Race to the Top – Early Learning Challenge
2014 ANNUAL PERFORMANCE REPORT

Ohio

JUNE **2015**

Race to the Top
Early Learning Challenge

Table of Contents

*Note: All information in this document was prepared and submitted by the **Grantee** as their annual performance report (APR). For reference, the instructions and prompts from the approved APR form are included in italics throughout the document. Check marks in tables indicate the Grantee selected the option. A blank cells in a table indicates that the Grantee did not provide data or did not select the option.*

APR Cover Sheet

General Information

1. PR/Award #: S412A120028

2. Grantee Name: Office of the Governor, State of Ohio

3. Grantee Address: 77 South High Street, Columbus, OH 43215

4. Project Director Name: Wendy Grove

   Title: Director, Office of Early Learning and School Readiness

   Phone #: (614) 466-2096   **Fax #:** (614) 728-2338

   Email Address: Wendy.Grove@education.ohio.gov

Reporting Period Information

5. Reporting Period: 1/1/2014 **to** 12/31/2014

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): 07/01/2014 to 06/30/2015

   Approving Federal agency: ☑ ED ☐ HHS ☐ Other (Please specify):

Certification

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.

Signed by Authorized Representative

Name: Angel Rhodes

Title: Early Childhood Officer

Executive Summary

For the reporting year, please provide a summary of your State's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies you will implement to address those challenges.

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 3 report provides information on Ohio's major accomplishments.

Common Statewide Tiered Quality Rating and Improvement System (TQRIS)

Step Up To Quality (SUTQ) was available for all large family child care homes and center-based early learning and development programs, including school district-operated and community-based preschools, child care and Head Start programs. Small family child care (Type B) home providers began to be eligible to apply for a star-rating in July 2014. During Year 3, efforts moved from re-designing the TQRIS to full-scale implementation of the new system. Ohio revised its TQRIS, called Step Up To Quality (SUTQ) by expanding the three tier system to a five tier system and revising the domains (areas) and standards within the TQRIS that are aligned with Ohio's Early Learning and Development Standards. Currently rated programs were phased into the SUTQ rating system based on a schedule set the Ohio Department of Education (ODE) and the Ohio Department of Job and Family Services (ODJFS) and approved by the Ohio General Assembly. As of December 2014, more than 1,471 ODJFS-licensed and 247 ODE-licensed programs have registered to participate in the revised system. A total of 1,630 ODJFS- and ODE-licensed programs have been rated in the TQRIS.

Licensing

The Ohio Department of Job and Family Services began licensing small family child care providers who participate in the Publicly Funded Child Care (PFCC) program. Amended Substitute Senate Bill 316 of the 129th General Assembly required Type B Homes that were previously certified by the local county department of job and family services (CDJFS) agencies to become licensed by ODJFS, effective January 1, 2014. At the time of the transition, 3,846 certified Type B Homes became state licensed. The current model for licensure for Type B Homes includes CDJFS conducting inspections of Type B Homes and recommending licensing actions to ODJFS, which approves or denies the recommendation.

The Ohio Department of Education and ODJFS are in the process of creating a single licensing data system building on the Ohio Child Licensing and Quality System (OCLQS), which is the data system used to support Step Up To Quality. An interagency workgroup identified and aligned licensing policies and procedures between the two agencies to create a more consistent licensing system.

Supporting the Use of Ohio's Early Learning and Development Standards

In 2013, Ohio focused on supporting the use of the comprehensive Early Learning and Development Standards for birth- K entry by early childhood professionals. This occurs through the use of implementation guides, a curriculum alignment tool, and professional development and technical assistance. For Year 3 of Ohio's Early Learning Challenge Grant, the state continues to support the use of the standards by increasing availability and access to high quality professional development. Professional development staff from all four of the regional professional development and technical assistance networks (Child Care Resource & Referral, State Support Teams, Early Childhood Mental Health Consultants and Health Promotion Consultants) deliver training statewide

on a variety of topic areas that align to their expertise and credentials, and support the Early Learning and Development Standards. Trainings also are under development for an on-line learning management system. These sessions will provide consistent, high quality training to a larger number of professionals across the state.

A series of new professional development modules have been developed in support of current early learning initiatives occurring in Ohio. By March 2015, CPDS Coordinators, trainers from the R&Rs and trainers from the SSTs will all be able to provide face to face professional development in Screening and Assessment, Technology in the Classroom, and English Language Learners. Professional development related to measures of quality is being rolled out in support for early childhood professionals understanding of the importance of adult child interactions and quality classroom environments. These modules better equip network providers of professional development in providing technical assistance to programs that are being rated and attempting to reach higher levels of quality in Step Up To Quality. An electronic format of these modules will be available shortly after, allowing participants the flexibility of completing training online and then participating in a facilitated webinar.

Comprehensive Assessment System

Ohio continued its partnership with the state of Maryland to design a new Early Childhood Comprehensive Assessment System that includes a formative assessment for children ages 36-72 months, a kindergarten readiness assessment, a technology system and professional development modules. In early 2014, kindergarten readiness assessment field test data was used finalize the set of items for statewide administration and finalize the scoring and reporting components of the online assessment system. Ohio also developed a series of training modules about the new assessments that were completed by over 13,000 preschool and kindergarten teachers and administers. Ohio completed year-one implementation of the kindergarten readiness assessment statewide on November 1, 2014.

In March and April, thirty Ohio early childhood teachers participated in a pilot of the formative assessment. A limited version of the formative assessment was finalized for implementation in the 2014-15 school year. Preschool programs who received funding through the Ohio Department of Education completed the limited version of the formative assessment with all state funded children between September and November, 2014. The full-scale roll out of the formative assessment and the related professional development system will begin in April of 2015.

Successful State Systems

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

Governance Structure

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

Organizational Structure

The Ohio Department of Education is the lead agency for the Early Learning Challenge grant, but the department works in close partnership with the Governor's Office and the Ohio Department of Job and Family Services. Early Learning Challenge grant leaders and key staff members at each agency come together daily for a morning conference call, as well as bi-weekly face-to-face meeting to address any challenges, obstacles, successes, and strategies for upcoming grant activities.

RTT-ELC Cross-Agency Leadership

Ohio's RTT-ELC Grant Leadership and Project Management Team meets monthly and includes each Participating State Agency (PSA). Senior early childhood leaders from the Ohio departments of Education, Job and Family Services, Health, Mental Health and Addiction Services, Developmental Disabilities, and the Governor's Office attend the monthly team meetings. The RTT-ELC grant fiscal officer from the Ohio Department of Education and national technical-assistance-resource individuals participate in the meetings as needed. The purpose of the RTT-ELC monthly leadership meetings is to discuss governance, fiscal monitoring, communications, and RTT-ELC project updates. Moreover, these meetings provide a consistent report-out from PSAs on grant activities, which are documented in monthly meeting minutes to maintain a record of recommendations and decisions. This meeting also provides the opportunity for ODE and ODJFS grant leaders to report to their PSA partners any decisions or information learned during their monthly grant calls with the project officers from the U.S. departments of Education and Health and Human Services.

Governor's Office Leadership

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. The Governor's Early Childhood Officer provides direction, coordination and leadership to the Participating State Agencies regarding early learning and development priorities and goals. This position has lead responsibility for the coordination of early childhood policy and administration across the multiple state agencies that fund or administer early childhood programs. Senior staff members in the Governor's Office meet with the Early Childhood Officer on a regular basis to ensure consistent coordination and communication about the grant. The Early Childhood Officer has organized and convened four project teams of external stakeholders and state agency representatives related to (1) Standards and Assessments, (2) Professional Development; (3) Quality, Access and Financing; and (4) Family Support and Engagement. The project teams have established their membership, goals, and work plans, meeting regularly this past year.

State Advisory Council: Ohio's Early Childhood Advisory Council

The senior early childhood leaders from the Ohio departments of Education, Job and Family Services, Health, Mental Health and Addiction Services, Developmental Disabilities, and the Head Start Collaboration Office are appointed to and attend the monthly Early Childhood Advisory Council (ECAC). Council members are asked to provide input on all major initiatives in the state and act as the advisory body for the Race to the Top Early Learning Challenge grant; Maternal, Infant and Early Childhood Home Visiting (MIECHV) program; and the Early Childhood Coordinated Systems grant (ECCS). The Early Childhood Advisory Council is made up of a diverse and experienced membership including representatives of the United Way, successful local early childhood initiatives, pediatricians, and advocates for early childhood. The group has supported the design, rollout, and professional development for the Early Learning and Development Standards; technology for the assessment system; and an early care and education needs assessment and workforce study. The group's input, feedback, and assistance provide the leaders of the Early Learning Challenge grant the ability to anticipate potential obstacles and implement solutions for grant-related challenges.

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.

Throughout the implementation of all major grant activities, Ohio has consistently engaged stakeholders through the use of focus groups; by presenting key ideas and models to advisory groups; and by seeking public comment via a website (http://www.earlychildhoodohio.org) and formal state agency processes.

Stakeholder groups engaged during the 2014 reporting period provided input and feedback on: Ohio's Program Standards; Professional Development and Technical Assistance; Licensing Changes and the Early Childhood Comprehensive Assessment System.

Input on Ohio's Program Standards

The Step Up To Quality family child care program standards were posted for public comment during the official rule clearance process for the ODJFS in March 2014. After input was collected and analyzed, ODJFS made revisions to the rules before they became effective on July 1, 2014.

Input on Professional Development and Technical Assistance

Ohio continues to develop and implement professional development modules to support early childhood practitioners. Module topics include technology in the classroom, screening and assessment, and supporting English Language Learners. Module development included input from a variety of experts in each content or developmental area. These experts included university faculty specializing in early childhood content. As each module is developed, it is reviewed and approved by representatives of each Participating State Agency.

Input on Licensing Changes

In January 2014, small family child care homes, which were certified by 88 county departments of Job and Family Services (CDJFS), became licensed by ODJFS. Currently two sets of licensing rules regulate the two types of family child care in Ohio; large family homes and small family homes. A single set of rules for licensure that include both types of care were created during the reporting year, with an estimated implementation date of

November 2015. Stakeholders have been involved in reviewing the two existing sets of rules to identify areas where they align and are different. A workgroup, including both large and small family child care providers, CDJFS staff, and union representatives, was involved in completing the review and making final recommendations on the content of the new family child care rule requirements. These recommendations were shared with the Child Care Advisory Council policy workgroup for additional input and suggestions before going forward in the legislative rule process.

Ohio Department of Education rules for preschool licensing were revised in July 2014 as a part of a 5 year rule revision process used to review and update the rules. The Departments of Education and Job and Family Services are working collaboratively to develop a joint application process for providers, which will eventually live within the Ohio Child Licensing and Quality System. Stakeholder input was sought before submitting the rules to the Joint Committee on Agency Rule Review. Upon completion of a business impact analysis, the State Board of Education voted to adopt the finalized rules. The School Age Childcare (SACC) licensing rules also were revised during the reporting period. Currently, stakeholder input from representatives affected by these rule changes, including public districts and chartered non-public schools, is being reviewed.

