation for review.

If the program cannot meet the standards for a star rating, it will be notified and will have to wait at least six months from the date of notification to begin a new registration. If the program meets the standards for a star rating, it will receive a desk review summary via email indicating the star rating that it meets. The program cannot request a higher star rating after the desk review or the on-site verification visit.

On-Site Verification Visit

After the desk review, the consultant/specialist will conduct an unannounced on-site verification visit. During the visit, the consultant/specialist will observe classrooms, review documentation, and interview the administrator and lead teachers. For Type A homes, the program owner and lead teachers (if different than the program owner) will be interviewed. For more about the process for verifying each program standard, see Part III of this document.

If the program registered for a three- to five-star rating, the consultant/specialist will complete the Ohio Classroom Observation Tool (OCOT) in randomly determined classrooms. A minimum of 50 percent of all classrooms will be observed, including at least one classroom for each age group being observed (infant, toddler, preschool and/or school age). One OCOT will be completed for a Type A family child care home.

At the conclusion of the on-site verification visit, the consultant/specialist will review the preliminary results. Programs also will receive an email itemizing the specific results for each program standard.

Deferral Policy

During an on-site verification visit, if a program cannot demonstrate that it meets the program standards for the requested star rating, it may receive a deferral. The program will receive notice of the standard that was not met, the conditions for meeting it, and the time frame for submitting the required documentation.

If the program cannot demonstrate that it meets the standard by the end of the deferral period, a star rating will be issued for the highest star rating that the program achieved. The program must wait at least six months from the rating effective date to submit a registration for a possible rating increase.

At the end of the deferral period, if a program is still not able to achieve a star rating, it must wait at least six months from the notification that it did not earn a star rating to submit a new registration.

Rating Determination

After the verification visit, the consultant/specialist will submit a recommendation for the program's star rating award to his or her supervisor. The supervisor will review and approve the recommendation. The program will receive an email notification of the star rating awarded, a final version of the summary report, and a star rating award certificate.

If the program did not earn a star rating, it must wait at least six months after receiving this notification to submit a new registration.

Rating Periods

Rating periods will be based on the star rating achieved.

- One-star rated programs will be rated for a period of one year.
- Two- and three-star rated programs will be rated for a period of two years.
- Four- and five-star rated programs will be rated for a period of three years.

At the end of each rating period, programs will receive an on-site renewal verification visit. In the year(s) that on-site renewal verification visit does not occur, programs with a multi-year rating must submit an annual report. Licensing inspections will continue to occur annually.

Annual Report

During the years when on-site verification visits are not conducted, star rated programs must submit annual reports to its star rating. Among other things, the reports must note any changes that affect the program's ability to maintain standards for its star rating. They also should provide an update on any progress made toward achieving the goals of the program's continuous improvement plan. The consultant/specialist will review the annual report. If the program is unable to demonstrate that it meets the program standards for its star rating, the consultant/specialist may conduct an unannounced on-site verification visit. At the end of the visit, the program will receive notice of the results and any changes to its star rating.

Programs must complete and submit their annual reports at least 30 days prior to their annual rating award date. If they do not, their star ratings will be discontinued, and they must wait at least six months before they can submit a new registration.

Maintaining a Star Rating

The Renewal Process

Programs are required to submit their renewal registration no later than 60 days prior to the date their rating expires. Programs can register to keep their current star rating or request to change their star rating. Programs must submit either the "Renewal Registration" or the "Rating Change at Renewal Registration" at . After receiving the renewal registration, the consultant/specialist will begin the desk review to determine eligibility for an on-site verification visit.

If a program does not submit a renewal registration prior to the 60-day deadline, the rating will expire. The program must then wait six months to submit a new registration.

Requesting a Rating Change

Programs may request a rating change six months after they receive a star rating. One-star rated programs must submit the change request by completing the "Change of Rating Request at Renewal Registration." Two- to four-star rated programs that are not within six months of their expiration date must submit the "Change of Rating Registration." Upon receipt of either registration, a desk review and on-site verification visit will be completed. If a program is not eligible to receive a higher rating, the program's current rating will be renewed.

One-star rating		
Rating Award Date	Not Eligible to apply for change rating	Time Frame and Type of Rating Registration for Change Request
January 1, 2014	Prior to July 1, 2014	After July 1, 2014 – Must use "Change of Rating Request at Renewal Registration"
Two-, three- and four-star rating		
Rating Award Date	Not Eligible to apply for change rating	Time frame and Type of Rating Registration for Change Request
January 1, 2014	Prior to July 1, 2104	After July 1, 2014 – Six months prior to renewal expiration date – Must use "Change of Rating Registration"
		Six months prior to renewal expiration date – Must submit "Change of Rating Request at Renewal Registration"

Voluntary Withdrawal

If a star rated program voluntarily withdraws from SUTQ for any reason, a representative from the program must complete a JFS 01556, "Request to Withdraw from Step Up To Quality," form and submit it according to the directions on the form. This form can be found at [www.earlychildhoodohio.org](#). The program must then wait six months from the date of the withdrawal to submit another registration. Programs that are required to participate in SUTQ as a condition of funding may jeopardize their funding if they voluntarily withdraw.

Notification of Program Changes

Programs must notify their consultant/specialist of any of the following changes. Contact information for all consultants/specialists can be found at www.earlychildhoodohio.org

Change of Ownership	<ul style="list-style-type: none">• The program must notify the licensing agency and complete all licensing requirements pertaining to the change in ownership.• The program must notify its SUTQ consultant/specialist within ten business days.• The star rating will remain, and program standards will be verified at the next renewal or annual report.
Change of Location	<ul style="list-style-type: none">• The program must notify the licensing agency and complete all licensing requirements pertaining to the change in location.• The program must notify its SUTQ consultant/specialist within ten business days.• The star rating will remain, and program standards will be verified at the next renewal or annual report.

Change in Administrator	<ul style="list-style-type: none"> • The program must notify the licensing agency and complete all licensing requirements pertaining to the change in administrator. • The program must notify its SUTQ consultant/specialist within ten business days. • If the program is licensed by ODJFS, the new administrator must complete a professional profile in the Ohio Professional Registry and submit required documentation to verify education qualifications. • For ODE-licensed programs, ODE will provide guidance on how to verify administrator qualifications. • If the new administrator meets the educational qualifications required for the program's star rating, the program will maintain its current rating. If the new administrator does not meet the requirements for at least a one-star rating, the program's rating will be discontinued. The program may register to re-enter SUTQ six months after the discontinuation date.
Rated Program Closes	<ul style="list-style-type: none"> • The program must notify the licensing agency and complete all licensing requirements pertaining to the program closure. • The program must notify its SUTQ consultant/specialist within ten business days. • After the program closes, the rating is relinquished, and administrators must cease using all SUTQ marketing materials.

Reduction or Removal of a Star Rating

A program will have their star rating removed if it receives a letter of intent to revoke its license from ODE or ODJFS. Upon receipt of this letter, administrators must discontinue marketing the program as being star rated.

A program's star rating may be reduced or removed if a 6-point serious risk noncompliance is identified at a licensing or complaint inspection, or if the program accumulates 12 serious risk points in a 12-month period. If that happens, the following factors will be taken into consideration:

- The nature of the 6-point serious risk noncompliance
- The age of the child(ren) involved
- Whether or not a child was injured
- The program's response to the noncompliance
- The program's serious risk noncompliance history

Appeals

A program may appeal the following:

- The denial of a star rating as a result of a desk review or verification visit.
- The awarding of a lesser star rating than desired, at the end of a desk review or verification visit.
- The reduction of a star rating as a result of serious risk noncompliances.

To appeal, programs must complete and submit the JFS 01563, "Appeal Request for Step Up To Quality," form and submit it within seven business days of receiving notification of the action being appealed. A panel consisting of leadership from both ODE and ODJFS will review the appeal and provide a written decision to the program. An appeal **may not** be filed if a star rating was discontinued because a program failed to submit an annual report.

Supports and Incentives

Technical Assistance/Training/Consultation

All programs participating in SUTQ may take advantage of technical assistance and consultation, through multiple state and local agencies.

Child Care Resource and Referral (CCR&R) Agencies and State Support Teams (SSTs)

CCR&R agencies and SSTs provide technical assistance, training and professional development to learning and development programs throughout the state. Free technical assistance is available to programs seeking to obtain, maintain and increase a SUTQ star rating.

The CCR&Rs primarily serve programs licensed by ODJFS, in 12 service delivery areas. For more information, go to www.occrra.org.

SSTs primarily serve programs licensed by ODE, in 16 regional areas. For more information, go to <http://education.ohio.gov/Topics/School-Improvement/State-Support-Teams>.

Early Childhood Mental Health Consultants

Early childhood mental health consultants are located throughout the state to provide training and technical assistance to early learning and development programs serving children from birth to kindergarten entry. The consultants' area of expertise is children's social and emotional development. For more information, go to <http://mha.ohio.gov/Default.aspx?tabid=279>.

Health Promotion Consultants

Health promotion consultants are located throughout the state to provide training and technical assistance to early learning and development programs serving children from birth to kindergarten entry. The consultants' area of expertise is children's physical development and well-being. For more information, go to http://occcra.org/health_promotion.php.

T.E.A.C.H. Early Childhood© Ohio Scholarships

Staff employed by star rated programs are eligible to apply for scholarships through T.E.A.C.H. Early Childhood©OHIO. Scholarships are available for early childhood professionals who want to earn a child development associate (CDA) credential or an associate's degree in early childhood education or child development. Bachelor degree opportunities are available on a very limited basis. For more information, visit www.teach.occcra.org.

SUTQ Marketing

All star rated programs receive marketing materials. This includes a promotional kit, a window cling, and a choice of a display item that indicates the program's star rating. The promotional kit also includes the SUTQ logo, a sample letter for families, and a sample press release explaining the program's commitment to high-quality learning and development experiences for children. If desired, programs may purchase additional display items, such as a SUTQ banner or a tri-fold board sign.

Appendix 12

Community Profile Matrix

**Ohio Federal Preschool Development Expansion Grant
Community Profile Matrix**

Please provide the following information to the State to assist with Ohio's grant application and local decision making. The State will also be drawing upon its data bases to complement community information. Please return completed the completed matrix to the Governor's Early Education and Development Officer.

1.	Per State guidelines, please identify the community Subgrantee who will enter a Memorandum of Understanding with the Ohio Department of Education in the event that the State of Ohio receives the federal grant.
2.	Does your community have a recent Needs Assessment for the eligible population that could help inform the grant application? If so, please identify the point person with contact information.
3.	Estimate the number of eligible four-year-olds (children living in families at or below 200% of poverty) currently served by program type in your community. <ul style="list-style-type: none"> • State Public Preschool: • State Special Education Preschool: • Community-funded Preschool: • Head Start: • Publicly-Funded Child Care at SUTQ 3,4,5 Quality Levels:
4.	Estimate the number of eligible four-year-olds living in families at or below 200% of poverty not being served.
5.	Is there any other risk factor of cohort of children within the eligible population that your community would target for specific investment? For grant purposes, this would be the community's "defined cohort of eligible children in need of a continuum of services." (i.e. English Language Learners, Children involved with the child welfare system, Homeless, Migrant, Military, Disabilities, Other groups per community)
6.	Within your community, is there a specific geographic area with a concentration of underserved, eligible children? If so, please share where.
7.	If your community funds a preschool program, in what substantial ways does your local preschool model differ from the federal model? (The state public preschool model distinctions have already been noted.)
8.	Will your community be able to secure qualified provider capacity to meet increased demand – full target in year one of the grant? The mixed market matters, do you have a sense of the provider type(s) most likely to provide new slot capacity after a competitive, criteria based procurement process?
9.	Within your community, is there a specific geographic area with a shortage of quality, preschool providers? If so, please share where.
10.	What efforts/supports may be necessary to secure high-quality provider capacity?
11.	What are the top two challenges faced by your community around high-quality capacity for implementation?
12.	What are the top two challenges around enrolling and serving the eligible population?
13.	What outreach efforts would be utilized by the community to ensure eligible children are enrolled? Including for hard-to-reach families?
14.	How will the community and programs approach family engagement?
15.	How will the community and programs approach building family protective factors?

16.	How will the community and programs strengthen the birth-through-third grade continuum?
17.	How will the community use community-based resources, such as libraries, arts and arts education programs and family literacy programs to advance the goals of the grant?
18.	What community outcomes are your local birth-third grade initiatives working to achieve?
19.	Can the community be prepared to have the expanded preschool program in place and serving children by September 2015?
20.	How will your community approach program sustainability beyond the federal grant?

Thank you for your dedication to making this happen for Ohio's children and families!

Appendix 13

Letters of Intent



CANTON CITY SCHOOL DISTRICT OFFICE OF THE SUPERINTENDENT

Nadine McIlwain Administrative Center
305 McKinley Avenue NW • Canton, Ohio 44702
Phone (330) 430-4241 • Fax (330) 430-4230

October 7, 2014

The Honorable Arne Duncan
Secretary Of Education
400 Maryland Ave. SW LBJ Education Building, 7w311
Washington Dc 20202

The Honorable Sylvia Mathews Burwell
Secretary Of Health And Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary and Madam Secretary,

On behalf of the community of Canton, Ohio, the Canton City School District attests to its intent to participate in the federal Preschool Development Expansion Grant as a subgrantee.

The Canton City School District is a public school district with approximately 10,000 students in Canton, Stark County, Ohio. The Canton City School District provides educational opportunities for PreK through adult students.

In making this pledge, the organization accepts that this entails:

- Facilitating the implementation of federally-defined high-quality preschool in our community to meet expansion targets for new and enhanced slots for eligible four-year-olds. We recognize this entails:
 - The pursuit of family engagement practices that elevate family voice and choice in a culturally and linguistically competent manner.
 - A commitment to serve as a planning convener to ensure collaboration with Local Education Agencies and early learning providers and to enhance strong community partner involvement across a mixed delivery market to meet expansion targets.
 - Recognition that the community's birth-through-third grade continuum is essential to ensuring kindergarten readiness and third grade reading success, so strategies to strengthen the continuum and program/child transitions will need to be designed and implemented.



www.ccsdistrict.org



- Fulfilling subgrantee roles and responsibilities that will be further defined in a grant Memorandum of Understanding and Scope of Work document between this organization and the Ohio Department of Education to be signed within 90 days of grant award. Expected functions include:
 - Pursue a competitive criteria-based procurement process to identify Local Education Agencies and early learning providers to deliver federally-defined preschool programs.
 - Use a data-driven, local process to allocate preschool slots to selected providers based on where high-need families live and how to best serve the community's defined cohort of eligible children.
 - Adhere to all expected state and federal reporting, data sharing, evaluation, meeting requirements and defined, limited provider monitoring functions.
 - Abide by the grant budget, which includes making every effort to minimize local administrative costs including assurance that combined administrative and indirect costs for the subgrantee, Local Education Agencies and early learning providers may not exceed 15 percent of total approved grant expenditures.
 - Assure the state and federal government that new public funding will not supplant current local preschool funding.
 - Develop a sustainability strategy to continue high-quality, preschool programs at the end of the federal grant period.

By signing this Letter of Intent, I acknowledge that I have the authority to act on behalf of the Canton City School District and further acknowledge that our community's participation as a subgrantee is dependent upon Ohio receiving a Preschool Development Grant – Expansion Grant and upon the completion of a final Memorandum of Understanding between ODE and the Canton City School District. This document indicates our community's intent to participate in the federal Preschool Development Expansion Grant as of this October 7, 2014.

Sincerely,



Adrian E. Allison
Superintendent
Canton City School District

AA:khn



www.ccsdistrict.org



Letter of Intent Language

On behalf of community of Cleveland, the Educational Service Center (ESC) of Cuyahoga County attests to its intent to participate in the federal Preschool Development Expansion Grant as a subgrantee.

The ESC of Cuyahoga County is one of the largest regional service centers in the State of Ohio. The ESC of Cuyahoga County has substantial capacity to support the needs of state agencies, school districts, community-based agencies and local governments. The ESC of Cuyahoga County provides educational, operational and administration services to all of these entities and capitalizes on existing resources to the increase efficiency and effectiveness of our partner agencies. While the ESC is charged by legislation to provide regional services to school districts, the ESC of Cuyahoga County has maintained a commitment to reaching far beyond this responsibility to support regional and multi-system efforts that will improve student and community outcomes, including early childhood and other wraparound models throughout the P-20 pipeline. The ESC of Cuyahoga County was a key partner in the development of PRE4CLE, Cleveland's strategic plan for increasing access and enrollment in high-quality preschool, and has also been selected to serve as the administrative and fiscal entity to support the Cleveland Early Childhood Compact in implementing PRE4CLE.

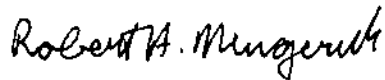
In making this pledge, the organization accepts that this entails:

- Facilitating the implementation of federally-defined high-quality preschool in our community to meet expansion targets for new and enhanced slots for eligible four-year-olds. We recognize this entails:
 - The pursuit of family engagement practices that elevate family voice and choice in a culturally and linguistically competent manner.
 - A commitment to serve as a planning convener to ensure collaboration with Local Education Agencies and early learning providers and to enhance strong community partner involvement across a mixed delivery market to meet expansion targets.
 - Recognition that the community's birth-through-third grade continuum is essential to ensuring kindergarten readiness and third grade reading success, so strategies to strengthen the continuum and program/child transitions will need to be designed and implemented.
- Fulfilling subgrantee roles and responsibilities that will be further defined in a grant Memorandum of Understanding and Scope of Work document between this organization and the Ohio Department of Education to be signed within 90 days of grant award. Expected functions include:
 - Pursue a competitive criteria-based procurement process to identify Local Education Agencies and early learning providers to deliver federally-defined preschool programs.
 - Use a data-driven, local process to allocate preschool slots to selected providers based on where high-need families live and how to best serve the community's defined cohort of eligible children.
 - Adhere to all expected state and federal reporting, data sharing, evaluation, meeting requirements and defined, limited provider monitoring functions.
 - Abide by the grant budget, which includes making every effort to minimize local administrative costs including assurance that combined administrative and indirect costs for the subgrantee,

Local Education Agencies and early learning providers may not exceed 15 percent of total approved grant expenditures.

- Assure the state and federal government that new public funding will not supplant current local preschool funding.
- Develop a sustainability strategy to continue high-quality, preschool programs at the end of the federal grant period.

By signing this Letter of Intent, I acknowledge that I have the authority to act on behalf of the ESC of Cuyahoga County and further acknowledge that our community's participation as a subgrantee is dependent upon Ohio receiving a Preschool Development Grant – Expansion Grant and upon the completion of a final Memorandum of Understanding between ODE and the ESC of Cuyahoga County. This document indicates our community's intent to participate in the federal Preschool Development Expansion Grant as of October 9th, 2014.



Dr. Robert A. Mengerink
Superintendent
ESC of Cuyahoga County

Letter of Intent Language

On behalf of community of Columbus, Ohio, the City Of Columbus attests to its intent to participate in the federal Preschool Development Expansion Grant as a subgrantee.

Columbus is the largest city in Ohio and the 15th largest city in the United States, located at the heart of the largest concentration of population and economic activity in North America.

Columbus is home to 15 Fortune 1000 companies and welcomes one of the highest populations of college students among more than 60 university and college campuses, ensuring we maintain youth and progressiveness. Columbus is also one of the country's leading research and technology cities, attracting the brightest minds from around the world

In making this pledge, the organization accepts that this entails:


- Facilitating the implementation of federally-defined high-quality preschool in our community to meet expansion targets for new and enhanced slots for eligible four-year-olds. We recognize this entails:
 - The pursuit of family engagement practices that elevate family voice and choice in a culturally and linguistically competent manner.
 - A commitment to serve as a planning convener to ensure collaboration with Local Education Agencies and early learning providers and to enhance strong community partner involvement across a mixed delivery market to meet expansion targets.
 - Recognition that the community's birth-through-third grade continuum is essential to ensuring kindergarten readiness and third grade reading success, so strategies to strengthen the continuum and program/child transitions will need to be designed and implemented.
- Fulfilling subgrantee roles and responsibilities that will be further defined in a grant Memorandum of Understanding and Scope of Work document between this organization and the Ohio Department of Education to be signed within 90 days of grant award. Expected functions include:
 - Pursue a competitive criteria-based procurement process to identify Local Education Agencies and early learning providers to deliver federally-defined preschool programs.
 - Use a data-driven, local process to allocate preschool slots to selected providers based on where high-need families live and how to best serve the community's defined cohort of eligible children.
 - Adhere to all expected state and federal reporting, data sharing, evaluation, meeting requirements and defined, limited provider monitoring functions.
 - Abide by the grant budget, which includes making every effort to minimize local administrative costs including assurance that combined administrative and indirect costs for the subgrantee, Local Education Agencies and early learning providers may not exceed 15 percent of total approved grant expenditures.
 - Assure the state and federal government that new public funding will not supplant current local preschool funding.
 - Develop a sustainability strategy to continue high-quality, preschool programs at the end of the federal grant period.

By signing this Letter of Intent, I acknowledge that I have the authority to act on behalf of the City of Columbus, Ohio and further acknowledge that our community's participation as a subgrantee is dependent upon Ohio receiving a Preschool Development Grant – Expansion Grant and upon the completion of a final Memorandum of Understanding between ODE and the City of Columbus, Ohio. This document indicates our community's intent to participate in the federal Preschool Development Expansion Grant as of this 8th day of October in 2014.

(b)(6)

A rectangular box with a black border, used to redact the signature of the Director of Education. The text "(b)(6)" is written in the top left corner of the box.

Director of Education
City of Columbus

A handwritten signature in black ink, written over the printed name "Director of Education" and "City of Columbus".



MONTGOMERY
C O U N T Y
E D U C A T I O N A L
S E R V I C E
C E N T E R
Frank DePalma
Superintendent

Letter of Intent

On behalf of community of Dayton Public Schools, the Montgomery County Educational Service Center attests to its intent to participate in the federal Preschool Development Expansion Grant as a subgrantee.

The Montgomery County Educational Service Center supports a system for strong collaborative linkages of the major stakeholders: districts, educational providers, students, parents, and the public at large. Through these combined efforts, the Center works actively to support the schools' continuous improvement processes by offering a broad range of quality services and programs. These cooperative efforts are designed to strengthen the capacity of the districts to achieve quality and cost-effective programs.

In making this pledge, the organization accepts that this entails:

- Facilitating the implementation of federally-defined high-quality preschool in our community to meet expansion targets for new and enhanced slots for eligible four-year-olds. We recognize this entails:
 - The pursuit of family engagement practices that elevate family voice and choice in a culturally and linguistically competent manner.
 - A commitment to serve as a planning convener to ensure collaboration with Local Education Agencies and early learning providers and to enhance strong community partner involvement across a mixed delivery market to meet expansion targets.
 - Recognition that the community's birth-through-third grade continuum is essential to ensuring kindergarten readiness and third grade reading success, so strategies to strengthen the continuum and program/child transitions will need to be designed and implemented.
- Fulfilling subgrantee roles and responsibilities that will be further defined in a grant Memorandum of Understanding and Scope of Work document between this organization and the Ohio Department of Education to be signed within 90 days of grant award. Expected functions include:
 - Pursue a competitive criteria-based procurement process to identify Local Education Agencies and early learning providers to deliver federally-defined preschool programs.
 - Use a data-driven, local process to allocate preschool slots to selected providers based on where high-need families live and how to best serve the community's defined cohort of eligible children.
 - Adhere to all expected state and federal reporting, data sharing, evaluation, meeting requirements and defined, limited provider monitoring functions.
 - Abide by the grant budget, which includes making every effort to minimize local administrative costs including assurance that combined administrative and indirect costs for the subgrantee, Local Education Agencies and early learning providers may not exceed 15 percent of total approved grant expenditures.



MONTGOMERY
C O U N T Y
E D U C A T I O N A L
S E R V I C E
C E N T E R
Frank DePalma
Superintendent

Letter of Intent Continued

- o Assure the state and federal government that new public funding will not supplant current local preschool funding.
- o Develop a sustainability strategy to continue high-quality, preschool programs at the end of the federal grant period.

By signing this Letter of Intent, I acknowledge that I have the authority to act on behalf of Montgomery County Educational Service Center and further acknowledge that our community's participation as a subgrantee is dependent upon Ohio receiving a Preschool Development Grant – Expansion Grant and upon the completion of a final Memorandum of Understanding between ODE and Montgomery County Educational Service Center. This document indicates our community's intent to participate in the federal Preschool Development Expansion Grant as of this October 8th in 2014.

(b)(6)

Shannon M. Cox
Executive Director, Instructional Services
Montgomery County Educational Service Center
200 South Keowee Street
Dayton, OH 45402

Letter of Intent Language

On behalf of community of East Liverpool City, the East Liverpool City Schools attests to its intent to participate in the federal Preschool Development Expansion Grant as a subgrantee.

East Liverpool is located in southeastern Columbiana County and is one of the major cities in what the U.S. Census Bureau defines as the East Liverpool-Salem Micropolitan Area. The School District comprises approximately 14 square miles located in the City of East Liverpool, Liverpool Township and all small portion of St. Clair Township. Columbiana County is one of 22 designated in Ohio's Appalachian region by the federal government. This is indicative of the region's socio-economic challenges. Public and non-profit employers, including the District and East Liverpool City Hospital, are the major employers within the School District.

In making this pledge, the organization accepts that this entails:

- Facilitating the implementation of federally-defined high-quality preschool in our community to meet expansion targets for new and enhanced slots for eligible four-year-olds. We recognize this entails:
 - The pursuit of family engagement practices that elevate family voice and choice in a culturally and linguistically competent manner.
 - A commitment to serve as a planning convener to ensure collaboration with Local Education Agencies and early learning providers and to enhance strong community partner involvement across a mixed delivery market to meet expansion targets.
 - Recognition that the community's birth-through-third grade continuum is essential to ensuring kindergarten readiness and third grade reading success, so strategies to strengthen the continuum and program/child transitions will need to be designed and implemented.
- Fulfilling subgrantee roles and responsibilities that will be further defined in a grant Memorandum of Understanding and Scope of Work document between this organization and the Ohio Department of Education to be signed within 90 days of grant award. Expected functions include:
 - Pursue a competitive criteria-based procurement process to identify Local Education Agencies and early learning providers to deliver federally-defined preschool programs.
 - Use a data-driven, local process to allocate preschool slots to selected providers based on where high-need families live and how to best serve the community's defined cohort of eligible children.
 - Adhere to all expected state and federal reporting, data sharing, evaluation, meeting requirements and defined, limited provider monitoring functions.
 - Abide by the grant budget, which includes making every effort to minimize local administrative costs including assurance that combined administrative and indirect costs for the subgrantee,

Local Education Agencies and early learning providers may not exceed 15 percent of total approved grant expenditures.

- Assure the state and federal government that new public funding will not supplant current local preschool funding.
- Develop a sustainability strategy to continue high-quality, preschool programs at the end of the federal grant period.

By signing this Letter of Intent, I acknowledge that I have the authority to act on behalf of East Liverpool Schools and further acknowledge that our community's participation as a subgrantee is dependent upon Ohio receiving a Preschool Development Grant – Expansion Grant and upon the completion of a final Memorandum of Understanding between ODE and East Liverpool Schools. This document indicates our community's intent to participate in the federal Preschool Development Expansion Grant as of this October, 10 in 2014.

Melissa D. Watson, Ed.D
Superintendent
East Liverpool School District

 10/10/14

Letter of Intent Language

On behalf of community of New Lexington, the Muskingum Valley Educational Service Center attests to its intent to participate in the federal Preschool Development Expansion Grant as a subgrantee.

The Muskingum Valley Educational Service Center is a nationally accredited regional resource center for schools in Coshocton, Hocking, Morgan, Muskingum and Perry counties. Covering more than 2,300 square miles, our agency has the largest service region in Ohio. Nearly 2,000 teachers in 16 school districts, as well as 32,054 students are served by the MVESC. Within and beyond our five counties, we have partnered with more than 105 educational service providers in 62 Ohio counties, 39 states and Canada. Our MVESC operates 27 preschool classrooms and 54 special education and at-risk classrooms for our client school districts.

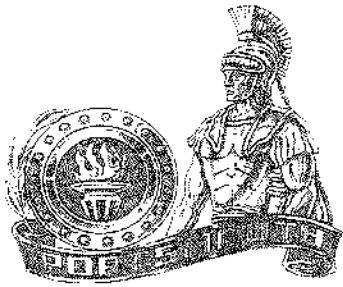
In making this pledge, the organization accepts that this entails:

- Facilitating the implementation of federally-defined high-quality preschool in our community to meet expansion targets for new and enhanced slots for eligible four-year-olds. We recognize this entails:
 - The pursuit of family engagement practices that elevate family voice and choice in a culturally and linguistically competent manner.
 - A commitment to serve as a planning convener to ensure collaboration with Local Education Agencies and early learning providers and to enhance strong community partner involvement across a mixed delivery market to meet expansion targets.
 - Recognition that the community's birth-through-third grade continuum is essential to ensuring kindergarten readiness and third grade reading success, so strategies to strengthen the continuum and program/child transitions will need to be designed and implemented.
- Fulfilling subgrantee roles and responsibilities that will be further defined in a grant Memorandum of Understanding and Scope of Work document between this organization and the Ohio Department of Education to be signed within 90 days of grant award. Expected functions include:
 - Pursue a competitive criteria-based procurement process to identify Local Education Agencies and early learning providers to deliver federally-defined preschool programs.
 - Use a data-driven, local process to allocate preschool slots to selected providers based on where high-need families live and how to best serve the community's defined cohort of eligible children.
 - Adhere to all expected state and federal reporting, data sharing, evaluation, meeting requirements and defined, limited provider monitoring functions.
 - Abide by the grant budget, which includes making every effort to minimize local administrative costs including assurance that combined administrative and indirect costs for the subgrantee, Local Education Agencies and early learning providers may not exceed 15 percent of total approved grant expenditures.
 - Assure the state and federal government that new public funding will not supplant current local preschool funding.
 - Develop a sustainability strategy to continue high-quality, preschool programs at the end of the federal grant period.

By signing this Letter of Intent, I acknowledge that I have the authority to act on behalf of Muskingum Valley Educational Service Center and further acknowledge that our community's participation as a subgrantee is dependent upon Ohio receiving a Preschool Development Grant – Expansion Grant and upon the completion of a final Memorandum of Understanding between ODE and Muskingum Valley Educational Service Center. This document indicates our community's intent to participate in the federal Preschool Development Expansion Grant as of this 8th day of October in 2014.

David N. Branch, 10/8/14

David N. Branch, Superintendent
Muskingum Valley Educational Service Center



724 Findlay Street
 Portsmouth, OH 45662
 Phone 740.354.4727
 Fax 740.355.4496
www.portsmouthtrojans.org

Office of the Superintendent

October 8, 2014

To Whom It May Concern:

On behalf of community of the Portsmouth City School District, I, as Superintendent, attest to its intent to participate in the federal Preschool Development Expansion Grant as a subgrantee.

