



**Race to the Top - Early Learning Challenge
Annual Performance Report
CFDA Number: 84.412**

*State of Ohio
Report year: 2012*



Due: February 15, 2013

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, Columbus, Ohio 43215
4. Project Director Name: Stephanie Siddens Title: Director, Office of Early Learning and School Readiness
 Ph #: (614) 995 - 3449 Fax #: (614) 728 - 2338
 Email Address: Stephanie.Siddens@education.ohio.gov

Reporting Period Information

5. Reporting Period: From: 01/01/2012 To: 12/31/2012

Indirect Cost Information

6. Indirect Costs
 - a. Are you claiming indirect costs under this grant? Yes No
 - b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? Yes No
 - c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s):
 From: 07/01/2012 To: 06/31/2013

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.

Angel Rhodes Title: Early Education and Development Officer
 Name of Authorized Representative: 21st Century Education
Office of Ohio Governor John R. Kasich

Angel Rhodes Date: 02/15/13
 Signature

Executive Summary

Please provide a brief summary of accomplishments, challenges, and lessons learned across the reform areas.

The State of Ohio's Race to the Top Early Learning Challenge (RTT-ELC) Grant application laid out Governor John R. Kasich's aggressive reform agenda, which closes the kindergarten readiness gap between children with high needs and their peers by increasing access to high-quality services, improving the quality of early childhood experiences, and measuring and reporting progress toward desired results for Ohio's young children in need. Ohio's Year 1 report provides information on Ohio's major accomplishments.

Focused, Accountable Leadership

Ohio has organized a focused and accountable RTT-ELC cross-agency project management leadership team comprised of senior early childhood leaders from the Ohio Departments of Education, Job and Family Services, Health, Mental Health, Developmental Disabilities and the Governor's office. Senior staff members from Governor Kasich's office have been actively engaged in the planning, implementation and decision making related to the RTT-ELC reform agenda. Effective January 2, 2013, the Governor named Angel Rhodes, Ph.D., as the RTT-ELC Early Education and Development Officer. This key leadership position is housed within the Governor's Office of 21st Century Education in order to align early learning and development priorities and goals with those across the educational continuum. Throughout Year 1, the RTT-ELC team actively engaged key stakeholders in providing input in key revisions and new development work related to child standards, program standards and the child assessment system. Ohio utilized critical feedback provided through the Early Childhood Advisory Council, focus groups, public surveys and other stakeholder groups to inform the revision and implementation of key reforms. Finally, a series of mid-biennial legislative changes strengthened the new reforms related to participation in Ohio's tiered quality rating and improvement system and the early childhood comprehensive assessment system, as well as implementation of a common unique identifier for children in publicly-funded programs.

Common Statewide Tiered Quality Rating and Improvement System (TQRIS)

An interagency leadership group consisting of staff from the Ohio Department of Education (ODE) and the Ohio Department of Job and Family Services (ODJFS), along with other key regional professional development providers worked with a national expert to determine the guiding principles and framework for the revision and expansion of Ohio's program standards. Ohio revised its TQRIS, called Step Up To Quality (SUTQ) by expanding the current three tier system to a five tier system and revising the domains and standards within the TQRIS. The new SUTQ will be available for all early learning and development programs, including school district-operated and community-based preschools, child care, family child care and Head Start programs. Programs will be phased into the SUTQ rating system based on a schedule set by ODE and ODJFS and approved by the Ohio General Assembly. Ohio will utilize a combination approach where tiers one through three are implemented through a building block method and programs earn the additional points to obtain a four or five star rating by meeting additional standards. The new and revised program standards reflect the following domains: Learning and

Development, Administrative and Leadership Practice, Staff Qualifications and Professional Development; and Family and Community Partnerships. Embedded within the tiers are several new elements that include newly developed standards addressing Family Engagement, Health Promotion, a program's use of Ohio's new Early Learning and Development Standards ages birth to kindergarten entry and the new Early Childhood Comprehensive Assessment System. Program standards for both family child care and center-based programs were included in the revisions.

Early Learning and Development Standards

Ohio crafted comprehensive Early Learning and Development Standards for children ages birth to kindergarten entry. In October 2012, the State Board of Education adopted these standards, which serve as the foundation for the tiered quality rating and improvement system, the comprehensive assessment system and the professional development system. The standards were expanded as part of a collaborative effort of state agencies serving young children, including the Ohio Departments of Education, Job and Family Services, Health, Mental Health, Developmental Disabilities and the Governor's Office of Health Transformation. Ohio engaged national, state and local experts to develop the standards. The new Early Learning and Development Standards address all essential domains of school readiness and are organized into the following domains: Approaches Toward Learning, Social-Emotional Development, Language and Literacy Development, Physical Well-Being and Motor Development, and Cognitive Development and General Knowledge (including mathematics, science and social studies).

Comprehensive Assessment System and Kindergarten Entry Assessment

A comprehensive assessment system includes not only assessments but extensive professional development supports. Ohio partnered with the state of Maryland to design a new Early Childhood Comprehensive Assessment System that includes a formative assessment for children ages 36-72 months, a kindergarten entry assessment, a technology framework and professional development supports. Ohio and Maryland established a cross-state leadership team, established a national Technical Advisory Council of early childhood assessment experts, and created draft assessment blueprints based on alignment of the two states' standards as well as other national standards. Ohio has worked with Maryland, as well as the cross-agency Ohio professional development coordination committee, to develop a comprehensive and coordinated plan for providing extensive professional development to support educators' use of the new Early Learning and Development Standards, as well as the new assessments. Ohio is on track to implement the new formative assessment and Kindergarten Entry Assessment statewide in the 2014-2015 school year.

Workforce Knowledge and Competency Framework and Progression of Credentials

Ohio began revising the Workforce Knowledge and Competency Framework, called Ohio's Core Knowledge and Competencies (CKC), to meet the newly revamped TQRIS model and our new Early Learning and Development Standards. Together with the state, regional and local experts on the Ohio Professional Development Network, work also began on revising and updating the current CKC Instructor Guide. In addition, external consultants have been secured to draft the

bridging document (for CKC and K-12 educator standards) and the assessment of the progression and availability of degrees and credentials. Ohio plans to set up several formalized meetings with two- and four-year higher education institutions to ensure effective and seamless communication about and implementation of the CKC documents.

Early Learning Data Systems

Ohio has made progress in enhancing its existing Statewide Longitudinal Data System as well as enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System. Ohio enacted legislation during the mid-biennial review bill that requires the use of a common unique identification number for all children ages birth to five in publicly-funded programs. The unique identification number is the same number used for children from preschool through post-secondary in district settings. The analysis of the information technology infrastructure is well under way with plans to ensure the identifier is assigned in 2013. In addition, Ohio completed the Early Childhood Data Integration Plan funded through the federal State Longitudinal Data System grant which provides a road map for ensuring the agencies funding or administering early childhood programs can link and integrate data for programs, workforce and children. This project is embedded within Ohio's larger effort to link data through the P-20 data repository and the Integrated Eligibility and Health Human Services Business Intelligence Project, which focuses on broader data sharing across Health and Human Services agencies in Ohio. Finally, Ohio has completed business analysis for Ohio's new data system for SUTQ that will collect program quality and licensing data across ODJFS and ODE, as well as the Ohio and Maryland EC-CAS data system that will collect child assessment and demographic information and link to Ohio's SLDS. The new early learning data systems will allow Ohio to link program quality and child outcome information. Having this critical information will allow Ohio decision-makers and legislators to make decisions about investments that are based on demonstrated child outcomes and program quality.

Invitational Priority Projects

Finally, Ohio has begun implementation of the Sustaining in the Early Grades demonstration project which will implement SPARK Ohio and Ready Schools in three rural communities. In addition, Ohio is working closely with the private sector and business community to support and make progress on the implementation of the RTT-ELC state plan in Year 1. Two areas of focus have been to ensure private sector leaders are working with early learning and development leaders to align local, regional and state policies and to review and discuss improvements and variables in Ohio's early childhood financing and payments systems. The Ohio Business Roundtable has been instrumental in engaging national experts, as well as state and local leaders, to support effective implementation of the Ohio Early Learning Reform agenda.

Challenges and Lessons Learned

Reflecting on Year 1 as Ohio begins implementation of Year 2 efforts, major areas of focus and thinking on the part of the participating state agencies will include preparing all programs to enter SUTQ, finalizing professional development offerings to ensure all educators can effectively implement the new comprehensive standards, coordinating regional and local

professional development providers, and piloting of the new EC-CAS in collaboration with Maryland to ensure we have sufficient technical adequacy information on the assessment tools. Ohio will continue to seek out technical assistance experts and private sector organizations to assist Ohio in designing reform strategies that will truly benefit Ohio's children. Ohio's ultimate goal is to be able to link decision-making about investments to demonstrated positive outcomes for children and programs.

Successful State Systems

Aligning and coordinating early learning and development across the State.

Governance Structure

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

RTT-ELC Cross-Agency Leadership

Upon receipt of the RTT-ELC award, the State of Ohio organized the RTT-ELC Grant Leadership and Project Management team which meets monthly and includes each Participating State Agency (PSA). Senior early childhood leaders from Ohio Departments of Education, Job and Family Services, Health, Mental Health, Developmental Disabilities, and the Governor's Offices of 21st Century Education and Health Transformation attend the monthly and project team meetings. The purpose of the RTT-ELC monthly leadership meetings is to discuss governance, fiscal monitoring, communications, and RTT-ELC project updates. The RTT-ELC grant fiscal officer from the Ohio Department of Education attends each meeting as well. The leadership team spends time discussing and planning the work of the four project teams related to: 1) assessment and standards; 2) professional development; 3) quality, access and financing; and 4) family support and engagement. During the monthly meetings, PSA's provide input and feedback on grant activities, which are documented in monthly meeting minutes to maintain a record of recommendations and decisions. ODE serves as the lead fiscal agency providing programmatic and fiscal monitoring and accountability to the RTT-ELC grant. Core senior leadership members from ODE and ODJFS participate in monthly grant calls with the project officers from the U.S. Departments of Education and Health and Human Services. ODE and ODJFS team members then provide updates from the federal call to the rest of the PSAs during their monthly leadership meetings.

Governor's Office Leadership

Senior staff from Governor Kasich's office has been actively engaged in the planning, implementation and decision making related to the RTT-ELC reform agenda. Since December 2011, the Governor's Director of the Office of 21st Century Education met regularly with the Ohio RTT-ELC senior leaders to provide direction, input and feedback on RTT-ELC activities. In addition, a representative from Governor's Office of Health Transformation attended all monthly team meetings and other project team meetings to ensure a seamless integration of RTT-ELC activities with coordinated health care activities.

A key leadership position that Ohio identified in its RTT-ELC application is the Early Education

and Development Officer, to be housed within the Governor's Office of 21st Century Education in order to align early learning and development priorities and goals with those across the educational continuum. This position has lead responsibility for coordination of policy and administration related to early childhood across the multiple state agencies that fund or administer early childhood programs. Senior staff in the Governor's Office began the search for the right individual in January 2012 and after several rounds of interviews named Angel Rhodes, Ph.D., to the position, effective January 2, 2013. Rhodes will organize and convene the four project teams and the Early Education and Development Innovation Committee. Both the officer position and the Innovation Committee were created through an executive order.

Early Childhood Advisory Council

The senior early childhood leaders from ODE, ODJFS, Head Start Collaboration Office and the Ohio Department of Health attend the monthly Early Childhood Advisory Council (ECAC) meetings (state advisory council) to provide regular updates on the RTT-ELC grant efforts. ECAC members are asked to provide input on all major initiatives. The ECAC has worked to modify its work plan and budget to support the efforts outlined in Ohio's RTT-ELC plan. For instance, ECAC funds will support the design and rollout of the professional development on the Early Learning and Development Standards. ECAC has reviewed the deliverables for the work, identified the vendor and discussed implementation strategies around this task, which is foundational to so many of Ohio's early childhood system reforms. The ECAC also worked with the PSAs to provide direction and support for six regional forums held throughout the state to provide updates to the early childhood field on the RTT-ELC efforts to date. In addition to providing advice and support on the Early Learning Challenge Grant activities, the ECAC serves as an advisory body for the Maternal, Infant and Early Childhood Home Visiting (MIECHV) program and the State Early Childhood Coordinated Systems grant (SECCS).

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

Ohio realizes the importance of ensuring that stakeholders, including representatives from participating programs, early childhood educators and families are involved in the implementation of Ohio's Early Learning Challenge Grant. Throughout the implementation of major activities in the grant, Ohio has consistently engaged stakeholders by organizing focus groups, presenting key ideas and models at stakeholder meetings, providing opportunities for widespread public comment, organizing regional forums throughout the state and utilizing a new website devoted to early childhood topics specific to Ohio.

Input on Ohio Early Learning and Development Standards

Ohio involved stakeholders throughout the development of the new Early Learning and Development Standards ages birth to kindergarten entry. A leadership team comprised of representatives from the Ohio Departments of Education, including the Head Start Collaboration director, Job and Family Services, Health, Mental Health, Developmental

Disabilities and the Governor's Office of Health Transformation, as well as regional professional development providers that included representatives from Ohio's State Support Teams (regional professional development providers that are funded by ODE), Ohio State University's Early Childhood Quality Network and Ohio Child Care Resource and Referral Association worked with national experts in the field of child standards to determine the process to revise and expand the new standards. The leadership team determined the format and process for writing these standards and assembled writing teams that included a broad range of experts and representatives from Ohio's early childhood community as well as state agency representatives. Once drafted, these standards were presented and discussed in focus group format with a variety of stakeholders including the Child Care Advisory Council (includes families utilizing the child care system), the State Advisory Panel for Exceptional Children (includes families of children with special needs), the Early Childhood Advisory Council, State Support Teams, Child Care Resource and Referral Agencies and Ohio Librarians. The standards also were posted for public comment and Ohio sought feedback from a variety of stakeholders, including representatives from child care programs, district preschool programs, family child care providers and families. Over 700 stakeholders responded to the public comment survey. The respondents included teachers, administrators, parents, and other key stakeholders. Once finalized, Ohio posted these standards on the early childhood Ohio website (earlychildhoodohio.org), which provides early childhood professionals and families with the latest resources and updates around the work of the grant.

Input on Ohio's Program Standards and Tiered Quality Rating and Improvement System

Ohio's stakeholders are involved in revising and expanding the program standards in Ohio's tiered quality rating and improvement system, SUTQ. A leadership team comprised of state agency representatives from the Ohio Departments of Education, including the Head Start Collaboration director, Job and Family Services and regional professional development representatives from the State Support Teams and the Ohio Child Care Resource and Referral Association worked with a national expert in the field of program standards to determine the process for revising and expanding SUTQ. Draft standards were developed and presented to a variety of stakeholders, including a focus group made up of child care providers, district preschool programs, educational service centers with preschool programs and head start program representatives to obtain feedback on the structure and content of the revised program standards. The standards also were presented to the Child Care Advisory Council, the Early Childhood Advisory Council, the English Language Learner Advisory Group, State Support Teams, and Child Care Resource and Referral Agencies. Once input was gathered from specific stakeholders, the program standards were posted for public comment at earlychildhoodohio.org and a wide variety of stakeholders were targeted to obtain feedback including child care programs, district preschool programs and families. Over 400 stakeholders responded to the public comment survey. Respondents included teachers, administrators, other professionals, and parents. Ohio made revisions to the program standards based upon the feedback from stakeholders. While Ohio finalizes the program standards, Ohio continues to seek feedback from a variety of stakeholders regarding implementation of the program standards.