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 Maryland to design and implement an early childhood formative assessment as well as a revised Kindergarten Readiness Assessment. The 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, met in person with the leadership team in May and November 2014. The Ohio EC-CAS Advisory Committee, met twice in person to review and provide input on the assessment development. The Advisory Committee is made up of 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. In April and May 2014, Ohio completed a pilot of the formative assessment and a field test of technology delivered items for the Kindergarten Readiness Assessment in kindergarten classrooms across Ohio. In December 2014 Ohio conveyed two focus groups, one compiled of kindergarten teachers and the other compiled of administrators to provide feedback on the Kindergarten Readiness Assessment year 1 implementation.

Representatives from Ohio's state agencies regularly present information on early childhood initiatives, policies and supports 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 **Child Care Advisory Council (CCAC)** is comprised of early childhood stakeholders and provides advice to ODJFS on issues related to early childhood. The CCAC includes two subcommittees: the policy committee, which is responsible for recommendations regarding statute and administrative code regulating child care programs; and the system committee, which makes recommendations for data systems to support the work of the department. Both subcommittees and the larger council meet on a monthly basis.

The **State Advisory Panel for Exceptional Children (SAPEC)** is comprised of 50 percent parents and 50 percent state agency or professional staff. Its membership is an important sounding board and feedback mechanism for issues related to the education of children with disabilities. The group has received information related to the Ohio Early Learning Challenge grant particularly as it relates to child outcomes. SAPEC is provided on-going

updates and is asked for its input on Early Learning Challenge grant activities. These have focused on information about the grant target groups, which include children with disabilities, the nature of the work promoted through the Early Learning Challenge grant, which includes assessment and Early Learning and Development Standards and descriptions of the ways in which grant goals and objectives include and overlap with those set forth in Federal Indicators for special education performance and compliance.   In 2014, SAPEC members provided input on family engagement in the assessment process and provided supports and services for English Language Learners. The panel meets every bi-monthly.

Ohio's Early Childhood Advisory Council and Project Teams hear monthly updates and provide input on implementation of Ohio's Early Learning and Development Standards, professional development, Step Up To Quality, and the Early Childhood Comprehensive Assessment System. Moreover, four project teams were formed in 2013 and regularly meet to provide input on specific issues related to (1) standards and assessments, (2) professional development; (3) quality, access and financing; and (4) family support and engagement. The ECAC and Project Teams are comprised of members with diverse early childhood backgrounds, experience, and early childhood involvement. They provide perspectives critical to the success of the ELC activities, timelines, and statewide initiatives. The Early Childhood Advisory Council meets monthly.

The **Family and Community Engagement Project Team of the Early Childhood Advisory Council** was formed to identify barriers to family support and engagement, as well as address the policy changes and promotional opportunities needed to increase family and community participation in early learning and development programs. The group's vision statement lays the foundation for a public awareness and education campaign for family engagement. In 2014 the team drafted a Family and Community Engagement Plan with specific communication objectives for targeted audiences as well as recommended messages and strategies to deliver these messages. The plan was informed by data, best practices and benchmarks. The group developed and adopted a working definition of "family engagement" to help ensure that all efforts maintain a consistent focus. The project team has provided input on the development of a family engagement portal on the Early Childhood Ohio website. The team conducted family input focus groups in Ohio's ten highest need school districts. The results of these sessions will inform the project team's work in 2015.

The **State Support Teams (SSTs)** build the capacity of local and related education agencies that have an impact on educational outcomes for students. SSTs provide technical assistance and professional development support to school districts implementing research-based processes and educational practices. The Ohio Department of Education meets monthly with State Support Teams to gather input on current and future initiatives.

The **Child Care Resource and Referral Agencies (CCR&R)** and the **Ohio Child Care Resource and Referral Agency (OCCRRA)** provide technical assistance and professional development to Ohio's early learning and development programs. The 12 regional Resource and Referral Agencies, with support from OCCRRA, meet regularly to provide input on the successes and challenges faced by programs participating in Step Up To Quality. Their input has assisted in the development and revision of various forms, guidance documents, training materials, and other technical assistance resources to support the unique needs of family child care providers and those seeking an initial or increased rating in the Tiered Quality Rating Improvement System.

Ohio's English Language Learner Advisory Group was formed to assist early childhood professionals in supporting young English Language Learners (ELL). The group also focuses on the challenges faced by ELL students and their families and strategizes to close the achievement gap for children with high needs. Members of this group include parents of children who are English Language Learners, educators from institutions of higher learning that specialize in ELL student populations, and professionals that work with parents of young ELL

learners. In 2014, a consultant was hired to support project leadership and facilitate the work of the advisory group. The English Language Learner Advisory Group created a lay-out of the work it planned to do at each 2014 and 2015 meeting. The group met four times during 2014. An expert in bilingualism and bi-literacy from The Ohio State University is under contract to lend expertise and provide guidance to project personnel and the Advisory Group. Key accomplishments this year were related to the new Kindergarten Readiness Assessment. These accomplishments include creating parent supports and resources in six languages; developing and launching ELL online training modules for teachers; reviewing the Kindergarten Readiness Assessment (KRA) and providing input on allowable supports for English Language Learners; reviewing the language load of skills measured in the KRA; making recommendations for administering the assessment with translation supports; and identifying items appropriate for supports. Group members also developed recommendations for future work.

Ohio's early childhood system regularly uses its website (http://www.earlychildhoodohio.org) to provide updates and information regarding the RTT-ELC grant activities, as well as early childhood system development efforts to early childhood program administrators and teachers. The website is a partnership between the Participating State Agencies and contains information about all of the existing early childhood programs throughout the state. Anyone can access the public site and request to receive email updates from the state team. Approximately 5,951 Ohio professionals have signed up to receive email updates to date. Continuing work on the website will focus on providing helpful resources and information to engage families.

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had or will have an impact on the RTT-ELC grant. Describe the expected impact and any anticipated changes to the RTT-ELC State Plan as a result.

Legislation:

Amended Substitute House Bill 483 of the 130th General Assembly made changes to the publicly funded child care program (PFCC). The changes included allowing child care providers to be paid for care provided while a family's eligibility for the program is determined by the local county Department of Job and Family Services (CDJFS), even if the eligibility is ultimately denied. This is limited to one episode of paid care in a rolling twelve month period for each family. The bill also included language allowing an already eligible family to continue to participate in PFCC even if they lose a qualifying activity (employment, education, etc.) for up to thirteen weeks or until the end of the family's current eligibility period, whichever comes first. Each family is able to utilize one episode of this continued care in a rolling twelve month period. Additional funding was provided to early childhood education and child care in this bill as well.

Montessori schools were authorized as ECE providers in Amended Substitute House Bill 487, of the 130th General Assembly, The act permits a community school that operates a program using the Montessori method endorsed by the American Montessori Society or the Association Montessori Internationale as its primary method of instruction to admit individuals younger than five years of age. In other words, it permits a community school to enroll students in a Montessori preschool program. Otherwise, except for early enrollment of a kindergarten student who is shown to be ready for school by evaluation or under an acceleration policy, a community school may not enroll students who are under five years old. In addition to authorizing community schools to operate and enroll students in Montessori preschool programs, the act authorizes early childhood education funding for those programs. It does so by extending the definition of the term "new" eligible provider, under the preschool funding law, to include a community school that operates a Montessori program pursuant

to the act's provisions. That law, enacted in H.B. 59 of the 130th General Assembly, authorizes the Department of Education in fiscal years 2014 and 2015 to pay per pupil funds to certain qualified preschool providers for students from families with incomes of not more than 200% of the federal poverty guidelines. Under the act, community schools operating Montessori preschool programs may apply for those funds. The act does not affect the separate law regarding general operating funding for community schools, which remains limited to school age children.

Licensing Changes:

The Ohio Department of Job and Family Services (ODJFS) began licensing small family child care providers who participate in the Publicly Funded Child Care (PFCC) program. Amended Substitute Senate Bill 316 of the 129th General Assembly required Type B Homes that were previously certified by the local county Department of Job and Family Services (CDJFS) to become licensed by ODJFS effective January 1, 2014. At the time of the transition, 3,846 certified Type B Homes became state licensed. The current model for Type B Home licensing is county monitored and state administered. The CDJFS conducts inspections of Type B Homes and recommends licensing actions to ODJFS, who approves or denies the recommendation.

The Ohio Department of Education (ODE) and ODJFS are in the process of creating a single licensing data system building on the Ohio Child Licensing and Quality System (OCLQS), which is the data system used to support Step Up To Quality. An interagency workgroup identified and aligned licensing policies and procedures between the two agencies in order to create a more consistent licensing system.

Implementation of Five-Star TQRIS:

Legislative rules were modified to reflect policy changes within Step Up To Quality (SUTQ). Small family child care (Type B Home providers) became eligible to participate in July 2014. Sample and prescribed forms were revised to reflect the addition of Type B homes into the SUTQ system.

Participating State Agencies

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

There are no changes in the Participating State Agencies. The Early Childhood Officer, in the Governor's office continues its strong focus on Ohio's early learning and development reform agenda. The Participating State Agencies include the Ohio departments of Education, Job and Family Services, Health, Mental Health and Addiction Services and Developmental Disabilities, as well as the Governor's Office, Head Start Collaboration Office, and Early Childhood Advisory Committee.

High-Quality, Accountable Programs

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

During the current year, has the State made progress in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards that include—

(1) Early Learning & Development Standards	
Yes or No	Yes
Early Learning & Development Standards that currently apply to:	
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	
Yes or No	Yes
A Comprehensive Assessment System that currently apply to:	
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	
Yes or No	Yes
Early Childhood Educator qualifications that currently apply to:	
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	✓

(3) Early Childhood Educator qualifications	
Family Child Care	✓

Developing and Adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Continued)

(4) Family engagement strategies	
Yes or No	Yes
Family engagement strategies that currently apply to:	
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	
Yes or No	Yes
Health promotion practices that currently apply to:	
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	
Yes or No	Yes
Effective data practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

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

Describe progress made during the reporting year in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

Ohio completed the revision of its TQRIS in the first year of the grant which included revisions in this area.

On January 1, 2014, small family (Type B) homes became licensed by ODJFS. In July 2014, small family (Type B) homes became eligible to participate in Step Up To Quality (SUTQ), Ohio's TQRIS.

Ohio continues to link SUTQ to its state licensing system by assuring that programs can demonstrate a strong history of licensing compliance before they participate in the rating system. The Ohio departments of Education and Job and Family Services have aligned their licensing rules to identify various kinds of noncompliance that present the greatest risk of harm to children. These incidents of "serious-risk licensing noncompliance" are reviewed so the departments can determine if a program's star rating should be reduced or removed.

To ensure continual progress toward a single, common system used by both agencies, work continues on the Ohio Child Licensing and Quality System (OCLQS). The second component of the system is currently under development. It will allow staff from both agencies to complete Step Up to Quality and licensing inspections at the same time. Because the same data system and reporting will be used by both agencies for all types of licensed facilities, families will have a consistent way to get information on licensing and quality indicators so they can make informed decisions on the out-of-home care that is most appropriate for their child.

