



Child Care and Development Fund (CCDF) Plan

For

State/Territory:

Ohio

FFY 2012-2013

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2011 – 9/30/2013. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described herein.

For purposes of simplicity and clarity, the specific provisions printed herein of applicable laws and regulations are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The Lead Agency acknowledges its responsibility to adhere to them regardless of these modifications.

Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Form ACF-118 Approved OMB Number **XXX-XXX expires **XXX**.**

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PART 1

ADMINISTRATION

This section provides information on how the CCDF program is administered, including the designated Lead Agency, funding information, the administrative structure, program integrity and accountability policies and strategies, coordination efforts, and emergency preparedness plans and procedures.

1.1 Contact Information

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1.1 Who is the Lead Agency designated to administer the CCDF program? Identify the Lead Agency and Lead Agency's Chief Executive Officer designated by the State/Territory. ACF will send official grant correspondence such as grant awards, grant adjustments, Plan approvals and disallowance notifications to the designated contact identified here. (658D(a), §98.10)

Name of Lead Agency: Ohio Department of Job and Family Services

Address of Lead Agency:

30 E. Broad Street

Columbus, Ohio 43215

Name and Title of the Lead Agency's Chief Executive Officer:

Michael B. Colbert, Director

Phone Number: 614-466-6283

Fax Number: 614-995-5004

E-Mail Address: Michael.Colbert@jfs.ohio.gov

Web Address for Lead Agency (if any): <http://jfs.ohio.gov/>

1.1.2. Who is the CCDF administrator? Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, with responsibility for administering the State/Territory's CCDF program. ACF will send programmatic communications such as program announcements, program instructions, and data collection instructions to the designated contact identified here. **If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the co-administrator or entity with administrative responsibilities and include contact information.** (§§98.16(a) and (c)(1))

a) Contact Information for CCDF Administrator:

Name of CCDF Administrator: Terrie Hare

Title of CCDF Administrator: Bureau Chief

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Address of CCDF Administrator:

P.O. Box 182709

Columbus OH 43218-2709

Phone Number: 614-752-0580

Fax Number: 614-728-6803

E-Mail Address: Terrie.Hare@jfs.ohio.gov

Web Address for Lead Agency (if any):

<http://jfs.ohio.gov/cdc/childcare.stm>

Phone Number for CCDF program information (for the public) (if any):

1-866-886-3537 option 4 for child care

Web Address for CCDF program (for the public) (if any):

<http://jfs.ohio.gov/cdc/childcare.stm>

Web address for CCDF program policy manual: (if any):

http://jfs.ohio.gov/cdc/rules_forms.stm

Web address for CCDF program administrative rules: (if any):

http://jfs.ohio.gov/cdc/rules_forms.stm

b) Contact Information for CCDF Co-Administrator (if applicable):

Name of CCDF Co-Administrator: N/A

Title of CCDF Co-Administrator: N/A

Address of CCDF Co-Administrator: N/A

Phone Number: N/A

Fax Number: N/A

E-Mail Address: N/A

Web Address for Co-Administrator (if any): N/A

Description of the role of the Co-Administrator: N/A

1.2 Estimated Funding

1.2.1. What is your expected level of funding for the first year of the FY 2012 – FY 2013 plan period? The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2011 through September 30, 2012. (§98.13(a)).

FY 2012 CCDF allocation: \$203,343,311

Federal TANF Transfer to CCDF: \$0

Direct Federal TANF Spending on Child Care: \$197,183,793

State CCDF Maintenance-of-Effort Funds: \$45,403,943

State Matching Funds: \$35,205,589

Quality Funds: \$27,700,000

Reminder: Lead Agencies are reminded that not more than 5 percent of the aggregate CCDF funds, including federal funds and required State Matching funds, shall be expended on administration costs (§98.52) once all FY2012 funds have been liquidated. State Maintenance-of-Effort funds are not subject to this limitation.

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1.2.2. Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)? Check all that apply.

Note: The Lead Agency must check at least public and/or private funds as matching, even if pre-kindergarten (pre-k) funds also will be used.

Public funds to meet the CCDF Matching Fund requirement. Public funds may include any general revenue funds, county or other local public funds, State/Territory-specific funds (tobacco tax, lottery), or any other public funds.

If checked, identify source of funds: Only Public Funds will be used to meet the state maintenance of effort and matching requirements. The source of funds are general revenue funds of the state.

Private donated funds to meet the CCDF Matching Funds requirement. Only private funds received by the designated entities or by the Lead Agency may be counted for match purposes. (98.53(f))

If checked, are those funds:

donated directly to the State?

donated to a separate entity(ies) designated to receive private donated funds?

If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact, and type _____

State expenditures for pre-k programs to meet the CCDF Matching Funds requirement. If checked,

Provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures (not to exceed 30%): _____

If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services: _____

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents: _____

State expenditures for pre-k programs to meet the CCDF Maintenance of Effort (MOE) requirements. If checked,

The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1).

Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures (not to exceed 20%): _____

If percentage is more than 10% of the MOE requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care: _____

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents: _____

1.3. CCDF Program Integrity and Accountability

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Program integrity is defined to include efforts that ensure effective internal controls over the administration of CCDF funds. The Lead Agency is responsible for monitoring programs and services, ensuring compliance with the rules of the program, promulgating rules and regulations to govern the overall administration of the plan and oversee the expenditure of funds by sub-grantees and contractors. (§ 98.11(b)) Accountability measures should address administrative error, which includes unintentional agency error, **as well as to address** program violations, both unintentional and intentional, that may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

1.3.1. Describe the strategies the Lead Agency will utilize to ensure effective internal controls are in place. The **description** of internal controls may include, but is not limited to a description of processes to ensure sound fiscal management, to identify areas of risk or to establish regular evaluation of control activities.

Ohio is a state-supervised, county-administered state. Ohio Revised Code (ORC) 329.04 specifies that the County Department of Job and Family Services (CDJFS) shall have, exercise, and perform any duties assigned by the Ohio Department of Job and Family Services (ODJFS) regarding the provision of publicly funded social services to prevent or reduce economic or personal dependency and to strengthen family life. Such public social services include child care services. This responsibility is controlled through the ORC and is clarified and/or amplified by rules promulgated and reflected in the Ohio Administrative Code (OAC). OAC rules, combined with regular reporting and monitoring of practice and expenditures, provides the lead agency with adequate control mechanisms, including adherence to Generally Accepted Accounting Principles (GAAP) to insure adherence to 658D(b)(1)(A), 98.11. OAC rules provide specific direction on implementation and reimbursement for all publicly-funded child care programs.

The CDJFS are responsible for the provision of subsidized child care services including: eligibility determination; family child care provider certification and uploading invoicing information to ODJFS for payment. The CDJFS may contract with child care providers or child care resource and referral agencies to conduct all or part of the eligibility determination, child care home provider certification processes and assisting families with finding child care services.

Procedures, rules and forms regarding the appeal process for child care services applicants are contained in Chapter 5101:6 of the OAC.

1.3.2 Describe the processes the Lead Agency will use to monitor all sub-recipients. Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements. (98.11 (a) (3))

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Definition: A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient and vendor** (http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010).

The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures.

In addition to the promulgation of OAC rules, ODJFS is responsible for fiscal and program monitoring of CDJFS implementation of all publicly funded programs. ODJFS administers an annual review of subsidized child care cases. The size and method of the review mimics the Federal Error Rate Review as defined in Title 45 of the Code of Federal Regulations.

Reviewers use a customized Record Review Worksheet to record analysis of the case record and findings. The documentation provides the verification that substantiates the eligibility determination and the authorization for payment amount for the sample review month. Regarding eligibility status, reviewers examine the most recent eligibility determination in effect as of the sample review month, either the initial determination or a redetermination, and any subsequently reported changes (e.g., income or status) that might impact eligibility.

Reviewers identify and examine the documentation within the case records that was used to determine eligibility for a sample review month and calculate a subsidy amount authorized for that month. The documentation is a permanent portion of the case records (copies of pay stubs, school schedules, birth certificates etc.) or information specific to the eligibility period which covers the sample month (policy in effect for that month). The review also includes access or inquiry of any relevant screens or files within Ohio's automated system, as appropriate and necessary. The review does not include independent verification of eligibility and data elements found in the case record.

1.3.3. Describe the activities the Lead Agency will have in place to identify program violations and administrative error to ensure program integrity using the chart below. Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency. Administrative error refers to **areas identified through the Error Rate Review** process (98.100). Check which activities, if any, the Lead Agency has chosen to conduct.

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Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, CACFP, FNS, Medicaid)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Run system reports that flag errors (include types)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Review of attendance or billing records	<input type="checkbox"/>	<input type="checkbox"/>
Audit provider records	<input type="checkbox"/>	<input type="checkbox"/>
Conduct quality control or quality assurance reviews	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct supervisory staff reviews	<input type="checkbox"/>	<input type="checkbox"/>
Conduct data mining to identify trends	<input type="checkbox"/>	<input type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

(Optional) If the Lead Agency checked any option in the chart above other than none, please describe

The department will use other food assistance, cash assistance and child support data systems during the annual error rate reviews. The department has designed regular run reports to show irregularities to identify administrative errors. The department conducts an annual review of cases that mimics the Federal Error Rate reviews. The department provides technical assistance on program policy/rules.

1.3.4. What strategies will the Lead Agency use to investigate and collect improper payments due to program violations or administrative error? Check and describe in the chart below which strategies, if any, the Lead Agency will use for each of the following areas: Unintentional program violations (UPV), intentional program violations (IPV) and/or fraud, and administrative error as defined in your State/Territory. **The Lead Agency has the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud (98.60(i)).**

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe: The department may refer to law enforcement or other local government agencies to recover erroneous payments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Recover through repayment plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reduce payments in subsequent months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through State/Territory tax intercepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit: Each County Department of Job and Family Services is required to have a fraud plan which involves recovery of overpayment. The Bureau of Program Integrity (also within ODJFS) assists with the investigation of erroneous payments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Optional) If the Lead Agency checked any option in the chart above other than none, please describe

1.3.5. What type of sanction, if any, will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?

- None
- Disqualify client. If checked, please describe, including a description of the appeal process for clients who are disqualified:
Clients may receive a county conference, state hearing, administrative appeal process or civil action. A county conference may be requested by the client to the relevant Ohio county. A state hearing may be requested by the client to the Office of State Hearings. An administrative appeal may be requested by the client upon a State Hearing upholding the county's decision. Civil action may be requested by the client to local legal authority.
- Disqualify provider. If checked, please describe, including a description of the appeal process for providers who are disqualified. Civil Action.
- Prosecute criminally
- Other. Describe. ____

1.3.6. Based on responses provided from Question 14 in the most recent ACF-402 report, please describe those actions the Lead Agency has taken or plans to take to reduce identified errors in the table below. Territories not required to complete the Error Rate Review should mark N/A here.

Activities identified in ACF-402	Actions Taken or Planned
The Bureau of Child Care and	The department has chosen to

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<p><u>Development (BCCD) will conduct consultation reviews with individual lead agencies either by site visits or teleconferences.</u> <u>Currently, BCCD is developing a statewide automated eligibility system. This system is expected to produce standardization across the state for the eligibility determination process. The system will incorporate functions to automatically calculate income and co-payment information based on the data entered by the determining agency.</u></p> <p><u>BCCD will utilize the data collected from the case reviews conducted for the federal error rate project to examine Ohio Administrative Code language that governs subsidized child care eligibility and authorization.</u></p>	<p><u>administer the Federal Error Rate Review each year to assist with tracking progress and the reduction of errors.</u></p> <p><u>The department's statewide automated eligibility system has been completed and is currently used in 83 of its 88 counties. The remaining five counties will be using the system by fall of 2011.</u></p> <p><u>The department has modified some of the Ohio Administrative Code language to assist in the facilitation of accurate authorization for subsidized child care.</u></p>
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1.4. Consultation in the Development of the CCDF Plan

Lead Agencies are required to *consult* with appropriate agencies in the development of its CCDF Plan (§98.12, §98.14(a), (b), §98.16(d)).

Definition: *Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State or Territory CCDF Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments. (§§98.12 (b), 98.14(a)(1))

1.4.1. Identify and describe in the table below who the Lead Agency consulted with in the development of the CCDF Plan (658D(b)(2), §§98.12 (b), 98.14(b)).

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<p><input checked="" type="checkbox"/> Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p><u>Consulted with the Job and Family Services Director's Association (JFSDA) Child Care Subcommittee. JFSDA represents the County departments of Job and Family Services. Bureau Staff attended a child care subcommittee meeting to share the state plan and ask for</u></p>

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Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
	<u>feedback. The subcommittee also provides ongoing feedback throughout the year.</u>
For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.	
<input checked="" type="checkbox"/> State/Territory agency responsible for public education This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21 st Century Community Learning Centers), or higher education.	<u>The Ohio Department of Education assisted in completing several sections of the plan and was given the entire plan to review for comment. ODE also has representation on the Child Care Advisory Committee and provides ongoing feedback throughout the year.</u>
<input checked="" type="checkbox"/> State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	<u>The Ohio Department of Education and the Ohio Department of Health assisted in completing several sections of the plan and were given the entire plan to review for comment. Bureau staff attended a Help Me Grow meeting sharing the state plan and asked for feedback. The departments' representatives on the Child Care Advisory Committee also provide ongoing feedback throughout the year.</u>
<input checked="" type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency)	<u>ODJFS licenses the majority of child care programs and a small number are licensed by the Ohio Department of Education (ODE). ODE assisted in completing several sections of the plan and were given the entire plan to review for comment.</u>
<input checked="" type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	<u>Consulted with the Head Start Collaboration Director and attended the Head Start Association quarterly meeting where the state plan was reviewed. The Head Start Collaboration Direction is also on</u>

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Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
	<u>the Child Care Advisory Committee and provides ongoing feedback throughout the year.</u>
<input checked="" type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act	<u>Consulted the Early Childhood Advisory Council on the development of the state plan. Bureau staff attended an advisory meeting sharing the state plan and asked for feedback. In addition, the ECAC coordinator also supervises the child care program.</u>
<input type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	
<input type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	
<input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	<u>The Ohio Department of Health assisted in completing several sections of the plan and was given the entire plan to review for comment. Bureau staff attended a Help Me Grow meeting sharing the state plan and asked for feedback. ODH and the Ohio Department of Mental Health also provide ongoing feedback via the Child Care Advisory Council.</u>
<input checked="" type="checkbox"/> State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	<u>The Ohio Department of Health assisted in completing several sections of the plan and were given the entire plan to review for comment.</u>
<input checked="" type="checkbox"/> State/Territory agency responsible for child welfare	<u>Consulted with Children's Trust Fund, as well as the Bureau of Protective Services. Both are within the same office as the Bureau of Child Care and Development.</u>
<input type="checkbox"/> State/Territory liaison for military child care programs or other military child care	

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	Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
	representatives	
<input type="checkbox"/>	State/Territory agency responsible for employment services/workforce development	
<input checked="" type="checkbox"/>	State/Territory agency responsible for Temporary Assistance for Need Families (TANF)	<u>Consulted with the Bureau of Family Assistance Policy Initiatives, which is within the same office as the Bureau of Child Care and Development.</u>
<input type="checkbox"/>	Indian Tribes/Tribal Organizations X N/A: No such entities exist within the boundaries of the State	
<input checked="" type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	<u>Consulted with the Ohio Afterschool Network (the lead agency for the Mott Network) and attended the quarterly meeting where the state plan was reviewed. Ohio consulted with the Early Childhood Advisory Council, which is the coordinating body for Build Ohio.</u>
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	<u>Consulted with AFSCME, Ohio Council 8, and shared the state plan at a state/union meeting. AFSCME also participates in the Child Care Advisory Council and provides ongoing feedback throughout the year.</u>
<input type="checkbox"/>	Parent groups or organizations	
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	<u>Consulted with the Ohio Child Care Resource and Referral Association (OCCRRA) and the local Child Care Resource and Referral Agencies (CCR&R) and shared the state plan at a quarterly meeting.</u>
<input checked="" type="checkbox"/>	Other	<u>Consulted with the Ohio Child Care Advisory Council (CCAC) and shared the state plan at their monthly meeting.</u>

1.4.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description should include:

- a) Date(s) of notice of public hearing: Friday, May 6, 2011
Reminder - Must be at least 20 days prior to the date of the public hearing.
- b) How was the public notified about the public hearing? Posted on the Ohio Department of Job and Family Services website, RSS Feed, and sent out to stakeholders listserves.
- c) Date(s) of public hearing(s): Thursday, May 26, 2011
Reminder - Must be no earlier than 9 months before effective date of Plan (October 1, 2011).
- d) Hearing site(s): 50 W. Town Street, Columbus OH 43215
- e) How was the content of the Plan made available to the public in advance of the public hearing(s)? Posted on the BCCD website and sent out via an RSS feed.
- f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? The public was also able to submit written comments prior to the public hearing via an electronic survey. All comments were reviewed and considered for incorporation into the plan.