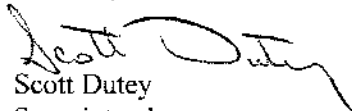
Portsmouth City School District is a PS-12 public school located in the City of Portsmouth. In making this pledge, the organization accepts that this entails:

- Facilitating the implementation of federally-defined high-quality preschool in our community to meet expansion targets for new and enhanced slots for eligible four-year-olds. We recognize this entails:
 - The pursuit of family engagement practices that elevate family voice and choice in a culturally and linguistically competent manner.
 - A commitment to serve as a planning convener to ensure collaboration with Local Education Agencies and early learning providers and to enhance strong community partner involvement across a mixed delivery market to meet expansion targets.
 - Recognition that the community's birth-through-third grade continuum is essential to ensuring kindergarten readiness and third grade reading success, so strategies to strengthen the continuum and program/child transitions will need to be designed and implemented.
- Fulfilling subgrantee roles and responsibilities that will be further defined in a grant Memorandum of Understanding and Scope of Work document between this organization and the Ohio Department of Education to be signed within 90 days of grant award. Expected functions include:
 - Pursue a competitive criteria-based procurement process to identify Local Education Agencies and early learning providers to deliver federally-defined preschool programs.
 - Use a data-driven, local process to allocate preschool slots to selected providers based on where high-need families live and how to best serve the community's defined cohort of eligible children.
 - Adhere to all expected state and federal reporting, data sharing, evaluation, meeting requirements and defined, limited provider monitoring functions.
 - Abide by the grant budget, which includes making every effort to minimize local administrative costs including assurance that combined administrative and indirect costs for the subgrantee, Local Education Agencies and early learning providers may not exceed 15 percent of total approved grant expenditures.

- Assure the state and federal government that new public funding will not supplant current local preschool funding.
- Develop a sustainability strategy to continue high-quality, preschool programs at the end of the federal grant period.

By signing this Letter of Intent, I acknowledge that I have the authority to act on behalf of the Portsmouth City School District and further acknowledge that our community's participation as a subgrantee is dependent upon Ohio receiving a Preschool Development Grant – Expansion Grant and upon the completion of a final Memorandum of Understanding between ODE and the Portsmouth City School District. This document indicates our community's intent to participate in the federal Preschool Development Expansion Grant as of this October 8, in 2014.

Sincerely,



Scott Dutey
Superintendent
Portsmouth City School District

Letter of Intent

On behalf of the community of Sebring, the Sebring Local School District attests to its intent to participate in the federal Preschool Development Expansion Grant as a subgrantee.

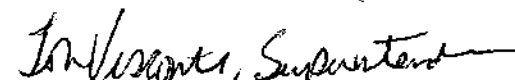
Sebring Local Schools is a growing K-12 school district. Our long history of strong academic success is directly connected to a dedicated and talented staff, innovative school leadership, a devoted board of education, active and strong parental involvement, and a supportive and generous community.

In making this pledge, the organization accepts that this entails:

- Facilitating the implementation of federally-defined high-quality preschool in our community to meet expansion targets for new and enhanced slots for eligible four-year-olds. We recognize this entails:
 1. The pursuit of family engagement practices that elevate family voice and choice in a culturally and linguistically competent manner.
 2. A commitment to serve as a planning convener to ensure collaboration with Local Education Agencies and early learning providers and to enhance strong community partner involvement across a mixed delivery market to meet expansion targets.
 3. Recognition that the community's birth-through-third grade continuum is essential to ensuring kindergarten readiness and third grade reading success, so strategies to strengthen the continuum and program/child transitions will need to be designed and implemented.
- Fulfilling subgrantee roles and responsibilities that will be further defined in a grant Memorandum of Understanding and Scope of Work document between this organization and the Ohio Department of Education to be signed within 90 days of grant award. Expected functions include:
 1. Pursue a competitive criteria-based procurement process to identify Local Education Agencies and early learning providers to deliver federally-defined preschool programs.
 2. Use a data-driven, local process to allocate preschool slots to selected providers based on where high-need families live and how to best serve the community's defined cohort of eligible children.
 3. Adhere to all expected state and federal reporting, data sharing, evaluation, meeting requirements and defined, limited provider monitoring functions.
 4. Abide by the grant budget, which includes making every effort to minimize local administrative costs including assurance that combined administrative and indirect costs for the subgrantee, Local Education Agencies and early learning providers may not exceed 15 percent of total approved grant expenditures.
 5. Assure the state and federal government that new public funding will not supplant current local preschool funding.
 6. Develop a sustainability strategy to continue high-quality, preschool programs at the end of the federal grant period.

By signing this Letter of Intent, I acknowledge that I have the authority to act on behalf of The Sebring Local School District and further acknowledge that our community's participation as a subgrantee is dependent upon Ohio receiving a Preschool Development Grant – Expansion Grant and upon the completion of a final Memorandum of Understanding between ODE and The Sebring Local School District.

This document indicates our community's intent to participate in the federal Preschool Development Expansion Grant as of this October 8th, in 2014.


Toni Viscounte, Superintendent
Sebring Local Schools
510 N. 14th Street
Sebring, OH 44672

Letter of Intent Language

On behalf of community of Springfield City, the Springfield City School District attests to its intent to participate in the federal Preschool Development Expansion Grant as a sub-grantee.

Springfield, Ohio, is a community with a strong history of manufacturing and now is diversifying to replace jobs that were lost in the last few decades. It is home to Springfield City School District (SCSD). We are a high poverty urban school district with a growing English-as-a-Second-Language population. More than 91.14% of the district's students are eligible for free or reduced price lunches, a measure of the degree to which poverty creates challenges in the home and school environments. In addition, the mobility rate for our students is approaching 30%, further showing the challenges families and teachers face. Yet for six years in a row, the district has exceeded expected student academic growth, according to Ohio's value-added metric. The value-added data consistently places SCSD in the top 4% of districts in the state for student academic growth. The progress to date has been encouraging in most areas and remarkable in some - advancing student learning, closing achievement gaps, and increasing equity in teaching. At the most basic level, we are working to promote equity in the pre-school foundation that allows each student to approach school ready to learn. We have invested heavily in preparing more students for school. Four years ago, our preschool program was consolidated into one building and expanded to serve more students. We now serve 257 students, and typically have a waiting list. In addition, our preschool center houses one unit of early Head Start (serving birth to three) and four Head Start units. We have led the efforts to increase the awareness of quality preschool throughout our district and our larger community. Four years ago we launched a Kindergarten Readiness Fair, which serves more families each year and plays an important role in convening our community's early childhood social service representatives. While our preschool is making a difference for those students we can presently serve, we have intentionally and intensely focused additional efforts on our elementary students. For three years now, we have directed our available tutoring resources toward foundational literacy for our students in grades K-3. We have collaborated with community partners who are able to augment our own efforts with strong programming and we have extended the school day and school year, especially in our lowest performing schools to increase the availability of high quality, data informed intervention. To build upon early successes with various subsets of students, SCSD is committed to support the expansion of the preschool program.

In making this pledge, the organization accepts that this entails:

- Facilitating the implementation of federally-defined high-quality preschool in our community to meet expansion targets for new and enhanced slots for eligible four-year-olds. We recognize this entails:

- The pursuit of family engagement practices that elevate family voice and choice in a culturally and linguistically competent manner.
 - A commitment to serve as a planning convener to ensure collaboration with Local Education Agencies and early learning providers and to enhance strong community partner involvement across a mixed delivery market to meet expansion targets.
 - Recognition that the community's birth-through-third grade continuum is essential to ensuring kindergarten readiness and third grade reading success, so strategies to strengthen the continuum and program/child transitions will need to be designed and implemented.
- Fulfilling sub-grantee roles and responsibilities that will be further defined in a grant Memorandum of Understanding and Scope of Work document between this organization and the Ohio Department of Education to be signed within 90 days of grant award. Expected functions include:
 - Pursue a competitive criteria-based procurement process to identify Local Education Agencies and early learning providers to deliver federally-defined preschool programs.
 - Use a data-driven, local process to allocate preschool slots to selected providers based on where high-need families live and how to best serve the community's defined cohort of eligible children.
 - Adhere to all expected state and federal reporting, data sharing, evaluation, meeting requirements and defined, limited provider monitoring functions.
 - Abide by the grant budget, which includes making every effort to minimize local administrative costs including assurance that combined administrative and indirect costs for the sub-grantee, Local Education Agencies and early learning providers may not exceed 15 percent of total approved grant expenditures.
 - Assure the state and federal government that new public funding will not supplant current local preschool funding.
 - Develop a sustainability strategy to continue high-quality, preschool programs at the end of the federal grant period.

By signing this Letter of Intent, I acknowledge that I have the authority to act on behalf of Springfield City and further acknowledge that our community's participation as a sub-grantee is dependent upon Ohio receiving a Preschool Development Grant – Expansion Grant and upon the completion of a final Memorandum of Understanding between ODE and Springfield City School District. This document indicates our community's intent to participate in the federal Preschool Development Expansion Grant as of this October 8, in 2014.

Signature: _____

Title: Superintendent

Organization: Springfield City School District



On behalf of community of Lucas County, the Toledo Public Schools attests to its intent to participate in the federal Preschool Development Expansion Grant as a subgrantee.

Toledo Public Schools' mission is to produce competitive college and career ready graduates through a rigorous curriculum across all grade levels by implementing Ohio's New Learning Standards with fidelity. In conjunction with its current preschool program, and its new Head Start grant, Toledo Public Schools is committed to providing high quality preschool programming to four year old children in our community.

In making this pledge, the organization accepts that this entails:

- Facilitating the implementation of federally-defined high-quality preschool in our community to meet expansion targets for new and enhanced slots for eligible four-year-olds. We recognize this entails:
 - The pursuit of family engagement practices that elevate family voice and choice in a culturally and linguistically competent manner.
 - A commitment to serve as a planning convener to ensure collaboration with Local Education Agencies and early learning providers and to enhance strong community partner involvement across a mixed delivery market to meet expansion targets.
 - Recognition that the community's birth-through-third grade continuum is essential to ensuring kindergarten readiness and third grade reading success, so strategies to strengthen the continuum and program/child transitions will need to be designed and implemented.
- Fulfilling subgrantee roles and responsibilities that will be further defined in a grant Memorandum of Understanding and Scope of Work document between this organization and the Ohio Department of Education to be signed within 90 days of grant award. Expected functions include:
 - Pursue a competitive criteria-based procurement process to identify Local Education Agencies and early learning providers to deliver federally-defined preschool programs.
 - Use a data-driven, local process to allocate preschool slots to selected providers based on where high-need families live and how to best serve the community's defined cohort of eligible children.
 - Adhere to all expected state and federal reporting, data sharing, evaluation, meeting requirements and defined, limited provider monitoring functions.
 - Abide by the grant budget, which includes making every effort to minimize local administrative costs including assurance that combined administrative and indirect costs for the subgrantee, Local Education Agencies and early learning providers may not exceed (b) (5) percent of total approved grant expenditures.

- Assure the state and federal government that new public funding will not supplant current local preschool funding.
- Develop a sustainability strategy to continue high-quality, preschool programs at the end of the federal grant period.

By signing this Letter of Intent, I acknowledge that I have the authority to act on behalf of Toledo Public Schools and further acknowledge that our community's participation as a subgrantee is dependent upon Ohio receiving a Preschool Development Grant – Expansion Grant and upon the completion of a final Memorandum of Understanding between ODE and Toledo Public Schools. This document indicates our community's intent to participate in the federal Preschool Development Expansion Grant as of this October 7, 2014.

(b)(6)

Dr. Amy Allen
Transformational Leader, TPS

10/7/14

Date

Letter of Intent Language

On behalf of community of Latham, the Western Local Schools attests to its intent to participate in the federal Preschool Development Expansion Grant as a subgrantee.

Western Local Schools is a rural district in Pike County, Ohio with approximately 780 students in grades K-12 with approximately 93% of our students qualifying as economically disadvantaged.

In making this pledge, the organization accepts that this entails:

- Facilitating the implementation of federally-defined high-quality preschool in our community to meet expansion targets for new and enhanced slots for eligible four-year-olds. We recognize this entails:
 - The pursuit of family engagement practices that elevate family voice and choice in a culturally and linguistically competent manner.
 - A commitment to serve as a planning convener to ensure collaboration with Local Education Agencies and early learning providers and to enhance strong community partner involvement across a mixed delivery market to meet expansion targets.
 - Recognition that the community's birth-through-third grade continuum is essential to ensuring kindergarten readiness and third grade reading success, so strategies to strengthen the continuum and program/child transitions will need to be designed and implemented.
- Fulfilling subgrantee roles and responsibilities that will be further defined in a grant Memorandum of Understanding and Scope of Work document between this organization and the Ohio Department of Education to be signed within 90 days of grant award. Expected functions include:
 - Pursue a competitive criteria-based procurement process to identify Local Education Agencies and early learning providers to deliver federally-defined preschool programs.
 - Use a data-driven, local process to allocate preschool slots to selected providers based on where high-need families live and how to best serve the community's defined cohort of eligible children.
 - Adhere to all expected state and federal reporting, data sharing, evaluation, meeting requirements and defined, limited provider monitoring functions.
 - Abide by the grant budget, which includes making every effort to minimize local administrative costs including assurance that combined administrative and indirect costs for the subgrantee, Local Education Agencies and early learning providers may not exceed 15 percent of total approved grant expenditures.
 - Assure the state and federal government that new public funding will not supplant current local preschool funding.
 - Develop a sustainability strategy to continue high-quality, preschool programs at the end of the federal grant period.

By signing this Letter of Intent, I acknowledge that I have the authority to act on behalf of Western Local Schools and further acknowledge that our community's participation as a subgrantee is dependent upon Ohio receiving a Preschool Development Grant – Expansion Grant and upon the completion of a final Memorandum of Understanding between ODE and Western Local Schools.

This document indicates our community's intent to participate in the federal Preschool Development Expansion Grant as of October 8 in 2014.

(b)(6)

A rectangular box with a black border, used for redaction of a signature or name.

Brock D. Brewster
Assistant Superintendent
Western Local Schools

Appendix 14

Assurances and Certifications from Each Subgrantee

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number). **APPLICATION ASSURANCES AND CERTIFICATIONS**

Preschool Development Grants --Development Grants Competition

(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): Governor John R. Kasich	Applicant's Mailing Address: The Office of Governor John R. Kasich 77 South High Street, 30 th Floor Columbus, OH 43215
Employer Identification Number: 31-1334820	Organizational DUNS: 809174378
Lead Agency: Ohio Department of Education Contact Name: (single point of contact for communication) Angel Rhodes	Lead Agency Contact Phone: 614-581-3226 Lead Agency Contact Email Address: Angel.Rhodes@governor.ohio.gov
Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i> To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation: Geographic Region City of Canton, Stark County, Ohio Subgrantee Representative (Printed Name): Adrian E. Allison Signature of Subgrantee Representative: <div style="border: 1px solid black; width: 200px; height: 50px; margin-top: 10px;">(b)(6)</div>	
Affiliation Canton City School District Date: 10/7/14	

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(CFDA No. 84.419B)

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Employer Identification Number: 31-1334820	Organizational DUNS: 809174378
Lead Agency: Ohio Department of Education Contact Name: (single point of contact for communication) Angel Rhodes	Lead Agency Contact Phone: 614-581-3226 Lead Agency Contact Email Address: Angel.Rhodes@governor.ohio.gov
Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i>	
To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Geographic Region <i>Cleveland</i>	Affiliation <i>ESC of Cuyahoga County</i>
Subgrantee Representative (Printed Name): <i>Dr. Robert A. Mengerink</i>	Date: <i>10/9/14</i>
Signature of Subgrantee Representative: <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 5px;">(b)(6)</div>	

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(CFDA No. 84.419B)

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Employer Identification Number: 31-1334820	Organizational DUNS: 809174378	
Lead Agency: Ohio Department of Education Contact Name: (single point of contact for communication) Angel Rhodes	Lead Agency Contact Phone: 614-581-3226 Lead Agency Contact Email Address: Angel.Rhodes@governor.ohio.gov	
Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i> To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:		
Geographic Region City of Columbus, Ohio		
Subgrantee Representative (Printed Name): Rhonda R. Johnson	Affiliation Director of Education	
Signature of Subgrantee Representative: (b)(6)	Date: October 7, 2014	

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(CFDA No. 84.419B)

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Employer Identification Number: 31-1334820	Organizational DUNS: 809174378
Lead Agency: Ohio Department of Education Contact Name: (single point of contact for communication) Angel Rhodes	Lead Agency Contact Phone: 614-581-3226 Lead Agency Contact Email Address: Angel.Rhodes@governor.ohio.gov
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> <p>Geographic Region Dayton City Schools (DPS) area of residency</p> <p>Subgrantee Representative (Printed Name): Shannon Cox</p> <p>Signature of Subgrantee Representative: (b)(6)</p> <p>Affiliation Montgomery Co. E.S.C.</p> <p>Date: Oct. 8th, 2014</p>	

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Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i>	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Geographic Region	
Subgrantee Representative (Printed Name): Dr. Melissa D. Watson	Affiliation Superintendent
Signature of Subgrantee Representative: (b)(6)	Date: 10/9/14

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Preschool Development Grants --Development Grants Competition**

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Employer Identification Number: 31-1334820	Organizational DUNS: 809174378
Lead Agency: Ohio Department of Education Contact Name: (single point of contact for communication) Angel Rhodes	Lead Agency Contact Phone: 614-581-3226 Lead Agency Contact Email Address: Angel.Rhodes@governor.ohio.gov
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> <p>Geographic Region</p> <p>Subgrantee Representative (Printed Name): <i>David N. Branch, Superintendent</i></p> <p>Signature of Subgrantee Representative: (b)(6)</p> <p>Affiliation <i>Muskingum Valley ESC</i></p> <p>Date: <i>10/8/14</i></p>	

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Preschool Development Grants --Development Grants Competition

(CFDA No. 84.419B)

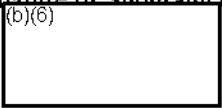
Legal Name of Applicant (Office of the Governor): Governor John R. Kasich	Applicant's Mailing Address: The Office of Governor John R. Kasich 77 South High Street, 30 th Floor Columbus, OH 43215
Employer Identification Number: 31-1334820	Organizational DUNS: 809174378
Lead Agency: Ohio Department of Education Contact Name: (single point of contact for communication) Angel Rhodes	Lead Agency Contact Phone: 614-581-3226 Lead Agency Contact Email Address: Angel.Rhodes@governor.ohio.gov
Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i> To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation: Geographic Region Portsmouth, Ohio  Subgrantee Representative (Printed Name): (b)(6) Signature of Subgrantee Representative:	
Affiliation Portsmouth City School District Date: 10/9/2014	

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Preschool Development Grants --Development Grants Competition

(CFDA No. 84.419B)

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Employer Identification Number: 31-1334820	Organizational DUNS: 809174378
Lead Agency: Ohio Department of Education Contact Name: (single point of contact for communication) Angel Rhodes	Lead Agency Contact Phone: 614-581-3226 Lead Agency Contact Email Address: Angel.Rhodes@governor.ohio.gov
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
<p>Geographic Region: <u>Sebring, Ohio</u></p> <p>Subgrantee Representative (Printed Name): <u>Toni Visconti</u></p> <p>Signature of Subgrantee Representative:  (b)(6)</p> <p>Affiliation: <u>School Rep</u></p> <p>Date: <u>10-8-14</u></p>	

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Employer Identification Number: 31-1334820	Organizational DUNS: 809174378
Lead Agency: Ohio Department of Education Contact Name: (single point of contact for communication) Angel Rhodes	Lead Agency Contact Phone: 614-581-3226 Lead Agency Contact Email Address: Angel.Rhodes@governor.ohio.gov
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> <p>Geographic Region Springfield City</p>	
<p>Subgrantee Representative:</p> <p>Dr. David Estrop</p> <p>Signature of Subgrantee Representative:</p> <div style="border: 1px solid black; width: 250px; height: 50px; margin-top: 5px;"> <p>(b)(6)</p> </div>	<p>Affiliation</p> <p>Springfield City SD</p> <p>Date:</p> <p style="text-align: right;">12/5/14</p>

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Preschool Development Grants --Development Grants Competition

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Lead Agency: Ohio Department of Education Contact Name: (single point of contact for communication) Angel Rhodes	Lead Agency Contact Phone: 614-581-3226 Lead Agency Contact Email Address: Angel.Rhodes@governor.ohio.gov
Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i> To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation: Geographic Region <div style="text-align: center; font-size: 1.5em;">Lucas County</div> Subgrantee Representative (Printed Name): <div style="text-align: center; font-size: 1.5em;">Amy Allen</div> Signature of Subgrantee Representative: <div style="border: 1px solid black; width: 250px; height: 40px; margin-top: 5px;">(b)(6)</div> <div style="text-align: right; margin-top: 20px;">Affiliation <div style="text-align: center; font-size: 1.5em;">Toledo Public Schools</div> Date: <div style="text-align: center; font-size: 1.5em;">10/7/14</div></div>	

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Preschool Development Grants --Development Grants Competition

(CFDA No. 84.419B)

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Employer Identification Number: 31-1334820	Organizational DUNS: 809174378
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Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)</i> To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation: Geographic Region Subgrantee Representative (Printed Name): Brock D. Brewster Signature of Subgrantee Representative: <div style="border: 1px solid black; width: 200px; height: 30px; margin-top: 5px;">(b)(6)</div>	
Affiliation Assistant Superintendent Western Local Schools Date: October 8, 2014	

Appendix 15

RTT-ELCG Year Two

Annual Report



Race to the Top - Early Learning Challenge
Annual Performance Report
CFDA Number: 84.412

Ohio

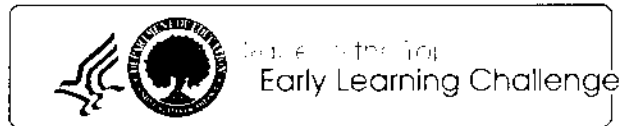
2013

Due: February 18, 2014

U.S. Department of Education
Washington, DC 20202
OMB Number: 1810-0713
Expiration Date: December 31, 2016

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0713. The time required to complete this information collection is estimated to average 120 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0713. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Race to the Top-Early Learning Challenge, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E320, Washington, DC 20202-6200.



Annual Performance Report Sector List

General Information

Executive Summary

A(3) Successful State System

B(1) Developing and Adopting a Common, Statewide TQRIS

B(2) Promoting Participation in the TQRIS

B(3) Rating and Monitoring Early Learning and Development Programs

B(4) Promoting Access to High-Quality Early Learning and Development Programs for Children with High Needs

B(5) Validating the Effectiveness of the State TQRIS

C(1) Early Learning and Development Standards

C(2) Comprehensive Assessment Systems

C(3) Health Promotion

C(4) Engaging and Supporting Families

D(1) Workforce Knowledge and Competency Framework and Progression of Credentials

D(2) Supporting Early Childhood Educators in Improving their Knowledge, Skills, and Abilities.

E(1) Understanding the Status of Children's Learning and Development at Kindergarten Entry

E(2) Early Learning Data Systems

A(1) Background Data Tables



Performance Report Cover Sheet

General Information

1. PR/Award#: S412A120028

2. Grantee Name: Office of the Governor, State of Ohio

3. Grantee Address: 77 South High Street
City: Columbus
State: Ohio Zip: 43215

4. Project Director Name: Stephanie Siddens
Title: Director, Office of Early Learning and School Readiness
Phone #: (614) 995-3449 Ext.: _____ Fax #: (614) 728-2338
Email: Stephanie.Siddens@education.ohio.gov

Reporting Period Information

5. Reporting Period: From: 1/1/2013 To: 12/31/2013

Indirect Cost Information

6. Indirect Costs

- a. Are you claiming indirect costs under this grant? ☒ Yes ☐ No
- b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? ☒ Yes ☐ No
- c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s): From: 07/01/2013 To: 06/31/2014

Approving Federal agency: ☒ ED ☐ HHS ☐ Other Specify other: _____

(Submit current indirect cost rate agreement with this report.)

Executive Summary

For the reporting year, please provide a summary of your State's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies you will implement to address those challenges.

The State of Ohio's Race to the Top Early Learning Challenge (RTT-ELC) Grant application laid out Governor John R. Kasich's aggressive reform agenda, which closes the kindergarten readiness gap between children with high needs and their peers by increasing access to high-quality services, improving the quality of early childhood experiences, and measuring and reporting progress toward desired results for Ohio's young children in need. Ohio's Year 2 report provides information on Ohio's major accomplishments. The most significant accomplishment continues to be the increase in high needs children that have access to a highly rated early learning and development programs. During Year 2, Ohio experienced a 19% increase in its number of programs participating in Step Up To Quality, with a 15 percent increase of highly rated programs. Over 1,100 more children that are participating in the state's Publicly Funded Child Care (PFCC) program are utilizing a highly rated program. In addition, 874 more programs are willing to serve children in the PFCC program than when Ohio was awarded the RTT-ELC, increasing access for families. Finally, a new set of public preschool programs, as well as child care programs, have registered for participation in Ohio's newly expanded Step Up To Quality.

Focused, Accountable Leadership

Ohio has organized a focused and accountable RTT-ELC cross-agency project management leadership team comprised of senior early childhood leaders from the Ohio Departments of Education, Job and Family Services, Health, Mental Health and Addiction Services, Developmental Disabilities and the Governor's office. On January 2, 2013, the Governor named Angel Rhodes, Ph.D., as the RTT-ELC Early Education and Development Officer. This key leadership position is housed within the Governor's Office and is charged with aligning early learning and development priorities and goals with those across the educational continuum. Throughout Year 2, the RTT-ELC team actively engaged key stakeholders in providing input in key revisions and new development work related to child standards, program standards and the child assessment system. In addition, the RTT-ELC leadership team created project teams to work on specific goals outlined in the RTT-ELC plan.

Common Statewide Tiered Quality Rating and Improvement System (TQRIS)

The new SUTQ was available for all large family child care homes and center-based early learning and development programs, including school district-operated and community-based preschools, child care and Head Start programs. During Year 2 all efforts moved from re-designing the TQRIS to developing policies and procedures for the implementation of the new system. Ohio revised its TQRIS, called Step Up To Quality (SUTQ) by expanding the current three tier system to a five tier system and revising the domains and standards within the TQRIS which are aligned with Ohio's Early Learning Standards. Programs will be phased into the SUTQ rating system based on a schedule set by ODE and ODJFS and approved by the Ohio General Assembly. As of December 2013, over 50 ODJFS licensed and 120 ODE licensed programs have registered to participate in the revised system. In the fall, the draft standards for small family child care homes (Type B Home providers) were released and posted for public comment. Type B Home providers will be eligible to apply for a star-rating in July 2014.

Supporting the Use of Ohio's Early Learning and Development Standards

In 2012, Ohio crafted comprehensive Early Learning and Development Standards for children ages birth to kindergarten entry. For Year 2 of Ohio's Early Learning Challenge Grant, Ohio focused on supporting early childhood professionals' use of Ohio's comprehensive early learning and development standards. Three key support mechanisms that Ohio implemented included: 1) implementation guides 2) curriculum alignment tool, and 3) professional development and technical assistance. In June 2013, Ohio began to roll out professional development on the revised standards which are available at three different levels to address the graduated competency and knowledge levels of the early childhood field. Professional development staff from all four of the regional professional development and technical assistance networks (Child Care Resource & Referral, State

Support Teams, Early Childhood Mental Health Consultants and Health Promotion Consultants) deployed training statewide on the domain(s) that align to their expertise and credentials. These trainings are also being designed to be available on-line through the state's iLearn Ohio network thus providing consistent high quality training to a larger number of professionals across the state. In 2013, over 10,000 professionals have participated in the new professional development.

Comprehensive Assessment System and Kindergarten Readiness Assessment

A comprehensive assessment system includes not only assessments but extensive professional development supports. Ohio partnered with the state of Maryland to design a new Early Childhood Comprehensive Assessment System that includes a formative assessment for children ages 36-72 months, a kindergarten readiness assessment, a technology framework and professional development supports. In 2013, Ohio completed three phases of piloting for the new kindergarten readiness assessment with kindergarten students and teachers. Phase one, the cognitive interviews, were conducted with teachers and students in January 2013 which included interviews and collection of feedback on item prototypes. Phase two, the pilot, was completed in April 2013 during which kindergarten teachers administered items to students. Phase three, a large scale field test, was completed in November and December 2013. Nearly 3,500 Ohio students and 127 teachers participated in the phase three field test, which included all six domains. The assessment vendor used the results of the pilots to make data-driven changes to item types, content, wording, graphics, and administration procedures. In 2014, field test data will be used to finalize the set of items for statewide administration and develop scoring and reporting components for the statewide administration scheduled for fall 2014. Ohio is developing new professional development modules that will further support professionals' use of assessments to inform instruction. The new professional development will directly support the new assessments on the selection and use of other assessments at the classroom level.

Workforce Knowledge and Competency Framework and Progression of Credentials

Ohio revised the Workforce Knowledge and Competency Framework, called Ohio's Core Knowledge and Competencies (CKC), to meet the newly revamped TQRIS model and our new Early Learning and Development Standards. Together with the state, regional and local experts on the Ohio Professional Development Network, work also began on revising and updating the current CKC Instructor Guide. In addition, at the direction of RTT-ELC leadership team external consultants drafted the bridging document (for CKC and K-12 educator standards) and drafted a report on the assessment of the progression and availability of degrees and credentials. Ohio will hold several formal meetings with two- and four-year higher education institutions to ensure effective and seamless communication about and implementation of the CKC documents.

Early Learning Data Systems

Ohio has made progress in enhancing its existing Statewide Longitudinal Data System as well as enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System. Ohio Department of Job and Family Services established the technology infrastructure to assign the unique identification number for children in publicly funded child care to provide seamless connections across the different data systems while protecting personal privacy. The number is also used for children from preschool through post-secondary. In addition, Ohio has drafted a cross-agency memorandum of understanding to share data at the state level for the purpose of addressing key policy and research needs for the state. Finally, Ohio released its new data system for SUTQ that collects program quality and licensing data across ODJFS and ODE. In addition, Ohio and Maryland finalized business requirements for and field tested the new Early Childhood Comprehensive Assessment System that will collect child assessment and demographic information and link to Ohio's State Longitudinal Data System. The new early learning data systems will allow Ohio to link program quality and child outcome information. Having this critical information will allow Ohio decision-makers and legislators to make decisions about investments that are based on demonstrated child outcomes and program quality while maintaining the anonymity of each child.