Promoting Participation in the TQRIS (Section B(2) of Application)

Describe progress made during the reporting year in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

During the revision of the TQRIS, agencies promoted the expansion, revision, and inclusion of stakeholder input through email, brochures, fact sheets, public website review, and advisory group advocacy. This process consisted of relevant website postings at http://www.earlychildhoodohio.org, ODJFS and ODE email communications to programs and early childhood stakeholders, Child Care Advisory Committee advocacy, and the use of the Resource and Referral Agencies. The departments of Education and Job and Family Services as well as CCR&R staff provided technical assistance to any program interested in TQRIS revision education, preparation for initial participation, or expansion of a current star rating. In addition, ODJFS/ODE conducted regional trainings informing the public of the Early Learning Challenge grant TQRIS changes and contact information to begin preparation. Materials continue to be created and revised in order to assist programs in the initial registration and renewal process.

A number of resource documents and web-based trainings have been created to assist programs in understanding the intent and requirements of the revised program standards. These resources provide clarification of the verification policies and procedures and the use of the Ohio Classroom Observation Tool as a means of evaluating the classroom environment and interactions between staff members and children. Resources were also developed to explain how to use the new Ohio Child Licensing and Quality System (OCLQS) data system that programs use to register for SUTQ. All of these documents and trainings are posted at http://www.earlychildhoodohio.org.

With the implementation of the revised SUTQ five-star system, ODJFS and the Ohio Department of Education continue to work with the above mentioned partners to promote additional participation. Regular meetings are held with technical assistance and professional development providers to ensure on-going communication. These meetings have been invaluable for explaining implementation and policy decisions, sharing successful strategies in engaging programs, and identifying issues from the field where additional support and resources are needed.

Programs licensed by the Ohio Department of Education continue phasing into SUTQ. The phase-in approach allows for the targeting of specific resources and strategies to programs as they are identified. A total of 167 programs registered for SUTQ during the 2013-2014 school year. Two new rounds of programs are being phased in for the 2014-2015 school year. An additional 85 programs were notified to begin participation in September 2014 and are at varying stages in the process. By gradually phasing in the participation of Ohio Department of Education programs, these programs can receive technical assistance to prepare for the registration and verification process. The goal is that by the end of the grant period, all department of education-licensed public preschool programs will be rated and more than 50 percent of preschool special education programs will be rated (with 100 percent being rated by 2018, in accordance with law).

With the inclusion of small family child care homes in the Step Up to Quality rating system, in July 2014, targeted technical assistance strategies were created with the Child Care Resource and Referral Agencies. The unique needs of small family child care homes have been the focus of documents explaining the philosophy and goals of a TQRIS which promote the continuous improvement process. Cohorts of small family child care providers, with a demonstrated commitment to quality were formed in order to provide peer learning and support through the initial registration process. Local informational sessions were held in spring 2014 throughout the state.

Programs that were rated prior to the revision of the standards were required to renew their star rating under the new five-star rating system. Trainings were offered jointly by the CCR&R staff and the SUTQ staff to assist programs in the new registration process, as well as help them prepare for their desk review and onsite verification visits.

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 & Development Program in the State	Targets Number and percentage of Early Learning and Development Programs in the TQRIS									
	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	-	0.00%	-	0.00%	99	33.00%	197	66.00%	269	90.00%
Early Head Start & Head Start[1]	206	41.50%	220	44.00%	240	48.00%	255	51.00%	270	55.00%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619	-	0.00%	-	0.00%	50	10.00%	126	25.00%	251	50.00%
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds	804	39.00%	850	41.00%	933	45.00%	1,016	49.00%	1,050	51.00%
Other 1	-	0.00%	-	0.00%	-	0.00%	160	1.00%	330	2.00%
Describe:	Small family child care homes receiving funds from CCDF									
Other 2	270	12.00%	288	13.00%	311	14.00%	322	14.50%	333	15.00%
Describe:	Programs not receiving funds from CCDF and licensed by ODJFS									

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

	Actuals Number and percentage of Early Learning and Development Programs								
Type of Early Learning & Development Program in the State	**Baseline**			**Year 1**			**Year 2**		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	299	-	0.00%	299	-	0.00%	326	-	0.00%
Specify:	Early Childhood Education								
Early Head Start & Head Start[1]	496	206	41.50%	496	223	45.00%	592	274	46.00%
Programs funded by IDEA, Part C	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs funded by IDEA, Part B, section 619	502	-	0.00%	502	-	0.00%	499	-	0.00%
Programs funded under Title I of ESEA	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs receiving from CCDF funds	2,074	804	39.00%	2,074	809	39.00%	2,946	1,027	35.00%
Other 1	6,600	-	0.00%	6,600	-	0.00%	3,999	-	0.00%
Describe:	Small family child care homes receiving funds from CCDF								
Other 2	2,220	270	12.00%	2,220	365	16.00%	1,548	405	26.00%
Describe:	Programs not receiving funds from CCDF and licensed by ODJFS								
[1] Including Migrant and Tribal Head Start located in the State.									

	Actuals Number and percentage of Early Learning and Development Programs					
Type of Early Learning & Development Program in the State	**Year 3**			**Year 4**		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	389	159				
Specify:	Early Childhood Education					
Early Head Start & Head Start[1]	504	283				
Programs funded by IDEA, Part C	-	-				
Programs funded by IDEA, Part B, section 619	497	119				
Programs funded under Title I of ESEA	-	-				
Programsreceiving from CCDF funds	2,906	1,029				
Other 1	3,461	50				
Describe:	Small family child care homes receiving funds from CCDF					
Other 2	1,661	391	23.50%			
Describe:	Programs not receiving funds from CCDF and licensed by ODJFS					
[1] Including Migrant and Tribal Head Start located in the State.						

Performance Measure (B)(2)(c) Data Notes

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

The percentages for Year 3 may have changed from the original Targeted percentages based on the number of new programs reported in Year 3.

The zeros in the Baseline and Year One columns indicate the types of Early Learning and Development Programs that were not eligible to participate in Step Up To Quality until Year Two of the grant.

In Years 1 and 2, state-funded preschool and programs funded by IDEA, Part B, and section 619 were reported out using State Fiscal Year information. In an effort to report out on the most current data for highly rated programs and to better align with the other agencies' data in this table, the data provided for Year 3 for these programs represents the 2014 calendar year.

In January 2014, Ohio eliminated a category of provider called, Type B Limited Provider. In addition, small family child care homes serving 6 or fewer children, receiving PFCC, were required to become licensed instead of certify by county DJFS. These requirements caused a massive clean-up to provider files and records, decreasing the number of reported providers.

Performance Measure (B)(2)(c) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

In January 2014, Ohio began licensing small family child care homes, called Type B providers. Due to the clean-up of records that resulted from this change, there was a substantial decrease in the number of Type B providers, from 6,600 in Year 1 to 3,461 in Year 3. The overall target number of rated Type B homes was not achieved, but, the percentage of Type B homes that are rated was achieved (goal: 1 percent, achieved: 1.44percent). The Ohio Department of Job and Family Services continues to work with the Child Care Resource and Referral Agencies to identify strategies that will meet the unique needs of family child care providers seeking to participate in Step Up to Quality.

During Year 2 of the grant, Ohio transitioned from a three to a five-star system. Programs that were currently rated were transitioned to the new system with one-star rated programs remaining at a one-star; two-star rated programs transitioning to a three-star; and three-star rated programs transitioning to a four-star.

Public preschool and IDEA Part B began the transition into SUTQ but experienced delays in adjusting to the online functionality of the new web-based system used in monitoring programs participating in SUTQ. The overall target number of rated programs was not achieved; however substantial progress was made, moving from zero programs rated in Year 2, to 159 preschool programs and 119 IDEA Part B programs rated in Year 3. ODE continues to build capacity in providing technical assistance and support to current programs transitioning into SUTQ and in navigating the web-based system functionality. Early childhood expansion increased to number of programs mandated to participate in SUTQ. Strategies are being developed and implemented to support the transition for these additional programs as well.

During Year 3 of the grant, programs that were transitioned to a higher rating for the first time participated in a renewal visit based on the new program standards. Many of the CCR&R technical assistance efforts were targeted at assisting currently rated programs with understanding and implementing the revised standards, and with using the Ohio Child Licensing and Quality System for the first time. During Year 4 of the grant, technical assistance resources will be targeted at recruiting non-rated programs and at increasing the star rating for currently rated programs.

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

Has the State made progress during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that:

System for Rating & Monitoring	
Includes information on valid and reliable tools for monitoring such programs	Yes
Has trained monitors whose ratings have an acceptable level of inter-rater reliability	Yes
Monitors and rates Early Learning and Development Programs with appropriate frequency	Yes
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)	Yes
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	Yes

Describe progress made during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS. Describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

The Ohio Classroom Observation Tool (OCOT) was developed in 2013 by Ohio as a measurement of the classroom environment and staff/child interactions. Since the implementation of the revised Step Up To Quality (SUTQ) program standards, all programs participating in Step Up To Quality at a three-star or higher rating, have the OCOT completed in randomly selected classrooms. All staff who complete verification visits have been trained to reliability on the use of the tool. Master trainers and anchors from ODE and ODJFS collaboratively conduct the training and inter-rater reliability on an on-going basis.

During Year 3 of the grant, development of the next module of the Ohio Child Licensing and Quality System began. The new module will allow all programs and staff from ODE and ODJFS to use the system to completing licensing functions. One of the features of the new module is a compliance report that will be generated at the end of each visit. This report will be the same for ODE and ODJFS and will be posted on a website available for families seeking information about early learning programs. The development of the module will provide consistent information across the two agencies, on a program's licensing history and SUTQ ratings to families for the first time. An interagency workgroup is coordinating this work, along with the family engagement workgroup of the Early Childhood Advisory Council, to provide easy to understand information to families as they select an Early Learning and Development program.

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

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating your State TQRIS through the following policies and practices?

Policies and Practices Supporting Program Quality	
Program and provider training	Yes
Program and provider technical assistance	Yes
Financial rewards or incentives	Yes
Higher, tiered child care subsidy reimbursement rates	Yes
Increased compensation	Yes

Number of tiers/levels in the State TQRIS
5

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

	State-funded preschool programs	Early Head Start	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	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level	100		82	0	0	521	20
TQRIS Programs that Moved Down at Least One Level	0		30	0	0	29	2

Optional Notes - State TQRIS Tiers/Levels
Explain missing data. If program movement up or down is not tracked by program type in the TQRIS you can provide the Total Programs that Moved Up and Total Programs that Moved Down in this optional notes box.

Early Head Start and Head Start numbers referenced above are not able to be reported separately, combined numbers reported under Head Start Programs and include Early Head Start and Head Start. Therefore, the numbers for both Early Head Start and Head Start are reported above in the Head Start fields and the Early Head Start field was left blank.

No ODE programs, including 619s, lost a level in 2014, so a "0" is reflected in these fields.

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas?

High-Quality Benchmarks at the Highest Level(s) of the TQRIS	
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)	Yes
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)	Yes
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)	Yes
Early Learning and Development Standards	Yes
A Comprehensive Assessment System	Yes
Early Childhood Educator qualifications	Yes
Family engagement strategies	Yes
Health promotion practices	Yes
Effective data practices	Yes
Program quality assessments	Yes

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

Programs that were unrated, and that received an initial rating are reflected in the number of programs that moved up at least one level over the last fiscal year, as reported in the data on page 24. (Note: This is one of the few places in the APR where we were asked to report out on fiscal year, instead of grant year. These numbers reflect SFY 2014 (July 1, 2013 - June 30, 2014)

Please see the APR for the first year of the grant for more details on Ohio's development of high-quality benchmarks at the highest levels of SUTQ.

