

# ***Early Learning Challenge***



*submitted by:*

**John R. Kasich**  
*Governor*

**Stan W. Heffner**  
*Superintendent of Public Instruction*

*submission date: October 19, 2011*

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## List of Acronyms

ACF	Administration for Children and Families
ADA	Americans with Disabilities Act
AEFLA	Adult Education and Family Literacy Act
AMI	Association Montessori Internationale
AMS	American Montessori Society
APPLE	Assessing Preschool Professionals' Learning Experiences
ARRA	American Recovery and Reinvestment Act
ASQ	Ages and Stages Questionnaire
ASQ:SE	Ages and Stages Questionnaire: Social Emotional
BCFHS	Bureau of Child and Family Health Services
BCMh	Bureau for Children with Medical Handicaps
BKPDS	Birth to Kindergarten Entry Professional Development System
BMI	Body Mass Index
BRT	Business Roundtable
CAFPC	Child and Adult Food Care Program
CAS	Comprehensive Assessment System
CCDF	Child Care and Development Fund
CCIDS	Child Care Information Data System
CCIP	Comprehensive Continuous Improvement Plan
CCR&R	Child Care Resources and Referral
CCSS	Common Core State Standards
CDA	Child Development Associate Credential
CDJFS	county department of Job and Family Services
CEDS	Common Education Data Standards
CFR	Code of Federal Regulation
CKC	Core Knowledge and Competencies
CLASS	Classroom Assessment Scoring System
CMACS	Computational Modeling and Analysis for Complex Systems
COLTS	Central Office Licensing Tracking System
COR	Child Observation Record
CORE	Connected Ohio Records for Educators
CP	Centralized Payments
CPL	Career Pathway Level
CRISE	Client Registry Information System Enhanced
CSPR	Consolidated State Performance Report
DCC	Division of Child Care
DODD	Department of Development Disabilities

EA	Eligibility & Authorization
ECAC	Early Childhood Advisory Council
ECC	Electronic Child Care
ECCS	Early Childhood Comprehensive Systems
ECD	Early Childhood Development
ECE	Early Childhood Education
ECERS-R	Early Childhood Environment Rating Scale – Revised
ECMH	Early Childhood Mental Health
ECMHC	Early Childhood Mental Health Consultation
ECOSF	Early Childhood Outcomes Summary Form
ED	Education Department
EDGAR	Education Department General Administrative Regulations
EI	Early Intervention
ELC	Early Learning Challenge
ELISA	Early Learning Integrated Suite of Applications
ELL	English Language Learners
ELLCO	Early Language and Literacy Classroom Observation
ELOSF	Early Childhood Outcomes Summary Form
ELPG	Early Learning Program Guidelines
ELSR	Early Learning and School Readiness
EMIS	Education Management Information System
ERS	Environment Rating Scale
ESC	Educational Service Centers
ESEA	Elementary and Secondary Education Act
FAPE	Free and Appropriate Public Education
FERPA	Family Educational Rights and Privacy Act
FMAP	Federal Medical Assistance Percentages
FPL	Federal Poverty Level
GEPA	General Education Provisions Act
GGG	Get It, Got It, Go!
GLB	Gramm-Leach-Bliley Act
GRF	General Revenue Fund
HCCO	Healthy Child Care Ohio
HIPAA	Health Insurance Portability and Accountability Act
HIT	Health Information Technology
HS	Head Start
IDEA	Individual Disability Educational Act
IDS	Individual Data System
IEP	Individual Education Plan
IES	Institute of Education Services
IFSP	Individual Family Service Plan



IIS	Instructional Improvement System
IPHIS	Integrated Perinatal Health Information System
ITG	Infant & Toddler Guidelines
KEA	Kindergarten Entry Assessment
KRA-L	Kindergarten Readiness Assessment-Literacy
MACSIS	Multi-Agency Community Services Information System
MIECHV	Maternal, Infant, and Early Childhood Home Visiting
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
MUI	Major Unusual Incident
NAEYC	National Association for the Education of Young Children
NCCP	National Center for Children in Poverty
NIEER	National Institute for Early Education Research
NIST	National Institute of Standards and Technology
OAA	Ohio Achievement Assessment
OBM	Office of Budget and Management
OCCRRA	Ohio Child Care Resource and Referral Association
OCCSN	Ohio Connections for Children with Special Needs
ODADAS	Ohio Department of Alcohol and Drug Addiction Services
ODE	Ohio Department of Education
ODE-ELSR	Ohio Department of Education's Office of Early Learning and School Readiness
ODH	Ohio Department of Health
ODJFS	Ohio Department of Job and Family Services
ODJFS-DCC	Ohio Department of Job and Family Services, Division of Child Care
ODMH	Ohio Department of Mental Health
OEDS	Ohio Education Directory System
OELCS	Ohio Early Learning Content Standards
OFCF	Ohio Family and Children First
OHT	Office of Health Transformation
OIMRI	Ohio Infant Mortality Reduction Initiative
OIT	Office of Information Technology
OPDN	Ohio Professional Development Network
OSU	Ohio State University
PALS	Phonological Awareness Literacy Screening
PARCC	Partnership for the Assessment of Readiness for College and Career
PAS	Program Administration Scale
PD	Professional Development
PDC	Professional Development Coordinators
PISA	Programme for International Student Assessment
PQA	Program Quality Assessment
PRAMS	Pregnancy Risk Assessment and Monitoring System

PRISM	Program Review Instrument for Systems Monitoring
PSA	Public Service Announcement
PSE	Post Secondary Education
QAA	Quality Achievement Award
QIP	Quality Improvement Plan
RTT-ELC	Race to the Top-Early Learning Challenge
SACWIS	Statewide Automated Child Welfare Information System
SFY	State Fiscal Year
SLDS	Statewide Longitudinal Data System
SOLAR	System for On-line Licensing Application and Renewal
SPARK	Supporting Partnerships to Assure Ready Kids
SRNC	Serious Risk Non-Compliance
SMSG	School Readiness Solution Group
SSID	Statewide Student Identifier
SSN	Social Security Number
STARS	System to Achieve Results for Students
STEM	Science Technology Engineering Mathematics
SUTQ	Step Up To Quality
SWD	Students with Disabilities
T.E.A.C.H.	Teacher Education And Compensation Helps
TA	Technical Assistance
TAC	Technical Advisory Committee
TANF	Temporary Assistance for Needy Families
TEMA-3	Test of Early Mathematics Ability – Third Edition
TIMSS	Trends in International Mathematics and Science Study
TOLD-4	Test of Language Development, Fourth Edition
TQRIS	Tiered Quality Rating and Improvement System
TSIG	Transformation State Incentive Grant
UPK	Universal Pre-Kindergarten
USDOE	United States Department of Education
WIC	Women, Infants, and Children

III

## Executive Summary

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Ohio's future depends on our children being the best and brightest in the world. International and national economies continue to grow more competitive, and if we hope to improve our standing on the world stage, we must develop the talent we need to compete. To do this, our educational system must deliver better results. It must give students the skills they need to succeed and businesses the workers they require to be globally competitive.

We now know that the foundation for lifelong success in school and at work is established early—long before children enter the classroom. Extensive research confirms that investment in early childhood development for disadvantaged children has far-reaching benefits: it helps prevent the achievement gap, reduce the need for special education, increase the likelihood of healthier lifestyles, lower the crime rate, and reduce overall social costs. Every dollar invested in early childhood education produces a 10 percent return on investment per annum—far exceeding returns on later interventions—such as reduced pupil-teacher ratios, public job training, convict rehabilitation programs, adult literacy programs, and tuition subsidies.

Against this compelling evidence, Ohio has made progress, but we have much work left to do. Nearly 75 percent of high-needs children in Ohio enter school without the skills they need to succeed in kindergarten. Unfortunately, we know these problems persist into the early grades and beyond. In the 2009 National Assessment of Educational Progress, just 22 percent of economically disadvantaged Ohio fourth graders were proficient in mathematics, and only 15 percent were proficient in reading. The majority of these kids will continue to struggle throughout their academic careers; nearly 30 percent of them will fail to graduate from high school. These are but a few of the sobering statistics on the current status of Ohio's talent base.

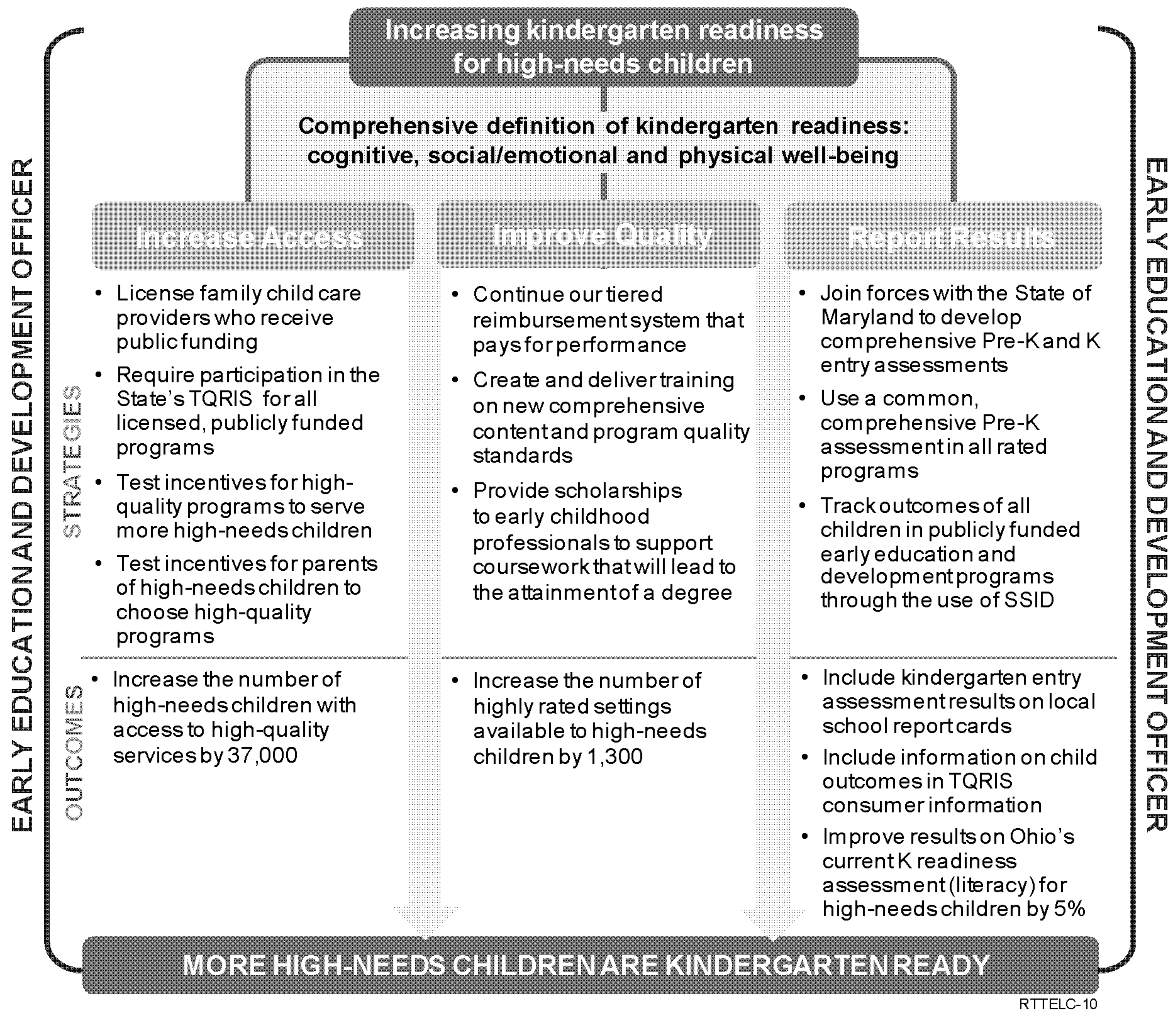
Ohio must do better. We owe it to our children and the future of our great State to do something more. The status quo is simply unacceptable.

The State of Ohio's grant application lays out Governor Kasich's aggressive reform agenda to close the kindergarten readiness gap between high-needs children and their more advantaged peers by increasing access to

Our reform agenda includes strategies that build upon our history of leadership for young children and take the steps necessary to ensure that they have access to the quality experiences they so deserve.

high-quality services, improving the quality of early childhood experiences, and measuring and reporting progress on the results we want to achieve for Ohio’s young children in need. Our strategy for achieving the goals of this grant are depicted in Figure ES-1. As a result of the strategies proposed in this application, by 2015, Ohio will:

- Increase access to high-quality experiences for more than 37,000 high-needs children
- Increase the number of highly rated programs available to high-needs children by nearly 1,300
- Improve results on Ohio’s current kindergarten readiness assessment (literacy) for high-needs children by 5 percent.



**Figure ES-1. Ohio’s Early Education and Development Officer will oversee our plan to increase program access, improve program quality, and provide comprehensive reporting so that all high-needs children are ready for kindergarten.**



We understand that RTT-ELC awards will go to States that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive early learning education reform. Ohio is that State. Specifically, our application includes the following features that will help us reach our goal of closing the kindergarten readiness gap between high-needs children and those children from more advantaged backgrounds.

### **Focused, Accountable Leadership**

The infrastructure the Governor has created to support his bold education agenda recognizes and supports the pivotal role that early childhood development plays in a child's success in school, work, and life. Ohio has put in place a strong management infrastructure and interagency coordination process, and we have established a direct point of accountability for early learning in Ohio. This infrastructure, coupled with strong support from Ohio's business and early learning stakeholders, puts our State in an excellent position to deliver on the bold goals we seek to achieve for Ohio's young children in need.

### **A Common Statewide Tiered Quality Rating and Improvement System**

Ohio was an early adopter of education assessment processes with its Tiered Quality Rating and Improvement System, Step Up To Quality (SUTQ), and knows the value of providing a well-defined, progressive pathway to improving the quality of early learning and development programs. Through the RTT-ELC grant, Ohio will build upon our success and expand SUTQ to all licensed, publicly funded programs.

### **A Comprehensive Assessment System to Measure Our Progress in Achieving Results**

Our application includes a unique cross-State collaboration with Maryland, which has 10 years of experience using a comprehensive kindergarten entry assessment. Building upon Ohio's success with Kindergarten Readiness Assessment-Literacy (KRA-L) and Maryland's rich history, the two States are joining forces to develop a new assessment system that will include learning progressions and benchmarks for seven domains of readiness. Ohio and Maryland will lead the development of a sophisticated, user-friendly system that can be shared with others across the country.

## **Strong Private Sector and Community Engagement**

The State of Ohio has a rich history partnering with the private sector to address critical education policy issues in the state. No issue is more critical than ensuring Ohio's high-needs children have access to quality early experiences that enable them to enter school ready to succeed. Our application describes how we've formalized this partnership by establishing a small business-led committee, to work in unison with our state's Early Childhood Advisory Council, to bring private sector resources to early education policy and practice in Ohio.

These are but a few of the many strategies we have detailed in the coming pages that will help us ensure that Ohio's high-needs children come to school ready for the wonder and challenge ahead of them. It is our commitment: we will improve the odds for every child to start school and begin life ready to succeed.

**SECTION IV. APPLICATION ASSURANCES AND CERTIFICATIONS**

US Department of Education - Application Instructions

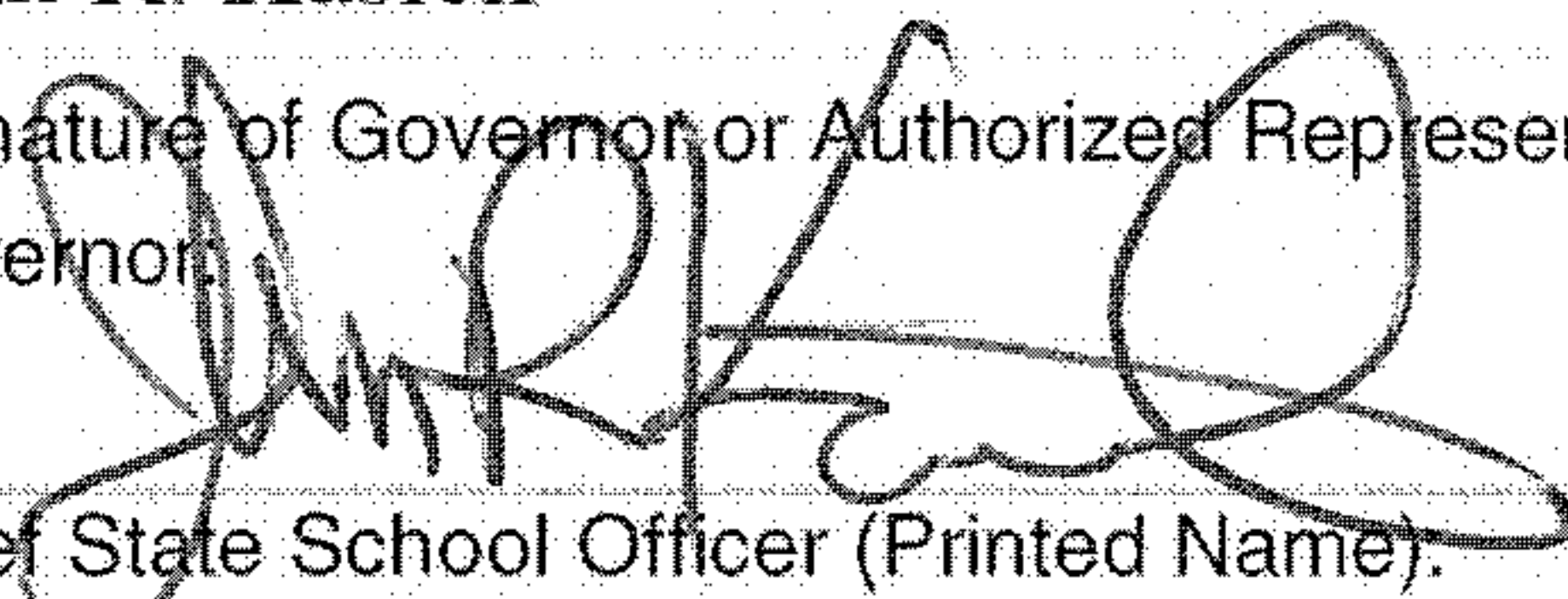

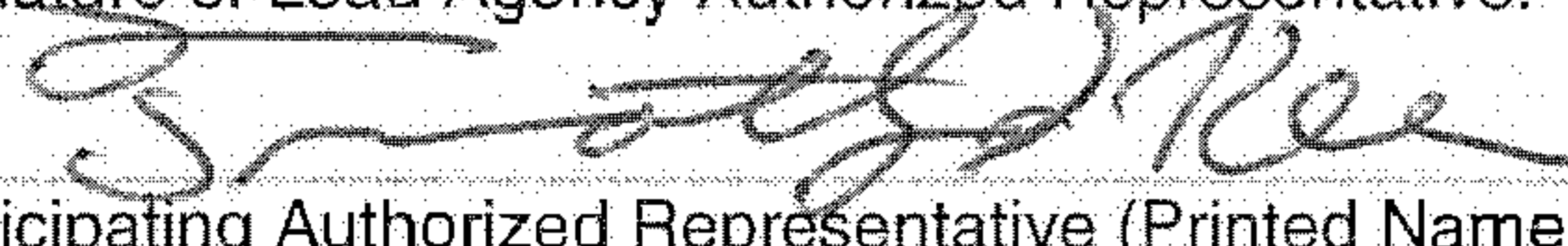
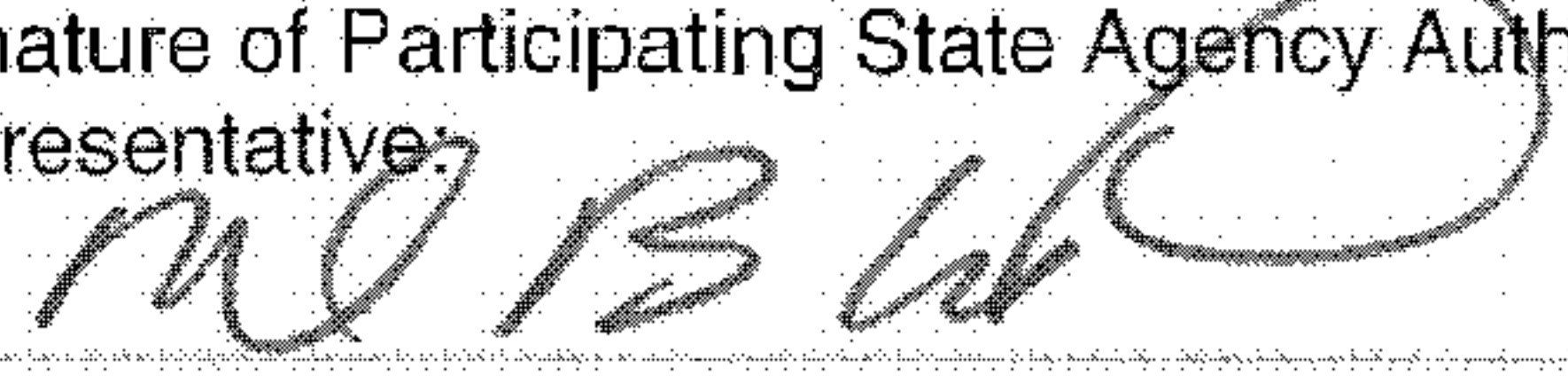
Race to the Top-Early Learning Challenge Application

Format compliance statement: Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

IV





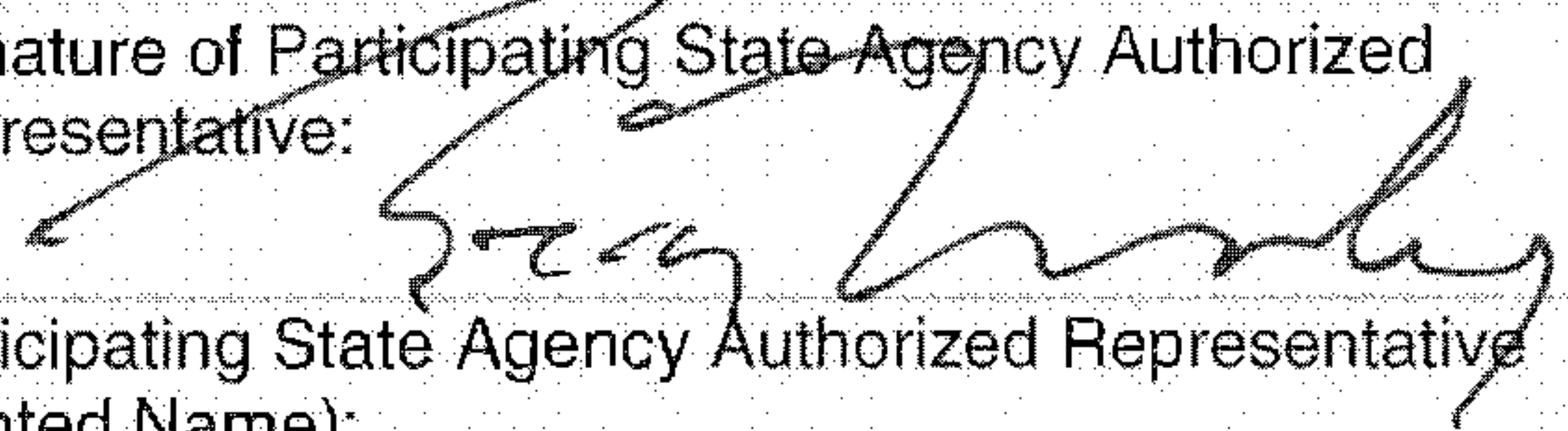
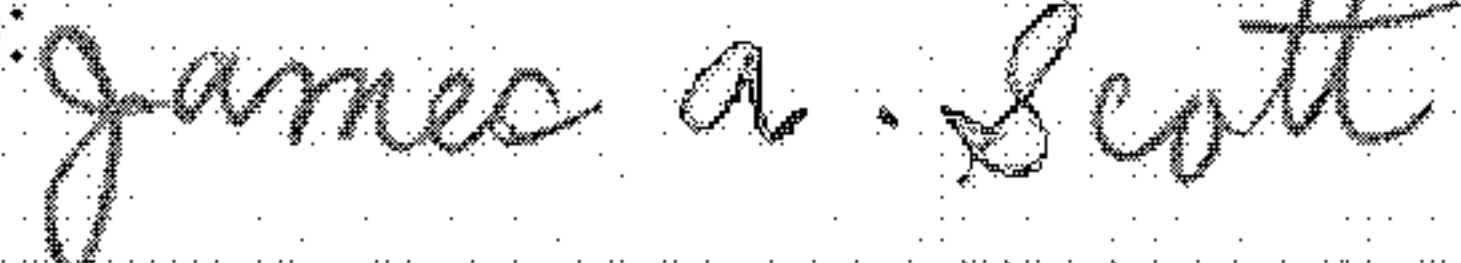
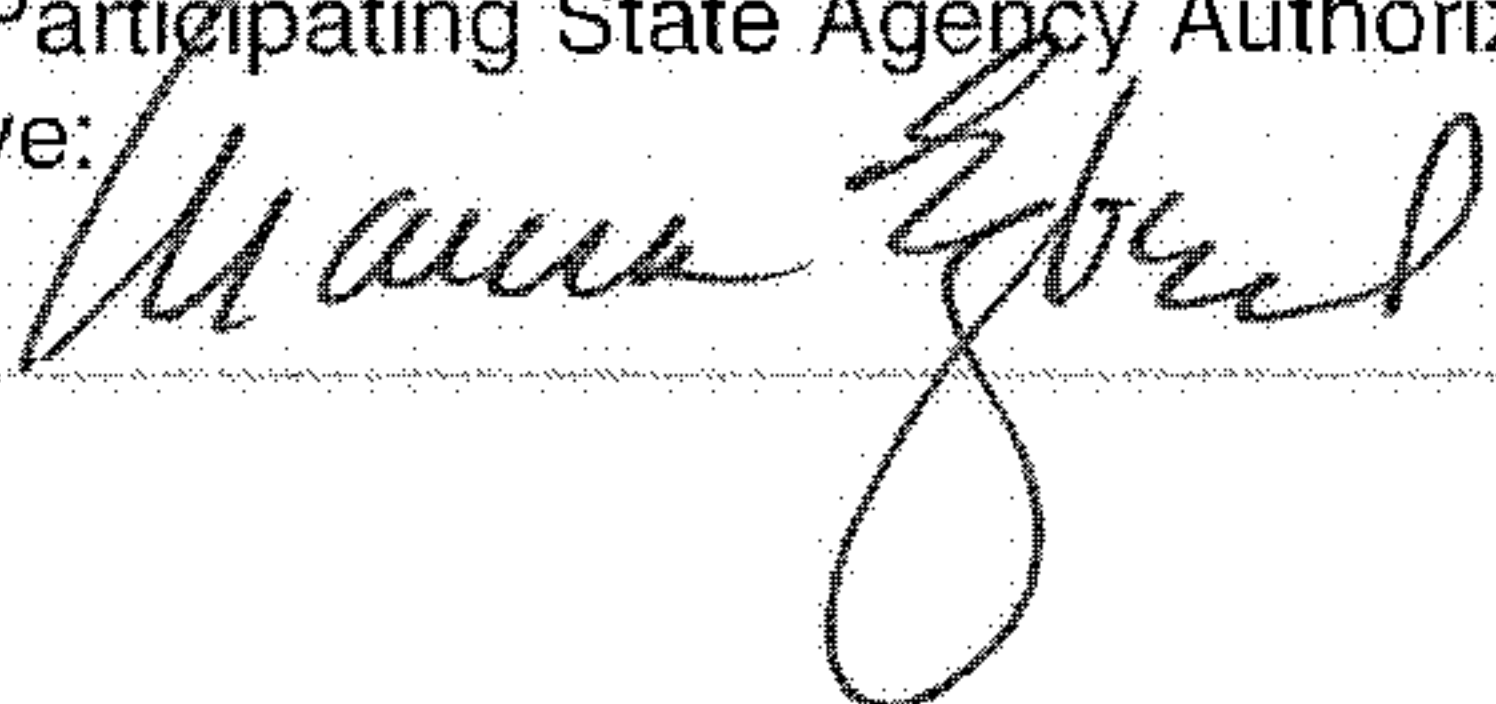
# Application Assurances and Certifications

## Race to the Top – Early Learning Challenge (CFDA No. 84.412)

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 <sup>th</sup> Floor Columbus, Ohio 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> Stephanie Siddens	Lead Agency Contact Phone: 614-995-9974 Lead Agency Contact Email Address: Stephanie.Siddens@ode.state.oh.us
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. 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>	
Governor or Authorized Representative of the Governor (Printed Name): John R. Kasich	Telephone: 614-466-3555
Signature of Governor or Authorized Representative of the Governor: 	Date: 10-17-11
Chief State School Officer (Printed Name): Stan W. Heffner	Agency Name: Ohio Department of Education
Signature of Lead Agency Authorized Representative: 	Date: 10-11-11
Participating Authorized Representative (Printed Name): Timothy S. Keen, Director	Agency Name: Office of Budget and Management
Signature of Lead Agency Authorized Representative: 	Date: 10-19-11
Participating Authorized Representative (Printed Name): Michael B. Colbert, Director	Agency Name: Ohio Department of Job and Family Services
Signature of Participating State Agency Authorized Representative: 	Date: 10/14/2011



Race to the Top-Early Learning Challenge Application

Participating State Agency Authorized Representative (Printed Name): <b>Theodore E. Wymyslo, M.D.</b> Signature of Participating State Agency Authorized Representative: 	Agency Name: <b>Ohio Department of Health</b>  Date: 10/14/11
Participating State Agency Authorized Representative (Printed Name): <b>Tracy J. Plouck, Director</b> Signature of Participating State Agency Authorized Representative: 	Agency Name: <b>Ohio Department of Mental Health</b>  Date: 10/14/11
Participating State Agency Authorized Representative (Printed Name): <b>John L. Martin, Director</b> Signature of Participating State Agency Authorized Representative: 	Agency Name: <b>Ohio Department of Developmental Disabilities</b>  Date: 10/14/11
Participating State Agency Authorized Representative (Printed Name): <b>Robert Sommers, Director</b> Signature of Participating State Agency Authorized Representative: 	Agency Name: <b>Governor's Office of 21<sup>st</sup> Century Education</b>  Date: 10/14/11
Participating State Agency Authorized Representative (Printed Name): <b>Greg Moody, Director</b> Signature of Participating State Agency Authorized Representative: 	Agency Name: <b>Governor's Office of Health Transformation</b>  Date: 10/14/11
Participating State Agency Authorized Representative (Printed Name): <b>James A. Scott, Director</b> Signature of Participating State Agency Authorized Representative: 	Agency Name: <b>Head Start State Collaboration Office</b>  Date: 10/13/11
Participating State Agency Authorized Representative (Printed Name): <b>Marcia Egbert, Chairperson</b> Signature of Participating State Agency Authorized Representative: 	Agency Name: <b>Early Childhood Advisory Committee</b>  Date: 10.13.11

**State Attorney General Certification**

State Attorney General or Authorized Representative of the Attorney General Certification

I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:

State Attorney General or Authorized Representative of the Attorney General (Printed Name):

Michael DeWine

Telephone:

614-466-4986

Signature of the State Attorney General or Authorized Representative of the Attorney General:



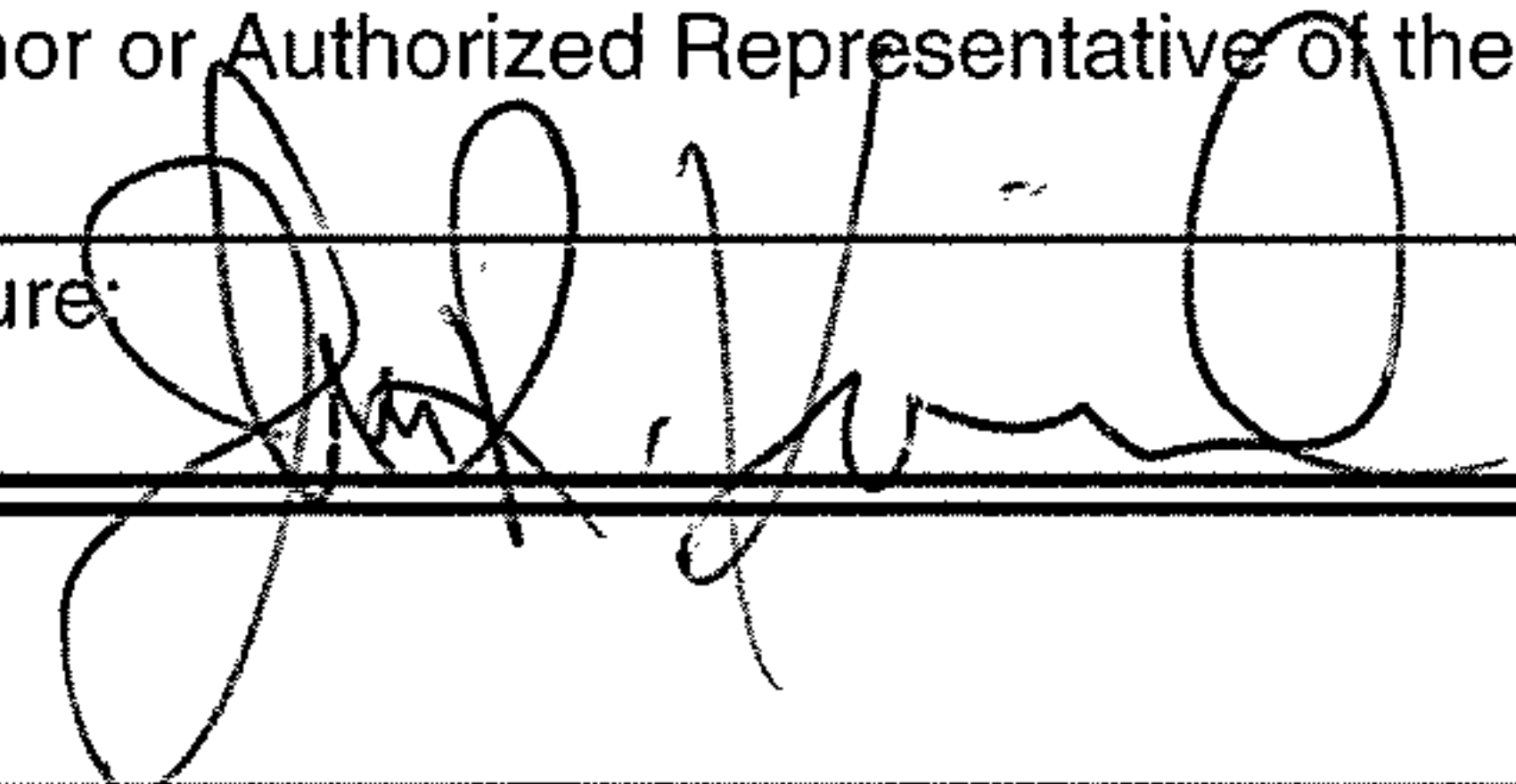
Date:

10/14/11

## 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; 34 CFR Part 85 – Government-wide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name):	
Signature: 	Date: 10-18-11



**SECTION V. ELIGIBILITY REQUIREMENTS**

**US DEPARTMENT OF EDUCATION – APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section V. Eligibility Requirements**

*The State must meet the following requirements to be eligible to compete for funding under this program:*

- (a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--
- (1) A set of statewide Early Learning and Development Standards;
  - (2) A set of statewide Program Standards;
  - (3) A statewide Tiered Quality Rating and Improvement System; and
  - (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

**List of Participating State Agencies:**

*The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency.*

*For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.*

**OHIO'S NARRATIVE RESPONSE TO V. ELIGIBILITY REQUIREMENTS IS FOUND ON THE FOLLOWING PAGES: V-1 – V-3.**



V

## **Eligibility Requirements**

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### **V(A) Memoranda of Understanding**

As the Lead Agency, The Ohio Department of Education has executed a Memoranda of Understanding (MOU) with each Participating State Agency including:

- Ohio Department of Job and Family Services (ODJFS)
- Ohio Department of Health (ODH)
- Ohio Department of Mental Health (ODMH)
- Ohio Department of Developmental Disabilities (DODD)
- Office of Health Transformation (OHT)
- Office of Budget and Management (OBM)
- Early Childhood Advisory Council (ECAC)
- Head State Collaboration Office (HS)

The MOUs include an assurance that each agency agrees to use, to the extent possible,

1. A set of statewide Early Learning and Development Standards
2. A set of statewide Program Standards
3. A statewide Tiered Quality Rating and Improvement System
4. A statewide Workforce Knowledge and Competency Framework and progression of credentials.

The MOUs are located in the Appendix Attachment A2.

<b>Participating State Agency Name (*for Lead Agency)</b>	<b>MOU Location in Application</b>	<b>Funds/Program(s) administered by the Participating State Agency</b>
Ohio Department of Education (ODE)*	Appendix Attachment A2	<ul style="list-style-type: none"> <li>• Early Childhood Education (State-funded pre-kindergarten)</li> <li>• Child Care and School Age Child Care Licensing (State-funded)</li> <li>• Preschool Special Education Units (State-funded)</li> <li>• Head Start State Collaboration Project (HS)</li> <li>• Preschool Special Education (Section 619 of IDEA Part B)</li> <li>• Title I ESEA</li> </ul>
Ohio Department of Developmental Disabilities (DODD)	Appendix Attachment A2	<ul style="list-style-type: none"> <li>• County Board of Developmental Disabilities Subsidy (DODD)</li> </ul>
Ohio Department of Health (ODH)	Appendix Attachment A2	<ul style="list-style-type: none"> <li>• Early Childhood Comprehensive Systems Grant (ECCS)</li> <li>• Project Launch</li> <li>• Help Me Grow (State-funded)</li> <li>• Maternal, Infant and Early Childhood Home Visit Program (MIECHV)</li> <li>• Early Intervention Services for Infants and Toddlers (Section 619 of IDEA Part C)</li> </ul>
Ohio Department of Job and Family Services (ODJFS)	Appendix Attachment A2	<ul style="list-style-type: none"> <li>• Child Care- Early Care and Education (State-funded)</li> <li>• Child Care Maintenance of Effort for CCDF (State-funded)</li> <li>• Child Care and Development Fund (CCDF)</li> <li>• Child Care- TANF Block Grant</li> <li>• Early Childhood Advisory Council (HS)</li> <li>• Child Care and School Age Licensing</li> </ul>

<b>Participating State Agency Name (*for Lead Agency)</b>	<b>MOU Location in Application</b>	<b>Funds/Program(s) administered by the Participating State Agency</b>
Ohio Department of Mental Health (ODMH)	Appendix Attachment A2	<ul style="list-style-type: none"> <li>• Early Childhood Mental Health (State-funded)</li> <li>• Early Childhood Mental Health Training and Professional Development (State-funded)</li> <li>• Early Childhood Mental Health Comprehensive Evaluation (TSIG)</li> <li>• Child Welfare Consultation and Treatment (FMAP)</li> <li>• Early Childhood Mental Health Evaluation, Training, Professional Development and Credential</li> </ul>
Early Childhood Advisory Council (ECAC)	Appendix Attachment A2	<ul style="list-style-type: none"> <li>• Early Childhood Advisory Council grant</li> </ul>
Head Start Collaboration Office (HS)	Appendix Attachment A2	<ul style="list-style-type: none"> <li>• State Head Start Collaboration grant (Federal)</li> </ul>

**V(B) Operational State Advisory Council on Early Care and Education (must meet the requirements described in Section 642(b) of the Head Start Act (42 US.C. 9837b)).**

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

Yes

No

**V(C) Updated MIECHV State Plan and FY2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home Visiting Program**

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

Yes

No

**SECTION VI. SELECTION CRITERIA**

**CORE AREAS – SECTIONS (A) AND (B)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section VI(A)(1). Selection Criteria**

**Core Areas -- Sections (A) and (B)**

*States must address in their application all of the selection criteria in the Core Areas.*

**A. Successful State Systems**

**(A)(1) Demonstrating past commitment to early learning and development. (20 points)**

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

- (a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;
- (b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;
- (c) Existing early learning and development legislation, policies, or practices; and
- (d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*



Evidence for (A)(1):

- The completed background data tables providing the State’s baseline data for--
  - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
  - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
  - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).
- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).
- The completed table that describes the current status of the State’s Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State’s Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

*Recommended maximum response length: 10 pages*

**OHIO’S NARRATIVE RESPONSE TO VI(A). SELECTION CRITERIA IS FOUND ON THE FOLLOWING PAGES: VI(A)-1 – VI(A)-49.**

## VI

## Selection Criteria

### VI(A) Successful State Systems

The State of Ohio is a proven national leader in the delivery of, and investment in, high-quality early learning and development programs for high-needs children. Our rich history of system building and innovation demonstrates our ability to successfully implement an aggressive reform agenda. In addition to programmatic leadership, Ohio has significantly invested in early learning and development programs. In our State's last fiscal year, utilizing a combination of State and Federal resources, more than \$1 billion was invested to serve 202,601 children, roughly 50 percent of Ohio's high-needs population of children from birth through kindergarten entry. The State of Ohio has also experienced extraordinary gubernatorial leadership, crossing political party lines, that has steadily increased the level of services available to high-needs children. We have passed impressive bipartisan legislation that has improved the quality and availability of services and supports for Ohio's youngest children. Ohio has demonstrated progress in every element of the early learning and development system and is considered a leader in standards development, kindergarten entry assessment, and implementation of a State Tiered Quality Rating and Improvement System (TQRIS), Step Up To Quality (SUTQ).

Ohio's goals, as envisioned by Governor John Kasich, are bold and will be achieved. Ohio has identified measurable results that will be publicly reported during this grant period. Under the direction of a newly appointed Early Education and Development Officer, a role within the Governor's Office of 21<sup>st</sup> Century Education, project teams will focus on the results that Ohio needs to close the kindergarten readiness gap. Teams will comprise State agency content experts and representatives of the Governor's Early Childhood Advisory Council focused around the key activities of this grant:

Ohio has many strengths to build upon including having a:

- Business community, under the statewide leadership of the Ohio Business Roundtable, that has demonstrated unprecedented leadership, as well as ongoing commitments to local early learning and development initiatives.
- Statewide, Tiered Quality Rating and Improvement System (TQRIS) that provides tiered reimbursement payments and annual performance payments and requires onsite verifications each year.
- Statewide kindergarten entry assessment that has been administered since 2005.

- Assessments and standards
- Quality, access, and financing
- Professional development
- Family support and engagement.

Finally, outlined in this section is a description of how Ohio intends to utilize the Early Learning Challenge grant to build upon our past and current commitments, meet the results outlined in the ambitious reform agenda, and leverage the strengths and policy goals of existing State agencies and external partners. Over the course of the grant period we will build the capacity of existing networks to sustain Ohio's momentum after the grant dollars have been expended.

### **VI(A)(1) Demonstrating Past Commitment to Early Learning and Development**

Ohio has been committed to improving early learning and development systems, building for nearly a decade, through State-initiated discussions such as the Strategic Framework and School Readiness Solutions Group and through Build, a national initiative in which Ohio is one of nine states selected to participate. These efforts have been focused on creating a high-quality, seamless system of services to support Ohio's 720,856 children under age 6. Approximately 55 percent of those children, or 401,444, are considered high-needs based on their parent's economic status, the family's native language, or an identified delay or disability.

This section describes Ohio's previous financial investments, track record of serving high-needs children, groundbreaking bipartisan legislation and updates on major areas of advancement within the early learning and development system. This information clearly establishes Ohio as a state with a rich history of commitment to its youngest citizens.

Table (A)(1)-1 provides data on the number of children in 2009 from low-income families by age. This number confirms that far too many of Ohio's young children are growing up in families who will experience financial hardships and struggles that can impact access to the learning and development needed to support their children's growth.



<b>Table (A)(1)-1: Children from Low-Income<sup>1</sup> families, by age</b>		
	<b>Number of children from Low-Income families in the State</b>	<b>Children from Low-Income families as a percentage of all children in the State</b>
<b>Infants under age 1</b>	65,349	9.1%
<b>Toddlers ages 1 through 2</b>	134,860	18.7%
<b>Preschoolers ages 3 to kindergarten entry</b>	138,591	19.2%
<b>Total number of children, birth to kindergarten entry, from low-income families</b>	338,800	47.0%
<i>Data Source: National Center for Children in Poverty's (NCCP) 2009 report on the Ohio Demographics of Young, low-income children. The NCCP report uses 2009 data from the American Community Survey, and defines low-income children as children under the age of 6 living below 200 percent of the Federal poverty level.</i>		

Equally staggering is the number of special populations with high needs. Table (A)(1)-2 outlines the percentage of children falling into various categories. These children will benefit from some level of intervention, services, or assistance during their early childhood years in order for them to be ready at kindergarten entry to be successful in school.

<b>Table (A)(1)-2: Special populations of Children with High Needs</b>		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
<b>Special populations: Children who . . .</b>	<b>Number of children (from birth to kindergarten entry) in the State who...</b>	<b>Percentage of children (from birth to kindergarten entry) in the State who...</b>
<b>Have disabilities or developmental delays<sup>2</sup></b>	38,204	5.30%
<b>Are English learners<sup>3</sup></b>	24,440	3.39%
<b>Reside on "Indian Lands"</b>	N/A	N/A
<b>Are migrant<sup>4</sup></b>	1,039	0.14%

<sup>1</sup> Low-Income is defined as having an income of up to 200% of the Federal poverty level.

<sup>2</sup> For purposes of this application, 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).

<sup>3</sup> For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

<sup>4</sup> For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in the Elementary and Secondary Education Act (ESEA) section 1309(2).



**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. The State will describe such activities throughout its application.*

<b>Special populations: Children who . . .</b>	<b>Number of children (from birth to kindergarten entry) in the State who...</b>	<b>Percentage of children (from birth to kindergarten entry) in the State who...</b>
<b>Are homeless<sup>5</sup></b>	7,606	1.05%
<b>Are in foster care</b>	4,112	0.57%

The major services currently available within Ohio's system are outlined in Exhibit VI(A)-1. Addressed in the exhibit are the eligibility policies that Ohio has adopted in order to target resources to high-needs children.

**Exhibit VI(A)-1. The State of Ohio demonstrates commitment to serving high-needs children through established early learning and development programs.**

<b>Program Name</b>	<b>Eligibility for High Needs Children</b>	<b>Program Description</b>
<b>State Funded Preschool (Early Childhood Education)</b>	Families under 200% of Federal Poverty Level (FPL).	Funds 204 school districts, Educational Service Centers (ESC), or Joint Vocational Schools to provide high quality preschool services to 3- and 4-year-old children of income-eligible families. Programs are required to provide health and developmental screenings, pre- and post-measures on literacy, and to align with the Ohio Pre-Kindergarten Content Standards and Ohio Early Learning Program Guidelines.
<b>Federal Head Start and Early Head Start</b>	Family income at or below 100% of the Federal Poverty Level (FPL) with some need-based exceptions (homeless and children with disabilities).	Comprehensive services are provided to children beginning in infancy through Early Head Start locations and in Head Start for 3- and 4-year-old children. Each Federally funded grantee is monitoring on the national performance standards that include learning standards, family engagements expectations and comprehensive health screenings and services.
<b>Help Me Grow (Part C/Early Intervention)</b>	Federally mandated services for children age infant to 3 with a suspected developmental delay or disability.	Early intervention services are available based on an IFSP developed with the family, a service coordinator and appropriate professionals. The services should be delivered in the family's natural environment.
<b>Preschool Special Education (Part B-619)</b>	Federally mandated services for children age 3 to 5 with a suspected developmental delay or disability.	The Federal Individuals with Disabilities Education Act (IDEA) requires States to make a free and appropriate public education (FAPE) available to all children with eligible disabilities ages 3 to 21 through center-based and itinerate service delivery options.

<sup>5</sup> The 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)).

Program Name	Eligibility for High Needs Children	Program Description
<b>Programs funded under Title I of Elementary and Secondary Education Act (ESEA)</b>	Families under 200% of FPL	Title I funds may be layered with Federal, State, or local funds to provide high-quality preschool services for additional children or to extend the day for children already participating in preschool programs (Head Start, State Pre-K and Child Care).
<b>Publicly Funded Child Care</b>	Families working or in an approved training or educational program between 0-125% of the FPL. Families can continue to receive assistance until they reach 200% of the FPL.	This program assists low-income families, families receiving temporary public assistance, and those transitioning from public assistance in obtaining child care so they can work or attend training/education.
<b>Help Me Grow (Home Visiting/At-Risk)</b>	First-time families and expectant mothers at or below 200% of FPL.	Evidence-based services delivered through home visits to women beginning in the third trimester of the pregnancy. The program is designed to increase the capacity of parents to support their child's development.
<b>Early Childhood Mental Health Consultation (ECMHC)</b>	Targeted to early care and education providers that serve a majority of high-needs children participating in the publicly funded child care program or Head Start/Early Head Start.	The primary goal of ECMHC is to increase the knowledge, awareness, resources and skills necessary for communities to meet the behavioral health needs of young children and their families. The program's objectives are to build protective factors in young children, increase skills of parents and promote the competencies of early childhood providers, especially for children age infant to 6 years who are at risk for abuse, neglect and poor social and emotional health.

Table (A)(1)-3 demonstrates the number of high-needs children that are served in the early learning and development programs mentioned in Exhibit VI(A)-1 above. This table provides detail on the breakdown of infants, toddlers, and preschoolers being served.

<b>Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age</b>				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
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
<b>State-funded Preschool</b> <i>Data Source and Year: EMIS Early Childhood Education (ECE) Child Count (October K) FY11. High-quality preschool offered through school districts, education service centers, and joint vocational schools to 3- and 4-year old children.</i>	N/A	N/A	5,700	5,700

<b>Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age</b>				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
<b>Type of Early Learning and Development Program</b>	<b>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>			
	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>
<b>Early Head Start and Head Start<sup>6</sup></b> <i>Data Source and Year: Region 5 ACF (Administration for Children and Families, Health and Human Services) 2011</i>	N/A	3,616* number includes children infant-age 1	35,767	39,383
<b>Programs and services funded by IDEA Part C and Part B, section 619</b> <i>Data Source and Year: Part C Child Count Report 2009 (12/1/09) and EMIS Child Count Report FY10 (12/1/09)</i>	2,639	12,229	22,388	37,256
<b>Programs funded under Title I of ESEA</b> <i>Data Source and Year: CSPR School Report for 2009-2010</i>	N/A	97* may include infant-age 1	21,561	21,658
<b>Programs receiving funds from the State's CCDF program</b> <i>Data Source and Year: FY11 Data from CCIDS (childcare information data system) for average monthly served</i>	12,551	19,973	30,396	62,920
<b>Home Visiting Program</b> <i>Early Track Child Count as of 12/1/09. Evidence-based services delivered through home visits to increase the capacity of parents.</i>	3,571	4,310	0	7,881

<sup>6</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.



<b>Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age</b>				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
<b>Type of Early Learning and Development Program</b>	<b>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>			
	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>
<b>Early Childhood Mental Health Consultation</b>  <i>Data Source and Year: Early Childhood Mental Health Consultation data collection website 2011. Consultative services to early learning and development programs to increase the capacity of teachers to address the behavioral needs of young children.</i>	N/A by breakout	N/A by breakout	N/A by breakout	27,803
<i>*Some numbers are not available by breakout age due to the method of reporting.</i>				

**VI(A)(1)(a) Financial Investment in Early Learning and Development Programs**

Over the past 5 years, the State of Ohio spent nearly \$3.2 billion on early learning and development programs, an increased investment of State General Revenue Funds (GRF) each year. These funds represent a spending amount of \$1,387 for each child under the age of 6 and \$2,268 for each of the 440,771 high-needs children in the same age category. When Federal funding for Head Start, Parts C and B and the Child Care Development Fund are added to the State funding, the total investment exceeds \$5.5 billion. Table (A)(1)-4 reports the State of Ohio’s financial commitments to Early Learning and Development programs over the past 5 years but does not reflect Federal funding and American Recovery and Reinvestment Act (ARRA) funds that were primarily infused into the State Fiscal Year 2010 budget.



<b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>					
<b>Type of investment</b>	<b>Funding for each of the Past 5 Fiscal Years</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Supplemental State spending on Early Head Start and Head Start<sup>7</sup></b>	\$0	\$0	\$0	\$0	\$0
<b>State-funded preschool</b>	\$19,049,845	\$26,300,099	\$34,173,592	\$24,117,882	\$22,745,172
<b>State contributions to IDEA Part C</b>	\$1,475,755	\$1,311,430	\$2,024,621	\$10,089,821	\$9,933,144
<b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry</b>	\$79,977,568	\$82,707,558	\$82,873,030	\$83,371,505	\$85,459,483
<b>Total State contributions to CCDF<sup>8</sup></b>	\$90,843,417	\$92,781,350	\$85,078,728	\$79,401,065	\$84,732,478
<b>State match to CCDF</b> <i>Exceeded Amount</i>	\$43,140,577	\$41,326,661	\$38,275,240	\$34,717,164	\$34,800,561
<b>TANF spending on Early Learning and Development Programs<sup>9</sup></b>	Total \$384,553,607	Total: \$453,579,667	Total: \$485,342,670	Total: \$160,949,515	Total: \$261,614,496
<b>Other State contributions</b> <i>Specify: Help Me Grow (non-Part C)</i>	\$7,998,042	\$9,764,492	\$11,411,482	\$26,560,179	\$27,716,856
<b>Other State contributions</b> <i>Specify: Early Childhood Mental Health Consultation</i>	\$1,020,000	\$1,020,000	\$1,020,000	\$200,000	\$200,000
<b>Other State contributions</b> <i>Specify: Early Care and Education GRF</i>	\$0	\$0	\$0	\$136,014,485	\$133,131,501
<b>Total State contributions:</b>	\$628,058,810	\$708,791,258	\$792,116,332	\$555,421,616	\$660,333,691
<i>Fiscal Year end date in June 30</i>					

<sup>7</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<sup>8</sup> Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

<sup>9</sup> Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

In the summer of 2007, with the passage of the State Budget for State Fiscal Years 2008 and 2009, the State of Ohio infused \$170 million in Temporary Assistance to Needy Families (TANF) surplus for new investments in the early learning and development system and services. The significant investments included:

- Expansion of support to Ohio's TQRIS, SUTQ:
  - Annual performance payments for providers with demonstrated higher quality
  - Expansion of Teacher Education And Compensation Helps (T.E.A.C.H.) Early Childhood Ohio scholarships to assist teachers with obtaining an early childhood degree or credential
  - Increased the number of Infant and Toddler Specialists through the Child Care Resource and Referral system to assist more programs serving infants and toddlers, increased their quality, and enabled them to become rated
  - Increased availability of professional development opportunities to assist programs with meeting quality standards.
- Provider rate increases, for the first time in 5 years, through the publicly funded child care program
- Expansion of the school-operated preschool program to Title I districts, for the first time since 1989
- Provider rate increases and expansion of Ohio's early intervention and home visiting program, Help Me Grow
- Expansion of the state's Children Health Insurance Program
- Development of early childhood mental health treatment grants to provide infants and preschoolers with necessary behavioral health supports.

In 2009, leaders in Ohio invested an unprecedented \$316 million of GRF to early learning and development. As with most states during this timeframe, Ohio was faced with reduced State and Federal resources and an increased demand for services. Due to a decline in tax revenues, the State of Ohio had to eliminate \$4 billion in the State Fiscal Year 2010 and 2011 biennial budget. The GRF allowed Ohio to partially replace the lost TANF surplus for early childhood services.

#### **VI(A)(1)(b) Increase in Participation of Early Learning and Development Programs**

Since 2007, the State of Ohio has increased participation of high-needs children in many early learning and development programs. The Child Care program, for example, increased

enrollment for infant, toddlers, and preschoolers by 11,418 children or an increase of 18 percent. As shown in Table (A)(1)-5, from 2007 to 2011 there was an increase in the number of high-needs children served in Early Head Start, Head Start, Parts C and B, Title I, Child Care and Early Childhood Mental Health Consultation.

**Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years <sup>10</sup>				
	2007	2008	2009 <sup>11</sup>	2010 <sup>12</sup>	2011 <sup>12</sup>
<b>State-funded preschool</b> <i>(funded number)</i>	3,734	6,092	7,173	5,700	5,700
<b>Early Head Start and Head Start<sup>12</sup></b> <i>(funded enrollment)</i>	37,968	37,916	36,894	39,469	39,383
<b>Programs and services funded by IDEA Part C and Part B, section 619</b> <i>(annual December 1 count)</i>	35,015	36,132	38,176	37,672	37,256
<b>Programs funded under Title I of ESEA</b> <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report )</i>	15,147	17,150	19,447	21,658	Data Not Yet Available
<b>Programs receiving CCDF funds</b> <i>(average monthly served)</i>	51,502	53,571	56,121	60,889	62,920
<b>Home Visiting Program</b>	18,240	18,037	17,947	9,958	7,881
<b>Early Childhood Mental Health Consultation</b>	22,207	20,886	18,448	26,583	27,803
<b>Mental Health Treatment from Public Mental Health System</b>	9,433	11,048	11,599	12,624	12,370
<b>Early Learning Initiative</b>	9,693	12,588	13,464	9,655	0

<sup>10</sup> Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

<sup>11</sup> Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

<sup>12</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.



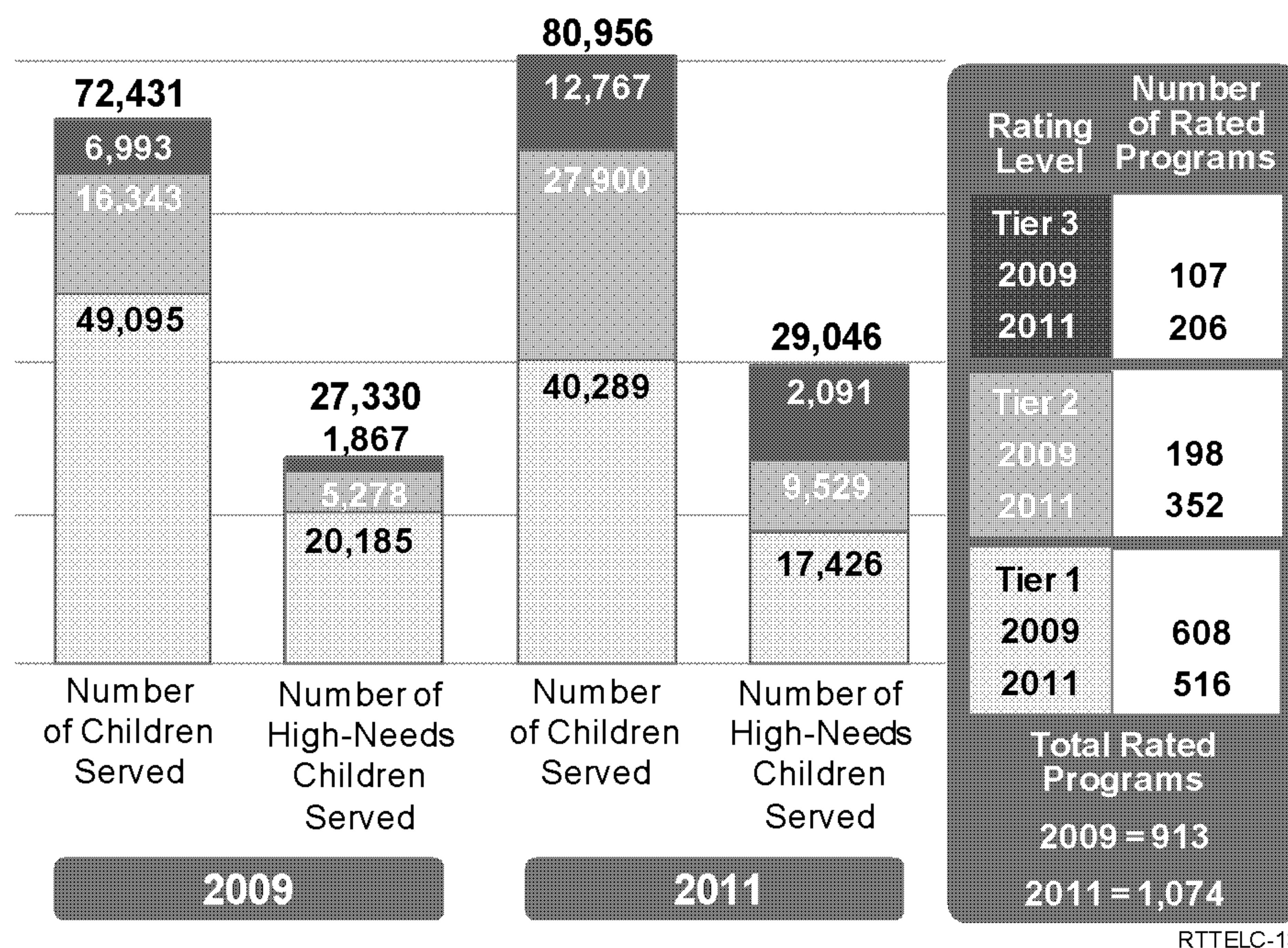
**Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years <sup>10</sup>				
	2007	2008	2009 <sup>11</sup>	2010 <sup>12</sup>	2011 <sup>12</sup>
<ul style="list-style-type: none"> <li>• <b>State-funded preschool:</b> Funded number</li> <li>• <b>Early Head Start and Head Start:</b> Region 5 ACF (Administration for Children and Families, Health and Human Services)2011</li> <li>• <b>Part C and Part B, section 619 data:</b> Part C Child Count Report 2007-2010 and EMIS Child Count Report FY07- FY10</li> <li>• <b>Title 1:</b> Consolidate State Performance Report 2007-2010</li> <li>• <b>Programs receiving CCDF funds:</b> CCDIS-FY2011 numbers are estimated and not final until October 31, 2011.</li> <li>• <b>Home Visiting Program:</b> Early Track Child Count 12/01/09</li> <li>• <b>Early Childhood Mental Health Consultation:</b> Early Childhood Mental Health Consultation data collection website</li> <li>• <b>Mental Health Treatment from Public Mental Health System:</b> Early Childhood Mental Health Consultation data collection website</li> <li>• <b>Early Learning Initiative:</b> Kinder Attend Reporting System</li> </ul>					

Not only did the State of Ohio increase the number of children served in most early learning and development programs during the past 5 years, it has increased the quality of services for high-needs families. In the past 2 years alone, there has been a significant shift in the number of children who are served in higher quality programs as defined by the State of Ohio's TQRIS which is discussed in Section VI(B). As demonstrated in Figure VI(A)-1, over the past 2 years, the State of Ohio increased the number of high quality settings by 45 percent which resulted in an additional 4,475 high-needs children who have benefitted from high-quality services.





**Figure VI(A)-1. The number of high-needs children served in high-quality settings in the State of Ohio has increased over the past 2 years.**

Another example of the State of Ohio's focus on serving high-needs children in high-quality services, is in the State's Home Visiting Program. In 2009, as shown in Table (A)(1)-5, the Home Visiting Program enrolled fewer children. This was a conscious decision to revise the program to focus on the highest need children with first time mothers, at or below 200 percent FPL. In addition to the focused audience, the frequency of visits and other quality standards were implemented to reflect evidence-based practices. The increased standards led to a higher per child cost but better child outcomes. So while fewer children were served, the outcomes for these high-needs children improved.

#### **VI(A)(1)(c) Existing Legislation, Policies, or Practices**

Ohio has a strong history of demonstrating leadership in many ways, including through legislation, policies, and administrative practices. The most significant bipartisan reforms during recent years are highlighted in the following section as evidence of Ohio's commitment to young children. Highlights of Ohio's recent early learning and development legislation are outlined in Exhibit VI(A)-2.

**Exhibit VI(A)-2. The State of Ohio's commitment to early learning and development is evident in recent legislation.**

	<b>Legislation</b>	<b>Purpose</b>	<b>Benefit</b>
Creation of the Early Childhood Advisory Council	Am. Sub. H.B. No. 1	Required the Governor to create the Early Childhood Advisory Council in accordance with 42 U.S.C. 9837b(b)(1). In addition to the duties specified in 42 U.S.C. 9837b(b)(1), the council shall 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.	To create a permanent advisory body to partner with the Governor regarding the development of the early childhood system.
Expansion of the Unique Child Identification Number Utilized in the Educational System to Children Eligible for Part C	Am. Sub. H.B. 119	Allows the Ohio Department of Health to utilize the Statewide Student Identifier (SSID) for infants and toddlers enrolled in Part C.  The SSID system was designed to monitor academic performance and student mobility more closely.	This historic legislation allows for longitudinal tracking, beginning with infants. This child level information will support the successful transition of children across programs and providers and increase reporting compliance for Individuals with Disabilities Education Act (IDEA).
Healthy Choices for Healthy Children Act	Am. Sub. S.B. No. 210	The law, which was passed in June 2010, contains provisions to combat childhood obesity by increasing students' physical activity and ensuring access to healthy meals and beverages at school.  Beginning in the 2010-11 school year, all city, exempted village, local and chartered nonpublic schools, community schools, and district-owned and operated STEM schools must begin conducting body mass index (BMI) screenings each year for all students in kindergarten, third grade, fifth grade, and ninth grade. Districts also must report aggregate BMI data to the Ohio Department of Health (ODH) by June 1 each year.	This legislation creates a common screening and reporting system to track the physical health and wellness of school aged children beginning in kindergarten.
Inclusion of Differentiated Payments within the TQRIS	Am. Sub. H.B. No. 153	The State of Ohio was required to establish enhanced reimbursement ceilings for programs that participate in the TQRIS and maintain quality ratings.	Codified the use of funds to pay more to providers meeting higher standards within the TQRIS. This establishes an expectation that higher quality programs that produce better child outcomes and results will be rewarded through Ohio's financing system.

	Legislation	Purpose	Benefit
Mandatory, Statewide Use of the Kindergarten Readiness Assessment	Am. Sub. H.B. No. 3	Ohio law states that the Kindergarten Readiness Assessment-Literacy (KRA-L) must be administered no sooner than 4 weeks prior to the start of school, but not later than Oct. 1. School administrators must report individual student composite scores for KRA-L via the Education Management Information System (EMIS) during the October reporting period and maintain individual score sheets with the child's records.	Created a common, statewide screening tool to assist kindergarten teachers with future interventions and instruction and provided baseline information in order to target early childhood resources based on results and to provide parents with information regarding their child's development.
Measuring Teacher Effectiveness	Am. Sub. H.B. 153	Teachers in public school districts will participate in the teacher evaluation framework which requires student academic growth to account for 50% of each evaluation.	Preschool teachers working in public school districts will be included in the ongoing development of the teacher evaluation framework which specifically calls for 50% of evaluations to be based on measures of student growth. The work was included in Ohio's successful Race to the Top application and is currently moving forward.
Use of the Early Childhood Career Pathways for Administrator Qualifications	Am. Sub. H.B. No. 153	Allows the State of Ohio to recognize the professional development career ladder as an option for meeting the administrator qualifications outlined in licensing regulations.	This is the first time the Career Pathways is recognized, allowing for more flexibility for meetings, formal education, teacher and administrator qualifications.

Ohio also has a strong record of analyzing policies and practices and making changes based on the best data and evidence that is available. Below are examples of recent early learning and development policies and practices (Exhibit VI(A)-3) that strengthen Ohio's system.

**Exhibit VI(A)-3. The State of Ohio uses evidence-based early learning and development policies and practices.**

	Purpose	Benefit
Common Outcomes Framework for Part C and Part B	To allow for child level information to travel from Part C to Part B in order to assist the family and child with the transition of services and to allow the state to study practices across the age continuum.	The State of Ohio developed common measures that are utilized across two agencies and for children birth-kindergarten with an identified delay or disability.
Establishment of Content and Program Standards	Ohio developed foundational documents that describe what children, birth to kindergarten entry should be able to know and do and what programs should do to support their development.	These documents serve as the basis for post-secondary degrees and professional development to ensure teachers use developmentally appropriate practices and are developing strategies, supports and interventions that are reasonable.

	Purpose	Benefit
Home Visiting Evidence Based Re-Design	Based on the body of evidence surrounding home visiting, the State of Ohio re-designed the quality standards and expectations for the home visiting program. The target audience was re-defined to focus on first time, high-needs mothers and their children.	The home visiting program is now more intensive and focused on a common set of outcomes that will produce better results.
Targeted Funding to Programs Meeting Higher Quality Standards	Demonstrate an understanding that higher quality standards cost more to achieve than meeting Ohio's current licensing standards.	Incentives and tiered reimbursements provide resources that assist programs with achieving and maintaining higher quality standards which increases the opportunities for high-needs children to be served in high-quality settings.
Use of Ohio's Early Childhood Registry	All State agencies serving young children utilize the professional development registry to provide information on trainings, to track the education and credentials of staff to promote cross-sector professional opportunities and to increase access to professional development opportunities.	Since all professionals should have a common knowledge base of child development, it is logical to have professionals access and report professional development through a common system. This allows Ohio to track the availability and quality of training to ensure teachers of high-needs children are getting the information they need to improve their capacities and skills to better support Ohio's children.

#### VI(A)(1)(d) State's Current Status in Key Areas

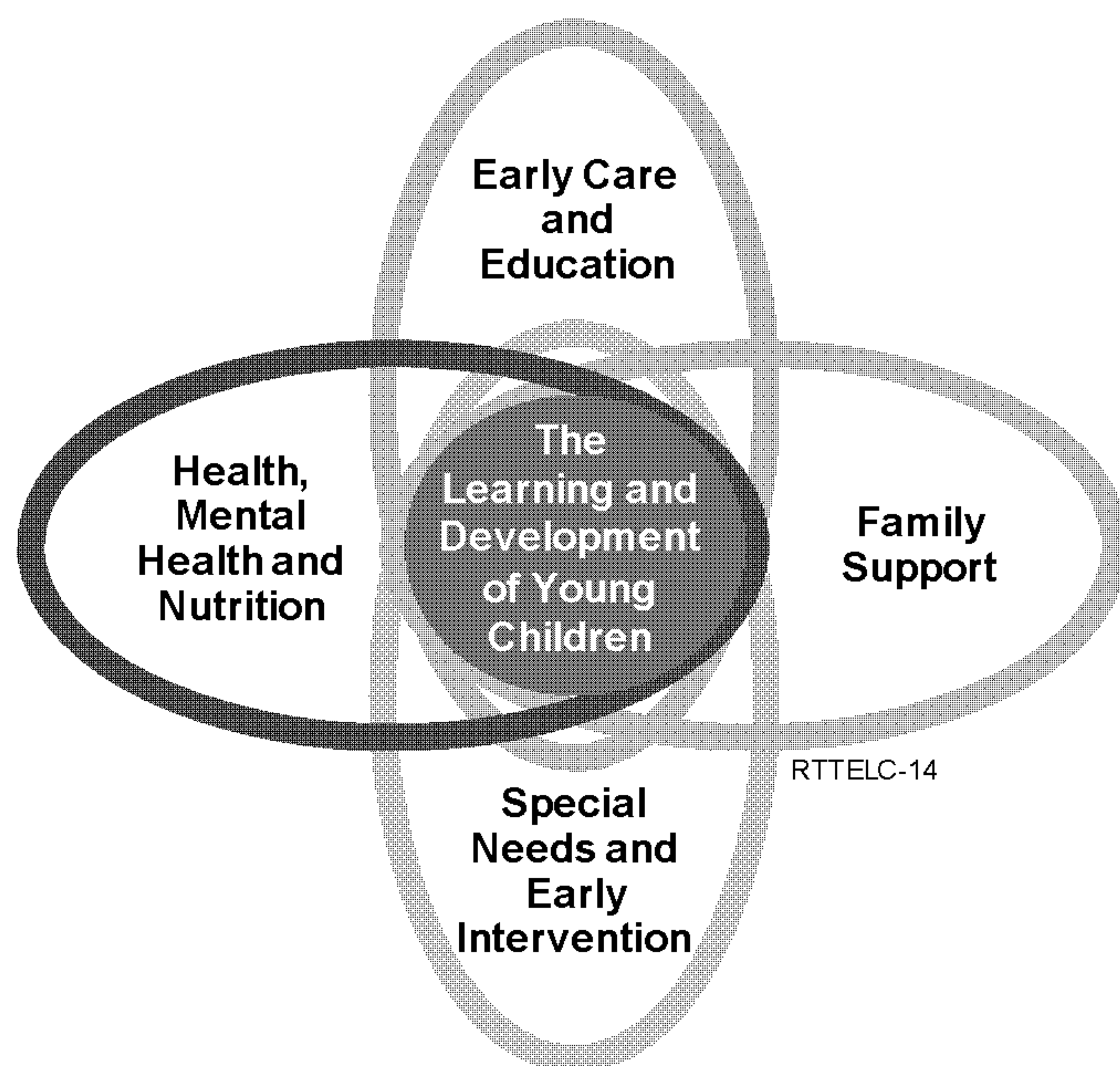
The State of Ohio adopted a nationally developed framework and set of core elements to describe its comprehensive early learning and development system. This framework was originally developed in 2007 by the Early Childhood Systems Workgroup, which is comprised of national organizations and funders interested in advancing the development of early childhood systems.

Figure VI(A)-2 illustrates the four major service delivery systems that have a role in supporting the learning and development of young children and ultimately ensuring that children are ready to succeed in kindergarten. The ovals represent the types of services that must be available in order to address the comprehensive needs of young children. In this figure the center of the ovals represents the cross systems and agency coordination and alignment that must be in place in order to effectively meet the needs of young children.

