

# Early Learning Challenge

## 2016 FINAL PERFORMANCE REPORT



JUNE 2017





**Race to the Top - Early Learning Challenge  
Final Performance Report**

**CFDA Number: 84.412**

Ohio  
2016

Due: *April 3, 2017*

U.S. Department of Education  
Washington, DC 20202



*Performance Report: Cover Sheet*

**General Information**

1. PR/Award #: S412A120028
2. Grantee Name (Block 1 of the Grant Award Notification.): Office of the Governor, State of Ohio
3. Grantee Address 77 South High Street
4. Project Director Name: Wendy Grove Title: Director, Office of Early Learning and School Readiness  
Ph #: (614) 466-2096 Ext: (extension) Fax #: (614) 728-2338  
Email Address: Wendy.Grove@education.ohio.gov

**Reporting Period Information**

5. Reporting Period: From: 01/01/2012 To: 3/31/2017

**Indirect Cost Information**

6. Indirect Costs
  - a. Are you claiming indirect costs under this grant? Yes No
  - b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government?  
Yes No
  - c. If yes, provide the following information:  
Period Covered by the Indirect Cost Rate Agreement(s):  
From: 7/1/2016 To: 6/30/2017 (mm/dd/yyyy)  
Approving Federal agency: ED HHS Other: please specify.  
(Attach current indirect cost rate agreement to this report.)

**Certification**

7. The Grantee certifies that the state is currently participating in:  
  
The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148));  
  
Yes  
No

Programs authorized under section 619 of part B and part C of the Individuals with Disabilities Education Act (IDEA);

Yes

No

The Child Care and Development Fund (CCDF) program

Yes

No

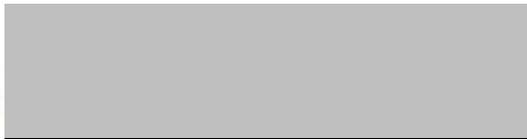
To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Angel Rhodes

Title: Early Education and Development Director



Signature



Date: 4/3/2017

## **Executive Summary**

The Executive Summary is the State’s opportunity to tell the story of its Race to the Top—Early Learning Challenge (RTT-ELC) Grant. Reflect on your State’s accomplishments over the grant period and, in a couple of pages, share (1) the vision for RTT-ELC in your State (2) What has changed in the State and in early learning programs as a result of RTT-ELC (3) the lessons learned in implementing a comprehensive reform agenda. You may also want to share planned next steps for this work. The Executive Summary should be no more than ten pages in length.

## Executive Summary of Ohio's Early Learning Challenge Grant

When Ohio wrote its application for the Race to the Top: Early Learning Challenge Grant, its vision for early childhood was ambitious. It included innovative governance, increased quality and validation, comprehensive early childhood and kindergarten assessments, improved system performance, targeted professional development and technical assistance, linking data systems, strengthening infrastructure, and engaging parents and caregivers.

In five short years, Ohio leveraged the almost \$70 million in federal support to make significant strides in all the areas it identified for improvement. In the pages ahead, Ohio describes its vision for early childhood, how early childhood has changed as a result of Early Learning Challenge Grant dollars, the lessons learned in implementing a comprehensive reform agenda, and what is on the horizon as we work to sustain the progress made under the Race to the Top: Early Learning Challenge grant.

Ohio's vision is to align, improve and invest in Ohio's Early Learning and Development System with the goals of high-needs children birth to 5 years old:

1. Being valued, educated, healthy and thriving; and
2. Having high-quality learning experiences and the supports necessary to be ready for kindergarten and a successful future.

In 2011, we knew that some Ohio children came to kindergarten unprepared to learn. Back then, using a limited measure for language and literacy, we saw a 28.6 percent gap for children with disabilities, 18.3 percent gap for children who were economically disadvantaged, and a staggering 38.7 percent gap for children who were English language learners, when compared to their peers. These statistics moved Ohio to make serving children with high needs its priority, including children ages birth to 5 years old living in poverty and children with disabilities. As our grant application focused on these populations, we invested Ohio's \$69.9 million grant award in 13 projects. As a result, Ohio's early childhood education system has progressed in six areas:

1. High-Quality Early Care and Development—Ensuring that all early childhood settings are safe, healthy and provide high-quality education to Ohio's most vulnerable children;
2. Increasing Access for Children with High Needs—Ensuring that children with disabilities, children who are English language learners or children living in families with low incomes have access to early childhood programs of the highest quality;
3. Investing in the Early Childhood Workforce—Making professional development opportunities available to all early childhood professionals, regardless of setting;
4. Stabilizing our Infrastructure—Building the state's ability to collect valid and reliable data in a seamless, efficient and effective way;
5. Parent and Caregiver Engagement—Connecting children and families with information and resources to fully engage in their children's educations from the earliest years; and
6. Comprehensive Assessment—Creating one preK to kindergarten system that allows children to be assessed for strengths and needs at the earliest ages across all the essential areas of school readiness, so that all children start school ready to learn and succeed.

## High Quality Early Care and Development

Ohio's vision was to create a system where all early care and development settings are safe, healthy and provide high-quality education to Ohio's most vulnerable children. To achieve the vision, Ohio actively worked on closing the achievement gaps between children with high needs and their peers by increasing their access to high-quality programs, improving the quality of early childhood experiences and measuring progress through standardized reporting.

With the help of the Early Learning Challenge Grant, Ohio progressed toward these goals by requiring all publicly funded preschool and preschool special education classrooms become rated in the state's tiered quality rating and improvement system by 2017 and 2018, respectively. Moreover, Ohio also now has in state law that all early care and education programs that receive public funds must enter the state's tiered quality-rating and improvement system, Step Up To Quality by the year 2020.

**Since Ohio received its Early Learning Challenge Grant, the state has seen a 65 percent increase in programs coming into Step Up To Quality, the state's tiered rating and improvement system for early care and education programs.**

This increase translates to more than 5,600 programs who are now enrolled in Step Up To Quality. Moreover, Ohio has increased the number of programs achieving 3-, 4- or 5-star ratings during the time of the grant, from 19 percent (206/1,074) at baseline to 48 percent (1,488/3,084) as of Dec. 31, 2016. Other data that support the accomplishments Ohio has made through the Early Learning Challenge Grant include the increase from zero to almost 75 percent of the state's funded preschool programs now being rated in Step Up To Quality and 50 percent of preschool special education programs now being rated in Step Up To Quality. Ohio also has grown from 9.8 percent of its publicly funded child care programs being rated in Step Up To Quality to more than 20 percent of its 10,865 programs now being rated in Step Up To Quality.

Ohio made tremendous strides toward its goals of getting programs into the tiered quality rating system. In the journey, we learned that changes to the system, especially in the early years of implementation, take time to explain and be understood. The state's guidance and technical assistance must anticipate how the changes will be received and implemented so that it can provide the right multi-tiered levels of support to ensure success and good will.

As Ohio worked to create programs that will ensure our students' health, safety, and quality early care and development, one important lesson we learned was the importance of marketing. While Step Up To Quality has been widely marketed to program providers, Ohio has not invested enough in marketing quality programs to families of young children. With a parent-search website coming in 2017, we hope to better inform parents and raise the demand for high-quality early care and development options.

In our drive to increase participation in Step Up To Quality, we also learned that it takes intense training, time and mentoring to achieve reliability in rating programs. Because Ohio employs quality raters at two different state agencies, we also learned that it is critical to co-create training manuals, trainings and communications to remain consistent. System and infrastructure improvements also

taught us that any revisions to rules, programs or data systems necessitate updating and retraining staff.

As the grant ends, Ohio will continue to work toward its vision of increasing the number of program sites that are healthy, safe and provide high-quality early care and development for Ohio's children. We are working diligently to meet state legislative goals for 2018 and 2020. Additionally, the Ohio departments of Job and Family Services and Education will continue working to align policies and procedures, as well as technical assistance, communication and professional development opportunities.

### Increasing Access for Children with High Needs

Ohio also aimed to increase access to high-quality early care and development programs for children who were identified with high needs. As our former language and literacy measure showed, children with disabilities, children from low-income families and English language learners were starting kindergarten behind their peers in language and literacy skills.

**Since the start of the Early Learning Challenge Grant, Ohio has seen a 25.2 percent increase in the number of high-needs children attending high-quality early care and development programs (programs rating three, four or five stars in Step Up To Quality.)**

While we still see disparities in kindergarten readiness, Ohio has made substantial progress. At the same time, we know that we have a long way to go. Ohio is serving more high-needs children in Step Up To Quality-rated programs and in highly-rated programs. The number of eligible children being served is on the rise, and the readiness gaps at kindergarten entry are declining. In 2011, Ohio reported a 28.6 percent gap between children who have disabilities and children who do not upon kindergarten entry. Fall 2015 data shows this gap is now 27.5 percent for the highest level of performance on the Kindergarten Readiness Assessment (KRA), which is "demonstrating" readiness. We see the same trend for children who are identified with limited English proficiency. The gap in 2011 was reported as 38.7 percent. Fall 2015 data show the gap at 30.8 percent for the "demonstrating" readiness level of the KRA.

As the grant ends, Ohio will further examine the results of its validation study and continue to make improvements in its ability to increase access to high-quality early care and development programs for high-needs children. The cross-agency grant leadership team continues to meet monthly to coordinate efforts and plan for the future of early childhood education for high-needs children. The state has secured general revenue funds for early childhood mental health consultants started under the Early Learning Challenge Grant, who work to keep preschool children from being expelled for challenging behaviors.

The number of high-needs children participating in licensed programs has increased from 146,339 at baseline to more than 220,000 in 2016. In Ohio's highly rated programs, these children are being assessed using a developmentally appropriate formative assessment. This is important for supporting their development and education before they enter kindergarten. We will continue to screen and assess children so we can provide the supports they need in early childhood, and we will pilot new

ideas like the Parent Choice demonstration project. The Parent Choice demonstration project has been proposed in the state's budget as a way to get three- and four-year-old children into high quality early care and education settings of their choice in three areas of the state that have high-quality programs but relative low numbers of slots funded by the state for low-income children.

### Investing in the Early Childhood Workforce

Ohio's vision for the early childhood workforce included providing one comprehensive set of Early Learning and Development Standards, aligning the Early Learning Core Knowledge and Competencies with both early childhood standards and assessments, and providing professional development opportunities that were both valuable and accessible.

When Ohio applied for the Early Learning Challenge Grant, the state was operating with multiple sets of early childhood standards, but lacked one set of comprehensive birth – kindergarten standards. As a result, we knew that while early childhood professionals were taking training, that training was disjointed and not providing what the workforce needed.

**Since the start of Early Learning Challenge Grant, Ohio created the Early Learning and Development Standards Birth to Kindergarten, as well as standards for some kindergarten to grade 3 areas; adopted statewide parameters for instructors and participants in early childhood professional development; and revised its Career Pathways and Core Knowledge and Competency Guide.**

As we created standards and revised existing resources to align to them, Ohio's State Board of Education adopted the Early Learning and Development Standards in 2013. This created the foundation for developing early childhood professional development programs that are accessible to a diverse early childhood workforce across all types of program settings.

**Over the life of the Early Learning Challenge Grant, Ohio has created and made available 35 new professional development courses. These add up to more than 190 hours of content in both onsite and online formats. More than 268,000 early childhood professionals have completed courses.**

In the process of creating and disseminating so many new products for a large, diverse workforce, Ohio learned a few lessons about the importance of consistency, communication and collaboration: Bringing together experts to undertake standards writing is a lengthy and enormous effort, but a necessary one to anchor the field. Making training available in a variety of modes also takes planning, manpower and time. Each agency working in isolation confuses the workforce when a single classroom may be trying to meet multiple funding or program requirements for the same children being served. Coming together to alert the field about changes, plans, policies and opportunities only unifies and strengthens the likelihood of achieving the intended outcomes.

When early childhood professionals were asked what they needed from the state, they cited the multiple requirements per funding source and confusion over what professional development actually counted toward each program's requirements. To that end, Ohio focused on bringing together the

five child-serving state agencies to align their professional development policies and requirements. In 2014, Ohio created a statewide policy that finally established one set of guidelines for instructors and participants of early childhood professional development. Now, when a training has the Ohio-approved designation, an early care and development program employee knows that it will count towards his or her credential, across all programs and settings.

As we move forward, Ohio is trying to stay ahead of its workforce needs by continuing a Professional Development Coordination Group across the child-serving state agencies. This group meets monthly. It has created a set of core principles and a work plan to sustain the tremendous growth afforded by Ohio's Early Learning Challenge Grant and carry us forward. While we have not continued all of the initiatives we undertook during the grant, Ohio is well situated to keep growing its workforce competencies, credentials and capacity to provide high-quality early care and education.

### Investments in Infrastructure

Ohio's vision for its early childhood infrastructure at the start of the grant included: a single identifier that would allow the state to examine early childhood experiences with kindergarten readiness; a single licensing and tiered quality rating data system that would align the two agencies conducting these duties; and a single early childhood professional registry that would allow the professional to see, register for and catalogue professional development opportunities.

Ohio has accomplished many of the infrastructure goals set forth in its Early Learning Challenge Grant application. Children in publicly funded child care now receive a Statewide Student Identifier (SSID), which also is used in birth-3 programs, as well as preschool-grade 12 public education. As these children age, the SSID will allow us to look at potential links between school successes and early care and development experiences. Subsequently, we hope to be able to identify trends and relationships between program Step Up To Quality ratings and kindergarten readiness, reading proficiency at grade 3, and eventually graduation, college and career readiness.

The state also successfully created and launched its Ohio Child Licensing and Quality System after a significant investment of Early Learning Challenge Grant dollars across all years of the grant. This system brought together both the Ohio Department of Education and the Ohio Department of Job and Family Services licensing and tiered quality-rating systems into one web-based system, which eliminated the need for at least seven other data systems. Now, providers use one system for licensing and Step Up To Quality. Raters, regardless of where they work, use that same system for all inspections, ratings and reports.

Other investments in the state's infrastructure included the creation of the KReady system, which houses the Early Childhood Comprehensive Assessment System (Early Learning and Kindergarten Readiness Assessments). Standing up a system built from the ground up taught us a lot about how educators interact with technology; what they both want and need from a system. Ease of use and easily accessible information are critical to a technology infrastructure, as are a help desk and user guides that can answer questions the user is having in the moment. Ohio also developed enhancements within the Ohio Professional Registry, moving that system from a program-based

structure that could associate teachers to an individual-based structure that allows professionals to associate and disassociate themselves with programs as they move through their careers.

Our plans for the future are focused on evaluation and policy. We progressed toward sharing early childhood data across state agencies and are beginning to answer key policy questions. We still want to link Kindergarten Readiness Assessment performance to early childhood care and education experiences, and we will continue to move toward that goal. Moreover, we have preliminary results showing that high-quality settings matter, especially for children with high needs; but there is more of the story to tell about how the investments in early childhood are preparing Ohio's children for success in school. We are meeting with stakeholders and Ohio's Early Childhood Advisory Council to create the plan for future policy work.

### Parent and Caregiver Engagement

Ohio's vision for parent and caregiver engagement stemmed from an awareness that parents of young children did not know about the state's early childhood opportunities or the tiered quality rating and improvement system. We knew we had to create parent demand for high-quality services by helping adults understand the importance of early experiences.