1.4.3. Describe any strategies used by the Lead Agency to increase public consultation on the Plan or access to the public hearing. For example, translating the public hearing notice into multiple languages, using a variety of sites or technology (e.g., video) for the public hearing, holding the hearing at times to accommodate parent and provider work schedules.

The plan will be widely distributed prior to the public hearing – website, RSS Feed and various listserves. Stakeholders will have the opportunity to submit their comments in writing. If a request were to occur multiple times for the public hearing, ODJFS would accommodate this with the schedule.

1.5. Coordination Activities to Support the Implementation of CCDF Services

Lead Agencies are required to *coordinate* with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)).

Definition - *Coordination* involves child care and early childhood and school-age development services efforts to work across multiple entities, both public and private (such as in connection with a State Early Childhood Comprehensive System (SECCS) grant or the State Advisory Council funded under the Head Start Act of 2007). (658D(b)(1)(D), §§98.12(a), 98.14(a)(1))

1.5.1. Identify and describe in the table below who the Lead Agency coordinates with in the delivery of child care and early childhood and school-age services (§98.14(a)(1)).

<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
<p><input checked="" type="checkbox"/> Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p><u>ODJFS will coordinate with the Job and Family Services Director's Association (JFSDA) Child Care Subcommittee. The JFSDA Child Care Subcommittee is composed of representatives from the CDJFS, and consists of a cross section of program, fiscal, and administrative staff. The purpose of the child care subcommittee is to discuss child care program issues that impact child care policy</u></p>	<p><u>Utilize partnership for increased efficiency of the subsidized child care program, consistent interpretation of policy and increased compliance in all 88 counties.</u></p>

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<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
	<p><u>decisions at the local level.</u></p>	
<p><input checked="" type="checkbox"/> State/Territory agency responsible for public education (required)</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p><u>ODJFS will coordinate with the Ohio Department of Education (ODE) on both public preschool and 21st Century programming on professional development and provide input on Race to the Top and State</u></p>	<p><u>ODE and ODJFS will have increased alignment of professional development opportunities; assist local school districts with Family & Community Engagement at their 21st Century Community Learning Centers; provide input</u></p>

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<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>	
		<p><u>Longitudinal Data Systems grants.</u></p>	<p><u>into the kindergarten readiness screening expansion; and contribute to the statewide data system integration plan.</u></p>
<p><input checked="" type="checkbox"/></p>	<p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services</p>	<p><u>ODJFS will coordinate with Ohio Department of Education and Ohio Department of Health (ODH) as well as Ohio Afterschool Network.</u></p>	<p><u>The state agencies will continue to align policies and programs to better serve children.</u></p>

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<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
<p><input checked="" type="checkbox"/> State/Territory agency responsible for public health (required)</p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children’s emotional and mental health</p>	<p><u>ODJFS will coordinate with the Ohio Department of Health (ODH) on the State Early Childhood Comprehensive System Grant (ECCS), immunizations, and revisions to health and safety provider curriculums as well as input into licensing regulations.</u></p> <p><u>Coordinate with Ohio Department of Mental Health (ODMH) for the provision of Mental Health Consultation services to early care and education providers.</u></p>	<p><u>ODH and ODJFS will create a joint emergency preparedness plan for child care programs and continue to work on policies that improve the health and safety of out-of-home settings for children.</u></p> <p><u>ODMH and ODJFS will work together to increase knowledge, awareness, resources, and skills necessary for communities to meet the behavioral health needs of young children and their families.</u></p>
<p><input type="checkbox"/> State/Territory agency responsible for employment services /</p>	<p><u>None</u></p>	<p><u>None</u></p>

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Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination Examples might include increased supply of full-day/full- year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.
<input type="checkbox"/> workforce development (required)		
<input checked="" type="checkbox"/> State/Territory agency responsible for providing Temporary Assistance for Need Families (TANF) (required)	<u>BCCD will coordinate with the Bureau of Family Assistance Policy Initiatives within the same office as BCCD.</u>	<u>Continue to align eligibility and application policies as possible.</u>
<input type="checkbox"/> Indian Tribes/Tribal Organizations (required) <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State	<u>N/A</u>	<u>N/A</u>
For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery		
<input checked="" type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency)	<u>ODJFS will coordinate with the Ohio Department of Education (ODE) (who licenses a small portion of child care programs in Ohio) on licensing standards and especially those programs that have dual licenses.</u>	<u>Continued alignment of licensing regulations between the two departments.</u>

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<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
<p align="center"><input checked="" type="checkbox"/></p> <p>State/Territory agency with the Head Start Collaboration grant</p>	<p><u>ODJFS will coordinate with the Head Start Collaboration Office and work with the Head Start Association and local providers on professional development, licensing standards, subsidy issues, and Step Up To Quality.</u></p>	<p><u>Greater alignment with the Head Start community; greater opportunities for participation in Step Up to Quality; and greater opportunities for joint training and professional development.</u></p>
<p align="center"><input checked="" type="checkbox"/></p> <p>Statewide Advisory Council authorized by the Head Start Act</p>	<p><u>ODJFS will coordinate with the Early Childhood Advisory Council, specifically staff will serve on the following workgroups: Early Care & Education Family Support Comprehensive Health Special Needs/Early Intervention Communications</u></p>	<p><u>State agencies and stakeholders will create systems that will ensure that all children will have access to high quality early childhood experiences so that every child is socially, emotionally, physically, and intellectually prepared to use his or her capabilities to succeed.</u></p>

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<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
	<p><u>Needs Assessment</u> <u>Accountability-</u> <u>data systems.</u></p>	
<p><input type="checkbox"/></p>	<p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	
<p><input checked="" type="checkbox"/></p>	<p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p><u>Collaboration of child care and Help Me Grow programs will work cooperatively with parents and school districts to provide appropriate inclusionary settings for young children with disabilities in which positive child outcomes can be documented.</u></p>

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<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
<p><input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p><u>ODJFS will coordinate with the Ohio Department of Health (ODH) on the following: Maternal, Infant and Early Childhood Home Visiting grant (MIECHV), particularly utilizing the same developmental screening tool(s).</u></p>	<p><u>ODH and ODJFS will work to create better coordinated services for children and families who use child care and will receive home visiting services.</u></p>
<p><input checked="" type="checkbox"/> State/Territory agency responsible for child welfare</p>	<p><u>ODJFS will coordinate with the Ohio Children's Trust Fund, as well as the Bureau of Protective Services (within same office as BCCD)</u></p>	<p><u>Promote awareness and prevention of child abuse, embed protective factors in child care and Step Up to Quality, and update curriculum on child abuse trainings for child care providers (Local R&R also participating in curriculum update)</u></p>
<p><input type="checkbox"/> State/Territory liaison for military child care programs or other military child care representatives</p>		

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<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
<p><input checked="" type="checkbox"/> Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21</p>	<p><u>ODJFS will coordinate the Ohio Afterschool Network (OAN), ODE and other state agencies to advise on coordination and alignment of state investments in afterschool program and school-age child care delivery, regulation, quality, and workforce development.</u></p>	<p><u>OAN, ODH and ODJFS will work to create better coordinated funding streams, higher quality programming and professional development opportunities for providers</u></p>
<p><input checked="" type="checkbox"/> Local community organizations (child care resource and referral, Red Cross)</p>	<p><u>ODJFS will coordinate with the Ohio Child Care Resource and Referral Association (OCCRRA) and the local Child Care Resource and Referral Agencies (CCR&R) on all statewide initiatives which</u></p>	<p><u>Consistent implementation of statewide initiatives across the twelve service delivery areas and local early childhood initiatives.</u></p>

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<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
	<p><u>include:</u> <u>T.E.A.C.H., First Steps, Ohio's Infant Toddler Initiative, Step Up To Quality, Out of School Time Project, and the Ohio Professional Development Network, taking the lead role in goal setting and implementing fidelity; coordinate with local early care and education quality improvement initiatives that support statewide initiatives such as United Way, foundations, community organizations, and private agencies so there is alignment between goals at the state and local</u></p>	

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Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination Examples might include increased supply of full-day/full- year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.	
	level.		
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	<u>ODJFS will coordinate with AFSCME, Ohio Council 8 on the collective bargaining agreement for family child care providers.</u>	<u>Continued increased communication with the group home providers licensed by ODJFS as well as the family child care providers certified by the County Departments of Job and Family Services, especially regarding the implementation of the automation of publicly funded child care payment.</u>
<input type="checkbox"/>	Parent groups or organizations		
<input checked="" type="checkbox"/>	Other	<u>ODJFS will coordinate with Child Care Advisory Council (CCAC) which is composed of twenty-two members appointed by the director of ODJFS with the approval of the governor. Voting members</u>	<u>Policy recommendations on availability, accessibility, quality, health & safety administration.</u>

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Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination Examples might include increased supply of full-day/full- year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.
	<u>meet monthly and represent child care centers, home providers, parents/guardians, advocacy agencies, CDJFS, and other child welfare professionals. The CCAC serves as the advisors to ODJFS planning and program activities and makes recommendations that support and inform child care policy.</u>	

1.5.2. Does the State/Territory have a formal early childhood and/or school-age coordination plan? Lead Agencies are not required to have an early childhood nor a school-age coordination plan, but the State/Territory may have such plans for other purposes, including fulfilling requirements of other programs.

- Yes. If yes,
 - a) Provide the name of the entity responsible for the coordination plan(s):
Early Childhood Advisory Council
 - b) Describe the age groups addressed by the plan(s):
Birth – Kindergarten

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c) Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):

Yes

No

d) Provide a web address for the plan(s), if available:

<http://www.build-ohio.org/ecac.html>

No

1.5.3. Does the State/Territory have a designated entity (ies) responsible for coordination across early childhood and school-age programs?

(658D(b)(1)(D), §98.14(a)(1)) Check which entity(ies), if any, the State/Territory has chosen to designate.

State/Territory-wide early childhood and/or school-age cabinet/advisory council/task force/commission.

If yes, describe entity, age groups and the role of the Lead Agency

State Advisory Council (as described under the Head Start Act of 2007).

If yes, describe entity, age groups and the role of the Lead Agency:

The Ohio Department of Job and Family Services is currently the lead agency coordinating the Early Childhood Advisory Council (ECAC) in partnership with the Ohio Head Start Collaboration Office from the Ohio Department of Education. The ECAC focuses on children from birth to kindergarten. The Lead Agency role is to coordinate meetings and act as the fiscal agent.

Local Coordination/Council

If yes, describe entity, age groups and the role of the Lead Agency

Other.

Describe _____

None

1.5.4. Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private sector involvement in meeting child care needs? (§98.16(d))

Yes. If yes, **describe** these activities or planned activities, including the tangible results expected from the public-private partnership.

(Please see below)

No.

Public/Private Initiatives:

Step Up To Quality (SUTQ)

Step Up To Quality, Ohio's voluntary quality rating system, is serving approximately 81,000 children in 1065 programs in 85 of Ohio's 88 counties. There are several activities of SUTQ that are supported by public-private partnerships. These activities include: public awareness, business

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involvement, professional development, quality improvement, resource and referral services, literacy initiatives, facility enhancement, collaborative system building, local community leadership, and provider recruitment. The expected results of Step Up To Quality include: increase the number of programs providing high quality early care and education services, increase parent knowledge of the benefits of high quality early care and education and support program improvement through increased investment in professional development.

First Steps Ohio's Infant Toddler Initiative

Delivered through the statewide system of child care resource and referral service agencies, providers serving infants and toddlers receive information about SUTQ, technical assistance to improve quality, access to libraries containing professional materials, assessments using the ITERS instrument and professional development. OCCRRA staff provide specialized-training development and train-the-trainer services, technical assistance, ITERS training and reliability checks, orientation for staff new to the work as well as ongoing training, timely information about relevant resources and research to CCR&R staff. The statewide Infant Toddler Coordinator, who is housed at OCCRRA, works to build the capacity of CCR&Rs to provide high-quality, high-value services to providers. The expected results of First Steps include: increased number of higher quality programs, increased knowledge, skill and professionalism of teachers and ultimately improved outcomes for infants and toddlers.

Afterschool Initiative (ASI)

Delivered through the statewide system of child care resource and referral service agencies, providers serving school-age children that participate in SUTQ receive technical assistance to improve quality and assessments using the SACERS assessment tool. All school-age providers have access to libraries containing materials and professional development. OCCRRA staff provides specialized-training development and train-the-trainer services, technical assistance, SACERS training and reliability checks, orientation for staff new to the work as well as ongoing training, timely information about relevant resources and research to CCR&R staff. OCCRRA afterschool staff builds the capacity of CCR&Rs to provide high-quality, high-value services to providers. A new afterschool core knowledge and competencies document will be used by OCCRRA to develop new trainings that will be delivered by the CCR&Rs and other organizations. The expected results of ASI include: increased number of programs, higher-quality programs, increased access for families, improved outcomes for children and youth, and increased knowledge, skill and professionalism of providers.

Public/Private Task-forces:

Early Childhood Advisory Council

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There are several activities that are supported by this task-force: public awareness, business involvement, professional development, quality improvement, inclusion of children with disabilities, health initiatives, collaborative system building, local community leadership and welfare to work. The expected results of the Early Childhood Advisory Council include: implementation of a comprehensive and well integrated early childhood system that provides early care and education opportunities in nurturing environments where children can learn what they need to succeed in school and life; comprehensive health services that meet children's vision, hearing, nutrition, behavioral, and oral health as well as medical health needs, early identification, assessment and appropriate services for children with special health care needs, disabilities or developmental delays, economic and parenting supports to ensure children have nurturing and stable relationships with caring adults.

Child Care Advisory Council (CCAC)

The CCAC is composed of twenty-two members appointed by the director of ODJFS with the approval of the governor. Voting members, who meet monthly, represent child care centers, home providers, parents/guardians, advocacy agencies, CDJFS, and other child welfare professionals. The ODJFS director, state superintendent of public instruction, director of health, director of commerce, director of mental health, director of mental retardation/developmental disabilities and state fire marshal designees serve as non-voting members on the council. The CCAC serves as an advisor to ODJFS/BCCD in planning program activities and makes recommendations that support and promote child care policy. There are several activities that are supported by this taskforce: public awareness, professional development, quality improvement, collaborative system building, local community leadership and provider recruitment. The expected results are an increased effectiveness in policy and program planning due to the recommendations of the council.

Ohio Professional Development Network (OPDN)

The Ohio Professional Development Network meets quarterly and has two committees: Workforce Development and Quality Assurance. There are several activities that are supported by this task force: public awareness, professional development, collaborative system building and local community leadership. The expected result of the Ohio Professional Development Network is the development of a system to assist early care and education providers in all aspects of their professional growth.

Ohio Afterschool Network (OAN)

OAN works to increase the quality and availability of school-age, afterschool and summer programs through public awareness, research, policy recommendations, advocacy, development of tools to support quality, capacity-building of providers, bi-monthly communications that provide timely information, and on-line and in-person opportunities to build

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professional networks. OAN works closely with ODJFS and ODE to strengthen connections and alignment between providers that are regulated and funded by the two state agencies. OAN developed program quality guidelines and an assessment tool applicable to the diverse programs funded by ODE, ODJFS, and others. While not funded by ODJFS/CCDF, OAN works collaboratively with ASI to advance the quality and availability of school-age services. The expected results of OAN include: state policies that maximize and leverage public investments, elimination of redundancies and contradictions in state rules and a systems approach to improving afterschool program quality that crosses multiple funding sources and regulations.

Other Public/Private Partnerships:

Ohio Child Care Resource and Referral Association (OCCRRA)

OCCRRA coordinates, in collaboration with the eight Resource and Referral agencies, most of the functions (training and technical assistance, as well as data collection) related to implementation of Ohio's statewide initiatives such as SUTQ, First Steps, Ohio's Infant Toddler Initiative, Afterschool Initiative, Healthy Child Care Ohio, Ohio Professional Development Network and T.E.A.C.H. There are several activities that are supported by OCCRRA: public awareness, business involvement, professional development, quality improvement, resource and referral services, literacy, inclusion of children with disabilities, health initiatives, facility start-up and enhancement, collaborative system building, local community leadership, and provider recruitment. The expected results of OCCRRA are a consistent implementation of statewide initiatives across the twelve service delivery areas.