Ohio developed goal statements for each of the four key service delivery systems for Ohio's families and their children.

*Early Care and Education:* Ohio's young children have early care and education opportunities in nurturing environments where they learn what they need to know to succeed in school and life.





Adapted from Build National Initiative/Early Childhood Systems Working Group

**Figure VI(A)-2. The State of Ohio's early childhood development system has a role in ensuring that all children are ready to succeed in kindergarten.**

comprehensive health services that meet children's medical, dental, vision, hearing, nutrition, and behavioral-health needs.

In addition to defining the services within the early childhood system, Ohio determined the areas where leveraging efforts across agencies and systems will create a more efficient high-quality system.

- *Accountability (data and evaluation)*: Ohio's early childhood development accountability system should collect child and program data to inform policy, assess program effectiveness, ensure investments are used wisely, enhance professional practices, and link to other data systems and evaluation efforts (e.g., kindergarten through grade 12, Medicaid).
- *Communication*: Families and communities need access to information regarding the services and supports available to promote the healthy development of children and families.
- *Financing*: Ohio's financing system should provide stable funding that is sufficient to support and sustain services and quality enhancements required for an effective, coherent, equitable early childhood development system.

*Family Support*: Ohio's families have access to economic and parenting supports to ensure that children have nurturing and stable relationships with caring adults.

*Special Needs and Early Intervention*: Ohio's children are assessed early so that children identified with special health-care needs, disabilities or developmental delays can receive appropriate services.

*Health, Mental Health and Nutrition*: Ohio's early childhood development system provides

- *Governance:* Ohio's governance and administrative structures need the authority and responsibility to oversee, implement, and coordinate State-funded or State-administered early childhood programs and services for children and their families.
- *Quality Standards:* Early childhood development standards must be for all professionals, programs and services to promote the optimal development and learning of young children.
- *Regulation:* Ohio's regulations for early childhood development programs and professionals should promote the protection and healthy development of young children.
- *Services:* High quality, family-centered programs and supports should be available, acceptable, accessible and affordable within communities.
- *Workforce Development:* Ohio's early childhood development professionals should have access to professional development opportunities and ongoing supports that build their knowledge, competencies, and skills for supporting expectant mothers, children, and families.

Outlined below is the progress that has been made toward addressing the critical elements of the early childhood system outlined above.

#### **Early Learning and Development Standards**

Ohio currently has a set of standards for all young children and all early learning and development programs. The Infant & Toddler Guidelines (Appendix Attachment A4) and the Pre-Kindergarten Content Standards (Appendix Attachments A5 to A8) reflect the continuum of development and the age-appropriate content that a child should be able to demonstrate throughout the early childhood years, beginning at infancy. Table (A)(1)-6 reports the current status of the State of Ohio's early learning and development standards. In addition to the content standards Ohio has developed the Infant & Toddler Standards of Care & Teaching (Appendix Attachment A9) and Early Learning Program Guidelines (Appendix Attachment A10) to reflect those practices that early learning and development programs should strive to meet through the program's structure, design and care and teaching practices of professionals. All of the standards are integrated into SUTQ, the state's TQRIS, and are required as a condition of funding for the State Pre-kindergarten school program and for Preschool Special Education sites. Understanding and implementation of the content and programs standards are supported through Ohio's professional development system. Early learning and development standards are outlined

below. Section VI(C)(1) details the current standards and how the State of Ohio will use and expand them.

<b>Table (A)(1)-6: Current status of the State’s Early Learning and Development Standards</b> <i>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</i>			
<b>Essential Domains of School Readiness</b>	<b>Age Groups</b>		
	<b>Infants</b>	<b>Toddlers</b>	<b>Preschoolers</b>
<b>Language and literacy development</b>	X	X	X
<b>Cognition and general knowledge (including early math and early scientific development)*</b>	X	X	X
<b>Approaches toward learning</b>	X	X	
<b>Physical well-being and motor development</b>	X	X	
<b>Social and emotional development</b>	X	X	
<i>*Elements of Cognition and general knowledge are addressed in the current infant toddler guidelines and will be expanded when Ohio crafts additional standards to address domains not currently addressed in the Pre-k and Kindergarten Standards.</i>			

### **Ohio’s Infant and Toddler Guidelines**

These guidelines serve as a point of reference for understanding the developmental periods during infancy as each child grows and learns. The guidelines are designed to be used for three broad yet critically important constituencies: parents, providers, and policy makers. The guidelines are not meant to be an exhaustive list of developmental examples but rather a list of essentials. Ohio’s infant and toddler specialists, housed within the Child Care Resource and Referral System, use the guidelines as the foundation for the technical assistance and professional development provided through their network. The Infant & Toddler Guidelines are embedded in SUTQ through professional development requirements and observable classroom planning, teaching and practices. The Infant & Toddler Guidelines are provided in Appendix Attachment A4.

### **Pre-Kindergarten Content Standards**

In response to Amended Substitute House Bill 94 of 2001, ODE’s Office of Early Learning and School Readiness and the Office of Curriculum and Instruction collaborated to convene Ohio stakeholders to develop Pre-Kindergarten Content Standards for English language arts, mathematics, social studies, and science. The Pre-Kindergarten Content Standards describe essential concepts and skills for young children. Based on research, these achievable indicators

emerge as the result of quality early learning experiences regardless of the setting. In addition, the standards are aligned to the Common Core State Standards in English Language Arts and Mathematics for K-12, as well as Ohio's Academic Content Standards in Social Studies and Science for K-12. These standards create a seamless educational framework for children pre-kindergarten through kindergarten and the primary grades. The Pre-Kindergarten Content Standards were adopted by the State Board of Education and their use is mandated by any school district providing early care and education services. The Pre-Kindergarten Content Standards are embedded in SUTQ through professional development requirements and observable classroom planning, teaching and practices. A copy of the Pre-Kindergarten Content Standards is located in Appendix Attachments A5 through A8.

#### **Ohio's Early Learning Program Guidelines**

Ohio's Early Learning Program Guidelines (ELPG) address the outcomes and goals considered essential for the healthy development and intellectual, social, and emotional success of children. The ELPG are aligned with SUTQ benchmarks and indicators. Ohio's Early Literacy Specialists and State Support Teams use the guidelines as the foundation for the technical assistance and professional development provided through their network. Ohio Early Learning Program Guidelines are located in Appendix Attachment A10.

#### **Ohio's Infant & Toddler Program Standards**

The Standards of Care & Teaching for Ohio's Infants and Toddlers identifies what is foundational and essential for programs in supporting the development and learning of infants and toddlers. It builds on Ohio's current licensing standards to promote positive outcomes for infants and toddlers.

#### **Comprehensive Assessment System**

Ohio already is implementing a comprehensive assessment system in many of its early child and development programs. Rated programs in SUTQ, Ohio's TQRIS, State Funded Preschool, Preschool Special Education programs, Part C, home visiting and early childhood mental health consultation programs are required to screen children using developmental, and social/emotional measures. In addition to screening, State Funded Preschool and Preschool Special Education Programs are evaluated using the Early Language and Literacy Classroom Observation (ELLCO). Programs rated through SUTQ use the environment rating scales and/or the ELLCO to assess classroom quality. Table (A)(1)-7 reports the elements of a Comprehensive



Assessment System that are already required by programs in the State of Ohio. A copy of the Standards of Care and Teaching for Ohio's Infants & Toddlers is included in Appendix Attachment A4. Section VI(C)(2) discusses the Comprehensive Assessment in detail and how it will be expanded and implemented statewide.

<b>Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
<b>Types of programs or systems</b>	<b>Elements of a Comprehensive Assessment System</b>				
	<b>Screening Measures</b>	<b>Formative Assessments</b>	<b>Measures of Environmental Quality</b>	<b>Measures of the Quality of Adult-Child Interactions</b>	<b>Other</b>
<b>State-funded preschool</b>	X	X	X	X	
<b>Early Head Start and Head Start<sup>13</sup></b>	X	X		X	
<b>Programs funded under IDEA Part C</b>	X	X	X		
<b>Programs funded under IDEA Part B, section 619</b>	X	X	X	X	
<b>Programs funded under Title I of ESEA</b>	X				
<b>Programs receiving CCDF funds</b>	X				
<b>Current Quality Rating and Improvement System requirements: Step 1</b>	X				

<sup>13</sup> Including Migrant and Tribal Head Start located in the State.

<b>Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
<b>Types of programs or systems</b>	<b>Elements of a Comprehensive Assessment System</b>				
	<b>Screening Measures</b>	<b>Formative Assessments</b>	<b>Measures of Environmental Quality</b>	<b>Measures of the Quality of Adult-Child Interactions</b>	<b>Other</b>
<b>Current Quality Rating and Improvement System requirements: Step 2</b>	X		X	X	
<b>Current Quality Rating and Improvement System requirements: Step 3</b>	X	X	X	X	
<b>State licensing requirements</b>	X				
<b>Home Visiting</b> <i>Evidence-based parent education programs</i>	X	X	X	X	
<b>Early Childhood Mental Health Consultation</b>	X	X	X		

### Health Promotion Practices

The State of Ohio is committed to ensuring that families receive high-quality information regarding the importance of healthy behaviors, early screening and intervention and keeping children safe and protected. Table (A)(1)-8 outlines the elements of high-quality health promotion practices currently required by programs or systems in Ohio. The State of Ohio shares information across agencies and services that promotes healthy behaviors and nutrition as well as information about the importance of selecting and utilizing primary health care providers. In addition to the programs below, Ohio has invested significant resources in the Concerned About Development Learning Collaborative, a project through the Ohio American Academy of

Pediatrics, to increase the number of pediatricians and family practice doctors that utilize a common, statewide developmental screening tool with their patients. To date, more than 700 practices have participated in this effort.

<b>Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
<b>Types of Programs or Systems</b>	<b>Elements of high-quality health promotion practices</b>				
	<b>Health and safety requirements</b>	<b>Developmental, behavioral, and sensory screening, referral, and follow-up</b>	<b>Health promotion, including physical activity and healthy eating habits</b>	<b>Health literacy</b>	<b>Other</b>
<b>State-funded preschool</b>	X	X	X	X	
<b>Early Head Start and Head Start</b>	X	X	X	X	
<b>Programs funded under IDEA Part C</b>	X	X	X	X	
<b>Programs funded under IDEA Part B, section 619</b>	X	X	X	X	
<b>Programs funded under Title I of ESEA</b>	X		X		
<b>Programs receiving CCDF funds</b>	X		X		
<b>Current Quality Rating and Improvement System requirements: Step 3</b>	X	X	X	X	

<b>Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
<b>Types of Programs or Systems</b>	<b>Elements of high-quality health promotion practices</b>				
	<b>Health and safety requirements</b>	<b>Developmental, behavioral, and sensory screening, referral, and follow-up</b>	<b>Health promotion, including physical activity and healthy eating habits</b>	<b>Health literacy</b>	<b>Other</b>
<b>Current Quality Rating and Improvement System requirements: Step 2</b>	X	X	X	X	
<b>Current Quality Rating and Improvement System requirements: Step 1</b>	X		X		
<b>State licensing requirements</b>	X		X		
<b>Home Visiting</b>	X	X	X	X	
<b>Early Childhood Mental Health Consultation</b>		X			

### **Family Engagement Strategies**

The State of Ohio's early learning and development programs strive to include, engage and respect families. At a minimum, it is the State's expectation that parents receive accurate, timely, and comprehensive information about their child's routines, development and learning. Ohio's regulations encourage regular, timely communication. Programs should also include ways for families to participate and provide feedback on the policies utilized by the program. Table (A)(1)-9 describes family engagement strategies currently required in Ohio programs or systems.



**Table (A)(1)-9: Elements of a high-quality family engagement strategies currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
<b>State-funded preschool</b>	<p>State-funded preschool programs are required to follow the Early Learning Program Guidelines (ELPG) which are made up of compliance requirements and performance indicators. The following family engagement strategies are addressed in the ELPG:</p> <ul style="list-style-type: none"> <li>• The results of health and developmental screenings are documented and shared with families.</li> <li>• Health and developmental screening results are shared with families and staff for use in planning appropriate educational experiences and support services.</li> <li>• Families are informed of any missing health information. Children are referred to the appropriate health care and/or developmental professionals in full partnership with the family, based on screening results.</li> <li>• Each child's record contains written documentation of the date(s) of referral, all follow-up services provided, and communication with the service provider and family.</li> <li>• Program leaders counsel families when needed regarding the importance of health and developmental screenings and well-child care.</li> <li>• Program leaders provide families with the necessary information and linkages to social services to help them connect to family or child services, when needed.</li> <li>• The early education and care program provides families with information and guidance regarding nutrition, physical health, safety, fitness, and healthy lifestyles.</li> <li>• Families are provided multiple opportunities to: (1) understand the assessment processes used and data collected; (2) review and contribute to their child's education plan; and (3) share information about their child's progress toward learning goals. Educators have a working knowledge of children's home and cultural experiences.</li> <li>• Educators engage with families to share and receive information about their children.</li> <li>• Educators assist families in supporting their children's learning and development.</li> </ul>

**Table (A)(1)-9: Elements of a high-quality family engagement strategies currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
	<ul style="list-style-type: none"> <li>• Educators provide opportunities for families to increase their knowledge of child development and to enhance their parenting skills. Written agreements with community partners are used to achieve child and family outcomes.</li> <li>• Formal and informal networks with community partners are established for the mutual benefit of the program, families, and the community.</li> <li>• The program plan includes a written transition plan.</li> <li>• The parent handbook includes information about program features, family requirements, opportunities for family involvement, and policies and procedures, including a grievance policy.</li> <li>• The governing body has a process for gathering input from families, stakeholders and the community about the continuous improvement strategies and quality of the program.</li> </ul>
<b>Early Head Start and Head Start</b>	<p>Early Head Start and Head Start programs are required to engage all families in identifying and setting individual and family goals. Staff enter into a compassionate partnership with each family to construct an Individualized Family Partnership Agreement. Staff are required to provide family involvement and education activities and opportunities to participate in the program as a volunteer or an employee. Early Head Start is required to provide services and access to services for pregnant women who are enrolled in the program. Early Head Start and Head Start are required to engage families in accessing community services, preparing for transition, and participating in health, child developmental, family literacy and parent education and training. A cornerstone for family engagement is the parent leadership requirement and opportunities for families to participate in the governance of the program and serve on Policy Council or a Parent Committee.</p>
<b>Programs funded under IDEA Part C</b>	<p>Programs funded under Part C of IDEA are using various strategies for engagement with families, including: providing various statewide opportunities for training as a trainer (as part of a parent-professional training pair) and a learner; engaging families at the local level for policies and procedures for programs; publishing a statewide newsletter from the Family Information Network which focuses on</p>



**Table (A)(1)-9: Elements of a high-quality family engagement strategies currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
	topics for all families; elevating parents as partners in the decision making for their child's program participation; creating materials accessible for individuals of various cultures and languages; supporting to families throughout program, including transition to preschool.
<b>Programs funded under IDEA Part B, section 619</b>	<p>Preschool Special Education programs are required to follow ELPG which are made up of compliance requirements and performance indicators. The following family engagement strategies are addressed in the ELPG:</p> <ul style="list-style-type: none"> <li>• The results of health and developmental screenings are documented and shared with families.</li> <li>• Health and developmental screening results are shared with families and staff for use in planning appropriate educational experiences and support services.</li> <li>• Families are informed of any missing health information. Children are referred to the appropriate health care and/or developmental professionals in full partnership with the family, based on screening results.</li> <li>• Each child's record contains written documentation of the date(s) of referral, all follow-up services provided, and communication with the service provider and family.</li> <li>• Program leaders counsel families when needed regarding the importance of health and developmental screenings and well-child care.</li> <li>• Program leaders provide families with the necessary information and linkages to social services to help them connect to family or child services, when needed.</li> <li>• The early education and care program provides families with information and guidance regarding nutrition, physical health, safety, fitness, and healthy lifestyles.</li> <li>• Families are provided multiple opportunities to: (1) understand the assessment processes used and data collected; (2) review and contribute to their child's education plan; and (3) share information about their child's progress toward learning goals. Educators have a working knowledge of children's home and cultural experiences.</li> </ul>

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<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
	<ul style="list-style-type: none"> <li>• Educators engage with families to share and receive information about their children.</li> <li>• Educators assist families in supporting their children’s learning and development.</li> <li>• Educators provide opportunities for families to increase their knowledge of child development and to enhance their parenting skills. Written agreements with community partners are used to achieve child and family outcomes.</li> <li>• Formal and informal networks with community partners are established for the mutual benefit of the program, families, and the community.</li> <li>• The program plan includes a written transition plan.</li> <li>• The parent handbook includes information about program features, family requirements, opportunities for family involvement, and policies and procedures, including a grievance policy.</li> <li>• The governing body has a process for gathering input from families, stakeholders and the community about the continuous improvement strategies and quality of the program.</li> </ul>
<b>Programs funded under Title I of ESEA</b>	<p>There are many family engagement strategies required through the State regulations including the use of:</p> <ul style="list-style-type: none"> <li>• Enrollment requirements, which include information related to the child’s development and the family structure and routines.</li> <li>• Parent Handbook, which is required to be given to all parents and includes policies regarding the ongoing exchange of information between the program and the parent.</li> <li>• Transition agreements, which include information for moving between classrooms or when the child is leaving the program and explains the type of information that should be available to the parent.</li> <li>• Parent Teacher Conferences, which are required once per year where progress on the child’s learning and development is discussed.</li> </ul>



**Table (A)(1)-9: Elements of a high-quality family engagement strategies currently required within the State**

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<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
<b>Programs receiving CCDF funds</b>	<p>There are many family engagement strategies required through the State regulations including the use of:</p> <ul style="list-style-type: none"> <li>• Enrollment requirements, which include information related to the child’s development and the family structure and routines.</li> <li>• Parent Handbook, which is required to be given to all parents and includes policies regarding the ongoing exchange of information between the program and the parent.</li> <li>• Transition agreements, which include information for moving between classrooms or when the child is leaving the program and explains the type of information that should be available to the parent.</li> </ul>
<b>Current Quality Rating and Improvement System requirements</b>	<p>Family engagement strategies are currently embedded in two of the current program standards. In the Administrative Practices program standard, programs are required to self-assess their program using the Program Administration Scale (PAS). Family Communication and Family Support and Involvement are two areas addressed in the PAS. Programs are required to complete a Quality Improvement Plan using the results of the annual self-assessment, and at Tier 3, family input must be included in the development of program goals.</p>
<b>State licensing requirements</b>	<p>There are many family engagement strategies required through the State regulations including the use of:</p> <ul style="list-style-type: none"> <li>• Enrollment requirements, which include information related to the child’s development and the family structure and routines.</li> <li>• Parent Handbook, which is required to be given to all parents and includes policies regarding the ongoing exchange of information between the program and the parent.</li> <li>• Transition agreements, which include information for moving between classrooms or when the child is leaving the program and explains the type of information that should be available to the parent.</li> </ul>

**Table (A)(1)-9: Elements of a high-quality family engagement strategies currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
<b>Home Visiting Program</b> <i>Evidence-based parent education programs</i>	Help Me Grow Home Visiting is Ohio’s statewide home visiting program focused on pregnant or first-time mothers and/or fathers. Programs funded under this statewide program are using various strategies for engagement with families, including: campaigns to engage them where they are, in their communities; parent education on child development; outreach to fathers and grandparents (intergenerational activities); social networks of support; linkages with meaningful needs-based referrals in the family’s own community; and providing bursts of service at critical times for new parents (after the birth of the baby, for example); and supporting the transition to a child-development enhancing program at age 3.
<b>Early Childhood Mental Health Consultation</b>	The Early Childhood Mental Health Consultation Program involves parent engagement at every level. If a consultation is child specific, then the DECA is filled out by the parent before and after the consultative service is provided. Parents also are involved in decision making and have an open, ongoing communication with consultant. If needed, referrals are made and linkages are created within the community. The Incredible Years Parent Group is also available to parents. The program is designed to strengthen parenting competencies in supporting academic, social and emotional development. Information on supporting positive behavior and social and emotional development is also distributed to families and caregivers.

### **Development of Early Childhood Educators**

The development of Ohio’s professional development system has occurred through a cross-system and cross-sector workgroup known as the Ohio Professional Development Network (OPDN). OPDN, with staff and administrative support through the Ohio Child Care Resource and Referral Association (OCCRRA), provides a forum for input and involvement of childhood professionals and organizations, higher education institutions, and public and private partners to examine childhood professional development initiatives. This collaborative partnership continues its efforts to strengthen and build a system that provides support for the continued growth,

learning, and advancement of childhood professionals in Ohio. Below are the elements of Ohio's Professional Development System:

1. Defined core body of knowledge and competencies
2. Career lattice that defines levels of training and education for various roles, and that makes pathways visible
3. Practitioner registries that enable verification of qualifications
4. Training delivery systems that support articulation, and that link community-based training with higher education
5. Formal training and trainer approval process to ensure consistency and quality of training
6. Centralized information systems to coordinate regional training notices
7. Specialized credentials and certificates, such as Infant/Toddler, Director, and School Age Professional
8. Leadership development and mentoring programs
9. Compensation and benefits initiatives that are linked to education and training accomplishments.

Ohio also has a series of Early Childhood Core Knowledge and Competencies (CKC) documents. Ohio's 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. The documents clearly detail the nature of these critical areas of professional practice. 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. This information is distributed through professional development systems and can be downloaded from the OPDN.org website. Table (A)(1)-10 identifies 26 credentials available to Ohio's early childhood workforce and provides information about the focus of the credential. All but four are provided by Ohio's postsecondary institutions or State agencies. Only three Ohio certificates (Early Intervention certificates) address the birth to kindergarten entry age span. Postsecondary programs are aligned primarily with Early Childhood Teacher License with more than 24,000 individuals holding this license. The Early Childhood Teacher License is valid for the



age 3 to grade 3 age span. No Ohio teaching license is inclusive of the birth to kindergarten entry age span nor is there any Ohio teaching license related to children birth to age 3.

Given the age/grade span structure of licenses it is likely that many if not most of the Early Childhood License holders work with children in kindergarten or higher grades. Alignment of Ohio CKC with credentials is indicated below along with the number and percent of Early Childhood Educators reported as holding the credential.

Section VI(D) discusses the State of Ohio's Workforce Knowledge and Competency Framework and our plan for developing a common statewide progression of credentials and degrees and engaging postsecondary institutions and other professional development providers.

<b>Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>14</sup> currently available in the State</b>				
<b>List the early learning and development workforce credentials in the State</b>	<b>If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)</b>	<b>Number and percentage of Early Childhood Educators who have the credential</b>		<b>Notes (if needed)</b>
		<b>#</b>	<b>%</b>	
<b>Help Me Grow Project Director Credential</b>	Yes	*83	0.2%	Manages all aspects of the Help Me Grow system including: staff, caseloads, data collection and administrative supervision; works to ensure compliance with all policies and State and Federal laws related to Help Me Grow; works with all contractors to provide services to Help Me Grow; supervises Help Me Grow children and their families (Birth to age 3)

<sup>14</sup> Includes both credentials awarded and degrees attained.



**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>14</sup> currently available in the State**

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<b>Help Me Grow Service Coordinator Credential</b>	Yes	*1,334	4%	For Early Intervention (Part C) children: coordinate evaluations and all assessments; facilitate and participate in the development, review and evaluation of the IFSP; identify all available service providers; coordinate, facilitate and monitor timely receipt of services; inform families of their availability of advocacy services; coordinate with medical and health providers; and facilitate transition plans to preschool and/or other services (Birth to age 3)
<b>Help Me Grow Home Visitor Credential</b>	Yes	*285	0.7%	Delivers parenting education through home visitation; informs families of the availability of advocacy services; coordinates information-sharing with medical and service providers and facilitates transition plans for families in the Part C of IDEA early intervention system (Birth to age 3)
<b>Early Intervention Supervisor Certification</b>	Yes	*18	0.04%	Supervises Early Intervention Specialists (Birth to age 5)
<b>Early Intervention Specialist Certification</b>	Yes	*176	0.4%	Provides specialized instruction for infants and toddlers and their families under Part C of IDEA early intervention system (Birth to age 5)

<b>Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>14</sup> currently available in the State</b>				
<b>List the early learning and development workforce credentials in the State</b>	<b>If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)</b>	<b>Number and percentage of Early Childhood Educators who have the credential</b>		<b>Notes (if needed)</b>
		<b>#</b>	<b>%</b>	
<b>Early Intervention Program Assistant Registration</b>	Yes	*24	0.06%	Assists the Early Intervention Specialist (Birth to age 5)
<b>AMS (Association Montessori Society) Infant/Toddler Credential</b>	No	*19	0.05%	Credential provided to infant/toddler teachers completing an approved course of study (Birth to age 3)
<b>AMS (American Montessori Society) Early Childhood Credential</b>	No	*111	0.2%	Credential provided to early childhood teachers completing an approved course of study (Age 3 to 5)
<b>AMI (Association Montessori Internationale) Certification</b>	No	*98	0.2%	Credential provided to teachers completing an approved course of study (Birth to age 5)
<b>Child Development Associate (CDA) Credential</b>	Yes	*3,483	9%	Includes CDA credential in all settings and the infant/toddler and preschool endorsement (Birth to age 5)
<b>Pre-Kindergarten Associate Teacher Certificate/License</b>	Yes	435	1%	Provides education and care for children age 3 to 5
<b>Pre-Kindergarten Teacher Certificate/License</b>	No	582	2%	Provides education and care for children age 3 to 5
<b>Early Childhood Teacher (P-3) License</b>	No	24,059	64%	Provides education and care for children age 3 through grade 3
<b>Early Childhood Intervention Specialist License</b>	NA	1,492	4%	Provides specialized instruction based upon an IEP for preschool children under Part B of IDEA special education system and may include instruction to non-disabled peers age 3 to 5

<b>Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>14</sup> currently available in the State</b>				
<b>List the early learning and development workforce credentials in the State</b>	<b>If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)</b>	<b>Number and percentage of Early Childhood Educators who have the credential</b>		<b>Notes (if needed)</b>
		<b>#</b>	<b>%</b>	
<b>Intervention Specialist (P-12 hearing or visually impaired) License</b>	NA	278	0.7%	Provides specialized instruction based upon an IEP for children age 3 to 5 with auditory or visual impairment under Part B of IDEA special education system
<b>K-3 Certificate/ License with Pre-Kindergarten Endorsement or Early Education of the Handicapped Endorsement</b>	NA	859	2%	Provides specialized instruction based upon an IEP for children age 3 to 5 under Part B of IDEA special education system and may include peer instruction to non-disabled peers
<b>K-8 Teacher Certificate/ License with Pre-Kindergarten Endorsement or Early Education of the Handicapped Endorsement</b>	NA	1,032	3%	Provides specialized instruction based upon an IEP for children age 3 to 5 under Part B of IDEA special education system and may include peer instruction to non-disabled peers
<b>Elementary (1-8) Certificate/ License with Pre-Kindergarten Endorsement or Early Education of the Handicapped Endorsement</b>	NA	320	0.8%	Provides specialized instruction based upon an IEP for children age 3 to 5 under Part B of IDEA special education system and may include peer instruction to non-disabled peers
<b>Special Certificate/ License for Education of the Handicapped with Pre-Kindergarten Endorsement</b>	NA	105	0.2%	Provides specialized instruction based upon an IEP for children age 3 to 5 under Part B of IDEA special education system and may include peer instruction to non-disabled peers



**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>14</sup> currently available in the State**

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<b>Special Certificate/License for Education of Handicapped with Pre-Kindergarten Special Needs or Early Education of the Handicapped Endorsement</b>	NA	1,339	4%	Provides specialized instruction based upon an IEP for children age 3 to 5 under Part B of IDEA special education system and may include peer instruction to non-disabled peers
<b>Intervention Specialist License with Pre-Kindergarten Special Needs or Early Education of the Handicapped Endorsement</b>	NA	96	0.2%	Provides specialized instruction based upon an IEP for children age 3 to 5 under Part B of IDEA special education system and may include peer instruction to non-disabled peers
<b>Family and Consumer Sciences (Home Economics) Certificate/License with Pre-Kindergarten Endorsement</b>	Yes	32	0.08%	Provides education and care for children age 3 to 5
<b>School Psychologist License</b>	NA	314	0.8%	As a member of the evaluation and IEP team, provides cognitive and social and emotional evaluation and assessment of children age 3 to 5 with disabilities



**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>14</sup> currently available in the State**

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<b>Physical Therapist License</b>	NA	132	0.3%	As a member of the evaluation and IEP team, provides input to determine eligibility as a child with a disability, physical evaluation, diagnosis and services to maximize movement and mobility for children age 3 to 5 with disabilities
<b>Occupational Therapist License</b>	NA	237	0.06%	As a member of the evaluation and IEP team, provides input to determine eligibility as a child with a disability, physical evaluation, diagnosis and services to maximize motor functioning, reasoning abilities and other life skills for children age 3 to 5 with disabilities
<b>Speech/Language Pathologist License</b>	NA	547	2%	As a member of the evaluation and IEP team, provides input to determine eligibility as a child with a disability, screening assessment and evaluation services related to swallowing disorders and speech and language delays and disorders for children age 3 to 5 with disabilities

**Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>14</sup> currently available in the State**

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<i>Number of license holders provided by the Ohio Department of Education</i>				
<i>* Numbers preceded by an asterisk provided by the Ohio Child Care Resource and Referral Association from Ohio's web-based professional registry.</i>				
<i>"The number and percentage of Early Childhood Educators who have the credential" listed in the columns above primarily reflect individuals who hold credentials awarded by Ohio postsecondary institutions or state agencies. It is not inclusive of all "early childhood educators" in Ohio as defined in the ELC application. These numbers likely includes individuals who do not work with the birth to age five population. Duplication exists as some individuals hold more than one credential. Determining the percentage is based on the sum number of individuals holding listed credentials. The percentage is not therefore an accurate representation of the percentage of all early childhood educators who hold the credential.</i>				

As shown in Table (A)(1)-11, there are 68 postsecondary institutions listed along with ODH, which issues three credentials for professionals working in Ohio's at-risk home visiting program, Help Me Grow. The postsecondary institutions offer bachelor's or associate's degrees and some offer both. Ohio's system of postsecondary institutions enjoys flexibility in course design and content. Ohio does not have standardized courses.

**Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators**

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?  (Yes/No/Not Available)
Antioch University	65	Not Available
Ashland University	133	Not Available
Baldwin Wallace College	37	Not Available

**Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators**

<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?</b>  <i>(Yes/No/Not Available)</i>
Belmont Technical College	10	Yes
Bluffton University	13	Not Available
Bowling Green State University	175	Not Available
Capital University	35	Not Available
Cedarville University	56	Not Available
Central Ohio Technical University	7	Yes
Central State University	7	Not Available
Cincinnati Christian University	11	Not Available
Clark State University	6	Yes
Cleveland State University	62	Not Available
College of Mount St. Joseph	61	Not Available
College of Wooster	7	Not Available
Cuyahoga Community College	39	Yes
Defiance College	13	Not Available
Eastern Gateway Community College	6	Not Available
Edison State Community College	9	Yes
Franciscan University of Steubenville	54	Not Available
Heidelberg College	17	Not Available
Hiram College	11	Not Available
Hocking Technical College	13	Not Available
James A. Rhodes State College	19	Yes
John Carroll University	43	Not Available
Kent State University	122	Not Available
Lake Erie College	9	Not Available
Lorain County Community College	10	Yes
Lourdes College	24	Not Available
Malone University	29	Not Available
Marietta College	20	Not Available



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<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?</b>  <i>(Yes/No/Not Available)</i>
Miami University	207	Not Available
Mount Vernon Nazarene University	67	Not Available
Muskingum College	45	Not Available
North Central State College	16	Yes
Northwest State Community College	12	Yes
Notre Dame College	42	Not Available
Oberlin College	2	Not Available
Ohio Christian University	1	Not Available
Ohio Dominican University	25	Not Available
Ohio Northern University	9	Not Available
Ohio State University	164	Not Available
Ohio University	218	Not Available
Ohio Wesleyan University	25	Not Available
Otterbein University	34	Not Available
Owen State Community College	43	Yes
Rio Grande University	29	Not Available
Sinclair Community College	31	Yes
Shawnee State University	26	Not Available
Southern State Community College	9	Yes
Stark State College of Technology	51	Yes
Terra State Community College	6	Yes
University of Akron	151	Not Available
University of Cincinnati	190	Not Available
University of Dayton	116	Not Available
University Findlay	33	Not Available
University of Mount Union	51	Not Available
University of Toledo	70	Not Available
Urbana University	28	Not Available
Ursuline College	25	Not Available



<b>Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>		
<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?</b>  <i>(Yes/No/Not Available)</i>
Walsh University	77	Not Available
Washington State Community College	12	Not Available
Wilmington College	34	Not Available
Wittenberg University	18	Not Available
Wright State University	93	Not Available
Xavier University	100	Not Available
Youngstown State University	83	Not Available
Zane State University	10	Not Available
Ohio Department of Health	1,702	Yes
<i>Alignment with Ohio CKC is indicated for associate degree granting institutions reported alignment on a survey of conducted by the Ohio Child Care Resource and Referral Association in 2007 and those that participated in training about Ohio CKC. These institutions provide Ohio CKC to students. In addition, the Ohio Department of Health has aligned Help Me Grow training with Ohio CKC.</i>		

### **Kindergarten Entry Assessments**

The KRA-L is designed to assist educators in the evaluation of young children's literacy skills at the beginning of the kindergarten year. The KRA-L measures six elements or essential indicators of success: answering questions, sentence repetition, rhyming identification and rhyming production, letter identification and initial sounds. Table (A)(1)-12 reports the current status of the KRA-L for the State of Ohio.

<b>Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment</b>					
<b>State's Kindergarten Entry Assessment</b>	<b>Essential Domains of School Readiness</b>				
	<b>Language and literacy</b>	<b>Cognition and general knowledge (including early mathematics and early scientific development)</b>	<b>Approaches toward learning</b>	<b>Physical well-being and motor development</b>	<b>Social and emotional development</b>
Domain covered? (Y/N)	Yes	No	No	No	No
Domain aligned to Early Learning and Development Standards? (Y/N)	Yes	No	No	No	No
Instrument(s) used? (Specify)	Kindergarten Readiness Assessment-Literacy	No	No	No	No
Evidence of validity and reliability? (Y/N)	Yes	No	No	No	No
Evidence of validity for English learners? (Y/N)	No	No	No	No	No
Evidence of validity for children with disabilities? (Y/N)	Yes	No	No	No	No
How broadly administered?	Statewide, annually	No	No	No	No
Results included in Statewide Longitudinal Data System? (Y/N)	Yes	No	No	No	No

The KRA-L may not be used to determine entrance or placement in kindergarten. Students receive a composite score (on a scale from 0 to 29) which is reported to ODE. The composite scores may fall within three score bands. Each of the bands guides decisions about further assessment and instruction: Band 1 – Assess broadly for intense instruction; Band 2 – Assess for targeted instruction; and Band 3 – Assess for enriched instruction. Each of the score bands has been designed to guide decisions about further assessment and instruction for individual children and groups of children. Nearly 125,000 students have been screened using the KRA-L each school year since fall 2005. Exhibit VI(A)-4 reports KRA-L scores for State

fiscal year (SFY) 2006 and 2011. Section VI(E)1 addresses understanding the status of children’s learning and development at kindergarten entry.

**Exhibit VI(A)-4. KRA-L scores guide decisions regarding further assessment and instruction for children.**

Administration Year	Number of K Children with Valid KRA-L Score	Mean Composite Score	Percentage and Number of K Children within each KRA-L Composite Score Band		
			Band 1 (Composite Scores 0-13)	Band 2 (Composite Scores 14-23)	Band 3 (Composite Scores 24-29)
SFY 2006	124,862	19.60	21.59% (26,959)	41.56% (51,886)	36.85% (46,017)
SFY 2011	124,518	20.30	19.40% (24,158)	39.62% (49,335)	40.98% (51,025)

**Effective Data Practices**

Ohio recognizes the importance of a seamlessly integrated P-20 statewide longitudinal data system to inform policy and decision making from the classroom to the Statehouse while providing transparent, accessible, and understandable information to parents, early childhood professionals, educators and the public. ODE was awarded a State Longitudinal Data Systems grant to develop an early childhood data system integration plan that includes business requirements, technical requirements, and a proposed timeline to integrate all early childhood data systems across State agencies.

The deliverable for this system will be a detailed business and technical requirements document for the integration of the various data systems, including an integrated system design, data model, a recommended phase-in plan and an implementation schedule. The implementation will include facilitating the use of longitudinal data to identify the early childhood programs that are associated with strong school readiness outcomes for children and determining the priorities for allocating resources.

Table(A)(1)-13 gives an overview of all early learning and development data currently available throughout Ohio’s child serving agencies and their respective systems. Section VI(E)2 discusses Ohio’s plan to build or enhance an early learning data system to improve instruction, practices, services, and policies.

<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b>						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identified	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
<b>Educational Management Information System (EMIS)</b>	X	X	X	X	X	X	X
<b>Ohio Child Care Licensing</b>			X			X	
<b>Early Learning Integrated Suite of Applications (ELISA)</b>			X	X	X		
<b>Ohio Education Directory System (OEDS)</b>			X		X	X	
<b>Comprehensive Continuous Improvement Plan (CCIP)</b>			X			X	
<b>System to Achieve Results for Students (STARS)</b>		X			X		
<b>Connected Ohio Records for Educators (CORE)</b>		X			X		
<b>Preschool Units Application</b>			X		X	X	
<b>Outlier/Sans Write/Rumba</b>			X				
<b>Step Up to Quality (SUTQ)</b>						X	
<b>Child Care Information Data System (CCIDS)/3299</b>	X		X	X			X
<b>CCIDS/ Eligibility &amp; Authorization (EA)</b>	X		X	X			X



<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b>						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identified	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
<b>CCDIS/ Centralized Payments (CP)</b>	X		X				X
<b>Ohio Electronic Child Care (Ohio ECC)</b>	X		X				X
<b>Central Office Licensing Tracking System (COLTS)</b>			X		X	X	
<b>Statewide Automated Child Welfare Information System (SACWIS)</b>	X			X			X
<b>Ohio Professional Development Network: Registry, Trainer Approval, Calendar of Events</b>		X	X		X		
<b>Client Registry Information System Enhanced (CRISE) Eligibility</b>	X			X			
<b>Multi-Agency Community Services Information System (MACSIS)</b>	X				X		
<b>Early Track</b>	X			X		X	X

**Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State**

List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identified	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
<b>Integrated Perinatal Health Information System (IPHIS)</b>	X			X			X
<b>Hi-Track</b>	X			X			X
<b>Service Coordinator Credentialing Database</b>		X	X		X		
<b>Healthy Child Care Ohio (HCCO) Database Housed at Ohio Child Care Resource and Referral Agency (OCCRRA)</b>			X				
<b>Bureau for Children with Medical Handicaps (BCMh) Data System CMACS if moving Early Intervention System of Payments</b>	X			X			
<b>Vital Statistics</b>	X			X			
<b>Pregnancy Risk Assessment and Monitoring System (PRAMS)</b>	X*		X				
<b>Child and Family Health Services System (MATCH)</b>	X		X	X			X
<b>Women, Infants, and Children (WIC)</b>	X		X	X			X

**Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State**

List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identified	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
<b>Birth Defects Registry (OCCSN)</b>	X*			X			
<b>Child and Family Health Services System (MATCH)</b>	X		X	X			X
<b>Ohio Infant Mortality Reduction Initiative (OIMRI) Data System</b>			X	X			X
<b>HIV Surveillance System (includes pediatric cases and children born to mothers diagnosed with HIV)</b>	X			**			
<b>Child Fatality Data System</b>				X			
<b>STELLAR (Childhood Lead Poisoning Database)</b>	X		X	X			
<b>Healthy Housing and Lead Poisoning Surveillance System</b>	X		X	X			
<b>Medical Specialty Clinic Database</b>			X	X			X
<b>Hearing/Vision School Screening Survey</b>			X			X	
<b>Immunization Registry</b>	X		X	X			

**Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State**

List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identified	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
<b>ODH Grants Management Information System</b>						X	
<b>Newborn Metabolic Formula Data System</b>	X			X			
<b>Individual Data System (IDS)</b>	X			X			
<b>Certification (Early Intervention specialist, assistant &amp; supervisor)</b>							
<b>Major Unusual Incident (MUI) tracking</b>	X			X			
<b>Early Childhood Mental Health Consultation (ECMHC) data collection system</b>	X		X	X		X	
<p>Child Care Information Data System: This is the umbrella term for all the ODJFS child care program system supports.</p> <p>3299: This subsystem currently contains family child care provider certification information and contains eligibility and authorization information. However, the department is transitioning to a new system. By January 1, 2012 all Ohio counties will cease using 3299 for eligibility and authorization. Family Child Care Certification data will remain in 3299.</p> <p>Eligibility &amp; Authorization (EA): The subsystem used by County Department of Job and Family Services (CDJFS) staff to capture and calculate eligibility information for the publicly funded child care program.</p> <p>Centralized Payments (CP): The subsystem used to process payments to child care providers for services rendered through the publicly funded child care program. CP does not calculate payments, it is a pass through to collect data entered by CDJFS staff and to allow funds to transmit via electronic funds transfer into provider bank accounts.</p> <p>Ohio Electronic Child Care (Ohio ECC): The subsystem that tracks child care attendance at child care sites. This subsystem also calculates payments for services provided based on attendance data. The calculated payment data is transmitted to CP for processing.</p>							



**Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State**

List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identified	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Step Up To Quality (SUTQ): A database that stores site information on the program's compliance with quality indicators.							
COLTS-SOLAR: A database used to collect information from clients that wish to be a licensed child care facility. This includes an outward facing application that clients can use to submit necessary data and documentation about their new business or update data about their existing licensed facility.							
IDS: Identifier = always has assigned Department of Developmental Disabilities number; sometimes provides SSN and/or Medicaid # Unique program site = which County Board of Developmental Disabilities serving (but not like a "child care setting")							
MUI: Child identifier = name and Department of Developmental Disabilities number (same as IDS); they have "facility sites" (e.g., residential sites where waiver services provided or Provider contract numbers)							
MUI Child and family demographics: populated from IDS							
Early Intervention certification: has certificate number, but no educator identifier.							
MACSIS. The Multi-Agency Community Services Information System (MACSIS) is an automated payment and management information system for mental health services. It is a collaborative effort of ODMH, the Ohio Department of Alcohol and Drug Addiction Services (ODADAS) and community boards. The combined ODMH/ODADAS outpatient payment information system compiles behavioral health care services for both Medicaid paid and non-Medicaid paid services.							
Early Childhood Mental Health Consultation Data System. Berea Children's Home & Family Services (BCHFS) is responsible for maintaining the Early Childhood Mental Health Consultation (ECMHC) data collection website. Data is submitted by ECMHC providers for Classroom and Child Specific ECMH Consultation services for center focused outcomes, center focused satisfaction, child focused outcomes, child focused satisfaction, and training evaluation.							
* This system can be linked to Vital Statistics							
** Child information only							

**Program Quality Across Different Types of Early Learning and Development Programs**

In addition to the program quality measures verified through SUTQ, the State of Ohio also assesses the quality of Preschool Special Education Programs and State Funded Pre-Kindergarten using the Early Language and Literacy Classroom Observation (ELLCO). During fiscal years 2009 through 2011, ODE contracted with an external evaluator to collect data on the quality of the literacy environment in Preschool Special Education and a small percentage of State pre-kindergarten programs. The ELLCO tool was utilized to conduct the observations and consists of 14 individual elements that address the literacy environment in the classroom. Each

of the 14 elements is rated on a scale of 1 to 5, with “1” indicating minimal evidence of the element in the classroom and “5” indicating strong evidence of the element in the classroom. Using a statewide stratified random sample of classrooms across school districts and other education agencies, the external evaluator conducted observations in 116 classrooms in spring 2009, 99 classrooms in spring 2010, and 50 classrooms in fall 2010. The State of Ohio has set the standard for effective practice at level 4 or above on the ELLCO rating scale.

Exhibit VI(A)-5 shows that on average programs are near or above the standard for effective practice on most elements. Average ratings also show slight increases over time.

**Exhibit VI(A)-5. The State of Ohio’s preschool special education and State pre-kindergarten program combined are near or above the standard for effective practice.**

Element	Spring 2009		Spring 2010		Fall 2010		Mean Difference Spring '09 to Fall '10	Mean Difference Spring '10 to Fall '10
	N	Mean	N	Mean	N	Mean		
1. Organization of the Classroom	116	4.18	298	3.99	99	4.25	0.07	0.26
2. Contents of the Classroom	115	3.61	298	3.58	99	3.69	0.08	0.11
3. Presence and Use of Technology	116	3.12	298	3.18	99	3.56	0.44	0.38
4. Opportunities for Child Choice and Initiative	116	3.79	298	3.61	99	3.85	0.06	0.24
5. Classroom Management Strategies	116	4.46	298	4.29	99	4.46	0.00	0.17
6. Classroom Climate	116	4.47	298	4.24	99	4.28	-0.19	0.04
7. Oral Language Facilitation	116	4.15	298	3.88	99	4.01	-0.14	0.13
8. Presence of Books	116	3.40	298	3.53	99	3.66	0.26	0.13
9P. Approaches to Book Reading	116	3.99	298	3.93	99	4.15	0.16	0.22
10P. Approaches to Children’s Writing	116	3.52	298	3.54	99	3.56	0.04	0.02
11. Approaches to Curriculum Integration	116	3.90	298	3.75	99	3.78	-0.12	0.03
12. Recognizing Diversity in the Classroom	116	3.12	298	2.84	99	3.37	0.25	0.53
13. Facilitating Home Support for Literacy	116	3.79	298	3.69	99	4.00	0.21	0.31
14. Approaches to Assessment	116	4.08	298	3.90	99	4.05	-0.03	0.15

Note. Spring 2009 and Spring 2010 observations were conducted on separate samples. The Spring 2009 and Spring 2010 samples represent mean scores from a first ELLCO observation, while the Fall 2010 sample represents mean scores from a second ELLCO observation in the classrooms from the previous two samples.

**SECTION VI. SELECTION CRITERIA**

**CORE AREAS – SECTIONS (A) AND (B)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section VI(A)(2). Selection Criteria**

**Core Areas -- Sections (A) and (B)**

*States must address in their application all of the selection criteria in the Core Areas.*

**A. Successful State Systems**

**(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals. (20 points)**

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

- (a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;
- (b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and
- (c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*



Evidence for (A)(2):

- The State's goals for improving program quality statewide over the period of this grant.
  - The State's goals for improving child outcomes statewide over the period of this grant.
  - The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
  - Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
  - Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
  - Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

*Recommended maximum response length: 10 pages*

**OHIO'S NARRATIVE RESPONSE TO VI(A)(2) SELECTION CRITERIA IS FOUND ON THE FOLLOWING PAGES: VI(A)(2)-1 – VI(A)(2)-8.**

**APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**



## VI(A)(2) Articulating the State's Rationale for Its Early Learning and Development Reform Agenda and Goals

The State of Ohio has created an aggressive, measurable reform agenda to improve the odds for high-needs children (economically disadvantaged, English Language Learners and children with disabilities). The agenda builds upon successes to-date, and provides ambitious goals and strategies to increase access to high-quality services in order to ensure Ohio's high-needs children enter school with the skills they need to succeed in kindergarten and beyond.

"By age 5, it is possible to predict, with depressing accuracy, who will complete high school and college and who won't."  
David Brooks

"The Biggest Issue,"  
*New York Times*, 2008

Since entering office in January 2011, Governor Kasich has detailed aggressive plans to improve the health of Ohio's economy. The Governor's top priority is to drive economic development, because business success and job creation benefit all Ohioans. The lynchpin of any successful economic development strategy is the development of our human capital. As such, education reform is a critical component to the Governor's plan to get Ohio on track and grow the State's economy. Governor Kasich's reform agenda centers on refocusing our State's educational system to deliver results, and on resetting policies and practices to reward innovation and performance. Supported by the extensive research that confirms that children's early experiences lay the foundation for all the learning that follows, finding ways to get better results for Ohio's high-needs young learners is now a top priority in the education reform agenda for the State.

"You deny a kid an education, a secure education, you're killing their future. Nothing should stand in our way of Ohio's ability to lead in this country and be able to compete in the world. And we better commit ourselves to this and get this fixed".

Governor John Kasich,  
*State of the State Address*,  
March 8, 2011

In 2011, nearly 75 percent of the 50,000 high-needs children screened through the Kindergarten Readiness Assessment-Literacy (KRA-L) were identified to need intense or targeted literacy instruction. In other words, three out of four of Ohio's most vulnerable young children entered kindergarten without the skills they needed to succeed. In every instance, these children were outperformed by their more advantaged peers. More specifically, Exhibit VI(A)-6 compares KRA-L results of Ohio's high-needs children to those of their peers in 2006 and 2011. It is important to note, as illustrated in Exhibit VI(A)-6, the number of high-needs children in Ohio has risen dramatically in the past 5 years; the number of English Language Learners

increased by 35 percent and the number of economically disadvantaged children grew by 18 percent during that 5-year period.

### Exhibit VI(A)-6. Student Scores on KRA-L Average and Percent by Band with Demographics

Fiscal Year		Students with Disabilities	Students without Disabilities	English Language Learners	Not Identified as English Language Learners	Economic-Disadvantaged	Non-Economic-Disadvantaged
FY2006	N	9,790	115,044	2,995	121,839	43,240	81,594
	$\bar{x}$	14.4	20.1	12.5	19.9	16.9	21.2
	Band 1	48.1%	19.3%	57.3%	20.7%	34.7%	14.6%
	Band 2	38.7%	41.8%	31.7%	41.8%	44.1%	40.2%
	Band 3	13.3%	38.9%	11.1%	37.5%	21.2%	45.1%
FY2011	N	8,684	115,834	4,064	120,454	51,241	73,277
	$\bar{x}$	14.6	20.7	12.6	20.5	17.7	22.1
	Band 1	46.0%	17.4%	56.8%	18.1%	30.2%	11.9%
	Band 2	38.7%	39.7%	33.8%	39.8%	44.5%	36.2%
	Band 3	15.3%	42.9%	9.4%	42.0%	25.3%	51.9%

Note: N = Number of Kindergarten Students;  $\bar{x}$  = Mean

Band 1 – Assess broadly for intense instruction

Band 2 – Assess for targeted instruction

Band 3 – Assess for enriched instruction

While the State has made some progress in overall KRA-L results during the past 5 years, high-needs children continue to perform poorly and the readiness gap remains wide. Clearly, the status quo is unacceptable; we must do something transformational to address the needs of Ohio's high-needs young learners.

Governor Kasich's reform agenda builds upon our successes to date and requires the State to develop a system that is driven by the kindergarten readiness results we want to achieve for high-needs children in Ohio. Details of the reform agenda, including the ambitious but achievable goals to improve quality and outcomes in a way that closes the kindergarten readiness gap, are described in Sections VI(A)(2)(a) through VI(A)(2)(c).

#### VI(A)(2)(a) Ambitious, Achievable Goals

The State of Ohio has a powerful, focused set of strategies to close the readiness gap for high-needs young children. By 2015, through both the activities already underway and those outlined in our High-Quality Plans, the State of Ohio will:

- Increase access to high-quality experiences for more than 37,000 high-needs children
- Increase the number of highly rated programs available to high-needs children by nearly 1,300
- Improve school readiness outcomes for high-needs children by 5 percent

Our ambitious goals, strategies to achieve them, and milestones during the grant period are detailed in Exhibit VI(A)-7.

**Exhibit VI(A)-7. Ohio’s Early Learning Reform Agenda will reduce the kindergarten readiness gap for high-needs children.**

	<b>Increase Access</b>	<b>Increase Quality</b>	<b>Close the Readiness Gap</b>
<b>Ambitious, Achievable Goals for 2015</b>	<ul style="list-style-type: none"> <li>Increase access to high-quality early education experiences for more than 37,000 high-needs children</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of highly rated programs available to high-needs children by nearly 1,300</li> </ul>	<ul style="list-style-type: none"> <li>Improve school readiness outcomes (literacy) by 5% for high-needs children</li> </ul>
<b>Governance</b>	<ul style="list-style-type: none"> <li>Single point of accountability for early education and development</li> <li>Create interagency project teams to coordinate and align agency services around kindergarten readiness results</li> <li>Partner with the private sector and early education stakeholders to advance results for high-needs children</li> </ul>		
<b>Strategies</b>	<ul style="list-style-type: none"> <li>License family child care providers who receive public funding</li> <li>Require participation in the state’s Tiered-Quality Rating and Improvement System, Step Up To Quality (SUTQ), for all licensed, publicly funded programs</li> <li>Revise SUTQ tiers and standards to reflect best practices and include all program types</li> <li>Develop incentives for high-quality programs (Tier 2 and Tier 3) to increase the number of high-needs children they serve</li> <li>Pilot incentives, such as co-pay waivers, that encourage and support parents of high-needs children to choose high-quality programs</li> </ul>	<ul style="list-style-type: none"> <li>Continue our tiered reimbursement system that supports higher payments for higher levels of quality</li> <li>Expand performance payments to support programs sustaining high levels of quality</li> <li>Create and deliver professional development on comprehensive content standards, the new assessment system and program quality standards</li> <li>Assess the need for and develop credentials that lead to higher-qualified professionals working with high-needs children</li> <li>Provide scholarships to early childhood professionals to support coursework that will lead to the attainment of a degree</li> <li>Development a common data system for tracking regulatory, program quality and child assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Use a comprehensive definition of kindergarten readiness, including cognitive, social/emotional and physical measures of readiness</li> <li>Develop a comprehensive assessment system, through a cross-state collaboration with Maryland, that will include a kindergarten readiness assessment and measures of child progress in early childhood settings</li> <li>Include results of the new kindergarten readiness assessment on local school report cards</li> <li>Include information on child progress in consumer information on programs rated through the TQRIS</li> <li>Use the Statewide Student Identification (SSID) for all children in publicly funded early education and development programs</li> </ul>

	Increase Access	Increase Quality	Close the Readiness Gap
<b>Milestones</b>	<ul style="list-style-type: none"> <li>By 2013, every early learning and development program type will be eligible to participate in SUTQ</li> <li>By 2014, an additional 22,000 high-needs children will have access to high-quality experiences</li> <li>By 2015, require all licensed and publicly funded programs to be rated</li> <li>By 2020, require any program receiving State funds to be rated at the SUTQ highest tiers</li> </ul>	<ul style="list-style-type: none"> <li>By 2014, increase the number of highly rated programs available to high-needs children by more than 500</li> <li>By 2014, increase the number of rated programs available to high-needs children by 900</li> </ul>	<ul style="list-style-type: none"> <li>By 2014, improve school readiness outcomes by 3.0% (reduce the readiness gap on the KRA-L from 25% to 22%)</li> <li>By 2014, launch, statewide, the new kindergarten entry readiness assessment</li> <li>By 2015, improve school readiness outcomes by 5% (reduce the readiness gap on the KRA-L to 20%)</li> <li>By 2015, include the kindergarten entry assessment results on the annual public school district report cards</li> </ul>

The State of Ohio has identified ambitious goals that will significantly increase access to high-quality experiences for the children needing them the most. Our goals are bold—but achievable. Taken together, the strategies outlined in our application set forth a clear, credible path to achieving them. The RTT-ELC grant will allow the State of Ohio to capitalize on our strengths and build a system that helps our neediest children realize their full potential.

**VI(A)(2)(b) Summary of the State Plan**

The State of Ohio’s high-quality plans will improve and expand access to early education and development experiences for more than 37,000 children with high needs. These plans will fundamentally change how Ohio delivers, monitors, and improves services, while leveraging existing resources and building the capacity of systems to sustain changes beyond the grant period. A summary of these plans, by section, appears below.

**VI(A). Successful State Systems**

A child’s early experiences play a significant role in laying the foundation for his/her future success or failure. Ohio has put in place a strong project management infrastructure and interagency coordination process, and

The infrastructure created by Governor Kasich to support his bold education agenda recognizes and supports the pivotal role early childhood development plays in a child’s success in school, work, and life.

we have established a direct point of accountability for early learning in Ohio. This infrastructure, coupled with strong support from Ohio’s business and early learning stakeholders,



puts our State in an excellent position to deliver on the bold goals we seek to achieve for Ohio's young children in need.

#### **VI(B). High Quality, Accountable Programs**

The State of Ohio was an early adopter with its Tiered Quality Rating and Improvement System, SUTQ, and knows the value of providing a well-defined, progressive pathway to improving the quality of early learning and development programs. Ohio began down this path because we know that an effective TQRIS unifies the distinct sectors of the early care and education market into a coherent system; it provides a single mechanism to assess, improve, and communicate about the quality of services delivered for young children and their families.

Through the RTT-ELC grant, the State of Ohio will build upon our success and expand Step Up To Quality (SUTQ), to an additional 1,500 early education and development programs by 2015. This represents an increase of more than 140 percent over the number of programs currently rated. The plan will also increase the total number of high-needs children who are served in these programs by more than 37,000 children. This will be accomplished by including all publicly funded programs in SUTQ; moving currently rated programs to higher tiers; and using incentives for programs to maintain and for parents to select high-quality care for their children.

#### **VI(C). Promoting Early Learning and Development Outcomes for Children**

Ohio has a High-Quality Plan to improve child outcomes for all children, especially high-needs children, by developing and implementing early learning and development standards in the essential domains of school readiness, all of which are not addressed in our current State system. We also have a plan to expand our Comprehensive Assessment System through collaboration with Maryland, a State with 10 years of experience using a comprehensive kindergarten entry assessment. This cross-state collaboration will provide the opportunity for both Ohio and Maryland to develop and use common assessments and processes, share the cost of what is a normally a very expensive process, and potentially develop a prototype for a comprehensive assessment system that can be made available to States around the country. This new assessment system will allow us to better understand the progress and challenges of Ohio's high-needs children and to make improvements to our early education and development system that will better meet their needs.

Ohio will improve child outcomes for all children, especially high-needs children, by expanding and implementing early learning and development standards in the essential domains of school readiness, and by developing a new assessment system that will include learning progressions and benchmarks.

**VI(D). Great Workforce**

The early childhood workforce matters. Research is clear and compelling: adults who spend time with young children influence their physical, social, cognitive, and emotional development. A knowledgeable and skilled workforce fosters this development and learning, helping to shape the child's trajectory toward kindergarten

Ohio's High-Quality Plan will align our core competencies and knowledge framework with postsecondary coursework and degrees; distribute and provide training on a competency instructor guide; and develop recommendations for a streamlined progression of credentials and degrees for early childhood educators.

readiness. In order to ensure that more of Ohio's young children begin their kindergarten year ready to succeed, Ohio's early childhood workforce must be well prepared through a coordinated system of high-quality professional development.

**VI(E). Measuring Outcomes and Progress**

Ohio plans to expand its longstanding KRA-L to include the other essential domains of school readiness by collaborating with the State of Maryland to develop a comprehensive Kindergarten Entry Assessment (see Section VI(C)). Ohio also plans to build upon several existing data integration projects to build a strong early learning data system infrastructure that allows the State to track children in publicly funded early childhood

Building upon Ohio's success with the Kindergarten Readiness Assessment – Literacy (KRA-L) and Maryland's strong assessment history, the two States are joining forces to develop a new kindergarten entry assessment, part of the Comprehensive Assessment System, for all domains of school readiness. Ohio will expand our early learning data systems to facilitate the longitudinal analysis of child outcomes tied to the quality of early learning and development programs.

programs, collect and report program quality data on all types of early learning and development programs, and to collect and report on child progress in publicly funded programs participating in Ohio's Tiered Quality Rating and Improvement System.

**VI(A)(2)(c) Rationale to Justify State's Choice to Address Criteria in Each Focused Investment Area**

**Focused Investment Area VI(C).** The State of Ohio has chosen to respond to VI(C)(1), Developing and using statewide, high-quality Early Learning and Development Standards, and VI(C)(2), Supporting effective uses of Comprehensive Assessments Systems, in our application.

***Rationale for Selecting VI(C)(1):*** The State of Ohio believes that early learning and development standards, or things that children should know and be able to do, should serve as the foundation for quality standards, professional development and a comprehensive assessment system. The State of Ohio has a strong foundation on which to build: nationally recognized

Infant and Toddlers Guidelines, and recently updated pre-kindergarten Content Standards in four content areas, but these standards need to be aligned and comprehensive to reflect all domains of development and readiness. The State selected VI(C)(1) because we do have progress on which to build and because a set of fully aligned comprehensive standards are foundational to the accountable programs and assessment systems we seek to develop.

***Rationale for Selecting VI(C)(2):*** Educators, policymakers, parents and the public need to know whether children are ready to fully engage in formal learning. This information is critical to developing and delivering instructional practices that meet children's learning needs, to establishing accountability for public investments in early childhood initiatives, and to understanding gains over time in the State's kindergarten population.

Ohio has a strong Comprehensive Assessment System throughout all types of Early Learning and Development Programs and will build upon this Comprehensive Assessment System by joining forces with the State of Maryland to develop a pre-kindergarten to kindergarten formative assessment and Kindergarten Entry Assessment. This will be used across settings to document the progress being made by children, particularly high-needs children participating in State programs.

The State of Ohio determined that, through other priorities and activities in the grant, that we will be addressing VI(C)(3), Identifying the health, behavioral and development children with high needs, and VI(C)(4), Engaging and supporting families. Examples of how these priorities are addressed in other sections include:

- The State of Ohio will be expanding its Pre-Kindergarten Content Standards to address the health and behavioral development of children. Professional development will be created to expand the field's knowledge and understanding in these areas.
- In the TQRIS, Ohio intends to examine the current program standards to include expectations for programs on both health promotion and family engagement. By Year 2 of the grant, new standards will emphasize the importance of these issues in defining high-quality settings and services for high-needs children.

**Focused Investment Area (D).** The State of Ohio chose VI(D)(1), Developing a Workforce Knowledge and Competency Framework, and a progression of credentials. Just as we must have early learning standards to address what young children should know and be able to do, the early childhood workforce must have a consistent set of expectations of what teachers of



young children should know and be able to do with the children in their care. Promoting a competency framework throughout all systems and settings will drive all early learning and development programs to have a better understanding of what is needed to support and to help families support the development and learning of young children. We selected this focused investment area because we have a strong foundation to build on through our Core Knowledge and Competency framework, but believe this must be fully integrated and aligned with all professional development for the field (including teacher preparation opportunities), which we can do through the activities included in our response to Focus Investment Area VI(D)(1).

**Focused Investment Area VI(E).** The State of Ohio is responding to both of the criteria in this focused investment area. VI(E)(1), Understanding the status of children’s learning and development at kindergarten entry allows Ohio to leverage the 6 years of experience, infrastructure, and data that we have gathered through the statewide administration of KRA-L. In addition, Ohio will leverage 10 years of experience from the State of Maryland by joining forces to develop a new Kindergarten Entry Assessment. The States will expand the kindergarten entry assessment to reflect all domains of readiness, based upon the expanded, comprehensive standards that are also a part of Ohio’s grant application. The new assessment will give teachers better information to develop instructional practices and more information to help us understand the performance of early childhood programs. For VI(E)(2), Building or enhancing an early learning data system to improve instruction, practices, services, and policies, Ohio will develop a coordinated early learning data system that is interoperable with Ohio’s Statewide Longitudinal Data System (SLDS), facilitates exchange of data by using standard data formats and definitions, and provides the information necessary to improve instruction, practices, services, and policies.



**Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (C) the State is choosing to address*

- (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.

**Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*

- (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.

**Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address*

- (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.

**SECTION VI. SELECTION CRITERIA**

**CORE AREAS – SECTIONS (A) AND (B)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section VI. Selection Criteria**

**Core Areas -- Sections (A) and (B)**

*States must address in their application all of the selection criteria in the Core Areas.*

**A. Successful State Systems**

**(A)(3) Aligning and coordinating early learning and development across the State.**  
*(10 points)*

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

- (a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--
  - (1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;
  - (2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;
  - (3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and
  - (4) The plan for when and how the State will involve 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 planning and implementation of the activities carried out under the grant;

- (b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--
  - (1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;
  - (2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and
  - (3) A signature from an authorized representative of each Participating State Agency; and
- (c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--
  - (1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and
  - (2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*



Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

*Recommended maximum response length: 5 pages*

**OHIO'S NARRATIVE RESPONSE TO VI(A)(2) SELECTION CRITERIA IS FOUND ON THE FOLLOWING PAGES: VI(A)(3)-1 – VI(A)(3)-14.**

**APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**



### **VI(A)(3) Aligning and Coordinating Early Learning and Development Across the State**

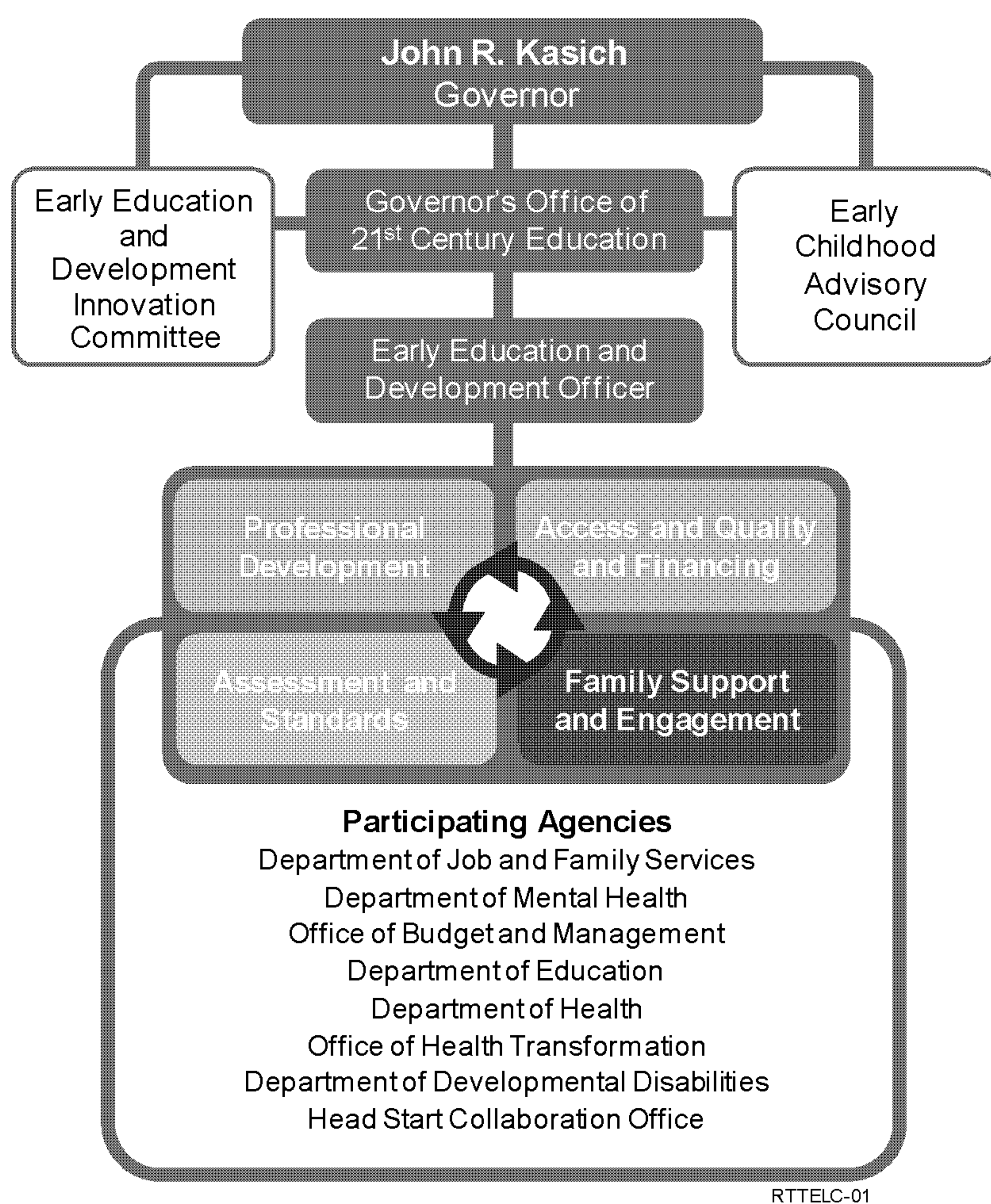
Governor Kasich is committed to creating a seamless, results-based educational system in Ohio that begins with children during the early childhood years—well before they reach the kindergarten door. The foundation of a seamless birth-through-college educational system is the coordination and alignment of the many agencies providing services and programs for Ohio's youngest children. To this end, Governor Kasich has established a single point of accountability for early learning services, his Early Education and Development Officer, and has a high-quality plan to develop a strong, sustainable stakeholder engagement strategy to help achieve the goals outlined in the reform agenda. The high-quality plan, located at the end of this section, also addresses the project management infrastructure critical to successful implementation of the activities outlined in this grant application, all of which will help the State achieve its kindergarten readiness and goals for high-needs children in kindergarten through grade 12 in Ohio.

#### **VI(A)(3)(a) Identifying a Governance Structure**

The State of Ohio understands the need to appoint a decision maker who will have overall responsibility for coordinating activities across organizational boundaries. Governor Kasich recognizes the importance of governance issues that address the rules, roles, and relationships among those who make decisions and those who are affected by them. For example, Ohio recently initiated an aggressive new approach to health care within the state. The newly created Governor's Office of Health Transformation (OHT) is charged with planning for the long-term efficient administration of the Medicaid program and improving overall health system performance. The OHT is charged with coordinating Medicaid policy and budgeting that crosses 11 or more largely disconnected delivery systems and through policy innovations, coordinating these systems in a manner that achieves the overall goals of better health, better care, and lower costs. The OHT was established via an Executive Order and given the authority to issue directives to affected agencies to accomplish these goals. The work of this office has resulted in the enactment of more than a dozen significant changes in state policy centered on improving care coordination, integrating behavioral and physical care, and resetting Medicaid payment rules to reward value instead of volume.

The State of Ohio is going to apply this innovative, successful OHT model to improve early education and development system performance by refocusing the system on the school readiness results we want to achieve, with particular attention on outcomes for high-needs children in Ohio.

To put his reform agenda into action, including the many important activities outlined in this grant application, Governor Kasich has established the position of Early Education and Development Officer within the Governor’s Office of 21<sup>st</sup> Century Education (Figure VI(A)-3). The Director of the Governor’s Office of 21<sup>st</sup> Century Education, Robert Sommers, Ph.D., is



accountable directly to the Governor to improve and align Ohio’s educational systems from birth through postsecondary education, and to align those systems to the expectations of 21<sup>st</sup> Century employers. The Early Education and Development Officer will be accountable for achieving the ambitious targets outlined in both the Governor’s reform agenda and this grant, and those results are a critical component to realizing the Governor’s vision of a seamless birth-to-20 educational system that leads to better academic outcomes for Ohio’s children.

**Figure VI(A)-3. The State of Ohio’s RTT-ELC governance structure ensures effective communication and decision-making.**

### **VI(A)(3)(a)(1) Organizational Structure**

As depicted in Figure VI(A)-3, the State of Ohio has established an organizational structure that allows the Early Education and Development Officer to coordinate policy, spending, and administration across the multiple agencies serving young children.

In October 2011, Governor Kasich issued an Executive Order (Appendix Attachment A1) establishing a Early Education and Development Officer within the Governor's Office of 21<sup>st</sup> Century Education. Increasingly, it has become evident that a high-quality early education experience is a fundamental component of an educational continuum that ensures that children, especially high-needs children, have the necessary foundation to succeed in the K-12 system, in postsecondary education, and in life. The position is housed within the Governor's Office of 21<sup>st</sup> Century Education to ensure state policies are well integrated at all points in the State's educational continuum. The Governor's Early Education and Development Officer will work within the team in the Governor's Office of 21<sup>st</sup> Century Education to drive Governor Kasich's reform agenda, which includes setting high, yet achievable, expectations to improve kindergarten readiness outcomes for high-needs children. The position will require an individual who holds a Master's degree in public administration, public policy, or a related field, who has a minimum of 10 years of experience in public policy and a proven track record of leading complex projects and policy initiatives, and who demonstrates a keen understanding of Ohio's early learning system (with specific experience with high-needs populations) and the public policy environment in Ohio.

As the single point of accountability for early learning in the state, the Officer will have the authority to issue directives and make requests of participating agencies, as necessary, to accomplish reform agenda goals. The Early Education and Development Officer will also coordinate and manage the following four distinct project teams that focus on key aspects of both the Governor's overall reform agenda and the work described in this application in order to close the kindergarten readiness gap between high-needs children and their peers:

1. Assessment and standards
2. Professional development
3. Quality, access, and financing
4. Family support and engagement.



In order to ensure appropriate interagency coordination, streamline decision-making, and ensure the effective and efficient allocation of resources, the Early Education and Development Officer will convene senior-level staff from each of the participating agencies (the Department of Education, the Ohio Department of Job and Family Services [ODJFS], the Department of Health, the Department of Mental Health, the Department of Developmental Disabilities, the Office of Budget and Management, and the Office of Health Transformation) to assist with the work of each of the project teams described above. The Officer will also have the authority to retain consultants with specialized skills in early education policy, facilitation, communications, or other areas as needed to accomplish the goals outlined in this application.