Performance Measure (B)(4)(c)(1)

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

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

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of programs covered by the TQRIS	1,074	1,358	1,643	1,986	2,528	1,200	1,432	1,630	
Number of Programs in Tier 1	548	679	450	375	425	520	690	639	
Number of Programs in Tier 2	320	405	375	400	520	402	0	130	
Number of Programs in Tier 3	206	274	338	590	713	278	431	380	
Number of Programs in Tier 4			270	375	500		311	279	
Number of Programs in Tier 5			210	246	370		0	202	

Performance Measure (B)(4)(c)(1) Data Notes
Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

In October 2013, Ohio moved from a three-star system to a five-star system. As part of the transition, one-star rated programs remained one-star rated, two-star rated programs were moved to a three-star rating, and three-star rated programs were moved to a four-star rating. As a result, at the time of conversion, Ohio did not have two or five-star rated programs. When the numbers of rated programs were reported in December 2013, no programs had yet been awarded a two or five-star rating, and therefore the numbers for those tiers were reflected as zeros.

The number of rated programs were pulled from the Step Up To Quality database and the newly created Ohio Child Licensing and Quality System (OCLQS).

Performance Measure (B)(4)(c)(1) Target Notes
For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

In January 2014, small family child care homes became licensed by the state. These homes serve up to six children. Previously, these homes were certified by county agencies. In an effort to align regulatory oversight and ensure consistency throughout the state, Ohio passed legislation that moved these programs from county certification to state licensure. Work-groups with representatives from both small and large family child care homes, county and state staff, and early childhood advocates worked to develop policies and procedures to support this transition. County Department of Job and Family Services staff continue to complete licensing inspections with review and approval for licensing actions being completed with state oversight. It was originally anticipated that SUTQ would be available for participation to small family child care homes in January 2014. However, in order to provide the opportunity to transition from certification to licensure, the implementation of SUTQ was delayed until July 1, 2014. This delay resulted in fewer homes participating in SUTQ in Year 3 than originally anticipated.

Public preschool and IDEA Part B began the transition into SUTQ but experienced delays in adjusting to the online functionality of the new web-based system used in monitoring programs participating in SUTQ. The overall target number of rated programs was not achieved; however substantial progress was made, moving from zero programs rated in Year 2, to 159 preschool programs and 119 IDEA Part B programs rated in Year 3. ODE continues to build capacity in providing technical assistance and support to current programs transitioning into SUTQ and in navigating the web-based system functionality. Early childhood expansion increased to number of programs mandated to participate in SUTQ. Strategies are being developed and implemented to support the transition for these additional programs as well. In Year 4 of the grant, ODE and JFS will begin to explore options for shared resources to support the new expansion programs, aligning policies and procedures for participation and monitoring.

During Year 3 of the grant, programs that were transitioned to a higher rating for the first time participated in a renewal visit based on the new program standards. Many of the CCR&R technical assistance efforts were targeted at assisting currently rated programs with understanding and implementing the revised standards, and with using the Ohio Child Licensing and Quality System for the first time. During Year 4 of the grant, technical assistance resources will be targeted at recruiting non-rated programs and at increasing the star rating for currently rated programs.

In Year 4 of the grant, the CCR&Rs will be provided lists of programs that are in their regions that are not currently participating in SUTQ. These programs will be contacted, and provided with information regarding the benefits of participation. Each of the 12 regional CCR&Rs will be asked to come up with recruitment and retention strategies, aimed at meeting the particular needs of their region. Efforts will also focus on small family child care homes, who became eligible to participate in SUTQ in July 2014. All small family child care homes will be required to participate in SUTQ by 2020 in order to continue to receive public funding.

Performance Measure (B)(4)(c)(2)

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

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

Targets Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	**Baseline**		**Year 1**		**Year 2**		**Year 3**		**Year 4**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
State-funded preschool	-	0.00%	-	0.00%	1,881	33.00%	3,762	66.00%	5,130	90.00%
Early Head Start & Head Start[1]	4,711	12.00%	6,304	16.00%	9,850	25.00%	15,760	40.00%	21,670	55.00%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619	-	0.00%	-	0.00%	2,333	10.00%	5,834	25.00%	11,668	50.00%
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds	7,369	15.00%	7,667	16.00%	8,146	17.00%	8,625	18.00%	9,639	20.00%
Other 1	-	0.00%	-	0.00%	-	0.00%	480	3.00%	990	6.00%
Describe:	Small family child									

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

Actuals Number and percentage of Children with High Needs in programs in top tiers of the TQRIS									
Type of Early Learning & Development Programs in the State	Baseline			Year 1			Year 2		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	5,700	-	0.00%	5,700	-	0.00%	5,700	-	0.00%
Specify:	Early Childhood Education								
Early Head Start & Head Start[1]	39,383	4,711	12.00%	39,383	11,474	29.00%	39,106	18,974	0.00%
Programs funded by IDEA, Part C	-	-	0.00%	-	-	0.00%	-	-	
Programs funded by IDEA, Part B, section 619	23,336	-	0.00%	23,336	-	0.00%	24,048	-	48.00%
Programs funded under Title I of ESEA	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs receiving from CCDF funds	47,920	7,369	15.00%	47,920	9,947	21.00%	65,049	11,027	0.00%
Other 1	15,000	-	0.00%	15,000	-	0.00%	13,312	-	0.00%
Describe:	Small family childcare homes								
[1] Including Migrant and Tribal Head Start located in the State.									

Actuals Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-fundedpreschool	11,090	4,858	43.80%			
Specify:	Early Childhood Education					
Early Head Start & Head Start[1]	41,283	26,952	65.00%			
Programs funded by IDEA, Part C	-	-	0.00%			
Programs funded by IDEA, Part B,section 619	22,933	2,377	10.30%			
Programs funded under Title I of ESEA	-	-	0.00%			
Programsreceiving from CCDF funds	62,414	9,895	16.00%			
Other 1	14,388	104	0.70%			
Describe:	Small family childcare homes					
[1] Including Migrant and Tribal Head Start located in the State.						

Performance Measure (B)(4)(c)(2) Data Notes
Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

The percentages for Year 3 may have changed from the original Targeted percentages based on the increase in the number of new programs reported in Year 3. The expansion of Ohio's state funded public preschool allowed programs, that may have already been rated in one of the top tiers, to serve additional children within identified high needs populations. This increased the number of children served, but decreased the target percentage.

The zeros in Baseline, Year 1 and Year 2 reflect the types of early learning and development programs that were not initially eligible to participate in SUTQ. SUTQ only became available to these types of programs in October 2013, with the first star-ratings awarded in January 2014.

In Years 1 and 2, state-funded preschool and programs funded by IDEA, Part B, section 619 were reported out using State Fiscal Year information. In an effort to report out on the most current data for highly rated programs and to better align with the other agencies' data in this table, the data provided for Year 3 for these programs represents the 2014 calendar year.

The numbers in the "Programs receiving from CCDF funds" and the "Small family child care homes" columns reflect Publicly Funded Child Care (PFCC) service provided in December of 2014. The number of children reflect those served in 3-, 4- and 5-star rated programs.

All family child care programs, including Type A (serving 6-12 children) and Type B (serving 1-5 children) are included in the small family child care numbers.

The total number of children served in PFCC funded programs increased from 47,920 at the beginning of the grant period, to 62,414 in Year 3 of the grant. Due to the increase in number of children, Ohio did not meet the projected percentage of children served in the top tiers of Step Up To Quality. However, the actual number of children served (9,895), exceeded the projected number (8,625). There was an increase in the number of children served in PFCC funded highly rated programs from Year 1 to Year 3 due to the increase in the number of highly rated programs. Additionally programs that were highly rated served an increased percentage of high needs children.

Performance Measure (B)(4)(c)(2) Target Notes
For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

In January 2014, small family child care homes became licensed by the state. Previously, these homes were certified by county agencies. It was originally anticipated that SUTQ would be available for participation to small family child care homes in January 2014. However, in order to provide the opportunity to transition from certification to licensure, the implementation of SUTQ was delayed until July 1, 2014. This delay resulted in fewer homes participating in SUTQ in Year 3 than originally anticipated, which resulted in few children being served in highly-rated small family child care homes.

The actual numbers for public preschool exceeded the target numbers established for Year 3; however the actual percentage is lower than the target percentage due to an increase in the expansion of public preschool in Ohio. Public preschool and IDEA Part B programs that have never participated, continue to be transitioned into

SUTQ. The expansion of public preschool between years 2 and 3 identified additional programs required to participate in SUTQ, which increased the number of children being served. The rating process from registration to verification is progressing slower than originally expected and the IDEA Part B target was not met. State staff are conducting desk reviews and verification visits for programs that are currently registered, in addition to providing technical assistance and system support for programs in the beginning stages of the transition into SUTQ.

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

Describe progress made during the reporting year in validating the effectiveness of the TQRIS during the reporting year, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

Ohio has completed a Request for Proposal (RFP) for the validation study of Step Up To Quality (SUTQ). The RFP will be put out for response and will be awarded in the spring of 2015. Ohio has requested a no-cost extension in order to complete the validation study, and the current time-line for completion is fall of 2016.

In preparation for the RFP, Ohio reviewed the evaluation studies conducted previously on Ohio's three-tier model. Ohio was able to draw on the resources of our technical assistance advisor to provide examples of RFPs developed by other ELCG states for evaluating TQRIS systems. As part of the RFP, Ohio plans to look at child assessment information as paired with classroom observational measures. The validation study will also determine how well each tier actually represents a different level of program quality.

All children participating in publicly-funded programs are now assigned a unique student identifier (SSID) that stays with the child from birth through higher education. This identifier will eventually allow Ohio to map the early learning and development experiences for children through the universal Kindergarten Readiness Assessment. Ohio will be able to know the extent to which children who participated in a highly-rated program performed better on the Kindergarten Readiness Assessment than peers who did not participate in high quality early childhood settings. In addition, as we implement the SSID we will be able to analyze performance on the third grade Ohio Achievement Assessment as well as performance on the Kindergarten Readiness Assessment. This will allow Ohio to examine early childhood program quality, school report card performance, and performance data of each student over time to better understand the link between child outcomes and quality of children's educational experiences from birth to grade three and beyond.

Beginning in fall 2015, all programs participating in SUTQ that are rated at three stars or higher will be required to enter child assessment data into the new Ohio Early Childhood Comprehensive Assessment System (EC-CAS), using each child's SSID. 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)

Select the Focused Investment Areas addressed in your RTT-ELC State Plan. Grantee should complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

Focused Investment Areas

☑ (C)(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.

Promoting Early Learning Outcomes

Early Learning Development Standards (Section C(1) of Application)

Has the State made progress in ensuring that it's Early Learning and Development Standards:

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

Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Tools to Support Use of Birth to Kindergarten Entry Standards

All early learning and development programs in Ohio continue to fully integrate the Early Learning and Development Standards into their curricula and classroom practices. In Year 3, the professional development coordination workgroup of state agencies including departments of Health, Mental Health and Addiction Services, Developmental Disabilities, Education and Job and Family Services approved the final recommendations for the Model Curricula for the Early Learning and Development Standards which are called "Implementation Guides." The use of these guides support programs in implementing the standards in conjunction with their curriculum. In addition, the Curriculum Standards Assessment Alignment Tool was revised to align with the child and program standards. The tool is used to support the alignment of the Early Learning and Development standards to a program's child assessments and curriculum.