Input on the Early Childhood Comprehensive Assessment System

Ohio continues to seek stakeholder input regarding the design and implementation of the Early Childhood Comprehensive Assessment System (EC-CAS). Ohio is collaborating with the state of Maryland to design and implement a formative assessment for children ages 36 through 72 months as well as a kindergarten entry assessment. Ohio and Maryland assembled a national Technical Advisory Committee (TAC) comprised of developmental psychologists, early childhood content area experts, experts on young English Language Learners and students with disabilities, and psychometricians to review the design and implementation plan and to provide feedback. This committee met in person with the leadership team for the first time in October 2012. In December 2012, Ohio also established and convened the Ohio EC-CAS Advisory Committee, which is a state advisory committee that provides feedback regarding the development and implementation of the new assessment system. The advisory committee includes local early childhood program administrators from district preschools, child care, family child care, and Head Start, as well as elementary building administrators, higher education faculty, private foundations and business sector representatives. Ohio is in the process of assembling ad hoc committees of primarily early childhood educators and practitioners from all sectors to review the assessment in relation to bias and sensitivity, item content, and professional development and technology considerations. In addition, Ohio will engage in three phases of piloting and field testing activities that will systematically involve representative stakeholders in the testing of potential items.

Input from Stakeholder Groups

Representatives from Ohio's state agencies presented information on the EC-CAS design, child standards, and programs standards to a variety of stakeholders including the Child Care Advisory Council, the State Advisory Panel for Exceptional Children, the Early Childhood Advisory Council, State Support Teams, Child Care Resource and Referral Agencies, and the English Language Learner Advisory Group.

The State Advisory Panel for Exceptional Children is a required entity for states receiving federal IDEA Part B funds. Composed of 50% of parents, its membership is an important sounding board and feedback mechanism about issues related to the education of children with disabilities. The group has been the recipient of information related to the Ohio Early Learning Challenge Grant particularly as it relates to child outcomes. Members also represent other agencies that provide services to children and families, which broadens and enriches the conversation that leads to improved outcomes.

Ohio created an English Language Learner Advisory Group to assist early childhood professionals in supporting young English Language Learners (ELL) and to ensure the challenges faced by students and families for whom English is not their native language, are given due consideration as part of the effort to close the achievement gap for children with high needs. Members of this committee include parents of ELL children, members of institutions of higher education that specialize in ELL student populations or educators and

also professionals that work with parents of young ELL learners. The ELL Advisory Group meets quarterly and met twice in 2012. They reviewed the SUTQ Program Standards as well as the new Early Learning and Development Standards. In addition, they are making recommendations on how best to support early childhood professionals working with young ELL and their families. The English Language Learner Advisory Group has a representative from the Ohio Coalition for the Education of Children with Disabilities (the Coalition) which serves as Ohio's Parent Training Institute, an entity the federal Office of Special Education Programs supports in each state. Its function is to provide information to families related to their rights and responsibilities under the Individuals with Disabilities Education Act (IDEA). The Coalition works with local school districts to promote families engagement and involvement in the education of children with disabilities. The Coalition is an important link to families in communicating information about the Early Learning Challenge Grant, including Step Up to Quality program ratings and child assessments.

Regional Forums and New Website for Stakeholders

From November 2012 through January 2013, senior leaders from ODE and ODJFS held six regional forums to present on the major RTT-ELC reform efforts. The forums were designed to provide updates on three major system improvement strategies: the release of expanded Ohio's Early Learning and Development Standards, the redesign of Ohio's Quality Rating and Improvement System and the creation of the Early Childhood Comprehensive Assessment System to get input for the participants on the implementation strategies. The regional forums were attended by a range of 100 to 400 participants per session who represented early childhood stakeholders from district preschool programs, child care, family child care, Head Start, higher education, regional professional development providers, state level staff, and families.

In November 2012, Ohio launched its new website (earlychildhoodohio.org) which targets early childhood program administrators and teachers to provide important updates and information regarding the RTT-ELC grant activities, as well as early childhood system development efforts. This site is a partnership between the Participating State Agencies (PSAs) and will contain information about all of the existing early childhood programs. Through the site, stakeholders can request to receive on-going updates and emails from the state team. Currently more than 1,500 professionals have signed up. As we continue to develop the website, we will prioritize having a focused web area for family resources and tools.

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that may have/had an impact on the RTT-ELC State Plan.

Current Changes:

Ohio made a number of legislative changes as a result of the RTT-ELC State Plan. Ohio's state budget is operated on a biennium cycle and Ohio is currently in the 2012/2013 budget biennium (July 2011 to June 2013). For the state fiscal year 2013 (began July 1, 2012), Ohio passed a mid-biennial review bill that addressed a number of the RTT-ELC state plan components. The following summarizes the legislative changes that were passed:

1. Breaking down silos

Issuance of a unique identification number.

Ohio requires the assignment of a common identification number for all children ages 0-5 in publicly-funded early childhood programs. The identification number is the same number that is used by ODE and the Ohio Board of Regents for grades pre-kindergarten through 16. Ohio's RTT-Early Learning Challenge Grant application highlights data collection among agencies to inform decisions for future investments. Having access to the common identifier is the key to improved data and research. Programs that will issue the unique identification number include Publicly-Funded Child Care, Part C of IDEA, early intervention and home visiting programs. This will apply to multiple state agencies including, Ohio Departments of Job and Family Services, Health, Mental Health and Developmental Disabilities. (Senate Bill 316)

2. Quality

Require all publicly-funded early childhood programs to participate in Ohio's Tiered Quality Rating and Improvement System (Step Up To Quality).

Ohio's RTT-Early Learning Challenge Grant application and the Governor's executive order addressed the plan for Ohio to ensure all publicly-funded programs across sectors are consistently reviewed for quality. This will ensure that publicly-funded programs in districts, child care and family child care programs are reviewed by ODE and ODJFS using the same verification processes and procedures and that Ohio's children with high needs are receiving services from programs that exceed minimum health and safety standards. Legislation specifies the following:

By July 1, 2016, all early childhood education (state preK program) programs must be rated.

By July 1, 2018, all preschool special education providers must be rated.

By July 1, 2020, all providers participating in publicly-funded child care must be rated.

(House Bill 487 and Senate Bill 316)

3. Accountability

Require programs participating in Ohio's Step Up To Quality to administer and report results of Pre-Kindergarten assessments.

The use of child assessments is critical for informing instruction and services for children. ODE-funded programs and programs currently in the QRIS are required to complete assessments but the tools are different and the data is not centrally-collected or analyzed. This legislation requires that all programs in the revised QRIS must utilize the state-developed Child Assessment System, currently being developed through collaboration with the state of Maryland, so that results can be used to inform validation and differentiation of the tiers in SUTQ and to inform policy and funding decisions. (House Bill 487)

License family child care Type B providers.

Small family child care providers (Type B) are currently certified through County Departments of Job and Family Services. This legislation moves the regulatory responsibility to the state level, through ODJFS, and will create a common foundation for licensing across all program sectors. By including these programs in the licensing system, compliance data will be centrally-located for the first time for all provider types. This advancement will allow the state to provide families with information about all regulated early learning and development programs that are available in their communities. (Senate Bill 316)

School report card.

Ohio revised its school report card to include components that focus on gap closing, achievement, graduation rate, progress, K-3 literacy progress, and preparation for success. Efforts in Ohio's Early Learning Challenge grant as well as Ohio's focus on ensuring all children read on grade level by grade three have resulted in the addition of the K-3 literacy progress measure which determines the progress school districts and buildings make based on the reduction in the percentage of children scoring below grade level compared to previous years as measured by reading diagnostics and the Ohio Achievement Assessment in reading. Ohio anticipates utilizing score information on the Kindergarten Entry Assessment to inform this measure as well. (SB316 and House Bill 555)

Pending Changes:

In the fall of 2012, Ohio began to prepare for its next biennium budget for state fiscal years 2014 and 2015. ODE proposed legislative language changes to align with the implementation of the new kindergarten readiness assessment. These changes must be approved by the legislature and are not anticipated being implemented until the third quarter of 2013. The anticipated proposed language includes:

New and expanded kindergarten readiness assessment testing window.

ODE has proposed to change the current window for administration of the kindergarten readiness assessment so that it is completed once school is in session, allows for a longer assessment, and is aligned with Ohio's Third Grade Reading Guarantee requirements. An expanded kindergarten readiness assessment, which Ohio is developing in collaboration with Maryland, will take more time for teachers due to expanding the content to all domains of school readiness.

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.

N/A

High-Quality, Accountable Programs

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS).

During this 1st year of RTT-ELC implementation, has the State made progress in developing a TQRIS that is based on a statewide set of tiered Program Standards that include--

(1) Early Learning and Development Standards*

(Note: Ohio already had this area in the TQRIS and is revising this area. Ohio checked “No” in this section and “Yes” in revision section. Please see revision section of the APR.)

No

Yes

If yes, these standards currently apply to (please check all that apply):

State-funded preschool programs

Early Head Start and Head Start programs

Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA

Early Learning and Development Programs funded under Title I of ESEA

Early Learning and Development Programs receiving funds from the State’s CCDF program:

Center-based

Family Child Care

(2) A Comprehensive Assessment System

No

Yes

If yes, these standards currently apply to (please check all that apply):

State-funded preschool programs

Early Head Start and Head Start programs

Early Learning and Development programs funded under section 619 of part B of IDEA and part C* of IDEA

Early Learning and Development Programs funded under Title I of ESEA

Early Learning and Development Programs receiving funds from the State’s CCDF program:

Center-based

Family Child Care

(3) Early Childhood Educator qualifications

(Note: Ohio already had this area in the TQRIS and is revising this area. Ohio checked “No” in this section and “Yes” in revision section. Please see revision section of the APR.)

No

Yes

If yes, these standards currently apply to (please check all that apply):

State-funded preschool programs

- Early Head Start and Head Start programs
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based
 - Family Child Care

(4) Family engagement strategies

- No
- Yes

If yes, these standards currently apply to (please check all that apply):

- State-funded preschool programs
- Early Head Start and Head Start programs
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C* of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based
 - Family Child Care

(5) Health promotion practices

- No
- Yes

If yes, these standards currently apply to (please check all that apply):

- State-funded preschool programs
- Early Head Start and Head Start programs
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C* of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based
 - Family Child Care

(6) Effective data practices*

(Note: Ohio already had this area in the TQRIS and is revising this area. Ohio checked "No" in this section and "Yes" in revision section. Please see revision section of APR.)

- No
- Yes

If yes, these standards currently apply to (please check all that apply):

- State-funded preschool programs
- Early Head Start and Head Start programs
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based
 - Family Child Care

*Note that Ohio's early intervention program for Part C of IDEA is a home visiting program, which is provided in a child's own home, and therefore per the USDOE/USHHS guidance, this program is not included as part of Step Up To Quality, Ohio's tiered quality rating system.

Describe progress made in developing a TQRIS that is based on a statewide set of tiered Program Standards.

SUTQ, Ohio's TORIS, was initially implemented in 2005 as a pilot program and moved to statewide implementation in 2006. All early learning and development programs licensed by ODJFS, including Head Start and Early Head Start, large family child care homes, and programs receiving funds through the Child Care Development Fund (CCDF) program are currently eligible to participate in this three tier version of SUTQ. One of the major goals of the grant is to revise and expand the current program standards and to include all types of early learning and development programs in SUTQ. An interagency leadership group consisting of staff from ODE and ODJFS, along with other key regional professional development providers worked with a national expert to determine the guiding principles and framework for the revision and expansion of the programs standards. The leadership group revised SUTQ by expanding the current three tier system to a five tier system and revised the domains and standards within the TORIS. The new SUTQ will be available for all types of early learning and development programs, including publicly-funded preschool, child care and family child care, as well as Head Start programs, preschool and child care programs in private or chartered nonpublic school settings. Programs will be phased into the SUTQ rating system based on a scheduled set by ODE and ODJFS. In addition, through a legislative change, all publicly-funded early childhood programs, including preschool special education, public preschool, subsidized child care and family child care are mandated to participate in SUTQ. Publicly-funded preschool programs and child care programs will begin phasing in during October 2013. Beginning July 2014, SUTQ will be available for small family child care homes.

The revision of SUTQ also will include moving from a building blocks approach to a combination approach. Tiers one through three will continue to utilize a building block method, with programs demonstrating they meet all of the standards at a lower tier before being able to move to a higher tier. Programs that meet all of the standards for a three star rating can then earn points by demonstrating they meet additional standards to obtain a four or five star rating. The new and revised program standards reflect the following domains: Learning and

Development; Administrative and Leadership Practices; Staff Qualifications and Professional Development; and Family and Community Partnerships. Embedded within the tiers are several new elements which include newly developed standards addressing Family Engagement, Health Promotion, a program's use of Ohio's new Early Learning and Development Standards (ages birth to kindergarten entry) and the new Early Childhood Comprehensive Assessment System. Program standards for both family child care and early learning and development programs were included in the revisions. The ultimate goal is to be able to tie program quality information obtained from SUTQ to Kindergarten Entry Assessment information and other child outcomes to inform decision-making and program investments.

Is the state in the process of **revising** tiered Program Standards in any of the following categories? (If yes, please check all that apply):

- Early Learning and Development Standards
- A Comprehensive Assessment System
- Early Childhood Educator qualifications
- Family engagement strategies
- Health promotion practices
- Effective data practices

For those Program Standards that have not been revised during this 1st year of implementation, is there a **plan to revise** the tiered Program Standards in the upcoming year (if yes, please check all that apply):

- Early Learning and Development Standards
- A Comprehensive Assessment System
- Early Childhood Educator qualifications
- Family engagement strategies
- Health promotion practices
- Effective data practices

Note that Ohio has either revised or developed standards in Year 1 in all of the above areas.

The State has made progress in ensuring that (please check all that apply):

- TQRIS Program Standards are measurable
- TQRIS Program Standards meaningfully differentiate program quality levels
- TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children
- The TQRIS is linked to the State licensing system for Early Learning and Development Programs.

Please describe progress made in **revising** TQRIS Program Standards.

An interagency workgroup, consisting of staff from ODE and ODJFS, along with other key stakeholders, has successfully completed revisions to SUTQ. During the revision of SUTQ the existing standards were combined and restructured to form the basis for the new program standards of Learning and Development, Administrative and Leadership Practices and Staff Education and Professional Development. Additionally, a new standard, Family and Community Partnerships was created. The changes support SUTQ moving from a three to a five tier model. As the new standards were developed Ohio consulted with a national expert on TQRIS. Ohio reviewed current research and nationally-recognized standards to assure the revised standards were commensurate with standards that lead to improved outcomes for children. The program standards are built upon the State's licensing regulations in order to assure a strong foundation of health and safety compliance. Programs must demonstrate that they are in compliance with Ohio's designated serious risk indicators for licensing before being able to participate in SUTQ.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

N/A

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

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

Type of Early Learning and Development Program in the State	Number of programs in the State	Number and percentage of Early Learning and Development Programs in the TQRIS									
		Baseline		2012 (Target) Actual		2013 Target		2014 Target		2015 Target	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify:</i>	202- Districts 299 Sites	0	0%	0 (target) 0 (actual)	0% (target) 0% (actual)	99	33%	197	66%	269	90%

Early Head Start and Head Start ¹	54 grantees including migrant 392 ODJFS licensed sites** 496 sites total	206	41.50%	220 (target) 223 (actual)	44% (target) 45% (actual)	240	48%	255	51%	270	55%
Programs funded by IDEA, Part C	Captured in other categories	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Programs funded by IDEA, Part B, section 619	Entities: 502 sites	0	0%	0 (target) 0 (actual)	0% (target) 0% (actual)	50	10%	126	25%	251	50%
Programs funded under Title I of ESEA	Captured in other categories	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Programs receiving from CCDF funds and licensed by ODJFS	2,074**	804	39%	850 (target) 809 (actual)	41% (target) 39% (actual)	933	45%	1,016	49%	1,050	51%
Small family child care homes receiving funds from CCDF	6,600	N/A	N/A	0 (target) 0 (actual)	0% (target) 0% (actual)	0	0%	160	1%	330	2%
Programs not receiving funds from CCDF and licensed by ODJFS	2,220	270	12%	288 (target) 365 (actual)	13% (target) 16% (actual)	311	14%	322	14.5%	333	15%

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

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

Please describe the State's strategies to ensure that measurable progress will be made in increasing the number and percentage of Early Learning and Development Programs participating in the State's TQRIS System by the end of the grant period.