Challenges and Lessons Learned

Challenges and lessons learned include that we underestimated the time, capacity, and effort needed

for state agencies to: 1) coordinate the regional professional development networks and help them break down long standing silos; 2) create a communications strategy to help the early childhood community shift from existing assessments they are comfortable with to using and valuing a new expanded assessment that uses different approaches and content; and 3) establish new common business processes and policies for conducting licensing and quality rating visits that translate into a common data system. As Ohio begins implementation of Year 3 efforts, major areas of focus and thinking on the part of the participating state agencies will include how best to coordinate seamless regional professional development and technical assistance supports for early childhood programs, effective and frequent communications on the roll-out of the training and implementation of the new Kindergarten Readiness Assessment in fall, and coordinated implementation and use of Ohio's new data system for Step Up To Quality. Ohio will continue to seek out technical assistance experts and private sector organizations to assist Ohio in designing reform strategies that will truly benefit Ohio's children. Ohio's ultimate goal is to be able to link decision-making about investments to demonstrated positive outcomes for children and programs.

Successful State Systems

Aligning and coordinating early learning and development across the State (Section A(3) of Application)

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

RTT-ELC Cross-Agency Leadership

The State of Ohio's RTT-ELC Grant Leadership and Project Management team meets monthly and includes each Participating State Agency (PSA). Senior early childhood leaders from Ohio Departments of Education, Job and Family Services, Health, Mental Health and Addiction Services, Developmental Disabilities, and the Governor's Office attend the monthly team meetings. The purpose of the RTT-ELC monthly leadership meetings is to discuss governance, fiscal monitoring, communications, and RTT-ELC project updates. The RTT-ELC grant fiscal officer from the Ohio Department of Education attends each meeting as well. The leadership team spends time discussing and planning the work of the four project teams related to: 1) assessment and standards; 2) professional development; 3) quality, access and financing; and 4) family support and engagement. During the monthly meetings, PSA's provide input and feedback on grant activities, which are documented in monthly meeting minutes to maintain a record of recommendations and decisions. ODE serves as the lead fiscal agency providing programmatic and fiscal monitoring and accountability to the RTT-ELC grant. Core senior leadership members from ODE and ODJFS participate in monthly grant calls with the project officers from the U.S. Departments of Education and Health and Human Services. ODE and ODJFS team members then provide updates from the federal call to the rest of the PSAs during their monthly leadership meetings.

Governor's Office Leadership

Senior staff from Governor Kasich's office has been actively engaged in the planning, implementation and decision making related to the RTT-ELC reform agenda. With the appointment of the Early Education and Development Officer in January 2013, Dr. Angel Rhodes provides direction, coordination and leadership to the Participating State Agencies regarding early learning and development priorities and goals with those across the educational continuum. This position has lead responsibility for coordination of policy and administration related to early childhood across the multiple state agencies that fund or administer early childhood programs. Senior staff in the Governor's Office meet with Dr. Rhodes on a regular basis to ensure consistent coordination and communication about the grant. Dr. Rhodes has organized and convened the four project teams of external stakeholders and state agencies. The project teams have established their membership, goals, and work plans for the year.

Early Childhood Advisory Council

The senior early childhood leaders from Ohio Departments of Education, Job and Family Services, Health, Mental Health and Addiction Services, Head Start Collaboration Office are appointed to and attend the monthly Early Childhood Advisory Council (ECAC) meetings (state advisory council) to provide regular updates on the RTT-ELC grant efforts. ECAC members are asked to provide input on all major initiatives. The ECAC funds which ended in August, 2013, supported the design and rollout of the professional development on the Early Learning and Development Standards, technology for the assessment system, an early care and education needs assessment and a workforce study. In addition to providing advice and support on the Early Learning Challenge Grant activities, the ECAC serves as an advisory body for the Maternal, Infant and Early Childhood Home Visiting (MIECHV) program and the State Early Childhood Coordinated Systems grant (SECCS).

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

Ohio realizes the importance of ensuring that stakeholders, including representatives from participating programs, early childhood educators and families are involved in the implementation of Ohio's Early Learning Challenge Grant. Throughout the implementation of major activities in the grant, Ohio has consistently engaged stakeholders by organizing focus groups, presenting key ideas and models at stakeholder meetings, providing opportunities for widespread public comment and utilizing Ohio's earlychildhoodohio.org website devoted to early childhood topics specific to Ohio.

Input on Supports and Professional Development for Implementation of Ohio Early Learning and Development Standards

For Year 2 of Ohio's Early Learning Challenge Grant, Ohio has shifted its focus to supporting early childhood professionals' use of Ohio's comprehensive early learning and development standards. Three key support mechanisms have been the focus in Year 2 for Ohio's development and implementation efforts: 1) implementation guides 2) curriculum alignment tool, and 3) professional development and technical assistance. Ohio ensured that stakeholders were involved in providing input and feedback into the development of these three support mechanisms described below.

- **Implementation Guides:** The Standards Implementation Guides in each domain provide strategies for teachers to address and implement the Early Learning and Development Standards in developmentally appropriate ways within the classroom. The development of the Implementation Guides included convening focus groups comprised of teachers, assistant teachers, administrators, specialists, parents, and community stakeholders, from a variety of early childhood settings including district-operated preschool and preschool special education programs, community child care, Head Start and family child care serving children birth to kindergarten entry. The data from the focus groups were compiled into the Implementation Guides. Drafts were posted for public comment, reviewed by the Early Learning Challenge Grant cross-agency Professional Development Coordination Team which includes representatives of the Ohio Departments of Education, Job and Family Services, Health, Mental Health and Addiction Services, Developmental Disabilities and the Governor's Office. Additionally the draft documents were reviewed for cultural and linguistic sensitivity by state experts and the Early Learning Challenge Grant English Language Learners Advisory Committee.
- **Curriculum Standards, Assessment Alignment Tool:** The Curriculum Alignment Tool was developed to support the alignment between the early learning and development standards, a program's assessment and a program's curriculum. The Curriculum Alignment Tool was available for public comment by early childhood professionals representing all sectors and reviewed by the Early Learning Challenge Grant cross-agency Professional Development Coordination Team.
- **Professional Development and Technical Assistance:** In Year 2 of the grant, Ohio has developed and begun implementation of a number of professional development modules to support the use of the Early Learning and Development Standards. Ohio has developed three levels of professional development modules that range from overviews to in-depth focus on the standards across age bands. The development of the modules included input from a variety of experts in each content or developmental area. These experts included a developmental psychologist, a mathematics professor specializing in early childhood content, a social studies expert and an infant toddler specialist. After each module was developed, the modules were then reviewed and approved by members of each Participating State Agency.

Input on Ohio's Program Standards and Tiered Quality Rating and Improvement System

Ohio's stakeholders were involved in revising and expanding the program standards in Ohio's tiered quality rating and improvement system, Step Up To Quality (SUTQ), in year one of the grant. A leadership team comprised of state agency representatives from the Ohio Departments of Education, including the Head Start Collaboration director, Job and Family Services and regional professional development representatives from the State Support Teams and the Ohio Child Care Resource and Referral Association worked with a national expert in the field of program standards to determine the process for revising and expanding SUTQ for programs and large family child care homes (Type A homes). In January 2014, Ohio shifted from certifying to licensing small family child care homes (Type B homes) that are serving publicly funded families. Beginning in July 2014, Type B homes will also be eligible to participate in SUTQ. Ohio began working on completing revisions to the currently existing Type A home program standards, to include Type B homes into a single set of family child care program standards. The draft family child care standards were developed and presented to a variety of stakeholders, including a focus group made up of Type A and Type B family child care providers, union representatives, and county Department of Job and Family Services staff to obtain feedback on the structure and content of the revised program standards. The standards also were presented to the Child Care Advisory Council and the Child Care Resource and Referral Agencies. Once input was gathered from specific stakeholders, the program standards were posted for public comment at earlychildhoodohio.org and a wide variety of stakeholders were targeted to obtain feedback. Almost 100 stakeholders responded to the public comment survey. The next step in the process will be to post the family child care program standards for public comment during the official rule clearance process will begin in March 2014.

Input on Licensing Changes

In January 2014, small family child care homes, which were certified by 88 county departments of Job and Family Services (CDJFS), became licensed by ODJFS. There are currently two sets of licensing rules which regulate the two types of family child care in Ohio; large family homes and small family homes. A single set of rules for licensure that will be inclusive of both types of care is currently being created, with an implementation date of January 2015. Stakeholders have been involved in the process of reviewing the two existing sets of rules to identify areas where they align and are different. A workgroup, including both large and small family child care providers, CDJFS staff and union representatives were involved in completing the review and making final recommendations on the content of the new family child care rule requirements. These recommendations were shared with the Child Care Advisory Council policy workgroup for additional input and suggestions.

Ohio Department of Education rules for preschool licensing are under review and are being updated and revised based on a five year rule review requirement to ensure alignment with ODJFS. As of December 2013, stakeholder input was sought on three occasions including two opportunities for input via surveys and one face-to-face meeting with a representative group of programs affected by the rules including public districts and chartered non-public schools.

Input on the Early Childhood Comprehensive Assessment System

Ohio continues to seek stakeholder input regarding the design and implementation of the Early Childhood Comprehensive Assessment System (EC-CAS). Ohio is collaborating with the state of Maryland to design and implement a formative assessment for children ages 36 through 72 months as well as a Kindergarten Readiness Assessment. The national Technical Advisory Committee (TAC, established in 2012) comprised of developmental psychologists, early childhood content area experts, experts on young English Language Learners and students with disabilities, and psychometricians, met in person with the leadership team in February 2013 and July 2013. This committee also provided written feedback on draft elements of assessment twice during the year (March and September/October). The Ohio EC-CAS Advisory Committee, which includes local early childhood program administrators from district preschools, child care, family child care, and Head Start, as well as elementary building administrators, higher education faculty, private foundations and business sector representatives met twice in person to review and provide input on the assessment development. Ohio assembled six ad hoc committees (in February, April, and September 2013) to review Kindergarten Readiness Assessment items at various stages in the item development process. Ad hoc committee members represented primarily early childhood educators and practitioners from all sectors. In

addition, Ohio completed three phases of piloting for the Kindergarten Readiness Assessment in 2013: cognitive interviews (January), a pilot (April), and a field test (November/December). Each phase involved kindergarten teachers and students from across the state interacting with assessment items and providing feedback. Also during the field test, teachers received professional development and utilized an online reporting system for accessing assessment items and inputting scores. Teachers who participated in the field test were invited to complete a series of surveys about their experiences with all components of the field test. Further, teachers who administered the field test assessment to children with disabilities and/or English language learners were invited to participate in focus groups.

Input from Other Stakeholder Groups

Representatives from Ohio's state agencies regularly present information on the EC-CAS design, supports for child standards, and supports for implementation of programs standards to a variety of stakeholders including the Child Care Advisory Council, the State Advisory Panel for Exceptional Children, the Early Childhood Advisory Council, State Support Teams, Child Care Resource and Referral Agencies, and the English Language Learner Advisory Group.

The **State Advisory Panel for Exceptional Children (SAPEC)** is composed of 50 percent of parents and 50 percent state agency or professional staff; its membership is an important sounding board and feedback mechanism about issues related to the education of children with disabilities. The group has been the recipient of information related to the Ohio Early Learning Challenge Grant particularly as it relates to child outcomes. SAPEC is provided on-going updates and is asked for input on a number of issues related to the Early Learning Challenge Grant. These have focused on information regarding the grant target groups, which include children with disabilities, the nature of the work promoted through the Early Learning Challenge Grant, which includes assessment and early learning and development standards and descriptions of the ways in which grant goals and objectives include and overlap with those set forth in Federal Indicators for special education performance and compliance.

Ohio's English Language Learner Advisory Group was formed to assist early childhood professionals in supporting young English Language Learners (ELL) and to ensure the challenges faced by students and families for whom English is not their native language, are given due consideration as part of the effort to close the achievement gap for children with high needs. Members of this committee include parents of ELL children, educators from institutions of higher learning that specialize in ELL student populations, and professionals that work with parents of young ELL learners. The ELL Advisory Group met three times during 2013. The ELL Advisory Group provided recommendations for strategies and resources to implement the Early Learning and Development Standards, engaged a national expert regarding the development of Early Learning and Development Standards for English Language Learners, and advised on providing additional supports for teachers to utilize with English Language Learners. The group is working to identify language-dependent skills assessed in the Kindergarten Readiness Assessment, provide guidance regarding the supports that may be unique to an assessment item type, develop appropriate supports on an item -by-item basis and provide feedback on the existing guidance document.

Ohio's Early Childhood Advisory Council and Project Teams hear monthly updates and provide input on implementation of Ohio's early learning and development standards, professional development, Step Up To Quality, and the Early Childhood Comprehensive Assessment System. In addition, four project teams were formed and provided input on specific issues related to quality and financing, professional development, communications with families, and standards and assessments.

Ohio regularly updates and uses its **website** (earlychildhoodohio.org) to target early childhood program administrators and teachers to provide important updates and information regarding the RTT-ELC grant activities, as well as early childhood system development efforts. This site is a partnership between the Participating State Agencies (PSAs) and contains information about all of the existing early childhood programs. Through the site, stakeholders can request to receive on-going updates and emails from the state team. Currently more than 3,100 Ohio professionals have signed up. As we continue to develop the website, Ohio is focusing its efforts to a new area that will work to engage families by providing helpful resources, educational materials and tools that will be implemented in

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had or will have an impact on the RTT-ELC grant. Describe the expected impact and any anticipated changes to the RTT-ELC State Plan as a result.

During Year 2 of the grant, Ohio passed its 2014 and 2015 biennial budget. Within the budget there were a number of reforms and changes that impacted the early learning and development area:

- **Kindergarten Readiness Assessment Window Expanded in Statute:**

With the implementation of the comprehensive Kindergarten Readiness Assessment scheduled for Fall 2014, the assessment window, which was already specified in statute was modified in House Bill 59 to include a longer assessment window and to allow for the language and literacy portion of the assessment to be used to meet the Ohio third grade reading guarantee requirements. The original assessment window which ended October 1 each year was modified to be administered from beginning of the school year to November 1. With a more comprehensive assessment, Ohio wanted to ensure teachers had sufficient time to assess all kindergarten children. In addition, Ohio is implementing the third grade reading guarantee to ensure all children are able to read proficiently by third grade. The requirements of the third grade reading guarantee include the requirement that kindergarten through third grade children be assessed by September 30 in the area of language and literacy to identify any children at risk for reading on grade level so they may receive intensive interventions and supports. The change in statute allows kindergarten teachers to use the language and literacy portion of the new kindergarten readiness assessment to meet this requirement thus allowing them to use one assessment to meet both requirements.

- **Expansion of Ohio's Public Preschool Program:**

In state fiscal year 2013, Ohio's public preschool program provided \$(b)(4) to serve 5,700 children statewide at \$(b)(4) per child. House Bill 59 allocated an additional \$(b)(4) (above the \$(b)(4) for academic year 2013-2014 to serve an additional 2,450 children at \$(b)(4) per child. In state fiscal year 2015, an additional \$(b)(4) is provided that could serve an additional 2,940 children in this program. By state fiscal year 2015, a total of 11,090 preschool children from low income families will be served in this program. The statute expanded the eligible providers from public school districts to include community based child care providers and chartered non-public school programs as long as they are high quality defined as highly rated in Ohio's Step Up To Quality program.

- **Licensing Changes:**

Several licensing reforms and policy alignments occurred with the State Biennium Budget. Small family child care (Type B Home providers), wanting to or continuing to participate in the Publicly Funded Child Care (PFCC) program, will be required to be licensed by the State of Ohio instead of maintain a county certification. Statute was modified to reflect this strategic change and rules were amended as well. In addition to the Type B Home provider changes, statute was also amended to have one set of policies on the requirement to complete a background check if working in an early care and education setting. ODJFS' section of statute was modified to align to ODE's requirement for a check to occur every five years.

- **Implementation of Five-Star TQRIS:**

Rules were modified to reflect the changes within Step Up To Quality. Two guidance documents for programs and family child care providers were developed and are available to assist programs and family child care providers with understanding the new standards and the registration and verification process. In addition, sample and prescribed forms were made available to programs and family child care providers to use in preparation for participating the in five-star system.

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.

There are no changes in the Participating State Agencies. With the hiring of the Early Education and Development Officer, the Governor's office continues its strong focus on Ohio's early learning and development reform agenda.

High-Quality Accountable Programs

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application).

During this 1st year of RTT-ELC implementation, has the State made progress in **developing or revising** a TQRIS that is based on a statewide set of tiered Program Standards that include--

(1) Early Learning and Development Standards

☐ No

☒ Yes

If yes, these standards currently apply to (please check all that apply):

☒ State-funded preschool programs

☒ Early Head Start and Head Start programs

☒ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA

☒ Early Learning and Development Programs funded under Title I of ESEA

☒ Early Learning and Development Programs receiving funds from the State's CCDF program:

☒ Center-based

☒ Family Child Care

(2) A Comprehensive Assessment System

☐ No

☒ Yes

If yes, these standards currently apply to (please check all that apply):

☒ State-funded preschool programs

☒ Early Head Start and Head Start programs

☒ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA

☒ Early Learning and Development Programs funded under Title I of ESEA

☒ Early Learning and Development Programs receiving funds from the State's CCDF program:

☒ Center-based

☒ Family Child Care

(3) Early Childhood Educator qualifications

☐ No

☒ Yes

If yes, these standards currently apply to (please check all that apply):

☒ State-funded preschool programs

☒ Early Head Start and Head Start programs

☒ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA

☒ Early Learning and Development Programs funded under Title I of ESEA

☒ Early Learning and Development Programs receiving funds from the State's CCDF program:

☒ Center-based

☒ Family Child Care

(4) Family engagement strategies

☐ No

☒ Yes

If yes, these standards currently apply to (please check all that apply):

☒ State-funded preschool programs

☒ Early Head Start and Head Start programs

☒ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA

☒ Early Learning and Development Programs funded under Title I of ESEA

☒ Early Learning and Development Programs receiving funds from the State's CCDF program:

☒ Center-based

☒ Family Child Care

(5) Health promotion practices

☐ No

☒ Yes

If yes, these standards currently apply to (please check all that apply):

☒ State-funded preschool programs

☒ Early Head Start and Head Start programs

☒ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA

☒ Early Learning and Development Programs funded under Title I of ESEA

☒ Early Learning and Development Programs receiving funds from the State's CCDF program:

☒ Center-based

☒ Family Child Care

(6) Effective data practices

☐ No

☒ Yes

If yes, these standards currently apply to (please check all that apply):

☒ State-funded preschool programs

☒ Early Head Start and Head Start programs

☒ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA

☒ Early Learning and Development Programs funded under Title I of ESEA

☒ Early Learning and Development Programs receiving funds from the State's CCDF program:

☒ Center-based

☒ Family Child Care

The State has made progress in ensuring that (please check all that apply):

☒ TQRIS Program Standards are measurable

☒ TQRIS Program Standards meaningfully differentiate program quality levels

☒ TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children

☒ The TQRIS is linked to the State licensing system for Early Learning and Development Programs.

Describe progress made during the reporting year in **developing or revising** a TQRIS that is based on a statewide set of tiered Program Standards. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

Ohio completed the revision of its TQRIS in the first year of the grant which included revisions in this area. Please see the APR for year one for additional details.

Ohio has revised its QRIS program standards to reflect the desire for the field to be intentional with its instructional support, to implement screening, assessment and referral processes and to align curriculum and planning to age appropriate state early learning and development standards (ELDS). ODJFS, in collaboration with the Governor's Office, and Ohio Departments of Developmental Disabilities, Education, Health, Mental Health and Addiction Services finalized the SUTQ program standards for implementation beginning on October 1, 2013. This revision modified Ohio's system from a Three-Star rating system using a building block approach to a Five-Star system using a combination model. In October 2013, programs licensed by ODE, including state public preschool sites and Preschool Special Education sites, became eligible to be rated for the first time. This allows Ohio to have a single framework for meeting quality program standards for all out of home early learning and development settings. Type B Homes were transitioned from certification to licensure in January 2014 and will become eligible for participation in SUTQ in July 2014.

Ohio continues to link SUTQ to its state licensing system by assuring programs are able to demonstrate a strong licensing compliance history in order to participate in SUTQ. ODJFS and ODE have worked together to align their licensing rules to designate serious risk non-compliances. ODJFS is currently developing serious risk non-compliances for Type B homes, which will begin participating in SUTQ in July 2014. The serious risk licensing non-compliances are designated as those that if violated, present the greatest risk of harm to children. Programs that have serious risk non

compliances are reviewed to determine if they are eligible to initially participate in SUTQ. Currently rated programs that have serious risk non-compliances are reviewed to determine if their star rating should be reduced or removed.

Promoting Participation in the TQRIS (Section B(2) of Application)

Describe progress made during the reporting year in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

During the revision of the TQRIS, agencies promoted the expansion, revision, and inclusion of stakeholder input through email, brochures, fact sheets, public website review, and advisory group advocacy. This process consisted of relevant website postings through earlychildhoodohio.org, Ohio Departments of Job and Family Services (ODJFS) and Education (ODE) email communications to programs and early childhood stakeholders, Child Care Advisory Committee advocacy, and the use of the Resource and Referral (R&R) Agency. ODJFS, ODE, and R&R staff provided technical assistance to any program interested in TQRIS revision education, preparation for initial participation, or expansion of a current star rating. In addition, ODJFS/ODE conducted regional trainings informing the public of the ELCG TQRIS changes and 'who to call' contact information to begin preparation. As materials were created for program reference, they were distributed to stakeholders for review and published on the Earlychildhoodohio.org website to prepare for the implementation of TQRIS.

A number of resource documents and web-based trainings have been created to assist programs in understanding the intent and requirements of the revised program standards, provide clarification around the verification policies and procedures, and explain the functionality of the new Ohio Child Licensing and Quality System (OCLQS) data system that programs use to register for SUTQ. All of these documents and trainings are posted on the earlychildhoodohio.org website.

With the implementation of the revised SUTQ five-star system, ODJFS and ODE continue to work with the above mentioned partners to promote additional participation. Regular meetings are scheduled with technical assistance and professional development providers to ensure there is on-going communication. These meetings have been invaluable for explaining implementation and policy decisions, sharing successful strategies in engaging programs, and identifying issues from the field where additional support and resources are needed.

As programs licensed by ODE begin participation in SUTQ, specific strategies have been developed to gradually phase in their participation. This phased-in approach is being used to allow resources to targeted identified programs. Two rounds of programs are being phased in for the 2013-2014 school year. A total of 120 ODE licensed and funded programs were identified for round one and asked to register for participation in SUTQ by December 2013. The second round of programs anticipated to include another 50 sites will be asked to register in the spring 2014. By gradually phasing in the participation of ODE programs, these programs are being provided technical assistance to prepare for the registration and verification process. The goal is that by the end of the grant period, all ODE licensed public preschool programs will be rated and over 50 percent of preschool special education programs will be rated (with 100 percent being rated by 2018 per statute).

With the inclusion of small family child care homes in SUTQ in July 2014, targeted technical assistance strategies are being created with the R&R's. The unique needs of small family child care homes have been identified in creating a plan that explains the philosophy and goals of a TQRIS, and promotes the continuous improvement process in engaging this population in participation. Local informational sessions are scheduled for the spring of 2014.

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.
Targets: Number and percentage of Early Learning and Development Programs in the TQRIS

Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	0	0%	0	0%	99	33%	197	66%	269	90%
Early Head Start and Head Start ¹	206	41.5%	220	44%	240	48%	255	51%	270	55%
Programs funded by IDEA, Part C										
Programs funded by IDEA Part B, section 619	0	0%	0	0%	50	10%	126	25%	251	50%
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds	804	39%	850	41%	933	45%	1,016	49%	1,050	51%
Other 1	0	0%	0	0%	0	0%	160	1%	330	2%
<i>Describe:</i>	Small family child care homes receiving funds from CCDF									
Other 2	270	12%	288	13%	311	14%	322	14.5%	333	15%
<i>Describe:</i>	Programs not receiving funds from CCDF and licensed by ODJFS									

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

Actuals: Number and percentage of Early Learning and Development Programs in the TQRIS

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
State-funded preschool	299	0	0%	299	0	0%	326	0	0%
<i>Specify:</i>	Early Childhood Education								
Early Head Start and Head Start	496	206	41.5%	496	223	45%	592	274	46%
Programs funded by IDEA, Part C									
Programs funded by IDEA, Part B, section 619		0	0%	502	0	0%		0	0%
Programs funded under Title I of ESEA									
Programs receiving from CCDF funds	2,074	804	39%	2,074	809	39%	2,946	1,027	35%
Other 1	6,600	0	0%	6,600	0	0%	3,999	0	0%
<i>Describe:</i>	Small family child care homes receiving funds from CCDF								
Other 2	2,220	270	12%	2,220	365	16%	1,348	405	26%
<i>Describe:</i>	Programs not receiving funds from CCDF and licensed by ODJFS								
Including Migrant and Tribal Head Start located in the State.									

Performance Measure (B)(2)(c) Data Notes

Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

The percentages for Year 2 may have changed from the original Targeted percentages based on the number of new programs reported in Year 2.

Of the 2,946 programs that received funds from the Publicly Funded Child Care (PFCC) program are served children birth-5, 2,592 are ODJFS licensed and 177 are ODE licensed. 872 more programs, since the submission of Ohio's ELCG proposal, have voluntarily chosen to enter into a provider agreement with ODJFS to received PFCC funds.

In January 2014, Ohio eliminated a category of provider called, Type B Limited Provider. In addition, small family child care homes serving 6 or fewer children, receiving PFCC, were required to become licensed instead of certify by county DJFS. These requirements caused a massive clean-up to provider files and records, decreasing the number of reported providers.

Performance Measure (B)(2)(c) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

In order to support the implementation of Step Up To Quality from a three-star system, to a five-star system, the departments of Job and Family Services and Education have been working corroboratively to build a new data system. This system will be used by both departments to allow programs to register for Step Up To Quality; as well as by state staff to complete desk review and on-site verification visits. The system will also eventually be used to support the licensing functions of both departments. Due to the complexity of developing a comprehensive system that includes a web portal log-in for programs and an on-line registration process, there was a delay in implementation of this system. The system was initially scheduled to be operational in July 2013, but actually went into operation in October 2013, resulting in programs experiencing a delay in being able to submit an initial or increase registration. As stated previously, ODE identified two rounds of programs being phased in for the 2013-2014 school year. A total of 120 ODE licensed and funded programs were identified and registered for participation in SUTQ by December 2013. The program numbers were not included in the performance measure tables since they have not been rated, but all are starting the process and will be rated by June 30, 2014, thus putting ODE on schedule for programs being rated through Step Up To Quality.

Rating and monitoring Early Learning and Development Programs (Section B(3) of Application).

The State has made progress in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that (please check all that apply):

- ☒ Includes information on valid and reliable tools for monitoring such programs
- ☒ Has trained monitors whose ratings have an acceptable level of inter-rater reliability
- ☒ Monitors and rates Early Learning and Development Programs with appropriate frequency
- ☒ Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)
- ☒ Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

Describe progress made during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS. Describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

ODJFS and ODE worked collaboratively to develop a staffing plan to assure licensing compliance and SUTQ rating verification visits are completed using an effective and efficient model. With the addition of two new tiers to the current rating system, a new monitoring schedule has been developed for SUTQ. One Star rated programs will be visited every year, two and three star rated programs will be visited every other year, and four and five star rated programs will be visited every three years. Two through five star rated programs will be required to submit an annual report, detailing progress made on goals identified in their continuous improvement plans, during years they do not receive an on-site monitoring visit. Professional development and training has occurred for both ODJFS and ODE staff responsible for assessing the program standards on how to reliably conduct on-site verification visits.

As part of the verification process, Ohio has created the Ohio Classroom Observation Tool (OCOT) to assess the quality of the classroom environment and staff/child interactions for programs that have registered for a three through five star rating. State staff who will be completing the OCOT have undergone extensive training and have established reliability in the use of the tool.

A contract was awarded for a vendor to train ODJFS, ODE and technical assistance staff on the Classroom Assessment Scoring System (CLASS) and the Environmental Rating Scales (ERS). The CLASS and ERS will be used as part of the evaluation and validation process in order to gain information on structural quality and teacher/child interactions at each tier of the rating. Additionally, they will be used in the technical assistance process for quality improvement planning.

The creation of a new data system, which is used by staff from both ODE and ODJFS and which began in fall 2013, will include an inspection tool that will eventually allow staff to complete licensing and SUTQ monitoring visits at the same time. The data system will allow staff to complete the licensing inspection and SUTQ verification visit while at the program and email a copy of the compliance results to the program for posting onsite. This will provide families enrolled at the program with timely information about licensing compliance and SUTQ rating results. The ODJFS website currently includes information about Step Up To Quality and the importance of high quality early learning and development settings. Licensing inspection findings and information about a program's star rating are searchable by multiple criteria, including a program's location and star rating level. When the new database is operational, this feature also will be used for ODE licensed programs, as well as small family child care homes. The rating information will then be posted on a combined searchable

database on Ohio's earlychildhoodohio.org website. The information on program quality obtained from this data system will also be linked to child outcome information, including formative assessments and Kindergarten Readiness Assessment.

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application).

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

- ☒ Program and provider training
- ☒ Program and provider technical assistance
- ☒ Financial rewards or incentives
- ☒ Higher, tiered child care subsidy reimbursement rates
- ☒ Increased compensation

Number of tiers/levels in the State TQRIS

5

How many programs moved up at least one level within the TQRIS over the last fiscal year?

- 0 State-funded preschool programs
 - Early Head Start
 - 42 Head Start programs
 - 0 Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
 - 0 Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
- 233 Center-based
 - 8 Family Child Care

How many programs moved down at least one level within the TQRIS over the last fiscal year?

- 0 State-funded preschool programs
 - Early Head Start
 - 4 Head Start programs
 - 0 Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
 - 0 Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
- 109 Center-based
 - 1 Family Child Care

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas? (If yes, check all that apply.)

- ☒ Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)
- ☒ Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)
- ☒ Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)
- ☒ Early Learning and Development Standards
- ☒ A Comprehensive Assessment System
- ☒ Early Childhood Educator qualifications
- ☒ Family engagement strategies
- ☒ Health promotion practices
- ☒ Effective data practices
- ☒ Program quality assessments

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

*The following notes are related to the above program numbers.

Note: Early Head Start and Head Start numbers referenced above are not able to be reported separately, combined numbers reported under Head Start Programs and include Early Head Start and Head Start.

Note: Regarding programs receiving CCDF, 47 of the 109 centers and the 1 Family Child Care listed above went to a no rating because they closed, none of these are Head Start programs.

On October 1, 2013, Ohio implemented revisions to SUTQ which includes the addition of two tier levels, moving from a three to a five star system. The top three tiers of SUTQ are considered to be the highest levels of quality. At this level, classrooms are observed to verify that programs understand and can implement a comprehensive curriculum that addresses all developmental domains and is aligned to the Early Learning and Development Standards. In addition, programs are observed to determine if they are implementing a comprehensive assessment that is aligned to standards and is used to inform instruction. Classrooms also are observed to ensure a quality classroom environment that addresses the needs, abilities and interests of all students and provides positive adult child interactions.