Ohio Educational Television Stations (OETS):

Ohio Educational Television Stations provide professional development primarily to child care providers. They have a Ready to Learn Early series for children birth to three and a Ready to Learn series for children three to five. There are several activities that are supported by OETS: public awareness, professional development, quality improvement, literacy, and collaborative system building. The expected results of OETS are an increased standardization and alignment of professional development regardless of setting type.

1.6. Child Care Emergency Preparedness and Response Plan

It is recommended, but not required, that each Lead Agency develop a plan to address preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care

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providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-XX) located on the Office of Child Care website at: http://www.acf.hhs.gov/programs/ccb/law/state_topic_emergency.htm

1.6.1. Indicate which of the following best describes the current status of your efforts in this area. Check only ONE.

- Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.
- Developed.** A plan has been developed as of [**insert date**] and put into operation as of [**insert date**], if available. Provide a web address for this plan, if available: _____
- Other. Describe:**
BCCD has been collecting resources and has received interest from several partners to participate in the planning and development of a plan. Lack of available staff is the primary reason for not being able to move forward with this work.

1.6.2. Indicate which of the core elements identified in the Information Memorandum are or will be covered in the Lead Agency child care emergency preparedness and response plan. Check which elements, if any, the Lead Agency includes in the plan.

- Planning for continuation of services to CCDF families
- Coordination with other State/Territory agencies and key partners
- Emergency preparedness regulatory requirements for child care providers
- Provision of temporary child care services after a disaster
- Rebuilding child care facilities and infrastructure after a disaster
- None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

This section focuses on the child care assistance program. Lead Agencies are asked to describe their efforts to inform parents about the CCDF subsidy program and application policies and procedures, eligibility criteria, how Lead Agencies ensure continuity of care and parental choice of high quality settings for families, and sliding fee scale and payment rate policies and procedures.

2.1. Administration of the Program

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b), §98.11(a))

2.1.1. Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level? Identify the level at which the following CCDF program rules and policies are established.

- Eligibility rules and policies (e.g., income limits) are set by the:
 - State/Territory
 - Local entity. If checked, provide the name(s) of the local entity
 - Other. Describe:
- Sliding fee scale is set by the:
 - State/Territory
 - Local entity. If checked, provide the name(s) of the local entity
 - Other. Describe:
- Payment rates are set by the:
 - State/Territory
 - Local entity. If checked, provide the name(s) of the local entity
 - Other. Describe:

2.1.2. How is the CCDF program operated in your State/Territory? In the table below, identify which agency(ies) performs these CCDF services and activities.

Implementation of CCDF Services/Activities	Agency (Check all that apply)
<p>Who determines eligibility?</p> <p>Note: If different for families receiving TANF benefits and families not receiving TANF benefits, please describe:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. <input checked="" type="checkbox"/> Local government agencies such as county welfare or social services departments <input type="checkbox"/> Child care resource and referral

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Implementation of CCDF Services/Activities	Agency (Check all that apply)
	agencies <input checked="" type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe.
Who assists parents in locating child care (consumer education)?	<input checked="" type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. <input checked="" type="checkbox"/> Local government agencies such as county welfare or social services departments <input checked="" type="checkbox"/> Child care resource and referral agencies <input checked="" type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe.
Who issues payments?	<input checked="" type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. <input type="checkbox"/> Local government agencies such as county welfare or social services departments <input type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe.
Other. List and describe:	

2.2. Family Outreach and Application Process

Lead Agencies must inform parents of eligible children and the general public of the process by which they can apply for and potentially receive child care services. (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a)-(e). **Note** - For any information in questions 2.2.1 through 2.2.10 that differs or will differ for families receiving TANF, please describe in 2.2.11.

2.2.1. By whom and how are parents informed of the availability of child care assistance services under CCDF? (658E(c)(2)(A), §98.30(a)) Check all agencies and strategies that will be used in your State/Territory.

- CCDF Lead Agency
- TANF offices
- Other government offices

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- Child care resource and referral agencies
- Contractors
- Community-based organizations
- Public schools
- Internet (provide website): <http://jfs.ohio.gov/cdc/childcare.stm>
- Promotional materials
- Community outreach meetings, workshops or other in-person meetings
- Radio and/or television
- Print media
- Other. Describe:

2.2.2. How can parents apply for CCDF services? Check all application methods that your State/Territory has chosen to implement.

- In person interview or orientation
- By mail
- By Phone/Fax
- Through the Internet (provide website)
- By Email
- Other. Describe:

2.2.3. Describe how the Lead Agency provides consumer education to parents applying for CCDF assistance to promote informed choices about the quality of care provided by various providers.

Lead Agencies must certify that the State/Territory will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices (658E (c)(2)(G), §98.33).

For example, memorandums of understanding with resource and referral agencies to provide consumer education to families applying for CCDF assistance, providing parents with provider lists showing licensing history and/or Quality Rating and Improvement System (QRIS) ratings, or informational brochures that address importance of quality and different care options available.

County Departments of Job and Family Services, Resource and Referral agencies, and community organizations provide information on subsidized child care and providers. The ODJFS website for licensing provides access to licensing reports and the Step Up To Quality (SUTQ) website provides data on star ratings, including a copy of a public service announcement released in 2010.

2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory. For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities. Programs participating in the

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Step Up to Quality (SUTQ) get an additional pay rate of up to 15%. The increase is based upon the quality level achieved in SUTQ.

2.2.5. How will the Lead Agency promote access to the CCDF subsidy program? Check the strategies that will be implemented by your State/Territory.

- Increase access to program office/workers such as by:
 - Extending office hours
 - Accepting applications at multiple office locations
 - Providing a toll-free number for clients
 - Other. Describe:
- Simplify eligibility determination process such as by:
 - Simplifying the application form
 - Developing a single application for multiple programs
 - Developing web-based and/or phone-based application procedures
 - Coordinating eligibility policies across programs. List the program names.
 - Streamlining verification procedures, such as linking to other program data systems
 - Providing information multi-lingually
 - Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment). Length of time 30 days
 - Other. Describe:
- Other. Describe:
- None

2.2.6. Describe the Lead Agencies policies to promote continuity of care for children and stability for families. Check the strategies, if any, that your State/Territory has chosen to implement.

- Provide CCDF assistance during periods of job search. Length of time: 30 days.
- Establish two-tiered income eligibility with a higher exit point than entry point to cover temporary changes in family's circumstances
- Synchronize review date across programs
- Longer eligibility re-determination periods (e.g., 1 year). Describe: 12 months
- Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs. Describe: Head Start child who becomes ineligible for child care benefits remains eligible for Head Start services until the end of the Head Start program year.
- Minimize reporting requirements for changes in eligibility criteria, such as changes in income above a certain threshold or change in employment
- Targeted case management to help families find and keep stable child care arrangements

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- Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year
- Other. Describe. **Families who temporarily lose eligibility, will soon be return to the CCDF program as long as their income does not exceed 200 percent (even if it is now above the intake threshold).**
- None

2.2.7. How will the Lead Agency reach out and provide services to eligible families with limited English proficiency? Check the strategies, if any, that your State/Territory has chosen to implement.

- Application in other languages
- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- Website in non-English languages
- Lead Agency accepts applications at local community-based locations
- Bilingual caseworkers or translators available
- Other:
- None

2.2.8. How will the Lead Agency overcome language barriers with providers? Check the strategies, if any, that your State/Territory has chosen to implement.

- Informational materials in non-English languages
- Training and technical assistance in non-English languages
- CCDF health and safety requirements in non-English languages
- Provider contracts or agreements in non-English languages
- Website in non-English languages
- Bilingual caseworkers or translators available
- Other:
- None

2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a)) Check the strategies that will be implemented by your State/Territory. **Attach** a copy of your parent application for the child care subsidy program(s) as **Attachment 2.2.9** or provide a web address, if available:

<http://www.odjfs.state.oh.us/forms/file.asp?id=57145>

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Applicant identity	<u>Verification of U.S. citizenship for children: a birth, baptismal or church certificate showing a birthplace in the U.S.; a citizen certification, U.S. passport, consular's certification of birth or certificate of naturalization; for a</u>

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	<u>child who is a qualified alien - his or her status may be verified by forms issued through the immigration and naturalization service, including the INS I-151, I-155 or I-94.</u> <u>No rule language for acceptable identification documents for adults.</u>
<input checked="" type="checkbox"/> Household composition	<u>Statement of applicant.</u>
<input checked="" type="checkbox"/> Applicant's relationship to the child	<u>Statement of applicant.</u>
<input checked="" type="checkbox"/> Child's information	<u>Statement of applicant.</u>
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	<u>Pay vouchers/receipts; statement from employer; training or school enrollment records</u>
<input checked="" type="checkbox"/> Income	<u>Acceptable documentation of all sources of income may include pay stubs, business records, correspondence or data from the social security administration, data from the Ohio Bureau of Workers' Compensation, data from providers of pension benefits or tax records for income from self-employment. If the income received is in cash without a receipt, contact with the employer/source of income is required.</u>
<input type="checkbox"/> Other. Describe	

2.2.10. Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?

- Policy on length of time for making eligibility determinations. Describe length of time:
30 days
- Track and monitor the eligibility determination process
- Other. Describe
- None

2.2.11. Are the policies, strategies or processes provided in questions 2.1.1. through 2.1.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))

- Yes. If yes, describe:
- No.

2.2.12. Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability

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to obtain needed child care for a child under 6 years of age. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2) of the Social Security Act.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care. **NOTE:** The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

- a) Identify the TANF agency that established these criteria or definitions:
State/Territory TANF Agency:
Ohio Department of Job and Family Services

- b) Provide the following definitions established by the TANF agency.
 - "appropriate child care":
"Appropriate child care" means the availability of a licensed or certified child care provider.
 - "reasonable distance":
"Reasonable distance" is defined by each individual county agency CDJFS and is based on availability of transportation.
 - "unsuitability of informal child care":
"Unsuitability of informal child care" is a decision made by the county agency, and is based on information it receives from the PCSA that the PCSA determines is relevant to share with the county agency in order to protect children pursuant to rule 5101:2-34-38 of the Administrative Code. Rule 5101:2-34-38 of the Administrative Code sets forth the policy regarding the sharing of information between the PCSA and the county agency related to child abuse and neglect.
 - "affordable child care arrangements":
"Affordable child care arrangements" means that all OWF participants are guaranteed eligibility for child care subsidy with co-payments based on family size and income.

- c) How are parents who receive TANF benefits informed about the exception to individual penalties associated with the TANF work requirements?

- In writing
- Verbally
- Other:

2.3. Eligibility Criteria for Child Care

In order to be eligible for services, children must (1) be under the age of 13, or under the age of 19 if the child is physically or mentally disabled or under court

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supervision; (2) reside with a family whose income is less than 85 percent of the State's median income for a family of the same size; and (3) reside with a parent or parents who is working or attending job training or an educational program; or (4) be receiving or needs to receive protective services. (658P(3), §98.20(a))

2.3.1. How does the Lead Agency define the following eligibility terms?

- *residing with* –
do not define
- *in loco parentis* –
"In loco parentis" means an adult who is the caretaker of a child, including a relative, foster parent or stepparent, who is charged with the rights, duties and responsibilities of a parent and whose presence in the home is needed to perform these rights, duties and responsibilities.

2.3.2. Eligibility Criteria Based Upon Age

a) The Lead Agency serves children from 0 weeks to 12 years (maximum age under age 13).

b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

Yes, and the upper age is 18. Provide the Lead Agency definition of *physical or mental incapacity* –
"Special needs" means providing child care services to a child who is under 18 years old who does not function according to age appropriate expectations in one or more of the following areas of development: social/emotional, cognitive, communication, perceptual-motor, physical, or behavioral development, or the child has chronic health issues. The child's delays/conditions(s) affect development to the extent that the child requires special adaptations, modified facilities, program adjustments or related services on a regular basis in order to function in an adaptive manner.

No.

c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

Yes, and the upper age is _____

No.

2.3.3. Eligibility Criteria Based Upon Work, Job Training or Educational Program

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a) How does the Lead Agency define “working” for the purposes of eligibility? Provide a narrative description below, including allowable activities and if a minimum number of hours is required.

Reminder – Lead Agencies have the flexibility to include any work-related activities in its definition of working, including periods of job search and travel time. (§§98.16(f)(3), 98.20(b))

- *working* –

Caretakers who receive OWF cash assistance may be eligible for child care benefits. Child care shall be necessary for the caretaker to comply with the requirements of a self-sufficiency contract.

Caretakers who reside in the same household and who both receive OWF cash assistance shall participate a minimum of fifty-five hours per week in OWF activities to be eligible for child care benefits, unless the CDJFS can document that one of the caretakers is caring for a disabled child.

A caretaker shall be eligible for transitional child care benefits for the twelve month period immediately following the end of participation in OWF if all of the following apply:

(1) The caretaker needs child care due to employment.

(2) The caretaker’s income does not exceed one hundred fifty per cent of the federal poverty level (FPL).

(3) The caretaker meets all requirements of the application and redetermination process.

A caretaker who is ineligible to participate in OWF is not eligible for transitional child care benefits.

A caretaker, who is currently eligible for child care, shall be approved for up to thirty calendar days of child care if the CDJFS has documentation that an employment or employment orientation activity, a training activity or an approved education activity is scheduled to begin within the thirty-day period.

b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program? (§§98.16(g)(5), 98.20(b))

- Yes. If yes, how does the Lead Agency define “attending job training or educational program” for the purposes of eligibility? Provide a narrative description below.

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Reminder – Lead Agencies have the flexibility to include any training or education-related activities in its definition of job training or education, including study time and travel time.

- *attending job training or educational program* –

Caretakers who participate in the food assistance employment and training program may be eligible for child care benefits. Child care shall be necessary for the caretaker to comply with the requirements of their food assistance employment and training program plan.

A minor parent who participates in the learning, earning and parenting (LEAP) program may apply for child care benefits. The family shall be defined as the minor parent and the children of the minor parent. Child care may be approved for activities required to meet compliance with the LEAP program.

A caretaker who is engaged in employment, training or education activities may be eligible for child care benefits if the family's gross monthly income does not exceed the maximum monthly gross income per household size, as shown in the appendix to this rule, and child care is necessary for at least one of the following reasons:

(1) To permit the caretaker to participate in paid employment on a full-time or a part-time basis.

(2) To permit the caretaker to participate in a training or education activity which prepares the caretaker for paid employment.

(3) To permit the caretaker to participate in an OWF activity in order to meet OWF requirements if the caretaker is sanctioned under OWF.

(4) To allow child care after the expiration of twelve months of transitional child care benefits.

A caretaker shall have a need for child care for a child who is under age 13 or under age 18 with special needs.

Child care shall be reasonably related to hours of employment, training or education and may exceed twenty-four consecutive hours when the caretaker's hours of employment, training or education indicate such a need. Travel time, not to exceed four hours round trip, shall be allowed. Sleep time shall be allowed, not to exceed eight hours on a case-by-case basis, for a caretaker who is employed during the night.

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A caretaker who is engaged in basic education activities that take place at an education or training site may be eligible for child care. Basic education activities are defined as follows:

- (1) High school or equivalent education.
- (2) Remedial high school education.
- (3) Adult basic and literacy education (ABLE).
- (4) Education for individuals with limited English proficiency.

A caretaker who is engaged in post-secondary education activities may be eligible for child care.

(1) Post-secondary education activities are defined as: college classes, technical classes or vocational classes that are part of a course of study leading to a degree, a certificate or a license.

(2) The classes shall be approved by an accredited institution of higher education, an institution that has a certificate issued or has authorization from the Ohio board of regents, or an institution that has a registration from the state board of school and college registration.

(3) When education activities are accessed via electronic media, the number of hours approved for child care shall not exceed the number of credit hours per week for the course, as defined by the educational institution.

A caretaker who is engaged in post-secondary education shall not be eligible for child care when the caretaker has completed the requirements for a baccalaureate degree, unless the education is necessary to meet specific requirements associated with maintaining the caretaker's employment, certification or licensure.