**Across the life of the Early Learning Challenge Grant, Ohio has provided more than \$2 million in grants to engage parents and children in early education initiatives in targeted areas of the state.**

The Early Learning Challenge Grant work partly focused on engaging parents and caregivers of young children in several ways:

- Twelve high-needs areas of the state have received grant funds to implement family engagement activities locally, which brought families and community service providers together to educate parents of young children and link them to programs;
- Ohio branded its early childhood efforts under one name, Bold Beginning, with a logo that unifies websites and communication coming from the five child-serving state agencies;
- Ohio will soon launch a website that gives parents, community members and providers of early care and education access to information on Step Up To Quality. This can help parents better understand the attributes of high-quality early education settings; and
- Throughout the life of the grant, Ohio supported SPARK Ohio and Ready Schools in three rural communities. SPARK Ohio is a home visiting program for four-year-old children and their parents, and Ready Schools works with public schools to be ready to engage young children and parents in their education. The purpose was to engage parents of preschool children and schools receiving kindergarteners.

In the 12 pilot communities:

- 155 practitioners trained in Level 2 seminars, Level 3 discussion groups and Level 4 groups in the Positive Parenting Program;
- A one-year supply of resources for each level was provided to practitioners;
- Ohio's Early Childhood Mental Health workforce was trained in each level, ensuring statewide coverage;

- Libraries, faith communities, housing authorities, food banks, and other agencies collaborated in each of the twelve pilot communities on outreach activities and community events;
- Grant activities engaged hard-to-reach families with children under age six to garner their enrollment in the parenting workshops, to share new ideas for early learning activities at home and in daily routines, and to engage with local service providers to assist with their child’s development;
- 3,910 children and adults attended 28 events in nine target communities as of Feb. 1, 2017;
- Parents and caregivers were given information on the importance of early learning and early literacy, Step Up To Quality, Early Childhood Mental Health, Medicaid, and other community resources; events also provided parents and caregivers with tools to use at home with children to increase early learning, such as magnetic letters, age-appropriate books, workbooks designed to improve kindergarten readiness and child development kits;
- 18,269 books were provided to 14 pediatricians’ offices located in or near the 12 target areas; and
- Pediatricians encourage parents and caregivers to read to their children and provide age-appropriate books at each well child visit.

As they worked to meaningfully engage families, Ohio early childhood leaders learned that it takes more time than anticipated to work with communities and their leaders to implement a program. Engaging families and caregivers of high-needs children is difficult because of the stressors of those who are caring for children in high-needs circumstances.

As the grant comes to a close, we will examine the data we collected on engaging families and communities around the state, so we can learn what pilot sites achieved and what they learned in the process. We know that SPARK Ohio had tremendous success with engaging parents of four-year-old children through home visits that focused on school readiness. We continue to discuss how we can expand home visitations to more areas of the state.

### Comprehensive Assessment

Ohio’s vision for early childhood assessment included a birth-kindergarten assessment system that early care and education providers would use to tailor instruction and get our youngest children ready for school.

#### **Since the beginning of the Early Learning Challenge Grant, Ohio has created two formative assessments for early learning and kindergarten readiness.**

Partnering with the Maryland State Department of Education, Ohio designed an Early Learning Assessment (ELA), which is a formative assessment for children ages 36-72 months. Ohio has trained more than 10,000 early care and education teachers in the use of the ELA and delivered a shorter refresher training to more than 2,800. Additionally, Ohio and Maryland created a Kindergarten Readiness Assessment (KRA) and trained more than 12,500 kindergarten teachers to use the assessment. Data have been made available, aggregated by district and summarized for the state, to the public since 2015.

The comprehensive assessment system has provided a rich landscape for learning. As co-leaders of a multiple state team, we learned that a management team is essential in the creation of products that

must be flexible to meet various needs. We also learned that developing a tool and all the supports needed to implement it takes all of the resources, human and otherwise, that can be devoted to it. Everything takes longer than expected, but partnering together made the work more efficient, less costly and better than it would have been otherwise given the deep expertise across the teams.

The future work on the comprehensive assessment system includes a change in governance structure to reflect where we are. We are able to provide the KRA and ELA content at no cost, as long as a memorandum of understanding addresses test security and appropriate use of the assessments. As we have learned, this is critical to collaborative and cooperative relationships that produce products that can be shared as intended. We are eager to share the great products we created with others, and soon, we will have a clear mechanism to make this happen. The assessments, technology system and comprehensive professional development made possible by the Early Learning Challenge Grant are significant contributions to the field of early childhood.

## Core Areas

### A. Successful State Systems

#### **Aligning and coordinating early learning and development across the State (Section A(3) of Application)**

##### **Overall Accomplishments**

Reflect and relate your accomplishments during the four-year grant and No-Cost Extension period in aligning and coordinating early learning and development across the State.

Please report on your progress against all applicable goals, targets, and projects in the State's application. Provide an overall assessment of your grant implementation (you may want to explain the major accomplishments in the projects you outlined in your RTT-ELC Project Plan, identify strategies used, and how identified challenges and lessons learned will inform future work). Discuss how RTT-ELC funds contributed to project goals and outcomes. Include evidence and data to support your discussion (e.g., tools created, student outcomes, survey results, changes in instructional practice).

Prior to this funding, agencies serving children in Ohio worked in silos in a disjointed and frequently duplicative manner, with no mechanism to determine the effectiveness of the state's investments. Now, Ohio has a cross-agency early learning and development system that:

- Addresses the whole child with Ohio's Early Learning and Development Standards Birth to Kindergarten;
- Drives toward a goal with a focus on outcomes;
- Acknowledges the importance of families in their children's development;
- Strives to remove all unnecessarily duplicated services and streamlines shared services;
- Supports cross-agency alignment, customer access and increased efficiencies with technology and infrastructure supports;
- Involves cross-agency leadership from agencies providing services to children birth to 5 years old; and
- Has a leader, the early childhood education and development officer, in the office of the governor.

High-quality child care and preschool opportunities are critical to kindergarten readiness. Before receiving the Early Learning Challenge Grant, Ohio operated child care programs in isolation from early learning programs, with standards focused on multiple ages, a limited ability to rate provider quality and no way to assess or link children's experiences with their readiness for kindergarten. Ohio has taken important steps to increase the quality of early learning and development experiences for all children, including:

- Implementing the tiered Step Up To Quality 5-star rating and improvement system and having it validated by an independent research team;
- Aligning publicly funded child care and state-funded preschool eligibility;
- Creating one application for families seeking publicly funded child care and/or state-funded preschool;
- Making two research-supported curricula available at no cost to quality-rated providers;
- Increasing publicly funded child care rates to support the cost of providing quality for star-rated providers in the tiered quality rating and improvement system;
- Setting benchmarks for achieving quality for all providers that receive public funds (all rated by 2020; all centers and large family child care homes highly rated by 2025);
- Creating one unified data system across the Ohio Department of Education and Ohio Department of Job and Family Services for all licensing and tiered quality rating and improvement system applications, data and reporting;
- Doubling the annual funding for TEACH scholarships for early childhood professionals seeking degrees and credentials;
- Creating and implementing a statewide, comprehensive assessment system for children in preschool and kindergarten that includes the essential areas of school readiness;
- Providing professional development opportunities and skilled technical assistance to providers at no cost; and
- Tripling state funding for, and the number of, high-quality publicly funded preschool slots for high-needs children.

## **Governance Structure**

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

The Ohio Department of Education continued as the lead agency for the Early Learning Challenge grant, working in close partnership with the Ohio Governor's Office and the Ohio Department of Job and Family Services.

Race to the Top Early Learning Challenge Grant Cross-Agency Leadership: Ohio's Race to the Top Early Learning Challenge Grant leadership and project management team continued to meet monthly through the end of the grant. Senior early childhood leaders from the Ohio departments of Education, Job and Family Services, Health, Mental Health and Addiction Services, Developmental Disabilities, and the Governor's Office attended these meetings. The Race to the Top Early Learning Challenge grant fiscal officer from the Ohio Department of Education and technical assistance providers participated in the meetings as needed. The purpose of each leadership meeting was to discuss governance, fiscal monitoring, communications and Race to the Top Early Learning Challenge grant project updates. These meetings provided a consistent report-out from participating state agencies on grant activities, documented in monthly meeting minutes, to maintain a record of recommendations and decisions. These meetings also provided the opportunity for the departments of Education and Job and Family Services grant leaders to report to their participating state agency partners any decisions or information they learned during their monthly grant calls with project officers from the U.S. departments of Education and Health and Human Services.

Governor's Office Leadership: Senior staff members from Ohio Governor John Kasich's office continued to be actively engaged in planning, implementation and decision making related to the Race to the Top Early Learning Challenge grant reform agenda. The governor's early childhood education and development officer provides direction, coordination and leadership to participating state agencies regarding early learning and development priorities and goals. The person in this position has lead responsibility for coordinating policy and administration of early childhood initiatives across the multiple state agencies that fund or administer early childhood programs. Governor's office senior staff members meet with the early childhood education and development officer and senior state agency leaders weekly to ensure consistent coordination and communication about early childhood work. Previously established project teams completed their work and met in 2016 only as needed.

State Advisory Council: Ohio's Early Childhood Advisory Council: Senior early childhood program leaders from the Ohio departments of Education, Job and Family Services, Health, Mental Health and Addiction Services, Developmental Disabilities, and the Head Start Collaboration Office attend monthly meetings of Ohio's Early Childhood Advisory Council. Council members provided input on all major initiatives in the state and acted as the advisory body for the Early Learning Challenge Grant; Maternal, the Infant and Early Childhood Home Visiting program; and the Early Childhood Coordinated Systems Grant. The Early Childhood Advisory Council's membership includes diverse, experienced professionals from the United Way, private foundations, local early childhood initiatives, the Ohio chapter of the American Academy of Pediatrics, Head Start, child care providers and early childhood advocacy organizations. The group has supported the design, rollout and professional development for the state's Early Learning and Development Standards, assessment system technology, and an early care and education needs assessment and workforce study. The group's input, feedback and assistance enabled Early Learning Challenge grant leaders to anticipate potential obstacles and implement solutions for grant-related challenges throughout the life of the grant.

**Stakeholder Involvement**

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the four-year grant and No-Cost Extension period.

Throughout its implementation of all major grant activities, Ohio consistently engaged stakeholders by using focus groups, presenting key ideas and models to advisory groups and seeking public comment through the website [earlychildhoodohio.org](http://earlychildhoodohio.org) and other formal state agency processes.

Input on the Early Childhood Comprehensive Assessment System: Ohio worked with Maryland to design and implement an early childhood formative assessment, as well as a Kindergarten Readiness Assessment. The national Technical Advisory Committee, comprised of developmental psychologists, early childhood content area experts, experts on young English language learners and students with disabilities, and psychometricians met with the leadership team twice a year throughout the grant. The Ohio Early Childhood Comprehensive Assessment System Advisory Committee met monthly to review and give input on the assessment's development. The advisory committee included local early childhood program administrators from district preschools, child care, family child care and Head Start, as well as elementary school administrators, higher education faculty, private foundations and business sector representatives. At critical times, we brought together other groups for input. In January 2015, Ohio gathered two focus groups, one comprised of kindergarten teachers and the other of administrators, to provide feedback on the Kindergarten Readiness Assessment Year 1 implementation. Based on their input, Ohio shortened its Kindergarten Readiness Assessment from 63 items to 50 items for the fall 2015 administration. Also, in February 2015, the state gathered a group of stakeholders to do standard setting. This group consisted of local teachers, administrators and early childhood experts from higher education.

Ohio formed its **English Language Learner Advisory Group** to help early childhood professionals support young English language learners. The group helps make sure the challenges faced by students and families whose native language is not English receive consideration in efforts to close the achievement gap for high-needs children. Members of this group include parents of children who are English language learners, educators from postsecondary institutions that specialize in English language learner student populations and professionals that work with parents of young English language learners.

The **Child Care Advisory Council** is comprised of early childhood stakeholders, child care providers and county representatives that make recommendations to the Ohio Department of Job and Family Services director on early childhood issues. The Child Care Advisory Council includes two subcommittees:

- Policy Committee—responsible for recommendations on the statutes and administrative codes regulating child care programs, publicly funded child care and the Step Up To Quality rating system; and
- System Committee—responsible for recommendations on the data system supporting the department's work.

Both subcommittees and the larger council meet on a monthly basis. The Child Care Advisory Council created ad hoc committees, when necessary, to address current child care trends and issues in the state.

The Ohio departments of Education and Job and Family Services continued their 2014 efforts to create a single license and Step Up To Quality rating system: the Ohio Child Licensing and Quality System. The departments presented the Child Care Advisory Council with portions of the system during development to seek feedback. An executive committee also was established in 2015, which

included program and information technology representatives from both departments, the software developer vendor and project managers overseeing the Ohio Child Licensing and Quality System. The executive committee for Ohio Child Licensing and Quality System implementation met at least monthly and sometimes more frequently to discuss obstacles, challenges, successes and time lines associated with the system's development.

The **Child Care Resource and Referral Agencies** and the **Ohio Child Care Resource and Referral Association** provide technical assistance and professional development to Ohio's early learning and development programs. The 12 regional Child Care Resource and Referral Agencies, with support from the Ohio Child Care Resource and Referral Association, meet regularly to provide input on the successes and challenges of programs participating in Step Up To Quality. Beginning in July 2015, the Ohio Department of Job and Family Services began conducting quarterly meetings with directors from the Child Care Resource and Referral Agencies to discuss issues and resolutions regarding finance, policy, licensing and systems.

**State Support Teams** provide technical assistance and professional development for Ohio's early learning and development programs. The grant helped support early childhood consultants in each of 16 regions. These staff members met at least monthly to talk about the challenges faced by programs, improving professional development and how to meet the needs of early learning and development teachers.

The **Professional Development Leadership Committee** is made of state agency program leaders from the departments of Education, Job and Family Services, Health, Mental Health and Addiction Services, and Developmental Disabilities, as well as partners from the governor's office and the Ohio Child Care Resource and Referral Agency. This group met twice monthly throughout 2015, but slowed in 2016 to once each month, to discuss the professional development networks, state policies on professional development, the Ohio Professional Registry and the professional development resources, trainings and events for the field of early childhood in Ohio. The group revised The Core Knowledge and Competencies document and provided the updated resource to colleges and universities during a Higher Education Summit on Early Childhood. The group also responded to a drafted credentialing structure for early childhood professionals in child care settings. Other topics of discussion included the evaluation of the Comprehensive Professional Development System in Ohio, revisions to state policies regarding online professional development and sustaining professional development networks after the Early Learning Challenge grant ends.

Grant leaders took every opportunity to give diverse stakeholder groups updates on grant activities and early childhood initiatives. These included presentations to the State Advisory Panel for Exceptional Children, State Systemic Improvement Plan workgroups, Child Care Advisory Council, State Advisory Panel for Exceptional Children, Early Childhood Advisory Council, State Support Teams, Child Care Resource and Referral Agencies, English Language Learner Advisory Group, superintendents of chartered nonpublic schools, the Ohio Association of Community Schools and regional kindergarten readiness summits throughout the state.