**VI(A)(3)(a)(2) Governance Related Roles and Responsibilities of the Lead Agency, State Advisory Council, and Participating Agencies**

The Ohio Department of Education (ODE) will be the Lead Agency, or fiscal agent, as defined in the application instructions. The department has named Mr. Tom Wright, an experienced member of its fiscal staff, to oversee fiscal administration for the grant. ODE will coordinate with fiscal staff from all agencies receiving funding from the RTT-ELC grant, and prepare all fiscal reports as required by the US Department of Education and the US Department of Health and Human Services.

A project management team will be created to oversee all grant-related management activities. Both ODE and ODJFS, the agencies that have oversight for the majority of projects outlined in this application, have appointed a project manager and will provide administrative support to fulfill these obligations. The project managers will be responsible for ensuring that the State adheres to the timelines set forth in this application and that Participating Agencies fulfill individual scopes of work as described in the Memorandum of Understanding (MOU) in Appendix Attachment A2. The ODJFS has appointed Alicia Leatherman, Deputy Director of Child Care, to serve on the project management team. Ms. Leatherman has more than 16 years of public policy and project management experience and holds a Bachelor's degree in Public Relations. She currently is responsible for setting early learning and development policy priorities for ODJFS, implementing strategic investments to increase quality and promoting efficiencies through a data and payment system that improves performance and accountability.

The ODE has appointed Stephanie Siddens, Ph.D., Educational Psychology, to serve on the project management team. Dr. Siddens currently serves as the Director of the Office of Early

Learning and School Readiness. She has 17 years of experience in the field of pre-kindergarten through grade 12 education and has 15 years of experience managing projects.

A senior staff member from each additional Participating Agency will be appointed to oversee implementation of his or her agency's scope of work. Progress toward intended outcomes will be reported to the Early Education and Development Officer. The Officer will work with the project management team and the interagency project teams to remove any cross-agency barriers affecting implementation of the grant.

**VI(A)(3)(a)(3) Method and Process for Decision-making**

The Early Education and Development Officer will use the interagency project teams to process operational and policy decisions impacting multiple agencies. These teams will use a consensus process to develop a recommended course of action on issues brought before them. The Officer will consider these recommendations when making final policy or operational decisions. Disputes among agencies concerning early learning policy or practice will be resolved by the Early Education and Development Officer. In the event that a Participating Agency disputes a decision made by the Officer, the dispute will be taken to the Director of the Governor's Office of 21<sup>st</sup> Century Education for final disposition.

**VI(A)(3)(a)(4) Plan for Involving Key Stakeholders**

In addition to the strong infrastructure identified above, Governor Kasich values input and guidance from all early learning stakeholders through the state's Early Childhood Advisory Council (ECAC). The ECAC's geographically and ethnically diverse membership represents the perspectives of foundations, early childhood advocacy groups, providers, parent and family groups, state and local school board representatives, county human service agencies, health care providers, and higher education. The Early Education and Development Officer will convene the ECAC quarterly to share progress on the reform agenda, vet policy and operational considerations, and discuss issues brought forward by ECAC members. In addition to these quarterly meetings of the full advisory council, ECAC members will lend their expertise to the four project teams focused on (1) assessment and standards; (2) professional development; (3) quality, access, and financing; and (4) family support and engagement. The family support and engagement team will collect parent and stakeholder input representing the interests of children with special health care needs by interfacing at least quarterly with the Developmental

Disabilities Planning Council and the Help Me Grow Advisory Council. Additionally, as part of each agency's scope of work, engagement of agency-specific stakeholders will be required.

In addition to consistent dialogue with ECAC regarding implementation of the reform agenda, Ohio's application has a unique feature related to stakeholder engagement: Ohio will formalize a partnership with the business community to maximize private-sector resources to achieve the goals outlined in the State's RTT-ELC application.

To ensure that the private sector thread runs through early learning policy in the State, Governor Kasich created The Early Education and Development Innovation

Committee. Based on the Executive Order, the Committee will be comprised of senior leaders from two prominent Ohio businesses, one philanthropic organization, a major research organization, and a children's health care organization. This committee will coordinate with the ECAC and provide leadership to:

- Mobilize business partnerships at the local level to achieve community and statewide kindergarten readiness goals
- Bring private-sector tools and resources to early learning policies and practices to advance the goals outlined in the grant.

The committee will assist the Early Education and Development Officer and the Governor's Office of 21<sup>st</sup> Century Education in disseminating information annually to the legislature, leaders in local communities, and the public on the state of school readiness in Ohio. The group will be convened by the Early Education and Development Officer; to ensure this committee's coordination and alignment with the ECAC, the chair of the ECAC will participate in these convenings.

Since 1990, Governors in Ohio have recognized the importance of leadership out of the Executive Office to coordinate early learning services in Ohio. The infrastructure which Governor Kasich created not only reflects the importance of this leadership through the Early Education and Development Officer in the Governor's Office of 21<sup>st</sup> Century Education, but also recognizes the need for leadership that transcends administrations to ensure long-term sustainability. The State's ECAC, required by section 3301.90 of the Ohio Revised Code (Appendix Attachment A11), creates long-term stability by driving early learning and

Ohio's business community has long been active in education policy in the state. As a result of more than a decade of public-private partnerships driving significant education reform, Ohio schools now rank eleventh in the nation. (KidsOhio.org, 2011).

development policy discussions and supporting gubernatorial leadership. Long-term sustainability also comes from the strong tie to the business community. Private-sector partners provide a consistent, credible voice for early learning and development policies and funding over time and across administrations. The most important part of the sustainability plan is transparency. Our application details how we intend to regularly publish kindergarten readiness results and the progress of children served in early childhood programs in the State. This full transparency for results is an incentive for decision makers to understand there are consequences for decisions and that those consequences will be made readily available to the public. Parents will expect to know the results and demand appropriate accountability for them.

#### **VI(A)(3)(b) Demonstration of State Agency Commitment**

Because early learning services in Ohio are provided through a myriad of agencies, programs, and funding streams, interagency coordination and cooperation is absolutely necessary. Roles, responsibilities, and accountabilities must be clearly articulated to allow the State of Ohio to maximize resources and streamline service delivery for Ohio's high-needs children. Governor Kasich and all Participating Agencies are committed to a cohesive system of early learning in Ohio. As such, each participating agency has signed an MOU (Appendix Attachment A2) committing to agency participation and adherence to the governance structure outlined above; committing to additional agency-specific roles related to the implementation of grant activities; and committing resources in order to realize the ambitious goals outlined in this proposal. A brief description of the governance-related roles and responsibilities of the Lead, the Participating Agencies, and the other partners is described in table (A)(3)-1. Detailed scopes of work are included in the MOU.

<b>Table (A)(3)-1: Governance-related roles and responsibilities</b>	
<b>Participating State Agency</b>	<b>Governance-related Roles and Responsibilities</b>
Governor's Office of 21 <sup>st</sup> Century Education	<ul style="list-style-type: none"> <li>• Accountability for Governor Kasich's education reform agenda for birth-post secondary education</li> <li>• Administrative, legislative, communications support for education reform agenda</li> <li>• Resolving disputes of decisions made by Early Education and Development Officer</li> </ul>



<b>Table (A)(3)-1: Governance-related roles and responsibilities</b>	
<b>Participating State Agency</b>	<b>Governance-related Roles and Responsibilities</b>
Early Education and Development Officer	<ul style="list-style-type: none"> <li>• Accountability for Governor Kasich’s early learning reform agenda</li> <li>• Accountability for results outlined in grant application</li> <li>• Direction/Oversight/Coordination of interagency teams focused on:               <ol style="list-style-type: none"> <li>(1) Assessment and standards</li> <li>(2) Professional development</li> <li>(3) Quality, access, and financing</li> <li>(4) Family support and engagement</li> </ol> </li> <li>• Coordination with project management team to overcome any barriers to grant implementation</li> <li>• Coordination of ECAC and private sector advisory committee</li> </ul>
Ohio Department of Education	<ul style="list-style-type: none"> <li>• Serve as lead agency (fiscal agent) for the grant</li> <li>• Accountable for overall fiscal administration of grant</li> <li>• Provide project management and support staff; ensure compliance with timelines and activities as outlined in grant application</li> <li>• Participation on interagency teams focused on:               <ol style="list-style-type: none"> <li>(1) Assessment and standards</li> <li>(2) Professional development</li> <li>(3) Quality, access, and financing</li> <li>(4) Family support and engagement</li> </ol> </li> <li>• Senior-level deputy accountable for monitoring agency scope of work</li> <li>• Accountable to engage agency stakeholders in implementation of specific scope of work</li> </ul>

<b>Table (A)(3)-1: Governance-related roles and responsibilities</b>	
<b>Participating State Agency</b>	<b>Governance-related Roles and Responsibilities</b>
Ohio Department of Job and Family Services	<ul style="list-style-type: none"> <li>• Provide project management and support staff to ensure compliance with timelines and activities as outlined in grant application</li> <li>• Participation on interagency teams focused on:               <ol style="list-style-type: none"> <li>(1) Assessment and standards</li> <li>(2) Professional development</li> <li>(3) Quality, access, and financing</li> <li>(4) Family support and engagement</li> </ol> </li> <li>• Senior-level deputy accountable for monitoring agency scope of work</li> <li>• Accountable to engage agency stakeholders in implementation of specific scope of work</li> </ul>
Ohio Department of Health	<ul style="list-style-type: none"> <li>• Participation on interagency teams focused on:               <ol style="list-style-type: none"> <li>(1) Assessment and standards</li> <li>(2) Professional development</li> <li>(3) Quality, access, and financing</li> <li>(4) Family support and engagement</li> </ol> </li> <li>• Senior-level deputy accountable for monitoring agency scope of work</li> <li>• Accountable to engage agency stakeholders in implementation of specific scope of work</li> </ul>
Ohio Department of Mental Health	<ul style="list-style-type: none"> <li>• Participation on interagency teams focused on:               <ol style="list-style-type: none"> <li>(1) Assessment and standards</li> <li>(2) Professional development</li> <li>(3) Quality, access, and financing</li> <li>(4) Family support and engagement</li> </ol> </li> <li>• Senior-level deputy accountable for monitoring agency scope of work</li> <li>• Accountable to engage agency stakeholders in implementation of specific scope of work</li> </ul>

<b>Table (A)(3)-1: Governance-related roles and responsibilities</b>	
<b>Participating State Agency</b>	<b>Governance-related Roles and Responsibilities</b>
Ohio Department of Developmental Disabilities	<ul style="list-style-type: none"> <li>• Participation on interagency teams focused on:               <ol style="list-style-type: none"> <li>(1) Assessment and standards</li> <li>(2) Professional development</li> <li>(3) Quality, access, and financing</li> <li>(4) Family support and engagement</li> </ol> </li> <li>• Senior-level deputy accountable for monitoring agency scope of work</li> <li>• Accountable to engage agency stakeholders in implementation of specific scope of work</li> </ul>
Office of Budget and Management	<ul style="list-style-type: none"> <li>• Participation on interagency teams focused on:               <ol style="list-style-type: none"> <li>(1) Assessment and standards</li> <li>(2) Professional development</li> <li>(3) Quality, access, and financing</li> <li>(4) Family support and engagement</li> </ol> </li> <li>• Senior-level deputy accountable for monitoring agency scope of work</li> </ul>
Office of Health Transformation	<ul style="list-style-type: none"> <li>• Participation on interagency teams focused on:               <ol style="list-style-type: none"> <li>(1) Assessment and standards</li> <li>(2) Professional development</li> <li>(3) Quality, access, and financing</li> <li>(4) Family support and engagement</li> </ol> </li> <li>• Senior-level deputy accountable for monitoring agency scope of work</li> <li>• Accountable to engage agency stakeholders in implementation of specific scope of work</li> </ul>

<b>Table (A)(3)-1: Governance-related roles and responsibilities</b>	
<b>Participating State Agency</b>	<b>Governance-related Roles and Responsibilities</b>
<b>Other Entities</b>	
Early Childhood Advisory Council (ECAC)	<ul style="list-style-type: none"> <li>• Provide regular input on implementation of reform agenda through quarterly meetings hosted by Early Education and Development Officer</li> <li>• Lend expertise to project teams established around four programmatic areas               <ol style="list-style-type: none"> <li>(1) Assessment and standards</li> <li>(2) Professional development</li> <li>(3) Quality, access, and financing</li> <li>(4) Family support and engagement</li> </ol> </li> <li>• Assist with the annual dissemination of information to the legislature, leaders in local communities, and the public on the “state” of school readiness in Ohio</li> </ul>
Head Start Collaboration Office	<ul style="list-style-type: none"> <li>• Participation on interagency teams focused on:               <ol style="list-style-type: none"> <li>(1) Assessment and standards</li> <li>(2) Professional development</li> <li>(3) Quality, access, and financing</li> <li>(4) Family support and engagement</li> </ol> </li> <li>• Senior-level deputy accountable for monitoring scope of work</li> <li>• Accountable to engage Head Start programs and other stakeholders in implementation of specific scope of work</li> </ul>
Early Education and Development Innovation Committee	<ul style="list-style-type: none"> <li>• Recommend strategies to mobilize business partnerships at the local level to achieve community and statewide kindergarten readiness goals</li> <li>• Identify opportunities to bring private sector tools and resources to early learning policy and practice to advance the goals outlined in the grant</li> <li>• Assist with the annual dissemination of information to the legislature, leaders in local communities, and the public on the “state” of school readiness in Ohio</li> </ul>
State Interagency Coordinating Council for Part C of IDEA	<ul style="list-style-type: none"> <li>• Participate in project team focused on family support and engagement to provide family/stakeholder input related to children with special health care needs</li> </ul>
Developmental Disabilities Planning Council	<ul style="list-style-type: none"> <li>• Participate in project team focused on family support and engagement to provide family/stakeholder input related to children with special health care needs</li> </ul>



**VI(A)(3)(c) Demonstration of Commitment from Stakeholders**

Ohio has been committed to stakeholder engagement throughout the development of this RTT-ELC grant plan, and we have been delighted with the level of input and commitment we have received. As the State developed this plan, we used two approaches to engage a wide range of interests:

- (1) Distribution of a Web-based survey around components of the grant to more than 1,000 early childhood providers, associations, and other stakeholders. As a result of this survey, we received more than 450 responses and suggestions for inclusion in Ohio's grant application.
- (2) Targeted focus group sessions on various segments of the grant, including plans for expansion of Ohio's Tiered Quality Rating and Improvement System (TQRIS), approaches to align professional development, and the creation of a comprehensive assessment system.

We know that the commitment from early childhood educators and providers, the State's political leaders, our State School Board, state business leaders, foundation leaders, and many other partners will be critical to achieve the goals set forth in this plan. We have received enthusiastic support from nearly 60 partners representing a broad array of interests. Support has come from the classroom, the boardroom of some of Ohio's leading companies, the Statehouse, and the halls of the US Capitol Building. Highlights of the support letters from early learning intermediary organizations (Table (A)(3)-2) and other stakeholders (Exhibit VI(A)-8) are provided below. All of our letters of support are included as Appendix Attachment A3. With these partners, we can and will make great progress.

<b>Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)</b>	
<b>List every Intermediary Organization and local early learning council (if applicable) in the State</b>	<b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b>
Action for Children	Y
Children's Hunger Alliance	Y
Fayette County Family YMCA	Y
GroundWork	Y
Ohio Alliance of YMCAs	Y
Ohio Association of Child Care Providers	Y
Ohio Association of Elementary School Administrators	Y
Ohio Association for the Education of Young Children	Y
Ohio Child Care Resource & Referral Association	Y
Ohio Children's Foundation	Y
Ohio Connection State Family Child Care Association	Y

<b>Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)</b>	
<b>List every Intermediary Organization and local early learning council (if applicable) in the State</b>	<b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b>
Ohio Council 8, AFSCME, AFL-CIO	Y
Ohio Education Association	Y
Ohio Federation of Teachers	Y
Ohio Head Start Association	Y
Ohio Job and Family Services Directors' Association	Y
Ohio Partnership to Build Stronger Families	Y
Ohio School Boards Association	Y
Public Children Services Association of Ohio	Y
ReadySetSoar	Y
Starting Point	Y
United Way of Greater Cincinnati	Y
United Way of Central Ohio	Y
United Way Success By 6	Y
YMCA of Greater Cleveland	Y
YMCA of Greater Cincinnati	Y
YMCA of Central Ohio	Y

**Exhibit VI(A)-8. The State of Ohio has received letters from Stakeholders committed to supporting the RTT-ELC program.**

<b>Supporting Organization</b>	<b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b>
American Academy of Pediatrics	Y
Center for Families and Children / Breakthrough Charter Schools	Y
Cuyahoga County Executive, Edward FitzGerald	Y
Educational Service Center of Central Ohio	Y
Elyria City School District	Y
Every Child Succeeds	Y
Fight Crime: Invest in Kids Ohio	Y
Holmes County General Health District	Y
Horizon Activities Center	Y
Miami Valley Child Development Centers, Inc.	Y
Ohio Afterschool Network	Y
Ohio Association of County Behavioral Health Authorities	Y
Ohio Business Roundtable	Y
Ohio Children's Hospital Association	Y
Ohio Congressional Delegation	Y
Ohio House of Representatives Minority Leader, Armand Budish	Y
Ohio House of Representatives Speaker, William G. Batchelder	Y
Ohio Senate Minority Leader, Capri Cafaro	Y
Ohio Senate President, Tom Niehaus	Y
Ohio Senator, George V. Voinovich	Y
Ohio State Senator, 6 <sup>th</sup> District, Peggy Lehner	Y
State Representative, Ohio House District 36, Michael E. Henne	Y
Ohio State Board of Education	Y
Parent Advisory Council	Y
Sisters of Charity Foundation of Canton	Y

<b>Supporting Organization</b>	<b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b>
South Central Ohio Educational Service Center	Y
The Raymond John Wean Foundation	Y
The George Gund Foundation	Y
University of Dayton	Y
University of Toledo	Y
Voices for Ohio's Children	Y

A child's early experiences play a significant role in laying the foundation for his or her future success or failure. The infrastructure that Governor Kasich has created to support his bold education agenda recognizes and supports the pivotal role that early childhood development plays in a child's success in school, work, and life. Ohio has put in place a strong project management infrastructure and interagency coordination process, and we have established a direct point of accountability for early learning in Ohio. This infrastructure, coupled with strong support from Ohio's business and early learning stakeholders, puts Ohio in an excellent position to deliver the bold goals we seek to achieve for Ohio's young children in need.

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#### **References**

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KidsOhio.org. 2011. Analysis of Education Week's Quality Counts 2011: Ohio Grades and Rankings. <http://www.KidsOhio.org>. Accessed October 2011.

**SECTION VI. SELECTION CRITERIA**

**CORE AREAS – SECTIONS (A) AND (B)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section VI. Selection Criteria**

**Core Areas -- Sections (A) and (B)**

*States must address in their application all of the selection criteria in the Core Areas.*

**A. Successful State Systems**

**(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)**

The extent to which the State Plan--

- (a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (*e.g.*, CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;
- (b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that—
  - (1) Is adequate to support the activities described in the State Plan;
  - (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
  - (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and
- (c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.



*The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).

*Recommended maximum response length: 8 pages*

**OHIO'S NARRATIVE RESPONSE TO VI(A). SELECTION CRITERIA IS FOUND ON THE FOLLOWING PAGES: VI(A)(4)-1 – VI(A)(4)-7.**

**VI(A)(4) Developing a Budget to Implement and Sustain the Work of this Grant**

The State of Ohio prepared a budget sufficient to support both the activities described in this application and the associated High-Quality Plans. Cross-agency collaboration supports the proposed high-quality plans attached to this application as well as demonstrates Ohio's commitment to the work and the State's ability to leverage existing funds and ensure the long-term viability of early childhood education in Ohio, especially for the children who need the most educational support.

**VI(A)(4)(a) Use of Existing Funds that Support Early Learning and Development**

The extent to which the State of Ohio will use existing funds is outlined in the narrative below and in Table (A)(4)-1 by project and year.

**Project: Governance**

**Year 1:** Using the Federal Head Start Advisory Council Grant, the position of Early Education and Development Officer will be funded at \$115,000 (estimated salary and fringe benefits). The Officer will coordinate the activities and policies of key State agencies and work closely with families, consumers, and a variety of other stakeholders to achieve the objectives outlined in this application, including engaging private sector partners to set clear expectations for overall system performance. In addition, \$40,000 from the Federal Head State Advisory Council Grant will support engagement with the Early Childhood Advisory Council by funding costs associated with the quarterly Council meetings.

**Year 2:** As in Year 1, the Federal Head Start Advisory Council Grant will be used to fund the Early Education and Development Officer at \$118,450 (estimated salary and benefits). \$40,000 from the Federal Head Start Advisory Council Grant will support meetings of the Early Childhood Advisory Council.

**Project: Maryland Collaboration**

**Year 1:** \$325,000 of Ohio's existing Race To The Top (RttT) grant and \$500,000 from the Maryland State Department of Education's Judith P. Hoyer Enhancement Grant, in conjunction with RTT-ELC funds, will support a collaboration enabling both States to develop a new Pre-Kindergarten and Kindergarten Formative Assessment System, a Kindergarten Entry Assessment (KEA), a technology framework to provide online supports, and professional development to support the administration and use of assessment tools.

**Year 2:** \$400,000 of Ohio's existing RttT grant and \$500,000 from the Maryland State Department of Education's Judith P. Hoyer Enhancement Grant, in conjunction with RTT-ELC funds, will continue to support the new assessments, technology framework, and professional development.

**Year 3:** \$275,000 of Ohio's existing RttT grant and \$500,000 from the Maryland State Department of Education's Judith P. Hoyer Enhancement Grant, in conjunction with RTT-ELC funds, will continue to support the new assessments, technology framework, and professional development. In addition, beginning in Year 3, existing Ohio Department of Education (ODE) staff previously associated with the State's current kindergarten entry assessment (KRA-L) and supported by State General Revenue Funds (GRF) appropriated for ODE (estimated \$95,000 salary and fringe benefits) will provide staff support for assessment functions.

**Year 4:** The continuing partnership with the Maryland State Department of Education will provide \$500,000 from the Judith P. Hoyer Enhancement Grant for completion of the new assessment system. Existing ODE staff supported by State GRF appropriated for ODE (estimated \$95,000 salary and fringe benefits) will continue to provide staff support for assessment functions.

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**Project: Professional Development and Formative Instruction Modules**

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**Year 1:** \$200,000 of the Federal Head Start Advisory Council Grant will support the development of three content professional development modules (three levels of professional development modules to support the implementation of standards in three new domains to accommodate early childhood educators and providers with varying levels of education and experience) to be available both online and digitally.

**Year 2:** \$300,000 of the Federal Head Start Advisory Council Grant will support the development of an additional six professional development content modules.

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**Project: Professional Development Coordination**

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**Year 1:** \$320,000 of State GRF (\$200,000 appropriated to ODMH and \$120,000 appropriated to ODH), combined with \$300,000 of Federal Child Care Development Quality Funds (CCDF), will support the deployment of a cadre of Early Childhood Mental Health Consultants and Health Promotion Consultants to support health promotion and mental health consultation to early learning and development programs. Separately, \$640,000 of Federal

Individuals with Disabilities in Education Act (IDEA) funds, Part B, and \$720,000 of Federal CCDF Quality funds currently supporting staff associated with early childhood professional development delivery will be used in support of this project when the responsibilities of those staff shift to the newly coordinated professional development system.

**Year 2:** \$320,000 of State GRF (\$200,000 appropriated to ODMH and \$120,000 appropriated to ODH), combined with \$300,000 of Federal CCDF Quality funds, will support the deployment of a cadre of Early Childhood Mental Health Consultants and Health Promotion Consultants. Additionally, \$940,000 of Federal IDEA Part B funds and \$720,000 of Federal CCDF currently supporting staff associated with early childhood professional development delivery will be used in support of this project.

**Year 3:** \$300,000 of Federal CCDF Quality funds will continue to support the deployment of a cadre of Early Childhood Mental Health Consultants and Health Promotion, and \$940,000 of Federal IDEA Part B funds and \$720,000 of Federal CCDF will continue to support staff associated with early childhood professional development delivery.

**Year 4:** \$300,000 of Federal CCDF Quality funds will continue to support the deployment of a cadre of Early Childhood Mental Health Consultants and Health Promotion, and \$940,000 of Federal IDEA Part B funds and \$720,000 of Federal CCDF Quality funds will continue to support staff associated with early childhood professional development delivery.

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### **Project: Measures of Quality**

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**Year 2:** \$300,000 of Federal IDEA funds for preschool special education will be used in support of training and professional development in order to develop observational tools for child and adult interactions and environmental ratings to help set targets and assess program quality.

**Year 3:** \$300,000 of Federal IDEA funds will continue to be used in support of training and professional development in order to develop observational tools for child and adult interactions and environmental ratings.

**Year 4:** \$300,000 of Federal IDEA funds will continue to be used in support of training and professional development in order to develop observational tools for child and adult interactions and environmental ratings.



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**Project: Progression of Credentials**

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**Year 1:** \$56,000 of Federal Head Start Advisory Council Grant funds will be dedicated to a Project Manager to direct the process of creating a streamlined progression of credentials and degrees aligned with Ohio's Early Childhood Core Knowledge & Competencies (Ohio CKC).

**Year 2:** \$94,000 of Federal Head Start Advisory Council Grant funds will be dedicated to a Project Manager, to fees associated with national experts, and to costs associated with a website for stakeholder input, furthering the process of creating a streamlined progression of credentials and degrees aligned with Ohio CKC.

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**Project: Alignment with Ohio CKC**

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**Year 1:** \$75,000 of Federal Head Start Advisory Council Grant funds will be dedicated to printing the Ohio CKC and Instructor Guide to align programs, training professional development providers to ensure uniformity, and conducting outreach to continue to increase the number of providers aligned with Ohio CKC.

**Year 2:** \$75,000 of Federal Head Start Advisory Council Grant funds will continue to be used to train professional development providers and conduct outreach to increase the number of providers aligned with Ohio CKC.

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**Project: Child Link System**

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**Year 1:** \$550,000 of existing American Recovery and Reinvestment Act (ARRA) Statewide Longitudinal Data System (SLDS) funds will be leveraged for the development of a unique child identifier to be used for all children in publicly funded early learning and development programs. Additionally, information gleaned from a related cross-agency health data system, funded at \$987,000 in Medicaid earned Federal funds, will be leveraged for this project.

**Year 2:** \$550,000 of existing ARRA SLDS funds will continue to be leveraged for the development of a unique child identifier to be used for all children in publicly funded early learning and development programs.

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**Project: Re-Engineer Step Up to Quality (SUTQ) and Licensing Databases**

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**Year 2:** \$2,500,000 of Federal CCDF Quality funds in the form of an existing vendor contract will be used for this project to support enhancements enabling a Web-based system to

include all types of early learning and development programs. The effect will be to combine the information contained in various proprietary systems of ODE and ODJFS to help break down the silos across administering agencies and programs, leading to a more universal system for preparing high-needs children for school.

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**Project: Validation and Consumer Education**

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**Year 1:** Using Federal CCDF Quality funds, \$50,000 will be used for consumer education to enable a wider range of early learning and development programs to participate in the tiered quality rating system, and \$150,000 will be used for external validation of the expansion of SUTQ from a three-tier to five-tier quality rating system and an evaluation of the effects of the incentive program which is a part of the Increase Access in High-Quality Programs project.

**Year 2:** Federal CCDF Quality funds, \$50,000 will be used for consumer education and \$150,000 will be used for external validation.

**Year 3:** Federal CCDF Quality funds will continue to be used in the amount of \$50,000 for consumer education and \$150,000 for external validation.

**Year 4:** Federal CCDF Quality funds will continue to be used in the amount of \$50,000 for consumer education and \$150,000 for external validation.

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**Project: Increase Access to High-Quality Programs**

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**Year 1:** \$8,000,000 of Federal CCDF Quality funds will be used for Quality Achievement Awards to support the programs that are moving through the SUTQ tiers; \$750,000 of Federal CCDF Quality funds will be used for Teacher Education and Compensation Helps (T.E.A.C.H.) to increase teacher qualifications through scholarships for college coursework that lead to degrees; \$2,364,800 of Federal CCDF Quality funds will be used to target technical assistance to improve the quality of publicly funded early learning and development programs serving 50 percent or more of children with high needs and family child care providers that are serving five or more children with high needs; and ODJFS staff funded by Federal CCDF Quality (\$8,101,445) will be used in support of the preceding initiatives aimed to increase access for high-needs children in high-quality programs.

**Year 2:** \$8,200,000 of Federal CCDF Quality funds will be used for Quality Achievement Awards; \$750,000 of Federal CCDF Quality funds will be used for T.E.A.C.H.

Scholarships; \$2,364,800 of Federal CCDF Quality funds will be used for technical assistance; and ODJFS staff funded by Federal CCDF Quality (\$8,101,445) will be used in support of increasing access for high-needs children in high-quality programs.

**Year 3:** \$8,400,000 of Federal CCDF Quality funds will be used for Quality Achievement Awards; \$750,000 of Federal CCDF Quality funds will be used for T.E.A.C.H. Scholarships; \$2,364,800 of Federal CCDF Quality funds will be used for technical assistance; and ODJFS staff funded by Federal CCDF Quality (\$8,101,445) will be used in support of increasing access for high-needs children in high-quality programs.

**Year 4:** \$8,600,000 of Federal CCDF Quality funds will be used for Quality Achievement Awards; \$750,000 of Federal CCDF Quality funds will be used for T.E.A.C.H. Scholarships; \$2,364,800 of Federal CCDF Quality funds will be used for technical assistance; and ODJFS staff funded by Federal CCDF Quality (\$8,101,445) will be used in support of increasing access for high-needs children in high-quality programs.

<b>Source of Funds</b>	<b>Fiscal Year 2012</b>	<b>Fiscal Year 2013</b>	<b>Fiscal Year 2014</b>	<b>Fiscal Year 2015</b>	<b>Total</b>
Head Start Advisory Council Grant	\$486,000	\$627,450	–	–	\$1,113,450
Individuals with Disabilities Education Act	\$640,000	\$1,240,000	\$1,240,000	\$1,240,000	\$4,360,000
Race to the Top	\$325,000	\$400,000	\$275,000	–	\$1,000,000
State General Revenue Funds	\$320,000	\$320,000	\$95,000	\$95,000	\$830,000
Maryland Judith P. Hoyer Enhancement Grant	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
Child Care Development Fund	\$20,436,245	\$23,136,245	\$20,836,245	\$21,036,245	\$85,444,980
American Recovery and Reinvestment Act - SLDS	\$550,000	\$550,000	–	–	\$1,100,000
Medicaid Earned Federal Funds	\$987,000	–	–	–	\$987,000
<b>TOTAL</b>	<b>\$24,244,245</b>	<b>\$26,773,695</b>	<b>\$22,946,245</b>	<b>\$22,871,245</b>	<b>\$96,835,430</b>

**VI(A)(4)(b) Use of Grant Funding to Achieve Outcomes in the State Plan**

Refer to Section VIII, Budget, for the State of Ohio's budget and narratives that explain the budget and how it connects to the State's plan.

**VI(A)(4)(c) Sustainment After Grant Period Ends**

Ohio's leadership in both the Executive and Legislative branches increased the amount of State funds devoted to early learning and development overall from 2007 to present. The fact that this occurred during an economic recession, and regardless of Republican or Democratic leadership, strongly demonstrates Ohio's commitment to the education and development of high-needs children. Within this proposal, the projects pertaining to the development of program and educational standards, assessments, professional development modules, formative instruction modules, and data systems are one-time costs. The investment in these one-time tools and systems, and the activities associated with moving systems and processes online, will make ongoing maintenance and operation of systems more efficient and less expensive, thus further enabling the State to sustain this work in the future.

Further, the dedication and commitment of existing staff from the various agencies participating in this project will continue in early childhood development after this grant ends, and participating agencies are committed to the reallocation and repurposing of existing resources to continue the early childhood education and development work outlined in this grant. Existing resources that will be leveraged for projects related to the RTT-ELC grant will continue both for RTT-ELC purposes and to support their related goals. For projects which require a new infusion of resources, demonstration projects and better data collection for making decisions will assist the State in making future decisions about how to target resources to ensure that high-needs children are receiving high-quality care and education. Overall, the reforms contained in the application will result in fundamental improvements to Ohio's early learning and development system and help Ohio invest future dollars in a more targeted and strategic way.



# High-Quality Plan

## Section VI(A)(3): Aligning and Coordinating Early Learning and Development Across the State

**Key Goal: Create a governance structure that will coordinate and streamline early education and development services in Ohio through strong leadership, stakeholder involvement and an interagency coordination plan.**

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<b>Key Activity 1 – Hire Early Education and Development Officer</b> <b>Responsible Party – Director of Office of 21<sup>st</sup> Century Education</b>		
Early Education and Development Officer will provide the leadership to coordinate early education and development reform agenda and grant activities.	Governor's Office of 21 <sup>st</sup> Century Education	N/A
<b>Performance Measures – Key Activity 1:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.		
<b>Key Activity 2 – Appoint Early Education and Development Innovation Committee Members: Two Business Leaders, a Leader of a Philanthropic Organization, and a Leader from a Children's Health Care Organization</b> <b>Responsible Party – Governor will appoint members of committee</b>		
Top flight business and professional leadership will advise the Governor on private sector engagement in early childhood education and the development and dissemination of information on school readiness results.	Governor's Office of 21 <sup>st</sup> Century Education	N/A
<b>Performance Measures – Key Activity 2:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.		
<b>Key Activity 3 – Create Project Teams in Assessment and Standards, Professional Development, Access Quality and Financing, and Family Support and Parent Engagement</b> <b>Responsible Party – Early Education and Development Officer</b>		
Teams will align and coordinate state agency early education and development reform agenda work, including RTT-ELC grant activities.	Governor's Office of 21 <sup>st</sup> Century Education	N/A
<b>Performance Measures – Key Activity 3:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.		
<b>Key Activity 4 – Produce Annual Communication on the Status of Kindergarten Readiness in Ohio</b> <b>Responsible Party – Early Education and Development Innovation Committee under the Direction of the Early Education and Development Officer</b>		
Public reporting of kindergarten readiness linked to information about the quality of early childhood programs will raise community and consumer awareness; advance community involvement; establish accountability—all of which will contribute to long-term sustainability of early learning governance structure.	Governor's Office of 21 <sup>st</sup> Century Education; the Ohio Department of Education (Lead Agency) and the Ohio Department of Job and Family Services as key partners	N/A
<b>Performance Measures – Key Activity 4:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.		

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<b>Key Activity 5 – Engage Early Childhood Advisory Council</b> <b>Responsible Party – Early Education and Development Officer</b>		
Stakeholder engagement is critical to effective implementation of reform agenda.	Governor’s Office of 21 <sup>st</sup> Century Education	N/A
<b>Performance Measures – Key Activity 5:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.		
<b>Key Activity 6 – Appoint Project Management Team to Oversee Implementation of All Grant Activities</b> <b>Responsible Party – Directors of the Ohio Department of Job and Family Services and the Superintendent of Public Instruction</b>		
A strong project management team is critical to the successful implementation and oversight of the grant activities—all of which are directly tied to the Governor’s early education and development reform agenda.	Ohio Departments of Education and Job and Family Services	N/A
<b>Performance Measures – Key Activity 6:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.		
<b>Key Activity 7 – Appoint Fiscal Administrator to Oversee All Fiscal Aspects of Grant</b> <b>Responsible Party – Superintendent of Public Instruction</b>		
The grant award will require sufficient fiscal oversight and accountability.	Ohio Department of Education (Lead Agency)	N/A
<b>Performance Measures – Key Activity 7:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.		

## Schedule

Key Activities/Milestones	2012	2013	2014	2015
<b>1. Hire Early Education and Development Officer</b> Early Education and Development Officer hired				
<b>2. Appoint Early Education and Development Innovation Committee members: two business leaders, a leader of a philanthropic organization, and a leader from a children's health care organization</b> Committee members appointed; meeting schedule set Committee meets (3x/year)				
<b>3. Create Project Teams in Assessment and Standards, Professional Development, Access Quality and Financing, and Family Support and Parent Engagement</b> Project Teams created; convened as necessary to accomplish work of reform agenda and grant-related activities				
<b>4. Produce Annual Communication on the Status of Kindergarten Readiness in Ohio</b> ECD Innovation Committee to make recommendations as to effective mechanisms to communicate kindergarten readiness information Early Education and Development Officer and project teams develop plan to formalize method for communicating results (i.e., if legislation, determine language, vehicle, etc.) Implement plan Report baseline Report Year 1				
<b>5. Engage Early Childhood Advisory Council</b> Advisory Council meets to discuss agenda and grant activities Advisory Council convened by Early Education and Development Officer; members asked to provide expertise on project teams (quarterly)				
<b>6. Appoint Project Management Team to Oversee Implementation of All Grant Activities</b> Project Management Team appointed Project Management Team convenes to discuss progress with grant activities; produces annual report to Early Education and Development Officer				
<b>7. Appoint Fiscal Administrator to Oversee All Fiscal Aspects of Grant</b> Fiscal Administrator appointed Fiscal Administrator monitors all fiscal aspects of grant; coordinates checkpoints with affected agency fiscal staff (monthly)				

RTTELC-02

**Financial Resources to Support Successful Implementation of the Plan**

<b>Key Activity</b>	<b>Estimated Total Budget</b>	<b>Estimated Amount Leveraged From Other Sources</b>
Activity 1. Hire Early Education and Development Officer	\$497,852	\$233,450 from Early Childhood Advisory Council (ECAC) federal funding
Activity 2. Appoint Early Education and Development Innovation Committee members: two business leaders, a leader of a philanthropic organization, and a leader from a children’s health care organization	\$0	Private sector volunteers and donated meeting space will be provided
Activity 3. Create Project Teams in Assessment and Standards, Professional Development, Access Quality and Financing, and Family Support and Parent Engagement	\$600,000	\$0
Activity 4. Produce Annual Communication on the Status of Kindergarten Readiness in Ohio	\$0	Only governance related activity/work of Early Education and Development Innovation Committee to recommend strategies is covered under this project. Annual reporting costs covered under a different section in the grant application
Activity 5. Engage Early Childhood Advisory Council	\$160,000	\$80,000 of this amount is supported through the ECAC grant.
Activity 6. Appoint Project Management Team to Oversee Implementation of All Grant Activities	\$870,195	\$0
Activity 7. Appoint Fiscal Administrator to Oversee All Fiscal Aspects of Grant	\$0	This position is supported through Indirect Cost pool

**Addressing the Needs of Different Types of Early Learning and Development Programs**

This is not applicable.

**Meeting the Needs of Children with High Needs and Special Populations of Children With High Needs**

All governance related activities (Early Education and Development Officer, project teams and work of advisory councils) will be focused on the Governor’s reform agenda—which is to close the kindergarten readiness gap for high-needs children.

**Supporting Evidence**

This is not applicable.



## **Sustainability**

This work will be sustained through:

1. Early Childhood Advisory Council, a statutorily required body to advise the Governor on early education policy and practice
2. Business Community leadership that has been well documented and transcends administrations
3. Transparency related to kindergarten readiness results. As outlined in other sections of this application, we are creating permanent mechanisms to convey the results of the early childhood system to parents, the public, and policymakers through inclusion of this information on local school report cards. We firmly believe this transparency will drive strong, consistent governance of early learning in Ohio.

**SECTION VI. SELECTION CRITERIA**

**CORE AREAS – SECTIONS (A) AND (B)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Core Areas -- Sections (A) and (B)**

*States must address in their application all of the selection criteria in the Core Areas.*

**B. High-Quality, Accountable Programs**

**(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (10 points)**

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children; and

Is linked to the State licensing system for Early Learning and Development Programs.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--
  - A copy of the tiered Program Standards;
  - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;
  - Documentation of how the tiers meaningfully differentiate levels of quality.

*Recommended maximum response length: 5 pages*

**Ohio's narrative response to VI(B). Selection Criteria is found on the following pages: VI(B)(1)-1 – VI(B)(1)-12.**

## **VI(B) High-Quality, Accountable Programs**

The State of Ohio was an early adopter with its Tiered Quality Rating and Improvement System (TQRIS) and knows the value of providing a well-defined, progressive pathway to improving the quality of early learning and development programs. Research studies demonstrate that high-quality early learning experiences are important for all children, but are critical in improving outcomes for high-needs children. National organizations and collaborations, along with the U.S. Department of Health and Human Services, have provided opportunities to participate in a national dialogue on improving TQRIS based on emerging research and best practices. Ohio has taken full advantage of these discussions as it has created a common, statewide TQRIS that provides access to high-quality and accountable programs for all of Ohio's young children and their families. Now, through the Early Learning Challenge Grant, the State of Ohio will build on its existing TQRIS, Step Up To Quality (SUTQ), to expand access to 37,000 high-needs children.

This section will discuss the expansion of SUTQ; plans to promote participation in the TQRIS; rating and monitoring programs that participate in SUTQ; promote access to high-quality programs for high-needs children; and evaluate the effectiveness of the TQRIS. The State of Ohio outlines its plan for promoting continuous improvement in early learning and development programs in the High Quality Plan for Sections VI(B)(1) and VI(B)(5). Additionally, Ohio outlines its high-quality plan for increasing the number and types of early learning and development programs participating in SUTQ in the plan for Sections VI(B)(2), VI(B)(3), and VI(B)(4). Both plans are located at the end of Section VI(B).



## **VI(B)(1) Developing and Adopting a Common, Statewide Tiered Quality Rating and Improvement System**

SUTQ is a successful, statewide, three-tiered quality rating and improvement system available to community-based early learning and development programs and large family child care homes. To date 1,074 settings serving more than 81,000 children (infants through school age) have received a rating. Ohio will adopt policies requiring participation of all providers, including to school-based providers and small family child care homes. Ohio will revise SUTQ Program Standards to ensure they incorporate the most current research and practice and are applied consistently to all early learning and development programs.

In order to explicitly meet all recommended TQRIS Program Standards and expand to all Early Learning and Development Programs, Ohio will:

- Revise SUTQ program standards to specifically include family engagement practices and health promotion strategies and to reflect the revisions to Ohio's Pre-Kindergarten Content Standards
- Create a five-tier system by designing a needed transitional tier between the current first- and second-tier levels to create a more gradual pathway and by adding a new top tier to better reflect the continuum of quality across settings.
- Remove structural barriers in the SUTQ Program Standards designed to promote innovation and create standards applicable to all settings including school-based programs and small family child care homes.

This redesign of SUTQ will be handled through the Quality, Access and Financing project team of the Office of 21<sup>st</sup> Century Education and will be lead by the Ohio Department of Job and Family Services, Division of Child Care. The Quality, Access and Financing project team will review national recommendations, as well as other state examples, to determine the new program standards. Detailed information regarding the redesign of SUTQ is outlined in the High-Quality Plan for Section VI(B)(1) and VI(B)(5) located at the end of Section VI(B).

### **Background**

As an early adopter of TQRIS, Ohio has a strong foundation on which to build. Planning for SUTQ began in 1999 with 60 stakeholders, representing the wide array of nonprofit, for-profit, and school-based early learning and development programs. In addition, State agencies included the Ohio Departments of Job and Family Services; Education; Health; Developmental

Disabilities; and Mental Health; and the Ohio Board of Regents, the Ohio Head Start Collaboration Project, and Ohio early childhood professional organizations and experts. Foundations and advocacy organizations were key participants that worked collaboratively with early learning and development programs to create the initial design. The intent in 1999, which remains steadfast today, is to include all early learning and development programs in a common statewide system.

The development of SUTQ began with a solid research base. *Cost, Quality, and Child Outcomes in Child Care Centers: Key Findings and Recommendations* (Helburn, 1995) was a primary resource for identifying SUTQ program standards. A scarcity of resources, however, delayed initial implementation until 2005, when a pilot program began in 8 of Ohio's 88 counties. The counties included both urban and rural areas. Statewide implementation began in late 2006.

Currently, early learning and development programs that are eligible for participation include for-profit, nonprofit, Head Start and Early Head Start, faith-based, full-day, part-day, and large family child care homes, called Type-A homes, that are licensed to serve up to 12 children in the providers home. To date, 1,074 early learning and development programs have earned a SUTQ rating. This represents 25 percent of ODJFS eligible programs. SUTQ-rated programs serve nearly 28 percent of children that are enrolled in eligible programs. Of the 81,000 children (infant through school age) enrolled in SUTQ rated programs, nearly 36 percent (29,045 children) are high-needs children, with their enrollment supported in part by Ohio's publicly funded child care assistance program.

#### **VI(B)(1)(a) Quality Rating and Improvement System Based on Tiered Program Standards**

Current SUTQ Program Standards meet all the required elements of a TQRIS. Ohio will strengthen its standards to specifically include family engagement practices and health promotion strategies and to reflect the revisions to Ohio's Pre-Kindergarten Content Standards.

The charts found in Appendix Attachments B1 and B2, SUTQ Center Program Standards and SUTQ Large Family Child Care Home (Type A) Standards, provide brief descriptors of the indicators required in each standard and at each tier level. SUTQ indicators, within each of the standards, are currently specific to whether the program is center-based or a large family child care home. More detailed SUTQ guidance is available that describes the full implication and implementation of each indicator and how the indicator will be verified by monitoring staff. The

standards and indicators were selected based on a thorough review of the research literature. The indicators do not include every practice that represents high-quality programming, but do include the most essential indicators leading to high-quality programming and improved child outcomes.

SUTQ Program Standards are organized into three Tiers and are grouped under the following categories:

- Ratio, Group Size
- Staff Education and Qualifications
- Specialized Training
- Administrative Practices, and
- Early Learning

The information that follows describes how the required minimum TQRIS program standards are embedded and addressed within the current SUTQ Program Standards. Tiers 1, 2, and 3 are referenced to show the appropriate progression. Although SUTQ Program Standards fully meet this criteria, Ohio will revise its SUTQ Program Standards to be more explicit in family engagement and health promotion. Currently there are indicators regarding family engagement and health promotion activities, but they are currently listed under other standards. This work is described in the high-quality plans and is based on work that will be performed under Section VI(C) and VI(E).

#### **Early Learning and Development Standards**

The State Ohio is committed to imbedding evidence-based Early Learning and Development Standards within SUTQ. Early Learning and Development Standards define what all children from birth to kindergarten entry should know and be able to do and their dispositions toward learning. They are age-appropriate and incorporate English Language Learners and children with disabilities or developmental delays. Further, they cover all essential domains of school readiness, are universally designed, and developmentally, culturally, and linguistically appropriate.

The State of Ohio imbeds two early learning and development standards documents within SUTQ's Early Learning indicators. The documents are Ohio's Infant and Toddler Guidelines (Appendix Attachment A4) and Pre-Kindergarten Content Standards (Appendix Attachments A5 through A8). The Pre-kindergarten Content Standards (children age 3 years to kindergarten entry) are currently undergoing revisions to incorporate all domains of school readiness. Ohio's Infant & Toddler Guidelines fully meet the definition of Early Learning and Development Standards. In fact, the State of South Carolina has adopted Ohio's Guidelines in total for children birth to age 3 years. Section VI(C) provides further details on these early learning and development standards and the ongoing work to further expand the Pre-

Kindergarten Content Standards to fully meet all essential domains of school readiness. SUTQ's tiered program standards currently require:

- Completion of professional development on either Ohio's Infant & Toddler Guidelines or Pre-kindergarten Content Standards prior to application for a SUTQ rating for teaching staff, based on the age of children in their class
- At Tier 1, programs must have the documents on site and available for use and reference by teaching staff.
- At Tier 2, programs must adopt a curriculum that is aligned to the age-appropriate standards.
- At Tier 3, programs must demonstrate the alignment of the curriculum, assessment process and classroom environment with the age appropriate standards.

#### **Comprehensive Assessment System**

A comprehensive assessment system (CAS) is intended to provide information about the process and context of young children's learning and development in order to assist Early Childhood Educators in making informed instructional and programmatic decisions that will foster and support optimum learning and development. At a minimum it includes: Screening Measures, Formative Assessments, Measures of Environmental Quality; and Measures of the Quality Adult-Child Interactions. SUTQ progressively incorporates the elements of a CAS as programs move to higher tiers and their Early Childhood Educators expand their knowledge and skills. SUTQ tiered program standards require:

- Beginning at Tier 1 and continuing for all tiers, programs must complete or update annually a program self-assessment using the Program Administration Scale (PAS). This provides a measure of overall program quality. Based on the results of the self-assessment, programs must develop a Quality Improvement Plan (QIP) that outlines goals and objectives for ongoing program improvement.
- Beginning at Tier 2 and continuing for Tier 3, programs must complete a self-assessment in each classroom, such as an Environment Rating Scale (ERS), Early Language and Literacy Classroom Observation Tool (ELLCO), Classroom Assessment Scoring System (CLASS), Creative Curriculum Classroom Observation Checklist, or the Preschool Program Quality Assessment (PQA). Action plans for each classroom are developed and incorporated into the QIP.



- Beginning at Tier 2 and continuing for Tier 3, programs must screen all children within 60 days of enrollment and annually thereafter using a valid and reliable tool covering all developmental domains. The most commonly used tools include Ages and Stages Questionnaire (ASQ) in conjunction with Ages and Stages Questionnaire: Social Emotional (ASQ:SE) and the Brigance. The ASQ and ASQ:SE are commonly used because of the ease of use, reliability in screening, ability to engage families in understanding typical child development, capacity to build relationships between home and school, and financial affordability. Referrals as indicated must be made within 90 days. The results must be communicated to families, and are used by teachers to inform instructional practices.
- At Tier 3, programs are required to utilize an ongoing assessment process that includes formal and informal methods. The most common tools used in formally assessing children's progress are Teaching Strategies Gold and Highscope Child Observation Record (COR). Examples of informal methods include anecdotal notes, checklists, and child portfolios. SUTQ allows programs the flexibility in choosing tools utilized for their ongoing assessment process. Programs are required to choose a tool that is aligned to their curriculum and program philosophy.

In addition to the current CAS described above. SUTQ Program Standards will be revised in line with work proposed in Section VI (C)(2) on CAS.

### **Early Childhood Educator Qualifications**

SUTQ Program Standards for administrator and teacher education qualifications demonstrate the progression of higher education requirements as programs advance to higher tier levels. For example, an administrator at a Tier 1 program, at a minimum, must have a current Child Development Associate Credential (CDA) progressing to a required bachelor degree in early childhood education at Tier 3. Additionally, the percentage of teachers that must hold at a minimum an associate degree in early childhood education increases proportionally in relationship to tier level.

SUTQ provides some flexibility in meeting early childhood educator qualifications by utilizing Ohio's Career Pathways model. Career Pathways is embedded in Ohio's Web-based Professional Registry housed at opdn.org. Career Pathways uses a point system to advance through six levels of professional recognition from entry level to highly educated and trained

professionals with advanced postsecondary degrees. Points are weighted toward formal credit-bearing education and credentials, but also include ongoing professional development and experience. For example, Career Pathways Level 4, is closely aligned with a bachelor degree and may be used to meet the administrator qualification at Tier 3. Career Pathways Model for Ohio Early Childhood & Afterschool Professionals is found in Appendix Attachment B4.

In addition to formal education, 20 hours of ongoing State-approved professional development is required every 2 years, regardless of the level of formal education. This professional development must be aligned with Ohio's Early Childhood Core Knowledge and Competencies as discussed in Section VI(D).

### **Family Engagement Strategies**

Family engagement strategies are currently embedded in two of the current SUTQ categories. Indicators in the Administrative Practices category require programs to conduct self-assessments using the PAS. Family Communication and Family Support and Involvement are two areas addressed in the PAS. Programs are required to complete a Quality Improvement Plan using the results of the annual self-assessment. At Tier 3, family input must be included in the development of program goals. Additionally, research indicates that programs that provide higher levels of benefits and compensation, as demonstrated in the Administrative Practices category, are more likely to retain qualified staff. Consistent staff are essential in the development of high-quality staff/child interactions and the building of family partnerships. This is especially true for high-needs children who benefit from the outcomes produced by quality partnerships between the adults in their lives. As described above, Early Learning indicators also address family engagement.

ODJFS licensing requirements include unlimited parental access. A parent handbook is required which describes the additional ways parents are involved in the program.

### **Health Promotion Practices**

Health promotion practices are included in ODJFS licensing regulations. Programs must demonstrate compliance with these regulations in order to participate in SUTQ. These regulations include nutrition requirements, physical safety in the environment, medication administration, physical activity, prevention of communicable disease, first aid knowledge, child abuse recognition and prevention, and completion of an annual child medical by a health professional. Additionally, programs must align daily practices with the Early Learning Program

Guidelines at Tiers 2 and 3, which include health promotion practices. SUTQ also requires developmental screenings completed within 60 days of enrollment and annually thereafter at Tiers 2 and 3. Referral is required as needed within 90 days.

### **Effective Data Practices**

The collection of data, both program level and child level, is required throughout the CAS as described previously. Data is used to develop a program Quality Improvement Plan, identify professional development needs for early childhood educators and inform instruction.

Tier 3 programs collect child-level data as part of the required ongoing assessment process. Results are shared with families, typically during a family conference. Input is gathered from each family in order to develop individual goals for their child's future learning and development.

The SUTQ database and management system holds information about individual programs. This includes the program's current rating, rating history and provides information about attainment of indicators that are required in the next highest tier. This information assists the program in quality improvement planning. It provides a guide for identifying professional development and technical assistance needs that would help the program achieve the next higher tier.

Currently, the SUTQ database and management system collects data and provides management and monitoring functions indicated below.

- Verification visit report
- Nineteen real-time data reports covering all aspects of SUTQ including tracking tools for monitoring staff
- Caseload management tool for monitoring staff
- Combined workload tracker that includes initial and renewal applicants
- Quality Achievement Award (QAA) Journal – an automated tool that calculates the monetary award for each program once a rating has been achieved
- Query component for additional specialized data requests as needed
- Application submission status
- Linkage to ODJFS licensing system to verify compliance with licensing requirements.

Data are also collected through Ohio's Professional Registry, which is managed by the Ohio Child Care Resource and Referral Association (OCCRRA). Early Childhood Educators in

SUTQ-rated programs enter their professional information via the Web-based Professional Registry at opdn.org. This information is accessible to SUTQ monitoring staff to verify administrator and teacher qualifications and track an individual's professional development. It also provides statewide data about the education and experience level of early professionals working across multiple settings. In addition, opdn.org houses a statewide system for the posting of and registration for professional development opportunities. Data from this system include related supply and demand information, and a feature that automatically updates data for professionals when professional development is completed.

Although SUTQ currently addresses all elements as defined in Program Standards, Ohio will improve SUTQ Program Standards by explicitly adding Family Engagement and Health Promotion categories and the addition of eligibility for participation of small family child care homes, as identified in the high-quality plan. Additionally, high-quality plans related to VI(C) and VI(E) will influence SUTQ and be incorporated into the overall revision of SUTQ Program Standards.

Table (B)(1)-1 below provides a summary of all program standards currently in use in the State of Ohio. These standards apply to programs based on the regulatory authority established by the Ohio Legislature. In addition, some programs standards are imposed as a result of funding requirements.



<b>Table (B)(1)-1: Status of all Program Standards currently used in the State</b>							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	<b>Program Standards Elements</b>						
	<i>If the Program Standards address the element, place an "X" in that box</i>						
	<b>Early Learning and Development Standards</b>	<b>Comprehensive Assessment Systems</b>	<b>Qualified workforce</b>	<b>Family engagement</b>	<b>Health promotion</b>	<b>Effective data practices</b>	<b>Other</b>
Standards of Care and Teaching for Ohio's Infants and Toddlers • SUTQ rated programs	X	X	X	X	X	X	
Early Learning Program Guidelines • Public Preschool • Preschool Special Education • SUTQ rated programs	X	X	X	X	X	X	

**VI(B)(1)(b) Quality Rating and Improvement System Reflects Program Excellence Commensurate with Nationally Recognized Standards**

The SUTQ Program Standards are organized in clearly defined tiers of increasing quality based on nationally recognized standards. The indicators at Tier 3 are aligned in essential areas with nationally recognized standards of the National Institute for Early Education Research (NIEER), Head Start, and the National Association for the Education of Young Children (NAEYC). The alignment of SUTQ with these key national standards is outlined in Appendix Attachment B5. With the revision of SUTQ Program Standards, Ohio will move to a five-level system, providing a more gradual improvement pathway for programs and to encourage and support participation of all programs.

As discussed in Section VI(B)(5), research conducted by The Ohio State University validates meaningful differentiation between SUTQ Tier levels. While there is meaningful differentiation between Tier levels, moving from Tier 1 to Tier 2 is the most difficult step for programs to undertake. Indicators in Tier 1 were intended to be minimal in order to encourage programs to start down the path of improving quality. Tier 2 indicators require significant financial investment and administrative commitments to ensure that management, planning, evaluation, curriculum, and comprehensive assessments are in place.

With this understanding, Ohio will create a new Tier 2 that incorporates indicators that bridge the gap between Tier 1 and the existing Tier 2. This will provide a more gradual and realistic step for programs to achieve. Ohio will move to a five-tier structure in concert with the overall revision of SUTQ Programs Standards. This work is described in the High-Quality Plan.

**VI(B)(1)(c) Quality Rating and Improvement System linked to State Licensing System for Early Learning and Development Program**

SUTQ Program Standards are built on the foundation of ODJFS licensing requirements. The licensing requirements include environments and practices that promote health and safety and assure children are protected from harm. ODJFS has identified specific licensing requirements that, if violated, pose the greatest risk of harm to children. These requirements are known as Serious Risk Non-Compliance (SRNC) rules. Programs must attain full compliance with SRNC rules prior to application for a tier rating. Once rated, progressive sanctions are applied if a program violates a SRNC rule. Sanctions progress from a warning, to suspension, to removal of a tier rating. The Star Rating Progressive Sanctions matrix describes the sanctions (Appendix Attachment B6). Additionally, programs that maintain a tier rating, as verified by on-

site monitoring visits and compliance with SRNC rules, may receive only one licensing inspection per year.

The SUTQ data base and management system are linked to the licensing data base. Violations of SRNC rules of tier-rated programs are automatically provided to SUTQ staff so that appropriate sanctions can be immediately applied. Compliance with health and safety regulatory requirements will continue to be linked to SUTQ as it expands to school-based programs and to small family child care homes.

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### **References**

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Helburn, S. et al., May 1995. Cost, Quality, and Child Outcomes in Child Care Centers: Key Findings and Recommendations, *Young Children*, 50(4): 40-44.

**SECTION VI. SELECTION CRITERIA**

**CORE AREAS – SECTIONS (A) AND (B)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

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**Section VI. Selection Criteria**

**Core Areas -- Sections (A) and (B)**

*States must address in their application all of the selection criteria in the Core Areas.*

**B. High-Quality, Accountable Programs**

**(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System (15 points)**

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System by--

- (a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--
  - (1) State-funded preschool programs;
  - (2) Early Head Start and Head Start programs;
  - (3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;
  - (4) Early Learning and Development Programs funded under Title I of the ESEA; and
  - (5) Early Learning and Development Programs receiving funds from the State's CCDF program;
- (b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and
- (c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).



*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Additionally, the State must provide baseline data and set targets for the performance measure under (B)(2)(c).*

*Recommended maximum response length: 5 pages*

**OHIO'S NARRATIVE RESPONSE TO VI. SELECTION CRITERIA IS FOUND ON THE FOLLOWING PAGES: VI(B)(2)-1 – VI(B)(2)-5.**

## **VI(B)(2) Promoting Participation in the State's Tiered Quality Rating and Improvement System**

The State of Ohio provides care and learning to nearly 30,000 high-needs children in SUTQ-rated programs every day. This accomplishment is a result of focusing efforts on programs serving children through the Child Care and Development Fund (CCDF). By expanding SUTQ to all programs, Ohio will increase the number of rated programs to 2,528 in 4 years, an increase of 1,454 programs. Financial incentives help to offset the cost of providing higher quality care so that parents can afford it. Specific policies and practices will expand participation by:

- Making SUTQ available to school-based programs and to regulated small family child care home providers by revising the SUTQ standards as described in our High-Quality Plan for Promoting Continuous Improvement for Ohio's Learning and Development Programs provided in Section VI(B)(1)
- Continuing financial incentive policies and expanding them to small family child care homes which helps programs improve quality and helps make programs affordable for families
- Requiring State-funded preschool and preschool special education programs to participate as a condition of funding
- Setting program-based targets that double the number of rated programs to 2,528 in 4 years.

Ohio's High Quality Plan for Increasing the Number and Types of Early Learning and Development programs addresses how Ohio will: ensure all types of programs participate in Step Up to Quality; update funding incentives; provide teacher scholarships; target technical assistance, and pilot family incentives for rated programs. Our High-Quality Plan for Increasing the Number and Types of Early Learning and Development Programs Participating in SUTQ is located at the end of Section VI(B).

**VI(B)(2)(a) Implementing Effective Policies and Practices to Have Publicly Funded Early Learning and Development Programs Participate in System**

The State of Ohio has maximized participation in SUTQ by focusing its efforts on Early Learning and Development Programs which are licensed by ODJFS and serve the greatest number of Ohio's young children. Many of these programs receive funding through the CCDF. To reach all publicly funded programs, Ohio will make SUTQ available to small family child care homes and programs licensed by the ODE as addressed in Section VI(B)(1). To further maximize participation of programs in SUTQ, Ohio will:

- Continue QAA for all participating ODJFS-licensed programs and incorporate small family child care homes
- Continue enhanced payments based on tier level for CCDF-funded children, appropriately incorporating small family child care homes
- Require State-funded preschool and preschool education programs to participate as a condition of funding.

Currently, of the 4,294 early learning and development programs licensed by ODJFS, 1,074 (25 percent) hold an SUTQ rating. Of this number, 206 are operated by Head Start programs. Other SUTQ-rated programs include Type-A homes, which comprise for-profit, nonprofit, faith-based, full-day, part-day, and large family child care homes. Overall, Ohio's licensed programs enroll a total of nearly 200,000 children from birth to age 5. Of the nearly 48,600 children, birth to age 5, enrolled in SUTQ-rated programs, nearly 35 percent (17,000 children) are high-needs children whose enrollments are supported in part by CCDF.

In Ohio, 25 percent of licensed early learning and development programs hold an SUTQ rating. Of the 81,000 children enrolled in these SUTQ-rated programs, nearly 36 percent are high-needs children. These 29,045 children come from families that may have limited or no access to learning and development programs that are needed to support early childhood growth.

Early learning and development programs operated by public and nonpublic charter schools do so under the governance of the Ohio State Board of Education and are licensed by ODE. ODE licensed programs include State-funded preschools unless operated by a community-based organization and preschool special education, section 619 of part B of the Individuals with Disabilities Education Act (IDEA), if provided in a classroom setting. This also includes Head Start programs that are operated by schools. ODE licenses 1,422 preschool programs enrolling

54,458 children. Of the total enrollment, approximately 10 percent (5,700 children) are in State-funded preschool programs. Additionally, 50 public school districts report expenditures on early childhood under Title I of ESEA. However, information about the number of programs funded by this source is likely duplicative.

Part C of IDEA provides services to infants and toddlers in the child's natural environment. Ohio utilizes a home visiting model that works primarily with the family in the child's home. Current reliable data is not available regarding the number of either ODJFS or ODE licensed programs that also enroll these children.

Ohio will enhance Early Track, Ohio's home visiting and early intervention data system, to identify any enrolled children who also attend early learning and development programs. This will provide a baseline for further examination.

Because SUTQ for ODJFS-licensed programs is voluntary, two types of financial policies and incentives are in place: QAA or performance payments and enhanced payments for children funded by the CCDF. These policies are described in VI(B)(2)(b) because they also help families afford and maintain high-quality care. These policies will continue for ODJFS-licensed programs, but financial policies will be developed and aligned for new types of settings as they are included in SUTQ.

Because of standards already required of State-funded preschool programs and preschool special education, it is anticipated that these programs will meet the highest levels of the revised SUTQ Program Standards. These programs will be required to participate in SUTQ by July 2014 as a condition of State funding.

#### **VI(B)(2)(b) Implementing Effective Policies and Practices to Help Families Afford and Maintain High-Quality Child Care**

Unless additional funding sources are available to programs, the cost of high-quality care is passed on to parents in the form of higher fees. Two financial incentives are available to programs participating in SUTQ to offset the higher costs associated with higher quality standards.

All SUTQ rated programs receive an annual financial incentive for achieving or maintaining a Tier 1, 2, or 3 rating. This incentive, a QAA, helps to offset the cost of meeting the SUTQ program standards. The QAA is based on the program's tier level, total enrollment and the number of children who are high needs. High needs is defined as children participating



through CCDF funding. For example, the higher the rating, the larger the enrollment and the higher number of CCDF funded children; the greater the monetary incentive through QAA. The Quality Achievement Award Payment Matrix for Centers is provided in Appendix Attachment B7.

In addition, monthly market-based reimbursements for CCDF-funded children are enhanced when programs achieve a SUTQ rating. The enhancement increases to a maximum of 19 percent at the Tier 3 level. The QAA, when coupled with the reimbursement enhancement, encourages programs serving CCDF-funded children to participate in SUTQ and achieve higher Tiers without passing on costs of higher quality care to families.

ODE-funded programs targeting high-needs children do not require a family co-payment. Ohio will test the effectiveness of eliminating family co-payments for CCDF-funded children that enroll in the highest rated programs. A pilot will be created as described in Section VI(B)(4).

**VI(B)(2)(c) Ambitious Yet Achievable Targets for Early Learning and Development Programs**

Ohio will increase the number of programs participating in SUTQ by 1,454 programs over the next 4 years by implementing the policies and high-quality plans referenced throughout Section VI(B).

Table (B)(2)(c) depicts the number of currently rated programs by program type and funding source. It also includes ODJFS-licensed programs that do not currently enroll CCDF-funded children as they also participate in SUTQ and may at any time enroll CCDF-funded children based on parental choice. Current data systems do not provide an unduplicated count, as multiple funding streams are often found in a single program or site. Targets are established for increasing the number and percentage of programs participating in SUTQ. As specified below, Ohio will double the number of tier-rated programs in 4 years to 2,528. Of the 1,074 currently rated ODJFS licensed programs, 1,010 enroll high-needs children either through CCDF or Head Start funding streams.

<b>Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of programs in the State</b>	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		<b>Baseline (Today)</b>		<b>Target- end of calendar year 2012</b>		<b>Target -end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
State-funded preschool <i>Specify:</i>	204 – Districts 332 sites*	0	0%	0	0%	110	33%	220	66%	299	90%
Early Head Start and Head Start <sup>1</sup>	54 grantees including migrant 392 ODJFS licensed sites** 104 ODE licensed sites 496 sites total	206	41.5%	220	44%	240	48%	255	51%	270	55%
Programs funded by IDEA, Part C	Captured in other categories	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Programs funded by IDEA, Part B, section 619	335 entities 493 sites*	0	0	0	0	49	10%	123	25%	246	50%
Programs funded under Title I of ESEA	Captured in other categories	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Programs receiving funds from CCDF and licensed by ODJFS	2,074**	804	39%	850	41%	933	45%	1,016	49%	1,050	51%
Small family child care homes receiving funds from CCDF	6,600	0	0	0	0	0	0	160	1%	330	2%
Programs not receiving funds from CCDF and licensed by ODJFS	2,220	270	12%	288	13%	311	14%	322	14.5%	333	15%

**Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System**

*\*State Funded Preschools and Part B may be duplicated data for district numbers and site numbers.*

*\*\*Head Start Sites and Programs receiving CCDF funds may have duplicated data for site numbers.*

**State Funded Preschools:** Actual number reported. Methodology used: FY11 Site Data Report for Early Childhood Education Programs

**Early Head Start and Head Start:** Actual number reported. Methodology used: number of sites derived from Ohio Child (Ohio Department of Education's licensing system) and Ohio Department of Job and Family Services Licensing Record Childcare data information system (CCDIS)

**Programs funded under IDEA Part C:** Part C funding is used to provide services in the child's natural setting, primarily in the child's home.

**Programs funded under IDEA Part B, section 619:** Actual numbers. Number of sites includes Districts, Educational Service Centers (ESC) and County Board of Developmental Disabilities. Methodology used: numbers taken from EMIS reporting for FY10 as well as the PSE unit funding web-based application and DD reporting.

**Programs funded under Title I of ESEA:** Estimated number reported. Methodology used: Districts are not required at this time to report the number of sites used specifically for Early Learning in EMIS. EMIS Report for Title I which was separated by usage code.

**Program receiving CCDF funds:** Actual numbers reported. Methodology used: Report run on number of centers reported as of September 2011 Childcare data information system (CCDIS)

**Small family child care homes:** Actual numbers reported. Methodology used: Report run on number of centers reported as of September 2011 Childcare data information system (CCDIS)

**Programs not receiving CCDF funds - licensed by ODJFS:** Calculated from total licensed programs minus programs receiving CCDF funds.



**SECTION VI. SELECTION CRITERIA**

**CORE AREAS – SECTIONS (A) AND (B)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

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**Core Areas -- Sections (A) and (B)**

*States must address in their application all of the selection criteria in the Core Areas.*

**B. High-Quality, Accountable Programs**

**(B)(3) Rating and monitoring Early Learning and Development Programs (15 points)**

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

Providing 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) and making 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.

*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Recommended maximum response length: 5 pages*

**OHIO'S NARRATIVE RESPONSE TO VI. SELECTION CRITERIA IS FOUND ON THE FOLLOWING PAGES: VI(B)(3)-1 – VI(B)(3)-5**



### **VI(B)(3) Rating and Monitoring Early Learning and Development Programs**

The State of Ohio takes pride in the strength of its Step Up To Quality (SUTQ) rating and monitoring system and the transparency in licensing and rating information available to parents. SUTQ verification visits are conducted annually on site for each program and in each classroom in comparison to states that conduct only desk reviews. Compliance information is readily available to parents via the web and posted in programs. With the expansion of SUTQ to all programs and the enhancements described in SUTQ Program Standards in Section VI(B), Comprehensive Assessment System in Section VI(C), and Measuring Outcomes and Progress in Section VI(E), Ohio will revise its rating and monitoring system to make meaningful information about the progress of children available to parents. In addition, Ohio will create a single licensing system to ensure that all parents have consistent information across settings. Ohio will:

- Identify appropriate standardized and reliable tools that align with the revised SUTQ Program Standards and determine appropriate frequency of use by monitors
- Continue to use Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS) in the external evaluation to validate the consistency of ratings and for use in technical assistance with programs (described in more detail in the High-Quality Plan for Supporting Standards and Assessments
- Align frequency of monitoring visits with evidence on best practices
- Require County Departments of Job and Family Services to provide information on rated programs to families applying for Child Care and Development Fund (CCDF) child care assistance
- Develop new program reports for parents that provide information on school readiness outcomes
- Create a single licensing system.

#### **VI(B)(3)(a) Using Valid and Reliable Tool for Monitoring Programs**

The State of Ohio will use the rating and monitoring system described below for all programs currently rated while work progresses on the revisions or enhancements addressed in Sections VI(B), VI(C), and VI(E). We will build on this system as the re-design work progresses, and we will identify standardized and reliable tools that align with revised SUTQ Programs' Standards. The frequency of monitoring visits will be explored and adopted based on best practice and realistic schedules. As discussed in Section VI(B)(5), Ohio uses ERS and CLASS as

part of the external validation of SUTQ. Ohio will continue to follow this practice which provides information on structural quality and teacher/child interactions at each tier of the rating system. These results indicate that Ohio's current SUTQ Program Standards are linked to progressively higher scores in alignment with higher ratings. ERS and CLASS are used in Ohio's technical assistance process for quality improvement planning, but are not currently scored as part of the rating.

### **Current SUTQ Rating and Monitoring System**

The design of SUTQ on-site verification process is based on the Federal Head Start Program Review Instrument for Systems Monitoring (PRISM). Twelve monitoring staff who are experienced in licensing regulation and possess background in early childhood education and child development conduct annual on-site verification visits. Verification visits incorporate a three-pronged approach:

1. Direct observation of each classroom
2. Administrator and teacher interviews
3. Review of the written documentation.

All SUTQ monitoring processes are automated and are part of the SUTQ database and monitoring system. This system provides monitoring staff with a virtual office on laptop computers. Staff members complete a verification visit report as each indicator of the SUTQ Program Standards is verified. Automated observation tools are used to guide and document classroom observations. The observation tools are based on Ohio's Early Learning and Development Standards for infants, toddlers, and preschool age children. The tools record the observed alignment of age appropriate practices with the standards. The completed SUTQ Verification Report (Appendix Attachment B8) is synchronized via the web to the mainframe system at the Ohio Department of Job and Family Services (ODJFS). As a result, management staff and monitors have access to up-to-date, real-time data. In addition, teacher qualifications and ongoing professional development are submitted by teachers and administrators through Ohio's Professional Development Registry and used during the verification process.

**Classroom Observation** – During the verification visit, every classroom is observed by the monitoring staff. The designated environment scan is used to record observations of child/teacher interaction, teacher practices, materials in the classroom, and overall physical environment. The length of time spent in each classroom and the depth to which observations are

recorded increases as the tier level increases. At Tier 1, the observation lasts approximately 15 minutes per classroom, and at Tier 3, it is a minimum of 30 minutes.