Ohio has made considerable progress toward increasing the number and percentage of early learning and development programs participating in SUTQ. The state has awarded contracts to Child Care Resource and Referral Agencies to fund technical assistance that is targeted at early learning and development programs serving a high percentage of high needs children. The goal is to help programs meet the program standards in order to become star rated. Incentives have been made available to child care programs receiving technical assistance as they achieve benchmarks towards obtaining a rating. Since the contracts were awarded in September 2012, 299 programs have received technical assistance.

While Ohio met its goal of increasing the number of Head Start, Early Head Start and programs not receiving funds from CCDF participating in SUTQ, Ohio was not able to meet its goal with programs receiving funds from CCDF. The technical assistance contracts with the Resource and Referral Agencies were not completed until September 2012. As a result, targeted technical assistance and recruitment efforts did not begin as early in the grant year as anticipated. However, the increase of 128 programs achieved in Year 1 was the most significant yearly increase since 2009, demonstrating that recruitment and technical assistance efforts are

¹ Including Migrant and Tribal Head Start located in the State.

working and that programs are eager to participate.

In October 2013, with the implementation of the revised standards, public preschool and preschool special education programs also will be mandated to participate through a phased in schedule determined by ODE, thus significantly increasing the number and type of programs participating. Staff from Ohio's State Support Teams will be providing technical assistance to these programs as they become eligible to participate.

With the passage of recent legislation that will move small family child care homes from certification to licensure by ODJFS in January 2014, these programs also will be eligible to participate in SUTQ in July 2014. A training and professional development plan is being developed that will facilitate Child Care Resource and Referral agencies in providing technical assistance to small family child care homes in earning a star rating.

Finally, Ohio believes that the legislation passed in June 2012, which outlined the mandates for publicly-funded programs to be rated within the TQRIS, has clearly stated the intent of the administration to guarantee that children with high needs are ensured a quality early learning and development experience. Program administrators realize that in order to continue to receive state funds, they must be preparing to become rated or maintain their ratings.

Rating and monitoring Early Learning and Development Programs.

Has the State made progress in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that (please check all that apply):

- Includes information on valid and reliable tools for monitoring such programs
- Has trained monitors whose ratings have an acceptable level of inter-rater reliability
- Monitors and rates Early Learning and Development Programs with appropriate frequency
- Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)
- Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

Describe progress made in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS.

ODJFS and ODE have been working collaboratively to develop a staffing plan to assure licensing compliance and SUTQ rating verification visits are completed using an effective and efficient model. With the addition of two new tiers to the current rating system, a new monitoring schedule has been developed for SUTQ. One Star rated programs will be visited every year, two and three star rated programs will be visited every other year, and four and five star rated

programs will be visited every three years. Two through five star rated programs will be required to submit an annual report, detailing progress made on goals identified in their continuous improvement plans, during years they do not receive an on-site monitoring visit. This new verification schedule will become effective in October 2013 when the new program standards are implemented. A professional development and training schedule has been created that will train ODJFS and ODE staff responsible for assessing the program standards on how to reliably conduct on-site verification visits.

An RFP is currently under development that will award a contract to a vendor to train ODJFS, ODE and technical assistance staff on the Classroom Assessment Scoring System (CLASS) and the Environmental Rating Scales (ERS). It is anticipated the contract will be awarded in spring 2013. The CLASS and ERS will be used as part of the evaluation and validation process in order to gain information on structural quality and teacher/child interactions at each tier of the rating. Additionally, they will be used in the technical assistance process for quality improvement planning.

The creation of a new data system, which will be used by staff from both ODE and ODJFS beginning in fall 2013, will include an inspection tool that will eventually allow staff to complete licensing and SUTQ monitoring visits at the same time. The data system will allow staff to complete the licensing inspection and SUTQ verification visit while at the program and email a copy of the compliance results to the program for posting onsite. This will provide families enrolled at the program with timely information about licensing compliance and SUTQ rating results. The ODJFS website currently includes information about Step Up To Quality and the importance of high quality early learning and development settings. Licensing inspection findings and information about a program's star rating are searchable by multiple criteria, including a program's location and star rating level. When the new database is operational, this feature also will be used for ODE licensed programs, as well as small family child care homes. The information on program quality obtained from this data system will also be linked to child outcome information, including formative assessments and Kindergarten Entry Assessment information, to inform decision-making about investments and further funding.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

N/A

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs.

Has the state made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

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

Number of tiers/levels in the State TQRIS: Ohio has 3 tiers *based on current SUTQ framework, but will move to 5 tiers in October 2013

How many programs moved up at least one level within the TQRIS over the last fiscal year?

- State-funded preschool programs - Not eligible to participate until October 2013
- Early Head Start/Head Start programs 32 (Note Ohio cannot currently separate counts for Early Head Start and Head Start)
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C* of IDEA - Not eligible to participate until October 2013
- Early Learning and Development Programs funded under Title I of ESEA - Not eligible to participate until October 2013
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based 72
 - Family Child Care 1

How many programs moved down at least one level within the TQRIS over the last fiscal year?

- State-funded preschool programs - Not eligible to participate until October 2013
- Early Head Start/Head Start programs 32 (Note Ohio cannot currently separate counts for Early Head Start and Head Start)
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C* of IDEA - Not eligible to participate until October 2013
- Early Learning and Development Programs funded under Title I of ESEA - Not eligible to participate until October 2013
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based 27
 - Family Child Care 0

*Note that Ohio's early intervention program for Part C of IDEA is a home visiting program, which is provided in a child's own home, and therefore per the USDOE/USHHS guidance, this program is not included as part of Step Up To Quality, Ohio's tiered quality rating system.

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas? (If yes, check all that apply.)

- ☑ Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)
- ☑ Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)
- ☑ Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)
- ☑ Early Learning and Development Standards
- ☑ A Comprehensive Assessment System
- ☑ Early Childhood Educator qualifications
- ☑ Family engagement strategies
- ☑ Health promotion practices
- ☑ Effective data practices
- ☑ Program quality assessments

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS.

The revisions to SUTQ include the addition of two tier levels, moving from a three to a five star system. The top three tiers of SUTQ are considered to be the highest levels of quality. At this level, classrooms will be observed to verify that programs understand and can implement a comprehensive curriculum that addresses all developmental domains and is aligned to the Early Learning and Development Standards. In addition, programs will be observed to determine if they are implementing a comprehensive assessment that is aligned to standards and is used to inform instruction. Classrooms also will be observed to ensure a quality classroom environment that addresses the needs, abilities and interests of all students and provides positive adult child interactions.

The program standards in the top three tiers were developed by a cross-agency workgroup with staff from both ODE and ODJFS, with additional stakeholder input. A national TQRIS expert facilitated the group and provided invaluable resources, including information on the latest national research. The program standards at the highest levels of other state's TQRIS' were examined, as well as a thorough review of standards nationally recognized as leading to improved outcomes for children including growth and better performance on academic and non-academic indicators, such as language and literacy, mathematics, social and emotional development, and physical well-being. These national benchmarks, as well as input from stakeholders, informed the benchmarks Ohio set within each of the standards' domain areas. When the revised program standards are implemented in October 2013, they will replace Ohio's existing early learning program guidelines which were used as Ohio's program standards in district preschool settings. The public preschool program called Early Childhood Education and preschool special education programs will be mandated to participate in SUTQ. When

creating the standards, Ohio looked for alignment with nationally recognized accrediting agencies and the Head Start Performance Standards. Programs that have achieved accreditation by a nationally recognized accrediting body will earn extra points toward achieving a four or five star rating. Ohio's goal is to be able to tie program quality to children's growth and outcomes to inform decision-making about investments.

A copy of the revised SUTQ program standards as well as an overview of the development of the standards can be found at Ohio's new website (earlychildhoodohio.org).

For those areas where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

N/A

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

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

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
	Baseline	2012 (Target) Actual	2013 Target	2014 Target	2015 Target
Total number of programs covered by the TQRIS	1,074	1,358(target) 1,200 (actual)	1,643	1,986	2,528
Number of programs in Tier 1	548	679 (target) 520 (actual)	450	375	425
Number of programs in Tier 2	320	(405 target) (402 actual)	375	400	520
Number of programs in Tier 3	206	(274 target) (278 actual)	338	590	713
Number of programs in Tier 4	N/A	N/A	270	375	500
Number of programs in Tier 5	N/A	N/A	210	246	370

Data Source: Step Up To Quality effort projection report, January 2, 2013

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

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the TQRIS</i>									
		Baseline		2012 (Target) Actual		2013 Target		2014 Target		2015 Target	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: Early Childhood Education</i>	5,700	0	0%	0 (target) 0 (actual)	0% (target) 0% (actual)	1,881	33%	3,762	66%	5,130	90%
Early Head Start and Head Start ²	39,383	4,711	12%	6,304 (target) 11,474 (actual)	16% (target) 29% (actual)	9,850	25%	15,760	40%	21,670	55%
Early Learning and Development Programs funded by IDEA, Part C	Numbers included in the other settings	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Early Learning and Development Programs funded by IDEA, Part B, section 619	23,336	0	0%	0 (target) 0 (actual)	0% (target) 0% (actual)	2,333	10%	5,834	25%	11,668	50%
Early Learning and Development Programs funded under Title I of ESEA	Numbers included in the other settings	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Early Learning and Development Programs receiving funds from the State’s CCDF program	47,920	7369	15%	7,667 (target) 9,947 (actual)	16% (target) 21% (actual)	8,146	17%	8,625	18%	9,639	20%
Small family child care homes	15,000	0	0%	0 (target) 0 (actual)	0% (target) 0% (actual)	0	0%	480	3%	990	6%

² Including Migrant and Tribal Head Start located in the State.

For those areas where progress has not been made, describe the State's strategies to ensure that measurable progress will be made in promoting access to high-quality Early Learning and Development Programs for Children with High Needs by the end of the grant period.

In B4c1, Ohio's targets are based on a Tier 2 and 3 representing the top tiers of its TQRIS. Ohio met its targets for numbers of programs at the highest level of quality (Tier 3), and was only three programs short of its target for Tier 2. Ohio fell just below its targets due to the delay in the technical assistance contracts with the Child Care Resource and Referral Agencies and programs' unanticipated preference to wait for the new standards to be deployed. Ohio is confident that with the new legislative mandate for publicly-funded programs to participate in the TQRIS and plans for a coordinated technical assistance effort by regional professional development providers, targets will be met in Year 2.

Ohio met its target numbers for the number of children served in programs in the top tiers of SUTQ for both Head Start/Early Head Start and programs receiving funds from CCDF program, which are the only programs eligible to participate in SUTQ until October 2013.

Validating the effectiveness of the State TQRIS.

Has your State made progress in validating the effectiveness of the TQRIS?

- Yes
 No

Describe progress made in validating the effectiveness of the TQRIS, or, if progress has not been made, describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

Leadership team members from ODE and ODJFS have begun working on the RFP for the validation of the revisions to SUTQ. A logic model and research questions have been drafted and preliminary conversations with the Ohio Department of Administrative Services have assisted in developing a timeline for completion of the RFP. Ohio is a BUILD state and we worked with BUILD to convene a group of national experts to consult with us on the use of classroom observation tools as part of the verification process. BUILD has provided technical assistance and resources regarding best practice and recommendations around building an effective validation study as well. It is anticipated the RFP will be awarded in the spring of 2013 and the validation study will begin with the implementation of the new tiers in October 2013.

Please describe the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality.

Ohio worked with a national expert on TQRIS and reviewed other states' standards and national research to inform the development of the benchmarks within each level or tier. In addition, Ohio reviewed the evaluation studies conducted previously on Ohio's three-tier model. Leadership team members from the ODE and the ODJFS have begun working on the RFP for the research study which will be used to determine whether or not the revised SUTQ tiers reflect differential levels of program quality. Research questions have been drafted and preliminary conversations with the Ohio Department of Administrative Services have assisted in developing

a timeline for completion. It is anticipated the RFP will be awarded in the spring of 2013 and the study will begin with the implementation of the new tiers in October 2013. Ohio plans to use reliable observers to conduct Environmental Rating Scales and Classroom Assessment Scoring System on rated and non-rated programs to evaluate differentiated levels of quality for programs participating in SUTQ. Finally, Ohio plans to examine child assessment information as part of its validation study in relation to observational measures to inform the extent the tiers are tied to differential levels of program quality.

Please describe the State's strategies, challenges, and progress toward assessing the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

As previously stated, leadership team members from ODE and ODJFS have begun working on the RFP to award a contract to a vendor to research the extent to which changes in quality ratings are related to progress in children's learning, development and school readiness. Ohio has conducted a previous research study with the current SUTQ standards to examine this issue. That research study will assist in developing further research questions as the new SUTQ standards are implemented in October 2013. Ohio will use national experts and other research to establish high quality criteria for the validation design.

Ohio also recently passed legislation which allows for all children participating in publicly-funded programs to be assigned a unique student identifier (SSID) that is utilized for all children preschool to post-secondary. This identifier will eventually allow Ohio to be able to map the early learning and development experiences for children through to the universal kindergarten entry assessment. Ohio will be able to analyze if children that participated in a highly-rated program produced better results on the kindergarten entry assessment than peers that did not. In addition, as the SSID is implemented we will be able to analyze not only performance on the kindergarten entry assessment but also performance on the third grade Ohio Achievement Assessment. This will allow Ohio to associate not only early childhood program quality information, but also school report card performance information, particularly our new performance measure in K-3 literacy progress, with longitudinal student performance data so we can better tie child outcomes to the quality of children's educational experiences from birth to grade three and beyond.

By 2015, all programs participating in SUTQ that are rated at a tier three or higher will be required to enter child assessment data into the new Ohio Early Childhood Comprehensive Assessment System (CAS), using the child's SSID number. The use of the EC-CAS and the SSID will allow for the examination of child progress and evaluation of kindergarten readiness for children who are enrolled in programs that are highly rated.

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 should complete those sections that correspond with the focused investment areas outlined in the grantee’s RTT-ELC application and State Plan.

Early Learning and Development Standards

The State has made progress in ensuring that its Early Learning and Development Standards (check all that apply):

- Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers;
- Cover all Essential Domains of School Readiness;
- Are aligned with the State’s K-3 academic standards; and
- Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State’s Workforce Knowledge and Competency Framework, and professional development activities.

Describe the progress made, where applicable. In addition, describe any 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.

Birth to Kindergarten Entry Standards

The State of Ohio has crafted Early Learning and Development Standards for children ages birth to kindergarten entry that were adopted in October 2012 by the State Board of Education. The standards were expanded as part of a collaborative effort of state agencies serving young children including the Ohio Departments of Education, Job and Family Services, Health, Mental Health, Developmental Disabilities and the Governor’s Office of Health Transformation. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to revise and expand the standards. These standards were written by a diverse group of stakeholder representatives which included two- and four-year institutions, local program practitioners, developmental psychologists, physicians, mental health experts and state agency staff. The standards also were reviewed by national experts for cultural and linguistic sensitivity. National experts reviewed the standards to ensure they aligned to the state’s K-3 academic standards in social studies and science as well as the Common Core State

Standards for English language arts and mathematics. The Early Learning and Development Standards address all essential domains of school readiness and are organized into the following domains: Approaches Toward Learning; Social-Emotional Development; Language and Literacy Development; Physical Well-Being and Motor Development; and Cognitive Development and General Knowledge (which includes mathematics, science and social studies).

All early learning and development programs in Ohio are to become familiar with the new Early Learning and Development Standards during the 2012-13 academic school year and then fully integrate the new standards into their curricula and classroom practices in the 2013-14 school year. Through SUTQ, Ohio's programs are required to select a research-based curriculum that is aligned to the Early Learning and Development Standards and programs must demonstrate their alignment through documentation and implementation of appropriate activities to the age groups they serve. Ohio engaged in additional standards alignment activities including alignment with the state of Maryland's standards as the basis of our new Early Childhood Comprehensive Assessment System. In addition, particular attention was paid to the alignment of Ohio's Early Learning and Development standards with the Head Start Early Learning Framework and the three Early Childhood Outcome areas that are required for IDEA reporting on the progress and growth of children with special needs.