**Proposed Legislation, Policies, or Executive Orders**

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had an impact on or was the result of the RTT-ELC grant. Describe the expected impact.

Ohio Gov. John Kasich and the Ohio General Assembly have been instrumental in promoting the grant's mission, helping Ohio create a strong quality rating and improvement system. Over the past five years, their aggressive reform agenda has allowed Ohio to align the policies of the Ohio departments of Job and Family Services and Education, create statewide Step Up To Quality goals and open the door for more children to have access high-quality care. Below, we summarize key legislation and changes that affected our work.

In 2016, Ohio Department of Job and Family Services provided two increases to the enhanced payments for Step Up To Quality. At the same time of the second increase, highly rated 3-, 4- and 5-star programs also received an increased base rate of 4 percent. The Ohio Department of Job and Family Services also combined Type A and Type B home rules into one chapter under family child care. As part of this change, the agency determined that Type A Homes are more aligned to the work of the county agencies. Therefore, effective Dec. 31, 2016, Type A Homes were transferred to the respective county agency for monitoring and regulation. If the family child care home participates in Step Up To Quality, the Ohio Department of Job and Family Services licensing specialist will continue to conduct the verification process. The Ohio Department of Job and Family Services will continue to monitor the county agencies.

In 2015, House Bill 64 required instructional time for Step Up To Quality-rated child care centers and small and large family child care homes. The requirement and changes were identified in Ohio law (Ohio Administrative Code 5101:2-17-01) and defined instructional time as the minimum three and a half hours that the group spends with the lead teacher each day, excluding nap or rest time. There also were additional legislative changes to Step Up To Quality that included rating effective dates, change of location and change of owner.

HB 64 also required the Ohio Department of Job and Family Services, working with the Ohio Department of Education, to identify specific components and goals to be included in Step Up To Quality. Effective July 1, 2025, child care centers and Type A homes that serve children using public funds must be 3-, 4- or 5-star rated. The law also established these benchmarks for the percentage of programs to be rated in the Step Up To Quality system:

- By June 30, 2017, 25 percent;
- By June 30, 2019, 40 percent;
- By June 30, 2021, 60 percent;
- By June 30, 2023, 80 percent; and
- By June 30, 2025, 100 percent.

The departments of Job and Family Services and Education also must continue to collaborate and identify methods to transition early learning and development programs into higher tiers in Step Up To Quality and identify strategies for Step Up To Quality participation by Type B Homes.

HB 64 also made changes to the number of providers a child could be authorized to and the intake and outtake eligibility limits. With the effective date of the bill (July 1, 2015), caretakers eligible to receive publicly funded child care money were limited to no more than one child care provider per child during a week, with exceptions.

The maximum amount of income a family may have for the publicly funded child care initial application is 130 percent of the federal poverty level; for continued eligibility the family income can

be no more than 300 percent of the federal poverty level. Ohio Department of Job and Family Services eliminated copayment for all families at or below 100 percent of the federal poverty level. These changes allow eligible families equal access to Step Up To Quality-rated programs licensed by either agency, without restrictions at application or because the family cannot pay for a child to attend a rated program.

Another requirement of HB 64 was that the departments of Education and Job and Family Services must align early childhood education (publicly funded preschool) and publicly funded child care in the areas of a common application and program eligibility.

In 2015, Ohio legislators once again increased funding for early childhood education (publicly-funded preschool), increasing the number of slots from 11,090 to 18,880 in state fiscal year 2017. They also mandated that all of these programs receiving early childhood education slots be rated in the state's tiered quality rating and improvement system and that all preschool special education classrooms be rated by July 1, 2018.

In 2014, the 130<sup>th</sup> General Assembly made changes to publicly funded child care in Amended Substitute HB 483. These included allowing child care providers to be paid for care given while a family's eligibility for the program is determined by the local county Department of Job and Family Services, even if eligibility is ultimately denied. The bill also allowed an already-eligible family to continue to receive publicly funded child care even if the factor that qualifies that family ceases for up to 13 weeks, or until the family's current eligibility period ends, whichever comes first.

HB 59 of the 130<sup>th</sup> General Assembly authorized the Ohio Department of Education for fiscal years 2014 and 2015 to provide publicly funded preschool for students from families with incomes at or below 200 percent of the federal poverty level for high-quality preschool.

Amended Substitute Bill 316 of the 129<sup>th</sup> General Assembly required that Type B Home providers who were previously certified by the local county Department of Job and Family Services become licensed by the Ohio Department of Job and Family Services. Also, Type B Home providers had not previously been eligible to participate in Step Up To Quality. Today we have 3,244 Type B Homes licensed and 394 participating in Step Up To Quality.

In 2013, House Bill 59 increased access to state-funded preschool for high-needs children. The bill added additional funding to the early childhood education program and expanded the eligibility to include community-based child care providers and chartered nonpublic school programs that were Step Up To Quality rated. This increased the number of high-needs children being served from 5,700 to 11,090.

Additionally, the Ohio departments of Job and Family Services and Education expanded Ohio's 3-star Step Up To Quality system to a 5-star system. The agencies implemented this change to create a gradual approach to quality improvement that would allow programs to experience continuous growth and reward.

## **Participating State Agencies**

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan during the four-year grant and No-Cost Extension period.

There were no changes in participating state agencies throughout the life of the grant. Gov. John Kasich's early childhood and development officer continues to work with all partners on Ohio's early learning and development reform agenda, focusing on sustainability as the grant comes to a close. Participating state agencies included the Ohio departments of Education, Job and Family Services, Health, Mental Health and Addiction Services, Developmental Disabilities, the Governor's Office, Head Start Collaboration Office and the Early Childhood Advisory Committee.

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

### **Overall Accomplishments**

Reflect and relate your accomplishments during the four-year grant and No-Cost Extension period in the area of improving quality in early learning programs in your State, including development and use of a Tiered Quality Rating and Improvement System (TQRIS).

Please report on your progress against all applicable goals, targets, and projects in the State's application. Provide an overall assessment of your grant implementation (you may want to explain the major accomplishments in the projects you outlined in your RTT-ELC Project Plan, identify strategies used, and how identified challenges and lessons learned will inform future work). Discuss how RTT-ELC funds contributed to project goals and outcomes. Include evidence and data to support your discussion (e.g., tools created, student outcomes, survey results, changes in instructional practice).

Over the life of the Early Learning Challenge Grant, the Ohio departments of Job and Family Services and Education have improved early childhood program quality statewide through policy changes, system enhancements and additional funding. By combining these resources, Ohio has continued to close the readiness gap between high-needs children and their peers. Ohio's accomplishments varied in scope and degree. But here are highlights from the last five years.

All programs receiving publicly funded child care money must be in the Step Up To Quality rating system by 2020, and all child care centers and Type A family child care program must be rated 3, 4 or 5 stars by 2025. Since the inception of the grant, we have increased the number of programs in the highest Step Up To Quality tiers by more than 86 percent, and we continue to see an increase each year in programs reaching these rating levels.

Furthermore, with additional funding in 2016, the Ohio Department of Job and Family Services was able to provide state-issued curricula and assessments to programs that serve children with public funds and are in Step Up To Quality. The Ohio-sponsored curricula help defray some of the cost associated with being star rated. The curricula also give programs the tools they need to achieve higher quality. Currently, more than 241 programs have received an Ohio-issued curriculum.

Ohio was able to fund mini-grants to help increase child access to quality programs. The state awarded the grants to 10 nonprofits. These nonprofits began outreach to Ohio Department of Job and Family Services licensed programs, to help them become either rated or highly rated. The mini-grants were an effort to help reach the mandated goals set by HB 64.

Additionally, Ohio rolled out its new licensing and monitoring system, Ohio Child Licensing and Quality System in late 2016. The project was started earlier in the grant and culminated at the end. The new licensing system allows staff members and programs from both the Ohio departments of Job and Family Services and Education to track programs' licensing and Step Up To Quality ratings. Previously, staff and providers had to use multiple systems to maintain their programs. The Ohio Child Licensing and Quality System has created efficiency and transparency and enabled clearer communication with our Step Up To Quality providers. The new system will help us after the grant by providing our staff and providers the tools they need to monitor licensing and Step Up To Quality progress.

Over the past five years, Ohio has worked diligently to create a collaborative atmosphere with stakeholders and among state agencies. The Ohio departments of Job and Family Services and Education created and maintained cross-agency work groups dedicated to professional development, sustainability and alignment. The valuable insights gained from these groups fueled consistency and streamlined Step Up To Quality processes. Some of the changes included reviewing the Ohio Department of Job and Family Services' rules to standardize language and policies across programs. These rules went into effect in December 2016. Also, the Ohio departments of Job and Family Services and Education worked together to align Step Up To Quality processes and procedures, including how programs are assessed, the application process and copayments for families receiving publicly funded child care and publicly funded preschool.

**Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application).**

Please check all that apply – The State’s TQRIS is based on a statewide set of tiered Program Standards that address or are aligned with:

- Early learning and development standards
- A comprehensive assessment system
- Early childhood educator qualifications
- Family engagement strategies
- Health promotion practices
- Effective data practices

Describe progress made during the reporting year and across all five years of grant implementation in ***developing or revising*** a TQRIS that is based on a statewide set of tiered Program Standards.

Since the start of the Early Learning Challenge Grant, Ohio has built on its quality rating and improvement system base and continues to create a structure that promotes high quality. We have done this by continuing to require programs to show a history of compliance to participate in Step Up To Quality. As part of licensing compliance, the Ohio Department of Education and Ohio Department of Job and Family Services created serious-risk licensing *noncompliance* factors that affect a program's star rating. Programs with serious-risk non-compliances can appeal these determinations. An interagency committee reviews each appeal and communicates the committee’s consensus back to the program.

Ohio revised its tiered quality rating and improvement system, Step Up To Quality, from a 3-star to a 5-star system in October 2013. At that time, the Ohio Department of Job and Family Services assessed all programs previously rated under the 3-star system and moved them into one of the new tiered ratings, ensuring that no program lost a star in the rating system simply because of the policy change.

The departments of Job and Family Services and Education increased the number of staff members completing the Step Up To Quality verification process. As the need for raters grew, they created and implemented a comprehensive staff training and mentorship process that integrated licensing and Step Up To Quality. This also included training raters on the Ohio Classroom Observation Tool.

We are just beginning to examine the results of the Step Up To Quality Validation Study included with this report. We expect that as we take a deeper dive into the results, we may find areas of the tiered quality rating and improvement system that could or should be revised.

## **Promoting Participation in the tiered quality rating and improvement system (TQRIS) (Section B(2) of Application)**

Describe progress made during the reporting year and across all five years of grant implementation in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant period and the No-Cost Extension period.

During the revision of the quality rating and improvement system, agencies promoted the expansion and inclusion of stakeholder input through emails, brochures, fact sheets, public website review and advisory group advocacy. This process consisted of relevant website postings at [earlychildhoodohio.org](http://earlychildhoodohio.org), the Ohio Department of Job and Family Services and the Ohio Department of Education websites; emailed communications to programs and early childhood stakeholders, and presentations at the Child Care Advisory Council, Early Childhood Advisory Council and the Child Care Resource and Referral Agencies. The Ohio Department of Education and the Ohio Department of Job and Family Services, along with Child Care Resource and Referral and State Support Team staff members, provided technical assistance to any program interested in preparing for initial participation or expanding a current star rating in the tiered quality rating and improvement system. We continue to create tiered quality rating and improvement system materials to promote and educate stakeholders about system requirements. The departments of Job and Family Services and Education also have presented at various state conferences and stakeholder group meetings to update stakeholders, seek input and answer questions. Groups included the Ohio Head Start Association. Inc., Ohio Association for the Education of Young Children, family child care groups and various local organizations and school districts.

We also have created a number of resource documents and web-based trainings to help programs understand the intent and requirements of the Step Up To Quality program standards. These resources clarify the verification processes and how to use the Ohio Classroom Observation Tool as a means of evaluating both the classroom environment and interactions between staff members and children. Resources are available for providers and state staff to help navigate the Ohio Child Licensing and Quality System. All of these documents and trainings are posted at [earlychildhoodohio.org](http://earlychildhoodohio.org).

As Step Up To Quality continues to grow, the Ohio departments of Job and Family Services and Education continue to work with the above mentioned partners to create a collaborative environment that promotes the goals of Step Up To Quality. Regular meetings are held with the Child Care Resource and Referral, Ohio Child Care Resource and Referral Association, State Support Teams, stakeholder groups and other partnering agencies to ensure coordinated communication. These meetings have been invaluable for explaining policy decisions, creating dialogue, providing consistent messaging to providers and planning for sustainability. Also, Ohio has purchased curricula and corresponding assessments for eligible programs to help with expenses that may prevent programs from achieving high-quality ratings. Ohio also has increased funding for TEACH scholarships to encourage child care professionals to further their educations, thus helping raise their programs' Step Up To Quality ratings. Mini-grants also were made available to organizations to help their programs become rated. Moreover, the state convened a workgroup of Type B family child care providers to identify roadblocks to becoming rated. Related state agencies are discussing these.

**Performance Measure (B)(2)(c) – see Final Progress Report Excel Workbook attachment**

In the **Final Progress Report Excel Workbook** provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State’s TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State’s application unless a change has been approved. Grantees will need to populate the table using last year’s APR data and include data on “Actuals” for the No-Cost Extension period.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

TARGETS										
Number and Percent of Early Learning and Development Programs in the TQRIS										
Type of Early Learning and Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool										
Early Head Start and Head Start <sup>1</sup>										
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds										
Licensed Family Child Care Homes and Licensed Center-Based Facilities not receiving CCDF funds										

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

ACTUALS																		
Number and Percent of Early Learning and Development Programs in the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool																		
Specify																		
Early Head Start and Head Start <sup>1</sup>																		
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619																		
Programs funded under Title I of ESEA																		
Programs receiving from CCDF funds																		
Licensed Family Child Care Homes and Licensed Center-Based Facilities not receiving CCDF funds																		

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Rating and monitoring Early Learning and Development Programs (Section B(3) of Application).**

Describe the State’s progress made in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS during the reporting year and across all five years of grant.

During the Early Learning Challenge Grant, Ohio significantly progressed in developing and implementing monitoring practices to ensure the continued success of the early care and development programs in Step Up To Quality. Ohio created the Ohio Classroom Observation Tool as a measure of the classroom environment and staff and child interactions. All programs with 3-stars or higher in Step Up To Quality must complete the Ohio Classroom Observation Tool in randomly selected classrooms. Ohio departments of Job and Family Services and Education have trained staff members conducting program inspections to use the tool reliably for accurate measurement and assessment. Master trainers and anchors from the departments of Education and Job and Family Services work together to conduct trainings and establish inter-rater reliability. In 2016, all raters completed additional reliability checks and the departments trained additional master trainers, anchors and raters.

Staff of the Ohio departments of Job and Family Services and Education complete the rating and monitoring of programs. Over the period of the Early Learning Challenge Grant, these personnel have completed and implemented a singular training manual that maximizes consistency across raters. Teams meet at least once a month for updates, training and problem solving. Program leads in both agencies continue to meet at least weekly to ensure communication, coordination and collaboration. Also, agency leaders meet with staff from the governor’s office on topics concerning early childhood to ensure our alignment and seamless delivery of services in all early care and development settings. While we started these frequent check-ins as part of Early Learning Challenge Grant activities, we will continue them as we move out of the grant and into a strong, sustainable early childhood system for ages birth-grade 3.