**Interview Process** – Monitoring staff conduct interviews based on an interview protocol and questions with all lead teachers and the center administrator. Interview responses are recorded. The purpose of the teacher interview is to provide monitoring staff with information about the teacher’s curriculum planning and ongoing assessment process. Interview questions increase in detail as the tier level increases. The purpose of the administrator interview is to provide a clear understanding of the programs policies and systems that enable the program to meet and maintain the indicators in the SUTQ Program Standards.

**Documentation Review** – Programs are required to compile all written documentation needed for verification in an Evidence Portfolio. Once monitoring staff review and verify all required documentation and complete all classroom observations and interviews, they complete the SUTQ Verification Summary Report. This report is reviewed with the administrator during an exit interview and a copy of the report is provided.

Monitoring staff submit the report electronically with a rating recommendation for a supervisory review. As a measure of consistency, all verification reports undergo a supervisory review before a rating is awarded. As an additional measure of reliability, the supervisor accompanies each monitoring staff on a verification visit at least quarterly.

#### **VI(B)(3)(b) Providing Quality Rating and Licensing Information to Parents**

The Ohio licensing system ensures that information about a program’s record on health and safety standards is readily available to parents. In addition, information about the SUTQ rating is also provided. As Ohio moves to incorporate all programs into SUTQ, we will work to create a single licensing system so that information is available consistently to parents regardless of the setting. This work is already in process. Ohio convened a Regulatory Reform committee in 2010 to make recommendations for a single set of licensing regulations. These recommendations will be incorporated into the design of a single licensing system.

The ODJFS website provides readily accessible information about SUTQ and licensing. Users can search for child care based on specific criteria such as: location, age groups served, accreditation earned, participation in the child care food program, publicly funded child care participation, type of program, and quality rating earned. A program’s licensing history, including inspection dates and types (monitoring or complaints), violations and the program’s

action plan to correct noted violations are posted on the website. Violations of Serious Risk Non-Compliance (SRNC) rules, discussed in Section VI(B)(1)(c), found during a licensing inspection are highlighted in red on the program's compliance report and available on the website.

Programs are required to post their license and non-compliance findings in a place readily available to families at the program. Any SRNC is also printed in red on the posted inspection report. Rated programs that have a SRNC may face sanctions, such as suspension or removal of their rating (Attachment B6).

The website includes detailed information about SUTQ, and information targeted to families searching for care is posted. The following are available to families:

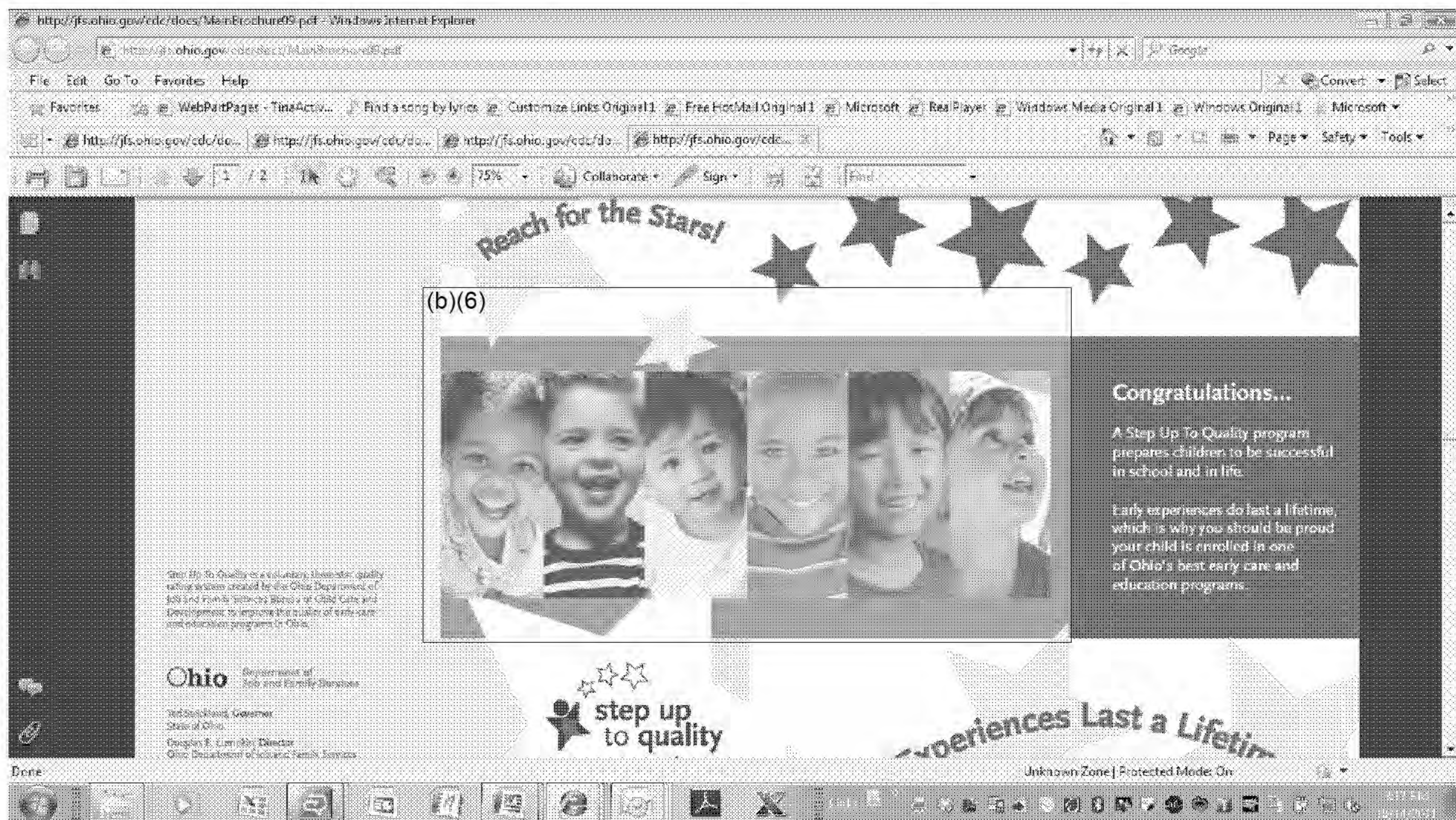
- Family brochures explaining SUTQ and the benefits of quality (also available in Spanish)
- Fact sheets explaining SUTQ Program Standards and indicators for each tier level and why they have been included in SUTQ
- General information brochure on SUTQ
- Public Service Announcement (PSA).

The PSA aired on multiple public broadcasting channels across the state. All of the printed materials have been designed in clear, easily understood language and formats, so they can be used by all families to help guide them as they are making enrollment decisions for their children.

Families using Ohio's system of child care resource and referral agencies receive information on the program's rating level when they speak with child care referral specialists. County Departments of Job and Family Services will be required to provide parent brochures and a list of rated programs when families apply for CCDF child care. Throughout the materials available to parents, the consistent message is "Early Experiences Last a Lifetime." This tag line is used on all marketing materials to reinforce Ohio's message that the choices families make regarding the care of their children in the early years of their lives lay the foundation for future success. The logo for SUTQ uses stars to indicate tier level. As higher levels are achieved, the corresponding number of stars is filled in. Figure VI(B)(3)-1 provides an example of an SUTQ marketing brochure available online to parents.

Programs that have achieved a rating receive the following marketing materials: a large banner to display outside their program, a framed poster, an SUTQ certificate, and a media kit. The media kit includes sample letters that programs can use to inform parents, community





**Figure VI(B)(3)-1. Our SUTQ website provides rating and licensing information as well as marketing brochures to assist families enrolled in and/or selecting Early Learning and Development Programs.**

leaders and others about the SUTQ rating, sample press releases announcing the program's achievement, and graphics of the SUTQ logo to be used for marketing purposes.

Ohio will create a new report targeted to parents. This report will provide information about the program's success in producing child outcomes related to the school readiness domains. This will evolve in concert with implementation of the overhaul of all the SUTQ related system components.



**SECTION VI. SELECTION CRITERIA**

**CORE AREAS – SECTIONS (A) AND (B)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

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**Section VI. Selection Criteria**

**Core Areas -- Sections (A) and (B)**

*States must address in their application all of the selection criteria in the Core Areas.*

**B. High-Quality, Accountable Programs**

**(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (20 points)**

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

- (a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);
- (b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services); and
- (c) Setting ambitious yet achievable targets for increasing—
  - (1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and
  - (2) 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 Tiered Quality Rating and Improvement System.

*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).*

*Recommended maximum response length: 5 pages*

**OHIO'S NARRATIVE RESPONSE TO VI. SELECTION CRITERIA IS FOUND ON THE FOLLOWING PAGES: VI(B)(4)-1 – VI(B)(4)-7**

#### **VI(B)(4) Promoting Access to High-Quality Early Learning and Development Programs for Children with High Needs**

The State of Ohio set an ambitious target to serve more than 49,000 high-needs children (birth-kindergarten entry) in the highest rated SUTQ programs by 2015. More than 12,000 high-needs children (birth-kindergarten entry) are enrolled in highly rated programs today. Ohio has always understood and demonstrated, through its policies and practices, that there is a direct correlation between a program's ability to meet quality standards and the amount of funding available to them. Ohio has been committed to providing programs with increased resources to maintain and/or increase quality levels. Ohio will continue policies that have proven to be effective and to pilot others to directly match high-needs children with the high-quality settings from which they can benefit. To achieve this goal Ohio will:

- Provide performance payments to programs based on the rating level
- Increase teacher qualifications through scholarships for college coursework that lead to degrees
- Expand professional development opportunities through web-based modules
- Target technical assistance to programs serving high concentrations of high-needs children
- Provide access to health promotion and early childhood mental health consultants that support programs with meeting new program quality standards
- Pilot the elimination of co-payments for families under the Federal Poverty Guidelines that enroll in Tier 2 or 3 programs
- Pilot financial incentives that increase the number of high-needs children being served in programs that are currently rated at a Tier 2 or 3 level.

#### **VI(B)(4)(a) Developing/Implementing Policies and Practices that Provide Support and Incentives for Continuous Improvement**

The State of Ohio provides currently rated programs with financial incentives and performance payments, professional development opportunities, scholarships and technical assistance to support each program's continuous improvement process. Ohio will maintain or increase the existing supports and target-specific supports to focus on increasing access to programs that have already met high-quality standards in SUTQ. Web-based professional development will be created to make training more readily available as outlined in Section



IV(C)(2). To assist Tier 1 programs, for small family child care home providers and programs that are interested in becoming rated, the availability of associate degree scholarships will be increased so that teachers and administrators can meet educational qualifications for highly rated programs. Technical assistance will be targeted to programs serving high concentrations of high-needs children in an effort to support achievement of higher tiers. Health promotion and early childhood mental health consultants will be available to support programs with their ability to meet revised SUTQ program standards and to facilitate the use of expanded early learning and development content standards for physical well being and health, social-emotional development and approaches to learning.

**Financial Incentives and Supports.** All SUTQ rated programs receive an annual performance payment for achieving or maintaining a Tier 1, 2, or 3 rating. This payment, called a QAA, helps to offset the cost of meeting the SUTQ program standards. The QAA is based on the program's tier level, total enrollment and the number of children who are high needs. High needs is defined as children participating through Child Care and Development Fund (CCDF) funding. For example, the higher the rating, the larger the enrollment and the higher number of CCDF-funded children; the greater the monetary incentive through QAA. The Quality Achievement Award Payment Matrix for Centers is provided in Appendix Attachment B7.

Ohio is one of only two states in which the amount of monetary award is aligned with rating level, program type, size of program, and the number of high-needs children, as defined for children receiving CCDF support. This framework will incorporate small family child care homes not currently participating in SUTQ and the movement to a five-level SUTQ system. Programs that will be required to participate as a condition of funding will not receive an annual QAA as those programs currently are required to meet higher standards.

Ohio is one of 11 states providing programs with a monetary award and one of 6 states offering the incentive annually. The framework for determining the award amount is based on an analysis of the cost per child to meet the standards at three levels of quality beyond licensing standards.

The QAAs must be used for program improvement or to maintain higher standards such as ongoing professional development. Approved categories include: critical repairs, classroom supports, professional development, and staff compensation. Documentation of expenditures is reviewed, and onsite verification of expenditures is completed on a sample of programs.

In addition, monthly market-based reimbursements for CCDF-funded children are enhanced when programs achieve a SUTQ rating. The enhancement increases to a maximum of 19 percent at the Tier 3 level. Ohio will adjust this enhancement as a five-level SUTQ system is implemented.

**Professional Development.** Professional development is provided free of charge or at a low cost to program administrators and teachers who are participating in SUTQ along with those who plan to participate. Modules are available free of charge on Ohio's Infant and Toddler Guidelines and Pre-Kindergarten Content Standards. Professional development is provided by Child Care Resource and Referral (CCR&R) agencies statewide in partnership with ODJFS. The Ohio Department of Education (ODE) also offers professional development opportunities through regional State Support Teams. The training opportunities are posted on OPDN.org. QAA awards may be used to offset the cost of professional development.

Ohio will expand the availability of professional development by producing high-quality web-based learning modules. Supports for this effort are explained in Sections IV(C)(1) and VI(C)(2). Once the content standards are expanded and aligned, Web-based modules addressing the learning and development of infants, toddlers and preschools will be developed. At least 10 hours of training on these Early Learning Standards are required for initial entry into SUTQ. Providing these modules in a web-based format will increase the speed in which programs can achieve an initial SUTQ rating and reduce costs to programs. Web-based training will support the entry of small family child care providers, who often work long hours to accommodate parent schedules, into the SUTQ rating system.

**Scholarships.** Teachers who are employed in rated programs are eligible to receive scholarships to obtain an associate degree in early childhood education. The Teacher Education And Compensation Helps (T.E.A.C.H.) Early Childhood scholarship program is operated by the Ohio Child Care Resource and Referral Association through CCDF and private sector funding. T.E.A.C.H. provides assistance with the cost of tuition, books and release time. T.E.A.C.H. works with the teacher's employer to provide release time to attend class and complete coursework. In return the teacher commits to maintain employment with the program after the scholarship ends. After each year of successful course completion, the teacher receives a bonus or raise. Ohio will increase the number of scholarships available to Tier 1 programs in order to

assist them in meeting a Tier 2 rating. In addition, Ohio will provide scholarship to small family child care providers in order to prepare them for entry into SUTQ and achieve higher ratings.

**Technical Assistance.** The State of Ohio provides technical assistance free of charge to programs seeking to achieve a Tier 2 SUTQ rating. This support is provided by Ohio's CCR&R network. It includes an analysis of the program's current alignment with the SUTQ Program Standards. The analysis may also include conducting Program Administration Scale and Environment Rating Scale assessments. A Quality Improvement Plan (QIP) is developed in conjunction with the administrator. Administrators and teachers will be linked with appropriate professional development as indicated in the QIP. Ohio will continue to provide this technical assistance and target programs serving high concentrations of high-needs children.

In addition, the State of Ohio will provide access to health promotion and early childhood mental health consultants to Tier 2 and Tier 3 programs. This will assist them in preparing to meet revised standards at the Tier 4 and Tier 5 level and enhance their ability to meet the comprehensive needs of high-needs children.

**VI(B)(4)(b) Providing Support to Help Working Families with Children with High Needs to Access High-Quality Early Learning and Development Programs**

Rated programs cover the continuum of settings and services that meet the needs of working families. By expanding to small family child care homes, options for working families will increase, especially for those working non-traditional hours. The State of Ohio will also pilot the elimination of family co-payments when families choose highly rated programs to determine if this is a significant driver to high-quality programs.

Currently, rated programs offer families high-quality care in a variety of settings. Program types include full- and part-time programs operating both year round and partial year. Care also is available to families that work non-traditional hours, including evening and weekend hours. As small family child care homes are included in SUTQ, more non-traditional hour high-quality care will be available for working families. Rated Head Start programs are good examples of programs that provide additional supports to families. Many rated Head Start programs provide transportation to and from the facility, especially in rural areas, and additional family supports. Head Start programs often provide full-day or extended hours of care through CCDF for working families. Additional supports to families may



include participation in Child and Adult Food Care Program (CAFCP) ensuring that meals and snacks meet appropriate nutritional standards.

Ohio will create a pilot to encourage more families with high-needs children to choose high-quality care. The pilot will eliminate co-payments for CCDF funded child care when families choose a Tier 2 or Tier 3 program. The pilot will include families with incomes below the Federal poverty guidelines. The results will inform future co-payment policies.

#### **VI(B)(4)(c) Setting Ambitious, Achievable Goals**

By 2015, Ohio will move 1,257 programs to the highest levels within the revised SUTQ tiers. As a result an additional 37,000 high-needs children will participate in high-quality Early Learning and Development Programs for a total of 49,000 children. As described in Section VI(B)(5), independent research validates that the current Tier 2 and Tier 3 rated programs are high-quality. As Ohio implements a five-level system, it is anticipated that the new Tiers 3, 4, and 5 will be validated to align with high-quality results.

Below are the performance measures that have been developed by tier level in Table (B)(4)(c)(1) and by children and setting in Table (B)(4)(c)(2). As noted earlier in Section IV(B)(2), over the course of this grant period, Ohio will be moving from a three-tier to a five-tier system. High-quality programs are currently defined as Tier 2 and Tier 3 programs. Once the five-tier system is implemented, Tiers 3, 4, and 5 will be considered high-quality.

<b>Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the Top Tiers of the Tiered Quality Rating and Improvement System.</b>					
	<b>Baseline (Today)</b>	<b>Target-end of calendar year 2012</b>	<b>Target-end of calendar year 2013</b>	<b>Target-end of calendar year 2014</b>	<b>Target-end of calendar year 2015</b>
<b>Total number of programs covered by the Tiered Quality Rating and Improvement System</b>	1,074	1,358	1,643	1,986	2,528
<b>Number of programs in Tier 1</b>	548	679	450	375	425
<b>Number of programs in Tier 2</b>	320	405	375	400	520
<b>Number of programs in Tier 3</b>	206	274	338	590	713
<b>Number of programs in Tier 4</b>	N/A	N/A	270	375	500
<b>Number of programs in Tier 5</b>	N/A	N/A	210	246	370

*Include a row for each tier in the State's Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier.*

*[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information. Also, if applicable, describe in your narrative how programs participating in the current Tiered Quality Rating and Improvement System will be transitioned to the updated Tiered Quality Rating and Improvement System.]*

The baseline data are actual figures. The methodology used to collect the data was based on the SUTQ database based on the October 2011 figures. The highest level tier is Tier 5 and the lowest level tier is Tier 1. New Tiers 4 and 5 will be implemented in 2013. Through 2012, the highest tier is Tier 3.

**Performance Measures for (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 Tiered Quality Rating and Improvement System.**

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify:</i>	5,700	0	0	0	0	1,881	33%	3,762	66%	5,130	90%
Early Head Start and Head Start	39,383	4,711	12%	6,304	16%	9,850	25%	15,760	40%	21,670	55%
Early Learning and Development Programs funded by IDEA, Part C	Numbers included in the other settings	0	0	0	0	0	0	0	0	0	0
Early Learning and Development Programs funded by IDEA, Part B, section 619	23,336	0	0	0	0%	2,333	10%	5,834	25%	11,668	50%
Early Learning and Development Programs funded under Title I of ESEA	Numbers included in the other settings	0	0	0	0	0	0	0	0	0	0
Early Learning and Development Programs receiving funds from the State's CCDF program and licensed by ODJFS	47,920	7369	15%	7,667	16%	8,146	17%	8,625	18%	9,639	20%
Other <i>Describe: Small family child care homes receiving funds from CCDF</i>	15,000	0	0	0	0	0	0	480	3%	990	6%

*[Please list which tiers the State has included as “top tiers,” indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information.]*

The top tiers are considered the existing Tiers 2 and 3 for the first 2 years of the grant period. For the second 2 years of the grant period we will add Tiers 4 and 5; therefore, the top tiers for these years will be Tiers 3, 4, and 5.

Baseline data are as follows:

- **State-funded preschool:** EMIS ECE Child Count (October K)FY11 (actual funded number)
- **Early Head Start and Head Start:** Region 5 ACF (Administration for Children and Families, Health and Services)2011 (actual number of funded enrollment)
- **Part B, section 619 data:** EMIS Child Count Report FY10 (actual)
- **Part C, IDEA:** Funding is used to provide services in the child’s natural setting, primarily in the child’s home
- **Title 1:** Consolidate State Performance Report 2010 (actual number reported to receiving services through Title 1)
- **Programs receiving CCDF funds in licensed programs:** CCDIS-FY2011 numbers are estimated and not final until October 31, 2011 - children birth to kindergarten entry
- **Small family child care homes receiving CCDF funds:** CCDIS-FY2011 numbers are estimated and not final until October 31, 2011 - children birth to kindergarten entry

Children may participate in multiple programs therefore numbers of children reported may be duplicated.

Ohio is poised to use its strong implementation capabilities and experiences to transform SUTQ for all settings and most importantly, to serve the children most in need of stable, high-quality settings. Once and for all, Ohio will have a common definition of what quality is and will have common tools that provide parents with consistent information regarding the options available to them and the results that those programs are achieving.



**SECTION VI. SELECTION CRITERIA**

**CORE AREAS – SECTIONS (A) AND (B)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section VI. Selection Criteria**

**Core Areas -- Sections (A) and (B)**

*States must address in their application all of the selection criteria in the Core Areas.*

**B. High-Quality, Accountable Programs**

**(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System (15 points)**

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

- (a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and
- (b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Recommended maximum response length: 5 pages*

**OHIO'S NARRATIVE RESPONSE TO VI. SELECTION CRITERIA IS FOUND ON THE FOLLOWING PAGES: VI(B)(5)-1 – VI(B)(5)-4**

## **VI(B)(5) Validating the Effectiveness of the State Tiered Quality Rating and Improvement System**

The State of Ohio has evidence that our highly rated programs within Step Up To Quality (SUTQ) produce strong child outcomes and better results. Since the inception of SUTQ, the Ohio Collaborative at The Ohio State University (OSU) has performed three separate independent evaluations focusing on different questions with each review. These independent evaluations validate that tier levels correspond with increasingly higher scores on standardized tests and reliable measures of program quality and teacher-child interactions. Child outcomes on standardized math and literacy screenings and assessments are improved in higher-rated programs. A blend of academic and social-emotional tools used in a third-party independent evaluation revealed that the highest-rated programs produced the most compelling, comprehensive school readiness results, even when controlled for family characteristics, including income and the child's age, gender, and race. This review incorporates parental permission for information on their child's current kindergarten readiness screen. The State of Ohio will continue its independent evaluation and re-validate SUTQ's new standards and tiers. In addition, we will build upon the existing child outcomes evaluation as SUTQ is revised. As outlined in Section VI(E)(2), the State of Ohio will increase its capacity to collect relevant child and program data that can be analyzed through an external process, thereby increasing our sustainability for future evaluations.

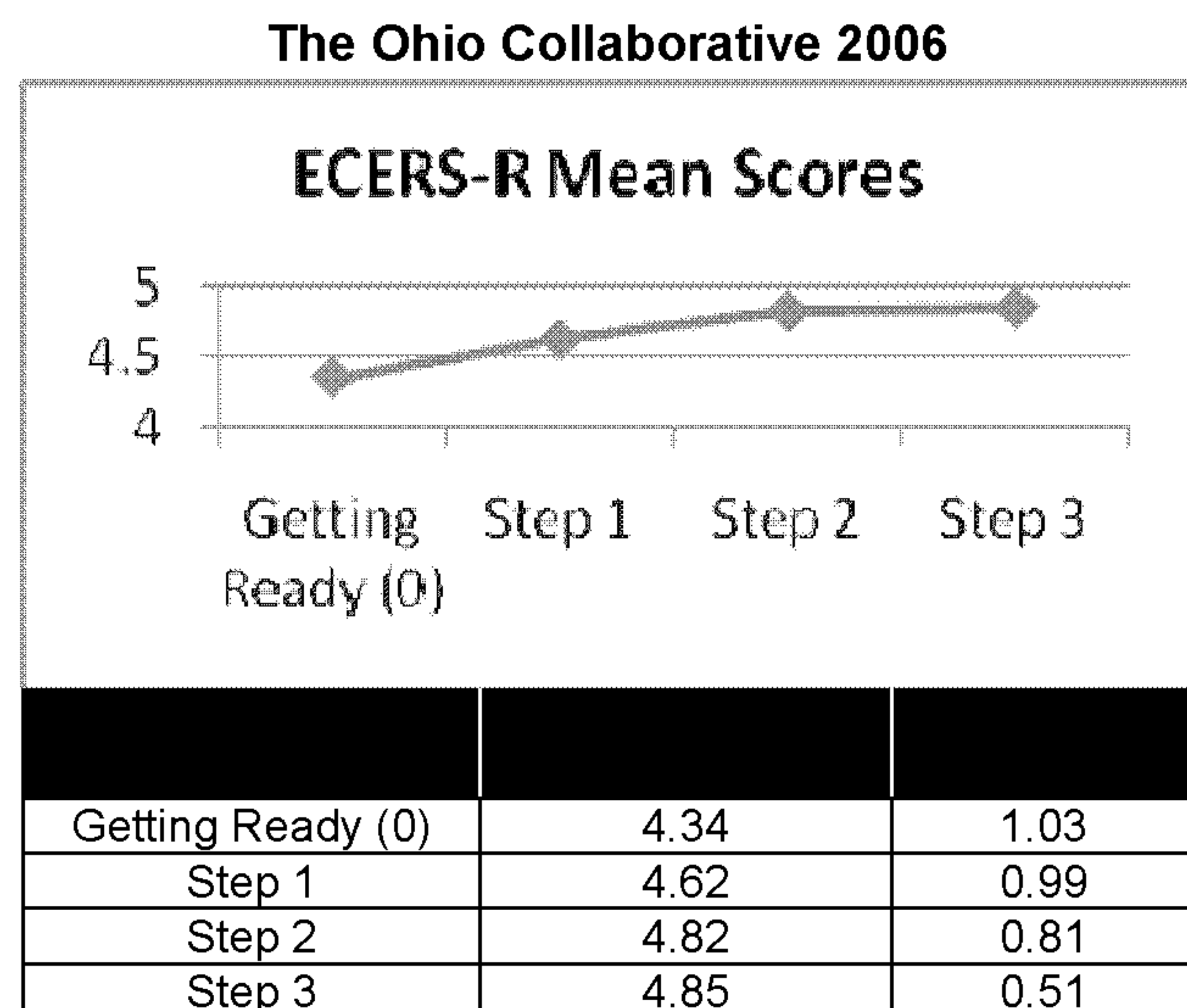
### **VI(B)(5)(a) Validation Using Research-Based Measures**

The State of Ohio engaged researchers at the Ohio Collaborative at OSU to provide an independent evaluation that began in 2005 and has included three separate reviews. The Ohio Collaborative is a research and policy analysis center committed to conducting and disseminating research that can improve schools and the lives of children and families. The Ohio Collaborative is guided by the policy and research questions that face major State entities such as the Ohio Legislature and the Governor's Office, the Ohio Department of Education (ODE), the Ohio Department of Job and Family Services (ODJFS), and the Ohio Board of Regents.

The first independent evaluation examined the following questions: "Is there a relationship between a SUTQ quality rating and quality as measured by the Early Childhood Environment Rating Scale-Revised (ECERS-R), and is there any relationship between the ECERS-R Subscales and differentiated SUTQ rating settings?" The ECERS-R data were

gathered by external evaluators within the Child Care Resource and Referral (CCR&R) system who were trained to reliability by the authors of the ECERS-R and their team. The CCR&R system maintained an inter-rater reliability system with guidelines for the frequency of checks after the completion of every 15 visits.

The evaluation studied programs at all three levels of the rating system and programs that were in a “Getting Ready” category. Getting Ready programs could not be rated because of their licensing compliance history or because they were unable to meet all of the standards at Tier 1. The evaluation found significant differences between those achieving a tier level (1, 2, and 3) and those not achieving a tier level. Additionally at each increased tier level, higher ECERS-R scores were earned by the participating programs, thereby validating the appropriate graduation of Ohio’s standards across tier levels.



This first evaluation also analyzed the relationship between the standards to determine whether one standard was the quality driver or whether it was the combination of the standards selected that worked together to create quality settings. The analysis demonstrated that the standards worked as a whole and that no one indicator (e.g., ratio) drove the tier ratings, again validating that the standards selected by Ohio were meaningful for producing and predicting quality environments.

#### **VI(B)(5)(b) Assessing Using Research Designs and Measures of Progress**

As SUTQ expanded statewide, the focus of the second external evaluation was to begin examining the relationship between child outcomes and star ratings. Using extensive questionnaires, the Ohio Collaborative research team gathered information on the characteristics of participating administrators, teachers, and children (via parent reports). A small subset of classrooms (28) were assessed by the research team using the Early Language and Literacy Classroom Observation (ELLCO) tool and a small subset of children in those classrooms (138) were assessed using Phonological Awareness Literacy Screening (PALS)-PreK; Test of Early Mathematics Ability-Third Edition (TEMA-3); Test of Language Development, Fourth Edition



(TOLD-4); and Get It, Got It, Go! (GGG). Children in these programs with tier ratings of 2 and 3 scored higher on the various outcome measures than children in Tier 1 programs. These findings were consistent across literacy and social/emotional development with scores on some measures reaching statistical significance. In the subsample of observed programs, Tier 2 and Tier 3 programs had consistently higher ELLCO classroom environment scores than programs with Tier 1 ratings.

In addition to the use of these standardized tools, parents were asked about their perceptions of their child's skills. Parents in Tier 3 programs rated their children significantly higher on social/emotional outcomes like "executive functioning" and "independence/maturity" than parents of children in non-rated programs or those with children in lower-tiered programs within SUTQ.

The third independent evaluation of SUTQ was completed in 2011 with the most compelling linkages to child outcomes to date. The primary question was, "To what extent are SUTQ ratings associated with teacher instructional practices and children's social, behavioral, and pre-academic skills?" Two teachers and five children from each classroom in 36 randomly selected SUTQ rated programs (12 at each of the three quality rating tiers) were assessed by researchers from the Ohio Collaborative. Controlling for family characteristics and children's age, gender, and race, children in Tier 3 Programs performed better on measures of literacy and math based on standardized tools and exhibited fewer problem behaviors based on teacher reports. The blend of academic, social, and emotional tools provided Ohio with the most comprehensive picture of a child's learning and development and expanded our ability to link to a more comprehensive definition of school readiness. Exhibit VI(B)-1 lists the measures on which programs with a Tier 3 rating scored significantly higher than programs at lower levels within the TQRIS or those not rated at all. The study also included a geographically matched sample of 12 non-rated programs. The Ohio Collaborative found that rated programs scored significantly higher than non-rated programs on many of the teacher quality and child outcome measures.

**Exhibit VI(B)-1. Our independent evaluation showed that Tier 3-rated programs have statistically significant results compared with Tier 2 programs.**

Teacher Instructional Practices	Early Childhood Environmental Rating Scale-Revised (Environment)	✓
	Classroom Assessment Scoring System-Emotional Support	✓
	Classroom Assessment Scoring System-Classroom Organization	✓
	Classroom Assessment Scoring System-Instructional Support	✓
	Early Learning Literacy Classroom Observation (Classroom Literacy)	✓
Child Outcomes	Peabody Picture Vocabulary Test (Vocabulary)	✓
	Phonological Awareness Scale-PreK (Literacy)	✓
	Woodcock-Johnson III Math subtests (Math)	✓
	Ages and Stages – Social Emotional (Parent Report Social-Emotional)	✓
	Social Skills Improvement System Rating Scale (Teacher Report Social-Emotional)	✓
Teacher Perspectives	Teacher Modernity Scale (Child-Centered Perspectives)	✓
	Instructional Time: Math	✓
	Instructional Time: Reading	✓

As part of the third evaluation performed, permission was gathered from parents to link the child data gathered in this study to the child’s results on Ohio’s current kindergarten readiness screen, the Kindergarten Readiness Assessment-Literacy (KRA-L). This will allow Ohio, for the first time, to track children from the SUTQ evaluation to screening results. However, data collected through these previous evaluations indicates that the trajectory of child outcomes are consistent with nationally recognized standards for school readiness.

As SUTQ standards and levels are re-adjusted based on the goals outlined throughout this section and application, the State of Ohio will re-validate the levels and standards across all setting types. Our High-Quality Plan for promoting continuous improvement among Ohio’s early learning and development programs was provided previously in Section VI(B)(1). In addition, tracking progress to the kindergarten readiness assessment will be made easier when we have the ability to link children across settings and into the education system for children from kindergarten through grade 12.

# High-Quality Plan

## VI(B)(1) and VI(B)(5): High-Quality Plan for Promoting Continuous Improvement in Early Learning and Development Programs

**Key Goal: Promoting continuous improvement among Ohio’s early learning and development programs.**

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 1</b> – Revise SUTQ program standards to (1) specifically include family engagement practices and health promotion strategies; (2) reflect proposed revisions to Ohio’s Pre-Kindergarten Content Standards (as described in VI(C)(1) ); (3) enable participation by different types of programs (e.g., small family child care homes).</p> <p><b>Responsible Party</b> – Ohio Department of Job and Family Services and Ohio Department of Education</p>		
<p>As an early adopter of TQRIS, Ohio has a strong foundation on which to build. Planning for SUTQ began in 1999 with 60 stakeholders, representing the wide array of State agencies, nonprofit, for profit and school-based early learning and development programs. The development of SUTQ began with a solid research base, with <i>Cost, Quality and Child Outcomes in Child Care Centers</i> (1995) a primary resource for identifying SUTQ program standards. A scarcity of resources however delayed statewide implementation until late 2006. Currently 1,074 early learning and development programs hold a SUTQ rating. This represents 25% of ODJFS licensed programs.</p> <p>Currently, Ohio’s licensing regulations include requirements for environmental health and safety<sup>1</sup>, while SUTQ measures some aspects of family engagement and support. Yet we do not assess if or how a program is working with families to enact health promotion strategies that create a culture of wellness in school and at home. Research indicates that such efforts can help improve child outcomes—especially for high-needs children. Therefore, we recognize the need for explicit standards to assess programs and, ultimately encourage them to strengthen their efforts in this area.</p> <p>Ohio’s current SUTQ requires that programs be familiar with the pre-kindergarten standards as well as the infant-toddler guidelines. In higher tiers of SUTQ, programs are required to align their curriculum to the guidelines and standards. State pre-kindergarten programs and preschool special education programs are also required to align their curriculum to the standards. Once the additional essential domains of school readiness are added, Ohio will revise the program standards to reflect a more comprehensive</p>	<p>The Ohio Department of Job and Family Services, Division of Child Care (ODJFS-DCC) in partnership with the Ohio Department of Education’s Office of Early Learning and School Readiness (ODE-ELSR) will lead efforts to revise these standards, in consultation with other stakeholders.</p>	<p>Once completed, the new standards will be implemented statewide to all SUTQ-rated programs.</p>

<sup>1</sup> American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition.* Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at <http://nrckids.org>



Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p>approach towards children's learning.</p> <p>We will also review and revise restrictive definitions that limit the types of programs participating in SUTQ. For example, SUTQ is not currently available for small family child care homes or those licensed by the Ohio Department of Education. Cut points for certain criteria (e.g., ratio) may also restrict the participation of innovative programs. For these reasons we propose revising SUTQ Program Standards to ensure they incorporate the most current research and practice, yet are flexible enough to accommodate innovation and apply to the widest possible range of early learning and development programs.</p>		
<p><b>Performance Measures – Key Activity 1:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		
<p><b>Key Activity 2 – Expand SUTQ from a three-tier to a five-tier quality rating system that adds a new, transitional tier between the current Tiers 1 and 2, and a new top tier to better reflect the continuum of quality across all settings..</b></p> <p><b>Responsible Party – Ohio Department of Job and Family Services and Ohio Department of Education</b></p>		
<p>The SUTQ Program Standards are organized in clearly defined tiers of increasing quality based on nationally recognized standards.<sup>2</sup> In the current three-tier system, there is meaningful differentiation between tiers, with moving from Tier 1 to Tier 2 being the most difficult step for programs to undertake. Indicators in Tier 1 were intended to be minimal in order to encourage programs to start down the path of improving quality. Tier 2 indicators require not only significant financial investment, but also require significant administrative commitments to ensure that management, planning, evaluation, curriculum and comprehensive assessments are in place. With this understanding, Ohio will create a new intermediate tier that will enable Tier 1 programs to view measurable quality improvement as both achievable and worthwhile. Further, to align with standards of State-funded preschool programs and preschool special education programs, Ohio will add a new top tier to recognize this highest level of program quality. As a result, Ohio will move to a five-tier structure in concert with the overall revision of SUTQ Programs Standards. Consumer education will also be developed so that families will be aware of the new tiers related to SUTQ and will be able to make a more informed decision.</p>	<p>The Ohio Department of Job and Family Services, Division of Child Care (ODJFS-DCC) in partnership with the Ohio Department of Education's Office of Early Learning and School Readiness (ODE-ELSR) will lead efforts to revise rating system, in consultation with other stakeholders. Consumer education will be rolled out with the establishment of the new tiers.</p>	<p>Once completed, the new rating system will be implemented statewide to all SUTQ-rated programs.</p>
<p><b>Performance Measures – Key Activity 2:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

2 For example, National Institute for Early Education Research; National Association for the Education of Young Children

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 3</b> – Perform an evaluation and validation of the expanded SUTQ Program. The State of Ohio will engage in an evaluation and validation of the expanded SUTQ Program which will help determine if the expanded and refined program standards affect quality and the tiers adequately reflect the graduation of quality.</p> <p><b>Responsible Party</b> – Ohio Department of Job and Family Services will contract with a vendor to perform the evaluation and validation</p>		
<p>The State of Ohio engaged researchers at The Ohio Collaborative at The Ohio State University (OSU) to provide an independent evaluation that began in 2005 and has included three phases.</p> <p>The analysis demonstrated that the standards worked as a whole and that no one indicator (e.g., ratio) drove the tier ratings, again validating that the standards selected by Ohio were meaningful for producing and predicting quality environments.</p> <p>As SUTQ standards and levels are re-adjusted based on the goals outlined throughout this section and application, Ohio will re-validate the levels and standards. In addition, tracking progress to the kindergarten readiness assessment will be made easier when Ohio has the ability to link children across settings and into the kindergarten through grade 12 system.</p>	<p>A stratified random sample of programs will be selected over the grant period.</p>	<p>The results of the evaluation and validation will help to inform any changes needed to the refined program standards and additional tiers.</p>
<p><b>Performance Measures – Key Activity 3:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

## Schedule

Key Activities/Milestones	2012	2013	2014	2015
<p><b>1. Revise SUTQ program standards to (1) specifically include family engagement practices and health promotion strategies; (2) reflect proposed revisions to Ohio's Pre-Kindergarten Content Standards (as described in VI(C)(1) ); (3) enable participation by different types of programs (e.g., small family child care homes).</b></p> <p>Pre-kindergarten standards roll out state wide with additional domains of school readiness included.</p> <p>Draft health promotion and family engagement strategies with cross state agency workgroup</p> <p>Engage stakeholders in feedback</p> <p>Incorporate final of Prekindergarten standards, health promotion and family engagement in Expanded SUTQ Tiers</p>				
<p><b>2. Expand SUTQ from a three-tier to a five-tier quality rating system that adds a new, transitional phase between the current phases one and two, and a new top tier to reflect new higher standards for state-funded preschool and preschool special education and provide Consumer Education.</b></p> <p>Draft cross state agencies workgroup in the development of the expanded tiers</p> <p>Engage stakeholders in feedback</p> <p>Launch Expanded SUTQ Tiers</p>				
<p><b>3. External evaluation project for validation of steps and effects incentive programs.</b></p> <p>RFP released</p> <p>Conduct Stratified random sample of existing SUTQ for Baseline data</p> <p>Analysis of incentive program for families</p> <p>Continue stratified random sample of existing SUTQ programs</p> <p>Produce reports</p>				
<p>Produce reports</p>				

RTTELC-09



**Financial Resources to Support Successful Implementation of the Plan**

<b>Key Activity</b>	<b>Estimated Total Budget</b>	<b>Estimated Amount Leveraged From Other Sources</b>
Revise SUTQ program standards to (1) specifically include family engagement practices and health promotion strategies; (2) reflect proposed revisions to Ohio's Pre-Kindergarten Content Standards (as described in VI(C)(1) ); (3) enable participation by different types of programs (e.g., small family child care homes).	\$0	Existing ODJFS staff are budgeted in High-Quality Plan for Sections VI(B)(2), VI(B)(3), and VI(B)(4)
Expand SUTQ from a three-tier to a five-tier quality rating system that adds a new, transitional phase between the current phases one and two, and a new top tier to reflect new higher standards for state-funded preschool and preschool special education and provide Consumer Education.	\$300,000	Existing CCDF Quality Funds (\$200,000)
External evaluation project for validation of steps and effects of incentive program	\$1,800,000	Existing CCDF Quality Funds (\$600,000)

**Addressing the Needs of Different Types of Early Learning and Development Programs**

Revisions to the SUTQ standards will enable a wider range of early learning and development programs to participate in the tiered quality rating system.

**Meeting the Needs of Children With High Needs and Special Populations of Children With High Needs**

All governance related activities (Early Education and Development Officer, project teams and work of advisory councils) will be focused on the Governor’s reform agenda – to close the kindergarten readiness gap for high-needs children. Revisions to the SUTQ standards will enable a wider range of programs to participate, including those that serve a wider range of special populations of children, including preschool special education.

Requested Evidence	Evidence
The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).	Table (B)(1)-1
A copy of the tiered Program Standards	SUTQ Center Program Standards in Appendix (Attachment B1) SUTQ Large Family Childcare Homes in Appendix (Attachment B2)
Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system	Appendix Attachment B5 TQRIS Alignment with National Guidelines
Documentation of how the tiers meaningfully differentiate levels of quality.	Figure on page VI(B)(5)-2

### Sustainability

Once created the new SUTQ standards and five-tiered quality rating system will be implemented statewide.

# High-Quality Plan

## VI(B)(2); VI(B)(3); and VI(B)(4): High-Quality Plan for Increasing the Number and Types of Early Learning and Development Programs Participating in Step-Up-To Quality

**Key Goal:** To increase the number and types of early learning and development programs participating in SUTQ.

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 1</b> – Implement policies and practices that encourage publicly-funded early learning and development programs to participate in SUTQ.</p> <p>Specific changes include: (1) making SUTQ available to State-Funded Pre Kindergarten and Preschool Special Education programs, as well as small family child care homes, as described in VI(B)(1); (2) and requiring state-funded preschools and special education preschools to participate in SUTQ as a condition of funding.</p> <p><b>Responsible Party</b> – Ohio Department of Job and Family Services, in conjunction with the Quality, Access and Funding Project Team</p>		
<p>To date, the State of Ohio has maximized participation in SUTQ by focusing its efforts on early learning and development programs serving the greatest number of Ohio’s young children—programs licensed by ODJFS. Requiring all publicly funded programs to join SUTQ will greatly expand the number of participating programs. In addition, we will further increase participation by making SUTQ available to small family child care homes and programs licensed by the Ohio Department of Education (ODE).</p>	<p>The Early Education Development Officer will work with the Ohio Department of Job and Family Services, Division of Child Care (ODJFS-DCC) in partnership with the Ohio Department of Education’s Office of Early Learning and School Readiness (ODE-ELSR) to lead efforts to develop and implement these policy changes.</p>	<p>N/A</p>
<p><b>Performance Measures – Key Activity 1:</b></p> <p>As outlined in the Performance Measures charts for (B)(2)(c) and (B)(4)(c)(2) the following measures have been developed for State Pre-Kindergarten and Preschool Special Education programs and small family child care homes:</p> <ul style="list-style-type: none"> <li>• State Pre-K: By the end of calendar year 2015, 299 sites, serving 5,130 children, will be rated (90 percent).</li> <li>• Preschool Special Education: By the end of calendar year 2015, 246 sites, serving 11,668 children, will be rated (50 percent).</li> <li>• Small family child care homes: By the end of calendar year 2015, 333 providers, serving approximately 990 children, will be rated.</li> </ul>		
<p><b>Key Activity 2</b> – Update the funding formula for awarding Quality Achievement Awards as well as enhanced reimbursements from the Publicly Funded Child Care Program (including CCDF resources) and support the programs moving through the tiers with financial incentives that increase the number of high-needs children being served in high-quality settings.</p> <p><b>Responsible Party</b> – Ohio Department of Job and Family Services, in conjunction with the Quality, Access and Funding Project Team</p>		
<p>Many families look at quality ratings when choosing a preschool. Yet many other families, especially those with high needs, lack the ability, opportunity, or motivation to do so. For this reason, it is important that Ohio structures its funding of early learning and development programs so that programs have incentives to improve and families have incentives to choose the best available program.</p>	<p>The ODJFS will lead this work of Quality Achievement Awards and enhanced reimbursements from CCDF in all SUTQ.</p>	<p>N/A</p>



Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p>Currently, all SUTQ-rated programs receive a Quality Achievement Award to offset the higher costs of meeting programs standards. Enhanced funding is also available depending on a program's tier level, the number of children it serves, and the number of high-needs children. With our proposed new tier system, new program standards, and new program types, we will update the funding formula to maximize incentives for programs to progress in SUTQ ratings and also for high-needs families to participate in high-quality programs. Grant funds will enable us to test which different approaches to funding yield the best outcomes.</p>		
<p><b>Performance Measures – Key Activity 2:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		
<p><b>Key Activity 3 –</b> Increase teacher qualifications through scholarships for college coursework that lead to degrees.</p>		
<p><b>Responsible Party –</b> Ohio Department of Job and Family Services, in conjunction with the Quality, Access and Funding Project Team</p>		
<p>Teachers who are employed in rated programs are eligible to receive scholarships to obtain an associate degree in early childhood education. The T.E.A.C.H. Early Childhood(R) OHIO (T.E.A.C.H.) scholarship program is operated by the Ohio Child Care Resource and Referral Association through CCDF and private-sector funding. T.E.A.C.H. Ohio provides assistance with the cost of tuition, books, and release time. T.E.A.C.H. Ohio works with the teacher's employer to provide release time to attend class and complete coursework. In return the teacher commits to maintain employment with the program after the scholarship ends. After each year of successful course completion, the teacher receives a bonus or raise. Ohio will increase the number of scholarships available to rated programs in order to assist them in increasing a tier rating and will make a small number of scholarships available to teachers in non-rated programs that serve a high concentration of high-needs children. In addition, Ohio will provide scholarships to small family child care providers in order to prepare them for entry into SUTQ and to achieve higher ratings.</p>	<p>The ODJFS will work to identify those centers and small family child care providers who are serving children with high needs to increase teacher qualification through scholarships.</p>	<p>After grant period, T.E.A.C.H. will continue to be available to programs in the State of Ohio.</p>
<p><b>Performance Measures – Key Activity 3:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		
<p><b>Key Activity 4 –</b> Target Technical Assistance to centers serving 50 percent or more of children with high needs and family childcare providers that are serving five or more children with high needs in order to improve their quality.</p>		
<p><b>Responsible Party –</b> Ohio Department of Job and Family Services, in conjunction with the Quality, Access and Funding Project Team</p>		
<p>Ohio provides technical assistance free of charge to programs seeking to achieve a Tier 2 SUTQ rating. This support is provided by Ohio's CCR&amp;R network. It includes an analysis the program's current alignment with the SUTQ</p>	<p>The ODJFS will work to identify those centers and small family child care providers who are serving children with high needs to increase teacher qualification</p>	<p>Ohio will continue to offer technical assistance to programs seeking to achieve a Tier 2 SUTQ rating.</p>

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p>Program Standards. The analysis may also include conducting Program Administration Scale and Environment Rating Scale assessments. A Quality Improvement Plan (QIP) is developed in conjunction with the administrator. Administrators and teachers will be linked with appropriate professional development as indicated in the QIP. Ohio will continue to provide this technical assistance and target programs serving high concentrations of high-needs children.</p> <p>In addition Ohio will provide access to health promotion and early childhood mental health consultants to Tier 2 and Tier 3 programs. This will assist them in preparing to meet in revised standards at the Tiers 4 and 5 level and enhance their ability to meet the comprehensive needs of high-needs children.</p>	<p>through scholarships.</p>	
<p><b>Performance Measures – Key Activity 4:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		
<p><b>Key Activity 5 – Expand Early Track System to identify the setting that children birth to three are being served.</b>  <b>Responsible Party – Ohio Department of Health</b></p>		
<p>Part C of IDEA provides services to infants and toddlers in the child's natural environment. Ohio utilizes a home visiting model that works primarily with the family in the child's home. Current reliable data is not available regarding the number of either ODJFS or ODE licensed programs that also enroll these children.</p> <p>Ohio will enhance Early Track, Ohio's Part C data system, to identify any enrolled children who also attend.</p>	<p>ODJFS will work with ODE and ODH to create bridging system.</p>	<p>This will become part of the Early Track System and be utilized during and after the grant.</p>
<p><b>Performance Measures – Key Activity 5:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		
<p><b>Key Activity 6 – Pilot the elimination of co-payments for families under the Federal Poverty Guidelines that enroll in higher quality settings.</b>  <b>Responsible Party – Ohio Department of Job and Family Services, in conjunction with the Quality, Access and Funding Project Team</b></p>		
<p>Currently, rated programs offer families high-quality care in a variety of settings. Program types include full- and part-time programs operating both year round and partial year. Care also is available to families that work non-traditional hours, including evening and weekend hours. As small family child care homes are included in SUTQ, more non-traditional-hour high-quality care will be available for working families. Rated Head Start programs are good examples of programs that provide additional supports to families. Many rated Head Start programs provide transportation to and from the facility, especially in rural areas, and additional family supports. Head Start programs often provide full-day or extended hours of care</p>	<p>ODJFS will lead the work in piloting the elimination of co-payments for families under the Federal Poverty Guidelines that enroll in higher quality care settings.</p>	<p>N/A</p>

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p>through CCDF for working families. Additional supports to families may include participation in Child and Adult Food Care Program (CAFCP), ensuring that meals and snacks meet appropriate nutritional standards.</p> <p>Rated programs cover the continuum of settings and services that meet the needs of working families. By expanding to small family child care homes, options for working families will increase, especially for those working non-traditional hours. Ohio will also pilot the elimination of family co-payments when families choose high-rated programs to determine if this is a significant driver to high-quality programs.</p>		
<p><b>Performance Measures – Key Activity 6:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		



**Schedule**

Key Activities/Milestones	2012	2013	2014	2015
<p><b>1. Implement policies and practices that encourage publicly-funded early learning and development programs to participate in SUTQ.</b></p> <p>Review current system</p> <p>Early Education and Development Officer will implement policies to increase participation in SUTQ</p>	 			
<p><b>2. Update the funding formula for awarding Quality Achievement Awards as well as enhanced reimbursements from the Child Care and Development Fund and support the programs who are moving through the SUTQ tiers through financial incentives that increase the number of high needs children being served in high quality settings.</b></p> <p>Review current systems</p> <p>Update Quality Achievement Award System</p> <p>Update Slot Incentives</p> <p>Implement Quality Achievement Award System</p> <p>Implement Slot Incentives</p>	  	 		
<p><b>3. Increase teacher qualifications through scholarships for college coursework that lead to degrees.</b></p> <p>Identify providers that serve children with high needs who desire to increase their qualifications</p> <p>Implement TEACH Project</p>		 		
<p><b>4. Target Technical Assistance to centers serving 50% or more of children with high needs and family childcare providers that are serving five or more children with high needs in order to improve their quality.</b></p> <p>Identify providers that serve children with high needs who desire to increase their knowledge</p> <p>Implement TA Project</p>		 		
<p><b>5. Expand Early Track System to identify the setting that children birth to three are being served.</b></p> <p>Work with ODE, ODJFS and ODH to expand Early Track System</p>				
<p><b>6. Pilot the elimination of co-payments for families under the Federal Poverty Guidelines that enroll in higher quality settings.</b></p> <p>Select programs for implementation</p> <p>Initiate implementation</p> <p>Evaluate implementation</p>	 			

RTTELC-03

**Financial Resources to Support Successful Implementation of the Plan**

<b>Key Activity</b>	<b>Estimated Total Budget</b>	<b>Estimated Amount Leveraged From Other Sources</b>
Implement policies and practices that encourage publicly-funded early learning and development programs to participate in SUTQ.	NA	Early Development Officer listed in A3
Update the funding formula for awarding Quality Achievement Awards as well as enhanced reimbursements from the Child Care and Development Fund and support the programs who are moving through the SUTQ tiers through financial incentives that increase the number of high needs children being served in high quality settings.	\$44,379,700	CCDF Quality Funds(\$33,200,000)
Increase teacher qualifications through scholarships for college coursework that lead to degrees.	\$7,725,000	CCDF Quality Funds (\$3,000,000)
Target Technical Assistance to centers serving 50% or more of children with high needs and family childcare providers that are serving 5 or more children with high needs in order to improve their quality	\$18,099,200	CCDF Quality Funds (\$9,459,200)
Expand Early Track System to identify the setting that children birth to three are being served.	\$50,000	\$0
Pilot the elimination of co-payments for families under the Federal Poverty Guidelines that enroll in higher quality settings.	\$1,451,880	\$0
Staff to implement High Quality Plan	\$1,205,839	Existing \$32,405,780

**Addressing the Needs of Different Types of Early Learning and Development Programs**

Revisions to the SUTQ standards will enable a wider range of early learning and development programs to participate in the tiered quality rating system. In particular, we anticipate that these revisions will enable small family child care homes to join.

**Meeting the Needs of Children with High Needs and the Needs of Special Populations of Children with High Needs**

Revisions to the SUTQ standards will enable a wider range of programs to participate, including those that serve a wider range of special populations of children.

**Supporting Evidence**

This is not applicable.

## **Sustainability**

Requiring publicly-funded programs to participate in SUTQ can be accomplished with minimal costs and can be continued beyond the grant period. Revising the funding formula will require a modest amount of resources (e.g., staff time) from the grant, yet once established, can be maintained with minimal expense. Included in this plan are several demonstrations that will help determine whether future investments should be considered.



**SECTION VI. SELECTION CRITERIA**

**FOCUSED INVESTMENT AREAS – SECTIONS (C), (D), AND (E)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section VI. Selection Criteria**

**Focused Investment Areas -- Sections (C), (D), and (E)**

*The State must address in its application--*

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

*The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.*

**C. Promoting Early Learning and Development Outcomes for Children**

*Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points.*

*The applicant must address two or more selection criteria within Focused Investment Area (C).*

**(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards**

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

- (a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;
- (b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

- (c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and
- (d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--
  - Proof of use by the types of Early Learning and Development Programs in the State;
  - The State's Early Learning and Development Standards for:
    - Infants and toddlers
    - Preschoolers
  - Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;
  - Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;
  - Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards

*Recommended maximum response length: 3 pages*

**OHIO'S NARRATIVE RESPONSE TO VI. SELECTION CRITERIA IS FOUND ON THE FOLLOWING PAGES: VI(C)(1)-1 – VI(C)(1)-9**

## **VI(C) Promoting Early Learning and Development Outcomes for Children**

Ohio has a High-Quality Plan to improve child outcomes for all children, especially high-needs children, by developing and implementing early learning and development standards in the essential domains of school readiness which are not addressed in our current State system. We also have a plan to expand our Comprehensive Assessment System through collaboration with the State of Maryland. Currently, Ohio's Pre-Kindergarten Content Standards only focus on four academic content areas: (1) English language arts, (2) mathematics, (3) social studies, and (4) science. The State of Ohio has chosen to work with Maryland due to their strong history of successful implementation of a Kindergarten Entry Assessment that addresses all school readiness domains and their innovative approaches and continued interest in using technology to support teachers' use of the assessment. Our High-Quality Plan is provided at the end of this section.

Maryland has been revising its current assessment system, which included the Work Sampling System for preschool through kindergarten, and it will be replacing it with a newly developed assessment system in collaboration with Ohio to include learning progressions and benchmarks for seven domains.

This cross-state collaboration will provide the opportunity for both Ohio and Maryland to develop and use common assessments and processes, as well as to share the cost. It will maximize the benefits for both States and will help eliminate duplication of effort. With a national priority to implement student assessments in and above grade 3 using technology through cross-State assessment consortia, Ohio's collaboration with Maryland for pre-kindergarten and kindergarten assessments will allow both States to follow a similar approach for younger children and share the cost of incorporating technology with the assessments for early childhood and the cost of professional development for the assessments.

The State of Ohio also will create a Birth to Kindergarten Entry Professional Development System to support Early Childhood Educators' focus and growth in improving school readiness for high-needs children in all essential domains. Section VI(C)(1) describes Ohio's work and our plan to expand and support early childhood educators' use of early learning and development standards in all school readiness domains, and Section VI(C)(2) describes Ohio's plan to expand our Comprehensive Assessment System and support early childhood educators' use of assessments.



## VI(C)(1) Developing and Using Statewide, High-Quality Early Learning and Development Standards

The State of Ohio has a strong history of implementing Early Learning and Development Standards, from birth to kindergarten entry, that link to standards for kindergarten through grade 3. Ohio will expand its content standards for pre-kindergarten and for kindergarten to grade 3 beyond the four core academic content areas to address missing domains, including approaches toward learning, social-emotional development, and physical well-being and health. The State of Ohio also will ensure that early childhood educators are fully prepared to align and use these comprehensive standards within the classroom curriculum.

### VI(C)(1)(a) Standards Developmentally, Culturally, and Linguistically Appropriate and Cover all Essential Domains of School Readiness

The State of Ohio's Early Learning and Development Standards include our Infant and Toddler Guidelines for birth to age 3 and Pre-Kindergarten Content Standards for ages 3 to 5 (Appendix Attachment A4 and Appendix Attachments A5-A8, respectively). Exhibit VI(C)-1 provides an overview of Ohio's existing standards by age/grade span (birth to grade 12) and by content areas for Ohio's integrated 21<sup>st</sup> Century Education System. The Infant and Toddler Guidelines address all essential domains of school readiness and the Pre-Kindergarten Content Standards address English language arts, mathematics, science, and social studies. As a whole, the Early Learning and Development Standards reflect broad, developmentally appropriate learning goals for children from birth to kindergarten entry. The Pre-Kindergarten Content Standards in English language arts and mathematics are aligned to Ohio's Common Core State Standards from kindergarten through grade 12 in English language arts and mathematics. In addition, the Pre-Kindergarten Content Standards for social studies and science align with Ohio's Academic Content Standards for kindergarten through grade 12 in social studies and

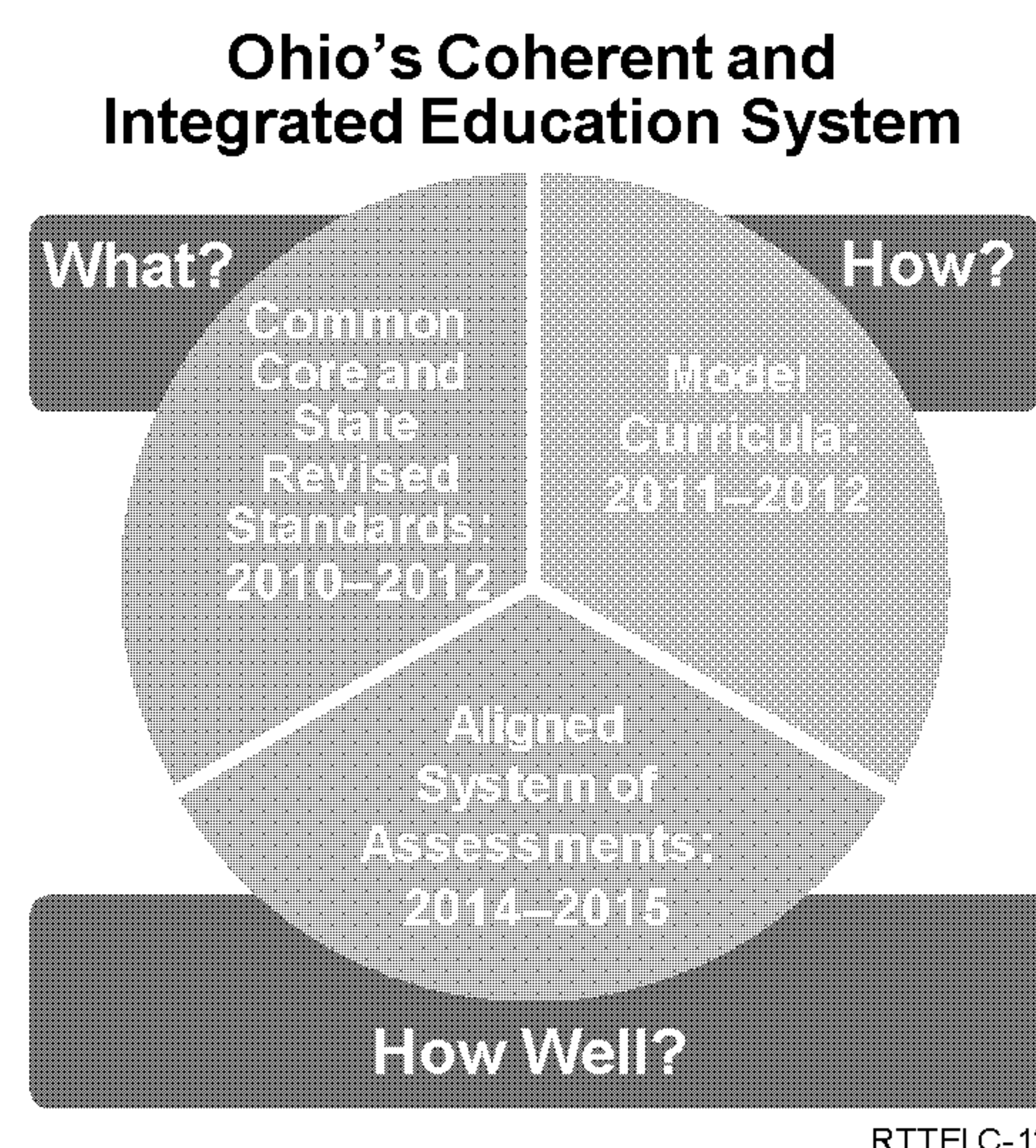
### Exhibit VI(C)-1. By 2012, Ohio's standards and guidelines for Students, Birth to Grade 12 will address all essential domains of school readiness.

Ohio's Standards for Students					
Content Area Addressed	Existing Ohio Infant & Toddler Guidelines (Birth-36 Months)	Existing Pre-Kindergarten Content Standards (Ages 3-5)	Existing Common Core State Standards (K-12)	Existing Ohio Academic Content Standards (K-12)	Ohio's Standards Birth to Grade 3 in 2012
English Language Arts	✓	✓	✓		✓
Mathematics	✓	✓	✓		✓
Social Studies	(Precursors)	✓		✓	✓
Science		✓		✓	✓
Approaches toward Learning					✓
Social-Emotional Development	✓				✓
Physical Well-being and Health	✓				✓

science. The Pre-Kindergarten Content Standards and Infant and Toddler Guidelines reflected in these documents encompass concepts and skills that may be achieved by all children with a wide range of cultural and linguistic backgrounds and children with disabilities. Each standard statement is flexible enough that teachers and caregivers may adjust the curriculum to include culturally, linguistically, and developmentally appropriate experiences that support learning for all children (NAEYC, 2002). Figure VI(C)-1 depicts Ohio's Coherent and Integrated Education System, which develops new assessments aligned with standards to ensure that all children entering kindergarten are ready to succeed.

The Infant and Toddler Guidelines provide the foundational knowledge, skills, and dispositions in each Essential Domain of School Readiness (Appendix Attachment C1) that support later learning expectations reflected in the Ohio Academic Content Standards Pre-Kindergarten to grade 3. The Infant and Toddler Guidelines and Pre-Kindergarten Content Standards were prepared by advisory teams comprising a diverse group of child development and early childhood content experts and key stakeholders who represented multiple perspectives in early childhood education, infant mental health, health, and early intervention including teachers, postsecondary educators from 2- and 4-year institutions, special-interest groups, and English language learners.

Ohio's Infant and Toddler Guidelines were completed and released to the field in March 2006. The Infant and Toddler Guidelines include three distinct ages of infancy: birth to 8 months, 6 to 18 months, and 16 to 36 months. The overlap intentionally reflects the impact of individual differences on the rate of development. The Guidelines are written to include developmental drivers (security, exploration, and identity) and development in six domains: (1) physical health, (2) emotional, (3) social, (4) motor, (5) cognitive, and (6) language and communication. Particular care was put into making this document easily understood by and relevant to parents, providers, and policymakers.



**Figure VI(C)-1. By 2014-2015, the State of Ohio's System of Assessments will be ready for administration, which will improve what students learn allowing them to be more productive citizens and to better contribute to society.**

The Pre-Kindergarten Content Standards were developed to represent the concepts and skills that young children ages 3 to 5 should be competent in at the end of their preschool experience and that prepare them for kindergarten success. The 2009 revisions of the standards began with a review of educational policies and practices of 11 countries that scored high on two international standardized assessments: Trends in International Mathematics and Science Study and the Programme for International Student Assessment.

This process of international benchmarking sought to identify what these high-performing nations did that made them successful. Consideration was given to academics and curriculum, social and cultural influences, and the status of the teaching profession in each country.

Ohio's Infant and Toddler Guidelines are nationally recognized as being high quality by such organizations as Zero to Three, the National Child Care Information and Technical Assistance Center, and WestEd, and have been in full use in South Carolina's infant and toddler programs.

The development process considered current research, recommendations from experts, and the learned societies in each content area. Principles of child development were included during the crafting of these standards to address developmental learning trajectories within each content area and across grade levels pre-kindergarten through grade 3.

#### **VI(C)(1)(b) Standards Aligned with State's K-3 Academic Standards**

Ohio's Common Core State Standards (CCSS) for kindergarten through grade 12 in English language arts and mathematics did not include pre-kindergarten, so Ohio intentionally aligned our pre-kindergarten standards in English language arts and mathematics standards to the CCSS. The Ohio academic content standards in social studies and science for pre-kindergarten to grade 12 were developed together as a seamless set of learning progressions; both sets of standards and model curricula for each content area were adopted by the Ohio State Board of Education. Part of Ohio's High-Quality Plan for Supporting Comprehensive Standards and Assessments includes the plan to develop new standards in approaches toward learning, social-emotional development, and physical well-being for children from pre-kindergarten to grade 3.

#### **VI(C)(1)(c) Standards Incorporated into State Programs**

The following section describes how Ohio's Infant and Toddler Guidelines and Pre-Kindergarten Content Standards are incorporated in Ohio's programs standards, curricula and activities, comprehensive assessment system, workforce knowledge and competency framework, and professional development activities.



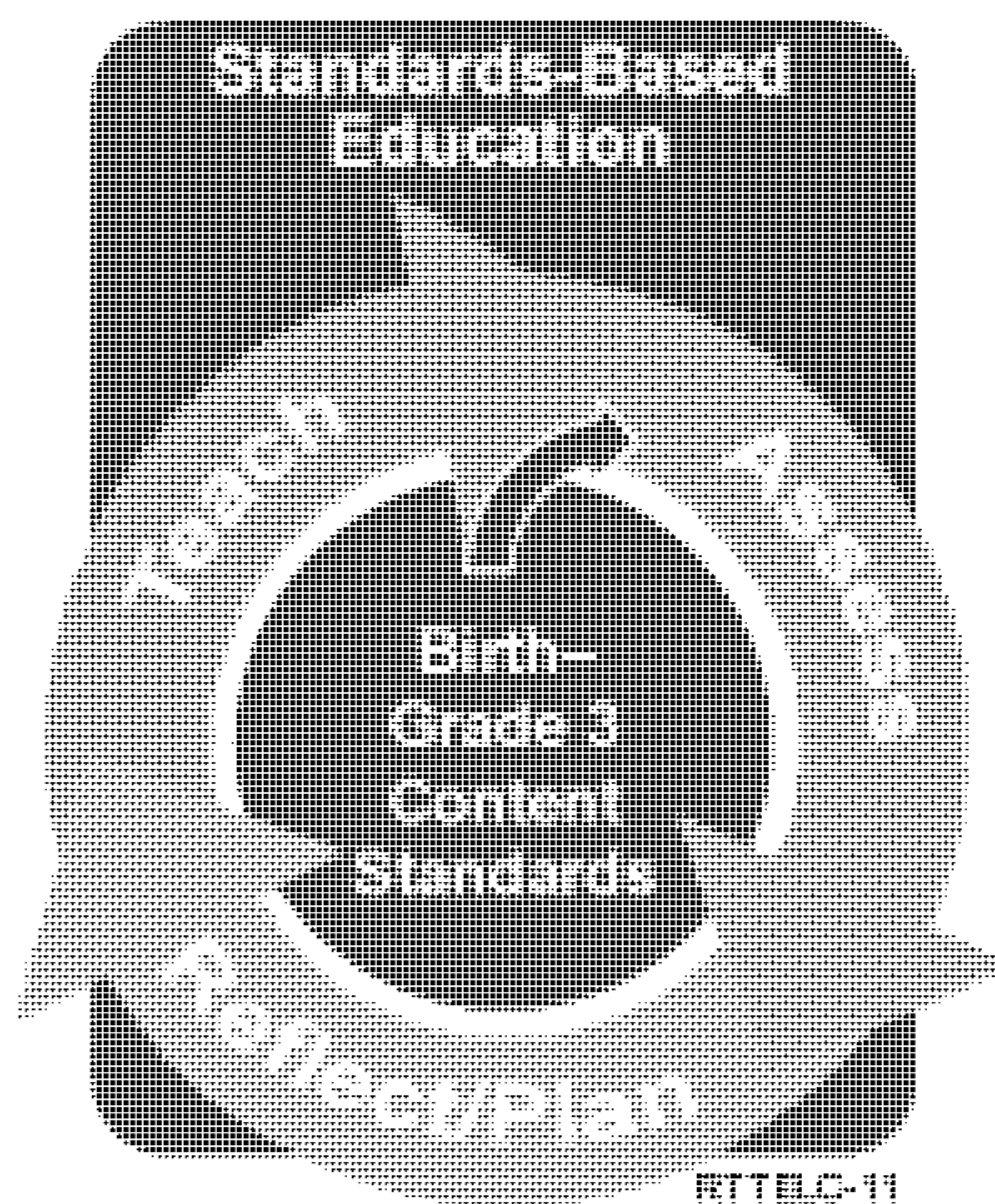
**Program Standards.** The Infant and Toddler Guidelines are incorporated into the Standards of Care and Teaching for Ohio's Infants and Toddlers. In addition, Pre-Kindergarten Content Standards are incorporated into program standards for preschool and child care programs, including the Ohio Early Learning Program Guidelines (ELPG) and the Step Up To Quality (SUTQ; Ohio's Tiered Quality Rating Improvement System) standards. Programs are required to adopt an evidence- and research-based, comprehensive curriculum that includes goals for motor, social, emotional, language, and cognitive development and general knowledge and skills development, and is aligned to the Pre-Kindergarten Content Standards. Alignment at the local level is demonstrated by programs' completion and submission of the Standards-Curriculum-Assessment-Alignment Tool.

**Curricula and Activities.** To support teachers in crafting developmentally, culturally, and linguistically appropriate learning experiences, the Infant and Toddler Guidelines and the Content Standards for pre-kindergarten to grade 3 are accompanied by support documents. To support implementation of the Infant and Toddler Guidelines, an Infant and Toddler Field Guide is in development through a partnership between Ohio and South Carolina (Appendix Attachment C2).

Publicly funded and SUTQ-rated programs are required to adopt a research- and evidence-based comprehensive early childhood curriculum and demonstrate that it is aligned to the standards. In order to support alignment and implementation of the adopted curriculum, Ohio's Pre-Kindergarten Content Standards in all content areas are accompanied by a Model Curriculum. The Model Curriculum is a dynamic Web-based tool that will be revised as new research and resources become available to ensure that early childhood teachers provide high-quality instruction for all children. The Model Curriculum addresses implementation of the standards in developmentally appropriate ways, and includes specific instructional strategies for diverse learners, including English language learners and children with disabilities. Currently, the Model Curriculum for the Pre-Kindergarten Content Standards in Science and Social Studies is complete. The Model Curriculum for Pre-Kindergarten Content Standards in English Language Arts and Mathematics are in the final stages of development and will be posted on the Ohio Department of Education (ODE) website in January 2012. To see an example of the format and structure of the Model Curricula, see Appendix Attachment C3 for the draft Mathematics Model Curriculum.