Ohio also has begun reviewing its Workforce Knowledge and Competency Framework, called the Ohio Core Knowledge and Competencies to ensure they are aligned with Ohio's new Early Learning and Development Standards. This ensures that professionals who work with early learning and development providers will align professional development and educator standards to the new child standards. It is anticipated that the revised Ohio Core Knowledge and Competencies will be completed in spring 2013.

Ohio also is developing kindergarten through grade three standards in Approaches Toward Learning and Social and Emotional Development, as well as examining the existing physical education standards to determine if additional standards need to be developed in this domain to align to the Early Learning and Development Standards ages birth to kindergarten entry standards. Ohio will be working with cross-state agency representatives as well as national experts to define and facilitate the standards development and revision in 2013.

Birth to Kindergarten Entry Standards Professional Development

The Ohio Departments of Education, Job and Family Services, Health, Mental Health, Developmental Disabilities and the Governor's Office have formed a professional development coordination workgroup to ensure the seamless development and deployment of professional development to support the new standards for children. In partnership with the Early Childhood Advisory Council, the State has identified and secured West Ed to develop all of the professional development related to the new standards in cooperation with the state agencies. This development is underway and the overview of standards-based education training is set to be developed by spring of 2013. This professional development starts with an overview of standards-based education and then moves to examine each domain in more detail by age level. Plans also are underway to develop formative instruction modules which will support

implementation of appropriate activities based on ongoing assessment related to each domain of the standards. ODE has drafted an RFP to hire an external provider that will be responsible for coordination the professional development delivery through Ohio state and regional networks. We anticipate securing a vendor in spring 2013.

Birth to Kindergarten Entry Standards Model Curriculum

The professional development coordination workgroup of state agencies continue to work together to develop model curriculum for the Early Learning and Development Standards ages birth to kindergarten entry standards. Ohio does not mandate a particular curriculum be used at the local level, rather the state sets guidance on the selection of an appropriate, comprehensive, research-based curriculum. To do this two key tools assist programs, a curriculum alignment tool and a model curriculum.

Curriculum Standards Alignment (CSA) is the process of linking curriculum with assessment and progress-monitoring with Ohio's Early Learning and Development Standards in all domains. This curriculum alignment process will be a required element in the learning and development domain of SUTQ. The professional development coordination committee determined that a tiered approach to this curriculum alignment process would assist programs entering SUTQ to select a curriculum that would align to standards, assessments and their philosophy. As programs move to higher tiers of quality, the tool allows them to examine their teaching and assessment strategies to ensure their curriculum is implemented in a way that supports the needs, interests and abilities of all children in their program. This curriculum alignment tool was drafted in November and December 2012 by a cross-agency team which included representatives from ODE, ODJFS, State Support Teams and Ohio Child Care Resource and Referral Association. The document will be finalized in February 2013. Professional development addressing CSA will be available to programs in the spring of 2013.

The model curriculum includes supports for the implementation of standards by providing instructional strategies and resources, as well as expectations for learning. Model curriculum is currently being drafted through work with early childhood professionals and those drafts are based on input that is being gathered during focus groups with early learning and development providers. The feedback from those local focus group sessions will be incorporated in the final document. The model curriculum will be available for use by the spring of 2013.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

N/A

Comprehensive Assessment Systems

The State has made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to (check all that apply):

- ☑ Select assessment instruments and approaches that are appropriate for the target populations and purposes;
- ☑ Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;
- ☑ Articulate an approach for aligning and integrating assessments and sharing assessment results; and
- ☑ Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Describe the progress made, where applicable.

Cross-State Agency Professional Development Committee

A cross-state agency leadership committee meets quarterly to address state wide professional development as it relates to early childhood. This committee includes members from the Ohio Departments of Education, Job and Family Services, Health, Mental Health, Developmental Disabilities and the Governor's Office. During these meetings key areas of professional development to address during this grant period were identified. One of the key areas is selecting assessment instruments and approaches that are appropriate for infants, toddlers and preschool-aged children. Included in the RFP is the requirement to develop trainings that would support the selection, administration, interpretation and use of assessment data for children birth through kindergarten entry. It is anticipated the vendor would be selected in spring 2013 and that the trainings will be available in June 2014.

Early Childhood Mental Health Consultants and Health Promotion Consultants

In order to facilitate the use of standards and assessments, Ohio is securing early childhood mental health consultants through the Ohio Department of Mental Health and Health Promotion Consultants through the Ohio Department of Health. The Ohio Department of Mental Health is working with local early childhood mental health boards to secure the early childhood mental health consultants. These consultants have been identified and hired as of December 2012 and will work with existing providers serving children with high needs and to support early childhood professionals' use of standards and assessments related to social and emotional development and approaches toward learning. The Ohio Department of Health is currently drafting an RFP that will secure 12 health promotion consultants to work throughout Ohio to support early childhood professionals' use of standards and assessments related to physical wellbeing and health. Early childhood mental health consultants and health promotion consultants will work with other regional professional development providers within their assigned regions to promote collaboration in professional development delivery to the early childhood system within their regions.

Supporting the use of the Comprehensive Assessment System

Through the Maryland-Ohio collaboration for the design and implementation of a Comprehensive Assessment System, professional development will be available to early childhood educators through multiple methods including face-to-face trainings, online trainings and communities of practice. This professional development will support the pre-administration of the assessment, administration, and interpretation and use of the assessment

data after administration. A pilot of this professional development is planned for the spring of 2013.

Supporting the Use of Screening and Assessment Tools

Ohio is designing new professional development opportunities are currently being developed to support the use of assessment in programs serving children birth through kindergarten entry. Professional development that explains what standards-based education is and how it relates to assessment will strengthen early childhood educators' understanding of the connection between standards and assessments, and will be available in the spring of 2013.

Also, the state is developing an RFP to provide early childhood educators with additional opportunities to learn about the purpose of assessments and how those assessments support positive learning experiences for children birth through kindergarten entry. Some of the topics these trainings will address include the following:

- An introduction to screenings and assessments related to health and development, including the difference between screening and assessment, purposes and uses and assessing technical adequacy;
- Choosing appropriate screenings for children from birth to kindergarten entry, including an overview of screenings for targeted populations and how to determine appropriate screenings, the use of screening results and communicating results to families;
- Assessing children from birth through kindergarten entry, including the overview of the purposes and uses of assessment, methods for collecting and interpreting information and using information to inform instruction.

Ohio anticipates this training being available for early childhood educators in June of 2014.

Supporting the use of Measures of Environmental Quality and Measures of Adult-Child Interactions

Ohio is developing an RFP that will provide training on measures of adult-child interactions and environmental quality. Ohio will train regional professional development providers, such as State Support Team personnel and Resource and Referral consultants to reliably administer the Classroom Assessment Scoring System (CLASS) as well as the Environmental Rating Scales (ERS) that target infants, toddlers, preschool and family childcare. Providers will use these tools to create positive learning environments and fostering positive interactions within those environments.

Ohio also will provide training on the use of tools for self-assessment related to environmental quality and measures of adult-child interactions to early childhood providers. These providers also will have opportunities to engage in professional development related to how to use the information gained from a self-assessment or formal observation to improve practice. These trainings will be available in fall of 2013.

Curriculum-Standards-Assessment Alignment

Ohio requires programs that are publicly funded to demonstrate that their curriculum is aligned to the Early Learning and Development Standards. With the revision and expanded TQIS, SUTQ, Ohio is redesigning the tool it is currently using with programs to support different implementation levels around curriculum and assessment. The redesigned tool will help programs in the lowest tiers with ways to select a curriculum that is aligned to the appropriate standards and assessments, and also will assist programs in higher tiers integrate assessment tools and approaches in their curriculum. Through this alignment process, programs will better align and integrate assessments into their learning experiences for children.

Sharing Assessment Results

Ohio has revised SUTQ to include program standards that address the need for early childhood educators to share assessment results with families. This will ensure that families have a better understanding of how their child is developing and learning. Programs at higher levels of quality also are required to meet with the parent or family to develop educational goals that are based in part on assessment results. The professional development trainings offered to early childhood educators through the Early Childhood Comprehensive Assessment System also will provide supports and strategies for helping families understand the purpose, use and results of the assessments. The system also will produce child reports that can be shared with the family summarizing where the child is developmentally and providing ideas on how to support the child's learning and development. As a child transitions from an early childhood program into school at kindergarten and beyond, the supports offered to kindergarten children and their families through the Early Childhood Comprehensive Assessment System will extend to supports offered through the K-3 diagnostic assessments and the third grade Ohio Achievement Assessments. Ohio will ensure there is a seamless integration of its assessments and accountability systems through supports to educators, families and children.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

N/A

Health Promotion

NOTE: Ohio intentionally left this section blank per guidance from USDOE and USHHS. Ohio is not responding in this section because the Ohio RTT-ELC did not select this area to respond to in our original application.

The State has made progress in (check all that apply):

- Establishing a progression of standards for ensuring children’s health and safety;
- Ensuring that health and behavioral screening and follow-up occur; and
- Promoting children’s physical, social, and emotional development across the levels of your TQRIS Program Standards;
- Increasing the number of Early Childhood Educators who are trained and supported in meeting the health standards;
- Promoting healthy eating habits, improving nutrition, expanding physical activity; and
- Leveraging existing resources to meet ambitious yet achievable annual targets.

Describe the progress made, where applicable.

N/A

Where progress has not been made, please describe the State’s strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

N/A

Performance Measure (C)(3)(d)

In the table, 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.

	<i>Baseline and annual targets</i>				
	Baseline (from application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
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					

[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]

Describe strategies for moving forward on meeting the targets for performance measure (C)(3)(d).

N/A

Engaging and Supporting Families

NOTE: Ohio intentionally left this section blank per guidance from USDOE and USHHS. Ohio is not responding in this section because the Ohio RTT-ELC did not select this area to respond to in our original application.

The State has made progress in (check all that apply):

- Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of your Program Standards;
- Including information on activities that enhance the capacity of families to support their children's education and development;
- Increasing the number and percentage of Early Childhood Educators trained and supported to implement the family engagement strategies; and
- Promoting family support and engagement statewide, including by leveraging other existing resources.

Describe the progress made, where applicable.

N/A

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

N/A

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials

The State has made progress in developing (check all that apply):

- A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes; and
- A common, statewide progression of credentials and degrees aligned with the Workforce

Knowledge and Competency Framework.

Describe the progress made, where applicable.

Ohio has a Workforce Knowledge and Competency Framework called Ohio's Early Childhood Core Knowledge & Competencies (CKC) and a CKC Instructor Guide that have been used widely among child care providers. However district preschool programs have used Ohio's K-12 Educators Standards rather than Ohio's CKC. Similarly, Ohio's two-year higher education institutions have primarily prepared pre-service teachers using the Ohio CKC, while Ohio's four-

year higher education institutions have primarily used the Ohio K-12 Educator Standards. Part of Ohio's RTT-ELC work includes a plan to review and revise Ohio's CKC and ensure they are utilized by professional development providers, higher education and local program providers in all sectors. This plan is being supported through a partnership with the Early Childhood Advisory Council.

Ohio developed a work plan that includes the following activities:

- Revise the CKC to reflect the expansion of the Early Learning and Development Standards birth to kindergarten entry, revision to the TQRIS program standards and the plans for the Comprehensive Assessment System;
- Develop a bridging document to assist early childhood professionals, faculty and professional development providers with understanding the purpose and content of the CKC and the alignment to the K-12 Educator Standards;
- Document the current progression and availability of degrees and credentials for early childhood professionals;
- Provide higher education faculty with opportunities for training and education related to the advancements in Early Learning and Development Standards birth to kindergarten entry, revision to the TQRIS program standards and the plans for the Comprehensive Assessment System. Help faculty develop ways to incorporate the Core Knowledge and Competencies into their coursework.

Ohio has an active professional development stakeholder group, the Ohio Professional Development Network (OPDN). OPDN has been tasked with revising the current CKC document to meet the newly revamped QRIS model and the Early Learning and Development Standards; and revising and updating the current CKC Instructor Guide. In addition, external consultants have been secured to draft the bridging document (for CKC and K-12 Educator Standards) and the assessment of the progression and availability of degrees and credentials.

Describe State progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework.

Ohio is entering into contract negotiations with a vendor that will engage postsecondary institutions and align professional development opportunities using the State Workforce Knowledge and Competency Framework. The contract deliverables have been developed and the time line for completion set as January through June 2013. The vendor also will research and analyze course content embedded in target degrees and credentials in comparison to the newly revised Ohio CKC. The process includes reviewing the current early childhood education credentials and degrees in Ohio to determine the potential impact on the workforce and select targeted list. In partnership with the Ohio Professional Development Network and the Early Childhood Advisory Council, Ohio will provide regional opportunities for higher education faculty and in-service professional development providers to receive training on the revised CKC, the new bridging document on the CKC and K-12 Educator Standards, and the analysis of the availability and progression of degrees and credentials. In addition, the Cross-State Agency

Professional Development Committee has been working with colleagues at the Ohio Board of Regents to include Board of Regents' representatives in the efforts outlined above.

These professional development opportunities include a description of the CKC area competency, and each contract will outline the need for differentiated professional development that can be tailored to the existing knowledge and competencies of the professionals.

Finally, in an effort to institutionalize the CKC, the revised draft will be taken before the State Board of Education for adoption.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in any or all of these workforce areas by the end of the grant period.

The contracted work will begin in January 2013 and will be completed by June 2013. ODE, ODJFS and the OPDN will continue to build and improve relationships with Ohio's two- and four-year higher education consortia and will lead the implementation of the professional development documents and training to the field.

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

NOTE: Ohio intentionally left this section blank per guidance from USDOE and USHHS. Ohio is not responding in this section because the Ohio RTT-ELC did not select this area to respond to in our original application.

The State has made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes (check all that apply):

- Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework;
- Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including
 - Scholarships
 - Compensation and wage supplements,
 - Tiered reimbursement rates,
 - Other financial incentives
 - Management opportunities
- Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention
- Setting ambitious yet achievable targets for --
 - 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

- 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.

Describe the progress made, where applicable.

N/A

Where progress has not been made, please describe the State’s strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

N/A

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

In the tables below, 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.

	Baseline (From Application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
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.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Baseline and Annual 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									
	Baseline (From Application)		2012 (Target) Actual		2013 (Target) Actual		2014 (Target) Actual		2015 (Target) Actual	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 <i>Specify:</i>			(target)							
Credential Type 2 <i>Specify:</i>										
Credential Type 3 <i>Specify:</i>										
Credential Type 4 <i>Specify:</i>										
Include a row for each credential in the State's proposed progression of credentials, customize the labeling of the credentials, and indicate the highest and lowest credential. [Please describe the methodology used to collect the data, including any error or data quality information.]										

Describe the State's challenges, lessons learned, and strategies for moving forward on meeting the targets for performance measures (D)(2)(d)(1) and (D)(2)(d)(2).

N/A

Kindergarten Entry Assessment

The State has made progress in developing a common, statewide Kindergarten Entry Assessment that (check all that apply):

- Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;
- Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;
- Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;
- Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and
- Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

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

The states of Maryland and Ohio are committed to developing the Early Childhood Comprehensive Assessment System for all children from birth through age six and to **statewide implementation of the system in 2014-15**. The Early Childhood Comprehensive Assessment System will include a kindergarten entry assessment, formative assessments (36-72 months), and recommended screening instruments. The three components of EC-CAS will be developed on the basis of the following principles:

- Aligned to both states' guidelines and standards for young children, birth through age 6, including the Common Core State Standards;
- Designed to assess children in seven developmental domains including social-emotional development, physical/motor development, language and literacy, mathematical thinking, scientific thinking, social studies and the arts;
- Linked to state longitudinal data systems to allow for consistent and meaningful reporting at the student, class, school, district and state levels ;
- Designed to maximize accessibility for young children with a wide range of background experiences and developmental needs;
- Vertically articulated to allow for the measurement of growth over time;
- Systematically developed within a framework grounded in theory, research and best practice to ensure its validity and reliability;
- Field tested and reviewed by a national Technical Advisory Council comprised of developmental psychologists, early childhood experts and psychometricians.