A caretaker who has completed 144 undergraduate semester hours or 216 undergraduate quarter hours, or the combined equivalent hours, shall not be eligible for child care benefits for post-secondary education.

A caretaker who is engaged in vocational job skills training activities or occupational job skills training activities may be eligible for child care.

(1) Job skills training activities shall be limited to education that is directly related to the individual's employment goal and shall be approved by an accredited institution of higher education, an institution that has a certificate issued or has authorization from the

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Ohio board of regents, or an institution that has a registration from the state board of school and college registration.

(2) Job skills training activities may include, but are not limited to:

(a) Classroom job skills training.

(b) Supervised on-the-job skills training.

(c) Refresher job skills training.

A caretaker shall have a record of satisfactory participation, as defined by the school or institution, in an education or training activity in order to be eligible for child care.

No.

2.3.4. Eligibility Criteria Based Upon Receiving or Needing to Receive Protective Services

a) Does the Lead Agency provide child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

Yes. If yes, how does the Lead Agency define “protective services” for the purposes of eligibility? Provide a narrative description below.

Reminder – Lead Agencies have the flexibility to define protective services beyond formal child welfare or foster care cases. Lead Agencies may elect to include homeless children and other vulnerable populations in the definition of protective services.

Note – If the Lead Agency elects to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities for CCDF purposes these children are considered to be in protective services and should be included in this definition.

- *protective services* –

A caretaker may be eligible for protective child care, without regard to income, for the care and protection of a child. Caretakers eligible for protective child care shall have their co-payment waived. A case plan,

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as required in section 2151.412 of the Revised Code, is prepared and maintained for the child and caretaker. The case plan shall indicate a need for protective child care to permit the caretaker to complete requirements of the case plan. Protective child care may be authorized only for a child who resides in the home of the caretaker for whom the case plan is written.

No.

b) Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

Yes.
 No.

2.3.5. Income Eligibility Criteria

a) How does the Lead Agency define “income” for the purposes of eligibility? Provide the Lead Agency’s definition of “income” for purposes of eligibility determination. (§§98.16(g)(5), 98.20(b))

• *income* –

"Gross earned income" means the total amount of gross earnings received in a month by all of the employed individuals in the family including wages legally obligated to all members of the family but which are diverted to a third party.

"Gross self-employment earnings" means the total profit from a business enterprise.

"Gross unearned income" means the total amount of unearned income that is received in the month by all members of the family. Unearned income is income that is not gross earned income or is not gross earned income from self-employment, as defined in this rule. Unearned income includes cash contributions received by the family from persons, organizations or assistance agencies, social security administration (SSA) disability, death or retirement benefits, and child support payments.

b) Which of the following sources of income, if any, will the Lead Agency exclude from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude, if any.

Adoption subsidies
 Foster care payments

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- Alimony received or paid
- Child support received
- Child support paid
- Federal nutrition programs
- Federal and/or State/Territory tax credits
- Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- Medical expenses or health insurance related expenses
- Military housing or other allotment/bonuses
- Scholarships, education loans, grants, income from work study
- Social Security Income
- Supplemental Security Income (SSI)
- Veteran's benefits
- Unemployment Insurance
- Temporary Assistance for Needy Families (TANF)
- Worker Compensation
- Other types of income not listed above (1) SSI payments.

Kinship Permanency Incentive (KPI) payments made in accordance with the requirements of rule 5101:2-40-04 of the Administrative Code.

Payments made with county funds to increase the amount of cash assistance an assistance group receives in accordance with section 5107.03 of the Revised Code.

Contributions for shared living arrangements. These include cash payments received by a family from an individual who is not a family member but who resides in the household and shares responsibility for the household expenses through an informal arrangement. The cash payment given to the family is not available to the family because the payment represents the non-family member's share of the household expenses.

Bona fide loans from any source, including rural housing loans made by Federal Housing Administration (FHA).

Experimental housing allowance program payments made under annual contributions on contracts entered into prior to January 1975, under section 23 of the U.S. Housing Act of 1937.

HUD community development block grant funds paid under Title I of the Housing and Community Development Act of 1974 (public law 93-383).

Home energy assistance support and maintenance paid in cash or in-kind, public laws 97-377 (December 21, 1982), 97-424 (January 6, 1983), and 98-21 (April 20, 1983).

Income tax refunds received by any of the family members.

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The verified amount which is being garnished from the income.

Earned Income Tax Credit (EITC) payments when received as part of an income tax refund.

The value of surplus commodities donated by the department of agriculture.

Benefits received under Title VII, nutrition program for the elderly, Older Americans Act of 1965, Public Law 93-150.

Retroactive payments made as a result of a state hearing.

Escrow accounts established or credited as the direct result of the assistance group's involvement in family self-sufficiency on or after May 15, 1992.

Ohio Works First (OWF) cash payment for support services, pursuant to section 5107.66 of the Revised Code.

Prevention, Retention and Contingency (PRC) payments.

The value of food stamp allotments.

Money received in the form of a nonrecurring lump sum payment including, but not limited to, retroactive lump sum social security, SSI or pension benefits, retroactive lump sum insurance settlements; retroactive lump sum payment of child support arrearage; refunds of security deposits on rental property or utilities or PRC payments not defined as cash assistance.

Income excluded under the food stamp program regulations, as set forth in rule 5101:4-4-13 of the Administrative Code, unless the income is included under the provisions of this rule.

Any other income amounts that federal statutes or regulations require be excluded.

None

c) Whose income will be excluded, if any, for purposes of eligibility determination? Check anyone the Lead Agency chooses to exclude, if any.

- Children under age 18
- Children age 18 and over – still attending school
- Teen parents living with parents
- Unrelated members of household
- All members of household except for parents/legal guardians
- Other _____
- None

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d) Provide the CCDF income eligibility limits in the table below. **Complete** columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	<u>1783</u>	<u>1516</u>		
2	<u>2332</u>	<u>1982</u>		
3	<u>2880</u>	<u>2448</u>		
4	<u>3429</u>	<u>2915</u>		
5	<u>3978</u>	<u>3381</u>		

Reminder - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2011 poverty guidelines are available at <http://aspe.hhs.gov/poverty/11poverty.shtml>.

e) Will the Lead Agency have “tiered eligibility” (i.e., a separate income limit at re-determination to remain eligible for the CCDF program)?

Yes. If yes, **provide** the requested information from the table in 2.3.5d and **describe**:
125 FPL/200 FPL.

Note: This information can be included in a separate table, or by placing a “/” between the entry and exit levels in the above table. **Attach 2-16-30 Appendix.**

No.

f) SMI Year FFY 2009 and SMI Source LIHEAP-IM

g) These eligibility limits in column (c) became or will become effective on:
July 1, 2011

2.3.6. Eligibility Re-determination

a) What is the re-determination period upon initial authorization of CCDF services for most families?

6 months
 12 months

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- 24 months
- Other. Describe
- Length of eligibility varies by county or other jurisdiction. Describe

b) Is the re-determination period the same for all CCDF eligible families?

- Yes.
- No. If no, **identify** those families where eligibility authorizations differ and the length of re-determination for those families. **Check which families for whom authorizations are different.**
 - Families enrolled in Head Start and/or Early Head Start Programs. Re-determination period .
 - Families enrolled in pre-kindergarten programs. Re-determination period.
 - Families receiving TANF. Re-determination period.
 - Families who are very-low income, but not receiving TANF. Re-determination period.
 - Other. Describe.

2.3.7. Waiting Lists

Describe the Lead Agency’s waiting list status. Select **ONE** of these options.

- Lead Agency currently does not have a waiting list and:
 - All eligible families *who apply* will be served under State/Territory eligibility rules
 - Not all eligible families *who apply* will be served under State/Territory eligibility rules
- Lead Agency has an active waiting list for:
 - Any eligible family who applies when they cannot be served at the time of application
 - Only certain eligible families. Describe those families:
- Other. Describe _____

2.3.8. Appeal Process for Eligibility Determinations

Describe the process for families to appeal eligibility determinations:

If the CDJFS determines a caretaker ineligible for child care benefits or the caretaker fails to provide all required supporting documentation within the 30 day period described in paragraph (C) of this rule, the CDJFS shall deny the application. The CDJFS shall provide notice of denial of an application for child care benefits using the JFS 07334 “Notice of Denial of Your Application for Assistance” (rev. 2/2009) or its computer-generated equivalent.

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At the time of initial determination and redetermination of eligibility, the CDJFS shall provide the caretaker with the following information:

State hearing rights and procedures pursuant to applicable rules in division 5101:6 of the Administrative Code.

Notice that the use of child care services is a condition of eligibility for continued enrollment and the specific time limitation on the use of child care services must follow the requirements of this rule.

Notice that the caretaker shall complete and provide a copy of the child's health record to the child care provider by the first day of the child's attendance.

A copy of the rights and responsibilities section of the JFS 01138 that is signed and dated by the caretaker.

2.4. Sliding Fee Scale and Family Contribution

The statute and regulations require Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (i.e., co-payment) to the cost of child care (658E(c)(3)(B) §98.42).

2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1. The attached sliding fee scale was or will be effective as of: 7/1/2011

2.4.2. Will the attached sliding fee scale provided as Attachment 2.4.1. be used in all parts of the State/Territory?

- Yes
 No. If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.2a, 2.4.2b**, etc.

2.4.3. What income source and year will be used in creating the sliding fee scale? (658E(c)(3)(B)) Check only one option.

- State Median Income, Year:
 Federal Poverty Level, Year: 2011
 Income source and year varies by geographic region. Describe income source and year:
 Other. Describe income source and year:

2.4.4. How will the family's contribution be calculated and to whom will it be applied? Check all that the Lead Agency has chosen to use. (§98.42(b))

- Fee as dollar amount and

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- Fee is per child with the same fee for each child
- Fee is per child and discounted fee for two or more children
- No additional fee charged after certain number of children
- Fee per family
- Fee as percent of income and
 - Fee is per child with the same fee for each child
 - Fee is per child and discounted fee for two or more children
 - No additional fee charged after certain number of children
 - Fee per family
- Contribution schedule varies by geographic area
- Other. Describe

If the Lead Agency checked more than one of the options above, describe

2.4.5. Will the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

- Yes, and describe those additional factors:
- No.

2.4.6. The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size. (§98.42(c)). Select ONE of these options.

Reminder – Lead Agencies are reminded that the co-payments may be waived for only two circumstances - for families at or below the poverty level or on a case-by-case basis for children falling under the definition of “protective services” (as defined in 2.3.4.a).

- ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee. The poverty level used by the Lead Agency for a family of 3 is: \$__
- SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families:

2.5. Prioritizing Services for Eligible Children and Families

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority requirements in other ways such as higher payment rates for providers caring for children with special needs or waiving co-

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payments for families with very low incomes (at or below the federal poverty level). (658E(c)(3)(B), §98.44)

2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes? (658E(c)(3)(B), §98.44) Lead Agencies have the discretion to define *children with special needs* and *children in families with very low incomes*. Lead Agencies are not limited in defining *children with special needs* to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of *children with special needs*.

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
<p>Children with special needs</p> <p>Provide the Lead Agency definition of <i>Children with Special Needs</i>- “Special needs” means providing child care services to a child who is under eighteen years old who does not function according to age appropriate expectations in one or more of the following areas of development: social/emotional, cognitive, communication, perceptual-motor, physical, or behavioral development, or the child has chronic health issues. The child’s delays/conditions(s) affect development to the extent that the child requires special adaptations, modified facilities, program adjustments or related services on a regular basis in order to function in an adaptive manner.</p>	<p><input type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input checked="" type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other. Describe</p>	<p><input type="checkbox"/> Yes. The time limit is:</p> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds. Describe</p> <p><input checked="" type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care</p> <p><input type="checkbox"/> Prioritizes quality funds for providers serving these children</p> <p><input type="checkbox"/> Other. Describe</p>

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How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
Children in families with very low incomes Provide the Lead Agency definition of <i>Children in Families with Very Low Incomes</i> at or below 100% FPL	<input type="checkbox"/> Priority over other CCDF-eligible families <input checked="" type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other. Describe	<input type="checkbox"/> Yes. The time limit is: <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe <input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level <input type="checkbox"/> Other. Describe

2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF?

(658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

Reminder - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

- Use priority rules to meet the needs of TANF families
- Waive fees (co-payments) for some or all TANF families who are below poverty level
- Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and contractors)
- Other:

2.5.3. List and define any other eligibility conditions, priority rules and definitions that will be established by the Lead Agency. (658E(c)(3)(B), §98.16(g)(5), §98.20(b)) **Reminder** – Lead Agencies are reminded that any eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.
N/A

Term(s)	Definition(s)
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2.6. Parental Choice In Relation to Certificates, Grants or Contracts

The parent(s) of each eligible child who receives or is offered financial assistance for child care services has the option of either enrolling such child with a provider that has a grant or contract for the provision of service or receiving a child care certificate. (658E(c)(2)(A), §98.15(a))

2.6.1. Child Care Certificates

a) When is the child care certificate (also referred to as voucher or authorization) issued to parents? (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))

- Before parent has selected a provider
- After parent has selected a provider
- Other. Describe

b) How does the Lead Agency inform parents that the child care certificate permits them to choose from a variety of child care categories, including child care centers, child care group homes, family child care homes, and in-home providers? (§98.30(e)(2))

- Certificate form provides information about choice of providers
- Certificate is not linked to a specific provider so parents can choose provider of choice
- Consumer education materials (flyers, forms, brochures)
- Referral to child care resource and referral agencies
- Verbal communication at the time of application
- Public Services Announcement
- Agency Website:
- Community outreach meetings, workshops, other in person activities
- Multiple points of communication throughout the eligibility and renew process
- Other. Describe

c) What information is included on the child care certificate? **Attach a copy of the child care certificate as Attachment 2.6.1.** (658E(c)(2)(A)(iii))

- Authorized provider(s)
- Authorized payment rate(s)
- Authorized hours
- Co-payment amount
- Authorization period
- Other. Describe

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d) What is the estimated proportion of services that will be available for child care services through certificates? 5%

2.6.2. Child Care Services Available through Grants or Contracts

a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots? (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b)). **Note:** Do not check “yes” if every provider is simply required to sign an agreement in order to be paid in the certificate program.

Yes. If yes, **describe** the type(s) of child care services available through grants or contracts, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: Child care services offered by licensed centers and homes, certified homes and in-home aides are available through contracts. Providers must complete the licensing or certification process and enter into a provider agreement with ODJFS in order to be paid.

No.

b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following? Check the strategies, if any, that your State/Territory chooses to implement.

- Increase the supply of specific types of care
 - Programs to serve children with special needs
 - Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
 - Programs to serve infant/toddler
 - School-age programs
 - Center-based providers
 - Family child care providers
 - Group-home providers
 - Programs that serve specific geographic areas
 - Urban
 - Rural
 - Other. Describe ____
- Support programs in providing higher quality services
- Support programs in providing comprehensive services
- Serve underserved families. Specify: _____
- Other. Describe ____

c) Are child care services provided through grants or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

Yes.

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- No, and **identify** the localities (political subdivisions) and services that are not offered:

d) How are payment rates for child care services provided through grants/contracts determined? Market Rate Survey and analysis.

e) What is the estimated proportion of direct services that will be available for child care services through grants/contracts? 95%

2.6.3. How will the Lead Agency inform parents and providers of policies and procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds? (658E(c)(2)(B), §98.31) Check the strategies that will be implemented by your State/Territory.

- Signed declaration
- Parent Application
- Parent Orientation
- Provider Agreement
- Provider Orientation
- Other. Describe:

2.6.4. The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. (§§98.16(g)(2), 98.30(e)(1)(iv)) Will the Lead Agency limit the use of in-home care in any way?

- No
- Yes. If checked, what limits will the Lead Agency set on the use of in-home care? Check all limits the Lead Agency will establish.
 - Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act
 - Restricted based on provider meeting a minimum age requirement
 - Restricted based on hours of care (certain number of hours, non-traditional work hours)
 - Restricted to care by relatives
 - Restricted to care for children with special needs or medical condition
 - Restricted to in-home providers that meet some basic health and safety requirements
 - Other. Describe:
A provider of in-home care can care for only the children of one family.

2.6.5. Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32) ODJFS requires complaint reports to be maintained at the state for licensed programs and at the county for certified providers. All reports are subject to the department's public records request process.

2.7. Payment Rates for Child Care Services

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish adequate payment rates for child care services that ensure eligible children equal access to comparable care.