A major accomplishment of the Early Learning Challenge Grant was the creation of a new licensing and quality data system to replace seven other databases. The new system allows the Ohio departments of Job and Family Services and Education to complete the same licensing, rating and reporting functions within a single system. The Ohio Child Licensing and Quality System went live to the public Jan. 31, 2017, and brings consistency of understanding to programs, state personnel and families. This system is the result of significant time spent, as well as financial and human resources. It is linked to other data systems, such as the Ohio Professional Registry, that feed it information as well as receive information from it.

In 2017, the Provider Search website will allow families access to quality rating information for early learning and development programs in their areas. This program information will be linked to a provider’s website, as well as to licensing reports, violations, Step Up To Quality ratings, funding accepted, programming offered and ages of children served.

**Promoting access to High-Quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application).**

Please check all that apply – The State has made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices:

- Program and provider training
- Program and provider technical assistance
- Financial rewards or incentives
- Higher, tiered child care subsidy reimbursement rates
- Increased compensation

Describe the progress made improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS during the reporting year and across all five years of grant implementation based on the policies and practices above.

The Ohio departments of Job and Family Services and Education continue to work with programs and providers participating in the state's tiered quality rating and improvement system, Step Up To Quality. Training and technical assistance are available through agency staff members, State Support Teams and the resource and referral agencies at various levels, based on the current needs of a given program. As programs have achieved initial ratings, training and technical assistance efforts have shifted to help maintain or increase ratings. Programs that are new to the rating process are assigned a staff member to support their quality improvement efforts. Compliance and monitoring staff visit each program at least once a year. Between these visits, programs use the Ohio Child Licensing and Quality System to report required data, including changes to staffing, location, ownership or capacity.

Child Care Resource and Referral agencies have continued to reach out to programs that are not yet participating in Step Up To Quality. These programs were contacted in 2016 and given information on the benefits of participation. Moreover, Ohio asked each of the 12 regional Child Care Resource and Referral agencies to create recruitment and retention strategies to meet the particular needs of their regions. Since identifying their strategies, they have worked to implement and evaluate them. Child Care Resource and Referral agencies also have focused on small family child care homes that became eligible to participate in Step Up To Quality in July 2014.

Throughout the life of the Early Learning Challenge Grant, all Child Care Resource and Referral agencies and State Support Teams have been promoting Step Up To Quality to providers. We have seen tremendous growth in the number of programs participating. All of our state's early childhood education preschool programs must be highly rated. By July 1, 2018, all of the preschool special education classrooms must be highly rated. With Ohio House Bill 387 and Senate Bill 316, the 129th General Assembly further required that all providers participating in publicly funded child care must be Step Up To Quality rated by July 1, 2020. Finally, all centers and Type A providers that want to continue receiving public funds must be highly rated (3-, 4- or 5-star) by 2025. With these goals in mind, the Ohio departments of Education and Job and Family Services continue to align standards, requirements and procedures to make the Step Up To Quality rating system accessible for all programs. As of Dec. 31, 2016, 3,084 programs are participating in Step Up To Quality; a 65 percent increase from a baseline of 1,074.

### **Performance Measures (B)(4)(c)(1) and (2)**

In the **Final Progress Report Excel Workbook**, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.												
Type of Early Learning & Development Program in the State	TARGETS					ACTUALS						
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	
Total Number of Programs Enrolled in the TQRIS												
Number of Programs in Tier 1												
Number of Programs in Tier 2												
Number of Programs in Tier 3												
Number of Programs in Tier 4												
Number of Programs in Tier 5												
Number of Programs Enrolled But Not Yet Rated												

In the **Final Progress Report Excel Workbook**, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State’s application unless a change has been approved.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.										
Type of Early Learning and Development Program in the State	TARGETS									
	Number and percentage of Children with High Needs in programs in top tiers of the TQRIS									
	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool										
Early Head Start and Head Start <sup>1</sup>										
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds										
First 5 California Child Signature Program										

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

ACTUALS																		
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool																		
Specify																		
Early Head Start and Head Start <sup>1</sup>																		
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619																		
Programs funded under Title I of ESEA																		
Programs receiving from CCDF funds																		
First 5 California Child Signature Program																		

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Data Notes** -For purposes of Performance Measure (B)(4)(c)(2), how is the State defining its “highest tiers”?

Ohio has defined its highest quality programs as those that rate at 3, 4, or 5 stars in the tiered quality rating and improvement system, Step Up To Quality. Every 3-star rated program must meet the following standards for learning and development, administrative and leadership practices, staff qualifications and professional development, and family and community partnerships.

3-star Learning and Development: The program implements a written, research-based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio K-12 Standards (depending on the age groups served) and demonstrates the curriculum’s alignment to assessments. Teachers use a written, dated plan of activities aligned to all the developmental areas in the Early Learning and Development Standards and/or Ohio’s K-12 Standards. All children receive a developmental screening, formal assessment and ongoing formal and informal assessments to inform instruction. Lead teachers identify areas for improvement and create action plans based on self-assessment. Programs support each child’s development by providing a well-structured learning environment and positive interactions among staff and children.

3-star Administrative and Leadership Practices: The program offers two of the approved staff supports. It completes an annual continuous improvement plan that includes goals and action steps to achieve the goals identified in the self-assessment. Input from staff and families are included in the development of that plan. Results of the formal observations are used to form individual professional development plans.

3-star Staff Qualifications and Professional Development: The program administrator has an associate’s degree in early childhood education, and 50 percent of the lead teachers have an associate’s degree or Career Pathways Level 3 credential. The administrator and lead and assistant teachers receive a minimum of 20 hours of specialized training every two years.

3-star Family and Community Partnerships: Program staff meet with families to develop individualized transition plans for students. The program organizes at least one training workshop to support family engagement. The program has written policies to ensure that children received comprehensive health screenings or that families have been provided information on the importance of health screenings and resources to obtain them. Program staff and parents collaborate to create annual written developmental and educational goals for children.

To achieve a 4- or 5-star rating in Step Up To Quality, programs must meet all the standards for a 3-star rating and earn extra points. The system may award extra points for accreditation, improved staff-to-child ratios or implementing at least one item in each of the following areas:

4-/5-star Learning and Development: Teachers plan intentional, purposeful activities and experiences that meet the needs, interests and abilities of children across all developmental areas, and/or, teachers support children’s active engagement through opportunities for exploration and learning. Ongoing child assessment results are used to make adjustments to instructional decisions and to evaluate each child’s progress. Families are provided many opportunities to understand the assessment process and review and contribute to their children’s education plans. The lead teacher documents progress on action steps identified during the self-assessment.

4-/5-star Administrative and Leadership Practices: The program offers three or more staff supports. Its annual continuous improvement plan contains strategies to engage community partners. The program conducts an annual survey with families, identified stakeholders and community partners to review whether the program has accomplished its goals. Results of formal observations are used to inform a program's continuous improvement plan. Results of annual classroom self-assessments are used to inform individual professional development plans. Two formal teacher observations are completed annually.

4-/5-star Staff Qualifications and Professional Development: Administrators and percentages of lead teachers and assistant teachers have achieved higher educational levels, including master's degrees, associate degrees, Child Development Association or higher Career Pathways Levels. Percentages of administrators, lead teachers and assistant teachers have obtained 25 or more hours of approved professional development.

**Validating the effectiveness of the State TQRIS (Section B(5) of Application).**

Describe progress made during the reporting year, and across all five years of grant implementation, in validating the effectiveness of the TQRIS during the reporting year and across all five years of grant implementation, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress was made by the end of the four-year grant and No-Cost Extension period.

With the assignment of unique statewide identifiers to all children participating in publicly funded programs, Ohio can follow children from birth through kindergarten without having personally identifiable information. Statewide student identifiers, combined with a larger population of children coming into Step Up To Quality programs, will allow Ohio to determine the effect of quality-rated programs on an individual child's kindergarten readiness. Moreover, Ohio will analyze its early childhood system to determine performance at every level of Step Up To Quality participation.

Ohio completed its Step Up To Quality Validation Study in early 2017 and examined Ohio's quality rating and improvement system at each star-rating level. The study determined that while the system was revised only in 2013, it is a strong system. The external independent evaluators examined five types of validity, including face, content, construct, procedural and predictive validity. The full study is attached to this report, but the major findings include:

1. Higher-rated centers or early childhood education classrooms tended to earn higher scores on observations of classroom quality but were not necessarily the highest rated by teachers or parents on family relationships;
2. There appears to be a benefit to any level of participation in Step Up To Quality. There was a difference of one point or more on many of the observations of classroom quality between nonrated centers and centers with any level of star rating. In short, participating in Step Up To Quality and receiving a star rating appears to be associated with higher-quality classroom practices, compared to sites that are not participating in Step Up To Quality;
3. Areas in which teachers struggled in classroom observations, for example Instructional Support, are consistent with areas of difficulty documented in other studies. These are areas in which teachers may benefit from additional support and assistance;
4. There does not appear to be a trend for higher-rated sites to have better family partnerships or better strategies for engaging and working with parents. This is another area in which sites might benefit from additional support and assistance;
5. There does not appear to be a statistically significant or consistent relationship between teacher education and observed quality;
6. Higher-rated sites tend to invest in better administrative and management practices;
7. Type A and B Homes perform on par with their center and early childhood education classroom counterparts;
8. Children who participated in early learning and development programs sponsored by the Ohio Department of Education had mean scores on the Kindergarten Readiness Assessment second only to students who were not economically disadvantaged. Moreover, children who participated in publicly funded child care had higher scores, on average, than students who were economically disadvantaged and had not participated in publicly funded early care experiences; and
9. Children's Kindergarten Readiness Assessment scores did not differ significantly according to their early care and development program's Step Up To Quality star rating. There appears to be a benefit to participation in Step Up To Quality, as well as participation in higher-rated (3-star or higher) programs. However, there are no distinct patterns in mean scores on the KRA that align with each of the five ratings.

The external evaluators were able to validate many aspects of Step Up To Quality, including its face validity, content validity and aspects of its construct, procedural and predictive validity. The researchers also cautioned us to keep certain limitations in mind when interpreting the findings,

including the short data collection timeframe, small sample sizes and the quasi-experimental study design. Given these factors, the study team could not make conclusions about the causal relationship of Step Up To Quality star rating and observed quality or draw conclusions about the relationship of a program's Step Up To Quality star rating to child outcomes. Moreover, because the study was conducted less than three full years after the transition from a 3-star to 5-star system, Step Up To Quality is still maturing.

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

### **Check the Focused Investment Areas addressed in your RTT-ELC State Plan:**

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.
  
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
  
- (E)(1) Understanding the status of children’s learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

*Grantee needs to complete only those sections that correspond with the focused investment areas outlined in the grantee’s RTT-ELC application and State Plan.*

## **Focused Investment Areas**

### **C. Promoting Early Learning Outcomes**

#### **Early Learning and Development Standards (Section C(1) of Application)**

Describe the progress made in the reporting year and across all five years of grant implementation, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State’s strategies to ensure that measurable progress was made in these areas by the end of the four-year grant and the No-Cost Extension period.

Ohio’s Early Learning and Development Standards were one of the greatest accomplishments the state achieved during the Race to the Top Early Learning Challenge Grant. The progress Ohio made in early childhood education across settings and silos, supported by Early Learning Challenge Grant, came about because these standards created the foundation for everything from assessments to a tiered quality rating and improvement system to professional development. For the first time, Ohio had a single set of comprehensive standards across all the essential areas of school readiness, starting at birth. Ohio’s birth-kindergarten Early Learning and Development Standards describe key concepts and skills that young children develop during the birth-age 5 period. Their purpose is to support the development and well-being of young children and to foster their learning. The standards promote understanding of early learning and development, provide a comprehensive, coherent set of early

childhood educational expectations for children’s development and learning, and guide the design and implementation of curriculum, assessment and instructional practices for young children.

In 2012, Ohio started a collaboration among state agencies serving young children, including the Ohio departments of Education, Job and Family Services, Health, Mental Health, Developmental Disabilities, and Governor’s Office of Health Transformation. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to revise and expand the standards in the five developmental areas, or domains. Ohio’s standards revision built on the strong set of existing standards in Ohio’s Infant and Toddler Guidelines for children birth-36 months and the prekindergarten standards for children ages 3 to 5. Ohio’s Infant and Toddler Guidelines were the major reference for developing the infant and toddler standards. Similarly, Ohio’s prekindergarten learning standards were revised and expanded in the areas of Language and Literacy and Cognitive Development. The state aligned the Cognition and General Knowledge standards with the kindergarten state standards in English language arts and mathematics and Ohio’s Revised Learning Standards in science and social studies. Finally, Ohio reviewed and revised the standards with particular attention to ensuring they are appropriate for children with disabilities and children with diverse cultural and linguistic backgrounds. Knowledge of the strengths and needs of each child is critical to implementing differentiation strategies and culturally responsive instruction that helps each child meet the standards. Ultimately, the Early Learning and Development standards, which were aligned to the Kindergarten-grade 12 state standards, were adopted by the State Board of Education in October 2013, and then used as a basis for the Early Learning and Kindergarten Readiness Assessments, as well as professional development opportunities provided to early childhood professionals. The standards cover all essential areas of school readiness birth-kindergarten and are available here: [http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre\\_K-Learning-and-Development-Stand](http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand).

Tools to Support Use of Birth to Kindergarten Entry Standards: Model curricula for the Early Learning and Development Standards, called “Implementation Guides,” have been in the field since 2013. The guides support programs implementing the standards in conjunction with their curricula. Also, the state created a Curriculum Standards Assessment Alignment Tool to align with the child and program standards. The tool has been in place since 2014. Programs have used the tool to support the alignment of the Early Learning and Development Standards to their assessments and curricula. The alignment document is available here: <http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Standards-Curriculum-Assessment-Alignment>. In addition to the birth-kindergarten standards, which replaced previous age-related, limited standards, Ohio extended standards in three areas from kindergarten-grade 3. Physical well-being and motor development, social and emotional development, and approaches toward learning standards are available here: <http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Ohio-Kindergarten-Through-Grade-3-Learning-and-D>.

Professional Development: Ohio also supports the implementation of the standards through professional development and training. The Ohio Child Care Resource and Referral Association coordinated professional development delivery through the state and regional networks, including representatives from each child-serving state agency, to ensure consistent implementation throughout the state. The networks included State Support Teams, Child Care Resource and Referral Agencies, Health Promotion Consultants and Early Childhood Mental Health Consultants. The regional

professional development networks provided train-the-trainer sessions as well as direct trainings on the Early Learning and Development Standards for early learning professionals across the state.

### **Comprehensive Assessment Systems (Section C(2) of Application)**

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in these areas by the end of the four-year grant and the No-Cost Extension period.