Please see the APR for the first year of the grant for more details on Ohio's development of high-quality benchmarks at the highest levels of SUTQ.

With the addition of two new tiers to the current rating system, a new monitoring schedule has been developed for SUTQ. One Star rated programs will be visited every year, two and three star rated programs will be visited every other year, and four and five star rated programs will be visited every

three years. Two through five star rated programs will be required to submit an annual report, detailing progress made on goals identified in their continuous improvement plans, during years they do not receive an on-site monitoring visit. The creation of a new data system, which is used by staff from both ODE and ODJFS and began in fall 2013, will include an inspection tool that will eventually allow staff to complete licensing and SUTQ monitoring visits at the same time. The data system will allow staff to complete the licensing inspection and SUTQ verification visit while at the program and email a copy of the compliance results to the program for posting onsite. This will provide families enrolled at the program with timely information about licensing compliance and SUTQ rating results. The ODJFS website currently includes information about Step Up To Quality and the importance of high quality early learning and development settings. Licensing inspection findings and information about a program's star rating are searchable by multiple criteria, including a program's location and star rating level. When the new database is operational, this feature also will be used for ODE licensed programs, as well as small family child care homes. The information on program quality obtained from this data system will also be linked to child outcome information, including formative assessments and Kindergarten Readiness Assessment information, to inform decision-making about investments and further funding.

Performance Measures (B)(4)(c)(1)

In the table below, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.

Targets					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of programs covered by the TQRIS	1,074	1,358	1,643	1,986	2,528
Number of programs in Tier 1	548	679	450	375	425
Number of programs in Tier 2	320	405	375	400	520
Number of programs in Tier 3	206	274	338	590	713
Number of programs in Tier 4			270	375	500
Number of programs in Tier 5			210	246	370

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.

Actuals			
	Baseline	Year One	Year Two
Total number of programs covered by the TQRIS	1,074	1,200	1,432
Number of programs in Tier 1	548	520	690
Number of programs in Tier 2	320	402	0
Number of programs in Tier 3	206	278	431
Number of programs in Tier 4			311
Number of programs in Tier 5			0

Performance Measure (B)(4)(c)(1) Data Notes

Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

The number of rated programs were pulled from the Step Up To Quality database and the newly created Ohio Child Licensing and Quality System (OCLQS).

Performance Measure (B)(4)(c)(1) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

During Year 2 due to the transition from the 3-star to the 5-star TQRIS, there were approximately five months when programs were not able to initially register or to request an increased rating. ODE and ODJFS have both developed recruitment strategies and anticipate to continue to increase the number of rated programs. The greatest challenges to achieving the goals include staff capacity for completing the on-site inspections and the automation of the registration, on-site and rating verification process.

Performance Measure (B)(4)(c)(2)

In the table below, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS

Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	0	0%	0	0%	1,881	33%	3,762	66%	5,130	90%
Early Head Start and Head Start ¹	4,711	12%	6,304	16%	9,850	25%	15,760	40%	21,670	55%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619	0	0%	0	0%	2,333	10%	5,834	25%	11,668	50%
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds	7,369	15%	7,667	16%	8,146	17%	8,625	18%	9,639	20%
Other 1	0	0%	0	0%	0	0%	480	3%	990	6%
Describe:	Small family child care homes									
Other 2										
Describe:										
Including Migrant and Tribal Head Start located in the State.										

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

Actuals: Number and percent of Children with High Needs in programs in top tiers of the TQRIS

Type of Early Learning and Development Programs in the State	Baseline			Year One			Year Two		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	5,700	0	0%	5,700	0	0%	5,700	0	0%
Specify:	Early Childhood Education								
Early Head Start and Head Start ¹	39,383	4,711	12%	39,383	11,474	29%	39,106	18,974	48%
Programs funded by IDEA Part C									
Programs funded by IDEA Part B, section 619	23,336	0	0%	23,336	0	0%	24,048	0	0%
Programs funded under Title I of ESEA									
Programs receiving from CCDF funds	47,920	7,369	15%	47,920	9,947	21%	65,049	11,027	17%
Other 1	15,000	0	0%	15,000	0	0%	13,312	0	0%
Describe:	Small family child care homes								
Other 2									
Describe:									

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2) Data Notes

Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

The percentages for Year 2 may have changed from the original Targeted percentages based on the increase in the number of new programs reported in Year 2

Performance Measure (B)(4)(c)(2) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

The revised TQRIS was not implemented until October 1, 2013. Programs that were rated on October 1, 2013 under the three-star system were transitioned to a rating under the new five-star system. One-star programs remained a one-star, while two-star programs became three-star rated programs and three-star programs became four-star rated programs in the five-star system. This transition explains why there aren't any two or five star programs yet. Publicly funded preschool programs licensed by ODE (i.e., public preschool and preschool special education) are registered and beginning the process to be rated during the 2013-2014 school year which will put us back on schedule for meeting performance measures.

Validating the effectiveness of the State TQRIS (Section B(5) of Application).

Describe progress made during the reporting year in validating the effectiveness of the TQRIS during the reporting year, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

Leadership team members from ODE and ODJFS have begun working on the RFP for the validation of the revisions to SUTQ. A logic model and research questions have been drafted and conversations with the Ohio Department of Administrative Services have assisted in developing a timeline for completion of the RFP. Ohio is a BUILD state and we worked with BUILD to convene a group of national experts to consult with us on the use of classroom observation tools as part of the verification process. BUILD has provided technical assistance and resources regarding best practice and recommendations around building an effective validation study as well.

Ohio worked with a national expert on TQRIS and reviewed other states' standards and national research to inform the development of the benchmarks within each level or tier. In addition, Ohio reviewed the evaluation studies conducted previously on Ohio's three-tier model. Ohio plans to use reliable observers through the validation contract to conduct Environmental Rating Scales and Classroom Assessment Scoring System on rated and non-rated programs to evaluate differentiated levels of quality for programs participating in SUTQ. Finally, Ohio plans to examine child assessment information as part of its validation study in relation to observational measures to inform the extent the

tiers are tied to differential levels of program quality.

All children participating in publicly-funded programs will be assigned a unique student identifier (SSID) that protects individual identities and is utilized for all children in grades preschool to post-secondary. This identifier will eventually allow Ohio to be able to map the early learning and development experiences for children through to the universal kindergarten readiness assessment. Ohio will be able to analyze if children that participated in a highly-rated program produced better results on the kindergarten readiness assessment than peers that did not. In addition, as the SSID is implemented we will be able to analyze not only performance on the kindergarten readiness assessment but also performance on the third grade Ohio Achievement Assessment. This will allow Ohio to associate not only early childhood program quality information, but also school report card performance information, particularly our new performance measure in K-3 literacy progress, with longitudinal student performance data so we can better tie child outcomes to the quality of children's educational experiences from birth to grade three and beyond.

By spring 2015, all programs participating in SUTQ that are rated at a tier three or higher will be required to enter child assessment data into the new Ohio Early Childhood Comprehensive Assessment System (CAS), using the child's SSID number. Programs that are rated 1 or 2 will be asked to become familiar with assessments and participate in training to ensure they are prepared to administer assessments as they move to a 3, 4 or 5 star rating. The use of the EC-CAS and the SSID will protect children's privacy while allowing for the examination of child progress and evaluation of kindergarten readiness for children who are enrolled in programs that are highly rated. Ohio intends only to fund high quality programs.

Focused Investment Areas -- Sections (C), (D), and (E)

Select the Focused Investment Areas addressed in your RTT-ELC State Plan:

- ☒ (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- ☒ (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- ☐ (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- ☐ (C)(4) Engaging and supporting families.
- ☒ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- ☐ (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
- ☒ (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- ☒ (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Grantee should complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

Promoting Early Learning Outcomes

Early Learning and Development Standards (Section C(1) of Application)

The State has made progress in ensuring that its Early Learning and Development Standards (check all that apply):

- ☒ Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers;
- ☒ Cover all Essential Domains of School Readiness;
- ☒ Are aligned with the State's K-3 academic standards; and
- ☒ Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities.

Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Tools to Support Use of Birth to Kindergarten Entry Standards

All early learning and development programs in Ohio have completed or are in the process of fully integrating the new early learning and development standards into their curricula and classroom practices. The professional development coordination workgroup of state agencies including Departments of Health, Mental Health and Addiction Services, Developmental Disabilities, Education and Job and Family Services approved the final recommendations for the Model Curricula for the Early Learning and Development Standards which are called "Implementation Guides." The use of these guides support programs in implementing the standards in conjunction with their curriculum. In addition, the Curriculum Standards Assessment Alignment Tool was revised by cross agency staff members to align with the new child and program standards. The Tool is used to support the alignment of the Early Learning and Development standards to a program's child assessments and a program's curriculum.

Professional Development

Ohio is also supporting the implementation of the standards through professional development. Ohio identified and secured an external provider responsible for coordination of professional development delivery through Ohio state and regional networks. Ohio Early Learning and Development Standards Professional Development Modules were developed to support the implementation of the Birth to Kindergarten Entry Early Learning and Development Standards. The Modules are leveled and begin with an overview of standards-based education and an introduction to the Early Learning and Development Standards. Then as participants move to Level 2 and Level 3 of this professional development, they engage in specific content on each domain based on age level (birth through 36 months and 36 months to kindergarten entry). The new professional development modules are being deployed in Ohio through four key networks which are supported through the Ohio Departments of Education, Job and Family Services, Health and Mental Health and Addiction Services respectively. The networks include State Support Teams, Child Care Resource and Referral Agencies, Health Promotion Consultants, and Early Childhood Mental Health Consultants. The regional professional development networks were provided train-the-trainer training on the first module in June 2013 and following this provided the training to early learning professionals across the state. In August 2013, the regional networks were provided train-the-trainer training on the remaining modules and are deploying training on these modules to professionals serving children birth to kindergarten entry throughout Ohio. In 2013, a total of 10,899 professionals were trained through these new training modules.

Kindergarten to Grade 3 Standards & Model Curriculum

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Writing teams comprised of stakeholders and experts have been selected to assist with crafting standards and model curricula for K-3 in the areas of Approaches Toward Learning, Physical Well-being and Motor Development and Social-Emotional Development. These teams will also review current K-12 physical education standards and recommend changes and or expansions to K-3 standards to address the content within Ohio's physical well-being and motor development standards for birth to K entry. A cross agency leadership team met in May 2013 to make recommendations on how the writing process should proceed including identification of writing team members, structure of the standards, and implementation of the standards in Ohio. Writing teams met in January 2014 to work on the development of the standards. Next steps will include finalization of the standards and review for public comment and input.

Comprehensive Assessment Systems (Section C(2) of Application)

The State has made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to (check all that apply):

- ☒ Select assessment instruments and approaches that are appropriate for the target populations and purposes;
- ☒ Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;
- ☒ Articulate an approach for aligning and integrating assessments and sharing assessment results; and
- ☒ Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Cross-State Agency Professional Development Committee

The cross-agency professional development committee including Ohio Departments of Health, Mental Health and Addiction Services, Developmental Disabilities, Education, Job and Family Services, and the Governor's office meet 1-2 times per month. The group identified priorities for implementation of cross agency professional development which included aligning professional development for early childhood across State Agencies. The group also created cross agency professional development approval policies.

Professional Development Coordination

A contract for Professional Development Coordination was awarded in October 2013 with the goal of adding capacity to our existing regional professional networks and developing new professional development modules that focus on supporting early childhood professionals' use of screenings and assessments, work with young English Language Learners and the use of technology in the early childhood setting. To add more capacity to the regional networks, 12 Regional Professional Development Coordinators have been hired to work collaboratively in particular regions of the state with the networks which include Child Care Resource and Referral (R&R) staff, State Support Teams (SST), Health Promotion Consultants, and Early Childhood Mental Health Consultants. The Professional Development Coordinators will serve as a support for regional collaboration among professional development entities as well as serve in the role of Early Childhood coaches to selected protégés. They have received instruction in the "Teacher/Leader" coaching model which will support their work with protégés.

Early Childhood Mental Health Consultants and Health Promotion Consultants

Two of the above regional professional development networks are supported through the Early Learning Challenge Grant, one network includes 17 Early Childhood Mental Health Consultants, led by the Ohio Department of Mental Health and Addiction Services, and the second network includes the 10

Health Promotion Consultants led by the Ohio Department of Health. The Ohio Department of Mental Health and Addiction Services worked with local early childhood mental health boards to secure the early childhood mental health consultants. These consultants work with existing providers serving children with high needs to support early childhood professionals' use of standards and assessments related to social and emotional development and approaches toward learning. During June and August of 2013, many of these consultants participated in the Early Learning and Development Standards Train the Trainer. They have been working closely with the CCR&Rs as well as SSTs to determine services needed in their area and to collaborate on providing professional development. The Ohio Department of Health has secured health promotion consultants to work throughout Ohio to support early childhood professionals' use of standards and assessments related to physical well-being and health. The health promotion consultants have coordinated training dates and secured training locations within their region. Consultants are contacting programs and promoting their services with the intent of scheduling on-site trainings and technical assistance visits. Early childhood mental health consultants and health promotion consultants will continue to work with other regional professional development providers within their assigned regions to promote collaboration in professional development delivery to the early childhood system within their regions.

Supporting the use of the Comprehensive Assessment System

Through the Maryland-Ohio collaboration for the design and implementation of a Comprehensive Assessment System, professional development will be available to early childhood educators through multiple methods including face-to-face trainings, online trainings and communities of practice. This professional development will support the pre-administration of the assessment, administration, and interpretation and use of the assessment data after administration. In September through November 2013, Ohio and Maryland completed a pilot of the Kindergarten Readiness Assessment professional development system. In the spring of 2014, both states will pilot formative assessment professional development components of the system. The full-scale roll out of the Kindergarten Readiness Assessment professional development system will begin in April of 2014, followed by the Formative Assessment components in the fall of 2014.

Supporting the Use of Screening and Assessment Tools

Ohio has designed a professional development series to support the use of assessment in programs serving children birth through kindergarten entry. Professional development that explains what standards-based education is and how it relates to assessment will strengthen early childhood educators' understanding of the connection between standards and assessments was completed in August 2013. Training modules that address the purpose of assessments and how assessments support positive learning experiences for children birth through kindergarten entry were in development as of December 2013 including:

- An introduction to screenings and assessments related to health and development, including the difference between screening and assessment, purposes and uses and assessing technical adequacy;
- Choosing appropriate screenings for children from birth to kindergarten entry, including an overview of screenings for targeted populations and how to determine appropriate screenings, the use of screening results and communicating results to families;
- Assessing children from birth through kindergarten entry, including the overview of the purposes and uses of assessment, methods for collecting and interpreting information and using information to inform instruction.

Ohio anticipates this training and support course materials being available for early childhood educators in June of 2014.

Supporting the use of Measures of Environmental Quality and Measures of Adult-Child Interactions

Ohio has a two-part strategy for ensuring the quality of classroom environments and adult-child interactions in those environments: using a classroom quality screener at the state Tiered Quality

Rating and Improvement System level and using more in-depth classroom quality measures at the program/technical assistance level. In 2013, Ohio developed a new classroom observation tool to use as part of our updated Tiered Quality and Rating and Improvement System called Step Up To Quality. The new tool, called the Ohio Classroom Observation Tool (OCOT), was designed to quickly determine whether a classroom meets a minimum quality standard for a mid-level rating in Step Up To Quality. The tool allows Ohio to assess the quality of a large number of classes across the state. Ohio will also provide training on off-the-shelf valid and reliable measures of adult-child interactions and environmental quality. In 2014, Ohio will train regional professional development providers, such as State Support Team personnel and Child Care Resource and Referral consultants to reliably administer the Classroom Assessment Scoring System (CLASS) as well as the Environmental Rating Scales (ERS) that target infants, toddlers, preschool and family childcare. Providers will use these tools to create positive learning environments and foster positive interactions within those environments.

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials.

(Section D(1) of Application)

The State has made progress in developing (check all that apply):

- ☒ A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes; and
- ☒ A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework.

Describe the progress made during the reporting year, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Ohio has a Workforce Knowledge and Competency Framework called Ohio's Early Childhood Core Knowledge & Competencies (CKC) and a CKC Instructor Guide that have been used widely among child care providers. However district preschool programs have used Ohio's K-12 Educators Standards rather than Ohio's CKC. Similarly, Ohio's two-year higher education institutions have primarily prepared pre-service teachers using the Ohio CKC, while Ohio's four-year higher education institutions have primarily used the Ohio K-12 Educator Standards. Part of Ohio's RTT-ELC work includes a plan to review and revise Ohio's CKC and ensure they are utilized by professional development providers, higher education and local program providers in all sectors. This plan is being supported through a partnership with the Early Childhood Advisory Council.

Ohio implemented the following activities in 2013:

- Revised and expanded the CKC to reflect the expansion of the Early Learning and Development Standards birth to kindergarten entry, revision to the TQRIS program standards and the plans for the Comprehensive Assessment System. Ohio has an active professional development stakeholder group, the Ohio Professional Development Network (OPDN) that also includes state agency staff members. OPDN led the revision of the current CKC draft document and CKC instructor guide to meet the newly revamped QRIS model and the Early Learning and Development Standards. The draft is being reviewed by a cross agency leadership team to determine what further revisions should be made before finalized and posted for public comment;
- Drafted a bridging document to assist early childhood professionals, faculty and professional development providers with understanding the purpose and content of the CKC and the alignment to the K-12 Educator Standards. As the CKC document is finalized the bridging document will be updated to reflect the final version;
- Report drafted that documents the current progression and availability of degrees and credentials for early childhood professionals;
- Created a plan to convene a meeting with Ohio Board of Regents and the Governor's office to plan and identify strategies on how we can engage higher education faculty with opportunities for training and education related to the advancements in Early Learning and Development Standards birth to kindergarten entry, revision to the TQRIS program standards and the plans for the Comprehensive Assessment System. The goal is to help faculty develop ways to incorporate the Core Knowledge and Competencies into their coursework. ODE and ODJFS co-hosted a meeting in June 2013 to introduce the new standards to two and four higher education institutions.

Measuring Outcomes and Progress

Understanding the Status of Children's Learning and Development at Kindergarten Entry (Section E(1) of Application)

The State has made progress in developing a common, statewide Kindergarten Entry Assessment that (check all that apply):

- ☒ Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;
- ☒ Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;
- ☒ Is administered beginning no later than the start of the school year in the third year of the grant to children entering a public school kindergarten (e.g., the 2014-2015 school year for Round 1 grantee states, the 2015-2016 school year for Round 2 grantees). States may propose a phased implementation plan that forms the basis for broader statewide implementation;
- ☒ Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and
- ☒ Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

Describe the domain coverage of the State's Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

The domains included in Ohio's new Kindergarten Readiness Assessment are Mathematics, Science, Social Studies, Language and Literacy, Physical Well-Being and Motor Development, and Social Foundations (which includes social emotional development, approaches toward learning, and executive functioning).

Ohio, Maryland, and our assessment development partners are employing an iterative process to ensure the technical adequacy of the Kindergarten Readiness Assessment. Through quantitative and qualitative data collection and analysis over the phases of assessment design, development, and implementation, extensive evidence has been gathered, and will continue to be gathered, to document the validity and reliability of the assessment results for determining the status of children's learning and development at kindergarten entry. Specifically, we engaged experts and stakeholders (national technical advisory committee, state and local advisory councils, stakeholder and expert ad hoc committees, and a multi-partner leadership team) in the assessment design and development phases and will continue to seek their input throughout the implementation phase.

We completed three phases of piloting with kindergarten students and teachers. Phase one, the cognitive interviews, were conducted in January 2013. In phase one, 14 Ohio students and 14 Ohio Teachers provided feedback on item prototypes. Phase two, the pilot, was completed in April 2013. One hundred sixty one students and 27 teachers participated in the pilot that included items from 4 of the 6 Kindergarten Readiness Assessment domains. The assessment vendor used the results of both the cognitive interviews and the pilot to make data-driven changes to item types, content, wording, graphics, and administration procedures. Phase three, a large scale field test was completed in November and December 2013. Nearly 3500 Ohio Students and 127 teachers participated in the field test, which included all six domains. In 2014, we will review the data from phase three (the field test) to identify the final set of items for statewide administration and develop scoring and reporting

components for the statewide administration.

The administration window for Ohio's Kindergarten Readiness Assessment is set in state statute as "not earlier than the first day of the school year and not later than the first day of November" and will be administered beginning in fall 2014 for all Ohio kindergarten students statewide

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Ohio, in collaboration with Maryland, has already made measureable progress in the development of its Kindergarten Readiness Assessment. In 2013, three phases of piloting were completed with assessment items. The results of the third phase, the field test, will be used to identify the final set of assessment items for statewide administration in 2014, along with scoring and reporting components of the assessment. Additionally, professional development and teacher-level technology components of the assessment were field tested in 2013. In the spring of 2014, Ohio will complete field testing of the child-level technology components of the assessment. Ohio's statewide administration of the Kindergarten Readiness Assessment including all related professional development and technology components will be completed in 2014.

Early Learning Data Systems (Section E(2) of Application)

The State has made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that (check all that apply):

- ☒ Has all of the Essential Data Elements;
- ☒ Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- ☒ Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- ☒ Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- ☒ Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

Describe the progress made during the reporting year, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above. Describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Essential Data Elements and Status of Early Childhood Coordinated Data System

The state already collects the essential data elements that are necessary to support the development of an Early Childhood Coordinated Data System. In 2013, Ohio continued work on multiple projects to support and enhance this objective. All of the program, workforce, and child data exist among the different state agencies of Education, Job and Family Services, Health, Mental Health and Addiction Services, and Developmental Disabilities. Through several projects in RTT-ELC, Ohio is building on the data elements with a primary focus on being able to share and exchange data across agencies.

Enabling Uniform Data Collection and Easy Entry of the Essential Data Elements; Facilitating the Exchange of Data Among Participating State Agencies

Child Link System Status

Ohio is implementing a project that will ensure all children in publicly-funded early learning and development programs are assigned the same unique student identification number that is also used for children in grades prekindergarten to post-secondary in Ohio. Data attached to this number will not include personally identifiable information, thus protecting each child's privacy and no information will be shared with the federal government. Ohio legislation effective July 2012 mandated the use of this student identification number by state agencies that serve children birth to kindergarten entry in publicly funded early learning and development programs. This project funds the information technology infrastructure for assigning the unique identification number which will enable state agencies to share information and data across the birth to kindergarten entry age spectrum and link it to K-12 as well.

The Ohio Department of Job and Family Services (ODJFS) who is responsible for publicly funded child care administration completed system development and is scheduled to begin issuing and storing SSIDs in February 2014. Ohio will now have a common identifier (SSID) for children in Part B and C of IDEA, child care and public preschool which is also utilized at the K-12 and post-secondary levels. The Ohio Department of Health who already issues SSIDs for children in Part C - IDEA, has identified some system enhancements that can be made to their data system that issue and stores SSIDs to

ensure accuracy.

State Longitudinal Data System/P-20 Repository Status

ODE is currently working with the Ohio Board of Regents (BOR) to build and deploy a Statewide Longitudinal Data System (SLDS). The SLDS --or the P20 Repository as it is commonly referred to --is in the development and loading stages of the project. We requested and received a one year grant extension to June 2014. The data from the systems has been grouped by content and prioritized based on the criticality of the data, operational capacity and agency schedules. At this time, the agencies have finished the work of loading the first three groups of data --out of 9 total groupings. This includes BOR Higher Education Institutions key data, which is most of the student enrollment, coursework, entrance and general organizational data from the BOR database, ODE educator data and general organizational data from the ODE databases. The remaining groups are in various stages of development due to other initiatives taking priority over the P20 SLDS development. ODE will continue to load the remaining groups of P12 data as they are completed. The P-20 repository is scheduled to be fully loaded and work complete by June 30, 2014.

In coordination with the building of the P-20 Repository, ODE and BOR have been working on a data governance structure that will support the use of the P-20. Legislation was passed in Ohio prior to all the work on the P-20 stipulating that each agency will continue to own their own data, and that prior to the deployment of the P-20 there would be a governance structure and a strategic plan. The Data Governance Manual and policy is still a draft version and not approved yet. That manual and policy has to be signed by both agencies before the first production data can be shared. The P-20 strategic plan is in the final draft stages but not approved yet. It must be completed with signatures before the first production data can be shared.

Generation of Information that is Timely, Relevant, Accessible and Easy to Use for Continuous Improvement and Decision-making

Child Identification Number

By leveraging key cross-state agency projects and using RTT-ELC funding to expand upon existing early learning data system infrastructure, Ohio will be able to generate information that is timely, relevant and accessible for state agencies, local programs and early childhood educators. By implementing the unique privacy-protected child identification number for all children in publicly-funded programs, Ohio will be able to link information across programs, agencies and funding streams. Implementing a cross-agency memorandum of understanding that clarifies the sharing and use of information, will allow the agencies to begin providing answers to critical policy and research questions.

Step Up To Quality Data System

Ohio has implemented a data system for its tiered quality rating and improvement system called Step Up To Quality (SUTQ) which contains program quality data for ODE and ODJFS funded programs across the two agencies. This data is based on Ohio's SUTQ program standards which will allow for a common way of evaluating quality of early childhood programs. This system will also be expanded in 2015 to include licensing data for ODE and ODJFS funded and licensed programs across the two agencies which when implemented will also ensure compliance with basic health and safety standards addressed through licensing. Through work accomplished in 2013, programs now have access to the new SUTQ data system. The Ohio Child Licensing and Quality System (OCLQS) is a web-based system that allows programs to register for a star rating and monitor their continuous improvement efforts through SUTQ. We will eventually be able to track compliance history of health and safety standards through reports that are generated after a licensing or SUTQ visit. In addition, families and members of the public will have access to online information about the quality of early childhood programs.

Maryland and Ohio EC-CAS Data System

State programs will have access to a data system that will house aggregated child assessment information in all domains of school readiness at the prekindergarten and kindergarten level through the Maryland and Ohio Early Childhood Comprehensive Assessment System Project. Early childhood

programs from all sectors including districts, child care and family child care will use a standardized technology infrastructure to input child assessment results into Ohio's longitudinal data system and ODJFS' early childhood assessment database. Programs licensed or funded through ODE and ODJFS will be able to immediately access this child assessment information in a way that will assist them in making instructional decisions and sharing information with families. State level decision-makers also will have access to aggregate information that does not include personal student information for districts, programs, regions and the states.

During the Kindergarten Readiness Assessment field test in November and December 2013, Kindergarten Teachers in Ohio and Maryland piloted a field test version of the assessment data system. The field test version included access to items and fields for inputting scores and comments. Teachers reported their experience with the data system through an online survey completed in December 2013. Additionally, the field test provided an opportunity to pilot student-level data sharing between Ohio school districts and the assessment data system. A Memorandum of Understanding was put in place in October 2013 for the sharing of student-level data between Ohio schools and the new assessment data system.

Meets Data System Oversight Requirements and Federal, State and Local Privacy Laws

Each of the agencies have data governance policies in place, but new cross-agency governance committees are being established to address data sharing and confidentiality. Section 1347.15 of the Ohio Revised Code requires each state agency to adopt rules related to accessing confidential personal information and designation of an individual who serves as the data privacy point of contact. The rules adopted by the various state agencies are to ensure compliance with all applicable federal and state privacy/confidentiality laws including, but not limited to, Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Gramm- Leach- Bliley Act (GLB), Americans with Disabilities Act (ADA), and IDEA. Additionally, the state of Ohio has established an information technology standard that specifies the minimum requirements for information security in all agencies, and identifies the National Institute of Standards and Technology (NIST) Special Publication 800-53, revision 3 (NIST 800-53) as the framework for information security controls implementation for the state. Early efforts are underway to initiate different projects that will address cross-agency and global data system oversight requirements.

Cross-Agency Memorandum of Understanding on Data Sharing and Use

Ohio participating state agencies are finalizing a general data sharing Memorandum of Understanding (MOU) for the agencies cooperating on the RTT ELC grant. The MOU will be a general data sharing agreement between the agencies that will provide a framework and overall commitment for sharing data. The draft MOU has been shared with agencies leadership and legal departments and is currently in its final draft stage and will next be sent to each agencies legal department for final approval. The final version with signatures is projected to be in place by March 2014.

Strategies to Ensure Measurable Progress

At both the state and federal levels, there is an enhanced focus and significant investment on strengthening decision support for early childhood development in order to support school readiness. Recent changes to state policies, such as requiring a Statewide Student Identification Number (SSID) for early childhood publicly-funded programs, are establishing a foundation for enabling data linkages, integration and sharing that have not been possible in the past. State of Ohio initiatives such as RTT-ELC and the Integrated Eligibility and Health and Human Services (HHS) Business Intelligence Project will establish the technical infrastructure and capabilities for supporting cross-system data sharing and integration on a statewide basis. To support this focus and investment, various projects described above have been initiated. These projects will create the foundational artifacts needed to support an enterprise level and cross-agency early learning and data sharing system.

Data Tables

Commitment to early learning and development.

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application. Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should provide data for the reporting year as well as previous years of the grant. Tables 6 and 7 may be updated only where significant changes have occurred (if no changes have occurred, you should note that fact).

Table (A)(1)-1: Children from Low-Income¹ families, by age

	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	67,331	8%
Toddlers ages 1 through 2	134,662	16%
Preschoolers ages 3 to kindergarten entry	216,620	25%
Total number of children, birth to kindergarten entry, from low-income families	418,613	49%

¹ Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Data Table A(1)-1 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed.

National Center for Children in Poverty, 50-State Data reports calculated from the 2011 American Community Survey, representing information from 2011. State data were calculated from the 2009-2011 American Community Survey, representing information from the years 2009 to 2011. Children are defined as poor if family income is below the federal poverty level. The National Center for Children in Poverty 2010 report was used to report last year's data and because a different data source was used by NCCP in their 2010 report, there is an increase in the number of children birth to kindergarten entry reported for this year.

Table (A)(1)-2: Special populations of Children with High Needs

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs.

Special populations: Children who...	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays ¹	35,121	4.1%
Are English learners ²	24,728	3%
Reside on "Indian Lands"	0	0%
Are migrant ³	1,000	0.12%
Are homeless ⁴	7,228	1%
Are in foster care	4,428	0.5%
Other as identified by the State		
<i>Describe:</i>		

¹For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

²For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.

³For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

⁴The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Data Table A(1)-2 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed.

Poverty data is from National Center for Children in Poverty (NCCP)

The number of children who have disabilities or developmental delays has decreased due to a program being phased out and new rules for two other programs in Part C that have decreased eligibility.

Migrant data is from the 2012-2013 Head Start Program Information Report.

Foster care data is from the Office of Families and Children's IV-B plan report survey - October 1, 2013.

Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool			5,700	5,700
Specify:	Early Childhood Education			
Data Source and Year:	Slots offered statewide through Early Childhood Education Entitlement Grant			
Early Head Start and Head Start ¹	1,387	3,905	33,814	39,106
Data Source and Year:	Ohio Head Start FY 13			
Programs and services funded by IDEA Part C and Part B, section 619	1,599	9,474	24,048	35,121
Data Source and Year:	Part C Child Count Report December 2013 and December Child Count 12/1/13 (EMIS)			
Programs funded under Title I of ESEA		13	26,296	26,309
Data Source and Year:	CSPR School Report for FY13			
Programs receiving funds from the State's CCDF program	13,319	21,384	43,524	78,227
Data Source and Year:	Child Care Information Data Systems (CCIDS) - 2013			
Other 1	2,577	2,430		5,007
Specify:	Home Visiting			
Data Source and Year:	ODH - Early Track Child Count - 2013			
Other 2				15,616
Specify:	Mental Health Treatment from Public Mental Health System			
Data Source and Year:	Multi-Agency Community Services System (MACSIS) - 2013			
Other 3				
Specify:				
Data Source and Year:				
Other 4				
Specify:				
Data Source and Year:				
Other 5				
Specify:				
Data Source and Year:				
Other 6				
Specify:				
Data Source and Year:				

Table (A)(1)-3a - Additional Other rows

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other 7				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 8				
<i>Specify:</i>				
<i>Data Source and Year:</i>				

¹ Including Migrant and Tribal Head Start located in the State.

Data Table A(1)-3a Data Notes

Enter text here to clarify or explain any of these data if needed.

Multi Agency Community Services Information System (MACSIS) for Mental Health Treatment from Public Mental Health System is only able to provide the Total Participation of Children with High Needs.

CCDF: The number used reflects the monthly averages for calendar year 2013 (January - December 2013).

Home Visiting numbers have decreased due to system changes which reduced eligibility for this program.

*Note: In 2013-2014 school year, an additional \$ (b)(4) was allocated to Early Childhood Education which added 2,450 more children to Ohio's public preschool program. However, the 5,700 in the chart reflect the 2012-2013 school year/FY 2013.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs.

Number of Children							
Type of Early Learning and Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	267	10	28	710	10	348	4,340
Specify:	ECE						
Early Head Start and Head Start ¹	3,387	294	313	12,984	101	3,519	17,102
Early Learning and Development Programs funded by IDEA, Part C	422	25	139	1,718	12	491	8,266
Early Learning and Development Programs funded by IDEA, Part B, section 619	1,121	14	338	2,852	14	1,120	18,589
Early Learning and Development Programs funded under Title I of ESEA	1,493	19	182	5,286	23	1,493	18,092
Early Learning and Development Programs receiving funds from the State's CCDF program	3,576	50	225	34,802	41	3,509	22,846
Other	302	15	34	1,394	10	319	2,669
Describe:	Home Visiting						
¹ Including Migrant and Tribal Head Start located in the State.							

Data Table A(1)-3b Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed.

Mental Health Treatment from Public Mental Health System should be included in the table above and has the following breakout reported from its Multi Agency Community Services Information System (MACSIS): 4,561 - African American; 10,878 - White; 296 - Unknown/Other.

CCDF numbers are for children who received services in December of 2013. Table (A)(1)-3a reflects the monthly averages for calendar year 2013 (January - December 2013). Also, caretakers are not required to identify a race/ethnicity so this table's total will not total Table (A)(1)-3a.

Due to Department data reporting rules, counts of less than 10 students have been entered as a count of 10. *Head Start and Early Head Start counts included 1,406 children coded as "Unknown or Other".*

Some of the Race/Ethnicity totals by program reported do not match the number of children served in table Table (A)(1)-3a. Data systems for the following programs: IDEA Part B; Title I of ESEA; CCDF and Home Visiting do not have an unduplicated count of children by Race/Ethnicity and a child may count in two different categories.

Table (A)(1)-4: Data on funding for Early Learning and Development.

Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.

Funding for each Fiscal Year					
Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
Supplemental State spending on Early Head Start and Head Start¹	0	0			
State-funded preschool	(b)(4)				
<i>Specify:</i>	ECE				
State contributions to IDEA Part C	(b)(4)				
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry					
Total State contributions to CCDF²					
State match to CCDF Exceeded / Met / Not Met	Met	Met	Met		
<i>If exceeded, indicate amount by which match was exceeded</i>					
TANF spending on Early Learning and Development Programs³	(b)(4)				
Other State contributions 1					
<i>Specify:</i>	Help Me Grow (non-Part C)				
Other State contributions 2	(b)(4)				
<i>Specify:</i>	Early Childhood Mental Health Consultation				
Other State contributions 3	(b)(4)				
<i>Specify:</i>	State GRF - ALI Early Care and Education used for Publicly Funded Child Care				
Other State contributions 4					
<i>Specify:</i>					
Other State contributions 5					
<i>Specify:</i>					
Other State contributions 6					
<i>Specify:</i>					

Table (A)(1)-4 - Additional Other rows

Funding for each Fiscal Year

Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
Other State contributions 7					
<i>Specify:</i>					
Other State contributions 8					
<i>Specify:</i>					
Total State contributions:	(b)(4)				

¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

² Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

³ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Data Table A(1)-4 Data Notes

Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

The funding information provided for Year Two is for State Fiscal Year 2013 which runs July 1, 2012 - June 30, 2013.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs. However, the current year should match the program totals reported in Table (A)(1)-3a.

Total number of Children with High Needs participating in each type of Early Learning and Development Program ¹			
Type of Early Learning and Development Program	Baseline	Year One	Year Two
State-funded preschool (annual census count; e.g., October 1 count)	5,700	5,700	5,700
Specify:			
Early Head Start and Head Start ² (funded enrollment)	39,383	39,106	39,106
Programs and services funded by IDEA Part C and Part B, section 619 (annual December 1 count)	37,256	36,886	35,121
Programs funded under Title I of ESEA (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)	21,658	25,727	26,309
Programs receiving CCDF funds (average monthly served)	62,920	77,774	78,227
Other	7,881	6,133	5,007
Describe:	Home Visiting Program		

¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Data Table A(1)-5 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

For Early Head Start and Head Start, Fiscal Year 2013 information was inadvertently reported out for Fiscal Year 2012. Number should have been 39,181 for year 1 and should be 39,106 in year two.

The number of children in IDEA Part C has decreased due to a program being phased out and new rules for two other programs in Part C that have decreased eligibility.

CCDF numbers are for children who received services in December of 2013.

Mental Health Treatment from Public Mental Health System should be included in the table above and has the following breakout reported from its Multi Agency Community Services Information System (MACSIS): 13,281 - Baseline; 14,114 - Year One; 15,616 - Year Two.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards

Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

Data Table A(1)-6 Notes

Enter text to explain or clarify information as needed.

The State Board of Education adopted Ohio's Birth to Kindergarten Entry Early Learning and Development Standards in October of 2012 which address all Essential Domains of School Readiness.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State.

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	X	X	X	X	
<i>Specify:</i>					
Early Head Start and Head Start ¹	X	X		X	
Programs funded by IDEA, Part C	X	X	X		
Programs funded by IDEA, Part B, section 619	X	X	X	X	
Programs funded under Title I of ESEA	X				
Programs receiving CCDF funds	X				
Current Quality Rating and Improvement System requirements (Specify by tier)					
Tier 1					
Tier 2			X	X	
Tier 3	X	X	X	X	
Tier 4	X	X	X	X	
Tier 5	X	X	X	X	
State licensing requirements	X				
Other 1	X				
<i>Describe:</i>	Home Visiting Evidence-based parent education programs				
Other 2	X	X	X		
<i>Describe:</i>	Early Health Mental Consultation				
Other 3					
<i>Describe:</i>					
Other 4					
<i>Describe:</i>					
Other 5					
<i>Describe:</i>					

¹ Including Migrant and Tribal Head Start located in the State.

Data Table A(1)-7 Notes

Enter text here to clarify or explain any of the data, if necessary.

N/A

Budget and Expenditures

Budget Table 1 Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Please see the individual project Budget Narrative Forms for an explanation for each project.

Budget Table 1 Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Educations and Health and Human Services.

Appendix 16

Kagan Executive Summary

**Understanding and Using Ohio Research on
Programs for Young Children**

Executive Summary

Prepared for:

Early Childhood Advisory Council

Prepared by:

The National Center for Children and Families

Teachers College, Columbia University

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September 6, 2013

Understanding and Using Ohio Research on Programs for Young Children

Executive Summary

Introduction

Ohio has made significant efforts to provide high quality programs for its young children and families. With the potential for expanding such efforts at hand, State leaders and the Early Childhood Advisory Council (ECAC) were interested in consolidating information about the effects of systematically-evaluated, Ohio-based early childhood programs. To that end, a research team from Teachers College, Columbia University's National Center for Children and Families was asked:

- To review and evaluate the rigor of evaluation studies of select Ohio-based programs and services that appear to effectively support the development of young children
- To create a usable compendium of evaluations of some Ohio-developed early learning efforts at the state and local levels that may: (i) demonstrate promising results for young children; and (ii) have strong potential for replication
- To provide information for policymakers that will enable them to understand the strength of existing data from current programs

To these ends, the ECAC, working with the research team from Teachers College, identified the studies to be evaluated. To be included, programs had to receive some state funding, their evaluation study had to measure child outcomes, and they had to be willing to participate in the study by sharing evaluation materials and completing a survey. Each set of submitted materials was reviewed for its: (i) design and thoroughness; (ii) results; and (iii) potential for replication/generalizability beyond current implementation sites. Conducted during June, July, and August of 2013, the study adhered to rigorous scientific methods and yielded findings that should be useful to policymakers, practitioners, parents, and researchers.

The Approach

To address the three goals of the study, three scales were developed, piloted, and used in the analysis. The first scale was designed to assess the scientific validity of the reviewed studies and included 16 items, such as the use of a comparison group, the quality of the instruments, and the size and representativeness of the sample. The second scale assessed the nature and magnitude of the reported program impacts by evaluating the substantive impact each program had on the population it served, based on the findings from the study. It was necessary for a study to have a comparison group design, and to have tested for – and obtained – statistical significance on a child outcome in at least one developmental domain to receive credit on this scale. The third scale assessed the ease with which the program could be replicated elsewhere in Ohio. The scale

included items regarding the documentation and availability of program materials, and whether the program had already been replicated.

After establishing reliability, two researchers reviewed and rated all studies, using consensus scoring to resolve any differences between them. Because the number of items in each scale varied, the raw scale scores were converted to percentages so that they would be comparable. These numerical scores were then converted to verbal categories of low, medium, and high, and a language rubric was used to establish consistency in how the report describes the methodological rigor, apparent impact, and replicability of each program.

The Results

Fourteen programs were included in the study; five provided center-based preschool care, four provided home visiting, four provided services to classrooms, and one provided family-based mental health services. The majority of programs were regional rather than statewide.

Given the costs, planning, and technical expertise required for this kind of evaluation research, the programs are to be commended both for undertaking these evaluations and for their impressive results. Overall, there were several strong studies, with one evaluation being *highly persuasive* in terms of its validity and program impacts; two other studies demonstrated *persuasive* evidence of program effectiveness. Another six studies were deemed *credible* because they demonstrated a statistically significant result on one outcome, although the study designs had some strengths and weaknesses. The five remaining studies were considered to have findings only *suggestive* of program effectiveness.

We also found four studies to be *highly replicable*, and seven studies to be *replicable*, suggesting that while some additional program documentation would be helpful, they are likely to be amenable to replication. An additional three studies could not be assessed for their replicability, as their samples included data from multiple programs that lacked a unifying program model.

The Recommendations

In terms of *policy and practice*, the review suggested that there are a number of considerations related to scaling up the programs reviewed in this research. Ohio has a solid array of different kinds of programs for children and families that bear replication. But replication is not an easy process and replication must be carefully planned. To that end, Ohio might:

- Understand that early childhood is a broad field that embraces different kinds of programs, and no single program—no matter how effective—can meet the full developmental needs of all children and all families. To that end, a multi-faceted plan should be embraced.
- Consider expansion/replication of several of the programs in this review because they have excellent potential for producing positive effects for young children.

- Realize that the effectiveness of any large-scale program expansion is not only contingent upon the program model, but on the infrastructural resources that exist in communities, including the professional workforce, the governance and accountability mechanisms, and the quality monitoring and control efforts. Enhancement of these infrastructural supports must accompany any sizable program expansion effort.
- Develop a replication plan for each program that will be replicated, assuring that such a plan delineates the required versus the recommended aspects of the programs to be replicated. Such a plan should also have a clear set of professional development protocols and provision for a process evaluation. To establish the evaluation protocols, criteria for replication success must be developed.
- Build upon the considerable replication expertise and experience in Ohio.
- Understand that sufficient time is needed for cross-site networking and phased-in replication, in locales where necessary.

In terms of *planning for future data and research*, the recommendations are predicated on the understanding that more sophisticated research is needed to advance the quality and policies associated with good programs, not to determine the overall correlates of quality programs; that is known. We also note that once proven effective, programs do not need to repeat the same research questions; rather, their data collection efforts can be directed toward program improvements and toward meeting the needs of sub-populations. In short, we recommend the following to advance research:

- Assure that all programs are funded to levels that will achieve quality.
- Recognize that all research does not serve the same function so that the State and funding entities must be clear in specifying research intentions.
- Support diverse data collection efforts with the understanding that data can and must service different functions: monitoring the amounts and quality of services provided, including instructional quality; discerning the performance and progress of children/students; and discerning the capability of personnel.
- Develop consolidated state databases related to program and child outcomes.
- Disseminate research broadly, but assure the confidentiality of the research process and the privacy of those being researched.

Conclusion

Early childhood programs often receive public funds with the proviso that they undertake evaluative research. While this is often a worthy goal, it is questionable as to whether it always represents the best use of scarce public resources. It is important to remember that different data collection strategies fulfill different needs. Future data collection efforts should have well-articulated goals at the outset. Programs that wish to conduct program evaluations should be supported so that they can adopt the most rigorous study design possible. Programs that have already been shown to be effective should direct their efforts at ongoing monitoring, which is less costly than evaluation.

Investing public resources in young children and the infrastructural supports to foster quality programs has paid off in Ohio and throughout the world. With proven

success under its belt, early childhood education can begin to conceptualize second generation research; it can ask more nuanced questions that do not focus only on program effectiveness, but probe more deeply into what programs work best under what conditions, and for whom. Adhering to rigorous standards of objectivity, this analysis should be helpful in guiding not only future expenditures for young children in Ohio but also future research and evaluation. To that end, this work has been directed, and is dedicated to the advancement of Ohio's children, families, and professionals. .

Appendix 17

Ohio's Core Knowledge and Competencies

(b)(6)

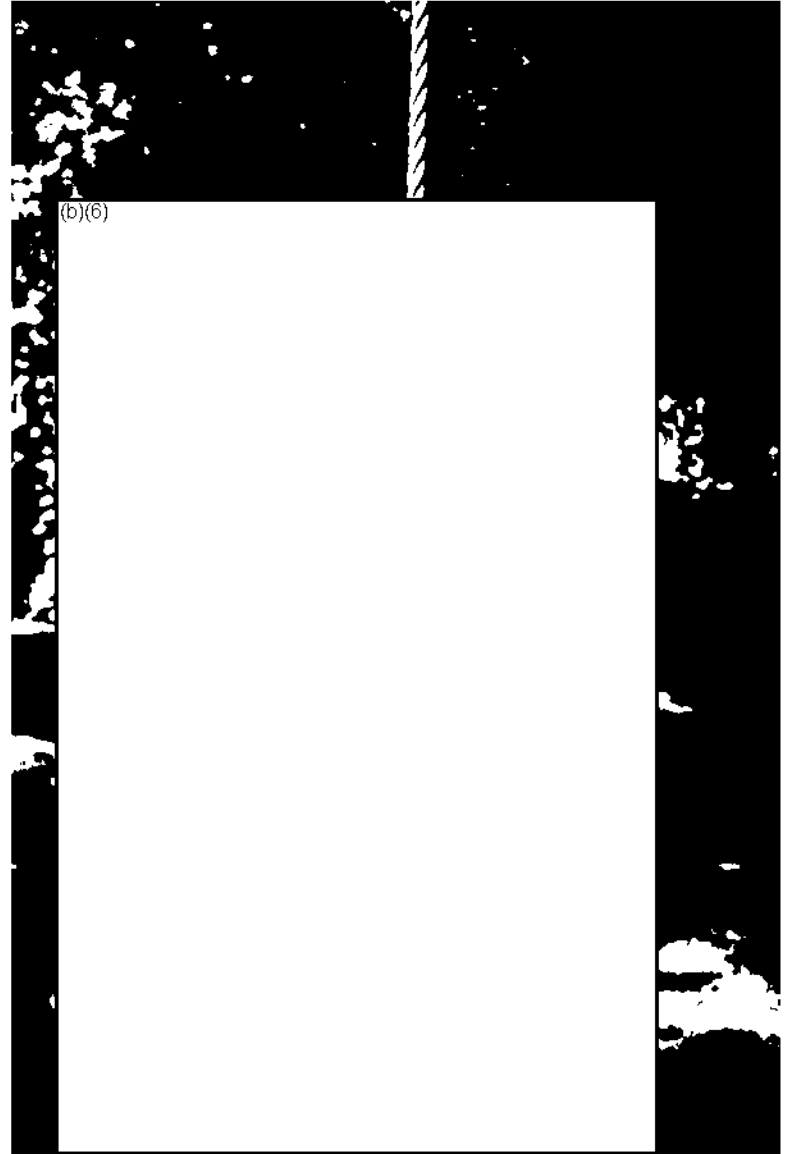
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Ohio's Early Childhood Core Knowledge & Competencies

 Ohio Professional
Development Network
Career resources for early childhood & afterschool professionals

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Young children are amazing! Inside the vulnerable, wobbly head of the youngest newborn is a stunning amount of sophisticated brain activity! Thanks to modern science, we are just beginning to understand just how perfectly equipped and innately capable children are from the start to learn, to function, to adapt, and to make sense of the world in which they are born.

But modern science has also shown that the amazing capabilities of each child are not enough by themselves to ensure a successful passage into a healthy, happy adulthood. Decades of research have made it abundantly clear – the adults who care for and educate young children will shape:

- children's understanding of themselves, others and the world around them;
- the pathways of children's physical, social, cognitive, and emotional development; and
- even the very structure of the young child's brain!

Parents, of course, are their children's first and most influential caregivers and teachers. During the course of their early years, however, most of the children in Ohio will also have their development and experiences shaped by at least one early childhood professional – someone dedicated to the well-being of young children, birth to age eight, and their families. In this document, you will discover the breadth and depth of knowledge and skills that are needed to fully foster young children's inborn capabilities.

Core Knowledge

The Ohio Core Knowledge and Competencies for Early Childhood Professionals is based on the understanding that there are critical areas of knowledge and skills that are necessary for early childhood professionals to have if young children are to thrive under their care. Core Knowledge strives to clearly communicate the nature of these critical areas of professional practice and be useful to anyone who is interested in the competency of early childhood professionals, whether it be those working or considering work in the field, those families who depend upon early childhood services, or those who make decisions and policies about early childhood professionals.

A Note About Wording

In writing this document, some key decisions were made about language that would be used. Ohio's Early Childhood Core Knowledge and Competencies was developed by people in a wide variety of disciplines and roles within the early childhood profession and defines and describes what we, as early childhood professionals, know and do and why. It is intended to be a statement from us, the early childhood professional community in Ohio, and it is our sincere desire that each of you who share in this work will see yourself in these pages and feel that you are well-represented here.

Early childhood professional is the term chosen for those whose work is represented in Core Knowledge. It is intended to encompass not only those who have the responsibility for the direct care and education of young children but all those whose primary work responsibilities are related to the well-being of children birth through age eight. These professionals, though they are found in a wide variety of roles and settings, share a common goal of ensuring young children's healthy development, optimal care, and success and joy in learning.

Professional practice is the term chosen to describe the early childhood professional's work. It is a phrase intended to include all of the customary activities and responsibilities – the "practices" – of work focused on young children and their families.

Recommended practices is the term chosen to describe professional practices that are generally considered to be the most highly recommended by the field, based on current research and the collective wisdom of expert practitioners at this time. It is understood that, as new evidence arises, the practices that are recommended in the care and education of young children may change.

A glossary can be found in Appendix A that defines many more of the terms used throughout Core Knowledge and within specific content areas. Words that are defined in the glossary are marked with an asterisk*.

What and Why

Core Knowledge and Competencies define what all adults who work with young children need to know, understand and be able to do in order to ensure that children have the best possible environments, experiences and relationships in which to grow and learn. Core Knowledge is based upon all that we currently know about young children's development, care and learning through research as well as the combined wisdom of leaders in our field.

Having a clearly defined Core Knowledge and Competencies has many benefits:

- Work with young children gains stature as a profession when everyone understands that it requires specialized knowledge, skills and dispositions gained through education and ongoing professional development.
- Core Knowledge represents the scope of professional practice and can provide a well-rounded framework for the preparation of newcomers to the field and the continued professional growth of those already working with young children and their families.
- Lastly, a Core Knowledge document that covers a range from entry level to master level is a helpful tool as individuals assess their own knowledge and skill level and chart a course for their own development.

Guiding Principles

The process of creating Core Knowledge for Ohio's early childhood community involved the wisdom, creativity, and passion of a committed group of the state's early childhood professionals. The Ohio Early Care and Education Professional Development Network invited professionals from across the state to join one of six writing teams, a team for each of the six identified Core Knowledge content areas. The resulting teams, each with ten members, represented many roles and settings in which early childhood professionals work. (Please see the Acknowledgements on page 8 for a list of all of the writing team members.)

The writing teams were strongly committed to a set of eight guiding principles. The writing teams labored to create a Core Knowledge and Competencies document that would:

1. identify the key concepts that apply to anyone working with young children;
2. apply to early childhood professionals who work with young children and their families to provide care and/or education in many different settings and roles;
3. represent knowledge and observable skills needed for all levels of professionals, from beginners just entering the field through those at an expert level;
4. apply to the development, care and learning of children from birth through age eight;
5. recognize that children with special needs are included in the population of children that all early childhood professionals serve;
6. be culturally sensitive and respectful;
7. be based on what is currently known, from research and expert wisdom, about young children and the practices that best support them in their development and learning; and
8. be reader-friendly and useful in a variety of ways.

Definitions

Six broad content areas were identified as key categories of specialized knowledge that shape early childhood professional practice. Here we give general definitions of each. They are in no particular order and should be seen as equally important areas of professional knowledge and competency that are interrelated and dynamic.

Child Growth and Development:

Early childhood professionals base their practice on an understanding of all of the ways that children change over time, including expected patterns of development as well as the many ways that individual children can differ.

Family & Community Relations:

Early childhood professionals understand how important it is that they know the family, culture and community context in which each child lives. They also appreciate that developing strong, positive connections to families and community resources benefit children.

Health, Safety and Nutrition:

Early childhood professionals realize the importance of children's physical well-being as a basic and necessary foundation for their growth, development and learning, and they understand the many ways of fostering it.

Child Observation and Assessment:

Early childhood professionals are able to continually improve each child's care and learning experiences because they understand that every child follows a unique path of growth and development; therefore, they will gather and apply information about each child's progress as part of their regular practice.

Professional Development:

Early childhood professionals see themselves as members of a larger professional community and accept the responsibilities that go along with being a positive reflection on the profession and a positive contributor to the profession.

Learning Experiences and Environments:

Early childhood professionals appreciate their role as designer and builder of the world in which each child lives while in an early childhood program. They also understand the interplay between children's experiences, environments and relationships and their well-being, development and learning.

Over-arching Considerations

Some aspects of professional practice cut across all six content areas. In identifying the Core Knowledge and Competencies within each content area, each writing team considered the implications of:

- the inclusion of children with special needs*;
- the differences among children and families that are due to such influences as culture*, family* structure, or religion, and
- the responsibility of the professional for guiding young children's behavior.

Dispositions

Every profession has a set of attitudes, beliefs and perspectives that distinguish its members as a group. Together they are called professional “dispositions.” The early childhood profession, too, has dispositions that are highly valued among its members.

Although dispositions are an important part of professional practice, they are different than professional knowledge and competencies. Dispositions describe how a person sees all aspects of the work of the early childhood profession rather than what is known and done. They are more often absorbed by newcomers and nurtured by seasoned veterans within the professional community than formally taught. Because dispositions apply to all members of the early childhood profession and are evident in every aspect of their work, we’ve chosen to list them separately.

The model early childhood professional is one who:

- delights in and is curious about children and how they grow and learn
- appreciates and supports the unique and vital role of parents in their children’s lives
- is eager to learn new knowledge and skills that will support young children’s development and learning
- models the attitudes and behaviors that she/he values in children
- values and celebrates the diversity found among children and their families and in the world around them
- is willing to ask for help, to learn from others, and to accept constructive criticism
- reflects on the personal beliefs and values that influence her/his own attitudes and practices
- accepts responsibility for her/his own actions
- shows respect for children, families, and colleagues by maintaining confidentiality
- communicates clearly, respectfully and effectively with children and adults
- responds to challenges and changes with flexibility, perseverance and cooperation

- expresses her/his own emotions in healthy and constructive ways
- values and nurtures imagination, creativity and play, both in children and in herself/himself
- demonstrates responsible professional and personal habits in working and interacting with others
- has a collaborative attitude

Sections

Each of the six content areas has three sections:

Rationale:

This section states the reasons that the content area is crucial in the early childhood professional's day-to-day practice. The statements identify the effect of professional competency on children and families and are based on current research and standards of practice. A list of the references used in creating each area's rationale section is provided in Appendix B.

Knowledge Base:

This section defines the concepts and facts that a professional must learn in order to become competent in each area of practice. This knowledge provides the cognitive foundation for the skills and behaviors defined in the competencies section.

Competencies:

This section is the bulk of the Core Knowledge document. In it, specific observable behaviors and skills are identified that describe the range of practice of a capable early childhood professional.

In Appendix C, a list of additional resources is provided for each content area if more information on that topic is desired.

Levels

In order to represent the development of professional practice over time, competencies are given for three levels of professional development. All early childhood professionals would be expected to possess Level 1 competencies. As they continue learning and advancing their knowledge and skills, they would be expected to add the competencies in Level 2 and, eventually, Level 3.

The three levels of Core Knowledge competencies are coordinated with Ohio's Career Pathways Model for Early Childhood Professionals. The Career Pathways Model provides a systematic way of placing professionals along a continuum of professional achievement based on their formal education, inservice training, experience, and credentials and certifications. Although the Career Pathways Model delineates six levels, Core Knowledge describes competencies at three general levels of development. Here is how the Core Knowledge competencies coordinate with the Career Pathways levels of professional achievement:

Core	Career Pathways
------	-----------------

Level 1	...applies to... Early Childhood Professional Levels 1 and 2
---------	--

Level 2	...applies to... Early Childhood Professional Levels 3 and 4
---------	--

Level 3	...applies to... Early Childhood Professional Levels 5 and 6
---------	--

For more information about the Career Pathways Model, please visit the website of the Ohio Child Care Resource & Referral Association: <http://www.ocorra.org>.

Core Knowledge is an important addition to a growing collection of key Ohio documents already in existence that are related to early childhood. The writing teams were committed to creating Core Knowledge that supports, aligns with, and complements these documents. The following section clarifies the similarities and differences between these key documents.

Ohio's Early Childhood Core Knowledge and Competencies

Focus: early childhood (birth – age eight) professionals
Content: professional knowledge and skills
Format: 6 areas of professional practice; 3 levels of competency

Ohio's Infant & Toddler Guidelines

Focus: children birth to 36 months
Content: developmental characteristics
Format: 6 developmental domains; 3 age ranges

Ohio's Early Learning Content Standards

Focus: preschool children
Content: essential skills and concepts for young children to have learned by entry into kindergarten
Format: 4 curricular areas: English language arts, mathematics, science and social studies

Ohio's Standards for the Teaching Profession

Focus: licensed classroom educators, preK–grade 12
Content: professional knowledge and skills
Format: 7 “standards” or aspects of professional practice; 3 levels of performance

Ohio's Early Learning Program Guidelines

Focus: framework for preschool and child care programs
Content: goals & outcomes for early learning programs
Format: 4 sections, each with goals, intended outcomes and indicators

Core Knowledge also aligns with key documents of national organizations in the early childhood profession. In writing Core Knowledge, we believed it was important that we show clear links between Core Knowledge and three important source documents from leading organizations in the field, the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children/Division of Early Childhood. The following documents are closely related to Core Knowledge and were used as resources in its development:

- *NAEYC Standards for Early Childhood Professional Preparation Programs:* identifies standards for higher education programs that prepare early childhood professionals and states the knowledge and skills that students should have after reaching different levels of educational achievement
- *NAEYC Early Childhood Program Standards and Accreditation Criteria:* articulates standards of excellence for ten different aspects of early childhood programs
- *DEC Recommended Practices in Early Intervention/Early Childhood Special Education:* identifies recommended practices in seven different aspects of serving children with special needs

A table is provided in Appendix D that shows which Core Knowledge areas link with which standards/recommended practices from these three source documents.

Core Knowledge can be useful to many people in many ways, including:

Audience	Use
Early Childhood Professionals	<ul style="list-style-type: none"> • Self-assessment; identify knowledge or competencies to acquire • Create a plan for developing as a professional
Program Administrators	<ul style="list-style-type: none"> • Clarify knowledge and skills required of staff positions • Identify training and staff development needs and staff development plan • Assess current staff to identify gaps and target areas of higher competency in recruiting new staff • Tie level of competency to pay scale
Developers and Providers of Training	<ul style="list-style-type: none"> • Organize and identify training using Core Knowledge areas and levels • Assess current availability of training across all content areas and all levels of competency • Use as framework for developing comprehensive system of training
Higher Education	<ul style="list-style-type: none"> • Use framework to facilitate articulation between institutions • Assess current program content to guide course development • Prepare early childhood professionals for roles and settings in addition to classroom settings
State and Local Agencies	<ul style="list-style-type: none"> • Develop policy, initiatives and funding decisions that will increase the level of competency of early childhood professionals • Identify common goals to improve inter-agency coordination
Early Childhood Advocates	<ul style="list-style-type: none"> • Educate parents, policymakers and general public about the areas of professional practice in early childhood and the need for competent professionals • Reinforce the concept and language of professionalism for the field of early childhood
Parents	<ul style="list-style-type: none"> • Assess potential or current caregivers and teachers of their children
Others	<ul style="list-style-type: none"> • Make informed decision about entering the field of early childhood • Appreciate the degree of knowledge and skill required for professional competency in early childhood • Support public and private investments, incentives and initiatives that encourage and facilitate professional competency

The Writing Teams

The task of creating Ohio's Core Knowledge and Competencies was accomplished by a talented, passionate, knowledgeable and committed group of early childhood professionals from a wide variety of disciplines and early childhood settings with a broad range of expertise.