2.7.1. Provide a copy of your payment rates as Attachment 2.7.1. The attached payment rates were or will be effective as of: 7.24.2009.

2.7.2. Are the attached payment rates provided in Attachment 2.7.1 used in all parts of the State/Territory?

- Yes.
- No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.2a, 2.7.2b**, etc.

2.7.3. Which strategies, if any, will the Lead Agency use to ensure the timeliness of payments?

- Policy on length of time for making payments. Describe length of time: No more than ninety-days from day of service provided.
- Track and monitor the payment process
- Other. Describe
- None

2.7.4. Market Rate Survey

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2009). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02 <http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-02/pi2009-02.htm> for more information on the MRS deadline).

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)):
10.2010.

b) Attach a copy of the **MRS instrument** and a **summary of the results** of the survey **as Attachment 2.7.4**. For Lead Agencies that use an administrative provider database, provide a copy of the intake form as the instrument. The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

2.7.5. Will the Lead Agency use the local Market Rate Survey identified in 2.7.4a (i.e., the most recent MRS) to set its payment rates?

- Yes

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No

If no, list the MRS year that the payment rate ceiling is based upon
2008

2.7.6. At what percentile of the most recent local MRS are or will payment rates be set? Provide the percentile for your payment rate ceiling in relation to the most recent survey and **describe:** 25th percentile of 2010 MRS.

Note: Identify the percentile where payment rates fall according to the most recent local MRS (identified in 2.6.4a) regardless of whether or not you use the most recent survey to set rates. If the percentile(s) varies across categories of care (e.g., different for centers and family child care homes), regions or ages of children, provide the range of the highest and lowest percentile in relation to the most recent survey.

2.7.7. Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children receiving CCDF subsidies? Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement.

Differential rate for nontraditional hours. Describe:

Non-traditional hours are defined as care provided between 7pm and 6am M-F and weekends.

Differential rate for children with special needs as defined by the State/Territory. Describe:

“Special needs” means providing child care services to a child who is under eighteen years old who does not function according to age appropriate expectations in one or more of the following areas of development: social/emotional, cognitive, communication, perceptual-motor, physical, or behavioral development, or the child has chronic health issues. The child’s delays/conditions(s) affect development to the extent that the child requires special adaptations, modified facilities, program adjustments or related services on a regular basis in order to function in an adaptive manner.

Differential rate for infants and toddlers. Describe

Differential rate for school-age programs. Describe

Differential rate for higher quality as defined by the State/Territory.

Describe:

Additional payment of up to 15% more for providers who participate in Ohio’s Step Up to Quality rating system.

Other differential rate. Describe Additional payment of up to 5% for providers who are accredited by an ODJFS-approved accrediting body.

None.

2.7.8. Will the Lead Agency allow providers to charge parents any additional fees? Check the policies, if any, the Lead Agency has chosen to establish regarding additional fees.

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- Providers are allowed to charge the difference between the maximum reimbursement rate and their private pay rate
- Providers are allowed to charge registration fees
- Providers are allowed to charge for transportation fees
- Providers are allowed to charge for meals.
- Providers are allowed to charge additional incidental fees such as field trips or supplies
- Policies vary across region, counties and or geographic areas. Describe
- No, providers may not charge parents any additional fees
- Other. Describe:
Absent Days in excess of what the Department offers to pay.

- None

2.7.9. Describe how payment rates are adequate to ensure equal access to the full range of providers based on the Market Rate Survey.

CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. To demonstrate equal access, the Lead Agency shall provide at a minimum a summary of facts describing: (§98.43(a))

- a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1))
Equal access has been assured in Ohio is by conducting a Market Rate Survey every biennium and establishing rates for each provider type and child age group. During the review process of the most recent market rate survey, conducted by The Ohio State University and completed October, 2010, the primary goal of the project was to develop reasonable estimates of the distribution of unsubsidized rates charged within well-defined service categories. In addition, a secondary goal was to identify, if they exist, unique market areas within the state where the distributions of rates are both statistically and meaningfully different across the areas.

- b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2))
Six market categories were established. Market rates have been established at the thirty fifth (35th) percentile statewide of the 2008 MRS for all provider types and age groups. (Note: this is roughly the equivalent of the 25th percentile of the 2010 MRS).

- c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3))
Family co-payments range from zero to ten percent of a family's gross monthly income.

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- d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access
The State of Ohio does utilize any statewide waiting lists for subsidized child care services.

2.7.10 Goals for the next Biennium – What are the Lead Agency’s goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices)

- ODJFS, through the Child Care Information Data System (CCIDS), will be increasing the efficiency of administering the subsidized child care program by reducing errors, obtaining accurate and detailed data for analyzation and data mining, and increasing automation.
- ODJFS is making efforts to reduce the error rate reported on the ACF 402 Report.
- ODJFS will begin planning to develop an Emergency Preparedness and Response Plan.

Part 3

Health and Safety and Quality Improvement Activities

In this section, Lead Agencies are asked to describe their goals and plans for implementation of child care quality improvement activities. Under the Child Care and Development Block Grant Act, Lead Agencies have significant responsibility for ensuring the health and safety of children in child care through the State/Territory’s child care licensing system and establishing health and safety standards for children who receive CCDF funds. Health and safety is the foundation of quality, but is not adequate to ensure that programs and staff are competent in supporting all areas of child development and promoting school success.

Quality investments and support systems to promote continuous quality improvement of both our programs and the staff who work in them are a core element of CCDF. This section allows Lead Agencies to describe the steps that they are taking toward continuous quality improvement with a goal of having high quality child care options across settings for all families. While one of the key goals for CCDF is helping more low-income children access higher quality care, the Lead Agency has the flexibility to consider its goals and strategic plans for a child care quality improvement system for all families, not just those receiving assistance under CCDF.

Part 3 is organized based on four key components of quality which encompass most of the quality investments and initiatives undertaken by Lead Agencies:

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1. Ensuring health and safety of children through **licensing and health and safety standards**
2. Establishing **early learning guidelines**
3. Creating pathways to excellence for child care programs through **program quality improvement activities**
4. Creating pathways to an effective, well-supported child care workforce through **professional development systems and workforce initiatives.**

For each component, Lead Agencies are asked to conduct a three-part process. In this section, Lead Agencies conduct a self-assessment by describing the current status of their efforts, using common practices and best practices to list characteristics. Lead Agencies then are asked to identify goals for making progress during the FY 2012-2013 biennium and describe their data, performance measure and evaluation capacity for each component.

It is expected that the Lead Agency is making systematic investments towards child care quality improvement across its early childhood and school-age spectrum – including all settings, geographic coverage and age range – that will help show progress toward these outcomes and goals. Ultimately, these child care quality improvement elements should be fully implemented and integrated. Until that point, States/Territories are expected to fall on a continuum of progress. Baseline information on status and capacity for these elements and goals for the upcoming two-year period will be captured in this section. Progress on these elements will be reported using the Quality Performance Report in Appendix 1 as the final step.

3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i)). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible

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providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) Section 3.1 asks the State/Territory to identify and describe the components of both the licensing and CCDF health and safety requirements, indicate which providers are subject to the requirements, and describe compliance and enforcement activities. (658E(c)(2)(F), §98.41)

3.1.1. Compliance with Applicable State/Territory and Local Regulatory Requirements on Licensing

Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i)). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

Definition: Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

a) Is the Lead Agency responsible for child care licensing? (§98.11(a))

Yes.

No. Please identify the entity/agency responsible for licensing

b) **Provide a brief overview** of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory. At a minimum, describe whether the State/Territory's licensing requirements serve as the CCDF health and safety requirements. Ohio's Child Care Licensing regulations for centers and group home child care programs are codified (5101:2 OAC) and serve as the CCDF health and safety requirements.

c) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below.

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Within each CCDF category of care, please identify which types of providers are exempt from licensing in your State/Territory in the chart below.

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CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	<p><u>Describe which types of center-based settings are exempt from licensing in your State/Territory:</u></p> <p><u>(1) A program of child care that operates for two or less consecutive weeks;</u></p> <p><u>(2) Child care in places of worship during religious activities during which children are cared for while at least one parent, guardian, or custodian of each child is participating in such activities and is readily available;</u></p> <p><u>(3) Religious activities which do not provide child care;</u></p> <p><u>(4) Supervised training, instruction, or activities of children in specific areas, including, but not limited to: art, drama, dance, music, gymnastics, swimming, or another athletic skill or sport, computers, or an educational subject conducted on an organized or periodic basis no more than one day a week and for no more than six hours duration;</u></p> <p><u>(5) Programs in which the director determines that at least one parent, custodian or guardian of each child is on the premises of the facility offering child care and is readily accessible at all times, except that child care provided on the premises at which a parent, custodian, or guardian is employed more than two and one-half hours a day shall be licensed in accordance with division (A) of this section;</u></p>

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CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
		<p><u>Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?</u></p> <p><u>(6)(a) Programs that provide child care funded and regulated or operated and regulated by state departments other than the Department of Job and Family Services or the state board of education when the director of Job and Family Services has determined that the rules governing the program are equivalent to or exceed the rules promulgated pursuant to this chapter.</u></p> <p><u>Child care programs conducted by boards of education or by chartered nonpublic schools that are conducted in school buildings and that provide child care to school children only shall be exempt from meeting or exceeding rules promulgated pursuant to this chapter.</u></p> <p><u>(7) Any preschool program or school child program, except a head start program, that is subject to licensure by the department of education under sections 3301.52 to 3301.59 of the Revised Code.</u></p> <p><u>(8) Any program providing child care that meets the specific requirements provided in R.C. 5104.02(B)(8) and, on October 20, 1987, was being operated by a nonpublic school that holds a charter issued by the state board of education for kindergarten only.</u></p> <p><u>(9) A youth development program operated outside of school hours by a community-based center to which</u></p>

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CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
		<u>specific criteria apply.</u>
<p>Group Home Child Care</p> <p><input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.</p>	<p>Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</p>	<p>Describe which types of group homes are exempt from licensing.</p> <p><u>Same exemptions as noted above.</u></p>
<p>Family Child Care</p>	<p>Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. Reminder - Do not check if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</p>	<p>Describe which types of family child care home providers are exempt from licensing</p> <p><u>Registered</u></p>
<p>In-Home Care</p>	<p>In-home child care provider is defined as an individual who provides child care services in the child's own home. Reminder - Do not check if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory</p>	<p>Describe which types of in-home child care providers are exempt from licensing</p> <p><u>Registered</u></p>

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CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
	requirements.	

Note: In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid’s website at <http://nrckids.org/> to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's.**

d) **Indicate** whether your State/Territory licensing requirements include any of the following four indicators for each category of care*.

*Source: National Resource Center for Health and Safety in Child Care and Early Education. (2003) Stepping Stones to Using Caring for Our Children: National Health and Safety Performance Standards, 2nd Ed. Health Resources and Services Administration, Maternal and Child Health Bureau. Available online: <http://nrckids.org/stepping>

Indicator	For each indicator, check all requirements for licensing that apply, if any.			
	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
Do the licensing requirements include child:staff ratios and group sizes ? If yes, specify age group, where appropriate.	<input checked="" type="checkbox"/> Child:staff ratio requirement: <input checked="" type="checkbox"/> Group size requirement: <input type="checkbox"/> No requirements. <u>Age of children</u> <u>Staff/child ratio</u> <u>Infants (birth and under 12 months) 1 to 5 or 2 to 12 in same room</u> <u>Infants (12 months and under 18 months) 1 to 6</u> <u>Toddlers (18 months and under 2 1/2 years) 1 to 7</u> <u>Toddlers (2 1/2 years</u>	<input checked="" type="checkbox"/> Child:staff ratio requirement: <input checked="" type="checkbox"/> Group size requirement: <input type="checkbox"/> No requirements. <u>The type A home shall employ sufficient staff so that each staff member cares for no more than six children at any one time, except that one staff member shall not care for more than five children if the staff person is the only staff on the premises of the type A home and one or more of the children is younger than twelve months of</u>	<input type="checkbox"/> Child:staff ratio requirement: <input type="checkbox"/> Group size requirement: <input type="checkbox"/> No requirements.	<input type="checkbox"/> Child:staff ratio requirement: <input type="checkbox"/> Group size requirement: <input type="checkbox"/> No requirements.

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	<p><u>and under 3 years) 1 to 8</u></p> <p><u>Preschool – three years 1 to 12</u></p> <p><u>Preschool – four and five years of age 1 to 14</u></p> <p><u>School age – kindergarten to 11 1 to 18</u></p> <p><u>School age – 11 years through 14 years 1 to 20</u></p> <p><u>Group size shall not exceed twice the maximum number of children allowed per child care staff member as required in the staff/child ratio section of this rule.</u></p>	<p><u>age. If the parent or guardian, who is not a staff member in the type A home, of a child is also present in the home, that child shall not be included in the total of six.</u></p>		
<p>Do the licensing requirements identify specific experience and educational credentials for child care directors?</p>	<p><input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate’s degree <input type="checkbox"/> Bachelor’s degree <input type="checkbox"/> No credential required for licensing <input checked="" type="checkbox"/> Other: <u>and two years experience in a licensed child care facility or two years college including four courses in Child Development or related field.</u></p>	<p><input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate’s degree <input type="checkbox"/> Bachelor’s degree <input type="checkbox"/> No credential required for licensing <input checked="" type="checkbox"/> Other: <u>Two years of college including two courses in child development or two years experience, working as a child care staff member in a licensed child care facility.</u></p>	<p><input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate’s degree <input type="checkbox"/> Bachelor’s degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate’s degree <input type="checkbox"/> Bachelor’s degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:</p>
<p>Do the licensing requirements identify specific</p>	<p><input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential</p>	<p><input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential</p>	<p><input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate</p>	<p><input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate</p>

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<p>experience and educational credentials for child care teachers?</p>	<p><input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:</p>	<p>(CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:</p>	<p>(CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:</p>
<p>Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year?</p>	<p><input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: <u>Unless Administrator or child care staff are exempt from in-service training at the time of employment (i.e. have qualifying number of hours in Child Development) they are required to complete 15 clock hours of in-service training annually until have completed total of 45 clock hours. The 45 hours of training shall include trainings in child development, health and safety, child abuse recognition/prevention, first aid and management of communicable disease.</u></p>	<p><input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: <u>Unless Administrator or child care staff are exempt from in-service training at the time of employment (i.e. have qualifying number of hours in Child Development) they are required to complete 15 clock hours of in-service training annually until have completed total of 45 clock hours. The 45 hours of training shall include trainings in child development, health and safety, child abuse recognition/prevention, first aid and management of communicable disease.</u></p>	<p><input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input type="checkbox"/> Other:</p>

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e) Do you expect the licensing requirements for child care providers to change in FY2012-2013?

Yes. Describe:

Plans include provision for continuous licensure (non-renewing timeline) for centers and type A homes and removes requirement of references for employees.