In addition to the Technical Advisory Council (coordinated through a contract with the Council of Chief State School Officers), Ohio and Maryland are working with the Johns Hopkins University Center for Technology in Education and WestEd to develop a robust research agenda to establish reliability and validity for the Kindergarten Entry Assessment and the formative assessment.

Like most educational undertakings and assessments, assessment programs should be subject to periodic review, evaluation and revision. Over time, the effectiveness of assessment systems for meeting their stated purposes may diminish. Regular review of the stated purposes of assessment, along with regular review of the strengths and weaknesses of the assessment system and consideration of alternatives—some of which may not have been available at the time of the previous review—can ensure that the individual assessments and the entire assessment system remain effective and efficient for meeting the organization's current purposes. If the process for selecting tests in the first place is rigorous and principled, the review and evaluation process will be greatly simplified (Snow & Van Hemel, 2008, p. 231).

In keeping with this guidance from Snow and Van Hemel (2008), Maryland and Ohio are committed to ensuring the fairness and trustworthiness of all measures developed or adopted

as part of this new system, and to monitoring the outcomes (intended and unintended) associated with their use on an ongoing basis. The proposed research and evaluation plan is grounded in the principles adopted by the Joint Committee on Standards for Educational Evaluation in the Standards for Educational and Psychological Testing (American Educational Research Association et al., 1999). Maryland and Ohio also will ensure quality control through a plan for monitoring the work of all contractors. These steps are intended to ensure system integrity, components that are characterized by high technical quality, and results that are valid and useful for the purposes intended.

This research and evaluation plan will follow a reasoning-from-evidence approach (National Research Council, 2001) in collecting and evaluating documentation to support claims of validity and ensuring that different types of evidence (including content, construct, predictive, and consequence-related validity and measurement reliability and precision) are collected on an ongoing basis during all phases of design, development and implementation (see Appendix A for more specific information). This model requires close collaboration with state and national advisors, researchers and policymakers. Of particular importance will be validation of the cognitive model (i.e., construct representations, developmentally sound learning progressions over time and benchmark learning targets at each grade) on which each component is based, along with consideration of evidence that each item/task operates as intended across all performance levels. All components of the assessment system will be included in these evaluation processes. Ongoing attention to test-based consequences (both intended and unintended, and both positive and negative) will be a priority.

The research agenda will allow for examination of the degree to which items and tasks assess the full range of the standards/indicators; elicit responses that are linked to the target knowledge, skills, and/or cognitive processes intended to be measured; are developmentally appropriate; support accessibility so all students can show what they know and can do during testing; and can be combined to create a composite score that defines a meaningful weight for each domain and/or a detailed score profile for each child. The research also will focus on how well teachers are able to administer, score, and use the results to guide instruction and other needed supports to students, as well as track intended and unintended consequences. This agenda is intended to be sufficiently robust to support gradual infusion of theory- and research-supported innovation and continuous system improvement.

A jointly appointed research and evaluation team will monitor key indicators of system performance at different levels and provide feedback to Maryland, Ohio and their technical advisors. This team will ensure documentation of all steps in implementing system components, collect evidence to inform refinements to the system during rollout and monitor overall system effectiveness.

The research and evaluation team also will consult with technical advisors to ensure that all measures meet technical adequacy recommendations for reliability (measurement precision and stability over time) and will collect data about classification consistency. This team also will monitor the reliability of scoring across raters and over time. The team will support

implementation of quality control and test security measures to (a) maintain the integrity of scores over time and across students, schools and programs; (b) monitor administration conditions; (c) encourage ethical testing practices; and (d) oversee development of innovative test reports to ensure transparency with stakeholders about the psychometric strengths and limitations of each measure and facilitate appropriate interpretation of results and use of data.

Describe the data the State collects or will collect using the Kindergarten Entry Assessment to assess children’s learning and developmental progress as they enter kindergarten.

Currently Ohio administers the Kindergarten Readiness Assessment—Literacy (KRA-L) to approximately 125,000 children entering kindergarten each year. All public districts and community schools are required to assess their kindergarten students with the KRA-L by October 1. All districts and community schools report child-level score information and demographics in the states P-12 data management system called the Education Management Information System (EMIS). Demographic data includes gender, race/ethnicity, disability status, limited English proficiency status, economic status and a number of other child, teacher, school and district data characteristics. This data links to numerous reports produced by the state including Ohio’s school report card. With the new KEA being developed in partnership with Maryland, Ohio and Maryland will collect information via a common technology framework that will connect to both state’s longitudinal data systems. The two states are working with Johns Hopkins University to gather the business requirements for the technology framework including the data that will be collected. Both states anticipate collecting a broad range of child demographics, including KEA score information in all domains of school readiness that will result in specific instructional strategies tailored to the needs of the specific child or classroom. The new KEA will incorporate both observational and direct assessment methods to produce a reliable indicator of a child’s development and progress in each domain. The states also plan to capture information on the classroom, school and district level that can be associated with score information to maximize the utility of the results for instruction decisions, child supports, and decision-making. Ohio will use the results of the KEA, along with other program evaluation information, to examine the quality of experiences that early childhood programs provide to children and to inform decision-making regarding investments and future funding to ensure children receive the best and highest quality experiences possible.

Where progress has not been made, please describe the State’s strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

N/A

Early Learning Data Systems

The State has made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that (check all that apply):

- Has all of the Essential Data Elements;

- ☑ Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- ☑ Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- ☑ Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- ☑ Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

If applicable, describe the State's progress in building or enhancing a Statewide Longitudinal Data System in the State that meets the criteria described above.

Essential Data Elements and Status of Early Childhood Coordinated Data System

The state already collects the essential data elements that are necessary to support the development of an Early Childhood Coordinated Data System. In 2012, Ohio initiated multiple projects to support and enhance this objective. All of the program, workforce, and child data exist among the different state agencies of Education, Job and Family Services, Health, Mental Health and Developmental Disabilities. Through several projects in RTT-ELC, Ohio is building on the data elements with a primary focus on being able to share and exchange data across agencies.

Enabling Uniform Data Collection and Easy Entry of the Essential Data Elements; Facilitating the Exchange of Data Among Participating State Agencies

Child Link System Status

Ohio is implementing a project that will ensure all children in publicly-funded early learning and development programs are assigned a unique student identification number that also is used for children in grades prekindergarten to post-secondary in Ohio. New Ohio legislation effective July 2012 mandated the use of this student identification number by state agencies that serve children in early learning and development programs. This project funds the information technology infrastructure for assigning the unique identification number which will enable state agencies to share information and data across the birth to kindergarten entry age spectrum and link it to K-12 as well.

After assembling a core work team of project managers and business analysts, the project team initiated efforts in September of 2012 to define the scope and finalize the project work plan. This included analysis of current early learning and development programs and the data systems that capture child-level information for each of them. The project team held meetings with the program and information technology experts within each of the state agencies that fund or administer early childhood programs including, the Departments of Job and Family Services, Health, Mental Health and Developmental Disabilities. A governance committee with representation from all impacted agencies has been formed and this team will review and resolve data quality and cross-agency issues related to this project. A communication plan has been established to support the various status and progress reporting needs of this project. The

core team engages in weekly status meetings including regular updates to the grant team. In addition, the team communicates regularly with information technology leadership to ensure the project is coordinated with other major IT projects. ODJFS already has identified their impacted data system and initiated the interface development effort. For the IT system that is impacted at ODJFS, the team has conducted requirements analysis and is in the process of system design. A review session with the governance team is planned for February 2013. Interface development effort is planned for June – August 2013.

State Longitudinal Data System/P-20 Repository Status

ODE is currently working with the Ohio Board of Regents (BOR) to build and deploy a Statewide Longitudinal Data System (SLDS). The SLDS—or the P20 Repository as it is commonly referred to—is in the development and loading stages of the project. Both agencies are working simultaneously to load data from separate systems into the data warehouse environment that will allow for queries of data across the two sectors for analysis. The data from the systems has been grouped by content and prioritized based on the criticality of the data, operational capacity and agency schedules. At this time, the agencies are finishing the work of loading the first group of data—out of 5 total groupings. This includes BOR Higher Education Institutions key data, which is most of the student enrollment, coursework, entrance and general organizational data from the BOR database, ODE educator data and general organizational data from the ODE databases. It is expected testing of the queries in the production environment will take place in March of 2013. The agencies will continue to load the remaining groups of data while during testing. The expectation is that each group of data will be loaded and deployed more quickly as we build off work done previously. The P-20 repository is scheduled to be fully loaded and work complete by June 2013.

In coordination with the building of the P-20 Repository, ODE and BOR have been working on a data governance structure that will support the use of the P-20. Legislation was passed in Ohio prior to all the work on the P-20 stipulating that each agency will continue to own their own data, and that prior to the deployment of the P-20 there would be a governance structure and a strategic plan. A data governance summit was held in September 2012 with both agencies where a draft version of the Data Governance Manual and policy was created. That manual and policy are currently being refined and are scheduled to be signed by both agencies before the first production data is deployed in March 2013. In attendance at that meeting were other agencies with potential data such as the Ohio Departments of Job and Family Services, Health, Mental Health and the Ohio Supreme Court representatives. The meeting helped Ohio continue to determine how best to share data and information related to the birth to kindergarten entry programs, educators and children once we have a common unique identifier, data standards and data format. Whether these agencies will use the P-20 repository or a data bus that allows them to link to the P-20 repository is still being researched in conjunction with the efforts of Ohio's Health and Human Services cabinet agencies' ongoing work to improve sharing data. The P-20 strategic plan is in the final draft stages and will be completed with signatures before the first production data is deployed in March 2013.

Integrated Eligibility and Health Human Services Business Intelligence Project and Early Childhood Data Integration Project

Through funding in Ohio's Statewide Longitudinal Data System grant, Ohio implemented a project called the Early Childhood Data Integration Project (ECDIP) to create a coordinated early learning data integration plan. This plan, when implemented, would help Ohio break down silos and share information across all state agencies that serve the early childhood population and assist those agencies in answering key early childhood policy and program questions efficiently, gaining a comprehensive view of a child, and providing additional decision support capabilities. The plan was completed in September 2012 and involved extensive input and collaboration among the Ohio Departments of Education, Job and Family Services, Alcohol and Drug Addiction Services, Health, Mental Health, Ohio Developmental Disabilities and Gartner Consulting.

The ECDIP was a component of a larger statewide system project effort through the Governor's Office of Health Transformation also designed to break down silos across state agencies. Ohio's current eligibility system, Client Registry Information System-Enhanced (CRIS-E), is being replaced with an integrated, enterprise solution that supports both state and county operations. CRIS-E currently provides intake and eligibility determination support for Ohio's HHS programs, like food assistance, cash assistance and Medicaid. The new solution will allow Ohio's residents to apply for services in a modern and simplified manner, provide the state and its county partners with new tools to more efficiently manage operations, and enable a greater amount of data sharing among agencies.

A Statewide Data Sharing Project will leverage the state's existing business intelligence solution to establish business and technical standards to integrate information across all of the state's health and human service systems. The first priority is to integrate eligibility decision support so information about the whole person being served is available in the right place at the right time to get the best results for that person. This person-centered approach is a departure from the agency-centered solutions of the past. The current focus is on streamlining HHS operations and state and local service capacity to be more efficient, with the ultimate goal being to share services in a way that improves customer service, increases program efficiencies and reduces overall costs for Ohio's taxpayers. The objectives of the project are:

- Improving citizen access to the State's HHS programs through robust self-service and improved self-sufficiency and participation in state programs and services;
- Strengthening the outcomes of the services provided in meeting a person's or family's needs and preventing deeper end and more costly publicly-funded services.;
- Reducing the cost of services by preventing service delivery duplication, waste, fraud and abuse;
- Enhancing the quality of the state's services and interactions with HHS program participants.

The ECDIP component of the project specifically analyzed data systems across state agencies and the key early childhood data elements within those systems. From that analysis, Ohio produced detailed business and technical requirements for the integration of data across various data systems, including an integrated system design and data model, a recommended

phase in plan, and a theoretical implementation schedule. Full implementation of the ECDIP will occur in phases, over a three and a half year time period, assuming the high-level assumptions hold true and the recommended road map is followed. It is believed the ECDIP will be implemented as part of the Integrated Eligibility and HHS Business Intelligence Project because the statewide data sharing components are well aligned to the early childhood data integration vision, goals and the required technical infrastructure.

Generation of Information that is Timely, Relevant, Accessible and Easy to Use for Continuous Improvement and Decision-making

Child Identification Number

By leveraging these key cross-state agency projects and using RTT-ELC funding to expand upon existing early learning data system infrastructure, Ohio will be able to generate information that is timely, relevant and accessible for state agencies, local programs and early childhood educators. By implementing the unique child identification number for all children in publicly-funded programs Ohio will be able to link information across programs, agencies and funding streams. Establishing a governance committee on data sharing and data use, as well as implementing a cross-agency memorandum of understanding that clarifies the sharing and use of information, will allow the agencies to begin providing answers to critical policy and research questions.

SUTQ Data System

As of December 2012, Ohio has captured the requirements for developing a data system for SUTQ and program licensing information which will contain program quality and licensing data for ODE and ODJFS funded and licensed programs across the two agencies. This data is based on Ohio's SUTQ program standards which will allow for a common way of evaluating quality of early childhood programs as well as ensuring compliance with basic health and safety standards addressed through licensing. Programs will have access to this new SUTQ data system to monitor their continuous improvement efforts through SUTQ and track compliance history of health and safety standards through reports that are generated after a licensing or SUTQ visit. In addition, families and members of the public will have access to online information about the quality of early childhood programs.

Maryland and Ohio EC-CAS Data System

Programs also will have access to a data system that will house child assessment information in all domains of school readiness at the prekindergarten and kindergarten level through the Maryland and Ohio Early Childhood Comprehensive Assessment System Project. Early childhood programs from all sectors including districts, child care and family child care will use a standardized technology infrastructure to input child assessment results into Ohio's longitudinal data system and ODJFS' early childhood assessment database. Programs licensed or funded through ODE and ODJFS will be able to immediately access this child assessment information in a way that will assist them in making instructional decisions and sharing information with families. State level decision-makers also will have access to aggregate information for districts, programs, regions and the states.

Meets Data System Oversight Requirements and Federal, State and Local Privacy Laws

Each of the agencies have data governance policies in place, but new cross-agency governance committees are being established to address data sharing and confidentiality. Section 1347.15 of the Ohio Revised Code requires each state agency to adopt rules related to accessing confidential personal information and designation of an individual who serves as the data privacy point of contact. The rules adopted by the various state agencies are to ensure compliance with all applicable federal and state privacy/confidentiality laws including, but not limited to, Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Gramm- Leach-Bliley Act (GLB), Americans with Disabilities Act (ADA), and IDEA. Additionally, the state of Ohio has established an information technology standard that specifies the minimum requirements for information security in all agencies, and identifies the National Institute of Standards and Technology (NIST) Special Publication 800-53, revision 3 (NIST 800-53) as the framework for information security controls implementation for the state. Early efforts are underway to initiate different projects that will address cross-agency and global data system oversight requirements. A brief status on key initiatives is below:

Utah Governance/Early Childhood Privacy Technical Assistance Center (PTAC) Meeting Update

Representatives from ODE and ODJFS attended a session on Data Governance and Privacy in August 2012 in Utah. This meeting was conducted by the PTAC State Support Team. Multiple states discussed the barriers and benefits of creating a cross agency State Longitudinal Data System, including data privacy, legal data sharing agreements, and available local and federal resources. The State Support Team has continued to conduct calls and has planned future meetings to share progress and updates to privacy laws.

Cross-Agency Memorandum of Understanding on Data Sharing and Use

ODE is working closely with ODJFS to draft a general data sharing Memorandum of Understanding (MOU) with the several agencies that are cooperating on the RTT-ELC grant. This includes the Ohio Departments of Education, Job and Family Services, Health, Mental Health and Development Disabilities. The MOU will be a general data sharing agreement between the agencies that will provide a framework and overall commitment for sharing data. The MOU will only generally address privacy laws and requirements, as the specific language necessary will be reserved for the individual MOU's that will still need to be in place between the agencies when data is shared. Instead this MOU will be a high-level data sharing agreement that will govern the individual MOUs that will need to be in place. The first draft of the MOU will be available in February 2013 and will begin circulating between the agencies that will be signers at that time. The final version with signatures is projected to be in place by July 2013.