**Comprehensive Assessment System.** Ohio's existing Comprehensive Assessment System, included in Appendix Attachment C4, includes screening measures, formative assessments, measures of environmental quality, and measures of the quality of adult-child interactions. Existing screening measures and formative assessments were selected to be aligned with Ohio's Infant and Toddler Guidelines and Pre-Kindergarten Content Standards, but as Ohio expands its standards and Comprehensive Assessment System, it will ensure full alignment between the standards and the Comprehensive Assessment System. All publicly funded and SUTQ three-star-rated programs must demonstrate alignment to the content standards (see Appendix Attachments A10 and B1) and assess children systematically using both formal and informal methods to inform intentional instruction and monitor progress in all developmental domains. High-quality programs are required to adopt a written, research/evidence-based, comprehensive curriculum and companion assessment and assess child progress using the curriculum-based, companion assessment instrument two times per year. Currently, the State requires programs to use Get It, Got It, Go (GGG) in publicly funded district preschool programs. The GGG is a literacy progress monitoring tool for children ages 3 to 5 and is aligned to the Pre-Kindergarten Content Standards in English Language Arts. The results of GGG are reported to ODE and are used to make, adjust, and refine instructional decisions and to evaluate child progress. Ohio's expanded Comprehensive Assessment System (discussed further in Section VI(C)(2) and in Ohio's High-Quality Plan for Supporting Comprehensive Standards and Assessments) will develop a formative assessment and Kindergarten Entry Assessment that are fully aligned with all of Ohio's Pre-Kindergarten Content Standards and that cover all essential domains of school readiness.

**Workforce Knowledge and Competency Framework.** Infant and Toddler Guidelines and Pre-Kindergarten Content Standards are incorporated into Ohio's Early Childhood Core Knowledge and Competencies for Early Childhood Professionals. The Core Knowledge and Competencies framework supports practitioners in understanding the principles of child development necessary for implementation of the Infant and Toddler Guidelines. The Core Knowledge and Competencies framework has sections clarifying principles and practices of Observation and Assessment and for creating Learning Experiences and Environments appropriate for standards-based education. Ohio's Assess, Plan, Teach! model shown in Figure VI(C)-2 clearly demonstrates the approach of this framework. The State of Ohio



**Figure VI(C)-2. Ohio's Assess, Plan, Teach! Assists Kindergarten through Grade 3 Teachers Acquire the Knowledge and Skills they Need to Provide Effective Reading Instruction.**

implements its Infant and Toddler Guidelines, Pre-Kindergarten Content Standards, and Kindergarten to Grade 3 Content Standards using the standards-based education model. In traditional educational models, educators create lessons, deliver instruction, and assess student learning. In the standards-based education model, displayed in Figure VI(C)(2), educators must assess first in order to know what children already know and are able to do, then intentionally plan appropriate learning experiences to move each child's understanding forward.

**Professional Development.** Teachers and caregivers in publicly funded and SUTQ star-rated programs are currently required to participate in approved professional development on the context, format, and implementation of the Infant and Toddler Guidelines and Pre-Kindergarten Content Standards geared toward the ages of the children they serve. Ohio has regional providers who offer a number of existing professional development opportunities that are aligned with the standards, including child care resource and referral agencies and State Support Team early childhood personnel. State-funded pre-kindergarten and SUTQ-rated program teachers are required to participate in 20 hours, every 2 years, of approved professional development that focuses on the content standards.

**VI(C)(1)(d) Supports in Place to Promote Understanding and Commitment to Early Learning and Development Standards across all Programs**

Ohio's Tiered Quality Rating Improvement System, SUTQ, requires programs to demonstrate that Tier 2 and Tier 3 programs utilize a written, evidence based comprehensive curriculum. Curriculum planning is aligned with the Infant & Toddler Guidelines and/or Ohio's Pre-Kindergarten Content Standards and/or Ohio's K-12 Academic Content Standards to maximize growth across a broad range of developmental and content areas. Publicly funded preschool and preschool special education programs are similarly required to adopt a written, research-based, comprehensive curriculum that is aligned to the Pre-Kindergarten Content Standards. All programs demonstrate curriculum/standards/assessment alignment by completing and submitting of Ohio's Standards-Curriculum-Assessment-Alignment Tool.



The State of Ohio's High-Quality Plan for Supporting Comprehensive Standards and Assessments addresses the proposed actions and projects over the 4 years of the RTT-ELC grant. Table (A)(1)-6, located in Section VI(A)(1), shows the current state of the early learning and development standards across all essential domains of school readiness. The Infant and Toddler Guidelines will be reviewed to strengthen the foundational skills relative to Approaches toward Learning and aligned to Pre-Kindergarten Content Standards, when applicable. Ohio's content standards for pre-kindergarten to grade 3 will be reviewed and revised to address the missing Essential Domains of School Readiness. New content standards in the areas of Social-Emotional Development, Approaches toward Learning, and Physical Well-Being and Health will be created. National experts will be engaged to define and facilitate the standards' development and revision. Members of the writing teams will be selected for their content knowledge of early childhood education, development, health, and mental health, and will reflect diverse cultural and linguistic perspectives, thus ensuring that the standards in these content areas will adhere to the National Association for the Education of Young Children's guidelines for learning standards and reflect broad, developmentally appropriate learning goals. These flexible guidelines will enable teachers to implement curriculum that is culturally and linguistically relevant and accessible to all children. Model curriculum will be developed to accompany the new standards and support implementation.

High-quality, job-embedded professional development will be created and offered for the standards in the three new content areas for all age groups from birth through grade 3. To accommodate early childhood educators and caregivers statewide, the professional development modules will be available in a variety of formats—train-the-trainer models, face-to-face workshops, online and Web-based—so that the standards can be supported by participation in communities of practice and teaching teams.

In addition to the professional development designed to inform early childhood educators about the format, content, and implementation of the new standards, the High-Quality Plan that Ohio has developed for Supporting Comprehensive Standards and Assessments addresses the need for professional development on the design and use of formative assessment to inform instruction from birth to kindergarten entry. Ohio will create a Birth to Kindergarten Entry Professional Development Support System (BKPDS) to build the capacity of early childhood educators in the areas of standards, assessment, and formative instruction. The BKPDS also is described in

Section VI(C)(2). The existing professional development networks in the State, including institutions of higher education, would be supported by Professional Development Coordinators who are appropriately educated and have significant practical expertise in early childhood education. These individuals would work with the current Ohio professional development networks addressing children from birth to kindergarten entry to assess needs, analyze existing data within a geographic area, coordinate content delivery that would improve the overall quality of early childhood education, and support the use of early learning and development standards to promote school readiness. The BKPDS would consist of 12 geographically dispersed individuals and subject matter experts in all domains of school readiness working in teams in four areas of the State and would include a cadre of regionally based Early Childhood Mental Health Consultants to promote social–emotional development from birth to kindergarten entry, and Health Promotion Consultants to promote physical well-being and health for children from birth to kindergarten entry. Finally, the BKPDS would make use of subject matter experts in the support of young English language learners from birth to kindergarten entry.

All publicly funded and star-rated early childhood programs will continue to demonstrate that their adopted, research- and evidence-based curriculum is aligned to the new Pre-Kindergarten Content Standards. To accomplish this, the State of Ohio will revise and expand the Standards-Curriculum-Assessment-Alignment Tool to address the new Pre-Kindergarten Content Standards in English language arts, mathematics, science, and social studies; will include new social–emotional development standards, approaches toward learning, and physical well-being and health standards; and will include the Infant and Toddler Guidelines.

The Kindergarten Readiness Assessment – Literacy currently aligns with the Pre-Kindergarten Content Standards in English Language Arts. The new Kindergarten Entry Assessment will be expanded to include all Essential Domains of School Readiness.

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## References

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NAEYC & NAECS/SDS. 2002. Early learning standards: Creating the conditions for success. Washington, DC: NAEYC

**SECTION VI. SELECTION CRITERIA**

**FOCUSED INVESTMENT AREAS – SECTIONS (C), (D), AND (E)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section VI. Selection Criteria**

**Focused Investment Areas -- Sections (C), (D), and (E)**

*The State must address in its application--*

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

*The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.*

**C. Promoting Early Learning and Development Outcomes for Children**

*Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points.*

*The applicant must address two or more selection criteria within Focused Investment Area (C).*

**(C)(2) Supporting effective uses of Comprehensive Assessment Systems**

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

- (a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;
- (b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;
- (c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and
- (d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.



*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Recommended maximum response length: 3 pages*

**OHIO'S NARRATIVE RESPONSE TO VI. SELECTION CRITERIA IS FOUND ON THE FOLLOWING PAGES: VI(C)(2)-1 – VI(C)(2)-9**

## VI(C)(2) Supporting Effective Uses of Comprehensive Assessment Systems

The State of Ohio will build on our strong existing Comprehensive Assessment System for Early Learning and Development programs for high-needs children, ages birth to kindergarten entry, by collaborating with the State of Maryland on development of:

- A new Pre-Kindergarten and Kindergarten Formative Assessment System
- A Kindergarten Entry Assessment
- A technology framework to provide online supports and tools to teachers
- Professional development to support the administration and use of assessment tools.

The cross-State collaboration for formative assessments will be required for all publicly funded programs participating in SUTQ in order to ensure that Ohio collects comprehensive child assessment information for high-needs children (36 to 60 months) and can examine the relationship between quality of programs and child outcomes. The formative assessment will extend beyond early learning from age 60 to 72 months and can be used by teachers of kindergarten students throughout the kindergarten year. By 2014–2015, the newly developed Kindergarten Entry Assessment will be required by all public districts and community schools and will replace the existing Kindergarten Readiness Assessment-Literacy (KRA-L). Ohio's publicly funded programs serving infants and toddlers will continue to use the currently required tools, and they will be required to select the appropriate tools to meet their particular needs and purposes. Ohio will develop formative instruction modules to promote data-driven instruction of children from birth to kindergarten entry, as well as establish a comprehensive State-level Birth to Kindergarten Entry Professional Development System for Early Childhood Educators that supports and promotes data-driven instruction.

Building on Ohio's success with the State Kindergarten Readiness Assessment – Literacy (KRA-L) and Maryland's rich history, the two states are joining forces to develop a new assessment system that will include learning progressions and benchmarks for seven domains of readiness. Ohio and Maryland can lead the development of a sophisticated, user-friendly system that can be shared with others across the country.

### Background: Ohio's Existing Comprehensive Assessment System

A chart of Ohio's existing Comprehensive Assessment System for all types of Early Learning and Development programs is referenced in Appendix Attachment C4. The State of Ohio already requires and collects a variety of child-level assessment and program-level quality information for its Early Learning and Development programs, but the information is collected separately by various State agencies and is not reported in a coordinated or common data or

system. Within the CAS, there are many common requirements and tools used across agencies that specifically addresses high-needs children, low-income children and children with disabilities. Ohio will benefit from improvements in our assessment system, including the use of common measures reported consistently to the State, and from focusing particular attention on supporting young English Language Learners (ELL) in the classroom. Components of Ohio's existing Comprehensive Assessment System include those described in the following paragraphs.

- **Screening Measures.** Per Ohio's program standards, including the Ohio Early Learning Program Guidelines and the Standards for Care and Teaching of Ohio's Infants and Toddlers, most of Ohio's Early Learning and Development programs, birth to kindergarten entry, are required to screen children in health and developmental areas within 45 to 60 days of entering the programs. Health screening requirements include height, weight, vision, hearing, dental, lead, and hemoglobin. Developmental screening requirements include speech/language, cognitive, gross/fine motor, and social/emotional/behavioral areas. At kindergarten entry, Ohio requires that children be screened in health and developmental areas, including the recently mandated Body Mass Index (BMI) screening, which was spearheaded by the Ohio Business Roundtable (BRT). Kindergarten entry screenings are required by November 1 each year. In some cases, the State of Ohio has required that specific screening tools be used for children participating in particular state or federally funded Early Learning and Development programs. State-funded public district preschool programs and home visiting programs are required to use the Ages and Stages Questionnaires: Social Emotional (ASQ:SE) each year, and up to twice yearly for children with disabilities, ages birth to 5 years. ASQ:SE results are reported to the State, allowing analysis of results at the district and State levels. In addition, most programs are required to refer children for additional assessment or services by appropriate professionals in health and developmental areas based on the screening results within 45 to 90 days of the screening.
- **Formative Assessments.** Many of Ohio's Early Learning and Development Programs are required to use State-specified formative assessments or progress monitoring tools. State-funded programs in public district preschools are required to use and report the results of the Get It, Got It, Go (language and literacy progress monitoring tool) twice yearly, while Early Intervention Part C IDEA programs are required to use the Bayley Scales of Infant



Development, Battelle Developmental Inventory, Early Learning Accomplishment Profile, Hawaii Early Learning Profile, and Assessment Evaluation and Programming System tools for initial and ongoing assessment of children's development. Other programs, such as SUTQ, Head Start, and Early Head Start, are required to use research-based formal and informal assessment tools, but programs have the option to select which tools to use. Ohio's Part B and C of IDEA programs (preschool special education and early intervention) are required to use the Early Childhood Outcomes Summary Form (ECOSF) twice yearly (fall and spring) to document the progress of children with disabilities in each of three categories (Positive Social and Emotional Skills, Acquiring and Using Knowledge and Skills, and Taking Appropriate Action to Meet Needs). The ECOSF results for children in Parts B and C of IDEA are reported to the state. In addition, curriculum-embedded performance measures are required to be used in an ongoing fashion for most Early Learning and Development programs. Curriculum embedded performance measures must be aligned with the Early Learning and Development standards, research-based, and comprehensive. Finally, the KRA-L is required to be administered to all kindergarten students annually and informs teachers of the status of children's language and literacy skills at kindergarten entry and results provide important formative information to teachers as they provide instruction during the kindergarten year.

- **Measures of Environmental Quality.** State funded programs in public district preschools are required to conduct annual teacher observations, which may include the use of Measures of Environmental Quality, such as the Early Childhood Environment Rating Scale (ECERS). In addition, Step 2 and Step 3 programs in SUTQ are required to complete a self-assessment using the Environmental Rating Scale appropriate to the age groups addressed. Home visiting programs also use the Home Observation Measure of the Environment and Nursing Child Assessment Satellite Training Checklist.
- **Measures of the Quality of Adult-Child Interactions.** State-funded programs in public district preschools and SUTQ Tier 2 and Tier 3 programs are required to engage in an annual self-assessment process. This includes use of tools such as the Classroom Assessment Scoring System (CLASS) and the Early Language and Literacy Classroom Observation tool (ELLCO), where programs are required to observe early childhood educators within their own programs. In addition, external evaluations of State-funded public district preschools

and SUTQ include measures of the quality of adult-child interactions by external evaluators. This includes a formal evaluation of the quality of the literacy environment using ELLCO in the State Pre-Kindergarten and Preschool Special Education programs and a formal evaluation of SUTQ using ELLCO and CLASS tools. The State uses the results of these formal evaluations to inform professional development needs and to determine the quality of Ohio's Early Learning and Development programs.

**VI(C)(2)(a) Working with Early Learning and Development Programs to Select Assessment Instruments and Approaches**

The State of Ohio has a High-Quality Plan for Supporting Comprehensive Standards and Assessment and it addresses the plan to modify its Comprehensive Assessment System in the following key ways:

- The State of Ohio will collaborate with the State of Maryland on:
  - Development of a Pre-kindergarten and Kindergarten Formative Assessment (for children 36 to 72 months of age) and a new Kindergarten Entry Assessment that will include all essential domains of school readiness (includes social-emotional development, approaches to learning, physical development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts). Ohio will work with Maryland to establish learning progressions and formative assessments through involvement of curriculum specialists, teachers, and instructional leaders from Head Start and child care programs. Both states will facilitate the process of validating both the learning progressions and formative assessments in conjunction with a panel of State and national experts.
  - Development and implementation of professional development on the administration and use of the assessment
  - Development of a technology framework and infrastructure to support the ongoing tools and supports for the Formative Assessments and Kindergarten Entry Assessment
- Research and recommend the Environmental Rating Scales (ERS) and the CLASS for measures of environmental quality and quality of adult-child interactions respectively as part of SUTQ verification process for determining quality ratings. Ohio will use the tools for the external validation to differentiate quality levels for all types of Early Learning and Development programs.

- Expand and refine formative instruction modules for early childhood educators of children, birth to kindergarten entry, to promote use of data-driven instruction
- Create a Birth to Kindergarten Entry Professional Development Support System (BKPDS) to build the capacity of early childhood educators in the areas of standards, assessment, and formative instruction
- Create an early childhood ELL advisory group to research and make recommendations particularly around assessment and use of assessment to inform instruction for ELL students, and create professional development through the BKPDS that addresses the needs of young ELL students.

Modifications to our Comprehensive Assessment System will include the requirement that all publicly funded early learning and development programs participating in SUTQ will use the formative assessment developed in collaboration with Maryland for ages 36 to 60 months. In addition, early childhood educators within our Early Learning and Development programs will be required to continue selecting and using health and developmental screening tools that are appropriate for the target populations, as well as curriculum-embedded performance measures for progress monitoring. SUTQ programs also will be required to engage in self-assessment using measures of quality for the environment and adult-child interactions for continuous improvement purposes. It is critical for early childhood educators to understand the types of tools available, their purposes, and the appropriate use for targeted populations, including high-needs populations.

The State of Ohio will provide professional development that will include assistance for educators in using the following criteria to select tools: understanding of assessment purposes matched to intended use; identification of the population for which the assessment is specified (addressing Ohio's high needs children in particular); assessing technical adequacy to ensure that results are reliable, valid, and fair; and understanding the administration, scoring, and use of results. For the assessments developed as part of the collaboration between Ohio and Maryland, Appendix Attachment C5 addresses the types of validity and reliability information that will be addressed and made available for early childhood educators.

To address this area of professional development along with support for standards and effective use of assessment, the State of Ohio will create the BKPDS to build the capacity of early childhood educators in a number of areas including the selection and use of appropriate tools. The



existing networks of professional development systems including institutions of higher education in the State would be supported by Professional Development Coordinators, who are appropriately educated and have significant practical expertise in early childhood education. These individuals would work with the current Ohio professional development networks to assess needs and analyze existing data within a geographic area and coordinate content delivery in order to improve the overall quality of early childhood education and to support use of assessments to improve child outcomes and school readiness. The BKPDS will consist of 12 geographically dispersed individuals and subject-matter experts. The 12 BK Professional Development Coordinators would work in teams of 3, each assigned to a quadrant of the State. The subject-matter experts would be assigned to coordinate services for identified high-needs areas/programs, as well as provide subject-matter expertise to their colleagues. This BKPDS would develop the content and facilitate the dissemination of that content across the State and across early childhood sectors through face-to-face, digital, and coaching methods. The goal is to utilize the BKPDS to build capacity within the existing funded networks of professional development providers to sustain efforts across time. It is expected that this would be a 4-year effort to build capacity, after which the existing networks would continue the work in a sustainable fashion. The BKPDS would work with Ohio's existing professional development provider networks, including State Support Team early childhood personnel, Resource and Referral professional development providers, and Infant Toddler Specialists, to provide training and support on the selection and use of appropriate assessment tools and approaches. The BKPDS would make use of subject-matter experts in all domains of school readiness, including a cadre of regionally based Early Childhood Mental Health Consultants, to promote social-emotional development through standards and assessment from birth to kindergarten entry and Health Promotion Consultants to promote physical well-being and health through standards and assessment from birth to kindergarten entry. In addition, the ELL advisory group would make recommendations to the State of Ohio regarding appropriate tools and approaches for assessment ELL children. These recommendations would be incorporated into professional development programs that would be developed and delivered by a small group of State experts in instruction for young ELL children.

**VI(C)(2)(b) Working with Early Learning and Development Programs to Strengthen Understanding of Assessment Uses**

The State of Ohio will use ongoing professional development and training to support early childhood educators' understanding of the purposes and uses of each type of assessment in Ohio's comprehensive assessment system. Using the BKPDS, the Professional Development Coordinators will develop and implement professional development content and work with existing professional development networks to focus on strengthening the early childhood educators' understanding and use of each type of assessment. For screening measures, the BKPDS will provide information and training on the purposes and uses of screening tools in the required domains for health and developmental areas within the first 45 to 60 days of entrance into the program.

For the formative assessments being developed in collaboration with Maryland, both States will collaborate to develop professional development for understanding and using the new Pre-kindergarten and Kindergarten Formative Assessments and the Kindergarten Entry Assessments (see High-Quality Plan on Supporting Standards and Assessments). Both States will work together to develop the professional development that certifies the reliability of educators' administration of the assessments. Training on the use of the new formative assessments will begin in spring of 2014 for early childhood educators of publicly funded programs in SUTQ.

For measures of environmental quality and quality of adult-child interactions as part of the SUTQ protocol for verification and continuous improvement process for all types of Early Learning and Development programs, Ohio's High-Quality Plan for Supporting Comprehensive Standards and Assessments includes a component to provide training for state staff and regional professional development providers on the use of ERS and CLASS for verification, validation, and technical assistance. In addition, the BKPDS will also facilitate use of these tools for continuous improvement, including self-assessment by programs and observation by BKPDS coordinators.

Throughout its professional development system, Ohio will incorporate face-to-face training, as well as a flexible assortment of technology-supported, Web-accessible tools to support training. Key components of the professional development and training system are as follows:

- Use of train-the-trainers model
- Development of Web-based training

- Development and distribution of online information resources (and/or DVD resources for rural areas with limited broadband access)
- Implementation of ongoing coaching and technical assistance.

An early childhood ELL advisory group will be convened beginning in Year 1 of the grant and continue to Year 4 to particularly focus on assessment of and use of assessments for support of young ELL students in the classroom. The BKPDS will use the recommendations to develop professional development focused on assessment to address the needs of ELL students.

**VI(C)(2)(c) Articulating Approach for Aligning and Integrating Assessments and Sharing Results**

The planned modifications to Ohio's Comprehensive Assessment System through the collaboration with Maryland will ensure that common and comprehensive Pre-Kindergarten and Kindergarten formative assessments and a Kindergarten Entry Assessment will be used across all types of Early Learning and Development programs. The formative assessments for 36 to 60 months will be required of all programs participating in SUTQ. Data systems described in section VI(E)(2) of this application will facilitate the collection and reporting of formative assessment results across all types of Early Learning and Development programs. In addition, the BKPDS will facilitate the coordination and alignment of a seamless professional development and support network that promotes vertical alignment from birth to kindergarten entry. Professional development will focus on formative assessments selected by programs for birth to 36 months the formative assessments developed for 36 to 60 months, as well as other screening tools for birth to kindergarten entry. Ohio's new Child Link System, addressed in Section VI(E)(2), will facilitate State agencies in determining where high-needs children are receiving multiple Early Learning and Development programs, in establishing the extent of duplication of services, and in recommending a process for sharing assessment and screening results across programs. The ability to link child-level information across State agencies, as well as to the Kindergarten Entry Assessment, as part of its State Longitudinal Data System will assist Ohio in targeting supports for high-needs children. Currently it cannot be determined which children received early learning and development program services outside of public district settings; the ability to assign a unique identifier through the Child Link System will allow State agencies to determine where children received high-quality programs and to determine how those services related to child outcomes, including performance on the Kindergarten Entry Assessment.



**VI(C)(2)(d) Training Early Childhood Educators to Administer Assessments and Interpret and Use Data**

According to the National Research Council (2008) guidelines, high-quality, ongoing professional development should be provided on the use of student data to inform instructional decisions and to determine growth. Keeping this in mind, Ohio will collaborate with Maryland to create a technology framework that will support the administration, interpretation, and use of formative assessment data by all publicly funded programs participating in SUTQ and for the Kindergarten Entry Assessment. Ohio's High-Quality Plan for Supporting Comprehensive Standards and Assessments includes the addition of formative instruction modules designed for birth through kindergarten entry. These modules will expand on the work currently being developed through existing Race to the Top funding, which is being used to develop modules for pre-kindergarten to grade 12 on formative assessment delivered via online modules and through use of face-to-face facilitators. The expanded modules will provide the basis for data-driven instruction for early childhood educators in Ohio. Formative instruction is based on early learning and development standards for birth to kindergarten entry, coupled with formative assessments, with constant adjustments made throughout the learning progression based on individual student progress. Ohio will accelerate the use of data to improve instruction by providing timely data through the formative assessment and kindergarten entry technology framework, as well as critical professional development. We will use formative instruction specialists who will work across regions of the State to provide support to formative instruction and will serve as experts in assessment and early childhood development. Additionally, the State of Ohio will train State staff to help early childhood educators use measures of quality tools for continuous improvement and professional development. This will include training of State Support Team early childhood personnel, Resource and Referral providers, and Infant Toddler Specialists to provide training on an introduction to measures of quality tools and on use of results from quality tools including external observations and use of tools for self-assessment purposes.

BKPDS will develop and deliver professional development focused on the assessment, interpretation, and use of data for supporting ELL students in the classroom. The BKPDS will provide train-the-trainer training for existing professional development networks to sustain this and will provide online supports and resources for early childhood educators.

## High-Quality Plan

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### **VI(C)(1); VI(C)(2); and VI(E)(1): Race to the Top Early Learning Challenge Grant High-Quality Plan for Supporting Comprehensive Standards and Assessments**

#### **Key Goals**

- The State of Ohio will develop and implement early learning and development standards in three Essential Domains of School Readiness not currently addressed by Ohio's Pre-Kindergarten Content Standards birth through kindergarten entry and grades kindergarten through 3: (1) social-emotional development; (2) physical well-being and health; and (3) approaches toward learning and to provide Professional Development to support all standards from Birth to Kindergarten Entry.
- The State of Ohio in collaboration with the Maryland State Department of Education will expand and refine its formative assessment system so that it (1) generates regular, reliable and valid information on all domains of school readiness for ages 36 to 72 months, and (2) produces reports that are useful to families, early childhood educators, and policy makers for supporting the development and progress of children, especially those with high needs.
- The State of Ohio will train state staff and professional development providers on the use of measures of environmental quality and measures of the quality of adult-child interactions as part of the Step Up to Quality (SUTQ) verification and validation system.
- The State of Ohio will expand and refine formative instruction modules for content areas birth to kindergarten entry to promote use of data driven instruction.
- The State of Ohio will provide critical supports through the creation of a Birth to Kindergarten Entry Professional Development System (BKPDS) for Early Childhood Educators to focus on improving school readiness in all essential domains of readiness by focusing on standards and use of assessment.
- The State of Ohio will deploy a cadre of Early Childhood Mental Health (ECMH) Consultants and Health Promotion Consultants to facilitate the use of standards and assessments by early childhood educators across sectors in support of social-emotional development, approaches towards learning, and physical well-being and health.
- The State of Ohio will strengthen its supports regarding English Language Learners (ELL) by creating an advisory group to research and make recommendations particularly around

standards and use of assessment to Early Childhood Educators and policy makers that serve young ELL children and by providing professional development to early childhood educators specific to young ELL children.

**Key Goal 1:** The State of Ohio will develop and implement early learning and development standards in three Essential Domains of School Readiness not currently addressed by Ohio’s Pre-Kindergarten Content Standards birth through kindergarten entry and grades kindergarten through 3: (1) social-emotional development, (2) physical well-being and health, and (3) approaches toward learning and to provide Professional Development to support all standards from Birth to Kindergarten Entry.

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 1 – Revise and Expand Content Standards</b></p> <p>The State of Ohio will engage national Early Childhood Education (ECE)/content standard experts to review the current standards and to inform the development of the new standards, birth to grade 3.</p> <p>Ohio will assemble writing teams comprised of experts in content areas, child development and early childhood education, health and early childhood mental health to draft standards in three new domains and to revise existing standards as needed. Stakeholders will include representatives from state agencies including Ohio Department of Education, Ohio Department of Job and Family Services, Ohio Department of Health, and Ohio Department of Mental Health.</p> <p>Related to Ohio’s collaboration regarding formative assessment, the Maryland State Department of Education, will also support our efforts to develop new standards.</p> <p>Ohio will make draft standards available for review by stakeholders via focus groups statewide, and national experts and post them on Ohio Department of Education’s (ODE) website for public comment.</p> <p><b>Responsible Party – Ohio Department of Education</b></p>		
<p>Academic learning cannot occur if a child has not developed self-regulation, social skills, or is physically unwell. Likewise, children who are not engaged and motivated to learn will not be academically successful. By adding standards that address such domains, teachers will have the rationale, guidance, and professional development required to support children in development and learning.</p> <p>Ohio’s current content standards in Pre-Kindergarten through Grade 3 address English language arts, mathematics, science and social studies. Ohio is one of only two states that do not have stand-alone social-emotional early learning standards for pre-K ages.<sup>1</sup></p> <p>Because Ohio has no such standards, we are unable to assess how well these domains are being addressed in the early childhood classrooms across the state.<sup>2</sup></p>	<p>The State of Ohio will make draft standards available for review and public comment.</p>	<p>After review and public comments are completed and revisions to content standards, standards will be posted on ODE’s website.</p>
<p><b>Performance Measures – Key Activity 1:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

1 Collaborative for Academic, Social, and Emotional Learning and University of Illinois at Chicago. (2011). *State Learning Standards to Advance Social and Emotional Learning: The State Scan of Social and Emotional Learning Standards, Preschool through High School*, <http://case1.org/wp-content/uploads/2001/04/Brief-on-the-State-Scan-4-18-2011.pdf>.

2 Scott-Little C, Lesko J, Martella J, Milburn P. (2007) Early Learning Standards: Results from a National Survey to Document Trends in State-Level Policies and Practices. *Early Childhood Research & Practice*, 9(1). Available: <http://ecrp.uiuc.edu/v9n1/little.html>



Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 2 – Develop and Implement Model Curriculum</b></p> <p>The State of Ohio will develop model curriculum in Approaches toward Learning, Social-Emotional Development and Physical Well-being and Motor Development that is aligned with the new standards.</p> <p>Ohio will conduct focus groups of educators, administrators and other stakeholders statewide to determine instructional strategies, curriculum resources for implementation and differentiation for all learners including ELL and children with disabilities.</p> <p>By 2013, the Model Curriculum in all content areas will be maintained on the ODE website and revised as new research and resources become available.</p> <p><b>Responsible Party – Ohio Department of Education</b></p>		
<p>To support teachers in planning appropriate curriculum aligned to standards in the four content areas, English language arts, Mathematics, Science and Social Studies, Ohio developed the “Guidance Tool for Early Learning Content Standards Implementation (rev. 2006). This document was very well-received in the field. The Model Curriculum will serve much the same purpose in providing support to early childhood educators in the implementation of the content standards in the three new domains.</p>	<p>The Model Curriculum will be a Web-based resource available via the ODE website in fall 2012. All programs including those serving high-needs populations will be notified when it is available.</p>	<p>The Model Curriculum in all content areas including the three new domains of School Readiness will be maintained on the ODE website and revised and refined as new research and resources become available 2013 and ongoing. This resource will be available statewide.</p>
<p><b>Performance Measures – Key Activity 2:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		
<p><b>Key Activity 3 – Professional Development for Implementation of Standards</b></p> <p>The State of Ohio will develop three levels of professional development modules to support implementation of standards in three new domains to accommodate Early Childhood Educators and providers with a broad range of education and experience, using multiple formats to accommodate teachers and providers in a variety of settings. Professional Development modules will have a pre-post evaluation to measure participant learning.</p> <p><b>Responsible Party – Ohio Department of Education</b></p>		
<p>Professional development will be necessary in order to ensure understanding of the content and appropriate strategies for implementation. Ohio has a tradition of standards-based education. The Pre-kindergarten Content Standards have been accompanied with high-quality, job-embedded professional development modules and are available statewide to all early childhood educators.</p> <p>The Ohio Department of Education is currently collaborating with The Ohio State University on a \$6-million Institute of Education Sciences (IES)-funded research project on the effectiveness of Ohio’s state-wide professional development system. The project, titled Assessing Preschool Professionals’ Learning Experiences (APPLE Ohio) examines how early childhood teachers’ participation in Ohio’s statewide professional development offerings, coupled with coaching/ mentoring, improves practice and ultimately impacts children’s learning as demonstrated on the Kindergarten Readiness Assessment-Literacy (KRA-L).</p>	<p>Professional development delving deeper into each of the domains will be phased in as they are developed and rolled-out for educators in publicly-funded and early childhood programs participating in SUTQ and serving high-needs populations.</p>	<p>All professional development modules will be available regionally in a variety of formats, including on-line, face-to-face, and within communities of practice and teaching teams to ensure accessibility to educators in all early childhood settings statewide.</p>
<p><b>Performance Measures – Key Activity 3:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

**Key Goal 2:** The State of Ohio in collaboration with the Maryland State Department of Education will expand and refine its formative assessment system so that it (1) generates regular, reliable and valid information on all domains of school readiness form ages 36 to 72 months, and (2) produces reports that are useful to families, early childhood educators, and policy makers for supporting the development and progress of children, especially those with high needs.

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 1 – Expand and Refine Formative Assessment System</b></p> <p>The Ohio Department of Education’s Office of Early Learning and School Readiness (ODE-ELSR) will develop and implement a formative assessment system in the form of semi-annual benchmarks to gauge the progression of learning of children ages 36 to 72 months. The system will enable tracking of individual children and will culminate in a milestone Kindergarten Entry Assessment (KEA) administered at 60 months.</p> <p>The Assessment instruments will be developed by Ohio in collaboration with the Maryland State Department of Education.</p> <p><b>Responsible Party – Ohio Department of Education</b></p>		
<p>This activity will address two specific needs. First, Ohio does not have a formative assessment system that includes all school readiness domains. The assessments will include the following areas: social-emotional development, physical development, language and literacy, mathematical thinking, scientific thinking, social studies, and the arts. Approaches to learning will be embedded in assessment for pre-kindergarten and kindergarten. Second, we have limited ability to track the progress of individual children at regular intervals.</p> <p>These deficits limit our ability to understand trends and patterns in the learning progress of Ohio’s young children with high needs and to evaluate the relative impact of different programs and policies.</p> <p>Nonetheless, Ohio is well-positioned to implement such a comprehensive system. We have a strong record of tracking learning progress in a single domain (literacy). In 2010, for example, we collected data on more than 30,000 pre-kindergarten programs, across 300 districts and 204 state pre-kindergarten districts and each year we collect KRA-L data for over 125,000 children.</p> <p>The State of Ohio and the State of Maryland will join forces to develop formative assessment for pre-kindergarten and kindergarten. Our proposed collaboration and our willingness to leverage Ohio’s existing Race to the Top resources demonstrates our ability to successfully develop a comprehensive formative assessment system.</p>	<p>Following development of the assessment instruments, we will begin pilot testing this process on a stratified random sample of children ages 36 to 60 months beginning in September 2012, with additional assessments in February 2013 and September 2013. The final assessment point (9/2013) will include a KEA for those children in the cohort entering kindergarten.</p> <p>For the pilot test of the formative assessment, we will conduct a stratified random sample of publicly-funded programs rated SUTQ initiative based on rural/urban location, program type (e.g., districts, Head Start programs, childcare facilities, and poverty level). In addition, we will pilot the Kindergarten Entry Assessment in a stratified random sample of Ohio districts.</p> <p>The main focus of the pilot tests will be to evaluate four features of the new formative assessment system: (1) the reliability and validity of data generated by the instruments; (2) the administrative burden associated with administering the assessments; (3) the effectiveness and efficiency of training providers to administer the assessments; (4) our ability to track children who move across different programs. In addition, we will assess what special approaches are necessary to engage lower-rated programs and how the four features above may vary by</p>	<p>By June 2013, agency partners will endorse a report that summarizes lessons learned from the pilot test and will recommend specific changes to the assessment instrument and training process.</p> <p>A second round of pilot testing that employs these revisions will be conducted in September 2013 and February 2014. This will involve a similar random sample as before, although children will range from 36 to 72 months, in order to ensure that enough children complete the KEA so we can assess whether it meets the goals of the project.</p> <p>By June 2014, a second report will document whether the revised instrument and process adequately addresses the limitations identified in the first pilot test.</p> <p>The Kindergarten Entry Assessment will be implemented statewide in the 2014-2015 school year.</p>

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
	rural/urban, location, program type, and poverty characteristic of programs' families.	
<p><b>Performance Measures – Key Activity 1:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		
<p><b>Key Activity 2 –Develop Effective Professional Development to Administer Assessments and Use the Results</b></p> <p>In collaboration with the Maryland State Department of Education, we will develop and implement professional development that supports the effective and efficient administration of the formative assessment system as well as the effective use of the data that it generates. Specifically, this will include: information on pre-administration, administration and post-administration.</p> <p><b>Responsible Party – Ohio Department of Education</b></p>		
<p>One ongoing challenge of assessment in early childhood education is the uneven ability of local providers to implement timely and complete assessments of all the children in their care. Staff turnover, incomplete training, and doubts about the utility of such assessment often undermine effective implementation of assessment systems. Even when comprehensive, reliable and valid data are collected, they remain of limited value if no one uses them. Therefore a key part of Ohio's Formative Assessment System will highlight effective and efficient training of teachers and other providers in the administration of the assessment as well as how to use the data. Ohio has considerable experience training such staff in administering assessments. Currently we have standardized trainings for the administration of GGG and KRA-L. While we have struggled to make such trainings effective and efficient in terms of delivery, the novel proposed approach promises to improve our ability in this area.</p>	<p>Prior to the pilot test beginning September 2012 (see above), we will begin training staff of selected programs during summer 2012. The pilot test will measure staff satisfaction with the trainings. The pilot test will also document the administrative burden for State agency staff and local providers in conducting the trainings and administering the assessments.</p>	<p>Based on the findings from the initial pilot test, we will revise our trainings in a second pilot test beginning September 2013 (see above).</p> <p>All kindergarten teachers and pre-kindergarten teachers in SUTQ-rated programs will receive professional development on administration of the formative assessment system in spring/summer of 2014 before statewide administration in fall 2014.</p>
<p><b>Performance Measures – Key Activity 2:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		



Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 3 – Develop Technology Infrastructure to Maximize Efficiency of Training</b></p>		
<p>The State of Ohio will develop technology infrastructure to support the effective use of the comprehensive assessment system including the administration training, development of score and reporting functionality, development and maintenance of technology infrastructure to link Pre-k assessment and Kindergarten Entry Assessment. Researchers have noted the importance of technology in creating data access and presenting data in useful formats. <sup>3</sup></p>		
<p>This will involve a one-stop website, where teachers and other staff can learn how to administer the assessment, generate reports, and receive other professional development.</p>		
<p><b>Responsible Party – Ohio Department of Education</b></p>		
<p>In order to deliver high-quality professional development to large numbers of early childhood educators, Ohio plans to leverage technology to delivery professional development. Currently, training on administration of the Pre-K literacy assessment (Get it, Got it, Go!) and the KRA-L are only available through face-to-face training (GGG) and DVD (KRA-L). The collaboration with Maryland will facilitate development of professional development in a cost-effective way that can be sustained by being implemented via technology; for those rural areas with limited broadband access, print resources will be available.</p>	<p>Ohio will make assessment materials available via technology platforms at local districts or early childhood programs, as well as via technology infrastructure in a piloted phase in 2013.</p>	<p>Ohio will make assessment materials available via technology platforms at local districts or early childhood programs, as well as via technology infrastructure during 2014–2015.</p>
<p><b>Performance Measures – Key Activity 3:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

**Key Goal 3: The State of Ohio will train State staff and professional development providers on the use of measures of environmental quality and measures of the quality of adult-child interactions as part of the Step Up To Quality (SUTQ) verification and validation system.**

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 1 – Train State Staff and Regional Professional Development Providers on Measures of Quality</b></p>		
<p>Train assessors and provide professional development (PD) and technical assistance (TA) for measuring the quality of adult-child interactions and environmental quality. Ohio plans to use measures of adult-child interactions as part of the evaluation and validation process of the rating system and to provide technical assistance and professional development to educators targeted to participate in SUTQ with high-needs children.</p>		
<p><b>Responsible Party – Ohio Department of Education</b></p>		
<p>Research has shown that the quality of the environment as well as the quality of adult-child interactions can affect children’s learning. Ohio currently uses some environmental quality measurement tools such as the Early Language and Literacy Classroom Observation (ELLCO) and the Environmental Rating Scales (ERS) to determine quality in some publically funded classrooms. Ohio plans to use standardized measures of environmental quality and adult-child</p>	<p>Conduct field test on stratified random samples of programs participating in SUTQ as part of the external evaluation process. Deliver professional development on ERS and CLASS for publicly funded programs participating in SUTQ.</p>	<p>Conduct observation on a stratified random sample of programs participating in SUTQ as part of the external evaluation process. Offer professional development to early learning and development programs on measures of quality in the environment</p>

<sup>3</sup> Mandinach E & Honey M. (Eds.), *Data-Driven School Improvement: Linking Data and Learning*. New York: Teachers College Press; 2008.

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p>interactions by using the ERS and The Classroom Assessment Scoring System (CLASS) as part of the external evaluation and validation process for the expanded SUTQ. In addition, Ohio will use State staff and professional development providers to deliver training and technical assistance on measures of quality of the environment and adult-child interactions. Leveraging this existing program will enable statewide adaptation of the process.</p>		<p>and of adult-child interactions.</p>
<p><b>Performance Measures – Key Activity 1:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

**Key Goal 4: The State of Ohio will expand and refine formative instruction modules for content areas birth to kindergarten entry to promote use of data driven instruction.**

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 1 – Expand and Refine Formative Instruction Modules</b></p> <p>Expand the formative instruction modules currently provided for districts through Race to the Top funding to include trainings for early learning and development programs serving children with high needs birth through kindergarten entry and cover standards in all domains of school readiness.</p> <p><b>Responsible Party – Ohio Department of Education</b></p>		
<p>Currently with Ohio’s existing Race to the Top funding, formative instruction modules are being designed for Pre-kindergarten through Grade 12. Since only one module is dedicated to the formative instruction module for pre-kindergarten, Ohio will expand the modules to target programs serving children with high needs birth through age 5 and to cover all standards domains. This expansion includes six modules developed for teachers of children birth to kindergarten entry. All early childhood educators serving children birth to kindergarten entry will participate in the initial introductory formative instructional practices on-line modules that will include:</p> <ul style="list-style-type: none"> <li>• The importance of formative instruction</li> <li>• Learning targets</li> <li>• Collecting and documenting evidence of child development and learning</li> <li>• Analyzing data and planning for instruction.</li> </ul> <p>Two additional modules will address content specific to teachers of children birth-grade 3 and preschool children ages 3 to 5 years aligned to the Infant &amp; Toddler Guidelines and Pre-Kindergarten Content Standards in the three new domains, Social Emotional Development, Approaches Toward Learning and Physical Well-being and Motor Development.</p>	<p>The modules will be delivered in 2013 to a sample of State-funded programs, as well as those programs participating in SUTQ that serve children with high needs.</p>	<p>The formative instruction modules will be part of the formative instruction module package and will be available to any early learning and development program within the State in 2014–2015.</p>
<p><b>Performance Measures – Key Activity 1:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

**Key Goal 5:** The State of Ohio will provide critical supports through the creation of a Birth to Kindergarten Entry Professional Development System (BKPDS) for Early Childhood Educators to focus on improving school readiness in all essential domains of readiness by focusing on standards and use of assessment.

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 1: Development of a Birth to Kindergarten Entry Professional Development System (BKPDS)</b>                      Develop a professional development system with a comprehensive offering of training and technical assistance that supports early childhood educators their efforts in supporting children, especially children with high needs, in all essential domains of school readiness including standards and assessment.  <b>Responsible Party – Ohio Department of Education</b></p>		
<p>Currently professional development (PD) providers across early childhood sectors operate in silos and do not address all domains of readiness or address the transition across the full continuum birth to kindergarten entry.</p> <p>The existing networks of professional development systems including institutions of higher education in the State would be supported by Professional Development Coordinators (or Coaches or Facilitators) that are appropriately educated and have significant practical expertise in early childhood education. These individuals would work with the current networks to assess needs and analyze existing data within a geographic area and coordinate content delivery that would improve the overall quality of early childhood education to support child outcomes and school readiness.</p> <p>The Professional Development Coordinator Network would consist of 12 geographically dispersed individuals and 4 subject-matter experts. The 12 Professional Development Coordinators (PDCs) would work in teams of three, each assigned to a geographical quadrant of the state. The four subject matter experts would be assigned to coordinate services for identified high-need areas/programs, as well as provide subject-matter expertise to their other colleagues. This PDC network would develop (the content) and facilitate the dissemination of that content (face to face, digitally, coaching, etc) across the State and across early childhood sectors. The goal is to utilize the PDC network to build capacity within the existing funded networks to sustain efforts across time.</p>	<p>The BKPDS will be implemented in the four geographical quadrants (northwest, northeast, southwest, and southeast) of the State and will work with existing networks of professional development systems.</p>	<p>It is expected this will be a 4-year effort to build capacity, after which the existing networks will continue the work in a sustainable fashion which would continue to support the statewide early childhood workforce.</p>
<p><b>Performance Measures – Key Activity 1:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		



**Key Goal 6:** The State of Ohio will deploy a cadre of Early Childhood Mental Health (ECMH) Consultants and Health Promotion Consultants to facilitate the use of standards and assessments by early childhood educators across sectors in support of social-emotional development, approaches towards learning, and physical well-being and health.

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 1: Deploy a cadre of Early Childhood Mental Health Consultants (ECMH) and Health Promotion Consultants to support the use of standards and assessments</b></p> <p>In order to support programs that serve children with high needs, the State of Ohio will deploy ECMH Consultants as well as Health Promotion Consultants statewide. These consultants will help to support social-emotional development, approaches towards learning and physical well-being and health.</p> <p><b>Responsible Party</b> – Ohio Department of Health, Ohio Department of Mental Health</p>		
<p>Currently, Ohio has some ECMH Consultants that help to support early childhood programs. Ohio needs additional support for children birth to kindergarten entry in the areas of social-emotional development, approaches towards learning, and physical well-being and health. These areas are currently not addressed in the pre-kindergarten standards.</p> <p>Ohio also has registered nurses and registered/licensed dieticians who serve as child care health consultants to child care programs. These consultants offer training and technical assistance on critical health topics that support children’s growth and learning.</p> <p>Ohio realizes the important role that ECMH consultants as well as child care health consultants serve, but their capacity is not sufficient to support all types of early learning and development programs that serve children with high needs. By adding ECMH Consultants as well as Health Promotion Consultants, we will be able to support publicly funded programs serving children with high needs in the areas of social-emotional development, approaches towards learning and physical well-being and health.</p>	<p>ECMH Consultants and Health Promotion Consultants will be hired and deployed for statewide service delivery in the first year of the grant.</p>	<p>ECMH Consultants and Health Promotion Consultants will be deployed for statewide service delivery throughout all 4 years of the grant.</p>
<p><b>Performance Measures – Key Activity 1:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

**Key Goal 7:** The State of Ohio will strengthen its supports regarding English Language Learners (ELL) by creating an advisory group to research and make recommendations particularly around standards and use of assessment to Early Childhood Educators and policy makers that serve ELL and providing professional development to early childhood educators specific to ELL.

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 1- Create ELL Advisory Group</b></p>		
<p>The State of Ohio will create an advisory group that will be made of up members who are experts in the education of young children who are English Language Learners (ELL). The group will research and make recommendations around standards and the use of assessment specific to ELL.</p>		
<p><b>Responsible Party – Ohio Department of Education</b></p>		
<p>Ohio has approximately 24,440 children from birth to kindergarten entry who are considered ELL. Ohio has very little support and infrastructure for supporting early childhood educators who work with children who are ELL. Ohio's demographics are rapidly changing and families, teachers and policy makers have become increasingly aware of the need to address the linguistic diversity of the State's preschool students, many who are experiencing a formal educational experience outside of the home for the first time.</p> <p>By creating an advisory group consisting of State experts in early childhood as well as ELL, Ohio will establish a resource that can be accessed for specific information related to standards, assessment, family engagement, and other areas that would specifically relate to children who are ELL. This group would inform Ohio on the current research to support children who are ELL and appropriate strategies to implement curriculum that is standards-based, as well as assessment that considers the needs of ELL.</p> <p>A national expert would also be brought in once per year to address the group and provide additional expertise on Ohio's children who are ELL.</p>	<p>Ohio will identify members for and create the ELL advisory group. The ELL advisory group will establish a quarterly meeting schedule.</p>	<p>The ELL advisory group will continue to meet quarterly and make recommendations to the State of Ohio including the Assessment and Standards project team.</p>
<p><b>Performance Measures – Key Activity 1:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 2- Develop Professional Development to support early childhood educators who work with children that are ELL.</b></p> <p>Build on the existing module currently being implemented in Ohio for young English Language Learners and create five modules that address learning trajectories, standards concepts and additional essential domain elements, assessment, and parent engagement.</p> <p><b>Responsible Party – Ohio Department of Education</b></p>		
<p>Currently, the State of Ohio, through the help of the Head Start Collaboration Office, offers a three-part module that provides teachers, administrators and literacy specialists with a foundational understanding of cultural differences and language acquisition, as well as the knowledge and tools to help children prepare for transition into kindergarten and elementary school. This module only addresses language and literacy and is not inclusive of the birth-to-3 population.</p> <p>In order to comprehensively address the needs of children who are ELL, Ohio would develop professional development modules that would be deployed by ELL subject-matter experts to support early childhood educators understanding of learning trajectories, standards and additional essential domain elements, assessment, and parent engagement strategies of the ELL birth to kindergarten entry population.</p>	<p>Develop and implement professional development modules by 2012.</p>	<p>Implement professional development modules statewide by 2012–2013 for early learning and development programs targeting children with high needs in SUTQ-rated programs.</p>
<p><b>Performance Measures – Key Activity 2:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		



## Schedule

KeyActivities/Milestones	2012	2013	2014	2015
<b>Goal 1</b>				
<b>1. Revise and Expand Content Standards</b> Revised Pre-kindergarten Standards (ELA/Math/ Science/Social Studies) roll out statewide Review/revise Infant Toddler Guidelines and Pre-kindergarten-Grade 3 Content Standards for all Essential domains of school readiness: <ul style="list-style-type: none"> <li>Engage national experts</li> <li>Identify and assemble writing teams</li> <li>Draft standards</li> <li>Make draft standards available for review and public comment</li> <li>Revise as necessary</li> </ul> Post all standards to the ODE website				
<b>2. Develop and Implement Model Curricula</b> Conduct focus groups Compile information into first draft Make available for public comment Revise as necessary				
<b>3. Professional Development on Standards Implementation</b> Professional Development of ELA/Math/Science/ Social Studies statewide Develop Professional Development to accompany standards in three new domains: <ul style="list-style-type: none"> <li>RFP out</li> <li>Identify content experts/stakeholders</li> <li>Develop training</li> </ul> PD roll out to state				
<b>Goal 2</b>				
<b>1. Expand and Refine Formative Assessment System</b> Complete assessment instruments Select sites for pilot test First pilot test First pilot test completed, consensus report adopted Second pilot test Second pilot test completed, consensus report adopted Statewide implementation of Kindergarten Entry Assessment Statewide implementation of entire formative assessment system				
<b>2. Develop Effective Professional Development to Administer Assessments and Use the Results</b> Devise professional development training process and materials Implement training				

Key Activities/Milestones	2012	2013	2014	2015
<b>Goal 2, continued</b>				
<b>3. Develop Technology Infrastructure to Maximize Training Efficiency</b>				
Develop one-stop shop online website for training/assessment	→			
First pilot test		→		
First pilot test completed; website revised		→		
Second pilot test			→	
Second pilot test completed; re-revise website (if necessary); revise one-stop shop			→	
Website goes live			→	→
<b>Goal 3</b>				
<b>1. Train State Staff and Regional Professional Development Providers on Measures of Quality</b>				
Devise professional development training process	→			
Train external evaluators on ERS	→			
Select sites to observe		→		
Conduct PD on measures of quality in environment and adult-child interaction	→	→	→	→
First observations using ERS completed on sample		→	→	
First observations for CLASS completed on sample		→	→	
Continue observations on ERS and CLASS			→	→
<b>Goal 4</b>				
<b>1. Expand and Refine Formative Instruction Modules</b>				
Develop content for modules	→			
Develop technology to deliver modules		→		
Continue development of technology framework and design PD materials			→	
Train instructors		→	→	→
Deliver modules face to face to selected programs			→	→
Make modules available statewide online			→	→
<b>Goal 5</b>				
<b>1. Development of Birth to Kindergarten Entry Professional Development System</b>				
RFP development	→			
Identify subject-matter experts and PD coordinators		→		
Analyze PD offering data per geographical area		→		
Experts provide subject-matter expertise		→		
PD Coordinators develop needed training with assistance from subject-matter experts		→	→	→
PD Coordinators and subject-matter experts deliver trainings		→	→	→
PD Coordinators and subject-matter experts work with existing State staff with a "Train to Trainer" format in order to sustain PD support		→	→	→

KeyActivities/Milestones	2012	2013	2014	2015
<b>Goal 6</b>				
<b>1. Deploy a cadre of Early Childhood Mental Health Consultants and Health Promotion Consultants</b>				
FRP development	→			
Identify ECHM Consultants and Health Promotion Consultants	→			
Identify areas to implement support	→			
Design training to be used by consultants	→			
Implement training and support	→			
<b>Goal 7</b>				
<b>1. Create an ELL Advisory Group</b>				
Identify and convene members of advisory group	→			
Identify national expert to meet once per year with group	→			
ELL Advisory group meets quarterly	→			
<b>2. Develop Professional Development That Supports Early Childhood Educators Working with Children that Are ELL</b>				
Develop content for modules through BKPDS	→			
Develop technology to deliver modules	→			
Train instructors		→		
Implement training	→			

RTTELC-04



## Financial Resources to Support Successful Implementation of the Plan

Key Activity	Estimated Total Budget	Estimated Amount Leveraged From Other Sources
Revise and Expand Content Standards Develop and implement model curriculum	\$100,000	Early Childhood Advisory Council grant
Professional Development on Standards Implementation	\$707,500	Early Childhood Advisory Council grant (\$500,000) Early Learning Challenge Grant (\$207,500)
Expand and refine Formative Assessment System	\$2,110,000 formative assessment; \$800,000 Kindergarten Entry Assessment development	Existing Race to the Top Funds for development of Kindergarten Entry Assessment (\$1 million) Judith Hoyer Grant (\$500,000)
Develop effective professional development to administer assessments and use the results	\$878,000	Judith Hoyer Grant (\$500,000)
Develop technology infrastructure to maximize training efficiency	\$2,300,000	Judith Hoyer Grant (\$1,000,000)
Train state staff and regional professional development providers on measures of quality	\$642,950	\$0
Expand and refine formative instruction modules	\$497,500	\$0
Development of birth to kindergarten entry Professional Development System	\$10,450,000	\$0
Deploy a cadre of Early Childhood Mental Health Consultants and Health Promotion Consultants	\$8,000,000	\$0
Create an ELL Advisory Group	\$80,000	\$0
Develop professional development that supports Early Childhood Educators working with children that are ELL.	\$500,000	\$0
Staff members that support implementation of this High-Quality Plan	\$2,039,688	\$0

## Addressing the Needs of Different Types of Early Learning and Development Programs

Draft standards will be available for public comment to ensure that early childhood educators in all types of early learning and development programs have an opportunity for their voices to be heard. All comments will be considered as the drafts are revised to ensure that they are comprehensive, developmentally, culturally, and linguistically appropriate and that they will meet the needs of care providers, teachers, and specialists in all early childhood programs throughout the State of Ohio.

Professional development will be available in a variety of formats to ensure accessibility to educators in all early childhood settings. The activities in this High-Quality Plan for Supporting Standards and Assessment will prioritize early learning and development programs serving children with high needs and participating in SUTQ.

With the measures of quality project, professional development will be tailored to a variety of programs that will include those who serve infants, toddlers, and pre-kindergarten students. Targeted professional development and technical assistance on measures of quality will help to inform the entire project so that we can make changes and gear up to statewide implementation.

The professional development that supports the administration of the formative assessment will be designed as a Web-based system. Training will also be in the form of a DVD, so that rural populations with limited access to the Internet will have the supports necessary to select, use, and interpret the data from assessments.

### **Meeting the Needs of Children with High Needs and Special Populations of Children With High Needs**

The standards will be crafted to be flexible and developmentally, culturally, and linguistically appropriate. Implementation will address differentiation strategies so learning experiences related to standards are challenging, yet achievable, for all children, including children with high needs, disabilities, and English language learners.

Our Formative Assessments and Kindergarten Entry Assessment will be developed so that it supports the understanding of all children, including children who are ELL or children with disabilities. Professional development activities will also include ways to support children with high needs and will give teachers a method of understanding how to incorporate what they know about a child's background into their teaching strategies.

The measures of quality project will also help to support how to set up the environment for special populations as well as how to communicate acceptance with the adult-child interaction component. Professional development in this area will also touch on how to foster interactions between children, especially those in special populations.

**Supporting Evidence**

Requested Evidence for VI(C)(1)(a) and (b)	Evidence
Proof of use of Early Learning and Development Standards by the type of Early Learning and Development Programs in the State	Ohio legislation requires state funded public district preschool programs to meet and report compliance with the Ohio early learning program guidelines which require use of the Pre-kindergarten Content Standards. The legislation is referenced in Appendix Attachment C5. The Pre-kindergarten standards are referenced in Appendix Attachments A5-A8.
The State’s Early Learning and Development Standards for: – Infants and toddlers – Preschoolers	See Infant and Toddler Guidelines (Appendix Attachment A4) See Pre-Kindergarten Content Standards-English Language Arts (Appendix Attachment A5) See Pre-Kindergarten Content Standards-Mathematics (Appendix Attachment A6) See Pre-Kindergarten Content Standards-Science (Attachment A7) See Pre-Kindergarten Content Standards-Social Studies (Attachment A8) Standards for Care and Teaching for Ohio’s Infants and Toddlers (Attachment A9)
The standards are developmentally, linguistically, and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners	See Documentation on standards being developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Language Learners (Appendix Attachment C2).
Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality	See Essential Domains of School Readiness (Appendix Attachment C1)
Documentation of the alignment between the State’s Early Learning and Development Standards and the State’s K-3 standards	See Infant and Toddler Guidelines (Appendix Attachment A4) See Pre-Kindergarten Content Standards-English Language Arts (Appendix Attachment A5) See Pre-Kindergarten Content Standards-Mathematics (Appendix Attachment A6) See Pre-Kindergarten Content Standards-Science (Appendix Attachment A7) See Pre-Kindergarten Content Standards-Social Studies (Appendix Attachment A8) Standards for Care and Teaching for Ohio’s Infants and Toddlers (Appendix Attachment A9) See K-12 Standards (Appendix Attachment B3) See Essential Domains of School Readiness (Appendix Attachment C1)

**Sustainability**

A significant portion of the costs for Ohio’s work in this plan includes funding for development costs. Once the work is established over the 4-year grant period, Ohio will be able to sustain the work at a lower or minimal cost. Ohio will sustain the ongoing costs of the work through the use of existing state General Revenue Funds and federal funds. The participating agencies are committed to reallocation of existing resources to continue the support of early learning and development programs and services. This will include the funding and use of existing professional development providers of State Support Teams, Resource and Referral network, and Infant and Toddler Specialists. It will also include use of Child Care Development Funds (CCDF) and Individuals with Disabilities Education Act (IDEA) Part B and C funds to support professional development for children with high needs and existing GRF for the KEA.



**SECTION VI. SELECTION CRITERIA**

**FOCUSED INVESTMENT AREAS – SECTIONS (C), (D), AND (E)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section VI. Selection Criteria**

**Focused Investment Areas -- Sections (C), (D), and (E)**

*The State must address in its application--*

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

*The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.*

**D. A Great Early Childhood Education Workforce**

*Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.*

*The applicant must address one or more selection criteria within Focused Investment Area (D).*

**(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials**

The extent to which the State has a High-Quality Plan to--

- (a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;
- (b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and
- (c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:
  - The Workforce Knowledge and Competencies;
  - Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children's learning and development and improve outcomes.

*Recommended maximum response length: 5 pages*

**OHIO'S NARRATIVE RESPONSE TO VI. SELECTION CRITERIA IS FOUND ON THE FOLLOWING PAGES: VI(D)(1)-1 – VI(D)(1)-8**

## VI(D) A Great Early Childhood Education Workforce

The early childhood education workforce matters! Research is clear and compelling that adults who spend time with young children influence their physical, social, cognitive and emotional development. A knowledgeable and skilled workforce fosters this development and learning, helping to shape the child's trajectory toward kindergarten readiness. In order to ensure more young children begin their kindergarten year ready to succeed, Ohio's early childhood education workforce must be well prepared through a coordinated system of high quality professional development that begins with consistent core knowledge and 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 that lead to improved child outcomes. *Ohio's Early Childhood Core Knowledge and Competencies* (Ohio CKC) (Appendix Attachment D1) provides this foundation. **Ohio CKC is evidence-based and fully meets the requirements** of Section VI(D)(1)(a). In order to ensure more young children begin their kindergarten year ready to succeed, Ohio CKC will be fully integrated as the common base of knowledge and skills for preparation of the early childhood education workforce.

The State of Ohio has a complex system of early childhood educator preparation. Ohio has 22 state-level credentials and 68 postsecondary institutions that impact the early childhood education workforce. Ohio's primary providers of ongoing professional development and some postsecondary institutions align with Ohio CKC. However, the extent of alignment, especially with bachelor's degree programs, is not clear. The State of Ohio will focus its work on aligning degrees and credentials with Ohio CKC and imbedding this foundation in postsecondary institutions through the activities described in the high-quality plan summarized below and provided in its entirety at the end of this section.

**Ohio will create a streamlined progression of credentials and degrees aligned with Ohio CKC** to ensure that the birth to kindergarten entry education workforce has the core knowledge and competencies necessary to support young children's growth, development, and learning and to improve child outcomes. The Professional Development Project Team, led by the Early Education and Development Officer, will work with a core team of state agency representatives and key stakeholders to:

- Examine the alignment of existing credentials and degrees with Ohio CKC
- Conduct research on systems in other states



- Draft recommendations
- Secure review by national experts
- Gather input from stakeholders
- Make final recommendations.

Final recommendations will be implemented over the final 2 years of the grant.

**Ohio will engage postsecondary institutions and other professional development providers in aligning professional development opportunities with Ohio CKC.** A contractor with expertise in Ohio CKC and cross-sector knowledge of the birth to kindergarten education field will manage this project in conjunction with the Division of Child Care, Ohio Department of Job and Family Services (ODJFS) and Office of Early Learning and School Readiness, Ohio Department of Education (ODE). Activities will include:

- Promoting and distributing copies of Ohio CKC
- Convening postsecondary early childhood education faculty and statewide professional development providers
- Developing bridging documents
- Increasing the number of professional development providers by posting opportunities on OPDN.org
- Providing training on The Ohio CKC Instructor Guide.

This work will result in full engagement and support of Ohio CKC as the common base of early childhood education professional preparation in Ohio.

#### **VI(D)(1) Developing a Workforce Knowledge and Competency Framework and a Progression of Credentials**

Ohio created a strong foundation and framework for the early childhood workforce in Ohio CKC (Appendix Attachment D1). The process was highly inclusive and evidence-based. Through the opportunity of this grant, Ohio will create a streamlined statewide progression of credentials and degrees aligned with Ohio CKC for the birth to age 5 education workforce, and engage or reengage Ohio's postsecondary institutions and providers of professional development as described previously in the high-quality plans. This work is a critical building block to improving the knowledge and skills of the early childhood education workforce and improving child outcomes.



### **VI(D)(1)(a) Development of a Common, Statewide Workforce Knowledge and Competency Framework**

Ohio CKC is a model Workforce Knowledge and Competency Framework that is the foundation for the preparation and ongoing professional development of Ohio's early childhood educators. It is designed to promote children's learning and development and improve child outcomes.

Ohio CKC is a collaborative framework, developed under the leadership of the Division of Child Care, ODJFS, Ohio Head Start Collaboration Project in the ODE and the Ohio Child Care Resource and Referral Association. Writing teams were comprised of teachers and administrators from all types of early childhood settings including home visiting programs, postsecondary education representatives, varied health and mental health professionals, community-based professional development providers and state agencies. This document complements the Standards for Ohio Educators developed by the ODE for school-based educators through grade 12. Ohio CKC supports additional documents including Ohio's Infant and Toddler Guidelines (Appendix Attachment A4) and Ohio's Pre-kindergarten Content Standards (Appendix Attachments A5 through A8). As revisions are made to these documents, a review will be conducted to ensure continued complementary alignment with Ohio CKC.

Six broad content areas are defined in Ohio CKC with specific competencies listed in three progressive levels of mastery. The content areas are: (1) child growth and development; (2) family and community relations; (3) health, safety, and nutrition; (4) child observation and assessment; (5) professional development; and (6) learning experiences and environments.

Research references for each content area begin on page 47 of Ohio CKC (Appendix Attachment D1). It is closely aligned to three primary source documents:

1. *National Association for the Education of Young Children (NAEYC) Early Childhood Program Standards and Accreditation Criteria*
2. *Preparing Early Childhood Professionals: NAEYC's Standards for Initial Licensure, Advanced, and Associate Degree Programs*
3. *Division of Early Childhood (DEC) Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/Early Childhood Special Education.*

Evidence of linkage with these primary source documents begins on page 52 of Ohio CKC.

Exhibit VI(D)-1 below provides evidence and details the alignment of the elements required in this application with a description of corresponding content and page locations in Ohio CKC.

**Exhibit VI(D)-1. Ohio CKC addresses the required elements of Workforce Knowledge and Competency Framework.**

	Page references refer to Ohio CKC Appendix Attachment D1
Evidence-Based	<ul style="list-style-type: none"> <li>• Includes evidence-based research findings in child development and early care and education and related fields of study</li> <li>• Aligned with NAEYC Accreditation Criteria; NAEYC Professional Standards; and DEC Recommended Practices in Early Intervention/Early Childhood Special Education</li> <li>• See pages 51-57</li> </ul>
Incorporates knowledge and application of Early Learning & Development Standards (Birth-K); appropriate for each age group, ELL and children with disabilities or delays; all essential domains of school readiness; and universally designed and developmentally, culturally and linguistically appropriate	<ul style="list-style-type: none"> <li>• Includes six broad content areas of professional practice</li> <li>• Each content area represents a key category of specialized knowledge</li> <li>• Considers implications of children with disabilities or delays and cultural appropriateness across all six content areas</li> <li>• See pages 3 and 6</li> </ul>
Incorporates comprehensive assessment systems (screening measures, formative assessments, measures of environmental quality, and measures of the quality of adult-child interactions)	<ul style="list-style-type: none"> <li>• Includes knowledge and competencies that early childhood educators must learn and practice related to the understanding and demonstration of the foundations and principles of child observation and assessment; gathering and documenting assessment data; summarizing and interpreting assessment data; and sharing and reporting assessment data</li> <li>• See pages 29-32</li> </ul>
Incorporates child development	<ul style="list-style-type: none"> <li>• Includes knowledge and competencies that early childhood educators must learn and practice related to the understanding and demonstration of the developmental process (developmental patterns and individual differences), the importance of nurturing relationships, and the need for appropriate learning environments</li> <li>• See pages 11-15</li> </ul>
Incorporates child health	<ul style="list-style-type: none"> <li>• Includes knowledge and competencies that early childhood educators must learn and practice related to the understanding and demonstration of the need to meet the health, safety and nutritional needs of young children and work in partnership with families and communities</li> <li>• See pages 23-28</li> </ul>
Incorporates culturally and linguistically appropriate strategies for working with families	<ul style="list-style-type: none"> <li>• Includes knowledge and competencies that early childhood educators must learn and practice related to the understanding and demonstration of the need to promote family and community relations, value families, encourage positive family-professional relationships, support family connections, cultivate community collaborations and understand the impact of culture, community and family systems</li> <li>• See pages 17-21</li> </ul>
Includes knowledge of early mathematics development and effective instructional practices	<ul style="list-style-type: none"> <li>• Includes knowledge and competencies that early childhood educators must learn and practice related to the understanding and demonstration of the need to create an intellectually engaging environment that fosters curiosity, thinking and problem-solving</li> <li>• See pages 39-43</li> </ul>

	<b>Page references refer to Ohio CKC Appendix Attachment D1</b>
Includes knowledge of early literacy development and effective instructional practices	<ul style="list-style-type: none"> <li>• Includes knowledge and competencies that early childhood educators must learn and practice related to the understanding and demonstration of the need to foster language development and early literacy throughout early childhood</li> <li>• See pages 39-43</li> </ul>
Incorporates effective use of data to guide instruction and program improvement	<ul style="list-style-type: none"> <li>• Includes knowledge and competencies that early childhood educators must learn and practice related to the understanding and demonstration of the foundations and principles of child observation and assessment; gathering and documenting assessment data; summarizing and interpreting assessment data; and sharing and reporting assessment data</li> <li>• See pages 29-32</li> </ul>
Includes effective behavior management strategies that promote positive social emotional development and reduce challenging behaviors	<ul style="list-style-type: none"> <li>• Includes knowledge and competencies early childhood educators must learn and practice that are related to the understanding and demonstration of the need to manage challenging behaviors through positive interactions and relationships, develop engaging learning environments and facilitate developmentally appropriate learning experiences</li> <li>• See pages 40-42</li> </ul>
Incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and early childhood educators	<ul style="list-style-type: none"> <li>• The writing team included experts from institutions of higher education and other early learning and development experts from a wide variety of disciplines and early childhood settings with a broad range of expertise</li> <li>• See pages 8-9</li> </ul>

#### **VI(D)(1)(b) Development of a Common, Statewide Progression of Credentials and Degrees Aligned with Workforce Knowledge and Competency Framework**

Ohio incorporates and recognizes a broad and inclusive array of credentials and degrees in the early childhood education workforce in order to meet the comprehensive needs of young children, which is especially important in supporting the development of high-needs children. This inclusive base demonstrates Ohio's commitment to the importance of all essential domains of school readiness in a young child's learning process. To ensure that Ohio's credentials and degrees provide professionals with the most appropriate knowledge, Ohio will conduct an analysis of the alignment of credentials and degrees with Ohio CKC. This work is described in detail in the High-Quality Plan provided at the end of this section.

As documented in Table (A)(1)-10 and Table (A)(1)-11, Ohio has a complex system of credentials, degrees and institutions that impact the early childhood education workforce and the learning, development and outcomes of young children. Ohio's credentials and degrees, are obtained by professionals in varied settings from home visiting, center/school-based and family child care and those working directly with children to professionals in supporting roles.

Table (A)(1)-10 identifies 26 credentials available to Ohio's early childhood education workforce and provides information about the focus of the credential. All but four are provided

by Ohio's postsecondary institutions or state agencies. Only three Ohio certificates address the birth to kindergarten entry age span, which are Early Intervention certificates. Postsecondary programs are aligned primarily with Early Childhood Teacher License with more than 24,000 individuals holding this license. The Early Childhood Teacher License is valid from age 3 to grade 3. No Ohio teaching license is inclusive of the birth to kindergarten entry age span nor is there any Ohio teaching license related to children birth to age 3.

Given the age/grade span structure of licenses, it is likely that many, if not most, of the Early Childhood License holders work with children in kindergarten or higher grades. Alignment of Ohio CKC with credentials is indicated on Table (A)(1)-10 along with the number and percent of Early Childhood Educators reported as holding the credential. For the majority of credentials, information is not available about alignment with Ohio CKC.

Table (A)(1)-11 identifies 68 postsecondary institutions along with the Ohio Department of Health (ODH). ODH issues three credentials for professionals working in Ohio's high-needs home visiting program, Help Me Grow. The postsecondary institutions offer bachelorette or associate degrees and some offer both. Ohio's system of postsecondary institutions also offers flexibility in course design and content. Ohio does not have standardized courses but the ODE establishes the requirements for educator licenses.

Ohio will create a streamlined statewide progression of credentials and degrees aligned with Ohio CKC for the birth to age 5 education workforce. Ohio will undertake this work through a collaborative process led by the Division of Child Care ODJFS in partnership with the Ohio Board of Regents and the Office of Early Learning and School Readiness ODE. A private contractor will be selected to manage and implement the activities. Additional partners will include the Ohio Departments of Health, Developmental Disabilities and Mental Health. Key stakeholders will include but not be limited to 2- and 4-year institutions of higher education, the Ohio Head Start Association, Inc., Ohio Association for the Education of Young Children, and Ohio's funded providers of ongoing professional development. National experts will be incorporated in the review and broad early childhood stakeholder input will be included through opportunities for comment posted on the Build-Ohio website.

The High-Quality Plan at the end of this section details specific activities that include an analysis of alignment of credentials and degrees with Ohio CKC, identification of gaps in content and in specialty areas, and the development of recommendations for a streamlined



system. Work plans will be developed based on adopted recommendations with implementation by 2015.

#### **VI(D)(1)(c) Engagement of Postsecondary Institutions and Other Professional Development Providers**

OPDN.org houses Ohio's Web-based center for professional development aligned with Ohio CKC. Through OPDN.org, professionals can search for and register for professional development opportunities that designate the primary Ohio CKC area that is addressed in the professional development opportunity. Ohio's primary state-funded professional development providers currently use the site.

- More than 50,000 professionals are registered on OPDN.org, representing the broad array of programs, specialties, and supporting roles that make up Ohio's comprehensive early childhood education workforce.
- More than 9,000 training opportunities have been posted since January 2010 with approximately 156,000 registrants.

As outlined in our High-Quality Plan, Ohio will engage postsecondary institutions and other professional development providers in aligning professional development opportunities with Ohio CKC. This work will result in full engagement and support of Ohio CKC as the common base of early childhood professional preparation and professional development in Ohio.

Ohio has a strong collaborative network of statewide professional development providers who are committed to using Ohio CKC in the development and delivery of professional development opportunities. Exhibit VI(D)-2 below provides a listing of providers, their role, target audience, and status in relationship to receipt of state funding.