No

3.1.2. Compliance with Applicable State/Territory and Local Regulatory Requirements on Health and Safety

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

a) **Describe** the Lead Agency’s health and safety requirements for prevention and control of infectious disease in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(i), §98.41(a)(1))

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Physical exam or health statement for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Physical exam or health statement for children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Tuberculosis check for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Provider immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
complete health and safety checklist				
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) **Describe** the Lead Agency’s health and safety requirements for building and physical premises safety, including policies and practices to protect from environmental hazards, in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(ii), §98.41(a)(2))

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Safe sleep policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) **Describe** the Lead Agency’s health and safety requirements for health and safety training in effect for child care providers of services for which

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assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3))

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	CPR	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	First aid	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Training on infectious diseases	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	SIDS prevention (i.e., safe sleep)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Medication administration	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Mandatory reporting of suspected abuse or neglect	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Child development	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Supervision of children	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Behavior management	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Nutrition	<input type="checkbox"/>	<input type="checkbox"/>
	Breastfeeding	<input type="checkbox"/>	<input type="checkbox"/>
	Physical activity	<input type="checkbox"/>	<input type="checkbox"/>
	Working with children with special needs or disabilities	<input type="checkbox"/>	<input type="checkbox"/>
	Emergency preparedness and response	<input type="checkbox"/>	<input type="checkbox"/>
	Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>
Group Home Child Care	CPR	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	First aid	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Training on infectious diseases	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	SIDS prevention (i.e., safe sleep)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Medication administration	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Mandatory reporting of suspected abuse or neglect	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Child development	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Supervision of children	<input type="checkbox"/>	<input type="checkbox"/>
	Behavior management	<input type="checkbox"/>	<input type="checkbox"/>
	Nutrition	<input type="checkbox"/>	<input type="checkbox"/>
	Breastfeeding	<input type="checkbox"/>	<input type="checkbox"/>
	Physical activity	<input type="checkbox"/>	<input type="checkbox"/>
	Working with children with special needs or disabilities	<input type="checkbox"/>	<input type="checkbox"/>
	Emergency preparedness and response	<input type="checkbox"/>	<input type="checkbox"/>
	Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>
Family Child Care Providers	CPR	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	First aid	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Training on infectious diseases	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	SIDS prevention (i.e., safe sleep)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Medication administration	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Mandatory reporting of suspected abuse or neglect	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Child development	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Supervision of children	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Behavior management	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nutrition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	Breastfeeding	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Physical activity	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Working with children with special needs or disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Emergency preparedness and response	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Other. Describe	<input type="checkbox"/>	
In-Home Child Care Providers	CPR	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	First aid	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Training on infectious diseases	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	SIDS prevention (i.e., safe sleep)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Medication administration	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Mandatory reporting of suspected abuse or neglect	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Child development	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Supervision of children	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Behavior management	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Nutrition	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Breastfeeding	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Physical activity	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Working with children with special needs or disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Emergency preparedness and response	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Other. Describe	<input type="checkbox"/>	<input checked="" type="checkbox"/>

d) CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency's requirements for relative providers? (§98.41(A)(ii)(A))

- All relative providers are subject to the same health and safety requirements as described in 3.1.3a-c, as appropriate; there are no exceptions for relatives.
- Relative providers are NOT required to meet any health and safety requirements as described in 3.1.3a-c, as appropriate.
- Relative providers are subject to certain requirements. Describe the different requirements.

e) Provide a web address for the State/Territory's health and safety requirements, if available: <http://emanuals.odjfs.state.oh.us/emanuals/>

3.1.3 Enforcement of Licensing Requirements

Each Lead Agency is required to provide a detailed description of the State/Territory’s licensing requirements and how its licensing requirements are effectively enforced. (658E(c)(2)(E), §98.40(a)(2)) The Lead Agency is also required to certify that that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with the applicable health and safety requirements. (658E(c)(2)(G), §98.41(d))

Describe the State/Territory’s policies for effective enforcement of the licensing requirements using questions 3.1.3a through 3.1.3e below. This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

a) Does your State/Territory include **announced** and/or **unannounced** visits in its policies as a way to effectively enforce the licensing requirements?

- Yes. If “Yes” please refer to the chart below and check all that apply.
 No

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe
<input checked="" type="checkbox"/> Group Home Child Care	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe
<input type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe
<input type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe

b) Does your State/Territory have any of the following procedures in place for effective enforcement of the licensing requirements? If procedures differ based on the category of care, please indicate how in the “Describe” box.

- Yes. If “Yes” please refer to the chart below and check all that apply.
 No

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Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input checked="" type="checkbox"/> Yes. Describe As a rule requirement, all new program owners are required to participate in an application interview with the Ohio Department of Job and Family Services (ODJFS) and Participate in all orientation trainings and interviews as determined by ODJFS. <input type="checkbox"/> No. <input type="checkbox"/> Other. Describe
Licensing staff has procedures in place to address violations found in an inspection.	<input checked="" type="checkbox"/> Providers are required to submit plans to correct violations cited during inspections. <input checked="" type="checkbox"/> Licensing staff approve the plans of correction submitted by providers. <input type="checkbox"/> Licensing staff verify correction of violation. <input checked="" type="checkbox"/> Licensing staff provide technical assistance regarding how to comply with a regulation. <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe
Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.	<input type="checkbox"/> Provisional or probationary license <input checked="" type="checkbox"/> License revocation or non-renewal <input type="checkbox"/> Injunctions through court <input type="checkbox"/> Emergency or immediate closure not through court action <input type="checkbox"/> Fines for regulatory violations <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe
The State/Territory has procedures in place to respond to illegally operating child care facilities.	<input checked="" type="checkbox"/> Cease and desist action <input checked="" type="checkbox"/> Injunction <input type="checkbox"/> Emergency or immediate closure not through court action <input type="checkbox"/> Fines <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe
The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	<input checked="" type="checkbox"/> Yes. Describe <u>ORC 119. provides for due process hearing opportunity.</u>

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Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
	<input type="checkbox"/> No. <input type="checkbox"/> Other. Describe

c) Describe what types of licensing violations, if any, would make a provider ineligible to participate in CCDF
Currently, licensing violations themselves do not make the provider ineligible, it's the actual revocation or denial of license or application that triggers the ineligibility.

d) Does your State/Territory use **background checks** as a way to effectively enforce the licensing requirements?

Yes. If “Yes” please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency. Please **also provide a brief overview** of the State/Territory’s process for conducting background checks for child care. For example, describe what types of violations would make providers ineligible for CCDF, funding for background checks, and the process for providers to appeal background check findings.

A non conviction statement must be signed upon hire and annually thereafter by every individual owner, administrator, employee, second adult in a child care center or type A home, and all persons 18 years of age and older who resided in a type A home. Additionally, these persons are required to complete BCII criminal background checks upon hire and every four years thereafter. FBI checks are required initially and optionally thereafter. Prohibitive offenses include those listed in 5104.09 R.C. Examples are violent and drug related crimes i.e. homicide, assault, menacing, sex offenses, theft and fraud, drug offenses, offenses against justice and public administration, weapons control, cruelty to animals, arson, robbery and burglary etc. Section 5101:2-12-26 and 5101:2-13-26 provides for rehabilitation standards.

No

CCDF Categories of Care	Types of Background Check	Frequency
<input checked="" type="checkbox"/> Center-Based Child Care Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers <u>All “employees” regardless of duties</u>	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe

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CCDF Categories of Care	Types of Background Check	Frequency
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: every 4 years
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: more often is optional.
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
<input checked="" type="checkbox"/> Group Child Care Homes Who is subject to background checks for group homes? For example, provider, non-provider residents of the home <u>All providers and non provider residents of the home older than 18 years of age.</u>	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: every four years

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CCDF Categories of Care	Types of Background Check	Frequency
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <u>more often optional.</u>
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
<input type="checkbox"/> Family Child Care Homes Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks

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CCDF Categories of Care	Types of Background Check	Frequency
		Conducted Annually <input type="checkbox"/> Other. Describe
<input type="checkbox"/> In-Home Child Care Providers Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input type="checkbox"/> State/Territory Criminal Background	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe

e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced per the CCDF regulations? (658E(c)(2)(E), §98.40(a)(2))

f) Does the State/Territory disseminate information to parents and the public, including the use of on-line tools or other “search tools,” about child care program licensing status and compliance records?

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Yes. Describe:

Child Care Website (ODJFS) page has a Families Resources Webpage with links and information for parents and families as well as guidance on accessing online inspections for all licensed facilities. This resource is also used for public records request and media responses.

No

3.1.4 Describe the State/Territory's policies for effective enforcement of the health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described above for licensed providers, please describe the health and safety enforcement measures in place. Include in this description whether and how the State/Territory uses on-site visits (announced and unannounced) and background checks and any other enforcement policies and practices for the health and safety requirements. County departments of Job and Family Services inspect and certify providers who care for children in their homes, or the county reviews documentation completed by the parent and the provider verifying the health and safety of the home. County staff visit all home providers at least twice annually with at least one unannounced inspection. Background checks are required for all home providers and others in the home over the age of 18.

3.1.5 Does the State/Territory conduct developmental screenings of children? Lead Agencies are not required to conduct developmental screenings of children, but they State/Territory may choose to voluntarily conduct or require programs to conduct such screenings for other purposes.

Yes. Describe:

Program participating in Step Up to Quality at Steps 2 & 3 are required to conduct a developmental screening on children birth to five years. Screening is required to be completed within the first 60 days of enrollment.

a) If yes, are resources and supports provided to programs for conducting developmental screenings?

- Yes. Describe
 No
 Other. Describe

b) If yes, are resources and supports provided to programs to track when follow-up to screening is needed?

- Yes. Describe
 No
 Other. Describe

- No
 Other. Describe

3.1.6 Data & Performance Measures on Licensing and Health and Safety Compliance – What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked, Lead Agencies may choose to describe for whom they access to these data on such as only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) Data on licensing and health and safety. Indicate if the Lead Agency or another agency has access to data on:

- Number of licensed programs. Describe (optional)
At end of SFY 2010: 4,294. As of 3/25/2011: 4,343.
- Numbers of programs operating that are legally exempt from licensing. Describe (optional)
- Number of programs whose licenses were suspended or revoked due to non-compliance. Describe (optional)
SFY 2010: 10 licenses.
- Number of injuries and fatalities in child care as defined by the State/Territory. Describe (optional)
SFY 2010: 690 Serious Incident/Injury reports, including 1 fatality.
- Number of monitoring visits received by programs. Describe (optional)
SFY 2010 8,687 inspections including 983 complaint investigations.
- Caseload of licensing staff. Describe (optional)
90 centers and type A homes.
- Number of programs revoked from CCDF due to non-compliance with health and safety requirements. Describe (optional) describe...
SFY 2010: 10 licenses.
- Other. Describe
- None

b) Performance measurement. What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements?

None currently planned.

c) Evaluation. What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of

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standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

None currently planned.

3.1.7 Goals for the next Biennium - What are the Lead Agency’s goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. higher licensing standards, more programs covered by licensing standards or health and safety requirements, more frequent visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

- ODJFS will implement a continuous license for child care programs.
- ODJFS will begin to align Child Care Licensing and Step Up To Quality (SUTQ), including using SUTQ participation as part of the criteria for the inspection schedule protocol.
- ODJFS will incorporate serious risk non-compliance into rules and also incorporate into enforcement cases.
- ODJFS will implement serious risk non-compliance for the Type A homes in rule and in the licensing software.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines include the expectations for what children should know (content) and be able to do (skills). The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children.

Has the State/Territory developed voluntary early learning guidelines for children? Check any early learning guidelines the State/Territory has developed.

- Birth-to-three
- Three-to-five
- Five years and older
- None. **Skip to 3.2.6.**

If yes, insert web addresses, where possible:

www.ode.state.oh.us and <http://jfs.ohio.gov/cdc/providers.stm>

Which State/Territory agency is the lead for the early learning guidelines?

Birth-to-three – Ohio Department of Job and Family Services

Three-to-five – Ohio Department of Education

Five years and older – Ohio Department of Education

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Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below.

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approaches to learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Science knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social studies knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English language development (for dual language learners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List any domains not covered in the above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2.3 To whom are the early learning guidelines disseminated and in what manner? Check all audiences and methods that your State/Territory has chosen to use in the chart below.

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care home homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in elementary schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. List: <u>ODJFS licensed school age programs</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its early learning guidelines into other parts of the child care system.

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- To define the content of training required for the career lattice or professional credential
- To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- To develop State-/Territory –approved curricula
- Other. List
- None.

3.2.5 Are voluntary early learning guidelines aligned with into other parts of the child care system? Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

- Cross-walked to align with Head Start Outcomes Framework
- Cross-walked to align with K-12 content standards
- Cross-walked to align with State/Territory pre-k standards
- Cross-walked with accreditation standards
- Other. List
- None.

3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions. In the description for each Yes response, please include a) who administers and b) how often assessments are conducted.

- a) Are programs required to conduct ongoing assessments of children’s progress of children using measures aligned with the early learning guidelines or other child standards?

Yes. Describe:
For Step Up to Quality (SUTQ) programs at the highest Step level, an on-going assessment process is used to inform intentional teaching which supports individual needs of the children. Programs may choose a tool(s) that aligns to current curriculum. The lead teachers are responsible for the documentation of the established on- going assessment process. Programs use a combination of formal and informal methods of collecting data. Common tools used are: Teaching Strategies – Gold, Creative Curriculum Developmental Continuum, High

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Scope COR and Portfolios that contain work samples to support observations.

Early childhood programs that are publicly funded by ODE are also required to conduct ongoing assessments.

b-1) If yes, are programs encouraged to use information from ongoing assessments to improve practice and individual children's needs?

Yes. Describe:

SUTQ requires screening for children birth to 5 yrs. The data is reviewed to determine if a child may need a referral for services as well as to provide the teacher with a baseline for development to inform instruction. SUTQ currently does not require a specific tool however the tool used needs to cover all developmental domains and has to be a reliable and valid published tool.

Data from Get it! Got it! Go! are used to inform literacy instruction for early childhood programs that are publicly funded by ODE. Data from ASQ:SE are used to support social-emotional development. Data from the ECOSF (for PSE programs) are used to inform student needs.

No

Other. Describe

b-2) If yes, is information on child's progress reported to parents?

Yes. Describe:

SUTQ – At highest step level progress is reported to parents at least annually. An on-going assessment process is used to identify strengths and areas for improvement. Goals are set for children – helps to determine focus of classroom instruction as well as overall program goals.

Early childhood programs that are publicly funded by ODE, there teachers may use parent conferences to report assessment data to parents. Parent conferences are required in licensing but the content of the conferences is not prescribed.

No

Other. Describe

No

Other. Describe

b) Does the State/Territory use measures to track the readiness of children as they kindergarten?

Yes. Describe:

Kindergarten Readiness Assessment- Literacy (KRAL) administered to all kindergarten children at entry.

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c-1) If yes, do the measures cover the developmental domains identified in 3.2.2?

- Yes. Describe:
Focus on language and literacy.
 No
 Other. Describe

c-2) If yes, are the measures used on all children or samples of children?

- All children. Describe:
approx. 125,000 statewide.
 Samples of children. Describe
 Other. Describe

c-3) If yes, is the information from the school readiness measures used to target program quality improvement activities?

- Yes. Describe:
Data from the assessment may be used by the early childhood community to inform program improvement activities. Also, data is used at the K-12 level to inform program improvement moving forward.
 No
 Other. Describe

 No
 Other. Describe

Data & Performance Measures on Voluntary Early Learning Guidelines –

What data elements, if any, does the State/Territory have access to on the dissemination of, implementation of, or children’s attainment of the early learning guidelines? What, if any, performance measures does the State/Territory use for dissemination and implementation of the early learning guidelines? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked, Lead Agencies may choose to describe for whom they access to these data on such as only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (infants and toddlers or school-age children).

a) **Data on voluntary early learning guidelines.** Indicate if the Lead Agency or another agency has access to data on:

- Number/percentage of child care providers trained on ELG’s for preschool aged children. Describe (optional)
ECQNET, STARS and PD registry would have data available on

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numbers participating.

Number/percentage of child care providers trained on ELG's for infants and toddlers. Describe (optional)

PD Registry would have the number of providers trained in the Infant Toddler Modules and the Best Practice series.

Number of programs using ELG's in planning for their work. Describe (optional)

Only those child care programs voluntarily participating in Step Up To Quality, Ohio's QRIS program. All ODE funded preschool programs must align their curriculum to the ELG.

Number of parents trained on or served in family support programs that use ELG's. Describe (optional)

Other. Describe

None

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines?

SUTQ – Step 1 – need a copy of: Early Learning Program Guidelines, Early Learning Content Standards, Infant Toddler Guidelines, Infant/Toddler Program Standards and K-12 Standards (relative to all age groups served in the program). Step 2 & 3 – Curriculum planning is aligned to age appropriate standards to maximize growth across a broad range of developmental content areas.

ODE is required to monitor program compliance with ECE legislation which requires programs to align curriculum with content standards and it is part of licensing.

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines and the progress of children in child care? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

ODJFS continues to work with OSU to conduct ongoing research. This spring, child and program level outcome data should be released.

Goals for the next Biennium - What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

ODJFS through SUTQ will continue to require programs to adopt a curriculum framework that is reflective of age appropriate standards/guidelines for all age groups served in the program. During on-site visits, the programs will be assessed for their ability to meet the established criteria in the Early Learning

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benchmark for their current step level or for a higher level if they choose to increase their rating.