If applicable, please describe the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above.

At both the state and federal levels, there is an enhanced focus and significant investment on strengthening decision support for early childhood development in order to support school readiness. Recent changes to state policies, such as requiring a Statewide Student Identification Number (SSID) for early childhood publicly-funded programs, are establishing a foundation for enabling data linkages, integration and sharing that have not been possible in the past. State of Ohio initiatives such as RTT-ELC and the Integrated Eligibility and Health and Human Services (HHS) Business Intelligence Project will establish the technical infrastructure and capabilities for supporting cross-system data sharing and integration on a statewide basis.

To support this focus and investment various projects described above have been initiated. These projects will create the foundational artifacts needed to support an enterprise level and cross-agency early learning and data sharing system.

The key state agencies involved in early childhood programs or funding are analyzing the needs in conjunction with the larger data system projects to determine the best overall design and implementation of such an Early Learning Data System. The agencies will determine whether Ohio will have a separate early learning data system that is aligned and interoperable with the SLDS or if the state will include all early childhood data as part of the same SLDS data repository. At this point, it is anticipated having elements of both that will be phased in over the next three to four years, as key infrastructure, data governance and policy decisions, and additional funding sources are formalized and identified.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

N/A

Invitational Priorities

Grantee should include a narrative for those invitational priority areas that were addressed in your RTT-ELC application.

Sustaining Program Effects in the Early Elementary Grades. (Invitational Priority 4)

The State has made progress in (check all that apply):

- Enhancing your current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;
- Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;
- Promoting health and family engagement, including in the early grades;
- Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and
- Leveraging existing Federal, State, and local resources.

Describe the progress made, if applicable.

Increasing the Percentage of Children Who are Able to Read and Do Mathematics at Grade Level by the End of the Third Grade

In July 2012 Ohio enacted legislation that strengthened existing legislation known as the Third

Grade Reading Guarantee to give greater emphasis to reading instruction and intervention in the early grades and to ensure children are reading at grade level by the end of third grade. Through this initiative, Ohio school districts and community schools are required to diagnose reading deficiencies in students in kindergarten through grade three, create individualized reading improvement and monitoring plans and provide intensive reading interventions. Districts and community schools also are required to involve families throughout the assessment, diagnosis and intervention process. The goal is to ensure all children reach third grade able to read at grade level and those children who are identified as at risk for not reading on grade level at grades K-3 receive intensive interventions. Children who are not proficient on the third grade Ohio Achievement Assessment by third grade are retained. Ohio has implemented several cross-state agency efforts to support language and literacy development for birth to grade 3 including the requirement for the State Board of Education and the Governor's Early Childhood Advisory Council to work together in consultation with the Governor's Office of 21st Century Education to make recommendations regarding birth to grade 3 policies, funding and strategies. District elementary programs and local early childhood programs are working together to ensure a seamless transition for young children from early childhood programs to district elementary programs. Reforms implemented in Ohio's Race to the Top Early Learning Challenge grant that focus on improving the quality of early childhood programs for children with high needs will be critical to contributing to children's development and progress in language and literacy.

In addition, Ohio has been engaged with other states through the PARCC consortium to develop new assessments to align with Ohio's Common Core State Standards K-12 to include formative and performance-based assessments. These assessments will be ready statewide in the 2014-15 school year. In addition, Ohio is in the process of revising its K-3 diagnostic assessments in reading and mathematics to ensure alignment with the Common Core State Standards. Districts will use the new diagnostics starting in the 2013-14 school year.

Kindergarten through grade 3 Content Standards and Model Curricula

Ohio is organizing writing teams comprised of stakeholders and experts to assist with crafting standards and model curricula for K-3 in the areas of Approaches Toward Learning and Social-Emotional Development. These teams also will review current physical education standards and recommend changes and or expansions to address the content within Ohio's physical well-being and motor development standards for birth to kindergarten entry.

Meetings with representatives in ODE's Office of Curriculum and Assessment have taken place and timelines for this work have been approved by both the Office of Early Learning and School Readiness and the Office of Curriculum and Assessment. Ohio will work with a national expert to assist writing teams in developing these new standards. When completed, the state of Ohio will have a comprehensive set of child standards from birth through grade 3 that address all essential domains of school readiness.

Transition Planning

Ohio has always required transition planning for district programs through the Ohio Early Learning Program Guidelines and for those ODJFS programs participating in top levels of SUTQ. With the revision and expansion of SUTQ to include all publicly-funded programs, the cross-agency SUTQ leadership team created new program standards that address transitions at all levels within SUTQ. This will ensure that all children being served in publicly-funded programs will have access to transition activities that will promote communication and collaboration between an early learning setting and an elementary school setting.

Promoting Health and Family Engagement, Including in the Early Grades

Ohio continues to have nursing consultants train child care providers on the use of the Ages and Stages Questionnaires (ASQ) and the Ages and Stages Questionnaires: Social Emotional (ASQ:SE) to promote early identification of potential delays so that appropriate supports and referrals can be made prior to school entry. Ohio has refined and expanded SUTQ to include program standards that address health and developmental screenings and appropriate referrals for our early learning and development programs. Also, Ohio continues to require that prior to the first day of November of the school year in which a pupil is enrolled for the first time in either kindergarten or first grade, students are screened for health or medical problems and for any developmental disorders. If the results show the possibility of a special learning need, the school is required to conduct further assessments.

Ohio has refined and expanded SUTQ to include a domain addressing family and community engagement. Early learning and development programs that are publicly funded must address these standards regarding how they engage families in their programs and in supporting a child's development and learning. Ohio's existing Race to the Top funding supports two other important initiatives around family engagement in the early grades which includes providing coaching to county core teams comprised of district leadership teams, family and civic engagement teams, educational service centers, State Support Teams, Ohio Family and Children First council teams and local/county agencies to create a county-region-wide comprehensive system of supports. Also there is a second initiative that directly supports parents with leadership and empowerment training.

Leveraging existing Federal, State and Local Resources:

Ohio's proposed biennium budget for 2014 and 2015 includes increased funds for early childhood education preschool through grade 3 with proposed increased funding for Ohio's public preschool programs, preschool special education, and preschool through grade three initiatives for districts with high poverty and low access to early childhood programs particularly to support language and literacy development aligned to the third grade reading guarantee.

In a project within Ohio's Early Learning Challenge grant, ODE engaged with an external provider to submit a grant application outlining plans for implementation of a demonstration project in three rural communities in Ohio using the SPARK Ohio and Ready Schools model. This includes a competitive process to identify rural communities with high needs children and communities with willingness and interest to participate in these activities. ODE awarded the

demonstration project grant to the external provider in November 2012. Local districts selected to participate in the demonstration project must leverage existing federal, state or local resources to use as a match to receive additional grants funds to implement the project.

The external provider designed a competitive process to select rural, high-poverty communities to implement the SPARK Ohio and Ready Schools models. The Request for Proposals is currently active and we anticipate awards will be made in April 2013. ODE continues to work closely with the external provider to ensure that timelines and activities are completed. The external provider selected to implement this demonstration project has community presentations scheduled to engage interested school districts and community nonprofit organizations in February 2013. Significant stakeholder involvement for participating programs, early childhood educators, and families of children with high needs, begins once the rural, high-poverty communities have been identified.

Encouraging Private-Sector Support (Invitational Priority 5)

Describe State's progress in engaging the private sector in supporting the implementation of the State Plan, if applicable.

Ohio is working closely with the private sector and business community to support and make progress on the implementation of the RTT-ELC state plan in Year 1. Two areas of focus have been:

1. To ensure private sector leaders are working with early learning and development leaders to align local, regional and state policies; and
2. To review and discuss improvements and variables in Ohio's early childhood financing and payments systems.

During 2012, Ohio has ensured that the Governor's Early Childhood Advisory Council includes not just early learning and development leaders but also members from the private sector including the Ohio Business Roundtable, as well as local and state level private foundations. The Early Childhood Advisory Council meets monthly to discuss and receive input on major areas of Ohio's RTT-ELC grant including child standards, professional development, program standards, Ohio's tiered quality rating and improvement system (SUTQ) and child assessments. In addition, a member of the Ohio Business Roundtable sits on Ohio's leadership team with the state of Maryland for the new early childhood comprehensive assessment system which includes the Kindergarten Entry Assessment. The Ohio business community has been instrumental in pushing Ohio to have a comprehensive Kindergarten Entry Assessment. The involvement of the Ohio Business Roundtable on the leadership team ensures that Ohio is bringing key ideas and resources to the table while thinking about the collection and reporting of the data from the new assessment. Finally, the Ohio Business Roundtable provided assistance in bringing forward potential candidates for Ohio's search for the Early Education and Development Officer.

Through the leadership and resources of the Ohio Business Roundtable, Ohio is focusing attention on short- and long-term financing strategies that will help the state achieve the Race to the Top Early Learning Challenge Grant and overall kindergarten readiness goals. In August 2012, the Ohio Business Roundtable convened experts from around the country to become familiar with the most innovative financing ideas for early learning being used or thought about today; to discern the potential viability/implications of these ideas for Ohio; and to conclude with some financing options that the Ohio Business Roundtable might explore in more depth. Participants in that meeting included representatives from Governor Kasich's office as well as grant leads from ODE and ODJFS. As a result of this discussion, the Ohio Business Roundtable has been working closely with representatives of the governor's administration to identify sustainable financing strategies that could be phased-in over a few biennia and further exploring the use of social impact bonds as one innovative strategy that could be tested for the future.

A third area, the creation and implementation of the Early Education and Development Innovation Committee, took longer than anticipated to get started in 2012. Governor John Kasich's October 2011 executive order created the Early Education and Development Officer and an Early Education and Development Innovation Committee comprising five representatives from the private sector: two business leaders; one philanthropic leader; the leader of a research organization; and a developmental pediatrician. The composition of this committee was designed to ensure that the voice of the private sector is consistently brought to discussions of early childhood education policy in Ohio; help align state and local early childhood policy and initiatives through ties to a local philanthropic voice (i.e., local chapters of the United Way); bring innovative research, data and accountability practices found in other sectors; and help to ensure that the science of child development informs all policy and practice. With the January 2, 2013, hiring of Angel Rhodes, Ph.D., as Ohio's Early Education and Development Officer, the planning has begun to appoint the members of this committee by the end of April 2013.

Additional Information

Please provide any additional information regarding progress, challenges, and lessons learned that is not addressed elsewhere in this report.

Progress

Ohio's opportunity to work with a cross-agency group when writing the RTT-ELC grant application assisted in building a foundation for collaboration across early childhood systems in Ohio. Even before Ohio was awarded the grant work began on developing a comprehensive set of early learning and development standards that addressed all essential domains of school readiness for children birth through kindergarten entry. This effort helped Ohio to "hit the ground running" when we were awarded the grant in December. A process was established to ensure cross-state collaboration, consultation with national experts and input from stakeholders. Ohio has used this process to also revise and expand its program standards.

As we conclude our first year of this grant, Ohio recognizes all of the accomplishments that have been made through this collaborative effort with multiple state agencies. Ohio has a comprehensive set of child standards that address all developmental domains from birth to kindergarten entry. Ohio also has a revised and expanded tiered quality rating and improvement system that provides one definition of quality across all program types. Ohio has created a cross-state partnership with the state of Maryland to design a comprehensive assessment system that will provide opportunities for ongoing assessment to inform instruction as well as provide a comprehensive kindergarten entry assessment. Ohio also has developed data systems and professional development to support early childhood providers.

Challenges

It has taken longer than anticipated to fill staff positions that will support implementation of the grant. ODE has contracted with an external provider to assist in hiring staff to support the work. It also has taken longer than anticipated to draft and receive approvals to post Request for Proposals. As Ohio gains a better understanding of the processes, streamlining and posting RFPs will be done in a more expedited fashion. Work with Maryland around the comprehensive assessment system is rewarding. As the two states work with external partners and the leadership team gets larger, the need for improved communication has been identified. Although the states meet monthly by phone, ODE determined that it would be beneficial to increase communication with the external provider about Ohio-specific issues in this project. Therefore, a project manager from Johns Hopkins University regularly attends ODE's weekly meetings by phone. In addition, this project manager is in the process of developing a new online tool to share documents across the states and external providers.

Lessons Learned

Through this first year of implementation, Ohio has realized the importance of strong cross-agency involvement in promoting change within and across early childhood systems in Ohio. A systematic approach of developing and implementing policies and supports also ensures a successful transition. This includes consultation with national experts and input from stakeholders. Ohio also realized the importance of a strong communication plan that includes monthly meetings with other Ohio state agencies, regional focus groups to all stakeholders in Ohio, webinars and information sessions to provide general information about the grant, and a common website that supports not only initiatives from RTT-ELC grant but also initiatives and information to support the early childhood in Ohio.

Data Tables:

Commitment to early learning and development.

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application.

- Data on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data on program quality across different types of Early Learning and Development Programs.
- The number of Children with High Needs participating in each type of Early Learning and Development Program.
- Data on funding for early learning and development in the State.
- Data on the number and percentage of Children with High Needs from special populations in the State.
- Data on the current status of the State's early learning and development standards.
- Data on the Elements of a Comprehensive Assessment System currently required within the State.

Table 1: Children from Low-Income families, by age

In the table below, provide data for the current and previous grant years on the number and percentage of children from Low-Income families in the State, by age. [Low-Income is defined as having an income of up to 200% of the Federal poverty rate.]

Table 1: Children from Low-Income families, by age (Application Table (A)(1)-1). Provide the number of low-income families in the State and the number of children from low-income families as a percentage of all children in the state.

	2011		2012		2013		2014		2015	
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state
Infants under age 1	65,349	9.1%	67,304	9.5%						
Toddlers ages 1 through 2	134,860	18.7%	134,643	19.0%						
Preschoolers ages 3 to kindergarten entry	138,591	19.2%	140,238	19.8%						
Total number of children, birth to kindergarten entry, from low-income families.	338,800	47.0%	342,185*	48.3%						

*Most recent data is FY11 Data Source: * Data Source: National Center for Children in Poverty's (NCCP) 2010 report on the Ohio Demographics of Young, low-income children. The NCCP report uses 2010 data from the American Community Survey, and defines low-income children as children under the age of 6 living below 200 percent of the Federal poverty level.*

Table 2: Special populations of Children with High Needs

In the table below, provide data for the current and previous grant years on the number and percentage of Children with High Needs from special populations in the State.

Table 2: Special populations of Children (from birth to kindergarten entry) with High Needs. (Application Table (A)(1)-2).										
	2011		2012		2013		2014		2015	
Special populations: Children who . ..	Number of children in the State who...	Percentage of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...
Have disabilities or developmental delays³	38,204	5.30%	38,645	5.4%						
Are English learners⁴	24,440	3.39%	24,935	3.5%						
Reside on “Indian Lands”	N/A	N/A	N/A	N/A						
Are migrant⁵	1,039	.14%	1,033*	.14%						
Are homeless⁶	7,606	1.05%	7563	1.04%						
Are in foster care	4,112	57%	4,791	.59%						
Other as identified by the State Describe:										

³ For purposes of this report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

⁴ For purposes of this report, children who are English learners are children birth through kindergarten entry that has home languages other than English.

⁵ For purposes of this report, children who are migrant are children birth through kindergarten entry who meets the definition of “migratory child” in ESEA section 1309(2).⁶ The term “homeless children” has the meaning given the term “homeless children and youths” in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C 11434a(2))

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age
In the table below, provide data for the current and previous grant years on the number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age.

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application Table (A)(1)-3).

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

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013			2014			2015					
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
State-funded preschool <i>Data Source and Year: Slots offered statewide through Early Childhood Education Entitlement Grant. High-quality preschool offered through school districts, education service centers, and joint vocational schools to 3- and 4-year old children.</i>	NA	NA	5,700	5,700	NA	NA	5,700	5,700												

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application Table (A)(1)-3).