Assessment Instruments and Approaches: Working with Maryland, Ohio has created two assessments that together make up the Early Childhood Comprehensive Assessment System. The Kindergarten Readiness Assessment has been through three statewide census administrations (2014, 2015 and 2016). The Early Learning Assessment is being administered by all required users, including all state-funded preschool and preschool special education programs. In time, all publicly funded child care programs will begin using the Early Learning Assessment for children ages 3-5. We developed both assessments to align to Ohio's Early Learning and Development Standards. Teachers administer Ohio's Kindergarten Readiness Assessment between the first day of school and Nov. 1 to all Ohio kindergarteners in public and community schools. The assessment is structured on observation, selected-item response and performance tasks. The Early Learning Assessment is administered to children who are three years old and not yet in kindergarten in publicly funded programs licensed by the Department of Education. Programs administer the assessment in the fall and again in the spring of each year.

Purposes and Uses of the Comprehensive Assessment System: Through the Maryland-Ohio collaboration that produced the Early Childhood Comprehensive Assessment System, Ohio has provided professional development to more than 12,500 kindergarten teachers and administrators since 2013. The trainings took place in a variety of formats, including webinars and face-to-face meetings. This professional development focused on assessment administration, interpretation and use of the assessment data in instructional planning. Many user guides for administering the Kindergarten Readiness Assessment are available here: <http://education.ohio.gov/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness-Assessment>. They cover use of data to inform instruction and sharing results with families. The website offers resources for school administrators, teachers and parents and is widely used for communication, self-teaching and supports.

Ohio has been administering the Early Learning Assessment since 2014. The technology system intended for both assessments is fully operational for the Kindergarten Readiness Assessment and just out of pilot testing for the Early Learning Assessment. The state has trained about 10,000 preschool teachers on how to complete and score 10 of the available 32 learning progressions of the Early Learning Assessment.

Ohio also implemented a process to ensure that teachers are adequately prepared to assess children using the Kindergarten Readiness and Early Learning assessments. Following training, teachers must prove they can score observational rubrics accurately by passing a Simulator and Content Assessment. All those who pass the Simulator and Content Assessment at an 80 percent or higher accuracy rate then obtain a certificate authorizing them to administer assessments in the Early Childhood Comprehensive Assessment System. Any user who does not pass this assessment is offered additional training and technical assistance supports until he or she can pass.

Sharing Assessment Results: Public school districts in Ohio must have time to move their assessment data from the KReady system to the state's Education Management Information System (EMIS). Statewide and individual district for fall 2014 and 2015 administrations are available here: <http://reportcard.education.ohio.gov/Pages/Download-Data.aspx>. The fall 2016 Kindergarten Readiness Assessment data will be available in spring 2017.

The Ohio departments of Education and Job and Family Services are working together to create a system that will house the Early Learning Assessment data. Because only public schools can report into EMIS, another system must be used to allow reporting from early care and development programs not operated within public school districts. We are targeting resolution for summer 2017.

### **Health Promotion (Section C(3) of Application)**

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

*C3 was not a focused investment area for Ohio.*

### Performance Measure (C)(3)(d)

In the **Final Progress Report Excel Workbook**, provide data on leveraging existing resources to meet ambitious yet achievable statewide targets. Targets must be consistent with those in the State’s application unless a change has been approved.

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.

	TARGETS					ACTUALS					
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Children with High Needs screened											
Number of Children with High Needs Referred for Services Who Received Follow-Up/Treatment											
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care											
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care											

#### Date Notes

*C3 was not a focused investment area for Ohio.*

### **Engaging and Supporting Families (Section C(4) of Application)**

Describe the progress made during the reporting year and across the five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and No-Cost Extension period.

*C4 was not a focused investment area for Ohio.*

### **D. Early Childhood Education Workforce**

#### **Workforce Knowledge and Competency Framework and progression of credentials. (Section D(1) of Application)**

Describe the progress made during the reporting year and across all five years of grant implementation, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

During the Race to the Top Early Learning Challenge Grant, Ohio aligned professional development opportunities through its Early Learning and Development Standards, Career Pathways and Core Knowledge and Competencies revisions. Moreover, Ohio engaged professionals through its annual Early Childhood Higher Education Summit and the Ohio Professional Registry. Our success was largely due to cultivating input from postsecondary institutions and professional development providers.

Early Learning and Development Standards: All Ohio early learning and development programs continue to fully integrate the early learning and development standards in their curricula and classroom practices. As we mentioned previously, the standards cover all essential areas of school readiness from birth-kindergarten. See them at <http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre-K-Learning-and-Development-Standards>.

Model curricula for the Early Learning and Development Standards, called Implementation Guides, have been in the field since 2013. These guides support programs as they implement the standards in conjunction with their curricula. In addition, Ohio created a Curriculum Standards Assessment Alignment Tool in 2014. Programs have used the tool to align their assessments and curricula to the Early Learning and Development Standards. The alignment document is available here: <http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Standards-Curriculum-Assessment-Alignment>.

Ohio kindergarten-grade 3 standards in physical well-being and motor development, social and emotional development and approaches toward learning standards are available here:

<http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Ohios-Kindergarten-Through-Grade-3-Learning-and-D>.

Career Pathways and Core Knowledge and Competencies Revisions: Career Pathways in Ohio is a system that allows experience, formal education and professional development to be counted toward Step Up To Quality rating requirements for early learning and development staff. Using feedback from providers, Ohio is working to revise the way this level is calculated in order to add previously missing or low-contributing opportunities like mentoring and being mentored, as well as years of experience in the field. Ohio also revised its Early Childhood Core Knowledge and Competencies document, which helps early childhood professionals advance their practice. We revised this document in October 2015 to align with Step Up To Quality program standards and Ohio’s Early Learning and Development Standards. Core knowledge and competencies define what all adults working with young children need to know, understand and be able to do to ensure that children have the best possible environments, experiences and relationships in which to grow and learn. We have integrated the document into early childhood professional development opportunities. See it at

<http://education.ohio.gov/Topics/Early-Learning/Professional-Development-for-Early-Childhood-Teach/Ohio-Early-Learning-Core-Knowledge-and-Competencie>.

Early Childhood Higher Education Summit: Since 2014, the Ohio departments of Job and Family Services and Education have partnered with the Ohio Department of Higher Education to host a one-day summit for early care and development professionals. This event demonstrates a commitment to aligning pre-service early childhood education within two-year and four-year Ohio institutions and the state agencies’ policy and program priorities. This annual summit has opened doors for better working relationships with early learning professional prep programs. For example, higher education institutions are now consulting with the Ohio Department of Education’s Office for Early Learning and School Readiness in their reviews of their programs offering early childhood certificates and degrees. The summit also has provided an avenue for continued discussion of articulation agreements and how the Early Childhood Core Knowledge and Competencies can be used to maximize education and professional development among early childhood professionals. At least 29 higher education institutions sent representatives to the 2016 summit. We plan to engage even more public and private institutions in the 2017 summit.

Ohio Professional Registry: At the start of the Early Learning Challenge Grant, Ohio had a relatively new web-based registry for early childhood professionals. Since that time, the registry has evolved to the point of giving each professional control over his or her stored information, including professional licenses, certificates, training, conference attendance and professional development. The Ohio Professional Registry also is where each professional’s Career Pathways Level is calculated and stored. In the registry, individuals can attach themselves to early care and development programs, and registry data now links directly with the Ohio Child Licensing and Quality system for licensing and Step Up To Quality purposes.

The training and professional development created with Early Learning Challenge Grant support is equipping Ohio’s early childhood workforce to give its students the best care and education. Since 2012, we have created 35 new professional development opportunities. They include birth-age 3 and preschool-age modules for each of the Early Learning and Development Standards and modules on technology in the classroom, screening and assessment, and supporting English language learners.

We have created additional professional development modules on topics such as leadership, curriculum alignment, family engagement, inclusive practices and challenging behaviors. Between Jan. 1, 2013, and Dec. 31, 2016, Ohio has provided 15,212 professional development sessions attended by 268,678 early childhood professionals. We have offered these sessions online through a Learning Management System partly funded by the Early Learning Challenge Grant and face-to-face through a network of professional development providers. The network has included State Support Teams, Child Care Resource and Referral Agencies, health promotion consultants and early childhood mental health consultants. All will continue after the Early Learning Challenge Grant with the exception of Health Promotion Consultants, although state leaders continue to discuss where the services they provided to early care and development programs could fit into the existing infrastructure.

**Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.  
(Section D(2) of Application)**

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

*D2 was not a focused investment area for Ohio.*

**Performance Measures (D)(2)(d)(1) and (2):**

In the **Final Progress Report Excel Workbook**, indicate State progress toward meeting ambitious yet achievable targets for:

- (1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
- (2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

	TARGETS					ACTUALS					
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Total number of "aligned" institutions and providers											
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider											

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

TARGETS												
Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year												
Type of Credential	Baseline		Year 1		Year 2		Year 3		Year 4			
	#	%	#	%	#	%	#	%	#	%	%	
Child Development Assistant (Lowest)												
Child Development Associate Teacher												
Child Development Teacher												
Child Development Master Teacher												
Child Development Site Supervisor												
Child Development Program Director (Highest)												

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

ACTUALS												
Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year												
Type of Credential	Baseline		Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%	#	%
Child Development Assistant (Lowest)												
Child Development Associate Teacher												
Child Development Teacher												
Child Development Master Teacher												
Child Development Site Supervisor												
Child Development Program Director (Highest)												

**(D)(2)(d) Data Notes**

*D2 was not a focused investment area for Ohio.*

## E. Measuring Outcomes and Progress

### Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Section E(1) of Application)

Describe the domain coverage of the State’s Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

Ohio’s Kindergarten Readiness Assessment, created under the Early Learning Challenge Grant, includes the areas of mathematics, science, social studies, language and literacy, physical well-being and motor development, and social foundations (which includes social emotional development, approaches toward learning and executive functioning).

Find all of the resources created for parents, administrators and teachers here:

<http://education.ohio.gov/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness-Assessment>.

Ohio, Maryland and our assessment development partners have conducted a variety of validity and reliability checks on the Kindergarten Readiness Assessment since its implementation in fall 2014. The technical report from fall 2014 and its fall 2015 addendum are available here:

<http://education.ohio.gov/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness-Assessment/Kindergarten-Readiness-Assessment-for-Data-Manager>.

These reports document all the steps we’ve taken to ensure the technical adequacy of the Kindergarten Readiness Assessment. We’ve collected and analyzed both quantitative and qualitative data throughout assessment design, development and implementation, engaging experts and stakeholders such as a national technical advisory committee, state and local advisory councils, ad hoc stakeholder committees and a multi-partner leadership team.

The administration window for Ohio’s Kindergarten Readiness Assessment is identified in state law as “not earlier than the first day of the school year and not later than the first day of November.” In fall 2016, Ohio administered the Kindergarten Readiness Assessment to all public and community school kindergarteners for the third time. HB 3, implemented March 17, 2017, will make the Kindergarten Readiness Assessment available for administration in chartered nonpublic schools in fall 2018.

***Describe the progress made during the reporting year. Please describe the State’s strategies to ensure that measurable progress will be made in this area by the end of the grant period.***

In 2016, Ohio continued implementing the statewide Kindergarten Readiness Assessment. Children in all public and community schools completed the assessment between the first day of school and Nov. 1. Ohio and Maryland together continued our work on implementing version 1.5 of the assessment through 2016, and we are planning to implement version 2.0 of the assessment in fall 2018. After kindergarten teachers collect the data, they can access final Individual Student Reports to share with parents. Public school districts in Ohio must then move the data from the KReady system to the state’s Education Management Information System before the state and district results can be

disseminated publicly. Ohio released fall 2014 Kindergarten Readiness Assessment data in June 2016 and fall 2015 data in December 2016. Fall 2016 Kindergarten Readiness Assessment data will be available in spring 2017. The data reports are available here for individual districts and the state: <http://reportcard.education.ohio.gov/Pages/Download-Data.aspx>.

### **Early Learning Data Systems (Section E(2) of Application)**

Describe the progress made during the reporting year and across all five years of grant implementation, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System. Describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

Since the start of Early Learning Challenge Grant, Ohio has made significant progress in using data for policy and program decisions. Essential to the goal of reporting measurable progress in children's development was the ability to follow them from their publicly funded early childhood experiences into school. Ohio's goal starting with the Early Learning Challenge Grant was to assign every child in publicly funded early learning and development programs a unique statewide student identification number that would allow the state to track that child's progress through postsecondary education. This number would not be linked to personally identifiable student information, such as a social security number, prohibited by Ohio law. Ohio legislation effective July 2012 mandated the use of this student identification number by state agencies that serve children from birth to kindergarten entry in publicly funded early learning and development programs. The Early Learning Challenge Grant funded the information technology infrastructure for assigning the identification numbers, which enabled state agencies to share information and data across the age spectrum from birth-kindergarten entry and link it to K-12 as well. The statewide student identification number is now in place for any child attending an early learning and development program funded with public dollars, including children in early intervention, early childhood education, publicly funded child care and preschool special education.

Similarly, the Ohio Department of Education continues to build and implement a Statewide Longitudinal Data System, which also is referred to as a P-20 repository because higher education data will be included. The data has been grouped by content and prioritized, based on importance, operational capacity and agency schedules. The Department of Education has finished the work of loading the first six out of nine groups of P-12 data. The remaining groups are in various stages of development. The department will continue to load the remaining groups as they are completed. The P-20 repository went into production in 2016, and we expect the initial phase of expansion to be done in 2017.

The state also made progress on identifying the essential data elements it needs to support an Early Childhood Coordinated Data System. The Ohio departments of Education, Job and Family Services, Health, Mental Health and Addiction Services, and Developmental Disabilities identified the program, workforce and child-level data elements that are currently being collected separately. While an Early Childhood Coordinated Data System is not yet constructed, the building blocks needed for the

exchange of information are in place, including a draft Memorandum of Agreement for all of the child-serving state agencies.

Each of Ohio's child-serving state agencies has data governance policies in place, but new cross-agency governance committees are being established to address data sharing and confidentiality. Ohio law (Ohio Revised Code 1347.15) requires each state agency to adopt rules about accessing confidential personal information and designating an individual who serves as the data privacy point of contact. Rules of the various state agencies are adopted to ensure compliance with federal and state privacy and confidentiality laws such as the Family Educational Rights and Privacy Act, Health Insurance Portability and Accountability Act, Gramm-Leach-Bliley Act, Americans with Disabilities Act, and Individuals with Disabilities Education Act. Ohio also has established an information technology standard that specifies the minimum requirements for information security in all agencies. The standard identifies the National Institute of Standards and Technology Special Publication 800-53, revision 3 (NIST 800-53) as the framework for Ohio's implementation of information security controls. Efforts are underway to initiate projects that address cross-agency and global data system oversight requirements.

Step Up To Quality, Ohio's tiered quality rating and improvement system, contains program quality data for Ohio departments of Education and Job and Family Services-licensed programs. The data are based on Ohio's Step Up To Quality program standards, which allow for a common way of evaluating early childhood program quality. From the start of Early Learning Challenge Grant, Ohio has been able to invest in creating a unified data system, the Ohio Child Licensing and Quality System, which includes all licensing and Step Up To Quality data for all programs in the state. This system launched publicly on Jan. 31, 2017. It is now the technology infrastructure Ohio uses to ensure compliance with health and safety standards and quality and improvement ratings statewide.