3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

This section builds on the significant investments States and Territories have made in the area of program quality improvement systems. In this section, States and Territories provide a self-assessment on current program quality improvement activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to a Quality Rating and Improvement System (QRIS) framework. QRIS refers to a systematic framework for evaluating, improving and communicating the level of quality in early childhood programs and contains five key elements:

1. Program standards
2. Supports to programs to improve quality
3. Financial incentives and supports
4. Quality assurance and monitoring
5. Outreach and consumer education

While not all States and Territories have developed or implemented a formal QRIS, all are pursuing quality improvement strategies that can be described within this framework (based upon previous CCDF Plans). Using this framework to organize this section allows States/Territories to report on their quality improvement activities systematically whether they have a QRIS or not. Over time, States and Territories are encouraged to work on linking their quality improvement initiatives and strategies across all of these elements, culminating in a comprehensive Quality Rating and Improvement System with adequate support for providers to attain higher levels of quality and transparency for parents and the community regarding the quality of child care.

a) Describe which entities are involved in planning and administering the program quality improvement activities in 3.3, including State/Territory entities and local or community level entities.

ODJFS oversees the planning and implementation of Step Up to Quality, Ohio's QRIS. OCCRA and local R&R's provide support to programs that includes professional development, technical assistance and some administrative supports such as the disbursement of the QAA (Quality Achievement Award). In addition, there is a SUTQ Leadership Team and SUTQ Stakeholders group where ODJFS solicits input from sister agencies, providers and advocacy groups on the development and implementation of the program as it evolves.

3.3.1 Element 1 – Program Standards

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Definition – For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those standards that build upon and go beyond those minimum requirements.

a) Does your State/Territory's have quality improvement standards that include indicators covering the following areas beyond what is required for licensing? Check any indicators, if any, that your State/Territory has chosen to establish.

- Ratios and group size
- Health, nutrition and safety
- Learning environment and curriculum
- Staff/Provider qualifications and professional development
- Teacher/providers-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Community relationships
- Administration and management
- Developmental screenings
- Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- Cultural competence
- Other. Describe
- None. If checked, skip to 3.3.2.

b) Does your State/Territory have quality improvement standards with provisions about the care of any of these groups of children? Check any provisions your State/Territory has chosen to establish.

- Children with special needs as defined by your State/Territory
- Infants and toddlers
- School-age children
- Children who are dual language learners
- None

c) How do your State/Territory's quality standards link to State/Territory licensing requirements? Check any links between your State/Territory's quality standards and licensing requirements.

- Licensing is a pre-requisite for participation
- Licensing is the first tier of the quality levels
- State/Territory license is a "rated" license.
- Other. Describe
- Not linked.

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d) Do your State/Territory’s quality improvement standards align with or have reciprocity with any of the following standards? Check any alignment, if any, between your State/Territory’s quality standards and other standards.

- Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)
- Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)
- Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)
- Other. Describe _____
- None

3.3.2 Element 2 –Supports to Programs to Improve Quality

Definition – For purposes of this section, supports to programs to improve quality refers to such activities as technical assistance and consultation services for programs to assist in meeting child care quality improvement standards.

a) Check which types of and for what purposes the State/Territory uses supports to child care programs, if any, in the following chart. If none, skip to 3.3.3.

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Attaining and maintaining accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching dual language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None. Skip to 3.3.3.			

b) Methods used to customize quality improvement supports to the needs of individual programs include:

- Program improvement plans
- Technical assistance on the use of program assessment tools
- Other. Describe

c) Is technical assistance linked to entering the QRIS or targeted to help programs forward on QRIS?

- Yes. Describe:

Technical assistance is available from both ODJFS and the local R&R's to assist providers with the initial application process, renewal of current rating, increase of rating from Step 1 to Step 2. The R&R's as part of technical assistance may conduct ERS (Environment Rating Scales) or the PAS (Program Administration Scale) and help programs develop a QIP (Quality Improvement Plan).

- No
- Other. Describe

3.3.3 Element 3 – Financial Incentives and Supports

Definition – For purposes of this section, financial incentives refers to the types of monetary supports offered to programs in meeting and sustaining licensing and QRIS or other child care quality improvement standards for programs.

a) Identify which types of financial incentives are offered and to which providers in the following chart. Check which incentives and supports, if any, the State/Territory chooses to offer. If none, skip to 3.3.4.

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> One-time awards or bonuses on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
completion of quality standard attainment			
<input checked="" type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> On-going, periodic grants or stipends tied to maintaining quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None. Skip to 3.3.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3.4 – Element 4 - Quality Assurance and Monitoring

Definition – For purposes of this section, quality assurance and monitoring refers to the ways that the State/Territory measures program quality for the purposes of its QRIS or other quality improvement system and the methods for measuring that the child care quality improvement standards for programs are met initially and maintained over time.

a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. **If none, skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments: Annually may be used as self assessments by programs. May be used by R&R as part of TA. Also used for OSU research.	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments: Annually may be used by providers as a self-assessment. Also used by OSU	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>

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research.			
<input checked="" type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments: Annually may be used by providers as a self-assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21 st Century Learning Center programs Describe, including frequency of assessments: ODJFS created SUTQ verification tool, environmental scans and teach <u>interview questions. All are used as part of the on-site verification visit. Rating is recommended by specialists and submitted to supervisors for review.</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None. Skip to 3.3.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

- Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- Include QRIS or other quality reviews as part of licensing enforcement
- Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- Other. Describe
- None

3.3.5 – Element 5 - Outreach and Consumer Education

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Definition – For purposes of this section, outreach and consumer education refers to the strategies used to promote the child care quality improvement standards to parents, programs and the general public.

a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may be communicated to parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

- Yes. If yes, how is it used?
 - Resource and referral/consumer education services use with parents seeking care
 - Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting
 - Searchable database on the web
 - Voluntarily, visibly posted in programs
 - Mandatory to post visibly in programs
 - Used in marketing and public awareness campaigns
 - Other. Describe
- No. If no, skip to 3.3.6.

b) Does the State/Territory use any forms of media to reach parents and the public to communicate about levels of quality for child care programs? Check which forms, if any, the State/Territory uses to communicate levels of quality for child care programs.

- Print
- Radio
- Television
- Web
- Telephone
- Social Marketing
- Other. Describe
- None

c) Describe any targeted outreach for culturally and linguistically diverse families.

3.3.6. Quality Rating and Improvement System (QRIS)

a) **Based on the five key elements of a QRIS described above in 3.3.1 through 3.3.5**, does your State/Territory have a quality rating and improvement system (QRIS) or similar quality improvement system in place?

- Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating State/Territory-wide.

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- Participation is voluntary for ODJFS licensed programs.
- Participation is mandatory for
- Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.
- No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.
- State/Territory is in the development phase
- State/Territory has no plans for development
- Other. Describe

b) If yes to 3.3.6a, **CHECK** the types of providers eligible to participate in the QRIS:

- Child care centers
- Group child care homes
- Family child care homes
- In-home child care
- License exempt providers
- Early Head Start programs
- Head Start programs
- Pre-kindergarten programs
- School-age programs
- Other. Describe

3.3.7. If the State/Territory has or will have any quality improvement strategies for targeted groups of providers (e.g., relative caregivers or caregivers who are legally exempt from licensing) that are not described in your responses to any question in section 3.3 above, please describe: Currently piloting licensed Type A Family child care homes.

3.3.8 Data & Performance Measures on Program Quality – What data elements, if any, does the State/Territory currently have access to related to the quality of programs? What, if any, does the State/Territory use for performance measures on program quality improvement? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked, Lead Agencies may choose to describe for whom they access to these data on such as only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (infants and toddlers or school-age children).

a) **Data on program quality.** Indicate if the Lead Agency or another agency has access to data on:

- Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory. Describe:
Data stored in SUTQ database.
- Number of programs that move program quality levels annually (up

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or down). Describe:

Data stored in SUTQ database.

- Program scores on program assessment instruments. List instruments: Describe
- Classroom scores on program assessment instruments. List instruments: Describe
- Qualifications for teachers or caregivers with in each program. Describe:
Documented in on-site verification tool- ability to pull queries based on education requirements. Reports are stored in SUTQ database.
- Number/Percentage of children receiving CCDF assistance in licensed care. Describe:
CCIDS/3299
- Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory
- Number/Percentage of programs receiving financial assistance to meet higher program standards. Describe
- Other. Describe
- None

c) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality?

SFY 2012 - 1125 Star Rated Programs in Ohio

SFY 2013 - 1200 Star Rated Programs in Ohio

d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality?

ODJFS continues to work with OSU to conduct ongoing research. This spring, child and program level outcome data should be released.

3.3.9 Goals for the next Biennium - What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

- ODJFS will expand Step Up to Quality (SUTQ), Ohio's quality rating and improvement system to a four step system. Expansion will include a transitional step between the current Step 1 and step 2.
- ODJFS will develop an inspection protocol to determine a child care provider's inspection schedule and incorporate Step Up To Quality visits into licensing compliance.

3.4 Pathways to Excellence for the Workforce – Professional Development Systems and Workforce Initiatives (Component #4)

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Pathways to excellence for the workforce builds on the significant investments States and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

- 1) Core Knowledge and Competencies
- 2) Career Pathways (or Career Lattice)
- 3) Professional Development Capacity
- 4) Access to Professional Development
- 5) Compensation, Benefits and Workforce Conditions

- a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities.

The Ohio Professional Development Network (OPDN) provides an open forum for early childhood and afterschool professionals, their agencies and associations, state agencies and other affiliated partners to promote the development of a high quality, comprehensive statewide system of professional development for the early childhood and afterschool workforce. Through the Network, members examine professional development initiatives, research promising practices and make recommendations toward the development of Ohio's system. Members share information and keep informed about Ohio projects, events and professional development opportunities. Members participate in work groups to craft specific components or enhancements and make recommendations to Ohio's professional development system.

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

Definition – For purposes of this section, core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts.

- a) Has the State/Territory developed core knowledge and competencies (CKCs) for practitioners working with and/or on behalf of children?

Yes

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- No, the State/Territory has not developed core knowledge and competencies. Skip to question 3.4.2.
- Other. Describe

If yes, insert web addresses, where possible:
<http://www.opdn.org/?wid=12>

b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

- Child growth, development and learning
- Health, nutrition, and safety
- Learning environment and curriculum
- Interactions with children
- Family and community relationships
- Professionalism and leadership
- Observation and assessment
- Program planning and management
- Diversity
- Other. Describe:
Social Emotional Field Guide, Instructor Guide
- None

c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (as reported in section 3.3)
- To define the content of training required career lattice or credential
- To correspond to the early learning guidelines
- To define curriculum and degree requirements at institutions of higher education
- Other. Describe:
Ohio's Professional Development Registry requires coursework entered be identified by Core Knowledge content area and level.
- None

d) Are the CKCs aligned with other State/Territory or national standards? Check which ways, if any, the State/Territory aligns its CKCs with other standards.

- Cross-walked with the Child Development Associate (CDA) competencies
- Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation,

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National Board of Professional Teaching Standards, Head Start SOLAR staff skills indicators)

Cross-walked with apprenticeship competencies

Other. Describe:

Crosswalked with Division of Early Childhood (DEC) standards for serving children with special needs.

None

e) Check for which roles, if any, the State/Territory developed supplemental or specialized competencies.

Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Birth to preschool competencies

Providers working directly with children in family child care homes, including aides and assistants. Birth to preschool competencies

Administrators in centers (including educational coordinators, directors). Birth to preschool competencies

Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe

Education and training staff (such as trainers, CCR&R staff, faculty). Instructor guide.

Other. Describe:

Competencies for schoolage, social-emotional.

None

f) Check if the State/Territory has developed any supplemental or specialized competencies for practitioners/providers working with the following ages.

Birth-to-three

Three-to-five

Five and older

Other. Describe:

Schoolage, 5-12

None

3.4.2 Workforce Element 2 - Career Pathways

Definition – For purposes of this section, career pathways (or career lattice) defines the options and sequence of qualifications and ongoing professional development to work with children. Career pathways assist professionals in understanding their career options and identify steps for advancement for the workforce recognizing and rewarding higher levels of preparation and mastery of practice to promote higher quality services for children.

a) Does the State/Territory have a career pathway which defines the sequence of qualifications related to professional development (education, training and technical assistance) and experience required to work with children?

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Yes. Describe:

Career Pathways is a universal application for all professionals working in the field. It serves as a framework in the Professional Development Registry, which is aligned to the core knowledge and competencies levels. As professionals enter their education, experience and training, their information is given a point value and they are provided with their Career Pathways level within their profile.

No, the State/Territory has not developed a career pathway. Skip to question 3.4.3.

Insert web addresses, where possible:

http://www.opdn.org/documents/career_pathways_worksheet.pdf

b) Check for which roles, if any, the career pathways include qualifications, specializations or credentials.

Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe:

Career Pathways is a universal application for all professionals working in the field. It serves as a framework in the Professional Development Registry, which is aligned to the core knowledge and competencies levels. As professionals enter their education, experience and training, their information is given a point value and they are provided with their Career Pathways level within their profile.

Providers working directly with children in family child care homes, including aides and assistants. Describe:

See description above.

Administrators in centers (including educational coordinators, directors). Describe:

See description above.

Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe:

See description above.

Education and training staff (such as trainers, CCR&R staff, faculty). Describe:

See description above.

Other. Describe:

Early Intervention staff in Ohio are credentialed through the Professional Development Registry and often utilize the same Career Pathways framework in quantifying their professional development.

None

c) Does the career pathways (or lattice) include specializations or credentials, if any, for working with any of the following children?

Infants and toddlers

Preschoolers

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- School-age children
- Dual language learners
- Children with disabilities, children with developmental delays, and children with other special needs
- Other Describe:
Early Intervention credentials are given points in Career Pathways. Additionally, we are working on administrator credential.
- None

d) In what ways, if any, is the career pathway (or lattice) used?

- Voluntary guide and planning resource
- Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13
- Required placement for all practitioners working in programs that receive public funds to serve children birth to 13
- Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)
- Required placement for participation in scholarship and/or other incentive and support programs
- Required placement for participation in the QRIS or other quality improvement system
- Other. Describe
- None

e) Are individuals' qualifications, professional development, and work experience verified prior to placement on the career pathway (or lattice)?

- Yes. If yes, describe:
The Professional Development Registry provides the point value for verified and pending or unverified points.
- No

3.4.3 Workforce Element 3 – Professional Development Capacity

Definition – For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to capability of the higher education system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Training and technical assistance capacity refers to capability of the training and technical assistance system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children.

a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related

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fields in the State/Territory (e.g., both physical location and distance-based, accessibility to practitioners, etc.)?

Yes. If yes, describe:

According to the Ohio Board of Regents, the offering of Associate and Bachelor's programs in core fields within thirty (30) miles of every Ohioan through the University System of Ohio – helps to ensure the availability of degree programs in early childhood education, school-age care and youth development. The University System of Ohio consists of 14 public universities, 24 regional branch campuses, 23 community colleges, adult literacy and adult workforce centers. The primary goal and responsibility is to raise the aspirations and the educational levels of its citizens.

No

b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

Yes. If yes, describe:

According to the Ohio Board of Regents, the University System of Ohio is a flexible, integrated higher education provider which makes the widest range of educational opportunities available to Ohio residents. It includes related training and technical assistance programs in several core career path fields such as: early childhood and school age career paths.

No

c) What quality assurance mechanisms, if any, are in place for the degree programs and courses offered by the State/Territory institutions?

Standards set by the institution

According to the Ohio Board of Regents, Ohio's public two and four year institutions each have an established systemic process that is used to determine whether or not a degree program meets the institution's goals, standards, and outcomes required to award credit in an approved degree program. Within the institution this includes a systemic program review validation process, including a three to five year periodic review of an established program curriculum, a faculty panel review, program cost effectiveness review, student enrollment academic success, graduation and employment success, and others.

Standards set by the State/Territory higher education board.

The Ohio Board of Regents/University System of Ohio has 20 accountability measures by which process can be monitored. Five key goals in which the institutions are measured are: access, quality, affordability, efficiency, and economic leadership.

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Degree programs that lead to education licensure are required to meet standards as set by the Ohio Standards Board. The Ohio Board of Regents reviews licensure programs on a seven year cycle (corresponding to the national accreditation cycle by NCATE and TEACH)

Standards set by the State/Territory higher education board

Standards set by program accreditors.

Each of Ohio's public two and four year institutions are accredited by the Higher Learning Commission, a commission of the North Central Association of College and Schools. Also, many of the institutions are approved and/or accredited by other appropriate specialized associations or agencies, such as: Adult Education Association, American Association for Higher Education, American Association of Collegiate Registrars and Admission Counselors, National Association of Financial Aid Administrators, National Alliance of Community and Technical Colleges, and many others.