Professional Development

Ohio also is supporting the implementation of the standards through professional development and training. Ohio secured an external provider responsible for coordinating professional development delivery through Ohio state and regional networks. These network teams consist of representatives from each state agency to ensure consistency in implementation throughout the state. In Year 3, over 22,000 early childhood professionals received professional development in supporting the implementation of Ohio's Early Learning and Development Standards. Building on the work done on the Ohio Early Learning and Development Standards Professional Development Modules, new modules have been developed in Year 3 to provide continued support. Technology in the Classroom, Screening and Assessment, and Supporting English Language Learners are the topics covered in these new modules with training availability both face-to-face and electronically. The new professional development modules are being deployed in Ohio through four key networks that are supported through the Ohio departments of Education, Job and Family Services, Health and Mental Health and Addiction Services, respectively. The networks include State Support Teams, Child Care Resource and Referral Agencies, Health Promotion Consultants, and Early Childhood Mental Health Consultants. The regional professional development

networks began releasing the new modules in fall 2014 at train-the-trainer events and began to provide these trainings to early learning professionals across the state during the reporting year. Five additional modules are being developed as a result of a professional-development needs assessment conducted during spring 2014. Early childhood professionals were surveyed on topic areas that would be of interest to them. As a result we are developing modules related to leadership, family and community engagement, inclusion, curriculum alignment, and challenging behaviors. Focus groups are currently being held to offer feedback on the content of these modules, with plans to have them finalized in spring 2015.

Kindergarten to Grade 3 Standards & Model Curriculum

Writing teams comprised of stakeholders and experts crafted standards for kindergarten to grade three in the areas of Approaches Toward Learning, Physical Well-being and Motor Development, and Social-Emotional Development during the spring of 2014. During this process, the teams reviewed current kindergarten through grade 12 physical education standards and recommended changes to address the content within Ohio's physical well-being and motor development standards for birth to kindergarten entry. Ohio worked closely with a national expert to create a set of new research-based, developmentally appropriate standards in the areas of Approaches Toward Learning and Social-Emotional Development. These new standards were developed to align to and support academic standards that currently exist in kindergarten to grade three. A cross-agency leadership team met to approve the structure of the standards and a method of implementation in Ohio. The final draft is expected to be released for public comment in the spring of 2015, in preparation for the Achievement Committee, a sub-committee of the State Board of Education for endorsement and potential adoption.

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

Has the State made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to:

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

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Cross-State Agency Professional Development Committee

The cross-agency professional development committee including Ohio Departments of Health, Mental Health and Addiction Services, Developmental Disabilities, Education, Job and Family Services, and the Governor's office meet once or twice each month. The group identified priorities for implementation of cross agency professional development, which included aligning professional development for early childhood professionals across state agencies. The group worked throughout the reporting year to create cross agency professional development policies.

Professional Development Coordination

The Professional Development Coordination team was charged with adding capacity to Ohio's regional professional networks and developing new professional-development modules. To add more capacity to the regional networks, 12 regional professional development coordinators were hired in Year 2 to work collaboratively in regions of the state with the networks. These coordinators include Child Care Resource and Referral (CCR&R) staff, State Support Teams (SST), Health Promotion Consultants, and Early Childhood Mental Health Consultants. The professional development coordinators continue to support regional collaboration among professional development entities, as well as serve in the role of early childhood coaches to network participants. In Year 3, all networks were trained to train others in the new professional development modules and work collaboratively within each regional network on the delivery of the modules to early learning professionals.

Early Childhood Mental Health Consultants and Health Promotion Consultants

Two of the above regional professional development networks are supported through the Early Learning Challenge grant. One network includes 17 early childhood mental health consultants, led by the Ohio Department of Mental Health and Addiction Services (ODMHAS). The second network includes 12 health promotion consultants led by the Ohio Department of Health. The ODMHAS worked with local mental health boards to secure the consultants. These professionals work, with existing providers serving children with high needs to support their use of standards and assessments related to Social and Emotional Development and

Approaches toward learning. Trained as trainers of the Early Learning and Development Standards, they have been working closely with the CCR&Rs as well as SSTs to determine service needs in their area and to collaborate on providing professional development.

The Ohio Department of Health secured health promotion consultants to support early childhood professionals' use of standards and assessments related to physical well-being and health. The health promotion consultants have provided training and consultation throughout the reporting year. Consultants contact programs to promote services and to deliver scheduled on-site trainings and TA visits. Early childhood mental health consultants and health promotion consultants continue to work with other professional development providers to promote collaboration of professional development delivery to the early childhood system within their regions. The impact of the mental health consultants' and health promotion consultants' trainings are currently being gathered for analysis with plans to review impacts in Year 4 of the grant.

Supporting the Use of the Comprehensive Assessment System

Through the Maryland-Ohio collaboration for the design and implementation of an Early Childhood Comprehensive Assessment System, professional development was provided to more than 10,000 kindergarten teachers and administrators between April and October 2014. The trainings were done in a variety of formats, including face-to-face. This professional development focused on assessment administration, interpretation, and use of the assessment data in instruction planning. From August through November 2014, Ohio implemented the Kindergarten Readiness Assessment statewide. Also, between August and September 2014, approximately 3,500 preschool teachers received training on how to complete and score a subset of the formative assessment. Preschool programs that received funding through the Ohio Department of Education completed a subset of the formative assessment with all children in state funded pre-kindergarten. The full-scale roll out of the formative assessment and the related professional development system will begin in April 2015.

Supporting the Use of Screening and Assessment Tools

Ohio has designed a professional development series to support the use of assessment in programs serving children from birth through kindergarten entry. Training modules were completed that address the purpose of assessments and how assessments support positive learning experiences for children birth through kindergarten entry.

These included:

- 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.

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

Ohio has a two-part strategy for ensuring the quality of classroom environments and adult-child interactions in those environments: using a classroom quality screener at the state Tiered Quality Rating and Improvement System level and using more in-depth classroom quality measures at the program/technical assistance level. The Ohio Classroom Observation Tool (OCOT), allows Ohio to assess the quality of classrooms. ODE Program Specialists conducted nearly 300 classroom observations for Step Up to Quality during the 2013-2014

school year, using the Ohio Classroom Observational Tool. In 2014, Ohio trained regional professional development providers, such as State Support Team personnel and Child Care Resource and Referral consultants to reliably administer the Classroom Assessment Scoring System as well as the Environmental Rating Scales that target infants, toddlers, preschool and family childcare. Providers are trained to reliably use these tools to create positive learning environments and foster positive interactions between adults and children within those environments.

Early Childhood Education Workforce

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

Has the State made progress in developing:

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

Describe the progress made during the reporting year, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Ohio has a Workforce Knowledge and Competency Framework called Ohio's Early Childhood Core Knowledge & Competencies (CKC) and a CKC Instructor Guide that have been used widely among child care providers. However district preschool programs have used Ohio's K-12 Educators Standards rather than Ohio's CKC. Similarly, Ohio's two-year higher education institutions have primarily prepared pre-service teachers using the Ohio CKC, while Ohio's four-year higher education institutions have primarily used the Ohio K-12 Educator Standards. In 2014, Ohio began a review and revision of Ohio's CKC to maximize use by professional development providers, higher education and local program providers in all sectors.

The CKC was initially revised in 2013 to reflect the expansion of the Early Learning and Development Standards from birth to kindergarten entry, revision of the TQRIS program standards and the development of the Early Childhood Comprehensive Assessment System. In 2014, the documents were further revised to include user-friendly language and more examples of how early childhood professionals could use the CKC. The newly revised version is undergoing final edits, and will be available for public comment in spring 2015, with final release targeted for the early summer of 2015.

Also in 2014, the CKC Instructor Guide was revised to align with the recent revisions to the CKC. The Instructor Guide will be the basis for a new instructor orientation curriculum which will be required for all trainers who deliver Ohio Approved professional development.

Measuring Outcomes and Progress

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

Has the State made progress in developing a common, statewide Kindergarten Entry Assessment that:

Kindergarten Entry Assessment	
Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness	Yes
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	Yes
Is administered beginning no later than the start of the school year in the third year of the grant to children entering a public school kindergarten (e.g., the 2014-2015 school year for Round 1 grantee states, the 2015-2016 school year for Round 2 grantees). States may propose a phased implementation plan that forms the basis for broader statewide implementation	Yes
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	Yes
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)	Yes

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

Ohio's new Kindergarten Readiness Assessment (KEA) includes the areas (domains) of Mathematics, Science, Social Studies, Language and Literacy, Physical Well-Being and Motor Development, and Social Foundations (which includes social emotional development, approaches toward learning, and executive functioning).

Ohio, Maryland, and our assessment development partners are conducting a careful process to ensure the technical adequacy of the Kindergarten Readiness Assessment. The states have gathered, and will continue to gather, extensive evidence to document the validity and reliability of the assessment for determining the status of each child's learning and development at kindergarten entry. This is done through quantitative and qualitative data collection and analysis over the phases of assessment design, development, and implementation. Specifically, we engaged experts and stakeholders (national technical advisory committee, state and local advisory councils, stakeholder and expert ad hoc committees, and a multi-partner leadership team) in the assessment design and development phases and will continue to seek their input throughout implementation.

The administration window for Ohio's Kindergarten Readiness Assessment is set in state law as "not earlier than the first day of the school year and not later than the first day of November." The KRS was administered for the first time in fall 2014 for all Ohio kindergarten students statewide. Standards-setting is planned for February 2015.

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

In 2014, Ohio reviewed the data from the fall 2013 field test to identify the final set of items for statewide administration of the KRA that was completed in fall 2014.   Following the first statewide administration in fall 2014, Ohio convened focus groups of kindergarten teachers and district administrators to gather feedback on the assessment and its implementation. Additional focus groups will be conducted in January 2015. Focus group feedback will be reviewed in combination with item data analysis from the fall 2014 administration to determine changes to the assessment for the fall 2015 administration.

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

Has the State 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:

Early Learning Data Systems	
Has all of the Essential Data Elements	Yes
Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs	Yes
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	Yes
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	Yes
Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws	Yes

Describe the progress made during the reporting year, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above. Describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Essential Data Elements and Status of Early Childhood Coordinated Data System

The state already collects the essential data elements that are necessary to support the development of an Early Childhood Coordinated Data System. In 2014, Ohio continued work on multiple projects to support and enhance this objective. All of the program, workforce, and child data exist among the Ohio departments of Education, Job and Family Services, Health, Mental Health and Addiction Services, and Developmental Disabilities. Through several projects in the Race to the Top Early Learning Challenge, Ohio is building on the data elements with a primary goal of sharing 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 state student identification number that also is used for children in grades prekindergarten through post-secondary in Ohio. This number allows for tracking student progress without the Ohio Department of Education having access to personally identifiable student information such as a social security number, which state law prohibits. Ohio legislation effective July 2012 mandated the use of this student identification number by state agencies that serve children from birth to kindergarten entry in publicly funded early learning and development programs. 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 age spectrum from birth to kindergarten entry and link it to K-12 as well.