A public website for parents and caregivers is almost complete. This site will be branded with the Bold Beginning logo created for all early childhood work in Ohio and will enable families and the public to access information about early childhood program quality online. The information will be provided in real time as it is linked directly to the Ohio Child Licensing and Quality System, something the state has never been able to do before.

During the life of the Early Learning Challenge Grant, Ohio has partnered with the Maryland State Department of Education to create a web-based comprehensive assessment system called KReady (<http://ohio.kready.org/login>). This system provides data on both the Kindergarten Readiness Assessment and Early Learning Assessment by item, teacher and school-level reporting features. It also provides individual student reports as well as extensive professional development resources supporting different assessment items. The Kindergarten Readiness Assessment has been available to all public and community schools via KReady since fall 2014. The Early Learning Assessment has been in use on paper since 2014, but the technology application has just finished pilot testing in early childhood programs. Once the system is ready, early childhood programs from all sectors, including school districts, child care and family child care, will be able to use the technology infrastructure to input child-assessment information. Programs licensed or funded through these state agencies will be able to access the information immediately to make instructional decisions and share information with families.

**Attach the following final documents:**

- **Final Validation Study is attached.**
- **Kindergarten Entry Assessment Summary**
- To view Ohio's KRA, go here: <https://app.box.com/s/uwai0ht3mox708jd6zzn5pnjlf7p8qui>

## Future State plans

Thank you for filling out the Race to the Top—Early Learning Challenge grant Final Progress Report. Please provide the Departments with a description of your State’s future early learning plans.

Ohio has the momentum, drive and supporting legislation to keep progressing toward its goals for its children and its early childhood system. The Early Childhood Advisory Council met recently to revisit Ohio’s vision for early childhood and decide whether to maintain that vision or revise it. This diverse group of state leaders and stakeholders spent time on both the vision and our priorities for future work. This is helping us get consensus on where to focus our future time, efforts and resources. Ohio is preparing for all opportunities to attract federal, state and private funds to early childhood development and education. We are eager to apply for a Preschool Development Grant available under the Every Student Succeeds Act. We are looking forward to what our research partners around the state are learning in their Pay for Success and Developmental Disabilities Council grants. We need to revisit and decide on a single statewide vision and articulate priorities to continue the coordinated, collaborative, concentrated work Ohio started with Early Learning Challenge Grant. We outline future plans below.

High Quality Early Care and Development: Existing state legislation will keep the state progressing toward the goal of 100 percent of early care and development programs entering the tiered quality rating and improvement system and being rated as high quality. Ohio HB 64 requires that we meet annual benchmarks for programs that receive public funds to enter into the state’s tiered quality rating and improvement system and achieve 3-, 4-, or 5-star ratings. We have invested technical assistance, professional development, training and human resources and will continue doing so until we meet this goal. By 2025, all early care and development providers (centers and large family child care homes) that receive public funds must be highly rated. The state already is supporting this movement into high quality, removing known barriers to a 3-star rating by providing research-based curricula and training to lower-rated programs. We also have in place a Two-Star Transition, which allows 2-star rated programs to be paid at a higher rate as long as they advance to a 3-star rating within nine months.

Increasing Access for Children with High Needs: The state partners in Early Intervention and Home Visiting continue to strengthen and build on their relationships and their coordination with preschool and child care. We are working on a calendar and plan for a coordinated communications effort in which we will communicate once per month, under the Bold Beginning brand, with all professionals working with or on behalf of children birth-age 8.

Ohio also will launch an early childhood education demonstration project in 2018. This project will offer school choice vouchers for certain highly vulnerable children, including three-year-old children who have transitioned from early intervention or home visitation or are in foster care. Their parents or caregivers can choose any high-quality early care and development program. We will launch this initiative and evaluate its effectiveness for increasing access for children with high needs in three areas of the state that have high-quality settings, but very few state-funded preschool slots.

Investing in the Early Childhood Workforce: The early childhood workforce investment also continues. Ohio's child-serving agencies have established a cross-agency leadership team specifically focused on professional development, our use and evolution of our statewide professional registry and the involvement of our statewide technical assistance partners. We will sustain professional learning opportunities that started with Early Learning Challenge Grant funds through agency-funded professional development coordinators at the departments of Education and Job and Family Services. They will ensure that the learning opportunities are still relevant, updated, accessible and meeting the needs of the workforce. We have responded to the needs of the field of family child care professionals by revising the Career Pathways to include a mentoring component, which will be available in summer 2017.

Investments in Infrastructure: With the launch of the Ohio Child Licensing and Quality System in January 2017, Ohio began what we hope is a more seamless, coordinated system for all licensed providers of early care and development. With this one-stop system, the providers and the state agencies will now be able to access one database for licensure and Step Up To Quality applications, as well as statewide reports on access and availability. State agencies have already planned for continued financial and technical supports, leveraging our existing provider policy and help desk resources. As rules and laws change, we will enhance the system. Moreover, we continue to invest in the Ohio Professional Registry, the web-based registration application for professional development and training and the professional-centered system for credentialing across the child-serving state agencies. Finally, investments that started under the Early Learning Challenge Grant will continue to ensure that we have the human resources we need to provide technical assistance and professional development through the 12 regional Child Care Resource and Referral Agencies, 16 regional State Support Teams and statewide Early Childhood Mental Health Consultant networks. As extensions of the state leadership, these networks of professionals do much to ensure that programs, parents and providers are able to access high-quality early care and development experiences.

Parent and Caregiver Engagement: Ohio soon will launch a provider search website for parents and the public. Our goal is to increase demand for high-quality settings, increase parents' knowledge of options and be a place for parents to get information they need to prepare their children for school. Parent Engagement Pilot participants have completed Early Learning Challenge Grant-supported work in 12 high-risk communities across the state. We also have trained 155 professionals in the Positive Parenting Program, and more than 3,900 parents and young children have participated in community events, resulting in increased knowledge about the importance of the early childhood years for later learning and success. In the future, we will keep parents and caregivers at the forefront of our planning and learning. Examples are the Parent/Caregiver Choice demonstration project coming next year and reviewing the parent website analytics to make sure we are providing what parents need to make the best choice for their children's early learning experiences.

Comprehensive Assessment: With the Kindergarten Readiness Assessment well-established, our future plans are focused on governance of the multi-state consortium established under the Early Learning Challenge Grant. The Maryland State Department of Education provided the fiscal and management leadership to establish the consortium. Ohio will continue in a leadership role as we transition from assessment development to continued implementation and sharing the tool with other states. The responsibilities will include managing the Memoranda of Agreement with charter and advisory states, overseeing test security and development and managing the further evolution of the Kindergarten Readiness Assessment. Similarly, the management and further development of the

Early Learning Assessment also will continue with Ohio and Maryland's continued partnership. Any future plans for enhancing the technology, professional development and content of the assessments will be done with state and national partners working together.

## Budget and Expenditure Tables

**Expenditure Table 1: Overall Expenditure Summary by Budget Category—** . Report your actual expenditures for the entire grant period.

<b>Budget Table1: Budget Summary by Budget Category</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>Grant Year 5 (e)</b>	<b>Total (f)</b>
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Training Stipends						
8. Other						
9. Total Direct Costs (add lines 1-8)						
10. Indirect Costs*						
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.						
12. Funds set aside for participation in grantee technical assistance						
13. <b>Total Grant Funds Expended</b> (add lines 9-12)						
14. Funds from other sources used to support the State Plan						
15. <b>Total Statewide Expenditures</b> (add lines 13-14)						
<p><u>Columns (a) through (e):</u> For each grant year for which funding is requested, show the total amount expended for each applicable budget category.</p> <p><u>Column (f):</u> Show the total amount expended for all grant years.</p> <p><u>Line 6:</u> 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.</p> <p><u>Line 10:</u> 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.</p> <p><u>Line 11:</u> Show the amount of funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. 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</p>						

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 was expected to 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. The State could request to amend this amount if needed.

Line 13: This is the total funding expended under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) used to support the State Plan and describe these funding sources in the budget narrative.

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting period.

Year 5 (2016-2017) spend was within .04% of the budget for Year 5.

Please provide the Departments with an estimated total of grant funds to be returned to the U.S. Treasury.

Ohio will not be returning any funds.

2016 Final Performance Report

RTT-ELC 2012 Grantee

Appendices:  
Budget Tables  
and  
Performance Measure Tables

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (7/6/2017)

Effective Date: 7/6/2017

Status: Approved

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals	
	Budgeted	Actual	Budgeted	Actual								
<b>1. Personnel</b>	\$155,562.22	\$155,562.22	\$812,842.22	\$812,842.22	\$1,052,746.40	\$1,052,746.40	\$1,244,575.82	\$1,244,575.82	\$563,029.22	\$563,029.22	\$3,828,755.88	\$3,828,755.88
<b>2. Fringe Benefits</b>	\$70,820.17	\$70,820.17	\$327,979.80	\$327,979.80	\$407,935.80	\$407,935.80	\$490,303.50	\$490,303.50	\$227,670.11	\$227,670.11	\$1,524,709.38	\$1,524,709.38
<b>3. Travel</b>	\$7,167.95	\$7,167.95	\$9,682.90	\$9,682.90	\$14,515.76	\$14,515.76	\$18,838.19	\$18,838.19	\$11,110.85	\$11,110.85	\$61,315.65	\$61,315.65
<b>4. Equipment</b>	\$2,370.11	\$2,370.11	\$12,005.51	\$12,005.51	\$12,989.62	\$12,989.62	\$90,491.19	\$90,491.19	\$109,342.70	\$109,342.70	\$227,199.13	\$227,199.13
<b>5. Supplies</b>	\$573.47	\$573.47	\$4,029.91	\$4,029.91	\$2,162.43	\$2,162.43	\$1,194.20	\$1,194.20	\$406,682.06	\$406,682.06	\$414,642.07	\$414,642.07
<b>6. Contractual</b>	\$179,696.91	\$179,696.91	\$13,932,627.80	\$13,932,627.80	\$6,641,730.55	\$6,641,730.55	\$12,910,581.50	\$12,910,581.50	\$12,426,414.39	\$12,426,414.39	\$46,091,051.15	\$46,091,051.15
<b>7. Training Stipends</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$49.88	\$49.88	\$0.00	\$0.00	\$49.88	\$49.88
<b>8. Other</b>	\$3,637.51	\$3,637.51	\$256,095.58	\$256,095.58	\$6,875,758.77	\$6,875,758.77	\$4,003,402.21	\$4,003,402.21	\$2,542,394.66	\$2,542,394.66	\$13,681,288.73	\$13,681,288.73
<b>9. Total Direct Costs</b>	\$419,828.34	\$419,828.34	\$15,355,263.72	\$15,355,263.72	\$15,007,839.33	\$15,007,839.33	\$18,759,436.49	\$18,759,436.49	\$16,286,643.99	\$16,286,643.99	\$65,829,011.87	\$65,829,011.87
<b>10. Indirect Costs</b>	\$8,003.11	\$8,003.11	\$88,500.89	\$88,500.89	\$162,736.12	\$162,736.12	\$122,515.94	\$122,515.94	\$361,681.80	\$361,681.80	\$743,437.86	\$743,437.86
<b>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</b>	\$120,000.00	\$120,000.00	\$1,112,363.00	\$1,112,363.00	\$1,138,123.00	\$1,138,123.00	\$1,041,338.00	\$1,041,338.00	\$0.00	\$0.00	\$3,411,824.00	\$3,411,824.00
<b>12. Funds set aside for participation in grantee technical assistance</b>	\$2,650.33	\$2,650.33	\$1,235.40	\$1,235.40	\$1,148.49	\$1,148.49	\$938.70	\$938.70	\$3,115.35	\$3,115.35	\$9,088.27	\$9,088.27
<b>13. Total Grant Funds Requested</b>	\$550,481.78	\$550,481.78	\$16,557,363.01	\$16,557,363.01	\$16,309,846.94	\$16,309,846.94	\$19,924,229.13	\$19,924,229.13	\$16,651,441.14	\$16,651,441.14	\$69,993,362.00	\$69,993,362.00
<b>14. Funds from other sources used to support the State Plan</b>	\$20,789,145.00	\$20,789,145.00	\$24,107,285.48	\$24,107,285.48	\$27,485,639.21	\$27,485,639.21	\$16,418,495.08	\$16,418,495.08	\$8,427.28	\$8,427.28	\$88,808,992.05	\$88,808,992.05
<b>15. Total Statewide Budget</b>	\$21,339,626.78	\$21,339,626.78	\$40,664,648.49	\$40,664,648.49	\$43,795,486.15	\$43,795,486.15	\$36,342,724.21	\$36,342,724.21	\$16,659,868.42	\$16,659,868.42	\$158,802,354.05	\$158,802,354.05

**Grantee Drawdowns**

Drawdown Totals	\$526,764.37	\$16,450,194.36	\$18,364,200.81	\$18,023,991.77	\$16,628,210.69
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Grantee Drawdowns last updated: July 5, 2017

**Comments**

Krish Updated with final/revised numbers.

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (4/3/2017)

Effective Date: 7/6/2017

Status: Approved

Grants Management

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals	
	Budgeted	Actual	Budgeted	Actual								
<b>1. Personnel</b>	\$68,150.62	\$68,150.62	\$185,343.02	\$185,343.02	\$230,291.53	\$230,291.53	\$235,934.45	\$235,934.45	\$121,493.03	\$121,493.03	<b>\$841,212.65</b>	<b>\$841,212.65</b>
<b>2. Fringe Benefits</b>	\$29,736.84	\$29,736.84	\$79,789.84	\$79,789.84	\$99,058.77	\$99,058.77	\$109,472.15	\$109,472.15	\$54,847.21	\$54,847.21	<b>\$372,904.81</b>	<b>\$372,904.81</b>
<b>3. Travel</b>	\$1,512.04	\$1,512.04	\$8.00	\$8.00	\$2,377.53	\$2,377.53	\$8,764.41	\$8,764.41	\$6,459.87	\$6,459.87	<b>\$19,121.85</b>	<b>\$19,121.85</b>
<b>4. Equipment</b>	\$2,370.11	\$2,370.11	\$5,976.06	\$5,976.06	\$2,930.36	\$2,930.36	\$1,599.21	\$1,599.21	\$37,960.43	\$37,960.43	<b>\$50,836.17</b>	<b>\$50,836.17</b>
<b>5. Supplies</b>	\$126.04	\$126.04	\$135.89	\$135.89	\$148.27	\$148.27	\$274.03	\$274.03	\$406,070.80	\$406,070.80	<b>\$406,755.03</b>	<b>\$406,755.03</b>
<b>6. Contractual</b>	\$0.00	\$0.00	\$36,327.62	\$36,327.62	\$210,255.12	\$210,255.12	\$346,966.06	\$346,966.06	\$2,402,198.37	\$2,402,198.37	<b>\$2,995,747.17</b>	<b>\$2,995,747.17</b>
<b>7. Training Stipends</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>	<b>\$0.00</b>
<b>8. Other</b>	\$975.14	\$975.14	\$3,654.91	\$3,654.91	\$6,054.50	\$6,054.50	\$6,177.89	\$6,177.89	\$4,817.98	\$4,817.98	<b>\$21,680.42</b>	<b>\$21,680.42</b>
<b>9. Total Direct Costs</b>	\$102,870.79	\$102,870.79	\$311,235.34	\$311,235.34	\$551,116.08	\$551,116.08	\$709,188.20	\$709,188.20	\$3,033,847.69	\$3,033,847.69	<b>\$4,708,258.10</b>	<b>\$4,708,258.10</b>
<b>10. Indirect Costs</b>	\$1,790.64	\$1,790.64	\$26,843.51	\$26,843.51	\$85,312.49	\$85,312.49	\$57,928.01	\$57,928.01	\$353,458.09	\$353,458.09	<b>\$525,332.74</b>	<b>\$525,332.74</b>
<b>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>	<b>\$0.00</b>
<b>12. Funds set aside for participation in grantee technical assistance</b>	\$2,650.33	\$2,650.33	\$1,235.40	\$1,235.40	\$1,148.49	\$1,148.49	\$938.70	\$938.70	\$3,115.35	\$3,115.35	<b>\$9,088.27</b>	<b>\$9,088.27</b>
<b>13. Total Grant Funds Requested</b>	\$107,311.76	\$107,311.76	\$339,314.25	\$339,314.25	\$637,577.06	\$637,577.06	\$768,054.91	\$768,054.91	\$3,390,421.13	\$3,390,421.13	<b>\$5,242,679.11</b>	<b>\$5,242,679.11</b>
<b>14. Funds from other sources used to support the State Plan</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>	<b>\$0.00</b>
<b>15. Total Statewide Budget</b>	\$107,311.76	\$107,311.76	\$339,314.25	\$339,314.25	\$637,577.06	\$637,577.06	\$768,054.91	\$768,054.91	\$3,390,421.13	\$3,390,421.13	<b>\$5,242,679.11</b>	<b>\$5,242,679.11</b>