Four year institutions in Ohio with education licensure programs are nationally accredited by NCATE (National Council for Accreditation of Teacher Education) or TEAC (Teacher Education Accreditation Council). Standards for their programs are set by the SPAs (NCTM, ACTFL, NAEYC, etc). Licensure programs without a set of SPA standards are required to meet standards set by the Ohio Standards Board during the state licensure program review process.

Other. Describe

None

d) What quality assurance mechanisms, if any, are in place for the training and technical assistance programs offered by the State/Territory?

Training approval process. Describe:

Process as described in (c) above.

Trainer approval process. Describe:

Process as described in (c) above.

Training and/or technical assistance evaluations. Describe:

Process as described in (c) above.

Other. Describe

None

e) Does the State/Territory have articulation agreements in place across and within institutions of higher education?

Yes. If yes, describe:

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According to the Ohio Board of Regents, Ohio's public and private institutions of higher education have a history of establishing formal agreements between organizations detailing the recognition of college credit between those institutions/organizations. Articulation agreements are usually categorized in two ways: incoming agreements with secondary schools and hospitals and professional organizations where learning is recognized for credit by the institution. Outgoing agreements are usually with other colleges and universities who defined how that institution's credit will transfer to other institutions.

No

f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

Yes. If yes, describe:

According to the Ohio Board of Regents, in some instances prior training and/or learning is transferable to an institution through an established articulation agreement.

No

3.4.4 Workforce Element 4 – Access to Professional Development

Definition – For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made aware of, and receive supports and assistance to utilize, professional development opportunities.

a) Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

Yes. If yes, for which sectors?

Child care

Head Start/Early Head Start

Pre-Kindergarten

Public schools

Early intervention/special education

Other. Describe:

Family Child Care

No

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

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Yes. If yes, describe:

The Professional Registry provides access to training statewide.

No

Insert web addresses, where possible:

<http://www.opdn.org/index.php?wid=73>

c) What supports, if any, does the State/Territory provide to promote access to training and education activities?

Scholarships. Describe:

TEACH scholarships are available.

Free training and education. Describe:

CCR&R and PBS/OETS

Reimbursement for training and education expenses. Describe

Grants. Describe

Loans. Describe

Loan forgiveness programs. Describe

Substitute pools. Describe

Release time. Describe

Other. Describe:

State Support Teams and ECQnet training funding provided by Ohio Department of Education.

None

d) Does the State/Territory have career advisors for early childhood and school-age practitioners?

Yes. If yes, describe

No

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

Yes. If yes, describe:

Technical assistance is provided through the CCR&R system (infant/toddler, schoolage, preschool) as well as Healthy Child Care Ohio which is funded by ODJFS. State Support Team coordinators and Language and Literacy specialists which is funded by ODE.

No

3.4.5 Workforce Element 5- Compensation, Benefits and Workforce Conditions

Definition – For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

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a) Does the State/Territory have a salary or wage scale for various professional roles?

- Yes. If yes, describe
 No

b) Does the State/Territory provide financial rewards for participation in professional development, such as one-time salary bonuses for completing a training or education program?

- Yes. If yes, describe:
Limited to TEACH bonuses or salary enhancements.
 No

c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

- Yes. If yes, describe
 No

d) Does the State/Territory have a program to offer or facilitate benefits (e.g. health insurance coverage, retirement, etc.) to the workforce?

- Yes. If yes, describe
 No

3.4.6 Data & Performance Measures on the Child Care Workforce – What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked, Lead Agencies may choose to describe for whom they access to these data on such as only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (infants and toddlers or school-age children).

a) **Data on the child care workforce.** Indicate if the Lead Agency or another agency has access to data on:

- Data on the size of the child care workforce. Describe (optional)
 Data on the demographic characteristics of practitioners or providers working directly with children. Describe (optional)
 Records of individual teachers or caregivers and their qualifications. Describe (optional):
Limited to programs participating in the state QRIS.
 Retention rates. Describe (optional)

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- Records of individual professional development specialists and their qualifications. Describe (optional)
- Qualifications of teachers or caregivers linked to the programs in which they teach. Describe (optional):
Limited to programs participating in the state QRIS
- Number of scholarships awarded . Describe (optional):
Linked to TEACH.
- Number of individuals receiving bonuses or other financial rewards or incentives. Describe (optional):
Linked to TEACH.
- Number of credentials and degrees conferred annually. Describe (optional)
- Data on T/TA completion or attrition rates. Describe (optional)
- Data on degree completion or attrition rates. Describe (optional)
- Other. Describe:
We are currently working on building reporting and work study functions in the professional registry.
- None

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

Definition– For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe Voluntary except for programs in the QRIS system and early intervention credentialed by Ohio Department of Health.

Providers working directly with children in family child care homes, including aides and assistants. Describe Voluntary except for programs in the QRIS system and early intervention credentialed by Ohio Department of Health.

Administrators in centers (including educational coordinators, directors). Describe Voluntary except for

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programs in the QRIS system and early intervention credentialed by Ohio Department of Health.

Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe Voluntary except for programs in the QRIS system and early intervention credentialed by Ohio Department of Health.

Education and training staff (such as trainers, CCR&R staff, faculty). Describe Voluntary except for programs in the QRIS system and early intervention credentialed by Ohio Department of Health.

Other. Describe

None

b-2) Does the workforce data system apply to:

all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?

all practitioners working in programs that receive public funds to serve children birth to age 13?

No

b) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems?

None at the present time.

e) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Through the Ohio Professional Development Network, the Quality Assurances committee worked this past year on common evaluation tools for training including an on-site evaluation form to be completed by participants at a training with results entered in aggregate to that training. All users of the online registration system (PDTrack) agree to use the common tool in order to track its use in the system. This will give us the capacity to pull results and make comparisons across trainers, agencies, and sectors.

Additionally, the committee worked on a post-training tool which will be sent in an e-mail to participants 2-3 weeks after a training to help assess whether practice was impacted as well as knowledge. The tool will include learner objectives.

In 2009-2010, the Quality Assurance committee worked on common terms

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and definitions for all work falling under the global term of technical assistance. The committee will be revisiting the topic and working on the creation of a common on-site evaluation tool for "consumers" of technical assistance.

3.4.7 Goals for the next Biennium - What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above?

- ODJFS will link the state professional registry to licensing for use by licensing in generating reports to assist in licensing visits.
- ODJFS will expand the trainer/training approval system of the Ohio Professional Development Registry by requiring that all in-service trainers have to run through the registry in order to be approved to sign an in-service form.
- ODJFS will support the statewide implementation of an Administrator's Credential.

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- AMENDMENTS LOG

**CHILD CARE AND DEVELOPMENT FUND PLAN FOR: OHIO
FOR THE PERIOD: 10/1/11 – 9/30/12**

Lead Agencies are required to request approval from Administration for Children and Families (ACF) whenever a “substantial” change in the Lead Agency’s approved CCDF plan occurs. Please refer to the ACF Program Instruction regarding CCDF Plan amendments for more information

<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-01/pi2009-01.htm>

Plan amendments must be submitted to ACF within 60 days of the effective date of the change. Under the regulation, the plan amendment must be approved no later than the 90th day following the date on which the amendment is received by ACF unless the Lead Agency and ACF mutually agree in writing to extend the period. (§98.18 (b)).

ACF encourages Lead Agencies to contact the Child Care program staff in the appropriate ACF Regional Office to discuss any proposed amendment as early as possible.

Instructions for Submitting Amendments:

Complete the first 3 columns of the Amendment Log and send a copy of the Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional Office contact. Lead Agency also should indicate the Effective Date of the amended section in the footer at the bottom of the amended page(s). A copy of the Log, showing the latest amendment pending in ACF, is retained as part of the Lead Agency's Plan.

ACF will complete column 4 and returns a photocopy of the Log to the grantee following its review and approval of the amendment. The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain "old" plan pages that are superseded by amendments in a separate appendix to its Plan. This is especially important as auditors will review CCDF Plans and examine effective date of changes.

Appendix 1

Quality Performance Report

The purpose of this annual report is to capture State/Territory progress on improving the quality of child care. Specifically, this report will:

- Provide a national assessment of State's and Territory's progress toward improving the quality of child care, including a focus on program quality and child care workforce quality;
- Track State's and Territory's annual progress toward meeting high quality indicators and benchmarks, including those that they set for themselves in their CCDF Plans and those that are of interest to the U.S. Department of Health and Human Services in measuring CCDF program performance;
- Assist national and State/Territory technical assistance efforts to help States/Territories make strategic use of quality funds; and
- Assist with program accountability and compliance efforts tied to quality investments.

This report collects data in relation to the four components of child care quality used as a quality framework in Part 3 of the Child Care and Development Fund Plan for FY 2012-2013:

1. Ensuring health and safety of children through licensing and health and safety standards
2. Establishing early learning guidelines
3. Creating pathways to excellence for child care programs through program quality improvement activities
4. Creating pathways to an effective, well-supported child care workforce through professional development systems and workforce initiatives.

Lead Agencies are asked to provide the status on the State/Territory's progress in meetings its goals as reported in the FY 2012-2013 CCDF Plan, and provide data on the results of those activities. Because of the flexibility in administering the CCDF program, it is expected that Lead Agencies may not have information and data available to respond to all questions. At a minimum, Lead Agencies are expected to report on their progress toward meeting the goals articulated in the CCDF Plan for this Biennium. Lead Agencies may provide narrative updates in the data sections, including any plans for reporting data in the future, if actual data is not currently available.

This annual report will be submitted to ACF no later than December 31, 2012 and the first submittal will reflect the period October 1, 2011 through September 30, 2012.

Ensuring the Health and Safety of Children (Component #1)

In this section, Lead Agencies provide information on the minimum health and safety standards and activities in effect over the past year as of September 30, 2012.

A1.1 Progress on Overall Goals

Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.1.7, please report your progress using the chart below. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., revised licensing regulation to include elements related to SIDS prevention, Lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care (www.nrckids.org.)

A1.2 Key Data

A1.2.1 Number of licensed programs

- a) How many licensed center-based programs operated in the State/Territory as of September 30, 2012? _____ or Data not available
- b) How many licensed home-based programs operated in the State/Territory as of September 30, 2012? _____ or Data not available
- c) Does the State/Territory have data on the number or percentage of programs (i.e., paid care provided on a regular basis by an unrelated caregiver outside of the child’s own home) operating in the State/Territory are subject to licensing regulations?

- Yes. If yes, include the number/percentage of programs and describe
- No

A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year?

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a) What percentage of licensed center-based programs were visited as of the end of the last fiscal year? _____ What was the average number of visits? _____

b) What percentage of licensed family child care programs were visited as of the end of the last fiscal year? _____ What was the average number of visits? _____

c) What percentage of legally exempt providers, receiving CCDF were visited as of the end of the last fiscal year? _____ What was the average number of visits? _____

Data not available

A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in your State/Territory during the last fiscal year?

	Suspended	Revoked
Licensed Centers		
Licensed Homes		
<input type="checkbox"/> Data not available		

A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year?

Child Care Centers _____
Group Child Care Homes _____
Family Child Care Homes _____
In-Home Providers _____

Data not available

A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year? _____

A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). _____

A1.2.6 How many fatalities occurred in child care as of the end of the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). _____

Establishing Early Learning Guidelines (Component #2)

A2.1 Progress on Overall Goals

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A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year?

- Yes. Describe _____
 No

A2.1.2 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.2.8, please report your progress. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELG’s, Aligned the ELG’s with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A2.2 Key Data

A2.2.1 How many programs were trained on early learning guidelines (ELG’s) or standards over the last fiscal year?

Provider Categories	Birth to Three ELG’s	Three-to-Five ELG’s	Five and Older ELG’s
How many center-based programs were trained on ELG’s over the past year?	_____	_____	_____
How many children are served in program implementing the ELG’s? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____
How many family child care programs were trained on ELG’s over the past year?	_____	_____	_____
How many children are served in program implementing the ELG’s? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____
How many legally exempt providers were trained on ELG’s over the past year?	_____	_____	_____
How many children are served in programs	_____	_____	_____

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Provider Categories	Birth to Three ELG's	Three-to-Five ELG's	Five and Older ELG's
implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)			
<input type="checkbox"/> Data not available			

Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

A3.1 Progress on Overall Goals

A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A3.2 Key Data

A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year?

- Health and safety _____
- Infant and toddler care _____
- School-age care _____
- Inclusion _____
- Teaching dual language learners _____
- Understanding developmental screenings and/or observational assessment tools for program improvement purposes _____
- Mental health _____
- Business management practices _____
- Data not available

A3.2.2 How many programs received financial support to achieve and sustain quality during the last fiscal year?

- a) One-time, grants, awards or bonuses:
 - Child Care Centers _____

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Family Child Care Homes _____
 Data not available

b) On-going or Periodic quality stipends:
Child Care Centers _____
Family Child Care Homes _____
 Data not available

A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year? When reporting the percentages, please indicate the universe of programs on which the percentage is based (e.g., licensed providers, CCDF providers, or all providers).

Child Care Centers QRIS _____ or Other Quality Improvement System _____

Family Child Care Homes QRIS _____ or Other Quality Improvement System _____

License-Exempt Providers QRIS _____ or Other Quality Improvement System _____
 Data not available

A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year? If quality threshold is something other than QRIS, describe the metric used, such as accreditation.

Child Care Centers _____
Family Child Care Homes _____
License-Exempt Providers _____
 Data not available

A3.2.5 How many programs are at each level of quality? Describe metric if other than QRIS, such as accreditation.

Child Care Centers _____
Family Child Care Homes _____
License-Exempt Providers _____
 Data not available

A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the State or Territory's quality improvement system during the last fiscal year? What percentage are in high quality care as defined by the State/Territory? **Note.** If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

Percentage of CCDF children served in participating programs _____
Percentage of CCDF children served in high quality care _____ (May define with assessment scores, accreditation, or other metric, if no QRIS.)
 Data not available

Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)

A4.1 Progress on Overall Goals

A4.1.1 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.4.7, please report your progress. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A4.2 Key Data

A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year?

	Child Care Center Teachers	Family Child Care Providers
Child Development Associate (CDA)		
State/Territory Credential		
Associate’s degree		
Bachelor’s degree		
Graduate/Advanced degree		
<input type="checkbox"/> Data not available		

A4.2.2 How many teachers/caregivers were included in the State/Territory’s professional development registry during the last fiscal year?

- Staff in child care centers _____
- Family child care home providers _____
- License-exempt practitioners _____
- Data not available

A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year?

- Staff in child care centers _____
- Family child care home providers _____
- License-exempt practitioners _____
- Data not available

A4.2.4 How many credentials and degrees were awarded during the last fiscal year? If possible, list the type of credential or degree and in what type of setting the practitioner worked.

Setting	Type of Credential	Type of Degree
Staff in child care centers	List and provide number	List and provide number
Family child care home providers	List and provide number	List and provide number
License-exempt practitioners	List and provide number	List and provide number
<input type="checkbox"/> Data not available		

A4.2.5 How many teachers or other professionals received technical assistance such as coaching, mentoring or consultation during the last fiscal year? Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked.

Setting	Type of Technical Assistance
Staff in child care centers	List and provide number
Family child care home providers	List and provide number
License-exempt practitioners	List and provide number
<input type="checkbox"/> Data not available	

A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year?

- Scholarships. How many teachers received? _____
- Reimbursement for Training Expenses. How many teachers received? _____
- Loans. How many teachers received? _____
- Wage supplements. How many teachers received? _____
- Other. Describe
- Data not available

APPENDIX 2

CCDF PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures (§98.15) that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))

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- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

CCDF Regulations 45 CFR §98.13(b)(2)-(6) require the following certifications.

1. Assurance of compliance with Title VI of the Civil Rights Act of 1964:

<http://www.hhs.gov/forms/HHS690.pdf>

2. Certification regarding debarment:

<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>

3. Definitions for use with certification of debarment:

<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>

4. HHS certification regarding drug-free workplace requirements:

<http://www.acf.hhs.gov/programs/ofs/grants/drugfree.htm>

5. Certification of Compliance with the Pro-Children Act of 1994:

<http://www.acf.hhs.gov/programs/ofs/grants/tobacco.htm>

6. Certification regarding lobbying:

<http://www.acf.hhs.gov/programs/ofs/grants/lobby.htm>

These certifications were obtained in the 1997 Plan and need not be collected again if there has been no change in Lead Agency. If there has been a change in Lead Agency, these certifications must be completed and submitted with the Plan.