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

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
Early Head Start and Head Start⁶ <i>Data Source and Year: Ohio Head Start FY11</i>	NA	3,616* # including children infant-age 1	35,767	39,383	NA	3,382 Includes children infant to age 1	35,424	39,106												
Programs and services funded by IDEA Part C and Part B, section 619** <i>Data Source and Year: Part C Child Count Report December 2011 and December Child Count 12/1/11(EMIS FY12)</i>	2,639	12,229	22,388	37,256	2,464	11,639	22,783	36,886												

⁶ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application Table (A)(1)-3).

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

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
Programs funded under Title I of ESEA <i>CSPR School Report for FY11</i>	NA	97* may include infant-age 1	21,561	21,658	N/A by breakout	51* may include infant-age 1	25,676	25,727												
Programs receiving funds from the State's CCDF Program <i>FY12 Data from CCIDS (childcare information data system) for average monthly served</i>	12,551	19,973	30,396	62,920	13,019	21,874	42,882	77,774												

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application Table (A)(1)-3).

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

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013			2014			2015					
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
Home Visiting Program <i>Early Track Child Count Tracking. 12/1/11</i> <i>Evidence-based services delivered through home visits to increase the capacity of parents</i>	3,571	4,310	0	7,881	3,078	3,055	0	6,133												
Mental Health Treatment from Public Mental Health System <i>Specify: Multi Agency Community Services Information System (MACSIS) Data Mart</i> ***	N/A by break out	N/A by break out	N/A by break out	13,281***	N/A by break out	N/A by break out	N/A by break out	14,114												

*Some numbers are not available by breakout age due to the method of reporting.

Ohio defines infants as <18 months and toddlers as 18 months - <36 months in our CCIDS data system, so these numbers reflect those age groups.

** Updated programs in IDEA Part C to reflect Child Care Report 2011 which gave a more accurate figure for FY11 infant and toddler count for Part C.

***Data Source and figures updated using MACSIS Data Mart for a more accurate picture of mental health services used in Ohio for FY11.

Table 4: Data on funding for Early Learning and Development

In the table below, provide data on the funding for Early Learning and Development in the State.

Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.

Table 4: Data on funding for Early Learning and Development (Application Table (A)(1)-4).					
Type of investment	Funding for each Fiscal Year				
	2011	2012	2013	2014	2015
Supplemental State spending on Early Head Start and Head Start⁷	0	0			
State-funded preschool <i>Specify: ECE</i>	\$23,268,341 *	\$23,268,341			
State contributions to IDEA Part C	\$9,933,144	\$10,105,050			
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$85,459,542 *	\$85,459,542			
Total State contributions to CCDF⁸	\$84,732,478	\$84,682,658			
State match to CCDF <i>Met</i>	\$34,800,561	\$34,782,381			
TANF spending on Early Learning and Development Programs⁹	\$261,614,496	\$251,657,792			
Other State contributions <i>Specify: Help Me Grow (non-Part C)</i>	\$27,716,856	\$ 23,568,495			
Other State contributions <i>Specify: Early Childhood Mental Health Consultation</i>	\$200,000	\$200,000			

⁷ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

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

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

Table 4: Data on funding for Early Learning and Development (Application Table (A)(1)-4).

Type of investment	Funding for each Fiscal Year				
	2011	2012	2013	2014	2015
Other State contributions <i>Specify: Early Care and Education GRF</i>	\$133,131,501	\$123,643,393			
Total State contributions:	\$660,856,919 *	\$637,367,652			

Fiscal year end date is June 30

** Changed "State funded preschool" & "State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry" to reflect accurate funding amount for 2011, which also resulted in a corrected "Total State Contributions" for 2011.*

Table 5: Data on the Current status of the State's Early Learning and Development Standards

In the table below, update the data provided in the State's application regarding the current status of Early Learning and Development Standards.

Table 5: Current status of the State's Early Learning and Development Standards (Application Table (A)(1)-6)

Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

The State Board of Education adopted Ohio's Birth to Kindergarten Entry Early Learning and Development Standards in October of 2012 which address all Essential Domains of School Readiness

Table 6: Data on the Elements of a Comprehensive Assessment System currently required within the State

Table 6: Elements of a Comprehensive Assessment System currently required within the State (Application Table (A)(1)-7).					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Specify:</i>	X	X	X	X	
Early Head Start and Head Start¹⁰	X	X		X	
Programs funded under IDEA Part C	X	X	X		
Programs funded under IDEA Part B, section 619	X	X	X	X	
Programs funded under Title I of ESEA	X				
Programs receiving CCDF funds	X				
Current Quality Rating and Improvement System requirements <i>Step 1</i>	X				
Current Quality Rating and Improvement System requirements <i>Step 2</i>	X		X	X	
Current Quality Rating and Improvement System requirements <i>Step 3</i>	X	X	X	X	

¹⁰ Including Migrant and Tribal Head Start located in the State.

Table 6: Elements of a Comprehensive Assessment System currently required within the State (Application Table (A)(1)-7).

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State licensing requirements	X				
Home Visiting <i>Evidence-based parent education programs</i>	X	X	X	X	
Early Health Mental Consultation	X	X	X		
<i>[Edit the labels on the above rows as needed, and enter text here to clarify or explain any of the data, if necessary.]</i>					

Additional Performance Measures Tables

Update any additional performance measure, if applicable.

Performance Measures – Other (<i>Not Applicable</i>)					
<i>[Insert title here]</i>					
Project Goals/Desired Outcomes:					
Narrative: <i>[Briefly describe...]</i>					
Annual Targets for Key Performance Measures:					
Performance Measures for (other):					
<i>[Customize performance measure tables as appropriate]</i>					
	Baseline (from Application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual

Budget Information

Please describe what activities and mechanisms (e.g., contracts, MOUs, etc.) the State is using to distribute funds from the RTT-ELC budget to local programs, early learning intermediary organizations, participating programs, individuals (including scholars), and other partners.

In two projects, Ohio plans to distribute limited RTT-ELC funds to local programs or early learning intermediary organizations. The following are the specific activities that occurred in Year 1.

Ohio Department of Mental Health - All 50 local mental health boards and Early Childhood Mental Health (ECMH) provider agencies were provided with an application to apply to participate in the ECMH designated professional development activities of the RTT-ELC grant. Criteria for selection of the ECMH consultants to participate were included in the application guidance. Selection of participants began in December 2012 and should be complete by January 2013. Funds will be allocated via a Notice of Sub-Awards to 12 local mental health boards who will serve as the fiscal agent for the provider agency that employs the ECMH consultant.

Please describe the entities (or types of individuals) to whom the State is distributing RTT-ELC funds through subgranting.

ODE distributed RTT-ELC funds via a subgrant in November 2012 to a non-profit organization that has responsibility for the Sustain in the Early Grades program demonstration project in three rural communities.

ODMH distributed RTT-ELC funds to selected county boards of mental health in March through June 2012 to assist in conceptualizing the ECMH professional development needs and the basis for data collection and ongoing evaluation to track progress.

Please provide a brief summary of any substantive changes that were made to the State RTT-ELC budget within the past year.

Ohio worked with USDOE and USHHS to finalize its budget narrative for the grant. No major substantive changes were made following the final approval of the budget narratives and scope of work.

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Given that Ohio underspent its funding in Year 1, Ohio will work with USDOE and USHHS to ensure that remaining funds are expended as intended in the scope of work. At this point, Ohio anticipates needing to shift the funding to Years 2-4 to support the same work laid out in the scope of work.

Addendum Submitted 3/22/13:

It has taken Ohio longer than anticipated to fill staff positions that will support implementation of the grant. ODE's budget includes funding to support 6 staff positions in projects 1, 4, 6, and 7. ODE conducted an extensive search for qualified staff and was able to fill 4 of the 6 positions by August 2012, but was unable to fill 2 of the positions. This was due in part to qualified applicants taking other opportunities before the hires were approved and due to a limited pool of qualified staff which left ODE with few alternative choices for hires. To fill the remaining two positions, ODE contracted with an external provider to assist in hiring contracted personnel to support the work. This contract was put in place in December 2012. ODE is now fully staffed for the work in the grant.

It also has taken Ohio's work teams longer than anticipated to draft and receive approvals to post Requests for Proposals (RFP). There are many interdependencies for the work within the projects of the grant. For example, one RFP in project 6 which focuses on new professional development and a coordinated regional delivery system was dependent on a cross agency

leadership team agreeing to a common vision for the professional development system. This required several facilitated meetings in June and August of 2012 and February of 2013. Once this agreement was established, project staff drafted the RFP which required cross agency review and approval of the content of the RFP. Due to the high dollar amount allocated to the RFP, Ohio procurement laws require that it be reviewed, approved and posted by Ohio's Department of Administrative Services. In the case of this RFP, the external review, approval and posting took 4 months to complete. Additionally, the cross-agency staff responsible for drafting the RFPs are working on several key projects within RTT-ELC (TQRIS, child assessment, professional development) that require cross-agency engagement in meetings and planning for implementation of the work. The interdependencies of the projects as well as needed cross-responsibilities of project staff mean limited staff time and in some cases limited experience and skills for writing RFPs. ODE expects to award the Project 6 contract by April 2013 which will drive numerous other interdependent projects including the evaluation of the professional development in project 6 and the measures of quality contract in project 7.

Moving forward, Ohio will closely review the project timelines and associated budgets to realign the funds within the remaining three years of the budget. Ohio will seek approval from USDOE/USHHS using the budget amendment approval process where appropriate. In reviewing the funds that are already encumbered across the Ohio projects, which means that Ohio has issued purchase order numbers for external providers, Ohio Departments of Education (ODE) and Job and Family Services (ODJFS) have together already encumbered approximately \$13 million across projects 4, 6, 7, 11, and 13 for 2013. We expect that Ohio Departments of Education, Job and Family Services, Health and Mental Health to encumber an additional \$5.7million in projects 3, 6, 7, 11, and 12 for 2013 in the next few months for active contracts or agreements with external providers or for staffing. Additional work will continue through the remainder of the year as well. To ensure we are successful in monitoring our expenditures, the Ohio project management team is working with ODE's fiscal officer to create an activity level budget within all projects to clearly tie the specific activities planned in the budgets to the scope of work. ODE's fiscal officer meets monthly with the Ohio cross-agency project management team and quarterly with cross agency fiscal officers to review the progress. With our increased staff capacity and improved processes for issuing RFPs, Ohio is confident it will expend funds at a much faster rate.

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category--Include budget and expenditure totals for each budget category for Grant Year 1.

Budget Table 1: Overall Budget Summary by Budget Category for Grant Year 1		
Budget Categories	Budget	Expenditures
1. Personnel	\$438,657	\$152,968
2. Fringe Benefits	\$150,717	\$76,980
3. Travel	\$29,607	\$7,269
4. Equipment	\$27,767	\$1,534
5. Supplies	\$23,829	\$1,593
6. Contractual	\$7,914,103	\$180,269
7. Training Stipends	\$0	\$0
8. Other	\$632,518	\$0
9. Total Direct Costs (add lines 1-8)	\$9,217,198	\$420,613
10. Indirect Costs*	\$40,155	\$7,148
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$915,065	\$120,000
12. Funds set aside for participation in grantee technical assistance	\$100,000	\$2,650
13. Total Grant Funds Requested (add lines 9-12)	\$10,272,418	\$550,411
14. Funds from other sources used to support the State Plan	\$23,619,245	\$20,789,145
15. Total Statewide Budget (add lines 13-14)	\$33,891,663	\$21,339,556
<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 to be 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 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.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

Budget and Expenditure Table 2: by Project -- *The State must complete a Budget and Expenditure Table for each project for Grant Year 1.*

Budget Table 2 Project 1: Grants Management		
Budget Categories	Budget	Expenditures
1. Personnel	\$120,468	\$54,212
2. Fringe Benefits	\$41,542	\$26,283
3. Travel	\$11,000	\$1,343
4. Equipment	\$12,000	\$1,534
5. Supplies	\$6,000	\$1,019
6. Contractual	\$150,000	\$0
7. Training Stipends	\$0	\$0
8. Other	\$11,098	\$0
9. Total Direct Costs (add lines 1-8)	\$352,108	\$84,390
10. Indirect Costs*	\$11,400	\$1,777
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$100,000	\$2,650
13. Total Grant Funds Requested (add lines 9-12)	\$463,508	\$88,818
14. Funds from other sources used to support the State Plan	\$155,000	\$0
15. Total Budget (add lines 13-14)	\$618,508	\$88,818
<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 to be 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 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.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

Budget Table 2:
Project 2: Validation and Consumer Education

Budget Categories	Budget	Expenditures
1. Personnel	\$0	\$0
2. Fringe Benefits	\$0	\$0
3. Travel	\$0	\$0
4. Equipment	\$0	\$0
5. Supplies	\$0	\$0
6. Contractual	\$0	\$0
7. Training Stipends	\$0	\$0
8. Other	\$0	\$0
9. Total Direct Costs (add lines 1-8)	\$0	\$0
10. Indirect Costs*	\$0	\$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$0	\$0
14. Funds from other sources used to support the State Plan	\$200,000	\$5,804
15. Total Budget (add lines 13-14)	\$200,000	\$5,804

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

Budget Table 2:
Project 3: Increase Access to High Quality Programs

Budget Categories	Budget	Expenditures
1. Personnel	\$30,462	\$0
2. Fringe Benefits	\$10,634	\$0
3. Travel	\$1,620	\$0
4. Equipment	\$3,649	\$0
5. Supplies	\$5,094	\$0
6. Contractual	\$2,574,870	\$32,090
7. Training Stipends	\$0	\$0
8. Other	\$0	\$0
9. Total Direct Costs (add lines 1-8)	\$2,626,329	\$32,090
10. Indirect Costs*	\$0	\$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$245,065	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$2,871,394	\$32,090
14. Funds from other sources used to support the State Plan	\$19,216,245	\$18,629,917
15. Total Budget (add lines 13-14)	\$22,087,639	\$18,662,007

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Budget Table 2:
Project 4: Maryland Collaboration

Budget Categories	Budget	Expenditures
1. Personnel	\$62,279	\$22,505
2. Fringe Benefits	\$21,798	\$11,376
3. Travel	\$12,054	\$5,294
4. Equipment	\$3,173	\$0
5. Supplies	\$3,168	\$495
6. Contractual	\$1,304,246	\$85,588
7. Training Stipends	\$0	\$0
8. Other	\$4,310	\$0
9. Total Direct Costs (add lines 1-8)	\$1,411,019	\$125,258
10. Indirect Costs*	\$9,585	\$1,781
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$1,420,604	\$127,039
14. Funds from other sources used to support the State Plan	\$600,000	\$403,307
15. Total Budget (add lines 13-14)	\$2,020,604	\$530,346

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Budget Table 2:
Project 5: Professional Development and Formative Instruction Modules

Budget Categories	Budget	Expenditures
1. Personnel	\$0	\$0
2. Fringe Benefits	\$0	\$0
3. Travel	\$0	\$0
4. Equipment	\$0	\$0
5. Supplies	\$0	\$0
6. Contractual	\$110,000	\$0
7. Training Stipends	\$0	\$0
8. Other	\$0	\$0
9. Total Direct Costs (add lines 1-8)	\$110,000	\$0
10. Indirect Costs*	\$0	\$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$110,000	\$0
14. Funds from other sources used to support the State Plan	\$200,000	\$103,167
15. Total Budget (add lines 13-14)	\$310,000	\$103,167

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State

Budget Table 2:
Project 6: Professional Development Coordination

Budget Categories	Budget	Expenditures
1. Personnel	\$62,279	\$21,363
2. Fringe Benefits	\$21,798	\$10,938
3. Travel	\$2,336	\$371
4. Equipment	\$3,173	\$0
5. Supplies	\$3,168	\$0
6. Contractual	\$1,189,357	\$0
7. Training Stipends	\$0	\$0
8. Other	\$31,055	\$0
9. Total Direct Costs (add lines 1-8)	\$1,313,166	\$32,672
10. Indirect Costs*	\$9,585	\$1,769
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$670,000	\$120,000
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$1,992,751	\$154,441
14. Funds from other sources used to support the State Plan	\$1,580,000	\$1,425,162
15. Total Budget (add lines 13-14)	\$3,572,751	\$1,579,603