The Ohio Department of Job and Family Services which is responsible for publicly funded child care administration completed system development and began issuing and storing SSIDs on March 7, 2014. Ohio now has a common identifier (SSID) for children in Part B and C of IDEA, child care and public preschool which is also used at the K-12 and post-secondary levels.

State Longitudinal Data System/P-20 Repository Status

The Ohio Department of Education is currently working to build and deploy a Statewide Longitudinal Data System (SLDS). The SLDS --or the P-20 Repository as it is commonly referred to --is in development and loading stages. The data from systems has been grouped by content and prioritized based on the importance of the data, operational capacity, and agency schedules. At this time, the department of education has finished the work of loading the first six groups of data --out of nine total groupings. The remaining groups are in various stages of development and the department will continue to load the remaining groups of P-12 data as they are completed. The P-20 repository is scheduled to be fully loaded and work completed by June 30, 2015.

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 Race to the Top Early Learning Challenge funding to expand on 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, again, without personally identifying the child. Implementing a cross-agency memorandum of understanding that clarifies the sharing and use of information, will allow the agencies to begin providing answers to critical policy and research questions.

Step Up To Quality Data System

Ohio has implemented a data system for its tiered quality rating and improvement system called Step Up To Quality (SUTQ) which contains program quality data for Ohio Department of Education-funded and Ohio Department of Job and Family Services-funded programs across the two agencies. This data is based on Ohio's SUTQ program standards, which will allow for a common way of evaluating the quality of early childhood programs. Work has begun to expand this system to include licensing data for ODE- and ODJFS-funded and licensed programs across the two agencies, which when implemented will also ensure compliance with basic health and safety standards. Through work accomplished in 2014, the SUTQ process from registration to rating can be fully completed within the data system. The Ohio Child Licensing and Quality System is a web-based system that allows programs to register for a star rating and monitor their continuous improvement efforts through SUTQ. We will eventually be able to track compliance and 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

Through the Ohio and Maryland collaboration, Ohio state programs will have access to an Ohio data system that will house aggregated child assessment information in all areas (domains) of school readiness at the prekindergarten and kindergarten level through the Ohio Early Childhood Comprehensive Assessment System Project. Early childhood programs from all sectors including school 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 to assist them in making instructional decisions and sharing information with families. State level decision-makers also will have access to aggregate information that does not include personal identifiable student information. Disaggregated data by district, program, and region will also be available only to the extent it does not reveal information that could be used to identify an individual student

During the Kindergarten Readiness Assessment statewide administration in August-November 2014, Kindergarten teachers and district administrators in Ohio and Maryland used a limited version of the assessment data system. The limited version included access to professional development, assessment items, fields for inputting scores and comments, administrative features, and score reports. A Memorandum of Understanding was put in place in October 2013 for the sharing of student-level data between Ohio schools and the new assessment data system that continued through December 31, 2014. The next phase of data system improvements, including access to assessment items and score entry field for the formative assessment, will be available in April 2015.

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, Ohio has established an information technology standard that specifies the minimum requirements for information security in all agencies, and identifies the National Institute of Standards and Technology (NIST) Special Publication 800-53, revision 3 (NIST 800-53) as the framework for information security controls implementation for the state. Early efforts are underway to initiate different projects that will address cross-agency and global data system oversight requirements.

Cross-Agency Memorandum of Understanding on Data Sharing and Use

Ohio's participating state agencies are finalizing a general data sharing Memorandum of Understanding (MOU) for the agencies cooperating on the Race to the Top Early Learning Challenge grant. The MOU will be a general data sharing agreement between the agencies that will provide a framework and overall commitment for sharing data. The draft MOU is being worked on by legal representatives from ODJFS and ODE currently. The final version with signatures is projected to be in place by July 1, 2015.

Strategies to Ensure Measurable Progress

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 the Race to the Top Early Learning Challenge work 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 foundation needed to support an enterprise-level and cross-agency early learning and data sharing system.

Data Tables

Commitment to early learning and development

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application. Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should provide data for the reporting year as well as previous years of the grant. Tables 6 and 7 may be updated only where significant changes have occurred (if no changes have occurred, you should note that fact).

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

Table (A)(1)-1: Children from Low-Income[1] families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	65,672	8%
Toddlers ages 1 through 2	131,399	16%
Preschoolers ages 3 to kindergarten entry	222,677	27%
Total number of children, birth to kindergarten entry, from low-income families	419,688	50%

[1] *Low-Income is defined as having an income of up to 200% of the Federal poverty rate.*

Data Table (A)(1)-1 Data Notes
Indicate the data source and clarify or explain any of these data if needed.

National Center for Children in Poverty, 50-State Data reports calculated from the 2012 American Community Survey, representing information from 2012. State data were calculated from the 2010-2012 American Community Survey, representing information from the years 2010 to 2012. Children are defined as poor if family income is below the federal poverty level.

Table (A)(1)-2: Special Populations of Children with High Needs

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who...	**Number of children (from birth to kindergarten entry) in the State who...**	**Percentage of children (from birth to kindergarten entry) in the State who...**
Have disabilities or developmental delays[1]	33,154	4.0%
Are English learners[2]	25,873	3.0%
Reside on "Indian Lands"	0	0.0%
Are migrant[3]	1,000	0.1%
Are homeless[4]	7,228	1.0%
Are in foster care	4,805	0.6%

[1]*For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).*
[2]*For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.*
[3]*For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).*
[4]*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)).*

Data Table (A)(1)-2 Data Notes
Indicate the data source and clarify or explain any of these data if needed.

Poverty data is from National Center for Children in Poverty (NCCP).

The number of children who have disabilities or developmental delays has decreased due to a program being phased out and new rules for two other programs in Part C that have decreased eligibility.

Migrant data is from the 2013-2014 Head Start Program Information Report.

Foster care data is from the Office of Families and Children's BIC Placement Snapshot Report as of 12/31/14.

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

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

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	-	-	11,090	11,090
Specify:	Early Childhood Education			
Data Source and Year:	Slots offered statewide through Early Childhood Education Entitlement Grant for school year 2014 and 2015			
Early Head Start & Head Start[1]	1,617	4,974	34,692	41,283
Data Source and Year:	Program Information Report 2013 - 2014			
Programs funded by IDEA, Part C and Part B, section 619	1,392	8,829	22,933	33,154
Data Source and Year:	Part C Child Count Report December 2014 and December Child Count 12/1/14 (EMIS FY14)			
Programs funded under Title I of ESEA	-	7	27,222	27,229
Data Source and Year:	CSPR School Report for FY14			
Programs receiving funds from the State's CCDF program	13,721	21,320	42,459	77,500
Data Source and Year:	Child Care Information Data Systems (CCIDS) - 2014			
Other 1	2,491	2,375	-	4,866
Specify:	Home Visiting			
Data Source and Year:	ODH - Early Track Child Count - 2014			
Other 2	126	3,391	12,413	15,930
Specify:	Mental Health Treatment from Public Mental Health System			
Data Source and Year:	Multi-Agency Community Services System (MACSIS) - 2014			

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

Data Table (A)(1)-3a Data Notes
Enter text here to clarify or explain any of these data if needed.

CCDF: The number used reflects the monthly averages for calendar year 2014 (January - December 2014).

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs.

Table (A)(1)-3b: Number of Children							
Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	401	10	76	1,072	11	528	6,057
Specify:	ECE						
Early Head Start & Head Start[1]	3,995	360	410	13,925	161	4,085	21,252
Early Learning and Development Programs funded by IDEA, Part C	433	33	164	1,512	22	505	7,552
Early Learning and Development Programs funded by IDEA, Part B, section 619	967	20	303	1,873	26	1,042	18,762
Early Learning and Development Programs funded under Title I of ESEA	1,611	25	225	5,627	27	1,389	18,334
Early Learning and Development Programs receiving funds from the State's CCDF program	4,396	72	243	43,049	47	2,789	26,704
Other 1	326	17	50	1,466	10	356	2,575
Describe:	Home Visiting						
Other 2	10		53	4,472			10,886
Describe:	Mental Health Treatment from Public Mental Health System						

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

Data Table (A)(1)-3b Data Notes
Enter text here to clarify or explain any of these data if needed.

Due to Department data reporting rules, counts of less than 10 students have been entered as a count of 10.

Some of the Race/Ethnicity totals by program reported do not match the number of children served in table Table (A)(1)-3a. Data systems for the following programs: IDEA Part B; Title I of ESEA; CCDF and Home Visiting do not have an unduplicated count of children by Race/Ethnicity and a child may count in two different categories.

Due to Ohio Department of Education reporting period and finalization of data, state-funded preschool and programs funded by IDEA, Part B, section 619 are reported based on State Fiscal Year 2014, which ended June 30th 2015.

Race/ethnic categories collected by the ODMHAS MACSIS system do not correspond to listed categories. 532 children served were coded as Other in the ODMHAS system.

CCDF numbers are for children who received services in December of 2014. Table (A)(1)-3a reflects the monthly averages for calendar year 2014 (January - December 2014). Also, caretakers are not required to identify a race/ethnicity so this table's total will not total Table (A)(1)-3a.

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

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

Table (A)(1)-4: Funding for each Fiscal Year					
Type of investment	Baseline	Year 1	Year 2	Year 3	Year 4
Supplemental State spending on Early Head Start & Head Start[1]					
State-funded preschool	$23,268,341	$23,268,341	$23,268,341	$33,318,341	
Specify:	ECE				
State contributions to IDEA, Part C	$9,933,144	$10,105,050	$10,279,696	$11,597,277	
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	$85,459,542	$85,459,542	$103,000,000	$103,000,000	
Total State contributions to CCDF[2]	$84,732,478	$84,682,658	$84,732,730	$84,713,372	
State match to CCDF Exceeded / Met / Not Met	Met	Met	Met	Met	
If exceeded, indicate amount by which match was exceeded					
TANF spending on Early Learning and Development Programs[3]	$261,614,496	$251,657,792	$257,665,313	$195,953,249	
Other State contributions 1	$27,716,856	$23,568,495	$23,393,877	$30,284,782	
Specify:	Help Me Grow (non-Part C)				
Other State contributions 2	$200,000	$200,000	$200,000	$252,130	
Specify:	Early Childhood Mental Health Consultation				
Other State contributions 3	$133,131,501	$123,643,393	$123,596,474	$123,578,549	
Specify:	State GRF - ALI Early Care and Education used for Publicly Funded Child Care				
Total State contributions:	**$626,056,358**	**$602,585,271**	**$626,136,431**	**$582,697,700**	

[1] *Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.*
[2] *Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.*
[3] *Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.*

Data Table (A)(1)-4 Data Notes
Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

The funding information provided for Year Three is for State Fiscal Year 2014 which runs July 1, 2013 - June 30, 2014.

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

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs. However, the current year should match the program totals reported in Table (A)(1)-3a.

Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program[1]			
Type of Early Learning and Development Program	**Baseline**	**Year 1**	**Year 2**
State-funded preschool *(annual census count; e.g., October 1 count)*	5,700	5,700	5,700
Specify:	Early Childhood Education		
Early Head Start and Head Start[2] *(funded enrollment)*	39,383	39,181	39,106
Programs and services funded by IDEA Part C and Part B, section 619 *(annual December 1 count)*	37,256	36,886	35,121
Programs funded under Title I of ESEA *(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)*	21,658	25,727	26,309
Programs receiving CCDF funds *(average monthly served)*	62,920	77,774	78,227
Other 1	7,881	6,133	5,007
Describe:	Home Visiting Program		
Other 2	13,281	14,114	15,616
Describe:	Mental Health Treatment from Public Mental Health System		

[1] Include all Children with High Needs served with both Federal dollars and State supplemental dollars.
[2] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Data Table (A)(1)-5 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

The number of children in IDEA Part C has decreased due to a program being phased out and new rules for two other programs in Part C that have decreased eligibility.

In Years 1 and 2, state-funded preschool was reported out using State Fiscal Year information. In an effort to report out on the most current data for highly rated programs and to better align with the other agencies' data in this table, the data provided for Year 3 for these programs represents the 2014 calendar year.

CCDF numbers are for children who received services in December of 2014.

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

Check marks indicate the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards			
Essential Domains of School Readiness	**Age Groups**		
	Infants	**Toddlers**	**Preschoolers**
Language and literacy development	✓	✓	✓
Cognition and general knowledge (including early math and early scientific development)	✓	✓	✓
Approaches toward learning	✓	✓	✓
Physical well-being and motor development	✓	✓	✓
Social and emotional development	✓	✓	✓

Data Table (A)(1)-6 Data Notes
Enter text to explain or clarify information as needed.

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

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

Check marks indicate where an element of a Comprehensive Assessment System is currently required.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
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	✓	✓	✓	✓	
Specify:					
Early Head Start & Head Start[1]	✓	✓		✓	
Programs funded by IDEA, Part C	✓	✓	✓		
Programs funded by IDEA, Part B, section 619	✓	✓	✓	✓	
Programs funded under Title I of ESEA	✓				
Programs receiving CCDF funds	✓				
Current Quality Rating and Improvement System requirements (Specify by tier) **Tier 1**					
Tier 2			✓	✓	
Tier 3	✓	✓	✓	✓	
Tier 4	✓	✓	✓	✓	
Tier 5	✓	✓	✓	✓	
State licensing requirements	✓				
Other 1	✓				
Describe:	Home Visiting Evidence-based parent education programs				
Other 2	✓	✓	✓		
Describe:	Early Health Mental Consultation				
[1] Including Migrant and Tribal Head Start located in the State.					

Data Table (A)(1)-7 Data Notes
Enter text here to clarify or explain any of the data, if necessary.

N/A

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category

Report your actual budget expenditures for the entire previous budget period and for the current reporting period.

Budget Summary Table

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	$152,969.00	$825,498.59	$1,072,414.08	$0.00	**$2,050,881.67**
2. Fringe Benefits	$76,980.00	$315,818.56	$399,558.48	$0.00	**$792,357.04**
3. Travel	$7,269.00	$12,852.64	$15,502.90	$0.00	**$35,624.54**
4. Equipment	$1,534.00	$8,589.23	$1,260.59	$0.00	**$11,383.82**
5. Supplies	$1,593.00	$3,435.79	$2,359.84	$0.00	**$7,388.63**
6. Contractual	$180,181.00	$13,932,336.78	$13,284,018.45	$0.00	**$27,396,536.23**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$309,190.91	$345,392.23	$0.00	**$654,583.14**
9. Total Direct Costs (add lines 1-8)	$420,526.00	$15,407,722.50	$15,120,506.57	$0.00	**$30,948,755.07**
10. Indirect Costs	$7,236.00	$37,250.58	$50,068.88	$0.00	**$94,555.46**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$120,000.00	$1,112,363.00	$1,138,123.00	$0.00	**$2,370,486.00**
12. Funds set aside for participation in grantee technical assistance	$2,650.00	$3,747.04	$1,148.49	$0.00	**$7,545.53**
13. **Total Grant Funds Requested** (add lines 9-12)	$550,412.00	$16,561,083.12	$16,309,846.94	$0.00	**$33,421,342.06**
14. Funds from other sources used to support the State Plan	$20,789,145.00	$24,107,285.48	$27,485,639.21	$0.00	**$72,382,069.69**
15. **Total Statewide Budget** (add lines 13-14)	**$21,339,557.00**	**$40,668,368.60**	**$43,795,486.15**	**$0.00**	**$105,803,411.75**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 Summary Table Narrative

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

Please see the individual Project Budget Narrative questions for an explanation for each project.

Budget Summary Table Explanation of Changes

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

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's Office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Education and Health and Human Services. Additionally, Ohio will review project budgets to determine if a no cost extension will be requested.

Budget Table: Project 1 – Grants Management

Budget Table: Project 1					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	$54,212.00	$191,379.24	$242,042.78	$0.00	**$487,634.02**
2. Fringe Benefits	$26,283.00	$74,022.80	$93,362.02	$0.00	**$193,667.82**
3. Travel	$1,343.00	$0.00	$2,377.53	$0.00	**$3,720.53**
4. Equipment	$1,534.00	$4,180.28	$952.95	$0.00	**$6,667.23**
5. Supplies	$1,019.00	$305.09	$148.27	$0.00	**$1,472.36**
6. Contractual	$0.00	$36,365.00	$210,255.12	$0.00	**$246,620.12**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$19,726.95	$34,174.41	$0.00	**$53,901.36**
9. Total Direct Costs (add lines 1-8)	$84,391.00	$325,979.36	$583,313.08	$0.00	**$993,683.44**
10. Indirect Costs	$1,777.00	$13,135.80	$28,350.88	$0.00	**$43,263.68**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$2,650.00	$3,747.04	$1,148.49	$0.00	**$7,545.53**
13**. Total Grant Funds Requested** (add lines 9-12)	$88,818.00	$342,862.20	$612,812.45	$0.00	**$1,044,492.65**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$88,818.00**	**$342,862.20**	**$612,812.45**	**$0.00**	**$1,044,492.65**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

Project 1 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Ohio's request to reallocate funds set aside for participation in grantee technical assistance was approved by US Departments of Education and Health and Human Services on November 25, 2014. The activities to support Ohio's Project Teams as outlined in the request will continue in year four of the grant. Therefore, all unspent funds from year three will be shifted to year four of the grant, and used for the same project.

Project 1 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's Office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Education and Health and Human Services. Additionally, Ohio will review project budgets to determine if a no cost extension will be requested.

Per the December 15, 2014 approved budget amendment, $1,000,000 has been reallocated to the contractual line item to support the family and community engagement pilot.

Budget Table: Project 2 – Validation and Consumer Education

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 2					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits	$0.00	$0.00	$0.00	$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$50,000.00	$47,000.00	$0.00	**$97,000.00**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$0.00	$50,000.00	$47,000.00	$0.00	**$97,000.00**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13**. Total Grant Funds Requested** (add lines 9-12)	$0.00	$50,000.00	$47,000.00	$0.00	**$97,000.00**
14. Funds from other sources used to support the State Plan	$5,804.00	$53,616.00	$78,511.19	$0.00	**$137,931.19**
15. **Total Statewide Budget** (add lines 13-14)	**$5,804.00**	**$103,616.00**	**$125,511.19**	**$0.00**	**$234,931.19**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

Project 2 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The validation RFP has been drafted and is awaiting final feedback from US Departments of Education and Health and Human Services. The funds from this project will be reallocated to year four of the grant, and used for the same project.

Project 2 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's Office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Education and Health and Human Services. Additionally, Ohio will review project budgets to determine if a no cost extension will be requested.

Per the December 15, 2014 approved budget amendment, $300,000 has been reallocated to other projects to support the goals of the grant.

Budget Table: Project 3 – Increase Access to High-Quality Programs

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 3					
1. Personnel	$0.00	$77,088.56	$169,676.73	$0.00	**$246,765.29**
2. Fringe Benefits				$0.00	**$34,440.68**
3. Travel	$0.00	$5,403.66	$4,004.00	$0.00	**$9,407.66**
4. Equipment	$0.00	$0.00	$307.64	$0.00	**$307.64**
5. Supplies	$0.00	$0.00	$7.75	$0.00	**$7.75**
6. Contractual	$32,090.00	$4,215,960.67	$6,570,532.41	$0.00	**$10,818,583.08**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$32,090.00	$4,332,893.57	$6,818,819.69	$0.00	**$11,183,803.26**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$32,090.00	$4,332,893.57	$6,818,819.69	$0.00	**$11,183,803.26**
14. Funds from other sources used to support the State Plan	$18,629,917.00	$17,883,100.77	$24,464,865.52	$0.00	$60,977,883.29
15. **Total Statewide Budget** (add lines 13-14)	**$18,662,007.00**	**$22,215,994.34**	**$31,283,685.21**	**$0.00**	**$72,161,686.55**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

Project 3 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Due to staff turnover, personnel costs including fringe benefits and travel in year three were not fully expended as originally anticipated. The funds from this project will be reallocated to year four of the grant, and used for the project.

Project 3 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's Office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Education and Health and Human Services. Additionally, Ohio will review project budgets to determine if a no cost extension will be requested.

Per the December 15, 2014 approved budget amendment, $4,497,272 from the contract and funds to be distributed to localities, early learning intermediary organizations, participating programs, and other partners lines in years three and four were reallocated to other projects to support the work of the grant.

Budget Table: Project 4 – Maryland Collaboration

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 4					
1. Personnel	$22,505.00	$46,682.73	$40,633.22	$0.00	**$109,820.95**
2. Fringe Benefits				$11,376.00	**$16,383.00**
3. Travel	$5,294.00	$4,605.45	$3,629.83	$0.00	**$13,529.28**
4. Equipment	$0.00	$1,469.97	$0.00	$0.00	**$1,469.97**
5. Supplies	$495.00	$493.67	$669.13	$0.00	**$1,657.80**
6. Contractual	$85,500.00	$1,417,290.80	$732,700.72	$0.00	**$2,235,491.52**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$15,369.25	$3,715.26	$0.00	**$19,084.51**
9. Total Direct Costs (add lines 1-8)	$125,170.00	$1,502,294.87	$796,117.19	$0.00	**$2,423,582.06**
10. Indirect Costs	$1,869.00	$8,263.31	$7,011.70	$0.00	**$17,144.01**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$127,039.00	$1,510,558.18	$803,128.89	$0.00	**$2,440,726.07**
14. Funds from other sources used to support the State Plan	$403,307.00	$700,692.75	$1,155,000.00	$0.00	**$2,258,999.75**
15. **Total Statewide Budget** (add lines 13-14)	**$530,346.00**	**$2,211,250.93**	**$1,958,128.89**	**$0.00**	**$4,699,725.82**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

Project 4 Budget Narrative

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

The vendor is billing at a slower than anticipated time-frame but all funds have been obligated and are expected to be spent in this project as projected. Therefore, all unspent funds from year three will be shifted to year four of the grant, and used for the same project.

Project 4 Budget Explanation of Changes

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

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's Office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Education and Health and Human Services. Additionally, Ohio will review project budgets to determine if a no cost extension will be requested.

Per approval from US Departments of Education and Health and Human Services, Ohio reallocated $450,000 to the year four contract line to support the creation of the Early Learning Assessment for Birth-36 months.