#### **Exhibit VI(D)-2. Key Statewide Professional Development Providers**

Ohio Child Care Resource and Referral Association (OCCRRA) and regional agencies	Create and provide standardized professional development on all Ohio CKC content areas	Child care and preschool programs licensed by ODJFS and family child care providers	Yes
Quality Network at The Ohio State University	Create and deliver professional development on Pre-kindergarten Content Standards	Preschool programs licensed by ODE	Yes
Regional State Support Teams	Create and deliver professional development on Pre-kindergarten Content Standards and special education	Preschool programs licensed by ODE and special education teacher under IDEA	Yes
Ohio Head Start Association, Inc.	Facilitate the delivery of professional development	Head Start and Early Head Start Programs	No
Ohio Association for the Education of Young Children (OAEYC)	Facilitate the delivery of professional development	OAEYC members	No

While these providers have specific target populations, opportunities are open to all and most are posted on Ohio's web-based professional development registry at OPDN.org. All professionals may search on OPDN.org for professional development opportunities that indicate core knowledge area and level of competency. Ohio will continue to require all state-funded professional development providers to post professional development on OPDN.org designating competency area and level of mastery. In addition, an approval process ensures that Ohio CKC content areas and competency levels are incorporated and referenced for professionals working in Ohio's at-risk home visiting, Tiered Quality Rating and Improvement System (TQRIS) and preschool programs. Through the work of this grant, independent providers will be encouraged to align offerings to Ohio CKC.

Representatives of both 2- and 4-year postsecondary institutions participated in the development of Ohio CKC. A survey of all appropriate postsecondary institutions was conducted by OCCRRA in 2007 to assess initial alignment of their programs with the completed Ohio CKC. Few responses were received. This grant provides the opportunity to re-visit and engage both types of postsecondary institutions as detailed in our High-Quality Plan. As a result of this work, Ohio's postsecondary institutions and professional development providers will be fully engaged in the full implementation of Ohio CKC as the common base of early childhood education professional preparation and professional development in Ohio.

# High-Quality Plan

## VI(D)(1)(b) and VI(D)(1)(c): High-Quality Plan for Developing a Progression of Credentials and Engaging Postsecondary Institutions

**Key Goal:**

- Create a streamlined progression of credentials and degrees aligned with Ohio’s Early Childhood Core Knowledge & Competencies (Ohio CKC) to ensure that the birth to age 5 education workforce has the core knowledge and competencies necessary to support young children’s growth, development and learning and to improve child outcomes.
- Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with Ohio’s Early Childhood Core Knowledge and Competencies (Ohio CKC) to ensure that the birth to age 5 education workforce has the core knowledge and competencies necessary to support young children’s growth, development and learning and to improve child outcomes.

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 1</b> – Analyze course content imbedded in targeted degrees and credentials in comparison to Ohio CKC which will include:</p> <ul style="list-style-type: none"> <li>• Select a contract project manager with content knowledge in birth to age 5, credentials, degrees, professional development and Ohio’s CKC</li> <li>• Create a core team from appropriate State agencies and key partners to support the project manager and key activities</li> </ul> <p><b>Responsible Party</b> – Ohio Department of Job and Family Services, in conjunction with the Professional Development Project Team</p>		
<p>Focused qualified leadership is needed to provide expertise, manage partners and engage stakeholders in the key activities described within this project because:</p> <ul style="list-style-type: none"> <li>• The State of Ohio has a complex system of 26 credentials with 69 institutions involved in granting degrees/credentialing</li> <li>• No current teaching license is specific to the birth to age 5 continuum</li> <li>• Alignment with Ohio CKC is not readily apparent.</li> </ul> <p>State agencies will select staff who are knowledgeable about the content of degrees and credentials, cross disciplines, and guide the implementation of recommendations. Key partners from institutions of higher education and professional development providers will be engaged on the core team or for specific input as needed including those with expertise in Ohio CKC. This team will also work together to identify credentials and degrees and analyze for recommendations of a streamlined progression of credentials and degrees.</p>	<p>NA</p>	<p>NA</p>
<p><b>Performance Measures – Key Activity 1:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 2</b> – Create recommendations for a streamlined progression of credentials and degrees  <b>Responsible Party</b> – Ohio Department of Job and Family Services, in conjunction with the Professional Development Project Team</p>		
<p>In order to develop a system aligned with Ohio CKC, a clear understanding of existing content is essential. This analysis will include the credit hours or clock hours devoted to Ohio CKC content areas and the associated child age range within the birth to age 5 spectrum.</p> <p>The analysis matrix is needed to provide information about what is currently in place that aligns with Ohio CKC. That information must be balanced with what is missing and what may be duplicative. For example, Ohio does not have a postsecondary degree that leads to a teaching license for the birth to 5 age range. The matrix will be compared to the existing research and best practices including systems in other states. Draft recommendations will be developed. Ohio will secure nationally recognized experts to review analysis as well as provide recommendations. Ohio will also collect and analyze stakeholder feedback on the recommendations.</p> <p>Because the recommendations have the potential to impact multiple State agencies, institutions of higher education and possibly private providers, it is impossible to predict the work that will be necessary to implement the recommendations. Therefore, implementation plans will be required of the affected agencies with a 2-year schedule for statewide implementation.</p>	<p>NA</p>	<p>NA</p>
<p><b>Key Activity 3</b> – Select a contractor with expertise in the Ohio CKC to manage and complete the activities associated with this project.  <b>Responsible Party</b> – Ohio Department of Job and Family Services, in conjunction with the Professional Development Project Team</p>		
<p>The activities within this project require outreach, training development, and presentations for a broad range of postsecondary institutions and professional development providers. This requires a cross-sector knowledge of the early childhood (including birth to age 5) field and knowledge, experience and expertise in Ohio CKC. The State of Ohio will work with the contractor to develop training and an outreach strategy which will support postsecondary institutions and professional development providers in the alignment of their work to the Ohio CKC.</p>	<p>NA</p>	<p>NA</p>
<p><b>Performance Measures – Key Activity 3:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		



Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 4 – Promote and distribute Ohio CKC to postsecondary institutions</b>  <b>Responsible Party – Ohio Department of Job and Family Services, in conjunction with the Professional Development Project Team</b></p>		
<p>Departments of early childhood in postsecondary institutions were mailed copies of Ohio CKC in 2007 and surveyed about alignment of their programs with Ohio CKC. However there were few responses. Now, nearly 5 years later, it is important to re-engage postsecondary institutions in order to successfully align programs with Ohio CKC. Providing print copies of the document and additional copies to be distributed to students is an incentive to postsecondary institutions to become familiar with the document.</p>	<p>Contractor in conjunction with the Division of Child Care ODJFS and Office of Early Learning and School Readiness ODE will work to distribute these materials to all postsecondary institutions.</p>	<p>Copies of this document will also remain on a website in order to be accessible to any institution or professional development provider.</p>
<p><b>Performance Measures – Key Activity 2:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		
<p><b>Key Activity 5 – Convene early childhood faculty from postsecondary institutions along with statewide professional development providers twice annually over 2 years to engage them in an in-depth examination of Ohio CKC</b>  <b>Responsible Party – Ohio Department of Job and Family Services, in conjunction with the Professional Development Project Team</b></p>		
<p>Ohio has a wide range of postsecondary institutions and professional development providers that impact the early childhood education workforce. Ohio also understands the importance of engaging early childhood faculty along with other statewide professional development providers in discussion of what early childhood professionals need to know and be able to do. Ohio will gather these professionals over the course of the grant to reinforce the importance of alignment of professional development and courses for pre-service educators to the Ohio CKC which will promote the use of Ohio CKC, especially in 4-year institutions. We will also engage them in ideas of supporting the Ohio CKC's use among pre-service educators as well as existing early childhood professionals. Ohio will also engage this group in the use of bridge documents developed to help support the link between Ohio Educator Standards and Ohio CKC. This will promote improved understanding of the needs of pre-kindergarten staff working in elementary school settings.</p>	<p>NA</p>	<p>NA</p>
<p><b>Performance Measures – Key Activity 5:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 6</b> – Identify and develop bridging documents for specific audiences as warranted that promote understanding and alignment of professional development</p> <p><b>Responsible Party</b> – Ohio Department of Education, in conjunction with the Professional Development Project Team</p>		
<p>Ohio CKC represents a wide range of knowledge and skills needed for the birth to age 5 education workforce. In order to promote understanding of the Ohio CKC in relation to other early childhood documents, bridging documents will be created. For example, a bridging document will show the alignment of Ohio CKC with Standards for Ohio Educators (for teachers through grade 12). This will promote improved understanding of the needs of pre-kindergarten staff working in elementary school settings. Ohio will also engage stakeholders in review of these documents and promote their use within the early childhood community.</p>	<p>NA</p>	<p>NA</p>
<p><b>Performance Measures – Key Activity 6:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		
<p><b>Key Activity 7</b> – Increase the number of professional development providers that post training opportunities on Ohio Professional Development Network (OPDN.org) and distribute and provide training on The Ohio Early Childhood Core Knowledge &amp; Competencies Instructor Guide</p> <p><b>Responsible Party</b> – Ohio Department of Job and Family Services, in conjunction with the Professional Development Project Team</p>		
<p>State-funded professional development providers post training opportunities that identify Ohio CKC content area and competency level. However, many private organizations or individuals also provide training but currently do not have access to posting training on this web-based system. By providing access to private providers, the system will ensure alignment with Ohio CKC. The Instructor Guide for Ohio CKC builds on the content of Ohio CKC and provides information on delivery of effective professional development. As new individuals take on the role of instructor, the Guide will inform their creation and delivery of professional development opportunities. The State of Ohio will use the opportunity of providers posting training opportunities on OPDN.org to tailor training and distribution around the Instructor’s Guide to new trainers.</p>	<p>NA</p>	<p>NA</p>
<p><b>Performance Measures – Key Activity 7:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

## Schedule

KeyActivities/Milestones	2012	2013	2014	2015
<p><b>1. Analyze course content imbedded in targeted degrees and credentials in comparison to Ohio CKC</b></p> <p>Selection of project manager and secure project manager</p> <p>Identify core team</p> <p>Review current credentials and degrees by potential impact on the workforce and select targeted list</p>	<p>→</p> <p>→</p> <p>→</p>			
<p><b>2. Create recommendations for a streamlined progression of credentials and degrees</b></p> <p>Create a summary and recommendations</p> <p>Obtain feedback from national reviewers</p> <p>Obtain feedback from stakeholders on Build.org website</p> <p>Revise recommendations based on feedback from national reviewers and stakeholders</p> <p>Develop final recommendations, secure approval, and create prioritized implementation plans</p>	<p>→</p>	<p>→</p> <p>→</p> <p>→</p>		<p>→</p>
<p><b>3. Select a contractor with expertise in the Ohio CKC to manage and complete the activities associated with this project.</b></p> <p>Select Contractor</p>	<p>→</p>			
<p><b>4. Promote and distribute Ohio CKC to postsecondary institutions</b></p> <p>Print documents</p> <p>Determine targeted list and mail documents</p> <p>Mail documents as requested</p> <p>Maintain website that contains documents related to Ohio CKC</p>	<p>→</p> <p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
<p><b>5. Convene early childhood faculty from postsecondary institutions along with statewide professional development providers twice annually over two years to engage them in depth examination of Ohio CKC</b></p> <p>Design event, create content, manage logistics</p>	<p>→</p>	<p>→</p>		
<p><b>6. Identify and develop bridging documents for specific audiences as warranted that promote understanding and alignment of professional development</b></p> <p>Identify the types of bridging documents needed</p> <p>Develop documents</p> <p>Distribute to field</p> <p>Maintain website that contains documents related to Ohio CKC</p>	<p>→</p> <p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>

Key Activities/Milestones	2012	2013	2014	2015
<b>7. Increase the number of professional development providers that post training opportunities on Ohio Professional Development Network (opdn.org) and Distribute and provide training on The Ohio Early Childhood Core Knowledge &amp; Competencies Instructor Guide</b> Develop technical requirements for programming opdn.org Complete programming Conduct outreach to providers and provide technical support as needed Print documents Identify opportunities Provide presentations Maintain website that contains documents related to Ohio CKC				

RTTELC-06

**Financial Resources to Support Successful Implementation of the Plan**

Key Activity	Estimated Total Budget	Estimated Amount Leveraged From Other Sources
Analyze course content imbedded in targeted degrees and credentials in comparison to Ohio CKC	\$110,000	(ECAC) \$110,000
Create recommendations for a streamlined progression of credentials and degrees	\$40,000	(ECAC ) \$40,000
Select a contractor with expertise in the Ohio CKC to manage and complete the activities associated with this project.	\$75,000	ECAC (\$75,000)
Promote and distribute Ohio CKC to postsecondary institutions	\$17,000	ECAC (\$25,000)
Convene early childhood faculty from postsecondary institutions along with statewide professional development providers twice annually over 2 years to engage them in depth examination of Ohio CKC	NA	NA
Identify and develop bridging documents for specific audiences as warranted that promote understanding and alignment of professional development	NA	NA
Increase the number of professional development providers that post training opportunities on Ohio Professional Development Network (opdn.org) and Distribute and provide training on The Ohio Early Childhood Core Knowledge & Competencies Instructor Guide	\$50,000	ECAC (\$50,000)



## **Addressing the Needs of Different Types of Early Learning and Development Programs**

Ohio is focused on embedding the core knowledge and competencies of Ohio CKC in Ohio's degrees and credentials that are applicable to the birth to five work force. Ohio CKC is foundational for any adult working with young children in any setting. Specific degrees and credentials may target a particular setting or child age range. Gaps in degrees and credentials will be identified through the project.

The State of Ohio seeks to engage postsecondary institutions and professional development providers in Ohio CKC alignment. This work will help ensure that all early learning and development programs have professionals with knowledge and skills necessary to work with children birth through five through exposure of the education and professional development that is aligned to the Ohio CKC.

## **Meeting the Needs of Children with High Needs and the Needs of Special Populations of Children with High Needs**

This High-Quality Plan is focused on embedding the core knowledge and competencies of Ohio CKC in Ohio's degrees and credentials that are applicable to the birth to five work force. Ohio CKC is foundational for any adult working with young children in any setting. Specific degrees and credentials may target a particular setting or child age range. Gaps in degrees and credentials will be identified through the project. This work begins with a review of Ohio's credentials and degrees based on the number of professionals in the birth to age five workforce holding the credentials and degrees, employment setting and population of children served (including age and high needs children). These criteria will be examined in order to target work where it will have the greatest impact on this population.

This High-Quality Plan also is focused on engaging postsecondary institutions and professional development providers in Ohio CKC alignment. Ohio CKC is foundational for any adult working with young children, including those with special needs. This plan will help to expose more early childhood professionals to the knowledge and skills that they need in order to meet the needs of children, especially those with special needs.

## Supporting Evidence

Evidence Requested	Evidence Noted
Workforce Knowledge and Competencies	Ohio's Early Childhood Core Knowledge and Competencies in Appendix (Attachment D1)
Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children's learning and development and improve outcomes.	Exhibit VI( D)-1 Ohio's Evidence of Alignment of Ohio's Early Childhood Core Knowledge and Competencies

## Sustainability

The activities identified within this High-Quality Plan are intended to build the capacity of the post secondary institutions to understand, adopt, and use the State's common, statewide early learning and development Workforce and Competencies framework in their preparation of future teachers and early childhood professionals. Many of the activities have only one time costs and may only need to be repeated for new faculty. The ongoing education will be managed by staff at the Ohio Child Care Resource and Referral Association, the administrative agency for the Ohio Professional Development Registry and Career Pathways which are dependent or related to the Core Knowledge and Competencies.

New or expanded credentials that may be identified through this process will require students/recipients to manage the cost of obtaining the credential. Potential development costs for a statewide credential will be discussed and reviewed by state agencies. Credentials developed locally will be at the expense of the local institutions.

**SECTION VI. SELECTION CRITERIA**

**FOCUSED INVESTMENT AREAS -- SECTIONS (C), (D), AND (E)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section VI. Selection Criteria**

**Focused Investment Areas -- Sections (C), (D), and (E)**

*The State must address in its application--*

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

*The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.*

**E. Measuring Outcomes and Progress**

*Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.*

*The applicant must address one or more selection criteria within Focused Investment Area (E).*

**(E)(1) Understanding the status of children's learning and development at kindergarten entry**

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

- (a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;
- (b) 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;
- (c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

- (d) 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
- (e) 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).

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Recommended maximum response length: 8 pages*

**OHIO'S NARRATIVE RESPONSE TO VI. SELECTION CRITERIA IS FOUND ON THE FOLLOWING PAGES: VI(E)(1)-1 – VI(E)(1)-16**



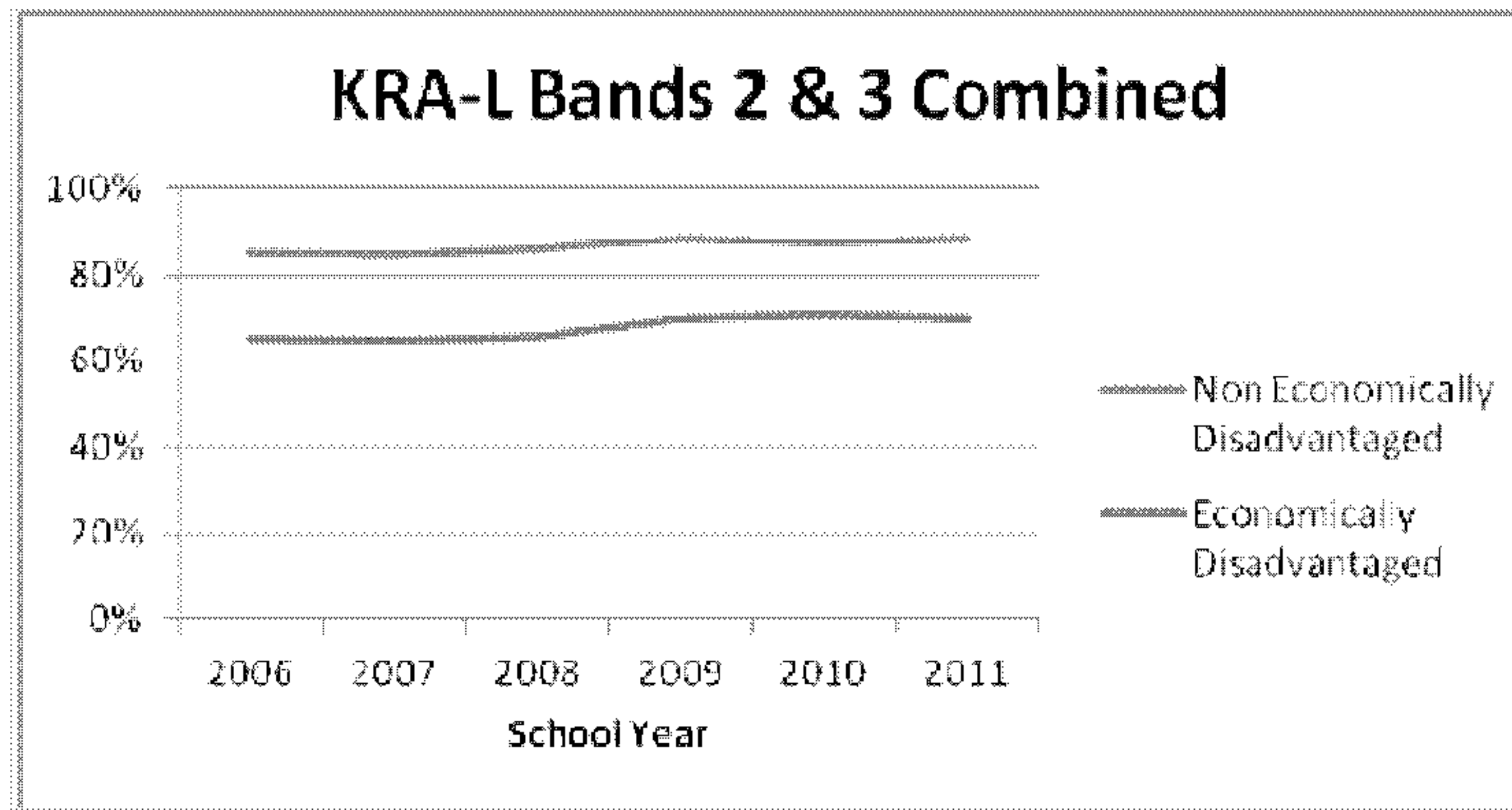
## **VI(E) Measuring Outcomes and Progress**

In order to address the school readiness gap for high-needs children, the State of Ohio plans to expand its longstanding Kindergarten Readiness Assessment-Literacy (KRA-L) to include all essential domains of school readiness by collaborating with the State of Maryland to develop a new comprehensive Kindergarten Entry Assessment (KEA) that will be used by both states statewide in 2014-2015. Ohio also plans to build upon several existing data integration projects to build an early learning data system infrastructure that allows Ohio to link children across publicly funded early childhood programs to kindergarten entry, collect and report program quality data on all types of early learning and development programs, and collect and publicly report child formative assessment information across publicly funded programs participating in Ohio's Step Up to Quality (SUTQ) Tiered Quality Rating and Improvement System (TQRIS). The State of Ohio is responding to both selection criteria in this Section VI(E)(1) Understanding the status of children's learning and development at kindergarten entry and VI(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services and policies.

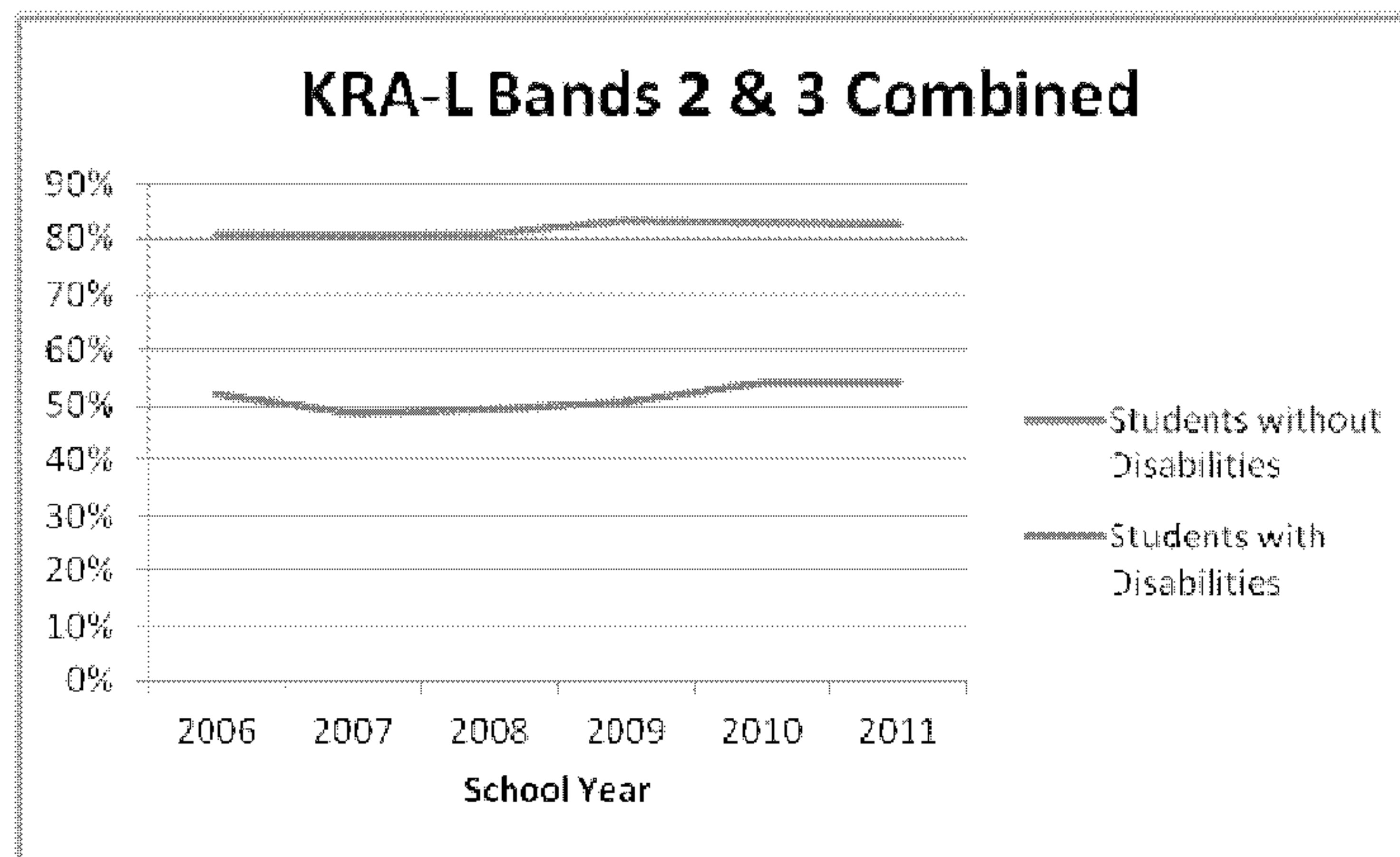
The High-Quality Plan for Supporting Comprehensive Standards and Assessments addresses the specifics and timeline for the KEA administration plan. This High-Quality Plan was provided previously in Section VI(C).

### **VI(E)(1) Understanding the Status of Children's Learning and Development at Kindergarten Entry**

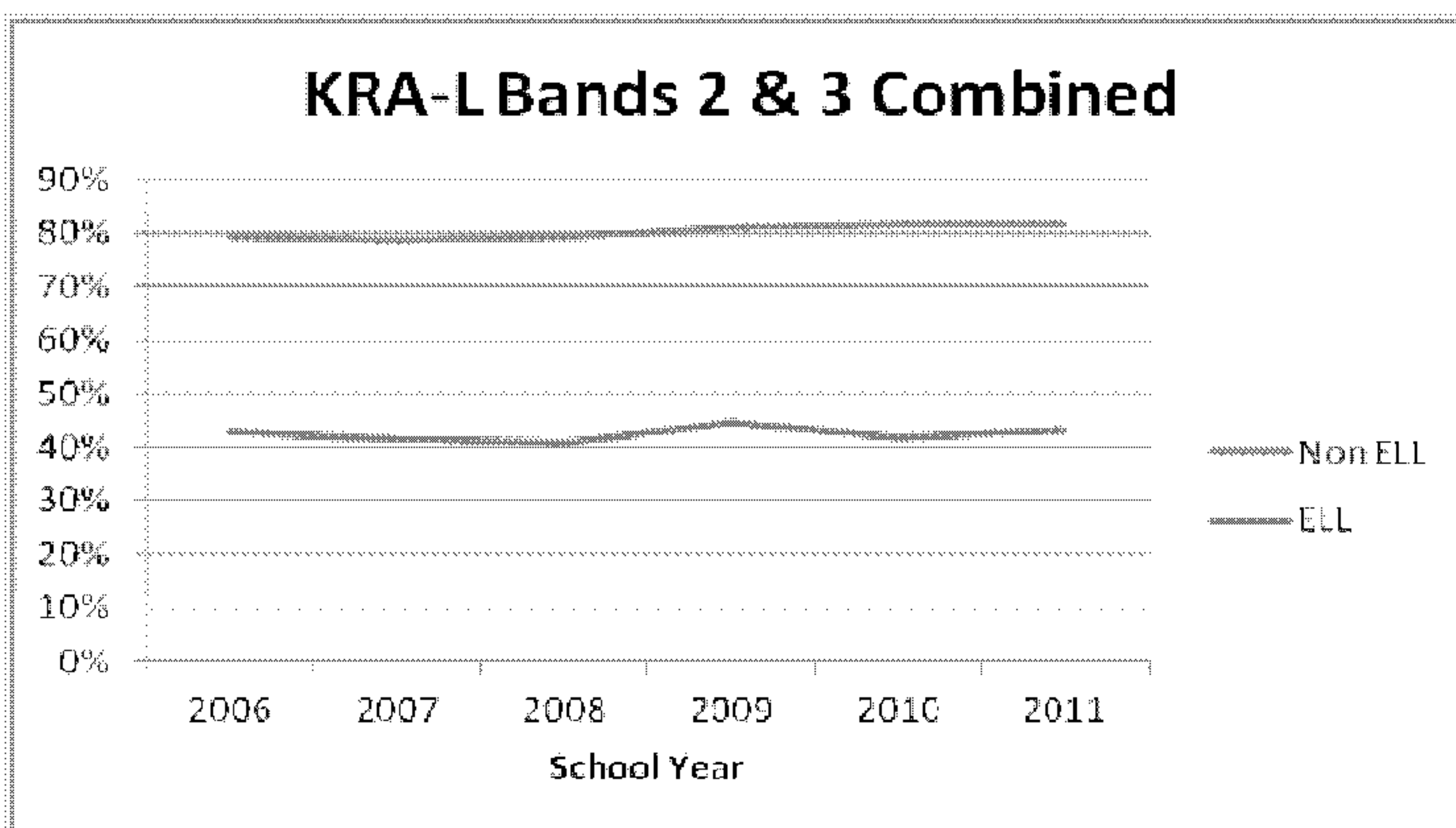
Ohio's 6 years of KRA-L data in Figures VI(E)-1 through 3 below show sobering statistics that Ohio's entering kindergarten students who are economically disadvantaged, who have disabilities, and who are English Language Learners, are performing below their counterparts. The 6 years of data not only show a performance gap, but also show that the gap is not closing. Ohio Governor John Kasich's administration has set a goal to develop a plan to eliminate the school readiness gap for high-needs children so that all children enter kindergarten ready to be successful.



**Figure VI(E)-1. The 6-Year Performance Gap is not closing for Economically and Non Economically Disadvantaged Students on the Ohio Kindergarten Readiness Assessment-Literacy.**



**Figure VI(E)-2. The 6-Year Performance Gap is not closing for Students with Disabilities and Students without Disabilities on the Ohio Kindergarten Readiness Assessment-Literacy.**



**Figure VI(E)-3. The 6-Year Performance Gap is not closing for English Language Learners (ELL) and Non ELL Students on the Ohio Kindergarten Readiness Assessment-Literacy.**

School readiness must ensure more than just academic preparedness or a focus on language and literacy to include health and social-emotional preparedness. Exhibit VI(E)-1 below provides an overview of how we will close the readiness gap as part of the Ohio Early Learning Reform Agenda. Ohio's goal is to improve school readiness outcomes by 5 percent for high-needs children. In order to achieve this goal, Ohio plans to implement a set of strategies including the development of a comprehensive KEA which will provide evidence that the goal has been achieved.

**Exhibit VI(E)-1. Ohio's Early Learning Reform Agenda will help close the readiness gap.**

<b>Close the Readiness Gap</b>	
<b>Ambitious, Achievable Goals for 2015</b>	<ul style="list-style-type: none"> <li>• Improve school readiness outcomes (literacy) by 5% for high-needs children</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Use a comprehensive definition of kindergarten readiness including cognitive, social/emotional and physical measures of readiness</li> <li>• Develop a comprehensive assessment system, through a cross-state collaboration with Maryland, that will include a KEA and measures of child progress in early childhood settings</li> <li>• Include results of the new KEA on local school report cards</li> <li>• Include information on child progress in consumer information on programs rated through the TQRIS</li> <li>• Use the Statewide Student Identifier (SSID) for all children in publicly funded early education and development programs</li> </ul>
<b>Milestones</b>	<ul style="list-style-type: none"> <li>• By 2013, improve school readiness outcomes by 5.0% (reduce the readiness gap on the KRA-L from 25% to 20%)</li> <li>• By 2014, launch, statewide, the new KEA assessment</li> <li>• By 2015, improve school readiness outcomes by 5.0%</li> <li>• By 2015, include the new KEA results on the annual public school district report cards.</li> </ul>

In their Talent Challenge 2 report, the Ohio Business Roundtable called for the development of a comprehensive KEA and has worked closely with the Ohio Department of Education (ODE) to explore collaboration with Maryland to develop a more comprehensive assessment than Ohio's existing KRA-L. Ohio's existing Race to the Top grant already includes \$1 million to support the expansion of the existing KRA-L to additional domains of school readiness including mathematics and social-emotional areas. When the Race to the Top Early Learning Challenge Grant (RTT-ELC) application was released, Ohio re-examined its plan and timeline to align Race to the Top work with the RTT-ELC grant work as part of our collaboration with Maryland for a Comprehensive Assessment System (CAS).

In order to close the achievement gap, it is critical for Ohio to understand the status of children's learning and development at kindergarten entry in all essential domains of readiness.

Ohio's CAS will include the development and implementation of a comprehensive KEA in collaboration with the State of Maryland.

The new KEA will address the essential domains of school readiness in language and literacy, mathematics, social studies, science, social-emotional development, physical well-being, and approaches to learning. The cross-state collaboration will ensure the two states use limited and valuable resources most efficiently to work toward a common vision to develop a comprehensive KEA that will be used to inform instruction and services to students both before and after kindergarten entry. Ohio State Superintendent of Public Instruction, Stan Heffner, and Maryland Interim State Superintendent of Schools, Bernard Sadusky, provide letters of commitment to this collaboration, which are included at the end of this section.

#### **Timeline to Implement Comprehensive KEA**

After the 2012-2013 school year, Ohio will transition away from its current KRA-L which is administered to all students each year at the beginning of kindergarten to a new more comprehensive KEA beginning with a field test in the 2013-2014 school year and a statewide implementation in 2014-2015 school year which will be aligned with Ohio's new kindergarten through grade 12 assessments and implementation timeline. Domains will include language and literacy, mathematics, social studies, science, social-emotional development, physical well-being, and approaches to learning.

Ohio will tie KEA results to programs participating in the Ohio SUTQ System (TQRIS) to inform program practices prior to kindergarten entry. Ohio will seek legislation to use the SSID for all children in publicly funded early learning and development programs which will

Ohio and Maryland have a shared vision for the kindergarten entry and pre-kindergarten and kindergarten formative assessment system (36-72 months) which will help each state provide milestone assessments for each state's new assessment system for grades 3 through 12. This cross-state collaboration will provide the opportunity for our two states to develop and use common assessments and processes rather than trying to use limited and valuable resources to develop separate systems to achieve the same vision. We will be able to share the cost of what is normally a very expensive process and both of our states are willing and committed to opening this partnership opportunity to other states with the same goals and vision.

– Stan Heffner,  
Ohio State Superintendent  
of Public Instruction

permit Ohio to link child information in all programs to kindergarten entry (see High Quality Plan for Early Learning Data Systems). The KEA and the formative assessments developed through this cross-state collaboration will serve as key milestone assessments for each state's new assessment system being developed through the Partnership for the Assessment of Readiness for College and Career (PARCC) assessment consortium for grades 3 through 12. PARCC is a consortium of 25 states, including Maryland and Ohio, that are working together to develop a common set of kindergarten through grade 12 assessments in English and mathematics. The goal is to produce assessments by 2014-2015 that



document progress from grade 3 and up, and to provide teachers with information to inform instruction. The KEA will link to the assessment work in PARCC.

**Background on Implementation of Existing KRA-L: Alignment with Standards and Reliability and Validity.** Ohio's plan to develop a new more comprehensive KEA comes after a strong 6-year history of collecting critical kindergarten entry information for all Ohio kindergarten students in the area of language and literacy. Beginning with the 2005-2006 academic year, Ohio legislation (Ohio Revised Code 3301.07.15) required implementation of the KRA-L statewide for all students entering kindergarten in Ohio public and community schools. The KRA-L is designed to assist educators in evaluating young children's literacy skills at the beginning of the kindergarten year by measuring six elements or indicators identified by reading experts as essential components for reading success: (1) answering questions, (2) sentence repetition, (3) rhyming identification, (4) rhyming production, (5) letter identification, and (6) initial sounds. The KRA-L is based upon what children should know and be able to do at the end of their pre-kindergarten experience.

Ohio developed the assessment to be aligned with Ohio's pre-kindergarten content standards in English language arts. In developing the KRA-L, Ohio used research on language and literacy cited in *Preventing Reading Difficulties in Young Children (1998)* & *the National Reading Panel Report (2000)* and best practices in assessment. Ohio convened a small group of kindergarten teachers and content experts in early childhood English language arts from higher education to write items that were field tested in a statewide representative sample of classrooms across Ohio, including English language learners and students with disabilities. The results of the field test were compiled by the American Institutes of Research to establish validity and reliability evidence.

As a final step in the process, two additional committees of teachers, parents, administrators, and individuals from higher education were convened to review the results of the field test for content and for fairness and sensitivity issues. The KRA-L data are used by districts in conjunction with other required screenings including screening for difficulties with vision, hearing, health, medical problems, speech and communications and developmental disorders, to ensure children are provided with the necessary services at the start of school.

### Implementation of Existing KRA-L:

#### Reporting Results in the State Longitudinal System.

For the KRA-L, students receive a composite score (on a scale from 0-29) which is reported by districts to ODE.

The composite scores may fall within three score bands, which have been designed to guide decisions about further

assessment and/or instruction for individual children and groups of children. If a child scores in:

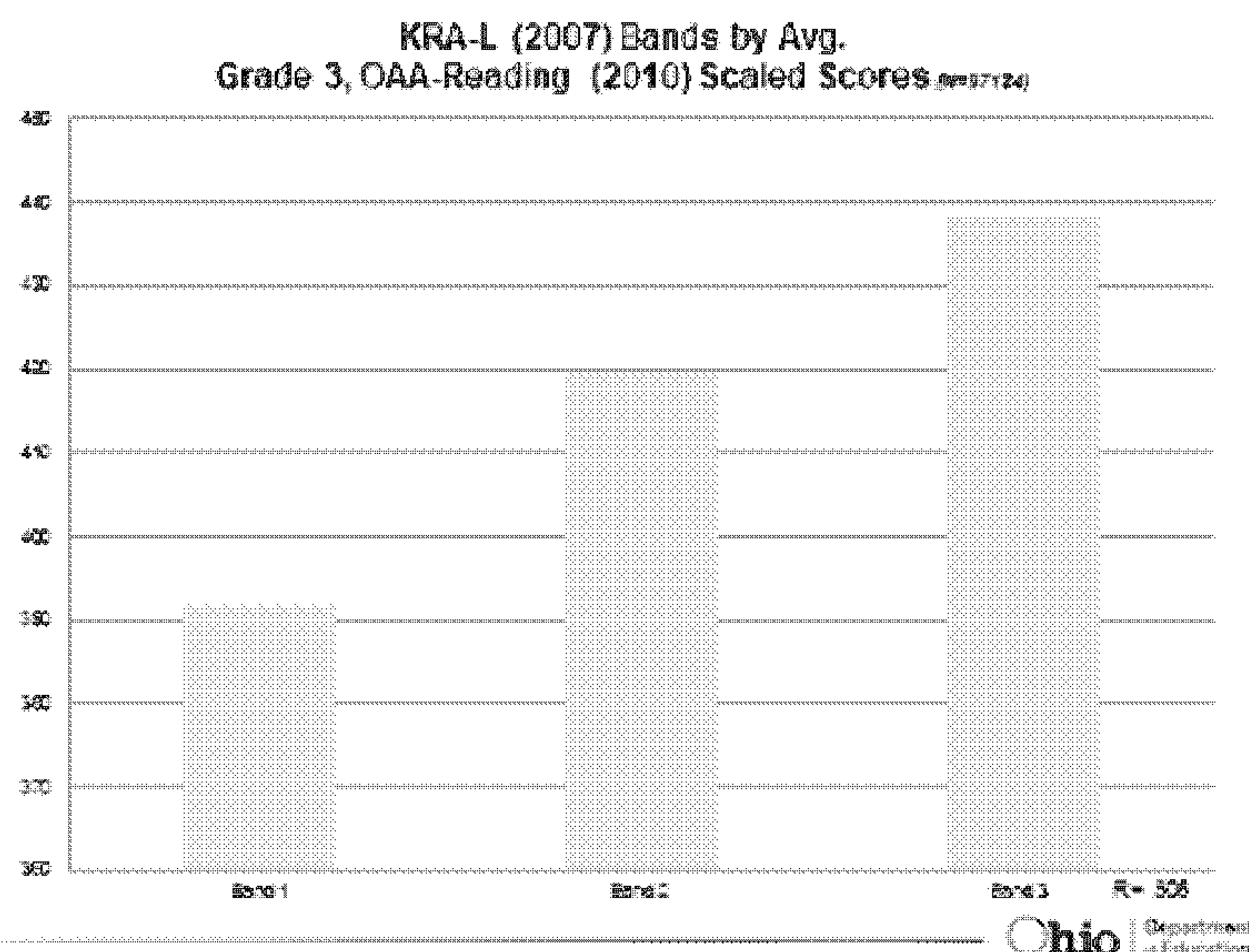
- Band 1 (composite scores ranging from 0 to 13), the teacher should assess broadly for intense instruction
- Band 2 (composite scores ranging from 14 to 23), the teacher should assess further for targeted instruction
- Band 3 (composite scores ranging from 24 to 29), the teacher should assess further for enriched instruction.

The KRA-L may *not* be used to determine entrance or placement in kindergarten. Results of this screening do *not* result in a child being placed in a particular aptitude level or the child being associated with a particular label. Rather, the results of the KRA-L are used to help teachers meet each child's individual needs in learning to read.

Individual child results are reported by districts in ODE's Educational Management Information System (EMIS). ODE then stores results reported in EMIS within the data warehouse as part of its Statewide Longitudinal Data System (SLDS). The data in the SLDS are reported via ODE's website on the Interactive Local Report Card, a reporting mechanism for districts and members of the public. District level results can be disaggregated by demographic characteristics. By collecting individual student results in ODE's SLDS, ODE and many researchers across the state have been able to use the KRA-L data to inform state, region, and local needs, as well as to inform program evaluation results.

Appendix Attachment E1 reports 6 years of overall state results as well as KRA-L results by demographic characteristics. The data show us that there is a consistent 20 to 30 percent gap in performance on the KRA-L between high-needs populations (i.e., economically disadvantaged populations, students with disabilities, and ELL) and same aged peers. ODE also has been able to follow cohorts of students to determine how children perform on the third grade Ohio Achievement Assessment (OAA). Figure VI(E)-4 shows that children scoring within Band 1 of

The KRA-L results provide teachers with information about how to best build upon children's literacy strengths and address their needs. Teachers share the results with families and this information can help families and kindergarten teachers make good decisions about how to best support the child's reading development.



**Figure VI(E)-4. Average 2010 Third Grade Ohio Achievement Assessment—Readiness Results by Performance on the KRA-L Score Bands**

the KRA-L at kindergarten have a much lower average scaled score on the third grade OAA than children scoring in Band 3 of the KRA-L. The correlation between performance on the KRA-L and third grade OAA-Reading score is moderate ( $R = .506$ ) which points toward the need for increased and sustained interventions early on to avoid the continued performance gap.

Local initiatives such as SPARK Ohio (Supporting Partnerships to Assure Ready Kids) that focus on partnering families and their high-needs children ages 3-4 with early childhood programs and other comprehensive services use KRA-L data as part of a comprehensive program evaluation. The KRA-L results coupled with other program evaluation data show that high quality early childhood interventions are related to higher performance on the KRA-L compared to similar populations of children not exposed to these interventions. Other community programs such as Success by 6 in the Cincinnati, Ohio area use the KRA-L results to identify high-needs populations and monitor children longitudinally to ensure the necessary resources are provided in an ongoing manner. ODE has monitored children from state-funded preschool programs in public districts to kindergarten entry with results showing that children participating in state-funded preschool programs perform better on the KRA-L than children not participating in those programs who are demographically similar (i.e., low-income).

#### **VI (E)(1)(a) New KEA and Alignment with Early Learning Development Standards**

The new KEA that Ohio will develop in collaboration with Maryland (see High-Quality Plan for Supporting Standards and Assessments) will be administered for all of Ohio's kindergarten students beginning in fall 2014. Immediately following the RTT-ELC grant award, Ohio and Maryland will initiate a Memorandum of Understanding (MOU) outlining the roles and responsibilities of each state, contribution of funding, and formal procurement arrangements. In

the event one of the states in the collaboration are not awarded the RTT-ELC grant, each state has requested the full amount of funding needed to implement the CAS including the KEA. However, should both states receive the RTT-ELC grant, each state commits to renegotiating and redirecting the funding for the CAS to support expanded professional development, technology infrastructure, and expansion to other states to participate in the collaboration. Ohio and Maryland are committed to ensuring a cost savings for the work on the CAS.

Ohio currently has early learning and development standards for pre-kindergarten in four core academic content areas: English language arts; mathematics; social studies; and science. Ohio plans to expand the pre-kindergarten and kindergarten through grade 3 academic content standards during fall 2011 and winter 2012 to include approaches to learning, social-emotional development, and physical well-being and health. The new KEA will be developed based on Ohio's and Maryland's standards in these areas. Ohio will develop its new standards based on the work of other states, particularly Maryland. During year one of the grant, the State of Ohio will collaborate with the State of Maryland to develop the assessment framework, item prototypes, test items and performance tasks, and scoring guides based on the pre-kindergarten content standards within each state. The two states will identify content standards and indicators that are common and most related to later academic success. Each state will convene teacher committees and content experts within their respective states to provide input on the selections and priorities related to items and performance tasks. National subject matter experts, psychometricians, and early childhood assessment experts will be part of the process for item selection, benchmarking, and validation of the assessments.

**VI(E)(1)(b) New KEA and Establishing Validity and Reliability for Target Populations**

For the purpose of establishing reliability and validity evidence for the new KEA for its population of kindergarten students, including ELL and students with disabilities, Ohio and Maryland will draw upon relevant educational testing standards and guidance (e.g., AERA, 1999; Joint Committee on Standards for Educational Evaluation, 2003; Snow and Van Hemel, 2008; The National Early Childhood Accountability Task Force, 2007). Appendix Attachment C2 displays the evidence that will be used to ensure reliability and validity of the CAS, including the KEA. Ohio will follow its standard process for engaging a Technical Advisory Committee (TAC), Fairness and Sensitivity Committee and ad hoc committees. ODE and Maryland early childhood and assessment leaders, as well as the assessment contractor, will



engage their respective states' TAC to discuss the assessment development project and the needs for assessment of young and diverse learners. Ohio and the assessment contractor representing Ohio and Maryland will meet with the TAC to present assessment forms, approaches to development, and results of pilot studies to receive feedback.

The fairness and sensitivity review uses procedures and processes that provide evidence to build a case that the assessments are fair and valid for their intended purpose and populations including young children, ELL, and students with disabilities. The fairness and sensitivity committee is a representative group of stakeholders and in the case of the KEA, the group of stakeholders will include early childhood representatives and early childhood content experts in the essential domains of school readiness. The ad hoc committees will be convened and used to provide input on the assessment as needed.

ODE needs to understand the skills of all entering kindergarten students, including those who are ELL. The KEA would provide guidance on test administration procedures for ELL, including guidelines for the following:

- Giving the assessment to a child with limited English
- Stopping the assessment if the child does not respond to a series of items
- Communicating appropriately with parents who may need interpretation assistance
- Recommending possible further assessment in a native language.

The assessment guidance must consider any barriers and recommend ways to minimize those barriers related to administration procedures for ELL including possible non-verbal approaches or accommodations (e.g., ensuring the mathematics screen focuses on mathematics skills and is not a test of literacy as well). For example, the social-emotional component of the KEA should include guidance on possible language or cultural implications for such an assessment with ELL.

The State of Ohio also wants to understand the skills of all entering kindergarten students, including those with disabilities. The assessment would provide guidance on test administration procedures for students with disabilities, identify any potential access limitations (e.g., children with visual impairments, blindness, deafness, or communication difficulties), and guidance on overcoming those access limitations.

**VI(E)(1)(c) New KEA and Plan for Statewide Administration by 2014-2015**

The details of the KEA administration plan are described in the High-Quality Plan for Supporting Standards and Assessments.

During years 2011-2012 and 2012-2013, Ohio will continue statewide administration of the KRA-L during the development phase of the KEA. During 2013-2014, there will not be a statewide administration of the KRA-L and the new KEA will be administered as part of a field test to a stratified random sample of Ohio kindergarten students. Kindergarten teachers selected for the sample will receive professional development on the administration procedures for the assessment. The sample will be designed to be sufficiently powerful for establishing benchmarks and a year 1 baseline before statewide administration to all entering kindergarten students during fall 2014.

Beginning in spring 2014 through August 2014, all kindergarten teachers across the State of Ohio will receive professional development and have access to technology-enhanced tools and supports, such as web-accessible content and access to professional learning communities to support administration and use of the assessment. The State of Ohio will work with the State of Maryland to establish a certification process as part of the assessment training to ensure that teachers are prepared to reliably administer the assessment. By connecting the KEA to formative assessments from pre-kindergarten through kindergarten (see High-Quality Plan for Supporting Standards and Assessments), teachers will be able to see developmental progression of children to best identify instructional needs for children at, below and above age-expectations. The new technology framework will facilitate kindergarten teachers being able to report results of the KEA to families and will include a set of strategies that families can use to support their child's learning experiences based on the individual results of the child.

**VI(E)(1)(d) New KEA and Reporting to State Longitudinal Data System**

As with Ohio's existing KRA-L, all individual students' scores in the new KEA will be submitted to ODE via Ohio's EMIS and associated with the student's SSID which is assigned to and follows all students in public and community (i.e., charter schools) schools from pre-kindergarten through grade 12. The SSID is also linked and assigned to students in public post-secondary institutions and children participating in early intervention or Part C of the Individuals with Disabilities Education Act (IDEA).

The State of Ohio will implement a student linkage mechanism through use of the SSID referenced in Section (E)(2) of this grant (see High-Quality Plan for Early Learning Data Systems). The KEA results will also be linked to children in publicly funded programs, as well as those children participating in programs rated as part of Ohio's SUTQ System. This will include programs funded through subsidized child care, family child care programs participating in SUTQ, preschool special education programs, Early Childhood Education program (Ohio's pre-kindergarten program), Head Start and Early Head Start programs participating in SUTQ, and Part C Early Intervention programs.

In Year 1 of the RTT-ELC, the State of Ohio will develop legislation with the support of the Governor's office, ODE and Ohio Department of Job and Family Services (ODJFS) to permit children in publicly funded early childhood programs to access the SSID. The ability to link children's KEA scores to the experiences children had prior to kindergarten entry will permit Ohio's programs to target and focus on high-needs children by analyzing results based on demographic characteristics, location of the state, and prior early childhood programs experiences. Ohio can better target its resources to support high-needs children with academic, health, and behavioral supports and professionals.

#### **VI(E)(1)(e) New KEA and Federal and State Funding Resources**

A majority of the funding for the development of the new KEA in Ohio will come from the \$1 million in existing Race to the Top funds and the cost savings from the collaboration between Ohio and Maryland. The State of Maryland plans to commit \$500,000 per year of the grant from its Hoyer grant funding to the development of the KEA. Both States of Ohio and Maryland commit to involving representatives in their respective early childhood offices from their state departments of education, business communities, and Governor's offices in the collaboration. Ohio will continue to support the assessment through its annual General Revenue Funds. Ohio will leverage the technology of the Instructional Improvement System (IIS) that is being developed through existing Race to the Top funding. The IIS includes technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement. The Ohio-developed IIS will be leveraged to provide tools, strategies, and professional development in support of the implementation of the KEA.

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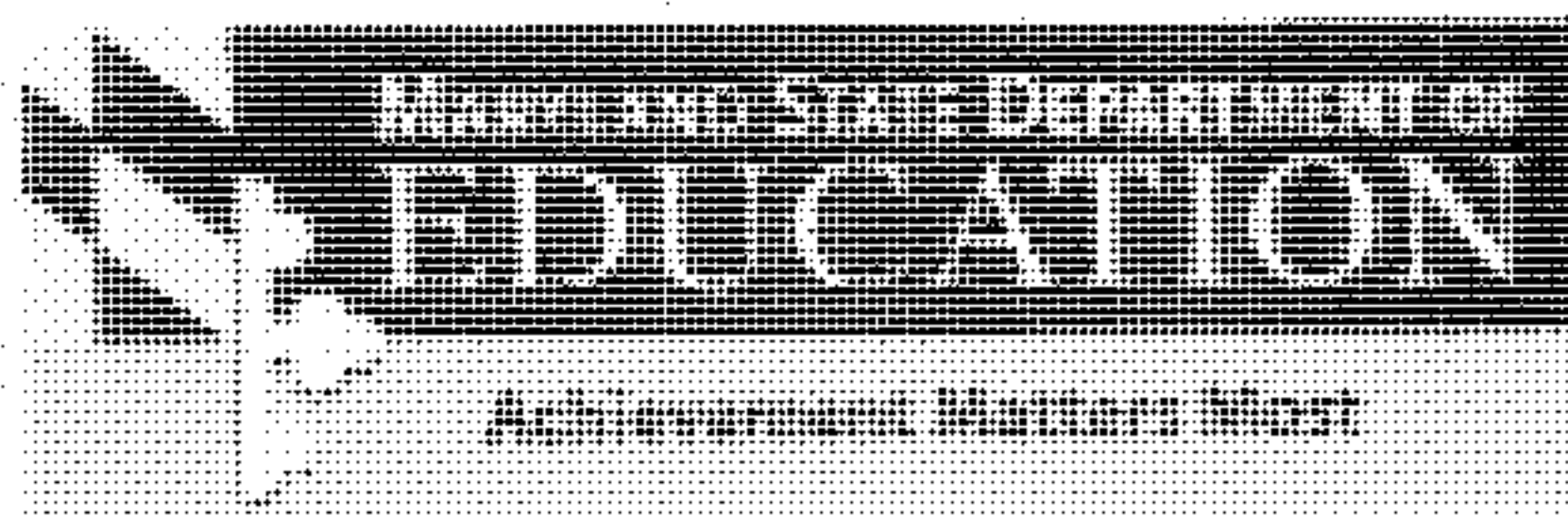
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Bernard J. Sadusky, Ed.D.  
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

October 10, 2011

Dr. Stan W. Heffner  
State Superintendent of Public Instruction  
Ohio Department of Education  
25 S. Front St.  
Columbia, OH 43215-4183

Dear Dr. Heffner:

As Maryland's Interim State Superintendent of Schools at the Maryland State Department of Education, I am excited and committed to collaborating with the Ohio Department of Education (ODE) on the development of a formative assessment system that will include formative assessments for children ages 36-72 months and a kindergarten entry assessment to address all domains of school readiness. The cross-state collaboration is being proposed as part of Ohio's and Maryland's Race to the Top Early Learning Challenge Grant applications. Maryland has been in the forefront in developing a Kindergarten Assessment and used it over the last ten years. We are eager to revise our existing assessment format and align it to the new Common Core Standards.

I am pleased that your Department is joining us in developing the assessment system, including formative assessments for preschool age children and the Kindergarten Entry Assessment. With a new assessment system for young children, our early childhood programs and educators can use the information to inform instruction and guide needs for further assessment or interventions for all young children, particularly our most vulnerable young children.

Both Ohio and Maryland are Race to the Top states and are participating in the PARCC assessment consortium where we will work together with other states to develop new assessments based on the new Common Core State Standards (grades 3-12). Ohio and Maryland have a shared vision for the kindergarten entry and formative assessment system (36-72 months) which will help each state provide milestone assessments for each state's new assessment system grades 3-12. This cross-state collaboration will provide the opportunity for our two states to develop and use common assessments and processes rather than trying to use limited and valuable resources to develop separate systems to achieve the same vision. We will be able to share the cost of what is normally a very expensive process and both of our states are willing and committed to opening this partnership opportunity to other states with the same goals and vision.

The collaboration will include Maryland and Ohio working together on:

- Developing, piloting, benchmarking and validating a comprehensive kindergarten entry assessment.
- Developing, piloting, establishing learning progression benchmarks, and validating a formative assessment for children ages 36-72 months.

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Dr. Stan W. Heffner

October 10, 2011

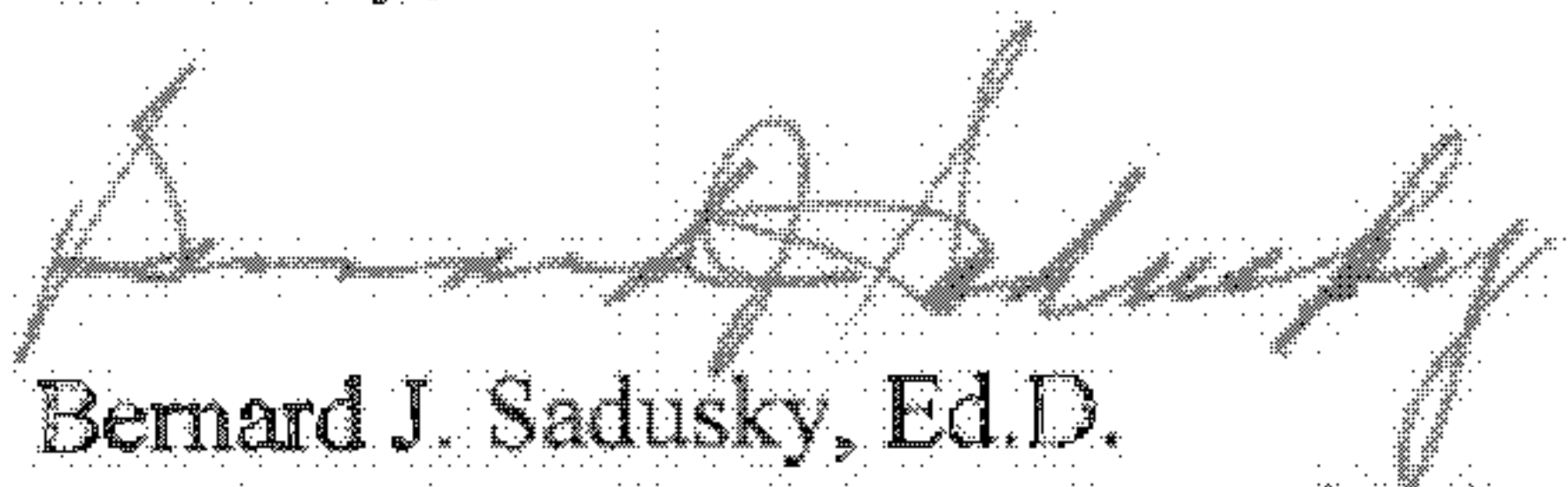
Page Two

- Developing professional development modules for administration and use of assessments, train-the-trainer, coaching, and consultation.
- Developing a technology framework for transmedia support, a portal for data collection and reporting, data entry, and online supports.

Over the four years of the grant, MSDE commits to providing the expertise of its staff in the Division of Early Childhood Development to collaborate with ODE's staff counterparts. In addition, MSDE commits to using its funding for this project (\$500,000) in support of this collaboration. MSDE, in coordination with ODE, is also committed in identifying a high quality vendor to assist both states in the development of the formative assessment and the Kindergarten Entry Assessment in accordance with the RTT-ELC selection criteria, and include a funding request to cover the remaining costs of the projects. Maryland is committed to proceed on the collaboration, regardless of the outcome of the RTT-ELC grant awards. Both states shall reconvene after the formal announcement of the grant awards to develop a formal MOA by December 31, 2011, as the basis for the collaboration.

The RTT-ELC is a wonderful opportunity for states to engage in innovative practices to create a new early childhood standards-based assessment system with the best of available technologies and mixtures of direct/guided/and observational items. I believe that this collaboration with Ohio and funding in RTT-ELC will facilitate our states contributing to promising practices nationally that will be available for other states to leverage as well.

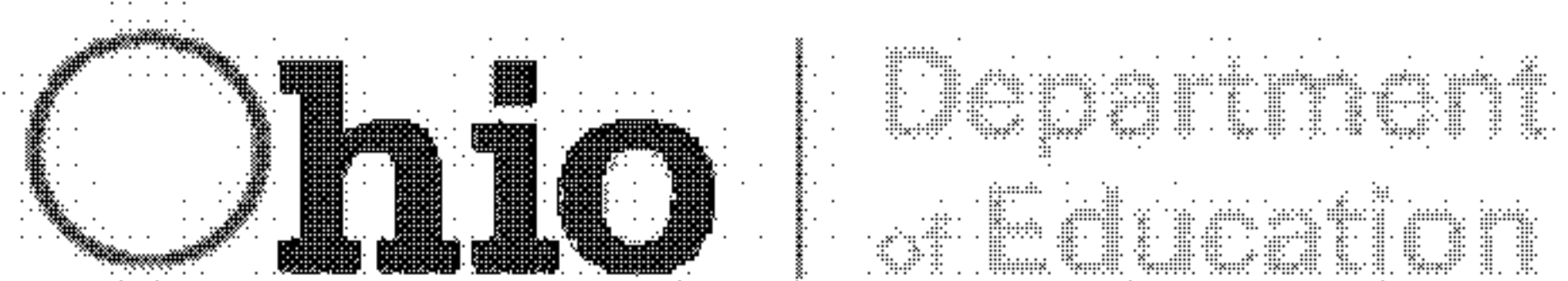
Sincerely,



Bernard J. Sadusky, Ed.D.  
Interim State Superintendent of Schools

C: Rolf Grafwallner, Division of Early Childhood Development, MSDE  
Stephanie Siddens, Office of Early Learning, ODE





John R. Kasich, Governor  
Stan W. Heffner, Superintendent of Public Instruction

October 11, 2011

Dr. Bernard Sadusky  
Interim State Superintendent of Schools  
Maryland State Department of Education  
200 W. Baltimore St.  
Baltimore, MD 21201

Dear Dr. Sadusky:

As Ohio's 36<sup>th</sup> State Superintendent of Public Instruction in the Ohio Department of Education (ODE), I am excited and committed to collaborating with the Maryland State Department of Education (MSDE) on the development of a Pre-kindergarten and Kindergarten formative assessment system that will include formative assessments for children ages 36-72 months and a kindergarten entry assessment to address all domains of school readiness. The cross-state collaboration is being proposed as part of Ohio's and Maryland's Race to the Top Early Learning Challenge Grant applications. Ohio Governor John Kasich's administration has set the goal to eliminate the kindergarten readiness gap for high needs children and to do this Ohio needs comprehensive and ongoing measures of children's progress in all school readiness domains. With a new assessment system for young children, our early childhood programs and educators can use the information to inform instruction and guide needs for further assessment or interventions for all young children, particularly our most vulnerable young children.

Both Ohio and Maryland are Race to the Top states and are participating in the PARRCC assessment consortium as participating and governing states respectively, where we will work together with other states to develop new assessments based on the new Common Core State Standards (grades 3-12). Ohio and Maryland have a shared vision for the kindergarten entry and Pre-kindergarten and Kindergarten formative assessment system (36-72 months) which will help each state provide milestone assessments for each state's new assessment system grades 3-12. This cross-state collaboration will provide the opportunity for our two states to develop and use common assessments and processes rather than trying to use limited and valuable resources to develop separate systems to achieve the same vision. We will be able to share the cost of what is normally a very expensive process and both of our states are willing and committed to opening this partnership opportunity to other states with the same goals and vision.

25 South Front Street (877) 644-6338  
Columbus, Ohio 43215 (888) 886-0181 (TTY)  
education.ohio.gov

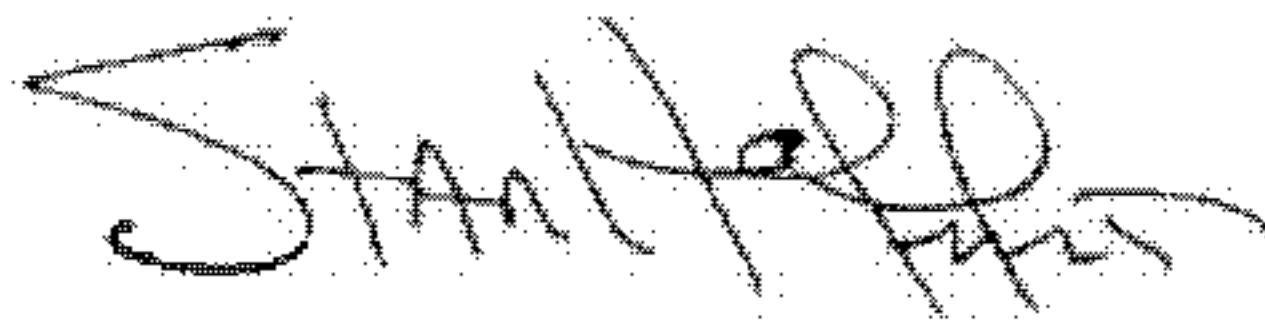
The collaboration will include Ohio and Maryland working together on:

- Developing, piloting, benchmarking and validating a comprehensive kindergarten entry assessment.
- Developing, piloting, establishing learning progression benchmarks, and validating a formative assessment for children ages 36-72 months.
- Developing professional development modules for administration and use of assessments, train-the-trainer, coaching, and consultation.
- Developing a technology framework for transmedia support, a portal for data collection and reporting, data entry, and online supports.

Over the four years of the grant, ODE commits to providing the expertise of its staff in the Office of Early Learning and School Readiness and Office of Assessment to collaborate with MSDE staff counterparts. In addition, ODE commits to using its existing Race to the Top funding (\$1 million) in support of this collaboration which was originally designated to be used for expansion of Ohio's existing Kindergarten Readiness Assessment—Literacy. In addition, Ohio's Office of the Governor and the Ohio Business Roundtable are committed to the success of this collaboration and will engage their staff in the work of the cross-state collaboration. Ohio has prior experience with cross-state procurement processes such as in the development of the Algebra II end-of-course examination and other procurement projects and we will be able to draw upon in-state expertise in these areas.

The RTT-ELC is a wonderful opportunity for states to engage in innovative practices to create a new early childhood standards-based assessment system with the best of available technologies and mixtures of direct/guided/and observational items. I believe that this collaboration with Maryland and funding in RTT-ELC will facilitate our states contributing to promising practices nationally that will be available for other states to leverage as well.

Sincerely,



Stan W. Heffner  
Superintendent of Public Instruction

cc: John R. Kasich, Governor of Ohio  
Martin O'Malley, Governor of Maryland  
Robert Sommers, Director of the Office of 21st Century Education - Ohio  
Benjamin Kanzeg, Deputy Policy Director, Office of the Governor - Ohio  
Rolf Grafwallner, Asst. State Supt., Maryland State Department of Education  
Richard A. Stoff, President, Ohio Business Roundtable



**SECTION VI. SELECTION CRITERIA**

**FOCUSED INVESTMENT AREAS – SECTIONS (C), (D), AND (E)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**

**RACE TO THE TOP-EARLY LEARNING CHALLENGE APPLICATION**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section VI. Selection Criteria**

**Focused Investment Areas -- Sections (C), (D), and (E)**

*The State must address in its application--*

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

*The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.*

**E. Measuring Outcomes and Progress**

*Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.*

*The applicant must address one or more selection criteria within Focused Investment Area (E).*

**(E)(2) ) Building or enhancing an early learning data system to improve instruction, practices, services, and policies**

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) 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;
- (d) 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

- (e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Recommended maximum response length: 8 pages*

**OHIO'S NARRATIVE RESPONSE TO VI. SELECTION CRITERIA IS FOUND ON THE FOLLOWING PAGES: VI(E)(2)-1 – VI(E)(2)-8**

## **VI(E)(2) Building or Enhancing an Early Learning Data System to Improve Instruction, Practices, Services, and Policies**

Ohio's vision is to develop a coordinated early learning data system that is interoperable with Ohio's Statewide Longitudinal Data System (SLDS). This will facilitate exchange of data by using standard data formats and definitions, and provides the information necessary to improve instruction, practices, services, and policies. The coordinated data system will enable Ohio to answer key policy questions such as:

- Are children, birth to kindergarten entry, on track to succeed when they enter school and beyond?
- Which children have access to high-quality early care and education programs?
- Is the quality of the programs improving?
- What are the characteristics of the effective programs?
- How prepared is the early care and education workforce to provide effective education and care for all children?
- What policies and investments lead to a skilled and stable early care and education workforce?

The coordinated early learning data system will provide timely, relevant, accessible data so that programs and educators can use information for continuous improvement and decision making and make information readily available for families. Additionally, the system will provide the necessary data for determining program quality ratings in Ohio's expanded and refined Step Up to Quality (SUTQ) system. This will include all types of early learning and development programs, including public district preschool programs, child care, and family child care programs.

Ohio's goal is to eliminate the school readiness gap for high-needs children. A coordinated early learning data system that links to Ohio's SLDS will allow Ohio to follow child progress throughout early learning experiences and relate that progress to performance on the Kindergarten Entry Assessment.

### **Status of Ohio's Statewide Longitudinal Data System (SLDS)**

Ohio has been very aggressive in developing and implementing a technology infrastructure that collects and tracks education data and provides essential data tools to educators and stakeholders across the State. Ohio has successfully been awarded three competitive SLDS Grants, in addition to Race to the Top funding, to enhance and expand its SLDS.



In 2007, through the America COMPETES Act, the Federal Government codified the 12 elements of a P–16 education data system. Through the American Recovery and Reinvestment Act, the Federal Government required States, as a condition of receiving State Fiscal Stabilization Funds, to commit to building a data system which consists of all the elements indicated in America COMPETES. The SLDS federal funding, coupled with ongoing State support, will enable Ohio to meet all 12 of the America COMPETES Act Elements by the end of 2012, as displayed in Exhibit VI(E)-2 below.

**Exhibit VI(E)-2. Ohio will meet all elements of the America COMPETES Act by 2012.**

America COMPETES Act Elements	Status
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system *	Meets
(2) Student-level enrollment, demographic, and program participation information	Meets
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs	Meets
(4) The capacity to communicate with higher-education data systems	2012
(5) A State data audit system assessing data quality, validity, and reliability	Meets
(6) Yearly test records of individual students with respect to assessments under Section 1111(b) of the ESEA (20 U.S.C. 6311(b))	Meets
(7) Information on students not tested by grade and subject	Meets
(8) A teacher identifier system with the ability to match teachers to students	Meets
(9) Student-level transcript information, including information on courses completed and grades earned	Meets
(10) Student-level college readiness test scores	Meets
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Meets
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	2012

*\*The unique identifier is currently in place for the State Pre-kindergarten program in public schools, Preschool Special Education, Children in Help Me Grow (Early Intervention, Part C IDEA) and K-12 students. It is currently being expanded to be used in higher education.*

The existing SLDS has enabled the creation of interactive report cards and customizable reports on local education agencies and school buildings. The existence of a unique statewide student identifier has allowed Ohio to calculate longitudinal graduation rates, develop student growth measures, and produce teacher-level value-added reports.

Ohio already has the funding over the next 3 years to enhance its SLDS with the following:

- The implementation of nationally recognized data structures, data formats and data definitions to electronically share data between public educational entities
- The expansion of the P–12 unique student identifier to Higher Education



- The creation of a P–20 repository-access governance structure
- The consolidation of data tools and access through a streamlined portal
- The development of an Education Research Center
- The development of an Instructional Improvement System (IIS).

A diagram of the overall SLDS is shown in Appendix Attachment E2. Ohio’s High-Quality Plan for Improving Ohio’s Early Learning and Development Data Systems is provided at the end of this section.

#### **VI(E)(2)(a) Essential Data Elements and Status of Early Childhood Coordinated Data System**

Early learning and development programs and services are administered by multiple state agencies in Ohio, and each of these agencies manages its own set of related data systems for workforce, program, and child-level data; see Table (A)(1)-13 for complete list of data systems. Exhibit VI(E)-3 describes the status of Ohio’s early learning data systems relative to each of the Essential Data Elements. The State of Ohio collects and maintains all of the essential data elements, which we will build upon to ensure a coordinated early childhood data system.

**Exhibit VI(E)-3. The essential data elements currently collected by Ohio will serve as the foundation of our coordinated early childhood data system.**

<b>Element</b>	<b>Status</b>
Unique statewide child identifier or another highly accurate, proven method to link data on that child, including Kindergarten Entry Assessment data, to and from the Statewide Longitudinal Data System and the coordinated early learning data system (if applicable)	Ohio has a unique identifier that enables the linkage of publicly funded preschool programs in public districts and Help Me Grow (Part C IDEA) program children to the SLDS. Ohio does not have a method to link child data on the other programs serving children ages 0 to 5 in publicly funded non-public school settings (i.e., child care, family child care, Head Start). However, other State agency systems maintain their own unique child identifiers for children in their funded programs.
Unique statewide Early Childhood Educator identifier	Ohio maintains a unique identifier for all teachers licensed in Ohio and working in public school districts. In addition, the Ohio Professional Development Registry maintains a separate unique identifier for early childhood education professionals registered in the system.
Unique program site identifier	Ohio maintains unique site identifiers within separate State agencies, particularly the systems that license public district preschools and child care providers in the State.
Child and family demographic information	All State agencies maintain child and family demographic information in their separate systems. (see Table (A)(1)-13).
Early Childhood Educator demographic information (including data on educational attainment, state credential or licenses held, professional development information)	Ohio maintains this information in separate state agencies by programs including public district preschool teachers and early childhood educators in all types of programs.

Element	Status
Program-level data on program's structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, TQRIS data	Ohio maintains some of this information separately by State agency including the Education Management Information System (EMIS) for preschool to grade 12, as well as the Ohio Educational Directory System. Program level information for child care programs is maintained in the SUTQ data system, CCIDS, and Ohio Professional Development registry.
Child-level program participation and attendance	Ohio maintains this information in EMIS for P-12 students, child care information is maintained through a new swipe card system, and child information for Help Me Grow and Part C Early Intervention is maintained through the Early Track System.