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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**Budget Table 2:
Project 7: Measures of Quality**

Budget Categories	Budget	Expenditures
1. Personnel	\$62,279	\$21,742
2. Fringe Benefits	\$21,798	\$11,163
3. Travel	\$2,336	\$261
4. Equipment	\$3,173	\$0
5. Supplies	\$3,168	\$79
6. Contractual	\$366,605	\$148
7. Training Stipends	\$0	\$0
8. Other	\$21,055	\$0
9. Total Direct Costs (add lines 1-8)	\$480,414	\$33,393
10. Indirect Costs*	\$9,585	\$1,821
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$489,999	\$35,214
14. Funds from other sources used to support the State Plan	\$0	\$0
15. Total Budget (add lines 13-14)	\$489,999	\$35,214
<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 to be 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 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.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

**Budget Table 2:
Project 8: Progressions of Credentials**

Budget Categories	Budget	Expenditures
1. Personnel	\$0	\$0
2. Fringe Benefits	\$0	\$0
3. Travel	\$0	\$0
4. Equipment	\$0	\$0
5. Supplies	\$0	\$0
6. Contractual	\$0	\$0
7. Training Stipends	\$0	\$0
8. Other	\$0	\$0
9. Total Direct Costs (add lines 1-8)	\$0	\$0
10. Indirect Costs*	\$0	\$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$0	\$0
14. Funds from other sources used to support the State Plan	\$56,000	\$0
15. Total Budget (add lines 13-14)	\$56,000	\$0

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

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

Budget Table 2:
Project 9: Alignment with Ohio's Core Knowledge Competencies (CKC)

Budget Categories	Budget	Expenditures
1. Personnel	\$0	\$0
2. Fringe Benefits	\$0	\$0
3. Travel	\$0	\$0
4. Equipment	\$0	\$0
5. Supplies	\$0	\$0
6. Contractual	\$0	\$0
7. Training Stipends	\$0	\$0
8. Other	\$0	\$0
9. Total Direct Costs (add lines 1-8)	\$0	\$0
10. Indirect Costs*	\$0	\$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$0	\$0
14. Funds from other sources used to support the State Plan	\$75,000	\$0
15. Total Budget (add lines 13-14)	\$75,000	\$0

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

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

Budget Table 2:
Project 10: Child Link System

Budget Categories	Budget	Expenditures
1. Personnel	\$0	\$0
2. Fringe Benefits	\$0	\$0
3. Travel	\$0	\$0
4. Equipment	\$0	\$0
5. Supplies	\$0	\$0
6. Contractual	\$530,445	\$62,443
7. Training Stipends	\$0	\$0
8. Other	\$0	\$0
9. Total Direct Costs (add lines 1-8)	\$530,445	\$62,443
10. Indirect Costs*	\$0	\$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$530,445	\$62,443
14. Funds from other sources used to support the State Plan	\$1,537,000	\$221,788
15. Total Budget (add lines 13-14)	\$2,067,445	\$284,231

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Budget Table 2:
Project 11: Re-engineering Step Up To Quality and Licensing Database

Budget Categories	Budget	Expenditures
1. Personnel	\$79,084	\$24,860
2. Fringe Benefits	\$27,041	\$12,915
3. Travel	\$270	\$0
4. Equipment	\$2,599	\$0
5. Supplies	\$3,231	\$0
6. Contractual	\$1,403,121	\$0
7. Training Stipends	\$0	\$0
8. Other	\$565,000	\$0
9. Total Direct Costs (add lines 1-8)	\$2,080,346	\$37,775
10. Indirect Costs*	\$0	\$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$2,080,346	\$37,775
14. Funds from other sources used to support the State Plan	\$0	\$0
15. Total Budget (add lines 13-14)	\$2,080,346	\$37,775
<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 to be 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 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.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

Budget Table 2:
Project 12: Child Assessment System

Budget Categories	Budget	Expenditures
1. Personnel	\$21,806	\$8,287
2. Fringe Benefits	\$6,106	\$4,305
3. Travel	\$0	\$0
4. Equipment	\$0	\$0
5. Supplies	\$0	\$0
6. Contractual	\$149,000	\$0
7. Training Stipends	\$0	\$0
8. Other	\$0	\$0
9. Total Direct Costs (add lines 1-8)	\$176,912	\$12,592
10. Indirect Costs*	\$0	\$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$176,912	\$12,592
14. Funds from other sources used to support the State Plan	\$0	\$0
15. Total Budget (add lines 13-14)	\$176,912	\$12,592
<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 to be 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 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.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

Budget Table 2:
Project 13: Sustain in the Early Grades

Budget Categories	Budget	Expenditures
1. Personnel	\$0	\$0
2. Fringe Benefits	\$0	\$0
3. Travel	\$0	\$0
4. Equipment	\$0	\$0
5. Supplies	\$0	\$0
6. Contractual		\$0
7. Training Stipends	\$0	\$0
8. Other	\$0	\$0
9. Total Direct Costs (add lines 1-8)	\$136,459	\$0
10. Indirect Costs*	\$0	\$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$136,459	\$0
14. Funds from other sources used to support the State Plan	\$0	\$0
15. Total Budget (add lines 13-14)	\$136,459	\$0

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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

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

DEFINITIONS

Note: All definitions below are taken from the notice.

Children with High Needs means children from birth through kindergarten entry who are from Low-Income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays; who are English learners; who reside on “Indian lands” as that term is defined by section 8013(6) of the ESEA; who are migrant, homeless, or in foster care; and other children as identified by the State.

Common Education Data Standards (CEDS) means voluntary, common standards for a key set of education data elements (*e.g.*, demographics, program participation, transition, course information) at the early learning, K-12, and postsecondary levels developed through a national collaborative effort being led by the National Center for Education Statistics. CEDS focus on standard definitions, code sets, and technical specifications of a subset of key data elements and are designed to increase data interoperability, portability, and comparability across Early Learning and Development Programs and agencies, States, local educational agencies, and postsecondary institutions.

Comprehensive Assessment System means a coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that organizes information about the process and context of young children’s learning and development in order to help Early Childhood Educators make informed instructional and programmatic decisions and that conforms to the recommendations of the National Research Council reports on early childhood.

A Comprehensive Assessment System includes, at a minimum--

- (a) Screening Measures;
- (b) Formative Assessments;
- (c) Measures of Environmental Quality; and
- (d) Measures of the Quality of Adult-Child Interactions.

Data System Oversight Requirements means policies for ensuring the quality, privacy, and integrity of data contained in a data system, including--

(a) A data governance policy that identifies the elements that are collected and maintained; provides for training on internal controls to system users; establishes who will have access to the data in the system and how the data may be used; sets appropriate internal controls to restrict access to only authorized users; sets criteria for determining the legitimacy of data requests; establishes processes that verify the accuracy, completeness, and age of the data elements maintained in the system; sets procedures for determining the sensitivity of each inventoried element and the risk of harm if those data were improperly disclosed; and establishes procedures for disclosure review and auditing; and

(b) A transparency policy that informs the public, including families, Early Childhood Educators, and programs, of the existence of data systems that house personally identifiable information, explains what data elements are included in such a system, enables parental consent to disclose personally identifiable information as appropriate, and describes allowable and potential uses of the data.

Early Childhood Educator means any professional working in an Early Learning and Development Program, including but not limited to center-based and family child care providers; infant and toddler specialists; early intervention specialists and early childhood special educators; home visitors; related services providers; administrators such as directors, supervisors, and other early learning and development leaders; Head Start teachers; Early Head Start teachers; preschool and other teachers; teacher assistants; family service staff; and health coordinators.

Early Learning and Development Program means any (a) State-licensed or State-regulated program or provider, regardless of setting or funding source, that provides early care and education for children from birth to kindergarten entry, including, but not limited to, any program operated by a child care center or in a family child care home; (b) preschool program funded by the Federal Government or State or local educational agencies (including any IDEA-funded program); (c) Early Head Start and Head Start program; and (d) a non-relative child care provider who is not otherwise regulated by the State and

who regularly cares for two or more unrelated children for a fee in a provider setting. A State should include in this definition other programs that may deliver early learning and development services in a child's home, such as the Maternal, Infant and Early Childhood Home Visiting; Early Head Start; and part C of IDEA¹¹.

Early Learning and Development Standards means a set of expectations, guidelines, or developmental milestones that--

(a) Describe what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;

(b) Are appropriate for each age group (*e.g.*, infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;

(c) Cover all Essential Domains of School Readiness; and

(d) Are universally designed and developmentally, culturally, and linguistically appropriate.

Early Learning Intermediary Organization means a national, statewide, regional, or community-based organization that represents one or more networks of Early Learning and Development Programs in the State and that has influence or authority over them. Such Early Learning Intermediary Organizations include, but are not limited to, Child Care Resource and Referral Agencies; State Head Start Associations; Family Child Care Associations; State affiliates of the National Association for the Education of Young Children; State affiliates of the Council for Exceptional Children's Division of Early Childhood; statewide or regional union affiliates that represent Early Childhood Educators; affiliates of the National Migrant and Seasonal Head Start Association; the National Tribal, American Indian, and Alaskan Native Head Start Association; and the National Indian Child Care Association.

Essential Data Elements means the critical child, program, and workforce data elements of a coordinated early learning data system, including--

(a) A unique statewide child identifier or another highly accurate, proven method to link data on that child, including Kindergarten Entry Assessment data, to and from the Statewide Longitudinal Data System and the coordinated early learning data system (if applicable);

(b) A unique statewide Early Childhood Educator identifier;

(c) A unique program site identifier;

(d) Child and family demographic information;

(e) Early Childhood Educator demographic information, including data on educational attainment and State credential or licenses held, as well as professional development information;

(f) Program-level data on the program's structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, and all applicable data reported as part of the State's Tiered Quality Rating and Improvement System; and

(g) Child-level program participation and attendance data.

Essential Domains of School Readiness means the domains of language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning, physical well-being and motor development (including adaptive skills), and social and emotional development.

Formative Assessment (also known as a classroom-based or ongoing assessment) means assessment questions, tools, and processes--

(a) That are--

(1) Specifically designed to monitor children's progress in meeting the Early Learning and Development Standards;

(2) Valid and reliable for their intended purposes and their target populations;

(3) Linked directly to the curriculum; and

¹¹ Note: Such home-based programs and services will most likely not participate in the State's Tiered Quality Rating and Improvement System unless the State has developed a set of Tiered Program Standards specifically for home-based programs and services.

(b) The results of which are used to guide and improve instructional practices.

High-Quality Plan means any plan developed by the State to address a selection criterion or priority in the notice that is feasible and has a high probability of successful implementation and at a minimum includes--

- (a) The key goals;
- (b) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time to eventually achieve statewide implementation;
- (c) A realistic timeline, including key milestones, for implementing each key activity;
- (d) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;
- (e) Appropriate financial resources to support successful implementation of the plan;
- (f) The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the plan;
- (g) The information requested in the performance measures, where applicable;
- (h) How the State will address the needs of the different types of Early Learning and Development Programs, if applicable; and
- (i) How the State will meet the needs of Children with High Needs, as well as the unique needs of special populations of Children with High Needs.

Kindergarten Entry Assessment means an assessment that--

- (a) Is administered to children during the first few months of their admission into kindergarten;
- (b) Covers all Essential Domains of School Readiness;
- (c) Is used in conformance with the recommendations of the National Research Council¹² reports on early childhood; and
- (d) Is valid and reliable for its intended purposes and for the target populations and aligned to the Early Learning and Development Standards. Results of the assessment should be used to inform efforts to close the school readiness gap at kindergarten entry and to inform instruction in the early elementary school grades. This assessment should not be used to prevent children's entry into kindergarten.

Lead Agency means the State-level agency designated by the Governor for the administration of the RTT-ELC grant; this agency is the fiscal agent for the grant. The Lead Agency must be one of the Participating State Agencies.

Low-Income means having an income of up to 200 percent of the Federal poverty rate.

Measures of Environmental Quality means valid and reliable indicators of the overall quality of the early learning environment.

Measures of the Quality of Adult-Child Interactions means the measures obtained through valid and reliable processes for observing how teachers and caregivers interact with children, where such processes are designed to promote child learning and to identify strengths and areas for improvement for early learning professionals.

Participating State Agency means a State agency that administers public funds related to early learning and development and is participating in the State Plan. The following State agencies are required Participating State Agencies: the agencies that administer or supervise the administration of CCDF, the

¹² National Research Council. (2008). Early Childhood Assessment: Why, What, and How. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
http://www.nap.edu/catalog.php?record_id=12446

section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency. Other State agencies, such as the agencies that administer or supervise the administration of Child Welfare, Mental Health, Temporary Assistance for Needy Families (TANF), Community-Based Child Abuse Prevention, the Child and Adult Care Food Program, and the Adult Education and Family Literacy Act (AEFLA) may be Participating State Agencies if they elect to participate in the State Plan.

Participating Program means an Early Learning and Development Program that elects to carry out activities described in the State Plan.

Program Standards means the standards that serve as the basis for a Tiered Quality Rating and Improvement System and define differentiated levels of quality for Early Learning and Development Programs. Program Standards are expressed, at a minimum, by the extent to which--

(a) Early Learning and Development Standards are implemented through evidence-based activities, interventions, or curricula that are appropriate for each age group of infants, toddlers, and preschoolers;

(b) Comprehensive Assessment Systems are used routinely and appropriately to improve instruction and enhance program quality by providing robust and coherent evidence of--

(1) Children's learning and development outcomes; and

(2) program performance;

(c) A qualified workforce improves young children's health, social, emotional, and educational outcomes;

(d) Strategies are successfully used to engage families in supporting their children's development and learning. These strategies may include, but are not limited to, parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;

(e) Health promotion practices include health and safety requirements; developmental, behavioral, and sensory screening, referral, and follow up; and the promotion of physical activity, healthy eating habits, oral health and behavioral health, and health literacy among parents; and

(f) Effective data practices include gathering Essential Data Elements and entering them into the State's Statewide Longitudinal Data System or other early learning data system, using these data to guide instruction and program improvement, and making this information readily available to families.

Screening Measures means age and developmentally appropriate, valid, and reliable instruments that are used to identify children who may need follow-up services to address developmental, learning, or health needs in, at a minimum, the areas of physical health, behavioral health, oral health, child development, vision, and hearing.

State means any of the 50 States, the District of Columbia, and Puerto Rico.

State Plan means the plan submitted as part of the State's RTT-ELC application.

Statewide Longitudinal Data System means the State's longitudinal education data system that collects and maintains detailed, high-quality, student- and staff-level data that are linked across entities and that over time provide a complete academic and performance history for each student. The Statewide Longitudinal Data System is typically housed within the State educational agency but includes or can be connected to early childhood, postsecondary, and labor data.

Tiered Quality Rating and Improvement System means the system through which the State uses a set of progressively higher Program Standards to evaluate the quality of an Early Learning and Development Program and to support program improvement. A Tiered Quality Rating and Improvement System consists of four components: (a) tiered Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels; (b) monitoring to evaluate program quality based on the Program Standards; (c) supports to help programs meet progressively higher standards (e.g.,

through training, technical assistance, financial support); and (d) program quality ratings that are publically available; and includes a process for validating the system.

Workforce Knowledge and Competency Framework means a set of expectations that describes what Early Childhood Educators (including those working with children with disabilities and English learners) should know and be able to do. The Workforce Knowledge and Competency Framework, at a minimum, (a) is evidence-based; (b) incorporates knowledge and application of the State's Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with families; (c) includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children; (d) incorporates effective use of data to guide instruction and program improvement; (e) includes effective behavior management strategies that promote positive social emotional development and reduce challenging behaviors; and (f) incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and Early Childhood Educators.