Child Growth & Development

Team Lead: Maggie Summers	Ohio State University Child Care
Team Members: McJody Beach-Sexton Pam Chibucos Debra Filiman Demyen Don Fuzer Barbara Oehlberg Joyce Porter Carole Schultz Kelly Slade Laurie Zeeff	Ohio Department of Health/BEIS Owens Community College Mahoning County ESC Batherton City School's Head Start Consultant Community Action Wayne/Medina Lourdes College Action for Children Van Wert County MR/DD
Team Facilitator: James Scott	Ohio Department of Education/Head Start State Collaboration Project

Health, Safety & Nutrition

Team Lead: Kim Johnson	Mahoning County ESC
Team Members: Pam Daudiste Lori Deacon Marie Economos Annette Haban Bartz Kathy Hills De's Scott Asakura Julie Stone Barbara Trube Pamela Wolfe	Ohio Department of Job & Family Services/BCCID Ohio Department of Health/BCFHS Ohio State University Extension Children's Hospital-Columbus Ohio Department of Job & Family Services/BCCID Ohio Department of Health/BEIS Ohio Head Start Association Ohio University-Chillicothe Council on Rural Services Programs
Team Facilitator: Julie Witten	4C

Six writing teams were formed in January, 2006 and by July their tremendous investment of time, thought, and energy had resulted in a resource that will benefit Ohio's early childhood professionals and the children and families they serve in so many ways.

Family & Community Relations

Team Lead: Billie Navojosky	Positive Education Program
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Team Facilitator: Donna Ruhlana	Ohio Child Care Resource & Referral Association

Child Observation & Assessment

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Team Members: Rita Brinkman Quiping Cao Judee Goreynski Lea Ann Hall Sarah Jackson Connie Lasita Mary Miller Rebecca Neikirk Marie Pashi Kristie Prettli-Frontczak Cecelia Schweizer	Sidney City Schools Preschool Ohio University Lancaster Children's Advantage Ohio State University Child Care Program MEOSLRRC Ohio Department of Job & Family Services Central Community House PPIC Head Start Cincinnati Hamilton County CAA Kent State University Counseling Psychologist
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Action for Children
Action for Children
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Team Facilitator:

Alicia Leatherman
Ohio Child Care Resource & Referral Association

Additional Thanks

A special thanks to the co-chairs of the Ohio Professional Development Network, Alicia Leatherman, Terrie Hare and James Scott, whose energy, vision and commitment fueled the project. Thank you, too, for committing and managing the funding that made the idea a reality.

We would like to acknowledge our funders: the Ohio Department of Job and Family Services/Bureau of Child Care and Development, the Ohio Department of Education/Head Start Collaboration Project, and Build Ohio. Without your help, this project would not have been possible.

Thank you to Susan Rohrbough and Sarah LeMoine for sharing the invaluable resources of the National Child Care Information Center (NCCIC), funded by the federal Child Care Bureau, and for your encouragement, guidance, expertise and wisdom.

We would like to acknowledge the work done by Maria Sargent, Ph.D., of Ashland University, who provided initial work and insight for the project as well as conducting final revisions to the document.

Additionally, we would also like to send thanks and appreciation to the other states who have undertaken the development of similar documents. We were guided, inspired, and helped tremendously by their work. Especially valuable to us were similar Core Knowledge documents from Iowa, West Virginia, New York, and the joint effort of Kansas and Missouri.

A final word of thanks to our technical writer, Kathy Reschke, ChildWise Resources, for bringing the work of all of the writing teams together into a final cohesive whole.

(b)(6)

Child Growth & Development

Rationale

Research indicates that children's growth and development is optimized when early childhood professionals know and apply the fundamental principles of human development. Understanding the significant theories, general concepts, and processes of human growth and development enables the early childhood professional to design care and education that positively impact the current and future life of the child. By integrating current knowledge about children's growth and development into their daily practice, early childhood professionals provide relevant, meaningful interactions and experiences for young children in an emotionally and physically safe, healthy environment. The early childhood professional also recognizes that an understanding of developmental patterns and individual differences, as well as the influences of family and culture, is critical to implementing developmentally appropriate* practices in programs for young children. By demonstrating respect for young children as unique human beings, each child's individual potential may be nurtured and enhanced.

(b)(6)

Knowledge Base

In order for children to thrive in early childhood programs, professionals who provide services to young children and their families must strive to know and understand:

- the principles of child growth and development, including:
 - the interdependence of developmental domains* (social, emotional, cognitive, language, sensory, creative, physical and adaptive)
 - developmental sequences, stages and milestones
 - the varying rates of development in individual children
- that development results from interaction between the child and the child's early relationships and experiences, which include family, language, culture and environment
- how attachment* significantly impacts all areas of development
- the cumulative and delayed effects of early experiences and their potential for both positive and negative effects on child growth and development
- how self-regulation* affects all areas of development and behavior
- that caring, consistent relationships with adults provide external supports that serve as the basis for developing self-regulation
- the importance of effective language and communication between children and adults, and among children, for healthy growth and development
- how children's pro-social behavior* is supported by adults who model positive behavior and view challenging behavior* as a learning opportunity
- appropriate strategies for responding to the differing developmental needs of children, including those with developmental delays
- how play provides the opportunity for young children to grow and develop, incorporating different modes of learning and different ways of representing knowledge and demonstrating skills
- that the early childhood profession has a constantly evolving knowledge base of research and theory that guides appropriate practice.

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* Definition for this term can be found in the glossary in Appendix A. Each defined term is only marked the first time it is used in this content area.

Competencies - Developmental Process

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1

- 1.1 Recognizes and respects individual differences in children's growth, development and learning and adjusts practices and expectations for individual children accordingly.
- 1.2 Identifies basic developmental sequences, stages and milestones of young children.
- 1.3 Understands children's developmental levels in relation to age appropriate norms and uses this information to meet the general needs of children showing typical development.
- 1.4 Recognizes and accepts that family*, community* and culture* influence the development of children and adjusts practice and interaction patterns for individual children and/or families accordingly.
- 1.5 Understands that challenging behavior has environmental and developmental causes and uses this information to modify environment, activities and expectations to improve behavioral outcomes.
- 1.6 Understands that children develop skills and abilities and learn best through their natural medium of play and uses this medium to enhance development, behavior and learning outcomes for all children.

Level 2

- 2.1 Applies direct observation and knowledge of children's development as a framework to provide appropriate experiences for children.
- 2.2 Identifies children's differing developmental needs and implements responsive strategies.
- 2.3 Recognizes the need to make referrals for evaluation to determine skills and abilities, based on ongoing observation and assessment, understands the referral process, and becomes an active member of the assessment team as needed.
- 2.4 Articulates current theory, research, and policy on child growth and development as evidenced by the ability to relate personal practices and beliefs to professional standards.

Level 3

- 3.1 Implements intentional strategies to meet the changing needs, interests and abilities of individual children and groups of children.
- 3.2 Analyzes, evaluates and applies current theory, research, and policy on child growth and development to general practice and the development of a personal teaching philosophy.
- 3.3 Analyzes and evaluates practice on an on-going basis and implements changes to enhance children's growth and development.
- 3.4 Provides mentoring support to colleagues to enhance their understanding of child growth and development by sharing knowledge, assisting with colleague growth and developing mutually supportive professional relationships.

Competencies – Nurturing Relationships

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Engages in safe, responsive relationships with each child to provide a sense of security and promote optimal development.</p> <p>1.2 Respects families as the primary teachers of their children by valuing their opinions and nurturing their involvement in the educational process.</p> <p>1.3 Observes and understands attachment and separation* behaviors as evidenced by the ability to respond and assist both child and family members in a supportive and comforting manner.</p> <p>1.4 Models positive, pro-social behavior in all settings including child, family and professional interactions.</p> <p>1.5 Talks with children frequently to develop relationships and promote children's understanding of their world through a variety of approaches including special consideration of children with cultural differences and special needs that might hinder development of this skill.</p> <p>1.6 Communicates respectfully and responsibly with families and colleagues.</p>	<p>2.1 Establishes nurturing relationships with children that respect individuality in learning style, developmental profile and cultural background.</p> <p>2.2 Provides support and guidance in consistent, non-threatening and positive ways that reinforce children's feelings of confidence and competence.</p> <p>2.3 Models problem-solving skills in the context of children's interactions and play.</p> <p>2.4 Interacts with children in ways that facilitate the development of expressive language and thought in all children, especially those with developmental, language or other issues that may hinder communication.</p> <p>2.5 Provides information to families about the general principles of child growth and development relative to their needs and ensures that this information meets the developmental, language and reading ability levels required for full understanding.</p>	<p>3.1 Integrates the understanding of the dynamic relationship among aspects of development and learning to shape program planning, teaching roles and strategies.</p> <p>3.2 Collaborates with consultants and families in planning learning experiences for children's individual needs.</p> <p>3.3 Establishes partnerships with families, involving them in all aspects of the program, including advocating for their own children both within the program and in the public sector.</p>

Competencies – Appropriate Environments

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Recognizes the importance of consistency in environments*, expectations and responses to children.</p> <p>1.2 Recognizes and respects the importance of exploration and play in children's growth and development and uses this medium consistently across the day.</p> <p>1.3 Provides a variety of activities and experiences that foster the development of the whole child.</p> <p>1.4 Recognizes and supports appropriate and culturally responsive environments for children by weaving awareness and sensitivity of diversity through total learning experience.</p>	<p>2.1 Provides consistency in environments, expectations and responses to children as evidenced by the usage of standard best practices at all times.</p> <p>2.2 Enhances and adapts environments and experiences based on the needs of individual children, including children with special developmental, learning and/or emotional needs.</p> <p>2.3 Provides a responsive environment where children initiate and extend their learning through play.</p>	<p>3.1 Incorporates children's individual, unique and special needs (illness, disability, family stress, etc.) into planning for environments and experiences.</p> <p>3.2 Creates environments with appropriate supports that empower children to communicate, negotiate and problem-solve and directly teaches and/or supports development of these social skills.</p> <p>3.3 Creates environments and experiences that affirm and respect cultural and linguistic diversity by making sure materials, activities and graphics represent all cultures represented within the room and the surrounding community.</p>

(b)(6)

Family & Community Relations

Rationale

Families* are diverse in structure and nature. They include people who are related by birth, by marriage, by legal ties, or simply by affection and concern. Children's lives are embedded in their families and communities*; therefore early childhood professionals must value children and families in the context of their culture*, home and community. Research indicates that successful early childhood care and education depends on partnerships with families and communities that are built upon ongoing, interactive communication and a commitment to confidentiality. Children thrive when early childhood professionals utilize knowledge and understanding of family and community characteristics. Children's successful development is supported when early childhood professionals: are aware of community resources*; know how to make collaborative community connections; and build meaningful, reciprocal, respectful relationships that empower* families.

(b)(6)

Knowledge Base

In order for children to thrive in early childhood programs, professionals who provide services to young children and their families must strive to know and understand:

- that families are children's primary educators and must be supported in that role
- that families contribute significantly to children's learning and development
- the necessity of developing a collaborative partnership with each family
- strategies to initiate and maintain family involvement
- a variety of communication skills to engage and promote reciprocal interaction
- problem solving skills and conflict resolution strategies to assist families
- the impact of diverse family support systems on children, families and communities
- the unique contribution of culture and community on the family system*
- community resources and services and how to utilize them
- how to make collaborative connections to benefit children and families

* Definition for this term can be found in the glossary in Appendix A. Each defined term is only marked the first time it is used in this content area.

Competencies – Valuing Families

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Acknowledges families as their children's first and most influential caregivers and teachers.</p> <p>1.2 Recognizes families' contributions in identifying their children's varied strengths and actively uses this information to construct appropriate programs for individual children.</p> <p>1.3 Recognizes different parenting styles and their impact on children's learning and development.</p> <p>1.4 Recognizes the influence that family members have on children's behaviors.</p>	<p>2.1 Engages in careful, reflective observation of family roles as evidenced by usage of observations in daily planning and environment development.</p> <p>2.2 Accepts the values of families in a non-judgmental way.</p>	<p>3.1 Incorporates the families' knowledge of their children in programming.</p> <p>3.2 Empowers* families to be equal partners in the decision-making process by listening to family opinions, valuing information provided, and attempting to reconcile any differences in opinions between professionals and family members.</p>

Competencies – Positive Family-Professional Relationships

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Establishes rapport with families through regular communication.</p> <p>1.2 Maintains and follows rules of confidentiality*.</p> <p>1.3 Assesses the primary language of the child and family.</p> <p>1.4 Communicates with families in a sensitive and appropriate manner.</p> <p>1.5 Knows and understands problem-solving and conflict resolution strategies.</p>	<p>2.1 Provides a family communication system where families can find information on educational materials, daily activities, schedules, etc., through a variety of means and makes this information accessible to all family members regardless of technology, reading and language differences.</p> <p>2.2 Encourages feedback from parents and incorporates it into practice.</p> <p>2.3 Works to present communication in the primary language of the parents utilizing various sources and technology.</p> <p>2.4 Maintains a collaborative relationship with families using a variety of communication tools and communication levels.</p> <p>2.5 Implements effective problem-solving and/or conflict resolution strategies as needed, using outside supports such as interpreters as appropriate.</p>	<p>3.1 Develops and implements relationship-based practices (such as parent mentors, parents as parent coaches, parents as board members, etc.) that foster respectful/reciprocal interactions with families.</p> <p>3.2 Evaluates the readability and inclusiveness of communication to families and uses this information to develop appropriate communication strategies for individual families.</p> <p>3.3 Anticipates and negotiates potential conflicts involving families and educational settings, using outside supports such as interpreters as appropriate.</p>

Competencies - Supporting Family Connections

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Acknowledges the value of family and community partnerships within children's learning environment.</p> <p>1.2 Identifies the community resources and services* available to support children and families.</p>	<p>2.1 Recognizes the value of families networking with each other and provides support to make such networks possible and accessible to all families.</p> <p>2.2 Connects children and families to community resources and services.</p>	<p>3.1 Establishes partnerships between families, early childhood programs, and communities.</p> <p>3.2 Encourages and plans activities to help families network with each other and provides support to make such networks possible and accessible to all families.</p> <p>3.3 Collaborates with families and communities to identify and research possible solutions for unmet needs.</p> <p>3.4 Assumes a leadership role in working with service providers and families by providing information on best practices, educational research and other pertinent topics in forms most easily accessible and valued by that individual.</p>

Competencies - Community Collaborations

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Participates on teams for the development of individualized service plans (the Individualized Family Service Plan, or IFSP, for under three years of age; the Individualized Education Plan, or IEP, for over three years of age).</p> <p>1.2 Follows individualized plans developed by service providers and families.</p>	<p>2.1 Collaborates with service providers working with children and families.</p> <p>2.2 Utilizes community resources in learning experiences and uses community sites (fire stations, parks, libraries, etc.) as field trip opportunities and/or brings resources to children, as appropriate.</p> <p>2.3 Supports community activities by being a visible partner in all appropriate activities or initiatives in the surrounding geographic location.</p>	<p>3.1 Participates in outreach activities that support community improvement or advocacy projects (advisory boards, committees, etc.).</p> <p>3.2 Advocates for needed services and resources that the community is lacking.</p> <p>3.3 Educates the community about quality early care and education services by providing reading materials, classroom visitations, public service announcements and general advocacy whenever possible.</p> <p>3.4 Articulates knowledge of current recommended practices in early care and education to families and the community through a variety of means and to a widely divergent audience including family members, local businesses, and civic administration personnel.</p>

Competencies - Impact of Culture, Community and Family Systems

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Recognizes the levels of community including home, center, and neighborhoods.</p> <p>1.2 Recognizes the ever-changing nature of families (i.e., socioeconomic status, culture, religion, and family structure).</p>	<p>2.1 Modifies curriculum to be culturally sensitive and uses this information across all practices with children and families.</p> <p>2.2 Utilizes families and communities as cultural resources in the learning environment.</p>	<p>3.1 Critically examines own cultural experience and its impact on engagement with families and communities and removes any barriers or biases that might hinder development of mutually respectful relationships.</p>

(b)(6)

Health, Safety & Nutrition

Rationale

Healthy and safe experiences in children's early years lay a necessary foundation for development and growth in all areas. Children are more able to fully develop socially, emotionally, cognitively and physically when their health and nutritional needs are met and when they are safe from physical and emotional harm. When early childhood professionals know, understand and apply recommended practices in health*, safety* and nutrition*, children can thrive. Early childhood professionals, working in partnership with families* and communities*, have a key opportunity and responsibility to provide environments* and experiences for all young children that set them on a pathway toward lifelong health and well-being.

Knowledge Base

In order for children to thrive in early childhood programs, professionals who provide services to young children and their families must strive to know and understand:

- that sound practices in health, safety and nutrition have a lifelong impact
- how to integrate good health, safety and nutrition practices throughout the curriculum*
- that research in the areas of health, safety and nutrition generates theory that informs best practice
- when and how to access reliable and current health, safety and nutrition information and resources
- that early childhood professionals, families, and communities are partners in assuring optimal health, safety and nutrition for children
- benefits and methods of communicating, teaching, and modeling sound health, safety, and nutrition practices to children, parents and families
- national, state and local health, safety and nutrition guidelines and regulations applicable to written program policies and procedures
- the limitations of their own knowledge regarding health, safety and nutrition and when and how to initiate appropriate referrals

Health

- children's need for a healthy environment and how it impacts the growth and development of children birth through eight, including children with special needs*
- the importance of applying a broad definition of health that includes the child and family's physical, mental, social and emotional health in policy and procedure
- that each child has unique health care needs
- that families as the primary caregivers play a central role in child health and developmental services
- that all health curricula* should be designed to motivate and support children to improve health, prevent disease, and avoid risky behaviors
- the role of the early childhood professional in preventing the spread of disease, promoting wellness, and caring for the ill child

Safety

- children's need for a physically and emotionally safe environment and how it impacts the growth and development of young children, including children with special needs
- that safety risks change with each child's developmental stage
- the importance of active and age-appropriate supervision of children
- that children can and should play an active role in keeping self and others safe
- routine care and maintenance of materials and equipment
- fundamentals of first aid and CPR (cardiopulmonary resuscitation)
- potential threats to children associated with natural or human initiated disasters or emergencies
- basic emergency procedures and safe practices and regulations

* Definition for this term can be found in the glossary in Appendix A. Each defined term is only marked the first time it is used in this content area.

Nutrition

- children's need for good nutrition and hydration and how it impacts the growth and development of young children, including children with special needs
- that food plays many roles for children: social, emotional and cultural as well as physical development
- how to provide pleasant, relaxed, and developmentally appropriate meal and snack experiences
- typical age progression of feeding, from liquid to semi-solid to solid to table food, appropriate portion sizes for all ages, and children's hunger and fullness cues
- which foods may present hazards for individual children according to their ages, needs and abilities (e.g. choking hazards, allergies, and feeding constraints due to health conditions) and correct procedures for handling food-related emergencies
- safe and sanitary food handling practices

(b)(6)

Competencies - Health

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Recognizes the symptoms of common childhood illness.</p> <p>1.2 Maintains clean and sanitized* learning materials and environments.</p> <p>1.3 Practices effective hand washing procedures to reduce the spread of diseases.</p> <p>1.4 Encourages and models good health practices and effective use of hand washing procedures.</p> <p>1.5 Applies effective sanitation procedures during diapering, toileting, cleaning toys, washing dishes and materials.</p> <p>1.6 Practices standard precautions in handling blood or bodily fluids to ensure safety of adults and children.</p> <p>1.7 Explains reasons for health-related rules to children.</p> <p>1.8 Assesses each child's health status daily and objectively documents and responds when necessary.</p> <p>1.9 Holds current and valid training in communicable disease prevention and cardiopulmonary resuscitation (CPR).</p> <p>1.10 Recognizes the signs and symptoms of communicable* disease and responds according to the Ohio Department of Health's Communicable Disease chart.</p> <p>1.11 Follows current medication administration policies and procedures according to local, state or national regulations and documents appropriately.</p> <p>1.12 Provides appropriate care for ill children.</p>	<p>2.1 Implements policies and procedures for care of ill children and seeks out additional information and support for all unusual cases or situations where appropriate practices are unclear.</p> <p>2.2 Accesses community health resources and professionals for consultation, emergencies, diagnoses, treatments and more information (including Ohio Child Care Health Consultants).</p> <p>2.3 Assures appropriate implementation of medical and physical care plans.</p>	<p>3.1 Articulates, analyzes, evaluates and applies current theory and research on health practices.</p> <p>3.2 Develops, enforces, and evaluates policy and procedures for care of ill children and children with special health care needs.</p> <p>3.3 Designs and implements curriculum activities emphasizing healthy bodies, healthy lifestyles and healthy environments and adapts information as needed for various cultural and religious differences.</p> <p>3.4 Collaborates with health care professionals in the community to ensure that the health needs of children are met.</p> <p>3.5 Advocates for health resources within the community by providing health information to families, articulating best practices and actively promoting continued development of resources and opportunities for families in the surrounding community.</p> <p>3.6 Continuously monitors the effectiveness and safety of medication administration policies and procedures and documents appropriately.</p> <p>3.7 Mentors other early childhood professionals in sound health practices.</p>

Competencies - Safety

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Understands and complies with local, state, and federal emergency preparedness* and program's general emergency procedures.</p> <p>1.2 Responds to accidents and injuries according to appropriate first aid training while assuring the comfort and care of other children.</p> <p>1.3 Complies with appropriate local, state and national regulations and guidelines for ratios and group sizes.</p> <p>1.4 Chooses and utilizes safe and appropriate learning materials and media.</p> <p>1.5 Recognizes types and stages of bullying*.</p> <p>1.6 Recognizes and protects against hazards in the environment.</p> <p>1.7 Explains reasons for safety precautions to children.</p> <p>1.8 Supervises all activities, indoors and outdoors, to anticipate and prevent dangerous situations and accidents.</p> <p>1.9 Encourages and models simple safety precautions.</p> <p>1.10 Encourages and models the safe use of learning materials and media.</p> <p>1.11 Safely stores and uses hazardous materials, medication, emergency supplies and equipment.</p> <p>1.12 Follows procedures for documentation and reporting of injuries, incidents and suspected abuse.</p> <p>1.13 Releases children only to approved individuals as designated by the parent or guardian.</p> <p>1.14 Holds current and valid training in first aid, CPR, and child abuse prevention and recognition.</p> <p>1.15 Maintains a safe sleep* environment and position based on the child's age and developmental stage.</p>	<p>2.1 Engages children in appropriate emergency preparedness activities and ensures the understanding and/or safety of children with special needs who may not fully understand the appropriate procedures.</p> <p>2.2 Regularly practices and appropriately documents emergency and safety procedures such as fire, disaster and tornado drills.</p> <p>2.3 Responds appropriately to bullying and makes every attempt to foster social development and skills that will keep bullying from developing in the first place.</p> <p>2.4 Maintains and promotes safety in the learning environment for all children regardless of developmental level or disability.</p> <p>2.5 Observes and adjusts supervision to meet different ages, abilities, interests, environments and activities.</p> <p>2.6 Educates parents about general child safety using materials appropriate for individual learning styles, culture and reading levels.</p>	<p>3.1 Articulates, analyzes, evaluates and applies current theory and research on safety practices.</p> <p>3.2 Develops, trains on and revises, in collaboration with community resources, emergency preparedness procedures.</p> <p>3.3 Develops and provides training for staff and families on a "bully prevention" policy.</p> <p>3.4 Selects, purchases, and provides training on safe, developmentally and culturally appropriate materials and media.</p> <p>3.5 Assumes responsibility for training and policy development regarding safety and hazardous materials and monitors the success of the training and implementation of policies over time.</p> <p>3.6 Assures staff are appropriately trained in documentation and reporting requirements and procedures and monitors the success of the training and implementation of policies over time.</p> <p>3.7 Conducts continuous evaluation of safety practices, environment and data from reports to reduce and prevent safety risks.</p> <p>3.8 Mentors other early childhood professionals in sound safety practices.</p>

Competencies - Nutrition

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1

- 1.1 Understands and follows diet modifications for children with identified health or cultural issues pertaining to food or feeding.
- 1.2 Creates pleasant, relaxed, safe and developmentally appropriate meals and snacks.
- 1.3 Teaches and models healthy eating habits.
- 1.4 Encourages children to learn and develop self-help skills during meal time and food activities.
- 1.5 Practices safe and sanitary food handling procedures when purchasing, storing, preparing and serving meals and snacks.
- 1.6 Monitors eating habits to ensure a healthy diet including the need for children to eat and drink frequently.
- 1.7 Responds appropriately to hunger and fullness cues.
- 1.8 Recognizes health hazards in meals and snacks (i.e. choking and allergies) and takes steps to prevent dangerous situations.
- 1.9 Follows current policies and procedures as related to food and nutrition such as USDA dietary guidelines and CACFP (Child and Adult Care Food Program) meal patterns.
- 1.10 Ensures that food is not used as punishment and only used as a reward when all other reinforcers are inappropriate or ineffective.
- 1.11 Recognizes and responds to limitations of personal knowledge regarding nutrition and knows when to seek professional guidance.
- 1.12 Communicates with parents regarding menus, child's eating patterns and amounts, mealtime skills and behaviors as appropriate per age and situation.
- 1.13 Accesses current, reliable nutrition and resources and information.

Level 2

- 2.1 Consults with families about children's health or cultural issues that may require modification to diet.
- 2.2 Provides learning experiences that teach children about good nutrition.
- 2.3 Provides opportunities to introduce new tastes, textures and cultural food experiences to children.
- 2.4 Assures appropriate implementation of medical and physical care plans.
- 2.5 Identifies resources within the community that provide nutrition information and screens the information for appropriateness for families with varied cultural and religious guidelines concerning food.

Level 3

- 3.1 Articulates, analyzes, evaluates and applies current theory and research on nutrition practices.
- 3.2 Participates and provides information on an as needed basis in MEEs*, IEPs*, IFSPs* and transition plans, medical and physical care plan.
- 3.3 Develops and executes family and parent nutrition education and screens the information for appropriateness for families with varied cultural and religious guidelines concerning food.
- 3.4 Provides professional development around nutrition to staff.
- 3.5 Creates opportunities for food related education for staff and parents.
- 3.6 Mentors other early childhood professionals in sound nutrition practices.
- 3.7 Assesses nutrition practices for the purpose of program improvement.
- 3.8 Establishes and implements policies and procedures that foster appropriate nutrition practices.
- 3.9 Advocates and collaborates within the community to promote nutrition and awareness of cultural and religious diversity involving food.

(b)(6)

Child Observation & Assessment

Rationale

Observation* and assessment* of children in early childhood programs is integral to a variety of decisions that affect each child and his or her family*. When early childhood professionals know and use methods of observation and assessment that are unbiased with regard to culture* or language, adaptive to individual children's abilities, and sensitive to children's needs, the resulting information is reliable*, valid* and useful. Regular, systematic observation and the use of multiple ways of collecting information aid early childhood professionals in learning more about children's unique qualities, developing appropriate goals and plans, making referrals as appropriate and implementing and evaluating effective curriculum*. Early childhood professionals must know when and how to communicate observation and assessment results to parents and to other professionals so that children's growth and development are supported.



Knowledge Base

In order for children to thrive in early childhood programs, professionals who provide services to young children and their families must strive to know and understand:

- child growth and development, including sequences of typical development
- how children's home language, culture*, strengths, needs, preferences, genetics and physical/social environment influences their performance
- goals, benefits and appropriate uses of selected assessment instruments and methods .
- importance of maintaining confidentiality* of child and family records and assessment information
- availability of community services* and how to access community resources*
- multiple assessment and observation instruments and methods used to determine children's strengths and challenges (i.e. running records, anecdotal information, portfolios, work samples, norm-referenced* instruments, screenings*, etc.)
- the importance of objective, culturally sensitive, non-biased documentation
- the relationship between planning for observation and assessment and curriculum planning and instruction

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* Definition for this term can be found in the glossary in Appendix A. Each defined term is only marked the first time it is used in this content area.

Competencies - Foundations and Principles

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Recognizes and accepts the range of children's development and skills.</p> <p>1.2 Recognizes environmental* factors that place children at risk for developmental concerns.</p> <p>1.3 Lists the reasons for conducting observation and assessment.</p> <p>1.4 Identifies the differences between informal* and formal* assessment.</p> <p>1.5 Recognizes that there is more than one way to gather information about a child.</p> <p>1.6 Identifies the need for confidentiality.</p> <p>1.7 Recognizes that observation and assessment practices are guided by established standards.</p> <p>1.8 Is aware of ethical principles that guide observation and assessment processes.</p>	<p>2.1 Modifies observations and assessment practices to accommodate* the range of children's development, skills and learning needs.</p> <p>2.2 Implements the appropriate formal and/or informal observation or assessment technique.</p> <p>2.3 Implements observation and assessment practices that adhere to established standards including those related to confidentiality.</p> <p>2.4 Recognizes how and when to access appropriate community resources and problem solves continued action when appropriate resources and supports cannot easily be obtained.</p>	<p>3.1 Evaluates results considering the environmental factors and individual differences that will influence children's performance.</p> <p>3.2 Articulates the characteristics, strengths, limitations, and appropriate uses of formal/informal observation and assessment instruments.</p>

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Competencies - Gathering and Documenting

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Recognizes appropriate methods of documenting developmental progress.</p> <p>1.2 Assists in collecting information about developmental progress from multiple sources and using a variety of means.</p> <p>1.3 Maintains confidentiality of observation and assessment information.</p> <p>1.4 Recognizes ways to develop a relationship with a child before observation and assessment procedures are implemented.</p>	<p>2.1 Organizes information about developmental and educational progress that is collected from multiple, age appropriate sources and uses this information to construct more responsive programs.</p> <p>2.2 Implements appropriate formal and informal methods of documenting developmental progress of individual children.</p> <p>2.3 Incorporates observation and assessment strategies throughout the child's day within their everyday settings.</p> <p>2.4 Integrates contributions from families and other professionals into formal and informal observation and assessment procedures.</p>	<p>3.1 Plans diverse observation and assessment strategies that are culturally and linguistically sensitive*, and that meet individual child's needs.</p> <p>3.2 Evaluates the use of a variety of observation and assessment strategies, both formal and informal, to collect information and adjusts or substitutes when assessments are not appropriate.</p> <p>3.3 Provides guidance in selection, implementation and documentation of assessment methods.</p>

Competencies - Summarizing and Interpreting

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1

- 1.1 Recognizes the importance of observation and assessment data in curriculum planning for individual children and groups of children.
- 1.2 Recognizes the importance of analyzing and interpreting assessment data in a non-biased way.
- 1.3 Recognizes the importance of maintaining confidentiality of the results of observations and assessments for non-family members.

Level 2

- 2.1 Interprets and analyzes assessment data to identify children's areas of strengths and those needing improvement and uses this information to develop more responsive and appropriate programs for individual children.
- 2.2 Incorporates results of formal and informal observations and assessments to make decisions that benefit children's growth, development and learning.
- 2.3 Implements observation and assessment results to plan for individual children and groups of children.
- 2.4 Aligns results of observations and assessments with other parts of the curriculum, including content standards and local, state and federal regulations.