### **VI(E)(2)(b)/VI(E)(2)(c) Enabling Uniform Data Collection and Easy Entry of the Essential Data Elements; Facilitating the Exchange of Data Among Participating State Agencies**

The major challenge, as highlighted in the table above, is the ability to link child, program, and workforce data across State agencies. While Ohio has a unique identifier for publicly funded preschool programs, the Help Me Grow Program (Part C IDEA), K-12, and higher education, currently there is not a method or unique identifier to link these data to child data from other programs in other State agencies, such as child care and family child care. The State agencies maintain all of the essential data elements, but not in a uniform way across agencies. Additionally, there is a lack of common data standards and definitions for exchanging information between agencies.

As part of an existing project funded by Ohio's American Recovery and Reinvestment Act (ARRA) of 2009 SLDS Grant, Ohio will engage a vendor by December 2011 to develop a plan and set of recommendations for the development of a coordinated early childhood data system enabling data linkages and sharing across the six state agencies identified as providing early childhood programs and services (Ohio Department of Education, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Department of Mental Health, Department of Developmental Disabilities, Ohio Department of Alcohol and Drug Addiction Services).

Two existing initiatives in Ohio have begun to address these deficiencies and to start building the foundation for a coordinated early childhood data system that will be interoperable with Ohio's SLDS. These initiatives facilitate the exchange of data among State agencies and promote standard data structures, data formats, and data definitions.

The project includes \$1.1 million total in the ARRA SLDS grant for Early Childhood Data Systems. Approximately \$500,000 of that will be spent to develop the early childhood data integration plan and the remaining funding will be available for implementation of the plan upon approval by the USDOE. Ohio agencies are collaborating with the HHS Cabinet and the State Office of Information Technology (OIT) with the intent of making the Coordinated Early Childhood Data Systems Plan Project a deliverable for the Ohio Enterprise Decision Support

(OEDS) project described below. The results of this analysis will be used to support of the work of the three projects funded by RTT-ELC: (1) the Child Link System, (2) the expanded SUTQ Data System, and (3) the Early Learning Data System. The work will identify common data structures, data formats, and data definitions to be used moving forward to ensure interoperability among the various levels and types of data. This will enable uniform data collection and allow State agencies to share information to address key policy issues, such as whether we are closing the readiness gap, the quality of programs, and credentials and skill sets of the workforce, no matter the type of program or sector.

Another project in Ohio that is already funded is the OEDS project. OEDS leverages funding through the 90/10 Federal Financial Participation & Leverages Health Insurance Exchange Funding. It is aligned with National and State Healthcare Reform and Health Information Technology (HIT) agendas. OEDS is developing a framework to integrate and exchange information, while enforcing data confidentiality, across State agencies and programs to improve access, quality, and outcomes of the State's programs and services. Additional details regarding the OEDS project can be found in the Gartner Final Report (Appendix Attachment E3). This project will also establish commonalities across State agencies and identify priority projects for data and technical standards and requirements that will facilitate the exchange of data across agencies and ensure interoperability.

These two existing initiatives are a collaborative effort between the State agencies participating in this grant and the State OIT. The priority data systems for the OEDS initiative are those managed by the HHS Cabinet Agencies (which include ODJFS, ODH, ODMH, DODD), with ODE being invited to participate due to the synergy of the goals of the two initiatives. With both existing initiatives and future initiatives, Ohio will invite a variety of external stakeholders to the table, from early childhood providers to business, to inform development and use of innovative approaches in these data integration projects.

**VI(E)(2)(d) Generation of Information that is Timely, Relevant, Accessible and Easy to Use for Continuous Improvement and Decision-making**

By leveraging these existing projects and using RTT-ELC funding to expand upon existing early learning data system infrastructure, Ohio will be able to generate information that are timely, relevant, and accessible for State agencies, early learning and development programs, and early childhood educators to use for continuous improvement. Ohio's High-Quality Plan for

Improving Early Learning and Development Data Systems provides details about three key projects planned with RTT-ELC funding. For the first project, Ohio will leverage the plan that is currently being developed and the work of the OEDS initiative as the foundation to implement the Child Link System. Ohio has prioritized the need to identify and link all children participating in publicly funded early learning and development programs to children taking the Kindergarten Entry Assessment. This linkage will facilitate the ability for early learning data systems housed in State agencies to be linked to the SLDS. In the first year of the grant, the State of Ohio will prepare legislation to permit the use of the SSID for all children in publicly funded early learning and development programs for children birth to kindergarten entry. ODE will contract with a third-party vendor to work with other State agencies to initiate a mechanism for linking the necessary child demographic variables within those agencies to the demographic variables within ODE that allow the assignment of the SSID to all children pre-kindergarten to grade 12 in public schools. Only the third-party vendor will have access to the crosswalk, and, as children enter kindergarten, the crosswalk will ensure that the child-level data is linked across State agencies. The goal of the Child Link System will be to enable each State agency to engage in data sharing via a Memorandum of Understanding (MOU) to share child-level data. These data will be used to answer critical research and policy questions regarding which high-needs children have access to high-quality early learning and development programs and whether high-needs children are on track to succeed as they enter school. State agencies will then be expected to report this information to the public on an annual basis. Additional background information on the SSID is located in Appendix Attachment E4.

Ohio needs to expand upon its existing SUTQ and licensing data system to encompass additional programs in order to implement the expanded Tiered Quality Rating and Improvement System for all types of programs, including public district preschool and small family child care programs. For the second project in the High-Quality Plan for Improving Early Learning and Development Data Systems, ODJFS will expand and re-engineer its current Access database to make it Web-based and accessible to ODE and family child care programs. The modification will include a Web portal for ODE to enter information and includes a reporting mechanism to include all types of early learning and development programs. It was also have a mechanism for entering or uploading family child care licensing data through county entities. The goal of this system will be to have a public reporting mechanism that reports on the licensing and quality of



all types of programs, and that links child assessment information to both early learning and development programs, as well as data from the Kindergarten Entry Assessment.

Ohio also plans to develop a Web-based application to collect child-level formative assessment data for early learning and development programs rated in SUTQ. Through Ohio's High-Quality Plan for a Comprehensive Assessment System and collaboration with the State of Maryland, a formative assessment will be available to all SUTQ rated programs. The Early Learning Child Assessment System will be used to capture the child-level assessment data for programs rated in SUTQ that are licensed by ODJFS. Using the Child Link System, individual child assessment results will be linked across ODE and ODJFS to establish a common report that can also be linked to the SLDS. The system will house child-level assessment data in compliance with established data standards and definitions that are interoperable with the data in Ohio's SLDS, including the publicly funded preschool program assessment data.

**VI(E)(2)(e) Meets Data System Oversight Requirements and Federal, State, and Local Privacy Laws**

While each of the individual Ohio agencies have data governance policies in place, an enterprise data governance policy will be implemented for the coordinated early childhood data systems as part of this project in collaboration with the OEDS project. Section 1347.15 of the Ohio Revised Code requires each State agency to adopt rules related to accessing confidential personal information and mandates the following: the director of the State agency will designate an employee of the State agency to serve as the data privacy point of contact within the State agency to work with the chief privacy officer within the OIT to ensure that confidential personal information is properly protected and that the state agency complies with this section and rules adopted thereunder. A copy of Section 1347 of the Ohio Revised Code is located in Appendix Attachment E5.

The rules adopted by 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 (Appendix

Attachment E6). ODE adopted rules found in chapter 3301-2 of the Ohio Administrative Code related to the collection, maintenance, and use of confidential personal information systems maintained by ODE. These rules specify:

- The appointment of a security coordinator (ODE's Chief Information Security Officer)
- The adoption of written policies and procedures on personal information systems.

Additionally, ODE has a formal Information Security Program, including policies on Information Resource Classification and Information Handling, that are posted on an Information Security SharePoint site. An Education and Awareness Program is in place to ensure that employees are familiar with the policies and procedures. ODE complies with FERPA and the ORC on the release of any data.

Section 3701.17 of the Ohio Revised Code specifically requires ODH to maintain the confidentiality of protected health information reported to or obtained by ODH. ODH also adopted rules found in chapter 3701-75 of the Ohio Administrative Code addressing access to confidential information maintained by ODH. In addition, ODH has developed data collection/storage and methodological standards to be used by employees and external users of ODH data which are posted on the ODH website. The department's policy about data access and release establishes roles and responsibilities for staff, and those are included in the Data Stewardship Policy (Appendix Attachment E7). Each programmatic data system (e.g., Help Me Grow, Women Infants and Children [WIC], Immunization Registry, Bureau for Children with Medical Handicaps [BCMh], Lead Poisoning) at ODH operates in accordance with the ODH Data Stewardship Policy.

These early learning data system improvements will allow Ohio and its agencies to track the progress of high-needs children from birth to kindergarten entry and to determine if they are on track to enter kindergarten ready for success. Ohio will be able to link the quality of early learning and development programs to child outcome data, which will differentiate levels of quality. Ohio will use this information to direct appropriate supports and technical assistance to programs delivering services to high-needs children.

# High-Quality Plan

## VI(E)(2): High-Quality Plan for Improving Ohio’s Early Learning and Development Data Systems

**Key Goals:**

- To enhance Ohio’s existing early learning data systems to ensure a unique child identifier is used for all children participating in publicly funded early learning and development programs.
- To re-engineer the existing SUTQ data system to be web-based and include all types of early learning and development programs.
- To collect child-level assessment data for programs rated in SUTQ.

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 1 – ODE’s Office of Information Technology will contract with a third-party vendor to implement a unique student identifier for all children participating in publicly funded programs.</b></p>		
<p><b>Responsible Party – Ohio Department Education</b></p>		
<p>Currently Ohio has no way to link child level information across state agencies and programs. Each state agency maintains separate child-level data systems. Ohio will leverage the existing infrastructure it has for managing the assignment of unique child identifier (Statewide Student Identification - SSID) for all students in Help Me Grow, pre-kindergarten-grade 12 and with post-secondary. This third party vendor is required in Ohio Revised Code to ensure that Ohio Department of Education (ODE) does not have access to student name information. The third party vendor is the link between ODE and all LEAs. The third party vendor would be the linkage between ODE and the other state agencies for the child linkage for publicly funded programs ages 0-5.</p>	<p>ODE will procure and manage the vendor. ODE will implement in phases over four years of the grant with ODJFS and ODH.</p>	<p>Statewide implementation will occur by August 30, 2014.</p>
<p><b>Performance Measures – Key Activity 1:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		
<p><b>Key Activity 2 – ODJFS contracts with a vendor to re-engineer Step Up to Quality data system to include public district preschool programs and small family child care programs.</b></p>		
<p><b>Responsible Party – Ohio Department of Job and Family Services</b></p>		
<p>ODJFS would use vendor to re-engineer and update Access 2002 database to modern technology (SQL Server + Java) with portal available for other agencies to enter information and receive report capabilities. Current system would not accommodate data from other state agencies.</p>	<p>ODJFS will be responsible for this system upgrade and will field test implementation for other state agencies based on programs entering SUTQ by June 2013.</p>	<p>ODJFS will have statewide scale up by December 2013.</p>
<p><b>Performance Measures – Key Activity 2:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

**Key Activity 3 – ODJFS contracts with a vendor to develop a child assessment system for programs rated in SUTQ that is interoperable with ODE’s SLDS.**

**Responsible Party – Ohio Department of Job and Family Services**

ODE will collect child assessment data for formative assessments (pre-kindergarten) in EMIS by fall 2014. ODJFS will develop child assessment data system to capture assessment data for high needs children participating in SUTQ. The data will be collected using data definitions and data standards specified in ODE’s EMIS system to ensure the two data systems are interoperable and will facilitate statewide reporting.

ODJFS will begin pilot child assessment system in June 2013 with programs in the 11 targeted counties.

Full statewide implementation of the child assessment system will occur by December 2013 and will be accessed by all SUTQ rated programs that are not in ODE.

**Performance Measures – Key Activity 3:** Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.

### Schedule

Key Activities/Milestones	2012	2013	2014	2015
<b>1. Implement Child Link System</b>				
Contract with project manager to be housed at ODE to manage overall project development	→			
Contract with two Project Coordinators/Business Analysts to be housed at ODH and ODJFS to oversee individual project development and implementation	→			
Planning	→			
Contract with vendors to enhance 3 data systems to interface with modified Statewide Student Identification Number (SSID) system		→		
Production				→
Contract with existing unique identifier hosting vendor to implement the assignment of an SSID				→
<b>2. Re-engineer (Step Up to Quality) SUTQ and Licensing Data System</b>				
Planning	→			
5-star web rewrite		→		
SUTQ Type B Programs		→		
SUTQ interface		→		
SUTQ Child Assessment and Licensing Portal Planning		→		
Field test		→		
Statewide implementation			→	
Maintenance				→
<b>3. Child Assessment System</b>				
Procure a vendor	→			
Gather and document the business, technical and functional requirements for the application		→		
Develop the application		→		
Training end users and system field test			→	
Training end users and system deployment				→

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## Financial Resources to Support Successful Implementation of the Plan

Key Activity	Estimated Total Budget	Estimated Amount Leveraged From Other Sources
Child Link System	\$2,582,000	\$1,100,000 ARRA SLDS grant for Early Childhood Data Integration Project  Existing Ohio Enterprise Decision Support (OEDS) project
Re-engineer SUTQ and licensing data system	\$5,500,000	Existing infrastructure from ODJFS
Child Assessment System	\$2,500,000	Existing infrastructure from ODJFS

## Addressing the Needs of Different Types of Early Learning and Development Programs

**Child Link System** will prioritize children participating in publicly funded programs for high needs children. Field testing will initially occur in targeted areas for grant. Full statewide implementation will follow for all types of early learning and development programs including child care and family child care programs (already used for preschools in public districts and Part C IDEA—or Help Me Grow).

**Re-engineer SUTQ and Licensing Data System:** field test will occur in June 2013 for stratified random sample all types of early learning and development programs including public districts, family child care and child care. By December 2013, statewide implementation will occur for all programs participating in SUTQ.

**Child Assessment System:** will collect child assessment data for all types of programs participating in SUTQ including family child care and child care. This data will be merged with assessment data collected for ODE public preschool programs.

## Meeting the Needs of Children With High Needs and Special Populations of Children With High Needs

The Child Link System will ensure that Ohio assigns a common unique child identifier to all types of publicly funded early learning and development programs that serve high needs children include economically disadvantaged, English language learners, and children with disabilities. Use of the SSID will allow Ohio to longitudinally track children through early learning and development program experiences to the Kindergarten Entry Assessment through third grade Ohio Achievement Assessment and beyond. Ohio will be able to target resources, services, and programs for children that are not entering kindergarten ready to be successful.

Re-engineer SUTQ and Licensing Data System: will ensure that we are documenting the quality of all types of programs in a common data system that will allow us to publicly report the data and tie the results to child outcomes. Ohio will be able to ensure programs receiving state dollars to serve high needs children are maintaining distinct levels of quality.

Child Assessment System: will allow all types of programs being rated in SUTQ to document the child level results and this will be interoperable with ODE's child assessment database which will allow us to document the progress of young children with high needs and to ensure they are being provided the instructional supports and services they need.

### **Supporting Evidence**

See Appendix Attachment E4 for background information on our Statewide Student Identification Number (SSID) System.

### **Sustainability**

A significant portion of the costs for Ohio's work in this plan includes funding for development costs. Once the work is established over the four years of the grant, Ohio will be able to sustain the work at a lower or minimal cost. Ohio will sustain the ongoing costs of the Child Link System through existing General Revenue Funds to support maintenance of the SSID system as well as reallocated funding to support the work by participating agencies. The ongoing maintenance costs for the re-engineered SUTQ and licensing data system will be supported through ongoing and existing funds including CCDF and TANF. The ongoing Child Assessment System will be supported through CCDF and TANF.

**SECTION VII. COMPETITION PRIORITIES**

US Department of Education – Application Instructions

Race to the Top-Early Learning Challenge Application

Format compliance statement: Ohio’s response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio’s response.

**Section VII Competition Priorities**

**Note about the Absolute Priority:** *The absolute priority describes items that a State must address in its application in order to receive a grant. Applicants do not write a separate response to this priority. Rather, they address this priority throughout their responses to the selection criteria. Applications must meet the absolute priority to be considered for funding. A State meets the absolute priority if a majority of reviewers determines that the State has met the absolute priority*

**Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs**

To meet this priority, the State’s application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State’s application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those specific reform areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

**OHIO’S NARRATIVE RESPONSE TO VII, PRIORITY 1 (ABSOLUTE PRIORITY) IS FOUND ON THE FOLLOWING PAGES: VII(P1)-1 – VII(P1)-2**

**VII**

## **Competition Priorities**

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### **Priority 1: Absolute Priority—Promoting School Readiness for Children with High Needs**

The State of Ohio has addressed promoting school readiness for children with high needs throughout our entire RTT-ELC application. By 2015, through both the activities already underway and those outlined in our High-Quality Plans, the State of Ohio will:

- Increase access to high-quality experiences for more than 37,000 high-needs children
- Increase the number of highly rated programs available to at-risk children by nearly 1,300
- Improve school readiness outcomes for high-needs children by 5 percent.

The State of Ohio has demonstrated significant commitment to serving high-needs young children as demonstrated by the numbers and demographics of children served and the funding commitments described in Section VI(A)(1). The State's reform agenda is focused on reducing the readiness gap between high-needs children and their peers, and Governor Kasich issued Executive Order 2011-21K directing the Early Education and Development Officer to ensure that all government support to high-needs children is coordinated, streamlined, and effective. As described in our application, interagency project teams will be convened to address this issue.

All of our strategies to improve the quality of and access to high-quality programs are focused on high-needs children. Our application includes incentives to parents of high-needs children to encourage them to choose high-quality programming, and to development of high-quality programs to encourage them to serve more children. Our tiered reimbursement system, which supports providers participating in the State's subsidized child care program, supports higher payment levels to quality programs that serve high-needs children.

Our application also includes information on the development of a comprehensive assessment system that will help us better understand and address the complex needs of children with disabilities who are also economically disadvantaged and/or English language learners. In addition, we will use the Statewide Student Identifier (SSID) system to track progress of children served in all of our publicly funded systems.



Our application articulates how we will examine the content of Ohio's credentials and early learning post-secondary coursework and how well it is aligned with Ohio's Early Childhood Core Knowledge and Competencies (CKC). The comprehensive nature of the CKC is particularly important for professionals who will be working with high-needs children.

**SECTION VII. COMPETITION PRIORITIES**

**US Department of Education - Application Instructions**

**Race to the Top-Early Learning Challenge Application**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section VII Competition Priorities**

**Note about Competitive Preference Priorities:** Competitive preference priorities can earn the applicant extra or "competitive preference" points.

**Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System.**

*(10 points)*

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015--

- (a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and
- (b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

*If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Recommended maximum response length: 8 pages*

**OHIO'S NARRATIVE RESPONSE TO VII, PRIORITY 2 (COMPETITIVE PREFERENCE PRIORITY) IS FOUND ON THE FOLLOWING PAGES: VII(P2)-1 – VII(P2)-10**

## **Priority 2: Competitive Preference Priority—Including All Early Learning and Development Programs in the Tiered Quality Rating and Improvement System**

The State of Ohio will increase the number of licensed facilities by more than 6,600 by requiring small family child care homes to be licensed, a transformational action to finally bring cohesion and consistency to Ohio's regulatory system. This action will require a statutory change that will be pursued over the next year and will allow Ohio to have consistent information about all settings receiving public funds. This will also enable Ohio to promote information to families regarding the regulatory and quality standards for all settings. The benefits to licensing family child care homes include:

- Common information on licensing compliance for families
- Complete data on enrollment and capacity to better understand the utilization patterns of families and the supply of regulated settings
- Creation of a quality assurance process for increasing the consistent application of regulations.

The State of Ohio will also include all types of early learning and development programs in the Tiered Quality Rating and Improvement System (TQRIS), Step Up To Quality (SUTQ), within the next 2 years. Ohio will focus its efforts on supporting and rating programs that serve the State's highest needs children.

Our High-Quality Plan, which follows the Priority 2 narrative, outlines how Ohio will implement these programs no later than June 30, 2015.

**a. A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities.**

Currently, the State of Ohio licenses center-based settings operated by schools, community based and non-profit organizations, for-profit corporations, Head Start and Early Head Start programs, and large family child care homes that can serve up to 12 children. Exhibit P2-1 outlines the current types and number of licensed settings and the number of children that are receiving services in each setting.

**Exhibit P2-1. Current State of Ohio Licensed Child Care Settings and the Number of Children within Each Program**

<b>Program Types</b>	<b>Number of Settings</b>	<b>Number of Children</b>
Licensed Family Child Care Homes (Type A) (licensed to serve up to 12 children at any one time; requires a second adult when exceeding 6 children)	247	2,470
Community Based Early Learning and Development Programs (non profit, for profit, Head Starts, preschools, stand alone afterschool programs, etc.)	4,047	318,715
School Based Early Learning and Development Programs (Public and chartered, non-public schools, education service centers, stand alone afterschool programs, etc.)	1,697	80,309
<b>Total</b>	<b>5,991</b>	<b>401,494</b>

The State of Ohio currently has a threshold for licensing settings that provide care and learning to six or fewer children. In addition to that threshold, the following programs are exempted from licensure:

- A child care program that operates for two consecutive weeks or less
- Child care in places of worship during religious activities during which children are cared for while at least one parent is participating in the activity and is readily available
- Religious activities which do not provide child care
- Supervised training, instruction, or activities of children in specific areas, conducted on an organized or periodic basis no more than one day a week and for no more than 6 hours' duration
- Programs in which at least one parent, custodian, or guardian of each child is on the premises of the facility offering child care and is readily accessible at all times
- A youth development program operated outside of school hours by a community-based center with children who are at least kindergarten age or above; the program participates in the child and adult food program and is exempt from Federal income taxation.

Although Ohio does not currently require licensing for settings that provide care and learning to six or fewer children, there is a certification process for family child care homes that are interested in providing services to children participating in the publicly funded child care program. The certification records and compliance histories are held at the local level by the county Departments of Job and Family Services that issue the certifications and complete onsite monitoring.

By pursuing licensing for these providers, the State of Ohio will have information on the quality of each family child care home. Over the next year, Ohio will pursue a statutory change



to include more than 6,600 small family child care homes. A position will be created within ODJFS to provide quality assurance so that licensing is implemented on a consistent basis. This position will be responsible for assuring that a high level of inter-rater reliability is maintained among the county staff in charge of monitoring for licensing compliance.

As Ohio moves to incorporate small family child care homes into its licensing system, a single licensing system will be created to assure that health and safety regulations are developed and monitored consistently regardless of the setting. This single licensing system will include not only ODJFS and small family child care homes, but also programs currently licensed by ODE. This work is already in process. Ohio convened a Regulatory Reform committee in 2010 to make recommendations for a single set of licensing regulations. SRNC rules will be developed for all licensed program types and will be linked to the SUTQ database and management system. Compliance with the SRNC rules will continue to be the threshold for entry and continued participation in SUTQ across all settings.

Included in the development of the single licensing system will be the creation of a data system to record licensing information, including demographic information, licensing compliance history, and SUTQ participation. Section VI(E)(2) describes the design of and implementation of the licensing data system. This data system will include a link to the SUTQ database and management system, and for the first time ever, will serve as a central location where families can obtain information on the licensing compliance and quality standards across all settings. This online tool will include information on small family child care homes and ODE licensed programs and will assist families with making more informed decisions regarding the care and education of their children.

#### **b. A Tiered Quality Rating and Improvement System in Which All Licensed or State Regulated Early Learning and Development Programs Participate**

When SUTQ was developed in 1999, the intent, which remains steadfast today, was to include all early learning and development programs in a common statewide system. Currently, programs operated by community based and nonprofit organizations, for-profit corporations, Head Start and Early Head Start programs, and large family child care homes that serve up to 12 children can participate in SUTQ.

Ohio will expand SUTQ to include early learning and development programs operated by public and nonpublic charter schools licensed by ODE. These programs include State-funded

preschools, unless operated by a community-based organization, and preschool special education, section 619 of part B of IDEA, if provided in a classroom setting. Additionally, 50 public school districts report expenditures on early childhood under Title I of ESEA. However, information about the number of programs funded by this source is likely duplicative. Those programs that received State funding and preschool special education programs will be required to participate in SUTQ as a condition of funding.

The SUTQ standards will be revised as described in the High-Quality Plan of VI(B)(1) to include additional tier levels. A new top tier will be added to reflect higher standards required by State-funded preschool and preschool special education. ODE staff will initially be responsible for monitoring and verifying compliance with the SUTQ program standards in ODE-licensed programs. All staff will be trained to ensure inter-rater reliability on the verification tool and will use a universal database and management system. The end goal is the introduction of a single licensing system, and staff from both agencies will be completing SUTQ verification visits on all licensed early learning and development programs.

Within 2 years, SUTQ will expand to include newly licensed small family child care homes, which will include an additional 6,600 providers that are eligible to participate. By expanding to small family child care homes, options for working families will increase, especially for those working non-traditional hours.

The SUTQ standards will be revised as described in the High-Quality Plan of VI(B)(1) to include program standards inclusive of both small and large family child care programs. County Departments of Job and Family Service staff will be responsible for monitoring and verifying compliance with SUTQ program standards. These staff will be trained to ensure inter-rater reliability on the use of the verification tool. The same tool will be used across all settings. Additionally, staff will use the SUTQ database and management system to ensure accurate data regarding all rated programs are obtained consistently and universally across settings.

Ohio provides rated programs with financial incentives and rewards, professional development opportunities, scholarships and technical assistance. These supports will be available to family child care homes and will be targeted to assist them in achieving high-quality settings and to encourage their participation in SUTQ. Early learning and development programs participating in SUTQ are awarded Quality Achievement Awards. The amount of the awards is aligned with rating level, program type, size of program, and the number of high-needs children

as defined as children receiving Child Care and Development Fund (CCDF) support. In addition, monthly market-based reimbursements for CCDF-funded children are enhanced when programs achieve a SUTQ rating. The enhancement increases to a maximum of 19 percent at the Tier 3 level. The frameworks used to determine quality achievement and enhanced reimbursements will be modified to incorporate small family child care homes.

Ohio is also working to expand the availability of professional development by producing high-quality web-based learning modules. Web-based training will support the entry of small family child care providers, who often work long hours to accommodate parent schedules, into the SUTQ rating system.

With the inclusion of public and nonpublic charter schools licensed by ODE and small family child care homes into SUTQ, all licensed early learning and development programs will be able to participate in Ohio's TQRIS. This will expand access to high-quality programs to children participating in all types of settings, particularly to high-needs children. It will provide families options in selecting a high-quality setting that is the most appropriate to meet the needs of their family and their children. And finally, it will provide a universal system for recognizing and rewarding programs that have achieved and maintained high-quality environments for children across all settings.

# High-Quality Plan

## Priority 2: Competitive Preference Priority—Expansion of Step Up to Quality

**Key Goals:** Ohio will expand Step Up to Quality, its tiered quality rating and improvement system, to include all types of early learning and development programs and will include all settings serving two or more children in a unified licensing system.

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<b>Key Activity 1 – Development of a single licensing system</b>		
<b>Responsible Party – Ohio Department of Job and Family Services, Division of Child Care</b>		
<p>A single licensing system will be created to assure that health and safety regulations are developed and monitored consistently regardless of the setting. This single licensing system will include not only ODJFS and small family child care homes, but also programs currently licensed by ODE.</p> <p>Ohio convened a Regulatory Reform committee in 2010 to make recommendations for a single set of licensing regulations. These recommendations will be incorporated into the design of a single licensing system. Serious Risk Non-Compliance (SRNC) rules will be developed for all licensed program types and will be linked to the SUTQ database and management system. Compliance with the SRNC rules will continue to be the threshold for entry and continued participation in SUTQ across all settings.</p> <p>Ohio's ODJFS, Division of Child Care will work in conjunction with ODE, Office of Early Learning and School Readiness to develop a single licensing system. This work will include the creation of a common data system for licensing (referenced in the high-quality plan for Section VI(E)(2) as well as a communication plan to allow all parents to search for information about licensing compliance as well as quality elements of licensed early childhood and development settings.</p>	NA	NA
<p><b>Performance Measures – Key Activity 1:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		



Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 2</b> – Include all early learning and development settings serving two or more children in Ohio’s licensing system.</p>		
<p><b>Responsible Party</b> –Ohio Department of Job and Family Services, Division of Child Care</p>		
<p>Ohio does not currently require licensing for settings that provide care and learning to six or fewer children. However, there is a certification process for family child care homes that are interested in providing services to children participating in the publicly funded child care program. The certification records and compliance histories are held at the local level by the agencies, county Departments of Job and Family Services, that issue the certification and complete the onsite monitoring. Finally, by pursuing licensing for these providers the State of Ohio will have information on the quality of these family child care homes.</p> <p>Over the next year, Ohio will pursue a statutory change that will bring more than 6,600 small family child care homes into the licensing system.</p> <p>These small family child care homes, which serve publicly funded children, will move from a certification to a licensing system and will be monitored by county Departments of Job and Family Services. A position will be created within the ODJFS to provide quality assurance that licensing is implemented consistently. This person will be responsible for assuring that a high level of inter-rater reliability is maintained among the county staff in charge of monitoring for licensing compliance.</p>	<p>Not Applicable</p>	<p>Not Applicable</p>
<p><b>Performance Measures – Key Activity 2:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 3</b> – Expand SUTQ to include early learning and development programs operated by public and nonpublic charter schools licensed by ODE</p>		
<p><b>Responsible Party</b> – Ohio Department of Job and Family Services, Division of Child Care</p>		
<p>Currently, programs operated by community based and non-profit organizations, for-profit corporations, Head Start and Early Head Start programs and large family child care homes that serve up to twelve children can participate in SUTQ.</p> <p>Ohio will expand SUTQ to include early learning and development programs operated by public and nonpublic charter schools licensed by ODE. These programs include State-funded preschool unless operated by a community-based organization and preschool special education, section 619 of part B of Individuals with Disabilities Education Act (IDEA), if provided in a classroom setting. Additionally, 50 public school districts report expenditures on early childhood under Title I of the Elementary and Secondary Education Act (ESEA). However, information about the number of programs funded by this source is likely duplicative. Those programs that received State funding and preschool special education programs will be required to participate in SUTQ as a condition of funding.</p> <p>The SUTQ standards will be revised as described in the High-Quality Plan of VI(B)(1) to include additional tier levels. A new top tier will be added to reflect higher standards required by State-funded preschool and preschool special education.</p> <p>SUTQ will also be expanded within 2 years to include newly licensed small family child care homes. The SUTQ standards will be revised as described in the High-Quality Plan of VI(B)(1) to include program standards inclusive of both small and large family child care programs.</p>	<p>Initially, the expanded SUTQ will involve State public preschools and include early learning and development programs operated by public and nonpublic charter schools licensed by ODE. After the first 2 years of the grant period, SUTQ will be expanded again to include small family child care settings.</p>	<p>All settings serving two or more children will be eligible to participate in SUTQ after the grant implementation.</p>
<p><b>Performance Measures – Key Activity 3:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

## Schedule

Key Activities/Milestones	2012	2013	2014	2015
<b>1. Develop a single licensing system</b> Continue process of developing a set of single licensing rules Release for public comment Prepare for statutory change Prepare PD training to early childhood and development programs on licensing rules Implement new licensing system				
<b>2. Include all early learning and development settings serving two or more children in Ohio's licensing system</b> Work with county Departments of Job and Family Services on training to license all family child care programs Prepare for statutory change Offer professional development training to family child care programs on licensing standards Implement statutory change				
<b>3. Expand Step Up To Quality to include early learning and development programs operated by public and nonpublic charter schools licensed by ODE</b> Work with State staff on unified training for verification of quality rating Update professional development on expanded SUTQ for programs Implement SUTQ to State-funded programs Implement SUTQ to small family childcare settings				

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## Financial Resources to Support Successful Implementation of the Plan

Key Activity	Estimated Total Budget	Estimated Amount Leveraged From Other Sources
Develop a single licensing system	NA	NA*
Include all early learning and development settings serving two or more children in Ohio's licensing system	NA	NA*
Expand Step Up To Quality to include early learning and development programs operated by public and nonpublic charter schools licensed by ODE	NA	NA*

\*These projects will be covered in the existing budget for HQP for B1 and B5 as well as the HQP for B2, B3, and B4.

## Addressing the Needs of Different Types of Early Learning and Development Programs

By including all Early Learning and Development programs in SUTQ, Ohio will be able to reach all types of programs with a unified system of licensing regulations as well as quality standards. This will improve the quality of early learning and development experiences for children birth through age 5 across Ohio.

## Meeting the Needs of Children with High Needs and the Needs of Special Populations of Children with High Needs

The SUTQ standards will be expanded and refined to include family engagement and health promotion standards. This will call attention to the specific needs of special populations of children. By including more programs into SUTQ, the additional requirements for screening and referral will help to identify potential health concerns or potential developmental delays or disabilities.

## Supporting Evidence

This is not applicable.

## Sustainability

The development of the licensing system is covered in Section VI(E)(2) of the grant application. Ongoing maintenance and policy implementation for the single licensing system will be covered with existing funds for staffing. The cost to license 6,600 family child-care homes is covered with existing administrative funds going on county departments of job and family services. All resources need to expand SUTQ are referenced in Section VI(B).



**SECTION VII. COMPETITION PRIORITIES**

**US Department of Education – Application Instructions**

**Race to the Top-Early Learning Challenge Application**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section VII Competition Priorities**

**Priority 3: Competitive Preference Priority – Understanding the Status of Children's Learning and Development at Kindergarten Entry (10 points)**

To meet this priority, the State must, in its application--

- (a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or
- (b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

*For Competitive Preference Priority 3, a State will earn all ten (10) competitive preference priority points if a majority of reviewers determines that the State has met the competitive preference priority. A State earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.*

*Applicants do not write a separate response to this priority. Rather, applicants address Competitive Preference Priority 3 either in Table (A)(1)-12 or by writing to selection criterion (E)(1).*

*Under option (a) below, an applicant does not earn competitive preference points if the reviewers determine that the State has not implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1); under option (b) below, an applicant does not earn competitive preference points if the State earns a score of less than 70 percent of the maximum points available for selection criterion (E)(1).*

*Specify which option the State is taking:*

- (a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.
- (b) Applicant has written to selection criterion (E)(1).

**OHIO'S NARRATIVE RESPONSE TO VII, PRIORITY 3 (COMPETITIVE PREFERENCE PRIORITY) IS FOUND ON PAGE VII(P3)-1 AND IN SECTION VI(E)(1)**

### **Priority 3: Competitive Preference Priority—Understanding the Status of Children’s Learning and Development at Kindergarten Entry**

The State of Ohio has addressed understanding the status of children’s learning and development at kindergarten entry in E-1.

*Specify which option the State is taking:*

- (a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.
- (b) Applicant has written to selection criterion (E)(1).

**SECTION VII. COMPETITION PRIORITIES**

**US Department of Education – Application Instructions**

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**Section VII Competition Priorities**

**Note about Invitational Priorities:** Invitational priorities signal areas the Departments are particularly interested in; however addressing these priorities will not earn applicants any additional points.

**Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades**

The Departments are particularly interested in applications that describe the State's High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by—

- (a) Enhancing the State's current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;
- (b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;
- (c) Promoting health and family engagement, including in the early grades;
- (d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and
- (e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

**OHIO'S NARRATIVE RESPONSE TO VII. PRIORITY 4 (INVITATIONAL PRIORITY) IS FOUND ON THE FOLLOWING PAGES: VII(P4)-1 – VII(P4)-14**

## **Priority 4: Invitational Priority—Sustaining Program Effects in the Early Elementary Grades**

**Describe the State’s High Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years.**

The State of Ohio is committed to eliminating the school readiness gap by providing high-quality early learning experiences to children with high needs and ensuring those program effects are sustained in the early elementary school years. Ohio has a history of implementing initiatives focused on sustaining these effects by ensuring that children enter school ready to succeed, and also ensuring schools are ready to receive children. Successful transition is an important component of Ohio’s Early Learning Program Guidelines. It is equally as important for regional Ohio initiatives that focus on engaging and supporting families and schools to promote a smooth transition from early learning and development to school-age settings. Ohio has developed a high-quality plan to implement a demonstration project, focused on supporting rural communities with high percentages of children with high needs. The high-quality plan is located at the end of Priority 4.

### **a. Enhancing the State’s Current Standards for Kindergarten Through Grade 3 to Align Them with the Early Learning and Development Standards Across All Essential Domains of School Readiness**

The State of Ohio has a strong history of implementing Early Learning and Development Standards from birth to kindergarten entry that link to standards for kindergarten through grade 3. Ohio’s Early Learning and Development Standards include Ohio’s Infant & Toddler Guidelines for birth to age 3 and Pre-Kindergarten Content Standards for ages 3 to 5. The Infant Toddler Guidelines address all essential domains of school readiness and the Pre-Kindergarten Content Standards address English language arts, mathematics, science, and social studies. The Early Learning and Development Standards as a whole reflect broad, developmentally appropriate learning goals for children birth to kindergarten entry.

The Pre-Kindergarten content standards are aligned to Ohio’s K-12 academic standards. Ohio adopted the Common Core State Standards (CCSS) in English language arts and mathematics (kindergarten through grade 12). Since the CCSS did not include pre-kindergarten, Ohio wrote the pre-kindergarten standards in English language arts and mathematics standards and intentionally aligned them to the CCSS. Ohio developed and adopted academic content standards in social studies and science for pre-kindergarten through grade 12 that include



embedded learning progressions. The standards and aligned model curricula for each content area pre-kindergarten through grade 12 were adopted by the Ohio State Board of Education.

The State of Ohio will develop new standards in three additional domains of approaches toward learning: social-emotional development, physical well-being, and health for pre-kindergarten through grade 3 (see High-Quality Plan for Early Learning and Development Standards). To do this, Ohio will take the following actions:

- Engage national experts to review our existing standards
- Identify and assemble writing teams made up of content experts and stakeholders
- Draft new standards in the missing domains and make draft standards available for review and public comment
- Finalize new standards.

Ohio intentionally plans to develop standards in these domains up through grade 3 to ensure a seamless set of standards throughout the continuum. Model curricula will be developed to support teachers' use of instructional strategies, learning expectations, and resources in the classroom.

#### **b. Ensuring That Transition Planning Occurs for Children Moving From Early Learning and Development Programs to Elementary Schools**

Ohio has been at the forefront in its efforts to promote successful transition from Early Learning and Development Programs to elementary schools. Currently, Ohio's State-funded public district preschool programs are required to follow Ohio's Early Learning Program Guidelines. These guidelines specify that program leaders document a transition plan for children moving from preschool to kindergarten and provide an annual report of transition activities as part of continuous improvement strategies. While these efforts are extremely important for promoting successful transition to school, national research shows that addressing how elementary schools can take the lead to be ready to service all children is just as critical. The Foundation for Child Development has devoted a number of thought-provoking reports to examine the importance of alignment, pre-kindergarten through grade 3. The research has raised interest in how schools, and perhaps State organizations, should be organized to meet both goals: ready children and ready schools.

In the State of Ohio, the conversation and work of helping children achieve readiness for school was supported in the Ready School Initiative through grant funds from the W.K. Kellogg

Foundation through the Sisters of Charity Foundation, Canton. This research further clarified that schools being ready for children is equally important as children being ready for school. As the work continued, the grant provided an opportunity to begin discussions between the early education community and elementary school leadership. The Ohio Association of Elementary School Administrators joined with the initial partners to design, implement, and support the process of connecting Early Learning and Development Programs with the kindergarten through grade 12 system.

Through collaborative conversations as part of the Ready School Initiative, Ohio developed a Ready School Resource Guide titled “Strong Beginnings, Smooth Transitions, Continuous Learning: A Ready School Resource Guide for Elementary School Leadership,” which serves as a support resource for early childhood and elementary school communities. Through extensive research and in response to the needs identified by the early childhood and elementary school community, seven components emerged as topics of interest. The seven components include: (1) leadership, (2) supportive environments, (3) transitions, (4) standards-curriculum-assessments, (5) diversity, (6) home-school-community relationships, and (7) adult learning communities. The focus of Ohio’s Ready School Initiative is to:

1. Improve linkages with the early care and education community
2. Align goals, standards, expectations, curriculum, and assessments (pre-kindergarten through grade 3)
3. Improve services and communications with children, families, and community support agencies
4. Monitor system change and document lessons learned.

In 2008, Ohio selected eight pilot schools to launch the Ready Schools Initiative through the use of the Ready School Resource Guide. The Ready Schools Initiative aims to develop “enduring ties” between early childhood educators and public school districts “that will lead to cohesive educational programs for early learners from pre-kindergarten through grade 3.” A nine-step structural framework (below) was implemented to guide the development of the initiative. Since 2008, the number of schools participating in this initiative has grown to 40. It has become very clear that the collaborative efforts between the early childhood community and school systems have reaped many positive results. An external evaluation of the initiative highlighted that:

- **Perceptions/attitudes** of principals, families, and early childhood communities played a significant role in creating a cultural shift to make a school more ready to receive all children and truly become a Ready School.
- Building **relationships and connections** were at the heart of achieving a smooth transition and school start for children. The involvement of the stakeholders required gathering, listening, and understanding one another and integrating the suggestions into the activities.
- **Evaluations, assessment and data** mattered in moving the initiative forward (self-assessments, surveys, etc.) and in making informed decisions.
- **Seamless linkages to the early childhood community** proved valuable for:
  - (1) conducting ongoing district-wide meetings with the feeder early learning and development programs;
  - (2) identifying appropriate individuals in an organization to call to handle specific questions or situations;
  - (3) completion of a consistent district-wide transfer form by feeder early learning and development programs for incoming kindergartners; and
  - (4) gaining permission from families of incoming kindergartners to view data collected by pre-schools.
- **Collaborative professional development** brought about positive results. Several sites realized that in order to be successful in the Ready Schools Program their key stakeholders needed to develop shared understandings of the underlying concepts of the Ready Schools Initiative. To develop these common understandings, collaborative ongoing, coordinated professional development was necessary for the school staff members as well as participating early learning and development programs. The elementary school community gained valuable insights from the early learning and development programs in understanding their organization structure, curriculum and family engagement strategies.

The extended goal is that all Ohio schools attend to the seven components of Ready Schools so that Ohio children experience a school that is ready to embrace them as valued learners and provide nurturing and guidance to their future learning. To become a Ready School the following must occur:

- Principal and Superintendent sign a formal agreement
- Schools form a Ready Schools site leadership team composed of a variety of stakeholders

- Schools administer the Ready Schools self-assessment to help to determine component priority
- Schools develop and implement an Action Plan
- Schools are provided technical assistant support from an online coach
- School representatives attend two cross-site meetings per year and two professional development meetings
- Schools conduct an evaluation on progress based on the Action Plan
- Schools develop a plan for sustainability
- Schools share information on progress and lessons learned via meetings, Ready Schools website, in district reports, conference presentation, etc.

### **c. Promoting Health and Family Engagement, Including in the Early Grades**

Registered nurses and registered/licensed dietitians in Ohio serve as child care health consultants to child care programs. These consultants offer training and technical assistance on critical health topics that support children's growth and learning. When children enter school, Ohio has a coordinated school health program that guides school nurses and other professionals to sustain health promotion activities in a child's early years. Some of the connections of health promotion from early childhood to school age include:

- Nursing consultants train child care providers on the use of the Ages and Stages Questionnaire (ASQ) and the Ages and Stages Questionnaire: Social Emotional (ASQ:SE) to promote early identification of potential delays so that appropriate supports and referrals can be made prior to school entry.
- By Ohio law, prior to the first day of November of the school year in which a pupil is enrolled for the first time in either kindergarten or first grade, students are screened for health or medical problems and for any developmental disorders. If the results of any screening reveal the possibility of special learning needs, the school is required to conduct further assessments. Similarly, Ohio's Early Learning and Development Programs that are publically funded are required to screen children for health issues or developmental delays.
- Early childhood nursing consultants provide vision and hearing screening for preschool children, as well as for kindergartners in private child care programs.



Table (A)(1)-9 of this RTT-ELC grant application highlights the family engagement strategies required in early learning and development programs. All of Ohio's early learning and development programs require implementation of family engagement strategies in supporting children, establishing individual and family goals, communicating results of screenings and assessments, and promoting positive health and development. As children transition into the elementary grades it is critical for schools to be ready to engage families to continue supporting their children throughout the elementary years. In July 2007, the Ohio State Board of Education adopted recommendations to develop a Parent and Family Involvement Policy for Pre-Kindergarten through Grade 12. The State Board of Education strongly encouraged local school boards to incorporate the recommendations in their local policies. The State of Ohio requires local boards to adopt a policy on parental involvement in the schools of the district. This policy should be designed to build consistent and effective communication with parents and foster caregivers in affecting success of their children's educational efforts, how and when to assist their children in supporting classroom activities, and techniques and strategies to use at home to improve their children's academic success. The State Board of Education further recommended that schools incorporate additional elements into their policies including coordination and integration of parent and family involvement programs and activities into Head Start, Early Reading First, Home Instruction Programs for Preschool Youngsters and public preschools.

Ohio's existing Race to the Top funding supports two important initiatives around family engagement. Both initiatives target persistently low achieving schools, with one initiative providing coaching to county core teams comprised of district leadership teams, family and civic engagement teams, educational service centers, State Support Teams, Ohio Family and Children First council teams, and local/county agencies to create a county-region-wide comprehensive system of supports.

The second initiative directly supports parents in public schools by providing parents with leadership and empowerment training. Both initiatives will provide models for use with other communities and the opportunity to make linkages to early learning and development programs in those communities.

Ohio's Ready Schools framework for schools addresses home-school connections by encouraging schools to:

- Provide ongoing opportunities for families to participate in the life of the school
- Provide organized support to help families participate in their children's learning
- Connect with the community at large in the service of the school community.

Another strong Ohio initiative that works directly with families to promote successful transition from early learning and development programs to schools is Supporting Partnerships to Assure Ready Schools (SPARK) Ohio. SPARK Ohio is a targeted approach that includes a Ready Schools component. SPARK Ohio, funded by the Sisters of Charity Foundation of Canton, integrates child and family supports prior to and during children's transitions to school to address non-academic barriers to student achievement. SPARK Ohio is a family-focused intervention program designed to prepare high-needs children for kindergarten by supporting families to help their children succeed in school. SPARK Ohio activities include:

- Engaging participating families in lesson plans and activities aligned with Ohio's Pre-Kindergarten Content Standards
- Administering developmental assessments and screenings
- Initiating referrals to needed community resources
- Delivering monthly home and group-based services to families
- Working collaboratively to ensure children successfully transition into school.

For 6 consecutive years, SPARK Ohio has consistently improved high-need children's readiness for school and benefits retained through grade 3. The Ready School component to SPARK Ohio ensures that the program works directly with schools to help them reach out to families and the community to improve transitions into school.

#### **d. Increasing the Percentage of Children Who Are Able To Read and Do Mathematics at Grade Level by the End of Third Grade**

The Ohio Achievement Assessments for grades 3 through 8 measure students on what they know and are able to do in reading, mathematics, and science. Exhibit P4-1 provides the number and percentages of Ohio third grade students that are proficient in the areas of Reading and Mathematics over a 5-year period. The results show there are slight increases from FY2010 to FY2011 in the percentages of proficient students. Ohio will design new assessments to align to Ohio's newly adopted Common Core State Standards K-12 to include formative and performance-based assessments.

**Exhibit P4-1. Third Grade Ohio Achievement Assessment with Proficiency Status (Rated as Advanced, Accelerated, or Proficient)**

FY2007		FY2008		FY2009		FY2010		FY2011	
No.	% Profic.	No.	% Profic.	No.	% Profic.	No.	% Profic.	No.	% Profic.
<b>Reading</b>									
137,924	78.3%	137,471	77.4%	138,232	77.4%	138,018	78.4%	135,242	79.9%
<b>Mathematics</b>									
132,304	84.5%	132,093	79.3%	133,430	81.3%	133,008	76.8%	130,183	82.0%

Ohio has made efforts to follow the performance of children as they move from kindergarten entry to third grade. In Section VI(E)(1), Figure VI(E)-4 shows children who perform low on the KRA-L tend to perform low on the third grade OAA, while children who perform high on the KRA-L tend to perform high on the third grade OAA. Local initiatives such as SPARK Ohio also track performance of program participants to third grade. SPARK evaluation results show that children who participate in the SPARK program outperformed other comparable children in both reading and mathematics, with the differences being statistically significant. Through formative assessments developed in collaboration with Maryland, Ohio will have additional comprehensive measures of school readiness measures and have increased ability to follow children longitudinally through the proposed Ohio Child Link System (referenced in Section VI(E)(2) of this RTT-ELC application) which allows children to be assigned a Statewide Student Identifier (SSID). These infrastructure improvements will enable Ohio to determine whether the outcomes seen for Early Learning and Development Programs through Ohio's RTT-ELC projects will be sustained into the early grades, with the goal of increasing those percentages over time.

**e. Leveraging Existing Federal, State, and Local Resources, Including but not Limited to Funds Received Under Title I and Title II of ESEA, as Amended and IDEA**

Through funding from the RTT-ELC grant in conjunction with State and local resources, Ohio will engage in and evaluate a targeted demonstration project to determine if it can be expanded to additional communities through use of local, private, or State resources. The demonstration project combines Ready Schools and SPARK Ohio to focus the initiative in high-needs rural communities to promote successful transition for children moving from Early Learning and Development Programs to elementary schools. While both of these initiatives, SPARK Ohio and Ready Schools, has demonstrated its effectiveness in either ready child or

a ready school—more is still needed. Ohio’s plan will demonstrate how to bridge the early learning and school divide and sustain the health, well-being and educational outcomes as children move from home or preschool, into kindergarten and through the early elementary grades.

This demonstration project will focus particular attention on young children with high needs and children with disabilities from birth through early elementary grades (see High-Quality Plan for Sustaining Effects in the Early Grades). The demonstration project will target elementary school buildings which have feeder early learning and development programs funded through State or Federal funds that already participated in or are targeted to participate in Step Up to Quality (SUTQ) (Ohio’s Tiered Quality Rating and Improvement System). This would include IDEA Parts C and B, State pre-kindergarten, Title I, or subsidized child care. The demonstration project will require an elementary school building to contribute a local match, use the Ready Schools framework, and implement the SPARK Ohio initiative to target family supports. In the existing Ready Schools Initiative, some schools have engaged in joint activities with Title I projects to tap into Title I funds. Similarly, outside organizations have provided funding with the support of such organizations as the Kellogg Foundation, Sisters of Charity, United Way, Martha Holden Jennings, Parent Teacher Associations, Parent Teacher Organizations, and local district funds. In addition, the initiative has leveraged leadership support from Ohio Association of Elementary School Administrators, Ohio Department of Education, and Educational Service Centers. The demonstration project would include an external evaluation that would include tracking child progress from preschool through grade 3 with the goal of improving child performance and closing the readiness gap.

The components of the Demonstration Project are as follows:

- Identify three rural communities that contain children with high needs
- In coordination with SPARK Ohio, identify and provide support to children in the rural communities for the term of the grant
- Track the progress of the children who are identified
- Identify a building in each community to implement the Ready Schools Initiative
- Ensure that the building works with existing early learning and development sites within their community, including those that are currently in SUTQ



- Evaluate the effects of the Demonstration Project which will include tracking child outcomes to early elementary grades.

The results of this project will assist Ohio in leveraging other existing resources to promote successful transitions from early learning and development programs to the elementary grades by providing supports for families and schools.

# High-Quality Plan

## Priority 4 – Race to the Top Early Learning Challenge Grant High-Quality Plan for Sustaining Effects in the Early Grades

**Key Goal: The State of Ohio will implement and evaluate a demonstration project in three rural communities that combines and leverages the components of two Ohio initiatives to sustain and build upon improved early learning outcomes into the early elementary school years.**

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p><b>Key Activity 1 – Contract with an early learning intermediary organization to implement demonstration project using the SPARK Ohio and Ready Schools initiatives.</b></p> <p><b>Responsible Parties – Ohio Department of Education</b></p>		
<p>The State of Ohio will seek an experienced early learning intermediary organization(s) with partner organizations that can implement a demonstration project in three rural communities. Ohio will prioritize the rural communities with high percentages of 4-year-old children with high needs who are served through existing publicly funded programs and soon to be established Step Up to Quality (SUTQ) programs. Each community must also have an identified elementary school building that children with high needs feed into for kindergarten entry and the early elementary grades. Other communities located in urban areas or areas with resources have had success implementing these initiatives. However, Ohio would like to focus on rural communities that may not have the same level of community network support.</p>	<p>Three rural communities will be selected in Year 1 of the grant based on large percentages of four-year-old children with high needs that are participating in publicly funded programs or soon-to-be SUTQ-rated programs.</p>	<p>The results of the demonstration project will inform the extent of scale up in other rural communities through use of local, State, or Federal resources.</p>
<p><b>Performance Measures – Key Activity 1:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		
<p><b>Key Activity 2 – Contracted early learning intermediary organization and partners implement Ready Schools and SPARK Ohio demonstration project.</b></p> <p><b>Responsible Parties – Ohio Department of Education</b></p>		
<p>An early learning intermediary organization in conjunction with community partners implements the SPARK Ohio family-focused intervention program designed to prepare high-needs 4-year-old children for kindergarten by helping families help their children succeed in school. SPARK Ohio engages participating families in lesson plans and activities aligned with Ohio's Pre-Kindergarten Content Standards, administers developmental assessments and screenings, initiates referrals to needed community resources, delivers monthly home- and group-based services to families and works collaboratively to ensure children successfully transition into school.</p> <p>The early learning intermediary organization in conjunction with community partners implements</p>	<p>The implementation will include providing family focused interventions for 4-year-old children participating in early learning development programs that are publicly funded in three rural communities. In addition, the implementation will include use of the Ready Schools Resource guide and initiative to prepare the elementary school buildings in which the programs will bring children with high needs through school entry.</p>	<p>The results of the demonstration project will inform the extent of scale up in other rural communities through use of local, State, or Federal resources.</p>

Rationale/Evidence	Location for Initial Implementation	Statewide Scaleup Implementation
<p>Ready Schools initiatives with the identified elementary school buildings which includes the following components:</p> <ul style="list-style-type: none"> <li>• Principal and Superintendent of elementary school and district sign a formal agreement</li> <li>• Schools form a Ready Schools site leadership team composed of a variety of stakeholders</li> <li>• Schools administer the Ready Schools self-assessment to help to determine component priority</li> <li>• Schools develop and implement an Action Plan</li> <li>• Schools are provided technical assistant support from an online coach</li> <li>• School representatives attend cross-site meetings and professional development meetings</li> <li>• Schools conduct an evaluation on progress based on the Action Plan</li> <li>• Schools develop a plan for sustainability</li> <li>• Schools share information on progress and lessons learned via meetings, Ready Schools website, in-district reports, conference presentation, etc.</li> </ul>		
<p><b>Performance Measures – Key Activity 2:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		
<p><b>Key Activity 3 – Evaluate the implementation of the demonstration project.</b></p>		
<p><b>Responsible Parties – Ohio Department of Education, Ohio Department of Jobs and Family Services</b></p>		
<p>The early learning intermediary organization must conduct an external program evaluation of the demonstration project including the tracking of child outcomes during the pre-kindergarten year through the elementary grades. Previous evaluations of SPARK Ohio have included child outcomes, but evaluations of Ready Schools Initiative have not included monitoring of child outcomes. Implementation of this combined demonstration project in rural communities will include the collection of formative assessment results, Kindergarten Entry Assessment results, and early elementary grade assessment results.</p>	<p>The external evaluation will monitor process inputs and child outcomes tied to program implementation beginning in Year 1 of the grant.</p>	<p>The external evaluation will monitor process inputs and child outcomes tied to program implementation through Year 4 of the RTT-ELC grant.</p>
<p><b>Performance Measures – Key Activity 3:</b> Not applicable as defined by the definition of a High-Quality Plan in Section III of the application for initial funding guidance.</p>		

**Schedule**

Key Activities/Milestones	2012	2013	2014	2015
Contract with an early learning intermediary organization to implement demonstration project using the SPARK Ohio and Ready Schools initiatives.				
Contracted early learning intermediary organization and partners implement Ready Schools and SPARK Ohio demonstration project.				
Evaluate the implementation of the demonstration project.				

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**Financial Resources to Support Successful Implementation of the Plan**

Key Activity	Estimated Total Budget	Estimated Amount Leveraged from Other Sources
Implementation of demonstration project.	\$900,000	The demonstration project will require elementary school buildings to contribute a local match, use the Ready Schools framework, and implement the SPARK Ohio initiative to target family supports. Schools will be encouraged to use innovative sustainability approaches such as engaging in joint activities with Title I projects to tap into Title I funds, engage with outside organizations such as foundations, Parent Teacher Associations, Parent Teacher Organizations, or local district funds.
Conduct program evaluation.	\$200,000	

**Addressing the Needs of Different Types of Early Learning and Development Programs**

The demonstration project will include publicly funded programs in rural communities including preschool special education, State-funded pre-kindergarten, Title I preschools, child care, and family child care programs. Ohio will target rural communities that may not have community network resources available in urban areas.

**Meeting the Needs of Special Populations of Children With High Needs**

The demonstration project will include providing supports to families of children with high needs including children with disabilities, English Language Learners, and other special populations. The Ready Schools initiative will ensure that the buildings through which the children are fed into elementary school will have the necessary supports to be ready to receive them.



## **Supporting Evidence**

This is not applicable.

## **Sustainability**

This demonstration project will analyze how rural communities can continue the initiative through local, state, or federal resources to sustain it over time if it achieves sufficient results. In the Ready Schools initiative, we have found that after coaching support the leadership in the elementary building are able to continue, with local resources, strong partnerships with feeder early learning programs through professional development and transition activities. The demonstration sites will be part of the ongoing fund raising for SPARK Ohio sites and it promotes leadership capacity for seeking funding to support ongoing efforts.

**SECTION VII. COMPETITION PRIORITIES**

**US Department of Education – Application Instructions**

**Race to the Top-Early Learning Challenge Application**

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**Section VII Competition Priorities**

**Priority 5: Invitational Priority – Encouraging Private-Sector Support**

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

**OHIO'S NARRATIVE RESPONSE TO VII, PRIORITY 5 (INVITATIONAL PRIORITY) IS FOUND ON THE FOLLOWING PAGES: VII(P5)-1 – VII(P5)-7**

## **Priority 5: Invitational Priority—Encouraging Private-Sector Support**

Ohio has a rich history of establishing public-private partnerships to address critical education policy issues in the State. No issue is more critical than ensuring that Ohio's high-needs children have access to rich early experiences that enable them to enter school curious and ready for the challenges ahead of them. To ensure that private-sector partnerships permeate State-level policy, Governor Kasich, through an Executive Order (Appendix Attachment A1), created a Early Education and Development Innovation Committee comprising senior executives from the private sector to advise him on strategies for achieving results for Ohio's young learners. This Committee, coupled with the strong State and local business advocacy and support that exist in Ohio, will ensure the State is maximizing resources to support Ohio's young children in need.

### **Background**

The data are compelling: nurturing world-class talent must continue to be Ohio's top policy priority. Globalization continues to dramatically change the marketplace for jobs, talent, and investment. Innovation remains the key to competitiveness, which is necessary for economic growth and prosperity.

Understanding the need to grow world-class talent, Ohio, like many other states, has experienced more than a decade of significant education reform while academic expectations for all Ohio students have been increased. New assessment programs aligned with standards designed to hold schools, teachers, and learners accountable have been implemented; the recruitment, preparation, and professional development of teachers have been improved; and driven by a new understanding of how students learn, significant changes have been made in the way instruction is delivered and schools are designed. As a result, Ohio schools now rank eleventh in the nation on the well-regarded and closely watched report cards issued each year since 1997 by *Education Week*.

Much of this progress has been driven by Ohio's business community. The Ohio Business Roundtable (BRT) is a statewide partnership of the chief executives of Ohio's largest business enterprises, which represent all sectors of the economy and are committed to working with public leaders to build a better Ohio. A list of BRT members is located in Appendix Attachment P5-1. In 2006, the BRT challenged Ohio's leaders to significantly ramp up initiatives aimed squarely at growing Ohio's talent. In *The Talent Challenge: What Ohio Must Do to*

*Thrive, Not Merely Survive, in a Flat World* (Appendix Attachment P5-2), business leaders spoke with a united voice and appealed to policymakers to better prepare children for college or work in a knowledge-based economy. Responding to business leaders' appeals, Ohio lawmakers enacted a rigorous core curriculum for high school students and made strategic investments in STEM (science, technology, engineering, and mathematics) education. While this was a necessary step in developing Ohio's talent base, the BRT recognized it was not enough. Extensive research confirms that kids who start off right—with a nurturing home environment and access to quality pre-kindergarten instruction, adequate health care, and good nutrition—are far more likely to succeed in school and become productive members of society. As such, the BRT began focusing attention on education policy that could yield the most significant return on investment: the early years.

In 2010, the BRT launched a statewide task force of business leaders, co-chaired by Mr. Albert Stroucken, Chairman and CEO of Owens-Illinois, and Tanny Crane, CEO of the Crane Group, solely focused on improving school readiness. The BRT early learning initiative built upon the work of the School Readiness Solutions Group (SRSG), a 2005 State Board of Education task force charged with making recommendations to improve Ohio's early learning system. The SRSG work included a strong business presence. It was chaired by Carl Kohrt, who led Battelle, the world's largest global research company, and it included business leadership from other Ohio companies, such as Bob Evans, Cardinal Health, and the Federal Reserve Bank of Cleveland. The BRT conducted a gap analysis to assess progress to-date with the recommendations of the SRSG and initiated an additional systems analysis with the expertise of Accenture, a global management and consulting firm. Pro bono, Accenture Black Belts used a Six Sigma process to examine both the key drivers of kindergarten readiness and Ohio's current early learning operating model in order to identify high-impact opportunities for business community engagement.

As a result of these analyses, the BRT identified its early learning advocacy agenda. In December 2010, the BRT published *The Talent Challenge<sup>2</sup>: Ensuring Kindergarten Readiness by 2020* (Appendix Attachment P5-3), challenging 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. To accomplish this goal, the report asked Ohio policymakers to take three immediate actions:



1. Establish early learning leadership solely accountable to the Governor
2. Adopt a new, comprehensive statewide kindergarten readiness assessment
3. Invest in proven programs for at-risk children.

This agenda has been shared with business leaders around the State, all members of the Ohio General Assembly, and other key state policymakers, and serves as the foundation for the partnership that the BRT has forged with Governor Kasich's administration to build a successful State system with high-quality, accountable programs that serve Ohio's young children in need.

In addition to tremendous support and engagement at the State level, the business community has long been active at the local level mobilizing communities and generating resources in support of early childhood efforts, in particular efforts supporting high-need children.

#### **Success by Six and Other United Way Support**

Local initiatives like Success By 6 in Southwest Ohio were formed when local business and community leaders reached a consensus that a high-functioning early childhood system is the most effective long-term way to improve community conditions, particularly in education. Local executives developed the business case for a dedicated United Way campaign that would support expansion of best practices and fund innovative solutions to improve school readiness. The campaign resulted in nearly \$10 million in additional resources for targeted early childhood strategies. In Southwest Ohio, United Way of Greater Cincinnati is the largest non-governmental funder of early childhood programs, investing more than \$10 million annually to support this important work.

United Way of Greater Cincinnati is just one example of several active United Way organizations across the State. In 2010 alone, local chapters of United Way in seven large urban areas of Ohio (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, and Toledo) generated nearly \$200 million in corporate contributions. All of these chapters focus on improvements to the quality of and access to early childhood services for high-need children in their communities, and approximately 10 to 20 percent of these funds (between \$20 million and \$40 million) are used to support these activities.

#### **Invest in Children**

Invest in Children is a community-wide, public-private partnership of individuals, organizations, and agencies which includes government agencies, community-based service providers, medical institutions, and philanthropic and private organizations, all working together

to help increase the development, funding, visibility, and impact of early childhood services in Cuyahoga County. Invest in Children’s goals are pursued through a number of service strategies for children, from prenatal to the start of kindergarten. These strategies focus on better preparing children to enter school ready to learn, and in good mental and physical health. One such strategy is Universal Pre-Kindergarten (UPK), launched in August 2007. The launch of UPK marked the beginning of a multiyear rollout of a program intended to serve 12,000 children from 3 to 5 years old by 2019. Ultimately, the goal of the program is to continue to expand until 70 to 75 percent of eligible 3- to 5-year-old children are enrolled. As yet another example of private-sector support at the local level, The Gund Foundation and PNC Bank recently committed a total of \$1.3 million to expand UPK to additional children over the next 2 years.

### **Proposed Approach**

There is tremendous value in continuing and strengthening partnerships with Ohio’s private sector as a critical strategy to achieve the State’s school readiness goals. Private sector partners transcend changes in the Governor’s office and the Ohio General Assembly that come with each new election; they provide a credible and unexpected advocacy voice for early learning policies and funding; and they can lend private sector tools and expertise to improve early learning system performance.

Recognizing the importance of these partnerships Governor Kasich issued an Executive Order in October 2011 (Appendix Attachment A1) to formalize the tie between the business community and State-level early learning and development policy. The Governor’s Executive Order created a Early Education and Development Innovation Committee comprising five representatives from the private sector: two business leaders, one philanthropic leader, the leader of a research organization, and a developmental pediatrician. The composition of this Committee will ensure that the voice of the private sector is consistently brought to discussions of early childhood education policy in Ohio; help to align State and local early childhood policy and initiatives through ties to a local philanthropic voice (i.e., local chapters of the United Way); bring innovative research, data, and accountability practices found in other sectors; and help to ensure that the science of child development informs all policy and practice.

The Executive Order charges the Early Education and Development Innovation Committee to:

- Mobilize business partnerships at the local level to achieve community and statewide kindergarten readiness goals
- Bring private sector tools and resources to early learning policy and practice to advance the goals outlined in the grant.

The Committee will also assist the Early Education and Development Officer with disseminating information annually to the legislature, leaders in local communities, and the public on the state of school readiness in Ohio.

Clearly, the Private Sector Early Education and Development Advisory Committee will afford numerous opportunities for the business community to lend its leadership, experience, and expertise to help accomplish specific goals of Governor Kasich's reform agenda. In the near term, however, there are some specific examples of how the business community can help the State concentrate public and private funding on quality and advance a comprehensive assessment system that will help identify support gaps for Ohio's young children in need.

#### **Funding That Supports Quality and Results – Aligning Corporate Donations**

Nearly 75 percent of Ohio's United Ways are focused on improving early childhood education and care in the State's most vulnerable neighborhoods. Many of these agencies work to transform low-performing child care programs into high-quality programs and look to quality rating systems to help them define a path of continuous improvement toward that goal. Ohio's high-quality plan to expand our tiered quality rating and improvement system will raise awareness and expand access to quality programming for high-need young children in the State. This system is supported through a tiered reimbursement system that rewards programs for achieving higher levels of quality and improving school readiness outcomes.

In support of the State's Plan, the BRT will mobilize its executive leaders to align local policy through area chapters of the United Way with the goal of channeling the significant contributions of the corporate community into high-quality programs for Ohio's most vulnerable children. Mobilizing local communities around the bold school readiness agenda of Governor Kasich and aligning these local resources will accelerate progress in closing the kindergarten readiness gap between Ohio's disadvantaged young children and their peers.

#### **Funding That Supports Quality and Results – Bringing Business Tools to Government to Improve Payment Systems**

The State of Ohio's payment structure for the subsidized child care program is one of the most intricate and complicated in the country. This became increasingly clear during recent implementation of a new time/attendance swipe card system for the child care program. As the State implements its plan to expand the tiered quality rating and improvement system and differentiated payments for quality, Ohio's business community will make Six Sigma black belts available to analyze variables in the payment system and make recommendations to simplify the

system in a way that increases accuracy, creates administrative efficiency, and supports an enhanced system of reimbursement for quality services.

**Advancing a Cross-State Collaboration with Maryland on a New Comprehensive Assessment System**

Ohio's application includes a groundbreaking proposal to partner with Maryland on the development of an early childhood assessment system. The assessment system will include a formative assessment (pre-kindergarten to kindergarten) and Kindergarten Entry Assessment, each of which addresses all domains of school readiness. This cross-state collaboration provides the opportunity for both Ohio and Maryland to develop and use common assessments and processes, as well as share the cost of what is normally a very expensive process.

This unique partnership has the opportunity to develop a prototype for a comprehensive assessment system that can ultimately be made available to States around the country. Expanding to additional States not only would further reduce costs, but also would create a learning network among States as the comprehensive assessment system is built and implemented.

Through global organizations such as Battelle, Ohio's business community will leverage leadership with other business locations around the country to quickly expand the partnership to other States interested in pursuing a new kindergarten readiness assessment. Additionally, the unique partnership between Ohio and Maryland has the potential to increase the visibility of private businesses in the kindergarten readiness discussions because both States have very active business communities. The Ohio experience has been detailed here, and for many years Maryland's business community also has been focused on kindergarten readiness. Maryland established a formal public-private partnership, Ready at Five, an organization dedicated to raising awareness on the state of kindergarten readiness in Maryland and supporting professional development opportunities aimed at building highly skilled "first teachers." The business communities of these two States can learn from one another and spread private sector support to others around the country.

Ohio's private sector is and will continue to be an active partner working to eliminate the kindergarten readiness gap in Ohio. The business community is ready to devote significant time, effort, and resources to ensuring that the State delivers on the commitment to make sure that our most vulnerable young citizens have access to the quality early experiences that they deserve and that will stand them in good stead for the rest of their lives.



**SECTION VIII. BUDGET**

**US Department of Education – Application Instructions**

**Race to the Top-Early Learning Challenge Application**

Format compliance statement: Ohio’s response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio’s response.

**Section VIII: Evidence for Selection Criteria (A)(4)(b)**

In the following budget section, the State is responding to selection criterion (A)(4)(b). The State should use its budgets and budget narratives to provide a detailed description of how it plans to use Federal RTT-ELC grant funds and funds from other sources (Federal, State, private, and local) to support projects under the State Plan. States’ budget tables and narratives, when taken together, should also address the specific elements of selection criterion (A)(4)(b), including by describing how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan and do so in a manner that

- (1) Is adequate to support the activities described in the State Plan;
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan

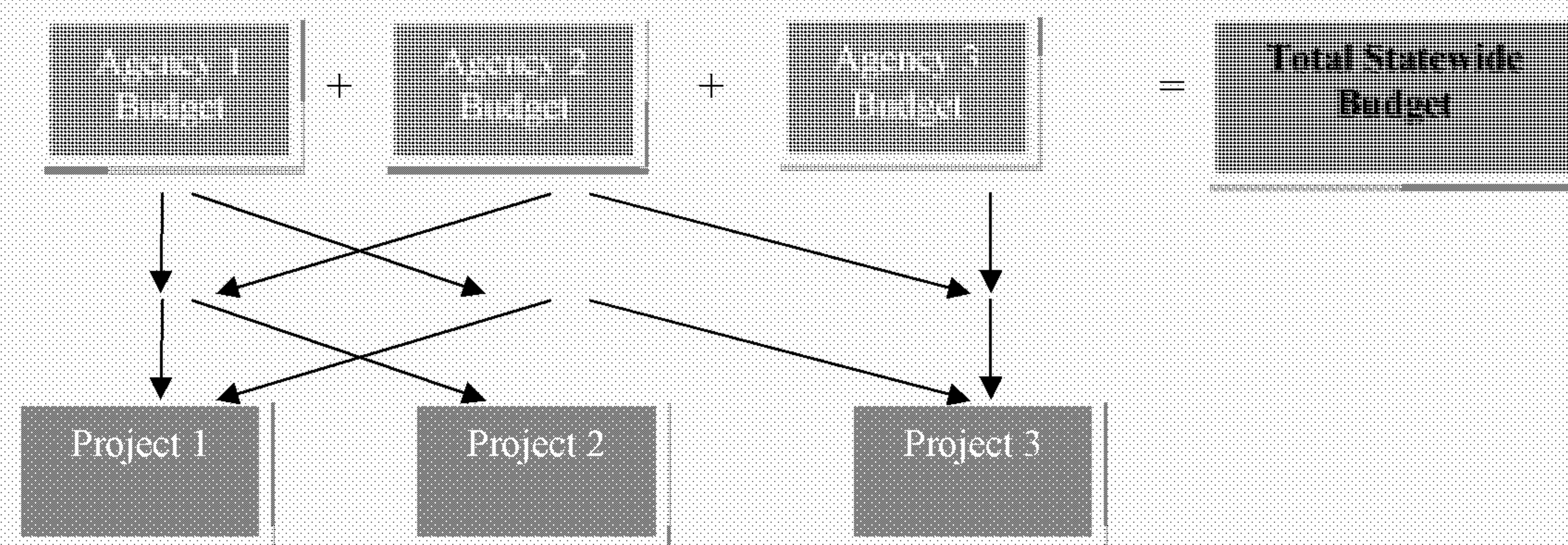
The budget narratives should be of sufficient scope and detail for the Departments to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See [www.whitehouse.gov/omb/circulars](http://www.whitehouse.gov/omb/circulars)).

