

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



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150029

Grants.gov Tracking#: GRANT11762615

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

Closing Date: Oct 15, 2014

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

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

10/15/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Ohio Department of Education

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

31-1334820

* c. Organizational DUNS:

8091743780000

d. Address:

* Street1:

25 S. Front St.

Street2:

* City:

Columbus

County/Parish:

Franklin

* State:

OH: Ohio

Province:

* Country:

USA: UNITED STATES

* Zip/Postal Code:

43215-4183

e. Organizational Unit:

Department Name:

Ohio Department of Education

Division Name:

Office of Early Learning and S

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

Prefix:

Dr.

* First Name:

Angel

Middle Name:

* Last Name:

Rhodes

Suffix:

Title:

Early Childhood Education & Development Office

Organizational Affiliation:

Office of Ohio Governor John R. Kasich

* Telephone Number:

614-644-0881

Fax Number:

* Email:

Angel.Rhodes@governor.ohio.gov

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

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

13. Competition Identification Number:

S4 419B2015 1

Title:

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

OH congressional districts.pdf

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Ohio's Preschool Expansion Plan

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="30,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="(b)(4)"/>
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Additional Ohio Congressional Districts included in this project

OH-002

OH-006

OH-007

OH-008

OH-009

OH-010

OH-011

OH-012

OH-015

OH-016

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Elemental Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.409"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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PR/Award # S419B150029

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

	Add Attachment		
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Ohio Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

* First Name: Richard

Middle Name:

* Last Name: Ross

Suffix:

* Title: Ohio's Superintendent of Public Instruction

* SIGNATURE: Sophia Roubel

* DATE: 10/15/2014

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Part 2 – ED Abstract Form

Ohio Preschool Expansion Plan

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

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

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

Other Organizations (Including Subgrantees) Collaborating on Grant

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

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

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

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

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

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

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Part 3 – Application Narrative

A. Executive Summary

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

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

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

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

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

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

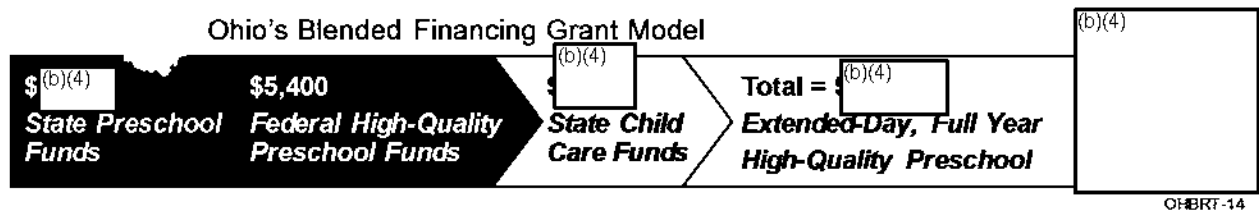


Figure A-1. Ohio's Blended Financing Grant Model

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

Purpose and Goals

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

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

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

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

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

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

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

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

Ohio Preschool Expansion Plan

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

KEY ACTIVITIES

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

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

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

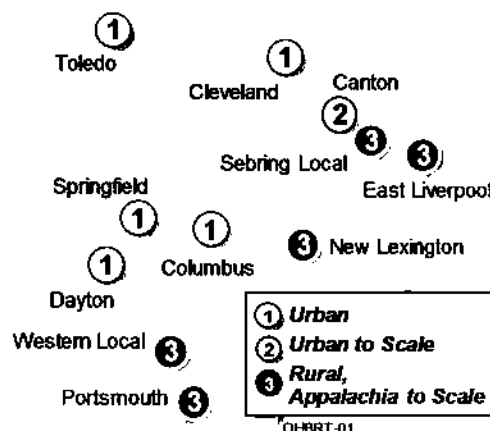


Figure A-2. Target Communities by Location and Prototype

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

Table A-1. Community Prototypes

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

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

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

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

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

Table A-3. Synopsis of Executive Summary

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

B. Commitment to State Preschool Programs

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

(B)(1) Early Learning and Development Standards

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

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

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

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

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

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

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

(B) (2) State’s Financial Investment

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

Table B-1

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

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

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

Table B-2 Relevant Ohio legislation

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

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

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

Policies and Program Data

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