Level 3

- 3.1 Evaluates the multiple factors such as culture, language, environment and learning styles that may influence the observation and assessment data and provides additional supporting information when data from multiple sources is conflicting in nature.
- 3.2 Plans and implements necessary strategies for individual needs of all children.
- 3.3 Provides guidance and support for staff members regarding theories, research, practices and issues relevant to results from observation and assessment.
- 3.4 Works cooperatively and collaboratively with the teaching team, family and other involved specialists regarding assessment results.
- 3.5 When appropriate, refers children to other community resources for further evaluation and remains an active team member and information source.

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Competencies - Sharing and Reporting

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1

- 1.1 Recognizes the importance of confidentiality in reporting child observation and assessment results.
- 1.2 Identifies appropriate reporting methods for child observation and assessment results.

Level 2

- 2.1 Explains the purpose and benefits of ongoing observation and assessment to staff and families being sensitive to the differences in opinion and the emotions that such assessment may produce in family members.
- 2.2 Uses strength-based* language to communicate results in written and oral formats.
- 2.3 Communicates results to families in an appropriate, objective*, understandable and supportive manner.
- 2.4 Communicates results with appropriate staff and administrators.
- 2.5 Plans with families for communicating results to other involved professionals.

Level 3

- 3.1 Develops reports to be shared with families, appropriate staff, administrators, and other involved professionals or agencies using the communication avenues appropriate for each individual to ensure full understanding.
- 3.2 Facilitates the sharing and reporting of observation and assessment results used to determine the next steps for an individual child in collaboration with families and other professionals or agencies that may be involved.

(b)(6)

Professional Development

Rationale

Research supports that early childhood professionals play a critical role in the well-being and development of every child in their care. The interactions and environments* that early childhood professionals provide for children lay the foundation for learning and success in school and life. When early childhood professionals are equipped with specialized education and training, and continue to learn and develop as professionals, they are better able to provide care and education that supports every aspect of children's growth and learning. Each early childhood professional is a member of a larger community* of professional practice. When each professional adopts the responsibilities of the profession regarding ethical behavior, advocacy* for young children and families*, and effective communication of the importance of high quality early childhood programs, not only do young children and their families benefit but the profession as a whole is elevated.

(b)(6)

Knowledge Base

In order for children to thrive in early childhood programs, professionals who provide services to young children and their families must strive to know and understand:

- that professional preparation and training is the foundation for knowing how to create experiences and interactions that help children reach their potential
- the importance of effectively communicating research, theory, and professional guidelines as the basis for practice
- how to make decisions about program planning based on the most current recommended practices, professional standards*, and research available
- the value of continually seeking to increase one's own knowledge and skill by reflecting on, analyzing and evaluating one's own professional practices
- how to seek out and take advantage of opportunities to develop personally and professionally
- the ethical responsibilities and practices of the early childhood professional community and their impact on children, families, co-workers, and the community
- how to advocate for effective services and legislation for children and families and develop collaborative partnerships within the community
- the value of professional relationships and the value of each professional's contribution in building the larger community of early childhood practice

* Definition for this term can be found in the glossary in Appendix A. Each defined term is only marked the first time it is used in this content area.

Competencies - Professionalism* in Practice

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Communicates effectively using appropriate oral and written language skills.</p> <p>1.2 Recognizes and respects individual differences among children, families, colleagues and in the community.</p> <p>1.3 Demonstrates professional work habits including confidentiality, respect for all people, dependability, time management, independence and teamwork.</p> <p>1.4 Enjoys working with children and models a positive attitude.</p> <p>1.5 Presents oneself as a professional in physical appearance and use of language.</p> <p>1.6 Shows positive respect and regard for variation in cultures including family strengths, expectations, values and child rearing practices.</p> <p>1.7 Manages the demands of personal and professional commitments and seeks support or assistance as needed.</p>	<p>2.1 Routinely creates effective written communication such as curriculum plans, parent communication, anecdotal/observation notes, etc.</p> <p>2.2 Provides materials and experiences within settings to support an understanding of individual differences.</p> <p>2.3 Adopts and maintains professional behavior and attitudes.</p> <p>2.4 Interacts in a professional manner that reflects the value of self and respect for others.</p> <p>2.5 Understands that communication includes speaking, signing, listening, reading, writing, body language, personal appearance and the use of adaptive devices.</p> <p>2.6 Includes family values and strengths in setting goals for individual children and for the program and problem-solves solutions when family values conflict directly with appropriate education (i.e. family not believing in special education services).</p> <p>2.7 Recognizes the impact of stress and develops strategies to renew oneself and maintain professional performance.</p>	<p>3.1 Prepares and presents ideas, a philosophy and advocacy of early childhood education in a formal written format to the wider community adjusting the message to the interests and understanding of the target audience (i.e. business owners, other educators, medical personnel, etc.)</p> <p>3.2 Seeks out knowledge of the cultures and populations within the community and integrates it into his or her professional practice.</p> <p>3.3 Guides others in developing and maintaining professional work habits.</p> <p>3.4 Routinely engages in reflection on teaching practices and the behaviors of children and uses the additional information to improve both personal practice and general advocacy or support in the wider community.</p> <p>3.5 Actively models and promotes a professional image for the early care and education field in a variety of settings.</p> <p>3.6 Explains and models to families and other professionals communication with young children that is respectful, positive, supportive and age-appropriate.</p> <p>3.7 Articulates and guides others in developing a positive regard and respect for all children and families.</p> <p>3.8 Provides guidance to others who exhibit signs of stress and assists with the location of resources and additional support as appropriate.</p>

Competencies - Continuous & Reflective Professional Development*

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1

- 1.1 Pursues ongoing, intentional learning through professional development planning.
- 1.2 Meets minimum regulatory requirements for professional development.
- 1.3 Questions own practices, seeks input from supervisors and colleagues and integrates feedback into professional development planning.
- 1.4 Utilizes professional resources and seeks information if the appropriate resource cannot easily be located.
- 1.5 Seeks out knowledge to improve practice through a variety of means (i.e. conferences, reading material, professional organizations, etc.)
- 1.6 Is aware of state and national standards that promote quality early child care and education (ODE, NAEYC, Ohio Infant Toddler Guidelines).
- 1.7 Participates in opportunities for professional growth and development at the local, state and national level and through a variety of means (i.e. conferences, reading material, professional organizations, etc.)
- 1.8 Engages and values supportive working relationships that include mentoring* opportunities.

Level 2

- 2.1 Develops personal goals based on reflections of current practice articulated into a professional development plan.
- 2.2 Works toward credential, degrees and/or program accreditation and seeks out and utilizes supports (both monetary and professional) to allow progress to improved practice to continue.
- 2.3 Uses local, state & national professional resources to evaluate & improve practices (ODE, NAEYC, Ohio Infant Toddler Guidelines).
- 2.4 Explores current trends & research based practices in early care & education through a variety of means (i.e. conferences, reading material, professional organizations, etc.)
- 2.5 Applies quality standards and participates in evaluation of program related to quality standards.
- 2.6 Is actively involved in professional organizations.
- 2.7 Demonstrates interest in adults' as well as children's development as a means to improving both interaction with families as well as colleagues.

Level 3

- 3.1 Facilitates professional development opportunities for others based on reflective approaches and adult learning styles.
- 3.2 Develops and presents professional resources* to improve practices for a variety of audiences including colleagues, community members and families.
- 3.3 Evaluates & applies current research & trends presented in professional resources and shares information with other colleagues, community members or families as appropriate.
- 3.4 Engages in the development and implementation of quality standards at the local, state and/or national level.
- 3.5 Serves in a leadership capacity in professional organizations or groups through direct service, professional organization membership, advocacy and other professional activities that will further the development of appropriate practices across settings.
- 3.6 Serves as a catalyst for change by enlisting others to support new teachers and colleagues such as mentors and coaches.

Competencies – Leadership* and Advocacy*

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Follows all legal and regulatory mandates.</p> <p>1.2 Recognizes the family's right to make decisions about their child care and education.</p> <p>1.3 Contributes to staff discussions and decision making based on current knowledge of child development.</p> <p>1.4 Engages and values mentoring opportunities with both colleagues and families.</p> <p>1.5 Recognizes oneself as a decision maker within early care and education setting.</p> <p>1.6 Identifies early care and education as a profession, and is fully aware and can articulate this value to the general community.</p> <p>1.7 Understands that local, state and national legislation and public policy affect young children and families.</p>	<p>2.1 Participates in planning and evaluating the program utilizing recognized tools.</p> <p>2.2 Creates and develops relationships with the family to ensure the family's ability to make decisions about their child care and education and provides support and additional resources when the family is unwilling or unable to make appropriate decisions concerning their child's education.</p> <p>2.3 Acquires and shares additional knowledge and competencies through participation in staff development.</p> <p>2.4 Serves as a mentor and resource for less experienced staff by providing guidance, resources and support as appropriate.</p> <p>2.5 Participates in leadership activities with staff, family and colleagues.</p> <p>2.6 Discusses the significance of the early years and the value of early care and education programs with families and others in the community.</p> <p>2.7 Uses experiences and knowledge to inform and influence others about needs of all young children, families and the profession.</p>	<p>3.1 Analyzes and evaluates practice on an ongoing basis and implements changes that will strengthen the quality and the effectiveness of the work.</p> <p>3.2 Educates parents on advocacy measures that are in the best interest of the child, family and community and provides support and additional resources when the family is unwilling or unable to fully advocate for their child's well-being.</p> <p>3.3 Collaborates with colleagues and others to improve programs and practices for young children and their families and communities.</p> <p>3.4 Serves as a mentor to others in the field by providing guidance, resources, support and encouragement of continued professional education as appropriate.</p> <p>3.5 Assumes early childhood leadership role in the community, and in state and national professional organizations.</p> <p>3.6 Advocates for recognition of early care and education as a profession, including the economic impact.</p> <p>3.7 Advocates for services and legislation for all young children, families and the profession.</p>

Competencies - Ethical Standards & Professional Guidelines

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1

- 1.1 Shows awareness of, has read, and practices the ethical responsibilities in the code of ethical conduct* promoted by the professional association most closely associated with his or her professional role.
- 1.2 Can explain the reason for the code of ethics OR recognizes the core values* that underlie the code of ethics.
- 1.3 Can identify the difference between a code of ethics and personal values.
- 1.4 Recognizes and acts on primary responsibility to value early childhood and avoid participating in any practices that are disrespectful, exploitative or potentially harmful to children.
- 1.5 Discusses the importance of collaboration* and respect among all adults who work in early childhood settings, including confidentiality.
- 1.6 Describes the responsibility of the profession to provide high quality early childhood programs for the community.

Level 2

- 2.1 Practices and promotes the ethical responsibilities in the applicable code of ethical conduct.
- 2.2 Recognizes potentially unethical practices and seeks to apply ethical code as a tool and problem-solves appropriate actions to take when the code of ethics has been transgressed.
- 2.3 Identifies ethical dilemmas* and solves the identified problem and/or seeks additional assistance as appropriate.
- 2.4 Promotes and informs others of the need to support emotional, social, physical and intellectual development for every child.
- 2.5 Describes the roles and responsibilities of supervisors, staff, families and volunteers including respectful communication and implements these best practices as needed.
- 2.6 Promotes policies and practices that provide for well being of all children and their families.

Level 3

- 3.1 Consistently models and informs others of standards and principles set forth in the code of ethics.
- 3.2 Integrates the ethical code into practice and policies and explains to others how the ethical code can be used to solve everyday ethical dilemmas including the appropriate local supports and resources that can be accessed as needed.
- 3.3 Analyzes ethical dilemmas and determines appropriate course of action.
- 3.4 Accesses community resources and professional services that respect personal dignity and the diversity of children and families.
- 3.5 Creates opportunities for respectful dialogue with multiple perspectives cultural diversity and differences in developmental understanding of child development and best practices.
- 3.6 Informs others about research and current knowledge related to impact of high quality programs for all young children and families.

(b)(6)

Learning Environments & Experiences

Rationale

Early childhood professionals are the “architects” of the world that each child experiences while in an early childhood program, shaping their physical surroundings, the activities that they engage in, and their social interactions. When early childhood professionals create physical spaces that reflect children’s developmental needs and abilities, then they are providing important support and guidance for children’s development, behavior and learning. Early childhood professionals facilitate the active learning of young children by planning developmentally appropriate* experiences: experiences that are age appropriate, individually appropriate, and appropriate for the social and cultural* contexts in which children live. Active learning for young children is best fulfilled in play where they tend to show higher levels of language, creativity, curiosity, problem-solving, empathy, cooperation, and increased attention spans. Children’s relational environment is enhanced when early childhood professionals are attuned to emotional and social “atmosphere” and facilitate positive interactions between adults and children and among children.

Knowledge Base

In order for children to thrive in early childhood programs, professionals who provide services to young children and their families must strive to know and understand:

General

- the principles of developmentally appropriate practice
- how children learn and how the learning process changes from birth through age eight
- the developmental progression of young children’s play and strategies for supporting various types of play
- that continuous reflection on the effectiveness of the environment and experiences is needed in order to adapt to children’s changing needs

Interactions and Relationships

- their critical role in facilitating and guiding interpersonal relationships (peer to peer, adult to child, and adult to adult)
- the importance of respecting, valuing and accepting each child and treating every child with dignity at all times
- the importance of creating a bias-free, warm and caring emotional climate
- the importance of bringing each child’s culture and language into the shared culture of the group
- the benefits and methods of modeling and encouraging behaviors that contribute to a supportive, inclusive sense of community

Physical Environments

- the relationship between the physical environment and young children’s behavior and learning
- how to plan and prepare a learning environment that nurtures children’s initiative, encourages active exploration of materials, and supports engagement with activities and interaction with others
- how to choose materials and equipment and arrange physical spaces based on children’s developmental needs
- how to maintain a safe and positive environment through careful supervision and anticipation and avoidance of problems before they occur

Learning Experiences

- how to embed learning in everyday routines and activities
- the principles of integrating curriculum* across all developmental domains*
- that children learn best through play and concrete experiences that are tied to familiar aspects of their world
- strategies to foster language development and early literacy throughout early childhood
- strategies to create an intellectually engaging environment that fosters curiosity, thinking and problem solving

* Definition for this term can be found in the glossary in Appendix A. Each defined term is only marked the first time it is used in this content area.

Competencies - Interactions and Relationships

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1

- 1.1 Assumes primary responsibility for specific children in the group while remaining aware of momentary needs or emergencies that may arise outside of their individual assignments.
- 1.2 Interacts positively with children in responsive, consistent ways.
- 1.3 Treats all children with fairness, respect and understanding.
- 1.4 Recognizes that his or her relationships with co-workers, families and others impacts children.
- 1.5 Bases expectations for behavior on age and developmental level of children.
- 1.6 Demonstrates awareness that challenging behaviors* can have a variety of causes.
- 1.7 Prevents challenging behavior by providing consistent and predictable routines and responds to challenging behavior with positive guidance techniques.
- 1.8 Speaks to children with calm, respectful tones.
- 1.9 Engages in reciprocal interactions* with children to form safe, nurturing relationships.
- 1.10 Engages in many one-on-one, face-to-face interactions with children in a calm pleasant manner to foster secure attachments.
- 1.11 Recognizes a child's social and emotional needs.
- 1.12 Shows individual attention to each child within the group using the interaction approaches most appropriate for that individual child.
- 1.13 Listens to children attentively to gain understanding and responds quickly to their needs.
- 1.14 Conveys respect for diversity among children and families as evidenced by attempts to accommodate beliefs, needs and differences noted among children.
- 1.15 Encourages and supports children's efforts, ideas, accomplishments and interests.

Level 2

- 2.1 Interacts with children using encouraging and nurturing words and actions.
- 2.2 Adapts to and includes each child, individually accommodating for his/her temperament, personality, strengths, interests and development.
- 2.3 Seeks to identify causes of challenging behaviors and uses guidance approaches that promote positive behaviors, problem solving and self-control.
- 2.4 Provides activities and environments that promote appropriate behaviors and teaches behaviors and social skills as needed.
- 2.5 Uses behavior guidance strategies that involve children in creating rules and resolving conflicts.
- 2.6 Encourages positive social interactions and provides opportunities for children to learn from each other.
- 2.7 Adapts interactions to respond to each child's unique personality, temperament, mood, ability and culture.
- 2.8 Engages in responsive interactions with children, following their lead scaffolding interactions where needed.
- 2.9 Assists children in identifying and expressing their feelings in culturally and socially acceptable ways using whatever communication mode is readily available and possible for that child's unique developmental needs.
- 2.10 Uses a variety of positive direct and indirect guidance methods and avoids negative methods.
- 2.11 Solicits information from parents regarding effective strategies to support children.
- 2.12 Plans and provides opportunities for children to communicate, form friendships, and to interact with each other respectfully.
- 2.13 Guides children in resolving conflicts through communication, negotiation and problem solving using a variety of means and supports including visual cues, songs, play-based interventions and other appropriate strategies.

Level 3

- 3.1 Assumes responsibility for the needs of all the children present.
- 3.2 Moderates interactions with each child based on that child's specific characteristics, strengths, interests and needs.
- 3.3 Articulates, analyzes, evaluates and applies current theory and research on relationships and supportive interaction.
- 3.4 Establishes written policies for effective child guidance for both typically developing children and those with disabilities.
- 3.5 Articulates and demonstrates realistic expectations for children's attention spans, interests, social abilities, and physical needs when planning group experiences and teaches increased "groupness" and other social skills as appropriate.
- 3.6 Develops and implements written policies for effective social/emotional interactions.
- 3.7 Applies theory and current research to create a community* that fosters social and emotional development.
- 3.8 Addresses challenging behavior with an open mind, rather than labeling the child yet can still recognize when behavior reaches the level of concern and can seek additional support or resources as appropriate.
- 3.9 Recognizes and responds to individual behavioral problems related to developmental or emotional stress.
- 3.10 Relates guidance practices to knowledge of children's personalities, levels of development and different learning needs.
- 3.11 Shares information on guidance techniques with families using sensitivity, respect and awareness of diversity.

Competencies – Physical Environments

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1	Level 2	Level 3
<p>1.1 Recognizes when a child's behavior is being affected by characteristics of his or her surroundings and adjusts expectations or mitigates the effects of these influences.</p> <p>1.2 Provides adequate space for routine care and play that supports the age and interests of the children.</p> <p>1.3 Ensures that equipment and materials are clean, safe and free from hazards.</p> <p>1.4 Ensures that physical aspects of the room, such as temperature, noise level, and lighting, are comfortable for children.</p> <p>1.5 Uses equipment that is appropriate for the size of the children.</p> <p>1.6 Understands state rules and regulations specific to children's environments, both indoors and outdoors.</p> <p>1.7 Selects and makes accessible developmentally appropriate materials that are rotated frequently.</p> <p>1.8 Recognizes that individual space is needed for children to keep their individual belongings.</p> <p>1.9 Labels children's organizers (such as bins, shelving units etc.) with pictures and words to foster children's literacy skills, thinking skills, and independence and to provide organization to their world.</p>	<p>2.1 Articulates how changes in the environment may affect the behavior of children and makes adaptations to the environment when necessary.</p> <p>2.2 Provides a balance of spaces for activities that are active and quiet, child-directed and teacher-directed, individual and group, and indoor and outdoor.</p> <p>2.3 Uses equipment to help define activity areas and routine areas as well as additional picture or color cues as needed.</p> <p>2.4 Recognizes that bright colors and multiple patterns and other sensory inputs can over-stimulate children, and in some cases under-stimulate them, and can adjust as needed.</p> <p>2.5 Uses real world/real life materials relevant to children's experiences and interests.</p>	<p>3.1 Continuously observes and evaluates how space is affecting the behavior of children and the management of the classroom and adjusts the environment as needed.</p> <p>3.2 Articulates, analyzes, evaluates, and applies current theory and research on design of the environment in order to support individual and group growth.</p> <p>3.3 Evaluates the learning environment, teaching strategies and materials to maximize the learning potential for individual children.</p> <p>3.4 Uses a continuing process of assessment to guide modification to the environment, teaching strategies and expectations.</p> <p>3.5 Establishes multiple lighting sources (natural, full spectrum and incandescent).</p> <p>3.6 Demonstrates that colors and patterns and other sensory inputs can affect stimulation levels for children of various ages and learning needs by over or understimulating them and can adjust as needed.</p> <p>3.7 Integrates a variety of surfaces for indoor and outdoor use.</p>

Competencies - Learning Experiences

Knowledge in this area of professional practice is demonstrated when the early childhood professional:

Level 1

- 1.1 Develops and implements a daily schedule and routine, as appropriate.
- 1.2 Recognizes that learning occurs through play and is able to develop and enhance play in children lacking this skill.
- 1.3 Chooses and/or implements a curriculum* that includes all of the learning domains and incorporates knowledge of individual children and their interests.
- 1.4 Supports and encourages children's participation in a variety of activities and in differing degrees of participation dependent on their comfort levels and or special learning needs.
- 1.5 Frequently engages children in verbal word play and uses this play to develop language skills in children showing difficulty in this developmental area.
- 1.6 Communicates with parents, using sensitivity and respect, about children's activities, accomplishments, and developmental milestones.

Level 2

- 2.1 Evaluates a daily schedule and routine and makes the schedule clearly available to children using the most appropriate cues for their age and developmental level (i.e. pictures, etc.)
- 2.2 Plans and implements curriculum and instructional practices based on knowledge of individual children's needs, interests and abilities as determined by assessment information.
- 2.3 Incorporates developmentally and individually appropriate materials, activities and strategies in an integrated curriculum*.
- 2.4 Engages children in adult/child interactions by using open-ended questions or other language expansion activities appropriate for their individual learning needs.
- 2.5 Allows for peer play among all age groups and develops and supports play interactions as necessary.
- 2.6 Encourages parent input in planning and participating in activities in both the school setting and through activities sent to the child's home.
- 2.7 Uses child's home language in daily activities.
- 2.8 Emphasizes the process of creating instead of the end product.
- 2.9 Incorporates active play in all activities and routines throughout the day, regardless of children's age and adjusts activity levels for children who easily become over-stimulated or lack voluntary or controlled physical movement.
- 2.10 Develops activities that enhance learning through play.
- 2.11 Supports the development of play skills if lack of this ability is hindering play-based learning interactions within the child's environment.

Level 3

- 3.1 Establishes extended learning opportunities beyond the curriculum using additional resources and materials.
- 3.2 Implements strategies to support the children's role in planning curriculum based on the interests, skill levels and potential of each child.
- 3.3 Articulates, analyzes, evaluates, and applies current theory and research on design of curriculum in order to support individual and group growth.
- 3.4 Plans, implements and uses a variety of open-ended materials*, activities and strategies in an integrated curriculum*.
- 3.5 Evaluates the learning environment, teaching strategies and materials to maximize the learning potential for individual children.
- 3.6 Uses a continuing process of assessment to guide modification of the curriculum and environment.
- 3.7 Integrates various language strategies through visual, written, verbal, graphic organizers*, etc.
- 3.8 Identifies and communicates the skills fostered in various learning areas and activities to other adults, including parents.
- 3.9 Articulates the importance of play in a child's development and provides strategies and techniques that will assist families and other colleagues in developing play in children lacking this skill.
- 3.10 Links curriculum to program philosophy.
- 3.11 Articulates the major theories of children's development and learning and applies these theories to diverse settings.

Appendix A: Glossary

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Although many of these words may have other definitions, for the purposes of this listing the definition is given that best fits the meaning of the word or phrase when used in this document.

Accommodation – Making or becoming suitable; adjusting to circumstances by using the range over which such adjustment is possible.

Advocacy - Long-range thinking that establishes unified, collaborative actions to make effective, lasting and targeted change in the field of endeavor.

Assessment – The process of gathering information through the use of multiple tools and resources for the purpose of making decisions.

Attachment - The process of affection, bonding and connectedness between an infant and significant care providers or parents that builds a sense of trust and security within the child and profoundly affects all areas of development.

Bloodborne pathogens - Pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Bullying - Physical or psychological intimidation that occurs repeatedly over time and creates an ongoing pattern of harassment and abuse.

Challenging behavior - Actions or responses that: indicate the child is not exercising self-regulation or is stressed, afraid and insecure; interfere with children's learning, development and success at play; are harmful to the child, other children or adults; and/or put a child at risk for later social problems or school failure.

Children with special needs – Children with disabilities, developmental delays, or chronic health or behavioral needs that have been identified through a formal assessment process.

Code of Ethics - Defines the core values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work.

Collaborative - All members of a group working toward a common goal.

Communicable - A condition that can be spread or transmitted from one individual to another.

for the purposes of this listing the definition is given that best fits the

Community – The town, city or population group where an early childhood program is located; may also refer to a group of people who share a common culture, language, purpose, etc. (Ex. “early childhood community,” “classroom community”).

Community resources – Assets and resources available to children and families within a particular community, especially those that can help a family cope with a difficult situation or meet a specific need.

Confidentiality – Ensuring that information is accessible only to those authorized to have access. This includes any information, whether oral, written, or computerized, that is directly applicable to an individual requesting or receiving services from an agency. These include handwritten notes, tapes, films, disks, etc. as well as oral communication based on such information.

Continuous Professional Development – On-going self assessment of professional performance; the establishment of goals to maintain career standards and participate in advocacy actions; and the execution of a plan to make improvements.

Core Values - Critical attitudes and beliefs that shape one's philosophy and guide one's behavior, especially when dealing with work-related ethical issues.

Culturally Sensitive - The ability to work sensitively and respectfully with children and their families, honoring the diversity of their cultures, spoken languages, and racial and ethnic groups.

Culture – All of the socially transmitted behavior patterns, values, beliefs and knowledge that are typical of a population or community of people at a given time.

Curriculum – Planned, sequenced program of study and daily structured activity based on what is age appropriate, skill levels of children, and what is deemed important by the standards of Ohio.

Developmental domains – Term used by professionals to describe areas or categories of skills and concepts that children develop or learn over time. Domains typically include the following areas of development: social, emotional, cognitive, language and literacy, physical (large motor, fine motor, perceptual/sensory), and creative.

Appendix A: Glossary

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Developmentally appropriate – Programs, activities, and environments that are designed on the basis of: knowledge of how children develop and learn; knowledge of the strengths, needs, and interests of individual children; and knowledge of the social and cultural contexts in which children live.

Diversity – The variance among family structures, functions, characteristics, and interests.

Early Intervention – Comprehensive educational programs for young children who are at risk or who have been identified as having a disability.

Emergency preparedness – All activities designed or undertaken to minimize the effects of a hazard upon people, to deal with the immediate emergency conditions that would be caused by the hazard, and to repair or restore vital utilities or facilities destroyed or damaged by the hazard.

Empowering – The establishment of a model whereby all families can assert an active role in the care and education of their children.

Environment – All of the physical surroundings and social and cultural conditions that physically and/or emotionally affect children and their ability to learn, grow, develop and survive.

Ethical Dilemma – A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

Family – A social unit of two or more people who share goals and values, have long-term commitments, and often but not always live in the same household. A family may include children and adults living in the home, adults who are responsible for the long-term care and well-being of the child, a child's legal guardian, and/or parents who may not live in the same household as the child.

Family Systems Theory – A framework that emphasizes the notion that everything that happens to any family member affects all other family members.

Formal (observation/assessment) – Following accepted rules and standards for use of forms, structure and arrangement of outcomes.

Graphic Organizers – A pictorial way to organize information and thoughts for understanding, remembering, or writing about.

Health – A state of wellness; complete physical, mental, social, and emotional well-being. The quality of one element affects the state of the others.

Hydration – The taking in of water.

IEP – Individualized Education Plan.

IFSP – Individualized Family Service Plan.

Inclusion – An educational practice whereby programs enroll both typically developing children and children with identified disabilities.

Informal (observation/assessment) – Assessment that does not use standardized or required forms or procedures or not officially recognized or approved as regular means of gathering information.

Integrated curriculum – Developing model lessons that include cross-curricular activities and assessments.

Leadership – Ability to understand, achieve and maintain institutional quality, as well as to build, manage and sustain organizational culture.

Mentor – A knowledgeable and experienced individual who provides guidance to beginning and experienced professionals to develop skills and reflection of practice. Various strategies of the mentor may include observation and feedback, demonstration of skills, conferencing, and resource provider.

MFE – Under IDEA, children must undergo a multi-factored evaluation to determine eligibility for special education services. An MFE consists of an evaluation, conducted by a multidisciplinary team, of more than one area of a child's functioning so that no single procedure is the sole criterion for determining a child's eligibility for a free appropriate educational program under the law. Children must be evaluated in all areas of suspected disability.

Norm-Referenced – A measure in which an individual child's performance is compared with that of a normative group, usually others of the same age.

Nutrition – The study of food and how it is used in the body.

Objective – Uninfluenced by emotions or personal biases.

Observation – Gathering information through one or more of the five senses for the basic purpose of determining a child's individual needs and learning style.

Appendix A: Glossary

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Open-ended materials - Materials that can be used in multiple ways and allow for children's construction, concrete solving of problems, imagination and creativity.

Professional Resources - Education, information, materials, support services, and advocacy for early childhood stakeholders including, providers, teachers, trainers, and those working with families.

Professionalism - Decisions and actions, based on knowledge of early childhood theories, research and practice that shape one's career in the field.

Pro-social behavior - Caring behaviors toward others and concern over the distress of someone else.

Quality Standards - Principles that provide a set of guidelines to ensure the optimum level of regulations and practice in the field of early childhood.

Reciprocal interaction - An interaction with a child in which both adult and child are actively contributing, listening, and responding to one another.

Reflective Professional Development - On-going thinking about one's role, personal actions, or effects on others, (e.g., children, staff, families, or colleagues) that lead to improvement and meaningful change.

Reliability - Consistency of test scores over time and between testers; the extent to which it is possible to generalize from one test result conducted by one person to test results conducted at different times or by different observers.

Safe sleep - A sleep environment that reduces the risks associated with Sudden Infant Death Syndrome.

Safety - Security and freedom from danger.

Sanitize - Cleaned or sterilized.

Screening - A brief procedure to determine whether a child requires further and more comprehensive evaluation.

Self-regulation - Child's ability to gain control of bodily functions, manage powerful emotions and maintain focus and attention.

Sensitivity - Positive responsiveness to the attitudes, feelings, and circumstances of others.

Separation - The process of a young child's sensory interpretation of noticing a prime care giver or parent's leaving or is out of sight, causing the child to experience anxiety and insecurity.

Special health care needs - Children with special health care needs are those who have, or are at risk for, chronic physical, developmental, behavioral, or emotional conditions and who also require health and related services of a type or amount not usually required by typically developing children.

Standards - Agreed upon expectations for young children, programs and teachers. Varying terms are used to describe standards: early learning standards are expectations about learning and development of young children; program standards are expectations for the characteristics and quality of schools, child care centers or other education settings for children; and content standards represent what students - including adult students - should know and be able to do within a particular discipline, such as math, science, language, or the arts.