We expect the State to provide a detailed budget by category for each Participating State Agency that rolls up into the total statewide budget. We further expect that the budgets of each Participating State Agency reflect the work associated with fully implementing the High-Quality Plans described under the selection criteria and Competitive Preference Priority 2 and describe each Participating State Agency’s budgetary role in carrying out the State Plan.

For purposes of the budget, we expect that the State will link its proposed High-Quality Plans to “projects” that the State believes are necessary in order to implement its plans. The State might choose to design some projects that address only one criterion’s High-Quality Plan, while other projects might address several similarly-focused criteria as one group. For example, the State might choose to have one “management project” focused on criterion (A)(3), organizing and aligning the early learning and development system to achieve success. It might have another “workforce project” that addresses criteria (D)(1) and (D)(2) under the Great Early Childhood Education Workforce section.

Some projects may be done entirely by one Participating State Agency, while others may be done by multiple agencies in collaboration with one another. The State, together with its

Participating State Agencies, will define the projects required to implement the State Plan and will determine which Participating State Agencies will be involved in each project, as shown below.



To support the budgeting process, we strongly suggest that applicants use the RTT-ELC budget spreadsheets prepared by the Departments to build their budgets. These spreadsheets must be submitted together with, but in a file separate from, the application. These spreadsheets have formulas built into them that are intended to help States produce the budget tables required within this section.

**The following information must be included in the State's budget:**

- I. Budget Summaries: In this section, the State provides overall budget summary information by budget category, Participating State Agency, and project.
  - a. Budget Summary by Budget Category. This is the cover sheet for the budget. (See Budget Table I-1.) States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (Note: Each row in this table is calculated by adding together the corresponding rows in each of the Participating State Agency Budget by Category tables. If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically.)
  - b. Budget Summary by Participating State Agency. This summary lists the total annual budget for each Participating State Agency. (See Budget Table I-2.) States should complete this table after completing Budget Table II-1 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically for the State.
  - c. Budget Summary by Project. This summary lists the total annual budget for each of the projects. (See Budget Table I-3.) States should complete this table after completing Budget Table II-2 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically for the State.
  - d. Budget Summary Narrative. This budget narrative accompanies the three Budget Summary Tables and provides the rationale for the budget. The narrative should include, for example, an overview of each Participating State Agency's budgetary responsibilities and descriptions of each project that the State has included in its budget.

**BUDGET PART I -NARRATIVE**

*Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including*

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
  - o *The designation of the selection criterion or competitive preference priority the project addresses;*
  - o *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

*Recommended maximum response length: 5 pages*

**OHIO'S NARRATIVE RESPONSE TO VIII BUDGET PART I: SUMMARY IS FOUND ON THE FOLLOWING PAGES: VIII-1 – VIII-13.**



**VIII****Budget****VIII Part I: Summary****a. Budget Summary by Budget Category**

**Budget Table I-1: Budget Summary by Budget Category**--*The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.*

<b>OVERALL STATEWIDE BUDGET</b>					
<b>Budget Table I-1: Budget Summary by Budget Category</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	603,089	835,893	964,987	993,936	<b>3,397,905</b>
2. Fringe Benefits	206,046	280,269	323,012	332,702	<b>1,142,029</b>
3. Travel	33,310	36,101	37,409	37,983	<b>144,803</b>
4. Equipment	9,105	9,378	9,659	9,949	<b>38,092</b>
5. Supplies	26,048	34,250	37,423	38,091	<b>135,812</b>
6. Contractual	13,431,863	14,283,365	12,086,997	11,590,726	<b>51,392,950</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	10,000	10,000	50,000	50,000	<b>120,000</b>
<b>9. Total Direct Costs</b> (add lines 1-8)	<b>14,319,460</b>	<b>15,489,256</b>	<b>13,509,486</b>	<b>13,053,388</b>	<b>56,371,591</b>
10. Indirect Costs*	105,188	145,101	167,440	172,463	<b>590,191</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	1,256,525	2,491,755	3,929,560	4,953,740	<b>12,631,580</b>
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	<b>15,781,173</b>	<b>18,226,112</b>	<b>17,706,486</b>	<b>18,279,591</b>	<b>69,993,362</b>
14. Funds from other sources used to support the State Plan	24,244,245	26,773,695	22,946,245	22,871,245	<b>96,835,430</b>
<b>15. Total Statewide Budget</b> (add lines 13-14)	<b>40,025,418</b>	<b>44,999,807</b>	<b>40,652,731</b>	<b>41,150,836</b>	<b>166,828,792</b>



<b>OVERALL STATEWIDE BUDGET</b>					
<b>Budget Table I-1: Budget Summary by Budget Category</b>					
Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.					
Column (e): Show the total amount requested for all grant years.					
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.					
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.					
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.					
Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the 4 years of the grant.					
Line 13: This is the total funding requested under this grant.					

**b. Budget Summary by Participating State Agency**

**Budget Table I-2: Budget Summary by Participating State Agency**--*The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.*

<b>OVERALL STATEWIDE BUDGET</b>					
<b>Budget Table I-2: Budget Summary by Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
Agency Name	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<b>Ohio Department of Education</b>	9,965,307	9,492,814	7,817,198	7,823,925	<b>35,099,244</b>
<b>Ohio Department of Job and Family Services</b>	27,440,111	32,830,494	30,535,533	31,026,911	<b>121,833,048</b>
<b>Ohio Department of Mental Health</b>	1,350,000	1,350,000	1,150,000	1,150,000	<b>5,000,000</b>
<b>Ohio Department of Health</b>	1,270,000	1,326,500	1,150,000	1,150,000	<b>4,896,500</b>
<b>Total Statewide Budget</b>	<b>40,025,418</b>	<b>44,999,807</b>	<b>40,652,731</b>	<b>41,150,836</b>	<b>166,828,792</b>

**c. Budget Summary by Project**

**Budget Table I-3: Budget Summary by Project**--*The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.*

<b>OVERALL STATEWIDE BUDGET</b>					
<b>Budget Table I-3: Budget Summary by Project</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Governance	649,000	659,770	686,724	698,625	<b>2,694,119</b>
Maryland Collaboration	2,422,406	2,027,968	1,778,697	1,844,598	<b>8,073,671</b>
Professional Development & Formative Instruction Modules	490,000	715,000	0	0	<b>1,205,000</b>
Professional Development Coordination	6,732,657	7,283,430	6,927,329	7,019,395	<b>27,962,811</b>
Measures of Quality	492,744	595,595	600,952	606,470	<b>2,295,761</b>
Progression of Credentials	56,000	94,000	0	0	<b>150,000</b>
Alignment with Ohio CKCs	75,000	75,000	0	0	<b>150,000</b>
Child Link System	2,220,000	1,233,000	683,000	533,000	<b>4,669,000</b>
Re-engineer SUTQ & Licensing Databases	2,633,150	5,167,092	535,440	118,475	<b>8,454,157</b>
Child Assessment Systems	625,000	937,500	937,500	0	<b>2,500,000</b>
Sustain in Early Grades	282,500	267,500	282,500	267,500	<b>1,100,000</b>
Validation & Consumer Education	450,000	650,000	550,000	450,000	<b>2,100,000</b>
Increase Access to High-Quality Programs	22,896,961	25,293,951	27,670,589	29,612,772	<b>105,474,274</b>
<b>Total Statewide Budget</b>	<b>40,025,418</b>	<b>44,999,807</b>	<b>40,652,731</b>	<b>41,150,836</b>	<b>166,828,792</b>

## d. Budget Summary Narrative

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### Participating State Agencies and Associated Budgetary and Project Responsibilities:

#### 1. Ohio Department of Education

ODE serves as the lead agency for managing the grant and will have budgetary responsibilities for the following projects:

- **Governance** – expenses associated with the Early Education and Development Officer and costs associated with the Early Childhood Advisory Council; ODE will employ a project manager surrounding implementation of plans from the Council.
- **Maryland Collaboration** – ODE staff will work with staff at the Maryland State Department of Education in the creation of Pre-Kindergarten Formative Assessments and the Kindergarten Entry Assessment (KEA); oversight and fiscal management of contracts associated with the project.
- **Professional Development and Formative Instruction Modules** – selection, oversight, and fiscal management of the contracts for the development of content professional development modules and formative instruction modules.
- **Professional Development Coordination** – selection, oversight, and fiscal management of contracts for the coordination of statewide professional development systems to align standards and curricula, and the evaluation of such systems; expenses associated with the English Language Learner (ELL) Advisory Council and implementation of the plan from the Council; selection, oversight, and fiscal administration of contracts associated with ELL professional development, professional development module development, and dissemination; ODE State Support Team employees will work within the newly coordinated system (expressed as funds from other sources used to support the State Plan).
- **Measures of Quality** – selection, oversight, and fiscal management of contracts for child/adult interaction and environmental rating observational tools, and associated professional development and dissemination.
- **Progression of Credentials** – ODE staff will serve as the project manager to direct the process of creating a streamlined progression of credentials and degrees and provide

fiscal management for contracts with national experts to advise on the project (work done in conjunction with the Early Childhood Advisory Council).

- **Alignment with Ohio CKC** – expenses associated with printing, training, and outreach (work done in conjunction with the Early Childhood Advisory Council).
- **Child Link System** – selection, oversight, and fiscal management of contracts for the development of a unique child identifier for all publicly funded early learning and development programs.
- **Sustain in Early Grades** – oversight and fiscal management of contracts for SPARK Ohio, Ready Schools, coaching/mentoring, and project evaluation.

## 2. Ohio Department of Job and Family Services

ODJFS will have budgetary responsibilities for the following projects:

- **Governance** – ODJFS will employ a project manager surrounding implementation of plans from the Early Childhood Advisory Council.
- **Professional Development Coordination** – ODJFS Resource and Referral employees will work within the newly coordinated system (expressed as funds from other sources used to support the State Plan).
- **Re-engineer Step Up to Quality (SUTQ) and Licensing Databases** – ODJFS staff will serve as Project Manager to expand SUTQ to programs that are licensed by ODE; selection, oversight, and fiscal management of contracts to re-engineer data systems to include public district preschool programs and small family child care programs.
- **Child Assessment Systems** – selection, oversight, and fiscal management of contracts to develop a child assessment system for programs rated in SUTQ that is interoperable with ODE's Statewide Longitudinal Data System (SLDS).
- **Validation and Consumer Education** – selection, oversight, and fiscal management of contracts to evaluate the SUTQ expansion, to evaluate the effects of the incentive program which is a part of the Increase Access in High-Quality Programs project, and to provide consumer education to enable a wider range of early learning and development programs to participate in the tiered quality rating system.
- **Increase Access to High-Quality Programs** – selection, oversight, and fiscal management of contracts for scholarships to increase teacher qualifications and provide targeted technical assistance to early learning and development programs serving



50 percent or more of children with high needs and family child care providers that are serving five or more children with high needs; oversight of funds for programs awarded Quality Achievement Awards, financial incentives that increase the number of high-needs children being served in high quality settings, and funds associated with the elimination of co-payments for families under the Federal Poverty Guidelines that enroll in higher-quality settings; ODJFS will also employ a Supervisor, two Program Developers, and two Health Facilities Standards Representatives to oversee these programs.

### 3. Ohio Department of Mental Health

ODMH will have budgetary responsibilities for the following projects:

- **Professional Development Coordination** – oversight and fiscal management of early childhood mental health consultants to facilitate the use of standards and assessments by early childhood educators across sectors in support of social-emotional development and approaches to learning.

### 4. Ohio Department of Health

ODH will have budgetary responsibilities for the following project:

- **Professional Development Coordination** – oversight and fiscal management of health promotion consultants to facilitate the use of standards and assessments by early childhood educators across sectors in support of physical well-being and health.
- **Increase Access to High-Quality Programs** – ODH employees will work to expand the Early Track System to identify the setting in which children with disabilities, birth to three, are being served.

## **Projects and Relation to Fulfillment of State Plan**

Ohio's early learning reform agenda encompasses three main goals: define kindergarten readiness to support learning and development; break down silos within State Government to promote innovation and efficiencies; and get better results for high-needs children. To accomplish these goals, the following projects are included within the application for RTT-ELC aligned primarily to one of the three main goals:

### **1. Define Kindergarten Readiness to Support Learning and Development**

- **Maryland Collaboration:** Partnering with the State of Maryland to develop a new kindergarten readiness screening tool and a formative assessment system for Pre-Kindergarten helps ensure high-needs children are adequately prepared for kindergarten and beyond.
- **Professional Development Coordination System:** Creating a Birth to Kindergarten Entry Professional Development Support System builds the capacity of the early childhood educators and coordinates content delivery as necessary within a geographic area. Further, the expansion and coordination of regional networks via the use of regional coaches promotes all domains of school readiness and an increased understanding of the revised content standards. In addition, the system coordinates the work performed in aligning the professional development system with educators in the field to ensure students are given the skills in preschool to be prepared for kindergarten and future years. Also, expanding Ohio's content standards to reflect the physical, social, and emotional development of young children and convening an English Language Learner (ELL) Advisory Council to develop strategies to address the specific needs of this population ensures that children are equipped for education and career.

### **2. Break Down Silos within State Government to Promote Innovation and Efficiencies**

- **Governance:** A single point of authority will modify and create policies and align resources across all participating agencies. In addition, the governing entity will be responsible for creating a permanent structure for early learning and development that provides a clear point of accountability.
- **Child Link Data System:** Ohio will expand use of the existing early learning data systems to ensure a unique child identifier is used for all children in publicly funded early learning and development programs. Use of the identifier to track progress of high-needs

children provides valuable information for future investments to ensure the most positive outcomes.

- **Re-engineer Step Up to Quality and Licensing Databases:** The enhancements will enable the system to be Web-based, include all types of early learning and development programs across multiple agencies. Combining the information contained in various proprietary systems of ODE and ODJFS will break down the silos across administering agencies and programs and create a more universal system for preparing high-needs children for school.
- **Child Assessment Systems:** A collaborative effort of the participating State agencies, in particular ODE and ODJFS, will result in the development of an assessment data system in ODJFS that will be interoperable with ODE's assessment data system.

### 3. Get Better Results for High-Need Children

- **Professional Development and Formative Instruction Modules:** Creating professional development modules to address the three missing Essential Domains of School Readiness: Social-Emotional Development, Approaches toward Learning, and Physical Well-Being and Health will ensure standards in the content areas will adhere to guidelines for learning standards and reflect broad developmentally appropriate learning goals for high-needs children. The creation of formative instruction modules provides training on the assessment system, on the program quality standards, on gathering and analyzing information, and on overall application in the classroom.
- **Progression of Credentials:** To ensure the birth-to-five education workforce has the core knowledge and competencies necessary to support young children's growth, development, and learning while simultaneously achieving better results, Ohio will continue engagement with postsecondary institutions and other professional development providers to create a streamlined progression of credentials and degrees aligned to Ohio Early Childhood Core Knowledge and Competencies (Ohio CKC).
- **Alignment with Ohio CKC:** Complimenting the creation of degree progression, Ohio will engage postsecondary institutions and other professional development providers in aligning professional development opportunities with Ohio CKC.
- **Measures of Quality:** As a part of SUTQ protocol for continuous improvement, Ohio will be providing training for state staff and the regional coaches on the use of the

Classroom Assessment Scoring System (CLASS) and the Environmental Rating Scale (ERS). The results from the quality measures will inform the professional development modules, creating a constant circle of continuous improvement.

- **Sustain in Early Grades:** Ohio will combine two initiatives in a demonstration project for rural communities focusing on helping families support their children with high needs and improving the readiness of elementary school buildings to receive children with high needs as they enter school.
- **Validation and Consumer Education:** SUTQ will be expanded from a three-tier to a five-tier quality rating system that adds a new, transitional phase between the current phases one and two, and a new top tier to reflect new higher standards for State-funded Pre-Kindergarten and preschool special education. Consumer education will also be provided to enable a wider range of early learning and development programs to participate in the tiered quality rating system. An external evaluation will be performed for validation of steps and the effects of the incentive program which are a part of the Increase Access to High-Quality Programs project.
- **Increase Access to High-Quality Programs:** Ohio will update the funding formula for awarding Quality Achievement Awards and support programs that are moving through the SUTQ tiers through financial incentives that increase the number of high needs children being served in high-quality settings. Additionally, teacher qualifications will be increased through scholarships. Target technical assistance will be provided to improve the quality of early learning and development programs serving 50 percent or more of children with high needs and family child care providers that are serving five or more children with high needs. The Early Track System will be expanded to identify the settings in which children birth to age three are being served. Finally, the elimination of co-payments for families under the Federal Poverty Guidelines that enroll in higher-quality settings will be piloted.



## **Projects—Ensuring the Implementation of High-Quality Plans**

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### **1. Governance – Section VI(A)(3)**

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This project works within the High-Quality Plan to create a governance structure that will coordinate and streamline early education and development services in Ohio through strong leadership, stakeholder involvement, and an interagency coordination plan. This will include hiring an Early Education and Development Officer and creating Project Teams in Assessment and Standards, Professional Development, Access Quality and Financing, and Family Support with the support of a Project Manager from each of ODE and ODJFS. The State will also provide Parent Recommendations on the annual communication on the status of kindergarten readiness in Ohio and engage Early Childhood Advisory Council in the process.

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### **2. External Validation and Consumer Education – Sections VI(B)(1) and VI(B)(5)**

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This project works within the High-Quality Plan to promote continuous improvement among Ohio's early learning and development programs. In order to accomplish this, Ohio will evaluate the expansion of SUTQ from a three-tier to a five-tier quality rating system that adds a new, transitional phase between the current phases one and two, and a new top tier to reflect new higher standards for State-funded preschool and preschool special education. Ohio will also provide consumer education to help inform families of the changes of the system as well as the elements of a quality early care and education program.

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### **3. Increase Access to High-Quality Programs – Sections VI(B)(2), VI(B)(3), and VI(B)(4)**

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This project works within the High-Quality Plan to update the funding formula for awarding Quality Achievement Awards to support the programs that are moving through the SUTQ tiers, and through financial incentives that increase the number of high-needs children being served in high-quality settings. The project will also increase teacher qualifications through scholarships for college coursework that lead to degrees, and will target technical assistance to improve the quality of early learning and development programs serving 50 percent or more of children with high needs and family childcare providers that are serving five or more children with high needs. Also included is a pilot to eliminate co-payments for families under the Federal Poverty Guidelines that enroll in higher-quality settings. All of these actions work to increase the number and types of early learning and development programs participating in SUTQ.

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#### **4. Maryland Collaboration – Sections VI(C)(1), VI(C)(2), and VI(E)(1)**

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This project works within the High-Quality Plan to allow the State, in collaboration with the Maryland State Department of Education, to expand and refine its formative assessment system so that it (1) generates regular, reliable, and valid information on all domains of school readiness from ages 36 to 72 months, and (2) produces reports that are useful to families, early childhood educators, policy-makers for supporting the development and progress of children, especially those with high needs.

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#### **5. Professional Development and Formative Instruction Modules – Sections VI(C)(1), VI(C)(2), and VI(E)(1)**

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This project works within the High-Quality Plan to develop and provide professional development to support all standards from birth to kindergarten entry. Ohio will also expand and refine formative instruction modules for content areas from birth to kindergarten entry to promote use of data driven instruction.

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#### **6. Professional Development Coordination – Sections VI(C)(1), VI(C)(2), and VI(E)(1)**

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This project works within the High-Quality Plan by creating a Birth to Kindergarten Entry Professional Development System (BKPDS) for Early Childhood Educators to focus on improving school readiness in all essential domains of readiness by focusing on standards and use of assessments. A cadre of Early Childhood Mental Health (ECMH) Consultants and Health Promotion Consultants will also be deployed to facilitate the use of standards and assessments by early childhood educators across sectors in support of social-emotional development, approaches toward learning, and physical well-being and health. Finally, Ohio will strengthen its support of English Language Learners (ELL) by creating an advisory group to research and make recommendations around standards and use of assessments to early childhood educators and policy-makers, and providing professional development to early childhood educators specific to ELL.

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#### **7. Measures of Quality – Sections VI(C)(1), VI(C)(2), and VI(E)(1)**

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This project works within the High-Quality Plan to train State staff and professional development providers on the use of measures of environmental quality and measures of the quality of adult-child interactions as part of the Step Up to Quality (SUTQ) verification and validation system.

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### **8. Progression of Credentials – Section VI(D)(1)**

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This project works within the High-Quality Plan to create a streamlined progression of credentials and degrees aligned with Ohio’s Early Childhood Core Knowledge & Competencies (Ohio CKC) to ensure that the education workforce for children birth to age five has the core knowledge and competencies necessary to support young childrens’ growth, development and learning and to improve child outcomes.

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### **9. Align with Ohio CKC – Section VI(D)(1)**

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This project works within the High-Quality Plan to engage postsecondary institutions and other professional development providers in aligning professional development opportunities with Ohio CKC. This would allow us to ensure that the education workforce for children birth to age five has the core knowledge and competencies necessary to support young children’s growth, development and learning and to improve child outcomes.

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### **10. Child Link System – Section VI(E)(2)**

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This project works within the High-Quality Plan to enhance its existing early learning data systems to ensure a unique child identifier is used for each child participating in publicly funded early learning and development programs.

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### **11. Re-engineer Step Up to Quality and Licensing Databases – Section VI(E)(2)**

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This project works within the High-Quality Plan to re-engineer the existing SUTQ and licensing data system to be Web-based and include all types of early learning and development programs.

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### **12. Child Assessment Systems – Section VI(E)(2)**

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This project works within the High-Quality Plan to develop an assessment data system in ODJFS for child-level assessment data collected for programs rated in SUTQ that will be interoperable with ODE’s assessment data system.

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### **13. Sustain in Early Grades – Invitational Priority 4**

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This project works within the High-Quality Plan to implement the Ready School Initiative in three rural communities that serve children with high needs. This initiative will help to strengthen communication and collaboration between early learning and development programs and elementary schools. The State, in collaboration with SPARK Ohio, will also

provide interventions to 25 children over 4 years to help improve outcomes and sustain those effects through the early grades. Finally, an evaluation project will be completed on the implementation of the Ready Schools initiative and SPARK Ohio, which will include tracking child outcomes through the early elementary grades.



**SECTION VIII. BUDGET**

**US Department of Education – Application Instructions**

**Race to the Top-Early Learning Challenge Application**

Format compliance statement: Ohio's response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio's response.

**Section VIII: Evidence for Selection Criteria (A)(4)(b)**

In the following budget section, the State is responding to selection criterion (A)(4)(b). The State should use its budgets and budget narratives to provide a detailed description of how it plans to use Federal RTT-ELC grant funds and funds from other sources (Federal, State, private, and local) to support projects under the State Plan. States' budget tables and narratives, when taken together, should also address the specific elements of selection criterion (A)(4)(b), including by describing how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan and do so in a manner that

- (1) Is adequate to support the activities described in the State Plan;
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan

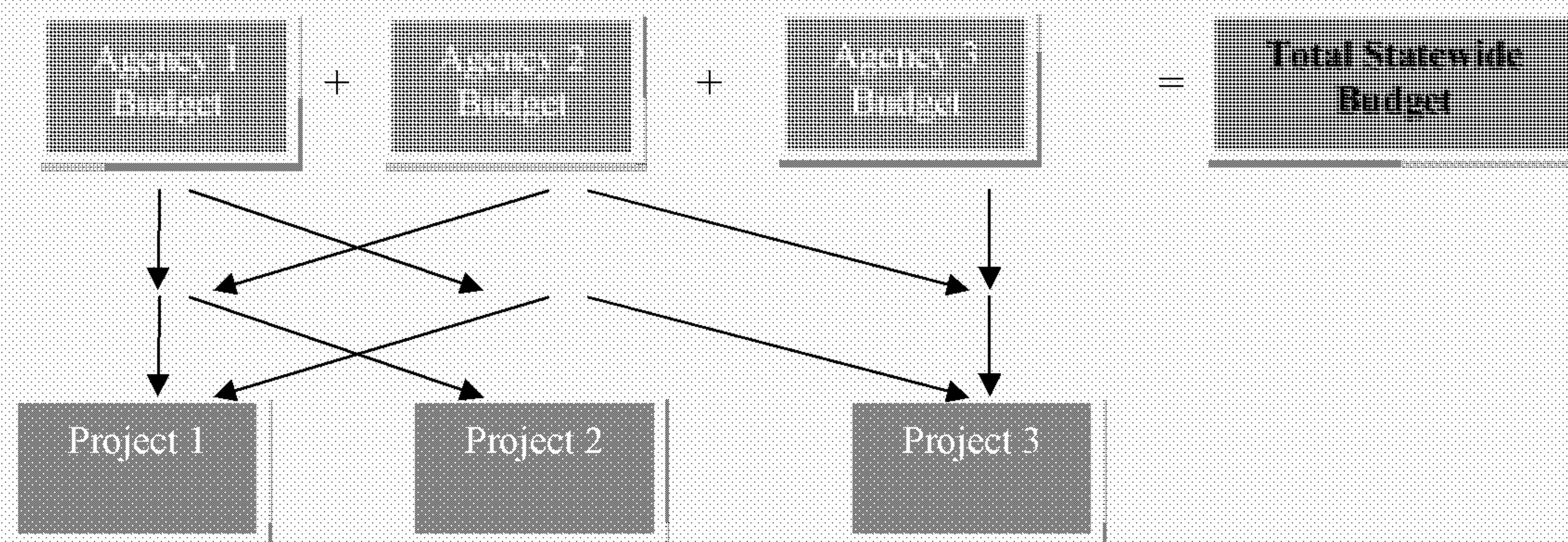
The budget narratives should be of sufficient scope and detail for the Departments to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See [www.whitehouse.gov/omb/circulars](http://www.whitehouse.gov/omb/circulars)).

We expect the State to provide a detailed budget by category for each Participating State Agency that rolls up into the total statewide budget. We further expect that the budgets of each Participating State Agency reflect the work associated with fully implementing the High-Quality Plans described under the selection criteria and Competitive Preference Priority 2 and describe each Participating State Agency's budgetary role in carrying out the State Plan.

For purposes of the budget, we expect that the State will link its proposed High-Quality Plans to "projects" that the State believes are necessary in order to implement its plans. The State might choose to design some projects that address only one criterion's High-Quality Plan, while other projects might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(3), organizing and aligning the early learning and development system to achieve success. It might have another "workforce project" that addresses criteria (D)(1) and (D)(2) under the Great Early Childhood Education Workforce section.

Some projects may be done entirely by one Participating State Agency, while others may be done by multiple agencies in collaboration with one another. The State, together with its

Participating State Agencies, will define the projects required to implement the State Plan and will determine which Participating State Agencies will be involved in each project, as shown below.



To support the budgeting process, we strongly suggest that applicants use the RTT-ELC budget spreadsheets prepared by the Departments to build their budgets. These spreadsheets must be submitted together with, but in a file separate from, the application. These spreadsheets have formulas built into them that are intended to help States produce the budget tables required within this section.

- II. Budgets for Each Participating State Agency.** In this section, the State describes each Participating State Agency's budgetary responsibilities. The State should replicate this section for each Participating State Agency and for each Participating State Agency complete the following:
- Participating State Agency By Budget Category. This is the budget for each Participating State Agency by budget category for each year for which funding is requested. (See Budget Table II-1.)
  - Participating State Agency By Project. This table lists the Participating State Agency's proposed budget for each project in which it is involved. (See Budget Table II-2.)
  - Participating State Agency Budget Narrative. This budget narrative describes the Participating State Agency's budget category line items and addresses how the Participating State Agency's budget will support the implementation of each project in which it is involved.

The State should replicate Budget Part II for each Participating State Agency as follows:

- For Participating State Agency 1: Budget by Category, Budget by Project, Narrative
- For Participating State Agency 2: Budget by Category, Budget by Project, Narrative



**BUDGET PART II - PARTICIPATING STATE AGENCY**

*The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:*

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

*Describe, in the text box below, the Participating State Agency's budget, including--*

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
  - *An explanation of the Participating State Agency's roles and responsibilities*
  - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

**1) Personnel**

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

Explain:

- The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

**2) Fringe Benefits**

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

**3) Travel**

Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

**4) Equipment**

Provide:

- The type of equipment to be purchased.
- The estimated unit cost for each item to be purchased.
- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

Explain:

- The justification of the need for the items of equipment to be purchased.

**5) Supplies**

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (*e.g.*, instructional materials, office supplies).
- The basis for cost estimates or computations.

**6) Contractual**

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

**7) Training Stipends**

Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

Provide:

- Descriptions of training stipends to be provided, consistent with the “note” above.
- The cost estimates and basis for these estimates.

Explain:

- The purpose of the training.



**8) Other**

Provide:

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the expenditures.

**9) Total Direct Costs**

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

**10) Indirect Costs**

Provide:

- Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

**11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.**

Provide:

- The specific activities to be done by localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.
- The estimated cost of each activity.
- The approximate number of localities, Early Learning Intermediary Organizations, Participating Programs, or other partners involved in each activity.
- The total cost of each activity (across all localities, Early Learning Intermediary Organizations, Participating Programs and other partners).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of each activity and its relation to the State Plan or specific project.

Note: States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

**12) Funds set aside for participation in grantee technical assistance**

Provide:

- The amount per year set aside for this Participating State Agency.

Note: The State must set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

**13) Total Funds Requested**

Provide:

- The sum of expenditures in lines 9-12, for each year of the budget.

**13) Other Funds Allocated to the State Plan**

Provide:

- A description of the sources of other funds the State is using to support the projects in the State Plan.
- A description of how the quality set-asides in CCDF will be used for activities and services described in the State Plan, if applicable.
- Any financial contributions being made by private entities such as foundations.

Explain:

- Each funding source, the activities being funded and their relation to the State Plan or specific project, and any requirements placed on the use of funds or timing of the activity.

**14) Total Budget**

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

*Recommended maximum response length: 5 pages*

**OHIO'S NARRATIVE RESPONSE TO VIII BUDGET PART II: PARTICIPATING STATE AGENCY IS FOUND ON THE FOLLOWING PAGES: VIII-14 – VIII-39**

## VIII Part II: Participating State Agency

### a. Ohio Department of Education

<b>Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b)) Ohio Department of Education</b>					
<b>Budget Category</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	403,133	415,227	518,057	533,599	1,870,017
2. Fringe Benefits	141,097	145,330	181,320	186,760	654,506
3. Travel	31,810	32,351	32,909	33,483	130,553
4. Equipment	7,105	7,318	7,538	7,764	29,725
5. Supplies	21,000	21,630	22,279	22,947	87,856
6. Contractual	5,692,413	5,370,635	4,704,177	4,960,726	20,727,950
7. Training Stipends	0	0	0	0	0
8. Other	10,000	10,000	50,000	50,000	120,000
<b>9. Total Direct Costs (add lines 1-8)</b>	<b>6,306,557</b>	<b>6,002,491</b>	<b>5,516,279</b>	<b>5,795,278</b>	<b>23,620,606</b>
10. Indirect Costs*	70,750	72,872	90,919	93,647	328,188
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>6,477,307</b>	<b>6,175,364</b>	<b>5,707,198</b>	<b>5,988,925</b>	<b>24,348,794</b>
14. Funds from other sources used to support the State Plan	3,488,000	3,317,450	2,110,000	1,835,000	10,750,450
<b>15. Total Statewide Budget (add lines 13-14)</b>	<b>9,965,307</b>	<b>9,492,814</b>	<b>7,817,198</b>	<b>7,823,925</b>	<b>35,099,244</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

**Budget Table II-2: Participating State Agency Budget By Project--***The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

<b>Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b)) Ohio Department of Education</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Governance	534,000	541,320	564,720	572,962	<b>2,213,002</b>
Maryland Collaboration	2,422,406	2,027,968	1,778,697	1,844,598	<b>8,073,671</b>
Professional Development & Formative Instruction Modules	490,000	715,000	0	0	<b>1,205,000</b>
Professional Development Coordination	3,392,657	3,943,430	3,907,329	3,999,395	<b>15,242,811</b>
Measures of Quality	492,744	595,595	600,952	606,470	<b>2,295,761</b>
Progression of Credentials	56,000	94,000	0	0	<b>150,000</b>
Alignment with Ohio CKCs	75,000	75,000	0	0	<b>150,000</b>
Child Link System	2,220,000	1,233,000	683,000	533,000	<b>4,669,000</b>
Re-engineer SUTQ & Licensing Databases	0	0	0	0	<b>0</b>
Child Assessment Systems	0	0	0	0	<b>0</b>
Sustain in Early Grades	282,500	267,500	282,500	267,500	<b>1,100,000</b>
Validation & Consumer Education	0	0	0	0	<b>0</b>
Increase Access to High-Quality Programs	0	0	0	0	<b>0</b>
<b>Total Statewide Budget</b>	<b>9,965,307</b>	<b>9,492,814</b>	<b>7,817,198</b>	<b>7,823,925</b>	<b>35,099,244</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.



### **Roles and Responsibilities**

- **Governance** – expenses associated with the Early Education and Development Officer and costs associated with the Early Childhood Advisory Council; ODE will employ a project manager surrounding implementation of plans from the Council.
- **Maryland Collaboration** – ODE staff will work with staff at the Maryland State Department of Education in the creation of Pre-Kindergarten formative assessments and the Kindergarten Entry Assessment (KEA); oversight and fiscal management of contracts associated with the project.
- **Professional Development & Formative Instruction Modules** – selection, oversight, and fiscal management of the contracts for the development of content professional development modules and formative instruction modules.
- **Professional Development Coordination** – selection, oversight, and fiscal management of contracts for the coordination of statewide professional development systems to align standards and curricula, and the evaluation of such systems; expenses associated with the English Language Learner (ELL) Advisory Council and implementation of the plan from the Council; selection, oversight, and fiscal administration of contracts associated with ELL professional development, professional development module development and dissemination; ODE State Support Team employees will work within the newly coordinated system (expressed as funds from other sources used to support the State Plan).
- **Measures of Quality** – selection, oversight, and fiscal management of contracts for child/adult interaction and environmental rating observational tools, and associated professional development and dissemination.
- **Progression of Credentials** – ODE staff will serve as the project manager to direct the process of creating a streamlined progression of credentials and degrees and provide fiscal management for contracts with national experts to advise on the project (work done in conjunction with the Early Childhood Advisory Council).
- **Alignment with Ohio CKC** – expenses associated with printing, training, and outreach (work done in conjunction with the Early Childhood Advisory Council).

- **Child Link System** – selection, oversight, and fiscal management of contracts for the development of a unique child identifier for all publicly funded early learning and development programs.
- **Sustain in Early Grades** – oversight and fiscal management of contracts for SPARK Ohio, Ready Schools, coaching/mentoring, and project evaluation.

### **Explanation by Budget Category Line Item**

#### **1. Personnel**

- a. Early Education and Development Officer (\$90,373 in Year 3, inflated by 3 percent in Year 4 and funded by existing resources in Years 1 and 2) and a Project Manager (\$74,074 in Year 1, inflated by 3 percent each year thereafter) to work with the Early Childhood Advisory Council, and in conjunction with the ODJFS Project Manager, to modify and create policies and align resources across all participating agencies in association with the Governance project.
- b. Assistant Director (\$80,000), three Education Consultants (\$71,111 each), and one Administrative Assistant (\$35,727). (Each salary is inflated by 3 percent each year following Year 1.) These employees will spend approximately one-third of their time on tasks related to each of the following projects: Maryland Collaboration, Professional Development Coordination, and Measures of Quality. They will work with staff at the Maryland State Department of Education in the creation of Pre-Kindergarten Formative Assessments and the KEA and provide oversight and fiscal management of all contracts associated the standards, assessments, professional development program coordination, ELL-specific professional development, and CLASS and ERS training. Additionally, this staff will support the ELL Advisory Council.

#### **2. Fringe Benefits**

- a. Calculated at a rate of 35 percent of salary (based on Ohio Office of Budget and Management [OBM] guidance), fringe benefits are budgeted for the positions described above: Early Education and Development Officer (\$31,631 in Year 3, inflated by 3 percent in Year 4 and funded by other resources in Years 1 and 2); Project Manager (\$25,926 in Year 1, inflated by 3 percent each year thereafter).

- b. Calculated at a rate of 35 percent of salary, fringe benefits are budgeted for the positions described above: Assistant Director (\$28,000), 3 Education Consultants (\$24,889 each), and 1 Administrative Assistant (\$12,504). (Each salary is inflated by 3 percent each year following Year 1.)

### **3. Travel**

- a. \$6,000 in Year 1 (inflated by 3 percent each year thereafter) to fund travel costs of the Early Childhood Advisory Council members to attend quarterly meetings, in association with the Governance project. This estimate is dependent on the distance Council members must travel, which is unknown at this point.
- b. \$5,162 is budgeted for travel in each year for each of the four positions discussed above: Assistant Director and three Education Consultants. These employees will travel to Maryland for development of the formative assessments and KEA, and will travel to various regions of the State related to the professional development coordination projects and quality rating systems. The amount is based on the current average travel costs per related ODE employee.
- c. \$5,162 in Year 1 (inflated by 3 percent each year thereafter) is budgeted for the travel of existing ODE staff to conferences related to the application of the KEA results in school district report card ratings. It is essential that the inclusion of the results in the report cards is done properly and attendance at conferences with national experts will provide information to ensure that occurs.

### **4. Equipment**

- a. \$2,000 in Year 1 (inflated by 3 percent each year thereafter) is budgeted for equipment costs for each of the Early Education and Development Officer and ODE Project Manager associated with the Governance project. This is an estimated cost based on computers, printers, and copiers.
- b. \$621 in Year 1 (inflated by 3 percent each year thereafter) for each of five positions discussed above: Assistant Director, three Education Consultants, and one Administrative Assistant, associated with duties of the Maryland Collaboration, Professional Development Coordination System, and the Measure of Quality projects. The amount is based on the current average equipment costs per related ODE employee.

## **5. Supplies**

- a. \$2,000 in Year 1 (inflated by 3 percent each year thereafter) is budgeted for supplies for each the Early Education and Development Officer and ODE Project Manager associated with the Governance project. This is an estimated cost based on printing and office supplies.
- b. \$3,000 in Year 1 (inflated by 3 percent each year thereafter) for each of five positions discussed above: Assistant Director, three Education Consultants, and one Administrative Assistant associated with duties of the Maryland Collaboration, Professional Development Coordination System, and the Measure of Quality projects. The amount is based on the current average equipment costs per related ODE employee.

## **6. Contractual**

- a. \$150,000 is budgeted in each year for national experts in conjunction with the Governance project and the work of the Early Childhood Advisory Council. The experts will provide advice on policies to target high-needs children and efficiently align resources.
- b. \$4,108,000 is budgeted for contracts associated with the Maryland Collaboration project and the creation of formative and KEA. This amount includes the specific deliverables of technical infrastructure, professional development support, formative assessments, and KEA. Also included is an amount for advice by national experts on the inclusion of the KEA results in school district report card ratings.
- c. \$705,000 is budgeted for six formative instruction modules and the digital dissemination of these modules, as well as nine professional development modules, under the Professional Development and Formative Instruction Modules project. Also included is an amount for DVD production of the modules for rural areas without access to the internet.
- d. \$10,990,000 is budgeted for contracts associated with the Professional Development Coordination project. These contracts will help create and evaluate a Birth to Kindergarten Entry Professional Development System (BKPDS), build the capacity of the early childhood educators, and coordinate content delivery as necessary within a geographic area. Also included are contracts for national experts to develop



- strategies to address the specific needs of the English Language Learner (ELL) population.
- e. \$642,950 is budgeted for contracts to provide training for State staff and the regional coaches on the use of the Classroom Assessment Scoring System (CLASS) and the Environmental Rating Scale (ERS), which are observational tools to assess the quality of early learning and child care programs, associated with the Measures of Quality project.
  - f. \$2,582,000 is budgeted to expand the use of the existing early learning data systems to ensure a unique child identifier is used for all children in publicly funded early learning and development programs. Use of the identifier to track progress of high-needs children provides valuable information ensure the most positive outcomes associated with the Child Link Systems project.
  - g. \$1,100,000 is budgeted for contracts associated with the Sustain in Early Grades project. Specifically included will be an amount to engage in a family focused intervention program designed to prepare high-needs children for kindergarten by helping families support their children in school (SPARK Ohio), and an amount for Ohio's Ready Schools Initiative designed to improve linkages with the early care and education community, coaching and mentoring programs, and program evaluation.
  - h. All contractual services will follow the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

## **7. Training Stipends**

- a. No training stipends are included in the State of Ohio's RTT-ELC grant budget.

## **8. Other**

- a. \$40,000 is budgeted in each of Years 3 and 4 for meeting expenses of the Early Childhood Advisory Council, associated with the Governance project. This estimate includes presentation materials and meeting facility expenses. (This amount is budgeted in Years 1 and 2 using existing State resources.
- b. \$10,000 is budgeted in each year for meeting expenses of the ELL Advisory Council, associated with the Professional Development Coordination Project. This estimate includes presentation materials and meeting facility expenses.

**9. Total Direct Costs**

- a. Year 1 - \$6,306,557
- b. Year 2 - \$6,002,491
- c. Year 3 - \$5,516,279
- d. Year 4 - \$5,795,278

**10. Indirect Costs**

- a. As addressed in the Indirect Cost Information table, Ohio applied an indirect cost rate of 13.0 percent.

**11. Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws**

- a. No funds are being distributed to localities, etc., in Ohio's RTT-ELC grant budget.

**12. Funds set aside for participation in grantee technical assistance**

- a. \$400,000 (\$100,000 in each year) – As the lead agency, ODE has all technical assistance funding contained in its grant budget. To the extent that other participating agencies need to be involved in activities under this technical assistance, ODE will engage in interagency agreements to include the other agencies when necessary.

**13. Total Funds Requested**

- a. Year 1 - \$6,477,307
- b. Year 2 - \$6,175,364
- c. Year 3 - \$5,707,198
- d. Year 4 - \$5,988,925

**14. Other Funds Allocated to the State Plan**

- a. Federal Head Start Advisory Council Grant funds in the amount of \$155,000 in Year 1 and \$158,450 in Year 2 will fund the Early Education and Development Officer and support engagement with the Early Childhood Advisory Council by funding costs associated with the quarterly Council meetings. These funds must be expended in the first two years of the RTT-ELC grant.
- b. \$1,000,000 of Ohio's existing Race To The Top (RttT) grant, \$2,000,000 from the Maryland State Department of Education's Judith P. Hoyer Enhancement Grant, and \$190,000 in state General Revenue Funds (GRF) appropriated to ODE will help

- support the Maryland Collaboration project. Existing RttT funds must be expended through Year 2. GRF support is not available until Year 3 because, prior to that, the activities funded with that amount will continue to support the current kindergarten readiness assessment (KRA-L) while the new system is under development.
- c. \$500,000 of the Federal Head Start Advisory Council Grant will support the development of nine content professional development modules (three levels of professional development modules to support the implementation of standards in three new domains to accommodate early childhood educators and providers with varying levels of education and experience) to be available both online and digitally in the Professional Development and Formative Instruction Modules project. These funds must be expended in the first 2 years of the RTT-ELC grant.
  - d. \$3,460,000 of funds from the Federal Individuals with Disabilities in Education Act (IDEA), Part B, currently supporting staff associated with early childhood professional development delivery will be used in support of the Professional Development Coordination project as the responsibilities of those staff shift to the newly coordinated professional development system. These funds must be used to serve children with disabilities.
  - e. \$900,000 of Federal IDEA funds for preschool special education will be leveraged for the Measures of Quality project to support training and professional development surrounding observational tools for child and adult interactions and environmental ratings. These funds must be used to serve children with disabilities.
  - f. \$150,000 of Federal Head Start Advisory Council Grant funds will be dedicated to a project manager to direct the process of creating a streamlined progression of credentials and degrees aligned with Ohio Early Childhood Core Knowledge & Competencies (Ohio CKC), to fees associated with national experts, and to costs associated with a website for stakeholder input, supporting the Progression of Credentials project. These funds must be expended in the first 2 years of the RTT-ELC grant.
  - g. \$150,000 of Federal Head Start Advisory Council Grant funds will be dedicated to: printing the Ohio CKC and Instructor Guide to align programs, training professional development providers to ensure uniformity, and outreach in support of the

Alignment with Ohio CKC project. These funds must be expended in the first 2 years of the RTT-ELC grant.

- h. \$1,100,000 of existing American Recovery and Reinvestment Act (ARRA) Statewide Longitudinal Data System (SLDS) funds will be leveraged for the Child Link System project. Additionally, information gleaned from a related cross-agency health data system, funded at \$987,000 in Medicaid earned Federal funds, will be leveraged for this project.

**15. Total Budget**

- a. Year 1 - \$9,965,307
- b. Year 2 - \$9,492,814
- c. Year 3 - \$7,817,198
- d. Year 4 - \$7,823,925



**B. Ohio Department of Job and Family Services**

<b>Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b)) Ohio Department of Job and Family Services</b>					
<b>Budget Category</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	199,956	383,628	446,930	460,338	<b>1,490,852</b>
2. Fringe Benefits	64,949	121,977	141,692	145,942	<b>474,560</b>
3. Travel	1,500	3,750	4,500	4,500	<b>14,250</b>
4. Equipment	2,000	2,060	2,122	2,185	<b>8,367</b>
5. Supplies	5,048	12,620	15,144	15,144	<b>47,956</b>
6. Contractual	5,739,450	6,912,730	5,382,820	4,630,000	<b>22,665,000</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	0	0	0	0	<b>0</b>
<b>9. Total Direct Costs (add lines 1-8)</b>	<b>6,012,903</b>	<b>7,436,765</b>	<b>5,993,207</b>	<b>5,258,109</b>	<b>24,700,985</b>
10. Indirect Costs*	34,438	65,729	76,521	78,816	<b>255,503</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	1,256,525	2,491,755	3,929,560	4,953,740	12,631,580
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>7,303,866</b>	<b>9,994,249</b>	<b>9,999,288</b>	<b>10,290,666</b>	<b>37,588,068</b>
14. Funds from other sources used to support the State Plan	20,136,245	22,836,245	20,536,245	20,736,245	<b>84,244,980</b>
<b>15. Total Statewide Budget (add lines 13-14)</b>	<b>27,440,111</b>	<b>32,830,494</b>	<b>30,535,533</b>	<b>31,026,911</b>	<b>121,833,048</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

<b>Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b)) Ohio Department of Job and Family Services</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Governance	115,000	118,450	122,004	125,664	<b>481,117</b>
Maryland Collaboration	0	0	0	0	0
Professional Development & Formative Instruction Modules	0	0	0	0	0
Professional Development Coordination	720,000	720,000	720,000	720,000	<b>2,880,000</b>
Measures of Quality	0	0	0	0	0
Progression of Credentials	0	0	0	0	0
Alignment with Ohio CKCs	0	0	0	0	0
Child Link System	0	0	0	0	0
Re-engineer SUTQ & Licensing Databases	2,633,150	5,167,092	535,440	118,475	<b>8,454,157</b>
Child Assessment Systems	625,000	937,500	937,500	0	<b>2,500,000</b>
Sustain in Early Grades	0	0	0	0	0
Validation & Consumer Education	450,000	650,000	550,000	450,000	<b>2,100,000</b>
Increase Access to High-Quality Programs	22,896,961	25,237,451	27,670,589	29,612,772	<b>105,417,774</b>
<Project 14>	0	0	0	0	0
<Project 15>	0	0	0	0	0
<b>Total Statewide Budget</b>	<b>27,440,111</b>	<b>32,830,494</b>	<b>30,535,533</b>	<b>31,026,911</b>	<b>121,833,048</b>
<p><u>Columns (a) through (d)</u>: For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</p> <p><u>Column (e)</u>: Show the total expenditure, across all grant years, for the Project.</p> <p>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</p>					

**Roles and Responsibilities**

- **Governance** – ODJFS will employ a project manager surrounding implementation of plans from the Early Childhood Advisory Council.
- **Professional Development Coordination** – ODJFS Resource and Referral employees will work within the newly coordinated system (expressed as funds from other sources used to support the State Plan).
- **Re-engineer Step Up to Quality (SUTQ) and Licensing Databases** – ODJFS staff will serve as Project Manager to expand SUTQ to programs that are licensed by ODE;

selection, oversight, and fiscal management of contracts to re-engineer data systems to include public district preschool programs and small family child care programs.

- **Child Assessment Systems** – selection, oversight, and fiscal management of contracts to develop a child assessment system for programs rated in SUTQ that is interoperable with ODE’s Statewide Longitudinal Data System (SLDS).
- **Validation and Consumer Education** – selection, oversight, and fiscal management of contracts to evaluate the SUTQ expansion, to evaluate the effects of the incentive program which is a part of the Increase Access in High-Quality Programs project, and to provide consumer education to enable a wider range of early learning and development programs to participate in the tiered quality rating system.
- **Increase Access to High-Quality Programs** – selection, oversight, and fiscal management of contracts for scholarships to increase teacher qualifications and provide targeted technical assistance to early learning and development programs serving 50 percent or more of children with high needs and family child care providers that are serving five or more children with high needs; oversight of funds for programs awarded Quality Achievement Awards, financial incentives that increase the number of high-needs children being served in high-quality settings, and funds associated with the elimination of co-payments for families under the Federal Poverty Guidelines that enroll in higher quality settings. ODJFS will also employ a Supervisor, two Program Developers, and two Health Facilities Standards Representatives to oversee these programs.

#### **Explanation by Budget Category Line Item**

##### **1. Personnel**

- a. Project Manager (\$74,074 in Year 1, inflated by 3 percent each year thereafter) to work with the Early Childhood Advisory Council, and in conjunction with the ODE Project Manager, to modify and create policies and align resources across all participating agencies in association with the Governance project.
- b. Project Manager (\$71,219 in Year 1, inflated by 3 percent each year thereafter) to coordinate the regulatory and quality system re-engineering, in association with the Re-engineer Step Up to Quality and Licensing Databases project, to combine the information contained in various proprietary systems of ODE and ODJFS to help

break down the silos across administering agencies and programs, leading to a more universal system for preparing high-needs children for school.

- c. One Health Facilities Supervisor, two Health Facilities Standards Representatives, and two Human Service Program Developers will coordinate and implement the funding formula update for awarding Quality Achievement Awards, programs that are moving through the SUTQ tiers through financial incentives to increase the number of high-needs children being served in high-quality settings, and the elimination of co-payments for families under the Federal Poverty Guidelines that enroll in higher quality settings, associated with the Increase Access to High-Quality Programs project. One Human Service Program Developer will begin work in Year 1 and a second in Year 2, each with a starting salary of \$54,663 (inflated by 3 percent in subsequent years). The Health Facilities Supervisor will begin work in Year 2 with a starting salary of \$71,219 (inflated by 3 percent in subsequent years). One Health Facilities Standards Representative will begin work in Year 2, and the second in Year 3, each with a starting salary of \$51,792 (inflated by 3 percent in subsequent years).

## **2. Fringe Benefits**

- a. Calculated at a rate of 35 percent of salary (based on OBM guidance), fringe benefits are budgeted for the Project Manager (\$25,926 in Year 1, inflated by 3 percent each year thereafter), whose position is described above for the Governance project.
- b. Calculated at a rate of 31 percent of salary (based on the average for equivalent ODJFS employees), fringe benefits are budgeted for the Project Manager (\$22,078 in Year 1, inflated by 3 percent each year thereafter), whose position is described above for the Re-engineer Step Up to Quality and Licensing Databases project.
- c. Calculated at a rate of 31 percent of salary (based on the average for equivalent ODJFS employees), fringe benefits are budgeted for the positions described above in association with the Increase Access to High-Quality Programs project: one Human Service Program Developer beginning in Year 1, and a second in Year 2, each starting at \$16,945 (inflated by 3 percent in subsequent years); a Health Facilities Supervisor beginning in Year 2 starting at \$22,078 (inflated by 3 percent in subsequent years); and one Health Facilities Standards Representative beginning in



Year 2 and a second in Year 3, each starting at \$16,056 (inflated by 3 percent in subsequent years).

**3. Travel**

- a. \$3,000 (\$750 per year) is budgeted to fund travel costs of the Project Manager associated with the Re-engineer Step Up to Quality and Licensing Databases project. This amount is estimated based on travel costs for equivalent ODJFS employees. The Project Manager may have to travel to programs to coordinate the database enhancements.
- b. \$11,250 (\$750 per year, per employee) is budgeted to fund travel costs of the positions described above in association with the Increase Access to High-Quality Programs. This amount is estimated based on travel costs for equivalent ODJFS employees. These employees will be traveling among participating programs in coordination and implementation of the new funding formula for the Quality Achievement Awards.

**4. Equipment**

- a. \$2,000 in Year 1 (inflated by 3 percent each year thereafter) is budgeted for equipment costs for the ODJFS Project Manager associated with the Governance project. This is an estimated cost based on computers, printers, and copiers.

**5. Supplies**

- a. \$2,000 in Year 1 (inflated by 3 percent each year thereafter) is budgeted for supplies for each the ODJFS Project Manager associated with the Governance project. This is an estimated cost based on printing and office supplies.
- b. \$2,524 is budgeted in each year for the Project Manager associated with the Re-engineer Step Up to Quality and Licensing Databases project. The amount is based on the current average supply costs per related ODJFS employee.
- c. \$2,524 is budgeted for one Human Service Program Developer in Year 1; two Human Service Program Developers, the Health Facilities Supervisor, and one Health Facilities Standards Representative in Year 2; and two Human Service Program Developers, the Health Facilities Supervisor, and two Health Facilities Standards Representative in each of Years 3 and 4 in association with the Increase Access to

High-Quality Programs project. The amount is based on the current average supply costs per related ODJFS employee.

## **6. Contractual**

- a. \$5,500,000 is budgeted for contracts associated with the Re-engineer Step Up to Quality and Licensing Databases. Specific deliverables include the re-write of SUTQ from a three-tier program to a five-tier program, the inclusion of Type B child care programs in the SUTQ program, the ability of SUTQ to interface with ODE systems, the inclusions of a child assessment portal, database maintenance, and licensing systems interoperability.
- b. \$2,500,000 is budgeted for contracts to develop a common system for tracking child assessment data and ensure interoperability of the Education Management Information System (EMIS) at ODE and the SUTQ database at ODJFS, as associated with the Child Assessment System project.
- c. \$1,300,000 is budgeted for contracts associated with the Validation and Consumer Education project. Specific contracts include an external evaluation for validation of steps and the effects of the SUTQ incentive program (estimated at \$1,000,000), the provision of consumer education to enable a wider range of early learning and development programs to participate in SUTQ (estimated at \$100,000), and a study of the program cost level necessary to ensure quality results as compared to funding provided (estimated at \$200,000).
- d. \$13,365,000 is budgeted for contracts associated with the Increase Access to High-Quality Programs project. Specific contracts include \$4,725,000 for T.E.A.C.H. scholarships to increase teacher qualifications, and \$8,640,000 for targeted technical assistance to improve the quality of early learning and development programs serving 50 percent or more of children with high needs and family child care providers that are serving five or more children with high needs.
- e. All contractual services will follow the procedures for procurement under 34 CFR Parts 74.40–74.48 and Part 80.36.

## **7. Training Stipends**

- a. No training stipends are included in Ohio's RTT-ELC grant budget.

**8. Other**

- a. No other costs are included in ODJFS's RTT-ELC grant budget.

**9. Total Direct Costs**

- a. Year 1 - \$6,012,903
- b. Year 2 - \$7,436,765
- c. Year 3 - \$5,993,207
- d. Year 4 - \$5,258,109

**10. Indirect Costs**

- a. As addressed in the Indirect Cost Information table, Ohio applied an indirect cost rate of 13 percent.

**11. Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws**

- a. \$12,631,580 will be distributed to localities, etc., associated with the Increase Access to High-Quality Programs project. Specifically \$7,929,700 is budgeted for new Quality Achievement Awards, to be awarded to an estimated 78 newly participating programs in Year 1, 212 in Year 2, 516 in Year 3, and 780 in Year 4; \$3,250,000 is budgeted for incentives to programs, enabling 195 more high-needs children to be served in Year 1, 275 in Year 2, 255 in Year 3, and 435 in Year 4; and \$1,451,880 is budgeted to waive co-payments for 750 families under the Federal Poverty Guidelines that enroll in higher-quality settings in Year 1, 990 in Year 2, 1,230 in Year 3, and 1,470 in Year 4.

**12. Funds set aside for participation in grantee technical assistance**

- a. No grantee technical assistance funds are included in ODJFS's RTT-ELC grant budget.

**13. Total Funds Requested**

- a. Year 1 - \$7,303,866
- b. Year 2 - \$9,994,249
- c. Year 3 - \$9,999,288
- d. Year 4 - \$10,290,666

**14. Other Funds Allocated to the State Plan**

- a. \$2,880,000 of Federal Child Care Development Fund (CCDF) Quality funds to support staff associated with early childhood professional development delivery will be used in support of the Professional Development Coordination project as the responsibilities of those staff shift to the newly coordinated professional development system.
- b. \$2,500,000 of Federal CCDF Quality funds, in the form of an existing SUTQ database contract, will support enhancement under the Re-engineer Step Up to Quality and Licensing Databases projects.
- c. \$800,000 of Federal CCDF Quality funds will be used for the Validation and Consumer Education project. Of this amount, \$150,000 per year will be used for validation of steps and the effects of the SUTQ incentive program, and \$50,000 per year will be used to provide consumer education to enable a wider range of early learning and development programs to participate in SUTQ.
- d. \$78,064,980 of Federal CCDF Quality funds will be used for the Increase Access to High-Quality Programs project. Of this amount, \$33,200,000 supports existing Quality Achievement Awards; \$3,000,000 supports current (Teacher Education and Compensation Helps) T.E.A.C.H. scholarships to increase teacher qualifications; \$9,459,200 supports current targeted technical assistance for child care centers; and \$32,405,780 supports current ODJFS staff working with child care centers to improve quality.

**15. Total Budget**

- a. Year 1 - \$27,440,111
- b. Year 2 - \$32,830,494
- c. Year 3 - \$30,535,533
- d. Year 4 - \$31,026,911



**c. Ohio Department of Mental Health**

<b>Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b)) Ohio Department of Mental Health</b>					
<b>Budget Category</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	1,000,000	1,000,000	1,000,000	1,000,000	4,000,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
<b>9. Total Direct Costs (add lines 1-8)</b>	<b>1,000,000</b>	<b>1,000,000</b>	<b>1,000,000</b>	<b>1,000,000</b>	<b>4,000,000</b>
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>1,000,000</b>	<b>1,000,000</b>	<b>1,000,000</b>	<b>1,000,000</b>	<b>4,000,000</b>
14. Funds from other sources used to support the State Plan	350,000	350,000	150,000	150,000	1,000,000
<b>15. Total Statewide Budget (add lines 13-14)</b>	<b>1,350,000</b>	<b>1,350,000</b>	<b>1,150,000</b>	<b>1,150,000</b>	<b>5,000,000</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

<b>Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b)) Ohio Department of Mental Health</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Governance	0	0	0	0	0
Maryland Collaboration	0	0	0	0	0
Professional Development & Formative Instruction Modules	0	0	0	0	0
Professional Development Coordination	1,350,000	1,350,000	1,150,000	1,150,000	5,000,000
Measures of Quality	0	0	0	0	0
Progression of Credentials	0	0	0	0	0
Alignment with Ohio CKCs	0	0	0	0	0
Child Link System	0	0	0	0	0
Re-engineer SUTQ & Licensing Databases	0	0	0	0	0
Child Assessment Systems	0	0	0	0	0
Sustain in Early Grades	0	0	0	0	0
Validation & Consumer Education	0	0	0	0	0
Increase Access to High- Quality Programs	0	0	0	0	0
<b>Total Statewide Budget</b>	<b>1,350,000</b>	<b>1,350,000</b>	<b>1,150,000</b>	<b>1,150,000</b>	<b>5,000,000</b>
<p><u>Columns (a) through (d)</u>: For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</p> <p><u>Column (e)</u>: Show the total expenditure, across all grant years, for the Project.</p> <p>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</p>					

### **Roles and Responsibilities**

- Professional Development Coordination – oversight and fiscal management of early childhood mental health consultants to facilitate the use of standards and assessments by early childhood educators across sectors in support of social-emotional development and approaches to learning.

### **Explanation by Budget Category Line Item**

#### **1. Personnel**

- a. No personnel are included in ODMH's RTT-ELC grant budget.

#### **2. Fringe Benefits**

- a. No fringe benefits are included in ODMH's RTT-ELC grant budget.

#### **3. Travel**

- a. No travel is included in ODMH's RTT-ELC grant budget.

#### **4. Equipment**

- a. No equipment is included in ODMH's RTT-ELC grant budget.

#### **5. Supplies**

- a. No supplies are included in ODMH's RTT-ELC grant budget.

#### **6. Contractual**

- a. \$4,000,000 is budgeted to support the deployment of a cadre of Early Childhood Mental Health Consultants to facilitate the use of standards and assessments by early childhood educators across sectors in support of social-emotional development and approaches to learning.
- b. All contractual services will follow the procedures for procurement under 34 CFR Parts 74.40–74.48 and Part 80.36.

#### **7. Training Stipends**

- a. No training stipends are included in ODMH's RTT-ELC grant budget.

#### **8. Other**

- a. No other costs are included in ODMH's RTT-ELC grant budget.

**9. Total Direct Costs**

- a. Year 1 - \$1,000,000
- b. Year 2 - \$1,000,000
- c. Year 3 - \$1,000,000
- d. Year 4 - \$1,000,000

**10. Indirect Costs**

- a. No Indirect Costs are included in ODMH's RTT-ELC grant budget.

**11. Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws**

- a. No funds are being distributed to localities, etc., in ODMH's RTT-ELC grant budget.

**12. Funds set aside for participation in grantee technical assistance**

- a. No grantee technical assistance funds are included in ODMH's RTT-ELC grant budget.

**13. Total Funds Requested**

- a. Year 1 - \$1,000,000
- b. Year 2 - \$1,000,000
- c. Year 3 - \$1,000,000
- d. Year 4 - \$1,000,000

**14. Other Funds Allocated to the State Plan**

- a. \$400,000 of state GRF appropriated to ODMH, combined with \$600,000 of Federal Child Care Development Fund (CCDF) Quality funds, will support the deployment of a cadre of Early Childhood Mental Health Consultants to facilitate the use of standards and assessments by early childhood educators across sectors in support of social-emotional development and approaches toward learning.

**15. Total Budget**

- a. Year 1 - \$1,350,000
- b. Year 2 - \$1,350,000
- c. Year 3 - \$1,150,000
- d. Year 4 - \$1,150,000



**D. Ohio Department of Health**

<b>Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b)) Ohio Department of Health</b>					
<b>Budget Category</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	0	37,037	0	0	<b>37,037</b>
2. Fringe Benefits	0	12,963	0	0	<b>12,963</b>
3. Travel	0	0	0	0	<b>0</b>
4. Equipment	0	0	0	0	<b>0</b>
5. Supplies	0	0	0	0	<b>0</b>
6. Contractual	1,000,000	1,000,000	1,000,000	1,000,000	<b>4,000,000</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	0	0	0	0	<b>0</b>
<b>9. Total Direct Costs (add lines 1-8)</b>	<b>1,000,000</b>	<b>1,050,000</b>	<b>1,000,000</b>	<b>1,000,000</b>	<b>4,050,000</b>
10. Indirect Costs*	0	6,500	0	0	<b>6,500</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	<b>0</b>
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	<b>0</b>
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>1,000,000</b>	<b>1,056,500</b>	<b>1,000,000</b>	<b>1,000,000</b>	<b>4,056,500</b>
14. Funds from other sources used to support the State Plan	270,000	270,000	150,000	150,000	<b>840,000</b>
<b>15. Total Statewide Budget (add lines 13-14)</b>	<b>1,270,000</b>	<b>1,326,500</b>	<b>1,150,000</b>	<b>1,150,000</b>	<b>4,896,500</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

<b>Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b)) Ohio Department of Health</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
Governance	0	0	0	0	0
Maryland Collaboration	0	0	0	0	0
Professional Development & Formative Instruction Modules	0	0	0	0	0
Professional Development Coordination	1,270,000	1,270,000	1,150,000	1,150,000	4,840,000
Measures of Quality	0	0	0	0	0
Progression of Credentials	0	0	0	0	0
Alignment with Ohio CKCs	0	0	0	0	0
Child Link System	0	0	0	0	0
Re-engineer SUTQ & Licensing Databases	0	0	0	0	0
Child Assessment Systems	0	0	0	0	0
Sustain in Early Grades	0	0	0	0	0
Validation & Consumer Education	0	0	0	0	0
Increase Access to High- Quality Programs	0	56,500	0	0	56,500
<b>Total Statewide Budget</b>	<b>1,270,000</b>	<b>1,326,500</b>	<b>1,150,000</b>	<b>1,150,000</b>	<b>4,896,500</b>
<p><u>Columns (a) through (d)</u>: For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</p> <p><u>Column (e)</u>: Show the total expenditure, across all grant years, for the Project.</p> <p>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</p>					

### Roles and Responsibilities

- **Professional Development Coordination** – oversight and fiscal management of health promotion consultants to facilitate the use of standards and assessments by early childhood educators across sectors in support of physical well-being and health.
- **Increase Access to High-Quality Programs** – ODH employees will work to expand the Early Track System to identify the setting in which children with disabilities, birth to three, are being served.

**Explanation by Budget Category Line Item**

**1. Personnel**

- a. \$37,037 is budgeted in Year 2 for ODH employees working to modify the Early Track system to link with ODE and ODJFS licensing systems to track services for infants and toddlers with disabilities associated with the Increase Access to High-Quality Programs project.

**2. Fringe Benefits**

- a. Calculated at a rate of 35 percent of salary (based on OBM guidance), fringe benefits are budgeted in Year 2 for the employees described above (\$12,963).

**3. Travel**

- a. No travel is included in ODH's RTT-ELC grant budget.

**4. Equipment**

- a. No equipment is included in ODH's RTT-ELC grant budget.

**5. Supplies**

- a. No supplies are included in ODH's RTT-ELC grant budget.

**6. Contractual**

- a. \$4,000,000 is budgeted for contracts to support the deployment of a cadre of Early Childhood Health Promotion Consultants to facilitate the use of standards and assessments by early childhood educators across sectors in support of physical well-being and health.
- b. All contractual services will follow the procedures for procurement under 34 CFR Parts 74.40–74.48 and Part 80.36

**7. Training Stipends**

- a. No training stipends are included in ODH's RTT-ELC grant budget.

**8. Other**

- a. No other costs are included in ODH's RTT-ELC grant budget.

**9. Total Direct Costs**

- a. Year 1 - \$1,000,000
- b. Year 2 - \$1,050,000
- c. Year 3 - \$1,000,000
- d. Year 4 - \$1,000,000

**10. Indirect Costs**

- a. As addressed in the Indirect Cost Information table, Ohio applied an indirect cost rate of 13.0 percent.

**11. Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws**

- a. No funds are being distributed to localities, etc., in ODH's RTT-ELC grant budget.

**12. Funds set aside for participation in grantee technical assistance**

- a. No grantee technical assistance funds are included in ODH's RTT-ELC grant budget.

**13. Total Funds Requested**

- a. Year 1 - \$1,000,000
- b. Year 2 - \$1,056,500
- c. Year 3 - \$1,000,000
- d. Year 4 - \$1,000,000

**14. Other Funds Allocated to the State Plan**

- a. \$240,000 of state GRF appropriated to ODH, combined with \$600,000 of Federal Child Care Development Fund (CCDF) Quality funds, will support the deployment of a cadre of Health Promotion Consultants to facilitate the use of standards and assessments by early childhood educators across sectors in support of physical well-being and health in association with the Professional Development Coordination project.

**15. Total Budget**

- a. Year 1 - \$1,270,000
- b. Year 2 - \$1,326,500
- c. Year 3 - \$1,150,000
- d. Year 4 - \$1,150,000



**SECTION VIII. BUDGET**

**US Department of Education – Application Instructions**

**Race to the Top-Early Learning Challenge Application**

Format compliance statement: Ohio’s response is provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the Government document and inserted here, ahead of Ohio’s response.

**Section VIII: Evidence for Selection Criteria (A)(4)(b)**

In the following budget section, the State is responding to selection criterion (A)(4)(b). The State should use its budgets and budget narratives to provide a detailed description of how it plans to use Federal RTT-ELC grant funds and funds from other sources (Federal, State, private, and local) to support projects under the State Plan. States’ budget tables and narratives, when taken together, should also address the specific elements of selection criterion (A)(4)(b), including by describing how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan and do so in a manner that

- (1) Is adequate to support the activities described in the State Plan;
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan

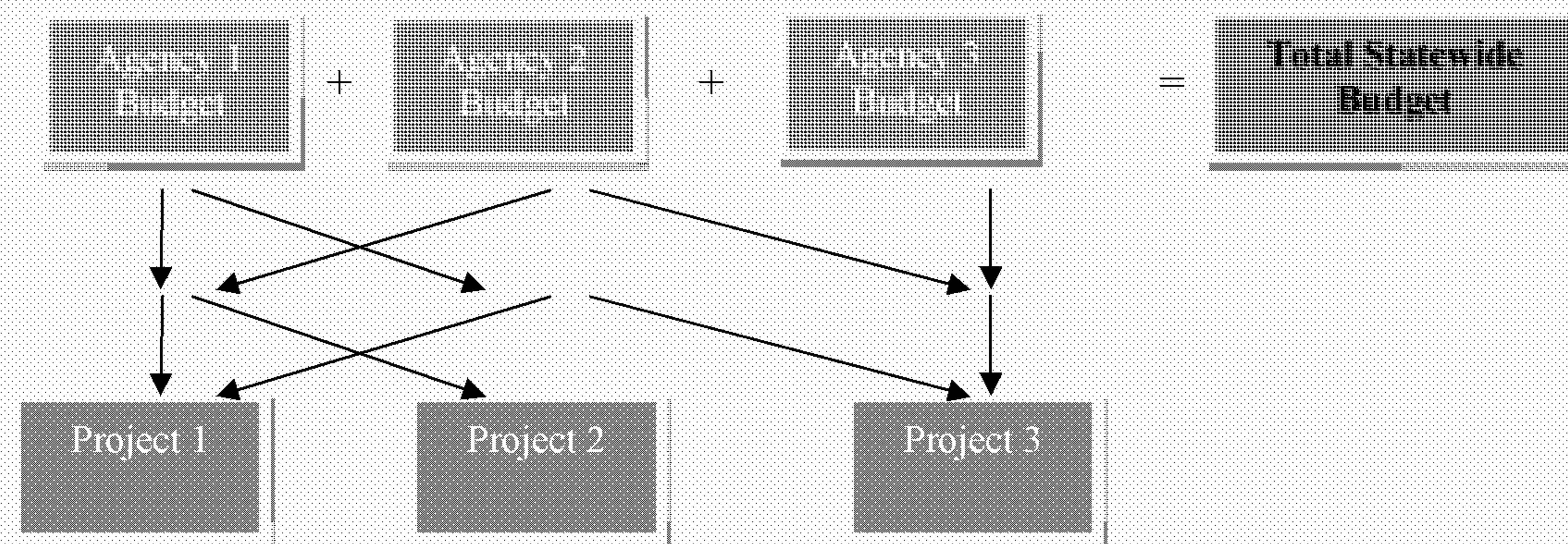
The budget narratives should be of sufficient scope and detail for the Departments to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See [www.whitehouse.gov/omb/circulars](http://www.whitehouse.gov/omb/circulars)).

We expect the State to provide a detailed budget by category for each Participating State Agency that rolls up into the total statewide budget. We further expect that the budgets of each Participating State Agency reflect the work associated with fully implementing the High-Quality Plans described under the selection criteria and Competitive Preference Priority 2 and describe each Participating State Agency’s budgetary role in carrying out the State Plan.

For purposes of the budget, we expect that the State will link its proposed High-Quality Plans to “projects” that the State believes are necessary in order to implement its plans. The State might choose to design some projects that address only one criterion’s High-Quality Plan, while other projects might address several similarly-focused criteria as one group. For example, the State might choose to have one “management project” focused on criterion (A)(3), organizing and aligning the early learning and development system to achieve success. It might have another “workforce project” that addresses criteria (D)(1) and (D)(2) under the Great Early Childhood Education Workforce section.

Some projects may be done entirely by one Participating State Agency, while others may be done by multiple agencies in collaboration with one another. The State, together with its

Participating State Agencies, will define the projects required to implement the State Plan and will determine which Participating State Agencies will be involved in each project, as shown below.



To support the budgeting process, we strongly suggest that applicants use the RTT-ELC budget spreadsheets prepared by the Departments to build their budgets. These spreadsheets must be submitted together with, but in a file separate from, the application. These spreadsheets have formulas built into them that are intended to help States produce the budget tables required within this section.

#### **BUDGET INDIRECT COST INFORMATION**

*To request reimbursement for indirect costs, please answer the following questions (see form).*

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
  - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
  - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

**OHIO’S NARRATIVE RESPONSE TO VIII INDIRECT COST INFORMATION IS FOUND ON THE FOLLOWING PAGES: VIII-40 – VIII-40.**

## VIII Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input checked="" type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):</p> <p>From: <u>07/11/2010</u> To: <u>06/30/2011</u></p> <p>Approving Federal agency: <u>X</u> ED <u>  </u> HHS <u>  </u> Other</p> <p><i>(Please specify agency):</i> _____</p>
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