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (4/3/2017)

Effective Date: 7/6/2017

Status: Approved

**External Validation and Consumer Education**

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$743,781.77	\$743,781.77	\$793,781.77	\$793,781.77
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs	\$0.00	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$743,781.77	\$743,781.77	\$793,781.77	\$793,781.77
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested	\$0.00	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$743,781.77	\$743,781.77	\$793,781.77	\$793,781.77
14. Funds from other sources used to support the State Plan	\$5,804.00	\$5,804.00	\$53,616.00	\$53,616.00	\$78,511.19	\$78,511.19	\$6,511.19	\$6,511.19	\$0.00	\$0.00	\$144,442.38	\$144,442.38
15. Total Statewide Budget	\$5,804.00	\$5,804.00	\$103,616.00	\$103,616.00	\$78,511.19	\$78,511.19	\$6,511.19	\$6,511.19	\$743,781.77	\$743,781.77	\$938,224.15	\$938,224.15

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (4/3/2017)

Effective Date: 7/6/2017

Status: Approved

**Increase Access to High Quality Programs**

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
<b>1. Personnel</b>	\$0.00	\$0.00	\$77,088.56	\$77,088.56	\$169,676.73	\$169,676.73	\$239,215.52	\$239,215.52	\$163,551.36	\$163,551.36	\$649,532.17	\$649,532.17
<b>2. Fringe Benefits</b>	\$0.00	\$0.00	\$34,440.68	\$34,440.68	\$74,291.16	\$74,291.16	\$105,858.56	\$105,858.56	\$71,253.40	\$71,253.40	\$285,843.80	\$285,843.80
<b>3. Travel</b>	\$0.00	\$0.00	\$5,403.66	\$5,403.66	\$4,004.00	\$4,004.00	\$2,936.20	\$2,936.20	\$4,617.95	\$4,617.95	\$16,961.81	\$16,961.81
<b>4. Equipment</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$307.64	\$307.64	\$0.00	\$0.00	\$0.00	\$0.00	\$307.64	\$307.64
<b>5. Supplies</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$7.75	\$7.75	\$0.10	\$0.10	\$0.00	\$0.00	\$7.85	\$7.85
<b>6. Contractual</b>	\$32,090.44	\$32,090.44	\$4,215,960.67	\$4,215,960.67	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,248,051.11	\$4,248,051.11
<b>7. Training Stipends</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.06	\$0.06	\$0.00	\$0.00	\$0.06	\$0.06
<b>8. Other</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$6,617,532.41	\$6,617,532.41	\$3,748,711.02	\$3,748,711.02	\$2,537,576.68	\$2,537,576.68	\$12,903,820.11	\$12,903,820.11
<b>9. Total Direct Costs</b>	\$32,090.44	\$32,090.44	\$4,332,893.57	\$4,332,893.57	\$6,865,819.69	\$6,865,819.69	\$4,096,721.46	\$4,096,721.46	\$2,776,999.39	\$2,776,999.39	\$18,104,524.55	\$18,104,524.55
<b>10. Indirect Costs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>12. Funds set aside for participation in grantee technical assistance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>13. Total Grant Funds Requested</b>	\$32,090.44	\$32,090.44	\$4,332,893.57	\$4,332,893.57	\$6,865,819.69	\$6,865,819.69	\$4,096,721.46	\$4,096,721.46	\$2,776,999.39	\$2,776,999.39	\$18,104,524.55	\$18,104,524.55
<b>14. Funds from other sources used to support the State Plan</b>	\$18,629,917.00	\$18,629,917.00	\$17,883,100.77	\$17,883,100.77	\$24,464,865.52	\$24,464,865.52	\$16,258,286.83	\$16,258,286.83	\$0.00	\$0.00	\$77,236,170.12	\$77,236,170.12
<b>15. Total Statewide Budget</b>	\$18,662,007.44	\$18,662,007.44	\$22,215,994.34	\$22,215,994.34	\$31,330,685.21	\$31,330,685.21	\$20,355,008.29	\$20,355,008.29	\$2,776,999.39	\$2,776,999.39	\$95,340,694.67	\$95,340,694.67

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (4/3/2017)

Effective Date: 7/6/2017

Status: Approved

Maryland Collaboration

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
<b>1. Personnel</b>	\$22,141.66	\$22,141.66	\$44,498.12	\$44,498.12	\$38,053.39	\$38,053.39	\$11,939.29	\$11,939.29	\$0.00	\$0.00	\$116,632.46	\$116,632.46
<b>2. Fringe Benefits</b>	\$10,830.12	\$10,830.12	\$18,689.23	\$18,689.23	\$15,672.56	\$15,672.56	\$5,509.47	\$5,509.47	\$0.00	\$0.00	\$50,701.38	\$50,701.38
<b>3. Travel</b>	\$5,142.45	\$5,142.45	\$1,583.35	\$1,583.35	\$3,518.55	\$3,518.55	\$3,889.76	\$3,889.76	\$0.00	\$0.00	\$14,134.11	\$14,134.11
<b>4. Equipment</b>	\$0.00	\$0.00	\$1,380.76	\$1,380.76	\$3,715.26	\$3,715.26	\$2,417.62	\$2,417.62	\$0.00	\$0.00	\$7,513.64	\$7,513.64
<b>5. Supplies</b>	\$368.83	\$368.83	\$2,338.23	\$2,338.23	\$669.13	\$669.13	\$0.00	\$0.00	\$0.00	\$0.00	\$3,376.19	\$3,376.19
<b>6. Contractual</b>	\$85,738.76	\$85,738.76	\$1,417,978.67	\$1,417,978.67	\$732,812.00	\$732,812.00	\$1,910,299.86	\$1,910,299.86	\$694,690.72	\$694,690.72	\$4,841,520.01	\$4,841,520.01
<b>7. Training Stipends</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>8. Other</b>	\$908.98	\$908.98	\$1,857.52	\$1,857.52	\$1,676.30	\$1,676.30	\$504.65	\$504.65	\$0.00	\$0.00	\$4,947.45	\$4,947.45
<b>9. Total Direct Costs</b>	\$125,130.80	\$125,130.80	\$1,488,325.88	\$1,488,325.88	\$796,117.19	\$796,117.19	\$1,934,560.65	\$1,934,560.65	\$694,690.72	\$694,690.72	\$5,038,825.24	\$5,038,825.24
<b>10. Indirect Costs</b>	\$1,780.66	\$1,780.66	\$20,913.66	\$20,913.66	\$22,291.07	\$22,291.07	\$12,895.14	\$12,895.14	\$353.57	\$353.57	\$58,234.10	\$58,234.10
<b>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>12. Funds set aside for participation in grantee technical assistance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>13. Total Grant Funds Requested</b>	\$126,911.46	\$126,911.46	\$1,509,239.54	\$1,509,239.54	\$818,408.26	\$818,408.26	\$1,947,455.79	\$1,947,455.79	\$695,044.29	\$695,044.29	\$5,097,059.34	\$5,097,059.34
<b>14. Funds from other sources used to support the State Plan</b>	\$403,307.00	\$403,307.00	\$700,692.75	\$700,692.75	\$1,155,000.00	\$1,155,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,258,999.75	\$2,258,999.75
<b>15. Total Statewide Budget</b>	\$530,218.46	\$530,218.46	\$2,209,932.29	\$2,209,932.29	\$1,973,408.26	\$1,973,408.26	\$1,947,455.79	\$1,947,455.79	\$695,044.29	\$695,044.29	\$7,356,059.09	\$7,356,059.09

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (4/3/2017)

Effective Date: 7/6/2017

Status: Approved

**Professional Development and Formative Instruction Modules**

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals		
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$618,630.00	\$618,630.00	\$86,070.00	\$86,070.00	\$704,700.00	\$704,700.00	\$704,700.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$618,630.00	\$618,630.00	\$86,070.00	\$86,070.00	\$704,700.00	\$704,700.00	\$704,700.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$300.00	\$300.00	\$0.00	\$0.00	\$300.00	\$300.00	\$300.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$618,930.00	\$618,930.00	\$86,070.00	\$86,070.00	\$705,000.00	\$705,000.00	\$705,000.00
14. Funds from other sources used to support the State Plan	\$103,167.00	\$103,167.00	\$1,269,952.65	\$1,269,952.65	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,373,119.65	\$1,373,119.65	\$1,373,119.65
15. Total Statewide Budget	\$103,167.00	\$103,167.00	\$1,269,952.65	\$1,269,952.65	\$0.00	\$0.00	\$618,930.00	\$618,930.00	\$86,070.00	\$86,070.00	\$2,078,119.65	\$2,078,119.65	\$2,078,119.65

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (4/3/2017)

Effective Date: 7/6/2017

Status: Approved

**Professional Development Coordination**

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals	
	Budgeted	Actual	Budgeted	Actual								
<b>1. Personnel</b>	\$20,999.27	\$20,999.27	\$43,276.70	\$43,276.70	\$40,628.97	\$40,628.97	\$13,055.78	\$13,055.78	\$0.00	\$0.00	\$117,960.72	\$117,960.72
<b>2. Fringe Benefits</b>	\$10,433.25	\$10,433.25	\$18,275.33	\$18,275.33	\$16,011.27	\$16,011.27	\$5,713.45	\$5,713.45	\$0.00	\$0.00	\$50,433.30	\$50,433.30
<b>3. Travel</b>	\$252.90	\$252.90	\$1,059.87	\$1,059.87	\$1,358.60	\$1,358.60	\$1,195.36	\$1,195.36	\$0.00	\$0.00	\$3,866.73	\$3,866.73
<b>4. Equipment</b>	\$0.00	\$0.00	\$119.37	\$119.37	\$5,799.21	\$5,799.21	\$86,474.36	\$86,474.36	\$59,382.27	\$59,382.27	\$151,775.21	\$151,775.21
<b>5. Supplies</b>	\$0.00	\$0.00	\$388.74	\$388.74	\$145.76	\$145.76	\$0.00	\$0.00	\$0.00	\$0.00	\$534.50	\$534.50
<b>6. Contractual</b>	\$118.35	\$118.35	\$4,069,214.10	\$4,069,214.10	\$2,900,550.29	\$2,900,550.29	\$4,007,767.98	\$4,007,767.98	\$2,146,478.28	\$2,146,478.28	\$13,124,129.00	\$13,124,129.00
<b>7. Training Stipends</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>8. Other</b>	\$868.30	\$868.30	\$1,817.47	\$1,817.47	\$1,785.20	\$1,785.20	\$553.69	\$553.69	\$0.00	\$0.00	\$5,024.66	\$5,024.66
<b>9. Total Direct Costs</b>	\$32,672.07	\$32,672.07	\$4,134,151.58	\$4,134,151.58	\$2,966,279.30	\$2,966,279.30	\$4,114,760.62	\$4,114,760.62	\$2,205,860.55	\$2,205,860.55	\$13,453,724.12	\$13,453,724.12
<b>10. Indirect Costs</b>	\$1,768.66	\$1,768.66	\$19,803.53	\$19,803.53	\$32,992.36	\$32,992.36	\$33,889.00	\$33,889.00	\$7,070.67	\$7,070.67	\$95,524.22	\$95,524.22
<b>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</b>	\$120,000.00	\$120,000.00	\$1,112,363.00	\$1,112,363.00	\$1,138,123.00	\$1,138,123.00	\$1,041,338.00	\$1,041,338.00	\$0.00	\$0.00	\$3,411,824.00	\$3,411,824.00
<b>12. Funds set aside for participation in grantee technical assistance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>13. Total Grant Funds Requested</b>	\$154,440.73	\$154,440.73	\$5,266,318.11	\$5,266,318.11	\$4,137,394.66	\$4,137,394.66	\$5,189,987.62	\$5,189,987.62	\$2,212,931.22	\$2,212,931.22	\$16,961,072.34	\$16,961,072.34
<b>14. Funds from other sources used to support the State Plan</b>	\$1,425,162.00	\$1,425,162.00	\$1,931,936.36	\$1,931,936.36	\$1,787,262.50	\$1,787,262.50	\$153,697.06	\$153,697.06	\$8,427.28	\$8,427.28	\$5,306,485.20	\$5,306,485.20
<b>15. Total Statewide Budget</b>	\$1,579,602.73	\$1,579,602.73	\$7,198,254.47	\$7,198,254.47	\$5,924,657.16	\$5,924,657.16	\$5,343,684.68	\$5,343,684.68	\$2,221,358.50	\$2,221,358.50	\$22,267,557.54	\$22,267,557.54

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (4/3/2017)