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

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 5					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$0.00	$0.00	$0.00	**$0.00**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$0.00	$0.00	$0.00	$0.00	**$0.00**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13**. Total Grant Funds Requested** (add lines 9-12)	$0.00	$0.00	$0.00	$0.00	**$0.00**
14. Funds from other sources used to support the State Plan	$103,167.00	$1,269,952.65	$0.00	$0.00	**$1,373,119.65**
15. **Total Statewide Budget** (add lines 13-14)	**$103,167.00**	**$1,269,952.65**	**$0.00**	**$0.00**	**$1,373,119.65**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

Project 5 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The RFP for the Formative Instruction Modules was posted in January 2014. The procurement took longer than expected. The contract has been awarded, time-lines have been adjusted and all funds have been obligated and are expected to be spent in this project as projected. Therefore, all unspent funds from year three will be shifted to year four of the grant, and used for the same project.

Project 5 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's Office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Education and Health and Human Services. Additionally, Ohio will review project budgets to determine if a no cost extension will be requested.

Budget Table: Project 6 – Professional Development Coordination

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 6					
1. Personnel	$21,363.00	$45,461.34	$43,297.68	$0.00	**$110,122.02**
2. Fringe Benefits				$10,938.00	**$16,264.79**
3. Travel	$371.00	$1,754.45	$2,234.46	$0.00	**$4,359.91**
4. Equipment	$0.00	$1,469.00	$0.00	$0.00	**$1,469.00**
5. Supplies	$0.00	$1,469.98	$145.76	$0.00	**$1,615.74**
6. Contractual	$0.00	$4,068,373.69	$2,924,439.04	$0.00	**$6,992,812.73**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$13,562.83	$46,720.64	$0.00	**$60,283.47**
9. Total Direct Costs (add lines 1-8)	$32,672.00	$4,148,356.08	$3,031,965.34	$0.00	**$7,212,993.42**
10. Indirect Costs	$1,769.00	$7,910.44	$7,350.30	$0.00	**$17,029.74**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$120,000.00	$1,112,363.00	$1,138,123.00	$0.00	**$2,370,486.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$154,441.00	$5,268,629.52	$4,177,438.64	$0.00	**$9,600,509.16**
14. Funds from other sources used to support the State Plan	$1,425,162.00	$1,931,936.36	$1,787,262.50	$0.00	**$5,144,360.86**
15. **Total Statewide Budget** (add lines 13-14)	**$1,579,603.00**	**$7,200,565.88**	**$5,964,701.14**	**$0.00**	**$14,744,870.02**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

Project 6 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The development of the on-line professional development modules and the electronic system is still in process. Additionally, the process for distributing professional development funds has taken longer than anticipated. Therefore, all unspent funds from year three will be shifted to year four of the grant, and used for the same project.

Project 6 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's Office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Education and Health and Human Services. Additionally, Ohio will review project budgets to determine if a no cost extension will be requested.

Per the December 15, 2014 approved budget amendment, $1,023,041 was reallocated from the year four contract line to other projects to support the work of the grant.

Budget Table: Project 7 – Measures of Quality

	Budget Table: Project 7				
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	$21,742.00	$45,745.32	$43,274.23	$0.00	**$110,761.55**
2. Fringe Benefits				$11,163.00	**$16,292.20**
3. Travel	$261.00	$1,089.08	$1,956.17	$0.00	**$3,306.25**
4. Equipment	$0.00	$1,469.98	$0.00	$0.00	**$1,469.98**
5. Supplies	$79.00	$1,167.05	$408.23	$0.00	**$1,654.28**
6. Contractual	$148.00	$104,032.54	$284,536.90	$0.00	**$388,717.44**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$13,595.88	$13,845.92	$0.00	**$27,441.80**
9. Total Direct Costs (add lines 1-8)	$33,393.00	$183,392.05	$359,157.97	$0.00	**$575,943.02**
10. Indirect Costs	$1,821.00	$7,941.03	$7,356.00	$0.00	**$17,118.03**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$35,214.00	$191,333.08	$366,513.97	$0.00	**$593,061.05**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	$35,214.00	$191,333.08	$366,513.97	$0.00	**$593,061.05**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

Project 7 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The RFP for the Measures of Quality was awarded in November 2013, and the time-line to complete the work has shifted in order to accommodate the procurement process taking longer than anticipated. All funds have been obligated and are expected to be spent in this project as projected. Therefore, all unspent funds from year three will be shifted to year four of the grant, and used for the same project.

Project 7 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's Office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Education and Health and Human Services. Additionally, Ohio will review project budgets to determine if a no cost extension will be requested.

Budget Table: Project 8 – Progression of Credentials

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 8					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$0.00	$0.00	$0.00	**$0.00**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$0.00	$0.00	$0.00	$0.00	**$0.00**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$0.00	$0.00	$0.00	$0.00	**$0.00**
14. Funds from other sources used to support the State Plan	$0.00	$34,656.25	$0.00	$0.00	**$34,656.25**
15. **Total Statewide Budget** (add lines 13-14)	**$0.00**	**$34,656.25**	**$0.00**	**$0.00**	**$34,656.25**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

Project 8 Budget Narrative

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

This project does not include any grant funds.

Project 8 Budget Explanation of Changes

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

No changes are anticipated, as this project did not include any grant funds.

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

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 9					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$0.00	$0.00	$0.00	**$0.00**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$0.00	$0.00	$0.00	$0.00	**$0.00**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13**. Total Grant Funds Requested** (add lines 9-12)	$0.00	$0.00	$0.00	$0.00	**$0.00**
14. Funds from other sources used to support the State Plan	$0.00	$175,199.78	$0.00	$0.00	**$175,199.78**
15. **Total Statewide Budget** (add lines 13-14)	**$0.00**	**$175,199.78**	**$0.00**	**$0.00**	**$175,199.78**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

Project 9 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

In year three, this project did not include any grant funds.

Project 9 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's Office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Education and Health and Human Services. Additionally, Ohio will review project budgets to determine if a no cost extension will be requested.

Per the approved budget amendment on December 15, 2014, $180,000 funds were reallocated to this project for year four. These funds wills support the hiring of a consultant/technical writer to edit and format the revised Core Knowledge and Competencies and to disseminate the final document to providers of early education and institutions of higher learning.

Budget Table: Project 10 – Child Link System

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 10					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$62,443.00	$235,644.68	$430,854.29	$0.00	**$728,941.97**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$62,443.00	$235,644.68	$430,854.29	$0.00	**$728,941.97**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$62,443.00	$235,644.68	$430,854.29	$0.00	**$728,941.97**
14. Funds from other sources used to support the State Plan	$221,788.00	$0.00	$0.00	$0.00	**$221,788.00**
15. **Total Statewide Budget** (add lines 13-14)	**$284,231.00**	**$235,644.68**	**$430,854.29**	**$0.00**	**$950,729.97**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

Project 10 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Per the approved budget amendment, Ohio moved $481,170 from the year three contract line, to Project 11 - Re-engineer Step Up To Quality and Licensing Database. These funds are reflected in the year three contract line in Project 11.

Project 10 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's Office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Education and Health and Human Services. Additionally, Ohio will review project budgets to determine if a no cost extension will be requested.

Per approval from US Departments of Education and Health and Human Services, Ohio reallocated funds from the year four contract line to Project 4 - Maryland Collaboration to support the creation of the Early Learning Assessment for Birth-36 months. These funds are reflected in the year four contract line in Project 4.

Per the approved budget amendment on December 15, 2014, Ohio reallocated $1,600,000 to year four contract line to support Ohio's Data Integration Project.

Budget Table: Project 11 – Re-engineer Step Up To Quality and Licensing Database

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 11					
1. Personnel	$24,860.00	$379,417.02	$515,967.36	$0.00	**$920,244.38**
2. Fringe Benefits				$12,915.00	**$142,189.64**
3. Travel	$0.00	$0.00	$975.68	$0.00	**$975.68**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$980.70	$0.00	**$980.70**
6. Contractual	$0.00	$3,232,131.92	$1,752,693.95	$0.00	**$4,984,825.87**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$246,936.00	$246,936.00	$0.00	**$493,872.00**
9. Total Direct Costs (add lines 1-8)	$37,775.00	$4,000,674.58	$2,697,982.58	$0.00	**$6,736,432.16**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$37,775.00	$4,000,674.58	$2,697,982.58	$0.00	**$6,736,432.16**
14. Funds from other sources used to support the State Plan	$0.00	$2,058,130.92	$0.00	$0.00	**$2,058,130.92**
15. **Total Statewide Budget** (add lines 13-14)	**$37,775.00**	**$6,058,805.50**	**$2,697,982.58**	**$0.00**	**$8,794,563.08**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

Project 11 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Expended funds for personnel, including fringe and travel, were higher than originally budgeted for year three. Based on projections for year four in this project, funds were reallocated from the supplies and other line items to the personnel, fringe and travel line items for year three expenditures and year four projected budget.

Project 11 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's Office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Education and Health and Human Services. Additionally, Ohio will review project budgets to determine if a no cost extension will be requested.

Per the approved budget amendments in 2014, Ohio reallocated $3,581,170 to year four contract line to support the development of the licensing component of the Ohio Child Licensing and Quality System database.

Budget Table: Project 12 – Child Assessment System

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 12					
1. Personnel	$8,287.00	$39,724.38	$17,522.08	$0.00	**$65,533.46**
2. Fringe Benefits				$4,305.00	**$16,225.45**
3. Travel	$0.00	$0.00	$325.23	$0.00	**$325.23**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$365,493.00	$0.00	$0.00	**$365,493.00**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$12,592.00	$421,442.83	$24,290.41	$0.00	**$458,325.24**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$12,592.00	$421,442.83	$24,290.41	$0.00	**$458,325.24**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$12,592.00**	**$421,442.83**	**$24,290.41**	**$0.00**	**$458,325.24**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

Project 12 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

An unexpected travel cost was incurred during year three to support the development of the linkage of the Early Learning Assessment to the Child Assessment System. Funds were reallocated from the year four personnel line item to the year three travel line item to accommodate this expense.

Due to delays in the development of the Early Learning Assessment, work on this project was not completed in year three as originally anticipated. All funds are expected to be spent in this project as projected. Therefore, all unspent funds from year three will be shifted to year four of the grant, and used for the same project.

Project 12 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's Office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Education and Health and Human Services. Additionally, Ohio will review project budgets to determine if a no cost extension will be requested.

Budget Table: Project 13 – Sustain in the Early Grades

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 13					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits	$0.00				**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$207,044.48	$331,006.02	$0.00	**$538,050.50**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$0.00	$207,044.48	$331,006.02	$0.00	**$538,050.50**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$0.00	$207,044.48	$331,006.02	$0.00	**$538,050.50**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$0.00**	**$207,044.48**	**$331,006.02**	**$0.00**	**$538,050.50**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

Project 13 Budget Narrative

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

The sub-grantee experienced challenges in recruiting families for this Sustain in the Early Grades program. However, the grantee has adapted its recruitment strategy and all unspent funds will be shifted to year four of the grant for this same project and are expected to be expended as originally planned.

Project 13 Budget Explanation of Changes

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

Ohio is currently reviewing all project funds and the Ohio grant leadership team will review and recommend modifications to the budget based on Ohio's early learning reform agenda and priorities of the Governor's Office. Ohio will seek a budget amendment for any substantive changes following rules and requirements established by US Departments of Education and Health and Human Services. Additionally, Ohio will review project budgets to determine if a no cost extension will be requested.