Strength-based - The ability to recognize and utilize existing abilities and competencies in children in order to refrain from a negative focus.

Valid - Extent to which a test measures what its authors claim it measures; appropriateness of the inferences that can be made on test results.

Appendix B: Research References

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Research in child development and early care and education practices provides the foundation upon which the Core is built. Research findings presented in the following references were useful throughout the document:

Bredenkamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*. Washington, D.C.: NAEYC.

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Appendix B: Research References

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General Information

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- Ohio's Core Knowledge and Competencies is closely linked to three important source documents from leading early childhood professional organizations:
1. *NAEYC Early Childhood Program Standards and Accreditation Criteria* (2005). The National Association for the Education of Young Children.
 2. *Preparing Early Childhood Professionals: NAEYC's Standards for Initial Licensure, Advanced, and Associate Degree Programs*, (2003). M. Hyson (ed.)., The National Association for the Education of Young Children.

3. *DEC Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/Early Childhood Special Education*, (2005). S Sandall, M. L. Hemmeter, B. J. Smith, & M. E. McLean; Division for Early Childhood of the Council for Exceptional Children.

Many of the knowledge and competency areas in Core Knowledge are related to specific standards, criteria or recommended practices in these three documents. In order to allow for easy cross-referencing, the following table links each content area in Core Knowledge with the relevant content in each of the other documents.

Core Knowledge Content Area	1. NAEYC Accreditation Criteria	2. NAEYC Professional Preparation Standards	3. DEC Recommended Practices
Child Growth & Development	<div>1.A Building positive relationships between teachers and families</div> <div>2.A Curriculum: essential characteristics</div> <div>7.A Knowing and understanding the program's families</div>	<div>1a. Knowing and understanding young children's characteristics and needs</div> <div>1b. Knowing and understanding the multiple influences on development and learning</div> <div>1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments</div>	<div>Adults design environments to promote children's safety, active engagement, learning, participation, and membership (C1-11)</div> <div>Adults use ongoing data to individualize and adapt practices to meet each child's changing needs (C12-16)</div> <div>Adults use systematic procedures within and across environments, activities, and routines to promote children's learning and participation (C17-27)</div> <div>Families and professionals share responsibility and work collaboratively (F1-5)</div> <div>Practices are strengths- and assets-based (C15-17)</div>

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Core Knowledge Content Area	1. NAEYC Accreditation Criteria	2. NAEYC Professional Preparation Standards	3. DEC Recommended Practices
Family & Community Relations	<p>1.A. Building Positive Relationships among Teachers and Families</p> <p>1.E. Addressing Challenging Behaviors</p> <p>4.A. Creating an Assessment Plan</p> <p>4.B. Using Appropriate Assessment Methods</p> <p>4.E. Communicating with Families and Involving Families in the Assessment Process (4.E.01)</p> <p>6.A. Preparation, Knowledge, and Skills of Teaching Staff</p> <p>7.A. Knowing and Understanding the Program's Families</p> <p>7.B. Sharing Information Between Staff and Families</p> <p>7.C. Nurturing Families as Advocates for Their Children</p> <p>8.A. Linking with the Community</p> <p>8.B. Accessing Community Resources</p> <p>8.C. Acting as a Citizen in the Neighborhood and Early Childhood Community</p> <p>10.B. Management Policies and Procedures</p>	<p>2a. Knowing about and understanding family and community characteristics</p> <p>2b. Supporting and empowering families and communities through respectful, reciprocal relationships</p> <p>2c. Involving families and communities in their children's development and learning</p> <p>4a. Connecting with Children and Families</p>	<p>Professionals and families collaborate in planning and implementing assessment (A1-12)</p> <p>Assessment is individualized and appropriate for the child and family (A13-20)</p> <p>Professionals meet legal and procedural requirements and meet Recommended Practice guidelines (A37-46)</p> <p>Adults design environments to promote children's safety, active engagement, learning, participation, and membership (C1-11)</p> <p>Adults use ongoing data to individualize and adapt practices to meet each child's changing needs (C12-16)</p> <p>Adults use systematic procedures within and across environments, activities, and routines to promote children's learning and participation (C17-25)</p> <p>Families and professionals share responsibility and work collaboratively (F1-5)</p> <p>Practices strengthen family functioning (F6-10)</p> <p>Practices are strengths- and assets- based (F11-14)</p> <p>Teams including family members make decisions and work together (F1-6)</p> <p>Professionals cross disciplinary boundaries (I7-8)</p> <p>Intervention is focused on function, not services (I9-16)</p> <p>Regular caregivers and regular routines provide the most appropriate opportunities for children's learning and receiving most other interventions (I17-19)</p> <p>Families and professionals shape policy at the national, state, and local levels (PS1-4)</p>

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Core Knowledge Content Area	1. NAEYC Accreditation Criteria	2. NAEYC Professional Preparation Standards	3. DEC Recommended Practices
<i>Health, Safety & Nutrition</i>	<p>1.A. Building positive relationships among teachers and families</p> <p>1.B. Building positive relationships between teachers and children</p> <p>2.K. Curriculum content area for cognitive development: health and safety</p> <p>3.C. Supervising children</p> <p>5.A Promoting and protecting children's health and controlling infectious disease</p> <p>5.B. Ensuring children's nutritional well-being</p> <p>5.C. Maintaining a healthful environment</p> <p>9.A. Indoor and outdoor equipment, materials and furnishings</p> <p>9.C. Building and physical design</p> <p>9.D. Environmental health</p> <p>10.B. Management policies and procedures</p> <p>10.D. Health, nutrition and safety policies and procedures</p> <p>10.F. Program evaluation, accountability and continuous improvement</p>	<p>1a. Knowing and understanding young children's characteristics and needs</p> <p>1b. Knowing and understanding the multiple influences on development and learning</p> <p>2a. Knowing about and understanding family and community characteristics</p> <p>2b. Supporting and empowering families and communities through respectful, reciprocal relationships</p> <p>2c. Involving families and communities in their children's development and learning</p> <p>3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches</p> <p>3d. Knowing about assessment partnerships with families and other professionals</p> <p>4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes</p> <p>5b. Knowing about and upholding ethical standards and other professional guidelines</p> <p>5c. Engaging in continuous, collaborative learning to inform practice</p> <p>5d. Integrating knowledgeable, reflective, and critical perspectives on early education</p> <p>5e. Engaging in informed advocacy for children and the profession</p>	<p>Professionals and families collaborate in planning and implementing assessment (A1-12)</p> <p>Assessment is individualized and appropriate for the child and family (A13-20)</p> <p>Assessment provides useful information for intervention (A21-29)</p> <p>Professionals share information in respectful and useful ways (A30-36)</p> <p>Professionals meet legal and procedural requirements and meet Recommended Practice Guidelines (A37-46)</p> <p>Adults design environments to promote children's safety, active engagement, learning, participation, and membership (C1-11)</p> <p>Adults use ongoing data to individualize and adapt practices to meet each children's changing needs (C12-16)</p> <p>Families and professionals share responsibility and work collaboratively (F1-5)</p> <p>Practices strengthen family functioning (F6-10)</p> <p>Practices individualized and flexible (F11-14)</p> <p>Teams including family members make decisions and work together (I1-16)</p> <p>Families and professionals shape policy at the national, state and local levels (PS1-4)</p> <p>Program policies and administration promote family participation in decision-making (PS12-18)</p>

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Core Knowledge Content Area		1. NAEYC Accreditation Criteria	2. NAEYC Professional Preparation Standards	3. DEC Recommended Practices
Child Observation & Assessment:				
Principles/Foundation		4.A Creating and Assessment Plan	3a. Understanding the goals, benefits and uses of assessment 3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches 3c. Understanding and practicing responsible assessment	Assessment is individualized and appropriate for the child and family (A13-20) Professionals share information in respectful and useful ways (A30-36) Professionals meet legal and procedural requirements and meet DEC Recommended Practices guidelines (A37-46)
Gathering/Documentation		4.B Using Appropriate Assessment Methods 4.E Communicating with Families and Involving Families in the Assessment Process	3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches 3c. Understanding and practicing responsible assessment	Professionals and families collaborate in planning and implementing assessment (A1-12) Assessment is individualized and appropriate for the child and family (A13-20)
Summary and Uses (Results and Interpretation)		4.C Identifying Children's Interests and Needs and Describing Children's Progress 4.D Adapting Curriculum, Individualizing Teaching, and Informing Program Development	3a. Understanding the goals, benefits and uses of assessment 3d. Knowing about assessment partnerships with families and other professionals	Assessment provides useful information for intervention (A21-29) Professionals meet legal and procedural requirements and meet DEC Recommended Practices guidelines (A37-46)
Sharing and Reporting Methods		4.C Identifying Children's Interests and Needs and describing Children's Progress 4.E Communicating with Families and Involving Families in the Assessment Process 7.B Sharing Information Between Staff and Families 8.A Linking with the Community	3a. Understanding the goals, benefits and uses of assessment 3c. Understanding and practicing responsible assessment 3d. Knowing about assessment partnerships with families and other professionals	Assessment provides useful information for intervention (A21-29) Professionals share information in respectful and useful ways (A30-36) Professionals meet legal and procedural requirements and meet DEC Recommended Practices guidelines (A37-46)

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Core Knowledge Content Area	1. NAEYC Accreditation Criteria	2. NAEYC Professional Preparation Standards	3. DEC Recommended Practices
<i>Professional Development</i>	<p>6a. Preparation, knowledge and skills of teaching staff</p> <p>6b. Teacher's dispositions and professional commitment</p>	<p>5a Identifying and involving oneself with the early childhood field</p> <p>5b Knowing about upholding ethical standards and other professional guidelines</p> <p>5c Engaging in continuous, collaborative learning to inform practice</p> <p>5d Integrating knowledgeable, reflective, and critical perspectives on early education</p> <p>5e Engaging in informed advocacy for children and the profession</p>	<p>Field experiences are systematically designed and supervised (PP29 - 39)</p> <p>Faculty and other personnel trainers are qualified and well-prepared for their role in personnel preparation (PP40 - 55)</p> <p>Professional development (inservice) activities are systematically designed and implemented (PP56 - 66)</p>
<i>Learning Environments & Experiences:</i>	<p>1A. Building positive relationships among teachers and families</p> <p>1B. Building positive relationships between teachers and children</p> <p>1C. Helping children make friends</p> <p>1D. Creating a predictable, consistent, and harmonious classroom</p> <p>1E. Addressing challenging behaviors</p> <p>2B. Social-emotional development</p> <p>3B. Creating caring communities for learning</p>	<p>1a. Knowing and understanding young children's characteristics and needs</p> <p>1b. Knowing and understanding the multiple influences on development and learning</p> <p>1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p> <p>4a. Knowing, understanding, and using positive relationships and supportive interactions</p>	<p>Adults design environments to promote children's safety, active engagement, learning, participation, and membership (C1-11)</p> <p>Adults use ongoing data to individualize and adapt practices to meet each child's changing needs (C12-16)</p> <p>Adults use systematic procedures within and across environments, activities, and routines to promote children's learning and participation (C17-27)</p> <p>Assessment provides useful information for intervention (A21-29)</p>

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Core Knowledge Content Area	1. NAEYC Accreditation Criteria	2. NAEYC Professional Preparation Standards	3. DEC Recommended Practices
Learning Environments & Experiences:			
Physical Environments	<p>2.A. Curriculum: essential characteristics</p> <p>2.C. Physical development</p> <p>2E-L. Curriculum content area for cognitive development</p> <p>3A. Designing enriched learning environments</p> <p>3D. Using time, grouping and routines to achieve learning goals</p> <p>3E. Responding to children's interests and needs</p> <p>5C. Maintaining a healthful environment</p> <p>9.A: Physical Environment: Indoor and Outdoor Equipment, Materials, and Furnishings</p> <p>9.B: Physical Environment: Outdoor Environmental Design</p> <p>9.C: Physical Environment: Building and Physical Design</p>	<p>1a. Knowing and understanding young children's characteristics and needs</p> <p>1b. Knowing and understanding the multiple influences on development and learning</p> <p>1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p> <p>4b. Knowing, understanding, and using effective approaches, strategies, and tools for early education</p> <p>4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes</p>	<p>Adults design environments to promote children's safety, active engagement, learning, participation, and membership (C1-11)</p> <p>Adults use ongoing data to individualize and adapt practices to meet each child's changing needs (C12-16)</p> <p>Adults use systematic procedures within and across environments, activities, and routines to promote children's learning and participation (C17-27)</p> <p>Assessment provides useful information for intervention (A21-29)</p>

Core Knowledge Content Area

Learning Environments & Experiences:

Learning Experiences

1. NAEYC Accreditation Criteria

- 2.A. Curriculum: essential characteristics
- 2B-D. Areas of development
- 2E-L. Curriculum content area for cognitive development
- 3A. Designing enriched learning environments
- 3D. Using time, grouping and routines to achieve learning goals
- 3E. Responding to children's interests and needs
- 3F. Making learning meaningful for all children
- 3G. Using instruction to deepen children's understanding and build their skills and knowledge

2. NAEYC Professional Preparation Standards

- 1a. Knowing and understanding young children's characteristics and needs
- 1b. Knowing and understanding the multiple influences on development and learning
- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
- 4b. Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
- 4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

3. DEC Recommended Practices

- Adults design environments to promote children's safety, active engagement, learning, participation, and membership (C1-11)
- Adults use ongoing data to individualize and adapt practices to meet each child's changing needs (C12-16)
- Adults use systematic procedures within and across environments, activities, and routines to promote children's learning and participation (C17-27)
- Assessment provides useful information for intervention (A21-29)

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Ohio Professional Development Network

Career resources for early childhood & afterschool professionals



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE CHIEF FINANCIAL OFFICER

ED-1-1317

Mr. James Quinn
Chief Financial Officer
Ohio Department of Education
25 S. Front Street, Mail Stop G01
Columbus, OH 43215-4183

Reference: Agreement No. 2013-028

Dear Mr. Quinn:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education
OCFO / FIPAO / ICG
Attention: Frances Outland, Rm. 6044
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Frances Outland at (202) 245-8082 or Frances.Outland@ed.gov.

The next indirect cost rate proposal based on actual data for the year ending June 30, 2013 is due by December 31, 2013. This proposal should be sent to the above address.

Sincerely,

(b)(6)

Mary Gougisha
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Enclosures

350 12th St. SW, WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Ohio Department of Education
25 S Front Street, Mail Stop G01
Columbus, OH 43215-4183

Date: JUL 13 2013

Agreement No: 2013-028

Filing Reference: Replaces previous
Agreement No. 2012-103
Dated: 9/25/2012

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2013	06/30/2014	11.9%	SWF	All Programs

Distribution Base:

SWF Total Direct Salaries & Wages including all applicable fringe benefits.

Applicable To:

All Programs The rates herein are applicable to All Programs.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), terminal leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$ (b)(4)

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

Ohio Department of Education
25 S. Front Street, Mail Stop G01
Columbus, OH 43215-4183

(b)(6)

Signature

James Quinn

Name

CFO

Title

7/15/13

Date

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

Mary Gougisha

Name

Director, Indirect Cost Group

Title

7/15/13

Date

Negotiator: Frances Outland
Telephone Number: (202) 245-8082

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Ohio Department of Education
25 S. Front Street, Mail Stop G01
Columbus, OH 43215-4183

Date: 07/11/2013**Agreement No:** 2013-028(A)**Filing Reference:** Replaces previous
Agreement No. 2013-028**Dated:** 7/11/2013

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2013	06/30/2014	11.9%	SWF	All Programs
Provisional	07/01/2014	09/30/2014	11.9%	SWF	All Programs

Distribution Base:

SWF Total Direct Salaries & Wages including all applicable fringe benefits.

Applicable To:

All Programs The rates herein are applicable to All Programs.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$ (b)(4)

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

Ohio Department of Education
25 S. Front Street, Mail Stop G01
Columbus, OH 43215-4183

Signature

Name

Title

Date

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

Date

Negotiator: Emily Wen
Telephone Number: (202) 245-8109

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Part 4: Budget Information and Narrative

Budget Narrative - Evidence for Selection Criteria (G)

I: Budget Summaries

The Budget Summary by Budget Category is also shown in the Part 5c Spreadsheet.

Table 4-1. Budget Summary by Budget Category (Evidence for selection criterion (G))

OVERALL STATEWIDE BUDGET					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$90,850	\$95,393	\$100,162	\$105,170	\$391,575
2. Fringe Benefits	\$27,255	\$28,618	\$30,049	\$31,551	\$117,473
3. Travel	\$425	\$425	\$425	\$425	\$1,700
4. Equipment	\$3,210	\$3,210	\$3,210	\$3,210	\$12,840
5. Supplies	\$275	\$275	\$275	\$275	\$1,100
6. Contractual	\$840,211	\$833,602	\$826,664	\$819,379	\$3,319,856
7. Training Stipends	\$-	\$-	\$-	\$-	\$-
8. Other	\$10,120	\$10,120	\$10,120	\$10,120	\$40,480
9. Total Direct Costs (add lines 1-8)	\$972,346	\$971,643	\$970,905	\$970,130	\$3,885,024
10. Indirect Costs*	\$14,054	\$14,757	\$15,495	\$16,270	\$60,576
11. Funds to be distributed to Subgrantees	\$18,988,600	\$18,988,600	\$18,988,600	\$18,988,600	\$75,954,400
12. Funds set aside for participation in grantee technical assistance	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
13. Total Grant Funds Requested (add lines 9-12)	\$20,000,000	\$20,000,000	\$20,000,000	\$20,000,000	\$80,000,000
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

Table 4-2. Budget Summary by Subgrantee

Budget Table: Budget Summary by Subgrantee (Evidence for selection criterion (G))					
Subgrantees	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Canton City	(b)(4)				
Cleveland Municipal City					
Columbus City					
Dayton City					
East Liverpool City					
New Lexington City					
Portsmouth City					
Sebring Local					
Springfield City					
Toledo City					
Western Local					
Total to Subgrantees					

Table 4-3. Budget Summary by Project

<u>Budget Table: Budget Summary by Project</u>					
Projects	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Administration and Evaluation	(b)(4)				
Expanding Access					
Collaboration and Implementation					
Birth-Through-Third- Grade Continuum					
Project Budget Totals*					
Grant Funds Share					
State Match Share					
*Project Budget Totals differ from the Overall Statewide Budget totals in Table 4-1 due to annual indirect costs (both federal and state share) plus the \$25,000 annual allocation for technical assistance.					

II. Budget Narrative

IIa. Budget Summary by Budget Category

1. Personnel

The salary estimates below are based on salary averages for individuals in each of the respective personnel classifications currently employed at ODE.

- a. Full-time Project Director (\$84,251 in Year 1, inflated by 5 percent each year following Year 1) to provide oversight and fiscal management of all contracts associated with this grant and to complete required grant reporting activities. The Project Director will be funded with federal grant monies for all 4 years.
- b. Two full-time Early Learning Program Specialists (\$65,985 each in Year 1, inflated by 5 percent each year following Year 1) to directly support subgrantees and providers with delivery of High- Quality Preschool Programs through on-site technical assistance. Each Early Learning Program Specialist will each be assigned to specific communities to witness the experiences in each community, to gather data about the change process, and to document both challenges and achievements, so the learning from this project can be applied statewide. For each of the 4 grant years, the Early Learning Program Specialist positions will be funded (b)(4) percent through the state general revenue and (b)(4) percent through federal grant funds (in Year 1, \$(b)(4) and \$(b)(4) respectively). This funding model will ensure the sustainability of these positions after the grant period ends.

2. Fringe Benefits

Calculated at a rate of 30 percent of salary, fringe benefits are budgeted for the positions described above and are inflated by 5 percent each year after Year 1. The Year 1 amounts are Project Director (\$25,275) and two Early Learning Program Specialists (\$19,796 each). For each of the 4 grant years, the Early Learning Program Specialists fringe benefits will be funded (b)(4) percent through the state general revenue and (b)(4) percent through federal grant funds (in Year 1, \$(b)(4) and \$(b)(4) respectively). This funding model will ensure the sustainability of these positions after the grant period ends.

3. Travel

Travel costs of \$4,250 are budgeted for the for each of the Early Learning Program Specialists. Each Early Learning Program Specialist will be assigned to specific target communities and will travel to those communities regularly to provide project coordination, training, and technical

assistance to Subgrantees and providers. The amount is based on the current annual average travel costs for two ODE staff members who have similar territorial assignments within the state that require regular travel. For each of the four grant years, the Early Learning Program Specialists travel will be funded $\frac{(b)(4)}{4}$ percent through the state general revenue and $\frac{(b)(4)}{4}$ percent through federal grant funds (in Year 1, \$ $\frac{(b)(4)}{4}$ and \$ $\frac{(b)(4)}{4}$ respectively). This funding model will ensure the sustainability of these positions after the grant period ends.

4. Equipment

- a. In each year, \$3,000 is budgeted for equipment costs for the Project Director. This covers the cost of a desk phone and use of the department telecommunications system for conference calling and Web conferencing. The Project Director will be funded with federal grant monies for all 4 years.
- b. In each year, \$4,200 is budgeted for equipment costs for the two Early Learning Program Specialists. This covers the annual cost of a desk phone and use of the department telecommunications system for conference calling and Web conferencing for both positions (\$3,000) plus a cell phone for each specialist (\$1,200). Cell phones are provided for these positions due to the extensive statewide travel required. For each of the four grant years, the Early Learning Program Specialists equipment charges will be funded $\frac{(b)(4)}{4}$ percent through the state general revenue and $\frac{(b)(4)}{4}$ percent through federal grant funds (in Year 1, \$ $\frac{(b)(4)}{4}$ and \$ $\frac{(b)(4)}{4}$ respectively). This funding model will ensure the sustainability of these positions after the grant period ends.

5. Supplies

In each year, \$250 is budgeted for supplies for each of three positions discussed above: Project Director and two Early Learning Program Specialists. The Project Director will be funded with federal grant monies for all 4 years. This is an estimated cost based on printing and office supplies. For each of the 4 grant years, the Early Learning Program Specialists supplies will be funded $\frac{(b)(4)}{4}$ percent through the state general revenue and $\frac{(b)(4)}{4}$ percent through federal grant funds (in Year 1, \$ $\frac{(b)(4)}{4}$ and \$ $\frac{(b)(4)}{4}$ respectively).

6. Contractual

- a. A total of \$20,000 is budgeted for the development of K-3 enhanced child standards modules for teachers; \$17,000 is budgeted in Year 1, and \$1,000 is budgeted in each of Years 2, 3, and 4 for online hosting of the module.

- b. A total of \$20,000 is budgeted for the development and delivery of modules to support providers with recruiting and retaining highly qualified staff. \$15,000 is allocated in Year 1, and \$5,000 is allocated in Year 2.
- c. Each year, \$2,000 is budgeted for an expert vendor to deliver professional development to providers on protective factors.
- d. Each year, \$30,000 is budgeted in for online collaboration software licensing fees to support the community of learners.
- e. A total of \$203,960 is budgeted for a contract with an expert vendor to develop and implement the Ohio Early Childhood Appalachian Collaborative to explore shared approaches to literacy, information technology applications and family addiction. The Year 1 budget is \$86,211, \$65,237 in Year 2, \$24,239 in Year 3, and \$28,273 in Year 4.
- f. A total of \$222,896 is budgeted for contractor to facilitate family and community engagement; \$40,000 is budgeted in Year 1, \$30,365 in Year 2, \$94,425 in Year 3, and \$78,786 in Year 4.
- g. A total of \$950,000 is budgeted for a contracts to evaluate the projects included in this proposal; \$150,000 is budgeted in Year 1, \$200,000 in Year 2, \$275,000 in Year 3, and \$325,000 in Year 4.
- h. A total of \$775,000 is budgeted for enhancements to the state data systems to collect additional data on the elements of High-Quality Preschool; for example, each child's hours of services received. The Years 1 and 2 budget is \$250,000; the Year 3 budget is \$150,000, and the Year 4 budget is \$125,000.
- i. A total of \$1,000,000 is budgeted for contracts associated with delivery of training and technical assistance (\$250,000 in each grant year). These contracts will expand Ohio's current Birth to Kindergarten Entry Professional Development System to further build the capacity of the early childhood educators, and coordinate content delivery as necessary within a geographic area.
- j. All contractual services will follow the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7. Training Stipends

No training stipends are included in the State of Ohio's grant budget.

8. Other

In each grant year, \$9,200 is budgeted for physical space and information technology access, including issuing of a desktop or laptop computer and monitor within ODE for each of the three positions (total in Year 1 is \$27,600). This is the flat rate charged per FTE by the ODE IT department. The Project Director will be funded with federal grant monies for all 4 years. For each of the four grant years, the Early Learning Program Specialists equipment charges will be funded $\frac{(b)}{(4)}$ percent through the state general revenue and $\frac{(b)}{(4)}$ percent through federal grant funds (in Year 1, \$ $\frac{(b)}{(4)}$ and \$ $\frac{(b)}{(4)}$ respectively). This funding model will ensure the sustainability of these positions after the grant period ends.

9. Total Direct Costs

- a. Year 1: \$972,346
- b. Year 2: \$971,643
- c. Year 3: \$970,905
- d. Year 4: \$970,130

10. Indirect Costs

As addressed in the Indirect Cost Information table, Ohio applied its approved federal indirect cost rate of 11.9 percent to the salary and fringe benefit costs. The amount in Table I-1 represents the indirect costs charged to the federal grant for salaries and fringe benefits (e.g. \$14,054 in Year 1). No indirect costs were applied to contracts in line 6.

11. Funds Distributed to Subgrantees

The total distribution to Subgrantees is \$28,788,600 with \$ $\frac{(b)}{(4)}$ from state funds and \$ $\frac{(b)}{(4)}$ from federal grant funds. The distribution to individual Subgrantees is as follows:

- a. Canton City: \$ $\frac{(b)}{(4)}$
- b. Cleveland Municipal City: \$ $\frac{(b)}{(4)}$
- c. Columbus City: \$ $\frac{(b)}{(4)}$
- d. Dayton City: \$ $\frac{(b)}{(4)}$
- e. East Liverpool City: \$ $\frac{(b)}{(4)}$
- f. New Lexington City: \$ $\frac{(b)}{(4)}$
- g. Portsmouth City: \$ $\frac{(b)}{(4)}$
- h. Sebring Local: \$ $\frac{(b)}{(4)}$
- i. Springfield City: \$ $\frac{(b)}{(4)}$

j. Toledo City: \$ (b)(4)

k. Western Local: \$ (b)(4)

12. Funds Set Aside for Participation in Grantee Technical Assistance

A total of \$100,000 (\$25,000 in each year) is set aside for participating in Preschool Development Grant technical assistance activities.

13. Total Funds Requested

a. Year 1: \$ (b)(4)
 b. Year 2: \$
 c. Year 3: \$
 d. Year 4: \$

14. Funds from Other Sources Used to Support the State's Plan

a. \$ (b)(4) in state funds annually, beginning in Year 1.

IIb. Budget Summary by Subgrantee

Budget allocations for the 11 Subgrantee communities are based on the number of newly created High-Quality Program slots and the number of existing State Preschool Program slots improved to meet federal High-Quality Preschool Program standards. For each newly created slot, the Subgrantee community receives \$9,400. For each enhanced State Preschool Program slot, the Subgrantee community receives \$5,400. The totals for each community are reflected in Table 4-2, Budget Summary by Subgrantee, above.

IIc. Budget Summary by Project

Ohio's Preschool Expansion Plan encompasses three main goals: 1) expand access to federally defined High-Quality Preschool Programs to 3,409 eligible 4-year-olds beginning in the first year of the grant; 2) implement High-Quality Preschool Programs in 11 high-needs communities through strong collaboration and partnerships to increase Kindergarten Readiness Assessment performance by 5 percent; and 3) enhance the state's infrastructure and make quality improvements to deliver High-Quality Preschool Programs as part of the birth-through-third-grade continuum to increase the percentage of grade K-3 students reading on grade level by 5 percent. To accomplish these goals, the following projects are included within the Preschool Expansion Grant and are aligned to one of the three main goals:

Project 1: Administration and Evaluation – Section (3)(C)

This project will create a project management team that will be responsible for the overall implementation and oversight of the grant. This will include the selection, oversight, and fiscal management of contracts, and the fiscal management and distribution of funds to Subgrantees. A contract to provide evaluation of the Ohio Preschool Expansion Plan will also be included in this project. Project 1 will receive \$ (b)(4) of the \$ (b)(4) annual state match.

Project 2: Expanding Access – Section (3)(D), Competitive Priority One, Competitive Priority Three

This project will distribute funds to subgrantees, LEAs, and early learning providers in order to increase access to High-Quality Preschool Programs. ODE will provide technical assistance to Subgrantees as they work with local community partners to implement a competitive process for awarding new and improved High-Quality Preschool Program slots. As LEAs and early learning providers are identified, further technical assistance will be provided to aid programs in meeting federally defined High-Quality Preschool Program standards and in making efforts to recruit families, particularly those that have been identified as hard-to-reach.

Project 3: Collaboration and Implementation – Sections (3)(C) and (3)(E)

This project will provide support to early learning professionals to improve the quality of early learning and development programs serving eligible children and their families. Targeted technical assistance, aimed at continuous quality improvement and providing resources to support a continuum of birth-through-third grade services, will be available. Professional development modules will be created and offered on retention and recruitment efforts, working with children and families in the child welfare system, and the newly expanded K-3 standards. Ohio will enhance its current SUTQ monitoring system to include federal High-Quality Preschool Program standards to enable the system to be fully operational to support monitoring and continuous improvement technical assistance. A Community of Learners will enable early childhood professionals to participate in formal and informal learning facilitated by local leaders from model initiatives throughout Ohio to support family engagement, successful transitions, and building a seamless birth-through-third grade continuum.

**Project 4: Birth-Through-Third-Grade Continuum – Sections (3)(E) and (3)(F),
Competitive Priority Two**

This project will provide technical assistance to subgrantee communities as they implement the High-Quality Preschool Program. Technical assistance will be customized to meet emerging needs, as well as to ensure cultural and linguistic competence.

A vendor contract will be awarded to provide specific technical assistance, and to support family and community engagement, and to support state committees and Subgrantee communities as they work to develop and strengthen existing initiatives to develop a seamless birth-through-third grade continuum. The five Rural Appalachian Subgrantees will form the Ohio Appalachian Early Childhood Collaborative. This collaborative will be supported by the work of another vendor to explore shared approaches to literacy, information technology applications, and family addiction issues. This model will allow for a shared-service approach that is aimed at saving administrative and program funds.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Ohio Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00					0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00					0.00
10. Indirect Costs*	0.00					0.00
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00					0.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Ohio Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Angel		Rhodes	Ph.D

Address:

Street1:	77 S. High
Street2:	30th Floor, Governor's Office
City:	Columbus
County:	Franklin
State:	OH: Ohio
Zip Code:	43215
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
614 581 3226	

Email Address:

angel.rhodes@governor.ohio.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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