Effective Date: 7/6/2017

Status: Approved

Measures of Quality

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
<b>1. Personnel</b>	\$21,367.94	\$21,367.94	\$43,494.42	\$43,494.42	\$40,606.34	\$40,606.34	\$12,314.50	\$12,314.50	\$0.00	\$0.00	\$117,783.20	\$117,783.20
<b>2. Fringe Benefits</b>	\$10,652.66	\$10,652.66	\$18,369.63	\$18,369.63	\$16,030.05	\$16,030.05	\$5,599.88	\$5,599.88	\$0.00	\$0.00	\$50,652.22	\$50,652.22
<b>3. Travel</b>	\$260.56	\$260.56	\$1,089.08	\$1,089.08	\$1,956.17	\$1,956.17	\$1,339.96	\$1,339.96	\$0.00	\$0.00	\$4,645.77	\$4,645.77
<b>4. Equipment</b>	\$0.00	\$0.00	\$4,529.32	\$4,529.32	\$39.74	\$39.74	\$0.00	\$0.00	\$12,000.00	\$12,000.00	\$16,569.06	\$16,569.06
<b>5. Supplies</b>	\$78.60	\$78.60	\$1,167.05	\$1,167.05	\$408.23	\$408.23	\$0.00	\$0.00	\$0.00	\$0.00	\$1,653.88	\$1,653.88
<b>6. Contractual</b>	\$148.08	\$148.08	\$104,011.54	\$104,011.54	\$284,536.90	\$284,536.90	\$379,696.15	\$379,696.15	\$45,350.00	\$45,350.00	\$813,742.67	\$813,742.67
<b>7. Training Stipends</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>8. Other</b>	\$885.09	\$885.09	\$1,829.68	\$1,829.68	\$1,774.36	\$1,774.36	\$518.96	\$518.96	\$0.00	\$0.00	\$5,008.09	\$5,008.09
<b>9. Total Direct Costs</b>	\$33,392.93	\$33,392.93	\$174,490.72	\$174,490.72	\$345,351.79	\$345,351.79	\$399,469.45	\$399,469.45	\$57,350.00	\$57,350.00	\$1,010,054.89	\$1,010,054.89
<b>10. Indirect Costs</b>	\$1,821.39	\$1,821.39	\$19,761.31	\$19,761.31	\$21,162.18	\$21,162.18	\$15,415.99	\$15,415.99	\$799.47	\$799.47	\$58,960.34	\$58,960.34
<b>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>12. Funds set aside for participation in grantee technical assistance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>13. Total Grant Funds Requested</b>	\$35,214.32	\$35,214.32	\$194,252.03	\$194,252.03	\$366,513.97	\$366,513.97	\$414,885.44	\$414,885.44	\$58,149.47	\$58,149.47	\$1,069,015.23	\$1,069,015.23
<b>14. Funds from other sources used to support the State Plan</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>15. Total Statewide Budget</b>	\$35,214.32	\$35,214.32	\$194,252.03	\$194,252.03	\$366,513.97	\$366,513.97	\$414,885.44	\$414,885.44	\$58,149.47	\$58,149.47	\$1,069,015.23	\$1,069,015.23

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (4/3/2017)

Effective Date: 7/6/2017

Status: Approved

**Progression of Credentials**

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals		
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$34,656.25	\$34,656.25	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$34,656.25	\$34,656.25
15. Total Statewide Budget	\$0.00	\$0.00	\$34,656.25	\$34,656.25	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$34,656.25	\$34,656.25

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (4/3/2017)

Effective Date: 7/6/2017

Status: Approved

Align Ohio CKC

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals		
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$175,199.78	\$175,199.78	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$175,199.78	\$175,199.78	\$175,199.78
15. Total Statewide Budget	\$0.00	\$0.00	\$175,199.78	\$175,199.78	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$175,199.78	\$175,199.78	\$175,199.78

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (4/3/2017)

Effective Date: 7/6/2017

Status: Approved

Child Link

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals	
	Budgeted	Actual	Budgeted	Actual								
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$538.94	\$538.94	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$538.94	\$538.94
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$61,601.28	\$61,601.28	\$234,465.80	\$234,465.80	\$429,876.27	\$429,876.27	\$277,380.71	\$277,380.71	\$218,726.50	\$218,726.50	\$1,222,050.56	\$1,222,050.56
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs	\$61,601.28	\$61,601.28	\$235,004.74	\$235,004.74	\$429,876.27	\$429,876.27	\$277,380.71	\$277,380.71	\$218,726.50	\$218,726.50	\$1,222,589.50	\$1,222,589.50
10. Indirect Costs	\$841.76	\$841.76	\$1,178.88	\$1,178.88	\$978.02	\$978.02	\$953.22	\$953.22	\$0.00	\$0.00	\$3,951.88	\$3,951.88
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested	\$62,443.04	\$62,443.04	\$236,183.62	\$236,183.62	\$430,854.29	\$430,854.29	\$278,333.93	\$278,333.93	\$218,726.50	\$218,726.50	\$1,226,541.38	\$1,226,541.38
14. Funds from other sources used to support the State Plan	\$221,788.00	\$221,788.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$221,788.00	\$221,788.00
15. Total Statewide Budget	\$284,231.04	\$284,231.04	\$236,183.62	\$236,183.62	\$430,854.29	\$430,854.29	\$278,333.93	\$278,333.93	\$218,726.50	\$218,726.50	\$1,448,329.38	\$1,448,329.38

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (4/3/2017)

Effective Date: 7/6/2017

Status: Approved

Reengineer SUTQ and Licensing Database

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
<b>1. Personnel</b>	\$19,505.74	\$19,505.74	\$379,417.02	\$379,417.02	\$515,967.36	\$515,967.36	\$732,116.28	\$732,116.28	\$277,984.83	\$277,984.83	\$1,924,991.23	\$1,924,991.23
<b>2. Fringe Benefits</b>	\$7,812.36	\$7,812.36	\$142,189.64	\$142,189.64	\$180,428.89	\$180,428.89	\$258,149.99	\$258,149.99	\$101,569.50	\$101,569.50	\$690,150.38	\$690,150.38
<b>3. Travel</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$975.68	\$975.68	\$712.50	\$712.50	\$33.03	\$33.03	\$1,721.21	\$1,721.21
<b>4. Equipment</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$197.41	\$197.41	\$0.00	\$0.00	\$0.00	\$0.00	\$197.41	\$197.41
<b>5. Supplies</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$728.93	\$728.93	\$920.07	\$920.07	\$611.26	\$611.26	\$2,260.26	\$2,260.26
<b>6. Contractual</b>	\$0.00	\$0.00	\$3,232,131.92	\$3,232,131.92	\$1,752,693.95	\$1,752,693.95	\$5,020,729.36	\$5,020,729.36	\$5,878,280.63	\$5,878,280.63	\$15,883,835.86	\$15,883,835.86
<b>7. Training Stipends</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$49.82	\$49.82	\$0.00	\$0.00	\$49.82	\$49.82
<b>8. Other</b>	\$0.00	\$0.00	\$246,936.00	\$246,936.00	\$246,936.00	\$246,936.00	\$246,936.00	\$246,936.00	\$0.00	\$0.00	\$740,808.00	\$740,808.00
<b>9. Total Direct Costs</b>	\$27,318.10	\$27,318.10	\$4,000,674.58	\$4,000,674.58	\$2,697,928.22	\$2,697,928.22	\$6,259,614.02	\$6,259,614.02	\$6,258,479.25	\$6,258,479.25	\$19,244,014.17	\$19,244,014.17
<b>10. Indirect Costs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>12. Funds set aside for participation in grantee technical assistance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>13. Total Grant Funds Requested</b>	\$27,318.10	\$27,318.10	\$4,000,674.58	\$4,000,674.58	\$2,697,928.22	\$2,697,928.22	\$6,259,614.02	\$6,259,614.02	\$6,258,479.25	\$6,258,479.25	\$19,244,014.17	\$19,244,014.17
<b>14. Funds from other sources used to support the State Plan</b>	\$0.00	\$0.00	\$2,058,130.92	\$2,058,130.92	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,058,130.92	\$2,058,130.92
<b>15. Total Statewide Budget</b>	\$27,318.10	\$27,318.10	\$6,058,805.50	\$6,058,805.50	\$2,697,928.22	\$2,697,928.22	\$6,259,614.02	\$6,259,614.02	\$6,258,479.25	\$6,258,479.25	\$21,302,145.09	\$21,302,145.09

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (4/3/2017)

Effective Date: 7/6/2017

Status: Approved

Child Assessment System

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	\$3,396.99	\$3,396.99	\$39,724.38	\$39,724.38	\$17,522.08	\$17,522.08	\$0.00	\$0.00	\$0.00	\$0.00	\$60,643.45	\$60,643.45
2. Fringe Benefits	\$1,354.94	\$1,354.94	\$16,225.45	\$16,225.45	\$6,443.10	\$6,443.10	\$0.00	\$0.00	\$0.00	\$0.00	\$24,023.49	\$24,023.49
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$325.23	\$325.23	\$0.00	\$0.00	\$0.00	\$0.00	\$325.23	\$325.23
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$54.36	\$54.36	\$0.00	\$0.00	\$0.00	\$0.00	\$54.36	\$54.36
6. Contractual	\$0.00	\$0.00	\$365,493.00	\$365,493.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$365,493.00	\$365,493.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs	\$4,751.93	\$4,751.93	\$421,442.83	\$421,442.83	\$24,344.77	\$24,344.77	\$0.00	\$0.00	\$0.00	\$0.00	\$450,539.53	\$450,539.53
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested	\$4,751.93	\$4,751.93	\$421,442.83	\$421,442.83	\$24,344.77	\$24,344.77	\$0.00	\$0.00	\$0.00	\$0.00	\$450,539.53	\$450,539.53
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget	\$4,751.93	\$4,751.93	\$421,442.83	\$421,442.83	\$24,344.77	\$24,344.77	\$0.00	\$0.00	\$0.00	\$0.00	\$450,539.53	\$450,539.53

**Budget Export Report**

2012 - Ohio - SEA

PR Award #: S412A120028

Award Amount: \$69,993,362.00

Budget Version: Revision (4/3/2017)

Effective Date: 7/6/2017

Status: Approved

Sustain in the Early Grades

Categories	Year 1: 1/1/2011 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2017		Totals		
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$207,044.48	\$207,044.48	\$331,006.02	\$331,006.02	\$349,111.38	\$349,111.38	\$210,838.12	\$210,838.12	\$1,098,000.00	\$1,098,000.00	\$1,098,000.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs	\$0.00	\$0.00	\$207,044.48	\$207,044.48	\$331,006.02	\$331,006.02	\$349,111.38	\$349,111.38	\$210,838.12	\$210,838.12	\$1,098,000.00	\$1,098,000.00	\$1,098,000.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,134.58	\$1,134.58	\$0.00	\$0.00	\$1,134.58	\$1,134.58	\$1,134.58
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested	\$0.00	\$0.00	\$207,044.48	\$207,044.48	\$331,006.02	\$331,006.02	\$350,245.96	\$350,245.96	\$210,838.12	\$210,838.12	\$1,099,134.58	\$1,099,134.58	\$1,099,134.58
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget	\$0.00	\$0.00	\$207,044.48	\$207,044.48	\$331,006.02	\$331,006.02	\$350,245.96	\$350,245.96	\$210,838.12	\$210,838.12	\$1,099,134.58	\$1,099,134.58	\$1,099,134.58

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

TARGETS								
Number and Percent of Early Learning and Development Programs in the TQRIS								
Type of Early Learning and Development	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%
State-funded preschool		0.00%		33.00%		66.00%		90.00%
Early Head Start and Head Start <sup>1</sup>	-	44.00%	99	48.00%	197	51.00%	269	55.00%
Programs funded by IDEA, Part C	220		240		255		270	
Programs funded by IDEA, Part B, section 619		0.00%		10.00%		25.00%		50.00%
Programs funded under Title I of ESEA	-		50		126		251	
Programs receiving from CCDF funds		41.00%		45.00%		49.00%	1,050	51.00%
Small family child care homes receiving funds from CCDF	850	0.00%	933	0.00%	1,016	1.00%		2.00%
Programs not receiving funds from CCDF and licensed by ODJFS	-	13.00%	-	14.00%	160	14.50%	330	15.00%
	288		311		322		333	

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

ACTUALS																		
Number and Percent of Early Learning and Development Programs in the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool			0.00%	299		0.00%			0.00%			40.90%		298	64.22%			74.65
Specify Early Childhood Education				326			389			159			464			371		
Early Head Start and Head Start <sup>1</sup>		-	41.50%		-	45.00%		-	46.00%		283	56.00%			78.00%	497	371	81.00
Programs funded by IDEA, Part C	496	206		496	223		592	274		504			440	343		466 <sup>N/A</sup>	378 <sup>N/A</sup>	N/A
Programs funded by IDEA, Part B, section 619			0.00%		-	0.00%			0.00%			23.90%			32.09%			47.95
Programs funded under Title I of ESEA	502	-		502			499	-		497	119		508	163		586 <sup>N/A</sup>	281 <sup>N/A</sup>	N/A
Programs receiving from CCDF funds			39.00%			39.00%			35.00%			35.40%			31.70%			23%
Small family child care homes receiving funds from CCDF	2,074	804	0.00%	2,074	809	0.00%	2,946	1,027	0.00%	2,906	1,029	1.40%	2,908	922	5.70%	6,418	1,500	12%
Programs not receiving funds from CCDF and licensed by ODJFS	6,600			6,600			3,999			3,461	50		3,218				393	
		-	12.00%		-	16.00%		-	26.00%			23.50%		185	23.00%	3,225	320	26%
	2,220	270		2,220	365		1,548	405		1,661	391		1,694	390		1,222		

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.

Total Number of Programs Enrolled in the TQRIS	TARGETS				ACTUALS					
	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
	1,358	1,643	1,986	2,528	1,074	1,200	1,432	1,630	3,260	3,084
Number of Programs in Tier 1									968	
Number of Programs in Tier 2	679	450	375	425	548	520	690	639		589
Number of Programs in Tier 3	405	375	400	520	320	402	-	130	698	470
Number of Programs in Tier 4	274	338	590	713	206	278	431	380	387	222
Number of Programs in Tier 5		270	375	500			311	279	301	213
Number of Programs Enrolled But Not Yet Rated		210	246	370			-	202	906	1,053
									247	537

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

TARGETS								
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS								
Type of Early Learning and Development Program in the State	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%
State-funded preschool		0.00%		33.00%		66.00%	5,130	90.00%
Early Head Start and Head Start <sup>1</sup>	-	16.00%	1,881	25.00%	3,762	40.00%	21,670	55.00%
Programs funded by IDEA, Part C	6,304		9,850		15,760			
Programs funded by IDEA, Part B, section 619		0.00%	2,333	10.00%	5,834	25.00%	11,668	50.00%
Programs funded under Title I of ESEA	-							
Programs receiving from CCDF funds	7,667	16.00%	8,146	17.00%	8,625	18.00%	9,639	20.00%
Small family child care homes		0.00%		0.00%		3.00%		6.00%

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

480

990

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

ACTUALS																		
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%
State-funded preschool			0.00%	5,700		0.00%			0.00%	11,090		43.80%	14,765	13,546	91.74%		10,265	69.52
Specify	5,700			5,700			5,700			4,858			14,765	13,546			10,265	
Early Head Start and Head Start <sup>1</sup>	39,383	-	12.00%	39,383	11,474	29.00%	39,106	-	48.00%	41,283	26,952	65.00%	45,088	33,816	75.00%		35,013	78.00
Programs funded by IDEA, Part C		4,711														44,889	N/A	N/A
Programs funded by IDEA, Part B, section 619	23,336		0.00%	23,336		0.00%	24,048		0.00%	22,933	2,377	10.30%	22,411	5,425	24.20%		10,259	44.18
Programs funded under Title I of ESEA		-			-			-								23,220	N/A	N/A
Programs receiving from CCDF funds	47,920	7,369	15.00%	47,920	9,947	21.00%	65,049	11,027	17.00%	62,414	9,895	16.00%	63,732	10,005	15.80%		17,661	15%
Small family child care homes	15,000		0.00%	15,000		0.00%	13,312		0.00%	14,388		0.70%	13,577		7.50%	117,260		1%
										104			102			19,916	127	

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.